

Next day, when lessons were over, we started together for the cathedral at four o'clock. Mr. and Mrs. Pelham were in London, Miss Thornbury had become absorbed in her letters, Rolfe was safely in his rooms at Cambridge, and there was nobody to interfere with us. Audrey had dressed herself in her most becoming costume, and was in the wildest spirits. I, on the contrary, was dejected and apprehensive, and wished myself anywhere but where I was. As soon as we entered the cathedral through the low-arched southern doorway, Audrey looked down the dark aisle on her left hand, and nudged my elbow. "There he is—there's Tom," she whispered excitedly. "No one is about; I must go and speak to him. Go and sit down, Daisy—in the stalls, you know. I'll come directly."

She came in about five minutes, and knelt down beside me on one of the benches under the octagon. Both of us were disturbed and distracted, and I'm sure neither did nor got any of the good we ought to have done by coming to church. As for Tom, he wandered about in the nave and aisles where the light from the choir could not reach him, as was the bad habit of most of the male church-goers on week-

days, and did not present himself till service was over. Then Audrey, angrily resisting my impulse to get home quickly by the usual route, seized my dress and dragged me down the nave, coaxing and threatening in excited undertones. As we approached the small aperture in the great west doors, through which we passed into the Galilee portico, our friend was politely holding back the curtain for us. And, as soon as we found ourselves in that windy vestibule, Audrey seized us each by a hand, and introduced us to one another. "This is Daisy, Tom, whom I have told you about.—Daisy, this is Tom, Mr. Heseltine. Isn't she a great, tall girl, Tom?—she quite looks down upon me."

We shook hands awkwardly over Audrey's muff, exchanged a few polite commonplaces, and relapsed into silence; and I felt in a moment that he and I would never get on together. He was a good-looking young man, as even the dim winter twilight showed me; but there was a swaggering look about the position of his hat, and a suspicion of conceit and familiarity in his manner of speaking to both of us, that I knew instinctively was against good breeding, and which set all my feathers up.

END OF CHAPTER THE NINTH.

## HOW TO MAKE CHILDREN'S TOYS.



"BE good children, and play nicely." "But we don't know what to play at; we have nothing to do." How often do these remarks pass between children and nurses!

The majority of children are good when they are interested and fully employed. Does not every mother know that when she gathers her children round her and tells them a story, or when nurse devotes herself exclusively to their amusement, there are no complaints made that Master Tommy gets into mischief and tears his clothes, or that Miss Ethel quarrels with her sisters? Tommy stands with mouth and eyes wide open, listening to the story with all the attention of which he is capable, and Ethel amiably gives up her comfortable seat that baby may sit near mother.

The difficulty is that mother cannot always be telling stories, for she and nurse also have numberless duties to attend to. Still, the little limbs are active, the little eyes are bright and searching, the minds are busy; and if the children cannot be provided with

legitimate materials on which to expend their energies, they will assuredly find illegitimate ones. Is it not worth while to take a little pains to keep them fully occupied, and without burdening them to accustom them to pass from one employment to another?

I do not think that children need to be provided with a large number of toys. The children who are the richest in toys are not necessarily the happiest. It is with them as with grown-up people—what is easily obtained is lightly valued. It is pitiable to enter some nurseries, and to see the toys once beautiful which now lie broken and useless. Neither is it necessary to go to any very great expense. Supposing a little girl has succeeded in herself manufacturing a rag doll; she will value it far more than a much superior one which has been bought at a shop; whilst nothing interests a boy more than the boat or the bow and arrow which he has made with his own deft little fingers.

Fröbel, the founder of the Kinder-garten system of education, believed that "play is the labour of the child." In his opinion, a child's employments and games should not only call his fingers into exercise, but should draw out his powers of observation, and reason, and comparison, and memory. Certainly this is most desirable and excellent; but what are these interesting employments? It may prove useful to name one or two of them. One of the simplest is stick-work. This is for quite young children. For this it is necessary to have a number of pieces of wood about the eighth of an inch thick and three inches long. These sticks may be bought in boxes ready for use, and at a cost of threepence or fourpence; or a bundle of flat spills may

be obtained and cut up to the required size. With these a child will amuse himself for a long time. The nurse should direct him either to make letters or to form figures.

For children of a more advanced age pea-work is very interesting. Sticks are necessary for this also, but they should be round instead of flat, and should be pointed at each end. They can be bought for a few pence rounded properly, and of a good length, but they will need to be broken into short pieces of a suitable size, and to be pointed at the ends. The day before they are to be used, about a pint of dried peas should be procured, and these should be soaked in plenty of cold water to soften them. They should then be dried with a soft cloth, otherwise they will spoil the points of the sticks, then they are ready for use. It is astonishing what a number of pretty figures can be made with these inexpensive materials by a child with a little ingenuity; and the way to develop ingenuity in a child is to make demands upon its exercise. The most expensive box of bricks that could be purchased would scarcely yield more enjoyment. The peas are to be put on the ends of the sticks, and can be used for making all kinds of architectural wonders, as well as the most simple shapes. To take a very common example: supposing it is wished to make a chair; take a number of large peas and a few sticks, all of uniform size. With four of each of these form a square with a pea at each corner, the ends of two sticks being pushed into each pea. The square when finished must be both firm and straight. Take four more sticks and put them in the peas at the corners to form the legs. A pea at the end of each of these will make the chair stand better. Push two more sticks into two of the peas, and upon this form the back. This will give an idea how to form a very plain chair, which may

be improved and ornamented indefinitely. Carriages, houses, churches, trains, and a large variety of figures may be made with these peas, according to the skill and ingenuity of the builder. The wheels of carriages may be made by pushing eight sticks into one large pea to form a circle, then making the outer circle of the wheel with sticks pushed into each pair of peas.

