

The Frestonian



Volume LXII, Part III

Summer Term, 1966

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The Frestonian

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After a year of adaptation, it appears that the amalgamation has been generally popular, as can be seen from the views expressed in the questionnaire later in the magazine. Despite practical difficulties, the benefits reaped by both schools have outweighed the disadvantages, and the hope that the School will be completely organised in a few years' time seems to have a chance of being realised.

Yet one must surely watch the passing of many of the traditions of both schools with a pang of regret. Some of the institutions cherished by each school have not been carried on in the amalgamated school because they mean nothing to the opposite sex. Even in instances where a tradition has been retained, either boys or girls have been half-hearted in its support because the custom has not been ingrained in them. The girls have not understood the boys' great interest in sport and Sports' Day, and the boys have not really liked or appreciated the efforts for Dr. Barnardo's Homes.

One of the greatest changes for the girls has been in discipline. The former High School, aided by the fact that it was quite a small school, had a strong tradition of discipline, based not on fear, but on the very fact that it was tradition. To come from what some might call a sheltered or authoritarian atmosphere to the freer Grammar School was something of a shock for many girls.

Such a system as existed in the High School might be called old-fashioned to-day, in this age of change. Strict discipline seems to be a thing of the past, and the fear incentive has gone, now that prefects and staff — and parents too — are less authoritarian. Since teenage girls cannot be subjected to corporal punishment, and the practice is becoming less popular for boys also, discipline is not as strict.

In many ways this is a good thing, since it is in keeping with the growing tolerance for widely divergent styles of behaviour so long as the individual does not inconvenience anyone else — but it has its disadvantages too. To-day, school is concerned less with imparting religious and moral values than with teaching specialised subjects, a 'sausage machine for examinations' as many people call it. If parents do not give the necessary social and moral training, then there is only a slim chance of a pupil finding an approved 'modus vivendi.'

In our School, as in many others, the fact of a rapid staff turnover means that there are more teachers who are not committed to the school totally. Last year some eighteen staff left and this academic year thirteen have left; so we have a smaller proportion of staff who are concerned with nurturing the School's particular traditions, and also a smaller proportion who have full personal knowledge of particular pupils. This increased mobility of staff makes the School more impersonal, and though this is the modern trend, with comprehensive schools of a few thousand pupils, it is still sad to see the personal atmosphere of the former schools lost.

It would appear then, that though co-education is approved by the School as a whole, it is not safe to praise the amalgamation as a complete success since some of the individuality and traditions of both schools have been lost in the transitional period. We must hope that during the next few years they will return, or be replaced by fresh customs to stimulate the loyalty of the pupils.

Pamela Suffield.

SCHOOL NEWS

Hartill and Gibson were appointed PREFECTS at the start of the Summer Term.

* * *

For the first time the School entered teams for the Senior and Junior sections of the LATIN READING COMPETITION which was organised by the Leeds branch of the Classical Association. The senior team of Julie Oliver, M. Lappage and D. Miller read extremely well and

was placed second to a very strong Leeds Grammar School team, who read their three passages in Greek. To the outsider, this seems a strange way of winning a Latin reading competition, but so it was

* * *

From September, room 31 will be equipped with twelve DESK CALCULATORS. The machines should prove popular with those pupils who repeatedly make arithmetical errors, for they will take over that part of mathematics which the pupils dislike. They will prove useful also in reducing the time spent on long calculations in a course in Statistics which is being run in the fifth form. Further, with the number of calculating devices in general use increasing rapidly, it will be an advantage for pupils who leave after 'O' level to have had some practical experience. However, the machines are principally a teaching aid rather than a calculating aid or means of vocational training: by their very construction the machines can illustrate vividly certain elementary concepts, and since an essential prerequisite of machine calculations is a thorough analysis of the problem and clear plan of its solution, pupils will be led (it is hoped) to a clear understanding of the principles involved.

* * *

This summer eight pupils from French schools, six girls and two boys, are visiting pupils from the School on what are called EXCHANGE HOLIDAYS. The French children will come to England for three weeks and the English pupils will go back to France with them, to spend, in their turn, three weeks abroad. One of the exchanges has been arranged by the Modern Language Association. The others are in connection with the W.R.C.C. Lille — Yorkshire exchange scheme. The French children arrive before the end of the Summer Term and attend this school for a few days before the term ends. Such holidays are not expensive and are very beneficial to all who take part in them.

* * *

During the academic year beginning in September, it is planned to teach French in the first forms entirely by the CREDIF method. This, originated in France and supported by the French Government, is an oral method of teaching French to pupils using a tape-recorder and

coloured film pictures, and employing vocabulary and expressions found to be typical of young children. The tape-recorder and films are the starting points of a lesson only. The material presented has to be memorised and then used in class as freely as possible. Written French will not be employed in the early part of the course.

* * *

The School choir and orchestra, in conjunction with the Wakefield String Orchestra, gave a CONCERT in Normanton Parish Church on Tuesday, July 12th, partly as a farewell to the vicar. The programme consisted of Holst's "St. Paul's Suite," followed by two madrigals which were sung by the School madrigal group; the first half of the concert was then concluded with a performance by the Wakefield String Orchestra of Elgar's "Serenade for Strings." The only objection to this was that the orchestra was not large enough to do justice to Elgar's score, but discounting this, their rendering was excellent.

The finale was an ambitious attempt at Fauré's Requiem, which generally was successful, if a little thin in places, perhaps showing a slight lack of confidence by the performers. A frequent criticism of school concerts is that they tend to be too ambitious in content; but despite its failings, this performance surely refuted the criticism; and in any case, the aim must always be to do better, and this implies attempts at works slightly beyond the powers of the performers to bring perfection.

* * *

The School branch of the BARNARDO HELPERS LEAGUE now has 225 members, a number which includes only a few boys. The climax of the year's activities was again the Summer Bazaar, a tradition inherited from the previous Girls' High School. There were hopes that as a result of the amalgamation last year's financial total would be considerably exceeded, but in the event the total was only slightly larger. Inevitably, of course, the first attempt at holding a bazaar spread out over two buildings was experimental: some people liked the quieter atmosphere, others felt that impact was lacking. There was certainly plenty to be enjoyed: form stalls and sideshows, teas efficiently served in a way remarkably similar to the way they are served in Hagenbach's Restaurant in Wakefield, a superb art exhibition, a dress parade, and a

colourfully costumed, firmly spoken Lower School production of "The Charcoal Burner's Son," a gripping tale of durance vile and fire-breathing dragons keen to incinerate all human enemies as a relaxation from keeping their castle's central heating going.

The Barnardo Box Collection produced £131 0s. 3d. and the Bazaar £225 0s. 0d. To the School Fund goes £115 0s. 0d. and to the Barnardo Homes £241 0s. 3d. (the box collection and about half the proceeds from the bazaar). The largest Barnardo box collection, £5 4s. 3½d. was again that of Mrs. Sheil, of Charlston. From Old Students' boxes in all we received £19 8s. 11d. Twenty-six present pupils had more than £1 in their boxes.

* * *

The competitions for the READING PRIZES provided three pleasant and interesting occasions. The Seniors were judged by Mrs. Burns, who awarded the Boys' prize to B. K. Tempest, who gave a sensitive rendering of Yeats's poem "September ; 1913" (his reading would not have disgraced the Third Programme), and the Girls' prize to Julia Dixon, who communicated successfully a sense of fun and enjoyment in her reading of the unprepared passage from Edith Sitwell's "Lives of the English Eccentrics," a book which demanded not to be read too solemnly. Judging the Intermediate prizes was part of Miss Temple's farewell duties : she kept the Boys' prize in the Tempest family by giving it to his younger brother, and Wanda Borowik worthily won the Girls' prize. Mr. Gilbert judged the Juniors, and awarded the Boys' prize to Wales and the Girls' to Marny Beckett.

* * *

The GOVERNORS' ESSAY PRIZES competition attracted a larger entry this year of twenty-eight. The adjudicator was Mr. A. Wilkinson, Schoolmaster Fellow of Churchill College, Cambridge. He gave the Girls' prize of five guineas to Margaret Price : her essay was described in his adjudicator's report as "calmly logical." Males with a traditional view of feminine powers of logic will doubtless observe that any logical effort from a girl would be so remarkable as to deserve a prize, but they would have to modify this view if they were to see some others of the girls' essays, which were commended for such virtues as "a sense of relative importance of selected

points" (Diane Brice), "ability at analysis" (Pamela Suffield, Julia Dixon), "alertness to selected examples of phenomena" (Pamela Suffield) and "workmanlike approach" (Anne Garfitt) — all virtues which the male in his vanity often considers as distinctively masculine. The Boys' prize was won by A. Watson, writing in a style rather different from that he favours for writing about the Summer Revue in this issue. In his more general observations in his adjudicator's report, Mr. Wilkinson referred to "a general air of sincerity, and very little 'writing for effect'," and was kind enough to conclude "If it is not exceeding my responsibilities as adjudicator, I would add that the essays reflected credit on the entrants and their school."

* * *

There is a story of a cavalry major who 'jumped upon his horse and galloped madly off in all directions.' So too with the School and its SCHOOL TRIPS after the exams. The Upper Sixth were apparently hoarding their finances for ambitious holiday plans, but the other forms set off with varying degrees of madness in most directions. There were outings to Castleton, the Flamingo Park, Grassington, Harrogate and the Yorkshire Show, Pickering and Whitby Abbey, Nottingham and Newstead Abbey (where the Curator proved to be an Old Frestonian), the Lake District, etc.; caverns, zoos, castles, ruins, stately homes, lead mines and mountain peaks were all visited. Some pupils enthused, some derived educational benefit. Some just went. Speedwell Cavern seems to have convinced first formers that the phrase "bottomless caverns" is an untruthful cliché. Full marks to the two third form boys who caught two trout with their bare hands, and to the Three alpha girl who having recorded sadly in her written account of the Great Yorkshire Show that "the free fall parachute jumping had to be cancelled because of the rain," gallantly consoled herself with the statement "The flowers were magnificent."

* * *

On July 25th thirty-two prefects marked the end of term with a PREFECTS' DINNER at the Darrington Hotel. Reports say the evening was much appreciated and respectable.

* * *

Art should surely be a presence throughout the School rather than just a departmental subject hidden away in a

room. PAINTINGS have long been displayed around the Lower School, and they have now made a welcome appearance in the corridors of the Upper School, where they have attracted much favourable comment. The position of Art in the School is to be considered in a future issue of 'The Frestonian.'

THE STAFF

Though we continue to hope that these notes will become ever more brief, the present salary structure and the accelerating pace of change still combine to frustrate our hopes. Seven permanent members of staff left at the end of term, five of them to become Heads of Departments in other schools or, in one case, the Head of a school. They included two Old Frestonians, and three of the 'soccer' masters. Five were men, only two were women.

Miss J. Temple's fourteen years' service in Normanton High School is noticed more fully elsewhere by those who knew her in the good old days. I speak here only of the period from January last year, when she became Acting Head of the High School just in time to prepare for its absorption. Always a difficult position, it was for her an extraordinarily invidious one, the more so as she had at the same time suffered a most grievous and unexpected personal loss. I gladly pay tribute to her determination to do the best she could for the staff and the pupils of her school and to the valuable help she gave in launching the new school. As its first Deputy Head I was able, in more relaxed if still difficult conditions, to appreciate her other qualities, notably her crisp dry humour and the absence of fussiness with which she carried out her many and often novel duties. I am sure the Governors of West Hartlepool High School have made a wise choice.

Mr. B. K. Booth left after five years as Second Physics Master to become Head of the Physics Department at St. Wilfrid's R.C. School, North Featherstone, a promotion well earned by the fine results he had helped his pupils here to obtain. Mr. C. W. Whale, like Mr. Booth an Old Frestonian, who had joined us at the same time, also left to become Head of his own department, boys' P.E., at Barnoldswick C.S. School, near Skipton; he had shared

in the remarkable development of athletics, revived life saving, and for the last year had been in charge of Association Football. With him, of course, went Mrs. Whale, laboratory assistant during the year.

Mr. P. J. Taylor left us after four years to take over a larger department at Orange Hill Girls' G.S., Edgware. Him we shall remember especially for the valuable and enthusiastic help he gave to the School's music, above all as leader of the School orchestra. Mr. B. A. Davidson, who started as Second History Master and became Head of the Department when Mr. Law was appointed Deputy Head, lost this post on amalgamation ; we had anticipated that he would in the not too distant future succeed Miss Barron, but after just three years he has accepted the Head of Department post at The King's School, Pontefract. He showed remarkable skill with guitar, spanner and round balls, large and small ; he had encouraged the 2nd XIs of the past two years to a very high standard of skill and sportsmanship.

Mrs. H. F. A. Smart had been left as it were 'widowed' by Mr. Smart's departure last January, and it was not altogether surprising that faced with a long and difficult journey she decided to rest for a while from teaching. Perhaps some of our more insular pupils may have been stimulated by the example of a German teaching English so successfully to a realisation that foreign languages really can be learned.

Mr. T. H. Rothwell left us after just one year for a post in Birmingham ; he was the third of the men leaving to be concerned in the coaching of association football.

Besides these permanent members of staff, we also said goodbye to Mr. A. J. Gilbert, who replaced Mr. Smart for two terms and has gone on to a university post at Sheffield, and to M. and Mme. Cavalier, whom we were in all senses most fortunate to find available for the summer term to fill what could have been a most disastrous gap left by the departure of Mr. Fisher and Mrs. Crookall. Between them they taught French, German and Russian most capably, and we wish them well in their permanent posts at Rishworth School.

Mrs. Dolan, secretary for four years at the High School and for the past year in the Lower School, also left

to commence a three year course at the James Graham College of Education in Leeds, the third of their non-teaching staff to turn to teaching.

The smaller numbers brought about by the reduction of our entry from five to four forms each year has naturally entailed a reduction in the number of staff ; some of those who left will not be replaced. The number of women on the staff next year will be twenty-two, and one part time ; there is one vacancy also on the staff which may well be filled by a woman, and if so, the number will be the same as before, and the proportion of women will be higher — about seven-sixteenths. There will be thirty men, four less.

Mrs. J. Johnson will be teaching French, and Form Mistress of 1B. She was Vice-Captain of her school, took a good honours degree at Newcastle, and after a period in the Economic Intelligence Section of I.C.I. has held a teaching post in Gateshead for the last three years.

Mrs. B. A. Perraudin will teach German part time. She is an honours graduate of Oxford and spent a considerable period in Germany in the reconstruction period. Last year she taught at Q.E.G.S., Wakefield.

