



EDWARD,
BISHOP OF LINCOLN.

BORN, December 29th, 1829.

CONSECRATED BISHOP, April 25th, 1885.

ENTERED INTO REST, March 8th, 1910.

"We also bless Thy Holy Name for all Thy servants departed this life in Thy faith and fear: beseeching Thee to give us grace so to follow their good examples, that with them we may be partakers of Thy heavenly kingdom."

THE BISHOP'S
FAREWELL MESSAGE TO THE DIOCESE.

OLD PALACE, LINCOLN,

March 2nd, 1910.

My Dear People,

I fear I am not able to write the letter I should wish to write. I have for some time been praying God to tell me when I should give up my work. Now He has sent me in His loving wisdom a clear answer. It is a very great comfort to me to be relieved from the responsibility of leaving you. All I have to do is to ask you to forgive the many faults and innumerable shortcomings during the twenty-five years I have been with you, and ask you to pray God to perfect my repentance, and strengthen my faith to the end. All has been done in perfect love and wisdom. My great wish has been to lead you to be Christlike Christians. In Christ is the only true hope of unity and peace. In Him we may be united to God and to one another. May God guide and bless you all, and refresh you with the increasing consciousness of His Presence and His Love. I am, to the end, your Friend and Bishop,

EDWARD LINCOLN.

* * *

Lincoln Cathedral, Sunday Morning, March 12th, 1910.

"Sorrowing most of all for the words which he spoke, that they should see his face no more."

"Finally, brethren, farewell. Be perfect, be of good comfort, be of one mind, live in peace: and the God of love and peace shall be with you."

EDWARD, BISHOP OF LINCOLN.

"HE is adored there," wrote Archbishop Benson, after speaking to a great meeting of men at Lincoln, in company with Bishop King, very many years ago. He is still adored there, will be the witness alike of clergy and laity in the diocese he has served so long and so faithfully. In Bishop King the Church of England has lost one of those rare men in whom the spirit of Christianity breathes with all the purity and all the beauty of the earliest years. In every age and in every Communion it is given to one or two men to set out in their own lives the meaning of Christian devotion. Such a one was Bishop King, "a truly sweet person and immensely beloved." Rare in the best epochs of the Church, unassuming and unostentatious piety is especially rare in this time of unceasing movement and clamour. The Church itself, which should be the living protest against the rush and hurry of a hectic civilisation, is forced forward to join in the incessant strife. The parish priest is no longer the quiet and unassuming leader of worship. He must fling himself into the thick of every-day life, and battle against indifference with every weapon, not even neglecting the art of strident advertisement. Organisation is the condition of all success, and the cleric is called on to organise not less carefully and busily than the politician or the merchant. It is therefore good to have the example of a Bishop who, neglecting none of the necessary business of his diocese, was yet first and above all else a man of prayer and meditation, dominating his fellows by the sheer sincerity of his character. As Principal of Cuddesdon, as Canon of Christ Church and Professor of Pastoral Theology, as Bishop of Lincoln, Edward King won the affection and influenced the lives of all with whom he came in contact. His power among the undergraduates of his day was quite extraordinary. It was Liddon himself who wrote to Bishop Lightfoot in 1888: "As a consequence of his rare and rich gift of spiritual sympathy the number of people in all classes of society who look up to him with a strong personal respect and affection is probably quite unrivalled in the case of any other prominent Churchman of the same type." In the years that have passed since those words were written, that influence has extended and increased. As adviser and spiritual guide to men in every

position in the Church he exercised a power which cannot be measured. Never was a man more truly the Father in God to his diocese. It is a strange and bitter irony that this was the man whose actions gave rise to the fierce and prolonged dispute which will remain one of the great landmarks of ecclesiastical history in the nineteenth century. There is no need to recall the long controversy on the famous prosecution or to discuss again the points which were so minutely and exhaustively treated in the great Lincoln judgment. Since that day a wider toleration has become possible, and to that growth the character and the conduct of Bishop King contributed most powerfully. Since divisions and discussions are part of the heritage of the Anglican Communion it is well to have had as the chief actor in one of the most memorable, a man for whom his fiercest opponents had no word of personal criticism. His life has been a continuous refutation of the idea that strong and even extreme party views in questions of theology and of ceremony are evidence of a harsh and bitter spirit incompatible with the deep-rooted ideals of primitive Christianity. The beautiful letter in which he gave his last message to the diocese he had inspired for five-and-twenty years is instinct with the spirit of the early Fathers, and the quiet end of this life of consistent service reads like the close of some beautiful legend.

Reprinted from "Morning Post."



PRINCIPAL'S LETTER.

March 14th, 1910.

DEAR PAST AND PRESENT STUDENTS,

In sending my greeting and good wishes to you all with this fresh number of our College Magazine, there is one subject which seems to fill all our hearts here, and I feel sure your hearts too. A very great and dear friend has passed away from our midst—our own dear Bishop has been called to his rest, and has left us in the body, but not in the spirit, for all of us who have year after year had the blessing of his presence with us at almost every Prize Day meeting, will always feel that presence here, and that his blessing does indeed rest upon our College. Last year, especially, he seemed more than ever before, so bright and happy in all his words and ways, that it seems very difficult to realise that we shall see his face no more—but we can, and do, thank our Father for having given him to us, and while we dwell in a most happy sorrow upon all he has been to us, we can say with a full heart, God bless him now with a full measure of His Presence, and with that restful peace with Him that he ever longed for in Jesus Christ.

Ever yours sincerely,

A. W. ROWE.

THE COLLEGE ASSOCIATION.

Aim of Association.

To be a means of binding past Students to one another, and to the College.

Its Constitution is as follows :—

Members, comprising Students trained in the College, Ex-Officio Members, the President (the Principal), and the College Staff.

RULES OF MEMBERSHIP.

1.—Members of the Association shall receive the Holy Communion at least once a month.

2.—They shall use the College Prayer said daily in Chapel.

COLLEGE PRAYER.

Almighty God, without whom nothing is strong, nothing is holy, regard, we beseech Thee, with Thy love and favour, our College. Be pleased to prosper with Thy blessing those who teach and those who are taught therein. Grant that all who have been trained within its walls may be faithful in their vocation, of one heart and of one mind, adorning the doctrine of God our Saviour in all things. Grant this for Jesus Christ's sake. Amen.

3.—They shall endeavour, as far as circumstances permit, by some voluntary service to the Church, to recognise their responsibilities as Church-trained Teachers.

4.—They shall pay a yearly subscription of 2/6, 1/- of which will be given to the Church Schoolmasters' and Schoolmistresses' Benevolent Institution.

Members receive the College Magazine free of charge, and are entitled to wear the College Association Badge. The Card of Membership and the Badge, 3/1, or 8/3 (in silver), including postage, can be obtained through the Secretary, Miss Elwell.

ASSOCIATION CORRESPONDENTS.

<i>College</i>	<i>Years.</i>	<i>Name of Correspondent.</i>	<i>Address.</i>
	1864-1896	Miss Elwell	.. Training College, Lincoln.
	1897	Miss E. Ayres	.. 17 Milman Road, Lincoln.
	1898	Miss W. M. Brown	.. "Opawa," Monks Road, Lincoln.
	1899	Miss Ada Brown	.. 52 Burton Hill, Melton Mowbray.
	1900	Miss Alice Mackintosh	"Whynscar," Yarborough Road, Lincoln.
	1901	Miss Jessie Drake	.. 16 Lower Grove Road, West Park, Chesterfield.
	1902	Miss Edith Barker	.. Pupil Teachers' Centre, Gainsborough.
	1903	Miss Ada Doodson	.. 15 Charles Street, Bolton Road, Pendleton, Manchester.
	1903	Miss Elsie Botterill	.. School House, Wilnecote, Tamworth.
	1904	Miss Mary Hoole	.. 3 Horace Street, Boston.
	1904	Mrs. W. F. Frith	.. "Hazelmere," Monmouth Road, Watford, Herts.
	1905	Miss Ida Gibbon	.. Oak Dene, Bolton Road, Irlams o' th' Heights, Mauchester.
	1905	Miss Jessie Stringer	.. 24 North Parade, Lincoln.
	1906	Miss Gertrude Border	25 Sibthorp Street, Lincoln.
	1906	Miss Edith Jordan	.. 17 Alcester Road, Moseley, Birmingham.
	1907	Miss Margaret Wickham	The Deanery, Lincoln.
	1907	Miss Margaret Wilson	Schoolhouse, Denham, Bury St. Edmunds, Norfolk.
	1908	Miss Annie Bailey	.. 20 Kemp Street, Fleetwood.
	* 1908	Miss Winifred Marden	15 Jubilee Road, Summerhill, St. George's, Bristol.
	1909	Miss Margaret Heath	.. 2 Frederick Street, Monks Road, Lincoln.
	1909	Miss Lottie Reddish	.. "Tredyr House," St. Catherine's Road, Grantham.

* Please note change of number.

EDITORIAL NOTICE.

Association and Magazine Subscriptions for the current year are due in January.

Miss Elwell will be glad if Subscriptions may be paid as early in the year as possible. Great practical inconvenience is caused by want of punctuality in payment, since a heavy bill for printing the Magazine has to be met in April and November, and as at the present the Magazine does not pay its way, the cost of sending out reminders is a serious item.

Magazines cannot be sent to subscribers whose Subscriptions are more than two years in arrear.

Annual Subscriptions to Magazine 1/- for Non-Association Members.

The Association Subscription of 2/6 includes that for the Magazine.

It is particularly requested that all changes of address may at once be notified to the Correspondent for the year. Magazines constantly go astray from neglect to do this.

It is requested that Subscribers will communicate with Miss Elwell if the Spring number fails to reach them before the end of April, or the Autumn one before the end of the first week in November.

PAST STUDENTS' ADDRESSES, 1907—9.

<i>Name.</i>	<i>Address.</i>
Miss Mary Atkin,	School House, Wickenby, Lincolnshire.
„ Margaret Baker,	3 Baker's Street, Creswell, Mansfield, Notts.
„ Emily Baldock,	71 Barber Road, Walkley, Sheffield.
„ Beatrice Bambridge,	87 Lynn Road, Wisbeck, Cambridge.
„ Jennie Beevers,	Dog Lane Farm, Napton, nr. Rugby.
„ Nellie Beevers,	48 Hagley Road, Halesowen, Birmingham.
„ Ethel Bellamy,	Daisy Cottage, Dene Villas, Chester-le-Street, Durham.
„ Gladys Blake,	57 Oakhurst Grove, East Dulwich, London, S.E.
„ Jessie Brooks,	22 Hall Gate, Mexboro', Rotherham.
„ Maud Broome,	18 Seedley Park Road, Pendleton, Manchester.
„ Mary Clarke (Mrs. Stacey),	„ Inglenook," Hallam Gate Road, Sheffield.
„ Laura Clifton,	c/o Mrs. Salter, 12 Azalea Avenue, Sunderland.
„ Eveline Codd,	232 Hainton Avenue, Grimsby.
„ Dora Davison,	Bay View, Catterline, Stonehaven.
„ Florence Dickens,	110 Durham Street, Hull.
„ Ivy Ellis,	71 Legsby Avenue, Grimsby.
„ Ruth Flowers,	The Firs, Alford, Lincolnshire.
„ Lilian Fountain,	73 Charles Street, Kettering.
„ Edith French,	Claremont, Manor Court Road, Nuneaton.
„ Bertha Freshney,	Stainsby House, Horncastle.
„ Melita Godfrey,	Pilling Vicarage, Garstang, Lancashire.
„ Helen Grosvenor,	61 Hertford Road, Bootle, Liverpool.
„ Margaret Heath,	2 Frederick Street, Monks Road, Lincoln.
„ Etta Hollywood,	High Street, Hemsley, York.
„ Eva Hudson,	Institution for Deaf, Doncaster.
„ Alice Iddon,	Hawkhurst Road, Penwortham, near Preston, Lancashire
„ Rosa Jackson,	59 Saville Park Street, Halifax, Yorkshire.
„ May James,	41 Annerley Street, Denaby Main, nr. Rotherham.
„ Clara Jordan,	Chesterfield Road, Dronfield, nr. Sheffield.
„ Daisy Kingan,	School House, Barcroft Street, New Clee- thorpes.
„ Ettie Kirby,	East View, Spratton, Northampton.
„ Ivy Kirk,	16 Westgate, Lincoln.
„ Edith Milner,	North Newbald, S.O., E. Yorkshire.
„ Edith Mobley,	63 Littlefield Road, Wombwell, Yorkshire.
„ Winifred Moss,	School House, Cheslyn Hay, Walsall.
„ Grace Neale,	25 Croft Street, Lincoln.
„ Florence Neaverson,	West Torrington, Wragby, Lincs.
„ Mabel Newton,	c/o Mrs. Tarran, Whittrigg Terrace, Ushaw Moor, Durham.
„ Elsie Norris,	130 Waterloo Street, Hull.
„ Maria Ogden,	Dovecote, Heckington, Lincolnshire.

- Miss Kate Ogle, 9 Jubilee Crescent, Gainsborough.
 „ Margaret Park, 5 Church Trees, Grantham.
 „ Lucy Parry, Penrhyn House, Northfield Road, King's Norton,
 Birmingham.
 „ Lottie Reddish, Ivy Dene, West Skirbeck, Boston.
 „ Gladys Reville, 20 Hilton Terrace, Whitehaven.
 „ Winifred Searby, 136 Barry Road, East Dulwich, London, S.E.
 „ Dorothy Staniforth, Niagara House, Wadsley Bridge, Sheffield.
 „ Amy Stimson, School House, Marholm, Peterborough.
 „ Dorothy Taylor, 21 Fitzwilliam Street West, Huddersfield, N.
 „ Annie Village, The Hills, Earldom Road, Pitsmoor, Sheffield.
 „ May Wales, 3 High Street, Ingleton, Derbyshire.
 „ Alice Walkden, Oak View, Upper Batley, Yorkshire.
 „ Florence Watson, 259 Maria Street, Elswick Road, Newcastle-
 on-Tyne.
 „ Lucy Watson, 8 Dunstall Street, Scunthorpe, Lincolnshire.
 „ Flossie Webb, 47 Helena Avenue, Ramsgate.
 „ Lottie Wilkinson, Church Trees, Grantham.
 „ Emmie Winkup, 40 Clifton Road, Prestwich, nr. Manchester.
 „ Alice Wood, 33 Conduit Road, Crookesmoor, Sheffield.
 „ Dora Wright, Abbey Park Villa, Ainslie Road, Grimsby.
 „ Jessie Wright, School House, Fulletby, Horncastle.

WHITSUNTIDE RE-UNION.

ABOUT three hundred invitations are being sent out this year, viz. : to the two years who have left most recently, 1908 and 1909 ; to all Association Members living in Lincoln ; the Correspondents of the various years ; all Association Members of years previous to and including 1885, of 1905, and, going back again to earlier years, of 1893-6, both inclusive.

We should like again to call attention to the earnest request of the Principal, that any student who does not come within the invited section, but who, for any reason, wishes to be present this year, will write to Miss Elwell, who will at once forward an invitation.

Programmes will be sent to all who accept invitations. It is specially requested that intending visitors will reply in good time—if at all possible—*before April 21st*. Miss Elwell will be glad if replies are not sent during the Easter holidays (March 24th to April 16th). It is also most important that if any one is prevented from coming after having accepted the invitation, the earliest possible notice should be sent.

OLD STUDENTS' PAGES.

MARRIAGES.

STRONG—WILKINSON. On August 21st, 1909, at All Saints' Church, Hull, by the Rev. F. H. Senior, B.A., Henry, only son of Mr. and Mrs. G. H. Strong, to Frances, younger daughter of Mr. and Mrs. S. Wilkinson, all of Hull. (Frances Wilkinson Lincoln, 1902-3). 132 Marlborough Avenue, Hull.

BRAITHWAITE—JOHNSON. On September 4th, 1909, Isaac Bainbridge Braithwaite to Ada Johnson (Lincoln, 1902-3), 6a Priory Road, Hornsey, London, N.

STACEY—CLARKE. On October 5th, 1909, at Norton Parish Church, by the Rev. G. W. Hall, M.A., William Holland Stacey, of Inglenook, 22 Hallamgate Road, Sheffield, to Mary Adeline, second daughter of William Clarke, of Lees Hall, Sheffield. (Mary Clarke, Lincoln, 1907-9).

BIRTHS.

On June 28th, 1909, to Thomas and Emily Wayman (Emily Wales, Lincoln, 1898-9), a son, Thomas.

On October 17th, 1909, at Elsberg, Transvaal, to Heinrich Wilhelm and Marianne Hopf (Marianne Thomson, Lincoln, 1897-8), a son, Ronald Thomson.

On November 6th, 1909, at 107 Beeches Road, West Bromwich, to Miles and Florence Sumner-ton, a son, John.

On December 19th, 1909, at Rilli View, Kalimpong, India, to Percy and Louise Goodwin (Louise Shirley, Lincoln, 1904-5), a daughter, Margaret Shirley.

On March 7th, at Dalston House, Durham Road, Stockton, to Mr. and Mrs. Alfred Hornsby (Jennie Hendry, Lincoln, 1902-3), a son.

DEATHS.

On June 27th, 1909, Amy Elizabeth Swift (Lincoln, 1895-6).

On October 10th, 1909, Amelia, the beloved wife of John Marshall, of Gregory Street, Old Lenton. Aged 56 years (Amelia Wood, Lincoln, 1875-6).

On October 11th, 1909, at Berkeley, California, Margaret Jordan, wife of John I. Talbot, and daughter of Mrs. Sattin (Mary Rollinson, Lincoln, 1876-7).

On Wednesday, November 11th, 1909, at Sheffield, Lily Hacker (Lincoln, 1901-2).

On January 13th, 1910, Frank Hamer, husband of Emma Johnson (Lincoln, 1887-8).

APPOINTMENTS.

- Miss Margaret Baker, Creswell Infants', Mansfield. Assistant.
- „ Gladys Blake, London County Council. Assistant.
- „ Laura Clifton, Ryhope Girls', Sunderland. Assistant.
- „ Ruth Flowers, National School, Alford. Assistant.

