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Swansea Municipal Secondary School Magazine.

No. 1.

JANUARY, 1910.

VOL. 1.

EDITORIAL.

We indicated in the December number of our Magazine that there would probably come a modification in its form in the near future; and we publish to-day the first number in the new form.

This step was decided upon at the annual meeting, and a substantial majority determined that "the old order" must change "yielding place to new." A good deal of deliberation was given to the question, and we trust that time will prove the course we have now adopted to be a right one. That our present Magazine may be a success depends upon several things. The strongest factor in the decision of the Committee was the belief that the periodical, as it will appear for the future, would offer much wider scope for literary and other effort on the part of our readers. It was felt that the time had arrived when the whole matter should be the product of those immediately interested in our schools, and that it should have bearing, as far as possible, upon questions connected with our school work and school life. Now that these greater facilities are offered our scholars, we trust that they will take full advantage of the larger opportunity and do their very utmost to support the publication by contributing largely to its pages.

We are convinced that the welfare of the Magazine is a matter of concern to the majority of our scholars, and we are hopeful that all will now look upon it as their duty to give it every help so that it may be made in every way a worthy successor to the old Magazine, which ran successfully through a course of eight years.

We know that our readers will welcome those articles which we are assured will come from the pens of the different teachers; and we promise them that there will be some good reading in store for them.

But we cannot too strongly urge upon our readers the fact that the undertaking must have the loyal support of all our scholars—not only in the matter of contributions to its pages; but also in the matter of promoting the sales; for it must be remembered that it was on behalf of our scholars that the periodical was promoted, and that it is exclusively in their interests that the whole arrangement is being carried out.

We understand that, at the Girls' School, the new venture is anticipated with enthusiasm, and that already more than 250 girl readers have paid yearly subscriptions in advance.

This augurs well for the financial success of the Magazine. We are full of hope that the boys will not be behind in their zeal for its welfare. The price, of course, has had to be increased on account of the altered nature of the publication; the issues, too, will be fewer; but, as there are so many new features, we believe that the advantages will more than compensate for these seeming defects.

We know that some of our scholars cherish the Magazine because it has for them an intrinsic value of special interest, because it constitutes for them a kind of record of their school days, and we have little doubt that those endowed with that spirit will treasure these periodicals even when they have dispersed to take up newer and larger responsibilities on the broader and more important paths of life which they will come to travel when the doors of the school are closed for ever behind them. The success of a venture depends upon the spirit in which we enter upon it; it is in the hands of our scholars to make or mar our new Magazine.

We hope to publish our second number during the first month of next term, and the third number in the middle of July. We shall be glad to receive copy for our next number as soon as possible after the issue of this. We shall welcome any contribution, and we promise our readers to give due consideration to any items that they think will be of interest. We cannot, of course, undertake to publish anything and everything that comes along; but our readers may be fully assured that, if their work is of merit and is written in the best interests of the Magazine, it shall find place within its pages. We would remind contributors again of the desirability of writing their MSS. on one side of the paper only.

SCHOOL AND OTHER NOTES.

School work is in full swing again, and the next event of importance will be the visit of the London University Inspectors somewhere about the middle of March.

The first annual Prize Distribution is, after all, to take place at the end of the term. We understand that the King's Hall is to be the venue of the function, and that the prize-winners of both schools will receive their awards at the same meeting.

Preparations are being made to have the Honours Board brought up to date during this term.

The Library at the Boys' School has been increased very considerably this term. "To add a library to a house is to give that house a soul," said Cicero. ["A Library Note" appears in another column.]

Our "Correspondence Column" contains yet another letter upon the question of a school field. All these letters only go to prove how urgent is the need for a playing field. We note that what hockey is indulged in has to be played "on the sands." We have advocated so often in these columns the need for a field that we, too, feel somewhat "on the sands" about the matter; and we have a slight suspicion that the field has not come because there are others too "on the sands," or near it. We'll try again, however.

We wish to inform our readers that some excellent specimens illustrating Mr. Burns' interesting article on "The Sea-Egg" may be seen in the Natural History cupboards on the top floor.

No doubt Mr. Burns will be happy to point out any of the many striking things that belong to the valuable collection he has made and presented to the school.

We are in sympathy with C. Ll. D.'s suggestion to form a Debating Society. Lack of time seems to be the chief obstacle. Such a Society would require whole-hearted co-operation and some sacrifice of time. If the upper scholars are prepared to face these requirements, then we see no reason why they should not begin at once.

Suppose they meet and discuss the matter fully. We are glad to note that the girls have such a Society. There seems no reason why the art should be left to one department only. Of course, girls always were good debaters; but that is no reason why the boys should not try.

We are anxious to obtain news concerning the doings of any of our old scholars, and shall be glad if any of our present scholars will help in the matter.

Would any of our readers care to give their impressions of the new form of the Magazine? We shall gladly welcome any criticisms or any suggestions.

To those of our readers who may not be privileged to be present at the Albert Hall to hear the intrepid explorer, Lieut. Shackleton, relate his experiences during his South Polar Expedition we would recommend, as a substitute for what they will miss, a peep into his book "The Heart of the Antarctic." Of course, the book is beyond the reach of school-boy pockets; but, no doubt, those who are anxious about the matter will be able to borrow the two volumes from the Public Library. The famous motto of Prince Henry, the Navigator, "Le Talent de bien faire," might equally be the motto of Sir E. H. Shackleton, for, not only were the geographic and scientific results of his recent Polar Expedition remarkable, but he has achieved yet another success in the publication of his book. The book was produced within five months of the return of the expedition to this country; and, for the standard of its real literary quality, its superb illustrations, and the fascinating tale it narrates, it is perhaps the finest work of its kind in the English language.

Thus a pupil at the term examination:—"Chill penury repressed their noble rage," means "the cold weather made the nobles angry." Perhaps that was one reason why they threw the Budget out of the House!

At present there is going the round of one of the Forms a little secret that we suppose points a moral. It is something of this nature:—

Master (suspiciously) "Who wrote your composition, Johnny?"

Johnny: "My father."

Master: "What, all of it?"

Johnny: "No, sir, I helped him."

A wag from one of the Upper Forms suggests that the busts of Scott, Milton and Shakespeare have been arranged to suit the mood of some of the boys after the term exams.

All agreed that the questions from Scott at the term exams. were agreeable enough; but, as for the questions on Shakespeare and Milton, these so upset them that they don't want to see those illustrious faces for a long time again. As they walk in from the yard, the irate ones look up at the bust and say: Great Scott! what would have become of us at the terminals if you hadn't smiled on us!—And Scott looks placidly on at it all. Meanwhile the other two frown in the shadow of the recess.

All those who are interested in photography will find a well-fitted little dark room in the basement, where they may prepare some of their slides. Enthusiasts will no doubt find Mr. Harris both ready and willing to help them with much valuable advice.