Mr. J. H. Stell becomes Second Physics Master. After taking first class honours in the joint Physics/Chemistry School at Hull he went on to do research which will bring him an M.Sc. He will be interested to hear of pupils interested in astronomy.

Mr. A. L. C. Finch, with a good honours degree from Liverpool, takes over the Economics Department. After a period in industry, he has just completed his post-graduate training at Leeds.

Mr. D. B. Sanderson, the new Second P.E. Master, we know already from his long teaching practice with us last Easter term. Like Mr. Whale, he is particularly interested in swimming. He trained at Carnegie.

We welcome them all, and hope that they will be so happy here that they will not figure in these notes again for some years to come.

The Governors have recommended that Mr. R. Law, former Deputy Head of the Grammar School, be appointed

Deputy Head in succession to Miss Temple. This, if confirmed, will necessitate the appointment of a Senior Mistress, which remains to be decided. Meanwhile Mr. Law will act as Deputy Head and Miss Barron as Senior Mistress.

J.A.L.H.

MISS TEMPLE

Miss Temple left West Hartlepool Girls' High School in 1951 for family reasons. She wanted to be in Leeds with her ageing parents. Though she returned to her native Yorkshire, her heart remained in County Durham, where her closest friend lived and to where she herself intended ultimately to retire. As her parents are now dead it is not surprising that Miss Temple has seized the chance to return to her former school as Headmistress. She is going back to the north earlier than she anticipated and, though we regret her departure, we rejoice at her good fortune. She is looking forward to taking over an excellently organised and academically successful school from a headmistress who is a personal friend. On the West Hartlepool staff are also some mistresses who formerly served with Miss Temple.

Staff and pupils of Normanton Girls' High School remember Miss Temple primarily for her calm and dignified authority, tempered, when the occasion allowed, with gentle and memorable humour.

Miss Work valued highly in Miss Temple as Deputy Head her loyalty, efficiency and initiative. Both staff and girls appreciated the smooth running of the School and the circumstances which made maximum achievement possible for those who aimed high. 1965, when for two terms Miss Temple was Acting Headmistress on the retirement of Miss Work, brought the best 'O' and 'A' level results for many years.

In addition to her administrative duties and academic work, Miss Temple has taken a lively interest in her pupils as individuals. To promote interest in her own subject she organised visits to Paris, took parties to French plays in Leeds, and encouraged the most enterprising to go abroad on their own. Staff pantomimes, once a feature of the School, Old Girls' rambles and other activities, also profited from Miss Temple's keen interest and active participation.

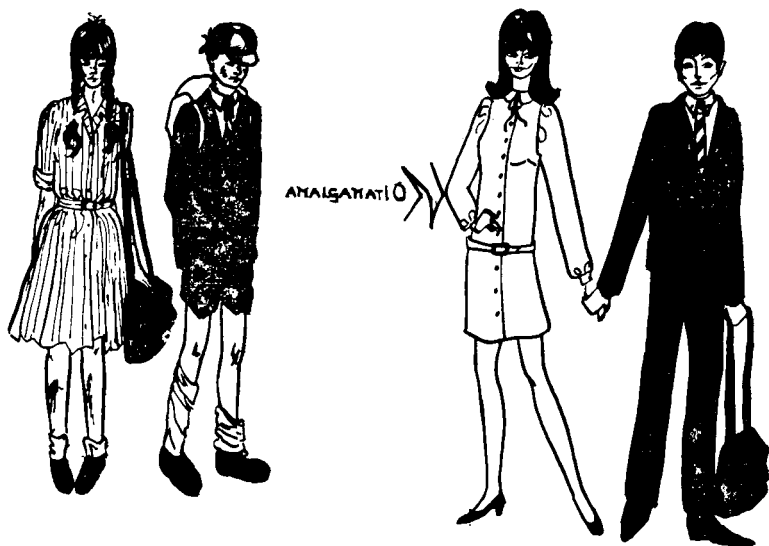
For many of the magazine's readers, however, it is Miss Temple's work over the past twelve months which is best known. Most boys met her only in assembly, where her clear diction and warm concern for the School and its success were much appreciated. Of course, she regretted the demise of the Girls' High School, to which she was devoted. Nevertheless, she has served loyally the new school which educational reformers wished upon her, and at the same time has tried to preserve all that was best in the Girls' High School. She has faced, unruffled, problems ranging from the academic and organisational to the impact of the mini-skirt upon schoolgirl fashions. To colleagues, however junior, she has been invariably pleasant and free from that sense of self-importance which people in authority often assume.

As her time as Acting Headmistress showed, she is well capable of running a school. Thus, when she applied for the headship of a school where her talents were known from her previous service there, it was no surprise that she gained the post. She has realised her ambition to be in sole charge of a school. Perhaps she is right in thinking this could only be possible for a woman in a girls' school. Miss Temple said, however, in her farewell address, that she was a believer in co-education and was going to the north to convert it. West Hartlepool could not receive a better missionary or a more promising headmistress. Their gain is our loss.

A YEAR OF CO-EDUCATION

Over half the secondary schoolchildren of Britain are in single-sex schools, but one of the unintended by-products of the current fashion for reorganising secondary education into larger units is a strong move towards co-education. This is happening despite the fact that most parents (as was seen in Normanton), have a preference for single-sex schools, especially for their daughters. Theorists who favour co-education argue that adolescent segregation is based partly on needless fears of sex, partly on the wrong idea that boys and girls need a different sort of education, and partly on ignorance and prejudice about the social and academic effects of co-education. Sociologists are, on the whole, on the side of such theorists. On the other hand, some sociologists have found that girls in

co-educational schools are more subdued, less willing to develop their personalities to the full, than those in girls' schools, and that co-education tends to bring forward the date of a girl's marriage to a boy whom she will assist in his career by sacrificing hers. (Here at Normanton it is obviously too early to comment on this last point about marriage, but in relation to the previous point, girls do seem to have allowed boys to take the lead in nearly all mixed activities such as societies or plays and to have been content to be subdued followers).



As so often in English education, simply not enough research has been done. Traditionally schoolteachers' main concern has been with the intellect ; they have tried to do what they can for their own pupils and institutions, and have allowed others to fight the sociological battles that rage around education. Some of the research that has been done is suspect, for the quality of the academic sociologists undertaking it is dubious. For what it is worth, "Where" (which does research which is far less rigorous and unbiased than that of "Which"), has recently 'proved' that middle class girls benefit academically from co-education, but that middle class boys and all manual-working-class boys and girls at grammar schools stay on longer and get better 'O' level results if they are

at single-sex schools. The common sense answer to the questions raised by co-education is probably that there are good and bad, successful and unsuccessful co-educational schools just as there are good and bad schools of other types.

However, here follows our own research contribution to the co-education debate. No great claims are made for it, but we hope that the results will be of interest to all and the comments of use to some.

Sixth Form Opinion

After the examinations questionnaires on amalgamation were distributed by the Editorial Committee to all members of the sixth form present at one assembly. Around 150 questionnaires were distributed to a sixth form of 190, and of these some 75 were returned. As was to be expected in view of the time of term and the subject matter, some were filled in facetiously in parts and others were not filled in completely, so the figures are not constant for each question. Space was provided on the form for additional comments.

Qu. 1. Has amalgamation affected your academic work ?

	Boy	Girl	Total
(a) Work harder ...	4	3	7
(b) Work less hard ...	3	5	8
(c) No effect ...	37	22	59

It seems that in this sphere amalgamation has had very little effect on the pupils questioned. One girl said that she worked harder only because she was given more work.

Qu. 2 Do you think you benefit from teaching by the opposite sex ?

	Boy	Girl	Total
(a) Yes ...	14	17	31
(b) No ...	17	4	21
(c) No change ...	8	5	13
(d) does not apply ...	4	4	8

There was no majority opinion amongst the boys, but a large proportion of the girls felt that they had benefited. A possible reason for this may be found in several males' comments that there has been favouritism towards the girls.

Qu. 3. Do you find any change in discipline ?

			Boy	Girl	Total
(a)	Freer	... ..	30	29	59
(b)	Stricter	... ..	3	1	4
(c)	No change	... ..	8	0	8

An overwhelming majority put that they thought that discipline has become freer. This has been a constant talking point during the year, especially amongst the prefects. Discipline may be freer at the senior school because of the absence of junior forms, thus enabling more freedom to be given to the seniors.

Qu. 4. Do you think the larger school is impersonal ?

			Boy	Girl	Total
(a)	Yes	... ..	9	18	27
(b)	No	... ..	25	5	30
(c)	No change	... ..	9	7	16

In total, opinions are evenly distributed. Original fears of the school becoming impersonal upon amalgamation do not seem to have been realized because of its remaining in two smaller units, each seeming independent to the pupils, although linked by administration. When broken down by sex, however, the results gave a different slant to any conclusion. Most of the boys thought the new school was not impersonal, whereas most of the girls felt it was impersonal. It seems that the staff — boys relationship was similar to the present staff — pupil relationship, whereas the staff — girl relationship was more personal.

Qu. 5. Have you noticed any improvement in societies, games, books, apparatus, etc. ?

			Boy	Girl	Total
(a)	Yes	... ..	18	18	36
(b)	No	... ..	24	12	36

There was much disagreement over this question which is shown by the great variety of comments. The most common comments were (1) greater range of societies ; (2) better library ; (3) fewer text-books ; (4) societies badly organised ; (5) a need for a sixth form common room ; (6) better careers advice.

Qu. 6. Do you feel more socially at ease ?

			Boy	Girl	Total
(a)	Yes	... ..	17	22	39
(b)	No	... ..	3	0	3
(c)	No change	... ..	23	8	31

Male opinion was divided between admitting greater social ease and maintaining that they were at ease socially before. Conversely, the majority of girls felt that they had become more socially at ease.

Qu. 7. Do you take more care over personal appearance ?

			Boy	Girl	Total
(a)	Yes	... ..	19	6	25
(b)	No	... ..	8	3	11
(c)	No change	... ..	21	21	42

Two-fifths of the boys admitted that they had improved ; the girls, predictably, said that there was no change.

Qu. 8. Have you a "steady" friend of the opposite sex whom you would not have if there had been no amalgamation ?

			Boy	Girl	Total
(a)	Yes	... ..	10	9	19
(b)	No	... ..	33	22	55

Just over a quarter of those questioned did have a "steady" they would not have had without amalgamation. This small proportion should allay the fears of those who predicted co-education would cause endless time-wasting teenage-romance among the grammar school children of Normanton.

Qu. 9. Has there been a change in sexual morality caused solely by co-education ?

			Boy	Girl	Total
(a)	Yes	... ..	12	4	16
(b)	No	... ..	30	26	56

The question as set gives no opportunity to tell whether the change is for better or worse. Most people, however, took it as meaning worse, and the smallness of the proportion who said 'yes' again may reduce the fears of opponents of co-education.

Qu. 10. Girls only : have you been made less feminine ?

(a) Yes 0 (b) No 30

Boys only : have you been 'civilized' ?

(a) Yes 10 (b) No 32

The answers to this question were predictable, and it seems that the boys' vanity is only exceeded by the girls'. A quarter of the boys said they had been civilized, whereas not one of the girls admitted being made less feminine.

It is, of course, possible that the proximity to the male has brought out all feminine instincts, predatory and otherwise.

Qu. 11. Would you like to return to single-sex education ?

				Boy	Girl	Total
(a)	Yes	...	...	7	8	15
(b)	No	...	...	36	18	54

The overwhelming majority opinion expressed here strongly suggests that the pupils at least believe in the wisdom of co-education, and may perhaps be seen as some sort of vote of confidence in the new school at the end of its first year. Whatever the sixth formers regret about the new school, they do not wish to return to the old ones.

Pamela Suffield.

A. Williams.

A FRENCHMAN LOOKS AT ENGLAND

The picture 'The Laughing Cavalier' will be well known to many readers. In Normanton, alas, we shall be seeing the endearing laughing face of Monsieur Cavalier regularly no more, but his voice can be heard a last time laughing in the article below.

* * *

After four years of stay in England, we are still happy and alive and quite ready to renew the lease ! When I say in England it is just about accurate for we almost lived in Scotland, but we did not cross the border. Anyway, why a country which has already at least three names, to wit U.K., Great Britain and the British Isles, should mostly be referred to as England is a puzzle for a foreign mind. With reference to Scotland, there is a good Public School there which was and still is interested in having us, but I was not accepted as a French teacher because I was not a chaplain ! That's where the "logical" French mind (by the way I did not know I had such a mind before coming over) receives its first shock. French people thought I was pulling too fast a one when I mentioned to them some "Times Educational" adverts like : 'Mathematics Teacher wanted ; must be a good cricketer.' You need the actual cutting in hand to be believed ! I have just used the words Public School.

Here lies another difficulty. A lot of French people have heard of them : that's where they breed the so much admired English Gentleman, who although he is very often shyness itself, manages to make the cheekiest Frenchman shy by his very presence. Well if you start explaining to French people that Public Schools stand aloof and very private in the stronghold of their independence, they will think you start being funny. In French, "l'Enseignement Public" means the State Schools as opposed to "l'Enseignement privé." I had actually been asked to write something about the differences between the English and the French methods of education ; but I found that to write systematically about this would be a terrible bore both to me and to the people who might read me. And then is it not one of the terrible dramas of this century that we do not know really what the real aims of education are ? Is it not alarming to hear the University professor, Jean-Charles, the author of the famous book "La Faire aux Cancre" (The Fair of the Dunces) state : "What was the use of all I had learned ? Nothing, or rather nothing else than to become eventually a teacher myself. Then finally we must admit that with our present system of teaching we live in isolation. Most of the things you learn in 'Lycées' will be useful only to the future teachers. We must not be mistaken on this subject ; if I wanted to reform teaching it is not a book but an encyclopaedia I would have to write."

In his book, Jean-Charles states further on : "The hardships of the present century have taught the youth that the best virtue is efficaciousness. But they realize that their text-books are cluttered with things which strictly speaking are of no use at all. Twenty-five years ago the youth were contented with being idle dunces, to-day they are rebels infuriated by their ignorance." This quotation does not make me eager to write about this subject myself ! Roughly speaking, one of the big evils in education in France goes back to Napoleon (amazing how this fellow introduces himself in everything you have to say or write). By the way this Napoleon reminds me of the French pupil who wrote : "the difficulty of English pronunciation becomes obvious when you realize that in England Napoleon is pronounced Nelson." Anyway, this man Napoleon was crazy on centralizing everything and among other things he centralized education. He had probably in mind that this was a good way of making docile soldiers for his future conquests.

