

EDUCATIONAL COLUMN

NOTES ABOUT SCHOOLS AND THEIR MANAGEMENT.

Better Results Are Often Obtained from the Simple Country School than from the Elaborate City Institution—Honors Conferred Upon Prof. March

Weak Point in Our School System.
A writer in Scribner's takes up President Eliot's assertion that instruction in preparatory schools is less thorough here than in Europe, and after approving of it advances the theory that the real fault lies at the beginning with the primary departments. He says: "The European methods of primary instruction proceed on the idea that children are young plants that develop by passive absorption in the right conditions of growth, as a peach ripens against a southern wall. They receive their daily instillation of writing, spelling, grammar, in reiterative doses that have the unhurried persistence of suns and rains." In this country, on the contrary, there is a lack of quiet and repose. Everything goes with a rush. "The conscious self of American boys and girls is earlier roused to action, and they become individuals sooner; individuals before the time when it is possible that they should be anything but raw and immature ones. Such material is the hardest to handle in the final interest of culture."

There is a refinement of distinction in all this that is not calculated to illumine the subject, and that is not necessary, seeing that the facts are of the most obvious sort. Primary instruction in the United States is carried on principally in the public schools, and by its very constitution the public-school system must be inadequate to the needs of the pupils. It violates the most essential of educational principles in teaching by the mass instead of by the individual, and this defect is now and always will be unavoidable. The pupil as he is finally turned out is a machine-made instead of a hand-made product. He has changed teachers from year to year and in education that most important of all things in education, the personal influence of the instructor. Read what Dean Stanley of Hughes had to say of Dr. Arnold and you will appreciate what that loss means. The American boy who has gone through the public schools can summon up no such memories. He has been put in at the mouth of the machine, passed his teachers one by one like so many cogs on the journey, and shot out at the spout. It is a case of rough finish, and there are a great many bad spots that haven't been treated.

The more elaborate the machinery the more deplorable is the result. A simple country school, with a really intelligent and sympathetic teacher who has charge from start to finish, is better than one of our big city institutions with its eighteen or twenty rooms. And born teachers are the greatest desideratum of all, impossible to find in anything like the requisite numbers.

Man of Great Learning.
Professor Francis Andrew March, of Lafayette College, Pennsylvania, who has been signally honored by Oxford and Cambridge Universities, is the seventh man in the world to be given the degrees which were conferred on him by the great English institutes of learning. Prof. March has received the degree of D. C. L. from Oxford and from Cambridge the degree of Litt. D. Prof. March now has these degrees: LL. D., L. H. D., Litt. D., and D. C. L., which are the highest scholastic degrees that any American ever had conferred upon him. Only six men in the world have ever received both these degrees from the great English universities. They



PROF. MARCH.

are the highest degrees each confers. Professor March was born in Melbury, Mass., Oct. 25, 1825. He was graduated at Amherst in 1845, and after serving there as tutor in 1847, studied law in New York and was admitted to the bar. In 1855 he became tutor in Lafayette College, where he was made adjunct professor in 1853, professor of the English language and comparative philology in 1857, and in 1877 lecturer in the law department. In 1870 he received the degree of LL. D. from Princeton, and from Amherst in 1871. In 1887 he received that of L. L. D. from Columbia. In 1873 he was elected president of the American Philological Association, and in 1876 became president of the Spelling Reform Association. He is an honorary member of the London Philological Society, a member of the American Philological Society, and a vice president of the London New Shakespeare Society. He is, besides, a noted author, and has written magazine articles, literary essays, historical dictionary sketches, and college text-books.

Graduation Exercises.
The worth of these annual exhibitions is not to be rated by the quality of the oratory or the originality of the essay. It is not what these exercises mean to the public that determines their value, but what they mean to the

pupils and their parents. For years this day has been looked forward to as the goal of a worthy ambition. It is the beautiful close of a long period of hard, patient, day by day work. A diploma, a share in the festivities, an opportunity, perhaps the only one in their lives, to appear in public has been the leading incentive.

Few pupils can study year after year merely for the sake of study or its direct results. Most of them need a visible, a tangible object to quicken their purpose and hold them loyally to it. The diploma, the brilliant closing exercises are ever kept in mind, and through cold and wet, through hot and sultry weather, through easy and hard times the thought—vision it might be called—urges them not to fall or flag, but hold out steadfastly to the end.