- Miss Bertha Freshney, Ashby Puerorum. Head.
 „ May James, Denaby Main Mixed, Conisboro'. Assistant.
 „ Edith Mobley, King's Road Provided Infant School,
 Wombwell. Assistant.
 „ Lottie Reddish, St. Thomas' School, Skirbeck Quarter Infant,
 Boston. Assistant.
 „ Gladys Reville, Holy Trinity Church of England, Infants',
 Whitehaven. Assistant.
 „ May Wales, Ingleton Infants', nr. Kirkby Lonsdale. Head.

RE-APPOINTMENTS.

- Miss Amy Beddoe, Merstham Council School Girls'. Head.
 „ May Samuels, Holbeach St. John's Mixed. Assistant.
 „ Laura King, Burgh, Lincolnshire. Assistant.
 „ Florence Webb, Christ Church Infants', Margate. Assistant.
 „ Kate Richardson, Penkridge Council Infants'. Head.
 „ Erica Stuart, St. Nicholas' Infants', Lincoln. Head.
 „ Minnie Callendar, Burnham Market Infants'. Head.
 „ Christabel Crosland, Tolpuddle National, W. Dorchester.
 Head.
 „ Bessie Corfield, The Broad Heath, Tenbury National. Head.
 „ Kate Ogle, Gainsborough Parish Church. Assistant.
 „ Mabel Fountain, Cambridge Junior Mixed. Head.
 „ Beatrice Bambridge, Elm Rd. Infants', Wisbech. Assistant.
 „ Edith Farmer, Alcester Road Church of England, Stratford.
 Head.
 „ Ethel Wildigg, Hassall St. Council, Newcastle-under-Lyne.
 Head.

Miss Gertrude Smith has been successful in obtaining the St. Andrew's L.L.A. Diploma, with passes in the following subjects, French, Physiology, and Comparative Religion, and First Class Honours in Education and History.

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Sheffield Old Lincoln Students' Club.

On Friday, October 15th, the members of the above club had a very enjoyable Social Evening, in the Central Girls' Secondary School. This date was chosen so that we could give a warm welcome to the Principal (Canon Rowe), Miss Elwell, and other members of the present College Staff.

Chatter, renewing old friendships, making new friends, gossip, musical items, and a laughable sketch were the order of the evening. An interesting feature of the evening's entertainment was—that all the contributors were old Lincoln students, with the exception of the two gentlemen who were husbands of two Lincoln students.

The musical part of the programme bore fruit of the thorough musical training one receives in the Lincoln Training College.

Mr. Quine kindly made a speech, in the absence of our esteemed President (Mrs. Wing), and Canon Rowe suitably replied.

The following ladies and gentlemen were present :—

<i>Visitors.</i>	<i>Club Members.</i>	
Canon Rowe	Miss Dyson, <i>Pres.</i>	Miss E. B. Barker
Miss Elwell	Miss Wells, <i>Treas.</i>	" K. Thompson
" Martin	Mrs. Marriott, <i>Sec.</i>	" M. Thompson
" Searby	Miss Potts, <i>Com.</i>	" A. Charters
" Butterworth	" E. King "	" C. Skinner
Mr. and Mrs. Baxter	" Wilson "	" I. Greene
Mr. and Mrs. Quine	" Whitham "	" A. King
	" E. Thompson	" A. Wright
	" Gallimore "	" E. Mobley
	" Caine "	" D. Staniforth
<i>Lincoln Present Year</i>	" Village "	" Bielby.
<i>Students.</i>	" M. Antcliffe "	Mrs. Halliwell
Miss Cockshaw	" Dodgson "	" Carter
" D. Butterworth	" Ainley "	" Tyas
" Nicholson	" Harrand "	" Tillbrook
" Hague	" E. Wood "	
" Banks	" Leonard "	<i>Non-Members.</i>
" McCormack	" E. Best "	Miss Naylor
" Millar	" A. Garratt "	" Skinner
" Cleeve	" M. Wood "	Mr. Naylor
	" A. Wood "	" Tillbrook
		" Marriott

ANNIE KING.

PROGRAMME.

SOLO - - - - -	- Miss ISOBEL GREENE
SONG - - - - - " Old Madrid "	- Mr. MARRIOTT
SONG - - - - -	Miss EVELINE BEST
	Miss POTTS
TRIO - - - - -	Miss KING
	Miss DODGSON
SONG - - - - -	Mr. TILLBROOK
SONG - - - - - " Love's Coronation "	Miss A. WRIGHT

INTERVAL.

SOLO - - - - -	- Mrs. TILLBROOK
SONG - - - - -	Mr. TILLBROOK
SONG - - - - - " In the Chimney Corner "	- Miss A. WRIGHT
SKETCH - - - - -	Mrs. CARTER AND FRIENDS
	Miss POTTS
TRIO - - - - -	Miss KING
	Miss HODGSON
SONG - - - - -	Miss BEST
SONG - - - - -	Mr. MARRIOTT

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The annual dance in connection with the above Club was held on Saturday, December 4th, in the Cambridge Hall.

The supper, to which 105 members and friends sat down, was catered for by members of the Committee.

Mr. King and Mr. Potts made excellent M.C.'s, and greatly contributed to the success of the evening.

The dance, altogether, was pronounced quite a success, and was greatly enjoyed by all who were present.

BENI SOUEF,
UPPER EGYPT,
October 12th, 1909.

My dear Friends,

Miss Elwell asks me to write a letter to you about Egypt. I do not know where to begin, and I am sure I shall not know where to end. I came from England in April, and as I am a good sailor, my journey was delightful. It was a pouring wet day when I went on board at Liverpool, but from that time till now I have not seen a shower.

We spent a whole day in the Bay of Gibraltar, but did not land, it was not too long, however,—the bay—the rock—the town on the steep slope, with its hilly and winding streets, the fortifications, and the harbour were each full of interest.

From there we crossed the Mediterranean to Algiers, and there one gets a good impression of a Moorish town. We landed for a few hours. Algiers is built on the slope of a steep semi-circular hill, overlooking the harbour; the buildings are fine, and the stone white; the streets are narrow and winding, and we had to climb flight after flight of steps, but we were well rewarded when we reached the top of the hill above the town and fort. The view was such as can never be forgotten—the glorious blue of the bay at the foot—the white buildings of the city, with their red roofs (many houses have flat roofs), freely interspersed with bright green foliage—the eastern dress of the natives—the whole "Arabian Nights" appearance of the streets, and a brilliant sun over all. From the top of the hill I got some lovely flowers, quite unknown to me before, but I could not keep them, though I returned to the ship with many treasures.

We were in Malta Harbour when the King was there, so we saw it at its best. Malta is a wonderful place—a huge rock fortress; its streets are narrow and steep, with again innumerable flights of steps to reach the various parts of the town. All sorts of weird stories are told of its underground passages. We were only anchored in the bay for a short time so I could not remain on the island long. This was our last stoppage till we reached Alexandria. I remained in Alexandria for a few days before joining my friends who had taken a flat at Rainleh for the summer—about three miles away, and close to the sea. Alexandria is a great white city, all the building stone being of a soft white limestone, which lends itself as a wondrous background to the fresh green of the trees and shrubs, the bright colouring of the flowers and the clothing of the natives. The city is full of interest, with great squares with gardens and trees under which tables and seats are placed for the hundreds of people who flock there, the beautiful church of St. Mark, the museum, full of old curios and Egyptian remains—Pompey's Pillar and the old fort (still occupied by our soldiers). I was roaming in the ground of the fort one day and could not resist a chat with one of the soldiers who was coming along. He gave me some very interesting infor-

mation ; he had fought at Khartoum. Among the things I asked him about was a very beautiful mosque close by. He told me it was the finest mosque in Alexandria ; it belongs to the Khedive, " who goes there once a year to say his prayers." The sea, too, is very fine, but there is a sea wall along the front, so I seldom went down. I like the open sea. At Ramleh our flat was on the desert, but it was not by any means quiet or lonely. Across a little bit of sandy desert we had an excellent electric tram service with trams passing every minnte or two (we could be in Alexandria in five or six minutes). Then just on the other side of the tram-line were the large recreation grounds of the Alexandria Sporting Club, with tennis courts, croquet, cricket, polo, and race-course, and all beautifully kept ; also promenade, grand staud and refreshment rooms. At the back of our garden walls were two Arab encampments with their children, camels, horses, asses, goats, dogs, and tame rabbits. I overlooked them from my bedroom window, and as you may imagine, they were a never failing source of interest. Passing the tents we had to cross a narrow strip of desert and to scramble down the cliffs to the sea. But that bay is delightful, not only for the beantiful bit of sea, but for its shells—most lovely little things, many of which are microscopic (some of these I hope to bring or send you some day). I must tell you that I went to St. Mark's Church every Sunday, and whenever I could, to Early Communion. Archdeacon and Mrs. Ward were most kind to me, Mrs. Ward giving me a general invitation for afternoon tea on Sundays. Strange to say the Archdeacon knew Lincoln well in the early days (Bishop Wordsworth ordained him), so the pleasure of going there was great, especially as somehow those services always reminded me of the long ago, but never-forgotten Lincoln days. I left Alexandria on the 17th of August, to come here on a visit. The journey of nearly two hundred miles was very interesting. I had my first view of the Nile, but passed only one large town Tantah (I am going to a post in Tantah, the day after to-morrow), before reaching Cairo, where I was met by the friend to whose house I was coming. He pointed out to me all the things of interest during the rest of the jonnrey. All along there is that wonderful irrigation scheme which makes Egypt so rich in its products and number of crops. We saw the fields of cotton, maize, sugar-cane, corn, beans, lentils, and vegetables (many delicious ones unknown in England). Cairo is a very rich, large, and beautiful city, extending right out into the desert, and to the Moccataam Hills which ruu parallel to the Nile. We saw the citadel on the slope of one of these hills. Arab villages and mud huts, often among groups of palm trees, are to be found everywhere. Sometimes the houses are built of snn-dried mud bricks. This is an Arab town, with very few Europeans, except Greeks, so I have been able to see Arab life at home. I should like to say something about the animals,—the camels, the donkeys, and the lovely horses, hut I must stop some

time, and I think it had better be now, or you will be tired. Some-day, if you will allow me, I may write to you again,—in the meantime, I wish you all success and strength to meet the many difficulties which at one time or another must come to you all.

I am,
Ever your affectionate Ancestress,
MARY YEATES,
(Lincoln, 1862-3).

If any of the old companions of two happy years read this, and care to write to me it would give me great pleasure.

THE RELIGIOUS VALUE OF TENNYSON'S POETRY.

A SERMON PREACHED IN LINCOLN CATHEDRAL,

on September 22nd, 1909,

By E. C. WICKHAM, D.D., Dean of Lincoln.

"Beloved, let us love one another: for love is of God: and every one that loveth is born of God, and knoweth God . . . for God is love." 1 John iv. 7, 8.

I heard the question asked the other day whether there was any precedent for a service such as we are holding this afternoon. If a precedent were needed, we might find one in the thanksgiving services which are held, with such stirring of hearts, in old institutions in commemoration of "Founders and Benefactors." Is there anything for which we can more fitly thank God? The great chapter of Ecclesiasticus, which is read in such services, and which calls on us to "praise famous men," or rather to thank God who has "wrought so great glory by them," includes among the rulers, builders, leaders of counsel, also musicians and poets—"those who found out musical tunes and set forth verses in writing." A great poet who puts to good use his "faculty divine" is a "Founder and Benefactor" in the truest sense. He is a benefactor to his race, but especially to those who speak his tongue, whose thoughts at their best he puts into noble expression, whose spirits he touches to fine issues. And he is a founder. He helps to build a nation, to give it a common heritage of thought and feeling, to bind class to class, and age to age, to keep men true to their ideals.

If the centenary of Tennyson was to be celebrated anywhere, what place could be fitter than this mother church of the county and diocese with which he was so closely connected, by blood and birth and marriage, by the memories of early years which never ceased to colour his poetry—memories of the speech which he heard as a boy, of the sights and sounds that stirred his fancy—the brooks and bowery lanes of the wold, the "wide-winged sunsets on the misty marsh," the "hollow ocean-ridges roaring into cataracts" over the sands of Mablethorpe?

We could not thank God for all kinds of poetry. Like His other gifts, the beautiful and sacred gift of song can be squandered, as we know well, can be abused to saddest ends. But when it is used to soften and lift and fortify men's hearts, to make virtue attractive, to keep the gates ajar through which there come glimpses and echoes of a world above the world of sense, then it is religion's best handmaid, as it is a nation's fairest inheritance.

In what I shall say of Tennyson I shall take for granted his literary greatness. He has taken, I believe, a place, from which he will not be dislodged, among the chief poets of our language. What I am concerned with in this place is the character of his poetry which made it one of the influences of the great Victorian age for which we do well to offer hearty thanks to Almighty God. We may hear sometimes voices of disparagement; but they do not come from the best critics; and you will often find that the grounds on which it is desired to belittle the poet (and he is not the only great writer of that age who is so belittled) are the very characteristics which attract to him our love and gratitude. I will put the claims of his poetry in this respect under three heads:

1. Its high and wholesome purpose. There is nothing in it to weaken, nothing to throw a glamour over vice, nothing to suggest evil. As he said of his great predecessor, Wordsworth, the laurel passes to his successors,

"Greener from the brows
Of him that utter'd nothing base."

Of the view which Tennyson took of poetry when he devoted his life to it, setting aside all other ambitions and distractions, there is evidence both in the record of his friends and in his own writings. Among the letters preserved is one from a college friend, known here in after days as Dean Blakesley, who wrote to him:—"A volume of poetry written in a proper spirit would be at the present juncture the greatest benefit the world could receive." There is a story of another college friend, himself a poet, Archbishop Trench, who soon after he was ordained paid a visit (so we read) to Tennyson, and in the course of their talk spoke of "the new heresy which substituted Art for Faith, and Beauty for Sanctity." Tennyson listened without answering, but the words met a striking response, for when his guest was gone he took up his pen, and the single thought became a poem—the "Palace of Art" he called it—in which he painted what the life of "Art for Art's sake" (as the phrase went, and goes still) would be—the weariness, the self-loathing, that would fall on it—its severance from human sympathy, its "exile from the Eternal God."

"Like Herod, when the shout was in his ears,
Struck thro' with paugs of hell."

There is in the Biography a letter of Arthur Hallam's which shows how seriously the danger to a poet of thinking too much of Art and too little of the high ends of Art lay on Tennyson's conscience.

Hallam writes:—"You say pathetically, Alas, for me! I have more of the beautiful than of the good. Remember, to your comfort, that God has given to you to *see the difference*: many a poet has gone on blindly in his artist-pride." "Art," Tennyson used to say "not for Art's sake, but for the sake of truth, of beauty, of good." He rejoiced in the saying of a great Frenchman that "no nation had treated in poetry moral ideas with more energy and depth than the English." It is the principle on which he chose his subjects, and which inspired their treatment. "Whatsoever things are pure, whatsoever things are lovely, whatsoever things are of good report"—these are the things that live in his poetry. Chivalry in its purest, gentlest, highest sense, heroic patriotism, self-control, the "path of duty," home love, reverence, the faith of a little child—these are the things to which his heart goes out.

2. The second feature in his poetry, of which I would say a word, is the reverence and sympathy of his tone when he touches, as he so often does, on the practices and sentiments of religion—the strength and tenderness and delicacy with which he treats the great central relations and affections of human life. Take, as instances of the first, the picture drawn with a tender hand in the "Two Voices" of the congregation gathering to the village church:

The sweet church bells began to peal.
On to God's house the people prest,
Passing the place where each must rest,
Each enter'd like a welcome guest.

or that of the old man ministering to the dying girl in the "May Queen" which Carlyle called "so tender and true":

"O blessings on his kindly heart, and on his silver head!
A thousand times I blest him as he knelt beside my bed.
He taught me all the mercy, for he show'd me all the sin."

Or, again, the familiar lines on prayer:

"More things are wrought by Prayer
Than this world dreams of."

Or, once more, the description of prayer as communion with the Father of Spirits:

"Speak to him, thou, for He hears; and Spirit with Spirit can meet;
Closer is He than breathing, and nearer than hands and feet."

"One of the secrets of his power over mankind," writes his biographer, "was his true joy in the family duties and affections." Take, as an instance of this second characteristic, his picture (a picture from life) of a mother and her influence:

"One
Not learned, save in gracious household ways,
Not perfect—nay, but full of tender wants,
No Angel, but a dearer being, all dipt
In Angel instincts, breathing Paradise. . . .
Happy he
With such a mother! Faith in womankind
Beats with his blood, and trust in all things high
Comes easy to him."

Take, again, his treatment of the passion of love. No poet has given more poignant utterance to its delight, as in the exquisite lyrics of "Maud":

"O let the solid ground
Not fail beneath my feet
Before my life has found
What some have found so sweet."

And again:—

"I have led her home, my love, my only friend.
There is none like her, none."

But no one has guarded it more sacredly. No one has put more prominently its ideal side, its power to educate and inspire. Love he sees as the great effacement of selfishness:

"Love took up the harp of Life, and smote on all its chords
with might;
Smote the chord of Self, that trembling pass'd in music out
of sight."

Of *wedded* love his words of himself were: "The peace of God came into my life before the altar when I wedded her." His picture of what it may be as towards others, as the power of a double life of noble service, is given in the Prince's words at the end of "The Princess":

My bride,
My wife, my life, O we will walk this world
Yoked in all exercise of noble end,
And so thro' those dark gates across the wild
That no man knows.

If you would measure the moral danger of the reaction from the standards of the last century which in some quarters is running just now so strongly, compare the high and severe and manly tone of the poem which Tennyson calls "Love and Duty" with the treatment in the novels of to-day of what are called "problems," temptations, that is in plain English, to sacrifice duty to passion.

