

and power of the Federal Government, and correspondingly weakened the influence of the States. After that anomalous period ended, two other motives conspired 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 section. Northern people remembered that "States rights" had been the plea upon which secession was based, and consequently they felt a not unnatural impatience whenever they heard the term again used. On the other hand, Southern people found that a firm adherence 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 enamored of Federal power, while its traditional defenders in the South were tempted to forego resistance by the advantages in the shape of dollars and cents which would follow 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 measure, if pushed to their logical conclusion, threaten accessions to Federal power, and inroads upon the just bounds of State authority, which eventually must disturb the harmony of our dual system of government. The difficulty in resisting this tendency was twofold. In the first place, too many people in the North resented such resistance when offered by Southerners 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, vigorous, 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 imputation 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 President 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 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 arguments 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, because 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 forward to marriage, it will be well for them all when they fully appreciate the undeniable fact that marriage is a remoter 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 understands 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, deplore 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 without 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 series of financial crashes that have lately visited this country. There is many a one suffering to-day for the common necessities 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 listless, 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 fortunate sisters whose position in life has always been such as to necessitate their earning their own livings. 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 congratulate themselves upon their comparatively happy lot. They often look with envy upon those who, they fancy, are better off than themselves. Let them cultivate a spirit of contentment. There are trials—bitter, bitter trials—in the lives of some of those they are foolish 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 brilliant 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 followed, and in a few short months this delicately nurtured 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 accomplishments 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, financially, 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 in 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, telegraphy, stenography, engraving, dentistry, medicine, nursing, and a dozen other occupations might be mentioned. Then, too, industrial schools might be established, 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 monarch to learn a trade, it ought not to be beneath the sons and daughters of republican America to emulate 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 pursuits, 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 whatever 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 mold 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 dif-

ferent 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 exalts 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.

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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