

guiding friend to her. Miss Nancy, as has just been said, was always antagonistic to her; Ella, though she was very fond of her, had no breadth of brain and heart, no high religious principle which could make her able to give light to Ruby, for she had none herself, or at least only a little dawning glimmer, which had come entirely from Ruby. As for Mr. Lindhurst, with all his real affection for his second ward, as he now always called Ruby, he was not the person to be a judicious friend to her at this time. He had begun, thus late in life, to see all the errors of his own past career, and to do his best to remedy them; but he had no faculty for leading others into the right path. Many of his old failings were still hanging about him, and he would sometimes make unkind, cynical remarks that did Ruby no good.

But still Ruby clung to, and read over and over again, her mother's letter, and still she felt a vague, yet confident assurance that, were that mother now upon earth, she would make everything plain and bright for her. Daily the girl prayed for more light, and daily, amid her errors and failings, she groped after the hand of her Father above; and that hand, though she could not yet see it, was shaping her path for her, leading her onward to fields of fruit and sunshine.

(To be continued.)

## HOW TO IMPROVE ONE'S EDUCATION.



THE numerous readers of THE GIRL'S OWN PAPER must vary so much in age, position, and education, that it is not possible to write on such a subject as we have chosen exactly in the way that will give most satisfaction to everyone. Nevertheless we will undertake to say that no girl who carefully reads what follows on the question of self-improvement will regret having done so; on the contrary, it is hoped that each one will be either refreshed, or en-

couraged, or stimulated to adopt at once one of the methods here suggested for increasing her own usefulness.

The subject of "Finishing Schools" will be a familiar one to many. In all probability some who read this will already have left such an establishment, with a "finished" education; it is hoped to attract and rouse these to the reality, that as long as we live we shall find something to learn, and that our life and our education must terminate at the same time.

There are also probably many among our readers who regret that they have not been able to enjoy the privileges that a dear friend has enjoyed, so far as early teaching is concerned. More than this, that circumstances have arisen to cause a gap in educational work

just at a time when the mind is most ripe to receive instruction. Perhaps, too, during this unfortunate period much with which one was once familiar has been lost, hopelessly lost, it seems. Let these remember that it is never too late to learn, and that much can be done in the way of making up deficiencies in early education by patient and persevering study. One's own desire and strength of purpose are large factors in such work: we hope to guide the way and encourage those who are patiently plodding on.

Another class of readers, possibly not a very small one, if one could hear the silent assent which follows the reading of the remark, may include those who, having been provided with the best means of obtaining instruction, have not felt a sufficiently strong desire to learn much. They have done what was absolutely necessary to be done at school, but were glad when the time came to leave school. Let us hope that at least these also fall within the number of those who are really desirous to do something for self-improvement.

Though it would be possible to select other classes of readers, we will rest satisfied for the present with asking (1) all those who think they know all that it is necessary for them to know; (2) all those, who from a variety of circumstances apart from themselves, have been unable to receive a good education; and (3) all those who, having had the opportunity of good teaching, have not been able to appreciate it, and so have lost much from their own want of wisdom, to spend a quiet half hour with us.

The question now occurs, What is a good education? Opinions vary very much as to what standard should be acknowledged as the test of a good education, but no one will dispute the point, that position in life must always be an element in determining this. For instance the education which one would call goods for the upper classes in a Board school, would not be entitled to the same epithets in the upper classes of our middle class and high schools; and what would be a good education for the housemaid could not be considered in the same light when speaking of the ladies of the house. In every grade and rank of life however, the intelligence which is given to us has to be cultivated, and it behoves each one to do the best that is possible to improve and elevate the mind. It has been said that "the best part of one's education is that which one gives to one's self." If this be realised, then there can be no stronger inducement necessary to urge forward those who have hitherto thought it impossible to teach one's self.

Begin to study *at once*. As soon as the effort is made, much pleasure and a good deal of knowledge will be sure to follow. We shall not now expect to be met with the remark, "Yes, some people are clever, and can work alone;" only believe that *all* people can work alone, and do very much real good to themselves, if they will not be faint-hearted, and give up in despair at the first difficulty which presents itself.

But we have not yet fixed our standard of what we ought to know. Let us adopt then as our motto the well known words of a well-educated man who decided that we ought to know "*something of everything, and everything of something.*" Let us also remember with this the French proverb, "*Les demi-connaissances sont plus dangereuses que l'ignorance.*"

The field is wide when we feel that we must know something of everything, but then we have made up our minds, and we shall not readily be turned aside by difficulties. We already, too, have a foundation of general education to work upon, and the whole of our life may be devoted to the perfecting of our mind. The question now is, *How* are we to work?

Well, one has to find out what one already knows, and this may be done by testing one's self by getting copies of questions given at a general examination, say the College of Preceptors, for instance, and answering these questions. Of course one must be very strict with one's self with regard to keeping the rules and correcting the papers when done: no fault must be allowed to pass unnoticed, and one must answer the questions *at once*—that is, *at sight*; no looking up of little points must be allowed when once the questions have been read, and everything must be done in *the given time*.

