

# LIVERPOOL INSTITUTE SCHOOLS MAGAZINE.

*Editors:—F. WOLDE, J. H. ADDINSELL.*

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## Editorial.

OUR attention during the last six weeks has been, or should have been, divided between the support of the Cricket Club and the preparation for the Oxford Locals. With regard to the former we will leave our readers to form their own opinion about its doings from the reports which we publish elsewhere. We would wish, however, to say that we consider it has done very fairly well considering the very short time that was available before the League Matches commenced. If any non-players be inclined to scoff, let them remember that it is their fault that we have not done better, for the lack of support from some of the higher classes has been lamentable; and if their excuse for not playing be (what we too often hear) that they have not time, may we venture to suggest that they would have done their work with far more enjoyment, and have done infinitely better work too, if once or twice a week they had spent a few hours on the cricket field? At the time of writing, the "Oxford" is making those who are in for it for the first time feel desperately miserable, that is, if they are similarly constituted to ourselves, and we doubt not that many of the older hands wish that they were well over it. Well, by the time that this reaches them it will be all over, and we hope that they will have done their school as much credit as they have in former years.

This is the last editorial with which we shall burden our readers, for we, in common with many of our schoolfellows will, in a few weeks' time, have become Old Boys of the Liverpool Institute. Before laying down the pen for the last time we would tender our most cordial thanks to all our readers for the very kindly interest they have taken in the welfare of the *Magazine*, and to many of the masters who have so generously helped us to increase its sale in both schools. For our successors we can only wish that they may find the task as genial as we have, and that the generous support which we have received may not be withheld from them.

## Cricket Notes.

### LIVERPOOL INSTITUTE v. H.M.S. CONWAY.

PLAYED at Wavertree on May 25th, resulting in a victory for the *Conway* by 68 runs to 48. For the *Conway* Mr. Kearsey (19) and Piercy (17) were most prominent in batting, and Smythies and Mr. Kearsey in the bowling. For the Institute, W. A. Jones batted well, and Hawkes and W. L. Ker bowled well, the latter taking 4 wickets for 1 run.

### \* LIVERPOOL INSTITUTE v. LIVERPOOL COLLEGE (M.S.)

This match was played at Fairfield, on May 28th, and ended in a win for the Institute by 1 run and two wickets. The score being for College 74 (2 innings of 40 and 34), Institute 75 (2 innings of 26 and 49 for 7 wickets).

### LIVERPOOL INSTITUTE v. CAMBRIDGE HOUSE SCHOOL (League Match).

This match was played at Seaforth on June 1st. Cambridge House went in first and scored 49, to which Fairclough contributed 17 and Whittaker 16. Hawkes took 2 wickets for 4 runs, bowling 5 five successive maiden overs. Shaw was hardly less successful with 4 wickets for 9 runs. The Institute followed with an innings of 82, of which Fall made 27, S. Forster 17 and Ellis 13. The honours of the bowling were divided between Edgecomb and Winder who took 5 wickets each. Cambridge House then made 49 in a second innings, of which Fairclough again made top score with 15, W. A. Jones and W. L. Ker taking the wickets. The Institute with 14 runs to win made 21 for 1 wicket, A. P. Ker and Fall being not out.

\* This match was played as a League match, but owing to a dispute it was decided to re-play it.

### LIVERPOOL INSTITUTE v. LIVERPOOL COLLEGE (U.S.) (League Match.)

Played at Fairfield on June 4th. Score:—

LIVERPOOL INSTITUTE.		LIVERPOOL COLLEGE (U.S.)	
W. L. Ker, run out ... ..	18	A. Kidman, c. A. P. Ker, b. Jones ...	0
C. N. Ellis, b. Rogers ... ..	7	J. Sutherland, b. Fall ... ..	0
S. Fall, b. Crosthwaite ... ..	5	G. H. Todd, b. Hawkes ... ..	46
W. L. Collins, b. Crosthwaite ...	0	E. Rodgers, b. S. Forster ... ..	72
J. L. Hawkes, c. Walker, b. Crosthwaite	6	S. Crosthwaite, b. Hawkes ... ..	1
S. Forster, b. Kidman ... ..	0	J. Bird, b. Hawkes ... ..	0
W. A. Jones, b. Crosthwaite ... ..	2	Goodacre, b. Hawkes ... ..	0
A. P. Ker, c. and b. Bird ... ..	4	Graham, not out ... ..	1
W. W. Beatty, not out ... ..	0	McSymon, c. W. L. Ker, b. Hawkes ...	0
W. Woodward, b. Kidman ... ..	0	A. N. Walker, b. Hawkes ... ..	0
R. V. G. Adamson, b. Kidman ...	0	Cleaver, b. Hawkes ... ..	0
Extras ... ..	7	Extras ... ..	12
Total ... ..	49	Total ... ..	132

### LIVERPOOL INSTITUTE v. MERCHANT TAYLORS' SCHOOL (League Match.)

Played at Crosby on June 11th. The Institute were two men short, W. A. Jones and Collins being absent. A disastrous defeat was the consequence, the Merchant Taylors' scoring 94 in a single innings, to the Institute's 82 in two innings of 43 and 39.

### LIVERPOOL INSTITUTE v. ROYAL INSTITUTION (League Match.)

Played at Wavertree, on Wednesday, June 18th. Another defeat. Royal Institution, 1st innings 121; Liverpool Institute, 1st innings 42, 2nd innings 86 (9 wickets).

