AMONG CANNIBALS.

TWO women have recently distinguished themselves in the East, Miss Kingsley and Mrs. J. George Scott, both of England. For two years Miss Kingsley has been traveling in West Africa in the Gaboon country of the French Congo—the country of Du Chaillu. The greater part of the time was spent among the Fangwees, who are cannibals. Gorillas were encountered everywhere, and big game, such as elephants, hippopotami and the like abound. In the deep recesses of the forest a dwarf race was found. These people poison their arrows by sticking them in corpses three days old. Corpses were encountered stuck all over with arrows and looking like hedgehogs.


MISS KINGSLEY.

Mrs. Scott's traveling was in the Shan states bordering on China. Most of the time was spent among a tribe called Wild Was. These people are head hunters and cannibals. In speaking of head hunting Mrs. Scott says: It is regarded essential, to secure good crops, that each village must get, at least, one stranger's head; or failing in this a head belonging to one of their own people. In February and March of each year these people go off on head-hunting expeditions. We had not been long in the country before we were made painfully aware of these practices. In one day we came across no less than three dead bodies lying across the path, one horribly mangled. The Was live up in sheltered parts of the hills at an altitude of five or six thousand feet above the sea. Their villages are very curious. Situated, as a rule, far apart, they are surrounded by earthen ramparts covered with bush and guarded by a deep ditch. To enter the villages the traveler has to go through a long, narrow tunnel—often 100 yards long—so low that we could not go through without stooping and so narrow that two persons could not pass without touching. At the village end these tunnels are closed by heavy wooden doors, while leading to these tunnels are long avenues of trees, with heavy undergrowth. Along these dreary paths are rows of posts about four feet high, with ledges on which are exhibited the skulls taken by the inhabitants.


MRS. J. G. SCOTT.

Inartistic Crowding.

Often we find every sort of curio, from the horrible and grotesque to the realistic, arranged in reception and family rooms. Of course where space is limited one must do the best one can, but, all the same, there are many bits of bric-a-brac that would be much more agreeable if less prominently exhibited. To jumble Indian, Chinese, Japanese and all manner of articles into one place, and in such close proximity that they continually elbow each other, is like colonizing the different sorts of people under one roof and compelling them to live there, whether they will or no. The incongruity, after a time, becomes painful, and it seems as though in their own way the articles would quarrel with one another as violently as would the human specimens of the same species were they thus crowded in together.

Keeping a Canary Bird.

It is essential for the good health of a canary bird to keep the cage perfectly clean and strewn with fresh gravel. Fresh water for both drinking and bathing should be given every morning and during the moulting season a bit of iron kept in the drinking cup is excellent. Never hang the cage in a room without a fire, but on mild days the bird will be greatly refreshed by the air from an open window. The cage should never be less than eight inches in diameter and twelve in height. It should have perches at different heights. The canary, which is the usual house bird, thrives during the winter on a diet of small brown rape seeds, obtained during the summer, and occasional slices of sweet apple. Occasionally a few poppy or canary seeds and a very little bruised hemp seed may be added.

Hair Frizzing and Crowsfeet.

The majority of women make a great mistake in crimping their hair. For some reason or other an overhanging cloud of curls or frizzes has a way of bringing out all the little lines and defects that nature or time have stamped in a woman's face. This is quite contrary to the old-time notion. Then it was taken for granted that the tighter the curls the prettier and more becoming the woman. But modern taste decrees differently. "If you want to look young and natural rather than faded and artificial," said a woman the other day, "stop crimping your hair. I know of no surer way to bring about the effect, at least. Just call to mind the—well, not the elderly, but the no longer youthful women that you know, and think how ugly, inartistic and artificial they look with that mass of frizzes over their faces. And how soft, natural and becoming straight hair is to any woman at any age or state of health. Not necessarily tightly drawn, streaked back hair; it may be loose and puffy, if you choose, and always, of course, arranged with an eye to artistic and individual effect, but uncrimped, uncurled and unfrizzed."—New York Sun.

Hardly Knows Her Own Name.

So far as known Bertha Koenig, of 78 Christie street, New York, is the only sane human being who ever lived for two years within a block of the Bowery without learning the name of that or any other street in the Eastern metropolis. Bertha, who is 17 years old, came from Roumania two years ago and went to live with her grandmother at the address given above. Her astonishing ignorance would perhaps never have become known to the public had not her grandfather fallen out of a window a few days ago. He died as a result of his injuries, and the girl was called as a witness at the coroner's inquest. It then developed that she did not know the name of the city or street in which she lived. She had never heard of the Bible or of the Savior, knew nothing about the nature of an oath, and, more astonishing than all else to the New York people present, never heard of the Bowery. Of course she could not speak a word of English. The girl seems to be possessed of average intelligence, but is simply steeped in profound ignorance of common subjects, no one having taken the trouble to instruct her in any way.