It would be well, if not very advanced, or not in the habit of working examination questions, to test one's self first with the third class papers, then with the second, and so on. When finished the answers may be compared with a book on the subject and all mistakes marked. Something is now accomplished. The difference between real and fancied knowledge has been made plain, and knowing now what you do not know helps to fix for you what you want to know. Now take a schedule of some examination, or form a definite plan of work, fixing the subject, or subjects of study, and the time to be devoted to it, taking care to keep most steadily to the plan laid down. Make it a *duty* and remember that "England expects that every man will do his duty," and every girl too!

Before saying more on the details of study we will consider a few points of general interest. They will not be exhaustive, neither will they be new to all our readers, but they will, it is to be hoped, open out some new veins of thought to many minds. To those who are very anxious to work we say—

1. Do not attempt too many subjects of study at once if you are much occupied with household duties or engaged in teaching. Remember that regular and systematic study spread over a period of time, even though the time be in half-hours, will enable one to store up a good deal of knowledge in the course of a few years. To those who think differently let me say very earnestly *try it*.

2. Make an effort to surround yourself with useful books. Many girls find in their homes wonderful stores of books; they know the book-cases, but are often astounded when an occasional visitor tells them that the information they seek is in such and such a book, on such and such a shelf in a particular book-case in their own home! Besides having books, know what is inside them, examine and criticise them as you do your acquaintances, and be able to give the good and bad points in them. Make them your friends and companions. You will seldom have time to feel dull. With many, however, the case is different, and it is not easy always to get books. One good plan to adopt is to keep a list of books by you that you really want, and when asked by friends what you would like for a birthday present, Christmas present, &c., &c., to name one or two of your long-desired friends.

3. Cultivate the friendship of those who are better informed than yourself; take every opportunity, without of course being tedious, of talking with well-read people, listening with the utmost attention, and asking for explanations when you do not understand. Much help and guidance in the choice of books may be obtained from these people.

4. Read carefully and thoughtfully. The habit of reading many story books and missing over the "dry" parts is very unhealthy, and is by no means a good preparation for study. Nothing can make up for the want of regular and careful reading. "Reading," as Bacon tells us, "maketh a full man;" he also gives us a very good piece of advice on reading, "Read not to contradict nor to believe, but to weigh and consider," preparing us for the fact that much that we read must be questioned and

tested before we are to accept it as fact, and this throws us back on the judgment of those who are wiser than ourselves and who best know what books we should read. The same great writer tells us further that "some books are to be tasted, and then to be swallowed, and some few to be chewed and digested."

5. In order to be quite sure of the real benefit derived from reading it is necessary to examine one's self from time to time and recapitulate and summarise what has been done. Another good plan is to keep a book for extracts.

The following is a good introduction to such a book:—

"In reading authors, when you find  
Bright passages that strike your mind,  
And which perhaps you may have reason  
To think of at another season,  
Be not contented with the sight,  
But take them down in black and white;  
Such a respect is wisely shown,  
It makes another's sense one's own."

6. It is also a good plan to write short essays on subjects that have been read. This will help wonderfully in giving readiness and precision in expressing one's thoughts, and it is also a guarantee that one knows a subject. It is not possible to write clearly upon a subject of which one is altogether ignorant.

7. Where possible it is also a good plan to discuss certain points in reading. It is an advantage to acquire the habit of good speaking. Many people speak indistinctly, or incoherently, who are of necessity obliged to speak in public. This would not happen if the art of speaking or debating were more usually adopted. A few girls, sisters and their friends, might have weekly, fortnightly, or monthly meetings, choose a president or umpire, and speak on a given subject, say for five or ten minutes each, with very great advantage. Of course it is hardly necessary here to suggest that the subject should be prepared, and that there should be no gossip and no temper admitted into these little societies. An afternoon tea would be a genial close.

8. Another very interesting mode of self-improvement, known and practised possibly by many readers of this paper, is that of forming a kind of literary society, or club, the members of which write papers on given or self-chosen subjects, to be read and remarked on in writing, by each member of the club. The prize schemes of THE GIRL'S OWN PAPER are a public form of this method; an appreciated one also.

9. Among girls, too, it is very customary to have Dorcas meetings. It is a good plan here for one to read aloud. A lighter kind of literature, or poetry, will form a pleasant and healthy recreation here, as well as at the evening needlework, where fathers and brothers join the circle, and sometimes become the reader.

Many more points occur as showing their advantages, but doubtless our readers have already framed some additional ones of their own; if so, our object in this respect is already gained.

In gathering up in conclusion the thoughts put forward here, our readers will readily agree that our centre of observation is on the *choice, accumulation, and use of books*. THE GIRL'S OWN PAPER has already shown "how to form a small library." Of books not to be found in this library, and not included in the list of gift books spoken of, and yet needed, the *lending libraries*, of which nothing has been said, will supply the place. There are students' lending libraries, as well as circulating libraries, which contain little but novels. Books then are within reach, and we hope also that every girl has some one to guide her in the choice of books; may she use them well when she has them! She will not regret

the work when she has acquired the knowledge which gives pleasure in its search, enjoyment in the possession and satisfaction in its distribution; which makes her a happier, more intelligent, and more useful member of society, and a help-meet for the best of men.

