THE CHARACTER BUILDER

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A DREAM OF THE FUTURE.

O! what a world this world might be,
If all mankind would but agree,
To seek the good of every man,
And try to do the best they can.

How soon would strife and envy cease!
How soon would come the reign of peace!
And all the world be filled with love,
And Heaven be here, and not above,

Faith, Hope, and Love, ye Graces three,
Go forth to bless humanity.
Sustain the weak, all sad hearts cheer,
And fill with love that knows no fear.

When love to God is more than creed,
And best expressed in noble deed,
Then will life's rudest discords cease,
To swell the choral song of peace.

Then will the world be glad with song,
And right shall rule in place of wrong.
Then dawns the year of jubilee,
And all earth's captive souls are free.

Ye wheels of time, the glad day speed.
Redeem the world from selfish greed,
Till all the good of each shall seek,
And bear the burdens of the weak.
—By A. L. G., Boston, Mar. 22, 1903.

SPELLING REFORM.

In words as in fashions, this rule will hold,
Alike fantastic, if too new or old.
Be not the first by whom the new is tried,
Nor yet the last to lay the old aside.
—Pope.

If this advice were strictly followed there never would be any change. Some one must begin the new. A few years ago the Funk & Wagnalls Publishing company of New York sent out circulars stating that they would use the modified spelling of a number of words in their four periodicals providing 500 persons and periodicals would agree to adopt the same changes. The necessary number agreed to use the modified spelling, and the Funk & Wagnalls company immediately began to use it in that popular magazine, the Literary Digest, and their other publications. The Standard Dictionary, published by that company, indicated the needed changes.

If the silent and useless letters could be omitted in our English spelling much time could be saved during school life and later. The philological societies of America and England advocate a change, and they are best qualified to judge whether such a change would in any way injure the growth of our language. In 1898 the National Educational association adopted the simplified spelling of a number of words. The number of publications using the simplified forms is increasing very rapidly.

In 1895 the editor of the Character Builder read a paper on spelling reform before the Utah State Teachers' association, and later discussed the same subject before a joint county institute. The general sentiment is in favor of a gradual change such as has been characteristic of the language for centuries. There are a few conservatives who are opposed to any change. They are not friends of progress. We quote the words of Henry Ward Beecher: "Listen not to the everlasting conservative who pines and whines at every attempt to drive him from the spot where he has lazily cast his anchor."

The following is taken from the "Medical World" of July, 1903:

Language is a growth rather than a creation. The growth of our vocabulary is seen in the vast increase in the size of our dictionaries during the past century. This growth is not only in amount, but among other elements of

growth the written forms of words are becoming simpler and more uniform. For example, compare English spelling of a century or two centuries ago with that of today! It is our duty to encourage and advance the movement toward simple, uniform and rational spelling. See the recommendations of the Philological society of London, and of the American Philological association, and list of amended spellings, published in the Century Dictionary (following the letter z) and also in the Standard Dictionary, Webster's Dictionary, and other authoritative works on language. The tendency is to drop silent letters in some of the most flagrant instances, as ugh from though, etc., change ed to t in most places where so pronounced (where it dooes not affect the preceding sound), etc.

The National Educational association, consisting of ten thousand teachers, recommends the following:

"At a meeting of the board of directors of the National Educational association held in Washington, D. C., July 7, 1898, the action of the department of superintendence was approved, and the list of words with simplified spelling adopted for use in all publications of the National Educational association as follows:

tho (though);
altho (although);
thoro (thorough);
thorofare (thoroughfare);
thru (through);
thruout (throughout);
program (programme);
catalog (catalogue);
prolog (prologue);
decalog (decalogue);
demagog (demagogue);
pedagog (pedagogue).

"You are invited to extend notice of this action and to join in securing the general adoption of the suggested amendments.—Irving Shepard, Secretary."

We feel it a duty to recognize the above tendency, and to adopt it in a reasonable degree. We are also disposed to add enuf (enough) to the above list, and to conservatively adopt the following rule recommended by the American Philological association:

Drop final "e" in such words as "definite," "infinite," "favorite," etc., when the preceding vowel is short. Thus, spell "opposit," "preterit," "hypocrit," "requisit," etc. When the preceding vowel is long, as in "polite," "finite," "unite," etc., retain present forms unchanged.

We simply wish to do our duty in aiding to simplify and rationalize our universal instrument—language.

We are not at present prepared to adopt all these recommendations, but the Character Builder is in sympathy with every change that is for the advancement of humanity. The recommendations of the N. E. A. should be generally adopted, and we shall in the future use the amended forms in the Character Builder.

In 1880 the conservative Germans simplified the spelling of their language so that there are now very few silent letters in it. The Spanish and some other popular languages have a consistent method of spelling. The English and French languages have a most difficult system of spelling, if it can consistently be called a system. The grammar of our language is very simple if the orthography could be modified to harmonize with it much time and resultless effort might be saved. Study the changes recommended by the N. E. A. and adopt them.

THE ABUSE OF SURGERY.

Among young medical practitioners a very large majority prefer surgery because it is more of a science than the practice of medicine. There is another reason why surgery is more popular; there is more money in it. A single operation that lasts an hour may bring the surgeon several hundred dollars; he would be required to give medical treatment to quite a number of patients in order to receive as much as the one surgi-

cal operation brings him. The chances for a reputation are greater in surgery than in the practice of medicine. We should not underestimate the great benefits of the science of surgery to society, but it is unfortunate that a surgeon's reputation is based upon the bold operations he performs rather than upon his skill in preventing the necessity of an operation. If there were a more scientific practice of medicine less surgery would be necessary. The present system of drug medication even when practiced by skilled physicians, is a cause of chronic diseases that finally require some surgical operation. The sanitariums of our country are full of chronic invalids who have been brought to their present conditions by drug medication. In some instances chronic diseases are not relieved by any other means than a surgical operation. In such instances the surgeon may be able to save life by skillful work. No objections should be made to necessary surgery, but some young graduates are very desirous to try their skill and often perform operations when they are not necessary. They make their boasts that no part of the human anatomy is sacred to them. It is another instance of: "Fools rush in where angels fear to tread." As a rule the older surgeons grow the more conservative they become in their practice. In an address recently given before the Medical society of London, the distinguished British surgeon, Sir Wm. H. Bennett, K. C. V. O., Senior surgeon of St. George's hospital, London, spoke of some of these younger and less experienced members of the profession as "mere mechanics." He divided the surgeon's life into four stages: 1. The stage of youthful eagerness to operate; 2, The less aggressive stage when surgeons have a better understanding of things; 3, When they are inclined to perform only certain operations in which they feel at home; 4, When they cease to operate and confine themselves to giving to others the benefit of their judgment, which will usually be with increasing frequency against the advisability of operating.

It cannot be denied that many more operations are at present necessary than would be required if better methods of treating acute and chronic diseases were generally used. The increasing popularity of massage, hydrotherapy or water treatments, osteopathy and other non-drug treatments is an indication that the future has better things in store. There is an awakening interest in the vital problems of correct living among the laity. When the desire to study and live the laws governing our normal development becomes universal the practice of surgery will not be as popular as at present.

A MEAN, COWARDLY TRICK.

In every community there is a disposition to impose upon persons who are considered not quite as bright intellectually or as shrewd in business affairs as their fellowmen. The people thus imposed upon are usually more honest than the average, and deserve the respect of those who become their persecutors. One of these unfortunate individuals recently related how the hoodlums of his neighborhood entered his home and chloroformed him until he nearly suffocated. He had many other stories to tell about the undeserved punishments that have been inflicted upon him. He is known in his neighborhood for honesty, kindness and industry. He is a peaceable citizen, and minds his own business, but there is a class of hoodlums that have no better sense than to make his life miserable. It is a mean, cowardly trick to abuse one who is considered deficient mentally or inferior physically. This is not an exceptional case. There are similar ones in every town and hamlet. Such treatment makes them vicious and makes their life miserable. Parents are often to blame for the manner in which their children treat such persons, because they speak slightingly of them in their home and do not discourage such acts in their children. A person who would in any way abuse an unfortunately organized man or woman is a coward and an ignoramus.

The finer sensibilities in his nature need awakening by correct education. His case is not hopeless; he is merely ignorant.

A SOCIAL EVIL.

How many anxious parents lie awake at night awaiting the tardy home-coming of a son or a daughter! Last night I happened to be in a neighborhood where a mother anxiously waited for her daughter until one o'clock in the morning. The scene that occurred in that home at that early hour in the morning is a sad one to contemplate. First the mother scolded, then she swore; next she indulged in profanity, and finally accused the daughter of devoting the evening to immoral practices of the gravest nature. The girl may have been innocent, but these accusations of the mother will make the girl lose all self-respect and will lead her to the vices of which she was accused by her mother. We were told that this scene has been repeated night after night without any good results. There are other parents who are guilty of scolding in trying to break their children from the bad habit of roaming the streets at night, or doing something worse. The effort should be made earlier. If an orchard is well sprayed when the trees are in blossom the vermin that destroys the fruit will be killed, but if the spraying is neglected until the fruit is nearly grown and begins to drop off because of the destructive work of the worms, it is then useless. Some little good might result from spraying at such a late period, but the best opportunity would be lost. It is similar in breaking the young people of the pernicious habit of roaming the streets at night. The habit should be attacked at the time it is being formed. This is another instance where parents sometimes set a bad example. In Germany some parents take infants to the beer gardens with them and continue taking them there during childhood and youth, they should not be blamed if they continue the habit when they are grown up. In America we often keep our children out at pleasure resorts until unseasonable hours. Of course, they are under our charge, but often they pass beyond our control and remain out late in company with those in whom we have no confidence.

If our amusements were limited more to the daytime the evil of prowling around at all hours of the night might be somewhat reduced. This is a subject that deserves consideration. If human nature were perfect boys and girls might be out at night without causing anxiety to parents, but we are constantly reminded of the imperfections of humanity.

RELATIVE VALUE OF STUDIES.

One of the most encouraging signs of the times in education is the awakening interest in the studies that develop manhood and womanhood. At the recent meetings of the National Educational association there was a strong sentiment among the educators and teachers in favor of a higher citizenship. There was an unqualified feeling that morality and not mere scholarship must be the future test of citizenship.

It is being recognized more and more that not all studies have the same value. Some years ago Herbert Spencer, the educator and reformer, divided the activities which constitute human life into several classes. 1. Those activities which directly minister to self-preservation. 2. Those activities which have for their end the rearing and discipline of offspring. 3. Those activities which are involved in the maintenance of proper social and political relations. 4. Those miscellaneous activities which make up the leisure part of life devoted to the gratification of the tastes and feelings.

It does not require a careful study of the results of modern education to learn that we have not emphasized the studies in their relative usefulness to humanity. Present methods are almost universally criticized and justly, too. We still fit the child to the educational system, instead of fitting the system to the child. The following remarks by Mrs. James L.

Hughes of Toronto, Canada, should appeal to parents and teachers: "We ought to have revision of studies, get together in conference—parents and teachers—and eliminate those subjects that do not meet the present requirements. Is there any preparation of the boy or girl in the educational institutions for fatherhood and motherhood? None at all. Teach boys and girls when in each other's company to discuss bright and intelligent things, and do away with sweetheart talk and frivolities. Herein lies the secret of safety in later years."

The neglect of these most important studies in the school and in the home has caused the perpetuation of vice, crime and disease at a time when very rapid progress has been made in material and intellectual phases of life.

In making money the great aim in education we often lose the most valuable part of life. We have yet to learn the lesson that life consists of more than merely making a living. A parent who desires to punish his daughter and rob her of a real education can do so most effectively by limiting her training to the studies of stenography and typewriting. These are valuable studies in helping to make a living, but are a very imperfect preparation for real life. Music and art form valuable parts of a complete education, but of themselves are very incomplete as a training for life. The studies that explain the laws governing the human mind and body should be familiar to every boy and girl before leaving school. Those who select some engineering course as a life's occupation require a knowledge of higher mathematics, but it is absurd to have all the boys and girls who attend high schools, spend three of four years in the study of mathematics. Too many young people who graduate from high schools are in a condition similar to Mary McLane. She said: "A thousand treasures that I wanted were lacking. I graduated from the high school with these things: very good Latin; good French and Greek; indifferent geometry and other mathematics; a broad conception of history and literature; an empty heart that has taken on a certain wooden quality. A pitiably starved soul."

It is about time we were letting go of the old dead past in education. Every student should be trained in the studies that will help him in complete living.

CO-OPERATION.

Our present commercial system is suicidal for nine-tenths of the people. A few are made wealthy at the expense of the masses. During the time of keen competition prizes were kept within reach, but since the era of trusts and monopolies has been ushered in many cannot afford the bare necessities of life while the comforts and luxuries of life are entirely beyond their reach. There never before was greater need of co-operation. There is such a waste in our modern commercial system, and those who are engaged in commercial pursuits desire to made such a great profit that the necessities of life cost much more than there is any need of before they reach the consumer. If goods could be purchased at wholesale prices this difficulty might be overcome, but most people are not in a condition financially to purchase at wohlesale. The numerous stores, bakeries, laundries, dairies, etc., in our cities are conducted with a waste of labor that is unnecessary under a co-operative plan. If we had a co-operative bakery that would furnish bread to all the families in a district and a co-operative laundry that would do all the work of a certain district there would be a saving of labor. In sprinkling our streets and distributing mail the work is done in the most economical way, as far as the work is concerned.