3. Tennyson's poetry, then, has been a potent witness for purity, for manhood, for home affection, for moral purpose, for religious use and wont. But it has had in this past century a further function of inestimable value towards the spiritual life of the nation. It has been a century of movement. It has brought a vast expansion of physical knowledge, a new attitude of mind towards Nature and her processes. Tennyson followed with eager interest each step in the great development. He followed it with a poet's quick imagination—picturing, feeling, seeing the wonder and beauty, realising the vast distances, the limitless prospect opened—feeling also the void which that development left in the deeper cravings and assurances of the moral nature of man. All this was quickened and brought home to him by the sudden death, in the midst of the highest promise of goodness and greatness to be, of his heart's

brother, Arthur Hallam. That calamity is the key to much of his poetry. The poem of which we are told that it represents the first amazement of his loss is the "Two Voices," the picture of a soul debating the tremendous question whether life is worth having :

"Thou art so full of misery,
Were it not better not to be?"

Even there the voice of submission and of hope prevails. Then comes "Ulysses," the poem which drew the admiration of two such different men as Carlyle and Peel, the poem in which, in the person of that hero of many trials and many disappointments, he represents himself as summoning his courage and will, to face once more the struggle of life :

"To strive, to seek, to find, and not to yield."

The new task to which in these words he sets himself is to be read chiefly in "In Memoriam." He turned his own distress and perplexity to the comfort and strengthening of other suffering and bewildered wayfarers. It is not a poem written at once as a whole and setting forth a clear and deliberately adopted body of teaching. It runs over some seventeen years of his life, and gives the picture of a soul struggling to the light, determined (in his own words) not to "make his judgment blind." The great battle seems, as we read, to sway to and fro. Old doubts rise again in new forms. The insignificance of man and his concerns in face of the infinite prospects and potencies which Science was revealing; the seeming ruthlessness of Nature, "red in tooth and claw with ravine," her seeming indifference to human suffering, her injustice—the inexplicable sight of what the human spirit does not doubt to be evil side by side with what equally it cannot doubt to be Infinite Power and Perfect Goodness—these are the problems with which his spirit strives; and all these, as I said, emphasised and brought home to him by the personal calamity and the questions it raised—the questions brought home so often to the heart of humanity: "What does it mean? Why this breaking off in its bloom of a noble life that the world cannot spare? Is he alive still? Where is he? Shall I see him again? The victory is gained before the poem closes, and the victory has been gained by faith. It is his constant conviction that (in his own words) "nothing worthy proving can be proven"—can be proven, that is by logic alone. This does not mean that he shuts his eyes to the conclusions of Reason. He recognises that there are contradictions past our reconciliation. But he will not on that ground surrender that to which his inmost being witnesses, that without which all life would be as meaningless as joyless, as "futile as frail." Almost in Newman's words, he says that to him there are two self-luminous existences—self and God—self that is conscious of itself, that wills, that suffers, above all, that loves; and God, God found not by argument either from Nature or from logic—in which Reason will

always find flaws—but by the unanswerable proof of consciousness :

“ I found Him not in world or sun,
 Or eagle's wing, or insect's eye ;
 Nor thro' the questions men may try,
 The petty cobwebs we have spun.
 If e'er, when faith had fall'n asleep
 I heard a voice, ' believe no more,'
 And heard an ever-breaking shore
 That tumbled in the Godless deep ;
 A warmth within the breast would melt
 The freezing reason's colder part,
 And, like a man in wrath, the heart
 Stood up and answer'd, " I have felt."
 No ! like a child in doubt and fear :
 But that blind clamour

(that is, the voice calling " believe no more " ! which brought him to himself).

made me wise ;
 Then was I as a child that cries,
 But, crying, knows his father near."

God—and he puts with that, as a necessary part of the same truth, God as the perfection of what is best, most personal, in man—God as Love.

That is what in a sense explains everything to him. It assures him of that without which life loses meaning to him, the survival of self through the shock of bodily death. It is the ultimate consolation in his great sorrow : " That friend of mine who lives in God." It is what makes credible to him Revelation, makes it credible that the

" Word had breath, and wrought
 With human hands the creed of creeds
 In loveliness of perfect deeds."

It was to him the heart and soul of all religion. We chose the Lesson for this service from which I took my text, " Beloved, let us love one another, for love is of God," because we read in the Biography that it was a passage which he asked to have read to him in illness when he was nearing the end. If we wish to know how he applied the truth, and desired to pass it on to others we may recall a touching extract which is given from a letter written by him in his old age to a working man who had asked his advice and who had complained of loneliness :

" I write in compliance with your request, though I fear that I can say little to comfort you. Believe me, however, that I am grieved for your loneliness and your sorrow. Let me hope that you, having, I think, found the God of Love, will feel day by day less lonely among your fellow-men, for loving God, you cannot but grow in love towards them, and so forget yourself in them, since love begets love."

LECTURE ON "RECREATION."

Given at the College on November 5th by Dr. Stitt Thomson.

 RECREATION.

I have chosen as my subject the important one of "Recreation a Necessity of life." Now I daresay many of you at once jump to the conclusion that I am going to recommend violent exercise, to advise that a large portion of our existence should be given up to play, that our valuable time should be frittered away in amusements, that work should be sacrificed, and that our lives should be spent in pleasure.

Let me assure you that such is not my intention. I will try and show, however, that the old saw, "All work and no play makes Jack a dull boy," has, like many other proverbial sayings, a solid foundation to rest upon.

Work is a necessity, we know; Recreation, too, is a necessity. Recreation is an unbending, a loosening of the system, like untying things that have become too tight. It will give health to the body and happiness to the mind, and in these we are encased, as in a suit of armour, to fight the battle of life.

One rather important item in a lecturer's programme is that he should understand what he is talking about, (I am afraid many of us in daily conversation talk a great deal about matters of which we know very little), and next he should try and make his audience understand the matter in question.

I think I know what I mean when we talk about Recreation, and will try and explain it to you.

You all know a lady's answer to a question—"Why do you do it, Mrs. Smith?" "Because I do," she promptly replies, and we are satisfied. So "What do I mean by Recreation?" Re-creation, to be sure, or that process whereby we recreate or make again our minds and bodies.

As you all know, our bodies are made up of certain substances, and we keep up our bodies by supplying them with these necessary materials, in the shape of food, drink, and air. The moment we stop the supply of any or all of these, we go down; and if this stoppage be long enough sustained, death is the result; in fact, we starve. On the other hand, if we work our bodies beyond that which the supply is intended to maintain, if the demand becomes greater than the supply, so we equally die of starvation, and hence arises the absolute necessity for recreation. As a matter of fact we all go in for recreation to some extent, whether we like it or not. When we eat, we recreate; when we drink, we supply a want; when we breathe we add new materials, and when we sleep, we rest and recreate both body and mind.

The two most normal phases of existence are those in which we

are expending force, or reviving or recuperating ourselves after the efforts have been made.

We now, I trust, quite understand what is meant by recreation ; and already I think I have proved my point, that it is a necessity of life, but we will examine the subject more minutely.

We shall first consider of what our *bodies* are made, then we are in a better position to understand how to recreate, how to renew and refresh them, and then we will try and discover how our *mental powers* may also be built up again after exertion.

I admit that no distinct line of demarcation can be drawn between these two, that generally whilst benefiting the one, we improve the other—" *Mens sana in corpore sano.*" But for our general purpose such a line may be drawn. Sterne wrote long ago—" A man's body and his mind (with the utmost reverence I speak it) are exactly like a jerkin and a jerkin's lining—rumple the one and you rumple the other. ." Montaigne said in reference to man, " I would have the disposition of his limbs formed at the same time with his mind. 'Tis not a soul, 'tis not a body we are training, but a man, and we must not divide him."

Well, then, as we have already stated, our bodies are made up of certain substances. These are not less than twenty in number. They are called elementary chemical substances, but I am afraid we would find them anything but elementary if we undertook to study them all ; but be not alarmed, a few will answer our purpose to-night.

[The lecturer then proceeded to treat of the chemical substances which enter into the composition of the body, and of the waste of those substances which takes place, demonstrating the need for the renewal of the supply, or in other words, for recreation by means of fresh air, sound sleep, and a regular diet, which must also be mixed and appetising, if health is to be maintained].

Now, we have proved to ourselves, I hope, that to live, we must eat, drink, breathe, and sleep. These might appear to be all that are absolutely essential to life, but with your permission we will go farther and try to prove that something more is required to maintain health, and to keep on friendly terms with our busy minds and toiling bodies, and consider the subject of Recreation, as it is more commonly understood.

It goes without saying that a man or woman who works hard for many hours a day, must have something to do in the leisure hours, for idleness is no rest. Sydney Smith says—" Let every man be occupied, and be occupied in the highest employment of which his nature is capable, and die with the consciousness that he has done his best." Lord Brougham was constantly quoting this couplet, which declares that a want of occupation is not rest, since a vacant mind must always be a distressed mind.

For busy men and women there is no such recreation as Reading. What a field of enjoyment we have here! The world of literature is so vast that we cannot reach its boundaries, so rich that it will ever supply us with choicest treasure, and so inexhaustible that we cannot drain it in a life-time. What a source of knowledge, of comfort, of companionship, and amusement we have in books!

I believe that there is an inherent thirst for knowledge somewhere lurking in every human being, and that none of us are like "Britain" in Dickens' "Battle of Life." "I don't know anything," said Britain, with a leaden eye and an immovable visage, "I don't care for anything, I don't make out anything, and I don't want anything." Few of us, I hope, have attained that happy, indifferent state.

I entreat you all to read. You will find endless enjoyment in this form of recreation. Read the newspapers, read the magazines, read all good authors, ancient and modern, read anything rather than nothing—only read. "Some books are to be tasted, others swallowed, and some few to be chewed and digested." I assure you there is no rest for a tired man like a comfortable home, an arm-chair, a bright fire, and a book. This is real recreation.

I was reading the other day a short sketch of the late Lord Randolph Churchill. He was by no means a strong man, and therefore I suppose could not take very active exercise, but he is described as spending many a leisure hour in his own private room, in a large chair, his feet on the chimney-piece, cigarettes by his side, and a French novel in his hand. Now some may not approve of everything Lord Randolph did, and I do not recommend French novels as the best style of literature, but this kind of recreation is very suitable to one who has to go through a great deal of brain work, to prepare and deliver many speeches on complicated subjects, and who cannot enjoy the more beneficial influences of active out-door exercise. I believe that in this way Lord Randolph thoroughly recreated himself for the exciting and arduous duties which he undertook.

Now, to enjoy reading, we must be educated. We hear a great deal about education in the present day. Education we must have, and in education you have the largest source possible, from which to derive success, usefulness, and enjoyment. We must in our schools, not only teach the young how to read, write, and calculate, but we must also see that they learn how to take healthy and harmless amusement, and truly they need it. Their young brains, still growing, are not adapted to much study, and I have ever held that the present system of teaching is erroneous. The whole of the children's learning should be done in the schoolroom in school hours. From nine till three o'clock is surely long enough for a child to study. The evenings should be spent in recreation, either in play or reading some pleasant, amusing book, and not in sitting poring over some dreary task, muddling the young brain.

with sums and geography till its young head can't quite make out whether it is London that makes 4, or 2 and 2.

We ought specially to remember this point, that the elementary schools are attended for the most part by the children of the poorest. Now, these pupils are expected to do as much work, to absorb as much knowledge in a given time as their neighbours, but they are in many cases poorly fed, badly clothed, miserably housed, and have as a natural consequence, a weakly body, and therefore, as we know, they have also an ill-nourished brain, and cannot with impunity compete with the better fed and better cared-for companions.

I have taken a great interest in this subject for some years, and as a medical man, constantly coming into contact with the young, I know that much harm is done by the detestable system of cramming, standard passing, and scholarships. What says Herbert Spencer, our greatest philosopher? "And if," says he, "as all who investigate the matter must admit, physical degeneracy is a consequence of this excessive study, how grave is the condemnation to be passed on the cramming system." It is a terrible mistake, and from whatever point of view regarded. It is a mistake in so far as the mere acquirement of knowledge is concerned, for the mind, like the body, can only assimilate a certain quantity, and if you over-feed the mind, that food, as with the body, is rejected again. It is a mistake, too, because it assumes that the acquirement of knowledge is everything; and forgets that a much more important thing is the organisation of knowledge, for which time and spontaneous thinking are requisite. "The interpretation of nature is obscured when the description languishes under too great an accumulation of insulated facts."

It is not the stored-up intellectual fat which is of value, but that which is turned into intellectual muscle. Cramming is fatal to that vigour of physique needful to make intellectual training available to the struggle of life. Success in this world depends more on energy than information, and, as you know, nothing succeeds like success."

Once more says Herbert Spencer:—"The system is a mistake as involving a false estimate of welfare of life. Even supposing it were a means to worldly success, instead of a means to worldly failure, yet, in the entailed ill-health, it would inflict more than the equivalent curse. What boots it to have attained wealth if the wealth is accompanied by ceaseless ailments? Surely no one needs telling that a good digestion, a strong pulse, and high spirits, are elements of happiness which no external advantages can out-balance. Chronic disorder casts a gloom over the brightest prospects, while the vivacity of strong health gilds over misfortune."

We contend, then, that this over-education is vicious in every way—vicious as giving knowledge that is soon forgotten, vicious as producing a disgust for knowledge, vicious as neglecting the

organisation of knowledge, which is more important than its acquisition, vicious as weakening and destroying that energy without which a trained intellect is useless, and vicious as entailing that ill-health, for which even success would not compensate, and which makes failure doubly bitter.

Headaches, not many years ago, were unknown in the children in this country, and now they are of the commonest occurrence amongst town children, many of whom bring them home with them from school every day. These headaches indicate brain disturbance and irritation, and if not checked by reducing the study, they will prove the precursors of fatal disease.

Twenty years ago I made the following remarks in public:—"Medical men are and ever have been the constant advocates of education. None know better than they the hygienic value of training and development of knowledge, intellectual resources, and self-control. We desire education, not mere schooling. The school-master cultivates a corner of human life, and makes it yield useful fruits, but its wide expanse teems with luxuriant and varied growth that he has never evoked. All nature, sky, earth, flood, field, and flower, all the forces of the universe, the stars in their courses, the summer lightning, the winter frost, the dancing atoms, the mysteries of hate and love, are ceaselessly busy in teaching the child. Shall we allow the schoolmaster to take the whole credit of the result? No. He has his share, and an important share, too, when his functions are properly administered; but we must cease pinning infants to benches when they should be running free, stuffing them with grammar when they should be quaffing sunshine, else we or those who come after us, will bitterly repent it. We shall become an island full of round-backed, bleary-eyed bookworms, poor of heart and soul, instead of a nation of men and women strong of limb, graceful in movement, nimble-handed, quick-sighted, clear-headed, tender and true, a nation such as we would all wish the English to become."

Besides reading, we have many other ways and means of recreating ourselves, and one source may be obtained by the cultivating of our conversational powers. To be able to converse on many subjects, to be able in this way to convey your ideas and thoughts to another, can profitably wile away many an hour. Mr. Gladstone mixed much in society, and was a voluble, eager, and interesting talker upon any topic which suggested itself.

In music we have another source of great enjoyment and recreation. You remember how Dickens described the comfort derived by Mr. Swiveller from the flute:—"Some men in his blighted position would have taken to drinking; but as Mr. Swiveller had taken to that before, he took, on receiving the news that Sophy Wackles was lost to him forever, to playing the flute, thinking, after mature consideration, that it was a good, sound, dismal occupation, not only in unison with his own sad thoughts, but

calculated to awaken a fellow-feeling in the bosoms of his neighbours. In pursuance of his resolution he now drew a little table to his bedside, and arranging the light and a small oblong music-book to the best advantage, took his flute from its box, and began to play mournfully. The air was "Away with Melancholy," a composition which when it is played very slowly on a flute, in bed, with the further disadvantage of being performed by a gentleman but imperfectly acquainted with the instrument, who repeats one note a great many times before he can find the next, has not a lively effect. Yet for half the night and more, Mr. Swiveller, lying sometimes on his back, with his eyes upon the ceiling, and sometimes half out of bed to correct himself by the book, played this unhappy tune over and over again, never leaving off save for a minute or two at a time to take a breath, and then beginning again with renewed vigour. It was not until he had quite exhausted his several subjects of meditation, and had breathed into the flute the whole sentiment of the purl down to its very dregs, and had nearly maddened the people of the house, and at both next doors and over the way, that he shut up the music book, extinguished the candle, and finding himself greatly lightened and relieved in his mind, turned round and fell asleep. He awoke in the morning much refreshed, and having taken half-an-hour's exercise on the flute, and graciously received a notice to quit from his landlady (who had been waiting on the stairs for that purpose since dawn of day), repaired to Bevis Marks." Mr. Swiveller had found that music hath charms to soothe, if not the savage, at least the saddened breast.

In books and music we can find endless recreation and enjoyment, and they play a great part in relieving a tired mind or body. There are, however, many other forms of pastime which can be beneficially indulged in and which are within the reach of all. We find in our neighbourhood the amateur gardener, the bird fancier, the poultry rearer and pigeon breeder, the angler, and many others, and the followers of these fancies derive, I know, great pleasure and benefit, and often profit, by their pursuit.

We must all be delighted to see so many working men in this neighbourhood taking an interest in garden work. To an enlightened mind there can be few things so fruitful of enjoyment, so healthful to our existence, or so elevating as the study of flowers. I know many working men who set us all a rare example how to spend a leisure hour. Their gardens are marvels of industry and beauty. The prize list at our flower shows speaks for itself. The workers' own healthy appearance is most marked, and the neatness and tidiness in front of the house only indicate a like condition inside. The gardener's wife, like the gardener himself, is neat and tidy, and no dirt, no waste, and no idleness can she tolerate. The public house gets little of the gardener's money. His hard-earned gains are not to be thrown away in debauchery and vice. He has

a hobby, and for that hobby he is willing to work and spend. It is his amusement—his recreation.

The bird and poultry fanciers also are profitably employed in tending and rearing their charges.

Bicycling and walking are most beneficial exercises and perhaps cause the body to throw off more deleterious matter than any other form of active movement. These can be indulged in by all.

