

LIVERPOOL INSTITUTE SCHOOLS MAGAZINE.

Editors.—F. M. BADDELEY, A. P. BANKS.

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Editorial.

WE are now some way into the term, and the various institutions of the school, as well as its scholastic work, have made steady progress, which will be shown by the various reports published elsewhere. This is not the time of the year when we have any striking events to record. The Debating Society's meetings have been marked by two excellent papers, and at the debates on the two other meetings the number of speakers, twelve at one, and fourteen at the other, have exceeded the average. The Football Club, too, has on the whole been successful, having won the match against the Waterloo High School, though defeated by the Birkenhead. The second team has also been fairly successful. The Association Club, in the Commercial School, has won two matches and drawn the other. As will be seen from our reports elsewhere, the other clubs have re-started with the usual energy.

We should like to say a few words in reference to a topic, the importance of which we are persuaded no one can realise till he becomes an Editor—we mean our circulation. What is the reason of the lack of support to the *Magazine* in the Commercial School? We believe that in the *Magazine* full attention is paid to Commercial School matters, and we think that last month's issue was not behindhand in that respect; yet the number of boys who take a copy is not anything like what it should be. A great many boys seem never to see the *Magazine* at all, and it is not uncommon for barely more than a dozen boys in a class—not always that many—to take a copy. There was an honourable exception to this rule in the Upper Second Class, where one boy only refused the *Magazine*; this was to a great extent due to Mr. Bulmer, of whose aid we were unavoidably deprived in the other classes. To him and to Mr. Brown, in the High School Junior, our warmest thanks are due.

To turn to the present issue, we believe that the article on Schools in

Germany will be found particularly interesting to the boys; while we print also an article from the pen of one who was some ten years ago a pupil of the First Class. We have introduced a small innovation—the Junior Notes—which may perhaps not be regarded altogether with favour in the upper classes. But the Juniors, especially in the High School, support us most loyally, and we are afraid that the *Magazine* usually contains very little to interest them.

Literary and Debating Society.

SEPTEMBER 29TH. The first ordinary meeting of the Society was held on this date, Mr. Owen presiding over an attendance of thirty-four. After the reading and confirmation of the minutes of the previous meeting, the Chairman called upon Mr. H. E. Long to read a paper on "Greek Tragedy." Mr. Long opened a very interesting paper by dealing with the conditions under which the Athenian dramatists produced their masterpieces. He then treated of the theatrical arrangements of the Greeks, describing in detail their theatre, scenery, actors, dresses, masks, and various other things of interest connected with the staging of the plays. The essayist was very careful to point out and to emphasize the striking differences between the ancient drama and the modern, with its greater dependence upon scenery and other stage devices. Mr. Long then passed on to trace the development of tragedy from the hymns sung at the festivals of Dionysius into the finished works of art produced by Sophocles. He pointed out that this development might be called the decay of the chorus, showing how the choral odes, from first constituting nearly the whole of the performance, gradually came to occupy a very subservient position. Several short summaries were then given of the most interesting of the works of Æschylus, Sophocles, and Euripides. Mr. Long brought his paper to an end by commenting upon those portions of the comedies of Aristophanes which referred to either the tragic dramatists or their works. Some discussion took place, in which D. D. Braham, H. E. Williams, H. L. H. Millard, C. M. Jones, F. M. Baddeley, and the Chairman took part, all warmly praising the paper. After Mr. Long had replied, a vote of thanks was, on the motion of D. D. Braham, seconded by H. L. H. Millard, passed to both him and the chairman. This brought the meeting to a close.

October 6th.—A meeting of the Society was held on this date, Mr. Snow in the chair. After the reading of the minutes and the transaction of other private business, Mr. F. Wolde was called upon to read a paper on "Thackeray." Mr. Wolde opened his paper by lamenting the lack of any real biography of its hero, and expressed the opinion that no one should attempt the task who does not possess a deep sympathy for the man in whom sorrow served only to produce "a chastened bitterness," "a deep hate and scorn for shams, as for everything base and vile, but a true love for all that is noble, true, and beautiful." In many cases, the essayist remarked, biography is the most merciless of iconoclasts; our

enthusiasm for Shelley, and for various other writers, is wofully damped when we read their lives. It is not so with Thackeray, "for," said Mr. Wolde, "all that I gathered of his life from his works was fully borne out by his biography." After giving a sketch of the novelist's career, he described at some length Thackeray's connection with *Punch*, to which he contributed his Snob Papers, and other well-known papers. The essayist then gave some account of the production and contents of *Barry Lyndon*, *Vanity Fair*, *Pendennis*, *English Humourists*, *Esmond*, *The Four Georges*, and *The Newcomes*. Mr. Wolde closed his paper by reading, in defence of Thackeray's claims to be considered a poet, a beautiful extract from the poem, *The End of the Play*. The discussion upon the paper was started by the Rev. A. H. Caldicott, and continued by D. D. Braham, Mr. E. J. W. Harvey, F. M. Baddeley, H. L. H. Millard, H. E. Williams, and the Chairman. All the speakers bore witness to the excellence of the paper. Mr. Wolde replied, thanking all for their good wishes, and the meeting was brought to an end by a vote of thanks to him and to Mr. Snow, which was moved by D. D. Braham, and seconded by Mr. F. E. Marshall.

October 13th.—A meeting of the Society was held on this date, F. M. Baddeley in the chair. After the transaction of some private business, the Chairman called upon D. D. Braham to open in the affirmative the debate, "Should England maintain free-trade only with her colonies?" In the course of his speech Braham endeavoured to prove that the measure he proposed would stimulate the industries of the colonies, and by giving them a trade advantage over foreigners, would make it to their advantage to remain members of the British empire. He claimed that if it were passed the colonies would abandon their duties on English goods, and that this would increase English trade. Pointing out the usefulness of our colonies, he showed how this usefulness varied as their loyalty and prosperity, and claimed that it would be increased by the proposed measure, which would render them both more loyal and more prosperous. A. P. Banks replied for the negative. He explained the benefits resulting from foreign commerce, and showed the advantages of free trade. He declared that the British colonies, extensive as they are, are not capable of providing the best and cheapest varieties of all products, and asserted that the policy of free trade only within the empire was in principle the same as free trade only within the kingdom, and that thus the policy advocated by Braham was a return to the protectionist fallacies of fifty years ago. He concluded by giving it as his opinion that the time would come when all-round free trade would be adopted by every country. A long and animated discussion then took place, in which F. W. Inman, N. C. Miller, and W. J. Roberts supported the affirmative, and H. E. Williams, R. J. Ewart, H. L. H. Millard, J. D. Crichton, A. E. Baddeley, B. J. Wood, G. Bell, E. Burn, and the Chairman the negative. After the openers had replied, a vote was taken with the following result:—Affirmative, 11; negative, 9; affirmative majority, 2. The meeting then adjourned.

