

No. 1.

GMORIAN

April.



The Ogmorian.

The Bridgend County School Magazine.

No. 1.

MARCH, 1912.

FOURPENCE

—✧— EDITORIAL. —✧—

We make no apology for starting "The Ogmorian," but leave it to justify its own existence. A School Magazine plays many parts, of varying importance. Its most obvious purpose is to serve as the chronicle of all School activities, scholastic and athletic, and to make known to a larger public the proceedings of the School Societies. Further, it affords fledging poets and authors the opportunity of trying their wings. But it has a higher function yet, and we trust that "The Ogmorian" will be able to exert a unifying influence over all School affairs, to foster a sense of corporate life amongst all the members of the School, to create and maintain an esprit de corps of the best type. We trust, with Mr. Hughes—to whom we would express our thanks for his "Foreword"—that it will always stand for "What is brightest and best—strongest and cleanest—in sport—in work—in life."

—◆—

We beg to offer our congratulations to Miss Marsom upon her return to work after a severe illness and operation; and our good wishes to Miss Tamlane, who took Miss Marsom's place temporarily, and has left pleasant memories behind her.

—◆—

We are greatly indebted to those who have forwarded contributions to "The Ogmorian." We have received far more than we can print in one issue; therefore, we trust that those whose efforts do not appear in this number will understand that the reason MAY be want of space, and that their contributions MAY be found in subsequent numbers.

—◆—

Our thanks are also due to Mr. Ker for designing the cover of the Magazine, a cover which compares very favourably with any we have ever seen.

It is hoped that "The Ogmorian" will have a considerable circulation amongst old students of the School. To that end, we intend to have an Old Students' Column as a regular feature of the Magazine. Unfortunately, we were unable to gather sufficient material for this issue. Will Past Students help us by forwarding such information of their own doings and those of others that is likely to be of general interest? Further, we shall be glad to forward copies of "The Ogmorian" to any Old Student, post free, for one shilling and threepence per annum.

In conclusion, let us say that we shall welcome all genuine criticism, and all suggestions for improvement in the nature of the Magazine. The first number is necessarily something of an experiment. We hope to improve as we go on.

—❧— FOREWORD. —❧—

I send, with pleasure, a foreword to the first number of "The Ogmorian."

I am a believer in the "School Mag."—I know what it has done, and is doing in my own dear old school, where it not only stands for all that is best in the life of the school, but is a real and living bond of union of the school with the great army of old boys in the wider arena of life.

To all the girls and boys—past and present—of the Bridgend County School, I send—with a full heart—this word of greeting and cheer.

I look back on my association with the school—as Chairman of its Governing Body from its birth until now—as one of the happiest memories of my public life.

I hail with pleasure the launch of this new venture—fraught with immense possibilities for the welfare of the school. May "The Ogmorian" go on and prosper. May it stand always for what is brightest and best, strongest and cleanest, in sport, in work, in life!

One step and then another,
And the longest walk is ended;
One stitch and then another,
And the longest rent is mended;
One brick upon another,
And the highest wall is made;
One flake upon another,
And the deepest snow is laid.

Then do not look disheartened
On the work you have to do;
And say that such a mighty task
You never can get through;
But just endeavour—day by day—
Another point to gain,
And soon the mountain which you feared,
Will prove to be a plain.

—T. J. HUGHES.

Bridgend, February, 1912.

ROMAN CHILDHOOD.

We are accustomed at first to conning our Latin Grammars, to translating "from the Latin into English," and vice versa, little sentences so full of "catches" that I, at least, have always been convinced that the mind that concocted them must have possessed cunning to even a greater extent than Mephistopheles himself. Later on we are elevated to such masters of Literature as Vergil, Cicero, Livy, etc., yet I do not think that we often realise that the children whose language we learn, and whose doings we read of, really played and worked, lived and died, just as children of the present day. If this article will help to make the children of those ancient days seem more real and tangible, it will have served its purpose.

When a Roman child was born its nurse always took it and laid it at its father's feet. Now, the Roman father had power of life and death over his children, and it depended on him whether the child would live or not, so that if he wished it to live, he would raise it in his arms up from the ground and hand it back to its nurse, but if it was to die, he would leave it lying on the ground. Of the children who were exposed to death, the majority were girls, as they were not considered of as much use to the state as the boys, who were looked upon as its future protectors, and therefore in this article we will deal in particular with the Roman boy.

A boy was generally given three names. First a personal name, e.g. Marcus (the praenomen), then the name of his family or clan, e.g., Tullius (the nomen), and lastly the name of his own particular division of the family, e.g. Nero. So that our little Roman boy might be called Marcus Tullius Nero.

The child was educated during the early part of his life by his mother, and one cannot but admire the fine principles she taught him. He was taught to love his country, to

reverence her laws, to be pure and honest in all things, to pay due homage to the Gods, and above all to obey without question or murmuring.

A Roman lad wore a toga; this was a large piece of white cloth, longer than broad, which was worn folded about the body so as to leave the right arm bare. The toga of a boy, which was called the "toga praetexta," differed from that of a man in that there was a broad purple hem around the bottom. A round golden locket called a Bulla hung from a chain around the boy's neck, or if the boy's parents could not afford to give him a golden Bulla, he would wear a leather one instead. This Bulla was presented to him at his christening, and was a charm supposed to keep away all harm from him.

On his feet a Roman boy wore low shoes (calcei) out of doors, but indoors sandals (soleae) were always worn. Hats were seldom worn, and an ordinary boy such as our M. T. Nero, never worried about head gear.

Here it may be as well to explain that the Romans divided their day in two ways. The civil day lasted from midnight to midnight, and was divided into 24 hours just as ours is, but for all practical purposes the Roman day lasted from sunrise to sunset. This period was divided into 12 equal hours, so that one hour of daylight in Summer would be longer than one in Winter.

The Roman boy would rise with the Sun, and would take a very light breakfast, known as ientaculum, at home, or perhaps he would buy a kind of shortbread at the baker's, which he passed on the way to school. Of their customs we are not so certain as we could wish, but it is fairly certain that the Roman boys went to school earlier, and did not eat so much before going as they do nowadays.

We are supposing M. T. N. to have well-to-do parents, and so we find that he does not go to school in solitary simplicity, as we are wont to do. He goes in style with a Greek slave, called a paedagogus, attending him to see that he behave decorously. In addition, for the carrying of books and chattels was considered by M. T. N. as beneath his dignity, he has a slave or two, called capsarii, to do it for him. I think it would be quite a good idea for us to have "capsarii," but I know you will all agree with me that a "paedagogus" is quite unnecessary in our case.

At the school, which was attended by boys and girls, Reading, Writing, Arithmetic, and Literature were taught. When writing, the children first used waxen tablets, on which they wrote with a pointed instrument called a stylus, afterwards they wrote on paper with pens made of reeds.

