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How to bring out the BEST in YOUR CHILD

PART 9

TEN-PART COURSE TITLES



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How to Win Prompt, Cheerful Obedience
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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 NINE

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ILLUSTRATION 167

This boy is learning that success in life is based upon Service to Others.
The big chart illustrates this familiar poem:

"Fancy the World a Hill, Lad,
Look Where the Millions Stop,
You'll Find the Crowd at the Base, Lad
But There's Always Room at the Top."

YOUR CHILD AND HIS POTENTIALITIES

How You Can Help Him Develop Them

"Knowledge is power," ran the old adage. The wiser, amended version runs, "Knowledge is power, only when used."

A man may have a brilliant mind, and yet be an office clerk all his life. A young woman may have the God-endowed gifts of a lovely voice and a pleasing personality--a future bright with promise--and still fail to become a great singer. A young man, reared in wealth and sent to the best schools, may achieve very little in later life. Another youth, brought up "on the wrong side of the tracks" in squalor and poverty, may become a successful business executive or an influential leader of men.

Though we seldom hear about those who fail, we read constantly about those who, in the face of tremendous obstacles, succeed. We envy these people and wonder about them. How did they attain their success? What did they have that we do not have?

As we study the lives of those who have risen to intellectual and spiritual heights, we discover that most of them possessed an earnest, eager desire to make their lives count for the most. They had a great goal in life, a supreme, unifying purpose which gave direction to all their activities. They had that "extra something"--the will, the determination to succeed.

Few persons are born with such a spirit. It must be inspired and cultivated.

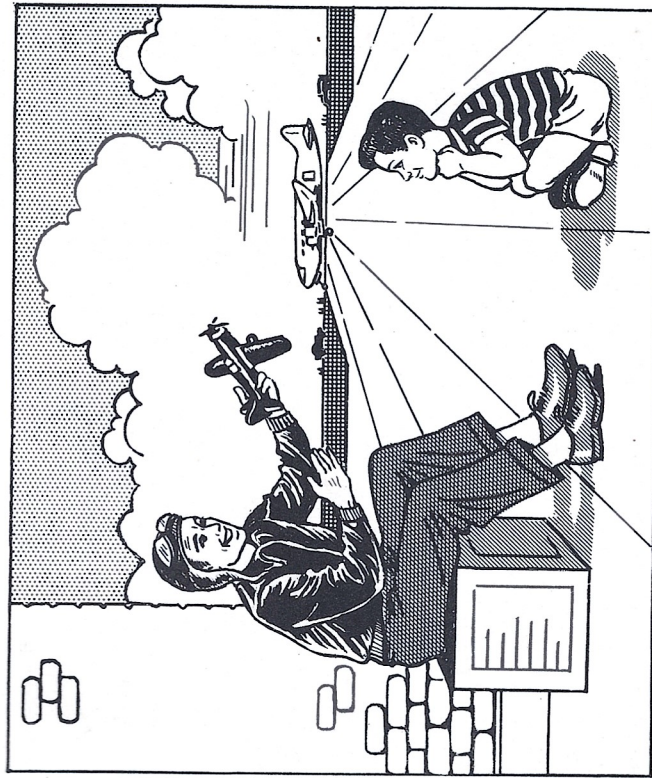
You Have a Great Opportunity

Your child may display some very marked talents. He may make a brilliant record in school--be superior, in many respects, to other boys and girls. Rich sources of

potential power may be his. But only as he applies that power will it bring actual achievement. Without applied power the finest automobile, the largest ocean liner, the most perfectly constructed airplane--all become useless machinery. And so it is with the keenest young mind in the most perfect young body. Unless a child's potential power is harnessed and put to a good purpose, his talents and capacities will go sadly to waste.

It is the purpose of this part of the Course to point out ways by which you can instill ambition in your child. To inspire him with high ideals is as important as teaching him to obey your commands or to establish good habits. Direct his power into the right channels. Teach him to work and to persevere, to assume responsibility and to use all his resources wisely.

In the following pages you will be shown the positive approach--how to lead your child to want to do those things which in later life will bring him success and personal fulfillment.



HOW TO TEACH YOUR CHILD TO CONCENTRATE

The very young child thinks only in terms of the present. All that counts with him is whether at the moment he is happy or unhappy. His mind is just beginning to develop. While he may remember incidents in the immediate past, he seldom projects himself into the future. It is too intangible. He can't put his finger on it or see it.

When to Start This Teaching

About the time he enters school, he begins to think in terms of things to come--the seeing of a motion picture, participation in a family outing, or the joys of a summer vacation. His ability to distinguish between the present and the future increases. Coming events assume definite characteristics in his imagination.

It is at this point that your child should start learning one of life's greatest lessons--the importance of foregoing a present pleasure in order to attain a future good. He must learn to set himself a definite goal and allow nothing to deflect him from his purpose. This, in its simplest form, is a problem in concentration.

Concentration is Hard for Child

The young child finds concentration difficult. He has seemingly an inexhaustible supply of energy, but it is without direction. He throws himself "full steam" into one activity, only to drop it quickly and take up another. Many adults seem never to have outgrown this wasteful childhood habit. With a little effort and planning, you can aid your child gradually to overcome this very definite handicap. By helping him concentrate at first for a very short period of time on a pleasing task, you then can increase the length of time he can keep his mind on one activity. You can make the problems more complex and he will be able to follow your instruction. The succeeding lessons have been designed to help you. They have been used successfully with all types of children.

LESSON 1

Concentration--Step One

Aim

To teach your child to concentrate for a period of five minutes.

Preparation

Place two chairs, facing each other, at opposite sides of a card table. On the table near one chair place five or six objects such as a block, a tennis ball, a pencil, a book, and a crayon. On the other side of the table place a set of similar objects.

Definite Instructions

Seat yourself and your child at the table and say, in effect, "Now this is a brand new game that will be a lot of fun! It lasts for just five minutes. The point is to see whether I can keep up with you while you touch each of those different objects. When you touch that book over there, I must see how quickly I can touch this book in front of me. If you touch that book and then that ball before I can finish touching this book, then you win the game. All right, let's try it."

As the child starts to touch the various objects, enter enthusiastically into the spirit of the game. Exaggerate your movements as you touch the corresponding objects. Say, "There! I touched my book. Now you touch something else. That's fine! My pencil! Tennis ball! Block! You're really making me hump to keep up with you!" (See Illustration 168.)

If the child wins, praise him and start over again. This time, you point first to the various objects and let him keep up with you. Say anything that occurs to you to keep up the excitement. When the five minutes are up, however, say promptly, "All right, it's time to stop now. But wasn't that fun? We'll have to play that again tomorrow."

Through this game your child will receive drill in mental alertness and manual dexterity. But, best of all, he will find actual fun in concentrating for a specific period of time.



ILLUSTRATION 168

The mother exaggerates her motions as she enthusiastically tries to touch each kind of object which the child has just touched before he has time to touch the next article.

LESSON 2

Teaching Concentration--Step Two

Aim

To teach your child to concentrate for a period of ten minutes.

Preparation

Use the two chairs, the card table, and similar objects, as before.

Definite Instructions

We shall assume that your child has learned to play well the game learned in the first lesson on concentration. Now, with whole-hearted interest and enthusiasm, introduce a complication. Say to your child, 'Now we'll play our little game again, but this time, instead of merely touching a book or some other object, we'll do something with it. When I hold my book high over my head, see how quickly you can do the same thing. All right, here we go!' (See Illustration 169.)

As your child makes the corresponding action, approve enthusiastically. "That's it! That's fine! Now you do something with one of the objects in front of you and I'll see how fast I can do it with my object."

And so the lesson continues, the child receiving praise and approval throughout the ten-minute period.

LESSON 3

Teaching Concentration--Step Three

Aim

To teach your child to concentrate on complicated lines of action for a period of ten minutes.

Preparation

Use the chairs, table, and other objects as before.



ILLUSTRATION 169

Here the mother is setting a pattern of action as her child tries to follow her example before she has time to pick up another article and do something with it.

Definite Instructions

Ask your child to watch you closely as you go through a series of actions so that, when you have finished, he can imitate exactly your every movement in the series. For example, take the ball, bounce it on the floor, catch it in one hand, transfer it to the other hand, then place it upon the table.

