

School History 1922

Archbishop Holgate's Coat of Arms

By the time the children and Staff were back at work after their Christmas holiday, the Governors were discussing the tricky matter of a cup or shield for the Holgate House of the school, and also their adoption and use of the Holgate Grammar School's Coat of Arms. Apparently, an application for funds had been made to the Trustees of Barnsley's Holgate Foundation, and not surprisingly, a negative response had been received. The Trustees 'regretfully' blamed the Charity Commissioners for not allowing the funds of the charity to be used for Hemsworth's purposes, and stated that although they had no objection to Hemsworth's use of the Coat of Arms, this must not be taken as authority to use it, as this would probably rest with the Governors of the Grammar School at Barnsley. Further enquiries were decided upon, and meantime one of the rooms at the school was to be named "Holgate".

Appointment of a Gardener

In January 1922 Mr. Matterson of Kinsley was appointed gardener/groundsman at a weekly wage of £2-10s.

Maintenance Costs of the School 1921-22

The approved estimate of running costs for the school for the year ending July 1922 was £3,883 which worked out at over £30 per head of the pupils attending the school, after allowing for the fees paid.

More Pupils

At the beginning of the first term of 1922, ten more pupils had passed their entrance examination, and five had failed. One of the Governors, Mrs. Salisbury was quite concerned that disappointed parents may approach the Headmaster, and that to protect both the head and themselves, they should make it clear that they had every confidence in the headmaster. The Clerk stated that the examination papers were kept for the Government inspector to see, and it was thought in any case that any disappointed parents would be well advised to confer with the headmaster on the matter. Once again there was a difference in attitude between the male and female members of the Governing body.

The Headmaster's Residence and Requisitions

One can only guess where the headmaster lived before his house was built. Perhaps in future years, a look at the Hemsworth and district census of 1921 would enlighten us. At this early stage, the chairman of the Governors, Mr. Price, was still enquiring of the Higher Education Committee to instruct the County Association to create plans for a suitable residence, and discussing a suitable site for the building. Naturally enough, Mr. Jenkinson was hoping for a successful outcome. Among the first items requested by the Headmaster for the school were a Union Jack; a First-Aid outfit and a Fire Blanket. Interestingly, the Headmaster and Staff were conceded the privilege of using the large field attached to the school as a golf course.

The Headmaster's Opinions

Now that the school was under way, the organisation of the four Forms became clearer. French lessons had been started by all the forms except Form 1. Latin lessons had begun in the 2 upper forms. This would suggest that the initial intake was of various ages, and not just 10 or 11 year olds. Mr. Jenkinson commented that he had been surprised at the general ignorance of English Grammar, and also of History. The level of historical knowledge had been so low that it had been necessary to treat it as practically a new subject. He was, however, impressed with the general attitude of the girls and boys:

"...they are easily amenable to discipline; they are interested in their work and other pursuits, and are imbued with the right kind of spirit".

Mr. Jenkinson also clearly enjoyed an excellent relationship with the Board of Governors in these early days, thanking them for their increasing energy and interest in the school, which was admirable, and for their tolerant attitude and unvarying courtesy towards him. They were all looking forward to a time when the school would be regarded as one of the best in the West Riding.

A February Meeting

In the February of 1922 the Governors decided to adopt the white rose as the emblem of the school (perhaps as a result of the lack of progress about the requested coat of arms from Barnsley?) and plans had appeared for the building of the Headmaster's house which the Governors decided to recommend to the County Authority for approval, with the suggestion that a reasonable rent should be fixed. A sum of £1,530 was allocated for the erection of the house. The Board of Education had now formally notified the Governors that the school had been placed on the Grant List, and that the inclusive fee of £6-6s (or 6 guineas) per student per year had now been approved. The original 1921 fees of two guineas per student per year had been somewhat inflated! Soon after this, tenders were received for the grazing of the playing fields, and a small committee was formed to consider these. Also, an Art class was being discussed, with the Education Department making arrangements for the equipment.

