

**HABITS RID  
NERVE AILMENTS**

...a good deal about  
...down. Yet statis-  
... despite the depres-  
... health of the  
... been affected. There  
... to substantiate  
... that there is an  
... number of nervous  
... type.

... "nervous break-  
... into common use.  
... increased knowledge  
... disorders, such as  
... "hysteria." "Psy-  
... are cases diffi-  
... in spite of our in-  
... all too many  
... from some form of

... OF DISORDER  
... condition of nervous  
... mentally and phys-  
... able to do his  
... vague pains  
... be no ap-  
... symptoms. As  
... can be deter-  
... But sometimes  
... for him to be sure  
... trying trouble. In  
... patient continues to

... form of nervous  
... known as "an-  
... In this condition  
... fear of some serious  
... There may be  
... of the heart  
... the legs. Perhaps the  
... his food -  
... and has short-  
... But will all his  
... consulting his  
... he may be ridicu-

... BELIEFS  
... is a popular  
... that nervous-  
... confined to the  
... her mistaken idea  
... were more suscep-  
... breakdown than  
... country dweller.  
... condition occurs  
... occupation or

... do when there  
... a nervous break-  
... a physician. A  
... examination will  
... in any organ-  
... is caused. Un-  
... tional distur-  
... tional disturbance  
... be due to faulty  
... bits.

... could be made to  
... health and to  
... of the body.  
... including plenty  
... and vegetables,  
... minerals, such  
... phosphor, are es-  
... helpful. In-  
... portant min-  
... erals in lemon,  
... rice, sea food,  
... nuts, cucumbers,  
... celery, bran-  
... rump, haz-  
... nuts.

... IMPORTANT  
... proper diet, it is  
... an abundance of  
... These are  
... among any form  
... The rays of the  
... help the body  
... keep energy. Long  
... and in some  
... kind of exercise  
... will outline  
... treatment.

... need to become  
... that complete  
... nervous disorder  
... proper care,  
... health will be

