

THE GRESHAM.

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EDITORIAL.

IN MEMORIAM

George William Saul Howson,

Born, August 8th, 1860.

Died, January 7th, 1919.

*"One who never turned his back but marched
breast forward,*

Never doubted clouds would break,

*Never dreamed, though right were worsted, wrong
would triumph,*

*Held we fall to rise, are baffled to fight better,
Sleep to wake."*

Courage and optimism—these were perhaps the most striking personal qualities of the Headmaster: a courage which enabled him to take his own line, an optimism which never despaired of success. He consistently refused to accept any scale of values at second-hand; any appeal to general custom or prevailing fashion was no argument with him; any action or habit of thought must be judged on its merits. He had in fact all the courage of the true idealist, but controlled in his case by considered purpose and balanced judgment.

For his optimism nothing was impossible. Things are as we make them, let us make them as they ought to be. And he looked for the same resolution, and inspired the same faith, in his fellow-workers—masters and boys alike. With these qualities it is not surprising that he frequently achieved what many men would have regarded as impossible. Suffice it here to note that he created a modern public school which is in many ways unique. During eighteen years he has shown a guiding light to all who came in contact with the principles and methods of the School. Upon all who love the School there rests the clear duty to preserve these principles and methods. It is for us to hand on the torch to those that come after. The truest tribute that we can pay to his memory is to see that his work shall endure.

A friend wrote in the "Times" of January 10th:—

By the death of Mr. Howson Gresham's School has suffered a grievous—it might well be said an irreparable loss. He made the school what it is, and no greater praise could be given to any man.

When Mr. Howson first became headmaster, in 1900, the school consisted only of the relics of the ancient Grammar School, founded at Holt by Sir John Gresham in 1554. There it had pursued its uneventful if useful way, showing no sign of vitality, much less of vigorous progress. At the end of last century the school had been reconstituted by a scheme under the Endowed Schools Act. This scheme, modified later by the Board of Education, gave to the old foundation a new lease of life and of usefulness under the generous

guidance of the Fishmongers' Company, who were the trustees of Sir John Gresham's estate.

Mr. Howson came from Uppingham to preside over the old foundation in its new form. When he first assumed control there were 50 boys only in the school; now there are nearly 250. Though the school is essentially modern in its teaching it has met with a large measure of success in every branch, both in history and classics as well as in the various departments of science.

But Mr. Howson's influence in the school has been shown not merely by the number of scholarships gained at the Universities, which has been considerable, but even more by the personal influence which he exercised over the boys. He devoted himself entirely to their welfare, and sought to give them high ideals of life, and of their duties to one another and to the State. The result was apparent in the high tone that prevailed throughout the school, and in the courteous attitude of the boys towards visitors and strangers, to whom they gave a friendly welcome, which was as noticeable as it is rare. There was nothing which he believed to be for the good of the school into which he did not wholeheartedly throw himself, and to which he did not contribute with a generosity which would have been great in a man possessed of far more ample means. In a very unusual degree Mr. Howson took a personal interest in the boys, and made them feel that after they had left it was a real pleasure for him to see them back; so that the school became a home and centre to old boys in a way which is certainly unusual, and in the writer's experience unique.

His death will be felt by a large circle of old boys and of their parents whom he delighted to gather round him and entertain with an unstinted and kindly hospitality at the School House.

Mr. Howson had been in failing health for some time, and he had been greatly distressed by the death of many of his old boys in the war, nearly 100 of whom had given their lives in the service of their country. He came up to London last week for the Headmasters' Conference and the meeting of the Gresham's School War Memorial Committee, but when he arrived he was too ill to attend them. He returned to Holt at his earnest request on Sunday last.

He died on Tuesday, January 7th, and will be buried on Saturday, the 11th, at 2 p.m., close to the School Chapel, in the erection of which he had taken a keen interest, and the completion of which was largely due to his unflinching support and generous help. He has been called away, as he would have wished, while in the faithful discharge of his duty. His death has left a gap which it will be well-nigh impossible to fill.

THE FUNERAL.

The funeral took place at the Chapel on Saturday, January 11th.

The coffin, which was covered by the School flag, was taken there from the School House at 10 o'clock in the morning, and rested on the steps of the chancel during the forenoon. The funeral service began at 2 o'clock, and whilst the mourners took their places in the Chapel Beethoven's "Funeral March" was played on the organ. The introductory sentences and the 90th Psalm were read by the Rector of Holt, and the Lesson by the Rev. F. Jarvis, O.G. Two hymns were sung, "O God our help in ages past" and "Holy Father cheer our way." Chopin's "Funeral March" was played as the coffin was being conveyed to the graveside; and there the Rev. F. G. E. Field read a prayer for the dedication of the grave and took the concluding part of the service.

The simple character of the ceremony—a simplicity for which the Headmaster would have wished—was deeply impressive to all those who were present. The grave, which was a brick one, and lined with laurel leaves and moss, was on the south side of the Chapel half-way between the South Porch and the Vestry door. The choice was a happy one. No other spot would have done. There he was laid to rest beneath the shadow of the noble building, whose existence bears witness more than we can well realise to his quickening inspiration and loving generosity.

The Chapel was very near to his heart. That we all knew. Henceforth, to us who are left, it will not only be the centre of all our life here, but it will mean still more when we remember him who lies buried beneath its walls.

THE OPENING OF TERM.

At the Service in Chapel on the first day of term the following prayer was used:—

O God, who in Thy inscrutable wisdom hast deemed it good to take from us him who under Thy hand has been the master-builder, the life and inspiration of our school, touch our human sorrow with thankfulness for the gift of insight, power, and devotion, with which Thou hast illumined our path. Grant to us, Lord, that as we can never forget, so we may never fail to uphold the ideal of loyalty and truth, of purity and honour, with which we have been surrounded, that the spirit of the school may ever be one with the spirit of Thy Kingdom. Grant him, O Lord, eternal rest and the joy of labour well completed, and give comfort and strength to those on whom the burden falls heaviest, with the sure hope that what he lived for shall not die, and that he, whose voice to us is silenced, is yet eloquent before Thee, through the mercy and power of Thy Son, Jesus Christ our Lord. Amen.

In the Big School, after a short reference to the circumstances of the Headmaster's death, Mr. Eccles said:—

"This is not the time to attempt an estimate of Mr. Howson's character or of the great work which he accomplished here, but there are one or two things which I feel must be said before we go forward to the work of the term. A great, and strong, and compelling personality has been taken, suddenly, from our midst—a very lovable personality to all who knew him well. It is given to few men to create a School as he created Gresham's School. One thinks of Percival at Clifton and of Thring at Uppingham. But he did much more than build up a School from the 40 boys he found here to the 240 whom he left. He created something which was unique among public schools. It is for this reason that such a heavy responsibility rests upon us all, to see that the great ideals for which he lived, the ideals of truth, and honour, and purity, do not die. And there is something else which he gave us—the spirit of the place—the spirit of brotherhood—the feeling that we were all working together, masters and boys, for the same high purpose. These are great and splendid traditions, and we must see to it that they are carried on and handed down, if the School is to maintain its high reputation, and keep its distinctive character. Many of us owe him a debt which we feel we can never repay. But the best way in which we can attempt to discharge it is by being true to his memory and faithful to the noble ideals on which he built his School."

THE MEMORIAL SERVICE.

A memorial service was held on the second Sunday of the Term—February 2nd—at 3 o'clock in the afternoon. A special Form of Service was provided, which included Psalms xv. and xxiii., and three

hymns—"When the day of toil is done," "For all the saints" and "Holy Father, cheer our way." The lesson, taken from the seventh chapter of the Book of the Revelation, was read by Mr. Eccles. Special prayers were used, and an address was given by the Lord Bishop of Thetford. The Rev. F. G. E. Field conducted the service, and the Rev. Canon Marcon also took part in it. The service concluded with Chopin's "Funeral March." The Bishop of Thetford, who took as his text "Blessed are the pure in heart, for they shall see God" (Matthew v., 8), spoke as follows:—

"I am deeply touched that you should ask me to come here to-day and to share at this beautiful, touching, and solemn service, in your great sorrow and loss. For your dear Headmaster, from the first day I knew him, won my heart. How many affectionate welcomes have I received from him, and those near and dear to him. At one time it was a solemn Confirmation, another the laying of the foundation stone of the Chapel, another a Shakespearean play in the School open-air theatre. And always I would find him at the station with his affectionate welcome. How little did I ever think that I should live to come here on such an errand as this!

"What was the secret of his life and work here? It was the Vision of God, which gave a colour and consecration to everything he did. What are the outstanding characteristics that marked his life? First I would mention his great gifts as a Headmaster and a teacher. In many parts of his teaching he excelled, but in none perhaps did God give him greater success than in his great moral teaching—a clear-cut teaching. He understood what the riot of lust could be in a boy's life, the ruin it brought, and he took care that no boy under his care was left in a false Paradise about that danger. And God blessed his work.

“ He had a great affection for his staff and his boys and for their parents, and, whenever he was congratulated upon the prosperity of the School, he would say that it was due to them rather than to himself. One characteristic of his that always attracted me was his wonderful approachableness. His boys, from the smallest upwards, would go to him in any and every difficulty. He was to them a real father in God.

“ But behind all these things was that greatest inspiration of all, the Vision of his God. He was in daily touch with the Infinite; he understood the blessing and presence of God. All will remember his inspiring lay-sermons in Chapel. His was a strong, straight, Christian life, and a winning personality. That is the legacy, and it is a very great one, that he has left to us all.

“ Now he has passed into the still larger life and fuller vision of God. Cannot you picture him, proudly standing at the head of his heroic Gresham boys, who have fallen in the war, and looking up to God and saying, ‘Behold me, and the children whom thou hast given me.’

“ You and I have got to go back into School, and go on with our work and our service. What can I say to you all? I make a request, and especially to you boys. As you pass out of Chapel to-day, and whenever you pass the grave where his body rests, I ask you to say to yourselves, ‘By God’s grace I will try to follow him in my own life of service.’

