# Association of <br> Women House Property Managers 

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## ANNUAL REPORT, 1930.

Pamphlet

## 363. <br> 580 <br> 6041 <br> Ass

The Joint University Council of Social Studies.
A conference on Methods and Training for House Property Management was held on May 2nd, at the School of Economics, to which representatives of our organisation were invited, and further meetings of a Sub-Committee were held during the year. In view however, of the possible union (referred to in the foregoing paragraph) further consideration of the matter by the Joint University Council of Social Studies was postponed.

## 1930 Students.

During this year six students have begun their training: January, Miss Beryl Jameson; April, Miss Barber (Liverpool); May, Miss Joyce Baker-Wilbraham, B.A. (Oxon) ; July, Miss Moore-Ede; September, The Lady Elizabeth P. Bouverie and Miss Bourne.

Of the nine students who began their training in 1929, Miss Alford, Miss Kipping, Miss Bankes and Miss Mott have already secured paid posts. Six out of the nine students have gained Municipal experience. Two students have been unable to complete their training: one owing to ill-health, and one owing to home affairs.
Certificates.
During 1930 Miss Camm, A.R.San.I., Miss Geldard, Miss Blyth, B.A., and Miss A. M. Hart have been granted Managers' Certificates.

Miss Cole-Baker, B.A., Miss Kipping, Miss Arkwright, M.A., and Miss Bankes have been granted Assistant Managers' Certificates.

Miss Bentley, Miss Bankes and Miss Greenshields obtained Certificates in Practical Sanitary Science and Building Construction at the Battersea Polytechnic.

## Examinations.

Chartered Surveyors' Institution.-
Special Single: Miss Miskin, B.A., and Miss Haworth, B.A.; have passed the Special Single examination, and they are now awaiting election to membership.

Intermediate : Miss Alford, B.A., and Miss Bunford, B.A., have passed their Intermediate examination, and are hoping to take their Final in March, 1932, and 1931, respectively.

## B.Sc., London.-

Intermediate: Miss E. M. Arkwright, M.A., has passed the Intermediate examination of the B.Sc. of Estate Management (London University).

## Royal Sanitary Institute.-

Sanitary Science: Miss Kipping, Miss Bentley and Miss Cole-Baker passed the Sanitary Science examination of the Royal Sanitary Institute, and have been elected members of that body.

Appointments.
Miss Alford - Assistant Manager to the Temple West Estate. April, 1930.
Miss Bankes - Assistant at Walworth. February, 1930.
Mrs. Roupell - Assistant Manager to the G. F. Whidborne Estates. March, 1930.
Miss Mott - Student in the Housing Department, Chester. February, 1930. (For one year.)
Miss Blyth - Manager to the Kensington Housing Trust. June, 1930.
Miss Cooper - Manager (by the Westminster City Council) to the Grosvenor Housing Estate. January, 1930.
Miss Miskin - Assistant Manager to the House Property Management Department, Chester. August, 1930.
Miss Thompson Second Assistant to Liverpool Improved Houses, Ltd.
Miss Kipping - Assistant at Notting Hill. September, 1930.
Miss King - Assistant to the House Property Management Department, Leeds. October, 1930. (Miss King has since had to resign owing to the serious illness of her mother.)
Miss Baker was appointed to assist the Manager of the Newcastle House Improvement Society with a housing survey, and was away from six to seven weeks; she has just returned to London.
London County Council.
It is interesting to note that the London County Council have recently advertised for a Housing Superintendent (woman) for a block-dwelling estate, at 84/- a week, with free quarters.
Bedford College Lectures.
A course of lectures on Social Administration was given to students in training by Mrs. Reid, Director of the Social Science Department.

The lectures were much appreciated, and it is hoped to arrange a further course during 1931.
Holland.
Seventeen members and students went over to Holland, from May 8th to 12 th, to study housing conditions. The Association of Women House Property Managers in Holland arranged a comprehensive programme, being our hostesses and guides at Amsterdam on the Friday, and at The Hague on Saturday. Their kindness and hospitality, combined with the charm of Holland in tulip-time, made this indeed a memorable event.

## Enouiries.

During the year there have been enquiries from six municipalities who are considering the employment of trained women on their housing estates. There have also been several from private owners
of house property. Apart from this, we have had over 100 enquiries from those interested in training for house property management.

Meetings.
The following members have addressed meetings in the country:
Miss Thrupp (Chester) read a paper on "Slum Clearance in Relation to Management" at the Royal Sanitary Institute Congress at Margate in June.

On November 24th Miss Thrupp spoke on "Municipal Management" to the Wrexham Borough Council.

Miss Upcott, who returned after a year's absence in Penang, addressed the Women's Citizens' Association, Newport (Mon.) and District on October 22nd.

On November 5th Miss Upcott spoke to the Purley and Kenley Women Citizens' Association on "The Housing Problem"; and on November 27th on "Training," at the Annual Meeting of the Society for Promoting the Training of Women.

Miss Larke (Bethnal Green Housing Association) spoke on November 8th to a Meeting organised by St. Albans Housing Association; and on November 12th to a women's club at Stepney on "Housing and Rates.'

Miss J. Sunderland (Lambeth) has spoken on House Property Management, at Willesden, March 7th; London County Council Hall, March 20th; Poplar, June 24th, and Bristol, November 10th.

Miss Baskett (Liverpool Improved Houses, Ltd.) addressed a meeting of the Liverpool and North Wales Branch of the Auctioneers' and Estate Agents' Institute at Liverpool on the "Octavia Hill System of Management."

The Secretary has attended the two conferences arranged by the Municipal Managers in Grindleford and London; also several other conferences and meetings on housing in London; and the debate on housing in the House of Lords.

## Management.

## London.

Miss Larke has now 44 houses which she manages for private owners, 15 flats in Bethnal Green (Bethnal Green Housing Association), and the plans for another 32 have been passed.
Miss M. Galton has an additional 17 flats and 10 houses in Chelsea Miss Jupp has 8 additional houses in Paddington.
Miss Camm has 110 additional houses in Limehouse.

Provinces.
Miss I. Hort has now a total of 815 houses at Cheltenham, and 100 more in prospect.
Miss A. Philipp has to date 2,300 Municipal houses in West Bromwich, and there are about another 900 under construction ; these are part of the Housing Committee's programme to build 2,000 over a period of five years.
Miss Thrupp has 657 houses at Chester, and has to deal with a further 198, which are being bought by tenants in weekly payments.
Miss Baskett has 660 lettings in connection with Liverpool Improved Houses, Ltd., and more are expected. She has now two assistants, as well as one student and one temporary worker.

## Scotland.-

Stirling.
Miss Curror is supervisor and factor to the Thistle Property Trust, Ltd., at Stirling, which has improved or remodelled the houses of about 40 families. The aim of the Trust is to acquire and recondition structurally sound houses; and to acquire dilapidated buildings on suitable sites for demolition and replacement by modern dwellings.
Perth.
A Society has been formed in Perth to improve housing conditions, The primary aim of the scheme to be launched by the Society is: " to acquire house property which, although structurally sound, does not meet with modern sanitary requirements, but which could be reconditioned and made habitable without undue expenditure." The Thistle Property Trust, Ltd., have given them help and advice in their work.
The details of these particular estates have been given as showing the different types of horsing work undertaken by Women House Property Managers.

## Finance.

The Financial Statement is before you. From this statement it will be seen that the situation is far from satisfactory. We hope all those interested in the welfare of the Association will give their serious attention to ways and means of permanently increasing our income.
J. M. Jameson,

January 21st, 1931.
Secretary.

## ASSOCIATION OF WOMEN HOUSE PROPERTY MANAGERS.

Dr.
Statement of Accounts for 1930.
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Examined with Vouchers and found correct,

# Association of University Women Teachers 

Founded 1883; Incorporated 1910.

# FORTY-SIXTH ANNUAL REPORT 

November 30th, 1928-November 30th, 1929.

## PAMPHLET

Presented to the Annual Business Meeting, January 25th, 1930.

Members are requested:
(I) To note the present address of the Association, which is : 107, Great Russell Street, W.C.1.
(2) To send notice of any change in their permanent home address before October ist 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) Resignations cannot be accepted after February 1st, (Art. 11).
N.B.-A fee of 10 s, 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.

## Association of University Women Teachers

Founded 1883; Incorporated 1910.

# Forty-Sixth ANNUAL REPORT 

November 30th, 1928-November 30th, 1929.
Presented to the Annual Business Meeting,
January 25 th, 1930.

## President:

Miss Gwyer, Principal of St. Hugh's College, Oxford.

## Executive Committee

(with dates of retirement and number of attendances.)

| 1929. |  |  |  | Attendances |  |  |
| :--- | :--- | :--- | :--- | :--- | :---: | :---: |
| Miss M. A. Burgess (Oxon.) | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 4 |  |
| Dr. U. D. Hunt (Lond. \& Paris) | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 3 |  |
| Miss H. D. G. Ralph (Lond.) | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 3 |  |
| Miss W. L. Tyier (Lond.) | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | $\ldots$ | 5 |

Dr. U. D. Hunt (Lond. \& Paris)
Miss H. D. G. Ralph (Lond.) Miss W. L. Tyler (Lond.)
1930.

Miss P. C. Challoner (Oxon.)
Miss M. W. Newton (L.ond
Miss F. M. Nodes (Lond.)
Miss R. F. Shove (Cantab. \& Dub.)
1931.

Miss E. H. C. Moberly Bell (Cantab.)
 Dr. P. V. McKie (Lond. \& Wales) Miss M. Punnett (Lond.)

Sub-Committees.
Elections, Resignations, etc.

| Miss P. C. Challoner | Miss W. L. Tyler |
| :--- | :--- |
| Miss F. M. Nodes | Mrs. B. Brough |


|  | Hospital Branch Committee: |
| :--- | :--- |
| Miss D. H. Letts | Miss R. F Shove |
| Miss F. M. Nodes | Mrs. B. Brough |

## Emergency:

Any members of the Executive Committee able to attend, three to formi a quorum.

Hon. Treasurer ... Miss M. W. Newton. Secretary<br>Mrs. B. Brough<br>Bankers: National. Provincial and Union Bank of England (Bloomsbury Square Branch).<br>Auditor: Mrs. Harold Cox.<br>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.

## Hssociation of University Calomen 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 organisation of Secondary Teachers. The Association was founded in January, I883, on a suggestion made by the late Miss A. J. 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 the sense of 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, etc., 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. 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 io. The affairs of the Association are administered by an executive committee of 12 ordinary members and the 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.

The Association has arranged conferences on subjects of current interest, such as Psycho-analysis, Inteligence 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.

There are 20 honorary members. In 1883 the number of ordinary members was 76 ; it is now 2,687 . These include heads of university and training colleges, head and assistant mistresses of public and private schools, inspectors, lecturers, etc., who possess the university qualifications required for membership The work has developed in many directions, as the perusal of the 45 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 and General Life Assurance Society, and has arranged for Endowment Assurance Policies with the Friends' Provident and Century Life Office. It also enables members of the Hospital Branch in cases of serious illness to obtain treatment at the South London Hospital for Women, either free or at reduced fees.

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

Miss A. J. Chough (Principal of Newnham College, Cambridge).
*For extension of ordinary membership, see Article 6D.

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 (Principal of Bedford College, and Member of the Senate, University of 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)
Miss Strichey (Principal of Newnham College, Cambridge).
Miss Gwyer (Principal of St. Hugh's College, Oxford).

FORTY-SIXTH ANNUAL REPORT.

During the year ending 3oth November, 1929, ordinary members have been elected as follows:-

> University.
> $e:$ Girton College ...
> Newnham College

Number.