(To be continued.)

## VARIETIES.

### BEHEADED WORDS.

I'm seen upon the queen's highway,  
Sometimes at night, mostly by day,  
And in the garden I appear  
On working days throughout the year.  
I am not always on the ground—  
In fireworks I'm often found;  
Ladies once used me with much grace;  
On decks of ships I have a place.

When you have twisted off my head  
I'm that on which most people tread—  
A thing of flesh, a thing of leather,  
The two are often found together.  
To pauper, peasant, king, or queen,  
I am of priceless worth, I ween;  
In lowly cot and lordly court  
To all I give a firm support.

Next, strange as it may sound or look,  
Outdoing Maskelyne and Cooke,  
You may cut off a *second* head,  
And go, like them, unpunished;  
Nay, more, I promise you a treat,  
If you first dress me and then—eat,  
No matter whether large or small,  
I am most wholesome food for all.

K. F. W.

A NEW BALL GAME AS PLAYED IN JAPAN.—There is a Japanese ball game which is very popular in its native land and which might well receive some attention in this country. It is known as "Temari." The "Temari" is a ball about two inches in diameter and made generally of cotton, wound round with thread, so that it keeps its roundness and is elastic. Its outside is often ornamented with different figures made of threads of different colours. A number of girls stand in a circle and one of them—say, for example, our friend Jessie—takes the ball and throws it perpendicularly on the ground, and when it rebounds she strikes it back towards the ground with her open hand. If it rebounds again towards her she continues doing just as before. But if it flies away the one towards whom the ball flies, or who is nearest to the direction of the flying ball, strikes it towards the ground as Jessie has done, and the game continues until one of the players misses her stroke or fails to make the ball rebound. She is then cast out of the company and the others play again in the same way as before, until another girl fails and is cast out. The same process continues until there is only one girl left to whom belongs the honour of victory.

### HOW TO READ CHARACTER.

"Actions, looks, words, steps," says Lavater, the famous writer on Physiognomy, "form the alphabet by which you may spell characters," and the following are some of his aphorisms on this most interesting subject:—

Who turns up her nose is unfit for friendship.

Who interrupts often is inconstant and insincere.

Keep her at least three paces distant who hates bread, music, and the laugh of a child.

Slovenliness and indelicacy of character commonly go hand in hand.

The rapid who can bear the slow with patience can bear all injuries.

Who has a daring eye tells downright truth or downright lies.

Who writes an illegible hand is commonly rapid, often impetuous, in her judgments.

Fly her who from mere curiosity asks three questions running about a thing that cannot interest her.

Who can listen without restraint whilst an important thing is telling can keep a secret when told.

The manner of giving shows the character of the giver more than the gift itself. There is a princely manner of giving and a royal manner of accepting.

As a girl's salutation, so is the sum total of her character: in nothing do we lay ourselves more open than in our manner of meeting and salutation.

The more uniform a girl's voice, step, manner of conversation, handwriting—the more quiet, uniform, settled her actions, her character.

As a girl's Yes and No, so all her character. A downright Yes and No mark the firm, a quick the rapid, and a slow the cautious or timid character.

BUYING LIFE WITH MONEY.—It is often said, and no doubt with some well-intentioned idea of consolation, that, after all, money cannot buy life. We remember having met with a curious instance to the contrary. In the old days of sailing packets a gentleman embarked for Ireland, and when a few miles from land broke a blood-vessel through seasickness. A doctor on board pronounced that he would certainly die before the completion of the voyage if it was continued, whereupon the sick man's friends consulted with the captain, who convoked the passengers and persuaded them to accept compensation in proportion to their needs for allowing the vessel to be put back, which was accordingly done.

THE SWORD OF THE TONGUE.—Speaking one's mind is all very good in its way, but before opening your mouth just read what Francis Quarles, who wrote the "Emblems," says on the subject, "Give not thy tongue too great a liberty, lest it take thee prisoner. A word unspoken is, like the sword in the scabbard, thine; if uttered, thy sword is in another's hand. If thou desire to be held wise, be so wise as to hold thy tongue."

### ANSWER TO DOUBLE ACROSTIC (p. 607).

I M L A C\*  
C L E A R  
H A R R O  
N O R I C  
E B R O D  
U H L A N D  
M I S S O L O N G H I  
O V E R Y S S E L  
N I O B E

\* Rasselas.

## ANSWERS TO CORRESPONDENTS.

### MUSIC.

EDWYNA.—Procure Professor Randegger's "Singing Primer," Novello & Co., as recommended at page 55, vol. i. We fear the tales and stories of amateurs are of little value as a means of money making. Get some sensible friends to read yours. Our staff of contributors is quite filled up. Your mother and yourself appear to be both wise and brave in your efforts, and we wish you all success.

A. B.—You will obtain what you require amongst the "Primers" published by Messrs. Novello & Co. You do not tell us what the marks were caused by. Have you tried ammonia or benzine.

