

Rendcomb College Magazine.

SEPTEMBER 1928.

Vol. II, No. 4.

SCHOOL NOTES.

We are deeply grateful to Mrs. Wills for her gift of a photograph of our Founder, which now hangs over the fireplace in the Dining Room. This photograph has the greatest personal interest for all at Rendcomb. It is an enlargement of the figure of Mr. Wills from a group taken at Rendcomb on Speech Day 1927, and was carried out under the direction of Mr. Herbert Lambert.

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A part of the northern side of the block of stable buildings has now been adapted to form two flats for married masters. These are now occupied by Mr. & Mrs. Lee Browne, and Mr. & Mrs. Hessing.

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It has been found that it is, after all, more convenient not to alter the position of the two existing football grounds. The new junior cricket pitch and new net pitches will, therefore, be provided at the lower end of the field, where the

existing fence will be put back for a considerable distance.

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A number of admirable pieces of furniture have been made during the past few months for the College in the Manual Workshop. Among these there may, perhaps, be specially noted a case for Microscopes in the Laboratory made by C. W. Honeybone.

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A small innovation, which has already given a great deal of pleasure, has been made in the time-table on Friday mornings. For the last twenty minutes of the morning the whole community assemble for singing in the Music Room.

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A number of boys who learn Greek were present with the Head Master and Mrs. Simpson at the performance of the "Rhesus" at Bradfield College in June. A few others went to the O. U. D. S. performance of the "Clouds" at Oxford.

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The Old Boys Football Match will take place this year on Saturday, September 29th.

Subscriptions to the Magazine for the current year are now due; subscriptions for the year ending July 1928 are overdue, and should be sent to the Secretary of the Magazine as soon as possible.

PERSONAL NOTES.

Mr. Lee Browne and Miss Austin were married in London on July 28th.

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Mr. Campling and Miss Perry were married at Bath on August 11th.

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We are very glad to welcome Mr. R. Bolton King, of Warwick School and Balliol College, Oxford, to the College as Mathematical master.

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A. Smith, who has taken his Degree in Agriculture at Oxford, has been appointed to a post in the Education Service of Northern Nigeria, and will proceed there shortly.

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H. C. Nicholson has entered the service of the British Celanese Company, and is working in Hanover Square, London.

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L. B. White has started teaching at

the L. C. C. School, Vittoria Place, North Islington.

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R. F. Butler has started work in the Aylesbury Branch of the Westminster Bank.

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M. W. Tugwell has entered the service of Messrs J. S. Fry & Sons, Ltd., the well-known Bristol firm.

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R. G. Betterton is working at the Corporation Farm at Grantham, Lines.

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W. E. Bardrick, who sailed for Australia under the Big Brother Movement, is working on a farm at Quambatook, Victoria.

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L. F. Stradling has been working at Beaconsfield, Bucks, and hopes next year to be a fully-qualified chemist.

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G. Stanley is about to enter the employment of Messrs. Russell & Sons, at Broadway.

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The following Old Boys visited the College during the Summer Term:— A. Smith, E. Webster, L. F. Stradling, H. R. A. Jones, D. Dakin, L. G. Puffitt, W. S. Morgan, M. W. Crump, H. H. Bunce, B. V. Harris, L. B. White, R. F. Butler, P. Elwell.

IN MEMORIAM.
WILLIAM JOHN SOLES.
Died June 28th, 1928.

Bill Soles (for so he was always spoken of at Rendcomb) entered the College in September 1922 and left in December 1926. A certain reserve and lack of confidence prevented him at first from being outstanding in the group with whom he entered. As a small boy he was, perhaps, rather slow to grasp the possibilities of shared interests and frank intercourse offered by the life of a boarding school. Then came a long period of inactivity owing to illness. Not only was this borne patiently and cheerfully, but Bill's character began to reveal fresh reserves of strength, and humour, and affection. Thrown for a time very much into the company of older people he gained new interests and ideas, and his whole personality seemed to grow in response to the care that was so devotedly given to him. Certain kinds of physical activity had to be given up for good—he had promised to be a very good footballer—but he began to read and think for himself, and to find therein new possibilities of pleasure.

He left the College to join a little group of our old boys who are working at Broadway in singularly happy and attractive surroundings. To his intense loyalty to Rendcomb he now added a new loyalty to the firm that employed him. It was delightful to hear him speak about his work and those working with him. A life of quiet happiness seemed to lie before him, and no doubt there were latent powers not yet developed; but an attack of pneumonia discovered an underlying weakness, and in spite of every care, he died on June 28th.

We who knew Bill best will remember the simple loyalty that he held for his home, his school, and his firm; the patience with which he bore a greater measure of illness than falls to most boys of his age; the way—a rather independent way of his own—in which he tried to find and appreciate what is worth finding both in books and in life.