A Silver Cup

In March 1922 Councillor Talbot presented a silver cup to be awarded to the House which was named after him. He hoped that the cup would be an incentive to the children to give of their best in their studies and games.

First School Magazine

In April 1922 Hetty Littlewood and Barker E.J. successfully produced the first issue of the School Magazine. It contained "a comprehensive survey of the history and various activities of the school". Miss D.L. Prince, one of the teachers, designed the artistic cover, and a featured article was "Scout's Corner". Mr. Sydney Clift, also a member of staff, submitted some very smart sketches, and there were many original contributions by the scholars, including an amusing description in blank verse of the final rehearsal of the school play. It was felt that a high standard had been set by this first issue, an example of which would have great rarity value today!

A Profit

In the Spring of 1922 there was a report that a profit of £5 had been made on the supply of dinners at the school, and that this was being used to buy seeds for the garden and periodicals. It was felt that no profit should accumulate from the provision of dinners, and that the price should be reduced to the lowest possible amount. Meanwhile, a Mr. J. Longbottom of Hemsworth was engaged to clean and paint the Fives Court.

Consternation!

Into this world of small profits on the dinners, Art classes, grazing on the playing field and the presentation of a silver cup came a bombshell from the Higher Education Sub-Committee of the West Riding County Council. The Fees were being increased! Alderman Price was beside himself with indignation and concern, as were the other Governors of the school. Nine guineas per year was the new rate - up from 6 guineas, payable from September 1922, and the fear was that many children would be removed from the school because their parents' incomes were insufficient to cover the increase. It was felt that the raising of the fees was a breach of honour with those parents who had signed an agreement to keep their children at the school until they were 16. Once again, Ald. Price aired his views that if the Authority wanted to economise, it should cease subsidising the young infants who were allowed to attend secondary schools throughout the West Riding, and not penalise the children of the working man.

Despite the fears of a mass exit of children, the Headmaster anticipated having 140 students in school at the beginning of the next school year; however, the Governors decided it would be wise to amend their application for an increase in the Staff from two down to one.

1922-23 Terms and Holidays

September 20 th to December 21 st	January 16 th to April 13 th	May 8 th to July 27 th .
Easter Vacation	March 20 th to April 2 nd	Whitsun break to May 21 st and 22 nd
Half-term holidays	Monday, November 6 th and Monday, February 26 th .	

The First Parents Day - July 22nd 1922

The plans were for Sports at two o'clock, then tea followed by songs and an exhibition of country dances afterwards. The weather almost spoiled this inaugural Saturday event, as the rain curtailed the sports events, and tea in the open air had to be abandoned altogether. All the tables were transferred into the classrooms at the last minute, and a large number of pupils, parents, Governors and Staff sat down together.

The evening's programme of music and folk dancing was postponed until the following Wednesday. Mr. Jenkinson was in charge of the arrangements, and several Governors acted as judges and stewards for the sports. Mr. S.G. Clift was the starter, Mr. E. Dickinson was marshal, and Miss M.A. Griffiths was recorder. All the points gained in the events counted towards the inter-House Cup. The score after the Saturday sports was Holgate 55; Talbot 47.

The pre-downpour sports results give us for the first time the names of 42 of that first intake of pupils.

