Rendcomb College Magazine.

SEPTEMBER, 1926. **Vol. 1. No. 5.**

EDITORIAL.

Our numbers now include only one boy who came the first term the school opened; last term there were five. Many and varied are the occupations of those who have left us and we hope that the magazine will prove a strong link between past and present members of the College. It is of the greatest interest to us to know what Old Boys are doing and thinking— partly because of our personal acquaintance with them, and partly because we are remotely situated and wish to keep in touch as much as possible with the world we shall enter later. It is always delightful to regreet Old Boys as visitors, and it was gratifying that so many were able to be present at our first Speech Day; and we welcome articles and correspondence from them, especially in so far as they throw a new light on our activities by offering a fresh point of view. The article on paper-making and the letter on athletics are the first contributions of this nature and will be followed, we hope, by many more.

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Magazine subscriptions— 4s. 6d. — for the year ending July, 1927, will be gratefully accepted.

In each number of the magazine the name or initials of writers of articles other than those by boys will be found in brackets.

A FEW THOUGHTS.

The truth is out: Kipling is a scientist. Only the other day we found "Many Inventions" in the Science Shelves. Of course, he has often hinted at this in such scientific lines as "East is East and West is West and ne'er the twain shall meet."

We have been asked to deny the rumour that the Nasturtiums were found foully murdered with a handful of Carbi—No! weed-killer.

"Taxes will be collected in the Greek Room at eight." We have always regarded the Finance Committee as "Our Hellenic Heritage!"

A small boy has to pay for a window which was broken by a stone swerving at right-angles. We feel sure that the Selection Committee will encourage these juvenile attempts at Root's "In-swingers."

... "On the Play."

"This is a strange repose, to be asleep with eyes wide open." This species of torpor is not uncommon during class.

You taught me language; and my profit on't is, I know how to curse," Caliban said. We suspected this when we heard him applying grease-paint to various portions of his anatomy.

".. Whom I left cooling of the air with sighs." We feel sure Caliban agrees with us that this was hardly necessary.

"Though for a score of kingdoms you should ' wangle, ' yet would I call it fair play." That's all very well, but how about the League of Nations?

J. B. H. AND M. H. G. W.

SCHOOL NOTES.

It is with real regret that we bid good-bye to Mr. Booth. He will long be remembered, not only by the boys who have so greatly benefited by his splendid teaching, but for the many fine pieces of furniture that remain in the College and were made under his direction.

We already look on Mr. Browne as an old friend and are delighted to have him with us. He will be a resident master and will teach Science and Manual Work, besides taking charge of the Physical Training.

Last term Mr. Shimmin had to leave several weeks early in order to undergo an operation. We are very glad to have him back, and we are grateful to Mr. Bellringer for so adequately taking his place in the interim.

Mr. Bell is in Manchester this term for a course of advanced study at the University. Mr. Inward is teaching Mathematics in Mr. Bell's absence.

On May 25th a second daughter was born to Mr. and Mrs. Simpson, whom we heartily congratulate. Jennifer Ann was christened in Rendcomb Parish Church on June 29th, and on May 27th the school had a half-holiday in her honour.

We offer our most sincere congratulations to Mr. Ferguson on his engagement to Miss Brown, of Lewes, and are delighted that she will come to live among us.

We celebrated the College anniversary on June 3rd by making individual excursions, as we did last year. The sports at Tewkesbury, and a bathing picnic, by Mr. Wills' kind permission, at Miserden, proved the most popular forms of entertainment.

A party of country dancers from the College took part in the Druid scene of a folk masque at Prestbury on June 12th, and on July 13th two members of the school danced in the same masque at Cirencester.

We bathed in the Churn last term; it was delightful—and muddier than ever.

New additions to the school furniture made by boys are the umbrella stand (C. W. Honeybone), an oak table (R. F. Butler), and a golf club stand (W. Soles). A number of articles of furniture made by members of the College were shown at the exhibition of Cotswold Arts and Crafts at the Art Gallery, Cheltenham, in June.

Putting will be in future a seasonal recreation and will not be played in the summer.

Last term a large pole-cat fell from the dead branch of a tree in the wilderness and broke its neck. It was probably the thief that robbed many nests inside the balustrade.

On May 6th and May 7th we recorded 1 deg. of frost, while on July 14th the temperature was 82 deg. in the shade. On six days last term the rainfall was over 10mm., and on May 14th over 1 inch.

PERSONAL NOTES.

R. G. Betterton has been awarded a further year's extension of his scholarship by the Ministry of Agriculture.

H. Jones has been appointed as Assistant French Master at Oakley Hall, Cirencester.

M. Peel has gone to Melbourne, Australia, to learn farming under the auspices of the Big Brother Movement.

We very heartily congratulate R. G. Daubeney on successfully passing the examination for admission to the Indian Police.

H. H. Hook goes into residence at St. Edmund Hall, Oxford, in October. He will read for a degree in Modern Languages.

We heartily congratulate H. H. Bunce upon being awarded a scholarship at the Merchant Venturers' College of Technology.

B. V. Harris has been appointed to design scenery and costumes for the Repertory Theatre Company at Hull.

F. C. Raggatt goes into residence at Bristol University this term. He will read for a degree in History.

L. B. White has entered St. Paul's Training College, Cheltenham.

H. Thomson is working with Messrs. Martins, of Cheltenham.

We congratulate R. G. Daubeney and L. B. White on their numerous successes at several athletic sports meetings during the summer holidays.

The following have obtained Cambridge Higher Certificates: W. S. Morgan (Distinction in History) and F. C. Raggatt.

H. I. Barwell took up his appointment with Messrs. Root & Co., motor agents and engineers, London, in June.

SPEECH DAY.

(From the Wilts and Gloucestershire Standard.)

Although Rendcomb College, the enlightened and munificent foundation of Mr. Noel H. Wills, has been in existence for six years, the first. Speech Day took place on Saturday afternoon, when a large company of parents of the pupils and friends of the institution assembled on what proved to be a highly notable occasion—notable not only for a valuable record of the short history of the College, its ideals and achievements, but also for an important address by Sir Michael Sadler, K. C. S. I., C. B., Master of University College, Oxford, on English Education.

Mr. N. H. Wills presided, and was supported on the platform, in addition to Sir Michael Sadler, by Mr. J. H. Simpson, M. A., Headmaster, Sir Francis Hyett (member of the Governing Body), and the assistant masters of the College.

SPEECH BY THE FOUNDER.

Mr. Wills said he thought all of them who had been there before would realise that an invitation to Rendcomb carried with it automatically the assurance of a very warm welcome, and he hoped that those who had not been there till that day would derive the same impression that Rendcomb College was always deeply and truly glad to meet its friends. In particular, he was sure, they would all like to express great appreciation to Sir Michael Sadler for coming to address them, and he might tell them that he had come a very long way for the purpose, which made it, if possible, additionally kind of him. Speaking for himself, he was all impatience to hear him, so he did not propose to detain them with any long observations of his own, although the school knew that he could be both lengthy and tedious when he really tried his best. In a moment or two he was going to ask their headmaster, Mr. Simpson, to give some account of the aims and objects of the school and its activities since it came into being. But,

