

Association of University Women Teachers

Founded 1883 : Incorporated 1910.

FORTY-SECOND ANNUAL REPORT

30th November, 1924—30th November, 1925.

P **PAMPHLET**

PRESENTED TO THE ANNUAL BUSINESS MEETING.

23rd January, 1926.

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CITY OF LONDON POLYTECHNIC
FAWCETT COLLECTION

Calcutta House
Old Castle Street
London E1 7NT

University women who wish to join the Association should write to the Secretary for application forms.

Members are requested :

(1) **To note the present address of the Association, which is :**

74, Great Russell Street, W.C.1.

(2) To send notice of any change in their permanent home address before October 1st in each year.

(3) To communicate with the Secretary when leaving one post for another, or when in need of fresh work.

(4) **To pay their Annual Subscription punctually on 1st December, and to note that unless the Subscription is paid before March 1st, an extra fee of 2s. 6d. is incurred (Bye-law 22), and that resignations cannot be accepted after February 1st (Art. 11).**

N.B.—A fee of 10s. is required from anyone desiring re-election (Art. 15).

(5) Not to sign letters of recommendation before informing themselves whether applicants have the necessary qualifications, and are prepared for continuous Membership; to recommend only those personally known to them.

(6) To send notice to the Secretary immediately a post has been obtained through the Association or otherwise, and to state the salary as well as the source of the information which led to the appointment.

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REFERENCE
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President :

Miss LODGE, M.A., F.R.Hist.S., Principal of Westfield College, London.

Executive Committee :

(with dates of retirement and number of attendances.)

Nine Meetings have been held.

1925.

Miss F. C. JOHNSON (Lond.)	...	...	5	attendances
Miss S. E. S. RICHARDS (Lond.)	...	...	8	"
Miss E. C. SEXTON (Cantab & Dub.)	...	...	6	"
Miss H. E. M. WEBB (Lond.)	...	...	1	"

1926.

Miss M. C. FOLEY (died October 22, 1925)	(Lond.)	3	attendances
Miss C. HEDLEY (Oxon)	...	...	4	"
Miss E. A. JONES (Oxon)	...	...	5	"
Miss D. W. SPRULES (Oxon)	...	...	5	"

1927.

Miss BARTELS (resigned, Sept., 1925)	(Lond.)	3	attendances
Miss M. W. NEWTON (Lond.)	...	...	8	"
Miss F. M. NODES (Lond.)	...	...	6	"
Miss R. F. SHOVE (Cantab & Dub.)	...	...	4	"

Sub-Committees :

Elections, Resignations, etc.

Miss E. C. LODGE	Miss M. H. COOK
„ F. M. NODES	Mrs. BROUGH

Organisation of Meetings :

Miss R. BARTELS	Miss L. A. QUARTLY
„ E. A. JONES	„ D. WARD
„ M. B. CURRAN	Mrs. BROUGH

Finance, Parliamentary and Legal :

Miss E. A. JONES	Miss L. A. QUARTLY
„ M. W. NEWTON	„ J. WATSON
Dr. K. H. COWARD	Mrs. BROUGH

Emergency :

Any Members of the Executive Committee able to attend, three to form a quorum.

Hon. Treasurer : Miss M. W. NEWTON.

Secretary : Mrs. BROUGH.

Bankers : THE NATIONAL PROVINCIAL & UNION BANK OF ENGLAND.

Auditor : Mrs. HAROLD COX.

Telegraphic Address : "Communitas, Westcent, London."

Telephone : Museum 3127.

Calling Hours : Mondays, Wednesdays, Fridays, 3 to 5 p.m. ; Saturdays, 10.30 a.m. to 12.30 p.m. During School Holidays: Wednesdays only 11 a.m. to 12, 2 to 4 p.m. ; also by appointment at other times

Association of University Women Teachers

PREFACE.

IN the Report of 1895 issued by the Royal Commission on Secondary Education, the Association of University Women Teachers is quoted as one of the earliest women's organisations of secondary teachers. The Association was founded in January, 1883, on a suggestion made by the late Miss A. J. Clough, then Principal of Newnham College. Membership was, from the outset, limited to teachers who had received a university education, and the growth and progress of the Association in its early days was entirely due to the thoughtful efforts of the founders, their insistence on a high standard, and their realisation of a common aim and interest and of the responsibility involved. Miss A. J. Clough was President of the Association from its foundation until her death in 1892.

Even at an early date, the objects of the Association covered a large field, including discussions of educational questions, conferences with similar bodies, social meetings, and so forth, the careful watching of the educational market, and the providing of members with work as lecturers, teachers, examiners and inspectors. The success of the Association in its efforts to advise its members and assist them to improve their status and remuneration is well known.

The Association has been incorporated as a "Company not for Profit Limited by Guarantee" under the Companies (Consolidation) Act, 1908, and since the incorporation its aims are set forth in terms more in accordance with the actual work done, *e.g.*, to promote the cause of education generally ; to protect and improve the status and to further the legitimate professional interests of women teachers ; to initiate and promote, or oppose, measures, legislative or administrative, in Parliament or elsewhere ; to take part in, or send delegates to, meetings, conferences, etc. ; to promote thrift among teachers, and to purchase or subscribe for the grant of annuities by any Assurance Company authorised to grant life annuities or pensions, etc., etc. While attending to these varied interests, the Association never loses sight of its special aim ; to improve the status and standing of that section of the profession which it represents.

The Association consists of a President, ordinary members and honorary members. Ordinary membership of the Association is limited to women teachers who are graduates of a university of Great Britain or Ireland, or who hold the equivalent certificate of Oxford or Cambridge.* Honorary members are elected by the committee under conditions laid down in Articles 9 and 10. The affairs of the Association are administered by an executive committee of 12 ordinary members and a President, elected by the Association. The latter may be either an honorary or an ordinary member, and is elected annually; the retiring President is eligible for re-election, but no person may be President for more than two consecutive years. The other officers are the Secretary and the Hon. Treasurer, who are appointed by the committee, and have no seats on the committee *ex-officio*. The members of committee are arranged on a rota in three equal divisions, and in each year the division which has been longest in office retires. The committee has power to appoint sub-committees, and to make, repeal and alter bye-laws for the conduct of the general affairs of the Association. The Articles of Association provide for a business meeting to be held once a year; also for ordinary and extraordinary general meetings of members. Meetings of the executive committee take place every month, or more often when necessary.

There are 25 honorary members. In 1883 the number of ordinary members was 76; it is now 2,635. These include heads of university and training colleges, head and assistant mistresses of public and private schools, inspectors, university and other lecturers, etc., who possess the qualifications required for membership. The work has developed in many directions, as the perusal of the 42 Annual Reports of the Association will show. The office is frequently referred to by teachers for information and advice on a great variety of matters, such as agreements, sick leave, payment during absence through illness, pensions, etc.

The Association helps individual members to find work and provides a pension scheme in connection with the Clerical Medical & General Life Assurance Society. It also enables members in cases of serious illness to obtain treatment at the South London Hospital for Women, either free or at reduced fees.

The Association has arranged conferences on subjects of current interest, such as Psycho-analysis, Intelligence Tests, the teaching of Scripture, the teaching of Science and the teaching of English, with a view to stimulating interest and keeping members in touch with modern methods.

* For extension of ordinary membership, see article 6 D.

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The following ordinary and honorary members have acted as Presidents of the Association since its foundation in 1883:

- Miss A. J. CLOUGH (Principal of Newnham College, Cambridge).
- Miss ANNIE ROGERS (Hon. Secretary, Association for the Education of Women, Oxford).
- Miss ALICE WOODS (Principal of the Maria Grey Training College).
- Miss L. E. HAIGH (Head Mistress of Reading High School).
- Mrs. HENRY SIDGWICK (Principal of Newnham College, Cambridge).
- Miss MAITLAND (Principal of Somerville College, Oxford).
- Miss B. A. CLOUGH (Vice-Principal of Newnham College, Cambridge).
- Miss JANET CASE (Cambridge).
- Miss M. J. TUKE (Member of the Senate, University of London, and Principal of Bedford College, London).
- Miss H. JEX-BLAKE (Principal of Lady Margaret Hall, Oxford).
- Miss STEPHEN (Principal of Newnham College, Cambridge).
- Miss GRAY (High Mistress, St. Paul's Girls' School).
- Miss WINIFRED SMITH (Tutor to Women Students, University College, University of London).
- Miss LODGE (Principal of Westfield College, University of London).

FORTY-SECOND ANNUAL REPORT.

During the year ending 30th November, 1925, Ordinary Members have been elected as follows :

From Cambridge :	Girton College	7	
	Newnham College	14	
		—	21
,, Oxford :	Lady Margaret Hall	3	
	Somerville College	6	
	St. Hilda's Hall	10	
	St. Hugh's College	12	
	Society of Oxford Home Students	9	
		—	40
,, London :	Bedford College	34	
	Birkbeck College	1	
	East London College	7	
	King's College, Strand	8	
	Royal Holloway College	18	
	School of Economics	1	
	University College	12	
	Westfield College	19	
	External Students	8	
		—	108
From Birmingham		6	
,, Durham		1	
,, Edinburgh		1	
,, Glasgow		3	
,, Leeds		2	
,, Liverpool		5	
,, Manchester		3	
,, St. Andrews		1	
,, Sheffield		4	
		—	26
,, Ireland :	Trinity College, Dublin	4	
	National University	1	
	Queen's University	3	
		—	8
,, Wales :	Aberystwyth	—	2
,, Bryn-Mawr		1	
,, Grenoble		1	
,, Melbourne		1	
		—	3
	Members re-elected		16
		—	224

The Committee record with regret the death of *Miss Helen Gladstone*, late Vice-Principal of Newnham College and Honorary Member of this Association. Miss Gladstone was for some years Warden of the Women's University Settlement in Southwark. In 1910 she went to live at Hawarden and gave much of her time to service on education committees in that district.

The Committee also record with great regret the death of *Miss M. C. Foley*, London, Chief Lady Invigilator of the University of London, and member of the Executive Committee of this Association at the time of her death, October 22, 1925. Her death is a great loss to the Association, and she will be greatly missed by the Committee of which she was so long a member.

The Committee also record with regret the deaths of *Mrs. Chambers* (Cambridge), *Miss F. M. Haigh* (Wales), and *Miss Herriott* (Edinburgh).

The number of elections is rather higher this year, but there is no corresponding increase in the membership as the number of unpaid subscriptions is unusually high. The financial position continues to be satisfactory, though, to the regret of the Honorary Treasurer, the surplus has not been sufficient to justify any addition to the reserve fund.

The appeal sent out for the Hospital Branch has been most successful. Over 200 new members have joined, and the finances are now in a satisfactory condition. All the patients who have received treatment are unanimous in their praise of the South London Hospital for Women.

The Committee wish to call attention to the valuable work done by the Education Committee of the English Speaking Union in promoting the exchange of teachers between England and the United States, and to the Scholarships, i.e., Page Travelling Scholarship and Chautauqua Summer School Scholarships offered to enable English teachers to visit the United States.

Representatives of the Association have attended the following Committees and Conferences: Committee of the Conference of Educational Associations; Education Committee of the Professional Classes Aid Council; Educational Sectional Committee of the National Council of Women; Education Sub-committee of the English Speaking Union; Women's Advisory Committee of the League of Nations Union; Conference on Women in Science, Industry and Commerce; World Conference of Educational Associations.

THE REGISTRY.

The number of applications for mistresses has been 415, as against 414 last year, the number of posts filled has been 143, as against 150. The decrease in the number of posts filled is partly due to the fact that more posts are filled through advertisement. All vacancies in public schools have to be advertised in accordance with the regulations of the Board of Education; at the same time, the Executive Committee feel that the work of the Registry would be furthered if Headmistresses would apply to the Secretary at the same time as they send their advertisements to the Press, instead of waiting as they often do to see the result of advertising. In this way an advertisement which might otherwise be overlooked, would be brought at once to the notice of candidates, and the Registry would be cleared from any suspicion of unnecessary delay.

The number of applications for English specialists has greatly increased this year and there has been a scarcity of candidates for responsible posts requiring good experience. There has been the usual dearth of good mathematical mistresses. Inexperienced mistresses with History and English qualifications have found it very difficult to get work, and for the first time Science mistresses, at least, those who specialise in Chemistry, have experienced the same difficulty. There is every indication that there will be a demand in future for those who take the new honours course in three science subjects at the University of London. Latin and mathematics is a most useful combination of subjects for teaching; German as a subsidiary subject is again in demand.

Applications for teachers have been received from the following places abroad:—

South Africa	... 11	India	... 4
Egypt	... 11	West Indies	... 3
New Zealand	... 7	Australia	... 1
Canada	... 6	Morocco	... 1
South America	... 1		

Of these posts, two have been filled, one in Egypt and one in South Africa. It seems increasingly difficult to find candidates for posts abroad, and the Secretaries of both the Church Teachers' Fellowship and the Society for the Overseas Settlement of British Women have several times appealed in vain to the Association.

Particulars of applications for Teachers during the current year are given in the following table:—

I. TABLE OF APPOINTMENTS.

	Applications received.	Appointments made.
From Public Schools (non-resident) ...	267	78
" " " (resident) ...	29	3
" Private " (non-resident) ...	8	3
" " " (resident) ...	30	8
" Training Colleges (non-resident) ...	1	—
" " " (resident) ...	7	2
" Families (non-resident) ...	1	—
" " (resident) ...	6	1
For Headmistresses ...	2	1
" Lecturers and Demonstrators ...	7	3
" Visiting Teachers and Tutors ...	45	35
" Examiners ... from 3 schools	3	5
" Miscellaneous ...	4	2
" Partners for Private Schools ...	3	—
" Correspondence Teaching ...	2	2
	415	143
Applications for	Applications received.	Appointments made.
English Teachers ...	62	16
Modern Language Teachers ...	55	18
Science ...	48	12
Mathematical ...	48	9
Classical ...	43	8
History ...	39	19
Geography ...	28	8
Mistresses of Method ...	2	—
Senior Mistresses ...	2	—
Teachers of General Subjects ...	10	1

II. TABLE OF SALARIES.

Posts filled through A.U.W.T. Registry.

(1) PUBLIC SCHOOLS.

(a) Non-resident.		(b) Resident.	
Salary between £300—£400 ...	28	Salary between £100—£200 ...	3
" " £200—£300 ...	50		

(2) PRIVATE SCHOOLS.

(a) Non-resident.		(b) Resident.	
Salary between £200—£300 ...	3	£160 ...	1
		£150 ...	4
		£140 ...	1
		£120 ...	1
		£115 ...	1

(3) TRAINING COLLEGES.

Resident.	
Salary between £200—£300 ...	2

(4) FAMILY.

£100 ...	1
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MEETINGS AND CONFERENCES.

- (1) Annual Business Meeting, 24th January, 1925.
- (2) Meeting at the Conference of Educational Associations, 6th January, 1925. Address by Professor Soddy, F.R.S., on "The Economics of Life."*
- (3) Meeting at Dr. Williams' Library, Gordon Square, 14th February, 1925, to discuss the pamphlet published by the Board of Education, "Some Suggestions for the Teaching of English in Secondary Schools in England."
- (4) Meeting at the Burlington School, 19th May, 1925, to discuss the Preparation of Girls for the Higher School Certificate and Intermediate Examinations of the University of London.
- (5) Two meetings at Stockwell Training College, 10th and 24th November, 1925, to discuss the Departmental Report on the Training of Teachers.

(It is unfortunately impossible to report these two last meetings as the Annual Report was in the hands of the printers when they took place.)

THE ANNUAL BUSINESS MEETING.

24TH JANUARY, 1925.

The 41st Annual Business Meeting of the Association was held at Bedford College for Women at 3 p.m. on Saturday, 24th January, 1925, at 3 p.m. The President, *Miss E. C. Lodge*, Principal of Westfield College, took the chair, and 47 members were present. *The Chairman* read the names of those members, who, having been elected since July, 1924, were not entitled to vote at the Annual Meeting. (Articles of Association 44.) On the motion of *Miss Suttill*, seconded by *Miss Trewby*, the Minutes of the Annual Business Meeting convened on the 8th January, 1924, and adjourned to the 9th February, were taken as read and signed by the Chairman.

Miss M. E. Brough proposed, and *Miss F. E. Davies* seconded, the adoption of the Annual Report and Statement of Accounts. *The Chairman* stated that the report was now open to discussion.

The Secretary said that the year's work had been quite satisfactory; the number of members had increased and an unusually large number of meetings had been held. It was unfortunate that there had been no quorum on the 8th January, 1924,

* A report of Professor Soddy's Address is published in the Report of the Conference.

and the Annual Business Meeting had to be adjourned, and notices of the adjourned meeting had to be sent out. Forty members were required for the transaction of business at the Annual Meeting, and members who attended were of real service to the Association.

The Hon. Treasurer, *Miss M. W. Newton*, said that the finances of the Association were on the whole quite satisfactory. There was a small surplus of £16 instead of a deficit of £34 as in 1923. This was due to the increase in the number of appointment fees which amounted to £124 instead of £76 as in 1923. About £20 more had been spent in printing, and a few pounds had been saved in service, lighting and heating.

The motion to adopt the Annual Report and Statement of Accounts was put to the meeting and carried unanimously.

Mrs. How Martyn proposed, and *Miss Rattray* seconded, that "Mrs. Harold Cox be appointed Auditor for the year 1924-25 and receive the fee of £7 7s." The motion was carried unanimously.

The Secretary stated that she had much pleasure in announcing that *Miss Lodge* kindly consented to stand for election as President a second year. *Miss Lodge* was declared elected without a ballot as no other candidate had been proposed. The following members had been elected to the Executive Committee:—*Miss Shove*, *Miss Newton*, *Miss Nodes*, *Miss Bartels*.

Miss Lodge then gave the following address:—

This is the first meeting since the beginning of 1925, and I want to say a word of welcome to the new members. I hope that 1925 will be free from fogs, gales and general elections, and that we shall have a little time for our own work.

Those of you who have looked at the Report will see that we have had some very interesting meetings, and we are going to have other interesting meetings this year.

Everyone knows the value of the Society, and the great trouble that *Mrs. Brough* takes in finding places and suitable people for those places, and also the value of the Society in keeping in touch with members and helping them in any cases of difficulty arising in their posts, which makes this Association a great asset.

There is no doubt that we are living in an age of a great deal of talking. Meetings and conferences are becoming, perhaps, shall I say, the curse of the age. Perhaps I ought not to say

that at the beginning of a meeting, but I only think that it is becoming a real danger lest we shall talk too much and do too little. But in the case of this Society there are very real reasons why we should have meetings, and why those meetings should be valuable.

The first essential for anyone interested in their job is to be able to talk shop. We all know that in ordinary life we do not want to talk shop too much, certainly not in and out of season. At the same time, we have got over the stage when it was considered wrong to talk shop at all. There is no subject which ought to be more interesting than our own shop, because, after all, it is what we are doing and what we ought to be thinking and talking about, and it is a great help to talk to other people who care for the same thing. Educational questions surely are to us extraordinarily interesting, and to get new ideas and help one another is the purpose and object of the meetings—not just to talk and just to listen, but to be able to carry out some of the things we learn when we meet together for this purpose.

There are some great dangers, I think, in the teaching profession. For one thing, there is no question about it being very hard work, and people who are working very hard are apt to get isolated and shut up and into grooves. Therefore, if we can meet together with other people, and come out of the groove, and discuss things with others who have different ideas from our own, it makes the whole work of teaching more interesting, and meets a great many of the objections that used to be raised in regard to people taking up the teaching profession, that they would be isolated and separated and only think about their school, and talk of nothing but their own shop and their own school. In the meetings we have for this Society we are going to talk about general shop in all sorts of different schools.

