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THE KIND OF SERVICE A GREAT ORGANIZATION IS CAPABLE OF GIVING IN A GREAT EMERGENCY UNDER PRIVATE OWNERSHIP

The Philadelphia Inquirer on Wednesday, June 13, published the following editorial:

"AN OBJECT LESSON IN RAILROAD EFFICIENCY

The word efficiency has been greatly overworked in recent years, but it can be applied in all justice to the officials of the Pennsylvania Railroad who are meeting the emergency produced by the destruction of the trainshed of the Broad Street Station.

While the conflagration was still in progress heads of the engineering and construction departments were in consultation, and the fire had not been extinguished before numerous wrecking crews were at work. In the meantime the traffic department was called upon to make a readjustment of service, and special bulletins promptly informed the traveling public of the disposition of trains.

In less than twenty-four hours after the fire started the builders were employed in restoring platforms. Men had been summoned from everywhere, but there was a minimum of confusion, because every squad had a definite duty. It has been a splendid object lesson in efficiency on the part of the world's greatest railroad. In these days of speed, demoralized train service spells general congestion, and that this should have been so largely and quickly overcome is a matter of congratulation.

The American spirit is shown at its best when meeting seemingly unsurmountable difficulties. Say that a thing is impossible in this country and, as if by magic, men will appear to make it possible. Those who travel may be subject to some temporary inconvenience, but if the public be as patient as the railroad company has been enterprising, there will not be much reason for complaint."

Train service in and out of Broad Street Station has already practically been restored to normal conditions.

Pennsylvania Railroad System
THE STANDARD RAILROAD OF THE WORLD

THE SCIENCE OF CHILD TRAINING

DEVELOPMENT OF THE MORAL INSTINCTS

By ELIZABETH A. PERKINS

Obsiously it is true that without real thought and study we do not know how to care for our own or our children's physical being; how **much more** is it true that without thought and real study we do not know how to care for our children's moral nature. The successful care and training of children must come consciously or unconsciously from child study.

There is a science of motherhood—a science of child training and care. Does not this science of child-care involve more thought, more years of research and study than any other science? Ought not **this** science to be given more study than the stars, the earth, or purely physical atoms? Is it not strange that so **little** study has been given the child? That only recently have research stations been established for the study of the normal child?

Mothers become appalled at the problems which confront them day after day. They greatly desire help in the simple yet weighty and important problems which arise continually. How shall the mother deal with the child's apparent fear, the child'sirritability, the child's lack of obedience? This brief paper can be a preliminary paper, only, with others following which will give the mother added help in meeting these problems. They are grave problems, but back of all these problems are **underlying causes.** At least three great factors are involved in the care and training of the moral being of the child: 1. Knowledge. 2. Patience and strength to carry out such knowledge. 3. Willing cooperation of the family and community group.

Knowledge involves real study of the nature of a child, and a study of the nature of the individual child under training.

Patience and strength involve a **gentle persistent enduring willingness** to carry out the knowledge acquired and the physical strength to do this.

Cooperation of the family and community group involves more than a mere willingness to allow the mother to have her way with the child; rather it means to assist the mother by example and personal rules of conduct. That "Children have more need of models than critics" is a vital truth.

As a simple illustration let us say that the mother wishes the child to be truthful, but one member of the family at the dinner table, frankly and laughingly exploits small deceits in the day's work and happenings. What we talk about is more of an education to the child, than many lessons on truthfulness and other desirable qualities.

We will give just one paragraph of this study to the physical care of the child in its relation to the development of moral instincts. Many a child apparently is indolent, many a child is irritable, many a child has bad mental habits because altho he seems well, in reality he is in need of physical attention. Therefore, again and again, we urge that the mother regularly have a physical examination of the child by a physician.

It is interesting to remember that the child is for a long time under the care and training of others; a fish has little infancy, a robin matures in two months, but the child has a long infancy period and for many years the physical, mental and moral natures of the child are moulded by others. How great therefore is this responsibility! Almost as soon as the baby is born the moral nature begins to unfold and develop, and for about twelve years the moral development is in a distinctively preparatory stage, and is very important. The child in the early years is neither moral nor immoral, but unmoral. In this preparatory stage or period, Kirkpatrick names twelve developing points, which are named, and which may be explained very simply. These twelve points are foundation points for the mother in her study of child training.

1. Regularity of physical and mental processes.
2. The consciousness that it pays to do right.
3. The tendency to inhibit (restrain) impulses.
4. To endure hardship.
5. To wait for future good.
6. To take pain before pleasure.
7. To seek the satisfaction of higher instincts.
8. To form right habits.
9. To act from increasingly higher motives.
10. To form right ideals.
11. To obey.
12. To exercise self control.

1. "Regulation of action is an important phase of moral training, and the preparation for a moral life may begin in infancy. The foundations of morality should be laid by the development of regularity in the organic processes of sleeping, eating and eliminating waste materials from the body. Individuals with such stable regular habits are not necessarily more moral, but it is easier for them to be so." Is it not of vital importance to the mother to know this simple fact—that by establishing regularity in the hours for feeding the child, in its hours of sleep, in other simple physical functions, that a solid basis is being laid for the development of a stable, moral character?

2. Perhaps you say that this is not a high motive for the child. It is all that the child knows. The child has no special sense of right and wrong. The child thinks only of the consequences. This is an important fact for mothers to realize. Then help the child by having right actions followed by pleasurable results. The child only realizes the results of his actions. Some actions bring pleasant results. The members of the family praise the child. He knows that he has been good. But achild may easily be confused. If he is scolded frequently, if a certain act brings praise at one hour, and frowns at another hour, he does not understand why; the child grows careless, and a little later in life, untruthful.

3. How may a very small child be given this first step in self-control? "An assuring word that causes a child to stop crying for food till preparations for giving it to him are completed, may become a sign to him that if he is quiet, his wants will soon be satisfied, and the time of waiting may be gradually lengthened." But just here a word of warning to the mother. "Care must be taken, especially at first, that the interval between assurance and satisfaction is short, or fretting will be renewed, and the word intended to quiet will become the signal instead for a period of crying." The story is told of a mother and a little four-year-old boy standing in front of a store window. The mother expressed a great desire for something displayed, whereupon the boy said, "Mama, why don't you lie down on the sidewalk and cry until you get it?" Do you think that mother had really understood how to lead the child to restrain his impulses? Does it not mean to begin this training in very babyhood?

4. Again, when a child does disagreeable tasks, desirable results should follow such actions. Praise should be given for the hard work. Grown-ups may do disagreeable things because it is right, but the child should be encouraged by praise or by some special sign of approval. Let us remember and help the child to do the hard things. (More things are hard for children, than we realize)

5. "As children grow older they should learn that it often pays to delay the gratification of an impulse for a time, in order that a greater pleasure may be experienced later! The child wishes to spend the penny at once, but the mother says "If you wait until you have saved ten pennies or twenty pennies you can buy something with which you can play for a long time." "If you wait until I have finished this piece of work, we can have a little walk." But remember that after the child has saved the pennies, he must be permitted,

(Continued on Page 7)

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