My last word to you is this: Remember that the future of the Nation, the Empire and the Church is largely in your hands. It is the personal equation that counts. Will you rise to it, will you keep the flag flying? I know you will, so that from this great School shall ever go forth a mighty army of soldiers of the Cross, a-fire with the love of God and man, prepared to “go over the top” and fight and give no quarter to the enemies of mankind, and, with a great

determination, to rescue those taken captive by the powers of evil. That is your ideal. Oh! what an ideal to live for. May God give you grace to carry it out!”

BIOGRAPHICAL MEMOIR.

By inheritance, by instinct and by choice Mr. Howson was a Schoolmaster. His father was a Headmaster, his grandfather had been Second Master at Giggleswick School, where Mr. Howson was himself educated. He won a Science Scholarship at Merton College, Oxford, and a “First” in the Final Honours School. Though strongly urged, on the strength of his scientific attainments (then much rarer than they are to-day), to take up something to the world’s eye more ambitious, he was quite decided that there was one thing and one only that he wanted—boys. In 1883 he was appointed Science Master in Newton College, S. Devon, where he had among his colleagues Mr. Spiers and the late Mr. J. J. Cross. He threw himself with characteristic energy into the work and life of the School and made many friends. In 1886 he went to Uppingham as Senior Science Master. It was Mr. Thring, the greatest Headmaster of his day, if not of all time, who appointed him, and curiously enough by a timely mistake. Mr. Thring was hesitating between several applicants, when Mr. Howson through misunderstanding a telegram turned up to be interviewed. Mr. Thring appointed him on the spot. Now anyone who knows anything of that great man knows also that what he wanted was vitality. “Life” was his magic word—he could hardly ever speak without bringing it in. It was impossible to live and work with Mr. Thring without imbibing the atmosphere he had created, and though Mr. Howson had only been there a few months before Mr. Thring died, there can be no doubt he was influenced by those great traditions. But Mr. Howson was no mere imitator, he was

much too original. For fourteen years he waited and watched. In and out of the houses, his eyes always wide open, he sifted the good from the bad and laid up a store of experiences and impressions which were eventually to be put to the proof, and one feels instinctively that he must have chafed for a bigger opportunity and greater scope for testing his theories. That opportunity came. In 1900 he was appointed Headmaster of Holt Grammar School—thenceforth to be known as Gresham's School. At that time the only building was the Old School House, a much smaller house than to-day, and he had seven boarders to begin with. New buildings were in prospect and in three years were ready. That was the modest beginning. How was it that in so obscure a corner of England in 18 years—no, in much less than that—there had grown up a School that drew upon every part of the country and from far beyond its bounds, a School that was known and honoured in the highest quarters, a School again and again spoken of as unique, a School for which applications now for many years have far outnumbered vacancies? How has it come about? There is but one possible answer—Mr. Howson. If ever the saying was true it is so now, "Si monumentum requiris, circumspice."

Those who would look for explanation to the material side might point to the buildings, the up-to-date equipment, the splendid house accommodation—but there were plenty of schools already well known and nobly equipped. Some would say "Look what an opportunity he had, a generous governing body, no traditions to fight, a clean sheet, a small nucleus to begin on and to mould as he pleased." All true, but how many would have made the same use of it? How many would have hit on a principle which among many honoured names would make the School distinctive? That is the point. Other men doubtless would have done well, perhaps very well, but who else could have given the School

its peculiar character? One wonders that Mr. Howson's ideas have not been tried elsewhere, but the simple fact is that they have not.

In five years' time there were 170 boys in four houses, the Junior House being now started. Since 1911 there have been five houses, the numbers above 230, and applicants turned away in such numbers as would nearly have doubled it had there been accommodation.

Why should men, and distinguished men, too, send their sons to this unknown out-of-the-way place with the galaxy of Public Schools to choose from? Well, why should they, if there be not something singular, something original, something great about the man behind the scenes? Look at it how you will, the thing is a marvel in these days of crowded, efficient and eagerly competing schools. To set a new enterprise going the usual method is a resounding boom; there was no booming, just the steady unceasing drive of personal influence bringing to bear the momentum of a strong ideal.

More than one Headmaster paid a visit to the School to see how it was done, and even in his last illness Mr. Howson received a Headmaster who had come up to London specially to know from his own lips what his system was. What was it? He called it when he spoke of it his "honour system." He did not often speak of it, but just worked it, yet on very rare occasions, when he thought his system endangered, he spoke as one who had staked his life on his theory of honour and would fight to the last ditch in defence of it, and he would say "If you know a better system, tell me of it, and I shall be only too glad to adopt it." And so he would, but none ever suggested another.

His interpretation of honour extended to every corner of life, not simply the honour inherent in self-respect, and clean life, not only from boy to boy, which may be no better than thieves' honour, but between boy and master, master and boy, in fact,

boy and the world, and that in the smallest points. It is more than difficult to get the heart of it clear cut in the fog of convention, prejudice and vague surmising, but it may fairly be said that to him by the path of honour lay the way to salvation from the world, the flesh, and the devil, and his was the finger that pointed the way.

Think how difficult to grasp are the cardinal virtues, faith, hope and love, how easily misunderstood, how hackneyed, and how exceedingly thin they may wear; but here is a word which at once finds an answer, and if lifted from the ruck will cover all three and blend them in one.

Honour has often been appealed to. An old Headmaster would say: "Were you in Chapel this morning?" "Yes, sir." "On your honour as a gentleman?" "Yes, sir." "Then I'm bound to believe you." A fool's paradise. That was not Mr. Howson's way. He left nothing to chance. If he appealed to honour, he took care that honour was there—at least, that a boy knew what he meant and looked for.

Into all the ramifications of his system it is not possible to enter. Was it Mr. Thring who said "Honour the work and the work will honour you"? Mr. Howson made it the very atmosphere of the School, and eliminated the petty sordid tricks and deceptions so beloved of the raconteur.

He extended his system to punctuality. He was never late. Yes, once—one minute late for prayers, and immediately after prayers, he apologised to the School. That was out of courtesy, the honour due from man to man. It was discourteous to be late, not to answer letters, to borrow without asking, and a host of other things—courtesy was a matter of honour. The difference between him and the average man lies in this that honour to him was not simply a thing to be appealed to but a thing to be taught, and he spent himself in every conceivable way to teach it.

So much—little enough too—of the centre of Mr. Howson's life work. No understanding of the peculiar stamp of the

School, of the secret of its growth and stability is possible without seeing this principle.

Plainly such a task could not be carried out without unceasing vigilance and activity, keen insight, abounding vitality, and utter sincerity. All these Mr. Howson gave in full measure with the added grace of a ready wit and delightful humour, playfulness and light-hearted chaff, and he was a past master in the art of making a party "go." But he was a terrible man to the malingerer, the underhand, the shifty and secretive. It may safely be said that the boy with a guilty conscience who happened to be sent for would quail with the deepest internal discomfort, and many can testify to the piercing insight which read every secret corner of them and must often have wondered how on earth he did it. But the fear inspired was less that of punishment than of the presence of the man, which brought home a sense of shame, combined with a determination to do better.

With such varied qualities and such weapons in his armoury he conducted his campaign. In matters of detail, minutiae, not everyone saw eye to eye with him, it was bound to be so in an experience so rare, and he invited criticism, but as to the success of his system there can be no two opinions.

To none more than to him did the School seem incomplete without a Chapel. Some ten years before the Chapel was built, plans had been prepared and exhibited in the School, but there was then not money enough to ensure a building on a scale in any way worthy of the School, and the greater effort was wisely postponed while the School was rapidly widening and consolidating its prestige. When the time came, sped by his own generosity and that of a few others money poured in a torrent. What the Chapel meant to Mr. Howson none can say, he did not wear his heart on his sleeve, but surely he knew no happier day than the Sunday on

which he declared it open and led the way into it.

But before this the storm of war broke with its desolating track, stabbing again and again, as one after another of his best-honoured Old Boys were taken, and there is no doubt that his severe illness some two years ago was hastened by his poignant distress.

What his Old Boys were to him and he to them may partly be judged by the enormous correspondence, the unflinching touch he kept with them, the wonderful welcome he gave them, by the confidences they entrusted to him, and the constant stream that came back to him. During the war there was hardly a single week in which some Old Boy was not staying here, perhaps as many as five or six at a time, who would save for the School a few days from their hard-earned leave: back they would come like homing pigeons from all over the world. That was surely his great reward. No wonder he was hard hit. The way he would speak of them in Chapel, for all its restraint, revealed how deep was the stress. Whenever he preached or spoke on any subject the same reserve was always there. There was nothing torrential about Mr. Howson, all was clear cut, and well shaped with a distinction of style and diction, for his was a mind singularly sensitive to literary beauty, most critical of its value, and withering in contempt for trash or ostentation. No better indication of this quality could be given than by the way in which he read. He delighted in reading good poetry aloud, and his reading of anything, poetry or prose, was a revelation of meaning. Too often he deputed his Lesson in Chapel to a visitor. But this too was part of his concern for the School; lest the services should be monotonous, a new voice should be brought in to help.

Let us pass from hidden sources to their outward manifestation. The School Mission, started in early days, was made a living interest by the Whit-Monday visits of the Thorpe Hamlet Church Lads'

Brigade and certain golden occasions in winter when we went to Norwich to be entertained by them. The natural way in which School and Brigade mingled, such that from year to year certain faces were eagerly looked for, the games, the sports, the excursions together and the pervading spirit of comradeship were quite characteristic. Mr. Howson was in his element.

Considering the long list of Honours culminating in his very last term in no less than five open scholarships and distinction in entrance to Osborne, one might well ask what School for its size can show such a roll?

Think of the fine record of the O.T.C., and its reputation in camp. Think, too, of the Theatre dug out of a hillock, the annual play with its harmony of acting and music and song, which laid its spell on so many and drew them here from far and wide.

Do these not show another thing, that Mr. Howson could attract the right men to help him and keep them?

There was no detail of the School life that he had not his heart in and his hand upon. He would be up every morning to take early bathing, was always about the grounds at House games, School games, matches, playing a hard game on the fives court, indoors at debates, concerts, lectures. If ever a "period off" was readily given, it was in skating weather. A fine skater himself, he never kept his skates long on his own feet, and it would be interesting to know how many boys have donned his boots and skates. In snow, he would be there tobogganing with the best. Anything and everything, he let nothing go by.