From Oxford: Lady Margaret Hall
St. Hilda's Hall
St. Hugh's College
Society of Home Students
Somerville College
From London: Bedford College ... ... ... ... 21
East London College
King's College, Strand
King's College, Household \& Dom. Sci. Royal Holloway College
School of Economics
University College ( 1 also Wales) Westfield College
External Students
From Aberdeen Birmingham
Bristol
, E'dinburgh
., Glasgow
., Liverpool
Manchester
Reading
St. Andreus
, Sheffield
:, Ireland: Dublin
National University
Queen's University
:, Wales: Aberystwyth
Bangor
Cardiff
Sydney
Toulouse

The Executive Committee record with great regret the death of Miss Mabel Knight, Cantab. and Dublin, Headmistress of the L.C.C. Secondary School, Peckham, on ist September, 1929. Miss Knight had been a member of the Association since 1897, and had served on the Executive Committee from rgob to Igoo. She was one of the members of the sub-committee of three entrusted to draw up a statement concerning the Incorporation of the Association and to discuss with the Solicitors the drafting of the Articles. The Committee also record wtih regret the deaths of the following members:-G. M. Goodbourn, Lond., ist June, 1928; F. M. A. Clifton, Cantab. 4th October, 1928; Sister Charlotte Jourdain, Oxon., 23rd November, 1928; J. M. Earle, Cantab., I3th June, 1920; L. H. Benn, Leeds, 5th July, 1929; Mrs. Priest (née Cliff), 15th October, 1929; and M. Powell, Cantab., roth November, 1929.

The Committee report with pleasure that the membership has increased by 24 . The number of members elected is much the same as last year, but fewer members have been lost through non-payment of subscription. The Committee urge members to gain new recruits, especially young teachers; they consider that some of the most valuable work of the Association consists in giving advice and encouragement to those who are inexperienced, and often igmorant of professional etiquette. Minor advantages include reduced fees for Boots Booklovers' Library subscription, pension schemes with two insurance societies on special terms, Hospital Branch scheme with the South London Hospital for Women; full particulars of any of these three schemes can be obtained from the Secretary.

The financial position of the Association gives rise to some anxiety. The income is not increasing, and even the strictest economy scarcely enables the expenditure to be further reduced. The Committee are very reluctant to raise either the annual subscription or the appointment fees, and would much prefer that the income should be raised by an increased membership.

Representatives of the Association have attended the following Committees and Conferences:-Women's Advisory Committee of the League of Nations Union and various meetings in connection therewith; Education Sub-committee of the Eng-lish-Speaking Union; Committee of the Conference of Educational Associations; Education Committee of the Professional Classes Aid Council; Education Sectional Committee of the National Council of Women; Annual Meeting of the National Council of Women: Conference on Women in India arranged by the National Union of Societies for Equal Citizenship; Conference on Mental Health.

## THE REGISTRY

The Committee are glad to report an increase in the number of appointments filled this year; but they fear the increase is mainly due to the severe epidemic of influenza during the Lent
(8)

Term. They would again urge headmistresses to support the Registry by notifying their vacancies to the Secretary a few days before the public advertisement appears. It must be remembered that most of the candidates are personally known to the Secretary and she can often save the headmistress time and trouble by recommending only suitable candidates. The number of teachers out of work seems to be increasing, but there is hope that the raising of the school-leaving age in I93I will absorb some of the mistresses who are now unemployed.

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

| South Africa | $\ldots$ | 7 | Australia | $\ldots$ | $\ldots$ | 3 |  |
| :--- | :---: | :---: | :---: | :--- | :--- | :--- | :--- |
| Egypt | $\ldots$ | $\ldots$ | 6 | India | $\ldots$ | $\ldots$ | 2 |
| New Zealand | $\ldots$ | 4 | British West Indies | 2 |  |  |  |
| Canada | $\ldots$ | $\ldots$ | 3 | Switzerland | $\ldots$ | I |  |
| France | $\ldots$ | $\ldots$ | I | South America | $\ldots$ | I |  |

Of these posts, two have been filled, one in Jamaica and one in Switzerland. It is a pity that in spite of the lack of work at home, so few parents will encourage their daughters to go abroad. In dealing with posts abroad the Association co-operates with the Society for the Overseas Settlement of British Women and the Church Teachers' Fellowship.

Particulars of Applications for teachers during the current year are given in the following tables:

1. TABLE OF APPOINTMENTS.

(9) FAWCETT COLICCTICN
II. TABLE OF SALARIES.

Posts filled through A.U.W.T. Regiscry. (1) PUBLIC SCHOOLS.
(a) Non-resident.
(a) Non-resident.
Salary between $£ 300 \& £ 400$ (b) Resident. £200 \& £300 60
(2) PRIVATE SCHOOLS.

Resident.
Salary between $£ 100$ \& $£ 150$... 6
(3) TRAINING COLLEGES.
( a Non-resident.
(b) Resident.

Salary between $£ 300$ \& £400
2 Salary £270
1

## MEETINGS AND CONFERENCES, 1920.

(1) Annual Business Meeting, January 26 th, 1929.
(2) Meeting at the Conference of Educational Associations, January 3rd, 1929.
(3) Meeting at Burlington School, May 29th, 1929. Address by Miss Richards on the Report of the Board of Education on the Universities and Training Colleges.
(4) Meeting at University College, November 7 th, 1929. Address by Miss Margery Fry, "If we succeeded."

THE ANNUAL BUSINESS MEETING.
The forty-fifth Business Meeting of the Association was held at Dr. Williams' Library, Gordon Square, W.C.I., at 3 p.m. on Saturday, January 26th, 1929. The President, Miss Gwyer, took the chair, and 43 members were present. The Chairman read the names of 48 members, who, having been elected since July, I928, were not entitled to vote at the Annual Meeting. On the motion of Miss Wright, seconded by Miss Sladden, and carried nem. con., the minutes of the General Meeting held on January 28th, I928, were taken as read and confirmed and signed by the Chairman. Miss Letts proposed, and Miss Reid seconded, that the Annual Report and Statement of Accounts be adopted. The Chairman stated that the Annual Report was now open to discussion. The Hon. Treasurer, Miss Newton reported that there was a deficit of JI5 on the year's accounts. She stated that she had feared a larger deficit as the expenses of the year had been unusually heavy. The removal to new premises had cost $\ell 30$, and there had been the increase in rent for the last year at the old premises. The income was about $£ 20$ less than the preceding year: appointment fees had decreased by fir, subscriptions by $£_{5}$, and interest by $£_{5}$ owing to the redemption of War Bonds. On the expenditure side of the account, $£ 20$ had been saved on printing, and $£_{5}$ on advertisement. She appealed to members to pay their subscriptions before February rst, to save the Association the expense of sending out a third notice. She
hoped that the cost of printing the Annual Report would continue to be less as the work had been transferred to a firm at St. Albans, where the Trade Union wages were lower than in the London area.

The Secretary stated that she was afraid that the scarcity of posts was likely to continue for at least another year ; owing to the drop in the birth-rate during the War there were fewer children of eleven coming on from the elementary to the secondary schools. The leaflet of the Hospital Branch had been revised and the conditions for admission were laid down most clearly and were very advantageous to the members. The new offices at 107 , Great Russell Street, were very satisfactory, and most people found them more central than the old. The motion to adopt the Annual Report and Statement of Accounts was then put to the meeting and carried unanimously

On the motion of Miss Tutenberg, seconded by Miss Leeming, and carried unanimously, it was agreed " that Mrs. Harold Cox be appointed Auditor for the year 1928-1929 and receive the fee of fy 7 s ."

The Secretary announced that Miss Gwyer had consented to stand for the Presidency for a second year. No other nomination had been received, and Miss Gwyer was therefore elected President without a ballot. Of the four members retiring from the Executive Committee, Miss Beard, Miss Elkington, Miss Johnson and Miss Richards, only Miss Elkington had consented to stand for re-election. Three nominations had been received, Dr. McKie, nominated by Miss Johnson and Miss Shove, Miss Moberly Bell, nominated by Miss Burgess, and Miss Punnett, nominated by the whole Committee. These ladies were all elected to the Executive Committee without a ballot.

The Chairman then said that Miss Fry was suffering from a chill, and was unable to give her Address. She felt that the only thing to do was to step into the breach herself and she would therefore read what she could of a paper in course of composition on "MRS. TRIMMER AND SOME FORGOTTEN EDUCATIONISTS." (Great applause.) Miss Gwyer then read a most interesting paper, bringing out very clearly the curious blend of pietism, benevolence and patronage which animated many of the philanthropists of the latter part of the Eighteenth Century

Miss Johnson proposed a vote of thanks to Miss Gwyer for her work as President, for consenting to act as President for a second year, and also for her delightful address, giving such a vivid picture of the England of I50 years ago. Miss Alice Woods seconded the vote of thanks which was carried by acclamation.
MEETING ON THE EDUCATION OF COUNTRY WOMEN. 3RD JANUARY, 1929.
This meeting was held at University College ; The President, Miss Gwyer, took the Chair at the beginning of the meeting, and was succeeded by Miss F. C. Johnson. Miss Gwyer, in introducing

Miss Grace Hadow, said that she had been for thirteen years vice-chairman of the Federation of Women's Institutes.

Miss Hadow said that in considering the education of country children we must begin by deciding whether their education was to have a definite bias towards working on the land or not. At a conference recently held between farmers, teachers and parents, it was decided that education up to the age of fourteen should be such as to fit children for work in the country or in the town indifferently. It was difficult to lay down hard and fast distinctions between rural, suburban and urban life, but, speaking generally, it would be found that country life made far greater demands on the intelligence and resourcefulness than life in towns did. A country woman must have some knowledge of a great variety of subjects: cooking and housework and needlework were not enough to make a country woman a successful housekeeper. She had to share her husband's pursuits and to be his partner in work in a way that was not possible in a town, where the man went out daily to his work and the woman remained at home. The wider the range of the country woman's pursuits, the more useful and successful she would be. Valuable garden crops could be saved by a woman who could detect the first signs of disease in a plant : she might have to give firstaid to animals or children, or to understand the management of chickens. Such variety of occupation demanded an alert mind, able to adapt itself to varying conditions and to take an interest in many subjects. As an instance of an excellent way to interest children in their surroundings Miss Hadow mentioned the Village Surveys described in Educational Pamphlet 6I, published by the Board of Education. Miss Hadow also spoke of the great need of domestic training for girls. Owing to the expense and difficulty of procuring appliances and getting specialist teachers, $69 \%$ of the girls in school eligible for such training received none, and hardly any provision at all was made for the 14 and 15 year old girls who often spent a year at home before going out to work. Last year in one county alone the Women's Institutes had to refuse 40 applications for classes for women in practical subjects because the County Council grant was cut down. It was a short-sighted policy to refuse to provide teachers, because the health and well-being of the next generation depended largely on the training of the girls now leaving school. More inducements were wanted to attract the best teachers to take up country work. Possibly the development of Central Schools might open new avenues of promotion. Instruction in sanitation was most important: sanitary conditions in country villages were often very undesirable, and the disposal of rubbish was a difficulty. In the words of a recent Belgian Report, no rural reconstruction was possible without the ready and intelligent cooperation of the women. Women needed to be taught their power and responsibility in Local Government. More women
were needed on Country, District and Parish Councils, and on Education and other Committees. Country women did not always know what was possible in the building of cottages, but they were often shrewd critics of the plans drawn by men. They needed more training so that their opinion might be more valuable when they were consulted

Miss Johnson, in proposing the vote of thanks, said that we were going back to the old times when people were less specialised and more versatile
MEETING ON THE REPORT OF THE BOARD OF EDUCATION ON THE UNIVERSITIES AND TRAIN -

## ING COLLEGES.

## 29 TH MAy, 1929

A meeting was held at Burlington School to discuss the recently published report of the Board on the Universities and the Training Colleges. Miss Burgess took the chair and introduced Miss Richards; she explained that the Report was the result of nearly ten years' work, and that Miss Richards had been one of the most diligent of the workers.

Miss Richards then gave a short account of the Report. She said that the subject was of great interest to those engaged in teaching in the Secondary Schools, because with few exceptions the Elementary School Teachers of the future would pass through the Secondary Schools.

