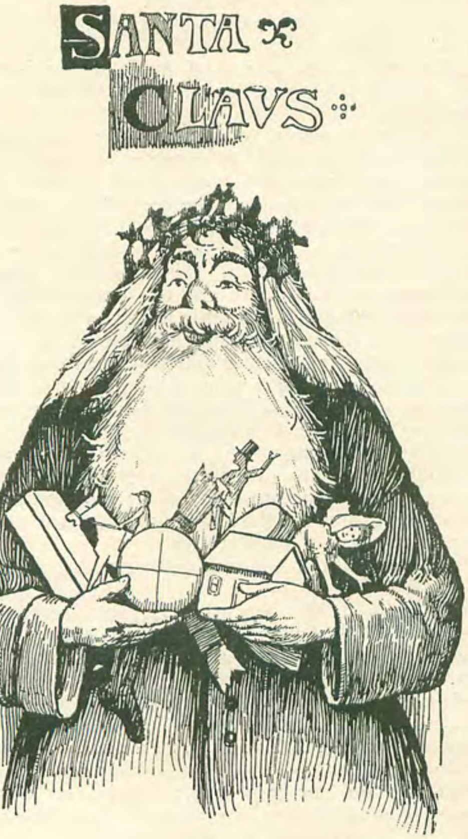
A VISION OF SANTA CLAUS.

BY CHRISTIAN BURKE.



THROUGH the keen air crystal snowflakes are flying,
  Drifting in heaps in the garden and glen,
Cyril and Mark in their cosy beds lying
  Plan they will make some tremendous snow-men!
Loud wails the wind, rising higher and higher,
Drowsily crackles the nursery fire.

Dreaming, and faster asleep they are falling—
  Mark is a soldier gone off to the wars—
Suddenly Cyril awakes him by calling,
  "What a bad night for that poor Santa Claus!
'Tis such a pity it's turned so much colder,
Each year, you know, he grows older and older!

"Mark, if you only would rouse up and listen!
  This time perhaps we may catch him at last;
Here by the firelight his white beard will glisten—
  He is too old and too stiff to walk fast.
Maybe he'd ask us to help him unpacking,
Then we could tell him if anything's lacking.

"There is your boat—that's a heavy thing, rather—
  Then there's my sledge, to bring all through the snow!
Does Santa Claus get a letter from Father?
  Else I can't think how he always should know.
Mark, keep awake; I am getting quite creepy!
Oh, how I wish that I wasn't so sleepy!"

Then his voice fails, and, as shadows grow deeper,
  Someone steals in like a beautiful ghost—
Kisses the brow of each warm little sleeper,
  Leaving the treasures each wanted the most.
"But we *did* see him!" next day cry the brothers—
"Santa Claus' eyes are *exactly* like Mother's!"

GIRLS' AMBITIONS.

PART I.

DOMESTIC.

WHAT does ambition mean?

Those of our readers who know some Latin will have no difficulty in recognising the word *ambitio*, a "going round," from *ambio*, to go around or about (*ambi*, around, about, *eo*, I go).

In Rome, candidates for office in the State used to go round from house to house, in order to solicit the votes of the citizens. A modern parallel will occur to everyone! It is easy to see how the term has acquired its present meaning. The ambitious man is, originally, he who "goes round" (in no bad sense) to canvass for power, place, influence, and by a swift and easy transition, he who strives or wishes for pre-eminence in anything.

Ambition is a two-edged word. It is sometimes used in blame, sometimes in praise. He who knew the heart of men and women, by the light of his unerring genius, uses the term mostly in the former association.

> "Cromwell, I charge thee, fling away ambition;
>   By that sin fell the angels,"

says Wolsey, in *Henry VIII.*, mourning over his ruined life.

"Vaulting ambition that o'erleaps itself," says Macbeth. "A shadow's shadow," Hamlet calls ambition. And Antony's speech over the body of Julius Cæsar gains force in its satire, by the repeated assertion, in contrast with Cæsar's good deeds—

> "Yet Brutus says he was ambitious,
>   And Brutus is an honourable man."

In spite of this, it is also true that "ambition is the germ from which all nobleness proceeds."

Look at Napoleon, solitary on his island rock! He has drunk deep of the cup of ambition, and the dregs are bitter. Listen to his words:—

"Great ambition is the passion of a great character. He who is endowed with it may perform very good or very bad actions; all depends upon the principles that direct him."

Ambition, in plain language, may be either good or bad, in proportion as it is the desire for preferment, or the desire for excellence; it may be the ambition of self-seeking, of wishing to be above one's fellows, to be well spoken of, to be "somebody," or it may be the honourable impulse to do, to be, what is really great and admirable. We cannot, therefore, sympathise with those writers, even although Thomas à Kempis is one of them, who call ambition a foolish, hurtful, and destructive vice, or even "the last infirmity of noble minds." A self-glorious ambition may be, and is, dangerous and bad, but all ambition is not therefore to be condemned wholesale. What a dull, dead level life would be without it!

A great deal too much has been talked and preached about the desirableness of content with the sphere of life to which it has pleased Heaven to call you. Pray, how do you know Heaven meant you to stay there always? You may be outraging the will of Heaven, denying what is best within you room to grow and to develop, by an ignoble content with your environment.

> "He that is down needs fear no fall,"

sang Bunyan's shepherd-boy; but Great-heart did not tarry in the level meadow with the flocks; he went on his way to fight and conquer and win a celestial crown.

> "And will not, then, the immortal armies scorn
> The world's poor routed leavings? or will they
> Who failed under the heat of this life's day,
> Support the fervours of the heavenly morn?"

Feverish restlessness, discontent, irritation, because life is not all you would like it to be—these are not to be encouraged. But if you feel that you have power to do some good work in the world, then in heaven's name go and do it! For the world needs everyone who can do anything worth the doing.

The life of girls has altered much within the last fifty years. There were few avenues for the work of women in the days of our grandmothers, and there did not seem much to do but to sit down and keep quiet. Now, with the wide revealing of possibilities on all hands, there is the stirring of unrest in many a young heart. Girls in sheltered homes, safe from want, with no necessity to earn, are nevertheless longing to emerge, to do work of one kind or another. How often one receives the confidences of an eager young creature, who seems to possess all that life can offer, and who yet is not content with her sheltered nest and forced inaction! The energies have been perhaps strained to the utmost, up to a certain age, in education; she has worked diligently and well in the school-room or class-room, and is suddenly stopped short in all her definite labour to a definite end. Her life henceforth is desultory, made up of haphazard items; a little needlework, a little shopping, a good deal of visiting, playing at housekeeping now and again, a little "charitable" work on old-fashioned lines, and so forth. Some girls take easily and kindly to this sort of life, and enjoy the release from enforced mental effort. But she does not and cannot; her very soul revolts against it all! Her energies have hitherto been concentrated in a certain direction; to find them suddenly dissipated is bewildering and heart-breaking. Perhaps she gets out of health; this is a very usual result of a purposeless existence; and the family doctor administers tonics in one form or another. Or she falls into a state of depression, and the same personage orders plenty of amusement, change of scene, and so forth. Her mother is generally to be very much pitied, quite as much so as the girl herself. She and the family physician have failed to grasp the fact that what the patient wants is "an object in life," in other words, plenty of work, and the chance of doing it successfully.

The world is growing very much wiser in this way, although it must be acknowledged that the present transition period is an unsatisfactory one, abounding in difficulties for mothers and daughters alike.

To keep a girl of strong nature and decided powers in health and happiness, there is nothing like a good healthy ambition—the aspiration after excellence in one or another attainment or career, of so determined a nature that it will insist on its own realisation. So, girls, do not leave ambition to your brothers. If you are feeling dissatisfied, restless, conscious of wasted powers, just ask yourself plainly what you want to do or to be, and then try to do or to be that very thing.

Do not give way—and the temptation is often strong—to a vague crossness and irritation with everything and everybody, especially with those who have the control of your life. Do not muse on the lack of appreciation you meet with in your family, and consider yourself hopelessly misunderstood, but find out what it is you really want, and do not doubt that those who love you will wish, if possible, to help you to attain it.

You must be on your guard, however, against ignoring the beauty and heroism that may lie hid in quiet, everyday acts and deeds. "The trivial round, the common task," these, even these, may furnish food and aspiration for your ambition.

Is then "all we ought to ask," in the words of the sweet singer, "room to deny ourselves?"

Certainly not.

Self-denial is the parent of noble deeds, but "room to deny ourselves" is not all we ought to ask, or to expect, from life.

To return, however, to what we were just saying—it is possible to have, and to gratify, an ambition without soaring away from the home circle. And the eyes of anxious parents, who fear the preceding words may have incited their daughters to revolt, will brighten as they read that one sort of ambition, and a very good sort, too, may take the housewifely form. The domestic ambition is by no means to be scoffed at, and out of a family of girls there may be one who feels that this is her vocation.

Then let her elevate domesticity into a fine art. Do not let her fuss perpetually about the house, embittering the lives of the servants whose misdeeds form her constant theme of conversation; do not let Monday, because the laundress is going to call, be a *dies non* to all other interests; but let her study household management just as she would study any other art, in principles and practice. This is by no means unworthy of serious attention, and it is a mistake to suppose that homely minds are best fitted for the performance of small duties.

But how shall our aspirant cultivate housewifery as a fine art?

It is divided, like any other art, into several branches. First, she should know how to keep accounts. The knowledge she has gained of arithmetic at school is probably more than sufficient for this, and if she knows a little algebra, so much the better, for the London butcher has a tantalising way of omitting to state the price per pound charged for meat, and this is ascertained in a moment by a simple equation.

Still, we do not pretend to insist on algebra as a necessary qualification for a good housekeeper, only to show that it may have its uses.

Neatly-kept household books should be a subject of care. In the kind (*e.g.*, Letts's or Straker's) ready divided and ruled off into days—a week for each two pages—the weekly expenditure is seen at a glance, and it is easy also to discover the cost of food per head per week by very simple division. But it is not within our scope to write a treatise on housekeeping in detail, only to show that the accurate keeping of books may be made a fine art in its way.

Beware of harrying the household generally if you have forgotten how you spent sixpence. People who carry account-keeping to the pitch of worrying themselves and their families to the verge of distraction are to be avoided. The housewifely artist does not do this, but she does make a practice of putting down daily what she spends, and not trusting to memory for the details of petty cash.

The girl ambitious to shine as a perfect housewife may now obtain practical training at boarding-schools arranged for the purpose. This statement may come as a surprise to some of our readers. We give the names of a few such schools where ladies may be received as boarders, premising, of course, that we have no personal acquaintance with the schools in question. References could, of course, be obtained in each case. They are—Belsize House, Brunswick Square, Gloucester, in connection with the Gloucestershire School of Cookery and Domestic Economy; Camp End School for Household Training, near Malvern; Fryerne School of Household Management for Gentlewomen, Little Watersend, Temple Ewell, Dover; School of Housewifery and Domestic Science, 101–105, Stamford Hill, London, N.; School of Domestic Economy, Peel Terrace, Higher Downs, Bowdon, Cheshire; Wiltshire School of Cookery and Domestic Economy, Trowbridge.

The terms at these schools vary from two pounds ten shillings to one guinea a week for board, lodging and instruction. There is also a Colonial Training Home, Leaton, Wrockwardine, Salop, which offers practical training to ladies and girls going to the Colonies. The terms for those intending to emigrate are ten shillings to fifteen shillings a week; for others, eighteen shillings to twenty-one shillings.

The subjects taught in these schools are such as cooking, laundry-work, housework, domestic hygiene, ambulance practice, household accounts, practical housekeeping, dressmaking, millinery, sewing and cutting-out, the care of the household linen, dairy-work, and everything, in short, that has to do with the care of the home.

It was at one time popularly supposed that knowledge of all these subjects "came by nature." Every woman was qualified by virtue of her sex to be a housekeeper, even as every man or woman who had failed in all other professions was qualified to be a teacher. What was the result? Women had to learn through failures, and the discipline was hard for them and for other people. There is also real danger involved in the attempts of a young and ignorant housekeeper. It does not matter much if in learning the piano you play wrong notes, and if in learning to draw you shade incorrectly; but it may matter as much as life and death if, in learning housekeeping, you put somebody into a damp bed. It is not every woman who is fitted, at best, to keep house, and there is no woman who does not need to learn how to do so.

Why should not some reader of this article allow the vague, desultory attempts at household economy, which are scattered here and there about her life, to come together and take shape in one beautiful and inspiring ideal form? Instead of being content to "like housekeeping" in a general way, let her now take up the domestic ambition with a will, resolve to make it her inspiration in life, and get a three or six months' training at one of the schools aforesaid.

For cookery there is the National Training School of Cookery, Buckingham Palace Road, S.W., which is, of course, first-rate; simple cookery can be learnt all over the kingdom in technical schools and classes, and there are evening classes in many London Board Schools, free of cost. There is really no excuse for any woman who wishes to learn cooking, and does not avail herself of the innumerable opportunities afforded nowadays. *The Epicure Directory*, Granville House, Arundel Street, London, W.C., price 2s. 6d., contains lists of cookery schools and classes of every description in the United Kingdom, and lists of qualified teachers with their addresses.

The trained artist in domestic economy will probably feel the need of competent servants to carry out her ideas.

