## The Democratic Watchman

BELLEFONT E. PA.

## I'm Growing Old.

BY JOHN G. BAKE.

My days pass plesantly away.
My nights are blessed with the sweetest sleep.
I feel no symptom of decay.
I have no cause to mourn or weep;
My foes are impotent and shy,
My friends are aeither false nor cold;
And yet of late I often sign—
I'm growing old?

My growing talk of olden times,
My growing thirst for early news,
My growing thirst for early news,
My growing love of easy shors,
My growing love of easy shors,
My growing fate of crowds and noise,
My growing fear of catching cold,
All tell me, in the plainest voice.

I'm growing old!

I'm growing fonder of my staff,
I'm growing dummer in the eyes,
I'm growing dammer in the alugh,
I'm growing deeper in my stabs,
I'm growing careless in my dress,
I'm growing targets in my dress,
I'm growing frugal of my gold,
I'm growing wise, I'm growing—yes—
I in growing old!

I feel it in my changing taste, An plain as truth was ever told,
That even in my vaunted youth—
I'm growing old:

Ah me I my very laurels breathe. The tale in my reluctant cars, And erey boon the hours bequeath. But makes me debtor to the years. E'en flattery's honeyed words declare. The secret the world fain withhold. And tell me in How young you are I' I'm growing

Thanks for the years whose rapid flight
My sombre muse tog gladly sings.
Thanks for the gleams of golden light
That tim the darkness of their whigs.
The light that beams from out the "kly,
Those heavenly massions to unfeld,
There all are blest, and none shall sigh—
I'm growing old!

## Our Schools.

The following interesting paper was read before the late convention of coun ty, city and borough school superin tendents, which met in Harrisburg, in the Senate Chamber, on the 20th ultimo, by Superintendent R. M. MAGEE. of this county. It is a very important paper and full of valuable suggestions We copy it from the Pennsylvania School Journal, and commend it to the attention of our readers generally and of school men in particular. It is en titled,

GRADED SCHOOLS IN RURAL DISTRICTS.

We do not wish to be viewed in the light of critic when we assert that there are many imperfections in the practical working of our public schools, and attempt more particularly to point out one of these defects, and prescribe means for its correction. We do not here wish to question the excellence of our unrivalled common school system, for though it has its minor defects, it is everywhere manifest that it is doing a noble work; in whatever direction we turn our eyes we see sure indications of improvements; yet with all the im-provements and changes that have been wrought, every one will admit that there is something lacking in the present organization of our "country schools;" and while we do not wish to pamper the prejudices of the inconsiderate, we must admit that there is only too much truth in the assertion of achools in the rural districts do not accomplish enough

Admitting this, then, it becomes us to inquire into the cause, and here we may safely assert that, among the many obstacles in the way, the undivided labor system, more than any other, lies at the bottom of this, hence remedy is obvious -the proper grading of the schools wherever it is practicable

Mixed or ungraded schools must redefective, for the reason just stated, and fall far short of the standard intended by the system. Indeed the evstem recognizes them only where grading is impossible.

This subject has been frequently discussed. Extreme views have been given, in some cases recommending such radical and sweeping changes as to preclude even the the hope of a fair trial. It is our object here not to recommend any extreme measures, but by a few practical suggestions to point out what we consider

I. A SUITABLE PLAN AND MEANS FOR THE GRADING OF SCHOOLS IN RURAL

DISTRICTS.

Every village of sixty or more pupils should, and can, have its schools graded, if the proper means are adopted. Every ordinary village and densely populated locality has more then one echool-house within convenient dis tance. In such cases all that is necessary is to divide the schools, sending the smaller children to one, and the more advanced to the other. There may be some who will oppose this on the ground of having to send their children of a certain age to a more remote point, when they have a school house at the door. This is a difficulty that cannot be obviated, and it may require more than ordinary effort to convince such persons. It would lessen the cost, and not necessarily increase the number of teachers. The best evidence we have of the success of such measures under similar disadvantages is, that in localities were such gradi has been done, we nowhere see the old system of mixed schools being replaced.