When they were old enough the children studied, as Literature, the works of our esteemed acquaintances, Cicero, Vergil, Horace, etc., so we see that these must be of solid stuff to withstand Father Time so firmly. Though perhaps we envy the Roman lad his paucity of subjects, yet there is always two sides to a leaf, and we learn that the rod (virga) was in such frequent use amongst Roman schoolmasters, that a boy was often black and blue, "striped like his nurse's cloak."

Concerning holidays, which we may feel sure were as acceptable to M. T. N. as to ourselves, there were two regular holidays each year. One was in December, and the other in March. The latter, which lasted about five days, occurred at the Festival of Minerva. Minerva was the Goddess of Learning and Wisdom, and students were of course her chief subjects. Her patronage of learning is apparently still extant, if we are to believe the plate at the end of the street which proclaims our school to be situated in "Minerva Street." Obviously she is head of this institution, and you do not know when you may pop on her unawares in one of the rooms. I do not think you need look for her in the cellars for they would certainly be beneath her notice. In the country schools the boys would have three or four months' holiday in the Summer, on account of the olive harvest and the vintage. This reminds me of the little country school I went to before I came to "Minerva Street." Farmers' boys always absented themselves for weeks in the Summer, and when asked for the reason by their teacher, invariably answered, "'Cos of the 'ay."

To return to the point, school ended at noon, when the boys went home to their mid-day meal—the prandium, which consisted of meat, fish, vegetables, bread, and wine. After the prandium came the mid-day sleep, or siesta, and this over the men and boys went to take their daily exercise. For these the boys generally went to the Campus Martius, a plain in Rome, where they played and wrestled to their heart's delight. Their favourite game seems to have been a kind of "catch-ball," in which six balls were kept going by three players. Next they went to the baths, which they visited every day. Here the boys had hot water baths, steam baths, and cold plunges, all of which must have been very delightful in that hot climate.

Then home to the principal meal of the day, namely, the Cena. This would begin in Summer-time about 3 o'clock, and was often prolonged for hours. At it dishes of all kinds were served, and it became, at one time, so luxurious as to become mere gluttony.

What the Roman lad did in the little time of daylight left, I cannot ascertain; probably he played with his

companions in the cool of the evening, or, who knows, he may have had home lessons to do; however, having to get up with the sun, he would be sure to go to bed pretty early.

In conclusion, when Marcus Tullius Cicero was about 16 or 17 years old, he was taken by his father to the Market Place, the Forum, where he cast off before all eyes, the "toga praetexta," and put on the white toga of manhood.

His boyhood days are over, so here we will bid him adieu, for no longer is he one of us.

CISSIE EVANS.

LIFE AS A STUDENT TEACHER.



To a boy who has spent four or five years in a Secondary School, life as a Student Teacher in a properly staffed school, may be summed up in two words: novelty and enjoyment.

A glance at the Board of Education Regulations relating to the Student Teacher, will show you at once that the latter is allowed to enjoy a period of well-earned rest and relaxation, the half-time interval between the school days in the past, and his university career in the future.

To fulfil the requirements of the Education Authorities, he has to take careful observation of the methods used by trained teachers, to keep a record of lessons observed, and lessons given, and occasionally to prepare a special lesson to be criticised by the Head Teacher, stipulation being made that the Student Teacher is not to be over-burdened with monotonous or drudgery work, such as marking exercises, etc.

Such circumstances allow the teacher perfect liberty to spend his evenings as he likes, and under these conditions, study, I think, becomes much more pleasant, being undertaken at inclination and not enforced by an overhanging dread of terminal and July exams.

The transition from the position of schoolboy to that of teacher, must necessarily be accompanied by a considerable change in the deportment of the boy. He must realize his position, at least during school hours, and this at first, is rather a difficult task. He is no longer the one taught, but is himself the teacher. He can no longer stow himself away in an obscure corner of the room, there to do pretty well what he likes, but has to take his stand before sixty or eighty pairs of eyes, which follow his every action, ready to take advantage of any indication that may stamp him as one of themselves. It behoves him, therefore, however unpleasant it may seem, to assume a smart but dignified appearance

before his class. He must not, for instance, seat himself on a desk with his feet resting in schoolboy fashion on the table or the stove, while most head-teachers prohibit his putting his hands in his pockets. However, as a reward for assuming this somewhat unnatural demeanour, the student teacher is flattered by being always addressed as "Mr. Jones," and not as plain "Johnny Jones."

But what is most exciting in the student teacher's programme, is the "criticism lesson." This is given, at first, to classes numbering thirty or forty scholars, which number is increased as the teacher gains proficiency. He is given a subject, on which he prepares notes and sketches before-hand. The lesson usually takes half-an-hour, and is given in the presence of the head teacher, and perhaps one or two assistants, who, with pencil and note-books in hand, proceed to "criticise" the lesson, and the manner in which it is given, jotting down notes under the headings: "Merits" and "Demerits." The criticism is then entered into his record book for examination by the Inspectors. This part of his duties will naturally make the young teacher not a little nervous, but this, of course, passes away with practice. The criticisms, however harsh they may seem, must be taken in good part, and indeed prove extremely useful in showing him what to do and what to avoid doing. Thus the more he is criticised the more rapidly will he gain experience and proficiency in the Art of Teaching.

R.P.E.

OUR COLLEGE LETTERS.



Dear School Friends,

I am very glad to have this opportunity in the first number of your magazine, of telling you a little about college life.

First I should like to congratulate you on having started a School Magazine; something of the kind has long been needed, and I am sure that, once started, it will receive the enthusiastic support of the whole school, and that you will be very proud of having a magazine of your very own. As old scholars, we wish "The Ogmorian" every success.

I think that most people, when their college days are over, look back upon them as the happiest period of their lives. There are, of course, some drawbacks, which arise chiefly in connection with examinations, which I am sure we all agree are highly undesirable, and no tests of real ability. However, until some better plan has been arrived at, we must

submit to the present state of things, but there is no reason why anyone's college course should be made simply one long preparation for examinations. Ample opportunities for the enjoyment of social intercourse, and for varying the routine of college work, are open to all who wish to enjoy them. Between lectures you may indulge in a stroll through the corridors, or a visit to the Common Room to chat or smoke (the latter limited, as yet, to the Men's Common Room), or better still, you may repair to the Kardomah, the recognised haunt of students of all time, where many a pleasant hour is passed over a cup of coffee, in the company of some kindred spirit.