Have you heard of the infant phenomenon of America? He is! William Sidis, of Boston, aged 11, and has just been admitted as an under-graduate at Harvard. Three years ago he wished to matriculate, but the authorities would not accept him owing to his tender age. Young Sidis could read fairly well at two years old, was a good type-writer at four, and at five composed a text-book on anatomy for the use of beginners. He entered the grammar school at six, studied French, German and Russian successfully between seven and ten, and for recreation took courses in Latin and Greek. It is said of him, "The boy never squandered much time in playing as it is usually understood, but he found recreation in mathematics. Time-tables, calendars and railway maps were cherished objects in his nursery. One day he startled his parents by announcing that he was able to tell on what day of the week any given date would fall. It was at first thought that in his play with the calendars he had memorised some dates. Upon investigation, however, it was found that he had worked it all out by a method of counting, enabling him mentally to calculate any date demanded. O, for a few such "*Sidis*" for the Matric. Class! !

The fives-court is a grand specimen of (Norman) ruins. Surely the 'Powers that be' could effect a little change in the general outlook of affairs. Fives has become a farce!

Now that political cries are heard no more the school seems to be settling down once more to solid work (fact). During the election home-work was continued. Shame! But then *might is still right!*

To hear the English boys struggling through the Welsh National Anthem at the close of our concert was too funny for words! Still, it demonstrated how strong the sense of the heroic in them really was.

We fear some grave mistake has occurred. A particular class-room was found to be tolerably warm one day last week. As it is generally cold enough for a fairly thick sheet of ice to form on the ink, we may well regard the circumstance as phenomenal.

To be absolutely up-to-date the school will have to start a flying association—kite flying. As one deep-thinking youngster put it:—"The best way to conquer the (h)air is to get it cut!"

An Extract from the Records of the School Archæological Society.

An interesting discovery was made recently by the members of the School A..... Society. Whilst discussing, in the lower yard, the proposed future exploits of the Society, one of the members startled the company by the declaration that two projecting walls in the lower yard were the remains of some ancient monastery.

On closer examination of the ruins, which were in a very poor state of preservation, our hon. sec. boldly asserted that he was of opinion that the ruin was a very early example of a fives court, to prove which assertion he had the audacity to state that, with the aid of a pocket lens, he could faintly see the traces of a board which originally ran across the main surface. Thereupon, certain junior members of our Society passed sarcastic remarks about the eyesight of our hon. sec., which said remarks so incensed that worthy member that, to avoid accepting his resignation, we decided to take his view of the matter.

Following the general rule of the Society, we have made a record of our discovery in the minute book; and to avoid offending the feelings of our hon. sec., we took the liberty of passing the following resolution:—"That we, the President and members of the School A..... Society, hereby consider that it is the duty of the authorities of the school to encourage and assist in the preservation of such an excellent example of 'Early English Architecture.' We are also of opinion that by so doing the honourable game of fives may at least not become one of the lost arts in the games of the school.

H. L. B..... M.S.M.S.A.S.

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'09 AND AFTER.

And the year '09 has slipped out of the line
Of its fellows fine; has gone down in the mine
Which holds nineteen-nought nine of the milestones
cast off

From Time's wheel in decline.

And hard work is here, and pleasure elsewhere;
For the rest it is clear—leisure's joys disappear:
And stern work it is here, and will straighten our backs
In the long, coming year.

And the days will lag with the constant fag.
All the books in the bag (we'll except the School Mag.),
All the silence and gag—These will gnaw at the soul
Of dull days that may drag.

And Science we'll learn—we our fingers may burn;
Foreign sentences turn; all the lot we would spurn!
We may fail to discern half the purpose of things
—Then, O bitter concern!

We shall read in the books of the Pearies and Cooks
How they hid in snow nooks, writing tales how it looks
At the Pole (the sly rooks!)—For statistics apply
To the latest year-books.

We shall fail, perhaps, at the questions and traps.
At the problems and maps; but we never shall lapse,
E'en in spite of sharp raps, into indolence that
Would discredit our caps.

All the circles and squares, all the things that add cares
From the top of the stairs to the street where one tears
To hear street organ airs, only add to the ills
To the which men are heirs!

But the days will come when the whole hum-drum
Will end; and when some of our work will become
The substance and sum of the harvest we'll reap
From effective brain hum.

So we'll work awhile with a will and smile;
We'll not sit on the stile—we'll face boldly each mile;
And the future beguile with the knowledge we've gained
—When we've made our pile. X.

RESULTS OF FIRST TERM'S WORK.

The following boys were neither absent nor late:—Form 1A: Jones, Alb. E.; Jones, Cyril G.; Jones, Jas. D.; Morgan, Th. S.; Thomas, D. F.; Waters, Dd. J.; Williams, Griff. D. FORM 1B: Bevan, Geo. L.; Davies, John S.; Fursland, Fred. H.; Herne, Stan. G.; Johns, Henry J.; Lloyd, Wm. T.; Neagle, Harold; Oliver, Archie; Phillips, Lloyd. FORM 1C: Crook, Sid. R.; Dowdall, Frank O.; Fursland, Har. J.; Haynes, Lawrence H.; Jones, Th. O.; Mills, Jos. H.; Morris, Herb. F.; Norman, Graham; Parton, Harry; Webber, Geo. A. S. FORM 2A:—Edwards, H. J.; Francis, Evan T.; Llewellyn, Dd. A.; Monsen, Bertie; Williams, F. G.; Williams, John T. FORM 2B: Harris, Cliff. O.; Merrells, Sid.; Neagle, Th. C.; Palmer, Haydn R.; Rees, Reginald; Rees, Jos. T. FORM 2C: Burman, Wm. J.; Davies, Cyril C.; Evans, Frank R.; Griffiths, Stan.; Guy, Archie; Ward, Arthur R.; Williams, Rees J. 3A: Doherty, Hugh; Fortune, Henry G.; Jones, Jno. D.; Lewis, Joseph O.; Lillicrap, Chas. L.; Milne, Thos. J.; Morgan, Gwilym; Thomas, Ivor T.; Walker, Harold L.; Williams, Jno. M. 3B: Howells, Phil. I.; Jones, Thos. B.; Jones, Wm. A.; Jones, Wm. J.; Morris, Alan; Vicarage, Henry J.; Williams, David H.; Williams, Gabriel; Rice, Evan T. 4A: Evans, Llew. 4B: Bennett, Herb. P.; Davies, Cliff.; Evans, Trevor L.; Kneath, David N.; Leach, Robert J.; Meyrick, Th. F.; Thomas, Hor. R.; Thomas, Thos. B. 5A: Davies, Cecil L.; Davies, Jno. L.; Griffiths, Benj. J.; Lewis, Geo.; Williams, Jno. 5B: Ace, Haydn; Hopkins, David G.; Miller, Henry. 6: Edwards, Thomas; Gamage, D. H.; Harris, David; Lewis, Thos. L.; Norby, Robert H.; Powell, Glan.; Richards, Stanley.

TOP BOYS. 1A: Waters, David J. 1B: Foner, Abraham. 1C: Crook, Sid. R.; Dowdall, Frank O. 2A: Woolley, Thos. L. 2B: Bates, Allen. 2C: Morris, Herb. G. 3A: Williams, Jno. M. 3B: Howells, Phil. J. 4A: Williams, Wm. D. 4B: Davies, Ebenezer E. 5A: Hopkins, Sid. C. 5B: Davies, Thos. L. 6: Powell, Glan.

BOYS WITH HIGHEST MARKS.

