

The  
**Frestonian**



Volume LXIII, Part I

Autumn Term, 1966

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# The Frestonian

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Autumn Term  
1966

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# The Frestonian

Editor : A. Watson.

Sub-Editors: Anne Garfitt, Diane Stephens, Sandra Beavers.

Sports Editor : R. Westerman.

Staff Representative : R. S. Burns, Esq.

Business Manager : R. Smith, Esq.

The editorial in the last issue of "The Frestonian" outlined how many of the old traditions of the Girls' High School and the Grammar School have been lost since the amalgamation. The converse of the argument is also true: some archaic practices, which the amalgamated School could easily have lost, have been retained.

The Founder's Day Service is an annual ritual which means very little to the pupils of the School, and, with the present turnover of teaching staff, it seems unlikely that the Service has much significance for the staff. If we admit that the name of the founder should be honoured, then surely it must also be admitted that enough is done in this direction without having to subject the pupils to a service in which they have little interest. The name of John Freston is embodied in the name of this magazine, and the Old Frestonian Association also bears his name. A School house is named after him, as are the School's scholarships. All this ensures that John Freston will not be forgotten.

It might even be argued that the principles of education for which we remember the founder are now rather obscure; in these days, when the trend is towards comprehensive schools run by the State, the ideas which were noble in 1592 are fast losing their significance. This, of course, is a debatable point, but the Founder's Day Service is clearly maintained for less good a cause than, say, the Armistice Day Service. Few people would feel a pang of regret if the Founder's Day Service were abolished; the pupils can still take pride in their School.

No one is going to deny that achievements in the sporting field add much to the status of the School, but some rather old-fashioned ideas with regard to sport still persist. In particular, games are still compulsory for sixth-formers in this School, but a number of other schools are liberal enough to present seventeen and eighteen



year-olds with at least an alternative. After all, sixth-formers are allowed to choose nearly every other subject for themselves. Those who do not excel at games (the majority) could occupy their time much more profitably by doing another subject; one idea, which is employed at some other schools, is to replace games periods (on an optional basis, of course) with the much-needed scholarship periods for those who are contemplating application to Oxford or Cambridge.

Since the amalgamation, an attempt has been made to establish an equality between the sexes, which has not been entirely successful. In the Governors' Essay Prize competition, for example, one prize is awarded for the best girl entrant, and one for the best boy entrant. A more realistic approach would be to award the two prizes for the two best essays; G.C.E. examination results are judged on these lines. And surely no-one could be naive enough to level criticism along the lines that one sex was being given favouritism, if the prizes were consistently awarded to entrants of one particular sex.

Not the least ridiculous of the effects of the "pseudo-equality" is the practice of addressing girls by their Christian names, and addressing boys by their surnames; this is certainly not the way the pupils conduct conversation.

The amalgamation has been a success, especially considering all the extenuating circumstances which had to be surmounted. However, some archaic practices still persist, and the School can well do without them.

Alan Watson.

## SCHOOL NEWS

The ABERFAN disaster not surprisingly evoked ready sympathy in this mining area. The School very promptly raised the creditable sum of £94 for the Appeal Fund, and an old boy, David Fairer, wrote the following words on the tragedy :

From foreheads and from eyes a question rises  
 Above the village, where the tip once stood:  
 Why had death come like that? Black, wet and silent  
 It was, sliding through the fog, as if  
 Sure of its prey, not rushing till the end.  
 As spade meets flesh the answer comes: 'God took them  
 With hearts opened in prayer, the morning hymn  
 Still held the air along the corridor.  
 God called them, they are His and are with Him' —  
 And so the answer comes. But those who wait,  
 Grim and wide-eyed, it cannot comfort them:  
 The woman with two raincoats on her arm,  
 And the miner, digging for sons instead of coal

\* \* \*

The new leading SCHOOL OFFICIALS are:

Head Boy : G. Goldie; Head Girl : Diane Stephens.

Senior Prefects (Boys) : J. R. Ramskill; R. Davies.

(Girls) : Margaret Copley; Anne Garfitt.

Dodsworth House Captains : Shirley Small and R. Davies.

Levett House Captains : Margaret Copley and R. Gibson.

Freston House Captains : Sandra Houghton and S. Beedle.

Ward House Captains : Anne Garfitt and C. J. Greenfield.

\* \* \*

The picturesque village of Austwick, set in the Ingleton area, was the base for the GEOLOGY FIELD COURSE from July 18th to 23rd. The many rock exposures of the district provided much useful material for examining the Carboniferous system and its mode of deposition. Travelling about the area in the school bus, the six geology students, under the guidance of Mr. Drury, traced the Craven Faults and found evidence of the Carboniferous unconformity which separates the Great Scar Limestone from the Ingleton Series. Note was taken of the economic resources, including the minerals found in the joint planes of the limestone, the Pecca slates used for roofing and the greywackes of the Ingletonian Series used for road metal. The White Scar Caves of Ingleton provided an interesting illustration of the underground drainage system in limestone country. The

hot weather, which lasted throughout the course, acted as a deterrent rather than an incentive to work but with perseverance the course was completed and all the students agreed that they had benefited greatly from their practical experience in geology.

\* \* \*

An ENGLISH ROOM has been established in Room 30. Traditional type school furniture has been replaced by lecture-room chairs which have a small writing surface on one arm: this change has created more free floor area, so that there is space for acting. It is hoped later to provide blocks and plaforms as stage furniture. The room has been further equipped with a power point, to make possible gramophone and tape recorder work, and large display notice boards, which have already held displays on John Betjeman, Farce and Post-War Drama. The English Department are currently building up a small library of significant modern literature and a fairly ambitious library of foolscap folders containing press cuttings on topics of literary and 'general studies' interest. These folders aim primarily to help pupils to keep in touch with and understand developments in contemporary life and letters: in them the pupil should be able to find some information on the most recent novels of Graham Greene or Iris Murdoch or study press reaction to such recent theatrical events as the emergence of 'the theatre of fact,' or add some objective facts to his own subjective theorising about modern youth.

At present the room is intended only for sixth form work, but the project is still in its development stage, so this arrangement may not be permanent.

\* \* \*

Two members of the Upper Sixth attempted and gained entry to Oxford University this term: A. Watson is to read chemistry at Keble, and C. S. Hill is to read politics, philosophy and economics at Balliol College. It is worth remarking that every boy and girl from this school who has tried for Oxford or Cambridge in the past three years has been successful. It seems a pity that larger numbers do not try, for whether one is successful or not the intellectual stretching demanded by the Oxford entry system is valuable in itself.

Readers who wish a little intellectual stretching themselves may care to ponder what reply they would have made to such a question as this, which is taken from the General Studies paper for Natural Science candidates: 'Assume the leaders of the three main British political parties had applied for the post of headmaster at your school. Write a letter recommending one of them.'

\* \* \*

The last issue of 'The Prestonian' was widely reported in the national press because of its article on 'Co-education.' It is hoped readers will find this issue as interesting, albeit less sensational.

\* \* \*

Forty seven COUNTY MAJOR AWARDS were made to pupils of the school this year. These awards finance pupils during their further education. It is perhaps worthy of comment that only three of the sixty three West Riding schools who gained awards gained more than we did, and it is surely some tribute to the skilled advice of our careers staff that we received more awards for non-university places than any other West Riding school. Even more worthy of comment, however, is the fact that although in most ways we compare favourably with other schools, the figures for the entry of girls to University show that nineteen West Riding schools sent more girls to University than we did. Why do our girl pupils — and perhaps their parents — insist on undervaluing their capabilities?

\* \* \*

Mr. Lappage was selected to play for YORKSHIRE SCHOOLS at soccer, and G. Goldie (who captained the side), T. Crossland, S. J. Trigg and W. G. Taylor were selected for Yorkshire at rugby. Having four players in the county schoolboys rugby side is really rather remarkable, when one considers that Yorkshire circularise one hundred and sixty schools in their search for players.

\* \* \*

The Art Department gladdened the end of term with a DISPLAY which showed the legendary life of St. Nicholas

as opposed to the more familiar image of Father Christmas. The inspiration for the project stemmed from the background music provided by Benjamin Britten's musical interpretation of St. Nicholas's life. The varied interpretations ranged from the stylised, kinetic movement of J. Myers' and K. Webster's "Nicholas being mocked by the card-playing sailors" to the realistic portrayal of "Nicholas raising the three pickled boys" by L. Routledge and L. Thackeray.

## THE STAFF

At the end of the Christmas term we lost three members of the teaching staff.

Mr. K. Murray came to the Grammar School in September 1958, and has stayed with us for over eight years, an unusually long time in these days for a first appointment. Besides his teaching of French and recently Russian he has given valuable help with the Scripture Union branch and with games, and he has kept the records of sporting events and completed the Calendar (more recently, the 'red book') with meticulous accuracy and that fine Italic hand which so many of us have envied. He has been appointed Head of the Modern Language department at Fairham Comprehensive School, Clifton. Nottingham.

Mr. M. Shaw came just over four years ago, in November 1962. He has shared in the phenomenal expansion of the maths department during that time, and played a full part in games, particularly soccer. He leaves to become an Assistant Lecturer in the new programmed learning unit recently established at Whitwood Mining and Technical College.

Mrs. C. Womack (nee Goalby), who joined us in September 1965, is leaving for family reasons, sooner than we would have liked. In that comparatively short time, however, she has done much for the girls' games and P. E., and as she will still be near we shall hope to see her around the hockey fields from time to time.

Two masters have been appointed for the remaining two terms of the school year. Mr. A. M. Taylor, formerly of the

King's School, and Freston Scholar of University College, Oxford for maths, and Mr. C. J. Beardsley from Corpus Christi College, Cambridge, for French. Miss D. Lumby takes Mrs. Womack's place: she trained at Eaton Hall and comes to us from Balby High School near Doncaster.

As Saki has taught us, good cooks have a habit of going and it was a shock to learn at the end of November that Mrs. M. Tracey has obtained a resident post at Woodhouse Grove School, from January. Those with long enough memories, will agree that she has fed us well and with a very varied diet, and has been very tolerant of the extra demands we so often make. It is not yet known who will take her place.

Mr. D. S. Atkinson has also been appointed to the Programmed Learning unit at Whitwood, but he will not be leaving us until the end of the Easter term.

To those who have gained promotion we offer our congratulations, and to all our leavers good wishes for the future.

## ART IN THE SCHOOL

### AIMS IN ART EDUCATION

The question of Art and Art Education is something which can hardly be dealt with as a separate proposition, being as it is so intimately linked up with life itself. In the end therefore, is should endeavour to try to develop individuals who will be sensitive and respectful to their own nature and that of their fellows, who will accept freedom and responsibility for themselves and be capable of clarifying their purposes, organising their energies and planning and working with others.

Those suggestions are something upon which a basis of Art experience can be planned and founded, and in conjunction with these, Art Education should seek situations, materials and methods, which, when well planned, will favour the development of these capacities.

The general attitude should be one of exploration and discovery so as to foster an enquiring mind into the

environment in which the students find themselves, with all its wonder of variety, material and natural phenomenon and in doing so discover their own interests and desires. This self-discovery will also be constantly intermingled with the discoveries of others.

This attitude of experiment and discovery should form the fundamental basis of the student's work, thus ensuring that a constant creative independence is maintained toward all unexplored possibilities of media. This independence of thought ultimately lends to discussion in a group as each makes his or her own discoveries.

These interpretations and discussions should yield a wide range of experiences and interpretations, which reveal that the value of Art is not merely reproduction, but the interpretive moulding of experience by the human mind and spirit.

From this it can be seen that Art is bound to be closely tied to all human emotions and intellectual ideas in relation to environment. This was especially so among primitive cultures and the re-capturing of this spirit, under the complex and distracting conditions of modern civilization, is one of the great problems of our time.