Even in his long illness two years ago the smallest matters were referred to him and received his sanction. How much that illness entailed! The last two years have been years of much suffering. That illness brought him near to death, and he never regained his strength. Many in the School

to-day have never seen Mr. Howson in the fulness of his power and never will know, but the least of them might try to answer honestly the question "How has the School out of obscurity become what it is?"

That illness was the beginning of the end. Troubles he had, hard for a man with health undermined to bear, not all could be won by him, the death of his gallant old boys none could spare him, and when death came, it came in mercy swiftly. And what does he take with him?—the hearts of a thousand boys, the loyalty of masters, the enthusiasm of parents, and closer than all the selfless devotion of his sisters, with whom we sorrow in silence.

As we think of the lives he has saved, the true men he has made out of all kinds of material, the only fruit that he lived for, the words spring irresistibly to life—

"He shall see of the travail of his soul and be satisfied."

MEMORIES AND APPRECIATIONS.

It was on Sunday, Sept. 16th, 1900, that I first entered the School House—what is now known as the Old School House—and experienced for the first time the warmth of that welcome which for more than eighteen years has made the School House such a home to all who have had the good fortune to enter its portals. I shall always think that there was something rather wonderful about those early days at Gresham's School, when it was more like a large and happy family than a public school. There was a feeling abroad that we were watching the beginning of something that one day might be great—there were at that time only forty-six boys all told. It was certainly an inspiring time for a young and inexperienced master, and markedly different from what he had met with during a previous term in one of the best known of English public schools. For here at Holt everything seemed alive, there was vigour

and energy everywhere, an atmosphere of effort and purpose, and the Headmaster was the life and soul of it all. His buoyancy and enthusiasm in those days is a thing I shall never forget; his cheerfulness was infectious, and it influenced and inspired us all. And coupled with this was a wealth of enterprise and originality; there was always something fresh arising, whether it was the starting of a new Society, or the inauguration of the Arbor Days or of the Shakespeare plays. And all the time he was laying the foundations, stone by stone, of the great edifice, which was described in a letter the other day by one who has the right to be heard on such a subject, as "One of the very finest schools which England has ever produced."

If I were asked how it all came about, I should put it in some such way as this: In those early years the Headmaster had the insight—and it was here that his genius partly lay—to see what were the things, often very small and apparently insignificant, which would ultimately produce great and far-reaching results. It was here, at the Old School House, that he laid, well and truly, the foundations which have made the School what it is to-day—the foundations of hard and thorough and honest work, of truth and frankness and honour, of purity in thought and word and deed. And all the time, by the breadth of his humanity and the warmth of his nature, he was winning boys to his side, so that many came to care, almost as deeply as he did, that the baser things should be stamped out and that the nobler things alone should live.

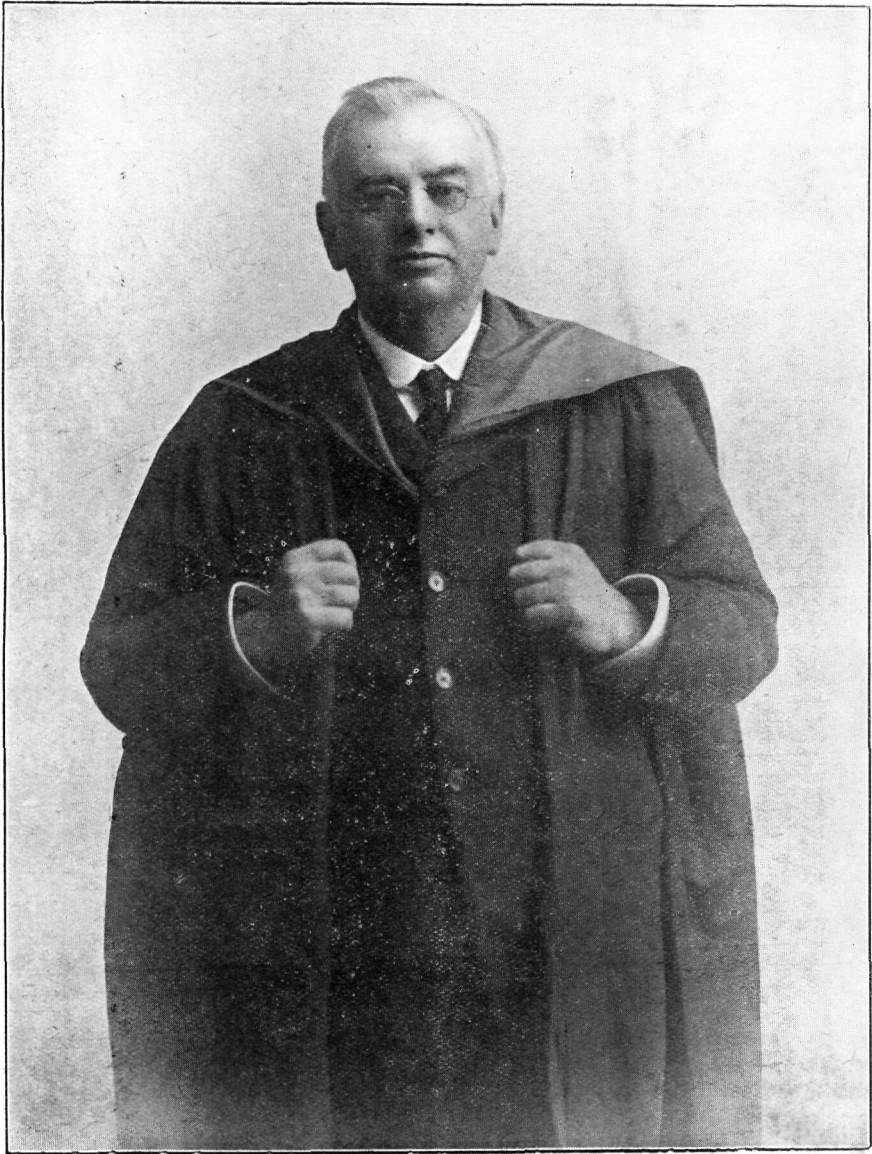
Let anyone, who wants to know how the School came to be what it was in later years, ponder these words, which the Headmaster addressed to the School at the end of our first term. They show so clearly the goal he had in view in those early days:—"A new life has opened out to you. Most of you will understand that it is a privilege to be a member of Gres-

ham's School, and those who do not now will surely do so in the days to come. Much of the greatness of the privilege lies in the fact, that you are laying the foundation of the traditions of what many of us hope will one day be a great school; and if you lay a strong, good and true foundation, those who come after must, by reason of your work, have cause to feel grateful that they may go on building on the strong foundation stones faithfully laid by you—the foundation stones of truth, honour, thorough hard work as it comes before you, courage to do and say the right, and to stamp out the wrong; and may many of us live to see on these foundations a strong tower which will stand four-square to every wind that blows."

It was undoubtedly a great advantage to him starting with so few boys—there were only seven boarders in the School House the first term—for he was able to lay things down from the very beginning on the lines he thought best and, as new boys came, term by term, they gradually acquired the spirit which he had implanted in the nucleus with which he started. As the School grew and other Houses were opened, though he became in some ways more the Headmaster, he kept in touch, to a remarkable extent, with all that was going on. His personality seemed to extend to the furthest limits of the School; there was no corner where his influence was not felt. And thus it came about that the spirit which he created in his own House spread gradually and surely throughout the whole School. Of his personality one could say much; it was an intensely strong one. There was no one who did not value his good opinion. It did matter above all things what the Headmaster thought of you. His praise and his blame were vital things. The effect of this on character was immense. He expected the highest standards of honour and uprightness, and succeeded in getting them by the force of his personality and the confidence which he inspired.

One great and early decision that he came to was to have no printed rules in the place. He knew, from past experience, that to many boys the existence of a rule was a real incentive to try and evade it. His method—and this I believe to be one of the most important of the foundation stones—was to explain clearly and concisely what he wished done and leave it to their honour to do it. He trusted them to carry out his wishes and they responded in a wonderful way. Unlocked doors at lock-up time and unbarred study windows are an indication of his methods in this direction. Linked up with this was the way in which, after making it clear what he wanted—and his persuasive powers were remarkable—he left it to them to see that the right thing was done and the right standards maintained. He did not say "You must not do this and I will see that you do not," but rather "This is the right course to follow and I leave it to you to see that it is carried out." Everything was based on trust and a sense of honour. He believed that an inner discipline was a far more potent force than any outward discipline however good. He put the responsibility on the boys and on their own sense of what was fitting, with the result that they came to prize highly the traditions that they were themselves helping to establish.

Genius has been described as "an infinite capacity for taking pains." I have often thought that the Headmaster possessed genius of that sort. He took infinite pains over details. Nothing was too small to be considered. No detail of conduct, either good or bad, was small enough to be ignored, for he realised that life is ultimately made of little things, and that "he who is faithful in that which is least will be faithful also in much." With this I would link up the way in which he went straight at a thing when it was brought to his notice. With him there was no putting off till to-morrow. If a thing had to be done, then the sooner the better. And he was very determined, also, to trace every-



thing to its source ; in fact, he never rested until he had done so.

He brought something big to the discussion of every subject. He always seemed to have some great principle at the back of his mind, and no decision was ever come to without its having to appear at the bar of judgment in the light of that principle. He lifted any discussion inevitably on to a higher plane.

It is quite impossible for me to speak adequately of his kindness. During all these years I never knew him show anything but a constant readiness to help, at any hour of the day or night, and for any length of time. He was always at one's service, with a ready word of welcome, which made one glad that one had gone, and no one ever sought his advice without going away helped, and guided, and strengthened. His judgment was unrivalled. He always seemed to know the right line to take under any circumstances. And was there ever anyone who possessed in a more marked degree, what the poet calls "the best portion of a good man's life, the little, nameless, unremember'd acts of kindness and of love"?

