

Elizabeth Strachan




How to bring out the BEST in YOUR CHILD

PART 8

TEN-PART COURSE TITLES



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How to Bring Out The Best In Your Child



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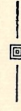
THE PARENTS ASSOCIATION

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PART EIGHT

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THE SIGNIFICANCE OF HEALTH

Those of us who lead normal, healthy lives seldom realize what a blessing physical health is. Not until we are overtaken by illness do we appreciate the importance of a sound body.

Radiant health is essential to the normal development of every growing child.

A single visit to a children's hospital will impress any adult with the tragedy of youngsters who cannot romp and play as normal children do.

Ill-health is not only tragic for children; it places burdensome restrictions upon adults. At no time in life should a person be content to remain in bondage to illness.

A healthy physique enables one to think clearly and to make wholesome emotional adjustments. Physicians, psychiatrists, and teachers of religion are all emphasizing the unity of the human personality. Body, mind, and spirit are really one. Each phase of our nature acts upon and is acted upon by all other phases. When one prospers, all prosper; when one suffers, all suffer. (See Illustration 151.)

Some Old Ideas May Be Discarded

Extreme views regarding the maintenance of health have gained currency from time to time.

One notion that was prevalent not too long ago was that a young baby should be placed on a rigid schedule. At specified intervals he was to receive a certain amount of nourishment and a minimum of physical care. Under no circumstances was he to be handled more than was absolutely necessary. He was not to be fondled at all.

More recently, pediatricians are renouncing that trend. They have found that a baby is something more than a phy-



ILLUSTRATION 151

Good health and happiness go hand in hand. Each encourages the other. Body, mind and spirit—all act upon each other.

biological machine; that he actually thrives best when he is surrounded by the warmth of human affection.

Again, not too many years ago, great emphasis was placed upon the importance of fresh air. Outdoor air was recommended as the panacea for all ills. Architects made a fetish of cross ventilation for bedrooms. Everybody was counseled to sleep at night with windows wide open, summer and winter. It was during this era that many families added sleeping porches to their houses. In some instances tubercular patients were advised to sleep in tents, even in cold weather.

At their best these popular notions became health rituals, without much value, to be sure, but relatively harmless. At their worst they caused positive injury to those who put too much confidence in them.

Always Use Your Own Best Judgment

One mother of a frail adolescent son had this to say: "John was a sturdy baby. But when he was about ten months old, my brothers teased me for bundling him up so carefully in cold weather. They said I would make a sissy out of him, that the way to toughen him up was to let him get used to all kinds of weather. I took them at their word. As a result, the child contracted pneumonia and almost died. He has never been really healthy from that time to this."

Today fresh air is still highly valued, but we are beginning to realize that cold air is not necessarily fresh, and that moving air is not necessarily pure.

Whenever you are in doubt as to whether a recommended health measure is merely a fad, or whether it is actually the result of genuine medical advancement, consult a competent physician.

It is important that the foundations for good health be laid early in life. If your child is to attain his maximum--physically, mentally, and emotionally--he must have a sound body. By teaching him good habits of eating, sleeping, working, and playing, you cannot only help him to acquire a splendid physique, but you can do what is even more important, inspire him with a real zest for life at its fullest and best.

FOOD

It has been confirmed by more than one outstanding physician that "we are what we eat." There is certainly much evidence to substantiate such a statement. The growing child requires plenty of wholesome, properly prepared food.

Avoid Fads

As in the matter of general health, fads have had a tremendous influence upon our eating habits.

Years ago an American by the name of Horace Fletcher advocated a thoroughgoing mastication of food and induced people in many parts of the world to "Fletcherize."

Another nutritionist gained a following by declaring that only certain combinations of food should be eaten at any one meal. He reasoned that unfavorable chemical reactions would take place if other items of food were to enter the stomach at the same time.

Again, certain abstemious souls advocated the "No-Break-fast Plan." According to their theory the digestive system needed a rest from the evening of one day until noon of the next. They somehow overlooked the added demands made upon the digestive system as a result of the increased appetite at the noon and evening meals.

People have been told to drink plenty of water at mealtime. Again, they have been cautioned not to drink any liquid at meals, lest it wash their food down in bulk and thus interfere with the salivary action so necessary to the proper assimilation of certain foods.

Spinach, because of its content of iron, was once recommended as essential in every child's diet. Now, after many a parent-child struggle over that unsavory item, we are told that its content of iron is really so small as to be practically negligible.

And so it goes. At one time children were taught to eat bread and butter with all foods except desserts. Dieticians now tell us that from the standpoint of nutrition it is not necessary for a child to consume bread and butter while he is eating, say potatoes and gravy, another combination which is rich in starch and oil.

Should a Child Eat Between Meals?

Parents of a generation ago felt obliged to insist that their children eat only at mealtimes. "Three meals a day--straight!" That was the slogan. Modern parents, in a reaction against this old dictum, tend to swing too far in the opposite direction. They allow their children to eat anything at any time. Obviously, the wise course lies somewhere between these two extremes. (See Illustration 152.)

A growing child, for instance, may actually need a little wholesome nourishment after coming home from school in the afternoon. The quantity of food he eats at that time should not be large. It should be plain and in no case should it be allowed to interfere with the development of a normal appetite for the evening meal.

A child who is allowed to buy ice cream, candy, or soft drinks whenever the notion strikes him is not only acquiring bad eating habits, but he is learning to squander time and money as well.

Provide Your Child with a Wholesome Well-Balanced Diet

Food for the child should be carefully chosen. The manner in which it is prepared influences to a marked degree its digestibility. It makes a tremendous difference whether cauliflower, for example, is pickled in vinegar, or whether it is boiled tender and then creamed.

Do not assume, however, that the longer a vegetable is cooked, the more digestible it will become. In this matter of time required for the tenderizing of various vegetables, there is a happy medium which may be learned from any reliable cook book.

Do not serve an excessive number of fried foods. Some mothers are tempted to include them too frequently in their menus because they are more quickly prepared than most baked or boiled dishes.

If you were invited to eat a meal with a native African, a Chinese, or even a citizen of one of the European countries, you might find his food unpalatable and difficult to consume. The taste, or even the sight of it, might sicken you. The articles chosen for food and the way in which they are prepared vary a great deal from one country to another.