SPEECH DAY.

(Printed by kind permission of the *Wilts, and Gloucestershire Standard.*)

Speech Day at Rendcomb College was held on Saturday, June 15. The Rev. Canon H. Sewell, chairman of the governing body, presided, and was supported on the platform by Mrs. Noel Wills, Sir T. Herbert Warren, K.C.V.O., formerly vice-chancellor of the University of Oxford and president of Magdalen College for 43 years; Mr. H. W. Household, secretary to the Gloucestershire County Council Education Committee; Major V. J. Dawson; Mr. J. H. Simpson, M. A., head master; and the members of the teaching staff. Amongst others present were Sir Gilbert A. H. Wills, Bart., O.B.E., high sheriff of Gloucestershire, and Lady Wills.

The Chairman said they had come there to try, however imperfectly, according to the best of their ability to carry on the work which was so ably begun by their founder, whose loss they deeply lamented. He was a man of enormous vision, he was a man who absolutely understood human nature, and he was a man—and he had every reason to know it—of the very greatest sympathy; and he foresaw what might be done for boys of ability who did not have the opportunities which came to many another boy where financial anxieties never intruded, and he offered to boys of their elementary schools an opportunity for which they were all most

deeply thankful. He would only say, if he might venture to say so from another point of view, as one who had to* do somewhat with the higher education of that county, that they were more indebted to that foundation than anyone knew, and if anybody wanted to have a memorial to their great founder, if they would only take that inscription in St. Paul's Cathedral and "look around," they would find that the memorial of Noel Wills was always green in the hearts of many a cottage in many a village and many a country town in that old county of Gloucester, and that would be the best and most worthy memorial that anyone could make to him. For what he did they were everlastingly grateful and thankful. He felt that, when the history of Gloucestershire as it really was came to be written, one of the outstanding names, and a name which would always provoke gratitude, would be the name of their founder.

The Head Master, before presenting his report, joined in a greeting given by Canon Sewell to Sir Herbert Warren, and said there was a very strong personal reason, to those who belonged to* Rendcomb, why he came as an honoured guest and with a message of special meaning. He also extended a welcome to Canon Sewell on his first appearance in public as chairman of their governing body.

Speaking not only for the staff, himself and the boys, but for the parents, might he say how whole-heartedly and warmly they appreciated and welcomed the presence of Mrs. Wills as a member of the governing body. From the time that the College was opened eight years ago, and even before, Mrs. Wills had shown the deepest personal interest in the College and its members, and her presence that day was a gracious and gratifying proof that that personal interest was to continue. He need hardly say what a great encouragement it would be to them in their work there to know they had her

interest, sympathy, confidence and support.

He was also glad to see two other members of the governing body, Mr. Household and Major Dawson, but he was sorry Sir Francis Hyett was prevented from coming. He would always think with great gratitude of the interest Sir Francis showed in that school in its struggling infancy. He was almost the first visitor from the outside world who came to them in June, 1920, and nobody except the founder himself was so quick to realise what kind of community they might become. He must also say how pleased they were to see Sir Gilbert and Lady Wills for the first time on one of those occasions, and he hoped they would see them many times in the future.

It was delightful to see so many parents. Their speech day grew out of Parents' Day, and he hoped it would always keep and show traces of its origin. One of the very few things he had regretted about Rendcomb was that it was rather difficult to get at for parents who might not have much time to spare for travelling. Still, parents did come, and he was extraordinarily pleased to see them. He had no use at all for schoolmasters who did not like meeting parents, and he derived great pleasure from the reports given him from time to time, of how they found their boys in the holidays. Surely the work and influence of the school should to some extent be reflected in the holiday life of its pupils, and few things gave him greater pleasure than such remarks as: "We found him such a good boy in the holidays," or "He was so much more useful at home." He was glad such remarks were by no means rare.

One event, which was in all their minds that day, overshadowed the past school year, and beside it the ordinary facts of school history sank into insignificance. Of that event they would not expect him to say very much. Just because they all owed so much to their founder, be-

cause his own debt was in many ways the greatest, and because he had greater opportunities than were enjoyed by almost anybody else of knowing how he watched over that school continually, and thought for it and planned for it, he must say something if he could of what his memory meant to Rendcomb boys, past and present, and especially to those who knew him when and soon after that College was founded. That memory was, in the first place, an obligation to try and make the College what he would have had it be and preserve, however the College might develop, those characteristics which he most valued. Secondly, that memory was and would remain to all of them a gracious and inspiring influence in their lives.