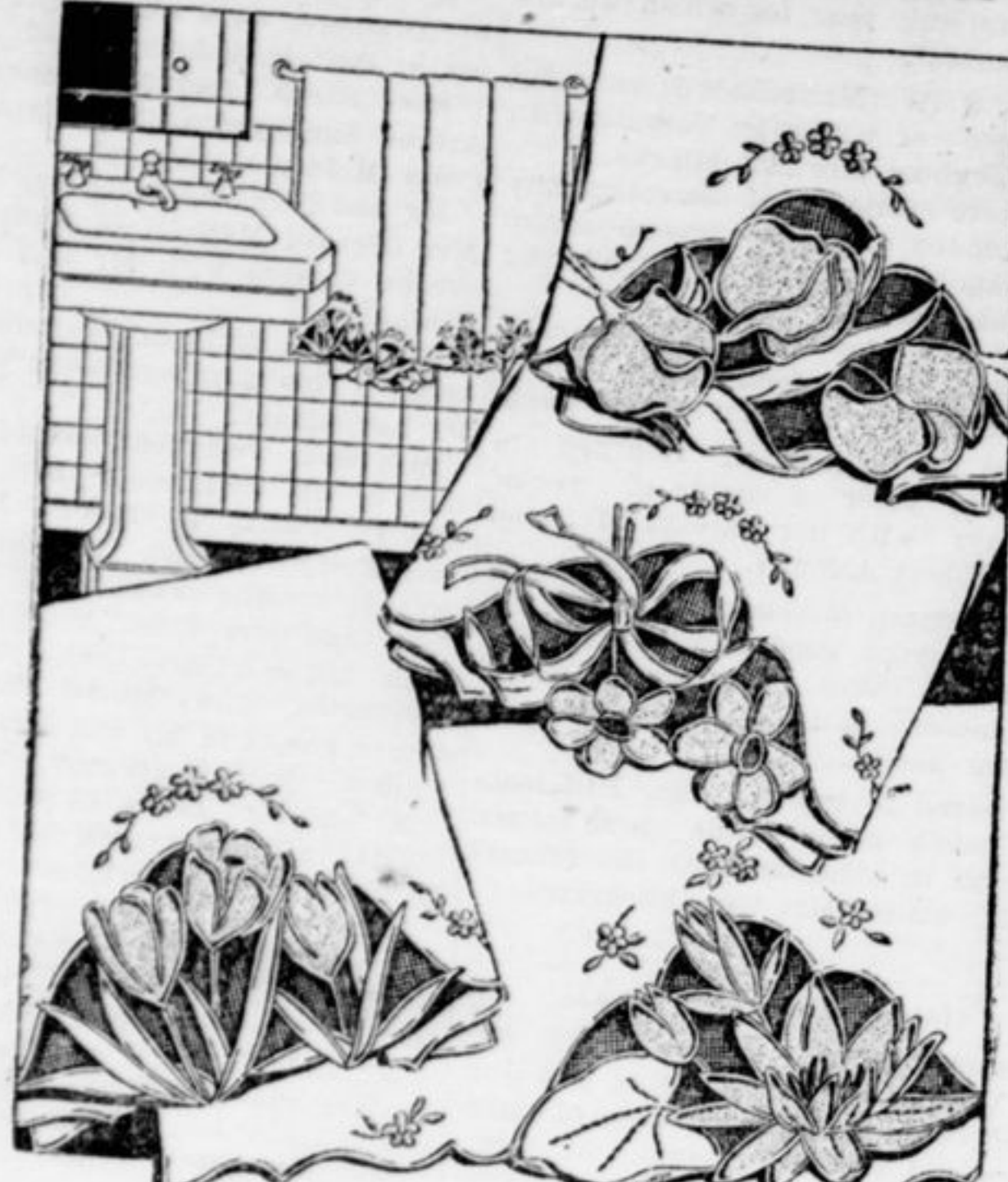
... generation  
... Slipping"  
... Union Sarp-  
... Cape Bre-  
... birthday for  
... "youngsters"  
... old-fashioned  
... held the entire  
... regular old-time  
... cheers and quit  
... of young folks  
... by celebration

... of the young  
... asked. They  
... five years ago  
... fall until the  
... A good break-  
... at it again.  
... is sure slip-

... venerable old  
... Canadian  
... the fact that  
... reflecting in  
... has no spe-  
... Still post-  
... she is en-  
... one declares,  
... wait her in  
... in hearing  
... long ago.

... 50-year-old  
... grandchildren,  
... King.

**Make A Matching Set of Guest  
Towels Suggests Laura Wheeler**



APPLIQUE GUEST TOWELS PATTERN 991.

Harmony—what an important part of our home decoration it is today! Everything must match, so why not the guest towels? This set gives you the opportunity to have the colorfulness of applique with the richness of cutwork. The different flowers will give a varying color note and yet all go together. If you wish, you can do them entirely in cutwork, doing them in one or varied colors.

Pattern 991 comes to you with a transfer pattern of four motifs averaging 4 1/2 x 15 inches; material requirements; color suggestions and illustrations of all stitches needed.

Send 20 cents in stamps or coin (coin preferred) for this pattern to Needlecraft Dept., Wilson Publishing Co., 73 Adelaide St. W., Toronto.