BERTHA KOENIG.

A Woman's Work for a Year.

A busy wife, tired of hearing her husband declare that woman had nothing to do, made up a little statement of the way she had spent her time for one year. She had two children and two servants. Here are only a few of the items which silenced the husband once for all: Number of lunches put up, 1,157; meals ordered, 963; desserts prepared, 172; lamps filled and trimmed, 328; rooms dusted (a nine-room house), 2,259; dressed children 786 times; visits received, 879; visits paid, 167; books read, 88; papers read, 553; stories read aloud, 234; games played, 329; church services attended, 125; articles mended, 1,236; articles of clothing made, 120; letters written, 429; hours at the piano, 909; hours in Sunday school work, 208; sick days, 44; amusements attended, 10.—St. Louis Globe-Democrat.

Women and Their Lovers.

It is easy enough to tell a man by his friends; but it is impossible to tell a woman by her lovers. One reason for this is that a man usually shows himself to his fellows as he is; but it is impossible for his fellows to know how he shows himself to a woman, so long as he is in love with her. In that blissful condition the rude, off-hand man of business becomes to his mistress a picture of clumsy courtesy; the coward is capable of feats of valor from which a French cuirassier would shrink; the mean, tradesmanly person will stop before the shops of jewelers, hesitate, and at last enter; the rake will honestly regret the hearts he believes that he has broken, and, for the moment, steadfastly purposes to lead a new life.

Pink Satin and Apple Green.

Another stylish cloak was of pale pink satin brocaded with a light flowering pattern of convolvulus leaves in various artistic shades of green, and a few half ripe wheat ears. This was lined throughout with pale apple-green satin; the shoulder cape was edged with fulled pink chiffon.

Flings at the Fair Sex.

He—Are you going to the opera? She—No; I have such a cold I can't speak above a whisper.—Yonkers Statesman.

"Just think," Frauleln Rosalind, I was dreaming about you last night." "Indeed! What dress did I have on?"—Fliegende Blaetter.

She—I think I will do the cooking myself awhile. He—H'm! That was what you wanted me to take out more life insurance for, was it?—Indianapolis Journal.

"I want a quarter from you for that starving family on Bottle alley." "Mercy! I can't spare a cent. My dress for the charity ball will cost me $200."—Cleveland Press.

Mrs. De Fadd—The latest fashion is to have the piano built into the wall. Mr. De Fadd (wearily)—Well, that's sensible. Let's wall up ours.—New York Weekly.

Old Graybeard—It's a pity to keep such a pretty bird in a cage. Mrs. De Style—Isn't it a shame! How perfectly exquisitely lovely it would look on a hat.—Tid-Bits.

She—And you really attended the Queen's reception in London. The men, I suppose, stand uncovered in the presence of royalty? "Yes, but not to the same extent as the women."—Life.

EDUCATIONAL COLUMN

NOTES ABOUT SCHOOLS AND THEIR MANAGEMENT.

Comparisons Between Schools in the Country Districts and Those in Towns and Cities—Lines on Which Young Men Should Pursue Knowledge.

Ungraded vs. Graded Schools.

Every now and then some one, somewhere makes a comparison between the schools in the country district, where terms are short, salaries low and the teachers' tenure often brief, and the schools of towns and cities, where terms are long, salaries fair, and where teachers are practically permanent. These comparisons generally result adversely to the long term schools. Here is what a school director said several years ago: "Our children learn as much in six months as yours in ten. Their whole time is given to school work while the schools are in session, while your children in town are absorbed in all kinds of amusements."

The second port of his statement I think is true. I am sorry that I must acknowledge this concerning the town schools. What about the first statement? Let us see. At the time this assertion was made there were two or three girls from our schools teaching in this director's district. Those girls—they were not women—were not much older than their pupils, in some cases not so old. Why were these outsiders employed? Were they employed from philanthropic motives? I think not. Were they employed because the young ladies of the rural district found an easier way to earn their pin money? I think not. They employed teachers from towns because there were none of their school girls qualified to do the work.

