

The chief points to be remembered, when learning, are : pedal diligently; don't hold the handles too tight; don't look on the ground, but straight in front of you; *don't be in the least afraid!*

Very applicable in the case of cycling is the proverb :  
" Practice makes perfect."

## CHAPTER XIV

### EDUCATION

Nowadays every sensible man tries to learn as much as possible; no one wishes to be *uneducated* (uncultured) and rightly so, for knowledge is a precious possession which no one can take from us: "knowledge is power." Every country should endeavour to make continual improvements with regard to the instruction given in public, as well as in private schools.

Like the French and Germans, the English distinguish three grades in their system of education, viz :

**Primary, Secondary and Higher Education.**

#### A. — Primary (or Elementary) Education.

This is given in the **Board-Schools**. There are *Board-Schools for boys* and *for girls*. Each is directed by a **head-master**, under whose supervision are the **class-teachers**. In these schools, the children of poor parents are educated gratuitously. Attendance at school is **compulsory** from the age of 7 to 14.

Every board-school has *seven classes (standards)*. The lowest class is the *first* and the highest the *seventh*.

For little children there are also **infant-schools** or

**Kindergartens**, instituted on Froebel's principle (1826), in which **object-lessons** and **games** figure largely. A teacher in a Kindergarten is called a **Kindergartner**.

There are also **night-schools** or *evening-classes*, where boys and girls or adults who have left their school may complete their education.

#### B. — Secondary Education.

*Secondary Education* for boys is given in **Grammar Schools, Public Schools**; each of which is directed by a **head-master** or **rector**. Instruction is given to the classes by **masters**. The pupils are called *Grammar School-boys*, or *Public School-boys*. Some Grammar Schools are **boarding-schools**; their pupils are called **boarders**. Some Public Schools, however, have also *non-resident pupils*, who live at home and come to school for instruction only. Those schools which receive no boarders are called **day-schools**.

The school is divided into **six forms** or *classes* — the first form, the second, the third, the fourth, the fifth and the sixth. The first form is the lowest, the sixth the highest. The fifth and sixth forms are again divided into *upper* and *lower fifth* and *sixth* (the Upper Fifth and the Lower Fifth, the Upper Sixth and the Lower Sixth).

In day-schools the hours generally are : Morning, 9 to 12 or half-past 12. Afternoon, 2 to half-past 4.

On Wednesdays and Saturdays, **half-holidays** are given in the afternoon. Some schools have no half-holiday on Wednesday, but take the whole of Saturday as a holiday instead.

At the end of every school-year, a grand **distribution of prizes**, usually with speeches, music, etc., takes place. The prizes consist of books and medals. After the

prize-distribution, **school breaks-up**, and the pupils go home for the **vacation**. After the vacation, (the long **summer holidays**) school **re-opens**.

The **scholastic year** is divided into three **terms**: *Easter*, *Summer* and *October Terms*. **Holidays** are given at *Christmas* (a month), at *Easter* (a fortnight) and at *Midsummer* (from seven to eight weeks). At the end of each term, a **report** is sent to the parents with the scholar's notes.

According to the result of the examinations, scholars may be **removed** into a higher form, while unsatisfactory ones **remain** stationary.

The pupils' **places** in the class are decided at the end of each week, by the number of **good** or **bad marks** entered in the **class-book**. The first boy in the school is called the **Dux**.

English schools differ very much in their method of dividing the day; and, of course, each different class has its own **time-table**.

Work done for the next day comes under the heading of **preparation**, commonly called "*prep*", by school-boys.

**Refractory** pupils, or those who **misbehave**, are reported to the head-master; *idle ones* are **kept in** after school-hours, to do their work over again or an *extra task* called a *pœna* or *imposition*. Forms of transgression among boys take the forms of **playing-truant** and **cribbing**, — the former is the name given to a boy's absence without leave, the latter means copying from a friend's book or notes.

In extreme cases, boys are **expelled** from the school.

Parents who object to public-school life, have their children's education carried on by **private tutors**, until such time as they are ready for a university course.

