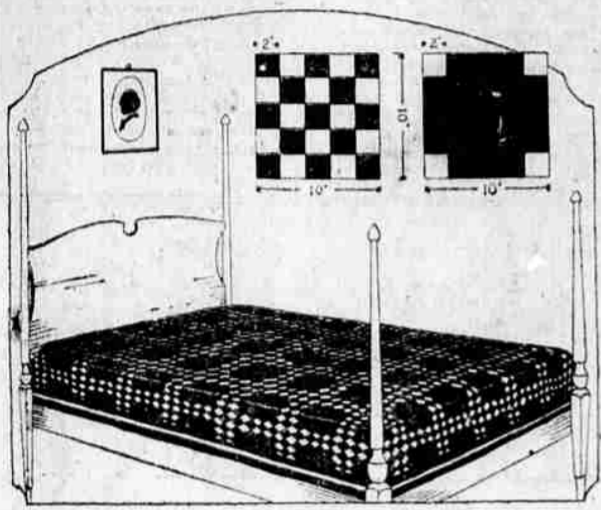




Rene DeLosh, 325 South Holly St.—Phone 300-L or 75

### MRS. HOOVER'S COLONIAL QUILT



Whatever the new and gracious first lady of the land put her stamp of approval on will, it is safe to say, carry a good deal of weight with the rest of American woman-kind for the next four years. And here, to start with, is an old, old colonial quilt pattern which Mrs. Hoover finds particularly charming.

In fact, when she was shown the original, a blue and white patchwork masterpiece almost a hundred years old, Mrs. Hoover was so delighted with it that she forthwith had it duplicated by an old lady in the South, and presented to her son as a wedding gift three years ago.

The actual handiwork on this quilt is extremely simple. Its effectiveness lies in the care with which the stitches are set, so as to get nice, square corners. It is quite easy to keep with the thrifty spirit of our forefathers or in this case should one say, foremothers?—that this quilt should be made at little or no expense from used flour bags. Nine or ten bags will be needed for making a full sized quilt. If you do not have them on hand from flour bought for home baking, your baker will doubtless let you have some for a few cents apiece.

The first step is to rip the bag and remove the stamping by soaking it in kerosene or covering it with lard overnight and then washing the goods in warm water. Then take six of the pieces of material of deep shade of blue, what is commonly known as a yale blue.

The basis of the quilt is alternating blocks, shown in the upper right hand corner of the illustration. The first block is a checkerboard square composed of alternating two-inch squares of the blue and white materials. The second block is of solid blue with a two-inch square of the white in each corner.

For a full-sized spread, forty-two of the checkerboard blocks will be needed and thirty of the blue ones. When all the blocks are completed, sew them together in strips diagonally, filling in at the ends to make a straight edge, taking care to follow out the pattern shown.

Finish the quilt with three wide strips of white material and blue. Sew a nine-square checkerboard block at each corner.

### Nothing Quiet About the 1929 Bathing Suits

By DIANA MEDWIN  
(Associated Press Fashion Editor)

PARIS (AP)—This year's beach girl will have to stay even further away from the water than her predecessors, because her new bathing suit of printed wool jersey will have yellows, reds and greens stamped on it in the general effect of an exploding paint factory.

Salt water might mar the riotous stamped colors of spring's professed bathing suit patterns. If the modern art can, the 1929 bathing beauty would look like something left over from the impressionist period of expression.

Among the quieter combinations in the vividly colored jersey prints destined for beach coats, sleeveless pullovers and one-piece swimming suits, are riotous combinations of orange and black on white grounds.

There are three cornered jersey scarves, also gayly printed, in the new season's sport offerings. These are meant to be worn instead of caps, belts or beach coats.

Another thought for the bathing beauty is the straw covered sunshade with handle and ferrule of colored glass. Beach pillows and bags are also made of straw or imitation straw.

There is plenty of wooden jewelry for the young ladies who can't leave off barbaric ornaments even on the beach. The beach costume

### In O'Neill Play



Claudette Colbert is the atheist's daughter beloved of a minister's son in Eugene O'Neill's new play "Dynamo" in New York.

### Humane Society

Humane education is the foundation of all reform.

"A child will eagerly apply a principle if shown the way in which to apply it. It is in the public schools that the masses of the children may be reached, and this work of inculcating in the mind and heart of the child the principles of justice, mercy and love for every living creature, and kindness to all, is one that devolves largely upon the teacher.

"No matter how crowded the school curriculum may be, this education of the heart as well as of the head can be carried on to advantage. Humane education may easily be made a part of the regular school work, as it can be correlated with many of the every day studies in the different grades.

"Educators generally are beginning to see the value and importance of having this teaching compulsory in the schools. It means not only a reduction in the animal suffering in the world, but it means a superior development in the moral sense of the child, a broader understanding of the rights of animals as well as human beings. The results would be surprising if our teachers, who are in reality builders of character, would pay more attention to this teaching of kindness to every living creature."

"Such work will compel people to realize the important truth that teaching is the profoundest science, the highest art, the noblest profession.

