

WIVES OF MEN STRIVING TO BE PRESIDENT

Women Who Have Helped To Advance Their Husbands' Political Fortunes



MRS WILLIAM JENNINGS BRYAN



MRS CHARLES HUGHES



MRS CHARLES WARREN FAIRBANKS

AMERICAN freemen are probably going to have a hard time to decide on the right man for the Presidency, for in the cluster of candidates, Taft, Fairbanks, Hughes, Knox, Bryan, Gray, Cannon and Daniel, there is so much good material that it is hard to know which to discard.

But if it is hard to discriminate between the men how much more difficult it is to decide which of their wives is best suited to preside over the White House and be the first lady of the land.

Mrs. Taft, Mrs. Fairbanks, Mrs. Hughes, Mrs. Knox, Mrs. Bryan, Mrs. Gray, they are all magnificent women, fine specimens of the American wife, who is the most powerful helpmate any man could have.

It is significant of the part that woman plays in a man's progress that excepting Cannon, who is a bachelor, every one of the prominently mentioned candidates is noted for the possession of a wife whose intelligence and devotion have helped his career.

Even if the ballot is denied to her, woman thus has the satisfaction of knowing that she does much to equip the various incumbents for the highest place in the Nation's councils.

Mrs. William H. Taft, wife of the big Secretary of War, who stands for the Roosevelt policies, and is conceded to have something of a lead on the other candidates, is very domestic in her tastes, and does not warm up much to the new woman idea. Her name on this vital question is best expressed in a recent remark she made while detailing plans to have her daughter enter Bryn Mawr.

"My idea, about the highest education of woman," she said, "is to make them great in soul, as well as in intellect. It never seemed to me that it should make them poor imitations of men. I am old-fashioned enough to think that woman is most attractive the more feminine she is."

Mrs. Taft is girlish in appearance, frank and vivacious, but possessing all the needed dignity and poise for a statesman's wife. She has a noted memory and is mistress of the social arts.

The Tafts have three children, Robert Alphonse Taft, aged 16, Miss Helene Herrod Taft, aged 16, and Charles Taft, aged 10. The latter is a chum of the President's son, Quentin, at the Force public school.

Mrs. Taft's most marked taste is for music. She was for seven years president of the Cincinnati Symphony Society.

Since his endorsement by the Pennsylvania State Convention, Mr. Philander C. Knox has come prominently to the fore as perhaps Mr. Taft's most important rival for the Republican nomination. Mr. Knox

has the reputation of conservatism, and not being out of favor with the Nation's big financial interests despite the part he took in the trust prosecutions of the Roosevelt administration, will get strong support from those who oppose Mr. Roosevelt's radical policies, and it is not out of question that some day Mrs. Philander C. Knox may be the lady of the White House.

Should this ever come about, she will bring unusual qualifications to the task. Senator and Mrs. Knox know how to enjoy the good things of life, and they have had them to repletion. The Senator is credited with possessing the finest library in Washington, and has a pair of \$20,000 trotters. The Valley Forge home and Washington residence of the former Attorney-General are palatial.

Senator and Mrs. Knox are one of the youngest looking couples in public life, and jokes about their juvenile appearance are plenty. Mrs. Knox is short in stature, but as her distinguished husband is only 5 feet 7 inches tall, they make an excellently matched couple.

There are four Knox children, Mrs. James Tindie, Reed Knox, Hugh Knox and Philander C. Knox, Jr.

Mrs. Knox is the daughter of Andrew C. Smith, of Allegheny, and spent the greater part of her life, before going to Washington, in the environs of Pittsburgh. She will make an admirable successor to Mrs. Roosevelt should the chances of fate put Knox in the strenuous Teddy's chair.

The wife of Senator Fairbanks, of Indiana, is a very well-known woman from her prominent connection with the Daughters of the American Revolution, which president-general she has been for seven years.

It is said that Mrs. Fairbanks animated the Senator's ambition to go into the White House, for she is very fond of society, and would find a congenial field in the activities of the White House.

But while Mrs. Fairbanks has been identified with advanced movements of her sex, it must not be thought that she has lost any of the gentler traits. She is loyally devoted to her husband, and has ever been his aid. It is said that his confidence in her judgment is so great that before delivering a speech on the floor of the Senate, he first makes it a point to read it to her.

If the verdict is satisfactory, she always delivers the speech with the confidence that it is sure to be well received.

