

# WOMEN

It is really pitiful to a thoroughly seasoned woman of the world to see how very much in earnest the society novice takes all the pleasant or unpleasant things that are said to her. Such a novice is not the girl who has been brought up with the knowledge that as soon as school days are over she is to take her place at her mother's side and be formally presented to the gay world. No, indeed, that young woman is well versed in society's ways before she has an opportunity to judge them from personal experience, and when her time does come she is quite able to cope with all the varied types of men and women who range themselves before her.

The novice of which we speak is generally a young married woman, who has been having a cramped, uneventful life, until someone discovers that she is pretty and that they would like to do something to make her days pass more pleasantly. Little by little she gets into the swim, but it is a long time before she learns that society ways are largely artificial and that she must not take everything as serious.

Many a woman discontented with the narrowness of her own lot has gladly welcomed any change that would make it less monotonous, but many a heart ache has been the accompaniment of this new existence. Men in society say all sorts of little flattering things that they do not mean at all; women are equally insincere, but only through the influence of their training, that has taught them to be diplomatic and graciously well-bred always. Having seen one woman and known of dozens of others who accepted all these speeches as gospel truth, it behoves a kind-hearted sister to raise a warning finger, as domestic trouble will surely follow if the innocent novice has an idea that she has hitherto been unappreciated, and has at last found sympathy and a recognition of her true merit. Much unhappiness has been caused through mistaken confidence in meaningless compliments and the woman is very foolish who attaches any real value to the frothy conversation of the average man of the world.—Philadelphia Times.

## Women in Politics.

Wherever opportunities have been given them women have demonstrated their abilities for the intelligent discharge of the duties of public office.

During the past fifteen years in Kansas women have repeatedly held the office of superintendent of public instruction in various counties of the State, and now one of them, Miss Grace King, recently carried off the honor.

In Colorado the Legislature contains three women members in the lower branch, while the State superintendent of public instruction is a woman, Mrs. A. J. Peavey. The commissioner of dairy inspection, an officer whom the Governor appoints, is also a woman, Mrs. Anna Clemmer, while the secretary of the Board of Horticulture is a woman, Mrs. Martha A. Shute.

In North Dakota Edna F. Bates fills the office of State superintendent of

public instruction and in Wyoming, where women have the full right of suffrage, Miss Estelle Reed is State superintendent of education. Miss Reed is a young lady of the pure American type and one of the new women—al, but the bloomers, which she abhors, though she rides a wheel. "Singularly" Miss Reed has appointed young men to all the positions under her.

Another woman who has met with success in politics is Mrs. Helen C. Stewart, of Greene County, Mo. Her husband was sheriff of that county and she acted as deputy sheriff. When he died she assumed charge of the work and now she has been officially appointed sheriff. She is the first woman to occupy that office in America.

Conversation at the Dinner-Table.

Talking is one of the best of all recreations, and a woman who understands the art possesses a most useful and enjoyable accomplishment. Write Amelia B. Barr, in the Ladies Home Journal. No dinner-table is well-appointed without good talkers; and the kind of interesting conversation is made. After a course of London dis-

ners, Sir Walter Scott said, "The bishops and the lawyers talked better than the wits," that is, the wits talked for the sake of talking, and the church and the law had something to talk about. Yet specialties and hobbies are not admissible at a dinner-table, and a woman who can only talk on her own pad has no business in society. She ought to write a pamphlet, or go to the lecture platform, for any conversation at the dinner-table that is a strain on the attention or the patience soon becomes a bore; indeed, one of the chief elements of pleasant company is a readiness to talk, or to be talked to, on any rational subject.

Mrs. Cleveland's Clothes.

One thing which makes Mrs. Cleveland greatly liked is her simplicity. But in nothing does she show her unpretending nature more than in her dress. Her attire in these days is very simple, writes a correspondent from Buzzard's Bay, and consists of a tailor-made gown of very light brown, of an unforgotten cheviot, firmly and closely woven. It is cut rather short and loosely fitting, except across the shoulders, and the sleeves are not noticeably large. At the throat is a plain knot, that is frequently utilized by Mrs. Cleveland in her personal adornment, and which is very becoming to her.

The deep line of black brings out the delicate white of the throat and gives

a finish which few women who wear simple black at the neck succeed in obtaining. Mrs. Cleveland is said to be well by those who know her actual health.

