



BUCKHURST HILL  
COUNTY HIGH  
SCHOOL

Vol. 1.

JULY, 1940

No. 2.

The Magazine of the  
BUCKHURST HILL COUNTY HIGH  
SCHOOL

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1939-1940

There is no good in dwelling upon the tribulations that have fallen upon our new school so very early in its career. There may be a melancholy consolation in priding ourselves on the undoubted fact that very few schools, in all the long history of education, have had to endure such a beginning as ours. Indeed, this may be a blessing in disguise in challenging our fortitude and evoking our confidence. If the school successfully survives its hard birth then its life will be strong and sturdy. In the days to come, when the school has reached its full stature and is enjoying the fullness of good living, then may some of us look back and pride ourselves on the coincidence of our beginning with one of the great turning points of history. Philosophers counsel us to lighten the burden of our misery by thinking compassionately of those whose lot is even worse than our own. We think with commiseration of our neighbour, Chingford County High School, whose 'birthday' exacted coincided with our own, September 15th, 1938. They have been deprived of their new buildings with one foot, so as to speak, over the threshold. For security of life and limb they journeyed to the east but refuge was ultimately sought at the opposite point of the compass. We think of all those schools whose buildings have been commandeered, ruined and even destroyed, whose work, life and society have been seriously hindered and stopped. With thankfulness, therefore, we realise that our fate, up to the moment of writing, has been comparatively normal.

We were not able to occupy school until the end of November, 1939. Previous to that a group system had been operated, an account of which will be found in these pages. This was a desperate, difficult but successful attempt to keep the breath of life

in our school. A number of our boys had been evacuated with other school parties and when we were permitted to resume at school a two-shift day only was allowed. Our numbers were then about one hundred out of a full roll of 172 but with the completion of air raid shelters in the Christmas holidays, normal hours and routine began on January 2nd, 1940. In spite of the bitter winter that followed, our numbers rose steadily to 150 and now we are looking forward to the coming of 92 new boys in September next. One day, when the severity of the Censorship is reduced, it will be possible to give an account of the battering suffered by the material fabric of the school occasioned by occupants for whom a new school is by no means the ideal environment.

Our losses on the teaching staff have been severe, Mr. Lloyd, Mr. Smith and Mr. Dofort all being engaged in national service. We have been very lucky in the quality of their substitutes, Messrs. Cavill, Davies and McLernon. It is probable that in the very near future more heavy losses will be incurred entailing a break with tradition in filling the gaps. The loss of our Caretaker and Groundsman in August of last year was also a severe blow, but here again, we have been very fortunate in obtaining first class substitutes.

Inevitably the quantity and quality of our work has suffered this year. The first term was almost entirely a barren one and the severe conditions prevailing during most of the second hampered attendances and lowered vitality. Boys returned sporadically from evacuation with pronounced gaps in their knowledge or, in the case of the 'new' subjects, with none at all. Yet these particular difficulties are nothing to the boy possessing courage, determination and energy—he will find opportunities enough in the coming years to catch up with the normal standard, provided, of course, that circumstances get no worse.

Yet, in spite of these difficulties, the life and spirit of our school has not been seriously damped. On the contrary, I am very conscious that in the past year, our sense of community, our joy of fraternity has grown very considerably, as it will, with the coming of the years. As long as we have that pride in our hearts, the pride of membership in one body, then our progress is inevitable and assured. This enables us all, teachers and taught, to look forward with hope and confidence that we will survive our present discontents to make our school one to be proud of, one that no initial reverses or obstacles can ultimately deter.

THE HEADMASTER.

## SCHOOL NOTES

It gives us great pleasure to congratulate three of our Governors on being appointed to distinguished offices. Mr. W. C. Russell is Chairman of the County Higher Education Committee, Mr. J. Hewitt, J.P., is Vice-Chairman of the County Education Committee, and Mrs. C. C. Chisholm, J.P., has been appointed an Alderman.

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Next September the school will be divided into four houses, Hainault, Chigwell, Forest and Roding. It has been thought desirable to utilise and perpetuate the names of the areas from which our boys come, especially in view of the unimaginative name of the school. It will not be entirely possible to allocate boys to houses on a geographical basis but certainly all boys from Epping, Theydon and Loughton will be allocated to Forest House, those from Wanstead, Woodford and Buckhurst Hill to Roding House and all from Chigwell to Chigwell House.

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We have pleasure in recording the marriages of two members of the Staff, Mr. C. W. Lloyd and Mr. S. P. J. Smith. Mr. Lloyd was married to Miss Doris Baker, daughter of Mr. and Mrs. Baker, of Spa House, Eastbourne, at All Saints' Church, Eastbourne, on December 30th, 1939, and Mr. Smith to Fräulein Verena Anna Scheidegger, only daughter of Dr. Paul Scheidegger, of Basle, Switzerland, at St. John's Church, Buckhurst Hill, on October 28th, 1939. Members of the Staff were present on both occasions.

\* \* \*

Mr. K. J. Dofort is now serving in the Army School of Physical Training and doubtless is learning many new tricks for the benefit of future generations. Mr. Dofort has added this year to our resources in athletic equipment by the provision of more javelins, disci, shots and a pole for pole-vaulting.

Mr. Smith is engaged in national service of a particularly interesting type in which he can employ his linguistic gifts to the utmost. When the time comes Mr. Smith will no doubt describe his experiences in our magazine.

Mr. Lloyd is serving in His Majesty's Forces "somewhere in England." He, too, will be able to explain how some use was made of his attainments in his particular sphere of activity.

Messrs. Aldridge and Robinson, Caretaker and Groundsman respectively, having volunteered early in 1939 for service with the Auxiliary Air Force, were called up for war service about the middle of August. It was just as well that the first-named was not at hand to see his superb floors desecrated and his windows blackened shortly after his capable back was turned.

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We welcome Messrs. Cavill, Davies and McLernon to the school. They are taking the places of masters called up and have most admirably negotiated the difficulties of taking over at short notice. Mr. Cavill was particularly unlucky as he arrived just in time to mark twelve sets of examination papers he had not set, written by boys he had never seen and based on a syllabus he had not taught. Mr. McLernon soon showed his ability to vary activities in the gym., and was entirely responsible for the successful organisation of the Sports. Mr. Davies very quickly won the confidence of the boys, even before he produced his pipe and has conducted the Modern Languages Society as easily as his predecessor.

\* \* \*

Two blocks of air raid shelters have been erected on the ground between the Dining Hall and the Caretaker's house, capable of sheltering our present numbers. In our practices it has taken us less than three minutes to clear the school and get under shelter.

\* \* \*

There are with us a number of boys temporarily transferred from neighbouring schools. They are Rowell (South-West Technical School), Denmark (Leyton County High School), Wilson, R. T. (Chingford County High School), Lightfoot and Shepherd (Wanstead County High School). We are happy to offer them accommodation and hope that they are enjoying their stay with us. Of our own boys still evacuated there are 12 of our first-year boys, whom we regret never to have seen, and 17 of our original entrants.

\* \* \*

Speech Day is provisionally fixed for Saturday, October 19th, at 2.30 p.m., when the Bishop of Barking will be the guest of honour.

Mr. R. H. Smith spent some weeks at the school on his practical training for his Teacher's Diploma. In addition to teaching Geography, in which Mr. Smith possessed a first-class degree, he assisted with Science and Physical Training. We are very grateful for the hard and conscientious work Mr. Smith put in and we wish him every success in his profession.

