

# WOMAN AT HOME

**P**RETTY Princess Marie, of Saxe-Coburg-Gotha, was taken to Berlin in 1892, when she was just 17, and there met the handsome crown prince of Roumania, who very quickly recognized her charms. Princess Marie was equally attracted to him, for he, as well as being handsome, is possessed of great charm of manner and uprightness of character, a prince fitted in every way to be a hero of romance. The betrothal took place not long after their meeting with the cordial assent of all the relatives of both prince and princess; and on Jan. 11, 1893, their marriage was celebrated at Sigmaringen. The beauty and youth of Princess Marie touched all hearts, and her winning manner soon made her as beloved by King Charles as if she was actually his own daughter. The Queen of Roumania is as charmed with her new niece as the king is, and looks on her and treats her as a daughter, finding in her companionship a relief from her sad memories and fits of melancholy.

The costume worn by the Crown Princess Marie of Roumania, in the portrait which accompanies this article, was worn by her at a recent festivity in Bucharest. The petticoat was of plain silk, the overdress being of richest brocade, the design of bunches of feathers tied together with true lovers' knots being very dainty and effective. The fichu of Brussels lace was draped in exact imitation of that worn by a dead and gone beauty in a portrait from which the costume was copied. Since Princess Marie's advent in Bucharest the leaders of society there have done their best to devise novel and brilliant entertainments to amuse her royal highness, and she and her handsome young husband are untiring in attending festivities and other functions in aid of charities when the presence of the royalty is desired in order to secure the success of the undertaking. Now that Queen Carmen-Sylva's health does not permit her to exert her



MARIE, FUTURE QUEEN OF ROUMANIA. self, the burden of acting as her majesty's representative generally falls on Princess Marie's shoulders.

**Nourishment for the Skin.**  
A dry, scaly skin is a sure indication of a blood disturbance, and frequently accompanies dyspepsia. The best treatment for it is a careful diet, an avoidance of all highly seasoned food, coffee, tea and alcoholic stimulants. Sometimes a dry skin is the result of a long illness where fever has literally burned the cuticle so that it is parched. The skin food which nourishes and builds up the skin tissues and supplies the oils that have been exhausted by heat is most efficacious if applied at night, after a warm bath. It is well to rub it thoroughly into the skin. Massage is excellent in connection with this treatment. Melt in a water bath three ounces of spermaceti, eight ounces of oil of almonds, four of lanoline, and two ounces of coconut oil. Stir briskly until cold; then add, drop by drop, one ounce of orange-flower water and ten drops of oil of jasmine. Keep sealed, except when using.

**Timely and Untimely Calls.**  
The only objection to having a reception day engraved on your cards is that sometimes, as the Irishman said, it was "mighty inconvenient." "It is the unexpected that always happens." Fortunately the lady who has grown-up daughters or an unmarried sister who can fill her place temporarily. It requires more unselfishness than most of us possess to give up one day every week to the claims of society; so we only have the name on our cards and go on year after year missing friends we long to see, and being "at home" to numerous acquaintances whom we wish had not been quite so fortunate in timing their calls.

**Novel Matrimonial Bureau.**  
It is reported that the ladies of the W. C. T. U. of Portsmouth, Va., are about to organize a unique movement under the name of the Naples Matrimonial Society. In Naples girls 14 and over assemble once every year in one of the churches of that city, and the unmarried men who so desire go there and choose wives. The Portsmouth ladies propose to work on the same principle, but both the girls and the men must register three months before making choice, in order that investigation of character may be made.

**Monogram Fans for Young Women.**  
Seal and monogram fans are a notion of the moment among young women still in their teens. A plain white or delicately tinted fan is selected, and the gay seals are arranged upon it with

what taste may be. If monograms are hoarded, it is these that decorate in stead of the wax impressions. A "trip" fan means the record of a winter journey, and it holds on its sticks the pretty imprints with which all first-class hotels now stamp their stationery. If a European trip has been undertaken, so much the better, as that insures steamship and other effective insignia.