Then there are various societies connected with the college; Friday evening is sacred to the Literary and Debating Society, one of the oldest of college institutions, where many a weighty matter has been discussed, and the victory won in many a hard-fought fight, amid the uproar of the back benches. Among others that can be named are the Choral Society, the Welsh Society, and other more exclusive gatherings of the learned few, like the Chemical Society, of which one of the most distinguished old Bridgend scholars holds the position of Secretary. Added to all this, the athletic side of college life is not neglected. The men play Football, Hockey, Cricket, Tennis, and Polo, while the women students have Hockey, Tennis, and Basket-ball, though I regret to say that only a few of the women support the games as they should. I would appeal to all girls who intend coming to college to keep up their Hockey and Tennis, and by their support of athletics in general, help to foster that "esprit de corps" which is so necessary a feature of all college life. Happily, on the men's side, we have excellent football and Hockey teams; at the present time we are rejoicing over a double victory gained for Cardiff. Both our Soccer, and Men's Hockey teams have been successful in the Inter-College Match against Aberystwyth, and I am sure that you will be proud of the fact that the captain of the victorious Hockey team, and one who played a prominent part in winning the victory, is an old Bridgend boy.

If space permitted there is much that I should like to tell you about our fine new buildings, and about the various college functions, Conversaciones, Whist Drives, the Students' Representative Council and its much-maligned officials, and a great deal besides, but all this I must leave for succeeding correspondents.

In conclusion let me express the hope that many of you will make up your minds to come to college, and find out by experience what it is like, and that some day, when we have joined the vast throng of "Leavites" and been long-forgotten, when we re-visit our "Alma Mater," we shall find

a stalwart band of "Ogmorians" doing credit to their old school in every branch of college activity.

Yours sincerely,
GERTRUDE DAVIES.

To the Editor of "The Ogmorian."

Alexandra Hall,
Aberystwyth,
Feb. 21st, 1913.

Dear Sir,

In compliance with your request, I will endeavour to give you some account of my college life.

In some respects the life here at Aberystwyth, is very different from that at "the old school." All the women students live together; so in this way "freshers" soon make acquaintance with one another, and also with the seniors. As you may imagine, this living together means many other things too.

The work side of the life is somewhat different. We take fewer subjects, and to a certain extent we have our own choice. When we have done this we interview the respective professors, and so get our own time tables fixed up. Then we attend our lectures. These lectures are different from your classes at school, in that we get no individual attention.

The college is a very fine building on the sea front, and for this reason it is called "The College by the Sea."

There are about four hundred and fifty students, two hundred of whom are women (as we are now called).

We live in Alexandra Hall, which, like the college, is also on the sea front. As you will imagine, two hundred girls make a jolly "little family." Nobody could ever have any reason to feel dull or lonely in this house. Each girl has her room, which is furnished with the bare necessities. These rooms are bedrooms and sitting rooms combined, so, to add to our comfort, we are allowed to get easy chairs, pictures, etc. I don't know that you will think that these necessarily add to our comfort, but, our chief item when purchasing is the "crockets." When once we have had these we are able to give "supper parties." Now I don't think I had better disclose the secrets of our doings at these meetings.

The men students live in rooms in the town. Sometimes there are five or six of them at the same house, so I expect they manage to get a good time too.

Perhaps you would like an account of our doings during one day.

At Hall, the day begins, with energetic folk, with the rumbling of the seven o'clock gong. We can have breakfast between 8 and 8.30 a.m., so we all manage to get down before

8.30. After breakfast there is a rush to tidy our rooms, and thence to the "niner"—that is, a 9 o'clock lecture. Lectures are given from 9 to 1 o'clock, but we do not always have four lectures during the morning. Then the free period is spent according to the inclination; if it is for "swot," then we go to the library, otherwise we resort to the Common room. We have an interval of ten minutes between each lecture. This time is spent in promenading "Quad," which is the large central hall of the college.

There are not so many lectures given during the afternoon, and the Science students spend this time at practical work.

In the evening we generally work or go to a meeting of one of the many College Societies. THE society is The Literary and Debating Society (Lit. and Deb.). The meetings are held on Friday evenings; all the students being members, there is an average attendance of about three hundred.

Now that I have talked such a lot about work, you may begin to think that we have no sports, but that will not be true, for we have quite a good selection. We have two free half-holidays during the week, these being Wednesday and Saturday afternoons.

The men play Rugger, Soccer, and Hockey; the women play Hockey. Our first eleven has played two matches, and our seconds three; we won the five, and at present we are all looking forward with great excitement to our "Inter Coll" matches, which are to be played next week. These matches are with the other Welsh University Colleges—Cardiff and Bangor.

On Saturday evenings we who are in Hall, have a dance or sing-song in the gymnasium, and on alternate Saturdays the men have a "smoker" in the Common room at the college. I cannot give you the details of their doings at these "smokers," but I think they must be rather jolly, for they are always well attended. On "smoker evenings" we at Hall are always honoured with a "Prom Concert," which is the completion of the "smoker." The men all march up to Hall and give us four or five of the most popular songs of the "smoker." This is finished with the "Coll. Song," which is sung by the men, and their audience (us in the Hall), with great enthusiasm.

I think that this finishes all that I have to say about the life at the "College by the Sea."

I am so pleased to see that the school Hockey and Football teams are doing so well this season.

With best wishes for success in all your matches,

I remain, yours sincerely,

A. LILIAN PROBERT.

THE PHANTOM MELODY.

(Words Suggested by the Music.)

O whence comes that refrain
So haunting, sadly sweet?
In aught I do or utter,
Its melody sings pain.

Chill Winter brought its snow
Now melting in new warmth,
And lilac buds and woodbine
Nod to me as I go.

They are the trembling strings
The wild wind plays upon;
My heart alone is throbbing
The tune their motion flings.

Return, O winter dread, and give me peace!
O Winter come!
Bind in your icy bonds these haunting notes!
O Spring retreat!
With birds and buds and newly opening flowers
Earth's new-found beauty gives me no release.

In vain I pray this boon,
Times' march gives no respite;
But hope upspringing ever,
Invokes a summer noon.

When on soft grass—a throne
Of silence sweet as that
When music overloud doth
Cease, I lie and dream alone.

O hasten summer days, and give me rest!
O Summer come!
Transmute these notes of pain to gladdening call
Of joyous birds!
Enwrap me in Lethaeon airs, and so
From phantom melody will free my breast.

O whence comes that refrain
So haunting, sadly sweet?
In aught I do or utter,
Its melody sings pain.

OBITER DICTA.



Moderation is an excellent virtue, even in hockey. The boy who scored a goal through a shop window showed much zeal, but little discretion. The result was probably as painful to him as to the shop.

One does not find many persons gifted with an exceedingly good memory, and for a mistress to ask a pupil to give her "some account of the work on page 49," was the last straw.

It appears that a few small boys have recently been taking up astronomy. The statement, by one of them, that there was a man in the moon in no way recommends the text books they use.

