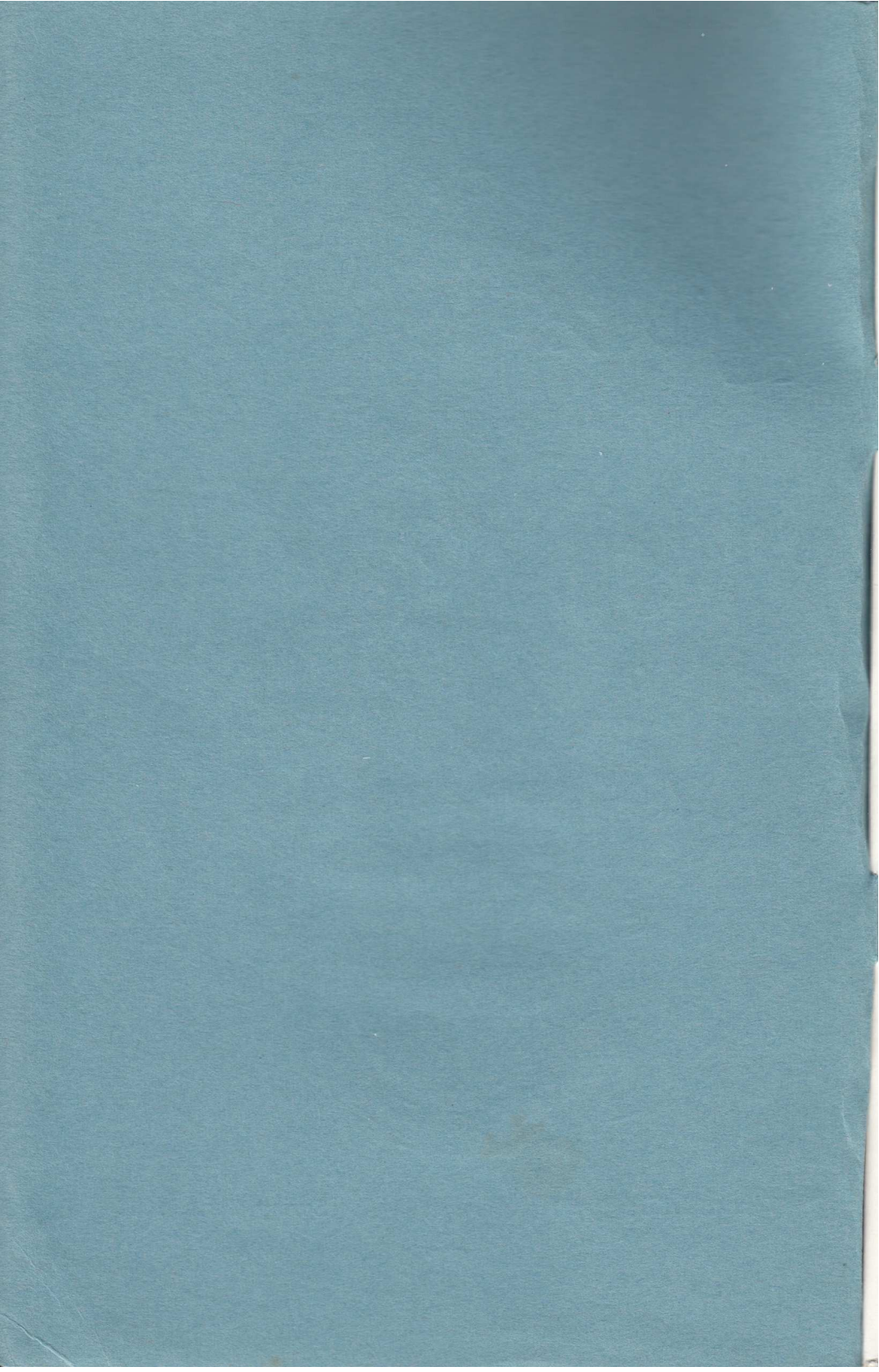


The
Frestonian



Volume LXII, Part II

Spring Term, 1966



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The Frestonian

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During this term we have once again been submitted to our annual ordeal — Speech Day. This gallant institution has existed for decades, and this seems to be the only reason for its continuance. Let us look at our noble effort of a few months ago. How many parents were there whose children had not won prizes? Maybe two or three per cent. How many pupils were there who had not won prizes, were not performing or were not coerced? Again a masochistic two or three per cent. The reason for parents attending seems to be a mere satisfying of pride, the “My Johnny got a prize” bit.

You may well ask what the point of Speech Day is. The only possible answer is that there must be a prize-giving. The question then rises of whether prizes should be given at all. It may be that prizes are supposed to be an incentive to work, but if this is so, surely the receivers would change year by year, but this just does not happen. The same pupils consistently carry off the prizes. In the most part, prizes are a reward for intelligence which is inborn, not earned. The few prizes which are of any relevance are those which are occasionally given for effort.

The format of Speech Day is also of a dubious nature. We listen to several pieces by the choir and/or orchestra, the Headmaster’s annual report, the Chairman’s remarks, and the Distinguished Speaker’s speech. Of these, the Headmaster’s report and, if we are lucky, the speech, are of some interest. The only interest in the other items is usually in counting the mistakes made. Then, of course, we have the prize-giving. We sit applauding for minutes on end, often for people to whom we have never spoken. This is the most pointless part of the evening. Boring for the audience, harrowing for the prize-receivers.

Who appreciates Speech Day? The pupils do not. Perhaps the parents I have mentioned above; and one

mistress has been heard to say, "At least it gives me an opportunity to wear my gown." One opinion which has been put forward is that it is the Governors who appreciate Speech Day, because their very human craving for power is partially satisfied by the "polite" deference (maybe not so polite if the comments heard bandied around are taken into account) paid to them on their entrance and exit.

It seems then that Speech Day is of no practical use. It is used, almost immorally as pride is a sin, by parents and teachers, and disliked by pupils. I do not say that it is wrong for parents to feel a certain pride in their children and their children's achievements. I do not say that the Governors should not have their crumb of power, if that very unlikely theory is true. I merely ask why the school should continue an institution which only serves to satisfy parents, harass children, and bore teachers.

A. Williams.

SCHOOL NEWS

Hazel Webster, Gwen Homer, M. G. Lappage and A. W. Williams were appointed PREFECTS at the start of the Spring Term.

* * *

With the growth in size of British schools the language almost needs a new collective noun to describe a collection of PRIZE GIVINGS. The School this term had three, so arranged that no one could attend more than two of them. In addition to the Speech Day for seniors already discussed in the Editorial, Lower and Middle School Prize Givings were held on the afternoon of April 1st. The choice of Fools' Day for rewarding hard-working pupils was coincidental.

The Middle School Prize Giving was chaired by Mr. C. A. Mackinnon, whose style of speaking on his theme of "I serve" was pleasantly reminiscent of the traditions of Scottish pulpit oratory, and the prizes were presented by Mr. W. White, the Vice-President of the Frestonian Association. The Headmaster had the unenviable task of reviewing the school year without exactly repeating what he had said at the earlier Speech Day : he managed better than the politicians who had been so tediously repetitive

in the previous three weeks. His most important theme was the need for parents to give greater support to the education of their daughters and for the girls themselves to be more academically ambitious : despite the progress made in the last years of the High School there was still a marked disparity between the percentage of boys and girls wishing to go to university, and parents still seemed to think that they could make demands on their daughters as home helps or petty cash earners whatever the adverse effect upon the girls' work and games. If even a few parents were converted by his words this Prize Giving will have proved worthwhile.

The Lower School Prize Giving was held in the gymnasium, under the chairmanship of Mrs. M. Moore. Prizes were distributed by the guest speaker, Mrs. W. M. Cressey, and musical items were provided by the Junior Choir and the Recorder Group. Mrs. Bedford's generally optimistic progress report and Mrs. Cressey's spirited appeal for enthusiasm and pride in the school would have been much more effective had the acoustics been more helpful. Perhaps we could have loud speakers next time. Thanks to the exertions of the rain gods and the choice of a time of day which many must have found inconvenient, the distinction between voluntary and compulsory attendance was clearly underlined by the depressing number of empty seats in the section reserved for parents and friends. A good case could be made out for an evening meeting, when this excellently organised event would perhaps receive the admiration which it deserves.

* * *

The HISTORICAL ASSOCIATION, in collaboration with the School of History at the University of Leeds, held its annual Sixth Form Conference at the University on March 24th. The day-long conference included four historical lectures (with one alternative lecture) in which University speakers covered a wide variety of topics, from "The Historian at Work" to "The Making of Europe." The excellence of the lecturers, their often stimulating and humorous approach guaranteed success and warranted the continuance of similar conferences in the future.

The COMMONWEALTH INSTITUTE CONFERENCE at Thornes House School, Wakefield, held what has now become its annual meeting on Friday, 18th March.

With current turbulence and unrest in Africa being so great, it seemed rather appropriate that this year's topic should be 'Africa, Problems of Independence.' As speakers, we had two distinguished guests with considerable experience in Africa: Mr. O. C. Carruthers, B.A., who served as District Officer in Northern Rhodesia and is now with "Africa 1966" ; and Dr. B. W. Hodder, M.A., B.Litt. etc., formerly on the staff at the University of Malaya and the University of Ibadan, Nigeria. Both speakers gave very informative, often humorous talks, the former on Political Developments in Africa and the latter on Economic and Social Problems. Enough interest was aroused by their morning lectures to produce some very probing questions in the afternoon "Open Forum," and this became all the more entertaining as both speakers readily and openly disagreed with each other on many questions. One question, however, on which the two speakers did agree, was that they could not in any way foresee a future united Africa.

In addition, school parties improved their French at the film "Salaire de la Peur" and the Moliere play "Les Femmes Savantes," were puzzled at a Leeds University lecture on Existentialism and saw an intriguing performance at Q.E.G.S., Wakefield, of "Troilus and Cressida."

* * *

Thirty-eight of the School's fifty-one candidates passed this year's UNIVERSITY ENTRANCE TEST in ENGLISH at the first attempt in January. The result came as a pleasant surprise to some who had been dismayed by a paper that seemed alarmingly difficult and which has aroused controversy and complaint amongst teachers. Only one girl candidate failed, which strongly suggests that there are other girls in the school who would be successful if only they were not so unambitious.

* * *

"VERITAS — 1," the successor to "Searchlight," was published by a group of third year sixth boys towards the end of term. 'The Frestonian' would like to be able to welcome unreservedly this new magazine, for there is certainly a place in the School for a magazine devoted to creative and controversial (including anti-Establishment) writing, but it is impossible to enthuse over this first issue which does no more perhaps than prove the old adage

that if a thing is worth doing it is worth doing badly. Most if not all copies were missing some pages and had some bound upside down, the table of contents listed page numbers but the pages themselves were unnumbered, the print was often barely legible; in short, any virtues in the writing tended to be hidden by the scruffy inefficiency of the production. Some schools run very successful 'unofficial' magazines; let us hope that 'Veritas' can improve its organising and financing and produce something more readable next time.

* * *

Andrea Hague, Brenda Sissons, Joyce Major and Janet Davidson, all of whom left last year, have made very worthwhile and much appreciated GIFTS OF BOOKS to the Library.

* * *

In mid-January a VISIT was paid by Mr. J. Harper, M.P., the Labour Party Yorkshire Whip, and Mr. A. Roberts, M.P., for the Normanton Constituency. The School sixth form heard Mr. Harper talk and answer questions about the work of Parliamentary Whips, whilst Mr. Roberts gave a disinterested account of the Rhodesian situation.

Another visit was from the West Riding String Quartet. Each member, after talking about his own instrument, played a solo. Not only did they play serious music, but also showed many different and entertaining ways of producing sounds from their instruments. The Quartet invited a small boy from the audience to pluck the strings of the cello, as he would a guitar, which he did quite successfully. Everyone who saw the quartet found it most entertaining and a pleasant change from the normal routine, and hopes the Quartet will come again soon.

* * *

The Upper and Lower Sixth biologists, geographers and geologists spent a FIELD WEEK in the Scarborough area from May 26th to April 2nd investigating the ecology of the sea shore and various topics related to the geography of the area. The weather was not encouraging towards these academic endeavours, and the party had to contend with heavy rain, snow, cold and strong winds. Nevertheless some very interesting and rewarding work was done, and for those who wish to follow up the biology work done a complete account will be available in the school library.

It is hoped that next September a NEW COURSE will be introduced which will enable pupils already in the Sixth Form to take Music to 'O' level.

THE STAFF

This term we say goodbye to two of the modern languages staff. Mr. R. M. Fisher is moving, after eight terms, to St. Mary's College, Middlesbrough, and Mrs. H. Crookall, who has been teaching part time since January last year, is moving to Dorset. Their places will be taken for the summer term by M. and Mme. Cavalier, who come from Michael Hall in Sussex and before that taught in the Friends' School at Wigton in Cumberland.

Congratulations to Mr. B. A. Davidson on his appointment from September next as Senior History Master at The King's School, Pontefract. We had been anticipating that after his temporary demotion by amalgamation he would succeed Miss Barron. We shall miss his energetic and versatile contributions to the School's soccer and music, and his much travelled car, which can look forward to a more restful life.

With his going the staff's straight guitar team, so popular in the last two years, will have vanished completely in the space of three terms ; such is the pace of change nowadays.

SPEECH DAY

"You may well ask," the Editorial to this issue of the magazine tells its readers, "what the point of Speech Day is." If readers are indeed asking this, then they must be enquiring even more forcibly what the point of a report of Speech Day is. This report exists for those who wish to read it, perhaps because they could not be present on the Day itself, or perhaps because they wish to be reminded of an occasion they found more interesting and enjoyable than the Editor. No coercion is involved, no heroic masochism is demanded; the gentle reader who is not prepared to suffer this account is invited to indulge in the laudable practice of skipping.

The proceedings, which took place in the School Hall on the evening of 25th February, began with a fanfare and

the hymn "Great Lord of Wisdom," whereupon (and the symbolism of the situation did not pass unnoticed) the Headmaster rose to present his Report. However, he insisted "I have had greatness thrust upon me :—" this was a reference to the amalgamation of which he then gave an account. Next he turned cautiously to the subject of academic results — cautiously, because the County's Chief Education Officer had recently said that headmasters talking about their university admissions was a symptom of "a national disease in our educational system." Substituting the expression 'you-know-where' for 'university,' the Headmaster then pressed on regardless apart from omitting details about former pupils at university. (If anyone had cared to count the list of major awards for university courses printed — pace, Sir Alec — in the Speech Day programme he would surely have been at least mildly impressed. It can perhaps be revealed in the comparative privacy of these pages, which are not read by press reporters, that only two West Riding authority schools had more university entrance awards for boys. Lest anyone should disapprove of this revelation, let it be hastily added that it is made not as a boast but as a 'sick joke' on the tasteless subject of 'disease'). The former High School gained more O and A level places than ever before, and the boys, with 174 A passes, surpassed their previous best performance by seventy per cent. A not inconsiderable proportion of the passers had been in their day. 'eleven plus' failures.

The most remarkable feature in sport was that the two schools between them did not possess a single pitch which was at once full sized and properly drained. They waited in hope, but with rather sick hearts, for the day when something was done about this. The Headmaster then gave an account of the School's sporting achievements and of its doings in music, drama and societies.

The Headmaster ended with a moving appeal : "One cannot help but wish that the School in its new form might be given time to prove itself, but it seems unlikely . . . I hope that what has become one of the largest and strongest sixth forms in the Riding will not be too hastily dismantled. I am very conscious of the inadequate accommodation I have to offer to the sixth form here; there is no place where they can meet out of working times in comfort and civilised conditions. I wish that the fact of

its existence might count as heavily in framing new proposals for the reorganisation of secondary education in Normanton as statistics of total numbers and accommodation. Thanks to John Freston and a little bit of luck, this school has, I venture to claim, produced in Normanton that "compensation" for a generally unfavourable environment whose need is now becoming more generally recognised ; anything which levels it down, will, in my view, benefit neither the more able nor the "average" children either of this town or of the other areas which depend on it and which contribute seventy per cent, of its roll. I am here and not in a public school precisely because I want to pass on to others of those who are a little less equal the same advantages which I received. Because I am all for the underdogs, the thing which would break my heart would be any development here which adds to the handicaps which continue even in these days to confront so many of these with whom I am now concerned. I wish I could feel that this school was valued by those in whose hands its future rests (this does not include the Governors) as highly as, despite all its shortcomings, its past and present achievements merit."

The Chairman of the Governors, Mr. A. Maurice Smith, said that the Governors joined in "unashamedly glorying" in the educational results the School achieved, and he hoped that the percentage of pupils going on to further education would increase still further. Like an obsolescent aircraft carrier, the School had had three major refits, but no one thought conditions were ideal yet : the "unflappability of pupils and staff in view of so many handicaps" was admirable. The playing fields situation was "a scandal." but he hoped that the "rising tempers" being shown by the Governors would one day bring facilities worthy of the sporting results being achieved. The Foundation Governors' income was rising ; they remained receptive to new ideas although disappointed with the applications for travel scholarships.

The Guest of Honour was Mr. Russell Meiggs, Fellow of Balliol College, Oxford. One's reaction to the speeches of the Headmaster and the Chairman might have been expressed in the traditional phrase of Westerns — "Them's fightin' words." The reaction of the writer of this account, who has now passed through seventeen speech days, to the speech of Mr. Meiggs was that it was one of the most charmingly witty and wise he has been lucky enough to hear.

He would hope also that it would have greatly inspired those who have merely passed through seventeen years to determine to proceed to university. Some guest speakers (to sympathise temporarily with this magazine's editorial) do contrive to bore their captive audience — one recalls that army general from whom one gained no pleasure except the malicious one of listening to the crack of his splitting infinitives, a pleasure suspensefully heightened by his speech mannerism of pausing after the word 'to . . . ' ; Mr. Meiggs too admitted to suffering in his youth, from speakers who were 'stayers.' To be hypercritical about his speech, he perhaps briefly lost witty forcefulness about two thirds of the way through ; but how many—if any—of his listeners could have spoken with such easy brilliance without a single note for just over twenty minutes ? Having thanked the orchestra for their "elaborate build-up" — they had just played 'Music for Ceremonial' — he continued by apologising for his shoulder-length mane of hair : he of course supported headmasters who insisted upon short hair, but for himself had found practical advantages in his "scholar's appearance" when wishing to persuade museum curators to lend him valuable objects and when desiring (as the holder of a tourist class ticket) to walk unchallenged on first class boat decks. He must next apologise for coming from Oxford University, which, as his audience would all know from the national press, was out of date. He assured parents that Oxford was open at the pores to receive more pupils from maintained grammar schools ; it took a devil of amount of trouble over selection and made allowances for background.

Addressing the parents, he said that he sympathised entirely with them. Being a parent was a tough assignment, and parents needed all the sympathetic help they could get from their children, especially when those children were at sixth form and university level. To the sixth formers he said that the sixth form should be fun as well as a hard stretch ; working very hard could be the same thing as having a very good time. He recommended everyone to avoid becoming a fossil after ending full-time education : one should develop some interest which could be continued and deepened after school; one should do some occasional self-maintenance to check that one was not just drifting in life ; one should go to university if possible despite the real strain and difficulties involved ; and in an age when too many things are given to us on a plate one should use initiative to create one's own pleasures. He

hoped they would all have learnt something, not just book-learning, from school, but that no one would be able to say that schooldays were the happiest days of his life.