There is another danger. Every teacher of every kind must feel that it is so extremely easy to get stale, to keep giving out and not having time to take in. The ideal would be if we could all learn something new every year—a new language or Morris Dancing, or something to keep us alive. It is when you are teaching, I think, that the fact of learning is such an extraordinary pleasure. Therefore, to come to lectures and meetings, and take in, and have something new to think about and learn, must be a refreshment in the middle of the hard work of always giving out. The refreshment of learning something, I am quite certain, is about the best refreshment one can possibly have.

In this Society we are all members of Universities, but we represent a great many different Universities, and, after all, Universities are about as various and as different as they can very well be. And we represent, I hope, a great variety of schools; it is not as if everyone came from the same grade of school. I think, to get a variety of different sorts of schools, and different sorts of teachers, with different methods, and to hear about other people's methods and ideas and views of teaching is interesting for all of us.

The greatest teacher I ever knew, the late Master of Balliol, used to say that, however good your method of teaching was, you ought to change it every seven years. Certainly, up to the age of seventy he was far the best teacher I have ever met. It is terrible to get groovy, fixed and settled in one method and one idea. Now, with all these different kinds of schools, and teachers of all sorts meeting together, we get the opportunity of seeing other people's ideas and, perhaps, adopting them or thinking out some other method for ourselves. Of course, there are other societies, societies of teachers and societies of University women, but we do try, as far as possible, in this Society to have meetings not so much of a purely utilitarian character about salaries and pensions and so forth, but about real educational subjects and things that interest us very much in the way of teaching and learning for ourselves.

I do not know how many here are teachers in Elementary Schools, but it is one of the things on which I, personally, feel more strongly than on any other, that that is the job that University people ought to be taking up as much as ever they can. Then we also want to get the mixing of Elementary and Secondary teachers and University teachers far more than we have it at present. I do not mean that we ought not to mix even if we are not all University women, but this Association is an Association of University Women Teachers. I hope there are a good many of us who do teach in Elementary Schools, and I feel we will never get along in the country at all unless the very best teachers take up that very, very important work, and I think, of course, that University women are, or should be, the very best teachers.

There are two things that, as teachers, are most vital to aim at at the present time: in fact, at all times. One is, it seems to me, the real essential of education, and that is to teach people to work hard. It is so dull, so uninteresting and so very bad for one not to work hard. The second thing is to teach people to enjoy working hard. The whole enjoyment of work and the opening

out of the interests of life are what we ought to reckon as of the highest value when we are considering any of these teaching subjects.

We are meeting to-day in order to hear Sir Henry Hadow speak on the teaching and educational value of a subject which, perhaps, almost more than any other can open out great vistas of enjoyment to all sorts and kinds of people. In the days when I went to school, music simply meant five-finger exercises and a piece, and meant practising in a room so cold that you spent all your time warming your fingers, and it was a perfect bugbear to a great many children. As to the pleasure of listening to or hearing good music, that was extraordinarily neglected. Therefore, to many of us—I speak feelingly—the whole world of enjoyment has become not, perhaps, absolutely a closed book, but something very like it, at any rate a very unknown language, of which we can, perhaps, hear the rhythm of the music and the sound to some extent, but we do not understand what it is saying. Therefore, so much enjoyment and richness has gone out of life.

I would like to say that I hope people who belong to this Society will come to these meetings as much as they can and will always try to contribute to the discussions. I hope that the Association will be very flourishing, and that we shall have large and very effective meetings in the future.

Sir Henry Hadow then gave the following address on
"The Place of Music in Education."

No words could have better introduced the subject on which I am going to speak to you this afternoon than those with which your President concluded her address.

I want to begin by drawing your attention to two opposing tendencies, contradictory tendencies, which I expect all of you have noticed as prevalent in the civilised world, and especially in the educational world, at the present day.

On the one side we are passing through a cult of sheer ugliness ; not ugliness followed under the mistaken impression that it was beautiful like a certain number of bygone fashions, but ugliness followed, accepted, I may almost say admired, purely and simply because it is ugliness and because there is a belief that ugliness has something piquant about it, something at any rate which attracts and arouses attention. I was walking down a big street in Montreal about three months ago, and my attention was attracted to a shop window full of toys and picture books for children.

I went to have a look at it. There was not one single thing in that window which was not deliberately, intentionally ugly. Not one single thing in that window gave any real pleasure to the eye or gave any real stimulus to the imagination. Think for a moment of that wise sentence of Aristotle, where he says, " In the properly constituted State no child should ever be confronted with anything which is mean or vulgar." It is part of the reverence due to childhood, that whatever else they come into contact with, the surroundings in which they are brought up should be as far as possible beautiful, and beautiful from every point of view. Think of that, and think of the reign of the golliwog at the present day : it is a very sad contrast.

I turned to the next window of that shop, in which there were toys for grown-up people, and there the thing that principally attracted my attention was a cardboard box with a legend on the top describing what there was inside. The first line read

The Flexotone.

To those of you who are classical teachers, may I commend the word " flexotone." It was not one which filled me with any great confidence as to what was coming after.

The second line said

The New Musical Instrument

(I did my best to hold back prejudice).

The third line said

Easy to Play,

and my misgivings returned in full force. I do not like instruments that are easy to play.

The fourth line said

*Combines the tonal qualities of a whistle, a saw, and
 a bell.*

That is what music is coming to. I seem to remember, if I may be allowed another classical allusion, in Greek mythology an animal called the chimera, which combined the tonal qualities of a lion, a goat and a serpent ; but the only thing we read about it is that amid universal rejoicing it was put to death.

I am not exposing these things with a view to undervaluing the work done by our cousins on the other side of the Atlantic. We are just as bad ourselves in this country, where we are going through a curious phase of horrors in the newspaper, and of the

most dismal sordidness both in fiction and in poetry. Only the other day I came across a review of a new novel, which said that "in the realism of his delineation of the evils of modern society, the author was perfectly ruthless." Imagine the picture: the British Public on its knees crying "Spare me," and the author, with grinding teeth and uplifted volume, saying, "No, you shall drink it to the very dregs."

Yet, on the other hand, there is, in England at any rate, a very marked development towards beauty in art. A great many of our young people are painting, and writing, and, still more, are composing with a degree of talent and a degree of interest and enthusiasm to which there was certainly in two of those three arts no parallel at all in my young days. We have always had a very great tradition of literature in England, but when I was young we were not painting very much or very well, and we were composing very little and very badly. Nowadays there is a real movement in the direction of developing the old resources of this country, the old love of music and pictorial art which has been in our blood always, but which we have endeavoured for such a long time to eradicate without success.

Those two phenomena together are interesting enough to give us a reason for pausing and reflecting. The ugliness very likely is a reaction from that sort of soft, smooth, uninteresting prettiness which occupied so much of the artistic field a generation ago.

By the end of its own generation it had become very tiresome, and we are at present reacting violently against it. I do not think that this necessarily means the fear of beauty: it is partly inherited from that disregard of beauty which overspread England at the time of the Industrial Revolution. It seemed to the people of that time as though beauty was rather a needless excrescence on the great world of manufacturing industry. When the factories first began to be put up, people did not think enough of the damage they were doing to the beauty of the countryside, and had not come to see, as they are coming to see now, that there is a good deal of beauty in the big machine shop, that you can get extraordinarily beautiful effects from it if you discard from your mind some of the traditional, conventional aspects of beauty.

My interpretation of these two phenomena is that there is a growing, increasing, developing love of beauty among our people at the present day, but that it is timid and ill-informed. It is very much at the mercy of charlatans, who make people think that anything which is striking is beautiful. It is very ready

to be led out of the road, but the impulse and the feeling is there. What it wants more than anything else in the world is training and direction. That is why it seems to me that the æsthetic side of education is one to which an enormous amount of attention ought to be paid. There is a large field waiting to be occupied on this side of our educational life, and if there were time I would like to speak about that in relation to all the arts. But I will say a word to-day purely and simply about that aspect of artistic beauty in which I happen to be most interested—the place that music should occupy in the educational systems of our ordinary schools and colleges.

Miss Lodge has told you what music meant in school education even as late as her time; that it meant five-finger exercises reluctantly practised in a cold room. The place I am advocating for music in education has nothing whatever to do with five-finger exercises under whatever circumstances they are imposed. I do not care so much about that side of musical education which teaches people to be executants. There will always be that side of course. There will always be a number of girls who have talent for playing or singing. (I would recommend them to take up some other instrument rather than the piano. I would rather teach them to play the violin or something a little more distinctive, but they can at any rate look after themselves.) There will always be somebody to teach them, and if they get beyond the capacity of the school teacher there is the Royal College or the Royal Academy to go on to, and the possibilities of a professional education ready for them. Moreover, the teaching of executants has considerably improved in the last twenty years, it has improved from a very bad and unintelligent stage. I can remember perfectly well myself when music in a boys' school meant being taught the piano out of school hours, that is to say, being sent up to the music room to practise while other people were playing cricket; and in girls' schools, although there was more place given to it in the school curriculum, it amounted to very little when it all came to an end. The girl returned home able to play more or less accurately the notes of some three or four pianoforte pieces. She was in demand for doing that because it added a certain amount of amenity to afternoon tea. When visitors came, her parents said, "My dear, will you play your piece?" and whether it was by Brinsley Richards or Sidney Smith, or Beethoven or Mozart, did not matter in the least; it was only a tinkle of notes to occupy the time before the tea came in. If you asked the girl whether she knew who composed the piece, or whether, if it was a sonata movement, she knew what other movements there were in that sonata, and what it all meant, you got in answer not only blank and entire ignorance,

but an unconcealed astonishment that you should ask so unintelligent a question. It was not only that they did not know what the music meant, but it had never occurred to them that it could ever mean anything. That is to a very large extent the attitude of a great many of our concert-goers at the present day. A large number of the people who go to Queen's Hall or the Aeolian Hall leave their brains in the cloak room and resume them again afterwards with their hat and coat as they go out. There are still a great many people to whom the enjoyment of music is very nearly analogous to the enjoyment you can imagine a cat feeling when it is being stroked, or the enjoyment of good confectionery; but it does not approximate at all to the kind of joy that people get out of reading their favourite poetry or their favourite prose.

My object to-day is to maintain that music is just as much a literature and is just as much a language as the language and literature of Germany or France or England: that there is just as much to understand in Bach or Beethoven as in Milton or Shakespeare. You know how a child begins in poetry with sheer delight in the melody of the words, going on afterwards to the thought behind them—so that as far as my experience goes Shelley is one of the poets held in greatest delight by children. In the same way you can begin with a delight in music, merely from the physical pleasure that the collocation of sounds gives you, and you can go on from that not so far as to penetrate the whole secret of Bach and Beethoven, but so far as to see that the structure of a sonata is just as marvellous a work of architecture as that of a Shakespeare play: that the immortal style of John Sebastian Bach is immortal in the same way and for the same reasons as the style of Milton is immortal.

There is no need to find analogies between musicians and poets. Every art is independent, stands on its own feet and occupies its own province; but, believe me, the province of music is not a bit less fertile, not a bit less wonderful to explore than the provinces of pictorial art or of any part of literature.

I think there may be some prejudice still against the study of music on the grounds that it is in itself pleasant. I remember that great American educationalist, Mr. Dooley, laying down as a first principle, "It does not much matter what a boy learns so long as he does not like it." There is, in spite of our Dalton plans and Montessori methods and other innovations, just a little too much left of the feeling that a little harshness in discipline helps and strengthens the cause of education. I am not in the least

against firmness of discipline, and I think in some respects our educational systems at present are suffering rather too much from its relaxation, but anything in the world in which children can take a keen interest is an essential part of their training, and music holds a very prominent place in the list of those subjects.

What should I advocate? Let us consider first of all what is most needed. The first thing that we want for the understanding and appreciation of music is a trained ear. It is not much of a paradox to say that music exists for the purpose of being heard. You can get a great deal of pleasure out of music by reading it silently, but that is only because reading it silently bears the same relation to hearing it as reading a book does to hearing it read aloud.

Let us begin by agreeing that you have to hear music in order to begin to tread on the path of its due and proper appreciation. I have tried a great many experiments in the course of my life on the capacity for actual physical hearing among people, and even among people who profess themselves fond of music and susceptible to its influence. You would be surprised if I told you in detail how very small a proportion, say, of what is going on when an orchestra is playing, distinctly reaches the ears of a large portion of the audience. They all hear the violins, the top line: they probably all hear the flute or oboe when it comes in: a good many of them, but not all, hear the double basses and perhaps the 'cellos, the bottom line. I do not doubt that many of them hear the drum, it has a way of making itself felt. But all the intervening part between the top line and the bottom is to a very large number of hearers merely a blur of sound.

In order to appreciate music at all, you must train people to discriminate between combining lines of sound, to hear all that is going on. There is one point in which music differs from every other art in the world, and that is that it gets almost all its most magnificent effects by combination of voices. Poetry is one single line. You cannot imagine four poets standing in a line and speaking. But the crown and climax and glory of music is that if you have four people singing together, all singing different lines, yet the texture of those interwoven voices is infinitely more beautiful and rich than would be the quality of any voice-part by itself. Therefore, to get the full appreciation of the warp and woof of music, one of the first things you must teach children is to learn how to discriminate, how to listen to the different voices.

There are two very good practical methods suggested towards doing that. The first is to let them hear plain simple four part

singing. "O God our help in ages past" will do. Make them attend first to what the treble is singing, secondly to what the tenor is singing, thirdly to what the bass is singing, then go back to the alto again. (The alto is usually the most difficult to hear.) We do not sufficiently realise the importance of hearing all the separate parts. And it is only when we can realise them as separate parts that we understand their full force in combination.

Of course it will be some time before they can tell what the second clarinet is doing in a symphony, but that will come later. Begin by making them realise that in good music all the parts are interesting, according to their due proportion, and that in such a composition as a Chorale of Bach, every note and every part is equally vital.

The other method is to begin quite early in life with some scheme of musical dictation. One of the most important weapons in conquering this domain of music is the power of correlating our eye and ear so that when we see a line of music written on the page, we can mentally hear it, and when we hear a tune played to us, we can write it down. I have seen quite tiny children in schools in London who can do that as fast as they could write an English sentence in ordinary dictation. I have seen the mistress play a simple four-bar melody on the piano and the child run to the blackboard and write it down at once. And correlatively I have seen the tune written on the blackboard, and then the child will learn it by heart, rub it out and sing it. A generation ago that would have seemed a sort of miracle. People still say they do not see how you can correlate eye and ear like that. I know that it can be done. I have seen it done.

It may be that for a time the equipment and resources of certain schools may put some obstacle in the way of beginning with this. Let us start then, with something even easier, and make all the children in school get into the habit of doing some choral singing, say for ten minutes every day. Take the ten minutes out of the first lesson. You will be abundantly repaid by the more alert intelligence and attention which will be given to the rest of the period. Again I am speaking not without personal experience and personal knowledge of the great value of bringing children to their work in the early part of the day with their minds at the freshest and best. Nothing prepares the brains so well as a few minutes choral singing at the beginning of the day. Only do not let them sing sentimental, cheap stuff. Make them sing "The Bailiff's Daughter," "Barbara Allen," and the best folk songs, and make them sing those till they are saturated with good melody. That is the surest way of making bad melody intolerable.

But there is obviously another and far more important aspect of the matter than either of the things I have described, and that is treating music like a literature and bringing your children into contact with the very best music from the beginning, just as you are training their literary taste on Shakespeare, Racine, Goethe, Dickens or R. L. Stevenson. It need not all be on the most serious levels. There is plenty of room in music for the equivalent of a novel or a number of "Punch." Some of Chopin's Mazurkas are as light as feathers and are admirable, beautiful music. Some of Mendelssohn's "Songs Without Words" are charming, and are well suited to the attention of children.

When I say that children should be brought into contact with the best musical literature, I mean the best relative to and proportionate to their age. There is a very grave danger in forcing on children's attention music which is essentially and entirely grown-up. All of us are more or less puzzled sometimes by the first introduction to some difficult or complex piece of music. I can perfectly well remember in my days at Oxford the first time I ever heard Brahms' Pianoforte Quintet. The first movement ravished me. So did the last. The second bored me—I could not follow it at all. I now have not the smallest doubt that the second movement is as beautiful as any of the others. But you need to see your way through it, and my understanding had not sufficiently matured. I had to hear it three or four times before I really began to realise what it was about.

I can give you an exact literary parallel to that. I happened to be once over in Buda Pest when there was a great Congress. They entertained the delegates by a gala performance at the theatre and I went. My knowledge of Hungarian was confined entirely to the two or three sentences requisite for getting a railway ticket and securing rooms at the inn, and none of those was of any practical service. I did not understand one single syllable that anyone said from the rise to the fall of the curtain. It was amusing because I kept on conjecturing what the plot was likely to be about and what the next scene would exhibit. (I was nearly always totally wrong.) But it is merely common-sense to say how much more I should have enjoyed the performance if I had known what they were talking about. That is what I mean in regard to the presentation of music to children.

Classical music does not mean music written in a particular century or form. There was a great deal of bad, cheap stuff written in the most magnificent and most fertile periods of musical history. In every period there has always been something, the

great Church music of the Middle Ages, Purcell, Handel, Bach, Beethoven—not necessarily everything that they wrote, but in all of them there is some great music which appeals to every mood and every type of human character. If you are trying to inculcate a love of literature in a girl whose experience hitherto has been "The Family Herald," you do not start her on "Sordello." You would begin gradually, perhaps with Scott, Stevenson, and so on.

Do just the same with music. Familiarise the children first of all with short things, because a child's power of sustained attention, where there are no words, does not last more than a few minutes at first. Therefore, begin with short lyrical pieces of Grieg, dances by Bach, gavottes, and so on out of the big suites. Give them short clear melodies, lilting pieces, never anything which is not of the first rank. Then gradually you can carry them on to pieces of more elaborate construction, to early sonatas of Beethoven, to symphonic movements till they come to the late Beethoven. Anyone who can follow the Beethoven Quartets has learnt what the principles of musical architecture are. The same principles which animated Beethoven all through his life have animated all musical structure ever since, and if you have once grasped them you have the master key.

There is so much to learn in this study of music, and it is so new from the point of view from which I am advocating it, that it will last a lifetime with most of you. It will go on being new and increasing in delight and beauty, because it is just as true of great music as it is of great literature that the more you study it, the more magnificent does it become.

All of you know a good deal of Shakespeare by heart. The next time you read that play of Shakespeare's, which you think you know best, you will find something wonderful and beautiful in it which you did not see before. The next time you see it on the stage, you will find some turn of stagecraft or inspiration which reveals the hand of the master and which had hitherto escaped your notice. There is no more foolish piece of mis-criticism in the world than that which tells you that when you have once understood the plot of a play or novel or the construction of a piece of music, there is no delight left in it for you. Think for a moment of Falstaff where he is twitted with cowardice and defends himself. See him sinking deeper and deeper into the toils, as lie after lie is exposed, until at last Prince Hal tells him the plain tale. And then think of that immortal answer of Falstaff's, "By the Lord, I knew ye as well as he that made ye," the one plea that could possibly extricate him. Every time you see that scene you know that it is coming, and, so far from this diminishing

your delight, you greet it like the face of an old friend, old and yet always new. You can never exhaust the infinity of that repartee.

I can parallel that by a score of places in Beethoven, places in which the master seems to have come to an impasse. You know, from the construction of the piece, that he must get back to the key in which he began, but you cannot think how on earth he is going to do it. He never does it twice the same way and every single one of his devices is masterly. Every time you hear one of them, however well you know it, you thrill with delight in all the pleasure of discovery.

