

The Character Builder

A JOURNAL OF HUMAN CULTURE AND HYGEIO-THERAPY

NOVEMBER, 1904.

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THE CHARACTER BUILDER

A JOURNAL OF HUMAN CULTURE AND HYGEIO-THERAPY.

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NOVEMBER, 1904.

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EDITORIAL.

The Character Builder uses the reformed spelling recommended by the National Educational Association.

THE FUNCTION OF CORRESPONDENCE SCHOOLS.

One of the most popular movements in education during recent years is the establishment of home study courses conducted by correspondence. Many thousand Americans who are unable to attend high schools and colleges receive a training in some of the branches of higher education by means of correspondence schools. Are such institutions merely a passing fad, or have they a permanent place in education? The opinion of many prominent educators is that this method of education has a distinct function and will become permanently established. In every city, town, and village of the land there are young people who do not have the advantages of higher education; they do not acquire the reading habit in the elementary schools, consequently they begin to rust as soon as they leave the public schools. Often there are no books or magazines of interest in the home and no public library to visit. Where such conditions prevail, young people settle down to a physical basis and are deprived of the influence of the accumulated wealth of knowledge that is the birthright of every human being. Such persons merely vegetate and finally sink to a condition where they are influenced by such things only as appeal to the appetites and physical nature. In the busy season their life consists of work, eating and sleeping; when there is no work, the life consist of loafing, eating and sleeping. What a pity that such a condition is possible amidst our twentieth century civilization. Most boys and girls now have the advantages

of elementary education, but some look upon it as an end instead of a means for further development. Ten years after leaving school, many have not only forgotten the details of the various branches they studied, but have almost entirely lost the art of reading the language used in pursuing the studies at school. There is a larger per cent of such in our land of liberty than would be supposed without a careful examination.

START THE YOUTH RIGHT.

There are few human beings of sane mind who are not interested in some branch of education. One is interested in mechanics, another in art, another in natural science, another in political science, another in physical education, another in human nature, etc. If the capacities and inclinations of our youth were consulted, studies of interest to the various individualities could be found. A young man who has been in an educational atmosphere for ten years and pursued a course in a commercial college for two years, failed to acquire the reading habit until becoming thoroly interested in a mechanical pursuit; he desired to become proficient in his chosen vocation, and securing the best books on that occupation, his spare moments are devoted to studying them. Thousands of others who read nothing from one year's end to the other might be induced to pursue some useful course of study if their efforts were properly directed. While the laboratory courses in science, and the languages could not be successfully pursued without the aid of laboratories and personal instruction, there are numerous studies that can be successfully pursued at home if the student is properly directed in his work. Young people often say: "My parents were too poor to send me to high schools or college and therefore I have no education." Such an excuse

at present is usually without a reasonable foundation. Many well-informed people have been compelled to get what they have without attending school. Their knowledge would be more systematic if their efforts had been properly directed, but they are living witnesses that much may be accomplished by self-effort.

HOME STUDY COURSES AID SCHOOLS.

Altho large numbers of young people pursue correspondence courses at home, the attendance at high schools and colleges is increasing much more rapidly than the population, thus showing that there is an increased demand for higher education. Home study courses might be pursued with profit even after having completed high school and college work. Every human being should study the laws governing the proper development of body and mind, still according to the report of the United States Commissioner of Education, only about 8 per cent. of the students in higher educational institutions study psychology and only about 10 per cent study physiology and the laws of health. How few there are even in our higher institutions who study civics, political economy, social science, moral science, sociology, heredity, household economy, sanitary science, physical education, dietetics and the numerous branches that are most intimately connected with the proper development of every individual and the building of a nation. The general ignorance that prevails today concerning those vital studies makes the individual and social imperfections and vices as prevalent as they are in the midst of almost universal intellectual training.

GROWTH OF CORRESPONDENCE SCHOOLS.

These schools are becoming established in connection with some of the leading universities of America. Dr. Wm. T. Harris, United States Commissioner of Education, belongs to the faculty of a correspondence university that was recently established. Concerning such schools, the *Scientific American* says: "The rapid growth and remarkable popularity of Schools of Correspondence prove that this new system of education meets a distinct want and has come to stay."

TESTIMONIALS.

President Harper of the University of Chicago has said: "The work done by correspondence is even better than that done in the class room. Students who come to us, year after year, from such work are better prepared than those who have taken it with us in the class room. The correspondence student does all the work himself; he does it in writing. He does twenty times as much reciting as he would in a class of twenty people. He works out the difficulties himself and the results stay by him."

President Woodrow Wilson of Princeton University recently made some statements that were favorable to this method of education, altho they may not have been intended to be thus applied. As reported in the educational press, President Wilson recently delivered an address before the Schoolmasters' Association of New York, in which he repudiated the present method of college instruction, and especially the recitation system. He declared that the recitation was practically useless in developing any initiative in the student, and that the elective system was not much better. He said there was no place for the lecturer or teacher who merely tried to impart information; he could only outline a subject and stimulate interest. The proper way is to give the student material to work with and tell him to get the results himself, holding him responsible at examination.

Except in laboratory courses, such work might be successfully pursued by correspondence, if students were far enough along to work without too much stimulating. The student needs to have his efforts directed to pursue the work successfully. Dr. Parkhurst of New York points out the real difficulties of private attempts without proper direction. He says: "The great fault of private attempts at education is that the learner is a blind leader of the blind and, therefore, runs the risk of never getting anywhere in particular. It is at this point that the scheme of education by correspondence comes to the rescue. If a man cannot go to college, the college can, in

this way, in a very wide and true sense of the term, come to him."

If schools of correspondence can bring higher education to those who desire it, but are unable to attend college, and, if they can stimulate to mental activity those who would otherwise not be aroused to the pleasures resulting from the higher life then they are a valuable educational factor, and will have a permanent place in the realm of education. If thru home study and correspondence the studies that are now neglected, but should constitute a part of every person's education, can be successfully taught, this new method of education will be a valuable auxiliary to the established institutions, and may aid in bringing to every son and daughter of the human race the training and information that will best qualify each, not only to make a better living, but to live more completely.

THE SEEDS OF VICE.

Vice is a monster of such frightful mien,
To be hated needs but be seen;
But seen to oft, once familiar with its
face

We first abhor, then endure, then embrace.
—Pope.

A recent number of Truth contains a vigorous protest against the permitting of young girls in the court room to listen to the detailed nastiness of disgusting divorce proceedings. At a recent trial of this kind there were in the crowded court room a lot of young girls, all the way from 13 to 21 years, listening to the debasing details of an unusually filthy case. After administering a merited rebuke to parents for permitting such a thing, Truth says:

"Now, the chances are that the mothers of those girls have never in their lives explained to the daughters the problem of sex. That they would consider it a very improper thing to do. That they would be shocked that any mother should explain the matter to her offspring and would consider it very unladylike. Well, so far as those girls are concerned, if they are left to determine these matters and

get the proper understanding of the function of life thru listening to the testimony taken in a divorce court, I can see their finish. It does not require much philosophy to determine what will become of them. Before closing this topic, I would like to recommend to the fond mammas of these kittens that very excellent number of The Character Builder, published in this city several weeks ago, mention of which was made in Truth at the time. Professor Miller reproduced an article that treated of this subject in the manner in which it should be treated. It was something every mother should read; aye, and fathers, too, because it was to the point and minced nothing.

"We are prone to wonder why girls go wrong; why boys go wrong. One of the prime reasons is because we do not teach the children what they should be taught. We leave them to gather false ideas of sex relations from the testimony of courts and from what they learn among themselves and then we marvel that bag-nios are filled with the wrecks created because of the improper understanding of the greatest function of life."

It is gratifying to see that vigorous journal turn its attention to this vital question at a time when one would excuse it for devoting its entire space to the campaign battle that is now at fever heat. The writer of the article quoted above points out the cause of much of the vice that exists. There is an inexcusable neglect on the part of most parents and many sorrowful moments result from this neglect to properly instruct and train the youth in the principles of personal purity. If parents could read the letters that come to us from victims of this neglect, they would arouse from their indifference, put aside their false delicacy and would make an intelligent effort to prevent the social evils that are a disgrace to twentieth century civilization. The remedy lies in true education.

HELP LIGHTEN THE LOAD.

Do you know that the Character Builder has a real mission; that it has come to stay, and that it should be in every home, school, and improvement organization? Do you

know that it was established to do good, and not as a mercenary enterprise? Do you know that every person's opportunity is in self-improvement and in aiding others to improve? Do you know that we are living in a mercenary age when the most helpful, ennobling and life-saving principles are often sacrificed to the demon greed? Do you know that the true measure of man is character and not money? Do you know that the greatest Teacher the world has known had no money or property? Do you know that truth has always had a struggle to become established? Do you know that the policy of the world has been to build monuments to the dead and let the living starve? Do you know that we spend more in America every year for harmful luxuries than for necessities? Do you know that we can be saved no faster than we learn and live life-saving principles? Do you know that magazines are a great factor in modern education? Do you know that many impoverished brain workers are sacrificing "their all" in order to disseminate life-saving principles? Do you know that some valuable magazines that have been established for nearly half a century hardly pay their own way? Do you know that many of the popular magazines receive more than enough from advertisements to pay for publishing them? Do you know that many of those advertisements are devoted to things which destroy life? Do you know that the Character Builder has rejected all such objectionable advertisements in order to protect its readers? Do you know that we shall not only keep this magazine at its present high moral standard; but shall improve it as rapidly as possible? Do you know that if each subscriber keeps his subscription paid up the load will not rest so heavily upon a few? Do you know that if a delinquent subscriber carried the responsibility of a magazine for a simple day, he would not let another day pass before paying up his subscription? Do you know that we very much appreciate the support that has been given the Character Builder by its many friends? Do you know that this is the best time of the year to help the good work along? Do you know that when you help the Character Builder you help yourself? If you know all these facts, we hope to have your co-operation in the future. If you are among those whose subscription has expired, we hope to hear from you immediately in a material way; thus you may help lighten the load of those who have labored unceasingly to establish this educational work.

DON'T BE VACCINATED.

Smallpox is again breaking out and the blood of many persons is being poisoned by vaccination. This poisoning process lowers

the vitality of the body and makes it less able to resist all disease. Vaccination is a medical lie. In 1786, long before Jenner gave his delusion to the world Dr. Benjamin Rush, the eminent physician, said: "Smallpox is disarmed of its mortality by inoculation." In 1809, Dr. Rush sang the praises of vaccination in Philadelphia. November 17, 1901, the following news came from Philadelphia: "Vaccination results in death. Seven victims are dead. Board of Health rescinds order of compulsory vaccination of school children."

Since the heated controversy over vaccination in Utah five years ago, the writer has been a student at a regular medical college. While there the law of the tyrants was proclaimed and all the students must be vaccinated. A large per cent of the students refused to submit to the poisoning process, but were permitted to go on with their work. Some who reluctantly submitted were disabled for days and some for weeks. One who was at work for a week after being vaccinated became ill as soon as the pus poison BEGAN TO TAKE, and a few days later was a corpse. The only consolation given the pus poisoned ones was that the virus used was bad. It is idiotic to force people to be vaccinated and at the same time permit them to violate every law of sanitary science and hygiene. Thousands of intelligent physicians in Europe and America are opposed to vaccination. DON'T BE VACCINATED.

WHO IS A SOCIALIST?

By Ella Wheeler Wilcox.

Who is a Socialist? He is a man
Who strives to formulate or aid a plan
To better earth's conditions. It is he
Who, having ears to hear and eyes to see,
Is neither deaf nor blind when might, rough-
shod,
Treads down the rights and privileges which God
Means for all men; the privilege to toil,
To breathe pure air, to till the fertile soil—
The right to live, to love, to woo, to wed,
And earn for hungry mouths their meed of
bread.

The Socialist is he who claims no more
Than his own share from generous nature's
store,
But that he asks, and asks, too, that no other
Shall claim the share of any weaker brother,
And brand him beggar in his own domain
To glut a mad, inordinate lust for gain.

The Socialist is one who holds the best
Of all God's gifts is toil—the second, rest;
He asks that all men learn the sweets of labor,
And that no idler fatten on his neighbor.
That all men be allowed their share of leisure,
Nor thousands slave that one may seek his
pleasure.

Who, on the Golden Rule shall dare insist—
Behold in him the modern Socialist.

No institution was ever established for a less selfish purpose than is the Human Culture College, and none has ever represented work more essential to the real advancement of the race.

Human Nature Department.

EDITED BY N. Y. SCHOFIELD, F. A. I. P.

"I look upon Phrenology as the guide of philosophy, and the handmaid of Christianity. Whoever disseminates true Phrenology is a public benefactor."—Horace Mann.

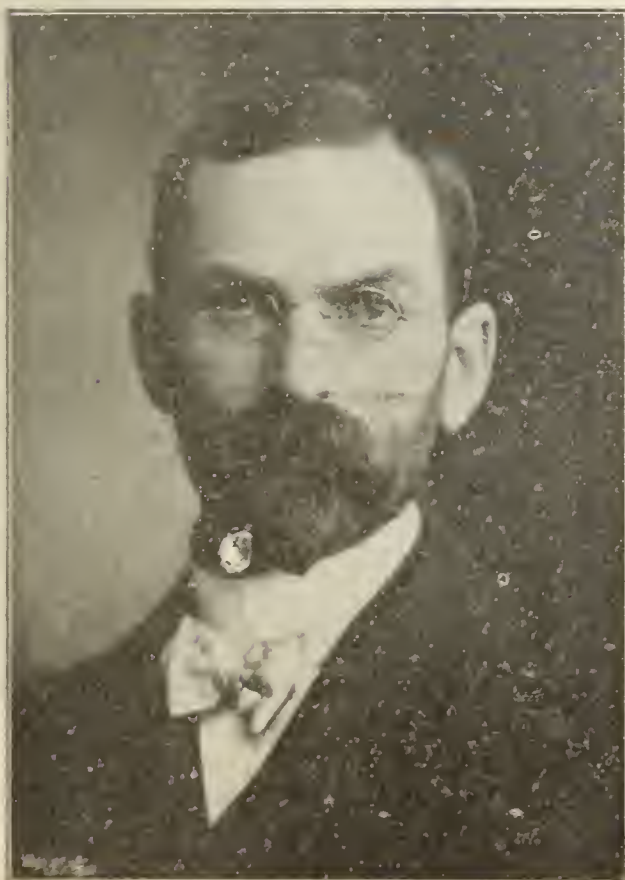
"By universal consent Horace Mann is the educator of the nineteenth century."—E. A. Winship. Ph. D., editor of the Journal of Education."

