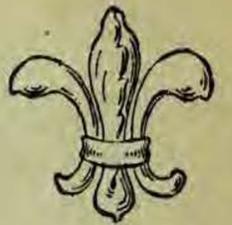
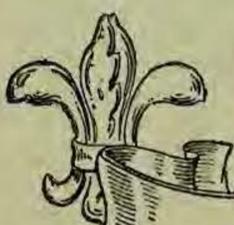
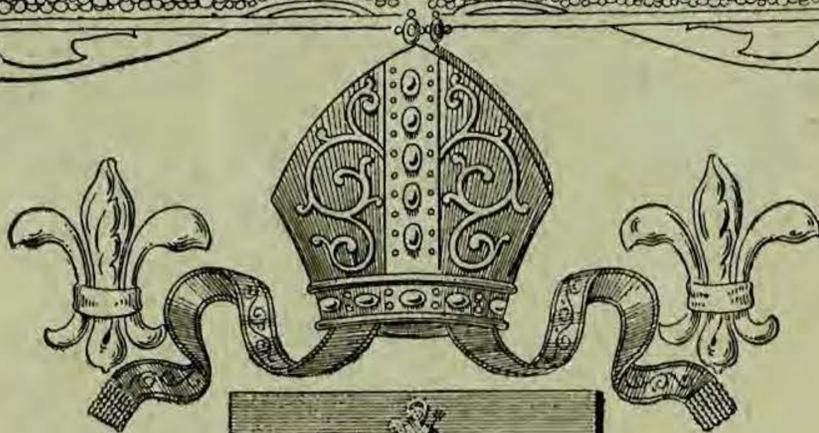
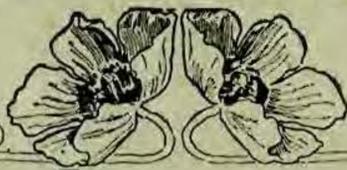


# LINCOLN



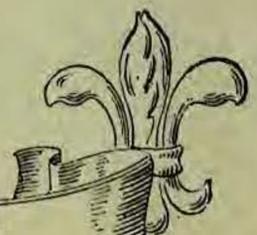
## Diocesan Training College

# MAGAZINE



April,

1912.





“ The retirement of Canon Rowe from the position of Principal of the Diocesan Training College will be regretted by all educationists in the city and diocese. Canon Rowe is not, of course, a young man ; he has borne the heat and burden of the day, and has been largely responsible for bringing the College to its present high standard of efficiency. He has worked hard in connection with it for a great number of years, during which the institution has increased in educational importance as it has increased in architectural proportions. No more painstaking Principal could be found than the scholarly gentleman who is to lay down the reins of office at the end of the current College year, nor would it be possible to find a gentleman who realised more fully the significance of attaining a high standard of home-life in a college of the kind, or who could be more successful in securing it. Canon Rowe has always retained the great regard of his students for the fatherly care which he has bestowed upon them, and for the kindness with which he has ruled the institution. The ever-growing responsibilities of governing such a college as this are apparently beginning so to weigh upon the Principal that he feels he cannot discharge the duties with quite that vigour which has signalised his efforts in the past, and, with a decision which is commendable and characteristic of the man, he has determined to make way for a younger successor, in order that the institution may not be permitted to suffer from any possible disability on his part. It is a decision one cannot but admire, while one regrets exceedingly the passing from active association with it of a learned and fatherly Principal.”

*Reprinted from the " Lincoln Gazette."*

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	.. 32 Stafford Avenue, Melton Mowbray.
	1900	Miss Alice Mackintosh	"Whynscar," Yarborough Road, Lincoln.
	1901	Miss Jessie Drake	.. c/o Miss Cotton, 78 Curzon Street, Long Eaton, Nr. Nottingham.
	1902	Miss Edith Barker	.. 239 Monks Road, Lincoln.
	1903	Miss Ada Doodson	.. 15 Charles Street, Bolton Road, Pendleton, Manchester.
	1903	Miss Elinor Stewart	.. Holly Bank, Croston, Lancashire.
	1904	Miss Mary Hoole	.. 18 Mount Street, Lincoln.
	1904	Mrs. W. F. Frith	.. Wilmhurst, Manor Rd, Aylesbury
	1905	Miss Ida Gibbon	.. Oak Dene, Bolton Road, Irlams o' th' Heights, Manchester.
	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	Wold House, Hawarden, Chester.
	1907	Miss Edith Hurry	.. "Whynscar," Yarborough Road, Lincoln.
	*1908	Mrs. J. L. Stubbs	.. 108 Station Road, Swinton, Manchester.
	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	.. Ivydene, West Skirbeck, Boston.
	1910	Miss Evelyn Cockshaw	Lindum; Gilda Crescent Road, Eccles, Manchester
	1910	Miss May Redfern	.. 33 Saxon Street, Lincoln.
	1911	Miss Ella Pigott	.. "Cymba," Burton Rd., Lincoln.
	1911	Miss Louie Williams	.. 4 Sandy Grove, Pendleton, Manchester

\* Miss Annie Bailey (Mrs. J. L. Stubbs) whose marriage we record in the Old Students' pages of this number, has kindly consented to continue her work as Correspondent. Our warmest congratulations and good wishes to her in her new life.

**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 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.**

*Miss Elwell would be grateful if the Correspondents would kindly compare their own lists of Association Members with the printed one which appears at the end of this number of the Magazine, and let her have any corrections or omissions which require to be made.*

*She also wishes to say that she will be very glad to receive from the Correspondents and other Members any interesting information with regard to Old Students.*

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**Annual Subscription to Magazine, 1/- for Non-Association Members.**

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

*It is most important that all changes of address should 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.**

## PRINCIPAL'S LETTER.

25th March, 1912.

DEAR STUDENTS, PAST AND PRESENT,

This will, I fear, be my last letter to you all together, though by no means the end of the interest I shall feel in all your life and all that concerns you—that will last as long as life lasts; but the time has come for the very responsible work and duties of the Principal of this College to pass into younger and more vigorous hands. These twenty years, since 1892, seem to have gone by very quickly, but I see from the list of members of our College Association they mean that I have had charge of nearly 850 students, and when I reflect upon it, I cannot but feel how very much more I might have done for each one of them than has been done, and therefore how much has been left undone. Happily as the years pass by, distance lends enchantment to the view, disagreeables are forgotten, and pleasant times remembered and dwelt upon, and so I must hope it will be with you and your recollections. To me it has been and will be a very pleasant and happy recollection, though, as I say, I cannot help feeling how much might have been done. Still the "might-have-been" has a way of being forgotten in all the pleasing memories of having been mixed up with and having been able to influence the young lives of so many who are doing so much earnest and excellent work in the world, and influencing in their turn so many younger lives. What greatly helps to reconcile me to giving up the work of so many years is the knowledge that the College is maintaining the high standard and high tone which have characterized it for so many years, and the feeling that this will be passed on by the present students to those who will follow them. I fear that this letter is far too full of my own feelings, and my only excuse must be that they are so bound up with the past and present students and the life of the College that it is very difficult to separate them.

With my very best wishes for the happiness of you all, both Past and Present Students, and for the continued prosperity of the College,

Believe me to remain,

Ever yours sincerely,

A. W. ROWE.

## WHITSUNTIDE RE-UNION.

The invitations to the Whitsuntide Re-union are once more printed, and will be posted before the Easter holidays. It will be a great convenience if intending visitors will reply in good time—if at all possible before May 4th. Miss Elwell will be glad if replies are not sent during the Easter holidays (April 4th to 30th). 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.

Invitations are being sent out to—

1. The two years who have left most recently, viz., 1910 and 1911.
2. All Association Members living in Lincoln.
3. The Correspondents of the various years.
4. All Association Members previous to and including 1885.
5. The Students of 1901, 1902, 1907.

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

Programmes will be sent later to those who accept the invitation.

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 OLD STUDENTS' PAGES.

## MARRIAGES.

ROBINSON—DAVEY. On June 3rd, 1911, at Lapworth Parish Church, by the Rev. Francis Lendon Bell, Alexander Llewellyn Robinson of Tamworth-in-Arden, to Edith Blanche Davey (Lincoln 1905-7).

90 Warwick Street, Daventry.

PERRY—NEWTON. On August 12th, 1911, at Holy Trinity Church, Bardsley, by the Rev. C. E. L. Beresford Knox, George Edgar Perry to Sarah Esther Newton (Lincoln 1904-6).

189 Roman Road, Failsworth, Manchester.

HUNTER—STAPLETON. On October 18th, at St. Nicholas Church, Lincoln, by the Rev. E. M. Bland, Ambrose Hunter of Lincoln, to Ethel Rose Stapleton (Lincoln 1897-99).

14 Mount Street, Lincoln.

KIRK—KENWORTHY.—On December 5th, at St. John's Church, Balby, by the Rev. E. F. Odling, John James, eldest son of Mr. and Mrs. W. Kirk, Balby, to Sarah, fourth daughter of the late Mr. and Mrs. Thos. Kenworthy, of Barnsley.

104 Sheffield Road, Barnsley, Yorkshire.

LEES STUBBS—BAILEY. On December 30th, 1911, at St. Peter's Parish Church, Fleetwood, by the Rev. H. A. N. de Jersey Lovell, John Lees Stubbs, of Wyken, Warwickshire, to Annie Bailey (Lincoln 1906-8).

108 Station Road, Swinton, Manchester.

\* \* \*

BIRTHS.—At the Steel Memorial Hospital, Kalimpong, India, on June 25th, 1911, to Percy and Louise Goodwin (Louise Shirley, Lincoln 1903-5), a daughter, Muriel Evelyn Steele.

At 57 Eskin Street, Keswick, on December 26th, 1911, to Percy and Dorothy Deighton (Dorothy Gibson, Lincoln 1903-5), a son, Noel Greenway.

\* \* \*

DEATHS.

On July 30th, 1911, at Irby Street, Boston, Charlotte Watson (Lincoln 1899-90).

On Wednesday, February 21st, 1911, at Rugby, Edith, wife of Percy Atkins Croft. (Edith Martin, Lincoln 1892-3).

On February 18th, at Holbeach, Annie Ogden (Lincoln 1871-2), after thirty-nine years of faithful and much valued work in the Holbeach Girls' School.

On March 8th, 1912, at Nottingham, Mary Frances Humphreys (Mary Frances Braden), Lincoln 1878-9).

\* \* \*

APPOINTMENTS.

Miss Annie Gouge, Junior Council Mixed, Seaham Harbour, Co. Durham. Assistant.

Miss Tilly Stanley, Pinxton Council School, Alfreton. Assistant.

\* \* \*

RE-APPOINTMENTS.

Miss Elizabeth Bunting, St. Andrew's Girls', Portslade. Head.

Miss Connie Penzer, St. John's Infants', Sheffield. Head.

Miss Amy Beddoe, Upper Mitcham Girls'. Head.

Miss Ethel Budd, Musters Road School, West Bridgford, Nottingham. Head.

Miss Mabel Newton, Lincoln Education Authority. Assistant.

Miss Eva Hudson, North Staffordshire School for the Deaf, Stoke-on-Trent. Assistant.

Miss Constance Brayford, Field St. Council School, Bloxwich, Near Walsall.

\* \* \*

Miss Winifred Waller has been appointed assistant mistress in a large secondary school in Wellington, New Zealand, and sailed on December 9th.

Interesting letters have been received from Miss Kate Oldfield, Saskatchewan, and from Sister Madeleine (Miss Maude Bourne), who is working as a Sister of the Church, at the Children's Homes, Parkerville, Western Australia.

Miss Minnie Fèvre, whose furlough at home has, we regret to say, been saddened by the illness and death of her mother, returned to her work at Grahamstown last December.

\* \* \*

The following paragraph, reprinted from the *Lincolnshire Chronicle*, will be of special interest to Lincoln students of Mrs. Dawber's (Sarah Ann Wright) time, and indeed, all Lincoln students must feel proud of one who has so worthily upheld the traditions of the college.

"The many friends of Mrs. S. Dawber, of Sycamore House, Faldingworth, Lincs., will be sorry to hear that it is her intention to resign her duties as Sunday School teacher, parish worker, organist, and the thousand and one affairs of a parish, which can be carried out by one who loves the work for its own sake. Particularly will her many pupils remember with heartfelt gratitude the various acts of kindness which commended her to them, and the great personal interest she took in all their youthful trials and troubles. Many of them scattered far and wide, in Canada, and in all parts of the country, still remember their old teacher, and in letters she receives from them she is often reminded of the happy days that have passed. Mrs. Dawber has had both parent and child pass through her classes.

"It is now upwards of thirty-one years since she took up her duties in Faldingworth. It was a few days before Easter when she arrived in that pretty Lincolnshire village. She can truly be proud of her long service, for she has worked under five rectors, and if they could come back to the scene of their one-time labours they would testify to the great help Mrs. Dawber always was to them. A woman of a strong and forceful nature, yet womanly, she has been of great assistance to the sick and dying of Faldingworth, and there is scarcely a house in the parish or neighbourhood where she has not performed the last sad office to those who were past all human aid.

"Mrs. Dawber was born in Horncastle in 1848, her father, Mr. R. Wright, being a well-known decorator in that town. Miss Wright, as she then was, went to school in Horncastle, and was afterwards a pupil teacher. From that school she obtained a first-class scholarship to the present Lincoln Training College for girls. The College had then been in existence four years, and the Rev. Canon Hector Nelson was the Principal. Bishop Jackson she knew well, for with the hospitality and generosity for which he was noted, he always invited the students at the College every year to Riseholme. She reminded our representative of the fact that the wife of Archdeacon John Kaye was a daughter of Bishop Jackson. Mrs. Dawber left College in 1867 after two years' training, and immediately took up the duties of a teacher. She went right away as headmistress of Dunholme School, and it is of interest to note that it was here she met her husband. For three years she carried

on the school successfully, and then she went to Ipswich as headmistress of a National School. There she completed her vocation as a teacher, for Mr. Dawber claimed her, and she was married from her home at Horncastle. Of the marriage there is one son, a chemist at Wimbledon, London. It is of interest to note that Mr. Young was organist at the Cathedral while Mrs. Dawber was at college, and from his brother she took lessons on the organ. Previous to that she had, as a girl of fourteen, played at Trinity Church, Horncastle. There have been many alterations to the college since she left, and naturally the system of education has materially changed since the Board of Education came into existence.

"It is now thirty-one years since Mrs. Dawber came to Faldingworth, and the parishioners remember vividly the energy she displayed as Superintendent of the Sunday School, Band of Hope, etc. She has been four years under the present rector, and there is universal and sincere regret at her resignation."

\* \* \*

#### LINCOLN STUDENTS' CLUB, SHEFFIELD.

THE following report has been received from the indefatigable secretary, Mrs. Marriott.

The annual general meeting of the above Club was held on Friday, March 24th, 1911, in the Bow Street School. Miss Dyson was in the chair. The attendance was rather disappointing, owing to various other meetings being held the same evening.

It was decided that there should be a Social Gathering to meet Canon and Mrs. Rowe, Miss Elwell and members of the College Staff.

It was also decided that there should be a dance in December and a whist drive in February.

It was decided that £1 be given to the B. & O. Fund of the N. U. T. as a donation from the Lincoln Students' Club.

The following officers and Committee were appointed:—

Mrs. Wing, President.  
Miss Dyson, Ex-President.  
Miss Barker, Vice-President.  
Miss Village, Treasurer.  
Mrs. Marriott, Secretary.

