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

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

(To be continued.)

HOW TO IMPROVE ONE'S EDUCATION.

The numerous readers of The Girl's Own Paper must vary so much in age,
possessions, and circumstances that it is not possible to write on a subject
that is so broad and so large as education, in such a way that it will give
satisfaction to everyone. Nevertheless we will undertake to say that no girl who
wisely reads what follows on the question of self-improvement will regret
ever having done so; on the contrary, it is hoped that something by way of
refreshed, or encouraged, or stimulated to adopt at once one of the methods here suggested for increasing
her own usefulness.

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

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

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

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

Through it would be possible to select other classes of readers, we will entirely satisfy for
the present with asking (1) all those who think they know all that it is necessary for them to know; (2) all those, who from a variety of causes, have never been able to receive a good education; and (3) all those who, having had the opportunity of good teaching, have not been able to appreciate it, and who, in their own way, do not want, to spend a quiet half hour with us.

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

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

But we have not yet fixed our standard of what we ought to know. Let us adopt then the idea that is so much in vogue in educated men who decided that we ought to know "something of everything, and every-
thing of something." Let us also remember that "ignorance is not a virtue;" that "ignorance is not a virtue;" that all conceptions are more dangerous than the
ignorance."

The field is wide when we feel that we must know something of everything before there are what we have made up our minds, and we shall not need be turned aside by difficulties. We should be ready to make educational work upon, and the whole of our life may be devoted to the perfecting of our mind. The question now is, How are we to work?

Well, one has to find out what one already knows, by trying one's self by getting copies of questions given in a general examination, say the College of Preceptors, for instance, and answering these questions. Of course, one cannot be done in the way of making up deficiencies in early education by patient and persevering study. One's own desire and strength of purpose are large factors in such work: we have to guide the way and encourage those who are patiently plodding on.

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tasted before we are to accept it as fact, and this throws us back on the judgment of others, which are worse than ourselves and who best know what books we should read. The same great writer tells us further that "some books are to be tasted, and then to be spurned, and not to be chewed and digested."

5. In order to be quite sure of the real benefit derived from reading it is necessary to examine the books in detail, one at a time and re-capitulate and summarise what has been done. Another good plan is to keep a book for extracts.

The following is a good introduction to such a practice:

"In reading authors, when you find
Bright passages that strike your mind,
And which perhaps you may have reason
To think of at another season,
Be sure to mark them,
But take them down in black and white;
Such a respect is wisely shown,
It makes another's sense one's own."

6. It is also a good plan to write short essays on books that have been read. This will help wonderfully in giving readiness and precision in expressing one's thoughts, and it is also a guarantee that one knows a subject. It is not possible to acquire the language of good speaking. Many people speak indistinctly, or incoherently, who are of necessity obliged to speak in public. This would not happen if the art of speaking or debating were more usually adopted. A few girls, sisters and their friends, might have weekly, fortnightly, or monthly meetings, choose a subject on some topic, and speak on a given subject, say for five or ten minutes each, with very great advantage. Of course it is hardly necessary here to suggest that the subject should be prepared, and that there should be no gossip and no temper admitted into these little societies. An afternoon tea would be a gentle close.

7. Another very interesting mode of self-improvement, known and practised possibly by many readers of this paper, is that of forming a kind of literary society, or club, the members of which select books on given or chosen subjects, to be read and remarked on in writing, by each member of the club. The prize schemes of The Girl's Own Paper are a specific form of this method; an appreciated one also.

9. Among girls, too, it is very customary to have Dovces meetings. It is a good plan here for one to read aloud. A light kind of literature, or poetry, will form a pleasant and healthy recreation here, as well as at the evening needlework, where fathers and brothers join the circle, and sometimes become the reader. Many more points occur as showing their advantages, but doubtless our readers have already framed some additional ones of their own. If so, our object in this respect is already gained.