WILD ROSE.—From half an hour to an hour at a time, according to the amount of attention you can give. When the attention flags, give up your practice at once. Read our articles by Miss Arabella Goddard, and Lady Benedict, page 164, vol. i., and page 2, vol. ii.

## HOW TO IMPROVE ONE'S EDUCATION.—II.



AVING already discussed a variety of methods by which one can do something towards improving one's self, it now remains to speak specially of the actual work to be taken in hand. Writing for Eng-

lish girls, it scarcely seems necessary to remind them that they should know their own language well, and that excellence in English studies should be our *first*, though not our only, aim.

## I. ENGLISH STUDIES.

To be a fair English scholar it is necessary to be able to speak and write in a clear and correct manner. Elegance and grace of style may be added to these, but though they charm us much they are not absolutely essential, while clearness and accuracy are altogether indispensable. To procure these qualities one requires a good sound knowledge of *English grammar and analysis of sentences*. When one always associates with well-educated people, one naturally acquires the habit of good speaking; nevertheless it is really essential that one should know and be able to apply the laws of language. Unfortunately, the study of English grammar has not always been made as easy and clear as it might be, and it is more than probable that many readers of this paper have decided that grammar is "very dry"; to these especially we would say that the subject is most interesting, and will not only repay you for any labour you may bestow upon it, but will give you much pleasure. Of the most clear and useful books on this subject, and most to be depended upon, the following may be named: "English Grammar and Analysis, arranged in a series of lessons for home use," by George Gill, price 2d.; "English Grammar," by Dr. Morris, 1s., published by Macmillan in the Primer Series; "Mason's English Grammar," published by Bell and Daldy; "Morell's English Grammar and Analysis," published by Longmans, London; "The Handbook of the English Tongue," by Dr. Angus, published by the Religious Tract Society, 56, Paternoster row. The two first of these are quite easy books, anyone may understand them; the last is for more advanced students, and "Craik's History of the English Language" is a useful book to study with it. All these books may be consulted with advantage; but it is not necessary to use them all to attain to a satisfactory degree of proficiency, while it is possible that many of our readers already possess some of them without actually knowing their worth. Having studied well the use of every word, and acquired the power of applying the rules of syntax, the next phase of our work lies in reproducing our own thoughts, of putting down for the eye to see what the mind has taken in. This is really what we call *composition*. No one who has studied her grammar well can write incorrectly, though it is not equally easy to all persons to find words to express their thoughts at once. A few hints here: Make up your mind what you want to say, and say it in the simplest

manner possible. Never use a long hard word when a short easy one answers exactly the same purpose. Never use a word of the meaning of which you are not quite sure (look in the dictionary if you have a doubt). Avoid long sentences. In writing letters be perfectly natural, and write as you would speak if the person to whom you are writing were present.

Style in composition depends largely on the command of language that one has, that is, the number of words that come readily to one, as well as one's power of imagination. A good style may be best obtained by the careful reading of well-written books, and by trying to write from memory abstracts of what one has read. A good rule, too, to be observed in speaking is to avoid careless and inelegant speeches, and to speak as if what were being said were going to be put into print at once. The habit of exact, methodical speech, and of writing, in the most choice language, may be acquired by all who will take the pains to do so. Of the art of composition, Angus gives much help in the book already mentioned, and there is a composition primer in Macmillan's Series. A book on "English Composition," by Johnson, for pupils preparing for examination, and published by Longmans, also contains a good deal of useful information, put in a simple manner, and the specimens of exercises or short essays written by pupils is encouraging, and shows what can be done by ordinary people in this way. Of course it is not expected that these should all be perfect, and many girls doubtless will be inclined on reading some of them to say that they are not very good. Some at least will be encouraged by the use of this book.

Before proceeding further, it would be well here to remind the reader that though several books will be named on each subject of study, it is not in the least intended that they should all be consulted at the same time. The intention is rather to help the *many*, which must include students in various stages of mental growth; as well as to cover the ground of the various books which may already be in the hands of those who read this, and therefore to save expense in buying what is necessary.

To the student who works alone we will advise the use of one or two books at a time, and these mastered first, then a wider reading. The case is quite different where a good teacher is at hand to reconcile and explain the apparent differences which exist in different books on the same subject.

2. Of ARITHMETIC every girl should have some *practical* knowledge. One must keep up the practice of bills of parcels, the use of weights and measures, the working out of sums for wall-papering and carpeting, as well as know something of interest and stocks. All bills should be tested, and no girl who has the full charge either of her own or another's money should think of spending it without keeping a strict account. It should be easy also to calculate how much the odd ounces of the meat should come to, as well as the quarters of yards of dress material, &c.

