

HUMAN CULTURE

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HUMAN CULTURE

Vol. 7

CHICAGO, NOVEMBER 5, 1905.

No. 10

HUMAN SCIENCE DISCUSSIONS

Letters of "SMARTUS" and "BRAINUS"

SMARTUS—A Progressive Thinker

BRAINUS—A Modern Phrenologist

(Real Names Withheld)

TO BE CONTINUED FROM MONTH TO MONTH

WHY DO COLLEGES AND UNIVERSITIES NOT ACCEPT PHRENOLOGY?

My Dear Brainus:

In thinking about the subject of phrenology, it appears to me remarkable that it has not been taken up by the colleges and universities. Surely, here are found the very cream of cultured and educated men. These people have studied and investigated, and if phrenology were true and scientific, they should be glad to advocate it and also to teach it. Therefore, why is it that the men who are considered to be authorities on education and science, rejected this theory? This is a hard blow on phrenology as a science. We look to our men of learning to discriminate between truth and error in the matter of science and philosophy. Under these circumstances what are we to think of the science of phrenology?

Yours truly,

SMARTUS.

My Dear Smartus:

You ask, Why is it that phrenology has not been taken up by colleges and universities. You say, surely, here is the very cream of cultured and educated men. These men have studied and investigated, and if phrenology were true, they should be glad to advocate it. You ask, Why is it that men who are considered to be authorities on education and science have rejected phrenology? You say, in addition, that this is a hard blow on phrenology as a science, that those men are men of learning and that they are able to discriminate between truth and error, regarding science and philosophy.

In answer to your first question, Why do colleges and universities not accept phrenology? I wish to ask you a few questions also. Why is it that Napoleon could only give a few minutes to Fulton and his idea about a ship, by means of which he could go by steam and cross the Channel in spite of the wind? Why was it that the convention of steel-makers in England did not listen to Bessemer in regard to his steel-making idea? Why did this convention order everything he had said stricken from the records? Why is it that Columbus was laughed at, although he gave one-half of this world to civilization? Why is it that the philosophers ridiculed Galileo and opposed his discovery? Why is it that Prinella was beat with rods for saying that the stars would not fall? Why is it that Pythagoras was banished from Athens? Why is it that Anaxagoras was imprisoned on account of his scientific ideas? Why was Socrates persecuted? Why was Democritus considered insane because of his studies in the direction of dissection? Why was Galileo persecuted for inventing a telescope by means of which the celestial bodies were brought into view? Why

was he brought before the Inquisition and cast into a dungeon, notwithstanding his old age and infirmity? Why was Bruno burned? Why was Camparella tortured seven times for asserting that there was a multitude of worlds? Why was Paracelsus persecuted by the French parliament when he introduced the use of antimony as a medicine? Why was Sir Isaac Newton violently opposed for his discovery of the composition of light? Why was George Stephenson treated the way he was treated for his great mechanical discoveries? He was ridiculed, abused, despised and violently opposed by learned engineers, men of science, eminent lawyers, the Houses of Lords and Commons, and, in short, by everybody. Why was Mesmer treated by scientific men the way he was treated? And why have churches, theologians, scientists, philosophers, colleges and universities fought new ideas, new inventions and progressive movements all along?

Colleges, universities, scientists and philosophers are no authorities when it is a question of phrenology. They do not know anything about phrenology. They have not studied our science and therefore they do not know anything about it. They may be judges when it is a question of chemistry, physics, anatomy, grammar and other sciences and arts taught by colleges and universities, but they are not authorities on that which they know nothing about. Let them come to our school and take a four years' course in phrenology before they pass judgment. There are university professors who do not even know that phrenology exists, and such men are very poor phrenological authorities. They cannot be authorities on something that they have not studied. They cannot accept something that they know nothing about. Let me tell you, also, my Dear Smartus, that there is more knowledge outside of universities than there is inside. It is the ordinary people, the inventor, the investigator, outside of universities, that make discoveries, inventions, sciences and philosophies. They are the ones who are the teachers of university professors. Very often, indeed, the learned ridicule truth. But as the world advances, those truths are bound to find their way into universities and colleges.

The fact that phrenology has not been accepted by universities proves nothing against the science. A truth is a truth whether university professors accept it or not.

Phrenology will find its way into colleges and universities after it is known. Indeed, it has already been accepted by a great number of colleges and universities in various countries. But this proves nothing as far as phrenology is concerned, for

errors are often taught in colleges and in universities. An error is no better if it be taught in a university than if it be taught outside of a university, and a truth is no better even though it be taught in a university. It is not a question of what colleges and universities reject, nor what they accept, when it is a question of truth. The question is, Is phrenology a truth? And when we wish to know this we should not go to university professors to find out; we should go to those who study the science. When we wish to know whether chemistry is a science or not, we should not consult an astrologer, or a shoemaker, or someone who knows nothing about it.

Universities are seats of learning, it is true, but they are not seats of phrenological learning. When you wish to study phrenology and become a phrenological judge, go and study it where it is taught in all its details. It is your duty, as a defender of truth, to study this science and introduce it into colleges and universities, if you think that it cannot be taught anywhere else.

Phrenology has stood the test for more than a hundred years; it has been studied by statesmen, lawyers, scientists, philosophers, ministers of the Gospel, doctors, and by men who were and are foremost in the fields of education, and all who have studied it have been and are its earnest defenders. Such men have known the truth of phrenology; such men do know that it is a science, and such men ARE phrenological authorities. It is such men and women who have introduced the science into colleges and universities, thus far, and it is such men and women who will teach your cultured men, in colleges and universities the truth of the science.

Phrenology has never been rejected; it can never be rejected.

The world is in need of more than twenty-five thousand teachers, lecturers, examiners, writers and workers along the lines of phrenology. The world does not know much about phrenology yet. We need such men as you to take it up and teach it to the world; therefore, I invite you to come and take a course with us and become a phrenological educator. And if you study this science, you will become qualified to improve the cultured, to civilize the civilized, to doctor doctors, to preach to ministers, to teach legislators to frame laws, to teach college and university teachers. People who study our science know how true this is.

HOW NERVOUS ENERGY IS WASTED.

Emily H. Vaught.

A tall, bony, motor-temperament man sat down in the seat before me in a train. I had noticed this man before because of two very deep lines in his cheeks, running down from the cheek bone to the jaw. I can see now that his head is very full at the location of Combative-ness, corresponding with the deep lines. His social faculties are relatively weak, and he has a positive and somewhat hard expression, although he shows that he is a man of culture and education. He has a good intellect.