knowing Mr. Simpson and knowing the lightness of touch with which he was likely to pass over his own great share in things, he thought it was only right that he should tell them a little about the man—in strict confidence, of course. Well, long years ago now, his wife put into his a hand a little volume dealing with an educational experiment in a form at Rugby, of which great school Dr. David was at the time headmaster. Like many of them probably, he began to read a great many more books than he ever finished, but he finished that one, and he finished it not because he was lured on from page to page by any very thrilling narrative. It was not that he was struck all of a heap by the undeniable beauty and eloquence of the prose. What struck him then all through was that indefinable but very real thing which they called a personality. He wrote straight off to the author and asked him to come and see him for a day or two, to talk about another adventure in education. He was glad to say that Mr. Simpson came. He heard his ideas with patience and with sympathy, at a time when that school consisted of nothing but an empty house and a hatful of ideas. In course of time Mr. Simpson applied for the headmastership and was appointed. That was precisely what he wanted from a time dating somewhere about the middle page of his book. Since that time Mr. Simpson had, of course, worked most assiduously for the school. All that was very trying to Mr. Simpson, but he wanted them to realise that in a very special sense Mr. Simpson was Rendcomb College. He thought he lived for it, as well as in it, and he took pleasure—although they might not get the same pleasure as he got—in telling them that he had the very greatest admiration for his work and for his success, and since it was all in confidence, he had a great affection for him. He could not conclude those brief remarks without saying also, on behalf of the Governing Body, that he was sure they were all most deeply grateful to Mrs. Simpson for the interest which she took, and always had taken, in the school. He thought that her help and her influence did much to render possible those ideal conditions in which home-life as well as school-life mingled and combined. He thought that was a nice place and he thought and believed that the boys liked being there, which was precisely what they wanted, because they had the opinion that quite too often boys had to leave school far too soon and go to work, if he might coin a phrase, far too sooner still. In a corner of Gloucestershire there should be a chance for some brains and personalities to have an extended education that was one of the objects of that place. He mentioned that because Sir Michael Sadler was asking him a little about it. He hoped he had said enough just to suggest certain aspects of the Headmaster's statement which he himself was not likely to emphasise. (Applause.)

THE HEADMASTER'S REVIEW.

The customary procedure on such occasions as this is for the Headmaster to deliver a report on the work of the school during the past year. But this is our first Speech Day, though' we came into existence six years ago; and I think you will expect me to-day to report not so much upon one year as upon six. Let me add at once that this does not mean that I am going to talk for six times as long as Headmasters usually talk!

There are several things, however, that it is both a duty and a happiness for me to say before I turn to the growth and life of the College since 1920. First of all I should like to associate myself with the welcome that Mr. Wills has already given to Sir Michael Sadler. The position that he has long held in the world of Education makes his presence here to-day an honour that we deeply appreciate. He has never been here before, but I have known for some years that we have had his interest and sympathy, and that knowledge has been a very great encouragement. A further and more personal reason why I am so glad to see him at our first Speech Days that he is one of the most distinguished sons of the

great school where I had the privilege of being both boy and master; he has lately done his old school Rugby a great service by consenting to become a member of its Governing Body.

And next, sir, I want, if I can, to tell you how gladly I welcome this opportunity—the first I have had—of expressing not only in the presence, but in the name, of the boys of the College, their parents, and friends, the profound sense of gratitude that we ail feel towards yourself for the noble benefaction which is the cause of us all being here to-day. I am quite sure that you yourself do not want me to say much on this subject; but I am equally sure that everyone whom I am addressing would like me to express—however inadequately—to yourself and Mrs. Wills their appreciation of the great thing that you have undertaken, and the wonderful example of large-minded generosity that you have given in founding this College. I can only assure you-—though I hope you are already aware of it—that it is the earnest wish of myself and all who are working here that the College may become something of which you may be justifiably proud, and that we who have had the advantage of so splendid a gift may prove not unworthy of what has been done for us.

I should like particularly to emphasise my personal debt to our Founder. Visitors going round the College often remark to me "How lucky these boys are." They sometimes look as if they would like to add "and how lucky you are." And they would be quite right. Few headmasters have had such opportunities as I have been granted, and I very willingly and gratefully acknowledge my good fortune in serving a Founder who is no shadowy half-mythical figure from a remote past, but a living embodiment of kindly interest; and also in serving a Governing Body as patient and far-sighted as that of Rendcomb College. Boys when together sometimes talk about their masters; assistant masters occasionally discuss their headmasters; and it is not unknown for headmasters to comment on their governing bodies. Well, I can only say that I do not believe that any headmaster has received more kindness from his governing body during the past six years than I have done.

I have said that this is our first Speech Day. I am also thinking of it—and I hope that many others here are, too—as our sixth Parents' Day. My mind goes back to a very different gathering in 1920, when a small band of some two dozen persons watched with a gallant attempt at cheerfulness from the shelter of their umbrellas some very primitive athletic sports. Since 1920 every year has brought a larger number of parents, and it is delightful to see so many here to-day. Though our annual gatherings may in future be larger in numbers, I sincerely trust that they will not altogether lose the informality and the sense of a family gathering that has made them in the past not only an enjoyable but a very valuable event in the College year. We who are working here are always glad to welcome parents, and I often wish that our actual position and the local system of transport made the College more accessible to those parents who are only able to come on Saturday afternoons and Sundays.

It is time for me to turn to some of the bare facts of our history. The College opened in June, 1920, with 12 boys. At the present moment the school list contains 57 names, and next term we shall have 60 boys, probably as large a number as can be satisfactorily accommodated in our present arrangements. Since we began 83 boys in all have entered the College, of whom 61 were previously educated in the Public Elementary Schools of this county. Twenty-six have passed out of the College, and I will tell you something of their destinations in a few minutes. To show that our school, though comparatively small, has to perform a fairly wide diversity of functions, I may mention that at the present moment the ages of the boys range from 11 to just over 19, and that we have boys who have taken their School Certificates a year or more ago engaged on advanced work in three groupings of subjects.

I think, however, that you want some-

thing rather more human than mere facts and figures, and that you would like me to tell you—so far as I can in a few minutes—what kind of school we have been trying to make in the past six years, and how far we have succeeded in our aim. Of the many questions that are put to me about the College two are far the commonest, and 1 don't think I can do better than try to answer them. They are "How does Rendcomb differ from other schools?" and "What do Rendcomb boys do when they leave?"

I prefer to express the first rather differently, and to ask "What are the essential features without which the school life would be altogether different? " First of all I should put without hesitation the fact that our boys represent such a wide variety of homes, locality, and earlier education. The longer we go on, the more convinced I am of the wisdom of the Governing Body in throwing open the College, which was originally almost confined to boys from the Elementary Schools of this county, to boys from outside the county whose parents wish to send them here instead of to a Preparatory School or Public School. And I am proud to think that, as a result, we have a singularly closely- knit community derived from any sources, but living together with no consciousness of difference, unless it is the consciousness that all types of home and family have something to learn from each other. Visitors sometimes express surprise at this, but I believe it to be literally true.

Secondly, we believe that we stand for a deeper trust and a larger freedom— though I know that word is a very ambiguous one—than prevails at most boarding schools. I do not, of course, mean that nobody ever has to do anything that he does not like to do. That would be a poor preparation for life. But I believe that once you have the framework, as it were, of school society established on wholesome and sensible lines, the fewer the rules and restrictions there are to interfere with the individual the better his chance of growing into a many-sided personality. I believe, too, that trust—real trust, that does not ask too many questions and keep pulling up the roots to see how the plant is growing— is nearly always in the long run justified. And I am glad, though not in the least surprised, to tell you that in the past six years that liberty and the trust that it implies have been extraordinarily seldom abused. Just as important is the freedom of discussion and decision that has been exercised first by all the boys, and now by the senior boys, in their general meeting. This responsibility extends to many sides of school life that are usually kept mainly or wholly in the hands of masters, and I believe the training it gives is of the highest value. I should like to thank the Governing Body for allowing me some three or four years ago to start a scheme of school economics that has very greatly helped the growth of this responsibility, and is, I believe, capable of much further development.

Thirdly, we are glad to think that our life is a simple one, in which, so far as the requirements of ordinary school work allow, we try to look after ourselves, and not depend too much upon the labours of other people. I believe there was far more to be said than is commonly allowed for the old Public School fagging, which, I am told, is falling into disuse. Its weakness was that it was done for privileged individuals rather than for the community, and that the heaviest labour often fell to the weakest to perform. At Rendcomb boys do a great many things —and do them cheerfully—in the way of every-day service, but they do them all in turn and for the common good. I want to emphasise this because I sometimes find an impression abroad that because we live in a large country house in surroundings of unusual beauty, our life is therefore a luxurious one. A friend of mine was asked not long ago by apparently intelligent people whether it was true that every boy here had his private bathroom; and whether Rendcomb boys dressed for dinner every night! These remarks, and indeed, others, are not worth resenting, but they seem to show that some of our neighbours possess a vivid constructive imagination.