In gathering up in conclusion the thoughts put forward here, our readers will readily agree that our centre of observation is on the choice, accumulation, and use of books. The Girl's Own Paper has already shown how to do this." Of books, their use is found in this library, and not included in the list of gift books spoken of, and yet needed, the lending libraries, of which nothing has been spoken, are just as helpful to the place. Toward students' lending libraries, as well as circulating libraries, which contain little but novels. Books then are within reach, and we hope also that every girl has some one to guide her in the choice of books; may she use them well when she has them! She will not regret the work when she has acquired the knowledge which gives delight in its search, enjoyment in the possession and satisfaction in its distribution; which makes her a happier, more intelligent, and more useful member of society, and a help-mate to the best of men.

(Ve to continued.)

VARIETIES.

BEHEADED WORDS.

I'm seen upon the queen's highway,
Sometimes at night, mostly by day,
And clothed in a gaudy array.
On working days through out the year,
I am not always on the ground—
In fireworks I'm often found;
In decks of ships I have a place.
When you have twisted off my head
I'm that on which most people read—
A thing of flesh, a thing of leather.
The two are one together.
To papier, paper, king, or queen,
I am of priceless worth, I ween;
In lowly cot and lordly court
To all I give a firm support.
Next, strange as it may sound or look,
Outlawing Markyde and Cooles;
You may cut off a second head,
And go, like them, unpunished;
Nay, more, I promise you a treat,
If you but dress me and then eat—
No matter whether large or small,
I am the wholesome food for all.

T. E. W.

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

HOW TO READ CHARACTER.

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

Who turns up her nose is unlike for friendship.
Who interrupts often is inconstant and insubordinate.
Keep her at least three paces distant who likes bread, music, and the laugh of a child.
Slowness and indolence of character commonly go hand in hand.
The rapid who can bear the slow with patience can bear all injuries.

Who has a daring eye tells downright truth or downright lies.
Who writes an illegible hand is commonly rapid, often impetuous, in her judgments.
Fly her who from mere curiosity asks three quick questions running about a thing that cannot interest her.

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

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

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

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

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

BUYING LIFE WITH MONEY.—It is often said, and with some well-intentioned idea of consolation, that, after all, money cannot buy life. We remember having met with a curious instance of the contrary. In the old days of sailing packets a gentleman embarked for Ireland, and when a few miles from land broke a boat-vessel through sickness. A doctor on board pronounced that he would certainly die before the completion of the voyage if it was continued, whereupon the sick man's friends consulted with the captain, who conveyed the passengers and persuaded them to accept compensation in proportion to their needs for allowing the vessel to be put back, which was accordingly done.

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

ANSWERS TO CORRESPONDENTS.

MUSIC.

EDWINA.—Frederick Professor Randlegger's "Singende Flute," Nowell's "Parody on the Tune of 'O Fortunata,'" page 16, vol. 1. We fear the tales and stories of dreamers are of little value as a means of making money. Get a good book of airs and a set of music, so that the most inexperienced of your students becomes a composer. Why not write a song or two about something in your life, and we wish you all success.

A. K. G.—You will obtain what you require amongst the "Primer" published by Messrs. Novello & Co. You do not tell us what the marks were caused by, but you told us something was wrong with your stitches. We hope this will help you in your efforts, and we wish you all success.

W. O. S.—From half an hour to an hour and a half, according to the accustomed row sometimes you can give. When the attention flags, give up your practice at once. Read our articles by Miss Arscott, Goddard, and Lady Benedict, pages 160, vol. 1, and page 2, vol. 2.
THE GIRL'S OWN PAPER.

HOW TO IMPROVE ONE'S EDUCATION.—II.

AVING al-

read-

cussed a variety of methods by which one can do something towards improving one’s self, it now re-

mains to speak specially of the actual work to be done in h a n d. Writing for Eng-

lish is freely seems necessary to re-

mind them that they should know their own language well, and that excellence in English studies should be our first, though not our only, aim.