The people who make these comparisons leave out of the problem one very important factor, viz.: that during the long vacation a vast amount of what was gained during the brief school term, has been forgotten when the next term begins. These comparisons are often made to shield districts with short terms. If a few influential people, a director or two, can impress upon the people of the district that their children learn as much in six months as the children of the neighboring town learn in ten months, the taxes can be kept down by keeping up the old salary and the short term. Sometimes, however, another element comes in that may not be so easily met. The idea that the instruction in the ungraded sechools is better suited to prepare pupils for the duties of life. This is the view that a Michigan school director takes of the case. He says: "It is a strange commentary that in our ungraded schools throughout the country children attending school from four to six months per year for a period of from six to eight years are better educated and prepared to enter upon the ordinary duties of life than the majority of children after the full course of eight or ten months per year."

If this statement is true, if it is true to any degree whatsoever, long term schools should set about to find out the reason. Is it because the ungraded schools take a narrow course and thus study some things so that they know them while towns have such broad courses that pupils leave schools without knowing any one subject? "Ordinary duties of life" may have many meanings. If it means to do work that requires no thinking I believe that a short term pupil or possibly a person who can scarcely read, or write his name, is the best living machine to do it.

Are the town schools as practical as they should be? Do they educate pupils away from manual labor? Do they educate girls to despise housework? Persons who advertise for clerks or copyists at starvation wages and those who are looking for "help" for the house at fair wages, could answer this question far better than the United States Commissioner of Education.

I believe that we lose 50 per cent. of the educational energy that we put into the schools, but this cannot be remedied by invidious comparisons. Much of it can be remedied by a thorough reexamination of the underlying principles of education, and an earnest inquiry as to what kind of training we need for the active duties of life. Not what was needed years ago, but what is needed now.—Educational News.

Cause and Effect in Geography.

It is a growing belief that knowledge to be of any worth must be related to other knowledge. Many teachers of geography may seem to grasp the conviction just stated in an impersonal way and not come to a full realization of the fact that they are still going on in the same old fashion in teaching that science. When pupils understand that the lesson on Wind and the lesson on Rain-fall, given in the first part of the large geography, have vital connection with the study of every State and country on the globe, then they may picture largely in advance what will be said concerning the productions and occupations of any locality by noting the elevation, latitude, proximity of mountains, and the seas and oceans.

To make this matter understood, a few questions applied by the teacher may show her whether or not the matter of cause and effect does not play an important part in her work. Our lesson to-day, let us say, is Texas. Very much of the State, the book tells us, is dry. Comparatively little rain falls in Western Texas. The rain-fall about the Gulf of Mexico is greater. Why is this? Has the lesson on the prevailing winds of the temperate zones anything to do with it? Has rain-fall anything to do with the occupation and productions of Texas? If so, what? Contrast Texas with Florida and, applying the same questions, what would be the answer?

Suppose the class is studying Russia. Is it of any value for pupils to know the effect of a large body of very cold water touching the land on the north? If so, what is the effect? How long are the summers of Northern Russia? Why are they so short? What of the surface of Northern Russia? Can corn be raised to any advantage there? If so, why? If not, why? Can evergreen trees grow there? If so why? If not, why? Can trees like the birch and maple thrive in Northern Russia? If so, why? If not, why? Why do not the Russians cut down the forests of Northern Russia so that the land may be cultivated? Where are the fur-bearing animals of Russia found? Do animals that produce fine fur naturally live in cold climates or in warm climates? Have you ever seen a Mexican dog? Compare its coat of hair with the coat of hair of an Esquimaux dog that many may have seen. What makes this difference? The interior of Russia, like the interior of the United States, is subject to extreme heat and extreme cold. Why is this? What lesson in the forepart of the geography has anything to do with giving the learner some enlightment on this subject? In what part of Russia do we find the best crops of grain? In what part of Russia would fruit, like apples, grow and thrive? Why? Why do not apples grow and thrive in Minnesota? Why do not oranges grow and thrive in Missouri? Why do not apples grow and thrive in Florida? What effect has climate on the productions of the soil?

There are many questions in geography that cannot be worked out by the laws of cause and effect; but there are many that can be. Knowledge that is properly related and that comes not altogether from remembering what is on the printed page has more of vital interest in it. It comes to stay and gives power to the learner. Lessons learned "out of the book," appealing only to the memory, are usually dull and stupid.

It is not the intention of the writer to tell how to teach geography. The design of this article is simply to cause the individual who reads it to ask himself or herself this question: "Are my methods based on intelligence that will cause the pupils to see something in the relation of past lessons or past experiences to the present lesson?—Missouri School Journal.

Too Many Students.

