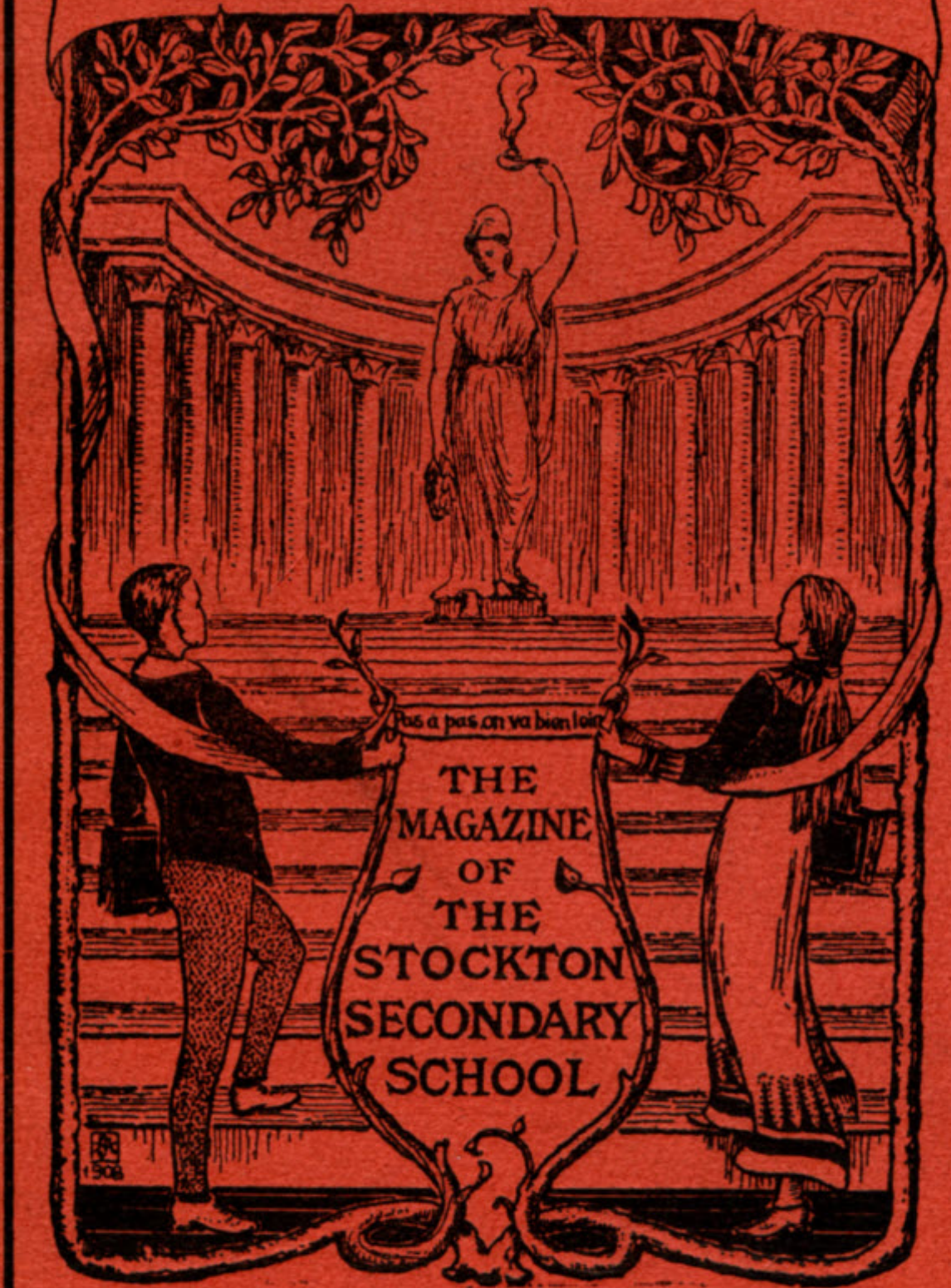


1912  
(summer)

# THE STOCKTONIAN.



Pas à pas on va bien loin

THE  
MAGAZINE  
OF  
THE  
STOCKTON  
SECONDARY  
SCHOOL

1912\_V1\_2\_Midsummer

Inner covers blank

Pages 17 to 22 and 25 to 26 missing from original copy

# "The Stocktonian" S.S.S. Magazine

VOL. I.

MIDSUMMER, 1912.

No. 2.

NOTICES.—This Magazine will appear once every term, at Xmas, Easter, and Midsummer.

Extra copies can be obtained through any member of the staff.

## Editorial.

WE all more or less pursue the same studies, have the same teachers, live as it were under the same roof, and now—we have the same Magazine. It was mainly for the purpose of fostering and cultivating the feeling of unity and common interest, that *esprit de corps* so much to be desired, that "The Stocktonian" made its appearance.

Naturally we had some misgivings as to the reception which would be accorded our first number, but, thanks to the loyal support of the School, our doubts were soon dispelled. We trust all our readers were pleased, and, as the way now seems open for success, we earnestly appeal for the continued support of every boy and girl in school.

We are hoping that the second issue of "The Stocktonian" will meet with even greater success, and as that success depends very largely on an increased circulation, we would like every pupil to get at least one subscriber. This should not be a difficult task seeing that there are so many "Old Boys and Girls" who would willingly subscribe, were the Magazine brought before their notice.

We would not be human if we had not a grievance to vent, and we must say we were disappointed that so few tried our Competitions. We announce in this number competitions of a different nature, and we hope that as many as possible will make an effort to gain a prize.

For various reasons certain articles which our contributors were good enough to send in, had either to be put aside temporarily or rejected altogether. We wish to thank all those who contributed in any way, and we *are* grateful for all contributions with which we are favoured.

We are pleased to announce certain new features in this number, not the least important being a group photograph of the School Cricket XI. We are hoping to be able to have at least *one* photograph in each number, but we shall have to "wait and see" as this depends very largely on the support we receive.

