

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

THE

Elizabethan.

ORIGINES BARNETIENSES.

(VI.)

In our last we took a look at some of the quaint regulations drawn up in the early part of the seventeenth century for the government of the school. We saw that the boys, as in the case of most schools founded *temp.* Edward VI. and Elizabeth, attended the Parish Church. We now go on to look at a few more. Many rules similar to those on the back of the "lesson cards" were then drawn up and duly enforced; one which has been added in recent times could hardly have been heeded in those days, namely, the prohibition of the use of tobacco. Correction, at the *whipping post* we presume, was to follow some minor offences, as we find it enjoined that the boys "be speedily and severely corrected in the schoole before their fellowes, with declaration of the cause of such their correction." And as at present obtains "If correction will not reclaime that such a one bee banished and put out of the schoole." But what should we think to-day of coming to school between "sixe and seaven a clock in the morning" and there remaining till "eleaven a clock," and then again, it not being "halfe holydaye," from one to five p.m. There were prayers before leaving school at eleven and five; for at those hours "the schoolemaister" had to see that "all the schollers

sing a short Psalme in Englishe, and one of the eldest schollers say one or two short prayers in Latine." Our modern prefects will find that theirs is an ancient office, for "the schoolemaister" had "weekly to appoint two of his schollers, such as are studious and sober, to be praepositours for that weeke and to make and give him dayly notes in writing of all schollers absent from schoole or churche, or not coming thither in due time. And the schoolemaister to correct with the ferruler such as shall be defaultours therein." The "ferruler" seems to be an extinct implement to-day; it would be interesting to know the exact form of this ancient means of enforcing attention. Every "scholler," too, had betimes to learn by rote the school rules, for "according as hee shall bee able hee shall bee instructed and taught" *Qui mihi discipulus* "in that ancestor of the *Public Schools' Latin Primer*," Lillies Grammar. This *Qui mihi discipulus* began as follows:—"Puer qui es mihi discipulus atque cupis doceri, ades huc, concipe hæc dicta, animo tuo. Citus manè fuge lectum discute mollem somnum, supplex petas templa et venerare Deum, attamen imprimis fit facies lota manusque, sint vestes nitidæ Cæsariesque compta, &c." For the benefit of the smaller boys we will translate these *Monita Pædagogica* or Schoolmaster's rules. *Gulielmi Lillii* of William Lilly ad discipulos suos to his boys de moribus about manners. "Boy who art my pupil and wishest to be instructed, come hither, assimilate with thy mind these rules. Betimes in the morning jump from thy bed; shake off soft sleep; humbly make for the church and worship God; but let thy face first be washed as well as thy hands, let thy clothes be brushed and thy hair combed, &c." Perhaps we have given enough of this for one number; we hope to be able to give some more on a future occasion.

It is curious and interesting to trace the connexion of our school in different ways with other public schools. The

founder of Aldenham Grammar School, Herts, for instance, was one of four governors; but we shall see more of this hereafter. The following extract from the school regulations, from which we have quoted, will show how we were once in a manner connected with the School of the Worshipful Company of Merchant Taylors:—"Item. The governors being desirous that this schoole, w^{ch} is scituat in Chipping Barnet, the church of which towne is dedicated to St. John Baptist, may have relation to the great and flourishing schoole under the government of the hon^{ble} and right w^{ll} Company of Merchant Taylors, London, doe order and give speciall charge to the schoolemaister that if the sayd hon^{ble} and right w^{ll} Company shall be pleased to send any of their schollers, whom they shall think fitt for health sake, or any other respect to this schoole, that such schollers be readily entertained and ordered there with all due respect. And further that if any of the wardens, or other governo^{rs} or masters of the said hon^{ble} and right w^{ll} Company, or any the schoolemaisters of their schoole, be pleased to look into this schoole, that the schoolemaister upon notice thereof doe provide a gratulatorie oration in Latine or Englishe to bee publicly delivered by one of his schollers for their entertainment and welcome."

THE LAW OF GROWTH IN THE ENGLISH LANGUAGE.

“As there were families, clans, confederacies, and tribes, before there was a nation; so there were dialects before there was a language.”* The theory of the growth of languages thus set forth in the words of one of the greatest living masters of the science of language is now well-nigh established, though in the face of many prejudices. This, which may be called the theory of “growth by natural selection,” may be applied to the origin of language in general, as it is by the eminent scholar quoted above, in opposition to the old theories of its origin by divine gift, or by mutual agreement of man; or it may be applied to the growth of any individual literary language out of its own component elements. In the latter case the popular notion of the relation of “dialects” to the literary tongue will have to be entirely reversed; and instead of these so-called “dialects” or provincialisms being held as they commonly are to be mere corruptions of the polite speech, they will have to be restored to their proper dignity as the very materials out of which the fabric of that speech was raised.