I will give you an example of that same kind of difficulty on a very much smaller scale. Here is a simple little melody of Chopin's. There is one very common form of musical stanza in which the composer begins with a melodic phrase, say, in four bars. The same thing is then repeated a tone lower down. Then he gives you a new phrase in contrast. Then he comes back to the original key for the close. The first and second are melodically the same, the third gives you something fresh, and the fourth brings you back again to the original key. But Chopin refines upon this pattern. In the first line he "delivers his phrase." In the second he pushes it a tone downwards, and you say to yourself, "I know this device: he will now give us a new theme which will ease the way back to the original key, and the fourth line will assert it." But we are wrong. The third line takes the same melodic phrase, pushes it yet another tone downwards, and sets us astray in a remote and alien key without the least idea how we are to find our way back. Then the fourth line comes to our rescue, opens a totally unexpected side-door, and we have barely had time to realise the difficulty before it is solved and we are safe home again. (Illustration from Chopin's F minor Fantasie.)

In music half of our delight in structure is the fact that the artist baffles us by putting before us an issue and challenging us to foresee how it is going to work out, and then solves his problem in a way quite unforeseen. Without exaggeration every one of Beethoven's great works has a delight of that sort waiting for you, and you will find similar problems and similar solutions in nearly all of the chief composers.

But let us come to the practical questions of the overcrowded curriculum and the expense. And first the question of the expense. You can begin doing a great deal of what I ask with a book of national songs costing perhaps half-a-crown and a tuning fork costing a shilling. That is not an expense which would weigh

heavily on the financial resources of any school. If you have a piano which is an aid and not a hindrance, by all means use that as a basis and a great deal more can be done. If there are more resources available, an enormous amount can be done with a good gramophone and with good gramophone records. See that they are good records. Have them selected by somebody whose power of selection you can trust. The whole cost, believe me, is inconsiderable; and when the matter is properly organised and put under way, I am sure you will find that there are people who are interested in music and in the musical side of education, who will make it still lighter.

We inculcated this teaching of the best music by gramophone the other day, in Sheffield, and we had fifty gramophones given us within a very few days after the matter was properly ventilated and brought forward. The children are now hearing the best music instead of last year's catchwords about bananas. They are hearing now Bach, Beethoven, and Mozart as part of the school course and are singing Parry's "Jerusalem" about the streets.

As for the overcrowded curriculum, may I point out that an overcrowded curriculum means a curriculum which contains subjects in which one is not interested? I am not in the least afraid of overcrowding the curriculum by putting in this piece of pure delight. One of the educational reforms which I have always advocated is that in every school in every class there should be at least one hour a week devoted to things in general, one hour a week for which there was nothing prescribed, in which the teacher should have an absolutely free hand to tell the children stories or describe foreign parts or interest them in whatever way she chooses. A great deal might be done with music if there is a mistress in the school who can play, and, above all, explain the pieces as she is playing them.

If that can be done, that is all that is wanted. In any town there is sure to be a certain number of first-rate chamber or orchestral concerts. In a good many towns they are arranging special concerts of this kind for children alone. In Sheffield, not long ago, I attended a concert given to 2,500 children from the elementary schools. The programme was entirely classical from beginning to end, easy classical pieces from Mendelssohn, Schumann, and other composers. The pieces selected were not long; they were rhythmic and within the children's comprehension. The result was an enormous success. These concerts could be carried on all over the country at very little expense. If you cannot take all the children, at any rate admission might be regarded as a

prize for doing good work in school; as a privilege and a reward. If you are keen about doing it, you will have no difficulty in finding out the way.

I have not the smallest doubt that a change is coming. I have been watching it come now with the greatest possible interest for the last thirty years. I have been watching the improvement in the standard of music in the schools. I go about a great deal to prize-givings at schools. Nearly always one part of the programme is singing by the different classes in the school. When I first began to go to prize-givings, which is not so very long ago, I used to look forward to these with something like apprehension. The selection of pieces was often really painful. Now there is hardly a single place where I do not get actual pleasure from the programme. The whole tone and attitude towards music have altered. There has been a volte-face, and people have turned their heads in the right direction. They recognise that music is a real language and has a real literature, that its standards of good and bad are not merely capricious; that it is an art in the same sense in which every other art uses that title, and it has more claims than the other arts on our attention and allegiance because, I believe, it penetrates further into the very soul of men—the delight of the actual sound of it, the subtlety of its rhythms, the extraordinary complexity and diversity and unity, give it a place beyond any other art except the finest poetry.

One more word before I finish. It may possibly be objected that in the past people who were most susceptible to music have not often been those whose judgment has been very strong or powerful in other respects, that they have not ranked with minds brought up on literature or science, that there has even been something a little demoralising in the influence which music has exercised over the character. I answer that if there ever was anything in this contention, at any rate it has nothing whatever to do with the study of music which I am advocating now. If music was studied unintelligently in the old days, and if people did not pay any attention to its significance, what wonder that music so studied had not a very civilising or ennobling effect. But when you once begin to see that there is as much in Beethoven as in Shakespeare, and try to find out what that is, and realise that you have in it not only the pure physical delight of the concourse of sweet sounds which is always there, but problems analogous to the truths of science, problems analogous to those of style in literature, problems which exercise not only the whole of your emotional nature, but the whole of your intellectual nature, in proportion as you realise that you will see the advisability, the necessity of giving it as full a place as possible in our course of education.

The school library should contain a certain number of easy scores and a certain number perhaps of explanatory books on music. There are a good many now. Anything which may help to the intelligent study of the art should be used, but the main thing is to get the best music either in the form of choral singing or in the form of classics for the listeners, brought into the actual course of the school life. If you do that, you will find yourselves abundantly repaid, not only in the addition of a new language with all that this implies, but in the reacting effect of it, the greater alertness of mind, the greater interest, the greater power of concentration, the greater understanding of problems in other subjects.

Miss Lodge proposed a vote of thanks to Sir Henry Hadow, which was carried enthusiastically, and the meeting concluded with a vote of thanks to the President for taking the chair.

MEETING TO DISCUSS THE PAMPHLET ISSUED BY THE BOARD OF EDUCATION: "SOME SUGGESTIONS FOR THE TEACHING OF ENGLISH IN SECONDARY SCHOOLS IN ENGLAND."

14TH FEBRUARY, 1925.

The meeting was held at Dr. Williams' Library, the *President*, *Miss Lodge*, took the chair. The discussion was opened by *Miss Spens*, Tutor in English Literature at Lady Margaret Hall, Oxford, who said that much of the teaching in schools was of a very high quality. This was proved by the standard of the candidates for admission to the Oxford Colleges. The Report was disappointing. English teaching was the most highly skilled of all, and the teacher must be qualified either by an Honours Degree in the subject, or by special study continued over a greater number of years than would have qualified for a degree.

Form rather than thought should be studied at school. All great literature dealt with the emotions of adults, and it was, therefore, impossible for school children to understand it. For this reason the speaker doubted whether the study of Shakespeare was suitable. The children should be encouraged to read the plays and learn as much as possible of them by heart, but no attempt to explain should be made. In order, however, to open to them the true function of literature—its power to express our most intimate emotions and aspirations—the thought of some

part must be studied. The speaker suggested that the emotion of fear and supernatural awe described by Wordsworth in the opening books of the *Prelude* were emotions of which most children had had experience, and that generally nature poetry formed a better introduction than any other kind.

Miss E. A. Jones, Headmistress of the London County Council Secondary School, Clapham, doubted the wisdom of devoting time to the study of Wordsworth's *Prelude* before the age of 16—the passages that dealt with the influence of nature in the formation of character would mean little to young town children, whereas many of the plays of Shakespeare interested them profoundly, and they could appreciate not only the dramatic incidents, but also, to some extent, the development of the characters—especially in the comedies and historical plays.

Miss A. M. Jackson thought the personality of the teacher even more important than her academic qualifications, and thought the most successful teacher of literature was the one with a beautiful voice, who could read aloud and thus make literature a living thing to the children.

Mrs. Steppat wished in no way to depreciate the "Suggestions," for all modern teachers move on the lines there suggested. She wished, however, that the Board would give more practical help, for instance, as to how children with no home culture may be brought to an understanding of and love for poetry. She thought too, that some guidance in contemporary literature was most desirable. Lastly, she deplored the categorical denial that period study was of any importance, for she held that one aim of literature in the school was to link the adolescent to the mind of his age, and this might be done, not only by a consideration of the best work of his own day, but also by that of another age which presented a contrast to his own.

Miss Menai Jones complained that it was very difficult to find out what children from the elementary schools really thought on any subject, as their only idea was to express sentiments which they thought would meet with the teacher's approval.

Miss Bracken said a few words on the origin of the Report, stating that teachers had been consulted by the members of the Board responsible for the Report, so that their experience might be embodied in it. She also pointed out that an official report was bound to be rather a non-committal document, and could not embody any very startling theories.

A plea was made for the revival of the teaching of formal grammar, and one member stated that, at the school in which she was teaching, which was for very rich people's children, the girls had no knowledge of grammar of any sort or kind, Latin being taught on the direct method.

MEETING TO DISCUSS THE PREPARATION OF GIRLS FOR THE HIGHER SCHOOL CERTIFICATE AND INTERMEDIATE EXAMINATIONS OF THE UNIVERSITY OF LONDON.

19TH MAY, 1925.

This meeting was held, by kind permission of Miss Burgess, at the Burlington School, W.1. The Chairman, *Miss Burgess*, opened the discussion by stating the difficulties of preparing girls for the Advanced Course Examination of the Board of Education, upon the results of which the State Scholarships to the Universities were granted, and at the same time securing for them exemption from the Intermediate Examination of the University of London. A girl who had taken an Advanced Course at school was placed at a great disadvantage if she had to spend her first year at the University in preparing for the Intermediate Examination. It was most urgent that the two examinations should be interchangeable. Under present conditions there was the danger of strain, both for the teacher and the pupil, with a consequent loss of freshness and interest.

Miss Lodge began by distinguishing between the aims of Schools and Universities. Theoretically there was no doubt that University examinations should be taken at the University, and should be of a different type from the examinations taken in Schools. It was the business of the School to see that the University candidates were furnished with an equipment which would enable them to profit by the courses at the University. They ought to have learnt to express themselves clearly and grammatically in their own language, to be able to read easily in at least two foreign languages, and to have a general knowledge of various subjects. The work at the University ought to be something beyond this. A University student should be making use of the equipment already obtained to do some really thoughtful, advanced and independent work. It ought to be absolutely impossible to get even a pass degree by attending lectures and learning up the notes, or by studying the subjects simply in text-books. Ideally, "equipment examinations," that is examinations to test the general standard of the student before putting him or her to more specialised work, were more suitable to Schools than to Universities,

but owing to the great variety in the previous preparation of University students it was generally found necessary to supply some examination of this nature, such as Intermediate, to be done early in the course. Because the Intermediate was purely a test of equipment, rather than a really *University* examination, it was quite suitable to be taken at school, and when it could be done, she considered, personally, that it was a wise course to take—and for these reasons. Since, according to the present University regulations Intermediate needed a whole year for preparation, the remaining time was hopelessly inadequate, at least for Honours work, now Finals were held in June. If Intermediate had already been passed, the student could proceed at once to more advanced work and do something really thoroughly instead of being in a perpetual hurry. The difficulty could be got over to some extent when Intermediate had been taken in the first year, by doing some of the Honours work during the first year as well as Intermediate work, but there was always the danger that the work not needed for the Intermediate Examination was likely to be neglected. The one course absolutely fatal was to scramble through Intermediate at school, and then to endeavour to do an Honours degree at the end of the second year. Except for an older and experienced student such a course merely meant shoddy work and a most unsatisfactory degree, and no real time for true University training. It was also very unfortunate when a student during the last year at school covered the same ground as Intermediate for some examination which was not an exemption. It was discouraging and demoralising to spend the first year at the University repeating school work over again.

Miss Morant thought that the first thing to be determined was the real aim of post-matriculation work. Students going up to the University should have a basis of general culture and should have learned to read and think for themselves. The Second School Examination demanded so much detail that there was no time to develop independent thought. Another difficulty was the burden of the prefects' duties which took up much time and energy. She thought the problem was to find an examination suitable for girls preparing for quite different careers. The examinations of the University of London tended to demand too much detail. She would like to have an examination to serve instead of the Intermediate which should be on a much wider basis, including two chief subjects, one Art and one Science, and then three subsidiary subjects. She would like some note to be taken of the work done at school.

Miss Strudwick thought it would be a good thing to consider the history of the examinations of the University of London. It

should be remembered that London was the first University to throw open its degrees to women, and that in those days few schools could prepare pupils beyond the standard of the Matriculation. Hence there was a real need for an Intermediate as an equipment Examination to be taken at the end of the first year at College. Few people attempted to read for Honours, and the two years following Intermediate were as a rule enough in which to read for the pass degree. As schools improved, they were able to carry their pupils on to more advanced work, though she understood that even to-day the science lecturers at the Universities preferred that the work for the Intermediate should be done at the University. After a long struggle, advanced courses had been secured in many schools and tested by the Second School Examination, and by slow degrees the University was yielding to pressure by recognising more completely this examination as a substitute for the external and internal Intermediate. *Miss Strudwick* thought that the ideal arrangement would be to have no examination at the end of the two years' course: the taking of the course being regarded as evidence of the students' fitness for University work. It must be remembered that in the old days only exceptional girls went on to the University, whereas now a large number did so. It was difficult to frame a syllabus for the Second School Examination suitable for the girl who was equally good in three or four subjects and the specialist who was superlatively good in one only and also for the girls who were not going to the University but to the training colleges for elementary teachers. What was most needed at present in addition to specialist degrees was an Honours Degree in Arts in three subjects on lines similar to the Honours Degree in Science in three subjects, the syllabus for which had been drawn up last year by the University of London.

Miss Shove hoped that in the future a post-matriculation year of work would be possible in school for all girls who were to go to an elementary training college, for at present girls came up very unevenly prepared. In biology, for example, some students had no knowledge, others had taken Botany for the First School Examination and others for the Second School Examination. The first group could be prepared for their future career, but the other two groups had too often been taught on academic lines and it was difficult to give them freshness and width of outlook. A post-matriculation year of work along Nature Study lines would have great value.

Miss E. A. Jones thought the chief difficulty of following *Miss Morant's* suggestion would be that of getting the girls to pay sufficient attention to the non-examination subjects. She would prefer three or four kindred subjects brought to the same level.

Miss Franklin thought that the present understaffing made it impossible to arrange courses for the different types of girls.

ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.

HOSPITAL BRANCH ACCOUNT at 31st August, 1925.

	£	s.	d.	£	s.	d.	£	s.	d.	£	s.	d.
To SUBSCRIPTIONS—												
10 at 5s. in arrears for 1924-1925	2	10	0									
15 at 5s. as paid in advance on 31st August, 1924, for 1925-1926 ...	3	15	0									
2 at 5s. as paid in advance on 31st August, 1924, for 1926-1927 ...	0	10	0									
2 at 5s. as paid in advance on 31st August, 1924, for 1927-1928 ...	0	10	0									
1 at 5s. as paid in advance on 31st August, 1924, for 1928-1929 ...	0	5	0									
1 at 5s. as paid in advance on 31st August, 1924, for 1929-1930 ...	0	5	0									
1 at 5s. as paid in advance on 31st August, 1924 for 1930-1931 ...	0	5	0									
362 at 5s. for 1925-1926 ...	90	10	0									
21 at 5s. for 1926-1927 ...	5	5	0									
4 at 5s. for 1927-1928 ...	1	0	0									
3 at 5s. for 1928-1929 ...	0	15	0									
1 at 5s. for 1929-1930 ...	0	5	0									
				105	15	0						
„ Donations ...				6	7	6						
„ Cheques credited by bank ...				0	0	10						
				£112	3	4						
By Balance... ..							1	16	6			
„ Subscription to South London Hospital for Women ...							50	0	0			
„ Cheque-book ...							0	4	0			
„ Balance ...							51	2	10			
„ 23 Subs. in advance, 1926-27...							5	15	0			
„ 6 Subs. in advance, 1927-1928 ...							1	10	0			
„ 4 Subs. in advance, 1928-1929 ...							1	0	0			
„ 2 Subs. in advance, 1929-1930 ...							0	10	0			
„ 1 Sub. in advance, 1930-1931 ...							0	5	0			
							60	2	10			
							£112	3	4			

(31)

I have examined the above account with the books of the Hospital Branch, and found it to accord therewith. I believe it to be a correct statement of the transactions for the year ending 31st August, 1925.

DOROTHY C. FAILLES,
Hills View, West Runton,
Norfolk.

September, 1925.

LIFE MEMBERSHIP ACCOUNT, 30th November, 1925.

	£	s.	d.	£	s.	d.
To LIFE MEMBERSHIPS—						
Balance brought forward as at 30th November, 1924:—						
475 Subscriptions	753	9	0			
Paid in Advance:—						
4 for 30th November, 1925 ...	10	0	0			
1 " " " 1927 ...	2	10	0			
2 " " " 1928 ...	5	0	0			
Unexhausted Balance 30th Nov., 1924				770	19	0
Add Life Memberships received during the year:—						
4 this year at £4 4s. ...	16	16	0			
33 this year at £2 10s. ...	82	10	0			
37 for year ending 30th Nov., 1925				99	6	0
In Advance:—						
1 for year ending 30th Nov., 1926				2	10	0
				£872	15	0
BY APPROPRIATIONS:—						
475 as per last Account						
<i>Deduct</i> 12 exhausted at beginning of year						
				463		
<i>Add</i> 2 received in 1923 for 1925						
<i>Add</i> 2 received in 1924 for 1925						
<i>Add</i> 37 received in 1925 for 1925						
				504		
493 at 5s. ...				123	5	0
11 at 4s. ...				2	4	0
				504		
						125 9 0
By Balance carried forward being unexhausted Balance at 30th Nov., 1925						
						747 6 0
				£872	15	0

(32)

REVENUE ACCOUNT for Year Ending 30th November, 1925.

	£	s.	d.	£	s.	d.
INCOME.						
To SUBSCRIPTIONS—						
26 received in advance at 30th November, 1924 ...	6	10	0			
1888 received this year	472	0	0			
				478	10	0
1914				123	5	0
493 Life Membership Appropriations at 5s.				2	4	0
11 Life Membership Appropriations at 4s.				603	19	0
504						
To FEES—						
113 Registry	15	5	0			
125 Appointment	128	13	0			
15 Entrance	7	10	0			
8 Interview Rooms	1	0	0			
				152	8	0
To FINES 56 at 2s. 6d.						7 0 0
To DIVIDENDS AND INTEREST—						
Deposit Account at Bank	2	4	7			
Dominion of Canada 4% Stock	6	6	0			
London County Council 3% Stock	4	14	6			
L.M.S. Railway 3% Deb. Stock	4	13	9			
Local Loans 3%	9	9	0			
National War Bonds 5%	10	0	0			
Southern Railway Reading Annuities	9	12	2			
War Stock 5% Inscribed 1929-47	27	10	0			
				74	10	0
				£837	17	0
EXPENDITURE.						
By Postage				51	14	9
Stationery				10	11	8½
Printing				91	19	0
Advertisements				5	9	6
Literature				2	8	11
Expenses of Meetings				9	17	0
				172	0	10½
OFFICE EXPENSES—						
Rent, including Water—						
10 months paid				83	6	8
2 months due				16	13	4
				100	0	0
Service				16	18	0
Insurance				3	17	11
Lighting and Heating				8	3	11
Sundries				0	12	10½
				129	12	8½
Salaries						450 0 0
Travelling						3 9 2
L.C.C. Licence						1 1 0
Delegates' Expenses						0 12 0
Telephone—Rent				7	10	0
Calls				10	5	0
				8	0	5
Registering Telegraphic Address						2 0 0
Subscriptions to other Societies						6 5 6
Bank Charges						0 11 0
Income Tax on War Loan						8 11 0
Auditors' Fee						7 7 0
Depreciation on Furniture 10% on £63 3s. 11d.						6 6 5
						795 17 1
SURPLUS CARRIED TO BALANCE SHEET						41 19 11
				£837	17	0

(33)

BALANCE SHEET, at 30th November, 1925.