It follows naturally from this to speak of the remarkable spirit which he created in the School, which, for lack of a better word, I will call the spirit of brotherhood. He made us feel that we were all, masters and boys, working with him for the good of the place ; this led to a feeling of friendship, which has made the work here all these years such a joy. And this idea of working together was not confined to the relationship between boys and masters. The same spirit was evident among the boys, with the result that, for instance, a new boy found his first term here a happy one and that bullying has been almost unknown.

This is not the place to speak in detail of his "honour system," which is really the foundation of the whole thing. It was a bold and original venture, and he evolved it step by step, modifying and changing it as experience suggested im-

provements, but ever holding to it, as an absolute essential, with that tenacity of purpose which ran through all his undertakings. He was perhaps greatest of all in the courageous manner in which he grappled with the moral problem, and I could speak with knowledge, if I would, of the way in which he guided and strengthened countless lives. He taught self-conquest and helped many a one to gain it. He was first and last a great moral force and a great moral teacher, and he won not only the respect, but the affection and confidence, of his boys to such an extent that he was able to help them in a way that is granted to few schoolmasters.

To those who were in close touch with him it was evident that, as the years went by, his powers were steadily growing. Few who heard him will ever forget the clear and trenchant manner in which, on two separate occasions within the last year or two, he explained his "honour system," and his recent addresses in the Chapel, culminating with that at the time of the Armistice, were on an increasingly high plane of thought and inspiration. So he passed in the fulness of his powers.

"O strong soul by what shore
 Tarest thou now? For that force,
 Surely, has not been left vain!
 Somewhere, surely, afar,
 In the sounding labour-house vast
 Of being, is practised that strength,
 Zealous, beneficent, firm!
 Yes, in some far-shining sphere,
 Conscious or not of the past,
 Still thou performest the word
 Of the spirit in whom thou dost live—
 Prompt, unwearied, as here!
 Still thou upraisest with zeal
 The humble good from the ground,
 Sternly represses the bad!
 Still, like a trumpet dost rouse
 Those who with half-open eyes
 Tread the borderland dim
 'Twixt vice and virtue; reviv'st,
 Succourest!—This was thy work,
 This was thy life upon earth.

J. R. E.

From a former master:—

There was a stir in the Practising School at Oxford. Certain valuable leases in the City of London had fallen in and the School at Holt was to benefit fabulously. Where was Holt? It was rumoured to be in Norfolk, though there were other Hols and we were not quite sure. Anyway it contained a small Grammar School, one of the oldest in the country. Its length of years was the main thing about it, but now the City leases were to give it other chances of distinction. It was said that a new venture was to be made at Holt, a new opportunity given for applying modern education theories in a public school. A new headmaster had been appointed, one Howson, science master at Uppingham, and he was engaged in choosing his staff. Most of us were keen for the chance of being on that staff. It fell to my lot to be selected for interview. Shall I ever forget that interview? It occurred at the Fishmongers' Hall. I stood in the large vestibule waiting anxiously. Suddenly the entrance doors opened abruptly, and there came to meet me a thick-set man with vigour and determination in every line and movement of him, with dark hair already turning to grey, and with eyes that seemed to look through you. We went into a little side room and talked. I felt myself being sized up through and through. I was spoken to with the utmost frankness. But it was the frankness of a man who was seeking a real colleague and not a mere subordinate, who was as anxious to discover whether one was likely to be happy with him as he to be happy with me. It was the sort of frankness which could not fail to beget frankness, and it did not fail. The eyes, which never left my face, were penetrating, but the kind heart behind them shined through. There was power, remarkable power, but no trace of arrogance. Here, one said to oneself, was a man who would dominate things but who would not lord it over those who worked with him, who really desired to find fellow-workers and not merely foils to himself.

This first impression was confirmed during those two and a half happy years (1900-3) I had the privilege of working under, and—as he always made one feel—with, the late first great Headmaster of the new Holt. It was, naturally, a very difficult and anxious time for the new staff. There was everything to be re-made. And it was a big task for the Head: he made us feel it was a big task in which we all had our full share. The utmost freedom of speech was not only permitted but welcomed at our staff meetings. Suggestions were not only courteously considered but asked for and expected. The utmost freedom of individual action, consistent with the general plan, was permitted. A man of strong individuality himself, the Head looked for it and believed in it in others. It was the main secret of his influence, and of his real and undoubted greatness as a schoolmaster.

He was a keen and indefatigable worker. He looked for similar qualities in his staff and in the school generally. He upheld at Holt the Thring tradition, learned at Uppingham, of the life that is strenuous, thorough and sincere. If work was hard for the staff in those first days, he knew how to make the conditions of it joyous by the sight of his own example, the infection of his enthusiasm, and the generosity of his appreciation.

And his was the settled policy of those who know their own mind, who have visualised a problem clearly and have but to work out their plan in action. He was no improviser, content to wait on events and let them settle things for him. The line was set from the start, he knew beforehand what he intended the School to be. It was to be progressive and alive to new ideas; its moral tone was to be of the highest and means were to be sought for until found to ensure this. Much of what he set out to do has already been done, in less than twenty years. There could not, surely, be a fuller proof of his genius or justification of his plans.

Such a task as the restoration of a school required a man of great insight and great courage. In the Providence of God it obtained both. What the School owes to the personality and labours of its late great Headmaster it surely knows in part already, and history can only deepen and extend that knowledge.

Requiem eternam dona ei, Domine, et lux perpetua luceat illi. Requiescat in pace.

R. LL. LANGFORD-JAMES, D.D.

From an O.G. :—

Early in the year 1900, Gresham Grammar School, performing its daily work with the usual classes of boys sitting on forms arranged in a square and surrounding the Master, who listened wearily to their recital of Latin verbs or "doing sums" on slates, was surprised by a visitor, who was unmistakably the new Headmaster, and who brought into the Big School (now the big room at the Old School House) an atmosphere which remains impressed on my memory. The following term I was one of his first seven boarders.

From the very beginning of that term, which was the turning point in the history of the School, it was made unquestionably clear that the new Head had a great aim and that he would achieve it. To those who watched, the changes that were made seemed indeed revolutionary and the ideals that were upheld well nigh impossible. With a hand that was throughout as firm as it was just he scattered to the winds everything that obstructed his aim, building his own road as he went, and making it unerringly straight.

His aim was neither merely to create a school numerically strong, nor to earn fame by a record of University scholarships. Both of these objects he achieved but (I speak only as one of many who doubtless have equally shared his confidence) his primary object was always to build up a school life that should be clean,

and to send into the world men representative of the truest type of manhood. That he achieved the former no one who has had a close knowledge of the School from inside would deny, whereas the latter must be judged by those who are best acquainted with those members of the School who have taken their places in the world.

I shall be speaking for many when I say that we think of him as one who has been to us as a very good father; who gave us our best gifts, our highest ideals. Confidence, trust, friendship, affection, these qualities he inspired in us freely as he gave them. Those who have spent holidays with him in London, at Bolton Abbey, on the Broads, on the Thames or elsewhere, will remember him always as one whose kindness was without stint, whose geniality was unfailing and whose stories never fell short nor were ever better told. Nothing will ever rob us of these happy memories.

When I left Holt the Head wrote me a letter containing exactly the advice that is needed by every boy going out into the world. Nothing was omitted, nothing overdrawn. I have kept that letter and shall keep it always, for it has shown me the way through many uncertain places. It ends with the words "Keep hold of your end of the rope—the other is in the hands of your friend." True as these words proved to be they were truer far than he ever knew himself. He held in his hands those innumerable strands which drew us back to him, and to the School we loved so largely because of him, whenever opportunity came. He never failed us. He would never have let one of his old boys down, because to him they remained always a vital part of the life of the School, and therefore a part of his own life. We shall come again because he would wish it. We shall feel that he is still welcoming us with that warmth which of itself made a visit worth while.

F. JARVIS.

From a former master:—

England has been rich in great headmasters, and yet there remains much in our Public School system that, by common consent, is judged unsound; perhaps because few headmasters have brought their labours to a triumphant consummation. They have pointed out paths, initiated reforms, cultivated right traditions, but to most only the vision of what might be has been granted. Mr. Howson was singularly blessed in that to him was given the complete realisation of his ideals. His work was his own, from the first day as Headmaster of Gresham's School to the last day of his life. He made the School as he would have it, and by the traditions he gave it, and the character it has acquired under him, it will stand or fall. Only a steadfast holding to the ideal could have accomplished this; great faith alone could have sustained a pilgrim on such a venture. These two qualities he had. He was neither bound by tradition nor carried away by fashion. When he had to choose a path he simply chose that which led towards the light, without fear of consequences, and heedless of convention. Christian citizenship was his aim and to this end he devoted his great gifts.

His conviction that the humanities must form an essential part of education made it possible for music to flourish at Gresham's. And no music master ever had a truer friend in his headmaster. The sum of his generosity and kindness to me mounted to a total that made it impossible to repay even in kind. I know, too, that I had not the monopoly of his kindness, it was widespread.

An evening in his company was a refreshment. Shrewd and humorous, with a fund of good stories and apt illustrations at his command, he excelled in fireside conversation. His speeches on formal occasions were admirable, and who will ever forget the charm of his after-dinner speeches at old boy gatherings, or at House suppers?

A single-minded, brave-hearted man of genius, a great headmaster. His epitaph shall be, if you require it, as you stand by his grave near the School Chapel, "Circumspice."

GEOFFREY SHAW.

From an O.G. :—

"Si monumentum requiris, circumspice."

This was the thought in many minds, as we laid him to rest under the Chapel wall. Great as are the buildings which lie around, School, Houses, Chapel and all the rest, yet it is not even these which are his real memorial. For there were many present then—representative of others who could not come, and of yet others who had gone before him beyond the veil, through the smoke of battle—there were many who felt that his real monument would rest for ever in their own lives and characters.

For he was, above and beyond all, a character-builder and a maker of traditions. We who had the inestimable privilege of being with him in those early years always felt this purpose thrilling through his every word and action—that his boys should emerge from his hands men of character.

It was for this he met and outfaced difficulty, hindrance and opposition, that he spent hours on Sundays, so badly needed for his rest, in helping us to understand the great song-makers of our race, that he instilled into us the great virtues of punctuality in keeping appointments, punctiliousness in truth telling, unvarying courtesy to women, and above all what it means to be "on your honour."