**Prior To Ethiopian Conference**



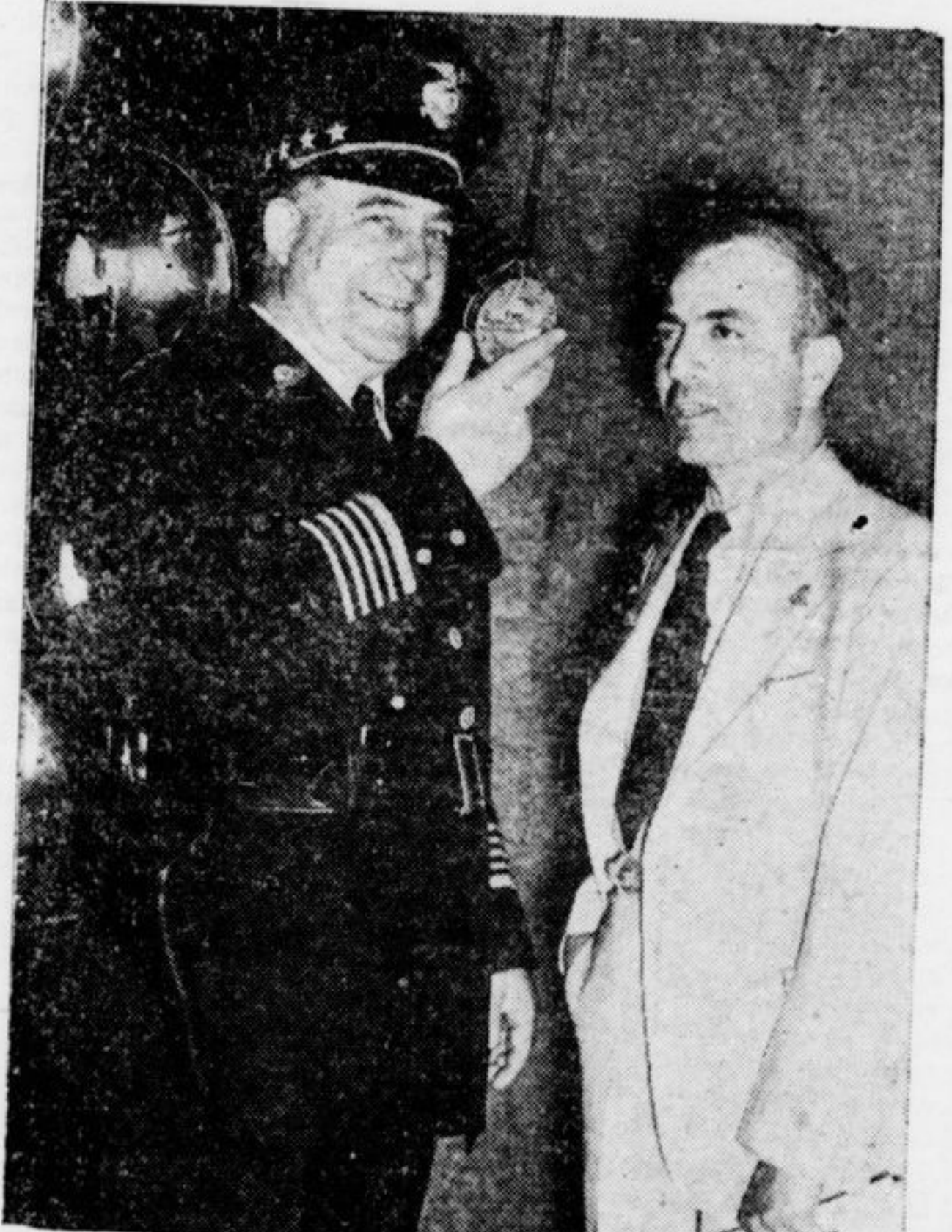
Anthony Eden (right), Great Britain's Minister for League of Nations Affairs, and M. Laval, the French Premier, as they met in Paris for a preliminary talk before departing for Geneva to meet with Italian and Ethiopian representatives in an effort to heal the breach between Italy and Ethiopia and to prevent war between the two countries.

**British Medical Men Honored In New York**



Delegates of the British Medical Assn., enroute to convention in Melbourne, Australia, were pictured at the Medical Society of the state of New York at luncheon. Guest seated (left to right) are Dr. E. Kaye Fleming, Chairman, B.M.A.; Dr. Frederic E. Sondern, President of New York Medical Society, and N. Bishop Harman, B.M.A. Standing: Dr. H. Guy Dain, B.M.A.; Dr. Morris Fishbein, of Chicago; Dr. G. C. Anderson, B.M.A., and Dr. Arthur J. Bedell, former president of New York Medical Society.

