

"Reading maketh a full man; Conference a ready man; and Writing an exact man."—BACON.

THE
E l i z a b e t h a n .

ORIGINES BARNETIENSES.

(X.)

In a former number we promised to continue our account of "Lilly's Rules for School Boys." These rules in Latin each of our predecessors had to learn by heart. That Latin was then held in higher esteem than perhaps has always been the case in later days, we may readily infer from a fact such as the following; that only about twenty years before our School was founded, a certain Sir Thomas Pope gave funds for endowing a Lectureship at Oxford. The lecturer on this foundation was straitly enjoined to "exert his utmost diligence in tincturing his auditors with a just relish for the graces and purity of the Latin tongue." Still we find that even towards the end of Elizabeth's reign the knowledge of Latin in schools such as our own was not always either accurate or profound; for in 1567 we have Archbishop Parker founding three scholarships at Cambridge, for boys from Grammar Schools in Kent and Norfolk. The Archbishop's Scholarships were for "the best and aptest scholars" coming from schools such as the King's School at Canterbury, and the Grammar Schools of Rochester and Tunbridge, "well instructed in the grammar, and if it may be such as can make a verse!"

Early in the seventeenth century we find that a largely attended meeting of the governors of Barnet Grammar School decided that "every scholar according as he shall be able shall be instructed and taught, "*Qui mihi discipulus*" in Lilly's Grammar. We not unnaturally feel some curiosity about this Mr. Lilly, who thus early laid a burden on school boys. We find in Knight's life of the founder of St. Paul's School, "that the common grammar which goes under the name of Mr. Lilly was done by some of the most considerable men of the age." The English rudiments were from the hand of Dean Colet, while the preface to the first edition, giving instructions on the manner of using the book, was by no less a man than Cardinal Wolsey. The syntax was either written or corrected by Erasmus. So that Lilly's Latin Grammar, like our Public Schools' Latin Primer seems to have been the result of the "joint endeavours of several learned men." Another very interesting feature about Lilly's Grammar is that many of the examples explaining the rules refer to the "then juncture of public affairs." As for example we have a reference to the prosecution of Empson and Dudley, who were executed early in the reign of Henry VIII., in "*Regum est tueri leges; refert omnium animadverti in malos.*" And "this humour" was carried out in the later editions. In one, dated 1513, we find, "*Imperator meruit sub rege in Gallia;*" relating to the Emperor Maximilian, who fought under Henry's banner in Flanders for the consideration of a hundred crowns a day. And in the 1520 edition, "*Auditur regem Doroberniam proficisci.*" Here we have a reference to Henry's journey to Canterbury to entertain the Emperor Charles V., who had landed at Dover shortly before. And in Erasmus' edition we have several examples which refer to Dean Colet himself.

We have already, in a previous number, seen that William Lilly would have his boys ponder well; that they had to be up betimes, and then after shaking off soft sleep they were to

resort to church and there humbly worship God. Then he goes on—

“Desidiam fugiens, cum te schola nostra vocarit,
 Adsis; nulla pigræ sit tibi causa moræ.
 Me præceptorem cum videris oræ saluta,
 Et condiscipulos ordine quosque tuos.
 Tu quoque fac sedeas, ubi te sedisse jubemus;
 Inque loco, nisi sis jussus abire, mane.
 Ac magis ut quisque est doctrinæ numere clarus,
 Hoc magis is clara sede locandus erit.
 Scalpellum, calami, atramentum charta libelli
 Sint semper studiis arma parata tuis.”

This, for the benefit of the smaller boys we may translate thus—“When my school shall have summoned you, promptly be in your place, don’t have any excuse for loitering. When you shall have seen me, your master, salute me, as well as each of your schoolfellows, in order. Take care to place yourself where I have appointed, and stay in your place unless you are told to leave it; and as each is more proficient in learning, so will he be placed in a more honourable seat. Let your implements for work—the pen-knife, quills, ink, paper, and books,—be always ready.” All of this we think is “wholesome and suitable for these times.” But someone has said somewhere that nothing that is “perpetual is pleasant,” so we will put off to a future occasion the continuation of these quaint schoolboy instructions. We will, in conclusion, just cast a glance at the manner in which Latin was taught in schools like our own towards the end of Elizabeth’s reign. There is a great similarity in the statutes of most of them. We find it ordained as a rule, “That the boys were to be increased diligently every working day in their Latin accidence.” On Saturday the week’s work was to be revised. It was also “ordered that every working day, Friday and Saturday except, one of the Eight Parts of Reason, with the verb

according to the same, that is to say, *Nomen* with *Amo*, *Pronomen* with *Amor*, be said by heart by all the learners of the Accidence, if they have learned that part, and by all the First, Second, and Third Forms." This was to be done after six a.m. in summer and after seven in winter. This done, the boys were "to labour their lessons, which the master shall hear more often or more seldom, after his discretion, and to the more profit of the scholars." Then we have the Forms in which Virgil, Sallust, and such authors were to be read, and how the verse and prose compositions were to be corrected in the afternoon; but always provided that "the tender 'babies' and young scholars be not forestowed, but ever taught plainly and substantially." With this early warning against "cramming," we must for the present take leave of our readers.