I repeat that the life of the boys is strenuous and simple, I do not know that I would have it more Spartan than it is at present, but I would certainly not have it less so.

A fourth feature of the College that 1 should like to mention is the importance that we attach to work with the hands as well as to work with books. Manual work is not an "extra" or a side-show, but an integral and compulsory part of the curriculum. In this connection 1 should like to refer gratefully to the work of Mr. Booth, who is leaving us this term. He has established here a really high standard of manual work, and I hope that many of those present will look at some of the specimens of wood work done by his pupils that are exhibited in the front hall.

I have selected certain outstanding features of the College life for special comment. I think I may add that the ordinary out-of-school activities of a boarding school are flourishing. Perhaps I may be allowed to say a word or two about our games. I have been particularly pleased with our football, and I think you will agree that this is not unreasonable when I tell you that our team has frequently met and defeated the teams of schools very considerably larger than ourselves and containing a much greater proportion of older boys. But though pleased by our successes at Association football—and hoping to keep up the tradition—we have not forgotten that there is another and, if I may say so, vastly superior kind of football, at which moreover this county has several times lately won the championship, and we hope to experiment with that game after Christmas. Our cricket is still somewhat rudimentary. This is due primarily to the fact that this glorious countryside so rich in everything else that is pleasant, is singularly poor in stretches of level ground twenty-two yards long. I cannot hold out any hope for some time to come of Rendcomb helping to win back the Ashes. But a good many people here play cricket with vigour and enjoyment, and that, after all, though as a nation we seemed rather inclined to forget it, is the principal object of the game.

With regard to the other question, "What do boys do when they leave Rendcomb? " I should like to say two things, and I believe that I am expressing the view of the Governing Body.

First, we do not, of course, undertake to find work for boys on leaving school. I don't see how any school could do that But we do all we can to find suitable openings for them, and have in fact already found such openings for a number of boys. As things point at present, I do not believe that it will become harder to find these openings, but rather I may find it difficult always to supply boys when I am asked for them.

Secondly, it is no essential part of our aim to place a boy in a position socially more attractive, or more lucrative, than he would have occupied if he had been educated elsewhere: but rather to train him to be a good citizen, while pursuing the vocation for which his character, tastes and ability best fit him. I believe that we have made a successful start in, that direction, and I should like to give you some details, showing the variety of occupations in which our old boys are already engaged. I will take first of all the 24 boys who entered the College in its first year of existence. Of these, two have succeeded in winning the Scholarships of the Board of Agriculture for the Sons of Rural Workers. One of them, Albert Smith, won a Class 1 Scholarship enabling him to go to one of the older Universities for three or four years, and he has already been a year in residence at Oriel College, Oxford. Another is an apprentice with a leading firm of engineers in the North. Another is an Aircraft Apprentice in the R. A. F. Two are learning their business in the motor industry, one, I believe, in exceptionally favourable circumstances. One is already making his mark in theatrical design. One is in a bank. Two others are using vocationally the skill in manual work that they first showed here, and one of these is learning under the happiest auspices the art of making beautiful fur-

niture. One is teaching, and four have entered on various forms of commercial career. Of the seven who are still with us one is going to Oxford in October, three intend eventually to enter the teaching profession, one hopes to go to India, and one within the last few days has been awarded a scholarship at the Merchant Venturers' College of Technology at Bristol. That seems to me a rather remarkable variety of occupations, and I think you wall agree with me that what are usually called the "black- coated" ones do not unduly predominate.

Among other boys who have left, at least one is going to Australia, one is already in Newfoundland, and another is a cadet in one of the leading shipping firms. I am particularly pleased to mention these last, partly because I feel that in many ways our school life is a suitable preparation for those who intend to settle overseas, and partly because I hope we shall always have a number of boys who prefer a career that involves an element of adventure to the policy of "safety first."

So much for the occupations of old boys. I have plenty of evidence that in those occupations they are as a whole doing justice to themselves. When those who are teaching or employing them write to me—as they have done more than once—and say "send us more like them" I feel that there is probably not much wrong with the lines on which we are working. I don't mean that I am yet satisfied—when a headmaster is satisfied it is time for him to go—but I feel that things are moving in the right direction.

There remains to me only the very happy duty of acknowledging my debt to those who have shared in the pioneer work of making a new school. I think that everyone who knows or understands anything at all about Rendcomb will agree with me that immeasurably my largest debt is to my wife. I am glad to think that there are many here among boys and parents, and especially, perhaps, among old boys, who realise what she has meant and means to the College.

I am very grateful, too, to my colleagues. The friendly and informal relation that has always existed here between boys and masters is one of the most valuable elements in our school life. I do not believe that I could have colleagues more in sympathy with the aims and spirit of the College, more devoted to the best interests of their pupils, and more tolerant of the many failings of their headmaster. I have no time to give them all the praise that is their due, but I feel that I must mention gratefully the trouble that Mr. Richings has taken in producing the play that you will see later in the afternoon.

It seems to me, too, that if I may say so, Rendcomb has been very fortunate in its parents. A great headmaster once observed "Boys are always reasonable; assistant masters sometimes; parents ... " I leave you to supply the missing adverb. I will not venture to comment on his first two observations, but since I have been at Rendcomb I have had the best reasons for disagreeing with his third. It is quite certain that Rendcomb even more than most schools, would cease to do much good if parents and staff did not regard each other as working together for the same end in mutual confidence. I feel very grateful to our parents, who have always co-operated most cheerfully in everything that we have asked them to undertake. If I may make a digression, I should like to saw now how we appreciate the generous response that has been made by parents-—and others, too— to the Pavilion Fund. I am glad to be able to tell you that that fund only requires another £20 or £30 to enable us to erect a building worthy of its surroundings.

I shall always think that the College was exceedingly fortunate in the first 12 boys with whom we started six years ago. I don't mean that they were all saints or geniuses, because they weren't. But between them they did a good many things rather well, and they were all very different from each other. Some could play games, and some could act. Some from the first were hard workers, and some worked, shall we say, with discretion. But between them they were

eminently fitted to make the life of the College the many-sided thing that school life should he. Among those twelve I should like to mention by name four who during the past year have been the senior prefects at the head of the four groups into which the College is divided for games and general organisations—Dakin and Daubeny, who together have done so much for our games, and much besides, Raggatt and White. They have done very fine service here. Three of them are entering the teaching profession, and I have often thought that if it were my job to have to start another school in a few years time the first thing I would do would be to telegraph for the whole lot to come and help me.

I have already been talking far too long. But now that I am virtually at an end, I am suffering from what it is fashionable to call a conflict. I know such a good way of ending, but an innate honesty forbids me to use it as my own. On three separate occasions, divided by considerable spaces of time and distance, I remember being present at school speech days when each headmaster or headmistress concluded with Miranda's familiar lines in the play, some scenes from which (if the weather permits) we hope to put before you in the grounds outside:

O wonder!
How many goodly creatures are there here!
How beauteous mankind is! O brave new
world,
That has such people in it! "

Now, though I can't possibly use those words again after all that, they express exactly what I feel. This little school world that Mr. Wills has caused to be created contains many "goodly creatures," whose "goodliness" has been' a revelation to me during the past six years, and makes me confident that our College has before it a happy and interesting future.

SIR MICHAEL SADLER'S ADDRESS.