This problem can be partially solved by fostering an environment in which the student can see how this relationship has been overcome in the past, and as Art expression is a fully integrated activity on the part of the individual who is seeking satisfaction through this expression, the student should be encouraged to function as an artist and be critical of his own work and that of others. On this way he can become the complete individual and at the same time a valued member of the community.

P. B. R.

### **Pupils' Views**

When ordered to paint a set theme my feelings are varied. Sometimes I disagree with the way I am told to paint it and sometimes I just do not feel like painting. Reactions to this usually pile up and people say I am lazy but I am positive that to paint art that is satisfactory the painter must feel an urge inside to paint. These urges are sometimes little and far between and at other times one could paint all night.

Painting is an exciting study, for it is practised by children and intellectuals and holds barriers for no-one: "everyone is an artist," I once read and it is certainly true. At least this is how art should be, but in fact we are geared down so much that by the time we are free to experiment we have been brainwashed so long that only the training comes out and not the true artistic feeling. What I mean is that every artist has different techniques, different colours appeal to him, yet all this individuality is compressed until we learn to know what an examiner wants and how the best grades are obtained. Examinations at the end of a set period are at last being examined themselves and I hope that eventually they will be graded 'F' and a new way of ascertaining a person's ability will be worked out.

However, this may be slightly out of perspective and I will attempt to explain the feelings of an artist while actually painting. My thoughts run riot for the first half hour mainly because I want to get the picture finished or to a point when I can see it developing into a satisfactory result. This, I am told and believe, is wrong: an artist like any other tradesman must gather in material before beginning and this is what puts off many young aspiring artists. Once started, I drift away; if anyone talks to me I don't hear him at first. In my thoughts an argument always takes place: is it good enough? No! that bit's wrong — well, do it again. What! Think of the time it would take — Ah well, leave it and hope for the best; and so on, although in the end I usually bow down to the helpful experience of Mrs. Harrison who gently but firmly moulds the 'can't-be-bothered' into wanting to work for her.

School art is not reality: reality is earning money, worrying about income tax and being ill. So we aim to have a job on the arts side that will shower us with money, alleviate the income tax worries and therefore leave no worries to make us ill. School art should be more closely related to industry: at present no one in the sixth form could give me a convincing explanation of how what he is doing is linked with what he wants to do.

But morbid as I sound, rebel that I am, I realise that I must, as others before me have, bow down to the people who think the educational system was good enough for them and is good enough for us. And to "learn to be free" you have to pass your exams!

I. McGougan, U. VI.



My first approach to art was one of bewilderment. For this reason. I approached my first theory lessons with trepidation. I knew nothing about the unusual arts. Artists such as Cezanne, Giotto or Rembrandt were mere names to me.

They still are. Nevertheless, as time went by I became more interested. Soon I realised that art was, indeed, a powerful means of expression. A good artist could express his innermost thoughts and feelings. True art, it seemed to me, was also a form of sincerity. It was depicted realism and the world around him as the artist saw it. In this way the artist was able to communicate with others.

Finally, I now realise the real importance and value of art, for true art is not only a means of sincere expression but it helps to enrich the world and its peoples. For art, to me — is beauty.

Christine Bullock, L. VI.

### Junior School Comment

I like Art because we don't get shouted at if we do it wrong. It is also easier than the other lessons.

Susan Collins.

I don't like to be told, "You've got to do this and that." I like free expression when I can let my imagination go.

Kathryn White.

Art is a good subject, because you can become famous and sell your paintings for a good sum of money.

Ian Mason.

It brings out people's feelings towards a picture.

Janet Cunliff.

It makes a good pastime when things get boring at home.

Margaret Brown.

The double Art period flies by too quickly.

Julie Roberts.

I don't like drawing monsters very much . . . . .

Suzanne Barker.

## LEARNING TO TEACH

In the past two years, over half the girls who left the School after 'A' level went on to attend a College of Education. This is a remarkably high proportion. Is it that pupils from an area such as this with a history of economic depression would rather train for an occupation which offers security rather than the challenge of a life spent among adults? Or is there a particularly strong sense of vocation towards children? Or is it widely held that school-teaching fits in better with married and family life than other jobs? Whatever the motive, or mixture of motives, even some girls who could comfortably gain a University place opt for a College of Education. Boys are less keen on a teaching career, but nevertheless for those who take 'A' level but fail to gain University entry teaching remains the most popular choice.

In order to give all those sixthformers applying to Colleges of Education a more certain idea of the life to which they are committing themselves for three years, the Editorial Committee asked four Old Frestonians who are first year students at these establishments to give their accounts of the life and work. The consensus of opinion seems to be that there is not too much truth in the old jibe that "That those who can't do, teach, and those who can't teach, teach teachers to teach."

### 1: Bishop Lonsdale College of Education, Derby.

A College of Education, for that is the new name by which training colleges like to be known in this age of changing names, is essentially a place for training teachers. It is also a place of further education, where a student continues his or her own studies, besides learning how to cope with children and what to teach them.

This college is rather unusual in its approach to first year students. They are not pushed straight away into a rigorous timetable of lectures, somewhat like school, but have a fortnight known as the 'Process of Learning.' Students are divided into small groups, which look around certain areas in the neighbourhood of Derby, and the students are encouraged to see everything from a new angle — really looking at things and learning anew, just like the children they will be teaching.

After this fortnight the proper timetable of lectures begins and work really starts in earnest. Everyone has one complete day and a half for the study of the main subject, except the P.E. wing students who somehow manage two and a half days. One day is given over entirely to education and the other two days (for we only have a four and a half day week!) are known as "curriculum days," when the subjects vary from English, mathematics and scripture to geography, history, P.E. and art and craft. The P.E. wing concentrate more on their main subject than curriculum subjects, but for others a general knowledge of all these subjects is essential. The day starts at nine o'clock, with a break for coffee (not milk) in the morning and tea in the afternoon, but some of the afternoon lectures go on till half past five.

There are many active societies in the college, the main ones being the drama society, which puts on the college productions, and the sports societies, which hold their activities on Wednesday afternoons. One other which must be mentioned is the Sports and Social Club, the official title for the bar — this being the only Church College to possess one. There are various dances throughout the year, film shows and other forms of entertainment, besides television and radio in the common rooms.

This college has two buildings; the new college at Mickleover, which has been built only about three years, and the old College in Derby (an eightpenny bus ride separates them, so there ought not to be any complaints about the distance between the Lower and Upper Schools). All the social life goes on at Old College, where there are most of the lodges — there being only one women's lodge at Mickleover.

There is also a life within the various lodges: doing washing without a washing machine in two small sinks shared by six people; making coffee (without milk — there is nowhere to keep it fresh) on two small electric rings; rushing down three flights of stairs followed by a run of about two hundred yards for a 'phone call; and having fire practices at seven o'clock in the morning, when everyone is roused from her 'beauty sleep.'

The routine at the moment is more or less like school—attending lectures, making notes and writing essays, but the differences will come when we go out every Tuesday

morning into different schools for group teaching. This is a new idea of going in groups rather than individually, so that a person gains more confidence and also benefits from the mistakes of others. We actually go out on teaching practice in January, so we have some preparation time yet.

In College one begins to appreciate one's home more and also to see that the life of a teacher is not a 'nine till four' job, but one which necessitates a lot of hard work before and after a lesson.

Christine Chalkley.

## 2 : Darlington College of Education.

When I first came to training college things seemed rather strange, particularly as it was the first time I had been away from home for a considerable period. It is surprising, however, how quickly one settles down and gradually falls into a routine.

In one way college of education is like the sixth form of a grammar school, in that one has to attend all the lectures. All the lectures, however, apart from the main course, are geared towards teaching children. I am in the infant group and take three college courses, music, art and craft and nature study, apart from the mathematics, P.E. English and R.K., which everyone has to take. In music one is taught to play a recorder and to read the music of simple songs, so that when one goes into a school one is capable of conducting a music lesson. In art and craft and nature study one is given ideas on the kinds of themes to use in a lesson, which are all biased towards the particular age group one is learning to teach. The same kind of thing happens in P.E., where one is taught certain skills, such as throwing and catching. Incorporated into P.E. is what is called modern dance, where children concentrate on such aspects as time, space, weight, and flow. In this way one collects ideas which can be used in schools.

This is very different from putting it into practice. Up to now only a few 'first years' have been out in schools one morning a week, where they teach a group of about six children. The first proper teaching practice begins soon after Christmas and lasts for three weeks. The work is more interesting at college than it was at school because it is aimed at showing you how to teach, and you feel as if you are finally getting somewhere.

Apart from the work aspects, one benefits from the fact that one is meeting new people and making new friends, and a change of surroundings is pleasant. The social life is not very exciting, but if one tries hard enough one is able to occupy the time quite well. For instance, there are numerous societies, college dances and then the out-of-college activities such as the theatre and cinema.

People often remark that school days are the happiest ones of your life, but, although it is only a few months since I left school, I feel already that this is not true. In the past few months I have had to become more independent and think for myself, and I have had the chance of meeting many people from different places and making good friends. I suppose it all depends on which college you are accepted at and what you are prepared to put into it, that finally decides whether you are happy at college and find it interesting and worthwhile.

Reneé Higgins.

### **3 : Bretton Hall College of Education.**

Here the academic week is divided into four distinct sections: one full day is devoted to 'general' course activities, one day to Education, one day to English and two days to Main Course studies (the weekends being left free).

As the current prospectus says, "The teacher who will guide the child on his voyage of discovery must once have made such a voyage himself, but if he is to be able to appreciate in retrospect the child's needs and responses, he must also have re-learned the meaning of discovery." It is in an attempt to re-learn the meaning of discovery that every student at Bretton undergoes the general course which is frequently referred to more accurately as 'Environmental Studies' because the student explores the environment in which he himself lives because it is thought that the child learns through coming into contact with his own environment. This the student does through a new learning of the uses of the five senses. The two hundred and fifty acre estate contains extensive parkland, gardens, and lakes, the ideal setting for such work which involves the observation of natural phenomena, the recognition by touch of objects both familiar and strange, the recording of sound and so on. I could not help thinking that the words of 'voyage and discovery' were aptly chosen when one damp, misty morning soon after my arrival I found myself as part of this course

going out across one of the lakes in a small rowing boat. However, this work is not solely restricted to working within the bounds of the College. People are observed in their natural surroundings and this is done through frequent visits outside the College which this term have included visits to police headquarters in Wakefield, going down a coalmine, visiting Emley Moor television transmitter and a project on the work and people involved in making the Yorkshire extension of the M.1. motorway. Much of this work is left to the individual students who have to carry out surveys in their own time (one morning each week being left unallocated specifically for this purpose) and each one has to present a finished individual project at the end of the Summer Term in his first year on some aspect of social life. This usually takes the form of a community study of one of the numerous small villages around the College or a study of some particular section of industry or transport in the area.

The Education course simply takes the form of two one hour lectures each week: one on the prevalent education system in this country and one on the physical and intellectual developments of children from birth through infancy and adolescence to maturity. Each term two or three essays have to be submitted by each student on these subjects, these being either factual or, on some occasions, based upon careful observation of children's activities.

The English course is subdivided into two parts: two one hour lectures per week on the teaching of English in schools and a discussion group meeting where any aspect of literature can be examined in some depth. In the College great emphasis is placed upon creativity and often from these discussions spring set pieces of creative writing exploring the various forms considered by the group. Each term every student has to submit at least one large piece of written work apart from those mentioned above: this term it has been the compilation of an anthology of at least twenty five pieces of prose and poetry particularly suited to children of junior school age.