And so he sat down, leaving his audience wiser, but surely not sadder, men. The prizes were then presented and the Head Boy proposed a vote of thanks which was seconded by the Head Girl. The evening included also performances by the choir and orchestra, the programme including works by Anon, which the cognoscenti are beginning to recognise as the pen name of Mr. Paviour. Tea and rather attractive refreshments were served in the gymnasium, and then all departed their various ways to home or hostelry. All in all, it had been an evening which gave some cause for pride and pleasure and which provoked reflection on the achievements and future of grammar schools. To any reader who has persevered thus far and who feels that this account is too favourable, the writer will admit no more than that he did not have to sit on one of the less comfortable wooden seats at the back.

Main Awards:

Governors' Leaving 1965	Exhibitions,	Joyce Major, H. M. Beckitt.
Freeston Foundation 1965	Scholarships,	Margaret M. Copley, Pauline Fretwell, Anne Garfitt, Susan Richards, Diane Stephens.
		P. G. Bostock, J. A. Briscoe, J. M. Pygott, J. E. Riley, R. I. Westerman.
Governors' Travel	Bursaries,	Hilary M. Pease, Margaret E. Price.
		C. Lawrence, L. M. Pierce, A. Rothery, B. K. Tempest.
U6 (girls)		
Angela R. Ash	Janet D. Davison	Jennifer S. Haenggi
Sheila D. Beaumont	Julia M. Dunford	Joyce Major
		Rosalind M. Wilson
U 6 (boys)		
<i>Form Prize</i>		C. Lawrence
<i>Form Prize</i>		B. K. Tempest
<i>Progress Prize</i>		S. C. Hopton
<i>Geology Prize</i>		J. Tinkler
<i>C. E. Brittain Prize</i>		E. M. Holden
<i>E. H. Dixon Prize</i>		J. McTear
		A. Rothery
<i>H. Gott Prize</i>		I. Richardson
<i>H. Harris Prize</i>		K. McNicholas
<i>J. A. Holden Prize</i>		J. G. Goodall
<i>A. M. Smith Prize</i>		D. Fairer

Prize presented by the Old Girls' Association for English—Joyce Major.		
Prize presented by Mrs. A. H. Dunford for Geography—Anne Burgess.		
Cricket.....	Senior (<i>M. H. Blake</i>).....	J. D. M. Gunn J. R. Law
Reading.....	Senior.....	C. Lawrence
Art.....	Senior.....	P. J. Church
Magazine.....	Senior (<i>H. Gimblett</i>).....	B. K. Tempest
Handwriting.....	Senior.....	D. Fairer
Parents' Association Prize.....	(<i>Head Boy</i>).....	J. R. Law
House Shield.....	Girls'.....	MOORS
House Shield.....	Boys'.....	BENNETT

THE NEW MATHEMATICS — II

Britain needs more mathematicians. At the start of this decade there were about 2,000 graduates in mathematics employed in industry and another 5,400 teaching in grammar schools : the estimates are that by the end of the decade in 1970 industry will require 7,000 graduates and secondary education 10,200. In addition to this increasing demand for 'pure' mathematicians, the age ahead will require more people with enough knowledge of mathematics to be able to apply it to their various technologies. Clearly then, from a national point of view, anything that can be done to make larger numbers of pupils take an intelligent interest in mathematics must be done.

Perhaps to-day's individual pupils are all too readily seen as fodder for the nation's needs. Having been told that they must all accept comprehensive education for the sake of Britain's social health, are they now to be told that they must accept a new approach to mathematics for the sake of her economic efficiency ? Happily, there need be less debate about the latter demand : in this instance the needs of the nation and the wishes of the individual coincide, for previous generations of pupils have undoubtedly had their natural enthusiasm for mathematics dashed by wearying practice of mechanical type questions and studying a syllabus which was fifty years old and so increasingly irrelevant to the modern world. The reform of mathematics teaching, of course, unlike the reform of the organisation of secondary education, is being promoted by the teachers themselves and not by politicians, so it is less newsworthy. Here, nevertheless, is an account of 'the new mathematics,' particularly as practised here in Normanton.

In 1959 the Organisation for European Economic Co-operation organised a fortnight's seminar on 'New Thinking in Mathematics.' They met near Paris, and discussion centred on the ways in which new thinking in mathematics should influence secondary school teaching. The members agreed unanimously on the necessity of modernisation. They decided also that individual countries would benefit from a synopsis describing several possible ways of modernising when preparing texts and experiments, so the Organisation established a group of experts consisting of teachers in universities, training colleges and schools in ten countries. After a meeting in Yugoslavia in 1960 there was published a 'Synopsis for Modern Secondary School Mathematics,' which sparked off various experiments in this country.

The Mathematics Department here became increasingly interested in the new work and, through members attending lectures and short courses and reading the books on the work which became available from 1962 onwards, increasingly knowledgeable. It was decided that from September, 1964 the whole of the first year in the boys' school should be devoted to various interesting topics which were not included in the traditional syllabus. In general the boys received the work favourably, and, to judge by the evidence of examinations, the overall attainment was higher than previously. Early in 1965 Mr. Ruddock, the Head of the Mathematics Department, bought Book One of the Southampton Mathematics Project and was pleasantly surprised to find it covered much the same work that the boys' school was doing in the first year. Next, the amalgamation of September, 1965 presented a suitable opportunity for the introduction of modern mathematics on a more permanent basis, and the new school started on the work of the Southampton Mathematics Project.

The Project began in July, 1961, when eight schools, four of them independent, formed a group whose aims were to evolve a new syllabus and produce the necessary texts and teachers' guides. During the first year Southampton University appointed a Reader and a Lecturer with special responsibilities to the Project. The whole experiment is now run as a research project of the University and is financed by grants from industry. A research fellowship was awarded in 1964 and the holder, in collaboration with the Committee for Mathematics in Education and Industry, will enquire into the types of mathematics needed

by industry : clearly this will influence the content of the sixth form course. In addition, co-operation will be maintained with the Nuffield Foundation and the Department of Education's Curriculum Study Group.

The main intentions of the syllabus are to make mathematics more exciting and enjoyable and to impart a knowledge of the nature of mathematics and its uses in the modern world. For instance, geometry as previously taught has been replaced with the study of space by means of transformations and symmetry. Three dimensional geometry is studied through construction of solids and simple surveying. Algebra receives a great deal of attention in the forms of co-ordinates, sets, matrices and vectors. Statistics, flow diagrams, basic computing ideas, approximation and slide-rule and the calculating machine illustrate the more practical trends. Time for the introduction of these topics comes from the simplification of the examples to which concepts are applied rather than wholesale cutting of the existing syllabus. It is also intended that the new syllabus should be more fluid than the old to allow for continual modification and improvement. Other important differences are the emphasis placed on doing things — making models and drawing — and the much greater opportunities given to pupils to formulate their own ideas and draw their own conclusions. This last difference in approach is of course very much in harmony with the new thinking going on in other schemes of teaching reform, such as the Nuffield Project in Physics.

The book used, 'School Mathematics Project Book I' (Book II will be published this summer) differs markedly from traditional school mathematics textbooks. Its contents are the work of twenty contributors, it has photographs (e.g. a photograph of an aeroplane propeller provides the basis for a question on rotational symmetry) and full colour illustrations (e.g. of kaleidoscopic pattern), and those traditional problems about water running out of bath tubs have been replaced by more 'real' and meaningful ones. Much of the work is intended to be done more or less individually ; nevertheless it was perhaps unfortunate that, because the new prefabs were not ready to accommodate the first forms at the start of the Autumn Term, the new pupils were presented with this revolutionary new textbook, sent home and told 'get on with it.' It seemed to take some of them much of the term to recover from the introductory shock.

The staff too are learning. They have had to master new material and new techniques, and marking has been more difficult since no formal setting out of answers has been stressed and in many instances could not be satisfactorily devised anyway. They have the consolations that the new work has been far more interesting to teach, and that the majority of their pupils are happier in their study of mathematics. They hope to extend 'the new mathematics' up to 'O' level and eventually to 'A' level, but of course no firm conclusions can be made so far : the School is not yet finally committed and will not be for at least another two years.

INTERVIEWS : II

Two interviews at York University

1. My first impression of the University was a favourable one — clean, sweeping lines in pale concrete and gleaming steel, and the huge mushroom of the University water tower. Work was still going on behind the Biology building, and the chatter of pneumatic drills was clearly audible from the far end of the road.

Once inside, the noise and bustle of the workmen die away, and amid the murals and spaciousness of the beautifully designed lounges and common rooms, the hush of a University at work reigns supreme. Groups of students drift past and snatches of quiet conversation are overheard. The head porter points the way to the interview rooms, and I am told to wait in the library or wander round, as I wish, for I still have thirty minutes to wait. As if to personify the air of timelessness of the place, the hour-hand of the clock on the landing is three hours slow.

I elect for the library, and find it small but well equipped. This is only a part of the vast book stock being acquired, for the Library building, not yet open, will hold 250,000 books in its original state ; later it will hold over two million.

At two-thirty precisely I announce my arrival at the Enquiries (English) Office and confirm that my appointment is for two-forty. Back outside in the corridor I covertly inspect my rivals. Suddenly one, a slim, nervous youth of about eighteen, announces clearly, "If I don't say

something soon I shall scream! "I'm Paul Finn; what's your name?" Jill, it transpires, is from Edinburgh, Paul and Howard from Stoke-on-Trent. A desultory conversation starts up, broken by tense pauses and sudden nervous outbursts. By this time I have butterflies as big as elephants in my stomach, and am intensely fingering the folio of essays which we have all been asked to bring.

A blue door up the corridor opens and a gangling, nervous youth comes out and disappears at speed through the double door at the end of the corridor. There is a short, breathless pause and then a dark-haired, bespectacled man comes out and calls, "Mr. Hill, please." I rise and walk, zombie-like, towards him, and follow him through the door, which closes with soft finality behind me. It is then that I realise there is someone else there, a slim young man with a pipe. Two on to one! That's not fair! The pipe-smoker introduces himself and his companion, but I am so nervous that their names pass me by completely. Briskly, in his best younger executive manner, pipe-smoker (as he will henceforth be known) asks me for the answers to the test that they had posted to me a few days previously. This comprised two essays and a paraphrasing of part of a talk by George Steiner on "Classics, Country and Conscience." These he passes to his companion, together with my folio of essays. Pipe-smoker motions me to be seated in the comfortable interviewee's chair and returns to his desk. The grilling begins.

Suddenly my tension has drained away, as he asks me about the set texts which we are studying, and shows great interest in Milton's "Comus." Soon he has me smiling and discoursing volubly on why Milton wrote in verse, the style of the masque and its themes. A quiet question or two, a gentle prod as I fumble for a word, and we change to "Hamlet." "Do you think of "Hamlet" as a play of character?" "What would you say if I told you it was essentially concerned with the state of Denmark?" "I wouldn't believe you." That shook him! Five minutes more on my general reading outside the texts set at school, and on to the Philosophy don, who until now has been sitting in apt admiration of my genius as an essayist (I hope).

"You say here that you agree with Steiner's argument . . ." More quietly persuasive questions, the sunlight flooding in to fill the quiet room. I talk on about words,

chairlegs being prisons, Aldous Huxley's book "The Doors of Perception," which he laughingly admits I know more about than he. A sudden exclamation from the pipe-smoker that we are already fifteen minutes over the allotted time, I am asked if I have any questions, am told all I wish to know, and then I am outside the blue door and the next applicant is already half-way up the corridor towards me.

I am greeted with a sudden burst of questions from interviewees still awaiting their turn in the sweat-box. At the end of the corridor a first year student is gathering a small party for a conducted tour round the University, or at least round the Langwith College part of it. We see the covered bridge over the road that splits the college in half, the mushroom-shaped water tower, below which the grass is so vividly green that one boy thinks it plastic and not grass at all, and then back inside to the cafeteria area. The food is cheap and good, and over a cup of coffee I think back over my interview. Did I say the right things? What did they think of the essays I handed in? They told me to expect them back sometime next week; is that good, bad, or just normal procedure?

What did they learn about me? That my slow start damns me to hopeless failure or that anyone who can quote Kant and Gautama Buddha is worth a place?

What did I learn about them? That the University in general is a happy place, an 'alive' place, with young dons who are interested in their students, and who will do their best to draw a nervous student out of his shell of silence and help him get started.

All the way home I am musing over these and similar questions, but I know that at least I have learnt something about myself.

C. S. Hill.

2. My interview at York was for admission to an Economics Degree Course. There were two interviewers, both specialists in certain fields of Economics. I was first asked the standard question about changes to my U.C.C.A. form. I was then asked about any reading around the subject that I had done and questioned about my opinions on some of them. The interviewers then asked questions on economic theory with special emphasis on its relevance in practice. Questions of a general political

and economic nature also had to be answered. I was asked to use the blackboard to illustrate some of my answers to the more detailed questions. The interview lasted about forty minutes.

The Interviewers placed emphasis on the need for general reading around the subject and on a general knowledge of the present economic situation. It is interesting to note that they asked me whether I had thought of stopping on for a third year in the sixth form. It appears that York prefer applicants who have spent a third year in the sixth form widening their knowledge of their subject and gaining a wider general knowledge.

B. Jones.

Interview at Kesteven College of Education

The College sent a minibus to meet us. It was a twelve-seater; there were fourteen of us. Ten uncomfortable minutes later we arrived at the College and were shown into a lecture room after having deposited our overcoats. We were then given two written tests, one in mathematics and the other in English. The maths, was described as 'simple,' but it almost reached eleven-plus standard. One of the questions was $13 - 8$! The English test was a dictation! After these tests we were given some vocabulary and essay work to do whilst the interviews were going on.

After about thirty minutes I was asked in for my interview. As I went through the door I saw a man and a woman who rose to greet me. They asked me to sit down in a comfortable arm-chair, which I thankfully did. As I sat there for the first few seconds, I thought of what I would say when I was asked why I wanted to become a teacher but this never came. Instead —

"I see you come from Yorkshire, Andrew — I may call you Andrew?" Affirmative nod. "Well, Andrew, you'll not get away from Yorkshire people here. Do you want to?"

"Only the ones I know." I said; which I thought was only common-sense, but which they thought was hilariously funny.

"Well," said the man, "do you play for any of your school teams?"

"No."

"Do you do any mountain climbing?"

"No."

"Walking?"

"No."

"Hitch-hiking?"

"No."

"How far have you travelled by yourself?"

"This is the furthest."

"You don't travel alone much, then?"

"No."

By this time I was feeling that I was rather jeopardising my cause, so when I was asked if I had ever been abroad I opened out the field a little by saying, "Only to Wales with a geography field trip," and going into detail about my experiences on Snowdon. Somehow then the interviewer talked for twenty minutes, and at the end of that time he suddenly realized that it was he who had been speaking, and not me, as it should have been. He changed the subject and asked me what sort of books I read.

"Science fiction," I said.

"And what sort of writing do you think fills the gap between your science fiction and your curriculum reading?"

"Oh, the modern writers," I said with an air of nonchalance, not knowing what I was talking about.

"Yes. Name some,"

"Er, Somerset Maugham?"

"He's ninety-three or so."

After this set-back I sat in silence waiting for him to say something, and say something he did.

"James Baldwin is all the craze amongst our students at the moment. What do you think of him?" Never having read James Baldwin, apart from the better-thumbed pages at which most modern novels open, I was not really qualified to answer, but I tried.

"Well I'm afraid I don't really appreciate him. You see. I'm what I call a romantic and his style and subject matter don't really suit me."

"He's a romantic!"

Covering my shock, I replied "Oh, I disagree, I definitely disagree with you there."

Unfortunately the man seemed to become suspicious.

"Name one of James Baldwin's novels."

This set my mind racing ; flipping through all the displays on bookstalls which I had ever seen I put forward a tentative reply " 'Another Country' ."

This seemed to satisfy him as to my intellectual competence, and he started questioning my social life.

"Do you drink ?"

"No."

"Do you smoke ?"

"No."

"Are you a Methodist ?"

"I go to a Methodist Church but I am not a Methodist."

"I only asked because we have had Methodists who have lost their principles and gone out and got drunk."

"Well, if I could find anything I liked it's quite likely I'd go out and get drunk, but as yet I haven't."

"Well, take my tip and keep off whisky. — Have you a girl-friend ?"

"Yes," tentatively. At this the woman spoke for the first and last time.

"You don't seem very enthusiastic ?"

"No, well, you see . . ."

"Yes," said the man. "How often do you see her?"

"Every day; at school."

"Like that is it? Worse than marriage. — Are you going to keep her?" As I was not sure what he meant by this, I played safe and said, "No."

"Are you going to drop her before you come here?"

Again I answered — "No."

At this the interview drew to a close and I was asked if I had any questions.

"Am I in ?"

"What do you think ?"

"Oh, you can't do without me," I said in a tone of joking self-confidence. Smiling, the man showed me out.

After everyone had been interviewed, we were shown round the College, and then taken to Grantham to make our several ways home. The following Saturday I received a letter offering me a place if I did not reach a University.

A. Williams.

SIXTH FORM STUDIES

On choosing a course

This outline can only be the barest outline, designed to set you thinking along the right lines, and above all asking the staff the right questions.

Why choose one at all ?

Well, everybody's doing it. Not quite everybody, actually, but more and more all the time. The result is that standards are rising against you all the time, for entry to most forms of higher education and to the professions. Even when you take up a career at the 'O' level stage, you will usually find that others are entering it with A' levels or even with degrees ; their chances of reaching the top are, on average, brighter. Do not think a sixth form course is pointless unless you intend to go on to higher education on leaving. Girls who do not go as far as they can now run a grave risk of finding that if they wish to train later in life their present qualifications, adequate now, have been outstripped by further rises in the general standard.

A less materialistic reason is that a sixth form course, like all education, offers its own rewards. 'A' level work demands that you learn to think for yourself and to exercise your own judgment. The transition from the largely mechanical reproduction of spoon-fed information at 'O' level comes often, to girls particularly, as a severe shock : but it should prove good for you. (This is, in fact, the main reason why employers like 'A' level candidates — because they have developed powers of thinking for themselves).

For many purposes a sixth form course is essential, and this in recent years (rising standards again!) has come to include entrance to what are now called Colleges of Education.

How good do I have to be ?

Much less obviously bright than would have been expected as recently as ten years ago. For our Sixths there is no minimum requirement laid down. Four 'O' level passes at your first attempt is generally the minimum, but this depends on which subjects they are in and also on whether they are subjects you intend to repeat at 'A'

level. To achieve an 'A' level pass in any particular subject is not, provided you work hard and steadily, a very difficult feat, and the overall pass rate in our case, despite a big increase in the number of candidates, remains between 75% and 80%

How do I choose my course ?

There are two main approaches open to you. Either you choose the subjects which you most enjoy doing — which will probably also be the ones you have done well in so far — or else, having a particular career or course in mind, for reasons altruistic or selfish, you find out the requirements for that course and comply with them. Sometimes these different approaches will conveniently coincide; sometimes they will conflict. As a general principle you would be better advised to prefer the former; do not commit yourself to a particular career or degree course sooner than you must. The greater your academic ability, the later, as a rule, you can leave your career decision. If you are not very strong academically, you have to limit yourself to the subjects in which you stand the best chance, and then choose your career to fit.

Those considering university entrance may wish to take into account the fact that the laws of supply and demand are operating to produce somewhat varying standards for different types of course. At present entrance to modern languages, English and history courses demands fairly high grades, usually at least one B grade. Technologies are at the other extreme, and D grades may well suffice. Pure science courses and the sociology/economics group fall between. But as this is a very free market these 'prices' vary from year to year and from place to place, so you should not let this be a main factor in your choice. Similar factors apply to Colleges of Education: these have rather too many applicants offering English, history and geography, too few with maths, and science. They will soon need many more who can offer a modern language, particularly French. If you are interested in teaching, remember that in this age of rapid change versatility is a most valuable asset to a teacher. Girls should bear in mind that there is a growing shortage of women to teach in secondary schools; the best qualification for that is a degree.

What combinations of subjects can I choose from ?