The statement, by another small boy, that the "relative density of a substance is the amount of water it would hold," leads one to the melancholy conclusion that if a person is very dense, he must be suffering from water on the brain.

Good resolutions are generally broken, and it was not found exceptional in the case of the master who tried to give up smoking.

Certain youths appear to possess absolutely no sense of distinction, one boy, to his sorrow, proceeding to the extreme in mistaking a master for a pincushion.

It seems as if one of the leading members of our football team does not hold a very high opinion of the hospitality of other schools. The other day, when playing away from home, he prepared himself apparently for the worst by taking a teapot with him in his kit-bag.

An account of one of the school matches stated, "the forwards healed the ball splendidly." The account does not say what was the ailment from which the poor ball was suffering, but anyway we congratulate it upon such a rapid cure.

One of our masters is evidently infected with the invasion scare, and takes due precaution by continually drilling the senior boys.

Brevity is the soul of wit. The girl was certainly witty who, when asked which she preferred—Hamlet or Chaucer—briefly replied "Yes."

Who can say that our laboratories have not justified their erection, when we already have such results as the following? A scientist (?) wishing to prove that water contains air, wrote—Place fish in cold water; the fish will live. Now boil the water; OWING TO THE EXPULSION OF THE AIR the fish will die. Hence there is air in water."

An utter disregard for the guardians of the law was displayed by another scientific genius, who, when writing an account of an experiment on potassium chlorate, stated: "Dissolve a little P.C. in water" Are we to conclude that he was afraid of a big one?

In certain boys we have observed a very keen sense of smell. One of them actually attempted to smell the contents of a bottle without removing the stopper.

It is whispered that at a recent examination, a candidate scanned a piece of Latin prose. It is certainly not customary to perform this exercise, but then, why not?

Where is the attraction on the Porthcawl platform? It is usually uninteresting enough, but two valley boys seem to consider it quite the reverse. We should like to know why?

We are informed on high authority that the correct equipment for a footballer does not include a laboratory apron. Therefore, some one has blundered.

Are the senior boys who are seen parading Bridgend until a late hour on Saturday nights the same as those who forget to take home their books on the Friday?

At one time or another we are all tempted to write poetry. Even the masters are liable to be infected with the desire. The following is the first attempt of one of them:—

"Verily, verily, I say unto you,
You are a man who am a Jew;
A Jew you are, a Jew you'll be,
For you're always acting Jewishly!"

The Ogmorian does not hold itself responsible for the accuracy of this statement.—EDITOR.

Owing to the proximity of the school sports, a certain amount of strenuous exercise is only to be expected, and for this reason the races on all fours, which the senior boys recently indulged in, may be excused. We should like to point out, however, that such a race is not usually included in the list of events. However, the exhibition was by no means uninteresting to the spectators.

"DUO."

HOUSEWIVES OF THE CLASSICS.

MRS. POYSER—"ADAM BEDE" (by *George Eliot*)

PERIOD—1779.

I.

Let us visit Hall Farm on a drowsy afternoon, just before Hay Harvest. It was once known as The Hall; but now the front of the house is falling into decay, and the life of the place emanates from the kitchen and the farmyard. It has been a very wet morning, but again the sun is shining brilliantly, and there is quite a concert of noises from the various live stock revelling in the sunlight.

It is churning day, and the shepherd has chosen this day to have the "whittaws," or saddlers, to repair the harness, and Mrs. Poyser has spoken her mind pretty strongly about the dirt the extra men's boots have brought in; indeed, she has scarcely recovered her equanimity, although it is now three hours since dinner time, and the house floor is perfectly clean again—as clean as everything else in that wonderful kitchen. It is half-past three by the beautiful eight-day clock—half-an-hour ahead of the sun—the oak table which is turned up as a screen in the corner is polished with genuine "elbow polish," as Mrs. Poyser called it, for she thanked God she never had any of your varnished rubbish in her house: the row of pewter dishes reflect the beams of the sun on polished oak and brass, and on the hobs of the grate which shine like jasper.

II.

Mrs. Poyser is ironing, "assisted" (!) by her small daughter, aged three; no scene could have been more peaceful but for the frequent clinking of the irons, and Mrs. Poyser walking to and fro, carrying the keen glance of her grey eye to Hetty—making up butter in the dairy—and thence to the back kitchen, where Nancy is taking the pies out of the oven.

Do not suppose Mrs. Poyser elderly or shrewish in appearance; she is a good-looking woman, not more than eight and thirty, of fair complexion, and sandy hair, well shapen, light-footed, her dress plain and useful; there was no weakness of which she was less tolerant than feminine vanity.

Her tongue was not less keen than her eye, and whenever a damsel came within earshot, seemed to take up an unfinished lecture, as a barrel-organ takes up a tune, precisely at the point where it had left off.

III.

It would be impossible in this short space to do justice to Mrs. Poyser, excellent housewife and mother; her personality is so strong, her pertinent remarks often caustic and pungent. I would like every girl to appreciate Mrs. Poyser, for underneath a sharp exterior lay a warm heart.

She has said so much on different subjects, one would like to hear how she would have summed up some of the burning topics of the day—e.g., Votes for Women, The Minimum Wage, The Daylight Saving Bill, etc., etc.

I can only choose just a few of her views or remarks which different occasions called forth, and trust that those who have not already made her acquaintance may be tempted forthwith to read "Adam Bede."

IV.

MRS. POYSER ADVISES DINAH TO MARRY.

"I know your uncle 'ud help you with a pig, and very like a cow. . . . And there's linen in the house as I could well spare you, for I've got lots o' sheeting and table-clothing and towelling, as isn't made up. There's a piece o' sheeting I could give you as that squinting Kitty spun—she was a rare girl to spin, for all she squinted, and the children couldn't abide her; and, you know, the spinning's going on constant, and there's new linen wove twice as fast as the old wears out. But where's the use o' talking if ye wanna be persuaded, and settle down like any other woman in her senses . . . giving away every penny you get, so as you've nothing saved against sickness; and all the things you've got i' the world, I verily believe, 'ud go into a bundle no bigger nor a double cheese."

V.

MRS. POYSER REPRIMANDS HETTY FOR COMING HOME LATE.

"What a time o' night this is to come home, Hetty! Look at the clock, do; why it's going on for half-past nine, and I've sent the gells to bed this half-hour, and late enough too; when they've got to get up at half after four, and the mowers' bottles to fill, and the baking . . . What! you'd be wanting the clock set by gentlefolks' time, would you? an' sit up burnin' candle, an' lie a-bed wi' the sun a-bakin' you like a coveumber i' the frame?"

Hetty protests she wants no supper.

"Why, what nonsense that is to talk. Do you think you can live wi'out eatin', an' nourish your inside wi' stickin' red ribbons on your head? Go an' get your supper this minute, child: there's a nice bit o' cold pudding i' the safe—just what you're fond of."