DELINEATION AND SKETCH OF DR. JOHN T. MILLER.

By N. Y. Schofield.

In compliance with a frequent request coming from various quarters where this magazine is circulated we present to our numerous readers on this occasion a brief sketch with delineations and photographs of Dr. John T. Miller, editor-in-chief and presiding genius of the Character Builder.

This magazine is read as extensively outside the state of Utah as within, and therefore it is but natural that the many enthu-



siastic readers who reside at distant points should desire to become better acquainted with the person who from month to month prepares the free lance articles and editorials that are fast gaining an enviable reputation for this magazine. Whatever the Character Builder is today must be attributed to the labor and effort of Professor Mil-

ler, who materially assisted by his devoted wife, who shares his philanthropic hopes and who with him has made many personal sacrifices for years past.

Apart, however, from his direct interest in the Character Builder, Prof. Miller is a worthy subject to be treated in these columns by reason of his ability, his acquirements and his unselfish devotion to true education.

The writer is of the opinion, however, that this delineation would be best given by quoting from two personal examinations one by Miss J. A. Fowler of New York, editor of the Phrenological Journal, and the other by Prof. Allen Haddock of San Francisco, editor of Human Nature. The delineation given by Miss Fowler seven years ago was published in Vol. 105 of the Phrenological Journal, and is as follows:

The organization of this gentleman is a favorable one for health and strength. If he knows how to reserve his vitality he may expect to live a good long and useful life. Such men usually die from accident or old age, debarring, of course, any uncalled-for abuse of strength thru overwork or dissipation. Men of this stamp sway a healthy influence over their patients when they are doctors and inspire confidence when giving their advice.

Mr. Miller has inherited a good deal of his working material from his father, while his temperamental conditions, his strong vital-mental tendency, his keen sympathies, and his genial manner come to him as an inheritance from his mother. His head is the size of that of the coming man, being twenty-three and a half inches by fifteen and three-quarters and fourteen and a half. This being combined with his superior quality of organization gives him exceptional power to work. His height of six feet two inches bears a good proportion to his size of head, and his weight of 185 pounds is a fair complement to support his mental calibre. He therefore has great responsibilities resting upon him, and more will be expected of him as time goes on than from the average man.

His brain appears to be a very active one hence it will be always employed and ready for aggressive work. The basilar part gives good support to the moral and intellectual faculties, hence whatever he does

will be marked out with effectiveness, force, push and energy. He is not like Mr. Macawber of old, inclined to sit and wait for something to turn up, but will hustle around himself and make things serve his purpose and his ends. He does not undertake anything unless he has a clear road before him and can see where he is going, hence accomplishes his work in as short a space of time as anyone could. His brain appears like finest steel to be ready for active service. He readily takes into account what is going on around him, and lets nothing escape his mental camera. He has a scientific cast of mind, and quickly takes into account facts, information, theories and principles, which are useful and telling. They are also such facts as would be of practical use in scientific survey, and with less time spent he could rally his forces and make the most of circumstances. His mind is a very inquiring one. He thinks with a keen object to be informed on various subjects. As a lawyer Mr. Miller would be an able pleader, and would set before the judge and jury all logical facts that were necessary to prove his case. His upper side-head is well represented, which enables him to take a deep interest in ingenious and mechanical work, as well as in literary composition. He will know how to use up ideas and make the most of them, as well as to create new ideas and scatter fresh seed. His moral brain is well represented, and the faculties in the superior region of his head appear to be well furnished with good force, progressive views, liberal ideas and moral sentiments. He will be in the vanguard in political and intellectual work, and when he has thoroly matured he will be given the title not of commodore, vice admiral or rear-admiral; he will take his place among the highest ranks and be given the title of admiral. In other words, he will work so as to command the highest respect of all. His social brain is well developed. He will make a firm friend, a devoted father, a thoughtful husband and companion, and a successful teacher of the young after they have stepped out of their boyhood. He borrows a good deal of his benevolence to support his social faculties, so that he is not only all that they indicate, but also is sympathetic, tender, thoughtful, philanthropic and humane.

In short, he will be interested in all the advanced sciences. For instance, in all sanitary progress, in new hygienic treatments, and will be an excellent lecturer himself on these subjects. Mental science, psychology, physiognomy and ethical culture will come in for a large share of his attention. In business he should oversee and manage and direct the work of others, for he will know how to enlist the sympathies of every one who has any work under him to accomplish.

PROF. HADDOCK OF SAN FRANCISCO said eight years ago in a personal phrenological examination of Prof. Miller:

"You are an athlete, both physically and mentally; vigor is written upon every line of your face and form. You never have idle moments; to you it seems that more hours should be added to the day in order that you might accomplish the great amount of work that you are constantly planning. Your active brain is ever on the alert searching for new ideas and "pastures new" in which to glean. You are always abreast of the times in human endeavor. You possess a religious nature, but it consists more in doing good than in subscribing to a creed. Your spiritual insight is pronounced, as is evidenced by the full development of the



organ of spirituality, this causes you to be intuitive and prophetic, but the great width of the top forehead prevents any glimmering of superstition from fastening its chains upon your limbs. All thoughts and all assumptions must first be subjected to the crucible test of reason before you accept them. The lower part of the forehead is well developed, indicating that the perceptive or observing faculties are large and strong. Upon this well laid foundation of facts is your superstructure of intellect built. You quickly grasp and readily appropriate facts, and take cognizance of the existence of things; indeed very few things escape your

observation. You have little use for fine spun theories unless they can be reduced to practice. You are a thinking man and a progressive man, but your ability to acquire is confined to the acquisition of knowledge and not to the amassing of material wealth. You easily gain the confidence of people by your frankness and friendly sentiments and thru your excellent tact and ability to accommodate yourself to circumstances you can easily manage men. You have a good command of words and can express your thoughts with ease, and as a public speaker will command a hearing. You have public spirit and possess great ambition to be equal to any emergency that may arise. You live in the realm of ideas and are fully alive to everything which tends to the advancement of mankind. You have a fatherly feeling toward all children and greatly enjoy their society.

There are many occupations which you could follow successfully. With years and study you would grace the chair of University Professor. If you should take up as a specialty geology or astronomy your talents would be manifest in the aptitude with which you would master the sciences, and the ability which you would display in applying the knowledge gained to the wants of the age. You would be very successful as a lecturer and demonstrator upon scientific subjects, especially Anthropology, Ethnology or Phrenology. Indeed, you seem peculiarly fitted for such a sphere of action.

With proper hygienic care you should live to a ripe old age and realize all your high desires. There is only one reason why this may be modified and that is because you feel so sure of your strength that you may overtax your powers. Remember that yours is an active temperament (tho strong) and that constant friction wears out the strongest constitutions, hence our advice is to husband your resources and always keep a reserve power in the storage battery. Thus living success is sure to be yours.

(Both these delineations were given years ago by experts in character reading, one in New York and the other in San Francisco, but reading them today in the light of subsequent developments, no further comment is necessary, time having verified the truths therein stated.—N. Y. S.)

BIOGRAPHICAL.

Dr. Miller was born in Providence, Cache county, Utah, June 24, 1868. His early life was spent on the farm, in the canyons and on the railroad. He attended the public school until he completed the work in the grades, and then entered the B. Y. College, from which he graduated in 1889. After leaving college he spent nearly three years

abroad, mainly in Germany, the fatherland of his ancestors. On his return from Europe he entered the teachers' profession and has been actively engaged in educational work continuously since. During his educational career he has held the positions of Principal of the Gunnison Seminary, Principal of the Juab Stake Academy, Superintendent of Schools for Juab County, Professor in the B. Y. University, and is now Professor of Physiology in the L. D. S. University.

Dr. Miller has been a student of human nature from boyhood. He taught psychology at the B. Y. University for three years, and for a decade has devoted much time to the study of the phrenological philosophy of mind, having read the standard German, French and English works on the science. He devoted a summer to a resident course in human nature at the Institute in San Francisco, and has given much time to original research. He is at present giving physical measurements to the students of the L. D. S. University. In 1898 Prof. Miller graduated from the B. Y. University and two years later entered upon a regular medical course which he pursued in Chicago and in Michigan. Upon returning to Utah he took an extended tour thru the intermountain region lecturing on health culture and social purity, and in order to continue the work thus begun, the Character Builder was established and has since gone to thousands of homes every month.

In 1903 Prof. Miller received the degree of Doctor of Science as a result of his deep research and study for many years. In 1892 he married Miss Margaret Kienke of Nephi, Utah, and this union, besides giving them three sons and one daughter, has proven one of mutual advantage as Mrs. Miller shares her husband's ambition to make practical advancement along the lines of educational reform. The lady is herself a teacher of Household Economics and Hygiene for women in the L. D. S. University, is the editor of the Domestic Science department in this magazine and her accomplishment, coupled with her sympathy and interest in the mission of this magazine has been and still is of incalculable benefit to her husband.

DR. KARL G. MAESER, THE PHRENOLOGIST.

It is well known that Dr. Maeser was an accurate delineator of human nature, but it is not so well known that he was a student of phrenology and analyzed the mind according to the principles of that science. For proof of this statement, the reader is referred to Dr. Maeser's book,

"School and Fireside," page 114, where the following is found:

"The capacity for recollection is greatly diversified according to the physical organization of the individual. Phrenologically speaking, this capacity seldom extends harmoniously over all the various organs of perception in the brain. For instance: localities, names, dates, figures, forms, etc., are seldom recalled with equal vividness. Parents and teachers ought therefore to make it their object to discover any specially pronounced capability or defect in this regard, and instead of paying undue attention to an already

more rapid progress in spelling than pupils less favored in this respect."

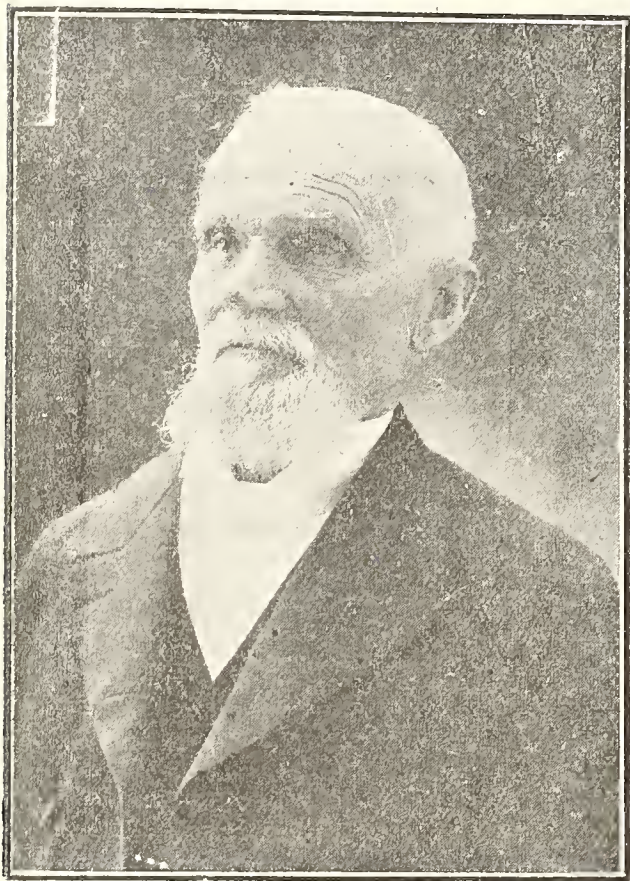
When all people study the true science of mind and apply its principles in their own development and in the training of the youth, there will be better results than have ever been obtained. We commend to the readers of *The Character Builder* the system of mind analysis used by Dr. Maeser and by Horace Mann, two of the greatest character-builders of the nineteenth century.

PRINCIPLES OF PHRENOLOGY.

Phrenology treats of the powers or faculties of the mind in connection with the brain. Its chief doctrines in brief are:

1. The brain is the organ of the mind.
2. The mind has many faculties or powers.
3. Each faculty or power of the mind has its special organ in the brain.
4. The size of the brain, other things being equal, is the measure of its power.
5. The organs of the brain are naturally grouped together in accordance with their relation in function. The organs of the intellect occupy the forehead; those of the social nature reside in the back-head; those of passion, appetite and self-preservation are in the side-head; and those of aspiration and pride, of sentiment and religion, are in the crown and top-head. As each bodily function is performed by a special organ, it is but reasonable that the mental powers should also have special organs. If the brain were but a single organ, a person would exhibit the same amount of talent or ability on all subjects. Everybody knows, however, that among men there exists the greatest variety of dispositions, character, and capacity.

6. Temperament, which comprehends the "other things" mentioned in 4, is indicated by the degree of physical vigor, activity and endurance possessed by a person. There are three leading temperaments, to-wit: Vital (Nutritive), Motive (Motor), and Mental (Sensory). The Vital temperament is indicated by large lungs, powerful circulatory system,



well-developed tendency, should rather endeavor to cultivate the parts in which recollection appears to encounter great difficulties. Scolding, censure, or other such means of correction are not only useless but absolutely unjust, for the educator is confronted by an organic deficiency rather than by a wilful neglect."

Again, on page 314, Dr. Maeser says: "Phrenologically speaking, I have noticed that pupils enjoying a keen sense for form, make, all other things being equal,

large digestive and assimilating organs. The Motive temperament, is indicated by a strong, bony system, abundance of muscle, dark, wiry hair, prominent, well-marked features, dark complexion, and great disposition to physical movement. The Mental temperament is indicated by mental activity, fineness of muscle, a com-

parative light frame, thin skin, soft hair, small or symmetrical features, and a brain large in comparison with the size of the body. The temperaments exist in combination and the combination is greatly varied in different persons, according to the proportion of each in the physical constitution.—Phrenological Journal.

EDUCATIONAL NOTES.

The New York city schools have opened with the largest registration that any city in the world has ever shown. The number of pupils placed on the lists was 650,000, which is 50,000 more than last year's showing. London had only 550,000 enrolled last year, altho the population within the school district was a million more than in New York. This latter city has about 517 school buildings.

EDUCATION AND COMMON SENSE.