ENGLISH, 1A: Rees, W. G. 1B: Olson, Karl. 1C: Haynes, L. H. 2A: Parry, J. B. 2B: Bates, A. 2C: Morris, H. G. 3A: Doherty, H. 3B: Howells, P. I. 4A: Wilson, R. 4B: Davies, E. 5A: Rowland, T. H. 5B: Davies, T. L.; Lawrence, T. 6: Norby, R. H.; Williams, D. G.

GEOGRAPHY, 1A: Waters, D. J. 1B: Phillips, L. 1C: Crooks, S.; Dowdall, F.; Evans, R.; Lamb, V.; Webber, G. 2A: Thomas, E. 2B: Bates, A. 2C: Buckland, P.; Griffiths, T.; Morris, H. G.; Williams, R. J. 3A: Fortune, H. G.; Webber H.; Williams, J. M. 3B: Howells, P. J. 4A: Williams, W. D. 4B: Meyrick, T. 5A: Rowland, T. H. 5B: Davies, T. L.

HISTORY, 1A: Blyth, W. A. 1B: Foner, A. 1C: Dowdall, F. 2A: Davies, H.; Jones, A. 2B: Neagle, T. C. 2C: Buckland, P.; Griffiths, T.; Williams, R. J. 3A: Doherty, H.; Fortune, H. D.; Jones, J. D.; Webber, H.; Williams, J. M. 3B: Howells, P. I. 4A: Williams, W. D. 4B: Davies, E. 5A: Hopkins, S. C. 5C: Davies, T. L.

MATHEMATICS, 1A: Snipper, A. 1B: Foner, A. 1C: Morris, H. F. 2A: Davies, H. 2B: Bates, A. 2C: Morris, H. G. 3A: Walker, H. L. 3B: Howells, P. J. 4A: Williams, W. D. 4B: Lee, W. J. 5A: Hathaway, W. 5B: Hopkins, D. G. 6: Jones, A. B.; Powell, G.

FRENCH, 1A: Williams, M. G. 1B: Foner, A.; Neagle, H.; Olson, K.; Oliver, A. 1C: Jones, E. 2A: Woolley, T. L. 2B: Comley, R. J. 2C: Mitchell, A. R. 3A: Walker, H. L. 3B: Howells, P. I. 4A: Williams, W. D. 4B: Lee, W. J. 5A: Williams, J. 5B: Miller, H. 6: Edwards, T.

DRAWING, 1A: Richards, F. L. 1B: Edmunds, E. 1C: Ace, T.; Dowdall, F. 2A: Woolley, T. L. 2B: Jones, J. L. 2C: Griffiths, E. L.; Williams, R. J. 3A: Doherty, H.; Walker, H. L. 3B: Davies, W.; Jenkins, T. M. 4A: Williams, W. D. 4B: Thomas, W. 5A: Baynham, H. L.; Rowland, T. H. 5B: Hopkins, D. G.

CHEMISTRY, 1A: Waters, W. J. 1B: Oliver, A. 1C: Thomas, W. G. 2A: Davies, H.; Tregaskis, A.; Thomas, E. 2B: Comley, R. J. 2C: Dennis, D. S. 3A: Williams, J. M. 3B: Jones, W. J. 4A: Williams, W. D. 4B: Phillips, T. M. 5A: Hathaway, W.

PHYSICS, 1A: Jones, Cyril; Prosser, H. 1B: Foner, A. 1C: Crook, S. 2A: Parry, J. B. 2B: Comley, R. J. 2C: Morris, H. G.; Williams, R. J. 3A: Fortune, H. G.; Williams, J. M. 3B: Davies, W.; Williams, G. 4A: Williams, W. D. 4B: Lee, W. J.; Phillips, T. M. 5A: Davies, C. L.

MANUAL INSTRUCTION, 1A: Blewitt, W. G.; Evans, H. J. 1B: Edmunds, E. 1C: Davies, B. 2A: Harden, A. F. 2B: Bates, A. 2C: Fischer, H. B.; Morris, H. G. 3A: Williams, J. M. 3B: Davies, W. 4A: Williams, W. D.

BOYS WHO GOT FULL MARKS.

- 1b: Phillips, L.—Geography.
 1c: Morris, H. F.—Mathematics.
 2c: Buckland, P.; Griffiths, T.; Morris, H. G.; Williams, R. J.—Geography. Griffiths, E. L.; Williams, R. J.—Drawing. Fischer, H. B.; Morris, H. G.—Manual.
 3a: Fortune, H. G.; Webber, H.; Williams, J. M.; —Geography. Doherty, H.; Fortune, H. G.; Jones, J. D.; Jones, S.; Webber, H.; Williams, J. M.—History. Fortune, H. G.; Williams, J. M.—Physics. Williams, J. M.—Manual.
 3b: James, C. W.—Mathematics. Davies, W.; Jenkins, T.—Drawing. Davies, W.—Manual.

FIRST IMPRESSIONS.

"A wanderer is man from his birth." Thus the poet sang of man, but what of woman? Her travels begin later if the experience of the writer count for aught.

One September day I left the parental nest to take up my abode in a town in South Wales, which I remembered from my geography was famous for copper smelting. What a journey it was! It will remain for ever a landmark in my life. Have you ever trespassed on forbidden ground and known it to be so? Then you can realise, to a small extent, the pleasure I derived from it.

Before commencing the journey, I was informed by the men who are supposed to, but do not, know all about such things, that I should have to change twice. Whether they intended to deceive me or because it was due to their ignorance I cannot say; but the truth is, I had to change "nine" times. Perhaps they were afraid to break this news to me lest my heart should fail me. How thoughtful some persons are!

Experience is good for all, but mine was dearly gained.

"Am I right for Swansea?" How many times I asked this question I dare not tell you. One porter would answer "Yes," and the next minute I was standing on the platform waiting for a carriage which would "certainly" take me directly to my destination. Almost the same happened at

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each change. I cannot recall the names of the stations where the changes occurred, as in many cases they were unfamiliar and as long as they were not the name for which I longed, I paid little attention to them. I only know that after a while I began to imagine I was surely in the wrong train if we passed two or three places and I was left alone.

By the time I reached South Wales it was drizzling, and however picturesque such towns as Neath and Landore appear when the sun shines on them, to say the least, one would not consider them as suitable health resorts when seen on a day similar to that on which I caught my first glimpse.

However, at half-past six I reached my goal, having been on my way from ten o'clock in the morning.

Still my wanderings were not over, and had Swanseaites not been obliging, I fear to say when they would have been.

So far so good. I had arrived and soon felt quite at home although it was the first time I had been amongst the Welsh. On hearing this, I expect you will say:

"O wad some power the giftie gie us,
To see ourselves as ithers see us."

Having been accustomed to the "hearty, homely, loving" folk of Lancashire, I was surprised to find in you little difference in that respect. You are at times apt to be "stand-offish" and are slow in taking others into your confidence. (Do not be misled by the style; character-reading is not my profession).

You really "did not ought" to have your own pet expressions. Indeed. There's bad it is. Say?

I miss the smoky chimneys and the buzz of the Lancashire mills and the clatter of the clogs, and as a compensation I have the sea and—Mumbles.

Lancashire's industries depend on wet weather, but surely Swansea could manage with less. "What we can't cure we must endure," I suppose.

If any of my Welsh readers think I have come to conclusions too early, then I hope they will, by their attitude, show me "the error of my ways;" but I beseech you do not condemn the first impressions you have made of

A LASSIE FROM LANCASHIRE.