That it is cheaper, in such localities, at once to establish such graded system, is shown, not only in the reduction in the number of teachers required to teach the higher branches, but in the buildings necessary. One building, with two rooms, will not cost as much as two separate buildings, with one One example may serve to illustrate this: A few years ago, in teacher—the work of the infant school a certain village having two separate, is a work of are, and one which the room each.

the buildings was destroyed by fire, and it became necessary for the district to erect another. A proposition was made to grade the schools upon the made to grade the schools apon the uionn plan, the village offering to donate the ground, and erect the building needed, if the board would appropriate \$2,000 toward it. This offer was not accepted, the Board deeming the plan too expensive, and an ordinary single the school of \$1,000 to a contract \$1,0 house was built, at a cost of \$1,200; couple of years later the other house had become so bad as to make it neces sary to build again, but the building so lately erected now stood in the way of the proposed union building, so another single house was crected—this time at a cost \$1,800 besides \$200 paid for the ground. Thus this penny wise policy produced a dead loss of \$1,200 to the township, besides frustrating the hope union graded schools for years Where two grades only are to be established, if there be already one good building, it may be enlarged by attaching to it another room, either for a separate grade, or to be used as a recitation room, with an aditional teacher: or, should the separate plan of grading be preferred, another building may be crected at some point most convenient for the smaller children.

In regard to the number of grades to be established, no definite rule can be laid down. Local circumstances must alone determine this. To give efficiency to the system it is plain that there should be at least three well de fined grades -- the Primary, Gramn & and High School, but though we shall endeavor to show what very many districts can have these three grades, we believe that not all rural districts are ready at once to take this advanced step, and in these would recommend two grades, Primary and Grammar departments We will go a step further, and concede that in some sparsely settled districts it is unreasonable to suppose that the schools can at all be graded at present however much they suffer by the delay. but this may apply only to the few and we beautite not to assert that in every thickly settled district such grading should be done at once. We assert this not without a full conception of the many difficulties in the way, not a few of which are of a local nature and can be dealt with successfully only by the local board of directors. A very serious obstacle in many districti is the shortness of the school term but the greatest obstacle of all is, probably, the tendency of the people to hold on to old plane, and to look with distrust upon all new measures.

We cannot expect these obstacles to be overcome without much patient labor. Every step in the development of our system has been at the same outlay, and yet no sooner taken and fairly tested than it has won the favor and support of the people. It is sug gested, however, that all attempts at grading be attended with as little ex pense as possible.

We herewith give briefly the outline of a plan, which, being modified in various localities to suit the peculiar disposition and feeling of the people we think could be put into successful operation in almost every township in the State. First, let every village and prescribed by the board, and teachers, densely populated section have its for want of firmness, frequently allow Primary and Grammar Schools, as the erroneous notions of persons who above indicated, allowing pupils from neighboring sub-districts to attend these, then, at such convenient dis tance as not to incommode any -about three miles from the most distant establish a High School, for the continuance and completion of the course commenced in the Grammar Schools with such additional branches as would make it equal in grade to a first class academy. The distance seems to be the greatest objection that could be of fered to this plan, and yet none would have over three miles, and compara-tively lew would have that distance to go, and they only the older class who would attend the High School. Thus every division of about six miles square would constitute a High School dis trict; but in sparsely settled districts, or where the advancement of the schools would not warrant so many, ten miles square might constitute such district. In many of the smaller town could not be sustained, a joint High School, for neighboring districts, can be established, with privilege for all of a certain grade of scholarship in such districts, to attend. The object tion to the last named plan is that pu pils attenting the High School would have to board at the school, at consid erable expense, besides losing the bene fit of home influence, but if these were once fairly established, others nester home might, in course of time,

accord, build up the requisite number of High Schools. II. HAVING CONSIDERES THE PEASI BILLTY OF GRADING THE SCHOOLS IN THE RURAL DISTRICTS, WE WILL BRIEFLY
REFER TO SOME OF THE MANY ADVANT AGES WHICH RESULTS FROM BUCH GRAD

take their place as they were required for the Grammar Schools would fur nish material which would, of its own

1. No school can make satisfactor progress where the elementary and the higher branches are both taught by the same teacher; the labor is too great in quantity, and too greatly diversified, for any teacher to do justice

to himself in the school. 2. The division of labor consequent upon the grading of the schools would give rise to separate classes of teachers, whose duty it would be to prepare for some particular department, and whose attention, no longer divided upon all classes and grades of schools, would be

directed to a single object.