He himself "fell in the arms of Saint Helena" (as another pupil wrote in an essay) long before he could enjoy the results of his centralization mania. All this might explain why a lot of French schools look more like barracks than schools. I always felt myself that French schools resemble waiting-rooms in railway stations. The word for waiting-room in French is highly suggestive: *la salle des pas perdus* (the room of the lost steps).

This more or less military origin of the present French system of education might account for the fact that a lot of French pupils regard their teachers as army officers and fear them as such. Add to this the size of the schools (3,000 pupils is not a rare occurrence), then you have an idea of how little warm human individual contact blossoms between teachers and pupils. To reinforce this we have a teaching that becomes more and more mechanical. How important it is that our pupils should remember us as human beings full of life might be illustrated by the following story which happened to me at the age of thirteen. One day in the South of France I had the high privilege to sit at the terrace of a café with my father . . . and the awe-inspiring headmaster of the Lycée. The waiter came: "Garçon," asked the stern headmaster with a composure that would have made jealous the purest of Englishmen. "have you got cold coffee?" — "Certainly, sir," the waiter replied with eagerness. "Good," said the client-headmaster, "you would not mind warming up a cup for me, would you?" I don't know if this joke appears funny to English minds, but the point is that I had not thought before that my much feared headmaster was a man who could crack jokes like that. From that day on he became a real human being for me and his stentorian voice kept on making me obey but not tremble any more.

One of the things that must come as a surprise to the French teachers coming to this country is the assembly in the morning. In France, State Schools, which are the great majority, are completely divorced from the church; religion in any form is entirely banished from school and I must say I couldn't believe my eyes when I attended the first assembly. The headmaster reciting prayers (and the whole effect was enhanced by the wearing of gowns!), the pupils singing hymns which in France are entirely confined to use in church, all this made me think the first time that I wasn't fully awake. French teachers, although

quite a lot of them are good Catholics, have too much of a layman attitude about them to see themselves performing such a ceremony. Personally, although I am far from seeing it as perfect, I prefer the English way. Some people might argue that the French are less hypocritical about it and that in the present state of things real religious minds are too scarce among teachers to confer to them the authority of bringing religion to the pupils. I think myself that any religious assembly in the morning would have little value as long as it remains entirely divorced from the very teaching itself, which has become so dry and godforsaken in so many respects. The whole proceeding comes to me as if we were calling in a divine presence in the morning in order to be able to expel it good and proper from every classroom in the further course of the day. I liked very much the teacher who said : "People do not realize that there were times in the history of mankind when it would have been thought utterly stupid to try to prove the existence of God. For in those times God was a reality to the human souls. Such people would have considered proving the existence of God as much of a silly thing as proving the existence of their own father. You don't go about trying to prove that your father exists, do you ?" This in a way sums up for me this terrible crisis we try avoid confronting at any cost : we have chased, through our materialistic utilitarian attitude, the divine presence from any form of human activity and intimately from schools and maybe from a lot of churches. And with it has gone any sense of beauty and of respect for real human values. In spite of this rather pessimistic view I still think assemblies might be a good thing but they should lead little by little to a more alive and artistic teaching if they are not to become an empty formula.

Teaching languages in a foreign country has its pleasant moments although in England the assumption "English is now the universal language ; why should I bother learning other languages ?" is widespread. Of course this assertion is sometimes an easy way to hide the fact that one is not very good at learning languages.

How one has to be accurate in learning a language might be illustrated by the following facts. I will always remember the uproar of laughter I raised in one of my first lessons in this country when I told a class of boys and girls that they had to write on "flying leaves" ; this was the literal translation of the French for loose sheets

of paper (feuilles volantes). There was the case of the French boy who received the most unexpected slaps from his English girl friend when she was showing him photographs of her on the beach and he exclaimed : "What a beautiful corpse !" ('corps' means, of course, in French, 'body'). But quite clever was the boy who told his teacher one day : "Monsieur, on dit chevaux quand il y a plusieurs 'chevals' " !

One of the good effects of having languages taught by "a real Frenchman," as they say, is that having the foreign languages in flesh and blood so to speak in front of you makes you realize that after all languages are not just an invention to bore pupils more deeply than usual. In this respect the candour of younger pupils in the first form can manifest itself in the most exquisite way. For example, some of them could not understand that my wife and I should speak French to each other. That we could speak between ourselves all the time a language that proved so difficult to them was quite a feat : "You are clever, Miss." By this you could infer too that at that age nationalities do not mean anything to them. Why don't they remain like that ?

I appreciate very much the fact that most of them took in a very natural way to call me 'Monsieur' and not 'Sir.' In this respect I remember a young child starting by : 'Oui,' and ending with 'Sir' — 'Oui, Soeur' made me feel for a moment I was a catholic nun because that's the way you address them in French.

As I said before, a Frenchman has to come to England to realize that he has a logical mind. The pros and cons are about equal to support or deny this assertion. Logical might have been the mind of the French boy who wrote : "The battle of Trafalgar was fought on sea ; that is why it is sometimes called Waterloo." Logical but not practical (this is an English quality par excellence) may have been the mayor of the small village who said in the speech inaugurating a new fire engine, "The fire engine will have to be tried the day before a fire breaks out !"

I wonder if a race which beheaded a king to replace him by an Emperor, can be said to be logical. The devotion a lot of French people nurse for the English royal family makes some people say that France is the most royal of all the republics. And the centralization of power existing since Napoleon makes some people feel France might be the most dictatorial democracy in the world. All this is

not very logical. I would say myself that the real characteristic of a real Frenchman is common sense. I always felt that the French was a Celt clothed in Roman garments. Common sense for a French boy of course was the definition of drinking water : 'Drinking water is water into which you have poured some red wine.' Pasteur, the great defender of wine, would have congratulated that pupil. By the way is it the same pupil that wrote with good common sense: "Le sucre est une matière blanche qui donne mauvais goût au café quand on oublie d'en mettre" (sugar is a white substance that gives bad taste to coffee when you forget to put some in it). Or again, "la forêt vierge est une forêt où la main de l'homme n'a jamais mis le pied" (virgin forest is a forest where the hand of man has never put its foot).

Well, I must hurry towards the end of this article for your and my benefit. Our last hours of our Normanton stay are running to an end. I can assure you we have nothing but regrets at the thought of leaving you all. Although it has been hard at times to find gaps between chains of lorries with the occasional rattling of falling coal on the bonnet of our car, and this for sixty-odd miles every day, we are certainly not complaining. The stay with you was worth this game of hide and seek with the lorries. It lies probably with the divine order of things that there should be a flaw in each good picture. Otherwise how would we care about another world but this earthly one ?

As it is, the mental picture we are taking with us from Normanton Grammar School's staff and pupils is almost without a flaw. I could not tell you where there is one. By the way, speaking of pictures, thank you very much for the School staff photograph. How pleased was Miss Kynman to go and fetch it for me as soon as I arrived ! It was just a pity that it was taken on my wife's day-off. She would have come of course, but she didn't know it was was going to be taken. On this photo., lost among the gowns, I feel a bit like an isolated plebeian among dignified patricians. But look at the smiles of all these patricians. What a lovely contrast to the austerity of their gowns. Good English smile which can flash so much kindness in so few seconds ! (Isn't that true, Miss Barron ?).

Well, let's hope our next school will present an ensemble of characters as genuinely friendly as the ones we have met here.

Even the very few French people who are one or two centuries backward and still consider England an enemy cannot help saying: 'The English, the friendliest of our enemies !'

J. M. Cavalier.

REVIEWING THE REVUE

Newcomers to the School hear quite a bit about the Summer Revue, which seems to have been according to viewpoint one of the more keenly awaited or one of the most disliked moments of the Grammar School year. The Editorial Committee arranged for two newcomers, one staff and one pupil, to give — not too solemnly — their reactions. Each article was written without awareness of the content of the other (look, honest, no collusion, folks), and it transpires that the reactions are not dissimilar. Those who are prepared to endure a twofold load of rather repetitive review may read on ; you have been warned. Others may care to learn that the Revue, whatever its failings, raised the worthwhile sum of £43 for the School Fund, and then skip to the next article.

* * *

On the fateful day of Thursday, July 21st, 1966, the School presented two and a half hours of implausible tomfoolery which masqueraded as a Revue. This "show" was given a great billing : the notices said, "The best of beat music, satire, slapstick, comedy, staff wit." I was rather intrigued by the distinction between "comedy" and "staff wit." Anyway, for some obscure reason (known only to the gods, I fancy), all the tickets were sold. The gullibility of certain people is quite extraordinary.

This was the first — and, I sincerely hope, the last -- Summer Revue in which I was forced to participate, and I fully expected it to be a well-organised affair, with rehearsals beginning weeks in advance. Well, as I said before, the gullibility of certain people is extraordinary. In fact, serious rehearsals (if one could call them that) began on the Friday before the big night — and those, indeed, for particular sketches only. Many of the sketches were only written during the week of the Revue, and some of them were never actually rehearsed in front of our tolerant producer Mr. Paviour (yes, it's all true, folks — read on for more sensational disclosures).

Because of this state of affairs, which led to the inevitable remark, "It'll be all right on the night," and to myself being told at least 357 times, "You'll be all right if you speak up," many of the cast were under the impression that the first night was in fact the dress rehearsal. Few of the sketches bore even the remotest resemblance to the original script.

From my own point of view, the first half of the "show" was uneventful (more or less); I duly complied with instructions, and "spoke up," which pleased my superiors immensely. The only ill effect I felt was the partial asphyxiation from tobacco fumes (apologies to Mr. Williamson). The second half of the show, however, was quite frantic. I had observed from the programme that I was expected to make an appearance on two consecutive items, and that a change of clothes was necessary in between them. This naturally led to some irate exchanges with my superiors.

"Doc., get on."

"But I haven't any trousers on."

"Doc., get on!"

And "Doc," struggling with his trousers, "got on," to tumultuous applause (well, I can dream, can't I?).

After the first performance, which predictably ran behind schedule, it was proposed that several items should be cut: someone even suggested that everything except the interval should be taken out (a sensible remark, folks). However, few items were actually cut, because it was reasonable to assume that things would run more smoothly on the second night.

Things did not run more smoothly on the second night: if anything, they were worse. During the first half of the "show," I decided to go out and watch. I then realised why some of my jokes hadn't gone too well on the first night: virtually identical jokes appeared in the other sketches (and nobody told me, folks). During the second half, one of my superiors approached and said:

"Doc., can you go on and talk for a couple of minutes about anything, while we mop up the stage?"

"What, now?"

"Yes."

"You're not serious."

Having established that he was serious, I was about to announce a gale warning (well, it was all I could think of, folks), when I was informed that the stage was reasonably dry. I was temporarily relieved because I'm not awfully good on gale warnings (well, who is, folks?). However, I was to have regrets later, as I made several unintentional and painful slips on the damp stage during a subsequent sketch, which the audience thought were hilariously funny, but which I failed to enjoy in the least.

For those who are uninterested, the star of the show was undoubtedly B. K. Tempest (it pains me to say that, but five pounds is five pounds, after all, folks), and the highlight of the show came when he was assaulted with custard pies. Also featured were satires on School life, notably by the Second-form boys and the Fourth-form girls, which were naturally appreciated mainly by those who attend the School. Very popular sketches were provided by three monks, a magician's act, and "The Sound of Music." An original news item was provided by Tempest and Lee; another topical item was an insight into Commons proceedings, which was unfortunately overshadowed by the hilarious antics of the politicians themselves during the week. Other items were a modern version of "Cinderella," which starred, amongst others, Battyman; a sports programme (rather tongue-in-cheek, of course), and other staggeringly unimportant items too numerous to mention here.

We regret to inform all those who came to watch that a refund is, alas, not available, and we look forward with apprehension to next year's Summer Revue.

N.B.—All characters in the above paragraphs are not fictitious, and any reference to any living person is quite deliberate.

A. Watson.

* * *

A funny thing happened to the writer of this review on his way to the theatre: he decided to go, despite ugly, well-founded rumours that staff members of the audience were expected to go on stage and sing the last number. Apart from being by nature a shy introvert and one whose penchant (as his friends have often been kind enough to point out) is for criticism rather than performance, the writer felt his operatic abilities were more likely to

provide any entertainment with a coup de grace than a rousing finale. However, all men have their moments of bravery, and there had been a letter from an M.P. in 'The Daily Telegraph' that morning which referred to teachers as a 'dedicated profession,' so he went.

And, having paid two shillings for admission and threepence (in preference to thirty-two rupees, which seemed dear even when allowance was made for India's recent devaluation) for a spoof programme, he quite enjoyed himself. There was a gale, nay, a very Tempest of humour; when the audience were becalmed in the lee of one joke, a Fairer wind from Kew brought another, albeit some of the jokes were rather elementary, my dear Watson. Some of the jokes, inevitably and rightly, were directed against school Law and order, and even the chiefest Temples of our state were mocked; but happily most of the evening was not parochial — only two sketches were set in school and these, significantly, were poor ones, for it is impossible to make new jokes about prefects or school lunches. Other sketches ranged for material from 'The Sound of Music' (when outpuffed by the noise of passing trains) and its nuns through the punny business of being a monk to satires on folk singing and Sports-view. In addition there were two reverberating appearances by a school 'group,' briefer scenes which might be described as glimpses of the Theatre of the Absurd, and even briefer appearances by bunnies who made one grateful that myxomatosis is less prevalent and lethal these days. The sell-out audiences seemed to enjoy themselves, greeting most items with a stampede of approval. Some expressed their enjoyment by trying to cap the performers' jokes with shouted adlibs from the hall: all good clean red-blooded fun, perhaps, but the inane feebleness of the comments was wearily monotonous, the sort of stuff that rugby league players have to endure from the terracing. (It is part of the mythology of Yorkshiremen, of course, that they are magnificently virile and witty impromptu commentators on sporting and other scenes: the myth presumably comes from the one in a hundred bulls-eye remark which is hallowed and handed down as a treasured possession of local folklore when the other ninety-nine vulgarities are mercifully forgotten).

