angel. I did not tell thee yesterday that I have two little ones without a mother. Wilt thou be their mother?"

With womanly kindness the Queen accepted the trust.

"Then there's the twenty francs thou gavest me yesterday," said the countryman. "I thank thee, but I want no money," and he went away crying and smiling like a child.

The Queen adopted the little ones, and they are in an institution under her special patronage.

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He Knew all about the Lift.

"Little boy," exclaimed the portly lady, "you ought to be at school instead of trying to work a lift."

"I'm not trying to work it," was the answer; "I'm working it. And if you wish to ride I shall be happy to accommodate you. So far as any obligation to be at school is concerned, allow me to remind you that this is a legal holiday, and I am exempt from attendance at an institution where, I am pleased to say, I am at the head of my class."

"You have no business trying to work that lift anyhow."

"For what reason?"

"Because you are too young to know anything about it."

"Madam, allow me to reassure you. This lift is worked by hydraulic pressure, the principle relied on being that water exerts pressure in proportion to the height of a column rather than in proportion to the diameter. In making use of this characteristic, water is admitted into a cylinder, the pressure being regulated by the use of valves, and a stable equilibrium being made possible by an ingenious system of counterpoises. I could go further into the minutiae of this particular machine, which, of course, has its variations from other models," he added, as she gasped in astonishment, "but I doubt if you could follow the technical terms whose use an accurate description would necessitate. But I wish to assure you that if, after what I have said, you think you know more about this lift than I do, you are at perfect liberty to step in and take its management out of my hands."

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Life is What We Make It.

"I wish I could have kept up my studying, but I have had so many household cares that it has been almost impossible for me to get an opportunity even to read," said a woman in middle life.

Her hearer sympathised with her, yet later she recalled this woman's luxurious home, in which the lace curtains must always be done up on such a date, the brasses polished at such a time, and the silver cleaned on another stated day. Nor had it always been possible for this housekeeper to find servants to fill her fastidious requirements. The listener repeated the regretful words of this woman to a friend and supplemented them by **saying:**

"She does not realize that her life is largely what she has made it. She preferred to have an elegant home, with everything not merely comfortably clean, but uncomfortably neat, rather than to take time for reading. Now I, myself, often lament that I have not time for piano practice, and wish I were a better player; but really it is my choice, for the few spare minutes I might devote to music I spend on my books."

A party of young girls were embroidering, when one of them brought in a guest.

"I don't embroider, so I shall have to read to you or talk," said the newcomer.

"Don't embroider!" cried one of the girls. "Why, what in the world do you do with yourself?"

The girl had found so many other things to do in the world that she was at a loss for a moment. "Why, I don't have time to embroider. I—I read."

"Read! Dear me! I never read more than two books a year. I don't have time to read."

For people of comparative leisure to assert that they cannot do what they would like because they have no time seems absurd; the more so when we read, in Sir Walter Besant's "East London," that even the poor people of that section who must work hard for a bare livelihood have at command for their own use, in holidays and evenings, one-quarter of the whole year. To some all time is given, to all some time is given, to choose what shall be done in it.

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Danger to Health in Schools.

Many people who are scrupulously careful of the health of their children in the home are strangely indifferent to the conditions prevailing in the school. Hygiene in the public schools is a subject that is yearly receiving more and more attention, with the result that new school buildings in the larger towns and the cities conform generally to sanitary standards, but this is not true of many of the old buildings and of many schoolhouses in small places. It is the duty of all parents to know how far they fall short, and why, and what is needed to make them healthy.

The rules as to contagious diseases should be more strict, or rather more strictly enforced, and parents should remember that danger may lurk in complaints often considered of slight importance. Whooping cough, for instance, is thought by many people to be an unimportant and necessary trouble of childhood which it is better to get over and have out of the way. They do not know, or they forget, that while whooping cough is not a dangerous disease for older children, it is dangerous and often fatal to very young children, and is easily carried by the children attending school to the babies in the nursery.

Too much attention cannot be paid to the question of light in the schoolroom. Many children are made premature wrecks from unrecognised eye-strain, and school visitors may often see small, helpless children sitting blinking in the sunlight which streams through a large window in front of them, making frowning efforts through the glare to read from a blackboard, and using up in a few hours the nerve force of a week. Light should be abundant and should come from the left side, so that no shadow is thrown on slate or book, as is the case when the light comes from behind or from the right.

Another most important matter is the properly constructed desk, which will prevent undue stooping, contortions, or impediment to correct breathing.

In considering the subject of ventilation, there should, of course, be some system in every schoolroom by which air can be introduced from outside and then allowed to escape without using the windows, which cannot always be depended upon on account of drafts and storms. These and many other points should be insisted upon by parents.

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Eleanors and Leonoras are Lively.

The Eleanors and Leonoras of history have been rather a lively set of ladies. The first English Queen Eleanor was unfortunate in husbands, having been first married to St. Louis of France, who divorced her in 1152, and next to Henry II. of England who drove her to signing herself "Eleanor, by the wrath of God Queen of England," and to visiting the fair Rosamond in her bower with the dagger and the poison bowl. But in the meantime she had all the troubadours of France making daring love to her by the roundabout but effective means of ballads. But the next Queen Eleanor, a Castilian, was so beloved by her husband, Edward I., the stern "hammer of the Scots," that when she died he set up a stone cross as a memorial at the very place where the funeral bearers set down her body while they rested. Henry III. also had an Eleanor for wife. The Italian Leonoras who attained fame in their day for beauty and wit were many, but the most celebrated of all was the Leonora d'Este, for whom Tasso sighed vainly. She was doubly fortunate, first, in escaping the marriage to a poet, and, second, in gaining deathless honour through his song. Plenty of women nearer our own time have reflected glory on the name of Helen. Three of them were actresses—Mistress Nell Gwynne, the imprudent comedienne whom Charles II. made a duchess; Helen Faucet, who became the wife of Sir Theodore Martin, and whom Queen Victoria made her friend; and our Helen Modjeska of to-day. Helen Hunt Jackson was twenty-five years ago the leading feminine spirit in American letters, and Helen, with "Gould" added to it, is becoming synonymous with a form of philanthropy as peculiarly characteristic of her own age as was that of her great namesake who founded a cathedral and became the patron saint of the Greek Church.—"Philadelphia Press."

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Books for Children.

Any one who has kept run of the literature of the last decade must have observed a decided tendency toward deterioration in what may be called the edifying quality of books provided for children. This has come about no doubt largely as a re-action from the exaggerated didacticism of an earlier day, but whatever its cause the difference in effect on young readers is very noticeable. Children are wonderfully influenced in manners, in mode of thought and also one may believe in morals by what they read. They are very quick to recognise and to scorn cant, pseudo-piety and sentimentalism. They respond readily to sincere appeals to honesty, truthfulness, courage and the manly virtues generally. They also, it is regrettable to say, are easily affected by coarseness and laxity of speech and action as depicted in the characters and situations brought before them in story book form. A child of ten or twelve of fair intelligence may be given Shakespeare's plays, the novels of Scott, Dickens and Dumas the elder, and even of Richardson and Fielding, with the assurance that the naturally antiseptic qualities of his mind will extract from such reading only the good, and that passages dealing with the more subtle problems of existence, such as the relation of the sexes, will be passed over with uncomprehending indifference.

The cardinal defect of many writers of the day in appealing to young readers is in failing to make it clear either directly or indirectly what ought to be approved and imitated, and what ought to be condemned and shunned. They write stories of bootblacks and newsboys, and fill their pages with more or less realistic quotations from the slang of the streets; and children read it, think it is funny and smart, and speedily

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