**Sweater for Women.**  
For a long time girls, and even women, have felt that they would be happier if they could wear sweaters. It was tried by some adventurous spirits, and while found perfectly satisfactory about the throat lacked the symmetry women have learned to prize about the waist. This had led to the manufacture of women's sweaters. These lack that



THE FEMINE SWEATER.

style which made the manly sweater so desirable in women's eyes. But, on the other hand, they gather in at the waist and are entered after a manner more familiar to women than is the male sweater. At first they were only used in gymnasiums, but now they are considered a necessary part of almost every woman's wardrobe. The up-to-date sweater is not only a sensible garment, but an exceedingly stylish one as well. The coming summer girl will be devoted to the sweater. She can wear it when wheeling, riding, or sailing, and in fact, they are sure to be the fastest friends, for there will be dozens of times when the little knit arrangements will just fit the occasion.

The modernized sweater is far removed from awkwardness. It fits like a glove and the sleeves are generally the long, full bishop's sort, with a tight webbed cuff, which clings to the arm snugly from elbow to wrist, and over which the full upper part falls with all gracefulness that fashion demands. One can find all colors and styles in sweaters. Sailor collars and neatly rolled-over small ones are the kinds most generally seen and they give a very jaunty effect. The act of getting into one of these garments looks to be a heart-breaking operation, but in reality it is simplicity itself. They either button on the shoulder or lace in front, and it is no more trouble to get into one of them than an ordinary waist.

**Beauties of Olden Days.**  
Sappho is said by the Greek writers to have been a blonde.

Jezebel, the Queen of Ahab, according to one of the rabbis, had "black eyes that were set on fire by hell."

The Empress Anna of Russia was very portly and the fleshiness of her face greatly detracted from its good looks.

Margaret of Anjou had the typical face of a French beauty. She was black-haired, black-eyed and vivacious. Her features were indicative of her strength of character.

Pocahontas is described as having features as regular as those of a European woman. She is also said to have had a lighter complexion than usual among Indian women.

Theodora, the wife of the famous Justinian, was beautiful, crafty and unscrupulous. She is said to have been tall, dark and with "powers of conversation superior to any woman in the empire."

Catherine of Braganza, queen of Charles II., was singularly gifted both in person and in intellect, but in spite of her beauty and her good sense she was never able to win the love of her dissolute husband.

Cleopatra was not an Egyptian, but a Greek beauty, with perfectly white skin, tawny hair and blue eyes. Her chief fascination was her voice, which is described as low, well modulated and singularly sweet in tone.

The Empress Catharine I. had a coarse, red face, generally broken out with pimples from the constant use of strong drink. She was a slave to brandy and died of a disease brought on by intemperance. In youth she had been famous for her beauty.

**Tame Fish in Irrigating Reservoirs.**  
The uses of the artificial reservoirs are not limited to irrigation; they are usually stocked with fish, which multiply with surprising rapidity and enable the farmer to include this item of home produce in his bill of fare every day in the year. These fish are very tame, and in some cases are actually trained to respond to the ringing of the dinner-bell, coming in scurrying shoals to fight for crumbs of bread thrown upon the water. The reservoirs also yield a profitable crop of ice in winter.—Century.

## GOWNS AND GOWNING

### WOMEN GIVE MUCH ATTENTION TO WHAT THEY WEAR.

**Brief Glances at Fancies Feminine, Frivolous, Mayhap, and Yet Offered in the Hope that the Reading Proves Restful to Wearied Woman-kind.**

**Gossip from Gay Gotham.**  
New York correspondence:

More than half of the items of interest that the spring fashions display for dressmakers concern coat bodices, so women should not tire of hearing about them. Fashion has reduced itself to a coat of another color and refused to do more. All tailor-made gowns are being modeled with coats, though, truth to tell, most of them have silk bodices to go beneath, summer gowns are being made with lace coats over fronts and foundations of silk and little coats of chiffon and of net so dainty that they would seem too frail to survive more than one wear, are really planned for being adjusted over varying waists. If your bodice is a coat in no other way, at least it will have a little pair of tails, perhaps no more than the extension below the waist of the back breadth of the bodice, or there will be something in the way of hip pieces set on at the sides. Perhaps coat edges will be simulated by braid above the waist, or, just because the skirts of the bodice that were carefully hidden under the dress skirt last year are allowed to show below the belt this season, you say it's a coat, and fashion backs up the statement.