Perhaps one day a revolution in our homes will be accomplished which we cannot now dwell upon. But the clever housekeeper will do the best she can, and will not expect too much. She will also know that the management of others is no small part of her task, and will, it is to be hoped, study tact and forbearance; above all, avoid worrying herself and other people. Worry and fuss are utterly useless; indeed, they are foes to all the comfort of life.

There is a great deal included in housekeeping outside the cookery and kitchen department; there is, for instance, the decoration of the home. Girls find their homes ready furnished, it is true, but how much they can do to improve and brighten them, if they possess the artist's eye and the ready fingers!

To begin at a very small detail indeed, why should not the care of the house-linen be made a subject of interest? It is, for example, unpleasing to see a scrawl in ink on the corner of fine damask napery and sheets. Embroidery is not thrown away in marking them. Beautiful and really artistic work can transform a drawing-room or bedroom, and it is not wasted energy to learn needlework as a fine art in one of the many schools that abound in London. As we wish to be practical we name a few.

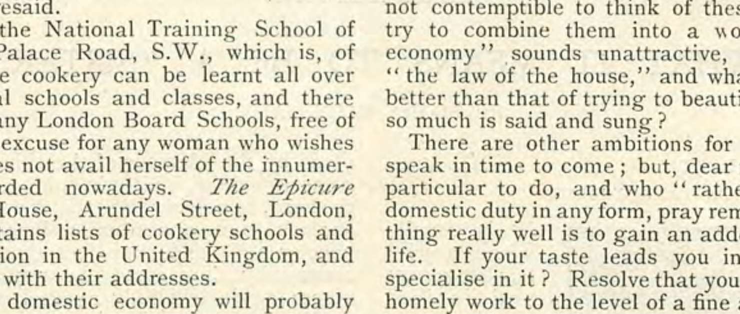
The Royal School of Art Needlework, Exhibition Road, South Kensington, is too well known to need comment. Miss Prince Browne, Artillery Mansions, Victoria Street, S.W., has classes for dress-cutting, plain needlework, and so forth. Miss Maud Pryce, 27, Digby Mansions, Hammersmith, teaches decorative and plain needlework. There is the London Institute for the Advancement of Plain Needlework, 16, Stafford Street, Marylebone Road. These names are only given as instances of many others.

The ways in which the needle may help to make the home more beautiful are too many to enumerate. One very easy way, needing no training, may be suggested—the draping of the windows. The appearance of these is an index to the housekeeping within. Dainty frilled arrangements in soft muslin, or lace curtains with a scrambling pattern hung anyhow—what a different impression these create!

"Oh, all these are trifles!" cries a reader. They are not, it is true, matters of supreme importance. It is not suggested that, taken alone, each form a sufficient object for a girl's energies, or indeed that every girl indiscriminately shall make the domestic ambition her own; but it is not contemptible to think of these details separately and try to combine them into a worthy whole. "Domestic economy" sounds unattractive, but "economy" means "the law of the house," and what aim in its way can be better than that of trying to beautify "the home," of which so much is said and sung?

There are other ambitions for girls, of which we shall speak in time to come; but, dear readers who have nothing particular to do, and who "rather like" housekeeping or domestic duty in any form, pray remember that to do any one thing really well is to gain an added interest and dignity in life. If your taste leads you in this direction, why not specialise in it? Resolve that you will raise this apparently homely work to the level of a fine art. If you can possibly undergo the training we have indicated, do so. For usefulness at home, for preparation for marriage, for some honourable and fairly paid post at home or in the colonies, this practical teaching on a scientific basis will be just what you want. It will brace your energies, interest your mind, and, if you are listless and depressed, may make you feel that life is worth living once more. You may also have one great satisfaction in knowing that this unassuming "domestic ambition" of yours will contrast favourably with some ambitions of a more imposing sort, inasmuch as it involves nothing but increased happiness and comfort to your fellow-creatures, and contains no dangerous pitfalls for yourself.

LILY WATSON.



dejected-looking couple who went shivering across the gangway in the pouring rain and made their way to the train for the third and last stage of the journey. Neither spoke, but just lay prone against the cushions of the railway carriage, so much asleep as to be uncomfortably aware that they were awake, so much awake as to long hopelessly for sleep. Mademoiselle determined drearily to send for her aged father and spend the rest of her life in enforced exile on this grey rain-swept island, since never, never again could she summon up courage to cross that dreadful sea, and the night seemed half over when Bally William was reached at last.

The station clock was pointing to eleven, and a broken-down fly was waiting to convey the travellers to their destination. In the dim light the surroundings looked both poor and squalid, but porter and flyman vied with one another in a welcome so warm that it went far to dissipate the cheerlessness of the scene.

Pixie discoursed with them in animated fashion the while the trunks were being hoisted to their places.

"Has anyone been here from the Castle to-day, Dennis? They are all quite well, I suppose!"

"They are so, Miss Pixie, and Miss Joan down upon us this morning, hinting of what would happen if Jock was forgetting the fly. You mind the night the lady was arriving, and having to find her way in the dark while he was snoring in his bed? It's a fine flow of language Miss Joan has of her own. It's as good as a sermon to listen to her when she's roused, and Jock was getting the benefit of it this day!"

"There's a fine tale he's spinning!" exclaimed the defaulting Jack, grinning in unabashed complacency. "Don't you be after believing a word of it, Miss Pixie, dear. It would be a cold bed that would keep Jock Magee from driving ye home this night. And the size of ye too. You've grown out of knowledge! It's a fine strapping lass you will be one of these days." And Jock gazed with stimulated amazement at the elf-like figure as it stepped forward into the lamplight. "My Molly was biddin' me give you her duty, and say her eyes are longing for the sight of you again."

"I'll come to-morrow, as soon as I can get away. Give Molly my love, Jock, and say I was often thinking of her. He is a decent fellow, Jock Magee!" she explained to her companion, as the ramshackle vehicle trundled away in the darkness. "A decent fellow, but he has been terrible unlucky with his wives. *They fall* ill on him as soon as they're married, and cost him pounds in doctors and funerals. This one has asthma, and he expects she will die too before very long. He says it doesn't give a man a chance; but he's the wonderful knack for keeping up his spirits!"

He had indeed. Mademoiselle found it difficult to think of the jovial, round-faced Jehu as the victim of domestic afflictions, and for the hundredth time she reflected that this Ireland to which she had come was a most extraordinary place. Nothing could be seen from the windows of the fly, save an occasional tree against the sky, but ever up and up they climbed, while the wind blew round them in furious blasts. Then suddenly came a bend in the road, and a vision of twinkling windows, row upon row, stretching from one wing to the other of a fine old building, and each window glowing with its own cheery welcome.

"It's illumined!" cried Pixie wildly, pinching Mademoiselle's arm in her excitement. "It's illumined! Oh, Bridgie, Bridgie, did I ever see! Mademoiselle, Mademoiselle, did ye ever have a castle illumined for you before? Did they ever give you such a welcome in your own country?"

"Never, never!" cried Mademoiselle. She was almost as excited as Pixie herself, craning forward to peer out of the windows, counting breathlessly the long line of lights, and reflecting that she had not sufficiently realised the grandeur of the household to which she was coming. Another moment and a still brighter light shone through an opened doorway, and a chorus of voices sang out welcome. Then the fly stopped, someone helped her to alight, a hand clasped hers affectionately, and a rich, soft voice spoke in her ears.

"Are you destroyed? The journey you've been having, poor creatures, in the wind and the rain! Are you destroyed altogether?"

This was Castle Knock indeed, and Bridgie O'Shaughnessy's fair face beamed a welcome upon her.

(*To be continued.*)

GIRLS' AMBITIONS.

PART II.

THE BEGINNINGS OF LITERARY AMBITION.

IN a former paper we declined to regard ambition in the light of a failing, to be severely repressed in the young. Rather is it the spur to excellence in every department of life. Carried into the domestic sphere, hitherto the haunt of mediocrity, it may raise humdrum occupations to the level of a fine art, and, thanks to modern opportunities, the ambitious young housewife need set no limit to her achievement.

Of a completely different order is the ambition that is our subject to-day, and very differently will it be regarded in all probability by "parents and guardians."

The "longing to write" has not always won respect from the public at large, ancient or modern, or indeed from the immediate circle of the would-be author.

Friends are very rarely satisfactory judges of amateur literary work. If they do not try to repress altogether the ambition that prompts it, they are absurdly eulogistic, lavishing indiscriminate praise on youthful efforts only fit for the waste-paper basket, and encouraging a premature rushing into print. At the moment we vainly try to recollect any instance in which the family social life has been an altogether wise tribunal for juvenile literary genius. Poems by clever children, printed for private circulation, are usually more suited for the seclusion of their mother's desk than for semi-publicity, and however eminent the authors may become in later life, they never exult in these premature efforts.

Multitudes of young people, who crave to express themselves by the medium of poem or story, seek the advice of comparative strangers. The writer of this paper has had many and many a manuscript entrusted to her hands by girls who only know her name. Authors of wider repute must receive more of such appeals than they can answer. Perhaps those who, as it were, stand aloof from the writer and the work can view it "all round" more justly, if they can, and will, spare time to do so.

A friendly word of counsel may be whispered here to those who seek such criticism. Do not send up work to any kindly disposed though unknown author and critic, with your mind bent upon praise; and when you receive the criticism for which you have begged, do not write back to explain after this fashion: "Yes, I know it is not very good, but I wrote it in a great hurry"; or "I had not been very well"; or "It may not be good, but it is much better than a great deal I have seen in print"; or huffily, "Well, *you* may not like it, but there are far better judges who think it is very good indeed." Do not, in brief, ask for criticism unless you are prepared to accept it as it comes.

But we are going on to the criticism before we have dealt with the work itself!

We have much sympathy with the impulse that sets a young life craving for expression by means of the pen. Every nature must express itself in some way, if life is to be healthy. Many natures find vent for their energy in action of one sort or another: vigorous outdoor games or other exercise, zealous work in charitable organisation, visiting the poor, visiting hospitals, and so forth.

But there are some natures of a different type. They shrink from the active outward display of force; that is not their way of expressing their latent energy; yet express themselves they must. To how many a girl with her vague aspirations, her passionate longings, her unformed thoughts on the wonders of Life, has come the sweet and mysterious ambition, "I, too, must write. I must live to influence others, to show my kinship to them. I, too, am a child of the mighty Mother."

This longing comes to those happy in a youth among the scenes of mountain, wood and fell, on rolling downs, within the sound of the unharvested sea. The heart, as the glory and beauty of the world slowly reveal themselves, seems as though it would break with longing, wonder and delight.

"I would that my tongue could utter
The thoughts that arise in me."

But tongue cannot utter these thoughts; pen cannot write them down. Ah, if it only could! Then the lonely, impassioned wanderer would become a poet indeed. Sometimes, indeed, the pen will respond to the inner thought in some degree. When we read the first book of the *Excursion* we trace the growth of the poet's mind, and in "Lines written a few miles above Tintern Abbey," Wordsworth describes, in words that we will forbear to quote, the passion enkindled in his youth by torrent, lake and mountain. The ode on the Intimations of Immortality sums up the whole matter.

Tennyson also, in "Merlin and the Gleam," exquisitely describes the inspiration that arises from the touch of the magician.

But few indeed are those to whom the talisman is vouchsafed of the poetic gift.

You are absorbed and thrilled by the mysterious charm of Nature, on some spring day perhaps, and you take out your manuscript paper at home, half-ashamed although you are alone, and try to put your thoughts into verse. But how poor and commonplace they sound! Somehow the finer mystery eludes your touch. Yet you must try and try again to express yourself, in spite of many a failure.

This impulse, we must add, is not confined to those who live in the country. Christina Rossetti, sweetest of women poets, lived in a town house of the dullest kind, and the room in which she wrote her verses descriptive of Nature looked out on the tall dreary backs of other such houses. But the rare glimpses of natural beauty that were hers abode in her memory, and never failed to inspire her pen.

Another frequent source of the longing to write, to the young, is sorrow and bereavement. Many a lonely girl tries to embody in verse grief for the parents, the brother or sister she has lost. These attempts are always pathetic, even in their commonplaceness, and the reasons they assign for the mystery of suffering.

Any deep emotion, of any kind, in natures of a reserved yet an imaginative type, pleads for utterance, and this is usually the first beginning of the "literary ambition." For, after a time, it is not enough to have the sheets treasured in secret; the desire for human sympathy is stirred. The verses are read aloud to the confidential friend, not of one's own family; then comes the longing, fostered probably by eager praise, to have a larger audience.

No one can live alone, and the reserved nature that cannot unfold itself to the immediate environment still craves human interest, human friendliness, though it be that of an unknown stranger.

The literary ambition is, however, not confined to the would-be poet. How many a girl is fired by the longing to "write stories!" She lives in the pages of her favourite authors, and thinks no life could be more enchanting than theirs, with its wide possibilities of influence. She early begins to imagine all sorts of delightful and wonderful adventures in which she plays the part of heroine. When she meets people who interest her, she begins to weave a web of romance about them. Little do they suppose that the quiet girl in the corner of the drawing-room is investing them with imaginary attributes, and setting them forth on a career of thrilling excitement.