\* \* \*

Mr. S. S. Campbell, Mus. B., Dunelm, F.R.C.O., A.R.C.M., L.R.A.M., was appointed in July last to take the music of the school. The assembly on Tuesday mornings, the School's day of song, is very much enhanced by Mr. Campbell's leadership at the piano. We cannot forget the first renderings at Assembly of the hymns, 'All things bright and beautiful,' and 'Ye Watchers and Ye Holy Ones.' We realise how the singing of the right hymns can be made a moving experience.

\* \* \*

Three additional appointments to the teaching staff have been made in readiness for September's increase in numbers. Mr. J. A. Formby, appointed to teach Mathematics, is a Master of Science of Liverpool University and will be assisting Mr. Scott in the teaching of Science during the coming year. Mr. C. Johnson, M.A., King's College, University of London, will be in charge of History, and Mr. W. May, B.A., Hons., University College, University of London, will teach French.

\* \* \*

Mr. Romans has undertaken the production of the official school scrap-book in which all records, photographs and cuttings will be preserved and which will be kept for inspection in the Library.

\* \* \*

A very interesting Geography Exhibition was undertaken by form 2A under Mr. Lloyd's direction. Boys were divided into small groups of two and were responsible for obtaining samples of produce from all parts of the world. Very much ingenuity and taste was shown by groups, both in procuring the greatest variety of samples and in setting out the exhibits to their best advantage. There must have been literally thousands of exhibits crowding the tables in room 17 from hundreds of different parts of the world. Competition was very close and greatly taxed the judgment of those members of the Staff who were foolish enough to aspire to the wisdom of Solomon. Chapman and Hines succeeded in obtaining the unanimous vote of the judges.

The weather during the 'Spring' term was as bad, we hope, as any that we are likely to get in the years to come. We were afflicted simultaneously with the severest frosts and a shortage of coke and in consequence of burst pipes the boilers had to be drawn for three days. For boys trudging through the snow, breasting Chigwell Rise was a trying experience, yet our numbers were well maintained. Driving a car through the school gates and across the frozen ridges of snow churned up by passing vehicles required some skill and not a little determination.

\* \* \*

Elsewhere Mr. Crocker reports the activities of the Chess Club. Here we would like to congratulate him on its very successful inaugural season. To stay behind on Friday afternoons on fine summer days to play chess after a week of strenuous intellectual effort is a mark of the devotee and the attendances are rarely less than thirty. It is at the moment the only out-of-school activity in which boys of different forms and ages can mix on equal terms.

\* \* \*

A Basket-Ball set has been installed in the Gym. on the advocacy of Messrs. Romans and Smith. Basket ball is very popular in America and requires the utmost physical fitness. With Mr. Smith's instruction, assisted by Mr. McLernon, boys are quickly learning how to play this strenuous game.

\* \* \*

Ten monitors were appointed at the beginning of the Spring Term to assist in matters of school discipline. They have amply justified their appointment. They are: Bryett, Chapman, Flower, Hines, McCartney, Partridge, Riddell, Shaw, Taylor and Tovey. Tarlton was appointed in the place of Shaw, transferred to the Royal Liberty School, Romford.

\* \* \*

Cross-country runs were held on games afternoons when football was unplayable. Competition was on an inter-form basis, every runner counting. There was one very close competition between 2A and 2B when 2A won by a single point. Hughes (2A) must be congratulated on his consistently good running.

The Headmaster has presented to the School a reproduction of Blake's engraving of 'The Canterbury Pilgrims,' which will be hung in the Reference Library.

\* \* \*

The Staff have very kindly presented six deck chairs to the school for the use of visitors to our cricket matches. V. H. Booth has kindly presented two pairs of junior boxing gloves for use in the Gym.

\* \* \*

A National Savings Group was started at the end of May, on a penny-a-week basis. The response has been very gratifying, practically every boy contributing much more than the minimum contribution required. We are grateful to Mr. Crocker for supervising the weekly collection.

\* \* \*

We offer our sincere sympathy to Flower on having the bad luck to slip on wet turf and fracture his left arm. We hope and trust that the break will mend normally, and that Flower will quickly regain the use of his powerful left, which, it is to be remembered is his 'driving' arm.

\* \* \*

Mrs. I. Sutton took over the duties of school cook towards the end of last term, and very soon won our hearts by way of our stomachs. The clearest testimony to her culinary skill has been the steady rise in the numbers of hot lunches served daily, now over 90.

### SPEECH DAY

The first Speech Day was held on Thursday, July 20th, at 7.30 p.m. The Chairman of the Governing Body, Mr. T. H. Knight presided and Sir Charles Bressey, C.B., C.B.E., gave away the prizes. For the envy of future organisers it can be recorded that the Assembly Hall comfortably accommodated all parents, visitors and pupils. The Headmaster, extracts from whose speech are given elsewhere, referred to the privilege of the school in having Sir Charles to distribute the prizes and of Sir Charles in speaking at the first Speech Day of a new school. The presence of Sir Charles, the Headmaster said, was a happy omen for the future of the school and he hoped that, like the proverbial godmother of the fairy story, Sir Charles would endow the infant school with the qualities of design, vision and boldness for which the Bressey report was so distinguished.

Sir Charles gave a humorous and buoyant address, setting a standard which we hope his long line of successors may attain with equal felicity. He drew a picture of the foundation of Eton College and saw no reason why the history of our school should not grow with like fame. He pointed out what great advantages of a new school to-day has over the opportunities possessed by schools in the past and urged the boys to make it their object to give the school the best possible start. The Rev. A. Birkmire proposed the vote of thanks to Sir Charles, which was seconded by Mr. R. Chapman, on behalf of the parents. Sir Charles then gave away the prizes as follows :

**Form Prizes :**

	IA.	IB	IC.
1st ...	A. W. Flower.	B. Shaw.	B. E. Marden.
2nd ...	B. A. Tarlton.	D. V. Beecham	L. Hubble.

**General Progress :**

E. H. Chipperfield.	C. R. Summers.	J. McInnes.
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**General Knowledge :**

P. B. Godfrey and W. C. H. Taylor.

**Subject Prizes :**

English	B. A. Tarlton.
French	A. W. Flower.
History	A. W. Flower.
Geography	D. Elliott.
Mathematics	B. H. Chase.
Science	B. H. Chase.

The " John Sargent " Cup, awarded by the High Sheriff of Essex, Lieut.-Col. Stuart S. Mallinson, C.B.E., D.S.O., M.C., D.L., J.P., for " the finest sportsman of the year."

B. McCartney.

The entertainment that followed consisted of a song " Heidenröslein " (Schubert) sung by the school choir, two French episodes, and a one-act play in the Chinese convention called " The Stolen Prince." The fluency of the French players was most creditable, the actors being B. Chase, H. L. Fletcher, E. H. Chipperfield, D. Hines, B. Shaw, C. Palmer, B. A. Tarlton, B. McCartney, R. D. Ikeson, J. C. Fallowfield, E. C. Cousins.

" The Stolen Prince " was well produced, dressed and acted and reflected as much credit to all behind the footlights as it gave pleasure to those in front. The convention on which the play is based was interpreted in exactly the right spirit and was readily appreciated. Especial mention must be made of J. D. Gosling as the Chorus, with his aplomb, poise and clear enunciation, of W. H. Taylor as the Property man, a comic actor by art and nature, and of T. E. Dance and D. C. Wilson as Wee Ling and Joy, the stolen prince, respectively.