But there's no need of doing the trick on the whole-effect-at-small-out-



WITH COLLAR TO EAR TIPS.

lay principle. There are a plenty of ways to make the bodice unmistakably a coat, and a handsome model of this kind is shown above. It is in Louis XV. style, but that signifies little to most of us. What is more to the point is the material of it. That was royal blue cloth encrusted with lace applique. The deep godets in back were bordered with narrow lace insertion, and the fitted cloth vest had large revers of white faille and bands of the same in the waist, each fastened with large fancy buttons in different sizes. A profusion of lace applique showed on the sleeve puffs, and a white chiffon ruche and jabot finished the neck. With this came a plain skirt of grayish blue cloth.

The presence of handsome buttons on this rich bodice shows the way the wind blows. Buttons are still a feature on elegant gowns; indeed, unless buttons are made a feature they are likely not to appear at all and the gown fastens invisibly. The ruche about the neck, too, is another response to current demands. These neck fixings are becoming more and more pronounced. Capes and coats are made with wired battlements standing up to the ears, inside these battlements two or three rows of finely pleated mull are set, the mull, tulle or net standing well above the battlements. The face is literally shrouded about with these soft billows of ruffling. Stock and ribbon collars are



A NEW REVER EFFECT.

generally mounted with frills of some kind, even if they do not extend all around them at the back. The long discarded white and yellow ruching that comes by the yard appears again

for this use. In some cases the frill is of material and color to match the ribbon of which the collar is made, but is faced with velvet on the side next the face, then the frill stands out flat, putting the face, so to speak, on a platter. All sorts of variations are rung on this effect, and many of them are very becoming. But the close stock collar is no longer to be considered. Indeed, why should it be, when the required alteration is so easily made?

It is attention to just such little things as these collar tricks that makes a woman seem well dressed, and prompt copying can, in this instance, be effected at small outlay. Another method of attaining the concealment of the neck that is deemed essential is by the wired medic collars. These are much worn, as may be judged from a glance at the remaining illustrations. In the first of these the collar is in one with



A BLEND OF CAPE AND JACKET.

an ingenious cape-like finish to the bodice. The stuff here is bronze-brown cloth, a narrow white satin vest showing in front. Each side of the vest has a tiny pocket, and the tops of both fronts and vest show brown silk embroidery. In the second model the collar is in one with odd revers, the stuff being old rose bengaline. The same fabric is gathered for the bodice, while on the revers it is richly embroidered with red and pink silk and spangles. Triangular pieces of garnet velvet appear on the shoulders, and stock collar and belt are white taffeta ribbon. Skirt and sleeves are garnet silk crepon, though the latter may be of the bengaline if that is preferred.

Not less elaborate and dressy are some of the gowns for early spring that are trimmed in cape effect, the ornamentation in many cases taking not only the shape of a cape, but supplying so much of the cape's protection against chilliness that the dress may be safely worn without an outside garment to conceal its beauties. A type of this sort is next pictured, its combination of cape and jacket effect being quite unique. The material is gray cloth, white satin being used for pointed vest and as facing to the ripple basque, revers and wired collar. Inside the latter there is a white satin collar, ending in a lace jabot, and the cape-like coverings to the sleeves are in two parts, one of lace, the other of cloth



A COMPROMISE IN STRAPS.

All the edges are bordered with gold and steel galloon, and white satin bows are put on the cloth cape pieces. Strap garnitures that make a great show of fastening parts of a dress together and that really have no purpose beyond that of ornamentation are still in vogue, but on them buckles have given way to buttons, and it is more often the plan to have the straps serve as fasteners. The final gown to receive the artist's attention is a compromise in this matter, the straps upon bodice being practicable, while on the skirt and sleeves they are solely for effect. The stuff from which they are cut is tan cloth, the other goods being broadened green satin. Panels of the latter appear on the skirt, and it gives the whole bodice, the collarette being from the cloth.

The blaze of color in spring and summer will rival the tulips. Hats, too, are almost garish in their abundance of bright hues. Turquoise blue promises to be the most popular summer color, but geranium scarlet and bright grass green are not far behind. That means that the brunettes will have the best of it, but they need not be overconfident, lest some sudden shift of favor turn the tide against them. Copyright, 1896.

In man, the sense of smell is less developed than that of sight, as it is much less needed.

All moths produce some form of silk.