LIABILITIES.		ASSETS.	
	£ s. d.	£ s. d.	£ s. d.
To RENT—			
2 months due	16 13 4	By CASH—	
To ANNUAL SUBSCRIPTIONS IN ADVANCE—		Deposit Account	114 9 6
31 for year ending 30th November, 1926	7 15 0	Current Account	35 3 11
3 " " " 1927	15 0 0	At National Provincial Bank of England	
	8 10 0	In hands of Secretary	149 13 5
To LIFE MEMBERSHIP ACCOUNT—			64 6 1
Balance thereon	747 6 0		213 19 6
To REVENUE SURPLUS—		By INVESTMENTS AT COST PRICE—	
As at 30th November, 1924	1298 15 3	£200 Dominion of Canada 4% Stock	194 5 8
Add at 30th November, 1925	41 19 11	£200 London County Council 3% Stock	177 5 0
	1340 15 2	£400 Local Loans 3% Stock	266 12 0
		£200 L.M.S. Railway Deb. 3% Stock	181 9 0
		£200 National War Bonds 5%, 1927	200 3 0
		£550 War Inscribed 1929-47 5% Stock	517 4 6
		12 Southern Railway Annuities	304 15 0
			1841 14 2
	£2113 4 6	By FURNITURE—	
		As Last Account	46 13 11
		Add Typewriter this year	16 10 0
			63 3 11
		Less 10% Depreciation	6 6 5
			56 17 6
		By TELEPHONE—	
		1 month's Rent paid in advance	13 4
			£2113 4 6

(34)

I have written up the Register of Life Members, have examined the Revenue Account, Life Membership Account, and Balance Sheet with the Books, Vouchers and Certificates of the Association, and certify them in accordance therewith.

I believe them to be correct statements of the transactions for the year ending 30th November, 1925, the books being closed at 15th October, 1925.

(Signed) HELEN COX (MRS. HAROLD COX), Auditor,
6, Raymond Buildings, Gray's Inn.

16th November, 1925.

LIST OF MEMBERS.

DECEMBER 1ST, 1925.

President.

MISS E. C. LODGE, PRINCIPAL, WESTFIELD COLLEGE, UNIVERSITY OF LONDON.

Honorary Members.

The Rev. E. A. ABBOTT, D.D.
 The Rt. Rev. Bishop of Birmingham, Sc.D., F.R.S.
 Miss CLOUGH, late Principal, Newnham College, Cambridge
 Miss COLLIER, Vice-Principal, Newnham College, Cambridge
 Sir GREGORY FOSTER, Provost of University College, University of London
 †Miss Gladstone, late Vice-Principal, Newnham College, Cambridge
 The Rt. Rev. Bishop GORE, D.D.
 Sir W. H. HADOW, C.B.E., D.Mus., Vice-Chancellor, University of Sheffield
 The Rt. Hon. VISCOUNT HALDANE OF CLOAN, F.R.S., K.T., O.M.
 Miss CAROLINE HERFORD,
 Miss H. JEX-BLAKE, late Principal, Lady Margaret Hall, Oxford
 Mrs. A. H. JOHNSON, late Principal, Oxford Home-Students
 Professor G. H. LEONARD, M.A., University of Bristol.
 Miss LUMSDEN, LL.D., D.B.E.
 Miss MAYNARD, late Mistress, Westfield College, Hampstead, N.W.
 Miss MOBERLY, late Principal, St. Hugh's College, Oxford
 Miss OLDHAM, late Headmistress, Streatham Hill High School
 T. E. PAGE, Litt.D., M.A., late Fellow, St. John's College, Cambridge
 Sir M. E. SADLER, K.C.S.I., LL.D., The Master, University College, Oxford
 Miss JULIA SHARPE,
 Mrs. HENRY SIDGWICK, LL.D., late Principal, Newnham College, Cambridge
 Sir WILLIAM TILDEN, F.R.S.
 Professor GRAHAM WALLAS.
 Miss HENRIETTA WHITE, LL.D., Principal, Alexandra College, Dublin
 Miss WORDSWORTH, late Principal, Lady Margaret Hall, Oxford

† Died 19th August, 1925

ORDINARY MEMBERS.

Abbreviations for Universities: C.—Cambridge. O.—Oxford. L.—London
 D.—Durham V.—Victoria. M.—Manchester. B.—Birmingham. Bris.—Bristol.
 Liv.—Liverpool. S.—Sheffield. W.—Wales. St. A.—St. Andrews. G.—Glasgow.
 A.—Aberdeen. E.—Edinburgh. Dub.—Dublin. R.U.I.—Royal University of
 Ireland. N.U.I.—National University of Ireland. Q.U.I.—Queen's University
 of Ireland.

Ade.—Adelaide. B.M.—Bryn Mawr. Col.—Columbia. Gre.—Grenoble. H.—
 Heidelberg. Lau.—Lausanne. Manit.—Manitoba. McG.—McGill. Mel.—
 Melbourne. Min.—Minnesota. N.Z.—New Zealand. P.—Paris. S. Afr.—
 South Africa. Sask.—Saskatchewan. Stras.—Strasbourg. Syd.—Sydney.
 W. Aust.—W. Australia. Zur.—Zurich.

(a) Life Members.

1 Acheson, A. C. ...	R U I	45 Beard, E. ...	L
2 Adams, E. P. M. ...	L	46 Bell, A. M. ...	E
3 Agar, W. ...	C & Dub	47 Bell, E. H. C. Moberly	C
4 Aitken, E. ...	-C & L & Dub	48 Bellman, M. ...	O
5 Aldis, E. M. ...	C	49 Bennett, Mrs. E. J. ...	C
6 Allpress, B. E. ...	C & Dub	50 Bennett, E. S. ...	C & Dub
7 Allwork, E. C. M. ...	L	51 Bennett, M. C. ...	C & Dub
8 Amery, E. M. ...	L	52 Bentham, M. A. ...	L
9 Amiss, M. ...	W	53 Benton, S. ...	C
10 Amphlett, Mrs. (née James)	C	54 Berry, F. J. M. ...	Dub
11 Anderson, W. F. ...	L	55 Bethell, M. ...	L
12 Andrews M. ...	C	56 Bewick, I. H. ...	C
13 Angell, K. W. ...	C	57 Bingham, J. ...	C
14 Appleyard, A. E. ...	C & L	58 Birley, M. H. ...	O
15 Archibald, F. M. ...	L	59 Bishop, E. D. ...	L
16 Ashley, A. M. ...	C	60 Black, J. M. ...	St. A.
17 Ashwell, E. I. P. ...	L	61 Blackman, Mrs. (née Chick)	L
18 Askwith, E. M. ...	L	62 Blagden, Mrs. (née Dewar)	C
19 Aston, F. E. ...	C	63 Bloor, C. ...	L
20 Atherton, Mrs. ...	L	64 Blunt, M. ...	O & L
21 Athya, F. A. ...	O	65 Bonny, O. G. ...	L
22 Atkins, A. F. ...	O	66 Boon, M. E. ...	V
23 Attenborough, Mrs. (née Davies)	L	67 Boorne, N. ...	L
24 Atwool, W. ...	L	68 Booty, M. A. ...	C & Dub
25 Baines, K. M. ...	L	69 Borland, M. W. ...	S
26 Bake, C. H. ...	C	70 Borrow, M. A. ...	L
27 Baker, A. E. A. ...	L	71 Bott, C. M. ...	Liv
28 Baker, W. G. ...	C	72 Boulton, M. A. ...	C
29 Baldwin, E. ...	L	73 Bowman, M. ...	O
30 Baldwin, F. L. ...	L	74 Bowser, E. M. ...	L
31 Ballingall, J. T. ...	E	75 Bowtell, Mrs. Bamber	M
32 Bannister, K. W. ...	O	76 Boys-Smith, W. L. ...	C
33 Bardsley F. B. ...	L	77 Bradshaw, J. ...	C & Liv
34 Barke, E. M. ...	C & Dub	78 Braginton, M. ...	C
35 Barnard, H. M. ...	C	79 Branfoct, M. A. ...	O
36 Barnes, M. C. ...	C	80 Bristol, E. A. ...	L
37 Barnes, M. I. ...	C	81 Bristow, O. S. ...	L
38 Barrington, A. ...	C	82 Britten, F. H. ...	L
39 Barrows, M. M. ...	L	83 Broadbent, Mrs. (née	
40 Batchelor, E. ...	Leeds	Rowland Brown)	C & Dub
41 Batchelor, F. M. S. ...	O	84 Broadbent, F. L. ...	L
42 Baxter, M. ...	C	85 Brook, M. ...	L
43 Baynes, Mrs. ...	L	86 Brooks, M. M. ...	L
44 Beale, D. M. ...	L	87 Brough, M. E. ...	C & Dub

88 Brown, Mrs. R. E. (<i>née</i> Pugsley)	L	146 Craik, J. McL.	... R U I
89 Brown, D.	...	147 Cran, L.	... C
90 Brown, G. M.	...	148 Cridge, Mrs. (<i>née</i> Storr)	L
91 Browne, E. M.	...	149 Cripps, R. M.	...
92 Bryant, L. E.	...	150 Crocker, B. M.	...
93 Bugby, H. D.	...	151 Crook, Mrs. F. A.	...
94 Bull, B. A.	...	152 Crowe, E. G.	... Liv & V
95 Burgis, C. M.	...	153 Crowther, F.	... Leeds
96 Burlington, M.	...	154 Cull, E. M.	...
97 Burne, J.	...	155 Cullis, E. A.	...
98 Burnett, M. E.	...	156 Cunningham, E. M.	... C & Dub
99 Burras, E.	...	157 Curran, K.	...
100 Burrows, C. M. E.	...	158 Curran, M. B.	...
101 Burton, A. L.	...	159 Currie, I.	... Dub
102 Burton, E. H.	...	160 D'Aguilar—F. W.	...
103 Butler, C. D.	...	161 Dale, A. M.	...
104 Caldwell, M. C.	... Leeds	162 Dale, B. M.	...
105 Cam, H. M.	...	163 Dale, E.	...
106 Campbell, A.	...	164 Dangerfield, E. A.	...
107 Champion, S. L.	...	165 Daniels, A. G.	...
108 Cannell, Mrs.	...	166 Darke, E. B.	...
109 Carey, L. de M.	...	167 Davies, A. M.	...
110 Carless, E.	...	168 Davies, E.	... N U I
111 Carrier, E. H.	...	169 Davies, G. M.	... R U I
112 Carruthers, D.	...	170 Davis, E.	...
113 Carter, M. E.	...	171 Dawe, M. M. S.	...
114 Case, A. J.	... C & Dub	172 Dawes, E. A. S.	... C & L
115 Case, J. E.	... C & Dub	173 Dawson, A. B.	...
116 Caulkin, E. E.	... C & L	174 Dawson, H. M.	...
117 Chadwick, Mr.	...	175 Dean, Mrs. (<i>née</i> Hudson)	... Liv
118† Chambers, Mrs. (<i>née</i> Damant)	C	176 Deane, N.	... C & Dub
†Died 13th February, 1925.		177 Dent, H. G.	...
119 Chambers, A. M.	...	178 Derrick, G. A.	...
120 Chapman, D.	... St. A	179 Dessin, E. E. E.	...
121 Chappel, G. M.	...	180 Dickinson, F. E.	...
122 Chetham-Strode, D. F.	...	181 Dixon, F. A.	...
123 Church, E. S.	...	182 Dobson, Mrs. Portway	... C
124 Churley, E. M.	...	183 Dobson, M. E.	... St. A
125 Claridge, M. M.	... Leeds	184 Dodge, E.	...
126 Clark, Mrs. Adams	...	185 Doorly, V. E. L.	...
127 Clayton, R. A.	...	186 Dow, J.	...
128 Clegg, C. E.	...	187 Drought, D. M.	...
129 Clifton, F. M. A.	...	188 Dudley, Mrs. (<i>née</i> Smith)	... Dub
130 Coates, E. M.	...	189 Dunn, M. M.	...
131 Coath, A. A.	...	190 Dymond, O.	... C & L
132 Cockland, Mrs. (<i>née</i> Tucker)	... C & Mel.	191 Eadie, E. M.	...
133 Codd, E. L.	...	192 Easton, G. E.	...
134 Coffey, M.	... R U I	193 Edgell, B.	... L & W
135 Colebrook, E. V.	...	194 Edghill, J.	...
136 Conway, G.	... Liv	195 Edwards, A. F.	... C & Dub
137 Cook, M. H.	...	196 Edwards, E. F.	... C & Dub
138 Copley, A. M.	...	197 Ellis, M. E.	...
139 Corbett, E.	...	198 Ellis, S. G.	...
140 Counsell, D. A.	...	199 Ellison, L.	...
141 Court, F. A.	...	200 Elmslie, E. M. H.	...
142 Couzens, F. M.	...	201 Elton, C. A.	...
143 Covernton, A. B.	...	202 Evans, Mrs. (<i>née</i> Mackenzie)	... W
144 Coward, K. H.	... L & M	203 Evans, D.	...
145 Cox, Mrs. (<i>née</i> Fennell)	O	204 Exton, G.	... C & Dub
		205 Exton, R. M.	...

206 Fanner, G. L.	... C & Dub	262 Gregory, A. M.	... L
207 Fanner, K. E.	... C & Dub	263 Gregson, A.	... Leeds
208 Faris, Mrs. (<i>née</i> Acheson)	... C & Dub	264 Grier, L.	...
209 Farquhar, J.	...	265 Griffin, D. L.	...
210 Fayerman, W. M.	...	266 Griffith, D. M.	...
211 Fenn, E. M.	...	267 Griffith, M. J.	...
212 Fergie, G.	...	268 Gruner, A.	...
213 Ferguson, K. I.	...	269 Gruner, J. F.	... C & Dub
214 Fielding, M.	...	270 Gwatkin, E. R.	... C & L & Dub
215 Firth, C. B.	...	271 Gwyther, J. M.	...
216 Flavell, A. J.	... C & Dub	272 Gwyther, M. E.	...
217 Fleetwood, E. M.	...	273 Haigh, A.	...
218 Floyd, Mrs. (<i>née</i> Willott)	C	274 Haigh, L. E.	... O & Dub
219† Foley, M. C.	...	275 Hamilton, Mrs. (<i>née</i> MacAlister)	... Q U I
220 Ford, J. T.	...		... St. A
221 Forrest, E.	... C & L	276 Hamilton, M. T.	...
222 Forrester, Mrs. (<i>née</i> Williamson)	... V	277 Hammond, M.	... C & Dub
223 Fortey, I. C.	... C & Dub	278 Hannam, Mrs. (<i>née</i> Kemplay)	... St. A
224 Fountain, M. A.	...		...
225 Fox, E. M.	...	279 Harding, J.	...
226 Francis, F. G.	... C & L	280 Hardy, M. E.	...
227 Franklin, J.	... C & Dub	281 Hargreaves, L. J.	... M
228 Freeman, E. E.	... O & Dub	282 Harper, I.	... R U I
229 Freeth, G.	...	283 Harris, Mrs. (<i>née</i> Turner)	... C & Dub
230 Frood, D.	...	284 Harris, D.	... St. A
231 Frood, S.	...	285 Harrop, M.	...
232 Frost, C.	... C & Dub	286 Hartle, H. J.	... C & L
233 Frost, D. M. F.	... C & Dub	287 Hartley, M. R.	... Liv
234 Fry, B. C.	...	288 Harvey, J. B.	... W
235 Fry, L. M.	...	289 Haslam, K. S. E.	... C & Dub
236 Fuller, B. B.	... C & Dub	290 Head, Mrs.	... C
237 Gamman, A. K.	...	291 Heal, Mrs. (<i>née</i> Edwards)	... W
238 Gardiner, L. J.	... C & L		...
239 Gardiner, S. A.	... C & Dub	292 Heath-Jones, L. A.	... C
240 Gardner, Mrs. (<i>née</i> Keys)	L	293 Heatley, H. D.	... L
241 Gardner, A.	...	294 Henderson, N. G.	... O
242 Gascoigne, W.	...	295 Henman, Mrs. (<i>née</i> Bondfield)	... C & Dub
243 Gayler, M. L. V.	...		...
244 Gedge, E. C.	... C & L	296 Henry, E. S.	... C
245 Gerrard, A.	...	297 Hepburn, A. A.	... L
246 Gibbon, A. G.	... C & Dub	298 Heward, D. A.	... L
247 Giles, E. M.	...	299 Hewitt, A. P.	... M
248 Gilling-Lax, E. M.	... L	300 Hewlett, E. L.	... M
249 Glanfield, Mrs. (<i>née</i> Saunders)	... O	301 Heygate, G. M.	... L
250 Glauert, Mrs. (<i>née</i> Barker)	... C	302 Hicks, Mrs.	... C & L
251 Gledhill, R. F.	... W		...
252 Glennie, M.	...	303 Highfield, Mrs. (<i>née</i> Terry)	... O
253 Goode, P. S.	...		...
254 Goodey, F. E.	...	304 Hiley, D. F. P.	... O
255 Goodrich, Mrs. (<i>née</i> Pixell)	L	305 Hirst, C. M.	... C
256 Gordon, A. P.	...	306 Hirst, M. E.	... C & B
257 Goring, C. J.	...	307 Hobson, E. I.	... Leeds
258 Grant, M. A.	... O	308 Hodges, R. M.	... L
259 Gray, A.	... O	309 Hodgson, G. E.	... C & Dub
260 Gray, F. R., J.P.	... C & Dub	310 Hodgson, S.	... R U I
261 Green, A. Melvill	... L	311 Holgate, M. E.	... L
		312 Holland, M. E.	... C
		313 Hollinshead, E.	... Liv
		314 Holmes, M. G.	... V
		315 Home, G.	... C & Dub
		316 Hooppell, K. M.	... L

† Died 22nd October, 1925.