1. ENGLISH STUDIES.

To be a fair English scholar it is necessary to be able to speak and write in a clear and correct manner. Elegance and grace of style may be added to this, but though the latter is "very" it is really essential that one should know and be able to apply the laws of language. Unfortunately, the study of English grammar has not been as much as it might have been, and this is more than probable that many readers of this paper have decided that grammar is "very" to those especially we would say that the subject is most interesting, and will not only repay you for any labour you may bestow upon it, but will give you much pleasure. Of the most plain and easy books of grammar, and most to be depended upon, the following may be named:—

"English Grammar and Analysis," arranged in a series of lessons by Professor George Brown, published by "English Grammar," by Dr. Morris, &c., published by Macmillan in the Primer Series; "Mason’s English Gram-

mar," published by Bell and Daldy; "Morell’s English Grammar and Analysis," published by Longmans, London; "The Handbook of the English Tongue," by Dr. Angas, published by the Religious Tract Society, 36, Paternoster Row. The two first of these are quite easy books, anyone may understand them; the last is for more advanced students, and "Crain’s History of the English Language," a useful book to study with, being published by Longmans, London.

All these books may be consulted with advantage; but it is not necessary to use them all to attain to a satisfactory degree of proficiency, while it is possible that many of our readers already possess some of them without actually knowing their worth. Having studied well the use of every word, and acquired the correct pronunciation, the next phase of our work lies in reproducing our own thoughts, of putting down for the eye to see what the mind has taken in. This is really the business of composition. No one who has studied her grammar well can write incorrectly, though it is not equally easy to all persons to find words to express their thoughts when they have few limits here: Make up your mind what you want to say, and say it in the simplest manner possible. Never use a long hard word when a short easy one answers exactly the same purpose. Never use a word of the meaning of which you are not quite sure (look in the dictionary if in doubt). Avoid long sentences. In writing letters be perfectly natural, and write as you would speak if the person to whom you are writing were present.

Style in composition depends largely on the command of language that one has, that is, the number of words that come readily to one, as well as the power of expression. A good style may be best obtained by the careful reading of well-written books, and by trying to write from memory abstracts of what one has read. To observe in speaking is to avoid careless and inelegant speeches, and to speak as if what were being said were going to be put into print at once. The habit of exact, methodi-

tical speech, and of writing, in the most choice language, may be acquired by all who will take the pains to do so. Of the art of com-

position, Angus gives much help in "The School’s Companion," written by Longmans, London, also contains a good deal of useful information, put in a simple manner, and the specimen of exercises or short essays written by him, and shows what can be done by ordinary people in this way. Of course it is not expected that these should all be perfect, and many girls doubtless will be inclined to regard some of them as if they were not very good. Some at least will be encouraged by the use of this book.

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

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

2. OF ARITHMETIC every girl should have some practical knowledge. One must keep up the practice of bills of parcels, the use of weights and measures, the working out of sums for wallpapering and carpentry, as well as a knowledge of accountancy and stock-taking.

All bills should be tested, and no girl who has the full charge either of her own or another’s money should think of spending it without having first of all tested the bill. It should be easy also to calculate how much the odd ounces of the meat should come to, as well as the quarters of yards of dress material, &c.

3. ENGLISH LITERATURE, too, is a necessary part of a complete education, and much may be added to the store of knowledge on this subject during the whole of one’s life. A knowledge of the English language, our country with the time in which they lived, and the kind of work they wrote, should be perfectly familiar to us; and in this we believe many should know something from direct reading of their style. The powers of observation and comparison should be sufficiently trained for one to read Shakespeare’s plays for herself, in preference to repeating the opinion of another, though much difference should be given to the opinions of well-read people. "Chaucer’s Prologue," at least, should be well studied among the old writers; Spenser’s "Faery Queen," should not be a stranger to us; and Shakespeare’s book of "Poetry," and Bacon’s "Essays," should be read. Some other writings of these times should be quite mastered. Of course, Shakespeare will be widely read. The "Preface" in Clarendon Press Series, with notes, are very useful for those who study Shakespeare, a work which gives immense pleasure and profit. Some of the best known and best known English poetry, the poems of Dryden and Pope, and Johnson’s "Lives of the Poets," should be read. One should also know something of the works of Milton, Addison, Steele, Swift, Cowley, Gay, Pope, Addison, Johnson, Arbuthnot, Congreve, Swift, Butler, Pope, and many others are numerous to mention here. It is of mental culture only that we are now treating, and we therefore do not specially name religious books, doctrinal or devotional, which have their own higher claims.