These are great things; there is one greater to record—his friendship. Many a time in after years his influence, not as master but as friend, has checked us in folly and inspired us in difficulty, because we still felt we held a trust from him, and we know that that influence will never die, either in ourselves or in those who come after us.

And all this time, "he looked for a city which hath foundations." He made it his duty to see to the foundations; they are now deep and strong. And to him, thank God, it was given to see the city of his desire, the School as it is to-day.

Without a doubt from his resting place he views it now, what it is, and what it may be. And like the Master whom he served so well, "he sees of the travail of his soul and he is satisfied." Nor let us doubt that that strong heart and mind, a very Prince of Men, is active now on even better service, for

"I doubt not unto him is given
Some life that bears immortal fruit,
In those great offices, that suit
The full grown energies of Heaven."
C. H. FITCH.

From an O.G. :—

No pen of mine can be adequate to draw the picture of our Headmaster. To depict him as he was with all his sympathy, his finer understanding, his humanity, calls for the uttermost labour of the poet and the artist, and I am none of these. But to all eyes he was a man of definition, built up like a lighthouse of large blocks of the best material and based on the old rock of faith. From the first day when he took me as a new boy to his study to see what manner of clay had come to his moulding, to this moment when I sit at a barrack table, the light of his spirit has never ceased to beacon my life. We old boys know what the Head was, how he built up the School, how fibre by fibre he straightened and strengthened all in his charge. I feel he is no small loss to the country for which he laboured so long, so well, and so lovingly. He exhorted us with the voice of inspiration, and no man knew better how cunningly to weave words into the warp and woof of a set purpose. He taught us purity of heart and action, single-mindedness, loyalty, and truth. He taught us strength of heart and purpose. He spoke of tone,

and the tone he would have us adopt was the tone of a gentleman. His too was the gift of human understanding. Before him our minds and our ambitions were unsealed. He knew by the shell if there was a canker working within the nut. He was marvellously percipient of humour and had ever to tell a new laughter-compelling story. He had every appreciation for the beautiful in all things. The world is richer for his life and he has left many witnesses who will bring to fruition and to seed again the plants of his planting.

He died, as he had lived—at work. A great and good man has gone back whence he came; he has gone where many O.G.'s have preceded him and many shall come after, and not one but shall rejoice to have once again the privilege of being shown and being led to the old goal on a new ground. He has gone, but his guiding spirit remains; his example and his influence abide with us, and so will abide until on the last tide we again feel his hand on the tiller guiding us home.

From a former master :—

It seems many years since first I saw Mr. Howson; he was interviewing me, an unknown applicant for a vacancy, and, as he surveyed me with flashing and eager eye, I felt I was in the presence of someone who viewed life differently from the common man. And as our friendship grew I realised more and more how comparatively mean and sordid were the views of most men compared to the lofty faith and high conceptions that animated and inspired his life.

Many scenes pass before me as I write; first the host enlivening the tea or dinner table with a conversation sometimes humorous, sometimes serious, but always to the point; never taking the conventional or orthodox judgment because it was conventional, but taking it only if it was wise and just; or there comes the thought of the sermon on Sunday night, when, amidst the hush of expectation, we would listen

to ideals nobly expressed with force and fervour in crisp and weighty language; or again the thought goes back to meetings of his masters, when he would take their opinions and act upon them too, in the certainty that the greatness of a school depends upon the loyalty and enthusiasm of its staff, and knowing in his wisdom that this could be engendered by making his masters feel that their advice and opinions were valued.

And where shall he be placed in the gallery of famous men? Among, I think, the great constructive headmasters, in the noble company of men such as Arnold of Rugby, Almond of Loretto, or his old chief Thring of Uppingham, who like him set before themselves a definite ideal and brought it to fruition, believing, and truly too, as the event showed, that experiment is more fruitful than the steady round of dull mediocrity.

And like those three he died at no great age, but he died as superbly as he had lived. For the edifice he had set himself to build was well nigh complete; he had set before himself the twin ideals of a high morality and a high intellectuality. The former he had long since attained; and when we remember that only a month before his death the School gained no less than five scholarships at Oxford, we are entitled to believe that this latter aim had also been reached.

And then quietly, without a murmur or complaint, he passed to the other side, his one last request, when maybe the premonition of death was upon him, being, that he should be taken from London to the School where the great work of his life was centred.

And all his friends will rejoice to know that his last resting place is beneath the shadow of the Chapel for whose erection he had worked so lovingly and so carefully, in the sure hope that future generations might worship under happier and better auspices than their predecessors; and that he rests an inspiration for ever: not known, perhaps, to the great world

outside—he cared little for that; but, by his influence in moulding the characters of boys, and masters too, he has sown a seed, whose future growth few would dare to estimate. That is his reward. He would not ask for more.

From a friend:—

It was said of another great headmaster that he never condescended to his boys, but always made them feel that one day they would be grown-up men, and so appealed to their sense of responsibility. I think that was true of Mr. Howson also. Certainly, when boys came to meals in his dining-room with their parents, he treated them not as pupils, but as guests. His manner with Old Boys was delightful in its genial deference to their knowledge of the world—I am speaking of 'pre-war times.

No school can really flourish in which the relations between the headmaster and his assistant masters are not based on confidence and respect. Speaking with a considerable knowledge of headmasters I can safely declare that I have never known one who spoke, in private as well as in public, with greater warmth of his indebtedness to his colleagues than Mr. Howson.

It has been cynically asserted that schoolboys would be endurable if it were not for their unfortunate choice of parents. Mr. Howson was certainly masterly in his handling of this often difficult but indispensable factor; long-suffering in the main, but capable, under provocation, of judicious candour. Where they were reasonable, he was indefatigable in his active and benevolent interest.

From an O.G.:—

To us he was, and always will be, "the Headmaster"; and as in our time his inspiration was manifestly the life-breath of the School, so now his memory represents and embodies all that the School is to us. He has his lesser immortality here on earth, for he lives, and will live throughout

the generations, in the enduring impression which his teaching and example made on the characters of all those who came into contact with him.

In his strength and dignity and his amazing knowledge of the minutest events of School life he was entirely the traditional Headmaster; but he was so much more. He not only knew intimately every member of the School, and had an intuitive knowledge of how he would act under any circumstances, he possessed that which can only come of utter selflessness, the tact and the fearlessness which enabled him to influence us in making the right decision in every problem which we had to face. Not that he ever sought to set himself up as our conscience. He merely allowed to shine through him that light which illuminated his whole life: he stood aside and pointed to that standard on which he based all his ethical and social teaching. Though we have lost a great friend and a great helper, his influence still remains with us; his judgment and his standards still determine our course.

Among many things of note which I can remember him saying, one in particular sticks in my memory: "I can't sleep in my comfortable bed—I feel it ought to be a trench." He must have suffered horribly through the war, by the loss of so many whom he loved, by the feeling of helplessness in the face of all the pain it involved for others, and by the world-wide downfall of ideals which he had devoted his life to building up in the School: and we cannot but remember that it was during the war that he first showed signs of serious ill-health, and that at its end he died. I hope that some means will be found of making the War Memorial a memorial also to the Headmaster, and that his name may be written with the names of those whom he did so much to inspire. No less nobly than they, he laid down his life in the cause.

From a friend:—

At the present time, when the heart of

the English nation is stirred and uplifted by a sense of gratitude for the wonderful issues of the Great War, a new meaning has vivified the well-worn thanksgiving for "those who have departed this life in God's faith and fear" during these past 4½ years of death and destruction. And in this the members of Gresham's School have a special share. For it is not on the battlefields only that the supreme sacrifice has been made. Many a man at home has worn himself out by the stress of work and the still harder strain of the realisation of the hideousness of War; and it is among such that the honoured name of the Headmaster must be placed.

The War killed him as straightly and surely as if he had fallen at the Front. In the sufferings of those young lives which he had tended, and trained, and turned out well-equipped to do their work in the world, he bore his share; and at the loss of so many of them he spent himself in grief. But he worked on, with a deeper though sadder striving for a high upbringing of the rising generation, realising its vital value in the future of the world. And in this work, to which he dedicated his life with all its riches of sympathy, and experience, and understanding, there stands the living memorial of the man who made of Gresham's School something much better than a mere educational workshop or a modern machine for the manufacture of Englishmen.

Perhaps the only disadvantage of a new School is its lack of tradition; but by his death the Headmaster filled up that blank, and has bequeathed to his School what he could not have given it while he lived.

Gresham's can now look back on the Ideals of its Founder—for such, of the School as it now stands, he practically and psychically was—and be proud of a tradition built on the tenets which he taught and made alive.

The superficial cynicism of Shakespeare's words—"the evil that men do lives after them"—is very clearly contradicted to-day. It is not the evil, of events at any rate, that lives on, but the good by

reason of its immortality. And one of the good things, which have already sprung out of the ruins of the War, is the larger view of life which sinks the selfish in the sacrificial. Therefore, though there is not one member of the Headmaster's wide circle of friends, pupils and their parents, who is not, and will not always be, the poorer for his loss; yet, having learned to look beyond the personal, they can rejoice that he was counted worthy to walk among the ranks of those who lead in the world's greatest advance towards the Righteousness of Nations.

And in that real history of human life, which no mortal pen can ever write, wherein all facts shall stand out according to their true proportions, the name and work of George William Saul Howson will be found in no lowly or unimportant place.

EDITH HENRIETTA HAMILTON.

The following are extracts from letters:

From a Governor:—

"His death is not only an irreparable loss to the School to which he devoted his whole life and strength with unsparing energy, but all who had the privilege of his friendship could not help feeling the greatest admiration for his strong, single-minded and warm-hearted character. He was in the true sense of the word the founder of the School, and its prosperity and distinction are the fruits of his work. But more than that, he won and retained the affection and confidence of his colleagues and boys, as well as of the Governors, both by his wise judgment and his sympathetic insight. I could say much more, for I had the greatest admiration for his qualities, as well as a warm personal regard for him, and deeply valued his friendship."