We have especially to thank our friend Mr. Michael Heavisides for his illustrated article on "The Lake in Ropner Park": Mr. Harry Heavisides, the well-known Norton cricketer and one of our "Old Boys" for his interesting and instructive article on Cricket: Mr. Brewis, another "Old Boy" now situated

in the "Far North," for his amusing sketch "Fishing in the Highlands": and another "Old Boy" contributor, who is at present supplementing his knowledge as a practical engineer by taking an engineering course at the University, for his sound and useful advice to budding engineers. It is extremely gratifying and encouraging to get such support.

And now we are almost at the end of our Summer term. The weeks have passed quickly: the holidays will soon be upon us. Doubtless some will be looking forward with mingled feelings to the end of term for school days will then be over—and school days *are* happy days. We feel sure that our prospective Old Boys and Girls will always bear in mind that it is their duty to bring credit and honour to their School. Let us hope that not the least of the links binding them to it will be "The Stocktonian."

We wish all our readers, young and old, a very bright and happy holiday.

### Press Notice.

We have much pleasure in publishing the following favourable and encouraging press notice which appeared in "The Stockton and Thornaby Herald" of March 30th.

A SCHOOL "MAG." Writing of the secondary school, reminds me that I have this week received a copy of "The Stocktonian," the first number of the magazine of the school. Let me at once say that it is a creditable production. It is a magazine for the pupils by the pupils and if the interest can be sustained there is no reason why it should not command a good and lasting circulation, not only amongst those who are at present connected with the school, but old boys and girls who have passed through it. A school-magazine has many claims of usefulness. In the first place, it gives the pupils who contribute something fresh and original with which to exercise their thoughts; in those who read but do not contribute it creates a deeper personal interest in the writers and the subjects upon which they have written; and it also provides that link which is necessary to keep intact the chain of pupils present and past. "The Stocktonian" deserves to succeed. I heartily hope it will.

## A Soliloquy.

By Brown, (Jones, Smith or Robinson), who is preparing  
for the Senior Locals.

The mellow sunlight through the casement streaming,  
The soft June breeze that stirs this irksome page,  
Soothe not my soul to sweet contented dreaming,  
For bitter rage

Against the Fate that binds me, willy-nilly,  
To this dull room, and bids me cram my head  
With verbs and formulæ till, sick and silly,  
I crawl to bed,

Is burning in me with a flame increasing  
As, day by day, my fancy seems to hear  
A warning whisper, sibilant, unceasing :  
"July is near" !

Past this drear cell that I am growing grey in,  
My erstwhile comrades, flannel-clad and gay,  
Haste to the fields that once I used to play in,—  
Alack-a-day !

O for a bat ! A clean, low drive past cover,—  
A sudden snick, too swift for slip to see,—  
A dozen up before the call of over ! . . . . .  
It may not be.

Would I might sail to some fair, distant haven,  
Where pens and ink and paper are unknown,  
Where literary efforts are engraven  
With stone on stone !

Perchance, by blue lagoons, 'mid palm trees waving,  
My mind unwarped by gerundive or sine,  
The peace for which my harassed soul is craving  
May yet be mine !

(*Two months later*,—Brown, (Jones, Smith or Robinson) has  
seen his name in the Honours List, and is writing a sonnet on  
"The Beauties of Learning.")

## Gaudeamus.

Joyful we, while youth is ours.  
Morning fades to darkening hours  
Earth will claim us, claim us !  
Life is brief and short its span :  
Swift comes death and grips his man.  
Death will claim us, claim us !  
Perish sadness, perish gloom !  
Foes and scoffers, meet their doom !  
Gladness claims us, claims us !

## In Sunny Spain.

It was a lovely day in August when we arrived in Ferrol. While my father saw to the luggage in the custom house, I had a good look round. I am sure I had never seen any place so lovely. I could see for miles round about me, and there were mountains with tiny villages dotted here and there. The sky and the water of the bay were a deep blue seldom to be seen in England.

When my father came back, I asked him where he had left our luggage. He said it was being taken home, and, pointing to a woman who was passing with a box on her head, said that that was one of ours. It was a box full of books, so heavy that it had taken two English porters to lift it into the train, but she was carrying it with the greatest ease.

Our new *casa* (house) was quite unlike our English home. We were on a flat three storeys high, and two sides of the house were of glass. Nearly all the rooms had whitewashed walls, and the boards of the floor were scrubbed perfectly white. It is necessary to keep everything very clean because of the heat, and the majority of the Spanish people are very clean. There were no fireplaces in the rooms, and all the cooking was done on a charcoal stove.

Carmen, our Spanish servant, we found very eager and willing to help us, but as we could not tell her in her own language what we wanted we were often in a predicament. She taught me my first Spanish word "*pan*," meaning "bread."

Whenever I went for a walk Carmen went with me, as it was not considered proper for a girl to go out alone. We used to go to market every morning for vegetables, meat and bread, as they would not keep on account of the heat. No one dreams of giving the prices asked for in the market. One has to bargain for everything. If we wanted carrots, I would go up to one of the stalls and ask the woman:

"How many for a halfpenny?"

"Three, *senorita*," she would answer, "very good, very fresh."

I would turn them over and reply:

"Three! I want six for a halfpenny."

Then she would raise her hands and her eyebrows and exclaim:

"Six! Impossible, impossible! You would rob me."

"Very good, very good, *Adios!*" I would say, and begin to walk away. The woman then tries to put four in my basket, but I will not allow it, and indignantly walk away. When I have got a few yards she calls:

*Senorita! Senorita!*

I stop, and on my going back she gives me five, and, slipping another into my basket, tells me it is all for myself, and that she is giving six only to me, as I am a very beautiful, a very good *senorita*; to others she would only give three. Before I go she breaks a lovely flower from one of her bunches and gives it me. Then, with another "*Adios!*" I hasten away to go through the same dialogue elsewhere. Carmen follows about a yard behind me with the basket of provisions on her head.