"While every child should be intellectually educated, it is certain that education of the heart is even more essential to the welfare of society and the individual happiness, and children are entitled to both. A strict regard to the rights and feelings of all living creatures is the foundation principle of civilization, of humanity and of Christianity.

"Children are fond of animals, and by no other means can kindness be so thoroughly inculcated in them. It is not possible to overestimate the benefits of this humane education. The man who is kind to animals will be kind and thoughtful with regard to his family. And teachers say that this systematic instruction in the gospel of good will toward our four-footed friends is the best kind of discipline in the school room."

Humane Education.

### Pointers for Parents

By ALICE JUDSON PEASE  
PROPER PLAYMATES

Although children should be allowed to choose their own playmates, it is wise to see that their most constant companions are those who are thrown among children of their own age.

It does no harm if occasionally the child plays with youngsters much older or much younger than himself. But the great lessons of satisfactory social adjustment can best be learned among equals. When there is no wide discrepancy in physical size, skill or emotional maturity, all the children who play together educate each other in such important matters as leading and being led, fair play, good sportsmanship. They spur each other on to further activity at a place which is neither too slow nor too fast, since they themselves have set it.

The superior child who chooses to play with children of his own mental age to whom, however, his inferior in size, energy, endurance and poise is under a serious handicap. He will with difficulty hold his own. The strain of excessive competition and over-stimulation is likely to result in unwholesome fatigue and nervous irritability.

The inferior child is most happy in the company of children of his own mental level, even through their ages are smaller than his.

The child for whom no proper playmates can be found in the immediate vicinity should be sent to a good nursery school or kindergarten. The social adjustment of these early years is so important for the rounded development of the child that companionship should be provided even at some sacrifice to the family purse.

Enlivening Your Rooms

A bright green or red lacquer table may be just the thing to enliven your living room color scheme, suggests the January American Home. In even the simplest room a sense of richness will be lent by one of these small tables used either for after dinner coffee or afternoon tea, and if careful elimination and wise selection, it can include such tables without suggestion of being cluttered up.

The attractive new magazine racks with roomy compartments for bright covered publications are also useful in accentuating color in a room.

### Children's Pleasure Column

Edited by Mary Ann

This department is for our young readers. We want you to write freely, telling us your experiences, adventures and of interesting happenings in your neighborhood. Tell of your favorite books or authors, favorite flowers, etc. Original poems and stories will also be appreciated.

Write with pen and ink on one side only of the paper. Do not use pencil. Help one another to make this page both interesting and instructive. Address your letters to Mary Ann, care Mail Tribune, Medford.



The Lost Children

One day two little children were walking along the road beside a house. The people all said that this house was haunted. These little children did not know that this house was haunted.

"If we could have been along with them we could of found that they had come from a family that were very poor. Their name was white. John and Helen were not liked at the Whites' so they had started out to find a new home.

They went into this house to see if anyone lived there. They found no one there. "Helen let's stay here all night. Let's do." John and Helen went and got some things for their beds. Soon they were fast asleep.

John was twelve and Helen was nine. Of course John tried to take the place of father, mother and brother.

The next morning John went to town about a mile away, to get something to eat.

He came back in about an hour. When he got back Helen was gone. John called and she answered, "I am up here. Upstairs." John went upstairs where she was playing with her doll.

They ate their dinner and breakfast together where they were. They stayed there for about a month, John getting work in town and bringing something to eat to Helen.

One day he could not go to work on account of them being snowed in. John was worried as how they would get anything to eat. He was trying to find something to eat when he found something to eat in an old cupboard. There was some bread pretty old and hard and some other things that were good to eat.

In the afternoon, they were sleeping beside the fireplace when they were awakened by someone trying to get in. John got up and went to see who it was.

It was a party of people sking and had got lost. They were grateful to John and Helen for letting them in. "How can we reward you," said one of the women. Helen said, "Take up home with you."

The boys they went to a happy one and a beautiful one. They found out later that their parents, supposed to be, were not theirs at all. They did not find their parents, but they already had a beautiful home and did not want any better.

DELLA WOODY,  
Central Point.

### Special Recipes

Cherry Pudding  
2 tablespoons shortening, 1-3 cup sugar, 1-3 cup milk, 1 cup sifted flour, 1 level teaspoon baking powder, 1/2 level teaspoon salt, 1 cup drained canned cherries.

Cream shortening, and add sugar gradually. Sift flour, baking powder and salt three times. Add alternately with milk. Add cherries and bake in greased muffin tin in a moderate oven (375 degrees F.) 20 to 25 minutes. Serve with a warm sauce.

Scotch Scones  
1 1/2 cups flour, 1/2 teaspoon salt, 1 1/2 level teaspoons baking powder, 1 teaspoon sugar, 3 tablespoons butter, 1 egg.

Mix all well together, make into a soft dough with a beaten egg, a little cream and milk. Then, cut into finger lengths, brush over with beaten egg and bake in a hot oven.