Committee:—

Misses Spencer, Wilson, Wells, M. Thompson, Potts, King, Gallimore, Caine, Whitham, Charters, Antcliffe, Nicholson, Marriott.

The balance sheet was read and approved.

The Social Gathering was held on Monday, October 23rd, at Stephenson's Exchange Restaurant. The room and the refresh-

ments were most satisfactory. There were fifty students and friends present, all of whom were greatly disappointed when they knew that Canon Rowe was unable to attend.

Among the visitors were Miss Elwell, Miss Martin, Miss Butterworth, Miss Segar, Miss Searby, and the Rev. J. W. Merryweather.

Unfortunately the students teaching in Sheffield were unable to be present.

The following ladies kindly contributed items for the programme:—

Miss Hunt (a most entertaining elocutionist), Miss Best, Miss Wood, Miss Caine, and Miss Pinder as vocalists.

Miss Pinder also kindly acted as accompanist.

The Annual Dance was held in the New Hall at the Glossop Road Baths, on Saturday, November 25th. About a hundred and twenty members and friends were present. All appreciated the splendid floor and the very enjoyable music, and agreed that as usual the Lincoln Dance was most satisfactory.

The Whist Drive was held at the Exchange Restaurant, Castle Street, on Friday, February 23rd. Unfortunately the date clashed with several other interesting events, and consequently only thirty-six presented themselves at the specified time. The smallness of the numbers in no way detracted from the sociability of the gathering. As someone remarked, "We met each other oftener."

The games were most exciting and keenly contested. Prizes were awarded to Mrs. Marriott and Mrs. Squires: Mr. Whitham and Miss Topham.

Since it was Leap Year the usual order of things was reversed, Miss King acted as M.C.; the winning ladies moved down and the winning gentlemen up.

M. E. MARRIOTT,  
*Hon. Secretary.*

\* \* \*

PANGMAN,  
SASKATCHEWAN,  
CANADA,  
*March 5th, 1912.*

DEAR MISS ELWELL,

Before you receive this I shall have been here six months, and in a way it only seems like so many weeks, the time has passed by so quickly. We are still having wintry weather, the snow has been on the ground since the beginning of last November, and there is no sign of it going as yet. It has not reached a very great depth except in low places where it has drifted. The very coldest time we have had was just after Christmas, when for a few days the thermometer registered between 30° and 50° below zero; one morning it was 52° below. It *was* cold then, I assure you,

especially when the wind was blowing too. But although the temperature is so low, we do not feel the cold so much as you would think; the air is so dry, the cold does not cling to us in the same way as it does at home. One thing, however, we have to be very careful about, and that is, to be careful not to get any part of our bodies frozen. This easily happens when it is so cold, and the danger lies in the fact that we cannot feel it; others can see it, as the frozen part turns white. I nearly had my nose frozen last Saturday when out driving. I should not have known had I not been told about it. I rubbed it well, and the feeling gradually returned, and it was none the worse. Everybody drives in sleighs in the winter; wheels are no use at all in the snow. It is just delightful; we wrap ourselves up well so we don't mind the cold one bit. I am sorry to say I have not learnt to skate which I fully intended doing. The ice is *only* about three feet thick, so I do not suppose there would be much danger of falling through. But the snow drifts on it so thickly that skating is impossible. At most places there is a rink, which is flooded every day, but we have not one at Pangman. It being such a "young" town (not yet two years old), I expect nobody has had enterprise enough to get one made.

My work still goes on quite happily. The schoolhouse is still in an unfinished condition, as the winter set in so very early, before the brickwork was started, so it has to wait till spring. I have now twenty-three scholars; that only seems just a sprinkling compared with the large classes in the town schools in the old country. But when it happens that there are six different classes in that number it isn't all play; there is no time to spare, it is quite as much as one can do to keep them all fully occupied. The curriculum is very similar to that of English Elementary Schools, the chief differences being of course in arithmetic connected with money, nature study, geography, and history. We teach no scripture and no needlework in these schools, where there is only one teacher. My singing at present is wonderful; it is a case of "once heard, never forgotten." But I keep on working at it, and hoping for better things by and by. We are having a new organ, expecting it any time now, so I hope that will help us some.

Two or three times just before Christmas we had to have a holiday because we were "smoked out." The chimney was not properly put up, and every time the wind was in a certain direction, it simply blew the smoke back into the room. We could not stop it, neither could we be without a fire, so we just had to go home and wait till the wind changed.

One morning as I was going to school I saw two prairie wolves (coyotes) running along in front of me. We can often hear them howling at night; they prowl round the farmyards in search of anything to eat, as food for them is becoming scarce. They do not attack people; they are easily frightened, I think.

You said in your letter you would like to know, as far as I could tell you, the prospects for teachers coming out from England. I am afraid I cannot give you much information; but I do know that teachers are very scarce, there are so many new districts being formed, and the country is being opened up so rapidly that the supply falls far short of the demand. In every newspaper is a long list of "Teachers wanted." The salaries, too, as a rule are very good; of course they vary in the different districts. But, as far as I know, so long as the Education Department at Regina (for Saskatchewan) accepts an English teacher, she stands the same chance as anyone else in getting a post, especially at this time of the year. When my friends and I came out, it was very late in the year; but even then we had a good many to choose from. I am afraid this does not tell you much, but I only know from my own experience. There is one thing, I have found the Canadian people exceedingly kind-hearted and friendly; they try to make one feel quite at home at once.

We had a lecture in the school last night on a "Tour round the world," which was very interesting. So you see we *do* hear a little of something once in a while.

With love to you, and to all I know who may read this,  
I remain,

Yours affectionately,

KITTY OLDFIELD.

\* \* \*

Old Students may care to know that a Souvenir Booklet, containing twelve views of the College is being prepared, and will be ready after the Easter holidays.

The price is 1/-, exclusive of postage (probably 1½d). Copies may be had from Miss Dobson, Training College, Lincoln.

## "NATURE STUDY" IN RELIGIOUS TEACHING.

*An Address given to the Third Annual Conference of the Church Sunday Kindergarten Union on January 5th, 1912, by R. HOLLAND, Assistant Secretary of the National Society.*

*(Reprinted by the kind permission of the National Society).*

To-day we hold our third annual conference. We can look back with great thankfulness and with some satisfaction upon the work already achieved; and we can look forward in trust and hopefulness to the great fields yet to be won.

In my remarks from this chair on previous occasions I have ventured to call your attention to some fundamental principle underlying the work of the Sunday-school teacher; and, with your forbearance, I propose to take up a little of your time this evening in a similar way. It is not likely that I shall give you anything new in the way of information. I shall but "tell you that which you

yourselves do know ; ” but my justification for pressing truisms upon you is that in school practice as elsewhere it so very commonly happens that principles of almost universal theoretical acceptance fail to be applied. You will, I am sure, pardon me if at the outset I remind you again of one or two fundamentals that lie at the root of all educational work. We teachers cannot too often remind ourselves that life is one and indivisible ; that it is in no wise a quality of which one member may be labelled of time and the other of eternity—one called religious and the other secular—“ The earth is the Lord’s and the fulness thereof.” Again, we cannot too often recall that education is co-extensive with life and that our school education, if it is to do its best work, must ever recognise this not only in theory but in everyday practice. And once more we must never forget that life—education as a whole —deals of necessity with the whole nature of man and with his environment in its totality ; and that school education in like manner should operate on the whole child-nature and take account of the whole setting in which the child moves.

These statements fall familiarly upon our ears—we acquiesce—but I would that all teachers could ponder them and others like them day by day and every day. Their content is really tremendous. When I think how enormous their significance is ; what a master clue they furnish to the maze of circumstance in which we find ourselves ; and yet how apt they are to be passed over because they are “ not much to say ”—I am haunted by some great lines in Browning’s poem, “ A Death in the Desert.” You will remember that we are there shown the disciple whom Jesus loved, lying near the end of his earthly life with a few faithful friends about him. He awakes from a sleep that is almost death, and after recognising his companions says :—

And I am only he, your brother John,  
 Who saw and heard, and could remember all.  
 Remember all ! It is not much to say.  
 What if the truth broke on me from above  
 As once and oft-times ? Such might hap again :  
 Doubtlessly He might stand in presence here,  
 With head wool-white, eyes flame, and feet like brass,  
 The Sword and the Seven Stars, as I have seen—  
 I who now shudder only and surmise  
 “ How did your brother bear that sight and live ? ”

Even such are the heights and depths which flash and glow before us if we ponder seriously the great fundamental realities with which our wonderful work of education has to do.

And now I want to discuss with you—very briefly and very imperfectly it must be—a subject which I know has been prominent in the thoughts of some of you of late. It is the place of Nature, or what we sometimes call “ Nature Study ” in the work of religious instruction. I once knew a teacher who was wont to contend that for the teaching of religious subjects no text-book, manual

or help other than the Bible was required, or ought, indeed, to be used, by the teacher. I imagine that there are very few persons to-day who would take up that position; and even if they did, it would not exclude Nature subjects from the teacher's consideration, because the Bible itself is full of them. On the other hand, I think there are some who feel that while the world of Nature may be appealed to by way of illustration, it ought not, so to speak, to be made use of by way of text. Now, it is not my intention for a moment to approach this question in any controversial spirit. It is not my desire at all to deny opposite points of view, but rather in this matter once again to get down to fundamentals. In so doing I think it will be seen that a great deal is to be said for the use of Nature subjects by way of text as well as by way of illustration.

Now, what do we mean by Nature? Not only the birds and beasts, the flowers and the trees, but the whole visible and tangible world around us—the world and they that dwell therein—and, beyond the world, the boundless universe which stretches out from us on every side.

You will remember that when Moses came down from the Mount where he had sojourned face to face with God, he brought with him the two Tables of the Testimony, and we are told that "the Tables were the work of God and the writing was the writing of God graven upon the Tables." Those Tables are gone. But does not this description of them which I have quoted apply in actual fact to what we sometimes call "The Book of Nature"? In one of our popular hymns we sing "There is a book, who runs may read," and we go on:—

The works of God above, below,  
Within us and around,  
Are pages in that book to show  
How God Himself is found.

The poet Longfellow has expressed the truth still more beautifully in his verses on the fiftieth birthday of the naturalist Agassiz:—

It was fifty years ago,  
In the pleasant month of May,  
In the beautiful Pays de Vaud,  
A child in its cradle lay.  
And Nature, the old nurse, took  
The child upon her knee,  
Saying: "Here is a story-book  
Thy Father has written for thee."

"Come, wander with me," she said,  
"Into regions yet untrod;  
And read what is still unread  
In the manuscripts of God."

And he wandered away and away  
With Nature, the dear old nurse,  
Who sang to him night and day  
The rhymes of the universe.

“ The rhymes of the universe in the manuscripts of God ! ” Is not that a sublime description of what we otherwise call “ The Book of Nature ” ?

Still more grand, and more and more charged with living meaning for us in these ages of discovery, are the words which the great German poet Goethe put into the mouth of the Spirit of the Earth :—

In Being's floods, in Action's storm,  
I walk and work, above, beneath,  
Work and weave in endless motion !

Birth and Death,  
An infinite ocean ;  
A seizing and giving  
The fire of Living :

'Tis thus at the roaring Loom of Time I ply,  
And weave for God the Garment thou seest Him by.

And indeed—seeing that when all is said, man and all his thoughts and inspirations and all his gifts from Heaven, including the Divine Life working in the Church of Christ, are but a part of this great continuous Epiphany—our very Bible itself is in reality but a secondary transcript from the “ manuscripts of God.”

To me, I confess, the question is not “ Shall the religious teacher use the book of Nature and use it freely ? ” but “ How shall he not do so ? ” and it is a never-ending marvel to me why our preachers particularly do not make more direct use than they do of the wonderful scroll that is ever being unrolled before our eyes. For, think ! We assent unreservedly to the statement that its great breadths are wrought as it were by the very hand of God ; and yet, to an appalling extent, though never, of course entirely, we are content to leave the script undeciphered and to let the gorgeous pictures pass unheeded.

Think again ! What is the great complaint of all religious bodies to-day ? Is it not that the people stand aloof from the Church ? Our bells ring day by day, the doors are open, but great masses of the population never enter them. And this affects all classes—men particularly, and more especially the men most closely in contact with the stern facts of life. We get thousands of children into our schools whom we are powerless to keep in our churches, and sometimes utterly unable even to introduce there.

Now do you think I am going to say that this is because our schools and churches do not include what is commonly called “ Nature Study ” in their curricula ? No ! I am not going to say that, but I *am* going to say that the failure we see and deplore is beyond all question due to the fact that the Church of Christ to-day fails to deliver her message so that the people hear it gladly. She fails to awaken, or to secure, what we teachers call “ Interest,” and I need not remind this audience that when that happens it is safer, and certainly more hopeful for the future, to blame the teacher rather than the taught. I have no doubt that the

Church will some day reform her methods. She will come to see that as teachers find " Child Study " an essential of their craft, she also must give attention to parallel passages in " the manuscripts of God," and learn how she too may recover " Interest " for her classes. We may be thankfully aware that we are in our small way helping her to do this.

Think again ! We see, as we have said, whole masses of our people indifferent to the Church and her message, untouched by any organized religious life. We have again and again heard them described as living without God in the world. This, of course, is not really so. For now, as of old, God leaves " not Himself without witness," let the Church fail how she may. These masses, indifferent to the Church and her message, are alive to the concrete things around them. They are by no means dead to all things spiritual. They do see, however dimly, the manuscripts of God unrolled before their eyes. Now here, to my mind, is a very strong reason for Nature teaching in the religious lesson. It gives us a point of contact with the home indifferent to religion. Children, and especially very young children—for things are revealed to babes that may be hidden from the wise and prudent—draw no false distinction between things sacred and things secular. Moreover, they crave for the concrete and the actual as they crave for food. Help them all you can to wonder at the handiwork of God, keep Wonder Gate opened wide, and you may rest assured the little ones will drink in spiritual truth the while, even though you never formulate it in set words. God will speak to them in language they will understand. The flowers or buds or bulbs will go home to be treasured there and to continue their silent teaching. They will henceforth have associations with church and Sunday school and the prayer and praise there. It is not difficult to call up the baby prattle to mother about them all ; and who shall limit the leading of the little child in homes that the Church to-day fails to reach ?

But there is a much stronger reason, and one of more universal application—why the " manuscripts of God " should be freely used by the religious teacher. In God's great School of Life we are all scholars. Our children even spend far more of their time there already than they spend in our religious instruction classes, and the manuscripts we are considering—blurred and blotted, alas, too often by the users—are the universal text-book in that school. The children find the pages intensely interesting. Shall religious teachers be content to forego their full and free use ? Hardly, I think, considering their acknowledged authorship. Surely we should rather claim their fullest use for religious instruction. Surely it is a stupendous blunder, little short of fatal, in any degree to allow the false distinction between things secular and things religious to operate so as to deprive us of what should be the greatest aid in our work.

Again, in God's great School of Life we are all teachers, whether we recognise the fact or not. The statesman, the administrator, the teacher in church or school, the parent, the simple citizen—all are teachers in their degree, and so our scholars' classes of to-day are also training classes for the teachers of to-morrow.

Now the “ manuscripts of God ” must ever supply the great manual of method for the teacher.

And here may I put in a parenthesis and say that I hope every one in this room is a lover of plants—aye, and a grower of plants, too. There is such endless living instruction for the teacher to be had from the greenhouse, the garden, or even the window-garden. But whether you specially look to the plant pages or elsewhere, you can never fail to find great wealth of guidance.