As your child imitates your actions in exact order, praise him for his success. In this way you will make the experience even more pleasurable to him.

After your child has proven his ability to imitate a series of actions which he has just seen you carry out, then on a following day, you can test him to see how many things he can do in a series without your first doing them yourself. For example, say to him, "You did so well yesterday on a test I gave you; now I want to give you a still harder test. Let's see if you can carry as many as four ideas in your mind at one time. Listen carefully. Wait until I give you all four ideas, then see if you can act them out in the order I name them. (1) Put the book that is now on the chair into the bookcase. (2) Move this red chair nearer to me. (3) Bring me the magazine from the table. (4) Close the door."

Special Comment on Lesson 1, 2 and 3.

The success of these simple lessons depends as much upon your spirit as upon your child's interest in something new. Make concentration a matter of keen enjoyment to him.

Note that the foregoing lessons become progressively more difficult. Give your child a new lesson only after he has completely mastered the previous assignment.

HOW TO DEVELOP YOUR CHILD'S TALENTS

Drawing--How to Encourage Preschool Child

The child who is helped to take an interest in drawing not only is furnished with many hours of pleasant pastime but he sharpens his sense of sight, strengthens his memory and deepens his appreciation of everything beautiful which he sees.

When a child first starts to make crude pencil marks on a piece of paper, the result from an artistic point of view

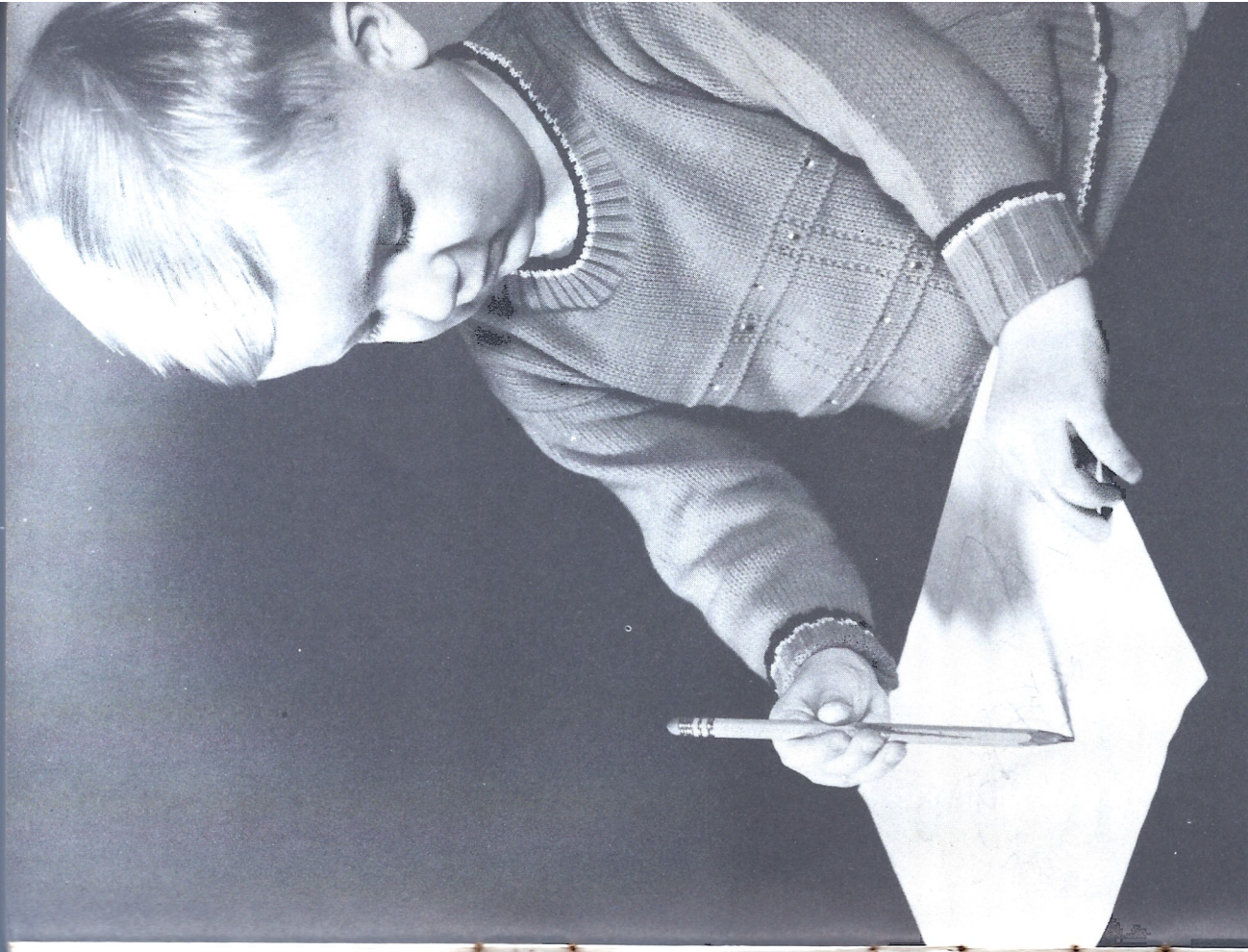


ILLUSTRATION 170

Enthusiastic praise should be given to the preschool child for his efforts in learning to draw. The mere quantity of his crude marks may be appreciated at first. The quality can improve gradually.

could not possibly be anything that an adult would appreciate. However, his efforts--even his very first ones--should be enthusiastically praised. The emphasis in the beginning stage is upon the quantity of the drawing. Emphasis upon quality will have to wait a little while. (See Illustration 170)

Some adults, not taking into full consideration the age of the child or the fact that he is almost totally lacking in experience, do not seem to have a proper understanding. They are apt to criticize the way the pencil is held. They are inclined to take hold of the child's hand and guide it to write or print some name or to draw some recognizable picture. That may be all right later but not at first.

One good way to help a child to like to draw is to show his work to some other person and then join that person in nodding hearty approval along with smiles and encouraging talk.

Furnish the child plenty of paper on which to draw and also different colored crayons. (See Illustration 171.)

Let your child of preschool age bring in, from his walks with you, leaves and flowers to draw. Keep the sketches he makes of different objects and show them to his father when he returns from work in the evening.

Cooperate with Your Child in His Schoolwork

Anyone who wishes to achieve a noteworthy goal will find an education of inestimable value. Through study he can gain a rich background of knowledge, can learn how to think, and how to express himself.

One of your duties as a parent is to create in your child a DESIRE TO LEARN. This can be done in various ways.

1. Build happy associations into his school experience. If he shows a marked dislike for school, that aversion may arise from some discouragement or unpleasant experience that has colored his whole outlook on the learning process. Discover, if you can, why he dislikes school. Very frequently conditions can be changed to make his school life more pleasant. In any case, your sympathetic understanding, and the friendly cooperation of his teacher, will do much to create in him a desire to learn. (See Illustration 172.)

A father was bitter and keenly disappointed when he learned that his eighteen-year-old son was not to graduate



ILLUSTRATION 171

Besides your friendly encouragement, see that your child has plenty of colored crayons and also large sheets of paper on which to draw. Keep the drawings so that father may see them later.

from high school at the appointed time. The parent was at the point of punishing the boy and sending him away to military school where he would be obliged to undergo severe discipline. Then the case came to the attention of the Parents' Association.

The father and the son were each, in turn, called in for an interview. Conversation brought out the fact that the father had never displayed a warm, friendly interest in his son. Likewise the son had never shown a willingness to cooperate with the father in any way. The two were almost strangers to each other.

How a Father's Improved Attitude Caused His Son to Want to Finish High School

As director of the Association it was my duty to point out to them the joy that might be theirs if they would make the most of their father-son relationship. I tried to bring this truth home to the father especially. Eventually he grasped the point. For the first time he saw the wisdom of approaching his son with a friendly interest. The son, pleased by the father's new attitude, responded in kind. Before long, the youth actually wanted to finish high school. The crisis had been safely passed. (See Illustration 173.)