*A boarder at the Brighton Grammar-School gives his School-Day as follows:*

The "**getting-up**" bell rings in summer at 6.30. We have to be dressed by 7 o'clock.

**Preparation**, ("*Prep*") from 7 to 7.45; but twice a week (Mondays and Thursdays), we go to the *swimming-baths*.

**Breakfast** at 8. **Play** from 8.30 to 9.

We begin **lessons** at 9 and finish at 12.30. Play from 12.30 to 12.50.

**Dinner** at 12.50. Finish dinner at 1.15. A walk on the Sea-front, along the beach, from 1.18 to 2.

**Lessons** from 2.15 to 5.

**Tea** from 5 to 5.30. **Play** from 5.30 to 7. *Preparation* from 7 o'clock till 8.15.

**Supper** and prayers till 8.30. Then bed.

The *seniors* go to bed at 9.30.

In winter the "**getting-up**" bell rings at 7.

Two afternoons in the week in winter, and three in summer, are **half-holidays**, and spent in *football* or *cricket*, according to the season.

**Lessons.**

*Morning classes.*

Monday. 9-9.30, scripture.

9.30-10.30, chemistry.

10.30-11.30, algebra or arithmetic.

11.30-12.30, English grammar.

12.45, **Lunch** (roast meat, vegetables, water, no dessert).

1.15-2.15, walk with a master.

*Afternoon classes.*

2.15-3.15, shorthand and book-keeping for some, Latin for others.

3.15-4.15, English history.  
 4.15-5, geography.  
 5, **Tea** (bread and butter).  
 5.30-7, play-time. Once a week, gymnastic exercises in the yards or covered courts.  
 7-8.15, evening *preparation*.  
**Supper** from 8.15 to 8.30 (bread and butter and milk).  
 8.30, Evening prayers. — Free time from 8.30 to 9.30.  
 Lights put out at 10.

In winter a *half-holiday* on Wednesdays and Saturdays; in summer, during the cricket-season, on Tuesdays, Thursdays and Saturdays. Then **drill** for three quarters of an hour.

#### *Time allotted to each branch.*

Scripture, 3 hours a week.  
 English, 6 hours a week.  
 French, 3 hours a week.  
 German, 3 hours, instead of Latin or anything you give up.  
 Mathematics, 6 hours.  
 Physics and chemistry, 2 hours.  
 Shorthand and book-keeping, 4 hours. — Latin for others.

Junior **Cambridge examinations** begin to be prepared in the 4<sup>th</sup> form. You need to be prepared for a year and cannot go in for them, after the age of 16.

#### *Sundays.*

Getting-up bell, (or rising-bell) 8 o'clock. Half an hour to dress.  
 Sermon at 8.30.

Breakfast at 9.  
 Walk before church. Church from 10.30 until 12.30.  
 At one o'clock, lunch.  
 At 2.30, letter-writing till 3. Then walk in summer, or church in winter.  
 Then 5 o'clock tea, with cakes.  
 In winter, magic-lantern at 7.  
 Supper, then bed-time.

#### *Holidays.*

At **Easter**, a fortnight.  
 End of **July**, six weeks.  
 At **Christmas**, four weeks.

#### *Another boarder gives us the following account of his school.*

In my school, we are 350 pupils altogether, 50 boarders and the rest **day-scholars**.

We are twelve in each **dormitory**.

Hour for **rising** : 6.30 in summer, 7 in winter. Half an hour for **dressing**.

Then **preparation** from 7 to 7.45. — 15 minutes for **washing hands**.

Before breakfast, **prayers and hymn**.

**Breakfast** at 8. (Porridge, egg or bacon, or fish; tea or coffee). Breakfast lasts half an hour.

From 8.30 till 9, **play-time** in the **play-ground** : **football** or **cricket**.

5<sup>m</sup> to 9, **first bell**; rings three times. At 9, in class. Prayers again, all together in the **Lecture-hall**. — Communications of general interest to the scholars when necessary.

January, 1904.

TIME-TABLE OF WINCHESTER PUBLIC-SCHOOL.