Mrs. Fairbanks has a fine gift of gab, and is equally well versed in high and low. She, as a public character, has perhaps made more of a study of the art of speaking than any other woman in the White House, and none would en-



MRS WILLIAM H TAFT



MRS PHILANDER C. KNOX

ter into social duties with greater pleasure. Mrs. Fairbanks is the mother of five children, Mrs. John W. Timmons, Warren C., Frederick C., Richard M. and Robert Fairbanks. All the many

claims on her time have never been permitted by this ideal wife to interfere with her all-important duties of motherhood, and the family is a credit to herself and the senior Senator from Indiana.

The high intellectual forehead of Mrs. William Jennings Bryan, who has twice had to console her husband through the disappointment of defeat, does not belie the magnificent brain power of the wife of the Nebraskan, who before the age of 10 had twice been the candidate of the second largest political party in the country.

Mrs. Bryan is loved in Lincoln, the charm of her personality acting as a magnet. She is tall, dignified and her carriage combines dignity with sweetest femininity.

Mrs. Bryan has the gift of being accessible, yet she can hardly be called a society woman, for she has never figured largely in the artificial life of set forms. She is a home maker first, and next to that the consuming interest of her life is devotion to the career of her husband.

Her breadth of mind and calm philosophical nature make her an admirable balance wheel for one of the foremost of Americans.

Of the candidates lately mentioned, Governor Hughes, of New York, is admittedly gaining strength. His fine honesty, complete independence from gang domination, the ability he displayed in the insurance scandals, and the fact that he has shown that he can carry New York, one of the pivotal states of the Union, all make Mr. Hughes a very redoubtable candidate.

The woman with whom his interests are identified never talks politics, and while her ability and intelligence are admitted, has never figured in the limelight as her husband's adviser. She is tall and slender, with regular features, wavy brown hair and expressive brown eyes. Her manner, though dignified, is vivacious and full of a gracious charm.

The Hughes have three children—Charles E. Jr., Catherine and Helen.

Mrs. Hughes is a daughter of Walter S. Carter, the senior member of the law firm of which her husband is a partner. While a member of two patriotic organizations and a college society, Mrs. Hughes is not what could be called a club woman. During her married life she has preferred to remain in the background and let the limelight of glory fall on her husband.

Mrs. Judge Gray, wife of the Wilmington, Del., jurist, who, if he hailed from any other state, would be a formidable candidate, is well known to the standard of her rivals just described.

Surely, no matter who wins the race, the country cannot but be safe with any of these fine American women as adviser to the Chief Executive.

HOW TO CARE FOR CHILDREN

BY DR. J. VAN DER SLICE, President of the Chicago Patriotic Society.

Chicago Inter-Ocean.

MUCH has been written upon this subject during the past few years—much that is good and much that would have been better unwritten.

We are confronted by certain conditions and to make the best use of our boys and girls under these conditions is the common desire of us all. The state imposes upon its citizens compulsory education. While some may believe that the state has not the right to impose her system of culture upon the citizen, yet it has become a political axiom in this country and many states of Europe that the government is responsible for the education of its citizens.

The public school is today a great factor in the development of the social welfare of the state, and its power for good should not be hampered by any unjust or ill-considered criticism.

In carrying out the intellectual development of the child the governing bodies have been forgetful of the importance of character formation, and still more forgetful of the physical well-being of childhood.

The attention of the state and educators has been, and is, concentrated upon that small part of the child's education—the development of the intellectual capacity.

Duty of the State.

The compulsory removal of all children from the influence of home life and their segregation in a schoolroom for five or six hours each day to receive the intellectual training the state demands should impose upon the state the secondary but no less important duty of a capable medical supervision that shall indicate the mental and physical ability to endure school life, and to guard the physical and mental well-being during the school life of the young, so as to dis-

charge them at the end of their scholastic course physically and mentally educated.

Our school system leaves little to be desired in the intellectual development of the child. While there may be individual faults in the system, the teacher, those need not be considered here to remind us that the physician or parent who has not been inside a schoolroom from the day of his graduation till his own patient or child has been proven inadequate to the tasks imposed is not likely to be a fair or impartial critic.

With due allowance for fads and for overzealous teachers, our public school system is arranged so that the average pupil should make his or her grade each year.

In school life we find the baneful influence of too intense competition, just as we do in business, professional, or social life. Perhaps it would be well to eliminate everything that acts as an incentive for work, still the strain remains, the false pride, the heartburning and sense of shame and defeat in athletics, debates, and social contests. School is of value only as it trains us to live.

