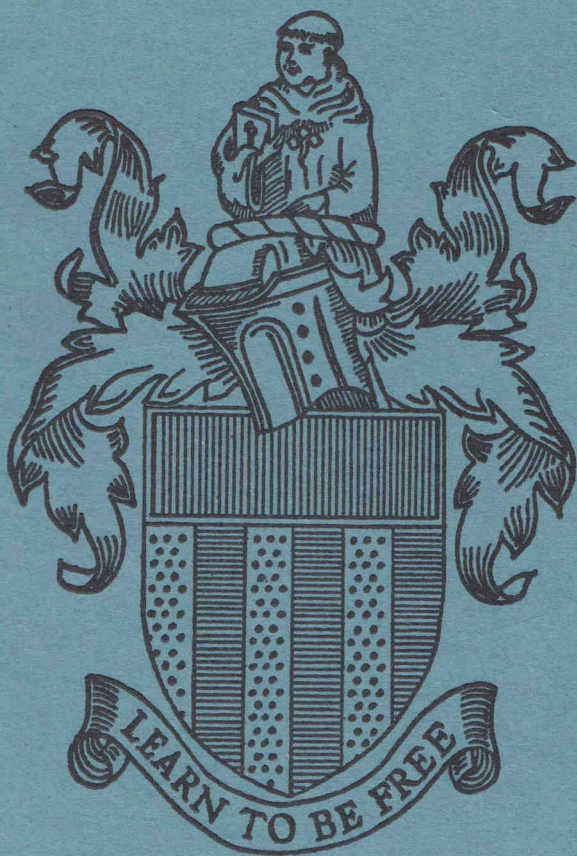


The Frestonian



Volume LXIII, Part II

Spring Term, 1967



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The Frestonian

Spring Term
1967

Volume LXIII, Part II

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The Frestonian

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Newsflash — Amateur astronomers witnessed strange heavenly bodies flying over Normanton. The peculiar rattling noises emitted from the missiles roused many citizens from their sleep and Civil Defence stations were alerted. Until now the visitations have been top secret. D - notices have been issued to keep the press quiet on the matter and as a result no one knows just what is going on.

Now 'The Frestonian' reveals the truth.

It is the Terrapin roofs, which after a period of severe restraint have once more begun their nightly excursions. Taking a left turn at the church clock tower the rebellious roofs make a circular tour of the town and return to the school, hoping to remain undetected. A few years ago, when the more youthful roofs were making their first wavering attempts at flight, one misjudged its landing distance and was left stranded in the drive. After this mishap there ensued a fly-panic during which all rises were checked. However, proof that they have taken to the air again lies in the shattered remains of the indoor ceiling where one night a mighty misplaced (h)eave facilitated the roofs take-off.

During the daytime the Terrapins tremble with excitement as they look forward with eagerness to their nightly revelries. The eyes of the pupils shift anxiously from their books to the vibrating walls and ceilings, and the teachers seriously consider whether they are entitled to danger money. The drain-pipe, detached from the roof as the result of a shaky landing, rattles cheerfully against the eaves and the doors moan and creak in chorus.

Obviously these temporary classrooms are not safe and more solid permanent structures are desirable. But the County Council is unable to raise the additional money needed for such buildings for it is forced to support out of

the rates many local colleges of higher education. The collapse of one of the New Vista roofs this term illustrates, if in rather a melodramatic way, the crisis facing education in this country. The teachers want pay rises, so do University lecturers, and the Plowden Report called for massive investments in primary slum schools. Clearly education as a whole is drastically short of money, and whatever cuts are made, whatever curbs on Government expenditure we have, education must never be allowed to fall behind. We, who are in the education system, must make those outside realise that education is the prime area of investment in this country. Perhaps some parents and pupils will only come to see this when the Terrapins finally collapse onto an unsuspecting class.

Diane Stephens.

SCHOOL NEWS

The term has been distinguished by some remarkable individual successes. R. Gibson gained an Edgar Allen OPEN SCHOLARSHIP IN MODERN LANGUAGES at Sheffield University; S. Trigg was awarded his ENGLAND SCHOOL-BOYS cap for rugby, S. Clayton gained a similar award in the Under 15 age group, and M. S. Lappage was given an England schools cap' for soccer. (One wonders, incidentally, if this is a record: has any English school previously had senior and junior rugby internationals and a soccer international simultaneously?). Some might have preferred the distinctions to have been in the ratio of three academic to one athletic; nevertheless, let us take real pleasure in them all.

In addition, G. Goldie was selected as travelling reserve for the England Schools' XV.

* * *

The School has been particularly fortunate in its STUDENT TEACHERS this term. They have been amiable staff room colleagues and made a real contribution to the School's corporate life. Sixth formers in an idle moment might care to discuss a remark made by one student's tutor during a visit: "Open scholarships are an award to the master, not to the pupil."

* * *

The School HOCKEY XI and RUGBY XV have enjoyed extremely successful seasons, and must both have been among the strongest sides in the North of England. Visiting teams and the staff accompanying them frequently imply in their remarks after matches that it is easy to have successful teams in Normanton because there is great interest in and ability at sport amongst the people of this area. Whilst there is truth in this idea, it should be stated in fairness to Miss Hankins and Mr. Jubb that the ingredients for successful teams are high-quality coaching, firm team discipline in training and match play, individual skill and sound administration — in that order. Successful teams are made, not born.