**CAST :**

Long Fo, the little son of the royal cook	B. E. Marden
Wing Lee, his little sister	T. E. Dance
The Royal Nurse	A. Long
Hi Tee, a poor but honest fisherman	A. S. Chapman
Li Mo, his wife	F. G. Final
Joy, the little prince who was stolen	D. C. Wilson
Lee Mee, the duck	_____
Two soldiers of the Royal Court	L. A. Tovey
	A. E. Cruchley
The Executioner	A. W. Flower
The Chorus	J. D. Gosling
The Property Man	W. H. Taylor
	D. H. Wheatley
The Orchestra	D. C. Hughes
	K. Smith

**THE HEADMASTER'S FIRST REPORT**

It may be of interest to record extracts from the Headmaster's speech at the first Speech Day of the School :

**The School Buildings.**

" This is the latest secondary school established by the county, and all must agree that in choice of site, in design, finish and equipment, it is a splendid example of vision and thoroughness. I must say how thankful I am that this school was planned before Mr. Chamberlain went to Munich, and built before the Board of Education advised local authorities to employ lighter materials in the construction of schools. A school will never be venerated if it lacks atmosphere, and solidity of structure is essential to ensure it."

"The finish and interior decoration of this school is noteworthy, based as it is on the principle that the more beautiful the finish the more respect will be paid to it by the boy. I do not know what is the opinion of parents on this educational hypothesis, but I find I have occasionally to remind boys of its existence."

#### **The Parents.**

"Indeed my most profound thanks are reserved for all you parents. You have supported me with the greatest enthusiasm and loyalty. From our very first meeting, when you passed a vote of confidence in me, in the dark, you have co-operated magnificently. I have made heavy demands with regard to school uniform. I am pleased with and proud of the appearance of the boys, and I hope you share my satisfaction. During this year, in spite of the distances you have had to travel, you have supported our occasions by your presence almost to the last mother and father. When we gave our first Dramatic Entertainment, we had 85 boys on the roll, but we sold 250 tickets, that is, roughly three per boy. From the casual conversations I have had with parents I have been impressed with two things: your desire to help with all your power the building up of this new school, and your solicitude for the welfare of your sons. In return I can assure you that I lose no opportunity in impressing upon your sons the nature and extent of the sacrifices you are making for them. Children as a whole are not unthankful but unthinking. We try here to remind them to think occasionally of the significance of our motto in its application to their parents."

#### **The Library.**

"All subjects of the curriculum lead to the school library, which our boys have been using well. I believe in a library accessible to every boy. Too much in the past the library has meant merely a reference room for the Sixth Form. We have spent our first £100 grant on junior books, and half the total shelf accommodation is allocated to books for boys from 11 to 14. Here I would like to express my agreement with a City Librarian, who fiercely attacked the modern heresy that reading is artificial, that the only reality is action. What can be more real, he said, than mind influencing mind, what force is greater than the pressure of ideas, and what better medium still to-day than books? The need for the patient sifting of truth from error is greater than ever to-day, and that discipline must begin in the school. If I were asked now what is the one supreme educational activity, I should say the power to read intelligently. The School Library plays one of the most important functions in education, and I intend to make our Library one of the greatest forces in our work."

#### **Athletics.**

"I am anxious that athletic practice be not restricted to a week or two in the Summer term, but that boys will have opportunities of training throughout the year. I believe in common with a steadily increasing number of people, that organised games are not enough for schoolboys. As a writer in the 'Spectator' recently put it, 'the sanctity of football and cricket has stood in the way of organised, systematic physical education; the game's the thing, God fulfils Himself in many ways, but chiefly through football and cricket.' As the son of my father, I trust I shall never be accused of belittling the value of games, but far too many boys lack the technical skill to benefit from them. These boys, however, must benefit from their efforts, however rudimentary, to run, to throw and to jump. I am following with the closest attention and sympathy the current correspondence concerning the introduction into schools of a physical fitness certificate or badge analogous to the academic certificate. Boys would gain this certificate on achieving certain athletic standards, and I am hoping to introduce such a scheme in the coming year. It was significant and appropriate that the form winning the trophy for athletics did so by virtue of its superiority in achieving standards."

#### **Policy.**

"Finally I propose to accept the challenge facing the Head of a new school, to expound his faith and aspirations. There are two dangers that the Head of a new school must shun; he must not accept uncritically the habits and traditions of existing secondary education, nor must he try to advertise his modernity by departing too radically or rapidly from the established conventions. It is a great temptation to match one's educational principles and practices with our bright new colour schemes, but I trust that I shall resist this temptation without exposing myself to the opposite criticism that Buckhurst Hill is merely another school. Perhaps it is not always realised what little latitude is open to the Head of a new school. He generally has not had the opportunity to discuss the internal design of the school of which he has to organise the life, although it is conceivable that there are practical details of which the architect is quite unaware. The subjects of the curriculum are to a large extent fundamental and inevitable, though I have my own views on the importance and necessity of some."

"Further, the examination system forces the Head to adopt not only the traditional subjects of the curriculum, but also the time devoted to them. Finally, though he may be most anxious to build the New Jerusalem, he is well aware that he can do so only through the old Adam. I include in this last category not only

the boys, but parents, schoolmasters and governors, excluding all county officials whom I have found this year to be entirely celestial. I suggest that we are all inclined to make exaggerated and impatient claims for formal education. Schoolmasters know that the greatest single educative factor is the parental one, and that the school is but one of many factors reacting on the child. Some of us believe that education unconditioned by religion is unworthy of the name, that, as a speaker on the wireless put it, to be intellectually resolute is useless if we are spiritually shiftless.

"I do not propose to-night to weary you by discussing the relative values of the subjects of the traditional curriculum, except to emphasise my belief, as a non-scientist, that every boy should have up to the end of his fifth year, a wide and general scientific education. I agree with Sir Walter Langdon-Brown, who recently said that if the champions of classical education claimed for it two prime advantages, that it trained the mind and added beauty and interest to life, then they could make a similar claim for science. There are obstacles to the introduction of a General Science Course, chiefly due, I suspect, to tradition enthroned in the Universities and a consequent time-lag in the teaching profession, but, as Sir Charles Bressey has illustrated, no obstacle is insuperable. I want every boy leaving this school to have the widest knowledge of himself and his physical environment.

"I am pestering, and will continue to pester, the right quarters for the fullest employment of visual aids in this school. I am convinced that education, especially in this country, is criminally neglectful of education through the sight. I trust that soon we shall have a first-class projector and a film library. At the moment we have an encouraging supply of dark blinds.

"I have not time to express my appreciation of all those out-of-school activities—drama, music, societies of all kinds—that are the life-blood of a school in vigorous health, but I have just time to end by stating the two articles of my educational creed. First, I value and seek the well-being of the *average* boy, because as Abraham Lincoln said about the common man, 'God makes so many of them.' We shall hope to teach the clever boys and shall feel very proud of them, but it is my experience that they mainly teach themselves, and, very often, their teachers also. The stupid boy cannot be turned from his stupidity, but we should not arrogate to ourselves a responsibility more properly belonging to his Creator. It is the so-called average boy that counts in the community. Our curriculum, our games, our physical education will be built round *him*. My second affirmation is that no child should leave this, or any other school, suffering from a sense of failure. If we can

discover, release and stimulate some aptitude in the boy so as to give him a sense of ability and worth-whileness, then we have done our job. G. K. Chesterton defined success as doing your job as well as your limitations allowed you. I shall be satisfied if my colleagues and I, through all the various activities of school life, can reveal the individuality hidden in the average boy. This is the eternal challenge to education, and as long as I am entrusted with the direction of this school, I will do my best to answer it."

