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We notice, in all directions, owners of prune orchards, giving their trees good attention, though many of them will pick no fruit this year. It is a good sign. There may not be another failure or partial failure for years—and the prudent man will not "lay down" on account of a temporary discouragement.

Puget sound is now the seaport of Portland for imports. The fact is clear, since more than one-half of the duties paid at the Portland custom house are on imports brought in bond to Portland from Puget sound ports. Portland's refusal to let Astoria have "common point" rates with Puget sound turns Oriental imports away from the Columbia river to the sound. Portland is willing to hurt Oregon rather than give Astoria a common point. It is no wonder the evening would-be-organ of the O. R. & N. company abuses Astoria's strongest friends for urging the common point in favor of Oregon's seaport.

HONORING THE PIONEERS.

A feature of the celebration in Fossil on the Fourth of July will be the Eastern Oregon pioneers. They will be given a prominent place in the procession, and nothing will be left undone to make the first annual reunion of these people a most pleasant one.—Fossil Journal.

There is a growing spirit, all over Oregon, in favor of doing honor to the pioneers of the state. It is largely caused by the rapid increase membership of the new order, the "Native Sons of Oregon," which has for one of its objects this very thing, and the cultivation of the neighborly spirit which marked all the doings of the men and women who blazed the path of civilization on this western shore.

THE BUGUS DOLLAR.

Some of our sixteen-to-one friends hereabouts are likely to have a practical demonstration of the silver question if they are not careful in receiving silver dollars in payment for what they have to trade for money, or in the way of change. There is a very dangerous counterfeit in circulation, and many very careful business men of Portland have been caught with it. It is a real silver dollar. That is, it has as much silver in it as the one coming from the United States mints, and it is in all respects like the genuine dollar in appearance and in weight. If there is any difference at all in weight or amount of pure silver, it is in favor of the bogus dollar. It feels a little heavier than the good dollar. It probably contains a shade less of alloy. An expert may detect other differences, and one who is a close observer, though not an expert, may see a slight difference in the lettering of the word "Liberty" that appears on the dollar. The style of type or type mold used is not exactly the same on the counterfeit as on the genuine. The counterfeit is exactly worth forty-odd cents in good money, because it contains silver enough to bring forty-odd cents, weighed out and bought and sold in the markets. The dollar of which it is the counterfeit is worth a hundred cents, because it is convertible into a dollar or a dollar's worth of anything its possessor may wish to buy. It is worth a hundred cents in gold, and the gold dollar is worth a hundred cents because there is a dollar's worth of gold in it, not because it says so on its face. It would be worth the same if it were melted down. It would be worth the same ground up, in a buckskin purse. This bogus dollar is the identical one our populist and democratic friends voted for in 1896. How many of them want it now, in payment for what they have to sell? Don't all speak at once.

COME ALONG.

As we have said many times before, Stayton wants a motor line to Salem. We have talked this thing so much and so little has been done by Stayton to encourage the project that it seems like a waste of space to suggest it. Heretofore we have endeavored to enlist Stayton capital in the enterprise, but, unless the 10-per cent of the county hub take up the matter soon, Stayton citizens and business men will. We have the power for the dynamo, and the resident skill to operate them, the lumber for ties and bridges,

the machinery and mechanical skill for turning out the cars, and if we cannot rustle the rails and a bundle of wire and the electrical apparatus necessary to such a project, there will be nothing lost in trying. We give Stayton capitalists fair warning. The time to get in on the ground floor of a motor railway is now.—Stayton Mail.

Come right along. There are some men in Stayton (or rather in Portland and Salem, but represented here), who will build the motor line without any subsidy at all.

The people of Stayton and those along the proposed line, and the people of Salem, will only be required to buy a certain number of one-way rides in advance. That is all. These men are the ones who are mainly interested as stockholders in the company owning and operating the electric light plant and street railway system in Stayton. We presume they would entertain such a proposition from the Stayton people. They were willing to construct a line from Stayton to Enger and Fruitland on these terms. That would probably be as good a route as any for the proposed line to Stayton—with one branch finally going to Silverton. We believe the thing can be accomplished, if the Stayton people really want a motor line. The best and most reliable traction would be steam, with a standard gauge track, in order that the freight cars of any road might be branched right out to the fields and orchards for loading.