It will not be uninteresting to look at some of our so-called provincialisms under the altered light which this theory affords us. We may thus learn to regard them not as mere noxious weeds or rank overgrowths, but rather as ill-fated forms of ancient and genuine parentage, which *à priori* might have seemed at least as likely to live as their more fortunate rivals. For we shall find that they began their existence well, were at one time raised to a literary rank by the best authors, although after all in the “struggle for life” they have had to yield their places to others. We shall also

find that this submission has taken place in one of three ways; either (1) by the word giving up its original form and consenting to be adopted into the current literary speech under a different shape, or (2) by its giving up its original connotation and assuming a connotation of less dignity than it formerly enjoyed, or (3) by its disappearing altogether from the polite speech of the day. We proceed to illustrate each of these ways.

I. *Variation in Form.*—A very common phase of this is the transposition which takes place in certain letters of a word during its passage into the literary stage. For instance, the words “task” and “tax” were originally one and the same, appearing sometimes in one form, sometimes in another, with a perfect identity of meaning. Thus Shakspeare (1 H. IV. iv. 3) makes Hotspur complain of the king having “*tasked* the whole state”; and in Beaumont and Fletcher (Prol. to Knight of Burning Pestle) we have “all private taxes.” In Holinshed’s Chronicle there is the following passage:—“There was a new and strange subsidie or *taske*, granted to be levied for the king’s use”; and in a Decree of the Court of Exchequer, 21 Eliz., we find the expression “tasks, customs and tallages.” In the present state of the language, these two forms of the same word have been separated from each other and have become two distinct words with different meanings. As another instance of transposition we may take the word “waps,” which in this form is a pure old English word, but which has now been softened down into “wasp.” There can be no doubt also that the rustic “maister” is nearer to its etymology than the polite “master.” Spenser always uses “maister” and also “maistresse” for “mistress.” “Highth,” too, is far better than “height,” being quite according to the analogy of “length,” “depth,” &c.; and we find that Milton never uses “height” but always “highth.”

In the formation of the degrees of comparison of adjectives great changes have taken place, and in very many cases the more regular forms have been discarded to make room for the more anomalous. In Ben Jonson (Bart. Fair IV. 2) we find "goodest" for "best," and in Gabriel Harvey, the friend and correspondent of Spenser, and one of the greatest masters of the English of his day, we have "baddest" for "worst." Shakspeare gives us "littlest":—

"Where love is great the *littlest* doubts are fear."—HAMLET iii. 2.

Any one of these forms may still be heard among the common people, as also may instances of *double* comparatives and superlatives, which though they are not considered polite now are to be found in the best authors of an earlier period. Thus Shakspeare

"More better than Prospero."—TEMPEST I. ii.

"Against the envy of *less happier* lands."—R. II. ii. 1.

"With the *most boldest* and best hearts of Rome.—J. CÆS. III. i.

"I love thee best, O *most best*"—HAM. ii. 2.

Leland in his Itinerary (III. 7.) speaking of the Scilly Islands calls them the "very westest point."

These double superlatives are all old English the modern prefix "most" being joined to the pure superlative instead of the ancient "Alder" (older or greater.)

Cf. "Alderlevist Lord."—(CHAUCER Tr. and Cre. III. 240), and "Alderliest Sovereign."—(SHAKS. 2 H. VI. i. 1.)

The negative prefix *im* or *in* was originally *un*. Thus

"For us to levy power

"Proportionable to the enemy

Is all *unpossible*.—(SHAKS. R. II. ii. 2.)

"*Unproper* beds."—(OTHELLO IV. i.)

"*His* beams *unactive* else their vigour find."—(MILTON P. L. viii. 97.)

Gabriel Harvey gives us *un*partially. In the old editions of the Bible the prefix *un* was always employed but it has been gradually and silently supplanted by *im*.

The changes which have taken place in the personal inflections of verbs are such, that a form is often now taken for a violation of grammatical concord, which in reality is only a remnant of the old English form. Thus in the original Southern dialect all the plural persons of verbs ended in *th*; accordingly we find Sir Thomas More (R. III.) writing "*hath* yonder babes"; and Shakspeare (ROM. & JUL. vi. 1.):—

"Need and oppression *starveth* in thine eyes."

Thus also the famous motto of William of Wykeham, "*manners makyth man*."

Such an expression as "I have took" has the authority of the best authors. Thus Shakspeare—

"Such instigations have been often dropped

"When I *have took* them up."—(JUL. CÆS. II. 1.)

and Milton—

"Even silence

"*Was took* ere she was ware"—(COMUS 558.)

"Too divine to be *mistook*."—(ARCADES 4.)

There are several old forms of verbs now discarded but once in good repute:—"Afeard," "risse or riz," "ax," "dout," "don," "doff," "dup," "empt," "chaw." A few instances will illustrate their use:—

"And the Lord made *aferd* Sisera."—(WICKLIFFE'S BIBLE, JUDGES IV. 15.)

"Have I in conquest stretched mine arm so far

"To be *afeard* to tell gray-beards the truth?"—

(SHAKS. JUL. CÆS. ii. 2.)

"Nor nimble squib is seen to make *afeard*

"The gentlewomen."—(PROL. TO EVERY MAN IN HIS HUMOUR
BEN JONSON.)

"For I am *risse* here with a covetous hope

"To blast your pleasures and destroy your sports."—

(ID. INTRODUCTION TO POETASTER.)

“And *risse* again like cork.”—(ID. MASQUE OF FORTUNATE ISLES.)