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### THE LIBRARY

At the end of our second year we are able to report that 390 further volumes have been added to the Library, making a total of 1,296 now standing on the Library shelves. It is not expected that all the new volumes will have an immediate appeal to members of the school. Francis Bacon considered that "some books are to be tasted, others to be swallowed, and some few to be chewed and digested," and we have made an attempt to provide a representative selection of Bacon's third class, while the generous County grant makes it possible to do so. The full value of these books will be appreciated in the course of time.

The Reference Library (shortly to be adequately furnished) has made a good start. Here may be found both the *Everyman* and the *Children's Encyclopædia*, and standard dictionaries such as the *Shorter Oxford Dictionary*, *Mansion's French Dictionaries*, the *Duden* publications and *Glazebrook's Dictionary of Applied Physics*. The Art reproductions and portfolios, of which we have a most interesting selection, are also housed in this part of the Library.

Apart from the Reference Library, it is the Senior Section that has been mostly enriched by recent acquisitions. The Senior English Literature Section, for instance, is beginning to look like one, and the Senior Biography Section is crowded with attractive reading. Modern Languages, Science, Mathematics, History and Geography have all added to their sections with great benefit. Some useful books on Religion have also arrived, and, of course, Fiction and Hobbies are both well represented.

When we returned to the School in November, the black-out prevented any opening of the Library after School, so English periods were used for the issue of books. But in time the lengthening days gave us a Library open at 3.40 p.m., and before long we were using it in the lunch hour as well. The Library monitors quickly learned their duties in this respect, and an efficient Library staff is in process of formation.

No school could be provided with a finer library than the one we are fortunate enough to possess. Our response should be on an equal scale. Indeed, there are signs that such will be the case. Members of the School are gradually realising the intention of such a place—a centre of quiet reading and study, and of that exciting exploration which only book-lovers know. With such a library we can do no other than establish a tradition of wide and enthusiastic reading. *Abeunt studia in mores.*

R.S.

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**“ WORDS, WORDS, WORDS . . . . . ”**

“What’s in a name?” asked Juliet of Romeo whilst he, poor fellow, clung on to her balcony. We, in the comparative serenity of our common room, often have to run over the names of boys in the school and from them we have been able to classify them, so to speak. Some of this young breed bear names famous in politics, in sport, in literature and even in commerce; others bear the name of their ancestors’ craft, others the names of birds, beasts and flowers.

Our only political notoriety is that we number Wilson and Chamberlain among our boys. Our vicarious fame in sport can be seen from such boys’ names as Chapman, McCartney, Chipperfield and McCabe in cricket, and Vines, Perry, Crawford and Hughes in tennis. Commercially speaking, we have a Marks and a Spencer; a Hollingsworth but no Bourne. In civic life we can boast of both Knight and Burgess; in literature we have a Hardy and a Bernard Shaw.

The old crafts and trades are well represented by Miller, Butler, Baker, Carver, Boatman, Shepherd and Taylor, and talking of tailors we can also furnish both Rayment and Button.

Mr. Middleton’s heart would be pleased to know we have both a small Plant and a somewhat larger Flower as well as a new Peach. Partridge is our only feathered denizen. We have also two countries, Denmark and Ireland, and also a French boy who sits near a Nice boy, and not far away a boy with military ambition—or maybe it is of a railway kind—Guard. Perhaps the most murderous name is that of K. Illing.

S.P.J.S.

**BUCKHURST HILL PERIPATETICS, 1939**

Aristotle, the first Peripatetic teacher, founded his school in Athens in the year 335 B.C., and taught his pupils while he paced the groves sacred to Apollo . . . . It fell to the lot of his distant followers on the staff of the Buckhurst Hill County High School to become peripatetics in the year 1939 A.D. and to teach their pupils in the intervals between pacing the streets of Buckhurst Hill, Loughton, Woodford and Ilford. And even though we were divided by such a long passage of time, it will be found that, cut off from the modern environment of our own school and its equipment, we were dealing with just Aristotle’s own subjects of Logic, Metaphysics, Natural Philosophy, Politics, Rhetoric and Poetry.

Much has been written about the success of Aristotle’s teaching. Opinions may differ about this and that, but there is certainty with regard to one point: his method induced in his school a spirit of friendship. That spirit also existed in those October and November days last year when we were visiting one another’s homes, and its fostering was due to the kindness of the parents who twice a week prepared their houses for a youthful invasion and the continual rat-tat of masters at their doors. Here is the roll of honour: Mrs. Boatman, Mrs. Mulinder and Mrs. Townshend at Buckhurst Hill; Mrs. Chipperfield, Mrs. Final, Mrs. French and Mrs. Swanborough at Loughton; Mrs. Guard, Mrs. Hart and Mrs. Rudd at Woodford; and Mrs. Godfrey, Mrs. Harbott, Mrs. Moncrieff and Mrs. Read at Ilford. When the Headmaster wrote to parents suggesting this type of co-operation, the response was immediate and most generous, but the final selection was made so as to form groups sufficiently convenient for masters to move from house to house between lessons.

To everyone concerned, masters and boys, the whole procedure was something novel. The school had lived one year of its life when war broke out, and when it was due to re-assemble for its second year the premises had already been occupied by the military. The headmaster and staff met in the building on most days, hoping that it would be handed back, but as this possibility became more remote, so the idea of home-teaching gradually took shape, with the results already described. It lasted for six weeks, at the end of which time the school was quite suddenly restored to us.

There is no doubt that we were all delighted to return to our fine, if somewhat scarred, building on November 27th. But our period of peregrination had not been without its very great uses. Indeed, some successful methods were used, which the form room generally excludes, and many members of the school have obviously benefited by those weeks of teaching, which were made possible by the hospitality of our parents.

R.S.

### GENERAL PURPOSES FUND

Since the General Purposes Fund was started in January, 1940, the response of the school has been consistently good. As the balance sheet below explains, expenditure has been mainly on account of teas for the visiting and school teams at cricket, and for the periodicals displayed in the Library. It will probably be necessary to meet part of the cost of printing the School Magazine from the balance in hand, as our numbers, as yet, are not enough to make the Magazine self-supporting.

We thank all boys who have kept up their contributions from week to week, and we are gratified that the school has accepted so readily the principle expressed in our school motto.

During the Summer Term, up to and including the week ending 19th July, subscriptions by the various forms are as follows :

2a	£1	8	7	1a	£1	8	5
2b	£1	2	2	1b	£1	10	3
2c	£1	0	5	1c	£1	2	3

The following statement of the accounts of the Fund shows that up to 19th July the balance of income over expenditure was £11 10s. 1d. :

Expenditure.			Receipts.		
	£	s. d.		£	s. d.
To Periodicals ...	1	9 6	By Subscriptions...	13	13 8
„ Match Teas ...	1	1 8	„ Fines and Sale of Magazines	0	6 9
„ Sports Equip- ment ...	0	17 2	„ Balance of Magazine Money ...	0	15 0
	3	8 4	„ Sale of Ribbon	0	3 0
„ Balance of Income over Expenditure	11	10 1			
	<u>£14</u>	<u>18 5</u>		<u>£14</u>	<u>18 5</u>

S.R.C.