To study carefully English literature, Stopp’s "Primer," in Macmillan’s Series, will be found excellent for those who know very little and to more advanced pupils, "Chaucer to Wordsworth," by T. Arnold, published by Murby, is a larger and Useful work, "A Critical History of English Literature," in Murray’s Series, published by Longmans, is prepared specially for students who are not very ad-

vanced; and has many helps in the form of questions and notes. Angus’s "Specimens of English Literature," a companion volume to his "Handbook of English Literature," also will be found most valuable. Nothing, however, should deter students from reading some of the best works of our great authors for themselves; the common practice of reading some other person’s opinions of giving it out as one’s own, is by no means to be admired. Honesty in this, as in every other work of life, will bring its own re-

ward.

4. ENGLISH HISTORY, like English literature, forms a wide field of study; but intelligent reading in a systematic manner will simply repay students for their minds to read up this subject for one or two hours a week. For those who feel they know very little on the subject, Edith Thompson’s little book will be found excellent; but there are many good books on English history that it is difficult to say which is best. It is only right, however, that no one should expect any single book to serve him, for "The Student’s History" is one of the long-established histories, and those who know it well maintain that it is too useful to be set aside for more modern works. "Green’s History of the English People" is a most en-
joyable book, but unless the reader is fairly well informed on history, she will find after reading it that she has gained a very new and comprehensive view of the subject. This book should most decidedly be read; but it should be used as the companion of "Student’s History," in which case the "Bright’s Public School History of England," is certainly one of the best books that can be used; but there are three volumes, costing respectively 6s., 5s., and 7s., of view.

In studying history it is a very good plan to fix upon a certain period, a reign, or a dynasty for instance; and get up very thor-

oughly its details. There are many men taking a prominent part in the history of their time should be read from another source where not sufficiently related in his-

tory. There is a book which should be read where possible with the history of the time in which it appeared; Shakespeare’s his-

torical plays should be read side by side with
the history which they represent, and so on. The "Epochs of History" (Longmans) will be of great use.

Dr. Arnold's "Lectures on Modern History," as well as those of Professor Smith: they could be obtained from any good library, and are valuable, is that good modern historical reading, we would recommend that some acquaintance be made with White's "Nineteen Christian Centuries," Collie's "Great Events," Macaulay's "History of England," and Hallam's "Constitutional History," and the works of Froude, Freeman, Stubbs, and Erskine May.

Geography is a subject closely connected with history that is scarcely possible to be well informed on the one subject without having a fair knowledge of the other. Geography may be studied in a variety of ways; it is possible to reduce it to a dry series of hard words; but it is also possible to make it one of the most delightful and enjoyable studies. Much may be learned through the eye; indeed, a railway journey may be made intensely interesting (and far less fatiguing than it sometimes becomes) by following the line on a good map, noting the stations, the hill and the valley, whether flat or hilly, whether pasture or cultivated land, whether the crops look good or poor, what the crops consist of, &c. In passing through railway cuttings the nature of the soil under the earth may be seen, and those who know a little geology will here find much to interest them. A boat journey on a fine day, or even on a very dull one, will often give more enjoyment to people who will only say that a journey by rail through the Peak district, or from Exeter to Penzance, or by steamer through the Kyles of Bute, or from London to Plymouth, may not be made extremely instructive.

There are many good books on geography, but a good atlas is absolutely indispensable to an English student. Geography, in the study of geography, no matter how good the book may be, is also much easier and far more amusing and useful to be learnt from good-guide books, such as Black, Murray, Baedeker, and more than many of the newspapers, "Whittaker's Almanack." To the modern student the geography should well be able to draw maps (not trace them) in which she fixes in the map the things which she knows something about, whether mountains, rivers, lakes, or towns. Books of travels will be found to give excellent geography lessons, and they should in all cases be read with the map in hand, every place should be found, and this remark also applies to historical reading.