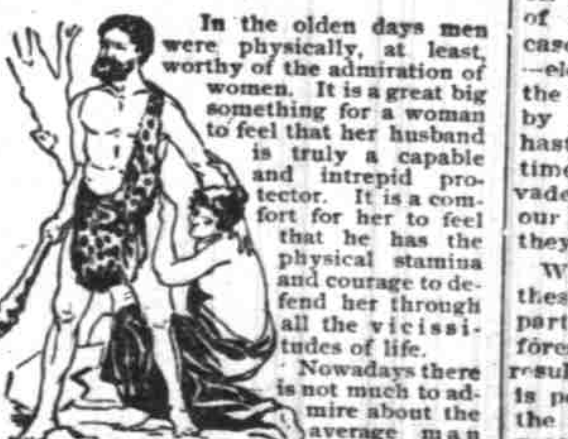
THE CIVIL SERVICE.

The Civil Service Reform league pronounces the recent order of the president taking from the classified list certain officers a backward step and charges that it was inspired by the spoilsmen, for the spoilsmen, and that the spoilsmen and not the public service will be benefited by it.

This feature of the Civil Service Reform league criticism has called out a reply from Secretary of the Treasury Gage, and the implied charge that he has turned spoilsman he declines to permit to pass unchallenged. In an interview, he has assumed the responsibility for the charges so far as they affect the treasury department, and he denies that they were made at the suggestion of any politician. He goes farther and sets up the counter claim that they were made for the good of the service and in many particulars by the advice and consent of the civil service commission.

It is well known that Secretary Gage is a strong supporter of the civil service law, and that he enforces its provisions in the department of which he is the head. He is right when he says the recent charges were made for the good of the service. What reasonable business man would give an employee or agent charge of an important service, place him under bonds, and then force upon him strangers for deputies, confidential clerks and cashiers? This is what the government of the United States was doing, with collectors of ports, collectors of internal revenues, postmasters, and many others. This is what the recent order made an end of.

In places where special knowledge or training is required, or where long service is advantageous, there are arguments in favor of the civil service. There is no good reason for it anywhere else. There are many good reasons against its existence or the enforcement of its rules in every case.



In the olden days men were physically, at least, worthy of the admiration of women. It is a great big something for a woman to feel that her husband is in truly a capable and intrepid protector. It is a comfort for her to feel that he has the physical stamina and courage to defend her through all the vicissitudes of life. Nowadays there is not much to admire about the man of the street. The average man from a physical standpoint. He may be a moral and a mental giant, but the flesh of his health is weak, and he is probably a physical coward. It is not in nature for a sickly man to be a brave man. His spirit may be willing but his body is weak. That is the man's own fault. Any man can be healthy who will pay a little common sense attention to his health when he has it, and when he gets a little out of sorts, take the right remedy. Many of the diseases that afflict mankind are traceable directly to indigestion, torpidity of the liver and impurities in the blood. Dr. Pierce's Golden Medical Discovery is the greatest medicine for disorders of this nature. It strengthens a weak stomach, corrects all disorders of the digestion, gives edge to the appetite, invigorates the liver, purifies and enriches the blood and tones up and invigorates the nerves. It searches out disease germs, kills them and carries them out of the system. It is the great blood-maker, flesh-builder and nerve-tonic and restorative. It makes strong, healthy men out of weak, sickly invalids. Medicine dealers sell it and no honest dealer will urge a substitute upon you.

"I have been taking Dr. Pierce's Golden Medical Discovery and 'Pellies' and must say that they have worked wonders in my case," writes Mr. L. E. Peck, (Box 123, of Hinton, Summers Co., W. Va.) "I feel like a new man. In fact I think I am well, but will take one more bottle to make sure the cure is permanent. I can not speak too highly of the 'Discovery.' I can not say anything without misery in my stomach. I have gained some eight or ten pounds, weighing as heavy as I did three years ago." "The medicine certainly worked like a charm on me, but when I first began to take it, I felt a little worse for a few days; but pains through my body and bones, but all this left me after taking the medicine four or five days."

generally covered by the recent order of the president.

And the fact is that, where special education or training is required, or long service advantageous, heads of departments would employ men filling this measure, even if the civil service law were repealed entirely. There is a great deal of subterfuge and foldover about the civil service. On the whole, it probably does more harm than good. There is no question about this in many special cases.

POPULATION IN 1900.