The problem of securing domestic help is a most difficult one in America. The creameries that are now found in almost every town have done much to lessen the work of the home. The knitting, spinning, sewing, weaving and carding that were formerly done in the home are now done by machinery. The fruit canneries might greatly reduce the work of

the home, but all these enterprises must furnish a profit and that goes to the few while those who sustain the industry do not share in the profits. If a sufficient number of families could unite to establish laundries and bakeries they could employ competent persons to conduct them at a reasonable expense to each stockholder. Of course there would be no profit if the work were limited to those who invest in the enterprise, but it would take the drudgery of breadmaking and laundrying, out of the home. Such enterprises could be succesfully conducted in every town of a hundred families, or even fewer.

Last century was noted for its experiments in a social way. It was plainly demonstrated that communism is an unnatural system because it breaks the home unit and tries to make one family of the community. Co-operation is natural and can be succesfully carried on, altho the attempts made have not always been successful. In the early history of Utah stores were established in many towns on the so-called co-operative plan, but in most instances the stock fell into the hands of a few, and the co-operative idea was lost. The failure of these stores was due mainly to the abominable credit system.

Co-operation is successfully carried on in some parts of America, Europe, Australia and New Zealand. The Deseret Evening News of July 28, 1903, contains an editorial on "Prosperous Co-operation." After giving an account of the succesful experiment at Fairhope, Alabama, the editor says: "It is a bright picture of a co-operative colony. We hope it will continue to prosper. The principle is correct, though few are, as yet, prepared to practice it. It must come though. There can be no millennium under present social conditions."

We are convinced that by combining our efforts for the advancement of ourselves and others greater progress would be made than under the present lack of system. These better conditons are a growth and it is time we were planting the seed for a system of co-operation that must come before we can reach our highest development. Who will begin?

In our next issue we shall present to the readers of the Character Builder a plan which will enable all who desire to aid in carrying on the important work of health-culture and social purity. There is a greater interest in the problems of Human Culture than ever before, and a well organized effort should be made to get the truths of these vital questions into every home. If you are prepared to help in such a work watch for the plan explained in the next number of the Character Builder.

CHILD TRAINING.

We have made the remark before this that one of the wonders of the age is that while people will make a close study of the best methods of raising hogs or milch cows or chickens, they will not take time to find out the best way of raising children. If there were as much uncertainty and as many failures in raising blooded stock as there is in raising children remedies would be found in short order.

Only in recent years has any systematic study of child culture been made, and parents are generally lacking in knowledge on the subject. Generally speaking haphazard methods are employed, alike in the poorest and the richest families; and the result is that many children turn out bad. Even when parents realize the great responsibility that the nurture of these little lives puts on them, it is very difficult for them to determine what methods are best—so small is the sum total of digested experience on this vital subject.

So it is that anyone who helps to explore this neglected field is doing the very best kind of missionary work. With this preface we want to commend a book just issued by the Human Culture Pub. Co., Salt Lake City, Utah, called "Child Culture," by N. N. Riddell, with a supplement on "Educational Problems" by Prof. John T. Miller, (price 50 cents). The wisdom in this book is not by any means all new, of course. Much of it is just what others

have also learned. But it puts the child culture problem in a compendious way and contains many valuable suggestions which would never occur to anyone who had not made a specialty of the subject.

In the bringing up of children parents cannot afford to make any mistakes; the consequences of "learning by experience" are terrible, for the child is spoiled in the process. Hence every teacher and every parent is bound to inform himself what the experience of others has been. Otherwise the percentage of failures will always be big.

Here are a few paragraphs taken from the book in question, to show its trend:

"Few parents have learned the lesson of self-control. More are actuated by impulse or feeling than by reason and judgment. A man with reason and discretion enough to successfully manage great business interests will lose his temper in the management of his child."

"'Resist not evil, but overcome evil with good.' Positive virtue makes vice impossible. Pronounced righteousness once developed in the child, the problem of its government is solved."

"The parent should never be domineering nor egotistical in his relation to the child. The continual bossing of children, just because the parent is physically able to enforce his authority is not only tyranny of the most inhuman sort, but is contrary to all laws of development and good government."

"Don't whip. Love is the only power that will conquer a child, a people or a nation. All victories won by force are but battles deferred."

"Young children are often seriously injured by bugaboo stories. The terrors of the 'black man' or the dark room have destroyed the natural freedom, independence and courage of thousands of children, making them diffident, cowardly and timid for life."—The Pathfinder, Washington, D. C.

BOOK REVIEW.

Vaccination a Crime, by Felix L. Oswald, A. M. M. D. 195 pp. 10 cents. Physical Culture Pub. Co., New York.

This book is a vigorous arraignment of the vaccination fallacy by one of America's foremost sanitarians. Dr. Oswald is well known as an author of medical works.

The book before us is a reduced edition of the $1.00 book that was published two years ago. Every home in the English speaking world should have a copy of this book, and after carefully reading it should observe its sound advice. The chapters are: The Danger of Vaccination, Fallacies of the Jenner Doctrine, the Cowpox Federation and the Secret of Its Persistence, Defensive Resources, The Stimulant Delusion, The Dread of Fresh Air, Air Poison, Cures and Prevention. The book is worth many times the price asked for it.

Book of Mormon Ready References, 16 pages. Price 10 cents. Compiled and published by W. A. Morton. Address Box 81, Salt Lake City, Utah.

This booklet is of interest to all who desire to make a systematic study of the Book of Mormon. The author is well known as the editor of Zion's Young People. He has made a careful study of the book, from which he has compiled his Ready Reference. The information collected in a systematic manner in this Reference helps the reader to find any desired subject with all the references without loss of time.

Nursery Ethics, by Florence Hull Winterburn, 2nd edition, 12 mo. Cloth, $1. The Baker & Taylor Co., publishers, New York.

This book is full of excellent suggestions on the moral training of children. It treats the subject under the following heads: The Right Attitude of Parents; The Natural Limitation of Authority; The Sympathetic Relation; Demand Obedience to Circumstances, Not to Personal Force; We Should Associate Natural Consequences With Acts; Conflicting Authorities Ought to be Avoided; The Judicious Management of Emotional Outbursts; Prenatal Influences and the First Days of Life; The Mental Needs of Children Must be Considered; Dealing with Little Faults; The Primary Object is the Development of Character; The Early Indications of Individuality; The Growth in Self-Government; The Evolution of Personal Conscience. In the chapter on Prenatal Influences, the author truthfully says: "While people are continually warned to 'prepare for death,' seldom is there any allusion made to the duty which is evermore manifest and far more natural, prepare for birth." Parents and teachers will be greatly benefited by a study of this book.

Any of the above books may be obtained from the Human Culture company at publishers' prices.

Happiness comes by helping others.

SUGGESTIONS ON HOME MAKING.

Edited by Mrs. M. K. Miller.
Instructor in Domestic Arts, L. D. S. University.

SUNDAY WORK SIMPLIFIED.

Why should we rest on Sunday? Because after six days of incessant toil from early until late the brain, nerves, and muscles call for a rest. If we have hired help they are required to work hard during the week and should be permitted to rest on Sunday. If there is no hired help the burden usually falls upon the mother. Instead of arranging for a rest on Sunday we usually have more elaborate meals on that day than on any other, thus instead of Sunday being a rest day for the mother it is more exhausting than any other day. It is a hurry and worry to get her children off to Sunday school. After the children are gone she must hasten to get dinner ready by the time they return. After clearing away the dinner dishes and washing them she often feels exhausted and the time soon arrives when supper must be prepared. Instead of having a day for rest she gets at best an hour or two.

In looking at the problem from the physiological viewpoint it is clear that the body requires less food on a day of rest than when people are working. It requires something light and easy to digest. In the hot days of summer it is more pleasant to eat cold food than to sit down to a steaming meal. The best results would be obtained by preparing plain, simple food for Sunday and it might well be prepared on Saturday. We have learned from experience that the greatest difficulty one encounters in making the change is to make up your mind to do it. After one trial the happy countenance you will wear all day long will convince every member of the family that this is one of the most pleasant Sundays they have ever spent. If you desire to increase your happiness and prolong your life, try it.

MENU FOR SUNDAY.

BREAKFAST.

Fresh Fruit.

Rolled Wheat with Raisins.

Snowflake Toast.

Stewed Fruit. Cream Crisps.

Dinner.

String Beans. Potato and Egg.

Beet Salad.

Baked Tomatoes.

Sago and Cocoanut Pudding.

Supper.

Sliced Tomatoes. Pickled Eggs.

Stewed Fruit. Apple Custard.

Aricated Cake. Berryade.

Snowflake Toast.—Heat to boiling a quart of milk to which a half cup of cream and a little salt have been added. Thicken with a tablespoonful of flour rubbed smooth in a little cold milk. Have ready the whites of two eggs beaten to a stiff froth; and when the sauce is well cooked, turn a cupful of it on the beaten egg, stirring well meanwhile so that it will form a light, frothy mixture, to which add the remainder of the sauce. If the sauce is not sufficiently hot to coagulate the albumen, it may be heated again almost to the boiling point, but should not be allowed to boil. The sauce should be of a light, frothy consistency throughout. Serve as dressing on nicely moistened slices of toasted bread.

—Mrs. E. E. Kellogg.

Cream Crisps.—Into two and one half cups of cold cream or rich milk, sprinkle slowly with the hands, beating meanwhile to incorporate air four cups of best Graham flour, sifted with one half cup of granulated sugar. Add flour to knead; about two and one-fourth cups will be required. When well kneaded, divide into several portions, roll each as thin as a knife blade, cut into squares, prick well with a fork, and bake.—Mrs. E. E. Kellogg.

String Beans.—Break the beans in inch lengths and cook until well done. Then take one dessert spoonful each of butter, and flour and mix well together. Then stir into the beans, and set away until cold. Just before serving stir into the beans one-half cup of thick cream.

Potato and Eggs.—Take eight medium-sized cold boiled potatoes, slice one-third of them and put them in a salad bowl. Take five hard boiled eggs and chop them, add a little chopped parsley. Take part of this mixtrue and sprinkle over the potatoes, then another layer of potato, then egg, and so on, until the dish is full. Make a dressing of one cup of water, the juice of one lemon, one teaspoonful of salt, one-half teaspoonful of sugar, one dessert spoonful of butter. Let boil and thicken with one teaspoonful of flour. Pour the dressing over the potato, etc., and serve ice cold.

Baked Tomatoes.—Peal and slice ten tomatoes in a pudding dish then a layer of crackers or buttered bread, then tomatoes and continue until the dish is full and bake 40 minutes in slow oven. When cold cut in slices and serve.

Sago and Cocoanut Pudding.—Wash three tablespoonfuls of sago, cook in one quart of milk, adding a teaspoonful of salt.

When done add the beaten yelks of three eggs, one cupful of sugar and three tablespoonfuls of cocoanut grated. Pour into a buttered pudding dish, and bake twenty minutes. Beat the whites of the eggs to a stiff froth, add three tablespoonfuls of sugar, spread over the pudding, sprinkle with two tablespoonfuls of grated cocoanut and brown in a cool oven. Serce ice cold.

Pickled Eggs.—Take as many eggs you wish and boil them hard. Eggs are more mealy and much more easily digested if boiled one hour. Shell the eggs and cut them through the center, take out the yelks and mix lemon juice and salt with them to suit the taste. Now fill the cavity of the whites with the mixture. Arrange them on a flat dish and decorate with sprigs of parsley.

Apple Custard.—Peel, halve, and core eight or ten medium-sized sour apples. Have prepared a syrup made with a cup of water, the juice of one lemon, a little grated rind, and a half cup of sugar. When the sugar is dissolved, add the fruit, and simmer till tender but not fallen to pieces. Skim out the apples, draining thoroly, and lay them in a glass dish. Boil up the syrup until thick, and pour it over the apples. Make a soft boiled custard with a pint of milk, yelks of three eggs, and two tablespoonfuls of sugar. When cold, spread over the apples; whip the whites to a stiff froth, flavor with lemon, and pile irregularly upon the top. Brown lightly in the oven.

Aerated Cake.—Take 4 large eggs, or five small ones. Separate the yelks and whites. Put a pinch of salt with the whites and put them on the ice. Beat the yolks for three minutes, then add one cup of sugar, a little at a time, and beat until thick and light. Now beat the whites until partly stiff, add one tablespoonful of lemon juice, then beat until the dish may be turned upside down without the mixture falling out. Then fold the beaten yolks into the whites, this must be done with a wire spoon; do not stir, dip down at the sides and lift it up through the whites. Add one cup of flour which has been sifted three times. Fold this in, the same as you did the yelks, chopped nuts may be added if desired and any flavoring added. Pour into a buttered dish and bake thirty minutes in a slow oven.

The following palatable ising may be quickly prepared for the cake: To one teaspoonful of pulverized sugar add two tablespoonfuls of sweet cream. Stir until smooth. flavor to suit the taste. Spread quickly on the cake and set in a cool place to harden.

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Two of the greatest enemies of progress are mother ignorance and child prejudice.

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Think right and you will do right.

THE PHILOSOPHY OF EATING—COOKING AS A SCIENCE.

By Susanna W. Dodds, M. D.

The culinary art as we have it today is the result of a succession of changes; it has come up to us through the dim vistas of the past. In the earlier stages of civilization much less cooking was done than at the present time, and very crude methods were employed. The origin of bread-making is said to be unknown. The first efforts in that direction of which we have any account were exceedingly simple, and so was the preparation of the grains before subjecting them to the action of heat. Meats, if not eaten raw, were either dried in the sun, broiled before an open fire, or roasted in the ashes, and vegetables were no doubt cooked in the most primitive fashion. As late as a century ago not a great deal of thought was given to the matter of cooking, though it may be a question whether the foods as now prepared for our tables are more healthful than those upon which our forefathers dined.

