

The Bee's Home Magazine Page

Youth and Age

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By Nell Brinkley

Fashion

An Afternoon and an Evening Frock



Youth is thankful that it has youth; thankful for the fairy things that go with it; for the dreams that are; for the things that are to be; for the darling that swells its heart and takes Old Time by the beard; for the str and the strife of life; for red blood and love; for the colors and flowers and gems that go with this teeming time of life; for the mighty joy of today, and, most of all, for the high, delicate hopes of what is to come! Age is thankful that its feet and body are warm—that a soft chair closes it round; thankful for the things that it has

known; for the dreams that came true and that it can forget those that never did; thankful for the wisdom that keeps its heart from hurting and loving too deeply; for the peace that it has found; for the youth that sometimes surrounds it; for a fine old book and the crackling heart-beat, and, most of all, for the end of strife—for the warm, even heart-beat that finds pleasure in meditation and feels no more the tormenting, bitter-sweet flame that distracts the heart of youth. Youth and old age; wild birds and dozing pussies—each thankful for so widely different things!



This afternoon frock, on the left, is most effective when made of Swedish yellow soft wool. The bodice, which is very blousing, is opened in front over a small waistcoat of white tulle. The front edges of the blouse, and of the collar, are trimmed with narrow bands of sable. The waist is made with a low armhole, and the sleeve is finished with a wide cuff trimmed with four tiny buttons and a narrow fold of the goods. The undersleeve of white net is fastened with small beaded buttons.

This evening gown, on the right, simple in its elegance, is made of amber velvet, embroidered with immense dark roses and silver lace. The bodice is draped in a wide belt, made of two embroidered bands. The upper one passes over the shoulder, and the second one falls over the arm. A gathered yoke of white net is edged with a ruching, forming the decollete V-shape. The skirt, gathered very full, is drawn to the front and lifted at the

back to the bodice by a double fold, giving the panel effect. The skirt opens at one side over an underskirt of silver lace that also forms the square train. OLIVETTE.

Public Wants to Study the Sky

Garret P. Serviss Says: There Should Be Great Telescopes Where the Vast Mind of People Could Satisfy Its Intellectual Curiosity Concerning the Wonders in the Heavens About Us.

By GARRETT P. SERVISS.

There was once great excitement in the kingdom of the moles over the discovery of a peculiar instrument which rendered it possible for them to see something of the world about them. Every one of these little animals wished to try the powers of the strange instrument, and the mere thought that there was a world around them, of whose existence they had been unaware, awoke their intelligence, widened their minds and stimulated their desire to see it for themselves.



But there were millions of moles and only one instrument of vision. Moreover, a little clique immediately took possession of the single instrument and, on the pretense that they alone knew how to use it, kept every other mole away. In a short time this clique developed into a separate order, speaking a language of their own, which was mostly unintelligible to their compatriots. They did, however, occasionally talk in the vernacular a little about their dis-

coveries, and this was just sufficient to intensify the desire of the millions to see something of these wonders for themselves. But they were kept away from the marvelous instrument more uncharitably than before. At last an appeal was made to the king of the moles, and he decreed that another instrument should be made for the purpose of satisfying the public curiosity. The making of this instrument was very costly and difficult, and only the resources of the king were competent for the undertaking. There was great rejoicing at the news of the construction of the new instrument—but no sooner was it completed than the same clique seized upon it, and the public saw no more than before. When loud popular protests were heard, representatives of the clique went before the king and persuaded him that they needed the exclusive use of both the instruments for the development of a wonderful new science on which they were working. The

ignorant rabble, they declared, could not understand these things. "I don't understand them very well myself," said the king, "but I do understand the desire of my people to experience this new sensation of seeing." However, the king yielded to the representations of the clique, chiefly because their learned jargon daunted him, and so the public were still compelled to learn what they could of the world of sight at second hand. The same thing was repeated many times, but always the new instruments, constructed at the king's expense, were monopolized by the technicians of the clique. Finally a poor mole, gifted with more than usual sagacity, sought out the king and said: "Sire, it is an adage older than your royal line that 'seeing is believing.' We your faithful subjects, are told wonderful things about the powers of these new

instruments and the marvels that they reveal, but we are not permitted to see them ourselves. There is a great longing in our souls to partake, in but once in our lives, of this high pleasure, which we feel would do more to emancipate our minds than all the incomprehensible preachments of the clique who have taken exclusive possession of the instruments of sight, and who seem to find more interest in the technicalities invented by themselves than in the plain lesson to be derived from such discoveries. "We therefore beseech your majesty to command the construction of an instrument which all your humble subjects may use to satisfy their laudable curiosity." The king of moles was moved by this appeal, and, in answer to it, went deep into his royal treasury and had an instrument of unprecedented power constructed, which, he commanded, should forever be at the disposal of his subjects who wished to take a glimpse at the visible world, while a few professors from the clique were appointed to show the people how to look.