Estimates as to the population of the United States in 1900 have just been made by three experts. Assistant Director of the Census Wines figures out that his bureau will find about 75,000,000 people in the United States, exclusive of Hawaii and of the territory gained as a result of the Spanish war, when the enumeration is made next year. The government actuary, J. S. McCoy, estimated that the number will be 77,676,000. Prof. H. S. Pritchett, superintendent of the coast survey, puts the number at 77,472,000, qualifying his calculation by saying that it leaves a margin of possible error of 250,000 either way.

It will be noticed that there is only a slight difference between the estimates of the government's actuary and of the superintendent of the coast survey, while each is in the neighborhood of 2,500,000 in excess of that of the census official. Even his figures, however, allow for an increase of about 12,500,000 in the country's population since 1890. This is equal to the aggregate population of the United States in 1830, around the middle of Jackson's first term as president. It is nearly four times the total population of the country in 1790, at the time of the first national census. It is five times the population of the thirteen colonies at the time of the declaration of independence.

There is a disposition among conservative statisticians to avoid high figures in the forecasts of the probable population which will be found in the country a year hence. There are, of course, two causes for this. The financial convulsion of 1893, checked immigration, and probably cut down the natural increase from the inside. As the nations grow older the rate of increase in population diminishes. Keeping these two considerations in mind, however, there is no good reason to suppose that the aggregate inhabitants in 1900 will be below the 75,000,000 mark. This figure, indeed, will represent a very encouraging growth. No other country in the world shows a rate of population expansion anywhere near as great as this. When Benjamin Franklin long ago excited the incredulity of Europe by predicting that the great republic of the West, which was soon to come into being, would double in population every quarter of a century his estimate was very far from being as wild as the Old World supposed.

THE PRIMROSE IN PERIL.

Fear in England That the Flower May Be Extirpated.

A primrose by the river's brim
A yellow primrose was to him,
And it was nothing more.

But Wordsworth does not tell us that the idiot boy destroyed it; he only regrets that he passed it by with indifference, having no soul to admire its sweetness. Now our poor little way-side beauty has something far worse than lack of admiration to complain of. Having been chosen for the badge of an important political league, its case is like that of some human beings—elevation means destruction. For the love of gain it is torn up ruthlessly by the roots. Tramps in their eagerness to fill their sacks and baskets in time to supply the London markets invade our thickets in swarms, despoil our banks, and tread under foot those they do not gather.

When we read that several tons of these flowers are sent to town on one particular day it does not take much foresight to predict extirpation as the result, and that at no distant date. It is possible that in the coming century the primrose will be as rare as the great auk.

Why should not members of the league condescend to wear artificial primroses? They would do no less honor to the memory of Bacon's field, and would encourage an industry and, as they are merely required for a temporary purpose, they could be made slightly and of inexpensive material, and thus could be furnished at a greater cost than the real flower, while all lovers of nature would rejoice that the glory of our hedgerows should have a threatened danger removed. Let those who complacently pin in a buttonhole on Primrose day pause and consider.—London Post.

REED'S RECORD-MAKING GAVEL.

When Samuel J. Randall was speaker of the house he proved himself an artistic and scientific Jeskapsplinterer. During the forty-fourth congress, when the electoral vote was counted, Mr. Randall pounded the top of the desk out of shape three times. Employers of the capitol who do the repairing of furniture assert that there have never been a speaker who did not leave the desk at the close of a session in bad condition, but that Mr. Reed succeeded in splintering it more effectively than any other speaker.—Rochester Post-Express.

TALK OF TEACHERS

MENTAL ARITHMETIC AND CONSTITUTION DISCUSSED.

An Increased Attendance at the County Institute—Interesting Work.

(From Daily June 21st.)

Promptly at 9 o'clock a. m., yesterday, the county institute met, at the East school building, for the second day's session.

The morning was cool and the teachers seemed to be in good spirits. The first session held was conducted by Prof. J. J. Krapp—subject, mental arithmetic. About sixty teachers gathered in room E, and entered at once into the discussion of addition of fractions in mental arithmetic. The plan of the instructor was to draw out a number of methods from the teachers. In adding fractions the method approved was that of reducing them to the same name or denomination in concrete form before attempting to unite them. The processes of multiplication of fractions was also discussed. During the hour a lively discussion was participated in by a large number of teachers.

