and power of the Federal Government, and cor-
respondingly weakened the influence of the States. After
that anomalous period ended, two other motives con-
spired to assist these tendencies. On the one hand,
the proper and reasonable prerogatives of the State
suffered from having a bad name in the victorious sec-
tion. Northern people remembered that "States rights"
had been the plea upon which secession was based,
and consequently they felt a not unnatural impatience
when they heard the term again used. On the other
hand, Southern people found that a firm adher-
ence to a strict theory of the rights of the States, so
far from being "money in their pockets," might mean
the loss of appropriations from the Federal treasury
which they could get by waiving it. The province of the
State was thus assailed by Northerners enannored
of Federal power, while its traditional defenders in the
South were tempted to forego resistance by the advan-
tages in the shape of dollars and cents which would fol-
low their surrender.

The layman may hesitate to express an opinion as to
whether or not the Blair bill is constitutional when he
finds distinguished constitutional lawyers at variance
regarding it; but the layman cannot fail to recognize the
fact that the arguments urged in defense of the mea-
sure, if pushed to their logical conclusion, threaten
accessions to Federal power, and intrude upon the
just bounds of State authority, which eventually must
disturb the harmony of our dual system of govern-
ment. The difficulty in resisting this tendency was
twofold. In the first place, too many people in the
North possessed such resistance as offered by Southern-
ners, as only another manifestation of the "States
rights," idea, towards which, in its ante-bellum form,
they had conceived a violent aversion; in the second
place, too many people in the South were inclined to
give over a resistance based on theory in order to grasp
a practical advantage.

In such a situation there was needed a bold, vigor-
ous, and convincing assertion and defense of just States
rights by a Northern man, who, as a Union soldier, had
fought against an unjust theory of States rights, and
whose political relations relieved him from the impu-
tation of seeking personal or partisan ends in making
such a deliverance. General Hawley was exactly the
man needed. He had been a prominent officer on the
Northern side in the civil war; he has been a prominent
leader in the Republican party since the war; he has
been often enough suggested as a candidate for Presi-
dent to be free from the charge of trying to make capital
by a speech which was altogether too pronounced to fit
the modern standards of non-committal "availability."

The speech was worthy of the occasion, and there
are abundant signs that it has produced a marked effect.
It is especially noteworthy and encouraging to find
evidence that this defense of States rights by a Union
soldier from the North is strengthening in the faith of
self-government those Southern men who, having
once carried the theory of State authority too far, had
seemed of late in danger of not carrying it far enough.
All the circumstances which attended it are sug-
gestive of the delivery of the speech combined to secure for it the attention of
thoughtful men throughout the country, and especially
in the South, and a candid consideration of its argu-
ments could not fail to secure a wide acceptance of
its conclusions.

A quarter of a century ago nothing could have
seemed more absurd than the idea that the South
would ever waver in its devotion to "States rights,"
unless it were the idea that it would need the appeal
of a Northern man to recall it to its senses. Yet we
have seen both of these things come to pass. We have
heard men who tried to secede from the Union, be-
cause they thought their States could not get their
alleged rights in the Union, return to the Union and
avow their readiness to surrender the actual rights of
their States; and then we have heard one of the men
who fought to overthrow secession protesting against
such surrender of State rights by the men who had
tried to establish secession.

OPEN LETTERS.

Make your Daughters Independent.

IT is the refinement of cruelty to educate girls in
the aimless fashion of to-day. Boys are trained to look
forward to a career of usefulness while girls grow up
without any fixed purpose in life, unless indeed their
hopes and ambitions center upon marriage, as is most
often the case.

While it is natural and right for girls to look for-
ward to marriage, it will be well for them all when
they fully appreciate the undeniable fact that marriage
is a remotest possibility now than it was in the days of
their grandmothers, and that even those whose fondest dreams may one day be realized have much to
do and to learn before they are ready for the life upon
which they will enter with such high and happy hopes.
No woman is qualified for marriage until she under-
stands domestic economy in all its branches; the
management of servants and the care of the sick
and children; is proficient in needle-work; and be-
sides all this possesses a thorough knowledge of some
business, profession, trade, or calling which will insure
her independence on occasion. Now, as a rule, none
of these things are taught in school. It is obvious,
therefore, that if they are to be learned it must be done
after school life is over.

How often one hears a married woman, the mother
of a young family who would look to her for support
if suddenly deprived of their natural protector, deprecate
her ignorance of any one accomplishment that would
afford her a competence. It is not too much to say that
such a one had no right to marry. It was assuming too
great a risk; for no more cruel fate can befall a woman
than to be cast upon a cold and heartless world with-
out the means of earning a livelihood for herself and
those who may be dependent upon her.

A time is liable to come in every life when the all-
important question will arise, What can I do to make
money? The possession of wealth is one of the most
uncertain things in life, especially in this country. On
the other side of the water, where estates remain in
the same family from one generation to another, there
is more stability in riches. But here a man may be
rich to-day, poor to-morrow, and in a few short months
or years his children may see want: witness the se-
ries of financial crashes that have lately visited this
country. There is many a one suffering to-day for
the common necessaries of life whose future seemed
radiant with the light of assured prosperity when the
New Year dawned.