RHYS YN YR YSGOL.

Ymhen draw yr ysgoldy, yn ymyl y tân, yr oedd desc y meistr, ac yn ei gwaelod yr oedd clamp o dwll, dyben pa un, fel y cefais weled ar ol hyny, oedd er cyfleustra i goes bren y meistr ymwithis drwodd pan fyddai efe yn eistedd. Ar fy mynediad cyntaf i mewn i'r ysgol, gwelais olygfaryfedd a newydd iawn i mi y pryd hyny. Yr oedd y bechgyn oll yn bresennol, rhai ar dop y ddesc, rhai ar gefnau eu gilydd yn chwareu cestylau, ac yn carlamu o gwmpas yr ysgol, ac eraill yn dŵr ar lawr, ac yn ymrwyfo towy eu gilydd fel llysywenod mewn llaid. Yr oedd un—bachgen cloff wrth ei fagl—yn ceisio dynwared y meistr, gan eistedd wrth ei ddesc, ac wedi gwthio ei fagl trwy y twll, ac yn gwaeddi yn uchel am osteg, ond i ddim pwrpas. Newidiai yr olygfa bob mynyd, a gwaeddai pob un nerth ei ben oddigerth un bachgen, yr hwn a safai ar dop y ddesc yn ymyl y ffenestr, gan ranu ei sylw cydrhwng y chware â'r eyfeiriad o ba un y dysgwylid y meistr. Teimiwn yn rhyfedd ar y pryd, a meddyliwn fy mod wedi dyfod i ganol plant drwg iawn; a phe gwybuasai fy mam pa fath rai oeddent, ni chawswu byth fyned yno drachefn. O'r ochr arall, yr oeddwn yn meddwl mai dyma y lle goreu a welswu erioed am "sport." Pan oeddwn wedi fy meddiannu gan y teimladau hyn, gwelwn y bachgen oedd yn ymyl y ffenestr yn gosod ei ddau fys blaen yn ei safn ac yn rhoi chwibaniad clir; ac mewn amrantiad yr oedd pob bachgen yn ei le. Daeth y Sowldiwr i mewn, ac aeth heibio i mi, heb gymeryd arno fy ngweled. Edrychai yn ffyrnig a chyffrous; a deallais yn fuan nad oedd y gwylieddydd wedi rhoddi yr arwydd yn ddigon buan, ac fod y meistr wedi clywed yr holl drwst byddarol. Aeth rhag ei flaen at y ddesc, a thynodd allan gansen hir a chref. Gwelwn y bechgyn yn gwneyd gwâr barotoawl, tra yr elai yr hen Sowldiwr o gwmpas yr ysgol, gan ffonio pawb yn greulawn. Wedi i'r bachgen olaf dderbyn ei ffonod, aeth y meistr yn ol at y ddesc; cyfododd ei ddwyllaw i fyny a dywedodd "Let us pray" ac adroddodd y pader yn bwylllog a'r bechgyn yn ei ddilyn.

OLION HANES.

Pwy sy'n d'od i fin y Llwchr,	Yn ei nwyfus lygaid duon
Gyda'i gwrwgl ar ei gefn?	Mae goleuni'r mabinogion,
Pwy sy'n rhwyfo mor ddi-ddwndwr	Mae'n breuddwydio ar ddihun.
Drwy yr afon lydan, lefn?	Ond pwy yw? beth yw ei neges?
Pa anwadal ddawn sydd iddo?	Dyna'r Celt—medd gwefus Hanes.
Wedi blino'i fraich wrth rwyfo,	Medd y bryniau—Dyna Ddyn!
Try, cyn glanio, 'nol drachefn.	ELLEN.

L'AMI DES HUMBLÉS.

Nous avons le musée Victor Hugo et le musée Balzac, où sont rassemblés des souvenirs qui concernent ces deux grands maîtres, sortes de "reliques" littéraires. Les Anglais viennent d'organiser une exposition Dickens, consacrée à faire revivre la personne et l'œuvre de ce grand écrivain. Elle peut nous intéresser aussi, car le génie de Charles Dickens, essentiellement britannique par bien des côtés, notamment par son "humour," est aussi universel par tout ce qu'il dégage de bonté et de pitié, et il a rayonné ailleurs que dans les pays de langue anglaise.

C'est précisément par cette pitié qui fut agissante et effective, par cette guerre déclarée à toutes les misères et à toutes les injustices, par ce don d'émotion communicative que Dickens est un vrai grand homme. Et cette "guerre," comme il la mena habilement, sans aucune déclamation, jamais, en ne prenant son lecteur qu'avec le cœur, au milieu des récits les plus attachants, gagnant les causes qu'il voulait gagner en tirant des larmes du public, qui avait d'autant plus confiance en lui qu'il venait de l'amuser par sa verve débordante!

Il paraît que ce petit musée Dickens n'est pas très fréquenté. Des curiosités, d'un goût beaucoup moins raffiné, lui font concurrence, en ce moment. C'est tant pis. Mais la gloire de Dickens est solide, puisque, depuis quelque quarante ans qu'il est mort, elle est demeurée intacte même chez nous, qui n'avons que la traduction de son œuvre. N'annonce-t-on pas, pour la prochaine saison théâtrale une adaptation de son touchant et poignant "Olivier Twist," cette histoire d'un enfant martyr?

(à suivre.)

POUR APPREHENDRE LES JOURS DE LA SEMAINE.

Les jours de la semaine, tirent leurs noms des astres, ou de divinités païennes ou chrétiennes.

Ainsi:

- Lundi est le jour de la Lune.
- Mardi, est le jour de Mars, Dieu de la Guerre.
- Mercredi est le jour de Mercure, messenger des dieux.
- Jeudi est le jour de Jupiter, le plus puissant des dieux.
- Vendredi est le jour de Venus, reine de la Beauté.
- Samedi est le jour de Saturne.
- Dimanche est le jour du Seigneur, et vient du latin "domini," qui signifie Seigneur.

While walking along the beach, among the many curious objects that may be picked up there is none more interesting in its construction than the object commonly called the "Sea-Egg." It is a nearly globular calcareous shell from 1 in. to 3 in. in diameter, and densely covered with prickly spines with purple tips, but no longer inhabited. The former inhabitant of this empty shell, though called Sea-Egg from its shape, was examined by Aristotle, a great Greek philosopher, who lived 2000 years ago, and it received from him the name of *Echinus*, which is the Greek for hedgehog. It is also called the Sea-Urchin.

It will be interesting to examine this remarkable shell carefully, and as there are a number of specimens small and large in the Museum cupboards, those anxious to learn can easily follow the description when examining them. There is not much beauty or symmetry in the spiny form, but if we rub or pull off the spines we shall find a nearly smooth surface of great regularity, and a compact beautiful box.

Sometimes we pick up the shell in this form after the spines have been washed off by the force of the waves.

We can see that the whole surface is divided into nearly equal bands or zones, like the divisions between meridians on a map.

Tubercles, or projections, are all over the surface of different sizes, but in regular order from one end to the opposite one, and these show where the purple-tipped spines were attached. We can recognize five rows formed by the largest tubercles, and alternated with these are five rows formed by smaller ones, closer together than the larger tubercles. Besides these there are a great many very small tubercles, irregularly placed, on which very small spines were attached.