### FOOTBALL

School v. Chigwell Elementary School, at Home. Lost 2—5.

The first school match of the season was not played until Thursday, February 22nd and actually it was the first match played on the school ground. There had been only two games afternoons previously in the term so that it was surprising that the team played as well as it did, though its opponents were also short of practice. The school lacked the services of Hubble and Wheatley, two of the outstanding players of the previous year.

The match was closer than the score suggests ; for most of the first half, Chigwell led by a goal and increased their lead to two just before half-time. In the second half the school scored two goals, through Chapman and Barham, but their opponents went one better and won comfortably enough in the end. As last year, Chigwell's outside left and centre-forward played extremely well and were easily the most dangerous players in the team. The school team showed much more knowledge of the art of football than was the case last year ; inside forwards were finding their wings with passes, half backs were trying to slip the ball through to the forwards and the backs had an improved sense of position. Bryett played well in goal and his kicking of the dead ball was a great asset. Chapman had filled out and was playing both a harder and more skilful game than before, while the captain, McCartney, played his usual, forceful and untiring game. Altogether, one was forced to the rather melancholy consolation of how the eleven players would have become a team, had they been given the practice.

It was clear in the match against Cranbrook College on the following Saturday that the team had benefitted from its first match. Although the opposition was certainly not so strong, the school team played very much more as a team. Holgate played a good game at left half, his speed of recovery being most marked. If he could learn to place the ball accurately with his clearances instead of banging it clear anywhere, he would become a good half. Taylor was dropped back to right half, which seemed a better position for him and one which gave his energetic game more scope. Bates played a good first game at outside right, while Plant on the opposite wing showed very great promise of developing into an outstanding winger. The school scored nine goals, of which Chapman scored four.

The return match with Chigwell Elementary School was played on their ground on Thursday, March 7th. Little more can be said of the match than that the school did not play so well as previously, while its opponents were on top of their form, winning by 7 goals to 1. The old weaknesses were obvious, lack of speed on the ball and in the tackle, and inability to keep positions. Bryett allowed at least two soft goals to be scored against him.

On Saturday, March 9th an under 13 match was played against Loughton School. Although the Loughton boys had a considerable advantage in physique, they had no such superiority in football skill and the School won a rather drab match by 4 goals to 1.

Finally, after school on Monday, March 18th, the first Masters versus School match was played. With Riddell keeping goal for them, the Masters mustered seven men to play the opposing eleven; the Headmaster led his men from behind, Mr. Scott and Mr. R. H. Smith formed the intermediate link, while Messrs. S. P. Smith, Crocker, Lloyd and Romans made an impressive blend of speed and weight in the forward line. There can be no harm in revealing that the majority of the Masters were modest to the point of defeatism concerning their chances but, actually they won easily in the end by 4 goals to 1. Superior strength, speed, and, it may be fairly asserted, tactical knowledge, overcame the superiority of numbers. The school team started confidently enough and for the first quarter of an hour had much more of the game, but was unable to score. Gradually, after the first goal for the Masters, the boys lost confidence and thrust and Riddell had an exceptionally placid afternoon in goal for the Masters. Mr. Romans made some spectacular runs and punts at goal in the manner of the born Rugby player, Mr. Smith kicked and threw the ball impressive distances, Plant found Mr. Scott as adamant on the field as in the Labs., while the Headmaster was saved frequently by the impetuosity of the young bearing down upon him, coupled with intelligent anticipation of their mental processes. All thoroughly enjoyed the match, honoured by the presence of the Chairman of the Governors and refereed with proper discretion by Mr. R. Chapman.

At the end of a very short season one has the impression that with a normal one in length the school team would have made rapid progress. As it was the individual members lacked speed and dash, although each had a far better conception of playing together as a team than before. Plant promises to become an excellent outside, Barham has shown some nice touches as an inside, while Chapman in the centre played a stronger and harder game, scoring some determined goals. McCartney was a tireless worker at centre half though he should resist the temptation to do too much by moving up into the forward line. Holgate is fast and plays a hard game but has a lot to learn about holding the ball, working and distributing it to the forwards. The backs, Reynolds and Partridge, were fair but still have not acquired the art of covering each other; Reynolds' tackling was weak and Partridge was inclined to be slow. Bryett in goal kicked a good length and could hold hard shots in the air

but was very weak with ground shots. The school team first choice was: Bryett; Reynolds and Partridge; Walker, C.J., McCartney, Holgate; Bates, Tovey, Chapman, A., Barham and Plant. Taylor, Wilson, D., and Gildersleve also played.

## THE ATHLETIC SPORTS

This year air raid precautions compelled us to run off the Sports in school time and to be denied the stimulus and encouragement of the parents. This naturally robbed them of much of their excitement although competition was as keen and as close as it was last year. Once again competition was between the 'A', 'B' and 'C' sides of the school, each side this year being able to draw upon the resources of two forms. Events were thus in two classes, first and second years. Following the plan adopted last year, points were awarded on the results of the standard tests decided beforehand, as well as for the results of the final events on Sports Day. The 'B' side, as last year, won both the standard tests and the final events with an aggregate of 10 points to the 6 points of the 'A' side.

There can be no doubt that the 'B' side owes its victory largely to the outstanding performances of its captain, Bryett. He won, and won easily, the 100 and 220 yards, the two jumps and Putting the Shot. In addition, he won the relay race for his side by picking up a considerable deficit over the last leg. For a boy not yet thirteen and a half, his performances were remarkable and highly promising. As the Headmaster said, in presenting the Plaque to Bryett, his Long Jump of 17 feet should stand as a record for the under fourteens as long as the school itself. There were other good individual performances, the running of Bates, Mulinder's fine effort in the junior relay and the shot-putting of Morris, who was three feet only behind Bryett's winning effort.

## RESULTS

### 1. 100 yards.

Junior.	Senior.
1. Bates (A).	Bryett (B).
2. Vizard (C).	Miller (A).
3. Woollard (B).	Chapman (A).
Time—12 7/10 secs.	Time—11 9/10 secs.

**2. High Jump.**

1. Button (B).
  2. Bates (A).
  3. Slade (A).
- Height—3 ft. 11 ins.

- Bryett (B).
  - Hines (A).
  - Miller (A).
- Height—4 ft. 3 ins.

**3. 220 yards.**

1. Bryett (B).
  2. Chapman (A).
  3. Clarke, D. G. (B).
- Time—28 2/5 secs.

**4. Putting the Shot.**

1. Morris (C).
  2. Woollard (B).
  3. Guard (B).
- Distance—28 ft. 1 1/2 ins.

- Bryett (B).
  - Hines (A).
  - Taylor (A).
- Distance—31 ft. 8 ins.

**5. 440 yards Relay (4 x 110 yards).**

1. 'C' Cullen.  
Knight.  
Myers.  
Guard.
2. 'A' Pettit.  
Mulinder.  
Harrison.  
Bates.
3. 'B' Button.  
Copcutt, G.  
MacLeod.  
Woollard.

- 'B' Barham.  
Treacher.  
Burgess.  
Bryett.
- 'A' Chapman.  
Elliott.  
Palmer.  
Miller.
- 'C' Hill.  
Walker, C.  
Wilson, R.  
Spearman.

Time—64 7/10 secs.

Time—59 1/2 secs.

