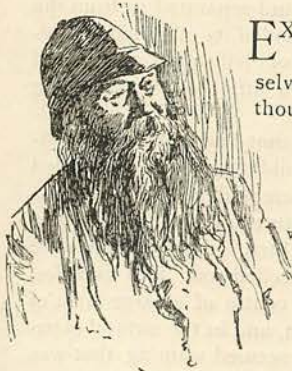


COLONISTS IN EMBRYO.



Students
Barking Timber



The Director

EXPONENTS of the gospel of work, they called themselves, and so indeed they were, though my first introduction to them took place when they were practising the tenets of the companion gospel of relaxation. Attracted by the sound of noisy chaff and laughter, I had peeped into a courtyard, and watched the motley group of mounted youngsters, surrounded by a jeering laughing crowd. To enable them to share in the fun of a day's cub-hunting, the neighbour-

hood had been scoured for "mounts," which were of all sizes and descriptions; some not unworthy of Tattersall's, others fit only for the knacker's yard. A few of them kept their own horses, and their turn-out was naturally faultless, and they stood out conspicuous from their fellows. For the rest, a sorrier set of fiery, untamed steeds was never seen, though, to be sure, fire and untamability seemed characteristic of their riders. I was able to recognise the steeds afterwards in the village. There was the blacksmith's bay cob, very much "gone" at the knees; the baker's black mare which the "vet." used as a subject for his class demonstrations, for there was supposed to be no known equine disease of which it did not show traces more or less distinct; a white pony hired from the local publican; a poor, worn-out patient beast from the carrier's stable, christened "Rosinante" by his rider; and lastly, the comic man—why should there be in every crowd a comic man, who is the butt of everyone?—not to be outdone, had mounted himself on the local hawker's donkey. What a babel of echoing sounds! Clearly nothing came amiss to these frank, easy-going youths. There was a wild chorus of chaffing sarcasm that made up in

good humour all that it lacked in depth. Jeers from those who had only "Shanks's mare" to carry them, and derisive shouts from the cavaliers in return! Then a great bell clanged and the noisy crowd melted away and I was taken to view the educational establishment of which these youths were the *alumni*.

A summer's wandering in search of rest and relaxation through out-of-the-way districts on the eastern seaboard of Britain had landed me in a sleepy village, peopled with that strange amphibious race—half bucolic, half marine—that one finds in rural villages near the sea. The population were in a transitional stage of wakefulness. A wave of immigration from the outer world had ruffled the placid surface of its somnolent existence. A year or two previously an enterprising body of educationalists had established in its vicinity one of those modern agricultural colleges to which some reformers are looking for the remedy of the evils of over-crowded towns, and for expanding the limited sphere of life-work before the youth of to-day. I found this particular centre of education had been established for the special purpose of training intending colonists in the practical details of colonial life. The institution appeared to me to be a product of the practical tendency of our own day in matters of education as much as our time-honoured centres of education in England were mainly the product of the culture and learning of mediæval times. For the picturesqueness of antiquity and historical association it had substituted a picturesqueness of its own—the picturesqueness of natural situation, and of a novel scheme of education.

Its *raison d'être* was founded on the following argument from a general experience of English life. That it was the exception nowadays to find an English family of any dimensions of which one of its male members was not destined for a colonial career. The woeful failure of the old and easy plan of shipping off a lad with a few hundreds in his pockets to some place in the New World—vaguely known and promiscuously chosen—to settle under conditions of life

as different as they could possibly be from those in which he had been brought up, had led to the foundation of an institution which had, as the object of its curriculum, to turn out a practical handy man, practical in action as well as idea; able to use his eyes and his hands as well as his brains. Thus just as the universities received men from the public schools to fit them for one or other of the learned professions, so this home of the budding colonist would receive them from the same source to fit them for a life abroad. In both cases, so say its promoters, preliminary training is necessary. Preparation for colonial life is as needful to the aspiring emigrant as the preparation for his career at the bar to a budding barrister. The scheme of tuition likewise was adapted to the necessities of the career. Here I found Practice to be the mistress and Theory the handmaid. A thing was first done and the reason why it was done discovered afterwards. The lecture-room and laboratory were supplementary to the field and workshop. The object of the curriculum was not the restricted one of turning out a good farmer, or a competent surveyor, or a specialist in any one capacity, but the wider one of training capable citizens of Greater Britain by encouraging and directing individual energy, courage and endurance. For here education appeared to be regarded only in its primary sense—that is to say, its functions were to *bring out* latent capacity, and direct it on the right lines for fitting a man to hold his own in the practical work-a-day New World, where skill and enterprise are essential to his well-being, and where labour implies no social degradation; not to *cram in* so much mental pabulum as would qualify him for passing a competitive examination. It intended to be a preparation for men whose mission was to conquer the earth and subdue natural forces to their own requirements, not a feeding-ground for “Strasburg Geese.”