A very enjoyable STAFF DINNER AND DANCE was held at Painthorpe Country Club. The, opening stanza of the hymn in Upper School assembly the next morning invoked God to

“Forgive our foolish ways !
Reclothe us in our rightful mind.”

A folder of English poetry and prose by 3B1 is to be included in an exhibition of schoolwork being held at Bretton Hall College of Education next term.

This term a party of sixth formers visited Bretton Hall to see a production of ‘King Lear.’ Before the performance the girls in the party were shown round the College by Miss Tate, formerly on the staff of the Girls’ High School; the boys decided not to be tempted by such offers as a visit to the current needlework exhibition.

In end of term matches, there were STAFF v. PUPILS encounters at soccer and hockey. The male staff succumbed 1 - 4 to the boys, but the female¹ staff, strategically reinforced by a couple of males, held the girls to a 1 - 1 draw: there are some who are prepared to say that the staff goal was scored after the final whistle should have sounded from an offside position with the back of the stick, though admittedly in all other ways it was a valid goal.

As a further episode in the battle¹ of the sexes, the boy prefects defeated the girl prefects 7 - 0 at hockey. There were no injuries.

A number of GIFTS have been made to the LIBRARY this term. We have received a large selection, chiefly of German literature and English poetry, from the members of the Brittain family. Mr. Routledge sent Lord Windlesham's book on "Communications in Modern Politics," and Mr. G. F. Wilson, who is working in Canada, sent a copy of the official handbook for Canada which will be of great value to the Geography department.

On the 17th, 18th, and 20th March, the School Dramatic Society gave performances of TWO CLASSICAL PLAYS. In addition to the performances' artistic merits, accounts of which appear later in the magazine, it is pleasant to record that the plays were a financial success, and that on the Friday evening there was virtually a capacity audience. Anyone who found, however, that he did not take kindly to classical drama may be forgiven a shudder at the thought that after this success the next step logically would seem to be a production in the original tongue. Such things are not impossible: already this year the Royal Belfast Academical Institution have toured the North East of England with a Plautus play performed in Latin.

IN MEMORIAM

CHRISTOPHER RICHARD LATCHAM

1951 — 1967

THE STAFF

At the end of the Easter term Mr. D. S. Atkinson followed Mr. Shaw to the newly established Programmed Learning Unit at Whltwood Mining and Technical College after eight terms. The staff teams will miss his skill, and the maths, department a very conscientious and capable colleague.

Mrs. E. U. Loosmore also had to leave us, after five terms, for family reasons; we regret that she could not stay longer, but hope to see her again from time to time.

Mr. C. J. Beardsley, originally appointed on a temporary basis until the end of the summer term in place of Mr. Murray, has now been appointed to a permanent post to teach French and German.

Mr. E. C. S. Garrett will replace Mrs. Loosmore temporarily until the end of the summer term.

Mr. D. F. Lumb, who spent an energetic Easter term with us as a student from the Oxford Department of Education, culminating in the production of "Alcestis," has been appointed to teach English from next September.

Following Mrs. Tracey's departure, the breach has been filled very capably by Miss J. M. Gooder of the School Meals' supply service. So far no permanent appointment has been made.

ECONOMICS IN SCHOOLS

In 1966, for the first time in recent British educational history, there was a drop in the number of candidates taking sciences at 'A' level. The drop is largely explained by the increased interest of sixth formers in the social sciences, especially Economics. As this school subject is unknown to many Old Frestonians and members of the School, the Editorial Committee invited a member of staff and a sixth former to write about it.

I. Economics is now a very common word in everyday conversation and few are surprised that it is a subject of school study, yet before the last war the idea of teaching economics in a grammar school was regarded by many as being as inappropriate as teaching shorthand and typing. It was considered an academic subject only at a higher level and basic principles were associated somewhat unkindly with the technical schools and colleges. It was useful for those likely to be engaged in trade and commerce but hardly suited to minds traditionally trained in the pure arts and sciences. Schools tend to be very reluctant to change from established ideas and thus the curriculum has expanded only slowly over the centuries from the original bastions of Latin and Greek. All the more surprising, then, that the acceptance of economics has been achieved in such a small space of time. Sometimes it exists only as a small option under the administration of the history or geography departments, yet in other cases it is itself one of the largest departments in the sixth form and the pride of the particular school. However, economics, unlike mathematics or English, will never form part of the basic curriculum, and this is because it does involve special teaching problems at school level. Nevertheless, as an advanced course of study its relevance to history and geography is unquestioned and at a higher level it allies itself to mathematics.

What then has prompted this rapid growth? Is it a sudden awareness on the part of school administrators that they should offer their pupils something more directly relevant to their future roles as citizens or is it merely an opportunity to allow weaker candidates to rejuvenate their dying enthusiasm by starting a subject which is new to them? Is it an attempt to broaden the general education of pupils by giving them a subject which tends to be topical and plays an increasing part in popular discussion, or is it another gimmick which allows the epithet 'progressive' to be applied to the school? Perhaps, however, the demand comes from the other side. Is it the pupils who show a preference for the subject, so that more staff are required and neighbouring schools are encouraged to follow suit? If this is the case, wherein lies the attraction? Two years to 'A' level; no previous knowledge required; arts and science specialists equally suitable — could it be regarded as a 'soft option?' (Such a feeling is reported to exist). This indeed would be reason enough for its popularity.

