

SAPERE AUDE



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FIDE SED. CUI VIDE

E. Elliott
D.R.

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SCHOOL NOTES.

Rows of desks in the hall and hushed footsteps along the corridors during the last week of July proclaimed that once again the senior forms were being subjected to the examinations of the Oxford and Cambridge Schools Examination Board, and that the juniors were trying to help them to success by securing for them the quiet so necessary for collecting together the ideas resulting from a year's hard work. And the kindly sympathy of the young ones must have been well rewarded when the Reports of the Examiners were read out—reports too long to print in full; we can find space for only a few extracts from the remarks on each subject.

SCRIPTURE :—(*Gospels and Acts*) The general results were very satisfactory. The candidates had evidently studied their subject with care and interest. (*St. Mark*) Two candidates sent up very good sets of answers, and, with the exception of one moderate, the rest of the work was good. The average of the whole was high.

HISTORY :—In the majority of cases, the answers showed careful preparation with satisfactory results.

GEOGRAPHY :—The work was remarkably uniform and exceptionally good.

FRENCH TRANSLATION :—There was some highly commendable work, especially among the non-candidates.

ARITHMETIC :—The work was, as a whole, good, and was written out neatly and carefully.

ALGEBRA :—The best work was done by two non-candidates, one of whom obtained full marks on Part I., while the other did most of Part II. Of the candidates, most did quite satisfactorily in Part I.

EUCLID :—The girls all wrote out the propositions set from Books I. and II. correctly. Only two girls failed to do a rider. The style of their answering was very good.

Of the twelve girls examined, six were candidates for the certificate, and a reference to the table below shows that if the quantity was small, the quality was good when compared with the total number of candidates—boys and girls. It must be remembered that the standard of examination is set for boys of sixteen at the great public schools of Eton, Rugby, Winchester, &c. :—

	Total No. of Candidates.	Total No. who passed.	Percentage of Passes in						Total.
			Scripture.	History.	Geography.	French.	Arithmetic.	Mathematics.	
TOTAL NUMBERS...	1090	585	79	45	68	75	78	73	53.6
OLDHAM (Average Age 15)	6	4	83	100	100	66	83	83	66

		Percentage of Distinctions.					
TOTAL NUMBERS		15	11	16	11	21	18
OLDHAM		33	33	50	0	50	0

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Forms Lower IV. and Upper III. had also their share of outside examinations, as they took Numbers 5 and 6 respectively of the same Board's General Papers in Arithmetic, and they were reported on as follows :—“The work of Lower IV. was, on the whole, very satisfactory.

In Form III. the general work was very satisfactory. One excellent set gained full marks, and nine more sets were also excellent. Fractions were well worked, and intelligence was shown in handling the problems."

Of the General Papers, Forms V. and IV. took No. 3 in Chemistry, and the Examiner says: "The work sent up by Form V. was exceedingly good all round. The girls wrote and composed nicely, and they appeared to have been well and carefully taught. The answers to the more theoretical questions were very clear. I consider the work of these girls compares very favourably with that of corresponding Forms in other public girls' schools." In Form IV., "the answers of the girls were of a more elementary character. The class was a remarkably even one. I thought that several of the girls shewed considerable promise, and on the whole I was satisfied with the work."

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In Forms Lower IV. to I., also under the auspices of the Oxford and Cambridge Board, a *viva voce* examination was held by Mr. Bell, of Balliol College, Oxford, who has presented a detailed Report on the various subjects, in which he repeatedly commends the "thoughtfulness and intelligence" of the answers in the English subjects and in Science. The Upper Third Latin he found "more accurate than is usually the case in girls' schools," and of the Lower Fourth French he says: "The examination was largely conducted in the French language. I was very well satisfied. The girls knew the substance of their book, and made little sentences in French, which they pronounced very creditably." Mr. Bell's general remarks on each Form are as follows:—Forms I. and II.: "All these girls answered very nicely. In Form I. Nellie Bowes answered best, and Florence Kempsey repeated best. In Form II. Elsie Millington and Emma Henthorne answered best; next were Theodora Chadwick and Margaret Brierley."

Form Lower III.:—"It is a pleasure to take a Form like this. There was not one girl who did not answer many questions. Bertha Martland, Isabella Winterbottom, and Phyllis Rye answered best, and next to them Mabel Higgs, Madge Mellodew, and Mary Buckley."

Form III.:—"This Form also did well. I will only add that while the general performance was good, Elsie Stevenson, Harriet Jackson, Alice Dellow, Fanny Simpson, Alice Clarke, Carlotta Bradbury, and Ethel Neild were distinguished."

Form Lower IV.:—"This Form answered well. There was no silent member, and few girls gave me less than four answers. This is a high proportion, and means interest in the work done. Among the distinguished were Madge Newton (best in Chemistry), Alice Haigh, Dorothy Mayall, Emily Waddington, and Daisy Millington."

In concluding his Report, the Examiner says: "The impression made on me by my visit is that in founding this School the people of Oldham have done their part on more generous and wiser lines than is frequently the case; that the Mistresses have done their part, partly by selection of work, and more by daily kindness and interest in the girl-life as a whole; and lastly, that the girls were doing their part also in a way which quite answered and rewarded the efforts of their teachers. Everything that I saw was natural, open, and free from affectation or strain of any kind. The larger and more intellectual interest of school-life had been entered upon generally by the girls with bright intelligence, and without in the least interfering with the child-like gifts which are more usually visible at home than in school life."

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Of the Sixth Form girls who left School in July, the work, as tested by the London University Examiners, was not such as to warrant the award of a leaving scholarship, and consequently the Mrs. Charles Lees' Scholarship has been held over to the next year.

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Of our Old Girls in the academic world we have excellent news. Last April Alice Sergeant, who had been for two terms a student at University College, Aberystwith, gained one of the blue ribbons of the school world—that is, an open scholarship at one of the old Universities—having been awarded a History Scholarship at the Entrance Examination of Somerville College, Oxford. Three months later she again distinguished herself by passing the Intermediate Arts Examination of the London University in the First Division, with second-class honours in French (there were no candidates in the first class), and first-class honours in History, gaining the University Exhibition of £30 a year for two years, which is awarded to the candidate, whether man or woman, who heads the list in History Honours.

Nellie Neild, who gained our leaving scholarship last year, has at the end of her first year at Lady Margaret Hall successfully made her way through Pass Moderations, which is the second of the three examinations (Responsions, Moderations, and Finals) required of those taking the Oxford B.A. Degree course. A B.A., however, she already is; for with her Oxford work she has combined the subjects for the Final B.A. Examination of the London University, and we were all proud to hear on Speech Day that our young School could already boast an Oxford Scholar and a London Bachelor of Arts.

[It may be well in this connection to remind the Lower School that in a Secondary School the word "scholar" is never used to denote "a pupil," but the winner of a Scholarship. We speak of the Hulme and Assheton Scholars, but we do not say that there are over 120 scholars in the School—in that sense we should use the word pupil or, better still, girl.]

A third Old Girl, Emilie Thackeray, is also now at Lady Margaret, working for Pass Moderations, in which we wish her the success with which she has already gone through Responsions.

Mary Wareham is now herself a mistress, having last autumn joined the staff of the Girls' High School, Retford.

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As to those of our girls who have taken up work in the Elementary Schools, we from time to time hear that they are upholding the honour of their old School in their new spheres. Among the pupil teachers in the Candidate Year, Ellen Bright won the First Prize for Essay Writing, and the same Prize offered to "First Years" fell to Annie Stopherd. In the Schools of the Oldham Board, Malinda Hilton is a Candidate, while in the First Year are Mary Viner (Freehold), A. Tinker and E. Johnson (Roundthorn), E. Buckley (Wellington), H. Whittaker (Smith Street), and E. Bright (Westwood). Of the "Second Years" are A. Stopherd and F. Crompton (Freehold), L. Lancaster (Hathershaw), and A. Gallimore (Werneth); and in the Third or Scholarship Year we find the names of M. Siddall (Roundthorn), M. Brown (Derker), A. Brierley, and G. Bradbury. Under the Chadderton Board, G. Smith, who came out at the top of the list, is at Eustace Street, M. Griffiths at Cowhill, and E. Schofield at Bourne Street. Of those who have gone beyond the ranks of the pupil teachers, A. Cooper is a King's Scholar at Stockwell Training College, and F. Bentley at Edgehill; G. Griffiths, M. Hall, and M. Kenyon have gone further still, and are now numbered among the assistant teachers under the Board.

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In the Post Office, Ethel Anderton, G. Siddall, A. Sugden, and E. Kay are hard at work in Oldham, M. Whittaker in Manchester, and B. Fryer in London, while E. Wooster has addressed to us a letter from her new home in Bath. To E. Anderton we are glad to offer our congratulations on her having attained the second place among nearly two thousand candidates who entered for the examination just held in Manchester.

