

beings. These emotions demand satisfaction and their energies ordinarily find outlet in a healthy way directly, or indirectly by sublimation. They will otherwise be repressed and hence find outlet in unhealthy ways. The great purpose of training and habit formation, that is, of education in a broad sense, is to enable the individual to control these emotions wisely and to use their vast energies in a healthy way, to enable him to boldly face and efficiently control his environment and not to allow his energies to be dissipated in useless fantasy.

The great laboratory for this developmental work lies in the home. Nowhere else does one find work done from truly altruistic motives. There it is performed in response to the dictates of the race-preservation instinct. In general, work is elsewhere done by virtue of the self-preservation instinct which is essentially selfish. Therefore, any action of the State that transfers fundamental responsibilities from the home to the state, or reduces the influence of the home, is pernicious. Therein lies the fallacy of the theories of such socialists as Ellen Keyes who preach state reared children. No matter how lowly or how bad the home, there is almost invariably a spark of mother love to exert its influence on the young from birth onward. Anything the state can do to shield that spark and to fan it into a flame is of value. The preservation of the home is of fundamental importance to the race.

Our school system in the past has emphasized intellectual development and has shown a tendency to rob the home of some of its importance. That attitude is changing to some extent, and now the school is trying to supplement and not supplant the home. By the development of playground facilities and of manual training and domestic science, it is emphasizing the emotional and volitional as well as the intellectual. Children can learn to control themselves more by surmounting physical difficulties than by achieving intellectual successes. The young man or young woman who has learned to play a game cleanly, honestly, and to the best of his ability is likely to play the game of life in the same way.

The training of a child should begin the day of its birth. The unborn child may be said to be omnipotent. Everything is done for it and all its desires are satisfied. The infant is less so, but still its exertions are confined to breathing, suckling, defaction and urination, which are semi-automatic acts. Later, it learns to cry when it is hungry and then to reach out or creep toward and grasp whatever it wants. It is learning to overcome its environment. Year after year the individual's desires become more numerous and more complex and the satisfaction of these desires more difficult to obtain and more removed in point of time until we find the adult striving for the satisfaction of his own needs and desires and for those of his family, a satisfaction that may not be attainable for years, or that may even be problematical.