One cannot say which one of these aims has been dominant, rather it is a combination of many of them, but one conflict does stand out and this indeed is not restricted to economics. This is the conflict between the aim of gaining the paper qualification and the aim of presenting the subject in such a way that it creates interest by being readily applicable to the day to day problems that the student encounters. Clearly one attempts to resolve the conflict by achieving both aims but this has special difficulties in economics, mainly on account of the limited time involved. The requirements of the examination must be covered — this is the system; but this does not mean there is no further educational value in the course. With some reservations, I am sure there is.

Economics is a science, albeit a social science, and as a science it is in essence theoretical. These basic theories may be condemned as impractical and unreal but they are necessary to understand more complex theories which try to make allowance for the 'social' aspect of the science — the human element which makes events less easily predicted. To appreciate what to most pupils is a new branch of knowledge, one must start with the most simple concepts. This one does in what is known as micro-economics, which is the theory of production, distribution and organisation of the single firm or manufacturing unit. This takes up much of the first year's work and although it is not essential to deal with this first, it has the advantage of leading on logically to further work. The disadvantage, as has been mentioned, is that the ideas are slightly unreal and admit the danger of killing the interest in the early stages. In the second and final year of the course, one can start to be more adventurous. Having considered and one hopes understood the forces that affect the output of each firm, one can now move on to the determinants of the total or aggregate output of a particular economy and this leads on to a consideration of government economic policy which for the first time becomes something of topical interest. This is known as macro-economics and theories such as those by Lord Keynes concerning unemployment can often be illustrated by the policies of existing Governments. This is more meaningful. There is also a certain body of information, often known as descriptive economics, which needs to be understood and concerns for example the working of financial institutions such as banks and insurance companies.

This is an indication of the type of material that the examination tests, and as in most other subjects, if an

average pupil works reasonably hard, a satisfactory pass can be obtained. However, if this success is merely a passport to a job or to study another subject at a higher level, then little of permanent value may have been gained. It seems that only towards the end of the second year are students beginning to apply their training to answering general economic questions and only the most able at this stage could spontaneously give a sound economic judgement on a certain issue. Yet to read with interest and to evaluate with discernment the many opinions that are put forward is surely an important asset, which should therefore be a powerful aim behind the teaching of economics.

It is suggested, then, that the achievement of a pass at advanced level must not be considered as an end in itself, but as a stepping stone to a greater awareness. The more enterprising pupil may realise this and need no further help, or it may be left to the university economic department to achieve the wider appreciation which was impossible in two years. The universities for some reason (perhaps the partial repetition of work that occurs in the first year) prefer candidates that have not studied economics at school, yet it is perhaps those students who carry on their studies to university level that will in the final analysis have gained most from their school course.

If indeed it only appears to be lack of time that creates our problems, could not economics be started along with other subjects in the first year of school? This unfortunately is impossible. Much in economics is based on value judgements and these judgements must be based on an experience of people and society. In other words, a reasonably mature mind is an absolute necessity. Knowledge of principles is of little use without a discussion of their relative merits and obviously, informed argument of this sort could not take place in the lower forms of a school. The extra explanation necessary to prepubertal children on topics such as the economic effects of birth control can well be imagined. Also the older the student, the more knowledge one can assume — for example, a knowledge of the cheque system or mortgage arrangements.

There appears to be no case therefore for starting economics much before the sixth-form and yet it is difficult to achieve the full potential of economic study in this short period. Is there anything, therefore, for those who do not wish to continue their studies beyond advanced level? I said earlier that with some reservations I

considered there was. These reservations hinge largely upon the attitude of the student. There will always be some who learn their lists of facts and second-hand opinions, who pass, then leave and forget. For these the short economics course is probably best avoided. But for those interested in what goes on around them, then there are enough clues, probably more obvious than in most subjects, to stimulate a much clearer awareness of our society. One begins to think in an 'economic' way which is perhaps to think in a more material way. If this is dissociated from its unpleasant overtones, it is probably an asset. All or most of us have to make a living and whilst a knowledge of economics is unlikely to affect very much the success we make of it, we will perhaps be more conscious of the ways in which other members of the population are attempting to do the same. If the introduction to relative wage levels or the problems of unemployment, for example, has aroused some interest, it is conceivable that this information will be reinforced and kept up to date by normal association with mass media. If all this allows the individual to give more balanced judgements, then this will be to his own and his society's advantage — whether he passed or failed the examination.

In short, the value of 'A' level economics depends very largely on how quickly and effectively it is applied to one's own experience and how this is increased as a result. It is therefore essential to retain the interest. Of the pupil and in this respect economics has more to gain than most subjects from the more enlightened attitude that is beginning to prevail in teaching generally. It is well suited to the greater use of visual aids and informal discussion, and indeed any activity that displays the relevance of economic ideas to current events should be firmly encouraged. If some of these things can be achieved, and given a lively and enquiring mind, there should be few who do not find some benefit from two years economics — whatever their plans may be after that.

A.L.C.F.