Presently a second man came and sat down in the seat beside the first man mentioned. This second man I noticed had a depression at Combative-ness, but very large Destructiveness and social faculties. Here, I thought, are two men of exactly opposite natures. It would be fun to see them match strength together. As if in answer to my thoughts, man number two took from his pocket a little booklet and began to turn its pages, at the same time eyeing man number one out of the corner of his eye. At last, with a friendly smile on his face, he spoke to man number one in regard to the pamphlet he held in his hand. Man number one took the pamphlet and looked through it, while man number two talked in a smiling, patronizing way in regard

to it, evidently thinking that it would be an easy matter to convince. Man number one listened attentively for a few minutes and then said something in a low voice. The smile disappeared from the face of man number two and he commenced to talk more earnestly. Man number one looked out of the window and allowed the other to talk, but at last he turned and, looking the other straight in the eye, he delivered himself of his opinion in a positive though calm manner. Man number two became somewhat excited. His face kindled and he commenced to gesticulate, although he tried hard to control himself, and succeeded in talking in a moderate tone of voice. He talked and talked, edging closer and closer to man number one in his eagerness, and even put his arm about him. He talked until his face was flushed and the perspiration started. He seemed almost beside himself in his earnestness. It was plain to see that every nerve and fibre in him was tensed; he was wholly bent in convincing the other. That large faculty of Destructiveness was at work and he was determined to win. And so he argued and talked, while man number one sat coolly looking out of the window, not saying a word, but occasionally shaking his head. At last he arose, saying he had reached his station; his face was calm and indifferent. Man number two fell back in the seat exhausted and disgusted, trying to regain his equilibrium.



Combative-ness Shown in Head and Nose.

Moral: Never try to argue with a man who has a hard motive make-up and a strong faculty of Combative-ness, and especially one who has deep perpendicular lines in his face. When you try to convince such men to your way of thinking, you only waste nerve energy and accomplish nothing, as this man did.

He who has resolved to conquer or die is seldom conquered; such noble despair perishes with difficulty.—Corneille.

Know thy work and do it, and work at it like a Hercules. One monster there is in the world—an idle man.—Carlyle.

When a firm, decisive spirit is recognized, it is curious to see how the space clears around a man and leaves him room and freedom.—John Foster.

The talent of success is nothing more than doing what you can do well, and doing well whatever you do without a thought of fame.—Longfellow.

Nothing can work me damage, except myself; the harm that I sustain, I carry about with me, and never am a real sufferer but by my own faults.—St. Bernard.

HOW TO READ PEOPLE

CONDUCTED BY VICTOR G. ROCINE

ANATOMICAL TYPES FROM THE STANDPOINT OF SEX.

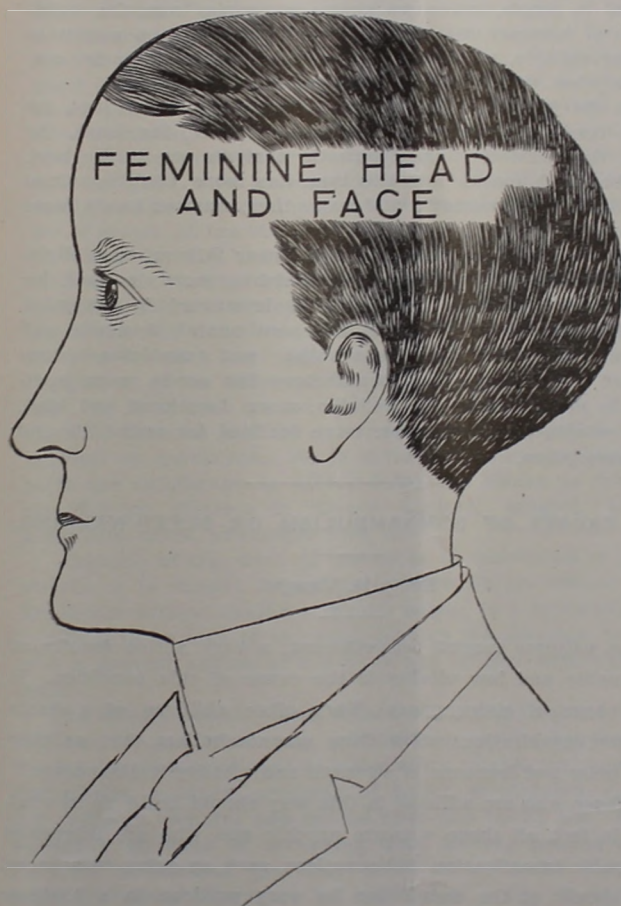
In our last article under this heading, we gave our readers a lesson in practical character reading from the standpoints of temperamental anatomy; this month we shall give our readers a brief but practical lesson of a similar though different nature.

When we study people in a temperamental sense, we find that one person may have the motive temperament, as far as anatomical construction of brain and body is concerned, and yet that same person may be either a man or a woman. This is the case with the vital temperament; it is the case with

anatomy to her daughter. Or, again, both father and mother may be masculine in build, or both may be feminine in build. Again, offspring may be heterogenetic; that is, children may not enter the same states as their parents, in a hereditary sense, and therefore neither take after father nor after mother nor after ancestral types.

For this reason, we cannot tell from sex types alone whether a son takes after his father or after his mother, or whether a daughter resembles father or mother, though we can tell this from other signs or developmental conditions.

The fact, therefore, that a certain man has that anatomical structure peculiar to a woman, does not mean that he is a



the mental, and it is the case with any temperamental combination.

Therefore, sex type is a special condition. One man has the constitutional anatomy peculiar, as a rule, to woman. When he has a feminine anatomy, he is said to be feminine. Another man has the anatomy peculiar to the male sex, as a rule, and when this is the case that man is said to be masculine.

Again, a woman may have that same anatomical construction peculiar to the male, and when she has, she is said to take after her father, though this is not speaking very scientifically, for the simple reason that her mother may have been masculine in build, and thus transmitted this same masculine

woman, nor does it mean that he resembles his mother; it means nothing else than that he has that special anatomy which is usually found in a woman.

When a person has a resolute eye, deep lines in the face, large teeth, broad and square shoulders; when he is tall and tapers from the shoulders down; when his waist-line is high up; his arms and legs long; his hands large and bony; a large and square mouth; a convex nose; a well-developed muscular system; a thick neck; a heavy jaw; a relatively small stomach, and his hips are comparatively small; when he has long fingers; a broad and wide head, and his head is well developed in the lower part of the back-head; when he has large feet; when he

is bony and muscular; when he has an earnest face, a big chin, a short neck; when he is active and energetic; when he is tall and commanding; when he walks with long steps; when he has a strong and deep voice; when he is resolute and free in action; when he has a rectilinear or angular face; when he is strongly developed in the faculties of enterprise, in the sides of the head and in the side portion of the upper frontal lobe, and when he has the sex faculty strongly developed—then he has that special type called the masculine, or he is said to resemble his father. A woman having this build to a great degree is said to be of a masculine type of build.