Throwing the cricket ball	Brooke	Garbett	Rothera F.A.
100 yards Girls under 13	M. Lindsey	M. Hudson	R. Pearson
100 yards Boys, Open	Garbett	Cockburn	Barker E.J.
High Jump, Girls Open	S. Dawson	S. Swaine	Lilian Dykes
220 yards, Boys under 13	Knee	Keenan	Philip Bull
300 yards Handicap, Girls Open	C. Madden	J. Taylor	Winifred Walsh
High Jump, Boys Open	Webster	(Equal) Knee and Glew	
3-legged race, Girls under 13	Clarice Allen & F. Hirst	S. Brown & L. Pearson	Alice Scott & C. Madden
High Jump Boys under 13	Knee	Backhouse	Philip Bull
Balance Race, Girls Open	M. Wootton	Molly Price	M. Everett
440 yards Boys Open	Garbett	Cockburn	Crossley
100 yards Girls Open	N. Swaine	W. Walsh	L. Deighton
Sack Race Boys under 13	Philip Bull	Knee	Rothera F.A.
Obstacle Race Girls Open	E. Richardson	Lilian Dykes	J. Taylor
880 yards Boys Open	Garbett minor	Garbett major	Cyril Teale
Blindfold Driving, Girls Open	M. Lindsey & Doris Miles	L. Booker & L. Deighton	Emma Bates & E. Parker
Obstacle Race, Boys Open	Tait S.	Webster	Thorpe A.

Wednesday Evening's Music and Folk Dancing

The fine weather and pleasant setting of the forecourt of the school for the exhibition of dancing pleased the large crowd which had gathered for the enjoyable programme. The proceedings opened with the singing of the school song, "Come lasses and lads."

http://www.ukmagic.co.uk/song_english/come_lasses_and_lads.html

These were the days before the Headmaster and Mrs. Wilkes had composed "Sons of Yorkshire, lift your voices..." which admittedly has more gravitas than the continuation of "Come lasses and lads," which is "...take leave of your Dads, and away to the maypole hie."

The Programme

Led by the Headmaster and his assistant the dancers performed 'Helston Furry', wearing the fancy braces, knee straps, leggings and bells of the old Cornish style. The younger children of Form I danced "The Ribbon Dance", and the girls of Forms III and IV performed the country-dance "The Black Nag". This was done in costume, with half of the girls taking the boys' parts. Then came two songs from the children of Form I, "Cuckoo", and "Spring is Come". Some Morris dancing was then performed by the boys of Forms III and IV, the selected dances were "Tideswell Processional" and "Blue-eyed Stranger". A country dance, "Hey, boys, up we go" by the girls of Forms I and II, and a dance called "Mage on a Cree" followed from Forms II and IV. The Morris dance "Gigs

o' Marlow" by III and IV boys was followed by the folk song "Spanish Ladies" from Forms I and II. All the girls took part in the next dance, "My Lady Cullen" and then followed the hit of the evening - the Flamborough Sword Dance by the boys of III and IV and Mr. Jenkinson. This was a remarkable effort on the part of the boys, who had only managed to do their practising over the previous two or three weeks. This was a tremendous success. The programme concluded with the folk song "Bingo", and then all the pupils joined in for the final dance, "Sellinger's Round". It was generally commented upon that greater interest had been lent to the dances by the Headmaster's interesting explanations of the origins of each dance, and the traditions attached to them. Considering that none of the young people had ever danced a step before attending the school, the exhibition was warmly praised by all, and the Headmaster especially commended.

The first school year was now drawing to a close, with the staff and Governors taking stock. In accepting the cordial congratulations on the successful Sports and Parents' Day, Mr. Jenkinson replied that he hoped for an even better one next year, and hinted this would be especially so if the sports grounds were materially improved.

Financial Statement

Prepared by Mr. Percy Beaumont, an up to date statement of finances as from November 1921 to August 1922 showed that the sum of £493/15/8 was in hand. Many economies had been attributed to the buying of the school requisites through the County Stores.

Income was £3,387/11/4 of which £2,904/17/4 was from the County Council, and £442/1/0 in fees.

Expenditure was a total of £2,893/15/8, the heaviest items being:

£1,742/4/3	teachers' salaries,
£212/18/9	rates, insurance and other sundries,
£191/7/5	the caretaker,
£112/18/5	fuel, light and water,
£209/15/4	repairs,
£98/4/11	renovation and the grounds prior to the opening.

The estimates for the next year's expenditure were more substantial. Again Mr. Beaumont prepared figures for 1922 to 1923.

Estimated Income	£1,384-7s, of which pupils' fees would provide £1, 300
Estimated Expenditure	£4,432-10s, to include £2,972-10s in teachers' salaries, and leaving the County Council to find £3,047.