After giving a brief summary of the preliminary stages through which the Colleges had passed before reaching their goal in the now established association with the Universities, Miss Richards explained the chief features of the Report. The Training College Authorities had always realised that, if connection with the Universities was to be of real value, it must not be confined to a mere examination association, and the only effective basis must be regional. The Training Colleges were accordingly, with few exceptions, divided into geographical areas, and each geographical group was connected with one of the Universities. In London the colleges were associated in small groups with the schools of the University of London. The special arrangements for the London Colleges were then described. The University of London had consented to grant to all successful candidates a university teacher's certificate ; but in all cases the Board of Education would retain the responsibility of testing the students in practical teaching. The new examinations would be internal and syllabuses and schemes of work had been drawn up by teachers of the subjects in Training Colleges, in consultation with members of the teaching staff in the University who were interesting themselves in the question. The advantage of this association was much appreciated by the Training Colleges. The University of London had offered to allow Training Colleges the use of the University Library, a privilege of which some had already been able to avail them-
selves. The future, it was hoped, would show the possibility of further developments. The question of third year courses for promising students was one which might well be further explored, and it was hoped that it, would be considered by the University. The Training Colleges were looking forward with hopeful anticipation to the successful development of the new schemes, which had now been happily initiated.

MEETING ON 7th NOVEMBER, 1929.
A very successful meeting was held at University College. Miss Gwyer took the chair, and about 70 members were present. Miss Gwyer reminded the audience that Miss Fry had kindly promised to speak at the Annual Meeting on "If we succeeded," but had been prevented by illness. It was a great satisfaction that she was now able to come and fulfil her promise. Miss Fry then gave the following Address:-

When I began to wonder what subject-having no subjects of my own-I could talk to you about, I naturally felt that we should all of us have a common ground in education. As to whether education is our common blessing or common curse, our views would vary according to the state of the weather, or of our livers, or of the livers of the young people with whom we have to deal. At any rate, I felt that here we had something certainly in common, and that as people always speak in platitudes when they speak about education, you would perhaps allow me to pour out my platitudes

So I fixed my title, and then came a shock. I remembered that, although we might be meeting here to smoke the pipe of peace together, we are on contested ground. The theme of education as between you and me is an extremely debatable, not to say highly contentious one.

There is a standing cause of contention between us and those of you who are engaged in teaching younger people upon the question of sending your girls up to Oxford. Again and again you ask us why we turn down some special cygnet, calling it nothing but an ugly duckling. Again and again we ask you why you dress your ducklings up so beautifully with quills stuck into them that we in our innocence are completely gulled and accept your very ugly ducklings as though they were brave ygnets.

This constant quarrel between us shows no signs of abating, so I thought we had better discuss education in such genera terms that no question between school and college could possibly come in. I also thought it would be a good thing if I could find some common enemy whom we could hunt together. At this moment I hanpened to be reading George Moore's "Confessions of a Young Man." It is true the remarks I am going to quote to you are primarily remarks upon artistic education, but I do feel that they express rather trenchantly the attitude of a great many people towards education, the attitude of the people who
say, " I think we have had quite enough of this education stuff," the attitude which makes some of us inclined to go about quietly, apologising for education, hoping that people will not mind us. I am inclined to think that a much more truculent attitude is befitting those who have to deal with education. Therefore I propose to read to you a few words from George Moore's book. I think they will make you as angry as anything can be expected to do. I always very much prefer an angry audience if possible.
"Good heavens! and the world still believes in education, in teaching people the "grammar of art!" Education should be confined to clerks, and it drives even them to drink. Will the world learn that we never learn anything that we did not learn before. . . . Education destroys individuality."
That then I take as my text for the evening, a text which I think we shall not have much trouble in refuting. Of course, this attitude towards education suggests that it is something like cigarette smoking, that you can either take it or leave it, that if you consider the evils greater than the benefits you can just leave it alone

I am inclined to think that we should take our stand on a very high ground indeed, and say, the teacher's art is perhaps the only art which absolutely has made mankind what it is; that without education there would be nothing to differentiate us from the beasts. In fact, it might well be said that we should sink to the less intelligent beasts because I have observed distinct traces of teaching in animals. I do not know whether anyone has ever studied the beginning of education in animals. It would be a very fascinating subject. Recent investigations go to show that educated characteristics are not so completely unable to be transmitted as people thought at one time. Those experiments that have been done with mice show that in the fourth and fifth generation they respond much more quickly to a dinner bell than their untrained great-grandfathers. But still, it is clear that a small amount of the make-up of an animal's life comes to him by education and a large part by instinct.

If I may be allowed to digress, it looks to me as if very similar things were matters of education with some animals and of instinct with others. I once reared two squirrels who had hardly seen their parents. They could only lap bread and milk, and they did it like a kitten on all fours. When one gave them a nut some weeks later, their profound instinct told them that good manners demanded that a nut should be eaten sitting up, and they struggled, although they could barely maintain their balance, into a sitting position, which always relapsed into a fall.

On the other hand, I have watched starlings, especially one pair whose young were anxious to bathe in a fountain. For the whole of a long Sunday morning the parents chivied them away. The whole of the long Sunday afternoon the father bird
carefully and deliberately taught bathing to his babies. He bathed again and again the whole afternoon, showing them how to follow his example, and the babies took to it with very different alacrity and intelligence.

I quote those trivial incidents because I think there is a good deal of research to be done in the field of animal education. But what is quite clear is that the amount of things which a human being receives from instinct compared with the number of things he receives from education is infinitesimally small; in fact nothing but a very elaborate system of education would have enabled mankind to progress at the dizzy rate of the last six or seven thousand years.

One finds that Mr. and Mrs. Woolley's earliest discoveries go back to something like six thousand years. Let us call seventy years the span of human life; it is extraordinary to realise how few complete spans of human life will have been passed since those earliest times. This terrific speed of our development is only possible because there have been happily in every generation educators, and I think we can claim that the educators are the only people who have prevented us from being still in a pre-historic, prediluvian period of culture.

What is our business then in this matter of education in the first place? It is nothing less colossal than the putting of the child of to-day-when I say the child, I think we shall all agree that education ought to be continued in one form or another until maturity, that we are dropping education much too young for the bulk of our population-we have got to put the child in possession of practically the whole of the human inheritance to which it was born, and that is no small matter.

To encourage you from another writer, perhaps even a more famous one than George Moore, I am going to quote from Wells, that distinguished educationist.
"Man is a creature that has become more and more consciously social in the last two or three hundred thousand years. He has been lengthening his life, keeping his children with him longer and longer, enlarging his community from family herds into clans and tribes and nations. The deep-lying continuity of life was becoming more apparent and finding more and more definite expression with this socialisation of man. To educate anyone in the proper sense of the word was to make him more and more aware of this continuity. The importance of the passionate feverish self was then reduced. True education was selfsubordination to a greater life, to the social self. The natural instincts and limitations of the primary self were in conflict with this wider underflow; education, good education, tended to correct them."

We have, in fact, to put the child or the young person who comes into our hands into such a position that they can find their way to what one might call the rock face of the mind in
any direction in which they wish to reach it, and the desperate thing is that that rock face recedes in every direction with a terrible rapidity, so that with every generation the circle of knowledge and of inherited wisdom to which the child has to be introduced is a larger one; although the subjects may be subdivided, they multiply at an exceeding rate.

What we have to do then with education is to give the child some atlas of the universe. I wonder whether you will allow me to be frankly autobiographical at this point and tell you of an occasion when I was thinking a good deal on this subject. I was wandering through a French forest and meditating upon this question of the inheritance of the mature and educated human being. It seemed to me that one could treat the forest as being an epitome of the world at large. It was extraordinary how you could trace every branch of human thought and human endeavour and human learning in that one small space of ground. I began by looking at the names of the Allées, because I wanted to find my way to a particular point. I found the "Champs Elysées," the " Route de l'Enfer," at once driving one to a course of theological thought, with reference to Glück and Mozart, with a good deal to make one remember classical mythology, and the lapse in serious belief which made it possible for people in the eighteenth century to joke of such names as the Route de l'Enfer.

I sauntered down the hunting roads of that large forest, and very soon I came upon a camp which showed that at a very early period man had been inhabiting that woodland district. These were the hunting roads of the French aristocracy who had lived in the chateau near by. One felt that had one only known it, there were whole regions of French history, almost world history, epitomised in that one little bit of French ground. Then one found the economic side of French life in the communal activities symbolised by the piles of wood, each stacked up and carded with the name of the communal holder. One felt that to a sociologist, the wood would have seemed a lesson in common ownership.

I need hardly remind you that almost every person walking through a wood has some passion of his own-insects, flowers, birds or trees to satisfy him. One saw that no scientific person could have walked through that wood without having his curiosity aroused to the uttermost.

It is quite clear that no education can give anybody more than the very slightest idea of the whole of human knowledge, but I think what one means by an educated person is that he will always have some idea of the way to find his way about any branch of thought. He will have some idea of the kind of lines along which it runs, and some idea of what its problems are and of the directions in which it is enlarging its boundaries.
(17)

Here then we come up against a great difficulty. The average man finds an atlas rather a dry thing, and any epitome of knowledge is apt to be extraordinarily chippy and dull. Anyone who is as old as I am has seen endless series of little books-in my childhood they were a penny or two-pence, now they are six-pence-which profess to give you for a very modest sum expended and for a very modest time in reading, the whole of human knowledge : although each one may be brilliantly done, how incredibly dreary the whole sum of them is and how one shudders at the thought of reading the best series straight on end!

That then is our problem. To give this very extended bird's eye view of an infinity of intersecting universes without making it hopelessly, horribly dull. I believe that we have one grand weapon in our hands which will help to make the educated person's sense of the boundaries of human knowledge immensely more vivid than ever before.

All of us who have to do with young children notice more than anything else the difference between the children who have been in the habit of hearing intelligent people talk, and the children who come from homes where they have never had the benefit of listening to anything you can call real conversation. Most of us have felt with despair that nothing that classes or lectures could do could ever make up for that initial disadvantage, because to a great many of us the thing we learn by the ear or by some practical way is much more real than the thing which we simply read. I do not know whether we always allow quite enough for the difference in human beings between the person who can get live things from books and the person who finds it difficult to do so. I always feel that in my own experience the extremes lie between one of the most cultivated women I ever knew, whose passion for books was so great that I used to accuse her of discovering with delight when a cow gave milk that it was exactly what it did in the poets. The written world seemed sometimes for her to have more reality than the world which she arrived at through her senses.

At the other end of the scale I knew a most able and intelligent man, whose simile for a complete waste of time was, "Well, what I say is, you might as well sit down and read a book!"

I am myself, I confess, one of the people who find it difficult to get ideas from reading.

This immense advantage of hearing the authentic voice of the discoverer, has at last been brought to us through the wireless. I suppose all of us think with gratitude of the immense advantage to the ordinary person that is brought about by the fact that practically the whole of our country can, if they care to, now hear the living voice of the people who are making the greatest discoveries, whose intelligence is the most concentrated. They do not have to get at what the experts say only through
the more considered medium of books. They hear the hesi tancy of truth, I suppose all of us feel that the one thing that marks the really new, inventive mind from the purely assimila tive mind is that hesitation before the unknown, that unwilling ness to be absolutely positive about anything, that sense of the tentativeness of all discovery, and of the unendingly changing variety of all truth.

The mass of our population will now be able to gather this from the living voice of discoverers themselves. We stand, think, to lase which comes of a different attitude towards knowledge. I sometimes think its results will be rather odd. There are moments when I see my cultured friends a little hurt to find that the kitchen appreciates Bach as much as they do. It used to be so easy to believe that the fact that they had better clothes and better food and travelled in Italy was due to the fact that they the servants could not. I begin to see that the class distinction will have to state itself much more crudely in terms of money than it did in the past, now that a certain culture is becoming universal.

Those who look back to our childhood and the then attitude towards uneducated people must realise that uneducated people are no longer uneducated in the sense that they were when we were children. This hearing of the living voice of the leaders of thought is going to make an immense difference in the posibility of keeping alive these epitomes, these skeletons of knowledge which we must somehow or another give our children access to if they are to be free of the world of modern men. Particularly I think it is important that we should grasp and keep in mind this changing, flickering, always runexpected aspect of truth in the question of our relations to each other and to the world at large. The pace of life, the change in the world which is always going on, is going on at such an accelerated rate in the last twenty five years that we are brought again and again to face the fact that morals (which I take to be the temporal embodiment of what we believe to be eternal principles of right and wrong) - that morals are no longer at all an easy guide to life. It is extraordinarily difficult to make any of the positive statements that one was brought up upon about a great many things.