SCHOOL LIFE AT A FRENCH LYCÉE.

A Lycée is a large stone cage. At any rate, one of the best known French writers in this country has so described a French Public School. "Boys enter it," he says, "by an iron-barred door, at which a porter always mounts guard." Once inside, besides class-rooms, you find a few playing courts, sometimes shaded by a stunted tree or two, always plenty of bare stone walls. On entering a Lycée we must leave behind nearly all our English ideas of public school life. Here we have not a vestige of government of boys by boys by means of monitors or prefects. One theory which forms the basis of the management of every Lycée is that a boy is under strict supervision night and day during all the time he is at school. A French boy undergoes this surveillance from eight to nineteen. The whole organisation of a

Lycée depends on three people, the Proviseur, the Censeur, and the Maitre d' Etudes. The Proviseur or Head Master is the responsible head of the establishment. He has to superintend the teaching, the administration, or "econome," the discipline, and the staff. By the regulations he is expected to visit each day the sick ward, the dormitories, and every part of the school. He has to examine the daily class report, to see parents if necessary, and to look after the finances. This is more than enough to take up his whole time, if the Lycée is large, and most Lycées are large. As a rule he only comes across boys individually when he goes round to each classroom to receive the weekly report. Under the Proviseur is the Censeur, in some respects he corresponds to our Warden. His special province is to look after the conduct and the work of the boarders. He sees that the day boys are punctual in coming to and going from school, and as the French say, he exercises *une police particulière* of his own over them. He superintends the meals, sees that the boarders get up and go to bed with punctuality, and is responsible for the library and scientific instruments. He also sees that the punishments inflicted by the masters are properly enforced.

The Maitre d'Etudes, who has not the rank of an assistant master (Professeur) with us, is a very important factor in the mechanism of a Lycée. His exact counterpart does not exist in an English Public School. The boys sleep, work, take their meals, play, go to chapel, and take their walks, under his eye. In chapel he has a raised seat, so that he can oversee the boys. In the dormitory he has a bed higher than the rest, so that he can oversee the thirty or forty beds in the dormitory. A servant also sleeps at one end of the dormitory, and each dormitory is patrolled every hour during the night by a watchman, who registers his visits on a "telltale clock." The Professeur hears the lessons which have been prepared under the eye of the Maitre d'Etudes, in the Salon d'Etudes; this master's business being to assist, not

to teach, the boys in preparing for the Professeur in the Lecture-room. The Professeur has only four or five hours work a day in lessons and lectures. He has nothing to do with the religious instruction or the discipline of the Lycée which he attends. He lives in the town, supplementing his income as a rule with private pupils. As his classes at the Lycée are often above fifty, it is impossible for him to know more than the names of those he teaches. He does not take his form up to class, but they are ranged in front of him on a kind of platform, which rises in wide steps from the floor to the ceiling. As a rule, a boy has about four hours a day with the Professeur and seven or eight with the Maitre d'Etudes in the Salon d'Etudes. French teaching by the Professeur is made up of hearing lessons learnt by heart and correcting written exercises. In some Lycées the boys draw lots for the portions of the lessons each will say. This system tends to prevent any quick interchange of ideas between the Professeur and his class, and gives no scope for stimulating the intellect by *viva voce* question and answer.

Judging from the number of hours spent over books in a Lycée, a French schoolboy ought to get through a large amount of work in a year. Let us take the life of a boarder for one day at a Lycée—Lycées being all alike—for what happens at one happens at all, in exactly the same order and at exactly the same time. French schools being in this respect a combination of the regularity of a convent with the discipline of a barracks. The boarder gets up at five in the summer and at half-past in the winter. These are earlier hours even than those which prevailed with us in the good old days of Queen Elizabeth. Having got to the Salon d'Etudes, there is two hours' preparation till seven. From seven to a little after eight is devoted to breakfast, with soup, of course. At quarter-past eight the day boys come in. The morning is divided between the Salon d'Etudes and the Lecture-theatre. Dinner at twelve. Again soup. Dinner and

interval takes from one to two hours. Afternoon School goes on from two to four, when there is a break and a slight meal. Evening School is from six to eight, when comes supper, after which all except the oldest go to bed. The hours during the day are so arranged that every two hours the boys got a run in the playground. The only holidays a French boy gets in the week are Sunday and Thursday afternoon. It is no uncommon thing for a boy to be from ten to eleven hours over his work. What are the recreations which relax the mind after all this study? On Thursday afternoons the good boys take promenades. Then you may see long winding processions of boys, dressed in the regulation uniform, wending their way out into the country. In school the playgrounds are very small; in a school of close on a thousand boys, six hundred of whom were boarders, we saw no signs of fives' courts or racquet courts, and certainly of no cricket field. But as a rule good gymnasiums exist, with a professional instructor. In consequence of this, French schools are not given to play each other at cricket or football. A rivalry of another sort is kept up, for the schools of a department or of a large town have the pleasure of competing together in examinations. In Paris, the boy who comes out top of all the schools is rewarded by the supreme felicity of dining once at the table of the State Minister for Public Instruction.