Mr. Beaumont's long-term projections for 1923-1924 were as follows:-

Estimated Income	£1,873-17s
Estimated Expenditure	£4,869-10s, leaving the County Council to find the balance of £3,031-13s.

Garden to Playground?

On the "Yes" side	the Headmaster, Mr. Jenkinson
On the "Definitely No" side	Messr. Peckett and Cressey, who were members of the Grounds Committee of the Governors.

Mr. Jenkinson wanted to asphalt part of the pleasant garden as a playground for the girls, as they had no other such area to use. This suggestion seemed to strike the Grounds Committee as sacrilege. They judged the garden to be a valuable asset to the school, both educationally and financially. Mr. Peckett remarked that the ground was splendid for cultivation, and the work the scholars had done on it was creditable. The sum of £5/1/6 had been raised from the sale of fruit grown in the school grounds which had all been disposed of inside the school. Ultimately the matter was shelved for the time being, together with the proposal for the improvements on the sports ground. Ald. Price reasoned that if the planned extensions to the school buildings went ahead, a portion of the garden would be taken in any case. A meeting with the County Architect was proposed to discuss the matter. The possible situation of the garden under discussion may have been the area which was indeed later built upon to form the Dining Hall and the New Block, or Staff Room and Mathematics block, (depending on the era of any Hilmian reader's attendance).

2. County Minor Scholarships

As long ago as a week before the opening ceremony of the school in Nov 1921, changes in the awards system of county minor scholarships had been announced by the West Riding County Education Committee. The scholarships were now no longer confined to elementary schools, but open to children at secondary schools, private schools or other schools, provided they qualified as to age, (between 11 and 13 years on 31st July 1922) and residence. The spirit of expansion in education was growing apace, and there was no limit to the number of scholarships, as they were to be awarded to every candidate who reached a qualifying standard, and who had applied before Saturday, December 31st 1921. Parents applying for a maintenance award were required to prove to the satisfaction of the committee that an allowance was necessary to ensure the continued attendance of the child at secondary school. In other words, a means test was created. In the local newspaper of July 1st 1922, the 14 names of the recipients of the second batch of County Minor Scholarships awarded were announced. This was a lesser number than the previous year when there had been 25 awards for Hemsworth Secondary School in its inaugural year.

These children would be starting school at Hemsworth in the September of 1922:-

Hemsworth SS (Boys)

Brierley	Harold Goulding.
Hemsworth	James W. Smith and Raymond Wilkinson
South Elmsall	Stanley Donaldson and George Mellars.
South Hiendley	Jeffrey Hancock

Hemsworth SS (Girls)

Brierley
Ackworth
Hemsworth
Huntwick-with-Nostell and Foulby
South Elmsall
South Kirkby
Shafton

Nellie Chilton
Hilda Robinson
Violet Dodds
Hilda Gaunt
Adelaide Branford and Olive Tooth
Miriam Wass
Kathleen Jagger

[The author has some knowledge about 2 of the names on this list. Hilary, the daughter of Harold Goulding was a pupil at the school from 1953-58, and Kathleen Jagger's younger sister Lorna was Head Girl in 1935-6, as previously mentioned.]

In fact 27 candidates in all had taken the entrance examination, and ten girls and thirteen boys were successful. At the close of term in July 1922 there were 58 girls and 54 boys on the school roll, but five applications for withdrawals had been received due to the increased fees, with more expected. A miner writing to inform the Governors that his child would be withdrawn wrote, "When I say that my wages have been reduced from £7/7/0 to £3/18/0, you will see how impossible it is for me."

The rough figure for the prospective September 1922 scholars was 140. The school's capacity was 181.

The Proposed Extensions

In August 1922 the cost of the planned extensions to the school was estimated at about £8,678. This was to entail the erection of a new gymnasium and dining room block, science block and cloakrooms, the adaptations to be carried out in three stages. The matter of the Headmaster's residence was still to be decided, with the Board of Education and the County Authority still negotiating on who was to pay for it, and what the rent would be.