The fact that the world is changing so rapidly makes new things essential in the teaching of children or young people of what should be their attitude to the world at large. We need much more to think out in each case what is the great eternal principle that is embodied and to be sure that it is being embodied in the rule which we preach or strive to uphold. The whole outlook of young people is different to-day. The world has become such a small, and at the same time such a very potential place. A little while ago I was trying to tell fairy
stories to some children in West Canada. I found all my old stock fell very flat. They did not know much about kings or princesses and saw no reason at all why people should wish to marry a princess. The wonders of the fairy palaces did not seem much more wonderful than the electric light buttons they were accustomed to, or the aeroplanes constantly flying over their heads. In fact, we have a conquest of the material world which is having an enormous influence on the embodiment we must give to the general principles of right and wrong.

On the whole there is a lagging behind of our application of those principles to our scientific knowledge and our mechanical powers. I do not know what happens in most girls' schools but in most boys' schools a boy would still quite certainly and definitely say that it was more wrong to steal a pound note than to drive a motor-car dangerously round a corner. I myself have not the slightest doubt that it is much more wicked to drive a motor-car dangerously round a corner than to steal a pound note, but it would be extremely difficult to argue on it. I never found myself quite so stuck as once when I was trying to explain to a burglar why you do not burgle. Another difficulty is telling a jewel stealer why he should not steal jewels. A man who specialized on diamonds said to a friend of mine, "I can't bear anybody to have the sparklers but me." It was pointed out that he was taking this joy from the legitimate owners, he replied, "Oh, bless you, they are always insured."

One thing that is quite clear is that our general principles of right and wrong cannot be applied any longer in rule of thumb ways. I believe we ought to make a major point of explaining to young people the moral obligations of the use of mechanical power. Then we are getting new traditions of virtue. You get now the traditional heroism of the wireless operator who sticks to his job. There are other forms of heroism which need very careful re-statement. I am not by any means sure that in a few generations we shall not feel that physical courage is quite as often a vice as a virtue. We shall come very likely to realize that the glorification of physical courage has stood in the way of a more reasonable organization of civilized life, just as national patriotism has stood in the way of a wider patriotism which has to embrace the whole of human life.

In general we have to recognize that we must help young people to realize the essentially growing and tentative nature of all the information and all the teaching that we can give them, that we ourselves are uncertain. Every one of us probably, if we look back to the teaching which has most struck and impressed us, will remember the teaching of somebody who was ready to say that they did not know, as being far more fertile than any other teaching we got.

One thing seems to me clear, this adjustment of our lives to modern knowledge must be made, and made in a hurry, if
the human race is to survive at all, or at any rate if our civilization is to survive. This survival of our civilization does-to go back to George Moore-demand that we should have not only a wide general knowledge but that we should not have killed ndividuality. Quite honestly I do believe that there is a real anger lest education should kill originality. I look at some of our bright young persons, and I am not quite sure that we do not, by letting them realize the terrific amount there is to know, by giving them a very fine ideal of scholarship, destroy their nerve for the great adventure of intellectual living, and yet one s sure that the only originality which is worth having in the end is an originality which cannot be deterred by learning how d has been discussed and argued and thought about before. I believe we are as a generation in some danger about destroying individuality just by this very fact that we are so anxious to teach people and to give them their birthright, their free run of the world of thought.

Here again in the preservation of individuality $I$ believe that the stimulation of the imagination by hearing by wireless the actual speech of the masters in any subject is not going to be one of the most important ways of educating the younger generations. I rather suspect that ability is much less specialized that we have been in the habit of supposing. Thus when you get a whole generation of great painters, a whole generation when music seems to flourish specially, a period when physics or astronomy seems to absorb all the best minds, it may simply have been that attention was focussed on this special subject, that at a very early stage in people's career, perhaps when they were babies of two or three years old something drew their attention to a subject which was much in the air and they grew up grouping all their knowledge round one art or science. So that we may hope to stimulate genius by letting it form itself early upon the appropriate subject.

But I confess that I think there is a danger that we shall all grow more and more purely receptive. The danger is greater in other countries than in our own. When I see what French education is, I sometimes wonder that any French person does any original thinking, so purely receptive and book-learning is great deal of their education. The fact that we are able now oret our music from gramophones, our pictures from endless reproductions, means that we live in an age which mechanically brings to us a great deal of culture and tends to make us a purely receptive race. The great specialization in every direction enhances that danger. For instance, a person can hardly play golf or tennis unless they are remarkably good. A great many young things of the present day hesitate to dance until they can dance very well. Why should you learn to play th piano or the violin when you can listen on your gramophone or
wireless to all the greatest masters? I think we might borrow the Scotch word "ploys" and insist that each of us has the right to a certain number of ploys. These would be things which we might teach people to do, knowing they will never do them very well, but simply because in the first place they enjoy doing them; (and after all the end of most education should be a reasonable enjoyment of one's life) ; and also because only really in using your own body, certainly in using your own mind, can you really enter into the work of the greater masters.

We have to prevent the younger people of this generation from thinking that if a thing is worth doing, it is worth doing weil. It is important to do things simply for culture and pleasure and not for emulation or for glory.

We want the children in the schools who play games badly, the people who paint badly and play badly, and even sing badly; but we want them to know that they are doing them badly and to a very large extent from the duty of forming an audience We are going soon to have a cultivated democracy from top to toe. We are going to have a vast sounding board for any instrument which may come to be played, and the duty of forming a part of that sounding board seems to me no insignificant one, and one which we may regard as worthy to be one of the aims of education

The great artist, even the great explorer and discoverer of the past has too often had to fight through half a lifetime if not a whole life-time of coldness, of want of sympathy. It will be an important advance in education if each child that goes through the education of the country can regard itself as having a duty to be on the alert for the great man's voice though it cannot aspire to being a great man itself.

Just one idea I would like to throw out. I am not certain that we ought not to have a few schools to which the really remarkable children should be sent at a very early stage. It is a suggestion which would call for a great amount of self-sacrifice. I can imagine nothing harder than to offer up a budding genius to a school for geniuses, but the very remarkable children perhaps need something a little different from the average education that must be given to the ordinary run of children in a school. I am not sure that it is completely an accident that so many great men and some great women have not had quite the normal education but have been able to have a more specialized treatment.

Secondly, if we were really to succeed in our educational policy, whether we ought not to struggle for a national educational policy taking people right up to eighteen or twenty. I am a little terrified at the thought that we regard University education or very specialized technical education, as the only excuses for any education really up to adult years. It is our
custom to laugh a little at the standards of American Universities. A friend of mine who was teaching in one of them made a calculation as to the district that was served by that University. She found that comparing it with her own home university, the American Commonwealth was educating just about ten times as many of its population up to the age of twenty or twenty-one as we were doing.

I asked the head of an American college about this, and he said, "Yes, very few of your people understand that. We know the education they get is not worth a great deal, but we feel that giving it such as it is in this generation is our only hope of a really educated democracy in the next."

We University people are perhaps a trifle snobbish about the value of non-University education up to an adult age. If we want to succeed in this task of giving to every citizen an atlas of the universe, but giving it without destroying whatever germ of individuality may lie in his or her mind, we must be allowed not to have to rush things so much; we must be able to plan our ordinary school education so that it may cover a much larger field of education than it does at the present time.

Let me thank you for having listened so patiently to me. Most of the things I have said are platitudes, and the things which are not platitudes are much better known to you than to me.

The Chairman thanked Miss Fry for her magnificent exposition of humanism.

Dr. McKie, in moving a vote of thanks to Miss Fry, agreed that the present was a time of immense stress. We were all being hurried on, perhaps against our will, perhaps with it, to some unknown goal, and were bewildered sometimes as to what to do for the best, what to choose among the multiplicity of things we were told we must provide for the children if we were to educate them properly. There was no time to stand and stare at the things that matter and the things that are vital in a humanistic education. It was only when we listened to the few people like Miss Fry, who by their immense vision really expressed to us what education in its higher form means, that we had the courage to go forward and regain our sense of proportion.

She thanked Miss Fry on behalf of all the members for the immensely interesting and stimulating lecture which she had given.

This motion was seconded by Miss Ralph, and carried by acclamation.

The meeting closed with a vote of thanks proposed by Miss R. E. Shore to the President for taking the Chair.

## ASSOCIATION OF UNIVERSITY WOMEN TEACHERS.

Hospital Branch Account at 31st August, 1929.

To Balance in Hand at 1st Sept., 1928 ,, Subscriptions-

8 at 5s. in arrears for 1928-29 . .
20 at 5 s. as paid in advance on 31st August, 1928, for 1929-30
7 at 5 s . as paid in advance on 31st August, 1928, for 1930-31
2 at 5 s . as paid in advance on 31st August, 1928, for 1931-32 289 at 5 s . for 1929-1930
12 at 5 s . in advance for $1930-31$
1 at 5s. in advance for 1931-32
1 at 5 s . in advance for 1932-33
,, Interest on Deposit at Bank
$\begin{array}{llll}£ & \text { s. } d & \left.\begin{array}{rrrr}£ & \text { s. } & \text { d. } \\ & 149 & 4 & 4\end{array}\right]\end{array}$
200
500
1150
100
7250
300
5
$\longrightarrow \quad 85000$
07

£ s. d.
$50 \quad 0 \quad 0$

500
110
50

Total
Total
Total ... ...

I have examined the above account with the books of the Hospital Branch and found believe it to be a correct statement of the transactions for the year ending 31st August, 1929. September 1929.

Dorothy C. Failes
Watton Vicarage,
Thetford, Norfolk.

## LIFE MEMBERSHIP ACCOUNT, 30th November, 1929.

To Life Memberiships-
Unexhausted Balance at 30th Nov., 1928
Add Life Membershipis received during the year :3 at £4 4s. 15 at £2 10s.
£ s. d. £ s. d.

| $A d d$ | $\begin{array}{r} 568 \\ 1 \end{array}$ | as per last Account short stated in 1928 |
| :---: | :---: | :---: |
|  | 569 |  |
| Deduct | 14 | exhausted at beginning |
|  | 555 |  |
| $A d d$ | 1 | received in 1928 for 1929 |
| Add | 18 | received in 1929 for 1929 |
|  | 574 |  | Interest Appropriation of 1928 and 1929

$$
559
$$

548 at $5 \mathrm{~s} . \quad \ldots \quad \ldots \quad \ldots 137 \quad 0 \quad 0$ 11 at 4s. 240 559
Balance carried forward, being Un-
exhausted Balance at 30th Nov., 1929
$545 \quad 9 \quad 0$
$£ 68413 \quad 0$

BALANCE SHEET, 30th November, 1929.


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, 1929, the books being closed at 25 th October, 1929. P. C. CHALIONER (Signed) HELEN COX (Mrs. Harold Cox), Auditor,
P. C. CHALLONE

Members of Committee.
6, Raymond Buildings, Gray's Inn.

## REVENUE ACCOUNT for Year ending 30th November, 1929.



## (29)

## ORDINARY MEMBERS.

Abbreviations for Universities: C.-Cambridge. O.-Oxford. L.London. A.-Aberdeen. B.-Birmingham. Bris.-Bristol. D.-Durham. Dub.-Dublin. E.-Edinburgh. G.-Glasgow. Liv.-Liverpool. M.Tniversity of Ireland R U.I -Royal University of Ireland. S.-Shef-
field. St. A.-St. Andrews. V.-Victoria. W.-Wales.