“The king *axed* after your Grace’s welfare.”—(DR. JOHN CLARK TO CARDINAL WOLSEY.)

“First in the intellect it *douts* the light,

“Darkens the house, dims the understanding’s sight.”—

(SYLVESTER’S “TOBACCO BATTERED.”)

“Then up he rose and *donned* his clothes

“And *dupped* the chamber door.”—(HAMLET IV. 5.)

“To fill my pate with verse and *empt* my purse.”—(TAYLOR THE WATER-POET.)

“I home returning, fraught with foul despite

“And *chawing* vengeance all the way I went.”—

(SPENSER F. QU.)

“The man who laughed but once to see an ass

“Mumbling to make the cross-grained thistles pass

“Might laugh again to see a jury *chaw*

“The prickles of unpalatable law.”—(DRYDEN.)

Certain modes of pronunciation now thought vulgar or ungraceful were once the only accepted modes. Take the following instances:—

“Let not fond visions so appal my love

“For dreams do oftentimes *contrary* prove.”—

(WEBSTER “SIR T. WYATT.”)

“And with *contrary* blast proclaims most deeds.”—(MILTON S. A. 971.)

“*Theater* wise so brave within.”—(MIRROR FOR MAGISTRATES.)

“by whose *mischievous* arts

“Art thou mis-shaped thus?”—(SPENSER F. QU. I. ii. 34.)

“Soft yielding minds to water glide away

“And sip with nymphs their elemental *tay*.”

POPE “RAPE OF THE LOCK.”

And as with “*tay*” in general so with the kinds—

“Where the gilt chariot never marks the way

“Where none learn ombre, none e’er taste *bohay*.”—(ID. *ib.*)

So also “blasphemous,” “character,” “melancholy,” “advertisement,” all of which are to be found quite late.

The above are a few instances of the forms which some well-known words assumed when they first passed from the oral into the literary stage. Many more instances might be given, but we have adduced enough to show that it is at any rate an open question whether, speaking according to the rules of etymology and analogy, the forms which modern literary English has rejected will not hold their own with the forms which it has accepted.

(To be continued.)

HERTFORDSHIRE PROVINCIALISMS.

The readers of the *Elizabethan*, or at least some of them, will doubtless feel interested at having a collection of the provincialisms of their own county brought before their notice; especially as two of those which we are about to mention evidently date in their derivations as far back as the time when Norman-French was a language greatly used in our country. This was the case for nearly 300 years after the Norman Conquest. About the middle of the fourteenth century it was going out of use, and at last was entirely superseded by the Anglo-Saxon, leaving, however, in a large part of our vocabulary many traces of its former existence.

We find a local expression which is made use of by Ben Jonson in one of his plays, viz.—“*Hertfordshire politeness.*” This is an example of *lucus a non lucendo*, the natives of Hertfordshire *not* being supposed over refined in their manners. Ben Jonson’s phrase is confirmed in a concise manner by the proverb “*Essex calves, Herts’ boors,*” which may be regarded as one of the class of expressions at present under consideration.

Huck-a-my-buff, or *Huckabuff*, may in the summer time be heard in the mouths of Herts farmers. By this very remarkable expression is signified the pasture of a field which is left after the better part has been eaten down by “beasts.” The derivation is uncertain; it may be a corruption of “*après les bœufs,*” and if so, is evidently of ancient origin, referring, as mentioned above, to the period of Norman-French. This derivation, however, is not altogether satisfactory; for, although it is evidently possible for “buff” to be a corruption of *bœufs* (in spelling, not in pronunciation), there is no

distinct analogy between "hucka" and *après les*. Perhaps one of our readers can enlighten us, either by suggesting an altogether different source, or by substituting some word or words for *après les*.

"*Beavor*" or "*bever*." This term, not entirely local, signifies refreshment taken between the regular meals; it is usually, however, used to mean the bread, cheese, and beer taken in the forenoon by harvest-men and labourers. It is derived from the French *brevet*, to drink, and was sometimes used for refreshments of drink, but not for the drink itself.

"*Rowans*" or "*rowens*" means a second crop of grass, and is a corruption of "*roughens*," the *gh*, by an easy transition, becoming *w*. This word is found in Longfellow:—

"Not the sweet new grass with flowers
Is this harvesting of ours;
Not the upland clover bloom,
But the Rowen mixed with weeds,
Tangled tufts from marsh and weeds
Where the poppy drops its seeds."

Lastly, we have to deal with perhaps the most remarkable provincialism of all, viz.,—

"*Saw fair of*." The usage of this is best shown by an example. If, when a man is driving a prosperous trade in any town, someone else arrives and sets up the same trade, taking away the first man's custom; No. 1 would say he *saw fair of* No. 2, and would remove his business to some other place. It is very difficult to account for the existence of such a phrase. Perhaps we might suggest that "fair" is a corruption of "far," which has a provincial meaning "farther" and that "of" is an altered form of "off" (if it is probable that these corruptions should occur). The sentence

would then read "saw *farther off*," which No. 1 in the above example might possibly apply to No. 2, although it would perhaps be considered a curious usage. At present, in the case of the above expression, we can only make some conjecture like the preceding, as we have not found any positive trace of its origin.