There are many kinds of healthy games which can be indulged in by young women, and amongst others I will mention cricket and hockey. Cricket is to my mind the game of all others for real benefit and pleasure. The exercise is not too violent. There is much science and patience required, and above all it teaches us to be obedient to command, to have a kindly feeling amongst ourselves, and it is a game in which peer and peasant can and do meet on equal terms. Morris-dancing is being revived in our elementary schools, with excellent results.

Of course I know that many forms of recreation are beyond the reach of most of us, and that time and money are generally required, and that these commodities are somewhat rare in these hard times.

I have thus far tried—imperfectly, I fear, to show you what I mean by recreation, that it is not all play, but a process of re-making. I have pointed out briefly of what our bodies are composed, as it is absolutely necessary to know of what a thing is made originally before we set about to re-make it, and I have indicated how our minds and brains may be refreshed in various ways, as by literature, music, etc., and we will now pass on to consider the subject of Physical Exercise, properly so-called.

Herbert Spencer says, "The first requisite to success in life is to be a good animal, and to be a nation of good animals the first condition is national prosperity." To be good animals we must have *physical exertion*. It is of the greatest importance to mankind, and in young and growing people its value is simply beyond calculation. Through its means our lungs throw off large quantities of carbonic acid gas and water vapour, our skins give off deleterious matter, and all our other organs are stimulated to a proper performance of their duties.

From the moment an infant is born until the end of life, exercise duly apportioned to rest is the normal state of existence, and whilst continued overstrain of any portion of the human machine is the fore-runner of disease, so on the other hand, equally if not more so, is that want of exercise which induces wasting and degeneration. In the widest and most correct signification, exercise is the setting in motion any active body. The popular signification, however, is much more limited, and has reference to the muscles only, and to the parts called into play through the same, especially the circulatory and respiratory systems.

The main effect of exercise is to increase the oxidation of carbon.

It also eliminates water from the body. After exercise, therefore, the body is poorer in water. It increases the rapidity of the circulation, it removes the product of their action which accumulates in organs, and restores the power of action to the various parts of the body. It increases the outflow of warmth by increasing perspiration. It therefore, strengthens all parts. Without exercise our hearts would become feeble, our skin cease to act, our blood would lose its bright red colour, we would weaken mentally and physically, and at an early age sink into the grave.

There are four points in connection with this subject which we will notice :—

- 1st. Exercise is essential to the preservation of health.
- 2nd It is frequently associated with the causation of disease.
- 3rd. It is a most rational and successful means of treatment of disease.
- 4th. Excessive and abused indulgence in it gives rise to serious consequences.

We have already pointed out that it is essential to the preservation of health, and now notice that next to cold there is perhaps no more common cause of disease than over-exertion. We have a whole list of diseases arising from this cause, amongst others may be mentioned hernia, bleeding from the lungs, congestion of brain, rupture of valves of heart, sudden fainting—these have occurred in even the perfectly healthy, from violent exercise in hill-climbing, or in boat-racing, walking and running matches, etc. Dilatation of the heart may take place, besides a whole long list of nervous diseases too numerous to mention. On the other hand, exercise judiciously undertaken, is a most successful means of treatment in certain disorders, but as this is a purely medical question we will pass on and look at the abuse of exercise.

The proper amount of exercise requisite for health is difficult to determine, in consequence of the varied constitution of individuals. However, it may be accepted that, whilst in youth the great spirit of emulation tends to an overstrain of mind and body, so, as life advances, one or other, or both, are apt to be allowed to pass into a state of unhealthy inactivity. The heart and lungs are undoubtedly the organs which are more directly under the influence of exercise. Not only is prolonged and excessive exercise injurious to health, but exercise under unnatural conditions produces the same ill effects. Even a moderate amount under these conditions may prove equally hurtful. It is injurious for an adult to undertake sudden and violent exercise without a previous preparation and training. For a short and rapid engagement our young soldiers are found to be excellent; but for the more tedious and trying work of a long campaign, the middle-aged man is the more valuable. And the explanation is very simple. Our hearts are stronger at thirty than at twenty. Man is then reaching his maturity, but the organs are not so elastic as they once were, and will not accom-

moderate themselves to a sudden demand, but will maintain a prolonged strain better than ever, if it is gradual in its character. Now to avoid injury from exercise, and if our glorious British games are to be enjoyed without injury, the exercise must be regular, and if it has been neglected for a time, it must be resumed by degrees.

No one can start at the point he left off at months ago. Training and gradual training are essential for safety.

To have physical exercise carried out and indulged in as it should be, it is necessary that open spaces and public parks and grounds should be supplied for every town and village, and I am delighted to see that at last the country is waking up to this fact, and that it is in the power of local authorities to take over lands, under certain conditions, for the benefit of the community, and to provide public parks where our youths can indulge in manly games such as cricket, football, tennis, etc., and thus prepare themselves for the more arduous duties and cares that will inevitably fall to their lot by-and-by.

In this College you are well off. Your environs are excellent, you have open spaces all round this building. You have ample opportunities for indulging in the healthful games of tennis, cricket, etc. I hope before long we shall have a large covered space where games of all sorts can be practised during the winter months. I would like a swimming bath. You are fortunate indeed in having a Principal who quite knows the value of exercise and games.

We all admit, whether we be Liberals or Conservatives, that the huddling together of masses in back slums is detrimental to mind and body, and that the remedy is to be found in open public spaces. The local authority should have power to purchase such lands, not in my opinion, for Mr. Chamberlain's scheme of "Three acres and a cow," but for the legitimate purpose of benefiting the health, mentally and physically, of the community as a whole.

I have now nearly finished my subject, and, I fear, exhausted your patience. Make it a rule of life, with every one of you, to cultivate a hobby. Our leading statesmen and men of letters all show us examples in this. Mr. Gladstone not only laid the axe metaphorically to the root, as he said, of unjust laws, but actually plied the axe to the root of some tough old oak. He took care not to sink into a state of unhealthy inactivity, and we may certainly attribute his powers of endurance to this. John Bright was a great fisher. Lord Beaconsfield employed many a leisure hour in writing novels. Lord Rosebery is a man whose time is fully occupied, yet he cultivates his hobby of running race horses. Mr. Balfour is a keen golfer, and Mr. Asquith also enjoys many a game on the links.

In all these men you will find the combination of a healthy mind and body. Mr. Timothy Holmes, a great London surgeon, in a letter to young men remarked: "That the chief drawback in the pursuit of medicine (and the remarks may apply to any trade

or business) is the labour which it entails, a labour never ending, and which leaves its victim no repose literally, night or day, and under which men are apt to degenerate into mere business machines, and to care for nothing except their profession." No doubt this is a less evil than the listlessness which follows on idleness. Still, it is an ignoble condition. It deprives a man of all power of companionship with the world at large, and shuts from his eyes many of the sweetest and loveliest things of life. It makes a man the slave of his business, instead of its master, and it confines his mental faculties to a groove, in which they wither. In short, business itself soon becomes a dull routine. The best antidote to this tendency is the cultivation of a taste for some worthy object, which can be trusted to assert itself even against the claims of business. The best of all such tastes seems to me that for literature, a taste which can be indulged in any circumstances, in any condition of health short of actual acute disease, and at any time of life, nay, which often becomes keener and stronger in age. I would also recommend you to cultivate the great and lasting possession of conversational powers, which has its advantage over reading in being more social, and more unselfish. I believe the art of conversation is said to be decaying. The more the pity, for it is a grand art as well as a most delightful accomplishment. But whatever may be your taste—so that it is innocent and healthy—cultivate it when you are young and it will help you to resist the pressure of business when you are old. Healthy recreation wastes no time. No one can study profitably without a large allowance of total rest and change, and in those happy hours it is well to mount your hobby, if only a bicycle, and drive him fearlessly along, forgetting that there is such a thing as business.

I now close, by again impressing upon you the fact that every man should have a hobby, and if we each have that useful companion, then I need talk no more to-night. You all have taken the very best way to regain what you lose by work. Take to felling trees like the Grand Old Man. Take to fishing like John Bright. Take to any harmless amusement, and you will never, never regret it. A man who is nothing but a doctor, is not generally first-rate at that.

"To sum up all, be merry, I advise;
And as we're merry, may we still be wise."

THE EDUCATION OF DEAF CHILDREN.

The history of the education of the Deaf in Great Britain affords a most interesting branch of study to all who are in any way concerned with Elementary Education.

It has been said "the greatest difficulty of the Deaf is to get people to understand their difficulty," and records, from the earliest times, of the efforts made for their education by the very few who

did understand them, show with what truth the statement was made.

By the Romans, the Deaf were treated as children, incapable of managing their own affairs, and unfortunately for them and their social progress that attitude seems to have been, and is still maintained towards them by the greater part of the community, but in a gradually diminishing degree.

Although work on behalf of the Deaf may still be regarded as in a transition state, the past fifteen years show considerable progress, especially in regard to legislation and school accommodation. By the Act of 1893, Education for the Deaf from the age of seven to sixteen was made compulsory. This was a great step, but one clause of the Act impeded the progress of certain Institutions to a great extent by making it incumbent on all, not managed by a Local Education Authority, to provide from sources other than local rates, and Parliamentary Grants, one-third of the annual cost of the maintenance of the school. This requirement was repealed in 1907—a memorable year, and the cost of the primary education made fully chargeable to public authorities, thus freeing it from its dependence upon Charity.

In addition to providing a substantial basis for the Education of the Deaf, these Acts are also an acknowledgment of their capabilities. The State recognition that education is as essential for them as for those who hear should go far to remove the erroneous impressions held by many people, of the mental powers of the Deaf.

The aim of their education is to equip them to take their places in the world, when school years are over, as self-supporting citizens, (if need be), enjoying to the full the constant intercourse with their fellows, and taking an intelligent interest in the affairs of the world. That they do become so, when educated, has been proved over and over again, and it is a sufficient tribute to them to state that they can fill as important posts as 'hearing' people, despite their lack of hearing. It proves also to what extent their remaining senses are educated and the keen mental effort which must promote that education.

Lack of knowledge has in almost every case led to the mistaken ideas concerning their intellectual capabilities.

The majority of deaf children, when their school life commences, make free use of pantomimic gestures, facial expression, produce very inarticulate sounds—their only speech, and often exhibit a very violent temper, or they are quiet and apathetic, show a certain amount of interest in their surroundings, but have no curiosity, no initiative, and make very little sound.

Both types have unfeelingly been termed "mentally deficient," when as a matter of fact the traits which have earned the name for them are entirely the result of their previous training, or rather non-training.

In every child's life a stage occurs when his language and speech consist entirely of signs. This stage is temporary, and occurs

immediately before his acquisition of a vocabulary—articulate or non-articulate.

Speech is the direct result of imitation—a child produces with more or less accuracy the sounds he hears around, and modifies these by movements of the lips, similar to those he sees, until he can make himself understood. A deaf child makes exactly the same efforts, but his sign stage is continued, as it is the only means of expression he knows, and his facial movements become more pronounced in his endeavours to make himself understood.

He does not realise that his speech is inarticulate, nor is it then necessary he should, but he does see that his meaning is not followed, and he renews his efforts to gain a sympathetic understanding and fails, hence the violent temper in some instances.

The apathy of another child may be due to the same cause—lack of understanding and sympathy on the part of his associates; but not being possessed of an indomitable will he soon ceases his efforts and becomes indifferent and apathetic.

Material for thought is provided for the deaf child by means of his sense of taste, smell, touch, and sight, but as he has no language at the outset in which to think, and it is shut out by the defect of his hearing, his thoughts can never be expressed in intellectual order until language is supplied. This can only be done by utilising his four remaining senses in such a way as to compensate as far as possible for his lack of hearing.

By means of touch and sight he gains gradually the power of speech, and simultaneously the ability to read, with more or less success, from movements of the lips, the speech of others.

When once a deaf child realises that everything has a name, and that name can be formed from sounds he has learnt to articulate, his progress is assured. He is not content to learn names at the teacher's will, but is constantly producing more objects and asking their names. After learning the names of a few common objects from the object itself, under the Black-board heading. What? *e.g.*,

What ?

A ball.

An arm, etc.

The question: What is that? is taught, and the corresponding answer: "that is a ball."

Names of familiar persons are taught under the heading: "Who"? then the child learns to form short sentences using both "Who"? and "What"? *e.g.*,

Who has What?

Tom has a ball.

Tom being a child in the class who holds up a ball. The significance of "has" is soon grasped after sentences have been formed, introducing the name of each child and his distinctive possession.

Number is taught under the heading: "How Many"?

Numeration and Notation are taken simultaneously. From "How Many"? they reach "How Many What"?

			How Many.	What?
			two.	balls.
and soon:	Who	has	How many.	What?
	Tom	has	two	balls.

The formation of plurals here forms a stumbling-block. The child cannot understand why he must use so many different forms, e.g., why he must say, one boot, two boots, one foot, two feet, one sheep, two sheep.

Simple actions are early taught (under B.B. heading "Do.")
 e.g., Do,
 run,
 hop, etc.

the children performing each action as they learn its name.

Every new word or sentence learnt is written and spoken by each child, so words involving the use of only the easiest sounds, (*ar, oo, ow, p, f, t, th*, etc.) are first taken.

When the simpler sentence forms are understood, the more complex ones, introducing different tenses, expressing concurrent actions, or naming more than one attribute, are taught, each being introduced under a distinct heading as the simpler ones were. Without these headings as guides in the early stages, the children are so apt to confuse attributes with the object itself, or to transpose the natural order of a sentence, e.g., instead of saying, "Tom is a good boy," a little deaf child would say (unless he had the headings: *Who is What kind What?* before him), "Tom boy good" and similarly, "A man tall," "A book green." If he had been taught the colour "green" solely from a green book, he would probably call the book on a future occasion "The green."

In the lower classes Articulation and Lip-reading are the two most important subjects as they form part of every lesson; then Vocabulary, Actions, and Transcriptions—the last being due to the fact that written forms are taught before printed; the children can then copy each new word—a visual memory aid. It is only in recent years, too, that books suitable for little deaf children have been published in England.

Apart from these five subjects, the Time Tables very much resemble those in 'hearing' schools, Number, Physical Exercises, Needlework, Drawing, and Kindergarten occupations all being taught.

In the Intermediate Classes, simple descriptions of pictures, persons, lessons on familiar objects, letter writing, and statements of simple events, interesting to the children take the place of Articulation and Vocabulary lessons.

Practice in Lip-reading still holds an important place. Should efforts in the direction of Speech and Lip-reading fail to be attended with the desired success, there are not wanting other means of

communication with the Deaf, mainly on the basis of an unfettered use of the manual alphabet and written language.

Physical Exercises and Manual Work progress very much as in ordinary schools.

In the upper classes, the language lessons include History, Geography, Reading, Composition, and discussion of current events. Manual Work for the boys, includes Card-board and Wood-work, and in some schools Gardening; for girls, Laundry-work, Cookery, and sometimes Dressmaking.

At the age of sixteen, the children leave, and every effort is made by the heads of the various schools to keep in touch as far as possible with them. Many of the boys learn bootmaking, carpentry, or tailoring, and a few are gardeners. The majority of the girls are dressmakers, milliners, laundresses, or are engaged in domestic work. Instances are found of numerous other occupations, intellectual and manual, but the number engaged in them is fewer.

In conclusion (taken from *The Teacher of the Deaf*, July, 1909). "The value and importance of education as affecting the Deaf is very great, and its value is no less in relation to the community. In Great Britain and Ireland, there are some 5,000 deaf children, from 5 to 16 years of age, under instruction. These children are taught by about 500 teachers and occupy buildings and land that approximate $\frac{3}{4}$ of a million pounds in value. The work owns about £400,000 in endowments and costs about £180,000 a year to maintain. It is therefore of far greater material importance than at first sight appears. Its productive value to the community in transforming its sorely handicapped deaf members from useless burdens to valuable citizens is assuredly great, but its importance as contributing to the sum total of the world's happiness by making afflicted lives more endurable, is beyond compute."

MAUD COTTON,
(Lincoln, 1905—7).

DEATH OF MISS ASHBURNER.

It is with great regret that we record the death of Miss Constance Ashburner, Head Mistress of the Lincoln High School for Girls.

Miss Ashburner was appointed as head mistress in 1900. Under her wise, kindly, and enlightened management, the school has made rapid and continuous progress, and holds a very high place among the high schools of the country.

Miss Ashburner was a most enthusiastic educationist, healthy, bracing, and high-minded in all her ideals, thorough in her work, and wide and patriotic in her sympathies, and her loss is a very real one, not only to the school which she loved and worked for so well, but to Lincoln generally.

COLLEGE NOTES.

*Oxford University Extension Lectures.**Lecturer's Report.*

The Shakespeare Course at the Training College was attended by about one hundred and thirty Students and Mistresses. Papers by about fifty students were seen by the Lecturer; thirty being submitted for his corrections and marking, on each occasion. Thirty-nine have qualified for examination. The standard was decidedly good, the more so when it is remembered that Literature is only one among a crowd of subjects being studied simultaneously. Of original power I did not notice much; but where examination is contemplated, and strict limits of space and time are imposed, originality has but little opportunity, being necessarily subordinated to an endeavour to master the subject, for which in Literature, the time is usually all too short. Some good papers, however, were sent in each time; plenty of evidence was afforded that the teaching given was being followed and assimilated by most, if not quite by all; and there were sufficient signs of reading outside the plays discussed. Style in general was fluent and clear; without pretension, awkwardness, or save in one or two cases, carelessness. Two or three can write well and with vigour. A very pleasant centre at which to lecture.

R. WARWICK-BOND, M.A.

Examiner's Report.

Of the thirty-nine Candidates who entered for the examination all passed, nine of them with distinction. Some of the papers were well written and interesting, and showed a real grasp of the subject; all of them showed that the lectures had been carefully followed and that much pains had been expended in preparation. The worst faults were too lavish a dependence upon the words of the teacher, even when his meaning had not been fully comprehended, the constant introduction of matter which had little to do with the question which was being answered, and a dangerous tendency to substitute preaching for criticism. But taking it as a whole, the examination must be regarded as highly satisfactory.

LIST OF SUCCESSFUL CANDIDATES.

