



BUCKHURST HILL
COUNTY HIGH
SCHOOL

VOLUME I

NO. 1

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The Magazine of the
BUCKHURST HILL COUNTY HIGH
SCHOOL.

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FOREWORD.

By the Chairman of the Governors.

Needless to write, the new School Magazine has my very best wishes.

However much time and thought may, and doubtless will be, given to it by its Editors, present and future, its real success lies mainly with the boys, not only whilst they are at the School, but also when they pass on and become "Old Boys."

The obvious support they can give is by making sure they obtain a copy of each number: the less obvious, but really more important help, is by being the sort of boys, and later men, who will produce deeds and words worth recording.

I hope the Editor's difficulty will always be, not what to put in the Magazine, but what to leave out; that in due time he will have the pleasure of publishing many worthy records both of work and sports, of great victories, and, possibly, of equally meritorious defeats.

May the Magazine have a great future, second only to that of the School itself.

THOS. H. KNIGHT.

EDITORIAL.

Comparisons between consecutive numbers of magazines is usually the privilege of the editorial. This being put the first edition of what we hope will become an ever-improving School institution, we have no such support to give weight to our remarks.

Yet this very first magazine will be kept almost as an historical document by boys and Staff this year; it will be looked back upon, probably, with tolerance by our successors fifty years hence, who will wonder how we managed it all. In passing we must regret the absence of literary effort from the boys, and note that every member of the Staff has contributed something—a record which we hope will survive, and that the Head Master and the Chairman of the Governors have honoured us with several enlightening contributions of great importance in the incipient history of the School.

In reading through this magazine, many of us will relive the past school year with its many events: the difficulties attending the first weeks, the glories of Opening Day, the histrionic potentialities displayed, the fortunes in Soccer and cricket, the prowess of our young athletes. And on the more everyday side, the almost unintermittent arrival of new books, furniture and general impedimenta, the growing of the library, the bold choice of pictures, and the general interest in our fine building with all its amenities.

The magazine, we hope, will recapture facets of our school life in some of its myriad forms, and with this we commend our first number, that it may serve, as Francis Bacon said, "for delight, for ornament and for ability" to all who read it.

S.P.J.S.

IN THE BEGINNING.

From any direction the first view of the school is striking. I first saw it in April, 1938, when, in complete ignorance of its situation, I was drawn by some intuition down Palmerston Road. As I passed over the railway bridge I gained my first glimpse. There, magnificently situated in open country, rose the extended front elevation, gleaming in the spring sun. It was an inspiring sight, for, in spite of the newness of the buildings, somehow the school seemed to harmonise with the natural background and its lines to be related to the natural

contours of its terrain. At that time the new road to Chigwell had not been made; Roding Lane was green with the foliage of hedge and tree, so that one felt that here indeed was the perfect setting for a school. It is well to record this at a time when the new road has been cut; when traffic signs and lamp posts have sprung up in Roding Lane; when the bright line of new houses creeps nearer to the school and when there is rumour of a bus route past its gates.

I paid many visits to the school during the following months, and when the corn was ripening in the fields around, it was clear that the school would not be completed by the day fixed for opening. But at any rate three form rooms would be ready, if little else. Even so, neither the Staff nor I will ever forget the few days before Thursday, September the 15th. Workmen were roaming all over the building; no desks had arrived and equipment of all conceivable variety, from saucepans to pen nibs, had been heaped in the Staff Room as it arrived. There, piled on the floor, lay kitchen equipment, textbooks, stationery, laboratory equipment and chemicals, cleaning materials and sporting goods. Two whole days were taken in checking this rich variety but still came no desks. Finally, on the eve of the opening, 120 old and battered desks were commandeered from local schools and installed. On that same evening the parents of the new pupils had been invited to meet the Staff and to view the school. As it so happened, the evening was dark with storm and as yet there was no light. Parents were left to survey the school in the shades of night, and I addressed an almost invisible, but not inaudible, body of parents in the Assembly Hall. Even under those trying circumstances, the enthusiasm and loyalty of the parents was most heartening.

On the next day, a bright sunny morning, 89 boys assembled for prayers in the Gymnasium. Alderman Green, Chairman of the County Building Committee, was present to view the entry of the boys into the new school and to give a short address to the original scholars. So the beginning was past history, but history of another, unwanted kind, was upon us. Barely a week of the new term had passed before boys were sent home early after lunch to invite their parents to an emergency Air Raid Evacuation meeting at the school on the same evening. Practically every parent came, listened, and signed forms, although the international news that night was of a reassuring nature. Nevertheless boys arrived the next morning with their kit bags and evacuation lunches. Mercifully, evacuation was never operated, but its unsettling effect upon a new school was deplorable. Then, after much pro-

crastination, the builders evacuated the building, most reluctant to abandon the scene of their triumphs, and at last we were left, Staff and boys, to work.

THE HEADMASTER.

THE OPENING CEREMONY.

For those eighty-nine boys in whom the school had its real beginning, that first Assembly in the gymnasium on the morning of September 15th, 1938, punctuated as it was by the noise of building operations still going on, will be an occasion always to be remembered. There followed days when the newness and grandeur of the surroundings, coupled with anxiety over international affairs and plans for evacuation, made the task of settling down no easy one. With the official opening ceremony on November 25th, however, the school was complete; Munich had lifted the clouds of war, and the boys were able, perhaps for the first time, to take stock of their surroundings, to appreciate what had been done for them and to realise to whom they owed the immeasurable opportunities that had come their way.

The ceremony of opening the building was performed by Lt.-Colonel S. S. Mallinson, who, in company with Miss M. E. Tabor, the Chairman of the Essex Education Committee, Dr. B. E. Lawrence, Acting Director of Education, and other distinguished people, entered the main door, which was opened with a silver key. The hall was filled with guests and parents of the first members of the school, and here the proceedings opened with a hymn, "Gracious Spirit, dwell with me," and a dedicatory prayer spoken by the Rev. P. N. Maitland, the Rural Dean of Chigwell.

Miss M. E. Tabor, the Chairman, spoke of the need which had long since been felt for a boys' school at Buckhurst Hill, and declared that the unavoidable delay was now justified by the magnificent site which had been secured for the school. She emphasised the desire of the Committee to place higher education within the reach of every child in the County. Miss Tabor addressed a few words to the boys, declaring how great was their responsibility of laying sure foundations for a school that she hoped would be one of the best in the County.