With just about twenty subjects available, in several

of which there is more than one set, almost any. In 1964/ 65 there were in actual practice 52 different combinations of three 'A' subjects being taken. We are prepared to construct the time-table to meet your preferences to the greatest extent practicable. Some careers and courses allow you very little choice; there are others, law for instance, which give you a free hand, or very nearly. Almost any combination will serve for College of Education candidates.

Must I take three subjects ?

Not necessarily, even for university entrance, though if for this purpose you rely on two only you will normally have to get higher grades in them than you would with three. For many purposes 'A' General Studies would count just as effectively as any other subject. But if either your career or course does not require three or you yourself doubt your capacity to tackle more than two, we shall not force a third subject on you; and there will be opportunities to take 'O' subjects alongside 'A' or instead of an 'A'.

What about the questions I haven't asked ?

Ask them of your present form master or mistress, of the sixth form masters and mistresses, the heads of subjects, the Careers Master and Mistress (Mr. Wandless and Miss Barron) the Deputy Head and the Head, and go on asking. They are all willing to advise you. At the end of the summer term especially there will be opportunities. Your choice of a sixth form course will be one of the most important in your life: it is also one of the most complex. So ask for facts and seek advice: look before you leap.

Art

Despite the fact that three papers out of the four set by the examiners must be offered by candidates at 'A' level, freedom of choice and interpretation dominate in the sixth form course: each paper has so many sub-sections it is possible to cater for all tastes. For many, the joy of being able to use oil paint for their examination work is a particularly great attraction. In figurative and non-figurative composition a great innovation has been that candidates may now make use of preliminary studies, being allowed three weeks prior to the examination to make the sketches. In still life candidates had previously to paint from a set group but now many use their imagination and

set up a group to their own satisfaction from a given range of objects and materials. The same paper includes drawing from the living model, natural forms and manufactured articles. The written paper is usually less popular, but, unfortunately for many, is compulsory. The first section covers the arts of daily life — design to-day, dress and its setting, furniture and its setting. Second, the history and appreciation of architecture covers a wide field of interests, from the Greeks and Romans to the present day. Finally, the history and appreciation of painting covers the history of this subject from the thirteenth century to the present day.

Thus the range of the 'A' level syllabus is both wide and interesting.

Biology

There are two Biology courses in the Sixth Form.

Human Biology is a one year course and is taken at 'O' level. In brief, this course could be described as a study of the human body, its structure, function and the requirements to maintain not only the individual in a state of good health but also how the community can organise its efforts to maintain a healthy environment.

Biology is a two year course at 'A' level. This is a new syllabus and presents the subject in a new light. It examines the relationships that exist between plants and animals and also between these organisms and their surroundings. In order to benefit from this course it is essential that a good 'O' level pass in Chemistry has been obtained — and it is a distinct advantage to take Chemistry at 'A' level.

In both these examination courses, much emphasis is placed upon practical work. The laboratories are well stocked with apparatus and reference books and pupils are expected to make full use of the facilities provided.

British Government

In this political science the field of reference covers an investigation of the human institutions created by man in his endeavours to regulate and govern his particular national society, the state. Most people are painfully aware of the great powers exercised by the various organs of state — powers that vitally affect most aspects of our daily lives. The course shows how Parliament works and investigates

the relationship in democratic Britain between the electorate and the government. In addition to exploring the operations of the central government and its agencies, the course considers local government authorities.

Most of the pupils study British Government in conjunction with such subjects as History, Geography and Economics, and therefore find their way into university social science departments or into training colleges, where they mostly read social studies courses, or into technical colleges, where as part of a commercial course a fairly comprehensive knowledge of the constitution and law is often required.

Chemistry

Any boy or girl with good passes at 'O' level Chemistry may enter the Sixth for a two year course in 'A' level Chemistry. The subjects which are complementary would be Biology, Physics, Mathematics, Geology and Geography and the student would normally select two others to complete his sixth form course.

In Chemistry the four main zones of activity are physical, organic, inorganic and practical. Seven periods a week are devoted to the subject in the Lower Sixth and eight in the Upper. In each year a triple practical period is provided because this work is deliberately emphasised and closely linked to theoretical work. It is the policy of the department to provide an interesting comprehensive course using modern teaching methods and text books. Personal equipment is provided wherever possible and candidates are encouraged to work in the laboratories outside normal school hours. On most days the laboratory is available during dinner hour and after school. There is a well stocked departmental library for the students' use. Homework is set on a fortnightly basis and it is the student's responsibility to organise his time so that the work is done over that period. Not only is he required to become proficient at Chemistry but is expected to think clearly and logically to develop his critical and analytical powers of assessment : the discipline of a science can provide these qualities.

Promising students are encouraged to stay on for a third year when they can enter for Oxford and Cambridge and other entrance scholarships. In this final year the scope of the subject becomes very wide and provides a firm

foundation for university entrance, helping to bridge the gap between university and school.

Economics

As a Social Science, as distinct from a physical science. Economics' chief concern is in studying the problems of allocating the various physical productive resources available in each society amongst a number of competing claims on production. Thus Economics seeks to explain how societies become materially rich, what dictates the pace of economic growth, how the economy can be managed in order to prevent inflation or to stabilise the level of employment. Thus this discipline involves both theoretical analysis and practical knowledge of our contemporary industrial society.

Most of the students do take their studies further, either at a university department where other social science subjects (such as Sociology or Criminology) are available within the appropriate degree course, or find their way to a Technical College where the subjects are more closely aligned to the commercial world and usually include some accounting, costing analysis and possibly computing techniques. Thus not only for its intrinsic interest but also as part of a training course or as an introduction to the competitive commercial world Economics fulfils a vital function in a Sixth Form curriculum.

English Literature

The syllabus asks pupils to study in detail two plays by Shakespeare and about four other major works of English (occasionally American) literature. The examiners allow a wide choice of 'set books,' and the English Department here try to choose texts which vary in both type and date : the present Lower Sixth's reading includes fourteenth century poetry, Elizabethan drama and a twentieth century American novel. In addition, pupils are asked to undertake 'practical criticism'—that is, to comment on the style and meaning of passages of prose and verse which they have not previously studied — and are given some opportunity to show knowledge of books outside the set texts. Thus the course encourages wide as well as deep reading.

Only a minority of those who read 'Eng. Lit.' in the Sixth continue it at university. But even those who do

not study it further should have their ability to understand and enjoy worthwhile books and plays greatly enhanced and, because literature cannot be divorced from life — ‘characters’ in ‘plots’ do not exist in a moral vacuum — they should have received a valuable moral education.

Geography

The syllabus is divided into systematic and regional geography. In systematic geography selected geographical elements are studied with regard to their nature and how they are formed. Topics include landforms, meteorology, climate, vegetation, soils, economic and social behaviour in various environments, population distribution, transport and communication, rural settlement patterns, urban forms and functions. In regional geography detailed studies are made of North America and Northern Europe. These regions are studied as a whole whose component parts consist of some of the elements already studied systematically. Map interpretation and field work are used to assist and illuminate these studies

The geographer utilises knowledge and ideas from many other subjects, including physics, chemistry, biology, economics, history and geology, to assist him in understanding his own. The broad nature of the course promotes a correspondingly broad outlook on the human environment. The understanding which he acquires from this environment is of general value whatever his future course of study or career.

General Studies

The syllabus is not clearly defined, but students are required to sit two papers. The first paper consists of ‘use of English’ and two passages in a foreign language. Specific words or phrases in the latter have to be translated. Essay type questions on Sciences are also included. The second paper is concerned with statistics, mathematical reasoning and logic. Essay type questions on social or ethical problems may occur in either paper.

Ability to do this type of work well is a fair indication that the student has developed a certain breadth of outlook and ability to communicate, both essential in the further development of any field of study. Though the course was designed to inform Arts students about Science, and to give Science students an opportunity to study Literature, the main aim is to bring about a greater awareness, and

a general advance in depth of thought along a broad front. All members of the Sixth have General Studies on their timetable.

Geology.

The Geology syllabus is comprehensive and covers elements of Stratigraphy, Petrology, Palaeontology, Economic and Physical Geology as well as Field and Practical Geology.

Physical Geology is concerned with the composition and structure of the earth. The interior is studied by using data obtained from the behaviour of shock waves, caused by earthquakes, as they pass through the various zones, whilst at the surface, the instability of the crust gives rise to phenomena such as volcanoes and deformation of strata. A separate branch, Geomorphology, deals with erosion and the formation of landforms. Petrology deals with the study of rocks, their origin, composition and classification. As most rocks are made of minerals, the study of minerals or Mineralogy, forms an important part of the course. Palaeontology is concerned with the study of fossils, both from the standpoint of evolution, and their uses in the correlation of strata. Economic Geology deals with the practical uses of Geology, oil fields, mining, building stones, water supply, etc. Stratigraphy may be regarded as the 'core' of Geology, and deals with the arrangement of strata in their correct chronological order and their correlation over wide areas. This study has great economic importance in oil field work, coal mining, etc.

. After graduating in Geology at a University, most students enter the field of oil exploration, mining, civil engineering, or branches of the home or overseas Geological Survey. However, others who has passed the course have found substantial elements of Geology in other courses such as Town & Country Planning, Environmental Studies, Civil Engineering and courses for trainee engineers with the Gas Board.

History

As a result of the amalgamation of two schools we are fortunate to have a wider range of advanced work. Advanced Level in History demands the study of a period of European History in outline and of a shorter period of History in greater depth. All sixth forms taking Advanced History study the same modern European period, but three

shorter periods are now offered, English History, 1603 — 1714, English History, 1714 — 1815, and the History of the United States of America from 1783 to the present day. However, the choice of which shorter period to study does not lie entirely with the sixth former : it is largely determined by his or her combination of subjects.

This wide range of Advanced work in History can be of great benefit to those who stay a third year in the Sixth. They are able to study two additional shorter periods of History. They thus gain a wider than usual background of knowledge, and at the same time become more deeply acquainted with political thought and historiography before going to the university.

Latin

The Latin Course is complementary to Modern Languages, English and History. It has proved of immense value in the understanding and comprehension of other languages as well as our own.

While basic grammar and syntax have been dealt with before 'O' Level, prose translation continues to be practised, thus developing skill in translating English phrases and idioms into Latin and increasing knowledge of Latin syntax. The regular translation of Latin at sight, a great help in improving technique, is an invaluable mental exercise. During the first year, a wide range of Latin texts is read to gain insight into various Latin authors and their styles. During the second, two set books are studied very thoroughly and attention is paid not only to translation but also to syntax and general background.

Thus the student of Latin arrives at an understanding and appreciation of the Roman Civilization upon which our own largely depends.

Mathematics

There are two courses run in the Sixth form at present, the first called Mathematics and the second Further Mathematics. The former is suitable for anyone interested mathematics but not to such an extent that he would wish to specialise in it. The latter is more for those whose main interest is mathematical. It is also very useful for most forms of engineering. Briefly, the purpose of these courses is to introduce the pupils to the 'tools' they will require in the year or two following 'A' level. The logarithmic, exponential and trigonometric functions are typical

examples. The complex number system is introduced and a large amount of time is devoted to Classical Mechanics. The Further Mathematics course looks a little deeper into these topics and also introduces others, including Vector Algebra.

Sixth form mathematics leads on to careers in such fields as teaching and lecturing, research, statistics, economics, actuarial work, computer technology — programming, etc., operational research — systems analysis, geographics, meteorology, astronomy, and engineering.

Modern Languages

The courses in French and German in the Sixth involve primarily the study of language and to a lesser extent of literature. The study of language aims at comprehending meaning, at translating meaning into other languages and at self-expression in the foreign languages. This necessitates the development of a large vocabulary both in English and in the foreign languages and the grasping of the grammatical forms involved in using that vocabulary. The study of literature concentrates first on the reading together of a few foreign works such as novels, plays and short-stories, together with discussion of the writers' aims and the success achieved. There should also be a willingness to read a variety of works in English and in the foreign languages. Furthermore, advantage should be taken of opportunities to hear and speak the foreign languages and to become acquainted with the foreign countries, by seeing films, listening to the radio and, if possible, by living or working abroad for a few weeks.

Music

It is not necessary to have passed 'O' Level in order to tackle this subject in the Sixth form. As with a number of optional subjects in the fifth form, many people who would have taken music have to drop it in favour of their stronger subjects. This is no detriment to anyone wishing to read the subject to Advanced Level. The only main requirement is an interest in music of all kinds and a certain proficiency with an instrument or the human voice.

The syllabus is divided in two main divisions — practical and theoretical. Paper One consists of questions on harmony, chord sequences the writing of melodies and styles of composition. Paper Two is concerned mainly with

the biographies and influences of composers, set works, development of music and scientific study of instruments during the last 300 years, the effect on music of inter-related events — i.e. political and geographical — and the place of music in the world of to-day.

Although a certain amount of hard work is required, as with any subject, it can be a very interesting course, and in conjunction with certain other subjects can provide a useful prelude to further education for other people than the embryo professional musician.

Physics

The increasing pace of scientific development has dictated a revision of the 'A' Level syllabus which forms the basis of the Sixth form course. The course still retains work based on the established idea of subdividing the subject into the separate branches of mechanics, heat, light, magnetism, sound and electricity, but in addition a considerable amount of time is devoted to wave properties and the atomic physics developments.

An important part of the work is taken up by practical physics. Here the class members use apparatus themselves to verify the ideas put forward to them and to become adept with the use of scientific equipment so that the value of a physical quantity, determined by them, is reliable. Their accuracy in this respect is examined at the end of the two year course.

All branches of science, both pure and applied, make ever increasing use of physical principles. For this reason people who are intending undertaking a career in a branch of science are required to gain an acceptable knowledge of physics.

Scripture Knowledge

There are six completely separate syllabuses of which any two may be studied. Three of these are on the Old Testament, each of them working through about a third of Israelite history and religion : (a) The Making of the Nation; (b) Kings and Prophets; (c) The Rebirth of the Nation. The New Testament syllabuses are The Life and Teaching of Jesus Christ, and the Acts with some Epistles. The sixth paper is on the Early Church. It is usual to choose one Old and one New Testament syllabus, but from 1967 any combination may be made.

The study of the Bible at some depth is, naturally, valuable for all Christians — there is no denominational bias in the course — and is almost a necessity for anyone trying to understand the purpose of God. 'A' level work is a good, but not essential, grounding for those intending to read Theology at university, and is an ideal standard for would-be teachers.

BETRAYAL

It was evening. Along the shingled beach, grinding the smooth pebbles beneath my feet, I walked dreamily toward the crimson warmth of the sun. Everything was serenely calm, save for the continual buffeting of the waves upon the haven they had secured for themselves. The lapping waters seemed to be murmuring their thoughts to me, as if I were the only earthly creature with whom they might converse. Walking on, I could not help pondering how lucky I was to be alone for once, surrounded on all sides by Nature's own creations; how relaxing to forget the incessant turmoil of human endeavour, with all its frustration and barbarity; how content the fortunate sea birds whose carefree sailings I had only the day before admired. I pictured in my mind my fellow man suddenly cut short in his own moral and social decay, to be ruled eternally by those self-same birds, creatures sustained and ennobled by a simple innocence and dignity long since lost to human kind. I . . . but I must end such childish fancies . . .

It was warm, and autumn mists began to rise from the depths, clinging tirelessly to Nature's very offspring — trees inland disappeared; mountains far in the distance were already adorned with dewy night-caps; the once distinct horizon far out at sea was lost completely as Nature extended her protective cloak. The last rays of daylight struggled hard to penetrate this wispy mantle, and the more obstinate beams of light broke through and sparkled gaily over the ocean. There was no wind; there was only the humming of the surf to arouse me from my dreams, but heedless of this, I walked on, careless of the whole world. I felt that inner satisfaction, tranquillity of mind, that only relaxation with Nature can bring; the inmost roots and fibres of my mental self were at rest, and the dividing line between reality and dream was incomprehensible, intangible. Whisked away on a magic

carpet, I found myself in a world of paradise, physically encompassed by the jewels of Nature — the ocean, the earth, the heavens. For these I would have been gladly willing to forget my past life, and mingle my own future with theirs; there, amongst the brightest celestial bodies; there, in ocean's deepest recess; there, within the Mother's most secluded cavern.

I was jerked back to reality by the honking of some indiscriminate sea bird crying from its nest of cold stone. Casting an unconcerned glance around me, I was profoundly shocked at what I saw and gaped cringingly at the violent transformation of the past few moments. Nature has donned a new garb, a far more frightening one. The pale ghost of the sun had sunk beneath the waves; the sombre, rather frightening outline of a once majestic headland loomed at me through the gloom; the sea was a changed thing, its once white surf now black and fingering the sand; the thickening mist swirled around my face, stirred by a sudden shiver of wind. All inland scenes were now shadowy spectres, scarcely visible in the repugnant darkness. I suddenly felt ice cold; an uncontrollable shudder penetrated my innermost conscience, and I was terrified by the obscure, menacing elements around me. Ghastly, unearthly sensations overwhelmed my mind and a reeling dizziness weakened my legs. I imagined hideous creatures pouncing on me from out of the sea; the hostile night swallowing me, as a ravenous wolf devours some lost lamb.

Though all power of reasoning had abandoned me, instinct made me realise that I had to escape this malignant nightmare. The heavens were howling their anger, the sea roaring its dissent; the sands were trembling beneath my feet, and the hundreds of sea birds on that faded headland took up a dissonant screeching, as if to reiterate the cries of the dead in Hades.

I ran furiously, aimlessly. I stopped. I stumbled. Occasionally I glanced upward, only to see in the dimness, great, black clouds raging across a turbulent sky, itself dimly lit by the eery glow of the moon. Black shapes around me appeared; disappeared. Some insidious device was waiting to ensnare me but I knew not where. I fled on, breathless with panic, toward what I sensed to be the sand dunes, and the safety of human society beyond. Faster ... faster ... I had to elude that devilish dream,

that evil spirit with which Nature herself was scorning and mocking me. Fear gripped my very soul—I cried out and my face twisted with anguish. Tears streamed from my eyes and my arms swung out unconsciously, as if to drive away some unseen enemy. I screamed, and heard Poseidon's derisive roar ringing relentlessly in my ears. Faster . . . faster . . . suddenly a dull glow pierced the mist. It increased in brightness and emitted a warmth wholly unimaginable in that torturous hell. It was a cottage. I ran to it, rushed in, slammed the door and flung myself gasping to the chilled floor.

D. J. Miller, U.6A.

LIFE IN ROME (100 A.D.)

Consider how many dangers threaten by night :
The tiles slide from the lofty roofs and strike
Your brains out, or old vases cracked and chipped
Fall heavy from the windows, leaving scars
To mark the pavement. If you go out to supper,
First make your will, or you'll be thought imprudent ;
Every window holds a threat of death
Above your head, so pray to Jove and hope
That only slops will find an exit there,
(And nothing heavier or pettier).
A drunkard blocks your path and bids you halt,
So halt you must, for he is stronger than you
And drink has made him madly confident :
"Which dirty hole have you crept from ?" says he,
"Whose vinegar and beans have swelled your belly ?
Whose sheeps-head or minced leek has stuffed your chops ?
Speak, or I'll put the boot in — Where's your pad ?
What Jewish brothel hides you out o' nights ?"
Whether you speak or turn to go in silence
It's all the same — in either case they beat you,
Then, in a fit of kindness, buy themselves off.
The pauper's fate is worse : the thrashing done.
He cries, and then is fisted till he begs,
To be released with some few teeth for chewing.
Yet this is not the only fear : the streets
Seldom lack those men of dark designs
Who deal with glee in robbery and death :
When shops are barred, and silent houses sleep
Behind their shuttered doors, the roving thief
Conducts his dismal business with a knife.

—Juvenal,
(translated by D. Fairer).

