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**OUR famous and original saying "Don't be a Ready Made Man," which we have persistently repeated in all our stores from Maine to California, seems greatly to disturb our friends in the Ready Made line. One ready made Clothier in Omaha at a loss how to deal with this catchy and disturbing saying, has boldly placed it at the head of his advertisement and tries—quite cleverly too—to argue it down. It's no use, friend, it sticks—that saying—and there must be something in it or it wouldn't disturb you to the extent of attacking it so hard. A ready made man is "not in it" with the man who orders his clothes made for him. He don't feel as well dressed and feels a sense of social inferiority to the custom tailor's customer—it's so the world over and you can't rub it out. Formerly people had to buy ready-made because so much cheaper, but our system of running a volume of custom business greater than any ready made business in the U. S. has enabled us to meet the ready made dealer at his own prices and bowl him over on the one point of giving the customer the luxury of having his clothes made for him instead of for anybody.**

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# PLYMOUTH ROCK PAINTS' COMPANY,

408 NORTH SIXTEENTH STREET.

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## AMERICAN GLOBE-TROTTERS

Charles Emory Smith, Diplomat and Editor, Writes of the Greatest Travelers.

### READY APTITUDE OF AMERICAN TOURISTS

How the People of this Nation Are Regarded by Their Cousins of Europe—The Right Kind of People.

"The American Abroad" is a subject which presents itself under many aspects, and suggests many lines of development. There are the social and economic sides, the artistic and the educational phases, the political and the diplomatic relations, the color imparted to American life and the reflex influence on European life, the humorous aspects and the broad and serious impressions, the occasional vulgar displays and misdirected and unworthy ambitions which bring the blush to the true American, and the far more general exhibition of true American sense and culture which is altogether creditable. It is possible in this paper to touch only a few of the reflections which are suggested.

The Americans are the greatest travelers in the world. They food Europe and are getting to penetrate every corner of the globe. They travel farther, go oftener, probe deeper, see more, spend more and get more than any other people. They have a restless energy which is all their own. They have the practical turn which educates the schools of Europe. They are equally at home in the schools of Berlin and the glass works of Venice, under the shadow of the North Cape and on the massive walls of the Coliseum. There is no place where they are not, and where they are not treated with respect. Their patronage is a large factor and its constantly increasing volume makes it more and more cultivated. It happened to be in Rome shortly after the New Orleans lynching. That event was followed by reports of violent outbreaks in Italy and of renewed and threatening manifestations toward Americans who chanced to be there. It is doubtless true that the national feeling of a volatile and excitable people was somewhat aroused by that bloody and tempestuous tragedy. It would be strange and unnatural if it were not so. But I found that the chief and the most striking feature of the reports of these reports of an indignant and menacing attitude should deter the usual influx of Americans and should thus make a poor season. The Americans who were there had no unpleasant experiences, unless in very exceptional instances.

### A CREDITABLE REPRESENTATION.

The great body of the Americans who go abroad are creditable and worthy representatives of their country. It is true there are exceptions, and the exceptions cut an

algebraic disproportionate figure in the current idea. There is the syphilitic tuff junior and the despicable snob whose small foreign imitations show that they have no true American instincts; there is the parvenu who betrays himself in his ostentatious and his awkward freshness, the occasional ambitious woman who shames the American blood in hunting the glamour of a title, the Eajah Programs who let the eagle scream at all times and places. These are the objects of contempt and caricature, but do not represent the body of traveling Americans any more than the English cockney represents the traveled Englishman. It is the odd and exceptional which attracts special notice. If cynicism and ridicule and expression they are based on a few illustrations. The obtrusive, the ostentatious and the pretentious draw particular attention. The great majority pursue the even tenor of their way and are recognized as intelligent, sensible and self-poised. The mass of Americans abroad is made up of earnest, courageous and determined to get ahead, and the cultivated, experienced and rational people, who travel to widen their observations and to beat American life. They reflect the worst and best American life.