* * *

II. Sixth Form View.

The subject is split into two major sections, Micro-economics and macro-economics. Most of the lower sixth year is spent studying micro-economics, which deals with very simple situations in the most straightforward manner

possible, usually as an illustration to some point in the theory of the subject. This gives the student the basic knowledge necessary for him to continue into the upper sixth. This year is spent mainly on macro-economics where real problems are dealt with in a surprisingly sophisticated way.

for the student, this is one of the joys of economics. The first year is spent on work that is almost entirely common-sense, and no trouble at all to anyone willing to sit back and think for thirty seconds or so. The only drag, as with all school subjects, is writing it up. Then comes the second year and suddenly the student is plunged into the world of real problems, such as the economics of pit closures. It is then that the relevance of economics to life is best seen, as pupils are set tasks that they know governments and big companies are working on at the same time. They can work out what they would do, and then watch the papers to see what is actually done.

I am in a very good position to comment on the subject as I am taking the two years course in one year. This would seem to indicate that it is a 'snip' of a subject; and for anyone willing to do the paperwork and also to use their common-sense, it is. This is one reason for its sudden popularity (this year's lower sixth group is three times the size of last year's). Those people looking for a 'soft touch,' a certain 'A' level pass, have come to the right place, if, and only if, they are prepared to think. For those that are not prepared to think then a lower sixth year of idleness is followed by an upper sixth year of bewilderment as they watch their companions solve the apparently insoluble with baffling ease. For those who are prepared to think, the lower sixth year is spent talking, for out of most lessons only ten or fifteen minutes are spent writing; the rest of the time is spent debating such things as how much Mrs. Cramp is prepared to pay for tea. All the class joins in to try to defeat Mr. Finch, but he usually wins. After¹ about a forty-minutes barrage from the upper sixth, though, he is generally willing to concede to an honourable draw.

Economics 'A' level, once passed, can either lead on to a University degree in the subject or can be helpful in gaining degrees in Geography or History, but I think it is most useful after University or College, when the student has reached voting age. Then the student can do what he did in the sixth form, follow national debates and work

out the causes and results of government or council policy. He can then see just why and how decisions are taken and be a better, more informed citizen.

Economics for the pupil, then, entails more hard thinking and hard talking than hard pen-pushing and is thus generally seen in the school as the last refuge of deadheads and no-hopers. If this is so, then it helps them become better talkers, better thinkers and provides them with a very interesting two years at least. There are very few such in the course now and the subject is gradually being accepted as of equal intellectual standing to any of the more established sixth form courses, and people no longer look down their noses at you if you say you take economics.

C. S. Hill.

EDUCATION ABROAD

1. INDIAN SCHOOLS

I vividly remember the first time I went into a classroom and saw Indian boys working. The master, a grey haired old gentleman, was sitting on the floor with his legs crossed underneath him, a posture very uncomfortable, even painful, for a European, but the leg muscles of the master and all his pupils were of course thoroughly accustomed to it. The old gentleman was teaching History. He read one sentence at a time out of a book, swaying slowly from side to side as he read. The boys then read the same sentence out of their books, also swaying from side to side. This was repeated two or three times and then the master went on; perhaps an excellent method of memorising, but there was no attempt to understand what they were learning. The younger generations of masters had no doubt given up this method, but it must have taken a long time before it died out.

In Indian schools the most conspicuous fact which strikes an English observer immediately is the hard work put in by most of the boys. In English schools almost every class has a number of boys who skilfully work only just hard enough to keep them out of trouble. This type is not at all common in India; the great majority study hard and learn as much as they can.

The reason for this is simple. The main object of study in the schools and later on in the Universities is to pass into Government service and so obtain security.

Boys who enter private firms and factories never feel safe: there is the ever present possibility of dismissal and in India there is no dole for the unemployed. But if a boy can pass into Government service, whether he goes straight from the High School into one of the lower grades, or from the University into an administrative grade, he knows he is safe; he will receive regular and prompt salary all his working years, and a pension for the rest of his life. No wonder there is such fierce competition for Government posts, far more so than in England; the standard of the the successful ones must be high, though this is not quickly noticeable among some of the specimens one meets. Hindu boys are very much better than Muslims at examinations, and are much more successful in the Government service results.

The Caste System

India today calls itself a democracy although it is still a great deal under the control of the Caste system, the very antithesis of democracy. A democratic country is mainly concerned to bring about equality among all classes, whereas in the Caste system no one person is equal to another — each man is of higher or lower caste than the next man he meets. The Brahmans, the religious caste, are at the top, then the warrior caste, then the working classes, and so on down to the untouchables, whose lot is still very terrible. In the country districts for example, the caste Hindu women draw their pails of water from the nearest wells; the untouchable women have to go to wells far away from the village, a severe handicap under the relentless sunshine. The schools have done a little towards the modernisation of ideas, and it may be accepted as a generalisation that the less educated people are, the more strictly do they uphold the caste system. It is still immensely powerful, as is natural for an institution which began four thousand years ago when the Aryan race, fair skinned people, entered India through the Khyber Pass, encountered the indigenous dark skinned Dravidians, conquered them and then started the Caste system, (the original meaning of the word "Caste" is "colour").

In my day in India the Caste system created great problems in the schools, especially the Boarding Schools. By strict Government order, Christians were not allowed to interfere with the religious scruples of the people, so we could do nothing.

In the Boarding School which I knew best each boy had to have his own cook and his own kitchen; he would be polluted if a cook of lower caste came near his food. Indeed if a Brahman was sitting down out in the open air, and the shadow of a non-Brahman passed over his food, it had to be thrown away and fresh food cooked.

