Martin Lincé

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THE LINK

Jubilee Commemoration Issue

1895 — 1945

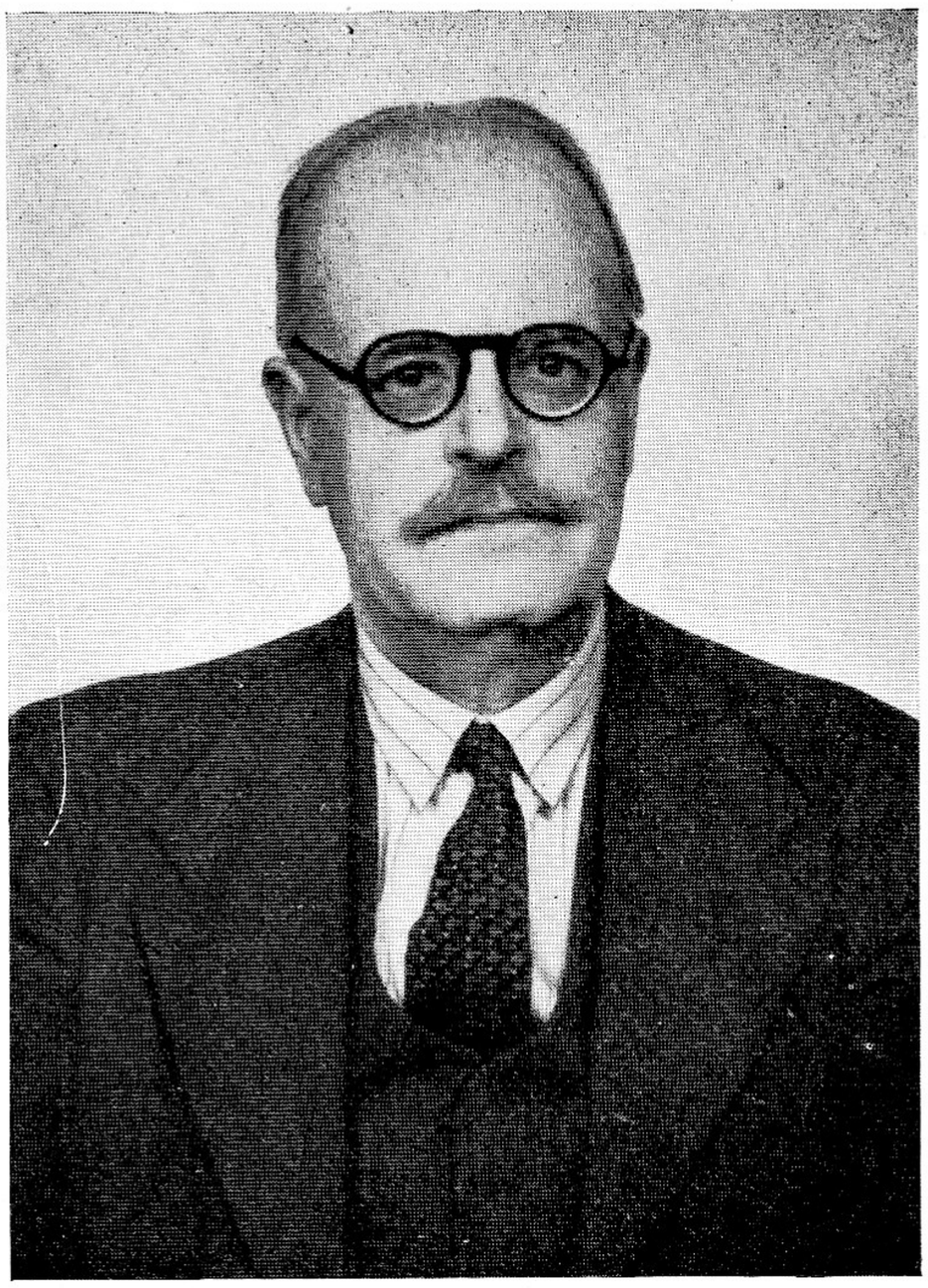
The Magazine of Wandsworth School

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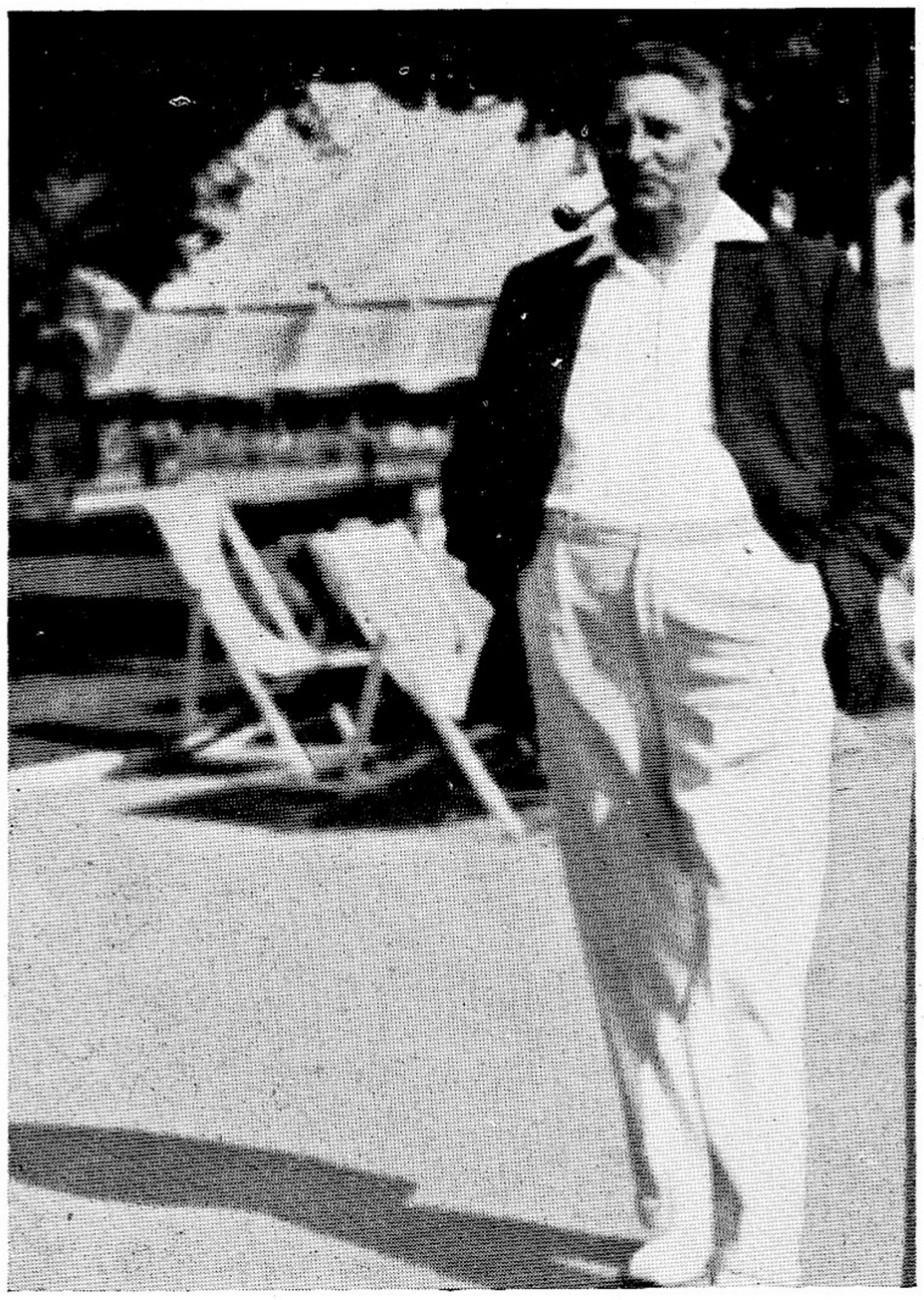
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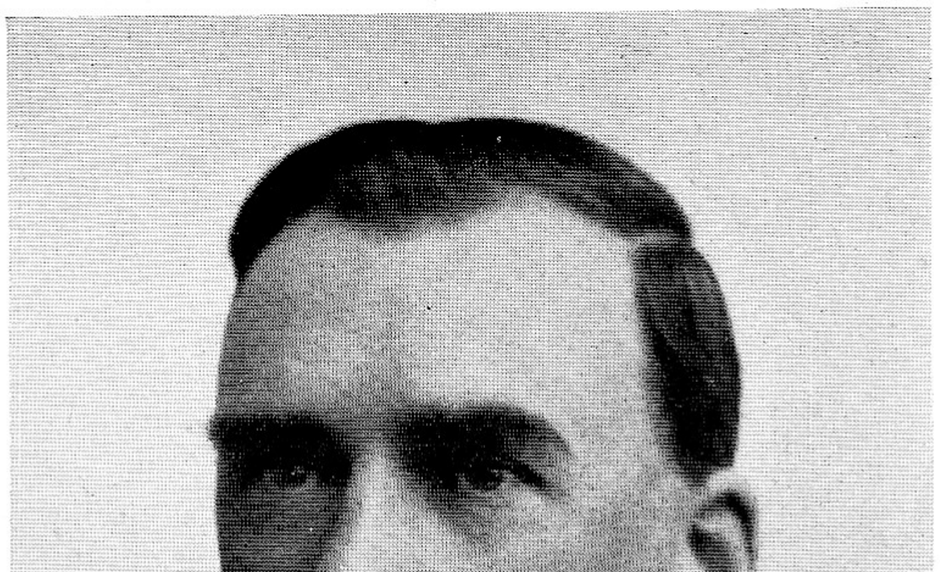
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THE LINK

The Magazine of

WANDSWORTH SCHOOL

VOL. XXX SEPTEMBER, 1946

Wandsworth School Jubilee Celebration 1895–1945

Long years ago in London soil
By loving hands the seed was sown,
Now far and wide the branches spread,
The Tree is grown.

Lord, Thou wast present at this birth,
The life up-thrusting through the earth,
Root and leaf and seedling frail,
Tempest torn and lashed by hail,
Stem and bud, triumphant flower
The locust years could not devour
Nor worm destroy.
To Thee we turn in this blest hour
With radiant joy,
The Tree is grown.

Now praise we, Lord, the men who tilled
The stony ground with hands untired,
The hearts that dreamed, the minds that willed,
The labour by Thy love inspired.
Spite wars that split the world in twain
And death that in Satanic rain
Dropped from the skies,
Spite spirit's anguish, mortal pain,
Behold we rise,
The Tree is grown.

Now far and wide the branches spread
Above the living and the dead,
The dead who gave their lives that we
Might live and learn in liberty,
Might live to banish fear and hate,
Thy love on earth to vindicate,
The rich increase
Of art and knowledge dedicate
In fruits of peace.
The Tree is grown.

Long years ago in London soil
By loving hands the seed was sown.
With grateful hearts we offer Thee
The first-fruits of our Jubilee,
Thy Tree full-grown.

Choral Ode by J. ASCHER,
set to music by DR. J. G. WARDALE.

Foreword by the Headmaster.

This issue of "The Link" chronicles the week of Jubilee celebration held at the School, in its first year of return to Wandsworth from evacuation, from Saturday, July 13th, to Saturday, July 20th.

"Proud to know you" was the pithy and pleasing message sent to the School by a veteran headmaster of wide experience, after attending the Jubilee Ceremony.

The week's events drew many such tributes, which reflect a credit, that I feel to have been particularly well deserved, upon those who contributed so actively and successfully to the various occasions. For at the beginning of the year we had a long way to go to reach standards with which we could come before the public. In the event, however, each fixture turned out just a little more successfully than we could have ventured to hope, and a good deal better than we might have expected.

The service at the Parish Church—an innovation for which we had no precedent—was reverent, dignified and beautiful. Mr. Ascher's Jubilee Ode, in its splendid setting by Dr. Wardale, was heard to great advantage. The School Choir sang exceedingly well. And who of all present was not inspired by the Rev. J. H. Waddington's memorable sermon?

"Open Day" drew visitors in numbers reminiscent of pre-war Hobbies Exhibitions, and taxed so many of our departments of activity that perhaps its success was the most gratifying of all.

The feature of the Jubilee Ceremony that was most widely commented on, and especially appreciated, was the story of Wandsworth School, told by the Prefects. They played their parts well, Perry being fortunate in the distinctive part allotted to him, and making the very best of his good fortune—much to the pleasure of the audience.

