

HERE IS THE NEWEST "GET-WELL-QUICK" SCHEME

PHOTOS BY MATZENE, CHI.
Lie Flat on Back, Then Throw Both Legs Over the Head and Touch the Floor. This is Very Fine for a Disordered Circulation.



Take the Position Shown in the Picture at Left with Feet Thrown Over Head, Then Raise the Right Leg, Then the Left. This Exercise Shakes Off Rheumatism.



Resting Slowly from the Hip Joint, Place the Hands on the Floor, Stretch Some More and Place Head on the Floor. This Exercise Makes the Blood Circulate in the Brain.

A Very Novel System of Exercises Designed to Build You Up Mentally and Physically by Making the Blood Circulate in the Brain.

By Mrs. Theodore Parsons
Author of "Brain Culture Through Scientific Body Building"

HAVE you ever thought that you can develop your mind by intelligently exercising your body? You can, in fact, develop an ability to talk clearly and interestingly by proper exercises of the hands and arms. You can strengthen your will by balancing properly on your legs. Standing on the head, even, may have a high mental value.

Many people realize that the mind has great power in developing the body. And this is indeed true, but the truth is that the body develops the mind is less thought of and is even more important. In education the true chronological order is the body first and the brain after, for the brain was originally developed by stimulation from the external parts of the body.

The importance of the body is the fundamental principle in my system of training which I call "brain culture through scientific body building."



With Hands Clasped Behind the Back, Advance the Left Knee and Sink Down Till the Forehead Touches the Floor, as Shown in the Photograph. Reverse, with the Right Knee. This Exercise Helps You to Be Cheerful.

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I also describe it as "the mentalization of the body." I have been explaining my system in lectures to New York audiences

Further on in this article I cite scientific principles and experiments that prove how exercising certain parts of the body develops corresponding areas of the brain. At the beginning let me call attention to the accompanying photographs showing exercises that are particularly useful in stimulating the mind while developing a supple and vigorous body.

Hand and speech, therefore, are physiologically connected. This remarkable fact brings us back to the very beginning of the faculty of expression in the human race. It began by one personally longing to communicate with others, and the very first thing he did—and that every human being does still when endeavoring to communicate with those whose physical speech he does not know—was to make gestures with his best hand.

trained to stand solidly on the foot, putting the weight on the ball of the foot with a reasonable flexibility of ankle movement, will always be more balanced mentally.

With Hands Linked Behind the Body, Draw the Left Foot Behind the Right, and Sink to the Floor Until the Forehead Touches It. This Helps You to Think Clearly.

also develops flexibility, sweetness and melody in the human voice.

Opera From the Heights

"YOU know," said Miss Pearl Fattershall to the stenographer from across the hall as they dusted away the crumbs from their noon sandwiches, "I've got real well acquainted with a lot of people since the opera began."

"People in the next box," I suppose, rained the other young woman.

"Nothing like it," declared Miss Fattershall. "Nettie White and I, we decide that we'd see what there really was in opera, so we got season seats in the front row, way up top—in the bridge that the folks down below look at hard before they can distinguish it from the ceiling frescoes and then murmur 'Rutty? Do people really sit way up there?'"

"Believe me, it's fine! With our glasses we can even see where Mrs. Tightwad's white satin train is getting soiled around the edges—and the gray streak in her hair. And if you've got a chart and human intelligence you can compare numbers with the boxes and take a look at all our best people. At least, the ones who come on your night. That's what I mean when I say I've got acquainted with a lot of 'em."

"Not that I care so much about their names. I've grown interested in one fat old lady with wonderful white hair. It glitters like corks frosting and I know her youngest grandchild is old enough to be flirting with the college boy next door. Does grandma attire herself in black veils and point lace? Not she!"

THE LAST TIME.

"Lemme see—last time it was pale blue chiffon over white satin, with fluffy ruffles of white tulle on the skirt. Honest! And a necklace of emeralds, set in diamonds, with stones so big that you'd think they grew on trees! Why, Nettie and I got so excited the first time she wore it, trying to decide whether they were emeralds or sapphires, that we nearly lost the opera glasses."

"I like to see an old lady take pride in her appearance, but, I tell you, grandma removes the breath from the observer with her getup! She has one rose pink velvet—"

"At her age?" scoffed the stenographer from across the hall, unbelievably.