Mrs. Cleveland shows her real self in her selection of a hat. Gown and gown decoration may be the decree of her dressmaker and her maid, but her hats are of her own selection, and she always indulges a taste for individual "effects" in these. Her first choice for summer wear at Buzzard's Bay for nine years, or since she began coming to these shores, has always been a sailor hat of white, usually Canton, or a fine white or yellow straw braid with a white ribbon band. This year she has well-nigh discarded the favorite sailor. This week, on her evening drives over to the village, she has been wearing a new hat. It is of black, coarse straw, the crown of medium height, wide and rather flat, the rim somewhat wide and slit and bent, in places upturned and again gently drooping. The under side of the rim is trimmed with Nile green silk and a bit of a feather and silk trimming on the crown's side in the same shade. It is exceedingly becoming.

Bedroom Sets.

The ambitious chateleine has taken to embroidering bedroom sets. These may consist, if her courage holds out, of a formidable array of pieces, including, if the whole set is desired, bed-spread and canopy, a table cover, curtains for every window and usually two portieres. The art linens are the popular materials. A woman who has taken away materials for such a set to be evolved from the leisure of the summer piazza is putting on a cream-white, soft-finished sateen a lovely design of large grape leaves. The leaves are done in shaded greens in flax, which has the double merit of working effectively and of wearing indefinitely. A few straying tendrils connect the leaves. The design was copied from a pair of old English curtains worked over a hundred years ago. Another pretty design is loosely strewn bunches of clover. The all-over designs of these bedroom sets are not to be commended, as at a little distance they too much resemble the printed cloth, an effect much to be regretted by the industrious needle woman who has spent days of labor in their execution.

Miss Sears at Chautauqua.



Deliver Lecture usually composed a novel in about six months.

## REAL RURAL READING

WILL BE FOUND IN THIS DEPARTMENT.

**Wonderful Effect of Foreign Pollen on Plants—Home-Made Device for Keeping Milk Cool—Advantages of a Low-Hung Farm Wagon.**

**Effects of Artificial Pollination.**  
The most important plants showing the effects of foreign pollen are the pea, kidney bean, American corn and possibly the orange. W. N. Munson, of the Maine experiment station states that sweet corn shows the effects of foreign pollen more frequently than other varieties, but plants in the cucumber, potato and rose families frequently show the effects of foreign pollen to a wonderful extent. The most important examples of spamic development of fruits result in the egg plant and the English forcing cucumber. The latter is usually deformed by the production of seeds



TOMATOES WITH MUCH AND LITTLE POLLEN.

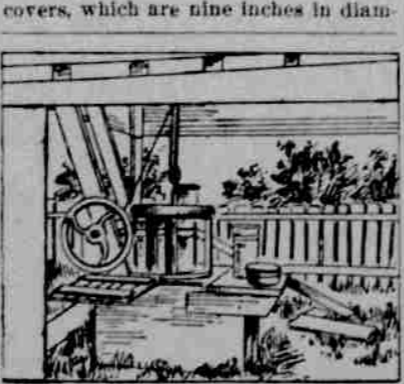
and the consequent enlargement of the apex, though the amount of pollen does not usually determine the extent of the deformity. The amount of fruit produced by certain varieties of strawberries appears to vary in some instances with the amount of pollen supplied by the variety used as fertilizer. The form and size of tomatoes are directly dependent on the amount of pollen furnished, as shown in the illustration.

But not alone in garden vegetables are the effects of artificial or of cross fertilization apparent. Prof. Waite, of the U. S. Department of Agriculture, a few years ago clearly demonstrated that certain varieties of pears and apples were unprofitable to plant unless grafted with some fertile variety or planted among trees whose pollen was fertile. The same rule applies to many of our best strawberries, notably the Crescent, and flowers partake of the same peculiarity in nature to a remarkable degree.—Farm and Home.

**An Effective Well Creamery.**

Over a well of cool water I erected a suitable covering to protect it from the hot sun, and the dairy operator and his appliances from inclement weather as well. A three-block fall and tackle is fastened to the roof over the center of the well. Two pieces of wood 2x6 inches are nailed one end to the well curb and the other end to the roof frame; these are set parallel 2 1/2 feet apart and have holes of suitable size into which are inserted the ends of an iron pipe 2 1/2 inches in diameter and three feet in length. To one end of the pipe is attached an old cutting box balance wheel with handle. The rope from the pulley block is secured to the iron pipe, and, turning the wheel, very easily lowers or raises the cage, which is fastened to one of the pulleys.