The whole subject of provincial dialects is an extremely difficult one. Mr. Halliwell, F.R.S., says that they form "a subject of great difficulty, and one which requires far more reading than has yet been attempted to develop satisfactorily, especially in its early period. . . . The Anglo-Saxon dialects were not numerous, as far as can be judged from the MSS. in that language which have been preserved, and it seems probable that most of our English dialects might be traced historically and etymologically to the original tribes of the Saxons, Angles, and Jutes, not forgetting the Danes, whose language, according to Wallingford, so long influenced the dialect of Yorkshire." More early writings than exist at present are necessary to enable this to be completed, and the task is rendered still harder by the doubt which there is concerning the places where several of those which we possess were written. Still, on the other hand, the work would be greatly assisted by reference to our present provincial dialects.

We will now conclude by requesting information on such an interesting subject as this from any of the readers of the *Elizabethan* who may be able to afford any to us. We should be especially glad of some ideas as to the origin of the last-mentioned expression, and of any possible solution of the doubt respecting the third; and if any one should possess the true information we wish respecting either or both of these, we should consider it a great favour if he would communicate it to us.

C. W. F. M.

F A S T I.

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

C. T. CARTER, Esq., Hadley—Lockhart, “Life of Sir Walter Scott,” 1 vol.; Prescott, “Conquest of Mexico,” 2 vols.

The following books have been purchased this term:—
M’Gregor—“Cruise of the ‘Rob Roy’ on the Jordan,” 1 vol. Creasy—“The Fifteen Decisive Battles of the World,” 1 vol. Cooper, J. F.—“The Heidenmauer” (1 vol.), “The Borderers” (1 vol.), “The Wyandotte” (1 vol.), “Lionel Lincoln” (1 vol.), “Deer Slayer” (1 vol.), “Afloat & Ashore” (1 vol.), “Miles Wallingford” (1 vol.), “The Headsman” (1 vol.), “The Bravo” (1 vol.). “Half-hours in the Far North,” 1 vol.; “Half-hours in the Far South,” 1 vol.; “Half-hours in the Far West,” 1 vol.; “Half-hours in the Far East,” 1 vol. Sir S. W. Baker—“Eight Years in Ceylon,” 1 vol. L. Biart—“My Rambles in the New World,” 1 vol. Goldsmith—“The Vicar of Wakefield,” 1 vol. “Globe Encyclopædia,” vol. 4; “Oxford Local Examination Papers,” 1 vol.

CRICKET.—Notwithstanding the extraordinary wet season, we have already had some very good matches this term. We hope next term to publish the averages of the eleven, and the name of the winner of the average bat. Subjoined are some of the scores:—

FIRST ELEVEN *v.* NEXT TWENTY-TWO.

Played at Barnet on Wednesday, May 22nd. This was a single innings match.

FIRST ELEVEN.

Dearberg ma., c Glave, b Wright II.	..	..	..	..	23
Hart, c Mr. Stevens, b French II.	..	..	..	..	19
Wilson, c Thorne, b French II.	..	..	..	..	4
Dale, l b w, b Mr. Whitmore	..	..	..	..	2
Newth max., st Mr. Whitmore	..	..	..	..	7
French max., b Wright II.	..	..	..	..	4
Warren, c Thorne, b Mr. Whitmore	..	..	..	..	1
Sayer ma., b Thorne	..	..	..	..	0
Samuels, not out	..	..	..	..	2
Newth mi., b Mr. Whitmore..	..	..	..	..	1
Wright max., c Thorne, b Mr. Whitmore	..	..	..	..	0
Byes, 4; wides, 9; no balls, 1	..	..	..	..	14
					—
Total	..	..	..	..	77

THE TWENTY-TWO.

Mr. Stevens, b Wilson	..	..	..	..	..	1
Mr. Whitmore, b Hart	..	..	..	..	..	4
Wright II., b Dale	..	..	..	..	..	0
Lloyd, b Hart	..	..	..	..	..	1
Chambers max., b Wilson	..	..	..	..	..	2
George, b Hart	..	..	..	..	..	5
Thorne, b Dale..	..	..	..	..	..	1
Grammer, b Wilson..	..	..	..	..	..	4
Glave, b Hart	..	..	..	..	..	0
Sayer mi., b Hart	..	..	..	..	..	0
Horn, st Dearberg	..	..	..	..	..	4
Anstee, b Wilson	..	..	..	..	..	0
French II., c and b Newth max.	..	..	..	..	..	1
Newth II., b Wilson..	..	..	..	..	..	2
Bryant, b Wilson	..	..	..	..	..	0
Chambers II., b Wilson	..	..	..	..	..	0
Baldock, c Samuels, b Wilson	..	..	..	..	..	0
Young, b Dale	..	..	..	..	..	0
Whiskin, st Dearberg	..	..	..	..	..	1
Bentley II., b Hart	..	..	..	..	..	0
Widdicombe, b Newth	..	..	..	..	..	0
Green, not out	..	..	..	..	..	0
Wides..	..	..	..	..	..	2
						—
Total	..	..	..	..	..	28

FIRST ELEVEN *v.* LYONSDOWN JUNIORS.