In a week of uncertain weather we were fortunate in the well-planned and expeditiously carried out two-hour programme of Athletic Sports. The presentation of trophies by Mrs. Shapcott and the first award of the John Shapcott Cup made a fitting and gracious conclusion.

The Jubilee Concert was for me a proud and thrilling experience. To be able to offer so high a standard of orchestral and vocal music from the School platform was as rare as a few months ago it might have been unexpected. Great thanks are due to Dr. Wardale and Mr. Keyte and all their performers. And then in the second part of the programme, the School Dramatic Society, under the direction and stimulus of Mr. Cowan and Mr. Benyon, achieved something comparable with pre-war successes.

Parents and Old Boys were fortunate in their days, alike from the point of view of the weather as from that of social success.

Jubilee Week has been a great experience for all fortunate enough to have taken part in it. More important than the impression made on the public—though that was both valuable and gratifying—was, and will be, the beneficial effect upon the School itself. As a manifestation of team-work, voluntary service, and corporate spirit, as a linking up with the best in our traditions after the empty years of evacuation, and as the opening up of cultural channels between the School and its community, the functions of Jubilee Week have all in their various ways been eminently worth while.

Jubilee Week will be remembered as one of the greatest weeks in our history.

Saturday, July 13th.

Parents' Day.

On this first day, there was a cricket match, Parents v. School, followed by a dance in the School Hall.

Monday, July 15th.

Jubilee Service

At All Saints' Parish Church, Wandsworth,

conducted by the following Old Boys of Wandsworth School :—

Rev. J. H. Waddington, M.B.E., B.Com. *Vicar of St. Peter Mancroft, Norwich.*
Rev. H. P. Steer, B.A., A.K.C. *Rector of Abingdon.*
Rev. A. R. Winnett, B.A., B.D. *Vicar of St. Mary's Church, Cuddington.*
Rev. H. Brasier, B.A. *St. Andrew's Church, Catford.*
Rev. F. A. Preston, B.A. *Church of the Holy Redeemer, Greenford.*

Jubilee Sermon by the Rev. J. H. Waddington.

On this memorable occasion as we commemorate in thanksgiving to Almighty God the foundation and preservation of our School, I would draw your attention as the background of my remarks to a lovely epic hidden away in one of the driest books of the Old Testament. In a chapter of the Book of Chronicles that reminds me of one of the dullest history books we used to use, this story stands out, a thing of scarlet splendour, like the poppies growing in my Norfolk cornfields at this moment.

It is about David, King of the Jews, but now hunted and an outlaw. Accompanied by a few of his faithful chieftains, he is hiding in the hills near Bethlehem; those very hills where as a boy he used to look after his father's sheep. Across the valley was the little white town of Bethlehem where he was born. The sight of it was bitter, because it was in enemy hands, and they had ringed it round with sentinels. But the sight of it was sweet, too, because it opened the floodgates of memory, and across the valley there came the fragrance of happy days of long ago.

Soon his thoughts began to cluster around one familiar landmark of his boyhood, the well of Bethlehem that was by the gate. He had been warned off that well as a toddling child lest perchance he were to tumble in. He had played around it as a boy, flirted there as a youth with the village maidens when the day's work was done. He had watered the sheep there, and there were times when the labour and drudgery had got on his nerves, and he had cursed the well for the work it caused. But now: "Oh that one would give me to drink of the water of the well of Bethhleem which is by the gate!"

That cry came not from thirsty lips but from a thirsty heart. David is not the only man who in success or failure has looked back rather wistfully across the valley of time and longed to be able to put back the clock to the days of his boyhood when the heart-beats were all music, the burden of care was light, and

life's needs were as simple and sparkling as the water of the well of Bethlehem that is by the gate.

There are those of us for whom, like David, this Jubilee Commemoration opens the flood-gates of memory, and finds us thinking rather wistfully of the days twenty, thirty, forty years ago, when we drew the precious inspiration of our youth from this sparkling well from which for 50 years the clear waters of learning have never ceased to flow. Praise be to God to-day for the men of vision by whom the well was hollowed in what must at times have seemed very unpromising rock. Praise be to God for the masters who in the course of these fifty years, surely sometimes in monotony and weariness, and certainly in recent years under great difficulties, have drawn the water and kept its springs pure. Praise be to God for the boys who have gone forth year after year refreshed in its strength and played their part nobly in the wider world, many of them of two generations, to the extent of giving their lives. Happy is the man who, like David, can go back in thought, or as some of us have done to-day in fact, to the ancient well of inspiration of his youth, there to renew his faith, his courage and his hope.

"Oh that one would give me to drink of the water of the well of Bethlehem that is by the gate." Three of them did. They took that longing from David's lips, and that night after dark crossed the valley, went through the enemy's lines, drew the water from the well, then back again, risking death and danger at every turn, so that next morning at dawn the cup of his heart's desire was in David's hand. For sheer, unselfish heroism that story is hard to beat. Those men expected to get nothing out of it. There was no favour or ribbon of valour that the exiled king could bestow. The only spur they needed was the sentimental wish of their beloved Captain. Loyalty does not make a great song : it makes a great service. More precious than the crown that might have been on his head was the love and loyalty and service that those men laid at David's feet.

I am glad that the Founders of the School chose the simple motto, "We Serve." Service has been the watchword of the several generations of Wandsworthians who have gone out into the world from this place. Having thanked God for the foundation of our School and for its inspiration and preservation through the many perils of war, we can do no better than to show forth our thanksgiving, not only with our lips but in our lives by rededicating ourselves to the ideal of Service for which the School has ever stood. But remember that if we are truly to serve our generation, more is demanded of us than that we should be just decent and friendly and play the game with little inconvenience to ourselves. Service means the splendid, heroic, unselfish spirit of David's friends. It means to give our lives away quietly, valiantly, skilfully, creatively. It means to give love when there is nothing to gain by it, to slice into our leisure time, to scout silly conventions, to risk our popularity and our skin, to stand the questioning of our motives and the cross-fire of somebody's sneers, and possibly in the end to get black ingratitude as our reward. It means to be gentle in your mode of speaking, to curb your swift temper with an iron rein, to be behind a man's back the friendly sort of person you are to his face. It means to love everything that is noble and fine and to hold to your convictions whatever it may cost. It means to do your work in the spirit of happy faithfulness although you know all the while that God made you for something bigger. It means to be tolerant of weakness and patient of stupidity, to see your rose-blooms in the dust and yet to know that in the spring they will bloom again. It means to watch the dying of your fondest dreams and the breaking to pieces of your most cherished plans, yet never to lose faith in God, in yourself, or in your fellow-man. That is service. It means the example of a lovely life which, although you may never know it, will be the saving from shipwreck

of a brother's immortal soul; for he keeps to the weary sea because your sail is white and steady against the sky.

You boys of to-day, make that your idea of service, your interpretation of the School motto in your time. We speak of the world of to-morrow. You are the world of to-morrow. To you the future belongs. On you the future depends. The world of to-morrow needs nothing so much as it needs men who will say with all their heart, "We serve." Men who will work as Christ worked, suffer as He suffered, toil as He toiled, until the noise of the world is hushed, its wounds healed, its fever cooled, its sin dispelled.

And you masters of to-day, never cease to inspire these boys with these ideals. That is where religion comes in. It did not come in when this School was founded. In the heat of religious controversy 50 years ago it was decided by the Founders that at the time there should be no religious instruction. We know better now. Religion there must be, simple, thoughtful, real, personal. Life is always asking Why? What on earth is the use of living if we do not know the answer? Man is not meant to enjoy: he is meant to *be*. These boys must know what life is for; what they are here for; they must be told what their true heritage is and where they are going when this bit of life is done. Those whose high vocation it is to teach must pledge themselves to see that the boys of to-day are not allowed to grow up without a foundation of Christian belief, without Christian ideals, without Christian principles. Because if they do they will become a prey to the first little Hitler who appears on the scene.

The old idols have fallen and we know it. Where do we go from here? We go back to the Faith of our Fathers, back to a humble trust in God above us, back to the prayers we have forgotten, or the future is black as pitch. Religion is not dope. We do not want dope. We want trumpets. Those trumpets are sounding in the high courts of heaven. You must make them sound in the hearts of the boys who shall pass through the School. God looks to you to light again the torch of a simple faith; faith with no humbug, no smugness, no compromise. And He looks to you boys to hand that torch on in full blaze to those who shall come after you.

And so we come to the loveliest bit of the story. David is standing in the dim light of early dawn at the door of his tent. In his hands is the cup of his heart's desire. It does not reach his lips. He saw it red with the life blood of those men who had risked everything for him, a chalice which he could not deserve. Such a gift was worthy only for God. So David "poured it out unto the Lord," the God of all beautiful and priceless things.

With such a vision we shall see that all the best things of life are too good for us. We have done so little to deserve them. Wandsworth School is what it is to-day, existing in the kind of country we live in to-day, because of the daring and devotion, the service and the sacrifice of the masters and boys who in these 50 years have endowed the future with larger opportunities. The same red seal of sacrifice is on all our treasures of art and science and every benefit that man enjoys. Of those who are at School to-day, only those who are blind with folly and ignorance will take this precious cup of privileges and opportunity and gulp it down carelessly to quench the thirst of the moment, so wasting the golden years of youth. The thoughtful and reverent among you will take your gifts, your talents, your opportunities and, dedicating them to Almighty God, will pour them out to enrich the life and traditions of the School in your time.

Your fathers and your fathers' fathers have built a school of which you can be proud. Traditions have been founded which are worthy to rank with the most famous schools of the land. On those foundations, so well and truly laid, pledge yourselves to build a superstructure that shall be a delight to those who have gone before, and to those who shall come after.

Tuesday, July 16th.

Open Day.

At the School.

The visitors were first entertained in the hall by an exhibition of sword dancing by Form IIC, followed by a gym display, both under the direction of Mr. Elms, where a very fine performance by the School gym team was given. After these events, our guests were free to wander, and they had a good choice of entertainment. On the way to the Art Room they could, if they felt inclined, stay to watch an energetic Vth Form team busy at Scrimmage Ball. In the Art Room itself there was a comprehensive selection of work on view, and much work in progress. Boys of various ages from the Vth to Form I toiled for the edification of their visitors at modelling, plaster casting and carving, book-binding, lettering, lino-cutting and other work. The room was so thronged, especially during the evening session, that those engaged in the tricky business of casting the work they had modelled during the afternoon had great difficulty in circumnavigating the press of visitors with their ladles of wet plaster—often too dry to use by the time they had returned to their tables. The more static crafts of book-binding and lino-printing proceeded with greater unconcern and comfort, though the colour-block printers unbent enough on occasions to allow the more venturesome visitors to risk their best suits and try their hand at printing for themselves.

At the same time the chemical laboratories were a great source of interest. The VIth Form in their laboratory introduced the visitors to the mysteries of colloids, practical distillation, a chemical garden and the preparation of various organic compounds; while in the main laboratory, members of the IVth and Vth Forms demonstrated the principles of gaseous combustion and explosion, the Davey lamp, invisible writing, magic colours, the manufacture of soap, ozone, carbon dioxide, and the application of electricity to the preparation and analysis of chemical compounds. Many curious small explosions, which at times interrupted the proceedings and came, apparently, from nowhere, caused great amusement, especially when they occurred outside the precincts of the laboratories. Other static shows which gave many repeat performances were the Puppeteers and the films of School life. The former, under the very able organisation of J. C. Clarke (IIIB), presented a play which he had written and for which he had made the puppets. With the help and co-operation of Airey, Brigden, Wickens and Bush, and with Mr. Piggins, the laboratory steward, giving invaluable expert advice, the lecture room was transformed into a miniature theatre, where the play, "The Treasure of Lah-Ling," set amongst rich and exotic scenery, was given many times to appreciative audiences. In addition there was an exciting display of illuminated box-sets showing jungle and street scenes and an interesting Oriental town, presumably Bagdad, for which Form IB unwittingly had done most of the work.

Mr. Makin showed films taken by the School Photographic Society depicting the social and athletic sides of School life in the pre-war years. These covered the usual School activities such as the annual sports, cross-country runs, scrimmage, rugger and cricket. They showed camps and tours, both at home and abroad, and the international rallies, held every year at the School in July, which were becoming such a feature of the School life. The whole School, and a large number of parents and visitors, showed a keen and appreciative interest in these films, and the Old Boys who were present must have regained some very happy memories.