### LIVERPOOL INSTITUTE v. WALLASEY GRAMMAR SCHOOL (League Match.)

Played at Wavertree on June 18th. Score:—

WALLASEY GRAMMAR SCHOOL.		LIVERPOOL INSTITUTE.	
Trantom, b. Jones ... ..	2	C. N. Ellis, c. Fleming, b. Tipping ...	8
Horspool, b. Fall ... ..	3	A. P. Ker, b. Tipping ... ..	17
Brettargh, c. Fall, b. Jones ... ..	10	W. L. Collins, b. Woffenden ... ..	0
Woffenden, b. W. L. Ker ... ..	10	J. L. Hawkes, b. Woffenden ... ..	5
Tomlinson, b. Shaw ... ..	19	S. Fall, b. Woffenden ... ..	2
Little, c. Hawkes, b. W. L. Ker ...	14	S. Forster, b. Tipping ... ..	11
Catterell, not out ... ..	23	R. L. Shaw, b. Tipping ... ..	23
Hill, b. Hawkes ... ..	6	W. A. Jones, c. Tomlinson, b. Tipping ...	0
Tipping, run out ... ..	1	J. Forster, b. Woffenden ... ..	3
Hannay, c. Jones, b. Hawkes ... ..	0	W. L. Ker, not out ... ..	6
Fleming, b. Jones ... ..	0	A. Ashcroft, b. Tipping ... ..	0
Extras ... ..	20	Extras ... ..	1
Total ... ..	108	Total ... ..	76

### LIVERPOOL INSTITUTE v. LIVERPOOL COLLEGE (M.S.) (League Match.)

Played at Wavertree, on June 20th. Score:—

LIVERPOOL INSTITUTE.		LIVERPOOL COLLEGE (M.S.)	
C. N. Ellis, b. Stone ... ..	4	F. A. Roberts, c. Collins, b. Jones ...	5
A. P. Ker, b. Miller ... ..	6	Pearcy, run out ... ..	0
W. L. Collins, b. Stone ... ..	1	Miller, c. Ashcroft, b. Jones ... ..	4
J. L. Hawkes, c. and b. Stone ... ..	4	Wearing, c. Hawkes, b. Jones ... ..	5
R. L. Shaw, b. Miller ... ..	3	Stone, c. A. P. Ker, b. Jones ... ..	8
W. L. Ker, c. Martin, b. Stone ...	11	Lloyd, b. Jones ... ..	0
S. Fall, b. Miller ... ..	0	Thompson, c. W. L. Ker, b. Jones ...	1
W. A. Jones, not out ... ..	23	Walker, b. Hawkes ... ..	8
J. Forster, c. Wright, b. Lloyd ...	9	Martin, not out ... ..	1
A. Ashcroft, b. Lloyd ... ..	0	Wright, c. A. P. Ker, b. Jones ... ..	0
W. W. Beatty, b. Wright ... ..	4	Torrens, c. W. L. Ker, b. Jones ... ..	0
Extras ... ..	15	Extras ... ..	1
Total ... ..	90	Total ... ..	23

## LIVERPOOL INSTITUTE v. BIRKENHEAD SCHOOL (League Match.)

Played at Wavertree, on June 22nd, 1892:—

BIRKENHEAD SCHOOL.		LIVERPOOL INSTITUTE.	
S. Nash, c. and b. Shaw	17	A. P. Ker, b. Bennett	4
E. Linton, c. and b. Hawkes	14	C. N. Ellis, b. Beausire	0
Bennett, c. S. Forster, b. Shaw	1	W. L. Collins, b. Beausire	0
Beausire, c. W. L. Ker, b. Shaw	0	J. L. Hawkes, b. Beausire	4
Robson, b. Hawkes	6	R. L. Shaw, c. Nash, b. Robson	22
T. Moore, not out	15	W. L. Ker, b. Nash	16
Stubbs, b. Hawkes	7	W. A. Jones, c. Nash, b. Patrick	7
Patrick, b. W. L. Ker	7	S. Fall, c. Nash, b. Moore	0
R. Moore, c. Fall, b. W. L. Ker	4	S. Forster, not out	10
Smith, b. Hawkes	0	W. Beatty, b. Robson	2
Marquis, run out	3	A. Ashcroft, b. Moore	3
Extras	11	Extras	19
Total	85	Total	66

## LIVERPOOL INSTITUTE v. WATERLOO HIGH SCHOOL (League Match.)

Played at Blundellsands on June 25th. This was the last league match, and was played in the most miserable weather. The Institute played one man short, C. N. Ellis not turning up. Just before the match commenced it was found that the pitch which had been prepared was considerably short, and another had to be found. This will to a very great extent account for the very poor stand which the Institute made with an innings of 58, to which S. Forster contributed 25 not out. The High School made a score of 100, of which Scott made the top score with 25, Shannon and Parsons following him with 16 and 15 respectively.

## UPPER SECOND FORM (C.S.) v. GLENMORE C. C.

This very interesting match was played at Sefton Park, on Wednesday, June 15th, and resulted in a victory for the Upper Second by 2 runs. Score:—

GLENMORE C. C.		UPPER SECOND FORM.	
Ryder, c. and b. Williams	0	Barlow, b. Tomlinson	5
Jenkins, c. and b. Williams	4	McKnight I, c. Williams, b. Colquhoun	5
Williams, c. Colquhoun, b. Williams	2	Williams, c. Colquhoun, b. Tomlinson	1
Thomas, b. Barlow	4	English, c. Ryder, b. Asquith	7
Colquhoun, st. English, b. Williams	13	Laughton, b. Tomlinson	0
Asquith, b. Barlow	3	Roberts, b. Tomlinson	1
Tomlinson, b. Williams	4	Blevin, b. Tomlinson	0
Billings, b. Williams	2	Rose, b. Tomlinson	1
Camella, b. Williams	1	Harris, c. Camella, b. Tomlinson	3
Clindon, b. Williams	0	Lockhart, c. Billings, b. Tomlinson	1
Jones, not out	4	McKnight II, not out	4
Extras	8	Extras	19
Total	45	Total	47

## BOWLING AVERAGES.

BOWLERS.	MATCHES.	OVERS.	MAIDEN OVERS.	RUNS.	WICKETS.	AVERAGE.
W. L. KER	10	57	14	140	22	6.3
J. L. HAWKES	12	124	37	231	36	6.41
W. A. JONES	11	86	13	212	33	6.42
S. FALL	9	80	21	157	18	8.1
R. L. SHAW	7	38	10	102	11	9.2
S. FORSTER	3	21	11	30	6	5.0

As Forster bowled in Three Matches only he had the above average.

