

The New Lace Caps



Charming Creations That Add the Crowning Touch to Dainty Tea Gowns

LADY DUFF-GORDON, the famous "Lucile" of London, and foremost creator of fashions in the world, writes each week the fashion article for this newspaper, presenting all that is newest and best in styles for well-dressed women. Lady Duff-Gordon's Paris establishment brings her into close touch with that centre of fashion.



A Wonderful "Lucile" Lace Cap Constructed on Lines Which Come Straight from the Moyen Age. The Effect Secured by Wearing the Chin Piece Above the Chin Rather Than Under Is a Novelty.



A Smart "Lucile" Street Costume of Black Broadcloth, With Facings of Black, White and Gray.



One of the Newest "Lucile" Tea Gowns of Real Lace, Pink Chiffon and Satin, with a Quaint Little Dutch Cap.

By Lady Duff-Gordon

JUST where to go for inspiration is the most difficult thing, with no Paris, where one accidentally runs into all sorts of queer, good and amusing ideas. Books, of course, we still have, and also the theatres and restaurants, but somehow the funny little women with the very big daring are not to be found over here.

The women I find here are all well dressed and in perfect taste; but the little idiosyncrasies that make one laugh before one adapts and adopts them are peculiar to Paris alone.

Somehow to-day without these little helpmates of mine I find myself at a loss for a moment. I have been saying, What shall I tell? What do they most want? What do I most want? Now I find myself in your surroundings—I have it—

Ever since I came over here have I so appreciated the real use of the tea gown. After a beautiful drive in your sharp, cold, fresh air to come into a home which reminds an English woman of a semi-Turkish bath, her first thought is a tea gown, a dainty cap, a pretty pair of mules and a beautiful stack of lingerie cushions.

With this in my mind I picked out a couple of my newest.

A woman in a tailored suit looks smart and business-like, in an evening gown triumphant; but in a tea gown her very best—just a woman, alluring, soft and dainty.

Look at the top left hand picture of a young married woman, her little costume reminding me of the Dutch, eighteenth century. It is made of real lace on pink chiffon, with strappings and pipings of pink satin. Her under dress has the quaintest little bows of the same pink satin down the back, with very big tucks of the pink chiffon below. Her little cap also Dutch, and though the flaps make it appear very big, it is tied tightly around the head to give a little tight, close-fitting outline, of which I am so very fond.

The cap in the opposite corner comes direct from the Moyen Age. The photograph really describes itself. You must note that the chin piece is worn rather above the chin than under. Another, but entirely different, chin strap is worn with the remaining tea gown. This cap is more on the helmet lines, the chin strap being square and passing right over the top of the head.

The tea gown is made of blue chenille, faced with flesh color chiffon, and worn over an under dress of the same material.

For my last I give you a black and white street costume. The long black coat is made of black broadcloth, the facings being of black, white and gray.

The sash of black satin holds this very long coat tight in at the waist, thus exaggerating the big flare of the coat.

The black and white check skirt is reminiscent of

an Englishman's Derby day trousers and the vest of gray satin, with pearl buttons, and the black satin Pettis hat has a band of baby lamb, which is repeated in the muff. Black and white shoes and gloves complete this striking walking dress.

For winter sports there are piquant possibilities in a cap and coat of finely knitted black silk and a skirt and "puttees" of the special snow-proof cloth; also of unrelieved black. If, that is, there be swathed about the waist and knotted low down on the left hip a sash of flame-colored or corse or orange silk of the same fine knitted variety as the coat, and if, moreover, during the swaying, swirling movements of the skater there comes another flash of color from inner knickers of knitted silk and matching the sash.

For such skating wear these knitted silk coats, and knickers must needs, for comfort's sake, take the place of the warmer cashmere coats and the fabric breeches, which are better suited to skiing and so forth.

A colored coat, sashed with black and worn with a black skirt, black cap and colored puttees, can also provide variety and assured smartness, and it will, of course, be an excellent and economical plan to specialize in one color, and this, for preference, flame or orange, and then "ring the changes" with contrasts of black or white.

For the color scheme of each costume must be carried out to careful perfection in every little detail, and this means a very considerable outlay if you let your fancy run riot among all the fashionable and fascinating shades which are now available.

Better by far to keep to one and make a real success of it.

Another choice—and costume—may be worthily represented by a cashmere sweater (made to pull over the head, and just laced together at the throat), cloth skirt and puttees, cashmere cap and gloves, all in some warm flame or orange coloring, with just the contrast and relief of black in the long fringed sash swathed at the waist; the boots, too, of course, being black.



The Cap Worn with This Tea Gown Is on the New Helmet Lines, With a Square Chin Strap Passing Right Over the Top of the Head.

Why Only Four Out of Every 100 Children Are Excellent Students

THERE are few things in our public school system which cause more trouble, not only to the children themselves but to their teachers and parents, than the grading of pupils according to the ability they show in their studies.

In spite of all the care that may be used, a great deal of injustice is undoubtedly done under the present methods of grading, and this often has serious results. Many boys and girls leave school long before they should either because they are discouraged at not attaining a passing grade or because they feel they have been given a grade lower than that to which they are entitled.

Prominent educators who have been investigating the matter find that the giving of grades to pupils is too valuable a means to certain ends to think of dispensing with it. The grading should, however, be much more carefully, intelligently and uniformly done than is usually the case.

Psychology suggests a method of grading which ought to be generally adopted. According to a well-known principle, when sufficiently large numbers of persons are considered, their ability in general or in any particular line is distributed in the form of a bell-shaped curve technically known as the probability curve.

Letting the base line of this curve represent the five degrees of ability from poorest to best and the vertical lines the numbers of persons possessing each degree of ability, it is clear that there is but a small number of students with excellent ability, a larger number with good ability, a relatively large number with medium or average ability, a smaller number with sub-medium but passing ability, and a still smaller number with distinctly unsatisfactory ability.

There are, of course, no sharp dividing lines between these different groups, and any such lines that are drawn are arbitrary. But when the base line is divided into five equal steps, representing therefore five approximately equal steps of ability, the numbers of each 100 students that fall into each group are approximately as follows:

Excellent (A), 4; good (B), 24; medium (C), 44; sub-medium (D), 24; failure (E), 4.

In grading 100 children the teacher who uses this method—ranking the four best as "excellent," the 24 next best as "good," and so on—will attain a very close approximation of perfect justice.

Of course this principle holds only in the long run. In any particular class, especially a small class, the percentages in the various groups might be slightly different from those given. A teacher cannot apply this principle mechanically, but must learn how to recognize excellent ability, good ability, and so on.

When grading is incorrectly done the educational equilibrium of the school is disturbed and injustice is done to the earnest and conscientious student. The less serious the students are the more they tend to gravitate toward the teachers that tends to work upon the conscientious student when it comes to the awarding of honors and the recommending for positions is obvious. The giving of many high grades, furthermore, gives many students a false and exaggerated notion of their ability.