The College offers main courses in Art and Craft, English, Drama, Mathematics, Music, Needlework and Science but the object is the same for all subjects; that each student should reach as high a standard as possible in his chosen subject. I have already mentioned creativity, but it is in main course study that the student gets the

greatest opportunity for such work, whether it be through painting or sculpture, prose or poetry, producing or acting a play, writing or performing music, or creative work through needlecraft. Apart from this he is taught how to teach that subject using the most up-to-date methods, such as audio-visual aids, whilst once again the emphasis is placed upon the child learning through experience and creativity.

Apart from these four main areas of work each student receives four additional lectures per week, one on Basic Mathematics (aimed directly at teaching the subject rather than personal work in that field), one on Religious Education (this normally takes the form of a lecture followed by a discussion on some aspect of contemporary religious teaching), and two sessions of Movement (one on the use of the body for movement and the other on basic gymnastic skills) frequently referred to as 'torture' because they come as quite a shock after formal games and the P.E. period in school.

On the whole, the academic part of College life is most enjoyable because every student has to set his own limitations on the work he does since creative work and essays are of no specific length (although there is obviously an unspoken minimum). What makes the work the more enjoyable is the actual work with children on teaching practice: this consists of one day per week in a junior school leading up to a full five weeks teaching in the second term of the first year and a further full term in the third year.

So much for academic work, but what of social activities? By virtue of its position the College is more or less cut off from the 'outside' world and so it has become very much of a small village of its own. There is a vigorous Film and Drama Society which provides almost weekly entertainment of one sort or another — for example this term there have been some seven films including 'Alfie,' 'The Magnificent Seven' and 'The Balcony.' The Drama department frequently presents plays being studied by the various years. These have included a magnificent production in the 'round' of Pirandello's tragedy, 'Six characters in search of an Author' by the first year group. The College has two orchestras and a large choral society which give concerts both in and out of College and frequent visits are organised to orchestral concerts and operas in Leeds, Bradford and Sheffield. Within the grounds there are facilities for netball, cricket, hockey, tennis and football, and equipment is available for archery, fencing, athletics,

badminton and trampolining, whilst the lakes provide opportunities for swimming, sailing and canoeing and, I am told, in winter skating and skiing are both popular. For the less athletically inclined, there is a bar in the students' building (which has the rather ominous name of Kennel Block) although this is frequented particularly by the more sporting of the community. Dances with outside groups are organised for every alternate Saturday night, whilst most nights entertainment can be found provided by the Folk Club, the Jazz Club, or the College pop group. If that is not enough to satisfy everyone, there are at least two or three parties organised by the students themselves every Saturday and Sunday, which everyone is free to attend. All these provide welcome relief from work whenever it is required.

Bretton Hall is a very happy, informal sort of College which I, and I am sure the vast majority of the other five hundred students, enjoy both working and living in because the students themselves shape its life and a cheerful and informal staff does not impose discipline for its own sake but merely intervene to guide only when they find it absolutely essential.

Brian Morgan.

#### 4: Wall Hall College of Education, Watford.

'Life at Training College is one long holiday' — that is the opinion of most people. Do not believe them: only three-quarters is a holiday, the rest of the time is hard work!

Colleges of Education differ widely so that the account of life I can give you is unique to Wall Hall — which is one of the more unusual Colleges anyway. It is situated in pleasant Hertfordshire countryside, about ten minutes from Watford and thirty minutes from London, if the 311 bus condescends to turn up.

During my first term here, I have suffered several nasty shocks. To begin with, we began lectures the day after we arrived and right now I am in the middle of my first Teaching Practice, which in any normal College comes at the end of the third term and not at the beginning of the first. However, this has proved invaluable because it made me realise how much work is required in the profession.

The course at College lasts three years and is designed to make you look at the children themselves, rather than



trying to teach you how 'to teach.' Because of this psychology plays a large part in the studies. During my first term here, the subjects I have been taught have been 'Basic' subjects; the 'Main' subject is not started until after Christmas.

In my present position, I cannot answer the question "Is the course interesting?" because I have not had enough time to think about the work being interesting. However, one thing I have discovered: unless you can concern yourself with the children you are dealing with, the course can become very trying. Fortunately this has not proved to be the case with me, and so far the work has been interesting, but tiring.

To get the most out of College life, advantage has to be taken of the facilities offered, both academically and socially. Functions are arranged for students who wish to take part; the dances are always a success, and there are clubs for every activity from Judo to Guitar-playing. College also offers a complete change of environment and this should be taken into account by anyone thinking of applying.

Carole Newton.

## HOLIDAYS ABROAD

There is nothing new about foreign holidays. Members of this school were in Germany when the first world war broke out in 1914, and were lucky to get to the border and out of the country. School parties have frequently been abroad since then, most recently to Switzerland: accounts of this appeared in the Spring issue of 'The Frestonian.' Below appear accounts of individual holidays. They were generously subsidised by the Governors. In conversation at least many pupils mock the idea that they receive 'educational benefit' from their subsidised trip abroad; they claim that they have simply had a holiday at someone else's expense. However, as a generation we are not given to public parade of gratitude or pious expressions of any inner sense of benefit, and it may be that inwardly, perhaps even subconsciously, we are aware of profiting markedly from the Governors' money. Anyway, here in writing, two pupils have tried to express what form their holiday took and what it meant to them.

# 1 : 'Les Moulins d'Amitié,' and all that!

Having mendaciously stated an impressive motive to swindle thirty pounds each from the wallets of the School Governors, my fellow-conspirator G. Goldie and I departed from Wakefield for the South of France, via London. (Although we were in London when the World Cup Final was being fought out we did **not** spend the money on stand tickets for the match ..... they had all been sold). We were content, however, to look on at the fantastic scenes of jubilation in Trafalgar Square after England had won the Cup, before we left the capital for foreign parts.

We had arranged to work for a couple of weeks in an organisation called 'Les Moulins d'Amitié,' run by a man who believed that hard work and unified strength in hard work were the basis for a really firm friendship. Thus people from all over the world came to these camps for the simple reason of meeting and forming friendships with other young people. While we were working, we were joined by twelve Germans and two Moroccans along with the permanent French staff. Work itself had to be abandoned every day at noon as the heat was overpowering. 'Rests' were frequent and iced beer was consumed so freely that by noon everyone was almost drunk, although this affected no one's appetite for the overwhelming amount of food that was offered. A two-hour rest after this was a must, but when the effect of the food had worn off the afternoons were spent in various ways. Many excursions were offered by the officials of the 'Moulin,' which included visits to beautiful towns and villages in the region, such as 'L'Hôpital' where there was a beautifully constructed miniature zoo, 'Le Pas de l'Escalette,' where the mountainsides rose vertically along the mountain roads, and the 'Cerque de Navarcelles,' a huge crater left by a glacier, which must be seen to be believed. Another excursion was made to a town on the Mediterranean Coast where the day was spent in idle relaxation, sunbathing and swimming. Other less eventful afternoons were passed in Lodeve, the village near the camp, in playing tennis, basketball, football and swimming in the open-air pool. In all these pastimes the local young people were eager and friendly participants. This is the real reason why G. G. and I decided on this holiday, as it was an ideal way to improve our spoken French language.

This period of peace and freedom from rigid discipline had to come to an end, but not wanting to experience the

nightmare of ten hours on a 'cattle' train to Paris, we decided to hitch-hike the few 900 kilometres. Unfortunately the route finally taken led us to Geneva and not Paris. This stay in Geneva, with four American girls, who generously loaned us a tent for four or five days, enabled us to get rid of the rest of the Governors' money before we once more took to the road for Paris.

There was only time in Paris to eat an unconventional meal of grape and cheese sandwiches, which a Parisian shopkeeper accused me of stealing, before the night train left for Dunkirk and England.

Although the food on the continent had been magnificent, a breakfast in London of bacon, eggs, tomatoes and beans etc was a welcome change to the coffee and rolls that we had been eating for the past three weeks. Then all we had was a full stomach and memories of a fine summer holiday. We had spent the last of our money, and consequently finished the journey home in the cab of a huge lorry.

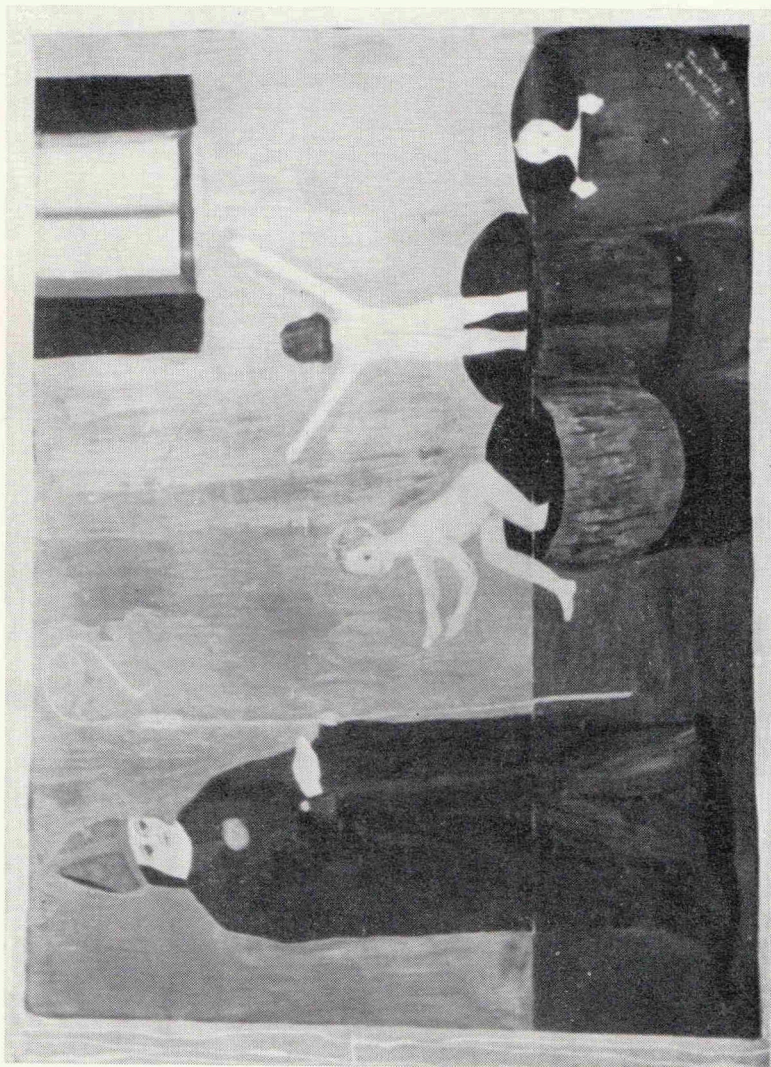
M. Lappage, U. VI.

## **2 : A Tour through West Germany.**

My stay in Germany proved to be quite helpful to me, as a study of Western Germany is on the Geography 'A' level Syllabus. I have found that although Mr. Windle has given me some good notes of Germany I have learnt more from my visit.

The first town I stayed at was Köln. The railway station was extremely large and decorative, proving beyond doubt that Köln owes much of its growth to railway development. The most striking sight in Köln, and in fact of all of West Germany that I have seen, is Köln Cathedral, the Dom. The exterior of the Cathedral is very ornate and truly Gothic. Inside there are many treasures, including magnificent paintings by Stephen Löchner. The altar is of pure gold with many precious stones. Apart from these treasures the interior of the Dom is quite bare and in fact not comparable with the interior of Westminster Abbey.