317 Hoskyn, H. E. ...	L	372 Kimpton, E. C. ...	O & L
318 Hotblack, K....	C & L	373 Kirkpatrick Mrs. W.	
319 Hothersall, K. D. ...	C	Brownlee (née	
320 Hough, H. S. ...	C	Bell) ...	Glas
321 Hovey, R. ...	L	374 Knight, M. ...	C & Dub
322 Howard, Mrs. (née		375 Kyte, W. F. M. ...	W
Matthaei) ...	C & Dub	376 Lake, A. L. ...	L
323 Hudson, Mrs. Voss (née		377 Landells, Mrs. (née	
Snook) ...	L & Bris	Rait) ...	E
324 Huggard, E. M. ...	O	378 Lardelli, M. L. ...	O
325 Hughes, N. P. ...	W	379 Lawrence, A....	L
326 Hugon, L. G. ...	C & Dub	380 Lawrence, I. W. ...	L
327 Hunter, R. M. G. ...	E	381 Lee, Mrs. (née Warren)	O
328 Hurlbatt, E. ...	O & Dub	382 Lee, A. M. ...	L
329 Hurst, A. ...	R U I	383 Lee, C. Fraser ...	E
330 Hurst, E. A. ...	L	384 Lee, E. L. ...	C & Dub
331 Hurt, E. E. ...	L	385 Lee, M. M. ...	C
332 Hutt, M. S. ...	E	386 Lee, W. ...	L & B
333 Hyde, E. M. ...	C	387 Lees, I. ...	W
334 Insley, Mrs. (née		388 Legge, J. L. ...	A
Bambridge) ...	C & Dub	389 Letts, D. H. ...	C & Dub
335 Ireland, E. H. ...	E	390 Levy, Mrs. (née Fraser)	E
336 Irwin, M. G. ...	O	391 Lewis, I. M. ...	C
337 Ison, A. M. ...	L	392 Lewis, M. E....	C
338 Ison, E. M. ...	L	393 Lilley, E. ...	R U I
339 Jackman, E. ...	Leeds	394 Lindsay, B. L. P. ...	O
340 Jackson, A. M. ...	C & L	395 Lindsey, A. M. ...	L
341 Jackson, E. ...	C	396 Linnell, B. B. ...	C
342 Jaffé, Mrs. (née Moore)	C	397 Linnell, E. H. ...	C
343 Jameson, E. L. ...	C & Dub	398 Lister, E. F. ...	L
344 Jameson, W. G. ...	E	399 Little, A. F. ...	R U I
345 Jenkins, E. M. ...	Leeds	400 Livingstone, A. ...	L
346 Jenkins, J. A. ...	L	401 Lloyd, A. E. ...	L
347 Jennings, K. W. ...	L	402 Lodge, D. ...	O
348 Jewson, I. M. ...	L	403 Lodge E. C. ...	O
349 Jex-Blake, K. ...	C & Dub	404 Lodge, F. A. ...	M
350 Johnson, A. N. ...	R U I	405 Longson C. N. ...	St. A
351 Johnson, E. D. ...	V	406 Lord, I. M. ...	O
352 Johnson, F. A. ...	Leeds & V	407 Loveday, A. ...	C
353 Johnson, H. M. ...	C	408 Lowe, L. C. ...	O & Dub
354 Jolly, E. B. ...	L	409 Lowry, E. B. ...	W
355 Jones, Mrs., O.B.E.		410 Lowson, Mrs. W. (née	
(née Coombs) ...	L	MacIver) ...	E
356 Jones, A. V. ...	O	411 Lynch, E. K. ...	C
357 Jones, E. A. ...	O	412 Lynch, M. A. R. ...	C & Dub
358 Jones, J. G. Hopkins	L	413 Mackenzie, M. S. ...	C
359 Jones, K. A. Gilman	C	414 Mackintosh, C. A. ...	B
360 Jones, L. A. ...	L	415 Macklin, H. E. ...	C & L
361 Jones, M. L. ...	L	416 Malden, A. D. ...	C
362 Jordan, M. D. ...	C	417 Malim, C. ...	L
363 Jourdain, C. E. ...	O	418 Mallinson, D. ...	Leeds
364 Joyner, M. E. ...	St. A	419 Mangnall, E. ...	C
365 Kellett, C. A. L. ...	R U I	420 March, N. H. ...	D
366 Kemp, C. M....	L	421 Marchant, E. M. ...	L
367 Kemp, M. ...	C & L	422 Marks, A. M. ...	L
368 Kewley, T. L. ...	L	423 Marshall, D. ...	L
369 Kidd, W. M. ...	C & Dub	424 Marshall, E. ...	C
370 Kilgour, M. S. ...	C & Dub	425 Marshall, F. L. ...	L
371 Kilner, Mrs. W. G. (née		426 Martin, D. C. ...	W
Givenwilson) ...	L	427 Martin, E. E....	L

428 Martin, M. G....	C	488 Parsons, D. ...	O
429 Martyn, Mrs. How	L	489 Parsons, E. M. ...	C
430 Masom, A. ...	L	490 Pate, M. A. ...	L
431 Mason, K. ...	L	491 Payne, Mrs. (née Bradley)	O
432 Mathew, M. F. ...	L	492 Pearce, A. B. ...	L
433 Mathews, I. M. ...	C	493 Pearce, M. E. ...	L
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438 May, Z. G. D. ...	C & Dub	498 Peterkin, C. E. ...	A
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440 McFarlane, Mrs. (née Thorpe)	O	500 Philipson, E. J. ...	St. A
441 McHardy, E. ...	A	501 Phillpotts, B. S. ...	C
442 McKittrick, S. K. ...	R U I	502 Philpott, A. E. ...	W
443 Menzies, Mrs....	St. A	503 Pick, M. ...	O & L
444 Michie, H. R. T. ...	A	504 Pickard, E. M. ...	C & Dub
445 Middleton, Mrs. ...	O	505 Pickard, M. ...	Leeds
446 Mielziner, D. J. ...	C	506 Pickersgill, E. A. ...	O
447 Milne, F. E. E. ...	L	507 Pickersgill, M. G. ...	L
448 Milroy, E. C. ...	E	508 Pitoy, Madame (née Cameron)	G
449 Milroy, L. M. W. ...	O	509 Pocock, F. N....	O
450 Mitchener, M. K. ...	O	510 Pollard, G. C....	C & P
451 Mixer, A. L. ...	D	511 Porcher, M. J. ...	O
452 Moir, A. B. ...	E	512 Potter, H. R....	L
453 Mole, H. ...	L	513 Potter, J. M. ...	M
454 Moncur, A. F. ...	St. A	514 Poulson, E. M. ...	C
455 Monro, E. D. ...	L	515 Powell, M. H....	C & Dub
456 Moore, Mrs. (née Ely) .	C	516 Powicke, A. E. ...	V
457 Moore, A. H. ...	C	517 Pratt, M. H. ...	L
458 Moore, K. E. ...	L	518 Prebble, E. J. ...	O
459 Moore, M. G. ...	L	519 Price, D. ...	W
460 Morant, C. L....	O	520 Priestley, Mrs. (née Gough)	B
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463 Morris, Mrs. G. W. (née Brown)	L	523 Quirk, H. E. ...	C
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465 Murphy, E. M. E. ...	C & Dub	525 Raisin, C. A. ...	L
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467 Neal, Mrs. (née Clayton)	C	527 Read, E. J. I. ...	C & Dub
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469 Newberry, E. M. ...	C	529 Rees, A. A. ...	W
470 Newbiggin, M. E. ...	E	530 Reid, R. R. ...	L
471 Newland, Mrs. ...	L	531 Renaut, E. L. ...	L
472 Newman, H. ...	L	532 Revell, D. M....	C
473 Newton, M. W. ...	L	533 de Reyes, I. ...	O
474 Nightingale, E. C. ...	M	534 Reynolds, C. ...	C
475 Nuttall, A. R. ...	C & Dub	535 Rice, M. A. ...	O & Dub
476 O'Brien, S. G. ...	L	536 Rich, M. B. ...	C & Dub
477 Odell, L. M. ...	L	537 Richards, S. E. S. ...	L
478 Oldfield, S. ...	V	538 Richardson, G. M. ...	Liv
479 Oliver, Mrs. (née Walrond)	L	539 Richardson, H. ...	C
480 Olliff, D. E. ...	L	540 Rickett, M. E. ...	C & L
481 Ord, E. ...	D	541 Riddel, E. L. ...	L
482 O'Rourke, E. ...	L	542 Ridding, C. M. ...	C
483 Owen, A. B. ...	W	543 Ridler, H. ...	L
484 Paine, M. E. ...	O	544 Rigby, K. W....	C
485 Parker, E. ...	V	545 Righton, F. M. ...	L
486 Parker, M. J. ...	O	546 Riley, A. ...	C
487 Parkin, D. ...	L	547 Ritchie, E. L. ...	E

548 Roberts, M. D. ...	E	606 Spurling, C. ...	O
549 Roberts, R. E. T. ...	D	607 Stacey, G. M. ...	L
550 Robertson, A. ...	E	608 Stawell, F. M. ...	C
551 Robinson, C. E. ...	L	609 Stedman, D. E. ...	L
552 Robinson, F. ...	O	610 Stephens, Mrs. A. J. (née	L
553 Robinson, L. ...	L	Sturge) ...	C
554 Robinson, R. ...	D	611 Stephenson, I. ...	V
555 Roche, Mrs. (née Craske)	C	612 Stevenson, E. ...	C & Dub
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557 Rollo, W. M. ...	G	614 Stockman, Mrs. (née Smith)	L
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567 Sandford, D. L. ...	Liv	624 Tamlyn, N. ...	W
568 Sant, C. M. ...	C	625 Tanner, E. M. ...	L
569 Sarson, M. ...	O	626 Tanner, L. K. ...	C
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571 Saxby, I. B. ...	C	628 Tansley, Mrs. E. (née Chick)	L
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574 Shacklock, G. F. M. ...	L	631 Taylor, A. R. ...	E
575 Sharman, M. ...	L	632 Taylor, E. B. ...	L
576 Sharman, R. ...	C & Dub	633 Taylor, L. M. ...	O & L
577 Sharpley, E. ...	C	634 Taylor, M. A. ...	O & L
578 Shearme, Mrs. ...	C	635 Taylor, M. T. ...	C
579 Sheehan-Dare, H. M. ...	L	636 Taylor, N. G. R. ...	C & Dub
580 Sherwin, A. ...	C	637 Taylor, V. L. ...	B
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590 Smith, Mrs. E. Neville	L	647 Tizzard, E. ...	L
(née Tutin) ...	L	648 Todd, Mrs. (née Rickword)	L
591 Smith, Mrs. Gibson (née	D & Jena	649 Todhunter, W. A. ...	L
Gibson) ...	D & Jena	650 Tonkin, B. A. ...	C
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593 Smith, E. M. ...	C	652 Traves, N. C. ...	L
594 Smith, Margaret ...	C	653 Tremain, C. P. ...	W
595 Smith, Mary ...	L	654 Trench, I. J. ...	E
596 Smith, P. Woodham ...	C & L	655 Trotter, E. ...	L
597 Smith, Winifred ...	L	656 Trotter, V. A. G. ...	O
598 Soper, D. B. ...	L	657 Trout, A. M. ...	L
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602 Spearing, J. E. ...	C	661 Turner, L. M. ...	O
603 Speight, R. ...	Leeds	662 Valette, Madame (née Pallez)	O
604 Spencer, F. M. E. ...	Leeds	663 Varley, A. E. ...	C & Dub
605 Spurgeon, C. F. E. ...	O & P	664 Vaughan, F. M. ...	R U I

665 Ventham, D. ...	L	697 Whitaker, H. M. ...	St. A
666 Vinter, F. V. ...	C & Dub	698 White, H. W. ...	C
667 Vinter, J. C. ...	C & Dub	699 White, Dr. Jessie ...	C & L & B
668 Vinter, M. E. ...	C & L & Dub	700 Whitton, H. G. ...	V
669 Vobes, L. E. ...	W	701 Widdows, S. T. ...	L
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671 Wall, C. L. ...	C & Dub	703 Wilkinson, Mrs. (née	C & Dub
672 Wallace, K. I. ...	L	Hudson) ...	C & Dub
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674 Wallis, J. K. ...	O	705 Willcock, E. ...	L
675 Ward, D. ...	W	706 Williams, C. N. ...	C
676 Ward, L. ...	L	707 Williams, E. M. ...	O
677 Ward, M. E. ...	O	708 Williams, G. ...	L
678 Warton, D. I. ...	C	709 Williams, Maud ...	L
679 Waterhouse, E. ...	C	710 Williams, May ...	L
680 Waters, F. F. ...	R U I & P	711 Williams, M. V. ...	C
681 Watkins, E. M. ...	O	712 Wills, J. E. ...	L
682 Watson, J. ...	O & L	713 Wilmott, J. M. ...	L
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684 Watson, O. L. ...	O & D	715 Wodehouse, H. M. ...	C & B
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693 Wells, J. T. ...	Dub	724 Yeldham, F. A. ...	L
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695 West, F. M. ...	O & Dub	726 Young, J. S. ...	L
696 West, M. S. ...	L	727 Young, R. A. ...	L

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793 Bailey, A. M. M. ...	R U I	852 Beard, M. G. ...	O & R U I
794 Bailey, D. ...	M	853 Beard, M. L. ...	V
795 Bailey, E. ...	V	854 Beatty, A. ...	Dub
796 Baird, J. D. ...	St. A	855 Beatty, B. M. W. ...	Dub
797 Baker, E. W. ...	C & Dub	856 Beaumont, B. ...	L
798 Baker, I. M. ...	L	857 Beaumont, M. ...	C
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801 Baker, M. ...	L & O	860 Beck, E. M. ...	C
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808 Ballaster, R. M. ...	L	867 Bell, H. M. ...	L
809 Balls, B. K. ...	L	868 Bell, M. ...	M
810 Banks, C. ...	A	869 Bell, M. C. ...	C
811 Barber, E. G. ...	C	870 Bell, M. F. E. ...	L
812*Barber, M. H. ...	L	871 Bell, M. M. ...	O
813 Barber, M. S. ...	L	872 Bellamy, D. A. A. ...	O
814 Barge, V. R. ...	L	873 Bemrose, J. A. ...	L
815 Barham, A. M. ...	O	874 Benison, M. J. ...	L
816 Barham, D. E. ...	L	875 Benn, E. ...	M
817 Barker, A. M. ...	C & Dub	876 Benn, L. H. ...	Leeds
818 Barker, L. F. ...	Liv	877 Bennett, Mrs. (née Laycock)	C & L
819 Barker, M. L. ...	E	878 Bennett, E. R. ...	L
820 Barker, P. M. ...	O	879 Bennett, H. ...	M
821 Barlow, D. C. ...	O	880 Benson R. ...	O
822 Barlow, M. E. W. ...	C & Dub	881 Bentley, I. ...	L
823 Barnard, E. M. ...	C	882 Berthoud, M. V. ...	O
824 Barnes, H. A. H. ...	L	883 Best, A. M. ...	L
825 Barnett, Mrs. (née Howard)	L	884 Bevis, K. ...	L
826 Barnett, E. M. ...	C	885 Bickersteth, E. ...	L
827 Baron, L. V. ...	L	886 Bickley, J. M. ...	L
828 Barran, E. B. ...	Leeds	887 Bigby, G. ...	L
829 Barrett, E. S. ...	L	888 Billson, A. M. ...	L
830 Barrett, R. ...	L	889 Binden, L. ...	L
831 Bartels, R. ...	L	890 Binden, R. ...	L
832 Bartholomew, E. M. ...	L	891 Birch, E. ...	O
833 Bartholomew, G. ...	Leeds	892 Birchenough, M. L. ...	L
834 Bartlett, E. M. ...	O	893 Bird, R. ...	L
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836 Barton, M. L. ...	O		

895 Bishop, M. J. ...	O	953 Brown, D. M. ...	L
896 Bispham, I. ...	L	954 Brown, Edith ...	L
897 Bisset, G. ...	A	955 Brown, Ethel M. ...	C
898 Bisset, M. ...	E	956 Brown, F. Gatherer ...	A
899 Bisset, S. S. ...	A	957 Brown, J. ...	L
900 Blank, Mrs. (née Whitehill)	L	958 Brown, K. M. ...	O
901 Block, K. S. ...	C & Dub	959 Brown, Marjorie ...	C
902 Bloor, M. ...	W	960 Brown, Mary G. M. ...	C
903 Bodé, Mrs. (née Taylor)	L	961 Brown, M. Noel ...	C & Dub
904 Boden, C. E. ...	L	962 Brown, P. C. L. ...	Liv
905 Boels, G. ...	Liege	963 Brown, P. I. ...	L
906 Bolton, N. ...	O	964 Brown, W. G. ...	L
907 Bolton, S. F. ...	L	965 Browne, E. K. ...	L
908 Bond, M. ...	L	966 Browne, F. C. ...	L
909 Bone, M. M. ...	L	967 Browne, Mary E. ...	L
910 Booth, A. C. ...	O	968 Browne, Marjorie E. ...	L
911 Bosch, J. E. ...	S. Afr	969 Browning, D. M. ...	Leeds
912 Bossett, G. C. ...	L & Laus	970 Bruce-Walker, Mrs. (née Preston)	St. A
913 Bott, D. ...	C	971 Bryan, F. I. ...	C
914 Bott, J. C. Glen ...	L	972 Buckley, J. K. ...	L
915 Bottomley, A. M. ...	L	973 Buist, G. E. ...	C
916 Bourne, M. E. T. ...	L	974 Bullen, H. E. ...	C
917 Bowden, H. M. ...	L	975 Bumpas, M. ...	L
918 Bowers, M. S. ...	L	976 Bunting, C. J. ...	L
919 Boyd, Mrs. (née Macdonald)	L	977 Burch, D. V. ...	C
920 Boyd, G. E. ...	L	978 Burdett, P. E. ...	L
921 Boyer, I. M. ...	Liv	979 Burgess, A. D. ...	L
922 Boynton, V. B. ...	L	980 Burgess, M. A. ...	O
923 Boys, D. G. ...	L	981 Burgis, H. ...	L
924 Bracken, G. G. H. ...	C & Dub	982 Burn, H. ...	V
925 Bradford, M. A. ...	O	983*Burney, B. M. ...	O
926 Bradley, G. L. ...	M	984 Burnip, N. ...	C
927 Bradley, J. M. ...	L	985 Burras, C. ...	Leeds
928 Bradshaw, C. M. ...	Dub	986 Burroughs, M. L. ...	L
929 Bradshaw, D. ...	O	987 Burstein, S. R. ...	W
930 Brady, C. E. ...	L	988 Burton, H. V. T. ...	O
931 Braid, J. ...	St. A	989 Burton, M. K. ...	L
932 Brash, C. A. ...	V	990 Burwell, M. ...	L
933 Brash, J. W. ...	Q U I	991 Busbridge, E. M. ...	L
934 Brewin, K. A. ...	L	992 Busbridge, J. E. ...	L
935 Bridger, E. A. ...	L	993 Bushell, D. ...	D
936 Bright, L. M. ...	O	994 Bussey, O. M. ...	L
937 Brimacombe, D. M. ...	L	995 Butcher, E. E. ...	Bris
938 Briselden, A. G. ...	C	996 Butcher, E. L. ...	C
939 Broadhurst, E. D. ...	B	997 Butler, A. K. ...	Dub
940 Broadley, M. A. ...	Leeds	998 Butler, M. ...	O
941 Brock, A. G. ...	G	999 Butterworth, D. G. ...	O
942 Brocklehurst, M. ...	M	1000 Butterworth, E. M. ...	Liv
943 Brodie, E. J. ...	M	1001 Buzon, M. L. ...	Stras
944 Brodie, M. B. ...	O	1002 Caiger, J. E. ...	L
945 Brooke, M. C. ...	L	1003 Caird, E. M. ...	E
946 Brooks, A. I. ...	L	1004 Caleb, G. A. ...	O
947 Brooks, I. M. ...	C	1005 Callebaut, N. E. ...	L
948 Brough, Mrs. ...	C & Dub	1006 Callinan, M. D. ...	D
949 Brough, G. M. R. ...	L	1007 Callow, M. J. ...	B
950*Brown, A. ...	L	1008 Calthrop, M. G. ...	C
951 Brown, Caroline M. ...	V	1009 Calver, M. L. E. ...	L
952 Brown, C. M. Rankine	St. A	1010 Cam, N. ...	B M
		1011 Cardwell, N. ...	C