Among the numerous festivals in the Hindu year the most important is the Janam Asthmi, the celebration of the anniversary of the birth of the god Krishna, with a number of details surprisingly like our Christmas, the birth at midnight, the cradle in the manger, etc. The Hindus have two epic poems, the Ramayan and the Bhagwad Ghita, dating back to much the same time as the Iliad and the Odyssey.

In my college the boys each year picked out one of the epic incidents and acted it on Janam Asthmi night. Indian boys are extremely good actors — they throw themselves into their parts with imagination and abandon. On the first occasion that I was present at this festival there was great rejoicing at midnight and the boys trooped off to have a feast — each boy ALONE in his¹ own room! I thought how disappointed English boys would be if they were done out of an uproarious meal together as an appropriate climax to the evening.

In my day the idea of a Common Mess for Hindus and Muslims was quite out of the question. But the present Principal informed me recently that all obstructions have been swept away, and if boys wish to be Boarders at the College today they must undertake to eat in the Common Mess, a wonderful step forward and an eyeopener to the weakening of Caste prejudices in the schools.

The Language Problem

In the continent of India with its 400 million inhabitants speaking many different languages, but united under one Central Government in Delhi, some sort of lingua franca is obviously essential.

In the days of the British Raj it was of course English, the language of the educated classes, of the Government Departments and of men from different Provinces dealing with each other. For example, a friend of mine was a Madrasi; without knowing a word of Hindi he came up to

Delhi and eventually became the extremely successful editor of an "English" newspaper, meaning a paper written in English by Indians for Indian readers.

The common language spoken among the uneducated classes is Urdu. The Mahomedans entered India just before the days of William the Conqueror and 1066. In the course of centuries they conquered most of the country. The language which gradually grew up among the soldiers and the Hindus in the camps is called Urdu (the original meaning of Urdu is "camp"). I don't know what the language which evolved behind the trenches in France by the end of the First World War was called, but it was the same sort of thing.

Indian schoolboys had nothing to do with Urdu but English spread so rapidly throughout the country because of the aptitude these boys showed for the language. They write it very well, and large numbers of them can make really fluent, even persuasive speeches in English.

It is surprising therefore that the Government in Delhi has recently decided to abolish the use of English in all Government work and to use Hindi instead.

This decision is on a par with cow slaughter; practical common sense has succumbed to emotional passions. Nehru, who spoke English better than he spoke any Indian language, was for many years leader of the political anti-English party, but he never for a moment considered that any other language could take the place of English as the lingua franca of the Indian Government as English had so many obvious advantages.

(I am informed that the Government have now decided to abolish the teaching of English in all Government schools. I am also told that several of those who spoke most strongly in the legislative debates in favour of this abolition are men who have been careful to send their sons to private schools which are specially strong in the teaching of English — let other boys be handicapped, for purely political reasons, but not their sons!

These gentlemen realise of course that those who have not learned English at school will be considerably handicapped in their own country. The highest posts in the Government will inevitably go to men fluent in English

— for example, the very well paid and numerous posts in Indian Embassies. Merchants who are fluent in English can go to any country in the world and work up profitable business connections because English, or at any rate the T. V. brand of Americanised English, has become a universal *lingua franca*.

There is the further point that the present Government has picked on Hindi to take the place of English. They are Hindi speakers, so they are all right, but there will certainly be violent opposition from the numerous non-Hindi States.

Three States in different parts of India just stopped short of rebellion only recently; the Central Government had to give way and allow them to become self-governing States using their own languages. In all these three States the schools and universities were foremost in the violent agitation and were largely responsible for such complete success.

School Games

Hockey is the favourite game in Indian schools. The hockey standard is very high indeed, the average Indian school being probably a good deal better than its English counterpart. This is due to the climate and weather conditions. In EEngland hockey grounds are too often soaked with rain, which precludes good passing. In India there are three months of heavy rain during the Monsoon season, then a little at the end of January and no more, so there is no possibility of playing on grass grounds. A drawback? No, not at all. The boys play for most of the year on firm hard grounds, with perfect level surface. Therefore, the standard of passing, and of positioning to receive the pass, is exceptionally high. Moreover, many of the players have keen eyesight and powerful wrists, so they hit the ball hard. When Indians first played hockey in the Olympic Games they were in a class all by themselves, though standards have levelled up considerably since then.

Football is very popular. In this game too the passing is good, for the same reason. One unusual point; the vast majority of Indian boys have never worn boots or stockings, so very many Indian teams play football barefooted. It is noticeable that the backs can kick the ball quite as far as the booted backs can; they kick with the instep. It all

sounds a severe handicap, but they stand up very well even against Army teams, who at first are very uncomfortable, afraid of damaging the other side.

Indian boys do not appear to like P.T. very much, at least not at 7 a.m. and it required a little gentle persuasion to get them to turn out. 7 a.m. P.T. is of course only in the "cold weather" months; in the hot weather, March and April, it is so terrifically hot that school hours are from! 7 to 12, then nothing till games in the late afternoon.

The school I knew best went in for riding, about twenty boys riding each year; each boy had to bring his own ponies and syces. An instructor came regularly from the British Cavalry Regiment in Cantonments to teach them.

At Tent Pegging, which involves riding on horseback and trying to spear a peg with a lance, I sometimes saw a section of four gallop down, and each one of the four speared his peg. Eton itself could not do better.