Such a person is resolute, determined, independent, active, energetic, strong, muscular, daring, forcible, enterprising, eager to make money, full of business and action, itinerant and desirous of doing things in the world of action. Such a person is adapted for struggle, competition, difficulty, opposition, contention, law, politics, mining, farming, railway work, travel, engineering mechanics, construction, navigation and other active work, the kind of work, of course depending upon his talent. By knowing the masculine type from the feminine, and the characteristics peculiar to each, we have a knowledge which gives us the key to character and talent, as far as it goes, and we have also the key to matrimony, as far as sex types are concerned. But when a person has a long body from the seat to the shoulders; when the waist-line is low down; when the person tapers from the hips down and from the hips up; when he has sloping shoulders; when his abdomen is well developed; when his hips are large from side to side and from front to back; when he has short legs, a long neck, a small mouth, but full lips; when he has full cheeks, small feet and hands, small cheek-bones, expressive, mild and kind eyes, a large back-head; when his head is high; when his head is well developed in the central part of the tophead, especially in the anterior portion of the front head; when he is well developed in the sidehead where the head rounds off to form the top, above and behind the ears; when his neck is small, especially where the sex instinct is located; when his head is pointed in the back portion of the head; when he has a speaking countenance; when he has a large and almost round chest, especially deep from the front to the back; when he has a concave nose; when he has large vital organs; when his face is free from deep lines, caused by earnest, determined and energetic mind; when his manners are agreeable, polite and pleasing; when he is vitally magnetic, and when vitality predominates over mentality and bones and muscles—then, he has that sex type called the feminine.

Such a person is sociable, magnetic, polite, agreeable, pleasing, sympathetic, emotional, intuitive, sentimental, kind, friendly, good, sagacious, tactful, more religious than the one who is of a masculine type, fond of pleasure, quick in expression, afraid of trouble and fights, benevolent, more spiritual and more able in such lines of work as medicine, salesmanship, hotel work, nursing, music, elocution, lecturing, churchwork, art, poetry, fine work, tailoring, manufacture of fine fabrics, cloth and clothing housework, secretaryship, correspondence, advertising, bookkeeping, drama, acting, singing, ministry, office work, literature, technique and all kinds of light, easy and sedentary work, depending, of course, upon his talent, education, health and opportunities in life.

It is very important to take these two types into consideration at all times when we size a person up. There is always more softness and sympathy, tenderness and compassion, sociability and vital magnetism about the feminine type, and this type always goes into different occupations, even when it happens that the more masculine faculties go with this type, which is sometimes the case. When we deal with the feminine type we always deal with a softer and more tender nature, but when we deal with the masculine type we deal with a sterner nature.

The feminine type cries quicker, but the masculine type fights and gets angry. The masculine type uses force, but the feminine type uses persuasion and love. To understand these two types, gives us an insight into character reading that is of the greatest value, not only as far as character reading is concerned, but also in determining the talent of a person. It can be said as a general rule that the masculine faculties are always more active in the masculine type and that the feminine faculties are always more active in the feminine type; therefore, when we see a masculine build, either in a man or in a woman, we know beforehand the nature of him or her, both in character and in talent. And, on the other hand, when we see a feminine type of build, we know the drift of the character and the nature of the talent. It is very important to remember these types when we deal with people, when we place people in the industries and professions, when we deal with children, when we receive customers, when we select associates, when we organize societies, when we nurse and doctor people, when we lecture to people, when we approach people from the standpoints of salesmanship, when we select friends and associates for our children, when we select a matrimonial mate for ourselves, when we go into partnerships, etc.

In the feminine type, the vital organs are in the lead, for which reason the abdomen, the hips, the liver, the lungs, the heart, the circulatory and lymphatic systems are in the lead, and for which reason also this type has more vitality, animal heat, blood, flesh, warmth, vital magnetism, warmer hands, more magnetic eyes, etc.

People of the feminine type are better talkers, more diplomatic and sociable, friendly and amiable, more inclined for progress and religious culture, more interested in education and literature, more emotional and sentimental, domestic and fond of pets, more able in nursing and medicine, more adapted to sell goods and manufacture fine goods, more interested in music, poetry and religion, more devotional and kind, more sedentary in disposition, more inclined for social life and love association.

THE CAUSES OF SOMNAMBULISM OR SLEEP-WALKING.

Emily H. Vaught.

An extreme mental temperament, a very active faculty of Spirituality and low vitality is the cause of this condition. It is a phase of clairvoyancy. Very often children of a finely nervous organization suffer from somnambulism, but as they grow older and increase in strength and vitality it disappears.

Those who are afflicted in this way should build up in vitality. In fact, all those who are psychic and who are interested in psychic investigation and practices, such as going to seances, etc., should at the same time be very prudent in a hygienic and vitality sense, for if they allow their physical condition to run down and the faculty of Spirituality to get the upper hand, they will land in the insane asylum, as many others have done. This is dangerous to the nervous system and to the mind itself.

NARROW.

Benners—Hasn't that man a long train of thought?

Jenners—Yes, but it runs on a narrow gauge railroad.

Mr. S.—Why does that horse bite at that lady?

Mrs. L.—She is a grass-widow.

PAYING INDUSTRIES.

V. G. Lundquist, D. Sc.

LIBRARY SCIENCE; THE LIBRARIAN.

This occupation is an important one. Many universities have a special department for the teaching of library science. This occupation broadens from year to year. It is pleasant, clean, neat, literary and well-paying work. Universities require students in library science to take a four years' course. The student who completes his four years' course in library science receives the degree of "Bachelor of Library Science."

The conditions in library work are constantly changing, for which reason the librarian must have a good education, knowledge of books and library methods, a high order of literary intelligence, adaptability in learning new methods, etc. He must understand simplicity in library methods. He must understand economy, duties of responsibility to schools, colleges, factories, universities and to the public at large. He must understand technical details, the qualities of books, binding, arrangement, bibliographic orders, economy and library systems. He must be filled with an appreciation of his high calling. He should be able to furnish the best reading, to the greatest number of people, at the least possible cost.