Turning to those engaged in Technical work, S. Fletcher, M. Lawton, E. Atkins, and H. Cocker are still busy cooking, and among the milliners are to be found B. Holt and E. Brierley.

Of Old Girls who have the ordering of homes of their own, our young School can as yet claim but two—C. Inglis and L. Lee.

As we are anxious to have our record of Old Girls as complete as possible, the Editor is always grateful to receive news of them either in person or by letter.

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LITERARY SOCIETY.

Two meetings of this Society were held in the Spring term, and at the first of these Lamb was the bill of fare. The story of Charles Lamb's life, by M. Wareham, was suitably followed by D. Mayall's paper on his character, as shown in certain of his essays. Other essays were selected by M. Maw and M. Martland to illustrate the author's gift of humour, a great part of the famous "Roast Pig" story being read, and certain popular fallacies amusingly criticised. Then came a paper by O. Garfitt, on Lamb's style. What we could hear of this paper was excellent: we could have wished to hear more. Some scenes from one of his plays reminded

us that Lamb was not only an essay-writer. N. Anderton, as the unfortunate Mr. H—, with the unmentionable name, enlisted the sympathies of us all. The last, and one of the most interesting items on the programme, was a criticism by Miss Ellis of Lamb's views on Art, with special reference to the stage and play-acting. We learnt why Lamb disapproved of an excessive mass of detail in any artistic production, and how he thought that only the more striking features—whether in a picture or in any other work of art—ought to be presented to the spectators in their full significance, because men, when brought face to face with some vivid occurrence in real life, see its salient points only, because it is not the details but the one main fact that rivets the first attention. Instances were taken from pictures and from other sources to illustrate these points, and the relation of an actor to his audience was also discussed.

“As You Like It” and “Macbeth” formed the subjects of the next meeting. Scenes were acted from both of these plays, and Miss Bott sang the beautiful little lyric, “Blow, blow, thou winter wind.” S. Lees read a paper on the characters of the two cousins, Rosalind and Celia, and Macbeth's character was compared and contrasted with that of Richard III., another of Shakespeare's villains, in a paper by O. Garfitt and M. Wareham. In connection with the Three Witches, G. Millington gave an interesting account of witches and witch-lore, illustrated by stories of the Witches' Sabbath, of their gatherings, and of the universal terror these terrible creatures inspired, and concluding with the legend of the spirit whose memory is perpetuated in the name, “Boggart Hole Clough,” a place which many of us know.

The life and works of the great American poet, Longfellow, were chosen for the first meeting of the Autumn term. “Evangeline” and “Hiawatha” were selected for special study, and as many of the girls had read either one or both of these long poems they were in a position to appreciate the papers which were read. The story of the life of a poet is always necessary if we want to really understand his works, and M. Howarth supplied us with this in a paper that was interesting and not burdened with too many dates. After L. Neild had given an account of the history on which is based the tale of “Evangeline,” the story of that poem was told by D. Millington, and N. Anderton read that pathetic passage in which Longfellow describes the meeting and sad, final parting of Evangeline and Gabriel, after long and weary years of search in vain. H. Taylor's paper on the peaceful, happy life of the peasants in the little village of Grand Pré will be found in another part of the magazine. Indian life and stories are the subject of “Hiawatha,” legends “from the forests and the prairies, from the great lakes of the Northland, from the mountains, moors, and fenlands.” L. Wright's prettily written paper, with its apt illustrations from the poem, told the tale of Hiawatha's great wrestling with Mondamin, an allegory of the spring-time and the corn-harvest which teaches “how by struggle and by labour men shall gain what they have prayed for.” A. Haigh's account of “The Golden Legend” deserves special mention, for the story of this poem is a difficult one to unravel. It was told most clearly, and Elsie's heroic journey was vividly described. An estimate of Longfellow's special characteristics as a poet was given by Miss Ellis. Though an American poet, he has all the grace and polish of a European writer. His wonderful power of describing scenery, his fondness for homely subjects, which he clothes in most beautiful poetical form, his great love for children, were all dwelt upon and illustrated, and we all felt that this had been a most successful and most interesting meeting, which we should have been very sorry to have missed.

At our last literary meeting we travelled back in time two thousand years and more, to the days of Ancient Greece, when the great Greek Drama flourished. This was a journey we could not possibly have accomplished without very considerable aid from Miss Richards. We found it so immensely interesting that we hope it will not be very long before we set out once more for the realms of the Ancients. It was the history of the old Greek tragedy that especially occupied our attention, and we learnt from Miss Richards' delightful opening address how it arose in the joyful spring-time festivals in honour of the god Dionysus, and how from these simple elements sprang the drama of the ancient world. Then Miss Bott described the function of the chorus that is found in every Greek play, and sang some of the choral songs from Mendelssohn's “Antigone,” this being the play selected by way of illustration. The story of the play was clearly told by H. Jackson and N. Winterbottom, and M. Hodgson wrote the account of the life of its author, Sophocles, “the sweet singer of Colonus.” Then followed scenes from the tragedy; these were acted in costume, a large number of girls taking part, for the full chorus was represented. For

the chitons of these last, long white sheets did duty, while a Liberty bed-spread was pressed into the service for the decking of Creon. After this E. Matley read a paper telling us how the actors would have really looked in the old Greek days, that they were dressed in padded costumes and high boots, and that they wore great masks, perhaps a reminiscence of the old village revels. M. Schofield's paper described an Athenian audience, and showed how it was possible for even the poorest of the Greeks to visit the theatre. In conclusion, O. Garfitt read a paper on the form and arrangement of a Greek theatre, describing the simplicity of the scenery and the devices employed in the representation of the dramatist's ideas.

"That the Elizabethan Age is greater than the Victorian" was the subject for the Literary debate this term. The proposer was L. Neild, who, after stating her belief that the times of good Queen Bess were in all respects immeasurably greater than those of Victoria, showed that the palm could certainly be given to the great literature of the sixteenth century. G. Millington, who opposed the motion, took up the cudgels on behalf of our age from the standpoint of science, the development of which is so marked a feature of the last reign. Education, travels, discoveries, social conditions then and now, all occupied our attention, speakers being found to espouse the cause of either Queen in each of these subjects. M. Hodgson, H. Jackson, M. Martland, E. Matley, and L. Newton spoke on the side of Elizabeth, and that of Victoria was supported by E. Anderton, M. Fletcher, H. Taylor, and L. Wright. Miss Richards and Miss Strange also spoke on this side. Then Miss Ellis, speaking in favour of the motion, compared and contrasted some of the arguments which had been so warmly put forward on each side, and so paved the way for the final summing up by L. Neild. The motion was lost by a majority of six. The debate was animated and long, pauses were conspicuous by their absence.

Throughout the year E. Anderton has been most energetic in her work as secretary, not only taking active part herself, but also helping to make the other girls feel anxious to contribute their share. The members of the Literary Society would like to take this opportunity of thanking Miss Ellis for all that she does for it, and for all the time and trouble she expends upon it, not only in organising each meeting, but in helping each girl who has been called upon to write a paper, and making her feel that this is both a possible and a delightful task, and last, but not least, in herself contributing so much that is of very real interest on subjects which would be beyond the scope of the girls.

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The gods of the weather, so much abused this year, smiled on the members of the Literary Society who, on Saturday, June 21st, set out for the annual picnic. The storms of the past week, and the showers of the early morning, had made bicycling impossible, so the whole party united at Clegg Street Station in the best of spirits, though with many an anxious glance at the skies, still dark and threatening. At Stockport it became apparent that not the Literary Society alone was on pleasure beat, for the train was so crowded that until the guard opened to us the doors of a reserved saloon, we feared that we should be left desolate on the platform. Alderley Edge, our destination, was soon reached, and at once our spirits rose. As we climbed "The Edge" the sun shone out, and the shade of the avenue through which we were walking was much appreciated, while the flowering trees and shrubs—still in full beauty—called forth repeated admiration. All were ready for lunch by the time we reached "The Wizard," who invited us to rest in a charming shady garden. Here, indeed, our meal seemed to take something of a fairy character, as we caught glimpses of woods, rocks, and flowers through the trees, while mysterious rumours were heard of wonderful caves, where perhaps the Wizard himself might be seen.

Lunch over, the Society broke up into little groups to explore the woods or gather the last bluebells, to meet again for a game of rounders before setting out once more on the open road. As we walked on to Prestbury, where tea awaited us, new and fresh delights spread themselves before us as we looked down on to some of the most beautiful Cheshire scenery. Flowers, too, tempted us on all sides, and were eagerly gathered, both for their own sake and also because a prize was to be offered for the best collection.