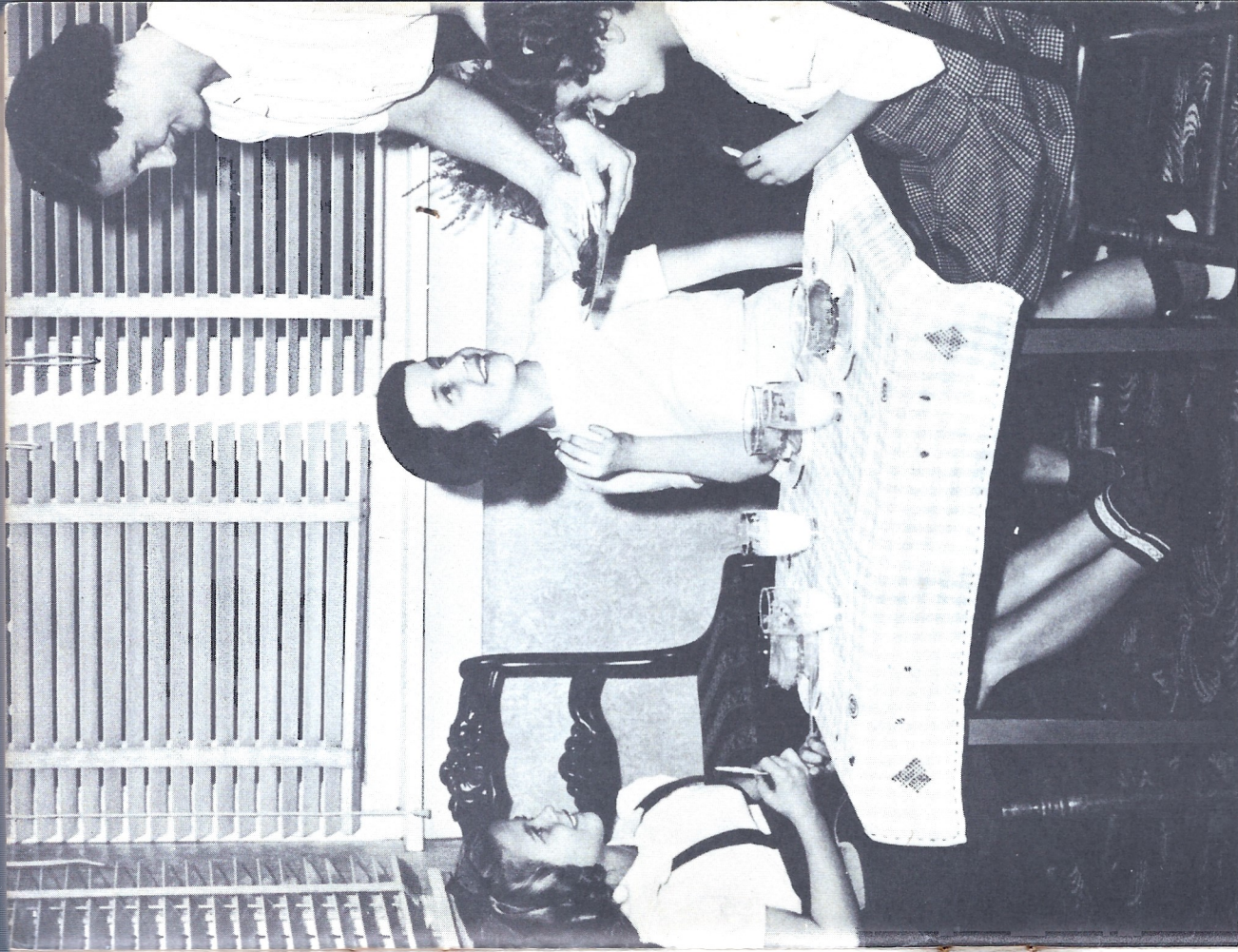


ILLUSTRATION 152

This mother has two reasons for serving a light after-school lunch. First, the evening meal is going to be later than usual. Secondly, she has invited for lunch more desirable companions for her own daughter.

Scientists have found out, however, that in spite of these variations in the form and substance of edible material, every healthy person, whether he lives in New York City or in Timbuctu, partakes of the following food elements:

- (1) Proteins. Found in lean meat, fish, white of eggs, beans, and milk.
- (2) Carbohydrates. Obtained from bread, cereals, sugar, potatoes, vegetables, and fruit.
- (3) Fats. Contained in cream, butter, vegetable oils, animal fats, and nut meats.
- (4) Minerals. Found in fruits, vegetables, cereals, meats, and milk.
- (5) Vitamins. Contained in fruits, vegetables, and milk.

Food from each one of these classifications should be included in your child's diet every day. (See Illustration 153.)

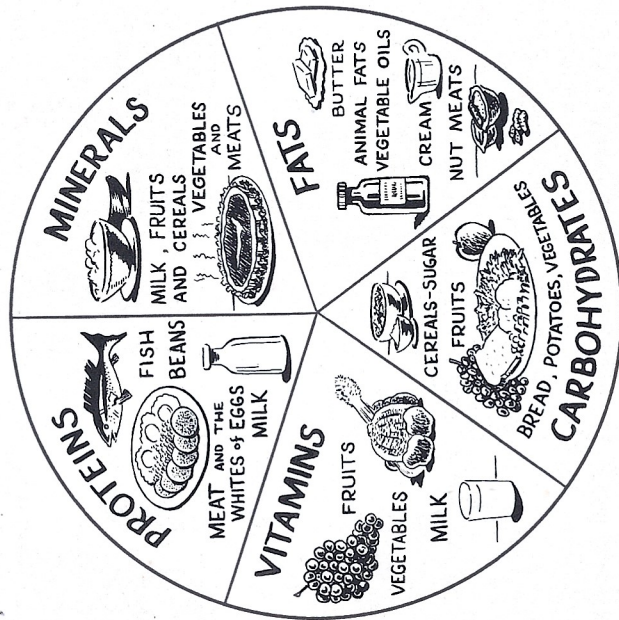


ILLUSTRATION 153

One mother taught her children about foods by making a diagram like this on a very large sheet of paper and helping them to paste pictures of different food articles under their proper classification.

Teach Your Child to Eat What is Set Before Him

A large percentage of the letters which come to the Parents Association are concerned with the question, "How can I get my child to eat what is good for him?" Mothers ask, "How can I get my five-year-old son to drink his milk?" "Please tell me a way to get Mary to eat green vegetables."

Not only should a child learn to eat a balanced diet, but, as a matter of courtesy to his mother or any hostess, he should learn to eat whatever food is placed before him. (See Illustration 154.)

There are several avenues of approach to this problem of the child who dislikes certain foods. Any, or all, of the following methods may be used:

(1) You may put the matter on the basis of simple obedience. Quietly and expectantly tell him to eat what is on his plate. If the lessons on obedience set forth in Parts One and Two of this course have been taught effectively, he will obey you without question. This method will prove of value when guests are present in the household, or when time is at a premium. The principal disadvantage to this approach is that it does nothing to make the child relish the food in question. Until he is induced to partake of it voluntarily, the basic problem has not been solved.

(2) You may serve the food in an attractive form. Most young children think that somehow a beverage drawn through a straw tastes better than that same beverage sipped from a glass or a cup.

By the same token, a congealed cranberry sauce will be much more enticing to your child if his portion is transformed by a cookie-cutter into the form of a star and served on a very special little plate.

Even adults can be induced to eat a certain food simply because it is appetizingly displayed before them. Cafeterias have used this principle to good advantage. Why shouldn't housewives and mothers do the same? Food presented in various forms, with slightly different decorations or seasoning, gives the illusion of variety. A simple dash of paprika can work wonders.

Your child may learn to enjoy a certain wholesome food if he is allowed to eat it with a bright-colored plastic spoon or fork.

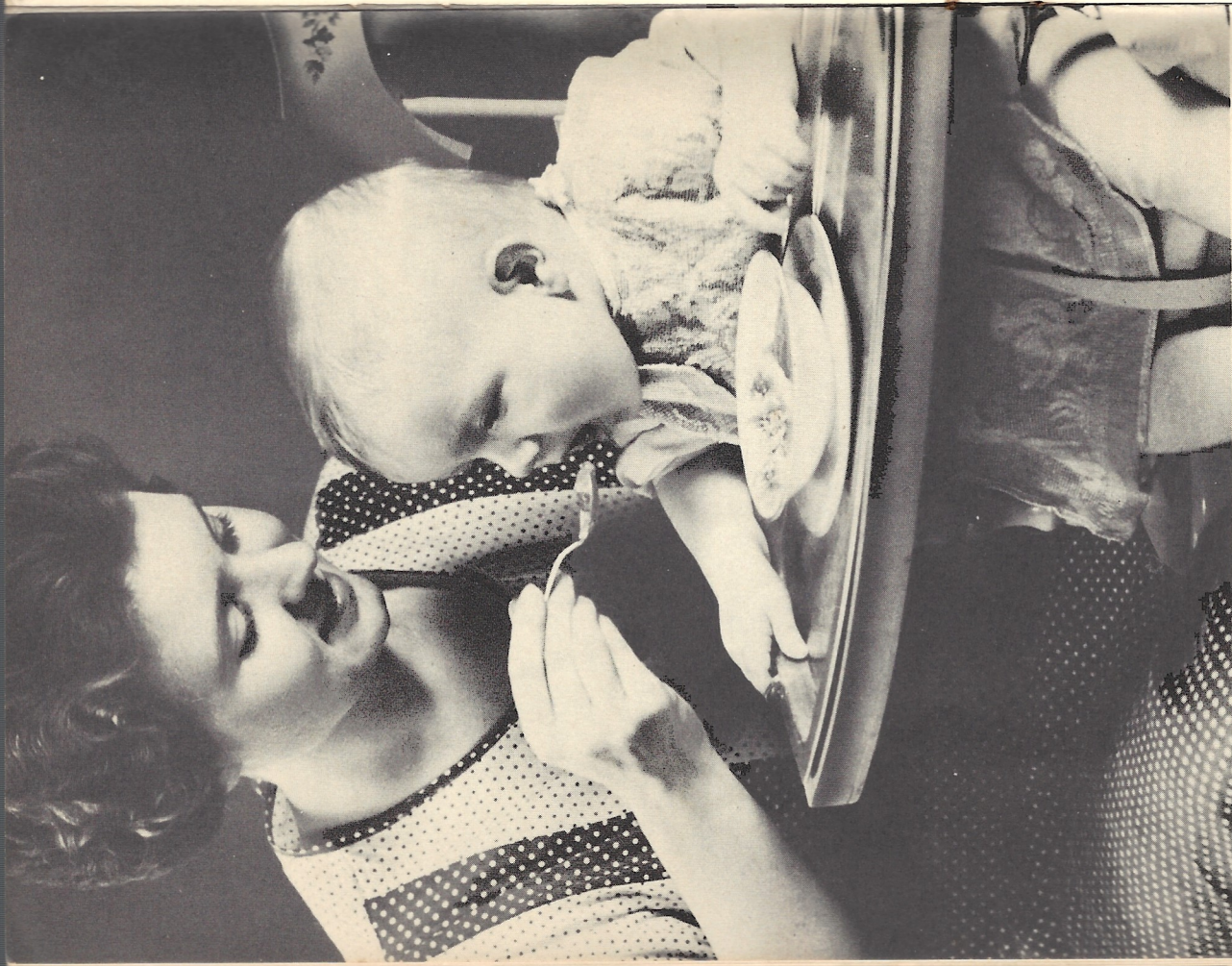


ILLUSTRATION 154

One way to help a child to eat what is set before him is to make each feeding a very happy occasion. This mother nods her approval by smiling after each spoonful is taken.