1012 Caress, N. M	1072 Coley, D. C
1013 Carless, J. W.... .. O	1073 Collie, F. A. W
1014 Carlton, Mrs. (née Eastwood) M	1074 Collier, K. M. L
1015 Carpenter, E. A. L	1075 Collins, D. F. L
1016 Carpenter, J. L	1076 Collins, E. M. H. O
1017 Carruthers, J. A. M. O	1077 Compton, D. L
1018 Carson, H. A.... .. L	1078 Conway, A. M. G
1019 Carter, Mrs. L	1079 Conway, E. F. R U I
1020 Carter, Mrs. (née Knight) Bris	1080 Cook, G. V. L
1021 Carter, A. L	1081 Cook, M. E. L
1022 Carter, D. L. L	1082 Cooke, A. M. R U I
1023 Carter, E. G. Bris	1083 Cooke, L. M. L
1024 Carter, F. M. E. B	1084 Cookson, M. E
1025 Carter, L. R. C	1085 Coomber, H. F. L
1026 Carter, M. E. M. J. Bris	1086 Coombs, A. F. O & L
1027 Carter, M. E. C	1087 Cooper, A. M. E. C
1028 Carter, M. G. L	1088 Cooper, E. L
1029 Cartwright, M. L. O	1089 Cooper, H. M. L
1030 Carus-Wilson, E. M. L	1090 Cooper, M. W. C
1031 Case, E. M. C & Dub	1091*Corbin, I. A. L
1032 Cash, K. G. L	1092 Cotton, M. K. R. L
1033 Casselden, M. F. M	1093 Cottrell, R. V
1034 Caton, H. E. O & L	1094 Couper, M. A. C
1035 Cattley, M. H. O	1095 Courtaune, C. L. L
1036 Chadwick, M.... .. C	1096 Covernton, E. E. O
1037 Challen, E. S.... .. L	1097 Coward, D. G. M
1038 Challen, G. P. L	1098 Coward, E. W. St. A
1039 Challoner, P. C. O	1099 Coward, J. E. St. A
1040 Chalmers, I. A. E	1100 Cowell, H. M. C
1041*Chamberlain, K. S. L	1101 Cowmeadow, G. E. Birm
1042 Champion, B. N. C	1102 Cracknell, E. E. C
1043 Chandler, L. S	1103 Craggs, K. I. L
1044 Chaplin, D. G. C	1104 Craig, A. I. B
1045 Chattell, P. C. L	1105 Crampton, V. G. L. L
1046 Chesshire, M. G. S. L	1106 Cranmer, E. A. G. L
1047 Child, M. D. C	1107 Crapper, W. E. O
1048 Chilton, M. O	1108 Cresswell, C. M. C. L
1049 Chisholm, E. P. V	1109 Creswell, M. G. Q U I
1050 Christian, E. J. G	1110 Crewdson, M. S. L
1051 Chrystal, E. M. C & E	1111 Crewe, M. C. L
1052 Churchman, J. M. C	1112 Crofts, D. R. L
1053 Clark, A. H. L	1113 Crookes, L. E. O
1054 Clark, E. B. C. O	1114 Crossley, V. G. L
1055 Clark, J. L	1115 Crowley, V. M. C
1056 Clark, L. I. C & Dub	1116 Crowther, E. D. C
1057 Clark, M. B. G	1117 Cruickshank, L. H. A
1058 Clarke, A. K. C	1118 Crump, H. J. O
1059 Clarke, M. D. L	1119 Crump, M. M. L
1060 Clarke, P. M. L	1120 Cullis, M. A. O
1061 Clegg, D. L	1121 Cunningham, F. A. O. C
1062 Clegg, K. M	1122 Cunningham, M. R. O
1063 Clements, L. L	1123 Cunynghame, G. M. E. O
1064 Clephan, E. H. C	1124 Curry, E. M. C
1065 Clouston, L. Syd	1125 Curryer, C. E. L
1066 Clout, M. L. L	1126 Curzon, J. D. O
1067 Clutton, M. C	1127 Cussans, D. M. L
1068 Coad, G. L	1128 Cuthbertson, B. M. L
1069 Cockroft, E. L	1129 Cutler, D. M. G. L
1070 Colbourne, M. C	1130 Dace, L. L
1071*Cole, J. K. S	1131 Dacombe, M. E. O

1132 Dale, D. F. L	1192 Dove, J. W. G
1133 Dale, J. M. V	1193 Downing, R. F. L
1134 Dalglish, M. O	1194 Dowzer, B. Dub
1135 Darling, E. A. C & Leeds	1195 Doyle, Mrs. (née O'Riordan) N U I
1136 Darnell, K. M. O	1196 Doyle, N. C. Q U I
1137 Dart, C. A. A. L	1197 Doyle, P. L
1138 Daubeny, M. J. L	1198 Drake, W. M. L
1139 Daughtry, I. M	1199 Dransfield, E. D
1140 Davids, E. I. G. Dub	1200 Draper, Mrs. (née Richards) C
1141 Davies, Mrs. W	1201 Drew, D. L
1142 Davies, A. E. G	1202 Drew, D. A. L
1143 Davies, C. M. W	1203 Drummond, A. C
1144 Davies, E. O	1204 Duckering, Mrs. (née Fish) E
1145 Davies, E. B. C	1205 Duckitt, M. L
1146 Davies, F. B. L	1206 Duff, M. N. C
1147 Davies, F. E. L	1207 Duffin, M. W. Q U I
1148 Davies, F. H. C	1208 Dumble, M. B. L
1149 Davies, F. M. W	1209 Dun, A. L. L
1150 Davies, G. M. W	1210 Dunbar, M. A. St. A
1151 Davies, M. J. W	1211 Duncan, A. W. L
1152 Davies, S. M. L	1212 Duncan, D. I. C
1153 Davison, P. L	1213 Dunch, L. K. E. C
1154 Davitt, E. A. N U I	1214 Dunham, A. G. L
1155 Daws, E. O	1215 Dunham, G. M. O
1156 Dawson, A. M. Liv	1216 Dunlop, K. Forbes Liv
1157 Dawson, F. M	1217 Dunstan, B. E. L
1158 Dawson, K. M. O	1218 Dyer, E. A. L
1159 Day, D. E. C	1219 Eagger, M. T. A
1160 Day, L. G. L	1220 Eagle, E. F. L
1161 Day, N. H. O	1221 Earle, J. M. C
1162 Daye, H. V. G. L	1222 Earp, Mrs. C & Dub
1163 Dean, D. D. L	1223 Ede, F. M. C
1164 Dedicoat, D. A. B	1224 Edgar, M. R U I
1165 Deeley, A. P. O	1225 Edminson, V. L. C
1166 Dempsey, M. Q U I	1226 Edmondson, E. O
1167 Dennis, M. M. L	1227 Edmunds, E. J. W
1168 Derrick, E. K. O & L	1228 Edwards, C. L. O
1169 Derriman, M. K. O	1229 Edwards, D. A. L
1170 Devas, Mrs. (née Fleet) L	1230 Edwards, E. R. C & N Z
1171 Dew, F. S. L	1231 Edwards, G. M. W
1172 Dewhurst, B.... .. S	1232 Edwards, H. M. Bris
1173 Diaper, B. L	1233 Edwards, K. L
1174 Dickinson, G. L	1234 Edwards, M.... .. W
1175 Dixon, C. W. L	1235 Edwards, N. Q U I
1176 Dobbs, B. E. L	1236 Edwards, S. L. O
1177 Dobbs, E. M. L	1237 Ellaby, S. L.... .. O
1178 Dobbs, G. M. L	1238 Elliott, M. M. O
1179 Dobson, D. L	1239 Ellis, A. K. C & Mani
1180 Dobson, D. de B. St. A	1240 Ellis, C. M. L
1181 Dobson, M. V	1241 Ellis, D. C. O
1182 Dodgson, M. O. C	1242 Ellis, W. M. L
1183 Dodgson, V. E. O	1243 Emtage, O. K. H. O
1184 Dodwell, W. A. O	1244 England, I. L. L
1185 Doggett, G. M. C	1245 Engledow, A. E. L
1186 Doggett, M. K. C	1246 Engvall, E. V. L
1187 Domaille, M. C	1247 Esam, E. E. L
1188 Don, A. F. B. E	1248 Ettershank, M. D. E
1189 Doret, S. M. L	
1190 Doudney, V. M. O	
1191 Doughty, M. A. L	

1249 Eustice, V. L.	L	1307 Freeman, R. M.	L
1250 Evans, Mrs. (née Parry)	W	1308 French, D. E.	L
1251 Evans, D. A.	Bris	1309 Frizell, E. A.	B
1252 Evans, G. E.	L	1310 Frodsham, E.	C & L
1253 Evans, H. L.	C	1311 Fulford, E. L.	O & L
1254 Evans, M. C.	B	1312 Gabain, M.	C
1255 Ewings, Mrs. (née Roe)	M	1313 Gale, M. W.	L
1256 Ezard, A. I.	L	1314 Galloway, E. F.	L
1257 Failes, D. C.	L	1315 Galton, E. A.	L
1258 Fairbairns, M. E.	O & Dub	1316 Gamble, K. A.	C
1259 Fairburn, M.	L	1317 Gandine, D. A.	M
1260 Fairlie, M. A. V.	L	1318 Gandy, A.	B
1261 Falkner, Mrs. (née Rowland)	W	1319 Gardner, D.	L
1262 Faraday, L. W.	V	1320 Gardner, M.	C & Dub
1263 Farrell, M. L.	C	1321 Gardner, M. C.	St. A
1264 Farrow, B.	M	1322 Gardner, M. E.	C
1265 Farthing, G. E.	L	1323 Garlick, C. M.	C
1266 Faulding, G. M.	O	1324 Garner, M.	O
1267 Faul, B. M.	C	1325 Garrett, H. K.	O
1268 Fayer, M. K.	L	1326 Garrow, E. W.	O
1269 Fea, E. A.	L	1327 Garside, M. S.	M
1270 Ferrie, A. N.	E	1328 Gask, V. C.	L
1271 Field, F. A.	C & Dub	1329 Gaskell, A.	M
1272 Field, J.	L	1330 Gaskell, A. M.	L
1273 Figgis, F. M.	L	1331 Gates, S. M.	L
1274 Finch, P. I.	L	1332 Gayer, D. M.	L
1275 Finlay, E.	O & Dub	1333 Gaymer, K.	L
1276 Finlayson, M.	C	1334 Gearing, E. M.	W
1277 Finney, K. E.	B	1335 Gee, Mrs.	M
1278 Finnis, K. A.	L	1336 Gemmell, J. A.	C & Dub
1279 Fish, M. E.	L	1337 George, E. M. W.	W
1280 Fisher, C.	M	1338 Gibberd, K.	O
1281 Fisher, D. M.	C	1339 Gibbings, L. B.	L
1282 Fisher, E. V. B.	E	1340 Gibbins, F. A.	C
1283 Fisher, M.	L	1341 Gibbons, V. M. C.	Bris
1284 Fletcher, G. E. C.	D	1342 Gibbs, N. J.	C & W
1285 Flood, M. L.	C	1343 Gibbs, N. L.	L
1286 Flook S. E.	L	1344 Gibson, A. E.	L
1287*Foggitt, I.	Leeds	1345 Gilham, L.	W
1288 Ford, L. A.	L	1346 Gill, D. M.	L
1289 Ford, M. M.	O	1347 Gill, O. M.	O
1290 Formoy, Mrs. (née Barefoot)	C	1348 Gillespie, I.	Dub
1291 Forrest, F. M.	W	1349 Glanville, Mrs. (née Chubb)	L
1292 Forrester, J. O.	C	1350 Glyn-Jones, M.	L
1293 Forstner, M. M.	L	1351 Goddard, R. W.	O
1294 Foster, E.	M	1352 Godfrey, M.	C
1295 Foster, E. M.	L	1353 Golden, L. E.	L
1296 Foster, M.	L	1354 Golding, D. M.	L
1297 Fowler, D. L.	L	1355 Goldschild, M. D.	L
1298 Fowler, M. E.	L	1356 Goldwin, M. B.	C & Dub
1299 Fox, H. M.	L	1357 Goodbourn, G. M.	L
1300 Fox-Davies, G. M.	L	1358 Goodison, C. M.	M
1301 Frampton, E. L.	L	1359 Gordon, A.	Dub
1302*Franks, D. A.	Bris	1360 Gorman, E. G.	R U I
1303 Fraser, B. G.	C	1361 Gornall, A. M.	C
1304 Fraser, J. F.	E	1362 Gover, M.	L
1305 Fraser, M. C.	C & E	1363 Gowan, E. M.	V
1306 Freeman, J.	L	1364 Graham, E. S.	R U I
		1365 Grandison, E.	G

1366 Grant, F. H.	Dub	1424 Hardy, Mrs. (née Earl)	C
1367 Grant, J.	Leeds	1425 Hardy, G. E.	E
1368 Gray, E. J.	E	1426 Hardy, J.	Dub
1369 Gray, I. K.	L	1427 Hardy, J. A.	E
1370 Gray, L.	L	1428 Harley-Jones, E. M.	C
1371 Grayfoot, D. E.	O	1429 Harmer, F. E.	C & L
1372 Green, B. R.	L	1430 Harper, L.	L
1373 Green, E. F.	B	1431 Harris, C. K.	St. A.
1374 Green, E. Melvill	L	1432 Harris, D. M.	Ade
1375 Green, G. E.	C	1433 Harris, D. M.	L
1376 Greene, E.	C	1434*Harris, E. G.	L
1377 Greenleaf, B. E.	L	1435*Harris, F. M. (Mrs. Bowers)	L
1378 Greenwood, P.	Leeds	1436 Harris, M. E.	W
1379 Gregory, G. L. J.	L	1437 Harrison, E.	C
1380 Griffin, A. E.	Dub	1438 Harrison, K. C.	C
1381 Griffin, E. H.	L	1439 Harrison, M. G. E.	B
1382 Griffith, C. St. H.	O	1440 Harrison, Mildred M.	C
1383 Griffith, G. C.	W	1441 Harrison, Muriel M.	L
1384 Griffith, M.	L	1442 Hart, E. E.	L
1385 Griffiths, Mrs. (née Johnson)	Dub	1443 Hartnell, C. M.	O
1386 Griffiths, D.	Leeds	1444 Hartshorn, Mrs. (née Short)	L
1387 Griffiths, G. A.	W	1445 Hartwell, W. A.	L
1388 Grimes, M. M.	L	1446 Harvey, M. A.	G
1389 Grinham, R. W.	O	1447 Harwood, H.	L
1390 Gruer, E. M.	A	1448 Haslam, M. M.	L
1391 Gullan, C. J.	C	1449 Hastings, E. M.	Bris
1392 Gurney, I. C.	O	1450 Hastings, O. M.	S
1393 Guyon, V. G. P.	O	1451 Hatley, Mrs. A. J. (née Grove)	L
1394 Gwyer, B. E.	O	1452 Hawkins, E. B.	O & S.A.
1395 Gwynne, P. M.	O	1453 Hawkins, G.	L
1396 Hacking, K. F.	L	1454 Hawkins, H. K.	L
1397 Hadden, N. K.	L	1455 Hawkins, W. M.	L
1398 Hague, N. C.	L	1456 Hawthorn, F. A.	C & Dub
1399†Haigh, F. M.	W	1457 Hawtrey, C. L. M.	O
1400 Hale, E. M.	B	1458 Hay, J.	L
1401 Hall, D. M.	M	1459 Haygarth, D.	Leeds
1402 Hall, Emma	O	1460 Haynes, D. O.	C
1403 Hall, E. E.	C	1461 Headford, H. C.	L
1404 Hall, E. M.	L	1462 Heather, W. C.	L
1405 Hall, J. G.	O	1463 Heaton, E. M.	L
1406 Hall, K. M.	O	1464 Hedgethorpe, S. E.	L
1407 Hall, K. W.	Liv	1465 Hedley, C.	O
1408 Hall, M.	L	1466 Hemsley, E. C.	S
1409 Hall, M. L.	C	1467 Hennings, M. A.	L
1410 Hall, M. M. J.	O	1468 Henrich, H. R.	O
1411 Hall, W. E.	L	1469 Henriques, V. E. Q.	L
1412 Hamilton, M. E.	L	1470 Henry, Mrs. (née Tyler)	L
1413 Hamilton, R. E.	O	1471 Hensley, M.	C
1414 Hammond, M.	L	1472 Hepple, L. C.	D
1415 Hampson, M. E.	M	1473 Herbert, A. M.	L
1416 Hancock, G. D.	S	1474 Herbert, B. M.	L
1417 Handover, A. W.	L	1475 Herbert, M.	Leeds
1418 Hanson, G.	D	1476 Herman, M. E. A.	C
1419*Harden, A. M.	O	1477†Herriot, F. E.	E
1420 Harding, E.	M	1478 Hessenauer, N. M.	L
1421 Harding, M. C.	Dub	1479 Heumann, I.	L
1422 Hardingham, Mrs. (née Iredale)	L	1480 Hewett, N. K.	O
1423 Hardwick, M. J.	O		

† Died February 12, 1925.

† Died January 27, 1925.

1481 Hewitt, M. E. ...	W	1541 Hubback, C. J. M. ...	O
1482 Hickman, V. ...	C	1542 Hockett, E. ...	L
1483 Higgs, M. K. ...	O & L	1543 Hudd, W. F. ...	L
1484 Hill, H. M. Oakley ...	O	1544 Hudson, M. ...	S
1485 Hill, M. C. ...	B	1545 Hudson, W. M. ...	L
1486*Hill, M. E. ...	L	1546 Hughes, C. E. ...	L
1487 Hills, G. M. ...	L	1547 Hughes, D. ...	L
1488 Hinchliff, N. E. ...	C	1548 Hughes, D. Price ...	O
1489 Hinchy V. M. ...	Dub	1549 Hughes, E. M. ...	O & Dub
1490 Hirschfeld, M. G. ...	C	1550 Hughes, S. M. ...	L
1491 Hirst, A. E. ...	Leeds	1551 Humphreys-Edwards, F. ...	C
1492 Hirst, B. M. ...	Leeds	1552 Hunt, P. ...	L
1493 Hirst, M. ...	L & Leeds	1553 Hunt, U. D. ...	L
1494 Hitchen, E. A. ...	L	1554 Hunter, D. F. ...	L
1495 Hitchman, D. J. ...	L	1555 Hunter, H. ...	Leeds
1496 Hoare, A. M. ...	L	1556 Hunter, P. M. ...	D
1497 Hoare, K. N. H. ...	O	1557 Hurrell, A. W. ...	L
1498 Hoare, L. O'D ...	Liv	1558 Hurwitz, S. E. ...	L
1499 Hobbs, E. W. ...	Bris	1559 Hutchinson, W. F. ...	O
1500 Hocking, E. H. ...	L	1560 Hutton, C. M. ...	L
1501 Hocking, M. ...	L	1561 Hyde, F. ...	M
1502 Hodgkiss, M. ...	C	1562 Imlach, G. M. ...	V & Liv
1503 Hodgshon, E. G. ...	L	1563 Inman, Sister D. H. ...	L
1504 Hogarth, M. I. ...	O	1564 Inman, E. ...	L
1505 Hoggan, D. A. ...	C	1565 Iremonger, E. ...	C
1506 Holdsworth, D. ...	L	1566 Irving, A. A. ...	L
1507 Holgate, A. C. ...	L	1567 Irving, M. H. ...	E
1508 Holley, M. C. ...	L	1568 Isaacson, C. E. ...	C
1509 Holliday, Mrs. (née Mayhew) ...	L	1569 Ives, E. M. ...	L
1510 Holliday, C. E. ...	B	1570 Jackson, A. ...	M
1511 Hollingworth, E. ...	C	1571 Jackson, A. L. ...	C
1512 Holloway, Mrs. Boyd ...	L	1572 Jackson, C. F. ...	S
1513 Holmes, D. M. S. ...	L	1573 Jackson, F. M. ...	O
1514 Holmes, M. C. ...	G	1574 Jackson, M. ...	C
1515 Holmes, M. J. ...	V	1575 Jackson, M. R. ...	QUI
1516 Holt, M. E. ...	L	1576 Jackson, P. C. ...	C
1517 Home, J. G. ...	E	1577 Jackson, W. E. ...	B
1518 Hooper, N. M. ...	L	1578 Jacobi, W. F. ...	C
1519 Hope, E. A. M. ...	L	1579 Jacobs, E. ...	L
1520 Hopewell, G. D. ...	L	1580 Jacombs, M. E. ...	B
1521 Hopkins, Mrs. (née Diller) ...	L	1581* Jago, D. ...	L
1522 Hopkins, Mrs. (née Rowe) ...	L	1582 James, E. V. ...	O
1523 Hopkins, D. J. ...	Bris	1583 James, G. ...	L & W
1524 Horne, V. C. ...	O	1584 James, M. A. ...	O
1525 Horner, S. ...	C	1585 James, M. P. Howard ...	L
1526 Horser, G. K. ...	L	1586 Jameson, E. P. ...	O
1527 Horsfall, G. ...	C	1587 Jameson, F. T. ...	E
1528 Horton, N. M. ...	L	1588 Jarman, D. E. ...	L
1529 Houlston, J. E. ...	C	1589 Jarrett, B. J. ...	Liv
1530 Howard, D. D. ...	C	1590 Jefferies, E. ...	L
1531 Howell, G. A. ...	L	1591 Jenkin, A. ...	L
1532 Howell, M. C. ...	O	1592 Jenkins, E. M. ...	W
1533 Howells, E. N. ...	M	1593 Jenkins, F. M. ...	O
1534 Howgego, M. E. ...	L	1594 Jenkins, L. H. ...	W
1535 Howlett, E. ...	Liv	1595* Jenkins, M. ...	W
1536 Howlett, M. N. ...	L	1596 Jenner, N. M. ...	L
1537 Howorth, A. ...	W	1597 Jennings, M. M. ...	O
1538 Howson, G. E. ...	L	1598* Jevons, V. M. ...	L
1539 Howson, K. J. ...	L	1599 Jex, E. M. ...	C
1540 Hoyle, M. M. ...	O	1600 John, E. M. ...	W