**6. Long Jump.**

1. Bates (A).
  2. Treacher (B).
  3. Vizard (C).
- Distance—13 ft. 3 1/2 ins.

- Bryett (B).
  - Miller (A).
  - Walker, C. (C).
- Distance—17 ft.

Results of final events :

'B' 62 points. 'A' 56 points. 'C' 26 points.

**Final Placing**

	'A'	'B'	'C'
Standard points ...	3	5	1
Final events ...	3	5	1
	6	10	2

Athletic Plaque won by 'B' side.

A most enjoyable match was held with a team representing Wanstead and Ilford boys now sharing education at Wanstead County High School. Junior and senior events were included, juniors consisting of first-year boys and seniors those under fourteen. Buckhurst gained a very useful lead after the first few events but their opponents pulled up with a rush by doing better in the two Long Jumps, so that with the two relays to be run, Buckhurst were only 8 points ahead. When Wanstead and Ilford won the junior relay (4 x 110 yards) by inches they were only two points behind. The Senior Relay consisted of 4 x 220 yards, with Bryett running last. Chapman contributed largely to ultimate victory by winning the first leg with something to spare against a powerful opponent who had previously beaten him in the 220 yards. Wall retained his lead, Clarke, D.G., valiantly resisted a strong challenge, to give Bryett a start of a few yards which he increased to eight or ten. Buckhurst thus won a close and most thrilling match by eight points. It must be said that Wanstead and Ilford were lacking the services of a member of their senior relay team, compelling them to include a junior who had just before run finely to win the last leg of the junior relay. Taylor's effort in winning the Javelin is outstanding, his throw of 117 ft. 3 1/2 inches showing an improvement of nearly thirty feet over his previous best record.

**RESULTS**

Event.	Points.	
	Wanstead.	Buckhurst.
1. 100 Yards (Senior) ...	1. Bryett (B.H.) 2. Pearce (W.) 3. Riddock (W.)	4 5
2. 100 Yards (Junior) ...	1. Vizard (B.H.) 2. Cheatle (W.) 3. Bates (B.H.)	3 6
3. Javelin ... ..	1. Taylor (B.H.) 2. Walker (B.H.) 3. Drewe (B.H.)	0 9
4. 220 Yards (Senior) ...	1. Bryett (B.H.) 2. Pearce (W.) 3. Riddock (W.)	4 5
5. Putting the Shot (Senior)	1. Riddock (W.) 2. Drewe (B.H.) 3. Morris (B.H.)	5 4
6. High Jump (Senior) ...	1. Bessex (W.) 2. Drewe (B.H.) 3. Miller (B.H.)	5 4

Event.		Points.	
		Wanstead	Buckhurst.
7. Long Jump (Junior) ...	1. Cheatle (W.)		
	2. Clark (W.)		
	3. Bates (B.H.)	8	1
(Senior) ...	1. Bryett (B.H.)		
	2. Pearce (W.)		
	3. Miller (B.H.)	3	6
8. Junior Relay (4 x 110) ...	1. Wanstead.		
	2. Buckhurst (Vizard, Mulinder, Woollard, Bates)	6	0
9. Senior Relay (4 x 220) ...	1. Buckhurst (Chapman, Wall, Clarke, Bryett)	0	6
	Total	38	46

### CHESS REPORT

Chess is chiefly a game for a winter's evening, and in normal circumstances we hope to have meetings of the Chess Club during the Christmas and Easter Terms. At present, however, it is necessary to finish well before dark, and so the Club was started in the Summer, and will probably continue for a number of weeks of next term.

All meetings have been well attended and some keen games have taken place. Those members who have brought their own sets are particularly to be thanked, and we hope that they will continue to help us until we have more sets of our own.

The tournament has been a great success. There were fifty-one competitors, a very encouraging number since most were beginners. Some matches were finished in four moves, but I believe by now everyone is on the look-out for this "Scholar's Mate" as I think it is called.

Chapman (IIa), Final, Boatman, and Tredinnick reached the semi-final, the last named winning the Tournament by a victory over Chapman.

We are looking forward to having House matches, and possibly games against other schools later on.

S.R.C.

### CRICKET

#### The Headmaster's XI. May 24th.

The Headmaster and Mr. Scott opened the innings and it was not long before the Headmaster had hooked two long hops to the boundary. He was unfortunate to lose his wicket from a ball which rose sharply and struck the edge of his bat. Mr. Smith made a rapid 18 and with a useful contribution of 29 from Mr. Crocker the score reached 65 for 7. Mr. Lloyd and Mr. Romans put on 97 for the 8th wicket, the former including four 6's in a sparkling innings of 55. The innings ended with 162 runs.

Flower and Chapman gave their side a splendid start with an opening partnership of 44. Chapman's share was 20 when he was bowled by a fine ball from Mr. Lloyd.

The second wicket fell at 44; so did the third. Flower fell to a smart catch in the slips by Mr. Crocker for a very professional 37. When he left four batsmen succumbed to the shock tactics employed by Mr. Lloyd and Mr. Crocker, the telegraph reading 63 for 4, 63 for 5, 63 for 6 and 63 for 7. However, the fine work of Flower and Chapman succeeded in enabling their side to stave off defeat and the Headmaster's XI were unable to finish off the School innings in the necessary time.

#### Forest School (under 14). May 31st.

It was a privilege to play on the delightful ground of Forest School, on a beautiful summer's evening. Buckhurst batted first and our opening pair gave a confident and convincing display until Flower was brilliantly but unluckily run out for 18 after driving a ball hard and wide of the bowler's right hand. Then followed a distinct collapse saved only by Chapman carrying his bat through the innings for 34 and some breezy driving by Walker. The innings closed for 76, which was considered barely adequate. Forest School made a distinct stand after losing their first two wickets cheaply but this partnership being broken, the side was soon all out for 50. Clark (R.J.) and Button bowled well and Flower, by intelligent placing of his field gave an example of first-class captaincy, particularly when Walker was moved round to make a fine catch on the leg side.

#### Chigwell Council School. June 8th.

This match was chiefly noted for the fine opening partnership between Flower and Chapman. Putting on 131 runs without being separated these two batsmen are to be congratulated on a record stand, not likely to be surpassed for a long while. Chapman had made 47 not out and Flower 79 not out when the innings was declared.

After Chigwell had made 36 for 3, wickets fell at regular intervals until 55 for 8 was reached. Then came a stubborn resistance from batsmen 9 and 10 who succeeded in playing out time.

The wickets were shared between Walker, C., Clarke, D. G., and Hines (2 each) and Button and Wheatley (1 each), while Godfrey claimed two stumpings.

#### **Forest School (under 14) XI. June 14th.**

Fine fielding from every members of the team was directly responsible for the low total put up by Forest. No less than five were caught and one run out. Clark, R.J., obtained four wickets and Wheatley two for 11 runs each.

Our first wicket fell at 4 and the second soon followed at 12. However, a determined 21 by Button put the side in the happy position of being able to pass the Forest total for the loss of four wickets, though not before we had suffered two undignified run outs.

Palmer added an attractive 23 not out while Hines batted well before being bowled for 21, the School finishing with 86 for 6.

#### **Chigwell School (under 14) XI. June 18th.**

Chigwell batted first and made 60: the School fielding was again good and four of the opposition were caught and two run out. Of these, Clarke, R. J., made two fine catches. We lost our opening pair after 21 runs had been scored but a useful stand by Button and McCartney took the score to 38 before the latter was bowled. Palmer and Button added another 15 and the School secured a well-earned victory by five wickets. Button's 20 not out was invaluable.