We can hardly justify the means by the ends when we undertake to size up the merits of certain college practices. Hazing certainly ought to be tabooed in all well-regulated institutions. Just as senseless is the violence committed in many a "cane rush," or "tank rush" as they call it at Purdue University. The other day the regular fall term "task rush" occurred, between the Sophomores and Freshmen. As a result, fifty students were seriously injured and five fatally hurt. At this writing at least that is the probable outcome. Yet no great protest has gone out from any source except from the homes thus despoiled. There is evidently something wrong somewhere. If it requires a mob and mob violence to screw up the "college spirit" to the sticking point, we believe it rather a poor grade of college spirit. Yet students are often attracted to an institution by the notoriety it has gained thru some such occurrence as the one above mentioned. Others are attracted to the institution be-

cause they are led to believe that it would be a good place to have a "good time." Many young people like the excitement that comes from adventures and believe that an institution that had a successful cane rush last year, or that won in an "athletic" contest, is just the school to attend. They want to be where there is "something doing."

Educators would do well to analyze most carefully the data that such occurrences furnish. Is this side of college life a necessary one? What gives emphasis to the lawlessness that pervades some sorts of college sports? Who is responsible? We believe that these things are not essential to enjoyable college life. We believe they are not essential factors in an education that really educates.—Editorial in Ohio Teacher.

A NEW EDUCATIONAL INSTITUTION.

It is often stated that the value of a school cannot be measured by its buildings or apparatus, but by its teachers and the principles they advocate. The Human Culture College is established for the purpose of disseminating principles of correct living physically, morally and socially. The various studies will be under the direction of persons who have had a thoro training in the theory and practice of their respective courses. If the success of the college is in proportion to the determination of its promoters many persons will be directed toward the more perfect life and the effort shall not be re-

suttless. During the last 75 years a great educational work has been performed by the Lowell Institute, without the aid of costly buildings and elaborate equipments, by means of free lectures on natural and moral science. Prof. James, the editor of the Handbook of University Extension, says of that institution:

"Seldom has there been established in any city an educational work so valuable, so far-reaching, and so direct in its results as that of the Lowell Institute in Boston. Never was there a great work that was perhaps so wholly free from any elaborate machinery, and almost, one might say, without material expression. There is no Lowell Institute in the form of a building; the "Institute" is wholly immaterial, and is AN IDEA RATHER THAN AN EDIFICE. To the stranger in Boston who might inquire as to the locality of the Lowell Institute, the resident could only reply as did the character in Mr. Aldrich's clever story, "There is no Margery Daw." Possibly few of the great concourse of people who avail themselves year after year, of the beneficent opportunities offered in the noble courses of free lectures delivered under its auspices have ever paused to consider that never was a people's college—for it is practically that—more entirely held true to the intellectual idea alone, in no way mingled with material paraphernalia, than is this institution, which in the usual sense, is not an institution at all."

Such a successful experience should fill with courage and hope any person who has valuable truths that should form the warp and woof of every human life. The Human Culture College enters upon its mission to humanity full of hope, energy, courage and sympathy. There is a need everywhere for the work for which the college was established and full measure will be given for all support given it.

"Our elementary school system teaches children how to read; but it has not yet taught sufficiently well what to read. In view of this fact, there have been for some time tentative efforts in the direction of an extension of the benefits of school

by conducting courses of reading at home, so that the impulse gained at school may not be lost, but continue throughout life. The pupil once taught how to read, shall continue his education through well selected books and become learned and cultured. Inasmuch as every step gained is a new instrument with which to gain more, the capacity for acquirement of mental power will increase with age, and there is no limit to the progress in knowledge and power of thought that may be attained."—Dr. W. T. Harris, U. S. Commissioner of Education.

"Learning has been imprisoned in a new cloister, from which it needs to be brought. The restrictions which hem in advanced instruction are opposed to the democratic spirit of our age. This principle of equal rights to learning will not stop short of a revolution which will exert as powerful and lasting an influence as those which gave men religious and political liberty.

"It is so essential to human progress that, after having found two partial realizations, it now seeks a third which shall complete them both—one which shall on the one hand recall the universities to their first function of satisfying, not individual, but universal longings, of ministering not to one class, but to the people; and the other, supplement the invention of printing which gave the material of knowledge by teaching the true use of this material. The privileges of knowledge shall be no longer only for those who are able to satisfy the conditions of academic residence, no longer for those who can go through years of careful preparation and devote additional years to the sole occupation of study. Once more the university was founded for the people, and the aim of this movement is to have the people share as largely as may be in its benefits."—Geo. F. James, M. A.

"I believe that with the rise and growth of University Extension will come a higher and a better and a nobler life for all our people. It will reach all the schools; it will reach the workshops; it will reach

every class and condition of the community; and while we grow rich and strong and powerful with our manufactures, we will grow intellectual and human, and have aspirations after those higher and better things, which after all must become the abiding life of every people."—Dr. James McAlister.

Dr. John Dewey, head of the department of philosophy in Chicago University, has been elected Professor of Philosophy in Columbia University.

Think of your own faults the first part of the night (when you are awake), and of the faults of others the latter part of the night (when you are asleep).—Chinese Proverbs.

Miss Margaret A. Haley of the Teachers' Federation, has just won for the teachers of Chicago a suit compelling the board of education to pay the teachers nearly a half million dollars in extra salary. She first compelled the corporations to pay their taxes, but had to institute proceedings against the board to compel them to pay the teachers.—The Ohio Teacher.

A MODERN ADVERTISEMENT.

A minister down in Missouri found his people too poor to purchase hymn books, says an exchange, and being offered the same book free by a patent medicine house, provided they be allowed to insert their advertisement, ordered three dozen for his congregation. He was elated upon receiving them to find no ad in same. The next Sunday morning he distributed the books, telling the good people of their fortune, and requesting that they sing page 130. His chagrin may be imagined when they sang as follows: "Hark the heavenly angels sing, Johnson's pills are just the thing; and angels voices meek and mild—two for man and one for the child."—The Ad. Writer.

Whilst we have prisons, it matters little which of us occupy the cells.—Bernard Shaw.

BOOKS RECEIVED.

WHAT YOUNG PEOPLE SHOULD KNOW. The Reproductive Function in Man and the Lower Animals, by Prof. Burt G. Wilder, published by Dana, Estes & Co., Boston.

This work is devoted mainly to the anatomy and physiology of the reproductive organs, but gives some pointed instructions concerning the hygiene of them. The author emphasizes the truth that the knowledge of the human body belongs to every man, woman and child. Under the duty of parents concerning personal purity, he says: "Too often, therefore, as children, we are left to enter into the midst of fearful temptations, unwarned and uninformed. We receive our first impressions on this subject from companions, and there is ground to fear that the teaching on this very important topic is wholly in the hands of those whose ideas in regard to it are low and gross.

"Until, therefore, parents feel it an essential part of their duty to acquire this information themselves from reliable sources, and to impart it fully and freely to their children as soon as it can be comprehended by them, no teacher of physiology can hold himself wholly guiltless of the sins or misfortunes of those under his charge if, from mistaken delicacy or other motive, he refrains from including in his instruction an account of the generative organs, their legitimate uses and the perils which attend their abuse."

Prof. Wilder is a well known writer on scientific subjects. The book before us should be read by every teacher. It confirms the views we have held and advocated for years, and is another evidence of the importance of the Character Builder's mission.

CHRISTIANITY CHRISTIANIZED is the title of a book of poems written and published by Charles A. Strickland, Box 798, Salt Lake City.

The author believes in more education before agitation. He emphasizes the vital truth that 'A man's religion and his worldly character, including political and social convictions, are inseparable. The author is evidently a man of strong convictions, and one who has the courage to express them. The price of the book is 25 cents.

THE PHRENOLOGICAL ANNUAL of 1904 contains twenty-six articles by some of the most eminent phrenologists in the world. Any one of the articles is worth the 25 cents asked for the Annual. The work is edited by Miss Jessie A. Fowler and D. T. Elliott. It is for sale at Fowler & Wells Co., 24 East Twenty-second street, New York.

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For Home and School.

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Consolidated with the Journal of Hygieo-Therapy that was published for sixteen years at Kokomo, Indiana, F. V. Gifford, A. M., M. D., editor and publisher.

\$1.00 A YEAR, IN ADVANCE.

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TO AGENTS.—Any agent who will send us 50 subscribers to the Character Builder before Christmas, 1904, will receive besides the regular commission, a set of Dicken's Works, 15 Volumes. For 25 subscriptions either Heredity by Riddell, or Woman and Health by Dr. Fairchild. For 20 subscriptions Maeser's School and Fireside, one-half Morocco. For ten subscriptions the \$1 Pioneer Route Map. For five subscriptions, a cloth-bound copy of Child Culture. Remember these are in addition to the liberal commission given to agents. If there is no active agent in your town, write us for the agency. Every parent, guardian, teacher student, boy and girl, needs the Character Builder.

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The cloth-bound copies of Maeser's School and Fireside have all been sold. As long as the copies in half Morocco binding last they may be had with a year's subscription to the Character Builder for \$2.15: the former price of the book alone was \$2.75. You may have the \$3.75 edition with a year's subscription to this magazine for \$2.65. You cannot afford to miss this bargain.

Manhood Wrecked and Rescued, Hunter, \$1.00.

Teaching Truth, Wood-Allen, 50 cents.

Chastity, Dio Lewis, \$2.00.

The Biography of Dio Lewis, \$1.50.

Vital Science, Walter, \$1.50.

Factories were made for man and not man for factories.—The Whim.

Physical and Moral Education.

THE OBJECT OF PHYSICAL EDUCATION.

By Miss Mercy Rachel Baker, Principal of the Baker School of Oratory, Templeton Building, Salt Lake City, Utah.

With the progress of civilization, science has made rapid strides, the elements have been brought under control of the human mind to such an extent that they now, in a measure, do the work which man and beast has done heretofore. What was necessary for man to do to maintain his physical existence is not necessary now ; and as a result his physical nature has been and is greatly neglected. The appearance of the school children and men and women as we see them on the street is proof of the poor conception there is of what physical education requires. With advancing civilization, a systematic course of bodily training must be substituted for that which nature herself gives her children in their struggle for life when in a cruder state of existence. Solon says, in his philosophy, that it is impossible to repress luxury by legislation, but its influence may be counteracted by athletic games which invigorate the body and give a martial character to the amusement of our young men. The result of such training was a physical perfection which has made Greece the model of all succeeding nations.

People are beginning to realize that to enjoy life and to accomplish the best results mentally they must be strong and healthy physically, that the mind acts feebly thru a frail sickly body. According to Rousseau's convictions, "the body must be vigorous to obey the soul. A good servant ought to be robust. The weaker the body, the more it commands; the stronger, the more it obeys. A feeble body weakens the mind. If you desire that your pupil should improve in mental abilities, let him improve that corporeal strength which is to be subject to the

direction of the mental powers. Let his body have continued exercise. Let him grow strong and robust to the end that he may improve in wisdom and reason." For proof of the truth conveyed in his ideas we need but refer to the Greeks about 500 B. C. In no period of the world's history do we find greater scholars, greater legislators who have excelled in every branch of art, letters, philosophy, etc. This excellence was the outcome of their constant attention to physical training, for among no other people do we find such personal education. They believed that the body of man has a glory as well as his intellect and spirit, and that the body and the mind should alike be disciplined, that the right kind of gymnastics applied to the body was a safeguard against and a preventive of disease. One of the duties of the officers of the gymnasium as to know the physiological effects of each exercise and to prescribe for each youth according to the individual needs. So much did they value the relation of physical exercise to the development of perfection in mind and body, the maintainance of health, and the cure of diseases, that they dedicated the Gymnasia to Appolo, the God of Physicians. At a very early age the Greek boys were put into a gymnasium, where they usually remained until they were men. The first step in their development was the training of the body for the maintainance of health and strength. Their moral nature was then carefully looked after by special officers, and later discipline was given them in social intercourse and in conversation on literary, philosophical and civic matters. They also believed in keeping right ideals constantly before the mind. For this purpose, statues representing physical perfection were kept in all the gymnasia.

By keeping the right ideals constantly before the mind and striving to reach those ideals, the individual has power to

mould his character and to become that which he would like to be. Emerson said he did not believe an Appolo or a Juno impossible in flesh and blood ; every trace which the artist recorded in stone he had seen in life, and better than his copy.

Physical education means more than athletics. It is educating the body with reference to the mind ; assisting it to serve its owner ; liberating the individual from the chains acquired by heritage ; or forged by habit of wrong thinking or living or of manual labor. We admire the large, well-developed muscles of the horse, but in man it is the mind, the moral worth working thru the well-developed physique which wins our admiration.

The object of psysical education is the development of the body toward the ideal, toward perfection, making it an obedient and faithful servant to the highest behests of the soul. One author has said, "The legitimate office of the body is to express the soul, till the tongue be framed to music.

"The hand be armed with skill,
The face, the mold of beauty,

And the heart the throne of will."

The exercises given should cause passive chests, drooping shoulders, heavy, unresponsive bodies to respond to buoyant life ; to develop dignity, strength, moral weight and faith that knows no defeat or failure ; to cause the body to represent that which God intended when He created man in His own image.

This ideal condition can be realized only thru legitimate means, that is, thru obedience to the laws which control the physical organism ; therefore, the aim is the highest conditions of health, strength and beauty thru such exercises as are authorized and required by the laws of human economy. No exercise can be thrust upon the body. Like all the rest of God's creations, the human body is under the dominion of law, and the law requires that the exercise should be of a definite kind ; exercise which promotes the natural activities of the body.

We are beginning more and more to realize that every appearance of ill-health,

bodily weakness and awkwardness are nature's indications that her laws are being violated and that the quickest way to remove the ill is to remove the cause. This, in many cases, means a reform of habit. Sickness is not brought on by accident, but by repeated disobedience of physiological laws. These conditions can be counteracted only in overcoming wrong habits by exercises based directly upon those laws and living in harmony with them. Many seek health thru illegitimate means ; that is, by the use of drugs, patent medicines, etc., which oftentime leave the patient in as bad or a worse condition than they found him. It is surprising to note the hundreds of thousands of dollars spent in this way every year to no avail, when less than half the amount and a little time spent in the



INCORRECT POSITION.

study of physical exercises and care of the body would alleviate years of untold misery and bring about a healthy and happy condition to thousands.

Oftentimes the laws of health are ignorantly disobeyed, and we wonder why we have to suffer so much, as, for example, in the illustration here given:

The individual has brought on the condition represented by ignorant disobedience to law. The first requirement of physical exercise, according to nature, is vital supply for the entire organism. That this supply may be obtained, the exercises should be so arranged as to place the burden of the work upon the vital centers, strengthening those organs which manufacture life and energy, in proportion to the muscles which exhaust the supply of nourishment in the blood. If this law is not obeyed, evil results will follow, as in the case of the great champion of weights, Dr. Winship, who developed enough muscular strength to enable him to lift twenty-seven hundred pounds, and then died from exhaustion. The law of exercise requires a due balance between the energy that supplies and the energy that wastes. That the vital organs may do their work properly, nature requires that they be in a correct position. The first requirement is relating one's self to the law of gravity, as in the figure here represented.