In our efforts to please the appetite we have strayed a long way from nature, and the introduction of highly seasoned food, pungent sauces, etc., has played sad havoc with our stomachs. We seem to have forgotten what food is, and also the object of taking it. Even the cooking schools appear to have ignored physiological law, to a great extent, in the preparation of foods. The question seems not to be what is the most wholesome, but how to tickle the palate. To render cooking a science is properly the work of the physiologist and the hygienist; it should never be intrusted to those who do not understand the first principles of healthful living, either in eating or otherwise. The housewife who cares for the welfare of herself and family will think twice before she selects her cook. She will find out whether this individual has sound teeth and a sweet breath, or whether she is suffering from catarrh, and will poison the contents of every dish that she prepares. The

kitchen, of all places, ought to be well ventilated, the atmosphere not laden with foul excretions, which are often absorbed by the water, milk, fruit juices, soups, etc., before they are sent to the table. The cook should be a person of intelligence, capable of taking a hint and profiting by it.

The crudities that obtain in the ordinary kitchen and the amount of food elements wasted are simply appalling. Many a time I have seen the choicest fruits and vegetables completely ruined in their preparation. The reason is plain. The average maid in the kitchen has never been taught the true science or art of cooking. Often, too, the housewife is scarcely less ignorant in these matters than the girl she employs, neither of them having had the careful training which is essential in work of this kind. To know how to build and regulate a fire in such a way as to give an even heat, so that nothing set over it or placed in the oven shall cook too slowly or too fast, is one of the first things to be learned. The rule is the same, whatever the method of heating; it may be with wood, coal, gas or electricity.

The ways in which foods are wasted and destroyed by careless or incompetent cooks is little short of a crime. For instance, in making a loaf of bread there are a dozen chances of spoiling it. If yeast is employed we must have it fresh and of good quality. In maxing the sponge it should be thoroughly stirred to make the batter smooth, and after adding the yeast more stirring is needed to incorporate it with the flour. Nor must the batter get chilled during this process. In cold weather it is better to warm the flour before mixing. The temperature should be carefully watched from first to last. If fermentation proceeds too rapidly it will make the bread sticky, dark in color, and it will have a decayed taste. If either the bread or the sponge is chilled at any stage this will give a gluey texture to the loaf. If the sponge stands after it is light enough the quality of the bread will be impaired; or if in mixing the dough the flour is worked in crudely it will spoil the batch. The dough should be neither too soft nor too stiff, fine in texture, smooth to the touch, elastic, the flour and sponge being well blended together by thorough kneading.

When the loaves have risen sufficiently the oven should be ready. If this is so hot as to scorch in the start it will make the bread clammy; if not hot enough fermentation will continue, the dough running over the sides of the pan. The heat should be moderate all the way through and the baking continued till the bread is well done, though too much baking will make it dry and chippy. After removing from the oven stand the loaf endwise until it is cold. If wrapped in a cloth while hot this will give the bread a yeasty taste, which cannot be gotten rid of.

Unleavened bread is less difficult to manage, though it, too, is easily spoiled. The hard graham roll, for example, requires the following conditions to secure the best results: The flour should be made of good wheat, carefully cleaned and properly ground, though the cook has nothing to do with that. For the mixing, ice water is best. Have the dough as soft as you can handle; knead thoroughly, and do not allow it to stand unless in a very cold place. If the oven is too hot the rolls will not be light; if too cool the air will escape, rendering the bread heavy, and the crust will not be brown and crisp. Spacing the rolls in the pan and allowing the crust to form all round keeps in the air, which by its gradual expansion makes the bread lighter. The baking should continue until the rolls, pressed between the thumb and finger, will not yield readily. After taking from the oven spread them out on the table, and do not stack away until quite cold. All this seems very simple in the telling, or to one who is looking on, but the cook who tries making these rolls for the first time will rarely succeed in producing a first-class article. Good judgment is needed as well as experience, not only in making bread, but in the preparation of other foods. The

cooks who succeed best are those who like their work and have quick powers of observation.

Much has been said recently in regard to the use of starchy foods. The grains, as we know, contain a large per cent of starch, and if we remove their outer covering before grinding them into flour the proportion is still greater. In making the white flour of commerce we throw away the best, and then suffer from the effects of using what is left. There is no food more wholesome than the product of the entire grain (this being well grown and suitably prepared), provided we do not eat too much of it. One mistake, however, which nearly every family makes, is in not cooking the grains sufficiently, either in bread or mushes. The various preparations that are manufactured from wheat and other cereals, require very thorough cooking; this converts the starch into glucose, and it is more easily digested. The mushes should be steamed for hours, starting in enough boiling water to have them the right consistency. If only half cooked they taste raw, and are neither wholesome nor palatable. The same is true of rice; it should be cooked in plenty of water, and long enough to make the grains thoroughly tender; except for a small quantity, it will take about two hours' steaming. Oatmeal and other grains need all of three or four hours, according to the preparation that is used. It is because these grains are not well cooked that they are difficult to digest. The mushes should always be eaten with hard bread or dry toast, to insure proper mastication as well as insalivation.

The cereals are among our best foods, if only we know how to prepare them. In fact, an ideal diet for dyspeptics, whose digestion has been more or less weakened, is one of fruits and grains, with a small amount of nuts for those who can manage them. Nuts are very hearty, and must be eaten in moderation. They must also be fresh. For some people, the process of grinding nuts makes them easier to digest; they must, however, be prepared as needed, since the ground article soon becomes stale.

It is thought by many people that hygienic cooking is a very simple affair; if they would substitute the word scientific for simple, the idea would be more nearly correct. They do not understand that the highest art in cooking is to make plain foods taste palatable, and at the same time be thoroughly wholesome.

—Health Culture.

FOR THE HOUSEWIFE.

W. D. Marsh, writng in Farm and Fireside, gives the following useful hints that may prove helpful to some of our readers:

That a panful of lime kept in the cupboard with your jams and preserves will prevent molding.

That you can clean plaster ornaments, vases, etc., with clear starch mixed with water. When dry, brush off.

That a few drops of lemon juice improve scrambled eggs. It should be added while the eggs are cooking.

That equal parts of water and skimmed milk, warm, will remove fly-specks from varnished woodwork or furniture, and make it look fresh.

That a strong solution of alum-water poured over places infested with ants, cockroaches or spiders will disperse these troublesome visitors.

That milk is an excellent substitute for soap in washing dishes. It softens the water, and at the same time prevents your hands from chapping. A small quantity will answer.

That hot water will take out every kind of fruit-stain. Pour the water on the discolored parts before washing, and the table-cloth, or whatever it may be, will come back as good as new.

We perhaps never detect how much of our social demeanor is made up of artificial airs, until we see a person who is at once beautiful and simple; without beauty we are apt to call simplicity awkwardness.—George Eliot.

Character is more valuable than money.

Publisher's Page.

The CHARACTER BUILDER

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Gratitude is the fairest blossom which springs from the soul; and the heart of man knows none more fragrant.

The Standard Oil company has declared another quarterly dividend of 20 per cent. Evidently it is not yet much scared at the anti-trust laws.

Human Nature Department.

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

PHRENOLOGY THE TRUE SCIENCE OF MIND AND A SCIENTIFIC BASIS OF EDUCATION.

By J. T. Miller.

A System of Psychology the Truths of Which May Be Demonstrated by Observation, by Introspection, and by Experimentation, is Scientific,, and is the Only Safe Foundation for a Complete System of Education.

From the time of the earliest records of the race to the present an effort has been made to develop the science of mind. Until about a century ago the efforts of those who attempted to establish the science were directed chiefly to the investigation of consciousness by introspection. The result of the method is a multiplicity of philosophies of mind without a physiological basis . Pythagoras, Socrates and other Greek philosophers were earnest and untiring students of the soul. Plato analyzed mental phenomena into 1 the appetite. 2 The spirit. 3 The philosophic element. This analysis has been modified by more recent philosophers and psychologists into the intellect, the emotions and the will.

Since the time of Plato there has been an abundance of metaphysical speculation concerning the mind, but no definite results have been obtained. Each philosopher worked a system of his own in harmony with his mental peculiarities. Numerous volumes have been devoted to speculations and have been carefully studied by the best minds of modern times without resulting in a science of mind. The failure has not been due to a lack of investigation, but must be attributed to the imperfect method of study. Scientists are now generally agreed that the introspective method of mind study is as imperfect at the deductive method of investigating natural phenomena.

In estimating the relative value of the introspective and the exrerimental methods of mind study, Dr. Wm. H. Maxwell, superintendent of schools in Brooklyn, New York (Educational Review, Nov., 1891, p. 331), says: "The modern discoveries in psychology are of such tremendous importance that it is safe to say that the great part of psychology written more than thirty-five years ago, is now practically worthless from the teacher's point of view." The general opinion is with Dr. Maxwell, but careful research discloses the fact that the most important truths of physiological psychology

*This thesis was written after completing a course in science leading to the degree of Doctor of Science, at the American University of Harriman, at Harriman, Tenn.

were discovered nearly a century ago, and were utilized by the progressive educators during the first half of the nineteenth century.

Education has been retarded by imperfect systems of mind study. Fads have held sway, and we cannot hope for a complete system of education before a true science of mind is adopted. When fundamental principles are reached, an educational structure may be reared that will not need constant reconstruction. Horace Mann's educational principles have stood the test of half a century because they were established upon a true system of mind study. In order to show the result of building an educational system upon the science of mind, I introduce here the opinions that eminent modern educators express concerning Horace Mann's work. Colonel F. W. Parker said of him: "He wrote for the people twelve annual reports, which are classics in education—masterpieces of eloquence, enthusiasm, zeal and wisdom. In these reports he covered the whole ground of education. Indeed, there is very little that we have today that cannot me found in his prophetic writings . . . One hundred years have elapsed since his birth; fifty-nine since he took the office of secretary of the Board of Education of Massachusetts. The little nation of a few million has grown to a great structure, but the living spirit of common education has slowly, but surely, permeated the whole nation. Every word that Horace Mann has written can be read today by every teacher with the greatest profit."

In 1896 Dr. E. A. Winship wrote ("Horace Mann, the Educator," page 41): "At this day it is a better education to read his twelve reports, his speeches and his controversies than the writings of any ten men aside from Henry Barnard and W. T. Harris."

The opinions here expressed are generally held by modern educators and it is just to state that he attributed his success largely to the system of psychology upon which his works was established. He was a student of the metaphysics and psychology of his time, but at the beginning of his career as an educator he accepted the phrenological philosophy of mind from the Scotch philosopher George Combe. In speaking of this change Mrs. Mann says: "Mr. Mann looked upon his acquaintance with Mr. Combe and his works as an important epoch in his life. That wise philosopher cleared away forever the rubbish of false doctrine which had sometime impeded its action, and presented a philosophy of mind that commended itself to his judgment." (Life and Works of Horace Mann, Vol. 1, page 47.)

Horace Mann, himself, said: "I look upon phrenology as the guide to philosophy, and the handmaid of Christianity. Whoever disseminates true phrenology is a public benefactor." Again "I delight and profit, too, in reading a book which never departs from the phrenological dialect, and refers everything to phrenological principles." George Combe made Horace Mann a present of $100, which was spent by him for phrenological books, and these were destributed among his friends. The success of his educational works is a strong testimonial for the psychology which was the foundation of his educational structure.

In a recent biography of Horace Mann Dr. B. A. Hinsdale said: "Mr. Mann accepted at the hands of Gall and his disciples his whole philosophy of human nature."

Mrs. Mary Mann and her sister, Elizabeth P. Peabody, who were the pioneer kindergarteners of America, carefully studied the mental differences in the children who came under their observation. In "Moral Culture of Infancy," (page 195), they state: "These discrepancies in talent are very curious. Phrenological philosophy alone explains them." In a foot note the following statement occurs: "Since these letters were written, the St. William's school established in Edinburgh by George Combe, Esq., and in which that distinguished man taught personally during the latter years of his life, has

proved conclusively that the Phrenological philosophy is a fine basis for education. The principle there practiced is, to cultivate assiduously those faculties which were found naturally deficient in the pupils; thus aiming to make whole men out of what otherwise would have beeen but fragments of men."

Gall's Discoveries.

More progress toward the science of mind has been made during the past century, since Dr. Gall announced the results of his investigations, than was made during all previous centuries combined. In his book, "The Wonderful Century," Alfred Russell Wallace states the main principles of phrenology as they were discovered by Dr. Gall. These principles were all at first denied, but have now become a part of recognized science. They are:

"First. The brain is the organ of mind.

"This was denied in the Edinburgh Review, and even J. S. Mill wrote that 'Mental phenomena do not admit of being deduced from the physiological laws of our nervous organizations.'"

"Second. Size is, other things being equal, a measure of power. This was at first denied, but is now generally admitted by physiologists.

"Third. The brain is a congeries of organs, each having its appropriate faculty.

"Till a comparatively recent period this was denied, and the brain was said to act as a single organ. Now it is admitted that there are such separate organs, but it is alleged that they have not yet been discovered.

"Four. The front of the brain is the seat of our perceptive and reflective faculties; the top, of our higher sentiments; the back and the sides, of our animal instincts.