Soon she puts pen to paper and begins a story, probably with herself as heroine, and one or more of these interesting personages as conspicuous characters. Like the poems we have mentioned, this is at first kept secret; then it too finds one reader or hearer, and the desire for other readers springs up. Other stories, or, as in the first case, other poems, are written, and by-and-by one is despatched in excitement, mystery and agitation, to the editor of some magazine. Then follow days, perhaps weeks of suspense; at last, if stamps have been sent for its return, back comes the MS. with a polite stereotyped letter, stating that it is declined with thanks.

One feels deep pity for the anguish and disappointment that sting the author's heart. But how many illustrious writers have had the same experience at the outset of their career, repeated over and over again!

As we pointed out in our last paper ambition may be of two kinds; the ambition to be thought excellent, or the ambition to excel.

Icarus, the son of Daedalus, tried to cross the Ægean Sea by means of a pair of wings attached to his shoulders by wax. He flew too near the sun, the wax melted, the wings dropped off, and down he fell into the waves. The wings of ambition, if fastened on by vanity or incapacity, are as useless as the wings of Icarus. The sun of criticism dissolves the artificial link, and down falls the wingless ambition, to rise no more. But if the wings spring from innate power, ambition may soar near the sun, and never weary in its flight.

There is, perhaps, no vanity more fatuous than that of the conceited young author, displaying a foolish story, and loftily inquiring, "To what magazine do you advise me to send this?" or of another who insists on reading aloud unpoetic verse. Truth, however, compels us to state that, while the first is a familiar figure, we have never met a girl who read aloud, unasked, her own poems. Men do this now and again—girls (in our experience) never.

But supposing the literary ambition to be quite genuine, devoid of excessive vanity, associated with ability—how shall it find scope?

Reams of advice might be written on this subject, and we must not repeat that which was offered in papers on "How to Write," which appeared in last year's GIRL'S OWN PAPER.

A wide general education, acquaintance with the masterpieces of literature, attention to style, sympathetic regard for the beauty and meaning that lie around familiar ways, cultivation of the powers of observation and selection, regular, diligent effort—all these enter into the preparation for an author's career. There is no "royal road" to authorship, taken in earnest. Ah, how many forget this! They seem to imagine they need only sit down, dash off a story and send it to an editor, to deserve success.

When the advice so often and freely tendered to aspiring authors has been honestly and diligently acted upon, by one who has ability for the work, what of the difficult task of "getting into print?"

One fact that needs to be unceasingly impressed upon would-be writers is this: No motive will, as a rule, prevail upon an editor or a publisher, save the one motive of placing before the public what in his opinion is likely to find readers.

Editors of magazines, publishers of books, cannot, as is supposed, afford to yield to the suggestions of partial friends, or even the "introduction" of an accredited contributor. Many amateur authors appear to think that "an introduction" is all they need in order to get work accepted. They imagine that no work is looked at, or read, unless it is ushered in by a letter from somebody who knows the editor or the publisher. In short, they consider that these functionaries are as exclusive as a woman of society, and also possess an objection to editing or publishing anything whatever—an objection so violent that it must needs be assailed by all manner of back-stairs influence and insidious wiles before it can be overcome.

A little reflection will show how absurd all this is. An editor of a magazine is necessarily always on the look-out for bright and original matter, and willing to receive and pay for it. Only it must be what he wants. Publishers are also glad enough to discover latent ability. How else, indeed, are they to cater for the enormous reading public than by renewing the sources of supply? As a rule, every manuscript sent in to a reputable house is, if not read all through, scrutinised by a competent reader sufficiently for him to be able to judge of its merits. It is not necessary to read a story from beginning to end in order to know if it is good or bad, any more than it is necessary to eat a whole cheese before pronouncing on its quality. (The comparison is by Oliver Wendell Holmes!)

An introduction, it is true, may sometimes be of great service; but it also may not. A good-natured writer on the staff of a magazine, who freely recommends to his editor one and another literary aspirant, may actually injure someone whose work, but for the inevitable letter of introduction, would have had a chance. "Another of these troublesome people of So-and-So's—no good, of course!" The letter is a beacon to warn off favourable attention.

"Publishers' readers make mistakes!" thinks some young author, wistfully recalling one or two familiar instances. They are human, it is true, and therefore liable to err, but they do not always make mistakes.

If you wish to write, we will say, for the magazines, and think you have capacity for doing so, scrutinise the magazines closely with a view of discovering the sort of thing the editor of each appears to want. You see month by month or week by week a bright short story, and you can write such stories; then attempt one of about the same length as the example. Write very clearly if you do not use a typewriter, and on one side of the paper only. When it is finished, send it boldly off to the editor with a civil note and stamps for its return in case it is rejected. It is also wise to keep a copy. Now there is no magic about this; if your contribution is what the editor wants, you will succeed. We have known such cases where the writer was delighted and amazed by the acceptance and payment of her utterly unintroduced attempts.

We do not, of course, deny the immense advantage to any young writer which arises from the friendship of a literary man or woman. The tyro in the art must rejoice to obtain help, criticism, and advice at every point from those who have already won some degree of success. Such friendships are invaluable as a help to achieving good work; yet no outside help can stand in the stead of merit in the work itself.

Learn, then, to depend on the quality of your work for success. No amount of the very best introductions and favouritism could possibly bolster it up for long unless it were good, however powerful might be the influence exerted on your behalf.

This may sound unfeeling, but it is consistent with the truest sympathy to put things in a clear light, and this profession of authorship, even in its minor branches, seems imperfectly understood, so far as the beginnings are concerned. The help you obtain—and may it be freely given!—should be help to the achievement of good work, not help to coax an editor to accept what he does not want.

Never give an editor or publisher reasons based on *your* private life for his acceptance and remuneration of your work. He may be the kindest of men, but he cannot possibly employ you simply because you want to earn a little money of your own, or have delicate health, or relatives in delicate health! How Thackeray's great tender heart winced under such appeals to his pity! He once wrote a sad passionate article in the *Cornhill*, of which he was editor, protesting against them. It is called "Thorns in the Cushion," and appeared in 1860. "What then is the thorn in the cushion of the editorial chair?" he asks. "This is what I call a thorn-letter." And he instances a pathetic womanly appeal enclosing a few verses. "Now you see what I mean by a thorn," Thackeray continues. "Here is the case put with true female logic, 'I am poor; I am good; I am ill; I work hard; I have a sick mother and hungry brothers and sisters dependent on me. You can help us if you will.' And then I look at the paper with the thousandth part of a faint hope that it may be suitable; and I find it won't do; and I knew it wouldn't do. And why is this poor lady to appeal to my pity, and bring her poor little ones kneeling to my bedside, and calling for bread which I can give them if I choose? No day passes but that argument *ad misericordiam* is used. Day and night that sad voice is crying out for help."

We quote this letter of forty-two years ago because it shows an aspect of editorial life not generally recognised. This keen satirist, brilliant novelist, felt the pangs of unavailing pity more than the fires of adverse criticism, but he could not help himself.

The editor cannot in justice be influenced only by such considerations, and it is not fair to press them on his notice. He must cater for the public. If you can offer him what he thinks will appeal to his readers, he will probably prove one of your best and kindest friends, encouraging you, helping you as only an editor can. But he cannot spoil his magazine by a poor article because you are in needy circumstances, and it is not fair to assign that as a reason for his doing so. A good many other people would, in the long run, be in needy circumstances if his magazine were to fail; and fail it would if it became a refuge for bad amateur work.

Do not explain to him, either, why the work is not better. That will not interest him in the least. All he wants to know is, what the work *is*.

Never despise the day of small things. The magazine competition, the essay club, may be rungs on the ladder that leads to the height of your ambition.

To sum up, therefore, what we have said to the would-be author, we may place our advice in a threefold form.

1. Take all the pains you can, remembering that authorship is a profession worthy of your strenuous endeavour.
2. Let your work, for the main part, depend on its own merits for acceptance; and while you welcome to the utmost the advice and criticism of literary friends, remember that in the long run only the intrinsic worth of any achievement can ensure success.
3. Do not be discouraged by rebuffs, but try again and again. If you have anything in you, you will succeed at last.

We have glanced chiefly at the elementary aspects of literary ambition, because they are the more likely to interest our readers. Those whose feet are firmly planted on the ascent that leads to Parnassus, will ask no helping hand from us.

But what an ambition is this of the writer! How authorship, even in its humblest form, lends a delight and a glory to life! To live a separate existence in the imagination, and to admit others into that region with its charmed secrets—this is a joy worth winning!

"*Métier d'auteur, métier d'oseur*," says the French proverb—the profession of author is a daring profession. Well, it is worth the daring; for the chief prize is immortality.

LILY WATSON.

GIRLS' AMBITIONS.

PART III.

ALTRUISTIC.

It is rather difficult to find a good name for the subject of our third and fourth papers. "Charitable" is a much-abused expression; "Philanthropic" is open to criticism also. The word "altruistic"—"for the sake of others"—is perhaps the most fitting adjective. It is a term that has largely come into use within the past few years. Are, then, other ambitions not to include this characteristic? "No man liveth to himself," and every aim, honestly pursued, should involve some good to other people. But the class of work designed by this term lies obviously apart. It is the work, undertaken as a rule in a voluntary and non-professional way, which aims directly at benefiting the lives of those less fortunate, less instructed, than the worker herself.

The phrase "Doing good," though it may have rather a self-righteous sound, really embraces the main gist of our subject. We believe that in the time to come larger fields for the work of women will open out in this direction. The wealth of energy, kindness, unselfishness in many a home, too often dissipated as the waters that lose themselves in marsh and fen, will be gathered up into a mighty rushing river, fertilising and blessing where it flows. It cannot be right that on the one hand women should be wasting their lives within the four walls of a luxurious dwelling, in petty trifles day after day, while outside the unhappy are languishing for want of the human tenderness and care which such women would only too thankfully expend. Such care

> "is twice blessed:
> It blesseth him that gives and him that takes."

Fortunately we have, as a community, begun to recognise this waste of energy, and it is being utilised in various ways.

We will suppose then that a girl or woman, at any age, after lessons are over, finds herself in a comfortable home, with nothing particular to do. From some easily imagined cause (perhaps her sister may have the "Domestic Ambition" of our first paper!) the home offices do not engross her. She finds herself the possessor of a host of troublesome yearnings and aspirations, which she does not know what to do with. Her parents would not hear of professional life in any shape or form, and she is not a votary of Art. "Oh, to do, or to be some good in the world!" is her desire and her constant craving.

There used to be two accredited channels for the outflow of this energy—Sunday school teaching, and district visiting, associated with tract distribution. These are excellent in their way, and are so familiar that we need not enlarge upon them; yet a hint here and there may not be misplaced, to our ardent girl-friend.

If you undertake Sunday-school teaching, do not feel it labour thrown away to give your scholars of your very best. Try to make your teaching interesting, and for this purpose strive to realise the subject; describe the lesson of the day by graphic touches so that the children shall hang upon your words; make them see with your eyes, hear with your ears. We well remember the charm of such a story as the "Little Captive Maid," graphically described, in contrast with the dry outline of the facts. Skeletons are not attractive. Get first into your mind a vivid picture of the land where the scenes of sacred story were enacted; see each incident yourself and try to make the children see. Do not be afraid of a proper use of the imagination. Without it you will never succeed as a teacher. Advice as to diligence, punctuality, and so forth, need not be given here. Is it not written in the pages of all Sunday-school literature?

It must have come to the notice of every one interested in such teaching how every now and then a woman seems to have wonderful influence, so as to gather enormous classes of senior girls and young women. One hears of large class-rooms proving all too small, of adult pupils literally flocking to hang on the teacher's lips. And the women thus useful do not appear to be singularly well educated, or gifted in any particular way. They are frequently of homely aspect, and there is nothing to strike the observer, or obviously to account for the adoration with which they are regarded, and the influence they exert. Well, it is no mean ambition, to win such influence; and the girl who begins by the class of little ones may make that her secret aim. Sympathy, interest, diligence, and love will help her on her way. But let no one despise the "day of small things," or trudge drearily to the class of children week by week, feeling that the outlook is bounded by the narrow oblong of forms and the blank wall opposite.

There is a type of district visitor to be held in horror—the interfering and pompous visitor, who regards herself as perfectly justified in lecturing the poor, and meddling with matters of which she knows nothing whatever. To march straight into a poor dwelling unasked is an impertinence, and to (for instance) nail up a huge text or picture on the walls, without asking the consent of the owner, is another impertinence. Courtesy and tact are much needed in this occupation, and it should not be undertaken by girls indiscriminately, or they may do more harm than good.

There are, however, many more avenues than formerly opened to those who have the "altruistic" yearning.

The missionary ambition is a familiar one. Most of the missionary societies send out unmarried women in this capacity, and sometimes a girl will from childhood have had the desire to go forth into strange lands. Of the heart preparation for this and other work it is not our province to speak here. But far more than this is *needed. Not* only the heart, but the head and the whole physical frame must be adapted for the work, as far as can be known, if the girl is not to return a wreck, after two or three years' useless attempt, on the hands of the Society.

Physical capacity can be tested. There must also be intelligence that gives the sense of proportion. "Mere human learning" is not to be despised, even if it be only for the adaptability and quickness in acquiring the new language requisite for the missionary to carry on her work. A well-educated woman is less likely than a half-educated one to raise disputes about trifles, and make "getting on" with fellow-workers difficult. Serenity of temper and unselfishness are also necessary.