Such exercises must be given that will bring the body into obedience with this law before exercises are given to the vital organs. The next step is gradually working up the greatest amount of energy compatible with the present state of vital and functional activity.

The energy generated by preceding exercises should now be harmonized into nerve force. That the object sought may be obtained, there must be unity between the mind and the body, harmony of action between the psychological and the physiological laws which control the human organism. As there are certain conditions of mind that are conducive of health, these conditions should be encouraged while the exercises are being taken.

Physical education then means the development and refinement of the physical system, cultivating it to express the purposes and emotions of the soul. It has been said that the body was created that it might serve the soul. During our earthly existence, the spirit is imprisoned in the body and has no power to express itself independent of the body. If the mind and heart are educated to the noblest thoughts and feelings, the body should be educated to express them. Each exercise should be given for the purpose of educating from within outward, converting the overcharged sensibility of the nerve centers into vitality and bloodmaking power, thereby strengthening the nerves, giving free circulation to the blood and strength to the muscles; producing a reposeful and dignified bearing,



CORRECT POSITION.

developing ease and grace of movement, and ability to overcome all appearance of self-consciousness. It has been said, "he who degrades his body by making it the slave of false and evil appetites, is a moral criminal." Also, "he who neglects the cultivation of his body lives beneath his privileges, closing many avenues of good and rendering himself less useful to others."

PURIFY THE RURAL SCHOOLS.

"One of the great needs of the day is a cleaning out, cleaning up, clarifying, and purifying generally of some of the rural school houses, outhouses, and grounds. County Superintendent Arthur R. Spaid of Newcastle county, Delaware, is making this an issue in that state and it should become a national reform. Superintendent Spaid states that in visiting the schools under his jurisdiction he has been surprised by the deplorable conditions around some of the schoolhouses, with special reference to the outbuilding, which were filthy and productive of immorality. Moral instruction within the school under the conditions now existing in some of the districts is more than counterbalanced by the evil consequences arising from the foul and mind-polluting surroundings. The filth, in some instances, is appalling. One is strongly reminded of pig-pens, with this exception—for the health of the pigs the pens are occasionally cleaned, which does not appear to be the prevailing custom at the outbuildings in some of the school districts. In some places they appear to receive no attention during the whole year. Some of the outhouses are by the roadside, without ample protection in the way of screens. At some places there is absolutely nothing to prevent people in the road watching children going to and from the buildings. In some places there are buildings by the roadside which are entirely unprotected, the doors even being off. Some of the buildings are inscribed with immoral drawings, words, and sentences. He even found some of these on the school buildings, wainscoting, doors, and desks. In some places

large crevices have been cut in the partitions, and there are many other evidences of immorality which daily confront the children attending the schools, and also people passing by on the roads.

"There is need of new outbuildings, of changing the location of old ones, of putting up blinds for decency's sake, and of ornamenting these unsightly buildings with vines and shrubs. Every offending inscription must be covered with paint, or planed off wherever it may be. The buildings must be kept scrupulously clean within, and must be built according to sanitary ideas. The time has come for this great source of immorality to cease.

"Mr. Spaid has photographs which plainly show that he knows what he is talking about, being snapshots of some of the worst places he has found in his investigation.

"This is not a pleasing topic of discussion, but it must be faced until nothing is left of this great and dangerous nuisance."

The above is taken from the Journal of Education and describes conditions as they prevail in most places today. Three years ago while on a lecture tour thru the Inter-Mountain region I inspected the outbuildings connected with about 150 school houses, and found in most instances the signs of immorality described above. The same condition prevails in many of the outbuildings connected with places devoted to religious worship. How long will this disgraceful condition be permitted to exist?—Editor.

USEFUL MEMORIAL. A memorial to the great geologist and scientist, Joseph Le Conte, has been erected in the Yosemite valley, California. It is a lodge built at the upper end of the valley looking up Toneiya canyon, Le Conte's favorite view. The lodge is furnished with books, maps and guides of the high Sierras and a custodian will be maintained there for the free benefit of all visitors. This is a sensible memorial, for while perpetuating the great geologist's name, it benefits his brother man at the same time.

(The chart of anatomical and physiological measurements used at
the L. D. S. University.)

PHYSICAL EXAMINATION

Of
Address
Date of examination

Given at the
LATTER-DAY SAINTS' UNIVERSITY,
Salt Lake City, Utah.

EXAMINERS:

JOHN T. MILLER, D. Sc., MISS ARDELLA BITNER,
Professor of Physiology. Instructor in Physical Culture for
Women.

Number of Chart
Age years
Occupation
Nationality
Weight Pounds
Height, standing Inches
Height, sitting Inches
Circumference of Head Inches
Occipito-Frontal Circumference Inches
Superior Auricular Circumference Inches
Anterior Auricular Circumference Inches
Posterior Auricular Circumference Inches
Anterior-Posterior Diameter Inches
Bi-Temporal Diameter Inches
Bi-Mastoid Diameter Inches
Circumference of Neck Inches
Breadth of Shoulders Inches
Capacity of Lungs Cu. Inches
Normal Circumference of Chest Inches
Forced Inspiration Inches
Forced Expiration Inches
Anterior-Posterior Diameter of Chest Inches
Heart beat—Rate.....Character
Eye—VisionColor sense
Ear—Distance R.....L.
Health Record:
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.....
.....
Family Record:
 Father
 Mother
 Brothers
 Sisters
Physical Type or Temperament:
 Motor (motive)
 Nutritive (vital)
 Sensory (mental or nervous)
 Balanced or Harmonious
Remarks:
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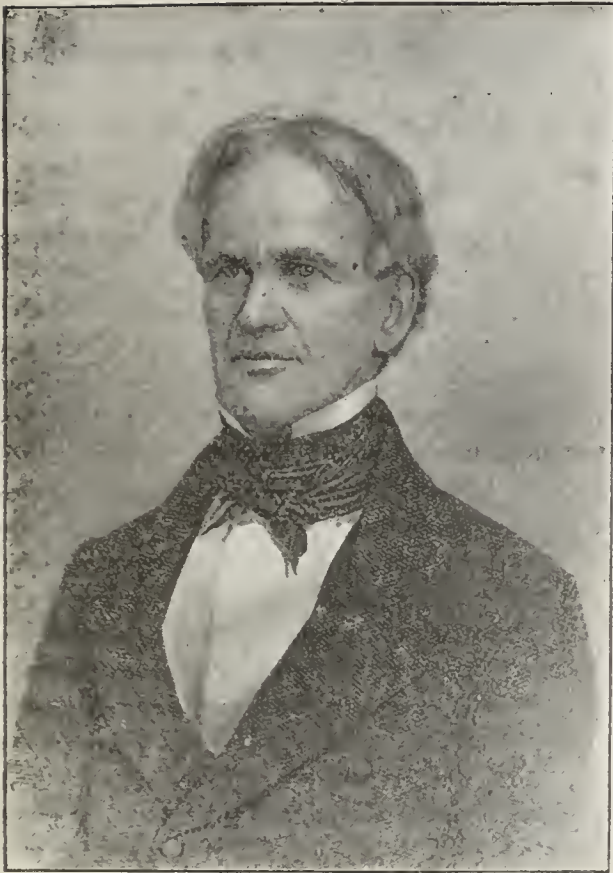
THE VALUE OF A PHYSICAL EXAMINATION.

All persons inherit and acquire characteristics that may be modified by a course of training. The examination reveals defects in the organs of the body, and to aid in remedying these, specific instructions are given in each case.

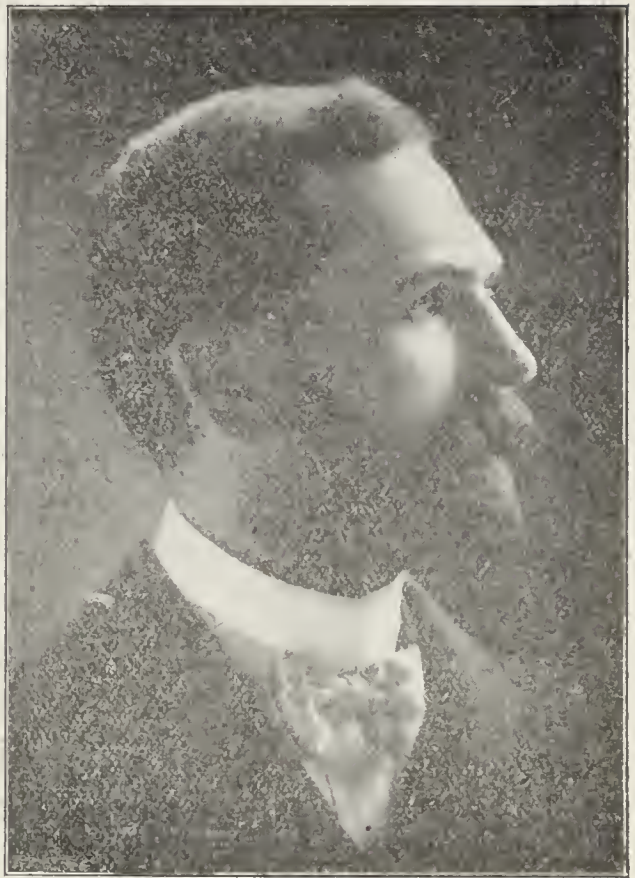
The temperaments are indicated by the relative development of the three grand systems of organs: the motor, the sensory, and the nutritive. These may be modified by exercise, food, and other conditions that are within the power of the individual. The vocation for which one is best adapted is indicated by the temperament. A person in whom the motor organs greatly predominate would not excel in poetry, music, or any other of the fine arts, but might excel as a mechanic, where great physical strength is required. He might also excel in mathematics, science and similar lines of activity. One in whom the sensory organs predominate over the motor organs might excel in the fine arts and in those mechanic arts where speed and fine adjustment are essential. Temperament indicates to a considerable degree the likes and dislikes and the occupation in which the person would have the greatest success. In order to do the most for one's self and others, we should pursue in life work that is useful and pleasurable as well as that which supplies our physical needs.

The measurements indicated in this chart are valuable only if an effort is made to overcome the defects indicated, so as to bring about physical harmony and thus furnish the essential foundation for mental development. The student must become familiar with the principles of physiology and temperament in order to modify physical development through his own efforts.

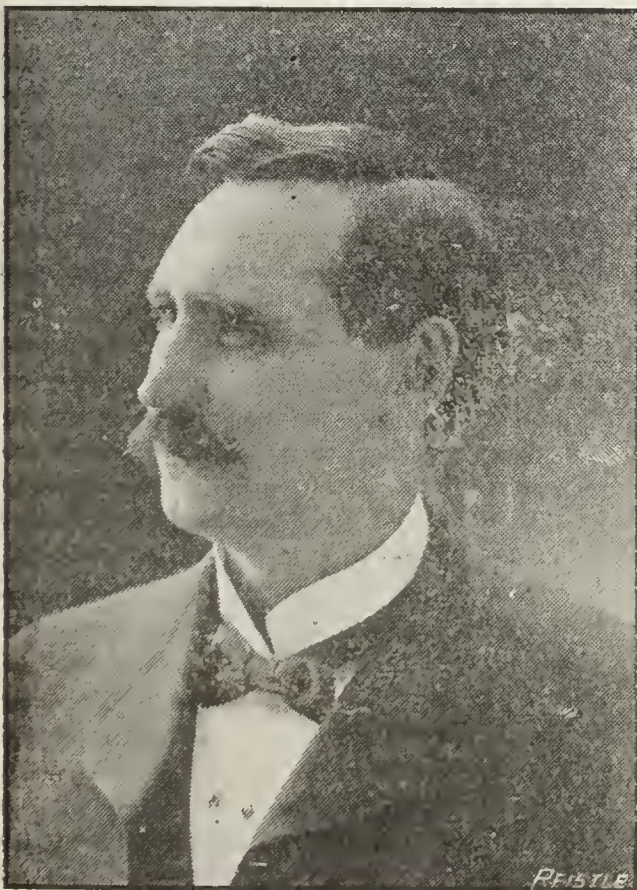
PHYSICAL TYPES OR TEMPERAMENTS.



(The sensory organs predominating.)



(Bones and muscles predominating.)



(All the organs of the body being nearly equally developed.)



(The organs of nutrition, heart, lungs and digestive organs predominating.)

CRIME—CAN IT BE CHECKED.

Efforts are constantly being made by law-makers, clergymen, and various organizations, for the suppression or abolition of crime. These efforts are usually directed to one of two methods, viz., moral suasion or punishment with fines, imprisonment, or death. The latter method, while effective in preventing future crimes by the individual so punished, has little if any appreciable influence upon others. Lynch law, or as some one pleased to call it, "summary justice," also fails to impress any except the victim, and exerts upon others the same influence as moral suasion.

The person possessed of criminal tendencies of whatever nature is abnormal. It may be thru defective development of the so-called higher mental or moral faculties, the over-development of the so-called animal instincts, or thru disease affecting the central nervous system. The latter class are fully recognized as irresponsible in the "eyes of the law," and are sent to asylums for treatment and also for public safety.

While not a believer in natural depravity, I am convinced in the law of heredity, and that both mental and physical characteristics are transmitted from generation to generation.—Editorial in Eclectic Medical Journal.

College football may give young men training in such worldly tactics as cheating and slugging, but they would get more good and less harm from following a plow or engaging in some other such homely but productive enterprise. At Washington, Pa., a football game broke up in a general riot. It was found, according to the news dispatches, that Teas, a very expert player from Pennsylvania university, was playing with the West Virginia university team under the assumed name of Morgan, and this led up to the fight. This use of outside players is an old and common trick, but anyone who will resort to such a dishonorable means to win a friendly game will be very apt to resort to cheating all thru life, whenever it becomes necessary to

make a point. Any boy had a thousand times better be content to be an unlettered coal-heaver or ditch-digger than to gain advancement thru that kind of an "education."—Pathfinder.

UNHEALTHY LITERATURE.