Upon none does the weight of such sore trials fall
more heavily than upon the women who, having been
reared in the lap of luxury, are thus suddenly forced
by cruel necessity to turn their attention to something
that will keep the wolf from the door. But why did
they not anticipate misfortune and make provision for
it in more prosperous days? Simply because they had
not the courage to defy public opinion.

There is a class of women who need more sympathy
and get less than their share. They are those who in
girlhood, through no fault of their own, led the list-
less, aimless life already described, but who in late
years, by some untoward circumstance, are brought
face to face with the sad realities of life. Cultured,
refined women, who have seen better days, find the
struggle for life far more bitter than their more fortu-
nate sisters whose position in life has always been
such as to necessitate their earning their own lives.
It is for such this plea is made.

Domestic servants are well off in America; they
are the most independent class of women-workers.
The great army of shop girls, factory girls, sewing
girls, those engaged in trades of all kinds, may con-
gratulate themselves upon their comparatively happy
lot. They often look with envy upon those who, they
fancy, are better off than themselves. Let them cul-
tivate a spirit of contentment. There are trials—bitter,
bitter trials—in the lives of some of those they are fool-
ish enough to envy, of which they know nothing.
There are miseries of which they never dream.

An accomplished lady, daughter of an army officer
who some score or more of years ago served his
country nobly in her hour of peril, is to-day learning
the art of telegraphy in one of our Western cities, in
the hope that she may be enabled thereby to support
her little children. In the happy home of her youth
no expense was spared upon this lady's education.
She was exceptionally talented and won an enviable
reputation as a skillful pianist. It was not surprising
that this petted favorite of fortune contracted a bril-
liant marriage. Her pathway seemed strewn with
roses, and for years not a cloud of care or sorrow
shadowed her young life. But trouble came at last.
Death robbed her, at one stroke, of her noble husband
and a much loved child. Then financial troubles fol-
lowed, and in a few short months this delicately nu-
tured gentlewoman found herself bereft of fortune also.

Grief-stricken as she was, she felt that there was
something still left to live for; and, for the sake of
her two little ones, she took up the burden of life
and faced the future bravely. Naturally she thought
her knowledge of music would afford her the needed
means of support. But, alas! she soon found that ac-
complishments are of small avail in the struggle for
a living, and that teaching music was too precarious a
means of earning money to be depended upon with
any degree of certainty for the support of a family.
Although so costly a thing to acquire, an education
cannot always be made to yield proper returns for the
time and money expended upon it. The bitter truth
soon forced itself upon this unfortunate woman's mind
that a servant in anybody's kitchen was better off, finan-
cially, than she. She must therefore learn something
at once that will be of more marketable value than the
accomplishments of which, until now, she has all her
life been justly proud. Hence we find her laboring to
master a new and difficult art at an age when study is
not an easy matter. Her children, meanwhile, are
being cared for by kind friends.

Would it not be wiser far to induce young girls
in thousands of happy, prosperous homes to make
ample provision for any and all emergencies that the
future may have in store for them? Could a better
use be found for some of the years that intervene
between the time a girl leaves school and the time
she may reasonably hope to marry? The field for
woman's work has been opened up of late years so
many different directions that a vocation can easily be
found, outside the profession of teaching, that will be
quite as congenial to refined tastes, and considerably
more lucrative. Book-keeping, type-writing, telegr.
raphy, stenography, engraving, dentistry, medicine,
nursing, and a dozen other occupations might be men-
tioned. Then, too, industrial schools might be estab-
lished, where the daughters of wealthy parents could
be trained in the practical details of any particular
industry for which they displayed a special aptitude.
If it is not beneath the sons and daughters of a mon-
arch to learn a trade, it ought not to be beneath the
sons and daughters of republican America to emu-
late their good example, provided they possess the
requisite ability to do so.

Two years will suffice to make any bright, quick
girl conversant with all the mysteries of the art of
housekeeping, especially if she be wise enough to
study the art practically as well as theoretically. The
management of servants and the care of the sick and
children will be incidentally learned in most homes,
and can be supplemented by a more extended study of
physiology, hygiene, etc. than was possible at school.
Sewing need not be neglected either, while leisure will
readily be found for reading or any other recreation
that may suit individual tastes. Another year, or
longer, may be added to the time devoted to these pur-
suits, if desired. But, above all, let two or three years
be conscientiously set apart for the express purpose of
acquiring a thorough experimental knowledge of some
art or vocation which would render its possessor self-
supporting and, consequently, independent.

If the tide of public opinion favoring such a course
would but set in, many a one would be spared untold
suffering and misery in after life. Let the rich set the
example in this matter. They can afford to do what-
ever pleases them, and, therefore, have it in their power
to mold public opinion. Be not afraid, girls, that you
will find your self-imposed task irksome. Remember
that occupation is necessary to happiness, and that
there is no reason why you should not dream while
you work.