We have heard a lady missionary offer a most moving address at the valedictory meeting; the next thing heard about her was that she had quarrelled with every one in her new sphere; the next thing again, that she was coming home, a useless failure! This was not because she was insincere or irreligious, but simply because she was excitable, had not her temper as yet under control, and was not good to live with. We do not wish to be hard-hearted or cynical, but it is quite certain that the girl who "cannot get on" with her mother, or home people, is not, on that showing, the most likely to succeed as a missionary in foreign lands, though she it is who often longs most ardently to depart.

There must, it is true, be emotional fervour in those who would undertake this task. Nothing great in religious work has ever been achieved by the coldly calculating spirit, weighing reasons for and against every course of action. If you want to leap over a fence or a brook, rush at it. If you walk up to it, calmly measuring distances and possibilities with your eye, you will find you cannot take the spring. So the impetus of eager emotion is needful to carry the young worker over difficulties. And it does not always follow that, because she does not succeed where this warm emotion is not called out, she will therefore fail where it *is* called out. We only insist that there must be, behind the beautiful and lovable zeal of youthful enthusiasm, the staying power of discretion and sweetness. The emotional fervour that is associated with ill-balanced nerves and ill-controlled temper is not a suitable equipment for the mission field.

There are about thirty societies that send out lady missionaries. It is impossible to enumerate them in detail. One society may, however, be mentioned as appealing to educated girls — the Student Volunteer Missionary Union, 22, Warwick Lane, London, E.C. The basis of the Union is the declaration, "It is my purpose, if God permit, to become a foreign missionary." More than 1,600 volunteers have been enrolled in 130 colleges; 600 of these have already gone out as foreign missionaries. The Union does not send out missionaries, but endeavours to influence students to offer themselves. The travelling secretary is Miss Overton, Somerville College, Oxford, and there is an organ of the Union, *The Student Movement* (1s. 10d. per annum).

In Bombay there is a missionary settlement for university women (Kamballa Hill, Bombay). It is undenominational, and the chief lines of work are educational classes for Indian ladies, and Bible classes, visiting Indian ladies, and work among the Christian women-students in the colleges.

If any of our readers have the aim of which we are writing, and it is sanctioned by those to whom she owes obedience, the best way to proceed is to write to the secretary connected with the women's missionary work of that part of the Christian church with which she is identified. She will probably have to satisfy a committee as to her general fitness, and will then be asked to undergo some preliminary training in one of the homes, denominational or undenominational, that abound, before she is fully recognised, and leaves England for her sphere of labour.

But enough (perhaps too much) has been said about foreign work. What of the needs of home? Any girl who has the time to spare, and the requisite qualifications, in London, need never feel that she must be without "an object in life."

It is impossible to over-estimate the ignorance of the public, someone has said, and experience has shown us that there is very little general knowledge of the openings for work that lie all around.

Women's Settlements offer such an opening. In 1887 the women's colleges started their University settlement in south-east London, and there are women's settlements scattered over the chief London districts. They are also springing up in the chief provincial towns. One cannot enumerate them all. A few are—

Women's Branch of Bermondsey Settlement, 149, Lower Road, Rotherhithe, S.E.
St. Hilda's East, Old Nicholl Street, Bethnal Green, E.
St. Margaret's House, Victoria Park Square, Bethnal Green, E.
College of Women Workers, Blackheath Hill, S.E.
Canning Town Women's Settlement, 461, Barking Road, E.
St. Cecilia's Settlement, 531, Commercial Road, E. (R.C.)
St. Philip's House, Tredegar Square, E. (R.C.)
St. Antony's, 17, Great Prescot Street, Tower Hill, E. (R.C.)
Presbyterian Settlement, 56, East India Dock Road, E.
Greenwich Settlement, Hughenden, Coleraine Road, Westbourne Park, S.E.
Hampstead, 31, Tanza Road, Parliament Hill.
The Hoxton Settlement, 280, Bleyton Buildings, Nile Street, N.
Maurice Hostel, Women's House, 90, Shepherdess Walk, City Road, N.
Lady Margaret Hall Settlement, 129, Kennington Road, S.E.
St. Mildred's House, Millwall, Isle of Dogs, E.
North London Ladies' Settlement for Parochial Church Workers, York House, 37, Hartham Road, West Holloway.
Settlement, 6, London Street, Ratcliff, E.
Women's University Settlement, 44, Nelson Square, Southwark, S.E.
St. Helen's House, 93, The Grove, Stratford, E.
Grey Ladies, Lorrimore Square, Walworth.
Women's Settlement, 318, Summer Lane, Birmingham.
Queen Margaret College Settlement Association, Glasgow.
Victoria Women's Settlement, 322, Netherfield Road, N. Liverpool.
The University Settlement Women's House, Manchester, (17, Manor Street, Ardwick).
Congregational Women's Settlement, 158, Newport Road, Middlesborough.

These settlements no doubt owe their existence to a growing sense among women of the state of things hinted at in the beginning of our paper—the superabundance of energy and talent, love and wealth running to waste in one part of a city, while from another the "bitter cry" went up for help. The dwellers in leisurely and comfortable homes have come to feel their responsibility for this condition of things, and sympathy has sent some of them to live among the poor, to know them as neighbours and therefore to render efficient aid. The social teaching of Sir Walter Besant has had much to do with the spreading of this feeling of responsibility.

The work done varies with each individual settlement, but it may be generally spoken of as social, educational, religious. Hard and fast lines cannot be drawn to mark off each of these departments. For is it not all in a sense religious, all educational, all social? Yet it is easy to understand the rough outlines of classification.

Under the head of social work would come that for which few girls are absolutely unfitted—the providing of social pleasure of a wholesome kind for the poor; the arrangement of gatherings for recreation; the organising (and this is an important feature) of clubs. Girls' clubs have developed wonderfully during the past few years, and rich and poor girls may find them a centre for knowledge, sympathy and help. To use the talents and accomplishments that have been trained for the benefit of others is surely no mean task. If you are not "musical" or gifted, you can take a part in organisation, in playing games, or even in making yourself the friend of those who need a confidante and helper.

In the "educational" part of the settlement work may be included, besides the organising of lectures and classes, the teaching of invalid and crippled children, either in their own homes or gathered together into groups.

Some of the settlements are worked, as will be apparent from the list, in close connection with one or another religious body; others sail under no general banner, and individual initiative is allowed and encouraged.

Every settlement aims at being a little centre of help and friendliness; and with regard to what may be called "remedial" work, not starting rival agencies to those that already exist, but as far as possible co-operating with them.

A girl who has no home ties, and is free to choose her own way of life, may find just what she needs in residence in one of these settlements.

But there are other settlements, *e.g.*, those connected with the Universities, not inhabited or organised by women, which yet need the regular help of women for the work among women and children.

We take at random the Caius Mission and Settlement, Battersea. Here we find a girls' club, worked by ladies from an adjoining neighbourhood, and lady visitors are needed for the district lying around the mission church; while in the entertainments given from time to time their help is appreciated. Work of this sort may appeal to girls who cannot leave home, or devote all their time to the needs of their poorer sisters.

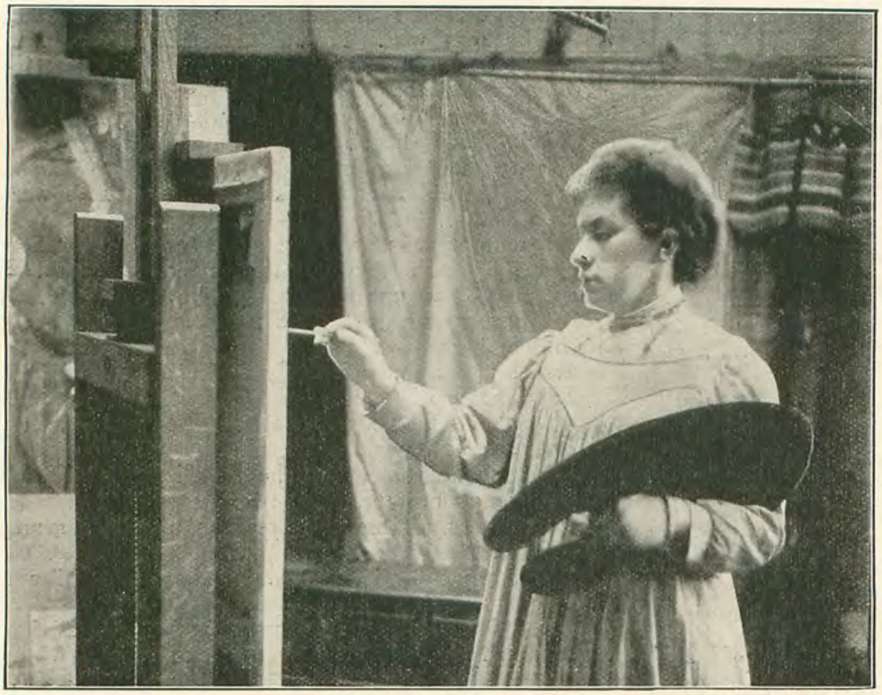
It is our aim only to offer general suggestions, not to enter into details. In this paper we have touched lightly on what may be called "missionary" work at home and abroad. It is not every girl who has the "missionary" longing who is able to depart to foreign shores, and it may come as a new revelation to some such girl that near at hand lies a sphere where she may gratify this desire to the full, learning in heart and life the truth of the Divine saying, "It is more blessed to give than to receive."

LILY WATSON.

A GIRL PAINTER.

GENTLE and constant reader, you may remember the above title in the "G.O.P." with "and her paintings" tacked on to it; a title belonging to a paper on Miss Fortescue Brickdale and illustrated by a description of several of her paintings, which we were fortunately able to reproduce. A collection of her works, including those you have seen reproduced, have again attracted the world, this time at Leighton House, the home of the late President of the Royal Academy. The Editor now thinks you would like to see the artist herself, as photographed at her work.

Her portrait shows a dark, strong, capable face, almost stern in its determination and power. But we who know her pictures know that she has also tenderness and sentiment in its true verbal sense, that of feeling, feeling not only for but with others, be they high or low, rich or poor, weeping or rejoicing, suffering, sinning, striving; not a class, not an age, not a state, social or spiritual, but appeals to her imagination. Where this girl has found her knowledge, her insight, her sympathy, I cannot tell, but they are written upon her canvases in hues of dazzling beauty, limned in the lines of human life. Almost every situation of life is depicted in her works; and though she sometimes sheds a lurid light on sin, she never for a moment lowers her God-given gift, never panders to the modern spirit of sensation. For all that, she burns her subject into the heart of the gazer, so that each asks himself or herself, "Is it I? Am I the sinner?"



MISS FORTESCUE BRICKDALE. [*Photo by Miss Yates.*

There is cheer in the pictures, and there must be cheer in the heart that conceived them; nay, there is fun and merriment if we look for it.

I once asked her how she managed to place side by side, so daringly and successfully, the most brilliant colours, which in the work of ordinary painters would "kill" each other. She replied simply that she thought chiefly of the drawing, and just put on such colour as "came into her head."

There we have it, girls! She is that rare person, a genius. For genius is not, as has been said, "an infinite capacity for taking pains"; it is a gift of God.

Girls, it would not be the Welsh Spinster if she did not bother you with a moral. As to genius, then, remember that it belongs to our "unconscious mind." So do not set about to "make yourself into a genius"; look for your talent (we all have at least one) and use it, and what you find denied you, enjoy in others.

Moral 2. The chief personal charm to me in Miss Brickdale is her complete absence of affectation. She is as simple about her great gift as if it were bread-making. Just a good, bright gift from the loving Father, to be used for Him and for His other children: such, I think, she would regard it. "And that is good for us all."

A WELSH SPINSTER.

GIRLS' AMBITIONS.

PART IV.

ALTRUISTIC *(Continued)*.

IN our last paper on "Doing good"—to borrow a familiar though somewhat self-righteous expression—we glanced at several aspects of missionary work for girls at home and abroad. An interesting series of articles, "What it means to be a Sister" which have recently appeared in THE GIRL'S OWN PAPER, have also dealt with various kinds of work among the poor. We will now try to weave together the scattered ends of information that still remain. No girl who has the altruistic ambition—and may her tribe increase—need be without some definite aim in this great field of labour, and it is our desire to furnish her with hints for guidance.

We must take up the points that have not yet been mentioned, and this in no set or formal manner, but rather as if we were talking with our girl-reader The first type of work we shall suggest is

THE VISITING OF HOSPITALS.

The mention of the name may conjure up visions of terrible and heartrending scenes. These have little foundation in reality. A hospital ward is usually a cheerful, calm, and by no means a sad place. It does not require much effort of imagination, however, to realise that the separation from home, the tedium and weakness of illness, the monotony of confinement to bed, may be lightened by visits from anyone from the outer world. Naturally such visits are not allowed in the wards allotted to infectious diseases.

You feel, dear reader, that you would like to visit the suffering, and help to cheer them, and the aim is sanctioned by the "home people." Your first step is to write to the Matron or Secretary of the hospital you select. In connection with some hospitals—*e.g.*, Guy's—there is an association of lady visitors, and your application must be approved by the committee; but full information will, of course, be sent to you. You will then have a ward allotted to you, and an afternoon assigned, on which you will be welcome.