For the store is inexhaustible. I might go on for hours simply enumerating points for your consideration. Let me instead call your attention to one fundamental principle which prevails in God's great School of Life. I shall perforce have to include a few of the secondary principles that spread like twigs and leaves on a lime-branch on either side of the main one. But we will not on this occasion, because our time is so short, follow the branching more than we must. Let me endeavour to show you how this principle and its derivatives apply to our school education ; and as we proceed I think you will also recognise, with very little hint from me, how they were in fact applied by the greatest of teachers—Our Blessed Lord Himself.

Now the great principle we are to consider may be expressed in three words—

#### PROGRESS BY GROWTH.

Let us turn first to our plants. We take some seeds ; we prepare our mould, our boxes, or our pans ; we sow our seeds with all the care we can command. We do all that experience can suggest to secure appropriate conditions of warmth, moisture, light, shade, and then for the time we can do no more. The next thing to look for is growth. We cannot produce it, we can only provide fostering conditions. If it is really to take place, it must be the work of the hidden life in the seed. The part of the good gardener for the time being is to watch and wait. By and by little seedlings appear, the hidden life has been encouraged and stimulated by the gardener's fostering care, and we have the marvel of the growing plant. Now comes in again the active work of the gardener. He tenderly raises the tiny seedlings, careful to do not the slightest injury to delicate root-fibres or frail seed-leaves, and he “ pricks them out,” as he calls it, into other pans or boxes where they may have room to grow with others at their own stage, without interfering with or being hindered by their more forward or their backward fellows, some of whom may for a long time yet make no response to the gardener's care—show no sign of growth at all.

As time goes on, the good gardener will feed his plants with water, turn them that they may have all proper benefit of light, shield them from all hostile influences, shift them as the need arises into larger and larger pots, and by and by perhaps bed them out strong and vigorous and with abundant promise of flower into the open beds where their life-work is to be done.

But the fact I want to press upon you is that growth, the whole thing that the gardener aims at, is the work not of the gardener, but of the life in the plant. The good gardener knows this. He knows that he can stimulate and that sometimes he can, in gardener's phrase, "force" his plants; but he knows also that stimulus and forcing very soon reach their limits, and that it is only possible to use them effectively, so long as the plant itself vigorously responds. If you ask him, for instance, for a rule as to how often plants should be watered, he will probably reply, "When they ask for it," and he will perhaps show you how you may recognise the mute request. Then, again, the wise gardener recognises that though he may start his seedlings under glass where he can to a great extent control surrounding conditions, the time must soon come when they must stand alone under the open sky. His aim is to secure that they shall be able then not only to withstand, but to be the stronger for, the buffetings of spring winds, and many another untoward, if not adverse, circumstance.

I am sure you cannot fail to be struck by the closeness of the parallel between the gardener's seed plants and our small classes. The whole work of the teacher is to aid the development of the child, to help forward the unfolding of the individual life—to foster the whole of the child's growth, body and soul as well as mind. But this growth must be the work of the life within the child. The child is not an empty vessel into which the teacher may pour his stores, but a living organism that will make growth only so far as the life principle within can take up and assimilate—make part of its very self—the food supplied from without. It is no use for the teacher to attempt to do everything for the child, to fill him with precept and formula, regardless of his power to assimilate and to make his very own that which is presented to him. The child will grow only so far as he exercises his own apprehending and absorbing faculties. And this being so, let us see now how certain secondary principles branch forth to right and left. We can only look at two or three of them to-night.

*The teacher must not be in a hurry—there must be no cramming.* If the little seedling in the seed-pan is treated like the adult plant in the garden-bed, the sequel will not be happy. If the gardener uses for his seedlings strong food which is so helpful to his big plants just bursting into flower, the result will be disaster. It is not wisdom to epitomise the full Christian faith for the little child. If we attempt to supply him with too much food or with food that he cannot assimilate, we not only waste our effort, but we actually

hinder his growth. It may perhaps be urged that many of us have found it very useful to take a short course with a crammer in preparation for an examination. Well, that may be so, but I have yet to learn that the process deserves to be called education. Moreover, there is, I think, a closer parallel in Nature that is not encouraging to contemplate. Chickens are crammed by machines in Sussex. Possibly the birds like the process. Certainly the organism responds to the treatment—there is real growth. But the process can only be pursued profitably for a fortnight, and the end aimed at, and achieved, is not the welfare of the chicken, but the garniture of certain stalls in Leadenhall Market.

*There must be careful grading of scholars and of lesson material.* We have seen how the gardener recognises this principle. We have tested its value in our own schools, and we are quite convinced about it. I wonder when we shall learn that it needs to be applied in our churches too.

*Indirect rather than direct stimulus is the more productive.* It is a little difficult to express in a few words the principle I want you to notice here. But I think the meaning will be clear as we proceed. The plant wants, in order that it may build up its fabric, various substances such as starch, sugar, and the like, but the gardener does not supply these materials direct nor even in solution. Rather he furnishes quite other materials from which, with due effort, so to speak, the plant may build up for itself, by exercise of its own vital energy, that which its well-being demands. Similarly the life principle within the child builds up the component parts of his material body from quite other substances presented to it as food, and similarly, again, the mind and soul only make their growth effectively if, so to speak, they are obliged to exercise their own vital energy in order to obtain the truths which their well-being demands. Hence it is that indirect teaching is more effective for soul-growth than direct. It is “ truth embodied in a tale ” that will most readily “ enter in at lowly doors.” To this principle is due the importance of graphic teaching—the world-wide appeal of the parable, the picture, the symbolic act, and the fable. Then, again, our poets have taught us, and we all know more or less from our own experience, the tremendously effective spiritual teaching of the great and wide sea, the star-strewn heavens, the everlasting hills, and even the primrose on the wayside bank. Surely of very few indeed, if any, could it be said—

A primrose by a river's brim  
A yellow primrose was to him,  
And it was nothing more.

The great power over the soul of these silent teachers is really universally recognised, and it has the more and not the less value because it needs not to be formulated in words. A wise teacher knows that it is best to let the fable or the fairy story speak for

itself. Be ready to give more if the children ask for it, but let them ask first. Let bulb and flower offer their own silent teaching. Do not risk spoiling the opportunity for real spiritual growth by roughly breaking off, even with the best intentions, the tiny root-fibres of apprehending interest which the child's soul will put forth if the teacher gives it time, and presents his materials in the proper way.

And now, just as you realised at once the parallel between the seedling and the child, so I am sure you will already have recognised how the principles we have just been dealing with were constantly applied in His teaching by our Blessed Lord. In everything He said and did we see the recognition of the fundamental principle of growth through the energy of indwelling life. There was no hurry about His teaching method. He did not seek to give that which could not be assimilated. Even to His chosen, and near the end of His Ministry, He said: "I have yet many things to say unto you, but ye cannot bear them now." We all know how He used Nature subjects, not only for illustration, but also by way of text—witness, for instance, the Parable of the Sower. He loved indirect teaching, He deliberately taught by graphic parable and symbolic act. He recognised that the vital teaching He had to give was to be assimilated only by the believing heart, the seeing eye, and the hearing ear; and we know, too, that failure of living response from His people could even make impossible the exercise of His power to do "mighty works." He gave explanation—further, fuller teaching—when it was asked for. He always encouraged effort—exercise—on the part of the life within, that fuller growth might be achieved. Witness, for instance, His reply to the messengers of John the Baptist. There was no direct answer to the perhaps half-despairing question, "Art Thou He that should come, or do we look for another?" Instead, He furnished the questioner with material from which he might work out for himself the true solution of the problem that perplexed him.

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#### THE ART OF THE NETHERLANDS.

THESE are days of National and Municipal Art Galleries as well as of numerous other exhibitions of pictures—days when we are all familiar with countless reproductions of the great master-pieces of painting—days also of wonderful facilities for foreign travel, tours to Holland and Belgium being perhaps among those most easily compassed by persons of modest incomes, and it is hoped that the following lecture on "The Art of the Netherlands," given by an artist friend, may prove interesting and helpful to some of our readers.

It has been retained for convenience in the lecture form in which it was originally written, though there is an inevitable loss

in the absence of the slides which were used as illustrations.

The lecturer began by giving his reasons for his choice of this particular subject :

“ Firstly, because my own intense personal sympathy and love for Dutch art may possibly enable me to communicate some of that admiration to you. Secondly, because I had great advantages and opportunities of studying their work for some years when I lived abroad, and the more I see of them the more I reverence them. Thirdly, because they being neighbours and their galleries easily accessible to us, and also because of certain similarities of climate and type of country they possess in common with us, we are all well fitted to understand and appreciate Dutch art. As the pictures of any period and of any nation afford a very good clue as to what that nation's condition was, and what its people were thinking of, so there must have been causes at work to produce those pictures, and I should like to start the business part of the lecture by giving you an outline of those various causes which have been at work to produce a school of painting of such extreme brilliance and of such strongly-marked individuality.

The artistic energy of a great nation is not a mere accident of which we can neither see the cause nor foresee the result. It is subject to analysis and will be found to be the natural outcome of the peculiar character and tendencies of a people, and the reflection of the social conditions under which they exist. It will also be found to be much affected by the geographical or climatic conditions.

All the force and activity of a race seem to be concentrated in its arts of various sorts, and art is always at its highest when national prosperity is at its topmost pinnacle. I might instance to bear out that statement the brightest days of Venice and Florence. In the past there seems to have been always some happy moment in the history of a nation when everything prospered at once. Public wealth and private fortunes encouraged every venture. Architecture, Sculpture, Painting, and Literature blazed forth like a brilliant display of fireworks. Holland is a magnificent illustration of this unvarying law. Before that time had arrived to the Dutch, they were only more or less blindly feeling their way with no guiding principle of their own—they went abroad for their inspiration, and Flanders was responsible for much influence on the earliest expressions of their earliest painters. Holland had been suffering a most cruel oppression at the hands of the Spanish for nearly a century. But at last after a long and terrible revolution they had put an end to their struggles. In the expansion which followed, Dutch art became purely national, and only influenced by its own surroundings.

From the moment when Dutch art became independent, it shows a prevailing quality which distinguishes it and remains characteristic of it throughout. A feeling for, and love of extreme intensity of colour is manifested by all its artists.

By colour I do not necessarily mean colours or bright colours, I mean harmonious colour, no matter whether the scale is as modest as the colour scheme of a sparrow, or as gorgeous as the peacock.

The reason for this intense love for colour on the part of the Dutch has been a good deal sought for and a great deal wondered at. Many theories have been advanced, some very ingenious and some very absurd. It has been assumed that the climate of Holland is dark and misty, and consequently it could not be from the observation of Nature that they acquired their knowledge of colour. To my mind this is a most absurd prejudice and could not have been based on a knowledge of the country itself. I have not the slightest hesitation in saying that Holland is the most wonderfully luminous country I have ever visited. Its sky charged with vapours reflects light with astounding intensity. The clouds which are almost always present cast shadows sharply marked but transparent, and divide the plains into most picturesque patterns of light and shade. All painters agree that colours by themselves have no value. What gives them their brilliancy and lustre is the contrast they form with their immediate neighbours, as well as the proportion of light and shade, of black and white which enters into their composition. It is contrast and tone which heighten or diminish their force. These broad belts of brown which cross the landscape heighten the colour of the lighted portions, and the plain which stretches as far as the eye can see produces by its succession of luminous and obscure parts, more striking and picturesque effects of colour than any other country perhaps in Europe.

The colours thus spread over a Dutch landscape are of a character to produce *Tone*.

The constant humidity caused by the innumerable marshes and canals keeps the endless meadows always of a beautiful velvety green.

The sky above, and the water below which reflects the sky, are both of a silvery, pearly white or of a delicate pale azure. Then between, in the middle distance, the warm-coloured red-roofed houses with their brown walls, the large black windmills with their sails a rich coloured saffron or ochre, complete a combination of colours of most wonderful brilliancy. The brown opposed to the white, the red to the green, the orange to the blue—can anything more vivid, warmer, or more forcible be imagined?

To anyone familiar with Holland and the endless play of light and colour one sees there, it seems strange that such curious and ingenious theories were advanced as explanations for the fact that the Dutch were a nation of colourists, when such an obvious one was before them wherever they turned their eyes.

Again, one has only to study the pictures of their landscape painters to feel quite convinced that they were inspired simply and solely by what they saw around them, and were content to

faithfully and reverently reproduce those simple and homely scenes, without striving to compose false and pompous compositions as was the fashion in those days in most other countries.

It is owing to this, that at the present time their works possess a charm of which neither fashion nor time has been able to rob them. They excite deep feeling because they who painted them felt deeply whilst painting them. The influence of that deep and earnest study of nature on the part of the Dutch painters was not confined to colour alone.

In all countries where the air is deprived by the sun of all watery vapour, aerial perspective or atmosphere is scarcely present at all. Outlines are harsh and sharply defined. Tones and colours are without subtlety and are crude and staring while Form becomes of the greatest importance. Such sun-parched countries have a natural tendency to produce draughtsmen rather than colourists.

It is rather a strong proof of this natural fact that Venice, the home of those wonderful colourists, Titian and Veronese and Tintoretto, happens to possess a particularly moist atmosphere, surrounded as it is by marshes and lagoons. Where a light haze as in Holland and all low countries is constantly in the air, a silvery vapour interposes itself between the eye and the object seen, with the result that outlines are softened and lack precision, and colours have a tendency to melt one into the other.

This is the explanation why Venice, Holland, and Flanders, and parts of England also, really humid countries, have produced great colourists and very few great draughtsmen.

We now go on to another great factor affecting the choice of subject by the Dutch painters and their methods of treating them.

Holland after nearly a century of fighting had ceased to be Roman Catholic—had become Protestant and Republican. So there were no more churches to decorate or palaces to ornament. Consequently that meant that pictures of Saints and Madonnas were no longer required and therefore not painted. Large historical pictures had the same fate, for it is worth remembering that the law of supply and demand governs the production of works of art almost as much as it does the production of soap. I say *almost*, because it is possible there are more obstinate artists producing things no one requires than there are soap-makers doing so. As the nation had just emerged from a great and sincere religious struggle they were morally much too austere and puritanical to view with any great favour allegorical or mythological pictures of those somewhat light-minded gods and goddesses of the heathen mythology.

By this process of elimination of subjects which were not to be painted, one begins to wonder what on earth there was left for them to do. I think that this very fact drove them to contemplate themselves and their surroundings and to see the infinite possibilities of going direct to nature for inspiration.

I think we may be exceedingly grateful to them for this self-examination, for most certainly it proved their salvation as an artistic and original school. As the town halls and shooting ranges (a great national institution by the way), and hospitals, etc., had replaced the palaces and churches, the principal dignitaries, magistrates, and governors presented their portraits to these institutions instead. Now all these pictures being portraits, these very dear and worthy men were evidently simple-minded enough to desire that they should be exact and true likenesses without being idealized at all. We can see by the results that the artists cheerfully subscribed to this wish, and their motto appeared to be, as Shakespeare says, "Nothing exonerate, naught set down in malice." As a result of this the painter trained himself to follow nature very closely, and so painting became in the best sense of the word, naturalistic. Now we can easily see from Dutch pictures that the Dutchman was not only rather fond of himself and "did himself" rather well, but he was also very fond of his neighbour and "did him very proud" also. They met together and feasted together on the slightest excuse. Now what more natural than that they should wish to be painted having a good time, in fact, quite at their best? Hence it is that all the galleries and public buildings in Holland contain great numbers of pictures of these jovial banquets, homely festivities and village feasts when everyone seems to be thinking "That everything is for the best in this best of possible worlds." Gaiety does really seem to be another strong characteristic of the Dutch School. Their painters did not seem to wish to prove any theories—they were quite content to relate facts, and for a jovial happy-go-lucky rendering of many of the pleasant facts of life they certainly were supreme.