Share with your child some of the happy school experiences of your own youth. Let him know that you found school enjoyable. In all your conversation, assume that he, too, will enjoy school life.

Let him know that you understand his point of view in regard to school activities. He must feel that you sympathize with him in his difficulties and that you rejoice with him in his triumphs. He should be made to realize that you follow him in your thinking and affection as he goes through his daily routine of study and of contacts with other human beings.

Your sympathy, however, must never be carried so far that he feels you are in league with him against his teacher or against his fellow pupils. While showing him that you do see things from his viewpoint, make plain to him that you are also trying to arrive at a friendly understanding of the persons with whom he works at school.

To gain a proper balance between regard for one's own child and for those with whom the child comes in contact is



ILLUSTRATION 172

Encourage your child's early use of the encyclopedia and the dictionary. Make remarks often to others in his hearing to the effect that he LIKES to look things up for himself.

not always easy. One mother found a happy solution to this problem as it appeared in a high school classroom.

Her Simple Plan Worked Like a Charm

This mother happened to be a college professor. One summer, at the suggestion of the high school Principal, she taught her son and daughter first-year Latin. The two pupils were to receive high school credit for the intensive work and to enter a second-year Latin class in the fall. But after the summer studies had been completed, the teacher of second-year Latin learned of the Principal's arrangements and was not happy. She declared that the brother and sister could not possibly have gained enough drill during the summer to carry successfully the second year's work.

The brother and sister came home and reported that this teacher had it "in" for them--that she was determined to prove that they did not know enough Latin to stay in her class, and that she was jealous because she herself had not given them their first year's work. They begged their mother to let them drop Latin.

The mother, however, was too wise to accept that solution to the problem. She said to her children, "Is there anything about this teacher that you can honestly admire?" At first they insisted that this particular teacher did not have a single redeeming characteristic. Finally they admitted that she did seem to have a thorough knowledge of Latin. "Fine!" said the mother. "The next time the opportunity arises, tell her that you admire her for her excellent knowledge of her subject."

The two young students decided to do just that. No sooner did they start looking for an opportunity to honestly praise their teacher than their attitude toward her changed. Before long, they found a suitable occasion to tell her of their admiration. Soon other occasions arose when they could genuinely commend her for her remarkable grasp of the Latin language. A corresponding change took place in her attitude toward them. In the course of a few days the tension was much relieved, and in a few weeks the feud was almost forgotten. That year's work became one of the most enjoyable in the school career of that brother and sister,



ILLUSTRATION 173

This High School boy was furnished complete privacy for his study which he did not have before. After arriving at a perfect understanding with his father, he determined to finish his school course.

and all because the mother had helped them to appreciate the point of view of their instructor.

2. You may further aid your child to get the most out of his school work if you will make a game out of the learning of any school subject.

Play With Five Nickels Helped Howard to Learn to Subtract

Little Howard was having trouble with subtraction in his study of arithmetic. Although he had been receiving a small weekly allowance, his parents had always attended to the details of its expenditure. The father suddenly realized that Howard could be taught how to subtract and how to evaluate money at one and the same time.

Five nickels were placed in Howard's small hand. (Note that the coins were all of the same denomination to make more simple the first lesson in subtraction.)

"Now," said the father, "if you were to buy an ice cream cone with one of those nickels, how many nickels would you have left?"

The lad was instructed to remove one of the coins and count the ones remaining.

In a moment the youngster called out, "Four!" "Four is exactly right!" exclaimed the father. Then, replacing the fifth coin in the child's hand, he said, "Now suppose you bought a cone for one nickel, and a pencil for another nickel. How many nickels would you have left?"

The child removed two nickels, counted those remaining and called out triumphantly, "Three!"

"Three is right!" declared the father. "You certainly are learning rapidly how to subtract."

In some such way as this you can simplify and enhance the learning process involved in what might otherwise be a distasteful mathematical bugaboo.

Complexity may be increased gradually and painlessly by computing the value of the nickels in terms of cents and, later, by using coins of different denominations.

The child may gain a sense of increased proficiency if the speed with which he gives the right answers to problems in subtraction and addition is recorded. He may even wish to compete with another child for honors in getting the correct answer first. (See Illustration 174.)

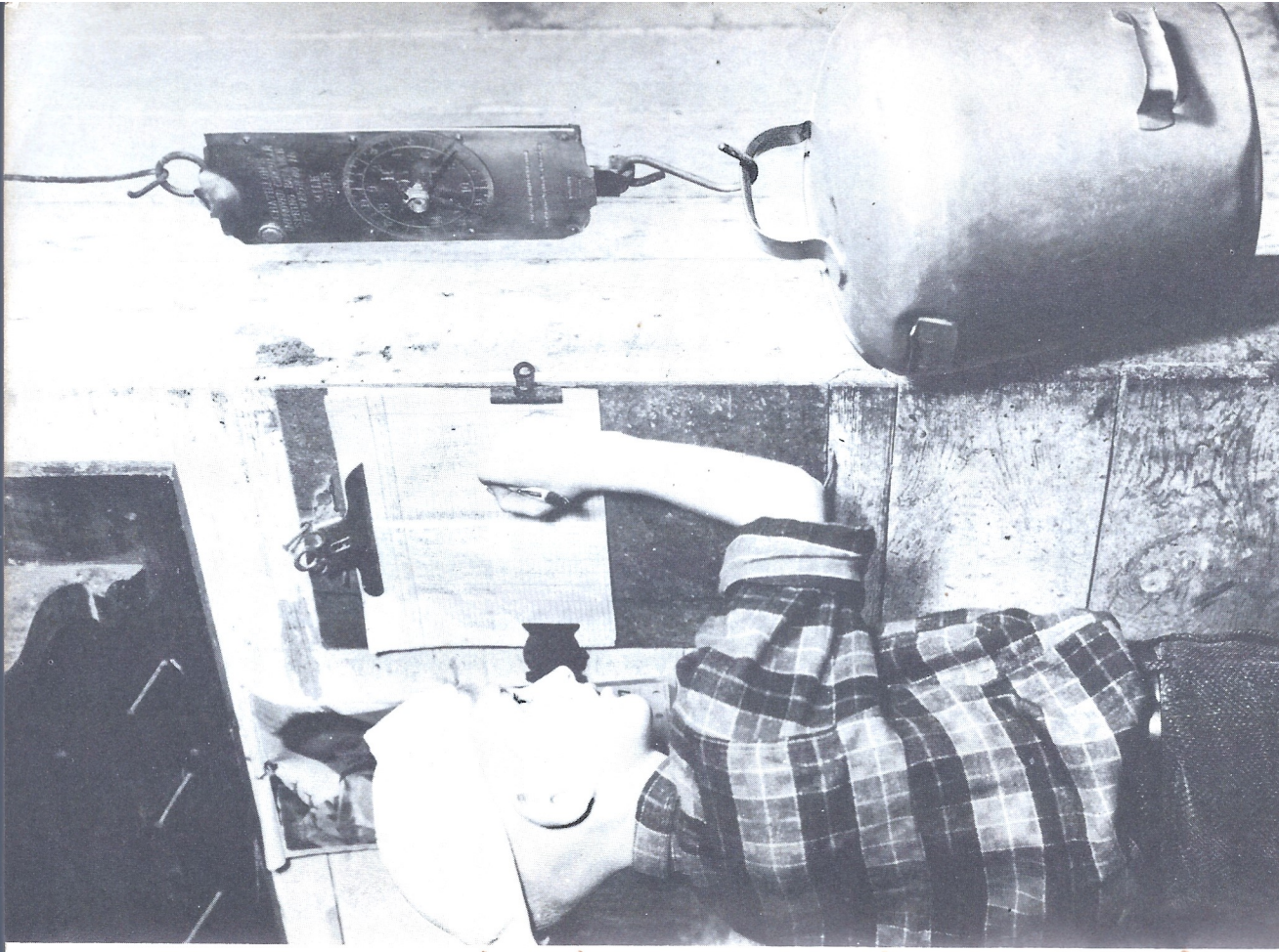


ILLUSTRATION 174

This boy was helped to understand—and to like—arithmetic. Thereafter, he not only enjoyed his study at school but he made good use of it in connection with a responsible job.