It is rather nervous work at first. Let us give you a hint not to go in your oldest clothes. Never mind the omnibus or tram ride, but boldly array yourself in pretty and becoming attire for your visit. To weary eyes, pleasant and harmonious tints are agreeable. The weather-beaten sailor hat, the battered toque, are not appropriate to those who welcome an attractive whole, though they may not criticise details.

You approach your ward with its proper name, Scriptural or Royal, over the entrance, and go in. Your first impression is of the smallness and insignificance of the beds in the great airy space; you also gather a general effect of brightness and peace. Nurses are moving quietly about or sitting at a table in the centre. No one appears in the least excited or disturbed at your appearance.

If any patient is so ill as to need absolute quiet and seclusion, the fact is shown by curtained screens round the bed, but you may approach with confidence anyone without this (rare) distinction, and ask some such question as, "Shall I tire you if I talk a little?" The answer will probably be a grateful negative. On receiving it—and not till then—you sit down in the chair at the bedside. You will find no difficulty in saying such things as sympathy dictates, and will probably hear of the outside life of the sufferer; the home, perhaps the children, that have been left. It is a comfort to speak of them to a sympathetic listener.

Do not try to preach or obviously improve the occasion. Say what your heart prompts you to say, and you will not go far wrong.

The occupants of some of the beds may wish to be left in peace, but this you would at once perceive on the first greeting. It is far more usual to enjoy the chance of conversation, and you will find after your first visit that the ward becomes marvellously homelike in appearance, while the patients welcome you as a friend.

The workhouse infirmary, as well as the hospital, is a suitable scene for such visits. The days here are very weary, the occupants as a rule are less hopeful than those in the hospitals proper. Do give them a thought, girls who have "nothing particular to do."

A very special field for the work of sympathetic girls may be found in the Children's Hospitals.

You would like, say, to visit at Great Ormond Street. Write to the matron, in this case, and she will arrange a day and a ward for you.

I do not envy any girl whose heart does not fill with pity and affection on seeing the tiny mites in their cribs. There are boys and girls, at any age under eleven, many of them infants who cannot talk.

You can carry the babies about, help the nurses now and then by giving them a meal; talk to and amuse the older children. Other means for your activity in connection with the work will at once suggest themselves. More toys are always wanted. There is a popular impression that it hails toys on such a well-known institution as Great Ormond Street Hospital, but this is not the case.

You resolve, therefore, to provide, say, dolls for your ward, and possibly you organise a sewing meeting for girls of your acquaintance, to dress them. But if you cannot afford to buy new toys, old ones mended will serve a turn. Picture books, scrap books—nothing comes amiss for the little invalids. If you are clever with your needle also, you may make clothes to be given, in case of need, to the children on leaving the hospital.

"I love playing with children," says a merry girl, "but I don't want to visit hospitals or see anybody who is ill; it isn't my *forte*. I never know what to say, and feel shy and 'shut up' directly. So I suppose there is nothing I can do."

If you like playing with children by all means join

THE "CHILDREN'S HAPPY EVENINGS ASSOCIATION."

The Secretary lives at 48, Queen Anne Street, W. Under her direction, you will go on certain evenings to some Board school, and superintend the games, entering into them vigorously yourself. This is a work worth doing. Children of a certain class need to be taught how to play. There is a joyless ferocity that enters into the very pleasure of an uncared-for child. One sees this at railway stations in the summer time when parties of "slum children" are being taken out for a day in the country. The little faces are often set and fierce; the children rush in a half desperate fashion after their leaders, as if they were so accustomed to being defrauded of their birthright of happiness, they must needs be on the defensive. They need to be taught how to be happy, and no girl can find a better ambition than that of being the children's friend.

There are, indeed, many other ways in which she can be this. She can give valuable help in connection with

THE INVALID CHILDREN'S AID ASSOCIATION,

for visiting and assisting seriously invalided and crippled children of the London poor (Secretary, H. G. Evered, 18, Buckingham Street, W.C.). Then there is

THE SANTA CLAUS SOCIETY

for providing gifts and toys for adults and children in hospitals at Christmas, and for sending children and other convalescents for change in summer. The managers of the society are the Misses Charles, 34, South Grove, Highgate, N. Last, but not least, there is the

NATIONAL SOCIETY FOR THE PREVENTION OF CRUELTY TO CHILDREN

(7, Harpur Street, Theobald's Road, W.C.). The society can be helped by those who are willing to enrol themselves as collectors of subscriptions, who will conduct working parties, organise sales, and so forth, to help its funds. Even a little is worth doing for such an object.

The girl who has the "altruistic" ambition and longs to be a sister to the poor little ones, need obviously never be at a loss for organised means of carrying out her purpose. But it must not be forgotten that excellent individual work may be done in this respect. A girl, for example, may collect the children of a district for one evening in the week, and employ boys and girls in a useful and amusing way by setting the former to carpentering work of an elementary kind, modelling, frame-making, wood-carving, and the like; the girls to dressing dolls, making scrap books. There is no need to enumerate the occupations which will keep busy fingers out of mischief. People are usually very ready to give "unconsidered trifles" from their stores for such an object, and the toys, etc., when made can go on to furnish a Christmas tree in some poorer district, thus fulfilling a double mission. A "Young People's Association" of this kind will grow and extend, as it becomes firmly established, and it is a delightful way of turning "odds and ends" in every sense to account.

To leave the children, it may be suggested that no work can possibly be more suitable for girls than work among girls.

The two societies—the Girls' Friendly Society (central office, 39, Victoria Street, S.W.), and the Young Women's Christian Association (offices, 25 and 26, George Street, Hanover Square)—are well known, and it is hardly necessary to describe their objects and mode of working. Perhaps a third society—

THE METROPOLITAN ASSOCIATION FOR BEFRIENDING YOUNG SERVANTS

—is less widely known; its title is a long one, and it goes familiarly by the name of "Mabys." It is a society to help friendless girls, pauper or otherwise, between the ages of thirteen and twenty. No more lonely creature on earth, perhaps, can be imagined than the little servant of the "Marchioness" type. This society aims at befriending her in every sense. The "visitor" is an elder sister to her, her adviser in difficulty, and—a most important point—the caterer for her occupation and pleasure on her rare "day out." There are branches and Homes throughout London and the suburbs, with some Homes in the provinces.

Young girls are, of course, hardly suited for a work that needs some tact and experience, but there must be many women who read this page fitted to befriend one or more of these little toilers in a desolate life. The chief office of the society is at 18, Buckingham Street, Strand, W.C.

There are other fields almost too many to mention, for the work of those who long to help others.

"Let nothing be lost" is the motto that constantly occurs to the mind in thinking of this subject. You possess accomplishments. You have, for instance, a sweet voice that has been well trained; then use it, not only in drawing-rooms for your social equals, but for the pleasure of others—in the workhouse, in the parish entertainment, the girls' club, the concert given in some mission hall. You can sew; do not draw the line at manufacturing blouses for yourself, but remember the poor and needy child. You possess ingenuity and deft and nimble fingers; turn their cleverness to account in the manufacture of what shall brighten sad childish eyes.

You can do nothing particular but enjoy life and have a good time; then join one or another recreative association, and help others to enjoy life too. You live at the country or seaside; then either receive into your own home, or find quarters for, some tired factory girl or child needing fresh air.

Addresses that may be of use in this connection are—Factory Girls' Country Holiday Fund, Hon. Secretary, St. Peter's Rectory, Saffron Hill, London, E.C.; Children's Country Holiday Fund, 10, Buckingham Street, Strand, W.C.; Children's Fresh Air Mission, Onslow Street Schools, Clerkenwell Road, E.C.

We do not profess to give an exhaustive list of agencies for good. They are not difficult to discover by anyone who has the wish and the heart to use them.

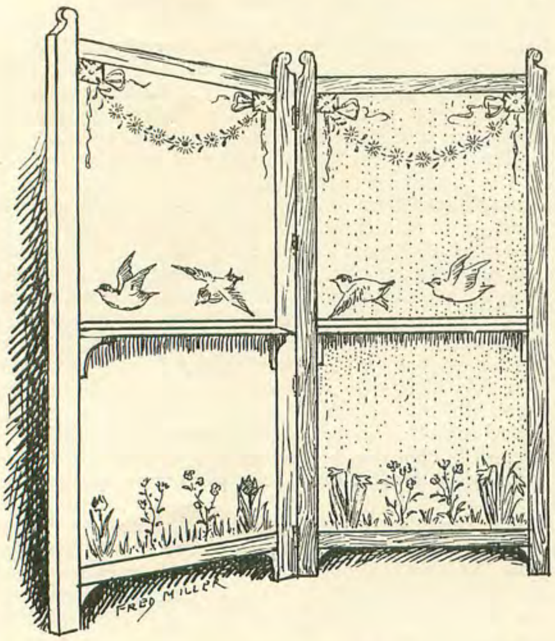
Place yourself in connection with one or another of the organisations we have described, unless you prefer individual initiative and effort. But however you may set about it—yet work! For she who has not learned the secret of altruism—life for others—has not learned truly how to live.

LILY WATSON.

SCREENS WITH SHELVES:

HOW TO MAKE AND DECORATE THEM.

By the addition of shelves to a screen they "contrive a double debt to pay," as Goldsmith said of another fitment in his *Deserted Village*, for at an afternoon tea the shelves can be put up and provide a place to put the cups of three or four guests.

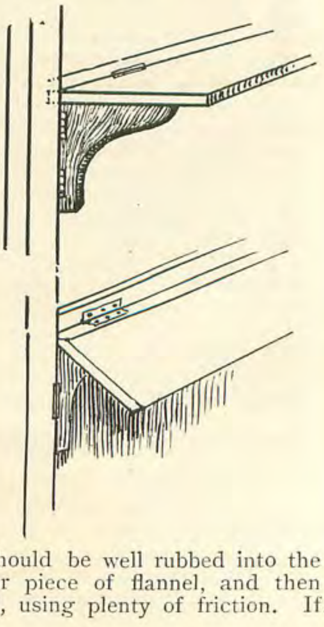


First, then, for the screen itself. The simplest and cheapest form of screen is one with a light yet strong framework of wood, and the filling of some pretty material which can either be worked with the needle or left as it is.

The white American bass wood is excellent for this purpose, as it is both strong and light. It takes stain admirably, so those who have no brother or friendly amateur joiner to undertake the making of the screen should get it made by a joiner or frame-maker. I have had such things made for me by an artist's frame-maker. If you show him the sketches accompanying these notes, he will understand what is wanted, but you had better give him the height and width of each leaf. Four feet six inches to five feet is a good height, and from twenty to twenty-four inches wide. Those who get the wood-work made at home should have the cross-bars mortised into the uprights, as the uprights can then project above and be shaped as in sketch, while they can be carried below and form legs. As the shelves will have to be hinged to something, cross-bars should also be mortised into the uprights, somewhere about midway, which will not only take the shelves but will materially strengthen the screen. The framework should be got out of inch stuff, but the shelves would do out of three-eighths. As the shelves should be contrived to let down when not in use, brackets at each end to hold the shelves up should be screwed to the framework.

The cross-bars should be flush with the framework at the back of the screen, but they need not be more than half-an-inch thick, as this will allow for the thickness of the shelves. As for the width of the shelves, this can be a matter at the discretion of the individual; six to eight inches would be enough to take a plate or saucer.

Assuming that the framework is supplied you and you do the staining yourself, you should purchase some liquid stain the colour you desire the screen to be. Stains for wood can be had almost any colour—black, green, brown, red, etc. The stain must be brushed on evenly, using enough for it to flow on freely, and as the wood will absorb the stain readily, avoid getting it on patchy. A good brown stain can be made by dissolving permanganate of potash (the well-known disinfectant) in boiling water. The colour depends upon the strength it is used, but for a deep tone put on two coats.



To polish it, for there is no polish in the stain itself, dissolve beeswax in turpentine. The way to do this is to put the beeswax into a vessel with the turpentine, and then cover it with a saucer or piece of glass, and place it on the hob. The heat will soon dissolve the wax, and when cold it will be the consistency of butter. This should be well rubbed into the wood with a stiff brush or piece of flannel, and then polished with a dry flannel, using plenty of friction. If

GIRLS' AMBITIONS.

PART V.

WANTED—A GOVERNESS.

THE only profession for which women were supposed a generation or two ago to be eligible was the

EDUCATIONAL PROFESSION.

If a girl wished to "go out into the world," or were forced by necessity to do so—a girl, that is, of the upper or middle class—a governess she must become, or perish in the attempt.

There was a song our grandmothers used to sing, doubtless relegated to the limbo of things forgotten, which was wholesome in its satire and significant in its burden. It was rather too much like a small cantata for modern taste; a portentous performance altogether, which now would startle a drawing-room and tax the energies of the modern languid vocalist. It was called, "Wanted—a Governess," and began by that phrase, melodiously hooted twice or thrice, with loud chords in between. The words were to this effect—

"Wanted a governess, fitted to fill
The post of tuition with competent skill
In a gentleman's family, highly genteel,
Where 'tis hoped that the lady will try to conceal
Any fanciful feelings or flights she may feel,
For this gentleman's family's so very genteel.
The pupils are five, ages six to sixteen,
All as promising girls as ever were seen,
And besides, though it's hardly worth while to put
that in,
There are two little boys, but they only learn Latin!"