VI.

MRS. POYSER ON THE USE OF THE CRUET.

"Mr. Bede, will you take some vinegar with your lettuce? Ay, you're i' the right not. It spoils the flavour o' the chine, boiled and salted as a rule, to my thinking. It's poor eating where the flavour o' the meat lies i' the cruets. There's folks as make bad butter, and trustin' to the salt t' hide it."

OTHER REMARKS OF MRS. POYSER'S.

"I tell you, a woman 'ull bake you a pie every week of her life, and never come to see that the hotter th' oven the shorter the time. I tell you, a woman 'ull make you porridge every day for twenty years, and never think of measuring the proportion between the meal and the milk—a little more or less, she'll think doesn't signify; the porridge will be awk'ard now and then; if it's wrong it's summat in the meal, or it's summat in the milk, or it's summat in the water . . . but if I'd got a woman in the house, I must pray to the Lord every baking to give me patience if the bread turned out heavy!"

JESSIE L. MARSON.

THE SCHOOLBOY AS POET.


We have been told that youthful geniuses begin their literary course by dropping into poetry. There are some exceptions; I never wrote poetry in my youth. But the survival of a collection of time-honoured verses shows the in-born sense of poetry of the schoolboy. The stiffness of a school text-book seems from time immemorial to have invited the relief of rhyme, as well as of caricature, which is another accomplishment of immature age. The blank pages of his task-book prove inviting to the budding poet, and to his less inventive school-fellow, who copies out some time-honoured verse.

The sentiment exhibited in these inspirations is, to the shame of human nature, in nine cases out of ten, a denunciation of probable thievery. So dear are his engines of mental torture of the schoolboy, that the very thought of losing them causes him to write—poetry.

We have the appealing simplicity of—

"Steal not this book, for fear of shame,
For here you see the owner's name."

with its sterner version—

"Steal not this book, mine honest friend,
For fear the gallows be thine end."

Sometimes, in his fear, he rises to the more elaborate—

"Black is the raven,
Black is the rook;
Blacker is the bad, bad boy
That steals this book!"

Yet the most potent protection for a book seems to be poetry containing a delicate allusion to the probable fate of the kleptomaniac. The most popular example is one which mingles dignity of Classical learning with the vernacular—

"ASPICE Tommy hung on a pole,
All for having HUNC LIBRUM stole;
Si Tommy REDDIDISSET,
Tommy NON hung FUISSET."

This is usually accompanied by a picture of the gallows, so as to point out the moral to the densest would-be thief.

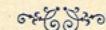
Another class of school book rhymes is furnished by the exhalings of juvenile resentment against the contents of an unloved volume. Such is this satirical preface (to a Latin Grammar or an Euclid, we venture to suggest):

"If there should be another Flood,
Hither for refuge fly;
Though the whole world should be submerged,
This book would still be dry."

It would appear that youngsters—and much the same thing has been observed of their elders—are more open-eyed to the faults of others than to their own. Even when stealing is not in view, the boy rhymster is apt to take a satiric tone of personality, usually coupled with smug self-satisfaction:

SUM, I am a gentleman;
ES, thou art a fool;
EST, he is the biggest ass
Of all the boys in school.

PUER.

FORM II. TIT-BITS.


Who asked what detention a verb belonged to?

Who said a certain verb, in Latin, belonged to the third congregation?

Who is the person who loses his memory, and has to tie a piece of twine around his finger to remind him?

Whose brother has eaten frogs? Were they delicious?

Who pronounced "yield," as "yelled?"

Who wrote, "Fit up sketch as shown in apparatus?"

THE CHEMICAL SOCIETY.



During the current term, the chemistry lecture room has been the venue of a number of very successful and highly interesting meetings of the Chemical Society.

It has been a source of the greatest gratification to the boys to observe the active interest displayed in the meetings by the members of the staff, who have been well represented at each meeting. In particular, the presence of some of the mistresses has been highly complimentary.

With regard to the boys themselves, we fear it must be observed that some of them display a pitiable lack of enthusiasm in availing themselves of these splendid opportunities for augmenting their knowledge upon scientific topics. Many of them do not, to any extent, appreciate the trouble to which the speakers are put in the preparation of their papers.

The opening meeting of the present session was held in the Lecture Room, on Friday, February 9th, when Mr. Jones presided. A very instructive paper was read by T. B. Jones, upon "Sugars and Starches." It was observed that the sugars and starches are the most important members of one family of organic compounds—the carbohydrates—which occur very widely in nature. The principal compounds, namely, starch, cane sugar, fruit sugar, and grape sugar, were dealt with in detail, their chief physical and chemical properties being illustrated by means of suitable experiments. It was shown that the former two substances can easily be converted into one or both of the latter two, by hydrolysis, whilst the presence in them of carbon was indicated by the action of strong sulphuric acid upon a warm solution of cane sugar.

The second meeting was held on Monday, February 26th, when D. L. Evans read a very interesting paper upon "Explosives." It was observed that explosives existed in three forms—solid, liquid, and gaseous, the latter two being little used on account of their extreme sensitiveness to shocks. As illustrations of the gaseous type, mixtures of hydrogen and oxygen, and carbon monoxide and oxygen were exploded, attention being called to the theoretical importance of the reactions. The most important liquid explosive, nitroglycerine, was fully discussed, its use in the preparation of cordite, dynamite, etc., being clearly pointed out. It was observed that solid explosives could be subdivided into mechanical mixtures, such as gunpowder and chemical compounds, such as gun-cotton and picric acid, the explosive power of this last substance being demonstrated by exploding a small quantity of red lead.

At this meeting it was noticed that the staff were seated in the rear—for what reasons we are left wildly to conjecture.

Another meeting was held on Tuesday, March 5th, when R. P. Evans read an admirable paper upon the "Life of Scheele." Scheele was born in 1742 at Stralsund, and became apprenticed to various apothecaries, during which time, by his unwearied experimenting, he gained a considerable knowledge of chemical reactions. After taking over the pharmacy of Koping in 1775, he devoted himself ardently to chemical research, and discovered in rapid succession chlorine, oxygen, manganese, and baryta. In all his investigations his remarkable genius was apparent. For organic chemistry, which had hitherto remained almost untouched, he opened up new fields by his researches. His early death in 1786 was undoubtedly accelerated by too close a devotion to science.

T. B. JONES.

THE NATURALISTS' SOCIETY.



The Naturalists' Society was founded by Miss Brewis in 1906, with the object of helping the girls to take a practical interest in Nature Study. It has done very good work having held in all about 45 meetings, which have been well attended by the upper girls and by the Staff. Lately the meetings have not been so well attended, but it is pleasing to notice that those who have been present seem to take more interest in the papers than was formerly the case.

