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A SAULTE FOR GIRLS.

The January number of The Ladies' Home Journal devotes a good part of the space in its editorial page to the question of "How a Girl Should Salute the Flag." The opinions of the leading men in the army and navy circles were sought. The result shows various and interesting methods. Gen. A. L. Mills, superintendent of West Point Military Academy, says: "I would suggest that girls make a courtesy to the flag at the moment it passes." General Nelson A. Miles gives a more artistic salute. This is his, "I do not think a military salute would be suitable. I would suggest placing the right hand across the breast with the middle finger directed toward the point of the left shoulder, the head at the same time being slightly lowered." A large number think that the salute for women should be the same as for men. Admiral Dewey is of that opinion as well as "Joe" Wheeler. Robley Evans thinks a courtesy very effective. General Fitzhugh Lee is summoned from the South and gives his unique but chivalrous salute, "I think an appropriate salute for a girl to make to the flag would be to stand 'Attention!' and kiss her right hand." General Fredrick Grant favors simply bowing the head. Admiral Schley's method is perhaps the most sensible as well as the most effective. He speaks as follows: "I believe a salute by mothers and daughters of our land should be made with the right hand on the heart, and the head reverently bowed; the reason being that the heart is the home of love, respect and reverence—the seat of all that is purest, highest, noblest, best in our nature. With the right hand placed over the heart and the head reverently bowed in homage to the symbol which guards the home they honor, and the modern Knight protects, would seem to me to bring the salute to the flag made by each into that happy accord of strength and gentleness." With these various methods at hand we see no reason why the American girl cannot select a salute which will do honor to "Old Glory."

A BOY AGAIN.

"I'd like to be a boy again, without a woe or care,
With freckles scattered on my face
and hayseed in my hair.
I'd like to rise at 4 o'clock and do a
hundred chores,
And saw the wood and feed the hogs
and lock the stable doors.
And herd the hens and watch the
bees and take the mules to drink,
And teach the turkeys how to swim,
so that they wouldn't sink;
And milk about a hundred cows and
bring the wood to burn,
And stand out in the sun all day and
churn and churn and churn;
And wear my brother's cast-off
clothes, and walk four miles to
school,
And get a licking every day for
breaking some old rule.
And then get home again at night,
and do the chores some more,
And milk the cows and feed the
hogs, and curry mules galore;
And then crawl wearily upstairs and
see my little bed,
And hear dad say: 'That worthless
boy—he isn't worth his bread!'
I'd like to be a boy again—a boy has
so much fun!—
His life is just a round of mirth,
from rise to set of sun.
I guess there's nothing pleasanter
than closing stable doors,
And herding hens and chasing bees
and doing evening chores."
—Galveston News.

THE M. E. LABORATORY.

Some of the senior M. E.'s have gone into the M. E. laboratory! Wouldn't that jar your constitution? Now, really, wouldn't that take the place? You have heard how the smart boy got around his teacher's north pole question by telling him that imaginary men could go to an imaginary place. But here we have a pure case of real men going to an imaginary place! How can it be done? I say real men—every one of them are real, are they not? I say imaginary place, for where is the M. E. laboratory?

Some day when you have time, take a stroll through the M. E. building. Go through the joinery, the wood turning, the iron turning, the blacksmith shop, and see if you can find an M. E. laboratory. Then go to the old blacksmith shop and tell us what you see. Then go into the turning room again, go by the engine, leave the planer to your left, and after having passed the miller before you get to the shaper turn to the left, enter the door and tell us what you see. That is what they call the M. E. laboratory! Think of it, a laboratory!

But let me tell you what they are going to do. Those boys who are through with the iron work are going to make a laboratory. Those boys who are still working in iron will assist them as soon as they get through, and with a little help from the state, both pecuniary aid and advice, mostly pecuniary, we are going to have an M. E. laboratory.

The following was handed to the editor by some one who had found it on the campus: Mr. Editor, please let me know in your next issue what we, the September fish, must call the Xmas fish. Respectfully, V. W. King.

SCORE ONE FOR YOUNG GOULD.

Kingdon Gould, the eldest son of George Gould, has raised a commotion in the school which he is attending. He must be something like sixteen years old, and, judging from the newspaper reports, is a member of the freshman class. He seems to have imbibed the old-fashioned idea that a boy went to school to study and improve his mind, and that the fact that he belonged to the lowest grade in the school or college did not deprive him of any personal rights, or give the members of any other class the right to subject him to any trespass or indignity. He did not see any reason why he should be pulled about over the campus by his ears or his heels, or be tossed in a blanket, or be strapped with a strap like a convict, simply because such barbaric usage had prevailed aforesome in the school.

Such process of initiation seemed to him, as it does to every man who possesses a proper sense of decency and regard for the rights of others, to be humiliating and brutal, and an outrage upon the highest and most sacred rights of a free born gentleman; therefore when the sophomores gathered to seize and haze him in the traditional brutal way he declined to submit to the indignity, and in order to resist overwhelming numbers he drew a pistol.

At the sight of it consternation arose in the ranks of the hazers. They were possessed of that measure of courage which nerved two score or more of them to jump on a single boy and inflict humiliating and painful indignities upon him, and call it hilarious "fun" (for them), but before the gleam of a pistol in the hands of a young fellow possessed of that pride and courage which ever adheres to a gentleman, they scattered like mice before a lion, and with "gall" far in excess of their courage complained to the faculty against young Gould because he had dared stand upon his rights and resent unlawful and inexcusable assault. The hazers were astounded and wildly indignant that their right(?) to kick and cuff a freshman at pleasure should be disputed.

The old story is told of a little boy who complained to his mother that his brother "hollered every time he hit him on the head with a hammer" fits the case exactly. The sophomores complained because young Gould would not submit to be treated like a Russian serf might be treated by a grand duke. His act of drawing a pistol was pronounced "cowardly," and the hoodlums who were eager to assault him declare he will be ostracised and that he can get no class honors. They will have nothing to do with a fellow who has the manhood to resent insult and indignity. The colleges over this country need a few more Kingdon Goulds.

The true gentleman always regards the rights of others. He is considerate and kind. He finds no pleasure in humiliating others and inflicting indignities upon them, and it is a part of the mission of colleges to train up gentlemen, and the sooner the brutal custom of hazing is abolished the better it will be.

If moral suasion and threats of expulsion do not stop it, a six-shooter will. Its use should be a dernier resort, but if used a few times hazers and their brutal traditions will both soon disappear. It is to be hoped young Gould will keep his pistol.—Houston Chronicle.

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