

COUNTY SCHOOL

PEMBROKE-DOCK

MAGAZINE

WINTER TERM 1901

Note; We do not have the original cover for this edition of the Magazine

COUNTY SCHOOL, PEMBROKE-DOCK.

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Clerk—H. A. JONES-LLOYD, Esq., Solicitor. Pembroke Dock.

Staff.

Head Master—T. R. DAWES, M.A. (Lond.), and of the Universities of Bonn and Paris; formerly 2nd Master of Newbury Grammar School.

Science and Mathematics—G. H. WEST, B.Sc., London. Mason College, Birmingham. Honours in Chemistry.

First Mistress—MISS IDA A. PERMAN, M.A. (Lond.), First Class Classical Honours.

Modern Languages—MRS. T. R. DAWES, 2nd Class Honours, Mediæval & Modern Languages Tripos, Newnham College, Cambridge.

Mathematics and English—MISS A. GORNALL, B.A., London.

Civil Service Class—MR. W. A. BOWDEN.

Music—MISS S. M. HUGHES, Certificated Trinity College, and R.A.M.

COUNTY SCHOOL, PEMBROKE-DOCK, MAGAZINE

No. 12.

WINTER TERM.

1901.

Recreation Club.

CRICKET.

OUR Cricket last term showed an improvement on that of the season before. The fielding was sometimes excellent, sometimes very indifferent, the bowling generally was very good, but the batting was weak, Mr Dawes being the mainstay in this respect. We played nine matches during the season, winning three and losing six. This analysis does not appear to be very favourable, but it must be remembered that generally we play teams of men, and that eight of our team were under 17 years of age. We won the matches against the R Engineers, and Pennar, and the last match against the Pembroke Dock Wednesday team. We were beaten by the 13 Co. R Artillery, by the Pembroke Dock Wednesdays, three times by Pembroke, and, we regret to say, by the Haverfordwest Grammar School. In the latter match we were thoroughly outclassed in batting and fielding, though our bowling was as good as our opponents. Last year we did not win one match, being well beaten each time we played.

FINANCE.

The expenses of the management of the Recreation Club this term have been great, no less than six footballs have been used, hockey sticks have been bought, and 20 boys have been made members of the Pembroke Dock Athletic Club at a cost of 2s 6d each. This enormous expense has run the Recreation Club greatly into debt, and it is to be hoped that better financial support will be given to the Club next term. It is most likely that the subscription will be raised to 1s 4d (including the School Magazine) as the debt to be cleared is a large one; and the rule that any boy who has not paid at least a half-term's subscription may not play in school games, will be strictly enforced. As was said in the last issue of this magazine, every Recreation Club must be furnished with funds from some source or other. Last term the Governors of the School granted the Recreation Club £10, of which the

boys' section had £5. This has all been spent (£4 15s to the P.D.A.C.), and the subscriptions of the boys have been found inadequate to pay the expenses incurred in supplying games. To keep the boys supplied with a football during play time, dinner hour and the hour following afternoon school was, for various reasons, found to be practically impossible, so hockey was started. No match has yet been played, but we are to play two matches with the Milford Haven County School some time next term. There seems to be plenty of promising material for hockey in the School, so we hope to have two good matches next term. I may mention that the Club has a few sticks which have been used only once. It is much nicer for a player to have his own stick than to depend upon being able to borrow one from his club, so we shall be pleased to sell one to any boy (or girl) for 3s 9d. A few such purchases would greatly assist in clearing off the club's debt, and for the easier attainment of this object the club in future will be run in a strictly economical manner.

COMMITTEE.

The Committee this term have been much altered. Four boys of the Committee returned to School in September, and they appointed F. McLeod and F. Middleton to the two vacant places. The recent resignation of one of our most able members left another place to be filled, and V. Saxon was appointed in his stead. Mr Dawes is president of the club, Mr West and Mr Bowden are vice-presidents, and the committee of boys is now as follows:—J. P. Lewis (hon. treasurer), J. M. Gittins (hon. secretary), D. A. Williams, F. McLeod, F. Middleton, and V. Saxon. A quorum consists of four members, of whom at least one must be either President or vice-President.

FOOTBALL.

PEMBROKE DOCK WEDNESDAYS.