SKI HOLIDAY

THE SPORTING LIFE

On the first evening that we arrived at our hotel we were given our skis. In all eagerness, we donned them and set off for the beginners' ski slope. Unfortunately, to reach the slope it was necessary to leave the road, and as the road had been cleared of snow and the slope and its approaches had not, there was a steep slope of about six feet to negotiate, this being the depth of the untouched snow. Once we reached the slope we spent a few minutes discovering that the art of skiing was more difficult than previously supposed, and those of us with no experience at all wisely decided to wait for our lessons.

The first lesson came the next morning. We all lined up at the bottom of the slope waiting for our instructor's words of wisdom. He looked at us sardonically, turned, and said "Follow." Wondering, we followed him. At first it was easy, skiing, if that is the word, along a flat surface. Then we came to a sharp turn and the surface began rising, and the road we took began snaking to and fro to compensate for the steepness of the slope. Remember this: we had had no lessons. We were expected to negotiate a steep slope, and turn on it without slipping, without any lessons. We all managed this fairly well. At the top of the slope we climbed onto the railway line, which was covered with six feet of snow, and skied downhill towards the village. When we reached a slope above the village, the instructor stopped and turned down across the slope, again telling us to follow. The snow was deep and soft, but we had the instructor's tracks to follow; unfortunately, he forgot to tell us how to stay in them. With only one casualty, a slightly twisted ankle, we reached the beginners' slope where we received our first lesson. We were taught how to slow ourselves down by a process of "double-stemming." Even though we might not know just what we were doing the feeling of sliding over snow at speed gave a sensation of power which lasted until the bottom was reached. Either that of the slope or the anatomy. In the afternoon we learned how to turn, using a stem turn.

This sort of lesson was continued for several days until most of us could either turn or stop at the bottom of the slope; then we were taken to a different slope and were shown how to traverse.

After this days settled into a pattern. An hour lesson in the morning or afternoon and the rest of the time to practise by ourselves. At the end of the week several of the group entered for the bronze badge test of proficiency; and all who entered passed.

THE SOCIAL LIFE

What can the small village of Oberwald, 4,500 feet above sea-level, be expected to provide as regards exciting social life? Even their Tea Rooms, our only promise of entertainment, failed to open. Thanks to the ingenuity of a certain Mr. Jubb and his party, however, the village will never look back.

The first night was very quiet with everyone rather dreading long, boring nights ahead. Indeed, many of the Sixth formers intended to become 'card-sharps' before returning home, and the prospects looked very bleak. It was a shock to everyone the following night, when the hotel seemed crowded with local people, who had obviously heard of the mixed party at the Sporthotel. From then onwards there was never a dull night.

A dance was organised, at which we received our only bruises of the holiday, needless to say from dancing with our energetic third formers. The following night a sing-song was held in the dining room adjoining the public bar . . . and from the looks we received, we were obviously in good voice. Saturday was a night when everyone was left to his or her own devices, but a concert was organised for Sunday night. Anyone was invited to perform, and everyone was supposed to attend.

The dance on the last night was quite a success (quite a few even *paid* for a bath or shower before attending) and everyone was robbed of at least half a franc, with which to ply the juke-box, out of which blared Drafi Deutscher's 'Marmor Stein und Eisen bricht,' a favourite of the whole party. Before the dance started the boys and Mr. Jubb appeared, dressed in the pyjamas and night-dresses belonging to the girls, to give their impression of . . . well, who knows? The Swiss people had evidently never seen anything quite like this before.

Our 'Auld Lang Syne' was tinged somewhat with regret, and even though the Swiss may not have always understood us, they will certainly not forget us in a hurry,

FACTS AND FIGURES

Cost : Under 14 years : £33 2s.

Under 16 years : £35 2s.

Over 16 years : £36 2s.

Return for outlay :

All travel to and from Wakefield ;

All meals en route ;

7 nights accommodation at Oberwald and 3 meals
per day ;

Hire of skis, sticks and boots on 6 full days ;

Insurance against breakage of first pair of skis
and sticks.

Ski tuition by qualified instructor for not less than
2 hours per day on 6 days ;

Comprehensive insurance.

Route : Wakefield — London — Dover — Ostend —
Brussels — Luxembourg — Strasbourg — Spiez —
Brig — Oberwald.

Injuries : One or two sprains, but none very serious,
(Pre-ski exercises were suggested, but how many
people did them ?).

Breakages : One pair of skis and one boot heel (same
boy !).

Future Plans : Another winter sports holiday next
year.

THIRD FORM READING

Teachers of English know only too well what an important part reading plays in the teaching of their subject. Modern educationists stress that reading should be a pleasant experience, not an imposition. This implies freedom of choice, and the School does try to have available in the Lower School a wide variety of books suited to this age group. It is often suggested that young people write best on topics within their own experience, drawn out of their own environment; but often the environment lacks the colour, variety and stimulus that are necessary. Reading can supply the needed extra experience.

A survey of the reading habits of 3 A and 3 alpha revealed that everyone read something for pleasure. The

girls read more, and more adventurously, than the boys. All the girls read fiction but only three out of every four boys did so; perhaps more surprisingly, only one boy in three read non-fiction books (as opposed to non-fiction magazines, which were popular) whereas four in every five girls did so. Hardly any contemporary 'writers for young people' are popular — apparently these have already been outgrown. Contemporary writers of 'adult' fiction or the 'classic' authors are preferred. The boys quote a fairly constant range of authors — Conan Doyle, Ian Fleming and H. G. Wells occur particularly frequently — and their total number of authors read is small compared with that of the girls. (The disparity is much less marked in the fourth forms, by which stage boys are prepared to read much more widely amongst such names as G. Orwell, J. P. Salinger, A. Huxley and even C. P. Snow). Practically everyone regularly reads some comic or magazine, and educative periodicals such as 'Knowledge,' 'Look and Learn' and 'Understanding Science' are fairly widely read and there seems to be a consensus of opinion that these periodicals are interesting and helpful in lessons. 'The Reader's Digest' is much the most popular of the long-established magazines, and amongst the recent rash of publications slanted towards the 'teenage' market 'Petticoat' has quickly built up a loyal readership — "the problem page is fascinating, to read everyone's problems and how they are answered, and then to think 'Oh, if that happens to me. I will know what to do, and won't have to write a letter to find out.'

Some other, possibly less startling, comments on reading follow :—

C J. Faulkner :

'I like and admire the work of Jeffrey Farnol. He was a very talented writer whose works vary from the up-to-date mystery story to stories of the 13th century.'

R. Cusworth :

'The irreplaceable aid of the paper back system enables readers to obtain a wide choice. It enabled me to obtain the work of the not so famous Slavomir Rawicz who wrote "The Long Walk."'

I. Smith :

'My pet like is in the science-fiction category. My only grumble at the moment is that the library seems to have run out of 'sci-fi' books.'

P. A. Womack :

‘ My favourite author is H. G. Wells and I have spent hours reading his books as I have an interest in mystery and science fiction.’

P. R. Goldsborough :

‘Crime books appeal to me because it is interesting to see how criminals go about their operations.’

J. Bell :

‘The series of ‘New Knowledge’ books which I read enables me to obtain interesting and helpful facts which are useful in lessons.’

J. M. Webster :

‘I prefer magazines and periodicals on cars to any other reading material. The three periodicals I enjoy most are ‘Popular Motoring,’ ‘Practical Motorist’ and ‘Car Mechanics.’’

Christine Webb :

‘My favourite author is Gerald Durrell, who writes about his collecting trips to Africa, especially the Cameroons. The books I do not enjoy are ‘good little schoolgirls’ books which always seem to be the same.’

Lynne Westerman :

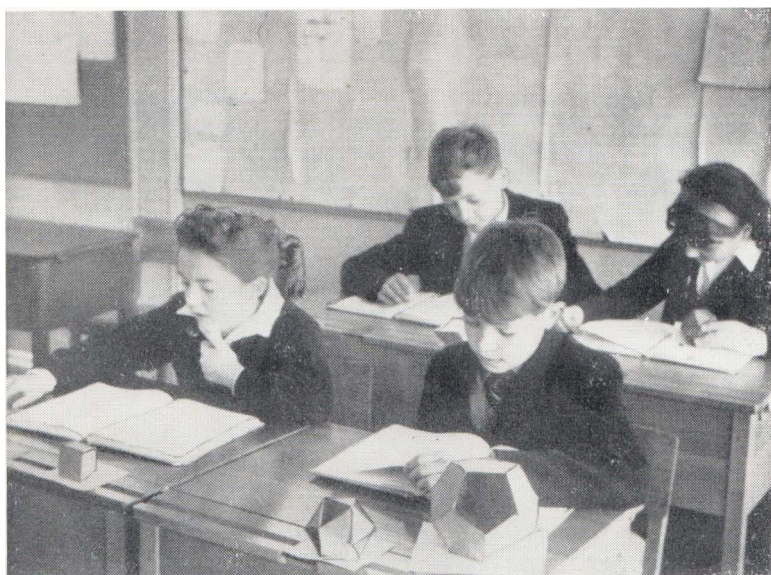
‘I read a great variety of magazines and periodicals as well as comics. From the selection, my favourites are ‘Nova,’ ‘Ideal Homes,’ ‘T.V. Times’ and ‘Princess.’ You may think it is a weird selection, but then again I am sometimes a weird girl. I like reading ‘Nova’ especially for the gorgeous pictures of gorgeous girls in gorgeous clothes. I have not missed one copy of ‘Princess’ since it came out nearly six years ago; I think I ought to stop it now because I am getting a little old for it and besides I do not know if I can afford it from my pocket money.’

Linda Morris :

‘The books I enjoy reading most are science fiction, crime or horror stories, although I will read anything I can lay my hands on. I like to read horror stories in bed and then tell them to my sister, who cannot stand them, and frighten her.’

Elizabeth Cressey :

‘I do not read as much as I used to at home now because of my homework. What books I do read are mostly



THE NEW MATHEMATICS
Work with machines and solid figures



THE NEW MATHEMATICS
Work with machines and solid figures



BEFORE THE FALL



ZONK!

fiction although I do read non-fiction as well. I take two periodicals, both about animals.

Ann Wood :

'The books that I enjoy reading most are books written about travel, history, people's lives and geography. I do like reading fiction but I am an inquisitive person and I like to find out about the world, what the world was like hundreds of years ago, what it is like to-day, who helped to make it this way, how different countries differ from one another. I aim to find out all these things for myself one day. I know I cannot find everything I wish to know but I think books help me in almost every subject there is.'

Elizabeth Willis :

'I enjoy reading fiction books mostly, but I think that reading can be boring if it is only fiction. At home we have a large collection of non-fiction books. Among these are such books as "The Life of Thomas Hardy" and "On Reading Wordsworth" and I think these provide interesting reading as a change from 'far-fetched' stories. I think that school libraries are very useful because there are lots of books that I have seen in the library and enjoyed reading but might not have seen out of school.'

Heather Kearsley :

'I read mostly fiction when I have the time. 'The Man from U.N.C.L.E.' novels are very good—very exciting and unbelievable. I also read monthly magazines on riding. These contain articles on anything to do with horses: short fictional stories, shows, hunts, and dressage. I do not buy any comics myself though I do read other people's "Jackie" and "Fabulous" and other "trash" as the older generation call it. It is rather trivial, but one cannot read educational magazines all the time.'

Lorraine Bedford :

'A few years ago when I was about twelve I used to enjoy comics such as "Princess," and "Schoolfriend," but now I am older I find them too babyish and uninteresting. Magazines such as "Woman" and "Woman's Own" I think are much more interesting and cover much wider and varied topics. There is a new teenage magazine out now called "Petticoat" which covers lots of subjects from fashion to make-up and film stars.'

Susan Westwood :

'I like reading both fictional and non-fictional books. The non-fictional books that I like reading most are mainly music books, usually about famous composers, history books all about costume and how people's lives have changed through the ages. I also like to read geography books, and learn how other people live in different countries in this day and age.'

Karen Dyson :

'I find historical novels most interesting, Elizabeth Goudge is my favourite authoress as she makes the characters act and speak like people. I also read history books about the Egyptians, Aztecs and Incas, whom I find fascinating. I sometimes read Shakespeare and occasionally Dickens. I prefer to borrow hard-backed books from the library rather than buy paper-backed myself.

I take the monthly 'Practical Gardening,' which I especially like, and also 'Amateur Gardening' which is not ideally suited to my taste as it consists mainly of adverts. I like reading 'Reader's Digest' as it covers a wide range of interests. I some times buy odd copies of 'Light Craft' and 'Jackie' or 'Pettcoat,' though not often.'

ACTIVITIES AND SOCIETIES

MUSIC

The Spring Term is, musically speaking, rather a desert. The Christmas concerts and carol services are behind and summer festivals and other activities of the warmer climate have yet to come. Thus, on the surface not much has been observed, but under the surface some extremely good work has been achieved.

The Choirs have been busy rehearsing for the Normanton Schools' Festival to be held this year in the Secondary Modern School Hall on May 19th. The main item will be Benjamin Britten's amusing cantata based on the story of St. Nicholas, better known to us as Santa Claus.

The Brass Band has undergone drastic revision and as a result of several members leaving, their places have been taken by new members mostly from the first and second forms. As the young instrumentalists are making very good progress, we hope to have a very good band in about six months' time. However, anybody else who would like to learn an instrument would be very welcome.

The Orchestra has worked hard, under difficult circumstances, and will be taking part in the above mentioned Schools' Festival. Several of our leading instrumentalists have taken part in West Riding Orchestras and Woodhead (3 Y) has been invited to join the National Youth Brass Band.

The Guitar groups and the other instrumental classes are going from strength to strength, although we are still short of good percussion players. Time, we hope, will mend this.

ARTS AND DRAMA SOCIETY

SECRETARY: B. K. TEMPEST

After the production of the school play last term, the Society has had more time for its activities and interests to branch outwards. C. M. Oxley opened business with a talk, illustrated by gramophone recordings, on one of his pet subjects, Offenbach. This was followed by a series of readings with interspersed comment by D. Fairer from the letters of John Keats; this was of particular interest to sixth form English sets who are studying a selection of Keats' poetry for "A" level. Just before half-term J. Addy gave a biographical and critical sketch of Chopin and his work, ably assisted by Joan Dixon on the piano. A month later Joan's sister, Julia, held forth on Alexander Pope, and the term was rounded off, as it had been begun, by C. M. Oxley's examination of yet another aspect of the film industry, this time the production side with particular reference to the producer Samuel Bronston.

Next term, although activities will be a little curtailed by the G.C.E. and school exams., it is planned that Mr. Gilbert will talk on some aspect of Chaucer's "Canterbury Tales." Again it is hoped that members of "A" level English will find this useful.

CHRISTIAN EDUCATION MOVEMENT

SECRETARY: MARGARET PRICE

This term the C.E.M. has been quite well supported with numbers at meetings varying between ten and forty. Previously the C.E.M.

had only met once a term but it was decided that this was insufficient and we now have fortnightly meetings, usually on Monday evenings or Friday lunch times.

At our first meeting the speaker was the Rev. D. Bennett who is the North East C.E.M. Secretary. He spoke about the history of the C.E.M. and the work it does to-day. He also gave us some ideas of what we could do as a small branch of the C.E.M. The best attended meeting was one at which G. Wilson told us why he was a Christian and D. Fairer gave reasons for his Agnosticism. Both gave very stimulating talks and the only regret we had was that there was not sufficient time to question their beliefs. At another meeting the tape "Does God Exist?" was played through and although the meeting was well supported the enjoyment was marred because of an ineffective tape recorder. The culmination of activities this term was a very interesting talk given by the Rev. K. J. Payne on his missionary work in the W. Indies.

Next term we have a number of interesting and outstanding events to which to look forward. The annual C.E.M. conference is to be held in May at Ackworth School. This is usually the highlight of the year and this year's theme is "Christianity and Colour." We have been invited to the Chapeltown Road Synagogue in Leeds, and Mr. Louis Saïpe, a secretary for the Council of Christians and Jews, is coming to talk to us about 'Anglo-Jewry.' We hope for good support on all these occasions and all new members will be warmly welcomed.

COUNTRY DANCING SOCIETY

Country Dancing is held three times a week in the gymnasium on Tuesday dinner-time during 1st dinner, Friday dinner-time after 1st sitting and Thursday after school 3.40 to 4.30. All first formers are invited to join. They are all encouraged to come as it is great fun. A few first formers are afraid to come because they do not know the dances that we do and they think that they may be laughed at. This is wrong! Miss Forth is always willing to teach new pupils any dances that they would like to learn. Also, almost every week we learn a new and exciting dance so it is easy for the new pupils to join in the fun. When you first join, you receive a blue badge. After a few weeks, you take a Country Dancing Test which consists of a few simple dances. If the judge, Miss Kirkham, thinks that you know the dances really well, you are presented with a red badge to show you are an expert. These past few weeks have been very exciting because as well as just learning English Country Dancing and Morris Dancing using sticks with Miss Forth, we have had two teachers (Miss Donnelly and Miss Kirkham) who have taught us Norwegian and Scottish Dancing. It is a friendly atmosphere at the Country Dancing so why not make yourself a regular member? It is stupid just to mope around when you can be amongst friends in the gym!

Marilyn Dean.

Candid Comment;

Morris Dancing:—

I think the one with the sticks is best. You hit one another's sticks, but if you hit on the hand it is painful. The dance is called Bean Setting.

K. Knowles

Choosing a Partner : —

I just close my eyes, push out my arms and the first girl I touch
I dance with.

J. Smallman.

The best thing about it is having a partner for there is something pleasant to look at.

D. Fisher.

I attend because it's interesting, keeps you fit and most of all because I enjoy it. It does not matter if the boys outside the gym. are heckling. They are just terrible spoil sports or perhaps they are jealous and scared to join us?

A. Dobson.

EXPEDITION SOCIETY

The Spring Term's programme included two first class lectures in Leeds open to members of the Fifth and Sixth Forms, a week-end in Hackness, near Scarborough mainly for Third forms, an overnight camp for Thirds and Fourths and a day hike mainly for Second form pupils.

There was one non-completed expedition, namely the Wensleydale Training Camp which was abandoned before it began in the freak heavy snowfall at the end of term. Timmington (4A) writes "We set out on our fifty mile journey to Wensleydale only to find our route from Ripon to Leyburn was blocked by snow with drifts as high as six feet. We made our way to Allerton Grange Comprehensive School picking up pupils from other schools who were to join the camp. At Allerton Grange we were told that as well as the main road being blocked the route from Bainbridge to the camp site was impassable. All the camp rations were distributed to the schools taking part in the expedition and everyone, disappointed, turned home." We turn now to our successful trips.

The week-end spent at the Young Naturalists' Field Centre at Hackness was very busy. On our arrival on Friday night we had supper and then went on a late night walk through the snow. It had been hoped that this exercise would tire the weary travellers but 37 stayed as bright and perky as always. The next morning we set off on a forest nature trail. The party was surprised to discover that badgers' tracks were among the most common found. We also saw evidence of rabbit, fox, deer, squirrel, crossbill and woodpecker. Our next visit was to Scarborough Museum, which has a modern layout aiming to be instructive. A few items are selected for show and their significance explained rather than cramming as many dusty exhibits in cases as possible. The afternoon was spent on the beach making an elementary study of the fossils and rocks. This was followed up in the evening by an illustrative slide show given by Mr. Kinder. The chief feature of the Sunday programme was a forest observation walk when the pupils went off in small groups on their own.