"This was long denied; even the late Dr. W. B. Carpenter maintained that the back of the brain was probably the seat of our intellect. Now almost all physiologists admit that the general division of brain organs is correct.

"Five. The form of the skull during life corresponds so closely to that of the brain that it is possible to determine the proportionate development of various parts of the latter by an examination of the former.

"The denial of this was, as we have seen, the stock objection to the very possibility of a science of phrenology. Now it is admitted by all anatomists. The late Professor George M. Humphrey, of Cambridge University in his "Treatise on the Human Skeleton," page 207, expressly admits the correspondence, adding, 'The argument against phrenology must be of a deeper kind than this to convince anyone who has carefully considered the subject.'" (The Wonderful Century, page 192.)

These principles were deducted by Dr. Gall and his followers after numerous observations and experiments. It is not true, as alleged by some, that these investigators worked out a scheme of mental faculties and then proceeded to establish them by induction. Dr. Gall began his observations of mental peculiarities during his boyhood years, and associated these with the peculiar physiological development of his companions. His entire system was developed by the inductive method of mind study. In this way a correct analysis of the mental powers was obtained and by discovering the association between the faculties of the mind and the organs of the brain through which they function the art of reading character was developed. Dr. Gall and his successors had an advantage over more recent experimentors in using methods that were adapted to biological studies while the latter tried to explain psychic and physiologic principles by the methods peculiar to physical sciences. The phrenological psychologists have discovered and correctly located more than forty powers of the mind, while the other experimental schools have not succeeded in locating the psychic functions. Nor have they discovered a correct analysis of the mind. In popular psychology, judgment is usually considered a single power when a careful study of mental phenomena reveals the fact that

the various judgments depend upon the relative development of the various mental powers. Memory is considered a single power of the mind, but some persons excel in memory of certain things while they have difficulty in memorizing others. Maeser states the condition correctly when he says: "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 well developed tendency, should rather endeavor to cultivate those 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." (School and Fireside, page 114.)

The only purely mental power localized in the popular systems of psychology is the power of speech. This was discovered thru the disease known as aphasia where the faculty of intelligent speech is lost. The region of the brain effected in this pathological state is the posterior third of the third frontal or Broca's convolution.

The physiological functions of the brain have been discovered by means of electrical stimuli, but its pyschic functions are not influenced in this way. The physiological centers of the occiptial, pariental and temporal lobes respond to external stimuli, but no response is obtained from the frontal lobe. As no physicological functions have been discovered in the frontal lobes, recent psychologists have labeled that region the "Higher Psychical."

The most authoritative work on the brain contains the following concerning the association areas: "The true intellectual centres, holding in subjection the lower centres, constitute two-thirds of the total cerebral cortex, and occupy most of the frontal, temporal, pariental and occipital lobes. They cannot be stimulated from without," page 181, Anatomy of the Brain and Spinal Cord, J. Ryland Whitaker, Examiner in Anatomy, Royal College of Physicians, Edinburgh.)

The credit for localizing the speech centers belongs to Gall. He, Boullaud, Dax and others collected cases of aphasia, or loss of speech, long before the time of Broca's discovery. In speaking of Gall's discovery of Aphasia and the Seat of Language, Sir Samuel Wilkes, M. D., late President of the Royal College of Physicians states: "It is well known that Gall was first impelled to the study of phrenology by having observed, whilst at college, the great differences in the mental faculties of his fellow students and the association of those faculties, as he thought, with peculiar conformations of the head. His first observations had reference to the different degrees of facility with which they acquired language, and this aptness he connected with prominence of the eyes; he was thus led to place the organ of language over the eye. Whatever amount of truth there may be in the phrenological doctrine, it is remarkable that Gall was right in placing the seat of language in that neighborhood, for numerous instances of disease and injury speedily came before him and his followers, by which the whole system of phrenology seemed to be established. The doctrine was thus expressed: "The power by which we employ signs to represent our ideas and feelings is connected, not merely with the anterior lobes of the brain, but with that portion of these lobes which, rests on the centre of the orbital plate,' or in the words of Gall himself, which are not exactly similar, the manifestation of verbal language depends on a cerebral organ, and this cerebral organ lies on the posterior part

of the superior orbital plate.

"In whatever way we may regard the first inquiries of Gall, it is interesting to see with what enthusiasm the phrenologists set about proving their doctrine as to the seat of language. The earlier volumes of their 'Transactions' contain numerous cases of aphasia connected with disease of the brain, which, no doubt, involved the third anterior convolution. The description of these cases is most excellent, and the aphasic condition seems so perfectly understood, that it is really surprising why all that is known about it nowadays should not have been taught equally well fifty years ago. Our works on physiology, strangely enough, were silent on the subject of speech in connection with any localized seat in the brain, while a heterodox literature contained the whole of the facts which have only just now been taught in the schools.

"One can only account for the ignorance of physiologists and the medical profession of well established doctrines by their antipathy toward the phrenological school, which prevented any of its literature entering the portals of our college libraries.

"As most modern writings on aphasia entirely exclude the work performed by phrenologists, altho done anterior to that usually quoted, I will offer the notes of some cases taken from their Reports and Translations. The Notes follow."—Guy's Hospital Reports, 1879, vol. 24.

Other eminent scientists, who have investigated the discoveries of the phrenologists, criticise orthodox psychologists for their neglect of that study. Alfred Russell Wallace, F. R. S., devoted a long chapter in his recent book, "The Wonderful Century," to the favorable consideration of phrenology. After reviewing the wonderful scientific progress of the nineteenth century, he considers the failures. The neglect of phrenology is the first to receive attention. He says: "We have also neglected or rejected some important lines of investigation affecting our own intellectual and spiritual nature, and have in consequence made serious mistakes in our modes of education, in our treatment of mental and physical disease, and in our dealings with criminals. A sketch of these various failures will now be given, and will, I believe, constitute not the least important portion of my work. I begin with the subject of Phrenology, a science of whose substantial truth and vast importance I have no more doubt than I have of the value and importance of any of the great intellectual advances already recorded.

"In the coming century (the 20th) Phrenology will assuredly attain general acceptance. It will prove itself to be the true science of mind. Its practical uses in education, in self-discipline, in the reformatory treatment of criminals, and in the remedial treatment of the insane, will give it one of the highest places in the hierarchy of sciences; and its persistent neglect and obloquy during the last sixty years will be referred to as an example of the almost incredible narrowness and prejudice which prevailed among men of science at the very time they were making such splendid advances in other fields of thought and discovery."

W. Mattieu Williams, F. C. S., F. R. A. S., who is well known for his scientific research, wrote a large book in 1892 entitled "A Vindication of Phrenology," in which he makes the following statements:

"So widely diffused is this idea that Phrenology is the art of divining character by head reading or 'bump feeling,' that many of my readers may have already assumed from my contemptuous treatment of such delusion that I am about to vindicate some modern substitute for the teachings of Gall, Spurzheim, Vimont, Broussais, Combe, etc., some 'New Phrenology,' some system of cerebral physiology and psychological philosophy based on the muscular convulsions of galvanized monkeys.

"I beg to state that my phrenology is the old phrenology of Gall and his scientific followers, the study of which I commenced more than half a century ago and have continued ever since with ever-increasing conviction of the solid truth of

the great natural laws it has revealed, and of its pre-eminence as the highest and most important of all the sciences, being the only philosophy of mind that rests upon a strictly inductive basis.

"I believe that its general acceptance, its future development and practical application will contribute as much to the moral and social progress of man as the inductive study of the physical sciences has contributed to his physical power and progress; and therefore the best service I can possibly render to my fellow-creatures is to devote the rest of my life to the work of justly reinstating it, of lifting it from the mire into which a combination of bigotry and ignorance, pedantry and quackery, have plunged it—of cleansing it from the foulness due to long contact with these pestiferous agencies, and presenting it pure and undefiled to the contemplation of genuine students of science, in order that they may take up the work of its further evolution."

Bernard Hollander, M. D., (Freiburg, S. B.), M. R. C. S., L. R. C. P. (London), has devoted his life to psychological and physiological investigations. In 1901 G. P. Putnam's Sons published a work of his entitled "The Mental Functions of the Brain, an Investigation into their Lacalization and their Manifestation in Health and Disease." This book is illustrated with the clinical records of eight hundred cases of localized brain derangements and with several plates. In the Preface Dr. Hollander remarks: "The author found that his localizations confirm those made a century ago by Gall, whose marvelous discoveries of the anatomy and physiology of the brain—on which Spurzheim built his system of phrenology—were ignored even by his most scientific followers. * * * No subject has ever been so thoroughly misrepresented, even by learned men of acknowledgegd authority, and no author has ever been so libelled and with such malice as Gall, and this notwithstanding the fact that there is not one man of scientific repute who has written anything which would indicate that he has examined Gall's chief work, "Anatomie et Physiologie du Systeme Nerveux en General, et du Cerveau en Particulier, 4 volumes in folio, and an atlas of 100 plates; Paris, 1810-1819; price 1,000 francs, or $200 per copy.) The fact that they have not read Gall's great work should make those who have any bias on this subject pause and reflect—at least until they have read this book carefully and examined the evidence therein set forth." Dr. Hollander says, (p. 268): "What Gall knew at the close of the eighteenth century is only just dawning upon the scientists of the present day."

(To be Continued.)

PEARL S. LANGTON.

Salt Lake City.

This young lady is now about nine years old.

The writer, upon seeing her for the first time, was struck by the evidence of her exceptionally loving, confiding and trusting disposition. She is certanly remarkable in this respect. While it is not in the least uncommon for children to show strong attachment for parents or other members of the family, yet their affection does not always spring alone from the social factulties.

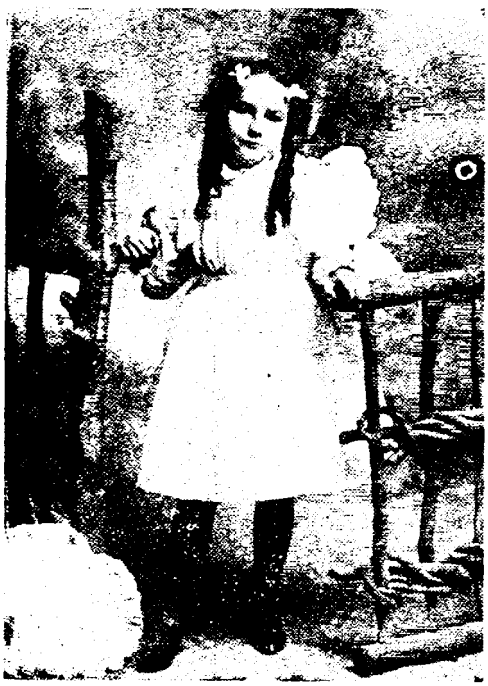
The same may be said of the adventurer who refuses to marry unless assured of his wife's dowry. Love may not be entirely absent in such cases, but it is not the sole cause of their union. So with children also; their affection is sometimes tinctured or at all events intensified with selfish motives. In the present instance, however, while the selfish propensities are not weak, they are far from being dominant organs, and her mild, gentle, sympathetic nature must be traced to other causes.

She has large benevolence, as may be observed by the upper portion of the forehead and the back head, also, if it could be seen in the photograph, would reveal extra strong friendship and parental love.

This is the source, therefore, of that

tender, sympathetic, conjugal, warm and mellow nature that is at once noticeable in her manner and which is both attractive and fascinating. Ehe is naturally kind-hearted, forgiving, hopeful and conciliatory; will form very strong ties with those whose tastes and habits are congenial, and in many respects possesses those qualities of heart and mind that are generally admitted to be necessary in the make-up of the ideal wife and mother.

Of course she has several years of blissful innocence before that time, and,



pending the auspicious event, will be of practical service to her mother in the varied domestic duties of home.

In the meantime she likes to be fondled and caressed, and would pine if denied some tangible manifestation of that love that she feels for others.

The weak part of her organization is the relative deficiency of motive power and vital stamina. She has far more mental than physical strength, her ambition and willingness being in excess of her endurance.

Care should be taken to avoid undue exertion or strain of any kind, for she does not belong to the tough, hardy variety that can survive and even flourish under adverse conditions. Pearl is a thoughtful, sensitive girl whose ability to reason and understand is considerably in excess of her age, and she is so constituted that she cannot help being affected with the troubles and sorrows of others. Morally, intellectually and socially she is well endowed, but the animal part of her nature, which is very essential in the practical, every-day affairs of life, is comparatively weak, and whether as a child or as a woman, she will prize love, confidence, sympathy and attention more highly than any of those comforts usually purchased with money.

EVILS OF PIANO PLAYING.

A French scientist of note maintains that a large number of the nervous maladies from which girls suffer are to be attributed to playing the piano. He shows by statistics that of one thousand girls who study this instrument before the age of twelve no fewer than six hundred suffer from nervous disorders, while of those who do not begin until later there are only two hundred per one thousand, and only one hundred per one thousand among those who have never played at all. The violin, he says, is equally injurious. As a remedy he suggests that children should not be permitted to study either instrument before the age of sixteen, at least, and in the case of those possessing delicate constitutions, not till a later age.—Boston Cultivator.

STRENGTH.

All honor to the big brown hand,
Skilled to fulfil the mind's command!
The lithe, long arm, of muscle tense,
Toil-hardened, swift to fight or fence,
The mighty shoulder, sturdy limb—
All hail, and three times hail to him
Who like a Titan greets the day,
And joys in work or hero-play!
And yet more strong who can forego
The bitter word, the angry blow;
I count him strong who, resolute,
Can bid his tongue at need be mute.