The cost to parents of these exhibitions is not as great as it appears. Beautiful, dainty gowns are not necessarily expensive. Fine fabrics, rich laces are neither required nor desired. Simplicity, charming as it is inexpensive, is most becoming to the girl graduate, and nature herself gives the best ornaments in the beautiful flowers that at this season of the year may be had without price.

It is sometimes urged that these exhibitions are fitting for high schools, but are too pretentious for grammar schools. This is a mistake. Every inducement should be held out in the lower grades to keep pupils in school until they have the passable education which the grammar schools afford. The diploma, the graduating exercises are after the strongest incentives to hold pupils in the grades until they have finished the prescribed course. It would be a great mistake to underrate their worth and pronounce against them.—Chicago Chronicle.

School Punishments.

Let the teacher submit himself to the following examination on "School Punishments." The thoughts brought up by the various questions will be productive of good:

1. What two general classes of moral action are there in school life? Give illustrative examples.
2. Illustrate the question. "Not law but drill."
3. What do you think of prohibitory rules with fixed penalties?
4. Are we justified in adopting a rule before we are sure of its enforcement? Why?
5. Should there ever be "dead statutes" in a live school? Why?
6. In the absence of a rule against a certain offense, may the teacher punish for the offense? Why?
7. Is it any more the duty of the pupil to obey than it is the teacher's duty to enforce obedience? Illustrate.
8. What are the chief disadvantages in having too many penal offenses in school?
9. What is the true test of the efficiency of school discipline? Illustrate.
10. What are the ends or objects of school punishment?
11. Does a pupil who deserves punishment always need it? Give examples.
12. How may punishment reform the wrong-doer?
13. How may punishment deter others from wrong-doing?
14. In this case is an appeal to fear legitimate in school discipline?
15. When is punishment justifiable?
16. What may we consider condemnation of wrong-doing and the end in punishment?
17. What place does this end of punishment have in schools?
18. Name the chief characteristics of effective punishment?
19. Comparative effectiveness of certainty and severity of punishments?
20. What can you say of the importance and best methods of detecting offenders?
21. Why should punishment bear a just relation to the offense?
22. What are the effects of unjust punishments?

The English Language.

We'll begin with a box, and the plural is boxes. But the plural of ox should be oxen, not axes. Then one fowl is a goose, but two are called geese. Yet the plural of mouse should never be mouse. You may find a lone mouse or a whole nest of mice. But the plural of house is houses, not hiees. If the plural of man is always called men, why shouldn't the plural of pan be called pan? The cow in the plural may be cows or kine. But a cow if repeated is never called kine. And the plural of vow is vows, never vine.

If I speak of a foot and you show me your feet. And I give you a boot would a pair be called beet? If one is a tooth, and a whole set are teeth. Why shouldn't the plural of booth be called beeth? If the singular's this and the plural is these. Should the plural of kiss ever be nicknamed krees? Then one may be that and three would be those. Yet let in the plural would never be hose. And the plural of cat is cats, not cose.

We speak of a brother, and also of brethren. But though we say mother, we never say methren. Then the masculine pronouns are he, his and him. But imagine the feminine she, she and shim.

So the English, I think, you all will agree, is the queerest language you ever did see.—The Commonwealth.

An English professor recommends to persons suffering from dyspepsia, consumption and anaemia, or any who need to take on flesh, to eat very thin slices of bread and butter. The idea is that it induces people to eat much more butter, a quality of fat most essential to their nutrition, in a form against which they will not rebel.

WORN BY THE WOMEN

SOME OF THE VERY LATEST IDEAS IN DRESS.

Some Old Fashions Still Admissible—Gone-by Modes that Are Available for Remodeling—How Out-of-Date Sleeves May Be Made Over.

Gotham Fashion Gossip.
New York correspondence.