Lt.-Colonel S. S. Mallinson spoke next and said how honoured he was to have the chance of opening this new school. Himself a great exponent of physical fitness, he pointed

out how admirably suited the building and its playing fields were to the furtherance of this aim. He too stressed the fact that the boys who were already members of the school were creators of a tradition which should be one of fitting oneself for the service of one's country. As a token of the importance he attached to games and sportsmanship, Lt.-Colonel Mallinson declared his wish to present the school with a cup to be awarded annually for some form of sportsmanship. He wishes the cup to be known as the "John Sargent" Cup in appreciation of the Director of Education. Lt.-Colonel Mallinson continued by stressing the need for co-operation between parents and staff in their mutual task, and concluded with the words, "I declare this school open and wish it God Speed in all its ventures."

Mr. T. H. Knight, the Chairman of the Governors, in his address, added further words of praise for the building and its site. He drew the attention of those present to the school crest and its motto, "Donata Reponere Laeti," which he hoped the boys would be ever ready to uphold. A vote of thanks to Lt.-Colonel S. S. Mallinson was proposed by Mr. A. L. Clarke, the Chairman of the Higher Education Committee, and seconded by Mr. J. Hewett, the Chairman of the South West Regional Committee. The vote of thanks to the Chairman was proposed by Mr. J. Ranger, the Vice-Chairman of the Governing Body, and seconded by Mr. F. S. Foster, the Chairman of the Chigwell Urban District Council.

The proceedings concluded with a physical training display by some of the boys, and this, their first effort, was received with such sincere applause that the school must have realised how great would be the encouragement they would receive in the fulfillment of that great task that had been laid upon them that afternoon.

C.W.L.

SCHOOL NOTES.

There has been no need during the first year to adopt the usual division of a school into four houses. Athletic competition has been on an inter-form basis. It may be possible and desirable at a later date, when the school has reached a certain stability, to devise a house system on a geographical basis. At the moment the preponderance of Ilford boys in the school prevents this basis of division.

This has been a year of first times. We wish to record that Chapman was the first boy to speak from the school stage, in the character of Parson Runcorn; that in school matches Cruchley scored the first goal, Drewe took the first wicket, and Chapman scored the first run. History, quite rightly, refuses to record the recipient of the first punishment. Heath, Diggins and Kirk were the first boys to leave, being transferred at the end of the first term to Palmer's School, Grays.

It was not possible to hold a school camp this summer, though determined efforts were made. Although more than 25 boys originally handed in their names to go, the total dwindled rather disappointingly to 14, when final arrangements were being made, this making the project financially impossible. The site chosen was at Wickham St. Pauls, on the borders of Suffolk and Essex.

We owe the idea for the school crest to Alderman Bottomley, a Governor of the school for the first year. On investigation, he discovered that the land on which the school now stands belonged to a distinguished family named the Wroths, one member of which, John Wroth, was Mayor of London in 1301. The outstanding features of their family crest were three lions' heads, argent, crowned, on a sable band. We have adopted this crest, leaving the lions' heads uncrowned, but including two beech trees to remind us that Buckhurst is derived from Bokhurst, or the Beech Hill. The motto, the sentiment of which was the suggestion of the Head Master, was expressed in Latin by his tutor at the University College, Oxford. It means, "Rejoicing to repay what has been given."

We wish to record the indefatigable and able work done by Mr. Aldridge, the school caretaker, from the beginning. There can be no possible doubt that under his supervision the school will retain its finish and polish as long as it is possible against the wear and tear of generations of boys.

We owe a debt of thanks to Mrs. Aldridge for the part she has played during this opening year. She has come to the rescue at times of crisis and in common with her husband has sacrificed her leisure time to the welfare of the school.

We congratulate IC on winning the Inter-form Football competition, and IB on their athletic superiority. IC have occasion to be proud of double honours, inasmuch as they are also holders of the Cricket Trophy. We also heartily congratulate B. McCartney (IC) on being the first boy to be awarded the "John Sargent" Cup, presented by Lt.-Colonel S. S. Mallinson, "for the finest sportsman of the year."

We are pleased to say that in our first year three of our boys, Taylor (Javelin), Miller (Long Jump) and Bryett (Putting the Shot) qualified to take part in the competition for the "Bickersteth" Cup. This cup is competed for annually in field events by the Essex Secondary Schools.

The cost of the medals presented to the winners on Sports Day was kindly defrayed by one of the Governors, Mr. R. R. Wilkins, and Messrs. Warne's Ltd. Mr. C. R. Marden generously presented the athletic plaque won by IC. We also very much appreciate Mrs. F. E. Lloyd's kindness in presenting a handsome Challenge Shield for Inter-House Cricket.

Sir Charles H. Bressey, C.B., C.B.E., distributed the prizes at our first Speech Day on Thursday, July 20th, to which the parents of new boys had been invited.

Mr. M. H. Romans, our new Art Master, designed the cover for the magazine, and the special labels for the prize books.

Officially our school is scheduled in a "neutral" area and on the outbreak of hostilities will be closed for a brief period. Nineteen boys residing in Ilford will be evacuated with the Ilford County High School party.

We are very grateful for the mixed blessing of a rainy spring and summer, as it has allowed the grass on our playing field to establish itself thoroughly. We are grateful to Mr. Robinson, the groundsman, for his unremitting care and attention during the critical first year.

The pictures now hanging in the form-rooms were chosen by Miss Hanna. Most appropriately, we have two pictures of Essex mills, "Flatford Mill," by Constable and "An Essex Mill," by John Aldridge. We have three pen and wash drawings by Albrecht Dürer, "The Rabbits," "Grasses," and "Columbines." The Flemish School is represented by Holbein's "Astronomer," the Dutch by "Winter," by Pieter Breughel, "Soldiers Drinking," by De Hooch and Zerneer's "Girl Reading a letter." There are two Van Goghs, "Cornfields in Provence," and "Bridge at Arles." In the Head Master's study hangs a picture by Marc called "Red Horses," and the last of our initial collection is "Tickerage Mill," by Wyndam. Now that we have examples of the English, German, Flemish, Dutch and French Schools we hope to add yearly to our collection.

THE STAFF.

With an original roll of 89 boys the School started off with a Staff of three full-time and three part-time Assistants. Mr. F. A. Scott, of King's College, London, was appointed

to teach Science and Mathematics. He had had seven years' experience in Cheshire before returning to his native county, having been educated at the East Ham Grammar School. Mr. Scott has now been made wholly responsible for the Science teaching of the School, and under his direction the School will undoubtedly gain a reputation for the efficient and comprehensive teaching of Science. Mr. Scott has the difficult task of equipping the Science Laboratories, but there is the greatest confidence that he will make them the finest in the county.

Mr. C. W. Lloyd, of Emmanuel College, Cambridge, teaches History and Geography, both of which subjects he combined in his degree. For his practical teaching during his year of training under the University Department for the Training of Teachers at Cambridge, Mr. Lloyd was attached to Gresham's School, Holt, distinguished among other things for its teaching of Geography. Mr. Lloyd, who was educated at St. Olave's School, is a very able cricketer and is enthusiastically organising the school cricket. The School owes the fine equipment of the Geography room mainly to Mr. Lloyd's pertinacity and specialist knowledge.