The weather was not altogether kind, and in the repetition of the afternoon programme, given during the evening, the swimming display had to be aban-

doned owing to the cold. This event was organised by Mr. Clode and Mr. Benyon, and was most popular with the visitors. The senior house relay was won by Cromwell, and amongst others Feld distinguished himself in many events, including the plunging, medley and in the demonstrations.

Finally, Form IB's play, "Treasure Island," performances of which brought both afternoon and evening sessions to a close, was very well received on both occasions. With the help of Mr. Cowan, the company gave exciting and colourful performances. A remarkably oily and plausible Long John Silver proved on careful inspection to be J. A. Totham, and G. Mason was more recognisable but equally effective as Jim Hawkins. Both were well supported by an admirable gang of IB pirates, quite unrecognisable in war paint which baffled their own mothers. Before the curtain went up for the afternoon performance, Mrs. Blizard, chairman of the govenors, made a stimulating speech wishing the School well, a similar office being performed in the evening by the Rev. Chalmers Rogers, when he so ably congratulated the School on its 50 years of service and progress.

Wednesday, July 17th.

Jubilee Ceremony.

In the School Hall.

The central feature of the Jubilee Celebrations was the Jubilee Ceremony itself, which took place on July 17th. A large gathering of parents, friends, Old Boys and present boys gave a hearty welcome to the distinguished guests, whom the Headmaster led on to the platform, a welcome that the chairman of the governors (Mrs. E. A. Blizard) expressed in warm words as she introduced Lord and Lady Nathan of Churt, the Mayor of Wandsworth (Alderman F. T. Jordan) and the Mayoress, Mr. I. J. Hayward, L.C.C., J.P., chairman of the Education Committee, Mr. E. G. Savage, C.B., education officer of the L.C.C., Dr. H. Waite, Headmaster of Wandsworth School, 1900-1932, and drew attention to the presence of other governors, representative of the parents and of the Old Wandsworthians. In the body of the hall there were present former members of the Staff, members of the Borough Council and of the L.C.C.

The proceedings having opened musically with the singing of Handel's "O Lovely Peace" by the choir, the Chairman reviewed in eloquent language the efforts of those who had in the past worked for the School, paid a glowing tribute to the work of the Staff, both at the School and during evacuation, stressed the value of the education given to the pupils, and invited the co-operation of the parents in every aspect of School life. She was followed by the prefects, A. Cowan, A. F. Langham, P. Gould, B. Edwick and D. Perry, who recounted in semi-dramatic form the fifty years of School history. The interesting details, quaint incidents, references to well-known persons and humorous comments brought out vividly the full story of Wandsworth School's origin, struggles, developments and success, and were received with appreciation. We print the full text, due to the pen of Mr. King, on another page.

This fascinating chronicle was appropriately followed by a greeting from Dr. Waite to all concerned with Wandsworth School and its fortunes. It was a brief but comprehensive and moving expression of his thanks for loyal support in the thirty-two years of his headmastership and his wishes for the School's future. Mr. King, who spoke next, took the opportunity to survey the field of secondary education, its place and purpose in the world of to-day, and the L.C.C. policy for the next fifty years. He made a strong plea for liberty in education. The full text of this important utterance, well worthy of detailed examination, appears elsewhere in this issue of "The Link." To round off this section of the programme, the choir sang the Choral Ode, "The Tree is Grown," specially

written for the Jubilee by Mr. Ascher and set to music by Dr. Wardale. The words of the Ode are given on our opening page. The choir sang, too, the School hymn, "Foundation," at the conclusion of a prayer of Invocation by an Old Boy, the Rev. H. Brasier.

Lord Nathan of Churt then gave his address, which was directed equally to parents and boys. He began by referring to his previous connection with the School, paid a tribute to Mr. King and expressed the hope that the tree, by which the School was represented in the Jubilee Ode, would still grow and flourish. He defined education in Lord Morley's words as learning how to sift the evidence in any question. The power to do this could only come by long training, and he appealed to parents to keep their children at the School as long as possible. It was a duty they owed to the present generation. Pointing to the boys, he said, amid laughter, "Years ago we were like that, but look what we are like now!" To the youth of to-day he said they were fortunate in living in such exciting times, when the world was in motion, a new life being built. It was they who, as citizens of the future, would have to build the new world, make it fit for decent citizens to live in. It was going to be a great adventure. Let them, in the words of the School hymn, "dedicate themselves to manhood," dedicate themselves to the future—and the future would be theirs.

The choir having rendered Ireland's "Evening Hymn," the vote of thanks to Lord Nathan was moved by Mr. I. J. Hayward, L.C.C., and seconded by the Mayor, Alderman Jordan. The former expressed his admiration for the School, its progress and its ideals, and the inspiring address of the Headmaster. He outlined the aims and policy of the L.C.C. as regards secondary education and its determination to extend the widest opportunities to the largest possible number of children. Wandsworth School had given a lead in this work and set a high standard. Alderman Jordan referred to the School motto, "We Serve" (the motto of the borough), and appealed for a wider and fuller civic consciousness in the difficult days ahead.

A vote of thanks to the chairman was moved by Mr. Savage and Mrs. Ponsonby. The proceedings concluded with the singing of "Jerusalem" and the National Anthem.

Headmaster's Address.

We may be supposed, like Claudius in "Hamlet," to view this occasion "with one auspicious and one dropping eye." Whether as we look back it should be with a rueful tear upon the years that the locust has eaten, or a complacent smile upon the records of past achievements; whether, as we look forward, we should greet a promising future with glad faces or (to misquote) "look all aghast at the morrow": these are questions about which Governors, Headmaster and Staff and others on the platform and in the hall might be thought to hold a variety of opinions.

Wandsworth School's Jubilee has come along at a time when education, like society, is in a state of transition.

The latter part of the war was marked by a great educational ferment; innumerable groups and individuals threw their ideas into the cauldron; but after all the "double double toil and trouble" there emerged no clear show of what should succeed. No "weird sister"—not even Miss Ellen Wilkinson—has revealed or can reveal that. That depends on how the world wags.

If, as has been often said in late years, the world has lost direction, it would be a rash man or woman who would attempt at this present pass to fix too rigid a direction upon the schools. The world has lost its touchstone. He knew how

the world wagged, but not by looking at the School clock. His day wasn't paf-celled out by that.

What the schools should be in for, one feels, is a time of experiment. Without altogether forgetting those things which are behind, they should be encouraged to reach forth adventurously to those things which are before. The methods of a new educational era can be worked out only in the schools. Inspiration may come from the philosopher, encouragement from the administrator, advice from the inspector, but it is in the schools that the plans and methods will succeed or fail. Schools should therefore be given a wide latitude for experiment in organisation, method and syllabus. They cannot experiment in shackles, or be aware in blinkers of the new educational lights which from many quarters are casting gleams and shadows on their paths. The present is of all times the least fitting to clamp down regulations on the schools.

Regulations are generally conceived in the setting of the existing order : they tend therefore in times of change to perpetuate conditions that should be passing away. I believe our own authority, the L.C.C., are well aware of this, and rightly reluctant to impose static regulations upon the new potentialities of secondary education, or upon teachers who are alive to the dynamic influences that are invading from every quarter the hitherto unduly narrow field of formal education.

But the new educational dynamism must be controlled and given direction.

If we are to attempt to do this, we must do two things: we must discern the tendencies of the new educational influences, and we must get a clearer picture in our minds of the place and function of the school in the community. During the next phase, the approach to education must, I suggest, be sociological.

My own thinking leads me to the conclusion that, given their due scope in education, these influences will provide the dynamic to bring education into a right relation with society, to bring the schools into a right relation with their communities. The lack of functional relationship between education and society, between school and community, is a source of weakness and a potential danger to both. That source of weakness and that potential danger have been evident for some time.

To remedy this weakness is the task in education during the next 50 years. As befits the greatest local education authority in the world, London conceives its educational plan as a long-term policy maturing over something like that time. I believe the London plan in principle to be sound education and sound sociology. In other words, I look to it ultimately to bring the schools into a right relationship with the community. It is therefore to be hoped that any intermediate measures necessitated by the pressure of circumstances will be in line with the ultimate objectives; that no temporary measures or expedients are allowed to thwart or side-track a steady development of the permanent plan.

During its second half-century I trust Wandsworth School will play its part in this development, a part which I will touch upon in the briefest and most general way. I borrow a phrase from Mr. J. B. Priestley, "Community and Creation," to epitomise what I have to say about this part.

When we talk about education as a function of society or of the school as a function of the community, we are not using just a piece of resonant claptrap. The statement covers an essential and vital truth, whether the word function be understood in its general or in its special sense. The education of the young is fundamentally the responsibility of society. As the late Archbishop Temple said : "Society is the great educator," and it is performing this function consciously or unconsciously all the time. The realisation of this responsibility touches the essence of the democratic way of life. If the community abnegates this function, hands it over to a party, a sect, a powerful clique or a power-seeking individual,

then democracy is at once jeopardised. The democracy of to-morrow will realise itself, if at all, as the educative society, a society conscious of its educative function and therefore more conscientious in its discharge.

But the school is a function of the community in the more specialised sense, too. School life must be expressed in terms of community life. The segregation of the school from the community as a place with its own peculiar and private values and standards, which bear little or no relation to life outside, is a pathological condition of education. To conceive the school as a community in itself is sociologically unsound. This is a hard saying. To many a good schoolmaster it will seem a stumbling block: to many a bad one foolishness. But its realisation is necessary to salvation—to our salvation as a democracy. Nor can we avoid the issue as some attempt to do by making a barren and stultifying distinction between education and sociology. To educate for democracy our approach must be sociological. To conceive the school as a community in itself makes for ignorance of the essential conditions by which society lives, leads to indifference to the services of those many sections of the community who serve society's fundamental needs. As between the members of the school and the wider community it frustrates the growth of social awareness, social sympathy, and a social conscience. That is, I hold, bad education and bad sociology. It may produce the "professional old boy": it will not produce citizens for a democracy.

Or, to put the matter in another light, the community conditions, by and large, what is learned—as opposed often to what is taught—in schools. Ultimately the values that have permanent meaning are those that the community upholds, if not always in practice, at least as valid ideals. Hence you cannot effectively teach values in schools that are not valid in society; or at least society has no right to expect it. That is why it is so so unjust and so unreasonable, if society is out of joint, to blame the schools. Herein lies the cardinal error of the person who writes to the papers or stands up on a platform to complain that the schools are not doing their job. What he has to say boils down very often to little more than this: too much social unrest, teach the children religion. Too much dissatisfaction with the Government; teach the children patriotism.

These and similar virtues may be *learned* under the right conditions: they cannot be *taught* under the wrong ones.

We teachers no longer claim an exclusive function in education. Society is the great educator. It is time the challenge was thrown back on society, on you as parents, as employers, as civic officials, as public representatives—on journalists, broadcasters, film producers—upon you all as adult and responsible citizens of a great nation. We look around and ask: is this the best environment, material, mental and moral, you can offer the generation now growing up to assume the responsible burdens of to-morrow? We don't deny our own job and we in the schools will try to do our duty, but do you form and do you foster a community fit for a child to be brought up in? If we do really live in a "glass-house," it behoves us not to throw bricks—half baked—at the schools.

My other point bears on the cultural purposes of education, creative as opposed to acquisitive living.

Let us understand culture not as a walled garden into which the privileged few withdraw in ignorant indifference to the way of life of the vast majority. The schools of the new era must open up for themselves a wider field than this. They must play their part, along with the other great agencies of popular education—including the press, the radio and the film—in fostering many and various forms of active artistry in all sections of the population. We need to cultivate at all levels more gracious and satisfying modes of living—that is what we must understand by culture, and by our responsibility for our national culture.

To illustrate my point at the extremes, we should not ignore the type of

culture represented, for example, by the late Mr. Middleton, or by the punctual Mr. Herbert Hodges. At the risk of creating a public scandal, I will even admit to finding some inspiration as a speech trainer in the elocutionary virtuosity of Mr. Thomas Handley. It is not without creative possibilities.

As an early step, but only a step, towards the new conception of the school that we have to work out, and towards our share in the fostering of a widespread national culture, I would like to see two early developments in the curricular organisation of secondary schools of the grammar school type.

