

## See It

command the attention of the great body of voters will urge the separation of State and Federal elections. Those, on the other hand, who believe that the essence of our Government consists in part in comparing State and Federal issues and holding a true balance between them, and who also believe that the great danger in representative government is scattering the attention of the voters and allowing them to become indifferent by calling upon them to vote too often, will advocate putting State and Federal elections at the same time.

### Wanted—a Statesman

**T**HE OUTLOOK believes—

That the purpose of the Eighteenth Amendment was the destruction of the legalized liquor traffic.

That the destruction of the legalized liquor traffic represents a tremendous political and economic advance.

That there still remains a vast liquor problem which must be solved by social methods.

That in the pursuit of this end it is illegitimate to break down or infringe upon the hard-won guaranties which assure us the protection of our homes from invasion.

That the problem of the home brewer and the home wine-maker falls within the field of personal temperance rather than public law.

That the liquor question will never be solved rightly until an accurate line has been drawn between what can be accomplished by prohibition and what can be accomplished by temperance.

That the crying needs of the hour are for honest enforcement of the original purpose of the Eighteenth Amendment and constructive social statesmanship in the field of temperance.

What statesman, what thinker, what citizen, will come forward with a constructive suggestion?

The Outlook proposes to ask this question, in and out of season, until the answer is found.

## Tax Reduction or Debt Reduction ?

**I**N one respect it pays to be generous. That is, in estimating possible strains on the public treasury. If the country is going to be disappointed, it is better to expect little and have much in its coffers than to expect much and have little or less than nothing at all.

At least that is the principle upon which Secretary Mellon, of the Treasury Department, seems to have worked. As a consequence, the American people have the pleasant problem of deciding what to do with the surplus. The Democratic leaders in Congress, Mr. Garner in the House and Mr. Simmons in the Senate, want to use this surplus by making a great reduction of taxes. The amount is something like half a billion dollars. That simply means to cut off the surplus by reducing the Government's income. To a certain extent reducing taxes may increase the income, but that is not the purpose of the Democratic proposals.

There are two objections:

One is that there may not, after all, be such a surplus as we expect. Revenues have a way of falling off below estimates. Another objection—and one perhaps more serious—is that a sweeping tax reduction would make impossible an otherwise possible reduction of the National debt. Now, when the country is prosperous and when taxes have been already very considerably reduced, is the time when debt reduction can be most easily made. If we are going to make additional reductions in our debt, now is the time to plan them.

### The Fall War Game

**S**IT behind the coaches' bench at one of the big football games—if you can get a seat in that coveted section—and notice how the field generals call out their men for action:

"Brown! McAndrew! Warm up!"

The members of the squad chosen for the scrimmage line leap into action, practice passes and falling on the ball, run up and down—faces set in grim lines, eyes glancing seriously at the shifting center of conflict. There is no joking about it; the business is in dead earnest.

Scrimmage? Skirmish, rather. Football, for all that it is sport, has devel-

oped the psychological elements of organized combat, and even acquired some of its phraseology of field tactics and strategy. Marshal Foch, of France, on his visit to America, witnessed one of the big games at New Haven. At the end of the first quarter one of his aides, who had been silent all through the moments of play, snapped out the laconic comment: "*Sont diables!*" And at the end of the first half, the Chief of the Allied Supreme Command is said to have remarked, "Now I understand the attacking drive of the American Army."

No other nation has shown a tendency to evolve anything like this direct man-to-man and mass-to-mass test of strength. Out of the old Rugby game, with its open running and no interference, its permission of passing during a run, and its general principle of favoring individual skill, the people of the United States have made a game of unified team play that is distinctive and unique. The forward pass and other modifications of the rules in recent years have not altered this basic character of the game. No other people shows a taste for such a contest of matched forces. The ancient Romans might have developed something like it—if it had occurred to them—and bucked the line with brass helmets. But football, with its combination of plunging backs and surging lines, corresponds to something fundamental in American instincts which it expresses and satisfies.

For that reason there is a growing disposition to over-nationalize the game—to match the East against the West and to build up gradually to a climax of competition for a continental championship. That would be to carry the logic of the college leagues too far, and to establish a superorganized sport. The trend needs to be recognized and forestalled, if possible. The saner way is to continue the traditional system of regional rivalries of college against college, university against university. To go further is to give undue emphasis to what is, after all, only an unusually dramatic and picturesque game and to put unwarranted strain on boys in their years of training for their real careers. Yet the inclination, in this time of country-wide consolidation along all lines, may prove hard to resist.

William James once wrote that the world needs a moral equivalent for war. America advances football. Even to the victors looting the field of the vanquished, the substitute is complete.