Another inducement might be the use of a special dish whose pictures or lettering on the inside can be seen only after the food has been eaten.

(3) Set the proper example by eating certain foods yourself. One father complained that his son simply would not touch green salads. When asked if he himself ate such salads, the father replied, "No, I never could stand them." What more evidence was needed in this case? The father would not even try to eat green salads in the presence of his son. How, then, could he expect the boy to relish them?

(4) Decide what your child should eat. Some mothers make the mistake of asking young children their choice of foods. As a result the child gets into the habit of demanding certain foods and protesting against others. Such a predicament is most embarrassing to parents, but it is a situation which they often unwittingly create. Suppose a mother at the dinner table says to her five-year-old son, "Wouldn't you like some of your carrots?" The little fellow can scarcely be blamed if he answers in all honesty, "No."

The better way is to avoid saying anything at all to the child about which item of food he might choose to accept and which item he might choose to reject.

Even in cases where it would make no difference to you which of two desserts he might prefer, you would do well to serve him one or the other without consulting him for his preference. There is much more to be gained than lost by carrying out this policy. Simply place before him what he is expected to eat. When he is grown, he will look back to his childhood and be grateful to you for your good sense.

(5) Give your child a worthwhile motive for eating proper food.

A physician brought his nine-year-old son to my Summer Camp. The youngster was well-mannered and altogether likable. The father, however, asked me to give the lad special attention. "My son," he confided, "dislikes almost all kinds of vegetables. We haven't been able to get him to eat any potatoes for about three years. He says they make him sick. Now pie, cake, and sweets of all kinds he likes and eats in abundance. But his mother and I know that he should have a better balanced diet."

I thanked the physician for acquainting me with the background, and assured him that a plan would be followed to

correct the boy's dietary habits. The problem was approached in the following manner.

The first day of the lad's stay in Camp was made a thoroughly enjoyable experience. He had a great deal of fun and nothing at all was said or done about his particular problem.

The second day I had a friendly chat with him. I said, "Remember the big campfire we had last night?"

He certainly did. He fairly beamed as he recalled the experience. He particularly liked the way that boy from Oklahoma downed those other two boys in the wrestling matches.

I asked, "Do you think you'd ever like to be as strong and husky as that Oklahoma boy?"

"I sure would!" he declared.

"No kidding?"

"No kidding!"

The Child was Asked to Do Something--a Specific Act

When I was sure that he was in earnest, I said, "Roll up your sleeve. Let's take a look at your muscle... That's right. Now bend your arm and clench your fist."

I said, "That is a pretty good muscle you have there." Rather thoughtfully I added, "Between you and me, I believe we could make it even bigger and better."

Then I rolled up my own sleeve and flexed my right arm. As he felt my muscle, he exclaimed, "That's the kind I'd like to have, Mr. Beery."

I said, "All right, we'll get started, then. I know just the kind of food that builds muscle like that, and I'll tell you what I'll be willing and glad to do for you. I'll make it a special point to let you sit beside me at the table the next few days and see that you get just the right things in the right amount."

At the very next meal, whipped potatoes were served. I was careful not to make any comment about them as I casually helped the boy to a serving. No sooner had I placed a half spoonful of the potatoes on his plate, however, than I meticulously removed a small amount, thus focussing his attention on the necessity for getting a portion of exactly the correct size.

Note How a Suggestion Is Planted in a Story

At this point I began to relate an interesting experience I had had as a child when I was learning to swan-dive. In the midst of telling how difficult I had found it to keep both my arms and feet together, I interrupted myself long enough to say to him in a low voice, "You may take a little bit of your potatoes now ... That's fine ..."

Immediately I went on to finish my story.

The lad, according to my confident expectation, responded without protest and, with the aid of only one or two further hints, ate all of the potatoes on his plate.

The account of the swan-dive incident served a double purpose. It kept his attention away from any objections to the basic suggestion to eat his potatoes; it focussed his attention upon an athletic pursuit that pertained to the quality of muscle which he coveted.

We ASSUME That the Child Will Do What He Should

Let us note, here, that the Principle of Expectation is most effectively employed by our simply assuming that the child will eat his potatoes, saying the least possible about it. This is in contrast to the usual habit of parents. Generally, there is too much talk about the child's eating and this tends to defeat the purpose.

A similar procedure was carried out at the following meals. That is, only tiny amounts of different vegetables were placed on the boy's plate. The idea was to start the habit of his eating them without protest. Each day, the portions were slightly increased and before long he was not only eating a steadily increasing amount of proper food, but liking it.

You too can approach such a problem in a similar manner. Establish in your child's mind a worthwhile motive for eating the proper food. That motive may be anything from the gaining or losing of weight to the acquiring of a clear complexion. The child might have as his motive the desire to be able to chin himself a certain number of times without resting to win the admiration of someone he likes. (See Illustration 155.)

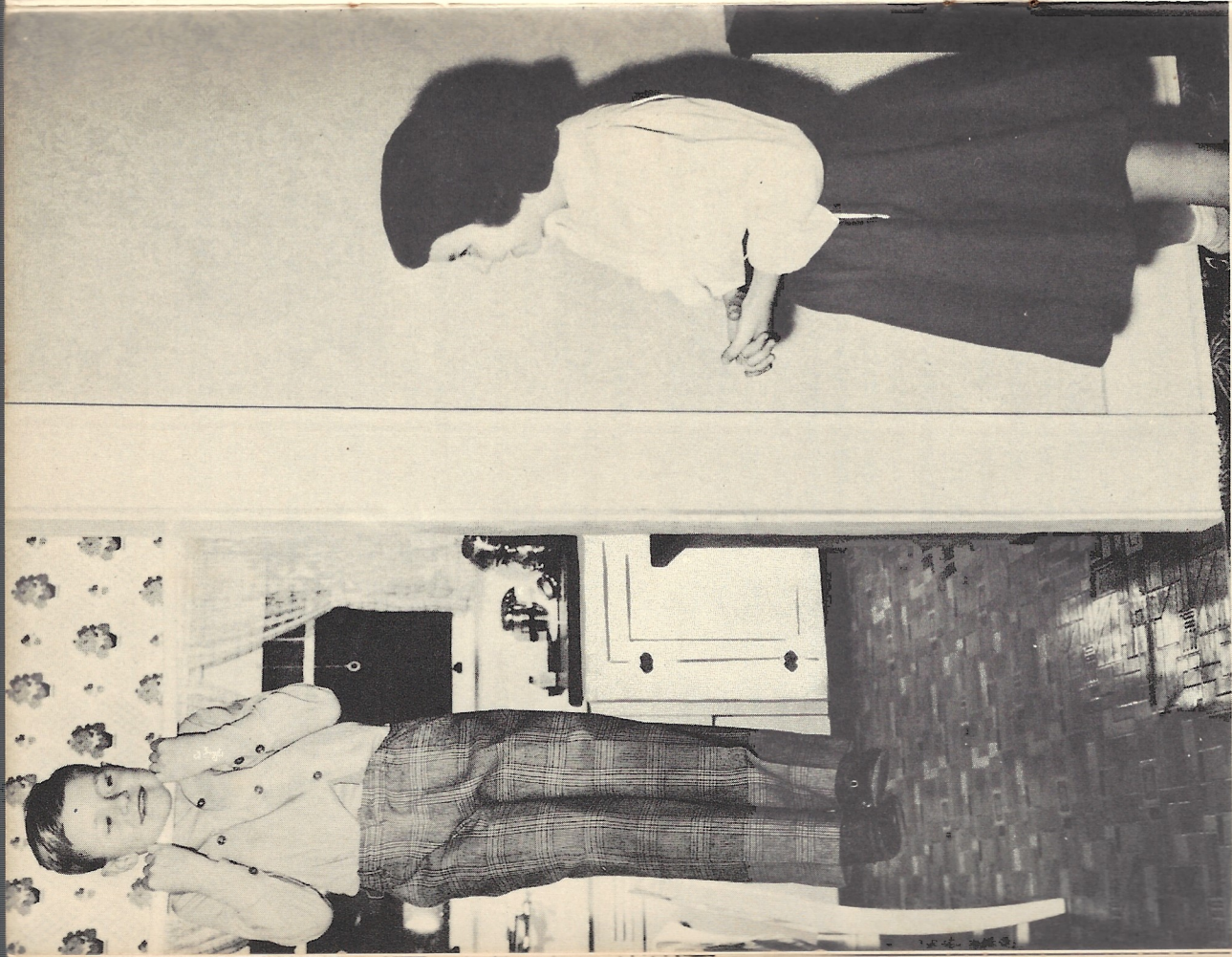


ILLUSTRATION 155

This boy has taken pride in building up his muscles so he can chin himself several times without touching the floor to win deserved admiration. Wonders can be accomplished by tactfully appealing to strong motives.