*Passed with Distinction:—**Prize Winner: Gertrude Hipwell.*

Nellie Baker	Frances McCormack
Daisy Banks	Eveline Nicholson
Kate Brooks	Constance Sandiford
Maud Hartshorne	Doris H. Stone

Satisfied the Examiner:

Lucy Anderson	Gladys Fell	May Redfern
Mabel Auber	Mary Field	Ida Rowett

Winifred S. Barton	Florence Hague	Alice Semper
Maude Burnham	Elsie Hall	Olive Smalley
Beatrice Burrell	Helena Hosker	Elsie Stevenson
Marie Butt	Clara Lacey	Clarissa Stokes
Lily Cleve	Elsie Lever	Helen Streader
Evelyn Cockshaw	Lucy Ogle	Ethel Tallents
Alice Davies	Winifred Penzer	Maud Till
Jennie Donson	Lilian Preston	Dorothy Ward
	E. DE SELINCOURT, M.A., D. Litt,	

Examiner.

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OXFORD LITERATURE EXTENSION LECTURES.

THE Literature Extension Lectures this year were given by R. Warwick Bond, Esq., M.A., on Shakespeare—"Richard II." "The Merchant of Venice," "King Lear," "Macbeth," "Cymbeline," and "Shakespeare's use of the Supernatural."

"Richard II." was interesting as a study of character. We first see Richard, "the artist in a king's chair," weak, wavering, sentimental and theatrical; a poet, not a king; passionate and uncontrolled, yet with royal power which should have controlled others; nevertheless, robed in kingly dignity and grace. Selfish and arbitrary as he is, he receives signs of devotion from others. His character gradually develops; he becomes sincerely repentant. His end is full of pathos; he "dies, self-possessed, fighting bravely against odds." As his death approaches, that true "sovereign power" has dawned:—"Self-reverence, self-knowledge, self-control."

Corresponding with Richard's moral development and material failure, is seen Bolingbroke's material development and moral failure. Bolingbroke, the practical soldier, fighting down all obstacles in his path that his selfish ambitions may be realised, attains his desired end. He is king over a material kingdom, Richard becomes king over himself. Of the two, Richard's is the happier position, though his end is so sad.

"The Merchant of Venice" was illustrated by the lecturer as "a lesson in harmony." The plot itself is symmetrically and harmoniously arranged. In the first half of the play, the plot becomes entangled and complicated; then comes a gradual un-winding and disentanglement to the end. Portia, herself, represents the "harmony of life," in whom contrasting characteristics are blended into one beautiful whole.

In "King Lear," the subject of "poetic justice" formed an important part of the lecture. Afterwards the lecturer sent us his own arguments on the subject. He pointed out that, as regards Ophelia, Desdemona, and others, Shakespeare allots to them a sad fate which is not meant as a punishment, but as the sacrifice of innocence. "Poetic justice"—or the due punishing of the wicked and rewarding of the good in literature—is not adhered to by

Shakespeare, except as regards the punishing of the wicked. He regards the characters of his drama as real human beings and "the stage" as "a mirror of life which sometimes shows the wicked prosperous and the good unfortunate." The question, therefore, is not one of Shakespeare's justice, but God's justice. Our limited knowledge prevents us from answering this question, but even here we can say that the sacrifice of the good proves virtue to have a real existence apart from mere self-interest, as some people give their lives for it. It also emphasises the hideousness of sin. The suffering of innocent people for the wickedness of others makes wickedness seem more abhorrent than it would if only the wicked themselves suffered. Tragedy, with its grave, stern truths, is "a good copy" of life, illustrating its great laws. It shows that goodness can only be obtained through struggle and suffering. Shakespeare "faintly trusts the larger hope."

"Oh yet we trust that somehow good
Will be the final goal of ill,
To pangs of nature, sins of will,
Defects of doubt, and taints of blood ;
That nothing walks with aimless feet ;
That not one life shall be destroyed,
Or cast as rubbish to the void,
When God hath made the pile complete."

—*In Memoriam.*

In "Macbeth," the lecturer pointed out that Shakespeare represents "Crime as its own Nemesis." Two souls stained with sin are "rushing headlong to ruin"—pitiful examples of "perverted ambition." The introductory lines in the lecturer's notes were:—

"But to work in vain
Is bitterest penalty: to find at last
The soul all fouled with sin and stained with blood.
In vain; ah, this is hell indeed—the hell
Of lost and striving souls!"

Sisyphus, "The Epic of Hades."

"Cymbeline," one of Shakespeare's later plays, is neither tragedy nor comedy. It has not any terribly sad scenes, nor does it end sadly. On the other hand, it is not wholly a comedy; throughout the whole play there is only one comic character. The play ends happily enough, and naturally.

With regard to "Shakespeare's use of the Supernatural," although it has "a real existence on Shakespeare's stage," "yet rationalism can partly explain it away." Apparitions are generally partly due to the temperament and circumstances of the persons to whom they appear. Shakespeare uses the Supernatural "to heighten the imaginative and poetical effect," and also to show the workings of Providence—to reveal "an invisible blessing or curse hanging over human sentiments and actions."

The lecturer spent no time in lengthy introduction to his lecture; gave us no time for preparation for what was to come,

but, from beginning to end overwhelmed us with the bewildering force of his powerful rhetoric. Thought upon thought he hurled upon us in rapid succession, whilst we, entranced, sat there in silence. Finally, exhausted by the violence of the whirlwind into which we were plunged, we could hardly return to our "everydayness" when—there was again a calm, and the air filled with clapping.

The dramatic powers of the lecturer were forcibly shown in his last lecture, where, in dealing with "Shakespeare's use of the Supernatural," he set before us, with vivid realism, the terrible picture of Clarence's dream in "Richard III." The picture was that of Clarence, "broken from the Tower," and Gloucester, his brother, on board a ship bound for Burgundy. Gloucester persuades his brother to walk "upon the giddy footing of the hatches." The lecturer held us transfixed with horror when, with awful gesture, he brought before us the scene where :

" Gloucester stumbled, and, in falling,
Struck me, that thought to stay him, overboard,
Into the tumbling billows of the main."

The gasping articulations of the drowning man, the horror of the death, the sight of "dead men's skulls" in "the slimy bottom of the deep," the struggles of the dying man "to yield the ghost," were presented to us with dramatic intensity; and then comes the horrible state after death:—

" O then, began the tempest to my soul,
Who passed, methought, the melancholy flood,
With that grim ferryman which poets write of,
Into the kingdom of perpetual night."

There his "stranger soul" encounters, first, his "great father-in-law, renowned Warwick,"

" Then came wondering by
A shadow like an angel, with bright train
Dabbled in blood."

It was in a wonderful way that the lecturer brought this ghastly picture into existence for us, completed by the ghost-like shriek.

" Clarence is come; false, fleeting, perjured Clarence,
That stabbed me in the field by Tewkesbury;
Seize on him, Furies, take him to your torments!"

—followed by the subsequent scene where the soul of Clarence is submitted to the tortures of hell, environed by the howling fiends; at this point Clarence awakens from his horrible dream.

The lecturer entered dramatically into the spirit of the poet and showed that—"Words are rather the drowsy part of poetry; imagination the life of it."

DORIS STONE,
Second Year.

THE SHEFFIELD SCHOOL-PRACTICE.

THE evening of October 18th saw a small but merry party of students descend from the Sheffield train ; small, because it was half-term and many of the students had returned to their homes ; merry, because the dreaded Sheffield Practice was over. We had all been surprised, however, to find the amount of enjoyment we had obtained from a visit which, we had been warned, entailed a large amount of work. Owing to the untiring efforts of Miss Martin and the kindness of the Sheffield Education Committee, we were enabled to have a splendid time.

On Thursday, October 14th, we paid a visit to the Lancasterian School for the Mentally Deficient, not, as Mr. Quine pointed out and as we were very fond of saying, "The Mentally Deficient School." The building itself is large and grimy, and outside looks more like a factory than anything. Inside, however, everything had been done in order to make the place as cheerful as possible. Most of the children were in the playground, but the head mistress, Miss Hulse, had very kindly collected the worst cases in the schoolroom. It was marvellous to see what had been accomplished by patience and love. One boy who could scarcely articulate, had been taught a piece of poetry. The others were very busy making rugs, knitting, etc., and they were very eager to show us what they could do. After play, the girls of the school began to do needlework. Once more, we were all astonished at the proficiency they displayed ; the sewing, in many cases was truly excellent. One child particularly attracted our attention : she had the sweetest face imaginable and was in many ways a contrast to the other children ; we learnt later, however, that she possessed no memory.

The boys of the school were very busy in the "cobbling shop." Here they very skilfully mended shoes for the people in the neighbourhood ; the fact that the doctor allows them to mend his shoes testifies to the excellency of the work in this department. The boys also did some very beautiful wood-carving and turned out such articles as stools and tables. The designing was done by the teacher, but the rest of the work was ably and tastefully executed by the boys. In order to give these poor children as much manual training as possible, a garden has been provided for them by the authorities. It is visited by the children every week, and we may imagine how they must enjoy this branch of their work, for gardens are practically unknown in this part of Sheffield. Miss Hulse is always planning something for the better development of her charges, and just lately she has fitted up a bedroom with arti les such as the girls find in their own homes ; this room is thoroughly cleaned each week by the girls, and it is hoped that they will thus be led to take interest in their own homes.

All the children love their school work, and they make enormous improvement whilst they are under instruction. It is glorious work that these teachers are doing ; they are bringing light to many a darkened intellect.

We also paid a visit to the Institution for the Blind. This building is well situated in the suburbs of Sheffield; it shows a fine, handsome grey brick front to the road, and is separated from the latter by a grassy slope, dotted here and there by young trees.

As we walked up the drive, we heard sounds of singing, proceeding from one of the windows and, as we were from Lincoln, we were able to judge that it was good singing. We waited in the hall, till prayers were over, and then saw the children troop through on their way to another room. All had bright, happy faces, and most of them walked with confidence.

Mr. Maddocks, the superintendent of the institution, gave us some very interesting and valuable information about the causes of blindness. Whilst Mr. Maddocks was giving us the latter part of the information we heard a clatter at the door; the children wished for admission. Before they were allowed to come in, we were warned that they were very apt to kick people as they could not see where they were going; later in the day, a few of the students had the misfortune to discover the truth of this statement. At last they all poured in, looking bright, eager and excited; they were wondering what they were going to do for the visitors, and were determined to do their best. The room in which we were assembled, possessed a splendid organ, and we were all delighted when Mr. Maddocks asked the children to sing for us. They sang beautifully; the tone was good, the articulation distinct, and the expression perfect. Next, about twelve picked voices, comprising the choir, gave us too very well rendered songs. The remainder of the time was occupied in viewing the school. Everything is done in order to make the lot of the children as easy as possible; they have the care and the comforts of home. We were greatly surprised at the amount of useful work done by the children. Each child was so trained that he or she would start the battle in life as well equipped as possible.

The children seemed to have everything conducive to their happiness within doors, and when we visited the playground, we found that it was provided with an almost unlimited supply of games. In the playground, it was hard to believe that some of the children were not in possession of their sight, for they ran and walked with perfect confidence.

The games included skittles, the horizontal bar, a swing, a push ball, etc., and an aerial flight. The latter was, as we were told with pride, the longest one yet erected. At first, the children had been frightened to trust themselves on the "flight," but, when we visited the institution they had gained perfect confidence and there was great competition for turns.

The moment for leaving this happy "family" came all too soon, and we reluctantly left the school in order to trudge to Whitely Woods, where we were going to visit the Holiday School. "The way was long,"—and muddy; once or twice we felt that fate was

against us, and that we were destined to return to the city with our visit unpaid. At last the building hove in sight. It was very prettily situated on rising ground on the outskirts of the wood. The building itself looked very picturesque as we neared it. We were very fortunate in finding the doctor engaged in the examination of the children; he gave us various figures which proved the amount of good that these children were receiving from their attendance at the school.

The scholars are kept as much as possible in the open air, and, after the doctor had finished his examination, we saw dinner being served under a verandah. By that time, we were ready for our own dinner, and it was rather tantalising to watch others make a good meal whilst we were feeling the pangs of hunger. After dinner, the children had a nap. Each child was provided with a canvas chair and a grey blanket. The chairs were arranged in long rows under a verandah, and the effect when all the children were safely ensconced in their chairs was very curious,—it might have been a twentieth century version of the "Enchanted Palace."

We spent but one Saturday in Sheffield, but it was one which will never be forgotten. Under the guidance of two of Mr. Quine's sons, we made an excursion to Hathersage. The day was an ideal one for a long walk; the hills looked glorious, outlined against the blue of the sky, and, in the distance we could see the glint of water. The scenery was a revelation to those students who came from flat districts. This part of the country abounds in legends, and the natives of Sheffield enlivened the walk by relating them. We had a lovely view of the surrounding country from the high land which occurs before the descent into Hathersage; in the foreground were the lakes, whilst far away in the blue distance rose the Yorkshire hills, and to our right we saw the village of Hathersage nestling amongst the trees. During the descent into Hathersage, we passed the house which is supposed to be the original of the "Moor House," in *Jane Eyre*. As we were ardent admirers of Charlotte Brontë, we gazed at it with interest and were some time before we could tear ourselves away from it. When we reached the village, we visited the church, and amongst the graves in the churchyard, we found one which is commonly supposed to be that of "Little John," the companion of Robin Hood. The grave is certainly long enough to give the tradition an air of truth. We were able to visit spots of interest and beauty in the neighbourhood, and in the evening, we returned to Sheffield, weary perhaps, but extremely happy.

A visit to Walker and Hall's Silver Works, combined pleasure and instruction. It would be impossible to adequately describe the many things we saw. The "buffers" surprised us more than anything else. These were women employed in smoothing the surface of articles preparatory to the plating process; each one worked at a wheel, and as we watched them through a window, they presented a striking picture as they bent over their work. There

was a marked contrast between the works, and the shop in which the products of the works were sold ; in the one place there was perfect silence, in the other noise and clamour : it was difficult to believe that the finished articles had passed through the many processes which we had seen. We were shown some novelties, amongst which were some silver acorns which were, in reality, nature's acorns silvered over.

We were fortunate, this year, in having the opportunity of attending the " Old Lincoln Students' Social." A few of the present students went, and those who did enjoyed the long chat with their " mothers " and friends.

Many other diversions were provided for our edification, and we felt more like guests than hard-working students.

We shall ever remember the kind way in which we were entertained, and we said goodbye to Sheffield with regret, feeling that we would gladly have extended our stay.

FRANCES McCORMACK,
Second Year.

* * *

Lecture.

A VERY interesting lecture was given by Mr. Enoch, on " Insect Intelligence," in the Central Hall, on November 3rd. The subject was a most fascinating one, and the lecture was fully illustrated by many interesting and beautiful slides, some of which were coloured, whilst others had been made from sketches of insects under the microscope.

" I need not tell you," said the lecturer, " that the spider is not an insect. You all know that it has eight legs, whilst an insect has only six ; I cannot, however, refrain from speaking of the trap-door spider. The intelligence which it exhibits in the construction of its cell is marvellous. A friend of mine once had a fine trap-door spider living in its cell in a glass case. The upper surface of the lid was covered with leaves and twigs, and undistinguishable when closed. The lid was fitted with a hinge, and opened and shut most easily. One evening the spider's cell was turned upside down, and the spider was imprisoned. The next morning when my friend went to his case, he was astonished to find that a new trap-door had been constructed in the under part of the cell. When he told me I exclaimed " Oh, why did you not sit up all night and watch it, it would be worth hours of watching to see a spider make its trap-door ! " The opportunity, however, was passed, and no one has ever seen a spider make its trap-door.

" Butterflies and moths prevent the extermination of their species by remarkable intelligence. The Puss Moth, for instance, lays its eggs, about 250, on half the number of trees. It never lays more than two eggs in one place. When the caterpillar is first hatched it is of a bright green colour and very hard to distinguish from the young leaves. Some months later its colour changes to a

dull brown, and then the caterpillar crawls to the trunk of the tree and searches for a nice crevice. It then curls itself round and round in the small crevice, and begins to weave a network of silk around its body. Thousands of bits of bark are interwoven with the silk, and the inside is then varnished with a milky fluid. In about a week, the outside of the cocoon hardens, and even the most observant people have great difficulty in distinguishing it from the bark of the tree.

"The elephant moth shows its wisdom by attaching its body securely to a branch with strands of silk before casting its skin.

"The twig caterpillar, which has warts on its body resembling those on a twig, chooses the part of a twig whose markings and colour is similar to its own, clasps the twig firmly, and stretches itself out stiffly.

"The harbinger of spring,' or the common yellow butterfly, lays its eggs upon the buckthorn, in early February. It never lays them upon any other kind of thorn, and yet, even naturalists fail to recognise the buckthorn in early February. Its caterpillar spins a cocoon for itself on the under-side of a leaf, and to prevent the leaf being detached, and falling to the ground, it cleverly fastens the leaf-stalk to the twig by strands of silk.

"The Fairy-fly is only one-fiftieth of an inch from its head to its tail, and yet, one of these tiny creatures which I once had could distinguish the egg, of a peculiar and rare species of beetle, in which it wished to lay its own, from amongst fifty-nine insects' eggs of all kinds and sizes.

"Wasps are very interesting to watch. One evening a wasp brought the dead body of a daddy-long-legs to its hole in a tree. The dead body was, however, too large to be carried down the hole, so the wasp bit off the legs and wings of its prey, one by one, and carried its booty down its hole in triumph."

The lecture was much appreciated, and it raised many questions and discussions; the chief being, "Can insects really think?" and "Have they reasoning powers?" The photographs and sketches had been made from Mr. Enoch's own observations, and many of them are unique. The lecturer was both witty and humorous, and a thoroughly enjoyable evening was spent.

IDA E. ROWETT,
Second Year.

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Morris Dancing.

Immediately after the half-term holiday, the students of both years had a course of lessons in morris dancing, from Miss Mallet. Miss Mallet was a most vigorous and inspiring teacher, and very good progress was made. The students are keeping their practice up under the supervision of Miss Searby.

* * *

The month of November brought with it the ever welcome Shakespearian week, during which, as heretofore, we almost lived and breathed Skakespeare.