	VI. 1	VI. 2	Sen. 1 a	Sen. 1 b	Sen. 2 a	Sen. 2 b	Sen. 3 a	Sen. 3 b	Mid. 1 a	Mid. 1 b	Mid. 2 a	Mid. 2 b	Mid. 3 a	Mid. 3 b	Jun. 4
<b>M.</b>															
9-9.45	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
9.45-10.45	G	...	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	...	...	...	...	...	...	...
10.45-11.45	...	...	L Gk. or F. or Ex. Sc.	L Gk. or F. or Ex. Sc.	L Gk. or F. or Ex. Sc.	L Gk. or F. or Ex. Sc.	L Gk. or F. or Ex. Sc.	L Gk. or F. or Ex. Sc.	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.
11.45-12.30	...	...	M H	M H	M H	M H	M H	M H	...	...	...	...	...	...	...
3.15-4.15	M	M	M	M	M	M	M	M	...	...	...	...	...	...	...
4.15-5.15	...	...	H	H	H	H	H	H	...	...	...	...	...	...	...
5.15-6.15	...	...	...	...	...	...	...	...	M	M	M	M	M	M	F
<b>T.</b>															
9-9.45	...	...	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	D	D	D	D	D	D	D
9.45-10.55	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
10.45-11.45	...	...	Sc.	Sc.	Sc.	Sc.	Sc.	Sc.	M	M	M	M	M	M	...
11.45-12.30	...	...	Gk. or E.	Gk. or E.	Gk. or E.	Gk. or E.	Gk. or E.	Gk. or E.	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.	...
<b>W.</b>															
9-9.45	D	D	D	D	D	D	D	D	...	...	...	...	...	...	...
9.45-10.45	...	...	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	Extra Sc.	...
10.45-11.45	...	...	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	...
11.45-12.30	...	...	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	V Hisl. Geo.	...
3.15-4.15	M	M	M	M	M	M	M	M	...	...	...	...	...	...	...
4.15-5.15	...	...	L	L	L	L	L	L	...	...	...	...	...	...	...
5.15-6.15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

	VI. 1	VI. 2	Sen. 1 a	Sen. 1 b	Sen. 2 a	Sen. 2 b	Sen. 3 a	Sen. 3 b	Mid. 1 a	Mid. 1 b	Mid. 2 a	Mid. 2 b	Mid. 3 a	Mid. 3 b	Jun. 4
<b>T.</b>															
9-9.45	G	...	L	L	L	L	L	L	F	F	F	F	F	F	M
9.45-10.45	M	M	M	M	M	M	M	M	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.	...
10.45-11.45	...	...	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.	...
11.45-12.30	...	...	L	L	L	L	L	L	...	...	...	...	...	...	...
3.15-4.15	...	...	M	M	M	M	M	M	...	...	...	...	...	...	...
4.15-5.15	...	...	L	L	L	L	L	L	...	...	...	...	...	...	...
5.15-6.15	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
<b>F.</b>															
9-9.45	...	...	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Sc.	Sc.	Sc.	Sc.	Sc.	Sc.	...
9.45-10.45	...	...	Extra M.	Extra M.	Extra M.	Extra M.	Extra M.	Extra M.	...	...	...	...	...	...	...
10.45-11.45	...	...	Ex. Sc.	Ex. Sc.	Ex. Sc.	Ex. Sc.	Ex. Sc.	Ex. Sc.	...	...	...	...	...	...	...
11.45-12.30	...	...	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	...	...	...	...	...	...	...
3.15-4.15	...	...	H	H	H	H	H	H	...	...	...	...	...	...	...
4.15-5.15	...	...	Sc.	Sc.	Sc.	Sc.	Sc.	Sc.	...	...	...	...	...	...	...
5.15-6.15	...	...	L	L	L	L	L	L	...	...	...	...	...	...	...
<b>S.</b>															
9-9.45	...	...	L	L	L	L	L	L	M	M	M	M	M	M	F
9.45-10.45	M	M	M	M	M	M	M	M	Gk.	Gk.	Gk.	Gk.	Gk.	Gk.	...
10.45-11.45	...	...	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	Gk. or F. or Ex. Sc.	...	...	...	...	...	...	...
11.45-12.30	...	...	L	L	L	L	L	L	...	...	...	...	...	...	...
3.45-4.30	...	...	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	Mod. L. or Extra M.	...	...	...	...	...	...	...
4.30-5.30	...	...	Extra M.	Extra M.	Extra M.	Extra M.	Extra M.	Extra M.	...	...	...	...	...	...	...