After you have established some motive that you are sure will prove effective, then think through the situation carefully and decide, ahead of time, what intriguing bit of table conversation will be the most apropos.

In this matter of getting a child not only to eat but to relish wholesome food, I cannot overemphasize the importance of associating it in his mind with an interesting, pleasurable experience.

If Your Child Eats Too Slowly

Every normal child should come to the table with a healthy appetite.

(1) If your child seems indifferent about eating at mealtime, give him more out-of-door exercise. Outdoor work or play has a tendency to whet the appetite.

(2) If, habitually, your child is not hungry at mealtime, and a medical check up reveals no ailment, perhaps he is eating too much between meals. In this case, do away with between-meal eating and be sure that the food at mealtime is wholesome and nutritious. Reverse the policy of the comedian who declared, "I never eat much at mealtime; it spoils my appetite for the rest of the day."

(3) If your youngster is one hundred per cent obedient, and you are sure of his cheerful response to a simple suggestion on your part, then you may put the matter on the basis of obedience. All you need do is to say in a pleasant tone of voice, "All right, James, you may eat your custard now." And he will do it.

Mealtime should be happy. So don't argue or scold as some mothers do, "Now James, how often do I have to tell you to get a move on you and eat what is on your plate? For goodness' sake, we can't sit here all day!"

Such an approach is not calculated to inspire prompt and cheerful obedience. Nor is it calculated to cause the child to relish the food, even if he should be obliged to eat it.

(4) If your youngster is simply inclined to dilly-dally, you might use the following expedient. Say, "I don't want to hurry you, dear, but as soon as you have finished your custard, I have a little surprise for you."

The surprise may be anything from reading a fairy story to a promise that he may spend a half-hour with his favorite playmate.

This procedure not only forestalls protest; it insures friendly, eager response.

If Your Child Eats Too Fast

Some children--particularly healthy, active ones--are prone to gulp down their food. If your child is a victim of this habit, the following measures will help him to check the tendency.

(1) Do not excuse him from the table until all who are eating with him are ready to leave. If he is required to sit quietly until all the others have finished their meal, he will realize that fast eating gains him no time, but rather leads to an awkward interval of inactivity.

(2) Put a little more stress on table manners. After all, the bolting of food is hardly in keeping with the niceties of mealtime etiquette.

Invite some admired friend of the family to be a dinner guest in your home, say, two weeks hence. In the meantime, let every meal be the occasion for each member of the family to brush up on his table manners.

This can be a time of happy, mutual helpfulness. One of the several points to be observed should be this matter of courtesy in timing one's eating so as to finish the meal at the same time the others finish. For some members of the family this may mean more alertness of movement, but for others it will mean more deliberation.

(3) Engage in pleasant, quiet table conversation. This will encourage deliberate eating.

(4) If you can do so without taking any credit to yourself, comment favorably on some particular item of food being served. You might say, "Isn't this cheese delicious? It fairly melts in your mouth!" A statement of this kind is conducive to the unhurried enjoyment of food.

Control Your Child's Consumption of Sweets

Each of us has a "sweet tooth." We would scarcely be normal if we did not like candy. But the health of many a child has been undermined by the eating of candy in season and out.

If your child is allowed to eat candy at any hour of the day, he will surely approach the dinner table with a jaded appe-

PHYSICAL DEVELOPMENT OF THE AVERAGE CHILD

Age in Mos.	Height in.	Weight lbs.	Cir. of head in.	Cir. of chest in.	Cir. of abdomen in.	Legt. of arm in.	Legt. of leg in.
6	26½	17½	17½	17¼	16¾	10	11
7	26½	18¾	17½	17½	17	10¼	11½
8	27¾	19¾	17¾	17¾	17½	10½	12
9	27¾	20	17¾	17¾	17¾	10¾	12½
10	28¾	20¾	18	17¾	17¾	11	12¾
11	28¾	21¾	18¼	18	17¾	11¼	12¾
12	29½	22¼	18½	18¼	18	11½	13
13	29½	22¼	18½	18¼	18	11½	13
14	30¾	22½	18½	18¼	18	11½	13
15	30¾	22½	18½	18¼	18	11½	13
16	31	23	18½	18¼	18	11½	13
17	31¼	23¾	18½	18¼	18	11½	13
18	31¼	23¾	18½	18¼	18	11½	13
19	31¼	24¼	18½	18¼	18	11½	13
20	32	24½	19	19	18½	12	13½
21	32¾	25¼	19¼	19¼	18½	12¼	14
22	32¾	26	19¼	19¼	18½	12¼	14
23	33¾	26¾	19¾	19¾	18¾	12¾	14½
24	33¾	27¼	19¾	19¾	18¾	12¾	14½
25	33¾	27¾	19¾	19¾	18¾	12¾	14½
26	33¾	28	19¾	19¾	18¾	12¾	14½
27	33¾	28¼	19¾	19¾	18¾	12¾	14½
28	34	28½	19¾	19¾	18¾	12¾	14½
29	34¾	28¾	19¾	19¾	18¾	12¾	14½
30	34¾	29¼	19¾	19¾	18¾	12¾	14½
31	35¼	29¾	19¾	19¾	18¾	12¾	14½
32	35¼	30	19¾	19¾	18¾	12¾	14½
33	35¾	30¾	19¾	19¾	18¾	12¾	14½
34	36¼	31¼	20	20	19	13	15
35	36¼	31¼	20	20	19	13	15
36	36¾	32¾	20¼	20¼	19¼	13¼	15½
37	37	33	20¼	20¼	19¼	13¼	15½
38	37¾	33¾	20¼	20¼	19¼	13¼	15½
39	38	34	20¼	20¼	19¼	13¼	15½
40	38½	35	20¼	20¼	19¼	13¼	15½
41	38½	35	20¼	20¼	19¼	13¼	15½
42	39	36	20¼	20¼	19¼	13¼	15½
43	39	36	20¼	20¼	19¼	13¼	15½
44	39	36	20¼	20¼	19¼	13¼	15½
45	39	36	20¼	20¼	19¼	13¼	15½
46	39	36	20¼	20¼	19¼	13¼	15½
47	39	36	20¼	20¼	19¼	13¼	15½
48	40	38	20¼	20¼	19¼	13¼	15½
49	40	38	20¼	20¼	19¼	13¼	15½
50	40	38	20¼	20¼	19¼	13¼	15½
51	40	38	20¼	20¼	19¼	13¼	15½
52	40	38	20¼	20¼	19¼	13¼	15½
53	40	38	20¼	20¼	19¼	13¼	15½
54	41½	41¾	20¾	20¾	21	14	16
55	41½	41¾	20¾	20¾	21	14	16
56	41½	41¾	20¾	20¾	21	14	16
57	41½	41¾	20¾	20¾	21	14	16
58	41½	41¾	20¾	20¾	21	14	16
59	41½	41¾	20¾	20¾	21	14	16
60	42½	43	20¾	20¾	21½	14½	16½

COMPARATIVE WEIGHT SCALE

Age in Years	BOYS		GIRLS	
	Height Inches	Weight Pounds	Height Inches	Weight Pounds
6	43.8	45.2	43.4	43.3
7	45.7	49.1	45.5	47.5
8	47.8	53.9	47.6	52.0
9	49.7	59.2	49.4	57.1
10	51.7	65.3	51.3	62.4
11	53.3	70.2	53.4	68.8
12	55.1	75.9	55.9	78.3
13	57.2	83.8	58.2	88.7
14	59.9	94.9	59.9	98.4
15	62.3	105.1	61.1	106.1
16	65.0	121.0	61.6	112.0



ILLUSTRATION 156

Since the figures in the tables above represent only the AVERAGE of large numbers of children, there need be no cause for alarm if your child happens to vary a little from the average.

tite. He will thus be deprived of the benefit of a well-balanced diet so necessary to a sound body.

To forestall the candy habit in your child, see to it that the candy he is allowed to eat is given to him after a whole-some meal, not before.

Avoid Giving Your Child Stimulants

Tea and coffee contain caffeine, an alkaloid substance that produces a temporary increase of vital activity.

Cola beverages and most soft drinks contain caffeine in even larger amounts.

Although many adults consume large quantities of these beverages without apparent evil effects, your child will be better off without them. All are habit forming.

Alcoholic beverages should have no place whatever in your child's diet.

Watch Your Child's Growth

On the preceding page, you will find a chart showing the average height and weight for boys and girls from six months of age to sixteen years.

Other typical body measurements are tabulated for children up to five years of age. These figures represent an average. (See Illustration 156.)