Ade.-Adelaide. Bor.-Bordeaux. B.M.-Bryn Mawr. Col.-Columbia Gre.-Grenoble. H.-Heidelburg. Lau. Lausanne. Manit.-Manitoba. McG.-McGill. Mel.-Melbourne. Min.-Minnesota. N.Z.-New Zealand. P.-Paris. Qsd.-Queensland. R.-Reading. S. Afr.-South Africa. Sask.-Saskatchewan. Stra.-Strasibourg. Syd.-Sydney. Tou. Toulouse W Aust.W Australia Zur-Zurich
(a) Life Members

|  | Batchelor, E. | Leeds |
| :---: | :---: | :---: |
|  | 4 Batchelor, F. M. S. |  |
| 45 | Baxter, M. | C |
| 46 | Baynes, Mrs. | , |
| 47 | Baynes, C. D. E. | Mel |
| 48 | Beale, D. M. | 1. |
| 49 | 9 Beard, E. | . It |
| 50 | Bell, Mrs. (née Irv | ing) |
| 51 | 1 Bell, A. M. | .. E |
| 52 | Bell, E. H. C. Mo | rly |
| 53 | Bellman, M. | . 0 |
| 54 | 4 Bennett, Mrs. A. | C |
| 55 | 5 Bennett, Mrs. (née Laycock) | C \& L |
| 56 | 6 Bennett, E. S. | C \& Dub |
| 57 | 7 Bennett, M. C. | C \& Dub |
| 58 | 8 Bentham, M. A. | I |
| 59 | 9 Bentley, I. M. | L |
| 60 | 0 Benton, S. | C |
| 61 | 1 Berry, F. J. M. | Dub |
| 62 | 2 Bethell, M | L |
| 63 | 3 Bewick, I. H. | C |
| 64 | 4 Bingham, J. | C |
| 65 | 5 Birley, M. H. | 0 |
| 66 | 6 Bishop, E. D. | L |
| 67 | 7 Black, J. M. | St. A |
| 68 | 8 Blackman, Mrs. Chick) | L |
| 69 | 9 Blagden, Mrs. Dewar) | ... C |
| 70 | 0 Bloor, C. |  |
| 71 | 1 Blunt, M. | 0 \& L |
| 72 | 2 Boden, C. E. | , |
| 73 | 3 Bolton, G. | , |
| 74 | 4 Bond, M. |  |
| 75 | 5 Bonny, O. G. |  |
| 76 | 6 Boon, M. E. |  |
| 77 | 7 Boorne, N. | L |
| 78 | 8 Booty, M. A. | C \& Dub |
| 79 | 9 Borland, M. W. | S |
| 80 | 0 Borrow, M. A. | L |
| 81 | 1 Bott, C. M. | Liv |
|  | 2 Boulton, M. A. | ( |


|  | Churley, E. M. ... L |
| :---: | :---: |
|  | Claridge, M. M. ... Leeds |
| 142 | Clark, Mrs. Adams ... |
| 143 | Clarke, A. K. |
| 144 | Clayton, R. A. |
| 145 | Clegg, C. E. $\ldots$... D |
| 146 | Coates, E. M ... W |
| 147 | Coath, A. A. |
| 148 | Cockland, Mrs. (née Tucker) <br> C \& Mel |
| 149 | Coffey, M. ... R U I |
| 150 | Colebrook, E. V. ... L |
| 151 | Conway, G. ... Liv |
| 152 | Cook, M. H. ... L |
| 153 | Cooper, Mrs. (née Lister) |
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| 155 | Corbett, E. |
| 156 | Counsell, D. A. |
| 157 | Court, F. A. 0 |
| 158 | Covernton, A. B. ... O |
| 159 | Coward, K. H. ... L \& M |
| 160 | Cox, Mrs. (née Fennell) 0 |
| 161 | Craik, J. McL. ... R U I |
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| 163 | Cranmer, E. A. G. ... L |
| 164 | Cridge, Mrs. (née Stor |
| 165 | Cripps, R. M. ... L |
| 166 | Crocker, B. M. |
| 167 | Crook, Mrs. F. A. ... C |
| 168 | Crowe, E. G. Liv \& V |
| 169 | Crowther, F. |
| 170 | Cull, E. M. ... C |
| 171 | Cullis, E. A. ... O |
| 172 | Cunningham, E. M. C \& Dub |
| 173 | Curran, K. - . O |
| 174 | Curran, M. B. ... C |
| 175 | Currie, I. ... Dub |
| 176 D | D Aguilar, F. W. ... C |
| 177 D | Dale, A. M. |
| 178 | Dale, B. M. |
| 179 D | Dale, E. |
| 180 D | Dangerfield, E. A. |
| 181 D | Daniels, A. G. |
| 182 | Darke, E. B. |
| 183 D | Davies, A. M. ... L |
| 184 | Davies, E. ... N U I |
| 185 D | Davies, M. J. ... W |
| 186 | Davis, E. ... B |
| 187 | Dawe, M. M. S. ... L |
| 188 D | Dawes, E. A. S. ... C \& L |
| 189 D | Dawson, A. B. ... D |
| 190 D | Dawson, H. M. ... L |
|  | Dean, Mrs. (née Hudson) ... Liv |
| 192 D | Deare, N. C \& Dub |
| 193 | Dennis, M. M. ... I |
| 194 | Dent, H. G. |
| 195 | Derrick, G. A. |
|  | Dessin, E. E. E. |




| 309 Gwyther, J. M. | 363 |
| :---: | :---: |
| 310 Gwyther, M. E. ... O | 364 Howard, Mrs. (née |
| 311 Haigh, A. ... M | Matthaei) <br> C \& Dub |
| 312 Hall, E. M. | 365 Howard, D. D. ... C |
| 313 Hamilton, Mrs. (née Macalister) ... Q U I | 366 Hudson, Mrs. Voss (née Snook) L \& Bris |
| 314 Hamilton, M. T. ... St. A | 367 Huggard, E. M. ... O |
| 315 Hammond, Marjorie C \& Dub | 368 Hughes, N. P. ... W |
| 316 Hammond, Muriel $\ldots$ L | 369 Hugon, L. G. C \& Dub |
| 317 Hannam, Mrs. (née Kemplay) | 370 Hunter. R. M. G. ... E |
| 318 Harding, J. ... C | 372 Hurst, A. ${ }^{\text {a }}$ ( ${ }^{\text {d U I }}$ |
| 319 Hardy, M. E. ... L | 373 Hurst, E. A. ... R L |
| 320 Hargreaves, L. J. ... M | 374 Hurt, E. E. |
| 321 Harper, I. $\quad . . \mathrm{R}$ U I | 375 Hutt, M. S. $\quad .$. E |
| 322 Harris, Mrs. (née Turner) C \& Dub | 376 Hyams, Mrs. (née Frood) C |
| 323 Harris, D. ... St. A |  |
| 324 Harrop, M. ... |  |
| 325 Hartle, H. J. ... C \& L | 379 Ireland, E. H. |
| 326 Hartley, M. R . ... Liv | 380 Irwin, M. G. |
| 327 Harvey, J. B. ... W | 381 Ison, A. M. |
| 328 Haslam, K. S. E. C \& Dub | 382 Ison, E. M. |
| 329 Head, Mrs. ... C | 383 Jackman, E. ... Leeds |
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| 331 Heath-Jones, L. A. .. C | 385 Jackson, E. ... C |
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| 336 Heward, D. A. .. L | 391 Jenkins, J. A. ... L |
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| 338 Hewlett, E. L. .. M | 393 Jennings, K. W. |
| 339 Heygate, G. M. ... L | 394 Jewson, I. M. |
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| 342 Hiley, D. F. P. ... | Ambrose) 0 |
| 343 Hills, E. M. A. ... O | 397 Johnson, A. N. ... R U I |
| 344 Hirst, C. M. ... C | 398 Johnson, E. D. ... V |
| 345 Hirst, M. E. | 399 Johnson, F. A. Leeds \& Vic |
| 346 Hoare, A. M. ... L | 400 Johnson, H. M. ... C |
| 347 Hoare, L. O'D. ... Liv | 401 Johnston, A. M. ... E |
| 348 Hobson, E. I. ... Leeds | 402 Jolly, E. B. |
| 349 Hodges, R. M. ... L | 403 Jones, Mrs. O.B.E |
| 350 Hodgson, G. E. C \& Dub | (née Coombs) ... |
| 351 Hodgson, S. ... R U I | 404 Jones, A. V. $\quad \cdots$ O |
| 352 Hogg, Mrs. Garry <br> (née Wyatt) | 405 Jones, E. A. . ${ }^{\text {A }}$ |
| 353 Holgate, M. E. ${ }^{\text {nee }}$. ${ }^{\text {a }}$ | 406 Jones, J. G. Hopkins L |
| 354 Holland, M. E. | 407 Jones, K. Gilman ... C |
| 355 Hollinshead, E. ... Liv | 408 Jones, L. A. ... L |
| 356 Home, G. $\quad$ C \& Dub | 410 Jordan, M. D. ${ }^{\text {a }}$. ${ }^{\text {c }}$ |
| 357 Hooppell, K. M. ... L | 411 Joyner, M. E. ... St. A |
| 358 Horsfall, G. ... C | 412 Kane, M. M. ... R U I |
| 359 Hoskyn, H. E. ... L | 413 Kellett, C. A. L. ... R U I |
| 360 Hotblack, K. ... C \& L | 414 Kemp, C. M. ... L |
| 361 Hothersall, K. D. ... C | 415 Ker, M. D. |
| 362 Hough, H. S. Died 21st July, 1929. | 416 Kewley, T. L. |

533 Newbiggin, M.
534 Newland, Mrs.
535 Newman, H. 535 Newman, $H$. 537 Nightingale, E. C. 538 Nightingale, M. 539 Norton, L. M. 540 Nottage, M. E. 542 O'Brien, S. G. 543 Odell, L. 545 Oli, iver, Mrs.
Walrond)
46 Olliff, D. E. L 48 Ord, E.
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553 Parker, M. J.
554 Parkin,
555 Parsons, D.
557 Patterson, D. C.
P
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562 Pearman, A.
564 Pearson, D. M.
565 Pearson, E. R.
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(née White)
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579 Pickersgill, M. G.
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Cameron)
582 Pollard, G. C.
583 Porcher, M. J
584 Potter, H. R.
586 Poulson J. M.
587 Powell, M. H.
Powell, M. H. October 19

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702 Spurling, C. 704 Stafford, P. 705 Staveley, D. W 707 Stedman, D. E
708 Stephens, Mrs. A. $\ddot{J}$
709 Stephenson I
710 Stevenson, E. $\quad$ C \& Dub
711 Stewart, I. M. $\quad$.. \& Dub
712 Stockman, Mrs. (nëe
Smith)
$\begin{array}{llr}713 \text { Stodart, B. M. } & \cdots & \text { L } \\ 714 & \text { Stone, C. M. } & \text { C \& Dub }\end{array}$
716 Stoney, E. A.
718 Strachey, J. P. C C \& Dub
18 Strachey, M. C
720 Swann, K. M
21 Taffs, F. E.
22 Talbot, Mrs. (née Wood)
723 Talbot, E. M.
724 Tamlyn, N
25 Tanner, E. M.
26 Tanner, L. L. K.
28 Tansley, Mrs. (née C̈hick) \&
29 Tarrant, D. ... C \& L
730 Taylor, Mrs. (nëé Cooke) © Dub
731 Taylor, A. R.
732 Taylor, E. B. $\quad \cdots \quad 0$ \& $\frac{\mathrm{L}}{\mathrm{M}}$
734 Taylor, L. M. $\quad$... $O$ \& \& L
735 Taylor, M. T. $\quad \cdots \quad$ T. $\quad$ C
736 Taylor, N: G. R. $\quad$ C \& Dub
$\begin{array}{lll}737 \text { Taylor, V. L. } & \ldots & \text { B } \\ 738 \text { Thane, V. H. M. } \\ 739 \text { Thirde, M. M. } & \cdots & \text { St. A }\end{array}$
740 Thom, M.
741 Thomas, J. W. (nëe
Mason)
Mpson, A. D.
omson, C. B.
744 Thomson, C. B.
745 Thomson, I.
746 Thomson, J. R. … C \&
747 Tizzard, $\mathbf{7}$.
749 Todhunter, W. A. ...
$\begin{array}{ll}750 \text { Tonkin, B. A. } & \ldots \\ 751 \text { Tooke, F. E. } & \text { C } \\ \text { C }\end{array}$
752 Toy, Mrs. (née Doudney)
754 Tremain, C. P.
755 Trench, I.

