

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

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

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

Comments on Lesson 10

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

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

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

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

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



ILLUSTRATION 29

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

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

Are You a 'Scold'?

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

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

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

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

'Three's a Crowd'

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



ILLUSTRATION 30

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

The photographic illustrations for Part Five, Nos. 83, 84, 85, 90, 91, 92, 93, 95, 98, 99, 105 and 108, were done by Cromer Photos, Nos. 94, 96 and 97 by J. C. Allen and Son, No. 104 by Harold M. Lambert, No. 106 by Neal Taylor Hall. Drawings by Robert L. Kubiak and William K. Hames.

How to Bring Out The Best In Your Child



COPYRIGHT, 1950, By

THE PARENTS ASSOCIATION

All rights reserved. This Course, or parts thereof, may not be reproduced in any form without permission of the Parents Association.

By

RAY C. BEERY

A.B. (Columbia), M.A. (Harvard)



PART FIVE

Printed in The United States of America

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

HOW GOOD MANNERS SMOOTH THE WAY TO SUCCESS

By good manners, we mean far more than the ability to select the right spoon from out of an array of silverware at your plate. That particular social attainment is at best a minor one.

Good manners go deeper than this. Primarily, the well-mannered person is the one who displays thoughtful consideration of others. He has poise, courtesy, self-control, unselfishness--qualities that make for a life of usefulness.

Look, for a moment, into your own circle of acquaintances. Among them, you may find one particular person whom you just do not care to invite to your home. Why? Possibly you did so once, only to be shocked and embarrassed by his crudities, his disregard of the little social amenities that you have every right to expect of a guest in your home. Maybe he talked loudly and offensively, or perhaps he even interrupted while others were speaking. He may have accepted your hospitality without so much as a "Thank you." He may even have offended your other guests by his very rudeness. But it doesn't matter now. He has been crossed from your list. And probably from a good many other lists, too.

A lack of good manners can have grave implications, not only socially, but economically. This handicap may so mark a man that he can hardly expect to make a success of his life.

Is he himself to be blamed? In part, perhaps. But most of his difficulties as an adult can be traced to his childhood when he received inadequate training in manners.