### AMERICAN ADAPTABILITY.

The American bears himself well even in strange climes and unaccustomed scenes. He has a wide range of experiences and understands how to fit himself to surrounding conditions. He is as a rule endowed with a saving grace, and it guides him through the emergencies in which he may be placed. The freedom and competition of American life develop the faculties which are equal to the occasion. They strengthen in some quarters it is urged that our country should follow the practice of European nations and establish a distinct and permanent corps, with special preparation and qualifications, through which alone admission should be made to the diplomatic and consular service. This view is partly right and partly wrong. Our consular service should unquestionably have more stability and permanence. It deals with commercial intercourse and development, which require a certain degree of continuity and consistency. When a consul has acquired that knowledge it is folly to substitute another who must go through the same process of learning. But considerations do not apply to the diplomatic service. The questions involved are of a broader character, less special and technical and dependent upon general principles. Mere special training is of less value than robust sense and intellectual force. The success of the American minister depends more upon his general equipment, accomplishments, united with practical ability, than upon particular knowledge of forms and usages. He is ordinarily a man of large experience in affairs, and with this general training he readily adapts himself to the immediate demands.

### A QUESTION OF TASTE.

The same sort of facile aptitude carries the American abroad through the situation in which he finds himself. During two years at St. Petersburg I knew of only two acts on the part of American visitors which were questioned even of taste or propriety could be raised, and neither was at all serious. Cards to visit the Winter palace are granted upon the application of the various legations. During one season of several weeks while the palace was undergoing repairs the legations were informed that it would be closed and requested to make no applications. It happened that just at this time a reclusive young lady appeared upon the scene who, with rather more than ordinary grace and refinement, was traveling alone. She was greatly disappointed to learn that she could not visit the Winter palace, and was not disposed to abandon the effort. On her tour she had made the acquaintance of an elderly Russian officer who had gallantly proffered any assistance within his power during her stay at the capital. To him she applied and finally succeeded under his escort in going through the palace under pretense of being connected with his family. She was seen by an "official wife," but a sort of official niece or cousin. She illustrated in an extreme form the American determination to triumph over obstacles, and, aside from this forwardness exemplifying a spirit that sometimes brings reproach upon our travelers, her conduct, so far as I know, was unexceptionable. The other case was that of a young gentleman who made the natural mistake of appearing at a morning function in a morning coat instead of the conventional evening dress which is required on the continent. Our people are sometimes too confident. A simple inquiry would have saved him some mortification.

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### AMERICANS IN RUSSIA.

Doubtless the chronicles of Paris or Berlin or Rome with their greater flood of tourists would show more eccentricities. But St. Petersburg is by no means neglected. Through the summer months the registry at the legation will average from twenty-five to forty names a day. The traveling American has exhausted the old and familiar routes. He is sighing for other worlds to conquer. He is pouring by the hundreds from Stockholm across the Baltic, and many take the 1,000-mile ride by rail from Berlin. The characteristic life of St. Petersburg is in the winter, when the Americans are mainly at home. With the constant snow and the little droshkies, with the merry troikas and the dashing Orloffs, with the crowded streets and the flaming brasses, with the padded fashions of the Quai de la Neva, with the plaintive Russian opera and the finest ballet in the world, the Russian capital in its winter is full of brightness and animation. But it has much that is attractive in summer. Fashion takes its flight by May even from this far northern city. The court goes to Gatchina or Peterhof. The noble set is full of brightness and animation. He is sighing for other worlds to conquer. He is pouring by the hundreds from Stockholm across the Baltic, and many take the 1,000-mile ride by rail from Berlin. The characteristic life of St. Petersburg is in the winter, when the Americans are mainly at home. With the constant snow and the little droshkies, with the merry troikas and the dashing Orloffs, with the crowded streets and the flaming brasses, with the padded fashions of the Quai de la Neva, with the plaintive Russian opera and the finest ballet in the world, the Russian capital in its winter is full of brightness and animation. But it has much that is attractive in summer. Fashion takes its flight by May even from this far northern city. The court goes to Gatchina or Peterhof. The noble set is full of brightness and animation.

### RELIGIOUS.

Bishop Kephart has gone from Baltimore to St. Petersburg, to be present at the annual meeting of the General Missionary Board of the United Brethren church. Bishop Tuttle, Episcopal, of St. Louis, who has just identified himself with the Salvation army, is to be present at the annual meeting of the General Missionary Board of the United Brethren church. Bishop Tuttle, Episcopal, of St. Louis, who has just identified himself with the Salvation army, is to be present at the annual meeting of the General Missionary Board of the United Brethren church. Bishop Tuttle, Episcopal, of St. Louis, who has just identified himself with the Salvation army, is to be present at the annual meeting of the General Missionary Board of the United Brethren church.