A feature of the Society is the Annual Party, which is held in the Gymnasium. Last year it took place on Friday, December 15th. There were about 70 present, including several old members of the Society who are no longer in School. After tea, dancing and games continued until 10.30, and a very enjoyable evening was spent.

In the summer the members of the Society make several expeditions, often under the guidance of Mr. Randall, in search of specimens of which the surroundings of Bridgend yield a large and interesting number.

This year the Society, so far, has held three meetings. The first of these was held in the Chemistry Lecture Room on Tuesday, November 7th, 1911, when Mr. Randall read a paper on "Mendel's Law of Heredity." Mr. Randall has always been very good to the Society, and has read several papers to the members. In this paper, Mr. Randall explained how

Mendel proved that a number of differentiating characters were inherited according to a definite mathematical rule, and also briefly explained the Theory of the Segregation of the Gametes. He finally explained the practical value of Mendelism as shown by Mr. Biffen's experiments with wheat, in which he had been able to produce hybrids having the strength of the Red Fife wheat, from which the variety known as Manitoba Hard is obtained, but with a productivity of 33 bushels per acre as against 20 bushels per acre usually yielded by Red Fife in England.

The paper concluded with two quotations, the first from Bateson's Lecture on "Genetics," suggesting that the inheritance of sex came within Mendel's Law; and the second from Punnett's Essay on "Mendelism," suggesting possible applications of biological principles to social science and to politics.

The second meeting of the year was held on December 1st, 1911, in the Chemistry Lecture Room, when Mr. Hesling read a paper on "Some Elementary Ideas in Geology." This was the first paper Mr. Hesling has read to the Society since he has been in the School, and it was well attended. Mr. Hesling first described the general division of the Earth into the various spheres; Barysphere, Lithosphere, Hydro—or Watersphere, and Atmosphere. He explained how we assumed that all rocks were originally Igneous or Fire-rocks, but that afterwards, through the action of the weather and water, and after various processes, they had become stratified or sedimentary Rocks. Mr. Hesling then showed how the sediments laid down gave us chalk, limestone, and even marble, according to the pressure and heat.

The lecture was illustrated by lantern slides.

The last meeting of the Society was held in the Pupil Teachers' Room on Tuesday, February 20th, 1912, when Mary David read a paper on "The History of the Classification of Plants." She explained the history of the Classification of Plants from the time of Aristotle to the time of Darwin, and some of the theories under which the old botanists, always believing in the Immutability of Species, made up their classifications. She then showed them when Darwin proved his Theory of Evolution all these classifications were seen to be incorrect. Attempts were then made to make up a classification which connected plants which were really related, and thus we have our modern classification. Finally, she explained the Tree of Life, and the terms Genus and Species, showing the difficulty in defining a Species because it is continually changing.

NELLIE YEO, Hon. Sec.

SCHOOL CHANGES.

The following Students left at Christmas, 1911:—

- Form VI.: Gladys Edmunds.
- Form V.: Thomas J. Thomas.
- Form IV. (g): Dorothy Williams. Enid Davies.
- Form IV. (l): Donald Grant. Albert Rees.
- Form III.: Steen Thomas. Griffith Board.
Blodwen Rees.
- Form III. (a): Tudor Bowen.

The following Students were entered January, 1912:—

- Form II.: Trevor Williams.
- Form I.: Sarah M. Charles, Mary H. Dawkins, Enid Davies, David John Lewis, Agnes Williams.

THE SPORTS CLUB.

The report of the exploits of the Football Club for this year compares most favourably with that of previous years. Fixtures which, in former seasons, had been looked forward to with anxiety, have this year ended most favourably for the School. For instance, Neath County School last year broke both our undefeated record and our ground record in a memorable game on our ground, winning by 6 points to 5. This year, however, the School won easily by 23 points to 3. This shows a remarkable improvement, which may be accounted for by the splendid spirit of co-operation and determination which characterises this year's team. The team, it is true, sustained two defeats by Neath County School, at Neath, but these reverses have been more than compensated by our two victories over them at Bridgend. We have been enterprising enough this year to include in our fixture list certain Old Boys' Clubs. But the superiority in weight and age possessed by such teams over our own, was largely responsible for the two narrow victories which they obtained—the first by two points; the second by the extremely narrow margin of one point. We are not, however, discouraged, but are confident that, in the event of our possessing a similar spirit in next year's team, we shall obtain an unbroken record even over these teams.

This year's team:—Captain, Howard Davies; Vice-Captain, Bryn Rogers; full back, D. J. Harries; three-quarters, S. Evans, J. Thomas, C. Davies, J. Davies, D. R. Thomas; half-backs, E. Davies, Bryn Rogers; forwards, B. Evans, J. Ll. Jones, H. Bartlett, E. Thomas, M. Thomas, T. Jenkins, Sparkes, J. Evans.

HOCKEY.

Played, 19. Won, 15. Drawn, 3. Lost, 1.

Goals for, 65. Goals against, 20.

The season up to the present has been the most successful for some years. The team has lost only one match—against Bridgend Ladies; and the winning side on that occasion had no less than ten old B.C.S. girls in it. This term, when the return match was played, the School won by 2 goals to 1.

The School has joined two separate Leagues—the Glamorgan Schools' League and the Glamorgan Ladies' Association—and in both the team has acquitted itself well. B.S.C. is now head of the Western Division of the Schools' League, and must play the heads of the Northern and Eastern Divisions in the finals. The Ladies' Cup is played on the "Knock Out" system, and the School has got as far as the finals. They have now to play either Port Talbot Ladies or Whitchurch Ladies in the final.

A Second XI. has been run this year, and has played 6 matches, and won them all, with 38 goals in their favour and 3 against. The team contains some good material for next season, among whom may be mentioned Gwen Lewis, who makes a good captain; Queenie Griffin, who is a promising back; and Gladys Williams, who plays an excellent half-back game.

MABEL TREHARNE (Captain and Centre-half) has justified her selection as captain by showing great keenness for the welfare of the team. She plays the best and prettiest centre-half game since the time of Gwen Lougher. She has great control over the ball, and uses her stick cleverly.

KATIE WILLIAMS (Vice-captain and Inside-left) is very hard-working, and is always to be depended upon. She often leads a very useful rush up the field, and has scored many goals this season.

EMMIE REES (Centre Forward) keeps her forwards well together, and has scored more goals than anybody else this season.

KATIE GRIFFITHS (Left Wing) is often brilliant. She has played during the season for the Glamorgan County against Somerset and Gloucester. She is fast, keeps the ball in, dribbles and centres well. She is a good shot.

ANNIE EVANS (Inside-Right) is brilliant at times, but has her off days. In several important matches she has scored well, and is improving as a shot.