The shell appears to be in one piece, but it is not so. If we put it into a little warm water to get rid of the sand and dirt, and then look inside and hold it to the light, we shall see (a) that the shell is made up of a great number of nearly pentagonal pieces of calcareous matter so accurately fitted together that it is very difficult to perceive where the pieces join, especially from the outside. Round the mouth the pieces are not pentagonal nor calcified, and round the opposite end there are ten small plates, perforated each with one hole, and which are for special purposes.

15
We shall see also (b) that alternate rows consist of somewhat smaller plates, though of the same form, and that these are pierced on the side next the larger plates, with very minute holes running from end to end, forming an unbroken line, though not straight, but made up of short diagonal rows, three in each. There are in all about 600 of these pentagonal plates, and the question may be asked why is this elaborate arrangement of plates necessary?

When the animal is as small as a pea, its shell has the same number of plates, though very minute, as in the adult. How then do they grow?

If the calcareous matter was deposited in a similar manner to the formation of the shell of the oyster, it would be put on inside, and thus the capacity of the shell would be continually decreasing while the animal inside would require more room as it grew. Another method was necessary. The delicate living membrane, a part of the animal which covers the whole shell inside and outside, also dips down all round each plate, and continually deposits round the margin of each, layers of calcareous matter, and thus increases the size of the plate. As all grow slowly alike the shell enlarges itself without change of shape to suit the requirements of the animal within.

But what are the minute holes for? We should soon see if we had a live urchin in a dish of sea water. A number of tubes, called sucker feet, would be protruded through the holes beyond the spines, according to the will of the animal, for the purposes of locomotion. Each tube has a minute sucker at the end by which it can attach itself to any object it chooses. The action of a star-fish, which is allied to the urchin, will help us to understand this. Frequently in summer star-fish are cast upon the beach. If we put one on its back in water it soon begins to put out its sucker feet to catch hold of the ground, and in a very short time regains its proper position.

But the sucker feet have another very important use, for they are the means by which the animal obtains its food. They arrest its prey, perhaps a small fish, a crab, or a shell fish, by catching hold of it and drawing it to its mouth, where it is caught hold of by the teeth and passed up into its formidable jaws.

The specimens picked up generally have a wide, irregular opening where the soft plates and the dental apparatus have been dislodged by the waves, but just inside will be seen five vertical projections under the rows of perforated plates, and to these the muscles which moved the jaws and teeth were attached. The mouth is simply an opening through which

protrude five sharp teeth of an enamel-like hardness, and being used as cutting teeth are being constantly worn away, and renewed from behind as in the teeth of the rat.

Inside the mouth there is a very complicated masticating apparatus which are the jaws of the animal. To see this in its position, we must cut away part of the top of the shell of a perfect specimen, and the animal being out, look down inside.

We shall see a complicated framework like a pentagonal pyramid which was thought by Aristotle to look like a lantern, and the whole apparatus is still known as the "Lantern of Aristotle," and is considered to be one of the most perfect masticating apparatus in the animal kingdom. The space occupied by this dental frame-work is enormously large in proportion to the size of the animal.

The Spines.—Besides being used for defence, the spines are also used in a less degree for locomotion. The animal has complete control over them, and can roll itself on them from place to place, or can use them to bury itself in the sand. The spines are well worthy of our careful examination. They are pinkish at the tips, and on using a magnifying glass they are seen to be beautifully fluted like a minute column. The bottom of each is thickened and has a minute hole at the end, which fits on to a small polished knob above the tubercle, to which it is fastened by minute muscular bands. It is really a ball-socket joint.

The number of spines on an urchin is about 4000. The sea-egg is not much used as food in this country, where they do not attain a great size, but along the shores of the Mediterranean Sea, where specimens from 4 in. to 8 in. in diameter are dredged up, they are considered a great delicacy and are eaten, sometimes cooked, often raw. Savages in S. America, near the coast, consume them in great quantities. Mr. Darwin, in his "Voyage of the Beagle," describes the Fuegians diving and bringing up the sea-eggs, which they cracked and ate. I have said very little about the animal itself, an account of which would be still more difficult to describe. I have only tried to create an interest in one of the common but wonderful objects of the sea-shore. This one is a remarkable example of God's creation. Mr. Gosse, the eminent naturalist, who studied sea-urchins alive and dead, uses these words: "What a wonderful piece of mechanism is a Sea-Urchin! I am struck with admiration whenever I examine it anew."

I may add that out at the mussel bank in the Bay, when it is dry at a low spring-tide, live urchins can be got.

J. BURNS.

A BOTANY EXCURSION.

On Saturday, December 18th, we girls of the Sixth Form had the pleasure of accompanying Miss Landon and Miss Holmes on a Botany excursion.

Contrary to our expectations, the weather proved favourable in the afternoon, although we had had typical Swansea weather in the morning and on the previous day.

We went as far as Blackpill, by the Mumbles train, and then proceeded up the Woodman Lane, examining, as we went along, what beauty might be found in Nature, even in the depths of winter.

We gathered as many specimens as we could, obtaining twigs from most of the trees, so that we should be able to distinguish the trees when leafless.

We had not expected to find flowers growing at this time of the year, but again it was the unexpected that happened: and flowers were found of eight kinds, among which the daisy, "the Poet's Darling," was the most prominent, in this way meriting Wordsworth's lines:—

"Thee, Winter, in the garland wears
That kindly decks his few grey hairs."

Many of the girls heightened the colour of their bunches of specimens by holly berries and hips and haws. We went half-way across Bishopston Common, but specimens now began to get scarce, so we thought about returning home, and soon acted upon that thought.

When we got to Blackpill again we found that we should have to wait half-an-hour if we wished to go home by train, so most of us decided to walk, and on the way we had an instructive talk concerning the specimens we had found.

In this way an enjoyable afternoon was spent, in a manner which was also of benefit to us, and we thanked Miss Landon and Miss Holmes for their company, urging them to come again on their next free Saturday.

Closing Scenes of Christmas Term at the Boys' Department.

Our first Term closed with scenes worthy of the occasion. The school met in the large hall on the last morning with minds filled with thoughts hardly of a scholastic nature. All were eagerly looking forward to the promised concert. Consequently, when the school assembled it had that air of levity about it quite alien to its most cherished associations, whilst

the atmosphere was charged to the full with the spirit of merriment both seasonable and suitable to the occasion.

As to the programme provided, let it be said at once that, long before it closed, the expectations of even the most optimistic had been realised to the full. It was great—no other word describes it. Collectively and individually it reflected great credit upon all concerned in it.

The pianoforte solos by H. Roberts, Horace Thomas, G. Thomas and H. G. Fortune were rendered really splendidly, and showed much talent which cannot fail to reap its reward in the near future.

Recitations given by H. Sampson, H. Davies, J. S. Davies and A. Evans called forth well deserved applause. As the glorious exploit of Balaklava was re-told in Tennyson's stirring lines, the fire of patriotism was kindled in every eye and every pulse quickened.

The opening scene of "Julius Caesar" was performed extremely well by boys from the 'Third Year,' and demonstrated clearly that they had been taught to enter fully into the Shakespearean spirit. The item was an exceedingly creditable one.