A. C. BENSON.

From a Governor:—

He came to the School when it was small and insignificant, and he left it recognised amongst the Public Schools of England not for its size, but for the soundness of its education and for the open, manly type of boy that it produced. Often dur-

ing the war has some officer friend of mine spoken to the effect that, though he had scarcely heard of Holt before the war, there must be something wonderful in the place and in its Head, seeing what it had produced.

From a former colleague:—

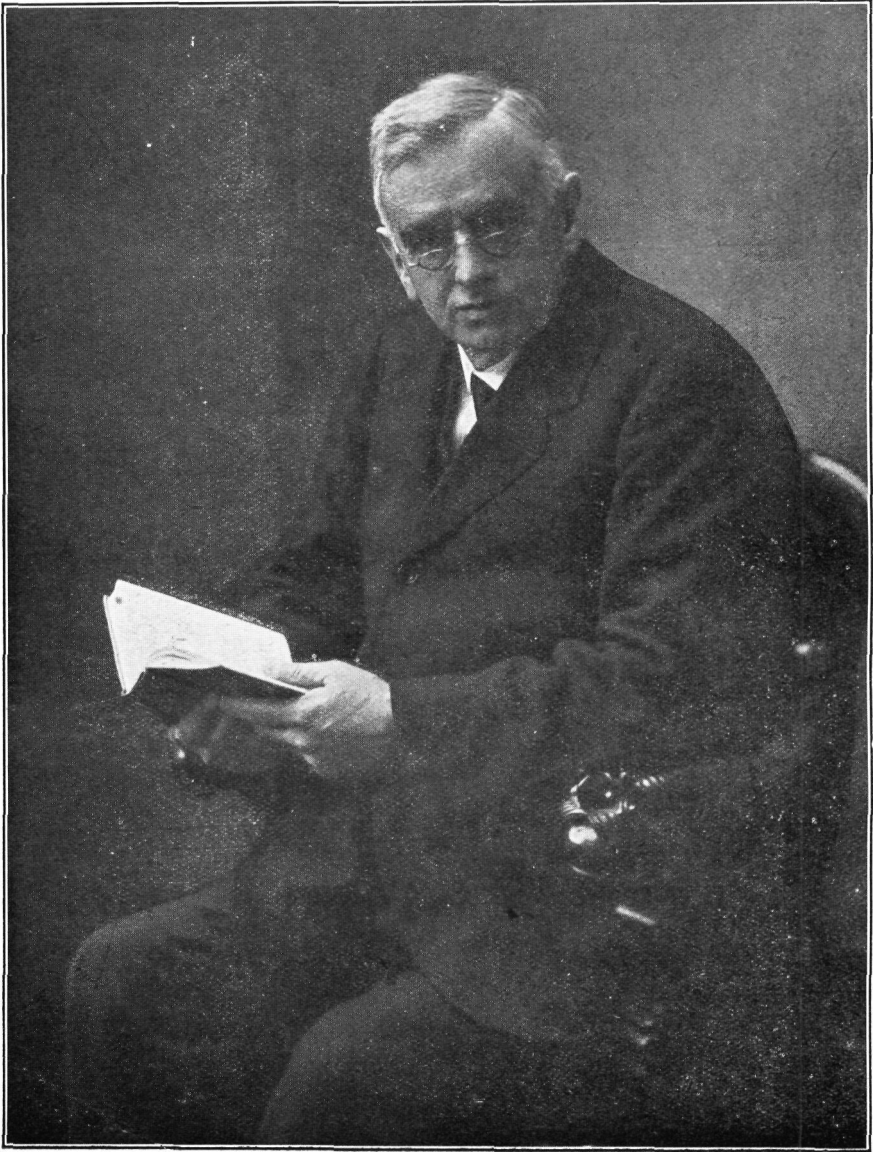
"His loss to the School which he had re-created and made into such a splendid place—the School he loved so dearly and to which he devoted such unbounded energy—will be irreparable. Personally I cannot picture Gresham's School without him. Everything centred round his personality. Few headmasters have ever got to know the individual boys under their charge as well as he did, and few have inspired such affection and loyalty. He has done a great work well. His pioneer work will live, not only in the history of the School, but in that of the progress of education in this country."

From a former master:—

"It must have been an immense joy to him to look back on twenty years of constructive work so complete and so successful in the highest sense. On all hands came testimony to his achievement. I always admired the courage with which he was prepared to strike out in a new line and strove to realise the high ideals that possessed him. Not least among his achievements was the remarkable way in which, as a headmaster, he won the affection of his subordinates. He must rank among the really creative educationalists of our generation."

From an O.G.:—

"I cannot realise that he who was the best friend I ever had is gone. Any good there may be in me was moulded there by him, both directly and indirectly, because no one in all my life, both by advice and example, has scratched my character where he dug deep with both. As I write all the kindness and help I received at Holt springs before my eyes, and my heart fills with love for the "Head," and thanks for what he has done for me in the past and what his noble example will do for me for the rest of my life."



ROLL OF HONOUR.

KILLED IN ACTION.

ALAN ALEXANDER MALCOLM, who was a Lieutenant in the Lancers, was attached to the Royal Air Force. Born on January 14th, 1897, he entered the School in May, 1909, and left in April, 1914. On leaving School he worked with a view to becoming an engineer. He obtained a commission in the Cheshire Yeomanry in June, 1915, and served with them until the end of April, 1916, his service including fighting in the Irish Rebellion. He entered Sandhurst with a nomination in April, 1916, and passed out into the Lancers in October, 1916. He crossed to France in January, 1917, and was in a good many actions throughout the year, including the great German retreat on the Somme. He volunteered for the R.A.F. in November, 1917, and came home to train as an observer. He went to France again in March, 1918, and, after a good deal of hard work, was reported "missing" on the 17th of May in the Ypres-Menin district, whilst on reconnaissance duty. It was not until December that proof of his death was obtained by the finding of the remains of a machine, of the type which he was flying, on the Ypres-Menin road, and of two graves hard by with the inscription, "Lieut. Bell and his observer." Lieut. Bell was the name of Lieut. Malcolm's pilot.

DIED.

LESLIE FREDERIC ST. JOHN DAVIES, M.C., who was a Major in the Norfolk Regt., was attached to a Cavalry Machine Gun Squadron. Born on June 23rd, 1893, he entered the School in January, 1904, and left in July, 1911. On leaving School he went up to Emmanuel College, Cambridge, and took his B.A. degree in June, 1914. When the war broke out he enlisted in the Norfolk Regiment as a private, but soon obtained a commission, and was sent to France in July, 1915. He

continued there till the offensive on the Somme in 1916, in which he was awarded the Military Cross for gallantry. He was also mentioned in despatches whilst acting as liaison officer. After being twice wounded, he joined the Army in Palestine, where he served in a Cavalry Machine Gun Squadron. He was gazetted Captain in September, 1917, and Major in June, 1918. At the time of his death, which took place at Aleppo, from malaria, on November 11th, 1918, he was acting as Commanding Officer of his Squadron.

WOUNDED.

E. C. Steven, 2nd Lieut., M.G.C.

BAR TO MILITARY CROSS.

In our previous issue we recorded the winning of a Bar to the Military Cross by Lieut. R. C. Warren. The following details have since been published:—

R. C. Warren, Lieut., Oxford and Bucks Light Infantry:—

"For conspicuous gallantry in leading a party to rush an enemy machine gun. He put the gun out of action and killed or dispersed the crew. He continued to lead his men forward for an hour though wounded and refused to go back until the attack had made good progress. He behaved splendidly."

MILITARY CROSS.

W. R. Phillips, Lieut., London Regiment:—

"Since joining his balloon wing this officer has done over 350 hours in the air, and during recent operations has displayed gallantry, determination, and devotion to duty worthy of high praise. On September 27th Lieut. Phillips made a continuous flight of 13 hours, rendering very valuable service."

L. C. Crick, Capt., Lincolnshire Regiment.

W. A. Turner, Lieut., R.E.

K. M. Moir, Capt., M.G.C.
A. F. S. Douglass, 2nd Lieut., Yorkshire
Light Infantry.

DISTINGUISHED FLYING CROSS.

H. I. Hanmer, Major, R.A.F.

CROIX DE GUERRE.

G. Skelton, 2nd Lieut., R.E.

BELGIAN CROIX DE GUERRE.

O. W. Tyler, Capt., R.E.

✂ ✂ ✂

J. J. CROSS.

We record with regret the death of Mr. J. J. Cross, which took place at Bath on November 2nd, in his 70th year. Mr. Cross joined the Common Room in November, 1904, and remained here, with two terms' intermission, until Easter, 1908. A man of striking personal appearance, with his splendid crown of white hair, he astonished everyone by his activity in the hockey and cricket fields. His bonhomie, old-world courtesy and ready wit charmed everyone with whom he came in contact, and many Cambridge scientific O.G.'s owe him a debt of gratitude for the patient skill with which he helped them to surmount the difficulties of compulsory Greek.

✂ ✂ ✂

HONOURS.

A. D. C. Bell, Scholarship in Natural Science, St. John's College, Oxford.

E. A. Berthoud, Demyship in Natural Science, Magdalen College, Oxford.

G. H. Locket, Scholarship in Natural Science, Lincoln College, Oxford.

W. H. W. Roberts, Honorary Exhibition in History, Balliol College, Oxford.

H. F. Turney (O.G.), Exhibition in Natural Science, Magdalen College, Oxford.

R. L. E. Field, R.N. Cadetship (Honourable Mention).

CONCERT.

PROGRAMME.

1. Orpheus ... Act II.
C. W. Von Gluck
Tenor Solo: Mr. J. C. H. DANIEL.
2. Pianoforte Solo ... (a) Soldier's March.
(b) The Merry Peasant.
(c) The Poor Orphan.
(d) The Wild Horseman.
(e) Song of the Reapers.
R. D. O. AUSTIN. *Schumann*
3. Romanza ...
(from the Pianoforte Concerto in D minor)
Mozart
Piano Solo: J. T. ROBERTS.
4. Songs ... (a) Forget-me-not
Sterndale Bennett
(b) Down Vauxhall Way
Herbert Oliver
J. B. HOLMES.
5. Part Songs ... (a) Departure *Mendelssohn*
(b) The Curfew *Henry Smart*
6. Symphony in C major (1st movement)
(The Jupiter). *Mozart*

The School Concert on the last Saturday of term, December 14th, without being in any way sensational, was keenly enjoyed.