A BUFFALO STORY.

Although it is many years since the following event occurred, the circumstance is very vividly impressed in my mind. As it may be interesting to the readers of *The Elizabethan*, I will here transcribe it as accurately as I can. I was in a large school at the time in the Island of P—, one of the Straits Settlements, and had gone to the front lawn to a drinking fountain—it being a particularly hot day

—when I espied a large buffalo rushing in at the front gate. Naturally I took to my heels as fast as I could and gave the alarm. It was lucky that the buffalo did not think of making for the schoolrooms, which were all level with the ground, as it might have done much mischief. As it was the animal rushed by a side passage to the back garden. This was no sooner known than the whole school went upstairs. One of the masters took a gun and proceeded to fire at the brute, which was discovered trying to jump over the back wall. It did not seem to take much notice of the first few shots; but at last it appeared to have been wounded. Giving a tremendous bellow it rushed madly to the front of the house. The gates had been closed, and were thronged with eager spectators, including some *peons* or native policemen, who fired on the animal when it came in sight. It was evident that the animal could not hold out much longer, and it fell down as if exhausted. In an instant a Chinaman had sprung over the wall, intending to give the *coup de grâce*, and claim the dead body. But like a flash of lightning the animal was up again and rushed wildly at the man. Then began a most exciting chase. The buffalo, maddened by pain, was slowly but surely overtaking him, and in a few seconds it would have been all up with the Chinaman, had he not had the presence of mind to rush into one of the school-rooms and take shelter among the massive desks. The buffalo was undecided what to do, but evidently thinking he had no chance of getting at the man, who dodged between the desks, tore furiously to the back garden, and finding nothing to vent its anger upon, seized hold of a young tamarind tree and pulled it down. It then gave a convulsive shudder and fell thoroughly exhausted, still holding tightly to the tree. After a few minutes, when it was found the animal did not move, a general rush was made towards it; when suddenly someone called out "Look out, he's up again." I shall never forget the confusion there was, each thinking for him-

self first. A large Newfoundland dog which was present got into somebody's way, and in a second there was a large heap on the ground composed of terror-stricken men who could not get up to their feet, and who expected to be tossed into the air. That was not their only danger, for the dog could not at all relish being squeezed, and was beginning to get angry. However they managed to scramble up without much hurt but being terribly frightened. What must have been their surprise when instead of seeing the buffalo rushing forwards they only saw the other onlookers highly amused at their expense. The alarm had been false, given by a boy who thought he saw the prospect of a "jolly lark." I am glad to say the boy was punished. The buffalo was dead beyond all doubt. On examination the skin was found to be riddled with bullets. The body was carted away the same evening by some Malays, who consider buffalo flesh a delicacy. We afterwards learnt that the buffalo before coming to our school had tossed three people, two of whom died.

W. S.

FASTI.

SPEECH DAY was on Saturday, August 2nd. Sir Arthur Hobhouse K.C.S.I., presided. He was supported by the Head Master, several of the governing body, the examiner, and the assistant masters. The proceedings opened by the School Choral Society singing the "Winchester Domum." They were conducted as ably as ever by Mr Whitmore. Then the Head Master said he saw with great pleasure so many of the

friends of the school and of the boys present, and he hoped the effect of their presence upon the boys and upon the masters would be seen in the continued improvement of the school. With regard to the results of the past year he had but a few words to say himself, for he was glad to say on this occasion a great deal of the work which generally came to him had fallen into other hands. He then made a few remarks on the successes of the last year. We have recorded these in another page. After this the Rev. G. F. Lovell, B.D., of Balliol College, Oxford, and Vice-principal of St. Edmund's Hall, the examiner, said he had examined many schools for some years past, and had never found so much difficulty in deciding what boys should take the prizes. It must not be supposed that because a few boys carried off the prizes the school was therefore not looked after. He had been perfectly astonished in the work of this school, to notice how exceedingly well the bottom boys did. It was impossible for him to withhold marks, and the average was very good. This bore out the statement of the head master that three or four boys were not picked out to be made "show" boys, and showed that the boys were thoroughly well taught, and that in the whole of their work they were taken an interest in by the masters. The masters had worked for the boys, and the boys had repaid them by the way they had received what the masters endeavoured to impress upon them. He believed he had never seen a school in which he had been struck so much with the good general work throughout. The very practical character of the work had also struck him. The work in the school was well suited to boys who had to go into business, and where the chief object must be to gain a thorough knowledge of general subjects, without which knowledge they were not likely to become good citizens. From the papers it was clear that the boys had been taught to take an intelligent interest in the subjects in which they were examined. There had been, throughout the examination, no

