

### Remarks on The Training of The Child

#### Suggestions For Bringing Up the Child In the Way He Should Go

Every person claiming part ownership of a family is afflicted with more or less vague theories concerning child study. Especially those who have never had an opportunity to make a systematic study of the subject or a careful observation of its workings, hold themselves up for ridicule whenever they make a public exploitation of their ideas and notions of bringing up a child in the way it should go. The exaggerated forms of kindness and severity which are sprung with mathematical precision upon the development of tabulated symptoms, are most generally out of place and the child is more often better off without being thus unduly disturbed. Indeed, by such persistent persecution the child is splendidly equipped and fitted for becoming a finished neurotic or consumptive.

The idea that a young child should have an intense sense of responsibility springs from a misguided and criminal misconception of the child's nature. Let him kill the chickens and drown the cats without exacting his epidermis of scalp-lock as a penalty. Let him burn down a neighbor's barn if it pleases him—just as long as it is not your own. The barn can be rebuilt, but the child's self-reliance once destroyed can never be restored. Let him wander in the street if he desires. If he gets run over it will do him good, for he will learn by experience where to travel and what to avoid.

If he shows himself worthy of chastisement, take a stick and whack him well. Don't shut him up in a dark closet, where to his imperfect and distorted vision terrors seem to hover around and well nigh drive him into fits. Never humiliate him by kicking him; for more broken tarsals have evolved from this process and more cases of peritonitis developed, than from any other process—whether of law or of consecutive action. Besides it makes the child feel like a sneak-thief or worse yet—like a wooer chased home by a bull dog. If the child is amenable to reason, then reason with him. Show him that he is wrong and tell him not to repeat such actions. If this does not avail then get a cat-o'-nine-tails and go after him. Do not gather him into your arms and make him feel as if he was being persecuted, and that you are asking a favor of him when you tell him to be good. Make him feel that you are the master. But above all don't kick him. Scalp him, flay him, roast him alive—but don't kick him.

In the matter of diet parental authority should not seek to impose upon the child's weak and undeveloped system upon such species of manufactured enervation as breakfast foods. Give him onions and turnips in preference to these—or if it is thought necessary that he must have malt, give it to him in liquid form. It would be better relished and appreciated. And furthermore the child should not be made official sampler and forced to partake of inhuman concoctions such as many housewives and dyspepsia endowed cookbooks conspire to compound. Don't make him a receptacle for the failures in pastry mouldings or the victim of misnamed angel food.

Give him a good measure of air and sunlight and let him accumulate a little of Mother Earth if his fancy suits. Don't keep him within the house with his nose lined up against the window screen, when another youngster sits without and manufactures mud pies. Let him walk around the house at least three times a day, and do not swoop down upon him in Indian fashion if he ventures within two rods of the gate.

And finally. Don't make him feel that while in company he must preserve a discreet silence and crowd himself into the smallest possible space. Don't make him feel like a criminal or like an abject being who trembles lest a changing mood of his lord may cost him his life. Let him talk a little, and do not throttle the words in his throat. In short allow him some portion of individual liberty, at the same time keeping him within a reasonable distance of the right path. In this way he will have a chance to develop at least a small amount of moral courage to help sustain him through life, and no one will suffer by it either.

#### THE LIEDERKRANZ

#### German Students Exhibit Their Skill at Chapel Today

The Liederkranz gave a good musical program at convocation Friday morning, although many could not understand the meaning of these German melodies the music was appreciated and applauded by the entire gathering.

This music was under the management of Professor Fessler, who announced each selection and participated in the singing. While this was out of the ordinary in our musical progress it was highly commendable and was very interesting to those present.

The participants were the enthusiastic students of the German department, who have learned to love the words and music of these songs.

Following is the program in full:

- 1—Deutschland ueber Alles. Liederkranz.
- 2—Abschied. Liederkranz.
- 3—Santa Lucia. Liederkranz.
- 4—(a) Sapphische Ode. . . . . Brahms  
(b) Wiegenlied. . . . . Laubert  
(c) Ich grolle nicht. . . . . Schuman  
(d) Sonnenschein. . . . . Schuman  
(e) Wiegenlied. . . . . Brahms  
(f) Im Herbst. . . . . Franz
- 5—Der Wacht am Rhein. Liederkranz.

During the singing of the last number the audience rose.

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