How You Can Increase Your Child's Interest in Spelling

His interest in spelling may be increased if the rules for an old-fashioned spelling bee are adapted for use in your own home. Contests involving the use of synonyms will increase his vocabulary. Learning is always easier when it is turned into a game.

3. Comment your child for his achievements in the field of learning. Honest praise will give him a worthy incentive to acquire new knowledge and new skills.

Many parents have found that keeping an Accomplishment Book for their children adds zest to the work done in the schoolroom. If you wish to keep such a record, obtain an inexpensive notebook. Whenever your child does an especially fine piece of work in school or passes some milestone in his mastery of a subject, jot down the fact in the booklet--always in his presence. Not only will such recognition spur him on to greater endeavor now, but it will afford him much pleasure as he looks over the record in years to come. Has he just finished learning the multiplication tables? Be enthusiastic as you write down the fact in the Accomplishment Book, together with the date of that particular attainment. The Accomplishment Book becomes a symbol of advancement to your child. He is eager to have his achievements recorded. To insure the greatest benefits, you will do well to record items in the book with reasonable frequency. (See Illustration 175.)

4. You can increase your child's interest in school if you will whet his appetite for learning. He possesses an insatiable curiosity. If you answer his questions too briefly or not at all, you are discouraging his natural quest for information. Although considerable time may be consumed in giving adequate replies to his queries, you will be richly repaid for your trouble. He will appreciate your interest in him and respect your intellectual prowess.

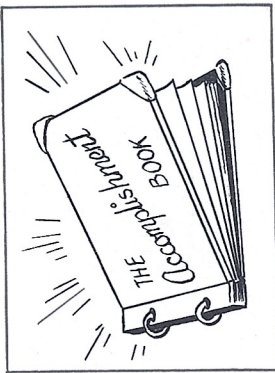


ILLUSTRATION 175

Both Parents Should Help to Answer Child's Questions

One mother always felt helpless when confronted with the numerous questions of her little six-year-old daughter, and so she hit upon the expedient of referring the child to her daddy for all the answers. "I don't know, dear, what makes it rain," the mother would say. "You'll have to ask Daddy." Whereupon the youngster would hunt up Daddy. Daddy, in turn, would stop whatever he happened to be doing, get out the encyclopedia and, to the child's utter delight, explain the phenomenon to her entire satisfaction. After one such explanation, the little girl in an outburst of appreciation exclaimed, "Oh, Mamma! I think Daddy knows a hundred different things!"

Work WITH Your Child!

Older children will greatly appreciate your cooperation if you will help them search through books or other sources of information for answers to their own questions or the questions asked them as a part of their school work. A spirit of comradeship invariably arises when parent and child work together in tracking down some elusive fact. If you discharge your full duty as a parent, even the information that you give your youngster, or help him to find, will lead him to seek still more.

Sometimes even a casual remark made by the parent has a lasting effect upon a young child. If your youngster is a little apprehensive about starting to school, words such as the following may sow worthwhile seeds in his mind. As you read a letter, say, "Isn't it wonderful to be able to read? Why, the marks on this paper wouldn't mean a thing to somebody who couldn't understand them. But they tell me just what Aunt Grace was thinking about when she wrote us this letter. Some day you'll be reading too, Mary. You'll learn how to do that, and all sorts of wonderful things, when you go to school!"

Your Child's Home Work--What to Do About It

Not infrequently work brought home from school by the pupil presents a problem to the parent. How far should a father or a mother go in trying to induce a reluctant child

to carry out assignments made at school? No categorical answer can be given, but the following suggestions should prove helpful.

1. Set a definite time each day for your child to do his home assignments. . The momentum of a good habit will help him to overcome a natural inertia.
2. The study period may well be quite short at first. Perhaps five or ten minutes will be long enough. Then, as your child's power of concentration increases, the period may gradually be lengthened.
3. Occasional rest periods should be allowed to break up the tedium of home study. Complete relaxation at specified intervals will do much to keep your child from tiring too rapidly.
4. If at any time he shows that he is becoming too fatigued by heavy home assignments, make arrangements to have his burden lightened. His physical health varies. What he can do easily at one time, he may find difficult to do at another.
5. Do not do his home work for him!
6. If he seems to lack incentive, honest praise will often supply it. Even though his efforts at concentration may seem feeble at first, encourage him. If he is to turn his education to good account, he must be convinced that study will ultimately prove beneficial to him.

Instill Habits of Industry in Your Child

Often, after a concert by a Kreisler or a Heifetz, we have heard people say, "Oh, I would give anything to be able to play the violin!" If the truth were known, they would probably be willing to give almost anything except the one thing most needed, hours of daily practice for weeks, and months, and years.

Those who have achieved noteworthy success in any field seem, with one accord, to witness to the necessity for hard work. (See Illustration 176.)

Madame Curie, in order to obtain her first specimens of pure radium salt, processed literally tons of pitchblende. This she did under the most trying circumstances. She was poverty-stricken. Her equipment was poor. The scientific world did all that it could to discourage her. Yet, by dint of



ILLUSTRATION 176

This mother is setting a fine example of working with her boys in planting a garden. All children would be greatly benefitted by the experience of learning to work with their hands.

perseverance and unrelieved drudgery, she overcame all obstacles to become one of the world's greatest scientists.

Edison is referred to as an inventive genius. And such he was. But the average person does not realize the arduous labor that he put into his achievements. Before even starting on his own experiments to produce the incandescent light, he painstakingly wrote 40,000 pages of notes on what other scientists had already discovered in that field. Then, before he finally succeeded in his venture, he made literally thousands of unsuccessful experiments. Truly,

“The heights by great men reached and kept
Were not attained by sudden flight;
But they, while their companions slept,
Were toiling upward in the night.”

-- Longfellow



ILLUSTRATION 177

This brother and sister are not apt to complain about being “victims of circumstances.” They know from actual experience that their greatest happiness comes not from idle wishing but from constructive work.

Not only is hard work necessary to success. There is another requisite, the ability to rise above adverse circumstances. Too often we allow ourselves to be drawn into a situation where we become the victim of our surroundings, rather than the master of them.



ILLUSTRATION 178

“A Victim of Circumstances”

A cartoonist portrayed this truth effectively when he depicted a dishevelled little sparrow, bleary-eyed and battered, perched on a high limb above a court where two men were playing badminton. This little sparrow reeling with dizziness, was explaining his sorry condition to his mother. “--And the first thing I knew,” he whimpered, “I was part of a badminton game.”

What a symbol of the person who goes through life complaining that he is a victim of circumstances and considering himself thereby absolved from any responsibility to rise above his environment! (See Illustration 178.)

Great Persons Rise Above Even Severe Handicaps

Beethoven, one of the greatest composers of all time, suffered from the handicap of deafness. Yet some of his most sublime music was composed after he became totally deaf. It has been said that such lofty music could never have been created except in the utter isolation brought about by that tragic affliction. Indeed, one biographer, himself a musician, declares, “We are eternal debtors to his deafness.”

Robert Louis Stevenson, a victim of tuberculosis, ill most of his life, nevertheless triumphed over apparently insuperable odds. He wrote a number of books, some of which have become classics throughout the English speaking world--Treasure Island, Strange Case of Dr. Jekyll and Mr. Hyde, Child's Garden of Verses. He composed one volume under

the most trying circumstances. It was at a time when he could not speak above a whisper because of a hemorrhage of the throat; could not write because of writer's cramp; could not see because of weak eyes. Yet he dictated the book to his wife, a book of radiant joy. So complete was his triumph over the spirit of despair that one would never guess that the author of the book had suffered greatly. One critic, who did not know him, went so far as to declare that the book had obviously been written by one who had never seen the sterner side of life.

Whether or not your child accomplishes anything noteworthy in life depends to a large degree on his attitude to-



ILLUSTRATION 179

These boys are learning through practice to take responsibility. The older one is telling the younger one about the benefits of the bath and how it makes the dog feel more comfortable.

ward work and toward the obstacles he confronts. You can help him prepare for the inevitable tests of his future years by taking the following steps.