### CHAMBERLAIN'S COUGH REMEDY THE BEST.

LOCKFORD, Cal., April 21, 1894.—Having been troubled with frequent colds during the past few years, I have from time to time used the various cough medicines in common use. I have arrived at the conclusion that Chamberlain's Cough Remedy is the best, and now use it in preference to any other. This remedy will cure a severe cold in less time than any other treatment. It loosens a cold, relieves the lungs, aids expectoration and effects a permanent cure. It is also without an equal for croup and whooping cough. For sale by druggists.

Great planted St. Petersburg on the Baltic in order to have a window to look out on Europe. Europe finds in America a window through which to look out on the future. Something of the aspect of the nation imparted to the individual. The American abroad is a distinct force and figure, and we may rejoice that on the whole, with occasional whimsicalities, he is a creditable representative.

### DEPARTMENTAL INSTRUCTION

Superintendent Fitzpatrick on the System of Specialty Teachers for Special Studies. BELIEVES ITS EFFECT DISINTEGRATING

Contents that the Influence of Specialists Should be Exercised Upon Teachers and Not Directly Upon Pupils. Writing on the subject of "Departmental Teaching in Grammar Schools," Superintendent Frank A. Fitzpatrick in the Educational Review says: There are two reasons why this departure is objectionable. One, that it is counter to the spirit of reform in teaching, which is moving in the direction of unifying and coordinating the various branches of study in the elementary school course. The other, that it attacks the organization of a system of schools, increasing the instability without any compensating advantages.

There is yet another valid objection to the plan of converting the general or class teacher in elementary schools who is a shade better teacher of some one branch, into a specialist of that branch. She does not have the prerequisite general culture to take up special work until the foundation has been laid in the generalizations of the common school, and to a certain extent also in the secondary school. It is, I think, automatic that any attempt to erect a professional or special structure upon any foundation other than more or less thorough grounding in general knowledge will produce a more or less abnormal structure. The boy who enters a law school, or medical school, or normal school insufficiently educated in the generalizations which should form the basis for such special work is, I think, more or less permanently dwarfed by such action. Certain it is that no profession suffers so much from this dwarfing process, resulting from the entrance into a profession without a basis in the form of a preparation in general culture, as that of the teacher. The inevitable tendency of any attempt to specialize work on the part of any one who has not had general training will be to make that individual formal, pedantic, narrow.

The plan is further unwise because it sets up, I think, inevitably, in the mind of the departmental teacher, an erroneous idea of the importance of her department as poised against other studies, which has a tendency to magnify unduly her own work, both as regards importance in the course of study and the quantity and quality of work given by her to the pupils. What this tendency has already become quite marked will be evident to any one who takes a survey of the average departmental teacher who is to compare the preparation and work of specialists in colleges and universities with that accomplished by would-be specialists in the common schools. If it is desired to find a type approximating to the latter class one will find it in the atmosphere of the "hot-bed normal school," which confers the degree of A. B. in two years after fractions have been mastered and graduates the young man a full-grown "professor."

The friends of departmental teaching in the common schools are again unfortunately in the scatology they drew from the general employment of special teachers of music, drawing, cooking and sewing. Under supervision specialists are employed to teach the teachers, not to teach the pupils; and just in proportion to the success which attends the teaching of the teachers how to teach with other branches, is the success or failure, so far as results are concerned, of the so-called special study. I say so-called special study, because so long as it is a special study, and not co-ordinate with other studies, it cannot have any rightful place in the course of study for elementary schools. A special study is special only so long as it is new and unknown, comparatively, to the class room teacher. It is the province of wise supervision to convert each special study into a co-ordinate study as soon as the teachers can be properly instructed by the special supervisor.

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Departmental teaching in elementary schools, again, tends inevitably to the weakening of the corps of teachers by allowing facilities which should be exercised to become atrophied by disuse. The point of absurdity is reached because one teacher in a building can teach music or drawing better than the other teachers, but it is not the province of raising the teachers below the standard to a proper efficiency. It is deliberately proposed to crystallize inefficiency in the teaching force. If, in developing such other teachers from a part of their labor. Good supervision has for its end and aim the bringing about of such conditions in the teaching force that, in developing such power, such tact and such skill—that each individual teacher of the force would be self-determined, self-supervised, and therefore better than any supervisor. If a corps of teachers could be brought up to a comparatively uniform but versatile excellence, and its homogeneity preserved, there would then be the basis for a more efficient and more powerful corps of teachers. The present status of the profession of teaching the instability of the teaching force is so great that it requires the constant effort of the supervisor to maintain even a moderate stability.

