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**Indian Chief Powhatan  
Scared by the English**

The Indian Chief Powhatan was the father of Pocahontas, and his original name was Wahinsanacock, notes a writer in the Indianapolis News. He was one of the most powerful sachems connected with the early history of the United States. His rule covered most of the territory now embraced within the states of Maryland and Virginia. He had residences in different parts of his country and changed his abode at different seasons of the year. At the time of his first acquaintance with the English in 1607 he was about sixty years of age. He was tall and well-proportioned, capable of enduring great fatigue. He showed his friendliness to the English by sending them much needed articles of food. However, the conduct of the English was so ill-advised and often so unjust that they were continually in trouble with him. Two or three times he planned war against the English, but without result. At one time an accident occurred which had a great effect on him. Some of his men had obtained powder from the English and were experimenting with it when a powerful explosion took place, killing several. This so greatly increased Powhatan's reverence for the English, or fear of them, that he sought peace and sent to the colony nearly half his crop of corn. On the death of Powhatan, at an advanced age, his brother, Opechancanough, succeeded to the throne, in accordance with the custom by which a brother took precedence over a son as heir of the kingdom.

**Lots Drawn in 1789 for  
United States Senators**

When the nation's first senate was organized on May 14, 1789, only ten states were represented, the others not having accepted the Constitution, notes a writer in the Cleveland Plain Dealer. The twenty senators were divided into three classes, one of six members and the other two of seven members. One member of each class then drew lots, the class drawing number one to serve two years; number two to serve four years; and number three, six years. The lots were so arranged that no two senators from a state fell into the same class.

So the country had three sets of senators, one retiring in 1791, the next in 1793, and the third in 1795. The system so established has never been changed. As the other states sent senators they were admitted and assigned by lot in the same way. As their terms expired, successors were elected for the full six-year term. Senators from new states, by the enabling acts admitting the states, were also assigned so as to keep the three classes even.

**INFANTS' UTOPIA  
Youngsters Play at Will  
While Students Peek**



Here's how youngsters are allowed to conduct themselves in the special nursery of Fordham university's class in child psychology. Upper left: Playing with educational toys while observed (without their knowledge) by students behind one-way screen. Upper right: Removing and hanging up their own hats and coats. Lower left: Ironing the wash. "Just like mama" (the instructors say little boys are better at this than little girls). Lower right: Arising fresh from a daily rest period.

By WILLIAM C. UTLEY  
**I**F LITTLE Johnny Jones next door makes up his mind that your youngster's sled is a prettier red and therefore more desirable than his own, and proceeds to appropriate it through the simple expedient of biffing your youngster in the eye and taking it away from him, don't tell your boy to turn the other eye and regard his neighbor only with humility. Tell him to biff right back—maybe twice, just to emphasize his point.

If your daughter insists on playing with her dolls so long that she is late for school, let her be late; she'll soon find out she can't get away with it. Dr. Buhler's principles are simple enough. Expressed fundamentally, they are: "Don't force a child's development—let it come naturally. There is talent in every child. Guide it when it arrives. Nature varies the pattern of every individual." Students of the course will be able to follow closely, under ideal conditions, the normal development of a child's behavior. Focal points are reaction to language growth, physical development, intellectual development, emotional reactions and socialization.

On the third floor at Keating hall, Fordham's new graduate school building, is a specially constructed nursery—let it come naturally. Every day at nine the children arrive and every day at noon they are taken home. So far as the children ever suspect, they are being brought simply to a pleasant nursery where there are lots of interesting playthings, a place to rest and no one to spoil their fun. How to Stop "Gimmies." But they are not so isolated as they think. On fourfoot-high stools behind a one-way screen, students child psychology watch their actions, unobserved. The onlookers will be able thus to learn first hand why babies cry; why they shouldn't be nagged to eat their food; why they should be encouraged to take off their own hats, coats and rubbers; why they should not be rushed through their meals; why they should be encouraged to return a blow struck intentionally; why they should not be rushed into walking; why parents should not be over-anxious about the early expressions in a child's talk; how to stop a five-year-old youngster with the "gimmies" (one who says "gimme this" and "gimme that"). To put it briefly, the observers may learn how to be better mothers and fathers.

"After all," says Mrs. Schloemer, who interprets the Buhler theory in the nursery, "you have to live with your children 25 years, and a few common sense applications in bringing up a youngster might make the difference between a life of happiness and one of regret." This does not mean a few "common sense applications" on the seat of the pants, either, she says, and she has personally given individual training to 500 children. Parents Are Impatient. "Don't hurry your youngster," says Mrs. Schloemer. "Too many mothers rush their children through breakfast, rush them off to school and pepper them with a barrage of 'don't's' only an adult could remember. Let your child be late to school once in a while, but show him calmly that he did the wrong thing. The average parent has not enough patience. Any normal child wants to do the right thing and will, if he is given proper directional stability. Rushing children through breakfast results in nervous indigestion, and forcing them to eat culprates it. I have seen children two to three years old vomit when food is put before them. Cause—too much nagging by the parents. The sight of food has become revolting."



These youngsters in the Fordham experiment are all normal, physically and psychologically.

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