From the fact that there are hardly no books on library economy, he receives his instruction by lectures and laboratory methods. He is instructed regarding reference books and periodicals for collateral reading, and is shown the duties in libraries for each day. He is given actual experience in each department of the library of the university in which he is studying. He is taught the methods of co-operation with different kinds of libraries and the systematic plans upon which library business is conducted. He is given instruction in library reports and catalogues, in library forms and blanks, in rules and classification systems, in library devices, patents, binders, pamphlets, cases, newspaper files, etc.

Because of the want of text-books of instruction in library science, it is almost impossible to learn library science in all its details without taking a regular course in a university.

To give an idea of the work done by the librarian, we shall give a general sketch of his work and of that with which he deals.

He selects books, places orders and studies regular library routine. He has to do with quotations, statistics, handbooks of history, handbooks of general information, atlases, encyclopaedias, dictionaries, indexes, grouping of books, cataloguing, classifying, ordinary, general and special reference books, etc. He understands methods of arranging time for the reading public. He must understand the daily duties in university, state and public libraries. He must be acquainted with bookmaking, printing, history of printing, proofreading, printers' marks, bookplates, the history and art of binding, public documents, transactions of societies, indexing, advanced reference books, the history of libraries, types of libraries in special localities, states and foreign countries, library reports, serving as text-books for want of regular text-books, bibliography, library economy, the library systems of Dewey, Cutter, Edwards, Fletcher, Perkins, Smith and Schwartz, the rules of library associations in America and in foreign countries, cataloguing new books, buying library supplies, the organization and reorganization of libraries, the preparation of printed finding-lists, the making of rules and regulations, the devising of loan systems, the managing of libraries, library legislation, library architecture, library admin-



This Man Has the Brain Formation of a Librarian.

istration, the current problems of public and college library work, etc. He must be familiar with all kinds of books. He must keep records of books and understand the minor details of library duties. He must know how to care for books, how to shelve them, how to protect them, etc. He must select books, check them, examine them, judge of their merits and demerits, review them, judge of their quality, style of writing, paper and binding, reputation of authors, memorize data regarding them, and attend to the needs of a library in the way of supply. He must be acquainted with authors, subjects, editions and series, interesting publications, current library topics, reference lists prepared for special classes of people, for literary and scientific societies, for reference departments, for authors, etc. He must be acquainted with the methods and needs of library associations, library schools, library commissions, library book-keeping, traveling libraries, home libraries, economy publications, regulations for readers, government and service, schools, loan systems, dictionary cataloguing, rules which apply to different types of libraries, card forms and accessories. He must be a first-class penman. He has to do with shelf-lists, sheets and cards. He must understand the work and business methods in the order department, and the business methods of German, English, French and American trade bibliography. He must be familiar with the duties in the accession department according to Dewey's Library School Rules. He has to do with duplicates, copyrighting, exchanges, gifts, importing, exporting, etc.

In the university, especially the last two years, the student studies the following branches:

- Elementary Library Economy.
- Elementary Reference.
- Selection of Books.
- Elementary Apprentice Work.
- Advanced Library Economy.
- Bibliography.
- History of Libraries.

(Continued on Page 192.)

HUMAN CULTURE

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HOW TO PREPARE FOR WINTER'S COLD.

By Victor G. Rocine.

As parts of the chest, we can mention the lungs, the heart, the diaphragm, the bronchial passages, the throat, the frame work and the flesh. There are two great lobes of the lungs, consisting of air cells, either active, semi-active or dormant. Disease often makes its assaults upon these air cells, at which time these air cells become food for bacteria. The destruction of the air cells prevents development of vitality and hastens death. The blood may be poisoned in the lungs by foreign substance or gas. Death may occur by the filling of the lungs with plasma from the blood. Weakness of the lungs means low vitality, but a perfect chest means perfect vitality. If a person has good lungs, he will not catch colds very often. People who have excellent lungs may expose themselves to climatic changes, and yet not catch colds. The catching of colds is a question of lung vitality.

The very best thing a person can do is to protect his chest from cold and dampness. To breathe is to develop the lungs and to supply the blood with the stimulating oxygen of the air. By deep breathing, a person can develop semi-active air cells to such an extent that they also become vitality makers. Dormant air cells in the lungs are not vitality makers. Therefore a person should breathe and exercise the lungs until all the air-cells do their full duty. All this can be done by the cultivation of the chest. Excellent lungs are necessary for healthy heart action. Cultivation of the chest is cultivation of the heart. That vital center, the medulla oblongata, is, in reality, the chest brain and the heart brain. In proportion as a person uses his lungs, in that proportion he develops that nervous engine, the medulla; and in proportion as he develops the medulla, in that proportion will nervous energy be generated to the heart and lungs, qualifying these important organs to generate life and heat for the protection of the chest. Heart trouble, consumption, neuralgia and nervous prostration are results of a weak development of the medulla oblongata. The great pneumogastric nerve centers in the medulla, and it is this nerve that transmits nerve impulse to the heart, lungs and circulatory system. Cold hands and feet mean a weak circulation. A person who suffers from cold hands and feet should develop the chest brain, the medulla, by the cultivation of the chest and by protection of the chest.

Neuralgia is nature's cry for more vitality. Nervousness is nature's cry for nutrition. Headache is nothing but starved nerves and a starved brain. Blood starved in some of the needed

elements, or nerves that are hungry for want of phosphorous, can never be satisfied by an opiate. Nervousness is nothing but hungry nerves. A nervous person should eat nerve and brain-building food and should cultivate his lungs by deep breathing. The heart needs good blood; the brain needs good blood; the nerves need good blood, but good blood is based upon good food and perfect respiration. Good food, pure air, sleep and nerve tension exercises are necessary when it is a question of more vitality.

As winter is coming on, we wish to call the attention of our readers to the necessity of cultivating the lungs, so that the system may generate heat for bodily protection.

Breathing is the very act by means of which you draw the oxygen of the air into your lungs, and oxygen is one of the principal agents of generating animal heat. Cultivate your lungs and you protect your diaphragm, heart, lungs, bronchial tubes, throat, skin, spine and feet.

To eat blood-producing food, food that has a stimulating and warming effect, and to cultivate your chest by deep breathing, is to protect yourself for the coming winter.

Exposure to cold causes loss of heat. Dampness, or a damp skin, causes loss of vital magnetism and of life itself. Cold and damp feet is an immediate cause of colds. A cold spine leads to low health and depleted vitality.

There is no better chest-protector than deep and full respirations. There are no better feet protectors than silk stockings next to the feet and then woolen stockings outside. Massage of the skin is excellent. Tapping of the flesh improves the circulation. Vibratory massage is excellent for the circulation. Massage by vibration can be done by placing one hand upon the clothing, and without sliding the hand, vibrate the skin and flesh in all directions, at the same time as the person is inhaling deep breaths. This improves the circulation. The application of cold water to the neck and chest is important, especially if a person afterwards rubs and dries his neck and chest with a warm towel.