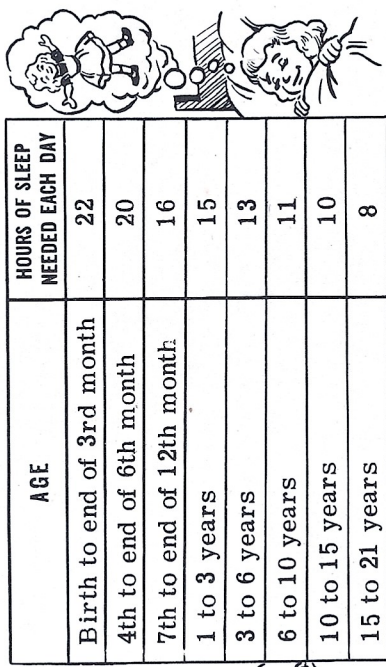
If your child varies slightly from the norm indicated in the accompanying data, there need be no cause for alarm. Differences in bone structure, muscle development, and inherited characteristics must be taken into account. But if he deviates markedly from the average or fails to show proper growth, the advice of a physician should be sought. (See Illustration 158.)

SLEEP

A proper amount of refreshing sleep is necessary to the health of your child. The normal, active youngster expends a great deal of energy in the course of a day. Accordingly, he needs enough hours of uninterrupted sleep in a comfortable bed, and in as quiet a room as possible to allow his body opportunity to rebuild and restore vitality. The right amount of rest leads directly to happier, more active play, better grades in school, and a better behaved child in general.

Make Sure That Your Child Gets Adequate Sleep

The chart below will serve as a guide to the amount of sleep required by a child of any given age. (See Illustration 157.)



AGE	HOURS OF SLEEP NEEDED EACH DAY
Birth to end of 3rd month	22
4th to end of 6th month	20
7th to end of 12th month	16
1 to 3 years	15
3 to 6 years	13
6 to 10 years	11
10 to 15 years	10
15 to 21 years	8

ILLUSTRATION 157

Teaching your child proper sleeping habits involves a difficulty not found in teaching him proper eating habits. If you say to him, "Eat this meat, please," he can obey you immediately. But if you say to him, "Go to sleep," his very effort to obey you may cause him to be the more wakeful. A direct approach to the problem of sleeplessness, therefore, has its limitations.

Look For the Cause of Wakefulness

When your child finds it difficult to go to sleep, search for the cause of his wakefulness. He may be over-tired or he may be suffering from a lack of wholesome exercise. He may have too much cover, or he may not have enough. The recollection of a vivid experience, or even the anticipation of a joyous event may drive sleep from him. Often, after a little thought, you can discern the cause of his sleeplessness without even inquiring. In other instances, you may need to question him to get at the basic cause. He may possibly want to confide in you some happening of the day.

In any case, when you have found the cause of his wakefulness, your next step is to deal with the situation understandingly.

When to Put the Matter on the Basis of Obedience

True, a child can scarcely be expected to go to sleep at a word of command. Nevertheless there are often attending circumstances where the principle of obedience may well enter the picture.

A mother from Rhode Island wrote:

"Several times last winter, in order to persuade little Jimmie to go to sleep at his regular bedtime, I asked him if he would like to have me lie down with him. Now he insists that I lie down with him every night. I have tried to put a stop to this whim of his, but no matter what I do or say, I eventually have to lie down with him for a period of from ten minutes to an hour--until he falls asleep."

It is evident here that Jimmie is the boss. He has taken over command. His mother's first mistake was to ask him whether he would like to have her lie down with him. He quickly sensed that he was the one to make the decision. Once having gained control of the situation, he was determined to maintain himself in the ascendancy.

Jimmie's mother made the further mistake of saying, "No matter what I do or say, I eventually have to lie down with him." She felt beaten. Whether or not she admitted defeat in his hearing, he sensed her frustration and took advantage of it.

What could she do? Her problem was really part of a larger problem--the gaining of obedience. She had lost control over her son in most of their relationships. She could regain necessary authority only by teaching him obedience to simple commands and then gradually requiring obedience to more complex orders. This mother had to teach her boy lessons in obedience from the ground up. She had to proceed with unwavering purpose. Almost any child will usurp authority if given an opportunity to do so. Even a tiny baby will rule a household if he is given a chance.

Teaching Your Child to Sleep Alone

The best way to train your child to sleep alone is to establish the habit in his babyhood, so that he will accept the situation without question. (See Illustration 159.)

One mother wrote, "I have wanted our three-year-old Larry to sleep in his own little bed, but whenever I try to have him sleep there, he cries until I fear that he will make



ILLUSTRATION 158

It is well to keep a monthly record of your child's weight and height. Help him to take pride in his increases and to learn about the elements which influence his growth and strength.



ILLUSTRATION 159

The habit of sleeping alone should be started in babyhood. This mother demonstrates her deep affection for her child, makes him feel secure and then quietly leaves him in a happy spirit.

himself ill. Please suggest the best way for me to break him of sleeping with me.”

If you are confronted with a similar problem, you will doubtless find a solution in the same method that helped one little boy I know.

Place your child's bed close to your own, preferably early in the morning. Say to him, “Tonight you will sleep in your own little bed, right next to me. Won't that be fine?”

Should he agree at once with the positive suggestion, nothing more need be said until bedtime. If, however, he pleads that he does not want to sleep apart from you, disregard his statement at that time. Arguing or remonstrating with him will only confirm him in his stand. Later in the morning or in the afternoon, you can bring up the subject again under more favorable conditions. Words like these would be appropriate: “Dickie, when you are in your own little bed tonight, and I'm in mine, I'll be so near to you that I can reach over and pat your hand.”

Here you are employing the principle of expectation. You assume that he will do what is expected of him without question. Furthermore, you are causing him to associate the change with a gesture of endearment.

Use Principle of Substitution By Talking About Other Subjects

When his bedtime actually comes, display complete confidence and poise. In preparing him for bed, talk to him reassuringly about the pleasant things that happened during the day, and the interesting things that may be expected to happen tomorrow. Give him a doll or a favorite toy animal for companionship, then put him cheerfully and lovingly to bed.

As soon as he has grown somewhat accustomed to sleeping in his own bed when it is drawn up close to yours, start moving his bed away. Move it only a little each day, until it is finally where you want it to be.

During this process, you may talk to him about it in a kindly manner. Point out the fact that he can get better rest when he sleeps by himself. You can make a game out of moving the bed. Statements like the following may be used: “Now tonight we'll move your bed a foot more. You help Mother and see that we move it just exactly twelve inches.”

An expectant, kindly attitude on your part is essential to the solution of this sleeping-alone problem.

If Your Child Does Not Go to Sleep Without a Light

Some children find it difficult to go to sleep unless there is a light on in the room. The light-in-the-room habit is usually formed when the child is afraid of the dark. (This fear was dealt with in a preceding lesson of this Course.)

Whatever you do, do not ridicule your child or show impatience toward him. Such negative suggestions tend to drive the fear more deeply into his consciousness.

The need for a light can be easily overcome. When night falls and you put your child to bed, remain in the room with him until he is relaxed and sleepy. To induce this comfortable state of drowsy relaxation, suggest to him soothingly that the soft darkness is God's way of bringing us peace and rest. If you use this positive suggestion skillfully, you will be amazed at how quickly his fear of the dark will vanish.

The Afternoon Nap

Many young children are reluctant to rest of afternoons. If your child is among those who rebel, your first step is to decide definitely whether or not he needs this mid-day rest period.

Does he regularly get to bed early of an evening? Is he full of life? Or is he habitually tired? Is he inclined to be irritable by evening if he fails to take his afternoon nap? These are just a few considerations for you to take into account.

If you feel reasonably certain that he will fare as well without sleep each afternoon, then do not weaken your influence with him by half-heartedly insisting that he take his nap.

On the other hand, if you have reason to believe that he will fare better in the long run by taking regular afternoon naps, then do not waver in your resolve to carry out that decision.

The following suggestions are designed to help you make your child's afternoon nap not only a healthful period of rest, but a pleasant diversion in his day's activities.

(a) Just before his nap, avoid conversation or activities that will excite him.

(b) When the hour for his rest arrives, simply say, "All right, Duane, you may go and take your nap now." Show by your manner that you expect him to obey immediately.

(c) Have him rest in a room as remote as possible from household activity.

(d) Turn off the radio and eliminate any other noises that might be a distraction.

(e) If you have more than one child taking an afternoon nap, place each youngster in a separate room if possible. Children tend to keep one another awake.

(f) Pull down the window blinds. Your child will find sleep in a darkened room much easier than in one that is well lighted.

(g) See that his shoes are taken off. Other snug-fitting clothing should be either loosened or removed.

(h) Make sure that he has at least a light cover over him. In short, see to it that he is altogether comfortable.