Sir Michael Sadler said as one of those who were enjoying the hospitality of the Governing Body, might he say with what deep interest and pleasure they had listened to the words which had fallen from Mr. Wills and from the Headmaster. (Applause) That was a great occasion for all of them, and none of them who were there that day would forget the privilege they had enjoyed. That school stood for ideas, and one of the greatest of English poets had said, they would remember, that in ideas they came face to face with the most real of realities. And that day they had not only listened to a statement of ideas, but they had had the honour of hearing two men tell them from their heart what those ideas meant to them and what they had done to translate those ideas into practice. It had never happened to him before to be present on an occasion so full of significance as that, and in their name; as well as his own he would like to begin by saying how grateful they were for the opportunity that had been given to them. (Applause)

Well, of course, they knew that was a perfectly impossible audience for anyone except the Chairman of the Governing Body and the Headmaster to speak to. What he felt he would like to try to say was this, that those of them who knew Rendcomb from a distance felt that its work was of great importance and significance to England. It stood for a new purpose of social unity through education. (Hear, hear.) It stood for a very real attempt at guided self-government of a school by those who made the school and it stood for a liberal education which should be, as the name implied, an education for liberty, the kind of liberty which made them not selfish, but wish to use the privilege of liberty for the good of others, and for the benefit of their country. (Applause.) Did they not agree with him that, when they had cast their minds over the whole field of British duty at that time, that there was no task which fell to them more grave and more full of promise than the task of making the education of England the education which England deserved and needed? He wanted to try to say that, instead of England being able to put up with second-rate or merely cheap education,

England of all countries in the world needed the very best education which wisdom, and generosity, and foresight, and devotion could give her. (Applause.) It was quite true that the breed of Englishmen and English women was so good and varied that it could put up with great handicaps. They all knew that. History proved it. But he wanted to submit to them that at that crisis in the world's history the things which England had to give to the world depended more than ever before on England having the kind of education which suited the English character and the English purpose. Very grave indeed as were the claims upon private and public funds there was nothing to which they should give with greater faith and greater certainty of there coming out of it what was best, than giving to education for the shaping of the character and of the citizenship of the young people, the boys and girls and men and women of this country. (Applause)

He supposed that there was no country in which there were so many different types of temperament and unexpressed ideal as with us. That was the secret of our creative power. It was because we were not all of one sort, it was because we had got that diversity of background of which the Headmaster had spoken, it was because we had that diversity of principle—or rather of preference for this or that group of determining principles —that in the clash of war and the repercussions which came from all the new impacts of danger and chance around us, that we struck out—out of the almost inexhaustible treasure of spiritual and intellectual wealth—that new power for seeing new truths and grappling with new needs. And so far from wanting to unify England, in the sense of reducing it to the monotony of uniform characteristics, we ought—always preserving fundamental love of our country and our personal obligation to the community to which we owe so much—to encourage that variety of taste, that variety of ideal, and, in order that we might do that, we must have different types of school

What really made a school great was the tradition which lay behind it, the clear purpose which it set before it, and the living personality of those who were giving themselves to its fortunes, and in order that they might have that living power in a school they must have intense belief. And they must have not only intense belief, but the power of translating that belief into practice and into juxtaposition with other schools and other societies representing different shades of opinion and ideal so that they might learn tolerance by juxtaposition and learn to see the immense amount of good there was in practices and in purposes not fully their own. And out of that great heterogeneous variety of schools and purposes there came something which was very rich in the variety of its power of giving impulses, very rich in its creative faculty, but still more something which taught them year by year more and more clearly that beneath all their differences there was a great unity and that they were setting something which was the English tradition and which, somehow or other, their institutions and not least their schools had to give expression to. It would be much cheaper to unify education by supplying a single form of school, with one set of common requirements, but it would be fatal to all that was best in England to do that. (Hear, hear.)

He thought they would find that in order to get out of England for England what was best in English temperament and the English power they must give, not less thought to education than other countries, but more thought, and if necessary be prepared to spend on a variety of schools, always more expensive, in order to preserve the necessary varieties of our English unity. That, he believed, was the real difference in our position from the position educationally of practically every other country in the world; and though we had learned, and must in future continue to learn, a great deal from other countries in the way of educational practice and adventure, no mere mechanical copying of what they had done would fit our conditions,

which were much more complicated than we as a rule had words to express, but which were really strong and rich, because we kept them varied and different.

Was their state of mind the same as his? He. felt almost equally irritated when a speaker over-praised English education or when he unjustly depreciated it. It was so extraordinarily difficult to keep an even keel between those two opposite dangers, but he would like to say that within his memory there had' been a greater and more beneficent change in the main conditions of English education than there had been during the same period in any other country witl^ which he was acquainted. We had great arrears to make up. We were far yet from having attained our goal, but he was sure they ought on an occasion like that to bear their testimony that during the last 30 years they owed a debt of gratitude which they could never exaggerate to the men and women all over the country, members of county and county borough authorities, members of the Board of Education and its staff, members of the teaching profession, and thoughtful parents, for doing with great devotion and unselfishness what had never really been tried in this country before, weaving together into one national system, sufficiently organised to bear the name of a system, schools with different traditions, embodying many different principles, and with different types of government, and what had made it possible for the State, the central State on the one hand, and private individuals on the other, to co-operate in that attempt to modernise English education without reducing it to monotony, was the establishment of the County Councils and the work of their Education Committees. That was what had given us a local foundation as well as a central leverage, and they were happy to think that in Gloucestershire and all over England there had been a real effort on the part of the local authorities and their public to bring the schools of the district within the general framework of a national organisation and that there had been also on the part of the central Government a real desire to respect local preferences and varieties.

But all who were working that new development of education in Europe, in the United States, in the British Dominions and in the East realised that along with State organisation there went the danger of what they had called wholesale regulations. Rules necessarily generalised and were not sensitive enough to meet special and individual needs. Therefore the more they attempted to build up a great structure of public education in England, the more they needed to steady that structure with centres in which new experiments and new developments were possible, because through the generosity and devotion of individuals or groups of individuals, the . State, was, as it were, presented with schools which were free to develop as no school in the machinery of a great system was free.

Therefore, to have conceived the idea of building up there a school with ideas and for an ideal was not only to have rendered a great service to the district and to England, was not only to have set going one of the most interesting things which any human hand could start, but also to have contributed to the national s) stem of English education, at the very moment when it was most needed, a new centre of free energy and fresh development. That was why they were so grateful for what had been done by the founder of that school. (Applause)

It clung, and rightly clung, to the experience of the past. It was very loath to cut adrift from what it believed to be tested wisdom. There was a revolutionary side to education, he would admit, but in the main education was a conservative and stabilising element in national life, especially when it had many roots and many centres and was not directly under the control of central governments which might change. Now, if they thought of the great importance of the English schools, of which, as the Headmaster said, they were loyally and deeply proud, they would

find that their present situation, their present life, owed a great deal to the work, the prophetic influence, the unselfish devotion of individual pioneers and experimenters during the last two or three generations. Rugby was great before Arnold, but it became far greater because of Arnold's personality. There were fine schools for girls before the Victorian renaissance, but the schools which we had were far greater than they would have been, because of the work of people like Miss Beale and Miss Buss and other pioneers of girl education all through. When they came to find out what it was that had given the stimulating power, they would find that it was this man or that, this governing body or another, which at the critical moment had broken a new path and taken risks for the future; and they were thankful that at that time, more than ever before perhaps, there were in English education those centres of new life and new experiment from which the whole body of their schools, the most ancient as well as new, elementary, secondary and higher, would all profit. Because, if they came to think of it, a great movement of ideas, a great stirring of the national life, was not in itself sufficient to produce a permanent and smoothly-working system of schools.

He would not quote "The Tempest" —that patch was occupied—but he must refer to Shakespeare. Shakespeare was one of the outcomes of the renaissance, when the minds of Englishmen were turned to new hopes and new truths. Was there ever a time when such masses of new enthusiasm and intellectual energy poured forth ready to create the institutions which would guide and help society in the future. And with all that rush of new ideas came, as they knew, a very remarkable outburst of generosity in the founding of schools. Many of our schools were founded or re-founded under the impulse of that great intellectual movement, of which Shakespeare was the greatest result. And yet what schoolmaster did Shakespeare hold up to honour? Shakespeare, who owed so much to his schooling—what had he got to say when he began to write about the men from whom he received the lamp of learning? Why, in the very first play he wrote he made his schoolmaster a figure of fun. Why? Because through want of the stimulus of new experiment education on the lines of the renaissance had already begun to harden into something which was mechanical and too literal.