Apart from that one event, the history of the past twelve months, though they had been happy and progressive, had been rather uneventful in one respect, that of Examination successes. In that respect his report was in contrast to that of last year, when he was able to place before them a rather remarkable tale of successes in winning scholarships and certificates. The examination record this year was not one of successes. On the other hand it was not one of failures. As a matter of fact, it was virtually a blank – he said “virtually,” because the only boy who entered for a public examination – A. Wilcox, the senior prefect – was successful in gaining a higher certificate. The reason why they had presented no group of candidates for examination was that their work there had always been very largely determined by the demands of successive annual entries of boys from the Gloucestershire elementary schools. In 1923 there was no such entry, and consequently no group of boys to take the school certificate in 1928, and of those boys who entered in 1921, and would now normally be taking a higher certificate, Wilcox was the only one remaining in the school, all the others having left

to start on their careers. He was glad that in September of next year they would be able to take another good-sized group of boys from the Gloucestershire elementary schools, and he hoped that in future such entries would be at least biennial. However welcome the admission of boys from outside the county might be – and it was very welcome – the Gloucestershire boys had been and remained the central core of the school. They furnished eleven of the original twelve scholars. They included the first boys to win scholarships at the universities, and they formed rather more than two-thirds of their present numbers, the whole of their present prefects, and all but one of last year’s football team.

The work of the middle forms at present was of the highest promise, and their industry and interest were admirable.

They were still a good deal less strong in science than in the humanities – the present state of their equipment made that inevitable – but he would like to refer to the admirable work being done in Biology. But in History, English, and Languages, their work compared favourably with that of many schools of much larger size and longer reputation.

The remarkable record of good health they had enjoyed for eight years had been maintained. It was, perhaps, particularly right that he should mention that subject then, when his wife, to whom far more than to any other one person, that record was due, had just relinquished her responsibilities in that respect. They had not quite equalled their record of a few years ago, when during one term not one single boy missed one single lesson through ill-health. But extraordinarily little time had been lost, either from work or games, owing to illness. He had always thought that one of the demands parents might rightly make of a school was information as to the amount of time that on the average was lost owing to illness or accidents. He intended

always in the future to keep accurate information which would be available. He believed if such statistics were kept in all schools and made public they would be extremely interesting—more interesting than examination statistics.

That subject took him on naturally to physical training, and he thought the rather large amount of time they gave to physical training in that school reflected itself in boys healthy in mind and body. He shared the hope of the younger members of that community, which had been expressed rather violently, that the time would come when their facilities for swimming and bathing would be not altogether incommensurate with their other advantages. Two features of their games seemed to be far more important than any tale of won matches: they were played with keenness, but with a keenness that fell a good deal short of fanaticism, and they were not stimulated by cups, prizes and shields, and colours and all that athletic millinery which some people thought inseparable from school games. Secondly, games there were generally managed on and off the field by the boys themselves. They believed that the organization of games and the expenditure connected with them was a valuable training for boys, and that the captain of the team, when in command, should be let alone. He would like to mention the birth and growth of the Hobbies Club, a spontaneous creation of the junior and middle forms. That extremely independent body had already made itself responsible for a number of valuable activities: gardening, field engineering, various kinds of crafts—the mats in the dormitories were made under its auspices—model yachts, model aircraft, all came within its scope: and he believed it had a very valuable part to play in the future of the school.

After general and particular acknowledgment of the loyal assistance of his staff, Mr. Simpson said every head master

had tests and standards which he applied in his own mind to the school he served. The tests he had applied during the past few weeks and months were to be found in the words of an article on Rendcomb College¹, written by their founder for one of the public reviews four years ago. Were they still keeping alive and preserving the characteristics of the school that he then most appreciated and described with such sympathy and insight? The founder spoke of the family atmosphere that prevailed there then. That still prevailed, and though he no longer lived actually under that roof, he thought he could guarantee that Rendcomb would remain a family, or at any rate would never become an "institution." The founder emphasised the "naturalness" of the boys. He thought they still produced not a type, but individuals, and individuals on the whole free from self-distrust, self-consciousness or baseless fear. The founder spoke of the educational opportunity given to boys from many different kinds of homes, "living together on terms of absolute equality in a boarding school, " and of Rendcomb from that aspect not as an insignificant school doing its own little work in isolation, but as the forerunner of a new and more generous conception of popular education. "When"—if he might quote—"opportunity comes to the favoured few alone, how small an advance can be anticipated. But when every child in the land is born to a generous and goodly educational heritage, with what confidence we may then look for the yet far-off blessings of brotherhood and goodwill!"

Sir Herbert Warren said he was a Gloucestershire man, and though his head had been long and busily occupied in the valley of the Thames, his heart had always been in the valley of the Severn. But Gloucestershire contained both the Thames and the Severn, and was, therefore, at the heart of things. He had a very long acquaintance with the wonderful

family of which their founder was such a remarkable example. He had witnessed their rise from what was always considerable prosperity to very remarkable prosperity, but wonderful as had been their prosperity, more wonderful was the way their benevolence had kept pace with it. They were indeed sad that day that he could be no longer with them, but what was lost to the present would remain the treasured inheritance of the future.