Teach Your Child to Discharge Responsibility

Business experts declare that one of the outstanding characteristics of a successful man is his willingness to accept responsibility and to discharge it promptly. The great mass of workers avoid responsibility. They want somebody else to do the "worrying" and to take the blame if things do not go smoothly.

A bricklayer's helper, whose job consisted of mixing mortar and supplying the mason with bricks, was asked how many years he had worked at that kind of labor. "Twenty-five," he replied. "And did you ever think that you would like to become a bricklayer yourself?" his questioner asked. "Naw," the old man answered. "Then I'd git the blame if the wall warn't straight."

By an attitude of expectancy on your part, you can encourage your child to be dependable in discharging his duties. Let him know that, in a matter involving responsibility, such as the exclusive care of a dog, you expect him to carry out the assignment just as certainly and as cheerfully as he would obey the simplest command. (See Illustration 179.)

Words like these may be used: "John, you have an important piece of work there, keeping the weeds out of the garden. But I know you well enough to know that you'll do a thorough job of it."

He will want to please you. Emphasize the positive joy you will have in him when his task is done, as well as the joy he will have in himself, and you will stimulate in him a powerful urge toward actual accomplishment.

Assign Your Child Specific Home Duties

All children should have certain tasks to perform about the home. Let your child assume some duty the first thing each morning, even though that task may be nothing more than hanging up his own pajamas. What appears to you to be a relatively small, unimportant assignment probably will assume great importance to him. The size of the job is not of prime importance here, however, but rather the attitude the child takes in carrying it to completion.

You can cause your child to feel that he has a real contribution to make toward family life if, in the presence of all members, you make a list of various household tasks. Read the list aloud and let various members of the family volunteer to assume certain duties. As a heavier task is mentioned, the father may say, "I'd better take that job." At the mention of another item, some one else might say, "I'll do that."

Very soon the child will be eager for an assignment. You may need to help him in his selection. When you name some task that is simple enough for him, you can say, "There's a job that you might like to do, Billy." Perhaps it is that of putting on the baby's shoes and carefully lacing them. (See Illustration 180.)

You will be well repaid if you spend careful thought on the type of task for which your child is to assume responsibility. In general, a boy should receive "manly" jobs, such as the care of the lawn, the sharpening of garden tools, or perhaps the heavier work in the house, such as the shifting of furniture on cleaning day.

Your daughter may be given duties of a more feminine nature, such as setting the table, dusting the furniture, washing or drying the dishes, sewing, mending.

Vitalize an Assigned Task

Your child's interest in what might otherwise be an irksome burden can often be stimulated if you will work with him for a time and tell him entertaining facts about the job.

One boy was obliged to shovel coal into the furnace stoker. The father gained his cooperation at the outset by working with him. As they labored together the father told the fascinating story of how coal is formed in the earth. Thus the duty of filling the stoker never did become a tiresome chore to the boy because associated with it in his mind was the scientific wonder involved in each shovelful of coal and in the combustion process.

It is part of your job as a parent to make your child want to work. True, if he has been trained in strict obedience, he will respond when he is given a chore to do, regardless of whether or not he wants to do it. But work that is done under compulsion is not likely to lead to the spontaneous



ILLUSTRATION 180

An older child helping one younger should be made to feel both happy and important. He should be praised for his skill in doing the task and for his taking responsibility like a grown-up person.

effort so necessary to outstanding success. Enthusiasm makes any work lighter and brings out the very best in the worker.

Develop Your Child's Talents through the Work Assigned

A child does not usually come to his parents and announce to them just what type of activity is best suited to his temperament. That is a matter for his parents to discover. If they chide him for engaging in certain pursuits of his own choosing, they may have much to answer for in later years. (See Illustration 181.)

Two guests called in a home. An elderly woman was keeping house for her brother and his two young grandsons. From the time the guests entered the living room until they left, the aunt's chief topic of conversation was the terrible disorder which the boys caused in the house. The lads were mechanically inclined. One had made with his own hands an electrically propelled boat, no mean accomplishment for a lad his age. The woman's real affection for the boys was apparent. But she seemed to be doing all she could to stifle any spark of genius that might be found in them.

Often the best thing a parent can do for his child is to allow him to follow a natural bent, even though that may mean a certain amount of inconvenience to the adults in the home. (See Illustration 182.)

If no outstanding talent is apparent in your child, you may wish to give him various kinds of duties in order to discover the type of work at which he is most adept.

Encourage Your Child to Use His Initiative

Initiative is the ability to think through a problem and arrive at an original solution. This is a priceless asset. Industry is constantly on the lookout for men who will blaze new trails. Research and invention are opening up vast possibilities for individuals with initiative. The names of Watt, Fulton, Franklin, Edison, Kettering, and countless others will go down in history because these men were able to pursue new patterns of thought.

Not only does the world need men with new answers to old problems, but it needs men who are willing to launch out on new enterprises where the risk is great. The prac-



ILLUSTRATION 181

These parents have allowed their son to bring his airplane model into the front room for the finishing touches and to discuss its features. Naturally, the boy is happy in this friendly and encouraging atmosphere.

tical value of an invention can seldom be determined until it is placed on the market. If this is to be done, somebody must take a financial risk. Only a man with real initiative will attempt anything so hazardous. There can be no doubt but that the richest rewards in any branch of human accomplishment go to the man with initiative.

You can encourage your child to think for himself by presenting him with various practical questions and problems. (See Illustration 183.)

For example, say to him "Billy, if you were to get lost from me downtown, what would you do?"

If he hesitates, you might tell him about a little boy who got lost at a County Fair. This little fellow, when he could not locate his parents in that great throng, started to cry at the top of his voice. A kindly woman, sensing his predicament, patted him on the head and said, "Whose little boy are you?" The youngster stopped crying long enough to whimper, "Daddy's boy!"

At this point, it may occur to your child that, upon being lost, it would be well for him to be able to state his father's name. If he does think of this, commend him. The chances are that it will also occur to him that he should know his father's address, even his telephone number.

If, by degrees, your youngster can be led to think of these solutions for himself, praise him heartily. He is really using his head.

Your Child Should Be Encouraged To Invent and Construct Things

At some time in almost every boy's life he becomes deeply interested in constructing simple machines or vehicles out of a few wheels, wooden boxes, boards, and nails. Encourage such a tendency. Even if he should take the sharp edge off of some of your best tools, that might not be too high a price to pay in order to foster original thinking on his part. (See Illustration 184.)

A certain twelve-year-old lad went through a period when he fancied himself an inventor. Several mechanical contrivances, products of his own imagination, appealed to him as practical labor-saving gadgets. His mother felt that something really worthwhile might develop out of this interest and so she corresponded with a firm of patent lawyers



ILLUSTRATION 182

If your daughter likes to work with a brush, do not tell her she is wasting her time. Instead, encourage her in this or any hobby that is perfectly wholesome and enjoyable.

in Washington, D.C., about some of his ideas. The attorneys were cooperative and considerate. Their encouragement meant much to the lad. Although he never actually took out a patent on any of his "inventions," the whole experience was exceedingly valuable to him.

Some parents are very much concerned that their child be trained as a leader of others. This is a laudable desire, but it can, upon occasion, bring about an overemphasis on certain undesirable traits. You do not wish your child to become egotistical, uncooperative, or domineering. He should learn how to follow as well as how to lead. No child is so intelligent that he would not do well at times to take suggestions, and even instructions, from others. In real life, more followers than leaders are needed to carry forward the world's work. Besides, almost any successful person changes roles frequently. Sometimes he acts as a leader, sometimes as a follower.

Watch your child at play. If he accepts the leadership of older children, he is doing the normal thing. Most youngsters attach a great deal of importance to age. To them the rights of seniority are undeniable.

If your child directs the activities of younger children, that, too, is normal. Doubtless his playmates look to him for leadership.

But if, in either environment, he assumes the opposite role, trouble may lie ahead. He may become a habitual leader or a habitual follower. Either is bad. As a matter of fact, he should play with different groups so that occasionally he may lead, and occasionally follow.

Show Your Child the Value of Perseverance

Your child is much more likely to complete a task if he enjoys his work. When he is in the midst of some job, compliment him on how well he is doing it. Approval will encourage him to persevere until the stint is finished.

Suggestion can also be used effectively. The story of little Tommy is a case in point.