At every great crisis in England the best educational tradition had been saved by groups of people or individuals who had been pioneers in new experiment while at the same time loyal believers in what was sound in the old tradition. And that was what that school was and meant to be. It was breaking a new path, but it was faithful to the general trend of the old road. It was going to contribute to our knowledge of education ideas which would be applicable not only to itself but to that great range of schools which came more directly under public authority. It was feeling its way. It knew that one great temperament in England was the temperament which gained power and encouraged self-consciousness from being associated with other people in a group devoted to a particular kind of public work. That was one of the great characteristics of England, and for a temperament of that kind we needed schools which drew in their members from every type and sort of English home and kneaded them together into a new citizenship which should appreciate what each kind of English life had stored up in the past and could give to the future, and which would be richer because it was representative and more tolerant and brave at the same time because it knew no exclusiveness of temperament and because it honoured what was honourable even under the simplest guise and knew what the world was moving in hope towards was not towards selfish congregations of wealth, but rather to a freedom which would duly reward and encourage individual energy and initiative, would more and more keep for all of us in widest bounty, spread those spiritual and beautiful sides of life which far more than

anything else were greater than livelihood and make human existence a preparation for the future of man and for the individual future of the soul. Might he thank very much indeed those who conducted that school and inspired it for the opportunity they had given to all of them of being there that day. (Applause)

Sir Francis Hyett, moving a vote of thanks to Sir Michael Sadler, wished first to be allowed to express his own intense pleasure at being present to listen to three speeches so full of thought and so full of encouragement as those they had just heard. He could truly say that he had never heard three consecutive speeches that had given him more pleasure or which were more to the point. He would like to be allowed to express in public what he had often expressed in private, his admiration for the enlightened munificence of their Chairman when he founded that College. It would be a real pleasure to all of them to express their gratitude to Sir Michael Sadler for his presence that day, not only on account of the inspiring words to which they had listened, but because there were very few individuals to whom the nation owed a deeper debt of gratitude for what they had done in the cause of education than it owed to Sir Michael Sadler, if only for his work in connection with the University Extension Lectures. He hoped and believed that in the not very distant future Rendcomb College would be recognised as a pioneer, not only of educational but of social progress. (Applause)

The gathering broke up with cheers for Sir Michael Sadler, Mr. and Mrs. Wills, and the Headmaster and Mrs. Simpson.

Tea was served in the hall and in a number of the surrounding rooms, and was to have been followed by a performance of scenes from "The Tempest" in the woodland theatre. Owing, however, to the heavy rain which fell at this time the performance was cancelled, to the great regret both of the performers and of the visitors.

VANITIES.

"Vanity of vanities—surely all is vanity—
All our days are sorrow,"
The Preacher's cry arose.
Yet the Preacher saw the sun-rise, the moon-shine, the star-light,
And gave the name of vanities
To such things as those!

But had he come to England, to
Gloucestershire, the fair land,
Had he gone to Soudley upon a summer's day,
The Preacher would have danced with the tall forest blue-bells,
Changed his mind on vanity
And thrown his pen away!

H[3]

THE SENTENCE.

Seven years! The sentence boomed in her ears; the crash of it echoed and re-echoed throughout her brain. She was dazed by the awful thought that the next seven years of her life would be spent overshadowed by the dreadful calamity that had befallen her. She might implore in vain; however eloquently she might plead, the stern punishment, the daily dread of some appalling misfortune, would have to take its full course. There was no way whatever of remitting the misery that was to be her lot. She dared not conjecture what those within whose house she lived would think. She did not venture to guess the opinions of her relations and friends. Need there be the dreadful publicity? If it could in no wise be avoided would she be branded as, an outcast or would the irreparable be forgiven her? Or could she (most bitter thought of all) conceal the whole

affair? A furtive reflection gripped her mind. With fluttering heart the poor parlour-maid stooped and gathered the tiny fragments of the mirror into her duster.

A. WILCOX.

THE CORNER BROOK PAPER MILLS.

Corner Brook is situated in the Bay of Islands, about three miles below the mouth of the Humber River. In 1923 Sir W. G. Armstrong, Whitworth & Company, Limited, of London, commenced the construction of the plant, and paper was produced in 1925.

The only kind of paper that the company produces is newsprint. This consists of a mixture of chemical and mechanical pulp in the proportion of 25 to 75. Of course, the power needed to manufacture the raw material into paper is very great, and the Hydro-Electric Power Plant at Deerlake, a small town about thirty miles away, supplies Corner Brook with 100,000 horse power over four transmission lines.

The company owns 1,914,282 acres of woodlands, most of which lay on the Humber River. The wood is floated down the Humber River and caught by a boom which stretches from side of the river to the other, and is then towed into the mill boom by a tug-boat.

The wood first passes into the slasher room, where it is cut into the standard length of four feet. It then goes into the chipper room, where some wood is chipped in preparation for the sulphite pulp, and some for the ordinary pulp. The chips then pass to the grinding mill or the sulphite mill, as the case may be, where in both cases the chips are thoroughly ground to a pulp.

The pulp is then ready for the machines. There are four machines, and each is capable of producing 100 tons of finished paper per 24 hours. Each machine consists of one large tray in which the sulphite and the ground wood are mixed and the correct shade is given to the paper; a number of rollers around which a long sheet of felt is interwoven, and over which the pulp flows and is given the correct thickness; more rollers, some of which are red hot, over which the pulp flows and is thoroughly dried; and rollers at the other end on to which the finished paper is wound.

The paper passes from here to the finishing room on electric trucks. The finishing room contains one re-winder, two self-reading weighing scales, one core-making machine, and two delevators for lowering the paper on to the warehouse conveyors. Men are employed here for packing and stamping the paper with the correct weight, number, and size. Each roll weighs roughly half a ton.

From here the rolls pass down to the warehouses. There are two warehouses and each contains one conveyor, for conveying the rolls from the warehouse to the wharf, and two high-speed overhead travelling cranes used for stacking the paper.

The wharf is 1,200 feet long and is arranged to facilitate the rapid loading of paper. There are also arrangements at the same wharf for unloading coal and sulphur.

The company owns two specially-built vessels for exporting the 120,000 tons of paper annually.

W. E. BARDRICK.

MEETING NOTES.

The Meeting Notes in this number of the Magazine will be short, partly because the pressure upon the Editor's space is great, partly because a good deal of the most interesting and important work of the Meeting and Council has been of a personal kind that cannot very well be included. Few of us would care for our juvenile offences against manners and decorum to be placed on permanent record!

At the beginning of the term the new surface on the playground in front of the house led to a " craze " for rapid and reckless cycling. The Meeting dealt with this problem fairly efficiently, and probably just in time to prevent a serious accident.

Appeals from the Council to the Meeting are so rare that when one occurs it is worth recording. One of the younger boys who, after some conflicting evidence, was found guilty of destroying birds' eggs inside the balustrade, appealed to the Meeting against the decision. The appeal was disallowed, and there is no doubt that the decision was correct.

The management of the Shop was again most satisfactory, and there is every reason to think that no further difficulty will be experienced in connection with it.

Two matters relating to games led to interesting discussions. There was a very sharp difference of opinion on the question of whether a bat or bats should be awarded to players who had distinguished themselves by playing a high or meritorious innings. For a number of reasons the issues were not very simple, and finally the Meeting decided not to make the innovation. A certain amount of criticism directed against the Selection Committee revealed the fact that it was their settled policy (surely a wise one when a tradition of cricket is being built up) to reject from the team any player who was inclined to be slack in the field, however good his batting or bowling.