After tea, in a large barn-like room in the inn at Prestbury, followed the crowning delight of the day. A visit to the Church, one of the most interesting in the neighbourhood, carried us back to the days of our early ancestors: to days no less stirring than those of fairies and

wizards, to which we had already been transported, and which perhaps appealed to us even more. We could now see for ourselves a real stone monument carved in the days of the Druids, while we longed that the wonderful tree—already many hundred years old—could reveal to us some glimpses of the life which had gone on around it. In addition to the present Church, full of interesting old brasses, carvings, and pictures, there was the smaller building in which men had worshipped as far back as the Norman times. Our Saxon ancestors, too, had helped to build the Church, we were told, though we felt slightly puzzled when our guide explained to us “that the Normans had begun the Church, and then the Saxons came and finished it.”

We could have gazed for long at the beautiful Norman doorway, with its wonderful dog-tooth carving, but Time warned us that we must hurry to the station with only a fleeting glance at the exterior of the Elizabethan vicarage. As the train carried us back to Oldham, and we lived again in the beauties revealed to us that day, beauties of Nature and Art, we felt that the open air had inspired us, too, to heroic deeds, while all unanimously agreed that it was the nicest picnic we had ever had.

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Such a surprise awaited us one evening, about the middle of December. We had a fortnight previously received an invitation from the Debating Society to an Open Evening, and some of us feared that it might be a plan to entrap us into a sharp practice debate, and that we should be called upon to discuss the largest questions on the shortest notice. Not so, however, but something very different. The first thing that met our view on arriving at the door of the banqueting hall, where our hostesses stood solemnly in rows to receive us, was a long table arranged for tea, and very prettily decorated with flowers and crackers. The place of each guest was marked by dainty little three-cornered cards, and on each plate was a programme of the evening's entertainment. We were not allowed to open these till after tea, though we were devoured by curiosity. I believe there was to have been a speech, but, though Debaters, all were bashful, and it was postponed indefinitely. After tea we began zealously to carry out the programme, which was at last made known to us. Its variety was one of its most striking features; nothing was allowed to last too long, by the skilful management of our hostesses one game or dance glided into another at exactly the right moment, and we were fairly whirled through the evening. There were all the old games—Clumps, Family Coach and its exciting adventures, Blind Man's Buff, and many others.

The interest culminated in a charade, played and written by the Fifth and Sixth. An unfortunate child had managed to break all the rules of all the Arts and Sciences, and these aggrieved Personages sought redress at the throne of Minerva. They received her permission to terrify the child by presenting themselves as Apparitions in the grim hours of evening, and the child was only saved from brain fever by the intervention of Classics, who seemingly did not mind false Concordes, or perhaps her Syntax had not yet been set at naught.

Soon after this play there was a loud cackling of geese, and we were told that a fox had appeared on the scene. He soon despatched them all, and we settled down to that noiseless game, “Drop the Handkerchief.” I say noiseless advisedly, for we hardly dared breathe lest we should not notice when the handkerchief fell behind us. Soon the handkerchief could almost be heard falling on the floor, and after that it was no use playing any longer. With much regret we prepared to depart, and amid the murmurs of the departing guests was heard, “So well arranged,” “Who printed those pretty programmes?” “So thoughtful,” “Such a delightful evening!”

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The School Library continues to grow steadily, fifty-one volumes having been added to it during the past year. Fairy tales, school stories, historical novels, and scientific stories find a place among the classic tales of Sir Walter Scott and the old favourites by Miss Yonge, Mrs. Molesworth, and Juliana Ewing. The story of the Iliad and of the Odyssey stand side by side with the old legends of our Norse forefathers, while the Red Cross Knight and the Knights of the Round Table share their popularity with Beowulf and Havelok, with Mowgli and Rikki-tikki-tavi, and even with that Chinese princess whose pathetic story, as depicted in the willow-pattern, is perhaps the most widespread throughout those portions of the world which have discarded the oyster shell of their primeval ancestors for the modern resources of civilisation.

We were sorry that more girls were not able to attend the Tennis Tournament this year. The day was perfect from the spectators' point of view, possibly a little too hot from that of the players. Our party was to be in three divisions, and our experiences *en route* were too complicated to receive a full description here. The railway officials thought that the first party looked fairly honest, and when they heard that our tickets were "somewhere in the train with the Manchester schools" they took our word for it, and allowed us to proceed to Liverpool. On reaching Liverpool, however, we discovered that we had unwittingly deceived them, and that our tickets had been left in charge of a porter at Central Station. The said porter did not reappear in time to deliver them even to the second contingent. Possibly these did not wear as innocent a look as their predecessors, for they were sternly bidden to purchase fresh tickets. This they did, with the result that when we reached Central Station again in the evening, we had eight or nine return tickets with no passengers attached. By this time we must have been regarded as "Innocents Abroad" at that station, and the money was refunded.

The Tournament was very pleasant to watch, especially as the Aigburth ground is so well arranged. We had lunch and tea in a large marquee, and were waited upon extremely well. Our champions, Mary Schofield and Marjorie Martland, did not survive the first round, so we could watch the rest of the play without too conflicting emotions. The final winner was Withington, and the contest was very close, so much so that a further sett might quite possibly have turned the scale. But no one grudged Withington the possession of the shield, for their champions played in very good style, and they were in the final round last year.

We are hoping that next year our own school may appear in the second round at least, and that our champions may be encouraged by the applause of a good number of their school-fellows. A little encouragement is a wonderful stimulus!

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Our hockey season began very favourably this year, for we had an unusual spell of fine weather during the early part of September. This was more especially important to us, as we had lost three members of last year's team—A. Buckley, J. Lawton, and M. Newton. Our loss was the greater in that two of these members were forwards, and, for some reason, we have great difficulty in producing players who at all understand what forward play means. We are much more successful with backs, and I am inclined to think that our backs would compare favourably with those of most schools.

In our first match, that against Pendleton, we played on our own ground, and therefore needed only three forwards. Our gain was considerable through this, for our weak point was fairly well concealed. The contest was decidedly uneven, and we scored a victory of twelve goals to two. We have always been beaten by Pendleton, so the excitement among the spectators on the bank was intense—one girl declaring that she had never felt so patriotic before. In this match our backs seemed suddenly to gain confidence, and they began to charge in a more inspiring manner than they have ever done hitherto.

We played Eccles on their ground, and were at a double disadvantage, partly our fault and partly our misfortune. The ground was at least four times as large as the one on which we are accustomed to play, so that we did not hit hard enough, nor pass far enough out to the right and left. Our forwards were a distressing sight, they crowded together in the middle of the field, and never for a moment made an effort to keep that straight line across the field, or to effect that passing in and out among the opposing backs which is so pretty to watch. At half-time, however, we had scored one goal; but during the second half we suffered for the extra work that had been thrust upon our defences, and Eccles pressed us hard, gaining three goals, without our having proved very dangerous to them. We were greatly disappointed, for there were decidedly strong points in our team.

Our third and last match was played at Crompton against the Crompton Ladies' Second Eleven. The ground was lovely, and so was the day, and our line of forwards was this time strengthened by two mistresses. We won the toss, and played up the slope during the first half. For a long while it seemed as though we should never succeed in driving the ball through the goal posts, but at last it did go through, and we felt a little happier, although close upon it a goal was scored by the opposite side. Before the close of the game we had scored

four more goals, and very proud we were of having been victorious over a grown-up team—justly so, too, for our team showed very good form, especially when we take into consideration that the ground was full-sized.

We are looking forward very hopefully to testing our strength against some other schools next term. We have one problem to solve—Where are our forwards to come from? We are losing one left forward, and our centre, though quick and able to pass, still leaves something to be desired in the way of steadiness and of reliance on her neighbours in the striking circle. What is it in us that prevents us from producing forwards? It must be a lack of the ability to take the initiative and of the power to seize all the points of the situation at a glance and to act on them. These failings, doubtless, need only to be mentioned to be overcome, for the captain and the members of the club have been most energetic and persevering in their efforts to form a good team, and deserve warm praise for their cheerfulness in defeat and moderation in victory.

The following have played for the School this season:—Forwards: M. Bentley, D. Higgs, M. Hodgson, M. Kershaw, H. Smethurst. Backs: H. Jackson, E. Jessop, M. Martland (captain), M. Schofield, L. Neild, H. Taylor. Goal: M. Horsfall. The Second Eleven has not yet been made up.

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After the quick, rushing movements needed in Hockey, Cricket seems at first a little dull from a girl's point of view; but when the weather became really too warm to play Hockey any longer, the Club resigned themselves to the inevitable with a good grace, and vigorously resolved to work hard and to do their best to acquire some skill in bowling and deftness in handling a bat. They were greatly helped in this resolution by the kindness of two of the senior boys from the boys' school—West and Bentley—who gave up several afternoons to coaching the would-be bowlers and batsmen.

In the match against Pendleton, the Grammar School eleven was beaten by 44 runs. The weakness of the bowling was commented on as being largely the cause of their defeat; so after this the team worked more vigorously than ever to remedy this defect, with the result that in the return match they had reduced the number of runs by which they lost to 24.