Sometimes their gaiety was slightly gross and their mirth rather boisterous, but at the same time I cannot recall a single Dutch picture which could be said to have an evil, unhealthy, or decadent tendency.

Many things which are considered gross and unrefined in these days were not so considered in days gone by, as we know was the case also in England, if we read Smollet or Fielding. I merely mention this by the way for the benefit of any ultra-refined people who shy at what I have heard called the disgusting vulgarity of some Dutch painters.

These roughly speaking may be considered to be the principal characteristics of the Dutch School. It sprang spontaneously from the soil of their own country, and we find it when at its maturity, borrowing nothing from other nations but finding everything within its own resources. It is not for a moment to be doubted that there does and did exist a Dutch School of most distinct individuality and extreme vitality and most pronounced characteristics, but it is quite an extraordinary thing that that school was not composed of smaller schools or groups of painters with principles and theories

in common. It seems really that quite on the other hand each separate master by a complete freedom from tradition and a perfect independence, both in the conception of their works and also in the execution of them, was entirely individual and his work quite easily recognisable. In fact they were, by simply being themselves, purely original.

It seems that only one of these painters and he was a giant among them (I mean Rembrandt), had disciples or followers in the strict sense of the word. Even they—Nicholas Maas, Gerard Dow, Gouert Flink, etc., only acquired from him certain of his qualities. But to possess even in a slight degree one of the qualities of Rembrandt was no small thing.

It might be interesting to investigate a little further why and how it happened that all these painters preserved their personality and remained so original. The first and most important factor in this (beyond this that they all went direct to nature and naturally all saw her in different ways) was, I think, that there were no exhibitions of pictures in those days to correspond to our own Royal Academy and New Gallery and Salon, etc., etc. Consequently they did not have the opportunities of seeing each others' work.

Again, although Holland is not a large country, travelling was not much indulged in by its inhabitants. They all seemed to be more or less fairly pleased to live where they were born. So again they did not see very much of each others' work and were not influenced by each other. I daresay also that if by chance they did see each others' work they each thought the other was quite misguided and altogether on the wrong tack. Artistic human nature has always been very much the same, I expect.

So they did not follow any fashion but went steadily on, some of them, alas, unsteadily on, painting their pictures as they thought they ought to be done—and a very good way too. For it must be better to stand or fall by what one really is and really feels than to follow this and that fashion as it appears.

It may sound strange to you to hear me speaking of fashions with respect to pictures, as one would of hats, but I assure you it is not by any means a figure of speech. Nowadays one sees wave after wave of fashion sweep over our modern exhibitions. A few years ago when Whistler's influence was at its highest it took the form of black and greys prevailing. Later the orange glow ran through everything—then faded greens and so on.

It only needs a man of very outstanding genius in these days for there to be very shortly a whole procession of weak copies, only like the originator really, in his mannerisms—which seems such a pity when so many of these fashion followers have quite enough talent to be interesting if they only had the pluck to be themselves. It is quite a debatable question whether picture exhibitions as we have them now are a good thing for art in many ways.

There is a temptation for the artist to paint his picture to attract attention, and in order to advertise himself force up the key and the colour so that his work will say "Look at me, don't look at the other man's." The other man's work may, on the other hand, be saying "Look at me, I'm much yellower than he is." And so the pace increases year by year, and has increased until now a modestly painted, conscientious, and reticent piece of work such as one would love to have in one's home and live with, takes as much discovering as a violet would in a chrysanthemum show.

Picture exhibitions are quite a modern invention, by the way, and Art is not so to be described.

Please do not imagine that I would have picture exhibitions to be closed and the facilities everyone has now-a-days of seeing pictures removed. Very far from that; I only think they are not an unmixed blessing to art and artists.

Well, by now, we have had quite a little philosophical enquiry into the reasons why the Dutchman as an artist was what he was. We must pass on to a brief review of what I will call the three periods of Dutch Art in Holland.

It is, of course, quite impossible in a short lecture to do more than call at the principal stations on our journey. As the Dutch were not so fortunate as the Italians in possessing an historian of their painters like Vasari, very little is known of their more primitive or early artists. As I do not want to take up your time by guesses or surmises, I propose to jump straight through those obscure times until we arrive at those two most wonderful artists, the brothers Van Eyck.

It would certainly be difficult to choose a more brilliant or extraordinary beginning. Born as far back as, Hubert in 1366, and Jan in 1370, they seemed to spring to a perfection of manner and execution and a brilliance of colour which certainly cannot be improved on now. Their works have passed through more centuries than those of our day will ever see, in all their freshness of colour and texture, and since the time in which they were painted we seem to have lost that wonderful serenity of expression, that conciseness and consistency of method, which seemed to flow from their loving brushes with such simple and unaffected ease.

Their appearance in the firmament of art seems to put the theory of evolution out of court in this respect.

They were the inventors of painting in oils, and their knowledge of chemistry must have been extraordinary, as nothing has been added since to the knowledge they acquired for themselves. I doubt whether one could find a crack or a blemish in any picture painted by them after a lapse of over five hundred years. They really were wonders and it is most mysterious where they learnt the secrets of the firm and full painting, the simple grace and ingenious light and shade and the wise subordination of details to the whole, which impresses on their works such a masterly character.

Next comes the Period of Transition. We shall not need to dwell long on this as it was not distinguished by any particularly interesting features. The country was still Roman Catholic, although it was about to throw off the yoke of the Spaniard. The principal characteristic of the work of this period was its pedantry and exaggeration, and as that is not what we are searching for we will get to the grand epoch.

We have now arrived at that period spoken of earlier when national prosperity was at its highest. "The Spaniard, after a long and bitter struggle which had served to toughen and strengthen every nerve and sinew of the Dutch nation, had been driven from the country. The heroism, indefatigable will, and indomitable perseverance which had enabled the people to recover their liberty were now turned into other channels. The sea which surrounded them, and which for centuries had been a constant enemy, now became a source of wealth. Their ships sailed to every part of the world, and their foreign possessions became very extensive and important."

The country, which had hitherto been kept poor by constant warfare, now became extremely wealthy and everything seemed to prosper.

As is always the case, with this rush of wealth, luxury and taste and a love of the beautiful and a wish for the refining influence of art sprang into being, as though they had been hiding and waiting for such a state of things to be. A swarm of artists bobbed up from nearly every village and town in Holland;—Haarlem, Leyden, Delft, Utrecht, Dordrecht, the Hague, and Amsterdam all vied with each other in being the birthplace of painters destined to become famous. Every branch of painting, national in character, sprang to perfection at a bound, and master-pieces were produced which have never been excelled.

I should now like to give in somewhat condensed form a sketch of each of the most celebrated of these masters with some details of their lives and careers. The difficulty arises in deciding in what order to place them and what system of precedence to adopt. If I began by order of merit I should of course select Rembrandt, and once started on such a theme I should find great difficulty in relinquishing it. We will therefore keep him back for our climax or top note.

*To be concluded.*

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#### A NOVEMBER HOLIDAY AT LLANDRINDOD WELLS.

A tardy dawn broke over the mountain tops, and the sun, wan and veiled in mist, shed its feeble watery rays upon the drenched landscape; rain was still falling, though less heavily than it had done on the previous night, or in the very early morning.

From my bedroom window, as I drew up my blind on the first morning of my November holiday, the prospect, though

somewhat uninviting, was by no means lacking in charm; indeed, those distant mountain sides, clothed in varying shades of green and brown and purple, here bathed in pale sunlight, there darkened by the shadow of overhanging clouds, had a fascination of their own, and the more one saw of them, the more manifold were the beauties which revealed themselves to the lingering vision.

Breakfast over, and the rain having ceased, I sallied forth on an exploring expedition, first through the High Street of the little town, then away into the country, bearing in the direction of the mountains visible from the window.

The road was hard and firm, as all the roads of the district were, and ran between green fields bounded by tall hedges. The hedges were, for the most part, bare of leaves, but now and again, a path of glowing red would attract the eye, and as one drew nearer, a clump of wild rose bushes could be distinguished with its clusters of vivid red hips, untouched as yet by birds, and growing in greater abundance than is usual in our English rural lanes. I was, later, informed that the whole district is famous for its roses, wild and cultivated, a fact very evident to anyone, even in November, who observes the appearance of hedges, copses, and the pergolas and rambler-covered arches in the gardens.

After almost two miles of country road had been traversed, a village church came into view, approached by a gently-sloping field-path. The church itself appeared to be very old, but the gleam of white marble in the churchyard proved that some, at any rate, of the monuments were comparatively new, and a nearer approach revealed the fact that the sculptor had produced, to adorn that little churchyard, more than one group of which the villagers were justly proud.

From the field-path, a very fine view of the surrounding country could be obtained. The village lay in a valley, and on two sides the mountains were comparatively near. The brown and green of their sides was plainly revealed by the sunshine which lay upon them in patches and touched the numerous faded leaves which still clung to the oak trees, into a rich golden brown. These oak trees grew in clumps, and it would be difficult to imagine anything more beautiful than the sight they presented at a distance, with the autumn sunshine nestling among the leaves and touching up the old gnarled trunks and branches.

Meanwhile, the sky had undergone a change; looking northwards, one saw the heavens black with clouds of a deep leaden hue, while to the south all was still bright sunshine, and presently, upon the black clouds appeared one of the most brilliant rainbows I have ever seen. As it scarcely seemed wise to go further afield, I began to retrace my steps, and had not gone far before the weather underwent one of those sudden changes which I found by experience, are quite usual in the district. It seldom or never drizzles, there is rarely, if ever, fog in the valleys, though mist

wreaths sometimes hang upon the mountain sides, but the transition from fine to very wet is sudden and complete—there is by no means always the warning conveyed by gathering clouds. There are no half-measures, and if one happens to have come out unprepared, the return is most likely made in garments soaked and heavy with the down-pour.

To enjoy a holiday in November it is necessary to be, to some extent, regardless of the weather. Thick boots, a good rain-cloak, a serviceable hat and gloves, a short skirt and, when it is possible to keep one up, an umbrella, are the necessary equipment. With these, rain and wind may be defied, and the mere act of defiance brings with it an exhilaration quite unknown to those who sit at home, gazing mournfully at the weather through the close-shut window of a cosy room.

Flowing through the town with various windings, so that one comes upon it at unexpected points, is the river Ithon, a beautiful tributary of the beautiful Wye, which it joins at no great distance from Llandrindod. It is fed by many small mountain torrents, and is crossed at several points by substantial iron bridges, which are of graceful pattern, and are painted white, so that they show as landmarks seen from the slopes at a great distance. One of the most charming views of the Ithon is from a point called "Lovers' Leap." As the name suggests, the bank of the river is here precipitous, being clothed with a luxuriance of small trees and bushes, among which may be seen the ubiquitous wild-rose briars with their ruddy load. Rushing along with even more than its usual impetuosity, the river may be seen far below, while beyond it stretch smooth green meadows almost surrounded by a great curve of the stream.

Near the town is a fine lake with an excellent road round it, and, in the summer, facilities for boating. In November, however, the swans seem to have it almost to themselves. Up past the lake is a road leading to what is called the Common, where are the golf links, and it is worth one's while to climb up even though it be a case of wading through the mud, to enjoy the fine view and inhale the bracing mountain air.

There are some charming walks, also, through the woods, and the paths are, in November, much drier than one might expect to find them, partly, no doubt, owing to the slope, and partly to the nature of the soil. The ground is strewn thickly with leaves, chiefly oak, and there is an abundance of acorns. One may catch sight of an occasional squirrel leaping lightly over the branches or scuttering away over the ground. Robins are plentiful, and surprisingly tame, hopping in front of one, as if they expected a dole of crumbs from every chance passer-by. Ever and anon, one sees a thrush, busy with the hawthorn or rose berries, or hears the startled cry of the blackbird as it flutters away to a safer distance. But there did not seem to me, who am used to a well-

wooded district, thickly peopled with the feathered tribes, any great variety of birds.

The Welsh peasant costume is now seen, I believe, chiefly on picture post-cards. At any rate, I saw no one wearing it, and could not learn that it is worn, even in the remoter districts of Radnorshire. It is a curious sight to see the farmers' wives, seated on stout Welsh ponies, with a basket of "produce" strapped to the saddle, and another carried on the arm, riding over hills, and down the steep lanes, townwards. I have met as many as four, riding single file down a narrow lane. Some of the riders are quite elderly, but they jog along at a very sober pace, and have no doubt been used to the saddle all their lives.

Arriving, as I had done, on a dark stormy night, not one of a merry party, but a solitary sojourner still on the sick list, I had felt rather doubtful as to whether I should be able to endure three weeks in the district: I managed not only to endure but to enjoy, and when the last day of my holiday came, I looked with regret on the snow-covered mountains, as the train bore me onwards, and I realized more fully still the charm of the region I had left, when a few hours later, I found myself in the English Midlands in the midst of dreariest drizzle and fog.

A. C. FINCH.

### COLLEGE NOTES.

*Oxford University Extension Lectures.*

*Lecturer*—Rev. W. K. STRIDE, M.A.

*Subject*—MEDIÆVAL ENGLAND.

*Examiner's Report.*

The work is very evenly done and a good standard is attained. There are no failures, and almost all the candidates are well above the margin. They have evidently taken great interest in the lectures.

W. H. HUTTON, B.D.,  
*St. John's College.*

*Lecturer's Report.*

As always, I was delighted with the work here. A very good standard of essay writing was attained about the second lecture and maintained throughout the rest of the course.

The peculiarity, of this year's students, as compared with those whose work I have seen on former occasions, is the *general* excellence. The papers have been strikingly level; no one student or group of students, has stood out above the rest; and very few have fallen much below the average. My register shows that in the fourth and fifth batches of essays (numbering 60 altogether) only 7 (or about 12 %) were in the lower of the two classes.

In some ways, perhaps a lecturer may be tempted to regret

this uniformity of excellence; he misses the inspiration derived from a really striking or original paper, and also the exhilaration which unconscious humour sometimes affords. But any such regret disappears when he thinks of the purposes and ideals of a Training College, which should surely be, not a stage for the exhibition of the supreme talent of a few, but rather a school for the highest development of the faculties of the many.

W. K. STRIDE.

*Passed with Distinction.*

*Prize-winner*—Edith M. Musson.

Dorothy M. Clubb.  
 Jessie Hudson,  
 Dorothy L. Kemp,  
 Elsie M. Power,  
 Marguerite Wortley.

*Satisfied the Examiner* :—

Lucy M. Andrew	Alice Lowther
Clarice Armitage	Winifred Marsh
Ethel Bennett	Ada G. Miell
Dorothy Binner	Nellie Moreton
Maud Border	Beatrice Pack
Dorothy Bown	Jessie Parry
Annie Bowskill	Elsie Periam
Eleanor Brown	Janet Reade
Freda Brown	Ethel Sergeant
Doris Buck	Edith Southwell
Margery Carless	Elsie Spencer
Edith Hughes	Lydia Village
Violet Laman	Mabel Wheldon
Rose Laycock	Effie Wilcock
Elsie Lawson	Mary Williamson

W. H. HUTTON, B.D.,  
*Examiner.*

*The Oxford History Extension Lectures.*

As first year students we learnt that one of our special branches of history study was the social and economic conditions of England in the fourteenth and fifteenth centuries. The subject at first seemed of a nature almost appallingly vast, but all of us who have attended the recent history extension lectures cannot but feel that we have gained a real insight into the question. Mr. Stride, the lecturer, spoke in such a masterly, and at the same time, such an interesting way, that we feel we enjoy almost personal acquaintance with those villeins, priests, and warriors of the bygone days.