1601 John, M. E. ...	L	1662 Kirby, M. E. ...	L
1602 Johnson, Mrs. S. E. ...	M	1663 Kirby, E. L. ...	L
1603 Johnson, C. ...	S	1664 Kirk, F. M. ...	V
1604 Johnson, D. C. ...	O	1665 Kirk, M. ...	L
1605 Johnson, E. B. M. ...	B	1666 Kirkland, H. P. ...	E
1606 Johnson, E. L. H. ...	L	1667 Knight, P. ...	Liv
1607 Johnson, F. C. ...	L	1668 Knott, E. M. ...	E
1608 Johnson, H. E. ...	C	1669 Knowles, E. M. ...	C
1609 Johnson, M. E. ...	S	1670* Knox, E. C. ...	G
1610 Johnson, M. H. ...	C	1671 Lacy, Mrs. (née Bagge) ...	C
1611 Johnston, E. M. ...	N Z	1672 Lamb, K. H. ...	L
1612 Johnston, F. E. ...	C	1673 Lamb, P. J. ...	C
1613 Johnston, K. L. ...	C & L & S	1674 Lane, H. M. M. ...	C & Dub
1614 Jones, A. P. D. ...	C	1675 Langhorne, M. M. W. ...	L
1615 Jones, D. ...	Liv	1676 Larg, Mrs. (née Michelsen) ...	A
1616 Jones, D. J. ...	C	1677 Lattimer, D. ...	C
1617 Jones, D. M. ...	C	1678 Lavanden, T. C. ...	Gre
1618 Jones, D. Verne ...	W	1679 Law, R. M. ...	L
1619 Jones, E. ...	L	1680 Lawford, E. W. ...	L
1620 Jones, E. M. ...	C	1681 Lawrence, D. ...	L
1621 Jones, F. L. ...	O & L	1682 Lawson, M. ...	E
1622 Jones, F. S. S. ...	L	1683 Lawther, M. J. V. ...	QUI
1623 Jones, Gwen ...	O	1684 Lawton, M. ...	L
1624 Jones, Gwenan ...	W & Min	1685 Leathem, H. K. ...	C
1625 Jones, G. E. ...	L	1686 Lee, F. K. ...	L
1626 Jones, H. ...	W	1687 Lees, E. ...	L
1627 Jones, H. M. ...	W	1688 Lees, E. M. L. ...	O
1628 Jones, J. E. ...	O	1689 Lees, M. E. ...	M
1629 Jones, M. ...	O & W	1690 Lees, R. B. B. ...	L
1630 Jones, M. B. ...	L	1691 Leicester, D. ...	M
1631 Jones, M. Gwladys ...	C	1692 Leigh, M. M. ...	W
1632 Jones, M. Gwen. ...	W	1693 Le Maitre, L. C. ...	C
1633 Jones, M. V. D. ...	W	1694 Lemon, P. M. S. ...	L
1634 Joslin I. C. ...	L	1695 Lennon, M. ...	N Z
1635 Jowers, B. E. (Mrs. Vint) ...	O	1696 Levin, F. ...	Liv
1636 Kane, M. M. ...	R UI	1697 Levy, E. S. ...	L
1637 Keating, A. ...	N UI	1698* Lewer, I. E. ...	L
1638 Keating, M. ...	N UI	1699 Lewin, W. M. ...	L
1639 Keen, E. A. ...	O	1700 Lewis, Mrs. Wyndham ...	L
1640* Keen, E. E. ...	L	1701 Lewis, A. K. ...	O
1641 Keen, E. M. ...	O	1702 Lewis, G. E. ...	C
1642 Keen, G. ...	L	1703 Lewis, G. M. ...	Bris
1643 Kell, I. M. ...	L	1704 Lewis, K. L. ...	O
1644 Kemeys-Tynte, G. H. ...	O	1705 Liberty, E. ...	C
1645 Kendall, B. B. ...	O	1706 Liberty, K. ...	C & Dub
1646 Kenyon, A. ...	V	1707 Lieben, G. ...	C & Dub
1647 Ker, M. D. ...	C	1708 Light, K. E. ...	L
1648 Kerr, B. L. ...	L	1709 Linder, C. B. ...	L
1649 Kilner, L. L'E. ...	C	1710 Lindsay, A. ...	Liv
1650 Kilroe, E. S. M. ...	Dub	1711 Lindsay, E. ...	Liv
1651 Kilroe, M. S. H. ...	Dub	1712 Lindsay, J. S. ...	E
1652 Kimsey, E. M. ...	M	1713 Linfield, E. ...	W
1653 King, A. I. L. ...	C	1714 Linton, A. S. ...	C
1654 King, F. M. ...	O	1715 Lippert, E. A. ...	O
1655 King, H. C. ...	L	1716 Lister, Mary ...	C
1656 King, I. A. ...	O	1717 Lister, Margaret ...	C
1657 King, M. E. ...	L	1718 Litchfield, C. ...	L
1658 Kinnear, F. G. ...	E	1719 Littlejohn, Mrs. (née Cooper) ...	M
1659 Kinneen, K. T. M. ...	N UI	1720* Littlejohn, G. E. ...	L
1660 Kinvig, E. G. ...	O	1721* Littlejohns, L. M. ...	W
1661 Kirby, A. ...	L1		

1722 Llewellyn, G....	...	M	1779 Macpherson, Jean	...	M
1723 Lloyd, D. M.	...	L	1780 Mactaggart, F. V.	...	G
1724 Lloyd-Williams, E. W. V.	...	L	1781 Madan, A. H.	...	B
1725 Loane, A. M.	...	L	1782 Maddison, A.	...	L
1726 Locke, Mrs. J. (née Coleman)...	...	L	1783 Magill, C. M.	...	Q U I
1727 Lockey, G. M.	...	D	1784 Mailer, I. G. ...	...	G
1728 Logie, H. M.	...	O	1785 Main, E. H. B.	...	L
1729 Lomax, M.	...	L	1786 Makin, A.	...	E
1730 Long, I. M.	...	L	1787 Makin, M.	...	Liv
1731 Long, P. M.	...	C	1788 Male, G.	...	L
1732 Long, W. M.	...	Bris	1789 Malim, M. C....	...	C
1733 Longstaff, S. M.	...	Leeds	1790 Maltby, F. R.	...	L
1734 Lord, E. E.	...	C	1791 Mandley, C. M	...	C
1735 Lord, P. G.	...	L	1792 Mandville, M.	...	O
1736 Louch, N. F....	...	M	1793 Manning, P. L.	...	C
1737 Lovatt, E. S.	...	L	1794 Mansell, M. H.	...	O
1738 Low, E. M.	...	St. A	1795 March, K. M.	...	L
1739 Lowde, E.	...	L	1796 Mare, M. L.	...	L
1740 Lowe, J. E.	...	L	1797 Maris, K. E....	...	C
1741 Lownds, Mrs. (née Lock)	...	L	1798 Marr, M. L.	...	O
1742 Lawrence, I. La F. C.	...	L	1799 Marriott, S. V.	...	Bris
1743 Lucas, I.	...	L	1800 Marsh, G. E....	...	C
1744 Luccock, F.	...	Leeds	1801 Marsh, M. E....	...	V
1745 Ludwig, E.	...	L	1802 Marshall, D.	...	C
1746 Lumb, W. M. L.	...	C	1803 Marshall, D. S.	...	L
1747 Lund, S. M.	...	L	1804 Marshall, M. G.	...	L
1748 Lunn, A. M.	...	L	1805 Martin, D. S.	...	O
1749 Lunn, F. L.	...	L	1806 Martin, E. N.	...	O
1750 Lupton, M. E.	...	Leeds	1807 Martin, F. L.	...	L
1751 Lymburn, J....	...	E	1808 Martin, H. M.	...	L
1752 Lyon, M.	...	C	1809 Martin, H. P.	...	R U I
1753*Macalister, C. M. (Mrs. Duncan)	...	E	1810 Martin, I. K....	...	Leeds
1754 MacAlley, L. I.	...	E	1811 Martin, J.	...	L
1755 MacArthur, K. L.	...	L	1812 Martin, M. I.	...	L
1756 Macdermott, M. M....	...	G	1913 Mason, B. S.	...	E
1757 Macdonald, I. H.	...	O	1814 Mason, E.	...	E
1758 Macdonald, M. E. Le C.	...	Dub	1815 Mason, F. A. (Mother Agnes)	...	C
1759 Macfarlane, Mrs.	...	O	1816 Masson, K. H.	...	C
1760 Macfarlane, N. A.	...	O	1817 Mather, D. M.	...	L
1761 Macgregor, A. A.	...	E	1818 Mather, E. M.	...	Liv
1762 Macgregor, E. M.	...	L	1819 Mathews, A. ...	...	C
1763 Macgregor, M. L.	...	L	1820 Matthewman, E.	...	Liv
1764 Mackay, E. A.	...	O	1821 Matthews, Mrs. (née Bryan)	...	L
1765 Mackenzie, C. F.	...	E	1822 Matthews, H. D.	...	O
1766 Mackenzie, E. V.	...	L	1823 Maude, J.	...	Leeds
1767 Mackenzie, I.	...	Liv	1824 Maughan, W. H.	...	D
1768 Mackenzie, J. C.	...	A	1825 Mawson, M. ...	...	L & B
1769 Mackenzie, M. O.	...	A	1826 May, E. G. ...	...	O & B
1770 Mackereth, M. E.	...	O	1827 May, K. M. ...	...	Liv
1771 Mackey, M. B.	...	Q U I	1828 McAlley, M. W.	...	E
1772 Mackie, M. D.	...	C	1829 McClemens, S. E.	...	L
1773 Maclardy, M. McI. St. C.	...	Syd	1830 McCombie, G. C.	...	A
1774 Maclaren, B. J. de B....	...	L	1831 McConnachie, Mrs. (née Rennie)	...	G
1775 MacLeod, M. C. W....	...	C	1832 McCrea, G. J.	...	C & Dub
1776 Macnab, M.	...	L	1833 McCurdy, M.	...	L & R U I
1777 MacNaught, P. G.	...	L	1834 McDiarmid, A. M.	...	E
1778 Macpherson, Janet	...	C	1835 McDonald, A. B.	...	G
			1836 McDonald, E.	...	L

1837 McDougall, Mrs. (née Cowper)	...	C	1894 Moller, M.	...	O
1838 McDowall, C. A.	...	O	1895 Moncur, E.	...	C
1839 McFarlane, L. E.	...	L & E	1896 Monk, P.	...	C & Dub
1840*McFarlane, M. M.	...	L	1897 Moodie, A. M.	...	St. A
1841 McGeown, I. M.	...	Q U I	1898 Moor, M. F. ...	...	O
1842 McGregor, F. E.	...	M	1899 Moore, Mrs. (née Kellett)	...	L
1843 McIlroy, M. F.	...	Dub	1900 Moore, A. H.	...	O
1844 McIlroy, R.	...	Dub	1901 Moore, E.	...	Leeds
1845 McIntosh, M. E.	...	Dub	1902 Moore, E. M.	...	L
1846 McIntyre, J. ...	...	L	1903 Moore, F. K.	...	L
1847 McLeannan, F. L.	...	Leeds	1904 Moore, G. A.	...	L
1848 McLellan, J. S.	...	L	1905 Moore, M.	...	Leeds
1849 McLeod, S. M.	...	A	1906 Moore, M. M.	...	L
1850 McMeikan, A. J.	...	L	1907 Moorhouse, C.	...	O
1851 McNair, I. T.	...	G	1908 Moorhouse, M. G.	...	O
1852 McRae, B.	...	L	1909 Morgan, A. K.	...	V
1853 McRae, B. K.	...	L	1910*Morgan, F. E. M.	...	W
1854 McVie, J. S.	...	L	1911 Morgan, M.	...	W
1855 Mease, Mrs. (née Webb)	...	O & Dub	1912 Morice, C. M.	...	O
1856 Measham, C. E. C.	...	C	1913 Morley, F. J. L.	...	C
1857 Medwin, E. M.	...	C & L	1914 Morley, M. J.	...	L
1858 Mee, W. E. ...	...	Leeds	1915 Morris, E.	...	C
1859 Meikle, E. L.	...	L	1916 Morris, E. M.	...	L
1860 Meiklejohn, G. I. W.	...	E	1917 Morris, F. K.	...	W
1861 Mellor, D. E.	...	L	1918 Mortimer, M....	...	W
1862 Melly, N. F. ...	...	O	1919 Morton, Sister D.	...	Leeds
1863 Melville, F. H., J.P....	...	E	1920 Moseley, J. R.	...	W
1864 Mercier, W. ...	...	O	1921 Mosley, E.	...	C
1865 Merrifield, R. M.	...	L	1922 Mossman, A. E.	...	C & Dub
1866 Metcalf, Mrs. (née O'Neill)	...	N U I	1923 Moulton, E. M.	...	L
1867 Methuen, B. V. W.	...	O	1924 Mudie, E. M.	...	St. A
1868 Michael, E. M.	...	O	1925 Mullens, P.	...	L
1869 Middlemast, E. A.	...	D	1926 Mulligan, K. M.	...	Dub
1870 Middleton, E.	...	O	1927 Munro, D. M.	...	A
1871 Midgley, L. M.	...	M	1928 Munro, M.	...	L
1872 Mill, A. J.	...	St. A	1929 Munro, M. E.	...	C
1873 Millbourn, Mrs. (née Congreve)	...	C	1930*Munton, C. S.	...	L
1874 Miller, F. C. ...	...	Leeds	1931 Murdoch, M. H.	...	A
1875 Miller, M. S. ...	...	L & E	1932 Murgoci, Mrs.	...	L
1876 Milliner, V. E.	...	L	1933 Murray, J. H.	...	G
1877*Mills, E. M. ...	...	Bris	1934 Naish, E. M. ...	...	L
1878 Mills, I. M. J.	...	L	1935 Nalton, C. J. ...	...	Liv
1879 Mills, L. I. ...	...	Dub	1936 Nayler, W. S....	...	C
1880 Milne, H.	...	E	1937 Naylor, G. L.	...	L
1881 Milner-Barry, A.	...	C	1938 Neal, M. M. ...	...	L
1882 Milton, E. C. A.	...	Liv	1939 Needham, M. A.	...	L
1883 Milvain, G.	...	O	1940 Neill, M.	...	M
1884 Minn, D.	...	C	1941 Neilson, G. E.	...	Bris
1885 Minster, M.	...	L	1942 Nelson, M. G....	...	O
1886 Miskin, V. E.	...	O	1943 Neville, E. M.	...	Leeds
1887 Mitchell, C. F.	...	L	1944 Newcombe, H. A.	...	L
1888 Mitchell, D. D.	...	C	1945 Newman, D. H.	...	C
1889*Mitchell, G. M.	...	Leeds	1946 Newman, J. P.	...	L
1890 Mitchell, J. B.	...	L	1947 Newman, S. A.	...	L
1891 Mitchell, M. W. D.	...	O	1948 Newnham, J. M.	...	O
1892 Mobbs, M.	...	L	1949 Newton, E. ...	...	L & B
1893 Mockler, C. ...	...	R U I	1950 Newton, E. M.	...	V
			1951 Newton, H. ...	...	L
			1952 Nicholas, G. S.	...	L

1953 Nicholls, Gladys ...	C	2013 Payne, L. M. ...	W
1954 Nicholls, Grace ...	L	2014 Peach, E. A. ...	L
1955 Nicholson, A. M. ...	C & Dub	2015*Peacock, M. ...	C
1956 Nicholson, L. M. M. ...	C	2016 Peal, M. D. ...	L
1957 Nickalls, B. M. ...	O	2017 Pearce, J. R. ...	L
1958 Nicol, J. ...	O	2018 Pearn, W. M. ...	L
1959 Nicolson, E. ...	L	2019 Pears, G. M. ...	E
1960 Nightingale, M. C. ...	S	2020 Pearse, E. ...	L
1961 Nimmo, M. E. ...	C	2021 Pearse, G. E. ...	C
1962 Nixon, D. ...	Leeds	2022 Pearson, E. M. ...	R U I
1963 Nixon, H. ...	L	2023 Pearson, H. D. ...	L
1964 Noble, E. ...	L	2024 Peatfield, I. L. ...	L
1965 Nodes, F. M. ...	L	2025 Peaty, M. F. ...	C
1966 Noel, L. C. ...	L	2026*Pedley, D. (Mrs. Limb)	Leeds
1967 Nokes, D. E. ...	L	2027 Pedlow, E. O. ...	N U I
1968 Nolting, A. I. ...	O	2028 Peel, H. E. ...	S
1969 Norris, K. E. A. ...	C	2029 Peel, M. D. ...	M
1970 Norris, W. ...	L	2030 Peet, E. M. ...	O
1971 Norton, L. M. ...	E	2031 Pelton, N. ...	L
1972 Nott, O. G. ...	Bris	2032 Pendlebury, I. L. ...	B
1973 Nottage, M. E. ...	L	2033 Pennington, D. ...	M
1974 Oakley, K. ...	Liv	2034 Penrose, E., J.P. ...	O & Dub
1975 O'Carroll, N. L. M. ...	R U I	2035 Pencyoste, H. M. M. ...	Bris
1976 O'Connor, D. G. N. ...	Dub	2036 Percy, E. G. ...	L
1977 Odell, W. A. ...	B	2037 Perren, C. E. ...	C
1978 Oldfield, J. M. ...	O	2038 Perrot, K. ...	N U I
1979*Oldham, R. ...	R U I	2039 Perrott, M. M. ...	L
1980 Oldrey, A. N. ...	O	2040 Perry, M. A. ...	Leeds
1981 Oram, E. M. ...	O & L	2041 Pettifor, C. B. ...	L
1982 Orams, J. ...	C	2042 Pettitt, A. M. ...	O
1983 Ordish, E. ...	L	2043 Petty, G. G. ...	L
1984 O'Riordan, E. ...	N U I	2044 Petzsche, M. A. ...	L
1985 O'Riordon, N. E. ...	N U I	2045 Phillips, A. E. ...	L
1986 Orme, E. L. ...	Bris	2046 Phillips, E. M. ...	W
1987 Orton, F. E. M. ...	C	2047 Phillips, M. L. ...	L
1988 Osborn, F. A. ...	L	2048 Phillips, S. C. ...	L
1989 Osman, M. E. ...	St. A	2049 Phipps, M. E. A. ...	L
1990 Owen, E. ...	D	2050 Pickett, E. M. ...	L
1991 Owen, E. E. ...	O	2051 Pilcher, E. S. ...	L
1992 Owen, E. M. ...	L	2052 Pillman, M. K. ...	C
1993 Owen, G. F. ...	L	2053 Pinck, A. ...	V
1994 Owen, S. M. ...	W	2054 Pipe, D. M. L. ...	L
1995 Oxley, E. ...	Dub	2055 Piper, G. E. McK. ...	L
1996 Ozanne, I. B. ...	C	2056 Plowman, D. M. ...	L
1997 Padwick, G. J. ...	O	2057*Pollard, F. M. ...	C
1998 Pairpoint, M. H. ...	L	2058 Pollard, M. ...	Leeds
1999 Palmer, Mrs. (née Lamb)	C	2059 Pomeroy, F. A. ...	L
2000 Palmer, E. M. ...	C	2060 Porter, A. ...	C
2001 Palmer, L. E. S. ...	L	2061 Porter, E. H. ...	Liv
2002 Parker-Gray, G. ...	L	2062 Potter, E. G. ...	W
2003 Parkinson, W. ...	C	2063*Potts, H. E. ...	C
2004 Parsons, G. M. T. ...	L	2064 Potts, K. G. ...	O
2005 Parsons, H. L. ...	O	2065 Pountney, M. E. D. ...	L
2006 Parsons, K. M. ...	B	2066 Powell, H. L. ...	C
2007 Pass, W. D. S. ...	L	2067 Powell, M. ...	C
2008 Paterson, E. M. ...	G	2068 Power, M. E. ...	N U I
2009 Patrick, D. ...	C	2069 Presley, E. C. ...	L
2010 Patten, G. A. ...	L	2070 Preston, M. M. A. ...	C
2011 Patterson, D. C. ...	G	2071 Price, G. V. ...	C
2012 Patton, W. T. ...	R U I	2072 Priestman Mrs. (née Bréal)	C