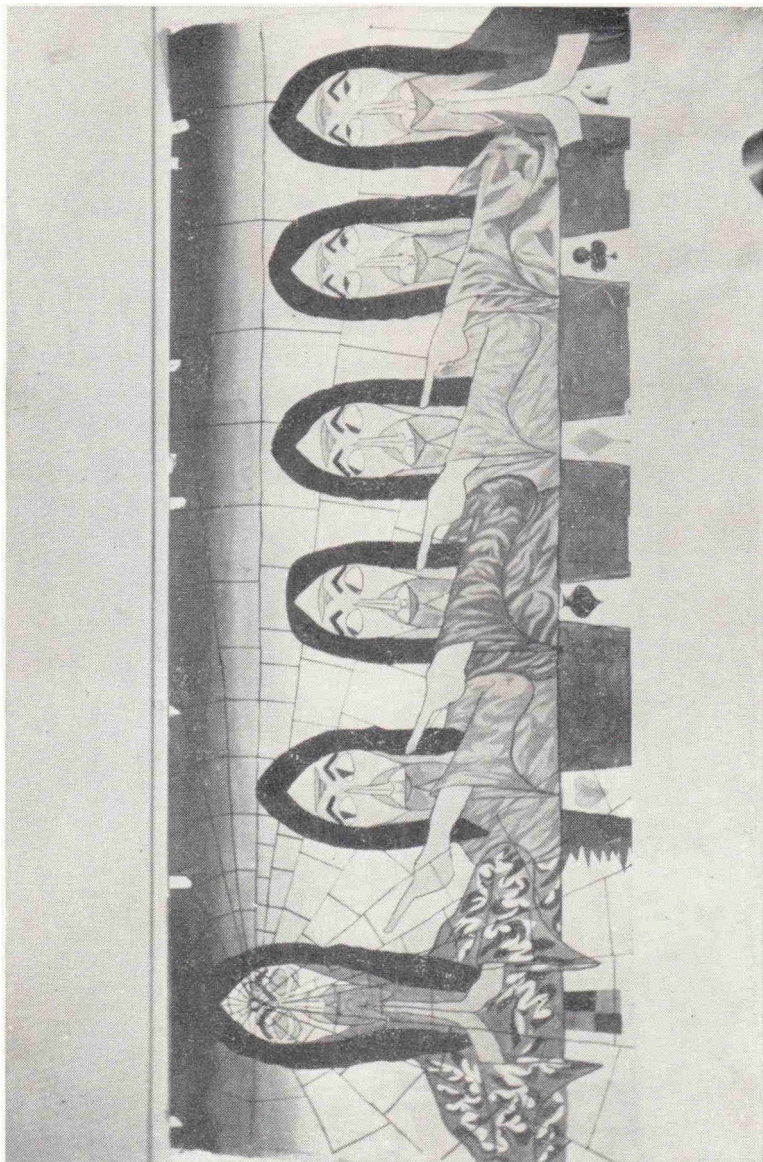
To the east of the Dom is the River Rhine, with its barges of many nationalities, the Dutch barges being the largest and most prominent. The river was rough because of the wash of many barges; indeed the journey I had on the Rhine was rougher than my Channel crossing. Further up the Rhine before it reaches Coblenz is the beautiful Lorelei. Here the wooded rocks slope straight to the river



NICHOLAS RAISING THE THREE PICKLED BOYS

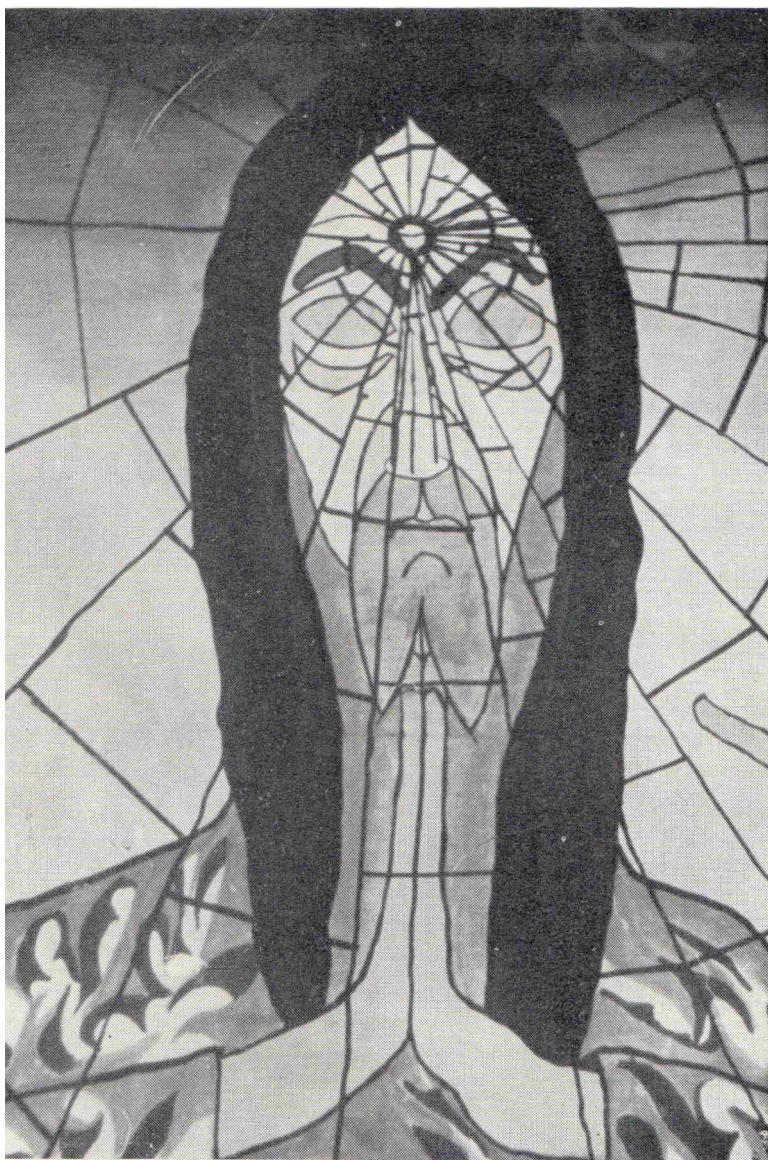
Linda Routledge  
and Linda Thackray.





‘NICHOLAS BEING MOCKED BY THE CARD PLAYING SAILORS’

by K. Webster  
and J. Myers.



*Detail from*

NICHOLAS BEING MOCKED BY THE CARD PLAYING  
SAILORS '





‘ ST. NICHOLAS GAZES BACK OVER THE CENTURIES ’

by Mary Goodwin  
and Audrey Potts.

and the current of the river is very fierce. The legend says that the Lorelei maidens used to sit upon the rocks and sing their songs enticing the sailors to their death upon the rocks. Now some pleasure boats when passing the Lorelei rocks play the song of the Lorelei as amusement to their passengers whilst the sailors judge the dangerous currents of the area.

At Coblenz there is an air of enjoyment; whereas Köln was a more industrial town Coblenz was a town for pleasure. By the Rhine there is a promenade surrounded by gardens and these by magnificent Victorian buildings. There is also a Wine Village with buildings of the area from which the wine comes. There was a true old Moselle building of fine 16th Century quality and a Bavarian building looking more like an Austrian chalet. Past this wine village there was an open-air theatre which was situated on an island in the middle of the Rhine. It was interesting to find out that if it rained during the performance instead of your money being refunded, you were given another ticket to a later performance. This theatre was advertised throughout Germany and was a popular attraction.

From Coblenz I journeyed down the Rhine, visiting Cochem, Kröv, Traben Trarbach, Bernkastel and Trier. I also went to a wine festival just north of Kröv, but the number of Americans there spoilt my enjoyment. The Moselle valley is dedicated to wine making; the wine is white and quite light but can be very potent.

The scenery in the Moselle valley is more splendid than that of the Rhine (except of course for the Lorelei and the Rhine Gorge). The people are more friendly; the reason is perhaps that they are less commercial than the people from the Rhine valley. The houses in the Moselle are older and Kröv has 15th and 16th Century timbered houses.

My tour of Germany ended at Trier where I was sorely disappointed. The scenery was beautiful and there were many Roman remains including the magnificent Porta Nigra. However, Trier is full of Americans and French; there are few German people and fewer English. It was a bustling, noisy city and the Americans were very rude. In fact I was glad to get on the train for home. Despite Trier I would like to visit Germany again. I thoroughly enjoyed the magnificent sites, I liked the friendly people, and my 'A' level Geography benefited.

Jennifer Norton, U. VI. A



## “HOW I LEARNED TO STOP WORRYING AND AMALGAMATED”

or YOU TOO CAN MAKE AN EPIC LIKE THIS

On Wednesday, 30th November, over eighty people crowded into room 22 to see the school film.

The film attempts to follow the extravagant big comedy style set down by Stanley Kramer in “It’s a mad, mad, mad, mad, mad, world,” but just how far it succeeds is a matter for speculation.

The first five minutes are particularly boring, and, while this has<sup>1</sup> a distinct purpose in the film, can so much time be wasted in so short a screenplay? I think not. For those who were mystified as to what this purpose was, I will now try to explain: by boring an audience for a short period of time a director is guaranteed a better reception of the comedy scenes. However, in fifteen minutes, when five are used for this purpose, ten minutes cannot develop even the simplest of plots sufficiently to satisfy an audience and so this film: falls down in that respect.

Camera work is somewhat better (pity about the shaky pan shots at the opening though) with some rather unusual choices of angle and technique; the lamp post is a fine example of this. Editing has obviously been economical and so some good effects lose all their impact simply because expenses would not tolerate a second attempt.

In the acting field, B. K. Tempest does it again, but a young rival fast on his heels is John Sharp. Judith Bedford leads the girls in some pleasing little episodes and Susan Archer just manages to cope with the end.

David Tempest shows some promise but he simply cannot succeed until his movement slows down and ceases to be so exaggerated. The same applies to Terry Eames. The film could have succeeded if this cast had had more rehearsal and a greater amount of direction, but time and money just did not allow it in some cases.

It may seem strange that I should criticize this film so harshly, as I made it, but I know what it could have been like and the result I got is bitterly disappointing. However, the future may hold better things. A more expensive, but not too ambitious project is under preparation which may raise the low standard set by this first film. Casting is going to be more sensible and so is the story. For those interested, there follows some technical data of the last film.

*CAST:*

|                            |                 |
|----------------------------|-----------------|
| Villain .....              | Barry Tempest   |
| Hero .....                 | David Tempest   |
| 1st Girl .....             | Judith Bedford  |
| 2nd Girl .....             | Judith Hunt     |
| Viliain's accomplice ..... | John Sharp      |
| 1st Crook .....            | Terry Eames     |
| 2nd Crook .....            | David Murdoch   |
| 1st boy .....              | Stuart Lunn     |
| 2nd boy .....              | Paul Green      |
| Other entrant .....        | Martyn Harrison |
| Official at race.....      | Alistair Sheil  |
| Unknown Gym Mistress .. .. | Miss Hawkins    |
| Strange Master.....        | Mr. Law         |
| Girl at end of race.....   | Susan Archer    |
| 1st talking girl.....      | Jane Beckett    |
| 2nd talking girl.....      | Wanda Borowick  |
| Practising entrant .....   | Robert Abel     |

Also Ann Lewis, Mary Goodwin, Stephen Price and Stuart Walters.

|              |   |             |
|--------------|---|-------------|
| Production : | } | Chris Oxley |
| Producer     |   |             |
| Director     |   |             |
| Writer       |   |             |

Money loaned by N.G.S. by kind permission of Mr. Hamilton.

Cost : £4 18s. 6d.

Filmed in Kodacolor and Kodachrome H.

Made by SLC. films — a small independent group led by Chris  
M. Oxley making amateur films for private entertainment.  
C. M. Oxley.