October 20th.—A meeting was held on this date, F. M. Baddeley in the chair. A considerable time was occupied in discussion on private business. C. M. Jones proposed that the sum of £2 of the balance of

the Debating Society should be handed over to the editors of the *Magazine*. This motion was agreed upon, after some discussion. The private business being concluded, G. Bell opened in the affirmative the debate, "Should compulsory athletics of some kind form part of a school curriculum?" He asserted that athletics of some kind were needful for everyone, and that this exercise could be best obtained by joining in field sports. As schools exist for the training of youth, and as no course of training can be complete which exercises only the mind, and not the body, he argued that athletics should be compulsory in schools. He quoted various examples to show that nearly every nation which has reached greatness has paid considerable attention to athletics. F. W. Inman replied by asserting that most boys knew best what was good for them, and took what exercise was best for them. He said that the proposed change would make those physically weak rough it with the strong, and maintained that schools existed for the purpose of intellectual training alone. A very lively discussion then ensued, in which R. J. Ewart, F. J. Bradburn, H. L. H. Millard, J. D. Crichton, D. D. Braham, and A. P. Ker supported the affirmative; and H. E. Williams, E. Burn, A. E. Baddeley, C. M. Jones, A. P. Banks, and the Chairman, the negative. Eggington, who also spoke, took a neutral position. After the leaders had replied, a vote was taken with the following result:—Affirmative, 9; negative, 12; negative majority, 3. H. L. H. Millard then gave notice of a motion, and the meeting adjourned.

A Reminiscent Causerie.

I SUPPOSE most boys, all boys, look forward to the time when they will shake off the shackles of school-life, and become, as they think, free men. I know I did when I was at school, and so did all my companions; and when a boy "left," those who remained behind looked longingly upon him as a strangely emancipated and exalted being, whose transition to higher things was perfect and complete. It was a foolish, but at the same time a very natural, delusion. Boys look out upon the open world with a limited vision, and fancy all outside their prison walls is wonder and delight. But it is not so. Certainly, there is much more of activity and expanded effort, much more of conscious individuality, and, in short, much more of *life* in the outer world than in the school. But when a boy bids good-bye to his mates, and turns his back upon the institution in which his feeble powers have been expanded, he, at the same time utters a "farewell," unconscious though it may be, to pleasures he can scarcely hope to feel again. Young life has its anxieties, felt, perhaps, as keenly as those which follow in the train of age and experience; but where may be found so much of unalloyed delight, so much of *living* happiness and pulsating joy, as in the early days, when each and every moment has some all-absorbing interest and attraction, undisturbed by any thought of what is past or what is yet to come.

I am not so old an "Old Boy" as to be entirely estranged from the feelings of boyhood, and the hopes and aspirations which, "felt in the blood and felt along the heart," quicken and inspire the whole conduct

of youth. Nor could I wish at any time to lessen or disturb the free and bounding enthusiasm with which a boy looks forward to the wider sphere of activity that continually opens out before him as the years advance. I would wish, indeed, to encourage all youthful ambition, and to preserve to the uttermost every filament of feeling a boy has within him. But, on the other hand, there will be always "rocks ahead" for him who, in his younger days, is not taught what the future has in store for him.

I very much question if, at any time during school life, a boy is sufficiently impressed with a sense of the responsibilities which must, sooner or later, be his; or is equipped with all the essentials for his future career. When I was at the Institute, school-life was a narrow, cramped, dull, and nauseating thing, without a single pleasure to relieve its intense monotony. Not the slightest regard was paid to a boy's physical necessities; and so long as he learned his lessons, passed his examinations, and behaved generally as an over-wrought boy is likely to do, *i.e.*, with quiet dejection and depression, no one minded his pale cheeks and sunken eyes. He was never advised to take more exercise or to do less work. His pallor, on the contrary, seemed to be a recommendation in the eyes of his masters; and if he suffered from headache, in consequence of over-exertion, he at once became a hero. It was in this way boys were taught to exist, to suffer martyrdom for the sake of education, and possibly, also, to undermine their health; until at last, when it was time to leave school, instead of being full of vitality and with plenty of nerve and bodily health, they were turned adrift to fight the battle of life with enfeebled health, low spirits, and little disposition for active exertion.

All this, I understand, is changed now. The boys are recommended and encouraged to take plenty of exercise, and to join in pleasurable pursuits amongst themselves; while the existence of the *Magazine* proves that they are being taught to give up the narrow and dull round of monotonous toil, to be no longer passive recipients, but to rejoice in wholesome intellectual exercise; and, briefly, to make their lives broader and fuller by converse and contest with each other. This, doubtless, is an education on a broad and rational basis, and, as such, must prosper. When a man passes through the University, how is it he becomes much more intellectually alert, his knowledge of men and things so much fuller, his whole nature so much more rounded and complete? It is because he veritably *lives* in an intellectual *atmosphere*, to which his total capacity must respond.

There is no reason why a day school should not have an environment in many respects similar to that enjoyed at the Universities; and, certainly, the Institute seems to be heading in this direction. Personally, I rejoice in the new movement, for I have often had occasion to regret the contracted life I led at the school.

To be well-grounded in all departments of knowledge is a great thing; but those who have left school know that to this should be added full and flowing vitality, mental and moral quickness, and breadth of intelligence. In short, life should commence when a boy enters school, not when he leaves it.