3. ENGLISH LITERATURE, too, is a necessary part of a complete education, and much may be added to the store of knowledge on this subject during the *whole of life*. A knowledge of the chief writers of our country, with the time in which they lived, and the kind of work they wrote, should be perfectly familiar to us; and of the most important among them one should know something from direct reading of their style. The powers of observation and comparison should be sufficiently trained to help each one to form an opinion for herself, in preference to repeating the opinion of another, though much deference should be given to the opinions of well-read

people. "Chaucer's Prologue," at least, should be well studied among the old writers; Spenser's "Faery Queen," should not be a stranger to us; and Sir Philip Sydney's book on "Criticism," Bacon's "Essays," and some other writings of those times, should be quite mastered. Of course, Shakespeare will be widely read. The separate plays published in the Clarendon Press Series, with notes, are very useful for those who *study* Shakespeare, a work which gives immense pleasure and profit. Some of Milton's prose works, as well as his poetry, the poems of Dryden and Pope, and Johnson's "Lives of the Poets," should be read. One should also know something of the works of Addison, Defoe, Scott, Wordsworth, Coleridge, Southey, Charles Lamb, Burke, Cowper, Jane Austen, Lord Brougham, Tennyson, Thackeray, Dickens, Miss Mulock, Maria Edgeworth, Macaulay, and many others too numerous to mention here. It is of mental culture only that we are now treating, and we therefore do not specially name religious books, doctrinal or devotional, which have their own higher claims.

To study carefully English literature, Stopford Brooke's "Primer," in Macmillan's Series, will be found a great help, both to those who know very little and to more advanced pupils. "Chaucer to Wordsworth," by T. Arnold, published by Murby, is a larger and most useful work. "The Biographical History of English Literature," in Morell's Series, published by Longmans, is prepared specially for students who are not very advanced, and has many helps in the form of questions and notes. Angus's "Specimens of English Literature," a companion volume to his "Handbook of English Literature," also will be found most valuable. Nothing, however, should deter students from reading *some* of the best works of our great authors for themselves; the common practice of reading some other person's view of a book, and of giving it out as one's own, is by no means to be admired. Honesty in this, as in every other work of life, will bring its own reward.

4. ENGLISH HISTORY, like English literature, forms a wide field of study; but intelligent reading in a systematic manner will abundantly repay all who will make up their minds to read up this subject for one or two hours a week. For those who feel they know very little on the subject, Edith Thompson's little book will be a pleasant teacher; but there are so many good books on English history that it is difficult to say which is best. It is only right, however, that no one should expect any single book to be perfect. "The Student's Hume" is one of the long-established histories, and those who *know it well* maintain that it is too useful to be set aside for more modern works. "Green's History of the English People" is a most enjoyable book, but unless the reader is fairly well informed on history, she will find after reading it that she does not *retain* a clear and comprehensive view of the subject. This book should most decidedly be read; but it should be used as the companion of "Student's Hume," which is quite different in style. "Bright's Public School History of England" is certainly one of the best books that can be used; but there are three volumes, costing respectively 4s. 6d., 5s., and 7s. 6d.

In studying history it is a very good plan to fix upon a certain period, a reign, or a dynasty for instance, and get up very thoroughly all its details. The lives of the chief men taking a prominent part in the history of their time should be read from another source where not sufficiently related in history; the literature of the time should be read where possible with the history of the time in which it appeared; Shakespeare's historical plays should be read side by side with

the history which they represent, and so on. The "Epochs of History" (Longmans) will here be of great use.

Every student of history should read Dr. Arnold's "Lectures on Modern History," as well as those of Professor Smyth: they could be obtained from any good library, and are valuable as showing what great teachers of history think to be necessary, and also in helping us to form judgments on historical events. For the few who are already well informed, and require deeper or more general historical reading, we would recommend that some acquaintance be made with White's "Nineteen Christian Centuries," Collier's "Great Events of History," Macaulay's "Essays, Biographies, and History," Hallam's "Constitutional History," and the works of Froude, Freeman, Stubbs, and Erskine May.

5. GEOGRAPHY as a study is so closely connected with history that it is scarcely possible to be well informed on the one subject without having a fair knowledge of the other. Geography may be studied in a variety of ways; it is possible to reduce it to a dry series of hard words; but it is also possible to make it one of the most delightful and enjoyable of studies. Much may be learned through the eye; indeed, a railway journey may be made intensely interesting (and far less fatiguing than it sometimes becomes) by following from time to time on a good railway map the stations, rivers crossed, &c., and deciding the county in which they are situated, noticing the direction (winding or otherwise) the river follows, the nature of the district, whether flat or hilly, whether pasture or cultivated land, whether the crops look good or poor, what the crops consist of, &c. In passing through railway cuttings the nature of the underlayers of the earth will be shown, and those who know a little geology will here find much to interest them. A boat journey on a fine day may be equally instructive. Few people will deny that a journey by rail through the Peak district, or from Exeter to Penzance, or by steamer through the Kyles of Bute, or from London to Plymouth, may not be made extremely instructive.

There are many good books on geography, but a good atlas is absolutely indispensable to an intelligent study of geography, no matter how good the book may be. Much is also to be learnt from good-guide books, such as Black, Murray, Baedeker, and more than most people seem to realise, from "Whitaker's Almanack." To work well at geography the student should accustom herself to draw maps (not trace them) in which she fixes exactly the things which she knows something about, whether mountains, rivers, lakes, or towns. Books of travels will be found to give excellent geography lessons, and they should in all cases be read with the map in hand, every place should be found, and this remark also applies to historical reading.