## ACTIVITIES AND SOCIETIES

An attempt has been made to replace the law of the jungle which previously ruled over competing demands for after-school meeting times by a system of ordered neatness in which each society and team has an allocated weekly, fortnightly or monthly day for meeting. The new system, evolved after some strenuous thinking and organising by Mr. Machin, is certainly much tidier and more frictionless, but there is perhaps less active society life. As with most considered courses of action, the advantages outweigh the drawbacks, but the drawbacks may nevertheless cause a pang of regret.

## THE LIBRARY

The library has benefited this term by a most generous gift of books from Mr. Dilwyn Thomas. Among a variety of subjects, Economics, Biology and Russian Literature were particularly well represented. We have in addition a large accession of new books from our normal sources of supply.

The classics section of the Lower School library has now been reorganised, and most of the books incorporated with the Upper School library.

Unfortunately, the library is misused by a minority of pupils, who take books from the shelves without filling in borrowers' slips and then neglect to return them. Perhaps they do not appreciate how selfish and unscrupulous such behaviour is. Too many books are kept out for longer than the regulation two weeks, without being renewed. Also, the library would surely be a pleasanter place to work in if all books and periodicals were replaced after use and if chairs, instead of being pushed back, were left neatly in place at the tables.

## MUSIC

It is indeed with a certain amount of trepidation that we have capitulated to the editor's request to put pen to paper and discuss the problems which beset our department. Trepidation, because our problems will for the most part be the same as other departments of school life, and those can be summed up under two main headings : difficulty of communication and a lack of individual personal responsibility on behalf of pupils involved in activities.

The first is due mainly to the extreme distances covered by school premises, which make it almost impossible to contact any large group of pupils for discussion, rehearsal or decisions. Thus it is but rarely that any co-ordination is achieved and frustration and irritation replace satisfied achievement.

The second problem is more concerned with the individual. It is basically a failure to face the realisation that in a team it is up to everyone to pull his or her weight for the benefit of the whole. It is staggering the number of people who do not read a notice requesting them to be at a certain geographical place at a special time and are

astounded when they find themselves receiving a "rocket." The policy of "I'm alright, Jack" is very prevalent. It would be pleasant to see some members of the Upper School, particularly, having a thought for others, if only occasionally.

We have made two main changes this term. The first is the formation of a Choral Society on a broad basis, which includes School, past pupils, staff and friends — in short, anybody who enjoys singing but who might be rather retiring when it comes to taking part in more intellectual groups. For Events requiring a smaller group, people will be selected individually. The first performance of this new organisation was at Wakefield Cathedral on December 7th and, judging from the press report and the recording made, it seemed to be an enjoyable evening.

We have also formed a guitar club, divided into Senior and Junior sections, and considering the millions who boast that they "play the guitar," it is surprising how few are actually interested in learning more themselves and in helping others. With a bit more interest in this venture, it could be an enjoyable part of school social activities.

The orchestra has suffered from the fact that most of the string players left last year, but the wind and brass players have gone from strength to strength and several are going to Germany after Easter with the West Riding Youth Orchestra.

The Brass Band, percussion groups, Junior choirs and other groups are building up their members and, we hope, their enthusiasm.

Might we finally appeal to anybody who wishes to learn an instrument to do so as early as possible in the school and not wait until he reaches the sixth form. Every term we are faced by scholars who have only about eighteen months left of their school life, who want to learn to play an instrument, and although it is never too late to start, it does not give teachers a chance to produce people who will in their turn add something to school life. Let us make 1967 a "play-an-instrument" year, and let us see those guitarists coming forward!

## ART CLUB

SECRETARY : DIANA TAYLOR

The Art Club meetings take place regularly each month, taking the form of films, talks and visits to Art Galleries. A talk was given on the then current exhibition of Roualt paintings at the Tate, a film on glass-making was shown and a visit made to Wakefield when the locally sponsored 'Design '66' Exhibition was on view. Visits were also made to Leeds Art Gallery to see an exhibition on modern German art, and a film sponsored by the Arts Council on Turner and Kinetic Art, showing Turner's masterly manipulation of paint. The modern works showed great emphasis on movement, and the work of Alexander Calder, a modern artist of considered stature, was found to be of great interest — his works showed mobiles and stabiles — flights of imagination in our space world.

Future visits to larger Art Galleries in Liverpool and perhaps London, are being planned for next term.

## ARTS AND DRAMA SOCIETY

SECRETARY : PAT HAYWARD

After an initial meeting at which officers were elected and possible programmes discussed there was a lengthy pause until the Society's allocated date in the month for another meeting came round. Oxley then gave a talk on 'Music in Drama' to a fairly good-sized audience. A further meeting on mythology was extensively publicised but, sadly, failed to take place.

Suggestions for activities will be appreciated by the Committee.

## CLASSICAL SOCIETY

SECRETARY : R. GIBSON

The Latin version of the impossibility of a twelve inch nose and the frequent death leap of many men 'minime modo, semel modo!' caused much mirth amongst the 'ridentes' of the juniors at their entertainment. All consumed much tea and biscuits and displayed a fair knowledge of Anglicized Latin.

Earlier in the term the Sixth Form specialists had decided, after a very heated discussion, that Latin was worthwhile but that the whole examination syllabus ought to be revised.

The future programme includes an illustrated talk about Greece by two 'Grecians' and a rather serious lecture about Virgil and his philosophy.

## COUNTRY DANCING SOCIETY

About fifty first formers regularly attend country dancing during Monday lunch hours. They have quickly learned many dances, which include the basic steps, and they are now ready to take their test for the red "expert" badge. This involves dancing "The Black Nag," "Ruffy Tufty," and "Timber Salvage Reel," which will be judged by Miss Kirkham.

Eighteen boys have also joined the Morris dancers, who meet each Tuesday lunch time after first sitting, and enjoy this more strenuous exercise. They have made an enthusiastic beginning.

The second year dancers on Friday have combined their liking for old favourites with learning several Yorkshire dances, and others with more complicated sequences, such as "The Bishop." On Tuesday evening after school a group of the girls have met to pursue their interest in Scottish dancing. By learning some Strathspey steps they have been able to add to their repertoire of reels and jigs.

All members of the First and Second Forms are very welcome to join.

## EXPEDITION SOCIETY

Two teams were entered in the Yorkshire Schools Exploring Society's Orienteering Championships in October. Orienteering is a comparatively unfamiliar and new sport, perhaps most simply described as a combination of cross-country, hiking and map-reading. As only six girls' teams were competing one was optimistic about the chances of our sixth-form girls' team. However, in spite of the practice they had had on Ukley Moor the previous weekend, the one distinction they obtained was in being the only team which failed to complete the course. The boys team consisting of S. Banks (L.VI) Captain, Hardcastle (L.VI) and J. Slater (IVth) faced strong competition from sixteen other teams. In a most exciting finish they came a very close second to a sixth-form team from Great Ayton who had entered three members of their senior cross-country team. Our lads must certainly be congratulated on their performance and perhaps by entering this same team next year we will be able to bring back first prize.

## HISTORICAL SOCIETY

SECRETARY : J. P. WRIGHT

Two of this term's three meetings involved films. The first concerned "The French Revolution": it told us nothing new about this event, but was able to clarify some otherwise intricate details. The second film was brought by Miss H. Wickens of Pontefract High School and showed us some aspects of the weaving industry in Australia and New Zealand.

The final meeting once again involved the renowned 'University Challenge,' which remains as popular as ever. Teams from the fourth and fifth years participated, and the game was very acceptable to all. We extend our commiserations to the gallant losers — the fourth year.

The final function of the term entailed a visit to Leeds University for a series of lectures on "The Roman Empire," "Political Parties in the nineteenth century" and "Social conditions in populations."

## PHOTOGRAPHIC SOCIETY

SECRETARY : C. M. OXLEY

This term has probably been the most successful one in photographic Society history. Every meeting, with one exception, boasted an audience of over ten, while the school film presentation was shown to over eighty people (seventy of whom actually paid the admission fee).

The meetings during the term ranged from a talk on filming techniques in the cinema industry, to Mr. Sherratt's long-awaited microphotography. In between we have seen two new film-strips, two photographic competitions and the last expedition to suitable locations for the film.

Our reasons for success must, undoubtedly, be due to a great extent to the excellence of all these talks and the photographs taken. But there is also one other reason: yet again this society has scored where

no other has—we have become the first school society, either before or after amalgamation, to pay any real attention to the all important subject of advertising. Because of this a new brand of poster has been on display, unprecedented in our School's history. "Why waste money?", "Will Batman slip on the banana skin?", "Go to the experts" are just some of the arresting! captions which have been illustrated with cartoons and photographs from such differing sources as "Punch" and the "Bayeux Tapestry."

### SCRIPTURE UNION

Pounded as a School Group a good five years ago, the S.U. knew its greatest success when a number of older Grammar School boys, not content with a weekly meeting amongst themselves for Bible Study and discussion, decided to "evangelise" the lower reaches of the School.

More recently, for want of manpower, the functions of the group have been confined to a "Junior Scripture Union." Happily it is once again possible for a number of fervent and active older pupils — the boys among them the recruits of former years—to renew these activities. There is talk of another "Bible Marathon" ; film shows (two already have been held in December); a couple of speakers from outside.

This much is settled: fortnightly meetings in the Lecture Room, a good number of members taking the 'Daily Notes,' and I am very happy, personally, that Miss Forth has agreed to take over and 'master-mind' the whole operation, after my departure. She could certainly have no better helpers than Pat Hayward, John Raley and their colleagues.

K. M.

## GAMES REPORTS

### GENERAL REVIEW

This term has marked the removal of inter-school soccer from our fixture lists to the delight of the rugby teams who have reaped the benefits of new blood and to the disappointment of the soccer teams who awaited in vain a last minute repeal of the death sentence.

This event has somewhat eased the School's problem of inadequate ground and changing facilities, and, as a result of stalwart work by Messrs. Jubb and Sanderson together with some younger helpers. Pingle's drainage system has been vastly improved so that the two pitches there have been almost always fit for play. This improvement has made the pitches at Methley superfluous for Saturday matches.

Yet another successful season was had by almost all this term; in rugby, hockey and fencing 78 matches were won and only 17 lost. In the Manchester G. S. sevens the School seven were "the most impressive team in the early rounds" according to "The Guardian," but lost to the eventual winners in the semi-final.

We must thank the powers-that-be for allowing the weather to be so fine this term that nearly every fixture was played without postponement or cancellation.

### CROSS COUNTRY

The cross country club at present is made up around a nucleus of about eight boys, who train week in and week out. Most of these boys run for the senior cross country team which this term has had three inter-school matches: although they have lost all three the margin has been very close. All but one of the boys in the senior cross country team are in the fifth year and are therefore running against boys who are two years older than themselves. All the members of this team have the ability to be good cross country runners and should be a very hard team to beat next season and the season after.

The only other teams to have had a match this season are the U. 14 and U.12's, and this was against Leeds Grammar School. The U.14 VIII lost quite heavily 70 — 29. but this was owing to the match being arranged at such a short notice and the boys not having much training. Some of these U.14's have great potential and ought to attend training more regularly.

The U.12 VTU narrowly failed to win their match. Although we had the first two runners home, Leeds had the next five and this turned out to be the deciding factor. In this team too there are some capable boys who look like making a good cross country team.

The cross country club is open to all and any boy wishing to come training is welcome. The School has not had a good cross country team for a long time and now is the time to alter all that. Cross country running is also good training<sup>1</sup> during the closed season for any athlete.



## FENCING CLUB

Secretary : C. M. Pashley

The club gained five new members this term, none of whom had fenced before. They all progressed quite well and three of our members fenced in the Yorkshire section of the National Schoolboys' Championships.

The term ended with a match against Thornes House Grammar School. The match was held at Normanton and School won by 10 bouts to 6. It is hoped to arrange more matches next term.

Serious support for these matches will be welcomed, especially from people lower down in the school as all the present members leave at the end of this School year. It would be a pity to see the club stabbed in the back by lack of interest. Anyone wishing to join should see the Secretary or Mr. Ruddock.