I left India twenty years ago, so these random reminiscences on Indian schools refer mainly to the last years of the British Raj. Obviously there have been many developments since.

Kwai Hai.

2. GERMAN EDUCATION

For the German child, education begins at the age of six. He then attends a primary school — the Volksschule — for four years, after which he takes a simple form of examination to decide whether he remains there or goes to a secondary modern school — the Mittelschule — or a High School — the Gymnasium or Oberschule. Eighty per cent of the pupils remain at the Volksschule. Those at the Mittelschule are there for another five years, and those at the Oberschule attend school for another seven. On leaving the Mittelschule the pupils go to a technical school — the Berufsschule — two or three times a week until they are eighteen to learn a trade — although conscription sometimes interferes for the boys. As in England there are various private schools for the more wealthy, but they do not appear to be very popular, perhaps because they are mainly mixed and elsewhere the sexes are usually educated separately.

In most places the school year begins on April 1st and there are eighty five days holiday during the year. One big difference from the English schools is that the children are only taught in the mornings and, thereafter, are free to do their immense (compared with ours) amount of homework. They begin at eight o'clock and finish at one with only a ten minute break. They also attend school on Saturdays. In the afternoon the children do their homework, finishing about four or five o'clock. They are then free either to go out in the evenings or watch the television, an entertainment which they follow vividly. (The whole of working class North Germany seem's to be obsessed with the American crime programmes like "Dragnet" and "The Untouchables" which are badly dubbed and seem ludicrous to anyone who has seen the originals. But the German adults as well as children will not miss seeing them for anything!).

Much of Germany has been rebuilt since the war and the school near Hamburg in North Germany which I visited for four weeks was very modern with many facilities for science, music, acting and games. The Germans play soccer, athletics, tennis, volley ball, gymnastics and some rugby union, and a particularly vicious game of handball, peculiar to the continent, in which it is considered lucky if no-one is seriously injured. The small hardish ball is thrown about very vigorously and anyone who happens to get in the way has had it! The German nation in general seems to love sport and supporters follow their team with great enthusiasm. My visit coming just after the World Cup, a great many of my conversations were arguments over the validity of England's third goal. Apparently, a picture had appeared in a national newspaper, showing clearly that the ball was not in the net; they adamantly refused to accept that this photograph had probably been taken after the ball had bounced out again !

Corporal punishment is forbidden in German schools, but they have detentions and essays as we do. At the school I visited there was no school uniform, the head boy was picked by the pupils themselves, and those over sixteen were allowed to smoke outside the school grounds if they wished (as a result, the street outside the school was lined with smokers at break!).

Thus, the German system of education is similar to ours, with the exception of the morning-only lessons — possibly a good innovation for this country.

R. I. Westerman.

C.N.A.A. DEGREES

Failure to gain a university place is not necessarily the end of all hope for those who wish to gain a degree, as the following article, sent to us at our request from Portsmouth College of Technology, shows.

The Council for National Academic Awards (C.N.A.A.) is a self-governing body, established by Royal Charter in 1964 and through the powers granted by its Charter, it awards first (B.A. and B.Sc.) and higher degrees (M.A., M. Sc., M.Phil., Ph.D.) comparable in standard with those granted by Universities to students who complete approved courses. The C.N.A.A. is in fact the only organisation in the country, apart from Universities, which can award degrees.

The Council is composed of over 300 members from Universities, Colleges, Education Authorities and industries, who are appointed by the Secretary of State, and one of its main functions is to ensure that courses leading to C.N.A.A. degrees are comparable with honours and other degree courses in the Universities. This involves close examination by the Council of the courses themselves and a most careful assessment of the staff, accommodation, equipment and general facilities of the Colleges offering the courses.

At present C.N.A.A. courses are approved in some 40 Colleges which have the same freedom as the Universities to plan and teach their own courses, subject to the initial vetting and approval of the course arrangements by the Council. The examinations are conducted with the help of external examiners, the majority of whom are distinguished University teachers, appointed by the College and approved by the Council. These Colleges have considerable freedom in running their own affairs and the Council ensures that proper library and study facilities are available as well as adequate facilities for social and recreative activities. The tutorial system is a feature of the Colleges offering these courses.

There are at present over 7,000 students attending C.N.A.A. degree courses, of whom some 3,500 are in the first years of courses, and there are more than 140 recognised courses covering a very wide range of topics in science, engineering, biology, languages and business studies. Where

the subjects are not new, the approach and methods of teaching and study usually are novel and often related to industrial, commercial or professional requirements. While the courses are not narrowly vocational, they normally show the impact of the latest developments in the working world today — and tomorrow. This is particularly true of sandwich courses. Most courses last for three years (full-time) and four years (sandwich) and both honours and ordinary degrees are awarded. Honours courses make a different intellectual demand on the student and are normally more rigorous academically, but the ordinary degree is a valuable qualification in its own right and is not awarded for a moderate performance on an honours course. In many instances, a common first year is provided so that students can follow honours or ordinary courses in subsequent years, according to their personal needs and inclinations.

While many courses recognised by the Council are wholly concerned with one particular field of study, others are designed to cover several subjects from similar or contrasting disciplines. Some courses include subjects from both arts and science and technology, e.g. commerce with engineering. The Colleges are free to develop new types of courses, and with the varied experience and resources they possess, they are particularly well equipped to do so. It is expected that more 'interdisciplinary' courses will be developed because such courses are increasingly needed to meet modern requirements.