## NOTES ON EDUCATION.

### MATTERS OF INTEREST TO PUPIL AND TEACHER.

**Scolding, Nagging and Punishing Are the Poorest Tools a Teacher Can Use—How to Treat Dull Pupils—Object of Discipline.**

**Routine of First Weeks.**  
If at one time more than another patience is required in the schoolroom, it is during these first two or three weeks of the term. There is so much to be done before everything gets in the smooth-running, orderly state we desire, so many things to explain and teach.

The beginning of the term was a great trial to me when I commenced teaching, but after a few sessions I began to see how useless it was to expect the whole machinery to be in working order in two or three days. I learned not to despair even when, at the end of two or three weeks, the general orderliness of the room was not satisfactory.

Be patient. Remember that the children are unaccustomed to your ways, perhaps are strangers to the school and district. They may be trying, to their ability, to please you, and yet fail utterly to reach your standard.

Be cheerful. Scolding, nagging and punishing are the poorest tools you can use. Inspire the children with a desire to be orderly in every detail, quiet, courteous, helpful, thoughtful for the comfort of others, trustworthy—in short, to do their best in all things. In addition to the inspiration of a love of order, drill of different kinds is necessary—taking slates, standing up, coming to and going from class, position of attention, position when asking or answering questions; in regular questions, when the pupil should always stand, and that without lolling on desk or seat when addressing the teacher—lining, marching, etc. All these movements should be automatic. A command should be divided into two parts, the first consisting of a cautionary word; the second, the action word. For instance, "Quick—march!" "Stand—up!" "Right about—turn!" No motion is made until the second, or action-word is heard, and then all move together.

Like many other good things, this schoolroom drill has been carried to great and foolish extremes, which have been injurious to the children and of no possible benefit to the work; but a moderate amount, especially with little children, is necessary if we would avoid such confusion and disorder. Without doubt, quiet, steady, orderly habits reflect positively on character. I believe disorder would be impossible in a class in which pupils had been trained to stand, march, pass and take books, slates, etc., with uniformity and precision. The habit of prompt and exact obedience is the cornerstone of the temple of order.

It pays one to devote considerable time during the first week or two to these external matters. Thorough drill should be given in standing, marching, dismissing, distributing and collecting books, etc. This done, there will not be the same necessity for frequent reminders, such as: "Stand straight up!" "Quietly!" "In step!" "Softly!"

During the term, if the children become careless, have a ten-minute practice after 4 o'clock.

A word or two regarding the general work of the term. Try the experiment of making a specialty of one subject this session. It may be Composition, Vertical Writing, Geography, or any other subject. Make special effort in it; all branches of the school work will profit by the "hobby," if it be a good one.

Do not think that you have no time for anything beside teaching. You will do much better work if you are improving your mind in some other direction. Make time for reading, and give educational works their just share. Don't lose interest in your work. You may be sure that the children will meet you half way in any whole-hearted plans for improvement or reform.—The Educational Journal.

**Object of Discipline.**  
School discipline is not for punishment, but for moral effect. The teacher's authority is not the thing to be vindicated, but the pupil's character is to be formed. The moral effect upon the pupil, upon the school as a whole, upon the community, and upon the future through the pupils are the ends to be sought. The school has a work to do that cannot be done by the teaching he it never so efficient. There is an influence to be exerted upon the character that can only come through habitual discipline of the school in the true sense. Not through a system of punishments, not through a system of rewards or checks, but through the direction of the conduct, the choices, and activities of the pupils are teachers to accomplish this character work.—Journal of Education.

**The Dull Pupil.**  
Do we not make serious mistakes in that we are always ready to censure the slow pupil? Here is little Olga, naturally timid, and seemingly dull. She is constantly failing. The teacher takes great pains to notice it, and when she calls her arithmetic class she keeps before her mind the too oft-repeated failures of the child. On calling for 4x3, all hands are raised save one; the child notices her teacher looking at her, and immediately becomes confused. Sarcasm and disgust are plainly written on the teacher's face. With "Of course, Olga, you don't know; you never do!" she passed on. Is not this a cruel thrust? Do we consider what we are doing? Do not let us make the dullard believe he "never

knows," but help and encourage him with kind words and gentle ways. Let us cheer him on to quicker ways; encourage him with gentleness and sympathy. How much better for Olga if her teacher had said, "What, Olga! Don't you know? I'm sure you can answer as well as the rest. Now think a little while, and let me see your hand, too." Thus, by encouraging, we give them faith in themselves, and strength to do what before was seemingly hard. Dear comrades, if we have an Olga, do not let us chill all that is best in her, but help along a thousand times rather than hinder once.