#### **Wanstead County High School. June 22nd.**

Wanstead chiefly owed their total of 72 to some slack fielding by the School and an enterprising 32 by Buckleigh.

Flower and Chapman began the innings in a very sedate manner so that it was not until the 26th ball that a single was attempted and made. A 2 followed four balls later. Another maiden followed this burst of scoring.

Flower finally withered away with the total at 10 and made way for Palmer who opened his innings with a welcome boundary. Then came a good stand of 43, Palmer eventually being bowled for a good 24. We had reached the score of 53 for 3 when it suddenly dawned upon the team that "time was inconsiderately marching on." Frantic cricket ensued, Chapman, McCartney and Button all getting out in a mighty effort to wipe off the arrears in one Herculean stroke. Walker, caught in a moment of panic, was run out and although Clark (R.J.) and Hines made a praiseworthy attempt to win the match in the last over we were three short of victory when time was called.

A very thrilling finish—but how we longed for an enterprising boundary to lighten our darkness during those first 26 balls.

#### **Headmaster's XI. June 28th.**

In spite of a promising start the masters fared badly in this second game of the series. The Headmaster and Mr. Scott again opened and put together 28 before Button bowled the former for 15. At the same score Mr. Scott lost both his equilibrium and his wicket when Godfrey was not slow to take advantage of the moment. The fact that Godfrey has conceded fewer extras and obtained more stumpings in these games may not be entirely without significance.

Mr. Crocker, deceived by a ball from Button, played on, making the total at this stage 32 for 4. Here the proximity of the tea interval prompted Clark (R.J.) to take a more active part in the game so that he proceeded to take the remaining wickets during a devastating spell of bowling. He finished with the extraordinary figures of 8 wickets for 11 runs. Mention should also be made of the catch which dismissed Mr. Romans, a catch at deep square leg which will be long remembered and certainly not forgotten by the batsman. The innings closed with the total at 53.

Flower and Chapman put on 30 by sound and determined play. After Chapman left Flower increased his score to 27 when he was bowled by Mr. Crocker. His watchfulness was rewarded by his being at the wicket when the winning hit was made. Thus the School recorded a well merited victory. When stumps were drawn the School had made 90 for 6 of which McCartney contributed 20 not out.

Mr. Crocker had two wickets for 8 while Brown, included in the Headmaster's XI, bowled excellently to return the figures of three for 13.

### Wanstead County High School. July 14th.

For the home game the School batted first and were not long in losing three wickets for 3 runs. When Hines joined Chapman however, the situation improved so that when the next wicket fell the score had increased by 38 runs. Hines made a timely 19. Walker (C.) carried on the good work and made a brisk 17. The innings was declared at 88 for 7, Chapman again rendering yeoman service by carrying his bat for 36.

Two stoppages for rain interrupted the Wanstead innings so that the total was only 42 for 5 when stumps were drawn. A late start and poor weather spoilt what promised to be an interesting game.

### Chigwell School. July 20th.

This match, played away, saw the welcome return of Drewe who took the first wicket with his third ball. Wickets fell with such rapidity that the telegraph soon read 4 runs, 5 wickets, last man. 0. Then as so often happens after a collapse two later batsmen slowly but surely pulled the game round. Our bowlers gradually lost the initiative and Button, troubled by a cross wind, was frequently put away to the leg side. When Hunter and Miller were out the tail offered little resistance, the side being out for 55. Drewe had 5 for 17 and McCartney took two well-judged catches. When our innings opened it was soon evident that our batsmen would be called upon to face faster bowling than they had previously met with. Unfortunately, with one or two exceptions they did anything but face it. It were best to draw a discreet veil over this lapse in our batting as it is true to say that it was due in some measure to inexperience and a lifting ball.

Chapman was bowled off his pads in the first over after producing one scintillating boundary. Button tried hard but was bowled at 14 and McCartney and Hines soon followed. It was not until Clark (R.J.) joined Palmer that hope began to revive. These two took the score to 39 when Palmer, who had batted pluckily was rather unexpectedly bowled. Clark left soon after and as the last five batsmen could only muster 2 runs between them we were all out when 11 runs short of the Chigwell total.

Thus the first defeat we have suffered came in the last match of our second season. We are happy to be the first to congratulate Chigwell upon their victory.

## JUNIOR CRICKET

### Chigwell Council School XI. June 20th.

An Under 13 XI defeated Chigwell Council School XI by 7 wickets. Chigwell batted first and were dismissed for 31, Brown taking 6 wickets for 7 runs.

The School made 103 for 6 of which Clark (R.J.) contributed 37 before retiring.

## SHIELD CRICKET

In the first round of the Shield competition the 'C' team defeated the 'B' team by 20 runs. The 'C' XI were all out for 53, Wheatley making 25.

'A' XI proved to be too strong for 'C' XI in the final and won comfortably by 5 wickets. The 'A' team made 117 for 5, Palmer 43, Chapman 32 and Hines 20, and then dismissed the 'C' XI for 64. The Shield for 1940 therefore goes to 'A' side.

Date.	Opponents.	Result.	School.	Opponents
May 24th (H)	Headmaster's XI ...	Draw	71 for 8	162
May 31st (A)	Forest School (under 14) ... ..	Won	76	50
June 8th (H)	Chigwell Cncl. Sch.	Draw	131 for 0	61 for 8
June 14th (H)	Forest School (under 14) ... ..	Won	86 for 6	34
June 18th (H)	Chigwell Sch. (under 14) ... ..	Won	62 for 5	60
June 22nd (A)	Wanstead Cnty. High School ... ..	Draw	70 for 6	72
June 28th (H)	Headmaster's XI ...	Won	90 for 6	53
July 14th (H)	Wanstead Cnty. High School ... ..	Draw	88 for 7	42 for 5
July 21st (H)	Chigwell Sch. (under 14) ... ..	Lost	44	55

RECORD—Played 9 : Won 4, Drawn 4, Lost 1.

The following boys have represented the School during the season : Flower, Chapman, McCartney, Godfrey, Palmer, Reynolds, Wheatley, Clark, R. J., Button, Clarke, D. G., Hines, Barham, Walker, C., and Drewe.

All will agree that the season has been a most enjoyable one. Unfortunately, owing to evacuation and war conditions generally we have been sorry to lose fixtures with Barking Abbey School, Chingford County High School, Cranbrook College and West Ham Grammar School. We shall look forward to these matches next season. However, we have gained two new rivals in Forest School and Chigwell and hope that these fixtures will mark but the beginning of a long series of games.

Besides being enjoyable the season has been successful and of nine matches, four have been won, four drawn and one lost. Although we met our Waterloo against Chigwell, our record since 1939 is still a proud one. Details of the matches will be found elsewhere in these pages but in a brief review of the season mention should be made of the outstanding success of the School's opening pair, Flower and Chapman (A.). Their figures are more eloquent than any words as a glance at the score book will show. Partnerships of 31, 131, 30 and 44 were made on four of the six occasions in which they opened. Furthermore, it is fitting that, in addition to the onerous duties of captaincy, Flower should have made most runs, registered the highest individual score and featured in a record partnership.