## GYMNASTIC CLUB

Although the gymnastic club is still in its early stages it is growing quite steadily. The gym. club cannot be opened to boys above third form age: there is just no spare evening for it. Wednesday evening is for first year only and Friday is for first, second and third years' only. The policy of the club is to catch the gymnasts in their early years.

The standard of performance is advancing quite rapidly among the first year boys, and a lot of them will become accomplished gymnasts. Already they are practically doing somersaults, flik flaks, fly springs, and other advanced gymnastic activities.

Although the gym. club cannot be opened to seniors at the<sup>1</sup> present time, any sixth form boy who is, in the near future, going to college to take P.E. is welcome to turn up on Friday evenings in order to better his gymnastic performance, and also to see how gymnastics can be taught.

The boys who attend the gym. club get a great deal of enjoyment and personal satisfaction from vaulting and agility. At the beginning of the winter term gymnastic colours will be brought back.

## HOCKEY

## 1st XI

CAPTAIN : L. WOOD

SECRETARY : M. BRYAN

TEAM : H. Bennett M. Bryan, H. Walker. J. Hancock, P. Furness, L. Berry, M. Short, G. Stokes, J. Pollock, L. Wood, J. Hunt, J. Wilkin. J. Metcalfe.

## RESULTS :

|       |    |    |                  |   |      |     |
|-------|----|----|------------------|---|------|-----|
| Sept. | 17 | v. | Airedale T. C.   | H | Won  | 3—1 |
|       | 24 | v. | Ossett G.S.      | A | Won  | 4—1 |
| Oct.  | 13 | v. | Castleford G.S.  | H | Lost | 2—1 |
|       | 8  | v. | Bretton Hall     | A | Won  | 2—0 |
|       | 22 | v. | Rothwell G.S.    | A | Lost | 5—1 |
| Nov.  | 5  | v. | Wheelwright G.S. | H | Won  | 7—2 |
|       | 12 | v. | Hemsworth G.S.   | H | Won  | 1—0 |
|       | 19 | v. | Thornes House S. | A | Won  | 3—2 |
|       | 26 | v. | Rothwell G.S.    | H | Won  | 2—1 |

## RECORD:

P 9; W 7; DO; L 2; Goals for 23; Goals against 14.

The results, this term have been very satisfactory, as we have only lost two matches out of nine played.

We began the season well with good wins over Airedale and Ossett, and were unlucky to lose to Castleford after scoring first in a closely-contested match after school. Although we defeated Bretton, the winning margin should have been much greater, as the forwards wasted numerous scoring chances. We suffered our heaviest defeat at Rothwell, where the play matched the conditions — appalling! The defence was completely unable to overcome the speed and shooting ability of the opposing forwards and the result was a fair one. We gained our revenge, however, later in the term at Normanton, when all the team, especially the halves, played well and deserved more goals than the two well-constructed ones scored. In our remaining three matches, we trounced Wheelwright, and achieved a rather lucky win over Thornes House after being three up at half-time and collapsing in the second half, and a brilliant win over Hemsworth. This was easily our best match of the season, against an extremely fast and skilful team.

We should like to congratulate three of the team for their success at the Wakefield district trials. J. Pollock was selected for the district team and M. Bryan and J. Hunt for the reserve team.

## 2nd XI

CAPTAIN : J. WILKIN

TEAM : K. Crowther, V. Crossley, C. Bullock G. Chapman, J. Metcalfe, J. Wilkin, J. Taylor, K. Guy. H. Rolfe, E. Carrington, M. Clarke, C. Smart, K. Taylor, R. Hoyle.

The results have been very disappointing but it is hoped that with more experience the 2nd XI will win more matches. Most of the team have not played together before and it is already becoming apparent that as they grow more used to each other, their play is improving.

It is unfortunate that so many matches have been cancelled by other schools, many of whom no longer field a second team.

## RESULTS :

|         |    |                  |   |      |      |
|---------|----|------------------|---|------|------|
| Oct. 22 | v. | Rothwell GJ3.    | A | Lost | 11—0 |
| Nov. 5  | v  | Wheelwright G.S. | H | Lost | 3—2  |
| 12      | v. | Hemsworth G.S.   | H | Lost | 1—0  |
| 26      | v. | Rothwell G.S.    | A | Lost | 8—0  |

## RECORD :

P 4; W 0; DO; L 4; Goals for 2; Goals against 21

## U. 15 XI

CAPTAIN : J. OLIVER

TEAM : S. Linford. S. Straw, W. Borowik, J. Oliver, P. Haenggi. M. Connolly. J. Hawkhead. M. Sanderson. C. Brabbs. K. Cooper, J. Ellis.

*Also -played:* M. Beckett, L. Matthewman, K. Gates, S. Barker, J. Downham, G Rhodes, J. Bolderson.

## RESULTS :

|          |    |                    |    |       |     |
|----------|----|--------------------|----|-------|-----|
| Sept. 17 | v. | Airedale T.S.      | H  | Won   | 5—3 |
| 20       | v. | Ferry Fryston M.S. | H  | Won   | 4—2 |
| 24       | v. | Ossett G.S.        | A  | Lost  | 0—5 |
| Oct. 13  | v. | Castleford G.S.    | H  | Won   | 2—1 |
| 19       | v. | Snaith S.          | A  | Lost  | 1—5 |
| 22       | v. | Rothwell G.S.      | A  | Lost  | 0—3 |
| Nov. 5   | v. | Wheelwright G.S.   | H  | Drawn | 2—2 |
| 12       | v. | Hemsworth G.S.     | H  | Lost  | 0—8 |
| 19       | v. | Thornes House S.   | A  | Won   | 3—0 |
| 26       | v. | Rothwell G.S.      | II | Won   | 3—2 |

## RECORD :

P 10; W 5; L 4; D 1; Goals for 20; Goals against 31.

The first game of the season against Airedale Technical School proved to be a hard, well-played match on the part of both schools. School were leading 3—0 at half-time but Airedale seemed to improve later and School won by only 5—3.

A mid-week match was arranged for us against Airedale's neighbours, Ferry Fryston Secondary Modern School. This was also a well-fought game, but School's defence seemed to weaken slightly in the second half and we only managed to win 4—2 after a 3—0 lead at half time.

Our first away match proved to be a disappointment and the strong Ossett team won easily by 5—0.

The match arranged with Castleford for October 1st was finally played on October 13th although conditions were still appalling. After a hard match, School achieved a 2—1 victory which was rather a relief after a 5—0 defeat.

Another mid-week match with Snaith Secondary Modern School was disheartening but one brilliant goal by C. Brabbs was scored in the second half which eased the pain of losing, a little.

Away matches have seemed to be our biggest disappointment this season and the Rothwell match was no exception. Rothwell romped to a 3—0 victory which one could foresee near the beginning of the match. The only goal scored by the School was, disallowed as the ball was shot straight from a comer.

Although School only had ten players for the match against Wheelwright, the game was very even and a 2—2 draw was cheerfully accepted by most members of the team.

The only home match lost this season was against Hemsworth, who proved far more skilful than we, and easily gained an 8—0 victory.

As our match against Thornes House was away from home, it was considered beforehand to be "in the bag" for our opponents; however, this assumption was far from right, when School proved the superior team and easily won by 3—0.

A return match was arranged with Rothwell which showed that some improvements had been made in the School's team — playing when a 3—2 victory to School was gained despite a 1—0 lead to Rothwell early on in this match.

Throughout the season, the team work of K. Cooper, J. Ellis and C. Brabbs has been increasingly penetrative of the opposing defence. K. Cooper, the most experienced player in the Under 15 team has shown great initiative and has fooled the defence of every team we have played. The defence has been changed round several times during the season but the present defence is beginning to find its feet and should be as good as the forward line next term.

Practices have been well attended most of this season but towards the end of the term, attendances have fallen greatly. It is hoped' that this will not continue next term.

## U. 14 XI

CAPTAIN : M. DEAN

TEAM : H. Shaw, J. Goodson, J. Slater, L. Martin, J. Glover, A. Shepher, A. Draycott. A. Newsome, J. Addy, M. Dean, J. Lister, M. Amery.

### RESULTS :

|          |    |                    |   |       |      |
|----------|----|--------------------|---|-------|------|
| Sept. 20 | v. | Ferry Fryston M.S. | H | Lost  | 5—0  |
| 24       | v. | Ossett G.S.        | A | Drawn | 1—1  |
| 20       | v. | Ferry Fryston M.S. | A | Won   | 10—0 |
| 22       | v. | Rothwell G.S.      | A | Lost  | 4—1  |
| Nov. 12  | v. | Hemsworth G.S.     | H | Won   | 3—0  |
| 19       | v. | Thornes House S.   | A | Lost  | 4—1  |
| 26       | v. | Rothwell G.S.      | H | Won   | 5—4  |

### RECORD :

P 7; W 3; D 1; L 3; For 21; Against 18.

This team is not U. 14 age so the team plays against girls older than themselves. This, however, is not considered a drawback as it gives the team extra experience. For the match against Thornes House the teams were evenly matched, and if the forwards had pressed forward more and the defence been more determined the team could have at least drawn. The second match against Ferry Fryston was played against girls of the team's own age, although the first one was against U. 14. During this match the School's team was very energetic and soon overwhelmed the opponents' desperate attempts. The forwards continually had them under pressure and the backs seemed to be impenetrable. This was the best performance of the season. The first match against Rothwell proved very one-sided. The field was very muddy, taking away the team's spirit. Credit must be given to the opponents, as they were really keen and eager.

## RUGBY

### 1st XV

CAPTAIN : G. GOLDIE

VICE-CAPTAIN : A. AGAR

TEAM : D. Harrison, T. Crossland, G. Goldie, S. Carlton, A. Agar, S. J. Trigg, D. C. Bassinder, R. Davis, W. D. Taylor, J. Davies, C. S. Hill, L. Colbourne, P. Eccles, C. Hollis, S. Madeley, D. Hayes.

#### RESULTS :

|       |    |    |                        |   |       |      |
|-------|----|----|------------------------|---|-------|------|
| Sept. | 10 | v. | Castleford G.S.        | H | Won   | 23—3 |
|       | 17 | v. | Doncaster G.S.         | A | Won   | 32—  |
|       | 24 | v. | Barnsley G.S.          | H | Won   | 46—S |
|       | 28 | v. | Crossley & Porter G.S. | H | Won   | 27—0 |
| Oct.  | 1  | v. | Danum G.S.             | A | Won   | 52—0 |
|       | 8  | v. | Nunthorpe G.S.         | H | Won   | 63—0 |
|       | 12 | v. | Whitcliffe Mt. G.S.    | A | Won   | 12—0 |
|       | 15 | v. | Morley G.S.            | A | Won   | 39—5 |
|       | 19 | v. | Roundhay G.S.          | A | Won   | rs—0 |
|       | 22 | v. | King's S.. Pontefract  | A | Lost  | 6—9  |
| Nov.  | 1  | v. | Hemsworth G.S.         | A | Drawn | 6—6  |
|       | 5  | v. | Thorne G.S.            | A | Won   | 36—0 |
|       | 16 | v. | Leeds Modem School     | H | Won   | 27—3 |
|       | 26 | v. | Wath GS.               | A | Won   | 36—T |
|       | 30 | v. | Moseley Hall School    | H | Drawn | 9—9  |
| Dec.  | 3  | v. | Scarborough H.S.       | H | Won   | 38—3 |
|       | 10 | v. | Huddersfield New C.    | A | Won   | 11—3 |

#### RECORD :

P 17; W 14; D 2; LI; For 481; Against 53.