This principle of special education is being carried out in all the learned professions,—in law, we have our counselors and barristers, our civil and our criminal lawyers; in medicine, we have our surgeons and clinics, our ear, and our eye physicians. So with the is a work of are, and one which the accomplished teacher of belles letters ungraded schools, composed, in part, accomplished teacher of belles letters. How to of scholars from the country, one of and the languages might fail to do deep.

well; and in like manner with all the different grades—each has its own dis-tinct and separate laws in regard to arrangement, adaption of school furniture and apparatus, and methods of teaching and governing—the results, respectively, of long experience and special training. Thus dignity and importance are given the work of teaching, on account of its efficiency, and what was regarded 'as fit employment for a novice is held to be the legitimate work of an accomplished

artizan. 3. Much time is gained. It requires as much time to hear a class of two or three pupils recite, as if it were composed of fifteen or twenty members; hence a school graded and divided into two or three classes will receive a great deal more benefit than it could if divided into twenty or thirty classes, as is frequently the case in mixed schools, where we find from forty to sixty pupils under the care of one teacher, and these ranging in age from six to twenty one years; and in studies from the alphabet to the higher English branstudies from the chhes. Under such circumstances it is not surprising to hear that the smal ler pupils do not receive the amount of time and attention that they should Indeed, justice cannot be done.

4. The discipline for different classes or grades of pupils should be different, Those incentives which influence the little child-the restraints and punish ments which alone are survible for the primary school-are distasteful to the young man or young lady who attends the same mixed school, and as utterly unfit for them as for the Parisian rabble, but let the schools be graded, and every grade thus formed can exercise

n distinct functions. 5. Better qualified teachers can be recurred, and teaching rendered more effective; for it is certainly easier to find a teacher well qualified for one department, than one thus qualified for every grade. There are those who are peculiarly fitted, both by nature and education, to instruct in certain branches, but unqualified for others, for teachers, being human, have "hobbies," in common with their

brethren. 6. It facilitates the grading of teach er's salaries. By the present arrangement with a few pupils studying the higher branches in every school, teach ers capable of teaching these higher branchers are required for all the schools, and like salaries demanded for like quality of work. Where the schools properly graded, a smaller number of teachers of this grade would be required, and the salaries could be graded in justice to all, according to qualification and ability of teachers. The untarriess of the present system is annually driving many of our best ! teachers nto professions which afford them a chance to rise, and where ignorance is not thus encouraged by and tell you the facts before he came.

paying a premium for it.
7 It facilitates classification all well regulated, graded schools, the board of directors prescribe a general course of study for the several grades; but in ungraded country schools, in general, no such course of study is prescribed by the board, and teachers, who know nothing about the fitness of pupils for the different studies, to govern them in this important duty.

8. It provides home instruction. community their are families who desire to educate their sons and daughters beyond the meager degree attainable in the common school, but who, in order to do so, are compelled to send them away to some distant institution, at a great expense, beside losing the benefit of home influence. This is unfair even for the wwalthier class, for he who pays his school tax has a right to expect the school to be sufficient for his wants.

But how will the poor fare? While the children of the wealthy may finish their education abroad, the large ma jority-the hope of the country-are have no home schools in which they tions, favors a separation of classes, and casts odium upon the schools—seeming to imply that they are only good

enough for the poor.

9 It secures permanency. It is not for the present only that we must provide: the schools of to day will bear fruit only in the distant future, and the character and condition of society then will be the result of the schools we institute and control now - and in exact

measurement with their efficiency.

Believing that it is practicable to grade the schools in the rural districts, and having noticed a few of the advantages resulting thereform, we will

III. THE CONSEQUENT DUTY OF DIREC.

The school law provides for the grading of schools. Section 60, page 76, of the Ischool digest, says: The directors and controllers of the respective districts chall have power to establish schools of different grades,' etc., and the school department has decided that this duty is obligatory upon directors in districts admitting of this arrangement. Directors are invested with full power to provide for the intellectual wants of all the children of the district, and this can only be done by establishing proper grades according to law. The president of the board is required, in order to secure the State appropriation, to swear that the law was complied with; not in part, but the whole law; and this portion of it can no more be evaded than

any other. To directors we look. Will they move in this matter? All that is asked is, to give this, or some kindred plan, a fair trial, and we have not the least doubt but that it will receive the emphatic ratification of the people.

How to get along well. Have it dug

## The Stolen Note.

Except that he indulged too freely in the use of the intoxicating cup, John Wallace was an honest, high-minded and extraordinary man. His one great fault hung like a dark shadow over his many virtues. He meant well, and

when he was sober he did well.