The Best Letter

By WILLIAM F. KIRK.

You may write a thousand letters to the maiden you adore, And declare in every letter that you love her more and more. You may praise her grace and beauty in a thousand glowing lines, And compare her eyes of azure with the brightest star that shines. If you had the pen of Byron you would use it every day In composing written worship to your sweetheart far away; But the letter far more welcome to an older, gentler breast Is the letter to your mother from the boy she loves the best. Youthful blood is fierce and flaming, and when writing to your love You will rave about your passion, swearing by the stars above; Vowing by the moon's white splendor that the girl you adore Is the one you'll ever cherish as no maid was loved before. You will pen full many a promise on those pages white and dumb That you never can live up to in the married years to come. But a much more precious letter, bringing more and deeper bliss, Is the letter to your mother from the boy she cannot kiss. She will read it very often when the lights are left and low, Sitting in the same old corner where she held you years ago, And regardless of its diction or its spelling or its style, And although its composition would provoke a critic's smile, In her old and trembling fingers it becomes a work of art, Stained by tears of joy and sadness as she hugs it to her heart. Yes, the letter of all letters, look wherever you may roam, Is the letter to your mother from her boy away from home.

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The Jew in Spain

By REV. THOMAS H. GREGORY.

Forty-five years ago, November 15, 1492, the Jews were permitted to return to Spain, the land in which their ancestors had enjoyed, under Arab rule, a glorious period of literary and social activity, but from which they had been banished in the year 1492.



History tells us of few more shameful things than that banishment of the Jews by Isabella. In three short months all "unconverted" Jews were obliged, under penalty of death, to abandon Spanish soil. They were permitted to dispose of their property, but were forbidden to carry either gold or silver away, a ruling which practically robbed them of all that they had. Multitudes were plundered of all that they possessed, and then reduced to slavery. Thousands died of famine or plague, and thousands more were murdered in cold blood. Weak women, driven from luxurious homes; children, wrenched from their mother's arms; the aged, the sick, the infirm, perished in droves.

When, at last, childless and broken-hearted, those who had been spared sought to leave the kingdom, they found that the ships had been purposely detained and that there was nothing before them but slavery or apostasy. And who were the people that were thus brutally treated by the Spanish authorities? They were the intellect and energy of the nation. In the words of the great historian Lecky: "While those around them were groveling in the darkness of benighted ignorance, the Jews were pursuing the path of knowledge, amassing learning and stimulating progress. They were the most skillful physicians, the ablest financiers, the most profound philosophers. They were the chief interpreters to western Europe of Arabian learning, but their most important service was in sustaining commercial activity. For centuries they were almost its only representatives." They created the banking system; they invented the system of exchange; in a word, they were the life of the business world, not only in Spain, but throughout the continent of Europe. It is no wonder that the iniquitous transaction cost Spain her national prosperity. She committed national suicide when she expelled the Moors and Jews.

Careless Speech

By MRS. FRANK LEARNED.

Author of "The Etiquette of New York Today."

The use of words reveals the degree of cultivation of the speaker. In some cases incorrect words are used by persons who have known better but have become careless from association with others who make use of them. Careless speakers or writers often use the expressions "help find," "help build," "help protect" and the like instead of "help to find," "to build," "to protect."

There are many terms or expressions which are not good form. The word elegant has been eliminated from correct usage in conversation and in writing by cultured people. It is, therefore, not correct to say "an elegant house," and it is even worse to say "an elegant time." Better expressions would be, "A beautiful house," "A pleasant time" or "A delightful time."

It is bad form to say folks for family, wealthy for rich, fleshy for stout, homely for plain. It would seem almost unnecessary to remind anyone not to say "Was you" for "Were you," "He says" for "He said," "Says she" for "Said she," "I done it" for "I did it," "I don't know as I shall go" for "I don't know that I shall go," or "whether I shall go."

A rule to remember is that an instructor teaches, a pupil learns, therefore one should say, "Miss B. is going to teach the children to sew," not "Miss B. is going to learn the children to sew." One should be careful to say "Miss B. taught me to sew," not "Miss B. learnt me to sew."

One should say waistcoat and trousers, not vest and pants. The nether garments of little boys are knickerbockers. Exaggerated expressions should be avoided. For instance, it is best not to say, "Lots of people," "Lots of things," "Loads of time," "Loads of shops." The word loads is applied only to wagon-loads, cart-loads or to things piled up, and is not intended for other use. Some persons have favorite or pet words which they apply to everybody or everything without thinking whether their words are used appropriately. The use indiscriminately of the words splendid, magnificent, charming, grand, horrid, awful, terrible, and thus they betray a poverty of language not very creditable. The use of grammar is part of a good

education. The neglect of it shows a want of education which should be very mortifying to a person who does not wish to be considered illiterate. Where there have been advantages of education there is no excuse for not maintaining a high standard of accuracy and excellence in speech.

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