

THE CARE AND TRAINING OF CHILDREN

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The Care and Training of Children by Le Grand Kerr

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LE GRAND KERR

**THE CARE AND
TRAINING
OF CHILDREN**

THE CARE AND TRAINING OF CHILDREN

By

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To
THE WEE LADDIE, KENNETH
AND
THE WEE LASSIE, LOTHIAN;
THE BEAUTIFUL CHILDREN OF A SPLENDID
MOTHER
THIS VOLUME IS INSCRIBED
AS AN APPRECIATION OF THEIR STIMULUS TO
THE AUTHOR'S WORK.

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P R E F A C E

FACTS; these are what the average busy parent wants. The author was impressed with this need shortly after his former book, "The Baby," was published; that little volume became the means by which was emphasized the demand for a book that should deal with the problems of the older child.

Time and again it was impressed upon the writer that a clear statement of general principles, written in a plain and practical way, and devoid of things which are yet beyond the possibilities of application by parents not specially trained, would result in cooperation on the part of most parents, and would eventually result in a clearer appreciation of the needs of the child and in the best practical method by which to meet immediately those needs.

This volume has been written with that object in view. Literary style, romance-weaving, everything in fact, has been subordinated to the giving of practical helpfulness.

It is practically true of child training and care that rapid advancement has been made at the cost of known values. With the substitution of the new for the old, or the up-to-date for the out-of-date, there has come a relinquishing of things that makes us stop and question whether the new is really an advance. Whatever is of value in this volume has been caught from the contagion of great characters, conscientious parents and many books. To these characters, these parents and these books all credit is due; the only claim made by the author is to have put the facts into form for a clearer understanding and for a practical application of them. The uniform courtesy of the publishers commands my gratitude and an expression of my hearty appreciation.

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INTRODUCTION

NO CHILD is exactly like another child. Even in the same family, with the hereditary influences, economic conditions and surroundings the same, the different children of that family will be unlike. This fact is so common and self-evident, that parents often speak of it. Because of it the lesson should be learned early that it is necessary to study each child individually. It is necessary, in the first place, to have in mind that there are general characteristics common to all children, but we must then fully appreciate, that there are characteristics and peculiarities which separate one child from another. These must be sought out and studied, because neglect to do so will result in failure in dealing with the individual child.

Every parent will know these characteris-