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SOME RECENT CHILD-STUDY LITERATURE.

By ALEXANDER F. CHAMBERLAIN.

The following notes on recent child-study literature are concerned chiefly with articles, which, by reason of the publications in which they appear, or the language in which they are written, are rather unlikely to be familiar to the generality of those interested in the child and in childhood. Some of them, however, are of prime importance in the special fields with which they have to do, and deserve more than a mere passing notice by title.

Growth in Stature. Koren's *résumé* of the result of the measurement of 1,284 Swedish soldiers in their twenty-second and again in their twenty-eighth year is of interest as revealing the fact that considerable individual growth in height takes place after the twenty-second and some even after the twenty-eighth year. Of the soldiers in question only 10.52% showed no change during the seven years (1893-1899), while 6.07% showed a decrease, and 83.41%, the vast majority an increase. During this period the average height of the soldiers increased from 1697.1 to 1713.4 mm., or 163 mm. The measurements of 48 soldiers for 1898-1899 indicated an average increase for the year of 10 mm.

Somatic Characters and Intelligence. Dr. Schliz's detailed study of the primary physical characteristics of 5,736 school-children (aged 11-14 years) from the region about Heilbronn leads him to the following general conclusions: 1. Color-types are not absolutely primary race-classifiers. 2. In the case of Heilbronn there is no marked drift of dolichocephalic (long-headed) individuals towards the city. 3. The order as to intelligence appears to be: Dark long-heads, blonde long-heads, pure brown short-heads, blonde short-heads.

Anthropometry and Physical Education. As the results of extensive comparative measurements of growth of "gymnasts" and "non-gymnasts" (aged 14½ to 18 years) at the military school of St. Hippolyte-du-Fort, Godin comes to the following among other conclusions: 1. Gymnastics with apparatus (the fixed bar was the favorite) does not hinder growth in height of body. 2. It gives a greater amplitude of chest than would be spontaneously developed. 3. It increases the density of the tissues and the body-weight. 4. It favors equality of growth

in volume of the four members, simultaneous enlargement of the thorax and pelvis, etc. 5. Regulates in a general way the vital phenomena manifesting themselves in the morphologic growth of the organism. But, in order to attain such good results "the study of growth must *precede* the study of physical education, the modifying agent." Dr. Godin's article is accompanied by 13 curve-diagrams and 18 tables. Another paper on measurements of boys of 13 years of age is promised in the near future.

Children's Use of Plants and Flowers. The literature of the use of plants and flowers by children is not very extensive. The present writer, in his book on *The Child* has a little to say on the matter, and some data are included in Mrs. Bergen's *Animal and Plant Lore*, but an exhaustive study yet remains to be made. For German Bohemia and Lower Austria this has been done by Blümmel and Rott, whose article cites 106 species of trees and shrubs, plants, flowers, etc., which in whole or in part, unchanged or "improved," "raw" or "manufactured," are used, in some fashion or other, by children in their games and plays, arts and industries, or for purposes of food and drink, "medicine," clothing and ornament, weapons and implements of various kinds. The number of uses to which children put these things is astonishing,—and the authors have certainly not included them all in their list. The discovery of an animal or a human form in certain flowers is often quite ingenious. Indeed, zoomorphy of this kind might well be the subject of a special essay. Certain sex-predilections are also to be noted.

Swiss Children's Songs and Games. Miss Gertrude Züricher's "Children's Songs and Games from the Canton of Bern" is of great interest as containing nothing but what is known to have been used by children themselves or by adults having to do with children as vouched for by the latter. All the material also was obtained from oral recitation. Exclusive of an Addendum of 31 numbers, the volume records 1,065 items distributed under various rubrics as follows: Lullabies 33; children's prayers and blessings 16; prayers to St. Nicholas 3; charms 15; jest-rhymes 49; finger-plays 30; "ride-a-cock-horse" rhymes 67; marching and dancing songs 29; rain and snow songs 14; "what the bell says" 13; New Year's and carnival songs 14; out of school 17; animal-rhymes 48; about food and clothing 40; dialogues, raileries, topsy-turvies, etc., 46; chain-rhymes, etc., 24; "counting-out rhymes" 98; satirical verses, street-cries, parodies, 179; secret languages, misplaced accent, exercises in talking quick 33; rhymes and songs of adults used by children 27; plays and games 130. The melodies of a number of the songs are also given. The author remarks that, although the making of willow