Children's Ten-Hour Day

If a pupil lived four or five miles away in South Elmsall, there were three ways of getting to school in the morning - by train, by 'bus, or by walking! The latter option would have been unacceptable for youngsters, and so in most cases the train was the best option, as a monthly season ticket was only 5s 1d. The bus fare was sixpence a day with no season ticket option, and therefore too expensive. An Elmsall child would have to get up at about six-thirty in the morning, have breakfast, and catch the 7-46am train to Hemsworth, arriving at 7-53 am with an hour to wait until school commenced. At the end of a school day, having been away from home for about nine hours, there was then homework to do, and it was feared that those long days of effort would have some effect on the children's standards of work. Over a year had passed since Ald. Price first made a suggestion that the Governors write to the Barnsley Traction Company concerning special travel arrangements for the scholars. A bus had been laid on for the South Elmsall pupils who were charged half-fare, but this innovation had not worked because it was not profitable enough for the Company. Now, during this summer holiday of 1922 an approach was made, but not for specially designated buses - they came much later. The more modest requirement was for season tickets to equal or better the price of those of the trains. The children would then not have to leave the house until 8-30am, thus gaining them an extra hours' rest, which was deemed necessary for them to remain in good health.

Who will Pay the Caretaker?

In October 1922 the County Council instructed the school to pay the wages of the caretaker from the Dinner Fund. A discussion took place which showed that the Fund was just breaking even, as had been originally and altruistically planned. A solution to this, suggested by Messrs. Jasper and Cressey, was to increase the cost of the dinners from 2/9 per week to 3/-, an increase of a halfpenny per meal. In objecting to this, Mr. Flavell maintained that the already overtaxed parents were being now being called upon to pay the wages of the caretaker, but he was over-ruled, and the increased charges made. Teachers and Superannuation-Will you Back our Protest? The Board of Education adopted a new method of basing the teachers' superannuation which used the number of hours spent by a teacher in actual teaching and subsidiary duties in school, but did not allow for the considerable hours spent out of school not included in "subsidiary duties". Mr. Jenkinson appealed to the Governors to pass a resolution in support of the teachers' protest at this, but the Governors were not prepared to act. The general feeling was that more information was required before they could commit themselves. Those Hilmians involved in the teaching profession nowadays may be thinking, "So, what's new?" This incident and the previous decision on the payment of the caretaker suggest a slight shift in attitude away from the Governors' previous generous disposition.

Please Send us a Lady Doctor

Mr. Jenkinson reported to the Governors that an inspection of the boys had been made that Autumn by the County Medical Officers, but that he had made a request for a lady doctor to come and examine the girls. This was heartily approved.

Religious Teaching

The West Riding Education Committee had drawn up a scheme for religious instruction in all the Secondary Schools of the County in 1922, which had not yet been adopted by the school. Mr. Jenkinson informed the Governors that every pupil in the school had one lesson a week simply on Scripture history. He assured them that no denominational instruction was undertaken.

The First School Play

Into the middle of all the bustling activity of preparations for the inaugural School Play and also a Speech Day, came the official appointment in November 1922 of the serving temporary History Master, Mr. Philip Crossland, as an Assistant Master on the school Staff ambitious plans were under way in November 1922 for the staging of "Midsummer Night's Dream", to be fully costumed and presented in the Hippodrome on December 20th. The purpose of the enterprise was to raise funds for articles of school equipment not supplied through the regular sources. A School Recreation Fund had been created to receive the proceeds of the entertainment.

