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# THE TECHNE

Life without Labor is a Crime, Labor without Art  
and the Amenities of Life is Brutality.—Ruskin

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NOVEMBER-DECEMBER, 1928

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Sad is the day for any man when  
he becomes absolutely satisfied  
with the life that he is living, the  
thoughts that he is thinking and  
the deeds that he is doing; when  
there ceases to be forever beating  
at the doors of his soul a desire  
to do something larger which he  
feels and knows he was meant and  
intended to do.

—Philips Brooks.

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Vol. XII

No. 2

# THE TECHNE

Published by the Kansas State Teachers College of Pittsburg  
Pittsburg, Kansas  
W. A. Brandenburg, President

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Vol. XII.

NOVEMBER-DECEMBER, 1928

No. 2

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The *Techne* is a magazine and research bulletin issued bi-monthly by the College except in July and August. The articles are for the most part in the field of education, **some of them dealing with experiments and projects**, others discussing and interpreting current problems and developments. Though much of the material is contributed by the faculty, contributions that fall within the scope of the magazine are welcomed from alumni, teachers, and administrators.

The *Techne* is sent free to the alumni, to institutions of high learning, public libraries, and to school administrators of this district, as well as to any other person or institution on request.

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## TRENDS IN HOME ECONOMICS EDUCATION

BY JOSEPHINE A. MARSHALL, *Professor of Home Economics*

When we use the word "trends" we commonly think of movement, of general tendency or direction, of progress, we hope. In considering tendencies ahead, one is tempted to a look behind to see how far we have come.

Home Economics, as a school subject, receiving its impetus as it did through the exhibits of hand work from foreign countries displayed at the Centennial Exposition in 1876, began its career as a manual subject, frankly occupational, "busy work." As its place in the school curriculum became established, the need for trained teachers led to a demand for its admission into the colleges. This necessitated a body of subject matter on a par with other subjects already established in the college curriculum.

Scientific research into the materials of the home economics field followed, resulting in our great body of subject matter in applied science today, our knowledge of the chemical composition of foods, of the reactions of textiles, of dietetics and nutrition, of fabrics and dyes. It was a long step ahead from the study of "cooking" and "sewing" as occupational subjects to that of foods and nutrition, of textiles and clothing.

In developing along these lines Home Economics did but follow the evolution taking place in the world at large. The industrial revolution of the 18th and 19th centuries led into the era of scientific research and discovery, the combination of the two giving us our great present-day industries with their highly developed technical processes and their departments of scientific management and research.

While the industrial and scientific movements are still marked, there is strong evidence of two other movements in society today that we may call economic and sociologic trends. Formerly economics was concerned exclusively with production. Consumption found no place in textbooks, or if mentioned at all, was passed over with a scant phrase or two to the effect that consumption had no place in the science of economics. Today we find economists coming to the conviction that it is quite as important that wealth be used wisely as that it be produced abundantly, and we find sections or entire books devoted to the consideration of the economics of consumption. We have college courses devoted exclusively to problems of the utilization of goods; we have thrift departments in banks carrying on educational activities for the advantage of their patrons; and we have the introduction of economic aspects of our subject into the curriculum of our schools, even in junior high schools.

The sociologic trend in society is evidenced by the demand for a living wage for workers, by legislation for a reasonable length of the working day, by laws for the protection of women and children in industry, by the establishment of courts of arbitration, juvenile courts, and courts of domestic relations. It is evidenced by the development of personnel departments in large industrial plants, by the constantly

increasing interest in psychology, particularly that which has to do with human relations, character formation, and personality.

That Home Economics is a dynamic and not a static subject is shown by the fact that it is reflecting the trends of society as a whole. The scientific movement gave it its great body of authoritative subject matter. When it was first admitted to the colleges, much of the work in laboratories, at least, was conducted on an experimental basis as was laboratory work in any other field. This was doubtless a necessary step in its evolution as a college subject and probably entirely justifiable. It has one highly objectionable feature, however, in that teachers trained by college methods went into the elementary and secondary schools and taught their college courses there in the same way that they themselves had learned them. This brought about a teaching of the subject for its own sake and a loss of contact with lives of the people whom it was supposed to influence. The war brought us a sharp lesson with its revelation of the exceedingly low health standards of the great body of men examined in the army draft. Home Economics was rightly asked, "What of your claim that one of the objectives of home economics teaching is to develop health standards and practices?" Other subjects and agencies for health shared this criticism, and today we see the co-operative health program well established in the schools. The emphasis upon health, not only in theoretical teaching but in the establishment of health practices as well, is one of the well-defined trends in Home Economics teaching today.

Criticism and evaluation of one phase of our subject led to self-criticism and re-evaluation of all phases and the outcome is our emphasis today upon a functioning subject. Witness the flexibility of our courses of study as against the rigidly prescribed course of a few years back, when a supervisor could say proudly at any certain hour of the day that every child in every home economics class under her jurisdiction was doing identically the same thing. In distinction to that we have the growing practice of conducting surveys in neighborhoods to learn the practice of the people served by the school, the activities and interests of the pupils in their homes, the views and wishes of the parents, both father and mother, as to what should be taught before any course of study is mapped out. Methods of teaching are selected from the point of view not only of obtaining the mastery of facts but of eventuating in the conduct and habits of the pupils.

This method of building a course of study makes us sensitive to the changing practices in society at large. The country over, people are more and more eating at public eating places or purchasing food ready-to-eat in cans or at delicatessens, bakeries, etc. Shall we continue to emphasize preparation of meals at home, or teach people to select food most healthfully and wisely when they eat away from home? If we feel that from a health and economic standpoint, particularly in our neighborhood, we should set ourselves

against the popular current of tinned foods and delicatessen products, are we making our work practical from the point of view of time consumed in preparation? We hear much criticism that the processes we teach are too long and time-consuming, that children are allowed to dawdle and to soil many dishes, that we are not "practical" in the selection of foods and dishes for the conditions existing in our particular districts. What are the clothing habits of our clientele? Is clothing made at home or bought ready-made? Are the people in our district depending upon the local market or patronizing the mail order houses? What can we do to help them use the mail-order catalogues more intelligently and wisely? In our clothing courses particularly we should see reflected the trend toward emphasis upon consumption.

In Denver the survey of home practices and of the home activities of high school pupils made as a basis for curriculum building revealed that by far the larger per cent of the garments worn by the family were bought ready-made. This indicates a need for emphasis upon the selection and buying of garments rather than upon the making of them. The opposite tendency, however, was disclosed when the same questionnaire was used in a study made in certain small rural communities in Kansas. The findings showed that whereas in Denver, a large city situation, only 21 per cent of the clothing was made in the home, in the Kansas town 82 per cent was home-constructed. The courses of study in these sections then should vary markedly if the work is to fit the needs of the particular communities surveyed.