I would agree with my friend, Mr. Dent, Editor of " The Times " Educational Supplement—whose absence and illness this evening we regret—that school should be a less formal place than it has been hitherto. We should give more scope within the curriculum to the type of method and activity that have developed in some of our out-of-school pursuits. In our schools generally I should like to see pupils allowed, as they are in some, more initiative, more mobility, more co-operative group work, more scope for self-direction, a wider choice of practical and artistic activities, more work outside the walls. This means a loosening of fetters, partly self-imposed, partly forced on us by conditions over which we have insufficient control.

And to facilitate a freer play of cultural influences in the schools, I should like to see a fairly thoroughgoing reconstruction of the Grammar School curriculum. The congestion and consequent rigidity of its time-table should be eased. . . . There is, I think, one way of doing this which does not sacrifice the real quality of our academic standards. We should limit the number of subjects which a boy is required to study in their full logical coherence as subjects or as what may be called academic disciplines. We impose systematised knowledge on the boy before his mind and experience are ripe for it; we impose it too continuously, and we impose it simultaneously in too many mutually exclusive and competing departments. This is a form of forcible feeding which some boys accept with docility, but which leaves too many boys after the strain of a matriculation year without any real taste for things of the mind, and sends some out into the world with something like a positive nausea for intellectual pursuits. It is a sobering thought for us teachers how little the average matriculant, if he leaves at 16, has really learned of all that we have taught him. How much has in any sense become part of him? Learning implies leisure to digest, not constant stuffing.

We should aim at a higher mastery of a limited number of studies, but provide the widest choice, and in those chosen studies the cultivation of genuine intellectual interests and scope for their free play. This happens in our Sixth Forms. But at the same time we should avoid at the main secondary stage too narrow specialisation. Parallel with the above we should aim at broadening the pupil's background by more general studies free from strict and somewhat artificial delimitation of subjects. Such studies should be immediately relevant to life and the world as they engage his experience and his interests.

In other words, the boy should realise that the bus that brings him to school is explained by every textbook in his satchel and all the notebooks he has forgotten. His bus ride is a chemical, physical, mechanical, mathematical, geographical, historical and possibly artistic or even linguistic experience.

And as he realises the interdependence of his studies and their relation to life, and to his own life, so he should gradually realise before he leaves school the world-wide interdependence of knowledge and its relation to the interdependent life of nations. Otherwise, unless he realises that he is living in an interdependent world, his whole schooling has largely missed its mark. All the elaboration of time-tables, syllabuses, examinations, inspections and occasional closures has merely resulted in his leaving school seriously misinformed.

To sum up, I look to Wandsworth School during the next 50 years under

us and our successors to make its contribution towards a conception of the school and its place in the community more conformable to the purposes and values of a democratic society. As a more integral part of its community the school will reflect increasingly that community as a whole and not segregate a section of it, thus helping to realise the fundamental purposes of the London plan. As concerned in an important part of its studies and activities with the life of the community, the school course will develop in the pupils social purpose, social sympathy and social insight, both the knowledge and the goodwill to serve society. Not so much by idealistic preaching and teaching—though we cherish ideals—but by living and learning; by living and learning within an organism which embodies rather than tacitly denies the ideals we claim to hold.

I have stressed the social goals of education, but in no narrow sense.

To love our fellow-man and serve society, as responsibile and harmoniously developed individual persons, to contribute to the nation's wealth and well-being in occupations deemed worthy, and to perform honourably our duties as citizens of no mean city: this is to live up to that proudest and humblest of mottoes, "We Serve," the scroll of the great borough whose arms it is our privilege to bear.

The Story of Wandsworth School.

Read by A—A. N. COWAN.
B—B. H. EDWICK.
C—A. F. LANGHAM.
D—D. P. PERRY.
E—P. GOULD.

A: In September, 1895, a Science Day School was opened in the newly-founded Wandsworth Technical Institute in the High Street. As part of the Technical Institute, it came under the direction of the Principal, Mr. W. T. A. Emtage.

B: The School started with 2 masters and 34 boys. Contrary to some impressions, the School was originally a boys' school.

C: The contemporary records explain that great importance was attached to Mathematics and Practical Science, in which (quote) "the students perform with their own hands experiments in Chemistry and Physics."

D: Further, that "much time is given to French, taught according to the new method, largely oral and conversational, and not so much by means of grammar." Here the School anticipated by a generation the vogue of the Direct method.

E: The premises in which the Wandsworth Technical Institute and its Science Day School were housed was a converted skating rink, leased from the Union Assurance Company.

D: Mr. Randall claims to be the first boy actually to have set foot in the School.

PAUSE.

A: In 1896, the Governors decided to admit girls. The School then became co-educational, but in the course of the following years it gradually became dual—boys' and girls' classes being separated.

B: The 1896 session began with 38 boys and 17 girls.

C: The girls took the same course as the first-year boys, except that they devoted two afternoons per week to Domestic Economy in place of Woodwork and Practical Physics.

D: This was changed the next year, when the girls took up Practical Physics, thus reducing their Domestic Economy to one lesson per week—a change made, so the record runs, because the girls themselves preferred it.

A: On November 1st, 1896, a Mr. Henry Waite was appointed to the staff from the Central Foundation School. Thus almost 50 years ago Dr. Waite began his long connection with the School.

B: By September, 1897, there were 38 boys and 25 girls in the first and second years; and a small class in the third year was taking an advanced course recognised and subsidised by the Department of Science and Art.

D: In 1899 a report signed by Mr. John Bell as Chairman and Mr. A. R. Gridley as Secretary of the Governors proposed the holding of a bazaar in order to pay off the debt of £650 incurred in 1895 in adapting the building for its educational purposes.

B: The numbers, now 122, had doubled in the last two years.

C: In 1899 Sidney L. Fosbrooke won a scholarship offered by the Board of Education on conditions—the conditions being that someone in the locality subscribed half the amount. The Vice-Chairman of the Governors, Mr. J. Saltmarsh, came to the rescue. Fosbrooke went on three years later to gain a 1st Class at the London Matriculation Examination.

A: In September, 1900, during the short two years Principalship of Dr. Clay, Mr. Waite was appointed the first Headmaster and reigned for 32 years. His appointment marks an important reorganisation that aimed at making the School more "self-contained."

B: By 1900 the educational standard had further risen and there was a fourth-year course. This led to the first success at London Matriculation. Miss Mary Alcock gained a 1st Division certificate and was the first pupil to lead the way direct from the School to the University.

D: The same young lady had already acquired 8 advanced and 10 elementary certificates from the Board of Education as well as 3 extension certificates and 1 from the Society of Arts.

A: In 1900 the study of Latin was introduced.

D: It is recorded that "it was fast becoming popular among the best students."

E: Also in this year a games field was acquired, and the availability of free tickets for the new Baths close by led to the formation of Swimming Clubs for boys and girls respectively.

A: In the following year, 1901, the School team games that followed the acquisition of the field proved distinctly successful. In Cricket the School team played 16, won 12, lost 3, drew 1.

B: By 1902 there were 172 pupils on the roll, 102 boys and 70 girls. The staff consisted of the Headmaster, three masters (Messrs. Grieves, Soutar and Campbell), one mistress (Miss Campbell), 2 student teachers and 3 laboratory monitors. The extra teaching requirements led to the appointment of Mr. Powell and shortly afterwards of Mr. Phillimore.

C: Mr. Powell's presence soon made itself felt in the holding of the first School Sports Day in 1902.

A: As from August, 1902, the School received grants from the Board of Education as a secondary school under the 1902 Act. The School was now officially the Wandsworth Technical Institute Secondary School and shared in the great expansion of secondary education that marks the modern history of the English educational system.

D: At the same time Euclid gave way to modern methods of teaching geometry.

E: Structural adaptations were made to the building to cope with the increased numbers.

B: During 1903 the roll increased to 178.
D: Thereupon the School gained a scholarship which had been promised by Mr. Stephen Collins, a Governor, as soon as the numbers should exceed 150.
E: Gymnastics appeared for the first time in the curriculum. The exercises were performed at the Baths and were "most popular."
C: The second annual Sports Day was successfully held "in most glorious weather."
D: Thanks to Mr. Powell's enterprise and organisation.
B: In 1904, with 212 pupils in attendance, applicants were being turned away for want of space.
D: German was introduced and "taken up most enthusiastically."
A: From 1904 dates the first old scholars' club.
D: It was called the "Myosotis" Club and drew its membership from the Old Girls.
A: The original "Old Wandsworthians," the Old Boys Club, was founded in 1906. Its first benefaction to the School dates from the next year when it presented a silver cup for the winner of the mile.
E: In this year, 1906, an iron structure of four classrooms was added.
B: But in spite of this, 50 applicants were rejected through lack of space in 1907, 100 in 1908 and 200 in 1909.
A: The first inspection by the Board of Education took place in June, 1906, when, to quote the report, "It was universally admitted that the present buildings are very far from satisfactory."
C: The curriculum hitherto had been that of a Special Science School. In 1907 this gave way in the lower forms to an Ordinary Course, where greater scope was given to literary subjects.
E: At the same time Organised Games were introduced into the curriculum.
B: The academic standards were gradually improving. In 1908, 10 candidates passed the London Matriculation Examination, and Arthur Boyce won an Engineering Scholarship to Liverpool University of £70 per year for three years. Still better, perhaps, the School won its first Open Scholarship to Cambridge, W. G. Poore gaining a sub-sizarship of £30 per year at Trinity College. He was also awarded the first L.C.C. Senior Scholarship, £75 per year for three years. Four old pupils gained the London B.Sc. in this year.
C: In 1908, too, the School Library was founded, with 400 volumes.
E: At the same time the School obtained the sole use of a suitable sports ground near Southfields Station. It was drained, levelled and turfed, and its use was shared with the Old Wandsworthians and the Myosotic Club. A pavilion was built in the next year.
A: An important change took place in the School at the end of 1909. The 120 girls were transferred to a new school in West Hill.
D: "So far as the work of the boys was concerned," runs the record, "the change might have passed unnoticed."
C: There is a noteworthy parallel here with recent School history. The Headmaster's report of 1909 might well have been repeated when Mayfield left us last Easter after sharing our building for nearly three years. "The relations have throughout been most harmonious, and it will be with great regret that those of us who remain will witness the departure of the girls and their mistresses. At the same time they have our heartiest good wishes for their welfare, and we trust that their success and happiness in their new surroundings will leave room for some pleasant memories of the days spent in the old school."
A: From January, 1910, the remaining 250 boys were arranged for purposes of games and more effective supervision into five divisions, each under two

masters. This was the beginning of the House System. The divisions were known by the names, Brown, Blue, Yellow, Green and Red.

C: Medical Inspection was introduced and a special Physical Training Master appointed.

D: Mr. Phillimore's work at the Baths was developing very successfully. It was (quote) "an exception to find a boy who was unable to swim."

E: Four new temporary classrooms were added. Like the previous four, these were erected at the expense of the already limited School playground.

B: In 1913 School numbers topped the 300 mark and two years later the 400.

A: For some years a Whitsun Trip to the Continent had been organised for personnel of the Institute. In 1911 we have some detail of an itinerary in Belgium for staff and pupils. At Whitsun, 1912, occurred the first of the long series of trips to Paris, which were kept up during the Easter week of most subsequent years except, of course, during war time.

E: In the summer of 1913, Mr. Burt organised a camp for the boys at Wimereux, near Boulogne. This was repeated in 1914, four masters and a number of boys spending a fortnight there under canvas.

D: The Wimereux party got home on August 10th without difficulty. But another party including the Headmaster had left London for Switzerland on July 31st. There they were marooned amid the tides of war and eventually made a belated and long-drawn-out return, the journey back taking four days and three nights. Special thanks were recorded to the Chairman of the Governors for the measures he took to secure for the party comforts during their detention. "Surely," said the Wandsworth "Borough News," "never was war undertaken at a worse time for all the countries concerned, the holiday season in full swing."

E: The Report of the Full Inspection by the London County Council in the Autumn Term of 1914 stated "the transfer of the School to new and self-contained buildings is one of the most urgent needs of secondary education in London." Owing to the war, and post-war difficulties, the School had to wait 13 more years for this consummation.

A: The 1914-1918 War years saw a further rapid expansion of numbers, the institution of a Cadet Corps, and as evidence of the high academic standards now being attained, the recognition by the Board of Education of an Advanced Course in Mathematics and Science in 1916, and an Advanced Course in Modern Studies in 1918.