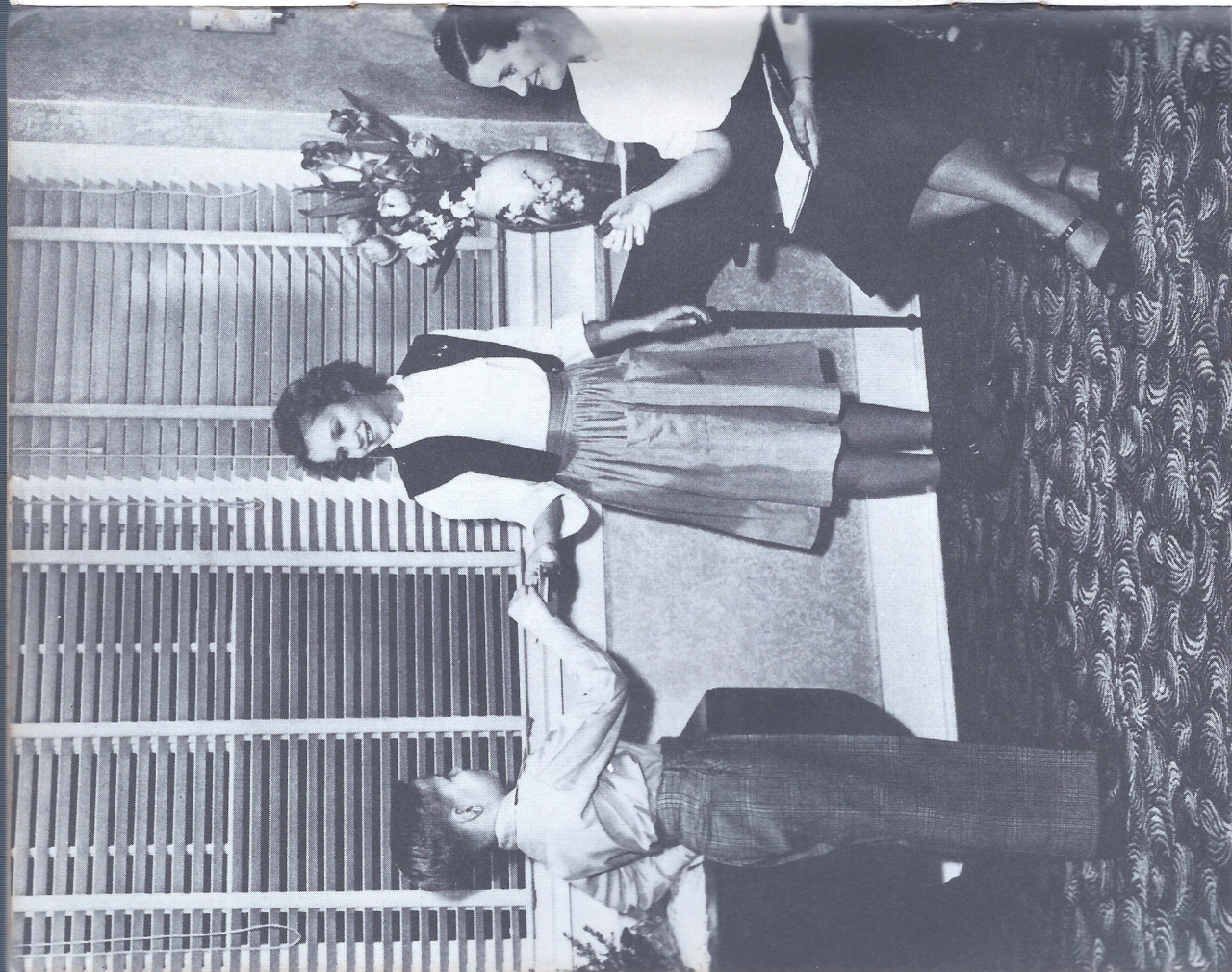


ILLUSTRATION 83

At mother's suggestion the daughter has made delicious home-made candy which she is passing. Her trait of generosity is encouraged through well-earned praise.

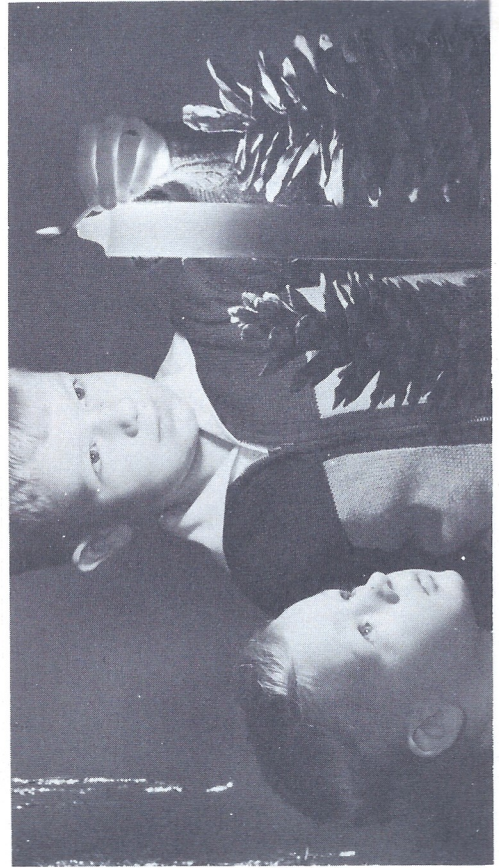
Your Child's Success Will Also Be Yours

Throughout this course, you have noted the great responsibility that rests upon you as a parent. Do not regard this as a heavy burden that can drag you down. Rather, regard it as a glorious responsibility which will give you a lift. After all, as we grow older, we live in our children. They represent our lives. Their failures are ours, but so also are their successes.