## BATTING AVERAGES.

No.	Batsman.	Wallasey Grammar School.	Parfield School.	H. M. S. Conway.	Liverpool College U.S.	H. M. S. Conway.	Liverpool College M.S.	Cambriage House School.	Liverpool College U.S.	Merchant Taylor's School.	Royal Institution.	Wallasey Grammar School.	Liverpool College M.S.	Birkenhead School.	Waterloo H.S.	Total number of Runs.	No. of Innings.	Times not out.	Average.
1	S. FORSTER	—	—	9	—	17	—	—	0	2	—	11	—	10*	25*	85	10	2	10.6
2	R. L. SHAW	0	49	12	—	5	5	—	—	16	3	23	3	22	1	180	17	0	10.5
3	W. L. KER	3	24	3	—	2	—	—	18	2	8	6*	11	16	1	152	17	2	10.1
4	W. A. JONES	2	4	10	—	1	—	—	2	—	15*	7	33*	0	0	109	15	2	8.4
5	S. FALL	3	1	7*	—	27*	5*	—	12	4	2	2*	0	0	2	92	17	4	7.7
6	C. N. ELLIS	—	—	1	—	13	—	—	7	1	1	8	4	0	—	59	13	1	4.9
7	A. P. KER	2	2	0	—	0	9*	—	4	4	0	17	6	4	6	62	17	1	4.13
8	J. L. HAWKES	2	—	1	—	6	—	—	6	0	1	5	4	4	0	54	14	1	4.12
9	J. FORSTER	—	—	1	—	2	—	—	—	0	0	3	9	—	—	29	10	1	3.2
10	W. W. BEATTY	0	9	0	—	3	—	—	0*	—	—	—	4	2	0	27	11	2	3
11	A. ASHCROFT	—	—	—	—	—	—	—	—	3	—	—	0	3	7	14	7	1	2.9
12	W. L. COLLINS	10	5*	1	—	—	—	—	—	—	3	0	1	0	7	30	14	13	2.3

\* Signifies not out.



### Chat on the Corridor.

THE most absorbing topic of interest this month has been—and is still, for the matter of that—the “Oxford.” Some months ago we expressed our opinion of the value of that examination and its extreme suitability for the Institute, and so need not do so again. The interest it excites is very natural; it is far and away the most important examination of the year as far as we are concerned, and has done much to give the school that educational prestige which it has had, locally at any rate, for so many years. No local school can show anything like our record of top place seven times in ten years, and four times in succession. Then, too, it affects a good hundred of our school-fellows, and is practically the gauge of the amount of work done throughout the school year. This year, it must be admitted, we are not justified in expecting to head the list again, but with that one exception we have every hope of eclipsing the record of past years, and of showing a brilliant number of first and second classes and distinctions.

While the “Oxford” is the staple of conversation with the upper part of the school, the holidays (blessed word!) are nearer and dearer to the hearts of the great majority. The term has turned the corner since our last issue, and we have at last begun to feel that holidays, formerly a sort of vague imaginary quantity, will come some time during our lifetime. They will begin—we were not a little surprised at first to learn that they would begin at all—on the 29th, and last till—but no, *est et fidei tuta silentio merces*; and we are perfectly convinced that if we told you instant suppression would be the penalty, and in accordance with the sentiments so excellently expressed in the rest of our quotation (which we mercifully withhold), none of our friends would have anything to do with us.

While we cannot complain that any of the clubs which we have mentioned from time to time are badly supported, we feel we must make an appeal, and that a very strong one, on behalf of the High School Library. The want of a representative library for the school had been long felt, and so far back as February, 1890, the question was mooted in the correspondence column of this *Magazine*. Nothing, however, was done until late in that year, when separate libraries, of necessarily very limited range, were simultaneously started in two or three forms. In 1891, it was thought that by combining these and inviting the co-operation of the upper forms, the nucleus of a school library might be got together. The books of these small libraries were collected and placed in Mr. Caldicott's room, but the co-operation of the upper forms, to their lasting disgrace, has been an utter farce. The library, however, has, in spite of difficulties, made headway, strongly backed as it was by Mr. Caldicott, who filled the position of Honorary Librarian, President of the Selection Committee (pardon our lofty style), and Supreme Court of Appeal. Lately, those principally connected with it have been extremely energetic, and have secured the help of various friends outside, and have

arranged the books and printed a catalogue. What is now wanted is the general support of the school, which we hope we are not overbold in looking for next term.

Sports generally seem to be doing fairly. The Cricket Club, as our notes will show, has had some extraordinary experiences, and in two matches, at least, Lord Beaconsfield's famous dictum, “The unexpected always happens,” would appear to have been verified. The match against Birkenhead School, however, on the 22nd June, was very satisfactory, and we could honestly congratulate ourselves on having beaten an excellent team, who were by no means in bad form. Three of our Eleven we may here mention—Ker, W. A. Jones, and Hawkes, with R. L. Shaw as second reserve.

The Junior Clubs are progressing favourably, and the Swimming Clubs of both schools are as successful as ever; an account of the competitions for the Humane Society's and other medals will doubtless appear in our next number; we will here only congratulate all who are connected with the management and working of the clubs on the uniform success which has attended their efforts.

The Debating Society's Annual Entertainment has been postponed to an early date in October. Various causes have combined to make it highly inadvisable, if not impossible, to play “The Rivals” this term, and Mr. Book's decision has not been made without much thought and consideration for the success of the play and the best interests of the society. We trust, therefore, that all our readers will do their utmost to make this annual effort of the Debating Society the triumph “She stoops to conquer” was this time last year. Meanwhile we have to announce that the General Meeting will be held very shortly to hear the Editors' and Secretary's reports, elect officers for the ensuing session, and revise the rules. All members and intending members, in both schools, are invited to attend.