He was a hetter by trade, and by indhetry and thrift be had secured money enough to buy the house in which he lived. He had purchased it sever al years before, for three thousand dollars, paying one thousand down and securing the balance by mortgage to

The mortgage note was almost due at the time circumstances made me acquainted with the affairs of the family. But Wallace was ready for the day; he had saved up the money; there seemed to be no possibility of an accident. I was well acquainted with Wallace, having dose some little col-lecting, and drawn up legal documents for him. One day his daughter Annie came to my office in great distress, de-claring that her father was ruined, and that they should be turned out of the

house in which they lived.

'Perhaps not, Miss Wallace,' said I, rying to console her, and give the alfair, whatever it was, a bright aspect. What has happened?

'My father,' she replied, 'had the money to pay the mortgage on the house in which we live, but it is all gone now.'

'Han be lost it ?'

'I don't know; I suppose so. Last week he drew two thousand dollars from the bank, and lent it to Mr. Bryce for ten days,'
'Who is Mr. Bryce?'

He is a broker. My father got acquainted with him through Mr. Chan ler who boards with us, and who is Mr. Bryce's clerk.'

Does Mr. Bryce refuse to pay it.' 'He says he had paid it.' 'Well, what is the trouble then?'

Father says he has not paid it.'
'Indeed! But the note will prove hat he has not paid it. Of course you have the note? No. Mr. Bryce has it.'

Then, of course, he has paid it.' I suppose he has, or he could not have the note.'
'What does your father say?'

He is positive that he never received the money. The mortgage, he says, must be paid to morrow.

Very singular. Was your father—'
I he sitated to use the unpleasant word which must have grated harshly on the ear of the devoted girl.

'Mr. Bryce says father was not quite right when he paid him, but not very 'I will see your father.'

'He is coming up here in a few moments; I thought I would see you first I do not see how Bryce could have obtained the note, unless he paid the money. Where did your father keep

He gave it to me, and I put it in the secretary.'
'Who was in the room when you

put it in the secretary?' 'Mr Bryce, George Chaudler, my fa-

her and myrelf. The conversation was here interrupt ed by the entrance of Wallace. He looked pale and haggard, as much from

the effects of anxiety as from the de bauch from which he was recovering. She has told you about it, I sup poke,' said he, in a very low tone.

'She has.' I pitted him, poor fellow, for two thousand dollars was a large sum for him to accumulate in his little busi-ness. The loss of it would make the tuture look like a desert to him.

would be a mistor one which one must undergo to appreciate it. 'What passed between you on that ay?'

day? day? [7]
Well, I merely stepped into his of-fice; it was only the day before yes-terday—to tell him not to forget to compelled to submit, and rest content have the money for me by to morrow. here, simply because their parents are He took me into his back office, and unable to send them abroad, and we as I sat there he said he would get the the bank, to draw a check for two thousand dollars; so I supposed he

was going to pay me then.'
'What does the clerk say about it?' 'He says Mr. Bryce remarked, when he sent him, that he was going to pay me the money.'

'And when George came in he went into the front office again and fook the money. Then he came to me again, and did not offer to pay me the mon Then he came to me again,

'Had you the note with you?' 'No; now I remember, he said he supposed I had not the note with me, or he would pay it. I told him to come on the next day and I-would have it ready—that was yesterday. When I came to look for the note it

hunted the house all over.' 'You told Bryce so?'
'I did. He laughed and showed me his note, with his signature crossed over with ink, and a hole punched

could not be found; Annie and I have

through it.'
'It is plain, Mr. Wallace, that he paid you the money, as alleged, or I as obtained fraudulent possession of the note, and intends to cheat you out of

the amount.

'He never paid me,' he replied firmly,
"Then he has fraudulently obtained possession of the note. What sort of

person is that Chandler, who boards with you?' 'A fine young man. Bless you, he would not do anything of that kind.'
'I am sure he would not,' repeated

Annie, earnestly. 'How else could Bryce obtain the ote but through him? What time note but through him? What does he come home at night?

'Always at tea time. Henever goes out in the evening.'

But, father, he did not come home

went to Bryce's. He had to stay in the office to post books, or something

'How did he get in?'
'He has a night key.'
'I must see Chandler,' said I. 'No harm in seeing him,' added Mr.

Wallace; 'I will go for him.'
In a few moments he returned with the young man, Chandler, who, in the conversation I had with him, manifeated a kery lively interest in the solu-tion of the mystery, and professed himself ready to do anything to forward

my views. When did you return to the house

on Thursday night?'
'About twelve.'
'Twelve!' said Annie; 'it was not more than ten when I heard you.'