REVIEWS of new fashions are welcome to women at all times, but what most women want, more than information about new styles, is what old fashions are still admissible, and what gone-by modes are available for remodeling. They read the exhaustive review with all due respect to its authoritative-ness, but get with a list of old gowns and pieces in mind. Here are a few items that are likely to be in an ordinary collection of such dresses and accessories, and that are still serviceable; velvet sleeves, whether velvet appears in the gown elsewhere or not, are all right. Sleeves of color and material contrasting with the gown are not only still permitted, but they are stylish. The sleeve is close to the inadmissible if it is a stand-out puff at the top of the round kind, or if it is stiffened. Such a sleeve may be remodeled by splitting it over the top and round of the arm and inserting a point of material, contrasting

with the gown. This is a scheme of trimming for skirt and bodice.



TRIMMING THAT WOULD DISGUISE WEAR.

If you like, or borrowed from the lower part of the sleeve. This point should follow the line of the shoulder and arm, and the puff should spread either side from it. The result is entirely in "form," and the change is made very easily.

Of your leg-o'-mutton sleeves you'd better cut off to the full part and then push the full part up into a puff-setting in a flat point over the shoulder, or else binding down the fullness to fit the shoulder by a band of ribbon that ties about the arm just below the shoulder. This first picture presents a very prettily patterned sleeve, into the making of which an old leg-o'-mutton sleeve may enter, but it should be understood that the model shown was an entirely new design. That fact should render the intending copier all the more eager. A piece taken out of the upper part of the sleeve will make it conform to this shape, and its very top is masked by cape epaulettes. In copying in the manner suggested, the stock of stuffs in hand will determine what materials are to be used, but in this model black and white and mastic colored taffeta were used. The skirt had no trimming, and the bodice of the mastic goods had a yoke of the striped stuff, which was alike back and front. The back of the bodice was plain, but the front was draped in deep folds, the fastening coming at the side. The epaulettes are prettily trimmed with black silk passementerie, but six months ago their trimming would have been spangled, and the left-over stock is likely to include some of this garniture. Very



AGAIN THE SKIRT'S HEM IS MASKED.

likely it is as pretty as it can be, but its day is about done, so it is much better to lay it away than to use it again just now. The woman that never throws away a dress, and who even successfully re-

states the fascinations of a dicker with an old clo' man, is often laughed at because of the amount of her accumulations. This sort of woman will present for her grown son's inspection a sample from a piece bag which she insists was part of his little dress as a 2-year-old. But the laugh is sometimes on her side, and now is the time when she feels triumphant as she brings out some old gown with tight-fitting sleeves. Isn't she glad she saved it! She can put in over the sleeve at the armhole a frill



ONE SCHEME OF TRIMMING FOR SKIRT AND BODICE.

of some contrasting material that will hang softly, or to just above, the elbow, and the sleeve is all right. This use of a very old sleeve has one advantage, in that the dress of which it was originally a part is long since forgotten, so the makeshift cannot be traced to its source.

With respect to skirts, the new fashions are right in line with practical economy. Much is saved by their being no longer a need of stiffening, the skirts are narrower, so that less material is used, and best of all is the trick of trimming summer skirts at the hem. This is very generally done now, and whether it will last into next winter or not, it is at present a boon to the economizer. The skirts of the next two pictures were brand new, but how many worn plain skirts there are that can be similarly trimmed and thus made to give a lot more service. In the first instance, the skirt was bordered with a full ruching of silk muslin, headed by black velvet ribbon; in the other, ruchings on skirt and bodice both were chiffon. The material of the first dress was white pique, draped, in the bodice, with finely dotted tulle, and at the top a handsome yoke of ecru lace was finished with loops of black velvet ribbon. The second of this pair of dresses was made from broche taffeta for the bodice, and white serge for the skirt. Plain white serge was used for the vest, which was topped by a band of insertion. This outlined a small, square-cut-out, which may be filled in with tulle, if desired. Small bands of embroidery trimmed the sleeves, and for final finish there was a sailor collar of



SURE TO BE KNOWN AS NEW.

lace, from which hung a ruffle of pleated chiffon.

Most collars are now very high, some of them ridiculously so, when donned by women whose necks are short, but now and then the neck is cut a trifle low, generally square. The last dress described was of this type, and so is the next one, the fourth being particularly rich. Of fine black silk, its skirt was trimmed with three rows of black mousseline, each one finished with ruffles as it crossed the lower two horizontal bands. Alternate bands of embroidery and silk gave the bodice a plastron of mousseline showing at each side a ruffle to harmonize with the skirt panels coming at the bust line, and the tiny basque being to match. Over the sleeves there were epaulettes of the goods trimmed with embroidery.