It was while paying a visit to this institution and being entertained at luncheon in the dining-hall that I marked all the above down in my mental note-book. The students were seated before me at long tables, and much good-humoured merriment echoed all around.

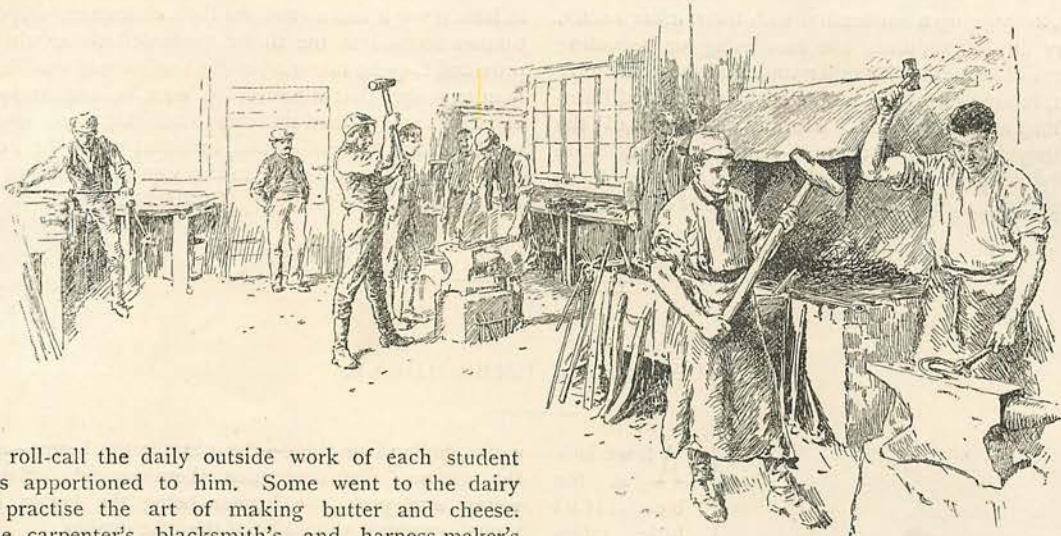


I saw no pale-faced anchorites “sicklied o’er with the pale cast of thought,” but rows of ruddy laughing faces belonging to stalwart forms, clad in cords and mud-splashed gaiters, with knotted handkerchiefs round their throats. Not that collars or ball-room manners were strange to them. *Dulce est desipere in loco*, and life in the fields and workshops engenders a mode of behaviour, rough, ready, and free and easy. Round the walls of the dining hall hung the flags of all the colonies and the United States, and beneath each was inscribed the names of those past students who had migrated to that particular portion of the globe.

No detail of the life at the college struck me more forcibly than its imitation of colonial life. The isolation of the buildings and the estate surrounding them was almost unique and in nearly every particular the students were thrown on their own resources for amusement and distraction. Thus identity with the first condition of bush life, save in the number of associates, was complete. Landwards seven miles of wild and picturesque heath-land separated it from the nearest town and the sea bounded its other side. Midway between no two centres of civilisation, on the road to nowhere, it stood like a little colony subsisting by and for itself.

Round an old-fashioned manor-house of the comfortable type as a nucleus the buildings had been grouped by piecemeal additions as increased growth made extension necessary. The lecture- and common-rooms were numerous and well-lighted. Above them were light, airy dormitories, parcelled out into cubicles. The buildings stood in the centre of a large farm of 2,000 acres, under cultivation, and in the natural capacities of the estate nothing seemed wanting that was necessary to enable the objects of the institution to be fully and completely carried out. Opportunities and facilities had not to be created: they were there ready to hand. The land itself was of a mixed character—arable, pasture, heath, and woodland—and the absorbing occupations of a large farm were carried on daily, season after season; ploughing, sowing, reaping, garnering, each in regular routine. There was also a large dairy in full work. Estate works seemed to be constantly in progress, and the workshops were always full of active workers. Extensive fruit, vegetable, and nursery gardens were there to demand constant attention. Finally, for breeding and market purposes, live stock of every description, including a large flock of sheep, were reared and fattened. In all the outside departments there appeared to be shown a practical exposition of the theories of the lecture-room within.