The 'Seniors' rendered "The Banks of Allan Water" and "The Mill Wheel" with effect, the 'Juniors' being enthusiastic in their applause.

"Night Hymn at Sea" and "Awake Æolian Lyre" were rendered splendidly by the Juniors, and well merited the hearty applause given them.

Mr. R. J. Jones and Mr. Gordon are to be highly complimented on the excellent fruits of their unselfish labours.

The singing of the Welsh National Anthem, through which the English boys struggled manfully, and of "God save the King," brought to a close scenes which will live till a far distant date in the memories of all present, and, amid lusty cheers ringing through the air, the boys dispersed for the holidays.

T. L.

PROGRAMME.

Pianoforte—"Remembrance".....	H. Roberts, 2a.
Part Song—"On the Banks of Allan Water".....	Seniors.
Recitation.....	H. Sampson, 2a.
Recitation—"The Newsboy's Debt".....	H. Davies, 2a.
Pianoforte—"Valse Brillante".....	Horace Thomas, 4a.
Violin Solo—"Blake's March".....	G. Williams, 1a.
Part Song—"Night Hymn at Sea".....	Juniors.
Scene—"Julius Caesar," I. i.	Juniors, 3a.
Pianoforte—"Elfin Revels".....	G. Thomas, 2a.
Recitation—Selection from "King John".....	J. S. Davies, 1a.
Recitation—Selection from "King John".....	P. Lewis, 1a.
Pianoforte.....	H. G. Fortune, 2a.
Part Song—"The Mill Wheel".....	Seniors.
Part Song—"Awake, Æolian Lyre".....	Juniors.

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19 DREAMS.

The subject of the present article has from the earliest ages captured the attention of men. Readers of the Scriptures are familiar with the importance with which dreams were invested by oriental people. It is sufficient to mention as instances the effect which their dreams had on Joseph, and on Pharaoh and his servants. In many cases dreams were attributed to Divine agency; sometimes angelic visitants held converse with the dreamer. On the other hand there were then, as now, dreams which might be termed accidental. Such would have no particular significance, and in fact would leave no lasting impression on the mind. As we read in the book of Job, "He shall fly away as a dream and shall not be found; yea, he shall be chased away as a vision of the night."

Somewhat akin to the dreams mentioned above are those known as premonitory. It is well to have the clearest evidence before accepting the statements of those who affirm that they have had dreams of this kind, but it cannot be doubted that many reliable persons who have had such dreams have told their friends of them, and have written them down as soon as possible after the dream has been fulfilled in due course. Quite recently, before the terrible earthquake at Messina, an Italian lady claimed to have received intimations in dreams which she had had several successive nights, and accounts of which she wrote to her relatives at the time, that Messina would be overwhelmed. These prophecies were in due course fulfilled.

Less difficult to accept are statements respecting dreams in which communications are said to have been received from friends or relatives at a distance. Many instances are on record of, for example, the hearing of a voice during sleep, the voice of some one perhaps in distress calling for help. Subsequent investigation has shown that at the moment of the dream the person in question had acted precisely as the dream suggested. In these days of wireless telegraphy we know that communications are made through the all-pervading ether, when the electrical instruments are properly attuned. The human brain is far more sensitive than any telegraphic instrument, and if two brains are in sympathy we cannot reject the possibility of a powerful will acting at a distance on the brain of a person asleep, and whose will power is subsequently in abeyance for the time being.

Far more common than either premonitory or telegraphic dreams are those which are caused by a disordered digestion,

by some other physical defect, either of the body or nerves, or by the awkward or constrained position of the sleeper affecting the muscles of the limbs. Who has not at some time or other been afflicted with terrible falling dreams from which the dreamer fortunately invariably awakes before the ground is reached? Some physiologists assert that, if in such a dream the ground were apparently reached, the nervous shock would be so great that the unfortunate dreamer would straightway depart this life, and would naturally be unable to report having experienced the dream.

The flying dream also is familiar to many, and the bogey-dream—the genuine nightmare. Who does not from his heart pity the hapless wight who is afflicted with such? A curious feature in these cases is that the sufferer continues to have the same type of dream which constantly recurs. The point is often discussed as to whether people dream during the whole of the time they are asleep, or otherwise.

One scientist, in order to test this, caused himself to be awakened suddenly on many different occasions, and in each instance he found that he was in the middle of a dream at the moment of awakening. But it is true that we cannot on awakening remember our dreams. As far as we know our mind has been an absolute blank many times. Yet this does not prove that the mind has not been active.

Every schoolboy knows that often after studying his repetition in a not very earnest fashion, the last thing before going to bed, he finds in the morning that he knows his lesson perfectly. If asked what he has dreamed about during the night, he will certainly not say that his lessons have occupied his sleeping thoughts. He probably remembers dreaming of a football match or of something kindred. Yet, notwithstanding that he has no recollection of such mental activity, his brain must have been busy with his "rep."; how otherwise can it be accounted for that he knows his lesson so much better?

The case of Lord Holland is usually cited to show the very great rapidity with which events apparently happen in dreams. He fell asleep while a book was being read to him, awoke to hear the end of sentence that he had heard begun, and in the momentary interval dreamed a dream extending over a considerable time.

The story is also told of a nervous lady who, while her maid was in the room, started from her sleep crying, "The dog is shot, and I am safe." She had dreamt that while she

had been out for a country walk, and after having filled her basket with flowers, a dog had jumped out from the bushes and bitten her. She afterwards took out a summons against the dog's master. The trial came on in due course, ran its weary length, and the dog was condemned to be shot. The firing of the gun was the finale. Now, all the business part of the dream seemed to occupy weeks, but in reality it had only occupied a fraction of a second. A piece of coal falling on the fender was the firing of the gun; between that noise and the almost instantaneous waking of the lady, the long dream ran its course.

But that all dreams are not merely momentary, every one who has watched a dog dreaming knows quite well. The spasmodic movements and yelping of the dog continues for some time.

In conclusion, it is well not to take dreams too seriously. A man was lying in troubled sleep, when a phantom, with the cold hand of a corpse, seized his right arm. Awakening in horror, he found still upon his arm the impression of the cold hand of the corpse, and it was only after reflecting that he found the terrible apparition to be due to the deadening of his own left hand on a frosty night, he having, while in that state, grasped his right arm with the cold and deadened hand.

N. P.

RUGBY NOTES.

Nov. 27th.—*V. NATIONAL.*

Again poorly represented and playing but 14 all through, we dropped a point, which in view of the other results on this morning would have been very valuable.

National kicked off on Pitch A., playing towards Singleton. The ground was slightly heavy, but the weather was fine. Fischer and G. Williams interpassed but the ball went forward. After a scrum and throw in, Rees kicked well to the line, where a minor was forced. Parvin received and kicked to touch and Halliday, Harris and Williams passed well, but immediately after, Williams sent out a poor pass and the play went to the centre. Here Snipper marked. Fischer, after a kick to touch, ran well. Waters, Rees, Jones, Halliday and Fischer were prominent in passing bouts, and from a scrum under the posts O. Jones scored, Fischer adding the extra points. After kicking out, Waters ran well into the "25." Fischer then passed to Williams, but National found touch when the ball went loose. Rees kicked to touch soon after and Waters dribbled well.