Our first football match of the season was played on the Athletic Ground against the Pembroke Dock Wednesday team on October 9th. The Dock's scored first, the left full-back rushing up the wing past our right back and sending in the ball with a force which proved too much for our goal-keeper. By half-time we had equalised, Mr Dawes scoring a goal for the school. About ten minutes through the second half of the game the Wednesdays scored from a corner. Although we were now playing up the slope and against the wind, our forwards managed to take the ball time after time up to the opposing backs and scored two goals; Saxon headed one into the net from a corner kick (taken by A. Cock) and McLeod shot splendidly from the left wing over the goal-keeper's head. The scores stood thus when the whistle was blown for time, and the school won its first match of the

season by 3 goals to 2. The left and centre section of the forwards of each team was superior to the right, so that the work of defence fell mostly on the right in each case. Goal, J. P. Lewis; backs, J. M. Gittins and Mr West; half-backs, A. Cock, F. Middleton, and W. Sketch; forwards, H. Palmer, V. Saxon, Mr Dawes, D. A. Williams, and F. McLeod.

In the return match against the Wednesdays on October 16th we were unfortunate. Mr Dawes, the backbone of our forward line in the first match, was unable to play, and our captain made a mistake in not putting McLeod in the centre. As it turned out there were only two efficient forwards in the whole line, those on the left wing, and although they put in several good shots they could not score. Our goal-keeper was playing in a position to which he was unaccustomed (he is really a half-back), whilst the Wednesday's warder was very good. The backs and half-backs, the same as in the first match, had improved and consequently the defence was stubborn. The last goal for the Wednesdays was scored through a fast forward rushing past our right back and centring, the ball being then put in hard. Then, alas! too late, McLeod was put centre forward and things went better for the School. When time was called the Wednesdays stood winners by 3 goals to nil. The team as selected by the committee was as follows: Goal, J. P. Lewis; backs, J. M. Gittins and Mr West; half-backs, A. Cock, F. Middleton and W. Sketch; forwards, H. Palmer, V. Saxon, W. Johns, D. A. Williams, and F. McLeod.

HAVERFORDWEST GRAMMAR SCHOOL.

On Wednesday, November 27th, we played our sixth annual football match against the above school. In previous encounters our school was victorious in three—the first three—and the Grammar School in the last two, the last defeat being the most severe. Thus the result of this year's contest was awaited with great interest. It was arranged that the match should begin at 3.30 p.m., but as the Grammar School team arrived very early, we were able to kick off about a quarter of an hour before the stated time. The visiting captain won the toss, and chose to play up the slope. Thus having the kick-off our forwards went off with a dash, only to be sharply pulled up by the Grammar School defence. A lot of meaningless play followed, until our opponents suddenly seized an opening, and a forward rushed along our right wing and centered the ball, which the left back cleared easily. Our backs were playing what is sometimes known as the "see-saw" game, so that whenever one of them was passed the other was in a position behind him, and in the centre of the field ready to intercept any pass to the centre. The Haverfordwest backs were playing a somewhat similar game, so that it was very easy for the forwards of either side to become "off-side." Our

thanks are due to Mr J. Phillips for the able manner in which he refereed during the match and especially for the way he prevented the forwards from taking any advantage from their off-side positions." It may be remarked that our forwards were the more frequent offenders, which is, perhaps, due to the fact that very little notice is taken during practice games of the infringement of this all-important rule. The play was fairly even during the first half of the game, both sides pressing in turn; but McLeod, after some pretty passing scored for the County School, whilst the Grammar School forwards were unable to pierce right through our defence owing to the thorough understanding which existed between the two backs and excellent way in which the half-backs tackled and cleared.

In the second half of the game the Grammar School made several alterations in the disposition of their men, the left back to centre forward being the principle move. This considerably weakened the defence and made their attack but little stronger. Our goal was really threatened only once this half owing to one of our backs having missed his kick; but then the other back rushed down the slope and secured the ball, passing it to the left half-back, who cleared. Our forwards now pressed continually. Shot after shot was sent in, only to be returned down the field to our backs by the Grammar School goal-keeper. We made every effort, but not once could we place the ball in the net during that half. Corner after corner was awarded us but all to no avail. At last time was called, and we left the field winners by one goal, the only one scored during the match. Both teams then repaired to the school kitchen, where tea, prepared by Mr Dawes, was ready for them. This is the third time we have won this fixture by 1—0 goal. Both teams played very well, and I do not think that any different choice of players in our school could have been better than, or even equal to, the team which opposed the Grammar School this year. The following was the team as they lined-up for the kick-off: Goal, H. Edwards; backs, J. M. Gittins and R. E. Ball; half-backs, F. Middleton, J. P. Lewis and W. Sketch; forwards, A. Cock, H. R. Williams, and W. J. Davies.