This, then, is the purport of this article. And to the boys who are reaching years of discretion I would say: Do not be led away by the delusion that your future life will be full of halcyon days, which require no present effort. Life is a thorny path for all men: it must be full of much pain for you. And, unless you are equipped with physical, moral and intellectual strength, clear-cut resolution, and cheerfulness and hope, all the waves and billows of life's stormy sea will not pass under your feet, but must inevitably sweep over you.

"With all thy getting," then, "get understanding," and with understanding must come life in its fullest and completest form; and with *life* you are masters of the world.

A. B. H.

Chat on the Corridor.

The Entertainment announced in our last number to take place on October 11th has, through unavoidable circumstances, been cancelled. To everybody this is a matter of the deepest regret, for we were all looking forward to the annual entertainment with the keenest pleasure, knowing what enjoyment we should have received. To Mr. Book the disappointment is especially keen, for he, with his usual good nature, had entered into the affair heart and soul, and put himself to no little trouble and inconvenience to make the entertainment a success. We may all be quite sure that Mr. Book arrived at the final decision only after considering the matter fully, and it is greatly to be regretted that the play has to be abandoned after all.

"*Wanted, a football club, to commence play only half-an-hour late.*" We fear that to find a club to satisfy the above condition would be an exceedingly hard matter. Take our own club for instance. On those nicely written notices, belonging to the Football Club, there is written every time a match is to be played—"Kick off, 3 p.m." Now if you happened to be on the ground at 3 p.m., you would find it a valley of desolation, and on proceeding to the wooden box, called a tent, might find about half-a-dozen individuals knocking about. For the next quarter of an hour, or probably more than that, the time is wasted in uselessly kicking the ball about. If someone was to suggest that the team might now get dressed, the probable answer would be, "Get dressed? why it is only twenty minutes past three;" and accordingly a little more time is wasted. Then a start is made for the field, and, on arriving there, it is found that the flags are left behind; somebody is sent back, and in about ten minutes the flags appear. Five minutes is taken to place the flags, a little more time is wasted, and the ball eventually gets kicked off when it is well on to four. It is impossible to tell who is to blame for this, but that such a condition exists is well known, and not only in our own club, but in many other clubs besides.

Among the many institutions which the school has at present, none is more deserving of support than the Orchestra; but, strange to say, there seems to be less support given to this particular club than to any

other. Such a state of affairs is most discreditable to the boys, considering how large the school is, and what a number of performers there must necessarily be. In Mr. Bulmer, the conductor, they have one who is a thorough musician, and most energetic in trying to train the boys to a love of the finest of all arts—Music. None but the very best pieces are practised, and we cannot too strongly impress upon the boys to join this Society, for if they do, they will never regret it as long as they live.

The Directors have made the following elections:—*Holt Scholarship to the University*—F. Wolde. *Cochran Scholar*—P. Fisher. *Tate Scholars*—F. K. Hyde, A. E. Worgan. *Institute Scholars*—D. D. Braham, A. P. Banks, E. W. Harradine, C. M. Jones, H. E. Williams, F. M. Baddeley, G. Bell, B. J. Wood, N. C. Miller, C. H. Stewart.

Dr. H. R. Jones, M.A., B.Sc., an old boy of the school, has been successful in both parts of the State Examination in Sanitary Science, recently held at Cambridge. There were sixteen others successful with him.

As will be seen elsewhere, we print a letter which we hope will close the classical controversy which has been disputed in the pages of the *Magazine* since last February. We had intended that the Revised Version of the Socratic Dialogue, published last month, should close the discussion, but for various reasons we have printed the letter this month. As the controversy has been so long it may be well to give a short *resumé* of it. In the number for February an article was printed, and continued in the following number, entitled "The Study of the Classics; a Symposium." This received an attack from "Anglo Saxon," and was defended in a letter signed "Audi Alteram Partem." In the number for June a rejoinder by "Anglo Saxon" was published, and in July the Socratic Dialogue appeared by the author of our letter this month. As will be seen, this is Mr. L. D. Barnett, of Trinity College, Cambridge; and, as was said then, before his identity was revealed, he is fully qualified to speak on the subject.

We believe that some wonder and surprise were manifested at the fifth paragraph in our "Chat on the Corridor" last month. We should have printed it with some explanation, which, however, we omitted to do. We thought that it showed to what extremities a member of an upper form was led by his combined vigorous enthusiasm for the Football Club, and the welfare of the *Magazine*, and on that account acceded to his request to give it a position in our pages.

We have been sent an account of the following incident which happened to a recent member of the First Class. One Sunday, last summer, in company with some others, he found a lizard on the sand-hills at Hoylake, which eluded capture, and disappeared. Nothing more was thought of the matter till about eleven o'clock the same night, when he found to his surprise, on taking off his coat, that the lizard lay concealed under his collar. It had evidently escaped up his sleeve and lain under his collar since the afternoon.

The Football season has now commenced in earnest, and though the Shield matches are still on the o'ercast horizon of the future, we ought to keep a strict eye upon the coming event of the season. We have many more advantages this season than we had last, and chiefly that of having our own ground. The Old Boys' third XV ground in Sefton Park is also at our disposal for Wednesdays only, so that that affords the "Third" plenty of opportunity for practice. But for some reason there seems to be a lack of boys joining from the Preparatory. There are rumours of an Association Club being formed down in the lower classes, which many, we believe, have joined. Surely no boys of the Institute High School can be so unpatriotic as to throw over the Rugby for this. For some considerable trouble has been expended upon the "Third" in fixing matches and the like. It is to be sincerely hoped that many from the lower classes will come forward to swell the ranks of the club.

But this does not apply alone to those in the lower forms. How is it that more in the upper forms don't join? Some say, "Oh! we've got too much work to do in the evenings and we get home so late," etc., etc. But it must be remembered that no one can do good and wholesome work at school or at home, except he take proportionate exercise; and the exercise of walking backwards and forwards to school is not sufficient for any boy. Football is one of the most pleasant ways of taking vigorous exercise, and you have plenty of your companions with you, and taking it all in all is the best and jolliest way of spending a half-holiday. We hope that numbers will join and make this season a thorough success.