The sociologic tendency in society at large centers around human relationships. We are coming to a belated realization that the "proper study of mankind is man." With alarming increase in the number of divorces and consequent broken homes, and with improved facilities and tools for studying adult and juvenile offenders and warped personalities, came the realization that with all our control over the forces of nature we had not learned to control ourselves nor to get along with each other. The advances in psychology gave us knowledge of the well-springs of human behavior and the complex of impulses, desires, and motives out of which comes our conduct. Efforts to modify conduct and to substitute desirable for undesirable habits of action led to the conviction that, to be most effective, right habits must be started in the very early years of life, a conviction which turned all eyes on the small child. This interest has led to the intensive study of children from infancy on and to the establishment of many nursery schools and child welfare stations where problems related to all phases of child life and welfare are the subjects of study and research. The growing realization that children are largely what their parents and their environment make them and that parents are often much more ignorant of the needs of their children than of their pigs and hens, led to the formation of parental education groups in which parents could study the needs of their children and learn at the same time, it is hoped, some of these factors which make for satisfac-

tory family adjustments. Homemaking as a joint enterprise in which all members have a part, the family council as a clearing house where difficulties and responsibilities are shared and where all learn to give and take, are tendencies toward better home and family relationships.

The teacher of Home Economics is of course as vitally concerned with child welfare and parental education as is the teacher of psychology or sociology and most of the modern courses of study in Home Economics devote some time to the study of children and to family relationships. Many departments of Home Economics in colleges have nursery and participation, learn of the little folks and their development in physical stature, muscular co-ordination, self-control and social adjustment. But the statistics of the Bureau of Education for 1923-24 showed that "only 26 per cent of the girls graduating from high school in 1923 entered college the following year." Of that 26 per cent probably not more than one-fourth would elect home economics courses and still fewer would graduate. Yet a large majority of the girls leaving high schools by graduation or otherwise will marry within a few years, and for them some training in child welfare and parental education should be provided.

In an article in the Home Economics Journal for September, 1928, Dr. Snedden finds no place for vocational homemaking for girls of adolescent years. "Girls from 15 to 18 years of age, under American conditions, are far from being motivated for preparation for effective service as prospective homemakers. Their vision, their emotions, and their aspirations at this age, are entirely romantic, creations of pinkish, luminous haze.—We should not, therefore, expect vocational motivation for homemaking on their probable economic plane for girls of this age, except the most dependent or least imaginative and adventurous—true 'mothers' girls' in fact. But," he goes on to say, "those are peculiarly the years for high motivation for two types of education closely related to home economics, viz: personal regime—self-care, self-decoration, self-enhancement, social relations, spending, adolescent utilizations—all rather highly and properly individualistic; and cultural enrichment (visions, aspirations, appreciations of the large, the progressive, the new, the other half, and so on). Imaginatively, spiritually, emotionally, girls of these years, and above all perhaps the most intelligent, are ready for a rapid enlargement of their world of appreciations and aspirations, especially if the process be not too prosaic." If this be true, our effort should be to teach such material and by such methods as will challenge the girl's attention and make her alive to some of the problems in social life, help her to understand herself, and to adjust her conduct in her own home relationships. We should seek to acquaint her with the fact that there are problems to be met and agencies for help in their solution so that she will know where to turn for aid and have the will to seek such when the need arises, but we should not attempt to give her an entire understanding of the problems before she is ready.



In an article on "Home Economics and General Education" in the *School Review* for September, 1927, Dr. Agnes Fay Morgan discusses the type of work suitable for high school students: "The more abstract values of home economics—scientific nutrition; physical and chemical principles; and the psychological aspects of child care, family life and community responsibility—belong in the senior high school for girls from fifteen to eighteen years of age. . . The economics courses should teach fundamentals through problems of income, should go back to definitions and sources of wealth, and should include an intelligent study of the production of household commodities, involving consideration of questions of labor and capital, advertising, credit and applied research in manufacture. . . All the work should be planned to increase consumers' intelligence, a sadly needed aid in these days of high pressure and installment-selling organizations."

Of the sociologic aspects for home economics courses she says further: "The social courses should teach the structure of society and the state through the householder's responsibilities. The important group of concepts related to family integrity, marriage, and child welfare and training belongs here. It is obvious that the field is as yet largely untilled, but interest in it and material for it are accumulating rapidly."

The emphasis upon family relationships has brought a realization that homemaking is a co-operative enterprise and that there are fathers in the home as well as mothers. This has led to the conviction that boys should receive training in certain phases of homemaking as well as girls. It has been said that more homes have been wrecked by disputes over money than by any other one cause. Family financing then is one aspect needing emphasis with men as well as with women and one usually finds ready response for them. Choosing meals for health is as important for the boy as for the girl. The best planned menu of a well-trained homemaker may be completely nullified by the refusal of a member to eat all foods set before him. Men should realize too that the example of the father to a hero-worshipping small member of a family is quite sufficient to set up acceptance of proper eating or resistance. If daddy does not eat spinach, why should small son? In the field of relationships, again, it is as necessary for the masculine members of the family to be able to practice self-control as for the feminine. Home Economics for boys is spreading and is likely to become fairly common in time. Certainly no valid objection to courses of the right type can be raised except the prejudice of unreasoning custom.

Another aspect of the sociologic trend is preparation for the use of leisure. The shortened working day for labor having been secured, a responsibility is felt for filling the hours between work and sleep with some worthy form of recreation. In Home Economics this trend is reflected in emphasis upon the appreciational aspect of the home economics subjects, particularly those involving the application

of art principles. Those responsible for the planning of home economics curricula endeavor to see to it that girls have courses in art and music appreciation in addition to the applied art which they receive in the home economics subjects.

With the increase in our body of subject matter and the impossibility or inadvisability of including it all, has come the necessity for choosing and discarding. But which to save and which to discard? And is it all well-founded? These questions are leading to searching investigations and the setting up of research problems for the purpose of putting our subject and our methods on the very best possible foundations. Colleges and universities are setting up research departments in Home Economics and as rapidly as possible are making their findings available for the use of all. We need to be in touch with the sources of such information and to be alert to make use of the suggestions which such findings give. All too frequently changes in methods and materials await the pressure of dwindling classes or of authority from above rather than coming spontaneously from an active and alert teaching body. With all the help now available, there can be little excuse for a subject's lagging behind the march of educational events.