Chapman has owed most of his success to the way in which he has disciplined himself to watch every ball right on to his bat, a feature of his batting which might be profitably employed by others in the team. But matches can rarely be won by the efforts of two players alone and happily there have been others who have given most valuable support. It is the sum total of the team's effort that is always the deciding factor in the game. A contribution of two or three runs badly needed, perhaps to win the match, are of more value than 50 when runs are of no account. And those who have made these less spectacular contributions have truly played their part as a member of the side. Throughout the season Palmer has developed into a stylish bat with an attractive cover drive and has shown himself to be unafraid to leave the popping crease to any well-pitched ball. Both he and Hines, a much improved player, have made runs when most needed.

Button and Clark (R. J.), first year boys and newcomers to the side, have more than justified their inclusion. The former has batted and bowled well while the latter has taken most wickets and set a high standard of fielding. The fielding on the whole has been good; McCartney and Walker (C.) being always on the alert.

The wickets have been fairly evenly shared (a good sign) by Walker, Wheatley, Hines and Button. Godfrey (P.), behind the wickets has secured nine victims and on these occasions has shown of what he is capable, but he still has a most disconcerting trick of standing to one side, thrusting his hand out in the manner of a policeman on point duty whilst first slip retrieves the ball from the boundary. On April 1st—yes—but he should be reminded that the cricket season does not begin until after that date. The result of enthusiastic practice, I am sure, will add to his own enjoyment behind the stumps besides saving his side many runs and much unnecessary exercise.

The value of getting every possible run cannot be too strongly emphasised. Running between wickets has improved, it is true, but runs are still frequently missed. Had each member of the side scored only one run more as the result of opportunism, two of our matches (one drawn and one lost) would have been won.

Finally, bearing in mind the last match of the season against Chigwell a word or two about fast bowling may not be out of place. A straight bat is still the best way of defending one's wicket whether the bowling be slow, medium or fast. But it is not the slightest use playing this straight bat from a position close to the square-leg umpire. Remember that if you defend your wicket in the proper way you are defending yourself. In the words of the Minister of Home Security "Stay Put."

Towards the close of the season we suffered two most regrettable setbacks. The first occurred during a Shield match when Flower slipped and fractured his wrist (we are glad to know that he is making good progress) and the second was the departure of Mr. Lloyd. All are aware of what he has done for the School cricket and all join in wishing him good luck and a speedy return.  
H.H.R.

#### FORM RESULTS 1939-1940

The following boys are to be congratulated on gaining the leading positions in their forms :

Form.	First.	Second.	Third.
1A	Price.	Nice.	Bell.
1B	Hall, S., Horne, Yates (equal first).		
1C	Denmark.	Conner.	Andrews.
2A	Chapman, A., Tarlton (equal first).		Flower.
2B	Bracey.	Barham.	Bryett.
2C	Brazier, B.	Lightfoot.	Reynolds.

## MODERN LANGUAGE SOCIETY

Up to the time of writing, the Society has held, in all, five meetings, and the attendance has, for the most part, been good. We have to thank Mr. Taylor for consenting to become our President, and other members of the staff who have been kind enough to give us talks. To Taylor, Smith, Palmer, Shaw, Miller and Godfrey of 2a and Shepherd in 2c we offer our thanks for their co-operation.

It is hoped that the activities of the Society will soon be enlarged, and we shall be grateful for all offers of assistance.

### RECORD OF MEETINGS.

May 1st—Life Story of Victor Hugo (Mr. Smith). Various exhibits by K. Smith, W. Taylor and L. Shepherd.

May 15th—Life Story of Louis Pasteur (Mr. Scott).

May 29th—Life Story of Napoleon (Mr. Lloyd).

June 13th—Loan of Arc (C. Palmer).  
My Adventures in France (B. Shaw).

July 17th—A Journey Down the Danube (P. Miller).  
Bismark (P. Godfrey).

## A HUNDRED YEARS OF STAMPS

In 1840 the first postage stamp was issued. It was the marvellous 'penny black,' probably the most beautiful stamp ever circulated. The plates were engraved by Mr. Frederick Heath; it was printed in sheets of 240, imperforate, by Messrs. Perkins, Bacon & Co. The 'two-penny blue,' in the same design, was issued at the same time, on May 6th. Thus Great Britain issued the first two stamps. She also issued the third. It was the 'penny red,' identical in design with the former penny stamp, executed in red-brown and issued on the 10th February, 1841, at first imperforate, and later perforate.

The first stamp issued outside Great Britain emanated from the United States of America. Inscribed "United States City Despatch Post," it was issued in 1843. Also in 1843 the Swiss Canton of Zurich made an issue of two stamps, a four-rappen for local use, and a six-rappen for outside use. In a plain design, consisting of a numeral on a background of lines, they were printed at Zurich by Messrs. Orell, Fusli & Co.

Other countries followed the Motherland quickly, and by 1850 Great Britain, Mauritius, New South Wales, Victoria, Brazil, Bavaria, Belgium, America, France, Spain and Switzerland were issuing stamps. After the first ten years, postage stamps were no longer looked upon as experimental, and in the next ten years the names of sixty-three countries were added to the list of stamp-issuing nations.

In 1850 the first issue appeared from British Guiana, and in 1856 a stamp appeared that was to become the rarest in the world. The plates were set up and printed at the office of the "Official Gazette," Georgetown, by Baum and Dallas. There were four stamps in the series, a 1-cent black on magenta, and three colour varieties of a 4-cents. The 1-cent is now the rarest stamp in the world, only one known copy being in existence.

As time wore on Commemoratives began to make their appearance, but, unhappily, Great Britain has made very few of these issues. The few issues that she has made are the 1924-25 British Empire Exhibition set, the Ninth Congress of the Universal Postal Union set, issued on 10th May, 1929, the Silver Jubilee series of 1935, the Coronation stamp of 1937 and lastly the Centenary issue of this year. Although Great Britain invented postage stamps, she is not the only country to commemorate the centenary by the issue of stamps, Salvador, Northern Rhodesia, and several other countries having issued sets.

The march of time is clearly imprinted on postage stamps. If you compare a 'penny black' with a modern Russian or Japanese stamp, you will see that the 'penny black' is far more exquisitely executed than the modern issues. This is partly due to the fact that the new method of printing, that is, photogravure, does not give such a good result as the old method of electrotyping, but it is mostly due to the modern designers being over ambitious and trying to show too much on one stamp. It is to be deplored that, as time advances, stamps are going to decrease in beauty, but some slight compensation can be had from the fact that one can always think of, or even look at, one of the old "classics."

G. SWANBOROUGH.

### THE SCHOOL SONG

We have a School Song, the music of which was composed by Mr. Campbell and the words of which, written by Mr. Steele, are given below :

Firm set above the Roding Stream,  
By wide and grassy leas,  
Our house stands fairly to the winds  
'Twixt Essex flowers and trees.  
While we within it walls are found,  
Like loyal sons we rest,  
For in our work and in our play  
The school expects our best.

As changeful Time with restless speed  
Its silent course still runs,  
And years may bring an altered scene  
To welcome future sons ;  
In Truth and Honour firmly fixed  
And strengthened by our hands,  
Our first foundation ne'er can pass,  
But resolutely stands.

The larger world will make its claim  
On us from every side,  
And we shall play our several parts  
On stages sundered wide.  
And yet howe'er our paths may stray,  
Or school may distant seem,  
A loyal mem'ry we shall share  
Of years by Roding stream.

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### THE SCHOOL MOTTO

So many boys have asked the meaning of the School Motto that the simplest translation may be desirable. Perhaps a phrase of three words — ' Rejoicing to Repay ' comes nearest to the Latin.

*The School Outfitters are*

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