The subjects to be taught are then enumerated in overwhelming array, and it was a *sine quâ non* that they should be rattled off swiftly by the performer in such combinations as—

"Arithmetic, use of the globes, and conchology.

* * * * *

Italian she must know, of course; nor need banish
Whatever acquaintance she may have with Spanish,
Nor would there be harm in a trifle of German,"

the song declared. The sum offered to the unfortunate compendium of all human learning who should accept this situation was twenty pounds a year. The sum was proclaimed to a *bravura* accompaniment at the end of the song.

The satire, though we may laugh at it as cumbrous, was not wholly farcical. The number of women applying for the post of governess brought down the salary to a preposterously low figure, and the requirements of employers were proportionately unreasonable.

Are things much better now? The answer is, Yes—and No. An advertisement for a governess in a daily paper will bring in more replies than can be answered by any householder of average leisure, especially if the governess be of the "nursery" variety.

There is certainly "plenty of room at the top," but for the rank and file of governesses the pressure is very painful, the competition severe, and the prospect of old age alarming in the impossibility of making any adequate provision for it.

Only yesterday, as I write, the fact was announced at a first-class training college for elementary teachers that there were more posts vacant than could be filled, and it at once occurred to me that here was an opportunity of impressing upon English girls the advantages of the elementary teacher's life. More posts waiting for women than there are women waiting for posts! What an unusual and startling fact! Yet a fact it is.

The time is passing by when the post of "Board School teacher" was supposed to be only fit for those who had received a Board School education. We may put aside the term "Board School," by the by, as not particularly appropriate, and substitute Elementary School. There are a vast number of elementary schools all over the kingdom which are not under the School Boards. To some of the training colleges practising schools are attached, and the post of a teacher in these schools is a pleasant one. There are also charming schools here and there in the country, the hobby, in some cases, of educationalists, where teachers are wanted. And they are already needed for South Africa. Therefore we will look broadly at elementary teaching as a profession for women. It is a profession which girls of all social grades may embrace if they like. As our paper is intended for all classes, let us first indicate the steps by which a pupil in an elementary school may qualify herself for teaching.

First of all she becomes a pupil teacher. As soon as she has passed through the elementary school and reached her thirteenth birthday, she is eligible as a probationer. She must pass a Government examination, and provide herself with a medical certificate.

At the beginning of her apprenticeship she must not be less than fifteen years of age (fourteen in some special cases); she serves at a school under a certificated teacher for three or four years, and receives special instruction herself for a specified time. In some towns there are Pupil Teachers' Centres for the instruction of these girls in their free hours. At the end of their apprenticeship they take the King's Scholarship Examination, which is held every December.

As "pupil teachers" are in a position to know all about these matters, it is scarcely necessary to dwell on details which will be familiar to them from the routine of their daily life. But there may be girls who have received a different class of education from that given in the elementary school, who have never been pupil teachers, and who may nevertheless like to qualify for the post of elementary teacher.

Any girl of eighteen years of age may enter a training college provided she can pass the King's Scholarship Examination. For this examination the subjects can be ascertained by a letter of inquiry to the Education Department, London. She must decide on the training college she prefers. A list of these can also be obtained from the Education Department. Of the British and Foreign School Society (undenominational) there are Stockwell Training College, with excellent practising schools attached; Saffron Walden, Essex (for "infant" school-mistresses); Darlington; Swansea.

The Church of England has a long list of training colleges. Whitelands, Chelsea, is one of the best known, and also the Home and Colonial School Society's College, Gray's Inn Road, W.C. At Chichester there is the Bishop Otter Memorial College, for daughters of professional men. Other Church of England training colleges are at Bangor, Bishop Stortford, Brighton, Cheltenham, Derby, Durham, Kennington, Lincoln, Norwich, Ripon, Salisbury, Wantage, Clewer, Tottenham, Truro, Warrington. There are Roman Catholic training colleges at Liverpool and Wandsworth, London; and a Wesleyan college is "Southlands," High Street, Battersea.

There are also undenominational training colleges as follows: Cheltenham (St. Helen's, Lansdown Place); Homerton, New College; Cavendish College, Cambridge; Edge Hill, Liverpool.

Our reader, then, who wishes to qualify as an elementary teacher, enters her name as desiring, say, to get into Stockwell College, and "sits" for the King's Scholarship Examination.

If she obtains a good place on the list (not otherwise), she will probably be successful in getting into this College. But there are university examinations which (for a limited number of students) stand instead of the King's Scholarship. Full details can be obtained from Alfred Bourne, Esq., 114, Temple Chambers, Temple Avenue, London, E.C. A medical certificate, recently obtained, is also necessary.

The entrance fee at Stockwell is £25 for a course of two years. In the case of very promising students, and at the discretion of the Education Department, a third year may be added, to be spent abroad or in London. The fees in some other Colleges are lower. They vary, but may be roughly stated as from £15 to £25. When it is remembered that the sum covers two years' board and education, it is evident that it is only a nominal fee. It is, of course, supplemented by the Government.

Some Colleges receive day students, but it is far better to go into residence. One obtains the full advantage of the surroundings and of the *esprit de corps* by living in College.

The College authorities are now left free in a great measure to choose their own course of study, and examinations are passed by the students periodically.

On the successful close of the College training, the student with her "parchment" finds herself (with rare exceptions) immediately appointed to a school. The great majority of certificated mistresses receive from £75 to £150; a few as much as from £300 to £400. There are many advantages in this profession, *e.g.*, certainty and definiteness of income; fixed hours of work; good holidays in the summer; independent leisure. The hours of work daily are usually six; Saturdays and Sundays are whole holidays.

The salary may not seem large, but it is increasing. In some country places a house is provided for the head mistress in addition to the stipend. The conditions under which teachers are required for South Africa are made known by the Government (see THE GIRL'S OWN PAPER for February).

The life in a high class Training College for elementary teachers is one of the most delightful lives a girl can lead, and is looked back upon with affection in after years. It is not to be despised even in comparison with Girton, Newnham, Holloway.

We have in mind a typical college near London. The building is large, airy, spacious. In the corridors one meets groups of girls, animated, bright, eager, with no look of weariness or dull constraint. In addition to the lecture rooms, there is a large and lofty "day room," the walls adorned with engravings of merit, the many tall windows opening on a garden—not indeed of the same spacious type as the college buildings, but leafy in the summer. The College Kyrle Society interests itself in the adornment of this room. A piano stands here, and the room is adapted to many a varied use. Generation after generation of girl-students have clustered here, to sing, to recite, to welcome a gracious Princess, to listen to the teaching of men honoured throughout the world of literature, to form part of the throng that gathers for a public meeting presided over by peer or illustrious commoner, to join in informal social intercourse with friends of the College, or to dance merrily together after the day's work is done. One charm of the dances is the possibility of "sitting out" with some favourite teacher and having a quiet talk, difficult otherwise to obtain in a great household of some two hundred women.

On the upper floors of the building are dormitories divided into cubicles, each decorated at the fancy of the owner. Very dainty and pretty are some of these little rooms, for such they are, ensuring absolute privacy. There is a large library for the use of the students. The teachers are ladies of high culture, most of them of University training, and the relation between them and their pupils is of the pleasantest kind.

The ordinary course of education comprises Scripture, reading and recitation, blackboard drawing, music, needlework, physical training, theory and practice of teaching, English language and literature, history and geography, mathematics, general elementary science; French, or an extended course of English; while students who take University examinations study the specific subjects required.

There is a model kitchen where excellent courses of cookery lessons are given. Nor are outdoor games neglected, for there is a playing-field some little distance away, used by the students on certain afternoons in the week, where tennis and hockey are enjoyed. Visits are paid to the historic buildings of London from time to time. Everything is done to make the two years' stay in the College a time of real advantage, and if a third year is added, in France or elsewhere, it comes to one who is already fitted to appreciate the privilege.

There are admirable practising schools connected with this College The school teachers are often drawn from the ranks of the students, who, when the college course is finished, are delighted thus to retain connection with their *Alma Mater*. Lessons are given by the students, as students, in rotation, to a class of children from the schools, brought into the College for the purpose.

The Principal, one of the highest authorities on education, observes the lesson given, and criticises it after the children have gone. This is an ideal way of learning how to teach, and if Practising Schools were always found in connection with training colleges, one reason for the pupil-teacher system would be gone. That system is open to many objections which need not be discussed here.

The intellectual life of our College is fed by other sources besides those we have indicated. There are many addresses and lectures which form no part of the stated curriculum. Men who are known throughout the world of literature, science, and art, come to lay their best at the feet of the fortunate girl students. Inspiring words are spoken to them on the threshold of their career by honoured teachers in the service of the Church. Such men as the Bishop of Hereford, and others belonging to different parts of the Church Universal, come to bid them God-speed and point out to them the nobility of their work.

Even the visit of H.M. Inspector, at stated times, is not so terrible as might be supposed. He knows he shall find good work done here, and comes in a spirit of sympathy and kindness, not of cold criticism. In brief, enthusiasm—gift from above!—dwells within these walls, inspiring teacher and student alike.

The college described is only one out of a number, and each has its special features. The May-day festival of Whitelands, instituted by Mr. Ruskin, will, for instance, be remembered.

Such, briefly indicated, is the delightful introduction to this under-stocked profession.

The power for good that rests with the elementary teacher is tremendous. Here is a worthy ambition for the ambitious girl—to influence the future of her country! For her, work is not bounded by the four walls of her schoolroom; it will extend far beyond her day and generation, and will be one of the forces that help to shape the destinies of the world

LILY WATSON.

QUESTION AND ANSWER.

TUBEROSE *would like to know the derivation and meaning of the word "Ampersand."*

In old spelling-books the character "&" was added to the letters of the alphabet. Children, after repeating their letters, came to this sign.

How were they to express it by speech? It was called "and" *per se*. *Per se* is Latin for "by itself." They were accordingly taught to say ". . . x, y, z, and, *per se*, and." These four words were, by a natural process, contracted into the absurd "ampersand," also spelt "amperzand," "ampusand," "ampussyand."

In *Punch* for April 17, 1869, the couplet occurs—

"Any odd shape folks understand
To mean my Protean amperzand."

It is unnecessary to say that the word is seldom heard nowadays.

GIRLS' AMBITIONS.

PART VI.

EDUCATIONAL—SECONDARY TEACHING.

IN the last paper we dealt with elementary teaching as an understocked profession for girls. Secondary teaching cannot be said to come under the same designation. And yet it is year by year offering increased facilities and attractions to women-workers; extending its boundaries and multiplying its points of interest.

"Secondary" education, which has a mystic sound, is simply that part of education which comes after primary or elementary education, and before university or college life. In the case of private teaching, the limits cannot of course be exactly drawn; nor can they, in the abstract, be drawn at all!

It was during the last half-century that an immense change took place in the secondary education for girls of this country. The Girls' Public Day Schools Company, and the Church Schools Company, both so well known, have established their High Schools throughout the land; there are, here and there, boarding-schools also, which emulate the great public schools for boys. The posts of mistresses in these schools, and especially the post of head mistress, offer a worthy aim for the ambition of girls. Any one of our readers who desires to make education her calling in life, has (apart from elementary teaching, already discussed) a wide field to choose from.

She may be a governess (daily or resident) in a private family; or a teacher in a private day or boarding school. She may begin a school on her own account. She may seek a position in a public day or boarding school. She may "specialise" in some way. Or she may set before her the aim of a position in one of the Training Colleges. Lastly, she may dream of a University lectureship.

With the aim of being practical, we may deal with these "ambitions" one by one.

The first—which for so long was almost the only "ambition" open to the middle-class girl obliged to earn her own living—does not need much comment. It was just glanced at in our last paper. Probably there are very few who would allow the title "ambition" to be applied to it. They would rather call it a terror—a dread! There is something specially dreary and forlorn in the idea of daily going up and down alien stairs.

Has not even so great a genius as Dante spoken of it? In Book xvii. of the "Paradiso" are the well-known lines:—

> "Tu proverai si come sa di sale
> Lo pane altrui, e com' è duro calle
> Lo scendere e il salir per l' altrui scale."
>
> "Thou shalt by trial know what bitter fare
> Is other's bread—how hard the path to go
> Upward and downward by another's stair."

It *is* hard! And yet if one can only be believed, there are alleviations even in the lot of a resident governess. The woman who can put aside the thought of being a martyr, who is resolved to look for the best in her lot, not to watch for slights, but to do her utmost with zeal and affection—how intensely she is sometimes beloved by her pupils! She finds a second home, where she is cherished and honoured, and her future becomes the care of those to whom she has devoted the best years of her life. This is how it should be; and how it sometimes is. The individual influence she can exert is more intimate and thorough than it can be in any other department of education. But she *must* regard her calling from the standpoint of a worthy ambition.

It is, of course, a mistake to set out with the conviction that slights will be the daily portion. People who offer them to an educated lady would now be considered "outsiders." A tactful governess will soon cease, in a well-regulated home, to feel lonely. She can command also, if she is well qualified, a sufficient salary to put something by for future needs. This is hardly the case with a daily governess, whose salary is usually quite inadequate when the expense of board and lodging is taken into account.