Played May 26th, in our field.

BARNET GRAMMAR SCHOOL.

First Innings.		Second Innings.	
Hart, c Huggins, b Smith	0	not out	1
Dearberg, c Smith, b Mansbridge	2	not out	0
French, b Mansbridge	0		
Mr. Whitmore, b Page	20		
Wilson, c Smith, b Mansbridge .. .	2		
Newth max., b Mansbridge	0		
Dale, b Mansbridge	14		
Samuels, b Mansbridge	2		
Warren, b Mansbridge	0		
Newth mi., b Page	0		
Sayer, not out	2		
Wides, etc.	8	Byes, etc.	0
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Total	50	Total	1

LYONSDOWN.

First Innings.		Second Innings.	
Smith, b Mr. Whitmore	2	c French, b Wilson	8
Heath, run out	1	b Wilson	10
James, b Dale	2	b Dale	0
Huggins, c Mr. Whitmore, b Dale	0	c Mr. Whitmore, b Dale .. .	0
Bunker, c Hart, b Dale	0	c French, b Dale	6
E. Page, b Mr. Whitmore	1	b Wilson	0
Mansbridge, b Dale	3	b Wilson	3
Rose, c and b Dale	1	b Newth	1
J. Page, b Mr. Whitmore	1	run out	1
Higgs, b Dale	0	c and b Hart	0
W. Mansbridge	0	not out	0
Bye, 1; wides, 6	7	Byes, 2; leg-bye, 1 .. .	3
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Total	18	Total	32

FIRST ELEVEN *v.* CHRIST'S COLLEGE, FINCHLEY (THE HALL ELEVEN).

Played at Finchley June 1st.

FIRST ELEVEN BARNET GRAMMAR SCHOOL.

First Innings.

Hart, b Collier II.	13
Dearberg, b Collier I.	12
French, c Hawkins, b Anderson	0
Wilson, c Crossley, b Collier	6
Newth, c Collier, b Cobbold	12
Dale, c and b Cobbold	2
Sayer, hit wicket	3
Pritchard, c Anderson II., b Collier II.	0
Warren, c Cobbold	2
Newth mi., b Collier	1
Glave, not out	0
Bye, 1; wides, 2; no ball, 1	2
Total	56

CHRIST'S COLLEGE.

First Innings.

Second Innings.

Cobbold, b Wilson	4	b Dale	4
Anderson I., b Dale	3	b Dale	5
Collier I., b Dale	20	c and b Dale	5
Collier II., c Wilson, b Dale	11	run out	2
Dallas, c Hart, b Wilson	3	b Wilson	1
Purvis, b Wilson	5	b Wilson	0
Crossley, not out	2	c Newth, b Dale	4
Anderson II., b Wilson	0	b Dale	0
Tonge, b Dale	1	b Newth max.	2
Hawkins, c Wilson, b Dale	0	b Newth max.	6
Nepean, b Dale	2	not out	0
Byes, 4; leg-byes, 2	6	Byes, 2; leg-byes, 3	5
Total	57	Total	32

BARNET GRAMMAR SCHOOL *v.* SECOND MIDDLESEX MILITIA
RIFLES.

This match was played in the school field on Saturday, June 8th, but the rain put a stop to the game while the Grammar School were playing their second innings. The following is the score:—

GRAMMAR SCHOOL.

First Innings.	Second Innings.
Hart, run out 12	c Capt. Hussey 0
Wilson, c Lieut. Hume, b Captain Hussey 4	b Capt. Hussey 3
Dearberg, b Lieut. Hume 8	not out 6
Boyce, b Capt. Hartopp 3	b Capt. Hussey 0
Newth max., b Lieut. Hume .. . 3	not out 6
Dale, b Lieut. Hume 2	
French, b Lieut. Crawford .. . 2	
Newth R., c Lieut. Davies, b Lieut. Hume 0	
Wright, b Lieut. Crawford .. . 4	
Sayer, c Lieut. Peel, b Lieut. Hume 3	
Warren, not out 0	
Byes 2, wides 4, 6	Byes, etc. 0
—	—
Total 47	Total 15

SECOND MIDDLESEX MILITIA.

First Innings.

Lieutenant Davis, b Dale 6
Captain Hussey, c Sayer, b Wilson 1
Captain Hartopp, c and b Dale 31
Lieutenant Hartopp, b R. Newth 6
Lieutenant Maud, b R. Newth 2
Lieutenant Crawford, b R. Newth 6
Lieutenant Hume, b R. Newth 2
Lieutenant Stapylton, b R. Newth 4
Lieutenant Peel, b Dearberg 3
Bugle-Major Tomlinson, b Dale 4
Private Bird, not out 1
Byes 3, wides 3, 6
—
Total 72

FIRST ELEVEN *v.* G. H. S. C. C.

Played June 15th at Barnet.

BARNET GRAMMAR SCHOOL.