Every English girl should know well the geography of the British Isles (some charming descriptions of scenery by Wordsworth and other poets, as well as Scott's "Lady of the Lake," give a charm in this) and of the colonies and dependencies of Great Britain. The history of the latter should also be known; this would greatly add to the interest which attaches to the questions of the day, such as the war at the Cape, the occupation of Candahar, &c. Then we ought to know something of the countries which supply us with food. Does every girl realise that the food raised in our own country would only maintain the inhabitants of the country two days in the week, and that for the remaining five days we depend upon other countries? Then we should also know the countries which buy our manufactured goods, and those which supply us with raw materials, &c. We ought also to

be familiar with the countries near us, those which we may probably visit some day, if we have not already visited them.

Some of the best books for the study of geography are Hughes's "Manual of Geography" (Longmans), Clyde's "School Geography" (Simpkin and Marshall), "The World of Waters, and Recreations in Physical Geography," by R. Zorulin (Parker and Son), Milner's Geography, edited by Keith Johnstone (56, Paternoster-row), and the most comprehensive book, published by Stanford, is called, "Geography: Physical, Historical, and Descriptive." It is a charming book, but rather expensive.

6. ELEMENTARY SCIENCE should also find a place in the studies of all girls of the present day. The present has rightly been called the "age of science," and there are so many good books on the subject that every girl could fairly well teach herself something of such subjects as botany, physiology, geology, &c. The pleasure of a country walk is increased tenfold to all those who have made even small progress in the study of botany or geology, and all the pleasures of a visit to the country, or a holiday at the seaside, may be recalled by looking over one's collection of plants and stones made during these times. Railway cuttings, sea-cliffs, and other places of disregard to many people become objects of intense interest to the young geologist, while of the practical advantages to health accruing from a knowledge of physiology one could write for some time.

"Macmillan's Science Primers," is, each, are capital books on special subjects, but will require a good deal of industry on the part of the student.

II. ON THE STUDY OF FOREIGN LANGUAGE AND LITERATURE.—Of foreign languages French is the most universally-studied, though German is much more generally learnt now than formerly. As the only sure method of acquiring any proficiency in any language depends upon a thorough knowledge of its grammar, we begin at once to discuss the question of the French grammars. Of these, none is better than *Baume's*, published by Simpkin and Marshall (1st volume, 3s. 6d.). It contains neither too little nor too much. Its rules are simple, and the exercises eminently practical, while the 2nd volume (4s.) containing the syntax, is invaluable. To all those who are familiar with Smith's "Principia Latina," the French books on the same principles are likely to be acceptable; and "Household French," by Havet (Sampson and Low), is a very practical French grammar. For those who have much time to give to French and wish to learn the conversational style, we recommend the complete French course by Havet. The familiar phrases, however, used in daily life, as well as accurate accent, cannot be obtained from books, and can only be acquired by colloquial lessons from a teacher possessing skill to guide conversation and to correct errors.

As reading books, Cassal and Karcher's "Modern French Readers" (Trübner) are very good. The junior course commences with anecdotes and short tales, and concludes with longer and very interesting stories. The second part contains extracts from the best contemporary writers, and is especially useful as showing the real idiomatic style of the most distinguished authors of modern France.

Having mastered the grammar, and acquired a good stock of idiomatic expressions by these means, the student should now begin to translate from the English into French, in order to acquire facility of expression, and the application of the rules already learnt. The first book for this purpose should be Neven's "Letters and Conversations," for translation into French (Williams and Norgate). It contains extracts from French authors translated

into English, to be re-translated into French. The Key contains the original French. This arrangement lightens considerably the work of the student, by arranging the English in a more easy manner for putting into French. "The English into French," by Van Laun (Public School Series), may be used in a similar manner to this book. It has three volumes, but these three together are cheaper than Neven's book, and, moreover, each volume contains a good vocabulary. "Half-hours of French Translation," by Mariette, is a good book, but rather difficult. In making a special study of idioms, "First Steps in French Idioms," by Bué (Hachette), will be found very useful; but the book which every student who wishes to know French thoroughly should use is "Le Questionnaire Français," by Karcher (Trübner). It contains questions upon all the niceties of the language, and its systematic use must of necessity produce a thorough knowledge of French.

In reading French we would say that instead of devoting one's time to extracts from different authors one should read short original tales, such as those of Souvestre, viz.: "Au coin de feu," "Récits et souvenirs," "Sous la tonnelle," &c. After this we should recommend Ercman and Chatrian's stories, as "Madame Thérèse," "Le Conscrit de 1813," "Waterloo," "L'histoire d'un paysan," &c. The reader cannot fail to be interested in these works, and their natural, simple, and conversational styles make them extremely useful.

Hachette and Co. have published some very good reading books for advanced students, with explanatory notes, and biographies of authors, &c. The volumes devoted to About, Musset, and Töpffer are excellent; Colomba, by Mérimée, is a most valuable book, the notes, explanations of difficult passages, idioms, &c., being beautifully rendered.