Gloucestershire was a county remarkable for its educational activity and benevolence to great schools. The father of the Sunday School movement, Mr. Robert Raikes, belonged to Gloucester, while at Cheltenham they found another remarkable and very great educational institution, the college for girls. Now that college at Rendcomb added a new note to the wonderful harmony which Gloucestershire had already composed.

Their founder, he was proud to think, was a member of his own college, and at that college he imbibed two of the ideas which led him to found that school. Amongst the ancients the greatest teacher in the widest sense was Plato. Plato's two chief ideas were that the young should be placed and brought up in beautiful surroundings, where the influence of the surroundings might steal upon them, as he said, "like the air from some heavenly place"; and that they should pick children without regard to their parentage or their homes, and educate them for whatever occupation in life they were most fitted to fill. He thought their founder followed broadly, perhaps consciously, but more likely unconsciously, those two great maxims. His family was one which had always had a strong regard for others as well as for themselves.

He was delighted to hear of the remarkable success which already, in a few short years, had attended the founder's ideas, and of the varied occupations which the old boys of the school were now engaged in. That was a wonderful

justification of the soundness of the ideas with which the school was started and which still lived in it. He was especially pleased to hear that so many of them had gone out from this country and were likely to go to different parts of the Empire, because one of the things he cared most for, and which was the consolation of a long life, was the development of the Empire. We ought to look beyond this little island of ours, and, as a great statesman said, live and think imperially, and he was glad to think that many of the boys from there would go into the Empire and make the British speaking world one and united in the same ideals. Because he thought the ideals of the old British race were of immense and incalculable value to the world, and so it was a great consolation to feel that the founder's ideas had flourished so far.

They were exceedingly fortunate in their governing body. They had a really extraordinary number of persons who were specialists in and well acquainted with education. They looked forward to many generations passing through that school, and it was for those who would be there for the next five or six years to catch the spirit of the hour and resolve that, well as Rendcomb had done in the past, they would do still better and still more as it grew into a large and great tree. That was a pioneer school, and it should be kept well to the front and its ideas carried to further success. The greatest education was that which the boys gave each other, and every one of them had a responsibility in that respect. It was said that "Talent does what it can, and genius what it must." Having genius or special talent, it was still their duty—and it would be their pleasure if they followed it—to do things which they did not like as well as they possibly could. Let them learn to do what they liked as well as it could be done, to have the highest standard and

not be satisfied because they found it came easy; but learn also to do what they did not like as well as it could be done.

Sir Gilbert Wills, moving a vote of thanks to Sir Herbert Warren, said amongst living Magdalen men, Sir Herbert was looked upon as an institution as well as a personality. It was a great achievement, surely given to but few men, to be fellow and president of that ancient college for over 50 years, president for over 40 years, and the vast majority of Magdalen men looked back upon him with a sentiment which stood by itself and with an affection which was akin to reverence.

Speaking of the founder, Sir Gilbert said his brother did not look upon the boys merely as boys, but as his own boys, and although some of them may not have felt that they knew him personally, he knew every one of them by name, and any success in athletics or studies contributed very definitely to his personal pleasure and gratification.

A short display of physical training was then given on the tennis lawn, and, after tea, a performance of "Camillus and the Schoolmaster" was given in the pretty woodland theatre.

CAMILLUS AND THE SCHOOLMASTER.

This Play, by Miss Adelaide Phillpotts, presents the old story of "the Noble Youths of Falerii" in a new light. It suggests that there is much to be said on both sides, with a balance of ultimate truth, which the ancient authors barely suspected, on the side of the Schoolmaster.

The form of the play is literary rather than dramatic. To some extent the development of the tragic theme has been restricted by the desire for propaganda. There is here an opportunity for the interaction of characters, and the play of character on event, which promises more than is actually fulfilled. But within

these reservations, which we may assume are the author's limits of intention, this is a thoughtful little play, with some passages of fine writing, and its performance made a notable addition to the pleasures of the afternoon.

A. Wilcox, cast in the rôle of Camillus, which might be professionally described as a "straight part," lent weight and dignity to his lines with a voice of considerable emotional power.

The tragedy of Veru is the tragedy of the man who is misunderstood through the inability of his fellows to understand rather than his inability to explain. He is great in his isolation and, by reason of it, ineffective of immediate result. Yet he plays his part in the process of evolution, and though the angels weep, the gods laugh. Fully to understand the significance of his position and to explore the depths of the emotions which arise from it, requires an experience to which time and opportunity must make some contribution. Adequately to represent them by voice and gesture needs the skill of a trained and practised actor. Within the limits of these considerations F. Knefel acquitted himself with some distinction in a difficult and exacting part.

