## HOW TO BECOME A SAILOR.

**Rotine Life on the United States Training Ships—Successful Operation of the School for the Improvement of American Seamanship.**

The efforts of the navy department to educate and train a body of young Americans, through the training-school system, for seamen for the navy, says *The New York Star*, has proved an admirable and successful experiment. In the early days of the history of the navy the hardy fishermen of New England supplied the service with a splendid body of well-educated, experienced seamen. During the revolutionary war through the long contest of 1812-14, and up to the Mexican war, and, indeed, until the civil war, an abundance of these young men manned our ships. The increase of the navy called for by the exigencies of a tremendous struggle, including the blockade of a long coast, demanded more men than the fishmen could supply, and it became necessary to draw from every source material to render efficient the immense fleet hastily improvised for the occasion. Many of these new men preferred life on the shore after the war terminated, and it was found difficult to keep the ranks in the service properly filled. It then became important to devise a method by which the very best material should be enlisted and educated for the important duties of American seamen. After some years the present training school system was devised, and it has since been steadily adhered to and elaborated. Now the training ships are sending out yearly a host of apprentices, who are gradually manning our ships and making the service vigorous and equal to its best traditions.

This system is well worth a review for the information of those who have an interest in the welfare of a very important arm of the public service, as well as those who desire to take advantage of its benefits. By an act of congress authority was given the navy department to organize and maintain schoolships for the purpose of educating a body of young men who should gradually fill the ranks of seamen and form the corpse of petty officers on which demand so much the efficiency and value of the crews. Boys between 14 and 18 years of age are entitled, and are not entitled to discharge until they attain the age of 21 years. Minors must have the consent of parents and guardians, and must pass a satisfactory physical and mental examination. They must be able to read and write. As the system does not contemplate using the schools as reformatory institutions, no applicants convicted of crime can be received. An outfit of clothing is issued to the successful candidate, and he is supplied with bag and hammock and other things necessary to his comfort when he joins his ship. He has a place assigned him to swing his hammock, and is instructed in the novel duty of taking care of his clothes, keeping them clean and tidy, and taught his relations with the officers of the ship and his duties generally. After being put through the facings and giving a slight idea of the primary military drill, he is transferred to the flagship of the training squadron, the New Hampshire, at the headquarters at Newport. There he enters upon a regular course of education and training. An officer of the navy of high grade is charged with the details of instruction of apprentices and seamanship, gunnery, boats, signals and infantry. The executive officer surpervises the daily routine of studies, orders, or exercises, and maintains strict surveillance over the conduct, dress, and habits of the crue, and protects apprentices from unjust or improper treatment. His duty is to impress upon apprentices the importance of quick movement, ready and implicit obedience to orders, respect for superiors, and attention to duty. Discipline is mild, but firm, and it does not take long for the noviate, however queer or strange things may appear, to adapt himself to his novel surroundings. Besides a number of officers detailed for the instruction of the apprentices in seamanship and other professional studies, there are a chaplain and schoolmasters. The later preside over the various classes in the English studies, which embrace spelling, reading, writing, arithmetic, history of the United States, history of the navy, writing from dictation and geography. Religious instruction is given by the chaplain.

Six months are thus spent upon the stationary training-ship in preliminary instruction in seamanship, gunnery, infantry, broadsword exercises, swimming, signals, and English studies. This is followed by a term of the same length on board cruising ships, where instruction in furling and reefing sails, knotting and splicing, and, in short, acquiring a knowledge of all the minutæ of a seaman's profession. As early as practicable in the spring and autumn all qualified apprentices are sent to cruising ships, where they continue their studies, and when ready are transferred to vessels of the North Atlantic station to become regular men-of-war's men. While on board the training-ships the apprentices must be careful to behave themselves and strictly obey orders and regulations, or they will meet with swift although not painful punishment. A persistently disobedient apprentice, or one vulgar in habit or language, or whose influence upon his associates is obviously pernicious, may on recommendation of the commander of the vessel, be dismissed by the authorities at Washington. The navy does not want boys of that character, and it speedily gets rid of them.