Every English girl should know well the geography of the British Isles some chartlike descriptions of scenery by Wordsworth and other poets, as well as Scott's "Lady of the Lake," (give a charm in this) and of the colonies. The geography of Great Britain. The history of the latter should also be known; this would greatly add to the interest which attaches to the situations of the day, seen at the time of the war in the Crimea, the occupation of Corinth, &c. Then we ought to know something of the countries which supply us with food. And, interesting; but the good that was raised in our own country would only be known to the inhabitants of the country two days previous, and the studies of the remaining five days were not to be forgotten. We should also know the countries which buy our manufactured goods, and those which supply us with raw materials, &c. We ought also to be familiar with the countries near us, those which we may probably visit some day, if we have not already visited them. Some of the books for the study of geography are Hughes's "Manual of Geography." (Longmans), Craye's "Geographical Science" (Simpkin and Marshall), "The World of Our Contemporaries in Physical Geography," by R. Zonulin (Parker and Son), Millier's Geography, edited by Keith Johnstone (56, Paternoster-row), and the most comprehensive book, published by Stanford, is called "Geography: Physical, Historical, and Descriptive." It is a charming book, but rather expensive.

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

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

II. ON THE STUDY OF FOREIGN LANGUAGE AND LITERATURE. Of foreign languages French is the most universally-studied, though German is much more generally learnt now than formerly. As the only sure method of acquiring and retaining any language depends upon a thorough knowledge of its grammar, we begin at once to discuss the question of the French grammars. Of these, none is better known than that published by Simpkin and Marshall (1st volume, 3s. 6d.) It contains neither too little nor too much. Its rules are simple, and the exercises (particularly those in the second volume) containing the syntax, is invaluable. To all those who are familiar with Smith's "Principia Latina," the French books on the same line of Peterkin's (a very interesting, and "Household French," by Havet ( đápson and Low) is a very practical French grammar. For those who have much time to give to French and nothing else, the following is the most conversational style, we recommend the complete French course by Havet. The familiar phrases, however, used in daily life, as well as accurate accent, cannot be obtained from books, and can only be acquired by colloquial lessons from a teacher possessing skill to guide conversational and correct errors.

As regards "Letters and Karcher's "Modern French Readers" (Trübner) are very good. The junior course commences with anecdotes and short tales, and concludes with longer and very interesting stories. The second part contains extracts from the best contemporary writers, and is especially useful as showing the real idiomatic style of the most distingushed authors of modern French. Having mastered the grammar, and acquired a good stock of idiomatic expressions by these means, the student should now begin to transcribe, as far as possible, from the real in order to acquire facility of expression, and the application of the rules already learnt. The first book of "Letters and Karcher's "Modern French Readers" are Neve's "Letters and Karcher's "Modern French Readers" (Trübner). This book contains French and Nortgate). It contains extracts from French authors translated into English, to be re-translated into French. The Key contains the original French. This arrangement lightens considerably the work of the student in learning the English, in a more easy manner than is usual. The English into French," by Van Laan (Public School Series), may be used in a similar manner, but the book which every student who wishes to write good conversational French should use is "Le Questionnaire Français," by Karcher (Trübner). It contains questions upon the whole of the language, and its systematic use must guarantee a thorough knowledge of French.

In reading French we would say that instead of devoting one's time to extracts from different authors on various subjects, such as those of Souvestre, viz.: "Au coin du feu," "Récits et souvenirs," "Sous un balcon," &c. After this we should recommend Euskmol's "Lettres du Saint-Désir," "Madame Thérèse," "Le Concilet de 1813," "Waterloo," "L'Histoire d'un paysan," &c. which cannot fail to be interesting in these works, and the names, titles, and conventional styles make them extremely useful.