I am old-fashioned enough to think that children—both boys and girls—should be taught to sew. If they begin by making pretty things—not hum-drum useful things—they will soon get to be fond of the work. Many a man who has travelled far away from mother and sisters, has felt the desirability of knowing how to sew

on a button, or to put the necessary stitch in linen; while girls, of course, ought to be taught needlework, and the sooner they begin the more likely they are to become proficient in the art. Wool-work always delights children, especially if affection gives them a motive for working. How delighted a little girl is to make a pair of slippers for her father! It is difficult to say which is the more pleased, the giver or the receiver. Very pretty balls can be made with wool; so soft that they will give rise to no anxiety about the ornaments or the windows. They are made as follows:—Take two round pieces of cardboard and cut



"NO TOYS."

a hole in the centre of each the size of half-a-crown. Wind wool through these holes round and round the cardboard till it is completely covered and the hole is filled up. Pass some string through the hole and tie it tightly in several places; then cut through the wool between the cards, and gradually little by little draw the cardboard away. Trim the edges of the wool evenly to make the ball smooth and neat, and it is ready for use. Wools of different colours should be used; and any little odds-and-ends of wool may be tied together and used instead of fresh wool.

Endless enjoyment may be had from cutting papers. When a little girl is old and steady enough to be entrusted with a pair of scissors, she may furnish her doll's-house not only with chairs and tables, but with paper inhabitants of various sizes. The only necessities are a pair of sharp scissors and a little stiff paper; writing-paper or brown paper is the best. It is a little difficult to give clear verbal instructions for this kind of thing, and more might be learnt by once seeing it done than by reading the clearest description of it. One thing should be remembered, and that is,



THE TOY-TABLE.

that if an object is intended to stand upright, a piece of the paper about an inch wide should be folded back on the side which is to be at the bottom, and when the object is cut out, this can be turned straight out to be level with the table, and so support the figure. Some things do not need this support: a chair, for instance. To make it, take a piece of stiff paper about two inches long and one inch broad. Divide this into three across the breadth, and mark the divisions closely with the thumb-nail. Cut a strip about a sixth of the width at each side of the two outer third portions to make the legs of the chair. Turn these strips down till they are perpendicular with the middle portion. Cut away the paper between the two front legs, and ornament the back of the chair as fancy dictates. Tables and stools may be made on the same principle. To make animals, double the paper, and cut out the shape of the side of the animal. Be careful to make its legs square at the bottom, then open it very little, and it will stand on its four legs. To facilitate operations, the outline of the figure may be drawn before it is cut, and it may afterwards be improved by a few touches with pen or pencil. For human figures, the paper should be doubled, and the figures drawn in profile, and made to stand by being provided with good-sized feet. To make a house, take a piece of paper, turn back a piece at the bottom for it to stand on, then fold it in four lengthwise, and press thereon the divisions plainly. Turn back the two ends a little to make the sides of the house. Cut out the shape of the house, with roof and chimneys, then make the windows and door, being careful not to cut off the paper in forming these—in the case of the windows it can be folded back to form shutters.

A pennyworth of beads, with a needle and thread, will keep little children interested for a long time. They can make elaborate rings with a jewel of beads in

the centre, chains, &c. I have seen scent-bags of beads made by quite little children, which were exceedingly pretty.

Drawing, too, is an occupation which children almost always enjoy. If possible, each one should have a slate and pencil, with a sponge tied to it to rub the slate clean. If the mother or nurse is able to direct the efforts of the children, so much the better.

Very pretty water-lilies may be made out of oranges as follows:—Take a sharp knife, and cut the skin of the oranges into sections, beginning at the top. Be careful not to pierce the fruit itself, and also to leave a small circle about a quarter of an inch in diameter at the stalk end of the orange untouched. Loosen these portions of skin from the orange so as not to break them, roll each one, and leave it rolled at the bottom of the orange. Divide the orange itself into sections, and do not separate them, but leave them joined near the bottom. Take the rolls of skin and place the tip of each one on the top of the orange, which will then assume an appearance somewhat resembling that of a half-opened water-lily. A dish of oranges prepared in this way has a very pretty effect.

Of course, it is evident that arranging for these little employments for the children involves a certain amount of trouble to the elders; but is it not worth while? By such means, children may be kept happy and contented instead of being mischievous and cross. They may acquire habits of industry and observation which they will retain through life. They may exhibit powers, the possession of which without these means would have been unsuspected. In short, the amusement of the child may be made a part of his education, and that not only without trouble, but with a great deal of pleasure to himself.

PHILLIS BROWNE.

## GARDENING IN FEBRUARY.



the general appearance of things. And here again, at the outset, we must have recourse to hardy and herbaceous plants: the golden pyrethrum, e.g.—

**C**ARRYING out our

November suggestions for a garden that is to be fairly bright all the year round, and as there are yet some three months before we can hope for any great variety of colour, let us first see what we can still do among the beds on the lawn to improve

the common feverfew—which, besides making an excellent border when the bedding-out time comes, is an admirable winter-garden plant, and is very often on that account allowed to remain in the beds when the other plants—geraniums, &c.—are taken up in October. Its foliage being a bright pale green, it has certainly a gay appearance, but the less said about its odour the better; perhaps some persons may appreciate its rank bitter, but for my part I sympathise with the bees, to which it is exceedingly obnoxious. Indeed, it has been said that they can be kept at a distance by carrying about in the hand a few of its flowers. These last, however, do not make their appearance much before July. Well, to go on with our spring “bedding-out”—we will call it spring for the sake of pleasing our friends at the window—next get, say, a few roots of the double-daisy, white, red, and pink. Interspersed among these might well be put in with advantage some little tufts of blue forget-me-not (*Myosotis dissitiflora*); of course, we are speaking here