C: For each recognised Advanced Course, a special grant of £400 was paid by the Board of Education.

B: Numbers actually rose from 364 in 1914 to 530 in 1918. In 1916 the annual admission was the record total of 180 and of leavers 149. A number of Belgian pupils figured in these totals. The number of School Certificate candidates in 1919 rose to 62. One weakness was the shortness of the average School life which fluctuated round about two years only, after the age of 12.

C: By the end of the war the Service Roll of Old Boys was over 500, including 105 commissioned officers. The number of names on the Old Boys War Memorial, 1914-18, is 98.

A: This proud record has been repeated in the second World War. Wandsworth School has been well represented in all theatres of war. Many old Wandsworthians are still abroad. Many will never return. *"Their name liveth for evermore."*

C: A number of important new developments marked the closing stages of the 1914-18 War. "The Link," the self-explanatory name of the School Magazine, first appeared in the Easter Term of 1917, under the editorship of Mr. Shoosmith. The Orchestra, the School Choir, the Hobbies Club and Exhi-

bition, the Naturalists Club and the Stamp Club (then known as the Philatelic Society) date from 1919. A Chess Club dating from 1914 had 60 members and had hitherto been the most important School society. Farm work, known to a later generation as Agricultural Help, was undertaken in the first as in the second World War. Farming camps were arranged to follow the Cadet Camp in the summer holidays.

D: As during the recent war, the Old Boys Club had fallen into suspense. Five Old Boys, after serving, some as officers, in the Army, were readmitted as *pupils* to the School.

E: At a full inspection of the School in 1920 by the Board of Education Inspectors (including Mr. Savage), attention was specially called to the deficiencies and makeshift character of the building, having regard especially to the growth in numbers and the high educational level of the School.

D: The 25th Anniversary, like the coming of age in 1916, passed unnoticed.

C: By the untimely death of T. E. Crosland in 1920, as the result of a germ contracted on a visit to the battlefields in Belgium, British athletics lost a sprinter of Olympic Games quality who, after outstanding success as an athlete at School, had in the year after leaving broken the Belgian record for the hundred metres.

A: Regular Parents' Evenings were instituted in the Spring term of 1920. The purpose of these meetings with the staff was mainly to discuss careers of older pupils.

C: A Speech Day was held in February, 1921, the first for seven years. Prizes were distributed by Viscount Bury.

D: Sir Henry Jackson, then Dr. Jackson, took the opportunity of describing the School premises as "one of the most difficult mazes in the country."

C: Sports Day was also revived this year.

E: The Photographic Club and the Dramatic Society were inaugurated, the Debating Society following in 1923. The School, however, was without a playing field. Cricket and Football were much restricted from 1920 to 1922. However, in 1922 it is reported that "a field on part of which the new School will ultimately be built in now being levelled and turfed to be in readiness for games." This field in Sutherland Grove became available in 1924, and School games immediately began to look up.

D: The Old Boys Club was revived at the beginning of 1923 and by 1925 was flourishing.

B: In 1924, 85 boys were entered for School Certificate. Of these 73 passed, 37 gaining Matriculation. Dadson, with distinctions in all four principal subjcts in the Higher School Certificate, gained a State Scholarship and entered Cambridge University the following year with a major Open University Scholarship at Christ's College. The number of Old Boys at Universities about this time was some 20, 6 of them gaining Honours Degrees in the year 1924.

E: A notable School Historical Exhibition, organised by Mr. Terry in 1923, led to the formation of the Historical Society in 1924. At Christmas, the first of the annual series of Shakespeare productions was staged, "Midsummer Night's Dream." The annual play, like the annual Hobbies Exhibition, owed its main stimulus to Dr. Jory. The Hobbies Exhibition took on the additional aspect of an Eisteddfod. Altogether 340 boys played an active part in this fifth annual Hobbies Exhibition.

A: At Speech Day, 1925, the School Song was rendered for the first time.

E: Another School Society came into being—the Radio Club.

A: After 1921, and for a whole decade, the numbers gradually declined. On the other hand there was a remarkable increase in the length of School life.

B: In 1918 the average length of School life was 2 years 9 months: in 1925, 3 years 7 months: in 1927, 4 years 8 months: and in 1933, 5 years 5 months, with an average leaving age in 1933 of 17 years 5 months.

C: This naturally resulted in a heightened corporate consciousness and a more vigorous social life.

A: But what made powerfully for both was the transfer of the School in 1927 to the present splendid building. The School had great cause for gratitude for the generous provision of the London County Council, by which authority from 1927 it became fully maintained. At the same time it adopted the name Wandsworth School and received permission to use the Borough Arms as School badge.

E: But it was the School's own private enterprise which led to the building of the pavilion in 1929, a memorial to the Old Boys who fell in the 1914-18 war, and to the construction of the Swimming Bath, 1931.

D: Funds for the Pavilion were raised in a number of ways and over a considerable period of time. The most noteworthy and lucrative individual effort was a grand Fête and Gymkhana.

A: The Ceremonial Opening of the New School took place on December 8th, 1927. The commencement of the proceedings was marked by the first rendering of the School Hymn, "Foundation."

B: However, in spite of the attractions of the buildings and the amenities, and the quality of the School's work, numbers reached their lowest point in 1931, when there were 370 boys in attendance. From that point on, numbers gradually but continuously recovered, until in 1939 they stood at 455.

C: The main causes of the decline were the loss of attendance of pupils from Surrey owing to the prohibitive out-county fee, the economic depression following the war, the development of new secondary schools in the area previously served by Wandsworth, and the School's new site near the county boundary, difficult of access from populous areas in Central Wandsworth.

A: In 1929 the House system of the School was reorganised.

C: Instead of five Houses known by colours, four new Houses were formed, named after four famous men connected with the locality—Thomas Cromwell, Edward Gibbon, John Morley, and William Pitt, the younger.

A: On Saturday, November 9th, 1929, the Memorial Tablet in the Hall, in honour of the Old Boys who fell in the War, was unveiled by the Bishop of Kingston at a most impressive service. The Memorial Games Pavilion was opened by Mr. Samuel Samuel in December, 1930. The Swimming Bath was finished by the next year.

C: The Rifle Club, a descendant of the by now defunct Cadet Corps, was formed in 1931, in charge of Mr. Grutchfield, and continued until Mr. Grutchfield's retirement in 1937. 1931 was a notable Rugger season. The first XV. won every match they played with an aggregate of 273 points against 22.

B: The Old Wandsworthians Club, under the energetic secretaryship of Mr. E. C. Spells, was now thoroughly well established and had a regular programme of social and athletic events throughout the year.

A: The year of Dr. Waite's retirement, 1932, was auspiciously and fittingly marked by the inauguration of the Wandsworthians Lodge.

C: In the words of the officiating Chaplain, Rev. Dr. Freeman Irwin, Governor of the School, the consecration of the Lodge crowned the life's work of Dr. Waite by helping to unite in closer bonds those who in many ways had been connected with the School.

B: While School life was thus being made more interesting and stimulating for the average boy, the few were by no means neglected. In three years out of four the School won the Stern Scholarship at the London School of Economics,

a scholarship open not only to all the schools in the country but to undergraduates at the end of their first year.

D: In the fifth year, when the new University regulations caused the School to drop the Inter. B. Com., on which examination the award was based, R. Heather gained an Inter-Collegiate Scholarship in the Economics group of subjects.

A: All in all, it was a proud and honourable command that Dr. Waite handed over to his successor, the present headmaster, in 1932.

C: The five years since the occupation of the new building had been marked by the broad and balanced development of modern secondary school life in all departments: academic, social, athletic, and by an eminent spirit of independent enterprise.

D: The tree had thrust forth its branches fully over the accepted field of secondary education. How and where was growth to come in the future?

A: From 1932 to the outbreak of the second world war, no account of the full and manifold life of the School can be attempted here. Its main features were the enhancement of human and personal relations within the School and the opening of windows and doors upon the wider community.

C: A sectional arrangement was devised within the House system which had the effect of grouping the pupils in permanent *Tutor Sets,* or families. Gradually School organisation revolved more and more round this stable tutorial relationship and less round the transitory "form."

D: Starting from Wandsworth, the system spread to many schools in London and further afield. Not until 1938, however, was it noticed in the Board of Education annual report. But in 1939 the Spens Report advocated its wide adoption in secondary schools of all types.

A: Since the tutor was concerned with the whole School life and activity of his boys, he was almost necessarily brought into contact with the parent. The tutorial system led logically to the formation of the Parents Association which grew up round the tutorial at-homes.

C: Under Mr. Beck's enthusiastic and more able secretaryship the Parents Association found an ever wider and more fruitful province. The Wandsworth School Parents Association can claim to have been pioneers in discovering and exploiting many new channels of influence and service.

E: The relations between Parents Association and Old Boys were most happy in their results for the School. It was the initiative of the Parents Association that led to the acquisition of two magnificent fives courts; and collaboration between Parents and Old Boys Association that mainly swelled the School's Camp Equipment Fund.

A: The spirit of the Tutor Set system was reflected in a more co-operative and less competitive system of marking.

D: Diligence marks, in which it was open to all to score equally highly, whether bright or not so bright, whether in Form I. or Form V., tended to encourage the less able, and to replace the spirit of individual competitive self-seeking by a sense of service to the House and School.

C: The principle of earning full citizenship by service and responsibility was later embodied in a further development of the House system. Over and above the four Houses stood School House, in charge of the Headmaster, with membership elected from all Houses on the basis of public spiritedness and active participation in and contribution to the life of the School.

D: This experiment had run only for two years up to the great dispersal in 1939, but—in spite of some democratic misgivings—had the promise of proving a success.

A: During the years 1932-39 the School became the hub of the International Summer Schools Organisation (Secondary Schools Section).

C: Under the scheme, senior pupils from the schools of other European capitals, mainly Berlin and Stockholm, stayed in London homes and attended London schools for the month of July, after which their English hosts, boys and girls, reciprocated the visit in a foreign home and summer-school for the month of August.

E: The July visits culminated in an annual International Youth Rally at Wandsworth School, at which upon one occasion over 300 boys and girls of nine nationalities took part in a festival of sport, gymnastics, swimming, singing and dancing.

D: Wandsworth School was acquiring an international reputation.

A: To interpolate and bring this history up to 1945-46, the School is proud of the honour conferred upon its Headmaster by Rotary International, who appointed him its Observer at the UNESCO Conference, and its representative on the new UNRRA-UNESCO Consultative Council. Further, upon his being asked to address a World Convention of over 10,000 Rotarians, business and professional men, at Atlantic City in June.

E: To return to more domestic matters: in athletics, during the years 1932-39, the School won the inter-Secondary Schools Boxing Championship of Greater London in two successive years and produced several Great Britain Champion schoolboy boxers. The School Relay Team lowered the record of the Blackheath Harriers Club and in some years proved unbeatable.

C: A very high standard of public speaking was developed in the School Debating and other societies. Among others Lord Riddell congratulated the School in this respect and presented copies of his famous Diary to the two prefects who gave reports on Speech Day.

D: R. J. W. Coward, who played a leading part at School in our Debating and Dramatic Societies, later attained the rare distinction of becoming President of the Cambridge Union.

B: The School's high standard in economic studies was again reflected when P. G. Lee gained one of the only seven First Classes in the Economic Tripos at Cambridge. He achieved this at the end of his *first year* at the University and, according to a private note from his tutor, came first of the seven.

A: Meantime A. J. Brown had won an Open Scholarship to Cambridge in another field—Modern Languages; but even his success was later eclipsed by D. R. Light, who won the premier of two Modern Language Scholarships awarded by Christ Church, Oxford.

B: Brilliant, too, was the success of Basil Weedon in Science. He gained a First Class Honours degree at the age of 19 and the Doctorate of Philosophy at 21.

C: And the success of Peter Jewel who gained, via Reading University, a research scholarship to Cambridge in Agriculture of £260 a year. Lastly, D. M. Newitt became an F.R.S. two years ago and has just been appointed Courtaulds Professor of Chemical Engineering at the Imperial College.

A: The war was for the School six years of tribulation and eclipse.

C: The problem of housing boys of the School in the Reception Area was never adequately solved. Throughout the war many travelled from home in London daily to attend the School in Woking.