Hachette and Co. have published some very good reading books for advanced students, such as the "Planets," "L'Avarre," "Le Misérable," "Les Princes," "Le Conquérant," "Le Chevalier," &c. We should recommend "Le Questionnaire Français," by Karcher (Trübner), it contains questions upon the whole of the language, and its systematic use must guarantee a thorough knowledge of French.

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THE GIRL'S OWN PAPER.

as one of the required subjects of education. There cannot be a doubt about music being a universally favourite subject, and one which gives much pleasure to both parent and child. With a few exceptions we may say that people of all ages and all ranks love music; and music often has the most soothing effect on the troubled mind. There are many forms of music which, if not too pretentious, can be given as a treat to one who, not to prescribe the law of art, will strive to do her very best in cultivating her voice, and in improving her hearing. To those who are unable to take lessons from a good teacher, we would say that a daily practice of scales and exercises is the best training, and if possible (not necessarily together), is absolutely necessary. No one who really follows this out will find herself at a loss to appreciate the help of so occasional lesson, which we should strongly recommend. One other point: be most strict with yourself as to time: always count in your daily practices. The best exercise books to use are Carl Engel’s “Piano School,” and Bertini’s “Petits Morceaux et Préludes,” both published by Augener and Co. Clementi’s Sonatas, and Kuhlau’s Sonatas, also excellent, and are as excellent in their own way, giving good work to the left hand as well as the right.

As a study-book we recommend most highly “Vocal Exercises” by Mrs. Frederick Imms, published by Simpkin and Marshall (1s. 6d.). It gives a great deal of very valuable instruction to those who take vocal music as a means of entertainment or as a means of improving their education. Mrs. Imms has a musical soul, and is perfect as a teacher of music. She has done and continues to do much good in helping her pupils towards success.

The fourteen lessons in harmony, by J. E. P., published in the English Mechanic and World of Science from June 26 to Oct. 14, 1898, will be found a most excellent and complete aid in the study of music. The book is a most valuable addition to any school library, and a student who will carefully study them. By all means get them if possible.

To those who have only the use of the harmonium, as well as to others, we would remark that the practice of playing hymn tunes is one of the best exercises that can be given to children. When done in the proper manner and with the correct number of hands, it is an exercise that can be called upon to play the harmonium in church, and only those who have undertaken to do so without sufficient practice will be able to do so with the least amount of good. The practice of giving attention to this subject, while those who regard the want of a piano may console themselves with the knowledge of being able to “manage” the harmonium. Sunday music at home, especially in country houses, is a source of real pleasure when the family join in the hymns and spiritual songs, making melody in the heart.

To all who play we would advise strongly the cultivation of the power to accompany songs. To accompany well requires a special training, a sympathy that may be developed between the players and the instrument, and the pianist does much towards making or marring a song. There must be a gentleness, a power of adaptation, and a certain forgiveness of self in a good accompanist; no desire to exhibit great execution, but the greatest grace in giving utterance to the most gentle sounds in a truly effective way. The voice of the accompanist is very important.

All girls with brothers will find themselves wonderfully repaid for the efforts they make in doing their best when playing songs for their brothers. For those parents who have spent in practising together such an elevated form of self-improvement. Everyone is more or less familiar with songs, but there are one or two songs, with which they should familiarize themselves, and social use. "Kinderfreund," parts I and II, and "The Garland Song Book" (with piano accompaniment) published by Boosey and Co., are among these; also the "German Song Book" (the family singing book), by F. Weber (Augener and Co.), and "Merry's "New Tunes" (in 4 volumes). Some notices have been given of the progress in music may be made by every person, though all cannot become great musicians. Milton tells us that "music hath charm to give" while Robert Burns says that "music may be played without fear of a contradiction, to the Amen. It is a peculiarly English custom and form of entertainment in which all may take part. Every country house has its music room, and in all social gatherings a certain amount of music is played. Some of the most popular and effective pieces are those that are written for the voice and piano.

Of drawing there is much to be said. It too has a retaining influence on the mind, and is a very able educator of the eye, the hand, and the heart. It helps to bring to the child a reference and an idea of the beauty of things, and when once he has learned to draw and to make one's self understood in giving suggestions or directions to workmen, people cannot draw, but all people could be taught to draw, and it is not too much to say, that, with proper teaching, drawing would be as easy and familiar to most people as writing is.