If the audience were enjoying themselves, so all too clearly were some of the performers. The cast appeared divided between those who saw the Revue as an end of

term romp and those who saw themselves as professionals with a job to do entertaining an audience who had paid their two bobs. Therefore some sketches were disastrously lacking in unity of tone : the House of Commons scene, for instance, had its satirical portrait of Wilson by Watson vitiated by the unsatirical slapstick of the 'backbenchers' which bore no recognisable resemblance to parliamentary behaviour. (Contrast Brooks', Shepherd's and Pierce's sketch concerning three monks : this, goodness knows, was absurd enough, but it did have a style and stuck successfully to it). By the Friday performance the rompers were slowing down the pace of most sketches in pursuit of their own enjoyment, squirting all performers with water from squeeze tubes with the regular predictability of an Argentinian footballer fouling. It was not that, in World Cup week, we expected from the cast a performance as skilled as that of the England XI; we knew, after all, that we were watching Hamilton's *Academicals*, and that rehearsal time had been short. Even so, slicker passing of the jokes was possible. Some of the horseplay was amusing, of course, but too much is less good than a feast.

For the wittier and slicker pieces of presentation, much thanks. When the beat group were on stage, for instance, the performance and lighting effects were professional. Also, Watson's satirical sketches shone like good deeds in a naughty world, and in 'The answer is no,' which was the evening's best script (not that 'script' was a term of much relevance in many sketches), Jane Beckett and Wanda Borowik gave promise that one day the School may have comediennes worthy of more good material.

And so to the last sketch, with staff members of the audience singing a review of the school year. Over the brilliance of this performance (the writer was mercifully removed from the stage in one piece of impromptu horseplay for which he was really grateful) modesty demands that a veil be drawn.

R.S.B.

NORMANTON

SCHOOLS' FESTIVAL OF MUSIC

1966

An evening of English music ranging from Purcell to the present day provided a challenging and varied programme—a challenge for both audience and performers.

The main item was Benjamin Britten's 'St. Nicholas,' a cantata written with children in mind, and also calling for audience participation (which this particular audience accepted in good humour — and in good voice). It tells the story of the adventurous life and good deeds of St. Nicholas, the patron saint of children and seafarers. The subtle harmonies and unconventional rhythms make this a very demanding work for a school performance, and, despite a few embarrassing moments, the result was more than satisfactory : many of the orchestral textures were well-achieved, and the junior choir held their own admirably, singing with a relaxed sureness above their years. The tenor soloist, Norman Elwood, with a good grasp of the dramatic possibilities and a fine technique, gave a very praiseworthy performance. Perhaps the main fault arose from a timidity on the behalf of some performers, who held back rather than hit a wrong note, and did not enter into the spirit of adventure which Britten surely intended. I suspect that it was under-rehearsed.

Mr. Paviour's anonymous 'Music for Ceremonial,' as expected, had an enthusiastic reception ; from its striking opening through its contrasting march tunes to the rousing finale it is immediately enjoyable, with noble melodies and a stately bearing ideal for the occasion.

It was good to see the brass band in action again especially with so many young members ; their three pieces, though simple, were played firmly and neatly.

The March of the Peers from 'Iolanthe' was bound to please, as it did ; but the choir could have enjoyed themselves rather more, some members looking glum and nervous. These Gilbertian lords are unique because of their zest for the good things of life, and are far from solemn and dignified.

Purcell's G minor chaconne made a challenging item for the strings, and they carried it off with some fine playing — especially from the cellos — with the clarity of line and rhythm which such a piece demands.

An evening of interesting music, then, and a worthwhile effort. Finally, a rousing bravo ! for Mr. Paviour, the 'master of ceremonies' and conductor, whose good humour and enthusiasm were electric.

D. Fairer.

TOWN AND COUNTRY EXPEDITIONS

I: "Just A Walking in the Rain"

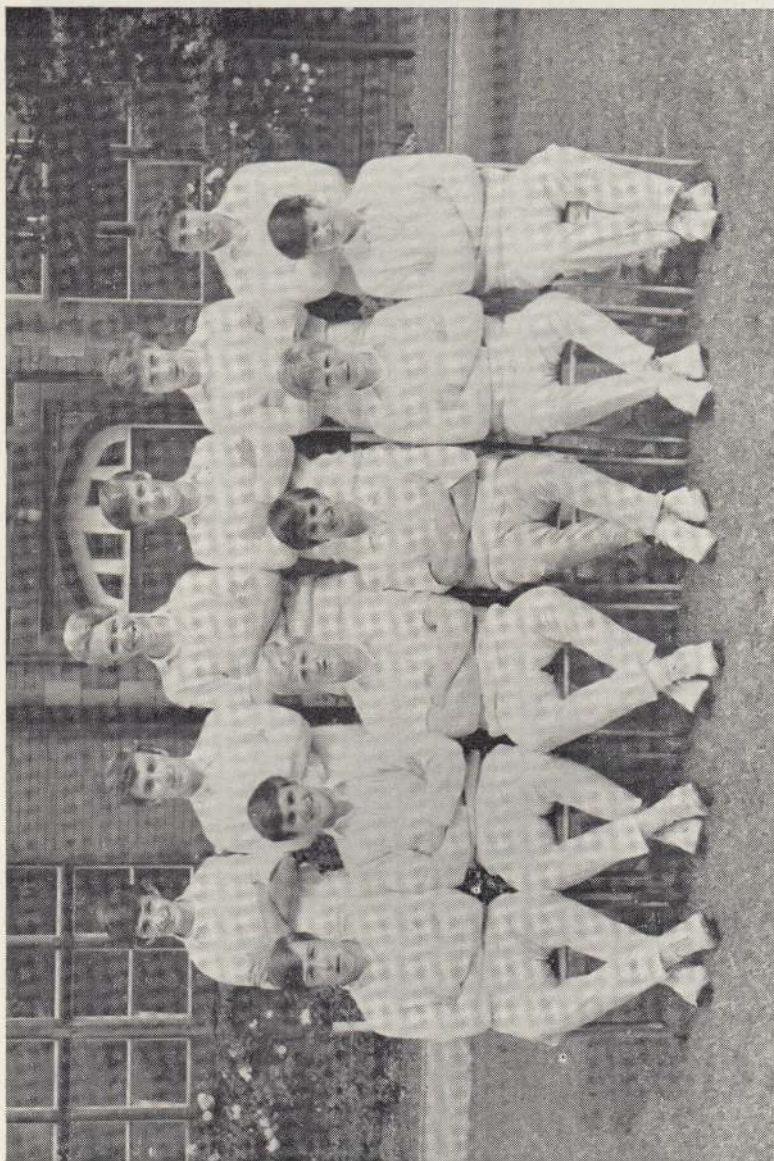
On Wednesday, 13th July, a mixed party of thirty-six pupils and five teachers set off from school with the ambitious intention of climbing the great and mighty Helvellyn, a three-thousand feet high 'hill' in the Lake District.

The coach journey was rather uneventful apart from a few bilious attacks and spurts of exuberance by some of the more energetic ones. The bus, however, did not seem to be sharing our enjoyment as it 'conked out' twice on the steeper hill roads with an over-heated water tank. After five hours of travelling, we reached our destination, only to find that the object of our ambitions was shrouded with dense clouds. In pouring rain it would obviously be near suicidal to attempt an ascent.

After bursts of annoyance and grumbling we decided to go on to Keswick and climb a smaller peak there. We rode around the Lake District for another hour and then the coach stopped by the roadside once more. There in the distance we could see a smaller hill and this time we were allowed to get out of the coach and approach it. This we did by trudging across four fields and sapping our strength by scaling four walls and barbed-wire fences before we reached the foot of our "little slope."

Meanwhile it had started to rain and after having sunk in numerous bogs we felt that it was pointless turning back as we were already saturated and incapable of getting any wetter if we tried. We were reassured, however, that the water in our boots would insulate our feet and keep them warm. The 'hill' was higher than some of us expected but we persevered. We kept climbing and climbing and the slope seemed endless. Up and up we went until some of us were exhausted and although our spirits were willing, the flesh was weak. At last we refused to go any further. Clouds swirled around us and the rain was beating against our backs. I realise now that few of us could have reached the top of Helvellyn even if it had been a fine, dry day.

Several girls turned back and the stronger ones carried on to the top. They caught us up on the way back to the coach, and somebody began to sing "Mad dogs and Englishmen go out in the . . ." That person must have a strong sense of humour.



1ST XI CRICKET

B.R. : S. Banks, G. Goldie, D. Peaty, B. Young, T. Crossland, R. Jennings,
 F.R. : D. Hayes, A. Eades, E. Walmsley, M. Lappage, J. Fitzpatrick, G. Soles



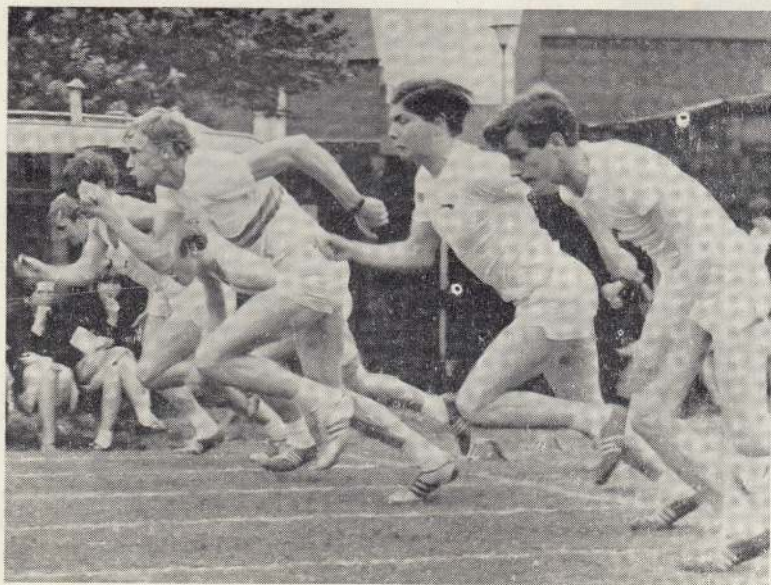
JUNIOR GIRLS' 100 YARDS



SENIOR GIRLS' HURDLES



1ST YEAR BOYS' 100 YARDS



SENIOR BOYS' 100 YARDS



FARTOWN ATHLETICS TEAM

B.R.: Mr. A. Jubb, J. Bell, C. Baker, J. Timmins, A. Haycock, B. Milner, C. Crewe, Mr C. Whale,
M.R.: R. Cusworth, S. Trigg, A. Eades, M. Halls (Capt.), E. Walmsley, P. Thompson, M. Harrison.
F.R.: S. Carrington, J. Dyson, P. Krlic, R. Barrett, Lambert, M. Clegg.

When we arrived back at the coach everyone changed into dry clothes and in less than five minutes the place began to look like a paddling pool. Everything was in chaos as people dived around searching for their shoes, socks, and numerous other missing articles. After having made ourselves more presentable, we started off again in the direction of Keswick for tea, and, unbelievably, sunshine.

We set out for home at about five o'clock and the return journey seemed to be the best part of the day. Of course the sun came out to cheer us up after we had been depressingly wet. We arrived home about nine-thirty, tired but happy after a strangely enjoyable and unusual form trip.

Pat. Hayward.

II : Sixth Form Excursion to the London Art Galleries

We logically picked the day of the Rugby League final and the Clay-Cooper fight to go to London to visit the two main art galleries, boarding the train on Wakefield Westgate Station at approximately 7.30 a.m. Twelve drowsy schoolgirls and one mistress crowded into two adjacent compartments surrounded by carriages of rowdy, card-playing, beer-drinking rugby fans. Three weary hours later we arrived at King's Cross station in the heart of London. Outside the station, bombarded by anonymous, impersonal Londoners on every side, we were herded like cattle towards the tube station.

Eventually we reached the National Gallery ; a large impressive building overlooking Trafalgar Square. We found that there were far too many pictures to see in one day and everyone hoped to visit it again. It was interesting to compare the original paintings with the numerous reproductions of varying quality that we have studied in class.

We indulged in refreshments and rounded off the day by visiting the Tate, but found it too much to digest in the time allocated to us. The last memories we have of our capital city are a windy walk along the Thames terminating in a visit to Westminster.

I have only one complaint to make. I was particularly looking forward to viewing the Blake collection in the Tate Gallery. I have seen many reproductions of his executions in water paint but few in oils, and

I was determined to spend at least five minutes looking at each of his oil paintings. The first one I came to puzzled me. The picture was protected by a pane of glass and illuminated by glaring fluorescent lights. It was a portrait of a female with dark long hair and a pale complexion. The soft outline of the picture looked typical of Renoir rather than Blake. The girl in the picture was, I thought, particularly beautiful with freckles and a turned up nose . . . A turned up nose ! Realising that this is my main characteristic I peered a little more closely at the picture and realised that due to bad positioning and harsh lighting this, and every one of Blake's oil paintings, had been turned into a mirror. From no position could you see the actual painting. I was extremely disappointed.

Nevertheless I can truthfully say that by the time we had boarded the train from King's Cross a marvellous time had been had by all.

Judith Bedford.

* * *

Briefer mentions of other School expeditions appear under 'School News.'

LATIN TO ORDINARY LEVEL

A boy once said to his father, "Dad, when I grow up I want to be a well-rounded individual."

"Go to the Grammar School, my boy," said his father. "Play as much rugger as you can, and work hard at your 'O' Level subjects, especially Latin. You will then go on to study Latin, Greek and Ancient History in the Sixth Form, and you will be well on the way towards realising your ambition."

The boy worked hard and managed seven 'O' Level passes, including a brilliant performance in Latin. In the Sixth he chose Maths., Physics and Chemistry, and grew into a well-rounded, Latin-hating individual.

There is no moral at the end of this story, only a question. Why does Latin make so many enemies ? Those who doubt that it does need only take a random sample of schoolchildren and ask them.

One answer worth considering is that the course is not interesting enough. There is a traditional belief

among adults that the young do not know what is good for them ; and yet pupils who ask, "What is the value of Latin ?" deserve a better reply than a mysterious smile. First-formers ask out of curiosity. Later the question becomes a weapon of aggression, a symptom of boredom and frustration. We had better look at some attempts at an answer.

"Latin will teach you to think logically." A well-known defence which unfortunately forgets that there is nothing particularly logical about any language. A cagier, less precise claim is that Latin provides an invaluable mental exercise. There is nothing peculiar to Latin in that, however, for so does any activity involving thought and concentration.

"It will help you with your English." Does it help as much as that ? With formal grammar, perhaps ? In these enlightened days our English departments are playing down formal grammar. With English style ? After a large dosage of the horror literature which passes for English translation, one may be forgiven for doubting that. With deviations of English words ? Surely of limited value only ; and many of the words derived from Latin are so rare and literary as to be above the needs of most pupils.