The Meeting allowed Form 2, who will be members next term, to be present at the elections held at the end of term. The departure of so many of the original members of the Meeting, and the addition of nineteen members is certain to lead to some interesting results.

J . H . S .

IN MEMORIAM.

ERIC HARRY JONES.
Died 15th June, 1926.

Eric came to us in September, 1922, and at once took quietly and unassumingly the place in everyone's respect and affection that he held to the end. Perhaps when we recall him we think first of his unaffected and engaging modesty. There was nothing aggressive or self-assertive about him. He seemed to claim nothing, and therefore people gave him so readily their trust and goodwill. In a sense he was not one to win conspicuous successes at school, for he had no particular ambition to be a leader, and there was no one line in which he specially excelled. But he did everything that he undertook so thoroughly and well, he was so loyal, and sane, and dependable, that he was bound to gain a position of responsibility, and if he had been with us now he would have been a prefect and head of the South group.

One could not know Eric for long without realising how devoted he was to his family life, and how strong and tender were the ties that bound him

to his home. But for his school, too, he had the strongest affection, and we who are left are happy to think that he found here many whom he loved, and who loved him. The College is a better place because he was here. We who knew him will hold fast the memory of his upright and unselfish life so abruptly ended.

ATHLETICS.

Last term it was decided that we should have some inter-school sports with Tewkesbury Grammar School on May 1st. Unfortunately, the ground at Tewkesbury became waterlogged, but it was arranged that we should curtail the number of events and that the contest should take place on June 3rd, in conjunction with our opponents' school sports. The weather was fine and everyone thoroughly enjoyed the long and interesting programme which was carried out punctually. We managed to obtain 1st and 2nd places in each event. It was rather unfortunate that many of the younger boys were unable to take part in the sports as they had practised very keenly. In the heats for the under 14½ years, ¼-mile, Dainton ran very well to win in 64 4-5 seconds.

RENDCOMB COLLEGE V. TEWKESBURY GRAMMAR SCHOOL.

100 yards.—I, L. B. White (Rendcomb); 2, R. G. Daubeny (Rendcomb); 3, Coombes (Tewkesbury). Time: 11 secs.

440 yards.—1, L. B. White; 2, R. G. Daubeny; 3, R. E. Green (Tewkesbury). Time: 56 1-5.

360 yards Relay Race.—1, Rendcomb College (L. B. White, R. G. Daubeny, W. S. Morgan, D. Dakin); 2, Tewksbury Grammar School.

Long Jump.—1, R. G. Daubeny, 19 ft. 6½ in.; 2, L. B. White, 18 ft. 5 in.; 3, Coombs, 17 ft. 7 in.

360 yards Relay Race (under 14½ years).—1, Rendcomb College (H. P. Dainton, M. Weaver, C. W. Honeybone and C. Eyles); 2, Tewkesbury Grammar School.

White's time for the ¼-mile was exceptionally good considering that the ground was soft and that he won comfortably by 25 yards.

Daubeny did not do himself justice till his third jump, which was a good one, though in the heats he had jumped 19 ft. 9 in.

After these sports it was decided that there should be an annual intergroup relay race. Each side is represented by six members who each run 100 yards. This year the result was : 1, West; 2, North; 3, South. Time, 72 2-5 seconds. R. G. D.

PAVILION FUND.

The fund has made a big jump forward, mainly owing to a most generous gift on the part of the Founder of the College, and at present amounts to upwards of £170. The sum for which the Committee originally appealed was £150. They find, however, that it will not be possible to erect a building at once convenient and suitable to its surroundings for less than a sum of £200, and they, therefore, hope that those who are in sympathy with the scheme will by their generosity enable the balance of some £30 to be raised within the next few months. Meanwhile, the Committee feel that the sum they have in hand justifies them in proceeding with the building. Estimates have been obtained from several firms, and Messrs. Hayward & Son, of North Cerney, have been instructed to undertake the work.

Since the last number of the Magazine appeared contributions have been received from the following: —C. H. Perkins, Mrs. Hutton, H. B. Nicholson, Mrs. Eyles (Berkeley), F. N. H. Wills, H. E. W. Hook, A. Stanley, F. Booth, L. G. Puffitt, H. Lambert, and the four Groups. The Committee also wish to thank those who have contributed anonymously through the collecting-box, and those who have made articles in the Manual Shop to be sold for the benefit of the Fund.

J. H. SIMPSON.
R. RICHINGS.
I. C. BELL, Hon. Sec.
R. W. NEWPORT, Hon. Treas.
A. SMITH.
R. G. DAUBENY.

CRICKET.

The results of the matches have been on the whole satisfactory, but there has not been sufficient improvement in the standard of play. Daubeny has developed considerably as a bowler, Gleeson-White as a batsman, and Baxter as a wicket-keeper; but the second half of the 1st XI. have not come up to expectations. The number of catches missed in both matches and games has been inexcusable, especially considering how many opportunities there have been for practising this part of the game. There has been a fair amount of net practice, some fielding, and a little extra bowling practice. But this is not enough. Cricketers must realise that only a limited amount of time can be given to coaching. It is up to them to find time to supplement this, either by practising what they have been taught, or by experimenting and making discoveries for themselves—preferably both.

As captain, Dakin has shown excellent judgment both in matches and' when coaching other players; and he has bowled well throughout the season.. His batting, however, has been disappointing. I do not think he gives enough time to "playing himself in." He has a really good defence, and could well afford to spend six or eight overs in getting properly "set." White and Daubeny have proved extremely valuable both as bowlers and batsmen; but, owing to their weak defence, neither has had many opportunities of using his scoring strokes, which are undoubtedly first-rate.

One of the weak spots in the team this year has been the lack of change bowlers and the absence of a really slow break bowler. This is probably due to the prevailing system of practice games in which the best batsmen and bowlers, i.e., those who need the practice least, obtain the most. It is true that net practice partly compensates for this state of inequality, but only in a small degree. There should be at least occasional games in which every player has his share of both batting and bowling. Apart from the practice itself, this would have the effect of improving the bowling at the nets considerably, since each player would naturally wish to do his best when put on to bowl in the games.

Last year mention was made of some promising juniors. It is a pleasure to be able to record this year that their number has increased and that their enthusiasm is as great as ever.

[I. C. B]

CRICKET, SEASON 1926.

THE COLLEGE V. SWINDON SECONDARY SCHOOL, AT SWINDON, MAY 8TH.

As this was our first match many members of the team had not had

much practice. A promising start was made, however, and the College won by 22 runs. The College batted first and scored 68 (Dakin 19, Nicholson 15). At first it seemed likely that we should be beaten, but towards the end of the Swindon innings Daubeny bowled well and took five wickets for four runs. Several good catches were made.

THE COLLEGE **v.** RENDCOMB C. C. MAY 22ND.

The College batted first but were quickly dismissed for the moderate score of 38, of which Dakin made 20. Rendcomb, on going in, fared even worse, and the College led on first innings by 3 runs. Daubeny took 3 wickets for 12, White 4 for 4, and Dakin 2 for 10. In the second innings the College batted somewhat better in scoring 92 (Gleeson-White 28, White 15, Dakin 13). Rendcomb then made 49 for 7 wickets. Daubeny took one wicket for 9 runs, Dakin 3 for 5, and Morgan 1 for 7.

THE COLLEGE V. TEWKESBURY G. S., AT RENDCOMB, MAY 26TH.

The College batted first, but quickly lost two wickets for five runs. Dakin and White then made a stand and took the score to 39. After that the batting broke down, the whole side being dismissed for 68 (Dakin 27, White 12, Baxter 10). When Tewkesbury went in the pitch played more easily. Williams batted well for the visitors, but had the good fortune to be missed several times. The fielding was distinctly bad and no fewer than eight catches were dropped, White being the bowler on six occasions. An extension of time was given in order to arrive at some result, but Tewkesbury, after scoring 50 for three wickets, collapsed and were all out for 68. The last man was out on the fifth ball of the last over. The College bowling figures were: Daubeny 2 for 9, Dakin 3 for 24, White 3 for 32.