Suggestions to Parents.

WHERE ARE THE CHILDREN TONIGHT

By H. Elizabeth Jones.

Out on the streets we know not where
Nobody seems to know or care;
Spending the time, we know not how,
Hasten someone and find them now.

Share in their pleasure, join in their play,
Help them in passing the time away;
Make the home cheerful and warm and bright,
Hold them by love from the streets tonight.

Boys and girls must have something to do,
Find them something, take part in it, too,
Make them feel they are welcome at home,
That you miss them when out on the streets they roam.

Show an interest in what they say
About their lessons, or work or play,
Have a loving heart and cheerful face,
And kindly words in the dear home place.

Don't say too much about the noise,
Let girls be girls, and boys be boys,
The time may come when much you would give
To have them at home once more to live.

Read to them something nice and new,
Let the words of reproof be few,
Give sometimes a word of praise,
Remember, you once had "younger days."

Chide them kindly when they do wrong,
Don't 'harp away" on the same old song.
Try to think of some better scheme,
Than always making their faults the theme.

It is well to house, and clothe and feed,
But the mind and heart also have need;
And to freeze the heart and starve the mind
For the want of care is most unkind.

You may not have riches; it matters not,
For home is home be it palace or cot;
So keep your heart warm and make the home bright,
And hold the dear children with you tonight.

—The American Mother.

MARRIAGE.

(By Ella Wheeler Wilcox.)

Marriage is a profession which men and women take up presumably for life, and it is a most important profession, since it is to influence future generations for good or evil.

It is a cardinal sin to bring a girl child into the world, to rear her to womanhood and accompany her to the altar, ignorant of all that marriage does, must and should mean.

It is a cardinal sin to allow a son to reach manhood years without knowing all that pertains to good, pure, refined womanhood—all that chastity, wifehood and motherhood mean to a woman.

I boldly affirm it is upon the fathers and mothers of the land that nine-tenths of the blame for all the unhappy marriages of the world rests.

The bride who has been naturally, sensibly and properly educated by her mother, the bridegroom who has been the intimate friend and confidant of his mother and of a broad-minded and refined father, will not disillusion or disgust or antagonize one another during the honeymoon nor thereafter.

It is the ridiculous false modesty of parents and their shameful indifference to a subject which is the root of all existence that makes so many marriages failures.

MAKING A GENTLEMAN.

(By Madison C. Peters, D. D.)

Let your boy with the first lispings of speech be taught to speak accurately on all subjects, be they trivial or important, and when he becomes a man he will scorn to tell a lie.

Early instil into your boy's mind decision of character. Undecided, purposeless boys make namby-pamby men, useless to themselves and to everybody else.

Teach your boy to have an object in view, the backbone to go after it and then stick.

Teach your boy to disdain revenge. Revenge is a sin that grows with his

growth and strengthens with his strength. Teach him to write kindness in marble, injuries in the dust.

There is nothing that improves a boy's character so much as putting him on his honor—trusting to his honor. I have little hope for the boy who is dead to the feeling of honor. The boy who needs to be continually looked after is on the road to ruin. If treating your boy as a gentleman does not make him a gentleman, nothing else will.

Let your boy wait upon himself as much as possible. The more he has to depend upon himself the more manly a little fellow he will show himself. Self-dependence will call out his energies, bring into exercise his talents. The wisest charity is to help a boy to help himself.

Happy is the father who is happy in his boy, and happy is the boy who is happy in his father.

Many sons of most pious fathers turn out badly because they are surfeited with severe religion, not the religion of Christ, who was Himself reproved by the prototypes of such severe men.—Purity Advocate.

WORDS TO MOTHERS.

By Mrs. E. E. Kellogg, A. M.

The engineer who would attempt to run a train filled with human beings, over a road beset with danger, without a thorough knowledge of the perilous points, and a full understanding of how he must guide his engine, either to avoid or pass over them in safety, would be condemned at once by every one, not only as utterly unworthy the trust reposed in him, but as guilty of inexcusable sin in thus jeopardizing human lives,—inexcusable because if he takes upon himself such a trust, he has no right to remain in ignorance of anything which it is in his power to learn respecting the precaution necessary to insure a safe journey.

If a knowledge of the dangers which surround his way is so necessary to the engineer into whose care is intrusted simply the bodily safety of human beings for only a few short hours, how much greater importance attaches to a knowledge of the pitfalls and dangers which beset life's pathway, for all mothers to whose care and guidance is intrusted not only the physical, but the mental and moral welfare of children, for a score of years.

In a very great degree the mothers of men and women are responsible for their vices or virtues. Alas that the holy office of motherhood should ever through thoughtlessness or ignorance be robbed of its sacredness, and held of less account than housework, dress, society, the accumulation of wealth or the love of ease! No woman has any right to assume the responsibilities of wifehood and motherhood who does not realize in its fullest sense the extent of these responsibilities, and realizing it, does not do all in her power to fit herself for them.

The evils which influence our children for vice are everywhere prevalent. There are hundreds of different avenues by which they may reach even the most sheltered homes of our land. Mothers cannot afford to ignore these perils. It is blindness to danger that invites moral disasters. As has been aptly said, "Much as parents may desire it, they cannot bring up their children packed in cotton wool, safely stowed away in bandboxes, labeled, 'This side up.'" Whether we will or not, we must face the fact that our little ones, like ourselves, have corrupt, fallen natures; and it depends to a great extent on the training given in the home as to which element shall predominate—that which is evil and corrupt, or that which is pure and noble.

Many mothers are apt to look upon the subject of impurity as one which in no way concerns their children of tender years, and so neglect to guard them in this particular until the weeds of impurity are firmly rooted in their young hearts. It is easy to see the weeds when they have grown and are putting forth leaves and branches; but then it is too late; the roots are firmly grounded; and

labor with what zeal we will to tear them out, there is always danger that some rootlet will remain to spring up again where least expected. The only sure way is to prevent the mischief-making seeds from germinating. The suspectible years of childhood furnish a fertile soil for the reception of evil. Impressions received by a child before its seventh year have more to do with the formation of its character than those received at any other period of its existence. Then watch with the greatest vigilance the dear little ones, lest while we are asleep to duty, feeling they are safe because so young, the enemy shall come and sow tares and weeds in their hearts.

There can be no question that impure personal habits begun during early childhood, are often the one great influence that draws our children into the vortex of social impurity in after years. It is difficult for mothers to believe that children of such tender age could possibly become addicted to vile habits; but those who have had experience in the matter tell us that sometimes accidentally, often through the viciousness of nurses, frequently through the example of corrupt companions, very small children acquire impure habits which the work of years cannot overcome.

The only sure remedy is prevention. Never intrust your child to the care or companionship of those whom you do not know to be pure. Instantly correct a child for any act, however innocent in itself, which might result in evil, just as you would if it insisted upon playing upon the railroad track in the presence of an on-coming train.

As a safeguard against vice, teach the little one, from earliest infancy, correct physical habits, especially in regard to sleeping and eating. "The hand-maid of chastity is nature's great restorer, peaceful, unbroken slumber for childhood and youth." Any source of indigestion, too much or too little exercise, cold feet, or other exciting cause of sleeplessness, should be zealously guarded against. The diet of children should be most rigidly looked after. Children allowed to eat at all hours, to partake of rich and highly seasoned foods, sweetmeats and dainties, to use tea and coffee and strong condiments, to overeat, are thus taught self-gratification rather than self-control, and are almost hopelessly placed under the dominion of their lower natures.

Abundant exercise is an especially important aid to purity, and the value of wholesome occupation at all times can hardly be overestimated. The mind will be occupied with something, and the old adage that "Satan finds some mischief for idle hands to do," is an ever true one. Herein lies one of the greatest secrets of the prevention of evil—the keeping of the little ones properly occupied in both mind and body. To do this will require much outlay of time and thought, and much sacrifice of ease and pleasure, on the part of mothers; but nothing should be allowed to weigh in the balance against the purity of one's children. Remember that they are like wax to receive impressions, and like marble to retain them. Have something fresh and interesting always ready with which to satisfy the keen appetities of their unfolding intellects. Teach them about stones and flowers, about insects and birds, and read to them about great and useful men and women. Strive to interest them in whatever will create in them aspirations for what is good and pure. If the circumstances which surround them are such that there is any likelihood of their being led into evil through the example of others, fortify them against it by warning them of its inevitable consequences.

Guard the associations of your little ones even more carefully than those of children of older growth. Never allow them in their play to wander out of your sight and hearing in company with some neighbor's child; and do not, to get rid of their noise, banish them to some room or corner by themselves, where they, unobserved, will feel at liberty to carry out any impulse for evil which may spring up in their minds. If little friends come to visit them, superintend their plays,

show them new games, and help them to keep their minds so full of enjoyable thoughts that they will have no time to think of anything wrong. Let them see that you enjoy their guests, and they will soon come to feel that a visit from a friend without mamma to share it will be a great loss of pleasure.

Surround the child continually during its tender years, with an eternal vigilance of watchfulness, and be assured that the labor will be amply repaid in witnessing the noble manhood and true womanhood which will develop upon the foundations thus carefully and securely laid.—Social Purity Series.

NOXIOUS LITERATURE.

(By Rev. Canon E. Lyttelton, Head Master of Haileybury College.

A boy who has just learned to read is like a child to whom someone has just given a big knife, full of sharp, dangerous blades. The boy is the richer, if he has been taught how to use it. But if the donor took no trouble to ascertain this, we should call him, in a small way, a criminal lunatic. And, yet, neither his criminality nor his lunacy would be comparable to that of the nation which forced parents to allow a million children to be equipped with the most perilous of all instruments, the power to read, without thinking of any safeguard. But we did worse than that. We forced into the hands of their children another instrument, equally dangerous: the power to write. Now, suppose some hundreds of the untaught youngsters began to write mischievous stuff, and the million untaught readers began to read it more and more greedily, we should agree that evil was being done, far more deadly than the wounds given by any random use of pocket knives: and that it would be a gain to the country if these writers at once changed their vocation, and became cut-throats. But there is no chance of their doing so. The spreading of poison on paper is a far more lucrative and less disturbed employment than the shedding of blood. And so the poison is spread, steadily, and in a huge volume, week by week.

There is one practical measure, which many of our readers can adopt. Let it be firmly borne in mind that, like all other vicious phenomena, this is merely a sound instinct gone wrong, and it will be understood that the only sensible remedy is to counteract and not to suppress. Men who have once learned to read printed matter will go on doing so; and, therefore, the great aim should be to put wholesome stuff within their reach. All who supervise workmen's clubs should make a special business of the papers taken in. Something good should be provided before there are any readers visible; they will soon come, and gradually the enormous profits made by the purveyors of poison will shrink. So it is every parent's bounden duty to know something of the papers read by his children. At some big boarding schools the plan is to put up a list of papers allowed: this is obviously better than advertising the gutter press, by a prohibited list.—Purity Advocate.

SOUND MEDICAL SENSE.

Sir James Paget says: "Many of your patients will ask you about sinful indulgence, and some will expect you to prescribe it. I would just as soon prescribe theft, or lying, or anything else that God has forbidden. Chastity does no harm to mind or body, and among the many nervous and hypochondriac patients who have talked to me about sinful indulgences I have never heard one say that he was better or happier for it; several said they were worse."—Purity Advocate.

The Brooklyn, N. Y., grand jury has made a recommendation that the entire street railway system of the city be acquired by the city and run by it, in order to remedy long-standing complaints which the private owners will not heed. Their opinion is that under public ownership 3-cent fares could be granted.

Physical and Moral Education.

ACCOUNTED FOR.

I am not feeling well today,
But why I cannot see,
I had some ice cream across the way,
And pancakes home for tea,
I also had some caramels,
And sugared almonds, too;
And when I met with Tommy Wells,
A stick of fine tulu,
But I was careful with each one,
Too much of none I ate—
It cannot be that penny bun,
And yet the pain is great,
I had six cookies but I've had
Six cookies oft before;
They've never left me feeling bad,
Nor pickles,—three or more,
The soda water couldn't make
Me ill—it was Billie's treat;
I sort of think this fearful ache
Comes wholly from the heat.
—Harper's Young People.

THE ANTITOXIN SWINDLE.

To the honest and investigating citizen it would seem full time that the public in general became more cognizant of the methods which for the past few years have been adopted and carried on with a high degree of success, to force upon them a medical nostrum, which was invented without scientific basis, accepted without proof, and depended for its success upon the juggling of conditions as well as of figures and the high commercial sagacity of its supporters. In the latter part of 1894 "diphtheria antitoxin" was first launched upon this benighted world; and since then, in spite of constant exposure of its "statistics" and its results, it has been preached as gospel by certain leaders in the medical priesthood, accepted, or regarded with reverential fear by the average doctor, and as a result cried for by the average citizen. And why? Simply because it was introduced by experts in their art, who have worked the financial end with such marvelous skill that not only they themselves have thereby made fortunes, but all along the line, up to, but not including, the consumer, money has rolled into the pockets of its votaries. Diphtheria is a dread disease—that is the basis; the skillful manipulation of facts —that is the means; the end has been the deception of the public. Behring has made a fortune from it. Koch, himself, who fifteen years or so ago became notorious by one of the most heartless fiascos ever inflicted on the sick and suffering—the "consumption-lymph" hoax —has made thousands out of it; his former atrocious failure did not make the credulous medical brotherhood one whit less anxious to bow at his shrine. When an old, broken-down horse, not worth ten dollars, can be made a contrivance for turning out a thousand dollars worth of "diphtheria specific," there is gain in it for all—except the consumer.