"You will need a pass at 'O' Level for certain university courses." Now at last we are on firm ground. Latin is established as a practical basis ; we learn it in order to be able to learn something else. Many pupils, of course, are fully aware of the advantages of a G.C.E. pass and are prepared to work hard for it. This does not mean that they enjoy doing it. The examination casts a long shadow. Even in the first year course exercises bear a strong formal resemblance to the G.C.E. questions, in which the emphasis is purely linguistic, testing a candidate's ability to translate Latin into English and vice-versa. This is Latin as it is understood by our Joint Matriculation Boards, and it is fairly clear that the syllabus, with its rigid insistence on technical expertise, is partly the result of pressure exerted by those university faculties which make an 'O' Level pass a condition of entry to their courses.

I would suggest that this emphasis is wildly misplaced, and that although in following the existing syllabus the Latin teacher may be performing an excellent service for

other departments of learning, his contribution to Latin studies themselves is pathetically small. When we can stop thinking entirely in terms of qualifications, the enormous wastage that Latin produces may begin to trouble our conscience. It is not merely that the majority of pupils who begin Latin will not survive to take the G.C.E. exam., but something much worse — we should find it hard to discover any benefit that a pupil will carry away when he discontinues the course after a year or two's study. The chief problem encountered in the classroom is the problem of sustaining interest. Few pupils enthuse over the relentless succession of five-finger exercises into which lessons easily degenerate, and for every would-be Arts graduate who is convinced that he cannot live without Latin, there are a dozen of his classmates equally convinced that they cannot live with it. There is nothing to stimulate the imagination.

Our examining bodies seem to have lost sight of the fact that a language does not flourish in a vacuum, and that at least as important as the language itself are the people who use it. All information about the Romans acquired within the Latin Course is conveniently lumped together under the general heading of 'background.' The examiners assume that this background has been taught, yet questions on it are conspicuously absent from their papers. Is it any wonder that the teacher, faced with the time-consuming task of bringing his classes up to required linguistic standard, should feel compelled to jettison everything that lies outside the scope of the G.C.E. syllabus? For it is certainly possible to get Grade I without any real knowledge of the Romans.

This is all rather distressing; for in the last analysis Latin will be dealt its death-blow not on the day when it is abolished as a qualification, but when we decide that Roman civilisation is no longer relevant. Since it is relevant, it ought to be taught and brought in the syllabus from the first year upwards.

"But sir, why bother learning Latin? Why not just learn about the Romans and leave it at that?"

"Because, my child, Latin can and ought to tell us something about the Romans which their temples and amphitheatres do not tell us. Because the Latin language is not only their most enduring monument but our clearest window upon their minds."

"Oh."

There might be some truth in that. If there is, then we should be learning Latin solely in order to read it, and since much of extant literature is too difficult for junior forms, the onus would be on the editors of our text-books to do rather better than they have done so far in exercising their historical imagination and producing Latin that attempts to reflect the Roman outlook. If the right stuff is provided, the 'background' may well emerge into the foreground and become important and relevant. If we are going to incorporate this background into the syllabus, then obviously something would have to go. A suitable candidate is translation from English into Latin, that relic of the good old days when every self-respecting gentleman amused himself by turning the 'Times' leader into sonorous Ciceronian periods. In fact its only virtue seems to be that it enables some people to become good at it.

At more than one of our universities the head of the Classics department is called the Professor of Humanity. Presumably this title means something. A small dose of humanity in our 'O' Level course might even reveal the Romans as flesh-and-blood creatures instead of sword-wielding-robots. Perhaps humanity is an unfashionable word to utter in front of our more hard-headed pupils who are interested in a subject only for the qualifications they can milk from it. Could a reformed Latin course survive in this sausage-factory environment? Perhaps that is another story, this time with a moral at the end of it.

L.T.J.

ACTIVITIES AND SOCIETIES

THE LIBRARY

The reorganisation of the library is proceeding, though slowly. Section C of the former High School library has been absorbed into the library at the Upper School, and the whole of the section on religion, classified according to the Dewey system, is now housed in the Lower School library, where there is more space for it. Borrowers will please bear this in mind and not dump books they have finished with in the Upper School library.

The classics section is now being classified. Here, most of the books will naturally go into the Upper School library, but there will be a classics section for the Lower School. As most of the books in each library are more suitable for seniors, there will be an increasing pressure on space in the Upper School, which may have to be relieved by housing another complete section in the Lower School library. Here also will be duplicate copies for the use of the Lower School Prefects, and, probably, books on subjects studied in this building by girls, such as needlework and cookery. Present plans are to retain a strong Art section in this building.

During the year, over a thousand books have been added to the library, or re-processed.

The School owes much to the pupils who have given up their leisure to act as librarians and helpers. There is plenty of scope for volunteers, who should approach one of the staff librarians.

ARTS AND DRAMA SOCIETY

SECRETARY: B. K. TEMPEST

The only activity undertaken by the society this term was a concert of stereophonic classical music which was held towards the end of term in the Lower School library, taking up a full morning. An admission fee of one shilling was charged, and the proceeds were given towards the School's contribution to Dr. Barnardo's Homes.

The programme consisted of a varied selection of music by Tchaikovsky, Mayant, Puccini, Rachmaninov, Beethoven, Debussy, Leoncavallo, Mascagni and Dvorak. The concert was enjoyed by those who attended, and surprisingly, was received with cheers from the Lower School. It was most gratifying, indeed, to see so many members of the Lower School enjoying a concert of comparatively senior music; this augurs well for the School's future, musically, and these signs are particularly welcome at a time when the size of the choir and orchestra is small.

BEEKEEPING SOCIETY

SECRETARY: P. GREEN

During the past few months, the beekeeping society has been at peak activity. The nucleus hive which was being constructed during the winter has been completed, and it is ready for use in one method of dealing with swarming.

At last the bees arrived in March. The stock of bees which we received was neglected, and in poor condition. There were only little stores of honey in the hive, and the bees were near starvation, so we supplemented their natural food with sugar candy. The hive itself was in a battered condition, and we found a large number of dead bees on the floor of the hive — an obvious sign of neglect. The number of living bees was also low (about three frames).

With guidance, the bees were transferred to the new hive which we had built. The transfer process was not a long one, but required careful execution in order to avoid disturbing the bees and being stung. It is basically a matter of removing frames with the bees on them from the old hive, and replacing them in the new hive.

It proved very interesting to note the various types of pollen (which is the bees' main source of protein) being brought into the hive — orange pollen early in the year from crocuses, yellow pollen later from willow catkins, etc. It is possible, by examining the pollen brought into the hive under a microscope, to say exactly which types of flower the bees have been visiting.

At the beginning of the season, the bees were kept at the lower part of the headmaster's "garden," but the hive was tampered with. Bees, however, do not take kindly to being meddled with, and are well able to look after themselves. To avoid further tampering, however, we removed the hive and placed it in the School grounds behind the old canteen block. This brought about problems, however, since bees out on flight during the transfer returned to the old position of the hive. Also, some bees which leave the hive at a later date return to the old position of the hive unless the new position is greater than two miles from the old position.

Frequent inspection of the hive was necessary to detect any signs of swarming. During summer, the queen bee lays eggs in several very large and conspicuous cells, and to prevent swarming it is only necessary to remove the old queen from the hive and remove all the queen cells except one from the hive. A new queen bee emerges from the single remaining queen cell, and takes over the functions of the old queen in the hive.

Recent inspection of the hive, however, revealed that the queen bee had not emerged from the cell we had left in the hive and had probably died. We therefore transferred a queen cell from one of Mr. Palmer's stock into the hive, and hope that a new queen bee will emerge and be accepted by the present stock. Eventually, the stock will be replaced by bees which are a cross between the present bee and the queen bee transferred. We hope that the new hybrid bees, if they are bred, will have suitable characteristics, such as collecting much honey and having a quiet temper.

New members from the new lower sixth forms are more than welcome, and those interested should see the Secretary.

CHRISTIAN EDUCATION MOVEMENT

SECRETARY: M. E. PRICE

The second half of this year has been as successful as the first half. Perhaps the highlight of the year was the C.E.M. conference, held this year at the Ackworth Friends' School. We were the largest group

there and we were given the honour of voicing the vote of thanks to the speakers at the end of the afternoon. The topic this year was "Colour and Christianity." Rev. J. Brankin, of the White Fathers, and the Rev. J. M. Furness, a Methodist, gave their views on this subject from their own experience. Our questions on the subject were answered by the two ministers, a coloured student and her white friend, and the Rev. D. Bennet, the C.E.M. Secretary for the N.E. region.

A much enjoyed meeting was one at which Mr. Louis Saïpe, Secretary for the Council of Christians and Jews, talked about Anglo-Jewry. Mr. Saïpe is a wonderful and entertaining speaker and we hope to invite him again in the near future. Mr. Saïpe told us about the Jewish way of life and beliefs and of his own personal feelings.

One Thursday evening after school, a group of us visited the Chapeltown Road Synagogue, in Leeds. Rabbi Brown talked to us about the Jewish faith and explained the significance of various symbolical actions on which the Jew places so much emphasis. He told us what form a Jewish service took and allowed us to look into the Ark where the Jewish religious books are kept. He also passed a Hebrew scroll round for us to look at.

The year has been quite an eventful and enjoyable one. Next year our C.E.M. hope to attend a Jewish service in a synagogue in Leeds.

COUNTRY DANCING SOCIETY

The Junior Country Dancing Society has continued to flourish throughout the Summer Term, despite the attraction of many other outdoor activities. All members have worked hard to improve the standard of their dancing, and the climax was reached at the end of term when displays of English Country, Morris and Scottish Dancing were given, first to parents and friends on Barnardo's Day, and later to the Lower School and to pupils from local junior schools. The programme included the following dances:—

Lucky Seven — a circle dance in which the dancers change partners seven times, the seventh being the lucky one.

Thady You Gander — a lively dance in which first the ladies, then the gentlemen are beckoned round the opposite line of dancers. The dance ends with a "Strip the Willow" figure.

Two Scottish Reels:

The White Cockade — a simple longways dance for three couples.

Petronella — an attractive demonstration dance which includes the "diamond" formation setting and the poussette.

Various sorts of reels were known in all parts of Scotland and in all classes of society, but they were particularly popular incrofting areas where most dancing took place to the accompaniment of a fiddle in the kitchens of the crofters' cottages. The compact figures of these dances were ideally limited to the restricted spaces available.

Morris Dances. from Headington, near Oxford:

Bean Setting and Rigs O' Marlow.

This type of dancing is only for boys and men. Originally the

dancers, equipped with bells and sticks, used to go from village to village, accompanied by a Fool dressed as a Hobby Horse who urged them on while striking them with an inflated pig's bladder tied to a cane. Audience as well as dancers felt the effects of this.

Timber Salvage Reel — a type of barn dance.

The Black Nag — which includes several of the figures (siding, arming and hays) used in English Country Dancing.

Flowers of Edinburgh — a graceful dance, involving close teamwork while consecutive "figures of eight" are danced.

Two and Two — a lively Scottish jig for two couples.

A jig is similar to a reel, but is danced to a quick tune which has a more "bouncy" rhythm.

Ribbon Dance — an old English dance in which partners weave gaily coloured ribbons in the form of arches.

We hope that, after seeing our displays, many new members will wish to join our enthusiastic and energetic society.

EXPEDITION SOCIETY

Two expeditions went out during the Easter holidays. One was for a group of fourth form boys who went on an Outward Bound Course organised by the Young Naturalists' Society, and the other was for a mixed party who stayed at Burley Woodhead Youth Hostel on the edge of Ilkley Moor. Each of the fourth years on the Outward Bound Course kept a log book and the following extracts give some idea of their activities:—

"After a cold shower with a hose pipe in the barn at 7 a.m. we ate a good breakfast and prepared for the day's outing. We climbed Broxa Hill and entered Broxa Forest where we had some introduction in forestry as we travelled. At lunchtime we dangerously crossed a river by hanging upside down from a fallen tree only a matter of inches from the swirling torrent. In the course of the sixteen mile hike we saw an oil rig, Fylingdales early warning station and some tumuli.

"Instead of the usual shower in the morning we had to swing across the River Derwent under a bridge using our hands only. Illingworth after crossing three-quarters of the way let go and fell in."

The course was not only practice in getting wet. The boys were taught bivouac making, map reading, first aid and had illustrated lectures on geology in the evenings. They hiked over moorland, forested country, in local valleys and along the sea shore. Their final verdict was that it was "tough," but two of them have already asked if they can go again next year.

Those on the Youth Hostelling trip had a slightly less arduous but equally busy programme. One day was spent walking in the area near Bolton Abbey and climbing Beamsley Beacon. Another day was spent walking from one side of Ilkley Moor to the other — and back! These walks were made more interesting by deep snow drifts and practice was given in making snow shelters as well as a light-hearted

snowman competition and impromptu snowball fights. One evening was spent on learning rope techniques and rock climbing which was put into practice next day at Almscliffe.

The School has recently bought two tents which were used during the term to give some second year girls a chance to spend a night under canvas. June Jubb writes, "It was the first time we had ever been camping. All four of us were very excited and could hardly wait until bed-time. We were shown how to pitch a tent and then put them up ourselves and found it was not as hard as we expected. We went for a run in the park before going to bed and then we had the best time of all. When Miss Donovan had been gone about ten minutes we arose and started eating and drinking. Food was passing from one tent to the other. When it got very dark we decided not to eat anything else for we might have been eating earwigs. We all agree that camping is great fun."

Near to the end of term a mixed party went to Malham for a day hike. Susan Gibbons describes the route taken: "We went first to Janet's Foss and then to Gordale Scar where we climbed up the side of the waterfall. After lunch and a rest we continued to Malham Tarn and returned to Malham via the Cove. I would strongly recommend anyone who has the opportunity to go to Malham to do so."

PHOTOGRAPHIC SOCIETY

SECRETARY: C. M. OXLEY

For the past term the work of the society has been devoted entirely to the making of the long-awaited school film. The ancestry of the film is as follows:—

At the beginning of the century a film was made in the United States called 'The Great Train Robbery.' This film set the pattern for all future productions, as it was the first film to have a story. With its success many people realised that the motion picture was to be the money making industry of the future. One such man was Mack Sennett who made his headquarters in a small suburb of Los Angeles—Hollywood.