We inadvertently omitted the name of E. R. Jones from the Oxford List in our last issue, who obtained a second class in the Juniors, being placed 99th. We should also state that L. D. Holland, mentioned as being in the Commercial School, was a scholar of the High School. We acknowledge the receipt of the *Portsmouthian*, and *Ulula*, and also subscriptions from the following:—Mrs. P. H. Holt, Mrs. A. Holt, Mrs. Sephton, Mrs. W. B. Worthington, Rev. A. H. Caldicott, B.A., Messrs. H. C. Hilton, R. H. Hampson, J. T. Grindrod, J. A. Twemlow, H. E. Long, F. Wolde, Edgar Phillips.

School Life in Germany.

IT may interest some readers of the *Magazine* to know something of the conditions under which boys of their own age in another country pass through their school-days; for though no doubt boys, and, for that matter men too, are pretty much alike all the world over, still their outward circumstances and surroundings are different enough to render a comparison not uninteresting.

What strikes any Englishman at first acquaintance with German boys is their comparative indifference to games. Perhaps they make up for it by working harder, but I am not sure whether this is due to their natural industry, or whether it is because they are obliged to do so.

But they do play games sometimes. In Winter they play Football, though in a very mild sort of way. I could never make out that they had any rules of the game, except that charging was strictly prohibited.

The game resembles Association rather than Rugby, but the number of players seems unlimited, and I have seen a game played with as many as thirty a side. In Summer they play a game rather resembling Rounders, but not very energetically. Such things as matches, either at Football or Rounders are almost unknown, so that it is no wonder that there is not much keenness about their playing.

In School, however, there is plenty of energy to be observed. The subjects studied are very much the same as those of our own schools, except that they learn their own language a great deal more systematically than we do ours. There are three classes of schools in Germany, and of these the highest are known as "Gymnasias," and correspond to our own "High School." Then come the "Real-schulen" or "Commercial Schools," and finally the "Volks-schulen," which occupy the same position as our own Board and National Schools. One important difference between our system and theirs is that all these schools, of whatever grade, are under Government control, more so even than our Elementary schools. For not only are all schools subject to inspection by a Government inspector, but the scheme of work, the time-table, even the text-books to be used in each class of school are fixed by the Education Department; so that, for example, a boy who is doing English translation at 10.30 on a Monday morning, knows that in every High School throughout Prussia there are boys reading the very same book at the very same time as he himself.

Each "Gymnasium" or High School is divided into six classes or forms, named *Prima*, *Secunda*, *Tertia*, and so on down to *Sexta*, which is the lowest. Each of these forms may be divided into two or perhaps three; e.g., our Lower Fifth would be *Unter-Secunda*, and Upper Fifth, *Ober-Secunda*. In most schools each form wears a different coloured cap, which every boy must wear. Thus the Sixth would wear white caps, the Fifth red, and so on; and a German boy is naturally very proud of himself when, for the first time, he puts on the white cap of a *Primaner*, as the sixth-form boys are called. There are no boarding-schools in Germany like Eton and Harrow, but they are all day-schools, and there is at least one school of each grade in every town of any size. Parents who live too far from a town to let their sons go in and out every day, send them to live with families in the nearest town, but there are no boarding-houses attached to the schools themselves.

One feature of a German "Gymnasium" would strike an English boy as being rather peculiar, and that is the Prison or Carcer. This is used for offences for which an imposition is deemed an insufficient punishment. It is usually a bare room at the very top of the building, furnished with only a table and a chair. A boy may be sentenced by the Headmaster to a period of imprisonment varying from two or three hours to a week. He is allowed to see no one except the Porter who brings him his meals, and the Headmaster, and is deprived of all books except his lesson books. The room is usually well isolated, so that he can neither hear anything that goes on outside, nor be heard if he should take it into his head to make a noise. I think that most of us would prefer a good thrashing with cane or birch to such a punishment as this.

In other respects a German school is not very different from such a

school as ours. The hours are about the same, but the home-work is much more arduous. Boys who are in the Sixth have often to work nearly ten hours a day for their last year, in order that they may pass the leaving-examination, without which they cannot enter any University. Those, too, who don't intend to go on to a University, have to work very hard in order to pass the examination which exempts them from two years of military service. If they don't pass this examination they have to serve three years as common soldiers.

In conclusion, don't despise German boys for their lack of enterprise in the matter of games. What they lack in this direction they make up perhaps in their work. Besides they are beginning to see that work is all the better done when it is relieved by a certain amount of play, and as I have mentioned before, they have begun to play football. I have no doubt that in another ten years or so we shall find that they are almost as good at games as we are. For, whatever a German makes up his mind to do, be sure he will do it well.

Club Notices.

RUGBY FOOTBALL CLUB.

LIVERPOOL UNITED SCHOOLS v. LIVERPOOL "A."

This match was played on Wednesday, September 28th, at Aigburth, and ended in the defeat of the Schools by 4 goals 3 tries to *nil*.

The following was the team:—

	Full Back:—	
	C. P. Hall (C).	
	Three-quarter Backs:—	
W. L. Ker (I).	G. H. Todd (C).	A. M. Robinson (C)
	Half Backs:—	
F. Wilson (C)		S. Wood (C).
	Forwards:—	
A. C. Armour (I).	R. J. Ewart (I).	H. Skelton (C).
T. Bradburne (C).	A. P. Ker (I).	H. C. Squires (I).
F. Cheeseright (I).	S. Robinson (C)	S. H. Williams (C).

For the Schools Todd (C) and Ker (I) especially deserve marks of approbation for their good play.

FIRST FIFTEEN MATCHES.

LIVERPOOL INSTITUTE v. WATERLOO HIGH SCHOOL.