As our readers will see from the excellent Socratic dialogue we publish elsewhere, and from our Correspondence column, the battle rages hotly round the study of the classics. The author of the dialogue has every right to be heard on the subject, and while we hold, as far as possible, a position of strict neutrality, we must congratulate him very heartily on the success he has achieved in adding a piece of very readable matter to the discussion. The subject was fairly thrashed out in the Debating Society in November last, but the general body of the school knew nothing about it, and have, so far as our memory serves us, never had the question brought properly before them. For this reason, and because we cannot help feeling that we are a little out of focus in our view of the classics, we have decided to prolong the debate, and allow both sides a fair hearing—or rather reading; as this, however, is the last number of the volume it might well stop here, unless indeed our



impassioned friend, "Anglo-Saxon," wishes to pen a fiery reply, and so close what we hope has been an interesting and to some extent a useful discussion.

It is a source of much gratification to us to be able to publish a contribution from the pen of that most patriotic of old boys, the genial editor of *Porcupine*. It is so long since any verse appeared in the *Magazine*, that we are doubly grateful, and commend his "Four Epigrams" with confidence to our readers' appreciation. We tender our heartiest thanks to Mr. Farrie for our school-fellows and ourselves, and trust that this may be by no means the last time that his contributions will enrich our pages.

We would also call attention to two articles published this month, entitled respectively "Enthusiasm" and "An Open Scholarship Examination." As usual, we decline to hold ourselves responsible for any of the sentiments or statements contained in those articles, but we venture to hope that the first may be suggestive and the second really serviceable to our readers. Enthusiasm would seem to belong mainly, though not exclusively, to youth, for as we get on in years—if in no other sense—we more often than not are laughed out of our ardour or outgrow it. We hope, too, that the sonnet of Hood's, with which our contributor closes, will suggest that there may possibly be a pathetic side to a writer who most people consider wrote only bathos, and may serve to introduce our readers to some very real and very precious poetry.

As touching the "Open Scholarship Examination," we can only say that the writer relates a very true and (he tells us) terrible experience. We are glad to notice a growing tendency in the schools to go on to the University rather than to leave at the conventional, but far too early age of sixteen; to most of our school-fellows a scholarship is a *sine qua non*, and it is with the sincere hope of doing them a practical service that we print the article.

Another contribution will also be noticed from our old friend "Hermes," this time in verse, "An ode by P." Some years ago that poem appeared in a lithographed number of the *Magazine*, which very few now have the good fortune to possess. It came out at a time early in the history of the School Chronicle, when it was in point of funds and supporters in very low water indeed. As the circulation of that issue was very limited, and it appeared so long ago, we thought the new generation, educated as it has been into a more loyal support of the *Magazine*, would be interested in it, and give it a good reception; we sincerely hope that we are right, and that the doleful wail "Sine and Cosine and Tan" will go down as well this month as did "The Idle Gossip of an Old Boy" of our last issue.

We have a very heavy honour list this month, and offer our sincerest congratulations to all mentioned below on their well-deserved success. To begin with Cambridge:—A. R. Cowell, who left us for S. John's College in 1884, and graduated B.A. in 1887 with second-class honours

in Natural Science, Part I, and third-class in Part II in 1888, has proceeded lately to the degrees of M.A., M.B., and Ch.B., all of which were conferred on him in the Senate House last month. Cowell was fourth in the Senior Oxford in 1883, the year that Sampson was third. V. C. H. Millard, of S. Catherine's, took his degree with third-class honours in the Classical Tripos, in June last. J. B. Dale, Scholar of S. John's, was again head of his college in the Mays, and has had his scholarship raised; while H. E. Long, Sizar and Exhibitioner, whose success we recorded last month, has had his exhibition increased. L. D. Barnett, Scholar of University College, Liverpool, who was elected to a Major-Sizarship at Trinity, Cambridge, last December, has taken his B.A. (Vict.), with first-class honours in Classics, and has been elected to a University Scholarship, tenable for three years. A. F. Fryer, an old Commercial School boy, Sheridan Muspratt Scholar of University College, Liverpool, who held the position now held by Morris in the laboratory, has taken his B.Sc. (Vict.), with first-class honours in Chemistry, and has been elected to the Mercer Science Scholarship in consequence. Mr. F. C. Garrett, assistant master at South Shields High School, formerly of Owens College, Manchester, has taken his M.Sc. L. Zagury, a Scholar of the same University has also taken his B.Sc. degree. Mr. G. C. Rees a former pupil of the Commercial School has passed his final Solicitors' Examination with third class honours. The rear of this noble army is fittingly brought up by our friends F. E. Marshall and H. M. Crake, who have successfully weathered Part I of the Preliminary Scientific examination, affectionately termed by those who seek it the "Pre Sci."

The Tate Scholarship to the University, the examination for which was held last month, has been awarded to J. H. Grace, scholar-elect of Peterhouse, Cambridge. D. D. Braham and F. M. Baddeley have run a dead heat for the English essay prize, the examination for which took place in January last. Lord Derby's prize for Mathematics has been awarded on the results of the Tate Scholarship examination also to Baddeley, who is much to be congratulated upon his double success.

Among the newly-elected members of Parliament we find the name of Mr. J. Allanson Picton, M.P. for Leicester, an old Institute boy, eldest son of the late Sir J. A. Picton. In early life Mr. Picton was a Congregationalist minister, but afterwards resigned orders, and finally entered Parliament for Leicester in 1886, in the Liberal interest. We offer him our heartiest congratulations on his successfully contesting his constituency once again.

The results of the Book-keeping Examinations in connection with the Society of Arts show no falling off from former years.

In the Commercial School 9 boys obtained first class certificates, while only 4 other boys in the kingdom obtained them; 43 obtained second class certificates; and 5, third class; while only 2 boys failed. In the High School 2 boys obtained second class certificates, and none failed.