It was permitted me to follow the course of a day’s routine and to mix with the young fellows who were enjoying the spring-time of their lives there. At 8.30 a.m., the work of the day properly commenced when students in residence assembled for roll-call, though an energetic portion had begun work much earlier by giving timely assistance to the cowman in milking the cows, in itself a useful acquirement on a colonial homestead.



Iron The Forge

At roll-call the daily outside work of each student was apportioned to him. Some went to the dairy to practise the art of making butter and cheese. The carpenter's, blacksmith's, and harness-maker's shops took a large portion in each department. The live-stock, the riding-stable, and the gardens each claimed their quota. If ploughing was in progress, many went off manfully to struggle with the difficulties of straight furrows and even stretches. Finally the Professors of Agriculture, Surveying, and Veterinary Science personally conducted field classes for practical work and demonstration in their own departments of study. The estate and farm seemed extensive enough to allow each of them full scope, for there was always a sick animal to be doctored, an intricate piece of surveying to be attempted, or an experimental form of culture to be examined and commented on. Strolling through the courtyard to visit each principal department in detail, I came first to the range of workshops containing departments for blacksmith, wheelwright and carpenters. Here all the horses were shod, implements repaired, the simpler forms of furniture made and the material necessary for gates, outbuildings, and other estate fixtures prepared. On the estate timber was felled, lumbered, and sawn; and within the shops and adjacent yard were carts in all stages of repair—sheep-troughs, garden-lights, windows, wheelbarrows, and a host of miscellaneous articles of a like description being made by the students working under competent supervision.

The vegetable and nursery gardens were next inspected, wherein one of the most striking features to an old traveller like myself consisted of the numerous plots of ground cultivated by the students themselves. It was rather a reminder of one's childhood to see these miniature gardens, but they represented work of a serious description and many a man who has been abroad knows the importance to a settler of even a rudimentary knowledge of kitchen-gardening.

Then the dairy occupied my attention. This was a large, cool building furnished with all the latest scientific methods of raising cream and making butter. Cream-separators and cream-raisers of different patterns, and churns of various shapes and sizes, were in use, and the results registered. Then the various feeding-grounds, grazing-yards, stables, and barns were

seen in turn. Each was well-stocked and demanded a portion of his attention from every student at some period of his educational career.

Indoors the same comprehensive plan subsisted. Lectures were given twice daily and the following subjects were treated theoretically: Geology, Zoology, Mineralogy, Agriculture, Building, Surveying and Levelling, Veterinary practice, Estate accounts, etc. In addition there was a working ambulance class carried on under the St. John Association rules, so that not only the requirements of colonial life but also the accidents attendant upon it might receive due attention.

Where all the work was mainly out of doors and of an attractive nature to a healthy-minded student, to turn from the work of the college to the recreation of the college was to turn from one form of physical exercise to another. There were no overworked brains to be relieved. But the natural spirit of emulation and the inherent elasticity of English youth demanded a change from work that was exercise with a serious object to play that was exercise without one. Accordingly I found in active existence a prosperous athletic club which supported cricket, football, boating, and tennis.

To a jaded Londoner and one who had been satiated with that journalistic craze, that the Anglo-Saxon race is losing its elasticity, the two days I spent with these colonists in embryo were the most bracing of all the days of my well-earned holiday. When I left, the conviction was borne in upon me that though this training-college had no long past, it must rapidly be making its history and forming its traditions. To me it was a bridge between the old world and the new, for I was told there was now scarcely a portion of the globe that had not at least one of its old students located there. Scattered over Australasia, Canada, the States, Cape Colony, Argentina, India, are some sixty or seventy

men, keeping up a connection with their *alma mater*. Every day these units are increasing or becoming centres of attraction for other students who come after them, ready to take advantage of their proffered introductions and experiences. Morally and physically the life they lead at their training-school must inculcate manly independence and self-reliance, for men learn there to measure themselves by the side of their fellows

in honest work and so to form their character. Opportunities seemed to me to be presented there which, provided they be taken advantage of, would enable a man to realise that wherever he went he had trained capacities and trained muscles to sell that would stand to him in the place of capital, and that would be honestly worth their full value in the vast open market of the world.