"Yep," insisted Miss Fattershall. "and you ought-a see the way the young man hang over her shoulder. Still, most anybody'd hang around emeralds like those. They don't pay half so much attention to the young the opera's best."

woman who always sits next her. She had some taste in clothes, I must say, but awful manners with her feet. I suppose she knows those on the same floor with her can't see the box and doesn't consider us up above as real human beings. Mostly she crosses one knee over the other and twists her left foot around and braces it against the front wall of the box, as though to restrain herself by main force from jumping overboard. Or else she kicks off her slippers altogether. I only hope she doesn't forget and put her little tootsies on the rail some night!

"Some of our best people," continued Miss Fattershall, "are getting horribly thin on top! Not alone the men. The way women wear their hair nowadays, all plain and with parts to side or middle, makes them absolutely helpless. All those thin spots glaring up at you are awfully funny! Honest, when I see a stuffy girl with her locks puffed out over her ears and low at the back of her neck, making eyes at some adoring young man who is looking at her as if she were too good to be true, I want to lean over my railing and call down and dare her to show him the top of her head! Only it isn't in my nature to be mean."

NOT SURE.

"Nettie and I couldn't be sure about the crowd in one box last night. The women all had gorgeous bunches of flowers and the men weren't even in dress suits. Nettie said they had spent all their money for the flowers and couldn't afford the rent for the suits, but I don't know. Maybe they were so rich they could afford to be independent. It must be grand to be wealthy enough so your clothes don't matter."

"Then there's the man who has been bringing two girls alternately. One of 'em, the prettiest one, has worn the same pale green dress each time, so it's plain to be seen that she hasn't any other for evening wear. The other girl changes dresses so often that the only way I can recognize her is by the size of the thin spot where she parts her hair. You can see that the man is divided in his mind and unhappy about it. I hope he isn't of the real mercenary sort, because I like the girl in green."

"But say," interrupted the stenographer from across the hall, "how about the opera itself?"

"Ain't I telling you?" demanded Miss Fattershall, exasperatedly. "Why, half so much attention to the young the opera's best!"

These exercises form part of one series of twenty-five that develop the whole body symmetrically. Incidentally they cure obesity. Hard as they may look, it is surprising how quickly they can be learned, for each exercise makes the next one easier. A young housewife of my acquaintance suffered severely from rheumatism and was greatly depressed by her household cares and the constant danger of losing her cook.

In three months she mastered these exercises, got rid of her rheumatism, while her mental outlook changed so completely that she looked upon doing her own housework as a healthy and pleasant occupation. You must of course learn the easy preliminary exercises before doing these hard ones.

One of the most striking illustrations of the influence of the body over the brain is the relation between the hand and the centre of speech in the brain. Paul Broca, the great French surgeon, proved there is a definite locality in the brain which is the seat of our articulate speech. It is found in a limited area in the lower and posterior part of the third convolution, which is now named Broca's convolution. It is a tiny patch of gray matter situated in front of the tip of the ear.

This speech centre in the great majority of persons lies upon the left side of the brain and is the only one-sided centre in the body. Loss of speech accompanies right-sided paralysis in right-handed people, and the same affection accompanies left-sided paralysis in left-handed people. In other words, the

faculty of speech is located in the hemisphere of the brain which governs the hand that is most used, and the hemisphere is on the opposite side of the body from the hand most used.

Hand and speech, therefore, are physiologically connected. This remarkable fact brings us back to the very beginning of the faculty of expression in the human race. It began by one personally longing to communicate with others, and the very first thing he did—and that every human being does still when endeavoring to communicate with those whose physical speech he does not know—was to make gestures with his best hand.

Gesture language, therefore, was the first language and few people are aware how much gesture language still continues in living use. It was the hand evolving out of the directing will an ever increasing subtlety of power that made possible the human brain. The hand developed the brain.

It results from this anatomical condition that to-day the power of expressing oneself well and clearly in speech must be accompanied by an adequate use and development of the hands and body. All parts of the brain which preside over voluntary movements are developed by muscular exercise.

An interesting observation by Doctor Luys in his work, "The Brain," shows that after the loss of the use of a limb certain parts of the gray matter of the brain undergo atrophy due to inhibited action of the motor cells. If the loss of the use of a limb can injure the brain in this way we can see that its increased use within proper limits will promote the efficiency of the brain.

Muscles are in a most intimate and peculiar sense the organs of the will and I have found that by training flabby, weak muscles, a weak will is strengthened.

Skill, endurance and perseverance may be called muscular virtues. Fatigue, caprice, anxiety, restlessness, lack of control and poise may be called muscular faults.