We beg to acknowledge with thanks the receipt of the following contemporaries:—*Ulula* (2), *King Edward's School Chronicle* (2), *Portsmouthian*, *City of London School Magazine*, *Merchant Taylors' Review*, and *The Liverpool College (Upper School) Magazine*; and a subscription from Mr. G. C. Rees.

The Treasurer of the Library begs to acknowledge with thanks the receipt of a cheque for £3 from R. R. Meade-King, Esq., towards new shelves, etc.

## Swimming Clubs.

### COMMERCIAL SCHOOL.

It has been decided to hold the annual swimming contest at Cornwallis Street Baths on Friday, 22nd inst., at 4-30 p.m. The Committee made this arrangement in order to enable those members who have entered for the Oxford Examination to compete for the prizes. It is very gratifying to note the progress of this club since its formation seven years ago. It has steadily increased in numbers year by year, and at the present time contains no fewer than 176 members. The Committee are therefore in a position to offer more numerous and valuable prizes for competition. Members desirous of witnessing the races will be admitted to the Baths on presenting their cards of membership, and payment of 3d. for which they will receive a ticket enabling them to bathe after the contests are over. The following prizes are offered for competition:—

- (1) *10 Lengths Club Championship*.—A Silver Medal presented by the Directors of the Liverpool Institute.
- (2) *4 Lengths Handicap*.—Gold Medal value 20s., and two Silver Medals, values 10s., and 7s. 6d.
- (3) *2 Lengths Handicap*.—Gold Medal value 15s., and two Silver Medals, values 10s., and 7s. 6d.
- (4) *1 Length Handicap*.—(For those who have learned to swim this season). Two Silver Medals, values 12s., and 9s.
- (5) *Preparatory School Handicap*.—Two Silver Medals, values 10s., and 5s.
- (6) *Consolation Scratch Race, 4 Lengths*.—Silver Medal value 7s. 6d.
- (7) *Long Plunge*.—Silver Medal value 7s. 6d.
- (8) *Diving for Objects*.—Silver Medal value 7s. 6d.

The contests for the Humane Society's Medal will take place on 19th July. Unsuccessful competitors in the 10 Lengths are eligible for the 4 Lengths Handicap. No competitor is allowed to hold more than one Medal. Competitors must answer to their names immediately upon being called by the Starter, otherwise they will be disqualified, and not allowed to swim. Competitors plunging into the water before their time is called, will be disqualified.

## Epigrams.

(After CATULLUS lxx.)

My sweetheart declared she would wed none but me,  
Though dukes with their diamonds sought her;  
But the pledges of girls to their sweethearts, you see,  
Must be written in wind and in water.

(After MARTIAL viii, 74.)

Jones, when a doctor, couldn't make ends meet,  
So joined the army for his bread and water.  
Alas, the doom of fate he can't defeat,  
For Jones still earns his daily bread by slaughter.

(After MARTIAL ix, 82.)

The public to my rhymes have tribute paid,  
But certain poets sneer against my books.  
Ah, well! I'd rather have a banquet laid  
To please the guests, than to delight the cooks.

(After BODENSTEDT.)

A blue eye  
Is a true eye.  
A brown eye swims  
With roguish whims.  
If grey the eye  
It then is sly.

But the meaning of a black eye's blaze  
Is hard to read as heaven's ways.

HUGH FARRIE.

## A Socratic Dialogue.

THE GHOST OF SOCRATES, ANGLO-SAXON.\*

*GHOST of Socrates.* Good evening, pray excuse the intrusion. The fact is, my friend Aristotle, a regular peruser of nineteenth-century literature, recently informed me that you had written yourself down an ass in a discussion anent the classics; and an old man, you know, is apt to be inquisitive.

*Anglo-Saxon.* Take a seat, Socrates. Yes, I did do so, but only in a figurative sense, of course —

*Soc.* I understand. You lack the ears. Now, as we are both interested in educational matters, and if you will pardon a very old man's loquacity, I shall be obliged if you will give me a definition of education.

\* See L.I.S.M. No 7, Vol. vi.



A.-S. Willingly. "Moral education is best carried out by studying the lives, works, and thoughts of great and noble men," as I observed in my letter to the press.

Soc. Many thanks, though I think I remember my old schoolmaster using a very similar phrase. You would define education, then, as a process whereby a child is familiarised with the most perfect works of the most perfect authors, and thus becomes spiritually ennobled and refined, as though by a breeze wafted from regions of purity, as my pupil Plato used to say?

A.-S. Certainly, certainly: a system that should "exercise the reason, improve the memory, and bring into play the powers of accurate observance," as I have previously remarked.

Soc. You are very obliging in quoting yourself, my friend. But really I am afraid that my old Boeotian campaign or the subterranean damps have affected my wits.

A.-S. How so, Socrates?

Soc. The matter stands thus. You have given a delightful definition of education, and you have previously denied that the classics have any educational value. Now, if you are right, they cannot comply with your definition.

A.-S. Most certainly not.

Soc. Pray why don't they?

A.-S. What a question! As if one could compare Homer with Shakespeare! Why, the site of his plot is fabulous; the heroine ought to have figured in the Divorce Court; the heroes are desperately blood-thirsty and immoral savages —

Soc. Gently, my friend! In the first place, nobody wants to compare Homer with Shakespeare (excuse my foreign pronunciation of the somewhat uncouth name), except a few ignorant schoolboys in the lowest classes —

A.-S. Sir, you are personal.

Soc. I beg your pardon. Excuse an old man's garrulity. But, as I was about to say, there is a vast difference between the epic poet who sings the deeds of a heroic society and the dramatist of a cultured age. They dwell far apart, as we used to say in Athens, though each may do incomparably well in his own department, and touch chords that will vibrate in the hearts of men for all time. To take your own instance, you don't ask the writer or writers of your Bible for the same character-painting that you admire so much in Shakspeare, do you?