The cry will be raised that there is danger that
such a plan as the one advocated here will tend to
give girls a distaste for the quiet retirement of home, but there is little cause for fear. Not one girl in twenty will voluntarily choose a business life in preference to domestic happiness. Indeed, it is absolutely certain that happy marriages would be promoted by this very independence among women. Not being at leisure to nurse every passing fancy, girls would elect to wait patiently until the light of true love came into their lives.

G. Andrews.

Manual Training in the Toledo Schools.

The manual-training branch of the Toledo city schools, organized over five years ago, has steadily grown in popularity and usefulness. It was looked upon at its beginning with suspicion and distrust, but its projectors determined to give it a fair trial. The manual-training work began in a humble way in a small room with sixty boys and girls in the classes. These were pupils of the public schools, and did their regular school work in connection with free-hand and mechanical drawing, and carpentry in the manual department. The school began to make friends of its enemies. Those who had indulged in hostile criticism of the enterprise gradually grew silent. The second year a large four-story brick building was erected, and equipped with steam power, benches, tools, lathes, and forges. Ample room was provided for free-hand and mechanical drawing, special prominence being given to architectural and perspective work. A domestic economy department was added, in which girls study the chemistry of foods and their preparation for the table. A sewing class has been organized, in which the cutting and fitting of garments is taught. A class in clay modeling moulds the forms and designs used in the arts. The students have increased to about three hundred in all departments, and from the beginning have manifested the greatest interest and enthusiasm for the work. This intense interest in the new work had at first to be so modified as not to interfere with the regular prosecution of the intellectual or class-room work proper. After some experimenting, the two lines of work were harmoniously adjusted to each other. Boys and girls pass from their algebra and history to their drawing, wood-carving, or clay modeling, and from these again to geometry and English literature, with a hearty zest for all. The girls in the domestic economy department con their Vergils or don their cooking suits, and prepare with ease and grace such savory and palatable food as would mollify the most radical opponent of industrial training. In short, there is such a harmonious blending of the useful and the practical with the higher intellectual culture, that the unprejudiced observer needs but to inspect the work to be convinced of the reasonableness and great utility of such training. The advantages of the manual department are open to none except pupils of the public schools. Those who take the manual work do the same amount of mental work in the regular class-room studies as those who have no work in the industrial department.

The objection was raised by many in the beginning that the manual work would impede the pupils' mental progress. I cannot see that it does, and no one here now believes that it does. On the contrary, I am convinced by a comparison of pupils' records in the different departments that if the two lines of work are properly adjusted to each other the manual work stimulates and quickens the intellectual development, and promotes the mental progress of the students. The opposition to manual training manifested in various quarters arises largely from the lamentable ignorance which prevails as to its aims and results. Many seem to think that the sole object of industrial training is to make mechanics and train them to mere manual dexterity. This is an utterly erroneous idea. The manual work is to train the senses, to quicken the perceptive power, and to form the judgment by furnishing the pupil an opportunity to study at the bench, forge, lathe, and engine the nature of matter and the manifestations of force. It is purely educational in its object. It first teaches the pupils to portray in the drawing a variety of beautiful and useful forms, and then to embody these forms in wood, clay, and metals. It teaches how to express thought, not in words alone, but in things. It produces nothing for the market except well-trained minds, seeing eyes, and skillful hands. In the ordinary factory, which produces for the market, the individual is nothing, the article is everything. In the manual-training school the articles made are of no moment, the boys and girls are all important. As soon as a pupil makes one thing well, he is led on to something higher and better. The pupils make many useful and beautiful things, but these are of no value compared with the knowledge gained, the symmetrical mental development acquired. Some of the advantages, other than those named, apparent from the manual work combined in this way with the public school studies, are: the industrial work holds a far greater proportion of pupils throughout the entire course of study, and thus gives them the benefits of a more complete education; it conduces to their moral welfare, not that it gives them "a passport to heaven," but employs all their time in a pleasant and healthful way, thus preventing idleness and crowding out impure conceptions that might find a harbor in the young mind; it dignifies and excites labor, and teaches respect for the laboring man; it teaches no special trade and yet lays the foundation for any trade, and gives the youth such knowledge and skill that he becomes a sounder and better judge of men and things in whatever business or profession he may engage. Manual training is a successful and satisfactory branch of study in the Toledo schools, not because it is theoretically a good thing, nor because it is given undue prominence and special advantages, but because it is in harmony with the nature of things, has a noble purpose in view, has been well managed, has good instructors, and has proved itself of great value to the pupils.

H. W. Compton,
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Emerson's Message.

Mr. Burroughs remarks that the main ground of kinship between Emerson and Carlyle is "the heroic sentiment" which both convey to their readers. The comparison suggests a contrast. Every reader of the two feels this essential difference: Carlyle rouses courage, but Emerson inspires the sense of triumph. In Carlyle's pages man seems battling against the universe; in Emerson's company we feel that man is