B: However, with the opening of hostels in successive years, the intake of new boys kept pace with the leavers, and a steady roll of about 200 was maintained during most of the war.

E: After a year of working in the Woking Boys County School in the afternoon

shift, the School took over "Little Firs" and at last had a regular day's routine.

D: Hole and corner education at "Little Firs" at least enabled boys to pass their public examinations, the results of which continued good, but the conditions of life in School and billet rendered a full School life quite impossible.

C: We will pass over the improvisations, frustrations, and even the heroisms of evacuation and return to Sutherland Grove.

A: The opening the War-Time Classes under Mr. Powell in September, 1943, in the School building here, shared with Mayfield classes, enabled us to build up a new entry of younger boys which reached over 200.

B: Meantime, as a result of opening the Home School the numbers at "Little Firs" gradually declined.

A: Happily, in September last our tribulations came to an end, the two branches of the School joined up, and Wandsworth School passed its fiftieth birthday in its own home.

C: An auspicious beginning of the School's Jubilee Year.

B: New entrants brought the total number of boys to 350.

A: It is for these boys now to continue in comradeship and service the tale we have told. May whatsoever things in our past are honourable and of good report inspire them to compose gallantly and generously Wandsworth School's unfolding story.

Thursday, July 18th.

Annual Sports.

This event is dealt with later under the head of Athletics.

Friday, July 19th.

Concert and Dramatics.

In the School Hall.

The Concert was given by the School Choir and an orchestra of some thirty players, comprising the regular School orchestra, Old Wandsworthians, girls of Mayfield School, and friends of Dr. J. G. Wardale, who conducted.

A large audience gathered in the School Hall for the occasion, which was marked by the performance of a special Jubilee Ode, the work of two members of the staff—Mr. J. Ascher, who wrote the words, and Dr. J. G. Wardale, who set them to music for three-part choir, strings, woodwind, trumpets, horn and kettledrums.

Mr. Ascher has conceived of the School as a tree now spreading its branches far and wide over those nurtured within its shade, and the Ode begins in quiet, reflective mood as the voices sing of those who sowed the seed with loving hands so many years ago. Growing in intensity with the allusions to the tempests which threatened but failed to destroy the young tree, the music at length sweeps forward in a noble melody praising the men without whose vision and untiring labour the School could not have flourished. A superb climax is reached in the fourth verse where, after acknowledgment of our debt to those who in the cause of liberty gave their lives in war, voices and instruments triumphantly proclaim "The Tree is grown." A majestic flourish by the trumpets is echoed softly by

horn and oboe, and the work ends as peacefully as it began with a prayer of gratitude.

In addition to the performance of this Ode, which was received with great enthusiasm, the choir sang the rousing "Arethusa" and Peter Warlock's cheerful little song, "The Countryman," followed by two Handel favourites, "O Lovely Peace" and "Where'er you walk," both accompanied by the orchestra.

Solo items included Handel's Sonata in E for solo violin, exquisitely played by R. P. Easey of Form IV., and a robust performance of Haydn's Trumpet Concerto by M. J. Clothier, a talented young trumpeter of the same form.

The orchestra, which had opened the programme with Purcell's Trumpet Voluntary, brought the musical half of the programme to an end with the first movement of Haydn's London Symphony.

Dr. Wardale was fortunate in the assistance of Mr. Keyte, without whose help and enthusiasm the choir could never have reached its high standard.

The latter part of the evening was devoted to dramatics of more than ordinary interest. The first item consisted of three consecutive scenes from Shakespeare's "Hamlet," given in modern dress. The Prince of Denmark was disclosed in British Army battledress seated in an office that lacked neither telephone nor typewriter. He hears of the strange apparition of his father's ghost from three Home Guard personnel; and when the ghost is finally disclosed, he is a bemedalled figure in Air Force blue. It was not surprising to those familiar with the genius of Shakespeare that there was no touch of incongruity as the story unrolled in the immortal language that first shook the stage on Bankside in Queen Elizabeth's day. That "he was not of an age, but for all time" was strikingly exemplified in this ingenious presentation. Fine performances were given by the principals, the Hamlet of K. J. Williams and the Ghost of B. H. Edwick being of a reach beyond school dramatics. B. C. Butler made a sensitive Horatio, while B. J. Harrold as Marcellus and D. A. Thompson as Bernardo made their contributions to a presentation in which the traditional emotions of pity and terror held the big audience to the last.

By way of contrast we were then given a scene from Drinkwater's "Abraham Lincoln," which, finely staged, was both a period piece and a tract for the times. This short scene touched on many issues which are still, unhappily, unsolved problems of our post-war world. An outstanding interpretation was given by D. P. Perry of the part of Lincoln moving among his wife's tea-visitors as an Olympian who has not yet forgotten how to be moved by human grief and human folly. D. V. Stacey as Mrs. Lincoln, R. P. Hardingham as Mrs. Goliath Blow, D. R. Horner as Mrs. Othery, and M. J. Clothier as Susan, wore their crinolines with grace and naturalness, while J. C. Grieves as the negro preacher and one-time slave, had a childlike deliberation that was of strong effect in the dramatic close of the scene. Lincoln's Gettysburg oration was a fitting pendant.

The production was by Mr. Cowan and Mr. Benyon, who owed very valuable assistance to several skilful and inventive helpers behind the scenes, notably F. G. Langdon, F. Bray and Mr. Piggins.

Mr. Hodgkinson's portrait of the Headmaster.

During the interval there was a pleasant little ceremony. A portrait of the Headmaster, painted by Mr. Hodgkinson, was offered to the School by the artist, to be held *in perpetuo*. Graceful little speeches by Mr. Cowan accepting for the School, and by the artist and Mr. King, were much to the taste of the audience, who took pleasure in the informal friendliness that was a feature of the whole evening.

Saturday, July 20th.

Old Boys Rally.

The last day of the week's celebrations was allocated to the Old Wandsworthians Association for their special contribution to the general festivities. After much discussion the final programme consisted of a Cricket Match against the School during the afternoon with a number of sideshows running concurrently on the remainder of the School grounds. After the cricket, it was the intention to hold a Swimming Match with the School, but this unfortunately had to be cancelled owing to the inability to raise the necessary teams. Following these two features in the evening, a Dance was to be held in the School Hall.

Saturday, July 20th, was a day which followed a period of showery weather and, although the weather gods were kind in the matter of rain, the sun was unable to get a real hold on the day, which in consequence turned rather cold towards the late afternoon.

The Cricket Match was played before a crowd some three hundred and fifty strong. It was intended to choose the Old Boys' team as representative of the fifty years rather than as a serious cricket side. This did not prove entirely possible, but it is perhaps worth mentioning that there was in the persons of Messrs. C. F. and D. Ferne both a father and a son included in the team.

The Old Boys opened the batting and carried a brisk innings through to the tea interval, when the score stood at 141 for 8, S. Jenkins scoring 55. After tea the School took over the task of scoring the runs, but in spite of strenuous efforts were unable to produce more than 64, the result of this Jubilee Cricket Match between the Old Boys and the School thus being a win for the Old Boys by two wickets and 77 runs.

During all this time the fun fair had been attempting manfully to win the allegiance of the crowd watching the Cricket Match, very largely to no effect. However, at the close of play a very brisk half-hour was experienced, which rewarded the patient stallholders to some extent for their long period of inactivity.

The Dance started promptly at its advertised time and was soon in full swing, and was a very popular feature of the day. Its proceedings were interrupted periodically for the Auction in a highly diverting manner of a number of suitable articles, and the draw for the Raffle prize and lucky-number programme winners. A limited amount of light refreshments was available during the evening and was considered by all present as highly successful.

Two performances of a cinema show were given by arrangement with Mr. Makin to cater for those present during the evening who did not dance and also to act in case of need as an overflow from the Dance should it become overcrowded.

Such, therefore, is the story of the part played by the Old Wandsworthians' Association in the week which had been set aside to celebrate the fact that Wandsworth School has for fifty years now been guiding the lives of no inconsiderable part of Wandsworth's citizens.

E. A. B.

Mr. Hatfield.

It is with profound grief and a deep sense of loss that we record the death of Mr. Hatfield on May 19th. He had been very ill for over a year, but we had hoped, as he did, that he would recover, even though his return to the School would not have been possible. It is difficult to set down without some emotion the courage and cheerfulness with which he bore his long spell of confinement to a hospital ward. Those who saw him and those who corresponded with him

during this period will bear witness to his gaiety and good humour and unfailing optimism. Throughout he never lost his interest in the School, and was anxious to know all the news concerning his colleagues, his pupils and the Jubilee preparations. Floral tributes from the School and the presence of some staff and boys at the interment in Putney Vale Cemetery expressed only slightly our grief and our deep sympathy with Mrs. Hatfield.

Mr. Hatfield, who was a Master of Arts of Birmingham University, came to Wandsworth School from that town in 1913, and except for the period of the 1914-1918 War, when he served mainly in France as an R.A. officer, he spent his life teaching French at every stage throughout the School curriculum, and as Senior French Master during the latter part of his career. To give even a brief résumé of his manifold activities would take considerable space. He loved France, its people, its language, its literature and its art, and never was he happier than in inspiring some of this love in others. To achieve this object no task was too heavy. He brought French actors to play on our stage the masterpieces of the French theatre, he organised a lively Cercle Français at the School (to which Mrs. Hatfield often rendered greatly appreciated services), and conducted parties of our boys to Paris. These trips gave him special pleasure, and his gifts of good companionship and stimulating conversation, enjoyed by his colleagues in the Common Room, added greatly to the delight and instruction of those accompanying him to the great monuments of French civilisation. He had every right to be proud of the decoration (Officier d'Académie) conferred upon him by the French authorities in recognition of his work.

Another aspect of Mr. Hatfield's varied personality is revealed in the practical interest he took in the liberal arts. He was a brilliant actor and encouraged a love of the theatrical art by bringing excellent troupes of amateur actors to Wandsworth. A keen lover of music, he played the cello in the School Orchestra. Moreover, he painted in water-colour and was an expert bookbinder.

This notice would be incomplete if we did not record that as Second Master, during the evacuation of the School at Woking, Mr. Hatfield carried out his onerous task with characteristic lightness of touch, while as O.C. of the School Cadet platoon, he was singularly successful in passing many pupils in "Certificate A."

But how can even those who were most close to him succeed in describing adequately his rich and generous personality, his originality and freshness of mind, his infectious wit, his gift for inspiring in others his enthusiasm for all good causes? He was a great schoolmaster to whom came naturally

firm shepherding of simple tribes
And love's inspired authority.

But, above all, he was essentially a warm-hearted human being. Of him it might be truly said: to know him was to love him.

We shall miss him greatly.

J. A.

Retirement of Dr. Jory.

With great regret we record the retirement of Dr. Jory. At an age when he was still giving of his best, he was stricken down by illness, underwent a painful operation, and after a valiant struggle to remain at his post was in bitterness of spirit compelled to acknowledge himself beaten. Last October, Wandsworth School lost in him one of its most valuable servants.

Born in 1886, Dr. Jory took the degree of B.A. in English in 1909, and his M.A. in 1912. Then turning his attention to economics and economic history, he took his B.Sc. in those subjects, and subsequently his Ph.D.

But in spite of this dazzling record of academic achievement, his most notable quality was a quiet humility and gentleness. He was phenomenally successful as a teacher of economics, but English was the field in which he was happiest. For 26 years he gave generations of Wandsworth boys the benefit not merely of his learning, but, much more important, of his love of literature as it reflected all that is worthy in human life. No man was more susceptible of beauty and goodness, and none was his master in good leading. No one who sat under him will forget his gentleness and his fatherly touch. If to educate means to draw out capacity and goodness where it lies dormant, he was for all those years an educator, a guide, philosopher and friend.

The School must ever be grateful to him. No master contributed more towards that friendly relationship between master and boys that is so valuable a feature of our School life. No one will forget the delightful Hobbies Exhibitions that he inaugurated and organised annually. Who does not remember him walking about with his notebook, taking down the judges' decisions, full of regrets that he could not give an award even to the little scallywag who had hastily cooked up some exhibit the night before? Still more, no one will forget how the leaden autumn term drew to its unlamented close and went out in that blaze of light and colour that was the annual School Play. Those apples had more than ordinary sweetness, with which he regaled his actors and helpers among the dazzling footlights and the smell of greasepaint, when at length the labour of months drew to its close, work of rehearsal sandwiched in somehow amid the stress of the term's labours.