It was of villeins that the lecturer treated in his first lecture. The mediæval manor, with its church, hall, and huts,

its demesne land, allotments and common, was contrasted with the modern village; of its inhabitants, the lord roughly corresponded to the squire of to-day, and the villein to our agricultural labourer. Other classes there were such as socmen, cotters, and serfs, but the villeins outnumbered them. These villeins were better off than our labourers in that they paid no rent for their land and could never be turned away from their manor. But on the other hand they were entirely dependent on their lord and were often ground down by very galling restrictions.

The gradual dissolution of this manorial system was described in the next lecture. The courses of this dissolution were shown to be partly internal and partly external. On the one hand, the villeins themselves were eager to crush the system. Not only were they envious of the more prosperous socmen or freemen, but they chafed under the restrictions and obligations enforced by the lord. On the other hand the Black Death and the Statute of Labourers spread the general discontent until it culminated in 1381 in the Peasants' Revolt. From this time the manorial system gradually declined, until in the reign of James I. it was practically extinct.

From the manorial system the lecturer passed to the Church, and in his third lecture he discussed the condition of the Church in England in the fourteenth century. He showed how corrupt the Church had become at this time. Its nominal head, the Pope, lived at Avignon as the tool of England's greatest enemy—France. The nominees he appointed to English benefices often lived abroad and used their stipends to support anti-English interests. The bishops and abbots were merely great landowners who schemed for political power. Friars and monks had fallen from their lofty ideals. The parish priest alone receives Chaucer's praise in the well-known words "Christes lore he taught, but first he followeth it himself."

This description of the Church was followed in the fourth lecture by an account of Wycliffe and his theories. Wycliffe, as a learned scholar of Oxford, denied the right of the Pope's demand for English tribute, and then proceeded to attack many of the practices of the Church. When summoned before the clergy to answer for his attack, he was supported by the friars and people, as they considered him to be a defender of the laity. He grew bolder after the opposition of the clergy, and finally denied the doctrine of Transubstantiation. In spite of many followers, his cause was practically ruined after the Peasants' Revolt. His followers, in some cases, certainly aided the rebels, and hence he was regarded as an abettor of insurrection. For this reason his work apparently faded for the time. His movement had created the "false dawn" of the Reformation.

In the two last lectures the condition of England at the time of the Wars of the Roses was discussed. That the country was

in a state of political unrest subsequent to the war was shown by the occurrence of the outburst known as Jack Cade's Rebellion. This discontent York used to his own advantage, thus making the following war rather political than dynastic. When it is also realized that the "red rose" was never used as a badge until 1485, it is seen that the term "Wars of the Roses" is a misnomer.

After this lecture, showing the cause of and political situation subsequent to the war, came the last lecture of the course in which the geographical and strategic conditions of the war itself were discussed. For a time, the geographical position of their lands gave all the advantage to the Yorkists and the possession of London and the industrial centres gave them added strength. Their final defeat was owing to the fact that although strategic strength might gain them victories, it could not keep for them the throne which they sullied by their misrule.

This last lecture ended with a survey, first of England's ports, and finally of the great geographical discoveries which took place during this age.

Here the course came to an end. Its effects, however, and the interest it has stimulated will remain with us for many a day.

DOROTHY KEMP,  
Second Year.

#### *Music Examination.*

The School Teachers' Music Examination was held on Monday, January 29th. Twenty-one students entered for the examination; all passed, and three gained distinction. Edith Chambers, Jessie Parry and Lydia Village passed with distinction. The other successful candidates were Clarice Armitage, Iris Banks, Ethel Bennett, Dorothy Binner, Maud Border, Gladys Castle, Dorothy Clubb, Edith Dobson, Mabel Evans, Edith Hughes, Dorothy Kemp, Rose Laycock, Violet Laman, Alice Lowther, Lily Moss, Edith Southwell, Marguerite Wortley, Beatrice Pack.

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#### THE LIGHTER SIDE OF SCHOOL PRACTICE.

##### I.—SHEFFIELD.

Dining Hall presented a lively appearance on the morning of Monday, October 16th. Seven o'clock breakfast was going on for the girls bound for Sheffield, and everyone was talking at once. Our last instructions had been not to miss the train on any account, and accordingly, about 7.25 we were escorted to the gate by dutiful "daughters," who had hard work to cultivate the sorrowful expression which this early departure of their "mothers" surely demanded.

Everyone reached the station in time for the 7.55 in spite of such little mishaps as dropping a pile of books on a particularly greasy bit of pavement, for a gentle drizzle was falling and making

the roads and pavements dreadfully sticky. Lincoln looked dismal enough, but those who had been there said, "Wait till you see Sheffield!" The journey passed almost too quickly, for everyone, I think, was a little uneasy, as to what lay ahead. On reaching Sheffield, which more than fulfilled our expectations, we were received by a small crowd of teachers, and gradually sorted out and assigned to our respective guides. Someone said, "Will you take the car now or walk into the town and then take it?" "Whichever will take longer," came the answer. It had been arranged that we were to go straight from the station to school, so that we did not see our rooms until dinner-time, and we were all very eager to do so, for that seemed to us almost the most exciting part. We were certainly not disappointed in ours, nor indeed was anyone, I think. We went up into the town the first evening in hopes of seeing some of the other girls and exchanging experiences. We came across some of them who were staying at the G. F. S. Lodge; they had had treacle for tea.

Everyone enjoyed the day at the Open-Air School, up at Whiteley Wood. It was the first time we had been all together since our arrival, so there was an enormous lot of talking to be gone through, in the shape of exchanging experiences. The picnic dinner was great fun, too, for we were all hungry after the long walk and the lovely air, and our lunch baskets were like surprise packets, for we did not know what had been put up for us. We were all very interested to see the children having "leviathan" for dinner; it made us feel at home at once.

The most uneventful thing about the whole fortnight was the weather. It rained practically every day, and if it could not manage the whole day it put in a good part. We soon got used to it, however, and cheerfully spent part of our Saturday morning in cleaning shoes and brushing skirt-bottoms. Our landlady kept assuring us most anxiously that such weather was not usual in Sheffield. We hope not.

The fortnight passed very quickly, and I think it was because we all had such a good time. Everyone at school did their best, not only to make the practice a success, but also to make it as happy and pleasant a time as possible, and consequently our recollections of Sheffield and Sheffield schools will always be of the kindest.

MARGERY CARLESS,  
*Second Year.*

## II.—GRIMSBY.

October the 18th had come at last—We had crossed off day after day from our calendars and had finally come to the momentous Monday, which signified that "School Practice" was near.

After a hurried breakfast, for I fear we were too much excited to eat much, we said good-bye to those who were going to Sheffield,

and a little later we too set out for the station, amid a babel of sounds in which "Good luck" and "Don't forget to dust my cubicle" had prominent parts. Well, nobody missed the train, and during the course of the morning we arrived at Grimsby wondering whether to feel pleased or otherwise. However, before we had time to analyse our feelings, the cars whisked us away in twos and threes to different parts of the town and we were left to discover our schools. How we found them and what impressions we received that first day proved absorbing topics of conversation for the first evening.

To say that we discovered the various schools does not mean that we knew where they were. In fact, for some time, we discovered them afresh every morning, generally by a shorter short cut, which in the end proved longer than the original one. The evening walks were most enjoyable. Needless to say, being strangers, we had no idea as to the topography of Grimsby, and we got lost quite cheerfully every time we ventured forth during the first week. One evening after vainly seeking for a desired street, we decided to ask the man in blue as to the nearest way, only to find that we were in the very street we had been looking for.

We met other wandering couples during our evening rambles, and then came a veritable torrent of questions "Have you been teaching?" "How many lessons have you prepared?" "Have you been to the docks yet?" and so we went on until someone found that it was getting perilously near seven o'clock.

Friday afternoon is a general holiday for all the schools, and so we set out for Cleethorpes. Most of us seemed to be inspired by this same idea, for every fresh car brought a new consignment of fellow-students. We were quite a large party before the afternoon was over, and fully enjoyed discussing the stories of enquiring minds and various happenings at the different schools.

Saturday was our next free time, and we awoke quite early without the aid of a bell, to visit the docks. We passed rows upon rows of neatly laid fish, and had quite a practical lesson in distinguishing the different kinds. It was really a wonderful sight, and we only regretted that we should have no time to go again.

The following Monday was the half-term holiday, and so being unable to go to our schools, some of us went to visit the Cleethorpes schools, and some to the tiny village of Wootton some distance away. We who went to Wootton had a most enjoyable day. After a short train journey, we commenced our four-mile walk along muddy country roads, and were by no means damped in spirit by the rain. We plodded along hopefully, until we arrived at crossroads, and then we found we had come the wrong way. So we turned and plodded back and finally arrived at the desired destination about eleven o'clock. We 'observed' everything we came across; the newts eating worms twice their own length;

the paper, cardboard, and wooden models in the museum; the boys' gardens; the weather observation books; the church; the half boat which served as a shed in the playground, and various other interesting things. A story concerning the half boat amused us. The play ground is surrounded by wooden railings and the boat is placed in one corner. It was kept from overbalancing by means of a pole reaching from the ground to the stern. The headmaster found one day, that his boys had invented a new game, which consisted in climbing the rails and from thence clambering to the top of the boat and finally sliding down the pole to the ground. A day or two afterwards he gave them a practical lesson in the use of tar, by tarring the top of the boat, much to their disgust.

Our fortnight of teaching came rapidly to an end, although in some ways it seemed very long. We had an enjoyable and profitable time, but nevertheless I venture to say that we were all pleased to get back to the bustle of L. T. C.

MARGARET ETTE,  
Second Year.

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On October 4th the students attended a lecture given by Mr. Richard Kearton, the subject being "Bioscoping Big Game in Africa." Mr. Kearton is well known as a lecturer and writer on Natural History, and the moving pictures with which the lecture was copiously illustrated were always most fascinating.

Another lecture of the same series was attended on November 22nd, the subject being "Nature's Hidden Beauties," and the lecturer, Dr. E. J. Spitta, shewed a unique series of living photographs, as seen through a powerful microscope.

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#### *Organ Recital.*

The staff and students had a great musical treat on November 17th, St. Hugh's Day, when Dr. Bennett gave one of his well-known and much-appreciated organ recitals at the Cathedral. The programme included the Prelude to "Lohengrin," and a beautiful rendering by Mr. Dunkerton of Cowen's "Come unto Me."

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On the evening of Friday, October 20th, during the absence of a large part of the household at Sheffield and Grimsby, the whole body of the First Years and the small remnant of the Staff left behind, availed themselves of the opportunity of hearing Ellen Terry give one of her charming Shakesperian recitals, lecture that is, illustrated by the acting of the most striking scenes, a peculiarly effective way of bringing home to Shakespeare's countrymen and women the inner meaning of the plays and the charm of her own art.

The Recital chosen was that of Shakespeare's heroines—the long and glorious gallery of portraits passed in rapid succession before us, and for some few brief moments each portrait was a living, breathing personality. Beatrice, Rosalind, Portia, Volumina, Virgilia each had their turn, and the great actress's quick flash-light realization of these different types of the feminine, of their beauty and grace, their characteristic charm and individuality, fascinated the delighted audience and held it spellbound.

In her own magnetic personality each "woman" found ready embodiment, and her listeners were magically transported to Venetian and to Roman courts and palaces—there to watch breathlessly the adventures of Shakespeare's—or was it their own—heroine, Ellen Terry, Shakespeare's wondrous exponent?

The educative value of her thoughtful, long-studied conception of these characters is too well-known and too self-evident to require comment; the joyous enthusiasm, the fresh sparkling humour, the frank audacity with which they are all presented are irresistible, and bespeak the unerring touch of genius which must be seen and felt to be fully appreciated.

M. T.

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#### *Girls' Friendly Society.*

On Friday, 17th November, 1911 (St. Hugh's Day), an address on the G.F.S. was given to the Students in the Lincoln Training College by Miss Griffiths, the G.F.S. Central Correspondent for Teachers in Elementary Schools and Teachers' Training Colleges.

Miss Griffiths was a most enthusiastic and interesting speaker, having all the information about the Society at her finger ends, and had most kindly come to Lincoln on her way from London to Wales, at the request of the Lincoln Branch, to speak about G.F.S. at the Training College.

Miss Griffiths was evidently pleased with her audience, and was so eloquent that it was with difficulty she could get in all she had to say in the specified time (slightly curtailed because of the Cathedral organ recital).

She described the G.F.S. as a Society in which women and girls of all classes are working together for the cause of Purity of Life; a Society especially appealing to Teachers because of its influence on the girls, whom the teachers will have under them in their schools. It is a distinctly *preventive* Society (not a rescue one) and works on the principle of putting a fence at the top of the precipice to prevent any one falling over, instead of leaving the danger unprotected and only picking up the wounded at the bottom.

It also works on the plan of providing good influences for its members wherever they may be, by giving them an introduction from one Branch to another,—*good friends* first and foremost,

then good literature, wholesome recreation, etc., as the surest way of preventing evil and promoting good in the character.

To teachers who have the interest of their pupils at heart, the G.F.S. is a great boon because it provides each of its members with an Associate who is pledged to take special interest in her, and help her in all her efforts for good, both for herself and for others.

There are branches of the G.F.S. almost everywhere in Great Britain, and in most places on the Continent where there are English-speaking people (Paris, Brussels, Gibraltar, Berlin, Switzerland, etc.), also in India, the Colonies, Canada, and America. The third Central Rule of the Society enacts that no one without a virtuous character may belong to the G.F.S., such character being lost the member having to forfeit her card. This ensures that wherever a member is introduced to G.F.S. members and associates all over the world, she will only be thrown with those with whom her parents and her friends would wish her to associate, whose influence will be for good, and who are all bound by their rule to be striving after the same ideal.

Being St. Hugh's day, there was an organ recital at the Cathedral at eight o'clock by the Cathedral organist, Dr. Bennett, and it was arranged that the G.F.S. address should end in time for those who wished to attend the recital. Most of the students, and Miss Griffiths herself, who was accompanied by Miss E. St. Leger, the Lincoln Branch Secretary, and Miss Armstrong, had the great pleasure of doing this.

Miss Griffiths suggested that the students should join as *Members* while in the College, with the object of becoming *Associates* later on, in the parishes where their schools are. The four working Associates at the College are Miss Bedford, Miss Butterworth, Miss Martin, and Miss Dobson; Miss Elwell and Miss Frances Elwell being Honorary Associates.

As a sequel it may be mentioned that eight students, Mabel Atkinson, Bessie Craven, Ethel Sergeant, Janet Reade, Gladys Littlefair, Jennie Arscott, Amy Pigott, Bridget Cooper, joined the Society as members, being admitted to it by Canon Rowe at Evensong in the College Chapel, on Thursday, 29th February, 1912.

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EDITH ST. LEGER.

#### *Lectures on Town-Planning.*

On December 1st we assembled in the Central Hall to listen to a lecture on a somewhat novel subject—that of “Town-Planning.” It took us somewhat out of our ordinary reading course and proved to be rather technical, but the lecturer's personality and interesting method of presenting his facts, made the lectures very enjoyable.