CUTHBERT WITHERS.

HUNGARIAN EMBROIDERY.

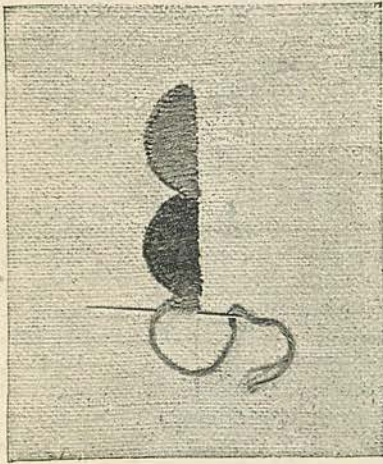


FIG. 1.—THE BUTTONHOLE STITCH.

and red, shows so well against the clay-coloured background and the boldness of the design strikes us as particularly effective.

If we go nearer and take the work into our hands, we see, to our surprise, that the material upon which this beautiful work is executed is nothing whatever but unbleached calico, and that the embroiderer had used for this excellent effect in carrying out her design, nothing but coloured cottons.

If we wish to trace this novel embroidery to its original source, we must go east and south of the Danube, and there, among the uncultured peasants, we shall find most exquisite taste and a luxurious wealth of fancy exercised in their needlework. The colouring is so good, the patterns they use so true to artistic laws that it is surprising that the work has not been imitated more by those who have seen it than heretofore. In England it is one of the newest embroideries, and we feel sure our readers will be glad to try their skill upon it.

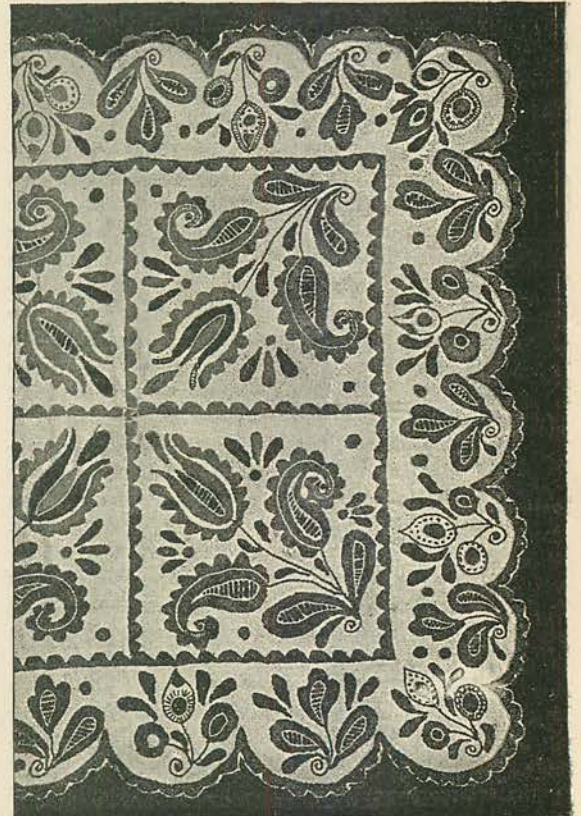
Bedspreads, table-covers, side-board cloths, aprons, cushions, etc. etc., all can be worked in this manner, and the great charm of it is that it is most inexpensive. Bulgarian work is costly, as that is done on velvet, and silk and gold are used. But for the true Hungarian work nothing is needed but the unbleached

AS we look at the beautiful little table-cloth of the pattern of which we have here an illustration, if we are at a short distance from it we think we are looking at a magnificent piece of brocade; the heavy pattern, done in

calico, holland or linen—the coarser the better—and the cottons. In the calico there are two colours, yellow and grey, the former being the better, but though coarse it should be of the best quality.

The cotton used is the *reprise* cotton marked with the initials D. M. C. and this is sold in little balls at fourpence each. A small cloth, such as you see in illustration, twenty-eight inches square, would take about six balls to do.

The cotton is in strands, like filoselle silk, several threads being wound together. In working you cut off the length required and work as evenly as possible with it, remembering that it is necessary to keep the



DESIGN FOR TABLE-CLOTH.