The child may as well learn here as later to accept success or defeat philosophically. Indeed, it is better to have this lesson under the guidance of parents or teachers than to be kept in ignorance of all competition.

While, as I have said, it is true that the grades are so arranged that the average child should be able to follow the curriculum as laid down, yet it is the universal opinion of physicians that the grades are so arranged that the average child is overworked, and this is true of the high schools and colleges. This is but a natural sequence. The child is sent to school to learn certain facts and to receive its mental training, and each institution is striving for a higher standard of scholarship. Such a practice must of necessity strew the pathway with mental and physical weaknesses.

Until the child enters the kindergarten or primary grades they can be usually kept in good health, but so soon as the

child starts to school or kindergarten, infectious diseases are liable to attack him. So we find that during the first two or three years of school life our school child has had measles, mumps, whooping cough, chicken pox, etc. Colds also are more frequent, and toward the end of the school year the physician sees many cases of certain nervous disorders.

In considering the preservation of the health of the school child, there appear to be five essentials. These are: First, ample rest. Second, proper diet. Third, fresh air. Fourth, freedom from dust and exposure to contagious diseases. Fifth, freedom from worry and fatigue.

The first-ample rest. How much sleep should the growing child have each night? The amount of sleep necessary during the developing period, as recommended by the best authorities, is: At 5 years, 12½ hours; 6 years, 12 hours; 7 years, 12 hours; 8 years, 12 hours; 9 years, 11½ hours; 10 and 11 years, 11 hours; 12 and 13 years 10½ hours; 14 and 15 years, 10 hours; 16 and 17 years, 9½ hours; 18 and 19 years, 9 hours. So that the eight hours necessary for the adult is far from adequate during the developing period.

The second essential—proper diet. In this regard it is safe to say that ignorance of the simplest facts of dietetics is the cause of more disaster in school life than any other one cause. The most important and the most frequently abused dietary principle is regularity of eating. The child should eat at regular hours, and at these stated hours only. The hours of study, recreation and meals should be so arranged that there shall be ample time allowed before each meal for the child to wash and prepare for the meal without hurry or excitement. It must be insisted that the child take a certain amount of time for each meal, never being allowed to hastily swallow his food to hurry to complete some unfinished task or game. This haste is especially noticeable at the breakfast hour. The child sleeps late and must hurry in

his toilet, and with one eye on his breakfast and the other on the clock gulps down his food as rapidly as possible, then hurries to school for fear of being late.

An interval of one-half hour should be allowed for recreation to follow each meal, this in order that digestion may be well under way before any mental exertion takes place. The habit of eating between meals must be forbidden. This is not to imply that only three meals are to be allowed, but they must not eat at any or all hours.

Weak Children Should Eat Often.

In weakly children it is distinctly advantageous that they have four or five meals a day. Always insist that the ordinary three meals shall be the principal meals and the others mere lunches, as a glass of milk or fruit and bread and butter. But these extra meals must be so arranged that the stomach shall have time to digest the food and have an interval of rest before the next meal. As it takes from two to four hours to empty the stomach after a meal, the necessity for regularity in eating may be seen. So for a school child I would recommend breakfast, dinner, lunch at 3:30, and supper at 6:30 or 7. I would insist somewhat that the heaviest meal of the day be given at noon. One of the greatest drawbacks of city life is the habit of having the heavy meal of the day in the evening. Consequently, at this meal the child is commonly given foods of such character and quantity that the stomach cannot empty itself for about four hours, and as the child should, and usually does, go to bed about two hours after eating, this, coupled with the physiological law that digestion is much lowered during sleep, furnishes a prolific source for chronic indigestion.

Children should be taught the benefits of thorough mastication and salivation of food. The habit of masticating about two hours after eating, this should be instilled into them early. In this a great aid will be found in keeping them at the table a stated time, as the habit of rapidly swallowing unchewed food is developed by the hurry to leave the table. Many children acquire habits of dislike to certain articles of food.

Some, for example, acquire a dislike for meats, especially fat meats. These dislikes may usually be overcome by fact, persuasion, or cooking the food in new ways, etc.