'The clock struck twelve as I turned the corner of the street,' replied Chan-

dler, positively.
'I certainly heard some one in the front room at ten,' said Annie, looking with astorishment at those around 'We're getting at something,' said I.

How did you get in?

The young man smiled, as he glanc ed at Annie, and said : On arriving at the door, I found I

had lost my night key. At that moment a watchman happened along, and I told him my situation. He knew me, and taking a ladder from an unfinished house opposite, placed it against one of the second story win-

dows, and I entered in that way.'
Good! Now who was it that was in the parlor at ten, unless it was Bryce or one of his accomplices? He must have taken the key from your pooket Mr. Chandler, and stolen the note from the secretary. At any rate I will charge him with the crime, let what may happen. Perhaps he will confess when hard pushed.'

when hard pushed.

'Acting upon this thought, I wrote a lawyer's letter—'demanded against you,' &c.—which was immediately sent to Bryce. Cautioning the parties not to speak of the affair, I dismissed them.

Bryce came.

'Well, sir, what have you to say against me?' he asked, stilly.

'A claim on the part of John Wallace for two thousand dollars,' I re

plied, poking over my papers, and appearing supremely indifferent.

'Paid it,' he said, short as pie crust.

'Have you?' said I looking him

sharply in the eye.

The rascal quailed. I saw that he

was a villain. 'Nevertheless, if within an hour you do not pay me two thousand dollars, and one hundred dollars for the trouble and anxiety you have caused my client, at the end of the next hour you will be lodged in jail to knewer a criminal charge.'

'What do you mean, sir? 'I mean what I say. Pay, or take

the conscouences.' It was a bold charge, and If he had looked like an honest man I should

not have dared to make it.

'I have paid the money, I tell you,'
said he; 'I have the note in my pos вевыов.

Where did you get it?

'I got it when I paid the -- '
'When you felomously entered the house of John Wallace, on Thursday night at ten o'clock, and took the said

ote from the secretary.'
'You have no proof,' said he, grasp

ong a chair for support.
That is my lookout. I have no time to waste. Will you pay or go to (a.d.?

He saw that the evidence I had was too strong for his denial, and he drew his check on the spot for twenty-one hundred dollars, and after begging me not to mention the affair, he sneaked

off. I cashed the check, and hastened to Wallace's house. The render may judge with what satisfaction he received it, and how rejoiced was Annie and her lover. Wallace insisted that I should take the one hundred dollars for my trouble; but I was mag nanimous enough to keep only twenty. Wallace aigned the pledge, and was ever after a temperate man. He died district. In many of the smaller town ships but one High School would be required; and where such single school contrary to the spirit of our institutions. This is left me and went into the front office, a few years ago, leaving a handsome required; and where such single school contrary to the spirit of our institutions. The single school contrary to the spirit of our institutions where I heard him send George out to property to Chandler and his wife, the marriage between him and Annie hav-ing taken place shortly after the above narrated circumstances, occurred

> IGNORANCE OF FUTURITY A BLESS ing - You know as much as ist good for you. For it is with the mind as it he had known in America, and is with the senses. A greater degree him he inquired how they could all the senses. is with the senses. A greater degree thim he inquired how they could all of hearing would territy is five saw to give a wine bath for seventy to things in croscopically we showed to atraid to move. The our knowledge is suited to our committances. Were we informed be orchand of the good things provided for us by Providence. from that moment we should cease to enjoy the blessings we possess, become indifferent to present duties and be filled with impatience. Or suppose the the special own were gloomy and adverse, what dismay and despondency would be consequence of the discovery And how many times should we suffer in imagination what we now only endure but once in reality! Who would wish to draw back a vail which saves them from so many disquietudes?

THE LADY'S PRIEND, for August, 1871 —A very attractive number - full of the good, fresh stories that people like to have for summer reading, and bright with illustrations of all kinds. The steel plate, 'The Carrier Dove,' seems to represent a thir Persian lady in the to represent a fair Persian lady in the besieged city, receiving a message. The music is the Bridal Galop. An illustrated story by Daisy Ventnor leads off the literary department, and there is another by Madge Carrol. The editorial department of this magazine is to some readout their forces. azine is to some readers their favorite portion. Price \$2.50 a year (which also includes a large steel engraving). Four copies, \$6, Five copies (and one gratis), \$8. The Ludy's Friend' and the 'Saturday Evening Post' (and one engraving), \$4. Published by Deacon & Peterson, Pinladelphia. Single copies for sale by all News dealers, and till ten o'clock the night before you by the publishers, price 25 cents.