The match against the Old Girls resulted in a victory for the present team, the Past scoring forty-two runs, and the Present fifty-one runs for six wickets.

The play was certainly better this season than it has ever been before, and on one occasion received a very genuine compliment on the smartness of its fielding.

The following have played in the first eleven:—A. Buckley, M. Fletcher, D. Higgs, M. Kershaw, J. Lawton, M. Martland, E. Matley, S. Lees, G. Millington, L. Neild, M. Newton, M. B. Schofield, M. Schofield, H. Taylor (captain), and D. Viner.

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This year the two Thirds, finding themselves the proud possessors of a set of cricket bats, stumps, and ball, under Miss Richards' guidance, formed themselves into the Junior Cricket Club, and elected Bertha Martland and Dorothy Wilde captain and vice-captain respectively. So energetically did some of the members work, and so patiently were they coached by their young brothers at home, that we hope to hear great things of the first eleven of the year 1910. To many, however, the presence of the playground hay proved an attraction so superior to the joys of fielding that the greater part of the team not actually in possession of the wicket had a weird fashion of melting out of sight—the only clue to their whereabouts being a circle of straw hats fringing the inner rim of a mammoth nest. Two or three inter-form matches aroused great interest. The energy of the small bowlers—still more, perhaps, the catch-which-did-not fail of some daring fielder—awakened the greatest enthusiasm among the senior spectators, who could deeply sympathise with the desire for flight which the approach of the ball manifestly inspired.

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No sooner was the Cricket season over than Miss Richards had a new game ready for those who were either too small or too irresponsible to be entrusted with hockey-sticks. This game of basket-ball, like many other good things, has come to us from America, where it is very

popular among both girls and women. It might be described as a feminine version of football, in which the ball is thrown from hand to hand, the aim of each team being to throw it into a basket hanging from the enemy's goal at a height of nine feet from the ground—no easy task, as the circumference of the basket is only just large enough to take in the ball. Mary Brearley and Theodora Chadwick were elected captains of their respective forms, and in their efforts to put a good team into the field they were well supported by T. Fletcher, B. Martland, E. Lees, M. Jennings, M. Higgs, and G. Browne. We are glad of this opportunity of expressing our thanks to the Headmaster of the Werneth Board School for having kindly given Miss Richards the opportunity of learning the rules of the game by inviting her to see it being taught to the pupil-teachers' class on Saturday mornings.

* * *

Besides these our outdoor games, there has been added one which greatly mitigates our sorrows when a wet dinner hour compels us to remain indoors, and that, needless to say, is Ping-Pong. A tournament is being organised by Miss Strange, and is being gradually played off till only the six final matches remain. These will take place after school one afternoon this month. Spectators will be charged an admission fee of threepence, which will be given to Miss Bott for the benefit of the League of Pity.

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For the many enquirers who ask how they may have a part in the various school clubs, we add the names of the Mistresses who have kindly undertaken to look after and coach the different sections:—

Literary Society	Miss Ellis	Junior Cricket and Basket Ball...	Miss Richards
Library	M. E. Anderton, Form VI.	Ping-Pong	Miss Strange
Tennis.....	Miss Bott	Old Girls' Association	Miss Evington
Cricket and Hockey	Miss Ellis	Choral Society.....	Miss Mitchell

* * *

“What shall we do if it is wet?” What, indeed! So the invitations went forth that, weather permitting, our Sports would take place on Friday, and if that were wet, would be postponed to the following Tuesday. What would happen if Tuesday also proved refractory was too much to think about at once. Friday arose in a very uncertain frame of mind, and it was a positive relief when during the dinner hour the rain began to come down in a thoroughly business-like fashion, and conclusively settled our plans for us. Tuesday arrived, and, having kept us in suspense till almost two o'clock, suddenly made up its mind to give us a perfect afternoon for our purpose—at any rate, from the point of view of the spectators, whose enjoyment was distinctly enhanced by the difficulties occasioned by the fairly stiff breeze. The tandem race was almost the despair of the starters. No sooner had they induced all the Indian clubs to assume an upright position on the tennis-court, and had begun to number “one, two”—than a general laugh announced that once again the playful wind had wrought havoc with their labours, and the eager, blindfolded steeds had to be forcibly restrained from setting out on their wild career. The senior domestic race was also in some difficulties. The mending of a glove, as well as the preparing of potatoes for cooking, were comparatively simple matters, but when it came to folding for a dinner party a serviette which refused to do anything but flutter in the breeze, we could only say that it was not quite as bad as the previous item, when we had to struggle from under a large flapping sheet of paper, and with our scissors convert it into a right-arm bishop's sleeve. As for the juniors, they happily sewed on a button, chose out three pieces of silk for working on a white ground, wrapped up a newspaper for the post, and cleaned a tarnished spoon, and then wondered why their elders had objected to the wind. For the examination race we entered on equal terms, and seniors and juniors alike struggled with such problems as the making of soup and the numbering of the necessary contents of a well-stocked workbox, while the question as to which of two express trains would be the nearer to London at the moment of meeting proved too much for those who were quite convinced that the answer involved deep mathematical reasoning. Two candidates for honours came to the conclusion that the slower train would be the nearer by twenty-five minutes or by two hours forty-eight minutes, while a third was patriotically convinced that the Oldham train would have gone the further and be by a quarter of an hour the nearer to London! The soup fared better, though

one cook undertook to prepare it of water only, another vouchsafing to add flavouring to hers, while a third proved herself to be the hostess most to be avoided—she composed her soup of chemicals and paste!! Admirably organised by Miss Ellis, and carried out by her helpers, the events followed each other in rapid succession, so that by four o'clock we had finished our programme, received our prizes, and were restfully engaged with our teacups round the play-room table. To C. Bradbury and M. Prosser had fallen Mrs. Herbert Wilde's handsome gifts, while Dorothy Mayall, Phyllis Newton, and Maud Bentley were the happy winners of Mrs. Martland's beautiful prizes—a silver buckle and two very pretty silver brooches.

The following is the list of events and winners:—High Jump, P. Rye. Hundred Yards (Senior), L. Neild; (Junior), P. Rye. Flat Race (Senior), M. Hodgson; (Junior), H. Jackson. Three-legged Race, T. Chadwick and P. Rye. Egg and Spoon Race (Senior), M. Martland; (Junior), E. Ashton. Tandem Race (Senior), L. Neild, M. Martland, and L. Newton; (Junior), C. and D. Wilde and J. Wild. Domestic Race (Senior), D. Mayall; (Junior), P. Newton. Sack Race, P. Rye. Hopping Race, M. Prosser. Hoop Race, B. Martland. Examination Race, S. Lees and C. Wilde. Consolation Race, M. Bentley,
 Judges (Examination and Domestic Races).....Miss Strange and Miss Evington.
 UmpiresMiss Hugon and Miss Richards.
 Starter Miss Bott.

THE OLD GIRLS' ASSOCIATION.

We have to report two meetings of this Society. The summer meeting, held as usual on the first Thursday in July, was devoted to games. A cricket match between Past and Present resulted in a victory for the School girls, though our old champions—E. Atkins, A. Bradbury, and E. Meanock—played up well against the School. A small tennis tournament was also organised, and to the victor was awarded a very pretty fruit knife.

The winter meeting was held on December 4th, when the programme opened with Wagner's "Spinning Chorus" and Mendelssohn's "Hearts feel that love thee," sung by the members of the Choral Society, under the leadership of Miss Mitchell. Other songs, recitations, and dancing filled up the evening, which concluded in now time-honoured fashion with "Auld Lang Syne," followed by the National Anthem. During the evening there was an exhibition of the garments made by the members for distribution among the poor of Hulme—blouses being contributed by A. Neild, O. Garfitt, V. Phillips, and S. Hand; vests by Esther Shaw; hoods by E. Tweedale, M. Lansdell, V. Shaw, and G. Millington; skirts by Anon., B. Holt, Edna Lees, N., L., and A. Neild, E. Bright, D. Millington, A. Buckley, H. Thackeray, and B. Mellor; nightdresses by Mary Kershaw, A. Sugden, and G. Holden; a frock by Miss Bott; woollen wraps by Mary Letham and M. Wormald; and pinafores, &c., by Anon., H. Whittaker, and M. Hilton. The "babies" owe much thanks to Miss Strange, without whose help their gallant but belated efforts to brighten the Christmas of the poor children would have been in vain. For more than a week the deserted playground testified to the industry of anxious fingers shut up in class-rooms, and, just in time not to be too late, there arrived in the big hall a procession of gaily dressed dolls, who had employed the following costumières:—H. Bowes, N. Davidson, C. Wilde, P. Newton, T. Chadwick, G. Wadsworth, P. Rye, R. Chadwick, M. Higgs, D. Wilde, G. Wilkinson, J. Wild, E. Hurst, E. Henthorne, L. Williams, L. Potts, T. Fletcher, M. Jennings, E. Millington, F. Hodgson, E. Ashton, A. and I. Boddan, and K. Spencer; while for socks, cuffs, and woollen balls we were indebted to D. Mellodew, H. Bowes, and E. Kempsey.