useless showy work, but solid useful matter which would help a boy to succeed in life. If a boy did show a turn of mind which would justify his parents in sending him to the University, so as to enable him to follow a profession instead of going into business, the school offered every facility for preparation. An examiner felt very nervous when he came to examine a school. He came to find as much fault as he could. He would not be doing his duty unless he found as much fault as possible, especially if he represented such a body as the University of Oxford. But after endeavouring, to the best of his power, to find out faults, he could find but one fault with the boys, and that was they did not all spell as well as they ought in many cases. He could not help feeling that this was due to boys being sent here too late in life. If parents had a good school the best thing they could do for their boys was to send them to the school early in life, and keep them there till their education was finished. Taking a boy from one school and sending him to another had been said to be knocking him back three months in his work, and he (the speaker) endorsed the remark. If, in addition, parents sent their boys to a bad school in the first place, they were throwing away their money, and doing mischief which it would take a boy years to get over. He had only to say once again how extremely pleased he had been with the whole examination. It had given him much more work than he expected. He had been interested in the work, and had been able to give a most favourable report to the governors. He felt that he could do no less. At the same time he had not said a word more than he felt was justly due to Mr Lee and the masters of the school (applause).

Sir Arthur Hobbouse then distributed the prizes. The prizes were gained by the following :—

The "BISHOP BROUGHTON" Prize for Divinity .. DALE, E.

The HEAD MASTER'S Prize for Divinity for boys under 13 HART, A.

The CHAIRMAN OF THE GOVERNORS' Prizes for English History.

	1.	..	..	..	..	..	..	SAMUELS, J.
	2.	..	..	..	..	..	..	WIDDICOMBE, E.
LATIN	1.	..	..	..	..	..	..	SAMUELS, J.
	2.	..	..	..	..	..	..	HART, A.
FRENCH	1.	..	..	..	..	..	..	GREEN, F.
	2.	..	..	..	..	..	..	DODD, E.
ENGLISH ESSAY, "The Internal Condition of England during the Hundred Years' War with France."		..	..	..	..	..	..	RIDLEY, W.
ARITHMETIC (for boys under 13)		..	..	..	..	..	..	HONEYBOURNE, T.
GREEK		..	..	..	..	..	..	STEWART, H.
GERMAN	1.	..	..	..	..	..	..	DALE, E.
	2.	..	..	..	..	..	..	TOWNLEY, C.
FORM PRIZES ..	V.	..	..	..	..	..	..	DALE, E.
	IV...	..	..	..	..	..	..	RIDLEY, W.
	III. a	..	..	..	..	..	..	SMITH, S.
	II. b	..	..	..	..	..	..	SHORT, H.
	II.	..	..	..	..	..	..	WESTON, H.
	I.	..	..	..	..	..	..	SUTTON, C.
LOWER SCHOOL ..		..	..	..	..	..	..	HARRISON, A.
MATHEMATICS...	Set 1.	..	..	..	..	..	..	DALE, E.
	Set 2.	..	..	..	..	..	..	ANSTEE, F.
	Set 3.	..	..	..	..	..	..	WESTON, H.
	Set 4.	..	..	..	..	..	..	WESTON, E.
RECITATION.	1.	..	..	..	..	..	..	GREEN, F.
	2.	..	..	..	..	..	..	MITCHELL, P.

Sir Arthur Hobhouse then said it gave him pleasure to come here and take part in the proceedings of the day. He was one of those unlucky officials who were charged with the business of endeavouring to re-organise the grammar schools of England. One of the first persons who came to them after they were formed into existence was his friend Mr. Stapylton, who was exceedingly anxious to get a proper school for Barnet. They did their best. They found their work in many places somewhat trying; of course at first it was experimental, and in most places it was attended with much opposition. It was a matter of great interest when a thing had been started to see how it worked. It had been