M. W. Tugwell, as Marcus, who has little to say in the presence of his superior officer, justified his long intervals of silence by an appearance of truly Roman impressiveness.

The boys, led with youthful ardour by J. B. Harrison, attained that unison of diction and action required by the chorus fame of their parts.

The supers lent an air of reality to the scene and sped for us the interval when "three hours pass" with a graceful and engaging ingenuity.

This play was well chosen, and acted with a sincerity and thoroughness which did honour both to those whom we saw on the stage and to others, whom, we did not see, behind the scenes.

[J. B.]

CRICKET.

At the end of last season the General Meeting decided to make Cricket the principal game for the summer term, and gave power to the Games Committee to make anyone play if necessary. This and the fact that there has been no party of non-cricketers has helped the game this term.

We are still handicapped in that we have no junior ground, which would enable two games to be played at the same time. Further, we have no really efficient net pitches; that by the side of the back tennis court is hardly satisfactory, owing to its proximity to the House.

The outstanding feature of the term's cricket has been the good and consistent fielding by the 1st XI. Excellence in the field has enabled us to win the majority of our matches. The batting has been very inconsistent, for although some good scores have been made, the team has been dependent for its success on one or two individual scores.

A still greater weakness is the lack of good bowlers. Our first bowlers have been both inconsistent and over-worked. In several matches, A. Wager has proved useful as a change bowler, while G. Stanley, who earned his place in the team this term, has bowled well in the last three matches. However, the weakness remains.

Although he has been rather slow at times, M. Weaver has served us well this season as wicket-keeper, and D. Haes has showed great skill at cover point.

MATCHES.

THE COLLEGE V. BURFORD G. S.

At Burford, May 12. Won by 21 runs.

We dismissed Burford for 16, and easily passed their score, making 37 for nine wickets. The low scoring was due

to a very uneven pitch. The fielding was good, and our team was encouraged by winning the first match. (K. Morgan 6 wickets for 5 runs. Dainton 11 runs.)

THE COLLEGE V. SWINDON COLLEGE.

At Swindon, May 19. Lost by 46 runs.

Our opponents batted first and scored 100. Our fielding had improved, and showed great promise for the season. We were lacking in change bowlers. Our batting lacked confidence, and we only made 54, although reaching the score in a very short time. (K. Morgan 25, J. Eyles 16.)

THE COLLEGE V. SWINDON COLLEGE.

At Rendcomb, May 26. Won by 27 runs.

Our team was determined to win, and was much encouraged by the good start made by the first few batsmen. We finally scored 105, although the last five men only made eight runs. Our fielding showed up extraordinarily well. It rained hard between the innings, but our visitors very sportingly went out to bat while it was still raining. (K. Morgan 32, Wager 22, Weaver 17.)

THE COLLEGE V. CORINTH COLLEGE.

At Rendcomb, May 30. Won by 51 runs.

We batted first, and reached the score of 76. Although the opposing bowling was easy, no higher scores than 17 and 19 were reached. As our opponents only succeeded in hitting up 25 runs in their first innings, we put them in again, when they made 50. (Wager 19, Dainton 17.)

THE COLLEGE V. BURFORD G. S.

At Rendcomb, June 5. Match Drawn.

We batted first again. Our visitors started bowling very well, and we had 5 wickets down for 11 runs. The last half of our team played well, and as the bowling became ragged, the score of 121 was eventually reached. Our visitors had improved since we last played them, and

as our bowling was much weaker than usual, Burford lost only one wicket for 48 runs. We managed to recover a little, and had the two following wickets down for three runs.

Owing to shortage of time, we had to draw the match, our opponents making 93 for 6 wickets. (Weaver 35, Smallwood 32.)

THE COLLEGE V. KING'S SCHOOL.
At Gloucester, June 13. Won by 44 runs.

We batted first and scored 112. A consistent innings was played by Honeybone. Although our bowling was inconsistent, our fielding was very good, and we dismissed our opponents for 68 runs. (Honeybone 41. Meadows 5 wickets for 13 runs.)

THE COLLEGE V. WYCLIFFE COLLEGE
2nd XI.

At Wycliffe, June 23. Lost by 87 runs.

We batted first, and reached the very low score of 30. The batting lacked confidence. Weaver and Langdon-Davies alone faced the bowling with any spirit. Our opponents were exceedingly slow in making their score, as they hit only one run off the first ten overs. They easily passed our score, and finally reached 117. Wager proved a very useful left-hand bowler, although this match was a good example of our need of change bowlers. (Weaver 12 runs.)