People respect and admire the parents of a well-mannered child. We would like to earn that respect and admiration ourselves. Quite aside from our own satisfaction, however, we want above all to insure cultured behavior in our child for his own benefit.

In the pages that follow, you will find many concrete suggestions on training your child to use good manners. You will learn how to weed out undesirable habits such as thumb-sucking and nail-biting; you will learn how to cultivate in your child the kind of behavior that is socially pleasing and acceptable.

But this is more than a book on etiquette and outward customs. This part of the course is designed to help you get to the very heart of your child and create within him an altruistic, unselfish spirit without which mere etiquette is but sham.



HOW TO TEACH MANNERS

Are Good Manners Natural?

In the case of a well-mannered adult, we can say that good manners come naturally to him. Throughout the years, his practice of courtesy has become a very part of him. With children, however, no habit of good manners has been formed.

Children do things instinctively. Their actions and reactions are not thought out, for they have not had enough experience to distinguish the niceties of living in a civilized society.

It is not for us to despair when we see our children display impoliteness. They simply do not know any better. School children may laugh at a newcomer who stammers. They may taunt him, or even mimic him. Cruel? It is not meant to be cruel. Thoughtless? Certainly, it is thoughtless, because these children have never been confronted with such a situation. They have never had their thought directed to the proper attitude toward those who are less fortunate than themselves.

Good manners, then, must be taught. How can we hope to have our children well-mannered unless we definitely teach them? The other day I overheard two adults talking to each other about a neighbor child. "Aren't his manners awful?" said one. The other replied, "Well, what can you expect? He doesn't know any better." The first adult countered, "You mean his parents don't know any better?"

Thus does the behavior of a child reflect upon his parents. To train your child properly does take time, but it is time well spent, not only for your own sake, but for his.

How Much Training?

It is impossible to measure and specifically state the exact amount of time a parent should spend in teaching his child good manners. Some children learn quickly, some less quickly. But it is a basic fact that most children have

strong, selfish instincts which they display in acts of impoliteness and rudeness. Do not be discouraged if you discover that your child needs a great deal of training in good manners. This book is designed to help you. If you follow the instructions carefully, you will be richly rewarded, not only today and tomorrow, but in the years to come as you see your child make a happy and successful adjustment to his environment. (See Illustration 84.)

Teaching "Please"

One mother writes in exasperation, "I tell my son over and over again to say 'Please,'" and he simply will not do it."

It goes without saying that the child whose parents are habitually courteous will find it easier to use polite expressions than will the child who is merely told to say certain words at certain times.

At this point you might find it helpful to examine your own customary manner of asking for something. Suppose you want a book that happens to be lying on the dining room table. There are different ways of persuading your child to bring it to you. One way is to come out flat-footed and say, "John, bring me that book." Another way is to say pleasantly, "John, will you please bring me that book?"

What a difference! The very word "please" carries with it the connotation of giving pleasure, of making glad. For this reason, you will do well to teach this gracious word to your child as soon as he can talk. I knew one little toddler who invariably surprised grownups by her precocious use of the word. Every time she would so much as hiccup, she would smile apologetically and say "Pommie please!" ("Pardon me, please!")

Here is a simple way to teach your child to say "please" when he wants something. Have in your hand an attractive object, say, a bright-colored ball. As soon as the child reaches for it, get his attention, smile, and say very distinctly, "Say, 'Please!'" As soon as he makes the attempt, exclaim, "That's fine! Now you may have the ball." After a few moments, repeat the procedure. He will soon grasp the idea that he is to say "please" whenever he asks for an object. If, upon occasion, he should forget, simply withhold the object slightly and he will remember.



ILLUSTRATION 84

This girl has said "Please" and is ready to say "Thank you." The boy has been properly taught to pass a pitcher with the handle toward the other person. If chairs were closer, he of course would pass with his other hand.