Sennett's genius was for comedy and with his famous 'Keystone Cops' he started an era of film comedy. Hollywood quickly became the world's film capital with numerous companies forming there. In the early 1930's one such company released a film entitled 'The Jazz Singer' which, like the 'Great Train Robbery,' was revolutionary but for a different reason: this film had sound. With the coming of sound the visual comedy was regarded as a redundant form of film. Instead the film with comedy in the words became more popular and Sennett's own individual brand of comedy seemed to have out-lived its useful life. Sennett retired and most of his stars with him. Only one silent comedy star survived the onrush of the great sound wave — Charlie Chaplin, who easily transferred himself from visual to audible comedy.

By 1960 comedy in films had reached the point where the film was just as funny without its picture. It was this type of film which prompted Stanley Kramer to accept William Rose's script for a visual comedy to be called 'Just one dam thing after another.' However, the title was continually altered until, by the time the film was released

three and a half years later, it was called 'It's a mad, mad, mad, mad world.' This film was a great box office success and paved the way for the present day 'super-comedy.' For once England joined in the trend presenting the second, and perhaps the greatest 'super-comedy' which was entitled 'Those Magnificent Men in their Flying Machines,' or 'How I flew from London to Paris in 25 hours, 11 minutes.' America has now produced two more such films, 'The Hallelujah Trail' and 'The Great Race.'

The next film of this type is, as yet, unannounced, but one amateur film following the trend set by Kramer's 'Mad World' is the Photographic Society film. Unlike the professional films our characters don't race in vintage cars or aircraft but on school dinner trolleys. We are not using Cinerama or Todd-AO either but a normal size screen, so, in this way, this film will be nearer to Sennett's films than to-day's wide screen copies.

THE STAMP CLUB

It is interesting to note that some of our work in the club has been of use. Most members have become aware of various valuable flaws which can exist in stamps. J. Williams gives here an account of finding such a stamp.

"Every philatelist's dream is to have a rare stamp and on the morning of the 22nd June my friend, P. Ferguson, and I became the owners of three such stamps. These were the 1/3 value of the recent World Cup issues with colour-slip misprints (the vertical blue stripes had been printed below the level of the shorts! The middle player in the group thus has a completely white shirt). Immediately we wrote to 'Stanley Gibbons,' in London, to find their value because we had learnt from the Stamp Club that misprints were of great value. They proved to be worth £25—£30 per stamp. We returned to Normanton G.P.O. to see if there were any left but a certain Mr. Long (a parent of a boy in the school) had bought the rest of the sheet.

GAMES REPORTS

GENERAL REVIEW

Generally the weather god has favoured School sport this summer, and it was pleasant to hear the soprano screams of the fair sex amid 'the roar of the crowd' — though 'roar' is usually an overstatement, as few spectators watch fixtures and even on crowded occasions such as Sports Day the position (away from most of the onlookers) of the finishes of the tracks at Dalefield militates against excitement. Though nothing can be done about this until more land is acquired, there has been further improvement to athletic facilities at Dalefield: the picture there is much smarter than it was a few years ago. In tribute to the facilities and the coaching, the boys' athletic team, which yet again remained unbeaten throughout the season, was the term's sporting star turn.

In addition to the School games recorded in the following pages, there was a post-examination tennis tournament arranged in aid of Dr. Barnardo's Homes. An ambitious programme of singles, doubles and mixed tennis — five competitions in all — was seen through to a successful conclusion, largely owing to the energetic organisation of Miller. He had the satisfaction of winning the boys' singles himself; the girls' singles was won by Jean Halling, and trophies were given by Miss Barron and Mr. Burns. Also, a staff cricket XI took the field on several occasions, their batsmen thrashing the air with the best possible good intentions and a pleasing amount of contact: their victory over the 1st XI, however, was a little fortuitous. The senior cricket matches were won by Dodsworth, and the senior girls tennis and rounders by Levett.

In the autumn there will be two marked changes in our sporting scene. Mr. Whale will have gone to well-earned promotion at Barnoldswick, taking his inspiring and sincere love of games with him, and no inter-school soccer fixtures will be played. This latter decision marks, for the present at least, the end of a lengthy and distinguished soccer tradition at the School, and readers who view the decision with dismay must rest assured that such decisions are not taken lightly. The end is the result of a combination of circumstances: the loss at at one time of most of the soccer playing staff and the knowledge that those who still remain will soon be ready for promotion elsewhere, the decreasing number of boys and male staff in the School (only fifty new boys in September), and the endless, wearying problem of wrestling with the School's inadequate ground and changing facilities. It is sad, but there it is.

BOYS' ATHLETICS

This has been a fine season in more ways than one. The weather has proved kind and most events have run according to plan. Before the season began a few boys helped to make a new concrete discus circle. This was difficult to site as Dalefield is very small for throwing events. Although the circle can't be used for competition, it has proved useful for practice, particularly for boys who are throwing at important meetings and need experience of the correct throwing area. Another improvement has been the drainage of the Long Jump pit and the boarding round it. Before next season it is hoped to board the run-up and put a new top dressing down.

Almost every boy in the School has made some contribution to the Standards Competition. The results were as follows:—

1st	..	..	Dodsworth	..	..	771 points
2nd	..	..	Ward	..	..	712 "
3rd	..	..	Freston	..	..	691 "
4th	..	..	Levett	..	..	653 "

Decathlons (10 events)

The following boys received certificates for 'A' standards:—

C. Baker, R. Cusworth, T. Webster, J. Bell, J. Dyson, S. Cooper, S. Auty, L. Cusworth.

Pentathlons (5 events)

A. Haycock, J. Timmins, C. Hollis, S. Clayton, P. Krlic, R. Eames, S. Carrington, A. Bamforth, K. Grinsill.

School Sports

These were mixed this year, the Inters and Juniors being held on one day and the Seniors on another. Two very pleasant days gave us a lot of exciting events, a crop of records, and resulted in Levett being the overall House Champions with 326 points. Runners-up were Freston, only ten points behind. Boys' results were as follows.—

Seniors

100 yards	..	F. Dolan	..	..	10.3	
220 yards	..	F. Dolan	..	..	24.2	
440 yards	..	E. Midgley	..	..	56.7	
880 yards	..	S. Trigg	..	..	2m. 12.1	
Mile	..	J. Townend	..	..	5m. 12	
200 Hurdles	..	M. Halls	..	..	25 sec.	(Record)
110 Hurdles	..	B. Rycroft	..	..	15.3	
High Jump	..	L. Colbourne	..	..	5' 6"	
Long Jump	..	S. Beedle	..	..	20' 2½"	
Triple Jump	..	S. Beedle	..	..	41' 9¼"	
Javelin	..	E. Walmsley	..	..	143' 5"	(Record)
Discus	..	M. Halls	..	..	126'	(Record)
Shot	..	P. Thompson	..	..	43' 3"	(Record)
Pole Vault	..	J. Mynett	..	..	11' 0"	(= Record)
Relay	..	Freston	..	..	47.3	

Individual Champion, M. Halls. Runner-up, A. Eades.

Intermediates

100 yards	..	B. Milner	..	..	10.9	
220 yards	..	J. Timmins	..	..	25.3	
440 yards	..	B. Milner	..	..	56.5	(= Record)
880 yards	..	A. Haycock	..	..	2m. 13.6	
Mile	..	A. Atha	..	..	5m. 15.7	
Hurdles	..	S. Booth	..	..	11.0	(= Record)
High Jump	..	S. Booth	..	..	5' 1"	
Long Jump	..	C. Crewe	..	..	16' 8½"	

Triple Jump ..	J. Bell	37' 1½"	
Javelin ..	S. Clayton	141' 3"	(Record)
Discuss ..	D. Hufton	115' 11½"	
Shot	B. Milner	42' 1¾"	
Pole Vault ..	J. Bell	8' 0"	
Relay	Levett	49.2	
Individual Champion, B. Milner. Runners-up, S. Booth and S. Clayton.			

Juniors

100 yards ..	J. Dyson	12.2	
220 yards ..	J. Dyson	28.6	
440 yards ..	P. Krlic	62.8	
880 yards ..	M. Clegg	2m. 30.8	
Hurdles ..	C. Youldon	12.4	
High Jump ..	Rudderham	4' 1½"	
Long Jump ..	J. Dyson	14' 6½"	
Triple Jump ..	P. Riley	30' 6¼"	
Javelin ..	P. Krlic	126' 2½"	(Record)
Discuss ..	A. Bamforth	75' 1"	
Shot	P. Krlic	39' 1"	
Pole Vault ..	S. Cooper	5' 9"	
Relay	Ward	55.6	
Individual Champion, P. Krlic. Runner-up, J. Dyson.			

Under 12

100 yards ..	D. Bailey-Lee	13.4	
220 yards ..	Cudworth	30.8	
440 yards ..	Randall	68.7	
880 yards ..	L. Cusworth	2m. 37.8	
Hurdles ..	Randall	12.4	
Relay	Levett	59.3	

Postal Competition

An innovation this season has been the Kangaroo Club Postal Competition for Long and Triple jumpers. This gives schools who are much too far apart to arrange a proper match chance to compare performances. In the May competition we came 6th overall. Of the three age groups our Juniors did particularly well to place 2nd to Dr. Challoner's School, present holders of the trophy. In the June competition we were placed 5th overall, with the Juniors (J. Bell, R. Cusworth, T. Webster) placed 3rd. At the time of writing the July results have not been published.

School Athletics Teams

Once again School teams have had considerable success in their matches and the only defeat sustained was that by St. John's College, York, over our Senior team. All the Inter-School matches have been won convincingly, including the Fartown meeting where we won the Shield for the 4th successive season, this time by a greater margin than ever over the runners-up, 108 points to 79½.

Seniors

Much of the credit of the success of the team this season must go to the captain, M. J. Halls. He has had a good season personally, Yorkshire Junior Champion at Shot and Discus, and 2nd in Northern Counties Discus. He competed in twelve inter-school events in 440, shot and discus, and only lost one event. This was the discus in the final Triangular match when he had to throw immediately after winning the 440 — a good effort saw him lose by only six inches! He made several new records. 43' 9½" for a new inter-school shot record, 126' for a School Sports discus record, and 25.0 in the 200 yards Hurdles in the School sports. Apart from these performances he has done a lot to encourage others in the team and also done much work behind the scenes.

The Senior sprinters have had a good season. Dolan and Eades both reached the final of the Yorkshire Schools' 100 and ran 3rd and 5th respectively. Trigg in his first season as a Senior came 3rd in the Yorkshire Intermediate 100 and has run every distance for the School from 100 to 880 yards, with considerable success in all events. It is not surprising that we had a strong relay team — every inter-school race was won and the team of F. Dolan, S. Mynett, M. Halls and A. Eades ran 5th in the final of the final of the Yorkshire Schools' to record a new best time of 44.7

In the middle distance events we have had a lot of success this season and only against the strong cross-country schools have we become unstuck. J. Myers and B. Jones (880 yards) and J. Townend, D. McTear and S. Graham (mile) have all run extremely well on occasions.

The field events have brought the biggest crop of records. Apart from M. Halls in the throws, E. Walmsley broke School and inter-school records in the javelin with 143' 5" and 149'. Unfortunately in the bigger meetings he could not find his form. P. Thompson in winning the School Sports shot with a record 43' 3" made what is often a commonplace event into one of the most exciting events of the day.

In the long and triple jumps S. Beedle performed well and set new record distances of 21' 8" and 42' 5½". A. Eades was a capable second string in the long jump and C. Hollis, in his first season as a Senior, came on well during the season to reach his 40' target in the triple on two occasions. L. Colbourne, also a first year Senior, came second in the Northern Counties Youth High Jump with a new School record of 5' 7". He should do well in the next two years. J. Elsworth has also jumped well and won the Triangular event.

Although he has done little vaulting this season, J. R. Mynett equalled his own Sport's Day record of 11', the same height with which he won the Yorkshire Schools' event. He was selected to represent Yorkshire at the National Championships at Blackburn, but there had the misfortune to break his pole during practice and could only clear 10' 6" with a borrowed steel pole.

E. Midgley, G. Goldie, C. Hollis and B. Rycroft have all hurdled for the team with average success. Midgley has also run in the 440. Hollis came 4th in the final of the Northern Counties Youth hurdles, while Rycroft came on the scene in the School Sports with a win in 15.3 and came second at Fartown in 15.4.

Congratulations to the following who have been awarded their colours this season:—E. Midgley, B. Jones, S. Copeland, J. Townend, J. Myers and A. Eades.

Intermediates

The intermediate team won their section in every match this season. This is an encouraging sign as many of our Senior athletes are leaving and we shall be looking to this team to fill their places. B. Milner had a pulled muscle early in the season and only late in the season did his performance rise to the standard expected of him. His aim to beat F. Dolan's 440 yards records was not quite realised, but he managed to equal them both with 56.5 in the School Sports and 54.8 in the Triangular. Beaten only once in the 100 and winning all his shot events he has had quite a useful season. J. Timmins has been the other main sprinter. Not a fast starter, his best event is the 220 in which he beat the National Junior 100 yards champion in the match with Hemsworth. His best time for the season was 25.3.

Finding a second string was a problem. Early on J. Bell was the obvious choice, but he was also putting a lot of energy into the long jump and triple jumps in which he had bests of 17' 7" and 38' 6". He was 2nd in the Yorkshire Schools' Junior Pole Vault with 8'. Only 3rd form he should do well next season. C. Baker, who had been high jumping and hurdling well, came into the 440 and recorded 59.1 in his first race, subsequently cutting this down to 57.2 in winning the Fartown event. He has also run 880 yards and shown promise at long jump and triple, so he should be a useful Senior next year. Watson ran a good 440 in 58.1 in the Triangular, the same time as A. Haycock recorded in his first race at this distance. Haycock's main event, however, has been the 880, in which he set a new Dalefield record of 2 minutes 9.5. He has the perfect build for a middle distance runner and he should erase a few Senior records in the future. R. Cusworth, as second string 880, ran well and also recorded our fastest mile time (5 minutes 11) in the Triangular. The usual milers, A. Atha, D. Sykes and M. Harrison have all run well on occasions but can only claim one first place between them.

S. Booth equalled the School Sports hurdles record 11.0 seconds, and has also high jumped and thrown the javelin well. C. Crewe has performed consistently well with best performances of 18' 5½" and 5' 1" in long jump and high jump. D. Hufton and S. Clayton, both 3rd formers, have been regular team throwers. Clayton broke School Sports' javelin record (14' 3") and came second in Yorkshire Schools' javelin. T. Webster, another 3rd former, has run 220, triple jumped and thrown the discus, and S. Vaux came into the team for the final match and did a good triple/long jump 37' 6"/17' 5".