This match was played on Wednesday, October 12th, at Waterloo. Squires kicked off for the Institute. Play at once settled in the High School's twenty-five, and after a short time two minors were scored to the Institute. The High School then dropped out from the twenty-five, and Jones, obtaining the ball, carried it over the line, but the try was disallowed. After this play kept pretty much at half-way, and Ker, after some smart passing, scored behind the posts, but failed to convert. Presently the whistle sounded half-time and left the score thus:—Institute, 1 try, 2 minors; Waterloo High School, *nil*. Unfortunately our backs were weakened considerably by the departure of Jones, who left the field from a sprained shoulder. Play resumed with the High School's kick off, after which the Waterloo made several rushes down the field,

which were relieved in good style by Brettargh, and the final call of time left the ball where it should not have been—in the Institute's twenty-five. The score then stood with the Institute 1 try, 7 minors; Waterloo High School, *nil*. On the whole the forwards played better than they usually have done at the beginning of a season, but the three-quarters ought to have obtained the ball more often, as the heeling-out of our forwards was good.

LIVERPOOL INSTITUTE v. BIRKENHEAD SCHOOL.

This match was played at Birkenhead, on Saturday, October 22nd, for the most part in heavy rain. Ker lost the toss, and the Birkenhead School kicked off. On return being made, play was fixed in the middle of the field, but after some ten minutes' play Robson ran in behind the posts from half-way, and the kick at goal proved successful. On the Institute's kick-off play again settled at half-way and inclined to the School's twenty-five, but Robson again scored after a good run. This try was also converted, yet after a few minutes more play Robson again scored, and his try was a third time converted. Ker then kicked off and play settled in the School's half, and after some little passing and a short run, Ker dropped a goal. But all efforts seemed fruitless, and before the call of half-time Robson had scored twice more, and Nash also got in. Only one of these tries was converted. Play was continued straight on owing to the fall of rain, and after ten minutes or so more play, during which time the ball was mostly in the School's twenty-five, the game was abandoned as rain and hail came down in torrents. Thus the Birkenhead School was victorious by 4 goals, 2 tries to 1 goal. On the whole the forwards played well, being quite equal to the School's forwards, but they showed their deficiency in lining out at touch and securing the ball there. But we were clearly non-plussed by Robson, who, by his superior weight and running powers, scored nearly every time he obtained the ball.

SECOND FIFTEEN MATCHES.

LIVERPOOL INSTITUTE v. MERCHANT TAYLORS' SCHOOL.

This match was played at Crosby, on Saturday, October 1st, in drenching rain. The Institute started with two men short, G. and J. J. Bell failing to turn up. Consequently the Institute had a hard time all through, and were defeated by 1 goal 5 tries to *nil*. But this defeat may be accounted for in some degree by the fact that no practice had been held owing to the Park regulations.

PARKFIELD v. LIVERPOOL INSTITUTE.

This match was played at Sefton Park, on Wednesday, October 12th. The Parkfield kicked off, but from the first it was clear that they were no match for our second fifteen. By half-time the Institute had obtained three tries, one of which Ashcroft converted. After commencing the second half, the passing of the backs, combined with the weight of the forwards, told to such an extent that by the finish of the game the Institute had crossed the line successfully eight times, leaving the score 1 goal 7 tries to *nil*. The following obtained tries:—S. A. Wood, 4; A. Ashcroft, 2; G. Bell, 2; and J. L. Hawkes, 1. The Second must certainly improve their place-kicking capacity.

THIRD FIFTEEN.

A match was played on Wednesday, October 12th, at Sefton Park, against the Merchant Tailors' School Third Fifteen. Although the team was beaten by 3 goals 5 tries, yet, considering the size of the Tailors' team, and the fact that ours has not yet had much practice, the Institute played up well, and certainly did their duty well.

A practice was held on Wednesday, October 5, at Sefton Park. This was originally intended for a match between the Sixth Form and the School, but owing to bad weather many did not turn up, but still we were enabled to have a pretty good game. Even some of the officers of the club were afraid to come out in the wet.

A practice was held on Wednesday, October 19th, at which there was a pretty good muster. Mr. Snow kindly refereed. Squires, Edwards, Mears, Ashcroft, and several others, failed to turn up.

Attention is called to those members who have not paid their subscriptions. Will they kindly pay them in at once to the Treasurer?

The Treasurer wishes to acknowledge the kind and liberal donations sent by E. W. Bullen, Esq., and by H. T. S. Storrs, Esq., and Rev. A. H. Caldicott.

The balance of the Cricket Club, amounting to 3/3, has been handed over to the Football Club.

Fixture Cards, containing the year's Officers and Fixtures, may be had from the Treasurer and Secretary, price 6d.

ASSOCIATION FOOTBALL CLUB.

The general meeting of this club was held in Mr. Bickerstaff's room, when the following officers were elected:—President, the Head Master; Vice-Presidents, Messrs. Bain, Bailey, Bickerstaff, and Raundrup; Captain, T. R. West; Sub-Captain, A. Dickson; Secretary and Treasurer, C. E. Morton; Committee, Mitchell, English, Green, and Sinclair. The Treasurer wishes to thank the following masters for their subscriptions:—Messrs. Ewart, Raundrup, Thomas, Bain, Bickerstaff, Cowan, Graham, Hartley, J. F. Bulmer, Parry, Flett, Smith, and Lewis. Intending members who wish to join the reserve team should give in their names and subscriptions to C. E. Morton.

OCTOBER 5TH.—LIVERPOOL INSTITUTE v. WATERLOO COLLEGE.

This match was played at Waterloo. The home team were kept in their own half most of the time, but at length made an attack which, however failed, owing to the splendid play of Sinclair and West. At half-time the score was: Institute, 1 (scored by Dickson); Waterloo College, *nil*. On restarting, the Institute attacked, but owing to bad shooting it failed. Soon afterwards Dickson shot another goal. This was the last score made, and the result stood:—Institute, 2 goals; Waterloo College, *nil*.

OCTOBER 12TH.—LIVERPOOL INSTITUTE v. BOOTLE COLLEGE.

Played at Bootle. Colquhoun kicked off, and an attack was made by the Institute which was defeated by the good play of the College backs. The College then came dangerously near the Institute goal, causing

Morton (goalkeeper) to handle twice in succession, but the last time the ball struck the cross-bar and rolled through. The Institute then pressed forward, Little obtaining the first goal. Again the Institute got the ball, Lawson scoring the second goal. After half-time Dickson scored a third goal. Then the College scored, but two more goals were then scored for the Institute by Shepherd and Little. A foul in the College goal obtained another goal for the Institute, and afterwards Tomlinson and Colquhoun scored the seventh and eighth goals for the Institute. Final result:—Institute, 8 goals; Bootle College, 2 goals.