Lawyers and doctors tell us there are so many law and medical students that the profession will be scandalously overcrowded in the next five years. Painters deplore the swarms of ambitious men in the studios, and assure us there will be no room for them in the future. As for writers, they lament about the overstocked condition of the literary market until one is quite tired of hearing about it.

It is therefore with some trepidation that I make the easily substantiated statement that the increase in the number of students in these callings is small comared with their increase in that of architecture. About fifteen years ago, for instance, there were sometimes half a dozen Americans studying in Paris, sometimes one. For the last five years there have been from forty to sixty, while Americans have been frequenting, besides, the schools of Berlin, Vienna, Florence and Rome. To take an example nearer home, six years ago the long-established School of Architecture of the University of Pennsylvania contained two students; this year there are over a hundred; and so it goes from the Atlantic to the Pacific. Moreover, this increase of numbers does not include those who are getting their training in offices without going to the technical schools at all.—John Stewardson, in January Lippincott's.

After a woman has tied up a bundle, there is no string left in the house.

OLD PUPILS IN A CHICAGO NIGHT SCHOOL.

FOR SOUND MONEY.

CLEVELAND'S STRONG ARGUMENT FOR 100 CENT DOLLARS.

We Twice Failed to Establish Bimetallic Currency When the Metals Were Near Each Other In Value—Attempt at Free Coinage Now Would Result In Silver Monometallism and In Great Financial Distress.

President Cleveland, in his message to congress, reviews at considerable length the history of our greenbacks, the great need of retiring them and the urgent need of changes in our banking and currency laws to give us a sufficient, safe and elastic currency. His recommendations agree substantially not only with those of Secretary Carlisle and Comptroller Eckles, but with those of many eminent authorities on this subject. They should be, and we hope have been, read by all good and patriotic citizens. We, however, propose now to call renewed attention to his excellent discusson of the free coinage question. It is one of the most convincing arguments ever made against cheap silver dollars. We reproduce below the greater part of this discussion:

While I have endeavored to make a plain statement of the disordered condition of our currency and the present dangers menacing our prosperity, and to suggest a way which leads to a safe financial system, I have constantly had in mind the fact that many of my countrymen, whose sincerity I do not doubt, insist that the cure for the ills now threatening us may be found in the single and simple remedy of the free coinage of silver.

Were there infinitely stronger reasons than can be adduced for hoping that such action would secure for us a bimetallic currency moving on lines of parity, an experiment so novel and hazardous as that proposed might well stagger those who believe that stability is an imperative condition of sound money.

No government, no human contrivance or act of legislation, has ever been able to hold the two metals together in free coinage at a ratio appreciably different from that which is established in the markets of the world.

Those who believe that our independent free coinage of silver at an artificial ratio with gold of 16 to 1 would restore the parity between the metals, and consequently between the coins, oppose an unsupported and improbable theory to the general belief and practice of other nations, and to the teaching of the wisest statesmen and economists of the world, both in the past and present, and, what is far more conclusive, they run counter to our own actual experiences.

Twice in our earlier history our lawmakers in attempting to establish a bimetallic currency undertook free coinage upon a ratio which accidentally varied from the actual relative values of the two metals not more than 3 per cent. In both cases, notwithstanding greater difficulties and cost of transportation than now exist, the coins, whose intrinsic worth was undervalued in the ratio, gradually and surely disappeared from our circulation and went to other countries where their real value was better recognized.

Acts of congress were impotent to create equality where natural causes decreed even a slight inequality.

Twice in our recent history we have signally failed to raise by legislation the value of silver. Under an act of congress passed in 1878 the government was required for more than 12 years to expend annually at least $24,000,000 in the purchase of silver bullion for coinage. The act of July 14, 1890, in a still bolder effort increased the amount of silver the government was compelled to purchase, and forced it to become the buyer annually of 54,000,000 ounces, or practically the entire product of our mines. Under both laws silver rapidly and steadily declined in value. The prophecy and the expressed hope and expectation of those in the congress who led in the passage of the last mentioned act, that it would re-establish and maintain the former parity between the two metals, are still fresh in our memory.

In the light of these experiences, which accord with the experiences of other nations, there is certainly no secure ground for the belief that an act of congress could now bridge an inequality of 50 per cent between gold and silver at our present ratio, nor is there the least possibility that our country, which has less than one-seventh of the silver money in the world, could by its action alone raise not only our own but all silver to its lost ratio with gold. Our attempt to accomplish this by the free coinage of silver at a ratio differing widely from actual relative values would be the signal for the complete departure of gold from our circulation, the immediate and large contraction of our circulating medium, and a shrinkage in the real value and monetary efficiency of all other forms of currency as they settled to the level of silver monometallism. Every one who receives a fixed salary and every worker for wages would find the dollar in his hand ruthlessly scaled down to the point of bitter disappointment if not to pinching privation.