WINNIE UPHAM (Right Wing) played a good wing game for the first half of the season. Later, an injured foot prevented her playing, and May Shakespeare took her place.

MAY SHAKESPEARE has improved very much. She understands that her game is to draw the opposing backs to her wing, and then to pass before she is tackled. A very good shot.

EVA HICKS (Left Half) is very hard-working, and always manages to keep her forwards fed. Very clever with her stick.

DILYS THOMAS (Right Half) will make a good half in time. She understands the game, but has had less experience than any of the others. Has improved very much this term.

ADA ROBERTS (Left Back) is the mainstay of the defence. Her flying shots are one of the features of every game, and, more wonderful still, always come off. She never lets her side down. She was chosen to play for Glamorgan, but was unable to do so.

CASSIE WILLIAMS (Right Back) is a useful back, and hits well. Never loses her head.

JENNY HOPLEY (Goal) has had very little opportunity for showing what she can do. She has made several good saves.

SYBIL LEWIS deserves the best thanks of the School for her good work as Secretary.

The team as a whole shows splendid combination, and succeeds in keeping up an attack most of the time. The chief fault is bad shooting, and occasionally the inners muddle the centre in the circle. The halves should run back oftener to relieve pressure on the backs when the opponents are attacking. Most of the goals scored against the School have been from individual rushes.

COLOUR MATCHES.

The following is a record of the Hockey Colour Matches to date:—

	WINNING TEAM.	POINTS.			
		B.	G.	R.	W.
Blue v. White ...	White ...	...	...	...	2
Red v. Green ...	Red ...	...	...	2	..
Red v. Blue ...	Red ...	1	...	1	...
White v. Green ...	Green ...	...	2	...	..
Blue v. Green ...	Blue ...	2	2	...	...
Red v. White ...	White ...	...	...	...	2
<i>Total Points</i> ...		3	4	3	4

PORT TALBOT SCHOOL v. B.C.S.

This game was played at Bridgend on February 24th. The fixture is always looked upon as the most important of the year. For four years Bridgend has only managed, at the most, to draw with Port Talbot. Last time the game at Port Talbot resulted in a draw, and in consequence the return match at home was looked forward to with much excitement. The game was a good one. Both sides played good hockey, but Bridgend deserved their victory, as they combined better than their opponents. Port Talbot were very dangerous in the circle, the centre-forward especially being a very good shot. The Bridgend shooting was weak, but Katie Williams and E. Rees each managed to put through a good shot. Mabel Treharne, at centre-half, played the best game on the field, and did much to ensure the victory. Ada Roberts, at back, was as usual very safe, and Katie Griffiths (left wing) played a pretty game.

The final score was: Bridgend, 2 goals; Port Talbot, 1 goal.

The result of this match placed the School at the head of the Western Division of the Schools' League.

BARRY LADIES v. B.C.S.

This game—the semi-final for the Glamorgan Cup—was played at Barry on March 9th in heavy rain. In spite of the condition of the field and the bad weather, both sides played a good game. The School scored straight from the bully off, and afterwards pressed most of the time. The

Barry defence was good, especially the goal, and the School only managed to score once again before half-time. During the second half the Barry centre-forward made several attempts to get away, but Ada Roberts and Cassie Williams were very safe at back, and the other Barry forwards supported their centre very poorly. The School team combined well, and on this occasion shot well. Two more goals were added to the score in the second half. Annie Evans scored twice; Emmie Rees and Katie Griffiths once each.

GLAMORGAN LADIES' HOCKEY ASSOCIATION
CUP FINAL.

Bridgend County School v. Port Talbot Old Girls.

The game was played on Bridgend Town Field on March 23rd, and resulted in a win for the School by 3—2.

In the first half the School had the best of the game, and showed clever combination. Two goals were scored by Katie Williams and Emmie Rees. May Shakespeare and Katie Williams had hard luck—each scoring an off-side goal.

In the second half, the opposing team played up, and twice scored from good rushes. The School added a third goal to their score through Emmie Rees. For Port Talbot M. Roberts, at left wing, and M. Davis, inside right, played very well, while their backs were sound. It is impossible to say who played best for School.

This is the second time the School has held the cup in three years.



FOOTBALL CHARACTERS.



D. J. HARRIES. A cool and resourceful back. A good kick. Tackles well, but, unfortunately, lacks speed.

S. EVANS (R.W.) although never brilliant, does not let his side down. Takes his passes well, but lacks dash and determination.

C. DAVIES. Plays better at centre than half-back. With more weight will make a very good centre. Is rather inclined to talk too much during the game.

J. THOMAS. A really good centre. Knows how to make an opening. Is the speediest player in the team, which perhaps accounts for his being selfish at times. Inspires the team with confidence, and is probably its mainstay at the present time.

E. H. DAVIES. Plays a moderately good game anywhere amongst the backs. Is very keen, and has made a good Secretary.

H. DAVIES (Captain, Outside-Half). Very tricky; understands the game well. Can make an opening even when things are looking gloomy for his side. A very good touch-finder, and good generally in defence. His fault is selfishness. Unfortunately for the team, a sprained ankle has prevented his playing since Christmas. His return will be welcomed.

BRYN ROGERS (Vice-Captain). A versatile player; probably best at centre. Always determined, and one of the best defenders in the team. Has developed the art of giving the "dummy." Perhaps too reckless at times.

D. R. THOMAS. Only played in the last four matches, but deserves his place. Possesses good knowledge of the game, but lacks speed and weight.

BASIL EVANS. A very good forward, both in the scrum and out, but undoubtedly best in the line-out. Dribbles, and often leads forwards well. Apt to lose his temper.

LLOYD JONES. Excellent scrummager; often especially good at line-out. Fond of making openings like a three-quarter (often a good thing in a forward).

EDGAR THOMAS. A speedy forward; a hard scrimmager, and follows up well. Should not forget that over-talking does not add to the pleasantness of a game.

H. BARTLETT. A useful forward, being both tall and heavy. Would be missed from the pack.

E. SPARKES. A hard-working forward. Dribbles well. Does not seem to have grasped properly the off-side rule.

M. THOMAS. The most energetic forward in the team, but some of his energy is mis-spent. Improved wonderfully this term, but still capable of throwing away a chance through not knowing what to do at the critical moment. With more experience should become an excellent forward.

W. DANIEL. A tricky inside half. Handles the ball remarkably well, and kicks well. Possesses confidence, but his size counts against him.

T. JENKINS. The shortest and lightest forward, yet fully deserves his place. Tackles the biggest of opponents and is always near the ball. Plays a hard game.

JAMES EVANS. A sturdy forward. Of great service in the scrum. His open work equally good. Has improved wonderfully.

JACK DAVIES. A versatile player; best as forward, where he makes use of his speed. Has often disappointed the team by not turning up at last moment.