whistles is well-known and well-liked by the boys of Bern, the interminable series of "bark-loosing" rhymes so common in Germany seems to be entirely absent. The Bernese children call St. Nikolaus *Santi Chlous*, *Zantigglaus*, which brings them quite close to our own (p. 15). The favorite secret languages of Bernese children are the *B-*, *Re-*, and *Adi-* languages (p. 93). The following adult composition found its way into the mouths of the children (p. 113):

Mein lieber Lulu
Geh nicht zum Zulu,
Geh nicht zum schwarzen Mann nach Afrika;
Sie werden schiessen
Mit Pfeil und Spiessen,
Dann ist mein lieber Lulu tot.

Several variants of this song are reported. The "Reise nach Amerika" is not forgotten (p. 114).

This carefully compiled volume has in it much to interest not merely the folklorist but the lover of childhood and all its works as well. It adds much to the store of Teutonic material in Böhme's *Deutsches Kinderlied und Kinderspiel* (Leipzig, 1897), the best recent general treatise on the subject.

Development of Language. Among recent discussions of the origin of language and of languages the essay of Dr. Rodolfo Lenz is one of the very best. An authority upon at least one stock (Araucanian) of American aboriginal speech and a German long resident in a country where Spanish is spoken and written, his opinions upon matters of linguistics are of great importance. The results of his investigation into the comparative difficulties (phonetic, grammatical, syntactic, etc.) of Spanish, French, English and German are suggestive for language-teachers and language-learners. They are based in part upon his own observation of the linguistic development of the children of German, French and English settlers in Spanish America. Dr. Lenz doubts if there exists always an innate disposition in the child for the language of its parents.

Child and Savage. In his brief but interesting article, Dr. F. von Luschan, the eminent ethnologist, takes occasion to clear away some of the absurdities put forward by casual visitors and travellers of a day concerning the mind of primitive man and its resemblance to that of the child, pointing out the real likenesses between the two and giving instances of real child-actions on the part of unspoiled primitive peoples. Every devotee of child study ought to read this essay as well as the equally illuminating address of Dr. Franz Boas, *The Mind of Primitive Man*, in which the question of the mental character and capacities of civilized and uncivilized men is authoritatively discussed.

Child Art and Savage Art. Mr. David Boyle's brief notes on *Primitive Art* are illustrated by the reproduction of thirteen drawings of the human figure by children in the kindergartens of the city of Toronto, Canada. Mr. Boyle expresses the opinion that, in the matter of art, "whether we say that the savage is but a child, or the child a mere savage, is quite immaterial." In connection with this discussion one ought to read also Regnault's article on *The Physiognomy in Savage Art*, in which the author holds that savage and barbarous tribes have been more successful than is generally believed in their attempts to portray the human physiognomy.

Portuguese Child Study. The author of "Notes of a Father" is a distinguished Portuguese educator, who is also Professor of Anthropology in the University of Coimbra, the imprint of whose publishing department this little volume bears. Professor Machado has also shared in the political life of his country, a fact which has enabled him to enliven his pages with many apt and interesting parallels with the facts of childhood from adult social phenomena. The book is not divided into chapters, but consists of notes on an infinite variety of topics concerned with the thoughts and actions of his own children in particular, from the early months of life until their passage out of childhood. The style is attractive and pleasing, and the many valuable facts recorded would have been made more easily accessible by the addition of an index. The author gives us the Portuguese analogues and pendants of the gracious and ungracious things about the child to be found in our English and American chronicles of his sayings and doings: Motor-riot, photophily, arithmomania, verbal intuition, pleasure of ending or finishing anything, love of witch-stories and fear of witches, creative fancy and resurrective memory, play with ideas no less than with things, grammatical obsession, hypnosis of textual repetition, day-long games, socialization of childhood, work and rest, punishment, egoism and altruism, plasticity and individuality, diplomacy and *savoir-faire*, animism, morals, school and home, children and adults, foreigners, travel, sisters and brothers, politics, books and pictures, religion, etc.