The Autumn Term hike to Simon's Seat was done in ideal conditions. The Spring Term hike to the same place is described here by Elizabeth Hutchinson and Judith Buxton. "We set off walking to Simon's Seat under very bad conditions of wind and rain. Firstly we walked through woods in a sheltered valley and then out onto a bleak moorland stretch where the wind blew across so strongly

that we were unable to stand upright and hail cut into our faces. On reaching Truckle Crags we sheltered behind large rocks and ate our lunch. The walk back was more pleasant, the sun came out, and our wet clothes and hair began to dry. Although the conditions were bad we enjoyed it thoroughly."

The overnight practice camp which was held at Pingle is described by the Third form boys who took part as follows, "We went to Pingle straight from school on Friday night and pitched our tents. Soon after, we cooked supper and although some people had difficulty with their primus stoves we all ate our fill. We then had instruction from Mr. Whale on camp craft and went to bed to be entertained by music from a 'Beat Ball' at Normanton Baths. In the morning everyone woke early and breakfast was over by 7.30 a.m. We had a lesson in map reading and went on a practice hike round Altofts, then Mr. Kinder gave us instructions on how to use a compass."

Judith Kearsley gives this account of the lecture programme. "The first lecture "Geological Exploration" was given at Leeds Art Gallery by Professor Versey, who is Patron of the Yorkshire Schools' Exploring Society. He showed us colour slides of geographical and geological interest of the places he had visited throughout the world. Professor Versey made the lecture very entertaining as well as educational and simplified his material so that the non-geographers could understand it. Later in the term a lecture was held at the University. This was given by David Ward who had previously accompanied Hunt and Hilary on their Everest Expeditions. He showed slides and films about an expedition to Bhutan. This was most interesting because practically no other explorers had been to this country as it was difficult to obtain permission from the King. We all thoroughly enjoyed these lectures and hope to attend many more in the future."

FENCING CLUB

This term saw the innovation of a Fencing Club. Interest was high at first but it began to dwindle when people found that they would have to buy their own equipment. There are now six members, four of whom had never touched a foil until the beginning of January, who are keen and who are progressing. It is hoped that several fixtures will be arranged early next term; the first is against Thornes House Grammar School.

The Club is open to any member of the Sixth form and the cost is not too high. It is hoped that some others will join so that the Club will not die out in the future. Anyone wishing to join should see Pashley or Greenfield.

HISTORICAL SOCIETY

SECRETARY : G. WILSON

This term has been characterised by long periods of inactivity which have been the result of circumstances rather than design. The original programme, because of the annual advent of the G.C.E. trials and the inevitable games practices, had to be drastically reduced and only three meetings have materialised from a long list of proposals. Nevertheless the Society continues to prosper and attendances have continued to rise.

The first meeting, and the only one connected with history (Historical Society is, in fact, something of a misnomer this term), was held during the second week of term. Three short talks which were enjoyable and informative, were given by L. Pierce, D. Fairer and B. Tempest on the subject 'The age in which I would have liked to live.' L. Pierce produced some wonderful anecdotes during his talk on the 18th century, while D. Fairer and B. Tempest, in a slightly more serious vein, gave most persuasive arguments about why they would choose to live in Ancient Greece and the Present Day. All three speakers provided an insight into some aspects of history that one does not readily find in a text book and they are to be complimented on their efforts.

'University Challenge,' which aroused so much interest last term, again found its place in the programme. The Upper Sixth team, winners of the school competition, challenged the staff. The staff, at first, were not particularly keen to face the Upper Sixth but eventually they plucked up enough courage to agree to a game. The game and the result were very acceptable and we extend our commiserations and thanks to the gallant losers — the staff.

The General Election, of course, had, to be included in the term's activities. Regretably a number of proposals, including a 'mock election' and an election forum, failed to materialise and only one meeting resulted from much discussion and planning. Mr. John Wauchope, the Conservative Candidate for Normanton, gave a talk about his party's policies and answered questions from members of the audience. This meeting was not intended to be a means of indoctrinating people with Conservative policy, merely an informative talk about what Conservatism means in a modern world. Mr. Wauchope fulfilled this aim splendidly.

PHOTOGRAPHIC SOCIETY

SECRETARY : C. M. OXLEY

ASSISTANT SECRETARY : A. SMITH

PUBLICITY : B. K. TEMPEST

This term has seen an increase in membership, notably among the girls; and even more important, a greater number of members is willing to give talks. The most memorable of these was Jean Halling's talk and colour-slide show about the Switzerland trip, but B. K. Tempest's "Railway Photography" came a very close second.

Undoubtedly, however, two exhibitions dominated the term. The first was for colour slides, and the prize for the best selection went unanimously to Mr. Seed, but the judges (M. Goodwin, L. Walker, B. K. Tempest, A. Smith) were a little hesitant before finally, and with full justice, acclaiming one of Jean Halling's slides as the best single entry. The black and white print competition, judged by Mr. Seed, was won by A. Smith and Abel.

Our main plan for the future, which has been hinted at in the past, is now in active preparation: namely, a school film. It will be difficult, but of course, very interesting and rewarding. The Historical and Arts and Drama Societies have promised help, but again we appeal to you, the members of Normanton Grammar School, to give us your support; you will enjoy it.

SCRIPTURE UNION

Tuesday nights after school in the Lecture Room have now become a permanent fixture for a score or so pupils who form the nucleus of the Junior Scripture Union. At such times as the visit of Mr. Sheraton who showed us views of Jerusalem, and the lunch-time film-shows, attendance has been considerably greater. The regulars receive the Junior S.U. notes and several of them now sport a S.U. badge. By popular acclaim, meetings will continue as usual next term, and we look forward to welcoming recruits perhaps especially from forms which are not represented: 1B, 2M1, 2M2 and 2 Alpha.

THE STAMP CLUB

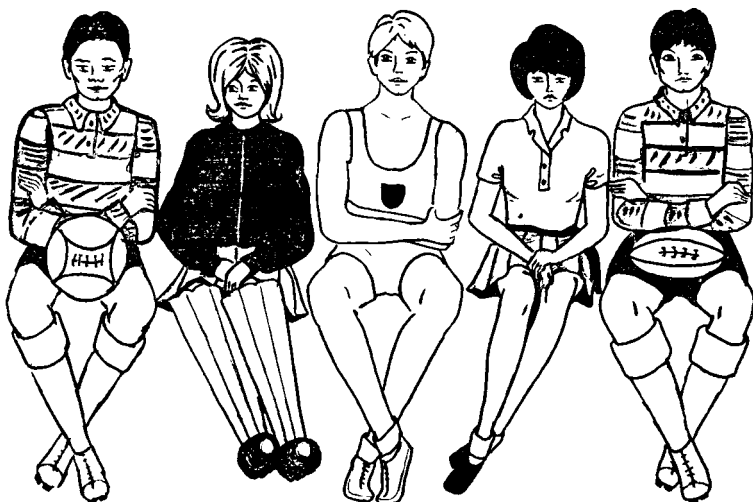
This term there has been more member participation in the Club's activities. A mid-term competition was held and a collection of complete sets of British Commonwealth stamps facsimiles is being built up.

Amongst the stamps more assiduously examined have been the South African definitives with their many varieties and the recent Commonwealth issues. The Royal visit to the Carribean enabled us to use maps and follow the progress of the Queen's journey, spotting what items of philatic interest would be forthcoming. These smaller Colonies always produce stamps which later become the "gems" of one's collection.

The competition was open to all members and three pages of stamps were submitted. The overall standard of content, lay-out and writing-up was most pleasing and evidence that something had been learned from last term's meetings. The judge, Mrs. A. Whale, found difficulty in awarding first three places from such a good entry but these went finally to M. Stones, J. Whiteley and L. Ward. The prizes were two much coveted "first day of issue" Battle of Britain covers and various packets of stamps. The competition was followed by an auction of British commemorative issues.

The facsimile collection is proving useful in keeping us up-to-date with the many new stamps which are being issued. It is made up from illustrations in the various magazines and bulletins on stamps which are published, and has provided us with the pleasant task of speculating its value. We gaze on it with enormous eyes; hoping someday to own the real thing.

GAMES REPORTS



It was not really a severe winter in Normanton, yet in the first half of term the majority of fixtures in all sports had to be cancelled. If the ground was not frostbound there was an inch of snow on it, and if there was no snow, it was flooded. The rugby pitches at Methley never rose above the waters, and home rugby matches were transferred to the Sandal R.P.C. ground.

Winter had a final snowy fling on the last week-end of term, but a quick thaw made the pitches playable for the soccer and hockey matches against the staff. It was unkindly suggested that the male staff would be favouring a tactical plan of 'all at sixes and sevens' rather than any such recent sophistication as 4—3—3, but in the event they proved strong opposition. Over the result of the staff v. girls hockey match it seems best to lower a veil of feminine modesty.

ASSOCIATION FOOTBALL

1st XI

CAPTAIN : E. G. L. WALMSLEY

VICE-CAPTAIN : D. J. MILLER

TEAM : E. G. L. Walmsley, B. Young, M. Glaze, D. J. Miller, C. J. Greenfield, B. Golding, P. Wright, L. Trott, M. W. Lappage, G. H. Soles, R. Toddington, I. Hodgson.

RESULTS :

Jan. 15th	V.	Ossett G. S.	(H)	Won	11—0
Jan. 29th	V.	Colne Valley H.S.	(H)	Won	6—0
Feb. 5th	V.	Leeds C.H.S.	(H)	Won	6—0
Feb. 19th	V.	Holme Valley G.S.	(H)	Won	5—4
Mar. 5th	V.	Almondbury G.S.	(A)	Won	7—0
Mar. 12th	V.	Batley G. S.	(H)	Won	6—3
Mar. 19th	V.	Huddersfield N.C.	(H)	Won	3—2
Mar. 30th	V.	Nunthorpe G.S.	(H)	Won	3—0
April 1st	V.	Northern Counties Training College	(H)	Won	4—2

SEASON'S RECORD :

P 20; W 17; D 1; L 2; For 97 Against 31.

This is probably one of the best seasons a 1st XI has had and certainly one of the most successful Spring Terms. The goal average reflects admirably the success of both attack and defence. In the nine games this term the average is $5\frac{1}{2}$ goals for, to just over one against. To talk too much of individuals would be repetitious of the last report. We should look at the role of each individual within the team, as the success has been an achievement of teamwork.

At the beginning of term we were presented with the problem of replacing Yates at left half, who had left the school. This was solved by including Golding. His inclusion further strengthened the defence for he proved to be an excellent "sweeper-up" with his speed and aggression in the tackle. This is also the type of role played by Miller, and the attacking-link was found to be missing. Greenfield and Glaze in the last line of defence have continued to produce performances of a high calibre and Young has had a much better term at right back. As a whole then, they have been an even more formidable wall than last term and their ability to play a team "offside" has been again used to good account.

To provide the link-up with the defence has meant a certain amount of re-organisation with the attack. Lappage and Soles have played a much more fluid role, giving at times support to the defence in the form of two extra half-backs and at others a double spearhead to the attack. Lappage, although technically centre-forward, has been hanging behind the others in attack, picking up the loose ball in mid-field, but he has also continued his prolific goal scoring. This new role has given him more time to use his tremendous shot and he has brought his season's total to 41 goals. Soles has been virtually the centre-forward, changing his image this term from a "goal-maker" to a "goal getter." He has in fact become top goal scorer this term with a total of 19 goals, one more than Lappage, and a season's total of 30 goals.

The true inside-forward game has been played by Trott, who has showed great unselfishness in giving the ball to someone else in a better position rather than shooting for goal himself. This may show a little lack of confidence for his shooting is one of the only weaknesses in his play. Rather than hit the ball hard he has a tendency to side-foot it. Wright has also played a slightly different game on the right wing. He has moved more into the middle, showing a good ability to read the game and fill the gaps left either by Soles or Lappage. This has not so much meant a lack of attacks forming from that wing; indeed, well over half the goals have come from that quarter, but on occasion it has meant a crowding of our forwards and, hence, the opposition, in the goal area. Many of our attacks we have broken down ourselves by either holding the ball too long or running into this crowd rather than opening the defence by laying the ball off wide.

On the left-wing Toddington has been more orthodox in waiting for this wide ball and used his speed to good advantage. The ball inside the back has been used well and he has gone on to some

fine goals himself with a fine left foot shot. Once he learns to use his right foot he will be an even more dangerous winger.

This has been an excellent last term of school soccer by captain and goalkeeper Walmsley. One had the feeling early in the term that he was determined to let nothing past him with his displays of agility and daring, and it is true to say that only the best of shots have beaten him.

The odd mixture of weather throughout the season has helped show the consistency of the team's ability. They have played very good football on frozen and muddy pitches alike, showing good judgement and skill. In the first games the pace had to be slowed considerably on treacherously hard pitches yet 17 goals were scored to none against and later the team seemed to revel in the more frustrating mud. Of all the elements, strong wind has been the one causing them the most trouble.

When reserves have been placed in the team they have fulfilled their function well — Midgley and Hartill at centre-forward and right-wing respectively and, more especially, Bell, who showed a marked ability at centre-half when standing in for the injured Greenfield for three games. Hodgson was also very much in evidence in the second of his three games as reserve right-winger when he scored two of the goals which gave us victory over Holme Valley.

Colours have been awarded this term to Trott and Miller and our best wishes for continued success in soccer as well as in their chosen careers are offered to these two, Walmsley and Soles, all of whom will be leaving us at the end of the year.

Staff v. 1st XI

The Staff match, played on the penultimate day of term, suffered considerably from the snow storm which so kindly fell two days earlier. Consequently conditions were treacherous, and the 1st XI, facing probably the strongest Staff team for many years, foresaw a difficult match. Exchanges were equal early in the first half, until school eventually broke the Staff defence and snapped up the first goal through Lappage. Encouraged (perhaps embittered) at this setback, the masters began a remarkable counter-attack, and deservedly drew level toward the end of the first half, when Mr. Whale scored with a fine shot. In the second half, the Staff continued where they had left in the first half and soon took the lead with a second goal by Mr. Whale. Pressure was maintained by the Staff forward line, but the 1st XI, noted for its efforts when under attack, retaliated with a fine second goal by Lappage. Perhaps a little too confident of certain victory now, the 1st XI allowed the Staff to restore their lead, via a post, by Mr. Ruddock. No chance seemed open to the 1st XI whilst the Staff played so constructively, but ever threatening, ever dangerous, the 1st XI pressed hard at the Staff goal, and were duly rewarded with a magnificent goal by Glaze, and the winner (a minute from time) from the flashing head of Soles. In all, the match proved one of the best in recent years, and but for some hard play on both sides, would have been an example of sportsmanship. Perhaps a fairer result would have been a draw, but school deserve credit for their 4—3 win.

2nd XI

CAPTAIN : E. MIDGLEY

TEAM : D. L. Hartill, P. Dale, M. Timmington, S. Mosby, S. Varley, J. M. Watts, P. D. Lees, V. Hudson, J. Bell, B. Thompson, T. Timmington, I. Hodgson, J. S. Elsworth, J. Edwards, D. M. Price, P. Morgan.

RESULTS :

5th Feb.	v. Leeds C.H.S.	(A) Won	3—1
19th Feb.	v. Holme Valley	(A) Lost	3—7
12th Mar.	v. Batley G.S.	(H) Won	3—1
19th Mar.	v. Huddersfield N.C.	(H) Lost	0—2
26th Mar.	v. Nunthorpe G.S.	(H) Won	5—1

SEASON'S RECORD :

P 13; W 5; D 4; L 4; For 37; Against 41.

The term has been a rather unsatisfactory one for the 2nd XI for, although the results have been fair, rarely, and only in flashes, did the team reach top form.

The best football of the term was produced in the first match, at Leeds C.H.S. With a good supply of passes from a tightly marking defence, particularly Milner (a last minute substitute at centre-half), the School's little inside-forward trio of Price, Morgan and Varley quickly settled down and were soon dictating play on a morass of a pitch. On a better pitch, a large first half lead could have been attained, but as it was, a 1—0 lead, through Hartill, had to be sufficient. The pattern continued in the second half School going further ahead through Hartill (penalty) and Elsworth. With the inside trio tiring slightly in the heavy conditions, Leeds were allowed to come more into the game and they managed to reduce the lead. However, some fine goalkeeping by Dale prevented further scoring.

An even worse pitch awaited the team at Holme Valley. With icy water standing six inches deep in places School were never in the game, although quick breakaways brought three goals.

The Batley match contained a minimum of good football, although it was won. So too with the Nunthorpe match. Against poor opposition a large score should have been reached, but near-apathy seemed to have set in, with the possible exception of Hodgson whose opportunism brought him four goals.

The season's worst display must surely have been against Huddersfield N.C. With the defence slow, unsure, flat-footed and all often caught playing too square, and the shot-shy forward line completely lost, the result was never in doubt.

This term four new players were introduced into the team — M. Timmington sharing the goalkeeping with Dale. T. Timmington at half-back. Price and Morgan in the forward line. Both Timmington and Morgan played admirably in their games and will be very useful next season in either 1st or 2nd XI football. D. M. Price has been the most outstanding player in the team, since his

introduction into the side after Christmas. Although on the small side, he has the ability to beat a man in a confined space and possesses a good football brain, with an eye for the openings. With two more school years in front of him, he should be a great asset to school football and a "cert" for the first eleven.

U. 15 XI

CAPTAIN : B. J. MILNER

TEAM: M. Armstrong, L. Barker, J. Chilton, P. Greenfield, B. Milner, A. Morgan, D. Parry, R. Swallow, P. Walman, Reserves: G. Clare, A. Haycock, P. Sherwood, J. Timmins.

RESULTS :

18th Dec.	v.	Salt G.S.	(H)	Won	2—1
29th Jan.	v.	Colne Valley H.S.	(A)	Won	9—0
5th Mar.	v.	Almondbury G.S.	(A)	Lost	3—8
12th Mar.	v.	Batley G.S.	(A)	Lost	2—4
30th Mar.	v.	Nunthorpe G.S.	(H)	Lost	1—3

SEASON'S RECORD:

P 10; W 4; D 1; L 5; For 31; Against 34

The results have shown either convincing wins or heavy defeats. This suggests perhaps a lack of effort when faced with strong sides.

The side never really played as a complete unit mainly because of frequent changes. There seemed little understanding between attack and defence, and this will have to be developed next season. The defence conceded far too many goals and the attack could have scored more with a 'shoot on sight' and a less elaborate approach.

U. 13 XI

CAPTAIN : S. A. WELCER

TEAM : I. Ayris, J. Howell, M. P. Poole, P. Sheldon, G. Rudderham, P. Lawrence, S. Carrington, M. G. Clegg, R. Eames, S. W. Stenson, S. A. Welcer.

RESULTS :

15th Jan.	v.	Ossett G.S.	(H)	Won	3—2
29th Jan.	v.	Colne Valley H.S.	(A)	Lost	0—4
5th Feb.	v.	Leeds C.H.S.	(A)	Lost	2—3
19th Feb.	v.	Holme Valley G.S.	(H)	Drn.	1—1
12th Mar.	v.	Batley G.S.	(H)	Won	5—4
26th Mar.	v.	Nunthorpe G.S.	(A)	Lost	1—7

SEASON'S RECORD:

P 12; W 5; D 2; L 5; For 27; Against 36.

In most of their games this term the team played well below their best form. Under frequently soggy conditions they tended to favour an over-elaborate style where a simpler and more direct approach was needed, while the defence showed a surprising inclination to wilt under pressure. Add to this a strangely inhibited and shot-shy forward line, and it is not hard to understand why morale was low at times. One exception was the home game against a formidable Batley XI, in which the team displayed the excellent fighting qualities noted last term and came through from 2—1 down to win 5—4.

There is plenty of talent in this side, and the boys must be complimented for trying always to play constructively and sportingly against strong and often uncompromising opposition.

U. 12 XI

CAPTAIN: K, GRINSILL

TEAM: S. J. Auty, P. J. Hayes, D. Fisher, J. C. Davies, G. A. H. Strangwood, S. Cooper, J. Stretton, J. Gratton, M. Cudworth, R. Clarke L. B. Hill, N. Vickers, A. Bell.