M.—Mathematics. F.—French. Sc.—Science. D.—Divinity. E.—English. H.—History. Mod. L.—French or German.

## TIME-TABLE OF LEYS SCHOOL.

*Summer term.*

Rise, 6.30.  
 Early morning school, 7-7.45.  
 Prayers, 7.45. Breakfast, 8-8.30.  
 Classes, 8.55-9.55 and 10-11.  
 Interval, 11-11.15.  
 Classes, 11.15-12.15. Dinner, 1-1.30.  
 Classes (except Tues., Thurs. and Sat.), 4.30-5.25 and 5.30-6.25.  
 Tea, 6.30-6.55 and evening preparation, 7-8.30 on Mon., Wed. and Frid.  
 Tea, 6.-6.30. Classes, 7.-7.40 and 7.45-8.30 on Tues., Thurs. and Sat.  
 Prayers and bed, 9 p. m.

*Autumn and spring terms.*

Rise, 7 a. m.  
 Breakfast, 7.30-8. Prayers, 8-8.15.  
 Classes, 8.45 to 9-40 and 9.45-10.45.  
 Interval, 10.45-11.  
 Classes, 11-11.55 and 12-12.55.  
 Dinner, 1-1.30.  
 Classes, 4.30-5.25 and 5.30-6.25 (omitted on Wed. and Sat.).  
 Tea, 6.30-6.55 (6-6.30 on Wed. and Sat.).  
 Evening preparation, 7-8.30.  
 Prayers and bed, 9 p. m.

The different hours vary according to the form, for the various subjects, and a fresh time-table is brought out every term. Gymnasium and compulsory games have to be done twice a week out of school hours.

HARROW SCHOOL.  
 Form (Lower) IV<sup>1</sup> corresponding to the French "Seconde".

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7.30-8.45.	New Test, Bible Rep.	Mathematics.	Latin Construc 1. Gram. Ex.	Mathematics.	Latin Construc. English Verse. Latin Ex.	Latin Construc. Gram.
10-11.	French.					
11-12.		Greek.	Greek.	Greek.	English Hist.	Greek.
12-12.45.	Singing.	Pupil-Room <sup>2</sup> .	French.	Singing.	Pupil-Room.	French.
12.45-1.30.		Pupil-Room.			Pupil-Room.	
3.30-4.15.	Roman Hist.	a half-holiday.	Geog.	a half-holiday.	Grammar.	a half-holiday.
4.15-5.	Pupil-Room.		Pupil-Room.		Pupil-Room.	
5-6.	Latin Construc.		Mathematics.		Latin Construc.	

From 2.30 to 3.30, football in winter; from 6.38 to 7.30, cricket in summer. — There is an upper IV<sup>2</sup> Form (IV<sup>2</sup>).

1. Construction. — 2. Pupil-room (study-hours).

HARROW SCHOOL.

Form R<sub>1</sub> (Remove) an intervening class between the IV<sup>th</sup> & V<sup>th</sup> Forms.

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
7.30—8.45.	Greek Test. Bible Rep.	Greek Construc <sup>1</sup> . Greek Grammar.	Greek Construc. Repetition.	French.	Greek Construc. — Prose.	Greek Construc. — Gram.
10—11.	Mathematics.		Mathematics or	French.	French.	
11—12.	Science or	Latin Verses.	Mathematics.	English or Roman Hist.		English or Roman Hist.
12—12.45.	Science.	Pupil.	Science.	Mathematics or	Pupil.	Mathematics or
12.45—1.30.		Room 2.		Mathematics.	Room.	Mathematics.
3.30—4.15.	Greek or Latin Prose.		Greek or Latin Prose.		Greek or Latin Prose.	a half-holiday.
4.15—5.	Pupil-Room.		Pupil-Room.		Pupil-Room.	
5—6.	Latin Construc. — Gram.		Latin Construc. — Gram.		Latin Construc. — Gram.	