Mr. S. P. J. Smith, our Modern Language master, was the third full-time Master to be appointed. Mr. Smith, who was educated at Westminster City School, graduated at University College, London, and spent some time in Germany as a lecturer before taking his year of training to become a teacher at The Institute of Education, University of London, where he obtained the rare honour of gaining the Teacher's Diploma "with Distinction." His preference is for the teaching of German, which he will be teaching in the second year. Mr. Smith has recommended and obtained two excellent sets of "Linguaphone" gramophone records to assist in the teaching of French and German. He has also undertaken successfully the music of the School for the first year and has selected a repertoire of musical gramophone records to help in musical appreciation.

Miss F. M. Hanna and Mr. K. J. Dofort have divided their teaching between the Chingford County High School and Buckhurst Hill, but at the end of the present academic year, Miss Hanna is to become a full-time assistant at the former school and Mr. Dofort a full-time assistant with us. Miss Hanna has been in charge of the Art teaching and she has given this important subject a most excellent start, both in her teaching and the equipment she has selected for the Art Room. We are very sorry to lose her but are consoled by the thought that she will not be very far away from us. Mr.

Dofort, who is a Bachelor of Science at London University, was awarded his Diploma in Physical Education after a one year's course at the Carnegie Physical Training College, Leeds. He is an old boy of the Wanstead County High School and is a keen and active Rugby player. Mr. Dofort has taken charge of the Soccer of the School, and will concentrate on Athletics in the Summer Term. He is anxious to build up in the School a reputation for Athletics, which is especially flourishing in the schools of the county. Mr. Dofort teaches Mathematics as well as being entirely responsible for Physical Training.

Mr. C. Driver is our part-time teacher of Handicraft, and already has made his subject especially attractive.

Three new appointments have been made in readiness for the increase of number in September next. Mr. R. Steele, of University College, London, will direct the teaching of English, Mr. S. R. Crocker, the teaching of Mathematics, and Mr. M. H. Romans, the teaching of Art. Mr. Steele has had a varied teaching experience, having taught in three different types of school, a boarding school, a country grammar school, and a large secondary school. It is hoped that Mr. Steele will take over the direction of the School Library, and that his experience of dramatic work will enable him to direct this valuable side of school activity. Mr. Crocker, who was awarded a first class Mathematics degree of London University and who has been teaching for two years at a large secondary school in Nottingham, represented his University at swimming. Mr. M. H. Romans has been responsible for the teaching of Art at the King Edward the Sixth School, Stafford, for the last five years. In addition to his high artistic qualities, he is a sportsman of uncommon magnitude. He has represented Staffordshire at cricket, was given a trial for the same county at Rugby and is captain of the Stafford Town Rugby XV. Under Mr. Romans' guidance the Art of the School should easily justify the fine room dedicated to it.

THE HEADMASTER.

THE LIBRARY.

It is most appropriate that the two most spacious and dignified rooms in the school are the Art Room and the Library. In days gone by, ordinary classrooms were used for Art, Music, Gymnasia, Libraries and Dining rooms; to-day the policy of the Board of Education is to provide beautiful settings for these activities by cutting down the number of classrooms. The Library significantly occupies the central position on the

first floor, and through its deep and wide windows commands a view of the playing fields and Buckhurst Hill. Through these windows there is access to a balcony, designed, it is said, to enable distinguished visitors to survey athletic prowess in all directions. American pinewood is used throughout the Library for the panelling and bookshelves, giving an acceptable brightness to the room, and we are very proud of the four solid and impressive tables in Austrian oak, with the sixteen chairs. There are two small annexes to the Library, one to be used for study, and the other for a storeroom.

The Essex Education Committee has very wisely and generously granted us £100 for each of our first three years for the purchase of books. We have decided to divide the Library into a Senior and a Junior section, each occupying about a half of the book space. The first £100 has been entirely devoted to junior books, so that by the end of the first term there were over 500 books, stamped, labelled, ticketed and catalogued, on the shelves. The Fiction section is rightly the largest section, and naturally the most popular. On its shelves are stories appealing to all tastes; the majority are modern, but the classics are to be found unobtrusively nestling next to books of no pedigree. The air-minded boy can find much to delight him; the devotee of speed likewise has not been neglected; adventure stories in modern settings abound, and detective fiction is not lacking.

But the other main sections have been very well stocked with books especially selected for juniors; Natural and Applied Science, the Useful Arts, from Photography to Football, History and Geography, Literature and Religion, have good and interesting books for all tastes. Most boys are able to understand the system of classification and the main divisions of the Dewey Decimal system adopted. They know by now that in this scheme the world of knowledge has been divided into ten main classes, and that each of these great divisions is further subdivided into ten smaller divisions. They have been aided by Mr. Lloyd's fine supercriptions and the artistic work of other kind hands, directing their attention to the classes of books. It did not take most boys very long to discover the method of recording borrowings, used in most public libraries, and that they would be fined for overdue books. Not many have had occasion as yet to use the author catalogue in the index cabinet provided, but some have made the valuable self-discovery that the number of "William" books in the Library can therefrom be ascertained. Most boys have used the Library steadily this year, and we can look forward with confidence to the days when the Library will be stored with the best and

most interesting books, and when it will be regarded as the cultural focus of the school, symbolised by its central position, its dignity and its light.

J.H.T.

WHY SHOULD WE LEARN MODERN LANGUAGES?

This question, asked by countless schoolboys struggling with regular and irregular verbs on hot summer afternoons, while their more fortunate fellows are on the playing fields, can best be dealt with by putting it into the negative—why should we **not** learn modern languages? And to that there is but one answer. It is our duty nowadays to equip ourselves with essential abilities with which we may understand and learn from people of other nationalities than our own. Gone for ever is the day when the Englishman divided the world into two groups—his own race, and the "dirty foreigners."

Ours is an age of ever increasing ease of communication. It is quite possible that in twenty years' time France will be no farther distant in time than a journey across London takes to-day. Where will these youngsters be if they are not able to express their desires and views in French? Hitherto we English have been spoiled by the linguistic ability of foreigners in speaking our language. I remember once coming to the rescue of an Englishman in a small Alpine village. Everyone was most anxious that he should eat something he liked, but he did not understand a single word, so he merely pointed to the menu. I found that he was pointing to the word "water," and had I not translated for him he would have gone on feeling hungry.

That is but a small instance, and a relatively unimportant one. What we must conceive as our duty as citizens of the world is that we must learn to meet our international friends on their own territory and to understand their thought and civilisation through their own language.

