

things for them, and try to comfort and cheer them. I so enjoy it. Eighteen months yet before I can get into harness! Heigho! for one-and-twenty!

"I have just been having a talk with mother. I think I am beginning to be something like you, Ruth, always questioning myself and wanting to know the root of things. I have been asking myself whether, if all idea of heroism were banished from the work of nursing, I should be so anxious for it. Mother has comforted me. She says we must not put off beginning to do a right thing because we cannot hope our motive is pure as it should be, or we should never make a start. 'Pray,' she said, 'to be made more and more willing to do just exactly what God would have you do; and should He see there is a danger of your being tempted to an undue estimation of self in your chosen work, He will either humble you in it or give you other work, with lesser temptation in it for you.' I suppose I looked rather downcast then, for she gave me one of her loving little pats on my cheek and kissed me, and said, 'I'm not afraid you will grow proud, my child; you will see such lives of heroism amongst some of the poor, that any self-denial you may practise will seem small in comparison.' That is just like mother; she always knows the right thing to say to comfort and help me, without smoothing and glossing over my perplexity."

Ruth's letters gave like indication of her steadfastness of purpose, although her present home had proved as delightful as she had anticipated. Glowing accounts were given of rambles and excursions in the neighbourhood, and of many an interesting practical lesson in natural science, but Girton was still looked forward to as a stepping-stone to a successful career.

"As for me, I'm going on steadily, and so is Time. It seems impossible that we can have been here nearly four years. In six months I hope to be on my way to you—and Girton."

"How I wish you could pop in and have a gossip! You would find Con and me in one of the class-rooms, which is to-day spruced up with a square of carpet, for the German professor has been holding a class for ladies! He has had permission to use this room once a week for this purpose. The lady pupils have just taken their departure, and Con and I have elected to pass a quiet hour here all to ourselves. She has gone with 'Alice' to 'Wonderland,' and, I—well you know what I'm doing. But you don't know what I was doing a few minutes ago! Had you peeped in then you would have seen your friend with a huge note-book before her, on the first page of which appears, in fair characters, 'Random Notes of a Girl's Life in

Tasmania.' Now, if your eyebrows have not lost their pliability they have 'gone up' with a note-of-exclamation expression. Don't mistake, Muriel, my beloved—this is only for very private circulation; in fact, for your clear, grey eyes alone. I suddenly came to the resolve that I would look up my diaries, and odds and ends of note-books and scraps, to get them ship-shape to take home, and they looked such a confused heap that I determined to copy them out neatly. Now you know all about it. I'm afraid you will think I have given up all idea of the professorship since my style is so flighty. Not so, I am as sober, or more so, than ever over my lessons, and I have been going in vigorously for some of the 'ologies,' and botany! But, Muriel, I'm far too short to look majestic and dignified! *N'importe*—'the mind's the standard of the man'—and—of the professor—of either sex, so we'll presume."

Not very long after the receipt of that merry letter, a hurried note was sent, saying that in consequence of news received, Mr. Stacey would be obliged to go to England on a business matter. He had, therefore, made arrangements for the second master to take his duties, and would be leaving with as little delay as possible, bringing Ruth with him.

"Ah," said Dr. Egerton, when Muriel read with glee that Ruth was coming sooner than had been expected, "I fear it is hardly a cause for rejoicing."

Muriel looked up inquiringly.

"Is it as bad as you feared, George?" asked Mrs. Egerton.

"At present I do not know that the whole will be lost, but if not, only a very small amount will be saved, and in case of Mr. Stacey's death, I am afraid there is but little else for his wife and family."

"Father, what does it all mean?" cried Muriel, anxiously.

"An investment made by Mr. Stacey some few years ago has turned out a failure. I told him I did not think it wise to risk so much as he did, but he is of a very sanguine temperament."

"Still, he is in a good position now, and comparatively a young man," Mrs. Egerton said. "We must not magnify the trouble."