In winter, football from 2.30 to 3.30; in summer, cricket from 6.30 to 7.30.

1. Construction. — 2. Study-hours.

Girls' Education.

A great many girls of the better classes receive **home-education** from **governesses**, who instruct them in all the subjects taught in public schools, as well as in **music, drawing, painting**, etc.

Their education may be completed in a **finishing-school** or a **foreign-school**.

But generally secondary education for girls is given in **boarding-schools, High-schools, Ladies' colleges**, etc. — The curriculum is very much the same as that of boys' public schools; but, instead of sports, more attention is given to *Music, the Arts, Dancing, Calisthenics* and *general Department*, to give the girls ladylike accomplishments.

High-schools for girls, managed by a board of governors, prepare also for the University.

C. — Higher Education.

This is the work of the **University**, which gives higher education to men, and in several instances to women also. A *University* comprises a number of **colleges** which are places of residence for the students, each having its own staff of **Lecturers** and **Professors**.

The two most important universities in England are **Oxford** and **Cambridge**.

To enter the University, the student must first pass a certain **examination**, before he becomes a member of the college, either **collegiate** or **non collegiate**, i.e. resident or non resident in college property.

This being successfully accomplished, he is **matriculated**, enrolled, and is entitled to enter one of the colleges,

where his studies are superintended by tutors, and where he is prepared for further examinations.

The principal examinations: "the **Pass Exam.**", and the *Honour Exam.* are preceded in Cambridge by one (the "*Little Go*"), in Oxford by two preliminary examinations ("*Responsions*", familiarly called "smalls"). These exams consist of both oral and written work.

The *Pass* is easier than the *Honour*.

If the student passes the examination (if he is not "**plucked**," does not fail), he is admitted to the degree of **Bachelor of Arts** (B. A.), and he is no longer an "**Under-Graduate**", but a "*Graduate*." This goal having been attained, many of the "**Passmen**" leave the University. Others, "**Honourmen**," or "*Classmen*" continue to attend the **lectures** of the Professors in the **lecture-rooms**, and go in for higher degrees.

The second degree is that of "**Master of Arts**" (M. A.); the others are D. L. (**Doctor of Law**), D. D. (**Doctor of Divinity**), etc.

The **theological, medical, and law students** are allowed to study practically at a clergyman's, a doctor's, a juriconsult's; they then in due time go up for their examination.

Your brother is a student, is he not?

What is he studying? Where is he studying?

How many years of his **course** has he done? — When will he have finished his course? — Is he going to take his degree as **Doctor of Divinity** (D. D.), or **Doctor of Laws** (LL. D.), or **Doctor of Medicine** (M. D.)?

### Other Schools.

We may also mention other schools which have nothing to do with any university:

**Agricultural Schools**, where farming is taught;  
**Commercial Schools**, for the study of trade or commerce;

**Engineering Colleges**, for the training of engineers;  
**Schools of Forestry and Schools of Mines**;

**Military Schools and Colleges for Naval Cadets**;

**Technical and Polytechnical Schools**, for the study of useful arts;

**Art-Schools**, where *drawing, painting, modelling, and sculpture* are taught;

**Training-Colleges**, for the instruction of those who intend to become *teachers*.

## CHAPTER XV

### LANGUAGES

#### I

Pupils are instructed in their **mother-tongue** and in **foreign languages** (*ancient and modern*).

**Latin and Greek** are the **classical**, or ancient languages, since they are no longer spoken.

**Modern languages** are also called *living languages*, because they are in use at the present day.

Among the modern languages, English, French, German, Russian, Spanish, Portuguese and Italian are the most important.