The pay of apprentices is very liberal. A third-class apprentice receives $9 per month and one ration. On showing that he deserves promotion by good behavior, intelligence, and a knowledge of his duties, he is advanced to the rating of second-class apprentice, when his pay is $10 per month, and on still further promotion, he is made a first-class apprentice, or ordinary seaman, with pay at $11 or $13 per month respectively. On cruising ships he may receive still higher ratings for proficiency. He may be promoted to petty officer and get very liberal pay. His promotion depends entirely on his capacity and his work, and he may succeed or fall as he may himself determine. His career, so far as the officers' control is concerned, is likely to be free and untrammeled. Generally he will find the officers ready to promote his welfare every way, and if he be the right man he can attain any position to which he can rightly aspire.

At the termination of his period of service he receives an honorable discharge and a continuous service certificate, which upon re-enlistment within three months entitles him to three months' extra pay and pay of rations (valued at about 30 cents per day), and also an addition of $1 per month during re-enlistment. In case of injury sustained or illness acquired in the line of duty, he is entitled to a pension.

### What She Was.

"I'm a poor, husbandless woman," she wailed at the door of the Widows' Home, and was taken in and cared for over night. The next morning the matron called her into the office.

"You have no husband?" she inquired tenderly.

"No, madam," was the reply in a tear-stained voice.

"When did you lose him?"

"Last week."

"Only so recently? How sad. What was the matter?"

"He was poor and wanted me to live in two rooms on a back street, and I refused him."

"Then you are not a widow?" said the matron indignantly.

"No, madam; only a poor, husbandless woman, an old maid if you wish to call it by so harsh a name."

The matron bounced her out in five bounces down the stairs.—*Merchant Traveler.*

### Knew the Difference.

Hardup's wife had been trying her best to have him get her a sealskin, while he done his best to make her think some other fur would do just as well. Finally, one night after a siege he said:

"Now, my dear, why are you so persistent for a sealskin? Some fur would keep you just as warm. Can you tell the actual difference between seal fur and other fur?"

"I don't know that I can, but—"

"Oh, well, if you don't know the difference, we'll have something else."

"But my neighbors would. Come, I don't believe you know the difference yourself."

"Yes, I do. Just about $100 difference."—*Palmer Journal*

### History of the Match.

[From an Address by President Playfair, of the British Association.]

"Let me take a single example of how even a petty manufacture, improved by the teachings of science, affects the comforts and enlarges the resources of mankind. When I was a boy, the only way of obtaining a light was by the tinderbox, with its quadruple materials, flint and steel, burnt rags or tinder, and a sulphur match. If everything went well, if the box could be found and the air was dry, a light could be obtained in two minutes, but very often the time occupied was much longer, and the process became a great trial to the serenity of temper. The consequence of this was that a fire or a burning lamp was kept alight through the day. Old Gerard, in his herbal, tells us how certain fungi were used to carry fire from one part of the country to the other. The tinderbox long held its position as a great discovery in the arts. The *pyxidicula igniaria* of the Romans appears to have been much the same implement, though a little ruder than the flint and steel which Philip the Good put into the collar of the golden Fleece in 1429 as the representation of high knowledge in the progress of the arts. It continued to prevail till 1833, when phosphorus matches were introduced, though I have been amused to find that there are a few venerable ancients in London who still stick to the tinder-box, and for whom a few shops keep a small supply. Phosphorus was no new discovery, for it had been obtained by an Arabian called Bechtel in the eighth century. However, it was forgotten, and was rediscovered by Brandt, who made it out of very stinking materials, in 1669. Other discoveries had, however, to be made before it could be used for lucifer matches. The science of combustion was only developed on the discovery of oxygen a century later. Time had to elapse before chemical analysis showed the kind of bodies which could be added to phosphorus to make it ignite readily. So it was not till 1833 that matches became a partial success. Intolerable they then were, dangerously inflammable, horribly poisonous to the makers, and injurious to the lungs of the consumers. It required another discovery by Schrotter in 1845 to change poisonous waxy into innocuous red brick phosphorus in order that these defects might be remedied, and to give us the safety match of the present day. Now, what have these successive discoveries in science done for the nation in this single manufacture, by an economy of time? If before 1833 we had made the same demands for light that we do now, when we consume eight matches per head of the population, the tinderbox could have supplied the demand under the most favorable conditions by an expenditure of one-quarter of an hour. The lucifer match supplies a light in fifteen seconds on each occasion, or in two minutes for the whole day. Putting these differences into a year, the venerable ancient who still sticks to his tinder-box would require to spend ninety hours yearly in the production of light, while the user of lucifer matches spends twelve hours, so that the latter has an economy of seventy-eight hours yearly, or about ten working days. Measured by cost of production at 1s. 6d. daily, the economy of time represented in money to our population is £26,000,000 annually. This is a curious instance of the manner in which science leads to economy of time and wealth even in a small manufacture."