2073 Pringle, M. G. ...	E	2132 Roberts, Mrs. (née Lamb)	W
2074 Punnett, M. ...	L	2133 Roberts, D. E. ...	W
2075 Pye, F. A. ...	L & Bris	2134 Roberts, D. G. L. ...	L
2076 Pym, R. I. ...	O	2135 Roberts, Eleanor M. ...	C
2077 Quelch, M. ...	L	2136 Roberts, Eva M. ...	L
2078 Quixley, M. L. ...	O	2137 Roberts, G. ...	S
2079 Rackham, J. M. ...	L	2138 Roberts, G. E. ...	L
2080 Radcliffe, F. M. ...	Leeds	2139 Roberts, I. K. ...	L
2081 Rahilly, Mrs. (née Giusani)	N U I	2140 Roberts, L. M. ...	Liv
2082 Rainford, S. J. ...	M	2141 Roberts, Mabel E. ...	C
2083 Rainsford-Hannay, R. ...	C & Dub	2142 Roberts, Margaret E. ...	O
2084 Ralph, H. D. G. ...	L	2143 Roberts, Mary E. ...	C
2085 Rammell, E. L. ...	C	2144 Robertson, M. E. ...	C
2086 Ramsay, E. L. ...	L	2145 Robinson, E. ...	C
2087 Ramsay, A. R. ...	C	2146 Robinson, Ethelwyn M. ...	L
2088 Ramsbottom, A. H. ...	M	2147 Robinson, Edith M. ...	L
2089 Rance, G. M. ...	St. A	2148 Robinson, J. N. ...	C
2090 Randell, F. A. ...	L	2149 Robinson, L. ...	L
2091 Rankin, Mrs. (née Farquhar)	A	2150 Robinson, R. D. O. ...	L
2092 Rasmussen, M. L. ...	L	2151 Robson, A. ...	D
2093 Rattray, M. ...	C	2152 Robson, E. M. ...	C
2094 Rawlins, L. G. ...	L	2153 Robson, I. E. ...	E
2095 Rawlinson, E. ...	M	2154 Roles, A. ...	L
2096 Rawsthorne, D. M. ...	Liv	2155 Roper, G. M. ...	C
2097 Ray, A. ...	O	2156 Roscoe, J. ...	M
2098 Ray, D. ...	L	2157 Rose, J. G. ...	L
2099 Redfern, P. ...	O	2158 Ross, M. ...	L
2100 Reed, M. A. ...	C	2159 Roughton, D. ...	L
2101 Reed, V. A. ...	C	2160 Roulston, M. C. ...	L & Q U I
2102 Reed, W. M. O. ...	L	2161 Routledge, M. ...	Liv
2103 Reeve, K. ...	C	2162 Rowbotham, M. D. ...	C
2104 Reid, A. ...	G	2163 Rowden, V. W. ...	O
2105 Reid, C. ...	O	2164 Rowell, H. L. ...	O
2106 Reid, E. J. B. ...	L	2165 Rowland, M. ...	Liv
2107 Reid, J. E. F. ...	R U I	2166 Roxburgh, S. L. ...	O
2108 Reynolds, R. ...	L	2167 Rudd, C. C. J. F. (Mrs. Treston)	O
2109 Rhodes, C. M. ...	L	2168 Ruddle, M. P. E. ...	C
2110 Rhys, E. E. M. R. ...	L	2169 Rudkin, O. D. ...	Liv
2111 Rhys, W. ...	L	2170 Rudmose-Brown, A. ...	A
2112 Richards, D. ...	L	2171 Ruegg, P. C. ...	C
2113 Richards, E. E. ...	L	2172 Ruegg, S. M. ...	O
2114 Richards, F. G. ...	L	2173 Ruffell, D. ...	C
2115 Richards, J. ...	C	2174 Rushton, M. L. ...	V
2116 Richardson, D. ...	C	2175 Russell, A. I. ...	C & Dub
2117 Richardson, E. W. ...	C	2176 Russell, I. D. ...	Bris
2118 Richardson, G. M. ...	C	2177 Russell, P. M. ...	L
2119 Richardson, K. M. ...	L	2178 Rutherford, B. L. ...	L
2120 Richardson, M. E. ...	Dur	2179 Rutledge, E. J. ...	L & Q U I
2121 Richmond, M. R. ...	G	2180 Sailman, I. P. V. ...	D
2122 Ridge, H. ...	S	2181 Salkeld, H. M. ...	L
2123 Ridge, L. ...	S	2182 Salt, L. G. ...	L & B
2124 Ridley, E. M. ...	C	2183*Sampson, I. M. ...	C
2125 Ridley, M. C. ...	O & Dub	2184 Samuel, R. ...	C
2126 Rigg, M. D. ...	Liv	2185 Sanctuary, M. C. ...	L
2127 Rigg, M. T. ...	L	2186 Sanderson, L. M. ...	C
2128 Riley, Mabel ...	L	2187 Sanderson, M. S. ...	E
2129 Riley, Mary ...	V	2188 Sandon, W. ...	L
2130 Ritchie, E. D. ...	O	2189 Sapp, G. H. ...	L
2131 Robb, C. A. ...	L	2190 Saunders, E. ...	L

2191 de Sausmarez, A. K. ...	O	2249* Simey, E. ...	L
2192 de Sausmarez, E. F. ...	O	2250 Simmins, C. A. ...	C
2193 Savage, O. M. ...	L	2251 Simmons, E. M. ...	C
2194 Savill, L. E. ...	O	2252 Simpson, A. ...	O
2195 Savill, W. E. ...	L	2253 Simpson, A. C. ...	E
2196 Scannell, K. F. F. ...	L	2254 Simpson, M. ...	Liv
2197 Schlumberger, B. J. ...	L	2255 Simpson, M. L. ...	O
2198 Scholes, M. K. ...	V	2256 Sinclair, E. M. ...	M
2199 Schué, B. E. ...	C	2257 Sinclair, J. C. ...	C
2200 Schultess-Young, D. M. H. A. ...	L	2258 Sinclair, M. A. ...	C
2201 Scott, A. M. E. ...	O	2259 Skeat, M. F. ...	C & Dub
2202 Scott, H. ...	L	2260 Skeel, C. A. J. ...	C & L
2203 Scott, J. M. ...	Dub	2261 Skevington, A. B. ...	O
2204 Scott, M. D. M. ...	C	2262 Skilton, G. A. N. ...	L
2205 Scott, M. L. ...	L	2263 Skinner, A. V. ...	L
2206 Scott-Moncrieff, K. ...	L	2264 Skinner, J. G. ...	L
2207 Scoular, E. McL. E. ...	St. A	2265 Skinner, M. ...	L
2208 Scrymgeour, M. B. ...	G	2266 Skinner, M. C. H. D. ...	L
2209 Searle, F. ...	L	2267 Slaney, M. ...	O
2210 Sears, F. C. ...	C	2268 Slater, W. ...	C
2211 Seelly, G. M. M. ...	O	2269 Smart, A. N. ...	L
2212 Seers, A. ...	L	2270 Smith, Mrs. (née Callebaut) ...	L
2213 Selby, A. ...	C	2271 Smith, Mrs. Wilson (née Story) ...	O & L
2214 Selby, D. ...	L	2272 Smith, A. ...	Leeds
2215 Selby, M. ...	C	2273 Smith, B. B. ...	C
2216 Selman, A. K. ...	L	2274 Smith, E. F. M. ...	C
2217 Sempill, Mrs. (née Batchellor) ...	L	2275 Smith, E. M. G. ...	C & Dub
2218 Semple, A. M. B. ...	O & Dub	2276 Smith, F. M. ...	L
2219 Semple, M. C. ...	A	2277 Smith, G. Elliott ...	O
2220 Serjeant, N. E. ...	Liv	2278 Smith, G. M. ...	L
2221 Sewell, M. C. ...	C	2279 Smith, Hannah ...	D
2222 Sewell, V. M. ...	C	2280 Smith, Helen ...	L
2223 Sexton, E. C. ...	C & Dub	2281 Smith, Hilda J. ...	L
2224 Sharp, C. N. ...	A	2282 Smith, K. E. ...	L
2225 Sharp, E. K. ...	L	2283 Smith, K. L. ...	O
2226 Sharp, M. E. ...	L	2284 Smith, L. ...	Bris
2227 Sharpe, G. M. ...	O	2285 Smith, L. M. ...	L
2228 Sharples, A. H. ...	C	2286 Smith, M. Blair ...	E
2229 Shea, Mrs. (née Hodge) ...	A	2287 Smith, M. C. Bright ...	C & Dub
2230 Shears, E. L. ...	L	2288 Smith, M. Haworth ...	E
2231 Shearman, S. R. ...	R U I	2289 Smith, M. Marjorie ...	C
2232 Sheavyn, P. ...	L & W	2290 Smith, M. M. Hugh ...	O
2233 Shebbeare, Mrs. ...	O	2291* Smith, M. W. ...	Qnsland
2234 Sheldon, A. ...	V	2292 Smith, N. McC. ...	C
2235 Sheldon, D. A. T. ...	L	2293 Smith, S. A. Clive ...	O
2236 Shelton, M. ...	L	2294 Smith, V. Lightwood ...	L
2237 Shepherd, E. M. ...	L	2295 Smith, W. ...	S
2238 Shepherd, K. M. ...	L	2296 Smith, W. O. ...	L
2239 Shepherd, S. M. ...	Bris	2297 Snelgrove, M. ...	O
2240 Sheppard, R. ...	L & Bris	2298 Snow, A. C. ...	O & L
2241 Shipley, C. M. ...	C	2299 Snowden, E. ...	Leeds
2242 Shipsey, K. A. ...	Dub	2300* Soltau, Mrs. ...	O
2243 Shore, B. E. ...	C	2301 Somerville, V. E. ...	L
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2245 Short, E. N. ...	L	2303 Sowden, M. E. ...	O
2246 Shove, A. M. ...	O	2304 Sowden, M. F. ...	L
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2310 Spencer, L. Leigh ...	O	2370 Symons, D. J. ...	L
2311 Spencer, M. ...	O	2371 Synge, D. M. B. ...	O
2312 Spielman, I. V. ...	Dub	2372 Tait, J. ...	L
2313 Spikes, K. W. ...	O	2373 Talbot, E. M. ...	O
2314 Spratt, A. V. ...	L	2374 Talbot, G. M. ...	L
2315 Spruce, G. ...	Leeds	2375 Tarbet, J. G. ...	O
2316 Sprules, D. W. ...	O	2376 Tatham, A. M. ...	L
2317 Stafford, P. ...	M	2377 Taylor, A. L. ...	C & Dub
2318 Staines, K. I. ...	L	2378 Taylor, C. M. ...	N Z
2319 Stainforth, M. S. ...	L	2379 Taylor, D. M. ...	W
2320 Stanwix, F. M. R. ...	O	2380 Taylor, E. B. ...	L
2321 Stapley, N. M. H. ...	L	2381 Taylor, K. M. ...	C
2322 Staveley, D. W. ...	O	2382 Taylor, L. C. ...	L
2323 Stead, M. T. ...	C	2383 Taylor, M. Beatrice ...	O
2324 Stebbing, L. S. ...	C & L	2384 Taylor, M. Burella ...	C
2325 Steel, E. ...	St. A	2385* Taylor, M. E. W. ...	Bris
2326* Steel, E. K. ...	L	2386 Taylor, S. E. C. ...	C
2327 Steele, R. A. ...	Q U I	2387 Temple, V. L. ...	L
2328 Stenhouse, I. B. ...	E	2388 Terry, M. H. ...	C
2329 Stephen, E. G. ...	L	2389 Tessier, V. M. ...	C
2330 Steppat, Mrs. (née Corner) ...	L	2390 Thatcher, K. M. ...	M
2331 Sterling, M. I. ...	L	2391 Thomas, A. M. ...	L
2332 Stern, L. H. ...	C	2392 Thomas, D. H. ...	W
2333 Stevens, J. M. L. ...	C	2393 Thomas, E. E. ...	C
2334 Steward, M. L. ...	O	2394 Thomas, E. G. ...	L
2335 Stewart, C. ...	C	2395 Thomas, E. G. B. ...	C
2336 Stewart, L. J. ...	C	2396 Thomas, Edna M. ...	O
2337 Stewart, L. M. ...	L	2397 Thomas, Elsie M. ...	Liv
2338 Stewart, W. E. ...	C	2398 Thomas, K. M. ...	C & Dub
2339 Stilwell, L. A. ...	L	2399 Thomas, M. A. ...	L & D
2340 St. John, E. ...	C	2400 Thomas, N. M. ...	Bris
2341 Stocken, V. M. N. W. ...	L	2401 Thompson, J. G., O.B.E. ...	E
2342 Stoddart, A. M. McB. ...	C	2402 Thompson, M. E. ...	W
2343 Stokes, E. H. ...	L	2403 Thompson, M. T. ...	D
2344 Stone, G. M. ...	C	2404 Thomson, J. C. ...	E
2345 Stone, M. H. ...	B	2405 Thomson, J. R. ...	C & E
2346 Stone, P. M. ...	M	2406 Thomson, M. E. ...	C & A
2347 Stooke, K. M. ...	M	2407 Thornitt-Smith, Mrs. (née Parker) ...	W
2348 Stopford, E. ...	O	2408 Thornley, L. D. ...	L
2349 Strange, K. H. ...	L	2409 Thornton, M. W. ...	L
2350 Stratford, A. G. R. ...	L	2410 Tibbles, C. R. ...	L
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2352 Strudwick, E. ...	L	2412 Tingey, M. K. ...	L
2353 Stubbs, G. E. ...	O	2413 Tinkley, F. V. ...	L
2354 Stubbs, M. ...	Liv	2414 Tippett, D. C. ...	L
2355 Sturt, M. ...	O	2415 Tisdall, E. R. St. C. ...	L
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2357 Sunderland-Taylor, M. ...	C	2417 Todd, C. A. ...	L
2358 Suttill, N. ...	O	2418 Todd, L. ...	L
2359 Sutton, E. I. ...	L	2419 Tomasson, C. E. ...	S
2360 Sutton, M. W. ...	L	2420 Tomlinson, S. E. ...	Q U I
2361 Swann, F. A. ...	L	2421 Toone, M. T. R. ...	C
2362 Swann, K. M. ...	L	2422 Toulson, N. I. ...	L
2363 Sweeting, P. M. K. ...	O	2423 Town, S. C. ...	C
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2365 Sykes, C. M. ...	C	2425 Traneker, E. M. G. W. ...	B
2366 Sykes, F. M. ...	C		

2426 Trehearne, M. S. ...	L	2485 Walrond, E. E. M. ...	C & Dub
2427 Trethewy, A. M. ...	O	2486 Walrond, L. V. M. ...	L
2428 Trevelyan, B. ...	C	2487 Walrond, M. M. ...	C & Dub
2429 Trewby, O. ...	O	2488 Walsh, K. M. ...	C
2430 Truelove, N. W. ...	C	2489 Walters, A. M. ...	L
2431 Tucker, M. A. ...	C & Dub	2490 Walters, E. ...	C & Dub
2432 Tucker, M. H. ...	L	2491 Walters, I. A. ...	L
2433 Tuffley, H. A. ...	O	2492 Walton, A. R. ...	L
2434 Tunnickliff, H. E. ...	L	2493 Ward, I. M. ...	L
2435 Tunstall, B. M. M. ...	L	2494 Ward-Smith, M. A. ...	P
2436 Turnage, Dr. (née Soar)	L	2495 Warhurst, J. P. ...	Leeds
2437 Turner, A. M. ...	L	2496 Warner, A. M. ...	L
2438 Turner, D. M. ...	L	2497 Warschauer, M. ...	O
2439 Turner, Edith ...	B	2498 Washbrook, M. A. ...	L
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2469 Virgo, M. E. ...	C	2528 Westaway, K. M. ...	C & L
2470 Volkert, R. D. ...	O	2529 Westcott, E. M. U. ...	L
2471 Wadmore, M. F. ...	L	2530 Wharton, A. ...	L
2472 Wagnell, C. M. ...	L	2531 Wheatley, W. M. ...	D
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2480 Walker, M. E. ...	C	2539 Whitehead, D. W. ...	C
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2484 Walpole, K. A. ...	L	2543 Whiting, W. A. ...	L

2544 Whitwill, M. W. ...	O	2588 Winckworth, M. F. T. ...	O
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2546 Widlake, I. M. ...	L	2590 Window, D. McRae... Liv	Liv
2547 Wigglesworth, B. ...	C & Dub	2591 Witney, M. D. ...	L
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2551 Wilkins, E. ...	L	2595 Wood, Mrs. Orson ...	L
2552 Wilkins, P. F. ...	Leeds	2596 Wood, D. ...	L
2553 Wilkinson, E. R. ...	M	2597 Wood, E. ...	Bris
2554*Wilkinson, M. ...	Leeds	2598 Wood, E. A. ...	L
2555 Willans, L. M. ...	O	2599 Wood, F. G. ...	B
2556*Willet, A. ...	M	2600 Woodall, Mrs. (née Jewson) ...	C
2557 Willett, E. E. ...	C	2601 Woodcock, W. A. ...	L
2558 Willey, E. A. ...	O	2602*Woodhouse, B. ...	L
2559 Williams, Mrs. (née Tugwell)	L	2603 Woodman, F. J. ...	Bris
2560 Williams, Mrs. Rees (née Williams)	W	2604 Woodward, A. ...	C & L
2561 Williams, A. L. ...	L	2605 Woodward, I. ...	C
2562 Williams, A. M. ...	O	2606 Woolmer, F. M. ...	L
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2571 Williams, L. D. ...	C	2615 Wright, D. E. M. ...	Dub
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2582 Wilson, K. C. ...	C	2626 Young, D. M. ...	C
2583 Wilson, M. L. ...	L	2627 Young, M. H. ...	Q U I
2584 Wilson, V. K. ...	M	2628 Young, N. B. ...	D
2585 Wilson, W. M. ...	L	2629 Young-Evans, M. S. ...	C & W
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