A.-S. Well, perhaps not.

Soc. Thank you. In the second place, Troy is not fabulous. Within the last few years, an ingenious gentleman from Germany has discovered the buried walls of a once rich and mighty city, on the hill we silly old ancients used to regard as the site of Priam's town; a city bearing still traces of a great conflagration, but full of treasures of all kinds, from the potter's sherd to the jewels of the prince and the diadem of Andromache. The same gentleman, moreover, has unearthed the cities

of the Kings you airily call imaginary, bloodthirsty, barbarous creations; he has found therein a store of cunningly-wrought treasures, gems, diadems, trinkets, and weapons of gold and bronze, the triumphs of a civilisation of which your puny history knows nothing, save what is recorded in the despised rhapsodies of the epic poet. You see, my dear sir, that possibly Homer may have an unsuspected value from a historical point of view.

A.-S. Possibly. I was unaware of those facts.

Soc. Parenthetically, I might add that I wonder sometimes how certain portions of your Shakespeare have escaped the Public Prosecutor. But, dear me! how we are digressing from our subject! Let us return at once to our dilemma. You gave me a definition of education, and I, like the stupid old man I am, was wondering how classics could fail to comply with its conditions. Now, I should like you to gratify my weakness and answer a few questions. Will you be so *very* kind?

A.-S. Certainly.

Soc. A thousand thanks. Now pray attend. Language being the interpreter of thought, it is obvious, is it not, that thought as expressed in a language can only be mastered when the spirit of the language is perfectly comprehended?

A.-S. Of course.

Soc. But surely speech is as much a living thing as the speaker. A society that speaks must speak as it does because its members collectively look upon the things they talk about from a certain metaphysical point of view, which brings their internal reason into connection with the external things observed by them. In other words, language has a soul as well as a body. Do you follow?

A.-S. I think I do, Socrates.

Soc. Now, no man, I think, can be said to understand a living body unless he has traced it through all its stages of development, from the tiny frame and butterfly brain of the baby to the strong limbs and resourceful mind of the grown man. Do you think that any particular condition of body and soul is intelligible without this preliminary knowledge?

A.-S. I suppose it is not.

Soc. So it is with language, my friend, one stage of which is dead and unintelligible when taken out of connection with another. Remember that human speech is nowhere the same. From the dim shadow-land of an unknown past have emerged the peoples of the earth, each equipped with a certain mysterious apparatus for expressing thought in speech, by the use of which they have developed their languages in the course of their respective civilisations. Sometimes one race's apparatus was very like that of another race, sometimes wholly distinct; but no two are ever identical. Sometimes, too, several tongues after separately undergoing such a development have fused into one, like your English. Yet under all this infinite diversity there lies a unity, the spiritual brotherhood of the human race. All mankind thinks essentially the same things, though

it thinks them out differently. Do you imagine that I, or Plato, never pondered over the problem of sin and retribution, and that your Gospels are the first to broach a theory of punishment after death?

A.-S. I hardly understand you, Socrates.

Soc. More's the pity. But listen. Can you, granting this essential unity of thought, now deny that the study of an ancient literature which seriously treats certain conceptions of eternal importance in a certain manner is of enormous value in judging a modern literature treating the same thoughts in a different manner?

A.-S. I don't know.

Soc. And when that ancient literature has for its instrument a tongue of the most marvellous suppleness and power in reflecting each phase of human thought, a tongue polished and perfected in the most refined and artistic society the sun has ever shone upon, dare you then deny the importance of that literature, both to art and to philosophy? And yet your ephemeral imbecility gibes at us! Does even *your* ignorance presume to compare the City of the Violet Crown, where I was born, to the base mechanic world of to-day, this seething ocean of soulless ignorance, inarticulate misery, sordid lust? Who taught you the little knowledge you possess? Whose intellects laid the broad foundation of that edifice which the unceasing toil of four and twenty centuries has painfully and imperfectly built up. and over which you, poor creature of a day, pipe your dunghill vaunt of evolution and progress? You, forsooth, great Gulliver, despise the pigmy race that called down Beauty and Wisdom from the side of God to dwell with man! You, to satisfy the banausic lusts of an hour, would trample on the eternal truths we taught, would ignore the treasure we bequeathed you, of which all that is best and purest in the culture of to-day is the meagre interest — Bless my soul, the lad has run away! And how the time has sped! I shall be late for my appointment with Kant. (*Exit.*)

### The High School Library.

I HAVE been asked, once again, to bring before the notice of the readers of the *Magazine* the claims of the High School Library. Like all similar attempts, it originated in a very small way, but owing to the kind help of one or two friends the number of books has gradually swelled till there is now a very fair collection from which to make a choice. There are, however, two difficulties against which we have to struggle, but which we hope now may be successfully met. The first is the difficulty occasioned by boys who take out books and do not return them when they leave. To any old boys, therefore, who at the present time have library books we wish to take this opportunity of appealing. There are still some few books missing, some of which are known to be in the hands of old boys, but at present we have been unable to get at them. The second difficulty is the want of support from some portions

of the school. During last term the number of subscribing members was between forty and fifty, this term it has sunk again to thirty. The want of support too comes from the boys where we look for it most, the boys at the top of the school.

It has been suggested that perhaps were it brought under their notice they might be induced to join in the attempt at making the Library truly representative, and it has further been suggested that we might ask all those boys who are leaving us this term to join in setting a good example to their successors by presenting some one book. In this way there would be a nucleus formed for a library of standard authors, such a library as would be valuable to boys in the highest forms, and which, if it served no other purpose, would perhaps serve to improve the style of their English, which, to judge from late letters in the *Magazine*, is an end most devoutly to be desired.

After this term the Library will be carried on under somewhat new arrangements. There will be in future two cupboards for books, one containing those books which are allowed to be taken out, the other those which are to be confined to the Library room. With this new arrangement in force it is hoped that the danger of loss of books will be minimised, and that the useful work of the Library may be extended.