### Couldn't Stand It.

"Are your parents living?" an Arkansaw school teacher asked of a boy.

"Mur is, but pap ain't."

"That's bad."

"What's bad? That mur's livin' or that pap's dead?"

"It's bad that your father is dead."

"Yas, the man that had a mortgage on the crap said so."

"What was the matter with your father?"

"He couldn't stand prosperity."

"Why, how did prosperity kill him?"

"Wall, ole Bill Simmons give pap a whole jug o' whisky an' it was mor'n he could stan'. He done his best, but she downed him."—*Arkansaw Traveler.*

A permanent association, to help fair elections, is forming in Baltimore.

### He Went To Shoot.

We were sitting in an office of a hotel in a town on the Tennessee River, and a colored man came along with a revolver in his hand. One of the men called him into the hotel and asked:

"Sam, what are you going to do with that thing?"

"Gwine ober to hab a riot wid Bill Peters, the barber," was the prompt reply.

"What's he been doing?"

"Talkin', 'bout my mudder, sah. Yes, sah, he's bin slanderin' her all ober town. He's dun got to take it back or I'll bore him."

"I guess we'll go over."

"All right, sah."

Five or six of us followed him into the barber shop. Peters was shaving a white man, and he looked up and said:

"Boy, what you doin' wid dat ole shootin'-iron?"

"Gwine ter bore ye!" replied Sam.

"What fur?"

"Kase you has bin lyin' 'bout de ole woman."

"Shoo! You jist wait!"

"Oh, I'll wait! I ain't de pusson to put a white gem'lan out. Arter that gem'lan leaves de cha'r you want to look out fur me!"

Mr. Peters finished shaving the man, who did not even turn his eyes towards Sam, and then powered his face and and combed his hair. Sam sat there with the revolver on his leg, cool as ice, but just before Bill removed the towel from the man's throat he said:

"Boy! you go home!"

"Who you talking to?" asked Sam.

"To you, sah! I'ze got a right to talk to you."

"How?"

"Kase I'ze yer step-fadder. I mar'd yer mudder two hours ago. Dat makes you my step-son, sah, an' if you don't put up dat shooter an' git out o' dis I'll wollop ye widin two inches of yer life!"

"Hoo! You'ze dun mar'd ma?"

"Yes, sah."

"An' you'ze my step-fadder?"

"'Cose I is. Now you make tracks fur dat wood pile behind the house, an' when dinner am ready you come down heah an' call yer pa!"

Sam laid the revolver on a chair and walked out without another word, so humbled that his feet dragged on the gravel as he went off down the walk.

"Come around heah to shoot his step-fadder!" growled Peters. "Why, dat boy hain't got no sense 'tall! Next!"—*Detroit Free Press.*

### A Fault of Education.

Education needs to be adapted to the requirements of the individual; to be more personal in order to be more effective. We generalize too much everywhere; nowhere so much as in the class room. Because of this—because education runs so much to the multiplication of studies rather than to the stimulation of thought—our educated classes are inert and indifferent. The average college graduate finds that in the world about him there is no place he can fill acceptably to himself, and the fault is not so much with the wicked world as with those who first gave direction to his education.—*Louisville Courier-Journal.*

### Tears.

Crocodile tears are things of ancient history, and tears produced with the aid of onions are equally well known, but it has remained for modern science to produce onion tears without betraying the presence of the progressive onion itself. In fact, the aggressive onion need not be present at all. An essential oil is extracted from it which has all the tear compelling qualities of the solid vegetable itself. One drop of this oil on a handkerchief is good for one flood of tears, two drops produce a persistent fit of sobbing and three drops an appearance of utter abandonment to consuming grief.—*Philadelphia Times.*

### How it Applied.

"Excelsior!" exclaimed the young man, as he watched the girl of his heart pull down the curtains.

"Pray tell me why you give utterance to 'Excelsior.' What application has that to a window curtain?"

"Are they not the shades of night, and are they not falling fast?"—*National Weekly.*