THE COLLEGE V. KING'S SCHOOL.
At Rendcomb, July 4. Lost by 43 runs.

Our visitors batted first and scored 99 runs. Our bowling was rather weak, and two or three easy catches were dropped. Our batting was poor, and we were all out for 56. (Honeybone 18.)

THE COLLEGE V. TEWKESBURY G. S.

At Tewkesbury, July 11. Lost by 1 wkt.

We played a good game, and were perhaps unlucky in losing by one wicket. We batted first and made 103. Morgan hit up 35 without giving a chance, and

J. Eyles played a very steady, though perhaps slow, innings, making 31. Our opponents made 104 for 9 wickets. (K. Morgan 35, J. Eyles 31.)

THE COLLEGE V. CORINTH COLLEGE.

At Cheltenham, July 18. Won by 20 runs.

Owing to lack of rain, the pitch was very uncertain, and six of our wickets fell for 18. Smallwood and Meadows, however, made a good stand, bringing the score up to 81 for 9 wickets. We were all out for 83. Although our opponents had six wickets down for 14 runs, they finally made 63. Considering the uneven ground, the fielding was good, Haes making two wonderful catches at cover point. (Smallwood 35 not out, Meadows 17. Meadows 4 wickets for 12 runs.)

An extra match was played by the College XI against Rendcomb Village on July 7. Lost.

We knew little of the probable strength of our visitors, as there had been no organized village club this season. The College batted first and made 56. Our visitors made 86, 43 of which were scored by A. Smith. It was a thoroughly enjoyable game, and it is hoped that the match will encourage the formation of a village club again next season.

Two very enjoyable matches were also played against Misarden Village, by a team consisting of masters, old boys and boys. In the first, played at Misarden on June 28, Misarden batted first, making a score of 59. A. J. Stanley and L. B. White each took four wickets for 19. We were all out for 71. A good innings was played by E. T. Norris, who made 28.

In the second, played at Rendcomb on July 21, the College batted first and made 141. L. B. White quickly scored 41. Our visitors made 87 runs, of which G. Hayward made 36. L. B. White bowled exceedingly well for the College,

taking five wickets for six runs, and also achieving the hat-trick.

Another very enjoyable match was played by Mr. Simpson's XI against North Cerney. Mr. Simpson's XI batted first and scored 102, E. T. Norris hitting up 44 runs in an excellent innings. We dismissed our visitors for 81. D. Dakin, who was captain, had plenty of bowlers at his disposal. It was chiefly to this factor that the home team owed its success.

K. J. M.

LAWN TENNIS.

The standard of tennis has been much higher and more even this term than before, and there has been no definitely outstanding player, as in most other seasons. It is chiefly owing to this fact that the tennis has generally, but especially in the Open Singles Tournament, been played so keenly. This fact has also made the play of the College team, which competes with Wycliffe College in two contests every Summer term, better than during last season, when we first started these matches.

The match played at Wycliffe on Tuesday, July 3, resulted as follows: Wycliffe won two matches, the Singles and one of the Doubles, and the third was drawn. Although M. Tugwell played a plucky

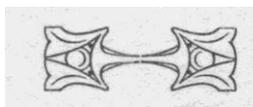
game in the Singles, his opponent placed the ball too well for him, and won the first three sets. H. Dainton and K. Morgan, the first Doubles pair, played much more slowly than usual, and although they won the first set, they lost the next three. F. Jones and W. Smallwood, the second Doubles pair, were more evenly matched with their opponents.

The result of the match played at Rendcomb on July 25 was as follows: Wycliffe won by two matches to one. We were unfortunate in losing M. Tugwell, who had left a few days before. F. Jones played an excellent game in the Singles, and was very evenly matched with his opponent, but lost owing to inferior strategy. K. Morgan and H. P. Dainton, the first pair, lost after winning two sets. W. Smallwood and J. B. Harrison played well in the second pair, and easily defeated their opponents by winning the first three sets.

The Head Master has been very kind in lending us his own two courts frequently, both for matches and other games. This has been a great help to the tennis, as we still have only one good court.

R. Curtis won the Junior Singles Tournament, and F. Jones and J. B. Harrison reached the final of the Open Singles. Owing to the wet weather they were unable to play their match before the end of term.

K. J. M.



ATHLETICS.

The first of a series of athletic sports, to be held annually, against Burford Grammar School, took place at Rendcomb on Thursday, May 25. The weather was fine, though dull, throughout the day. There were few close finishes, and, in consequence, no outstandingly good times were recorded.

The first race was the open quarter-mile, won by F. Jones in 56 $\frac{2}{5}$ secs. The junior quarter-mile was won by T. Evans in 65 secs., in excellent style. These times are good, although the issue in both cases was never in doubt.