Prize Composition on Alfred the Great,

ALFRED, or Aelfred the Great, was born at Wantage, in Berkshire, in the year 849 A.D. He was the son of Aethelwulf, king of the West Saxons. From his childhood he showed remarkable ability for learning. His tutor was Asser, a Welshman from St. David's, under whose supervision he made considerable progress in the different studies of Grammar, latin, rhetoric, philosophy, and architec-

ture. This was astonishing in an age of such ignorance; so little importance, indeed, was attached to learning by the great people at that time, that Asser, his tutor and biographer mentions with astonishment that he taught his youngest son Ethelward to read before he taught him how to hunt. There is an old story, that when Alfred was a small boy, his mother Osberga, showed his brothers and him a costly manuscript, and told them that whoever learned to read first should have it for his own. Alfred applied himself vigorously to his studies and gained the coveted prize. At an early age Alfred was summoned to the assistance of his brother, Aethelred, against the Danes. The Danes hitherto had only come to England for plunder, but now they had determined to settle in the country, because Charlemagna, king of Europe had defeated and driven them out of Europe. Having ravaged and subdued Northumbria, East Anglia, and the greater part of Mercia, they fell with their united forces on Wessex, and after a series of small encounters, Aethelred marched on Nottingham, which at that time was the headquarters of the Danes. A great battle was fought at Ashdown, in which the Danes were totally routed. Aethelred, however, was killed in the midst of the fight, and Alfred, having greatly distinguished himself, was unanimously elected King by the Nobles. This was in 871 A.D. when Alfred was aged 22. About a month after his accession, he met the enemy at Wilton, but after a long fight he was defeated; even though the Danes were victorious, they suffered immense loss and both parties being tired of the war they proposed terms of peace which were accepted and the Danes withdrew to London. When hostilities were suspended, Alfred turned his attention to the sea which swarmed with pirates, who every now and then descended on the coast. He thought that, in order to keep them off, he would have to fight them on their own element, so he built and equipped the first English fleet and gained the first English sea-fight against the Danes in 875. In the next year, however, the peace of 871 was broken. The Danes from East Anglia, under their king Guthrum sailing along the south coast, landed in Wessex and seized Wareham and Exeter. It was not until 877 that they were driven out. In the winter of next year, however, a great misfortune overtook Alfred. The Danes invaded Wessex from the north, seized Chippenham and overran the country. Alfred was forced to retire to the Isle of Athelney, and this was the scene of the well-known story, "Alfred and the Cakes." Had Alfred given up the struggle at this critical moment, a new race would have been formed and the names of England and Englishmen would have disappeared from history. At Athelney, however, Alfred secretly matured his plans. It is said that he went into the Danish camp in the guise of a harper and learned their plans. Seven weeks after, he collected

his forces at Brixton near Selwood, and totally defeated the Danes at Ethandun. Fourteen days after this, they were compelled to sue for peace, and at the Treaty of Wedmore, Alfred for the first time led down the terms. The chief were:

1. That Watling Street was to be the boundary.
2. The Danes were to be vassals of Saxons.
3. That their chiefs were to receive baptism.

After this the Danes withdrew. Alfred now turned his attention to the kingdom. He fortified it and built a fleet. He cleared the land of robbers and drew up a code of laws; besides this he greatly encouraged commerce, geographical discovery and learning. He wrote an account of two voyages of Olthere and of a voyage of Wulfstan to the Baltic. Beside this he translated several works. When he came to the throne he said, that hardly anybody south of the Thames could translate a Latin letter. He translated the Consolation of Philosophy by Boethius and rebuilt monasteries and founded Oxford University.

After 15 years of peace, however (in 885), the Danes besieged Rochester, but on Alfred's approach raised the siege and returned to their ships. In 893 however, more Danes arrived in Wessex but were defeated by Alfred at Farnham. Another great host was defeated by three of Alfred's officers at Bultington. Those who escaped fled to Essex, but crossed the country once more, and having spent the winter at Chester, retreated to Essex again. In 895, before winter set in, the Danes sailed up the Thames to the sea, and selecting a good position on its banks, constructed a fortress 20 miles above London. The citizens attacked this next year, but were repulsed with great loss. During the harvest the King encamped in the neighbourhood of the city to protect the reapers. He blocked up the passages of the river so that the enemy abandoned their vessels and went to Bridgenorth. In the summer of 897, the great Danish host broke up and part went to the continent, while the remainder dispersed through Northumbria and East Anglia, and Alfred had peace again for a little while. By means of vessels formed from a model of his own, which were longer and faster than the ordinary. He succeeded in effectually driving away the Danes after having fought 56 pitched battles by sea and land, all of which he was personally engaged. The rest of his reign we know comparatively nothing of, but it is said that it was devoted to drawing up a code of laws and looking after the kingdom. He died in 901, aged 52, at Faringdon in Berkshire, and was buried at Westminster. Many of his laws are in use now. He enacted that it was a capital offence to plot against the King, and it is said that the terror of his name was so great that golden ornaments could be hung up on the road without being stolen. He built strong castles and organised the