"Diphtheria antitoxin" reached the apex of its career not long ago; it is now on the wane. It is for the purpose of accelerating its decline that this article is written for the perusal of those who can think an independent thought.—Selected from Medical Gleaner.

HOW DOES OSTEOPATHY CURE?

The question is often asked: How does osteopathy cure? Osteopathy brings about a cure by building up the parts; by so stimulating the circulation that nature brings every part to the performance of its function and throws off all superfluous and poisonous matter. When the circulation is sluggish, inflammation results and the waste tissue which should be carried away by the blood and exhaled from the lungs and skin remains to clog and poison the system; the result is, disease in one or more forms. Osteopathy cures by the well-known law of nature; that if properly sustained, each organ will perform its functions naturally. It does it by toning up the system and stimulating the

circulation so that the disorder—whatever particular form it may have taken—disappears. Osteopathy really does not make the cure, but simply assists nature—who is the great physician, after all. She it is who must repair every break and rebuild every tissue. All the skill of all the world's wise men cannot mend the broken leg of a sparrow, cannot construct one cell of the millions that make up the body, nor weave the smallest bit of that delicate fabric—the skin—in which God has wrapped us. The best we can do is to bring our humble services to the aid of the great physician, and this is all we claim to do with osteopathy. How well we do it we shall leave those to tell who have been benefited by us.

WILBER S. RAMER, D. O.

AN ALPHABET OF HEALTH.

The following alphabet of health was found in a Pure Food Cafe in the west.

Abstain from fleshly lusts and foods which war against soul and body.

Bring every desire and appetite into subjection unto the laws of God. . .

Cakes, custard, and rich pastries can not make good blood.

Don't ruin the stomach with divers foods at one meal—result, dyspepsia.

Eat and drink to the glory of God; not to tickle the palate or taste.

Fruits are beneficial eaten alone or with grains, but not with vegetables or flesh meats.

God gave grains, nuts and fruits to be man's food, and for animals he gave grasses and herbs.

Health is given and kept by the power of God, thru the observance of laws of nature.

Imitate the monkey instead of the hog in eating. Impure thoughts also detract from health.

Jews outlive Gentiles because they live more after God's laws as written by Moses.

Kind words and acts and cheerfulness promote health and happiness.

Less food and drink with better mastication would give good digestion.

Milk makes a bad combination with acid fruits, sugar, vegetables, or flesh meats.

Nuts contain all the nutrients found in flesh foods, and should be eaten only at meals.

Over-eating and eating between meals overtaxes the digestive organs, and works death.

Pickles, cheese, preserves and such things injure and clog the liver.

Quick eating is injurious and can be overcome by eating dry foods without fluids.

Rest assured that many things by themselves harmless when united produce poisons.

Spices, peppers, vinegar, etc., are not foods, but irritating condiments.

Tea, coffee, tobacco, wine, beer, etc., are hurtful narcotics and stimulants.

Unless God helps us to overcome habit and appetite, how shall we be saved?

Variety we require; but vary the meals thus—vegetables and nuts at one, grains and fruits at another.

Worry, overwork, exposure, uncleanliness, wrong eating, and drinking, bring disease and death.

X is a cross. So we must bear the cross if we would wear the crown of life.

Yield not to temptation, for yielding is sin; but yield yourselves to God.

Zeal and fortitude, with a purpose firm, are required to gain the mastery over wrong indulgences.

& unless we are overcomers we can not eat of the tree of life nor drink of the water of life.—Good Health.

THE MAN WHO THINKS.

O honor the man who is willing to sink
Half his present repute for the freedom to think.
And when he has thought, be his cause strong or weak,
Will risk t'other half for the freedom to speak,
Caring naught for the vengeance the mob has in store,
Let the mob be the upper ten thousand or lower.

—Lowell.

A GROUP OF UTAH VEGETARIANS.

Here are a few children who get their food direct from nature's laboratory. Their food is free from the impurities always found in a flesh diet. Their food is in harmony with the original plan as described in Genesis 1, 29: "And God said, Behold, I have given you every herb bearing seed, which is upon the face of all the earth, and every tree in which is the fruit of a tree yielding seed; to you it shall be for meat." This bill of fare includes grains, nuts, fruits, legumes and vegetables. They furnish all the elements found in the body, and when properly combined furnish a perfect diet. The digestive organs of human beings are most nearly like those of the frugiverous animals or fruit and nut-eaters. It is a fallacy to believe that human beings cannot live as well without the flesh of animals as by consuming it. In the contests during recent years between vegetarians and meat-eaters, the vegetarians have won the victories. The gorilla, which is well known for its strength, gets its food from the vegetable kingdom. Our beasts of burden, such as the horse and ox, work hard without eating flesh of other animals.

Many of the readers of the Character Builder belong to a religious denomination that makes it a religious duty to abstain from the flesh of animals except during cold weather and famine. Most of the hard work is done during warm weather. If a person is capable of doing hard work without meat, he certainly can dispense with it during the time that he is out of employment.

In a discourse delivered Sept. 28, 1902, President Joseph F. Smith made the following statements: "I believe that we use too much meat, we shed too much blood, and eat too much of the flesh of animals for our own good. We are not in time of famine; we are not suffering want, and it is not necessary for us to slay animals for our sustenance. We have the fruits and grains of the earth in abundance, and I believe we shall improve our health and be more vigor-

ous when we come to be 80 or 90 years of age if we will live on cereals, vegetables and fruits, instead of upon animal food. . . . We are made above the animals. We are the lords of creation. God has created and placed man on the earth as a superior being, and all other creatures are subject unto man. Is it any wonder, then, that wolves, hyenas and other animals should desire to kill and devour, when the masters of God's creations in the world have that bloodthirsty feeling in their hearts, and are all the time working to destroy and devour? I am not surprised at animals being carniverous and cruel when we ourselves are very little better."

Many of the most eminent scientists have declared in favor of a non-flesh diet. It is well known that rheumatism, gout and other diseases are caused by the poisons contained in meats. The living organisms in the flesh of some animals are dangerous to life and health.

It is often stated that the people of India, China and other Oriental countries are inferior because they do not live on the flesh of animals; the same logic would make the Eskimo the most highly civilized people on earth because they live entirely upon animal foods. One demonstrated truth is worth a thousand theories. Experience has shown that foods selected from the vegetable kingdom, properly prepared and combined are conducive to health and long life.

The children in the above group do not show any signs of starvation. They have not been raised on predigested foods, neither have they been the victims of food fads. Their diet has not consisted of vegetables, as some might suppose. They have had a diet composed of good, honest bread, an abundance of various kinds of fruits, nuts, legumes and the most wholesome vegetables. They have been comparatively free from disease; are active mentally and physically. Their power of endurance is not excelled by their flesh-eating friends, and they have the satisfaction of knowing that their food has cost no bloodshed or pain.

VACCINATION.

It is true that this subject has been thrashed into shreds; still it lacks a good deal of being exhausted. A time may come when the subject shall have outreached debatability, but that time is not yet. Does it depend upon the interpecularities of radicalism and conservatism, or upon the indefiniteness of vaccine results—this disagreement among doctors? Anyhow, whether vaccination protects against smallpox, or not, is a debatable question. It will not do for us believers to pooh pooh objectors and seek to waive them as cranks. They are not cranks; they are as intelligent and reasonable as we are. If we want to keep up to the true dignity of true manhood, we must at least be fair—we ought to be generous.

The great object lessons given by the health officer of Cleveland should set us to thinking, and thinking hard. That city was rotten with smallpox, and reeking with vaccination. Smallpox was killing people by the hundreds, and vaccination was doing it by the dozens—known and unknown. The fatalities from vaccination had created a panic, so that the people had come to dread vaccination as much as smallpox. Something different, and something radical had to be done.

The health officer conceived the idea of disinfecting the whole city, and the mayor backed him in this. It was done, with the effect of banishing the last trace of smallpox. That achievement had a meaning, but is it certain that it meant that proper vaccination is of no worth? I do not think so. When we used to vaccinate from the scab of a healthy child, there did not result any cases of tetanus, the scar left was pitted, and no case of transmission of disease-taint was ever known, and the vaccinated one was about always rendered immune, or partially so, from smallpox. Most of the bother has come about

since the commercialization of vaccine virus.

It was never right to enforce vaccination by law, and now since there is little choice between the risk of vaccination and that of smallpox, it is doubly wrong. To enforce vaccination by law now would be to violate the constitution of the United States, because it would be class legislation. It would be legislation in the interests of the proovaccinationists as against the anti-vaccinationists. A scab propaganda would be in perfect order now.

The above common sense remarks appeared as an editorial in the Eclectic Medical Gleaner of Cincinnati, Ohio, July, 1903. We heartily endorse all except the statement that "no case of transmission of disease-taint was ever known, when we used to vaccinate from the scab of a healthy child." It is well known that the worst diseases known were transmitted by the arm to arm vaccination. There is danger in the use of all kinds of virus thus far used. The faith in vaccination is rapidly diminishing among medical practitioners and among the laity, while there is at the same time a growing confidence in sanitary measures. Vaccination is still compulsory in a number of the states of our Union, but recently a number of judges in the courts of several states have decided against compulsory vaccination. The controversy over this practice will not end until the question is settled right. When that times comes smallpox will be prevented by sanitary measures and vaccination will be classed as a medical blunder.

WHAT IT COSTS TO FLOAT A NEW BRAND OF PLUG TOBACCO.

The American Tobacco company brought out a brand of plug called "Battle-Ax." The very mention of the name will probably recall to readers the time when the name stared at one from every dead wall and fence.

Money was poured out in rivers, and even with the enormous sale developed by advertising there was a heavy deficit. but this did not trouble Mr. Duke. He was fighting not only for trade, but for trade supremacy, and he knew that the bill would be settled later on.

A man prominently connected with the tobacco business is my authority for the statement that Mr. Duke said to him—

"We sank $4,000,000 in making 'Battle-Ax' known and getting it established, but since then we have made $12,000.000 from it."—From the Tobacco War, by E. Mayo. in Leslie's Monthly for March.

OUR TRUSTS.

In God we trust, our dollar says,
But no, we trust in what it pays;
And he who has no ready cash
Will find his trust to be but trash.
Your house and home is to be sold
When trust demands his pay in gold.

In God we trust, the preachers say,
But 'low it's true they want their pay
In dollars and cents or glittering gold.
To buy their bread and save your soul.
They preach for pay, and trust in you
And not in God. for that won't do.

In God we trust, and in our guns—
Increase our warships a thousand tons.
Increase our armies larger still,
And nurse our trust, but not to kill,
And this we do with willing hands,
To spread our trust in other lands.

In God we trust; we still obey
Till trust will lead us all the way;
He'll feed us with a sparing hand,
And tax our homes at his demand.
The last farewell the trust will say,
In God we'll trust, he has his way.
—A. Lutterman.

DON'T HATE MEN.

Don't hate men when their hands are hard,
And patches make their garments whole;
A man whose clothes are spick and span
May wear big patches on his soul.
Don't hate a man because his coat
Does not conform to fashion's art;
A man may wear a full dress suit,
And have a ragamuffin heart.
This, my good friend, is not for you;
So leave all this for smaller men to do.
Despise not any man that lives,
Alien or neighbor, near or far;
Go out beneath the scornful stars,
And see how very small you are.
The world is large and space is high
That sweeps around our little ken;
But there's no space or time to spare
In which to hate our fellow men.
And this, my friend, is not the work for you;
Then leave all this for smaller men to do.
—Sam Walter Foss, in Arena.

OUR BOYS AND GIRLS.

YOUTH.

Youth is the morn when life is in bloom,
The days that are happy and free;
Youth is the day when all must decide
What use in the world they will be.
As a tree falleth, thus shall it lie;
The path that we start, we pursue,
Highlands of progress or lowlands of ease—
Friend, what is the choice made by you?

—Clifton L. Taylor.

JOSEPH JEFFERSON TO YOUNG MEN.

The Veteran Actor's Philosophy—"I Have Never Followed My Art as a Means of Making Money."

(Harry Steele Morrison.)

"What is your idea of success?" I asked Mr. Jefferson, at the beginning of a conversation I had with him a few days ago; and the great actor answered the question with great earnestness. "Success,' he said, 'is attained by few in its best and most valuable form. Many men become rich, and many become famous, but not more than one out of a hundred men is ever truly successful. A man may be able to write a masterpiece of literature, and still not be able to keep his own life pure; or he may paint scenes of ravishing beauty on canvas, and not be able to make his own life beautiful. He may be dissipated, and he may not be able to tell the truth, and therefore he is not successful, even though he has painted the prize picture of the year, or written the most poular book of the season.

"A man who has many friends is successful in one sense, because no one can have a large friendship unles he possesses many good qualities. I think the faculty of making friends is one of the most valuable gifts of man, and when a good man has it, he is usualy a very successful personage. Of course, if a bad man has that faculty, he uses it to his own advantage, and to the detriment of his friends, who soon desert him under such circumstances. And as a man, to have friends, must 'show himself friendly,' I think it always a good sign for a man to be companionable.