The play of *Macbeth*, which has figured so long and so prominently in the course of literature prescribed for succeeding generations of students, appeared at last on the stage of the Lincoln theatre. Consequently those same past generations will experience no surprise when they learn that the present body flocked to the performance in such numbers that outsiders, or rather, more regular theatre-goers, applied in vain for seats in the upper circle and orchestral stalls. The *Tempest* was almost equally popular, literary enlightenment for examination or other purposes being specially sought after by the First Years.

The highly critical and eager students were on the alert for the slightest deviation from their favourite conception of the different rôles, but they were abundantly satisfied with the wonderful rendering of the parts of Lady Macbeth and Macduff, Caliban and Miranda. If adverse criticism was somewhat rife with regard to Macbeth himself, it was a natural result of the unusual conception of the character—the quietness and restraint displayed, which seemed at times to amount almost to supreme indifference.

As *King Lear* is studied only by the "Optional" literature class, the college contingent that witnessed the performance was a very small one, but this small company was the most highly favoured of all, for Herbert's acting of the title rôle undoubtedly reached the high-water mark, and further than that, convinced us of the truth of the Extension lecturer's assertion that this is the finest of all Shakespeare's tragedies.

M. T.

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Organ Recital.

On St. Hugh's Day (November 17th), the Staff and Students attended an Organ Recital, given by Dr. Bennett, in the Cathedral. The programme included a very fine rendering of the *Allegro* from Schubert's lovely *Unfinished Symphony*, the vocal solo being "If with all your hearts" (*Elijah*), beautifully sung by Mr. Dunkerton.

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NOTES OF A SERMON PREACHED IN THE COLLEGE CHAPEL.

By THE LORD BISHOP OF LINCOLN.

First Sunday in Advent, 1909.

St. JOHN XV. 5.

"He that abideth in Me and I in him, the same beareth much fruit."

THE BISHOP in the course of his sermon said that we had again reached the season of Advent—that season when we might well

pause to consider how much we had grown in grace during the past year. In some years this growth would probably be more than in others; during the two years spent in the Training College such growth would no doubt be easily and obviously true, but even so, on Advent Sunday it was well to reflect on the kind of knowledge in which we had advanced, and the position to which it had brought us. Such a time for reflection was especially needed; many books were to be obtained at the present day, but they were after all very little help as to the truth of the Bible; they were all valuable in their way, but not directly helpful to a knowledge of the truth necessary to salvation. The meaning of the Bible was best to be found *in* the heart, and *by* the heart. Knowing parts of the Bible by heart too often meant only knowing the words from memory. The life-giving knowledge was expressed by Jesus Christ Himself—"This is life eternal, that they should know Thee, the only true God, and Jesus Christ Whom Thou hast sent."

Advent was the time when we should reflect especially on the holy mystery of the Incarnation of the Son of God. The beginning of St. John's Gospel put that Incarnation plainly before us. "In the beginning was the Word, and the Word was with God, and the Word was God. The same was in the beginning with God. . . . And the Word became flesh and dwelt among us, and we beheld His glory, the glory as of the Only Begotten from the Father, full of grace and truth . . . and of His fulness have we all received."

This was the knowledge in which we should want to grow, and this was the truth which we should try to bring home to ourselves year by year—not only that we might realise it ourselves, but that we might bring the fruits of the Incarnation to the heads and hearts of the children in our schools. There had been a growth of interest in education during recent years. Knowledge was seen to be power, and in England, at least, thank God, we still concluded that an education must be a religious education.

Amongst Christians the standard and pattern of life was that given in the example of the life of Christ—the pattern by which all ages would be most attracted. God had made man in His own likeness, and when man had marred that likeness He sent His Only Begotten Son to reconcile us back to Him—the one, full, sufficient and perfect sacrifice. In the face of Jesus Christ we saw as much as we could bear of the likeness of God. More Christlike Christians were needed—amongst the clergy, amongst the people, amongst the teachers, amongst the children.

In the Collect for the Second Sunday after Easter, the doctrine of the Atonement and of the Incarnation were most clearly put side by side:

"Almighty God who hast given Thine only Son to be unto us both a sacrifice for sin and also an ensample of godly life; give us grace that we may always most thankfully receive that His inestimable benefit and also daily endeavour ourselves to follow the blessed steps of this most holy life; through the same Jesus Christ our Lord."

We had all been baptised to be Christlike Christians, and in testing our growth in the knowledge of our Lord Jesus Christ we should make the character of Christ the model to be followed. And what was this character? He was meek, lowly in heart, poor, hungry, thirsty, weary, with no home, no place in which to lay His head, receiving no honour from men, despised, wronged, falsely accused, mocked, scourged, and crucified; and yet He uttered no complaint, only that loving prayer: "Father, forgive them, for they know not what they do." It was not necessary to imitate exactly the outward circumstances of His life, but the mind of Christ, the Spirit of His example was to be in us. The life of Christ was to be felt internally in ourselves. It had been so felt by St. Paul, when he said: "Christ liveth in me," and this meaning too was expressed by the Lord in our text: "He that abideth in Me and I in him, the same beareth much fruit." The life of Christ in us made us Christlike Christians, because we were made partakers of Christ. It was the object of the ministry of the Church to help in this: in the Gospel we were told the life of Christ; in the sacraments the life of Christ was communicated to us. At Baptism we were made members of Christ, we put on Christ; we were grafted into the body of Christ's Church,—into the true vine; the old Adam was buried and the new man was raised up in us: The same result is attributed to the Holy Communion: Christ said, "He that eateth my flesh and drinketh My blood abideth in Me and I in him." The same idea was expressed in the text, and also in the Prayer Book, in the Communion Service, "that we may evermore dwell in Him and He in us." It was the expression of the truth—not of Christ external to us—but of Christ in us. This was the great mystery of the first Advent, of Christmas Day, of the Incarnation.

The two greatest days the world had ever seen were Christmas Day and Pentecost: Christmas Day, the birthday of the Saviour, and Pentecost, the birthday of the Church. Our Saviour had foretold the latter in that startling paradox: "Nevertheless, I tell you the truth; it is expedient for you that I go away; for if I go not away, the Comforter will not come unto you; but if I go, I will send Him unto you." The Comforter was to come to carry on and complete the work of the Incarnation. Another stage in our knowledge of the Incarnation was the relation of that doctrine to the work of the Holy Spirit. We were too much inclined to regard the power of the Holy Spirit as a defensive power, but besides this we should do well to meditate on His constructive power, by which He builds up new life within us. We were to think out for ourselves some examples of this constructive power of the Holy Ghost. At the first creation "the Spirit of God brooded upon the face of the waters": at the new creation the angel said "The Holy Ghost shall come upon thee and the power of the Most High shall overshadow thee: wherefore also that which is to be born shall be called holy, the Son of God." At Pentecost this constructive

power was used to bring about the existence and continuance of the mystical body, the Church. The Holy Spirit gave gifts to man in order to perfect man.

Advent Sunday brought with it a great and far-reaching line of thought—that of the economy of God, for we were fellow-workers with God: "My Father worketh hitherto, and I work." The world was busy in ten thousand ways: knowledge was increasing; lights were flashing everywhere; it was an age of light, but alas! too often of light without love. It was for us to go forth and bear true light to the hearts and minds of the children. True light and love was to be found in the person of Jesus Christ. We were to show by our own patience, tenderness, gentleness, and love that this Christ-like life was ours and might be theirs. We were to let them see the beauty of the fruit of the true vine; we were to let them taste the excellence of that fruit; we were to show the satisfaction drawn from love and joy and peace; we were to shine as lights to the world, to make the world realise the reality of Christ in the world.

E. M. B.

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The Rev. A. Curtois preached the sermon at the special service of Intercession for Missions, held in the College Chapel, on Dec. 2nd.

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On Wednesday, December 1st, the staff and a good contingent of students attended the Musical Society's concert. The programme included Mendelssohn's *Walpurgis Night*, and selections from Gounod's *Faust*.

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On Wednesday, January 26th, the "College" attended a lecture given by Mr. Richard Kerr, F.G.S., F.R.A.S., on "The Splendours of the Heavens," illustrated by magnificent lantern slides. Mr. Kerr is an Irishman, with all the Irish raciness of speech, and his descriptions and explanations were of the clearest. The lecture, which included much special information on "Halley and his Comet," was altogether fascinating, and the large audience listened spell-bound, for nearly two hours.

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The usual "Breaking-up" Party took place on Wednesday, December 15th. About thirty old students were present, and a very pleasant evening was spent. The dancing was interspersed by songs from Mr. Dunkerton and Evelyn Cockshaw, violin solos by Miss Segar, the tableau and singing of the "Merrie Wickhamites," and a varied performance by the inhabitants of Upper King.

"YE CHANTE OF MERRIE WICKHAM,"

(otherwise Top 23).

Wickham House has the distinction of being the first to compose a "house" song. It was sung at the Christmas party, to the tune of "There is a Tavern in the Town," although it is to be set

to music composed by a member of the "noble house" of Wickham. At the end of each verse, each Wickhamite held up a letter which formed part of the legend "There is no House like Wickham." This song was sung after the second dance, and came quite as a surprise; no intimation of what was on foot had leaked out, despite the fact that the song was composed at various times with the door of Upper Wickham sternly barred to all visitors, and that two practices had been held in the Infants' School. As the Principal had not heard our first effort, it was repeated at his request and received as hearty applause as before.

G. H.

YE CHANTE OF MERRIE WICKHAM.

There is a house in L. T. C., L. T. C.,
 A very noble one you'll all agree, all agree;
 You bring your visitors from near and far,
 For the rooms therein are charming, yes, they are.
 Entertainments there are noted,
 Very good they all are voted.
 There you go to find the "doctor,"
 When you're feeling ill.

Chorus.

Wickham House, Wickham House in L. T. C., L. T. C.,
 A very valiant one you'll all agree, all agree,
 In spite of odds we battle with a will,
 And now we wield our hockey sticks with skill.
 We have a dialect of our own, of our own,
 Which to all within the College now is known, now is known;
 And all the students entering day by day,
 Through Wickham House must wend their way.
 We've the Head Girl of the College,
 And a vast amount of knowledge,
 And it's patriotic Wickham
 Always flies the flag.

Chorus.

Then cheer for good old Wickham, all of you, all of you,
 For we've shown you what the twenty-four can do, can do,
 And long may the House of Merrie Wickham last,
 As loyal in the future as the past.

Second Years' Entertainment to First Years.

JANUARY 29th will long remain a pleasant memory in the minds of many of us. It was with great pleasure and anticipation we assembled in the Lecture Hall to await the evening's proceedings. The programme opened with a pianoforte duet by Evelyn Cockshaw and Maud Till, followed by a song from C. Stokes. Both items were received with great delight and gave promise of a very enjoyable evening.

The curtain now rose on the scene of Poyser's kitchen, Hayslop Farm. Here Mrs. Poyser applied the splendid old maxim of keeping all organs from rusting by constant use, paying special attention to that most important organ "Woman's sharpest weapon," which certainly proved so in this instance. The lamentable weight of "Twenty gallons of milk" did not prevent that virtuous woman from "having her say out," and giving both Squire Donnithorne

(L. Anderson) and Poyser (E. Tallents) a pretty rough time of it. Although seemingly rather nettled, the squire stood his ground at long as possible, whilst poor Poyser clung to the edge of his chair not daring to voice his opinion, and looking the true picture of meek submission and simplicity. Both Hettie (E. Moseley) and Mollie (M. Redfern) appeared to enjoy the scene immensely and played their part with much satisfaction. So realistic was the scene that at its close we suddenly awoke to the fact that we were in L.T.C. and not in Hayslop Farm as we had fondly supposed.

Not the least appreciated part of the programme were the songs "*Flight of Ages*" (M. Till), "*Life's Lullaby*" (M. Redfern), and recitations by M. Burnham. All were received with hearty applause. M. Field's "Selections" following the scene from "*Adam Bede*" were well received, as was also "*Specially Jim*" (Maud Burnham). Scenes from Scott's "*Abbot*" depicting "The changing of the keys" were splendidly portrayed in tableau form. One of the most striking features of the tableaux were the beautiful dresses worn by Queen Mary (D. Ward), Roland Graeme (E. Merchant), Catherine Seyton (C. Sandiford), Mary Fleming (W. Penzer), and Lady Lochleven (M. Auber).

The third dramatic representation was taken from the "*Mill on the Floss*." Here Mrs. Tulliver (D. Banks) and Mrs. Glegg (A. Davies) appeared condoling with their afflicted and suffering friend Mrs. Pullet (M. Butt). Their sympathies were fully shared by the audience, who sincerely hoped that the remedies supplied would soon restore Mrs. Pullet to that blissful condition of "perfect health," to which she had so long been a stranger.

The chief feature of the scene however, as the title suggested, was "Mrs. Pullet's new bonnet," which we dare not attempt to describe, for whole pages would not do ample justice to its beauty and fashion. We must not forget the misfortunes endured by Maggie and Tom. They certainly gained well-merited applause, for, as the Canon remarked later, they "played their part to perfection."

The next item, Tosti's "*Good-bye*," sung by E. Cockshaw, was well received, but it left one note of sadness, in being the beginning of the end.

We were now transported into Dickens' land where the Cratchits partook of that wonderful Christmas dinner. "Such a goose" and "Such a pudding"! Never such a dinner was seen, and we venture to say never such will be seen again. To do full justice to the viands would be almost impossible. We can only say that in spite of the general excitement, all the members of the family seemed fully alive to their good fortune, the younger Cratchits in particular, whose excellent behaviour is to be strongly commended. Only let us hope that next Christmas Day they will have a "trifle bigger" pudding.

The moment now arrived, and such moments will come, when

we had to say "Good-night." We did so with sincere regret. After all had joined in the National Anthem, a hearty vote of thanks was accorded to Miss Turner and to our entertainers, for the most delightful evening which they had afforded us. May the first year students next year, have cause to be as proud of their "mothers" as we have of ours.

GERTRUDE WALKER,
First Year.

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On Thursday, February 10th, the First Year Students (by request of the Committee) formed the choir at a Mass Meeting for Women, held in the Central Hall. Mrs. Wickham was in the chair, and an address on "The Moral Training of the Young," was given by Mrs. Scharlieb, M.D., Consulting Physician to the Royal Free Hospital, London. The Second Years being in the middle of their school practice, were unfortunately unable to be present.

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Dedication Service at St Nicholas.

AFTER being closed for many months, St. Nicholas Church, Lincoln, was again opened for public worship, on the afternoon of February 26th. The building had been closed for additions and improvements, and Mr. Hodgson Fowler, the well-known architect, was engaged, and the much-needed additions have now been completed, to his plans. The work is very extensive, and it has entailed a very large expenditure of money, amounting to £3,200. The additions are a new north aisle and chancel, and the seating capacity of the church has thereby been almost doubled. Seats will now be available for from 500 to 600 worshippers. The fabric is a light stone to match the rest of the building. The interior is quite in keeping with the exterior, and is spacious and dignified. The new north aisle is in reality a continuation in the line of the old vestry wall at the west end of the church and reaches as far as the organ chamber. It is a handsome addition, and the row of pillars help to beautify and make more symmetrical the appearance of the interior. The chancel is the principal improvement and it has indeed altered the appearance of the church. It is lofty and brightly lighted, wearing an impressive appearance. The stained glass east window is the same as that in the old wall, having been transferred to the new chancel. The addition lends itself to decoration at any future period, should this be desired. The arcading from the old east end has been transferred to the baptistry, where it has been placed in the wall to good effect. In addition there are several generous gifts which add greatly to the beauty of the church. The late Mrs. Mitchinson and the Misses Swan have presented chancel rails of very suitable design, also a beautiful pulpit, and an inner porch, both of oak, memorials of the

late Mr. John Swan. At some future period it is hoped to be able to add an organ chamber, and a new organ and vestry, but that will scarcely come just yet. A very pleasing feature of the whole affair is that with the exception of about £350 the whole of the money has been provided. There has been considerable assistance from outside sources, but the parish has nevertheless provided a large portion of the necessary amount. Incidentally the church has been fitted with new lighting and heating apparatus, and in its now complete state it is one of which the parish can be proud.

The dedication service on Saturday afternoon was attended by a very large number of parishioners and friends, every seat being filled. Chairs were brought into requisition, but even then a number at the back had to stand.

The prayers for the consecration of the new portion of the church were offered by Bishop Corfe. The sermon was preached by the Dean of Lincoln.

(Reprinted from the Lincoln Gazette).

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Shrove Tuesday Dance.

THE Shrove Tuesday Dance was this year, by popular request, "Fancy Dress," and for some days before the event, in spite of "School Practice," there was much joyous excitement felt in making or borrowing the various costumes. The main object of those who did not possess a fancy dress, and could not borrow one, was to create one which should be unique and yet inexpensive, no one being supposed to spend more than 6d or 1s. With the aid of that most effective and powerful ally—tissue paper and its twin friend the accommodating art muslin, some very pretty and original costumes were *arranged*. I use the word advisedly. Current events suggested several amusing costumes. The Budget, made on this occasion to look most attractive, stalked about the ball-room majestically, quite indifferent to the gibes of foolish mockers, and more than willing to make some of us dance! A militant Suffragette calmly braved, unsupported by any of her sisters, the mocking of—her sex. There was no limit to our aspiration—"Halley's Comet," "The Aurora Borealis," and even the "North Pole" being amongst us. Every grade of society was represented, from an "Indian Rajah and his Suite" to "Mrs. Wiggs of the Cabbage Patch."

At seven o'clock Mrs. Rowe, Miss Elwell, and Miss Turner received in the Lecture Hall. Each student was announced by her fictitious name, and until the music for the first waltz sounded, the Lecture Hall echoed to shouts of laughter or exclamations of delight, as the case demanded. At half-past eight, the bell summoned all to the supper room, and after a hasty, but augmented meal, dancing was resumed till half-past ten, when all retired, after a delightful, amusing, and happy evening.