his lot in life to pay a great deal of attention to the endowments of schools, and he had had to expose the unsatisfactory nature of them, and he had found that there was the greatest possible difficulty in putting those which were very bad upon a good footing principally because people seemed to think they were not to alter one jot or tittle of the words of the persons who lived three or four hundred years ago. He was not one of those who entertained a very superstitious regard for the endowments; but he must say with regard to the founders of the schools during the reign of the Tudors he had the very deepest respect for them, for he considered them to be as great benefactors of our country as we could find in the whole range of English history. They came at a time when the fetters had been struck off the human mind, and when the great spiritual rebellion had taken place, and when the reign of the priesthood, which had become intolerable to the people, had come to an end. But the struggle was going on, and it seemed to the wisest and best of the people of those generations that the proper way to strengthen the Constitution was to found schools at which sound learning could be given. These schools were called free schools; not meaning thereby that people were to go to them for nothing, but that they were to be free from the clerical, ecclesiastical, and scholastic habits which hampered learning at that time. They were also called grammar schools; not meaning that the people were only to learn just the skeleton and dry bones of the language, but meaning that what they were to learn was not the old scholastic and ecclesiastical learning which schools up to that time had almost simply taught; but they were to learn the wisdom and the poetry and the eloquence of those whose works were the finest to be found on the face of the globe. It was only natural that no alteration being made in the details of the management of these schools, they should become quite unsuited to the wants of the present age; and some years ago the work of reform was taken up,

the schools were placed on a new footing and made suitable to meet the wants of the present day. The work was going on now, and he hoped that in other places it would prove as successful as it had done here. He had observed two blue flags, each with a crown upon it, before him as he stood there. On one were the letters E. R., and on the other the letters V. R. He supposed the letters stood for the names of Queen Elizabeth and Queen Victoria, two of the most successful monarchs we had had in this country. The reign of Queen Elizabeth was remarkable for nothing so much as for the complete establishment of the Protestant religion and the bases of our political freedom. The reign of Queen Victoria, when two centuries had passed away, would be considered to be conspicuous for nothing more than the re-establishment of the grammar schools of which he had been speaking. He considered that to belong to one of these grammar schools was a great privilege, and no one could belong to any more honourable institutions than one of those schools. This school in the year 1866, when it was reported on by the inspector who was sent down, had a few boys who received a moderate education—not so bad as some of their neighbours—but still, doing very little good. Now there were about 120 boys, and they had heard an account from the examiner of the excellent education they were receiving. He was very glad to hear that the boys generally did so well that the examiner found it difficult to throw any of them out of the running. Nothing could be said in praise of a school better than that. Several schools had certain boys who could do well, but when they found that all the boys had been well taught, that spoke well of the system of education that was adopted here. He should hope, therefore, that this school would be thoroughly well supported by those who were within reach of it; and he also hoped they would take to heart that which the examiner had said, and which he (the speaker had no doubt was perfectly true, that it was unwise to send a boy here too

late and to send him away too early. Those who came here at thirteen years old and left at fifteen got comparatively little of the benefit which persons derived who followed a strict method of teaching for a number of years. He used to think that the greatest benefit came in the later years when boys were sixteen or eighteen years old; but he had no doubt now that the best a parent could do for a boy was, even had he to do it by a sacrifice, to send him here a little earlier than usual and keep him here a little later, and he would reap the benefit in the excellent training his son would receive. He hoped that the school would improve in numbers year by year, and that he should be asked in five or six years' time to come again to distribute the prizes, when he should find double the number of boys here (hear, hear). So much for general matters; now a word or two to the boys. He was generally in the ways of very dry business, and had not had a great deal to do with schoolboys since he was a schoolboy himself. Whenever he did come across a school in any shape, he was at once reminded of his school days, and he looked back upon them not only as being a studying time but a time of the formation of habits and affections which to-day were of the truest value. It was at school that he first knew his friend Mr. Stapylton. There also he became acquainted with Mr. Hutton, whom he had not seen for so many years, that he had forgotten his face (laughter). They greeted one another as old schoolfellows; now Mr. Hutton was a middle-aged man and he (the speaker) an old man (a laugh) they felt the tie which a fellowship at school had caused to exist between them. There were many people who said that school time was the very best time of one's whole life. There were, no doubt, many who thought this with regard to their own lives. When he was a boy at Eton they were very fond of an old schoolfellow who had been dead for half a century. He referred to the poet Gray, who had left us some of the most excellent lyrics in the

language. In his "Ode to Eton College" he had described a boy of that place, and the merry happy life of those who were at their studies, and he proceeded to speculate upon their future lives. He was a man of morbid imagination, and he augured nothing but evil for them. Poverty, sorrow, pain, crime, disease, death,—these were the things he anticipated for the merry lads he saw about him, and he dropped the veil with the expression—"Where ignorance is bliss, 'tis folly to be wise." He used to read that over often when he was at Eton, and it frightened him (a laugh). He said—"Can it be true? Can ignorance be such bliss? Am I reserved for no better fate than this?"—He had lived a considerably greater number of years than were allotted to the poet Gray, and although he had never been able to write such verses as Gray's, he had had greater opportunities of observing the course of human life, and the question which used to frighten him when at Eton he could now answer with confidence. He could now say that Gray's view of life was not correct, that school days were not valuable because they were times of ignorance, and that those who used their school days in study were not reserved for pain, for sorrow, and other ills of life. It was the moments that were misspent at school that we regretted afterwards. If he could have the old Roman poet's wish, and Jupiter would bring him back his past years, he would not care to live his school life over as a whole. He would say—"No, thank you; there is a good deal that I have wasted; I would sooner not have it again." But if someone would give to him those moments that he had idled away he would gladly have them over again to make a good use of them. The value of each day in life depended upon the use made of the day immediately preceding it, and if the boys used their school life well, if they used it to acquire habits of application and industry, and unfailing accuracy and truth in whatever they did, then they would find that each day of life as they