In school we try in the first year to learn that French is not a language existing only in a book with a blue cover. We use gramophone records of eminent Frenchmen's voices to instruct and amuse us, we learn something about the people, we look at French newspapers, we collect French stamps, we try to write stories of humorous events, and we sing French songs. In addition, we do not forget that French is spoken in Belgium, Switzerland and in many parts of the tropics.

The object of modern language teaching must be to create an interest in something which is alive, which is the mirror of the country whose language we study.

The German language, which some will be studying next year, is of vital importance these days. Nazism is but a veneer on top of the real German culture, which endures down the ages. In the same way we shall create a lively interest in Germany and Switzerland, which latter, whilst speaking German to a large extent, by no means wishes to be confused politically with Germany! Only those who know German folk songs and can sing them in their language know how beautiful simple music can be.

Let us then never forget the uses of languages—at home in our reading—in our very understanding of our own native tongue—at work in the world, in whatever branch of commerce or in whatever profession we may be—and on holiday, when we have that golden opportunity of learning how our international friends live and look at life. Later on in the school, it may well come about that boys will be taken abroad to see for themselves what the writer can only inadequately express. Goethe, the most famous of all German poets, said once, "He who knows two languages well lives twice as long." Certainly there can be no more enjoyable way of broadening the mind than to travel, well equipped linguistically, and with a rare understanding for the other man's point of view.

S.P.J.S.

THE GEOGRAPHY ROOM.

Geography is an infant subject: it might almost be described as the child of the School time-table. It has not the quiet dignity of Literature, or Mathematics or Classics or Modern Languages, born of long years of recognition as important and integral parts of the curriculum. It possesses too the impudence of youth, drawing all it can from its elder brothers, and turning to its own use the contributions they have made to learning. Within some schools it is still fighting for a place in the sun, and much could be written here in support of its claims. But that would be an impertinence in the magazine of Buckhurst Hill School, for one has but to visit the room in which it is housed to realise that here its merits are recognised and its value appreciated. It but remains for it to justify its proud position.

The conception of geography has changed within the last few decades. No longer a mere memory exercise in lists of capes and bays and headlands and rivers, as it was to our fathers' generation, it goes beyond fact and presumes to draw conclusions and formulate theories. Yet this change is no accident, but the natural accompaniment of the changing times within which we live. The newspaper, the cinema, wireless and improved communications have all combined to bring the outside world to our very doors. No longer do we live within the small community of those we can see and hear, nor within the confines of our home district. The whole world is the stage of each and all of us. To-day it is a troubled world, crying out for tolerance and understanding. Yet these things are the handmaidens of knowledge. It is surely no vain hope to imagine that Geography, by creating an urge to travel and by telling of the lives of other peoples, can play its part in fostering them.

It will be seen from all this that geography cannot and should not, be divorced from our everyday lives. Our lessons do not end with the ringing of the school bell, but continue, perhaps more congenially, as we journey home, as we turn the control knobs of our radio, as we open our newspapers—seldom devoid of maps these days—and as we set off on our holidays. Yet, there must be a centre, a place where experiences, expressed in some tangible form, such as photographs and specimens, may be gathered together and pooled. For such a purpose the Geography Room is a fitting place.

The room is spacious, as indeed it need be if it is to house all we hope. It has two admirable display cases and a filing cabinet. It is fitted moreover with blinds and a screen, which embolden the hope that before long it will be possible to project slides, and photographs and films. Within the adjacent store-room is a fine map cupboard, wherein may be found excellent examples of the cartographer's art which together leave no part of the world's known surface un-mapped. Yet the world is a sphere, and maps, by their very nature, must often give a distorted impression. It is hoped that the excellent suspended globe, affixed to the ceiling in the main room, will correct this. Visual aids to memory and understanding are as important as any, and it will be appreciated that in this respect geography is singularly fortunate. Especially will this be so, if it is realised that the room possesses, in addition to what has been mentioned, two very fine revolving blackboards, a highly serviceable demonstration bench and a tracing table.

Equipment is of inestimable importance, but alone is of little value. The use to which it has been put this year, however, and especially the way in which the boys have helped fill the display cases conduces to confidence that the expenditure entailed will be fully justified. The room, moreover, will prove invaluable for the functions of a Geographical Society, such as it is hoped to form shortly. This society will not confine its activities to within the School building. There will be visits to docks and factories and museums, and in this direction a start has already been made. With the acquisition of standard meteorological instruments next September, the Society will be able to take an active interest in the vagaries of the English climate.

That the School is proud of its buildings will, it is hoped, be obvious to anyone who reads through the pages of this magazine. Nor is it unmindful of its indebtedness to those in authority for the pleasantness of the milieu in which it works. Certainly geography is grateful for its home and of the recognition it has received by the provision of such a room as has been described. That the possession of such excellent headquarters for our work will temper the spirit of that work and encourage it is not only our fervent hope but, after this first year, our firm conviction.

C.W.L.

THE SCIENCE LABORATORIES.

With the exception of the Library and a small form room, the Science Department occupies the whole of the central portion of the first floor of the School. The two Junior Laboratories are fully furnished, one for Physics and Biology, which has a Solarium adjoining, and the other for Chemistry. Neither has as yet anything like its full complement of equipment, the general policy in this respect being to extend resources year by year as the School grows. In this way we shall have ample opportunity to find apparatus which will conform exactly to our particular needs. As yet, the Senior Laboratories for Physics and Chemistry are unfurnished; this is as would be desired, since they will not be brought into their fullest use until the School has been going for five years. They are smaller than the Junior Laboratories, but should prove to be sufficiently large for the numbers that are likely to use them. The Physics Laboratories are on the south side of the Library, and access from one to the other is via a Preparation Room, which is being equipped for work in wood and metal, where the boys will be able to make and repair their own apparatus. The Chemistry Laboratories are on the

north side of the Library, and are similarly separated by a Preparation Room where some provision has already been made for glass-work. The primary object of the Preparation Rooms is to provide a base for the operations of a Laboratory Assistant, and also a store place for materials and apparatus. There is also a Lecture Room with seating accommodation for thirty-six boys. In the whole of the department, the supply of the necessary services, gas, water, and electricity, and the drawer and cupboard accommodation is nothing if not generous; so much so in the case of the latter in particular that during this year with so little apparatus and so many places to put it, a systematic scheme of labelling has been a vital necessity from the outset.