(i) If he wishes, let him sleep with a doll or a toy animal.

WORK AND PLAY

During the early days of our industrial era employers exploited children. There was an insistent demand for cheap labor. Operation of machinery and the performance of simple tasks in the manufacturing process could frequently be accomplished by children as readily as by adults. So industrialists eagerly employed youngsters. Needy parents with large families felt obliged to let even their younger children, sometimes no more than six years of age, work for ten or twelve hours each day in factory or mine.

In the enlightened parts of the world, the horror of those days is safely past. But modern life, especially in the city, has raised new problems. How should the child of pre-school age spend his time? What work should be assigned to the child who is already in school? How may the modern parent avoid overworking his child, and yet keep him from the idleness that breeds bad habits and even criminality?

Work as a means of training your child to assume his proper place in life will be discussed in Part Nine of this Course. But work and play as factors in his health we shall consider immediately.

Seek Balanced Activities for Your Child

Any person, young or old, should engage in both mental and physical activity. The Greeks took as their motto in training youth, "A sound mind in a sound body." Studious monks in the Middle Ages found that they could work most effectively when they balanced their work at a desk with outdoor manual labor.

If your child has been in school all day, any work that you assign to him could well be of a kind to take him out of doors. Chores on the farm are ideal for such assignments. If there are no outdoor tasks to be done, you will do well to encourage him to enter into some vigorous outdoor play each day when he returns from school. (See Illustration 160.)

A Chicago mother learned at great cost this principle of balancing a child's mental exertion with physical activity. This mother was over-ambitious for her twelve-year-old son. He was naturally studious and had always excelled in his school work. Each afternoon he would come home with more and more arithmetic problems until finally it required practically every waking hour until bedtime to solve them all. Occasionally, from sheer nervous fatigue, he would say, "I'm so tired. I'm afraid I can't concentrate another minute." Or, "Mother, I have a feeling that if I have to stick at this any longer, I'll go all to pieces."

This Child Actually Needed More Rest

The well-meaning mother would say comfortingly, "Now, now, just calm yourself, Carl. If the other boys and girls in your class can work all those problems, certainly you should be able to solve them too."

But the day came when Carl did go "all to pieces." He could no longer control his arms and legs. The doctor diagnosed the convulsive twitchings as St. Vitus's Dance.

The mother was deeply distressed because she felt largely responsible for her son's condition. When she spoke of his illness to his teacher and commented on the gruelling mental exertion required to solve all those arithmetic problems, the teacher was dumbfounded. She had acted on the idea that the more problems she assigned, the more likely were her pupils to work some of them. She did not dream that any pupil would try to solve them all.



ILLUSTRATION 160

When children have been in school most of the day, it is important for them to engage in some outdoor play in the fresh air. Be sure that the swings are strong and safe.

Happily, Carl did eventually regain his health, thanks to the devoted efforts of his mother and a rigorous health program which included hot and cold baths, electric treatment, medicine, and above all plenty of outdoor exercise in a nearby park.

Encourage Your Child in His Play

This is one of the best ways to ensure his physical development. All too often parents give but little attention to their child's play. They regard it as a waste of the child's time, and as a nuisance to themselves. But play has an important place to fill in your child's life. (See Illustration 161.)

Through play, he learns to project himself into situations which he will ultimately face. Children who play house are instinctively preparing for home-making in later years. Those who play school are learning to look at school life from more than the single viewpoint of the pupil.

Girls who play schoolteacher or nurse are making experiments which will later help them decide whether they wish to enter either profession. Boys who play with miniature construction sets, simple chemical sets, toy automobiles, model farm machinery, or boys who assume the role of doctor, storekeeper, or mechanic, are in reality making tests which will enable them to choose their future work more wisely.

Play with other children helps the young individual to learn how to adjust himself socially to others. A six-year-old boy worked very carefully on a sewing card until he had neatly outlined in red thread the sketch of an elephant. No sooner had he completed the task than a little neighbor girl about three years of age seized the card and, before anybody could stop her, tore the card from end to end. The boy was too gallant to strike the little girl, but he was so angered that he screamed at the top of his voice. Neighbors actually came into the house to see what terrible thing might have happened to him. When he found it necessary to explain to them the cause of his tantrum, he became embarrassed. This very fact helped him to learn how necessary it is for any person to accept with equanimity the mistakes, or even the malicious deeds of others.



ILLUSTRATION 161

This mother is demonstrating the right way to teach her child to like swinging. "Daddy" is in front, smiling, as the mother moves the ropes very gently and slowly at first.

Active Play Outdoors is Especially Beneficial

Play, particularly the type that requires activity out of doors, is a great aid to good health. The alert, rosy-cheeked youngster is invariably one who spends much time out of doors.

Because play is so important in your child's life, you should give his recreational activity careful attention. The following suggestions may help you to encourage him in healthful fun and thus help him to find a correct balance between work and play.

(1) Set aside definite times for play in his daily schedule. Some children are prone to slump into an easy chair and read whenever they are not actually at work. One sophomore in High School spent an inordinate amount of time reading articles on science in his father's encyclopedia. However valuable such reading may be, it should never crowd out wholesome outdoor recreation.

Still other children may find any kind of work or study difficult. Even the schoolroom may seem like a prison to them. Whether your child is inclined to be studious or more objective in his tastes, his life should be properly balanced. A clearly defined schedule will help him to apportion his time wisely.

Parents Should Set Examples of Their Own Good-Health Habits

The example of the father and the mother will help the child. A man who never makes a place in his weekly routine for tennis or golf, who never swims, fishes, hunts, or goes on cross-country hikes can scarcely expect his son to recognize the value of those sports.

Girls are entering more and more into lively outdoor activity. Happy is the mother who can show her daughter how to wield a golf club, how to shoot an arrow into the bull's eye, or how to ride a horse.

(2) Teach your child to play alone as well as with other children. Much unhappiness among both children and adults comes as a result of inability to have fun alone. There are times in every person's life when human companionship is not available. The well-trained individual is resourceful in his pleasures as well as in other activities.

Robert Louis Stevenson was ill during the greater part of his childhood. Being sick is lonely business. And yet in his poem, "The Land of Counterpane," this great soul sets forth the happy solution he found to the problem of being alone and physically unable to enjoy normal play with other children. (Also see Part 5, page 42.)

When I was sick and lay a-bed
I had two pillows at my head,
And all my toys beside me lay
To keep me happy all the day.

And sometimes for an hour or so
I watched my leaden soldiers go,
With different uniforms and drills,
Among the bed-clothes, through the hills;

And sometimes sent my ships in fleets
All up and down among the sheets;
Or brought my trees and houses out,
And planted cities all about.

I was the giant great and still
That sits upon the pillow-hill,
And sees before him, dale and plain,
The pleasant Land of Counterpane.

Just this word of caution. Through over-training along the line of playing alone, it is possible for a child to so enjoy solitary recreation that he develops anti-social tendencies toward other children. Here again you will want to strike a balance.

If you are the parent of an only child, you can help him gain a social consciousness by inviting other children into your home to play with him. Be quick to correct his faults, by speaking to him in private, if he quarrels with his play-mates or shows a tendency to be domineering. Watch him at play and you will learn things about him that you would never discover otherwise.

(3) Be ready at a moment's notice to suggest another interesting activity when your child tires of one. No single pastime can hold his attention indefinitely.

(4) Make sure that your child's recreation is constructive, not destructive.

If you are always ready to suggest to him some wholesome bit of recreation, you can wield a tremendous influence for good not only over his playtime but over his whole life.

Doubtless you have seen even little boys of pre-school age play soldier. With all the stealth of guerilla warfare, they creep behind bushes and trees. With toy guns, they take deadly aim at one another or at passers-by and yell, "Bang! Bang! You're dead!"

It is doubtless true that these children have little or no comprehension of the ghastly significance of the taking of human life. Nevertheless, little boys who play War, Cops-and-Robbers, Gangster, and other games of violence are being mentally conditioned so that in later life they will more readily accept crime and bloodshed as not only legitimate, but commendable. It is not without significance that, in preparing nations for war, toy counters are piled high with miniature weapons of death.

If you are alert, you can direct your child's play into constructive channels which will prepare him not to inflict suffering upon his fellowmen, but rather to bind up their wounds in a spirit of helpfulness. In some such way as this, you as a parent can contribute to the eventual healing of the nations.

(5) Encourage your child by playing with him occasionally. The mother who can help her daughter cut out paper dolls, or make real doll clothes is gaining that daughter's confidence.

The man who will occasionally enter into a boys' baseball game and hit a home run is giving his son proper encouragement in sports.

(6) Hold up high standards of sportsmanship. Games interrupted by quarrels, disputes, jealousies, and fights are never happy. Teach your child to be generous in his attitude toward opponents as well as toward teammates. It is better to yield a point to an opponent than to turn a game into a feud. When a teammate blunders, friendly understanding will do more to keep him from repeating the error than will faultfinding.