An excellent model for the employment of that very popular material, linen, is shown in the final illustration. For it even the resources of an attic full of piece bags are of no avail, for the stuff is so new a weave that the old stock does not include it. This makes a dress of it all the more desirable a possession, and this one has, besides, much attractiveness of its own. The goods is plaited and lined with rose-pink taffeta, and the open-work bands of linen embroidery are also underlaid with silk. With the last two pictures this collar makes a strong contrast, but its sort is more frequently seen than the other kind. It is a high collar topped by a "sauce" collar, both of the embroidery, which also gives the belt.



A Good Roads Lesson.

One of the strongest arguments for good roads is furnished by the recent experience of the town of Conewango, Cattaraugus County, New York. The town elections there this spring had to be postponed until May 14 on account of the utterly impassable roads. The town clerk was unable to get to the polling place at the other end of the town with the ballots, and voters were mired in every direction.—Buffalo (N. Y.) Times.

Ballots as Ballast.

Properly placed ballots will do much toward making the roads good. "Where there's a will there's a way," and the first thing to be done is to place those in charge of road making who are in sympathy with the work and go about it intelligently. This impression is growing among wheelmen, and the recent victories achieved in the courts and in the State Legislatures are unmistakable proof of their power when united in a just cause.

Thorough organization on the part of the wheelmen is still the hope and strength of the good roads movement. A recent number of the Medina (Pa.) American says that the bicyclers of Montgomery County will likely play a leading role in local politics this year. They are out for good roads, and if they don't get them they will know the reason why. It is estimated that there are on an average 25 bicyclers or good roads people in each of the 110 districts of the county. These will be organized in the most thorough manner. The chief duty of this good roads league will be to hunt the scalps of legislative candidates who still cling to the old-fogy notions about road building. It is claimed that 25 earnest workers in each voting district will wield a powerful influence at the primaries. What these bicyclers want are five members of the Legislature who will support a good road law in the next session. The good roads people have issued a campaign button, and it has caught this town and other towns completely.

Out of the Rut.

Good roads are best for man and beast.

Fix the road and throw away the whip.

Put in a word for broad trees when you get a chance.

Water is a good thing, but too much of it will spoil a road.

Do all the intelligent work you can for the betterment of the roads.

St. Louis has a new and able publication, the Good Roads Advocate, which will devote itself to the work of improving streets and highways.

The Good Roads convention and Bicycle Meet to convene in Galveston, Tex., June 9 to 13, inclusive, will attract 20,000 visitors, it is thought. Over 2,000 bicycles will parade.

The cycle path is a protest against bad roads, not a desire of the wheelmen. Give them good roads and they would not ask for a path. France has 130,000 miles of splendid roads. I have ridden all over that country and there is no cycle path. It costs France \$18,000,000,000 a year to keep those roads in good repair. The assessed valuation of personal real estate in the State of New York is \$5,000,000,000, yet there is no State appropriation for the maintenance and making of roads.—Isaac B. Potter.

Flat-Irons and House Numbers.

It needs but a backward glance to assure the veriest grumbler that, so far as the conveniences of life are concerned, he lives in a day of privileges. What housewife would now satisfy herself without flatirons for smoothing and glossing her linen? Her ancestress, even as late as the time of Elizabeth and James I., had to be content to use large heated stones. These were inscribed with texts of Scripture, and were as well recognized household articles as are our own smoothing irons.

In an article in Notes and Queries is found a quotation from an old English book which says, "She that wanteth a sleek-stone to smooth her linen will take a pebble."

It is a big step forward when these smooth stones were superseded by box-irons. The box held charcoal, and not heated irons, such as were used much later. But if we should find it troublesome to get along without flatirons, we should be yet more so if deprived of some of our other privileges, such, for example, as the numbers on city houses.

Think of having to look for a "Mr. Jones, in Whitechapel, not far from the Blue Boar." There were days when the house number was an unknown thing, and only business signs, coats of arms, and house names marked the different buildings.

Berlin is about to celebrate the hundredth anniversary of the house number. It was in 1795 that the city was first numbered.

Did these good old German innovators put odd numbers on one side of their streets and even numbers on the other? No. They started from the Brandenburg gate and numbered

straight ahead, taking no account of change of street.