F. Jones won the open throwing the cricket ball easily, though he did not achieve as great a distance as last year. The junior event was won by A. Harris, of Burford.

In both 100 yards races we obtained first and second place. It was apparent that the respective winners had not fully recovered from their quarter-mile races.

We gained the first two places in the open high jump fairly easily, but A. A. Caley was only beaten by $\frac{5}{8}$ inch in the junior high jump.

A. Wilcox led the field throughout the mile, and won easily. The second place, however, was hotly contested by A. C. Wager and H. W. Crook, the latter finishing slightly in front of Wager.

In the long jump the "take-off" was, unfortunately, not sufficiently visible, and this obscurity baffled the competitors, especially our visitors, who had in practice beaten the winning jump.

In the relay race, open, in which four persons run 100 yards each, up and down the 100 yards track, neither team took full advantage of the flying start permitted. In the junior relay race both teams dropped the baton once.

A tug of war was included this year for the first time in our sports programme.

The teams consisted of eight persons, with a "hortator." In the excitement of the moment we did not pay as much attention to style as we did when practicing. We won, partly owing to superior weight, in two consecutive pulls.

The complete results, with times and distances, are as follows:

Quarter Mile, Open—1, F. H. Jones (R);
2, H. P. Dainton (R). Time:

56 $\frac{2}{5}$ secs.

Quarter Mile, Junior—1, T. Evans (R);
2, G. E. Hunt (B). Time: 65 secs.

Throwing the Cricket Ball, Open—1, F. H. Jones (R); 2, R. A. Timms (B).
Distance: 92 yards 1 foot.

100 Yards, Junior—1, T. Evans (R); 2,
R. C. Waters (R). Time: 12 $\frac{3}{5}$ secs.

100 Yards, Open—1, H. P. Dainton (R);
2, A. Wilcox (R). Time: 11 $\frac{1}{5}$ secs.

Throwing the Cricket Ball, Junior—1, A.
I. Harris (B); 2, F. J. Batten (R). Distance:
65 yards 2 feet.

High Jump, Open—1, M. R. Weaver
(R); 2, F. H. Jones (R). Height: 4 feet 10 |
inches.

Mile—1, A. Wilcox (R); 2, H. W. Crook
(B). Time: 5 min. 11 $\frac{1}{5}$ secs.

High Jump, Junior—1, B. C. Jeffries (B);
2, A. A. Caley (R). Height: 4 feet 1 inch.

Long Jump, Open—1, M. R. Weaver
(R); 2, F. H. Jones (R). Length: 17 feet 11 $\frac{1}{2}$
inches.

Relay Race, Open—Won by Rendcomb.
Time: 49 secs.

Relay Race, Junior—Won by Rendcomb.
Time: 57 secs.

Tug of War—Won by Rendcomb.

The method of scoring is to reckon two points for first place and one for second; in team events the winning team scores three points. The College won by 32 points to 7.

A. W.

THE HOBBIES CLUB.

Last term was very successful. The magazine has surpassed the previous ones under the management of a new Editor. Mrs Simpson has been elected Vice-President. Last term the chief sections were the gardening section, the model yachting section, and the field-engineering section.

A room has been lent to us for our hobbies, but as last term was the summer term, not many people used it. We are sure, however, that it will be used a great deal during the winter terms. Up to the beginning of last term the difficulty had been to find a room in which members could work without being interrupted; now, however, that difficulty has been solved. At present, we have only one or two pieces of furniture, which have been lent to us. This term we hope to have it well furnished, as the Club has made a grant, and in addition several members are making furniture.

The gardening section has undoubtedly done the most active work this term. The President and Vice-President, besides lending us a piece of their garden, have also assisted us in buying tools. We have divided this ground into eight plots, two people sharing a plot. Mostly vegetables have been grown so far.

The model-yachting section has produced several yachts made by the members; they held races on the lake during the last week of the term.

The Field Engineering Section, also a new addition to the Club, has made a good start, by building a bridge from the top of the balustrade to the park, where before one had to jump. The thanks of the section are due to Mr. Browne for his help and encouragement.

On July 5, H. Thompson kindly came from Cheltenham and gave us a short survey of aircraft, and brought several parts of an aeroplane to illustrate his lecture. We hope that lectures will be one of the chief features of the Hobbies Club in future terms.

C. W. W.

The Sun took a long, long ride
Around the world;
And the little Stars said, Let us ride beside
You round the world.
But the Sun replied, You remain at home,
I will burn out your eyes if you dare to
 roam
With me around the World.

The Stars then turned to the gentle Moon
By night,
And asked, Will you grant us a single boon,
To wander with you in your amber light,
Which cannot do harm to our delicate
 sight?
And the Moon, long riding companionless,
Cried, Welcome, and comfort my
 loneliness.
By night.