The training, developing and strengthening of the will is the most important factor in school life. We begin with precise movements in balancing classes, then teach various technical steps leading up to a graceful standing and sitting position with which to show the relaxation of the body. Standing well upon the feet is the basic exercise in will training. Then follow exercises for precise and co-ordinated movements of the various muscle groups.

The child who habitually leans backward on the heels is degenerating physically as well as mentally. He reveals an immobility that is not conducive to change or development of expression. He is, strange as it may appear to the unthinking, underlining his will power and creating what is just as dangerous—an obstinate will—because there is no poise in the body. The child who is

variety and variability of movement is the keynote of this work. I teach rhythmic body movements to increase the power of expressing ourselves and so restore the motor cells of expression. This variability of bodily movement increases the potentiality of brain centres. It stimulates the brain and makes it easier for the blood to circulate there. The cause of balance is governed partly by the feeling of the muscles, partly by the sense of sight and in part by the balancing organ in the ear, the centre of equilibrium.

The balancing exercises have a tremendous value and reveal in many instances the possible remedy for some staxias, paralysis and diseases (not organic) involving the loss of control of muscles and nerves. In less abnormal conditions they have the greatest value in stimulating clear thinking and capacity for mental work.

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From this it is evident that a muscle stimulated by vitality and controlled by the mind has a lifting force of 1,000 pounds and yet this would not sustain a fifty-pound weight without being torn asunder. In the first place the lifting matter is subject to the will power. In the second case it is dead matter with only a cohesive power.

The will acts upon the muscles, and the muscles in turn create new brain centres, with which the will may work. Thus the will creates the brain. For this reason it is essential to concentrate the will upon the exercises that are being performed.

A very interesting illustration of the connection between bodily activity and brain development was furnished by Professor Elmer Gates, the distinguished American scientist. Weismann, the great German biologist, laid down a rule which, roughly speaking, is that characteristics

acquired by an individual in his lifetime cannot be transmitted to his descendants. Weismann cut off the tails of mice for twenty-eight generations, but the tails of the last generation were as long as those of the first generation. Hence Weismann concluded that the acquired characteristic could not be transmitted from parent to offspring. Professor Gates saw that so far as the mice were concerned cutting off their tails was not an acquired characteristic, but simply an accidental deformation.

He then trained white mice to use their tails, compelling them to distinguish between different weights, pressures, touches, temperatures and currents of electricity. By this method the mice were compelled to use their tails, and this resulted in the development of new brain cells and the corresponding development of the tail in strength and activity. The fifth generation of these mice was born with tails two and one-half times as long as the tails of the first generation; the tails were also much larger and much stronger and much more sensitive and active.

In other words, the characteristic of the animal was transmitted to the offspring whenever the parent had made an effort to distinguish certain activities or conditions relating to it. In every case where the effort was not made the characteristic was not transmitted.

Dogs trained from puppyhood to distinguish many shades and tones of color gave birth to young who were able, before any training had been given them, to distinguish many more colors than ordinary dogs ever could. Guinea pigs were trained to distinguish musical tones. This development was transmitted to the brain cells of the hearing region of the offspring of the guinea pigs and the brain cells of these young ones were better developed at birth than the brain cells of ordinary guinea pigs are at maturity.

Riding on Railways Is More Dangerous Than War

In his "Price of Inefficiency" Frank Koester shows that riding on railways is more dangerous than war. The loss of life by railroad accidents in the United States in the last ten years has been three times as great as any country has ever suffered by war in the same period.

In the daily battle of transporting itself about the city of New York, the population of the city is reduced by 350 killed and 2,700 injured every year. That is, of those who start out to ride on any given day, one will never return and seven will be brought back injured, the price of inefficient transportation.

The cost to the transportation companies amounts to about \$2,500,000 in damages and \$1,000,000 in legal expenses, while to the public the cost is vastly greater, since of the damages they receive at least half is consumed in legal expenses, while the amount recovered amounts in no case to a very large proportion of the actual loss.

The situation in New York is duplicated in more or less magnitude all over the country, both in a popular sense and in the inefficiency of operation.

Due to carelessness of employees, faulty methods of operation, poor equipment, disregard of proper safe-

ty appliances, carelessness of the public itself, negligence from beginning to end of all concerned and the final negligence of the public to place responsibility, the harvest of death, disaster and misery, the burdens of sickness and the suffering of those bereft and injured continue.

In railroad transportation the situation is even more appalling. In 1910, 8,551 were killed and 102,076 injured—a total ranking with the great battles of history.

An important addition to the casualties is the great number killed while trespassing on railroads, which has amounted to 50,000 killed and 55,000 injured in the past 11 years.