Another aspect of the study of personality is the well marked trend in all education to make the teacher herself a subject of study. It has been said that the greatest single limiting factor in the classroom is the teacher. What is the effect of different personalities in the classroom? We hear much of working with the interests of the pupils and we excuse ourselves often for the lack of success on the ground that the pupils are not interested. But how often do we try to find out why they were not interested? Why is it that one teacher has an apathetic class in budgets while another has aroused eager interest over the same topic? How do children know what they are interested in or may be interested in except we bring topics to them and arouse a latent enthusiasm? One of the functions of a teacher is to arouse or develop interest as well as to work with those that are there. That with our best intentions and efforts we are unable to fire the eager curiosity of the children may be because we are trying to develop an interest before the children are psychologically or socially ready for it, or because we are using too adult standards or methods, or perhaps because we are not interested ourselves. Much of interest comes from contact with those in love with their subject and eager to enlist others in the cause.

From the study of character formations and personality in others we are turning to a consideration of our own personality and its effect upon those under our teaching. Teacher training institutions are beginning to make efforts to bring students to a realization of their strengths and weaknesses in personality early enough in their period of training that modifications may be made before they pass out of the college. At the University of Minnesota a group of teachers in

Home Economics has been working for several years developing a rating scale for teachers and has made considerable progress.

William Bennett Munro, writing on "Quack-Doctoring the Colleges" in *Harper's Magazine* for September, after reviewing the many plans now being tried for improving instruction in colleges, ends with these significant words: "There is no substitute and never can be any substitute for men in the process of education—for earnest, enthusiastic, capable men in the faculty and the student body. Given these, you have a great college; without them all the new-fangled methods will never avail an institution much. . . . I should like to find some college with the right men and the wrong methods of education. I don't believe there is one." While we may not fully agree with Mr. Munro in this last statement, we cannot but reflect that many of our outstanding leaders today came up through the "little red schoolhouse" with its poor methods,—if judged by modern standards,—its rigid discipline and its meager equipment. And we have also heard many times tributes from some of those same men to the great personalities that have presided over some of those same schools. Very probably we are all indebted to some outstanding personality that has fired us with enthusiasm for some subject or cause in which he was interested. Perhaps we are teaching home economics today because of some such leader.

These then are the trends in Home Economics today as I see them: the trend toward a functioning subject eventuating in conduct rather than in the mere acquisition of information; the economic trend with its emphasis upon consumption rather than production; the sociologic trend emphasizing relationships and the development of personality, for teachers as well as pupil and for all members of the family; and the trend toward scientific research as a basis for determining subject matter and method in our curriculum building and classroom practices.

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## CHEMISTRY TEACHING AND THE ELECTRON THEORY

By W. B. PARKS, PH.D.

The alert high school chemistry teacher desires the best for his students. Though his time is too valuable to be spent in trying out questionable methods, he is always ready to use that which gives promise of more effective instruction. Accordingly he is looking with favor upon the introduction of the electron concept into his teaching.

A questionnaire sent out by Professor Roland B. Hutchins of Haverhill, Massachusetts, reveals the fact that a large majority of the high school chemistry teachers of the New England states, together with those of fifty of the largest cities throughout the United States, are in favor of including the electron theory in the course

of study.<sup>1</sup> In fact, a majority, almost equally large, is already using the electron theory in some form. We no longer believe in the Dalton atom as a minute indivisible particle. Facts to the contrary have been accumulating ever since the discovery of radium. The electron theory makes possible the explanation of these facts, together with many others, such as those associated with valence, oxidation-reduction, and the periodic classification of the elements. That the theory is valuable aid in the presentation of the modern conception of the structure of matter is attested by the increasing emphasis placed upon its use in freshman college courses. Dr. Whitmore of Northwestern University recently stated that his first sentence in his first lecture to freshmen is that matter is made up of protons and electrons. About twenty per cent of his lectures deal with the theory in some form. Dr. Kendall in the preface to the latest Smith-Kendall General Chemistry says: "Our ultimate ambition, we are free to confess, is to develop atomic structure in Chapter 1, and to build up the whole science on the basis of protons and electrons."

There are those who may claim that the whole subject should be barred by the high school and left entirely to the college. This contention, however, would seem to be unwarranted in the light of the fact that were it so ordered the great majority of our high school students would be denied the privilege of even a passing acquaintance with a group of facts and a theory which undoubtedly will largely concern the chemistry of the future.

In the replies to Professor Hutchins' questionnaire, sixty-five per cent of the instructors agreed that the electron theory might fittingly begin with the subject of atoms and molecules. Fifty-one per cent would begin it with the periodic classification of the elements. As it is to become an integral part of the course, it would appear that its introduction should not be delayed until the periodic classification is reached; valence and oxidation-reduction reactions ordinarily precede the classification of the elements.

Eighty-six per cent of Professor Hutchins' replies favor the lecture method of presenting the subject matter. It is a well known fact that high school texts, as a rule, have but little to say concerning the electron theory. No doubt in the near future this condition will be changed; meanwhile the average high school teacher will have to look to special aids, in the way of magazine articles and books bearing upon the subject. No high school teacher of chemistry can afford to be without the *Journal of Chemical Education*. Many helpful articles bearing upon the electron theory have appeared in its pages since the initial number was issued less than five years ago. A series of articles on the subject of matter,<sup>2</sup> by Maurice L. Higgins, Stanford Univer-

1. "Should the Electron Theory Be Included in High School Chemistry?" in *Journal of Chemical Education*, Vol. I, No. 7.

2. "The Structure of Matter," *Journal Chemical Education*, Vol. III, Nos. 10, 11 and 12, and Vol. IV, Nos. 1 and 2.

sity, appeared in this journal some time ago. He also suggests a list<sup>3</sup> of books and articles for those who wish to go into the subject matter more thoroughly. In the first of his articles he reviews the present day conceptions of "The Atom." In the second he deals with "The Atom and Radiation," briefly reviewing the Bohr theory. Article three presents "Chemical Combinations" and article four "The Structure of Crystals." Article five, the last of the series, discusses "Up-to-Date Chemistry in the General Chemistry Course."

## SOME CONTEMPORARY HISTORIANS

BY O. F. GRUBBS, *Professor of European History*

In the gallery of historians occur such names as Gibbon, Mommesen, Herodotus—names which the world places in the first rank I have sometimes wondered who, if any among living historians will ultimately be placed among the masters. The following list of contemporary writers is not intended to be exhaustive; neither is it intended to give any name a place of special importance. Great risk is involved in passing sentence on a living writer. He may yet produce something that will alter his rank. For instance, the first seven volumes of Rhodes' history, though devoid of style, are scholarly, exhaustive and fair, but his last two volumes have called out adverse criticism or have been damned by faint praise. He would have stood higher had he left them unwritten.

"It is difficult to name men," says A. B. Hart, "who are in the same category as Gibbon, Macaulay, and say, Gardiner; or as Prescott, Henry Adams and Rhodes." Carl Becker doubts if any of our present distinguished writers will rank with the "World's Great Historians."