Sometimes Spanish ladies and gentlemen called in the afternoon. When a visitor is announced all who are in the room stand up, and remain standing until the new visitor is seated.

After a while I commenced going to the Convent School. A bell used to ring for prayers every hour. We were not forced to learn our lessons, so that those, who were idle learned nothing. Scripture, Geography, and Grammar were taught us in the form of a catechism. I liked my lace and embroidery best, as it was new and interesting. One day when I was in the Convent we felt a slight earthquake. My head bumped against the wall on which I was leaning. The nuns and the girls knelt down and prayed on their beads. It was soon over, and we resumed our work.

I had many walks into the country with Carmen. We saw countrywomen washing clothes in the running stream, and heard the monotonous screech-screach of the ox-carts which could be heard miles away. Very often we passed beggars lying by the roadside, some blind, some lame or deformed. But on all sides the country was beautiful.

In the evening I sometimes walked in the *Canton*, a promenade lined with trees, where people walked up and down and met their friends. A band played, and it was a pretty scene, as the ladies dressed beautifully.

I saw processions from the churches parading the streets. They carried images representing saints. People with lighted candles lined the streets, and priests clad in rich robes walked by the images. Rockets were let off at short intervals to announce the coming of the procession. I visited all the churches in the town in Holy Week. In one the Last Supper was set out, and Jesus and the Apostles were represented by images round the table. All the churches were decorated, and in each an episode in Holy Week was represented.

E.D., Form III.F.

## Nature Notes.

### A RAMBLE IN THE COUNTRY. Told by some of the members of Form II.

About three weeks ago our class went for a ramble in the country with Mr. Upton. Our object was to examine the different flowers and leaves about which we had been told in the previous Nature Study lessons.

We left school at half past two in the afternoon, and walked to the Town Hall, where we got on a car. We rode to Norton Terminus, and then walked through the fields which lead to Wynyard.

We observed many kinds of plants and grasses, such as Meadow Sedgegrass, Mare's-tail, Horse's-tail, Ground Ivy (which has a square stem), and a number of water plants. Most of us observed that all plants, that live in water, have thick hollow stems.

We saw an Elm tree drooping down right over the water. It had some little round leaves with a seed in the centre. These grow in bunches.

One boy seemed very anxious to gather some rare specimens. He placed a narrow rail across a beck and began to walk over. Unfortunately he slipped and fell into the water.

We all thank Mr. Upton very much for his kindness in taking us for the walk and showing us so many interesting things.

### HOW TO MAKE A GOOD OUT-DOOR AQUARIUM.

A splendid and cheap aquarium can be made as follows:—

Procure a butter cask and saw it in half. Place one of the halves in the position in which you require your aquarium to be situated; by the way, the aquarium described here is for out-door purposes only, a garden being the best situation. Then bank earth around the cask up to a few inches from the top, and sloping outwards. Next obtain some grass sods, and put these over the banked-up earth, fixing them firmly and right to the rim of the cask. From a pond, in which there is plenty of the animal life which is desired for an aquarium, take some soil and put it in the cask. This soil is best, because the inmates of the aquarium will be better adapted to it than to ordinary soil. A few stones and clinkers should be placed among the soil, and some water plants, from the same pond as the soil came from, should be planted among the soil and stones. This will hinder the growth of the plants as little as possible. Next some water from the pond should be put into the barrel, though not to the top, and the "live stock" introduced. Sticklebacks, water spiders, water beetles, newts, water snails, and minnows are capital for a start, but in time better animal life may be introduced.

E.T. Form Va.

### THE FROG WHO WENT TO SCHOOL.

Some time ago one of the scholars of our Class brought our Nature Study teacher some "Frog Spawn." Soon some little tadpoles appeared and we each got one or two to keep. We watched them grow into frogs and nearly every morning there was something new to note—either a mouth or eyes or—no, they do not get noses. When they got mouths we fed them on ants' eggs. I myself had two in my jar and one soon had four legs and soon his tail disappeared. I brought him to school in a small glass jar so that I might show him to my teacher and companions. I placed him on the window-sill but evidently he did not like being there and during the Grammar lesson he made his escape. Nowhere could he be found for a time but at last we found him hiding in a dark corner. As a punishment we turned the cold water tap on him. He did not seem to mind—in fact, I believe he rather liked it. I took him home again but alas! he again managed to escape and I only hope he has found a good home.

E.K. Form II.

## Tomkins Junior—2 B.

It was the evening before the School sports, and the mother of Tomkins junior, as she watched his faithful follower, Bungay, laboriously marking off a hundred yards with a twelve-inch ruler on the grass outside, felt glad that all the excitement would soon be over. For weeks, her son's mental condition had caused her the greatest anxiety. He had persisted in haunting the house clad in a pair of very attenuated white running knickers which were sustained by a red belt of truly formidable proportions, he had startled the household by letting fall fourteen-pound dumb-bells at all hours of the day and night, while his contortions with a Sandow's developer had been both weird and fearful to behold. A loud whistle brought Bungay to the front door. There stood Tomkins muffled up from head to toe in his mother's blanket coat. Without a word, he was carried on Bungay's broad shoulders to the course. In a moment, the coat was thrown to the ground, and Tomkins, stepping high, indulged in a preliminary canter to and fro. Then, at a given signal, he leaned forward and looked anxiously towards his goal. There was a small delay while another match was affixed in the pistol; then a crack and off he darted at full speed. Five minutes later, after carefully consulting a watch from which he had abstracted the spring some days before, and after making several abstruse calculations with a dirty stump of pencil, Bungay announced that Tomkins had broken the world's record by 15.336 seconds. Then did the champion sprinter stand on his head and exalt his feet to the heavens, then did he embrace the somewhat embarrassed Bungay and kiss him on the cheek. Whereupon the latter again shouldered his chief and bore him to bed. There, in lieu of embrocation, his legs were anointed with Yorkshire relish to make them supple, while Mrs. Tomkins was sternly bidden to send out for sparkling lemonade to improve his wind.