Juniors

The Junior team has also won its section in every match this season, mainly as the result of a good team effort. P. Krlie and J. Dyson have been the most outstanding but they have been well backed up by the rest of the team. With the javelin, Krlie broke the School Sports' record with 126' 2½" and the Dalefield and interschool record with 128'. He showed his versatility with numerous wins in the 440 yards and shot. J. Dyson was the best of our sprinters. He gradually cut his 100/220 times down and finished with 11.9/27.9. When he learns a smoother and more economic action he should improve considerably. His long jump of 16' 2" was a new Dalefield record. Lamber, F. Nowosielski, S. Midgley and S. Carrington have all run the 440 yards. The latter two have proved the stronger and ran an excellent race at Fartown to come in first and second out of a field of twelve competitors. Midgley has also triple jumped and Carrington has been second string javelin thrower.

M. Clegg and A. Bamforth have see-sawed for supremacy in the 880. Each won four races and honours thus finished equal. Clegg had the fastest time of the season with 2 minutes 30.8 in the School sports. Bamforth also competed well in discus and shot. L. Hanson also threw the discus. He trained hard and should do well, as should C. Youldon who has hurdled, high jumped and thrown the discus. R. Eames is also a good all-rounder, hurdles, sprints, long jump, triple jump and relay being events he has represented the School in this season. After a very severe leg injury N. Barrett made an amazing recovery and had two very good marks to his credit of 15' 4" long jump and 32' 1" triple. In the high jump, D. Newman has cleared 4' 5" on numerous occasions, with Rudderham as a good second string. Altogether a good season and a number of these boys should do well next season in the Yorkshire Junior age-group

1st Years

This team may be a little despondent at their match results this season, but they need not be as there is plenty of evidence of ability and the team should develop well. The sprinters have not had many first places but they have usually packed well. The relay team of M. Cudworth, L. Hill, S. Bailey-Lee and L. Cuworth ran well at Rotherham to beat the other five schools in their best time of the season, 58.3. In the 880 L. Cusworth has run some excellent races, his best time being 2 minutes 37.8, and has been well backed up by Cooper and Auty. M. Randall and S. Auty have shown promise over the hurdles, and Randall has a 68.7 440 to his credit, while Auty is also useful at high jump, triple jump, discus and the sprints.

G. Thrall should do well next season. He has done a 68.9 440 and has long jumped and shot putted well. K. Mogg had a good long victory at Rotherham with a distance of 13' 10½" and K. Grinsill showed his throwing ability at the same meeting with a Cricket Ball victory with a distance of 158' 6".

Match Results

May 13th at Normanton

1st	..	School	..	..	360½ points
2nd	..	Hemsworth	..	..	274 ..
3rd	..	Ackworth	..	..	167½ ..

May 18th at York

1st	..	St. John's College	..	..	66 points
2nd	..	School	..	..	52 ..

May 20th at Savile Park

1st	..	School	..	..	365½ points
2nd	..	Castleford	..	..	289½ ..
3rd	..	Hipperholme	..	..	255 ..

May 25th at Huddersfield

1st	..	School	..	..	173 points
2nd	..	Huddersfield N.C.	..	..	133 ..

May 27th at Normanton

1st	..	School	..	..	347½ points
2nd	..	Thorne	..	..	270 „
3rd	..	Danum	..	..	210½ „

June 10th at Normanton

1st	..	School	..	..	155 points
2nd	..	Thornes House	..	..	78 „

July 2nd at Rotherham

1st	..	School	..	..	285½ points
2nd	..	Old Hall	..	..	228½ „
3rd	..	Brampton Ellis	..	..	220 „
4th	..	Maltby G.S.	..	..	217 „
5th	..	Spurley Hey	..	..	209 „
6th	..	Rawmarsh	..	..	140 „

July 13th at Huddersfield

1st	..	School	..	..	108 points
2nd	..	Colne Valley	..	..	79½ „
3rd	..	Hemsworth	..	..	66½ „
4th	=	Holme Valley	..	..	34 „
		Penistone	..	..	34 „

July 15th at Normanton

1st	..	School	..	..	321½ points
2nd	..	King's	..	..	222 „
3rd	..	Nunthorpe	..	..	193½ „

GIRLS' ATHLETICS

CAPTAIN: M. SHORT VICE-CAPTAIN: R. AKERS

This season there has been a marked improvement in the general standard of girls' athletics. Although we have not seen great enthusiasm in attending training sessions (except for a few individuals), the efforts of the Games Staff during lessons have proved very rewarding.

It has become clear, however, that the standard of juniors and intermediates, although improving, is still not good enough and calls for much more persistent training. It is a pity more girls do not make use of the improved facilities at Dalefield.

The lack of a good middle-distance runner in the Senior team weakened an otherwise strong team. In the junior and intermediate teams, the weakness was more apparent. They both lacked talent in the field events.

Colours were re-awarded to R. Akers, M. Short, J. Hunt, S. Batey, J. Wilkin, J. Pollok and awarded to C. Brabbs, S. Straw and G. Chapman.

Triangular Match. Normanton v. Hemsworth v. Rothwell, at Rothwell

This was the first meeting of the season, and turned out to be a complete success, although the facilities left something to be desired. It is intended to make this an annual match. The junior and intermediate team members experienced their first real competition outside School, and although there were not many individual winners, many of them benefited from this experience.

Individual Winners

Junior: Shot: S. Straw 25' 0"

Senior: 100 yards: J. Hunt 12.7 s.

Long Jump: M. Short 16' 0½"

Match result: Hemsworth, 87 points; Rothwell, 82½ points; Normanton 56½ points.

Yorkshire Women's A.A. Championships. 28th May, 1966

J. Hunt, in her first major competition, ran admirably to reach the final of the Ladies' 100 yards. She came sixth in the final, which included three international sprinters.

M. Short finished second in the Ladies' Long Jump, after a close battle in the sixth round with a York girl.

R. Akers competed in the Ladies' Shot, but could not find the form which gave her third place last year.

RESULTS:

100 yards Ladies: 6th—J. Hunt 11.9 s. (11.6 s. Heat).

Ladies' Long Jump: 2nd—M. Short 16' 9¾".

Northern Counties A.A.A. Championships, Warrington. 4th June

M. Short reached the final of the Senior Long Jump, and gained 6th place with a jump of 17' 1".

J. Hunt ran in the Senior 100 yards, but was extremely unlucky to be knocked out during her heat.

Yorkshire Schools' A.A. Championships, Hull. 18th June

J. Hunt won the Senior 100 yards by a convincing margin. Her time of 11.8 s. did not do her full justice as there was a head wind.

M. Short completed her fourth successive title win in the Long Jump with her most decisive victory to date. Her jump of 17' 9¼" was 8" better than the runner-up.

R. Akers was placed third in the Senior Shot with 30' 1", and was unlucky not to be placed second.

Northern Women's Inter-Counties Match, Darlington. 25th June

M. Short, competing in the Yorkshire team, gained second place in the Long Jump with 17' 2".

English Schools' A.A. Championships, Blackburn. 8th/9th July

J. Hunt and M. Short were both in the Yorkshire team, which competed in these championships.

J. Hunt finished fourth in the Senior 100 yards. Her time of 11.3 was her personal best, but was assisted by a strong wind. (11.7s., 11.9s. heats).

M. Short finished fifth in the Senior long jump with a disappointing 16' 10".

Both girls ran in the Yorkshire relay team. Their time in the heat, 49.9 seconds, would have been good enough to qualify for the final in any other heat, but they were eliminated by virtue of being in the fastest heat.

Fartown Inter-Schools' Sports. 11th and 13th July

This year the weather enabled us to compete in both the track and field events for the first time. The junior and senior teams won the individual shields, and the whole team just lost the overall girls' shield by half a point!

Individual Winners

Junior	80 yards	C. Brabbs	..	..	10.6 s.
	Relay				
Senior	Shot	R. Akers	..	..	27' 2½"
	100 yards	J. Hunt	..	..	11.7 s.
	Relay	52.8 s.			
	L. Jump	M. Short	..	..	15' 9½"
	80 yards				
	Hurdles	M. Short	..	..	12.2 s.

School Sports

Because of the size of the School, the juniors and intermediates had a separate Sports Day from the Seniors.

Individual Winners

1st yr :	80 yards	..	S. Grandidge	..	11.0
	100 yards	..	S. Grandidge	..	13.6
	150 yards	..	M. Amery	..	21.5
	R. B.	..	R. Fergus	..	136' 4"
	70 yards Hurdles	..	P. James	..	14.3
	Relay	..	Levett	..	62.7
Jnr :	80 yards	..	V. Moss	..	11.2
	100 yards	..	C. Brabbs	..	12.9
	150 yards	..	C. Brabbs	..	19.4
	Long Jump	..	C. Brabbs	..	12' 0½"
	High Jump	..	C. Goodfellow	..	3' 10½"
	Shot	..	S. Straw	..	26' 6"
	Discus	..	S. Straw	..	58' 0½"
	Javelin	..	L. Stringer	..	41' 7"
	70 yards Hurdles	..	S. Straw	..	16.1
	Relay	..	Levett	..	63.2
Inter :	100 yards	..	G. Chapman	..	12.4
	150 yards	..	G. Chapman	..	19.1
	220 yards	..	G. Stokes	..	31.9
	Long Jump	..	C. Webb	..	13' 9"
	High Jump	..	B. Campling	..	4' 4"
	Shot	..	J. Hancock	..	25' 10¾"
	Discus	..	J. Hancock	..	63' 7"
	Javelin	..	K. Guy	..	58' 0¾"
	80 yards Hurdles	..	E. Myers	..	15.2
	Relay	..	Levett	..	60.3

Snr: 100 yards	..	J. Hunt	..	..	11.6
220 yards	..	M. Short	..	..	29.0
380 yards	..	J. Hunt	..	..	3.41.2
Long Jump	..	M. Short	..	..	15' 6"
High Jump	..	J. Hunt	..	..	4' 8"
Shot	..	R. Akers	..	..	28' 3½"
Discus	..	R. Akers	..	..	85' 7"
Javelin	..	J. Pollock	..	..	85' 8"
80 yards Hurdles	..	M. Short	..	..	12.6
Relay	..	Levett	..	..	54.5

CRICKET

1st XI

CAPTAIN: R. CRABTREE

TEAM: Crabtree, Fitzpatrick, Soles, Peaty, Banks, Lappage, Hayes, Goldie, Musgrave, Eades, Walmsley, Young, Jennings, Fox, Hartill.

RESULTS:

7th May	(a)	School 94	(Peaty 28 not out Crabtree 22)
		Ackworth 92	(Hayes 6 for 30)
		Won by 2 runs	
14th May	(h)	School 49	(Lappage 7 for 20)
		St. Michael's 35	
		Won by 14 runs	
21st May	(a)	School 131 for 3 dec.	(Crabtree 69 not out Lappage 30)
		Holme Valley 125 for 5	
		Won by 6 runs	
25th May	(a)	School 50	
		Thornes House 26	(Hayes 7 for 9)
		Won by 24 runs	
11th June	(a)	School 64	
		Castleford 66 for 4	
		Lost by 6 wickets	
25th June	(h)	School 81	(Crabtree 21)
		Huddersfield New	
		College 82 for 1	
		Lost by 9 wickets	
2nd July	(a)	King's School	
		100 for 8 dec.	(Lappage 5 for 47)
		School 89 for 3	(Crabtree 63 not out Fitzpatrick 22)
		Drawn	
9th July	(a)	School 138 for 9 dec.	(Lappage 71)
		Hemsworth 99 for 8	
		Drawn	

23rd July	(h)	School 160 for 3 dec.	(Crabtree 70 not out Soles 64)
		Old Prestonians Ass'n 151 for 6	(Eades 3 for 36)
		Drawn	
25th July	(h)	Staff XI 139	(Mr. Jubb 37 not out Mr. Atkinson 31 Mr. Davidson 22) (Crabtree 3 for 34)
		School 100	(Fitzpatrick 31 Eades 17)
		Lost by 39 runs	(Mr. Davidson 5 for 45)
RECORD:	P 10;	W 4;	L 3; D 3.

BATTING AVERAGES:

	Innings	Not outs	Runs	Hght. Score	Av.
Crabtree	9	3	276	70*	46.00
Lappage	8	0	131	71	16.37
Soles	6	0	89	64	14.84

*Not out

BOWLING AVERAGES:

	O.	M.	Runs	Wkts.	Av.
Hayes	52	12	165	19	8.68
Lappage	87	23	177	19	9.47

A comparatively young and inexperienced School XI has done well to more than hold its own in inter-school cricket fixtures this term. The players who formed the backbone of last season's strong team had left and it was left to Crabtree, as captain, to mould another team together.

Looking back on the season, it is fair to say that the bowling strength was more than adequately replenished — thanks to the arrival of Hayes and the discovery of Musgrave — but the batting has always looked weak and suspect.

Indeed it was the School's bowlers who gave them such an exciting and successful start to the season. The first four matches were all won — and by narrow margins. Two fine spells of seam bowling by newcomer Hayes gave us victories against Ackworth and Thornes House (only by two runs in the former case), and it was Lappage who bowled School to victory against St. Michael's after the batsmen had failed. The other victory (by six runs) over Holme Valley was in a splendid overs match. Crabtree and Lappage batted well on a wet wicket, then good fielding and tight bowling just prevented Holme Valley from winning.

School's first set-back was an away fixture against Castleford G.S. This match was played on a very poor wicket, but even so it was a couple of stupid and unnecessary run-outs that prevented School from building up a match-winning score, and they were well beaten by six wickets. The only other defeat suffered at the hands of a school team was against Huddersfield New College. Again it was indifferent batting and unnecessary run-outs which contributed to the defeat.

School would have won their next two matches except that it was the turn of their fielding to let them down. In a time limit match, King's School, Pontefract, received 38 overs before declaring, leaving School time for half that number of overs. Even so, a brilliant knock from Crabtree took School to within twelve runs of victory with seven wickets in hand. At Hemsworth G.S., Lappage indulged in some care-free hitting, scoring 71 runs in 37 minutes. The School bowlers again bowled well but, as in the previous match, if the catches had been held School would have won comfortably.

In their traditional end-of-term fixtures School drew with the Old Boys and lost to the Staff. The Old Boys' match was a free-scoring game on a good wicket and in the end it was a fine spell of fast bowling by Musgrave which prevented the Old Boys from winning. The Staff Match was played in a most enjoyable manner and be it sufficient to say that the Masters took all the honours.