### EFFECT ON TEACHERS.

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On the side of organization one of the difficult problems that falls to the lot of a supervisor of schools is the proper assignment of teachers who are to fill vacancies in the city of Chicago for the year ending July, 1893, there were upward of 400 teachers added to the corps to fill vacancies and take care of the increase in school population. In a western city having upward of 125,000 inhabitants that I have in mind there is but one teacher in the force whose employment dates back seven years; there are but three whose employment dates back twelve years, and but ten who were members of the force ten years ago. It is probable that no such pedagogic mortality exists in any eastern city, and yet a somewhat cursory investigation gives reason to believe that together with additions to the teaching force by reason of increase in population, this change in the personnel of the corps of teachers will be over rather than under 10 per cent per annum. Under present conditions this loss is distributed over what may be termed a surface, that is, the vacancies are filled by the placing of one teacher in a certain class or grade in one school building, and two teachers in another building, and so on, in different parts of the city, and so on, thus reducing the friction by equalization and distribution so that the shock may not be so severe. But if a school system is working upon the departmental plan, the friction resulting from these vacancies, from this wasting away of a corps of teachers, is localized in the most possible way, namely, on what may be called a linear extension. That is, the gap is not in a class room where a teacher takes charge of fifty pupils out of perhaps 1,000 in the school building, but of which this department teacher would be teaching all the pupils in some one branch; that is, 250 would be affected all along a continuous line by the falling out of a teacher, whereas at present only fifty pupils would be affected. Any principal would not need to reflect long to decide which of these plans would be most destructive to the aid of organization. In other words, the tendency of departmental teaching would be to increase the already great instability of the teaching force in a system, and render it more and more difficult to adjust matters as to maintain an equilibrium.

### TENDS TOWARD COMPLEXITY.

The effect of the development of the

principle of division of labor in the grading and organization of schools has been in the direction taken by the development of the principle of division of labor in arts. That is, along the line of finishing all the work to be done by any one individual at a given stage in the process. The tendency in the arts by one individual is not partly done at one-handing, and then passed to another individual and returned again; he has certain finishing touches put on again by the individual who has handled the process heretofore. The effect of such a procedure would be to render more complex rather than to simplify the process of manufacture. It has been said by some of its advocates that the departmental plan tends toward efficiency by proceeding on the basis of division of labor. I take it that quite the contrary is true when we come to examine the workings of the plan in all its bearings. It tends toward complexity rather than toward simplicity. It is cumbersome and inefficient in operation in a modern school building. It would be most efficient in buildings constructed upon the assembly-room plan which were in vogue forty years ago, familiar specimens of which may be found in central New York and other eastern States. The evils arising under the old system, to obviate which the modern building was created, were more inherent in the plan of instruction than the evils which will appear again even in modern buildings if the departmental plan of instruction should be generally adopted.

In the machinery which has been in the direction of reducing friction, of gaining power by reducing the waste-friction. The building of the electric motor was a promise to reduce the non-available power to a minimum. In the school world we are seeking to lessen the friction by devising such a system of organization which, by the use of the electric motor, will reduce the waste-friction of the departmental plan to a minimum. In the school world we are seeking to lessen the friction by devising such a system of organization which, by the use of the electric motor, will reduce the waste-friction of the departmental plan to a minimum.

Again, if it is proposed to inaugurate this plan by having the regular class teacher teach most of the branches, and to give to the special teacher geography, arithmetic and grammar, for instance, it will have the effect of unduly narrowing the work and sphere of the regular teacher, and thus a different way from that in which the special teacher will be affected, and thus from both sides will attack the idea of co-ordination of studies. The plan proposed is further unwise because it will have a tendency to isolate the pupils by bringing about such conditions in the teaching force that, in developing such power, such tact and such skill—that each individual teacher of the force would be self-determined, self-supervised, and therefore better than any supervisor. If a corps of teachers could be brought up to a comparatively uniform but versatile excellence, and its homogeneity preserved, there would then be the basis for a more efficient and more powerful corps of teachers. The present status of the profession of teaching the instability of the teaching force is so great that it requires the constant effort of the supervisor to maintain even a moderate stability.