All this is ended; yet we hope and believe that before him and Mrs. Jory there lie many years of retirement full of interest and pleasant rumination on much work well done and much life well lived.

S. C.

Retirement of Mr. P. H. Phillimore.

The following note was contributed by the School to the "Wandsworth Borough News," from which it is reprinted:—

After 45 years of service as a schoolmaster, a well-known local resident has just retired. When Wandsworth School said farewell to him last Friday, in the midst of its own Jubilee Celebrations, it was revealed that Mr. P. H. Phillimore had served the School for 43 years, having joined its staff in the early years of its existence in Wandsworth High Street and removing with it to its present site in Sutherland Grove, Southfields.

Mr. R. Fenn and Mr. J. Ascher, two members of the staff, paid tribute to Mr. Phillimore's work for the School and his devotion to its interests. He was not only a capable teacher of mathematics, but he had endeared himself to successive generations of Old Wandsworthians, to whom he was affectionately known as "Philly." It was he who had introduced swimming into the School activities, organised numerous swimming galas and been largely responsible for the construction of the swimming pool in the School grounds. Before the war he had organised the School meals and had earned the name of Lord Bisto applied to him then. A good musician, he had written the air for the School Song, and as a Mason of long standing he had been one of the founders and the first Master of the Wandsworthians Lodge.

In presenting to Mr. Phillimore a wallet and a cheque, the Headmaster, Mr. H. Raymond King, recalled the services he rendered to the School during the years of evacuation, when he first managed a section of the School at Maidenhead, and later at Woking took charge of a School hostel, and for several years looked after numerous evacuees for whom this was the sole home.

Mr. Phillimore, in acknowledging the gift and the wishes expressed by the previous speakers, made a moving speech in which he recalled many amusing incidents of his youth and of the early history of Wandsworth School. He spoke of the many friendships he had formed with Old Boys and local residents, and as a local resident himself hoped to continue his own connection with the School for years to come. His dearest wish was to see the School prosper and continue its long record of success in scholarship and sport. To conclude, he conducted for the last time the singing of the School Song, "Play up, School."

J. A.

Athletics.

Captain: Field, D.

House Captains: Gould, P. (Cromwell), Wilson, A. D. (Gibbon), Field, D. (Morley), Jones, D. I. (Pitt).

Although the standard of athletics has not yet reached pre-war levels, the School has been able to attempt a much fuller programme of activities this first year of its return to Sutherland Grove.

The *Cross-Country Run*—the first since 1939—was run on Wimbledon Common on Saturday, March 30th, in brilliant sunshine, and the enthusiasm shown by well over a hundred runners was gratifying. This year, by the kind permission of Major Whittaker, the School was allowed to use the splendid changing rooms and shower baths at the R.E. H/Q. near the Windmill. Much of the success of this run was due to Williams, K. J., who acted as chief marksman and who published a detailed and revised map of the course.

Inter-School Athletics have not yet fully recovered from their war-time partial eclipse, but it is encouraging to find that the School's relay team gained a good second place in the Inter-Schools Relay Race at the Sloane School Sports on June 19th. Six schools competed. The team consisted of Berry, R. A., Dingle, Feld and Foxwell, G. F.

Under the auspices of the Schools Athletic Association, Feld represented London in the Inter-County Championships held at Eton Playing Fields on July 20th. Although indisposed, he gained fourth place in the 220 yards, in which the record time was beaten by a Sussex runner.

Most of the season has been devoted to *Athletic Standards,* the results of which were added to the totals obtained on Sports Day.

The *Annual Sports Day* was held on the Thursday of Jubilee week, July 18th. Heavy rain during the running made the track heavy, and the times were consequently disappointing. Despite this, due to splendid organisation, the afternoon proved to be a very enjoyable one for the large gathering of parents and boys present.

At the close of the meeting the Headmaster, on behalf of the School, accepted a silver cup from Mrs. Shapcott, to be held each year by the winner of the senior half-mile. This cup was presented to the School in memory of her son John, who

died on active service, and whose splendid achievements in all branches of sport, and especially in the half-mile, we all remember.

Finch thus becomes the first holder of the Shapcott Cup, after a very exciting race, in which the winner beat James, D. I., by a matter of inches. Mrs. Shapcott also presented the Athletics shield to Jones, D. I., captain of Pitt, the winning House, the Rugger and Cricket Shields to Morley House, and the Boxing trophy to Gibbon House.

RESULTS.

Cross-Country Run. Seniors: 1st Pitt (50), 2nd Cromwell (60), 3rd Gibbon (75). First six runners: Jones (P), Maclean (C), Stephenson (P), Gould (C), Carver (C), Edwick (G). *Juniors:* 1st Cromwell (43), 2nd Morley (71), 3rd Pitt (99). First six runners: Maclean (C), Skelton (M), White (G), Hearn (C), Nunan (C), Stringer (C).

Annual School Sports.

Event	1st	2nd	3rd	Points C	Points G	Points M	Points P	Time, etc.
100 yds., Senior	Foxwell (P) ...	Feld (P) ...	Dingle (M) ..	—	—	1	5	11.6 s.
100 ,, Middle	Haydon (M) ...	Rutter (C) ..	Upcott (P) ...	2	—	3	1	12.4s.
100 ,, Junior	Williams (G) ...	White (G) ..	Prickett (P) ...	—	5	—	1	12.8s.
75 ,, Under 12 ..	Toomer (P) ...	Cockburn (P) ...	Bullock (G) ...	—	1	—	5	11s.
220 ,, Senior	Gould (C) ..	Feld (P) ...	Wagerfield (C)	4	—	—	2	27s.
220 ,, Middle	Rutter (C) ...	Anstis (G) ...	Stevenson (P) ...	3	2	—	1	28s.
220 ,, Junior	White (G) ...	Williams (G) ...	Attoe (P) ...	—	5	—	1	29s.
440 ,, Senior	Jones (P) ...	Feld (P) ..	Finch (M) ...	—	—	1½	4½	63s.
440 ,, Middle	Clothier (C) ...	Maclean (C) ..	Grieves (C) ...	6	—	—	—	63.2s.
880 ,, Senior	Finch (M) ...	Jones (P) ..	Gould (C) ...	1	—	3	2	2m. 31.4s.
880 ,, Middle	Clothier ( ) ...	Maclean (C) ...	Cattermole (P)	5	—	—	1	2m. 35s.
1 Mile, Open	Jones (P) ..	Maclean (C) ..	Smith (M) .	2	—	1	3	5m. 18s.
High Jump, Senior ...	Adams (P) ..	Foxwell (P) ...	Heyward (M) ..	—	—	1	5	4ft. 7½ins.
High Jump, Junior ..	Williams (G) ...	Noon (C) ...	Wilde (G) ...	2	4	—	—	4ft.
Long Jump, Senior	Hardingham (C)	Lewis (C) ...	Foxwell (P) ...	4½	—	—	1½	15ft. 3in.
Long Jump, Junior ...	Stacey (P) ..	Smith (M) ...	Wickens (P) ...	—	—	2	4	14ft. 4in.
Hurdles, Senior, 3ft. ..	Chambers (C) ...	Adams (P) ...	Hardingham (C)	4	—	—	2	16.6s.
Hurdles, Middle, 2ft. 6in.	Upcott (P) ..	Berry (G) ..	—	—	2	—	3	16 6s.
Hurdles, Junior, 2ft. 6in.	Wilde (G) ...	Welsh (P) ...	Attoe (P) ..	—	3	—	3	18.2
Weight, Senior, 12lb. ...	Lewis (C) ...	Read (P) ...	Dingle (M) ...	3	—	1	2	28ft. 2ins.
Weight, Middle, (8.8lb.) ...	Fellows (G) ...	Dibben (C) ...	Horner (P) ...	2	3	—	1	31ft. 7ins.
Relay, Senior	Cromwell ...	Morley	Pitt	6	—	4	2	1m 52s
Relay, Middle	Cromwell ..	Pitt	Morley	6	—	2	4	1m. 56.2s.
Relay, Junior	Gibbon ..	Pitt	Cromwell ...	2	6	—	4	1m. 19.8s.
Relay, Under 12	Pitt	Morley	Cromwell ...	2	—	4	6	1m. 28s.
			Totals ...	54½	31	23½	64	
			Athletic Standards Totals ...	50	41	36	49	
			Grand Totals ...	104½	72	59½	113	

RUGGER.

Captain: Finch, D.

Vice-Captain: Read, W.

The School XV. was below pre-war strength both in size and skill, and two of the players had not even played rugger before. However, it played well against heavier teams, and both Finch and Read worked hard to bring it up to scratch. The match against Bec deserves mention, the School winning a hard and even game by 6 points to 3. Shortage of kit prevented some boys, who might have strengthened it, from playing; with others, shortage of kit provided a ready excuse for not turning out!

The House matches were evenly and keenly contested, Morley winning the Senior Competition and Gibbon and Pitt tying in the Juniors. The combined matches between Crompitts and Morgibbs also aroused much enthusiasm, not only amongst the players but among the spectators as well. Morgibbs won both Senior and Junior matches.

v. *Old Boys* (H). Lost 8—12.

A good game, the School being 12 points down at half-time but rallying in the second half and putting on 8 points. Holland was very thrustful at centre for the O.B., and the School backs found him difficult to stop.

v. *Sutton C.S.* (H). Won 25—6.

The School backs were too fast for Sutton, and Chetwood and Hammond had a day out, scoring all the points between them.

v. *Tiffin* (A). Lost 0—19.

Tiffin were the faster and heavier side and won comfortably. The School forwards played well but the backs were too slow off the mark.

v. *Bec* (H). Won 6—3.

A hard, even game, the School leading by 3 points at half-time. The play generally was much improved, the team work being better.

v. *Old Wandsworthians*. Lost 4—21.

The O.W.'s were too strong for the School and won comfortably. Chetwood dropped a goal for the School early in the game, the only score the School made. Again, Holland was a tower of strength for the O.W.'s and scored several tries.

v. *Whitgift Middle* (A). Lost 6—23.

The School played well in the first half and led by 6 points to 3, but on resumption bad tackling by the School backs allowed Whitgift to score three tries in quick succession, each of which was converted.

v. *Brockley* (H). Won 12—0.

The weather was bad and the ball difficult to handle. Early in the game Hammond dropped a goal and shortly afterwards scored over the posts, Chetwood converting. The latter kicked a penalty goal in the scrum half. The forwards on both sides played hard and were soon made almost unrecognisable by the mud.

v. *Sutton C.S.* (A). Lost 9—22.

The School was obliged to field a weak side, owing to a flu epidemic, and Sutton won comfortably.

v. *Brockley* (A). Lost 3—6.

Brockley, determined to avenge their defeat at Wandsworth, went all out from the start and won by the narrow margin of 3 points.

v. *Whitgift Middle* (H). Lost 11—19.

Again, Whitgift were too strong for the School side, especially in the backs, and won by 8 points.

v. *Bec.* (A). Lost 0—10.

The School tactics were at fault, trying to play an open game with a greasy ball in the mud. Bec dropped a goal in the first half and scored a penalty goal in the second, ending with a try in the corner just on time. It was a good, hard game, but the School side was weakened through Hammond being injured early in the game.

House Matches.

On account of continuous bad weather, when these matches were due to start, it was decided to run them on the "knock-out" system instead of the League. Morley won the Senior event, whilst the result of the Junior was a tie between Gibbon and Pitt. The results of the House matches were as follows:—

Seniors.

Morley v. Pitt: Morley won 6—3.
Cromwell v. Gibbon: Cromwell won 3—0.
Final: Morley beat Cromwell by 11—0.

Juniors.

Cromwell v. Gibbon: Gibbon won 10—6.
Morley v. Pitt: Draw 3—3.
On the replay, Pitt won 8—3.
Final: Gibbon v. Pitt: Draw 3—3.

Combined Houses.

Morley-Gibbon v. Cromwell-Pitt.
Seniors: Morgibbs won 3—0.
Juniors: Morgibbs won 11—8.

House Points.

Morley 10 points.
Gibbon 7½ points.
Pitt 7½ points.
Cromwell 5 points.

Morley House thus wins the House Rugger Shield.

Colour Awards.