A change in our standard to silver monometallism would also bring on a collapse of the entire system of credit which, when based on a standard which is recognized and adopted by the world of business, is many times more potent and useful than the entire volume of currency and is safely capable of almost indefinite expansion to meet the growth of trade and enterprise.

In a self invited struggle through darkness and uncertainty our humiliation would be increased by the consciousness that we had parted company with all the enlightened and progressive nations of the world, and were desperately and hopelessly striving to meet the stress of modern commerce and competition with a debased and unsuitable currency and in association with the few weak and laggard nations which have silver alone as their standard of value.

All history warns us against rash experiments which threaten violent changes in our monetary standard and the degradation of our currency. The past is full of lessons teaching not only the economic dangers, but the national immorality that follows in the train of such experiments. I will not believe that the American people can be persuaded after sober deliberation to jeopardize their nation's prestige and proud standing by encouraging financial nostrums, nor that they will yield to the false allurements of cheap money, when they realize that it must result in the weakening of that financial integrity and rectitude which thus far in our history have been so devotedly cherished as one of the traits of true Americanism.

Our country's indebtedness, whether owing by the government or existing between individuals, has been contracted with reference to our present standard. To decree by act of congress that these debts shall be payable in less valuable dollars than those within the contemplation and intention of the parties when contracted would operate to transfer, by the fiat of law, and without compensation, an amount of property and a volume of rights and interests almost incalculable.

Those who advocate a blind and headlong plunge to free coinage in the name of bimetallism and professing the belief, contrary to all experience, that we could thus establish a double standard and a concurrent circulation of both metals in our coinage, are certainly reckoning from a cloudy standpoint. Our present standard of value is the standard of the civilized world and permits the only bimetallism now possible, or at least that is within the independent reach of any single nation, however powerful that nation may be.

There is a vast difference between a standard of value and a currency for monetary use. The standard must necessarily be fixed and certain. The currency may be in divers forms and of various kinds. No silver standard country has a gold currency in circulation, but an enlightened and wise system of finance secures the benefits of both gold and silver as currency and circulating medium by keeping the standard stable and all other currency at par with it. Such a system and such a standard also give free scope for the use and expansion of safe and conservative credit, so indispensable to broad and growing commercial transactions and so well substituted for the actual use of money. If a fixed and stable standard is maintained such as the magnitude and safety of our commercial transactions and business require, the use of money itself is conveniently minimized. Every dollar of fixed and stable value has through the agency of confident credit an astonishing capacity of multiplying itself in financial work. Every unstable and fluctuating dollar fails as a basis of credit, and its use begets gambling speculation and undermines the foundations of honest enterprise.

I have ventured to express myself on this subject with earnestness and plainness of speech because I cannot rid myself of the belief that there lurks in the proposition for the free coinage of silver, so strongly approved and so enthusiastically advocated by a multitude of my countrymen, a serious menace to our prosperity and an insidious temptation of our people to wander from the allegiance they owe to public and private integrity. It is because I do not distrust the good faith and sincerity of those who press this scheme that I have imperfectly but with zeal submitted my thoughts upon this momentous subject. I cannot refrain from begging them to re-examine their views and beliefs in the light of patriotic reason and familiar experience, and to weigh again and again the consequences of such legislation as their efforts have invited. Even the continued agitation of the subject adds greatly to the difficulties of a dangerous financial situation already forced upon us.

Three Children Sliding on the Ice.

United States Currency Statistics.

The Reform club has just issued what promises to prove one of the most valuable reference pamphlets in its series—"United States Currency Statistics." It is designed to meet the needs of those who wish to have at hand, in compact form, the most reliable statistics available upon currency topics. It consists of 32 pages, crowded with just those statistics to which students of currency questions have most occasion to refer.

While, as its name implies, it is devoted mainly to statistics relating to United States currency, it also includes comparative data as to foreign countries at every important point. A number of ingenious diagrams add interest to the work, and full references to statistics not possible to be included offer suggestions to those making special investigations.

The pamphlet can be obtained for 5 cents from the Reform club, 52 William street, New York city.

A New Plague.

Just as the Georgia free silver people are in the midst of their calamity groans the price of cotton comes up to plague them.