Writing in the Westminster Review, Arnold Smith regards the increasing bulk of sensational literature as a symptom of mental debility. He says it is the result of the nerve-shattering conditions of modern life, and regards the ethics of the modern novel as an index to certain tendencies of the age. Of the modern novelist's palliation of crime he says:

"It is becoming infrequent for the novelist to make the traditional concession to conventional morality of bringing his criminal to justice; when he does so the punishment is miserably out of proportion to the man's crimes. This rubbish which fills our magazines and lies on every railway bookstall is a very morbid indication of the mental health of the public. It is a direct incentive to vice and it panders to the lowest taste."—Pathfinder.

The New York legislature has set a good example for the other states in the Union. It has just passed a bill forbidding trap-shooting of pigeons. Everyone, with the exception of a few sportsmen, is opposed to this peculiarly brutal method of displaying one's skill with a gun. As an editor well puts it, the pleasure found in trap shooting of pigeons is altogether fictitious. It is not sport, but commercialism—the crack-shots are in the play of manufactures of powder, cartridges, of fire-arms, who travel for advertising purposes. It is well to make an end of this slaughter of birds under the pretense of sport. It is a good law and ought to be made universal!

Since the magnificent times of the Roman empire there has never been a period when people have been so overfed, over-amused and overstimulated as in the imperial London of today.—London Lady's Pictorial.

❖❖ Suggestions to Parents and Teachers. ❖❖

AN APPEAL TO PARENTS AND TEACHERS.

After fifty years' experience as an educator, Dr. Karl G. Maeser said in his book, "School and Fireside": There is not an experienced teacher in the land that has not noticed with aching heart the slimy trail of the serpent, the symptoms of secret vices, on the countenances of some of his pupils." As a remedy for this evil, Dr. Maeser suggests: "There should be a matron connected with every school, to instruct the girls in such hygienic and moral questions as pertain particularly to the mission, welfare, and responsibilities of their sex. A male teacher should perform corresponding duties, and similarly instruct the boys and young men."

Do the boys and girls in your charge receive such instructions? Are you aware that this social evil is destroying the vitality and morals of the youth, and will not cease its destructive action until it is banished thru proper education and a purer environment? Are you helping to bring about the desired change? For a number of years it has been my privilege to give courses of lectures on heredity, and hygiene for men in some of the leading educational institutions in the Inter-Mountain region. Three years ago I gave lectures on these subjects in 150 cities, towns and villages. Intelligent people everywhere spoke of the need of such instructions, but they are generally neglected to the everlasting injury of many young men and young women. If a little more effort were made to prevent vice, crime, disease, pauperism and other preventable abnormal conditions there would be less need for reform schools, asylums, hospitals, penitentiaries, sanitariums, doctors, lawyers, and other persons and institutions that are necessary because of abnormal living. Charlatans and quacks who are catching the unfortunate youth

of the land will need to seek some other employment when our youth are trained as they should be.

The Character Builder is arousing such an interest in this vital phase of education that it is receiving the approval of intelligent people at home and abroad. This work is being conducted at a great expenditure of money and time. You may help materially by sending your dollar for a year's subscription. The work must be made more effective. Is the result not worth the effort?

J. T. M.

RESULTS OF A FOOLISH MODESTY.

The ordinary forms of play, aside from the promptings of his own nature, tend to acquaint the boy with himself. Unless he has been previously warned in a decided way of danger from that source, he may easily become addicted to habits from which a little fatherly or even motherly counsel would have shielded him. This counsel is, owing to a modest but imprudent shrinking from a manifest duty, usually given, if given at all, too late. It is the duty of the parent to lead the child to confide in him, to forestall his difficulties, and to make it not only possible, but easy for the child to come to him. It is a standing shame and menace, both to the health and morals of our American youth that the child is left to learn thru debased and bad-minded associates that which should come from a pure and trusted source. In the meantime, thru sheer ignorance, he is exposed to evil habits.

Clark University in the east, and Stanford University in the west have of late entered on a campaign for the study of sex and of sex hygiene. Not only has the general ignorance of boys on such matters, except as gained thru their coarser playmates, been condemned, but

it has also been shown that a wide ignorance of the normal growth and development of sex exists even among adults. It has also become clear that a very large percentage of children have no readiness to confide in their parents on these matters. A large number of women have testified both to their ignorance of the meaning of the changes in their own lives, and even to their attempts to check the menstrual discharge, which they considered an abnormal condition. Similar testimony has come from men, showing that a lack of knowledge of normal sex phenomena and hygiene is very frequent. The common recourse, in lieu of the confidence in the parents, has been to quacks, who have made those who were perfectly normal in all their symptoms pay large sums for the cure of terrible maladies which existed only in the imagination. Mr. Lancaster, in a recent article, makes what is practically an exposure of their methods, and their success. There are eight firms in this country which print advertisements intended to arouse in the uninstructed a morbid fear of sex disease. Symptoms which belong to normal development are cited as indications of disease. The replies are pooled and sold to quacks. One broker told him that he had in stock 705,000 medical letters of this sort. The victims are hurt psychologically more than physically by such impositions. The mental tortures suffered for years by individuals are striking evidence of the permanent warping and stunting of the mind resulting from our neglect to provide instruction in this direction.—Stuart H. Rowe, Ph. D., in "The Physical Nature of the Child and How to Study It."

SEX IN HIGH SCHOOL EDUCATION.

We believe a false modesty is manifested in much of our teaching of physiology and hygiene. We believe we send thousands of boys and girls out from our high schools without a kind of knowledge every one of them will sorely need, a knowledge that should, perhaps, be im-

parted by parents if they were universally competent to do it. We believe that every high school should have a girls' class in Hygiene taught by a lady instructor and a boys' class in the same subject taught by a competent, sensible man. A course of instruction suited to the needs of each class should be provided for the Freshman year, and the plain questions of life should be treated without a sneer. Life, health, and happiness are certainly worth enough to merit serious attention in the schools.—Editorial in the Ohio Teacher.

IGNORANCE IS NOT INNOCENCE.

The time was when a query regarding sexual matters from a child was received with a rebuke. People were positively ashamed to acknowledge that their birth had been due to sexual intercourse. A test of innocence in maidenhood was complete ignorance. Some would have it so today, but the "thinkers" know there is a better way, and the better way comes as every good thing does—thru knowledge.

No good thing ever came thru ignorance. Why instruct a young girl in languages, music, mathematics, history and arts, and yet leave her in entire ignorance of her own wonderful part to play in the future history of humanity?

In the past the vast majority of men and women have been reared in ignorance; and have bred their children like cattle. Is it always so to continue? Do we get weary looking for the millennium? Are we discouraged that the progress of mankind is so slow? Do you want to see the stream of humanity cleared of crime, selfishness cruelty, bigotry, greed and lust?

Seeing the result of generations of sexual ignorance, does it not seem as tho a change might be effected by introducing knowledge of such matters to our young people?—Good Health Clinic.

Trifles make perfection, but perfection itself is no trifle.—Michael Angelo.

DOMESTIC SCIENCE

A PLEA FOR PURE FOOD.

(By Mary Sidney).

Winter is close at hand. Winter with its long nights, and days that have not much in them for the housekeeper but getting meals for the family. What we eat concerns us more than is dreamed of by many people. We like good food, but are not so particular as we might be to find out the component parts of the things we relish. It is an era of deception and adulteration, and we have need to be "wise as serpents," for truly we are like "sheep in the midst of wolves" that would cheerfully devour us for the sake of gain. It is said that ignorance is bliss, but in the matter of food, we can not call it blissful ignorance that disturbs digestion and causes countless ailments that destroy bodily comfort.

The pity of it is, we do not know ourselves what we are buying and using. We have no means at hand of finding out the condition of the things we buy. They might be largely adulterated, and we could not tell by looking, or even by tasting, what was the matter. But the increase of disease in the human family is evidence that something "is rotten in the state of Denmark", and to find out what that something is should be made a deep concern by mothers and housekeepers and everybody who values a healthy body. There is too little interest taken in this subject which is of such vital importance to us all. True, if a farmer puts a quart of water in a thirty-quart can of milk, he will be held up and fined—such adulteration as this can not be tolerated by the powers that be; but the men who embalm the beef that is furnished in healthful condition on the hoof by the farmer, and put preservatives into pure fruits for the purpose of canning and keeping them better, and contaminate our baking soda, and spices and extracts, etc., are allowed to go free. There are pure

food laws and commissioners galore, but one can not see with the naked eye just what they are doing to help things, except it be to enrich themselves with their offices.

The housekeepers themselves must cry out loud against the impositions practiced on them. If there is no other way a chemist might once in awhile be employed to test the compounds the stores supply. The man who ever sold a pound of doctored meat to me, would never get a chance to do it again, if I knew it. Sooner than knowingly place this sort of vile food on my table, I would visit the hen roost occasionally, and the rest of the time do without meat. The people of this country eat too much meat, anyway. In a land overflowing with milk and honey, there is no need to be constantly taking life to prolong our own.

So we can do without the canned goods that are on the market, and of which we know so little. The numerous instances we read of, where serious illness has resulted to whole families from eating these goods, should be a word sufficient for the wise. Our grandmothers could keep house and keep their families in healthful condition, without a tin can of any sort in the house. Their bags of dried fruits and vegetables, and jars of home-made pickles and preserves, represented a great deal of industry and thrift on their parts, and were as keenly relished as any of the cheap tinned products of the present day. There is too little interest taken in the subject of pure foods by housekeepers. It is so easy and comfortable to go to the store and buy things all ready to eat, and let consequences and cancers take care of themselves.

I have just turned thru the pages of a last year's magazine for housekeepers (said to be one of the best of them), and altho I found about every sort of topic discussed,—how to cook meats and serve them, how to set and decorate a

table, how to make desserts of all sorts, how to conduct that nonsensical function, the afternoon tea ; Thanksgiving and Christmas requirements, all about impure air and water, mothers' duties, home doctoring, cost of living, how to save, how to run fires, how to wash dishes, make beds and sweep rooms, how to embroider and do fine knitting and crocheting, what toys are best for children, how to take care of the babies, how to make home attractive, and fashions and fashion plates without stint,—yet I did not find in the entire twelve numbers a line or hint about the adulteration of food and drink, and the housekeeper's duties concerning them.

We seem to have settled down in an apathetic, equiescens spirit, to eat and to drink what is set before us, without a thought that we have a duty in the premises, that we should demand a healthier state of the food market, and that more attention be given to this important subject.

A well-known doctor has said, "that at least half of the things used as food to-day are not fit for food for any man, or beast, either, for that matter". And he also says that, "success and failure in life are far oftener due to good or bad food than appears in our biographies". We need great wisdom, greater, I fear, than most of us possess, in these treacherous days, to know what is best for us to eat. It has been said that cancers, which have almost doubled according to the population in the past forty years, are caused by the large consumption of canned goods.

Here, at least, we can get on the safe side by not buying them, as a small boy once wrote in his composition about pins—"pins have done great good in the world by people not a-swallowing them". We can do our own canning in glass, and leave out all substances that might prove deleterious to health. Yet I have known many women willing to run all risks and use preservatives in canning—it makes them taste just like fresh vegetables, they will tell you—without a thought that it might not keep the consumer in a fresh stae.

Pure food, or none, should be our standard. The farmer raises it in his garden and fields, and if he can not buy unadulterated articles he can do without. It is said that George Washington's great physical endurance and clearness of mind was in consequence of simplicity of diet, often making a meal of a single article of food.

Society nowadays demands a great variety of dishes at a single meal. Dinners that take an hour or two to consume are favored pastimes of the upper crust, but their days are not lengthened by big eating ; they drop by the way as a faulty apple drops from the tree, and are heard of no more. By the moderate consumption of pure food we may live out our allotted years, if our other habits are temperate and pure.—North Dakota Farmer.

—○— GOLDEN RULES FOR THE KITCHEN.

1. A place for everything, and everything in its place.
2. A good cook wastes nothing.
3. A thing that is worth doing is worth doing well.
4. An hour lost in the morning has to be run after all day.
5. Clear up as you work ; it takes but a moment then, and saves time afterwards.
6. A time for everything, and everything on time.
7. Do not make unnecessary work for others.
8. Much depends upon starting right.
9. Without cleanliness and punctuality, good cooking is impossible.
10. Leave nothing dirty ; clean and clear as you go.
11. An attractive table makes even plain food palatable.
12. Far greater skill is shown where, with small material, there are good results.
13. A good cook is a good taster and no waster.
14. Love lightens labor.

15. Anything which has to rise in the oven should be placed on the floor of the oven.

16. Cultivate the habit of opening and shutting the oven door quickly but gently.

17. Look at things as they are baking and turn and watch them until you are sure they can be left alone.

18. Learn the hottest and coolest places in the oven.

19. A hot fire for roasting, and a clear fire for broiling.

20. Good cooks never keep hungry people waiting for their food.

21. Soup boiled is soup spoiled.

22. Variety is the culinary spice.

23. Thorough draining is a secret of nice frying.

24. Attempt nothing in style or expense beyond what you can well afford.

25. Avoid the habit of working with sticky or floury fingers.

26. Poor food makes poor blood.

27. A dish of hot water set in the oven prevents cakes, etc., from scorching.

28. Study to economize strength, time and money.

29. A refrigerator should be examined daily and kept perfectly clean.

30. Cleanliness is next to godliness.

31. Once well done is better than twice done.

32. Do not use your apron for a hand towel or a holder.

33. Haste without hurry save worry, fuss and flurry.

34. Become thoroughly acquainted with whatever stove you have.

35. A teakettle should never be quite full, as the water expands in heating, and, in boiling over, makes needless work and injures the stove.

36. By judicious use of seasoning material, remnants can be made into savory and nourishing dishes.

37. All articles to be fried should be thoroughly dried and slightly warmed.

38. While frying, be careful not to spill any fat on the stove.

39. Never pile fried articles one on another.

40. The secret of nice broiling is frequent turning.

41. Keep a panful of flour, freshly sifted each day, ready for use.

42. Better simple food with pleasure than luxuries with annoyance and worry.

43. All work well done is honorable.

44. Neatness and order in your pantry will depend largely upon the way you clean your table.

45. Order is Heaven's first law.

46. Do not use newspapers to wrap about anything eatable.

47. The oven can afford to wait for the cake, but not the cake for the oven.

48. Half-heartedness will not accomplish half as much as whole-heartedness rightly handled.

49. Housework affords physical culture quite as beneficial as that which costs more.

50. Remember that actual pleasure and culture may be found in the humdrum duties of every day life if they are done in the right spirit and with the determination to do everything in the best possible time and way.