**New Crime Fighting Aid**



Television is soon to play an important part in criminal apprehension, Chief James E. Davis (left) of the Los Angeles Police Department declared at showing of police devices at San Diego, Cal., Fair. He is pictured explaining new aid to General Gustavo Solinas of Mexico.

**Sporting Discussion**



King George of England (left) and the Duchess of York pictured during informal discussion with officers of the half-century old yacht, Britannia which the King piloted in races against the American yacht Yankee and other famous big yachts in regatta of the Royal Thames Yacht Club, held at Ryde, off the Isle of Wight.

**The "Canada Shop" Comes To London**



Canada has opened a shop—Canada Shop—entirely stocked with Dominion produce. This experiment has also been tried in various parts of the Old Country where samples of Canadian produce can be tasted by housewives. The shop pictured above is in Edgware Road, and the purpose is not to enter into competition with local stores, but to help them by stimulating a local demand for Canadian products.

**Our Sketch Club**

**PICTORIAL SPACE CUTTING LESSON NO. 69**

Fig. No. 225 is an outline layout for a landscape sketch.

Proceed as taught in previous lessons, sketch a rectangle the size and shape that you intend the picture to be. Then divide the top and the side into five equal parts as in fig. 222, sketch the division lines in order to find the Visual center.

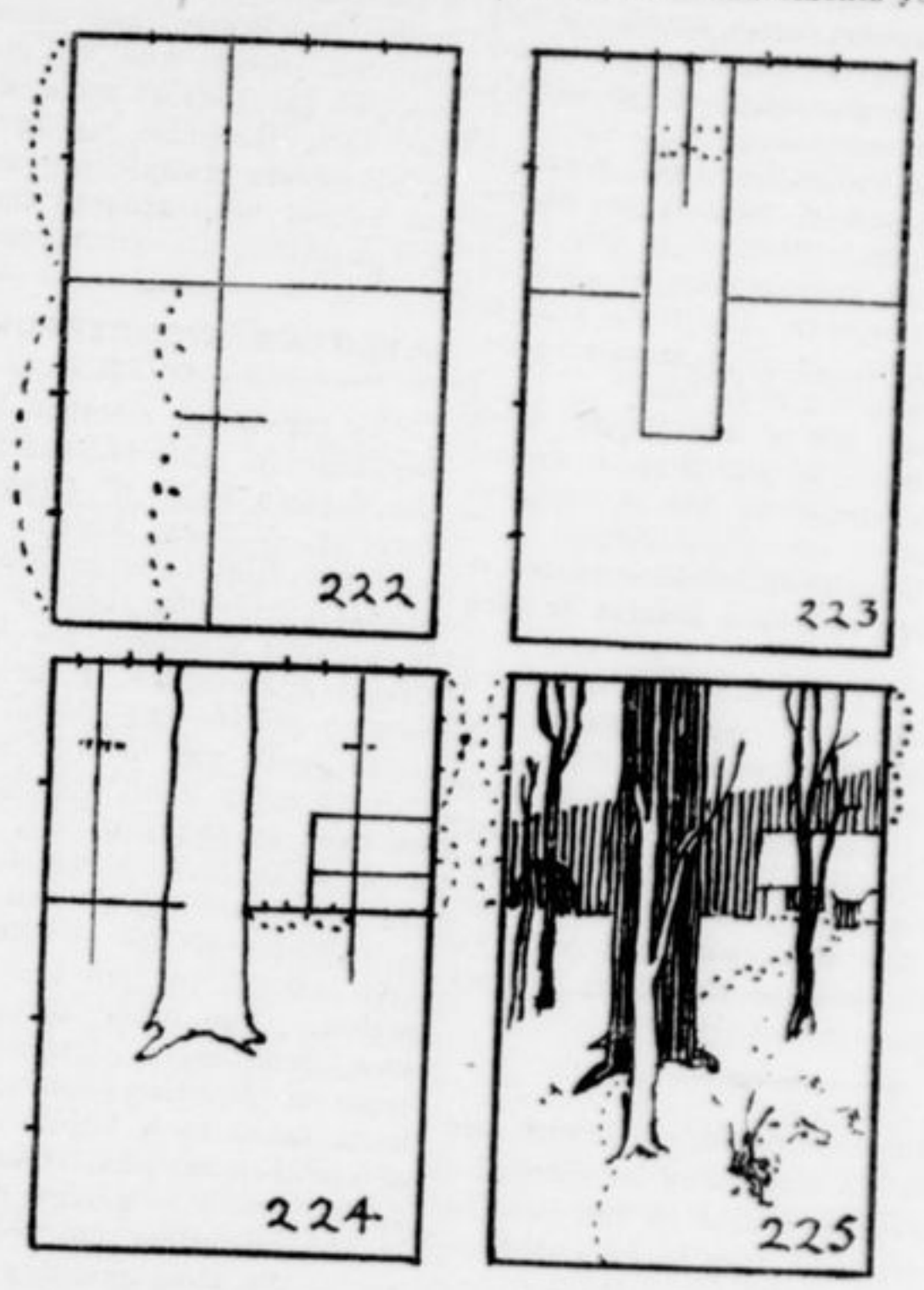
We will place a large tree at the upper left of our picture. It is necessary to find the ground line or the position of where the tree enters the ground. In order to find this position, we divide the distance from our horizontal "2 line" to the bottom of the frame-line into five equal parts and establish its "2 line", this is the place for the bottom of the tree, fig. 222. Now we need to find the width of the tree before we can outline the shape of the tree. Decide in your mind how thick you want the tree to be, mark this on the sketch, and then measure two equal spaces to