French poetry may now be studied, and no better books for this can be found than Cassal and Karcher's "Anthology of French Poetry" (Longmans) and "Staaf's Littérature Française," especially the fifth volume.

Classic French authors may now be studied, such as Molière's "L'Avare," "Le Misanthrope," "Les Précieuses Ridicules," Racine's "Athalie" and "Esther," and "Le Cid" by Corneille. "Hernani," by Victor Hugo, may be studied for the purpose of comparing classic and modern tragedy.

For those who are beginning or are not far advanced in the study of German, "Schmid's Tales," is, published by Nutt, will be found useful. They are extremely simple. They have no vocabulary, but steady use of the dictionary is an advantage sometimes. For comparison of English and German words few books will be found as useful as Neuhof's "German Vocabulary" (Norgate); and Aue's "Elementary Grammar," published by Chambers, is, 6d., will clear up most difficulties, as well as Meyer's "Grammar" (Collins), which is 2s.

For the second stage of study in German, Buchheim's "Deutsches Theater," with notes and vocabulary (Norgate), 2s. 6d., will be found a very useful work, while more advanced students will find "Prose Compositions for Translation into German," by Buchheim, extremely serviceable.

As such full directions have been given for the study of French, it is not considered necessary to enter into further details on German, but no student should consider herself proficient in German till she can read Schiller's "Wilhelm Tell."

III. MUSIC AND DRAWING are generally classed as "accomplishments," and formerly so much time was devoted to them (especially to music) by some girls that they scarcely had time to do anything else. Now, however, music with most people takes its place

as one of the required subjects of education. There cannot be a doubt about music being a universally favourite subject, and one which gives very much pleasure to most people. With a few exceptions we may say that people of all ages and all ranks love music; and music often has the most soothing effect on the sick and suffering. There are many inducements to urge one, then, to persevere in the study of music, and every girl who does not live entirely for *self* will strive to do her very best in cultivating her voice, and in improving her playing. To those who are unable to take lessons from a good teacher, we would say that a *daily* practice of scales and exercises for at least twenty minutes (not necessarily together), is absolutely necessary. No one who really follows this out will find herself at a loss to appreciate the help of an occasional lesson, which we should strongly recommend. One other point: be most strict with yourself as to *time*: always count in your daily practices. The best exercise books to use are Carl Engel's "Piano School," and Bertini's "Petits Morceaux et Préludes," both published by Augener and Co. Clementi's Sonatines, and Kuhlau's Sonatas, also published by Augener and Co., afford excellent practice, giving good work to the left hand as well as the right.

As a study-book we recommend most highly "A Plan for Teaching Music to a Child," by Mrs. Frederick Inman, published by Simpkin and Marshall (1s. 6d.). It gives a great deal of very valuable instruction to those who teach themselves as well as to those who teach others. Mrs. Inman has a musical soul, and is perfect as a teacher of music. She has done and continues to do much good in helping to establish a love of good music.

The fourteen lessons in harmony, by J. E. P., published in the *English Mechanic and World of Science* from June 26 to Oct. 14, 1874, will more than reward every student who will carefully study them. By all means get them if possible.

To those who have only the use of the harmonium, as well as to others, we would remark that the practice of playing hymn tunes is one of the best chord exercises, setting aside the extreme usefulness of being able to play hymns well. Girls living in the country are often liable to be called upon to play the harmonium in church, and only those who have undertaken to do so without sufficient practice will realise the importance of giving some attention to this subject, while those who regret the want of a piano may console themselves with the knowledge of being able to "manage" the harmonium. Sunday music at home too, especially in country houses, is a source of real pleasure when the family join in psalms and hymns and spiritual songs, making melody in the heart.

To all who play we would advise strongly the cultivation of the power to accompany songs. To accompany well requires a special training, a sympathy must be established between the song and the instrument, and the pianist does much towards making or marring a song. There must be a gentleness, a power of adaptation, and a certain forgetfulness of self in a good accompanist; no desire to exhibit great execution, but the greatest grace in giving utterance to the most gentle sounds in order to add charm and effectiveness to the voice. All girls with brothers will find themselves wonderfully repaid for the efforts they make in doing their best when playing songs for them, and many a happy evening may be spent in practising together such an elevated form of self-improvement. Everyone is more or less familiar with songs, but there are one or two books we would recommend for family and social use. "Kinderfreund," parts I. and II., and "The Garland Song Book" (with piano accompaniment) published by Boosey and Co.,

are among these; also the "German Song Book" (the family singing book), by F. Weber (Augener and Co.), and Murby's "New Tunes to Choice Words," Parts I and II. Some progress in music may be made by every person, though all cannot become great musicians. Milton tells us that "music hath charms to soothe the savage breast," while Shakespeare says that "The man who has no music in himself, nor is not moved with concord of sweet sounds is fit for treason, stratagems, and spoils."