It would be unfitting to close this short notice of the Library without mentioning the debt which we are under to the following benefactors:— Mr. Burroughs, Mr. Meade-King, and the Head Master, for their generous gifts of money and books, and to Richards (V, 2) for his gifts of books, and to Addinsell (VI) and Crichton (IV, 1) for the trouble they have taken in cataloguing the Library.

### An Ode, by "P."

*Dedicated without permission to J. A. OWEN, Esq., B.Sc.*

With fingers weary and cramped,  
With eyelids heavy and sore,  
A schoolboy sat on the second desk,  
In front of a draughty door.

Rasp, rasp, rasp,  
Went his pencil over the slate,  
As still the quadratic he tried to grasp,  
The quadratic with unknowns eight.

Trig, trig, trig,  
When the sun shines through the fogs;  
And trig, trig, trig,  
When it's raining cats and dogs.  
Sine, and cosine, and tan;  
Tan, and cosine, and sine;  
Till at length the short-lived interval comes,  
The hour in which he must dine.



Frozen, or soaking, or baked,  
 He comes from his distant home,  
 And sitteth among his companions of old,  
 'Mid the pleasures of Euclid to roam.  
     Square, and gnomon and arc;  
     Arc, and gnomon and square;  
 And he goes through it all as much in the dark  
 As Lewis's Polar bear.

Mu, theta, pi;  
 Pi, theta, mu;  
 Till his worn patience will stand no more,  
 And he dashes the whole of the fry.

And when at length it is o'er,  
 And he wends his homeward path,  
 The angular demon pursues him still,  
 For the cosine of 60's a half.

### Enthusiasm.

ENTHUSIASM, we are told, is, in its nature, evanescent; this is the opinion of an English Church clergyman of the present day, a scholar, a thinker, and the author of a history widely read for all public examinations. Now, inasmuch as enthusiasm is always a topic of conversation, and in some form or other always being brought home to our minds, it may not be inappropriate to consider it in its relation to school life.

Everybody, it may be assumed, is enthusiastic over something: athletics, gymnastics, collections of all sorts and conditions of things, books even come in for their share; a boy's enthusiasm may be fickle or constant, he may have little or much of it according to his nature, but fickle or constant, large or small, it is always there; it may evaporate as time goes on, or it may develop into fanaticism; it may make a boy a pleasant companion or the most insufferable of bores, and, finally, it may make him a good member of school society or a bad one; it is, in brief, as Macaulay said, neither good nor bad; possessing the capabilities of being both, it requires to be used, and, naturally, in proportion as it is put to a good or bad use so will it make us useful or otherwise. Were it not, we suppose, for a certain amount of enthusiasm there would be no clubs formed, no athletic or literary enterprise, and no *esprit de corps*; and, further, it would not be unjust to say that without an enthusiastic response to any teaching, however excellent, good scholars could not be made; for if a choice had to be made between an enthusiastic classic or mathematician and his unenthusiastic fellow, no reasonable being would hesitate a moment; and though in itself the work of the enthusiast might not excel, still his enthusiasm would have to tell in the end. And perhaps this ultimate effect is really the best outcome of enthusiasm; the conviction that our side is the best, that we are really right, that despite sneers and rebuffs whatever we have taken up is better than anything

else, must have a real lasting effect upon us and our work; and this is true of everything; whether he takes up athletics or literary recreations, the enthusiast is bound to have the pull over others who care less about that particular pursuit.

But enthusiasm, even if only exercised in one particular direction, has a brightening effect upon thousands of the lives of our fellow creatures, which is very far indeed from being estimated at its true worth; and this brightness may, if we wish, be as common to us as the sunlight; if only we care to exercise that enthusiasm, which we all in some degree possess, in any direction whatever, we shall have an infallible remedy against dullness in all its forms; in proportion to the strength of our enthusiasm our enjoyment of life will increase, and in whatever dull paths our daily walk may lie, they may be illumined and cheered by its presence. So we say go in for enthusiasm, you will never regret, and the chances are a hundred to one that you will be all the better for it.

But take care that your enthusiasm never blinds you to the rights and wrongs of a case; never let it so far carry you away as to believe that right is wrong and wrong right; and remember, if it be not too much like preaching to say so, that as you are human, so you are fallible, and not even the transcendent virtue of possessing enthusiasm will ever be a talisman against or an excuse for an error of judgment.

Does this seem a cold-blooded way in which to talk about a force which has so many times "shaken the world?" Well, perhaps so; but when I look round the school and see such a lack of enthusiasm in some, so much of it misdirected in many, so many institutions languishing for lack of support, I cannot but feel that something is radically wrong. If your enthusiasm for sports does not take you to any of the school clubs, or even to any of the matches; and if your enthusiasm for books and things literary does not lead you to support the Library and the Debating Society, then it is a very poor thing, and you are a very poor fellow. If, on the contrary, you are working at any of these, and feel, as we all sometimes feel, that the odds are against you, I say,—take heart, for though you may not think it, you are making your mark on the school, and will be all the better man even for the hard knocks and discouragement you get now. I close with a quotation which is far more suggestive than anything I could say. How many, I wonder, who have laughed over *Sally Brown*, and *Ben the Carpenter*, and *Ben Battle*, know that the same hand wrote all three?

#### "TO AN ENTHUSIAST."

"Young, ardent soul, graced with fair Nature's truth,  
 Spring warmth of heart, and fervency of mind,  
 And still a large, late love of all thy kind,  
 Spite of the world's cold practice and Time's tooth.  
 For all these gifts I know not, in fair sooth,  
 Whether to give thee joy, or bid thee blind  
 Thine eyes with tears,—that thou hast not resign'd.  
 The passionate fire and freshness of thy youth;  
 For as the current of thy life shall flow,



Gilded by shine of sun, or shadow-stain'd,  
Through flowery valley or unwholesome fen,  
Thrice blessed in thy joy, or in thy woe;  
Thrice cursed of thy race,—thou art ordain'd  
To share beyond the lot of common men."