A list of prominent writers in England would include George Macaulay Trevelyan. Some of his publications are *England Under the Stuarts*, works on Garibaldi, *British History in the Nineteenth Century*, 1782-1907, and a *History of England*, issued in 1926. At present he is Regius Professor of History at Cambridge, succeeding the late J. B. Bury. John Linton Myres, another Englishman, was educated at Oxford and has lectured on anthropology in universities in England and in the United States. His special field is archaeological objects in Greek and Roman antiquity. T. F. Tout, for thirty-five years professor of history at Victoria University, Manchester, has written of various periods of English history, besides being the author of *The Empire and the Papacy*. George Peabody Gooch is the author of a *History of Modern Europe*, 1878-1919; of a critical work, *History and Historians in the Nineteenth Century*; and of several chapters in the *Cambridge Modern History*. Hilaire Belloc, an English man of letters born in France of French parents, has just

3. "The Structure of Matter," *Journal Chemical Education*, Vol. III, No. 10, page 1110.

issued the third volume (1348-1525) of his *History of Great Britain* and Putnam recently brought out his *Danton and Robespierre*. Sir Charles Oman, editor and writer, has to his credit a *History of Greece* and a *History of Europe*, 476-918.

As to contemporary French historians, Alphonse Aulard is regarded by some critics as the greatest living authority on the French Revolution. Among his publications are *Orators of the French Revolution*, *Society of the Jacobins*, and the *Political History of the French Revolution*. His pet aversions are feudalism, monarchy, and a state church. To him, the terror was a political necessity. Whereas Taine maintains that men are naturally bad and that the best hold the higher places in society, Aulard thinks that men are naturally good and that the most worthy are at the bottom of the social ladder. Albert Mathiez is another prominent and authoritative French writer on the Revolution. His *French Revolution*, a single volume, has just appeared. Henri Eugene See, economist and historian, has also just published *Economic and Social Conditions in France in the Eighteenth Century*.

#### *Ferrero Arouses Much Discussion.*

Among the Italians, Benedetto Croce, philosopher, enters the field of history chiefly as a critic. He contends that since all historical facts are purely subjective human concepts and exist only in the present, all history is therefore contemporary history. Julius Beloch, a German-Italian historian residing in Rome, has produced *The Story of Greece*, *Attic Politics of Pericles*, *The Italian Confederation Under the Hegemony of Rome*, and other works. According to Gooch, Guglielmo Ferrero, another Italian, has attracted, in his *Greatness and Decline of Rome*, more attention than any writer since Mommsen. Though Ferrero's work irritates scholars, who receive it coldly, and though compilers of syllabi for high schools and colleges advise that it be read with caution, yet it is of unquestioned value. Ferrero began life as a Socialist politician and he approaches the ancient world as a sociologist. This, perchance, may explain why he is at present a prisoner in his own library, guarded by a body of black shirts. Perhaps Il Duce recalls how Victor Hugo, in voluntary exile, assailed Napoleon III. According to Ferrero, the fall of Carthage caused an influx of riches into Rome that led to luxury, higher standards of life, and the inevitable conflict between rich and poor. Thus an era of mercantilism was created in an agricultural and aristocratic society. The republic was slain, not by Sulla or Caesar, but by imperialism. Ferrero, in trying to visualize the past, compares the Romans to the Boers, Lucullus to Napoleon I, Caesar to a Tammany boss, the power of Augustus to that of the President of the United States. Though the late Herbert Hadley, in his *Rome and the World Today*, regards Augustus as the world's greatest statesman, Ferrero thinks Augustus was cowardly, nervous, of small calibre and limited vision, and ranks Lucullus as the greatest man of the age.

Caesar, in contrast, was an accomplished opportunist who fought in Gaul because there was no other place to fight.

For the Dutch, there is only one historian to mention. Peter John Blok was educated at Leyden, and later was professor at the same university and also tutor to Queen Wilhelmina. His *History of the People of the Netherlands* is the only prominent Dutch historical work that has been translated into English.

Owing to the large number of prominent students and writers of history in the United States, space will permit the mention of only a few.

James Harvey Robinson, chief protagonist and brilliant interpreter of the New History, was educated at Harvard and Freiburg. From 1892-1919 he was professor of European history at Columbia. Among his publications are a *History of Western Europe*, *The New History*, *Mind in the Making*, and *Humanizing of Knowledge*. The New History, as practiced by Robinson, emphasizes the social, economic, and cultural sides of life, lays less stress on purely political and military matters, and gives unity and sequence to the story.

Frederick Jackson Turner was professor of American history at the University of Wisconsin, 1892-1910, and at Harvard, 1910-1924, where he is now emeritus professor. His special field has been the relation of the frontier to American history.

Edward Channing has been McLean professor of history at Harvard since 1913. His chief publication is *The History of the United States*. Six volumes have been issued, the last completing the War for Southern Independence.

#### *Beard Stresses Economic Aspects*

Charles Austin Beard was educated at De Pauw and Columbia and is known as well for his work in political science as in history. His *American Government and Politics* is as familiar to college students as Ely's *Economics*. He has been a co-worker with Robinson; and, in collaboration with Mary Beard, he has written *The Rise of American Civilization*. His *Economic Interpretation of the Constitution* ranks him as the chief exponent of the economic interpretation of human events.

James T. Shotwell, a native of Canada, was educated at Toronto and Columbia and has been professor of history at Columbia since 1907. Aside from his work as editor of *The Economic and Social History of the War* and *The Records of Civilization*, he has written *An Introduction to the History of History*, and has found time to be the friend and adviser of many other editors and writers.

Preserved Smith has been professor of history at Cornell since 1922. His special field is the period of the Reformation, Luther and Erasmus.

Other writers in the United States who have produced histories that are readable and worth while are Shailer Matthews and William E. Dodd at the University of Chicago; J. B. McMaster and E. P. Cheyney at the University of Pennsylvania; Charles Haskins at Harvard; Hutton Webster at the University of Nebraska; H. E. Barnes at Smith College; Tenney Frank at Johns Hopkins, and Carlton J. Hayes at Columbia.

Other living writers of note in the United States and elsewhere are Oswald Spengler, Frederick Meineke, A. Stern, Henry Osborn Taylor, H. H. Bancroft, and E. P. Oberholtzer. Prominent writers who have died since the opening of the century are Lord Acton (1902), Albert Sorel (1907), George L. Burr (1909), Henry Adams (1918), J. B. Bury and James Ford Rhodes (1927).