All Sorts of Paragraphs.

Paris is said to be unsually full Americans.

In Mobile shavings are extensiv

used in street paving. A Texas jury sentenced a man to hung by the head until dead.

Go to strangers for charity, acquai ance for advice, relatives for nothing An Oregonian got lost in the wo ecently and went fifteen days with

food.

Henry Clay's old home, Ashland, been purchased by the university Kentucky for \$90,000.

Butter is new imported from Auslia, to England, and is said to arrive large quantities and in good order.

A Philosopher who married a vul but amiable girl, used to call her 'Bro Sugar,' because, he said, 'she was su but unrefined.

Mr. G. was a most inveterate puns Lying very ill of cholera, his nurse p posed to prepare a young tender chi

Hadn't you better take an old he said O in a low whisper-he was to to speak louder-for she would more apt to lay on my stomach. A lad in Hartford, whose fifth bir

day occurred last week, asked his pare if the schools would keep open that dadding, 'They didn't on Washington birthday.' An army of bees are said to he warmed into a church in Gloucest Mass., recently, during divine with

but retreated when the sexton shook contribution-box at them. A country paper, speaking of street organ playing of a soldier with arms, who worked the crank with 1 foot, happily says: His playing waabove the usual average; he threw

sole into it. A physician said of a quack that was such an ignoramus that if he con take a lantern and go down inside patient he couldn't find out what matter was.

Little Howard R .room where his mother had hung up clean curtain, and made the astate servation, 'Oh, ma, the window has on a clean shirt.'

'Mother, send for the Doctor? 'Winy son!' 'Case that man in the paris a going to die-he said he would sister Jane would not marry him a Jane said she wouldn't. Relationships are farfetched son times both in Ireland and Scottan

Do you know Tom Duffy, Pat ' hand him, is it?' says Pat, 'sure he a ne relation of mine, he once wanted relation of mine, he omarry my sister Kate.' A drunken man fell asley to the roadside, where a pig found has so began to lick his mouth -- Was kissing me now?' What a cap

thing it is to be in favor women! Wo have artificial teeth, artificial b eyes, nose, and artificial religion morality. We believe that some yo

ladies must were artificial heads, a read of a young lady whose thead turned by a young man An Indiana man took laudanum marking that he had an engagen with General Jackson at four oct Active exercise on the part of a stone pump caused the engagement to broken.

A plain, honest fellow applied ver day to a Wall street attorney for my advice. After detailing the constances of the case, he was asked had stated the facts exactly as they he occurred. 'Yes sir' said he, 'you' a put the lies in yourself.'

Deal gently with these who e-Draw them back by love and persua-A kind word is more to the lost that mine of gold. Think of this and in your guard, yo who the grave an erring brother.

An Irishman having jumped intot water to save a man from drowns upon receiving a quarter from the person as a reward for the service, lo first at the money and then at him, a Job.

DELICIOUS FRENCH WINE, An merican travolor desiring, while in Pa to take a bath, his physician recommen ed a wine bath In the employ of t establishment was a colored man wh cents

Why, massa, said the negro de wine has been in the bath for on week and you are the thirty-eighth per-obttle has bathed in it.'

"Well, I suppose you throw it swi when they are done with it?
"O no, massa; they send it down star for the poor people, who bath in it is twenty five cents."

'And then what do you do with it Bottle it up, and send it to Americ where they sell it for French wine The gentleman has lost his relish to

French wines WOMAN'S THIRTY POINTS. -And Spanish writer says that a woman quite perfect and absolute in beauty she has thirty points. Here, they as Three things white -the skin, t

teeth, the hands. Three black—the eyes, the cycbrow

the cyclashes.
Three red—the lips, the cheeks, the

Three long-the body, the hair, the hands.
Three short—the teeth, the care, the

Three broad-the chest, the brow, th bace between the eyebrows Three narrow—the mouth, the w

the instep.
Three large—the arms, the hip, th Three free-the fingers, the hair, th

lips.
I hree small—the breast, the nose, th

bend. Song of a man going to have a toot drawn: How happy I would be with

tther.'