The characters were as follows :—

Miss Martin, 'Woman of Samaria'; Miss Butterworth, 'Woman of Bethany'; (Bedouin Slave), Miss Hirst, 'Doll'; Miss Searby, 'Norman Lady'; Miss Segar, Miss F. Elwell, and Miss Tilly Stanley, 'Maharajah and Maharanee of Chacadapur and Retinue'; L. Anderson, 'Santa Claus'; M. Auber, 'Lady Lochleven'; C. Baguley, 'A Lassie fra' Lancashire'; N. Baker, 'Great Grandmother'; D. Banks, 'Day's Eye'; F. Bannister, 'Geisha Girl'; W. Barton, 'Queen of Hearts'; M. Beck, 'Spanish Dancer'; F. Belton, 'Sweet and Twenty'; M. Burnham, 'A Lampshade'; M. Butt, 'A Witch'; D. Butterworth, 'Spring'; M. Byron-Scott, 'Queen of Hearts'; L. Cleve, 'Swede'; E. Cockshaw, 'Budget'; A. Davies, 'Army Nurse'; J. Donson, 'Daily Mirror'; Minnie Drew, 'Irish Colleen'; M. Field, 'Dutch Boy'; A. Fort, 'Sport'; E. Hall, 'Shuttlecock and Battledore'; M. Hartshorne, 'Little Miss Muffet'; A. Herrick, 'Girl of Nazareth'; G. Hipwell, 'A Weak Subject' (music); D. Stone, 'A Weak Subject' (Needlework); E. Howarth, 'Fairy Sweet Pea'; L. Isaac, 'Folly'; L. Knight, 'Nun of Damascus'; C. Lacey, 'Spanish Girl'; E. Lever, 'Red Carnation'; M. Mackman, 'Bugle Boy'; F. McCormack, 'Night'; E. Merchant, 'Aurora Borealis'; J. Miller, 'The Ink Lady'; E. Moseley, 'Canada'; M. Moulds, 'Egyptian'; E. Newton, 'Puritan'; E. Nicholson, 'Austrian'; Lucy Ogle, 'Hindoo Woman'; E. Parratt, 'Water Carrier'; W. Penzer, 'Dutch Girl'; L. Preston, 'Dutch Girl'; M. Redfern, 'Undergraduate'; M. Robson, 'Protection'; C. Sandiford, 'Gipsy'; O. Scott, 'Old Lady'; O. Smalley, 'Bo-peep'; E. Stevenson, 'Moslem'; C. Stokes, '1810'; A. Sutcliffe, 'Dairy-maid'; M. Till, 'Dame Chat'; D. Ward, 'English Girl'; H. Warren, 'Poppy'; Annie Watts, 'A.C.P.'; E. Adderley, E. Allen, A. Dawson, A. Gouge, L. Hardy, A. Hicks, B. Rowson, B. Sampson, A. Walton, H. Cary, E. Coppen, G. Fell, W. Grassam, L. Hosker, A. Peake, E. Richardson, I. Rowett, 'Eastern Ladies'; E. Archer, 'Irish Girl'; V. Banks, 'Wickhamite'; E. Barwell, 'Pied Piper'; G. Bentley, 'Spring'; E. Binns, 'Venice'; H. Birkett, 'Dolly Varden'; C. Brayford, 'Willow Pattern China'; M. Brooks, 'Japanese Serviette'; R. Brunning, 'Louis XV. Court Girl'; A. Carter, '20th Century'; K. Crawshaw, 'French Fisher Girl'; S. Dickinson, 'City Lady of Jerusalem'; E. Edwards, 'Nurse'; H. Gray, 'Bedouin Married Woman'; B. Guy, 'Egyptian'; E. Hardwick, 'Miss Matty of Cranford'; M. Hardwick, 'Wickhamite'; J. Herringshaw, 'Jap'; M. Jabet, 'Dutch Girl'; G. Jeans, 'Roses'; B. Jenkyns, 'Jap'; M. Kirk, 'North Pole'; M. Lomax, 'Black and White'; A. Lovell, 'Spanish Lady'; K. Marriott, 'Milk-maid'; T. McCormack, 'Red Cross Nurse'; M. Mills, 'Red Wing'; A. Moore, 'Fashions for all'; I. Moss, 'Ivy'; A. Palin, 'Spanish Lady'; E. Price, 'Eastern Princess'; F. Stott, 'Halley's Comet'; F. Topham, 'Alice in Wonderland'; E. Trotter, 'Magpie'; L. Walsh, 'Greek Maid'; D. Webb, 'Ireland'; B. Willett, 'Folly'; L. Williams, 'Suffragette'; E. Wood, 'The Sea'; F. Wright, 'Mrs. Wiggs of the Cabbage Patch.'

F. A. E.

At the two previous dances held during the past year, the girls of the "Wickham" and "King" dormitories respectively, have furnished a most amusing item in the programme. In each case the enjoyment was considerably enhanced by the unexpectedness of the performance. On Shrove Tuesday, another treat was given us by the girls of the "Nelson House," and this again was quite a surprise to all of us.

As the curtain was drawn aside, a most picturesque grouping of Eastern people was disclosed, and we then understood the reason for the prevalence of Eastern costumes among the fancy dresses. The whole tableau was very prettily and correctly arranged, and

many different aspects of society in the East were represented in it. Various Oriental customs and ceremonies were demonstrated in a most interesting and realistic manner, with weird musical accompaniments. First, was a tableau of Eastern women in the market place with their baskets of fruit, etc. They sang:—

" *Buftu Hindee, Buftu Hindee Shash a reed ya vanat. If ta hat lee*
Ou hat lat tee. Ya mur haynee. Kushoobat."

An Eastern market place is a favourite rendezvous for people of importance, and the manner of salutation between two men was portrayed by E. Nicholson and M. Hartshorne. They touched the ground, then embraced heart to heart, lips to lips, head to head, signifying:—

" I worship the ground thou walkest upon ;
 I love thee with all my heart ;
 My mouth speaketh well of thee ;
 My mind thinketh upon thee."

The women's method of salutation (clapping the hands and kissing the fingers) was enacted by E. Richardson and S. Dickinson. A. Watts represented a Cloth Merchant calling his wares, *Buftu Hindee*. A weird and plaintive Slave Song was very sweetly and effectively sung by Miss Butterworth, whose rich oriental costume called forth much admiration. Miss Martin in a very becoming and striking costume represented a Woman of Samaria. A Water-seller was personated by E. Parratt, and a Fruit Merchant, shouting for "*backsheesh*," by H. Hosker. A wedding scene was very prettily arranged. The bride was F. Belton, the bridegroom M. Hartshorne, the attendants, E. Binns and E. Stevenson. The bridegroom had never seen his bride before the wedding morn, but when the veil was lifted we did not feel he needed our sympathy, *au contraire*. The guests gave the wedded ones a hearty send-off "*Au ya lay lee*," and this was followed by never-to-be-forgotten and never-to-be-longed-for screams.

All the *dramatis personæ* were in the final and exceedingly effective tableau in which appeared in full-sized characters the motto, "Nelson this day has tried to do her duty," and we all agreed that if the Nelsonians' pleasure in performing it, had been as great as ours was in witnessing it, they had their reward.

Our warmest thanks are due to Eveline Nicholson, who as general inspirer and manager, contributed so greatly to the success of this most interesting entertainment.

F. A. E.

* * *

Girls' Friendly Society.

TUESDAY, 1st March, 1910, was indeed a "Red Letter Day" in the G.F.S., for on that day H.R.H. The Princess of Wales graciously came to a G.F.S. Meeting in London, at the Queen's Hall, Langham

Place, to receive purses, in aid of the Central Fund for G.F.S. Lodges and Homes of Rest; His Grace The Archbishop of Canterbury was present, the Bishop of London being in the chair. An appeal had been made by Miss Hotchkis (Central Head of Lodges Department) for £20,000, to be raised in three years, for G.F.S. Lodges, and so nobly have the G.F.S. Members and Associates from the remotest Branches responded, that £20,754 has been raised in the time. Lincoln Training College has taken a large share in the effort, for in March, 1908, a sum of £5 18s. 1½d. was collected for this fund, and now again, after Miss Maude Thompson's address to the students, on Friday, 26th November, 1909, so many took collecting cards, that on January 28th, 1910, £5 for a purse was sent in and in February, 9s. 6d. followed for the fund.

To the great satisfaction and delight of everyone concerned, Miss A. M. Bedford (Training College), was able to go herself in person, to present the Training College "purse" of £5 to the Princess of Wales, on March 1st, the two other delegates from Lincoln Branch being Miss Edith St. Leger (Branch Secretary), and Miss E. A. Robinson, secretary of the Lincoln Branch Elder Members' Committee, who each presented purses of £5. The party, which included two other Associates and two Members from Lincoln, went by a two-days' trip, starting on Tuesday, 1st March at 7-23 a.m., from G.N. Station, and returning by the 6-5 from Kings Cross, on Wednesday 2nd, arriving at Lincoln at 9-5 p.m.

The meeting at Queen's Hall, was a great success, and was crowded in every part. The delegates were on the ground floor, and others looking on, were in the galleries. All wore rosettes of their diocesan colours, Lincoln being yellow and white, and the delegates had a scarf of the same colours draped over the right shoulder.

At 3 p.m., the Princess arrived, met by Mrs. Chaloner Chute, Central President of G.F.S., and accompanied on to the platform by the Archbishop of Canterbury and the Bishop of London.

After the Bishop of London had opened the meeting by welcoming the Princess, the Archbishop of Canterbury gave an address, in which he said that the Society now numbered 307,000 in all parts of the world, and ought to make every place better in which it was represented.

The procession of "Purse" Delegates then took place, beginning with two rows of little girls, the rest following two and two across the platform, dropping "bob" curtsies as they placed their purses on one of the two low tables in front of the Princess, or gave them into her hand. After the 410 purses (each containing £5 or over) had been presented in a surprisingly short time, a song, "*In a Child's Small Hand*," was sung by Miss Mary Carpenter; Miss Hotchkis pronounced the total amount collected for the Fund (£20,754; of which £19,800 had been collected inside the Society, in thousands of small sums), and then a second procession took

place, of those delegates receiving certificates for dioceses and branches which had contributed their full estimated share to the fund.

Lady Mary Turnor received the certificate for Lincoln diocese (£270), and 12 Lincolnshire Branches also had certificates. Altogether Lincolnshire, with its 10 purses, and 13 certificates was very well represented.

After this the Bishop of London gave an address, comparing the work of the G.F.S. among women and girls to that of the C.E.M.S. among men in the Church. He gave us as a text to live up to, the words "Alive unto God." The Bishop said that in at least two northern dioceses he knew of, the G.F.S. had had a marked effect on the general morals and behaviour in the county, and he urged us all to live up to the high ideals of our Society.

Before the arrival of the Princess, the organ was played by Dr. G. F. Hnntley, and the National Anthem closed a meeting which will live among the happy memories of all who were present.

EDITH ST. LEGER.

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COLLEGE ASSOCIATION AND MAGAZINE FUND.

BALANCE SHEET for year ending December 31st, 1909.

RECEIPTS.			EXPENDITURE.		
	£	s d		£	s d
490 Subscriptions at 2/6	61	5 0	Correspondents' Expenses for Postage, Stationery, etc.	3	2 11
Donation to College Magazine from College Committee	2	2 0	Book and Flowers for Invalid Members	0	11 6
Sale of Magazines to Non-Association Subscribers	12	8 10	Printing April and October Magazines, including blocks for plates	31	17 7
Balance from 1908, Association Fund	1	1 3	Postage, Envelopes, and Addressing Magazines for April and October	8	9 1
Balance from 1908, Magazine Fund	2	3 0	Donation to Church Teachers' Benevolent Association	24	7 0
Balance for Church Teachers' Benevolent Fund from 1908 (date Subscriptions)	2	13 0	Balance in Bank (date Subscriptions) for Church Teachers' Benevolent Association	3	1 0
			Balance in Bank (date Subscriptions) for Magazine	6	11 0
			Balance in Bank (date Subscriptions) for Association Fund	1	13 0
	£2	13 1		£23	13 1

Examined and Approved,
A. W. ROWE,
December 14th, 1909.

MARGARET ETWELL,
Secretary and Treasurer.

* * *

The Editor begs to acknowledge with thanks, the receipt of Magazines from the following Colleges:—Warrington, Norwich, Derby, Saffron Walden, Sheffield (*The Crescent*), Goldsmiths.

* * *

The Magazine Club have sent a large parcel of 1908-9 Magazines to the "Sailors' Rest," at Hull.

Games. HOCKEY. 1st XI.

Date.	Club.	Ground.	Goals. for agst.
Nov. 30, '09	Sheffield T.C.	home	.. 5 1
" 20	South Lincoln Ladies, 1st XI.	away	.. 4 2
" 27	Gainsborough Ladies	away	.. 1 0
Dec. 11	S. John's Ladies, Grimsby	away	.. 0 1
Feb. 19, '10	South Lincoln Ladies, 1st XI.	home	.. 1 4
Mar. 3	Lindum Ladies	home	.. 1 5
" 7	" " " "	away	.. 1 6
" 19	Gainsborough Ladies	home	.. 1 0

2nd XI.

Nov. 20, '09	South Lincoln Ladies, 2nd XI.	home	.. 0 5
Feb. 19, '10	" " " " "	away	.. 2 7
Mar. 5	Gainsborough P.T. Centre	home	.. 1 3
" 16	Lincoln High School	away	2 7

HOUSE MATCHES.

Nov. 8, '09	King v. Wickham (King won) 1 0
Mar. 2, '10	Nelson v. Wickham (Wickham won) 4 0
Mar. 10, '10	King v. Nelson (King won) 2 0

Remarks. Inclement weather prevented the return match being played with Sheffield Training College. to the disappointment of both teams. The return with St. John's Ladies was unavoidably scratched, owing to a change made in the railway co.'s time table; bad weather also prevented our meeting the Harrowby Ladies' Grantham Team. Although the score against the 2nd XI. looks so black, it is but fair to add that it does not really represent their play, which on the testimony of their opponents, is better than their score. The 2nd XI. is handicapped in never being able to play the same team. The King House, being unbeaten, retains the shield.

G.H.

Additions to the Reference Library.—The Voyage of the Discovery—*Scott*; Recreations of a Naturalist—*Hartig*; Lessons with Plants—*Bailey*; A Short History of the Royal Navy—*David Hannay*; The American Revolution—*Trevelyan*; Conspiracy of Pontiac—*Parkman*; Fifteen decisive Battles of the World—*Creasy*; Memoirs, Life and Writings of Franklin, Montcalm, and Wolfe—*Parkman*; Orations on French War by *W. Pitt*; Epochs of Modern History; Frederick the Great; English Restoration and Louis XIV.; Epoch of Reform, 1830—1850. Chatham—*Harrison*; Duchess Sarah—*Mrs. Colville*; Henry VII.—*Lumby*; History of England—*Bright*; History of England under the Tudors—*Innes*; Ten Tudor Statesmen—*Innes*; A Twice Crowned Queen. Cambridge Modern History, Vol. VI.; Jane Austen and Her Country House Comedy—*Helm*; Great English Novelists—*Richards*; Myths of Greece and Rome—*Guerber*; Cambridge His-

tory of English Literature, Vol. IV. ; Essays in English Literature—*Saintsbury* ; Lectures and Essays—*Ainger* ; E. B. Browning, Her Life and Letters—*Lubbock* ; Jane Austen, Her Life and Times—*Mitton* ; Disraeli—*Sichel* ; Mrs. Brookfield and Her Circle ; Selected Essays—*Birrell* ; Masters of Literature—*Grant* ; George Meredith—*James Moffatt* ; Girlhood of Shakespeare's Heroines—*Clarke* ; A Book of the Rhine—*Baring Gould* ; Cities of Spain—*Drummond* ; Naples Riviera—*Vaughan* ; A Wanderer in Holland—*Lucas* ; A Wanderer in London—*Lucas* ; Norway—*Wyllie* ; Our Empire, Past and Present—*Meath* ; Physiology for Students—*Schofield* ; Augsburg's Drawings, New Methods in Education—*Todd* ; Song Stories—*Hill* ; Finger Play—*Roeske* ; Alcohol and the Human Body—*Horsley and Sturge* ; Cane and Rush Weaving—Straw and Chip Plaiting—*Sturge* ; Principles of Class Teaching—*Find'ay* ; Principles of Class Teaching—*Thorndike* ; Principles of Class Teaching—*Landon* ; Letters to a Godson—*Bickersteth* ; Great Educators, Fröbel—*Bowen* ; School Management—*Collar and Crook* ; School Training—*Hughes* ; School and Home Life—*Rooper* ; School Organisation—*Boardman* ; Art of Teaching—*Salmon* ; Notes on Teaching—*Henderson* ; Co-education—*Woods* ; Principles and Methods of Teaching—*Welton* ; Manual of Ethics—*MacKenzie* ; An Introduction to Child Study—*Drummond* ; Fundamentals of Child Study—*Kirkpatrick* ; Compayre's History of Pedagogy ; The Infant School—*Gunn* ; New Methods in the Junior Sunday School—*Lee* ; Some Characteristics and Requirements of Childhood—*Ravenhill* ; The School Journey—*Cowham* ; Reports on Elementary Schools—*Arnold* ; Personal and Ideal Elements in Education—*King* ; Saints and Heroes of our own days—*Seddon* ; Educational Ideas of Pestalozzi—*Green* ; Impressions of American Education in 1908—*Burstall* ; Brief Course of History of Education—*Monroe* ; Introduction to Herbart's Education—*Felkin* ; Moral Instruction and Training in Schools—*Sadler* ; Life and Letters of Edward Thring—*Parkin* ; Early Education of Children—*Plaisted* ; Psychology—*James* ; Talks to Teachers—*James* ; School and Child—*Dewey* ; The Hygiene of Mind—*Clouston*.

Additions to Fiction Library.—RENEWALS.—Maid Margaret—*Crockett* ; Count Hannibal—*Weyman* ; Rupert of Hentzau—*Anthony Hope* ; Kit Kennedy—*Crockett* ; The Little Minister—*Barrie* ; Mrs. Wiggs of the Cabbage Patch—*A. Hegan Rice* ; A Gentleman of France—*Stanley Weyman* ; The Four Feathers—*A. E. Mason*.