"No," replied her husband, but he looked troubled, for he knew more than others the constitutional delicacy of his friend, and he dreaded the effects of the shock he would receive on landing. That landing was never effected, for before the conversation just narrated took place Mr. Stacey was laid in his grave. A cold taken and, in the hurried preparations for sailing, too little heeded, resulted in death after ten days' illness. Thus the journey so joyfully anticipated by Ruth was made under sadly different circumstances.

About the same time that it was originally arranged for her to leave, she, with her widowed mother and orphaned brothers and sister, bade adieu to Tasmania and started on her voyage home.

The worst fears were realised with regard to the speculation made by Mr. Stacey. Happily he had insured his life, and this provided a small income, upon which, with strictest economy, it would be possible to live without any real distress.

During the few days spent in town, before proceeding to pay one or two visits to relatives, the friends were constantly together, and it was apparent to the doctor and his wife that a change had passed over Ruth. Her decision of character and strength of will were as evident as formerly, but softened by a gentleness and a consideration for others that had been rather lacking.

"Is it then perfectly necessary to give up Girton?" Muriel asked one morning, as the girls sat together having one of their old talks.

"Perfectly!" was the reply; "for not only must no more money be spent about me, but I must try, directly we get settled down, to earn my living, or something towards it."

"You poor old darling!" said Muriel, taking Ruth's hand in hers.

"You must not pity me, Muriel." Ruth strove to keep back the ready tears. "Listen to our plans. You know we mean to take a house in Rochdale. Rent is cheap there. The boys can go to the grammar school, where education is good and inexpensive. They are quite young yet—Hugh only just fourteen and Charlie not quite twelve. Mother and I can manage to teach Connie, and I hope to get some daily engagement."

"You are a brave, unselfish girl."

"No, no, Muriel, you don't know the battle I have had to give up my own will; but everything has looked so different since father's death. A few hours before he died he begged me so earnestly to be all the help I could be to mother, and he said he thought there might be some special work for me to do for the boys. Then he prayed that I might be willing both to see and to follow God's leading." Poor Ruth broke down for a time, but, presently checking her tears, "At first," she continued, "I was so overwhelmed with grief at losing father, I thought nothing of the loss of the money; but on the voyage home, as I lay at night in my berth, I seemed to go through it all again, and to understand more of his meaning. And now, I believe, I can see at any rate the next step, and I'm trying to take it willingly and cheerfully. But, oh, Muriel, you must keep on praying that I may not falter."

(To be continued.)

SLOYD.



SLOYD! I daresay a great many of our readers will wonder what this peculiar word means. Well, I will tell you something about it. Sloyd is the Anglicised version of the Scandinavian word "Slöjd," which in its original form means "cunning," "clever," "handy"; it has, how-

ever, another use, and is applied in Sweden to a system of manual instruction given in Swedish schools, where different kinds of handwork are employed for educational purposes. An association is now at work to introduce this system

into our schools, high and low alike. The system originated in Sweden, and has now been adopted in various European countries in different forms. It aims at making children handy, and giving them a liking and respect for manual work; at developing activity; at encouraging attention, industry, and perseverance; at training the eye and the sense of form; at fostering cleanliness, neatness, and accuracy. In Sweden the children begin their sloyd at nine or ten years of age, learning on a carefully graduated system the use of carpenters' tools. The first article which learners have to make is a little pointer, using merely a knife and glass paper, from such articles they proceed to more difficult ones; making rulers, inkstands, brackets, and other useful and ornamental articles.

Among the conditions which have to be fulfilled to carry out successfully the system, are:—(1) The work must be useful; (2) it must be executed without help; (3) it must be real work, not play; (4) the articles made should be of varied character; (5) the work should be of such a nature that it can be finished with exactness; (6) it should be in harmony with the worker's powers and physical strength; (7) it should demand thoughtfulness, and thus be more than purely mechanical work; and (8) many tools and manipulations should be employed. The great charm of the system lies in the fact that it educates morally, physically, and mentally.