OCTOBER 19TH.—LIVERPOOL INSTITUTE v. WATERLOO COLLEGE.

This match was played at Waterloo. The College won the toss, and Green kicked off against the wind and sun. Then the College got the ball, but shot badly. The College got a penalty kick, but Little saved. Morton soon after shot, but Langley cleared. On restarting after half-time the Institute had the best of it, but could not score, and the game went on thus, neither side obtaining anything. Final result:—Institute, *nil*; Waterloo College, *nil*.

LACROSSE CLUB.

The first meeting of this club was held in the Rev. A. H. Caldicott's room, on Friday, October 14th. The masters present were the Rev. A. H. Caldicott and Mr. J. H. Raundrup. The following officers were elected:—Captain, A. Wilkie; Sub-Captain, C. Barlow; Hon. Treasurer, J. S. Stubbs; Hon. Secretary, W. W. Beatty; Committee, F. J. Bradburn, H. A. Beolt, W. C. Thorley, and W. J. Roberts. The meeting then terminated.

CHESS CLUB.

On Friday, September 23rd, a general meeting of the above club was held in Mr. Leaves' room, at which the following officers were elected:—Hon. Secretary, B. J. Wood; Hon. Treasurer, F. J. Bradburn; Captain, R. J. Ewart; Committee, A. E. Baddeley, P. J. A. Francis, H. E. Williams, P. Fisher, G. Bell, and F. Cheeseright.

On October 11th a match was played against the North End Chess Club (third team), and the Institute club was badly beaten by 6 to 1. The team would, however, be more successful if they knew the openings better, as it is there that their opponents usually get the advantage.

There will be a handicap tournament for prizes this month, in which it is hoped that all members will take part, even beginners, for whom there will be special prizes. It would greatly facilitate the handicappers' work if all members would attend the club meetings on Tuesdays and Fridays.

HIGH SCHOOL SWIMMING CLUB.

The swimming season which has closed has been a very successful one from more than one point of view; 81 names appear on the books against 80 last year, which shows that the popularity of the club has not diminished. For the first time, on July 20th, a public exhibition of swimming was held, with the satisfactory result that, after paying expenses, upwards of £1 was added to the club fund, and devoted to providing a second prize for each race. The quality of the swimming was

pronounced by competent judges to be remarkably good, and T. E. Abrahams deserves a word of praise for his swimming throughout the competition. The receipts during the season have exceeded the expenditure by about 2/6.

COMMERCIAL SCHOOL SWIMMING CLUB.

The swimming season has now closed, having been phenomenally successful; the club at the close numbered 180 members, while the balance-sheet shows a balance of 5/5, which will be kept over till next year. Mr. Bickerstaff is now engaged upon the formation of a winter swimming club. Intending members should give their names at once. Practices will be held every Friday, at 4.45 p.m., at the George's Baths, Pierhead.

ORCHESTRAL SOCIETY.

This Society has resumed its rehearsals in the Lecture Hall, every Tuesday, at 12.30, and judging from the progress made at the practices already held, will be able to present a most attractive programme at the Open Rehearsal which the Society propose giving at the close of the present School Term.

The Orchestra now consists of twenty members, who, under Mr. Bulmer's able conductorship, are studying classical and popular music with the most gratifying results.

Mr. Bulmer will be glad to welcome into the Orchestra all boys who, possessing a fair knowledge of music, may wish to avail themselves of enjoying the advantages of orchestral practice.

Junior Notes.

High School.—The Juniors enter quite as much into the spirit of activity in the School as any other part of it, and especially in a matter which concerns the Editors, are all warm supporters of the *Magazine*. In Athletic matters they are also energetic, having established an Association Junior Football Club, as the Commercial Juniors have also done. We have been requested to point out, in view of the recent enactment concerning the caps, that the School cap has been well-nigh universal among the Juniors since its introduction, and that a large number of Junior boys belong to the Choral Society. We give here the report of the Association Junior Club:—At a meeting called by Mr. Brown, on October 10th, it was decided to form a Junior Football Club in connection with the Institute, and under the Association Rules. As many agreed to join, the officers were appointed as follows: Captain, G. E. Shaw; Sub-Captain, McGranahan; Treasurer, A. Brown, Esq.; Secretary, H. G. Thomas. It was decided to play on the Review Ground, Sefton Park; a very good ball has been purchased from Whitty's, Basnett Street, and the practices, both on half-holidays and evenings, have been well attended.

Commercial School.—In the Commercial, as in the High School, a Junior Association Football Club has been formed, and we give here its report:—An Association Football Club has been formed which will be serviceable as a second team to the club already in existence in the

Higher Classes. Nearly twenty boys have signified their intention of joining the new club, which it is hoped will be well supported and have a prosperous career. Mr. Blundell has consented to act as Treasurer, while R. C. Scott and H. Cheeseright will fill the posts of Captain and Secretary respectively.

One of the Preparatory Classes was able to witness a ludicrous sight in the C. S. yard the other day, the object of amusement being two boys who were hopping round and round in a small circle, thus causing visions of the Indians in Mexican Joe's Wild West to their beholders; and again, the boys of the educated higher classes of the Commercial School are often a source of amusement to their brothers of less mental capacity (?) It is quite a familiar thing to be disturbed by a deafening hooting shout coming from the yard, and very often there is slight cause for it. It would be a good thing if the boys who take part in such an exhibition of nonsense could hear themselves as their Juniors hear them.

Correspondence.

* * * We do not hold ourselves responsible for opinions expressed.—Eds. L. I. S. M.

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

GENTLEMEN,—I fear I am laying myself open to the reproach of "cauld kail het again" in requesting your space for an epilogue to the controversy mis-called that of the Humanities *versus* Science. But I am confident that the spirit of fair play will induce you to open your columns, for the last time, as I hope, to a brief re-statement of the facts, and to allow the assailed party to make a final reply.