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

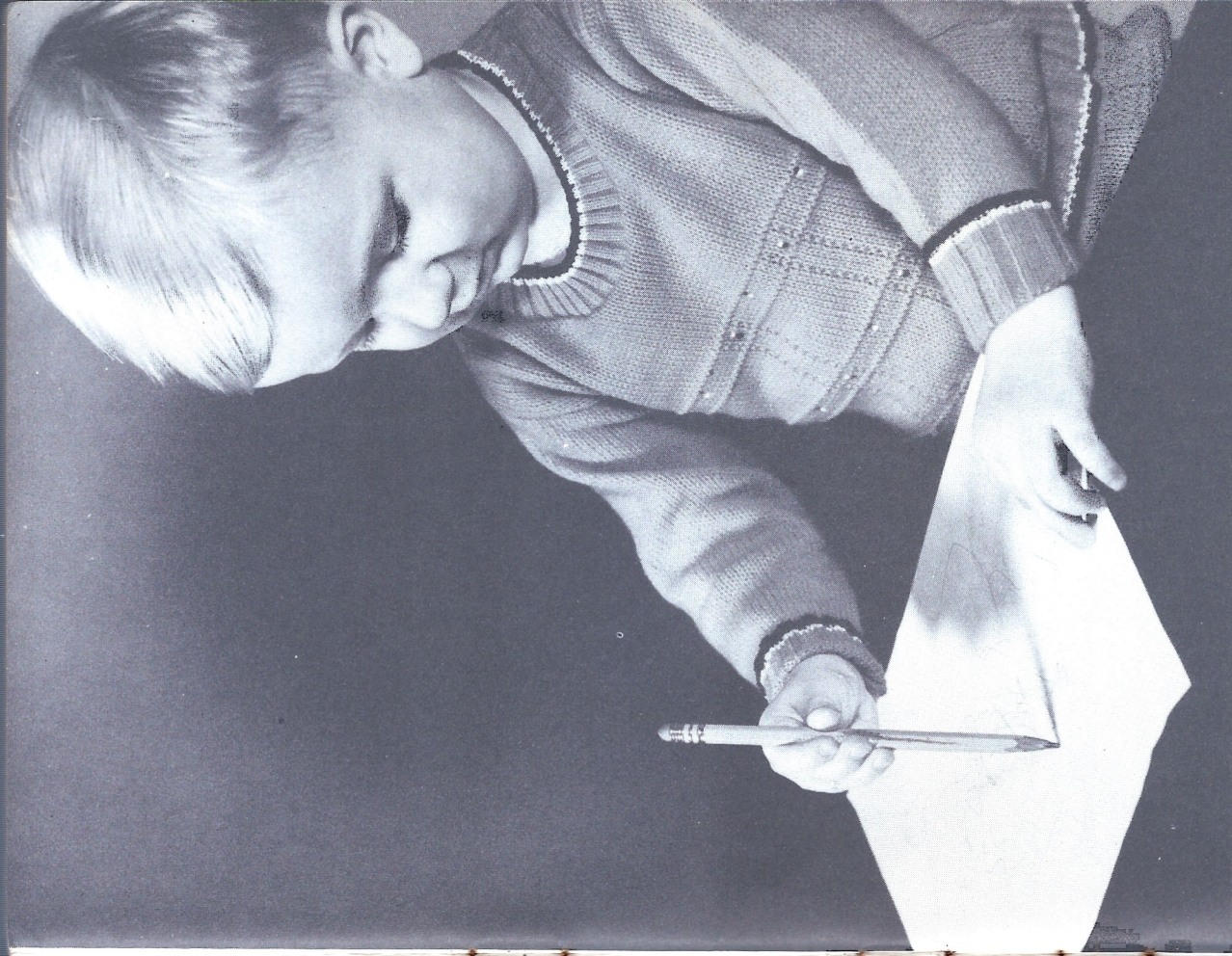


ILLUSTRATION 170

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.