A good specimen of the mixture of adult and child philosopher occurs on page 473: "'Exercise is as necessary as food,' I had said to Gigi. Entering my study after dinner, she observed: 'Papa, I've eaten everything, everything on the plate. And now I must do this.' And she began to dance in front of me."

When three years of age little Gigi got off a pun, which must be appreciated in the original (p. 181): "'At dessert

Gigi was offered a tart (*torta*), whereupon she remarked 'Quero a *torta* e quero a *direita*.' "

An interesting part of the book is the author's epigrammatic and axiomatic reflections on pedagogical and sociological matters suggested by the phenomena of child-life under his eyes. Some of these may be cited here:

Emotions are long-lived. Children gesticulate with all their body. Light is joy. Fear paralyzes knowledge. There are emotive talents,—some persons need warming up to think. Better no explanation than a bad one. Effort is the soul of evolution. There ought to be a large margin to the personal life of children. Like primitive peoples and savages, children lose an immense amount of time in contests and debates. Harmony of minds is the most delicate work of civilization and culture. The end of man is creation, not mortification. All the faculties are sociable. This is the century of the small and the weak. Government and education are reciprocal. Nothing is born of minutiae and ratiocination. Being well and being ill are "catching." The distempers of automatism need conquering. There is an intellectual gluttony. Moral inertia is worse. Social commerce, comradeship, are indispensable to the formation of character. Education can never be a trade. There is no traditional error that can withstand inoculation with the blood of youth. Ignorance easily changes to hate. The aristocracy of intelligence is not less cruel than the others. Ignorance is explosive mental instability. Learned and incapable are the majority of the graduates of our schools. Egoism transforms itself into negligence. The citizen cannot be improvised. Education, like government, must prevent not repress. There are no diseases, only sick people. We live by our imagination. Education is not to be anticipated. Art is cordiality, industry service, science duty. Love is a school of toleration. Idleness is optimistic. First children always suffer from the inexperience of their parents. To have something to do is the first principle of all education. Vagabondage is a vice, but it is, nevertheless, a mental resource for children, by which they escape the narrowness of the school and the vacuity of the home. A certain disorder, effervescent it may be, of the will, is an indispensable gymnastic for the eternal apprenticeship to order. Simplification of instruction is absolutely necessary. There is a normal limit of elasticity for all our acts. The greatest triumph of the teacher is in the absence of discipline. All knowledge has its roots in the most common conceptions. Change of determination is not always repentance. The psychology of the child is fundamental in education. To listen is to observe, to speak is to act. Our century democratizes everything, even duty.

Dilettanteism is a form of sensualism. There is some difference between a soul and a clock,—let us not mechanize everything. We must not confuse luck with superiority. Art precedes industry, industry science. Social love conquers all appetites. One must not moralize too soon. Study cannot abolish social obligation. To do good is more than to think or to know. Morality is not a new science, art, or trade; it is the supreme generalization of all the sciences, arts and trades, their humanization, their universalization. Science cannot do without conscience. Pleasure socializes. Fear of great duties is as bad as contempt for little ones. Woman is born a teacher. Explanation is not always justification. No society can be directed by government alone,—in order to make live one must live with. The spring of life solicits children on all sides. The school must not teach servility. Nothing moralizes children like the sight of their parents; nothing moralizes parents like the sight of their children. There is but one immortality—that of good deeds. There is no gymnastic like that we have with our children. Human life is a life of the soul, of the heart.

To an American, the most satisfying thing about Professor Machado's book is the real democratic spirit that pervades it. It is human no less than scientific, and one feels that he lives with his children as well as for them and in them. One is refreshed after reading a book about the child by an author who retains his humanity.

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