| 57 Trotter, V. A. G. | 800 Wells, J. T. Dub |
| :---: | :---: |
| 758 Trout, A. M. ... L | 801 West, F. ... O |
| 759 Tudor, Mrs. ... C | 802 West, F. M. $\quad$ O \& Dub |
| 760 Tuke, M. J. C \& Dub | 803 West, M. S. ... L |
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| 762 Turner, L. M. ... O | 805 White, Dr. Jessie C, L \& B |
| 763 Udall, M. ... Liv | 806 White, M. S. ... O |
| 764 Underwood, D. E. ... L | 807 Whitton, H. G |
| 765 Valette, Madame (née | 808 Whitwill, M. W. |
| Pallez) $\quad . . \mathrm{C}$ | 809 Widdows, S. T |
| 766 Varley, A. E. C \& Dub | 810 Wilding, J. E. ... L \& B |
| 767 Vaughan, F. M. ... R U I | 811 Wilkinson, Mrs. (née |
| 768 Ventham, D. ... L | Hudson) C \& Dub |
| 769 Vinter, F. V. C \& Dub | 812 Wilkinson, B. K. R. L |
| 770 Vinter J. C. C \& Dub | 813 Willcock, E. |
| 771 Vinter, M. E. C, L \& Dub | 814 Williams, C. N. |
| 772 Vobes, L. E. ... W | 815 Williams, E. M. ... O |
| 773 Waddell, W. E. ... O \& L | 816 Williams, G. |
| 774 Walker, M. E. ... C | 817 Williams, Maud |
| 775 Wall, C. I. C \& Dub | 818 Williams, May |
| 776 Wallace, K. I. ... L | 819 Williams, M. V |
| 777 Wallas, K. T. C. \& Dub | 820 Wills, J. E. |
| 778 Wallis, J. K. ... O | 821 Wilmott, J. M. |
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| 780 Ward, D. ... W | 823 Wilson, W. M. ... L |
| 781 Ward, L. ... L | 824 Wodehouse, H. M. ... C \& B |
| 782 Ward, M. E. ... O | 825. Wood, L. J. C \& Dub |
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| 784 Warton, D. I. ... C | 827 Woodhouse, E. M. |
| 785 Waterhouse, E. ... C | 828 Woods, A. |
| 786 Waters, F. F. $\quad$ U I \& P | 829 Woolmer, F. M. ... L |
| 787 Watkins, E. M. ... O | 830 Wortham, W. H. |
| 788 Watson, J. ... O \& L | 831 Wragg, E. J. ... B |
| 789 Watson, M. A. Hannan <br> St. A | 832 Wright, B. W. ... O \& L 833 Wright, E. Hulland .. |
| 790 Watson, O. L. O \& Dur | 834 Wright, J. T. ... C |
| 791 Watt, R. W. ... I. | 835 Wright, M. D. |
| 792 Way, L. F. $\quad$ O. O | 836 Wright, O. |
| 793 Webster, J. B. C \& Dub | 837 Wright, S. L. Pownell |
| 794 Weddell, F. M. ... D | C \& Sask |
| 795 Weddell, M. ... L \& D | 838 Yeldham, F. A. ... L |
| 796 Weightman, M. Liv | 839 Young, A. M. |
| 797 Weir, E. ... C | 840 Young, J. S. |
| 798 Welbourn, E. B. ... O | 841 Young, R. A. |
| 799 Welland, M. L. |  |

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| 844 Abrahamson, N. E. | 0 | 856 Allan, S. S. | St. A |
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| 847 Adam, J. I. | M | 859 Allen, B . | L |
| 848 Adam, R. P. | C | 860 Allen, D. B. | L |
| 849 Adams, M. L. | M | 861 Allen, G. E. | L |
| 850 Addy, E. M. | Q U I | 862 Allen, T. | W |
| 851 Ahern, I. M. G. | L | 863 Allen, W. M. | C |
| 852 Aitken, J. | E | 864 Alsop, M. C. | I |
| 853 Aitken, M. Y. H | St. A | 865 Ambrose. M. R. | E |


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| :---: | :---: |
| 867 Amsden, Mrs. (née Flack) L | 925 Barber, E. G. |
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| 873 Andrews. K. ... S | 931 Barker, J. |
| 874 Angus, J. A. M. ... C | 932 Barker, L. F. ... Liv |
| 5 Anson. J. C. ... L | 933 Barker, M. L. |
| 876 Apperson, F. D. M. C | 934 Barker, P. M. |
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| 880 Ardagh, E. A. ... Dub | 938 Barnes, H. A. H. |
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| 892 Ashworth, E. H. H. L | 949 * Bartlett, J. M. ... Liv |
| 893 Asling, D. M. | 950 Barton, C. I. $\quad .$. |
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| 895 Atkinson, E. D. C. ... L | 952 Barton, M. L. |
| 896 Attwell, E. ... Bris | 953 Basford, K. E. |
| 897 Atwool, E. ... L | 954 Bate, H. D. |
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| 899 Back, P. J. ... L | 956 Bates, M. A. $\quad$ C 11. |
| 900 Bagguley, A. M. ... C | 957 Bateson, Mrs. (née Collins) O |
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| 902 Bailey, A. E. .. L | *MaCormick) ... Dub |
| 903 Bailey, A. M. M. ... R U I | 959 Battenham, M. R. ... C |
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| 905 Bailey, E. V | 961 Bax, A. ... L |
| 906 Baker, Mrs. (née Wil- | 962 Baxter, M. N. ... Bris |
| kinson) | 963 Bayliffe, J. ... Leeds |
| 7 Baker, A. Z. ... L | $964+$ Beach, O. C. |
| 908 Baker, E. W. C \& Dub | 965 Beale, L. M. |
| 909 Baker, G. G. ... L | 966 Beard, M. G 0 \& R U I |
| 910 Baker, I. M. ... L | 967 Beard, M. L. ... V |
| 911 Baker, K. W. ... L | 968 Bearpark, M. ... M |
| 912 Baker, M. L. ... O \& L | 969 Beattie, A. H. ... Dub |
| 913 Bakewell, D. L. ... C | 970 Beatty, A. ... Dub |
| 914 Balch, G. M. ... L | 971 Beaumont, B. |
| 915 Balcombe, M. W. C \& Dub | 972 Beck, B. |
| 916 Baldwin, D. E. ... L | 973 Beck, D. 1. |
| 917 Balfour, Mrs. (née | 974 Beck, E. F |
|  | 975 Beck, N. C. E. |
| 918 Ball, A. M. K. ... Dub | 977 Bedford, D. C. ... C1 |
| 919 Ball, E. I. P. | 978 Beggs, J. W. C. C Dub |
| 921 Ball, M. G. | 979 Beggs, M. A. |
| 922 Ball, M. K. ... C | 980 Beggs, M. E. |
| 923 Ball, W. K. | +Died 10th May. 1929 |



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> 1055 Brash, I. F. 1054 Brash, J. Wray, M. J. 1052 Brennan, D. L
> 1051 Bridger, E. A.
> 050 Briggs, Mrs. (née Sewell) 1049 Brimacombe, D. M. 1048 Brinton, L. N. C. 1047 Briseldon, A. G. 046 Brittain, H.
> 045 Broadhurst,
> 044 Broadhurst, E. D.
> 043 Brodie, E. J.
> 1041 Brodrick, F.
> 040 Brodrick, F
> 056 Brooks, A. M.
> 057 Brooks, I. M.
> 058 Brough, Mrs, (nëe
> C \& Dub

1059 Brough, G. M. R.
1060 Brown, Caroline M...
1061 Brown, C. M. Rankine St.
062 Brown, D. M.
1063 Brown, E
064 Brown, J
065 Brown, K. M
066 Brown, Margaret B
1067 Brown, Marjorie
1069 Brown, P. I.
1070 Brown, W. G.
1072 Browne, E. K. 1073 Browne, F. C. 1074 Browne, Marjorie E.
1075 Browne, Mary E.
076 Browning, D. M.
1077 * Brunton, E.
1078 Bryan, F. I.
080 Buchan-Sydserff, M
081 Buck, D. A. H.
082 Buckle, K. E.
083 Buckley, J. K
084 Buckley, S.
085 Buist, G. E.
1087 Bullen, H. E.
1088 Bullman,
1089 Bumpus, M.
1091 Burch, D. C. V
1092 Burgess, Mrs.
093 Burgess, M. A
1094 Burgis, H
095 Burnett, C. R.
097 Burrows, M. F.

1098 Burstein, S. R 1099 Burt, A. L 1100 Burt, S. U. 1101 Burton, H. V. T. 1102 Burton, M. K. 1103 Burtt, A. E. 1104 Burwell, N 1105 Bushell, D. 1106 Bussey, O. M. 1107 Butcher, E. L. 1109 Butterworth. 1110 Buzon, M. L. 1112 Byram, P. M. 1113 Caiger, J. E 1114 Caird, E. M. 1115 Caithness, B.
1116 Calder, H. M. 1117 Caleb, G. A. 1118 Callinan, M. D 1119 Callow, M. J. 1120 Calthrop, M. G. 1121 Campbell Canning, P. M. M. 1123 Cardwell, $\stackrel{\text { N. }}{ }{ }^{121}$ 1124 Carless, J. W. 1125 Carpenter, J 1126 Carr, Mrs. H. R. C
1127 Carr, A. 0
1128 Carson,
1129 Carter, Mrs
1130 Carter, A.
1131 Carter, D. L
1132 Carter, E. G.
1134 Carus-Wilson, E. M
1135 * Case, E. M. $^{\text {C }}$
$1135{ }^{*}$ Case, E. M.
1137 Cash, K. G.
1138 Cattley, M. H
1139 Cave, M.
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1141 Challoner, $\stackrel{\text { P. }}{1142 \text { Chambers, }} \mathrm{C}$.
1142 Chambers, W. W.
1143 Champion, B. N.
1144 Champness,
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1155 Chipperfield,
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1157 Christian, E.
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1162 Clark, D. H.
1163 Clark, E.
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1171 Clegg, E
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1177 Clutton, M.
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1184 Collie, F. A.
1185 Collier, K. M.
1186 Coney, P. M. F
1188 Conway, A. M.
1189 Conway, E. F.
1190 Cook. G. V.
1191 Cook, I
1192 Cook, M. E
1193 Cooke, L. M
1194 Coole, R. D.
1195 Coole. T. B. R.
1196 Coomber, H. F.
1198 Coombs, A. F.
1198 Cooper, A. M.
1200 Cooper, K. W. W.
1201 Cooper, M. W.
1202 Cope. D. G.
1203 Copeland, E. M
1204 Copping, M. E.
1205 Cotton, M. K. R.
1206 Covernton, E. E.
1207 Cowan, F. N.
1208 *Coward, D. G.
1209 * Coward. E. W
1211 Cowmeadow. G.
1211 Cowmeadow, G. E. ...
1213 Craig, A. I
1214 Crampton, V. G. L.
$C \&{ }^{G}$ Q U I

1216 Crawley，E． 1218 Creed，R．M 1219 Cresswell，C．M． 1221 Crewe，M．C 1222 Creyke－Clark，T． 1223 Crommelin，P．M．D 1225 Crook，N．R． 1226 Crossfield，J 1227 Crossley，M 1228 Crossley，V．G 1229 Crowe，M．E． 1230 Crowther，E．D 1231 Cruden，N． 1232 Crump，M． 1233 Cumming，E．I 1234 Cunningham，F．A．O 1235 Cunningham，M．R 1237 Cunynghame，G．M．E． 1238 Curry，E．M． 1239 Curryer，C．E． 1240 Curzon，J．D． 1241 Cussans，D．M． 1242 Cuthbertson，B． 1243 Cuthbertson， 1244 Dace，I
1246 Dacombe 1247 Dagg，E．I 1247 Dale，D．F 1249 Dale，G．C 1249 Dale，J．M 1251 Dalgleish．M 1252 Daniel，C．I 1253 Darling，E．A 1254 Darling，M．R 1255 ＊Dart，C．A．A 1256 Daubeny，M 1257 Davey，A．Y． 1258 Davids，E I．G 1260 Davies，Mrs． 1260 Davies，Mrs． 1261 Davies，A．$\stackrel{\text { E }}{\mathrm{D}}$ 1262 Davies，A．M 1264 Davies，E．B 1265 Davies，F．B 1266 Davies，F．H 1267 Davies，F．M 1268 Davies，G．M． 1269 Davies，K．E． 1271 Davies，P M 1272 Davis，S．M 127：Davison A K． 1274 Davy，S．I 1275 Daws，E．