51. Never leave soap lying in the water.

52. In case of accident, keep cool.

53. Economy does not mean stinginess but the art of making the most and best of the means and materials at hand.

54. Do not use a ragged or linty dishcloth.

56. We first make our habits, then our habits make us.

Some very sensible observations in spelling were recently made by Arnold Tompkins, principal of the normal school at Chicago. He does not believe in teaching children to be accurate spellers of obscure words. They can spend their hours of study, he thinks, to far better advantage than in learning how to spell off-hand words like "parachronism," "caoutchouc" and "anterrhinum." He might have added that their memories would be all the better for having other goods in stock. To this absurd memorizing of words frequently used Mr. Tompkins wisely prefers "a spelling conscience and a pocket dictionary."—The Public.

YOUTH'S DEPARTMENT.

HORACE MAN TO A YOUNG LAWYER.

The wise advice and the noble sentiments contained in the following letter commend it to every young person, to whatever profession or trade he or she may be destined:

Washington, July 23d, 1852.

My Dear Sir—Your kindly expressed note of the 17th inst. finds me with head and hands full of occupation. But I can never turn away from a young man asking from me a word of counsel, any more than I could from a drowning man. To save a fellow-being from death is a small thing. To save him from error a great one.

As you are an entire stranger to me, and have given me no information in regard to your age, or the circumstances of your early life, and only mention that you propose to be a lawyer, I can not give my remarks so pointed an application as I otherwise might. I must therefore speak more generally, and point out, in their order, some of a young man's necessities. I hope you will find in yourself but little to be supplied.

First, you need health. An earnest student is prone to ruin his health. Hope cheats him with the belief that if he can study now without cessation, he can do so always. Because he does not see the end of his strength, he foolishly concludes there is no end. A spendthrift of health is one of the most reprehensible of spendthrifts. I am certain I could have performed twice the labor, both better and with greater ease to myself, had I known as much of the laws of health and life at twenty-one as I do now. In college I was taught all about the motions of the planets as carefully as tho they would have been in danger of getting off the track if I had not known how to trace their orbits; but about my own organization, and the conditions indispensable to

the healthful functions of my own body, I was left in profound ignorance. Nothing could be more preposterous. I ought to have begun at home and taken the stars when it should come their turn. The consequence was, I broke down at the beginning of my second college year, and have never had a well day since. Whatever labor I have been since able to do, I have done it all on credit, instead of capital—a most ruinous way, either in regard to health or money. For the last twenty-five years, so far as it regards health, I have been put, from day to day, on my good behavior; and during the whole of this period, as a Hibernian would say, if I had lived as other folks do for a month, I should have died in a fortnight.

Health has a great deal to do with what the world calls talent. Take a lawyer's life thru, and high health is at least equal to fifty per cent more brain, endurance, cheerfulness, wit, eloquence, attain a force and splendor with health which they can never approach without it. It often happens that the credit awarded to the intellect belongs to the digestion. Tho I do not believe that genius and eupepsy are convertible terms, yet the former can never rise to its loftiest heights unaided by the latter.

Again, a wise man with a great enterprise before him, first looks round for suitable instruments wherewith to execute it; and he thinks it all important to command these instruments before he begins his labor. Health is an indispensable instrument for the best qualities and the highest finish of all work. Think of the immense advantage you would have in a suit in court, if, after a week's or a fortnight's laborious investigation of facts, you could come in for the closing argument on the last day, fresh and elastic, with only so much more of momentum and fervor for the velocity and the glow you had acquired, while your wilted opponent had little more vitality than a

and trainers of youth suffer boxers and racers to be wiser in their generation than themselves?

Have you ever studied Human Physiology? If not, get such a work as Jarvis', or Cutter's, or Cole's, or Carpenter's, and "read, learn, and inwardly digest" it, and then obey it religiously. I say religiously, for health comes within the domain of conscience and religion. The materials being given, a man is as responsible for his health as for his character. He determines that the former shall be not less than the latter. Extraordinaries excepted, a man should be ashamed of being in ill health as he should be of getting drunk.

But I can not dwell longer on this topic. Get health, if you have it not; keep it, if you have it.

Do you understand Phrenology? The principles of Phrenology lie at the bottom of all sound mental philosophy, and all the sciences depending upon the science of Mind; and all of sound theology, too. Combe's "Constitution of Man" is the greatest book that has been written for centuries. It shows us those conditions of our being without whose observance we can not be wise, useful, or happy. It demonstrates from our very organization, and from our relation to the universe in which we are placed, that we can not be prosperous (in any true sense of the word) unless we are intelligent, and can not be happy unless we are good. It "vindicates the ways of God to man" better than any polemical treatise I have ever read. If unacquainted with this work, you should read some elementary books on the science first, and then master the "Constitution of Man."

It has been objected to this work that it tends to infidelity and materialism. I could never discover the slightest ground for this objection. Instead of tending to infidelity, I think it tends to fidelity, both to God and to man; and its only semblance to materialism consists in the solid basis which it supplies for natural religion. I think it impossible to get the full force of Bishop Butler's "Analogy," or

of Bishop Watson's "Apology," without first comprehending the "Constitution of Man."

You say you have devoted yourself to the profession of law. It is a noble profession. The common law, as contra-distinguished from statute law, has its deep foundations in morals. Some base materials have been wrought into it by rude hands during a long period of darkness and semi-barbarism; but it is still a noble structure. The questions which its true high priests perpetually ask, are What is equitable? What is just? What is right? This profession, in all ages has turned out the ablest and truest men—not because the ablest and truest men go into it, but because its discipline, its incitements, and its training create them.

In practicing your profession, always seek for principles, and make precedents bend to them; never the reverse. Never espouse the wrong side of a cause knowingly, and if, unwittingly, you find yourself on the wrong side, leap out of it as quick as you would jump out of a vat of boiling brimstone, should you accidentally fall into one. It is utterly amazing to me how a man can trifle with his own mind; I do not mean, now, his mind considered as a part of his immortal self, but his mind considered as the mere instrument with which he works. If you destroy the celestial temper of that instrument, can you expect ever to restore its keenness again? It is impossible. What would you think of a poor barber who should batter the edge of his razors against flint, as preparatory to shaving? Well, that would be wisdom—wisdom ten times distilled—compared with the man who would wear off the edge of his conscience against known error. When we think it so grievous a misfortune to lose the natural eye, how can we be indifferent to blinding the moral eye, without whose light the whole body is full of darkness? To tell a single lie is held dishonorable. What is known sophistry but a series of lies—a procession of them—which the false reasoner marshals and marches to their vile work? I would rather be at the head of Falstaff's

soldiers, than to have my name go down in the law-books attached to any argument which any fair-minded man could believe to have been insincere.

I well know—for I have often heard—what the old lawyers say about its being right to defend a known wrong side. I deny it all, and abhor it. If a bad man wants such work done, he shall not have my soul to do it with. I should not like to catch the smallpox, but that would be a tolerable disease, rather than let a scoundrel inoculate me with his villainy. Because he has committed violation No. 1, shall I commit violation No. 2, to secure him impunity by means of what is called a court of justice, which impunity, of course, is violation No. 3, brought about by the wrongful use of his money and the prostitution of my faculties:

“This above all—to thine own self be true,
And it must follow, as the day the night,
Thou canst not then be false to any
man.”

I can never read, nor even think of Lord Brougham's opinion about the duty of an advocate to his client, without recoil and shuddering. It is not merely unworthy of Christianity and civilization; it is unworthy of heathenism.

“An advocate,” says he, “by the sacred duty which he owes his client, knows, in the discharge of that office, but one person in the world, that client and none other. To save that client by all expedient means—to protect that client at all hazards and costs to all others, and, among others, to himself—is the highest and most unquestioned of his duties; and he must not regard the alarm, the suffering, the torment, the destruction which he may bring upon any other. Nay, separating even the duties of a patriot from those of an advocate, and casting them, if need be, to the wind, he must go on, reckless of the consequences, if his fate it should unhappily be, to involve his country in confusion for his client's protection.”

Now, in the first place, it is so plain that a burrowing, blind mole must perceive it, that when an advocate avows such doctrines, to begin with, no man

will be simpleton enough to heed a word that he says. Every man knows that there is no more truth in him than there is piety in the machine of an East Indian priest which grinds out prayers by the turning of a crank. Then, again, what greater check to wrong-doing could there be than that every wrong-doer should know that he could find no brother wrong-doer to defend him? Suppose a rogue, or cheat, or villain of any dye should go the rounds of all the Inns of Court, or to every lawyer's office in Boston or New York, and, on exposing the demerits of his case, should see every advocate turn away from him in indignation and disgust, would it not be a ten-fold heavier sentence than any fine or imprisonment a court could inflict upon him? Does not the hope of being successfully defended encourage multitudes to offend? If so, then, to borrow the language of the profession itself, is not the profession an accessory before the fact—a *particeps criminis* in the commission of all such crimes? The successful defense of criminals, whom the defenders have known to be such, and who have afterwards been proved to be such before the whole world, has done much to bring the administration of justice into disrepute. All chicanery not only injures the reputation of the chicaner, but what is a thousand times worse, it injures his own faculties, so that he can no longer defend innocence or denounce guilt as he otherwise could have done.

Perhaps I ought to make a qualifying remark: Every intelligent man, in nine hundred and ninety-nine cases in every thousand, is his own lawyer, and needs no adviser. In ninety-nine of the next hundred cases an intelligent counselor knows what the law is, and, so far as his client is concerned, can stop litigation. In forty-nine of the next fifty cases the highest court has no doubt about the law, and its decisions are unanimous. A small residuum remains, about which the courts disagree. In many civil suits, also, it is of great importance to have an established and uniform rule, but of no apparent consequence which way it is estab-

lished. So in multitudes of cases, from the different representations which hostile clients make to their respective counsel, each one may undertake the case, believing himself to be on the right side; and, when not convinced in the course of the trial that he is on the wrong side, he may conscientiously leave the decision to the court and jury. And so in criminal cases, if an advocate has reason to suppose that his client has committed an offense, but a different one from that of which he is accused, he may perhaps show the fact to be so; this being, however, the extremest verge to which he can go. There is no civil justification for convicting a man of one offense because he has committed another; as a Connecticut jury, when horse-stealing was a capital offense, and manslaughter punished by imprisonment for life, in order to avoid the greater penalty, in the case of a culprit who was indicted for stealing a horse, is said to have brought him in guilty of manslaughter!

I recollect having once drawn a writ, and after it was entered in court, and became so far matter of record, I had a doubt about the sufficiency of a statement in a single point. I asked a brother lawyer, in confidence, whether he thought the writ to be abateable, or demurrable, on that account. "Why don't you alter it?" he whispered to me, "nobody will ever know it." "But I shall know it myself," was my spontaneous reply. This anecdote, whose egotism, if it has any you will pardon, will explain what I mean.

But it is getting very late, and I really am not well enough to sit up longer; so, with good wishes for you as for a brother—for tho I never saw you, nor heard of you before, you are one—I bid you farewell.

HORACE MANN.

LOOKING BACKWARD.

HE.

I loved her once, I wonder why?
I grieved because she answered no;
Without her love I longed to die,
She laughed because I told her so.

I foolishly supposed that she
Was worthy of my love and care,
But heartlessly she laughed at me
And turned and left me greiving there.

SHE.

He loved me once. I wonder why
I had the heart to answer no?
He craved my love; ah, well do I
Recall the day he told me so!
Why was he not content to wait,
Why did he come so soon to woo?
Why don't men start by being great
And then come seeking love—boo-hoo!
—S. E. Kiser, in Chicago Record-Herald.

Why is it that so many of our young collegians insist on wearing billowy trousers 14 sizes too big for them, coats that are padded to make their shoulders look 4 inches higher and wider than they really are, and headgear that would turn a crocodile's tears to genuine laughter? Is there any necessary connection between weird "togs" and education? We trust not; but college life in our day is running too much to clothes.

KIND WORDS.

"Have you had a kindness shown?
Pass it on.
'Twas not given for you alone,—
Pass it on.
Let it travel down the years,
Let it wipe another's tears,
Till in heaven the deed appears,—
Pass it on."

There's many a trouble
Would break like a bubble
And into the waters of Lethe depart,
Did we not rehearse it,
And tenderly nurse it,
And give it permanent place in the heart.

No one can have a true idea of right until he does it; any genuine reverence for it until he has done it often and with cost; any peace ineffable in it, till he does it always and with alacrity.—J. Martineu.

OUR BOYS AND GIRLS.

HIS TENTH BIRTHDAY.

He has said good-bye to his rocking horse,
And the games he used to play;
While the house of blocks lies a tumbled
heap,
He is ten years old to-day!

The soldier of tin, in its suit of blue
With trimmings of finest gold,
Is behind the door, unnoticed now,—
Its owner is ten years old—

The top and drum have lost the charm
Which was theirs for many a day,
And the woolly sheep give a lonely "Baa"
For the boy who has gone away.

His mother sighs as she looks at him,
And knows that all earths' gold
Can not restore the curls and kilt
Of her boy who is ten years old.

The little lad, who sat on her lap
And rocked, but yesterday;
His feet now touch the floor, of course,
For he's ten years old to-day.

—B. A. Pitman.

MOTHER'S APRON STRINGS.

When I was a verdant youth,
I thought the truly great
Were those who had attained, in truth,
To man's mature estate.
And none my soul so sadly tried,
Or spoke such bitter things,
As he who said that I was tied
To mother's apron-strings.

I loved my mother, yet it seemed
That I must break away
And find the broader world I dreamed
Beyond her presence lay.
But I have sighed, and I have cried,
O'er all the cruel stings
I would have missed had I been tied
To mother's apron-strings.

O, happy, trustful girls and boys!
The mother's way is best.
She leads you mid the fairer joys,
Thru paths of peace and rest.

If you would have the safest guide,
And drink from sweetest springs,
O keep your hearts forever tied
To mother's apron-strings.
—Youth's Friend.

FRETTING AND GRUMBLING.

"Now, then, children," said a gentleman one day to a company of boys and girls, "I have a rule to give you about fretting and grumbling.

"It is a very short rule, but it is worth your while to remember it. Listen while I tell you what it is, and then try to put it in use:

"Never fret about what you cannot help, because it will do no good; and never fret about a thing you can help, because if you can help it, then do so.

"When you are tempted to grumble about anything, ask yourself, 'Can I help this?' If you can not, then do not fret about it. All children should remember that rule, and begin to use it while they are young.