RESULTS :

7th Feb.	v. Castleford Tech. H.S.	(H)	Won	7—4
14th Feb.	v. Castleford Tech. H.S.	(A)	Won	2—0
19th Feb.	v. Holme Valley G.S.	(H)	Lost	5—3
14th Mar.	v. King's Sch., Pontefract	(A)	Lost	3—2
26th Mar.	v. Nunthorpe G.S.	(A)	Won	3—2
28th Mar.	v. Castleford Tech. H.S.	(A)	Won	2—1

SEASON'S RECORD :

P 6; W 4; D 0; L 2; For 19; Against 15.

It is a pity that various factors combined to shorten our soccer term. With the whole of the year to choose from a very promising team has emerged but there has been too little time to consolidate skills and team play. The term's results are reasonably good and our only heavy defeat was against Holme Valley, a team who had been playing together all season.

After two weeks of playing and coaching we made a very successful start to the season. Our first two games were both against Castleford Technical High, who must have thought we had been playing together for years when they lost the first of these games. Grinsill, the captain and centre-forward throughout the term, showed his natural flair as a goalscorer and had two in the net in a very short space of time. Except for one game, when unfit, Cusworth has also shown himself to be a very good ball-player at inside-right. He has helped the other inside forwards who have been in the team, notably Gratton and Stretton, to create some fine goals. Although small, Vickers has shown much determination and skill on the left-wing and if only Hill and Hayes who have both been played on the right, had shown as much life, then they would have proved equally as dangerous.

The half-back line has been made up of three ever present players. Bell, Cudworth and Cooper. They have not yet fully realised their

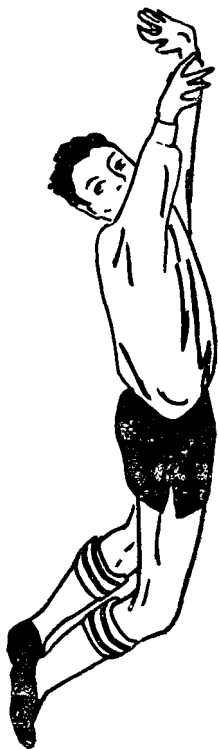
role in the team but are learning to distribute the ball accurately and, especially Cudworth, to gain the ball from a tackle. Fisher has shown himself to be a cool left full back and has been partnered by Clark and later, Davis, both of whom have the skill but are inconsistent in performance. The goalkeeping has been mainly carried out by Strangwood, who has shown good handling and daring but still lacks positional sense. His able reserve has been Auty.

Potentially, then, a good side, and given more experience in the game they should develop into a very successful team as they move through the School.

The joys of seven-a-side soccer

On a very miserable last Saturday morning in March, teams from forty-seven schools travelled to Greatfield High School, on the east side of Hull. They were going there to compete in the Seventh Annual Seven-a-Side Competition of the Yorkshire Schools' P.A. It was

miserable because the east coast was experiencing frequent blizzards at that time and many of the travellers, like ourselves, had to rise exceptionally early to arrive at the venue in time for the start.



Pitches two and five were the scene of the first encounters that the 1st "Seven" and Under 15 "Seven" had in the competition. Both teams came back, breathless, cold, wet, yet jubilant at having beaten their opponents. This jubilation, however, was short lived for the Under 15's were subsequently knocked out by Percy Jackson Grammar School, a team who later became losing finalists.

By beating Ecclesfield Grammar School by 4 points (1 goal) to 1 point (a corner) in the third and final game of Round one, the 1st team won their pool and went straight into round three, having been fortunate enough to get a "bye" in the second round. This "bye" gave us some extra time in which to de-ice and rest in preparation for the match against Cockburn High School. To win this match meant a place in the semi-final and a very dour and strength-sapping game it turned out to be.

At full time the score was 0—0 and the teams changed ends for extra time. At the end of extra time the score was still the same. The coin was tossed once again, ends were chosen but this time the rules stated that the game must go on until a point was scored.

After another four minutes the heavy rain and gusty wind had almost taken command when a high centre was fumbled by the Cockburn goalkeeper and went for a corner. We had won a place in the last four.

Seven weary and wet players accompanied by several equally wet supporters, the number of spectators by this time enhanced by the presence of the thawed out U. 15's, made their way once again towards warmth. This sojourn was, alas, very short lived. An official appeared to inform us that, owing to the late running of the competition, our final was to take place almost immediately.

It took the whole of the first half of this game, against King Edward VI, Sheffield, for the team to warm up again. By this time they were 4 points (four corners) in arrears. A strong revival in the second half brought the scores level when a goal was scored. Extra time seemed to be the final straw and although everyone called on his last reserves, an unfortunate corner led to our dismissal from the competition.

The journey back was spent sleeping and recovering from bouts of cramp. A feeling of "so near and yet so far" seemed to hang over the coach. Yet one thought helped to alleviate the disappointment. We had failed to get into the final but throughout the afternoon we had not conceded a goal.

AFTER THOUGHT. King Edward VI Grammar School deserve our congratulations. They went on to win the final against St. Michael's College — this, too, after extra time!

CROSS COUNTRY

CAPTAINS: SENIORS: J. TOWNEND; U.15: D. M. SYKES

TEAMS :

SENIORS : R. Moss, R. Horman, S. Graham, C. Myers, D. McTear,
M. Dolan.

U. 15: M. Blackburn, K. Chalkley, M. Harrison, S. Pollard,
R. Preston.

U. 14: P. Main, J. Whiteley, T. Ferguson, D. Walker.

U. 13: M. Clegg, A. Bamforth, R. Eames, M. Beddows, D.
Newman, P. Krlic, C. Youldon.

RESULTS :

2nd Feb. v. Ackworth	(H)	Seniors: Lost 15—30 (Moss 3rd, Myers 4th)
5th Mar. v. Huddersfield N.C.	(A)	Seniors: Lost 24—15 (Moss 6th)
		U. 15 : Lost 22—12 (Harrison 3rd)
		U. 14 : Lost 30—38 (Main 5th, Ferguson 6th)
		U. 13 : Won 16—20 (Clegg 2nd, Eames 3rd, Bamford 5th, Beddow's 6th)
16th Mar. v. Whitcliffe Mount & Heckmondwike	(A)	
		Seniors: 2nd to Heckmondwike (49—60—63) (Graham 6th)

19th Mar. v. at Disley :

Northern Schools'
Championships

Best Individuals ;

Cubs : Dyson 58th, Clegg 190th

Colts : Main 145th

Juniors: Harrison 139th

Seniors: McTear 257th

Best team results :

Cubs : 34th out of 115

Juniors: 64th out of 111

Owing to various reasons the "club," as such, has been virtually non-existent this term. This is on account of more cross-country running within the whole school. Running has not been confined to the "faithful few": most of the boys in the school ran in the cross-country Championships, and selection of teams for competitive running outside school has been from a wider number of boys than last term. Obviously, we can expect more depth in the teams when both rugby and soccer players can be included, but unfortunately there tends, throughout the school, to be general apathy towards cross-country running. It may be acceptable to run one's heart out with a football in one of the team games, but to do this as an individual runner is almost unheard of in the majority of cases.

The first fixture of the term for the Seniors was unfortunately held on a day when House rugby matches were being played. Added to this, a bout of 'flu and injury also helped to weaken the team. We did manage to raise an 'eight,' but lost the match easily to a very strong Ackworth team.

Preceding the Inter-House Championships, some fixtures were arranged with a view to giving everyone a competitive run. From 1st to 4th year trials, teams of 20 boys ran against the Secondary Modern School. All teams won at home, except the first-year, but they all lost on the opponents' course. It should be mentioned that these were the very first races for the first-year boys, who entered with their usual keenness.

There were no Junior soccer matches on the Saturday we met Huddersfield New College, and this enabled us to put a very strong U. 13 team into the field. This team went on to win their race by very good "packing," taking 2nd, 3rd, 5th and 6th positions. Our other teams, although they ran quite well, were unable to equal this success.

Inter-House Cross-Country Championships

By the second week in March, most people were prepared both Physically and mentally for these races. The weather proved strangely kinder to us, though the courses remained very sticky, and a blustery wind, which always seemed to increase in severity for the afternoon, helped to slow down the times. Generally the races were well run, and the results close, but there were still the few who ambled round, having no regard for the efforts of fellow house-members.

Inter-House Cross-Country Championships

RESULTS :

1st Years:	1. Levett	194	Ind. Cusworth	(D)
Time 14.40	2. Freston	201	Dyson	(W)
	3. Dodsworth	212	Cooper	(L)
	4. Ward	265	Auty	(W)
2nd Years:	1. Freston		Ind. Clegg	(F)
Time 14.05	2. Levett	427		(F)
	3. Dodsworth	450	Bamforth	(W)
	4. Ward	629	Eames	(W)
3rd Years:	1. Dodsworth	1171	Ind. Harrison	(F)
Time 19.46	2. Ward	1229	Sykes	(F)
	3. Freston	1248	Atha	(D)
	4. Levett	1448	Preston	(F)
5th & 6th Years:	1. Ward	904	Ind. Townend	(D)
Time 26.32	2. Freston	1106	Trott	(W)
	3. Dodsworth	1420	Graham	(W)
	4. Levett	1769	Moss	(L)

Disley Meeting

Our climax to the season was the Northern Schools' meeting at Disley: but though the Senior team had gained some success by coming second in a triangular meeting against Whitcliffe Mount and Heckmondwike Grammar the previous Wednesday, our approach to the Meeting at Disley was nothing more than cheerful amateurishness.

The seniors could not even raise a team of four, and so the School's entry had to be withdrawn, and the two runners who completed the course could count as individuals only. The junior teams also were not all at full numerical strength. To handicap ourselves further, whilst the accompanying staff picked delicately at a light chicken salad, many runners chose to lunch on fish and greasy chips: unsurprisingly, during the races, some stomachs revolted at this treatment. We were, then, not serious contestants for honours, but it was a glorious Spring afternoon, and a good time was had by all. Whether it is justifiable to travel so far at such cost to the School merely to have a good day out is arguable, but certainly we were not the worst teams there, and at least the cubs team, which finished thirty-fourth, did us some credit.

HOCKEY

1st XI

CAPTAIN : J. W. CLEAVER

VICE-CAPTAIN : M. E. PRICE

TEAM : R. M. Akers, M. E. Price, M. A. Bryan, S. Whitehead, J. W. Cleaver, L. A. Berry, J. M. Short, J. Hunt, J. Pollock, L. M. Wood, C. A. Chalkley.

RESULTS :

22nd	Jan.	v.	Rothwell G.S.	(H)	Won	2—1
29th	Jan.	v.	Airedale Technical	(A)	Lost	3—4
5th	Feb.	v.	Thornes House G.S.	(A)	Won	2—0
19th	Feb.	v.	Don Valley H.S.	(H)	Won	2—1
3rd	Mar.	v.	Pontefract K.S.	(H)	Lost	1—3
10th	Mar.	v.	Barnsley G.S.	(A)	Lost	2—4
19th	Mar.	v.	Castleford G.S.	(H)	Lost	1—4
26th	Mar.	v.	Remedial Gymnasts	(H)	Won	7—0

SEASON'S RECORD :

P 14; W 8; D 1; L 5; For 44; Against 27.

This term the team has been Inconsistent and although we had some good wins there have been defeats which should rightly have been victories.

The first match was against Rothwell and the team was determined to avenge the 12—0 defeat of the previous season. There was effective passing among the forwards and good interchanging of positions which was rewarded with two goals. Towards the end of the match, the defence was under constant pressure but managed to hold out, giving the team a 2—1 victory. In the next match, however, the team's play was entirely different; the forwards tried to dribble the ball too much and the defence were inconsistent and although we scored first, we were soon 4—1 down. As in previous matches we rallied towards the end but on this occasion left the effort too late and were defeated 4—3.

The following matches against Thornes House and Don Valley were both played under extremely muddy conditions. Realizing that dribbling and skilled work was virtually impossible the only alternative was to hit the ball hard and keep it moving. The forwards passed the ball well among themselves, with the wings sending across some strong passes for the inside forwards to use. In the Don Valley match the team's concentration was upset and although we won, it cannot be noted as one of our better victories.

In the match against Pontefract, the team never worked as a unit. Individually the forwards played well but as a forward line they never looked like penetrating the Pontefract defence. The defence was also at fault, often wandering out of position; and it was because of this that the Pontefract forwards were able to use their speed and score. This was the case in the Barnsley match, when the defence was completely lost (out of position and even worse, not rushing in to tackle, giving the Barnsley forwards ample time to shoot).

Luck was not with us when we played Castleford and after hitting the post and missing the post by inches, we managed to score once, giving Castleford a 4—1 victory. The score is by no means a true reflection of the team's play, which was better and more attackine; than it had been for some time; unlike the match against the Remedial Gymnasts. This match was almost lifeless compared with the Castleford match. Play was slow and monotonous, although the seven goals, mainly scored by the inside trio, were fine attempts. C. Chalkley and M. Short on the wings, sent across some well-placed centres for the other forwards to score.

Hemsworth Rally

This year in contrast with previous years the weather was fine for the Rally and the pitches were in fairly good condition.



Our first match was against Pontefract (whom we had met two days previously and to whom we had lost 3—1). This time our play was totally different and it was probably the best performance put up by the team all season. The defence was very much better and remained in position, and the forwards played confidently and were unlucky not to score in the the first minute. We were unlucky also when our centre-forward, J. Pollock, was hit on the head. The Under 15 XI centre-forward, G. Stokes, came to take over the position, and was playing competently when she too was hit, and her eye cut. Both were taken to hospital. Extra time was played and we went into the lead on two corners. In the last five seconds Pontefract scored from what was apparent to everyone as an off-side position, but the goal was allowed and we went into the Runners-up Section.

The spirit and urgency had left the team after the team's defeat by Pontefract and although we regained J. Pollock there was not enough life in the forward line and this feeling spread throughout the defence. However, we beat Ossett in what was rather an uninspired game and finally were knocked out in the semi-final by Wakefield, again after extra time. By this time we were spiritless because of our bad luck and it was this that caused our defeat rather than lack of skill.

Colours have been awarded to J. Hunt, J. M. Short, L. A. Berry; re-awarded to the rest of the team.

2nd XI

CAPTAIN : H. PEASE

TEAM : H. Bennett, I. Holling, M. Booth, P. Fumess, H. Pease, R. Hoyle, V. Crossley, J. Taylor, A. Lewis, S. Batey, J. Wilkin.

RESULTS :

22nd Jan.	v.	Rothwell G.S.	(H)	Lost	0—2
5th Feb.	v.	Thornes House GB.	(A)	Won	5—0
19th Feb.	v.	Don Valley H.S.	(H)	Lost	0—2
19th Mar.	v.	Castleford G.S.	(H)	Lost	0—2

SEASON'S RECORD :

P 10; W 4; D 0; L 6; For 17 Against 19.

The team has had another rather unsuccessful term, owing mainly to their inability to play an attacking game. Although more co-ordination was evident in the latter part of the term, the stamina and enthusiasm of a forceful attack was lacking.

In the first match against Rothwell the forward-line was almost non-existent and the defence tended to play confusedly. Although bad weather conditions made it necessary to employ strong hits rather than dribbling, the team failed to appreciate this and the game was consequently rather scrappy. The match against Thornes House was very one-sided (in the team's favour). The forwards kept up the pressure throughout, and scored five goals, giving the best performance of the season. Unfortunately the team did not continue such tactics in the next game against Don Valley, and fell into their usual non-chalance, playing a totally defensive game. This resulted in a loss of 0—2; though by a little more effort, a win could easily have been achieved. The last match of the season was against Castleford, where the team lost once again through lack of force and drive. The game was slow and uninteresting, the team having allowed the opponents to set the pace.

Thus it is obvious that the team must acquire a stronger will to win, and play with the intention of giving their utmost in the game. At the moment, their lackadaisical attitude is holding them back, and this must be overcome if matches are to be won.

U. 15 XI

CAPTAIN : G. STOKES

TEAM : H. Shaw, C. Smart, H. Walker, J. Hancock, P. Haenggi, B. Hutchinson, M. Beckett, K. Cooper, G. Stokes, J. Metcalfe, L. Harrison, S. Straw, K. Guy.

RESULTS :

20th Jan.	v.	Airedale Technical S.	(A)	Won	3—2
5th Feb.	v.	Thornes House G.S.	(A)	Won	2—1
3rd Mar.	v.	Pontefract H.S.	(A)	Lost	1—5
12th Mar.	v.	Barnsley G.S.	(A)	Lost	1—2
19th Mar.	v.	Castleford G.S.	(H)	Won	6—0

SEASON'S RECORD :

P 8; W 3; D 2; L 3; For 17; Against 14.

The first match of the season, against Airedale Technical School was a well fought match on both sides, and School did well to convert a score of 2—1 down at half-time, to that of a 3—2 victory at full time. The successive attacks of the Airedale forwards gradually decreased in number, and School then began to dominate the mid-field play. Forceful attacks eventually brought two further goals, and victory. The terrible conditions in which the Thornes House match was played wrought havoc amongst the "stylists" on the side, and it was clear that the stronger of the two teams would succeed in the long run. School proved the stronger, and Thornes' defence broke frequently under pressure, to concede goals in the second half. The heaviest defeat of the season was dealt by Pontefract on March 3rd, when the home team quickly applied themselves to the muddy conditions and scored five goals in the first half. In the second half, however, School attacked a confident and consequently less vigorous Pontefract defence, and were duly rewarded with a goal late in the match. The next match against Barnsley G.S. was neither skilful nor particularly pleasant, owing to a blustery wind which allowed no constructive play whatever. The match ended in a 2—1 defeat, although both teams were equally strong in attack and defence. The last match of the season, against Castleford G.S., saw School giving of their best. The team dominated Castleford play from beginning to end, although credit must be given to the visiting team for its ever-present enthusiasm and effort. School's defence and forward line combined excellently to score five well deserved goals. The sixth goal came from a penalty bully, perhaps the rarest of free hits in hockey rules (only one being known in school hockey this season), to give School their most convincing win of the season.

The HOCKEY RALLY was played this year at Thorne, Doncaster, on the last day in March. Hopes of success were soon dashed when School were knocked out of the Competition in the first round by Rothwell G.S., who went on to win in their section. In the losers' section, we lost to Thorne G.S. after playing extra time and consequently returned home without any laurels of victory.

U. 14 XI

CAPTAIN: S. STRAW

TEAM: H. Shaw, J. Goodson, J. Ellis, A. Shepherd, S. Straw, J. Lister, C. Webb, V. Moss, S. Grandidge, M. Dean, L. Hankins.

RESULT :

3rd Mar. v. Pontefract H.S. (A) Lost 0—5

SEASON'S RECORD :

P 2; W 0; D 0; L 2; For 1; Against 12.

As was the case last term, the U. 14 XI have only had one fixture in which to show their skills. Lack of practice and team-play, however, proved fatal to any hopes School might have of winning the match. Constant pressure from the Pontefract forwards soon led to breaches in the School defence, and overwhelmed by their opponents' fitness and skill on a muddy field, the School team cracked beneath the storm.

U. 12 XI

CAPTAINS : M. DEAN A. DRAYCOTT

TEAM : H. Shaw, J. Goodson, J. Slater, K. Garner, R. Fergus, L. Thomas, J. Lister, A. Newsome, J. Addy, M. Dean, A. Draycott. Reserve: L. Bryant.

RESULTS :

14th Feb.	v.	Quaker School,		
		Ackworth	(A)	Won 1—0
21st Mar.	v.	Wakefield H.S.	(A)	Won 2—0

SEASON'S RECORD :

P 2; W 2; D 0; L 0; For 3; Against 0.