ing the same process set forth, we have only to divide new or remaining spaces by the 2.3 ratio.

Fig. 224 demonstrates how to locate the position and the size of the house. Note that the top of the upper ground-line and the end of the house and the top frame-line into 2.3 ground-line divides the space between the two trees into 2.3. Then in fig. 225 you will not that the top of the hill or mass of trees divides the space between the top frame-line and the top of the house into 2.3.

Study these four fig's. 222 to 225 again you will note that we have prepared "Units" with "Variety", in a simple manner and that you have been taught the foundation of Pictorial Space Cutting.

Practice dividing the different areas with a line into the proportions of 2 to 3. With a little inventiveness and by following the above simple means of measurements you will have



the left of the Vertical "2 line" and three equal spaces to the right, see fig. 223. You may now outline the shape of the tree.

For variety we suggest that you add in your composition a few smaller trees, keep in mind your 2.3 ratio of measurement in order that all three be in harmony, and related to each other and to the whole. See fig's. 224 and 225. Proceed as before in regard to the finding of the thickness of these additional trees. Remember that the "2 line" is always the division of an area in the ratio of 2 to 3, and that the spaces between the sides of the tree-trunk and the frame-lines must be regarded as new areas and treated in the same way as the rectangle.

If you have followed the instructions as taught in these lessons, the proportions as to the positions of the trees will be all that could be desired; but we must also introduce Variety and greater interest by adding other elements. A house or barn would be a splendid addition to our composition.

Where is the ideal spot? By us-

no trouble or confusion in adding or placing other elements into your composition.

You may calculate mathematically as we have and thus prove to your own satisfaction that the proportions arrived at by this simple procedure are harmoniously related. If this repeated dividing seems to be complex to you at first, continued practice will enable you to soon acquire dexterity that will assist you to place any object into your picture-space with the same proficiency as a musician locates notes on the keyboard of a piano.