militia. He encouraged learning in every way by founding schools, inviting learned men to England and by writing books. He instituted the jury and divided the country into shires and hundreds. He divided the day into three parts one for sleeping and eating, another for prayers, and the other for public affairs, and for a clock used candles which burnt one inch in twenty minutes. To crown his public character Alfred was mild and amiable, of a temper serene, cheerful and kind. He was tall and had a vigorous and handsome form with a dignified and engaging aspect. It is astonishing to think that although he was racked with bodily pain the greater part of 24 hours he should have found time to do all he did for England. He also founded the British Navy. Yet he never deviated from the nicest regard to his people and one clause of his will was "It is just, the English people should for ever remain as free as their own thoughts."

Among the many books which he wrote the following are the chief:—1 Manual, 2 Laws (Alfred's Works) Translation into Anglo Saxon; 3 Bede's Ecclesiastical History; 4 History of Orosius; 5 the Consolations of Boethius; 6 Gregory's Pastoral Care.

Alfred's piety was as conspicuous as his prowess, and he wrote many books about Christianity. One of his literary works was the translation of the Holy Gospel into Saxon. The following is his translation of the Lord's Prayer extracted from it:—

"Faeder ure thu the earth on hæfenum, si thin mama gehalgod to be cume thin, Gewurthe hin willa on earthen swa swa on heafenum, urne ge dægwanlican hlaf syle us to dæg; and forgyf us ure gyltas swa swa we forgivath urum gyltendum and ne galadde thu us on consenuing ac alyse us of yfle. (Si it swa)."

Prize Day.

THE Bishop of St. David's visited the School on Wednesday, December 11th, to distribute the Prizes and Certificates gained by the pupils in the past year. In the absence through illness of the Chairman of Governors (Rev. S. T. Phillips, B.D.), Mr. S. B. Sketch was voted to the chair on the proposition of Mr. J. Richards, seconded by Mr. J. Hutchings. There were also on the platform The Archdeacon of St. David's, the Mayor of Pembroke (D. Davies, Esq., Alleston), Mrs. Davies, Mrs. W. Williams, Messrs. W. Smith, W. Jones (Waterston), Revs. G. Wolfe, Lamphey, C. H. Phillips, Pembroke, Mr. H. A. Jones Lloyd (clerk), Miss I. A. Perman, M.A., and the headmaster (Mr T. R. Dawes, M.A.) The Assembly Hall was well filled with parents and friends of the school. After some school songs the Headmaster read the following report:—

Mr. Chairman,

I beg to present my 7th Annual Report of the Pembroke Dock County School.

I am glad to announce a considerable increase in our numbers. In the corresponding term of last year we had 82 pupils on the books, while this term we have 109, an increase of 27.

The following are some extracts from the report of the Inspector's Examination:—

Course of Instruction.—Discipline and order were very satisfactory. The teaching appeared very efficient and the course of instruction well organized. The course of French appears to be well thought out, beginning with careful oral training, and some of the teaching is of high merit. The oral methods in use are varied and well applied.

The Examiner's Report says—In Form IV. the results in both prepared and unprepared translation were highly commendable. The dictation exercises were for the most part of good quality. In Form III *a* the pupils did well in their prepared translation and in dictation. Scripture: The work in Form III *a* was as a whole good. English language: The work in this subject was on the whole very satisfactory.

English Literature.—In Form IV. eight pupils were examined with very satisfactory results, and the 10 pupils in III *a* also did very good work on the whole.

History.—In Form III *a*. the class work was very satisfactory. In the Sixth Form too some decidedly promising scripts were sent up.

Arithmetic.—In each form the standard of the work was good.

Algebra.—The work was good in stage 5, excellent in stage 4, good in stage 3 and 2, and fair in stage 1.

Geometry.—The standard was good in stage 6, fair in stage 5, 4, 3, good in stage 2, and fair in stage 1.