A person with a strong character is already a success. It matters not what his sphere of action may be, whether he be an ignorant fisherman or a college graduate, he is bound to make a mark in his community. If he has a strong character, he has the mental faculties that go to make up character, strong in development. The principal faculties of character are Combativeness, Self-esteem, Conscientiousness and Veneration. Learn the functions of these faculties and develop them in yourself, and you are building character for time and eternity.

EMILY H. VAUGHT.

The only conclusive evidence of a man's sincerity is that he gives himself for a principle. Words, money, all things else are comparatively easy to give away; but when a man makes a gift of his daily life and practice, it is plain that the truth, whatever it may be, has taken possession of his.—Lowell.

A man who knows the world will not only make the most of everything he does know, but of many things he does not know; and will gain more credit by his adroit mode of hiding his ignorance, than the pedant by his awkward attempt to exhibit his erudition.—Colton.

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Knowing the difficulty of obtaining reliable FOOD ADVICE, we have written a practical dietary treatise, exclusively for subscribers to HUMAN CULTURE. This booklet gives a table of the best blood-producing foods, and also tables of foods that are health-producing to people of different temperaments, ages, habits and occupations.

When we study man from chemical standpoints, we find that he is composed of fourteen different elements, which when present in the system in their proper proportions, result in health, strength, vitality, good blood and long life.

The old and feeble should not eat the same kind of foods as young people, who are growing in bone and muscle. A fleshy person should not have the same food as the one who is lean in flesh. The mechanic and physical worker should have a diet that supplies strength to bone and muscle, and, at the same time, his diet should be such that it does not constipate, for if it does his health suffers and his purse becomes empty. The student, thinker and brain-worker needs a diet that supplies nutrition to brain and nerves. A person suffering from nervousness, brain-weakness, nervous prostration, neuralgia, tired feelings, etc., should know how to order his meals so as to overcome these conditions. A person suffering from sexual weakness should eat foods that contain the sexual and vital principle. Children, whose blood is hot and who are full of life and heat, should not be given that kind of foods and drinks that stimulate, arouse and generate heat, or they are liable to form bad sexual and alcoholic habits.

Dr. Rocine's Diet Guide gives tables of foods and drink, so that each man may select from those tables, foods that give health, strength, magnetism, success and social influence. It is the most practical, systematic and concise diet treatise in existence. It is written from the standpoints of chemistry, physiology, temperament, phrenology and practical life. It enables each person to order food, cook and eat according to his temperament, age, work, means, habits and states of mind, and also to select the best blood-producing foods and drinks.

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Yours very sincerely,

HUMAN SCIENCE SCHOOL.



Conducted by Emily H. Vaught.

IF I WERE A BOY.

If I were a boy, I'd whistle and sing,
As quick and as gay as a bird on the wing;
I'd be up with the sun, as sparkling as dew—
In the morning of life there is plenty to do.

I'd learn to play tennis—all innocent games,
But nothing that's harmful, or ever defames;
Some science or art I early would learn,
And beauty in pictures and landscapes discern.

Of four "little devils" I'd always beware—
Now mark them, and each one remember with care;
"Just This Once" will deceive you the winecup to taste,
Or money and health on cigarettes waste.

In alleys and lanes "No One Sees Me" you'll meet,
A sly little devil, and liar complete;
For Conscience and God forever are near,
They see us in darkness; they will make our way clear.

The third little devil, "Everybody Does So,"
Will follow you, boy, wherever you go;
He'll charm you to desecrate God's holy day
And lead you with rabbles far out of the way.

Another old imp, both tricky and sly,
Is after your moments; his name is "By and By";
Though to-day you should act, he'll persuade you to wait
Till for God and for heaven itself you're too late.

—Selected.

WHERE IS THE DRAG IN CHILDREN'S CLOTHING?

"Do you keep sharp watch on the children's spinal columns, and shoulders?" When there is any inclination to stooping shoulder, look into the matter at once to find the cause. It is usually the clothing in some way. The hose supporters will be put on the easiest way, and that is front—and fastened to the under waist. This makes a pull on the chest and drags it over. It takes only just a little more pull than on the back, and down drops the chest. Are the bands around the waist—weighing on the muscles that are made to hold up the body so they are not strong enough to work when so much is put on them?

The boy gives way under the drag of an ill-fitting coat collar which is always too thick. See that there is no pull or weight on the back of the neck.

When nothing pulls the young spine over or presses it down, and the proper muscles are allowed to hold it up, the back will be straight and flat. Want of pure air to fill the lungs, and the drag of poorly arranged clothing has given many a child an incurable hump or a narrow, sunken chest for life.—
Health Culture.

INSTEAD OF SHOULDER BRACES.

A gymnasium director of long experience disapproves of shoulder braces. They weaken, so he thinks, the muscles whose function it is to keep the shoulders in their normal position. This they do in two ways—by relieving the muscles of their work, and by putting a constraint upon them, and so deprive them of a normal supply of blood.

Instead of artificial shoulder braces, the director recommends the frequent persistent use of exercise especially adapted to promote an erect carriage.

It is not enough, he says, to work an hour or so daily in a gymnasium. The proper exercise should be taken many times a day, and, therefore, should be of a sort that can be practiced anywhere and without special apparatus. Some of the habits and exercises on which he lays stress are as follows:

1. Make it a rule to keep the back of the neck close to the back of the collar.
2. Roll the shoulders backwards and downwards.
3. Try to squeeze the shoulder blades together many times a day.
4. Stand erect at short intervals during the day—"head up, chin in, chest out, shoulders back."
5. Walk or stand with the hands clasped behind the head and the elbows wide apart.
6. Walk about, or even run upstairs, with from ten to forty pounds on the top of the head.
7. Try to look at the top of your high-cut vest or to your necktie.
8. Practice the arm movements of breast-stroke swimming while standing or walking.
9. Hold the arms behind the back.
10. Carry a cane or umbrella behind the small of the back or behind the neck.
11. Put the hands on the hips with elbows back and fingers forward.
12. Walk with the thumbs in the armholes of the vest.
13. When walking swing the arms and shoulders strongly backwards.
14. Stand now and then during the day with all the posterior parts of the body, so far as possible, touching a vertical wall.
15. Look upwards as you walk on the sunny side of the street.

The foregoing exercises, it will be seen, are happily varied, and are, many of them, such as can be practiced by anybody in almost any occupation. If he cannot use one, he can another.—
Character Builder.