The first match against Ackworth saw both teams evenly balanced in both attack and defence; and those attacks that the School forwards could muster were efficiently shattered by a firm Ackworth defence. Credit must be given to the Ackworth goalkeeper, whose efforts stifled many of School's attacks. Eventually, however, under continual pressure, the home team's defence was overwhelmed, and the only goal of the match sealed School's victory.

The second match was even more of a success, as the H.S. team was made up of second year girls. The school team proved as strong and swift as their older opponents, and with fervent determination they cracked home two goals to make them worthy winners.

BOYS' HOCKEY

This year promised the possible consolidation of the already considerable enthusiasm for hockey, but what has happened? Firstly, several members of the prospective school team were involved in the school play and so missed many practice sessions during the Autumn Term. After Christmas the happy band dwindled gradually until on the last games-day we were reduced to five-a-side hockey on a mini-pitch. Yet, at the end of term, everyone wanted to play against the girls. One hopes that next season this latent urge to play hockey can be exploited and encouraged by more attention. After all, not so long ago, rugby was a minority sport and now its glory is sung at every opportunity. Having said this, one is not sure whether one wants the refreshing 'amateur' spirit of the Wednesday gatherings to be replaced by fanaticism, but no doubt this will come to pass.

RUGBY FOOTBALL

This has been a highly successful season with all school sides having impressive records. The 1st XV has had its best season yet, looking at the records: —

	P	W	L	D	F.	A
1963 /4	22	20	2	0	330	93
1964/5	26	20	2	4	504	108
1965/6	20	18	2	0	461	40

Particularly pleasing is the defensive record which averages out at only two points per game, and in fact only five teams have scored tries against. 2nd XV, Colts XV and U. 13 XV have all had good seasons, while the U. 14 XV and U. 12 XV went undefeated. The U. 14 team have now played together for three seasons and not lost a game, and next season will go all out to beat last year's Colts XV who played four seasons without defeat, although drawing two games.

Much difficulty has been experienced with the grounds. Pingle has again proved to be virtually useless, and the pitches at Methley have not been used on games afternoons as the Education Committee and Castleford R.U.F.C. took all season to come to terms. Our thanks to the Castleford Club who allowed us the use of their facilities on Saturdays to play our school fixtures and to Sandal R.U.F.C. who also helped out with the loan of their pitches when Methley was flooded.

Thus practice games have been held at Loscoe, on a soccer pitch at Dalefield or on the lawn, and this has undoubtedly made training sides a difficult job. The sooner school has a reasonable pitch near the school the better it will be for school rugby.

F. Dolan, 1st XV captain, has been a great help, and has led his side with keenness and energy. This was his fourth season in the side and his experience proved invaluable. His line-out work provided possession in plenty while his long striding covering must have had a considerable effect on the defensive scoring record.

At Christmas seven boys went for Yorkshire Trials to Headingley. From these Dolan, Mynett, Eades and Goldie were selected for the Leeds team to play at Otley against Wharfedale. Unfortunately frost caused this game to be played as 'Touch Rugby,' but Dolan, Mynett and Eades were selected for the Final Trial at Headingley. Although nobody made the Yorkshire side all gave creditable performances.

A.J.

1st XV

CAPTAIN : F. DOLAN

VICE-CAPTAIN : J. R. MYNETT

TEAM : A. Agar, D. C. Bassinder, M. J. Brooks, S. Copeland, R. Crabtree, T. Crossland, R. Davis, F. Dolan, A. J. Eades, G. Goldie, M. J. Halls, B. Jones, S. Madeley, J. Matthewman, D. Peaty, W. Taylor, S. Trigg.

RESULTS :

15th Jan.	v.	Huddersfield New Coll.	(H)	Won	6—0
5th Feb.	v.	Thorne G.S.	(A)	Won	12—0
16th Feb.	v.	Leeds Modern School	(H)	Won	37—0
2nd Mar.	v.	Crossley & Porter G.S.	(H)	Won	34—0
5th Mar.	v.	Temple Moor S.	(H)	Won	12—3
12th Mar.	v.	Thornes House G.S.	(A)	Won	14—6
16th Mar.	v.	Whitcliffe Mt. G.S.	(A)	Won	9—6
19th Mar.	v.	Nunthorpe G.S.	(H)	Won	43—0

SEASON'S RECORD :

P 20; W 18; D0; L 2; For 461; Against 40.

The season has had its disappointments, but the team has quickly forgotten these, and team spirit both on and off the field of play has been of the highest order.

With most of the team having played for at least one season together it was quickly functioning as a unit and on the few occasions when cohesion was lacking, it has been due more to weather conditions than a lack of understanding.

Only three new players have obtained a regular place in this year's 1st XV, Trigg and Peaty, recruited from last year's Colts, and Taylor, a product of last year's successful 2nd XV.

Trigg has adapted himself particularly well to the key position of fly-half, whilst Peaty has proved useful in line outs and set scrums. Taylor has solved the hooking problem created by the departure of Tinkler and has scarcely been beaten for possession.

Last year's fly-half, Goldie, started the season at full-back. However it was soon realised that his talent was wasted on this position and he was moved into the centre. An adaptable player, he has substituted for Bassinder during the latter's illness, where he had some excellent games at scrum-half.

The two leading try scorers this season are the wingmen Mynett (24 tries) and Eades (17 tries) and this is an adequate reflection of the side's style of play, for both have the strength and speed to round their opposite numbers and then outpace the 'cover.' In the centre. Brooks and Crabtree have both been particularly unfortunate with injuries. However, when they have turned out their play has been of the highest order. Crabtree's strong running has once again resulted in many fine tries, whilst the tackling of Brooks should be an inspiration to every player.

The pack has been well balanced this year, being reasonably heavy and at the same time highly mobile. Only in the odd match has it been dominated by a heavier bunch of forwards, a fact which resulted in some disappointing performances last year.

In the loose Davis and Jones have perfected the art of stealing the ball from an opponent and the natural skill of the former has left many a would be tackler bewildered. The second row pair of Matthewman and Peaty have combined effectively to provide the power needed in the set pieces and both have proved more than useful in the line-out. During Matthewman's lay off, due to an ankle injury. Halls was moved into the 2nd row from wing forward. He is probably the most improved player in the side, for he is always ready to seize the smallest chances, with the result that he is leading try scorer in the forwards.

The back row has never really been quite settled down, but the usual three have been Agar or Halls at open side wing forward; Dolan at No. 8 and Jones at blind side wing forward. Agar has fulfilled all expectation following his senior debut last year. He has had one or two useful games at scrum half, where Bassinder has been the regular choice. His play has been of the highest order with his long diving pass to Trigg.

Two other products of last year's colts have also played this year: Crossland in the centre and on the wing, and Madeley at full back. The latter has been very sound in his defensive play whilst Crossland's strong running has made him a difficult player to stop. Both should prove great assets to next year's 1st XV.

1st XV v. Old Boys

This was held on Sandal R.U.F.C. ground on 13th April. An enjoyable and close game of rugby resulted in a 16—0 win for School. The team work of the school pack gave the backs a good share of the ball and some good passing brought some attractive tries. The Old Boys had some good individual runs, A. P. Richardson at centre being particularly difficult to stop, but as can be expected from a collection of individuals brought together for one game, team work was lacking. School tries were scored by M. J. Halls, A. J. Eades, S. Copeland, P. Dolan. R. Crabtree converted two.

Old Boys' team

B. Lockett, R. P. Freeman, A. P. Richardson, T. M. Conboy, I. A. Richardson, R. Wilby, A. Parrish (Captain), B. Flynn, G. Bullock, W. S. Harris, A. P. Gates, E. Webster, C. S. Hampson, N. Easter.

2nd XV

CAPTAIN : S. JACKSON

TEAM : R. Jennings, J. I. Hodgkiss, J. Fitzpatrick, T. Crossland, R. Toddington, M. Frankland, W. Booth, D. J. Martin, D. Harrison, J. Davies, P. J. Bostock, C. S. Hill, C. P. Hollis, R. I. Westerman, S. Jackson, L. Colbourne, S. Banks.

RESULTS:

5th Feb.	v.	Thorne G.S.	(A)	Won	14—11
2nd Mar.	v.	Whitwood Tech. Coll.			
		1st XV	(H)	Won	14—3
5th Mar.	v.	Temple Moor G.S.	(H)	Won	33—3
12th Mar.	v.	Thornes House G.S.	(A)	Won	25—0
16th Mar.	v.	Whitcliffe Mount G.S.	(A)	Won	25—3
19th Mar.	v.	Nunthorpe G.S.	(A)	Won	53—0

SEASON'S RECORD :

P 18; W 15; D 0; L 3; For 380; Against 112.

In the first two matches this term lack of match practice was only too evident. Against Thorne G.S. indeed, Frankland seemed barely to have noticed in the first half that after two months we were back in the world of match play, for his efforts looked little more than a gentle warm-up routine, and the team as a whole were slow to back up or pounce on the loose ball. A devious run by Hodgkiss which began on the wing and ended up via a tortuous route with a try between the posts happily proved decisive. The second half, in which: Thorne pushed us about as they pleased in the scrums, scoring two push over tries in the process, was painful, but at least there was a determination to avert a repetition of the fiasco at Leeds Modern the previous term, and we survived victorious. Nor was

there much to praise in our next victory, though it was pleasant to see that we were apparently capable of winning a match after School lunch; again in the second half it looked as if we might give way, but fortunately an angry bout of mutual recrimination between forwards and backs as to which part of the team was putting up the feeble performance irritated everyone into performing more vigorously.

From then on we were a transformed team. Temple Moor were far better opposition than the previous two opponents and their neat and confident play in the opening five minutes seemed to remind us of the skills of the game. Jackson was an injured spectator, but Hill led the pack admirably and with the backs reshuffled into a more effective formation (Frankland to provide a quick feed at fly-half, Crossland at inside centre to bash over the advantage line from the set pieces, Fitzpatrick at outside centre where he had more time and room to exploit his jinking abilities), a splendid team effort led to a handsome victory: from set pieces play was varied intelligently (even our line-out play was intelligent, a compliment which could be paid very seldom to the team) and in the loose there was always someone backing up. The game's most joyous moment was the scoring of a try by Martin, his first in three seasons of grafting in the 2nd XV front row. Now that we were playing well the Fates also favoured us. Having played with a very strong wind at our backs in the first half against Thornes House, we happily found in the second half the wind dropping and the sun coming out into our opponents' eyes. The Fates were much helped by Fitzpatrick, who was in his most elusive form. Of course by now the team was playing with great confidence and sometimes putting enjoyment before efficiency — Booth, for instance, used the dummy scissors at half back before having worked a genuine scissors move, and whilst such a double bluff might have unsettled quick-thinking 1st XV opposition it was too complex to be noticed by 2nd XV opponents who simply saw themselves as concerned with stopping an orthodox scrum-half break. There followed two more very creditable victories, term ending with a high-scoring spree at Nunthorpe in which all the pre-rehearsed moves worked delightfully and the loose work was done with dash and precision: this became, indeed, something of an 'exhibition match.' To round off a happy day, Frankland had the pleasure of scoring his hundredth point of the season, no mean achievement.

A 2nd XV learns to be philosophical. Plans are laid, and then key players are lost to the 1st XV. Partly because of this, performances over the season have oscillated between the depressingly inept and the near-brilliant. Fortunately the 1st XV has been less injury prone this term — fortunately, because with the 3rd XV having disappeared into prolonged hibernation the 2nd XV's fit reserve strength was minimal. The highest praise is owing to Banks and Blackburn for so loyally and uncomplainingly running the line or fitting in anywhere from hooker to full-back as the occasion required. The team's defence was usually brutally effective, with the stress sometimes rather too much on the brutal — ugly, high tackles when; orthodox low ones would have been more humane and just as efficient; Jackson and Jennings alone consistently preferred humanitarianism. If the team's 'strength' lay in its wrestling defence, its skill lay in its attack. The main strikers across the advantage line were Jackson, Booth and Crossland: Jackson had a fine swerve, Booth had very considerable powers of deception and Crossland had a style of running which terrorised faint-hearted

opposition. The team's tactical plans from set pieces were based on these abilities plus attempts to sweep forward from behind shortened line-outs; thereafter the theory was that after the initial thrust had been halted our forwards would fiercely drive over the ball and heel it to backs who would flick it on so smartly that the wingers would be outflanking their opponents with monotonous regularity. It seldom worked out as neatly as this, partly because the forwards had spells of lethargy in which the thought of getting down and shoving in a loose scrum made no appeal; nevertheless the team usually appeared more purposeful and co-ordinated than its opponents.

Jennings was a splendidly reliable full-back — he had to be, as the team expressed its confidence in him by not bothering much about getting back to support him. Hodgkiss and Toddington were speedy wings with the winger's traditional distaste for defensive chores: they deserved to be given the ball more often. Crossland was alarmingly powerful, a centre apparently with the strength of Samson in his hair, and Fitzpatrick's dummy and sidestep at outside centre were an ideal complement. Frankland at fly-half was the benevolent patriarch of the backs, usually a class above the wing forwards trying to tackle him and this term especially he always seemed to have plenty of time to do what he wanted. The scrum-half, Booth, was devilish clever. In the pack, Colbourne, Jackson and Westerman formed an intelligent back row: Colbourne was the most destructive, Jackson the most constructive, and Westerman an incisive runner (and one might add the compliment that in the field of tackling his high aerial leaps often left every opponent standing). Hill and Bostock were our main hopes in a generally unhopeful line-out combination, and with Hollis they provided the scrum's main pretence to really adequate physique. Hill on form was a very fine forward indeed. Harrison, considering how his hair style handicapped his sight of the ball, hooked creditably and was splendidly mobile in the loose — the team will long remember him beetling on his own towards the distant horizon of the Whitcliffe Mount tryline with most of Whitcliffe's backs in hot but unavailing pursuit. The props, Martin and Davies, were sometimes too good-natured for a position that demands more hatred for one's fellow men than any other, but often highly useful in the loose. Davies did not believe in being stopped when he scented the try line closely ahead, and Martin, let it be said again, scored a try.

A season, then, of good and fairly clean fun.

COLTS XV

CAPTAIN : T. BAILEY

TEAM : S. A. Allen, S. Anthony, A. Atha, T. Bailey, D. Bailey-Lee, J. Baker, S. Booth, M. Cording, K. Frankland, D. Hammond, K. Harrison, R. Hodlin, T. Longley, M. McNicholas, E. Moore, S. Parker, W. Patchett, R. Pine, S. Sainter.

RESULTS :

5th Feb.	v. Thorne G.S.	(A) Lost	3—5
5th Mar.	v. Temple Moor G.S.	(A) Won	5—3
12th Mar.	v. Roundhay H.S.	(A) Won	16—5

SEASON'S RECORD ;

P 11; W 9; D 0; L 2; For 113; Against 62.

The first game of the term against Thorne G.S. saw the team badly in need of match practice after the long Christmas holiday, and owing to some doubtful decisions and one unfortunate injury, they found themselves two points in arrears at the final whistle. A month passed until the next match at Temple Moor and still the defeat at Thorne hung over the aimless display of the side. However, a week later at Roundhay, there ensued a hard tussle which proved close until half-time, after which School suddenly took command and played out the match to their own tune.

In their first 'Sevens' competition School adapted themselves to the pace and improved considerably from the first round until the final was reached, where two previous periods of extra time proved the victors over their stamina.

Although scoring has generally been low the backs have always been capable of producing better displays of attacking ability than their opponents. Longley and Patchett, a new half-back partnership introduced at the start of the season, have attempted to bring fluency into the three-quarter movements while Longley himself with his prodigious sidestep has countered many defences with his breaks from the scrum. Allen, Bailey-Lee, Parker and McNicholas have been the prominent members of the three-quarters, while the latter three have often exhibited a firm understanding of one another's play. Booth at full back has proved himself a model tackler although he is apt to get into trouble with his 'ducking.'

The forwards have played consistently well, rarely co-ordinating badly together, while particularly in the Temple Moor and Roundhay games they persistently saved dangerous situations with fast covering and fearless attacking play. The front row selected from Hammond, Pine, Moore, Hodlin and C. Baker have formed a solid spearhead, while the new hooker, Baker, easily adapted himself to a strange position. In the second row, Anthony and Atha, proven stalwarts of strong, elusive running have provided a flowing supply of possession from the line-outs. The back row led by Bailey at lock, have been faultless in attack and defence, where Baker has often been outstanding with his non-stop running.

U. 14 XV

CAPTAIN : J. ROBERTS

Team : J. Roberts, M. Anders, R. Cusworth, M. Barker, S. Clayton, J. Clarke, J. Bell, K. Bridges, K. Brighton, P. Bullivant, C. Faulkner, K. Fawcett, J. Heaton, D. Hufton, P. Goldsborough, R. Rowett, J. Slater, M. Summers, K. Tinker, N. Waring, T. Webster.

RESULTS :

5th Feb.	V. Thorne G.S.	(H) Won	19—0
5th Mar.	V. Temple Moor G.S.	(A) Won	21—5
12th Mar.	V. Roundhay G.S.	(H) Won	25—0
19th Mar.	V. Nunthorpe G.S.	(A) Won	60—0
31st M.ar.	V. Archbishop Holgate's G.S.	(A) Won	20—8

SEASON'S RECORD :

P 12; W 12; D 0; L 0; For 366; Against 24.

This half of the season gave the team some worthy opposition on the few times they played, and they maintained their unbeaten record.

Against Thorne we completed the double, even though they appeared to have a stronger side this time. There were many missed opportunities by the threequarters, but the forwards made up for this by using their power and strength to score most of the points. Although the main pitches were waterlogged, we played Temple Moor — on a ground better suited to its original use of rearing cattle. Again the threequarters made mistakes but soon got into their stride, producing some skilful moves which were ably backed by the forwards. Once again the forwards came to the rescue against Roundhay and it was mainly their powerful play which paved the way to success. The reserves proved themselves worthy team-mates against Nunthorpe. where we fielded a very weakened team, and we managed to mount an impressive score. Rowett and Heaton played well and both would have deserved games more often but for the abundance of talent already in the team.

The height of the season was the match against Archbishop Holgate's, who were also unbeaten this season. With many spectators watching, Holgate's opened the scoring and were soon eight points in the lead. Just before half-time, however, we managed to score an unconverted try, and in the second half with the wind now in our favour the fitness of the School team began to show. We took advantage of the wind with some high kicks which, followed by the forwards, resulted in tries. Towards the end of the game, School proved the stronger team and were attacking all the time. The match resulted in a well-earned victory.

The mainstay of the team has been the play of the forwards, who have always ensured a regular possession of the ball. Brighton. Clayton and Hufton have been outstanding and have scored or paved the way for many of the tries. Cusworth has used his weight and speed to advantage at centre, and Roberts, together with Slater, has ensured a good distribution of the ball.

Two players, Clayton and Cusworth, have played with the Colts' 'Sevens' team.

U. 13 XV

CAPTAIN : C. YOULDON

TEAM : S. P. Schofield, R. S. Harrison, F. Nowosielski, N. S. Barratt, S. Midgley, C. Youldon, P. Barber, K. Sandham, D. Livsey, K. L. Rooney, L. Hanson, D. Poundford, G. Daniels, P. M. Krlic, D. Appleyard, D. Burniston, K. Green, S. M. Riley, G. P. Nash, N. C. Waring, G. Saxton, Dyson, Lambert.

RESULTS :

Q.E.G.S., Wakefield	(A) Lost	3—12
Temple Moor G.S.	(H) Lost	6—14
Roundhay H.S.	(H) Lost	12—14
Nunthorpe G.S.	(H) Won	39—3
Archbishop Holgate's G.S.	(A) Won	6—0
Bridlington G.S.	(A) Won	26—0

SEASON'S RECORD :

P 15; W 12; D 0, L 3; F 328; Against 60.