And all the subtle influences of drawing we wish to speak specially of the cultivation of taste in form and in colour, in proportion, and in combination, &c. Mr. Ruskin says that "the first duty of the artist is to make us see." If we can see one of the greatest possible pleasure from those material sources which are attractive to our moral nature in its purity and perfection. He who receives and acknowledges a source of beauty, who receives and acknowledges a source who receives and acknowledges a source of beauty, that he who receives and acknowledges a source of beauty, "a source of taste; he who receives pleasure from any other sources has false or bad taste." We should strive, then, to cultivate this true taste and not be led away by the varying tastes of fashion.

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

The Science and Art Department, South Kensington Museum, has done much to advance the teaching of drawing in England, and more especially among designers and artisans, and they have issued many excellent copies and models, besides which, they test and recommend every grade of art work for persons, and grant certificates. No better lesson could probably be given to anyone striving to improve in drawing than could be obtained by inspection of the drawings annually exhibited in the Museum, and no greater encouragement. Vere Foster, too, has done much in the same direction, and his "Elements of Drawing" is a very useful book, widely known throughout the country. A series of papers on sketching from nature has already appeared in "The Girl's Own Paper," and "The Drawing Book" of T. A. Walker (Seeley, Jackson, and Halliday, Fleet-street), is certainly one of the most helpful of books that could fall into the hands of those who simply wish to study and counsel in their great work of self-help.

IV. NEEDLEWORK AND HOUSEKEEPING

are the special and sole duties of women, and those who are ignorant of these subjects are much to be pitied. The happiness of life depends on the home, and the housekeeper has to do the work. But many people are, and misery result from any neglect or ignorance on her part. In these days of cooking lessons, ambulance lectures, lectures on health and hygiene, &c., and the number of marvelous books which exist on the subjects of household interests, it seems scarcely possible that anyone could be quite ignorant. To our reader, we recommend the use of "Home Comfort," by J. Stoker (Stewart and Co.), "The Chemistry of Common Things," by Macaulay (Nelson), "Home Duties" (Thomas Lowndes and Co.), &c. The "Practice of Housekeeping" (1s. 6d.) by "The Difficulties of a Young Housekeeper, and How She Overcame Them," by D. Hope. Improvement in needlework is so thorough within the means of every girl that it seems scarcely necessary to mention them. Of course, practice, and patience, and determination not to be satisfied unless one does the best that can be done, are among the secrets of success. For those who are not obliged to work for themselves, the dressing of dolls for children's hospitals, and the making of valentines and paper dolls, are good exhibitions to call forth earnest work. To those to whom the making and mending of their clothes is a necessity, we repeat "try, try, try, and don't be afraid of mistakes. If your fittings are not as good as you would like them to be, you will learn from them, and you will never be asking someone to show you how to work; there always will be someone to help you. The best people who delight in helping those who help themselves.

J. P. MEARS

BOTH IN THE WRONG.

CHAPTER III.

"So that is your 'gentle, docile little girl,' Arthur?" said Evelyn a little later, when Sopby's absence was first discovered. "She does not strike me as being specially docile. I do not mean to me; that would be too much to expect. But to you, she seems to be very lovable," her husband replied, helplessly, and a little wistfully.

"Something seems to have come over the child which I cannot make out. But try and be patient with her, Arthur. After a short time, she will very soon—grow to love and honour you; as who could help doing it? I suppose she fancies foolish child, that she is not quite the same to me as when I had only her."

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

But her well-mean advances met with no better return than they had done on the previous evening. There was the slightest suspicion of patronage in her manner which made her feel, even more than ever, the harshness, though Evelyn herself was entirely ignorant of offence. But to be patronised by a stranger! She, who had reigned supreme hitherto at the Terrace, he, who had been her father's own darlin until supplanted by an intruder, should she submit to be patronised by a stranger?"

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