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Having heard a desire expressed by some Old Girls that they would greatly like to have an Old Girls' Choral Society, Miss Mitchell, with her usual kind readiness to help, promptly sent out notices inviting singers to attend a meeting to discuss whether or no such a society should be founded. So cordial was the response to her invitation that late comers had to content themselves with hassocks, as chairs of every description had come to an end; finally those who could find a corner of hearthrug to sit on were the objects of envy to those who arrived still later, and with the advent of many more we should have been reduced to an overflow meeting on the stairs.

The business was opened by Miss Mitchell, who explained to the assembly the wishes of some of their number, and expressed her willingness to carry them out by conducting a choir of Old Girls, who should meet every alternate Monday evening at the School, to practice part songs by good composers, and she asked those present to signify whether they would support her proposal that such a choir be formed. Before any definite resolution was taken, the meeting was reminded that no good work could be done by the society unless its members would undertake to attend regularly, and it was particularly desired that each girl present should think first whether her other engagements would allow her to come every second Monday, and whether she was ready to give up any other occasion of pleasure which might arise to prevent her attending the practice. After an interval for thought and discussion, the following resolutions were put and unanimously carried :—

1. That a Choral Society be formed called the Hulme Girls' Grammar School Choral Society.
2. That its members should consist of Old Girls of the School, and such members of the Sixth Form as might be specially admitted.
3. That no member be allowed to take part in a concert unless she had attended the practices.
4. That the choice of songs lie with the Headmistress and the Conductor.
5. That each member pay a subscription of 1/- each season (October to March), to cover such necessities as lighting and attendance.

The society has made an excellent beginning, and we wish it a long and prosperous existence, trusting that none of our singers on their last day at School will fail not only to interview Miss Evington on the subject of the O.G.A., but that they will also seek out Miss Mitchell and enrol themselves as members of the H.G.G.S.C.S.

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One afternoon in the summer term Miss Mitchell gave a lecture on Mendelssohn, illustrated by part songs sung by the Upper School choir, and vocal duets by M. and F. Simpson and by B. Price and H. Clayton, and also by solos sung by V. Shaw. The pianoforte illustrations were given by M. Newton, M. Hodgson, H. Smethurst, and C. Wilde, while we had a special treat in Miss Mitchell's beautiful renderings of the overture to the "Midsummer Night's Dream," and of "Spinnerlied," from the Songs Without Words. So enjoyable and instructive was the afternoon that we hope to have another composer explained to us in the coming term.

* * *

We all knew that in our dining room was a mysterious instrument called a clavier, and most of us had seen our musicians drawing from it a succession of peculiar clicking sounds, and apparently taking a pleasure in the performance. But only a very select few of us knew that this instrument is a wonderful contrivance by which we learn such command over our fingers and acquire such clearness of touch as could only be gained by the specially gifted when the piano only is used. That the clavier improves even the specially gifted is shown by the increasing number of great performers, such as Paderewski, who now devote to it a proportion of their hours of practice. Great then was our satisfaction at hearing that Mr. Bate, of the London Clavier School, was coming to lecture on its merits in our big hall. We were all there, our numbers being reinforced by a contingent from the Boys' School, by our parents, and by others in the town who are interested in music and in the teaching of music.

The lecturer showed how the clavier, like the piano, promptly proclaims its sufferings when in the hands of an indifferent performer, but, unlike the piano, points out in its very protest exactly where the fault of the player lies. Hence the learner obtains the first secret of success; he knows at once why he fails to produce such sweet harmonies as might induce his people to welcome his hours of practice, and this knowledge enables him to correct those faults of the fingers—faults which our old friend the piano certainly reveals, but without giving up to justice the special culprit. This, of course, is the *raison d'être* of the clavier's existence, but there is another advantage in its use—an advantage that would appeal most strongly to our next-door neighbours, not to mention our long-suffering relations. The hour of practice would be silent, the click of the clavier does not penetrate a room door.

Hearing from Miss Graveson, Mistress of Method in the Day Training Department of the University College, Liverpool, that she would be glad to set before our elder girls the career offered by elementary teaching to those educated in a secondary school, Miss Clark thought that an address on this subject would be interesting to a much larger audience. Accordingly, with Miss Graveson's consent, invitations were sent to all those interested in education, both primary and secondary, and it was hoped that a discussion between educationists looking on the question from various points of view would prove very helpful and instructive to ourselves. The chair was taken by Canon Rountree, who was accompanied on to the platform by Mrs. Charles Lees, Miss Graveson, Miss Clark, Mr. Viner, and Mr. Middleton; and, in introducing Miss Graveson, Canon Rountree announced that the aim of her lecture was to point out what in her opinion was the best method by which a girl should equip herself for the work of an elementary school-teacher. In beginning her address, Miss Graveson first showed how great is the work which lies before the elementary teacher, and how for this very reason it demands the best that can be given to it. That best, however, can only be found when to the power of teaching there is joined a far wider, deeper, and more leisured education than can be obtained by what may be termed the half-timers, who serve a two or three years' apprenticeship as pupil teachers. In her experience, the best teachers are produced by those who, having been educated at a secondary school up to the standard of the London or Victoria Matriculation, and having afterwards spent six or nine months in an elementary school, then go on to one of the University training colleges. She gave the preference to a University college rather than to one of the residential training colleges, because at the former the students were not all in the one groove of prospective teachers, and the very fact of associating with those engaged in other intellectual pursuits was in itself a more liberal education than the latter type of college could afford. Again, in the University College, the door is open by which the matriculated student can, while going through the technical training for the profession of teaching, pass on to the further examinations necessary for a degree; and, short as is the existence of these training colleges, the better posts of the profession are being filled by those who have passed through them and obtained a degree. Of course, there is always the risk that the girl may at the end of her school-life fail to pass the fairly stiff Matriculation examination, and those girls who are not above the average in ability were advised by Miss Graveson to take also the King's Scholarship examination in order to make certain of qualifying for admission into a training college. She herself would gladly, at the recommendation of the girl's Headmistress, admit such a one in spite of her failure in the Matriculation, as she considered her to be better fitted by her education for the profession of teaching than is the ordinary King's Scholar recruited from the ranks of the pupil-teachers.

In the short discussion which followed, it was said that the pupil-teacher period is necessary for the disciplinary side of teaching. In reply, Miss Graveson granted that the pupil-teacher certainly acquired a knack of keeping a class in order, but that was one of the great objections to this system, for this knack in many cases meant the power of keeping a class quiet, and even of impressing facts on the children's minds, without either arousing their interest or exercising their brains in making them think for themselves.

* * *

On Speech Day, Friday, the 5th of December, the great Hall was filled with a specially large gathering of parents and friends, and we congratulated ourselves on the possession of the corridors, which give to our Hall an area of great elasticity. The chair was taken by Mr. Emmott, who was accompanied to the platform by Mrs. Emmott, Miss Clark, Mr. Arthur Wrigley, Mr. Booth, Canon Rountree, Mr. Griffiths, Mr. Needham, and Mr. Andrew. The prizes were distributed by Lord Balcarres, Chairman of the Science and Art Commission, who, in commenting on the results of the Midsummer examinations and on the examiners' reports, congratulated the people of Oldham on possessing a magnificent school in a high state of efficiency in days when a first-class secondary education is becoming an all-important factor in moulding the life and prospects of both boys and girls. Mr. Reynolds, the Principal of the Manchester School of Technology, in his address, most emphatically urged upon the parents the necessity of giving their boys—at least up to the age of seventeen—the advantage of a general education in a secondary school. By such an education the boy will have been taught to think for himself and use his brains, so that when he passes on to the technical school, he through his

trained intelligence not only catches up but rapidly surpasses the boy who with an undeveloped and untrained mind began two or three years earlier to specialise in technical work. He pointed to the rapid strides made by America and Germany in the commercial world—a progress chiefly due to the superior education of the intelligence of their people, and he earnestly warned us that the time would come when we should lose our present pre-eminence in trade and manufacture if we continued to cut short the years of school-life and to send our boys to compete on unequal terms in the markets of the world with the well-educated foreigner. These points were also emphasised by Mr. Emmott and Mr. Needham, the latter of whom told a beautiful story of one Oldham father of the last generation who, recognising the value of a good education, denied himself in what many would regard as necessities in order that he might give to his sons the advantage of an Oxford training.