Believe me when I tell you that thrift of time will repay you in after life, with a usury of profit beyond your most sanguine dreams, and that waste of it will make you dwindle alike in intellectual and moral stature, beyond your darkest reckoning.—
Gladstone.

WHAT CAN CHILDLESS PEOPLE DO FOR CHILDREN?

Emily H. Vaught.

The world is inclined to sneer and laugh scornfully when a single man or woman, or those without offspring, presumes to express opinions or advance theories upon the subject of child culture, and some will ask in a satirical way, "And how many children have you had?"

To those who love children and take an interest in them, the world is full of opportunity to study child-life, and it is not those who are restricted to the care of their own children who know the most about children in general. The men and women who love all children are the real parents.

Those who have no little faces to wash so many times a day and food to prepare and clothes to mend, or who are not harassed by a blinding struggle to provide bread and butter for the little ones, but who still are dominated by the true, universal mother or father love, these are the ones who have the time and inclination for study and investigation in the unfoldment of child character.

The mere fact of being a parent in a physical sense and having the duty of providing for the physical wants of the child does not make one a student of child nature, otherwise the mother of the ghetto district may be considered authority, as she is probably the proud mother of eight or ten children. What can such a woman know about training her child so that he may make the most of himself? In the first place, she knows nothing, or she would not have brought so many inferior children into the world, to probably curse her and themselves.

Froebel, the father of the kindergarten system, had no children of his own, but he had a heart of love and sympathy for the helpless little ones, who were cheated of their birthrights and then left to drift. He remembered his own childhood, its longings and heartaches, and he studied in every direction that he might help to unfold the characters of the children of his time.

James Whitcomb Riley, he who came so close to the hearts of children through his poems, and who consequently must have understood and loved them, says of himself, "Only unborn faces shine before a never-lighted fire."

There have been many spinsters and bachelors who have devoted their lives to the well-being of the children. Miss Addams is one who at the age of about twenty-five deliberately consecrated her life to the rescue-training of poor children and the development of their lives into the paths of industry and usefulness rather than in crime. She is an educated and very talented lady, and she has a mother-heart large enough to take in all the children of all the parents she can reach. Could any of the mothers of her district teach her anything of child nature or of the training of children?

Elizabeth Fry Page is another childless woman who works among prospective mothers for the welfare of the unborn of those who know nothing and probably do not especially care to know in regard to the laws of heredity and the methods of developing the child before birth.

In the practical training of children it is simply a question as to whether the love for the child is sufficiently strong in the mother to make her DO what she knows is best in the training of her offspring. But first she must know what is best to be done, and this, because of the routine of her life, it is almost impossible for her to devote herself to, in study; and for this reason, if she be a true mother, she is willing and glad to learn from the one who has investigated and studied human nature, child life, embryology, heredity, stirpiculture, etc. And, above

all, she should listen to the phrenologist who has used this latter science as a searchlight on the other sciences. Here is AUTHORITY in child training.

WHEN THE FROST IS ON THE PUNKIN.

When the frost is on the punkin and the fodder's in the shock,
And you hear the kyock and gobble of the struttin' turkey-cock,
And the clackin' of the guineys and the cluckin' of the hens,
And the rooster's hallylooyer as he tiptoes on the fence;
O, it's then's a feller is a feelin' at his best,
With the risin' sun to greet him from a night of peaceful rest,
As he leaves the house bareheaded and goes out to feed the stock,
When the frost is on the punkin and the fodder's in the shock.

They's something kind o' hearty like about the atmufere
When the heat of summer's over and the coolin' fall is here—
Of course we miss the flowers and the blossoms on the trees,
And the mumble of the hummin'-birds and buzzin' of the bees;
But the air's so appetizin'; and the landscape through the haze
Of a crisp and sunny morning of the early autumn days
Is a pictur' that no painter has the colorin' to mock—
When the frost is on the punkin and the fodder's in the shock.

The husky rusty rustle of the tossels of the corn,
And the raspin' of the tangled leaves as golden as the morn;
The stubble in the furries kind o' lonesome-like, but still
A-preachin' sermons to us of the barns they grewed to fill;
The strawstack in the medder, and the reaper in the shed;
The hosses in theyr stalls below—the clover overhead!
O, it sets my heart a clickin' like the tickin' of a clock,
When the frost is on the punkin and the fodder's in the shock!

Then your apples all is gathered, and the ones a feller keeps
Is poured around the cellar floor in red and yeller heaps;
And your cider makin's over, and your women folks is through
With theyr mince and apple-butter and theyr souse and sausage,
too!

I don't know how to tell it—but if such a thing could be
As the angels wantin' boardin', and they'd call around on me—
I'd want to 'commodate 'em all—the whole-endurin' flock—
When the frost is on the punkin and the fodder's in the shock.

—James Whitcomb Riley.

ANIMAL INTELLIGENCE.

By Victor G. Rocine.

That some animals possess a high degree of intelligence cannot be denied. The elephant is known for its sagacity, almost amounting to reason, and the fox is known for its cunning. The elephant is well developed in the upper part of the frontal lobe. It is this development that makes the elephant so sagacious.

An interesting case of the sagacity of the elephant was reported to the Academy of Science, a young elephant being the property of Louis XIV. In this report we read the following:

"The elephant seemed to discern when anybody made a fool of him, and he remembered the affront, to be revenged of it at the first opportunity. Having been balked by a man who feigned to throw something into his mouth, he struck him with his trunk and broke two of his ribs, afterwards he trampled him under his feet. A painter was desirous of sketching him in an extraordinary attitude, that is, with his trunk erect and

his mouth open. The servant of the painter, to make him retain that attitude, threw fruits into his mouth; but afterwards he deceived him, which provoked the elephant's indignation, and as if he had known that the cause of this deception was the painter's desire of having him pictured, he revenged himself on the master by throwing with his trunk a great quantity of water, which spoiled the paper intended for his design."

Many cases have been recorded of the extraordinary memory, the power of fixing the mind upon a certain condition and the remarkable sagacity manifested by the elephant.

According to phrenology, the elephant has a well developed brain, especially in the middle frontal convolutions of the frontal lobe, where the faculty of deductive reason is located.

A good example of the native intelligence of the fox is found in the following incident:

"A farmer looking out of his window one summer's morning about three o'clock saw a fox crossing a field, carrying a large duck that he had captured. On coming to a stone dyke about four feet high, on the side of the field, Reynard made an effort to leap over it with his prey, but failed, and fell back into the field. After making three attempts with the same result, he sat down and viewed the dyke for a few minutes; after apparently satisfying himself, he caught the duck by the head and, standing up against the dyke with his fore-paws, as high as he could reach, he placed the bill of the duck in a crevice in the wall; then springing upon the top, he reached down and pulling up the duck dropped it on the other side, leaped down, and picking it up, went on his way."