In reply to the question, why are we not producing historians of the first rank, no definite, positive answer can be given. By way of suggestion it may be said that men are great only by comparison. It is difficult to compare near objects with those remote. Later generations will have the advantage of distance in weighing and comparing; and perhaps certain current writers will eventually rank with the "World's Great Historians." Or again, the world shifts its emphasis, as the years go by. Perhaps it would be more correct to say that the world shifts its appreciation from one type of writing to some other type, and thus one school of writers goes out of date and another comes into vogue. Styles in historical writing change. One age stresses the military side of history (Thucydides), another the political (Freeman), still another the diplomatic (Sorel). At present, the tide is running strong toward the social and economic (Beard and Robinson). Furthermore, many of the prominent writers—Herodotus, Thucydides, Sallust, Gibbon, Parkman, Prescott, Rhodes—had an income independent of the returns from their work and hence could write on, unmindful of the sniff of the wolf at the door. Since most writers of history today are teachers, they employ their time in earning a livelihood and consequently have little energy left for heavy writing. Many writers in the past enjoyed the patronage of the monarch, the state, or some corporate body.

Lastly, few people today have time to read long, detailed accounts. They want something quick, brief, and to the point. We are too busy making money and being amused to read. This is regretably true in college and university circles. Even the articles in the *Britannica* are too long for some people. But perhaps these very conditions may evolve new standards for measuring the value or greatness of a writer and his publication. Perhaps the great historian of the future will be he who can neglect best, condense most, generalize clearest.



## POETRY AND CHILDREN

By JANE M. CARROLL, *Professor of Elementary Education*

One of the most serious defects in modern education is an insufficient provision for the development of the imagination. We talk of training the child for citizenship, of educating him for the duties of life, of helping him build a strong character—and then we deal almost entirely with facts. Facts, of course, are important things, but “fancies are important, too, and the fancies are not much cultivated today.”<sup>1</sup>

This failure to develop the imagination and fancy of the child is nowhere more marked than in the failure to recognize the place and importance of poetry in the training of the mind of youth. We are living in an age which prides itself upon being scientific in methods of teaching, and yet we are not clever enough to see that the early stages of civilization have shown us how to use poetry to develop the intellect of the young. Just as primitive people “have invariably nourished their growing intelligence and enlarged their imagination by fairy-lore and poetry,” so the faculties of childhood, closely similar to those of primitive races, may be nourished.

In this age of “the practical” we find opposition to the appreciation of any art, and in the case of poetry this difficulty has been increased by the widespread feeling that poetry is after all of little real value. We have a tendency to seek for the tangible and present results, and we forget that some of our most worth-while things come in a remote and intangible way.

“Poetry is being crowded out of the literature for boys and girls today.” One has only to look through the lists of readings given in any library and the reading lists for children in books or check the poems listed for study in curricula, to note the small place given to poetry. Miss Amy Lowell says that in a library near Boston giving lists of books under headings, poetry has a part of one page out of a catalogue of twenty-nine pages, fairy tales and folk-lore another page, while inventions and occupations occupy one and one-half pages. Other lists checked showed about the same ratio.

Yet Colby makes the statement the “poetry should from the first receive at least half the time we can give to literature.” Do these reading lists show we are giving even one-third?

Children love poetry. This statement has been questioned by a few people, but scientific investigators have proved that the so-called “hatred of poetry” by children, instead of being due to the inherent nature of poetry, has been caused by either of two things—the child’s hearing no good poetry in childhood or the way he has been taught certain selections in school. “Poetry belongs to children, their minds

<sup>1</sup>Amy Lowell, *Poetry, Imagination and Education*.

are full of imagery. They are naturally rhythmic, their muscles ripple with energy, their bodies are aware of a music of motion."<sup>2</sup> It is essential, then, that parents and teachers stimulate this love of poetry, encourage it, and endeavor to establish a poetry habit.

Children begin to enjoy and appreciate poetry long before they can understand its meaning. The charm of its rhythm and music is alluring. James Russell Lowell tells us that when he was a very small boy his sister used to read him to sleep with Spenser's *Faerie Queen*. He was very fond of it and asked for it repeatedly. It was not until years later that he found it had a double meaning. Miss Dogherty knew a little boy who demanded every day the entire poem of the unhappy attachment of Mr. Yonghy-Bongy-Bo and she said she thought she felt much as that little boy felt.

*It Is the Beginning That Counts.*

Before a child can read he can hear, and he should hear good literature. It has been found that the adult's choice of literature depends upon the stories and poems with which he was made familiar in youth. It is the mother's privilege to begin this happy process by singing lullabies, hymns, and sweet old story songs, such as Tennyson's "Sweet and Low," and by reciting and playing Mother Goose rhymes and jingles, and it is the teacher's great opportunity to go on with it.

Have you ever found a child that did not revel in the delight of Mother Goose? The rhythm, the nonsense, the frolic intoxicate him, and it not only gives him a love for poetry but introduces him to the world's store of literature as well. These wonderful Mother Goose rhymes develop a sense of rhythm, provoke mirth, stimulate imagination and give joy to the child. Chubb says, "Our devotion to the book and to silent reading obscures the fact that songs are meant to be sung, stories to be chanted and plays to be acted."

Since we acquaint children with poetry by appealing first to the ear, as in music, the first verses we choose for small children must have rhythm, music and simplicity of content. The *Mother Goose Melodies* are ideal for beginnings. From these we go naturally to poems like "The Owl and the Pussy Cat," "Mr. Yonghy-Bonghy-Bo," and other nonsense verses by Edward Lear, followed by some of Eugene Field's poems, a few Riley selections, something from Stevenson, Rossetti, Walter de la Mare, Thompson's "Silver Pennies," Tennyson, Scott, Shakespeare, and many other authors. As almost all the great poets have written a few poems for children, these should be given them as well as the works of the poets who have written only for children.

Children most easily acquire the poetry habit by hearing each day good poetry read or recited to them. Gene Stratton Porter, in

<sup>2</sup>Grace Conkling, *Children and Poetry*.

one of her last articles, tells how from birth she and her brothers and sisters were accustomed to hearing their father read aloud "all his aggregation of the world's great poetry." She goes on to say, "How our blood was set racing with thrilling poems of historical import and adventure; our hearts hammered with great tragedy; our sympathies quickened; our sense of humor developed; our memories were given vigorous training; our ears were tuned to correct meter, rhythm and form; and over and above all our bodies were fortified; our souls developed with the very finest bread of life, enriched with the greatest beauty the world had to offer. We had not merely a handful of white hyacinths, life was a garden, snowy with their rejoicing bells, fragrant with their persistent odor."

This is one way of stimulating a love for poetry—another is to give the child, after he has learned to read, access to a well-stocked bookroom or, if this is not possible, access to a bookcase, a bookshelf or table with plenty of books of poetry. Let him browse around here to his heart's content. Here he should find such books as good editions of Mother Goose, Robert Louis Stevenson's *The Child's Garden of Verse*, William Blake's imaginative poems, Rossetti's "Sing Song," Walter de la Mare's "Peacock Pie," a number of Edward Lear's nonsense limericks, Frank Demester Sherman's *Little Folk Lyrics*, a few of Laura E. Richard's nonsense poems, which are almost as good as Mother Goose, the Burgess Goop Books, Wynne's "For Days and Days," Thompson's anthology of poems, "Silver Pennies," "Singing Youth," Rose Fybeman's "Fairies and Chimneys," Milne's "When We Were Very Young," and books of poems from all our great poets. The child should be permitted here to make his own choice of poems. It is often quite illuminating to find the poems chosen by the child.