I may pass briefly over the discussion in its earlier phases. Both parties attempted to prove the utility of their side of knowledge, the Humanists by pointing out the literary and intellectual culture to be derived from a judicious classical education, and the young apostles of Science emphasising the necessity of a scientific training in view of our complex civilisation. The question of utility I will touch on a little later; the arguments however were, as a rule, intelligently and cautiously enunciated.

At length, in your last number but one, there appeared, above the signature "Anglo-Saxon," a slashing article, in which it was not difficult for me to recognise the hand of an Old Boy and former classmate of mine, whose literary asperities have been noticed before now in your columns. *Slashing* it certainly was, in the sense understood by Dickens' American editor; for a more grotesque jumble of absurd misrepresentations and unmeaning arguments never emanated from a sane pen. I desire above all to be just in controversy; and lest any of your readers should think my language too severe, I will remind them that this gentleman had studied Church's *Stories from Homer* (for children), and (apparently) a book or two of Vergil, fortified by which exhaustive knowledge of the Classics he boldly enunciated the proposition that the study of the classics was immoral, that it was useless, and now-a-days of far less value than Sanskrit or Hebrew (!); that the ancients were pigmies measured by the intellectual standard of the present day; finally, that education would be most effectively carried on if the young were trained to the study and contemplation of great and noble lives, joined with discipline of the memory and inductive powers.

On first reading, these arguments (with the exception of the last, of which more anon) made me utter to myself a wish that the opposite side might always have such champions. But I then recalled the apophthegm of Whately, "only throw enough mud, and some will be sure to stick;" and this gentleman's intellectual capacities, I observed, eminently fitted him for the throwing of mud. I therefore took the liberty of writing a little dialogue, which you were good enough

to print, for the purpose of meeting and confuting a few of his misstatements. To confute them all would have been an excessively long task, easy though it was.

I do not know that I had any particular claims to be the champion of a past generation of Old Boys. Old friends, whose opinions on this controversy I am glad to say coincide with mine, would, I am sure, have been much more efficient combatants. But I was then in town, while my friends were in Cambridge; nor was I without a certain claim. I had been educated in the best scientific school in the north of England, the Institute; and for the last three years I had been studying classics to the best of my ability at a University. I therefore was not without some knowledge of both sides of the question, a qualification which I am sorry I cannot concede to my opponent.

But to return. I tried to make my little dialogue Socratic, by keeping the style simple, and constructing tolerably cogent processes of reasoning. I pointed out that it was absurd to expect the morality of a Sunday-school tract from the Homeric poems, since the earliest literary efforts of a nation are often tainted with a certain grossness; witness parts of the Bible, some of our own fine old ballads, and much even of Shakespeare. I did not point out the folly of a gentleman who, because he had read the whole Bible in a fine English version, pretended similarly to be able to criticise the whole of Greek literature, from the dawn of history down to the Middle Ages, not to mention the Latin writers, on the strength of having read Church's *Stories from Homer*. But I did attempt to demonstrate that, though the Homeric legend may be a pure myth (even a Solar one), it had at least localised itself in the minds of the earliest writers, either on the site of Hissarlik, where Schliemann found remarkably large treasures of wrought gold, all the signs of a tolerably complete civilisation, and lastly the traces of a great conflagration, or else on the mountains of Bunarbashi; that finally Homer's Achæan kings were proved to have been very real persons indeed, in spite of my opponent's categorical statement to the contrary, and very strong and rich up in their mountain fastnesses, long before the return of the Heraclids and the dawn of history. Finally, while indicating the sublime heights to which the Greek genius arose alike in art and philosophy, I tried to prove that, for the right understanding of literature as the expression of humanity's highest ideas, the mental horizon must be extended beyond the conditions of the present, and must embrace the past, with its almost perfect civilisation and its perfect and unrivalled art, on which my opponent looks with the contempt of ignorance.

My antagonist, then, was fairly met on all the points he raised, with the exception of the last, by which he implicitly falsifies his own position.

He says that a true education must train the memory. Has science a monopoly of that privilege? It must develop the inductive faculties (or powers of observance, as he by a solecism calls them). But was it by deduction solely that Bentley, or Porson, or Elmsley became great teachers? Finally, he says that education requires great and beautiful ideals. It is just on this fact that the Humanists base their strongest arguments. The classics do supply ideals, and ideals unrivalled by modern literature; ideals of the creative imagination, which have inspired the world's best art for thousands of years; ideals of lofty achievements, of "sweetness and light" in daily life, which have become what they are now, true ideals, by reason of the idealising power of time, which removes the sordid details seen by the contemporary eye, and leaves only the grand outlines to satisfy the best aspirations of later ages. To us of to-day, what are the petty intrigues and jealousies that preceded the day of Salamis? We see only the glorious fight, the very name of which is sufficient to stir the pulse of every lover of freedom, even in these days. But turn to the history of our own Salamis; can we forget the wretched supplies, the starving crews, the scurvy, all the recollections that tarnish the glory of our great Queen? It is this idealising power of time on the minds of men which is the best justification of religion in general, and Christianity in particular.

But I have dwelt long enough on my opponent's attack, and my own Apologia. I must proceed to your last article on the subject.

Imitation, I believe, is the sincerest form of flattery. In that case, I should feel very much flattered by the article entitled "A Revised Version of a Socratic Dialogue." Whether this is the work of my former opponent or not is difficult

for me to decide. I rather incline to the affirmative, since I cannot imagine any moderately educated person spontaneously using such a style, which I hence conclude is adopted for disguise, as well as to hit off supposed peculiarities of the classical idiom. Of the disguise I shall say nothing; but in regard to the idiom, I can truly say that it is well-suited to the mock-heroic parodies of Aristophanes, but when compared with the lightness and easy grace of the Platonic dialectic, is an absurd farce. The writer appears to have intended to enunciate several propositions: firstly, that I had misrepresented the real views of Socrates. At the risk of seeming unduly conceited, I must confess to a belief that one who has gone through the curriculum necessary for taking a Degree with Honours in the Classical Schools is likely to know more of the opinions of the Athenian sage, as recorded by Plato and Xenophon, than a gentleman who apparently cannot construe Vergil with facility. Secondly, this gentleman asserts that Socrates admired the applied and theoretical sciences. I merely refer him to Plato's *Defence of Socrates*, in which the latter solemnly disavows any connection with scientific studies. His whole life was devoted to ethical philosophy, as every boy of ordinary education knows.