Owing to cancellations only six games have been played this term. The first three matches were the toughest and unfortunately coincided with a reorganisation of the team owing to injuries and new players coming into the side. However, by the end of term everyone had settled down again to something like last term's unbeaten form, and the last three games were won in convincing fashion.

Q.E.G.S. thoroughly deserved their win; they beat us up front just as we had done to them at home. Temple Moor started strongly and looked set for a big score, but School rallied in the second half with the forwards gaining a lot of possession, especially in the loose, and the backs ran and passed well. Only some very determined covering kept out the tries. The Roundhay game was one of fluctuating fortunes; both sides gained and lost the lead. Three good threequarter tries from School were offset by some poor tackling and other defensive mistakes, and Roundhay won by taking their chances.

A good win over Nunthorpe without captain and forward leader was followed by a dour win over Archbishop Holgate's to complete the "double," and the season finished with the Bridlington and Scarborough Tour. A very good win over Bridlington, marred only by Youldon's accident, put the seal on what has been a fine season. Unfortunately, the Scarborough match was cancelled but a session of "Pirates" and "Touch Rugby" in their vast gym was a good second best.

Youldon has captained the side well and set a wonderful example to the rest in defence. His scrum halves, Sandham and Waring, have also tackled well but the rest of the backs have been weak in defence. However, they have been a strong attacking force, scoring 64 tries with Nowosielski 16 tries, Midgley 13 tries and Youldon 12 tries being the leading scorers. Dyson, one of the newcomers, has come on well.

Krlic has led the pack well and runs strongly: he has 12 tries to his credit, but the rest of the pack took a long time to regain their form of last term, and only in the last two games did this begin to show again. Rooney and Barber have been the best tacklers in the pack, and Lambert, the newcomer, is developing into a useful forward.

The team has trained very hard all season and it has been a pleasure taking them.

SEVEN-A-SIDE RUGBY

Ilkley

School played Bradford in the first round. They spent most of the first half in our 25 and we were lucky to be only three points down at half-time. The second half saw them go further ahead with a penalty and another try which settled the issue, but the School rallied with a try by A. Eades.

Better form was displayed in the Losers' Competition. Nunthorpe were beaten 25—0, the highest score of the day, Leeds G.S. were beaten 9—6 after extra time, and Woodhouse Grove S. 11—0. This last game was School's best to date, with good tackling all round and tries by Mynett and Davis.

The semi-final was very closely fought against Whitcliffe Mount. School was first to score when Dolan followed up a Goldie kick to score a converted try. Whitcliffe replied with a try quickly taken from a tap penalty, and then scored the winning try from an overlap in the corner.

Halifax, 1st XV, U. 15 'A' and 'B'

The Colts 'B' team made a good start for us by beating Huddersfield N.G. 'A' 8—6, but then lost to Castleford (the eventual winners) by 9—0. The Colts 'A' had a walk-over in the first round, then beat Goole 10—0 in the second round, finally going out to St. Gregory's in the semi-final 8—0.

The 1st VII had Whitcliffe in the 1st Round and just won in extra time with a try by J. R. Mynett. Lack of possession was again calling the tune in the second round against Rochdale, and School spent most of their time and energy defending. When the odd chances came they were wasted. Rochdale scored the winning try in the last minute of the game.

Bridlington

School started strongly against Hull G.S. with a try by Mynett converted by Brooks, who also kicked a penalty, to lead 8—0 at half-time. An unfortunate hand injury to Brooks in the first minute of the second half left School struggling with only six men. We held out till almost the end when Hull made the inevitable overlap to score, but time had run out on them and we won 8—5.

In the second round we met Morley G.S., recent winners of the Loughborough Sevens, and eventual winners of this competition. With plenty of possession School did most of the attacking in the first half and were rewarded when Dolan ran sixty yards to score a try converted by Mynett. School held this lead till mid-way through the second half when Morley equalised after a quickly-taken throw in, and then won the game with another converted try after a very bad defensive mistake by the backs.

Llanelly

After some disappointing performances in the previous competitions a re-arranged team was fielded for one of the most important Sevens competitions in the schoolboys' calendar. Agar, having recovered from injury, was brought in at scrum half whilst Goldie was moved to centre. In the very first match it was obvious that the side was much better balanced, more thrustful and much safer than any team previously fielded. The first round provided a stern test against the Llanelly G.S. 'B' team, a team which included three Welsh internationals. Defensive play was of the highest order, whilst a good supply of ball from both scrum and line-out enabled School to gain a hard earned victory by 10 points to 0.

The second round against Penlan G.S. was won fairly easily but the third round provided an exciting finish to the first day's play. Against a strong Bradford G.S. side, School refused to give up hope and on one occasion the Bradford centre was stopped only inches short of the line by Mynett. A score of 0—0 at full time meant that extra time had to be played, and following a tap down from a line-out Agar kicked ahead, Goldie outpaced the opposition and touched down to give the team a place in the quarter finals.

The second day's play was somewhat marred by heavy rain and ankle deep mud. The team met old rivals Hemsworth and despite the latter scoring quickly two brilliant tries by Agar and Goldie ensured victory. In the semi-final against the mighty Llanelly G.S., School despite never once having the ball from either scrum or line held the opposition to six points and at the final whistle left the pitch to a thunderous ovation. Had School been able to get the ball and send Mynett on one of his thrilling runs the score might well have been reversed.

TEAM : W. Taylor, F. Dolan, A. Agar, S. Trigg, G. Goldie, J. Mynett.

RESULTS :

1st Round—			
Normanton	10 points	Llanelly G.S. 'B'	0 points
2nd Round—			
Normanton	11 points	Penlan G.S.	6 points
3rd Round—			
Normanton	3 points	Bradford G.S.	0 points
Quarter Finals			
Normanton	6 points	Hemsworth G.S.	5 points
Semi-Final—			
Normanton	0 points	Llanelly G.S. 'A'	6 points

In the first two games the Colts team recorded two clear cut victories against strong opposition in dry conditions. Their downfall was brought about by a change in the weather making one try the decider in the slippery conditions.

RESULTS :

Preliminary Round

School 6 Llandudno G.S. 0.

1st Round

School 6 Sandfields Comprehensive 0.

2nd Round

School 0 Glan Agan Comprehensive 3.

HOUSE MATCHES

ASSOCIATION FOOTBALL—

SENIOR

Semi-Finals	Freston	5	Levett	0
	Ward	3	Dodsworth	1
Finals	Freston	1	Ward	1
	Levett	4	Dodsworth	0

INTERMEDIATE

Semi-Finals	Dodsworth	9	Freston	1
	Ward	5	Levett	2
Finals	Ward	3	Dodsworth	2
	Levett	4	Freston	3

JUNIOR

Semi-Finals	Dodsworth	7	Levett	3
	Ward	4	Freston	1
Finals	Ward	5	Dodsworth	4
	Freston	3	Levett	2

RUGBY—

SENIOR

Semi-Finals	Ward	5	Levett	0
	Dodsworth	18	Freston	0
Finals	Dodsworth	9	Ward	6
	Levett	8	Freston	5

INTERMEDIATE

Semi-Finals	Ward	31	Freston	0
	Dodsworth	9	Levett	6
Finals	Dodsworth	24	Ward	5
	Levett	31	Freston	0

JUNIOR

Semi-Finals	Ward	15	Freston	6
	Dodsworth	14	Levett	0
Finals	Dodsworth	18	Ward	0
	Levett	9	Freston	6

NETBALL—

JUNIOR	1st Levett	3rd Ward
	2nd Dodsworth	4th Freston
INTERMEDIATE	1st Freston	3rd Dodsworth
	2nd Ward	4th Levett
SENIOR	1st Dodsworth	3rd Ward
	2nd Levett	4th Freston

HOCKEY—

JUNIOR	1st Levett	3rd Freston
	2nd Dodsworth	4th Ward
INTERMEDIATE	1st Dodsworth	3rd Levett
	2nd Freston	4th Ward
SENIOR	1st Freston	3rd Levett
	2nd Dodsworth	4th Ward

THE FRESTONIAN ASSOCIATION

Old Girls' Association : Swansong

The Old Girls' Association is no more — long live the Frestonian Association. Even before committing a word to paper I feel doomed not to be read. The words 'Old Girls Association' inevitably conjure up an image of aged females dressed in brogues and tweeds, meeting periodically to discuss school life of a hundred years ago. This I must admit is the picture I had during my school life. A picture which is far from the truth. Also the current Editorial Policy in the Autumn issue of the magazine . . . "and at the back '(of the magazine)' in small print are the various activities and records . . . among which the reader may dip and skip as his interests lead him" — does not inspire confidence that this report will have 'hit parade' potential or high T.A.M. ratings.

In the past the Old Girls' have had a bill of fare consisting of Rambles, Study Groups, Coffee evenings and trips to places of interest — very enjoyable and catering for the interests of a single sex association, but with the added scope resulting from a mixed association we hope to be able to serve up a more exciting menu in the future.

I do not propose to write at length about past glories of the Old Girls' or indeed to give a detailed report of activities. It would be futile at this stage, and if we are to establish a forward looking image we need to make actions speak as loudly as words.

Old Boys' Dinner

The Annual Dinner was held on the 2nd April and was attended by forty-four old boys who reminisced with one another, even after closing time, until Mr. Law brought the proceedings to a close at midnight.

In introducing the Guest of Honour, Group Captain E. B. Haslam, Mr. A. Laycock paid a well deserved tribute to Mr. Law and Mr. Swallow, now in happy retirement and from whom a letter of good wishes was received, for their services and encouragement to the Association. The other speaker was last year's president Mr. W. White. By a happy coincidence, all the speakers were at School during the same period and a number of their contemporaries were on hand to appreciate the repartee between them.

Other guests were the Headmaster, Mr. A. Pollard — a Governor, and B. Tempest — Head Boy.

In keeping with other changes in and around the School during the past year, the venue of this year's old boys' dinner was the Girls' High School library — or the Lower School library as it now is. It is almost certain, however, that, whatever the changes that have taken or may take place, the dinner will continue; this was no swan song.

The amalgamated associations

Just as a school is judged on its pupils, so an association is judged on its members. A 'with it' image can only be projected if we have a 'with it' membership, and this quality is not governed by age

but by attitude. Intolerance can be found as much in the Prefects' Room as in the Association Committee Meetings, and only after sampling the wares can a valid opinion be formed.

A large membership would enable the Association to be more adventurous in its activities, providing a place for meeting old school friends of both sexes and an opportunity to join in activities which do not exist at the moment in the outside community. The Frestonian Association wants to be a social club while maintaining an interest in the School of which we are all products and to which, whether we like it or not, we owe so much.

Proposed future activities, and we are still open to suggestions, include Car Rallies, Treasure Hunts, Badminton and Drama Clubs, Hot-Pot Suppers, Cricket and Tennis as well as talks on miscellaneous subjects and organised excursions.

This is not intended as an epilogue to the election or as an appeal for 'This week's Good Cause,' but as an introduction, our invitation to the Frestonian Association. Join the Association and make it the society you want by ploughing back some of the profits accumulated during your school life.

News of Old Frestonians

The School has recently received a gift of four bound volumes of 'The Frestonian,' covering the years 1905—11, when he was a pupil of N.G.S., from Sir Thomas Williams, O.B.E. Sir Thomas went out to South Africa in 1920, following in the steps of Tom Newby, another scholar of that time, and has recently retired after a varied and interesting career in South Africa, Zambia and its predecessor, Northern Rhodesia. He has found it a thrilling experience to have had a share in the country's progress from the Protectorate stage to full independence as a Republic within the Commonwealth, and feels that they are fortunate to have a man of the calibre of Dr. Kenneth D. Kaunda as President, especially in the difficult days resulting from their southern neighbour's illegal declaration of independence. Sir Thomas hopes that the School is enhancing its fine reputation with its 'vastly greater numbers.' He remembers having a half-day holiday when the number of pupils reached 90.

E. H. Burgess, M.B.E., D.P.C. ('40) is Consultant Adviser with the British Aircraft Corporation on the Concord project. In connection with his work he has visited America, Australia, New Zealand, France, Yugoslavia and Japan during the past year.

Dr. I. Richardson, B.A., Ph.D. ('37) recently flew back to America after a brief visit to Normanton. He is a Recognised Teacher of the University of London, and a Lecturer in Central African Languages at the School of Oriental and African Studies. He has been on linguistic research expeditions to the Cameroons, Ubangi-Shari, Central, South and East Africa. Several books have been published by Dr. Richardson as well as articles in learned periodicals. In 1963-4 he spent a year teaching his subject at the University of California at Los Angeles. This was the first time that this American University had had on its staff anyone able to teach Comparative Bantu Linguistics and Bemba (a Bantu language of Northern Rhodesia). One side of the huge

campus was bounded by Sunset Boulevard and Beverley Hills, and Edward G. Robinson made a film, 'The Prize,' outside his office door. Dr. Richardson is now living at East Lansing, and is Lecturer in African Languages in Michigan University. He has just been to a conference in Yaounde, the capital of the Cameroons.

W/Cdr. J. W. E. Holmes, D.F.C., A.P.C. ('34) is now at Operations Division of S.H.A.P.E. in Paris. He was previously British Air Attaché in Thailand, Vietnam, Laos and Cambodia.

J. Swaine, M.A., B.Sc., F.R.I.C., previously a Research Chemist with I.C.I., now works for the Ministry of Housing and Local Government as District Inspector administering the Alkali Etc. Works Regulation Act. He is general adviser to the Ministry on toxic emissions from industry. There are twelve District Inspectors in England and Wales, and his area is Northern England with the exception of the North-East division. His home is in Cottingham.

W. Durham has been appointed Manager of the Yorkshire Bank at Stockton-on-Tees and is now living in Middlesbrough.

G. Myers is an Actuary with an Insurance Co. in York.

J. M. Cogan ('64) is, working for the Voluntary Service Organisation at a "clearing in the bush" in Papua. He is teaching in a school — not an easy task where the children are rendered lazy by the effects of the heat, malaria and hookworm. Though life is uncomfortable and hard, he finds it all very worthwhile and recommends a year with V.S.O. to anyone willing to do a satisfying job overseas.

PARENTS' ASSOCIATION

SECRETARY : G. B. WILKIN

The activities of the Autumn Term ended on a very high note with a successful and enjoyable party on New Year's Eve. There was an attendance of about 210, which is the maximum possible for this sort of occasion, and all agreed that the party and supper had provided an excellent finish to the old year.

A General Meeting of the Association was held on 12th January and was attended by about seventy members. At this meeting it was announced that Mr. T. H. Bennett, Chairman of the Committee, had resigned as he was leaving the district to take up a new appointment in Durham. The Headmaster expressed the appreciation of the Association of the work which Mr. Bennett, assisted by his wife, had carried out in the past and offered good wishes for their future. At a subsequent meeting the Committee elected Mr. A. Westerman (Vice-Chairman) as new Chairman and Mr. C. P. Blades as Vice-Chairman. The General Meeting was addressed by Mr. Ruddock, who gave an interesting and informative talk on the new method of teaching mathematics which had been introduced to the first form at the beginning of the year. The members' interest was shown by the questions asked by them and to which Mr. Ruddock replied, assisted by the Headmaster and Mr. Oldroyd.

Several events were arranged by the Committee during the term. Coffee Evenings, including Bring and Buy Sale and Beetle Drive, were held on 26th January and 23rd March. A dance on 12th March was attended by 160 people, and a Jumble Sale on 19th March was quite successful. A musical evening by Barnsley Y.M.C.A. Operatic was presented by the Royston Branch of the Association on 9th March. All these events produced a credit balance although from this financial viewpoint some were more successful than others.

The Leeds Magic Circle provided a 'Night of Magic' on 1st April; the evening coincided with a snowstorm, which caused, perhaps, something of an audience disappearing trick. Nevertheless, about 100 people attended.

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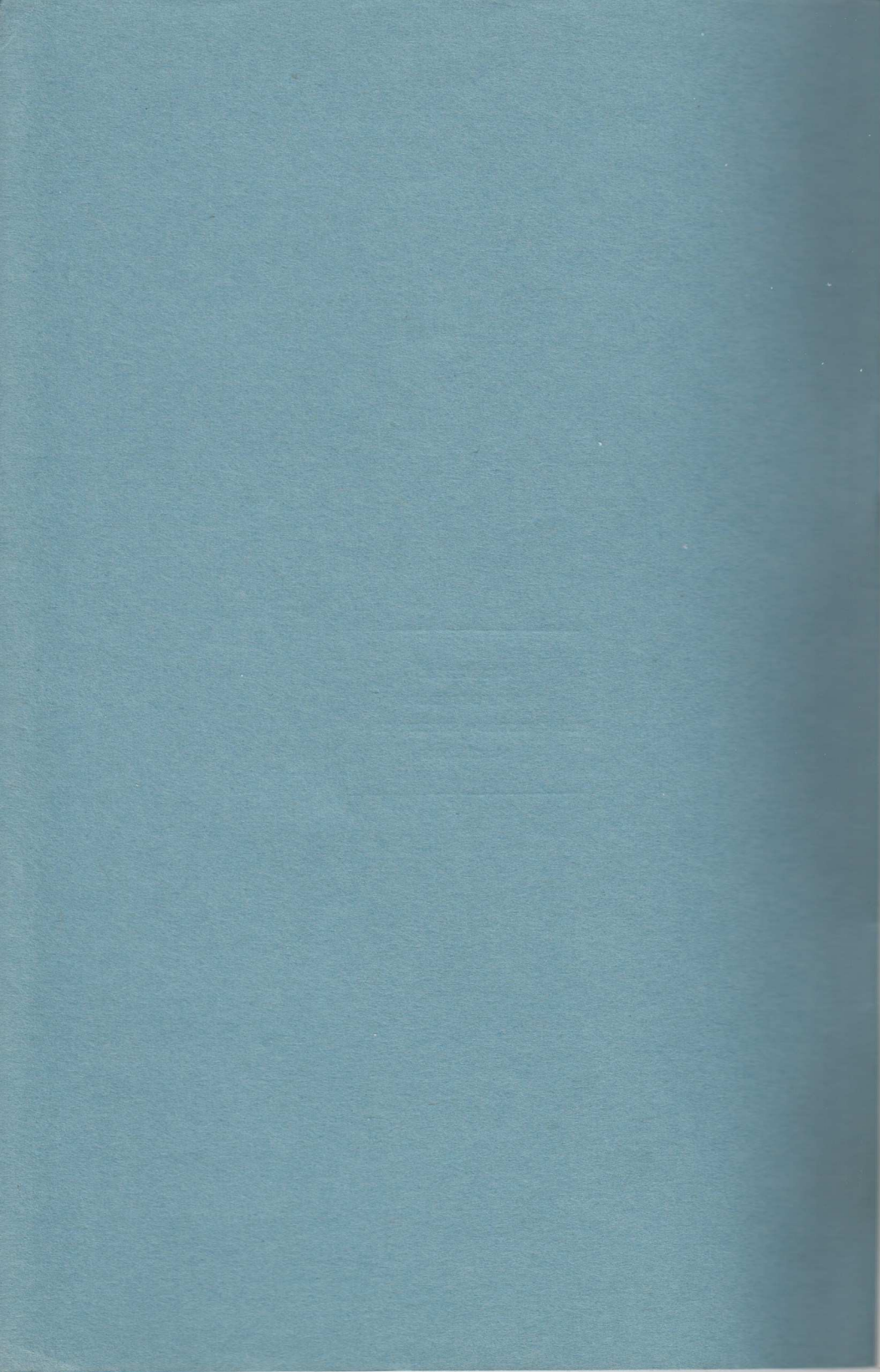
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