"Everybody in the world has trials; and the only way to be happy is, not to be wishing for what we can not get, but to be content with what we have (or what we may be able to get.)"—Home and school Visitor.

A TEMPERANCE LESSON.

John Barleycorn, John Barleycorn,
The day that first we met
I had a bank account, John,
I would I had it yet.
Your warmth was so engaging,
Your spirit thrilled me thru,
I drew out my account, John,
And gave it all to you.

John Barleycorn, John Barleycorn,
The day when first we met
I had a good, clear eye, John,
I would I had it yet.

You've rimmed it round with red, John,
Your handiwork it shows,
And liberties fantastic
You've taken with my nose.

A HAPPY THANKSGIVING.

Emma Taylor.

Pupil in the Fifth Grade at Rigby, Idaho.

John Barleycorn, John Barleycorn,
The day when first we met
I had a steady hand, John,
I would I had it yet.
I was the master then, John,
But in the years, somehow,
You've put me on my back, John,
You are the master now.

—John W. Foley, in Catholic Standard
and Times.

MOTHER.

How many buttons are missing today?
Nobody knows but mother.
How many playthings are strewn in
her way?
Nobody knows but mother.
How many spools and thimbles has she
missed?
How many burns on each fat little fist?
How many bumps to be cuddled and
kissed?
Nobody knows but mother.

How many hats has she hunted today?
Nobody knows but mother.
Carelessly hiding themselves in the hay,
Nobody knows but mother.
How many handkerchiefs wilfully
strayed?
How many ribbons for each little maid?
How, for her care, can a mother be
paid?
Nobody knows but mother.

How many muddy shoes all in a row?
Nobody knows but mother.
How many stockings to darn, do you
know?
Nobody knows but mother.
How many little torn aprons to mend?
How many hours of toil must she
spend?
What is the time when her day's work
will end?
Nobody knows but mother.

F. H. Sweet.

A little girl, named Nell Baker, worked
in a printing office in a large city. All
day long she folded papers. She walked
up town every day at the noon hour. She
liked to look at the queer things the mer-
chants and butchers had placed in their
windows to get the people to trade with
them.

In one window was an odd shaped bot-
tle filled with beans, and the person who
guessed the nearest the number of beans
found in the bottle got a prize. Mr. Bates
was the proprietor of the store, and he
was going to give away ten turkeys to the
people as prizes.

It was a week before Thanksgiving
day, and Nell did not eat dinner but wrote
a note to Mr. Bates. When she took it up
and gave it to him, he said: "What is
this?"

"It is a letter for you," said Nell, as
she walked out.

Mr. Bates laughed, and said: "I won-
der what she wants of me, now."

"Open it and see," said one of the
clerks.

Mr. Bates opened it and read as fol-
lows:

"Dear Sir:—Please let the happy tur-
keys live, and use your money to buy
shoes and stockings for the poor children
in Grant Alley."

Mr. Bates did not think much about it
that day, but he kept thinking more and
more about it every day, until finally he
made up his mind to visit the poor chil-
dren in Grant Alley. So he went down
one night.

He found that they were in great need,
some of them not having shoes or stock-
ings.

He came back home, and his own happy
children ran out to meet him. He felt
badly. Tears came in his eyes, and when
he went in and told his wife about it,
she cried and asked him what could be
done.

The next day he went to see the pro-
prietors of all the butchershops in the

city. He told them of the poor children in Grant Alley, and they all thought it would be well to help the poor children.

The night before the prizes were to be given away, a meeting was held in the town hall. The house was crowded. Mr. Bates was the first one to speak. He spoke of the poor children in Grant Alley and told of how much money would be used to buy turkey for Thanksgiving dinners. "Why can we not go without turkeys one Thanksgiving day," he said, "and spend our money on these poor children?"

Then he read Nell's letter. When he read the letter they were very still for a minute; then they became excited.

At last they all said they would let the turkeys live and use their money to buy clothes for the children in Grant Alley. They all felt glad and willing.

"Where's the little girl that started all this?" asked some one in the crowd.

They asked little Nell to come up and speak.

She only said: "I am very glad that you all are willing to give your money for the poor children in Grant Alley."

A great deal of money was raised for them, and the children were very happy and thankful.

And that Thanksgiving day, after the people had eaten their dinners and gathered around their fire places, many of them said: "This seems like a real Thanksgiving day. I feel better than if I had eaten turkey."

KEEP A CLEAN MOUTH.

A distinguished author says: "I resolved, when a child, never to use a word which I could not pronounce before my mother." He kept his resolution, and became a pure-minded, noble, honored gentleman. His rule and example are worthy of imitation for every boy.

Boys readily learn a class of low, vulgar words and expressions which are never heard in respectable circles. Of course, we can not imagine a decent girl using words she would not utter before her father or teacher or most esteemed friend.

Such vulgarity is thought by some boys to be "smart," the next thing to "swearing," and yet "not so wicked;" but it is a habit which leads to profanity, and fills the mind with evil thoughts. It vulgarizes and degrades the soul, and prepares the way for many of the gross and fearful sins which now corrupt society.—Youth's Instructor.

Suppose the world doesn't please you,
Nor the way some people do;
Do you think the whole creation
Will be altered just for you?
And isn't it, my boy or girl,
The wisest, bravest plan,
Whatsoever comes or doesn't come,
To do the best you can?
—Phoebe Cary.

Work a little, sing a little,
Whistle and be gay;
Read a little, play a little,
Busy every day;
Talk a little, laugh a little,
Don't forget to pray;
Be a bit of merry sunshine,
All the blessed way.

BIRDIE'S FAREWELL.

Fly away, little birds,
It is time that you go,
Cold winter is coming,
With wind and with snow.

Fly, fly, pretty birds,
To the south fly away,
Where the sun and the flowers
Are bright every day.

WISDOM IN WIT.

The Wife—Heavens, George! The baby has swallowed a horseshoe nail!

The Husband—Oh, well; don't worry. The doctor said she was all run down, and would have to take iron.—Washington Life.

The teacher had put the question to her geography class, "Who can name a medicine we get from some tree? Now think, children. The trees grow in Brazil and Peru."

Instantly a half dozen hands went up and one little fellow, who could not wait to be called on, cried:

"Peruna."—Thrasher World.

The Venus of Milo explained what became of her arms.

"I used to hang on the car straps," she said, simply, "and they just wore out."

Corporate greed, fearing an exposure, has long hushed up this mystery of art.—Exchange.

"What is a counter irritant?" asked Mrs. Smithers.

"A counter-irritant," replied Smithers, "is a woman who makes the clerk pull down everything from the shelves for two hours, and then only buys a paper of pins."—Pathfinder.

First Student—Who is your favorite writer?

Second Student—My guardian. He signs all my checks, you know.

ALL IN HIS HANDS.

Eminent Surgeon—I operated on Mr. Bullian for appendicitis today.

His Wife—Dear me! I wonder who will have it next!

Eminent Surgeon (absent-mindedly)—I don't know. I haven't decided yet.—Life.

A PREMIUM CHANTY.

We save pink stamps for a sealskin coat,
Buy cakes of soap for a home,
A breakfast food to class as "good"
Must offer us trips to Rome.

We quaff soft drinks, for each gives one chance

To win a diamond ring;
Bands round cigars draw touring cars,
Providing enough we bring.

Blue tickets found in our sacks of flour
Count toward a Sheraton chair;
A phonograph (how Dana would laugh)
With our News is free as air.

Oh, seven whites are good for a red,
And fifty reds for a green;
And greens fifteen, with one-forty-nine,
Redeem for a flying machine!
—Charles Earl Walters, in Profitable Advertising.

LITTLE BOY BLUE.

Little Boy Blue, come toot on your horn,
The trusts have now gobbled up all of your corn.

They've gobbled your wheat, and they've gobbled your sheep,
When will you awake? In the sweet by and by?

Then, Little Boy Blue, you'll be hung high and dry.

—The Commoner.

THE CROOKED MAN.

There was a crooked man who worked a crooked scheme,

He sprung a crooked trust while his crooked eyes did gleam.

He bought some crooked laws from a lot of crooked men,

And made a crooked fortune, but he escaped the pen.

Patient—I can't afford to be sick.

Specialist—Is your business so profitable?

Patient—No; yours is.—Judge.

THE CHURCH SOCIABLE.

They carried pie to the parson's house,
And scattered the floor with crumbs;
And marked the leaves of his choicest books
With the prints of their greasy thumbs.

They piled his dishes high and thick
With a lot of unhealthy cake,
While they gobbled the buttered toast and rolls
Which the parson's wife did make.

Next day the parson went down on his knees,
With his wife, but not to pray;
Oh, no; 'twas to scrape the grease and dirt
From the carpet and stairs away.

—Boston Traveller.

PREVENTIVE AND DRUGLESS MEDICINE

HEALTH AND DISEASE.

By Eva M. Gardner, M. D.

It is the general belief that health is natural, and disease unnatural, but nature is just as much concerned in one as in the other. Health and disease are the same thing as far as the vital processes are concerned. The difference between health and disease is simply that in the one the body is working under good conditions, while in the other it is working under bad conditions. It is the working of the same body all the time. The same organs performing or trying to perform the same functions under different conditions.

Health has been defined as the "natural and easy exercise of all the functions of the body." It is the condition of structure and function which most completely fills the purpose for which it exists. In other words, health is the perfection of life. It is an inestimable blessing not quoted in any of the markets, because it is without price; and yet it is not far from every one of us. In fact, it is all about us; the sunlight and air are full of it; and good wholesome food is full of life, and health, and energy. All we have to do is to take it. Some might say, "If health were as contagious as disease, I would take it." Health is far more contagious than disease. It is far more difficult to catch disease than it is health; for instance, if you desire to contract smallpox you must hunt up another man suffering with that particular malady, and be exposed to the disease in order to get the contagion. And this is true with all diseases. You say, "I caught cold," and that is true, because you did actually catch cold; the cold did not catch you.

Health is all about us and all we have to do is to take it and if we do not know how to take it then that is one thing which we need to learn. God has endowed man with a free will and with a measure of

power, and if he uses that free will and that power in harmony with God's will he has health and happiness; (one way to get health, then, is to place our wills in harmony with God's will;) but if he uses them against the divine order and his own well-being, he brings upon himself unhappiness, distress and misery. It is not an arbitrary punishment; it is simply the necessary result of wrong-doing. When a man goes too near the edge of a precipice and falls over it and is destroyed, he suffers the result of his own act. No one pushed him off; he went over the precipice himself and suffered the consequences. So if a man violates the laws of health, and suffers, nobody punishes him, he suffers the necessary consequences of his own sins.

Disease is a condition of the body brought about by the transgression of the laws of health. It is not, in itself, an evil, but the legitimate result of a certain course of action and in its corrective tendencies a blessing. The Bible says the transgression of the law of health is physical sin. But is that disease? No, disease is not the transgression, but the effect produced by the transgression. The law of cause and effect holds good here. The cause was wrong, the effect, the disease, is right. Then we need not feel sorry that we are sick, for that is only the effect, but what we need to be sorry for is that we are violating some of the laws of our being which results in sickness.

If we are sick, it is because God is trying to do something for us that we can not do for ourselves, and that is to make "all things work together for our good." If we are suffering pain it is because we are doing something that will destroy us if we persist in our course. Pain is something that tells us not to go any farther on the wrong road, but to turn back into the way of health and happiness. Pain and disease, therefore, are not unfriendly visitants; they are the means which God

has instituted to lead us back into the right road. To illustrate: A man is sick at the stomach. What does the nausea indicate? That there is something wrong in the man's stomach. By and by he vomits. Why does he vomit? To get something off his stomach that does not belong there. He has eaten something that is unfit for use in the system, and must be gotten rid of. Again: When the stomach fails to digest indigestible things and the owner suffers pain in consequence he says, "Oh, this terrible stomach! How it hurts me." This is a mistake; he is laying a crime against the wrong individual. His stomach does not hurt him; he hurts his stomach by putting wrong things into it. The stomach was trying to make things right and because some nervous irritability was manifested, he complains of it.

Prof. Liebig well says, "Drugs do but cure one disease by producing another." So we must not look to medicine for health; we must not look to mineral springs for health; we must not look to doctors for health; but we must look for health to the same power that causes the trees to bring out bud and leaf and blossom in the spring. And that power works thru natural agencies. The same power that makes the flowers bloom in the garden is capable of making the roses bloom in our cheeks. I believe there is not one who might not have at least a fair share of health by proper attention to the laws of health and the use of nature's simple remedies. If we would have health, we must co-operate with health-giving power; we must comply with the laws of life; we must breathe pure air; we must eat pure food; we must drink pure water; we must do those things which make for life and health.

REACTION AGAINST SERUM THERAPY.

From time to time we read flaring announcements in the newspapers of the discovery of some new serum to cure consumption, smallpox or cancer. Glowing accounts are given of the revolution these

serums are to work in the treatment of such diseases. This is the last we ever hear of them. Injections practiced for the cure of hydrophobia, according to the method of Pasteur, have not given satisfaction. His theory is being disproved all the time.

In fact, a strong reaction has set in against the serum treatment of disease, not only here in America, but in Germany, the birthplace of this fad. A revival of interest in drug action is manifest everywhere. A glance thru our exchanges shows that close attention is being paid to therapeutics. Many admirable articles on materia medica have been published during the past year which must prove of inestimable value to the profession, as they are based upon careful observation and actual experience rather than researches among authorities.

Doctors are learning to accomplish more by means of hygiene, diet, exercise and similar agencies, so that along with a more precise knowledge of the use of medicines, they are able to get along with less drugging. We are gradually coming to know more about the uses of electricity, baths, etc., all of which are healthy symptoms of the existing status of medicine, and a promise of better things for the future.

It is a source of congratulation that the profession is turning away from the degenerative tendencies involved in serum therapy, which at one time threatened the integrity of medical science, and is aiming at progress in more normal directions. In other words, the profession is doing more thinking, and, as a consequence, is not so easily carried away by fads. A continuance along these lines will enable medicine to make progress as fast as surgery.—Editorial in Medical Brief.

SERUMS.

By W. N. Mundy, M. D., Forest, O.

Our attention has been directed toward the serums most forcibly by the reason of a rather unpleasant experience with the anti-diphtheria serum. Two thousand units of a standard preparation were injected in a bad case of diphtheria. Re-

sult, a pulse of 130 dropped to 60 in less than six hours, notwithstanding the energetic use of alcoholic stimulants. Result, death from cardiac paralysis in forty-eight hours.