advanced would be brighter and happier, and they would never look back to their school days with regret, but on the contrary, with great satisfaction. It had been a great pleasure to him to distribute the prizes, and it was a great pleasure to him to hear that those who had not got prizes had acquitted themselves so well (cheers).

The following programme was then carried out, the speeches and singing of the boys being applauded :--

Part Song.....	"Queen Elizabeth and Barnet School".....	Farmer
Speech....	{ "Quarrel of Brutus and Cassius." } Shakspeare, Julius Cæsar,	
	(Warren and Games) } Act IV., Scene 3.	
Speech.....	"The Downfall of Poland".....	Campbell
	(King).	
Part Song.....	"Integer Vitæ".....	Horace, Ode I., 22
Speech.....	{ Dale, Mitchell ma, Josling, } Benedix "Das Lügen"	
	Hildebrand } Act I., Scene 1, 9.	
	{ Acres.....Green ma. } Sheridan's "Rivals,"	
Speech.....	{ David.....Josling } Act IV., Scene 1.	
	{ Captain Absolute....Warren } and Act V., Scene 2.	
	{ Sir Lucius O' Trigger Dale } and Act V., Scene 2.	
Part Song.....	"The Forester".....	E. Stirling
Speech.....	{ "Antony's Funeral Oration } Shakspeare, Jul. Cæs.,	
	over Cæsar" } Act III., Scene 2.	
	{ M. Bertholin ....Dale } Brueys' "L'Avocat	
Speech.....	{ M. Patelin .....Mitchell ma. } Patelin," Act III.,	
	{ M. Guillaume.....Green ma. } Scene 1, 4.	
	{ Agnelet.....Seaman } and Act V., Scene 2.	

Two prizes were offered for the best recitations, and the first of these was gained by Green, and the second by Mitchell. King was spoken of highly in connection with his recitation. The Head Master said it always gave him pleasure to distribute the prize for physical labour. There had been eleven cricket matches played during the season; seven were won and four lost, so that the school had not done very badly. A bat was generally given to the boy who obtained the highest average, and this year Boyce had won it.

The Head Master said he was sure all present would join with him in thanking Sir Arthur Hobhouse for his able and interesting address. An address from one who had had so much to do with education as he had, could not but be

interesting and instructive too. Those connected with the school would recollect it with pleasure, and he hoped those outside would study it with advantage.

The Rev. F. Cass, on the part of the Governors, rose to thank Mr Lovell for the time and labour he had devoted to the school. What he had told them about the school had been a matter of great satisfaction to them. What he had said with regard to the boys coming to the school late, the Governors cordially agreed with, and they had been cognizant of the mischief that had been done in consequence for some time past. He proposed three cheers for Mr. Lovell, which were heartily given. Cheers for the Head Master and assistant masters followed, and the proceedings closed with the singing of the National Anthem by the Choral Society.

LIBRARY.—We beg leave with many thanks to acknowledge the receipt of the following donations to the School Library:—

“St. Winifred’s,” by Canon Farrar, presented by H. Whiskin.

“Tales of Old Ocean,” presented by S. Joyce.

“The Snowball Society,” by M. Bramston.

“The Carbridges,” ”

“Rosamond Ferrars.” ”

“Ralph and Bruno,” ”

“Country Maidens,” ”

“The Thorn Fortress,” ”

“Blue Bells,” ”

“Spells and Counter Spells” ”

Presented by the Rev. G. Stott, M.A., Fellow of Worcester College, Oxford. We have now to thank this munificent donor for having presented a complete set of M. Bramston’s works to our library shelves.

We also beg leave to acknowledge a money donation from F. Short.

The following works have been purchased:—

Rühle—German Examination Papers.

- Rühle—French Examination Papers.
 King, R. J.—“Sketches and Studies.”
 “Globe Encyclopædia.” Vol. vi.
 Creighton—“Life of Wellington.”
 Johnson—“Normans in Europe.”
 Church—“Middle Ages.”
 Vambéry—“Travels in Central Asia.”
 Palgrave—“Travels in Arabia.”
 Burton—“Eastern Africa.” 2 vols.
 Burton—“Medina and Mecca.” 2 vols.
 M'Clintock—“Voyage of the Fox.”
 Kohl—“Russia.” 2 vols.
 Russell—“Diary in India.” 2 vols.
 Scarlett—“South America.” 2 vols.
 “Summer in the Pyrenees.”
 “Plodding on.”
 “Tom Cringle's Log.”