Tommy found memorization difficult. He would start to memorize a passage, work at it for a few minutes, then drop it for a more pleasant activity. His mother scolded him. She chided him for being stupid and for lacking stick-to-it-iveness. In his presence she discussed with other



ILLUSTRATION 183

Instead of waiting for a child to ask puzzling questions, try the reverse. Ask him what causes a top to stand up while in motion. Send him to his encyclopedia for the answer.

people his utter inability to memorize. Naturally, the boy himself finally came to believe that memorization was impossible for him.

When it was pointed out to this mother that she was lodging the wrong suggestion in her son's mind, she changed her approach. "Tommy," she said one day, "I believe that you could memorize almost anything if you would work at the job a little each day for several days. After all, Daddy can memorize. I can memorize. Most people can. I believe that about all you need to do to learn anything by heart is to stick to the job until it is done."

Leading Suggestion is Used In the Following Example

A short rhyme was selected for him to memorize, a verse that was easy for him to understand. He was asked to go over it a few times the first day, then a few more times the next day. In about ten days he had not the slightest difficulty in reciting it from memory. The mother's power of suggestion which at first had discouraged him, was now being used to make him persevere.

If your daughter hears you say, "Oh, dear! I just don't see how I can finish this ironing. I'm going to let it go until tomorrow," then she is receiving a lesson in procrastination. But if, in her presence, you say, "I'm very tired and there are many things I would rather do, but because I started this ironing I'm going to finish it before I stop," then she is receiving a lesson in perseverance.

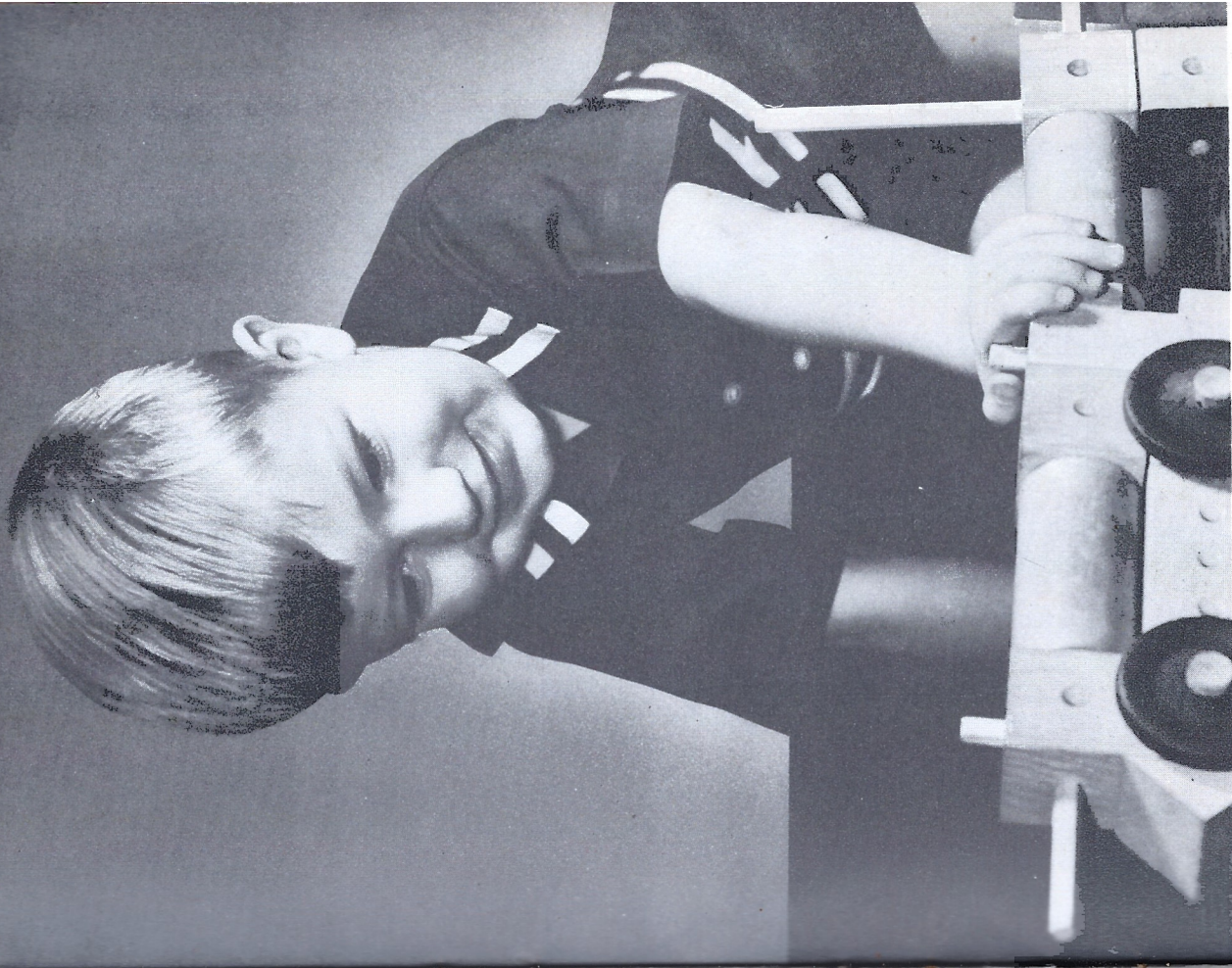
Positive training in this essential trait can be given through simple games and contests.

Large jig-saw puzzles, cross-word puzzles, frames in which several tiny balls are to be rolled into small depressions and held there until every ball is in place--all these diversions, together with similar games and pastimes, can be put to good use by the alert parent who wishes to train his child to face difficulties with patience. (See Illustration 185.)

Train Your Child in the Use of Money

Benjamin Franklin in his autobiography says that when he was seven years of age, his relatives on a holiday filled his

ILLUSTRATION 184



This boy felt quite proud after constructing what he considered a fine train. His mother heartily praised his work. Naturally, that encouraged him to like building trains even more than ever.

pockets with coins. He went directly to a toy shop where he became so fascinated with a little whistle that he voluntarily gave all his money for it. "I then came home," he says, "and went whistling all over the house, much pleased with my whistle, but disturbing all the family."

"My brothers and sisters and cousins, understanding the bargain I had made, told me that I had given four times as much for it as it was worth... They laughed at me so much for my folly, that I cried with vexation; and the reflection gave me more chagrin than the whistle gave me pleasure."

"This experience, however, was afterwards of use to me, the impression continuing in my mind; so that often when I was tempted to buy some unnecessary thing, I said to myself, 'Don't give too much for the whistle.'"

Give Your Child an Allowance

Remember that one of the chief purposes of an allowance is to train the child in the handling of funds. Many parents give their children a specified amount of money at regular intervals and feel that their parental responsibility is ended. In reality it has only begun. The child needs training in the proper expenditure of his financial resources.

At what age may a child first be given an allowance? Through experience with actual cases, the Parents' Association has discovered that most children are capable of administering a small allowance soon after they enter grade school, at the age of six or seven.

As soon as your child has reached that age, he may well be taken into the family council at the time the household budget is set up. By participating in these financial discussions, he learns how budgets are made. He realizes that his own expenditures must fit into the larger pattern of the family's expenses. Probably the ideal way to set an allowance for any one child in the group is by the mutual agreement of all members of the household.

How much should your child receive as an allowance? The amount should be determined by the family income and good judgment of the parents rather than by the amount of allowance received by your child's playmates. It is just as ruinous for children as for adults to try to "keep up with the Joneses." In fact, lack of ready spending money may develop resourcefulness in the child.



ILLUSTRATION 185

This mother is demonstrating how an effective test in perseverance may be given by simply cutting up a page from a newspaper into odd-sized pieces and letting the child put them all together.

How a Child Invented the World's First Scooter

A city urchin, forced to devise means of entertaining himself without the expenditure of money, fastened a roller skate to either end of a board. He erected another board at one end of the device, and the world's first scooter had been invented! The idea caught the fancy of other youngsters in the neighborhood. Soon the area was alive with scooters. A manufacturer, observing the pleasure the children had with their homemade contrivances, capitalized on the idea and put more elegant models on the market. But to this day, in many neighborhoods, the homemade type is still the choice of scooter fans.