\* \* \* \* \*

Tomkins lifted up his cup, made several gurgling noises in his throat, unbuttoned his waistcoat, and then vulgarly announced that "if he ate another blessed thing, he'd bust." Bungay, very red in the face, was therefore declared the winner of a very spirited contest, he having consumed 17 sandwiches, 4 plates of trifle, 19 tarts, four of which had somehow found their way into his pocket, 9 pieces of tea cake, and a few other items of a miscellaneous character.

Now, Tomkins's experiences at the sports had not been happy ones. In the hundred yards he had finished last but one, in the quarter-mile he was not so successful. Then, too, a curious old lady, referring to his belt, had asked him if he wore it as a chest-protector, and glancing at his knickers, had again asked if he ever

suffered from chilblains. Worst of all, a fair Form I maiden, a former acquaintance of Tomkins, had waylaid Bungay, and had haughtily inquired "who that ridiculous creature in the silly trousers was." Still, as the boy said when he sat on the pin, "Everybody has his downs and ups," and so Tomkins merely sighed at the painful recollections, and skilfully piloted a couple of sardines down the unsuspecting Bungay's neck. A mocking laugh from outside caused the two allies hurriedly to make a bee-line through the front door. There, with fingers extended to his nose, in Tomkins's own territory was his deadly enemy, Bramble. For the thirteenth time in English history, the two foes joined battle. The conflict was hard and protracted. No quarter was asked and none given. Finally, an unusually fierce onslaught found both antagonists on the grass. On and on they rolled, until to the keen delight of Bungay, they both rolled into the pond. Then and only then was Tomkins able to dance the dance of victory, while the rooks on old Norton Church cawed congratulations to their youthful champion.

\* \* \* \* \*

So happy had been the issue of the struggle that Tomkins had felt it due to his fellow-countrymen to compose an epic which should set down in glorious verse the stirring incidents of that famous victory. Accordingly he had taken possession of his father's copy of "Fifteen Decisive Battles," and had adjourned to the garden for the purpose of invoking the Muse. Bungay, meanwhile, had seated himself on the rim of an old rain-tub and was engaged in feeding an unwary frog by the simple expedient of opening its mouth with a pencil and forcibly thrusting in the food. A violent argument as to the spelling of the word "chief," Tomkins maintaining that there were two "e's" in it, while Bungay as stoutly insisted that it contained an "e" and an "a," had been ended by its being mutually agreed that the honour of both would be satisfied if one "e" were inserted. And now the great moment had come. Tomkins with due deliberation mounted a seat, bowed to his expectant audience, raised a hand to enjoin silence, and then with much solemnity and many gesticulations recited:—

#### A POME.

by His Majesty Lord Cæsar Augustus Willie Tomkins, Esq.,  
V.C., M.P., B.A.,  
dedicated to his Chef Left Tenant Horatius Bungay, Esq., A.S.S.  
Anna's dominoes 1912.

"As I woke one morning from sweet repose  
Up I arose  
And out I gose  
And puts on my close

And I meets one of my fose  
And we comes to blose  
And I knocks him in the duck pond where the dirty water flose.  
Then up he arose  
With a broken nose  
And to bed he gose  
To heal his wose  
And to warm his tose  
And that's all I nose."

Then in touching words of affection, Tomkins announced that as a special mark of his favour the offices of Holder of the Royal Jacket and Rubber of the Royal Legs were to remain in the hands of the right trusty and well-beloved Horatius Bungay, Esq. and his heirs for ever. Doubtless overcome by this signal honour the newly promoted companion of royalty thereupon lost his balance and suddenly disappeared into the dark recesses of the rain-tub.

---

### Careers for our Boys. Engineering.

Of the many careers or professions open to well educated boys engineering is one which offers almost unlimited scope and opportunity. The word engineering as used nowadays includes so much that it conveys no specific meaning unless qualified by a prefix, as mechanical, civil, electrical, railway, mining.

The day is long past when one man could cover the whole range of engineering; two or three branches only being within the capacity of the average engineer. However as there is such an interdependence among the different classes, and as all the various branches are built upon the same fundamental truths, it follows that a boy who acquires the foundation of his profession at school possesses an obvious advantage over the boy who is not so equipped. The object of this article is to point out some of the subjects which could be studied with advantage by the boy who intends becoming an engineer, during the last two years of his school life. The importance of mathematics cannot be over-estimated. By this I do not mean that a boy must be crammed with the maximum amount of mathematical theorems and proofs. but rather that his knowledge of the subject is such that he can use it intelligently and apply it to problems that are not strictly mathematical. The amount of mathematics actually used in engineering is not very large, but its accurate application involves a lot of ground work. I once heard a well known professor of engineering say that all the mathematics an engineer requires can be written on a sheet of foolscap. In its literal sense this is quite