A particular course may originate in one of several ways but often it stems from a specific need which exists in the area; a college may discover that a number of firms in the region it serves has a requirement for graduates with a certain scientific, technological or business education; in other cases the college may be aware of a national need for a new type of course which has to be met. In fact, many C.N.A.A. courses draw students from all over the country. The course itself has to be approved by the Council before it can lead to the award of a degree and this is a rigorous and complicated process. The curriculum and syllabuses proposed, and a great deal of supporting information, have to be provided by the college, and this material is scrutinised by the appropriate subject Board, which normally follows this up with a visit to the college. During this visit all aspects of the teaching and examination arrangements

are considered and the details of the course are discussed at length with the staff. Only when the Council is satisfied that its requirements will be met is the course approved. In many cases the course is revised in line with the Council's wishes before it is finally approved.

Most of the courses leading to the Council's degrees include periods of planned training and experience in industry or commerce. These give the students the opportunity of applying in a work situation what they learn during their periods in college, and of seeing how industrial and commercial organisations operate. As their course progresses, they are able to carry out more difficult tasks in the firm, and in many cases they can make a useful and responsible contribution well before the end of their training periods. Sandwich degree courses are being developed in areas of study such as business studies in addition to the longer established courses in science and technology.

The normal minimum requirement for entrance to a course leading to the Council's degrees, whether honours or ordinary, is :

A General Certificate of Education with passes in five subjects, including two appropriate subjects at Advanced level;

A General Certificate of Education with passes in four subjects, including three appropriate subjects at Advanced level;

An appropriate Ordinary National Certificate or Diploma at a good standard.

Passes at a sufficiently high standard in the Certificate of Secondary Education will be accepted in lieu of passes at Ordinary level in the Certificate of Education.

Further information, including the latest list of first degree -courses recognised by the Council and of the colleges offering such courses, may be obtained from the Registrar and Secretary, Council for National Academic Awards, 24 Park Crescent, London, W. 1.

‘ALCESTIS⁵ AND THE FROGS’

A Review

This year, the School presented two shorter plays instead of the usual longer play. “Alcestis” was an example of classical Greek drama, and was therefore something of a departure from previous School productions. Euripides’s plays are among the better-known by Greek authors, but as Greek drama is unfamiliar to most people, “Alcestis” represented a new experience for the majority of the audience. The play revolves around Alcestis and her husband Admetus. Alcestis is certainly the heroine of the play, but Admetus is not really the hero, although he has the largest speaking part; he is cast as a rather pathetic character, and he earns both dislike and sympathy from the audience. The play has a happy ending, when Herakles (who is really the hero) succeeds in re-uniting Alcestis and Admetus.

The title role was played admirably by Jane Beckett, who demonstrated once again her marked acting ability: as the devoted wife, willing to die to save her husband, she was entirely convincing. Alcestis’s only speaking part occurs in the death scene, but it is difficult enough, involving as it does delirium and pathos. Her performance was extremely competent. Herakles, who provides some comic relief, from the audience’s viewpoint, also has to display a definite air of sincerity of friendship for Admetus. Blackburn did this quite well, but his delivery was not always clear, mainly owing to a tendency to speak his lines too quickly.

It is not for a pupil reviewer to comment on his headmaster’s performance: sufficient to say that in the main role of Admetus, the headmaster, himself a classicist, clearly knew what he was doing.

The part of Death was played by Bostock, and he portrayed this sinister, and to some extent, cowardly character with great skill and authenticity. His argument with Apollo, played by Madeley, in the opening scene was helped by some appropriate lighting effects. Oxley’s performance as Admetus’ father, Pheres, was competent enough, but, despite the exaggerated stance and tone of voice, it was difficult to accept him as being much more aged than Admetus.

Perhaps the most unfamiliar aspect of the play, for the audience, was the chorus, which of course very rarely has a place in modern drama. The five members of the chorus

did not always project their voices as well as they might, and they showed some hesitation on occasions, but they performed their task well in spite of this and they kept still throughout. This is not always easy, but is very important, as frequent shuffling about the stage tends to distract the audience from the main characters.

In the other parts, Christine Webb, as a female servant, gave a moving performance (as she did later as a different kind of servant girl in "The Frogs") and Edwards also gave a good impression as the house slave, who was quite an important character in the play, as Herakles learnt from him the news of Alcestis' death.

The costumes in "Alcestis" were very convincing, and it was obvious that a great deal of work had been put into their construction. The scenery and the production in general, were effective, although production effects were not so important as in most plays; in, this play, the spoken word is all important, as are whatever gestures are available. There were some blemishes in the performance and the actors were not responsible for all of them. For example, the late-comers in the audience caused considerable distraction at the beginning of the play. On occasions, the actors needed prompting, or missed their cues; but sometimes a prompt was given when it was unnecessary, because a pause had to be made in the speech. These minor points tended to detract from the enjoyment of the play, but the audience derived considerable interest and pleasure from the performance of this very difficult material.¹¹

"The Frogs" was written by Aristophanes, the great satirist of the Greek stage: basically, it is a "send-up" of the classical Greek plays of authors like Euripides, the culminating part of the play being the argument between Aeschylus and Euripides, in which they make each other look ridiculous. The play was translated by Mr. Johnson, who also adapted it for a 1967 performance by introducing numerous topical references. The principal character is Dionysus, the god of wine, who journeys into Hades in search of Euripides, so that the poet can return to life and write more plays; eventually, Dionysus returns with Aeschylus, a rival poet.