We have started off boldly this year with all three of the major sciences, Physics, Chemistry, and Biology, with every boy. Whether the time-table will allow this to be so in years to come has yet to be proven, but it is an ideal which will be pursued to the bitter end. The only permissible compromise is that boys should have a choice of their own making, whereby they would do any two of the Sciences for School Certificate. Where Post-Certificate work is concerned, it is a little early as yet to see exactly what demands will be made as a result of the careers which the boys intend to follow, but whatever those demands may be, we should be able to tackle them with optimism. The free use of the Junior Physics and Biology Laboratory will always be encouraged among the younger boys, who have already turned it into a miniature Zoological Gardens. This freedom is very necessary, for animals and plants cannot always be enticed to demonstrate their many wonders within the short compass of a lesson; it also gives the boys some opportunity of making themselves familiar with the material with which they are dealing. Certain boys have been chosen to attend to various jobs in the laboratories, and have done their allotted tasks with such enthusiasm and intelligence that, during this year at any rate, the lack of an assistant, skilled in the laboratory arts, has not been a serious hindrance.

The lives of the great scientists provide us with numerous instances of a struggle against the greatest odds, an attic or tumble down shed being the only place where they were permitted to coax another secret out of Mother Nature under conditions of abject poverty. Whether or not easier conditions would have enabled them to achieve even greater things is a matter for speculation, but they all yearned at times for a fine laboratory and the right apparatus for their work. Taking the lives of these great men and women as a model, and re-

membering how much greater opportunities now are, no boy starting at Buckhurst Hill what might well lead to a career of great scientific achievement should consider any aspiration too high or any ambition incapable of fulfilment.

F.A.S.

DRAMATIC ENTERTAINMENT.

The first plays to be given on the school stage were presented to a surprisingly large audience of parents and friends on the evening of March the 31st. Two one-act plays were selected for the school's dramatic début, providing a good contrast and requiring about one quarter of the whole school on the stage.

"The King's Fugitives" dealt with the escape of King Charles the Second after the Battle of Worcester with the connivance of Parson Runcorn's family. This play was perhaps lacking in subtlety and action, and for that reason was a challenge to young and inexperienced actors. It demanded fluent and expressive speaking to hide its dynamic debility, and a high level of characterisation to enliven it. The achievement of the producer, Mr. S. P. J. Smith, and his company was, therefore, all the more commendable, and the reception of the play by the audience justifiably enthusiastic. Tony Chapman, as Nicholas Runcorn, sustained a long and difficult part with skill, and his wife, played by Charles Summers, looked the motherly, buxom wife to the life. The Parson's two young children, Nicky and Jenny, taken by Terence Dance and Derek Wilson, were clearly the stars of the evening. Wilson has ensured himself as the belle of school drama for years to come. His voice, expression and spirit stamped him not only as a mere "girl," but as a most promising actor. Roy Partridge as King Charles and Leonard Hubble as Lord Wilmot wore their fine clothes with Cavalier abandon.

Fallowfield as the Sergeant gave an attractive little performance by his vigour and attack, and Basil Brazier looked a country yokel all over, albeit an unusually clean one. The more memorable episodes of the play were Mistress Runcorn's entry via the chimney and the decoying of the soldiers by the two children.

"Scuttleboom's Treasure" was a play with a philosophical turn, although this might well have escaped the notice of some amongst all the piratical tirade of Scuttleboom and his crew. The eternal contrariness of human nature was illustrated by the pirates' quest for adult education instead of mythical treasure, and the schoolboys' sacrifice of scientific education to romance. It is difficult to select for special

praise any character in this play ably produced by Mr. Lloyd, as one was especially struck by the high standard of the "silent" acting of the pirate crew. The "crowd" was an integral part of the play, and was composed of a wondrous variety of personality, the result, not of mere costume only, but of the discriminating casting of the producer allied to good acting. Alfred Long as Captain Scuttleboom carried off his part with gusto, even if he lacked his professed poetic soul. Aloysius Fish, Head Master, played by Brian Marden, was necessarily a schoolmaster of diminutive stature exerting an almost dictatorial discipline. One could attribute equal excellence to all characters composing the crew, but perhaps it will not be invidious to mention the vociferous ferocity of Black Bill, taken by Sidney Bryett. William Flower's Titterton was also noteworthy for the intense persistency of its characterisation. The groupings were excellently worked out, and the scenic effects greatly hoped to provide the sufficient background for the vivid costumes. The actors can congratulate themselves on providing a lively, colourful and interesting entertainment.

Miss F. M. Hanna is to be heartily thanked for and congratulated on the brilliance and variety of costume which she very kindly created, with the very generous assistance of some parents. Mr. Aldridge achieved some fine scenic results with his characteristic ingenuity and good will. We sincerely thank all the boys for their patience in rehearsal and their infallible memories, and congratulate them on their confidence and verve on the night.

Finally, we thank all parents, without whose co-operation all our efforts would have been in vain; their support of the plays was magnificent and generous to the extent that we were enabled to open a General Purposes Fund with the profit accruing, of over eight pounds.

J.H.T. S.P.J.S.

CASTES.

"The King's Fugitives."

Nicholas Runcorn	Tony Chapman.
Martha, his Wife	Charles Summers.
Nicky,	Terence Dance.
Jenny his children	Derek Wilson.
Charles Stuart	Roy Partridge.
Lord Wilmot	Leonard Hubble.
A Roundhead Captain	Geoffrey Ireland.
A Roundhead Sergeant	John Fallowfield.
Trooper Wade	Cyril Walker.
A Rustic	Basil Brazier.

“Scuttleboom’s Treasure.”

Black Bill	Sidney Bryett.
Sharky Joe	Benjamin McCartney.
Look-Out Man	Lewis Tovey.
Slimy Pete	Patrick Godfrey.
Jamaica Jim	Cyril Thoroughgood.
Rosebud	Clifford Ralph.
Ebenezer Scuttleboom	Alfred Long.
Titterton	William Flower.
Mr. Fish	Bryan Marden.
Jones	John Gosling.
Crew of Pirates: William Taylor, Roy Ikeson, Eric Ludlow, William Riddell, Anthony Brazier.	
Party of Boys: Dennis Witherick, Peter Plant, Victor Hart, Alan Cruchley, Frank Final.	

CRICKET.

In the early days of the Summer Term the enthusiasm for cricket, which was at once apparent among the boys, might have been ascribed to the opportunity it afforded of using, for the first time, the School playing fields, and to the appeal made by new equipment and the novelty of cricket nets. Their enthusiasm, however, has proved more firmly rooted than such an assumption would indicate, and it has been reflected in the great success achieved by the School XI. Variety, it must be said, has always been a feature of both School and Form games: the scintillating cover drive has already seared the young grass, while a high soaring “cart to leg,” reminiscent of Fordenden, has been no rarity.

The season opened for the School XI with a match against Barking Abbey (away) which was remarkable for low scores and long hops, but which, by virtue of its result, gave the School much needed confidence.