It is not, as many people run away with the idea, merely wood-carving or carpentering, but it is the application of different kinds of hand-

work for educational purposes. There are several differences between wood-sloyd and ordinary carpentering. For instance, the division of labour employed in carpentering is not allowed in sloyd, where each article is begun, carried out, and completed by the same pupil; the tools used are different—the knife, the most important tool of all in sloyd, is little used in ordinary carpentering; again, the objects made are usually of a different character, and are smaller than those made in the trade; and lastly, the important difference of all lies in the object of sloyd, which is not to turn out young carpenters, but to develop girls' and boys' faculties, and especially to give general dexterity, which is valuable to one and all of us.

Sloyd is essentially a form of work which calls forth every variety of movement, brings all the muscles into play, and exercises both sides of the body. Now, to girls this is specially useful, particularly those in our higher schools, where, as a rule, there is not the variety and exercise to develop properly the sum-total of their faculties. The system is so arranged that the left hand and arm can be used as well as the right in sawing, planing, etc.

Although the exercise of the mental faculties is demanded, it is a very different exercise from that required for ordinary schoolwork; it cultivates, so to speak, the practical side of the intelligence, leading people to put two and two together, and to exercise forethought. Looked at from a moral point of view, it is found that sloyd implants respect and love for work in general, including the rougher kinds of bodily labour. It implants in people a sense of satisfaction in honest work, begun, carried on, and completed by fair means, and by their own efforts. It lightens and strengthens the bond between home and school. Everything which is made is for home use, and among the lower classes this actual use of things made by the children, in addition to the wholesome pride and pleasure they call forth, do much to reconciling the parents to allowing their children to remain longer at school.

Truancy has almost died out in Sweden since the introduction of sloyd, and we can only hope when once its meaning has been rightly grasped in our own country, that it will have the same effect here. It may not be thought at first sight that it is such a difficult matter to introduce the system into our own country; but, first of all, teachers have to be trained, and, secondly, the series of models used in Sweden, admirable though they may be for that country, do not in every particular suit our country.

It requires considerable thought and care to replace certain models by others, answering the same purpose with regard to sequence and processes. We have been particularly fortunate in gaining the gifted teacher and sloydist, Miss Nyström, directress of the Nåas Sloyd Seminary for teachers, near Gothenburg, to initiate us into this system of tried value. If it meets with the success it deserves, it will be to Sweden again we must turn for gratitude and thanks in aiding us in another progressive step in this century.

Captain Nordensköld, who in the little *Vega* first made the North-East passage, was a Swede; Pater Henrill-Ling, who has given to the world the most scientific and comprehensive system of gymnastics, was likewise a Swede; and now it is from Sweden that has evolved hand-education, which promises to supply the deficiency which our educational system at present lacks.

Institutions are being started all over England now to train teachers—that is to say, in all the great provincial centres. In the winter vacation a four weeks' course is given; when six hours a day is given to the practical work, training is only able to be given in the holidays, as it requires several hours' work a day to study and become acquainted with the system. Invitations have been received from the United States, and even Natal, for teachers to go out to those parts, so that, ere long, the word sloyd is likely to become as familiar to us in the curriculum of schools as arithmetic or geography. It will probably be taken up in

Abyssinia, through the instrumentality of the Swedish missionaries, and even far distant Japan is showing an interest in the subject.

The Kindergarten system for the very young is the precursor of sloyd, for that responds to the child's need of activity and production, brightens its school-life, and harmoniously develops the nature of the child. As soon, however, as a child is considered too old to continue the Kindergarten training, the skillful co-ordination of the faculties of touch and sight is left for the most part to chance, and the child's disposition. It is here, however, that sloyd will step in. That there is a necessity for supplying this want in our educational system no thoughtful reader will deny, for it is very desirable, in face of an ever-increasing population, that all classes, from the highest to the lowest, should be taught to use their hands as well as their heads, so that each man or woman may be placed in a position of independence, and be capable of earning a honest livelihood. Anyone who has gone through the sloyd training will find him or herself full of resources, and can with comparative ease turn to new work. We must not forget the fact that all skilled work, however humble it may appear, is brain work too. In addition to its moral and social value, sloyd is now recognised as the basis of technical education.