Treigonometry.—In each case the standard of the work was good.

Problems. The standard attained was good.

Latin.—In Form VI the verse authors were well done by all, here the style and choice of words were very good. In Roman History they showed good general knowledge. In Form IV. three were excellent, and three good in translation.

Physics.—The one script examined was excellent.

Chemistry.—The practical work was very good in Form VI. In Form V., two did their practical work excellently.

Geography.—Stage 1 was taken by 11 pupils in III *a*, whose work was generally good and creditable.

Book-Keeping.—Good work was done in stage 1.

Chemistry.—Taken as a whole the teaching in the lower forms has been very satisfactory.

Junior Certificates.—There are two special features in the Junior Certificate results—

Firstly.—That six out of seven pupils obtained the special mark for conversation power in French, which shows that success has attended our efforts to teach the modern language as a living spoken language.

Secondly.—That six out of seven obtained distinction in Arithmetic, which speaks well for mathematics in this

division. Among the senior certificate holders, I must especially mention Gittins with his four distinctions, and I must also congratulate him on obtaining first place in the Dockyard Entrance Examination.

And now I come to the four pupils who have gained Honour Certificates, and whose work has brought us its greatest credit. In these Honours Certificates again the French was especially good, three out of four gaining the mark for conversational power, and the whole standard of the work of these pupils must have been very high for to three of these pupils, F. A. Troughton, E. G. Potter and D. H. Thomas, the County Governing Body awarded the three leaving scholarships of £10 tenable at a University College, and all four gained open scholarships at the Colleges as follows:—

E. G. Potter,	£15	University College,	Cardiff.
F. A. Troughton,	£10	University College,	Aberystwith.
D. H. Thomas,	£10	"	"
C. M. Phillips,	£5	"	"

Scholarships.—The Examinations for 12 scholarships, six school scholarships and six Dr. Jones Exhibitions were conducted by Mr Bancroft in July, and in July next at least 12 and probably more scholarships and exhibitions will be competed for. The Educational Ladder in Wales is complete. Pupils may not only get their secondary education at a County School free, but may get their scholarships augmented. There are at present four scholars in this school holding £8 scholarships that are receiving £4 per annum in addition to remission of fees. The bulk of our scholars do not proceed to a University: many look to the Civil Service and I hope we shall be very successful in this Branch. I trust that no parents will need to send their children to London where they work under worse condition than in the country. For those who can go to the Universities there are the exhibitions and scholarships.

Games.—Our Cricket team played nine matches and won three, and our football team gained a creditable victory over the town, and just managed to beat Haverfordwest Grammar School. An arrangement with the Pembroke Dock Athletic Club enables us to use their excellent ground which is so convenient for us.

We have frequent physical exercise in the school with dumb-bells, Indian clubs and bar-bells.

The new Science Scheme.—A very important change has been made by the Board of Education in their system of distributing the Grants formerly given by the Science and Art Department. In future this Grant will take the form of a Capitation Grant of at least £2 10s. for every pupil above the age of 11. It will not depend on the result of Examination. Under the old system the grant amounted to about £70; in future it will probably be nearer £200. This added income has enabled the Governing Bodies to formulate a scheme of pensions for teachers in Secondary Schools. Another change affecting our Science Work is the introduction of Science Alternative to Geography in the syllabus of the Dockyard Entrance Examination. The Governors have wisely provided this school with a capital Laboratory, well furnished with apparatus, so that pupils for the Dockyard can gain a good grounding in

Elementary Science which will be of great value to them in their subsequent career.

I regret to say that when I passed the London Matriculation in Science, I had never seen an experiment. We do not give our pupils knowledge of this character; not only is all our teaching supplemented by practical experiments, and, as far as possible, unfettered by text books, but even the youngest pupil begins in the first week performing experiments himself. Remembering that small profit goes where there is no pleasure taken, one is comforted by noticing how popular science and modern languages taught by the direct method have become with the pupils themselves. I am not so sure that there is no royal road to learning. I rather agree with him who said that if there is not, we ought not to rest until we have made one.

Museum and Library.—What with furnishing our new classroom and boardroom, we have, I regret to say, done little towards providing articles for a museum or books for our library. With the exception of a promise of some natural history specimens from Rev Hayward Phillips, some books from Mrs Lewis, and a very welcome gift of bulbs for the school garden, I have no gifts to acknowledge. By means of a special picture fund we have obtained a few good photogravures, but I hope that during the next year we shall add to our stock of books and pictures.