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\begin{array}{r}
\stackrel{\rightharpoonup}{P} \\
\text { Dub } \\
Q \frac{1}{T}
\end{array}
$$

$$
\begin{aligned}
& 1314 \text { Dransfield, E. } \\
& 1315 \text { Draper, Mrs }
\end{aligned}
$$

(nëe
1277 Dawson, K. K
1277 Dawson, K. K
1278 Day, B J
1278 Day, B J
1289 Day, N. H.
1289 Day, N. H.
1281 Daykin, W. D.
1281 Daykin, W. D.
1282 Deans, H. S.
1282 Deans, H. S.
1283 Dedicoat, D. A.
1283 Dedicoat, D. A.
1284 Dellow, H. A.
1284 Dellow, H. A.
1285 Derrick, E. K.
1285 Derrick, E. K.
1286 Derriman,
1286 Derriman,
1287 Dew, F. S
1287 Dew, F. S
1288 Diaper, B.
1288 Diaper, B.
290 Dickinson, G.
290 Dickinson, G.
291 Dixon, C W
291 Dixon, C W
292 Dobbs, B. F
292 Dobbs, B. F
294 Dobbs, E. M.
294 Dobbs, E. M.
1295 Dobbs, P. M
1295 Dobbs, P. M
296 Dobson, D.
296 Dobson, D.
1297 Dobson, D. de B.
1297 Dobson, D. de B.
$1298^{*}{ }^{*}$ Dodds, W. . V.
$1298^{*}{ }^{*}$ Dodds, W. . V.
299 * Dodwell, W. A
299 * Dodwell, W. A
301 Doggett, G. M.
301 Doggett, G. M.
302 Doggett, M. K.
302 Doggett, M. K.
303 Doret S M
303 Doret S M
304 Doughty, M. A.
304 Doughty, M. A.
1305 Douglas, H. F.
1305 Douglas, H. F.
307 Downes, M.
307 Downes, M.
308 Downs, V.
308 Downs, V.
309 Dowse, E. D. O
309 Dowse, E. D. O
1311 Doyle, N.
1311 Doyle, N.
1312 Drake,
1312 Drake,
1313 *Drake, W. M
1313 *Drake, W. M
G.
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A. 0
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M
E.

 7 A． G．
Dúfin)
1317 Drew, D. A
Dúfin)
1317 Drew, D. A
M.
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...
1318 Drinnan, M.
1318 Drinnan, M.
1319 Drummond, A
1319 Drummond, A
1320 Drury, W. G.
1320 Drury, W. G.
1521 Fish)
1521 Fish)
1322 Duckitt, M.
1323 Dumble, M. B
1322 Duckitt, M.
1323 Dumble, M. B
1323 Dumble,
1323 Dumble,
1324 Dun, A.
1324 Dun, A.
1325 Duncan, A. W.
1325 Duncan, A. W.
1326 Dunch, J. K. F.
1326 Dunch, J. K. F.
1327 Dunch, I
1327 Dunch, I
1328 Dunham,
1328 Dunham,
1329 Dunlop, K. Forbes Liv
1329 Dunlop, K. Forbes Liv
1331 Dunstan, B. E
1331 Dunstan, B. E
1332 Dyer, E. A.
1332 Dyer, E. A.
UI

1391 Finch，P．I．（nëe 1392 Findlay，Mrs．（née 1393 Finlay，E． 394 Finlayson，L．M．O \＆Dub 395 Finlayson，M． 1395a Finnegan，B．
1396 Finney, K. E.
397 Fish, M. E.
1398 Fisher, Mrs
1399 *Fisher, C.
1400 Fisher, D. M.
401 Fisher, E. M
1402 Fisher, M.
103 Fitch, M. G.
1403 Fitch, R. A.
1404 Flack, E.
1405 Fletcher, C.
1406 Flood, M. L.
1405 Fletcher, C.
1406 Flood, M. I
1408 Ford, L. A.
1409 Ford, M. M.
1409 Ford, M. M.
1410 Forrest, F. M.
1411 Forrester, ${ }^{1}$. 0 .
1413 Foster, Evander, M.
1413 Foster, Evander, M
1414 Foster, Evander,
1415 Foster, M.
1416 Fowle, E. W.
1417 Fowle, E. W.
1418 Fowler, M. E.
1419 Fox, H. M.
1419 Fox, H. M.
1420 Fox-Davies, G. M
1420 Fox-Davies, G. M
1421 Frampton, E. L.
1421 Frampton, E. L.
1422 Francis, E. L.
1423 Francis, K. D.
1423 Francis, K. D
1424 Fraser, K.
1425 Free, I. D.
1426 Frere, E. M.
1427 Fulcher, D. E.
1428 Fulford, E. L.
1428 Fulford, E. L.
1430 * Fuller, M. E.
1431 Funston, M. M. F.
1432 Funston, M. M. F.
1432 Galloway, E. F.
1433 Galpin, M. C.
1433 Galpin, M. C.
1434 Galton, E. A.
1436 Game, O. R.
1437 Gandine, D. A.
1438 Gandy, A
1439 Garbutt, F..
1440 Gardiner, M. A
1441 *Gardner, D. A.
$\begin{array}{lll}1440 \text { Gardiner, M. A. ... } \\ 1441 \text { *Gardner, } & \text { D. } \\ 1442 \text { Gardner, } & \text { E. M. E. } & \text { L } \\ 1443 \text { Gardner, } & \text { M. } & \text { C \& Dub }\end{array}$
1442 Gardner, E. M. E. ... \& Liv
1444 Gardner, M. C.
1444 Gardner, M. C.
1445 Gare, K. D.
1446 Gare, K. D.
1446 Garlick, C.
1447 Garrard, F.
1448 Garrett, H. K.


1426 Frere, E M $\quad \cdots \quad$\begin{tabular}{c}
B <br>
\hline


1335 \& Eagleson，I．M． \& $\ldots$ \& Dub \& \multicolumn{2}{|c}{ Bisset } <br>
1336 \& Earle，J． <br>
1337 \& Eason，A．W． \& $\ldots$ \& C \& 1393 Finlay，E． <br>
13 \& $\ldots$ \& G \& 1394 Finlayson，L．M．
\end{tabular}

339 Eaton Thod, K. M.
1344 Edgar, M. M.
1345 Edminson, V. I.
1402a Fitch, M.
1363 England, D. K.
1419 Fox, H.

$\qquad$

$\qquad$
1441 *Gardner, D
nowland)Died 13 M．K June， 1929

$\square$| A |
| :--- |
| b |
| O |


1509 Griffiths, G.
1510 Griffiths, M. A. E.
1511 Griffiths. O
1512 Grigg, E. R
1513 Grimley, F. I.
1514 Grinham, R. W.
1515 de Gruchy, E. M
1516 de Gruchy, K. R
1517 Gullen, C.
1518 Hacker, M
1519 Hadden, N. K.
1520 Hadfield, A
1522 Haire, M
1523 Hale, E. M
1524 Hall, Mrs. (née Inman)
1526 Hall, D. M.
1527 Hall, Emma
1528 Hall, E. E.
1529 Hall, J. G.
1530 Mall, K. M.
1531 Hall, M .
1532 Hall, M. L.
1534 Hamilton, M. E M
1535 *Hamilton, R. E.
1536 Hancock, G. D.
1537 Hancock, M. E. A
1538 Harding, E.
1539 Hardy, J
1540 *Hargreaves, A. M.
1541 Harlow, S.
1542 Harmer, F. E. 1544 Harrington, M. L. 1545 Harris, D. Margar 1546 Harris P C 1547 Harrison K . 1548 Harrison, Mildred M
1549 Harrison, Muriel M
1550 Hartnell, C. M.
1551 Hartshorn, Mrs.
1552 Hartwell, W. A.
1553 Harvey, H. E.
1554 Hawey, K. M. 1555 Harvey, M. A. 1556 Harwood, M. G
1558 Haslam, M. M. ... I 1559 Hatley , E. M.

$$
\begin{aligned}
& \text { (née Grove) }
\end{aligned}
$$

O
1560 Hatt, D. M
1562 Hawkins, G. K.
1563 Haw.orth, M
1564 Hawthorn, K.
1565 Hawtrey, C. L. M.

1623 Holmes, M. J
1624 Holt, M. E
1625 Holtzmann, L. J. M
1626 Hood, L.
1627 Hocks,
1628 Hooper, N. M.
1629 Hope, E. A. M
1630 Hoph L. A. I
1631 Hpkins, Mrr. (née Diller) L
1632 Horans, Mrs. (née Rowe) L
633 Willans
1634 Horne H S
1635 Horner, S . .
1636 Horobin, N.
1637 Horser, G. K.
1638 Houlston, J. E.
1639 Hourd, M. L.
1640 Howell, G. A.
1641 Howells, E. N.
1641 Howells, E.N.
1642 Howgego, M.
1643 Howlett, E.
1644 Howlett, $\stackrel{\text { M. N. }}{ }$
1645 Howorth, A.
1646 Hoyle, M. M.
1647 Hubble, G.
1648 Huess. D. M.
1649 Hug, L. C.
1650 Hughes, C. E.
1651 Hughes, D.
1652 Hughes, D. Price
1653 Hughes, E. M. O. \& Dub
1654 Humphreys-Edwards, F. ©
1655 Hunt, J. M
1656 Hunt, M.
1658 Hunter U. D.
1659 Hunter, H.
1660 Hunter,
1661 Hunter, M. P.
1662 Hurrell, A. W.
$1663{ }^{*}$ Hurwitz, S. $\dot{E}$.
1664 Husselbee, I. M.
1665 Hutchinson, E.
1666 Hyatt, H. M.
1667 Ibbs, C. L.
1668 Imlach, G. M.
1669 Inman, Sister D. Hiv \& V
1670 Iremonger, E.
1671 Ironside, M.
1672 Irving, A. A.
1674 Ives, E. M.
1674 Ives, E. M.
1676 Jackson, A. F.
1677 Jackson, H. M. B
1678 Jackson, M.
1679 Jackson, M. S.
1681 Jackson, $\underset{\text { W. . E. }}{ } 1$


1800 Legge, E. M. 1801 Leigh, A. I. 1802 Leigh, M. M 1803 Le Maitre, L. C 1804 Lennon, M 1805 Lester, D 1806 Levin, R. 1808 Lewis, G. E. 1808 Lewis, G. E. 1809 Lewis, G. M. 1811 Liberty, 1812 Liberty, 1813 Lieben, G 1814 Linder, C. B. 1815 Lindsay, A. 1816 Lindsay, E 1817 Lindsay, J. S. 1818 Linfield, 1819 Linford, N. M. 1820 Ling, H. M. 1821 Linton, A. Schofield 1822 Lister, Mary 823 Lister. Margare 1824 Litchfield
1826 Llewellyn, C. J. 1827 Lloyd, D. M. 1828 Lloyd, N. M. 1829 Loane, A. M. Coleman) 1831 Lockey, G. M 1832 Lodder. H. F. I 1833 Logie, H. M 834 Long, I. M 1835 Long, S. C. 1836 Long, W. M. 1838 Lord, E. E G
1839 Lovatt, E. S.
1840 Lovelace, C.
1841 Low, E. M
1842 Lowde, E
1843 Lowe, J. E.
1844 Lowrence. I. La F. C̈ 1845 Lowther, P 1846 Lucas. I.
1847 Ludwig, E.
1849 Lunt, Mrs. (née Peach) 1850 Lupton, M. E. 1850 Lupton, M. E. 1851 Lynn, 1852 Lyon, M 1853 Lyon, M. E 1854 McAllev, M. W. 1855 McBride M. J. 1857 McClelland, Mrs. (në́ Adam)