We hope our readers will have gathered some idea of this much-needed innovation in our educational training, and that many will be stimulated to making themselves acquainted with such an important and interesting new feature. Hitherto those who would like to receive a sloyd training have had to travel to the seminary at Nåas, on the beautiful shores of lake Savelängen; and after going through the course there, have had to face the difficulty of applying the system to British tastes and customs. Now there is no such journey needed, and the knowledge obtained is such as can be straight away imparted to pupils.

THE CHEF.

By MARY POCOCK.

HOW A FRENCH COOK DRESSES GAME.



Faisan Roti—

Lard the breast of a pheasant, roast it before a moderate fire for forty-five or fifty minutes, baste it well; when done sprinkle with salt, and serve with gravy and cut lemon.

Faisan aux Choux (pheasant

with cabbage).—Take a cabbage that has been cut in quarters and prepared for cooking, throw it into boiling water and partly cook it; cover the bottom of a stewpan with slices of bacon, add some pieces of veal, a saveloy, a carrot, an onion cut in slices, pepper and salt; place the pheasant on these, let it cook for ten minutes, then add a little broth; when the bird is half done drain the cabbage and press all the

moisture from it, put it in the stewpan with the pheasant, and finish cooking together over a very moderate fire. When done cut the cabbage small, make a border of it with the bacon and saveloy cut in pieces and arranged on it, place the pheasant in the middle, and serve with a tureen of highly-seasoned gravy.

Salmis de Faisan (salmis of pheasant).—Three parts roast a pheasant, then cut off the legs and wings, divide each in two, cut the remainder of the meat off the carcass in slices. Put a glass of white wine in a stewpan with some chopped shallots, pepper, salt, grated nutmeg, and a little stock, add the pieces of pheasant, simmer until the gravy is a little reduced and the pieces of bird are done enough, then add two tablespoonfuls of good olive oil; have ready the liver of the pheasant, cooked and pounded, add it to the gravy. Serve the salmis with fried sippets round.

Faisan à l'Angoumoise.—Lard a pheasant with truffles instead of bacon. Put some more truffles (or the remains from larding) in butter, with pepper and salt; cook them a few minutes, then let them get cold, and add twenty chestnuts that have been roasted and skinned; put these inside the pheasant, cover the breast with a very thin slice of veal, then envelop it in slices of bacon fat, tie them on, place the

bird in a stewpan on more bacon, and add two glasses of malaga; cook over a very slow fire. When done, skim the gravy, thicken it with chestnuts that have been roasted and put through a sieve, add some cut truffles, and serve.

Fillets de Faisan.—Take the two sides of the breast of a pheasant from the bone, lard them with truffles, put some slices of fat bacon in a stewpan, place the fillets on them, then pour in some light white wine (*vin ordinaire*) to just cover the fillets. When they are done, take them out and brown before the fire; reduce the sauce a little, strain it, and add some truffles if liked; serve the fillets on fried bread with the sauce round.

Boudin de Faisan.—Take equal weight of chopped and pounded pheasant, of floury potatoes that have been boiled and put through a sieve, and of fresh butter; pound all together, add eggs enough to make it into a paste, season with a little spice, pepper, salt, thyme, and pounded bay leaf; turn on to a board, and roll in flour to shape them, then brush over with white of egg, and cover with breadcrumbs; fry a pale brown, and serve with gravy made from the pheasant bones, etc., and sharpened with a few drops of vinegar. This pheasant mixture is also sometimes put in small buttered moulds and steamed; these little puddings are