It may be said in passing that it does not follow that a governess is slighted or in any way offered the "cold shoulder" just because her presence is not always desired in the family circle. A woman with tact will see this, and will not feel injured because she is occasionally left to herself. She may be thoroughly liked and honoured, and yet there may be times when both she and the people with whom she lives may prefer to be independent of each other's presence. It is not only in the case of governesses and employers that a little temporary absence is found a great stimulant to mutual liking!

There are not so many governesses now as formerly; and the number of private schools must, one would suppose, be decreasing. The position of a governess in a good boarding-school is by no means to be despised. Her hours of work are defined, her position is free from any anomaly or doubt, she has never to wonder whether she is in the way, and has companions of her own standing. If she is a kind and clever woman, her pupils will probably adore her, and her life will be of necessity a happy one.

There are some women who seem fitted by nature to influence their own sex, and those who love teaching and have a sympathy with those they teach, may find very great happiness and success in the "boarding-school" that sounds so dreary. One can remember women who have been uncrowned queens in their time; not rich, not distinguished, beginning in what has seemed a monotonous round of school teaching, gradually rising by thrift and capability to the head of the school they entered as a subordinate. Beloved by generation after generation of girls; even admitting the daughters of their early pupils (who can imagine no better training for their own children than the one received in youth); exerting a beneficial influence on young lives, adored and reverenced until they pass straight from work to their rest and reward—it is impossible to imagine a life more full of power for good than theirs.

To attain such a position is a worthy ambition for a girl. For a good boarding-school is a "school for character" in a way that no High School or day school of any kind can possibly become. There are certain qualifications for this post of "uncrowned queen" which are indispensable. She who makes it her ambition must love teaching and not grow weary of it, nor must she grow weary of girls. Her powers of affection and sympathy, tact and kindness, must be unlimited. She must know how to be firm; but there must never be a point where her temper and patience break down.

One is tempted, remembering some such women, to enlarge on this subject, but possibly it is a little beyond the scope of readers who will for the most part be removed by their age from the position we have tried to describe. Still, it is to be commended as an object of ambition.

Some women who never have children of their own become mothers by deputy and exert a wider influence than, married, they could have done; for their families are large, frequently changing, varied widely as to tastes, ages, capabilities. It is such women who have helped to cause the odious term "old maid" to disappear from the earth. Education will suffer when they cease to reign. No brilliance of attainment will come in the place of the womanly character and charm which cannot be tested by examinations.

It is time, however, that we passed from this "ambition" to one more definite and easily attained—that of a teacher in the public secondary school, High or endowed.

The preparation for this work should be as good as possible. A university degree, or its equivalent, is very valuable. It is, however, most important, not only to possess knowledge, but to know how to impart it. One year spent at a good Secondary Training College will be of enormous advantage to a girl who makes teaching her profession. We give a list of these.

1. The Maria Grey Training College, Salusbury Road, Brondesbury, London, N.W. Scholarships and bursaries offered.
2. The Cambridge Training College. Scholarships.
3. Cheltenham Ladies' College.
4. The Mary Datchelor College, Camberwell, London.
5. Bedford College for Women, York Place, Baker Street, London.
6. University of Oxford, Training Department. (Apply to Miss A. J. Cooper, care of the Secretary to the Delegates of Local Examinations, Merton Street.)
7. The Home and Colonial Training College, Secondary Department, Highbury Hill House, London.
8. St. Mary's College, 122, Harrow Road, Paddington, London, W.
9. St. George's Training College, 5, Melville Street, Edinburgh. Several bursaries of £30 a year offered annually.

The fees for tuition vary from £10 to £30 per annum (£21 is about the average). The boarding fees, sometimes in separate hostels, are from £12 12s. to £17 17s. a term. The inclusive fees for tuition and residence vary from £50 to £75 a year. Particulars can, of course, be obtained from each College.

Practice in teaching is arranged for either in neighbouring High Schools, or in secondary schools attached to the College itself.

It is a popular mistake to suppose that any clever person who knows a subject can therefore teach it. An illustration from life may be given to enforce this; although the personages are men, the lesson is not affected by sex.

Two scenes of long ago rise before our memory, in one of the best secondary day-schools in Scotland—so justly famed for them! The first is a disorderly scene enough. About two dozen girls, aged from fifteen to eighteen, ladies by birth for the most part, are sitting at a double row of desks. Some are chatting in an undertone, one or two are engaged in fancy-work, others are reading. In front of the desks an excited gentleman is wildly rushing to and fro. The space between the class and the opposite wall, though wide, seems all too narrow for his frantic career. He is appealing by name to the occupants of the forms, but his vehement adjurations fall on deaf ears. "Nothing written! *Oh*, Miss Mackenzie, Miss Mackenzie!" but Miss Mackenzie is placidly conversing with her neighbour. "Miss Ross! Miss Macdonald!" he shrieks in vain. There are only three or four in the class who deign to pay the slightest attention to him. "I will go!" he screams at last in theatrical excitement. "I will go and fetch the Directors! I will tell them I cannot manage this class!" He flies to the door, but no alarm is exhibited at the familiar and empty threat; a smile passes through the room; one or two girls, tired of the unseemly display, stifle a yawn; all, diligent and idle alike, are glad when the useless attempt at a class is over. And yet the teacher bears the prefix "Dr." to his name, and is honourably known in the literature of his country.

A new-comer sits in silent dismay. How can she hope to learn in such a bear-garden?—a medley of ill-breeding and idleness on the one part, incompetence on the other! The teacher, seeing her disposition to study, has assailed her with unreasonable exactions. In disappointment and concern she obeys the summons to the next class.

Along the sides of a great echoing class-room sit the pupils. In strides the professor, to be received with instant attention. In clear, rapid accents he turns to the work of the day; making the girls exchange their written exercises, he takes one himself, and the sentences are quickly read aloud by the pupils in turn, each girl correcting the paper in her hand from the master's decree. By this simultaneous plan every exercise is thoroughly corrected and the mistakes are brought home to their perpetrators by the living voice. Also the reason for each correction is ably explained. The whole process only occupies, briskly conducted, some fifteen minutes. (Surely this is a better system than the weary, laborious method of correcting a pile of exercises away from the class and returning them to, frequently, uninterested pupils!) The lesson continues with force and vigour, incisive questions are put that draw forth the *very gist of* the subject; no "there or thereabouts" reply is tolerated; vagueness is met with unsparing though good-humoured satire, and any suspicion of idleness with a hint of grave rebuke. But there is scarcely any idleness to notice. All are alert, keenly eager, absorbed. The new-comer, when she can spare a moment's attention, looks round on the interested, docile class, and to her amazement recognises some of the girls who, not long before, were driving another professor to desperation.

Both professors are learned; both are men of repute; both have a command of the English language; but one cannot teach and the other can. Study how to teach, and consider how you can best gain the practical experience which will stand you in good stead. Elementary teachers learn how to teach as a necessary part of their training; why should secondary teachers be less fully equipped?

What of the rewards for their labour? The salaries in High Schools for assistant mistresses may rise to £150. Head mistresses receive capitation fees, and with salary these—but in rare cases—may amount to £800. The head mistress of a good High School will be sure to enjoy a dignified competence.

College graduates of good standing may also aspire to the very pleasant position of resident lecturer in one of the training colleges (with a salary of from £60 to £100) and hope to become a principal. The principals of the training colleges, it is needless to say, hold an honourable status in the world of education. There are also lectureships in the other colleges for women—university or various—but these come outside the scope of our subject.

As this paper is written, vigorous discussion is prevailing throughout the land on the Education Bill. Whatever the upshot may be, it is certain that secondary education must proceed by leaps and bounds, and as education advances, more teachers will be needed. There is a cheerful outlook, therefore, for anyone who will make education her profession. Diligent work, lofty ideals—these are necessary, and with these she may hope to succeed.

"Tell me definitely how I am to prepare myself for the realisation of this ambition?" a girl may say. But it is impossible to mark out an exact path to the goal. Diligent and conscientious study in the school where you find yourself, with unswerving pursuit of one aim, is the first essential. If it is a school possessing (as many do) a scholarship, set yourself to win it. If you can win no scholarship, and cannot go to college, set yourself to obtain a degree.

For the London B.A. (to take that as an example) you have first to matriculate, then pass the Intermediate Arts, then take the final B.A. You can obtain instruction by correspondence from the London University Correspondence College, 32, Red Lion Square, W.C. When you have taken your degree, a year at a training college (as we have said) will be most useful.

The St. Andrews L.L.A. examination can be spread over any length of time, and be prepared for by correspondence. Information can be obtained from the Secretary, L.L.A. Scheme, St. Andrews University, and from the Secretary of the Correspondence Classes, 5, Melville Street, Edinburgh.

Diplomas for teaching can be obtained from the London University (granted only to its own graduates), Cambridge University, College of Preceptors, Oxford University. The Universities of Durham, Victoria, and Wales have established or are establishing such diplomas. The girl who nourishes the ambition to make teaching her profession, may feel rather discouraged at the length of the way indicated, and may ask whether, for instance, the university degree is actually needed.

It is not. She can teach, and may even contrive to attain a good position, without it. But every year this will become increasingly difficult, and she will be wise to strive after the very best preparation for her work that she can possibly obtain.

LILY WATSON.

"Well, for one reason, in the olden days deaf children were chiefly educated on signs and the finger alphabet; and this, of course, cuts them off very much from intercourse with those who hear; for very few people can converse in this way, and they become isolated and form a class apart, and this we are anxious to prevent. One great advantage of the oral system is that by it the deaf can acquire a better knowledge of language. In exceptional cases, where the sight is bad or the vocal organs defective, writing is now almost universally considered the best means of education, as the children can thus be better equipped with language."

"And did he help the other deaf boys too?" said Gussy eagerly.

"Yes. By small degrees he took up the cause of the deaf, not only after they left school. He was on some of the Special School Committees, and I remember he spent much time in trying to interest others in these children, for there are comparatively a large number of them. You see, there are deaf girls as well as boys, and good industrious girls some of them are too. It is said there is a regular dearth of servants now, and they talk of importing Chinamen to help us. What do you say to that, Gussy?"

"Oh, they are horrid smelly things, though Uncle Jack says they are 'ripping good cooks!' Why not employ deaf girls more?"

"I, too, would rather follow Mrs. Money's, the Bishop's wife's, example. Why, the girl she had sent her as a 'stop-gap' turned out so willing and good-tempered, she did everything she was told to do so thoroughly that she was kept on at the Palace."

"How splendid!"

"To be sure, and why should you not help the deaf girls, Gussy? People are slow to understand their capabilities, so there is a difficulty even now in finding them employment. You are full of life and vigour. You have nothing to do but ride your beloved mare, and fiddle about the greenhouses and garden, which I know you also love, and as for society, a mere society life is not satisfying, and much of it, to my mind, is sheer waste of time."

"Yes, I might garden amongst the dear girls. But I don't know where or how to begin."

"Why not study the question whilst you are here with me, for besides the County schools there are Board Deaf Centres throughout London and in some parts of the country. We will get leave to visit some of them. You are not the only one, my child, who knows little or nothing about these afflicted children. I sometimes think that there must be many wealthy women who have a deaf child of their own, and others, that might have their sympathy aroused, and be only too glad to become interested in these children. *The Englishwomen's Year Book* gives a list of the schools; I will show it to you."

"But how do deaf children start their education, and at what age are they sent to school?"

"Some schools take them at five years old, but they don't come under compulsory education until they are seven. They are then sent to the local Board School Deaf Centre, if there is one, or are boarded out in the neighbourhood of one. Others go to the County Schools for the Deaf, and there are a few private schools for children of the middle and upper classes."

"Tell me what they do at school," said Gussy, having listened with rapt attention to all she had been told.

"A child's first few days are spent amongst toys until it becomes accustomed to its surroundings. Then it is taken through the Kindergarten scheme, and other branches of education come in due course; all, remember, is taught to them by word of mouth. Manual training holds an important place in their school life. To see these children, some of them mere mites, do brush-work and stripped paper-work with the utmost neatness and precision is wonderful to behold. Similar care is bestowed on their hand-writing, and on the whole they equal the hearing children in most things, for the teachers aim at making them painstaking. It stands them well in after life, owing to their being unable to compete in all branches of employment. The elder girls go through courses of needlework, cooking, and laundry-work; and at some schools they learn the all-important house-work. So they have a fair training by the time they leave school. Yes, you might, indeed, help them much after their school life. Suitable places are needed for them, where girls do not of necessity sink into mere machines, but where good influence, sympathy and kindness have their share in the house, where Sunday—the day of rest—has not to be just as busy as other days; but where time is set apart for worshipping God. Remember the possibilities of their happiness; and the rendering to God, good, happy, useful lives, depends very much upon those with whom they are placed. Many of them have not had our privileges in sharing the mercies which surrounded us from babyhood. I believe ladies would take these girls into their households if they knew of them."

(*To be continued.*)

GIRLS' AMBITIONS.

PART VII.

EDUCATIONAL—SOME SPECIAL SUBJECTS.