Gluck and Mozart—to whom should one go if not to these for last words in beauty—that beauty which is transparent, calling for no explanation, admitting no question, but simply a living and compelling joy. And although it is of course true that this technically simple music makes no great demands upon the modern resources of the Orchestra, yet it gives scope to the highest skill and feeling in players and singers alike, so that one can never tire of bringing out fresh beauties, and there is enjoyment and satisfaction for all.

All did their part well. Mr. Daniel sang the part of Orpheus clearly and expressively, perhaps erring, if at all, on the side of restraint—as often happens in a concert performance of an operatic scene. The Choir sang better in the Orpheus than in the part songs; in the latter a bad start seemed to deprive them of confidence and they did not quite do themselves justice, judging by previous performances.

Austin's group of little Schumann pieces gave just the right change of tone after the Orpheus, and he played them with evident appreciation of his composer.

Holmes made his first appearance as a singer and scored a signal success. His voice has a small range at present and is only of medium strength, but the quality is good and he sang with a charm and simplicity that older singers might envy.

Roberts had to do double duty in the Romanza from the Concerto, filling in wind parts and then changing his rôle on the entries of the solo instrument. This he managed very well. As it was his last appearance at a School concert we should like to take this opportunity of putting in a word of thanks to him for the stimulus his example has given to the music of the School and of wishing him increasing success in his art.

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O.T.C.

Extract from the "Gazette" of Dec. 16th, 1918, Unattached List:—

Sec.-Lt. (temp. Lieut.) H.W. Partridge to be temp. Capt. (Dec. 17th).

The following is an extract from a letter from the War Office:—" . . . In order to recall to future generations the part played by both officers and cadets of the contingent in preparing candidates for commissions during the Great War, . . . the War Trophies Committee, under the chairmanship of Mr. Macpherson, M.P., P.C., Under Secretary of State for War, has allotted a German Trench Mortar to your School."

It has been decided that, for the present at any rate, the standard of efficiency in the contingent arrived at during the war should be maintained. The number of hours allotted to the work of the contingent will remain the same, but in the later part of the term, some parades will be omitted provided that this does not impair efficiency.

FOOTBALL,

HOUSE MATCHES.

Open.

1st Round.

Woodlands beat School House by 70 points to nil.

Kenwyn and Day Boys beat Farfield by 13 points to 11.

2nd Round.

Woodlands beat Kenwyn and Day Boys by 50 points to 3.

Farfield beat School House by 50 points to 3.

UNDER 15½.

1st Round.

School House beat Farfield by 8 points to nil.

Kenwyn and Day Boys beat Woodlands by 68 points to 5.

2nd Round.

Kenwyn and Day Boys beat School House by 9 points to 3.

Farfield beat Woodlands by 68 points to nil.

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THE CHAPEL.

The usual Christmas Sale, organised by Miss Howson and the ladies of the School, was held on Saturday, December 14th, and brought in over £16 for the Chapel Fund. There were several stalls, some of them containing articles left over from the very successful sale in the Summer and others furnished with pictures, calendars, etc., made by members of the School.

The Chapel Fund has just reached £11,000, thanks to a recent cheque from the O.G. Club, being the second instalment of the £100 promised a few years ago. The Old Boys' Fund has recently reached £1,000, thanks to a very generous donation of £50 from Capt. D. J. Bird.

CHAPEL FUND.

	£	s.	d.
1918.			
Dec.—Previously acknowledged ...	10,941	5	9
Sale	16	12	6
Woodlands Box (9th) ...	8	5	0
Mrs. Matthews (6th) ...	1	0	0
1919.			
Jan.—Major T. L. Norris ...	1	1	0
Anonymous	1	1	0
O.G. Club (2nd)	33	6	8
Total	£11,002	11	11

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OLD BOYS FUND.

	£	s.	d.
1918.			
Dec.—Previously acknowledged ...	943	8	8
G. Skelton	10	0	0
C. W. Fawkes (2nd) ...	2	2	0
1919.			
Jan.—D. J. Bird	50	0	0
G. V. Jackson	11	0	0
Total	£1016	10	8

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THE WAR MEMORIAL.

A meeting of the General Committee of the War Memorial was held on New Year's Day, of which the following are the minutes:—

A meeting of the General Committee was held at the Fishmongers' Hall on Wednesday, January 1st, 1919, when the following were present:—Dr. Acland, Lord Hollenden, Mr. R. Holland-Martin, Mr. J. R. Eccles, the Rev. F. G. E. Field, Mr. A. H. Spiers, Major M. W. Ayrton, Mr. E. C. Barker, Sir William Bull, Mr. G. N. Chapman, Mr. J. R. Frears, Mr. H. M. Gregory, Mr. A. W. Heyworth, Mrs. Hill, Mr. Macrae Moir, Mrs. Soman, Major J. M. Wright, Capt. T. W. G. Acland, Mr. A. Chambers, Mr. H. W. Partridge, Mr. M. R. Price.

In the regrettable absence of the Headmaster, for reasons of health, Dr. Acland was voted to the Chair. He at once moved that the Headmaster be elected Chairman of the War Memorial Committee, Mr. J. R. Eccles Honorary Secretary, and Lord Hollenden and Mr. J. R. Eccles Joint Honorary Treasurers. This was agreed to unanimously.

Mr. Eccles, after referring to the various letters which he had received regretting inability to attend the meeting, gave a report upon what had been done up-to-date with regard to the formation of both a General and an Executive Committee. These Committees were confirmed and certain names added to each of them.

The Secretary then read a number of extracts from letters which he had received giving suggestions as to the form which the Memorial should take. The majority of the writers were of opinion that the addition to the Chapel of certain portions should be the primary aim of the Committee. Other suggestions included the erection of a War Memorial Library, or other building, which was considered an immediate need of the School, and the provision of Scholarships for those who would require them during the next ten or twenty years owing to the after effects of the War. Mr. Eccles at the same time explained, in some detail, the state, and relation to one another, of the various Funds which are at present in existence.

A prolonged discussion followed, in which the majority of those present took part and, after the drafting of a variety of motions which for one reason or another failed to meet with general acceptance, Sir William Bull proposed, and Mr. Holland-Martin seconded, the following motion:—

“ That the War Memorial shall consist of the following definite objects:—

1. The placing in the Chapel of Memorial Tablets to the Old Boys who have fallen in the Great War.

2. The completion of the following woodwork in the Chapel:—(a) The Panelling; (b) The Stalls and Seating; (c) The Screen; (d) The Casing of the Organ.
3. The erection of a Memorial Window in the Chapel."

The motion was carried by 16 votes to 2.

The general feeling of the meeting was that the further projects should be held over till a later date.

It was unanimously agreed that the Executive Committee be authorised to proceed at once with this Scheme.

The meeting then adjourned.

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WAR MEMORIAL FUND.

	£	s.	d.
1918.			
Dec.—Previously acknowledged ...	1073	6	1
Arthur C. Beck ...	10	10	0
Dr. R. W. Henry ...	5	5	0
1919.			
Jan.—Mrs. Graves ...	25	0	0
Total ...	£1114	1	1

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THE SCHOOL MISSION.

I am very glad to be able to give a satisfactory report of the work of the School Mission. As you will all be aware the object which it supports is a Troop of Boy Scouts (4th Lowestoft). When I came to Lowestoft nearly two years ago I found that very little was going on among the boys in the parish, therefore I set to work to start the Boy Scouts, which I think most people agree is one of the finest movements for boys that exists in the country.

We had considerable difficulties to contend with at the beginning. The shortage of suitable men for officers, the dark winter nights, the fact that the town had been bombarded from the sea and air, and the "easy-going" character of the Lowestoft boy, made one wonder whether it would be possible to form a really smart Troop. However, when the start was made, the boys responded magnificently and there was no lack of recruits, in fact they came along so fast that the process of selection had to be applied. Since then there has been a good deal of coming and going (which is not satisfactory but is only to be expected in starting a new thing), and to-day we have a troop of between 70 and 80 boys.

Now that the War is over, our greatest handicap, want of officers, will, I hope, be removed, and I look forward to some really useful work. The boys are on the whole very keen. We have 10 Patrols. Two-thirds of the boys are second-class Scouts, and there are a good number of proficiency badges. Gymnastics, swimming, football, boxing have all been keenly taken up, and a Savings Bank has just been started in the Troop. I wish very much that Gresham's School was more get-at-able, because I remember the delightful days we used to have there on Whit-Mondays, and how our boys used to enjoy them.

However, I hope it may be possible for the School Mission Committee to come over some time this summer, when travelling is less detestable, and perhaps our Patrol leaders might be invited over to Holt for the Whit-Sunday week-end.

May I take this opportunity of thanking subscribers to the Mission Funds.

I am hoping this year to take our boys to camp, which will be quite a new experience for them, and which will help more than anything else to make the Troop efficient.

EVAN C. MORGAN,
Rector of Lowestoft.

STATEMENT OF ACCOUNTS, 1918.
RECEIPTS.

	£	s.	d.
Balance from 1917	16	9	8
School House	6	12	0
Woodlands	11	11	0
Farfield	3	9	9
Kenwyn	4	13	0
Day Boys	2	2	6
Old School House	5	5	7
Norwich Rugby Football Club ...	5	0	0
	£55	3	6

EXPENDITURE.

	£	s.	d.
Rev. E. C. Morgan	30	0	0
Balance to 1919	25	3	6
	£55	3	6

F. G. E. FIELD.



SCHOOL LIBRARY.

STATEMENTS OF ACCOUNTS, 1918.
RECEIPTS.

	£	s.	d.
Balance	42	11	7
Subscriptions—			
Lent	23	2	6
Midsummer	23	5	0
Michaelmas	23	12	6
Interest on War Stock—			
June	3	16	6
December	3	16	6
	£120	4	7

EXPENDITURE.