Only six players remained from last season's side, two forwards and four backs, and this meant that a fair amount of team building was necessary at the start of term. Bassinder, Trigg and Goldie, still available as the inside backs, left a centre position and two wings to fill. Carlton proved a useful "transfer" and has played well at centre. Crossland being the obvious choice for left wing left only the right wing as a problem position. Seven players have been tried for this position, with Agar being most successful.

A number of last year's 2nd XV pack, Davies, Hill, Hollis and Colboume, now made the nucleus of the First, with Eccles coming in to prop from the comparative obscurity of 3rd XV, and a pack was there.

Numerous changes have taken place in the side because of injuries and for other reasons, and in fact twenty-seven boys have already played for the side. The worst injury was the knee injury to R. Davis in the Leads Modem game, which looks like keeping him out of the game for some while. His fine loose play and leadership have been missed in the last few games this term. Harrison came into the side as a wing forward, but then reverted to full back with considerable success, while Madeley went from full back to wing forward — another successful change.

However, in spite of the problems, this has been an extremely successful term and the side have played a very attractive brand of rugby. A good win against Castleford hit the right note for the season and this was followed by comfortable wins over Doncaster, Barnsley, Crossleys and Danum. The highlight of the play at this time was the backing up, which proved very effective in drawing in the opposing defence, so that the lateral passing that followed was more effective. The next game against Nunthorpe probably saw the team at its best. Struggling a little in the first half we nevertheless had a 15 point lead, but with the Pingle slope in our favour, the team went scoring 'mad' and finished with 63 points.

A much harder game followed at Whitcliffe, where the vet conditions were iiot to our liking and Whitcliffe were quick in the loose. However, four tries to none saw us win again, but not quite with the same gay abandon. A good win at Morley brought what we considered the three hardest matches we might have to play this season, and all away from home. Roundhay, although bigger up front, were well beaten there and six unconverted tries resulted. King's, Pontefract, having a less successful season than usual, looked beatable as Carlton crossed for a try early in the game, but Pontefract put up the shutters on the game, hugging the touch line, and reluctant to let the ball into the open except near our line. Tactics won a dour game. An early score against Hemsworth by Crossland, followed by another by Agar, looked promising, but pouring rain and injuries made hard going for the rest of the game and Hemsworth equalised with two penalties.

The tendency to fade in the second half has been very noticeable. This may be due to lack of fitness, the tiring job of playing against the elements in the first half, or to complacency in having scored enough points to ensure victory in the first half. Towards the end of term two games gave the side a chance to show that they can come from behind. Against the unbeaten Moseley Hall three long range penalties put us 9—0 down after twenty minutes. Holding on well for the rest of the first half against a gale, and then turning round to score two good tries and an equalising penalty, showed what can be done. FinaJllv. against Huddersfield, a poor first half display left a 3\_0 deficit at half time, but a fine rally against the slope and wind and the use of moves to break an otherwise strong defence, brought the winning tries, and a good end to a successful term.

The record shows that 17 matches have been played, only one short of the total for the whole of last season, not one game having

been cancelled. This must be a record in itself. The points total of 481 is the outstanding feature of the record, the largest total by far of any of the schools who publish records in the national newspapers.

In this feast of points scoring mention must be made of Crossland's part. He has thirty tries to his credit, containing seven hat-tricks. Although many tries have been made for him, he has scored others by virtue of his determined running for the line. But anyone who knows the faintest thing about rugby knows that for a winger to score this number of tries means that there is a team behind him. This has been the case this term. The forwards, although smaller than almost every pack we have played, have won more of the ball than the opposition in almost every game, and the backs have run and handled with speed and dexterity.

An excellent half season then.

## 2nd XV

Captain : R. Jennings

Vice-Captain : S. Banks

Team from: Booth, Toddington, Hodgkiss, McNicholas, Milner, Bailey-Lee, Jennings, Field, Glaze, Patchett, Morgan, Parker, Allen, Banks, Hammond, Moore, Atha, Sainter, Hodgson, Bostock, Bailey, Westerman, Baker.

### RESULTS :

|          |    |                        |   |      |      |
|----------|----|------------------------|---|------|------|
| Sept. 10 | v. | Castleford G.S.        | A | Won  | 13—5 |
| 17       | v. | Doncaster G.S.         | H | Won  | 53—0 |
| 24       | v. | Barnsley G.S.          | A | Won  | 23—0 |
| 28       | v. | Crossley & Porter G.S. | H | Won  | 46—0 |
| Oct. 8   | v. | Nunthorpe G.S.         | A | Won  | 27—3 |
| 12       | v. | Whitcliffe Mt. G.S.    | A | Won  | 11—0 |
| 15       | v. | Q.E.G.S.               | A | Lost | 6—9  |
| 19       | v. | Roundhay G.S.          | A | Lost | 6—25 |
| 22       | v. | King's S., Pontefract  | H | Lost | 3—12 |
| Nov. 5   | v. | Thome G.S.             | A | Won  | 22—3 |
| 16       | v. | Leeds Modern School    | H | Won  | 14—0 |
| 26       | v. | Wath G.S.              | H | Won  | 31—3 |
| 30       | v. | Moseley Hall School    | H | Won  | 15—0 |
| Dec. 3   | v. | Scarborough H.S.       | H | Won  | 48—0 |
| 10       | v. | Huddersfield New C.    | A | Won  | 33—0 |

### RECORD:

P 15; W 12; DO; L 3; Points for 351; Against 60.

The 2nd XV's term was, like all Gaul, divided into three parts — a first part of six matches in which only one try was scored against us, a middle in which three matches in a row were lost, and a tail-

piece of a further six matches in which again only one try was conceded. The term thus shows a classical symmetry, but 'classical' is not a word that could be bestowed on many of our performances, for most matches revealed flaws somewhere. Classical performances might have been more frequently achieved had we suffered less from the classical vice of hubris, that pride which comes before a fall. In the early games, as with wriggling hips, dummy passes, dummy scissors and various man-over moves we wove through the opposition for easy victories we became convinced that we were if not a classic at least a classy side. And certainly there were some grounds for complacency, especially in the Crossley and Porter match, wherein we looked a really pretty combination: one remembers a glorious try from halfway in which the backs moved the ball to the right and brought it back with a scissors, whereupon Madeley took it right again in another scissors move and finally Patchett crossed in the comer (thus notching up another three of the thirty-two points he personally scored in this game). But even in the very temple of delight, as the poet tells us, veiled melancholy has her shrine, and even amid the euphoria of success there was occasion for melancholy thought and brooding. Why was the loose scrumming — sorry, rucking, one is expected to use the R.F.U.'s new coaching terminology nowadays — only intermittently hard and low, and too often like poor quality Cumberland wrestling? Was the pack unwilling to undertake fervidly anything less glamorous than running with the ball in open play? Why in the set pieces were they as incurably lazy as people who throw kisses? Another melancholy thought: the team was so young — often we took the field without a single player of Upper Sixth age. One could hardly blame the team for being young, but would their physique be sufficient for the harder matches ahead?

Still, twinges of doubt or not, we were winning all our matches. But then, before the Q.E.G.S. game, Patchett, the prolific fly half, was injured, and Harrison, whom we had turned into a scrum half because of his speed in breaking and found invaluable, was promoted to the 1st XV. Various makeshift combinations had perforce to be fielded in the next three matches, and at times any resemblance between ourselves and an intelligent rugby playing school seemed coincidental. Q.E.G.S. defeated us in the pack and outclassed us at half-back, though, thanks largely to Field's they-shall-not-pass tackling, they won only 9—6 with a try scored in the last seconds of injury time. The really shaming performance was against Roundhay. Looking back in anger, one can describe it only as Jimmy Porter described his wife—pusillanimous. We panicked at the size of Roundhay's physique (talking to team members afterwards one could have gained the impression that all the Roundhay players were afflicted with advanced elephantiasis), and when they came at us with a certain amount of blood and thunder we bent and then broke.

The winter of our discontent ended with the King's game, in which the backs were again frozen out of the game by the forwards' failure to win the ball. The Thome and Leeds Modern fixtures saw us back to winning ways albeit rather uncertainly. The backs, after matches spent defending, had developed too flat an alignment and therefore were not taking the ball on the burst. The Leeds game was played in a gale on the rolling undulations of the Loscoe pitch: Harrison had to retire temporarily around half-time, presumably seasick. From the Wath game onwards Morgan was introduced at scrum half, and with the resultant more confident half-back play the team came back into good form. Play was particularly purposeful against



Moseley Hall, and there were many movements which would have brought the stand to their feet — If only there had been a stand and spectators — in the high-scoring victories over Scarborough (when Patchett scored his hundredth point of the term) and Huddersfield. The tone of the singing in the bus after this final victory suggested that we were again suffering from the sin of hubris, blissfully forgetful of the fact that we had lost more matches than any other side in the School.

All the team's players deserve at least some compliments, if only in recompense for the criticisms they were prepared to endure without too obvious complaint during practices. Such compliments can wait to be paid, if still deserved, at the end of the season. For the present the master in charge need only humbly record that he at least has never before been associated with a team that scored over 350 points in one term.

## COLTS XV

CAPTAIN : R. CUSWORTH.

■TEAM : K. Harris, K. Fawcett, J. Heaton, J. Bell, K. Brighton, C. Morris, R. Cusworth, J. Slater, D. Hufton, J. H. Bridges, T. M. Webster, R. Rowett, M. R. Anders, S. D. Clayton, M. E. Barker, C. J. Faulkner, K. Tinker, J. Bragger, P. R. Goldsbrough, J. A. Roberts, H. Carter, P. Bullivant, J. Clarke.

### RESULTS:

|          |    |                       |   |       |      |
|----------|----|-----------------------|---|-------|------|
| Sept. 10 | v. | Castleford G.S.       | H | Won   | 41—3 |
| 17       | v. | Doncaster G.S.        | A | Won   | 53—0 |
| 24       | v. | Barnsley G.S.         | H | Won   | 45—0 |
| Oct. 1   | v. | Danum G.S.            | A | Won   | 43—5 |
| 8        | v. | Nunthorpe G.S.        | H | Won   | 35—0 |
| 22       | v. | King's S., Pontefract | A | Drawn | 3—3  |
| Nov. 5   | v. | Thome G.S.            | H | Won   | 13—8 |
| 19       | v. | St. Wilfred's H.S.    | H | Won   | 57—0 |
| 26       | v. | Wath G.S.             | A | Won   | 9—0  |

### RECORD :

P 9; W8; L0; D 1; Points for 299; Points against 22.

The team has enjoyed yet another successful term of rugby, failing only in drawing a closely contested encounter at Pontefract. Several changes have been made, including the addition of K. Harris at full back and C. Morris at centre. Both have played soundly and have considerably strengthened the previously doubtful back line. Also, bringing Brighton to centre has now provided a strong, well balanced side.

Clayton, Brighton, Cusworth and Hufton attended the Northern Trials, resulting in Clayton and Brighton's selection for the Northern XV. On the day of the trials a considerably weakened side succeeded in securing victory at Wath by only nine points.

Nevertheless, it is hoped to conclude the season successfully and so complete the fourth and final season together without a defeat.

## U. 14 XV

CAPTAIN : C. YOULDON.

Team (*from*): C. Youldon, P. Krlic, L. Hanson, A. Bamforth, P. Nowosielski, D. Livsey, K. Rooney, D. Bumistone, S. P. Schofield, G. Saxton, D. Poundford, C. Waring, K. Sandham, M. P. Poole, S. Carrington, G. Daniels, P. Barber, R. S. Harrison, S. Midgley, G. Nash, J. Dyson, C. Lambert, D Appleyard. S. M. Riley.