"I do not think money means success; far from it. There are hundreds of men who have accumulated large fortunes, and who are still unhappy and dissatisfied with themselves. They have done nothing else but make money, and have sacrificed everything to that one end. They have in many cases sold their honor, and hence they are poor while the world calls them rich. It should not be hard for young people to choose what wealth they most desire,—wealth of character, or wealth in money. They ought to know which will bring them the most happiness, from mere observation. Many wealthy men are known to commit suicide while a man of strong character was never known to put an end to his life. The pleasure of living is too great for a successful man to end it.

"I think every one desires to be able to live in comfort; but when that state is reached, the man of strong character works for other things than mere money. I have never followed my art as a means of money-making. If I had, I would probably not have made any. The men who act for money alone are always the poorest in the end, because it is impossible for them to make much progress when their minds are occupied with the thought of pecuniary profit, and not with the improvement of their art. I think that is true to a certain extent in purely business pursuits as well. If a merchant constantly endeavors to make money from his customers, he will soon find he has no customers. He must consult their needs and their desires, and give as well

as take. Some theatrical managers present plays that are not popular with the majority of play-goers, but which have a high artistic value. In doing so they are sacrificing money to art, and in the end they reap their reward, for the production usually adds to their prestige as managers.

"Financiers and wealthy men say that the way to get rich is to save all the time, so that in the end you may have a great deal of money. I think that is a bad doctrine to teach the young people of our land. It is right to save until a certain sum is accumulated,—a sum sufficient to tide one over the rainy day when it comes —but as for saving all their lives, I think that would be a very bad plan indeed; for when one is skimping to save, he cannot enjoy the good things of life, which are, after all, the things that make life worth living. I mean by 'good things' the various branches of art, which make one cultured. A man, to get the most out of life, must read good books, enjoy the masterpieces of painting, and hear the best music. When a man misses those things in order that he may accumulate money, he is missing the best in life, and he cannot make his life a real success.

"I have made it a practice all my life, to never miss the things that were worth hearing and worth reading, and I am sure that I am much more happy than if I had saved the money I spent for these things. I think it is a great mistake for people to save money for fifty years, and then try to spend it for ten years, for they are sure to spend it in the wrong way, or if they spend it in a right way, they canot possibly derive much benefit from it. If they attend the play or the opera, they won't enjoy it, because they have not been trained to like it, and they cannot appreciate a good book, for they have confined their reading to the newspapers. Such people are greatly to be pitied.

"Hard work is necessary to every one who would be successful. Those who are born rich may not need to work for money, but they should work for the betterment of the world, and for their own happiness. It is impossible for an idle man to be happy. He is bound to be discontented and issatisfied with his lot. The most unhappy men in the world are, some of them, very rich; so rich that they do not see any necessity for work. Those men go through life aimlessly, like a ship adrift upon a sea. They are cast hither and thither, until at last they break themselves upon some rocky reef, which is usually vice of one kind or another. Every one should have an aim in life and work up to it. There is something for every one to do. Even a boy should not be idle. I certainly was not so when I was a boy. I was acting on the stage when I was eight years old, and have been acting almost ever since. I early determind upon my career, and all my efforts in life have been toward the perfection of my art. That is the chief reason for my success.

"It is a good thing for boys and young men to decide early upon what they want to do, and then to devote all their time to doing that one thing well. If they do that, their success is almost certain, providing their characters are sound, too. Of course, they must have ability to work, or their efforts will be fruitless. A young man should train himself to work a certain time each day, and during that time he should do nothing else, and allow no thoughts of other things to interrupt him. When I am studying a role for the stage, I shut myself up with the character I am to impersonate, and live through the scenes of the play as much as though I were that character in truth. I have found it the only way to master my part.

"There is much in being contented, and not allowing oneself to be constanly worried. We are all of us prone to make trouble for ourselves,—to cross bridges before we come to them,—and nothing can make us more unhappy. We should cultivate contentment,—not so much of it that we lose ambition, but enough to keep us from worrying all the time. We must be troubled some; that is part of life; but I do not think it was ever decreed that we should worry unnecessar-

ily. There is no satisfaction and no profit of any kind in anger. It only makes ourselves and those about us unhappy, and benefits no one.

"Young men are much troubled over what they ought to do in life. They are looking for their groove. To them I would say that their groove will be made evident to them in good time, and until it is they should do whatever they can find to do in the best way possible. In time, they will find that they can do some one thing better than another, and that will be their chosen profession. When they have chosen it, I would advise them to do nothing but that, and do it well. Capable men are scarce in every line of business. There are many who can do things almost right, but few who can make them perfect."—Success.

WHAT A HORSE WOULD SAY IF HE COULD.

Please to take off these close-fitting blinders and give me a chance to use my eyes like other folks. And then, here's this checkrein. It pulls my head away up in the air. It hurts my mouth. It sometimes gives me a throat disease.

I can't see the road so well and am more likely to stumble.

I can't draw near so much as I could with my head down, and I can't draw so easy. A tight checkrein puts me in constant pain. Please to kindly take off this checkrein, or lengthen it out so that I can put my head down where I want to when I am going up hill.

And then, there's this matter of overloading.

If I generally draw kindly, but some day give out and stop, and tell you as plainly as I can that you have put on too much load, it isn't right to go to beating and swearing at me.

It is much kinder and better to talk kindly and throw off part of the load or get another horse, or if the wheel is in a hole ask the people near to take hold and push.

We horses can't tell our feelings as you can. Sometimes we are dizzy—sometimes sick.

Sometimes the hostler drives us half the night, and then turns us out for a day's work next morning.

Sometimes he don't get up in time to give us our breakfast—sometimes he forgets to water us.

And then we get old and feeble just as men do, and the older we grow, if we have worked faithfully, the more kindly we ought to be treated, and it isn't right when we have given you a lifetime of faithful service to sell us off in our old age for a small sum into the hands of hard masters.

Two men or boys of the same size can't always do the same work—neither can two horses.

We ought to have shade in summer, warm stables and blankets in winter.

Our stomachs are small and we ought to be fed and watered often.

We are glad to get a slice of bread, a piece of apple, and a dipper of water.

Always feed us from the palm of your hand so that we may not bite your fingers.

When you put us up in a strange stable never trust the hostler to give us the oats, but go out and see that he does it, and stand by us while we eat them, and see that he don't forget to water us.

Never put the bits into our mouths in cold weather until you have first warmed them, so that they won't take the skin off our tongues and make it painful to eat. You wouldn't like to have frosty iron bits put in your mouth on a cold day.

Always warm our bits in cold weather, and when from old age we can't chew, please take us to a horse doctor and have our teeth filed so that we can.

When you find our blankets blown off on a cold day, please put them on again and tuck them under the harness.

Don't keep twitching the reins when you drive us. You wouldn't like to have anybody twitching the reins all the time if the bit were in your mouth.

Don't over-drive us, and then on the other hand don't let us stand in the stable all day without exercise.

Horses and dogs need exercise every day, and can't be well without it. You wouldn't like to be tied up in a stall all day and not permitted to go out.

Please to make it a rule that you will never ride in a carriage drawn by a horse with mutilated tail, or a poor-looking horse, when you can possibly help it, and always look at the checkrein. Always select the carriage that has the best-looking horses, and tell the drivers why you do it.

Then when we get run down we should like to be sent off into the country to take a vacation and pick up.

If all boys and girls, every time they see a poor, miserable-looking horse, would simply say so the driver could hear them, four words, "I pity that horse," it would be a great benefit to us.

But above all things, kindly remember that you can do us a world of good by simply talking to us kindly—telling us we are good fellows, and all that.

All we horses and dogs and birds and all dumb animals know the tones of your voices, and we like to be talked to kindly just as well as you do.

You can make us very happy by only talking to us kindly.

And when it becomes necessary that we should die, don't let anybody try to kill us that don't know how, but send to our society for the prevention of cruelty to animals, that employs skillful men to kill all horses and dogs and cats humanely, and let them send a man to kill us mercifully without foreknowledge and without pain.

GEO. T. ANGELL.

"GOOD ENOUGH."

"Oh, that's good enough!" Have any of you boys ever made that answer when mother suggested that the lawn was not raked very clean, or that the kindling wood had not been piled straight? Have those words ever fallen from the lips of you girls when the dusting was only half done, or the bedspread was pulled straight to hide the wrinkles underneath?

What sort of boys and girls are likely to say that their work is "good enough?" We do not need to watch them very long to find out. The boy who tells you that he has leraned tomorrow's lessons "well enough" is usually the one who has worked just half of his examples, and is leaving his spelling to be studied at recess. The girl who thinks that her hemming is "good enough because it doesn't show very much anyway," is the one who takes the longest stitches. People who neglect and slight are the ones who have most to say about "good enough."

After all, this sort of people are very much mistaken. Nothing is "good enough" until it is as good as it can possibly be made. These words should stand for the highest praise, instead of being an excuse for neglect and carelessness.

You boys and girls should plan to do all your work at the very best time and in the very best way. You should put all your heart into it, not only on some especial occasion, but day after day. Then, and not till then, have you a right to be satisfied with what you have done.

SUCCESS.

'Tis the coward who quits to misfortune,
'Tis the knave who changes each day,
'Tis the fool who wins half the battle, . .
Then throws all his chances away.

There is little in life but labor,
And tomorrow may find that a dream;
Success is the bride of Endeavor,
And Luck but a meteor's gleam.

The time to succeed is when others,
Discouraged, show traces of tire;
The battle is fought in the homestretch—
And won—'twixt the flag and the wire!

—John Trotwood Moore.

THE GREATEST OF THESE.

"Papa, what is charity?"

"My son, it is giving to someone else what you don't want."

"What is scientific charity?"

"Scientific charity is giving away what you don't want to someone who does not want it."

"What is organized charity?"

"Organized charity, my son, is giving away something that you don't want to someone who does not want it."

"Then what is love, papa?"

"Love? Oh, love is only giving something that you want to someone who wants it—but that will pauperize the poor."—Life.

Our Little Folks.

A POCKETFUL OF SUNSHINE.

A pocketful of sunshine
Is better far than gold;
It drowns the daily sorrows
Of the young and of the old.
It fills the world with pleasure,
In field, and lane, and street,
And brightens every prospect
Of the mortals that we meet.

A pocketful of sunshine
Can make the world akin,
And lift a load of sorrow
From the burdened backs of sin.
Diffusing light and knowledge
Through thorny paths of life.
It gilds with silver lining
The stormy clouds of strife.
—Sunday School Advocate.

A CYNICAL LAY.

Four little baby birds
Chirping in a nest,
"Mother come and warm us
With your downy breast.

"Father come and feed us,
Do not stay away;
Four empty 'tummies'
Are gnawing all the day."

Poor little baby birds,
Chirp until you die;
Your father's on a woman's hat,
Your mother's in a pie.
—Ernest Crawford, in London Vegetarian.

THE THOUGHTLESS BOY.

He hunted through the library,
He looked behind the door,
He searched where baby keeps his toys
Upon the nursery floor;
He called the cook and Mary,
He asked mamma to look,
And tried to coax his sister May
To leave her last new book.

He couldn't find it anywhere;
He thought "some horrid tramp"
Had walked in through the open gate
And stolen it—the scamp!
It might be Ruff had taken it
And hidden it away;
Or else, perhaps, he'd torn it up
And swallowed it for play.

And then mamma came down the stairs,
Looked through the cupboard door,
And there it hung upon its peg,
As it had hung before.
And Tommy's cheeks turned rosy red,
Surprise was in his face;
He couldn't find his cap because—
'Twas in its proper place.

THREE STICKS OF WOULD.

If some little playmates
Came to play with me,
I would ask, politely,
What each game should be.

I would not be selfish,
Wishing every time
To have them play only
Favorites of mine.

I would be so careful
That every single one
Should go home declaring
He'd had lots of fun!
—Selected.

THE BOY WHO MUTTERED.

Face and form were fair and pretty;
"Perfect child," the neighbors said;
But alas! he learned to mutter,
When he rose, or went to bed.

It began in little mutters,
At his marble, top, or ball;

But the ivy grew, and, spreading,
Strangled oak-tree, roots and all.

If he fell and hurt his forehead—
"Mean old floor!"—he pounded it;
If he bumped a toe or finger,
Muttered in an angry fit.

You could hardly call him lazy;
Still, he was a skillful shirk;
He muttered at his playthings,
And he muttered at his work.

Almost always hear him mutter,
Breakfast, dinner, supper, too—
Mutter at his bread and butter,
Cakes and tarts, till friends were few.

If he climbed, and, careless, falling,
Tore his trousers on a limb,
Told his mother, "Didn't do it;
Mean old tree!"—all mean but him.

Fast the years went by, and passing,
Took the fair, young, baby face,
Leaving just an ugly mutter,
Written in the selfsame place.

THE LESSON TAUGHT BY A DAISY.

There once lived a little girl who was always trying to find faults in others, and whom everybody disliked for that reason. One day this Annie went to play with her companions by the riverside, but one of them said, "We don't want you here, you only spoil the fun by telling tales."

Annie turned away disappointed, and running home, cried, "Everybody is so unkind to me. I can't make out the reason. I do nothing to make them treat me so: even my little sisters and brothers turn from me."

Then she ran out of the house to the garden and sat crying among the flowers, till she was so tired she came in, and shortly after had her supper and went to bed. She soon fell fast asleep, and had a dream. She dreamed she went to the garden to gather primroses, but the little flowers bowed their heads and said, "You may not pick us, for you will find fault with us and throw us away." Then she went to a beautiful crimson rose, but as soon as she attempted to pick it it pricked her so she left it, and walked to a purple violet. The violet hid between the leaves when it saw her, and she could not get at it at all. Then she went to a simple daisy, but it held up its head boldly and said, "I must tell you something before you pick me, then perhaps you will be better: Try to conquer your own great fault of finding faults in others, and you will be loved by all."