true, but in order to use those mathematics correctly they must be thoroughly understood, and that means work. The following is what I would advise:—Algebra up to and including the Binomial Theorem; the theory of quadratics must be thoroughly done and fully understood; Trigonometry—solution of triangles, and the addition formula. A lot of engineering problems are worked out in circular measure, so it is essential to become quite familiar with this system of measuring angles. Logarithms are largely used and must be handled accurately and quickly by every engineer. At the same time I would strongly advise boys to guard against the indiscriminate use of logarithms, as they are of no advantage in simple arithmetical calculations. The connection between Algebra and Geometry can be studied with great benefit so as to understand thoroughly that every algebraical expression can be represented by a curve. This leads up to the plotting of graphs, which is important as being the means of representing a series of results graphically. The straight line law  $y=mx + c$  must be quite mastered, so that when given a graph of this form you are able to determine the constants  $m$  and  $c$ . Logarithmic plotting is also of great use as by it the constants in equations of the form  $q=cz^n$  can be found, for by taking the logs we get  $\log q = \log c + n \log z$  which is an equation of the straight line order  $y=mx + c$ . As drawing is an essential qualification of every engineer the principles of projections must be thoroughly mastered at school. The drawing course should include use and construction of scales, plane geometry up to oblique planes and as much solid geometry as possible. Theoretical mechanics or what is sometimes known as applied mathematics should be commenced at school if possible, both the statics and dynamics being studied. The following should comprise the subject matter:—motion in a straight line, uniform acceleration, motion under gravity, energy and momentum, forces in equilibrium, components and resultant of forces in equilibrium, parallelogram, triangle and polygon of forces, moments of forces, the theorem of moments, and centres of gravity. The other subjects to be studied by the budding engineer are physics and chemistry. Physics, particularly the heat portion, is of vital importance, a clear conception of latent heat, specific heat, the difference between quantity of heat, temperature being of great use. Conduction, invection, and radiation can be studied with advantage. The principles of chemistry must be quite clear to the engineer, if mastered at school so much the better. If a boy's studies are moulded along the lines outlined here he will when serving his apprenticeship be able to apply his knowledge with advantage, and supplement it without the grinding which the average apprentice finds so necessary.

A. E. P.

## Upstairs and Downstairs.

We all regret that we are having to part with one of our teachers this term. Miss Long, who has been with us for over two years, leaves at the end of term. We shall all miss her very much, for not only has she proved a most painstaking teacher, but we have always felt that our interests were hers also. In all matters connected with our sports she has taken an active part. Miss Long leaves us with our best wishes and we hope that all success and prosperity will be her lot in the future.

When the last issue of the magazine was published the Junior Locals were on, and we all sympathised with the poor mortals who had daily to face the "terrors" of the Examination room. We are now able to congratulate all those who met with success and we hope that that success will be continued. Dee gained First Class Honours, and Laura Carling, Second Class. Ten candidates obtained Third Class Honours while thirteen were on the Pass List. There were five "Distinctions" in English.

The Senior Locals are looming in the distance and the Sixth Forms are at present "scorning delights and living laborious days." We hope that all who are taking the Examination will soon be writing sonnets on "The Beauties of Learning."

Congratulations to Harris on gaining a Junior Exhibition Scholarship of £60. Harris, who gained First Class Honours in the Junior and Senior Locals, was awarded this Scholarship as being the top boy in the County. He has also been successful in gaining an open Mathematical Scholarship of £70 tenable at Durham University.

Our advice to others—"Go, and do thou likewise."

Form Vb seem to be in a bad way.

We have had several letters suggesting improvements (?) in the School and now we are burdened with a "Lament."

On every other Wednesday  
According to a rule,  
To Tennis go the Fifth form of  
The Secondary School.

To Tennis we have never been  
This term, to our regret;  
For nearly ev'ry Wednesday  
Has been so very wet.

In IIIa when the master left the room two boys instantly began talking. Instead of writing out their exercise they thought out the following few lines:—

"A comical rabbit  
Contracted the habit  
Of walking about on his ears,  
When, sad to relate,  
They bent with his weight,  
And made him bow-eared, it appears."

FROM CLASS ROOM AND CORRIDOR:—

Several definitions of "troubadour."

"A troubadour is a wind instrument."

"A troubadour is a compartment of a lady."

"A troubadour is a horn used by swineherds."

Howlers—In the houses of the poor the drains are in a fearful condition and quite unfit for human habitation.

A circle is a round straight line with a dot in the middle.

A sluggish river is a river covered with slugs.

# Examination Results. Easter, 1912.

	English	History	French	Maths	Physics	Chemistry	Geography	Art	Manual	Needlework
Form VIa	M. Ross W. Stewart F. Turner	A. Samuel Green	Osborne Green	Osborne Green	Atkinson Monaghan Dee	A. Barrett Green	E. Dowse M. Ross	Osborne		
Form VIb	M. Monaghan E. Walker Roberts	Mabel Gill Monaghan Dee	Green M. Robertson S. Osborne Dee	C. Harper R. Williams Appleby	Atkinson Monaghan Dee	C. Harper M. Gill Dee	Atkinson Monaghan Appleby Dee Wilkinson Weatherell	Atkinson B. Carter	Roberts	
Form Va	Dee	Appleby Roberts	Howie	Wilkinson	Roberts	McWilliams	Wilkinson		Demain	
Form Vb	L. Bowron L. Carling D. Dewhurst	L. Carling L. Bowron Elders	L. Carling E. G. Narbeth	L. Carling J. Hotson Johnson Callender	Roberts	A. Plumley H. Prest Johnson Elders	J. Hotson A. Callender Crawford	L. Leader A. Callender D. Dewhurst Crawford	Kidd Plumley	
Form IVa	Hewison	Pugh	Callender	Callender	Pugh		Johnson	Robinson Elders		
Form IVb	C. Rimer D. Pennock	A. Foulkes M. Tate	J. Bateman A. Pugh	J. Bateman E. Hickey	J. Bateman A. Pugh	J. Bateman D. Pennock	D. Pennock C. Rimer	A. Kidd E. Ordish C. Prest		C. Rimer E. Ordish O. Thompson E. Spooner C. Cosser
Form IVc	M. Hutchinson M. Hopkins Cheseldine	I. Martin E. Spooner Cheseldine	A. Moorhead M. Hopkins Rogers	M. Hopkins M. Hutchinson Shipley	M. Hopkins N. Henderson Smith	Petch E. Craig	M. Hopkins Kewley Cheseldine	Petch I. Martin Richardson	Petch Urwin Franklin Stacy Cheseldine	
Form IIIa	Shipley	Stacy	Smith	Reid	Reid		Tompkinson Harris Stacy	Deacon Shipley		
Form IIIb	O. James R. Henderson	F. Ordish O. James	N. Watson M. Myers	M. Webber A. Hore Jonsson Dudley	O. James E. Petch Foster	O. James	O. James L. Lennard E. Petch Jonsson	R. Henderson O. James		M. Myers A. Hore
Form IIIc	McLennan Dudley	McLennan Nicholson	Brownrigg Earnshaw	Jonsson Dudley	Dudley		McLennan	Brownrigg	McLennan	
Form IIId	C. Barr M. Hutchinson	T. Harker E. Watson M. Hutchinson	E. Raine T. Harker	M. Hutchinson T. Harker	C. Barr M. Milburn	T. Harker E. Watson	T. Harker E. Watson M. Milburn	Birch Leigh E. Watson C. Carter	Crosier Peacock	T. Bishop C. Carter N. Curry
Form IIIe	H. Darnbrough J. Wilson N. Garbutt	E. Leader G. Gearey E. Dixon	J. Wilson E. Leader	J. Wilson T. Lewis Appleby Smith	E. Leader R. Addison D. Yellow Smith	J. Wilson H. Darnbrough Smith	J. Wilson H. Darnbrough Waller	J. Wilson H. Darnbrough Waller	H. Darnbrough A. Hauxwell Appleby King	G. Gearey E. Shepherd N. Garbutt M. Rutter D. Timms
Form IIIf	D. Yellow	Waller		Smith	Smith		D. Yellow	Smith Appleby E. Kewley		
Form II...	H. Everett	S. Allibone	N. Hind	N. Hind	Smith		S. Allibone	E. Kewley A. Jonsson	H. Everett	E. Kewley
Form I	P. Fawcett E. Bowron	G. Hall C. Peart	H. Everett J. Atkinson J. G. Sanderson	H. Everett J. Atkinson J. G. Sanderson	H. Everett D. Yellow	H. Everett F. Williams	H. Everett F. Williams	E. Cornforth Lambert	F. Lewis Lambert Franklin	D. Narbeth E. Bowron C. Hicks