Yet another way to keep alive and stimulate this love of good poetry is to cause the child to memorize certain rhymes, poems, and parts of selections, not by compulsory "stay-in-after-school-if-you-don't" methods but naturally, by repeating lines he likes best, saying them with him, and by giving the lines that have pictures for him. Finally, one happy day, you find he can repeat these delightful lines unaided.

### *Poetry May Be Linked With Experience.*

For instance, a child burst into his schoolroom one morning just after a spring rain with "the bow that bridges heaven is in the sky today." The teacher, recognizing Rossetti's rainbow poem, asked him to explain to the children just what he meant. He told how mother and he had seen the beautiful rainbow and how mother had read the poem to him as they looked at it together. He said he liked to say "the bow that bridges heaven" because it sounded just as the rainbow looked. Wouldn't this be an excellent practice for teachers to link happy experiences with poetry? How could children help

seeing the beautiful all about them if so taught? They would not be denied the joy in life as was the boy Wordsworth pictures to us in

“A primrose by a river’s brim  
A yellow primrose was to him,  
And it was nothing more.  
The soft blue sky did never melt  
Into his heart; he never felt  
The witchery of the soft blue sky.”

The child has imagination, let us cultivate it. Charles Eliot says, “The imagination is the greatest of human powers, no matter in what field it works—in art or literature, in mechanical invention, in science, government, commerce or religion; and the training of the imagination is therefore far the most important part of education.” One who has had his imagination cultivated, acquires the habit of looking for the good, the beautiful in all things.

Poetry trains the imagination. Poetry enriches life and may have a permanent effect upon character. Schauffler says, “If you are becoming small and petty, feel your soul contracting amid the minute jealousies and bickerings of the neighborhood, try Lanier’s spacious lines about ‘the length and breadth and the sweep of the marshes of Glynn.’”

It is said that Charles Darwin before his death made this statement: “In the last twenty or thirty years I have almost lost my taste for pictures or music. I cannot endure to read a line of poetry. My mind seems to have become a machine for grinding general laws out of a large collection of facts. If I had to live my life again, I would have made it a rule to read good poetry and listen to good music at least once every week. The loss of these tastes is the loss of everything.”

After children have heard, read, learned to love and say phrases and lines of beautiful poems, they should be given an opportunity to express themselves in poetic form. This should not be urged upon them; they should rather be encouraged to write. An environment of freedom, encouragement, and helpfulness has much to do with the creative work of the child in the home and the school. Hughes Mearns, in his most illuminating and interesting book, *Creative Youth*, says, “As a rule, the creative spirit may not be driven out, but it may be enticed out.” Many poems by children are found in printed form today—there are even volumes of children’s poems, but the idea of encouraging creative work is not primarily to make poets, but rather to cultivate the imagination, to help the child to be free and happy.

“Good poetry embraces all things beautiful and we should make sure of it for the child.”<sup>3</sup> If poetry does not have a definite place

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<sup>3</sup>Gene Stratton Porter, *Let Us Go Back to Poetry*.

in children's literature today, it will not have a place in the lives of the citizens of tomorrow. If we banish poetry from our homes and schools today, we leave our doors wide open for the unpleasant, unhappy, sordid things of life.

"The period of infancy is the determinate in shaping man to what he is or may be. Childhood is the formative period for the physical stature of maturity. In this impressionable age is laid the foundation, is planted the seed of fine emotion, tender feelings, high ideals that are to determine future being and conduct. The function of the best literature is to stimulate this soul growth and to make the best that has ever been thought in the world the portion of everyone born into it."<sup>4</sup>

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### THE FENCE—A GLORIOUS DREAM!

BY BEATRICE T. OLSON, *Assistant Professor of Home Economics*

Eagerly we listened. "He is right! He is right!" whispered Mary enthusiastically. "The most effective nutrition and health program in the Glendale schools and in any school does begin with a carefully-made study of the state of nutrition and health of each child.

"Of course," answered Helen, "but, Mary, that's old. Haven't you heard that for ages? Why, we heard that and all about it in Dr. Black's classes back in college ten years ago! But, Mary, I don't believe there is very much in it. It is fine theory . . . full of glorious promises. How it seems to offer new and better promises year after year! Each fall our hopes are raised. The physical and medical examinations are given to all the children in the school. Interest is always intense! The physical and medical examinations are over. A few days . . . a few weeks . . . a few months . . . and the inevitable—interest dies! Another set of records is added to those already dusty with months and years of disuse!"

"I don't want to appear too pessimistic, Mary. Jim Barnes did have his teeth filled; Genevieve Wood had her tonsils removed; and there were others who very definitely profited from these examinations. A more definite follow-up program immediately after the examinations could certainly and would undoubtedly lead to the correction of more remediable defects. There is nothing wrong with the physical and medical examinations. We must have them! But we need to know more about each child in our school if we wish to say that we are building the health program about the state of nutrition and health of each child. So far, we must admit it is just another

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<sup>4</sup>Welch, *Literature in the School*.

one of those things which we say we do, perhaps expect to do, but never conscientiously and really do."

"Of course there is the weighing and measuring campaign, too. Now that is ever so fine a thing, but look at Alice Brown, Donald Miller, and dozens of others. Don't they wear blue ribbons, the symbol of normal weight? Their weights may be average or above, but Donald is so tired and listless and Alice has such a sallow skin and deep dark circles under her eyes! Do you believe the height-weight-age index really identifies the malnourished child?"

Mary hesitated. Then she quietly answered, "Helen, you are not the only one who has felt the injustice of the use of the height-weight-age index in determining the child's state of nutrition and health. A number of investigations have been made to test the reliability of this method. Should you be interested to know the results?"

"Indeed I should be!"

"The United States Children's Bureau observed from a study of children in Gary, Ind., that when the state of nutrition of a child was graded on the basis of weight alone—10 per cent below was considered poor—that there was no correlation at all between the grade of nutrition and the child's type of diet. Does it seem reasonable to you in the light of all scientific evidence that children living on the poorest types of diets, with no milk and vegetables, should be classified as excellent in nutrition? By the weight method, nevertheless, it was observed that as high a percentage of children living on the lowest types of diets were classified as excellent in nutrition as those living on the highest types of diets. But isn't there evidence, plenty of it, to show that the body needs certain elements for growth and for the maintenance of normal health? Now in this same investigation in Gary, it was observed that when a comparison of the grade of diet was made with the frequency of certain physical defects—teeth defects, postural defects, rachitic deformities, anemia, lack of vitality, etc.—that there was a much higher correlation than with the grade of nutrition as judged by weight alone."