Snipper kicked off after "lemons," and a series of scrums and throws-in ensued. From touch Waters passed to Rees who was bored to touch on the opposite side. National were now pressing, and weak fielding and tackling resulted in a score, which was converted. With the scores level, the team woke up and rushed to Nationals line, a minor resulting. Fischer gathered the kick out in midfield and made a grand run to the line, just failing to cross. No support being at hand a grand chance was lost. Play again went to midfield, and Williams made an equally good run, again without support. Just before time Fischer failed with a free kick from a difficult position.

Final—National, 1 goal; M.S.S., 1 goal.

NOTES.—The only portion of the game played with spirit was after National's score. Prior to this a listlessness, fatal to success, was too clearly evident. Fischer and Williams made good efforts to put on further points, but support was sadly lacking in each case.

The comments on the game with St. Thomas were shown to be quite justified.

Nothing more need be said, unless it is to express pleasure at the improvement shown by our opponents, whose partial success should do them good.

Dec. 4th.—TOWN TRIAL GAME, Cricket Field.

A second trial game was found necessary, and Evans, Fischer, Waters, Snipper and Brewer played. The result was a draw, and the standard of play didn't reach the height amongst the back divisions that it should have. The result was that a "15" was picked and pitted against another team of lads on the 18th of December. Bevan and Halliday figured in this match with the other five mentioned above. The game was played on the Recreation Ground in dry, cold weather, and resulted in a draw of one try each. Forward, the game was rather one sided, the "first" pack heeling much better than the other, but the backs failed badly. Bevan scored for the opposing team and the Town team had great difficulty in equalising.

INTER TOWN GAME.

Dec. 27th.—SWANSEA v. LLANELLY.

The game was played on Boxing Day morning at the Cricket Field, in wet weather.

The Swansea lads had the advantage as far as weight and size was concerned, and pressed throughout the first half without receiving any reward. In the second half, forward

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tactics were changed, rushing being the better game with a sloppy ball and muddy, slippery turf. The change was successful and a try was the outcome of much pressure on Llanelli's line. Soon after, Fischer received and made a fine burst from the centre to the line where he parted with the ball, a forward putting on the actual try. The final whistle went soon after. Swansea, 2 tries; Llanelli, nil.

Notes.—The home team deserved their win, but much credit is due to the "Sospanites" for their sturdy, stubborn defence.

Snipper and Waters, in the pack, played excellently. Snipper, on many occasions, charged down the opposing side's kick-out and with support here would have come near scoring. Waters did well in the dribbles.

Fischer, in the centre, was the best of the line, but back play was badly handicapped by the slippery ball. When he determined to go off on his own a try was the result. Strong individual play was the kind which paid.

Evans, at full back, did all he was asked to in his customary style. He played very near the three-quarters against the wind, but was not caught napping.

The Xmas Vacation brought the League programme to its half-way line, with the exception that one game had to be postponed owing to the weather.

Of the 7 games played 4 have been won, 2 drawn, and one lost, giving a total of 10 points out of a possible 14. Without detracting in the least from the performances of our successful opponents, it is only fair to say that in each of the three games where points were dropped we failed to field a full "15" for the whole game. Now, lads, with such a supply of players this should not be. Thirty lads have played at least one game this season and it should be the duty of each of these to see that no more games are lost or points dropped through the team having to start off one or two short.

Scores and scorers (League games):

Tries—9. Fischer, 3; Parvin, 2; Waters, O. Jones, G. Williams and Brewer, 1.

Goals—(Converted). Fischer, 4.

This is a very small list, especially so when compared with the totals of past seasons.

1910.—Since the holidays no games have been played to date (writing on the 19th Jan.), that with the Industrial being postponed owing to the weather.

TERM LIST:—GIRLS' SCHOOL.
TOP GIRLS FOR TERM.

FORM VI.—Top of Form—Greta Olsson, Emilie Pree. English—Greta Olsson, Daisy Wearne. French—Greta Olsson, Emilie Pree. Latin—Constance Jelley, Daisy Wearne. History—Emilie Pree. Geography—Ellen Leyshon. Botany—Dorothy Tweeney. Welsh—Bessie James. Arithmetic and Algebra—Greta Olsson, Emilie Pree. Euclid—Emilie Pree. Advanced Mathematics—Edith Atkin.

FORM VA.—Top of Form—M. Gustavus. Mathematics—I. Harry. English—L. Oldham, B. Grist. French—G. Beynon. Euclid—B. Grist. Botany—M. Gustavus. History—E. Hall. Geography—N. Goldsworthy. Welsh—F. Francis. Latin—M. Gustavus.

FORM VB.—Top of Form—Edith Stephens. Scripture—Annie Dare. English Grammar—Annie Glasson. English Literature—Gertrude Rosser. English Composition—Gertrude Rosser. History—Gwen Lewis. Geography—Elsie Gear. Arithmetic—Gert. Pritchard. Algebra—Elsie Gear. Euclid—Edith Stephens. French—Dorothy West. Welsh—Edith Stephens. Botany—Gwen Lewis.

FORM IVA.—Top of Form—E. Martin, M. Price. Arithmetic—Frances Trafford. Algebra—Nellie Campbell. Euclid—May Price. French—E. Taylor. Science—Dora Thomas. English Grammar—Olivia Rees. English Literature—Frances Trafford. English Composition—Ray McCraith. History—Ray McCraith. Geography—Mildred Tarling, Estelle Davies. Welsh—May Price. Geometry—M. Price, D. Lloyd. Model—Elsie Thomas. Freehand—D. Lloyd. Latin—Mary Hodge.

FORM IVB.—Top of Form—A. Palmer. Welsh—A. Hughes, A. Grey. History—Gertie Davies. Dictation—G. Gammon, E. Williams. Writing—F. Phillips. Composition—I. Beynon. Grammar—O. Rhys. Literature—Q. Adcock. Arithmetic—F. Jelley. Algebra—E. Owens. Euclid—A. Grey. Geometry—G. Gammon. Freehand—A. Grey. Model—F. Phillips. French—G. Davies. Latin—A. Hughes.

FORM IVc.—Top of Form—Anita Evans, Myfanwy Jenkins. Arithmetic—O. Williams. Algebra—Gwen Ball, Martha Gustavus, Doris Pering. Euclid—Anita Evans. French—Maggie Williams. Science—Gladys Lewis. English Grammar—Elvira Gustavus. Literature—Gladys Lewis. Composition—Maggie Jenkins. Dictation—Muriel Howell. Writing—Doris Pering. History—Gladys Lewis. Geography—

Maggie Williams. Welsh—Llewela Morgan, Maggie Williams. Geometry Drawing—Olive Williams. Model Drawing—L. Hopkins. Freehand Drawing—L. Hopkins. Latin—Olive Williams, Winnie Blain, Gladys Lewis.

FORM III.—Top of Form—Flossie Bevan, Iris Lawrence. Arithmetic—Flossie Bevan. Algebra—Olive Cox. Euclid—Averyl Smithson, Lilius James. French—Iris Lawrence. Science—Flossie Bevan. English Grammar—I. Lawrence. English Literature—G. Matthews. Composition—Mabel Haynes, I. Lawrence. History—G. Matthews. Geography—M. Haynes. Dictation—M. Evans, E. Stephens, I. Lawrence. Welsh—Mabel Haynes, Morfydd Evans. Geometrical Drawing—Flossie Cox. Freehand—I. Lawrence. Latin—Morfydd Evans. Needlework—Ethel John, Mildred Jenkins.