It is of special importance that children of a tubercular heredity be taught to like fat. The mother's inquiry of the healthy child is usually in providing sufficient quantity, and in seeing that he does not overeat. Here we find that the habit of eating rapidly is apt to mean overeating. In the frail, delicate child we do not see our way so clearly. The mother's inquiry of the physician is, What can I get that this child will eat? In these cases, we find that habit, here a vicious habit, is at fault. These children have had their appetites pampered out of all resemblance to the normal, and in this I must admit that apparently no one is to blame. It is a thing of such insidious growth. The child early has lost the keen appetite of health, and is coaxed to eat more, and usually sweets are pressed upon the child more and more, as they constitute largely all they will eat, and soon we find that the child has an absolute distaste for the ordinary essentials of the diet, and can only be coaxed into eating a little of the sweets and more delicate foods. If at the beginning, the "Turkish" sauce hunger had been made to develop along with a careful selection of the food, another story could be written.

Pampering the Appetite.

This pampering of the appetite is well illustrated in the common extravagance of the day, in that the average person prefers to pay 10 cents for a penny's worth of cereal put up in a fancy carton. Although these so-called breakfast foods have been much ridiculed, yet the only objection I see lies in the fact that they are largely pre-digested. This, for children whose principal two meals of the day are largely made up from them, would tend to develop their powers of digestion, as it is well known that no function can develop without exercise.

Variety is the best tonic to the appetite. In this we find a hint for our

treatment of the delicate child. We prepare her food in a variety of ways, so that no repugnance may arise from the eating of the same food prepared the same way each day. Of the common breadstuffs, those which I would recommend most are corn and oat meal. In these we have foods of the greatest calorific value, are easily digested and assimilated, and most children will readily learn to like them. To these I would add one other article of food—New Orleans molasses. This should supply the sweets to the growing child. From this the candies should be made, and in such sweets there are no harmful effects and many virtues. The greatest menace to the digestion of the school child is the school store, where for a penny can be bought the cheaper grade of candies, and that abomination known as the lunch bag. Tea, coffee, chocolate, and cocoa should not be allowed in the dietary of the growing child, and that leads to one of the peculiar errors of widespread misinformation. Cocoa and chocolate are of food value superior to tea and coffee only in so far as milk is used. Instead of water in the preparation, and they are of greater harm to the child, because they contain larger amounts of tannic acid. There is more tannic acid in cocoa than chocolate, in that the hulls are used in the manufacture of cocoa, as against the expressed juice in chocolate. The common fruits may all be given to children of the school age. I would call especial attention to the bananas. In the banana we have rather an ideal food, but by reason of the mode of eating it frequently is quite harmful. The banana is seldom masticated, but large pieces are broken off and swallowed whole. As the muscular development of the stomach is not sufficient to break up this mass and mix it with the digestive juices, for younger children the fruit should be pressed through a fruit sieve and served with milk or cream.

Evils of Lunching.

Another of the common evils is the habit of school children bringing to school light lunches of some dainty or other. This lunch is eaten during a recess, and has the effect of taking

away all appetite—the following meal.

The third requisite—fresh air. This must be given at all times. The school child should be in the open air at least three hours out of each 24. The sleeping-room should be well ventilated, and constantly supplied with fresh air during the night.

The fourth essential—freedom from dust and exposure to contagious diseases. In this we have a requirement which cannot be practically carried out under existing conditions. The municipality should be awake to the fact that in street dust we have a most prolific source of contagion, and because of this fact clean streets are cheap at any price. We should have a capable medical supervision of all school children with a proper isolation of all contagious cases. If this were done the danger of contagion would be largely eliminated.

The fifth essential, freedom from worry and fatigue. The child should not be allowed to carry over unfinished tasks. The child who is constantly in a state of mental excitement over unfinished school tasks cannot do good work, and would be better out of school. It is of utmost importance that this class of scholars be sent out of doors each day for fresh air and recreation. Home study should be interdicted, and the full requisite of sleep insisted upon.

Letter to a Crocodile.

Dear Crocodile, This note is kindly meant. I am sorry that you are so fat. It appears from rumors that have reached me, that Crocodiles are always shedding tears, and when you shed a tear, it is because you are crying. They say a Crocodile is apt to weep. Now, Crocodile, it really seems to me that you are crying because you are fat. Because I'm very sure, oh, Crocodile, you'd look a great deal better if you'd smile. There's always something to be laughing at. (And then your mouth seems just cut out for that.) So, dear Crocodile, I pray you mend your ways, and much obliged.

Your faithful friend, C. W.