The scenes selected for the performance comprised the bulk of the play, with only the love scenes omitted, and Miss Prince took charge of rehearsals. The production, in five acts, promised entertainment lasting around two hours. The 'story' enacted began

with the preparations of the Athenian workmen for the play they are to give to honour Theseus, Duke of Athens, on his wedding day, and also included the quarrel and reconciliation of Oberon and Titania, King and Queen of the fairies. F. Rothera played the mischievous "Puck", giving a fine performance, and the hit of the day was Master Tait, who excelled in the role of Bottom, being a natural comedian. He was particularly funny as Pyramus in the workmen's play, and he fully deserved his big ovation at the end. The other "workmen" supported well, and brought out the comic element in their characters. In Act V the dance they all performed was very amusing.

All the scenery was made at School by Mr. Clift, one of the school's staff and Mr. Manning, the school caretaker. Miss Griffiths supervised the making of the dresses of the fairies and other minor performers. Mr. Handley helped with the make-up and Mrs. Dickenson with the dressing. The costumes of the principals were hired, and in addition there was an orchestra of local gentlemen giving their services without charge. Messrs. Atkinson, Vicars, Ellum, Gill, S. Atkinson (Pontefract) and Walmsley played selections from Mendelssohn's incidental music set to the play, during and between the acts. Miss Elsie Jackson, a member of Staff, also assisted with the music, training the choir for the singing behind the scenes in Act II. Useful assistance also came from Mr. Burns, the proprietor of the Hippodrome.

The Cast

"Puck"	Rothera F.R.
Hippolyta	Winifred Walsh
Theseus	Cyril Teale
Philostrate	Hawkesworth S.
Quince	Dooley W.L.
Snug	Garbett A.
Bottom and Pyramus	Tait S.
Flute and Thisbe	Carter S.L.
Snout	Fearnside E.
Starveling	Barker E.J.
Oberon	Crossley H.
Titania	Emma Bates.
The "changeling" child	Mary Finch
Peasblossom	Jessie Ledger
Cobweb	Mollie Price
Moth	Connie Mann
Mustardseed	Hilda Finch

Mollie Garbett, another fairy, performed a special toe dance, and May Bull took the opening lines in the second Act. There were also a number of other fairies played by Mary Bull, Adelaide Branford, Irene Goudge, Elizabeth Pearson and Ada Watson. Elves were Philip Bull, Crossland R., Keenan J., Hunt G., Morley W., Penlington P., Taylor E., Williams R. and Schorah G. The other "Mortals" were Hetty Littlewood, Lilan Dykes, Olga Kirkham and Ena Newman (Amazons), and Webster R., Lee C.V., Stevenson W. and Slatcher N. (The Attendants on Theseus)

The First Speech Day

The Hippodrome Picture House was booked for November 29th 1922 by Ald. Gabriel Price and Mr. Percy Beaumont for the ceremony to take place in the afternoon, as the hall would be otherwise engaged in the evening (showing its feature films?). The headlines describing the Speech Day in the local papers in December 1922 were as follows....

HEMSWORTH SECONDARY SCHOOL'S "WONDERFUL YEAR"

HIGH COMPLIMENTS TO STAFF
THE BROAD HIGHWAY TO UNIVERSITY

Those present at the ceremony included the following:-

Ald. G. Price J.P. chairman of the School Governors, Mesdames Schorah, Salisbury, Guest and Garstang, and Messrs. Cressey, Potts, Little, Jasper Smith and E. Beaumont, all members of the Governing Board. Miss Cordeux of Brierley, Mr. J.H. Hallam, director of Higher Education in the West Riding, Mr. Percy Beaumont, clerk to the governors, Mr. C.L. Crossley, clerk to the District Education Sub-Committee, Messrs. E. Talbot and R.N. Penlington, members of the County Council Parents and friends of the school.

The School Choir opened the proceedings with the following part-songs:

Brahms' "Slumbering deep the ocean lies," and Boyce's "Spring is Come." The girls performed two country-dances, and then Ald. Price made his opening remarks from the chair.