There followed a match with Chingford County School, which Buckhurst Hill School won by 10 wickets. It was fitting that the game with Chingford should be the first to be played on the School field. One could not help but wonder if the boys realised, as they took the field, that they were the first of a long line of worshippers at the Shrine of King Willow who would tread that self-same turf. What matter if a catch was dropped, a wide bowled, a ball mishit—it was being done **for the first time.**

On Saturday, June 3rd, the School entertained Cranbrook College at home, and after dismissing their opponents for 46, brought another peg on the new score-board into use by topping 100 runs in reply. At the close the School had made 153 for 5. It was in this match that Flower, a newcomer to the side, had the distinction of being the first batsman to score 50 runs for the School.

The School gained its fourth victory when it defeated a West Ham Grammar School Junior XI at Woodford, scoring 99 for 2 declared (Chapman 55), and dismissing their opponents for 29. At Chingford the following week the XI showed its adaptability by winning another match, despite a pitch much shorter in length than that to which they were accustomed.

On Thursday, June 22nd, Chigwell Elementary School sent a team here and a very keen game resulted. Buckhurst Hill declared with 101 for 2 on the board. At one stage Chigwell appeared well set for victory, but the School proved equal to the occasion by eventually dismissing their opponents for 79.

The following week the School team played a return game with Cranbrook College. The game produced some excellent fielding, but a rather dispirited batting display.

On Wednesday, July 12th, the School XI played a home game in the evening against a strong side sent by West Ham Grammar School, and they received enthusiastic and vociferous support from the rest of the School. Batting first, Buckhurst Hill made 113 for 2 (declared), of which Flower made 54. In reply our opponents made 66.

With 8 wins already to their credit the School team took the field for its final match (versus Barking Abbey School), on Saturday, July 22nd, with something approaching grim determination. After a shaky start, the School made 106 for 5 (declared), and then dismissed their opponents for 67. The last wicket fell only three minutes from the end. In this match Clarke D. G. took 7 wickets.

The School team is justifiably proud of its record this term, for by winning all 9 matches it has set a standard that other XI's will always aspire to, yet never surpass. Little reference has been made in this account to individual performances. This is because it must first be stressed that throughout the boys have played well as a team. It would be invidious to single out individual players for praise. To say that Chapman, the Captain of the team, was admirably supported in all departments of the game by all members of the

eleven is to say everything. The boys' sportsmanship has been especially encouraging and in the long run more deserving of praise than mere victory in the field.

The following boys were regular members of the team: Chapman (captain), McCartney, Hines, Wheatley, Palmer, Drewe, Walker, Godfrey, Flower, Hubble, Clarke D. G.

Summary of matches played:—

Date.	Opponents.	Result.	Scores.	
			School.	Oppon.
May 13.	Barking Abbey School.	Won.	40.	27.
May 20.	Chingford C. H. School.	Won.	54-2.	14.
June 3.	Cranbrook College.	Won.	153-5.	46.
June 10.	West Ham Grammar Sch.	Won.	99-2 dec.	29.
June 17.	Chingford C. H. School.	Won.	60.	14.
June 22.	Chigwell Council School.	Won.	101-2 dec.	79.
July 8.	Cranbrook College.	Won.	32-5.	12.
July 12.	West Ham Grammar Sch.	Won.	113-2.	66.
July 15.	Barking Abbey School.	Won.	106-5.	67.

N.B. The School played Junior XI's at Barking Abbey and West Ham Grammar School.

C.W.L.

The first cricket match of this School was against Barking Abbey. Although Mr. Lloyd had been coaching us for a week or so, that first match was a very anxious one. We took first knock and managed to put 40 runs on the board. This in itself was not very inspiring, but with Drewe bowling on top form, we dismissed the opposition for 27 runs. The next match, against Chingford, was an easy win for us, as our opening batsmen knocked off the 14 runs scored by Chingford. The following week our team was considerably strengthened by Flower, who opened up and scored a quick 55; the first 50 of the School. In that match the scores were Buckhurst Hill 153 for 5, Cranbrook College 40 all out.

We succeeded in beating West Ham Grammar School by 8 wickets. In this match the fielding was very smart, and it had to be to get the other side out in the limited time, and so avoid a draw. Once again we played Chingford, and once again we were successful, but it was the match against Chigwell that we were particularly anxious to win, as they had shown us up in the finer arts of Soccer. We successfully accomplished this task, although our fast bowler, Drewe, was absent.

Our bowling side was most successful against Cranbrook, who only scored 12 runs. To give the tail-enders a chance to bat we inverted the batting order and even then won the match by 5 wickets. The following match we declared with a score of 3 figures, giving our bowlers comfortable time in which to dismiss the opponents. In our last game we declared with 106 runs on the board and an hour to go, but at the end of half an hour we had only dismissed 2 batsmen. Luckily, Clarke came to the rescue and took 7 wickets for 10 runs. With 3 minutes to go the last wicket fell and we had completed the season with a record that was unmarred.

A. CHAPMAN (Captain).

FOOTBALL.

When the School opened in September, we found that the playing field had been the scene of a fierce battle. Unfortunately it was the weeds that had come out on top, and there was scarcely a blade of grass to be seen. Rather sadly we watched the plough get to work, and soon the weeds had gone. So too had our hopes of using the field during the winter.

Until a temporary pitch could be found, we made the most of the playground. There were two kinds of minor casualties during this time—those who were not sufficiently agile to get out of the way of the ball kicked from point-blank range and those who tried to argue with the playground. At the beginning of November, the Head Master's ceaseless efforts were rewarded, and we obtained a field five minutes' walk from the School.

On November 12th the first school team played its first match against Chigwell Elementary School. This was the best team we met during the season, and although the School fought hard we were soundly beaten. By December 3rd the effect of the temporary pitch on the standard of play was very obvious, and we were able to beat Cranbrook College by 8-1.

After Christmas we played two matches each against Barking Abbey School and Romford Royal Liberty School, and lost them all by an odd goal. In every case the defeat was an honourable one, and appeared to be due to the boys' lack of experience of each others' play. This will be remedied in the coming year by a different arrangement on the games afternoon. The playing field is now in very good shape, and

we shall have four pitches available in future. To return to the fixtures, against Barking Abbey the school team gave a taste of what it can do. In the first half our opponents attacked strongly right from the start and gave the school no time to settle down. At half-time we were four goals down. Within a minute of the resumption there came a startling recovery. We scored in the first minute and were right on top until the final whistle. It was only the large number of opponents in the goal mouth which kept the score down to 3 in the last few minutes.

We beat Cranbrook College once again, and then lost our match to Chigwell Elementary School, by 3—1 instead of 6—0.

We are looking forward to playing on our home ground this winter, and are determined to avenge at least some of our defeats.