Washington Pie  
1-3 cup butter, 1 cup sugar, 2 eggs, 1/2 cup milk, 1-3/4 cups flour, 1/2 teaspoon salt, 1-3/4 level teaspoon baking powder.

Cream butter, add sugar gradually, and egg well beaten. Mix and sift flour and baking powder, add alternately with milk to first mixture. Bake in two layers. Put together with custard filling. Top with whipped cream and garnish with cherries.

Stuffed Green Peppers  
Cut three peppers in halves, lengthwise, not cutting off stems. Remove seeds and white parts. Fill with 1 cup ground and cooked ham, 1 cup cooked rice and 1 teaspoon salt. Bake until peppers are tender, about 30 minutes.

Marble Cake  
1/2 cup shortening, 1/2 cup sugar, 1/2 cup milk, 2 egg whites, 1/2 teaspoon vanilla, 1-2-3 cups sifted flour, 2 level teaspoons baking powder.

Beat three times with baking powder, cream shortening and add sugar gradually. Add dry ingredients alternately with milk and flavoring. Fold in stiffly beaten egg whites. Divide batter in half and color one-half of it with 1 square of melted chocolate. Fill a loaf pan alternately with the two batters, in order to have the marble appearance. Bake in a moderate oven (325 to 350 degrees F.) 35 to 40 minutes.

### Modes of the Moment



Look out for the woman who wears brown and yellow together. She knows her last-minute style lesson and is not to be taken lightly. Marcel Rochas, specialist in clothes for young people, advances a spring suit of brown with incrustated bands of lemon yellow and a silk tuck-in blouse of yellow-trimmed in brown.

Rita

### Household Hints

To cream butter quickly for making cakes heat the mixing bowl with scalding water. Wipe and put in the butter. It will cream very quickly and the bowl is not hot enough to melt the shortening.

To prevent brown sugar from lumping place the box or sack in the bread or cake box. It will always remain soft and free from lumps.

To boil cabbage without an odor cook in an uncovered kettle and keep the kitchen window open a few inches at the top and bottom. The odor will fly out.

To prevent molding of cheese wrap it in a cloth wrung out of vinegar.

Keep an apple in the cake box to prevent the cake from drying, change when it becomes withered or shows signs of decay.

At times we have been beneath the swift currents. In these days of terrific stress, it is absolutely necessary that conscious souls have a sacred place in which to gather. For one brief hour each week, every man and woman should come into the circle of those who desire to worship God. The altitudes are high. The aspirations are inspiring. The mystic fellowship is wholesome. We need it, and every sensible person should decide that he must have it. This peculiar fellowship is not duplicated anywhere outside the Church.

Fourthly, every man and woman should attend Church because of their personal responsibilities. No one lives alone. Neither does anyone die alone. We live together and we die together. Everyone is carrying a load of responsibility. We have a responsibility to the members of our individual families. We have a responsibility to our neighbors. We have a responsibility to our entire community. We have a responsibility for the less enlightened. To live is to lead someone else. It is time that we were recognizing this tremendous responsibility. It is also necessary that we realize that it is utterly impossible for frail man to meet, in the largest measure, his responsibility outside of the Church of the living God. God built His Church on the mountain tops. God speaks to His people from the secret places of the mountains. God comes to us from on high. He comes to live in His temple. The Church is the body of His Son. We meet God, holy communion with Jesus Christ and we know the up-lifting fellowship in the Church. Every man and woman should make as a part of life's program, regular attendance upon the services of some Church.

### Parent-Teachers' Associations

THRIFT.

Thrift is one of the essential habits that it is necessary to acquire early in life if one is to succeed. It is a recognized fact that there are two classes of people—the spendthrift and the thrifty. The thrifty are those persons who, no matter what their station in life or what their earning capacity is, save something from their incomes. The spendthrift or thriftless are those persons who, no matter what their income may be, whether it be large or small, spend more than their income.

The habit of "thrift" has become known to be one of the essential developments of character, without which, no person can hope to succeed. Thrift does not mean the piling up of dollars one on another in a bank or in a building and loan association, or other financial institution for the investment of the savings of the people; it means as well as saving the habit of learning to spend wisely. To be thrifty one must, before he starts any enterprise or expenditures, look ahead and see whether or not the object to be attained or the purpose for which the money is to be expended is going to be worth what it costs. Thrift is a habit and habits are much easier to acquire early in life than later.

Educators now realize that the lesson of "thrift" is one of the most important courses which can be taught in our public schools. All over the United States today and in foreign countries, great numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift" the proper manner in which to spend money and what to spend it for. It is equally important that the lesson of "thrift" be acquired by the children of moderate means and the children of the rich, as those of moderate means must learn this lesson of necessity, while the rich should be taught not to depend upon numbers of pupils are saving something each week, which, in the aggregate, amounts to an enormous sum, and much more important than that, it gives the child the opportunity to handle his own money and to learn that small sums saved become larger sums, with which necessities and pleasures may be purchased. The child realizes from these lessons in "thrift