First Innings.		Second Innings.	
Hart, c Lockyer, b Goodman ..	3	c and b Goodman	0
Dale, c Dennis, b ditto	3		
Dearberg, c and b ditto	3	not out	4
Boyce, c Norton, b Lockyer	1	not out	1
Newth max, c Child, b Goodman	1		
French, b Lockyer	8		
Newth mi., not out	1		
Sayer, b Goodman	1		
Wright, b Lockyer	0		
Thorne, b Lockyer	0		
Warren, c Norton, b ditto	1		
Byes 3, wide 1	4	Bye	1
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Total	26	Total	6

G. H. S. C. C.

First Innings.		Second Innings.	
Goodman, c Hart, b Dale	0	c Newth, b Dale	0
Freeman, c and b Dale	3	b Newth	1
Lockyer, b Dale	0	b Newth	1
Pinches, c Dale, b Newth	1	b Newth	2
Child, b Newth	1	b Dale	1
Richmond, run out	2	b Newth	3
Goodman, c French, b Newth	0	hit on b Dale	2
Child, c and b Dearberg	3	b Dale	0
Norton, hit on b Newth	0	c Hart, b Dale	2
Klosy, b Hart	4	c Dale, b Newth	0
Dennis, not out	1	not out	1
Leg-bye	1	Byes, etc.	1
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Total..	16	Total	14

BARNET GRAMMAR SCHOOL FIRST ELEVEN *v.* CHRIST'S
COLLEGE, FINCHLEY (THE HALL ELEVEN).

The Return played at Barnet June 19th.

CHRIST'S COLLEGE.

First Innings	Second Innings.
Cobbold II., b Newth 0	b French 13
Collier II., b Dale 0	run out 1
Collier I., b Newth 1	c Boyce 10
Crossley, b Dale 1	b Dale 3
Dallas, b Dale 2	c French, b Newth 5
Purvis II., thrown out Thorne .. 4	c and b Dale 1
Hawkins, c McDonald, b Dale .. 3	c and b Hart 0
Tonge, b Dale 1	b Dale 4
Nepean, run out 0	not out 0
Frost, run out 0	run out 4
Anderson, not out 0	c Newth, b Dale 0
Bye 1, wide 1 2	Byes 6
—	
Total 14	Total 47

BARNET GRAMMAR SCHOOL.

First Innings.	Second Innings.
Hart, b Collier I. 1	c Tonge, b Collier I. .. 3
Boyce, run out 6	c Collier II., b Collier I. .. 2
French, b Collier I. 1	c Purvis, b Collier I. .. 6
Dale, b Dallas 5	c Cobbold, b Collier II. .. 1
McDonald, c Cobbold, b Collier .. 0	c Cobbold, b Collier I. .. 0
Newth max., b Dallas 8	not out 12
Sayer, c Crossley, b Dallas 2	run out 0
Warren, b Cobbold 2	c and b Dallas 0
Newth III., b Dallas 0	c Collier II., b Collier I. .. 0
Thorne, b Collier I. 3	run out 0
Mitchell mi., not out 4	b Dallas 0
Bye 1, wides 4 5	Bye 1
—	
Total 37	Total 25

FIRST ELEVEN BARNET GRAMMAR SCHOOL *v.* OFFICERS OF
2ND MIDDLESEX MILITIA RIFLES.

Played June 22nd at Barnet.

OFFICERS.

First Innings.	Second Innings.
Lieut. Crawford, b Dale 0	run out 46
Lieut. Sedgwick, b Dale 2	b Newth 1
Lieut. Davies, l b w, b Wright .. 15	c Thorne, b Dale 6
Capt. Hartopp, b Hart 29	b Hart 17
Capt. Hussey, b Dale 0	b Dale 13
Lieut. Hume, b Dale 0	c Wright, b Newth 1
Lieut. Hartopp, b Dale 11	b Dale 5
Lieut. Peel, b Dale 0	not out 0
Lieut. Stapylton, b Dale 3	b Dale 0
Capt. Ward, not out 2	b Newth 4
Capt. Maycock, c and b Dale 2	b Dale 0
Byes 2, leg-bye 2 3	Byes 10, leg-byes 2, wide 1 13
Total 67	Total 117

BARNET GRAMMAR SCHOOL.

First Innings.	Second Innings.
Hart, b Capt. Hartopp 9	not out 11
French, st Lieut. Davies 13	c Captain Maycock, b Capt. Hussey 0
Cull, run out 0	b Capt. Hartopp 1
Beatie ma., b Capt. Hartopp 1	c Captain Maycock, b Capt. Hussey 0
Newth max., st Lieut. Davies 4	b Capt. Hartopp 6
Dale, not out 7	b Capt. Hartopp 3
Wright, run out 1	not out 0
Boyce, b Capt. Hartopp 1	
Sayer, b Capt. Hartopp 1	
Thorne, st Capt. Hartopp 0	
Newth III., b Capt. Hussey 1	
Byes 4, wides 5 9	Byes 3, wides 2 5
Total 47	Total 20

Stumps had to be drawn at 7 p.m., as we could not play this match out. Captain Hartopp and Lieutenant Crawford were both members of the M. C. C., so it was only to be expected that they would run up a score worthy of their colours. In this match Dale took three wickets with three consecutive balls.