Referring to the regrettable increase in the fees during the year, he pointed out that the Governors had been forced into that situation, and were relieved to find that very few pupils had been withdrawn as a result of this measure. He was glad to observe that the importance of the school was being recognised, and said that he believed that it would nurture the talents of some of the best scholars in the country. For a long time the mining areas had not been adequately served as far as Secondary Education was concerned, and the Hemsworth Secondary School would be a blessing to the district. In thanking the Staff, he expressed his admiration for their talents, saying he could foresee a very successful future for their school. In conclusion he offered to Mr. Talbot the thanks of the district for his valuable assistance in the creation of the school.

The Headmaster's Report

Mr. Jenkinson stated that much had been accomplished over the previous twelve months, and the future looked promising. Opened on Nov 8th 1921 with 101 pupils, 25 of whom were County Minor scholars, the school now stood at 140, 71 boys and 69 girls, 41 of whom received scholarships or grants.

What Use is Latin?

Digressing from his report, the head wanted to say something about the subject of Latin in school. He knew that many parents thought that Latin was a useless subject. "Now most parents will agree," he continued, "that what they want for their children in sending them to a secondary school is a good practical education. But by 'practical' what is it they mean? I am afraid in many cases the parent understands by 'practical' subjects those which will enable a boy or girl to become a wage-earner quickly, but to adopt this interpretation is to miss the real meaning of education. If we only teach subjects which have an immediate cash return we shall simply turn out low grade machines doing low grade work. As a writer said:

"The liftman would work his switch no worse if he were quite illiterate, and no better if he were a doctor of science. It is not as a liftman he is worth educating, but as a man."

"A 'practical' education rightly understood then," went on the headmaster, "means an education which will fit a child for the conduct of life, train it to live interestedly and intelligently, to understand things and to know what is good and what is bad, and Latin plays its part equally with other subjects. It is true that many will forget most of the Latin they will learn and the few will carry it further. That is not the point. Mathematics and Chemistry are not taught with a view to turning out accomplished mathematicians or scientists. A boy cannot sell the knowledge of Geography and History acquired at the school, but that does not mean the time spent on these subjects is wasted. The child has been taught something that trains the mind, awakens latent powers and shows them how, by labour, to acquire knowledge. And if you ask me 'why can't all this be done without Latin?' the answer is two-fold: Firstly, because out of 100,000 words in the English language, no less than 60,000 are of Latin origin: secondly, Latin, by its logical precision, helps towards a habit of clear thought and expression in a way no other subject does. A teacher who did not teach Latin said: 'Latin must be kept in schools because it is the greatest training that the boy or girl can go through.' The average child's mind is a pigsty; the child has to be taught what connected thinking is, and Latin is the only instrument that will do that. I am not going to throw over Latin for anything in the world."

"An examination held at the end of the summer term on all subjects revealed one general weakness - the inability to express clearly and concisely what was in the mind. The idea was there, but could not be produced on paper. The same criticism appeared in the reports of the different subjects - 'lack of expression', 'no clearness of thought', and so on. It is obvious that there are many muddled heads with plenty of good ideas in them. It is the study of Latin which will help largely to secure the clearness of expression needed."

Activities in School

Satisfactory developments had been made in games, but the need for hard playgrounds was great. There was hope that a covered building for 'drill' would be included in the proposed plans for extensions, and this large space would also be needed for the assembling of the school, as there was no room large enough for that at present. Mr. Jenkinson believed that school assemblies were the expression of the corporate being of the school. Take that away, and the soul is destroyed - the child becomes an irresponsible unit with no sense of unselfishness or self-sacrifice. Other thriving activities included Country and Morris Dancing; Sports; Scouting; Gardening; The School Choir (which was to compete at the Pontefract Music Festival the following April); Reading in the well-stocked library, and a Drama Company. A School Magazine was to be launched during the next term, and lantern lectures begun. The efforts of Mr. and Mrs. Manning in providing the excellent school dinners were much appreciated, and Mr. Jenkinson doubted whether any other schoolchildren were fed better or more cheaply. The House system worked well, with competition for the Talbot Cup arousing great keenness. The Head maintained that the success of any school rested on its pupils and staff. Pupils must give their honest effort and concentration of energy, and staff their efficient teaching and loyal service.