As they proceeded the numbers grew higher, the height to which they attained being limited only by the supply of houses. The first house they numbered was number one, the last—the number that betokened the total number of houses in the city. Not the best method of numbering, but infinitely better than no method at all.

Amusing Replies.

When Sir Rowland Hill revolutionized the British postoffice by introducing cheap postage, one of his devices for facilitating the operation of his scheme was the prepayment of letters and other mailable matter by means of small adhesive paper labels, representing a duty of a penny and twopence. Now two billions six hundred and thirty-two millions of bits of paper are stamped, gummed and sent annually to the postoffices of the United Kingdom. Mr. Baines, a former inspector general of mails, tells this anecdote about the indirect usefulness of postage stamps:

It is known that the blank margin of postage stamps is useful in many ways. Once, at a Midland postoffice, a little girl came to the counter and asked for some "plaster" from the postage stamps.

"What do you want it for?" the postmaster asked.

"Please, sir, we want it for mending fether's hose," the girl replied.

Mr. Anthony Trollope, the novelist, was a postoffice surveyor, and once being at an Irish postoffice on a Sunday wished to inspect the official books. The postmaster suggested that as the day was not one on which he transacted business the inspection be deferred till Monday.

"I'll sit where I am until the books are produced," said the irritated surveyor.

"Then, sir," answered the postmaster, "you'll just sit there till you die." Exit Mr. Trollope.

Mr. Baener also tells of an Irishman who applied to a postmaster for a money order. When the applicant gave his name, the clerk, not catching it, asked:

"How do you spell it?"

"Sure," answered the Irishman, "and if a fine clerk like you can't spell it, how d'ye think a poor man like me can?"

The Oldest Rose-Bush in the World.

The oldest rose-bush in the world is found at Hildesheim, a small city of Hanover, where it emerges from the subsoil of the Church of the Cemetery.

Its roots are found in the subsoil, and the primitive stem has been dead for a long time, but the new stems have made a passage through a crevice in the wall, and cover almost the entire church with their branches for a width and height of forty feet.

The age of this tree is interesting both to botanists and gardeners. According to tradition, the Hildesheim rose-bush was planted by Charlemagne in 833, and the church having been burned down in the eleventh century, the root continued to grow in the subsoil.

Mr. Baener has recently published a book upon this venerable plant, in which he proves that it is at least three centuries of age. It is mentioned in a poem written in 1690, and also in the work of a Jesuit who died in 1673.

"Sermons in Stones."

The phrase "sermons in stones" is best known from its use by Shakespeare in "As You Like It," where he says:

And this our life, exempt from public haunt,
Finds tongues in trees, books in the running brooks,

Sermons in stones and good in everything. Five hundred years before the birth of the Bard of Avon the same expression was employed by St. Bernard, who, in one of his letters, wrote, "You will find something far greater in the woods than you will find in books. Stones and trees preach sermons such as you will never hear from men." Wordsworth has the same idea in the lines

One impulse from the vernal wood
May teach you more of man,
Of moral evil and of good,
Than all the sages can.

The Original "Cherry Ripe."

The marriage of "Cherry Ripe" took place last week. The original of Millais' picture was Miss Amy Ramage, daughter of a near kinsman of W. L. Thomas. Mr. Thomas saw her at her children's ball in her immortal mob cap, bib and tuckers. Instantly recognizing her value from a pictorial point of view, he carried her off next morning to see Millais, who was so captivated that he set to work at once on the canvas which proclaimed the face and the costume of the dainty miss to the ends of the earth. Miss Ramage is now about to marry a Spanish gentleman of position and will transfer her peculiarly English type of beauty to the Manillas.

Profit in a Song.

"Tommy Atkins," which during the first year of its existence brought to the publishers an income of some \$25,000, or a little over \$500 a week, was purchased by them for 1 guinea.

Philosophy of the Home.

A philosopher observes: "Six things are requisite to create a happy home. One of these is a good cook and the other five are money."

The women are always wondering what makes some other woman look so old. A bad husband, of course. We hope they don't imagine that Time had anything to do with it.

Whenever we hear a school girl get up in the presence of her teacher and recite a piece making fun of old maids, we wonder how she dares.

An actress is "a charming young actress" until she is fifty-five.