The cage or elevator is constructed of wood galvanized iron would be better, as follows: To a 4x4 timber, four feet long, are attached two circular platforms three feet in diameter; these platforms are twenty-two inches apart. On the lower one the cans containing milk and cream are placed, on the upper one crocks of butter or other articles that one desires to keep cool. The cans are made of heaviest tin 8 1/2 inches in diameter and 20 in height. To them are secured handles five inches from the top; on these handles set the can covers, which are nine inches in diam-



DEVICE FOR COOLING MILK.

eter at the closed end, flaring to ten inches at the other end. These covers are six inches deep, and when in proper place on the cans there is considerable air space over and around the top of the cans, allowing the gas and odors to escape, but preventing the water from entering when all are submerged in the well. Milk is set for twenty-four hours. Each morning and evening the cage is raised, new milk is put on, and that which has been on for twenty-four hours is skimmed. This skimmed milk is always sweet.—J. S. Fowler, in American Agriculturist.

**Grubs at Strawberry Roots.**

Alexander MacLellan, in the Florist's Exchange, says: "I have found nitrate of soda a sure cure, or, rather, a preventive of destruction to strawberry plants by the larvae of the May beetle. My plan is to give a light application, sowing just before rain. Of course, it would be applied in solution. I have also used soda on asters where the grubs had commenced work with like good

effect. Of course, this could be used on any garden crop, but don't give too much at a time; rather repeat the dose in the course of three or four weeks. As the soda induces a rank vegetable growth, it will be well to use it sparingly where flowers are wanted, such as sweet peas."

**Economy in Weed Destruction.**

There are some farmers who still think that there is nothing lost in allowing weeds to grow on land that has no crop, provided the weeds are cut down before going to seed. It is true that the weed contains all the mineral and nitrogenous plant food that it has taken from the soil. When it decays, as it lies, most of this is returned to the soil. But there is always some waste, and if it were otherwise the plant food in the weed is not available fertility as that which it took from the soil during its growth. The time when a weed can be destroyed with greatest benefit to the soil is immediately after it has germinated. This is also the easiest time to kill it. The worst weeds, like the perennial Canada thistle, for example, are, when first germinated, as easily killed as are any of the annual weeds. The slightest brush with a hoe will destroy them. Leave them a few weeks, and these perennial weeds begin to form their underground system of roots, and it takes a long time to accomplish what could so easily have been done at first.

**Slipshod Poultry.**

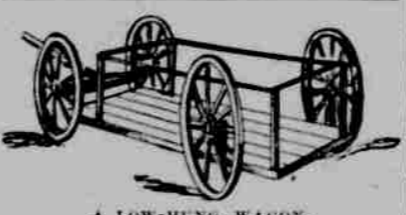
Farmers, as a rule, pay but little attention to poultry. Most of them, however, have a few running about the barnyard, but give them little or no care, says the New England Farmer. Possibly, a pallful of grain is thrown out to them once or, at most, twice a week. If you ask the general run of farmers whether they give any of their time to poultry, the answer usually is, "Well, no; the woman folks gather what eggs there are, and raise a few young ones, but they don't pay." No, of course they don't pay when not looked after. Would their cattle, their horses or their swine pay if they were attended to in such a slipshod and ridiculous fashion? Poultry will not pay unless properly cared for and attended to.

**Lime in the Food.**

While we believe fowls should have lime given them to eat at will it is generally better to give them food that is itself rich in this mineral. Chopped clover is an excellent feed to make hens lay, as it contains both lime and nitrogenous matter. Peas are also rich in lime and excellent for laying hens. Whole or cracked wheat is also a lime food, and can be given freely, though it should follow a feed of chopped clover, so that the food may not be too concentrated and fatten the fowls instead of making them lay.—Ex.

**Low-Hung Wagon.**

Low-hung farm wagons are a great convenience and save lots of lifting. A simple, home-made device of this kind is illustrated. The rail about the



A LOW-HUNG WAGON.

sides can be removed or put into place in a moment, or light chains can be used in place of it. Several styles of low-down milk wagons, hay carts, etc., are also manufactured and have a wide sale and growing popularity.

**Remedy for Pear-Blight.**

This disease is most apt to affect the Bartlett, Seckel and winter varieties—trees that are strong, vigorous growers. The disease is not very well understood, but it is supposed to be produced by an excess of sap. It always breaks out during a hot, sultry and very damp season, like we are having at the present time. Sometimes only a single branch will be affected, then again several in different parts of the tree, and at rare instances the entire tree will be scorched, as if by lightning. The leaves will turn, at first a dark brown, then black, and, if the branch is cut into, the wood will be found discolored.

**Barbed Wire with Hedges.**

The chief difficulty in making barbed wire a safe and effective fence is that the wires strung on posts are not easily seen. Animals running loose in pasture do not avoid the barbs until they have been severely injured. But when the same wires are strung through a hedge it is different. The animal pushes until it feels the sharp barbs and then desists. Two or three barbed wires put through a hedge and connected with it at intervals of a few feet will make an effective protection against most animals.