**Botany**—Form VIa—M. Ross.

**German**—Form IVb—I. Hamburger, D. Pennock

Form VIb—S. Osborne, Q. Plummer.

**Latin**—Form VIa—Green, H. Jordan.

Form Vlb—E. Walker, C. Sanderson,  
**Nature Study**—Form II—N. Hind, H. Everett. Form I—E. Wanless, Byles

## The Swans and Cygnets in Ropner Park.



"WE ARE SEVEN."

SWANS AND CYGNETS IN ROPNER PARK.

*From Photo by W. G. Hill.*

If I were asked by anyone as to which is the most beautiful spot in Stockton, I would, without the least hesitation say, the Lake, Ropner Park.

Less than twenty years ago it was simply a sheet of water with a sloping wall of slag around it, but year by year, thanks to the thought, skill, and artistic taste of the park curator, Mr. W. A. Jenkins, the lake and its surroundings have assumed the present charming state.

Having the advantages of living in the immediate vicinity of the lake, I have year by year watched the adornment of its sides, and now one might almost think that it is finished but our curator may think differently, and there is no telling what the next move may be.

Spring is a time of promise. Dame Nature, assisted by genial showers and the warm rays of the sun, gradually and steadily is at work. The bud swells and bursts from its environment, then come forth the leaf, the blossom, and in good time, the fruit. In this happy season, the birds mate and have a busy time in building their nests, then the eggs appear, and in due time, the young birds. The same may be said of water fowl, and this leads me to mention the appearance of seven cygnets on the Southern

island of the lake in Ropner Park. I first saw them when they were about two days old and appeared like tiny balls of grey wool. They were most tenderly cared for by the mother, while the male swan kept guard at a short distance, being ready to pounce upon any intruder, that approached anywhere near the young brood.

There have been some exciting struggles witnessed between the male swan and the other swans in the lake, and to watch the former full sail make for the intruders, as he gracefully arched his neck and lunged forth to catch up to his enemies. It was a fine sight to behold.

One week end the three older swans had a peaceful time as his lordship was fastened up within the wire netting on the lawn tennis ground. Since that time the three swans have been sold and despatched to Kirby Lonsdale, so that the lake is now more peaceful.

One morning lately I was up betimes and saw the fowl feed on the bankside of the lake. It was an amusing spectacle. Evidently the swans and the cygnets were under the impression that the food placed down was for their special use, as the ducks with their broods of ducklings, which came on the scene, had to pop in and snatch what morsels they could get hold of and run the chance of being snapped at by the swans.

On another occasion, I was most interested in a small white duck with five tiny ducklings, which were a bright yellow like canaries. While they were busily engaged swimming about in search of food, one of the offspring left the party and on his own managed to get within the netted space where a pair of black swans were imprisoned. He even got beyond their limited area. In the meantime I came to the conclusion that ducks can count, for the mother was troubled and much concerned by the absence of one of her progeny. Then they all went in search of the missing one. I kept my eye on the wanderer and soon saw he was making an endeavour to get back. He managed to arrive in the wired-off portion, and then was pounced upon by a duck who had a large family with her, and the poor little duckling received some nasty bites; eventually he cleared all entanglements and joined the other members of the family.

In the first ten days of the life of a cygnet a very charming scene is often witnessed, that is when the cygnets climb on to the back of the swan and nestle under its wings. I regret that I have not seen this quaint picture this year, but I understand that some visitors have been more fortunate than myself.

The cygnets are growing famously now, and I am sure anyone having a love for the bird creation could have ample amusement and instruction in watching the habits of the numerous fowl on the lake, Ropner Park.

M. HEAVISIDES.

## Men of Mark.

MR. WILFRED BREWIS, B.Sc.



The name "Brewis" recalls many happy memories to those who knew him at school, where he not only distinguished himself intellectually, but also by his prowess on the football field won a large circle of friends and admirers.

He continued his studies at University College, Nottingham, where he gained distinction in Mathematics and Physics, and was awarded a 3rd year scholarship by the Senate of the College.

He played soccer for his College and captained the College team for a season.