At 10 o'clock the class in the constitution was convened in room A, under the direction of Prof. W. C. Hawley. The first question was the tie vote in the senate and its influence on legislation. The next question—left over from yesterday's session—was the apportionment of the representatives in the several states. This matter was fully explained by the speaker. There are two exclusive rights in the house and three in the senate. First, the right of impeachments. The president may be impeached for any offense. The indictments are prepared in the house, the senate decides the indictment, the chief justice presiding. The trial is held in the senate. Two-thirds vote is necessary to convict. The impeachment of Andrew Johnson was taken up as an illustration and the case discussed. It was stated that one vote was lacking to carry conviction in Johnson's trial. The president has the sole right to name men for office, the senate can concur or reject, but cannot fill an office alone. The second power of the house, used separately, is to raise revenue. Bills of this class must originate here. Question: How many votes does it take in the house to pass a bill? Teachers asked to look up the answer. The president has the veto power. He returns the bill to the house in which it originated. The bill must receive a two-thirds vote of both houses in order to pass. Must a vote always be taken by yeas and nays upon the passage of a bill? Answer: For the passage of a bill or resolution does it require the majority of a quorum or the majority of the whole house? Answer.

At 11 o'clock the class passed into the room where Prof. E. D. Ressler conducted the work in English. Language and composition formed the subject of discussion. An outline of the work includes the topics of 1—Oral lessons, (a) conversations, (b) telling stories for reproduction, (c) object lessons, (d) in connection with reading, e—g—aphy, history, etc. 2—Memorizing genius of literature, 3—Written work, (a) Primary (b) older, (c) original series, (d) more advanced. In applying this outline, the speaker alluded to the process of teaching. He gave preparation, presentation, generalization, and application. This order of a lesson should be followed in a day work. Pupils that are given something to do in composition work weekly or daily will have little difficulty in writing graduation essays. Practice is necessary to secure success and proficiency. Leave abstract subjects. Use concrete topics. Washington at Valley Forge would do. Avoid subjects in books. Composition work requires much direction on the part of the teacher. With all your efforts, some will not make good writers. The subject of technical grammar will form the subject for today's discussion in English.

In room B, Prof. Krapp conducted a class in geography at 11 o'clock. The morning train brought a number of new teachers from the north end of the county, who appeared in the institute before the noon hour.

Afternoon Session.

Most of the teachers were in their places at 1:30 o'clock. Ten minutes were occupied in singing, closing with the familiar patriotic anthem, "America."

Mrs. Marshall, a teacher of Woodburn, was introduced to the institute. She represents the publications of E. L. Kellogg & Co., and spoke of the advantages of taking some educational journal. There is no question that the books and papers of the above publishers are among the best.

Prof. E. D. Ressler took the floor and made some complimentary remarks in regard to the Oregon Teachers' Monthly. The topic for the afternoon in pedagogy was announced as a discussion of "White's Pedagogy." The speaker urged that there was something more in education than a mere living, that the more matter of being a bread-winner. The esthetic and ethical nature of children should be cultivated.

The training of the will was taken up and discussed. "Whispering in School" was taken as a topic of discussion. The speaker urged the necessity of securing the co-operation of the pupils. Let them feel an interest in maintaining good order. The democratic method of maintaining order in school as practiced in a certain school in Chicago was mentioned and somewhat explained. Some attempt of this sort is worthy of attention. The subjects discussed were of practical value and the speaker interested the hearers.

At 2:30 o'clock Prof. W. C. Hawley took the floor and continued the discussion on American history. It is always interesting to listen to Professor Hawley on any topic connected with our history, but the subject for the afternoon was of special interest, since it dealt with the theory of expansion as presented in the time of Jefferson. Spain governed her colonies by what is known as the civil law. Louisiana still maintains this law, while all the rest of the states use the common law. Out of these original laws arises the question, what right had the United States to govern a colony? The territories, as such, have no rights which congress must respect. That is, congress may make or unmake laws for the colonies. In the acquisition of Louisiana we had to deal with Napoleon, who was accustomed to play tricks. Along the Florida border the Seminole Indians gave endless trouble. Spain was unable to maintain peace. General Jackson was sent to the field. He soon convinced Spain that she had little more to do with the country, and she sold the district to the United States. The treaty of 1819 with Spain secured to us all rights which she claimed to the Pacific Northwest territory. Texas came in in 1845 by treaty and legislation. The boundary with Mexico was in dispute as a result of Napoleon's trickery. The result was that the Mexican war followed. We gained California and adjoining territory by actual conquest. This is the only land on the continent which we have acquired by conquest. In every case we have given a money consideration. Only in the case of the revolution have we gotten territory without giving compensation. In this case, we gave no "bribe." None was needed, except we have power to govern the newly acquired territories. As a home without a mother, so is the study of American history without a map.