It is indeed interesting to read about animal intelligence and sagacity, as manifested by animals with a high development of the convolutions of cerebral hemispheres. The arctic fox, the porpoise, the dolphin, the long-tailed monkey, the gibbon, the chimpanzee, the gorilla, and the orang are noted for their sagacity and cunning.

The conformation of the brain in the man-like monkeys approaches that of man in its general shape. The brain is approximately the same in its fissures, and in the arrangements of its convolutions, but the actual size and weight of brain in the man-like apes are less than the brain of man. Where the metaphysical and religious faculties are located, the brain formation is different. The heaviest brain examined of one of the apes has been barely one-half of the weight of the smallest normal human brain, although the weight of the entire body in the gorilla is nearly double that of an ordinary man.

Intelligence is manifested in proportion to the development of the gray substance of the brain, especially the gray brain mass located in the intellectual and moral regions of the brain. Animals are never so well developed in the frontal lobe, in the temples and in the coronal region of the brain, where phrenologists locate the moral, reasoning, perceptive, inventive and altruistic faculties. Man is the crown of creation, as far as intelligence and brain development are concerned, although animals manifest a high order of intelligence.

TO BE SUCCESSFUL.

Be gracious, upright, kind,
Be honest, fearless, true,
And ever you will find
That folks believe in you.

Be cheerful, smiling, gay,
And wear a happy face,
And you have found a way
To win a victor's place.

—Stacy E. Baker.

(Continued from Page 187)

Advanced Reference.

Advanced Apprentice Work, and
Bookmaking.

Librarians have a pleasant work, but they must be well educated in all the details of library science in order to be a success.

The librarian is in reality an educator of a high type. He should take the greatest interest in public education. He should be moved by high and noble sentiments. He should be a literary nobleman, polite, cultured and refined. He should take the greatest interest in books, journals, newspapers, system, order, library business, reading, study and human culture.

The librarian is an easy-going man. There is not much excitement about him. He is composed, polite and cultured. He is able in figures. He is very orderly and systematic, especially in literary directions. He has fine quality of organization. He has the mental or mental-motive temperament. He is slender in build. He has large, speaking eyes. He is the same as the writer. Almost every writer, author and journalist could become a librarian, especially if we exclude the novelist, the story-writer, the dramatist, etc. The librarian likes peace and culture; he loves a literary atmosphere.

It is his fine quality of organization, his mental temperament, his sedentary disposition, his statistical faculties (Calculation, Time, Order, Locality, Comparison, mainly), his literary cast of mind (Languages, Comparison, Causality, Eventuality, Spirituality, mainly), his rather weak side head, his want of industrial, political and commercial inclinations, and his great love of books that draw him into library work. He is the same kind of man as the writer, with the exception that the librarian is more public-minded and sociable than the writer. The librarian stands between the oral teacher and the writer. He must be as well acquainted with his books as the business man is acquainted with his goods and customers.

A man or a woman qualified for library science can make good wages. This is a good work and a paying industry. It is a refined occupation. A person who has a talent for that kind of work can make money in a respectable way.

WHAT THE JAW INDICATES.

Emily H. Vaught.

A large, prominent and broad upper jaw, projecting over the lower jaw, means that the owner has a large faculty of destructiveness and also that this faculty has been active in his forefathers for many generations. This does not mean that the jaw is pointed and prominent, like that of a rabbit or of a sheep, but it is square and broad at the same time, something like the jaw of the lion or tiger. All carnivorous animals have this kind of jaw. In the human family this heavy upper jaw indicates energy, selfishness and the instincts of self-preservation strongly developed.

A heavy, prominent under jaw goes with inherently strong and transmitted Combativeness, which gives a bold, daring and resistive character—not aggressive, but defensive.

Belle—I will never believe Harry again.

Nellie—Why not?

Belle—He said he would die for me, and as soon as he saw papa coming he hustled out and ran.



Question Department

Send your puzzling questions to V. G. Lundquist, Doctor of Science, and he will answer them in turn. Ask only such questions as relate to human science.

Question by T. A. S., Texas—Do you believe in divination, or is there such a faculty in the human brain?

Answer—Divination is nothing else than instinctive cognition or intuitive perception of that which is to take place. There are four faculties concerned in interpreting that which is hidden. Those faculties are Spirituality, Human Nature, Cautiousness and Comparison. Plato, the philosopher of old, said: "God has given man the art of divination as a substitute for lack of knowledge." Surely I believe in this art, but I believe at the same time that this faculty can be educated. Perhaps not more than one utterance in one hundred utterances, made by the intuitive interpreter, is correct. Every faculty should be educated and guided by the light of reason.

Question by A. W. L., Buffalo—I have entirely forgotten the name of the greatest statesman of Greece. Please give his name and his faculty development, if you can, and oblige a subscriber to Human Culture.

Answer—The greatest statesman of Greece was Aristides. He was treasurer over one of the wealthiest treasuries and yet he was so poor at his death that the state had to pay for his burial; and when his daughter married the state had to pay for her endowment.

This man was very strongly developed in the Parietal and upper frontal lobes of the brain, or in those faculties that are at the foundation of statesmanship, finance and prudent management. But those faculties that are interested in self-preservation were all weak in this man, hence he was of the greatest value to the state, but of no value to himself and his own family. The quality of this man was the finest and strongest.

Question by W. H. S., Lonsdale, R. I.—There is a man here whose right side is about paralyzed. He began to lose his power of his arm, then his leg, and, lastly, his speech. His head seems well developed. His habits have been good. Do you think that he is curable? He is just taking osteopathic treatment. What is the cause of his trouble?

Answer—He has sustained an injury to the capsular fibres on the left side of his brain. In that capsule is where the fibres centralize that run to the right side of the body, and disturbances of these fibres lead to disturbances of the bodily functions, even when the cortical convolutions of the cerebrum are intact.

It is difficult to tell if he will recover. Care of brain and nerves is most important and also development of the vital faculties and increase of nervous energy and vital force.

Question by V. B. K., B. C.—Is St. Vitus dance caused by special brain development, and can it be cured?

Answer—Yes. The trouble is mental. It can be cured, as has been proven time and time again. But it is impossible to explain in these pages how a person should proceed, as space will not permit. You should have private instruction.

ADVANTAGES OF STUDYING THE SCIENCE OF PHRENOLOGY.

By Victor G. Rocine.