Our anticipation was heightened when the lecturer, Mr. Aldridge, of the National Housing Council, failed to appear at the time stated, but our slight disappointment was turned to amusement by the speech in which we were informed that the lecturer

had mistaken the time. He arrived in about twenty minutes, accompanied by the Bishop and the Dean.

We soon learned that far from being a modern "fad," town-planning had its beginning more than five thousand years ago. The Greeks were great "planners" of cities, and we have evidences of the work of the Romans in this direction in our own city of Lincoln. The second year students were interested to learn that Edward I. was a great "planner" of towns, about fifty in all owing their existence to him. The lecturer stated emphatically that if a town was beautiful to look at and pleasant to live in, we could depend on its having been planned. He described some of the most beautiful cities in Europe and showed how the beauty of each was the result of deliberate planning. He complained of the lack of really beautiful cities in England, and showed us the superiority of such cities as Paris, Venice, St. Petersburg, and Edinburgh. He consoled us a little by saying that even English towns were not quite so bad as the American ones, and in his dry humorous way remarked that if Americans with their "sky-scrapers" tried to "lick creation," he preferred "creation."

Passing on, he spoke of the tragedy of money-making centres where the houses are all crowded together, with no open spaces, every house exactly like its neighbour, and streets are like rows of brick-boxes with slate lids, in their monotonous regularity. Mr. Aldridge explained that £100,000 are spent every year on public sanatoriums for consumptives, and this money might well go to improve the planning and building of towns, for "prevention is better than cure," and if there could be plenty of fresh air and sunlight in the towns, the scourge of consumption would be eradicated. From this the lecturer went on to point out that if we want to get rid of criminals we should first get rid of the places where they are bred, *i.e.*, the fearful slums of our large cities. He reminded us that "one more lamp, one less criminal." In concluding his lecture, Mr. Aldridge spoke of the way in which Lincoln could be improved, by the limitation of the number of houses per acre, the revision of the hours of park-closing, and possibly the making of a boulevard road. In the houses spaciousness was wanted, and light and air, while outside recreation greens for children, and gardens for men would provide the ideal conditions. After the lecture he showed us some unusual and interesting slides, first of various kinds of plans for towns, and then slides showing some of the slums in our large towns. These brought home to us very vividly the crying need for town-planning, which would be of the greatest help in ridding the land of the evil of slums.

When we again met Mr. Aldridge (on December 14th) he asked us to try and imagine that for the time being we were members of a town council; accordingly in our official capacity we settled down to consider the advisability of following Mr. Aldridge's suggestions.

First he asked us if we thought Lincoln ought to be town-planned. He said we always "pay the piper" municipally; therefore we should "call the tune" with regard to the development of our towns. We have no power under the Act to re-plan the centre of the city, therefore we must look after the extension of the city beyond the borough boundaries. "Greater Lincoln" must be planned. Permission to plan having been obtained from the Urban District Council, our first care should be for the homes of the working men. These should not be too near the men's work, for the average working man would be much better with a longer walk to and from his work. Next, we must consider the roads. The cost of making these and laying sewers is three times the cost of the same area of land. Mr. Aldridge pointed out that at present we make all roads equally strong, whereas we need three grades of strength in our roads; the strongest for the main arterial lines of traffic, the next for the subsidiary roads serving districts, and the last for the residential roads. For the latter he pointed out the beauty and utility of "cul de sacs" and crescents with narrow, twenty feet roadways and long gardens. In this way the cost of road-making could be cut down, and the money thus saved could be expended on buying more land and making open spaces and recreation grounds. There must be room for the children to play. We were all inclined to agree with Mr. Aldridge when he said that only those who play well can work well, and only those who work well can really enjoy their play.

He went on to describe the suburb of the future where there were no rectangular streets, and every house had two fronts and no back and was a veritable sun-trap. He then showed us some extremely interesting slides showing what has been done and what is being done with regard to town-planning in various English towns. We were shown the beautiful model villages of Bourneville and Port Sunlight, and also what in Mr. Aldridge's opinion is the finest of its kind in England, the Reckitt Garden Village, near Hull. The Hull girls present were delighted to recognise the different avenues and dainty houses each standing in its own garden. His question "What do you think of that for a working-man's cottage?" was met with a swift retort from the back of the hall "What's the rent?" It did indeed seem almost impossible that these picturesque little dwellings could come within the means of working men.

At the end of the lecture, numerous questions were asked, many of them by the City Architect, and satisfactorily answered either by Mr. Aldridge or the Dean. We were somewhat bewildered by the technicalities that were being bandied about, but we gathered that town-planning was quite feasible in Lincoln, and that the ideas sown by Mr. Aldridge in these two lectures would not fall upon barren ground.

DORIS M. BUCK,  
JESSIE HUDSON,  
*Second Year Students.*

## COLLEGE ASSOCIATION BALANCE SHEET.

FOR THE YEAR ENDING DECEMBER 31ST, 1911.

### RECEIPTS.

	£	s	d
561 Subscriptions at 2/6.. ..	70	2	6
Donation to Magazine Fund, College Committee .. ..	2	2	0
Sale of Magazines to Non-Association Subscribers .. ..	11	9	0
Balance from 1910 (late sub- scriptions), viz. :—			
Church Teachers' Benevolent Society .. ..	2	15	0
College Magazine Fund .. ..	4	12	0
	£91	0	6

### EXPENDITURE.

	£	s	d
Correspondents' Expenses for Postage, Stationery, etc.	4	18	9
Donations, Flowers and Book for Invalid Members ..	0	14	5
Printing April and October Magazines, including blocks for printing, addressing envelopes and part postage	41	14	10
Part Postage for Magazines .. ..	5	10	0
Donation to Church Teachers' Benevolent Society ..	27	0	0
Balance in hand (late subscriptions), viz. :—			
"    College Magazine Fund .. ..	4	10	0
"    Church Teachers' Benevolent .. ..	3	16	0
"    Association Fund .. ..	1	15	6
Donation to Universities Mission to Central Africa ..	1	1	0
(support of child)			
	£91	0	6

COLLEGE NOTES.

Examined and approved,

Dec. 16th, 1911.

A. M. ROWE,

MARGARET ELWELL,

*Hon. Secretary and Treasurer.*

## SECOND YEARS' ENTERTAINMENT.

For several days before Saturday, December 2nd, the various precincts sacred to our Second Years had been shrouded in mystery, and it was with a sense of eager expectation that we took our places before the concert platform. At length the curtains were flung aside and we were initiated into our first delightful and memorable experience of audience to the talent and originality which quickly gathered *en masse* and hailed us with a burst of song—the words of which were written by Ada Williams.

“ We welcome you all on our concert night  
And hope you'll be pleased if it goes alright,  
For we want to amuse you with acting and song  
As we stand here before you, seventy strong.

We are not professional actors, alas !  
But that you'll excuse and all short-comings pass,  
For we're bubbling, bubbling o'er with fun,  
And hope to make you do so too ere the concert's done.

The work of the term will now soon be done,  
Blithe Christmas approaches with frolic and fun,  
Sound of merry, merry Christmas, jolly, jolly time,  
While the ringing, ringing, laughing, dancing bells all chime.

Success to the Principal, Students, and Staff,  
Success to our efforts to make you all laugh ;  
With a hip, hip, hip hurrah ! hip, hip, hip hurrah  
With a hip, hip, hurrah ! hurrah ! hip hip hurrah !

This display of musical ability in a vocal direction, however, had left us totally unprepared for the marvellous enterprise in another branch of sound. The members of the “ Mad Orchestra ” filed on to the wild tattoo on basin, pan, and other domestic-looking instruments, from which issued well known airs. Following the dramatic gestures of their conductor, Gladys Littlefair, the maddest of them all, the musicians took their places and played with indescribable vigour, and under his all-seeing eye not an effort was spared, for though quite mad, he proved a strict disciplinarian. The hilarious burst of applause made an encore inevitable, and warm with the glow of effort and success, great was the result.

Perhaps it was fortunate that the next item was so well chosen ; we were grateful for the soothing effect of Ailce Lowther's sweet song “ Fiddle and I.” Now that the boisterous animation had subsided somewhat, we were well prepared to enjoy the scene of mock seriousness, from “ Molière,” upon which the curtain next rose. “ A doctor in spite of himself ” is trying in vain to convince the elderly and somewhat sceptical G eronte, ably presented by Lydia Village, of the great learning of his profession and of himself particularly. G eronte's daughter, Lucinde, has suddenly become dumb, hence her father's distress ; in reality, however,

her illness is feigned, and the "clever" doctor is a disguised wood-cutter scheming with Lucinde and her lover Léandre, in order to thwart Géronte's objections to their marriage. Gladys Castle made a charming Lucinde, and Gladys Littlefair a most gallant Léandre. The latter first appears in the disguise of an apothecary, and aids the doctor in effecting the desired recovery. In a burst of eloquence Lucinde declares herself true to her lover, and when Géronte learns that the young man has suddenly become possessed of a fortune, he readily consents to the marriage. Dorothy Kemp took the title rôle splendidly, whilst Edith Musson as "Jacqueline" the nurse, Matilda Cooke as "Lucas," and Emily Shrewsbury as "Martine," were most efficient attendants. The acting throughout was admirable, and the combined efforts produced a most successful result.

As another complete change came the delightful duet "Good-morrow, Mistress Bright," Edith Southwell proving a tactful wooer of the coy Mistress Bright (Cissie Wortley).

The next item found us amongst our old friends the Nursery Rhymes, but so presented to us that they were more pleasing than ever before. The first of these showed us "Old King Cole" (Phyllis Warner), a very personification of laughter, sitting upon his throne and waited upon by his two smart attendants (Maud Border and Clarice Armitage), and his three fiddlers (Iris Banks, Celia Antcliffe, and Ethel Sargeant). Laura Hooper, with manly gait and confident whistle, made an admirable companion for the wistful, yet on occasion indignant, "pretty maid" (Mabel Wheldon), who was "going a milking." As "Mary, Mary, quite contrary," Edith Chambers and her "pretty maids all in a row" (J. Parry, E. Power, D. Binner, E. Shoesmith and M. Gilliat), made a charming and effective concluding scene to the first part of this series, and we saw with pleasure that our programmes promised us further entertainment in this novel direction.

The clash, clang, bump, and rattle betrayed the approach of the already famous "Mad Orchestra," and long before the members, marching vigorously, had all filed on, the audience testified to its opinion and expectations of this popular company, and again the selections met with ample approval.

Edith Dobson next charmed us with her pure and sweet rendering of "Cherry Ripe" in costume. Meanwhile, preparations had been going on behind the curtains, for when they next parted we felt ourselves in a different atmosphere. A solitary figure on the dark stage spoke in awesome tones; Scrooge, familiar to us all in Dicken's "Christmas Carol," was expecting another uncanny visitation. At length the sombre spectre of Past Christmases (Mabel Atkinson) appeared and delivered its solemn warning in a foreboding voice—then, disappeared and gave place to the spirit of Present Christmas (Elsie Spencer). Next we were transferred, as Scrooge was in his dream, to the humble but happy hearth of

the Cratchit family. Mary Williamson, a most motherly Mrs. Cratchit, was helped (or hindered) in her Christmas preparations by Belinda (Marjorie Gilliat), and the awkward Peter (Eleanor Brown). The arrival of Martha (Ethel Robson) was an amusing diversion preceding the entrance of Bob Cratchit (Dorothy Bown), who led in the pathetic figure of Tiny Tim, admirably portrayed by Violet Laman. Even on this merry party, however, fell the shadow of the wretched Scrooge. Then again we were back in the office—Scrooge has awakened a reformed man, and is lavishing his new-found spirit of generosity on all around him, including his nephew Fred, in whom we presently recognised Gwynne Miell, and the knowing office boy (Mabel Evans), who verily believed his master was taking leave of his senses, and by his incredulity excited a great deal of merriment. The somewhat complex part of Scrooge was a great success in the capable hands of Janet Tate, and indeed the whole performance was most realistic, and produced well-deserved applause from the appreciative audience.

In the garb of a fish-wife, Edith Hughes sang "Caller Herrin'," and with such strength and sweetness that we would fain have had an encore. Lastly came the second series of nursery rhymes. Lily Moss made an amusing "Simple Simon," and Mary Button supplied excellently the part of the business-like pieman.

Edith Musson, as she sat "eating her curds and whey," made a charming Miss Muffet, and her scream, at the approach of a monstrous spider, was distinctly thrilling.

We were indebted to some of the tallest girls in the year for "Ten *Little Nigger Boys*" (P. Taylor, E. Spencer, E. Wright, R. Laycock, M. Wheldon, W. Brown, M. Atkinson, A. Ireton, D. Buck, and L. Hooper).

This, however, was the only clue to recognition, that the black-faced figures, in brown paper frocks and multi-coloured hats and ties, afforded. We had laughed much all through the evening, and it seemed we were to laugh to the end. The ten little nigger boys rapidly became one, E. Lowson, as the bear, hugging the fourth, whilst the others also disappeared in the orthodox ways, until the tenth led his blushing black bride (G. Glossop) across the stage.

The enthusiasm of the audience was great; new things had been made familiar, and familiar things made new (to vary a well-known quotation), but, not so familiar, that we would not gladly have had a repetition of the whole concert.

However, this was impossible, and, with the National Anthem, the usual votes of thanks and renewed applause, a memorable evening came to a close.

MAY UNWIN,

First Year Student.

On November 29th, a party from the College were present at the concert given by the Lincoln Musical Society under the conductorship of Dr. Bennett. Both orchestra and chorus combined to give a very fine performance of Sullivan's "Martyr of Antioch," and of the third act of "Tannhäuser."

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The Bishop preached in the College Chapel at Evensong on Advent Sunday, and the Dean on the Second Sunday in Advent.

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*Empire Guild of Teachers.*

"On December 8th a meeting of teachers from every section of school-life in Lincoln was held at the Training College. Just over one hundred had accepted Canon Rowe's invitation, and these, together with the students and college staff, formed a very large audience to hear Miss C. B. Duff, who explained the aims and methods of the Guild with a view to forming a branch in Lincoln. After a bright and charming talk from Miss Duff, Mr. R. C. Minton (Director of Education) showed most ably how the Guild could help the teachers of Lincoln to keep a high ideal ever before them, no matter what practical difficulties were in the way. Canon Rowe also supported Miss Duff, and Miss Moreton thanked her for coming to speak, and included in her thanks all those who had helped to make the meeting such a success. Afterwards Canon and Mrs. Rowe entertained the visitors with light refreshments in the Common Room, while Miss Duff chatted with individuals and enrolled several members." H. W.

Mrs. Wharhirst is kindly acting as hon. sec. *pro tem.* She would like to thank all those who supported her so nobly, especially the teachers, some of whom walked miles to attend the meeting.

The aims of the Guild are—1. To emphasize the spiritual side of the teaching profession. 2. To promote among women teachers (a) personal consecration of life, (b) prayer and intercession for schools, scholars, and teachers, (c) individual and united study of the Bible, (d) interest in home and foreign missions and in the Christian solution of social problems, (e) sympathy and intercourse with those who have similar interests and ideals.

The Guild includes teachers in colleges, in secondary and primary schools, in private schools, and in families. It seeks to unite women teachers for mutual help, and encouragement in the spiritual life, and in fulfilling their high vocation as "makers of character and builders of the Empire."