He was successful in passing the B.Sc. examination of London University, and is now Senior Mathematical and Science Master of Kingussie Grammar School.

That he may have a bright and prosperous future is the wish of all.

We congratulate Mr. F. Peacock on his recent promotion. We feel certain that, with the earnestness displayed in all his undertakings, and with such stability of character as he possesses, his future success is assured. We extend our hearty congratulations to Mr. A. E. Pescod, who has passed the 2nd B.Sc. examination in Engineering at Armstrong College, and to Mr. G. R. Elliott, who has passed the 1st B.Sc. examination.

Mr. Sidney Jewitt has distinguished himself at the recent examination in Advanced Book-keeping in connection with the Royal Society of Arts. This Society awards six silver medals to the candidates who obtain the highest number of marks at its examinations, and Mr. Jewitt has secured one of these. This speaks well for his ability, as 2156 students attended the examination in this subject. It will be remembered that he distinguished himself in mathematics while at school, by gaining a first class in the fifth stage of that subject. I feel sure that all of our O.B.'s will be delighted to hear of his marked success.

We are very pleased to record the success of Mr. Frank Scaife. At the recent City and Guilds examination he was

awarded a 1st class in the highest stage of "Gas Distribution." He had previously obtained a 1st class in the highest stage of Gas Engineering. Mr. Scaife is to be highly commended for his determination to make himself master of both the theoretical and practical sides of his vocation. We sincerely hope he will attain the promotion his ability and application merit.

Mr. Harold Allison has obtained a 1st class certificate in Grade I of Gas Engineering.

---

### Old Girls' Notes.

We regret that this term we have not much to record regarding the doings of our Old Girls. We do not mean to infer that they have been *doing nothing*, but it has proved rather a difficult task to get into touch with them, and so obtain a record of their achievements. We hope that this difficulty will be obviated next term by the formation of Old Boys' and Girls' Associations.

---

Miss Eileen Ordish, who is at present studying for her Final London B.A. examination, has just completed another very successful year at the Royal Holloway College.

Miss Mabel has just completed her course of training at the Leeds School of Cookery. The results of her final examinations have not yet come to hand.

---

Miss Elsie Carey, who, during the short time she studied with us, gained such promising results, is now pursuing her studies at Newnham College, Cambridge. She is working for her Classical Tripos, and in her second year examination, held recently, obtained very satisfactory results. She is studying also for a London B.A. degree.

---

Several of our Old Girls will this month complete their course at the Training College, but the results of the final examinations have not yet come to hand. We believe that they have already obtained situations, and we take this opportunity of wishing them all success.

---

We were very pleased indeed to have a long and interesting letter from Miss Alice Reeves, who is now located in New Westminster. Unfortunately our limited space prohibits us publishing her letter, but we have to thank her for her good wishes, and we hope that a copy of "The Stocktonian" will find its way to the "wild and woolly West."

(II) As a matter of practice give time exposures with a small lens aperture rather than instantaneous exposures. This of course can *never* be done with the camera held in the hand. If you do not possess a light tripod—have patience; you will find scenes well worth taking, near which some firm support may be found for the camera. Stocktonians take heart of grace and plunge into this untried delight!

With regard to the dilettanti, little systematic work is done in regard to coin collecting. Most are content to gather together a miscellaneous jumble of all dates and nations. Either our numismatists are yet unwilling to change coins of Victoria and Edward VII for coins of Queen Elizabeth or Louis XV or they have not yet acquired sufficient effrontery to visit little curiosity and second hand shops where collections are most easily augmented.

The philatelists are the most loyal section. Constant is the stream of puzzling specimens brought for inspection. We still think that the advice tendered in last term's *Stocktonian* anent specialisation might well be read again and laid seriously to heart.

It has been definitely decided that unless unforeseen difficulties arise an Arts and Crafts Exhibition will be held at the end of next term. An early notice is given that preparation may be made. Now ye arts and craftsmen, connoisseurs, dilettanti, and collectors, Stocktonians, all, rise and "strive, speed, fight on, fare ever."

---

## School News.

---

### HOUSE REPORT (Boys).

The story of each House is very much like that of its three neighbours. And this is only to be expected for each aims at the same ideal.—to be the best House in the school in every way, and to see its every member a good sportsman in the best sense of the term. Some of the activities of this term are dealt with elsewhere, notably in the Arts and Crafts, and Swimming Reports.

The chief feature of interest this term has, of course, been the cricket. House cricket (as distinguished from Country House cricket) can only be described as poor. It is almost a platitude to say that our hilly slope is a distinct trial to cricketers, though there is much to be enjoyed by the onlooker. It is a sheer delight to watch the persistent efforts of a bowler, who has just taken a leg stump with a ball that broke two yards, to look as if he did it on purpose and quite expected the result; while the forlorn appearance of a good bowler who has intended a gentle break from the off, and sees the ball pass the wicket a wide on the leg side would almost induce Schopenhauer to add another chapter to his "Studies in Pessimism." Yet the fact remains, that after deducting all the malign influences due to these regrettable contingencies, we retain to an exaggerated degree a number of faults more or less common to all school cricketers. Why is it that all our incipient Hirsts and Frys will cultivate the batting side of cricket to the exclusion of all else? For one boy who really takes pains over his fielding, quite ten try to bowl and thirty concentrate on batting! The fielding is really a *bêtise criarde*. And yet matches are lost or won on fielding more than on batting or bowling. In a recent House Match *one* dropped catch lost the game, and who shall say how many matches have been lost by persistent bad fielding throughout an innings? Our House bowlers have yet to learn that the first desideratum for a bowler is length not pace. The taller bowlers are inclined to pelt the ball down with all their might irrespective of length. In House Matches they succeed in terrifying their smaller opponents into giving an easy catch, or into leaving their wicket unguarded. The evil of this is felt in the school team where such bowlers are not only innocuous but expensive when the batsmen opposed to them are well set and confident.