SCHOOL MUSEUM.—We beg leave with many thanks to acknowledge the receipt of the following donations to the School Museum :—

R. Cooke, Specimens of Vegetable Ivory.

Baldwin—Fossils—Deposit left in Iron Pipes in a Durham Coal Mine.

Squires, Specimens of Silver Ore.

CHRISTMAS CONCERT.—As the concert is drawing near we are asked to state, for the benefit of old boys who would like to take part in it, that early in December there will be evening practices. The Conductor will be happy to forward the music at once to those who would like to work it up at their own homes. It is very desirable to have their assistance but it is still more desirable that they should attend some practices before the evening of the Concert. For many reasons no place can be allotted on the orchestra except to those who put in an appearance at some of the evening practices. As to time—arrangements will be made as near as possible to suit all.

We beg leave to acknowledge the receipt of the following School Magazines:—

The Ulula, Manchester.

The Magdalen College School Journal.

The Elizabethan, St. Peter's College, Westminster.

The School Magazine of St. Andrew's College, Grahamstown, South Africa.

The Camden School Record.

The Reading School Magazine.

CRICKET.—We do not know if this spring “the oak was before the ash.” Those learned in weather signs predict much from the tree which first unfolds her leaves:—

“If the oak's before the ash
Then you may expect a splash;
But if the ash is 'fore the oak,
Then you must beware a soak.”

Our cricket suffered, perhaps, from both “soak” and “splash.” Notwithstanding the weather we got through eleven matches, of which we won seven and lost four. The following were the eleven:—

Dale (4.2). Very steady bat, fair bowler, at times bowling a difficult ball.

Warren (2.9). Captain. Very fair field, uncertain in his batting

Sayer ma. (4.2). Very energetic in the field both as a bowler and fielder. He promises well for the future.

Boyce (5.11). Hard hitter. Took the average bat this year. A little more energy would make him a good field.

Boome (4.5). Too slow in his movements, is unsafe at the wicket. Slogs too much.

Newth sec. (.7). Batting very poor, but makes up for it in fielding and bowling. Is a good change bowler.

Chambers max. (1.4). Very careless style all round.

Ridley (.6). Good long-stop, rather nervous.

Smith (.4). Might be of use if he gave more attention to the game. Batting poor.

Bryant (2.0). Very promising, plenty of energy. Hits hard to leg and fields well.

Mackness (1.4.) Very little go in him. Should have batted well with his long reach.

PAPER CHASE.—We had a paper chase on October 4. The meet was at the School at 2.30 p.m. Smith mi. and Sayer ma. were the hares. There was a field of about fifteen; but many of these tailed off before “the finish.” The course was through Arkley and Totteridge, and past Boreham Wood and Elstree. At Elstree a long ascent of about a mile separated the hounds from the hares. From Elstree the course was to Radlett, where, as there was no chance of fair capture, the hares waited for their pursuers; when a few of the fellows finding they had got so far from home, determined to go on to St. Albans to visit the Abbey. They got back to Barnet by train at 8. The run must have been close on twenty miles. There was the usual encounter with the irate proprietor who objected to trespassers. We do not think, however, that he was armed with the traditional pitch-fork.

FIVES.

We hope that it is not unlikely that we may have Fives Courts. As many of our readers are perhaps ignorant of the game, it would not be out of place for us to give some account in this number of how the game is played in schools similar to our own. We have often felt that a Fives Court was the one thing lacking in our playground, from seeing such games as hockey, quoits, and lawn tennis flourish there for a time and then succumb to the difficulty of keeping the ground in proper order.

The requirements for playing Fives are not very great. First of all a tolerably smooth and lofty wall is wanted. In front of this there should be a reasonably smooth and level piece of ground, floored if possible with cement, carefully laid

down. The latter point is necessary, for if the foundations underlying the cement floor are not carefully laid they are apt to sink, and fissures in the floor are the result. In addition to the back wall side walls are also an advantage. However, even with one wall, and a level floor and an india-rubber or tennis ball, a game may be got up at a moment's notice.

A line must be drawn horizontally along the wall at a distance of about thirty inches from the ground. Three lines have to be drawn on the ground. Two parallel lines, about fifteen feet apart, extending to a distance of some eighteen or twenty feet, meeting the wall at right angles, and a line parallel with the wall and about six feet from it, cutting the other two lines.

The line on the wall is called "the line."

The two long lines on the ground are called "the boundaries."

The cross line is called "the scratch."

Of course if the boundaries are walls, you have corners and so a very much better game, and much more scope for "play."