Of drawing there is much to be said. It too has a refining influence on the mind, and is a very able educator of the eye, the hand, the ta te, &c., besides having a very effective use in making ourselves understood when we come face to face with people who do not understand our language, and we are reduced to representing our wants in rough sketches, or when one wishes to make one's self understood in giving suggestions or directions to workmen. All people cannot draw, but all people could be taught to draw, and it is not too much to say that, with proper teaching, drawing would be as easy and familiar to most people as writing is.

Among the higher influences of drawing we wish specially to speak of the cultivation of taste in form and in colour, in proportion, and in combination, &c. Mr. Ruskin says that "Perfect taste is the faculty for receiving the greatest possible pleasure from those material sources which are attractive to our moral nature in its purity and perfection. He who receives little pleasure from these sources wants taste; he who receives pleasure from any other sources has false or bad taste." We should strive, then, to cultivate this true taste and not be led away by the varying tastes of fashion.

With regard to improving one's drawing, the means seem greater than in many things. With a careful eye, a patient hand, and a diligent study of the object before us, we can do much by ourselves. One thing will be well to remember, not to be too ambitious, then we shall give sufficient time to secure success in our work step by step. Much help may be got by watching others draw, and only those who draw themselves will note all the little details which are secret springs of success, such as manner of holding pencil, of fixing light and shade, of sketching roughly, and lining in, of laying on washes, &c., &c. It is wonderful how much more interest one takes in drawings generally when one draws one's self, and with how much more real benefit and pleasure one visits a picture-gallery or art collection when one knows even a very little of art work.

The Science and Art Department, South Kensington Museum, has done much to advance the teaching of drawing in England, and more especially among designers and artisans, and they have issued many excellent copies and models, besides which, they test the proficiency in drawing of every grade of persons, and grant certificates. No better lesson could probably be given to anyone striving to improve in drawing than would be obtained by inspection of the drawings annually exhibited in the Museum, and no greater encouragement. Vere Foster, too, has done much in the same direction, and his books on drawing and on writing are well known throughout the country. A series of papers on sketching from nature has already appeared in THE GIRL'S OWN PAPER, and "The Handbook of Drawing," by W. Walker (Seeley, Jackson, and Halliday, Fleet-street), is certainly one of the most helpful of books that could fall into the hands of those who simply want guidance and counsel in their great work of self-help.

IV. NEEDLEWORK AND HOUSEKEEPING are the special and sole duties of women, and

those who are ignorant on these subjects are much to be pitied. The happiness of life depends on the home, and the housekeeper has much to reproach herself with if discomfort and misery result from any neglect or ignorance on her part. In these days of cooking lessons, ambulance lectures, lectures on health and physiology, &c., and in the face of innumerable books which exist on the subjects of household interests, it seems scarcely possible that anyone could be quite ignorant. To our reader, we recommend the use of "Home Comfort," by J. Stoker (Stewart and Co.), "The Chemistry of Common Things," by Macadam (Nelson), "Home Duties" (Thomas Laurie), and careful study of the papers on "The Difficulties of a Young Housekeeper, and How She Overcame Them," by D. Hope.

Improvement in needlework is so thoroughly within the means of every girl that it seems scarcely necessary to mention them. Of course, practice, and patience, and determination not to be satisfied unless one does the *best* that can be done, are among the secrets of success. For those who are not obliged to work for themselves, the dressing of dolls for children's hospitals, and the making of garments as charity gifts, are good inducements to call forth earnest work. To those to whom the making and mending of their clothes is a necessity, we repeat "try, try, try again." If you have a garment that fits you well, take the pattern of it to make others from, and never be above asking someone to show you how to work; there always will be ready at hand kind and generous people who delight in helping those who help themselves.

J. P. MEARS.

## BOTH IN THE WRONG.

### CHAPTER III.

"So that is your 'gentle, docile little girl,' Arthur?" said Evelyn a little later, when Sophy's absence was first discovered. "She does not strike me as being specially docile. I do not mean to *me*; that would be too much to expect. But to *you*—"

"I do not understand, my love," her husband replied, helplessly, and a little wistfully. "Something seems to have come over the child which I cannot make out. But try and be patient with her, will you? She will soon—very soon—grow to love and honour you; as who could help doing? I suppose she fancies, foolish child, that she is not quite the same to me as when I had only her."

"She is jealous, and looks upon me as an interloper," the young wife said to herself. But she did not breathe the thought to her husband, who was evidently so anxious to see her and his daughter on truly affectionate terms with one another; and to please him she exerted herself next morning to be even more than usually kind and conciliatory to poor Sophy, who came down to the breakfast table cold, silent, and, it must be confessed, rather sulky.

But her well-meant advances met with no better return than they had done on the previous evening. There was the slightest suspicion of patronage in her manner which stirred up every ill feeling in the girl's heart, though Evelyn herself was entirely ignorant of offence. But to be patronised by a stranger! She, who had reigned supreme hitherto at the Towers; she, who had been her father's own darling until supplanted by an intruder, should she submit to be patronised by her? Never!

Besides, to admit this stranger, with her beauty and her winning ways—for beautiful and winning she was in spite of all—was treason to the dead mother; and was *she* to