Old Pupils.—One pleasant proof of the affection of old pupils for the school was a reunion of past pupils on December 26th, 1900, and such a reunion is to take place annually at Christmas time.

A handsome picture was presented to the school by the old pupils at their last reunion.

Cookery.—If you talk to the man in the street about the education of girls he invariably states what he think is an original view in some such words as "Every girl ought to learn to boil a potato, and never mind Latin and Euclid." Miss Evans is doing her best in our school kitchen to satisfy the "man in the street," not only in the matter of cookery, but also in laundry work. Perhaps the time will come for scientific dressmaking, a subject which has warm advocates among our own governing body.

I think I am not misrepresenting Miss Evans by saying that the girls whose studies of Euclid and Latin have trained them to think accurately, are not necessarily the greatest duffers when called upon to produce an appetising potato. Was it not Voltaire who said "England is a country with a hundred religions and only one way of cooking a potato." But Miss Evans tells me that our pupils can already cook a potato in six different ways, and they have not yet learnt for a year.

Staff.—In July we welcomed a new member of the staff, Mr Bowden, who will, I trust, continue to be successful in preparing boys for the Dockyard and other Civil Service Examinations. I think we are to be congratulated on obtaining his services, where he is working under far more favourable conditions than heretofore. There have been no other changes on the staff, I believe a change would hardly have been for the better, for a more loyal hardworking staff does not exist, and I desire to express to them all, especially to Miss Perman, my appreciation of the services they have rendered to the school.

Certificate before Leaving.—Although the importance of gaining a certificate before leaving school is becoming more appreciated the value of the certificate as a proof of its attainment of a standard of education is not sufficiently known. I have had in my short experience here many instances of pupils leaving without a certificate and regretting it later. Many have had to work up the subjects laboriously after leaving school, some have returned to school to continue their studies. What a stimulus would be given to Secondary Education if business men demanded—as many London firms do—a Commercial Certificate from those who wish to enter their service. The various professions already do so, and the enlightened action of many Chambers of Commerce, as the London Chamber encourage the hope that banks and business firms will shortly expect such certificates from their employees. The need of better education in England is more widely appreciated to-day than last year. An Education Bill is to be introduced into Parliament next session. Take up the "Nineteenth Century" for this month and you find three articles devoted in the main to Education. Anyone who has associated as I have done, with commercial travellers in England and Germany, is struck by the superiority in education of the German—due largely to the fact that the German is practically compelled to remain at school longer than the Englishman, and obtain a leaving certificate of a far higher standard than our Senior Certificate. I feel that it is the duty of the schoolmaster on all such public occasions as a prize distribution to press home the importance of the leaving certificate.

The Late Chairman.—The school has sustained in the death of the late chairman, Mr W. O. Hulm, a very great loss.

His intense interest in the school was shown not only by his readiness in subscribing generously to every call, but by the wonderful regularity of attendance at all meetings, even as times when it was clear to us all that he was physically unfit to be away from home. He was very proud of his post at chairman, and I think we have reason to be proud that the cause of education awakens such interest in our public men, and especially proud that we have had, connected with this school, such faithful and self-sacrificing friends as the late Dr Stamper and our two first chairmen, Mr H. G. Allen and Mr W. O. Hulm.

It is not for me to refer to their successor our chairman this afternoon, with whose services to the school you are almost as familiar as I am myself.

During the year a gloom was cast over the school by the death of a pupil, Florence Beddoe, who was beloved for the gentleness and charm of her character, and whose great ability had promised her distinction in her studies.

I am exceedingly glad and proud that the same cordial relations have been maintained during the last year between the governors and myself as have existed for the last seven years. This has been a very pleasant feature of my work in Pembroke Dock, it has greatly conduced to my own happiness, and what is more important has been a considerable factor in promoting the success of the school.

Character and Tone.—I often notice that speakers at prize distributions complain when the Headmaster's report says nothing of the character and tone of the pupils and of the school. Schoolmasters often dislike to talk of these things for fear of uttering phrases meaningless and perhaps even savouring of cane. But when we meet as we do to-day, parents and scholars and friends, it is surely a time for reminding ourselves of the spirit that should rule in our work and in our play. Our games should encourage a delight in first rate excellence, a healthy stir and distraction of mind, and a pleasant friendly school spirit. And in our work we ought to be acquiring a love of truth, a scorn of deceit, some of the beauty and fruitfulness of great thought, some appreciation of the delights of knowledge, and in it all we ought to be realizing the duty of consecrating to God and the service of man our growing powers. In concluding I should like to remind the Bishop of some advice, which, as I understand, he gave to an old colleague of mine, an old pupil of his at Llandovery: "Set your goal high; Be sure you kick it." Let us pupils and teachers at Pembroke Dock take that advice to heart to-day, "Set your goal high, Be sure you kick it."