THE COLLEGE V. DEAN CLOSE SCHOOL 11., AT RENDCOMB, JUNE 10TH.

The visitors batted first but were soon dismissed for 37 by Dakin and White, who took 5 wickets for 15 and 5 for 22 respectively. Our opponents' score was passed with only three wickets down. Daubeny played a very good innings, scoring 51 out of a total of 89, and making two fine catches at "silly" point.

THE COLLEGE "A" v. CORINTH COLLEGE, AT CHELTENHAM, JUNE 15TH.

Corinth College batted first and, after losing 6 wickets for 9 runs finally scored 38. Gleeson-White bowled well and took 7 wickets for 15. The fielding was bad, and had the College held their catches they would have soon dismissed their opponents for under 20. The College scored 65 (Baxter 15, Gleeson-White 10).

D. D.

THE COLLEGE v. WYCLIFFE COLLEGE, AT STONEHOUSE, JUNE 23RD.

In this match we were without Dakin, one of our regular bowlers. Our opponents were much too good for us, and made 186 for 7 wickets. Their score would have been appreciably smaller had it not been for bad fielding. We batted and made the poor score of 32. Altogether we were completely outclassed, and there is little doubt that had Dakin been playing we should still have been beaten.

R. G. D.

THE COLLEGE V. DEAN CLOSE 11., AT CHELTENHAM, JUNE 26TH.

Dean Close batted first and compiled 171. Daubeny took 6 wickets

for 37, Dakin 3 for 44. The College were given only one-and-a-half hours in which to get the runs. The team batted consistently and made an excellent attempt. They ended by scoring 160 for 7 wickets, White 50, Daubeny 35 and Gleeson-White 34. Everyone batted extremely well. While Daubeny was batting it seemed likely that we should make the runs, but, unfortunately, he was caught in the slips off a rising ball. The fielding was not particularly good; one missed catch proved an expensive error.

THE COLLEGE v. TEWKESBURY GRAMMAR SCHOOL, AT TEWKESBURY, JUNE 30TH.

Tewkesbury batted first and scored 108, of which Wall, who carried his bat through the innings, scored 46' not out. For the College Dakin took five wickets for 48, White three for 36 and Daubeny one for 10. The fielding, on the whole, was weak. The College were left only 1½ hours in which to obtain the runs. When stumps were drawn the team had scored 98 for 8 wickets (Clarke 21, White 17, Gleeson-White 17, and Dakin 11). Clarke batted extremely well, and it was unfortunate for the College that he was run out.

THE. COLLEGE v. BURFORD G. S., AT BURFORD, JULY 6TH.

This match is a new addition to our fixture list. It is hoped that in the future one match will take place annually, alternately at Burford and Rendcomb. The College scored 72, of which Clarke made 25 not out and Gleeson-White 17. Gleeson-White, who was missed before he had scored, batted well, while Clarke, whose innings contributed a great deal to our success, took part in a last wicket partnership with Wager which yielded 23 runs. Burford quickly lost five wickets for six runs, but owing to slack fielding and missed catches on the part of the College team, they ended by scoring 44 runs. White took four wickets for 18 and Dakin four for 19.

THE COLLEGE v. CHELTENHAM GRAMMAR SCHOOL " A , " AT CHELTENHAM, JULY 8TH.

The College batted first on a difficult pitch and scored 101 (Baxter 31, Clarke 24, Dakin 14 and White 10). Baxter batted well except for two chances. Clarke again prevented a collapse by careful batting. When Cheltenham went in the pitch was much easier. The College bowling was not up to its usual standard, and Cheltenham scored 106 for the loss of only one wicket. Taylor, who made 61 not out, was missed at the wicket, and was beaten several times early in his innings; but afterwards he settled down and batted extremely well.

THE COLLEGE v. RENDCOMB CRICKET CLUB.

Rendcomb were unable to field their usual side, but had the assistance of Mr. Bell and Mr. Lucas. Rendcomb made 86, of which Mr. Bell made 31 and Mr. Lucas 17. White took six wickets for 19 runs. The College found no difficulty in obtaining the runs as two of the regular Rendcomb bowlers were not present. After losing 1 wicket for 0 runs Dakin and Gleeson - White scored 59 for the second wicket. The score finally reached 158 (Gleeson- White 53 not out, Dakin 29, Daubeny 24 and Weaver 16 not out).

THE COLLEGE "A" v. CORINTH COLLEGE, AT RENDCOMB, JULY 15TH.

Having lost their way, Corinth College did not arrive until 4 p. m. - After scoring 78 for 7 wickets the

College declared their innings closed. Clarke made 15 and White 36, both being missed three times early in their innings. Corinth College, on going in scored 53 for 9 wickets, when stumps were drawn. Had the team held all their catches they would have had no difficulty in forcing a win. White took 3 wickets for 5, and Baxter 4 for 25.

THE COLLEGE V. MISERDEN C. C., AT MISERDEN.

Miserden batted first and scored 72. Dakin took 7 wickets for 24 runs. When the College went in they collapsed badly and were all dismissed for 38, no one reaching double figures. The College fielding was weak, especially the throwing in and backing up.

D. D.

THE DISCUSSION SOCIETY.

Little was heard of the Discussion Society during the winter months, largely because the President had left. As it was considered a cause for regret that the Society should be allowed to decline, two meetings were held during the summer term under the presidency of Mr. Bell. On June 20th the Rev. Harold Anson read a paper on the attitude of the Church to the Coal Strike. He held that the cause which was morally right was ultimately economically profitable, but the latter fact should not be a reason for choosing that course. The paper did not provoke much discussion.

The paper read by D. Dakin on Progress fell roughly into two parts. In the first he sought to prove that even if there were progress we have no means of judging it, because our standard values are never constant as they are subject to circumstances. People generally mistake progress for adaptation to circumstances. In the second part of his paper he showed that there are external forces which man cannot control; these create new circumstances. He showed that there has been no biological progress. Although change appears to be in an upward direction there have been retrograde steps. He held that the study of history does not support the idea of progress. Civilisations carry the seeds of their destruction. If a slight retrograde step is admitted then we are bound to admit the possibility of complete retrogression; using the words of Dean Inge, he said,
"People mistake the rise and fall of the tide for the river of eternity." The paper provoked lively discussion, but the members insisted on arguing from the general to the particular. Owing to the short time at the meeting's disposal the questions left unanswered were more numerous than those answered.

F. C. R.

THE LITERARY SOCIETY.

Last term three meetings of the Literary Society were held. At the first, on May 16th, W. S. Morgan read a paper on Shelley. It revealed a strong admiration of Shelley's poetry, but little discussion followed, since it was Shelley's life rather than his work that was the subject of debate.

On June 13th Father Bernard Delaney, O. P., gave us a paper on Charles Dickens which admirably succeeded in its design to awaken in us an appreciation of the many excel-

lencies of a truly English writer. He quoted variously and judiciously and showed us Dickens' humour, pathos, and that deep insight into human nature that produced so many and diverse characters. Everyone enjoyed the paper immensely and we are very grateful for it, but discussion suggested that the most successful method of popularising Dickens would be to re-edit his works shorn of their tedious passages. On this occasion the Society was glad to welcome Lady Terry and Miss Nolan as its guests.

The paper on Chaucer that Mr. N. K. Coghill, Fellow of Exeter College, Oxford, read to us on July 4th was eagerly received by the "Chaucerian scholars." Mr. Coghill dexterously painted the characters of the Prologue against a carefully prepared background of history. He sketched Chaucer's career and won our entire sympathy in discussing Chaucer's humour, kindliness and brilliant powers of characterisation. Members who had hitherto found Chaucer "dry" voted the paper delightful.

[R. R.]

THE LURE OF THE SHOP.