**Stormy Days on the Farm.**

If storms prevail, muster every hand to a bee for cleaning the barns, carriage house and sheds, and preparing the stables for winter occupancy. Sweep down all the dust and cobwebs, take out the window sashes, wash every part clean, and after it has dried put in new glass and putty wherever it is needed. Then paint each sash carefully, and you will be surprised to see how much more light a single pane will admit.

**Feed for Growing Hogs.**

Millers, during the grain season, want all the room in their bins for grain and will sell bran and middlings much cheaper than later. There is nothing better than fine wheat middlings with skim milk to make pigs grow. The amount of food can be greatly increased by cooking the wheat middlings with small potatoes, refuse apples and the waste vegetables from the garden, all of which when cooked are eagerly eaten by pigs.

## EDUCATIONAL COLUMN

NOTES ABOUT SCHOOLS AND THEIR MANAGEMENT.

**Cramming as an Educational Method—Oldest Living Graduate of Yale College—The Study of Children—First Day Hints to Teachers.**

"Cramming."

For want of a better name for an educational method in common use, I call it "Cramming." This is usually applied to packing the mind with facts in order to pass an examination. I would apply it more widely so as to include all reception of formal statements of facts or principles without a clear perception of their meaning and an understanding of their relations.

This method assumes that the chief end of education is knowledge, and so counts the one a scholar who can reproduce them on demand. Judged by this standard, the valetudinarians of a decade ago, who have since been busy with other things, are failures; for few of them could on demand pass examination in algebra, chemistry, or calculus. But the chief end of education is not knowledge, but training and power and character. Memory is only one faculty of the mind and needs no more training than every other faculty. Perceiving, investigating, discovering, classifying, combining, reaching conclusions—these should all enter into education, higher and lower, and if they do not in proper proportion, then the method must savor of cramming. The man who is taught to think and keeps at it grows stronger and stronger for any intellectual work with passing time, though he leaves out of his thought the subjects of the school curriculum. We find the memory very receptive and retentive before the other faculties have received much training; but it was evidently intended that the power to think should relieve the memory of much of its burden.

The evidences of the cramming method are sometimes very interesting. I once found a class nearly prepared for college who supposed that there was some inflexible necessity for the decimal system of notation. It had never occurred to them that a system of eights and twelves would be in some respects better. A young man naturally bright, who had completed arithmetic and algebra, could give no reason for the process of multiplying one fraction by another, and was confounded when asked why in dividing one fraction by another the terms of the divisor are inverted, though he could repeat all rules and perform all examples correctly. Of a large class in physics, not one could tell what we mean by fire, and all seemed greatly helped, not by looking for a definition in the dictionary, but by investigating and discussing the subject until they agreed that fire is not a substance, but the phenomena which we call heat and light attending upon combustion. A class in chemistry did not know why a lighted lamp ceased smoking or where the smoke went when the chimney was put on, or that a rusty nail and a rotten apple result from the same cause. A class in economics did not suppose that it could even cost the Government anything to make and issue paper money except the cost for paper and printing; but this was not so strange; for I heard Wendell Phillips say the same thing to an audience of students more than twenty years ago. I have seen students so taught that they did not think it possible to discover anything in Cicero or Virgil which could not be explained according to the statements of Andrews and Stoddard's Latin grammar. They felt, although they never heard it expressed in this absurd form, that the grammar antedated the text.

The crude and half false statements we sometimes hear from platform and pulpit would indicate that many students of ethics, political economy and sociology do little more than accept the statement of principles which they can neither interpret nor apply. Only a few days ago I heard a prominent speaker describing trusts as if they were almighty, and declaring that they ought to be killed. It was a relief to some of his hearers to feel that monopolies have natural and necessary limitations, and that in this country they tend to correct themselves. The attempt to make systems has many times forced men beyond their depth in theology, and it is not strange that there is some floundering in attempting to apply the principles of sociology, which is still a new subject for American students.

Along all lines the real trouble is that many college graduates, so-called educated men, always take their knowledge of any subject by the handle as they would a jug, and the handle is, as nearly as they can remember, the exact form of words in which the knowledge came to them. No man has made such attainment in his knowledge of anything, until he can state it in language different from that in which it came to him.

The effect is to put men who are so educated out of joint with practical life. An article in one of the popular magazines says that Henry Clews will not employ a college-bred man, and that not one of the lieutenants of James Gordon Bennett in his great newspaper enterprise has had college training. The aversion of hard-headed, practical business men to college trained men is due to the fact that educated men are often crammed with facts and scientific statements, the meaning of which they never understand, and so their judgment is weak through lack of exercise, and they are inefficient in real life.