Long before 9 a. m. yesterday a number of "silent steeds" were leaning against the East school building, indicating the presence of some of the teachers who were to take part in the third day's session of the Marion county institute.

In room B, at the sound of the gong, a large group of teachers assembled to listen to Prof. R. R. Steel, on "Methods." In pursuing this subject the speaker mentioned nine principles of class management, viz: 1—the interested attention of all must be secured; 2—each pupil must be held responsible for each answer; 3—the pupil should answer in his own language; 4—assistance should be given during recitation; 5—train pupils to be honest, independent and thorough; 6—the pupil, not the teacher, should do the work; 7—manage to reach the pupils individually during each recitation; 8—system, vigor and vivacity must characterize class management; 9—the heart of both teacher and pupil must be in the work. These principles were taken up in order and discussed, and quite fully explained.

Following the explanation of the above principles several objects to be attained in the recitation were explained. Among certain directions given, the following seem to be most important: Train to the habit of clear, correct and connected expression; lead the pupil to apply the things learned; train the pupil to investigate. Mr. Steel showed that he is a teacher of experience and understands the subjects treated. The subject for today is the marking of pupils, i. e., his grades.

Prof. W. C. Hawley took up the question of the United States courts at 10 o'clock a. m. The courts were named as follows: 1—Supreme court; 2—circuit court of appeals; 3—circuit courts; 4—district court; 5—court of claims; 6—territorial courts. The salaries of the justices were discussed. Only two attempts have been made to manipulate the supreme court in a period of 110 years. In each instance the result has been disastrous to the court. The circuit courts of appeal were created by law March 3, 1891. They consist of three judges for each circuit, two of whom constitute a quorum. One supreme justice and two circuit judges may sit. In the absence of the supreme justice the district judge of that district may sit. Circuit courts were held originally by supreme judges. In 1801 sixteen circuit judges were created. In 1802 the act was repealed. In 1803 nine circuit judges were appointed by the president. In 1804 nine more were added. District courts hold two sessions yearly. There are sixty-seven districts in all. Each state shall have at least one district court; it may have more. Two states cannot be united to make a district, nor can parts of states form a district. You cannot sue a state, neither the government. The case must be referred to the court of claims. In the state recourse is to be found in the legislature. Today the subject will be the election of the president.

At 11 o'clock the teachers assembled to listen to the discussion of grammar. Some valuable suggestions were made as to outlining a composition. The subjects of grammar were treated in the following order: Historical and scientific, (a) distinction of language and grammar, (b) early definition, (c) use of good English determined by imitation and association, not by study of grammar, (d) grammar is not an art, (e) grammar, defined, divisions of, origin of, and reasons for the study of. Method of teaching grammar includes its introduction through language study, deals with parsing and analysis. Use illustrations, examples, etc. Give clear definitions and avail technical terms. Some remarks were made in regard to ruling note books.

The speaker answered a number of questions proposed by the teachers. Today the subject will be reading in this class.

Afternoon Session.

The sessions of the institute began promptly at 1:30 o'clock.

The music at the beginning of the afternoon program was enlivened by the introduction of a violin in the hands of Miss Lela Nicklin.

As no public gathering of school teachers would be complete without "America," it formed the closing number. But what seemed most distinct was the fact that it was sung with zest and energy, resounding through the whole building. Mr. R. F. Smith is immortal.

The acting county superintendent, Mrs. Jones, announced a committee on introduction consisting of Prof. Krapp and Misses Cornelius and Wada, all of Marion county.

Prof. E. D. Ressler went to the platform and began his discussion of the

subject of "Child Study." This subject revolves about the mind of the child. There are several departments of this study. Among these may be mentioned scientific child study. In this class children of criminals and abnormal characters have been studied. Strength of mentality and the tendency of mental habits are being sought out and explained. Child preferences are observed and an explanation is sought. It is advisable to study the surroundings of a child in the home. Get the disposition of the child from the parents as nearly as may be. In studying a child, first consider the health. Is he sound in body and mind? Does he come to school with a clean face and a well-filled stomach? Is he nervous on account of lack of food or on account of improper food? These questions are leading ones, but belong to the subject. In this day of clubs and societies it is to be feared that children are somewhat neglected at home in the evening—just the proper time to make impressions on the child. This is especially true of the father who runs away from home as soon as supper is over to attend club or lodge. Parent, what do you think of this? A number of examples were mentioned with a method of study of each. The speaker urged that teachers do more of this kind of work. Study your pupils in detail.