(46)
1918 Mansell, M. H
1919 March, K. M
1920 Maris, K. E
1922 Marriott, D. K. S. ... 1923 Marriot, S. 1924 Marsden, I. 1925 Marsh, G. E 1926 Marshall, M.
1927 Martin, D. S.
1928 Martin, H. M.
1929 Martin,
1931 Martin, M. I.
1932 Martyn, B. E.
1933 Mason, B. S
1934 Mason, D.
1935 Mason, E. T
1937 Mason, F. A. (Mother Agnes)
1938 Mason, G.
1939 Mason, R .
1939 Mason, R. V.
1940 Mather, D. M.
1942 Mathews, C
1943 Mathews, M
1944 Matraves, G.
1945 Matthewman, E
1946 Matthews, A. G.
1947 Matthews, H. D
1948 Maude, J
1949 Maugham, W. H.
1950 May, K. M.
1951 *Mayson, M. G. M
1952 Meadowcroft,
1954 *Mease, Mrs. (née

| 1955 Medwin, E. M. ... C \& L |  |  |
| :---: | :---: | :---: |
|  | Meiklejohn |  |
| 957 Mellor, D. E. |  |  |
|  |  |  |
| 1959 Melville, F. H., J.I. |  |  |
| 1960 Mercier, W. |  |  |
| 1961 Metcalf, Mrs. (nés ${ }^{\prime}$ Neill) $\quad$ N I |  |  |
| 1962 Methuen, B. V. W. ... O |  |  |
| 1963 Michael, F. M. |  |  |
| 1964 Middlemast, E. A |  |  |
| 1965 Midgley, |  |  |
| 1966 Milford, D. N. |  |  |
| 1967 Milford, F. M. |  |  |
| 1968 Mill, A. J. |  |  |
| 1869 Millbourn, Mrs. (née |  |  |
| 1970 Miller, C. H. |  |  |
| 1971 Miller, M. S. |  |  |
|  |  |  |

1971 Miller, M. S.
L \& $\underset{E}{E}$





















































(47)


092 Parkinson, W 2095 Parsons, H. I 2096 Pasley, D. M. S 2097 Pass, W. D. S. 2098 Paterson, E. M 2099 Patrick, D.
2100 Pattenden, E. M
2101 Payne, K. E
2102 Payne, L. M.
2104 Peal, M. D
2105 Pearce, A. H
2106 Pearce, D. L
2107 Pearse, E.
2109 Peatfield, I. I.
2110 Peecock, F. R. M
2111 Peel, H. E
2112 Peet, E. M. 2113 Pendlebury, I. L.
2114 Penzer, D.
2116 Perren, C. E
2117 Perriraz, J.
2118 Perry, M. A.
2120 Petty, G. G.
(née Abell)
2122 Phillips, C
2123 Phillips, C. M
2124 Phillips, E. M
2125 Phillips, G. L.
2127 Phillipson, M. C. M.
2128 Phipps, M. E.
2129 Pickett, E. M.
2130 *Picknell, I. B
2131 Pierce-Jones, G. M
2132 Pilcher, E. S
2134 Piper, G. E. McK
2135 Platt, M. H.
2136 Playfoot, M. A.
2138 Plowman, D. M.
2139 Pollard, G. G. B.
21.39 Pollard, M.
2141 Poore, M,
2142 Porter, A.
2143 Powell, B
2145 Powell, $M$
2146 Price, B. M.
2147 Price, E. D.
2149 Punter, K. M. I
2150 Pye, F. A.
Died 10 th November, 1929.


2269 Scott, M. D. M. 2270 Scott, M. L. 2271 Scrimgeour, R. M. 2272 * Scrymgeour, M. B 2274 Sears, F. C. 2275 Seeley, M 2276 Seelly, G. M. 2277 Seers, A. 2278 Selby, A 2279 Selby, D 2280 Selcraig, E. W. … Q U I 2281 Selman, A. K. 2282 Sempill, A. K.

$$
\begin{aligned}
& \text { Batchellor) } \\
& 2283 \text { Semple, A. M. B. } \quad \text { O \& Uub } \\
& 2284 \text { Semple, M. C. }
\end{aligned}
$$

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\begin{aligned}
& 2285 \text { Sewell, M. C. } \\
& 286 \text { Sexton, E. C. }
\end{aligned}
$$

$$
\begin{aligned}
& 2286 \text { Sexton, E. C. } \\
& 2287 \text { Sharp, C. N. }
\end{aligned}
$$

C \& Dub

$$
2287 \text { Sharp, C. }
$$

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2288 \text { Sharp W. A. }
$$

$$
2289 \text { Sharpe, H. M. }
$$

$$
\begin{aligned}
& 2291 \text { Shaw, D. M. } \\
& 2291
\end{aligned}
$$

$$
\begin{aligned}
& 2291 \text { Shaw, D. M. } \\
& 2292 \text { Shea, Mrs. (née Hodge) }
\end{aligned}
$$

$$
\begin{aligned}
& 2292 \text { Shea, Mrs. } \\
& 2293 \text { Shears, E. L. } \\
& 2294 \text { Sheldon, A. }
\end{aligned}
$$

2294 Sheldon, A.
2296 Shelton, M.
2297 Shepherd, E. M.
2298 Shepherd, K. M.
2299 Shepherd, S. M.
2300 Shillito, G. H
2302 Shipsey, K. A.
2302 Shipsey, K.
2304 Short, B
2305 Short, E
2306 Shovélier, E. M.
2307 Silk, N.
2308 Silow, E. M
2309 Simmins, C. A.
2310 Simmons, E. M.
2311 Simpkin, O. M.
2313 *Simpson,
2314 Simpson, K
2315 *Simpson,
2316 Simpson, M. L
2317 Sinclair,
2318 Sinclair, E
2319 Sinclair, J. C.
2320 Sinclair, M. I., The Hon. ${ }^{\text {C }}$
2321 Skeat, M. F. $\quad$ C \& Dub
2322 Skevington, A.
2323 Skilton, G. A. N.
2324 Skinner, A. V
2325 Skinner, J
2326 Skinner, M
Died $23 r \dot{d}$ December, 1928.

| 2327 Skinner, M. C. H. D. <br> 2328 Slater, H. <br> 2329 Slater, W. |  |
| :---: | :---: |
|  |  |
| 2330 Sloan, F. W. | Q U |
| 2331 Sloan, W. E. | Q U |
| 2332 Small, C. W. M. | 0 |
| 2333 Small, E. | L |
| 2334 Smart, A. N. | L |
| 2335 Smith, Mrs. (née Callebaut) L |  |
| 2336 Smith, A. | Leeds |
| 2337 Smith, E. F. M. | C |
| 2338 Smith, E. M. F | B |
| 2339 Smith, E. M. G. C \& Dub |  |
| 2340 Smith, F. M | L |
| 2341 Smith, Gwenyth E. |  |
| 2342 Smith, G. Elliot | O |
| 2343 Smith, G. M. |  |
| 2344 Smith, H. | L |
| 2345 Smith, H. |  |
| 2346 Smith, K. L | O |
| 2347 Smith, M. Haw |  |
| 2348 *Smith, M. M |  |
| 2349 Smith, N. McC. |  |
| 2350 Smith, W. | S |
| 2351 Smith, W. O |  |
| 2352 Snelgrove, M. | 0 |
| 2353 Snow, A. C. |  |
| 2354 Snow, P. M. | L |
| 2355 Snowden, E. ... Leeds |  |
| 2356 Soar, J. I. | L |
| 2357 Somerville, V. |  |
| 2358 Southall, E. S. | E |
| 2359 Southam, B. F |  |
| 2361 Southcombe, M |  |
|  |  |
| 2362 Sowden, D. E. | 0 |
| 2363 Sowden, M. E. | 0 |
| 2364 Sowden, M. F. |  |
| 2365 Sowerbutts, H. |  |
| 2366 Spary, E. |  |
| 2367 Speakman, L. R. M. ${ }^{\text {a }}$ - |  |
| 2368 Speed, C. E. A. |  |
| 2369 Speirs, M. H. P. .. E |  |
| 2370 Spence, G. W. |  |
| 2371 Spencer, M. |  |
| 2372 Spratt, A. V. |  |
| 2373 Spruce, G. |  |
| 2374 Sprules, D. W |  |
|  |  |
| 2376 Staines, K. I. ... L |  |
| 2377 Stanley, F. E. |  |
| 2378 Stanley, G. K. ... O \& L |  |
| 2379 Stanton, O. M. | C \& B |
| 2380 Stapleton, H. M. |  |
| 2381 Steane, P. |  |
| 2382 Stebbing, L. S. ... C \& L |  |
| 2383 Steel, E. |  |
| 2384 Stenhouse, I. B. ... ${ }^{\text {E }}$ |  |
| 2385 Stephen, E. G. | L |
| 2386 Stephenson, J. T. |  |

2387 Stephenson, M. 2388 * Stern, L. H. 2389 Stevens, J. M. L (Mrs. Myres)
2390 Stevens, M. E.
2391 Stevens, M. I
2392 Stevens, M. P.
2393 Steward, M.
2394 Stewart, C.
2396 Stilwell, L. A.
2397 St. John, F
2398 Stocken, V. M. N. W
2399 Stoddart, A. M. McB
2400 Stokes, E. H.
2401 Stone, G. 2402 Stone, M. 2403 Stooke, K.
2404 Stopford, E
405 Stott, A. M.
206 Strange K. M. A
407 Strange, K. H
2409 Strudwick, E
2410 Stubbings, Mrs
411 Stubbe née Davies
412 Stubbs,
2413 Sturrock, M. C.
2414 Sunderland-Taylor, M
215 Sutton, M. W
2416 Swan, Mrs. R. (née Lewis)
2417 Swann, F. A
2418 Sweet, L. N.
2419 Sweeting, P
421 Sykes, Mrs. (née Farrow)
421 Sykes, Mrs.
2423 Sykes, K
2424 Symes, E
2425 Symes, F. M
426 Symons, D. J
2427 Synge, D. M. B.
2428 Tait, J.
2429 Talbot, G. M.
2430 Tatham, A. M
2431 Taylor, C. M.
2432 Taylor, E. B. 243 Taylor, E. E. D.
2434 Taylor, M. Beatrice
2434 Taylor, M. Beatrice
2436 Taylor, M. G.
2437 Taylor, V
2438 Temple, V. L.
2439 Terrell, E. M.
2440 *Tessier,
2441 Thomas, D. H.
2442 Thomas, E. E.
2443 Thomas, Edna M.

2445 Thomas, J. E. A. $\quad \underset{\text { C }}{2}$ \& Bris 2447 *Thomas, M. A. C \& Dub 2448 Thompson 2449 Thompson, J. G., O.B.E. 2450 Thompson, M. E. 2451 Thompson, M. T. 2452 Thomson, J. C. 2454 Thornitt-Smith G.
(née Parker)
(51)

2503 'ryler, E. 2505 Tyler, W. L. E. 2506 Underwood, E. C.


2618 Williams, A. M. 2619 Williams, G. M. 2620 Williams, 2621 Williams, H. G. 2622 Williams, H. M. 2623 *Williams, 2624 Williams, L. B. 2625 Williams, L. D. 626 Williams, Mabel 628 Williams, M. B 629 Williams
2630 Williams, W. P
631 Willis, O. M. 2632 Willison, G. M. W 633 Willson, 634 *Willson, G. 2635 Wilshere P . 2635 Wilshere 2636 Wilson,
2637 Wilson, E. M. 2638 Wilson, $\dot{F}$. M. $_{\text {C }}$ 2639 Wilson,
2640 Wilson, 2640 Wilson,
2641 Wilson, M.
2643 Wilson, P.
2644 Wilson, V. K.
Wilson-Smith,
645 Wilton, C. M. G 2646 Winchester,
2647 Windley, M. H
2648 Window, D. McR
2649 Wiskemann, E. M
2650 Witton, M. I. W. 2651 Wood, Mrs. McG. 2652 Wood, Mrs. Orson 2653 Wood, D.
2654 Wood, D. M. 2655 *Wood, Eva A. 658 Wood, Elsie A. 2657 Wood, E. M. 658 *Wood, F. G 660 Wood, M. M. 660 Wood, M. K. Jewson) née
2662 Woodcock, W. A.
2663 Woodman, F. J.
264 Woods, K. M
2665 Woodward, A
666 Woodward, I
2667 Woodward, I.
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