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PRIZE LIST.—Form VI.—Ellen Anderton, Prize. Form V.—Gladys Millington, First Prize; Ethel Matley, Second Prize. Form IV.—Marjorie Martland, First Prize. (The foregoing prizes were presented by Mr. Booth.) Form IV.—Alice Watson, Second Prize. Form L. IV.—Madge Newton, First Prize, presented by Mr. Emmott; Daisy Millington, Second Prize; Dorothy Mayall, Third Prize. Form III.—Harriet Jackson, First Prize, presented by Mr. Emmott; Fanny Simpson, Second Prize; Alice Dellow, Third Prize; Nelly Winterbottom, Fourth Prize. Form L. III.—Gertrude Browne, First Prize, presented by Mr. Emmott; Bertha Martland, Second Prize. Form II.—Elsie Millington, First Prize, presented by Mr. Emmott; Emma Henthorne, Second Prize. Form I.—Helen Bowes, presented by Mr. Emmott.

CERTIFICATES OF THE OXFORD AND CAMBRIDGE SCHOOLS EXAMINATION BOARD.—May Kershaw, *History, Geography, French, *Arithmetic, and Mathematics. Ethel Matley, *Scripture, History, *Geography, French, *Arithmetic, and Mathematics. Henrietta Taylor, Scripture, History, Geography, French, Arithmetic, and Mathematics. Alice Watson, *Scripture, *History, *Geography, French, Arithmetic, and Mathematics. Annie Buckley passed in Scripture, History, *Geography, *Arithmetic, and Mathematics. Mary Fletcher passed in Scripture, History, and Geography. *With distinction.

ROYAL DRAWING SOCIETY'S EXAMINATIONS.—Honours Certificates: Preparatory Division, Margaret Brierley, Theodora Chadwick. Division I. (Flat Objects), Mabel Higgs. Division II. (Foreshortened Curves), Gladys Fell, Margaret Higgs, Helen Tetlow, Fanny Simpson. Division III. (Models), Bertha Halliday, Malinda Hilton, Marjorie Martland, Dorothy Mayall. Division IV. (Plants and Casts), Olive Garfitt, May Kershaw, Ethel Matley, Elizabeth Newton, Alice Watson. Division V. (Shading), Olive Garfitt.—Pass Certificates: Preparatory, Isabella Bodden, Emma Henthorne, Florence Hodgson, Elsie Millington. Division I., Jessie Blackstock, Winifred Broadbent, Gertrude Browne, Ruth Chadwick, Alice Clegg, Elizabeth Clegg, Hilda Marcroft, Phyllis Ryc, Lilian Stockdale, Isabella Winterbottom. Division II., Kathleen Binns, Mary Brearley, Carlotta Bradbury, Alice Clarke, Helen Clayton, Alice Dellow, Margaret Fletcher, Bertha Halstead, Bessie Hardman, Maud Horsfall, Mildred Howarth, Harriet Jackson, Margaret Latham, Ethel Neild, Phyllis Newton, Bertha Price, Mary Prosser, Mary Simpson, Harriette Smethurst, Hilda Suthers, Edith Taylor, Hilda Whitehead, Sarah Whittaker, Constance Wilde, Nellie Winterbottom, Annie Wolstencroft, Edith Wood, Eva Wood. Division III., Alice Haigh, Mary Hodgson, Lilian Neild, Madge Newton, Henrietta Taylor, Elizabeth Wright. Division V., Gladys Millington, Mary Schofield.

COMMENDED FOR DRAWINGS SENT TO THE ANNUAL EXHIBITION OF THE ROYAL DRAWING SOCIETY, LONDON.—Gladys Millington, Mary Schofield, Bertha Halliday, Elsie Millington.

TENNIS PRIZES PRESENTED BY MRS. EMMOTT AND MISS PLATT.—Mary Schofield and Henrietta Taylor.

SWIMMING PRIZE.—Elizabeth Newton.

MEDALLION OF THE ST. JOHN'S AMBULANCE ASSOCIATION IN FIRST AID AND NURSING WITH CERTIFICATE IN HYGIENE.—Ellen Anderton, Janet Lawton, Susan Lees, and Mary Schofield.

The Annual *Conversazione* of the Boys' Grammar School was held on May 16th, and, hearing that many of our small girls and train girls were deeply disappointed at not being able to see the boys' dramatic representation of one of their favourite stories, the Headmaster most kindly invited the Girls' School to the dress rehearsal of "Alice in Wonderland," which took place early in the afternoon. Long before the curtain rose an eager audience occupied the forms, small girls well in front, and from the pen of one we have received the following:— "The whole entertainment was a great success, and the girls all enjoyed it very much. L. Newton took the part of Alice excellently, and he looked very like a little girl in a white frock and wig of curly hair. Alice was directed by the Cheshire Cat to the house of the Mad Hatter, where she met the March Hare and the Dormouse. The Mad Hatter amused everyone, as did also the March Hare and the Dormouse, who looked very drowsy all the time. After having tea with them, Alice was taken to the Mock Turtle, who was very melancholy and depressed, by the Gryphon, who acted well and ordered Alice about a good deal. His dress was composed of beautifully coloured feathers, and he had long claws attached to his fingers. After the Mock Turtle had told his history with many sighs and sobs, and occasional help from the Gryphon, a messenger came to tell them that the trial of the Knave of Hearts had begun, and the Gryphon and Alice went to see it. They found the King of Hearts acting as the judge, and looking very wise with his crown on the top of a large grey wig, and his spectacles on; while the Queen, on his right hand, was telling her courtiers to take everybody's head off. The White Rabbit was also there with a large trumpet, and he kept shouting 'Silence in the court' very loudly. There were also two small barristers, with long gowns and large wigs. Alice looked greatly interested in the trial, and pretended to understand everything perfectly. One of the witnesses was the Cook, who appeared with a large pepper-pot, and great was the sneezing in court. Alice was so surprised when her name was called out as a witness, that she upset the jury box, and all the jurors fell out on to the floor, and the King was very angry with her. Altogether we enjoyed the rehearsal very much, and were very grateful to Mr. Andrew for his kind invitation."

BERTHA MARTLAND, Lower III.

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On the suggestion of Miss Bott it was decided to hold, in the Spring, a bazaar in aid of the Victoria Memorial Extension of the Oldham Hospital. The suggestion was taken up with much enthusiasm, and during the Autumn term anyone descending into the lower regions after school hours was apt to find the play-room occupied by an earnest band of workers—"baby" and sixth form-er side by side industriously adding to the store of articles of needle-work by which they desired to contribute to Oldham's monument to our great Queen, and desired the more keenly in that it was to be a monument such as she herself would have chosen in her unflinching love for her people and sympathy with the suffering. A very attractive feature of the bazaar was to be a performance entitled "Nursery Rhymes," and to the fashioning of appropriate costumes for the actresses many hours were devoted by the mistresses, under the guidance of Miss Hugon and Miss Mitchell, whose genius in designing and dressmaking were the admiration of their assistant workers. At last the fateful day dawned, and the following account taken from the Oldham newspapers shows how greatly Miss Bott is to be congratulated on the success of her bazaar:—

BAZAAR IN AID OF THE INFIRMARY.

A bazaar in aid of the Oldham Infirmary Extension Fund was held at the Hulme Grammar Schools on Saturday afternoon and evening, and everything from the bran-tub upwards passed off very successfully, almost literally passed off, for in spite of bad weather eager buyers took practically everything from the stalls. A bazaar such as this appeals even to those, to whom the usual present-day bazaar, with the average amount of costliness and jealousy, is distasteful; for the majority of the dainty articles which were heaped in abundance on the three fancy stalls was work done by the school-girls themselves, who had for some time been steadily accumulating a store of pretty goods made by their own hands. About 500 tickets had been sold previous to the day, but there was considerable misgiving as to the success of the undertaking owing to the heavy fall of snow, which continued steadily for the greater part of the day. These fears were happily unrealised, for though the stalls lacked nothing in the number and variety of their

contents, as can be judged from the handsome sum obtained for the Infirmary, the buyers present proved fully equal to their task.

The bazaar was opened at half-past two by Miss Gladys Wilkinson, a little maid of but ten summers, who delivered her speech with all the grace and sangfroid of one three times her age. The bazaar being duly declared open, the assembled battalions of buyers prepared for a most determined onslaught on the stalls, and the stallholders, who had been chosen both from the higher and lower forms, maidens ranging in height anywhere between four and six feet, prepared with equal eagerness to dispose of their wares. So rapidly and so successfully did they accomplish this that late comers were at their wit's end to give full vent to their generosity.

A small staff of juveniles was very actively engaged in canvassing for the various side entertainments, amongst which was the ubiquitous ping-pong, for at tables set out in the classrooms devotees of the game could for a modest contribution show their skill to an admiring audience. But the chief entertainment was held in the hall, where the stalls themselves were placed. Solos and part songs were given by both past and present girls. "Three Little Maids from School," sung in costume, was very well received. The illustrated nursery rhymes, which were sung by the younger children were very daintily rendered with the aid of pretty costumes and scenery tastefully and skilfully arranged. The collections which took place at the end of the two performances, which were held at 3-30 p.m. and 6-30 p.m., brought in a substantial little sum.