McCartney, centre half. He has been the mainstay of the team. A very fine player, and a very successful captain.

Wheatley, centre forward. Our smallest, most lively and most elusive forward.

Plant. Also small, but has plenty of dash on either wing.

Chapman. Has not been able to play regularly, but is a very useful forward.

Tovey. Rather slow sometimes, but plays a good game.

Marks. Requires a little more confidence and dash to make a good wing forward.

Hubble, half-back. A very fine player. Can release McCartney from centre half to strengthen forwards.

Holgate. Has grit and determination and a tremendous kick which is, however, rather wild.

Wilson. Rather small for half-back, but is useful and a willing worker.

Reynolds, full back. Has played very well throughout the season and coolly saved many a dangerous situation.

Partridge, full back. Is developing into a good full back after starting late in the season.

Bryett, goal. He is very tall and took this position from Hughes. We hope he will prove to be a really good last line of defence.

Hughes, goal. Played well, but was handicapped by being small. May play himself into the forwards.

K.J.D.

Our first XI played eight matches. Of these we lost 6 and won 2. The team won those two matches with ease, the score being 8—1 (away) and 7—1 (home). Our first game we lost 7—0 against a much superior team. I think we played very well for a team which had never practised together. The next game we won 8—1. Cruchley was the first boy to score a goal for our school. Wheatley, our centre-forward, scored two goals. In the four games that followed, luck was against us. Against the Royal Liberty School we lost 1—0. The goal in that game was scored in the second half. Barking Abbey also defeated us by one goal, the score being 1—0. At Royal Liberty's ground we were beaten by the odd goal in five. We were leading at half-time by 2—1. Then the Liberty boys played very well in the second half to beat us by three goals to two. On Barking Abbey's ground we lost by 4 goals to 3. Our team, especially the defence, complained that the nets had big holes in them. At half time we were losing 4—0, and then we started playing very well, and we scored 3 goals. After this we defeated Cranbrook College by 7—1. The last match we lost to Chigwell Elementary School by 3—1. The last two games were not very interesting, and let us hope that next season our team win more games.

B. McCARTNEY (Captain).

Match Results:—

1938.			
Nov. 12.	Chigwell Elementary School.	Lost.	6—0.
Dec. 3.	Cranbrook College.	Won.	8—1.
1939.			
Feb. 4.	Barking Abbey School.	Lost.	1—0.
Feb. 11.	Romford Royal Liberty Sch.	Lost.	1—0.
Feb. 18.	Barking Abbey School.	Lost.	4—3.
Mar. 4.	Romford Royal Liberty Sch.	Lost.	3—2.
Mar. 11.	Cranbrook College.	Won.	7—1.
Mar. 25.	Chigwell Elementary School.	Lost.	3—1.

ATHLETIC SPORTS.

The first Annual Athletic Sports were held on the School playing field on Saturday, June 24th. Since the field was resown, it has received a tremendous amount of attention from

Mr. Robinson, the groundsman, and owing to his tireless efforts, it is now in very good condition. We are fortunate in being able to lay down a full quarter mile track. This will be a great asset in a year or two, when our boys are old enough to run the middle distances.

We hoped for a really fine afternoon to show the field at its best, but the sky was cloudy and threatening all the time. However, there was no rain, and the programme proceeded without any interruption.

All the events were very keenly contested, and the results are set out below. Miller did very well to win two events, the Long Jump and 100 Yards Over 12, and we shall watch his progress with interest. Holgate ran with his usual determination to win the 100 Yards Under 12 in faster time than the 100 Yards Over 12. Bryett did a tremendous amount of work for IB, including winning the High Jump, and helped them very considerably to win the Form Trophy. Flower's 28 feet with the shot and Taylor's 84 feet $3\frac{1}{2}$ inches with the javelin, were very good performances.

Mrs. J. H. Taylor presented the medals to the individual winners and the Form Trophy to the captain of IB. She then made a most interesting speech in which she expressed the belief that the spirit of sportsmanship inculcated by such contests as had just been seen, would go far to relieve and even solve the problems of international misunderstanding. McCartney called for three cheers for Mrs. Taylor, and these were very heartily given by both boys and parents.

RESULTS.

High Jump: 1, Bryett (IB), 3ft. 11ins.; 2, Riddell (IC); 3, Miller (IA), Hines (IA) tied.

Putting the Weight: 1, Flower (IA), 28ft.; 2, Bryett (IB); 3, Drewe (IB).

100 Yards Under 12: 1, Holgate (IC), 13.3 secs.; 2, Palmer (IA); 3, Wall (IA).

100 Yards Over 12: 1, Miller (IA), 13.6 secs.; 2, Bryett (IB); 3, Bracey (IB).

Long Jump: 1, Miller (IA), 12ft. 11 $\frac{1}{2}$ ins.; 2, Walker (IC); 3, Bryett (IB).

Throwing the Javelin: 1, Taylor (IA), 84ft. 3 $\frac{1}{2}$ ins.; 2, Drewe (IB); 3, Blight (IB).

4 x 80 Yards Relay Under 12 "B" team: 1, IB, 47.1 secs.; 2, IA.

4 x 80 Yards Relay Under 12 "A" team: 1, IC, 44.7 secs.; 2, IB.

4 x 80 Yards Relay Over 12 "B" team: 1, IB, 47.8 secs.; 2, IA.

4 x 80 Yards Relay Over 12 "A" team: 1, IA, 45.4 secs.; 2, IC.

The Form Trophy was awarded on the results of the Sports and the Standard Tests. This caused some mystification and amusement on Sports Day, when an attempt was made to explain the system. The sports were the climax to a great deal of athletic activity which began with the summer term. Standard performances were drawn up in the four field events, Long Jump, High Jump, Shot Putt, and Javelin, as follows:

Event.	Under 12.	Over 12.
Long Jump	10 feet.	11 feet.
High Jump	3ft. 4ins.	3ft. 6ins.
Shot (6 lbs.)	16 feet.	20 feet.
Javelin	50 feet.	55 feet.

These standards turned out to be rather above the average performance this year, but the standards will remain as they are and we shall raise the average performance in future years with more time for practice. Every boy who accomplished the standard performance obtained a point for his form. These tests thus provided a tangible target for every boy to aim at; and a strong stimulus to improved performance. We cannot turn every boy into an athlete, but we can help him to develop some skill in some branch of athletics which we know will give him satisfaction and benefit both body and mind. Next year the standards will be extended to other events.

As a result of the tests, Form IB scored 51 points, IC 49 points, IA 42 points, and were awarded 5, 3 and 1 marks respectively. On Sports Day IB scored 56 points, IA 56 points, IC 32 points. The marks for first and second places (5 and 3) were divided between IA and IB, who thus received 4 4 marks each, and IC received 1 mark.