You can help your child make inexpensive playthings. A worn-out automobile tire hung by a rope from a sturdy limb will make an excellent swing and will provide months of enjoyment for the youngsters. The cost? Practically nothing.

A large packing box can be transformed into a doll's house, decorated with scraps of wallpaper, carpeted with pieces of rug, and provided with furniture cut out of cardboard.

Two tin cans, each open at one end and connected by a taut wire or waxed string, will give hours of enjoyment to youngsters who can "telephone" from one house to another by means of the contrivance.

A hoop from a tomato hamper will serve as a basket for basketball practice.

A ring-toss game can be made with circlets of rope, a board, and a few nails.

Literally hundreds of homemade toys and games can be built if parents and children work together, and very little, if any, money would need to be spent.

What Should the Allowance Cover?

A mother wrote the Parents Association as follows: "We have never given Kenneth an allowance, but we would like to do so. We wonder how much it should be and what it should cover. He is always making things with bolts, taps, wire, and nails. Should the cost of these materials be included in his allowance?"



ILLUSTRATION 186

This boy is praised for his success in saving money for a particular project that appealed to him as being worth his effort. He is very happy because the reward will come before long.

The Association answered this mother's question by saying that the cost of such items should come out of Kenneth's weekly stipend. Such an arrangement more nearly approximates the conditions under which he will have to live in later life. Very soon after he begins to receive his allowance, he is likely to be confronted with a basic financial problem, the desire to spend more on a particular article than his budget will allow at that time. He may very much want a certain type of dry battery to complete his work on a model boat. Should his parents advance him the money? Should they give it to him outright? Usually the answer should be "No." If he is obliged to wait until he has saved sufficient money for the article, he will appreciate it more keenly and take even greater interest in the project on which he is working. (See Illustration 186.)

How often should an allowance be given? Most parents find weekly payments the most practical for all persons concerned.

Help Your Child to Budget His Income

No matter how large or how small your child's weekly allowance may be, he should have a definite plan for its use.

What Proportion of the Allowance Should Be Given to Charity?

In Old Testament times a tithe, or one-tenth, of the income was set aside for religious and humanitarian purposes. Although the principle of tithing is very ancient in its origin, the giving of one-tenth of one's income to others is still a very practical measure. The amount is not so large but that most persons can devote it to church and charity without feeling impoverished. On the other hand, the sum is large enough to accomplish much good.

Those who tithe their income almost invariably bear witness to the great benefits to be derived from the practice--benefits that are material as well as spiritual.

You will be doing your child a lasting favor if you teach him from the very beginning of his financial career to set aside one-tenth for others. Out of every dime he receives, one cent should be dedicated to altruistic enterprises. Even a small child can learn to enjoy doing this.

In order to make the plan work as efficiently as possible, have your child take a tenth out of his allowance before he does anything else with his money. Ancient leaders were thinking in similar terms when they spoke of taking the tithe out of the "first fruits" of the harvest. Not only is it easier to give out of the "first fruits," but this procedure is a tacit acknowledgment of God's sovereignty and of the claims of our fellow men upon us.

What Proportion of Your Child's Income Should He Save?

There has been a marked shift in emphasis during past decades. Years ago every child was taught to place a large part, if not all, of his money receipts in a toy bank. Then, at appropriate intervals, the bank was emptied and the money deposited in a savings account. Children were taught that the royal road to success and achievement lay through the savings bank.

Then came business depressions and bank failures, causing many to doubt the wisdom of sacrificing a present good in order to accumulate the proverbial nest egg. Insurance policies, pension plans, social security benefits, and various forms of health insurance have all tended to discredit the time-honored savings account. Nobody is quite sure just what attitude people of the future will take toward saving.

Probably we should pursue a middle course in teaching our children to save. Certainly a child should not be allowed to spend his money profligately. Neither should he be allowed to hoard. A reasonable provision for future needs is to be desired. There is a distinct advantage in teaching your child to save for a particular purpose, especially if the spending will take place in the not-too-distant future.

The percentage of money to be saved should be governed by the use to which it will be put. Ten per cent in many cases is a reasonable figure.

How Much of Your Child's Allowance Should Be Spent on Current Needs?

Perhaps eighty per cent. Yet that amount must be spent wisely. About half of it should be expended on things of en-

during value. Bicycles, sporting goods, and musical instruments might be included in the list for older children. The sum to be spent on ice cream, candy, soft drinks, and motion pictures should be held at a minimum.

How May Your Child's Budget Be Kept?

It can be made largely a matter of bookkeeping. Many children, however, enjoy using toy banks of different shapes, one bank for each division in the budget. Your child's tithe may be put in a bank shaped like a church; his repository for savings may be shaped like a commercial bank building; his current expenses may be placed in a toy cash register. At times he may be strongly tempted to borrow from one bank and place the money in another. As his parent, you will wish to help him resist such impulses. Self-discipline at this point is one of the most important lessons to be learned from the allowance, and one which will be of inestimable value throughout his life.

Encourage Your Child to Earn Money

Most children receive an allowance in some form or another. But, at a reasonably early age, they should earn at least a part of the money they spend. (See Illustration 187.)

Should a Child be Paid For Doing Home Duties?

Do not pay your child money for home duties which he may reasonably be expected to perform as a helpful member of the family. If he is paid for each little errand he runs, he may soon come to think of his every deed in terms of his own selfish interest. If he should request a cash reward for services rendered about the house, you might tell him the following story.*

Bradley was a little boy, eight years old. He had gotten into the habit of thinking about everything in terms of money. If an article wasn't high priced, Bradley didn't place much value on it. Of course, this was very foolish, for there are many, many valuable things that money cannot buy, like friendship and happiness and love.

One morning, when Bradley came down to breakfast, he put on his mother's plate a little piece of paper neatly folded.



ILLUSTRATION 187

The little fellow standing is asking his brother whether these two strawberries are good enough to include in the select basket they are going to sell. This is a wonderful experience for the boys.

His mother opened the note. And what do you think she read? She could scarcely believe her eyes, but this is what Bradley had written on the paper: (See Illustration 188.)

MOTHER OWES BRADLEY

FOR RUNNING ERRANDS	-----	.25¢
FOR BEING A GOOD BOY	-----	.10¢
FOR TAKING MY MUSIC LESSON	-----	.15¢
Extras	-----	.05¢
TOTAL	-----	.55¢

ILLUSTRATION 188

Of course, there had been no agreement between Bradley and his mother about payment for any of these things. Of his own accord he had come to the conclusion that he deserved money for them.

The mother smiled after she read the little message, but she didn't say a word. At lunchtime she put the money on his plate, together with his bill. When he came to the table and saw the money, he was so happy over the success of his transaction that he almost overlooked another little piece of paper on his plate. He picked up the note, opened it, and this is what he saw--a bill from Mother! It read as you see in Illustration 189.

Bradley Owes Mother

<i>For being good to him</i>	-----	<i>nothing</i>
<i>For missing him through</i>	-----	<i>nothing</i>
<i>scarec fever</i>	-----	<i>nothing</i>
<i>For clothes and shoes and</i>	-----	<i>nothing</i>
<i>playthings</i>	-----	<i>nothing</i>
<i>For his meals and his beautiful</i>	-----	<i>nothing</i>
<i>room</i>	-----	<i>nothing</i>
<i>Total that Bradley Owes Mother</i>	-----	<i>nothing</i>

ILLUSTRATION 189

What do you think Bradley did when he had finished reading his mother's note? He went over to her, put his arms around her, and then put the fifty-five cents back into her hand.*

What Are Proper Ways For Children to Earn Money?

Some children have no difficulty in finding remunerative activity; they use their own ingenuity or follow the example of their young friends in finding jobs. Other children need suggestions, and even help, to get established. It is all right to help your child to discover ways in which he can earn a little money outside the home.

The following list is by no means complete, but it may point out some possible sources of income for your child.

For Girls

Girls who like housework may find employment helping women entertain at special parties.

Baby-sitting offers an older girl excellent opportunity to learn about children and assume responsibility.

Some girls make money by embroidering or crocheting.