W. MORGAN (Ex-Captain). A very speedy and powerful centre. Does not hesitate when near the line, but should swerve oftener, and not forget his wing.

MATCHES.

SEPT. 30.—PENARTH COUNTY SCHOOL (AWAY).

The School won by 10 tries (30 points) to nil. Scorers: J. Thomas, 5; H. W. Morgan, 2; B. Rogers, 2; Ed. Davies, 1. The game was extremely one-sided, Bridgend being the superior in all the phases of the game, the two centres especially playing a very bold and vigorous game.

OCT. 18.—BRIDGEND OLD BOYS (HOME).

The School won by a try to nil. Soon after the commencement of the game, from a lovely bout of passing, B. Rogers crossed over, and scored an unconverted try. The Old Boys strove hard to equalise, but, although they possessed the advantage in size and weight, they were unable to score, the defence of the School being very sound.

* * *

OCT. 21.—BARRY PARADE RESERVES (AWAY).

The School lost by 1 goal 2 tries (11 points) to 3 tries (9 points). Scorers for the School: W. Morgan, 2; B. Rogers, 1., The School played a fairly good game, the passing of the three-quarters showing a good improvement, and the heeling of the forwards being very quick and neat. The three tries were the outcome of splendid passing and bold dashing. But a noticeable weakness in the play was that many of our players were out of position, and as a result two tries were practically given to the opposing side.

* * *

NOV. 4th.—NEATH C.S. (HOME).

Result: The School won by 1 goal 6 tries (23 points) to a try. Scorers: W. Morgan, 2; H. Davies, 1; J. Thomas, 1; E. Thomas, 1; C. Davies, 1; J. Davies, 1. This fixture was looked forward to with much interest, as last year Neath broke our record by 6 points to 8; but this year the School were undoubtedly the better, the vigour and energy with which the team played giving great satisfaction to the Selection Committee.

* * *

NOV. 11th.—PORT TALBOT C.S. (HOME).

School won by 4 tries (12 points) to a dropped goal (4 points). This team has also in previous years been a very hard nut to crack, but the decisive victory of the School over them this year shows the vast improvement. It is noteworthy that all the tries were scored by forwards, and in this department the School has always been superior to Port Talbot.

* * *

NOV. 18th.—BARRY PARADE RESERVES (HOME).

School won by 1 goal 2 tries (11 points) to nil. The game was an exceedingly fast and open one, though the misty fog was at times confusing to the players. On the run of the

play, the School deserved to win, the cleverness of the three-quarters outdoing the superiority in weight of the opposing forwards.

* * *

DEC. 2nd.—BARRY COUNTY SCHOOL (AWAY).

The School team has always outplayed Barry at Rugby football, and this year was no exception to the rule, the School winning handsomely by 3 goals 2 tries (21 points) to a try. The scorers were: J. Thomas 3; H. Davies, 2.

* * *

JAN. 20.—NEATH C.S. (AWAY).

School lost by 1 goal (5 points) to nil. The game was a very hard, grinding one for both sides, but the slippery nature of the ground prevented much passing, and play was confined to the forwards. Half-way through the second half one of the Neath forwards scored a try, which was converted. Bridgend strove hard to equalise, but time arrived with no further score.

* * *

JAN. 27.—BARRY OLD BOYS (AWAY).

School lost by 1 drop goal, 1 try (7 points) to 2 tries (6 points). The School on this occasion played a team which, besides being one short, included two reserves. The opposing team was vastly superior in size and weight, and this advantage soon told in the game, one of their forwards scoring from a rush soon after the game started. Soon after a drop goal was added. Bridgend retaliated with bold and vigorous play, and just before half-time Bryn Rogers missed a dropped goal by inches. In the second half the School was the superior, and Joseph Thomas scored two brilliant tries, which were unconverted. The School experienced some hard luck with the second try, the ball striking the cross-bar and bouncing back into play.

* * *

FEB. 17.—NEATH C.S. (HOME).

In this third encounter between the teams, the School won by 5 points to nil, C. Davies scoring early in the second half. On the day's play, the School deserved to win, their passing being slightly superior to that of Neath, though the touch-kicking by the opposing captain was really fine.

FEB. 24th.—PORT TALBOT C.S. (AWAY).

Result: Draw (no score). Undoubtedly this game was the finest played this year. Both sides played a really excellent game, there being very little, if anything, to choose between the teams.

* * *

MARCH 13th.—BRIDGEND COUNTY SCHOOL OLD BOYS.

Result: School lost by 8 points to 6. The play was very scrappy, especially that of the School team, which was the poorest witnessed this season, and was very much below their usual form.

* * *

MARCH 16th.—NEATH C.S. (AWAY).

School lost by 3 points to nil. In this fourth encounter between the two teams, Neath won a hard-fought game by 1 try to nil. Play was very vigorous, and at times a trifle rough. It was wholly a forward game, the three-quarters being practically starved. Honours are now divided between the two teams, Bridgend having won two games at Bridgend, and Neath County School two at Neath, though the School have scored the highest aggregate of points—28 points to 11.

 FOOTBALL 2nd XV.

Last term's practices on Saturday mornings disclosed the existence of a very promising 2nd XV. With able leaders in D. R. Thomas and Ivor Hopkin, they lacked but one item—a programme. Until the funds permit of their travelling to play the 2nd teams of local Secondary Schools, they can only look for opponents to the Higher Elementary Schools.

One of these (Pontycymmer) turned up in full force on Saturday, March 9th, but unfortunately unexpected by our 2nd team. A pick-up game was played on the School Field, with the help of a sprinkling of "Black and Whites." Following on this, mid-day tea was served in style.

Quite a feature of this item was the excellent speech of the visiting captain, who proposed a vote of thanks in such style that Edward Davies was put up to make suitable and adequate reply.

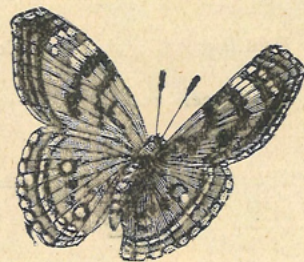
We hope to spare our Garw visitors a repetition of the misunderstanding which prevented the keen game anticipated.

JUNIORS.

The Juniors have been less prominent recently. It may be the weather, or the superior attraction of "Detention"; but at any rate, the ambitions of Captains Tom Evans and Fred Gregory, have hardly been realised.

However, they nearly won one match. Pencoed Council School were expected at the end of February, and an eager XV. turned up to battle for B.C.S. Juniors. Pencoed, however, failed to turn up, robbing our "men" of a probable win. To add to their disappointments, the tea was naturally "off."

E.E.S.





BRIDGEND :

Central Glamorgan Printing and Publishing Company, Limited.

— Queen Street. —