"It is not so much what we say, as the manner in which we say it."—Primary Education.

**The World's Rivers.**  
Not all these facts may be found in your geography.

The Tigris is 1,150 miles long.  
The Nile is only 230 miles long.

The world-famed Orontes is only 240 miles long.

The Zambesi, in South Africa, is 1,800 miles in length.

Slow rivers run at the rate of three to seven miles an hour.

Twelve creeks in the United States bear the name of the Rhine.

Every ancient city of note was located on or near the sea or a river.

The Ganges is 1,570 miles long and drains an area of 750,000 square miles.

The Hudson River, from its mouth to the lakes, is 400 miles in length.

The Mississippi and its tributaries drain an area of 2,600,000 square miles.

The branches of the Mississippi have an aggregate length of 15,000 miles.

For over 1,200 miles the Nile does not receive a single tributary stream.

The River Jordan had its origin in one of the largest springs in the world.

In islands of too small size to have rivers, creeks are dignified by that name.

The Connecticut, the principal stream of New England, is 450 miles in length.

During a single flood of the Yang-tse-Kiang, in China, 600,000 persons were drowned.

The most extensive protective river works in Europe are at the mouth of the Danube.

The Rhine is only 900 miles long, but drains a territory nearly double the area of Texas.

The Irish, in Siberia, is 2,200 miles in length and drains 600,000 miles of territory.

The Nile, from its delta to the great lakes of Central Africa, is over 4,000 miles in length.

The Thames of England is 220 miles long. The river of the same name in Canada is 160.

There are twenty creeks in this country which have been dignified with the name of the Tiber.

The Columbia River of Canada is 1,400 miles in length; the stream of the same name in Oregon is 600.

The Arkansas River is 2,170 miles long, but at various points in its course it is very thin for its length.

The Potomac River is only 500 miles long and in its lower course is rather an estuary than a stream.

The British Islands are better provided with rivers than any other country of the same size on the globe.

The Mississippi, at the point where it flows out of Lake Itaska, is ten feet wide and eighteen inches deep.—New York Commercial Advertiser.

**Teaching to Think.**  
Good teachings secures good thinking. One with limited capacity can feed facts to children as he would swill to swine, and then ask questions to see what they retain, as he would weigh swine to see what they have gained. It requires both tact and talent to lead a child to think keenly upon a single fact, as it does to get reliable speed even from a bloated colt. It is not enough that the mind be active when the facts are received, which is the standard with too many would-be education leaders. This merely secures good movement, but neither speed nor endurance. A child must keep up his thinking when he is out of the teacher's hands. Whoever has driven what is known as a "door-yard" horse, that prances furiously while you are trying to get into the carriage, and is equally ferocious when you would get out, but cares naught for the urging of voice or whip when on the road, has a good conception of the mental activity of children who are taught to dance attendance upon a teacher when she is having them "observe" under her eye, but gives them no training in strong or sustained thinking. Thinking is working one's knowledge into something no one else would produce with the same facts and conditions. The teacher who plans to have twenty children see the same thing in an object or event, and think the same things about it has not the faintest conception of what thinking really is.—Iowa Schools.

**One of John Randolph's Similes.**  
Much new material is embodied in the article "John Randolph of Roanoke," by Powhatan Bouldin, in the Century. The following simile by Randolph is found in a note to a speech which he delivered in Congress:

A caterpillar comes to a fence; he crawls to the bottom of the ditch and over the fence, some of his hundred feet always in contact with the subject upon which he moves. A gallant horseman at a flying leap clears both ditch and fence. "Stop!" says the caterpillar; "you are too tight, you want connection and continuity; it took me an hour to get over; you can't be as sure as I am, who have never quitted the subject, that you have overcome the difficulty and are fairly over the fence." "Thou miserable reptile!" replies our fox-hunter; "if, like you, I crawled over the earth slowly and painfully, should I ever catch a fox, or be anything more than a wretched caterpillar?"