BARNET GRAMMAR SCHOOL *v.* CHRIST'S COLLEGE, FINCHLEY.
(HALL ELEVEN).

"The Conqueror," played at Finchley June 29th.

BARNET GRAMMAR SCHOOL.

First Innings.

Dearberg, b Webber	11
Hart, c Anderson, b Collier	29
French, c Clarkson, b Webber	7
Newth max., b Webber	0
Boyce, c Barnes, b Webber	5
Dale, c Barnes, b Anderson	10
Sayer, st Cobbold	1
Samuels, c Collier, b Anderson	5
Warren, b Anderson	0
Newth III., c Collier, b Anderson	1
Thorne, not out	0
Byes 7, leg-bye 1, wides 9	17
<hr/>	
Total	86

CHRIST'S COLLEGE.

First Innings.

Second Innings.

Collier, run out	1		
Cobbold, b Dale	2	thrown out Thorne	3
Webber, c Dale, b Newth	10	not out	0
Barnes, run out	9	not out	6
Anderson, b Dearberg	3	b Newth	0
Crossley, c and b Hart	9		
Purvis, b Dearberg	4		
Tonge, c and b Dearberg	2		
Frost, b Hart	0		
Biddlecombe, b Hart	1		
Clarkson, not out	2		
Byes 12, leg-bye 1, wide 1	14	Wide	1
<hr/>			
Total	57	Total	10

BARNET GRAMMAR SCHOOL SECOND ELEVEN v. CHRIST'S
COLLEGE, FINCHLEY, FIFTH ELEVEN.

Played at Barnet June 19th.

BARNET GRAMMAR SCHOOL.

First Innings.				Second Innings.			
Meek, b Woods	..	..	0	b Cousins	..	..	2
Glave, c and b Watson	..	..	6	b Cousins	..	..	7
French II., b Woods	..	..	0	c Clarkson, b Cousins	..	..	0
Pritchard, c and b Munden	..	..	3	c Chatterton, b Cousins	..	..	4
Wright, c Cousins	..	..	1	b Cousins	..	..	0
Grammer, b Woods	..	..	0	c and b Cousins	..	..	2
Newth II., b Cousins	..	..	0	b Cousins	..	..	0
George, c Clarkson, b Woods	..	..	0	c and b Woods	..	..	0
Chambers max., b Woods	..	..	0	b Woods	..	..	2
Samuels, not out	..	..	0	not out	..	..	5
James, b Woods	..	..	1	c Savell, b Woods	..	..	0
Byes 2, wide 1	..	..	3	Byes, etc.	..	..	0
Total	..	..	14	Total	..	..	22

CHRIST'S COLLEGE.

First Innings.				Second Innings.			
Levy, c and b French II.	..	..	0	b Wright	..	..	0
Woods, b Wright	..	..	0	b Wright	..	..	3
Chatterton, b Wright	..	..	7	c Wright, b Samuels	..	..	4
Cousins, b Wright	..	..	0	b Wright	..	..	1
Savell, b Wright	..	..	5	c Grammer, b Wright	..	..	3
Munden III., b Wright	..	..	1	b Wright	..	..	1
Clarkson, c Wright, b French	..	..	1	not out	..	..	7
Dickinson, not out	..	..	0	b Wright	..	..	1
Johnson, b French II.	..	..	10	b Wright	..	..	0
Norman, c Chambers, b French II.	..	..	0	b Wright	..	..	0
Watson, c Wright, b French II.	..	..	3	c Chambers, b Wright	..	..	6
Byes	..	..	3	Byes	..	..	2
Total	..	..	30	Total	..	..	28

BARNET GRAMMAR SCHOOL FIRST ELEVEN *v.* G. H. S. H.
C. C.

Played in our field, July 3rd.

BARNET GRAMMAR SCHOOL.

First Innings.		Second Innings.	
Hart, c and b Goodman	2	not out	7
Dearberg, b Goodman	1	not out	5
French max., run out.. .. .	6		
Dale, b Lockyer	0		
Newth max., b Goodman	0		
Boyce, b Lockyer	9		
Sayer, b Goodman	0		
Samuels ma., b Goodman	0		
Beattie ma., c and b Lockyer.. .. .	6		
Thorne, b Lockyer	0		
Newth mi., not out	0		
Byes 4, wides 4	8	Bye 1, wide 1	2
Total	32	Total	14

G. H. S.

First Innings.		Second Innings.	
Klosy, b Dale	0	run out	0
Child, b Dale	1	run out	5
Freeman W., b Dale	2	run out	1
Pinches, b Dale	10	c Beattie, b Newth	3
Lockyer, run out	1	b Newth	3
Child, b Dale	2	c Hart, b Newth	1
Goodman T., b Newth	0	run out	0
Richmond, b Newth	1	b Newth	0
Goodman J., run out	0	b Dale	2
Norton, b Dale	1	not out	0
Dennis, not out.. .. .	2	run out	0
Byes 4, wides 3	7	Byes 2, wide 1	3
Total	27	Total	18

MATHEMATICAL EXAMINATIONS. — The result of these Examinations has been received from the South Kensington Examiners, Science and Art Department.