	IA	IB	IC
Standards	1	5	3
Sports	4	4	1
	—	—	—
	5	9	4
	—	—	—

IB therefore won the Form Trophy with 9 marks—a very credible performance.

K.J.D.

A DRAMA IN A ZEPPELIN.

I am in the Airship R.57, which is over the North Atlantic and heading for America. We have a full load of passengers aboard. There is rather a strong wind blowing up here, and it is increasing rapidly. The weather is very menacing, and we all feel there is a storm on the way. We are right, for in about half-an-hour the wind had increased to gale force, it is raining steadily and there is a rumbling of thunder in the distance. Harding, our pilot, is a splendid man, and he is holding the ship very steadily and naturally, keeping her nose into the wind all the time. The thunder is all round us now, the rain is coming down in torrents, and the gale is blowing with a terrible fury. Although Harding is keeping her nose into the gale, he cannot keep us steady now. There is a terrible strain on the airship, but, so far, she is standing it very well. We are rolling violently, and suddenly there is a terrific rending and cracking. All the passengers dash to the main corridor, almost in a panic, to see what the damage is. Although bad enough, the damage is not so serious as we at first thought it was. Several supporting spars have broken, but the main spar is still intact. If the main spar gives, we shall go down, and as it is we are not making any headway. There is only one thing to do, and that is to lash the spars together. The passengers are acting very well, although they were inclined to be panicky at first. We must be quick, as there is an extra strain on the main spar, and if it breaks we are done for.

At last we have the job finished, and also the storm has nearly abated. Nearly all the passengers have retired to get some sleep. We are still a day's journey from America, and the weather is still stormy, although we are hoping there will not be another storm.

It is evening, and there is another storm brewing. We are all very anxious, which is quite natural. The storm is gradually increasing, and all the passengers are standing about the corridors. The storm is only a little one, but if the repairs were not so splendidly done, it would have broken us up. We are at last in sight of our port, and everybody is very thankful.

G. SWANBOROUGH (IA).

WILLIAM'S "CASTLE."

William eyed the empty house with a thoughtful stare. He had seen the household and their furniture depart yesterday, and he thought that this house would be better for a meeting-place than their old, leaky barn. On the following morning he met his faithful followers, George, James and Philip, and guided them to their new stronghold.

The doors and windows were all closed, but William, never at a loss, opened a french window with which he had had "experience." Inside they whooped with joy, for they found dust, rats and junk everywhere. George managed to catch an old blind rat, but immediately let it go, for it bit his finger "right through," as he remarked afterwards. William, the most adventurous, climbed into the loft, and, to his delight, found an old bearskin, and three suits of clothes used in the last war.

William immediately put on the bearskin, and gave the suits to his companions. These they put on, grumbling, and they did not stop till James found a shilling in one of the pockets. The others did not find any, but searched the house and found a music stool, a broken air gun, two full boxes of matches, a tin of red paint and a stuffed cat. They made the music stool into a machine gun by putting their gun on it. They converted the cat into a tiger by painting it red, leaving only narrow stripes of black all over, which was a very sticky process, as Philip afterwards said, regarding his red hands.

After this, they "killed" the "tiger" with the "machine gun," and also "killed" William in the bearskin. Afterwards they skinned the bear, out of which stepped William, who started a free fight, in which they all took part. The casualties, a broken nail, a squashed nose, two black eyes, and a "broken neck," were not very serious. Later, in the middle of a game of "Indians," they were surprised to hear a key in the front door. It was a policeman who, hearing the strange noises inside, had come to investigate. He did not take their names and addresses, but kicked them out. He tried to throw the "tiger" out too, but it was not dry, so it stuck to his hand, much to his annoyance. That interruption finished the habitation of their den, for it was bought next day by a red-faced colonel, who disliked little boys, and stopped all their games on his ground, much to their indescribable grief.

J. HARNDEN (IA).

SCHOOL ROLL.

IA.

Mr. F. A. Scott.

Boatman, D. J.
 Butler, B. D.
 Chapman, A. W.
 Chase, B. H.
 Chipperfield, E. H.
 Clarke, D. W.
 Cole, K. F.
 Crow, G. P.
 Edwards, R. D.
 Elliott, D.
 Final, F. G.
 Fletcher, H. L.
 Flower, A. W.
 Godfrey, P. B.
 Harnden, J.
 Hines, D.
 Hodder, P. J.
 Hughes, D. C.
 Miller, P. L.
 McCabe, R. V.
 Palmer, C. W. J.
 Plant, P. I.
 Smith, K. J.
 Stock, A. C.
 Swanborough, F. G.
 Tarlton, B. A.
 Taylor, W. C. H.
 Wall, F. J. B.
 Witherick, D.

IB.

Mr. C. W. Lloyd.

Arnold, A. J.
 Atkinson, J. F.
 Barham, R. W.
 Beecham, D. V.
 Blight, K. A.
 Boughtwood, D. W.
 Bracey, R. G.
 Brazier, A. J.
 Bryett, S. A.
 Burgess, E. J. N.
 Clarke, D. G.
 Colvin, W. D.
 Cousins, E. C.
 Cruchley, A. E.
 Dance, T. E.
 Diggins, R. F.
 Drewe, R. D.
 Gildersleve, R. A.
 Gosling, J. D.
 Hart, R. V.
 Hassan, G.
 Hudson, D. E.
 Knaggs, A.
 Shaw, B.
 Spencer, N. J.
 Summers, C. R.
 Tovey, L. A.
 Treacher, D. L.
 Walker, B. S.
 Wilson, D. G. C.

IC.

Mr. S. P. J. Smith.

Brazier, B. R.
 Fallowfield, J. C.
 Grose, J. S.
 Heath, R. L.
 Hill, C. S. H.
 Holgate, P. F.
 Hubble, L.
 Ikeson, R. D.
 Ireland, G. V.
 Kirk, W. R.
 Lincoln, K. W.
 Long, A. E.
 Ludlow, E. W.
 Marden, B. E.
 Marks, S. C.
 McCartney, B.
 McInnes, J. W.
 Moncrieff, J.
 Morley, J. R.
 Partridge, R.
 Pittam, B. C.
 Pitteway, B. H.
 Ralph, C. A.
 Reynolds, T. J.
 Riddell, W. M.
 Thomas, W. D.
 Thoroughgood, C. J.
 Walker, C. J.
 Wheatley, D. H.
 Wood, P. C.

The following boys have been transferred to other schools during the year:—

Diggins R. F., Heath, R. L., Kirk W.R., Christmas, 1938.

Wood, P. C., February, 1939.

Knaggs, A., Easter, 1939.

so that the total number now on the roll is 84.