Discourage your child's participation in games where dishonesty is accepted as a matter of course--where the only stigma attached to cheating is being discovered at it.

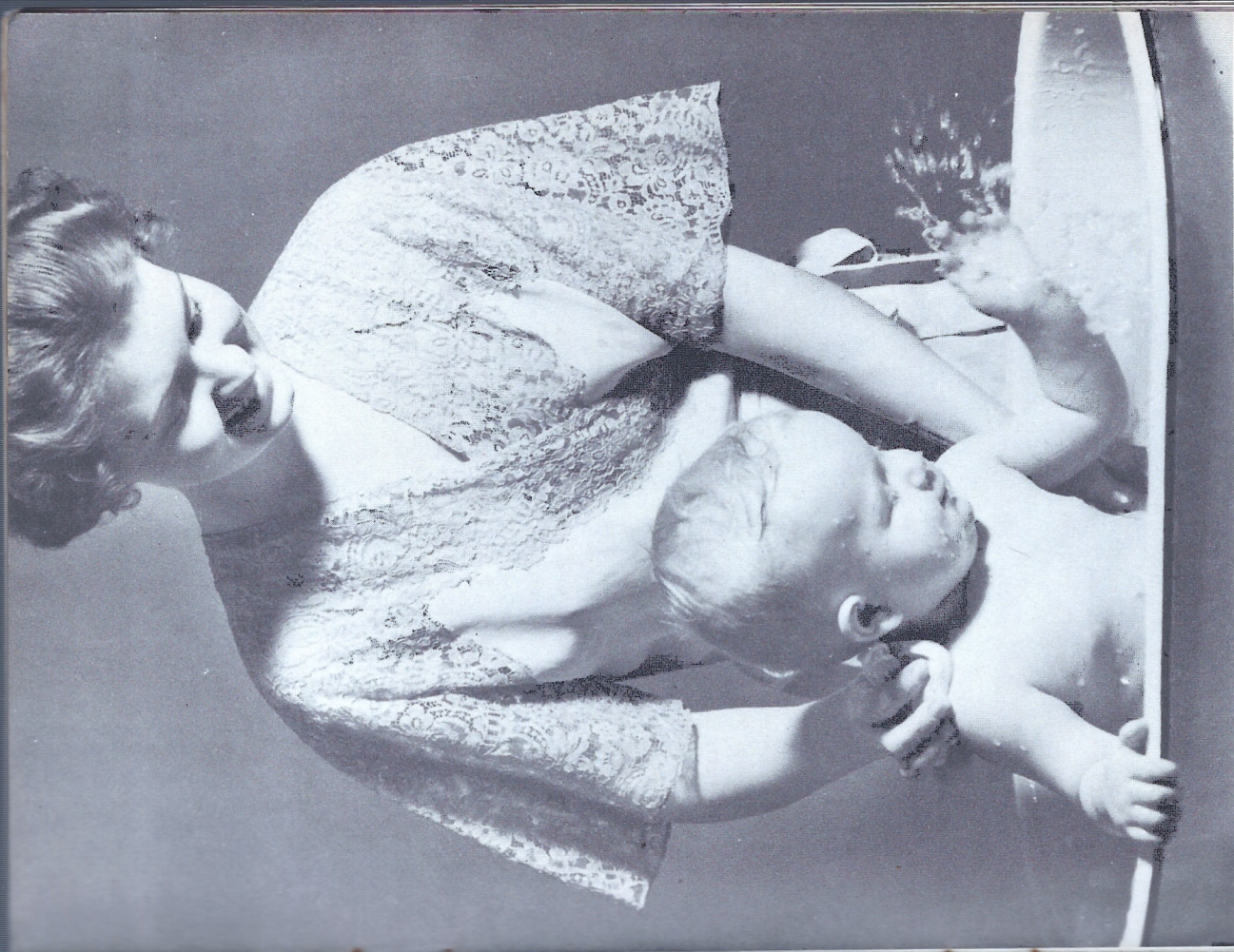


ILLUSTRATION 162

There is a correlation between cleanliness and health. Therefore, aim to make the baby's bath time a very happy time. In his mind, associate the idea of bathing with real pleasure.

(7) Provide your child with games and pastimes that will develop any latent talents that he may have. Not only is this wise for his long-range training, but he will enjoy occupations that call upon him to do original work. The more deeply he becomes interested in creative enterprises, the easier will be your problem of providing him with constructive amusement. A twelve-year-old girl, with a knack for art, spent many happy hours painting on glass. The pictures were good and, when a dark background was placed behind them in a frame, made beautiful decorations for her room.

CARE OF THE BODY

The person who is neat and clean is almost sure to enjoy better health than the person who is slovenly. There is a definite correlation between cleanliness and health. (See Illustration 162.)

Personal care is one of the disciplines of life. Orderliness and neatness are essential to success in almost any human pursuit. What better place to establish these valuable traits than in the care of one's self? This discipline can be started early in life.

The mother of a twelve-year-old boy was asked whether her son had yet passed through the "dirty-hands-and-face" period in his life. She replied that he had been in that stage of development for ten years and showed no signs of emerging from it.

This mother's experience is not unusual. Boys are likely to become more and more negligent about their personal care unless the parent, with extreme tactfulness, changes the picture.

Teach Your Child Habits of Personal Cleanliness and Neatness

Accustom your child to cleanliness at an early age. Before he is old enough to wash his face, make sure you do it in a cheerful manner. Be deliberate. Do not hurry. If you give the impression that washing his hands and face is a disagreeable task to be done as quickly as possible, he will instinctively accept your appraisal of the task. Later, when he is expected to assume responsibility for it, he will rebel against continuing the unpleasant process. (See Illustration 163.)



ILLUSTRATION 163

This mother is careful to have the bath water exactly the right temperature. She uses a soft wash cloth. She moves slowly and she is cautious about preventing soap from getting into the baby's eyes.

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ILLUSTRATION 163

This mother is careful to have the bath water exactly the right temperature. She uses a soft wash cloth. She moves slowly and she is cautious about preventing soap from getting into the baby's eyes.

Above all, avoid hurting his ears. Who has not seen an impatient mother yank her child to the lavatory and, with a soapy washcloth in hand, gouge first one sensitive ear and then the other? Little wonder that the child shrinks from such an ordeal.

Make the act of washing his face and ears as gentle and delightful as possible. Finish off with a little cosmetic of the right kind, perhaps a dash of the talcum powder such as his father uses when he shaves.

That same gentleness in technique should be used in combing your daughter's hair. Otherwise, she will prefer to have her hair unkempt rather than endure the torture of your tearing out the tangles.

Put Child's Mirror Down At Exactly Right Height

Young children sometimes find brushing their teeth an arduous chore. Try putting up a mirror at exactly the right height on a well-lighted wall. Then let your little daughter brush her teeth until they fairly sparkle, like those of the beautiful ladies whose pictures she sees in magazines. When starting this habit, it is well not to allow a single day to pass without brushing the teeth.

The daily bath, if directed with imaginative insight, can be transformed from a disagreeable task into one of the most delightful experiences of the day. Have you ever tried letting your child splash around in all the water he wanted? After all, why shouldn't he enjoy to the full this health-giving measure which will leave him pink and glowing?

For the child to wash his hands, a wash basin should be provided, low enough for him to use. Or, a handy stool may be furnished on which he may stand close to the bowl. (See Illustration 164.)

In establishing daily health habits in their children, many parents have found it helpful to use a chart. This chart is placed low on the wall or in some spot easily accessible to the child. As the youngster performs each item listed, he places a check in the proper square. The joy of having a perfect record at the end of the week invariably stimulates him to greater effort.

The following layout may be adapted to the needs of your particular child.



ILLUSTRATION 164

Just as it is wise to have a mirror low enough for the child to use, so it is well to have a wash bowl down within reach or a handy stool on which he may stand.

DAILY SCHEDULE	MON.	TUES.	WED.	THURS.	FRI.	SAT.	SUN.
BRUSH TEETH							
COMB HAIR							
WASH HANDS AND FACE BEFORE MEALS							
BREAKFAST							
LUNCH							
DINNER							
AFTERNOON NAP							
OUTDOOR EXERCISE							
BATH							

Teach Your Child to Keep His Clothes Clean

Sometimes small children, especially boys, seem to prefer dirty clothes to clean ones. Actually most children like to be clean, but they feel that trying to keep clean restricts their freedom. Your child is active. He is here, there, and everywhere. While you are sitting still or engaged in work in one part of the house, he has gone rapidly from one interest to another. He is venturesome. He will go places where you would not think of going; do things that you would never think of doing. Your problem is to keep him as clean as you can without making a little Lord Fauntleroy out of him. In most cases you will find it wise to provide him with play clothes that will not show dirt readily. When play time comes, he should be taught to change his regular clothes into these more informal garments.