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The spirit of what Lincoln's first Principal (Canon Nelson) used to declaim against as "that wretched pessimism," is not encouraged in this College, and therefore in spite of last year's disappointment, we cheerfully began our preparations for a Breaking-up Party; sent out invitations, ordered the supper; frocks and

programmes were ready. It did not seem according to the law of averages that the same set of students should again be made sad and sorry in the same way. But so it was, and one poor student had to depart in haste to the Isolation Hospital, while the rest packed hastily and less joyfully than their wont, for home, a few days before the holiday was due. However, we have much to be thankful for—our invalid made a very good recovery and assures us that in spite of everything her Christmas was made happy by numerous letters and cards, magazines, books, etc., and above all, the kindness of her nurses. The other students all went “scot-free,” no one developed fever in the holidays, and we are still optimistic, and though we could not have a breaking-up party, we held on January 30th a very delightful—shall we say—“assembling” party. The dance was a very pleasant one. Miss Barbara Rowe made her début, and Mr. Dunkerton charmed us with some delightful songs, while Mrs. Turner excelled herself in the supper. In addition to a number of old students we had the honour of two members of the Committee at supper—Mr. Arthur Garfit and the Rev. E. G. Wainwright, who was accompanied by Mrs. Wainwright.

The other visitors included Mr. and Mrs. Dunkerton, Mrs. Sparke, Mrs. Stallibrass, Mrs. W. G. Wright, Mrs. Vales, Mrs. Mackinder, Mrs. Hunter (Ethel Stapleton), Mrs. Goulding (Alice Smith), and the Misses Emma and Kate Whattam, Clarice Hughes, K. Huddleston, Alice Mackintosh, Lizzie Pendlebury, Elsie Penzer, Mary Hoole, Annie Bugg, Margaret Arscott, Jessie Stringer, Amelia Gillatt, Alethea Durant, Etta Powell, Laura Clifton, Ivy and Margery Kirk, Edith Wood, Ivy Moss, May Redfern.

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### *Missions to Seamen.*

*Lecture by Rev. W. G. Kilpack.*

To many of us, before the 2nd of February last, “Merchant Jack” was little more than a name. To all of us before the end of the evening he had become a personality—and a personality of no small interest if one may judge by the “laughter and kind faces” with which the various suggestions “wise and otherwise” for helping Jack were afterwards made and received. One has heard of house matches as sources of rivalry, but never till now of dormitory collection boxes.

To Mr. Kilpack, whose personal experiences of Jack ashore and afloat were delightful, and to the beautiful lantern pictures which showed us Jack and his fisherman brother in all kinds of conditions, we owe this accession of interest in a class of men on whom we depend so much, yet about whom most of us know so little.

Jacks’ great friend is the chaplain sent by the Society for Missions to Seamen. At London or at Hong Kong, in South

America or in New Zealand, in fact in ninety of the world's great ports, Jack finds a welcome at the Seamen's Institute, and a refuge from the land-sharks who are so more than willing to help him to dispose of his hardly-earned money. Forgetful for the time being of all claims upon him, he has often had cause to thank the kindly intervention of the Institute chaplain for the preservation of his money and of his self-respect.

For books to read during his long voyages which are of six or even twelve months' duration, for books to use in the one Service the Captain may have been persuaded to hold on Sunday, for the quiet welcome at the Institute where he can come and go without charge or compulsion and play games, read the news, receive letters and be enticed to write them—for all this Jack thanks the Missions to Seamen.

For the services in the Seamen's Church where the shy sailor knows he will meet only his sea-faring brothers, for the refuge where he can stay all day and even all night, for all that he ever gets of "social life" when he is far from his home and friends, and above all for everything that he can hear of Him "Who stilleth the raging of the sea," the merchant sailor depends on the chaplains and institutes of the missions.

But there are many ports where there is yet no institute, and the chaplains are far too few.

All this Mr. Kilpack told us, and very much more, with a pathos and a light humour to which we could have listened with pleasure for a much longer time.

During the evening we sang "Ye Mariners of England," and though sea songs usually are stirring, perhaps we had never sung this one quite so lustily as then, nor, perhaps, had the hymn to the "Eternal Father" which was sung at the close of the lecture ever meant so much to us before.

E. B.

A practical outcome of the lecture was a special offertory for the Mission, which resulted in £2 being sent to Mr. Kilpack.

A large box of magazines and old copies of novels has been sent to the Sailors' Rest at Hull, one of the Institutes of the Society.

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*Lecture on "John Bunyan," by the Rev. C. E. Bolam.*

The night on which we first years attended Mr. Bolam's lecture on "Bunyan" was a unique experience for us. We had attended lectures on various subjects in Lincoln, in the company of (I had almost said in charge of) our seniors, but never before had we attended a lecture by ourselves, and never had we been to one in the Church House.

The lecture was, as the chairman of the meeting, Mr. Footman, informed us, the last of a series, in connection with the Reading

Circle, which had been most instructive and interesting. The lecturer began by expressing a hope that the lecture he was about to give would come up to the standard of the others and went on to give us such an imposing list of authorities on Bunyan that he had consulted, that any fears on that score were at once done away with.

He then proceeded to show how Bunyan was a type of the region in which he was born. His birthplace, Elstow, is situated in Bedfordshire which was a stronghold of Nonconformity, English church-life being at a very low ebb. Cock-fighting and bear-baiting were indulged in in churches, and horses and greyhounds were kept there. A lantern slide of the little village was shown, and the lecturer told us some of the history of the place before Bunyan was born there in 1628. The name was originally Helenstow, so called because a Saxon church was built there to Helen, the mother of Constantine. In 1078 a Benedictine Nunnery was built by Judith, but afterwards a mansion was built on the site by Sir Thomas Hillesdon, and this mansion, the lecturer said, suggested the "Palace Beautiful" to Bunyan.

A short history of the Bunyan family, as far back as it is known, was next given. As early as 1199 the family was known in Elstow, and in 1327 they were evidently people of means, for they are known to have paid the "succession duty." In the sixteenth century they were bakers and are known to have been fined for over-charging. One of the family, who was parish constable, is thought to have been summoned for nonconformity. John Bunyan's father, Thomas Bunyan, was born in 1603. He was a tinker by trade and, in his youth, John helped him in this capacity. Behind the cottage where they lived was a morass, and this, we were told, suggested the "Slough of Despond" to Bunyan.

When Bunyan was sixteen years of age, his father married a third wife, so the son left home and became a soldier. He fought in the battle of Naseby, and helped to defend Newport Pagnell against the Royalists. This experience of warfare, the lecturer pointed out, was of value to him in his writings afterwards.

In 1645 Bunyan returned to Elstow, and we were shown a lantern slide of him playing "tip-cat" on the green on a Sunday. For some time he led a wild and careless life, but afterwards he reformed and became conceited and self-righteous; afterwards he fell into a state of despair. About this time he married, whom, the lecturer said, he was unable to tell us, as the information has never been forthcoming. It is known, however, that husband and wife were very poor. We were shown a lantern slide of Bunyan and his wife in their home, to illustrate this fact. In spite of their poverty, Bunyan's wife had two books, and it was on his study of these that Bunyan based his "Life and Death of Mr. Badman" and "Grace abounding in the Chief of Sinners." Meanwhile his mental struggle went on, but his doubts and fears were

beginning to be cleared up. His state of mind at this time, we were told, suggested to him "The Valley of the Shadow."

The lecturer next gave a brief sketch of the state of the country at this time, because of the influence the rise of Royalists or Parliamentarians had on Bunyan's life. In 1643 the Parliamentarians were in power, so Presbyterianism spread and Bishops were declared abolished. We were shown how these changes caused much opposition and unrest among the clergy of Bedfordshire, and, naturally, Bunyan himself would be affected by them. A direct result was shown in the founding of the Free Church in Bedford in 1650. The pastor, John Gifford, had an influence over Bunyan, and in 1653 he joined the church. The character of "Evangelist," the lecturer said, was taken from John Gifford.

In 1655 Bunyan's wife died, and he himself was left in failing health, with four children, one of whom was blind. At this time he began to preach, and started a controversy against the Quakers. We were shown a lantern slide of Bunyan preaching in a little village. He also wrote and published several books at this time, the most important of which was the "Doctrine of Law," published in 1659.

In 1660 came the Restoration, and the lecturer pointed out the effect this had on the country in general, and on Bunyan in particular. The chief effect on Bunyan was that, in 1666, he was arrested at Samsel for a breach of the Act of Uniformity, passed in 1662. As a result he was committed to jail, and the lecturer went to some pains to prove that this imprisonment was not in the prison on the bridge at Bedford, but in the county jail. For six years Bunyan was kept in prison, and although his second wife made appeals to Sir Maxwell Hale and the House of Lords for his liberation, he would not promise not to preach, so could not be liberated. The lecturer explained that he was not badly treated in prison, but was allowed some liberty. A picture was shown us of his family visiting him in prison. He used to make lace tags and preach to his fellow-prisoners during his imprisonment. The "Foxe's Book of Martyrs," which belonged to him then, is still in existence, the lecturer told us. At this time, also, he began to write "Grace Abounding." In 1672, owing to the Declaration of Indulgence he received his liberty, and was licensed as a Congregational minister. A lantern slide of the fine old brick and timber Moot Hall at Elstow, where Bunyan used to preach and which is still there, was shown, also a picture of Bunyan's chair which, the lecturer said, was so greatly coveted by collectors that it had to be fastened to the floor for its greater safety.

Passing on in the life of Bunyan, we were told that in 1672 he became pastor of a Meeting House in Mill Lane, Bedford, and for a time prospered until, in 1675, preachers' licenses were withdrawn and Bunyan was again imprisoned, this time, undoubtedly

in the prison on the bridge. He now began to write the "Pilgrim's Progress," and in 1676 it was published by Nathaniel Conder. Afterwards as many as four editions were published, each one being added to by the author.

In 1680 the "Life and Death of Mr. Badman," and in 1684 the genuine second part of the "Pilgrim's Progress" were published. The lecturer here gave some indication of the state of the country, to explain the next phase in Bunyan's career. After the death of Charles II. in 1685, a more vigorous persecution of Nonconformists was begun, so Bunyan secretly made a deed of gift of his possessions to his wife. In 1687-8, however, Acts of Indulgence were passed, and Bunyan made a journey to London to publish five books. The lecturer added an interesting little detail concerning this journey. Bunyan travelled to London by way of Reading in order that he might reconcile a father who lived in Bedford to a son who lived in Reading.

Soon after this Bunyan caught a cold which resulted in his death. He preached his last sermon, we were told, in Mrs. Gammon's Meeting House. He was buried in Bunhill Fields, where, curiously enough, the lecturer pointed out, Susannah Wesley and Daniel Defoe are also buried.

In conclusion, the lecturer read a few lines from the "Pilgrim's Progress" and showed us lantern slides of the statue of Bunyan in Bedford, and a contemporary portrait of him, at the same time reading Pastor Cockaine's description of his personal appearance, and two little songs from the "Pilgrim's Progress."

A vote of thanks was then accorded Mr. Bolam for his interesting lecture, in which we joined most heartily, and wished that the requirements of our syllabus made it advisable, oftener, that we should attend such lectures.

ELLEN FOUNTAIN,

First Year.

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## ADDITIONS TO THE LIBRARY.

### I.—*Reference Library.*

#### *Additions to the Reference Library.*

Ruskin—*A. C. Benson*; Literature of Victorian Era—*Walker*; George Eliot—*Olcott*; R. L. Stevenson—*Balfour*; John Ruskin—*Collingwood*; How to Study Literature—*Hudson*; Shakespeare—*Masefield*; Dickens—*Chesterton*; History of Fiction—*Dunlop*; Development of English Novel—*Cross*; Modern English Literature—*Mair*; Cambridge History of English Literature, Vol. VIII.—Cromwell—*Morley*; Cromwell—*Firth*; Letters and Speeches of Cromwell—*Carlyle*.

II.—*Sunday Library.*

Letters to a Godson—*M. C. Bickersteth*; Our English Bible—*H. W. Hoare*; The Love and Wisdom of God—*Edward King*; Memoir of Dean Wickham—*Canon Ragg*; The Mysteries of God—*A. F. W. Ingram*; Under the Dome—*A. F. W. Ingram*; The Gospel in Action—*A. F. W. Ingram*; The Love of the Trinity—*A. F. W. Ingram*; The Letters of Peter Lombard—*Canon Benham*; Edward King, Bishop of Lincoln—*G. W. E. Russell*.

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III.—*Fiction Library.**Renewals.*

Hereward the Wake—*Kingsley*; The White Company—*Conan Doyle*; Broken Off—*Mrs. Baillie Reynolds*; The Cloister and the Hearth—*Charles Reade*; Countess Tekla—*Robert Barr*; Sheila—*Annie Swan*.

*Additions.*

The Following of the Star—*Florence Barclay*; Down our Street—*J. Buckrose*; Love in a little Town—*J. Buckrose*; The Gray Brethren—*Michael Fairless*; The Road Mender—*Michael Fairless*; Idolatry—*Alice Perrin*; A Rolling Stone—*B. M. Croker*; Mother Carey—*K. D. Wiggin*; Promise—*E. Sidgwick*; Peter and Wendy—*J. M. Barrie*; The Story Girl—*L. M. Montgomery*; What Matters!—*Mercedes MacAndrew*; Anthea's Guest—*Mrs. Alfred Sidgwick*; A Weaver of Dreams—*Myrtle Reed*; Lavender and Old Lace—*Myrtle Reed*; Cecilia—*K. Tynan*; Peggy the Daughter—*K. Tynan*; The Secret Garden—*Mrs. Hodgson Burnett*; Peter and Jane—*Miss MacNaughten*; The Long Roll—*Mary Johnson*; The Lonely Queen—*H. C. Bailey*; Master Christopher—*Mrs. de la Pasture*; Poppies in the Corn—*Albanesi*; Members of the Family—*Owen Wister*; A Winter's Comedy—*Halliwell Sutcliffe*; Pan the Fiddler—*Halliwell Sutcliffe*; The Lone Adventure—*Halliwell Sutcliffe*; Romany Rye—*George Borrow*; Lavengro—*George Borrow*; Their High Adventure—*John Oxenham*; For Henri and Navarre—*Dorothea Conyers*; Jan Vedder's Wife—*Amelia Barr*; Mollie's Prince—*Rosa Carey*; The Mystery of Barry Ingram—*A. Swan*; The Last of their Race—*A. Swan*; The Money Moon—*Jeffrey Farnol*; The Motor Maid—*Mrs. C. N. Williamson*; Everybody's Lonesome:—A Melody in Silver—*Keene Abbott*; The Qualities of Mercy—*Cecil Adair*; Miss Esperance and Mr. Wycherley—*Mrs. Allen Harker*; Mr. Wycherley's Wards—*Harker*; Paul the Minstrel—*A. C. Benson*.

*Magazine Club.*

The following magazines and papers are being taken:—The Studio, Bookman, Punch, Great Thoughts, Church Family Newspaper, Harper's, Chambers' Journal, Cornhill, Windsor, Cassell's, Scribner's, Woman at Home, Girl's Own Paper, Girl's Realm, Associates' Journal.

The College Committee provide—The Weekly Graphic, Daily Graphic, Daily Telegraph, Spectator, School World, Musical Times, School Music Review.

The Editor begs to acknowledge with thanks the receipt of magazines from the following schools and colleges :—Lincoln High School, Warrington, Norwich, Grahamstown, Home and Colonial, Cheltenham, Derby, Homerton, St. Mark's, Sheffield T. C. and the Sheffield P. T. Centre, Chota Nagpore Mission Papers from Mrs. Logsdail.