EX.No. 67. Compose a landscape sketch in a wide frame, following out a similar procedure as taught in this lesson.

These lessons are free. We invite questions from our readers, which will be answered without charge. A small fee is charged for criticism on reader's sketches. Enclose a three cent (.03) stamped, addressed return envelope for personal replies to: — The Art Director, "Our Sketch Club" 73 Adelaide Street West, Toronto.

**MENTAL HYGIENE AND EDUCATION**

**An Explanation of the Meaning of Mental Hygiene and How Good Mental Health May Be Achieved in Home And School.**

By Kenneth E. Appel, M.D.

What is the purpose of education? It is to help the adjustment of the child to his environment. Education thus has two parts. The first is to learn the nature of the world in its physical aspects. The second is to learn the nature of the social world. One part of education is a rather mechanical process: the passive learning to live.

The factual aspect has, of course, been emphasized chiefly by teachers and many parents. It consists in the acquisition of facts and the pouring in of formulas, rules, and dates. This type of education is tested by examination. It is a measure of receptivity and the capacity to store facts. If we say 1815, the child is supposed to say Napoleon. If we speak of the Pilgrims, the child should think of 1620. Often those receiving high marks in education number one do not turn out to be most successful in life; their marks in this branch of education would not be so high were marks given. Education as social adaptation has been more recently emphasized by educators. Its appreciation is attested by the work of special teachers, counselors, and parent-teacher associations in our school organizations.

Success and happiness in this world depend much more on wisdom and a good mark in education as social adaptation than on knowledge. They rest on a capacity to work with human nature as it is, on a practical intuitive working basis of psychology, rather than on a textbook knowledge of academic psychology. Success and happiness depend on a practical knowledge of human nature—a knowledge of how people think, feel, and act. To win them one must develop a courage to tackle things that look discouraging and an ability to get up when knocked down. It does no good to get a mark of 8 in education number one, and a mark of 40 in education number two. Success is not an arithmetical sum of the two. Childhood geniuses are often feeble-minded when it comes to this second aspect of education. They are often queer, unsocial, and timid. What happens to them? I have no statistics but I am inclined to think many of them break early when they meet the storms and stresses of life. Some of the greatest of men have not been especially bright at study in school—this certainly holds for one of the greatest heroes of the human race, namely, Pasteur. A great surgeon was advised to study plumbing, because it was thought he would never be able to learn anatomy. No doubt some modern counselors would have told Demosthenes to give up oratory.

What has all this to do with parents, teachers, and the community? A great deal. In the first place, education that only educates half of man is not education.

Our world today is a rather glaring question mark as to whether that half of education which has received most emphasis is not going to turn out to have been a rather poor product. Where were our economists when this depression was laying its foundations? They are even now doubtful about its foundations. Where were our statisticians and their predictions? Where were our historians to tell us what happens after war? As to social adaptation, what can we boast of? Is education in this direction a glowing success? In international relationships, which are certainly processes of social adaptation, was there ever a time when there was so much nationalism, antagonism, and such danger to world peace? Not long ago I returned from Europe. The tension there was greater, I believe, than before 1914. There was the feeling that another war must come to straighten things out. And it is a question whether it will not lay things out so straight that western civilization will lie like a corpse. It seems as though we sometimes act as if we were borne on a wave of no matter how careless we were. Yet, where are Persia, Greece, and Rome?

In social relationships was there ever a time when the earth contained so many possibilities for sustenance and happiness—when science could tell so much of how to make the acres yield and factories produce? Yet, in our midst was there ever so much misery, economic anguish, and fear as to the possibility of the failure of bare subsistence? And is not much of this related to the thoughtlessness and perhaps selfishness that leads one person to acquire so much more than he needs while his neighbours have not enough? Internationally we thank the Lord that we are not as our neighbours—in national resources and colour of skin. Is the true greatness of a nation its national resources or its level of culture?