"Labor Ipse Voluptas"

"Find pleasure in the work itself" was the school motto suggested by the headmaster at the 1922 Speech Day. He made the comment that he was lucky to have colleagues who readily and with enthusiasm co-operated with his every wish. They were all united in their aims, with no friction, and he failed to understand the criticisms sometimes levelled at secondary teachers concerning the work they did. At his school, the teachers could be found voluntarily working late into the evening and deserved credit for that.

Mr. Talbot's Address

The progress of the scholars was praised by Mr. Talbot, who had formally opened the school in the ceremony of the previous November. He confided that he had attended the Speech Day in order to look for progress, and he was delighted to have found it. The good spirit in school and the attitudes of both pupils and staff satisfied him that the parents of the district could entrust their children to the care of that school with confidence. A hope was expressed that the more well-to-do people of the Hemsworth district - people like colliery owners and public bodies - would consider founding (and funding) scholarships so that the brightest brains in the area would have the chance to develop even though their parents' means were not enough to allow this. The idea of many young people travelling along a 'highway' from school to University was now more likely to be the case in the Hemsworth area.

Mr. Talbot closed his speech by expressing the following wish. The "grand idea" behind education was that life should be made worth living, and that the younger generation should be given the wider outlook and knowledge of how leisure time could be better used than it was at the present. It would be a fine thing if they could teach that to everyone.

The Presentation of the Prizes

English	Form IV, Hetty Littlewood	III, Olga Kirkham	II, Alice Scott	I, Wright W.H.
Mathematics	Form IV, Freda Swaine	III, Barker E.J.	II, Florence Hodgson	I, Wright W.H.
French	Form IV, Hetty Littlewood	III, Stother R.N	II, Kathleen Thompson.	
Latin	Form IV, Lilian Dykes	III, Barker E.J.		
History	Form IV, Lilian Dykes	III, Barker E.J.	II, Florence Hodgson	I, Keenan J.
Geography	Form IV, Lilian Dykes	III, Lee C.V.	II, Thorpe S.	I, Wright W.H.
Singing	Webster R. and Schorah T.G.			
Art	Dixon H. and Lee C.V.			
Scripture	Form IV, Freda Swaine	III, * Barker E.J. Dooley W.L. and Fearnside E.		I, * Wright W.H. and Mollie Price
			II, Margaret Foster	
Greatest General Progress "Star Prize"	Glenn J. and Lizzie Leman Wright W.			
House Challenge Cup	Talbot House 392 points	Holgate 384¼ points.		
Talbot House Captains	Winnie Walsh and Harry Crossley.			

(*) No scholar allowed to take more than three prizes. Prize goes to next on list.

Mr. Penlington briefly congratulated the school on the fact that, according to the statements made, its progress was assured. He moved the vote of thanks to Miss Cordeux, and Mr. Potts seconded. Mrs. Schorah moved a vote of thanks to the staff, seconded by Mr. E. Beaumont, and more thanks went to Ald. Price on the motion of Mrs. Salisbury, seconded by Mrs. Guest. With congratulations and thanks duly given, the proceedings concluded with Morris and Sword dances by the boys. "Blue-eyed stranger" and "Flamborough Head" were repeated from the Parents' Day programme and enjoyed by all, and finally there was the singing of old Christmas carols by the school choir.

Looking to the Future

..... And so it was that by the end of 1922 many of the traditions of the School had been established. In one year and one term, the Speech Day, the School Play, the School Motto, the School colours, the House system (although only two Houses at this time), and the White Rose had come into being. The Staff were settling in, with more appointments made; the Governors had established themselves and the caretaker 'team' was joining in with School life. Plans were afoot for extensions to the School buildings which would add an Assembly Hall/Gymnasium and further classrooms, and the Headmaster was looking forward to his own house in the grounds. The pupils were clear about the behaviour expected of them, and in return they were receiving an education which would fit them for a full and useful life. Optimism was in the air for 1923.