The ball when in play must be made to strike the wall above "the line" and must fall to the ground inside the boundaries. Two or four may play at a time.

The theory of the game is that the "server" strikes the ball with his hand up against the wall, making it impinge above "the line." The other side has then to meet and to return it against the wall before the "second bound," after which the first player has, if possible, to meet and return it in like manner. After the ball has been served, it is not necessary that it should fall outside of "the scratch." If the server fail in properly returning the ball to the wall, the other side then serves. If the other side fail, the server "scores one" and serves again. The side that makes eleven points first wins. Fives, however, are much more easily explained and learnt in practice than on paper.

CHORAL SOCIETY'S ACCOUNT, 1879.

RECEIPTS.

	£	s.	d.
Michaelmas Term, 1878, Subscrip- tion (extra) }	0	9	0
Sale of Words at Christmas Concert..	2	3	6
Spring Term Subscriptions (1879) ..	2	14	0
Summer Term, ditto	2	11	0
	<hr/>		
	£7	17	6
	<hr/>		

EXPENDITURE.

	£	s.	d.
Due to Treasurer (Rev. J. B. Lee) } from 1878 }	1	5	4
Music, Michaelmas Term, 1878 ..	1	4	9½
Printing Book of Words	1	15	0
Hire of Piano for Concert	0	15	0
Music, Summer Term, 1879.. ..	0	6	10
Balance in hand	2	10	6½
	<hr/>		
	£7	17	6
	<hr/>		

J. WHITMORE,
Hon. Secretary.

CORRESPONDENCE.

To the Editor of the "Elizabethan."

DEAR SIR,—I should be obliged by your according me a small portion of your space to give an account of the Exhibitions to to be offered during the coming school year.

1.—Two entrance Exhibitions, carrying remission of half half the school fees in the Lower School, will be offered for competition at the Admission Examination in January, 1880 ;

2.—One similar Exhibition will be offered at the Admission ion Examination in May, 1880 ;

3.—And one in September, 1880. Candidates for these ese must be under nine years of age at the time of the examination.

4.—Two Exhibitions, carrying promotion to the Upper per School, will be offered at the Summer Examination, 1880, to boys then in the Lower School.

5.—One Exhibition, carrying remission of half-fees in the the Upper School, may be offered to the boy who most distinguishes himself at the Summer Examination, 1880.

I am, Sir,

Yours sincerely,

J. B. LEE.

NOTES OF NEWS.

CHANGE OF HOURS.—At the half term we reverted to winter hours, viz., half-past nine school.

OLD ELIZABETHANS.—T. Spicer, of Caius College, Cambridge, has passed his first M.B. B. Arundell has gained a scholarship at Highgate Grammar School, and D. Adair has passed into Wellington College.

CHRISTMAS CONCERT.—Our annual concert is fixed for Monday, December the 22nd. The final rehearsal will take place on the same day, at four p.m. There will also be a rehearsal on the previous Saturday, at two.

SCHOOL GROUND IMPROVEMENTS.—A great change has come over the aspect which we present towards Wood Street. Instead of the desolate waste which insisted on intruding itself upon passers-by, giving the impression of our being in anything but a flourishing condition, a neatly laid out shrubbery and drive now meets the eye. We hope and believe that our improved outside appearance is a reflex of our inward condition. There is much in appearance, especially in a school. It is possible that in our next number we may be able to chronicle still greater improvements.

NEW BOARDING HOUSE.—Mr. Whitmore's new house in the Manor Road will be opened next term.

PROPOSED ENLARGEMENT OF PLAYGROUND AND ERECTION OF FIVES COURTS.—For a long time, since our numbers have assumed our present considerable dimensions, there has been felt a great want of a more convenient place to play in on wet days, especially as wet days are the majority in our climate, the present shed being quite inadequate. We believe that the Governors have contemplated the removal

and enlargement of the shed for some time, but the necessity of building new class-rooms has employed the available funds. Now we understand that the Masters are making vigorous efforts to collect funds for this purpose. We most heartily wish them success, and earnestly appeal to all Old Boys and friends of the School far and near to help in the good work by sending subscriptions.

THE CHRISTMAS CONCERT.—Mr. Diemer, R.A.M. has kindly promised to give us his valuable assistance at our concert.

NEXT TERM.—The second term of our school year will begin on Tuesday, January the 20th, 1880.

EDITOR'S BOX.—The contributions to this indispensable part of every School Magazine have of late been neither so frequent nor so numerous as they ought to be.



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NOTICE.

The rate of subscription to *The Elizabethan* is 1s. 6d. per annum (or, including postage, 1s. 7½d). Subscribers should send their names to J. Whitmore, Esq., Queen Elizabeth's Grammar School, Barnet, Herts.

The next number will be published soon after the middle of next Term.