"In another investigation in Kentucky, the grade of nutrition was determined by a thorough medical examination. Here about 40 per cent of the children were judged 'poor' by the physician, but only about half of these would have been caught by the height-weight-age index."

"The fact that the height-weight-age index misses a large number of children who are in need of nutritional care has been corroborated by other investigators. Dublin's study of Italian children showed that this method would have missed about three-fourths of the children who were malnourished. Clark's study of native white children between the ages of 6 and 16 years in communities in South Carolina, Virginia, Maryland, Delaware, and New York gives us more evidence

that weight alone is not an infallible index in determining the state of nutrition and health."

"But, Mary, isn't the weighing of children in the school health program a valid procedure?"

"Yes, Helen, you must remember that objections are made to the height-weight-age index because of the number of children it misses rather than because of the children it includes. Children who are chronically underweight almost invariably show signs of malnutrition which are detected only by the medical and physical examinations. Of course, every child should be weighed regularly once a month and his progress noted. No conclusions are drawn from one or two weighings, but a loss or even a stationary weight for several months or a failure to make the expected yearly gain is looked upon as needing attention. Children falling below a certain deviation from the average weight are usually in need of nutritional care. Occasionally there are exceptions."

"But you know that, aside from the monthly weighings and the physical and medical examinations, you and I and the child's mother learn to recognize certain evidences of the state of nutrition and health which can be observed only through intimate associations with the child. We watch him at work and in play and at rest! Happy faces, youthful faces, tired and worried faces, old faces! Bright eyes, dull eyes, dark circles under eyes! Rosy cheeks, pale cheeks, skin so clear, skin waxlike and pasty! Some full of energy who never seem to tire; others always so fatigued in work or play! Aren't these evidences of state of health just as much as those which we are now attempting to measure? Are they not equally important?"

"But wait, Helen, even this picture of a child is not enough around which to build an effective nutrition and health program. We must be reminded so often that 'external manifestations lag far behind the actual process and so months and years may pass before external effects of faulty nutrition and living become outwardly visible.' Our physical and medical examinations serve as an ambulance. It stands at the bottom of a precipice ready to pick up the little children whom we have allowed to tumble over. The follow-up work carries them to the hospital, where remediable defects are immediately treated."

"A fence!—What a glorious dream! A fence that will be so strong that it will protect every child from falling over!"

"How shall we begin, Mary?"

"We must begin slowly, of course, for it will take years to build the kind of a fence we dream of building. But first of all, we must make a study of the dietary habits and habits of living of all the children in our school. This will give us the basis upon which we

can best build! It will be one of the first steps in building the fence!"

"He is right! He is right!" whispered Helen this time. "The most effective nutrition and health program in the Glendale Schools and in any school does begin with a carefully-made study of the state of nutrition and health of each child."

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## A GOOD CHILD JUST A LITTLE SPOILED

BY JOHN B. WATSON

*How? and by whom? "Most often by Mother who loves him too much to let him alone," says Dr. Watson, eminent psychologist whose article on the psychology of child training, is here reprinted, by permission, from McCall's Magazine, January, 1928.*

Once at the close of a lecture before parents, a dear old lady got up and said, "Thank God, that my children are grown—and that I had a chance to enjoy them before I met you."

Doesn't she express here the weakness in our modern way of bringing up children? We have children to enjoy them. We need to express our love in some way. The honeymoon period doesn't last forever with all husbands and wives and we eke it out in a way we think is harmless by loving our children to death. Isn't this especially true of mothers today? No matter how much she may love her husband, he is away all day; her heart is full of love which she must express in some way. She expresses it by showering love and kisses upon her children—and thinks the world should laud her for it. And it does.

Not long ago I went riding with two boys, aged four and two, their mother, grandmother and nurse. In the course of the two-hour ride, one of the children was kissed thirty-two times—four by his mother, eight by the nurse and twenty times by the grandmother. The other child was almost equally smothered in love.

But there are not many mothers like that, you say—mothers are getting modern, they do not kiss and fondle their children nearly so much as they used to. Unfortunately this is not true. I once let slip in a lecture some of my ideas on the dangers lurking in the mother's kiss. Immediately, thousands of newspapers wrote scathing editorials on "Don't kiss the baby." Hundreds of letters poured in. Judging from them, kissing the baby to death is just about as popular a sport as it ever was, except for a very small part of our population.

Is it just the hardheartedness of the behaviorist—his lack of sentiment—that makes him object to kissing? Not at all. There are serious rocks ahead for the overly kissed child. Before I name them I want to explain how love grows up.

In my first article, I pointed out that laboratory studies showed that we can bring out a love response in a newborn child by just one



stimulus—by stroking its skin. This means that there is no “instinctive” love of the child for the parents, nor for any other person or object. It means that all affection, be it parental, child for parent or love between the sexes, is built up with such bricks and mortar. A great many parents who have much too much sentiment in their make-up, feel that when the behaviorist announces this he is robbing them of all the sacredness and sweetness in the child-parent relationship. Parents feel that it is just natural that they should love their children in this tangible way and that they should be similarly loved by the child in return. Some of the most tortured moments come when parents have had to be away from their nine-months-old babies for a stretch of three weeks. When they part from it, the child gurgles, coos, holds out its arms and shows every evidence of deepest parental love. Three weeks later when they return the child turns to the attendant who has in the interim fondled and petted it and put the bottle to the sensitive lips. The infant child loves whoever strokes and feeds it.

It is true that parents have got away from rocking their children to sleep. You find the cradle with rockers on it now only in exhibits of early American furniture. You will say that we have made progress in this respect at any rate. This is true. Dr. Holt's book on the care of the infant can take credit for this education. But it is doubtful if mothers would have given it up if home economics had not demanded it. Mothers found that if they started training the infant at birth, it would learn to go to sleep without rocking. This gave the mother more time for household duties, gossiping, bridge and shopping. Dr. Holt suggested it; the economic value of the system was easy to recognize.

But it doesn't take much time to pet and kiss the baby. You can do it when you pick him up from the crib after a nap, when you put him to bed, and especially after his bath. What more delectable to the mother than to kiss her chubby baby from head to foot after the bath! And it takes so little time!