<i>Stage III.</i>	*Grammer T.
Dale E.	Green F.
Samuels J.	Grover F.
<i>Stage II.</i>	Hart W.
French J.	*Hildebrand H.
Mitchell C.	Hudson P.
Leaman E.	Josling A.
<i>Stage I.</i>	McDonald J.
Baldwin.	Mitchell P.
Beattie mi.	Newth L.
*Cooke R.	*Newth R.
Cross S.	Ridley C.
Dearberg S.	*Ridley W.
*Edwards H.	Samuels T.
*Games W.	Sayer J.
Golding A.	Warren F.
	Whiskin H.

*Prize.

MAGNETISM AND ELECTRICITY.

<i>Class I.</i>	Joyce
Hildebrand	Josling
Baldwin	<i>Class II.</i>
Leaman	Cross ma.
Newth max.	Bryers
French max.	Hart ma.
Cooke ma.	Engleheart
Samuels ma.	Grammer
Whiskin	Sutton max.
Samuels mi.	Beattie T.
Green	Taylor
Dale	Chipperfield
McDonald	Sayer ma.
Mitchell P.	Games
Warren	Hudson
Dearberg R.	Chambers max.
Golding	

The order is arranged by the Examination numbers, not by merit.

SCIENCE LIST.—In another place we publish our Annual Science List, so that this seems a fitting occasion for pointing out some of the advantages to be derived from experimental science teaching. We may say that they are fully recognised abroad, and by our own houses of parliament. We may take it as an axiom that youth is pre-eminently the season for learning *facts*, inasmuch as these form, or ought to form, the foundation upon which the structure of their ideas and opinions is to be reared. The first advantage, then, of elementary science is that it is a collection of marvellous facts well worth knowing and thinking about. Moreover these facts are such as, at the present time, it would be ridiculous to be ignorant of. There is nothing in the steam-engine, the electric telegraph, the art of photography, the telephone, or the phonograph which cannot, in principle, be made perfectly intelligible to boys. Again, who ought not to be ashamed of knowing no more about geography, chemistry, and electricity, than if Humboldt, Davy, and Faraday had never lived? Most boys read science in some fashion for themselves. They often fail to get the right books, and to perform the experiments, for want of some one to guide them. Many, too, would take the experiment without the explanation, which would have added a hundredfold to the interest excited, while it contains the whole of the usefulness of their occupation. But boys thus engaged are not merely at play. True, for a subject of education the time required is small indeed, only one hour a week. In a few minutes the experiment is done! Now where is the boy, the compound of apple-pudding pure and simple, who would not strain all his faculties to be able to understand what he has just seen. That boy is not to be found in the Barnet Grammar School. But is the knowledge really worth having? We think so. Even though a boys' bread should hereafter be earned from his lessons in writing and compound addition, yet he must be something besides the earner of his bread. He must

have some pleasure, and some friends. Now if you make him a mere machine his pleasure will certainly take a low form. Alas! that looking on these bright faces it should be possible to whisper the word "drunkenness!" And his friends must be low and drag him to their level, if he has nothing worth having to offer in exchange for a friendship. And who would care to associate with a machine? True this is as much in favour of other branches of a liberal education as of science. We add one consideration that applies to science only. Science wakes up a dull boy. It sends an electric shock through him, so to speak. He may plod on at his arithmetic or Latin grammar, making slow and disheartening progress, because the work seems dreary and pointless. But he cannot leave the lecture-room without having heard some principle stated, and proved in a manner he can comprehend. Though Horace did not know much experimental science yet he hit off the benefits to be derived from it, when he said

Segnius irritant animos demissa per aures,
Quam quæ sunt oculis subjecta fidelibus, . . .

EDITORIAL.

The editor begs leave, with many thanks, to acknowledge the receipt of the following school magazines:—*The Elizabethan* (S. Peters's College, Westminster), *The Magdalen College School Journal*, *The Elstonian*, *The Glenalmond School Chronicle*.

The article on Byron was written on both sides of the paper and so unsuitable for the printer. An article by *Viator* on clouds is crowded out.

NOTES AND QUERIES.

As the editor of *The Elizabethan* does not see his way to admitting correspondence in full, but is yet anxious to invite communications from the School, he has adopted the plan of extracting the pith of all remarks sent to him and the answers thereto.

The lines asked for by POET come from Tennyson.

READER will find that his suggestion with respect to School Library has been carried out.

NOTES OF NEWS.

Mr. C. Davies, B.A., late Scholar of Jesus College, Oxford, has been appointed by the Head Master to a newly created mastership.

SPEECH-DAY has been fixed for Saturday, July 27th.

NEXT TERM.—The admission examination will be on Tuesday, September 10th, and the whole school will meet on Wednesday the 11th.

THE CHORAL SOCIETY.—This Society has been regular in its practices on Wednesday and Saturday mornings after school. They hope to give a concert at Christmas.

UNIVERSITY EXAMINERS.—We believe one of the University Examiners is to be the same as last year.

NOTICE.

The rate of subscription to *The Elizabethan* is 1s. 6d. per annum (or, including postage, 1s. 9d). Subscribers' names should be sent to the Publisher, Mr Cowing, High Street, Barnet.