Most schools nowadays have a shop, one of those jolly little rooms into which one can retire for a glass of lemonade or some tempting delicacy in the way of chocolate. The school shop always seems to possess a fascinating charm; you know you cannot really spare those odd coppers jingling in your pockets, and yet— "There's a new lot of marshmallows this morning, " says a wealthy youth, |' larger ones than usual, too! "

That settles it. A few minutes later you emerge from the shop. Your pockets are bulging. After about ten minute's silent enjoyment, you become silently thoughtful. You remember various small debts which have not been paid. You resolve never to enter that shop again, but as soon as you receive any money, the irresistible charm forces itself upon you again. At last you find you have a plentiful supply of cash, and you dash to the shop. All sweets have been sold, and no more will be ordered this term. Furiously you leave the place. School shops are snares! You comfort yourself by saying that you will be careful to spend all this money before the stock is exhausted. You waste it all in inferior sweets, and when the toothsome delicacies make their appearance you are penniless again. So the school shop is nothing but a charm, and the best way to prevent oneself being caught in it is to eat a hearty breakfast and keep out of the way when the shop is open so as not to see the wealthy people eating away their pennies. Once you see this sight you are powerless.

A. P. B.

CORRESPONDENCE.

No. 1 School of Technical Training, Royal Air Force,

Hal ton, Bucks.

Dear Mr. Editor,

Might I encroach on a little space in the Magazine for the purpose of making, in all humility, a few suggestions. In a copy of the Magazine which I read a little while ago I

noticed that the athletic sports had been abolished, though it was proposed to hold a contest with some other school! The old argument for "scrapping" the sports was that, with the exception of a few "super" athletes who won all the events, the sports held little attraction. That argument is, I am sure, untrue, and, further, I'm sure that the members of the North and East would agree with me in saying that the sports were the most attractive, and from a physical point of view, the most beneficial event during the somewhat slack summer months. It seems strange to me that, although an athletic team will have to be selected to represent the College, the sports which would furnish the best men for this team have been cancelled. It has always been the idea at Rendcomb for the sports to be a team affair, and the old system worked, I believe, quite well; however, there is a better system than just counting points for the first, seconds or thirds.

For instance, as far as the "individual" events are concerned the following is, I believe, acknowledged the best method.

For events up to 440 yards, i.e., sprint events. Each team to enter its two best men, and the first in the final to count four points, the second three, and the third two; thus, supposing B of the North was first and A and C of the South second and third, on that event the South would lead on account of their superior team work, although they did not supply the winner.

The method of awarding points for the "distance" races is slightly different. Supposing, for instance, in a three-mile race (though this is equally true for the "half" a mile) each team enters three men, and supposing they finish as under: —

	North	South	East	West
Positions...	1	4	3	2
	7	5	10	8
	9	6	12	11
Total points...	17	15	25	21

Therefore the South would win by their superior "packing," though none of their men were "placed." Also this system makes every competitor run "all out," because although the runner who finished sixth for the South, for instance, knew he had no hopes of winning, he had to keep going because the difference between finishing sixth or seventh might just mean success or defeat to his team.

In the field events the same system prevails. In the long jump, for instance, each man's best jump would count towards his team's aggregate, the team with the longest total jump winning the event. Thus it might very often be of vital importance to a side whether a member did half an inch more or less.

For instance: —

	South Team	North Team
No. 1 ...	19' 2½"	18' 3"
No. 2 ...	17' 10"	17' 8½"
No. 3 ...	14' 11"	16' 0½"
	51' 11½"	52' 0"

In this case it can be seen that the half-inch of the North's No. 3 was vitally important as it gave his team the victory although both their first and second strings had been beaten.

In suggesting the above method I take the liberty of hoping that it might possibly tend to stimulate the interest in athletics which appears to be rather waning at the present time. The system suggested above has, I believe, been adopted by the Amateur Athletic Association and the British

Olympic Association, and is the same (with a slight difference with regard to the points) as is in use at the Inter- County Championships.

Would it be impracticable for, besides contesting against another school, the College to compete against a team of Old Boys?

Forgive me for being so very long-winded.

Believe me, Mr. Editor,

Yours truly,

BERNARD J. BROOKS.

Dear Mr. Editor,

We feel that we cannot let Mr. B. J. Brooks' letter pass without some comment. On the face of it, it appears that to abolish athletic sports signifies a decrease in the interest in athletics. But this is not the case.

We do not assert that there is more keenness than there was two or three years ago. The keenest people may take even more interest, but on the other hand, those who object to sports, with a few exceptions, do not hesitate to say so. We would rather say that interest in sports remains about the same.

It will naturally be asked "Why, then, did you abolish the sports? " A few people voted against sports because they were "slack," others because they were not interested. Some reflected upon the continual bad luck we have had in the past. But most people, we think, felt that we used to hold sports merely for the benefit of those exceptionally keen on athletics. Many people were content to take part, in order that the best people might have a chance of improving their running. Naturally, when it was arranged to hold a contest with another school it was felt that sports were unnecessary, as the keen runners would have a more severe test.

In his letter Mr. Brooks says that sports are needed to "find the best people to compete with another school." True, it is necessary to have some preliminary heats, but everyone does not take part. It is possible to choose the College team from only those who are keen. Again, in a small school "form" is a foregone conclusion, and it is even possible to select a team without a contest within the school.

We welcome two of Mr. Brooks' suggestions. First, we should like an athletic meeting between the College and the Old Boys. Secondly, we think the system of scoring admirable, and suggest that it should be employed in the Senior and Junior Lodges runs, and also the North Cerney. The argument that it makes every race significant to the finish is alone sufficient to recommend it.

We abolish the sports, then, not with any idea to discourage running, but to enable people who are not keen to take exercise in other ways. Although the interest in sports remains about the same, there is much more long distance running than there was two years ago. Many non-athletic people took part in the runs when they would have objected to sports.

We thank Mr. Brooks for his valuable criticism and excellent suggestions, as we realise that the General Meeting is by no means infallible.

We are, yours truly,

D. DAKIN.
R. G. DAUBENY.

A SUPPLEMENT TO CHAUCERS PROLOGUE.

From Some Members of Form IV.

A racere was ther, and that a worthy man,
That fro the tyme that he first bigan
To maken out a planne of a car,
He longed for to taken out his Ma.
The car did go so fast, that neither they
Did notice in the road a stack of hay.
I need not saye what happened after that:
The motor it was wreckt and they squasht flatte.
A man ther was who came to swepe them up,
And then he wente home to have his sup.
A dusteman he was with grisly face;
He was a parfit model of his race.
The roads he sweped clene as is a pinne;
His haire was longe, he was nat greetly thinne.
Of tweede cloth he wered a rough coat,
I guess it was nat worth an English groat;
All bismotered was it with dark dust.
In wonynge had he noghte but a crust.
This day he wended to the sodden ground
Wher ther his football team he eftsoons found.
Upon this nighte list in grand array
Swindon and Aston Villa were to play.
In his hond he bar a noisy rattaille
With which to cheer his compeers in the battaille.
He had a vois of what I dar nat telle;
It sounded like a trumpet used in Helle.
A lass ther was from Scole, late Y-come,
No fairer was ther in al Cristendom.
For poudred alle was his swete visage;
Of lippe-stick wel koude she al usage.
A bike she rode and that ful felisly,
And thro' the ayre she rushed ful swiftely,
That al the smale fowdes wer bewar;
For verily she was a prickasour.
Ther was a man, a manly crickiter,
And he was clepen Parker, I decler;
A mighty batte he bar in his right hond
To playe agayn Australia for Eng- lond.
He coude alle legge breykes, off- breykes eke,
For sooth to seyn, batsmen to him wer weke.
He was not smal, and was ful faire thinne,
But wel a geyme of cricket koude he winne.
To tellen mo we can no lenger staye,
Oure owne fotebal teme calls us away.

P. E., A. J. D., M. T., C. W. C.

Addresses of former members of the College may be obtained from the Headmaster or the Secretary.