Girls can make and sell various kinds of craftwork, such as scrap baskets, work baskets, and leather goods.

Girls with artistic talent find pleasure and profit in making artificial flowers, decorative plaques, and other objects of art.

For Boys

Boys can often find jobs cleaning windows or washing and simonizing automobiles.

In most localities, shoveling snow presents a chance to earn spare money.

Mowing lawns is a job many adults are glad to pass on to boys.

Boys in the city can offer their services as cleaners of basements.

The daily paper route serves as a means of income to many boys. Out of the ranks of newsboys and paper carriers have come some of our most successful business men.

*Adapted from Children's Story Sermons, by H. T. Kerr, published by Fleming H. Revell Company.



ILLUSTRATION 190

This boy's principal hobby happened to be that of raising chickens for profit. Whatever your child's hobby may be, you should encourage it if possible because at least excellent experience may come from it.

Your child may have a hobby which can be put to profitable use. Encourage him to develop it into a small business. He will quite naturally enjoy working at his hobby. It may lead him to success and even fame. (See Illustration 190.)

All his life your child will have to use money as a medium of exchange. Make sure that, at an early age, he learns the fundamental principles of earning and spending his financial resources.

Teach Your Child to Use His Imagination

The greatest achievements of men and women of all time were started in their imagination. It is true that not all children have the same mental capacity. Some children naturally have more imagination than others. But you can help any normal child to improve the use of his own imagination. (See Illustration 191.)

There is no better way to help a child to get into the habit of using his imagination than to set the pattern for him in play. Show initiative yourself in the exercise of interesting imagination. The child at first, of course, will merely enjoy this use of imagination on your part. He may not practice the same idea himself right away. But just be patient. No matter how long it takes him to start following your lead in this matter, he will do so if you consistently carry out this plan.

Be on the lookout for any instance in which your child shows good imagination. Reward his effort by showing a very happy spirit. Talk with great enthusiasm about the particular point that came from the child's imagination. This will have the effect of encouraging further attempts of a similar nature.

If you find your child carrying on an imaginary conversation with a toy rabbit, supposed to be enjoying a lily, you may encourage the fun by smiling and perhaps asking if 'Bunny' is wanting to take a little bite of the lily. (See Illustration 192.)

Teach Your Child How Best to Use His Time

Time is of the very essence of life. The radio star who misses his broadcast by so much as a single minute is in danger of losing his job. The factory worker who does not

keep his press operating in synchronization with the production line will create a bottleneck and call the attention of the whole establishment to his inefficiency. The salesman who does not meet his prospect promptly at the appointed hour is liable to lose a sale.

If your child's music teacher requires him to practice at the piano one hour a day, it is a good idea to think carefully in deciding what particular hour would be the best time of all. Then when that hour is decided upon, it should be put on a regular schedule and that schedule should be carried out.

It is a mistake to allow a football, baseball or any other such play item to be in sight to attract the child's attention away from the piano. When the clock strikes the time for music practice, he should be prepared to go directly to the piano, and concentrate his keenest attention upon his lesson. Then when the time is up and he is free to play, he can really enjoy his play all the more because he has his heavier duties out of the way. (See Illustration 193.)

Your child will have accomplished something that will be of value to him all through life when he has had the successful experience of helping to decide upon a "work, play and rest" schedule for himself and then actually putting the schedule into effect. Many adults who are failures or near failures, never have learned to reap the benefits of carrying out a proper time-schedule for themselves.

Teach Your Child to do Routine Tasks Quickly

A mother brought to the Parents Association Clinic her eight-year-old son. He was a bright, likable youngster. But he had the exasperating habit of wasting precious time. Frequently, he would squander more than an hour in the process of getting dressed.

It was obvious that one of the reasons for his slowness was the mother's negative attitude. She invariably nagged at him and scolded him for his slowness. By her very attitude she showed that she did not expect him to improve.

By way of testing the child, I gave him a few simple exercises. I said, "Let's see how fast you can take off your right shoe and put it on again."

Immediately he set to work.



ILLUSTRATION 191

This mother says, "Let's see how Bunny looks in a necktie, shall we?" Thus she sets an example of using her own imagination. This plan encourages the child to make use of his imagination.



ILLUSTRATION 192

The boy says, "What did you say, Bunny? Did you say you want to smell the nice lily? All right, go ahead! This practice may help the child later to use imagination in his profession"

When he had finished, I said, "Good for you! According to my stop watch here, you did that in just eleven seconds. That's fine. You certainly learn quickly. Now let's see how fast you can take off your left shoe and put it back on again."

After he had complied enthusiastically, I suggested that he rest awhile. This was a strategic move. He was not expecting such a concession and so he accepted it wholeheartedly. He felt that he was being treated with consideration. After a brief rest, we resumed the lesson.

During these and similar drills with other articles of clothing, he actually found enjoyment in trying to beat each previous record.

The mother was instructed to change her approach from that of nagging to that of expectancy and approval. In a short time the boy had completely overcome the annoying habit of dressing slowly.

Induce Your Child to Run Errands Speedily

The child who takes too much time to complete an errand requires a lesson in the appreciation of time.

When you are sure that your child can tell time, provide him with an inexpensive watch. Soon after he has received it, send him into an adjoining room with instructions to report to you in exactly two minutes. Show him just where the minute hand will be at the end of that period.

When he returns to you at the right moment, commend him for his promptness.

Soon after this, assign him a simple errand. Ask him to estimate the length of time necessary for its completion. If his estimate seems reasonable, send him on his way with an encouraging comment such as, "I'm sure you'll be back at the time you set, Bobby. I'll be looking for you then."

After he returns, let him time you on an errand. You might say, "I'm going to run over to Aunt Helen's to return this dish. I'll be back in seven minutes. You may time me." Be very sure that you return at the specified time.

One mother was strangely rewarded for giving her children this sort of training in promptness. A neighbor said to her, "Mrs. Smith, I just marvel at how your children run errands so quickly. Would you be willing to let the two of

them accompany my two children to the grocery? I'd like to have my youngsters learn how to make the trip without wasting the whole morning."

Mrs. Smith gladly gave her consent, and the four children were back from the store in record time.

Teach Your Child to Meet Appointments Punctually

At a summer camp sponsored by the Parents' Association one of the assistant directors complained to me of a certain child's inability to arrive on time for regularly scheduled lessons. "What shall I do?" this counsellor asked. "I have spoken to Harold again and again and I have urged him to be on time, but he is always at least five minutes late."

As camp Director, I called the boy into my office and said, "Harold, Miss Carter would like you to be prompt when you take your lessons with her each morning. I think you can remember that without any difficulty, can't you?" The boy answered in the affirmative.

But the next morning Harold was one minute late to his class. Definite drill was needed.

I talked with him again. After a brief and friendly chat on various subjects, I began to discuss the importance of time. "When you grow up to be an important business man, Harold, and you want to take the fastest train from New York to Chicago, do you think that that great train will wait for you if you are five minutes late? A busy man can't afford to miss a train--and he will miss it if he's even a minute late."

Harold agreed. He was impressed by my friendliness because I smiled as I discussed the problem.

To Emphasize a Point I Took Out My Watch

I suggested to him that on the following morning he report not to the assistant director, but to me. I said that I would expect him promptly at one minute to eight. To emphasize this point, I took out my watch and showed him clearly just what I meant by one minute to eight o'clock.

The next morning came. Harold was five minutes early! He had caught the spirit of the lesson. I made no mention of his being ahead of schedule, for this was certainly more



ILLUSTRATION 193

No football, baseball or any other article suggesting play, should be in sight to attract your child's attention away from music practice. Teach him how to succeed in carrying out a time-schedule.

desirable than being late. I complimented him. From that time on, he took great pride in being punctual.

Your child, too, will some day take pride in his accomplishments if you show him how best to use the resources available to him. Time, talents, money--under your guidance these will become powerful forces for good in the future life of your child.

CONCLUSION

Everyday somebody's "child" is shaping the destiny of the world. Someday it may be YOUR child. Hence, not only for the sake of your very justifiable pride and the love you naturally bear your son or daughter, but also perhaps for the sake of countless others, you will want to bring out the best in your child.