Throughout the season the School batting relied mainly upon Crabtree for if he failed the School were almost invariably dismissed for a low total. Crabtree certainly bore the responsibility well, scoring three fine half-centuries and nearly 300 runs. Indeed he captained his side very well throughout the season and his ability and experience will be missed next year.

Of the other batsmen only Lappage and Soles scored a half century. Younger batsmen like Banks, Goldie and Jennings have sound defences but badly need to develop some forceful attacking shots. Young has shown promise as a strong hitter of the ball.

Goldie can well be satisfied with his stumping throughout the season though the overall fielding standard has not been up to scratch. I hope they learned their lesson in the last few games and especially the Staff Match, that good fielding and catches do win matches.

The School have played all types of cricket matches this season; some have been morning, some afternoon matches; some have been overs, others time limit matches. Each has its advantages and disadvantages but one thing has been clear: as long as both teams agree upon the kind of match to be played and both play attacking cricket and go for the run: then the match will be enjoyed by one and all.

2nd XI

CAPTAIN: J. R. RAMSKILL

TEAM: Smith, Jennings, Mosby, Dale, Barlow, Hartill, Golding. Morgan, Crossland, Fox, Varley, Price: also played: Young, Musgrave, Jones, Kew, Frankland.

RESULTS:

7th May	(h) School 92 for 7 dec.	(Jennings 36 not out , Musgrave 35)
	Ackworth 37	(Musgrave 3 for 10 Morgan 3 for 13)
21st May	(a) School 54	(Ramskill 20 Smith 13 not out)
	QEG.G.S., Wakefield 55 for 5	(Crossland 2 for 15 Morgan 2 for 18)

11th June	(h)	School 82 Castleford G.S. 83 for 9	(Dale 25, Jennings 15) (Crossland 6 for 18)
25th June	(a)	School 67 for 9 dc. New College 52 for 4	(Hartill 25 not out) (Crossland 2 for 14)
2nd July	(h)	School 102 for 9 dc. Pontefract 38 for 8	(Crossland 29 not out Dale 18, Mosby 13) (Crossland 4 for 17 Golding 4 for 19)
9th July	(h)	Hemsworth 58 School 60 for 5	(Golding 5 for 11) (Ramskill 30)
RECORD: P 6; W 2; L 2; D 2.			

The season began very well with a convincing win over Ackworth. This win was made possible by Musgrave, who gained a well earned place in the 1st XI the following week. Jennings and Morgan also showed promise. The following matches followed a pattern, this being the lack of co-ordination between the early batsmen and number nine batsmen onwards. If the openers failed the tail batted well but when a reasonable score for six wickets down had been gained the tail seemed to lack a sting.

The team was rather unlucky losing to Castleford and not being able to beat the King's School. Jennings, Hartill, Dale, Smith and Ramskill made reasonable scores throughout the season and Mosby hit his U. 15 form late in the season. Crossland and Goldie bowled well throughout the season, Golding lacking luck, and deserving more wickets than he actually acquired. Crossland also had a very good season with the bat at number nine, and was helped by Golding in an unbeaten last wicket stand of forty against the King's School.

Both Jennings and Dale stumped well but the out-fielding against Queen Elizabeth's left something to be desired; otherwise, the fielding was reasonable.

U. 15 XI

CAPTAIN: B. WORMALD

TEAM: B. Wormald, J. R. Baker, C. Crewe, W. Patchett, B. Unsworth, J. M. K. Vallance, G. R. Aldridge, D. Hammond, T. Bailey, D. Bailey-Lee, P. Greenfield, R. Gavan, R. Preston, S. Clayton, A. Fretwell.

RESULTS:

14th May	(a)	School 66 St. Michael's 79	(Baker 21, Patchett 15) (Wormald 5 for 30)
2nd July	(a)	School 26 King's 92	(Clayton 4 for 6)
7th July	(a)	School 51 Cudworth 93	
9th July	(a)	School 102 for 9 Hemsworth 68	

RECORD: P 6: W 1: L 5: D 0.

U. 14 XI

TEAM: D. Allen, R. Brightmore, H. Corker, S. D. Clayton, R. Cusworth, D. Fretwell, K. Harris, B. Hinchmore, J. A. Roberts, I. P. Smith, M. Stones, M. Summers, J. Whiteley.

14th May	(a)	School 69 St. Michael's College 70 for 5	
16th June	(a)	Q.E.G.S. 72	(Match drawn because of rain)
25th June	(a)	School 66 for 9 Huddersfield New College 41	
14th July	(a)	School 107 Oakwood 65	

The team has enjoyed a season of somewhat varied fortunes. It has combined successfully on most occasions to gain decisive victories, failing only by the lack of aggression in the bowling. In this year's only defeat, the team failed to contain St. Michael's, and School submitted to a seemingly formidable total. Both Summers and Harris have bowled accurately and economically but have lacked the hostile pace of opening bowlers. Clayton, Fretwell and Hinchmore in turn have claimed many "breakthrough" wickets but have been expensive and inaccurate.

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U. 13 XI

CAPTAIN : P. M. KRLIC

TEAM : I. M. Ayris, D. Burniston, S. Barrett, A. Bamforth, S. Carrington, G. Daniels, R. Eames, P. M. Krlic, M. F. Poole, G. Rudderham, S. P. Schofield, S. Welcer, J. Dyson, J. Howell, S. M. Riley.

RESULTS :

14th May	(a)	School 45 for 1 St. Michael's 40
7th June	(h)	School 33 for 7 Q.E.G.S., Wakefield 32
22nd June	(a)	School 32 Cudworth 14
28th June	(h)	School 50 for 7 Cudworth 42
1st July	(a)	School 58 Q.E.G.S., Wakefield 59 for 6

RECORD : P 5; W 4; L 1; D 0.

Under the guidance of one who knows very little about orthodox batting technique and nothing at all about bowling, the team did well to maintain a steady improvement. We have many useful cricketers in this age-group, so that competition for a place in the side was very keen. Attendance at net practices was consistently high — while those who were coaxed or bullied into hard labour on the slip-cradle must surely feel that it was worth the pain and effort, for the fielding was several degrees sharper than last season.

Once again the bowlers turned in some impressive performances. It should be fairly clear to the observant that an accurate ball, pitched on a good length will dismiss most young batsmen, and that a ball with nothing but speed to commend it embarrasses no one but the bowler.

The batting seemed generally more assured. In this department there is, of course, no substitute for match practice. Running between the stumps was often disappointing; there were few boys who showed that they could 'judge a run,' and even fewer prepared to 'call' clearly and decisively.

For all its shortcomings, this is a promising team. It is hoped that next season it will be given the chance to prove its mettle against stronger opposition.

U. 12 XI

CAPTAIN : S. COOPER

TEAM : S. Auty, A. Bell, J. Booth, S. Cooper, M. C. Cusworth, L. Cusworth, D. Fisher, K. Grinsil, J. Hayes, J. Strongwood, N. Vickers, A. Wolshaw.

RESULTS :

9th May	(a)	School 63 for 5 Oakwood 62
16th May	(h)	School 58 for 2 King's School, Pontefract 57
14th June	(h)	School 47 Q.E.G.S., Wakefield 51
20th June	(h)	School 39 Q.E.G.S., Wakefield 58
14th July	(h)	School 88 Oakwood 89 for 8

RECORD: P 5; W 2; L 3; D 0.

The team has enjoyed a fairly satisfactory opening season to their school cricket, with one or two very entertaining and exciting matches. The matches against Q.E.G.S., Wakefield deserve special mention because of the standard of cricket which was attained. Although we lost both these matches the result was in doubt until the closing few overs.

The batsmen have done well in all their matches and have shown stroke-play which is only expected from more experienced players. Bowling has also been quite good and with a "tighter field" we could have won more matches.

ROUNDERS

CAPTAIN: G. STOKES

VICE-CAPTAIN: J. HANCOCK

TEAM: Linda Proctor, Gillian Stokes, Jean Day, Susan Straw, Hilda Walker, Joan Johnson, Barbara Hutchinson, Judith Hancock, Kathryn Cooper, Glenda Rhodes, Pamela Haenggi.

RESULTS :

14th May	v.	Pontefract H.S.	(h)	lost	5½—3½
18th June	v.	Rothwell G.S.	(a)	lost	8—3
25th June	v.	Pontefract H.S.	(a)	lost	4½—3½
9th July	v.	Castleford G.S.	(h)	won	4½—3

The results this season have not been satisfactory as we have only won one match out of the four played. Although our fielding improved considerably throughout the season, we have been let down by our standard of hitting. Bowler, backstop and first post founded a good relationship and the other post players showed initiative and accuracy at their positions. The deeps backed each other up well and often were useful when backing up the post players. It is a pity, however, that not more than four fixtures could have been made. Colours were re-awarded to G. Stokes, J. Hancock, H. Walker, L. Proctor, Joan Johnson, Kathryn Cooper, and awarded to Jean Day, Barbara Hutchinson, Susan Straw.

TENNIS

1st VI

CAPTAIN: MARGARET PRICE

TEAM: M. Bryan, M. E. Price, J. W. Cleaver, S. Whitehead, J. Hunt, J. Halling, C. Chalkley, J. Pollock, D. Barham.

The team was chosen from the above.

RESULTS:

7th May	(a)	Lost	School	34	games	Hemsworth	47
14th May	(h)	Lost	School	22	games	Pontefract	59
21st May	(a)	Won	School	53	games	Airedale	28
23rd June	(a)	Lost	School	38	games	Rothwell	43
25th June	(a)	Lost	School	29	games	Pontefract	52
2nd July	(a)	Won	School	36	games	Don Valley	18
9th July	(h)	Won	School	45	games	Castleford	36

RECORD: P 7; W 3; L 4; D 0.

2nd VI

TEAM: L. Wood, L. Berry, H. Webster, M. Carter, C. Dyson, C. Cooke, J. Brown, D. Stephens, J. Tate.

RESULTS:

7th May	(a)	Won	School	48	games	Hemsworth	33
14th May	(h)	Lost	School	24	games	Pontefract	57
21st May	(a)	Won	School	56	games	Airedale	25
23rd June	(a)	Won	School	41	games	Rothwell	40
25th June	(a)	Lost	School	30	games	Pontefract	51
2nd July	(a)	Won	School	52	games	Don Valley	29
9th July	(h)	Won	School	41	games	Castleford	40

RECORD: P 7; W 5; L 2; D 0.

This year we have been lucky in having many good players from which to choose the 1st and 2nd VI. Our teams have not been the same for more than one match. All the games were enjoyed immensely by both teams and most of the games were very close with the score reaching deuce.

We have again been fortunate in obtaining the services of the L.T.A. coach, Mr. J. Watson, and we are very grateful to him for his advice and patience.

U. 15 VI

CAPTAIN: A. WALKER

TEAM: H. Walker, G. Stokes, K. Crowther, J. Beckett, K. Cooper J. Johnson. Also played: J. Day, S. Straw, J. Hancock.

RESULTS:

21st May	(a)	Lost	School	39	games	Airedale	42
2nd July	(a)	Won	School	58	games	Don Valley	23

RECORD: P 2; W 1; L 1; D 0; Pts. for 97; Pts. against 65.

This season saw the formation of an U. 15 VI tennis team — its first year of existence. There were only two matches during the season, and as a result both were eagerly and enthusiastically awaited. Though the team showed great spirit against its Airedale opponents, it could not quite overcome the slight handicap of inexperience and eventually lost by three games. In the second match against Don Valley, the School team played very well and had a convincing win.

It is hoped, for the benefit of the team, that more matches will be arranged next year.

THE FRESTONIAN ASSOCIATION

The competition for the HOLDEN CUP was held at Pontefract Golf Club on 14th July. Fourteen members entered the competition, but it was a windy evening so only six cards were returned. The Headmaster presented the cup to Mr. Harvey Coule, who won with a gross score of 90 and nett of 69. Twenty sat down to the excellent supper provided.

* * *

A LEAVERS' SOCIAL was held on the 26th July, when a goodly attendance of forty-two enjoyed themselves at the usual games—table tennis, badminton, darts, cards, etc.—but not surprisingly showed most interest in the England v. Portugal match showing on the Geography Room television set. Forty people watching ensured that the atmosphere closely paralleled the crowd atmosphere at Wembley itself! There was a fish and chip supper and Mrs. Walker was as splendid as ever in her arrangements of the evening.

* * *

The STUDY GROUP completed an enjoyable year in which they considered various aspects of the theatre with an evening of music and drama excellently presented by Miss Darridge, herself a Frestonian who is now teaching this subject.

NEWS OF OLD FRESTONIANS

Mrs. Wagstaff, who has done much to encourage ex pupils from Royston to become members of the Association and, perhaps more important, to attend meetings, has moved to Scotland with her husband and family. We should like to take this opportunity of thanking her for her work and wish her happiness in her new home.

Christine Mallett (née Kitchener) has been awarded the degrees of Bachelor of Medicine and Bachelor of Surgery at Leeds University. She is to complete her course at St. James's Hospital, Leeds.

Monica Carlton has been appointed Headmistress of Lower Altofts Infant School.

Christine Jolliffe has taken a post at Driffield.

Patricia Stead was married to Malcolm Pinder on July 16th, and Lynne Davies to Ian Richardson on July 21st.

PARENTS' ASSOCIATION

SECRETARY: G. B. WILKIN

The Summer Term's programme opened with a General Meeting of the Association on 4th May which was attended by about fifty-five members. At this meeting Miss Hankins presented first year pupils in a demonstration of a lesson in drama in connection with their English studies. The demonstration showed the spontaneous movement and actions of the pupils in relation to certain situations with which they were faced. This was followed by an interesting talk by Mr. Burns on the subject of teaching English and a number of staff members were present to deal with questions from members. Other activities during the term included Coffee Evenings on 18th May, and 15th June, a Dance on 21st May and a Jumble sale on 18th June. A Car Treasure Hunt was planned for 15th June but it was found that new police regulations regarding such an event presented many difficulties and it was with some reluctance that the hunt was called off. Fortunately the treasure had not been buried at the time of the cancellation and the funds did not suffer in any way.

The dances which have been held have received good support and appreciative comment and as a finale to the year's activities a Supper Dance was arranged for 23rd July. At this point it might be worth mentioning that the New Year's Party, which usually creates an insatiable demand for tickets, has been planned for 6th January, 1967. This will be a lucky day for those who can get tickets!

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