By half-past eight the stalls lay practically stripped of all their finery, and the stallholders, who had worked hard since the early afternoon, had a happy termination to their labours. Great credit is due to the mistresses of the Grammar School for the able way in which they organised the bazaar, and great credit is due to the girls, who all contributed their quota towards the stalls and entertainments. One is glad to see the girls of the Oldham Hulme Grammar School joining together for so good a work, and one is still more glad to see that work so successfully performed.

After deducting all expenses, which are few where there are so many willing volunteers for the work, there will be a sum of about £70 to hand over towards the extension fund of the Infirmary.

Lady Margaret Hall, Oxford,

November 30th, 1902.

My Dear Girls,

Since I last had the pleasure of writing to you I have experienced the delights of a summer term at Oxford, only, unfortunately, as the weather was very wet and cold, the delights were not as great as they would otherwise have been.

The river is, of course, the great attraction, and punting and canoeing found great favour. On fine afternoons there was a constant succession of boats up the river, and the banks, where any shade could be obtained from the trees, were lined with them. Picnics almost entirely took the place of tea parties and cocoas, and towards the end of term—as the examinations came to an end—they increased so much in number that it was a most difficult matter to secure a boat. On Peace Night we were taken into the town in small parties to see the bonfires and other forms of excitement. The two largest fires were in St. Giles', opposite St. John's College, and in the Broad opposite Ball ol.

One of the old-established customs of the Hall is to have tennis parties on alternate Mondays through the summer terms, to which students may invite their friends. The last week of term we had a large garden party, for which we were favoured with a fine day, unlike the majority, which almost without exception took place in pouring rain.

This term hockey has been resumed with great keenness, and an attempt has been made to introduce lacrosse, but so few girls already know the game that it will be some time before a match can be played. The hockey teams have so far been successful except in one match, which was lost by one goal. The most exciting match, however—that with Somerville—has not yet been played.

To anyone who studied the examination results, which were published in July last, it will be needless to point out that the Hall does not only amuse itself. We had one history first class, and we also carried off the prize yearly offered in memory of Mr. Freeman to all the first-year women history students in Oxford. It is given on the result of an examination held at the end of the summer term.

There are now three Oldham girls and two others who were educated there, at college in Oxford, and I sincerely hope the number will be kept up or increased when we have gone down. Nothing could be more delightful than the life, which combines a great deal of pleasure with a large amount of work.

At the end of this term a play, written by our Principal, Miss Wordsworth, is going to be acted by the members of the Hall, and two performances are given. The play is full of Oxford allusions, and the songs, which are numerous, are set to well-known tunes. I shall be in a better position to give you a good description of it, however, when I next write.

Yours very sincerely,

NELLIE NEILD,

Alexandra Hall, Aberystwyth,

June 29th, 1902.

To the Editor of the Hulme Victorian.

Dear Madam,

More than six months have slipped past since I last had the pleasure of writing for our School Magazine, and so much has happened in various ways that one hardly knows where to begin any record of events. As such a record might in any case be somewhat tedious, it is perhaps just as well that memory quails before the task, and prefers to content itself with the concerns of the present and near past. The session which has been no uneventful one for us, thanks to Eisteddfods, bazaars, soirées, sports, and last but not least, examinations, has at last drawn to a close, and we, small remnant up here, on work intent, feel somewhat after the manner of Lamb's Superannuated Man, with the considerable difference that we bewail the scarcity of time and the plentitude of work, while he suffered in exactly the opposite way.

But you will be busy too in Oldham preparing for the summer exams., and will sympathise with me in my moan, especially if you are favoured with glorious weather such as we are having with all its attendant out-of-door temptations. I would like to take this opportunity, if I may be allowed to digress, to wish all the girls the very best of success in the coming examinations. The shady coolness of the Hall is very conducive to good answers, while endless inspiration is to be found by careful and prolonged scrutiny of the stained-glass windows and picturesque gorgon-heads which decorate the roof. (Honesty compels me to add that the requisite good answers are not always forthcoming even after the process described has been gone through).

Cricket and tennis have flourished with us this term in spite of variable and uncertain weather. Cricket, I fancy, is not so popular with Welsh people as with English, but tennis holds its own, its popularity being testified to by the difficulty one has as a rule in obtaining a court. We have had endless home tournaments, while matches with Bangor and Cardiff have enlivened the season's sporting annals. We have not been able to indulge much in boating as during the greater part of the term Neptune has unsocially repelled our conciliatory advances. He has softened down much lately under the beneficent influence of Sol and at present looks most enticing. Query which much appeals to all students having any sportsman-like stains in their character—"why does the most beautiful weather come when there is most work to be done?"

I suppose the great event of the year in the eyes of all true alumni of the Welsh Colleges has been the installation of the Prince of Wales as Chancellor of the University. The imposing ceremony took place at the old historic centre of Carnarvon, all loyal-hearted students, both men and women, being present in academicals. (I must here confess that my loyalty, though not to be called in question, did not suffice to conduct me to Carnarvon in person.)

May I, before I conclude, be allowed to make an appeal through you to the School Debating Society. I noticed a remark in the last "School Notes" to the effect that this Society was not in such a flourishing condition as it might be. My appeal would only be that this noble assembly should receive due appreciation, for one finds the practice and exercise obtained in it of such inestimable value afterwards. I only wish I had better used my opportunities at school in this direction. I sincerely hope that the girls will not resent this as interference, for I have only spoken out of the fulness of my heart. With very best wishes for the school's success,

Yours very sincerely,

ALICE SERGEANT.

THE POST OFFICE—AN OPENING FOR GIRLS.

A person wishing to enter the Post Office may do so as a Telegraph Learner at the age of fifteen, but not as a Postal Clerk until she reaches the age of sixteen. Head Offices are only allowed to enter a fixed number of Paid Learners. As a Paid Learner you may receive from five to six shillings a week. As soon as you are of use you will be employed on the temporary staff (acting substitute for those on sick leave or holidays), probably receiving ten shillings a week. During the meantime, should a vacancy occur, you may be offered the post, and after that, your position is practically assured. An Appointed Clerk receives fifteen shillings at the age of nineteen (provided she is passed as a competent clerk), and rises by increments of one-and-sixpence a week until she reaches the maximum salary of the office in which she took up her appointment. Every office has a fixed maximum salary. Oldham's maximum is thirty shillings per week, Bath's thirty-three, and Manchester's thirty-five.

The Entrance Examination is not difficult. The subjects are:—1, Arithmetic, ranging from the first four rules to Stocks and Shares; 2, Orthography and Composition, with a short essay (about three pages of foolscap) on a simple subject; 3, Handwriting—an Exercise containing a statistic of figures and a paragraph to write. A clear hand is essential, and the Civil Service hand is preferred. 4, Geography; a general paper on the World. The Entrance Examination is practically the same for all Head Offices, with the exception that in offices where the maximum salary is over thirty shillings a week it has to be passed competitively. A Limited Competitive is authorised for those desiring to enter a competitive office after having served a year or more in a non-competitive office. In such a case the same papers are given as for the Open Competitive, but you only compete with those sitting under the same conditions as yourself. One-third of the number of vacancies is reserved for the Limited Competitors. There is no further compulsory examination, but those who like may sit for two technical examinations, which entitle those who pass to a double increment. It is always wise to obtain the certificates given for passing these examinations, as they would be qualifications in your favour in after years if you wished to enter as a candidate for the post of Assistant Superintendent or Clerk-in-Charge. No one is likely to stand a chance for such a post unless she is acquainted with the technical side of telegraphy.

Post Office clerks have to put in eight hours a-day—a woman or girl clerk cannot be called upon to attend before eight in the morning or after eight at night. A paid learner has to attend eight hours a-day to learn the code on dummy circuits. Learners generally find the practising very interesting, and are soon able to practise on live circuits. It takes from three to five years to become an expert telegraphist, but often with a year's practice you can manage to work an ordinary circuit. When you are able to take charge of any circuit in the office, your education is completed—you are then ready to take up any post which may be offered to you. If a girl secures a vacancy in the head office of the town in which her parents reside, and so is able to live at home, she may consider herself very fortunate. At Oldham, for instance, there are only five appointments for women sorting clerks and telegraphists, so that very few vacancies occur. If, after having entered an office as a learner, and reached a proficient stage, you still see no sign of a vacancy on the Appointed Staff, it would be wise to make a move. Some are much more fortunate than others in obtaining their appointment, but from an official point of view it would be much wiser to leave home, if necessary, and take up an appointment elsewhere than remain unappointed longer than is absolutely unavoidable.

After serving in the Post Office for a year, you are entitled to a fortnight's annual leave. An Appointed Clerk receives fourteen working-days and the four Bank holidays. An Appointed Clerk of five years' standing is allowed twenty-one working-days and the Bank holidays, representing exactly a calendar month. A part at least of the annual holidays is always granted during the summer months. The Post Office grants a pension to all its clerks disabled through sickness or old age. If you have served forty years you receive two-thirds of the salary you had when leaving. An additional advantage is held out to the women clerks. In the case of marriage a month's salary for every year's service which you have performed is given, so that a girl who resigns in order to be married often receives as much as seventy, eighty, or ninety pounds.