It is hard to convince one that a remedy capable of producing such an effect is not a dangerous one. When we think of the methods of its productions and the processes of reasoning which lead to its production, we can perceive but little advancement between these products and some of the mysterious mixtures or mysticisms of the ancients. * * * Verily, modern medicine is becoming a grave mystery. It smatters largely of the mysterious and of the black art.—Eclectic Medical Journal.

ERRONEOUS NOTIONS ABOUT FRUITS.—There are many popular but unfounded prejudices against the dietetic use of fruits. It is generally supposed, for example, that fruits are conducive to bowel disorders, and that they are especially prone to indigestion if taken at the last meal. The truth is the very opposite of these notions. An exclusive diet of fruit is one of the best known remedies for chronic bowel disorders.—Eclectic Medical Journal.

KING OR A SLAVE. I pity the man who hasn't resources within himself—so that nothing external can seriously disturb him and render him unhappy and discontented. A man should so live that were the inmost thoughts of his soul revealed to the world he would have no reason to blush—for there would be disclosed no insincerity, hatred, envy, suspicion, ill-nature or injustice. Such a nature would be above the reach of injury and above the reach of gossip and malice of ordinary mortals. With a philosophic mind he would accept and welcome success and adversity with equal equanimity. He would be undisturbed by the comments, actions or opinions of others, for after all every one's good opinion is not worth having. Many people who criticize us are not able even to

please themselves, so how can we hope to please them! Keep your dignity pure and be true to the best of yourself. Fear nothing and desire nothing to such an extent that you would be unhappy if you were denied your wishes, but live up to the best in your nature, and be satisfied with your lot. Be honest and just, and then if the whole world doubt your integrity or question your character, you need not be disturbed.

Such a man is a king and not a slave to public opinion. But you question if it is possible for any of us weak mortals to rise to such Kingship. Most assuredly it is. We are all of us possessed of great souls with marvelous possibilities, and by constant effort we can one by one throw off the fetters of the slave. We can stifle our passions, overcome our weaknesses, and master opposing elements within us. Every time we surrender to a wrong appetite, flee at opposition, or fall prostrate before any condition, environment or failure we are slaves. We owe a debt to ourselves and if we cannot pay it all at once we can pay it on the installment plan. No man is so poor in his nature that he cannot begin to pay for what he wants, and begin now. No man can make a great character of himself at once, but you can begin to build this moment, and persist with patience and determination until you stand a King among men. Live today according to your highest conception of life. Do not regret the failures of yesterday or worry about tomorrow, but live today as if it were your last day on earth. Strengthen the weak points of your nature from moment to moment as you discover them, and then each moment will be a victory and, ultimately you will be recognized as a King—and, what is of more importance to you, you will be a King, and not a Slave.—How to Live.

A drunken congressman once said to Abraham Lincoln: "I am a self-made man." "Then, sir," responded Honest Abe, "that relieves the Almighty of an awful responsibility."—Travel.

The Human Culture College

An institution offering carefully graded courses in the branches of education most intimately related to life, and indispensable to the highest physical, moral and social development. Courses especially adapted to the needs of teachers, will be given during the summer months. The first course will begin June 5, 1905, and will continue for twelve weeks. Personal or class instruction in Oratory and Physical Education can be obtained at any time.

Course in professional nursing will be conducted as soon as a sufficient number of applications are received. No other resident courses will be offered before June, 1905.

The college will specialize in the courses offered below. An earnest effort will be made to create the reading habit among young people who do not have an opportunity of pursuing resident courses in higher education. The work provided is so closely connected with self-improvement and social betterment that it should form a part of every person's education, regardless of his vocation in life.

The work is conducted by specialists, and will be of a high order. Some members of the faculty are here listed in connection with the courses offered.

HUMAN CULTURE FOR MEN.

Hygiene for Men.
Heredity.
Human Nature Explained.
Choice of Pursuits.

HUMAN CULTURE FOR WOMEN.

Hygiene for Women.
Heredity and Pre-natal Culture.
Child Culture.
Educational Problems.

These courses are prepared in response to an urgent and well defined demand for trustworthy knowledge upon the vital principles of heredity, personal purity, pre-natal and post-natal culture. They are very full and specific in their treatment of the human propensities; their judicious development, cultivation and restraint. While the value of these studies is universally admitted and their benefits almost universally sought, they are not included in the curricula of regular schools and colleges. This is the first attempt to offer carefully graded courses in these subjects by either resident or correspondence schools. The character of information which they provide and the life purposes which they beget cannot fail to be especially helpful to parents, teachers, directors of improvement organizations, and to young men and young women in every walk of life.

Since much of the correspondence in either of these courses will be of a personal character all communications in the course for men will be addressed to Dr. J. T. Miller,

and those in the course for women to Mrs. M. K. Miller, who are the originators and directors of the two courses respectively. All such correspondence will be sacredly guarded as personal privacy between the student and the director of his or her department.

PROFESSIONAL COURSE.

The Temperaments.
History of Education.
New Physiognomy.
Physical Measurements.
The Science of Mind Applied to Teaching.

This work is especially adapted to the wants of high school and college graduates



JOHN T. MILLER, D., SC.

*Prof. of Physiology, L. D. S. University.
Editor "Character Builder." Will become actively connected with the Human Culture College after May, 1905.*

having given sufficient attention to scientific normal studies. An intelligent study of who enter the teachers' profession without Temperament, New Physiognomy, Physical Measurements, and the Science of Mind Applied to Teaching, cannot but be of inestimable value to all teachers. No person who.

aspires to become a successful instructor and a trustworthy moulder of child mind can afford to neglect thoro attention to these branches. The teacher or prospective teacher who has completed either of our Human Culture Courses, and the other more elementary courses offered by our school, can, with admirable advantage, direct his efforts for greater proficiency into the various lines of study which this course offers.

It will be readily noted that several of the branches of this course are really laboratory branches. The people whom the student meets from day to day are excellent material upon which to verify, by his own observations, the principles therein laid down.

DOMESTIC SCIENCE COURSE.

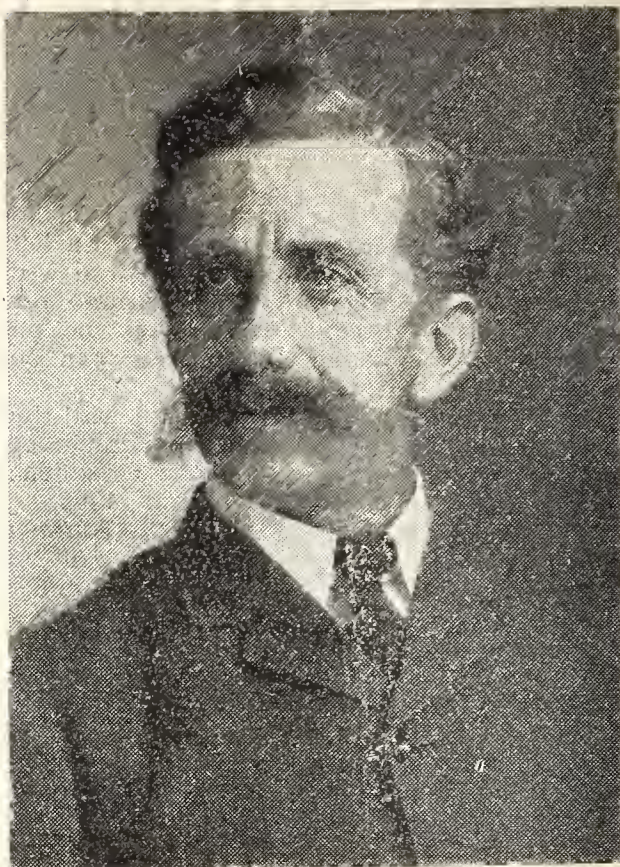
Household Economics.

Home Sanitation.

Dietetics.

Scientific Cookery.

Few studies have grown in popularity during recent years at a pace equal to that attained by the branches of Domestic Science, and none, perhaps, is of equal utility to the average American woman. The course here offered is no less complete or thoro than similar courses to be had in our best colleges. The work is given by a grad-



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Fellow (with honor) of the American Institute of Phrenology, incorporated April 20, 1866, by special act of the Legislature of New York, Chartered by Amos Dean, Esq., Horace Greeley, Dr. Samuel Osgood, A. Oakley Hall, Esq., R. T. Trall, M. D., Henry Dexter, S. R. Wells, E. P. Fowler, M. D., Nelson Sizer and Lester A. Roberts.



MRS. M. K. MILLER,

Formerly Instructor in the Domestic Science Department of the L. D. S. University.

uate of the Battle Creek, Mich., Sanitarium Cooking School, who is also a university teacher in Domestic Science. The course is designed to qualify the student in the science as well as in the art of home making, and will inevitably contribute to economy of both time and money in the administration of the affairs of the home.

NURSES' COURSE.

Anatomy.

Physiology.

Hygiene.

Sanitary Science.

Dietetics.

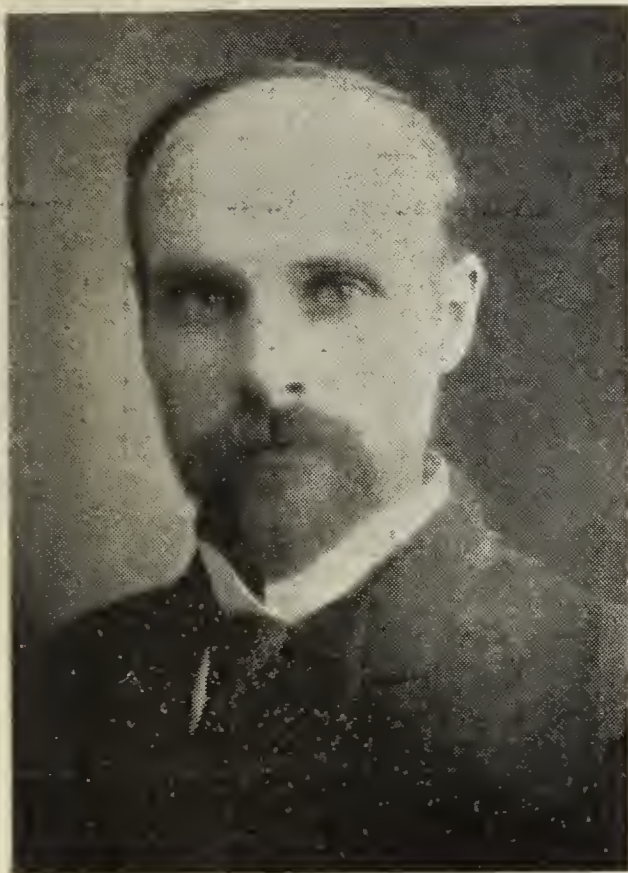
Accidents and Emergencies.

Home Treatments.

Nursing.

This course is prepared and given by regular practicing physicians who are thoroughly trained and educated in the science and art of Nursing, and who make a special use of the principles of Hydrotherapy, Electric-

ity, Massage, and Dietetics in their practice. Every human being should become acquainted with the principles and methods



W. L. GARDNER, M. D.

explained in this course as they are most intimately related to the processes of life and health. Special attention is given to the prevention of disease as well as to the most scientific methods of treatment. Many lives may be saved and much suffering prevented by an intelligent application of these principles. The course does not prepare for professional nursing, but gives the thoro training in fundamental principles of home treatment and nursing, essential to the health and happiness of every home.

COURSE IN EXPRESSION AND PHYSICAL EDUCATION.

Rhetoric.
Composition.
Physical Culture.
Literary Analysis.
History of Literature.
The Psychology of Expression.

This course gives a thoro training in the fundamental principles of expression and physical development, such as should constitute a part of every person's education. More advanced work in expression and physical culture must be obtained by personal instruction and criticism from a teacher. The work in this course is conducted by a graduate of the Emerson College of Oratory, who was also a student at Har-

vard University, and is now principal of a school of oratory and physical education.

CITIZENSHIP COURSE.

Civil Government.
Political Economy.
Sociology.
Human Science.

The destiny of every nation depends upon the character of its citizens. The value of the studies here offered is universally conceded, but few persons are educated in their vital principles.

In order to learn one's true relationship to his fellowmen and to meet intelligently the perplexing social problems confronting the race, every citizen must understand the fundamental principles of the sciences constituting this course.

To the creating of correspondence schools, as to the making of books, there is no end. The only explanation we offer for adding another to the long list is that there are some branches of education most intimately related to life which are generally neglected in colleges and in universities as well as in the schools of correspondence thus far established. These studies can be very successfully pursued at home, and their value in self-improvement and social betterment is universally conceded. Some branches of the work offered here have received for years the best thought and effort of the promoters of the school. In order to meet the need and the growing demand for



MRS. EVA M. GARDNER, M. D.

instruction in the branches of human culture, the Character Builder was established. The vital truths expressed in that magazine have touched a responsive chord in the souls of many of its readers creating a desire for further information on these important subjects. The motives actuating the promoters of the Human Culture College are humanitarian rather than mercenary. All who are devoting their time to this work can find remunerative employment elsewhere, but they believe that here is their greatest opportunity to labor for the advancement of humanity's cause.

Correspondence school work is popular and is receiving the efforts of our most eminent educators. Dr. William T. Harris, United States Commissioner of Education, is connected with a correspondence university recently established. Some of the leading universities of America offer correspondence courses. Concerning such schools the Scientific American says: "The rapid growth and remarkable popularity of Schools of Correspondence prove that this new system of education meets a distinct want and has come to stay."

President Harper, of the University of Chicago, has said: "The work done by correspondence is even better than that done in the class room. Students who come to us,



MISS MERCY RACHEL BAKER.

Graduate of the Emerson College of Oratory, Principal of the Baker School of Oratory.

year after year, from such work are better prepared than those who have taken it with us in the class room. The correspondence student does all the work himself; he does it in writing. He does twenty times as much reciting as he would in a class of twenty pupils. He works out the difficulties himself and the results stay by him."



N. N. RIDDELL, Ph. D.

*Author of Child Culture, Heredity and Pre-Natal Culture, The New Man, Human Nature Explained, etc.
Lecturer on Human Science.*

The Human Culture College conducts classes in any of the courses or branches announced in this circular. Students may receive private instruction in oratory and physical education at any time and on reasonable terms. Summer courses for teachers will be conducted at the headquarters of the school. Students may enter upon their studies in the correspondence work at any time and may pursue them as rapidly as time and ability will permit.

For terms and further information concerning any of the work, address
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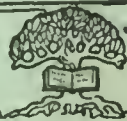
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