By the way we wonder why it is "not the thing" for our boys to turn out for cricket in the customary outfit. Of course we know that some boys would find it very invidious to pass through parts of the town in flannels and the so-called pavilion offers no temptations to change there, but there must be many more boys who could turn up to practice looking like cricketers, only somehow custom (and a very evil one) is against it. This reform is a consummation devoutly to be hoped for in the interests of cleanliness and health, and it should be a regular rule that no game of heating exercise should be played in ordinary clothes.

There was a suspicion of a tendency some time ago for the members of a House, rather to decry their team because it was not successful. Surely this is the most unsporting attitude possible. A team that is winning can always count on supporters; the only time when support is valuable is in time of disappointment and defeat.

The attendance at House Matches has certainly improved. The attendance at School Matches is a disgrace.

The season is not yet finished, but the matches already played are given below.

At the time of writing we are looking excitedly towards the sports. May the weather be propitious and may the best House and the best sportsmen win!

### HOUSE MATCHES, SUMMER, 1912.

Red House 73.	Blue House 28 (Weatherell 5 for 7)
Brown House 88 for 7 (Osborne 43)	Red House 32 for 2
Green House 31 (Snowdon 5 for 10)	Blue House 16 (Jameson 6 for 6; McLennan 4 for 7)
Green House 27 (Kidd 5 for 11)	Brown House 24 (Jameson 5 for 15; McLennan 4 for 7)

### HOUSE REPORT (GIRLS).

The first weeks of the term saw the end of the great struggle for the Hockey Medal which at last fell to the *Red House*, but only after they had drawn twice with the *Brown*.

When this excitement was over there was a period of comparative peace. Two important events have to be chronicled however, the Red House Concert and the Green House Walk.

The *Red House Concert* was held one Friday evening. After tea in the Dining room, the girls adjourned to the gymnasium to discover what musical talent the House possessed. The programme was a varied one, Songs, dances, recitations, pianoforte solos, and a dialogue all had a place in it.

The *Green House Walk* took place on the following day. About thirty girls met at the Norton tram terminus and from there walked across the fields to Peacock's Farm. The return journey was an exciting one as all were fighting against a very strong wind and two girls managed to fall into a brook. From Norton the walkers took the car to school where tea was awaiting them. They were soon chattering gaily over the teacups and quickly recovered from their weariness.

The last series of events have been the House picnics. The *Blue House* chose the first Saturday in June and went to Saltburn where they spent a most enjoyable time. First of all they had a game of rounders on the sands and then some racing. Quite a number of them had a great time with donkey rides. Tea came next on the programme and the presentation of the prizes for the races. After tea these energetic picnickers walked through Riftswood to Marske Mill before they found their way back to the station, and so, tired but well-content, on to Stockton.

## Our Prize Competitions.

Last time, the number of entries for our competitions was disappointingly few, and none reached a really high standard. Of course we do not expect perfection all at once, but we *do* think our pupils are capable of something better. This time we have arranged quite a different set and we hope that these will meet with a much heartier response; indeed we think they may even provide an interesting holiday pastime.

As some of the work sent in was of a sufficiently high standard, it was decided that *Second Prizes* should be given to the following:—

Section I. D. Dewhirst.	Section III. A. Johnson.
„ II. J. Connors.	„ IV. G. R. Atkinson.

### SENIOR COMPETITION.

Open to Pupils of 15 and over.

Name the poem and the author of the poem in which the following quotations appear.

- 1 Crabbed age and youth cannot live together.
- 2 The short and simple annals of the poor.
- 3 A thing of beauty is a joy for ever.
- 4 Drink to me only with thine eyes.
- 5 All the world's a stage,  
And all the men and women merely players.
- 6 But t'was a famous victory.
- 7 Stone walls do not a prison make.
- 8 The best laid schemes o' mice an' men  
Gang aft agley.
- 9 Kind hearts are more than coronets.
- 10 They also serve who only stand and wait.
- 11 Thereby hangs a tale.
- 12 Where ignorance is bliss,  
'Tis folly to be wise.
- 13 A banner with a strange device.
- 14 The paths of glory lead but to the grave.
- 15 On the light fantastic toe.
- 16 Water, water, everywhere,  
Nor any drop to drink.
- 17 I am monarch of all I survey.
- 18 Our birth is but a sleep and a forgetting.
- 19 Peace hath her victories  
No less renowned than war.
- 20 To err is human; to forgive divine.
- 21 A man he was to all the country dear,  
And passing rich with forty pounds a year.
- 22 Our sweetest songs are those that tell of saddest thought.
- 23 To scorn delights and live laborious days.
- 24 All, all are gone, the old familiar faces.
- 25 The days of our youth are the days of our glory.

## MIDDLE SECTION.

Open to scholars between the ages of 13 and 15.

I. *Square Word.*

A lake of Italy.  
A river of France.  
A port of France.  
The upper course of a river in Spain.  
A small river of Palestine.

II. The initials and finals read down from top to bottom give a famous cotton town.

One of the New England States.  
A cape of South Africa.  
A town of South Wales.  
A noted University town.  
A famous estuary.

III. *Triangle.*

A famous city.  
A tract of water.  
Requirement.  
Father.  
A preposition.  
A consonant.

IV. The pronunciation of the equivalents of these descriptive terms suggests the names of persons, etc., referred to in the old mythologies. The first for example is palace, recalling Pallas, the goddess of wisdom:—

A king's house. A match. A geography with maps. A kitchen receptacle.  
A lot of twigs. A city of France. Giants. A month and a vowel.  
Two vowels.

## LETTER COMPETITION.

Junior Section. Open to all scholars under 13 years of age.

Write a letter to the Magazine Editor telling him what competitions you would like to have in the magazine.

## NOTICE TO COMPETITORS.

1. Entries must be addressed "Competitions" and returned not later than September 13th.
2. Books may be consulted, but no help from other people must be asked.
3. Competitors must write on one side of the paper only. Writing and general neatness will be considered in awarding the prizes.