FORM II.—Top of Form—Katie Todd, F. Picton-Evans. Latin—Florrie Evans, Ceridwen Thomas. Arithmetic—Ada Treweek, Dolly Cooper. Algebra—Dolly Cooper, Elsie Martin, Alice Pitt, Doris Rees. French—K. Griffiths. Science—Florence Evans. English Grammar—D. Baddiel. Literature—C. Thomas. Composition—K. Todd. Dictation—J. Clompus. History—K. Todd. Geography—C. Thomas. Welsh—K. Todd. Geometry Drawing—K. Todd, D. Cooper, D. Baddiel, W. Palmer, A. Davies. Freehand—A. Treweek, E. Briggs. Needlework—A. Treweek, M. Bartlett, E. Briggs, E. Todd.

FORM IA.—Top of Form—May V. Jones. Latin—Edith Thomas. Needlework—Nellie Adcock. Arithmetic—Edith Thomas. Algebra—May Charles. French—Alice Dodd. Science—Lottie Burns. Grammar—May V. Jones, Ethel Buse. Literature—May V. Jones. Composition—May V. Jones. Dictation—Edith Thomas, Ethel Buse, Annie Neilson, Hetty Jones, Alice Dodd, Doris James. History—Edith Thomas. Geography—May Charles. Welsh—Hilary Jones, Lydia Williams, Florence Price. Geometrical Drawing—Florence Price. Freehand Drawing—Edith Thomas, Lydia Williams, Florence Price. Writing—May V. Jones.

FORM IB.—Top of Form—G. Davies, E. Moulton. Latin—C. Morgan. Arithmetic—G. Lewis. Algebra—E. Moulton. French—D. Hardy. Science—G. Davies. English Grammar—R. Hitch. Literature—H. Catto. Composition—M. Phillips. Dictation—M. Phillips. History—C. Morgan. Geography—L. Trick. Welsh—E. Gustavus. Geom. Drawing—G. Davies. Freehand—R. Saunders, G. Davies. Needlework—G. Davies. Writing—R. Saunders, I. Dyer, M. Jones, J. Palmer, E. Gustavus, C. Morgan, G. Davies, H. Leyshon.

GIRLS' SCHOOL NOTES.

Form VI., although stronger in numbers, than last term, will miss the presence of their old school-mate, Dorothy Tweney. We are very pleased, however, to note her success, especially as she has gained a position in the Post Office without special preparation, and while doing her ordinary school work.

Form V.A has also suffered by the loss of some of their school-fellows, some of whom have been promoted. One, however—Dorothy Crapper—is leaving this country for India. We wish to take this opportunity of wishing her success and happiness, and of expressing the hope that we shall hear from her through the medium of the school Magazine.

Several "old girls" have expressed a wish to form an "Old Girls' Club" in connection with this school. A letter sent by one of them was unfortunately mislaid, and we desire to apologise for our carelessness. The idea expressed in the letters, however, was not forgotten, and we hope that the scheme of forming this club will be completed. Will all "old girls" who desire to join the club send in their names to Miss Atkins, at the school?

The school badge can be obtained from Miss Bevan. [Price, 6d. each.]

The enthusiasm for hockey seems altogether to have vanished from our school, the main cause being the lack of a field or a piece of level ground where we could practise or play matches undisturbed. We would willingly form a deputation to petition any authority or gentleman, if someone would suggest any one likely to possess a field within easy reach. We are glad to hear that Miss John is again willing to take us in hand and we hope that hockey will again be something to look forward to in our school.

SNOW.

Still is the chilly night,
Calm the flakes fall,
Softly a mantle spreads—
Silent o'er all.

Muffled is sound and star,
Moonbeams are gone;

Stillness, her reign supreme,
Finds me alone.

Sober in solitude
Sadly I dream:
Nature and I at one—
So it would seem.

X.

EXAMINATION GEMS.

1. At Torres Vedras Wellington threw up three lines of earthquakes.
2. Tennyson wrote "In Memorandum."
3. George Eliot left a wife and three children to mourn his genius.
4. Sir Walter Scott's firm of publishers liquified, and he had to pay off the National Debt before he died. This wore him out.
5. In India, a man out of one cask may not marry a woman out of another.
6. King Edward IV. had no claim by geological right to the English Throne.
7. "The Wealth of Nations" was written by Adam Bede.
8. The capital of Russia is St. Petersburg, on the Duma.
9. Thomas Becket used to wash the feet of leopards.
10. Henry I. died of eating palfreys; James I. died from argue.
11. Gender shows whether a man is masculine, feminine, or neither.

A LIBRARY NOTE.

We are glad to be able to announce to our scholars that a new consignment of library books has just come to hand. We shall soon be able to offer increased facilities for the lending of schoolboy tales, books of travel and discovery, poems, essays, and various geographical and historical works, books dealing with scientific topics (including studies in nature) and others.

At present we are unfortunately unable to get all the books which we would like to put into our Library, but we are quite sure that all our boys will find books to suit them, and an opportunity will be given to everyone to make known his choice. Details will be given as soon as possible.

We trust our pupils will make a free use of the books at their disposal. We feel confident that, in spite of the presence of school-work, we shall soon be able to reprint in our Magazine some articles by our scholars, giving impressions of books read, experiences, etc.

Probably in the near future, we shall develop our Library plan so as to give all greater access to it.

As soon as arrangements for this are made, we shall announce them in the Magazine.

W. B. T.

"TRANSLATIONS" UP TO DATE.

"Plût au ciel"—Rain in the sky, hence a storm is brewing.

"Elle se mit à pleurer"—It began to rain.

"Il pleut à verse"—He cries at poetry.

"Le cœur purifié"—The disinfected yard.

"Raison d'être"—Right to live.

"Celeri sancius malus Africo"—Celery sauce is bad for an African.

"Hors de combat"—The hour of battle.

"Pascebatque suas puisque senator oves"—And every senator lived on his own eggs.

"Sursum corda"—I double hearts.

"In pedibus habebant aut soleas aut calceos"—Their feet consisted of soles and heels.

"Laureo donandus Apollinari"—Who must be served with laurels and Apollinaris.

CORRESPONDENCE.

Dear Mr. Editor,

Having noticed that many improvements were suggested in the last number of our School Magazine, I venture a proposal which would be of benefit to those who wish to indulge in sports.

Hitherto, those who play hockey have been obliged to practise on the sands. A playing field has long since been promised to the school by the Education Authority and, what is more important, they have also said they will pay for it; but owing to the impossibility of procuring one, the matter has been dropped.

Could not another effort be made? I am sure that if a field suitable for the purpose were found there would always be plenty of use to which it could be put.

Hoping that this matter will receive due attention,

I am, dear Mr. Editor,

"AN ARDENT ATHLETE."

Dear Mr. Editor,

There has been some talk amongst the Senior Form about forming a Debating Society in the school. Do you think there is any opportunity of doing so?

Hoping to receive a favourable answer,

I remain, yours faithfully,

C. L. D., 5A.