Again, my opponent, while mentioning the names of Christ, Socrates, and Hypatia as victims of those wicked ancients, and apparently forgetting that Christ fell a victim to the very modern militarism of the Cæsars, while Hypatia was murdered by Christian fanatics, and Socrates perished by the misguided zeal of a democratic faction, to which branch of politics I believe my opponent belongs,—further, I say, this gentleman lays down magisterially that the ancients were infinitely inferior to us, or to the writer, from a moral as well as from a scientific and intellectual point of view. In order to be free from any suspicion of partiality, I quote Mr. Fronde, the successor of Mr. Freeman in the Oxford Chair of History. He says, speaking of scientific wonders, "What, after all, have these wonderful achievements done to elevate human nature? Human nature remains as it was. Science grows, but morality is stationary, and art is vulgarised. Not here lie the things 'necessary to salvation,' nor the things which can give to human life grace, or beauty, or dignity."

Obviously, then, my opponent and the side I have the honour to represent radically differ on essentials. My party does not understand the words "civilisation," or "progress," in the meaning he applies to them. To him the words signify a constant increase of creature comforts and complexity in the social organism, a world of stunted mechanics and narrow-minded engineers and specialists. We, on the other hand, while fully admitting the importance of the applied sciences in the service of mankind, join hands with Huxley and other truer representatives of the higher scientific spirit in understanding by those words an advance, though slow and necessarily never complete, towards the realisation of the Divine in Man; we dream of a world in which men shall be gentler, and purer, and wiser, no longer the erring children of the Father whose perfect work they shall at length contemplate in complete fruition.

We have, then, to consider whether the ancient world, and more especially the Greeks, had approached as near as we to this ideal, regarded both from the intellectual and from the moral point of view. Was the race whose genius shaped the world's art and laid the secure foundations of the world's philosophy (in spite of my opponent's ignorant sneers at the "uselessness" of their contributions to it), so very inferior to us, whose whole civilisation is founded upon the fusion of Grecian and Hebrew elements? I will not answer; but my opponents should study the first essay in Professor Butcher's *Aspects of the Greek Genius*, which perhaps will teach them that science is not the only subject in which knowledge should be the necessary preliminary to discussion.

But, gentlemen, I fear I have already unduly encroached upon your space. I must therefore forbear to discuss the ignorant and secondhand statements which raise the imperfect though beautiful Semitic tongues to the level of Greek, and entirely ignore Schliemann's epoch-making proofs of the existence of the Achæan empire. I wish every success in the future to the *Magazine* you so ably conduct, at the birth of which I and my generation of Sixth-form boys had the privilege of assisting, and remain, Gentlemen, yours obediently,

L. D. BARNETT.

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

GENTLEMEN,—I might fitly commence my letter with the words "Listen to my tale of woe," for a tale of woe it is. What have we persons done, who, for various reasons are obliged to dine at school? What have we done that we should be accorded such treatment, nay, I might almost call it torture? When I first dined at "the dining," I was not a little surprised to hear one youth say "no meat, please," but I now regard that youth as wise beyond his years. The wisdom of his remark I have found out to my bitter cost. The method of serving up the dinner is calculated to have anything but an appetising effect upon you, especially if you observe the preliminary manoeuvres. The meat is cut up in slices, placed on plates, the plates are all placed on top of one another, and then stowed away in the oven, where the slices on the under plates get subjected to a pressure of so many cwts. to the square inch, more or less, and every particle of moisture they possessed is most effectively driven out. After a time the plates are brought out of the oven and placed on the table, the meat having a peculiar elastic, colourless, and indigestible appearance. Then come a series of rapid evolutions. The *chef de cuisine* who in this case is a lady, snatches up a plate, dives an enormous spoon into a dish of potatoes, and planks some down upon the unhappy victim's plate, which is then passed to an assistant, who produces a formidable looking jug, and pours therefrom a thin watery liquid, with a peculiar reddish tint, called by courtesy—gently now—gravy. Then the plate is deposited before you, and you are left to fight your way through the meat as best you can. What sort of meat it is, it is impossible to tell; from the taste you would think that they made the joint specially for us, warranted tasteless, and not *too* rich and juicy. Such a thing as a change is unknown, we get similar meat day after day, fish is utterly unknown, and in the way of vegetables, they don't impair our digestion with anything worse than carrots, and that for a few weeks only. In justice, I must say that the potatoes are always cooked well, as are the milk puddings and the fruit tarts, but the meat, oh! the meat, give me the sole of a boot, at least I would know what I was eating. One would think they first boiled the meat, then placed it before the fire for half an hour, and utilised the water the meat was boiled in, with the addition of burnt sugar, for gravy. Why it cannot be cooked in a proper manner, I am at a loss to understand, but as we pay a fair price, we are at least entitled to have a respectable dinner served up in a proper manner, and not be obliged to partake of a substance, which might, with all due respect to the cooks, be described as "LEATHER."

DEAR SIRs,—In your last issue there appeared in the Secretary's report of the last session of the Debating Society, the following passage, "There is a tendency noticeable in other clubs and societies to encroach on the Literary and Debating Society; thus, the Chess Club, not content with one night out of six a week, appropriates, it would seem, four, and for some time seriously retarded and interfered with our meetings." Therefore I think it only fair to the Chess Club for me to state that its club nights are on Tuesday and Friday; and that it was in deference to the Debating Society that Thursday (which is a more convenient night) was not selected. Thanking you in anticipation for inserting this,

I remain, yours truly,

B. J. WOOD, *Hon. Sec. Liverpool Institute Chess Club.*

In Memoriam.

WILLIAM D. HUGHES,

KILLED BY FALLING FROM THE MAST OF S.S. "ANDER,"

OCTOBER 2ND, 1892.

BURIED AT SEA.