#### II

What languages are you learning? Do you speak English, German or Italian? How long have you been learning English? With whom are you learning it? Is your teacher an Englishman? What reading-book

do you use? You are learning the Grammar too, are you not? One can never learn a foreign language thoroughly without grammar, or, at any rate, it takes a very, very long time.

Do you understand what is said when anyone speaks English to you?

The beginner usually finds it more difficult to speak than to understand.

### III

In learning a foreign language, a good **pronunciation** is of the greatest importance. **Reading aloud** is excellent practice: the ear becomes accustomed to the sound and form of the phrases and sentences.

In order to acquire a perfect pronunciation, in order to speak English without a foreign accent, one must, above all, be careful to distinguish between the **long** and **short syllables** and — this is the most important point of all — to pronounce as quickly as possible the unaccented syllables.

You must accent every word correctly, otherwise you will not be understood. Listen carefully to your teacher, and imitate him as nearly as possible.

## CHAPTER XVI

### LETTER-WRITING

#### I. — Letters, Post-cards, etc.

Do you **correspond** with anyone? Do you exchange letters with any English friend? If you have an opportunity to do so, take advantage of it. The correspondence

does not need to be very frequent; the chief thing is to exchange letters *regularly*. If your friend **corrects your mistakes**, you must write out the altered passages in their proper form, and read them over from time to time; in this way you will soon make great progress in **colloquial language**, for a letter is in reality a written conversation.

When I want to write a letter, I sit down at my **desk** and lay a **sheet of writing paper** on my **blotting-pad** or writing-case.

I then take up my **pen**, dip it in the **ink**, and write my **address** at the top of the paper, at the upper right-hand side. It may occupy two or more separate lines: for instance:

36, Leadenhall St.  
London  
E. C.

Then comes the date, on the next line below the address, for example:

12, Ryder St.  
London, E.  
May 15<sup>th</sup> 1904

The dating of a **business** letter is most important.

After the address and date, I begin my letter by **addressing** by name the person to whom I am writing: that is written on a separate line, towards the left of the page. The mode of address, of course, varies according to the *relations* existing between the person and me.

1. To a relative, I say, "*Dearest father*", "*My dear Cousin*", etc.
2. To an intimate friend, "*My dear Maud*", "*My dear Charlie*", "*Dear old Chap*", etc.



3. To a less familiar acquaintance, "*Dear Sir*", "*Dear Madam*", and, more familiarly, "*Dear Mr. Thompson*", "*Dear Miss Williams*" etc.

4. In more **formal** ordinary **business letters**, "*Dear Sir*", or, in the plural, "*Dear Sirs*"; "*Dear Madam*".

5. In strictly *formal* or **official correspondence**, I merely say "*Sir*", (or, in the plural, "*Gentlemen*"), or "*Madam*".

After this **heading**, I put a comma, then I begin what I wish to say, the real contents of the letter, in the line beneath.

Throughout the letter, a new line must be begun for every new subject.

At the end of the letter, I write the **subscription**, towards the right of the page; it varies also in its terms, according to the *degree of familiarity* existing.

I remain (or I am, or Believe me),  
my dear Mother,  
yours affectionately (or your affectionate son),  
JAMES WHITE.

Ever,  
my dear Maud,  
your loving friend,  
JANE SEWELL.

Believe me,  
dear Mr Smith,  
yours very truly (or very sincerely yours),  
GEORGE KAYE.

I am,  
dear Sir,  
yours faithfully,  
(or, if to a superior) yours respectfully,  
ARTHUR CONSTABLE.

I have the honour to be,  
Sir,  
your obedient servant,  
JOHN DAY.

### A Letter.

Sugarcane House, Richmond,  
March 18<sup>th</sup> 19...

Dearest Mamma,

I hope you are quite well. I should be much obliged to you if you would send me a cake and five shillings.

There has been a fight between Cuff and Dobbin. Cuff, you know, was the cock of the school. They fought thirteen rounds, and Dobbin licked. The fight was about me. Cuff was licking me for breaking a bottle of milk, and Figs wouldn't stand it. We call him Figs, because his father is a grocer — Dobbin and Rudge, Thames St., City. I think, as he fought for me, you ought to buy your tea and sugar at his father's.