# How Do You Know What You Know?

## An Amateur's Adventure in Psychology

By HAROLD T. PULSIFER

**T**HOSE eminent gentlemen who have invented a whole new vocabulary in which to rephrase some of the commoner experiences of mankind have rediscovered much of interest concerning human intelligence. The experiences which they describe were quite familiar to the elder theologians worrying about the relationship between the flesh and the devil. Their language, however, would probably be quite as incomprehensible to Jonathan Edwards as his is to them. Being neither a theologian nor a psychologist, and not being particularly impressed with the cant phrases of either school, it seems to me that the conclusions of both can be summed up in very simple words.

1. What we learn as children affects our lives more strongly than anything else.
2. Most adults think in childish terms.

**S**o far as I can see, modern psychology has not gone much beyond these plain conclusions. It has not offered any adequate explanation as to why the formative period of character is so largely confined to childhood or why when we reach physical maturity we insist upon our childhood concepts.

I think the explanation can be found in the fact that we learn most effectively from the teachers with whom we have the most intimate contacts, and those teachers are seldom found in positions of authority in our homes, schools, or colleges.

Our most intimate teachers are those with whom we play and fight as children. Count up the number of hours which the child spends in contact with adults and compare it with the number of hours which the child spends in intimate relationship with other children, and you will readily see how inevitably it results that the most powerful and lasting impressions came from the child's own contemporaries. At no period in life are contacts so intimate or so influential as they are in childhood.

We know that there are traditions and customs, habits and beliefs, which are transmitted directly from child to child without any help from the adult world. Boys transmit to one another the traditional time for top spinning, kite flying, Hallowe'en frolics, and the hanging of May baskets with little or no help from their elders. Their elders blissfully imagine, perhaps, that such a superficial list as this comprises most of the information which is handed from child to child. They do not realize that in this top-spinning, kite-flying world there exists a philosophy of sex and religion which is passed from childish mind to childish mind as effectively as the knowledge of the proper date to hang tick-tacks on a neighbor's window. If they did, they would have long ago found the explanation of the fact that both Jove and Jehovah wear long gray whiskers, and why unreal romance is permitted to destroy the romance of real living.

**P**ERHAPS the impact of this contemporary teaching can be illustrated best by a simple diagram. One column represents the age of the child's most effective teachers; the other, the age of the child pupil. When the child is six, it imitates, studies, and aspires to the accomplishments of the child of seven. What the child of seven reports the child of six believes. The child of eleven looks for his knowledge of life to the child of twelve, and so on up and down the column. Below the age of fourteen

there is a vast world, self-sufficient and self-perpetuating. It is a world only indirectly influenced by the adult world, which is at once so near and so remote. Is it any wonder, therefore, that the child who learns from a child continues to think like a child when, according to his physical age, he is classed as an adult? Is it any wonder that the psychological tests of the army showed that the average mental age of our population was in the neighborhood of fourteen years?

**I**T is difficult to search your mind and analyze its own development. You might test this theory of mine, however, by asking yourself or your friends a few leading questions.

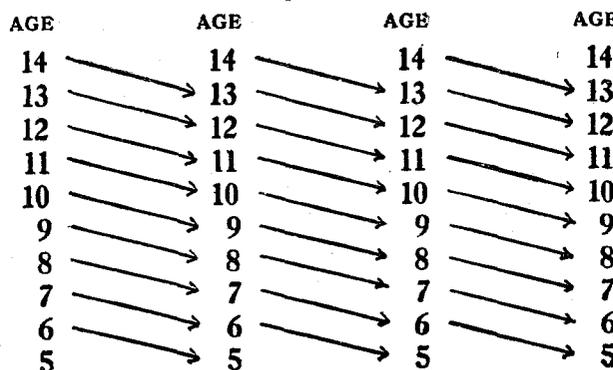
When and how did you acquire your information concerning sex? How much has your conception of the function of sex changed since maturity?

When and how did you acquire your idea of God? How much has your conception of God changed since maturity?

Fortunate, indeed, are the children whose parents have the ability to lead them wisely and cautiously to an understanding of adult relationships. Of such parents come the children who are able to continue their mental development after the period of adolescence. During the whole period of their development their intellectual curiosity has been awakened and stimulated by glimpses of a world beyond the horizon of their own contemporaries. They are given a touch of that divine dissatisfaction which makes leaders of men and women.

There is perhaps more of that constructive restlessness in the minds of our present young people than has ever existed before in the history of the world. That is why old fogies throw up their hands in horror at the rising generation, and why the rest of us look forward with hope and delight to the time when the scepters of the world will pass into the hands of the youth of today.

What the child of fourteen reports the child of thirteen believes



This table illustrates visually just how childhood is its own teacher