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The following letter was received by Canon Rowe from Mr. Quine in acknowledgment of the donation of £5 sent to the funds of the N.U.T. Orphanage in Sheffield in grateful appreciation of the kindness shewn by the Education Authority and Head Teachers :

DEAR CANON ROWE,

Please accept my best thanks for your letter and cheque. It was a pleasure to the teachers and officials to render all the help possible to your staff and students who visited Sheffield. The girls this year, judging from the reports I have received from the head teachers, have well maintained the high traditions of the Lincoln students.

There is a meeting of the Orphanage House Committee this evening, and I shall have pleasure in handing over your generous donation to the funds.

I remain,

Faithfully yours,

T. W. QUINE,

*Senior Inspector of Schools.*

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A very old Lincoln student in needy circumstances has been materially helped by a generous donation of £10 from the N.U.T., and of £5 from the Church Teachers' Benevolent. We are very grateful to both Societies for their consideration of an exceptional case.

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**HOCKEY.**

1ST ELEVEN MATCHES.

		<i>Goals.</i>	
		<i>For</i>	<i>Against</i>
1911.			
Nov. 10th.	College v. Gainsborough (a) .. ..	9	0
Nov. 11th.	College v. Sheffield T. C. (h) .. ..	6	2
Nov. 18th.	College v. Newark (h) .. ..	3	0
Nov. 27th.	College v. Lincoln Ladies (a) .. ..	2	3
Nov. 30th.	College v. Sheffield University (h) ..	2	1
Dec. 9th.	College v. Newark (a) .. ..	3	1
1912.			
Feb. 28th.	College v. Lincoln High School (a) ..	6	0
March 2nd	College v. Sheffield University (a) ..	2	1
„ 11th.	College v. Lincoln Ladies (h) .. ..	4	9
„ 16th.	College v. Handsworth (Sheffield) (h)	6	0
„ 20th.	College v. Lincoln High School (h) ..	4	1

		" A " Team Matches.		Goals	
		For		Against	
1911.					
Dec. 2nd.	College " A " v. S. Lincoln (a)	..	3	..	0
1912.					
Jan. 27th.	College " A " v. S. Lincoln (h)	..	6	..	0

## 2ND XI. MATCHES.

1911.					
Nov. 4th.	College v. Horncastle Girls' School	..	0	..	6
Nov. 22nd.	College v. Lincoln Ladies 2nd.	..	0	..	9
1912.					
Feb. 24th.	College v. Boston Central	..	2	..	3
March 25th.	College v. Lincoln Ladies 2nd.	..	0	..	1

## " JUNIOR TEAM."

(consisting of First Year Students who are not in the College XI.)

1912.					
March 14th.	Juniors v. Lincoln High School 2nd. (h)	7	..	1	
.. 28th.	Juniors v. Lincoln High School 2nd (a) scratched.				

## HOUSE MATCHES, &amp;c.

1912.		(Winner placed first.)			
Oct. 19th.	Second Year v. First Year	..	6	..	1
1912.					
March 5th.	King v. Wickham	..	1	..	1
.. 6th.	Nelson v. Wickham	..	6	..	2
.. 18th.	Nelson v. King	..	4	..	2

*The First Eleven.*

- \*C. Wortley—(centre forward). Has made an excellent captain and played well consistently throughout the season.
- \*M. Carless—(left wing). A useful player; sometimes a little slow but very persistent and generally successful in tackling.
- \*E. Wilcock—(inside left). Quick on the ball and fast in the field. Inclined sometimes to crowd the centre forward.
- \*M. Ette—(inside right). A neat player, but subject to " off " days. Combines well with other forwards and is fast.
- K. Franks—(right wing). Fast, but inclined to over-run the ball. Passes cleanly.
- M. Bentley—(left half). A very useful member of the team, with a good eye, but must cure herself of turning on the ball and of roughness in tackling.
- \*W. Brown—(centre half). Lasts well and tackles successfully. Hitting not always very clean. Should look where she passes.

G. Stocks—(right half).—Slow on the ball but otherwise a useful and hard-working half. Has improved during the season.

\*M. Segar—(left back).

E. Lockwood—(right back). Judges the ball well and hits hard. Has nearly cured herself of "under cutting."

E. Southwell—(goal-keeper). Has made some very good saves during the season, and does not lose her head.

(\* In the XI. last season.)

There has been a very marked improvement in the play generally, especially in the forward line of the 1st XI., where selfish play is practically unknown.

For this team the season has been the most successful in the history of the College, the only matches lost being those against the Lincoln Ladies, who, when we met them last, played six of the County XI. and two reserves in their team. The 2nd XI. forwards are weak in the circle, and this probably accounts for the fact that they have not managed to win a match, although it is only fair to point out that all their fixtures (excepting the Lincoln Ladies' 2nd) have been with first elevens.

The "Juniors" play an enthusiastic, though at present hardly a scientific game. Their team includes five of the 2nd XI.

Wanted (for the season 1912-13)—A goal-keeper.

\* \* \*

#### NET-BALL.

One outside match has been played—against Miss Battye's team, in which the College scored 7 goals to the visitors 4. The return is to be played on Saturday, March 30th.

The College Team consists of the following:—M. Podmore, (captain), J. Hudson, E. Chambers, E. Robson, L. Andrew, E. Butterworth, G. Henry.

The enthusiasm of net-ball players seems to have fallen off this term, and there have been no practices.

M. SEGAR.

\* \* \*

Miss Selvage and Miss Annie Farrer have sent donations for flowers for chapel.

#### *Marriage.*

BOOTH—BLENKIN.—On January 25th, 1912, at St. Nicholas Church, Lincoln, by the Rev. Canon Wilfrid Blenkin, assisted by the Rev. Subdean Leeke and the Ven. Archdeacon Caley, the Rev. Horace Booth, Vicar of Caenby and Saxby, near Lincoln, to Ethel Mary Beatson, only daughter of the late Canon F. B. Blenkin, for many years Vicar of St. Nicholas with St. John, Lincoln, and Mrs. Blenkin, Greestone Holme, Lincoln.

## ASSOCIATION MEMBERS.

College Year—before 1897—Elizabeth Lowndes (Mrs. Edwards), Margaret Blair (Mrs. Collitt), Sarah Ann Wright (Mrs. Dawber), 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 Done), Fanny Utting (Mrs. Norman), Annie Georgina Selvage, Martha Ann Greaves, Ellen Crowther (Mrs. Ralphs), Clara Brummitt, 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 (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, Mary Clayton (Mrs. Marriott), 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), 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, Agnes Short, Edith Dawes, Gertrude Radford, May Kent (Mrs. Hadfield), Elizabeth Robinson, Eleanor Johnson (Mrs. Chester), Ada Aughtie, Emma F. Whattam, Sarah Calver, Eliza Dyson (Mrs. F. T. Clarke), Minnie Potts, Margaret Freeborough (Mrs. Foster-Williams), Frances Crombie, Alice Greening, Frances Bishell (Mrs. Banks), Ruth Wooddin (Mrs. Eayrs), 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 (Mrs. Charles Woods), Marian Trevitt.

1898 Alice Falkinder (Mrs. Handley), Gertrude Kenning, Marianne Thompson (Mrs. Hopf), Minnie Sells, 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 (Mrs. Pendlebury), Helen M. Simons, Elizabeth Taylor (Mrs. Hastings), Lily A. Mottram, Ethel Rose Stapleton (Mrs. Hunter), Marian S. Grundy (Mrs. Watson), Alethea Hildred, 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 Nightingarl, Rose Knowlson, Alice Perkins, Georgina Walker, Amy Wright, Lucy Roberts, Daisy Jenner, Annie Bird (Mrs. Frank Derry), Edith Newton (Mrs. Williams), Alice Shirley (Mrs. Garner), Florence Scarlett.
- 1901 Mary Bannister, Annie Bugg, Ethel Bimrose, Beatrice Boulton, Cerise Cameron, Margaret Cooper, Marian Clayton (Mrs. Tyas), Kate Chapple, Mary Dent, Jessie Drake, Henrietta Griffiths, Florence Harrand (Mrs. Southwick), 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, Phoebe 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), Helen Pearce, Sarah Parkes, Mary Parkes, Margaret Partridge, Annie Porter, Ethel Radford, Annie Roberts, Ellen Roberts (Mrs. Pysfinch), Lallah Robertson (Mrs. Bairstow), Annie Schofield, Sarah Shepherd (Mrs. A. W. Woods), Isabella Shiach, Ellen Simpson, Alice Smith, Nellie Smith, Ruth Spencer, Lilian Underhill, Kate Webb, Ethel Willdig.
- 1903 Graëme Armstrong (Mrs. Luke Dixon), 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, Amelia Gascoigne (Mrs. Berry), Irene Gelsthorpe (Mrs. S. G. Turner), Rosa Gouldthorpe, Margaret Heritage, 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 (Mrs. Sanderson), 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 (Mrs. A. E. Jones), 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, Mabel Fountain, Ethel Gibbs, Edith Halliday, Mabel Hamm, Mary Hoole, Eleanor Ives, Sarah Kenworthy (Mrs. Kirk), Ethel Maguire, Ethelind Morris, Alice Muddimer, Hilda Oliver (Mrs. Arthur Smith), Mabel Panton, Edith Parlett, Elsie Penzer, Janet Pressick, Rachel Rawnsley, 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 (Mrs. Deighton), May Gibson (Mrs. Stamp), Lily Gouldthorpe, Jennie Greenep, Ida Hartley, Margaret Harvey, Lilian Henchcliffe, Ethel Heslop, Eva Hinton (Mrs. A. Dodd), Ellen Hornsby, Mabel Househam, Jessie Jones, Charlotte Langford, Jessie Linnell, Laura Mann, Rose Mawer, Beatrice Mortlock, Mabel Noble, Violet Nuttall, Elizabeth Polwarth, Madeline Reader, Lily Richardson, Isabel Rigby, Lilian Rosson, Hilda Seymour (Mrs. Layton), Louise Shirley (Mrs. P. W. Goodwin), Gertrude Sivil (Mrs. Feakes), 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, Charlotte Gallimore, Isobel Greene, 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. Allsop), Beatrice Newbould, Esther Newton (Mrs. G. E. Perry), Kate Oldfield, Mary Palmer, Ellen Perks, Mary Pinck, Ethel Podmore, Elsie Preston, Alice Rogers (Mrs. Carline), Violet Searby, Annie Spencer, Caroline Spencer, Edith Sutton (Mrs. Lockyer), Louise Swales, Jessie Thomson, Gladys Thornton, Louie Vezey, Edith West, Jessie West, Ruth Wilkinson (Mrs. Clear), Amy Wyatt.
- 1907 Sarah Ainley, Margaret Antcliffe, Edith Atkin, Katherine Bice, Mary Caine, Muriel Carr, Emily Clayton (Mrs. Tingley), Mary Cook, Maud Cotton, Mary Coxon, Frances Crompton, Blanche Davey (Mrs. A. L. Robinson), Florence Dixon, Beatrice Dobson, Mary Dodgson (Mrs. Melhuish), Elizabeth Doodson, Mildred Ellisson, Agnes Garratt, Marion Golby (Mrs. Tite), Mildred Gosling, Bessie Hague, Ethel Henry, Ada Hinton, Elsie Hollom, May Hopper, Edith Hurry, Metta Jabet, Mary Jackson, Nora Kimbell, Florence Milner (Mrs. McClelland), 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 (Mrs. Thomas Goulding), Frances Thomas, Florence Tue, Edith Wand, Gertrude Watson, Lilian Westland, Margaret Wickham, Margaret Wilson, Daisy Wyatt, Alice Yeomans.
- 1908 Edith Aliband, Annie Bailey, Emily Bielby, Bessie Burrans, Hannah Burton, Elsie Clifton, May Clifton, Lilian Clifton (Mrs. Walter Watson), 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, Elsie Roberts, Maude Robertshaw, Gertrude Rowe, Clarice Rushforth, May Samuels, Kessie Sanders, Katie Searby, Nora Seward, Elsie Shoubridge, Gertrude Spencer, Jean Stewart, Ethel Stokes (Mrs. Wardle), Emily Taylor, Edith Thompson, Winifred Westland, Edith Whitehead, Annie Whitham, Hilda Willett, Rose Wilson (Mrs. R. Kaspar), Bessie Withey

- 1909 Mary E. Atkin, Margaret Baker, Emily Baldock, Beatrice Bambridge, Jennie Beevers, Nellie Beevers, Ethel Bellamy (Mrs. Gromke), Gladys Blake, Jessie Brooks, Maud Broome, Mary Clarke (Mrs. Stacey), Laura Clifton, Eveline Codd, Dora Davison, Florence Dickens, Ivy Ellis, Ruth Flowers, Ethel Fountain, Edith French, Bertha Freshney, 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 Searby, 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.
- 1910 Lucy Anderson, Mabel Auber, Clara Baguley, Nellie Baker, Daisy Banks, Florence Bannister, Winifred Barton, Marion Beck, Florence Belton, Kate Brooks, Maude Burnham, Beatrice Burrell, Marie Butt, Daisy Butterworth, Mary Byron-Scott, Helen Cary, Lily Cleve, Evelyn Cockshaw, Elsie Coppen, Alice Davies, Jennie Donson, Minnie Drew, Gladys Fell, Molly Field, Mary Fordie, Annie Fort, Winifred Grassam, Florence Hague, Elsie Hall, Maud Hartshorne, Annie Herrick, Gertrude Hipwell, Edith Howarth, Lily Isaac, Lilian Knight, Clara Lacey, Elsie Lever, Marjorie Mackman, Frances McCormack, Evelyn Merchant, Jennie Miller, Edith Mosley, Margaret Moulds, Ethel Newton, Eveline Nicholson, Lucy Ogle, Emily Parratt, Amy Peake, Winifred Penzer, Lilian Preston, May Redfern, Emma Richardson, May Robson, Ida Rowett, Constance Sandiford, Olive Scott, Olive Smalley, Elsie Stevenson, Clarissa Stokes, Doris Stone, Helen Streader, Annie Sutcliffe, Ethel Tallents, Maud Till, Georgiana Vickers, Dorothy Ward, Hettie Warren, Annie Watts.
- 1911 Elsie Adderley, Elsie Allen, Edith Archer, Alice Atkin, Vera Banks, Edith Barwell, Gladys Bentley, Edna Binns, Hilda Birkett, Constance Brayford, May Brooks, Rhoda Brunning, Helen Carless, Annie Carter, Kathleen Crawshaw, Alice Dawson, Sarah Dickinson, Elsie Edwards, Annie Gouge, Hebe Gray, Bessie Guy, Mary Hardwick, Edith Hardwick, Louisa Hardy, Jessie Herringshaw, Annie Hicks, Mabel Jabet, Gertrude Jeans, Bertha Jenkyns, Margery Kirk, Majorie Lomax, Annie Lovell, Rosamond Maltby, Kate Marriott, Teresa McCormack, Muriel Mills, Amy Moore, Ivy Moss, Elizabeth Oulton, Annie Palin, Ella Pigott, Jean Polwarth, Elsie Price, Bessie Rowson, Blanche Sampson, Tilly Stanley, Florence Stott, Greta Taylor, Alice Topham, Gertrude Walker, Leila Walsh, Alice Walton, Dorothy Webb, Brenda Willett, Louie Williams, Edith Wood, Florence Wright.