The larger offices have dining clubs of their own, which supply the clerks with all their requirements at the very lowest prices.

Generally speaking the clerks are very kind, and do all they can to help new comers, who naturally feel very strange when first entering an office.

My experience of the Post Office is very favourable; the work is interesting, and the clerks always endeavour to help one another, making the occupation pleasant in every way.

AN OLD GIRL (E. Wooster).

LONGFELLOW'S "EVANGELINE."—LIFE IN THE VILLAGE OF GRAND PRÉ.

Far away in the distant land of Acadia once lay in a peaceful valley the happy village of Grand Pré. It was truly the home of the happy. Its very appearance was one of peace. In the tranquil summer evenings, the toils of the day being ended, the matrons and maids sat with their distaffs at the doors of their Norman-built houses, spinning the golden flax for the looms, the sound of whose shuttle could be heard from within. The golden rays of the departing sun lit up the street, and gave even a gayer touch to the kirtles of scarlet and blue and the snow-white caps of the spinners. A gentle sound of the whirr of wheels and the songs of the maidens pervaded the street.

The parish priest came solemnly down the street; the children stopped in their play to kiss the hand which he extended to bless them, and the matrons and maidens rose to greet their reverend father with words of affectionate welcome.

Home from the fields the labourers then returned, and the sun sank and the twilight gradually faded into night. The stillness was broken by the soft tones of the Angelus calling the people to evening prayer. The smoke from hundreds of hearths rose like incense or a note of praise from the thankful hearts of a contented people. No need had they for bolts to their doors or bars to their windows, for they were free from the envy of man and the reign of the tyrant.

In Grand Pré, as in all other places, summer turned into autumn and autumn to winter. The harvests were gathered in, and all signs foretold that the winter would be long and inclement, but now commenced the reign of rest and affection. As the autumn evening approached the herds came back to their homesteads and the flocks from their favourite pastures. With the rising moon the wagons returned from the marshes laden with sweet-smelling hay. The lowing of cattle, the neighing of steeds, and peals of cheery laughter proceeded from the farmyards for a time, and then all sank into silence.

Within one house, which stood somewhat apart from the rest, by the open hearth sat Benedict Bellfontaine, the wealthiest farmer in Grand Pré. The old man now and again sang fragments of songs and carols. By his side sat his daughter, the fair Evangeline, spinning flax for the loom. As they sat, footsteps were heard outside and the door swung back on its hinges, and Basil, the blacksmith, entered with his son Gabriel, Evangeline's fiancé. The old man sat by the fireside smoking and discussing the news of the day. Evangeline and her betrothed stood apart by the window, happy in each other's love, for this was the night of their betrothal. Soon René Leblanc, the notary public, entered with his papers and ink-horn. After the lamp had been lit the notary drew out his papers and wrote with a steady

hand the date and the age of the betrothed pair, and naming the bride's dower in sheep and in cattle. When all was duly completed, the great seal of the law was stamped on the margin. Three times the old man's fee was paid in silver, and having blessed the bride and the bridegroom, and drunk to their welfare, the worthy notary bowed and departed. The draught-board was then brought out, and the old men were soon engrossed in friendly contention.

Thus the evening passed, and again the Angelus sounded, and straightway the guests departed, and silence reigned in the household.

The next day dawned fair and bright on the village of Grand Pré, and from all the country round came the Acadian peasants, dressed in holiday costume, up to Benedict's hospitable house to celebrate the betrothal. The streets were thronged with people, and noisy groups stood and gossiped together. Evangeline had a smile for every guest, and words of gladness and welcome blessed the food as she gave it. The orchard was the rural banqueting hall, and the feast bespoke of great abundance.

By the cedar press and the bee hives stood Michael the fiddler, with the gayest of hearts and of waistcoats, playing and singing while young and old merrily danced together under the orchard trees and down the path to the meadow.

Thus dwelt together in love those simple Acadian farmers—dwelt in the love of God and of man. There the richest was poor, and the poorest lived in abundance.

H. TAYLOR, Form V.

EDUCATION AMONG THE ANCIENT GREEKS.

Generally speaking, the final aim of education among the Ancient Greeks was held to be the attainment of moral, intellectual, and physical virtue—the nurture of citizens competent to serve their State, in a public and in a private capacity, in time of peace and in time of war.

The systems of education, whereby it was thought this aim could be realised, differed considerably among the Dorian and Ionian races. Neither Dorians nor Ionians made adequate provision for the education of girls. There were no girls' schools. Some received instruction from their mothers and nurses in reading and writing, a little religion, mythology and music, while others learnt nothing but the feminine occupations of weaving and cooking. In the Ionic States women were looked upon as subordinate beings; the Dorians held more enlightened views.

The education of boys at Sparta was very different from that at Athens. Till the age of six the Spartan boy was brought up with his sisters under the mother's care. He was then taken from his parents, handed over to the State, and subjected to the severest discipline. It is at Sparta alone that the modern system of the public school finds its parallel. A "paidonomos," or State schoolmaster, was appointed, and the younger boys were under the care of the elder boys, as well as the masters. Thus a system of monitors and fagging was in vogue. With the Spartans public school training embraced the University as well as the school period of life. The Spartan did not reach manhood till the age of thirty, and even till the age of sixty he was bound to State and military service, and was not allowed to live with his wife. The Spartans were essentially a race of soldiers; their State was so situated that their very existence depended on their skill in the use of arms. Every youth, therefore, was brought up with the primary object of being a soldier. "Gunnastike," or gymnastic exercises, were by far the most important part of a Spartan's education. These embraced such sports as running, wrestling, riding, throwing with the disc and dart, and the famous "pankration." The competitors in the "pankration" were naked and unarmed; they smeared their bodies with sand and oil, and were allowed to make use of any violence (such as boxing, wrestling, kicking, biting) to overcome their adversary. "Mousike," or music, was also a compulsory subject of the Spartan's education. This embraced the grammar, theory, and practice of music, besides rhythm and metre, and much more than we usually understand by the term "music." Great importance was attached to "mousike" as being an essential means of ethical development. Moreover, by the aid of music the glorious productions of the poets were illumined.

The Spartans were also taught "grammatike," which included reading, writing, and arithmetic, though these subjects were not compulsory.

The natural result of such a system of education was that the Spartans excelled in physical strength and martial exploits rather than in literature and art; the family feeling was extinguished, and everything was sacrificed to the service of the State.

At Athens education was a matter of private enterprise. The State did not provide public schools; it only appointed a board to oversee private institutions. Boys went to school at the age of six, and generally remained till the age of sixteen or seventeen. They were put under the charge of a "paidagogos," who accompanied them to school, carried their books, and instructed them in deportment and behaviour. Before the time of Alexander little was taught but "grammatike," "mousike," and "gumnastike;" history and languages were omitted from the curriculum. Unlike the Spartans, the Athenians valued literature and art very highly. The Greek poets had a most important place in the schoolroom, and the boys were accustomed to recite whole books of Homer. On leaving school those who wished to continue their studies attended the lectures of the sophists, who correspond to our University tutors. At the age of eighteen the Athenian youth became what is known as an "ephebus," and at twenty he reached full manhood and was admitted to full civic rights.

The holidays in Greek schools were very numerous owing to the large numbers of festivals and feast-days which were observed. There were in addition special school festivals. At the "grammar" schools there were festivals of the Muses; at the "gymnasia" festivals of the Hermae.

The school books were naturally very different from our books. They consisted of leaves of papyrus rolled on sticks and kept in cylindrical cases. To the upper end of each roll a small piece of parchment bearing the title was attached.

For writing the boys used wooden tablets covered with a thin coating of wax, upon which they scratched characters with a pointed pen or "stylus." The stylus was provided with a flat end for smoothing the wax and thus obliterating what had been written. Hides were also used for writing upon. Only advanced pupils were allowed to use paper, which was expensive, being made of the bark of papyrus and reeds. Ink was made from a black colouring substance. We read that children usually employed their fingers for counting, the left hand being used to represent units and tens, and the right hand hundreds and thousands. For complicated calculations an "abacus" was used; this was a board marked with parallel lines, along which small stones were arranged.

School fees were paid monthly. Schoolmasters made a mere pittance, while many of the sophists amassed large fortunes. It was largely owing to this cause that the sophists in later days fell into disrepute.

We see that both the Dorians and Ionians—and of these the Spartans in particular—like most modern educational authorities, attached the utmost importance to physical training. The Ionian system perhaps did more towards forming the whole man. To the Athenians belongs the glory of immortal works of literature and art, and among such works it is that our own poets and sculptors have found their most fruitful source of inspiration.

F. G. RICHARDS.

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