Prof. W. C. Hawley renewed his subject of American history at 2:30 o'clock. He took up the matter of the boundary line between the United States and Canada. The three mile limit of marine limitations should be should not follow the sinuosities of the bays along the coast. Our contention is that the line should follow the bays, while Canada claims that the line should cross the mouths of the bays or inlets. This is the question before the commission at this time. The oldest unsettled question with Great Britain is the "fisheries question" on the northeast coast of the continent. In the treaty of 1763 France gave up her territory with the exception of two small islands, which she retains today. In the treaty of 1783, it was stipulated that we should share in the privileges of the fisheries. We say that the term "privilege" carries with it the right as well. This treaty was one of partition as well as one of peace. This partition included a division of the fisheries. Canada was left in the possession of Great Britain, but the industry of the North Atlantic coast was left as a bone of contention. There it remains today. What is this question? 1. Deep sea fishing. 2. Inshore fishing. The latter are those which lie within the three mile line, the former those which lie beyond this line. The banks are submarine plateaus lying 20, 30 or 40 feet below the surface. Mackerel belong to the inshore fisheries; cod, to the deep sea fisheries. Salt fishes lie along shore. These are used in deep sea fishing. Hence in order to fish in deep sea for cod you must have mackerel. To get this bait we must buy from the Newfoundlanders. Canada says she will not sell bait unless we will open our markets for her fisheries. This will not do. We say that we own a part of the fisheries as a property. Canada repeats that she will admit this if we will open our markets. The recent war has added one point in our favor, viz: that the West Indies are ours and Canada has hitherto been in the habit of selling fish in this market.

Prof. Hawley will speak today on the Alabama case and the Trent affair.

INSTITUTE NOTES.

The music this afternoon will be introduced by a violin solo by Miss Lela Nicklin. Miss Staley, pianist, will accompany her.

On Friday afternoon Prof. Hawley will give his address on the "Speaker of the House." All the teachers should hear this lecture.

More citizens should attend the institute. All are welcome.

The teachers registering yesterday were: Inez Eoff, Macleay; Geo. Landon, Woodburn; Mrs. Alice Iwold, Salem; A. L. Briggs, Butteville; Bertha Webb, Gervais; G. W. Aschenbrenner, Salem; S. S. Aschenbrenner, Salem; Ellen Ratt, Liberty; J. S. Graham, Salem; Edith Finlay, Silverton; Rebecca Fairdear, Salem; D. L. Dutton, Sublimity; Lily Thum, Liberty; Mrs. W. A. Stephens, Salem; Nellie Starr, Salem; L. Effie Williams, Sublimity; Ella Williams, Sublimity; A. J. Deane, McKee; A. W. Mize, Liberty; May Vedder, McKee; Jane Robins, Fruitland; John A. Gage, Stayton; Brenton Vedder, Woodburn; F. E. Mitchell, Rosedale; Alice Carr, Sublimity; Wm. H. Egan, Brooks; Nellie Cox, Silverton; Lettie Cox, Silverton; Ellen Eyles, Salem; Cora Neal, Argent; Anna H. Anderson, Salem; Mrs. C. C. Croys, Lebanon; Alta Taylor, Macleay; Josephine Taylor, Macleay; R. R. Steel, Portland.

The total number of teachers to date is 155.

The geography class was quite interesting yesterday. The teachers took up the method of M. Ida Tean, a book published by E. L. Kellogg & Co., and discussed its merits. Many approved the book.

The teachers are becoming more interested in the work. The next two days promise to be profitable.

There are no school exhibits at the institute this year. Prof. W. J. Crawford, of Salem, has a diploma of honorable mention earned in sending exhibits to the Columbian exhibition.

HANDY FOR THE SALESGIRLS.

Belt Attachment in Which to Carry Book, Pencil and Scissors.

A convenient article designed for the use of salespeople is that recently invented by Pauline Reibenstein of Canton, Ohio. A metal device is made to contain the sales book, scissors, and pencil, so that these three essentials are always in reach. It is made in two forms, one being suspended from the waist by a cord, while the other is supplied with a spring hook to fit the belt.

HOW HYENAS FIGHT.

Hyenas always fight kneeling, the shank of the foreleg being the most vulnerable part of their body.