### An Open Scholarship Examination.

A GREAT many of the good things of life are missed through sheer ignorance of their existence on the part of those who might carry them off. This statement is specially true of the educational world, for there are, without doubt, not a few excellent scholars who miss not only a university education, but perhaps even the road to fame, simply through not knowing what is going on around them. Valuable scholarships at one or other of the Universities are awarded every day, without those who might have got one ever hearing a whisper about them; and the task of getting a scholarship is not one of superlative difficulty, for, as a holder of one of the biggest Oxford scholarships once said to me, average men usually hold them, and often in awarding them the examiners go by a man's promise, rather than by his actual performance. It is therefore with a view to enlighten the ignorant and assist those who may think of trying that I relate my experiences.

Advertisements of all scholarships and exhibitions (that is, for the most part, scholarships of less than £50 a year) are to be found in the *Oxford University Gazette*, and in the corresponding periodical at Cambridge; full particulars of value, date of sending in application, etc., are always given in the first notice, subsequent advertisements being more curt, and referring the reader to back numbers.

Having seen in the *Oxford University Gazette* that certain colleges would simultaneously examine, mostly in classics, for scholarships and exhibitions, and that forms of entry were to be obtained from the head of — College, I wrote for these documents and, in due time, received them. As a candidate for the exhibitions, however, I was told to write to the heads of the various colleges which offered them, and obtain special forms of entry, which required me to show that I was in need of pecuniary assistance at the University, and also to prove by certificate of birth that I was not over twenty, the limit of age; the forms of entry for the scholarship required proof of being under nineteen, and a statement as to which colleges I preferred to have a scholarship from first, if elected; a certificate of good character was also demanded from my headmaster, coach, or other responsible person. Having duly attended to all these formalities, I again wrote to the head of — College saying that as I had no friends in Oxford I would require board and lodging during the examination; in reply came a letter stating that board and lodging would be provided in his own college at a uniform charge of five shillings a day; this, by the way, does not include the attendant's tip, which etiquette has fixed at not less than five shillings.

I started for Oxford on a raw cold day in January, and arrived at that venerable city too late for dinner in Hall; I turned out therefore and got something in the town, and subsequently turned in at about ten determined to get a good sleep before the morrow's labours.

After breakfast, next morning, which, like all other meals, was taken in Hall, I proceeded to the place of torture, where I found ninety-five others waiting for the doors to open, and hoping, no doubt, as I did, that they would be fortunate enough to bag one out of the twenty scholarships or exhibitions offered for competition.

The examination was, as announced, in Classics, and comprised papers in (1) Greek Translation at sight, (2) Latin Prose Composition, (3) Latin Translation at sight, (4) English Essay, (5) Paper of General and Critical Questions, (6) Greek Prose Composition; (7) and (8) Greek and Latin Verse Composition; (9) French and German Papers; the three last need not be taken (though they may be added with advantage), and failure in any one of them is not of itself a disqualification. If the examination is not in Classics every candidate is required to answer a paper of general questions, to write an essay, and to show sufficient knowledge of Latin and Greek to satisfy the Dons that he can pass, at Oxford, Responsions or "Smalls;" at Cambridge, the Previous or "Little-go." At some of the Cambridge Colleges also a very excellent system obtains of reading out the candidates' names in order of merit, which has the double advantage of shewing a man how he stands, and, if unsuccessful, how hard he has to work. Of course one scholarship examination often differs from another; in some, more papers are set, in others less than in the one I have tried to describe; at some, again, a list of candidates selected for *viva voce* is put up towards the close of the examination, after which all the unselected candidates know their fate; but, with a very little detail excepted, the account given here is a perfectly safe guide.

Although, on this occasion, fortune did not favour me, yet I can bear grateful testimony to the good it has done me to go through such an exam., and my advice to all is:—select your crack subject and go in for a scholarship in it; the effort can't do you any harm, and, if I am at all a fair example, will do you worlds of good.

### Correspondence.

To the Editors of the *Liverpool Institute Schools Magazine*.

GENTLEMEN,—Your kind insertion last month of a letter for which I was partly responsible must be my apology for so soon again trespassing upon your valuable space. I wish to make some remarks upon the debate as to the utility of classical study at present being carried on in your pages. Not that I wish to bring forward any arguments for one side or the other. My sense of the value of the study of the classics is too sincere for me to attack it. My progress in that subject has been so small that I, of all persons, am least entitled to be heard in its defence.

I am writing, gentlemen, to respectfully protest against the lowering tone which the *Magazine* must suffer if such articles as the last letter of



"Anglo-Saxon" are to be inserted. I will not comment upon the doubtful taste of his statement that he laughed on reading the contribution of *Audi Alteram Partem*, which contribution, in my humble opinion, should have been to the opponents of classical study an object, not of scornful laughter, but of careful consideration. Nor will I remark upon the superfluity of his informing us, after such a statement, that he is an ass. I will not make other comment on the doubtful modesty of the phrase, "we so-called leaders of education," than to ask by whom "Anglo-Saxon" has been thus termed.

What I will do, gentlemen, is to beg of you not to allow any one of your contributors to allude to another in such terms as those made use of by the scornful decrifier of the classics. Allow him, if you like, to state that the labour expended upon his own contributions would have been better employed in earning sugar long-stick and juicy carrots. (If such, indeed, is his belief, why, and oh, why, does he not put it into practice?) But that he should be allowed to so speak of another's contribution is an outrage upon decency and good taste. The advocates of classics contend that their favourite study makes men gentlemen and scholars. If one may judge of *Audi Alteram Partem* by his contribution, he is an example in point. "Anglo-Saxon" has done his best to show that the students of natural science, or of whatever study he especially affects in preference to classics, are not necessarily either one or the other.—Yours, etc.,

DAMON.