In the preceding papers on the subject of the ambition which has as its aim the work of teaching, elementary and secondary education have been discussed separately, but "specialising" has, for lack of space, been omitted.

The enthusiasm with which the occupation of teaching children is regarded occurs, it may here be said, almost exclusively among women at the outset of the profession. In contrasting training colleges for men and women elementary teachers, the difference of tone is marked. One can hardly expect very young men to wax enthusiastic over the task of training boys, although the enthusiasm may, and often does, come in time. With women, Nature has so willed it that from the first they may perceive the charm and ideal possibilities of their work.

The first special department of education to consider is one of which women have the monopoly.

KINDERGARTEN WORK.

What are the requirements for this?

First of all, there must be a sound English education, attested by success in some recognised public examination such as the First Class College of Preceptors or the Senior Cambridge.

A girl who possesses this qualification may next turn her attention to the examinations of the National Froebel Union, 4, Bloomsbury Square, London.

Friedrich Wilhelm August Froebel (1782–1852) was, as we need hardly remind our readers, the founder of the Kindergarten, literally "children's garden." This inaugurated a new era in early training. To use his own words, it was to give little ones "employment suited to their nature, to strengthen their bodies, exercise their senses, employ the waking mind, make them acquainted judiciously with Nature and Society, cultivate especially the heart and temper, and lead them to the foundation of all living—to unity with themselves."

It is, perhaps, a little difficult to understand the last phrase as translated, but we may be content to explain it thus—a harmonious development of the whole being.

This is no mean aim for the Kindergarten teacher to set before her.

The shortest time in which it is possible to qualify for the full "Froebel" certificate is two years. The syllabus of examination of the Joint Board of the National Froebel Union will give all information as to the method of proceeding, but we may say that there is an elementary and a higher certificate. The student who has obtained the first can become an assistant in a Kindergarten; she who has obtained the higher certificate can undertake entire charge of a Kindergarten. There are several schools and colleges both in London and the provinces which prepare for these examinations. They are at Blackheath, Brondesbury, Stockwell, Queen's Gate, York Place, West Kensington in London; at Manchester, Plymouth, Sheffield; and are incorporated with many of the High Schools of the Girls' Public Day Schools Company, throughout London and the provinces. The Sesame House for home life training and the training of Kindergarten mistresses and lady nurses, 43A, Acacia Road, St. John's Wood, may be specially mentioned. It was founded by members of the Sesame Club, Piccadilly, on the lines of the Pestalozzi-Fröbel Haus in Berlin. There is practice in a Kindergarten under an experienced teacher, and although the training given in the house is not arranged with a sole view to Kindergarten work, it appears well adapted for that and its other aims. Boarders and day students are received. We may, in passing, suggest that a year spent here may prove very delightful and useful to a girl who has left school and finds no occupation ready to her hand.

The Froebel Educational Institute, Talgarth Road, West Kensington, exists for the exclusive purpose of training Kindergarten teachers; the fees are from twenty-four to thirty guineas a year for preparation for the certificate. Students from a distance are received into recognised boarding-houses at about a guinea a week.

The students in the Junior Division give practice lessons under supervision and attend lessons given to a Kindergarten by qualified teachers. Students who have passed from two to three years at the college and have obtained their full certificate are eligible for posts in private or high schools, or in families, at salaries ranging from £50 to £100. It is, of course, possible for an enterprising and properly qualified teacher to open a Kindergarten on her own account, and if the neighbourhood is well chosen she will probably find little difficulty in making it succeed.

To be a "child-gardener" is a delightful and interesting occupation. The evolutions and games of a good Kindergarten offer one of the prettiest sights imaginable, and a garden of moving flowers always occurs to the mind as the fittest comparison. The process of early culture is here made, as it ought to be made, bright, gay and happy, and yet efficient; interest early instilled in science and nature teaching bears fruit in after years. The profession, too, is attractive, inasmuch as the preparation for it is (relatively) inexpensive, the salary is (relatively) high, the hours of work are short. No one, however, should entertain this ambition unless she has a real and enduring love for children, and is prepared to sympathise with child-life. Patience also is especially necessary—a patience that will stand the daily strain of the charge of many tiny creatures. It is work, we may add, that should not be undertaken without due and recognised qualification.

PHYSICAL TRAINING

is the next field for specialising that we shall explore. The physical training of women, as is needless to state, has undergone immense improvement within recent years. What would our grandmothers have said to the hockey clubs, for example, now associated with girls' schools?

Gymnastic teachers are in request, and may be trained under different systems; German, Swedish, Danish, English or private systems—*e.g.*, Miss Chreiman's. It is perhaps unnecessary to describe in detail the specialities of each method. Each has for its object the full development of the physical faculties, and the "Swedish" (or "Ling's") is among the best-known of the modern systems. Free training is given at the Royal Central Gymnastic Institute in Stockholm, where there is one vacancy yearly for an English student, but a knowledge of Swedish is necessary. It will perhaps be more practical to enumerate the different schools in England where a knowledge of how to teach drill, gymnastics, etc., may be obtained.

There is a "British College of Physical Education" at 83, Lancaster Gate, W., which grants certificates of competency as qualified instructors. A list of members of the College, who will train candidates for the requisite examinations, can be had on application to the hon. secretary.

Madame Bergman Osterberg's Physical Training College, Dartford Heath, Kent, offers two years' training to women between the ages of eighteen and thirty. The subjects are anatomy, physiology, hygiene, gymnastics on Ling's (Swedish) system, out-door games, dancing; fees thirty-one guineas per term. There is a great demand for teachers trained at this college, and they command salaries of from one hundred pounds upwards. We are told that the students are usually engaged as teachers before they complete their course.

The Anstey Physical Training College, The Leasowes, near Halesowen, Worcestershire, receives students for two years, within the same limit of age. Elocution, wood-carving, cookery are added to the gymnastics (on Ling's Swedish system), with games, etc. Full particulars may be obtained from Miss Rhoda Anstey at the college.

Miss Theodora Johnson, the Swedish Institute, 20, Vyvyan Terrace, Clifton, Bristol; Miss Morfwdd Hughes, 32, Cheltenham Parade, Harrogate, are other addresses which may be useful.

Stempel's Scientific Physical Training College and Gymnasium, 75, Albany Street, Regent's Park, N.W., is a training college for ladies as teachers of physical culture. Lastly, there is the Gymnastic Teachers' Training College for Women, Manresa Road, Chelsea, where the subjects taught include fencing, cycling, swimming, out-door games.

There is therefore ample scope for the girl who is ambitious to become a teacher in some department of physical culture. It is surely a fine thing to lead others to attain command of the faculties which will help them to enjoy health and make the best of life. She who does this is playing an important part in education. The *mens sana* is sadly impeded if it does not exist *in corpore sano.* This sounds a truism; but physical development, especially in cities, does not come by nature.

DOMESTIC SCIENCE,

as a necessity to health, follows naturally upon the last subject. In fact, cookery is included in the curriculum of one at least of the colleges named. With the spread of technical education, the training of girls in such subjects as cookery, laundry-work, needlework, millinery, housewifery, is progressing, and will progress, apace. In connection with every County Council throughout the kingdom there are classes for girls and women on these subjects. For such classes teachers are required.

The girl who is ambitious to become a cookery lecturer, for example, may place before her as an object a post in one of the training schools of cookery and technical colleges for women, in an elementary school, in an evening continuation school, or in afternoon and evening classes for working women and girls held (as we have said) throughout the kingdom. There is scarcely a large town in England where she will not find some such post existing. In former articles we have suggested to girls a way of learning domestic economy as a fine art, and it will doubtless occur to our readers that wherever there is a place for women to learn cookery, there must also be a place for a woman to teach it.

It is an excellent plan for a girl to set before her the ambition of a domestic science teacher, taking a diploma in more than one of the subjects enumerated under that head. To train for a diploma in cookery takes twelve months at least; for a diploma in other subjects of domestic science, about six months. The position to be aimed at is an honourable one, and may be under Government. The possible salary varies with the class of appointment from £70 to £300.

How shall our aspirant train for the post of teacher of domestic science?

Here are a few of the training schools whose certificates are recognised by the Board of Education:—

National Training School of Cookery, etc., Buckingham Palace Road, London, S.W.

Lambeth National Society: office, Sanctuary, Westminster.

National Union for the Technical Education of Women in Domestic Sciences, Leeds, with branches at Bath Technical School, Battersea Polytechnic, Bristol, Glasgow, Gloucestershire, Preston, Sheffield.

Manchester School of Domestic Economy, South Parade, St. Mary's Street, Deansgate.

There is such a long list of schools, however, that it is impossible to transcribe it here. Perhaps the best practical advice we can give to a girl who aspires to become a teacher of domestic science in one or more of its branches, is to write to the Association of Directors and Organising Secretaries for Technical and Secondary Education, 10, Queen Anne's Gate, London, S.W. If she makes full inquiry as to the sort of training she wants, she will be set in the right direction.

Many girls who have no vocation for teaching abstract subjects may find congenial occupation in, say, demonstration before a cookery class, aided, as it generally is, by excellent fittings and appurtenances. We can imagine no more suitable ambition for some lively, energetic, practical girl who has, perhaps, little patience to follow mental processes. In her own words, she likes to be "doing" something; and here she can mould, and manipulate, and mix, and discourse, all at the same time, to an interested company of girls, who will soon have to go through the same performance themselves. She may also feel no doubt at all as to the usefulness of her occupation, and its bearing on public health and happiness, whatever the rank of her pupils.

It is a depressing sight, that of the British workman, even in a superior grade, eating his out-door mid-day meal. A lump of the coarsest meat, resembling horseflesh in appearance, on a hunk of bread is all he seems to have, unless a clever wife provides for him. No wonder he craves for drink, with such unappetising fare.

There is only one other special subject for teaching that we have time to notice, and this is

SLOYD.

This word, of Icelandic origin, is used to denote manual training, applied to such materials as wood, clay, metal, cardboard. The aim of Sloyd is not one special production (*e.g.*, wood-carving), but the education of the hand and eye. Ruskin pleaded for this, and it is rapidly becoming recognised as an important factor in education.

There is a celebrated seminary for Sloyd teachers at Nääs, in Sweden, where in (1) June—July and (2) August—September courses of about six weeks each are open to teachers, men and women, of every nationality. A course open only to women is held in January—February. Full information about Sloyd courses at Nääs can be obtained from the secretary of the Sloyd Association of Great Britain and Ireland, 131, Percy Road, Shepherd's Bush, W. But we may just say that the cost of going there for one course appears to be about twelve pounds, including second-class fare from Hull to Gothenburg, and board and lodging during the time. The instruction is free.

There is a Manual Training School of high reputation at Leipsic. Application should be made to the secretary of the Sloyd Association (address above) or to Dr. Pabst, Leipsic. It is, however, possible to join a Sloyd summer course in England. These are advertised in educational papers, of which one is devoted to manual training, viz., *Hand and Eye* (Newman & Co.), price 4d. monthly. Besides the Sloyd Association, there is the Educational Handwork Union, the National Association of Manual Training Teachers, and the Educational Handwork Association of Scotland.

"Some sort of training in manual arts treated rationally, not mechanically, as in the Swedish form of woodwork, is for young children an invaluable introduction to sound habits of work in all subjects," says Professor Withers, a high authority on education, in an article in the *Contemporary*. To qualify for such training is an ambition which may appeal to some of our readers, and we are sure the opportunities for the work will increase with the growth of national education.

LILY WATSON.

PRACTICAL POINTS OF LAW.

BY A LAWYER.

LIFE ASSURANCE.

It is advisable for nearly everyone to insure their lives.

Every married man should insure his life.

And if the policy is effected by way of settlement for the benefit of his wife or children, it will not be liable for his debts.

Every person is presumed by law to have an insurable interest in his or her own life.

A daughter has such an interest in the parent who supports her.

And a wife has an insurable interest in the life of her husband.

A married woman may effect a policy upon her own life.

Or on the life of her husband for her separate use.

She may also insure her life for the benefit of her husband, or children, or of any of them.

It is the duty of a person who is seeking to insure her life to disclose all material facts.

Wilful misrepresentation of a material fact will render the policy void on the ground of fraud.

But an innocent misstatement of a material fact, which, although untrue, was not known to be untrue by the assured, would probably not render the policy void.

A material fact is one which, if disclosed to the company issuing the policy, would induce them either to decline to effect the insurance, or not to effect it except upon payment of an increased premium.

The state of the proposer's health would, undoubtedly, be a material fact.

Care should be taken, therefore, in answering correctly questions as to former illnesses from which the proposer has suffered.

The fact of the life having been refused by another office would also be a material fact; and likewise the fact that the life would only be accepted by them at an increased premium, or treated as a second-class life.

Proof of age should be furnished at the time of effecting the insurance.

This is usually done by producing a certificate of birth.

When the age is admitted by the insurance company, the policy should be endorsed to that effect.

Thirty days of grace are usually allowed for the payment of premiums, but the usual three days of grace must not be tacked on to the thirty.

An "indisputable" policy is one which can only be disputed on the ground of fraud.

A "world-wide" policy generally excepts especially unhealthy parts of the globe.

For proof of death the certificate of the doctor who attended the deceased will be sufficient.

The burden of the proof of death and title to the assurance rests on the persons entitled to receive payment.