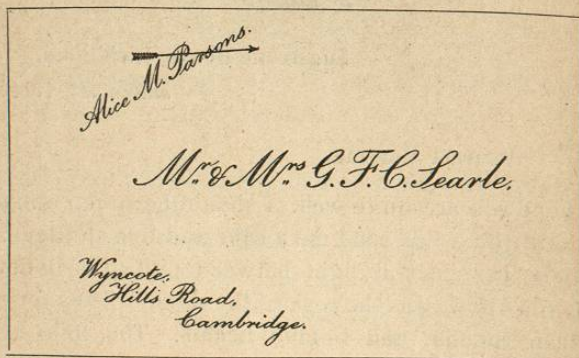
Cuff goes home every Saturday, but can't this, because he has two black eyes. He has a white pony to come and fetch him, and a groom in livery on a bay mare. I wish my papa would let me have a pony, and

I am,  
Dearest mamma,  
your dutiful son,  
GEORGE OSBORNE.

*P. S.* — Give my love to little Emmy. I am cutting her out a coach in cardboard. Please not a seed-cake, but a plum-cake.

(Out of Thackeray's *Vanity Fair*.)

In England, no printed notices of betrothals or other family events are sent to friends; they are inserted in the daily or weekly papers; but in some places, after weddings, cards, having the bride's maiden name crossed out with an arrow, are sent, thus:



There are several ways of doing it; of course, much being left to individual taste.

When I have finished my letter, I read it over, to see if I have made any mistake, or omitted anything I wished to say. Having satisfied myself on this point, I fold the letter and put it in an envelope which I seal, stamp and address, for instance:

**T. G. Hope, Esq.**  
Leicester House,  
Portman Sq.  
London  
W.

France.  
**Professor A. Leblanc**  
18, rue de Rivoli,  
Paris.  
1<sup>er</sup>

Then I have it posted, or post it myself at the post-office or in one of the pillar-posts in the street.

When I wish my letter to be delivered as soon as possible, I write on the envelope "Urgent".

If I think my friend is away from home, I write "Please, kindly forward".

When my friend is travelling, I agree with him to send my letter to the "General Post-Office" of some town through which he passes, and he calls for it. In that case, I write on the envelope "Post-Office", or generally now "Poste restante" in French.

We see, by the preceding examples of addresses that the English put the name of the street before that of the town. The number of the house is placed before the name of the street. After the name of the town, you put the postal district, so that the letter may be quickly delivered.

In London there are nine postal districts: N. (=North); S. (=South); E. (=East); W. (=West); S. E. (=South-East); E. C. (=Eastern-Central); W. C. (=Western-Central).

### Post-Cards.

One can also correspond by post-cards, which are very convenient for brief communications. The card has a stamp printed upon it, ready for use. One side is reserved for the address only.

Lately, illustrated (*pictorial*) post-cards have been coming more and more into favour. Travellers and tourists especially buy a great many, with views of the places they visit, to send to friends at home. Not only views, but pictures and photos of all descriptions are now printed on these cards.

Letters and cards are delivered by postmen.

*Parcel-Post.*

A parcel must be marked "**Parcel Post**", and, in England, the carriage is paid by affixing postage-stamps to it. If we send anything of value, we write on the envelope "**Registered**", and pay an extra charge.

Samples and printed articles (*printed matter*) are sent under wrapper (or postal band).

*Money orders.*

When we send money, we make use of **money orders** (**Post-Office orders**) (P. O. O.) or **postal orders** (P. O.), or we send it in a letter by means of a banknote; but the letter must be **registered**.

For letters containing money, we get a **receipt**.

## II. — Writing Materials.

These are bought at the **stationer's**. They are :

1. **Paper**. There is common **writing-paper** for ordinary use;

**Note-paper**, which is smooth or rough, with or without lines, thin or thick;

**Blotting-paper**, to dry the writing.

One can buy paper by the slip, the **quire**, or if necessary, in larger quantities.