Phrenology is useful in all the spheres of life. It matters not who the man is, nor what he is doing, each one is benefited by the study of this science. Because it teaches the laws of life, character, talent, health and development, a person can improve himself by studying it.

By understanding phrenology, a father or a mother will understand his or her children. When a father understands phrenology, he understands the nature, talent, tendencies and educational possibilities of his child, and can, therefore, educate his child in a direction where experimentation, loss of time and money are out of the question. Surely this is a great advantage to every father and mother.

By understanding our science, the mother understands how to build bone, muscle, flesh and brain in each child, according to the needs of each child. To know how to cook and eat for health is certainly a great advantage. When a father understands phrenology, he understands the limitations of his son and the talent of his son, and knows, therefore, whether his son should be a minister of the Gospel or a lawyer or a business man or a salesman or an artist or a musician or a business manager or a mechanic or a civil engineer. He does not select the wrong occupation for his son, nor does he select an occupation for his son that requires more health, vitality and brain than the boy possesses. A knowledge of phrenology prevents defeat. Phrenology teaches what kind of food is best for each man, what kind of drinks, what kind of associates, what climate is the best, what environments are the best and what each man can and should do. The bony man requires a special kind of food; the fat man should have such food and drinks best adapted to him; the dyspeptic needs a special kind of food. Phrenology teaches what food and drinks ARE best for a special temperament. It teaches the laws of improving vitality, and the means and methods of developing the social, vital and magnetic faculties. The man who understands phrenology in all its details is magnetic, influential and successful, for the simple reason that he knows how he can improve himself. He knows how to handle each man and woman with whom he has any dealings. The knowledge of how to eat, drink, develop, handle people, select people, manage people, etc., he can apply to his daughter, servant, partner, mother, father, friend, patient, client, etc. It teaches him how he can develop physical strength by developing certain faculties.

Phrenology teaches you how you can develop self-confidence and mental calm, so that you can control yourself at ALL times. It teaches you the right way to develop memory. Through it you will know the way to develop mental concentration. It teaches the laws of natural prevention, or the family regulating laws. Through it, you are able to select the right matrimonial companion for yourself, with whom you can live happily and raise a family of perfect children. It teaches the best time for giving rise to a child. It tells what environments are best for mating and conception. There is nothing in life that has so much influence on men and women, in a spiritual, social, magnetic, intellectual and financial sense as the state of love and matrimony. When the love state is right, when a man is coupled to his affinity and a woman lives with her ideal, then everything is well, but when the love-state is wrong everything is wrong. To know how to select the right love companion is worth thousands of dollars. No other science in the world teaches this, except phrenology. A young man or lady contemplating marriage should study phrenology, if for no other purpose than right conjugal selection.

It teaches you how to pick out the right lawyer when it is

question of litigation. It qualifies you to select the right doctor for your son, daughter, wife, husband, father, mother, etc. It enables you to judge the condition of your patient, to understand his case from character reading standpoints, to judge his state of mind, to diagnose him from the standpoints of pathological phrenology.

When it is a question of salesmanship, there is no science in the world that is of so much help to the ambitious salesman as phrenology. Indeed, practical teachers teaching the science of salesmanship are recognizing this fact. A salesman should take a regular course, either in classes or by mail. A salesman who does not understand character reading cannot make himself a success in the full sense of the word. A person who does not understand character reading is a blunderer, although he may not know it. Unless he reads his customer correctly, he is liable to do something or say something that is anything but favorable for a sale. A salesman may do fairly well selling goods to a special class of people, or selling a special kind of goods, but a salesman who understands the character-reading arts can sell to all classes of people. It is very necessary that a person has character-reading knowledge when it is a question of dealing with the people, either in a business sense, or in a negotiating sense, or in a managing or in a selling, or in a ministerial, or in a medical. It will not do to talk the same way to all people. One person has one trait of character and another has another, and unless the salesman can recognize the various traits of character, he cannot adapt himself to his customer, and, therefore, he cannot make big sales.

PRIVATE LETTERS FROM STUDENTS REGARDING OUR COURSES OF INSTRUCTION.

"After having taken a professional course in the Chicago Institute of Phrenology I can conscientiously recommend their course of study to be the highest course of education. It is more practical to a man than a four years' course in a university, because it fits a person to know himself correctly, as no other school of the same science, or any other science, is capable of doing.

"I know of no teacher in the world who is more capable of teaching the science which the illustrious German scientist, Dr. Gall, discovered over one hundred years ago, than Dr. V. G. Lundquist of the Chicago Institute of Phrenology. He is profound in logic and in phrenology.

"As to the value of the course which I have just completed, I can say that its value cannot be estimated in dollars and cents; it is of inestimable value. Very truly,

"PROF. R. M. ENGLISH."

"I am more than pleased with the course. It answers every purpose and fills every condition. It is an evidence of your strong perceptive faculties, your wise and practical judgment and the high moral and spiritual tone with which it embellishes the mind. * * * I respect no man more than you, nor value his ability and high aspirations more. * * * Respectfully,

"M. A. CARRIKER, M. D., M. D. S."

"I have read phrenological literature continuously for eighteen years, published by the most important phrenological writers, but I claim that your course is greater than all, besides what your course contains cannot be found anywhere else.

"PROF. L. A. WOMACK."

"I have taken a five months' course of instruction in phrenology from Dr. V. G. Lundquist and consider him a competent, thorough and conscientious man, and the most scientific phrenologist I ever met.

DR. I. L. DUNHAM."

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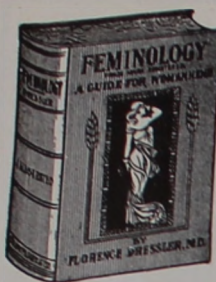
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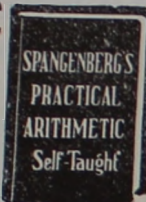
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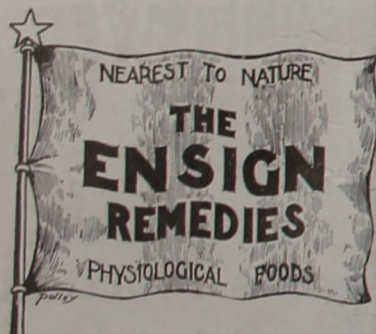
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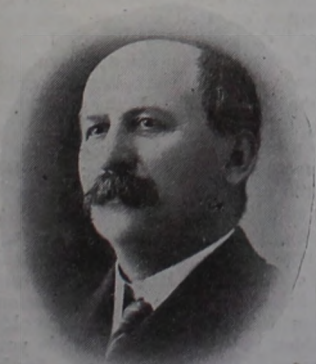
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