The Bishop of St. David's, in expressing his deep interest in education, said he had spent 20 years as a teacher and four years, perhaps the happiest years of his life as headmaster of Llandovery. He offered his congratulations to the school on the position it had attained—congratulations sincere and hearty, founded on a careful study of a copy of the report and of the excellent school magazine. Wales occupied an advanced position in education and the predominant partner would find assistance in organizing its Secondary Education from the successful experience of Wales. He congratulated the school on the very remarkable progress which marked its seven years' existence, on its fine convenient buildings, and on the laboratory, laundry and workshop wisely provided by the Governors. The school had right to be exceedingly proud of its first chairman, Mr. H. G. Allen, and he realized what a great loss it had sustained in the death of its second chairman, Mr. Hulm, who had been worthily succeeded by the Vicar of Pembroke Dock, all of whose work was marked by energy and sound judgment. He noted the excellent staff, an excellent staff being more important than buildings, the high educational ideals of the school, and was glad to find the staff and governors worked so well together. The school had distinguished itself especially in three subjects: French, Science and Mathematics, and the plan of work showed that the aim was to make it a good modern intermediate school.

The work gave proof of a comparative study of educational methods, enlightened, up to date and of sound organization. The modern language teaching based on conversation had obtained striking results, six out of seven junior certificate candidates obtained the mark for conversational power. The science teaching was based on experiments which made it real interesting. He was glad to note the much needed reform in the Science and Art Department, so that the school did not have too much of examination, a good thing in itself. He also congratulated the school on the excellence of its results in mathematics. The object of education was not merely to obtain

a certificate which would be a help in life, but that pupils should be so taught in school as to live healthy, happy, intelligent, successful lives. He was glad that the scheme of work was so comprehensive and embraced scriptural teaching, for however they differed, all agreed that the Bible was the one book, the book of books. He was pleased to note that physical exercises received so much attention and especially manual training in woodwork; they must look out that their intermediate education did not only train clerks, but the hands and eyes of the pupils. He was glad the pupils were so successful at their games and especially in cricket, where pupils learnt patience and combination. It was well that the school aimed at providing sound training for the Civil Service and especially for the Dockyard of which they were all very proud. It was better for pupils to be trained for Civil Service in the County Schools than in private schools in London, sometimes called crammers. When the Empire was put on a business basis, the government might do worse than require from all Civil Service candidates from Wales a Central Welsh Board certificate. With regard to the training of pupil teachers it was far better for the Elementary Schools to send their pupil teachers to the County Schools for their preliminary training, where they would gain greater breadth and become much more competent for the discharge of their duties when they entered upon them.

In addressing the parents he urged them to make a real sacrifice, if necessary, to let their children obtain a certificate before leaving. They should make a point of this, it was a duty, a plain duty to make sacrifices for the education of their children. They would never regret it, and the children would be more grateful than for a sum of money left by will. He also advised persons to take a personal interest in the studies of their children. He regretted that owing to his frequent absence from home he was not able to pay much personal attention to the studies of his own children, but he often thought of one parent as an example, a Welsh working man; who not only took the deepest interest in his boy's studies, but went hand in hand with him in each subject, and he knew how the interest of the father helped the boy. While recognising that many advocated boarding schools in preference to day schools, he thought the preference depended on the wisdom of the parents. It was most important that all parents should back up the headmaster and the staff.

In addressing the pupils, his Lordship advised them to cultivate especially three things: thoroughness, aspiration and public spirit. When at their books they should forget all about their games, and when at their games they should forget all about their books. To devote the whole heart and strength to one thing was the secret of efficiency. One of the greatest men however much they might differ from the opinions he held, yet all would agree that he was one of the greatest men. Mr. Gladstone possessed this chief quality that he could throw himself entirely into one thing. This power of attention, of concentration could be cultivated, it was one object of a school to cultivate it. Let them remember the verse "Whatsoever thy hand findeth to do, do it with thy might." At cricket and football it was not difficult to forget books, they were not to think about French and arithmetic at their games. That was

as a rule easy, but to forget football, not to mix up football with their books was not easy. This power of detachment, this power of locking the door of the mind was a great help to health and comfort. They must cultivate energy, the power to push. They should cultivate thoroughness in intellectual work. There was no one so smart as to find nothing difficult in a subject. If he had found no difficulty he had not gone deep enough. When they came to the difficulties they should never scamp them. They should try to get to the bottom of them. There was nothing so miserable as to cover a lot of ground and yet to know nothing thoroughly.