To come back to the mechanics of love and affection. Loves grow up in children just like fears. Loves are home-made, built in. In other words loves are conditioned. You have everything at hand all day long for setting up conditioned love responses. The touch of the skin takes the place of the steel bar, the sight of the mother's face takes the place of the rabbit in the experiments with fear. The child sees the mother's face when she pets it. Soon, the mere sight of the mother's face calls out the love response. The touch of the skin is no longer necessary to call it out. A conditioned love reaction has been formed. Even if she pats the child in the dark, the sound of her voice as she croons soon comes to call out a love response. This is the psychological explanation of the child's joyous reactions to the sound of the mother's voice. So with her footsteps, the sight of the mother's clothes, of her photograph. All too soon the child gets shot

through with too many of these love reactions. In addition the child gets honeycombed with love responses for the nurse, for the father and for any other constant attendant who fondles it. Love reactions soon dominate the child. It requires no instance, no "intelligence," no "reasoning" on the child's part for such responses to grow up.

To understand the end results of too much coddling, let us examine some of our own adult behavior. Nearly all of us have suffered from over-coddling in our infancy. How does it show? It shows as invalidism. As adults we have too many aches and pains. I rarely ask anybody with whom I am constantly thrown how he feels or how he slept last night, that, almost invariably, if I am a person he doesn't have to keep up a front around, I get the answer, "Not very good." If I give him a chance, expatiates along one of the following lines—"My digestion is poor; I have a constant headache; my muscles ache like fire; I am all tired out; I don't feel young any more; my liver is bad; I have a bad taste in my mouth"—and so on through the whole gamut of ills. Now these people have nothing wrong with them that the doctors can locate—and now with the wonderful technique physicians have developed, the doctor can usually find out if anything is wrong. The individual who was not taught in his youth by his mother to be dependent, is one who comes to adult life too busy with his work to note the tiny mishaps that occur in his bodily make-up. When we are deeply engaged in our work, we never note them. Can you imagine an aviator flying in a fog or making a landing in a difficult field wondering whether his luncheon is going to digest?

We note these ills when our routine of work no longer thrills us. We have been taught from infancy to report every little ill, to talk about our stomach, our elimination processes, and the like. We have been allowed to avoid the doing of boresome duties by reporting them, such as staying away from school and getting relieved from sharing in the household chores. And above all, we have, by reporting them, got the tender solicitude of our parents and the kisses and coddling of our mothers. Mother fights our battles for us and stands between us and the things we try to avoid doing.

But society doesn't do this. We have to stick to our jobs in commercial and professional life regardless of headaches, toothaches, indigestion and other tiny ailments. There is no one there to baby us. If we cannot stand this treatment we have to go back home where love and affection can again be commandeered. If at home we cannot get enough coddling by ordinary means, we take to our arm-chairs or even to our beds. Thereafter we are in a secure position to demand constant coddling.

The mother coddles the child for two reasons. One she admits; the other she doesn't admit because she doesn't know that it is true. The one she admits is that she wants the child to be happy, she wants it to be surrounded by love in order that it may grow up to be a

kindly, good-natured child. The other is that her whole being cries out for the expression of love. Her mother before her has trained her to give and receive love. She is starved for love—affection as she prefers to call it. It is at bottom a sex seeking response in her, else she would never kiss the child on the lips. Certainly, to satisfy her professed reason for coddling, kissing the youngster on the forehead, on the back of the hand, patting it on the head once in a while, would be all the petting needed for a baby to learn that it is growing up in a kindly home.

But even granting that the mother thinks she kisses the child for the perfectly logical reason of implanting the proper amount of affection and kindness in it, does she succeed? The fact I brought out before, that we rarely see a happy child, is proof to the contrary. The fact that our children are always crying and always whining shows the unhappy, unwholesome state they are in. Their digestion is interfered with probably their whole glandular system is deranged.

There is a sensible way of treating children. Treat them as though they were young adults. Dress them, bathe them with what care and circumspection you may, but let your behavior always be objective and kindly firm. Never hug and kiss them, never let them sit in your lap. If you must, kiss them once on the forehead when they say good night. Shake hands with them in the morning. Give them a pat on the head if they have done an extraordinary good job of a difficult task. Try it out. In a week's time you will find how easy it is to be perfectly objective with your child and at the same time kindly. You will be utterly ashamed of the mawkish, sentimental way you have been handling your child.

If you expected a dog to grow up and be useful as a watch dog, a bird dog, a fox hound, useful for anything except a lap dog, you wouldn't dare treat it the way you treat your child. When I hear a mother say "Bless its little heart" when it falls down, or stubs its toe, or suffers some other ill, I usually have to walk a block or two to let off steam. Can't the mother train herself when something happens to the child to look at its hurt without saying anything, and if there is a wound, dress it in a matter-of-fact way? And then as the child gets older, can she not train him to go and find the boracic and the bandages and treat his own wounds? Can't she train herself to substitute a kindly word, a smile, in all of her dealings with the child, for the kiss and the hug, the pickup and coddling? Above all, can't she learn to keep away from the child a large part of the day since love conditioning must grow up anyway, even when scrupulously guarded against, through feeding and bathing? I sometimes wish that we could live in a community of homes where each home is supplied with a well-trained nurse so that we could have the babies fed and bathed each week by a different nurse. Not long ago I had

opportunity to observe a child who had had an overly sympathetic and tender nurse for a year and a half. This nurse had to leave. When a new nurse came, the infant cried for three hours, letting up only long enough to get his breath now and then. This nurse had to leave at the end of a month and a new nurse came. This time the infant cried only half an hour when the new nurse took charge of him. Again, as often happens in well regulated homes, the second nurse stayed only two weeks. When the third nurse came, the child went to her without a murmur. Somehow I can't help wishing that it were possible to rotate the mothers occasionally too, unless they are very sensible indeed. Certainly a mother, when necessary, ought to leave her child for a long enough period for over-conditioning to die down. If you haven't a nurse and cannot leave the child, put it out in the backyard a large part of the day. Build a fence around the yard so that you are sure no harm can come to it. Do this from the time it is born. When it can crawl, give it its sandpile and be sure to dig some small holes in the yard so it has to crawl in and out of them. Let it learn to overcome difficulties almost from the first moment of birth. It should learn to conquer difficulties away from your watchful eye. It should not get commendation and notice and petting every time it does something it ought to be doing anyway. If your heart is too tender and you must watch the child, make yourself a peephole so that you can see the child without being seen, or use a periscope. But above all when anything does happen don't let your child see your own trepidation but handle the situation as a trained nurse or a doctor would and, finally, learn not to talk in endearing and coddling terms.

Nest habits, which come from coddling, are really pernicious evils. The boys or girls who have nest habits deeply imbedded suffer torture when they have to leave home to go into business, to enter school, to get married—in general, whenever they have to break away from the parents to start life on their own. Inability to break nest habits is probably our most prolific source of divorce.

In conclusion won't you then remember when you are tempted to pet your child that mother love is a dangerous instrument? An instrument which may inflict a never healing wound, a wound which may make infancy unhappy, adolescence a nightmare, which may wreck your adult son or daughter's vocational future and marital happiness.