## RESULTS :

|       |    |    |                       |   |     |       |
|-------|----|----|-----------------------|---|-----|-------|
| Sept. | 10 | v. | Castleford G.S.       | A | Won | 37—3  |
|       | 17 | v. | Doncaster G.S.        | H | Won | 9—3   |
|       | 24 | v. | Barnsley G.S.         | A | Won | 24—8  |
| Oct.  | 8  | v. | Nunthorpe G.S.        | A | Won | 19—0  |
|       | 15 | v. | Morley G.S.           | H | Won | 34—3  |
|       | 22 | v. | King's S., Pontefract | H | Won | 8—6   |
| Nov.  | 5  | v. | Thome G.S.            | H | Won | 48—18 |
|       | 26 | v. | Wath G.S.             | H | Won | 35—3  |

## RECORD :

P 8; W 8; LO; DO; Points for 214; Points against 44.

This term there has been an improvement in the play of the team. They have all played as members of a team and not as isolated individuals. The team was strengthened by the addition of Bamforth and Poole who had previously played soccer.

The forwards have led/ the way to most of the wins and have had a capable leader in Krlic. He has often made the initial break and has been well supported by Bamforth and Lambert. The main weakness has been in the rucks when too many players have had to think twice before getting stuck in.

The half-backs have always linked together well, with Waring giving a good service to Youldon. As captain, Youldon has led the side well and has distributed the ball to his threequarters. This has resulted in the wingers scoring most of the tries.

The most difficult match was against King's School, who led twice during the match, but the combined teamwork of the School side triumphed in the end.

## U. 13 XV

Captain : L. Cusworth.

Vice-Captain : G. Thrall.

Team ; G. A. Strangwood, M. C. Cudworth, S. Bailey-Lee, L. B. Hill, S. J. Auty, L. Cusworth, A. Dobson, M. C. Anders, B. Harper, G. M. Thrall, K. L. Mogg, D. Fisher, J. Rolfe, S. Cooper, P. Lodge. S. Lee, J. Stretton, M. Krlic, J. Smallman, A. Bell, B. Smith.

## RESULTS :

|       |    |    |                       |   |     |      |
|-------|----|----|-----------------------|---|-----|------|
| Sept. | 17 | v. | Doncaster G.S.        | A | Won | 40—3 |
|       | 24 | v. | Hemsworth G.S.        | A | Won | 28—0 |
| Oct.  | 8  | v. | Archb'p Holgate's S.  | A | Won | 12—0 |
|       | 15 | v. | Morley G.S.           | H | Won | 12—0 |
|       | 22 | v. | King's S., Pontefract | H | Won | 20—8 |
| Nov.  | 5  | v. | Spurley Hey School    | A | Won | 54—0 |
|       | 12 | v. | Aston Woodhouse S.    | H | Won | 17—0 |
|       | 19 | v. | Peatherstone School   | H | Won | 58—0 |
|       | 24 | v. | Q.E.G.S., Wakefield   | A | Won | 12—3 |
|       | 26 | v. | Wath G.S.             | A | Won | 29—9 |
| Dec.  | 3  | v. | Spurley Hey School    | H | Won | 53—0 |
|       | 10 | v. | Nunthorpe G.S.        | H | Won | 9—3  |
|       | 17 | v. | Doncaster G.S.        | H | Won | 40—3 |

## RECORD:

P 13; W 13 DO; L 0; Points for 384; Points against 29.

As the record shows, this has been an excellent term for the T.J.13 team to follow last season's unbeaten record. After a good start by beating Doncaster and Hemsworth convincingly, three fairly narrow wins over Holgate's, Morley and Pontefract, all with a twelve point margin, showed that things would not always be easy. Against Pontefract a seventeen point first half lead was very poorly followed and we lost the second half scoring by 8—3.

Several more easy wins and then a hard match at Wakefield which showed up our lack of line-out skill. Poor possession meant the backs had few chances and in fact we only scored one try and owed our victory to two penalties and a drop goal well taken by Cusworth.

At Wath, 9—3 down at one stage because of weak tackling, a rousing forward revival and some splendid centre play by Cooper gave us a good win. In the last game of the term Doncaster beat us in the line outs, but in every other phase of the game we were stronger and an excellent team effort putting Hill through for seven tries on the right wing, set a fine seal on the term's rugby.

Quite a number of changes in the team have occurred from last season. Cusworth has made a successful switch from scrum half to off-half and Smallman has played well at scrum half. Other newcomers who have made their mark and are now regular players are Krlie and Bell, both strong defenders and useful assets to the team.

## U. 12 XV

CAPTAIN : KEITH BANKS.

VICE-CAPTAIN : KEVIN HOBBS.

TEAM : G. Tinker. M. Beedle, R. Golby, B. Winter, N. Smith, D. Ward, D. Lomas, B. Lomas, G. Chapman, J. Friend, N. Tuffs, C. Radcliffe, S. Bridgewater, T. Higgins, T. Thomas, N. Dean, R. Short, Sharp.

## RESULTS :

|      |    |    |                        |   |      |      |
|------|----|----|------------------------|---|------|------|
| Oct. | 1  | v. | Hemsworth G.S.         | A | Won  | 9—6  |
|      | 8  | v. | Archb'p Holgate's S.   | A | Won  | 18—6 |
|      | 15 | v. | Q.E.G.S., Wakefield    | A | Lost | 0—24 |
| Nov. | 5  | v. | Spurley Hey School     | A | Won  | 55—0 |
|      | 12 | v. | Aston Woodhouse S.     | H | Won  | 48—0 |
|      | 19 | v. | Brierley Grimeth'pe S. | A | Won  | 24—0 |
| Dec. | 3  | v. | Spurley Hey School     | H | Won  | 41—0 |
|      | 10 | v. | Nunthorpe G.S.         | H | Won  | 37—0 |
|      | 17 | v. | Doncaster GB.          | H | Won  | 23—5 |

## RECORD:

P 9; W8; DO; LI: Points for 255; Points against 41

The U.12 XV are having quite a successful season and although they are not the best U.12 sides to have been at the School, they will make an extremely good side with further experience. The backs are extremely good handlers of the ball, and with the pack being heavy and winning a lot of ball the backs are able to show their high standard of performance.

On arrival at the School in September most of the boys had no experience of rugby football, and therefore much work had to be put in during those first five weeks before their first match against Hemsworth G.S. Because of their enthusiasm and willingness to learn we were able to give the boys some experience and knowledge of the game. By the time our first match had arrived the boys had a fair standard of play, and we won the first match 9—6. Although the score was close we were the more skilful side, and moved the ball much better.

After winning that first match the boys were quite eager for another match, and their second opponents were Archbishop Holgate's G.S. who\* last year had quite a strong U.12 XV. Our very strong pack dominated the game and we had the majority of the ball and ran out winners 18—6, their six points coming from two penalties.

After the first two wins the morale of the boys was quite high but then we had a heavy defeat at the hands of Queen Elizabeth G.S. 24—0. The team is still smarting from this defeat and we hope to avenge it when we entertain Q.E.G.S. on January 21st.

Since this defeat the team has not looked back and they have won their last six games quite comfortably.

## THE FRESTONIAN ASSOCIATION

On the 4th March, 1966, in the Lower School Library at 7.30 p.m. a new society was born; a society conceived from the union of two former societies — The Old Girls' Association and the Frestonian Association, amalgamated as a result of a change in Government policy. The new society was to be called The Frestonian Association.

The partnership, anxious to ensure the best possible future for its offspring, went to a great deal of trouble to ensure a rosy and go ahead future. It planned an exciting year of events, including both tried and tested activities and new ideas.

Awareness could be said to be a key word and Frestonians strove to become aware of present and future trends and pastimes in order to win new members and retain old ones.

The York Festival was visited in June, and though the evening seemed doomed to failure, as a result of rain early in the evening and fog later on, the party managed to see the plays and to spend an interesting evening. Another case of good triumphing over bad ? — almost a plot for a Mystery Play in itself.

Travel has been the subject of this year's Study Group and on our "Magic Carpet" we have managed to cover much of the world. We had a very comprehensive tour of Australia with special emphasis on one of its main exports — wool, and were privileged to see examples of Aboriginal weaving as well as the more sophisticated yams. We also learned about peoples and customs through the slides of the amateur photographer — a more authentic view than the one presented in travel brochures.

To guide us on our trips were Miss Whickers, who teaches Weaving, on weaving, and Mr. Bird, who spoke to us on Egypt and Greece. So fascinating were these narratives that our imaginary travel seemed very real.

Our travel though is not over, for in the New Year we are promised a 'Dr. Who' type of visit to Ancient Rome, when Mr. Hamilton will give us an illustrated talk on Rome. In April Miss Eaton is to speak on holidays in North Africa and finally we are to become acquainted with our immediate past when Mr. Goodchild speaks to us on Normanton in the 19th Century — a sobering thought.

No programme would be complete without a dash of frivolity and this was supplied threefold. The Parents' Association organised a Flannel Dance, to follow the cricket match, which was well patronised. July saw the Leavers' Social, which contained two ingredients which ensure success — fish and chips and World Cup soccer; our thanks are due to Mr. Law, Mrs. Walker and other Committee members for the fish and chips and Alf. Ramsey and the England team for the excellent football. We hope that Sir Alf. will accept his Knighthood as a token of our gratitude. Lastly, the Supper Dance held on the 16th December was very well attended and very enjoyable — a glittering event for anybody's money and a fitting prologue to Christmas festivities.

To sum up our diary of the first nine months of our life, we can say we have had an entertaining and varied programme. The Society

though still in its infancy is making satisfactory progress, thanks to the legacy from the parent societies; and with *your* help and encouragement It should be able to develop its great potential to the full.

### News of Old Frestonians

'The Frestonian' must keep in mind the awful warning of the School magazine which told its readers "We should be glad to have news of the deaths of any old pupils." Nevertheless, the news in this section is thin, and the Editorial Committee would be grateful for an improvement in the flow of information.

\*\*\*

In July, Carol Dancer married Michael Meadley.

In August, Margaret Still married Gordon Jackson; Patricia Stott married David Walters and Kathleen Taffinder married Raymond Dawson.

In September, Christine Jolliffe married John Fairclough.

## PARENTS' ASSOCIATION

Secretary : G. B. Wilkin.

The new school year began with the Annual General Meeting at which a larger Committee of forty members was elected. Subsequently an Extraordinary General Meeting was held to discuss the proposal to raise funds for a swimming pool for the school and to decide upon the action to be taken. Although the decision of this meeting was to proceed and various steps were taken to arrange schemes for raising funds, a number of factors, mainly the road development scheme in the area of the proposed site for the pool, have now resulted in the project being dropped.

This year the Bonfire and Supper was held in the grounds of the Headmaster's house. Although this did not add a great deal to the funds, there was a good attendance and it provided a fine, enjoyable evening. Our other activities included a dance, jumble sale and coffee evening with beetle drive, and all were a success. Special mention should be made of the New Year Dance held on 6th January. There was the usual sell-out of tickets and 200 people had a thoroughly enjoyable evening with an excellent band and supper.

We look forward to renewing efforts in the new term and we welcome old and new members of the Association to the events which have been arranged.

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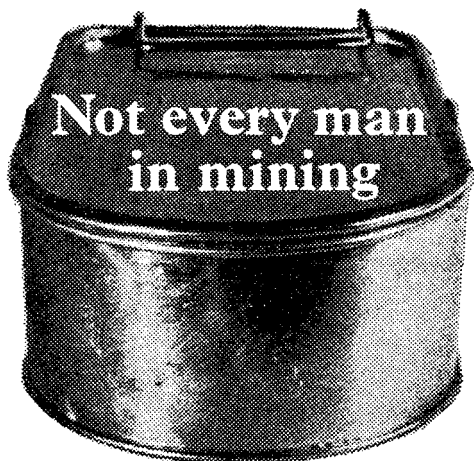
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