2. **Ink**. There is *black, red, green* and *purple* ink, and also *white* ink for writing on black or coloured paper, and **Indian ink** for copying. Bad ink becomes thick or pale after having been in use for some time. We pour the ink into the **ink-bottle**.

3. **Pens**. Formerly **quills** were used as pens; nowadays most people use **steel nibs**. They are sold in *dozens* or *by the gross*.

Do you write with a *fine nib* or a *thick one*, a *soft* or a *hard nib*? Many nibs write badly and scratch and spurt with every movement of the pen over the paper.

What kind of **pen-holder** do you use?

What do you think of **fountain-pens**?

## CHAPTER XVII

## THE THEATRE

English, as well as French *theatres*, produce **operas**, **comic operas**, **tragedies**, **comedies**, **farces**, **pantomimes**, etc.

**Plays** are divided into **acts**, the acts into **scenes**.

Some theatrical pieces consist of one, two, three, four or five acts. They are written in **prose** or in **verse**.

The spaces of time between the acts are called **intervals**. Many frequenters of the theatre spend this time in the **green-room**.

The various plays are *represented* on the stage. The **actors** come on and go off, cross, take the front of the stage, walk up and down, stand in front, near the **footlights**, in the back-ground or in the middle of the stage. The **scenery** changes according to the place where the play is supposed to be enacted.

As a sign that an act is about to begin, a **bell** is rung. Then the **curtain** rises; at the end of every act it is lowered.

The play begins at 8 o'clock and ends at about 11.

Every new play is **rehearsed** several times. Before the first performance of it in public, a **dress-rehearsal** takes place.

If the **audience** approves of the play, it is **applauded**

by *clapping of hands* and calls for the actors and actresses. If the play does not please, it is **hissed**.

If the audience is very much delighted with a particular part of the play, cries of "**Encore! Encore!**" are heard.

In every theatre a **prompter** is engaged, whose duty it is to follow the play in a book as it is being **acted**; so that if any actor should chance to forget his **part**, he may immediately give the right word, and then no hitch occurs in the **performance**.

In every play there is one or more **leading parts**.

#### Seats. — Tickets.

The seats in the English theatres are :

1. The **stalls** (orchestra stalls).
2. The **pit** (behind the stalls).
3. The **stage-boxes**.
4. The **dress-circle** (the first circle).
5. The **second circle** and **third circle**.
6. The **balcony**.
7. The **gallery** or amphitheatre.

At the top, are "the gods"; it corresponds to the French *Poulailler* or *Paradis*.

The **tickets** can be bought at the **ticket-office** (box-office) or they may be got at a **ticket agent's**, where they cost a little more.

The **managers** of the theatres always advertise the play to be produced in the leading newspapers, as well as by large **play-bills** stuck up in conspicuous places.

On entering the theatre, you give your ticket to the **box-keeper**, who sends a waiter to show you to your seat.

**Programmes** and **libretti** can be bought, which give

the **dramatis personæ** and the different scenes. **Opera-glasses** are usually to be had for the evening, on payment of a small sum, but most people prefer to carry their own with them.

## CHAPTER XVIII

### PHOTOGRAPHY

#### A. — Upon the ways and means of taking photographs.

Among my young readers, there are, I am sure, some who spend most of their leisure time in the fascinating pursuit of **photography**. They will be interested to learn the English terms used in this art.

In order to take **photographs** we must first have a **camera**, either a **kodak** (for the hand) or a standing apparatus. One can use **plates** or **films** — films are more convenient, because they can be put in during broad daylight. If you want to photograph an object, you stand directly opposite to it, set the camera in position, and then take a photograph, which is immediately carried into the **dark-room**, to be **developed** and **fixed**.

In order to produce the photograph, it should be laid right side upwards in the **developing-tray** (or **dish**). In a short time it becomes apparent, but as an inverse copy of the object — all the high **lights** appear dark, and all the **shadows** light.

When it is sufficiently developed, the plate must be **washed** in the **fixing-tray**, where it must be kept until the **bromsilver** has all been extracted. Then the plate must be very carefully washed and set to dry.