ADDITIONS.—The Reaping—*E. F. Benson* ; Candles in the Wind—*Maud Diver* ; Giannella—*Mrs. Hugh Fraser* ; The Fighting Line—*David Lyall* ; A False Position—*Mrs. Baillie Reynolds* ; Her Mother's Daughter—*Katherine Tynan* ; The Key of the Unknown—*Rosa Carey* ; The White Sister—*F. Marion Crawford* ;

Valerie Upton—*Mrs. Sedgwick*; The Men of the Mountain—*Crockett*; Where Billows Roll—*Allen Raine*; The Magic of Love—*Annie Swan*; Aunt Jane of Kentucky—*Eliza Calvert Hall*; Great Heart Gillian—*John Oxenham*; The Making of a Woman—*Amy Le Feuvre*; A Country Corner—*Amy Le Feuvre*; The Inheritance—*Annie Swan*; Coningsby—*Disraeli*; Vivion Grey—*Disraeli*; Lothair—*Disraeli*; Hard Cash—*Charles Reade*; Never too late to Mend—*Charles Reade*; Wuthering Heights—*E. Bronte*; Yeast—*Kingsley*; No Name—*Wilkie Collins*; The Broken Road—*A. E. W. Mason*; Orley Farm—*Anthony Trollope*; Henry of Navarre—*May Wynne*; The Caravaners—*Authoress of Elizabeth and her German Garden*; Dear Lady Disdain, Donna Quixote, Miss Misanthrope—*Justin Mc Carthy*; Salthaven—*W. W. Jacobs*; Catherine of Calais—*Mrs. de la Pasture*; Catherine's Child—*Mrs. de la Pasture*; The Royal End—*Henry Harland*; Cynthia's Way—*Mrs. A. Sedgwick*; The Settler—*Ralph Connor*; Roman Holidays and others—*W. D. Howells*; The Gift—*Miss Macnaughten*; A Fair Refugee—*Morice Gerard*; The Nest of the Sparrow-hawk—*Baroness Orczy*; My Lady of Shadows—*John Oxenham*.

* * *

At the close of the Students' School Practice, at Sheffield, a donation of £5 was sent to the N.C.T. Orphanage at Firshill, from the Principal, Staff, and Students, as a mark of their grateful appreciation of the great kindness shewn by the Education Authorities and the head teachers of the Schools. Their help was invaluable to the work of the students.

* * *

Gift to the College.

Mr. Stevenson, of Oldham, father of one of the present students, has most kindly given a very handsomely bound copy of "Bacon's Atlas of the World."

ASSOCIATION MEMBERS.

College Year—before 1897—Elizabeth Lowndes (Mrs. Edwards), Margaret Blair (Mrs. Collitt), Sarah Ann Wright (Mrs. Dawber), Louisa Hamm, Mary Rawding (Mrs. Smith), Harriet Mounteney (Mrs. Stallibrass), Rebecca Haynes (Mrs. Hemsley), Annie Elizabeth Whitworth (Mrs. Hutchinson), Sarah Pearson, Alice Kent (Mrs. Howe), Elizabeth Brummitt, Sarah Elizabeth Sutcliffe (Mrs. Watson), Sarah Thorpe (Mrs. Shelton), Margaret Elwell, Emma Shotton, (Mrs. Edward Donc), Fanny Utting (Mrs. Norman), Susannah Doughty (Mrs. Linney), Annie Georgina Selvage, Martha Ann Greaves, Clara Brummitt, Elizabeth Satchell (Mrs. Williams), Fanny Burton (Mrs. Milner), Selina Goodwin, Sarah Marjason (Mrs. Gilliatt); Annie Harrington (Mrs. C. J. Robbins), Elsie Robb (Mrs. A. Logsdail), Hannah Bell, Ellen Wilson (Mrs. Hoades), Flora Ford, Lucy Humphreys, Selina Dix, Alice Whiteley, Maud Bourne, Annie Morley (Mrs. Clayton), Maud Etchells (A.T.S.), Jane Platt (Mrs. Dean) (A.T.S.), Ann Hague (Mrs. Holden), Mary Turner, Jessie Bourne, Amy Beddoe, Susannah Brown, Eliza Crossland (Mrs. Barratt), Margaret Parratt, Essie Ruth Conway, Florence White, Eliza Bass, Mary Ellerington

Before 1897—*continued.*

- (Mrs. Blamey), Eunice B. Turner, Ada Ward (Mrs. Colley), Annie Glover, Ada Mary Whitehead (Mrs. W. G. Wright), Caroline Smith (Mrs. Richardson), Hannah Thomason (Mrs. J. W. Shaw), Frances Annie Elwell, Jane Martin, Frances Wells, Rosa Preston, Emma Johnson (Mrs. Hamer), Frances Calver, Emma Wilkinson, Jessie Hutchinson (Mrs. T. Layne), Sarah Dawes, Eleanor Castle (Mrs. Yates), Florence Aughtie (Mrs. Summerton), Charlotte Watson, Mary Heape, Ada Pepperdine, Kate Barker, Mary Bell, Emily Mayall (Mrs. Taylor), Gertrude Whattam (Mrs. Mackinder), Laura A. A. Wilkinson, Emily Whetton, Kate Hoggard (Mrs. Slater), Mary Gossling (Mrs. Wolstenholme), Margaret Moreton, Albina Elston, Agnes Radford (Mrs. Hobson), Kathleen Huddleston, Carrie Poole, Agnes Short, Edith Dawes, Margaret Holding, Gertrude Radford, May Kent (Mrs. Hadfield), Elizabeth Robinson, Edith Martin (Mrs. Croft), Eleanor Johnson (Mrs. Chester), Ada Aughtie, Emma F. Whattam, Sarah Calver, Eliza Dyson (Mrs. F. T. Clarke), Minnie Potts, Edith Macdonald (Mrs. Turner), Frances Crombie, Alice Greening, Frances Bishell (Mrs. Banks), Bessie Dawson (Mrs. Whitfield), Mary Wileman, Annie Meadows, Annie Harvey, Rosa Hill (Mrs. Horton), Mary Crowther Ethelen King.
- 1897 Kate Whattam, Edith Hales (Mrs. Gossop), Eleanor Walker, Annie Taylor, Marian Trevitt.
- 1898 Alice Falkinder (Mrs. Handley), Gertrude Kenning, Marianne Thompson (Mrs. Hopf), Minnie Sells, Ethel Craft, Margaret Harrison, Harriet M. Coales, Jane Eggleston, Alice Upton, Minnie Rimmington (Mrs. Russon), Ada Rimmington, Susannah Sargisson (Mrs. Parker), Rose Naylor (Mrs. Tom Carter), Winifred Brown, Emily Ayres, Eleanor Walpole (Mrs. Gough).
- 1899 Ada Brown, Lucy Maud Marrows (Mrs. Horton), Bertha Wilding (Mrs. Moxon), Florence Howard, Annie Amelia Harrison, Mary Ellen Lamming, Augusta Tanner, Margaret A. Glenn, Susannah Dewis, Helen M. Simons, Elizabeth Taylor (Mrs. Hastings), Lily A. Mottram, Ethel Rose Stapleton, Marian S. Grundy (Mrs. Watson), Alethea Hildred, Gertrude Tall, Emily Wales (Mrs. T. Wayman), Mildred Vaughan, Gertrude Goulding, Ada Miriam Johnson, Alice Child, Gertrude Stallibrass (Mrs. A. C. Clark), Edith Mary Hibbitt, Grace Harlock, Annie King, Mary Simmonds.
- 1900 Alice Mackintosh, Edith Nightingal, Grace Hemsley (Mrs. E. B. Baker), Rhoda Wallis, Rose Knowlson, Alice Perkins, Georgina Walker, Gertrude Billett, Amy Wright, Lucy Roberts, Daisy Jenner, Annie Bird, Edith Newton (Mrs. Williams), Alice Shirley (Mrs. Garner), Florence Scarlett.
- 1901 Mary Bannister, Annie Bugg, Ethel Bimrose, Beatrice Bonltbee, Cerise Cameron, Ethel Cheshire (Mrs. McFarlane), Margaret Cooper, Marian Clayton (Mrs. Tyas), Kate Chapple, Mary Dent, Jessie Drake, Elsie Drake (Mrs. F. G. Limmer), Lillian France (Mrs. Powell), Henrietta Griffiths, Florence Harrand, Clarice Hughes, Emma Austen, Alice Langford, Jennie Leonard, Ethel March (Mrs. Umeauff), Ita Peet, Elsie Piper (Mrs. Vaughan), Elizabeth Pendlebury, Ethel Riley, Jessie Wilson (Mrs. N. R. Hilton).

- 1902 Katherine Antcliffe, Mary E. Arscott (Mrs. Tilbrook), Edith Barker, Gertrude Bradwell, Emma Brewin, Mabel Bromhall (Mrs. Meech), Ethel Budd, Mary Burley, Phœbe Bury, Frances Clarke, Elsie Dawtrey, Annie Drury, Eleanor Donson, Minnie Fèvre, May Hulse, Maud Johnson, Gertrude Judd (Mrs. Burnicle), Edith Meats, Marjorie Mullins (Mrs. Longden), Annie Helen Pearce, Sarah Parkes, Mary Parkes, Margaret Partridge, Annie Porter, Ethel Radford, Annie Roberts, Ellen Roberts, Lallah Robertson (Mrs. Bairstow), Annie Schofield, Sarah Shepherd, Isabella Shiach, Ellen Simpson, Alice Smith, Nellie Smith, Ruth Spencer, Lilian Underhill, Kate Webb, Ethel Willdig.
- 1903 Graeme Armstrong, Ada Ashton, Evelyn Bakewell, Emily Barker, Elsie Beeching, Edith Berry, Elsie Botterill, Edith Burley, Margaret Clarke (Mrs. Vaughan Jones), Lilian Corbett, Mary Croasdale, Ada Doodson, Laura Enderby, Jessie Fawcett, Amelia Gascoigne (Mrs. Berry), Irene Gelsthorpe, Rosa Gouldthorpe, Mary Hawthorne, Margaret Heritage, Emily Holmes, Frances Holmes, Jenny Hendry (Mrs. Hornsby), Amy Holroyd, Gertrude Holroyd, Elsie Hunt, Frances Inman, Julia Jarvis, Ada Johnson (Mrs. Braithwaite), Frances Eveline Johnson, Beatrice Leighton, Gertrude Machan (Mrs. Frank Hepworth), Helen Marden, Agnes Marriott, Edith Millard, Elsie Newill, Amy Oakes, Ethel Ogden, Ethel Peacock, Gertrude Pearson, Jane Pollard, Mary Rawcliffe, Gertrude Salt, Christine Skinner, Celia Smith, Florence Stephenson, Elinor Stewart, Mabel Stuttle, Margaret Toulmin, Annie Turner (Mrs. Thickett), Maggie Walker, Nellie Walker, Bessie Watson, Annie Waugh, Frances Wilkinson (Mrs. Henry Strong), Florence Williams, Ruth Wilson, Edith Wood, Margaret Wood.
- 1904 Mary Antcliffe, Margaret Arscott, Bertha Bannister, Eveline Best, Emily Mary Brown, Violet Brown, Gwendoline Clapp, Frederica Clissold, Maud Collitt, Florence Davies (Mrs. Hargrave), Ethel Dent, Lilian Dickinson, Alethea Durant, Charlotte Fenwick, Mabel Fountain, Ethel Gibbs, Edith Halliday, Mabel Hamm, Lucy Hartley, Mary Hoole, Eleanor Ives, Sarah Kenworthy, Edith Laver, Ethel Maguire, Ethelind Morris, Alice Muddimer, Hilda Oliver, Mabel Panton, Edith Pariett, Elsie Penzer, Janet Pressick, Rachel Rawsley, Kate Richardson, Edith Sheckell (Mrs. W. F. Firth), Gertrude Smith, Florence Tipping, Theodora Trotter, Rose Wade, Eva Waller, Winifred Waller, Ethel Ward, Maud Weaver, Ruth Wheatcroft, Elsie Wilkinson, Constance Williams, Emily Wood, Matilda Wood.
- 1905 Elizabeth Bailey, Helena Bott, Ethel Brickell, Elizabeth Bunting, Elizabeth Burge (Mrs. Lewis), Ada Clarke, Elizabeth Comer, Florence Dawe, Bertha Dickens, Ethel Drury, Ethel Fox (Mrs. C. Lord), Ida Gibbon, Lilian Gibbs, Dorothy Gibson, May Gibson (Mrs. Stamp), Lily Gouldthorpe, Jennie Greenep, Ida Hartley, Margaret Harvey, Lilian Henchcliffe, Ethel Heslop, Eva Hinton, Ellen Hornsby, Mabel Househam, Jessie Jones, Margaret Jones, Charlotte Langford, Jessie Linnell, Laura Mann, Rose Mawer, Beatrice Mortlock, Mabel Noble, Violet Nuttall, Connie Penzer, Elizabeth Polwarth, Madeline Reader, Lily Richardson, Isabel Rigby, Lilian Rosson, Hilda Seymour (Mrs. Layton), Louise Shirley (Mrs. P. W. Goodwin), Gertrude Sivil, Maud Stimson, Jessie Stringer, Erica Stuart, Lucy Thurlby, Edith Tomlinson, Dorothy Walker, Gertrude West, Louisa White, Sarah Winnall.

- 1906 Violet Bedford, Jessie Birchenough (Mrs. Plowright), Gertrude Border, Alice Bristow, May Burgess, Minnie Callender, Alice Charters, Katherine Close, Frances Cooper, Bessie Corfield, Christabel Crossland, May Fenton, Florence Friswell, Charlotte Gallimore, Ethel Gibson, Isobel Greene, Elsie Hacker, Elsie Harrison, Gertrude Hipwell, Florence Hotham, Olive Jackson, Lilian Jones, Edith Jordan, Maud Jubb, Louie Langford, Gertrude Leeming, Violet Lynn, Irene Marden, Kerr Maxwell, Ina McWhan, Viola Moore (Mrs. Ailsop), Beatrice Newbould, Esther Newton, Kate Oldfield, Mary Palmer, Ellen Perks, Mary Pinck, Ethel Podmore, Elsie Preston, Alice Robertshaw, Alice Rogers, Violet Scarby, Annie Spencer, Caroline Spencer, Edith Sutton (Mrs. Lockyer), Louise Swales, Jessie Thomson, Gladys Thornton, Louie Vezey, Edith West, Jessie West, Ruth Wilkinson, Rhoda Winterbotham, Amy Wyatt.
- 1907 Sarah Ainley, Margaret Antcliffe, Edith Atkin, Katherine Bice, Mary Caine, Muriel Carr, Emily Clayton, Mary Cook, Janet Cooper, Maud Cotton, Mary Coxon, Frances Crompton, Blanche Davey, Florence Dixon, Beatrice Dobson, Mary Dodgson, Elizabeth Doodson, Mildred Ellisson, Edith French, Agnes Garratt, Marion Golby, Mildred Gosling, Bessie Hague, Ethel Henry, Ada Hinton, Elsie Hollom, May Hopper, Edith Hurry, Metta Jabet, Mary Jackson, Nora Kimbell, Florence Milner, Marie Moore, Clara Mountford, Wilhelmina Nunn, Mary Palin, Louisa Peart, Maud Pell, Marion Percy, Dorothea Playl, Annie Reddish (Mrs. Leaman), Magdalen Ross, Annie Royce, May Shapley, Alice Smith, Frances Thomas, Florence Tue, Edith Wand, Gertrude Watson, Lilian Westland, Margaret Wickham, Margaret Wilson, Daisy Wyatt, Alice Yeomans.
- 1908 Edith Aliband, Annie Bailey, Lily Bedford, Emily Bielby, Bessie Burrans, Hannah Burton, Elsie Clifton, May Clifton, Lilian Clifton, Mary Cox, Vera Cross, Ada Evans, Edith Farmer, Dorothy Field, Alice Fisher, Nancy Flowers, Annie Gawthorpe, Amelia Gillatt, Katie Hebblewhite, Kathleen Hewitt, Annie Hutchinson, Maude Jackson, Katharine Johnson, Laura King, Jane Kitchen, Lena Little, Ethel Mackman, Jessie Maguire, Winifred Marden, Beatrice Marshall, Amanda Newey, Phyllis Paget, Alice Payne, Clara Poole, Etta Powell, Jessie Pritchett, Esther Rawcliffe, Ethel Read, Elsie Roberts, Maude Robertshaw, Gertrude Rowe, Clarice Rushforth, May Samuels, Kessie Sanders, Katie Scarby, Nora Seward, Elsie Shoubridge, Laura Siddons, Gertrude Spencer, Jane Stewart, Edith Stokes, Emily Taylor, Edith Thompson, Winifred Westland, Edith Whitehead, Annie Whitham, Hilda Willett, Rose Wilson, Bessie Withey.
- 1909 Mary E. Atkin, Margaret Baker, Emily Baldock, Beatrice Bambridge, Jennie Beavers, Nellie Beavers, Ethel Bellamy, Gladys Blake, Jessie Brooks, Maud Broome, Mary Clarke, Laura Clifton, Eveline Codd, Dora Davison, Florence Dickens, Ivy Ellis, Ruth Flowers, Ethel Fountain, Edith French, Bertha Freshney, Melita Godfrey, Helen Grosvenor, Margaret Heath, Etta Hollywood, Eva Hudson, Alice Iddon, Rosa Jackson, May James, Clara Jordan, Daisy Kingan, Ettie Kirby, Ivy Kirk, Edith Milner, Edith Mobley, Winifred Moss, Grace Neale, Florence Neaverson, Mabel Newton, Elsie Norris, Maria Ogden, Kate Ogle, Margaret Parks, Lucy Parry, Lottie Reddish, Gladys Reville, Grace Scarby, Dorothy Staniforth, Amy Stimson, Dorothy Taylor, Annie Village, Ellen Wales, Alice Walkden, Florence Watson, Lucy Watson, Florence Webb, Mary Wilkinson, Emmie Winkup, Alice Wood, Dora Wright, Jessie Wright.