Full Colours have been awarded to D. J. Finch, W. Read, Burton, C. Chetwood, Edwick, Fellows, R. Hammond and Horner.

Half Colours to Andrews, Boucher, Field, Foxwell, Gould, Levett, Jones, Maclean, and R. Mason.

CRICKET.

Captain: Finch, D. J.

Vice-Captain: Read, W.

The season has been a successful one with many enjoyable games. At the beginning, the 1st XI. showed a decided tail which, fortunately, wagged well in the later games. The House matches were closely contested, Morley winning by a narrow margin over Cromwell and Gibbon, who tied for second place.

The usual keen interest was shown in the combined House games, Morgibbs winning the Senior game and Crompitts the Junior.

v. *Mr. Makin's XI.* School won by 4 runs.

This was a team of Old Boys and Parents, drawn up to give the School XI. a trial game. School batted first and scored 99, Mr. Makin's team replying with

95. Mason batted well for the School and scored 28, whilst Diboll made 24 for the visitors.

v. *Henry Thornton* (H). School won by 28 runs.

School batted first and made 68 (Finch 21) to which the visitors replied with 40 (McAuliffe 3 wickets for 4 runs).

v. *Bec* (A). School lost by 54 runs.

Bec batted first and, Chambers excepted, found the School bowling rather easy. They made 85, to which the School replied with only 31. Chambers bowled well, taking 8 wickets for 23 runs.

v. *Mr. Diboll's XI.* School lost by 6 wickets.

Mr. Diboll fielded a strong team, especially on the batting side. School opened with 78, which the visitors reached for the loss of only 4 wickets, although the side was eventually out for 98. McAuliffe scored 27 for the School and R. Finch 45 for the visitors.

v. *Sloane* (A). School won by 16 runs.

Batting first, School started badly, but Read (20) and D. Finch (19) improved the score, which reached 69. Sloane started well, scoring 37 for 3 wickets, but good bowling by Line (5 wickets for 10 runs) resulted in Sloane being out for 53.

v. *Parents* (H). School won by 31 runs.

Parents won the toss and Mr. Chetwood put the School in. The first five School wickets fell quickly, but the tail wagged, and a total of 110 was the result. Messrs. Davey and Richardson opened for the Parents, and the former was unlucky being out l.b.w. to Read after scoring 21. The latter made 33 before he was bowled, but with the exception of Mr. Harris (14), the remaining batsmen offered little serious resistance, and the Parents were all out for 79. Chambers scored 30 for the School and Mr. Line took 4 wickets for 10 runs.

v. *Old Boys* (H). School lost by 57 runs.

Old Boys batted first and two quick wickets by Chambers gave the School a short-lived expectancy. Kirkaldie joined Jenkin, and these two took the score from 24 to 104, Jenkin scoring 55 and Kirkaldie 24. At tea, the O.B.'s declared, the score then being 141 for 8 wickets. The School opening batsmen, Mason and Clothier, batted steadily, and a good score seemed probable, but after Mason played on, wickets fell rapidly, and only Read, afterwards, reached double figures (21). Winton and Black bowled well for the Old Boys. The former took 4 wickets for 11 runs and the latter 3 wickets for 16 runs. School was all out for 64.

v. *Staff*. School lost by 20 runs.

The Staff could only field seven and so the side was completed by three Old Boys, Diboll, Jenkin, Thomas, and the School reserve, Bull. Staff batted first, scoring 132 (Jenkin 59, Aubrey 32 not out), to which the School replied with 112. For the Staff, Thomas took 5 wickets for 14 runs; for the School, Read 4 wickets for 18 runs. McAuliffe (30) and Finch (24) were chief scorers for the School.

Cricket Colours.

Full: Finch, Read, Chambers, Line and McAuliffe.

Half: Fellowes, Field, Gould, Johnson and Mason.

House Matches.

Seniors.

Cromwell v. Morley. Morley won by 8 wickets.

Cromwell batted first but found Morley bowling too strong for them. They were out for 25, which Morley passed with only two wickets down.

Gibbon v. Pitt. Pitt won by 5 wickets.

Gibbon batted first and made 41, to which Pitt replied by 42 for 5 wickets. Read, for Pitt, took 4 wickets for 6 runs, whilst Johnson, of Gibbon, took 3 wickets for 5 runs.

Cromwell v. Gibbon. Cromwell won by 5 runs.

This was a very low-scoring match, Cromwell batting first and making 25, whilst Gibbon could only muster 20! Chambers, of Cromwell, took 5 wickets for 7 runs, and Johnson, of Gibbon, 4 wickets for 9 runs.

Morley v. Pitt. Morley won by 5 runs (declared).

Morley batted first, but scoring was slow, and Finch, Morley's captain, decided to declare at 79. Pitt replied by scoring 74, Morley getting them out just on time. Davey scored 25 for Morley and Foxwell 27 for Pitt.

Cromwell v. Pitt. Pitt won by 20 runs (declared).

Pitt batted first, scoring 110 for 8 wickets, to which Cromwell replied by a total of 90. McAuliffe (28), Line (23) and Jones (21) batted well for Pitt, whilst Clothier scored 29 for Cromwell.

Gibbon v. Morley. Morley won by 47 runs (declared).

Morley batted first and declared at 81 for 7 wickets, to which Gibbon replied with 34. Smith bowled well for Morley, taking 6 wickets for 4 runs.

Juniors.

In the Juniors, Cromwell were unbeaten, and credit for this goes mainly to Noon and Hearne. Gibbon lost only one match and were second, whilst Morley and Pitt tied for bottom place.

Result.

Morley 17½ points.
Cromwell 15 points.
Gibbon 15 points.
Pitt 12½ points.

BOXING.

Inter-House Boxing Championships.

Although the standard of boxing was not as high as before the war, the House championships were keenly contested. There were sixty-three entrants, some of whom made up for lack of skill by spirited displays centring on the early extermination of their opponents, sometimes involving the use of their wrists instead of the knuckle parts of their gloves. The result of the championship was in doubt until the last round of the finals, when Edwick, in securing the verdict after a very close contest with Andrews, put Gibbon House ahead, to beat Morley by 3 points.

The results of the finals were as follows:—

Seniors.

11 st. Edwick (G) v. Andrews (C). The former won on points after a very tough contest.

10 st. Gould (C) v. Read (P). Gould won on points, Read at times hitting rather wildly.

9½ st. Levett (M) v. Field (M). The latter was the better stylist, but the former was the more effective and won on points.

9 st. Davey (M) v. Heyward (M). Davey won on points after a contest which was the most skilful of all. Both boys boxed well and were fit, and it was good to watch them.

8 st. Francis (G) v. Whitesman (M). Francis had the advantages of age and skill and used them to such good effect that the contest had to be stopped in his favour.

7½ st. Cattermole (P) v. Beckett (P). An even and interesting bout, won by Cattermole.

7 st. Springett (G) v. Berry (G). The latter did his best but found Springett, who won, a little too good for him.

Juniors.

8 st. Totham (M) v. Pain (M). The contestants were evenly matched, Totham winning on points.

7 st. Attoe (P) and Mallows (G). Attoe used a longer reach to advantage, but Mallows boxed well and gave a pleasing performance. Attoe secured the verdict on points.

6½ st. Wilde (G) v. Evans (P). Wilde boxed carefully, using his reach to advantage and won on points.

6 st. Bullock (G) v. Gibson (G). The former lived up to his name and won comfortably on points.

5½ st. Miles (G) v. Nelson (M). Nelson had the natural advantages, but he insisted on using an open glove and so was disqualified.

Result.

1. Gibbon 51 points.
2. Morley 48 points.
3. Pitt 43 points.
4. Cromwell 18 points.

SWIMMING.

With the reopening of the School Bath in the Summer term swimming instruction restarted in earnest, and the number of non-swimmers in the School has been appreciably reduced. The School relay team, Burton, Clothier, Feld and Warnes, beat Strand and Sloane, coming second to Bec in the only inter-school competition in which we took part.

Old Wandsworthians Association.

The first post-war Annual General Meeting of the Association was held in the School Hall on Wednesday, July 3rd, 1946, our President, Mr. H. Raymond King, being in the chair. He was able to welcome some sixty or seventy members to this the first official post-war meeting of the Association. The minutes of the last meeting were read, having been in storage since 1939. The unanimous approval of the meeting was given to a proposal that Mr. Frank Hunt, donor of the Frank Hunt Table Tennis Cup, and one-time Secretary of the Association, should be elected a Vice-President. Following on this, the Officers and Committee for the coming year were elected, the Association being fortunate in retaining the services of its Secretary, Mr. S. H. Fairey, who was persuaded to accept office "at least for another year." Mr. L. Turtle was elected Hon. Treasurer to the Association.

A lively discussion followed on a proposal to alter the annual subscription, the final resolution being as follows: "The annual subscription be raised to ten shillings, or four pounds for life membership. Persons leaving School be given free membership until the end of the financial year in which they leave. The subscription for the following two years to be reduced to five shillings."

With the Annual General Meeting passed, the Association can truly be said to be launched again after its period of enforced inactivity. It is the hope of all who have its interests at heart that it will rapidly regain its old success and enthusiasm. Two sub-committees have already been formed, one to organise all entertainments, dances, whist drives and, above all, a reunion dinner, which it is hoped to hold in December next. The other is to take under its care the Wednesday evening Club Nights, and aims at fostering enthusiasm in the various activities available, the arrangement of matches and competitions, and generally

in making the evening as popular as it was before the war. It has already made a good start with the purchase of a half-size billiard table, which will be ready for use when the Club Nights start again on September 11th, 1946.

The Rugger Club is anticipating that the coming season will be a very successful one. Full fixtures have been arranged for two fifteens, and tentative plans are in hand for three the following season. All interested persons are requested to communicate as soon as possible with the Hon. Secretary, especially if recently returned from the Services.

Finally, all O.W.'s are asked most earnestly to support the Association to the utmost of their ability. This can be done in many ways, by patronising the Club Night, by joining the Rugger Club, by making a special point of attending all functions, and not least by paying your subscription!

The following information will therefore be useful in helping you to make your contribution to the Association's success:—

All general enquiries to Hon. Secretary, S. H. Fairey, 5, Hillcrest Avenue, Edgware (Edgware 4803).

Subscriptions to Hon. Treasurer, L. Turtle, 120, Sutherland Grove, S.W.18.

Rugger enquiries to Hon. Secretary, E. A. Barnett, 157, London Road, Kingston-upon-Thames (Kingston 2121) (office hours).

Entertainments enquiries to F. L. Maughan, 67, Ridgeway Place, S.W.19.

Club Night enquiries to D. Hughes, 199, Lower Richmond Road, S.W.15 (Putney 3512).

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D. M. Newitt (O.W., 1904-1913), our most brilliant Old Boy, who became an F.R.S. two years ago, has been the recipient of another honour. It was announced in "The Times" of December 9th, 1945, that:

> Dr. D. M. Newitt, D.Sc., Ph.D. (Lond.), F.R.S., has been appointed to the Courtaulds Chair of Chemical Engineering tenable at the Imperial College of Science and Technology from October 1st last.

Professor Newitt was Reader in Chemical Technology at the College from 1937. Since 1941, he has been Director of Scientific Research of the Inter-Services Research Bureau.

The Wandsworthians Lodge, No. 5365.

At the close of his 32 years' tenure of Headmastership of Wandsworth Shool, Dr. H. Waite, with the co-operation of 19 of his many friends—colleagues, former pupils and several distinguished citizens of Wandsworth, including the Mayor and also the M.P. for Putney—founded the Lodge which, since July 15th, 1932, has served to unite in the closer bonds of the fellowship of Freemasonry those who have been in many ways associated with him and connected with the School.

Since then the membership of the Lodge has increased by the admission of 30 Old Wandsworthians, the majority of these having been initiated in the Lodge. It is very gratifying that a number who were already members of other Lodges have joined the Wandsworthians Lodge. We know many other O.W.'s who are Freemasons, and again extend to them a hearty welcome to visit the Lodge.

Among our members are some who entered the School in its earliest years, whilst our youngest member left School only 10 years ago. Some are Life Members, others active officials, of the O.W. Association, and the Old School Tie is very much sported at our Lodge meetings, since we do not wear evening dress. These meetings have been held regularly (even throughout the years 1939-45) at Ardington Rooms, Clapham Junction, S.W.11, on the first Fridays in February, May, October and December.