

started one it would endanger the lives of his companions below him. We would start large boulders just for the sake of seeing them crash down the mountain side, taking everything in their course. It did not take us as long to come down as it did to go up. It was almost dark when we reached the wagon again, and we were very tired. It was comfortable, indeed, to sit in the wagon and let the mules take us home. As we rode along not one of us wished to climb the mountains every day in the week.

NELLIE E. LOWNES.

El Paso, Texas, 1st mo. 30, 1895.

PRESENCE OF MIND.

TEACHING THE CHILDREN THE ART AND USE OF SELF-CONTROL.

Presence of mind is a quality much talked of, much-honored, and—little cultivated; yet, like most other good things in this world, it requires cultivation to bring it to any degree of perfection, for in very few cases is it a natural gift. Some people there are, doubtless, to whom it comes naturally and by instinct to do the right thing at the right time and place; but they are few in number. Then again, some people are by nature cooler-headed than their neighbors, and do not scream or otherwise become useless just when their services are required. But this quiet composure, though very valuable, is not quite the same as presence of mind. The latter consists not only in having your wits ready for use, but in knowing how to use them, and being sufficiently calm and steady in mind to remember and turn to account that knowledge. From the earliest possible age children should be taught self-control, and the instinct of trying to remedy any mistake or accident they may encounter. Teach your child, if he cuts himself anywhere, at once to hold the two sides of the cut tightly together, to stop the bleeding, and then to cry if he likes; instead of, as children usually

do, dancing about, howling and shaking the wounded part violently, thus making it bleed and smart doubly. Show him that if he burns or scorches himself, he can save himself much pain by covering the place with wet soap, or cold cream, or fuller's earth, or violet powder, all or any of which are pretty sure to be within reach in the nursery.

But if boys require to be taught self-control, doubly so do girls. Having, by nature, weaker nerves and a more vivid imagination, they shrink from pain, suffering, and danger in a fashion utterly unintelligible to their brothers. But the more natural this shrinking is, the more carefully should they be taught to govern it. Girls should acquire at least the rudiments of nursing, and learn the best and easiest attainable remedies for the ordinary accidents of daily life, just as certainly and as a matter of course as they are taught to sew and to read. Especially should quiet and coolness be impressed on them. Calmness is not insensibility, though many people confound them. A girl is not hard-hearted and unfeeling because she can witness painful sights quietly, and if need be lend a steady, firm hand to the doctor or nurse. On the contrary, she has usually twenty times the sympathy and unselfish kindness of that delicate little damsel who has no command whatever over herself, and fills the room with shrieks, winding up by running away the very moment an extra hand might be useful. It may seem harsh to say so, perhaps, but those dainty bodies, who are so utterly useless at any emergency, or, as their friends plead, "so highly endowed with sensibility" (those who are not their friends make unpleasant references to "folly" and "hysterics"), are generally selfish and self-observed to a degree utterly unintelligible to their more sober sisters, who are taught to forget self, and control both mind and body by their large-hearted sympathy with, and comprehension of, suffering. But the sick-room is not the only place where presence of mind is