	£	s.	d.
Hugh Rees—Books, etc.	20	1	6
Hachette—Books, etc.	6	10	10
Blackwell—Journ. of Chem. Studies	3	8	11
Corticine Floor Covering Co. ...	15	11	3
Cedric Chivers—Binding	3	8	4
Rounce and Wortley	16	3	
Loades—Glass; Larner—Mat ...	15	0	
Library Bureau—Cards	17	3	
Galloway and Porter—Book	4	5	
Sundries—Cash	12	1	
Balance	67	18	9
	£120	4	7

C. H. TYLER,
Librarian.Examined and found correct,
G. R. THOMPSON,
February 1st, 1919.

GRESHAM MAGAZINE.

STATEMENT OF ACCOUNTS, 1918.
RECEIPTS.

	£	s.	d.
Balance	26	0	5
School Subscriptions:—			
Lent Term	17	0	6
Midsummer Term	16	19	0
Michaelmas Term	17	11	0
O.G. Club Subscriptions—			
Lent Term	12	13	4
Midsummer Term	12	16	0
Michaelmas Term	13	0	0
Other Subscriptions	3	2	6
Sale of Back Numbers	5	6	
	£119	8	3

EXPENDITURE.

	£	s.	d.
Rounce and Wortley	27	6	5
ditto	34	7	9
ditto	44	1	0
Postage	2	5	6
"Times" Advertisement	2	3	6
Balance	9	4	1
	£119	8	3

Examined and found correct,
H. P. SPARLING,
N. P. BIRLEY.

January 30th, 1919.



GAMES FUND.

STATEMENT OF ACCOUNTS, 1918.
RECEIPTS.

	£	s.	d.
Balance	102	12	9
Subscriptions:—			
Lent Term	114	0	0
Midsummer Term	112	0	0
Michaelmas Term	117	10	0
Fishmongers' Company	10	10	0
J. D. Ellis	5	0	0
Interest on War Stock	9	9	1
Interest on Deposit	1	12	7
	£472	14	5

EXPENDITURE.

	£	s.	d.
Wages	154	12	5
Extra Labour	3	1	3
Rent of Cottage	10	0	0
Ransome, Sims and Jefferies	2	19	0
Medals	3	15	0
Hockey Material	5	15	9
Cricket Material	13	11	9
Football Material	7	13	6
Hire of Horse	43	14	0
C. T. Baker	18	4	
H. Byford	9	19	10
R. Jermy and Son	2	0	0
H. Pattinson and Co.	3	6	8
W. Horne	3	3	9
J. Wilson	1	17	1
H. W. Pickering	1	12	9
J. Abbs	2	17	6
Cricket Net	20	15	0
Fertiliser	4	0	0
Insurance	1	10	4
Sundries	5	12	8
War Bonds	150	0	0
Balance	19	17	10
	<hr/>		
	£472	14	5

Examined and found correct,

H. P. SPARLING.
N. P. BIRLEY.

January 30th, 1919.

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DEBATING SOCIETY.

A meeting of the Society was held on February 8th, when W. H. W. Roberts moved that "In the opinion of this house, England should follow the example of America in prohibiting the sale and manufacture of all intoxicating liquors." E. A. Berthoud opposed, A. E. E. Beck spoke third, E. E. Wynne spoke fourth. Fifteen other members also spoke.

The house divided as follows:—

For the motion 10.
Against the motion 28.

The motion was therefore lost by 18 votes.

NATURAL HISTORY SOCIETY.

The following papers have been read to Sections:—

Architectural and Archæological Section: "Greek Architecture," by Mr. C. H. Tyler, on Feb. 15th.

Astronomical Section: "The Neighbourhood of Orion," by J. B. Holmes, on Feb. 15th; "The Sun" (Part I.), by W. A. H. Rushton, on Feb. 22nd.

Botanical Section: "The Mounting Microscopic Sections," by I. Hepburn, on Feb. 23rd.

Zoological Section: "Wild Duck," by W. H. W. Roberts, on Feb. 22nd.

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METEOROLOGY.

The rainfall for the last year was as follows:—

	ins.
February, 1918	1.08
March40
April	3.35
May74
June69
July	3.40
August and September	7.19
October	2.47
November	2.04
December & January, 1919	8.07
	<hr/>
Total	29.43

Maximum temperature = 88° F.
Minimum temperature = 23° F.

It will be noticed that the rainfall for March was very low, and a temperature of 72° F. was reached in that month. The total rainfall is above the average for the last two or three years, and shows that, as in other parts of the country, last year was unusually wet.

O.G. NEWS.

The Major commanding the Squadron to which Lieut. A. A. Malcolm was attached wrote :—

“Your son went out on a long reconnaissance with Capt. Bell, and it is presumed that he had an engine failure and had to come down in the enemy's lines. I myself and my whole squadron express our deep sympathy to you at this time of waiting. We were extremely sorry to lose your son, who was a very gallant young soldier.”

The Chaplain wrote :—

“I was immensely taken with your son, and know with what regard he was held by his Commanding Officer, and all the members of his Squadron. He was not merely a brave, gallant and keen young officer, but a thorough out and out gentleman.”

Brigadier-General Goland Clarke wrote to the father of Major L. F. St. J. Davies :

“I wish to let you know how very greatly we deplore the loss of your gallant son. He had done such excellent work in command of the Machine Gun Squadron of the Brigade, and we have lost a valuable officer, who was universally liked and esteemed. It is especially cruel that he should fall a victim to malaria just at the finish of the war. He had been so plucky throughout these last operations. He was far from well nearly the whole time, but refused to go sick and ran his show splendidly in spite of the strain he must have been under the whole time.”

A fellow officer wrote :—

“He was dearly loved by all of us, simply because he commanded the Squadron with firmness and never ceased to do his very utmost for the health, welfare and efficiency of the men under his command.”

His Colonel wrote about his winning the Military Cross in these terms :—

“Whilst serving with my battalion in France, this officer was frequently brought to my notice for his gallantry. During the battle of Thiepval on the 26th September, 1916, when the prescribed method of bringing up rations had failed, he collected all the available men he could find and, forming a new party, got up all rations safely to my Companies, bringing them as far as my Advanced Report Centre on pack ponies—a very difficult and dangerous operation owing to

very heavy hostile shell fire. Again on 29th September, 1916, when the Royal West Surrey Regiment were reported to be short of S.A.A. and grenades, he, on his own initiative, formed a party of Reserve Headquarter Lewis gunners—the only available men—and got up rockets, S.A.A., and grenades to this regiment through an intense artillery barrage. On the 5th October, during the operations round the Schwaben Redoubt, he handled his Lewis guns with great ability in spite of hostile fire of all guns, which was so severe that two of his guns were knocked out and he himself was finally wounded in the neck.”

The following O.G.'s are in residence this term at Cambridge :—

King's—G. F. Johnson, N. Drey, A. L. Crockford.
Trinity—J. P. Heyworth.
Pembroke—C. F. G. MacDermott.
Emmanuel—D. M. Reid.
Peterhouse—K. Lloyd.
Corpus—R. Mawdesley.

J. Jefferson is also up at Cambridge on a course.

The following O.G.'s are in residence this term at Oxford :—

Lincoln—W. J. Spurrell.
Trinity—A. L. M. Sowerby.
New College—D. C. P. Phelips.
Merton—G. F. E. Story.
St. John's—F. G. Berthoud.
Magdalen—H. F. Turney.
Brasenose—H. R. Hill.

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SCHOOL NOTES.

We regret that Miss J.G. Townshend left us at the end of last term to take up a post in Cambridge. Miss Townshend was not with us very long, but she rendered valuable help in the teaching of Mathematics. Mr. H. H. Porter, who has returned to his work at Cambridge, will also be missed. Their places have been taken by Mr. H. P. Sparling and Capt. N. P. Birley.

Mr. Sparling, who left us early in 1916 to become a Naval Instructor, was in the Battle of Jutland on H.M.S. Erin. Later he transferred to the Royal Engineers and has been at the front on Sound Ranging. His return to the School is very welcome.

Capt. Birley, D.S.O., M.C., was educated at Repton and New College, Oxford. In October, 1914, he took a commission in the South Staffordshire Regiment. In May, 1915, he went out to France, and by February, 1917, he had become a Brigade Major. We are glad to have among us a man with such a distinguished record. In the O.T.C. his experience will be of great value.

On Tuesday, December 17th, Lieut. L. C. Keeble landed on the Cricket Field in a Sopwith "Camel." This is the first time an aeroplane has landed on the School grounds, and is therefore worthy of record. We understand, however, that the Ground Committee have no desire for it to become a custom amongst Old Boys who fly, as tail skids leave a considerable mark.

Mrs. Wilkinson has presented an interesting set of geological specimens to the School. There are some very fine corals and several exceptionally large ammonites; also a quantity of platinum taken from a Spanish ship during the war of 1766. We are very grateful for so valuable a gift.

On Wednesday, Feb. 12th, the Rev. H. C. Wallace gave an interesting Lantern Lecture to the School on "Italy's Part in the War." The Lecturer not only dealt with the Trentino front, but also gave an account of Italian progress and aims on the Eastern coast of the Adriatic.

The following have received their football colours:—J. T. Roberts, P. W. S. Waddington, G. W. O. Moore, D. W. Pye,

G. T. Burns, C. M. Squarey, V. Beach-Thomas, J. E. Carr.

G. W. O. Moore has been made a School Prefect.

J. P. W. Evershed has been appointed Captain of Hockey.

E. A. Berthoud and G. W. O. Moore have retained their hockey colours.

The photograph of the Headmaster, seated, was taken by Miss Olive Edis, Sheringham, from whom copies can be obtained, 5/- each. The other photograph was taken by Mr. H. H. Tansley, Burlington Studios, Sheringham; copies can be obtained, cabinet 2/6, carte-de-visite 1/6. Miss Edis has taken one other photograph of the Headmaster and Mr. Tansley three others.

Extra copies of this number of "The Gresham" can be supplied at 1/6 each, post free, if orders are received by the Editor before March 31st.



CONTEMPORARIES.

We acknowledge with thanks the receipt of the following contemporaries:—

Bradfield College Chronicle.
 Fe'stedian.
 Fettesian.
 Haileyburian.
 Laxtonian.
 Lorettonian.
 Meteor.
 R.C.M.
 Rugbeian.
 Salopian.