During the years of early adolescence most children begin to take an interest in looking their best. Their growing interest in the opposite sex causes them to wish to appear well. Occasionally the pendulum will swing in this direction so far that the boy who was at one time slovenly will become the youth who is absorbed in little else than personal appearance. Even cleanliness can be carried to excess.

One young man became so obsessed with a desire to be clean and neat that he wore as high as two and three shirts a day. His mother was elderly. She was too poor to hire the laundry done, so she painfully washed and ironed what seemed to be an endless number of shirts. At first we are inclined to condemn the son as a heartless taskmaster. On

second thought, was not the mother as much, if not more, to blame than he? She had indulged him in his foible until it became almost a sign of psychiatric disturbance.

Children Should Be Taught To Do Things For Themselves

To avoid such extremes, boys as well as girls should be taught to assist in keeping their clothes presentable.

One mother taught her six-year-old boy the rudiments of darning and told him that, from then on, he would be expected to keep his socks in good repair. The assignment had almost a magic effect on the number of holes that appeared in his footwear, and those that did appear were taken care of by him promptly. This discipline not only gave the child valuable experience, but it relieved some of the burden of an already overworked mother.

In like manner a boy can do some of the simpler repair work on his play clothes. Certainly, at an early age, he should learn to sew a button in place. About the time his sister is learning to iron parts of the family wash, he should learn how to do the same thing. Later he should learn to press his own clothes.

You will find that your child's interest in keeping his clothes clean and neat will be enhanced if he is required to have a part in cleaning and repairing them.

Clothe Your Child Sensibly

The human body has an automatic heating system surpassing in efficiency any that has been invented by man. In most individuals the thermostat has been set at a little more than 98° F. Occasionally, when disease or some other emergency overtakes the person, the indicator on the thermostat is automatically pushed up to a higher temperature. Then we say that the person has fever. If the circulatory system holds the body at a heat level below the average for that person, we say that he has a subnormal temperature. So efficient and so completely automatic are the heat controls in our bodies that we often do not give them enough concern.

In this very fact lies a danger. Through carelessness we are likely to place more of a burden upon the circulatory system than is really necessary and expect that somehow the body will make proper adjustment.

When the temperature of the atmosphere surrounding the human body is well below normal, the heart, the blood, arteries and veins, nerves, the skin, and even the muscles may come into play. Evidence that muscles may be used to fight cold is seen in the fact that cold persons tend to rub their hands together, bend over, pull their shoulders together and, in general, draw the members of their body together to conserve what warmth there is in them. You may have noticed that your child curls up in bed on a cold night, his muscles are trying to keep the parts of his body close together so that they may help keep one another warm.

On the other hand, if the air temperature is extremely high, the body must still maintain itself at 98°. Perspiration is secreted and evaporation takes place. Thus there is set up one of the most efficient cooling systems ever witnessed. The flushed face indicates that even the blood comes to the surface of the skin to be cooled.

Because these adjustments are so largely automatic, we do not realize how much energy they consume, or how much strain they place upon the body. Happily, we can relieve our systems of excessive labor in this respect. We have done much toward making our houses warm in winter and cool in summer. This is all to the good. But we have not always used common sense in regard to our clothing. (See Illustration 165.)

Should we not toughen ourselves to endure quick changes in temperature or sustained heat or cold? Yes, but within reasonable limits. There is no need for the individual to train himself to accept climatic conditions which he is not likely to meet as a part of his round of daily activities. Even then, the changes should be made as little shocking to the body as possible by the use of proper clothing at the right moment.

Your Child Should Dress According to the Weather

Let your child play out-of-doors in winter. The fresh air will do him good. Bundle him up, however, in a way appropriate to the weather. Active play in which he keeps moving will doubtless prove the most pleasurable and healthful when temperatures outside the house are very low. If there



ILLUSTRATION 165

Common sense should rule in regard to clothing. If the day is excessively hot, the child may dress very light for play on private grounds. If cold and stormy, the clothing should fit the weather.

is snow on the ground, make sure that he does not have wet hands or feet for any considerable length of time.

Many children rebel against wearing protective clothing such as raincoats and overshoes. Especially in the case of girls, make sure that the garments are as modish as possible. Overshoes are none too attractive at best. A girl in her early teens will find many excuses for leaving them at home. But the resistance that both girls and boys feel can be at least partly overcome by the following measures.

(1) Be sure that you set the right example. Even if you are quite sure that you will be walking only from the door of your home to the car and then back again, wear protective footwear if you are asking your child to do so. True, he may go many places where you would not think of going, but let him observe that you are abiding by the same health rules that he is.

(2) Provide protective apparel that fits your child well. Poorly fitted garments are sure to be unattractive. Especially should the feet be fitted with care. Overshoes that are even slightly too large for your child will annoy him at every step. Overshoes that are too small for him will necessitate pulling and tugging to get them on or off. This alone is enough to prejudice him against wearing them.

(3) Particularly in times of bad weather make sure that every convenience is provided for his ready use of protective garments. Hang his raincoat and hat on a low hook, his special hook, in a closet near to the most used outside door.

(4) In bad weather, place a low stool or chair near the outside door in order to facilitate the putting on and taking off of overshoes. A newspaper or, better still, a rubber mat may be spread out near the door to protect the floor.

To your child the putting on and the taking off of a raincoat, hat, overshoes, possibly a muffler or a snowsuit, are unwelcome interruptions. By making these changes as easy as possible, you will minimize his resistance to them.

Help Your Child to Acquire A Good Bodily Posture

An executive about forty-five years of age was stricken with a sudden, mysterious illness. Without warning he collapsed while walking across the floor in the living room of

his own home. Doctors diagnosed his case as heart trouble. He was put to bed and cautioned against unnecessary exertion. During several weeks of enforced idleness he gradually regained his strength until finally he returned to his office. For the next five years he was subject to similar, though much less severe, attacks.

It was not until this executive had given up all hope of ever carrying a full load of work, that a certain clinic physician discovered the real cause of the trouble. Upon inquiring about the patient's office equipment, the following bit of background came to light. When this executive was first entering his business career, he was presented with a handsome desk and chair. Unfortunately, the chair had a short back that hit him at an awkward place just below the shoulder blades. To compensate for the resulting discomfort, he slouched down in his chair by sliding his hips forward. For nearly twenty years he had been sitting almost daily in that position. What the doctor had surmised was correct. This faulty posture had caused the vertebrae to pinch the large nerves running from the spinal cord to the heart, thus producing all the symptoms of heart disease. At the advice of the physician, the chair was discarded and the "heart trouble" disappeared.

Good health and good posture are inseparable. You can help your child to acquire a correct posture by carrying out the following suggestions.

(1) Make sure that your child has no physical defect that induces faulty posture. A child with impaired vision is likely to extend his head and neck forward unduly. If he has poor hearing, he may incline his head to one side or twist his body in an effort to hear more distinctly.

(2) Clothe your youngster with properly-fitted garments that will encourage a healthful posture. Ill-fitting clothes not only make for slovenly habits of standing and sitting, but they restrict the normal activity of the internal organs.

Shoes have more to do with posture than most people realize. High heels tend to thrust the knees forward and tilt the body out of natural alignment. Keep your adolescent daughter from wearing high heels if you would have her avoid the slouch that characterizes so many teen age girls.

Both boys and girls should be fitted with shoes that give not only adequate support but a buoyant spring to the step.



ILLUSTRATION 166

The desire to imitate some popular young person like this, who has excellent posture, may prove to be just the right motive for another child, attempting to attain a perfect posture.

The length of the shoe is very important. Young children, if fitted with shoes that are too short for them, may develop hammertoes. The width of the shoe is also of great importance. If your child shows a tendency to place his weight on the inner edge of his foot, consult a foot specialist. If not corrected in its early stages, this condition can result in flat feet, which in turn makes for slovenly carriage.

(3) Give your child calisthenic exercises that will build up the muscles and tendons which control posture. Exercises which involve the use of the neck muscles, the arms and shoulders, the waist, and the hips will prove especially helpful.

(4) Point out some physically poised person whom your child admires. Encourage your youngster to imitate him. (See Illustration 166.)

(5) Check progress occasionally by means of a doorjamb. If your child at frequent intervals will step up to a doorway, stand with his back against the jamb, making sure that his head touches the wood, he can get the "feel" of what an erect posture is.

(6) Have access to a full-length mirror. Let your daughter see for herself how much more attractive she is when she assumes a correct posture in sitting, standing, or walking.

CONCLUSION

By following the instructions in this part of the Course, you should be able to help your child to attain his maximum --physically, mentally, and emotionally. May he indeed have a healthy mind in a healthy body. May he catch from you that exuberance of spirit which is the earmark of radiant health.