But there are some very encouraging tendencies in educational methods. The adoption of the laboratory method

is a real inspiration to a true student, a real test of a teacher's ability and a real victory for true education. The consultation of every available source of authority will tend to abolish cramming as an educational method. Practical education in which the practice of an art is learned in connection with the knowledge of a science, as in chemistry and electrical engineering, has done much to correct the evil of cramming, because the student is subjected to tests of his practical knowledge at every step. The purpose of teacher and student with reference to any subject should be investigation, clear perception of facts and relations, the formation of judgments. There is nothing unduly familiar or irrelevant in finding out what anything means, no matter who wrote it. A single teacher who is an investigator will sometimes fix the standard, and his spirit and method will spread to every department of the institution with which he is connected. A student always likes to understand what he studies and to see vistas leading to wider truths beyond.

There are some evident tests of methods of education. First, do our students gain power to read intelligently and rapidly, discovering and making their own the salient points of a book? A man who cannot think well cannot do this. Abraham Lincoln had this power to a remarkable degree, but he knew how to think. The most of his education was in this direction, although he never saw the inside of a college. James A. Garfield had the same power, doubtless as the result of college training. This power alone is a large intellectual capital in any profession.

Secondly, do our students become clear and strong writers? To do this a man must think clearly and vigorously.

Thirdly, do our students in fair numbers make strong and progressive teachers? No man who cannot think clearly can guide and correct others in their attempts to think.—J. W. Ford.

**First Day Hints.**

To a new teacher.—

Be in the district a few days before school opens.

Secure, if possible, the record of the last teacher.

Acquaint yourself with a few of the pupils in advance.

If pupils can write, give each a slip of paper, upon which he is to write his name, age, father's name and residence. Make your register out of school from these slips.

Always speak respectfully of the former teacher and her work.

Secure the former teacher's program, if possible, and use it at first.

Announce no rules.

Get the children to work within ten minutes.

Do not take school time to "register" the pupils.

Have a general exercise with the whole school before a book is taken from the desk; it must be well handled.

Give no child a chance to be idle.

Have short, prompt recitations the first few days.

To an old teacher.—

Be in the district a few days before school opens.

Inquire sympathetically for any pupils whom you know to be ill, for invalid parents, etc.

Go through the schoolhouse, visiting every room once or twice before school opens. Look well to the sanitary condition; see that the rooms are thoroughly aired each day for several days before the term begins.

You should have made an appointment before school closed for the boys and girls to rendezvous for some genuine work at least one half day before school opens.

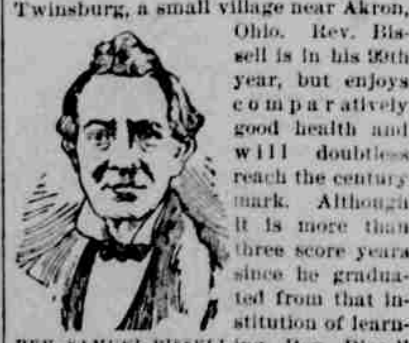
Unless there is a professional janitor, the yard will need cleaning, the weeds cutting, and many things will need to be done in and around the building.—Journal of Education.

**Yale's Oldest Graduate.**

The oldest living graduate of Yale College is Rev. Samuel Bissell, of Twinsburg, a small village near Akron, Ohio. Rev. Bissell is in his 80th year, but enjoys a remarkably good health and will doubtless reach the century mark. Although it is more than three score years since he graduated from that institution of learning,

REV. SAMUEL BISSELL, Rev. Bissell is still his loyal friend and delights to hear of the success of Yale students in sports or studies.

Rev. Bissell was born in Middlefield, Mass., in 1797. He went with his father's family to Ohio in 1806, and attended school at intervals and helped his father to make a home in the forests. In 1816, determining on a better education, he made his way on foot and alone to Yale College. There, with but a few dollars on which to commence his college life, he completed the full course, with no aid save his own head and hands. He graduated with honor in 1823. Soon after returning to his home he took charge of the Congregational Church at Twinsburg, and, except for a few years spent as pastor of other near-by charges, Twinsburg has since been his home. His aged wife is still living.



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High School Seniors Reinstated. The Harrisburg school board relented and decided to reinstate into its good graces the six seniors of the high school graduating class who acted in a disorderly manner at the class farewell reception. There was a great clamor from parents and friends, and allegations that Principal Landon had not thoroughly inquired into the matter, so that the board thought best to relent and give the young men their diplomas.