At this point Annie awoke, and thought "I really will try to be kind and be loved," and from that day forward her parents and companions observed a slow but steady improvement in her. One night she told her mother her dream and how, through it she was trying to be good. "Quite right, my little daughter," replied her mother kindly. "I am glad you have this desire in your heart."

THE MIND CURE.

There was a boy I knew of,
Whose clothes were made too small,
His jacket always pinched him,
And it did not fit at all.
The sleeves were short and narrow,
And the collar was too tight,
And the buttons didn't suit him,
And the pocket wasn't right.

And so the foolish fellow,
Because his clothes were small,
Was very cross and sulky,
And he would not grow at all,
For he said, "My jacket pinches,
As everybody knows,
And a boy, in my opinion,
Can't be bigger than his clothes."

There was a little fellow
Who was sick, and pale, and thin;
He had a tiny body,
But a mighty will within;
His head was always aching,
And his back was always weak,

And he had a voice so feeble
You could hardly hear him speak.

"What!" said this little hero,
"I will not have it so;
Because my body pinches,
Shall my spirit never grow?
I will not mind the backache,
And I will not mind my head,
If I can't be big in body
I'll be big in soul instead."

And so with cheerful courage,
He chased his pains away,
And all the people saw him
Growing braver day by day,
Till for his tiny body
They did not care a fig,
But everybody loved him,
Because his soul was big.

—Harriott Wight Sherratt.

WHO KILLED TOM ROPER?

Who killed Tom Roper?
"Not I," said Hard Cider;
I couldn't kill a spider—
I didn't kill Tom Roper."

"Not I," said Strong Ale;
"I make men tough and hale—
I didn't kill Tom Roper."

"Not I," said Lager Beer;
"I don't intoxicate, do you hear?
I didn't kill Tom Roper."

"Not I," said Bourbon Whisky;
"I make sick folks well and frisky—
The doctors say; and don't they know
What quickens blood that runs too slow?
I didn't kill Tom Roper."

"Not I," said sparkling old Champagne;
"No poor man ever by me was slain;
I cheer the rich in lordly halls,
And scorn the place where the drunkard falls—
I didn't kill Tom Roper."

"Not I," said Holland Gin;
"To charge the crime to me is sin—
I didn't kill Tom Roper."

"Not I," spoke up the Brandy strong;
"He grew too poor to buy me long—
I didn't kill Tom Roper."

"Ha! ha!" laughed old King Alcohol;
"Each struck the blow that made him fall;
And all that helped to make him a toper,
Were my agents, and killed Tom Roper."

—The Little Corporal.

AMY, OUR DARLING.

Oh, who is our household darling?
The girl with the golden hair,
With lips like ripe red cherries,
And a face so sweet and fair?

Who comes with a smile in the morning,
Who comes with a kiss at night,
With a voice like a bird at dawning,
With the steps of a fairy sprite.

I saw her this morning, smiling,
Thru a bower of white and green;
The prettiest little darling
That ever mine eyes had seen.

Her arms were brimful of treasures
To show the birdies small,
As she sang them a morning welcome,
The sweetest birdie of all.

Never a pout of ill-nature
Spoils that mouth so rosy red;
Never a sulk or angry frown,
A word that should not be said.

Ever a thought for the friends she loves,
Gentle, unselfish and free;
No wonder she's every one's darling,
No wonder she's precious to me.

THE BABY.

Little hands and little feet,
Little baby, oh, so sweet!
Tender head and curly hair,
Gentle baby, very fair!
Blooming cheeks and cunning nose,
Charming baby, like a rose!
Curious ears and laughing eyes,
Precious baby, what a prize!

WISDOM IN WIT.

THAT MALARIA MOSQUITO.

Doctors claim malaria comes from the bite of a mosquito, and now a doctor claims to have found another bug that eats the malaria mosquito bug. W. D. Nesbit, in Life, shows it up right:

They've found the bug that eats the bug
That fights the bug that bites us;
They've traced the germ that kills the germ
That chews the germ that smites us.

They know the bug that knifes the bug
That stabs the bug that jabs us;
They've seen the germ that hates the germ
That biffs the germ that nabs us.

They've struck the bug that slays the bug
That flays the bug that sticks us;
They've jailed the germ that guides the germ
That taught the germ to fix us.

But still these bugs—microbic thugs—
In spite of drugs combat us:
And still these germs—described in terms
Inspiring squirms—get at us!

SERUM-THERAPY.

Serum-therapy, after all, is what we have been looking for. It requires for the practice thereof a bacteriologist at hand to tell you what is the matter, and then all you need is a syringe, a few bottles of the different serums, be able to read the bacteriological report, and go "squirt." Easiest thing in the world. Hereafter the examinations for the practice of medicine will be like this: "Name the component parts of a syringe. How do you steralize a syringe? Do you know that you should use anti-streptoccocci serum in every case, except when you would use diphtheria antitoxin? That's all.—Editorial in Medical Visitor, February, 1903.

THE DOCTOR'S STORY.

Deacon Rogers, came to me:
Wife is a-going to die, said he.
Doctors great and doctors small,
Haven't improved her any at all.
Physics and blister, powders and pills,
And nothing sure but the doctors' bills!
Twenty women, with remedies new,
Bother my wife the whole day thru,
Sweet as honey or bitter as gall—
Poor old woman, she takes them all
Sour or sweet whatever they choose,
Poor old woman she daren't refuse,
So she pleases whoe'er may call,
And Death is suited the best of all.
Physic and blister, powder and pill—
Bound to conquer and sure to kill!
Mrs. Rogers lay in her bed,
Bandaged and blistered from foot to head;
Blistered and bandaged from head to toe!
Mrs. Rogers was very low.
Bottle and saucer, spoon and cup,
On the table stood bravely up.
Physics of high and low degree:
Calomel, catnip, boneset tea—
Everything a body could bear,
Excepting light and water and air.

I opened the blinds,—the day was bright,—
And God gave Mrs. Rogers some light.
I opened the window,—the day was fair,—
And God gave Mrs. Rogers some air.
Bottles and blisters, powders and pills,
Catnip, boneset, syrups and squills,
Drugs and medicines, high and low,
I threw them as far as I could throw.
What are you doing! my patient cried;
Frightening Death, I cooly replied.
You are crazy! a visitor said;
I flung a bottle at his head.

Deacon Rogers, came to me;
Wife is getting her health, said he.
I really think she will worry thru;
She scolds me just as she used to do.
All the people have poohed and slurred,—
All the neighbors have had their word.
'Twere better to perish, some of them say,
Than to be cured in such an irregular way.
Your wife, said I, had God's good care,
And His remedies, light and water and air,
All of the doctors, beyond a doubt,
Couldn't have cured Mrs. Rogers without.
The deacon smiled and bowed his head:
Then your bill is nothing, he said.
God's be the glory, as you say!
God bless you, doctor! good day! good day!

THE FOOTBALL HERO.

Raw! Raw! Raw!
Gee! Gee! Gee!
Nose off—ear off—
Spavin on my knee—
Jaw bone busted—
Splices in my spine—
Won't the girls go crazy
As I waltz down the line!
—St. Paul Dispatch.

ISN'T $50,000 ENOUGH?

George: "If some one should leave you $50,000, what would you do?"

Jack: "I'd run over to Europe, buy a title, and then come back and marry a millionheiress.

SOME OF THE FACULTY OF THE LATTER-DAY SAINTS' UNIVERSITY.

Training of Teachers.

One of the best patronized of the departments, maintained by this institution is the Normal School, which includes the regular Normal course and the Kindergarten Normal course. The Normal course is taught by one or more specialists in each line.

The requests made to this institution for Normal graduates have been very numerous for several years past, and there is a steady demand for well-trained Normal graduates throughout the whole of this inter-mountain country. If a person is in doubt as to what course he should take, he should generally take the Normal course.

Preparing for a Profession.

Young men who expect to prepare for the profession of engineer, physician, lawyer, pharmacist, etc., should select our scientific ourse and pursue it to completion. This course provides the science, languages, and mathematics required for entrance to any of the professional schools or technical colleges in the country. The course has been specially laid out to meet the needs of students who desire to pursue higher professional studies and is confidently recommended as the best that can be provided for this purpose. Ample provision is made for laboratory work in biology, physics, and chemistry, according to the most recent ideas, and in well furnished laboratories. Our teachers are specialists in these several departments, and we cordially solicit from the prospective student the favor of a personal inspection of the methods and results of the regular class work.

Preparation for University Study.

Those who contemplate taking a thorough course in any of the greater universities of our country will find the Classical course of this institution exactly adapted to their needs. It provides the two clasical languages, with all the mathematics, science, English, and history necessary for entrance upon any of the A. B. courses of the higher instiutions of learning throughout our country. The work has been so planned that the student is taken through higher algebra and trigonometry, yet without making the mathematics burdensome.

This course will recommend itself to educators everywhere as the best of training preparatory to University courses in science, literature, and the arts, and we recommend it to all students that contemplate higher courses of study. . .

Preparing for the Home.

Lady students are given unusual advantages, in our courses, to prepare for the actual work of the home. Our Domestic Science course is one of the most attractive, thorough, and practical ever offered as high school work in this country. The following points deserve notice:

1. The science and art of good housekeeping form part of the work of each year.

2. Actual practice in the cooking and sewing rooms is provided, under expert practitioners.

3. The medical and hygienic problems of the home are especially emphasized.

4. The course is not overburdened with ordinary science nor with mathematics.

5. French is the prescribed foreign language, but German, Spanish, Latin, or Greek may be substiuted for French.

6. Such higher branches as psychology, aesthetics, and chemistry of foods, are given due prominence in the third and fourth years. We advise all young ladies to take this course, or as much as possible of it, unless they are taking the Normal or the Kindergarten course.

Preparing for Business Life.

No other institution within the inter-mountain region has yet offered as much training as a preparation for business as our Business College is now actually giving. The training received by our young men and women during the past few years has put hundreds of them into profitable employment and has laid for each of them the foundation of a prosperous career. This training gives confidence and courage by the rigid drill in actual business in which the student is daily exercised. The courses of study are thorough and comprehensive, have been laid out with great care, and turn out skilled stenographers, competent

bookkeepers, qualified accountants, and practical telegraphers. The student is trained not only to do, but also to think; and as soon as he has learned to keep books, take dictation, use the typewriter or the telegraphic key, he goes into practical banking, the conveyancing of real estate, the mechanism of exchange, the customs of the business world, and the study of civil and commercial law.

The technical work is largely individual, and may be taken up and finished at any time. No examination is required to enter the course in Bookkeeping, Shorthand, Typewriting, or Telegraphy, provided that the student is of sufficient age. These courses give a thorough preparation for the work they represent, and constitute the most fascinating and practical subjects given in any business college in this country.

In equipment this college is superior to any other business school in the west. The various offices have the best of books and furniture, and the students work at actual business from start to finish.

NEW COURSE IN MECHANIC ARTS.

A course in mechanic arts will be given this year. The finest desks for the work in mechanical drawing have been purchased for the model drawing rooms in the Young Memorial building. These rooms are lighted by immense skylights with adjustable screens, and by north windows with blinds. The benches for woodwork and cabinet-making are of the full size, each nearly eight feet in length, and supplied with full sets of the highest grade carpenter's tools. The benches occupy three basement rooms in the Lion House, and will accommodate 100 students. A practical joiner and furniture-maker will devote his entire time to teaching the classes in wood-work. Other rooms on the same floor will be used as supply and store rooms, so that the facilities are excellent for good practical work in these lines.

CIVIL ENGINEERING.

The course in civil engineering is now offered for the first time by this institution. Students may enter the first year of the course in September, if they have passed off three full years of high school work, including mathematics e. and f. Students who have completed four years of high school work as given in the L. D. S. University, may enter the second year of the course by taking engineering I. as an extra study. This course is a practical and thorough one, laid out in accordance with recent ideas. The general circular describes in detail the work to be given.

CONCLUSION.

We believe our High School courses are the best that are given in Western America, and that our teachers of high school subjects are not excelled by those of any other institution in the country.

We believe that our business courses are without a parallel in the entire intermountain west, and that our facilities for commercial training surpass by far those of any similar institution of Western America.

With new buildings, fine equipments, modern methods, enlarged faculty, and practical training in scientific, normal, classical, kindergarten teaching, and domestic science courses, we are aiming to realize for our patrons the best of modern educational ideals. The instruction in special branches, such as music, art, law, physiology, mechanic arts, dressmaking, cooking, and the home arts, is given by actual practice under experienced specialists. The laboratories afford good facilities in chemistry, physics, and biology; and the regular class work in languages, history, mathematics, civics and theology, is of the best quality, with able and progressive teachers. The Business College leads all others in the West, and is open winter and summer, day and night. You can enter now for a thorough business education, preparing you for a position in practical telegraphy (railroad system), standard shorthand by a new method, touch typwritnig, bookkeeping and banking.

If You Will Write

to the Latter-day Saints' University, Salt Lake City, interesting descriptive pamphlets in relation to the institution will be sent free to your address. We shall be gratified to have you visit any of the departments, so that you can see for yourself the quality of the work actually being done.

HON. H. H. LUND,
President of Board.

The Fall
Term
of the
Latter-day
Saints'
University
Begins
September
5, 1903.

J. H. PAUL, Ph. D.,
President of Faculty.