And again they should cultivate aspiration, which was different from ambition. Aspiration was a good thing, it was not the wish to get on, to earn high wages, to wear nice clothes but they should wish to make the very best of life. That was a noble ideal to set before them. Let them aim high. Then again they should cultivate public spirit. The magazine showed that there was a good public spirit in the school. They should be proud of their high honours. It was a proud thing to carry off all the leading exhibitions of the county—that was a particular feather in the school's cap. The association of old pupils showed that the school life had been happy. They were to aim at bringing credit to the school and so learn to do their best for the community. He laid great stress on their being proud of the school. One good old plan was whenever a pupil brought credit to the school to let the whole school benefit by a half-holiday. All public spirit was based on truthfulness, which was in every way the foundation of character. Untruthfulness was an anti-social vice and destroyed all welfare. Whatever faults they had let them look down and despise the boy who lied for bad motives. Let them scorn to tell an untruth. One of the greatest headmasters, a man who revolutionized English Education, Dr. Arnold, always used to put boys on their honour. The pupils of the school ought to allow no boy to say anything but what was strictly true. In concluding, the Bishop wished the pupils every happiness and the school continued prosperity.

Mr. Richards in proposing a vote of thanks to the Bishop, referred to the great work he had accomplished as Headmaster of Llandovery School, Mr. Wm. Smith seconded, and the Bishop in replying remarked that Llandovery's success was largely due to its former headmaster, the late Dean Phillips, of St. Davids, whose son he was glad to see on the platform.

Votes of thanks to the Chairman, proposed by the Bishop and seconded by the Mayor, and to the staff, proposed by the Rev. J. E. Griffiths and seconded by Mr. R. Thomas (National and Provincial Bank), and acknowledged by the Headmaster, concluded the proceedings. Tea was provided in the girls' schoolroom by Miss Perman and Mrs Dawes.

Letters apologizing for absence were received from Captain Superintendent Barlow, R.N., D.S.O., Owen Owen, Esq., Chief Inspector Central Welsh Board, Rev. I. Grey Lloyd, R.D., A. Maccott, Esq., and also from J. Bancroft, Esq., His Majesty's Inspector, who was prevented from attending by the King's Scholarship Examination at Carmarthen Training College.

PRIZE LIST . . .

Form VI

- F. A. TROUGHTON, Honours Certificate with distinction in English composition, English Language and Literature History and French (with conversational power.)
- E. G. POTTER, Honours Certificate with distinction in Physics, Chemistry and French.
- D. H. THOMAS, Honours Certificate with conversational power in French. Also Senior Certificate equivalent to Welsh Matriculation.
- C. M. PHILLIPS, Honours Certificate with conversational power in French.

Form V

- J. M. GITTINS, Senior Certificate with distinction in English Composition, Arithmetic, additional Mathematics and French (with conversational power), 1st in H.M. Dockyard Examination.
- J. P. LEWIS, Senior Certificate equivalent to Welsh Matriculation with distinction in Arithmetic.
- L. G. WILLIAMS, Senior Certificate.

Form IV

- W. A. DUGGAN, Junior Certificate with conversational power in French.
- G. W. EDWARDS, Junior Certificate with distinction in English Literature, Arithmetic, Mathematics and French.
- M. F. HOUNSELL, Junior Certificate with distinction in Arithmetic and French (with conversational power.)
- M. A. JENKINS, Junior Certificate with distinction in Arithmetic, and with conversational power in French.
- C. S. POWELL, Junior Certificate with distinction in Arithmetic and French (with conversational power).
- G. M. THOMAS, Junior Certificate with distinction in Arithmetic and French (with conversational power).
- D. A. WILLIAMS, Junior Certificate with distinction in Arithmetic and French (with conversational power).

Form III A

GIRLS.

- E. Mathias, First Form Prize.
- E. Harries, French.
- S. Evans, General Progress.
- F. Elford, English.

BOYS.

- F. Middleton, First Form Prize.
- W. Sketch, First in Central Board Examination.
- W. T. Gray, Mathematics.
- H. Thomas, English Subjects.
- P. King, General Progress.