[E. C. G. J. H.]

LIFE AT A MODERN UNIVERSITY.

When the word University is mentioned the average Englishman thinks, almost instinctively, of Oxford and Cambridge. To compare these universities with more modern foundations is generally detrimental to the latter; nevertheless it does afford a good means of gaining some idea of life at a modern university.

Unlike Oxford and Cambridge, provincial universities lack a tradition, which though it might be harmful in so far as it acts as a conservative force, and tends to tie the present to the past, does exercise a strong moulding influence over the mind of the average student. This influence is, however, less important than other considerations which tend to make university life so different.

The modern university has to fight against the lack of accommodation for students. This is largely due to lack of funds, or to unwise benefactors, who provide excellent lecture rooms but neglect hostels. Collegiate life is a very strong factor in a university, for it is in the college rather than in the lecture room that the student's true education lies, for there he loses the sense of his own importance, and thinks of himself as one whose opinion among many is heard but not necessarily accepted; there he acquires the knack of "getting on" with his fellow men which is so valuable in later life. The average student who lives either at home or in 'digs' is usually boring and entirely uninterested in the university life, he is dead to all concerns but the library and lectures. He makes the university a glorified day-school, he takes from it all he can, and contributes nothing. This is not equally true of hostel students, who usually provide the most vigorous element in the corporate life. It is here that

Oxford and Cambridge have a great advantage, for while a large proportion of students there live a collegiate life, in a certain northern university containing 2,000 students, only 60 live in a hostel.

Undoubtedly one of the strongest factors determining a student's life is economic. To many students who go up to Oxford or Cambridge a degree is secondary to the training in life, secondary to that "particular kind of loafing called education." Their parents are wealthy, and if they come down in Finals they are sufficiently influential to obtain some business appointment for them. But this is not the case with provincial universities. The student's aim here is more definitely vocational. The great majority of students come from the larger secondary schools or smaller public schools, while students at Oxford and Cambridge come chiefly from the larger public schools, and an entirely different social environment. To the average student in a modern university a degree represents his bread and butter, and he knows that without it he cannot secure a place, for the competition is fierce, and only the fittest survive. The tendency undoubtedly is to overdo this and to sacrifice everything to work. To neglect the social side of university life is to neglect a strong formative force, for it is in the intellectual coteries, so often breaking up in the early hours of the morning, that the student really learns to understand both others and himself.

A schoolboy reading this account will, quite likely, decide against a modern university career. But such a decision would be wrong, for the faults I have discussed can be cured by time. There is, perhaps, a tendency to underrate the work of a modern university. Certainly its influence is enduring, it is an influence which can be felt rather than described, unconsciously it forms a students' character,

it gives him a new mental outlook, and a new faculty for cultivation. A tradition can be built as the years pass, a tradition which will not make the university, as Bertrand Russell says of Oxford, "an interesting historical survival." Students have few restrictions on their freedom, and they can therefore contribute their share to their university's individuality. The economic factor is likely to become less important as state aid increases. And again, collegiate life, with its many virtues, is increasing as endowments grow larger. So that the evils of the present are by no means ineradicable.

But the modern university can point to a definite superiority over Oxford and Cambridge in some things. Intellectual life is vigorous, the sheer "swot" is disliked by both students and staff, he may get a first class degree, but quite often it is at a great sacrifice, and he is a poor citizen. I can open my diary and count 24 societies, other than those engaged in purely administrative work of the Union of Undergraduates, and athletic clubs, which alone number 20. The work of these societies ranges from that of the Psychological Society to that of the Modern Poetry Society, or that of the Student Christian Movement. Although the purely informal intellectual life may not be as strong as at older universities, the organised social life is very strong.

Numbers do not count for much but at least they show that there was keenness at some time, and such enthusiasm does not easily die.

Another definite advantage of the modern university is that there is less division between the various types of students. All students approach nearer to a common level than at Oxford or Cambridge, without losing their own individuality. The public school "blood" — he does not really exist in a modern university, but the type of man approaching most nearly to him is closer to the 'swot' than at other seats of learning. Class prejudice, and the formation of cliques, is much less noticeable, and when it does exist is usually in a less repugnant form.

All, therefore, who have the opportunity of an education in a university should grasp it. The modern university makes its own contribution to the nation's life, the hopeful schoolboy must not look for tangible results, however, for he will most likely be disappointed. The value of a university education is in its training for life, in the broad mental outlook it invariably imparts, and in the capacity for leadership which it develops, for it is from the happy care-free 'undergrad,' with his inimitable sense of humour, his readiness to 'rag' at any time, and his sense of duty, that the leaders of the nation are so often recruited.

[F. C. R.]