Dionysus was played by Hurley, who gave a magnificent performance as) the timid god who considers himself a second Herakles. This was a very difficult part to play, but Hurley portrayed the nervous and rather bewildered Dionysus very successfully, and the audience showed its appreciation in no uncertain manner. Lappage, as Dionysus'



not-too-fai'thful slave, gave an equally creditable performance in a role which was ideally suited for him. It was clear that a considerable portion of the dialogue between these two was not originally on the script, and it "came-off" very successfully. Of course, this material lent itself very readily to "ad libbing." The actors were on very much easier ground than the actors in "Alcestis," for they could afford to improvise in this way if they forgot their lines — and this clearly happened sometimes. Prompting was quite unnecessary.

As the jovial Herakles, Straw was very likeable, and the scene in which he appeared was especially funny; this illustrates that Greek dramatists often liked to cast Herakles as a comic character. Bostock gave another good performance as Charon, and in this scene the frogs themselves appeared. But their appearance could have been dispensed with, and it seemed unnecessary for Hurley to have to mime in the song. But the lighting effects in this scene were good. David Price as Aeacus, the doorkeeper of Pluto's palace, was splendid; and Heather Bennett and Wanda Borowik were appropriately dragon-like as the landlady and her assistant.

The latter part of the play involved the argument between Aeschylus and Euripides, played by Addy and Oxley respectively. As this was really the point of the play, it was rather a pity that this scene was not as successful as the rest of the play. The humour was rather more sophisticated, to begin with; and Addy and Oxley tended to over-act (although perhaps their parts warranted this). The remarks of the crowd tended to be rather animated, and, again, the songs were unnecessary.

The task of producing costumes for "The Frogs" was perhaps less difficult than for "Alcestis," because costumes did not need to be authentic; in some cases, the rather more modern costumes used increased the effect. By the same token, it was not important that some of the "props" were bogus — Herakles' "club" served its purpose, as did Charon's boat, whose method of propulsion baffled the audience. The lighting effects throughout were professional: the one mistake was the blue sky above Pluto's throne in Hades. Certainly, "The Frogs" was a very enjoyable production, particularly as it had followed an example of the Greek drama which it was trying to satirise.

A. Watson.

First form reaction

iWhen I first heard that our School was putting on two Ancient Greek plays, I thought they would be very dull and boring. But when I saw the plays I found them very interesting and funny.

S. Tomlinson.

Alcestis

Although this was a sad play because it was about the death of a young' queen, Alcestis, I found it very entertaining. Admetus was not prepared to sacrifice his own life and his wife had given her life so that he should not die. For this he blamed his parents and it' was left to Herakles to fight with Death and to save Alcestis.

I thought that the story was very interesting and the following parts were acted very well :

Leader of the Chorus, who spoke clearly.

Alcestis was very good, particularly in the death scene.

Admetus played his part well except I thought that he did not show enough gratitude when Herakles brought Alcestis back.

Elaine Dunkley.

Death looked spooky when the green light shone on him. I think Admetus was a coward for letting his wife die for him.

Janis Burton.

I thought that the costumes were very beautiful, and also the hairstyles, especially those of Alcestis.

Melanie Newbould.

There was no comedy to liven it up, but to us it was funny when the headmaster said he was young.

Neil Hodgson.

I would like to note that the pillars and costumes were very well made and authentic. The colours of the clothing were well balanced.

The acting was very good. I liked Jane Beckett's acting: I did not see her move an inch after her 'death.'

Stephen McNicholas.

The Frogs

Dionysus was ever so good, and his padding was too.

Janis Burton.

This play was good all round, and when Pluto said give this (poison) to the Monkees, he made a good choice.

David Arnold.

Lighting the Plays

The aim of stage lighting is to light the important characters in a play, not merely to flood the whole stage, indiscriminately, with light. Lighting is fifty per cent of the battle of producing a play; such, at least, is the lighting engineer's view!; it should assist, not hinder, the dramatic impact of the play. Stage lighting primarily lights the important character or characters of a scene and secondly conveys to the audience the dramatic mood. The lighting designer incorporates, by discussion, the producer's ideas as well as his own, in the final lighting plot. The inexperienced producer may suggest an effect which, after discussion with the lighting designer and experiment, is found to be impractical. The suggestion is then obviously rejected. The lighting designer can make the producer's task, as far as lighting is concerned, easier by reducing the time spent on experiment to a minimum. He can only do this if he has, himself, a more than adequate experience of lighting the stage, particularly with the available equipment.

From the point of view of lighting, "Alcestis" was very nearly uneventful. True there were six lighting cues, but they were all contained in the first three of the thirty six pages of the play. The audience came in to an already open stage and the play commenced with the same open stage, the light on the stage coming up after the house-lights went out. The open stage, with no hint of a curtain, was designed to help in establishing the close contact between actors and spectators which was a feature of the original Greek production. However, when one is striving to produce such a close relationship, it is unfortunate that the stage used was of the proscenium type. Here the apron stage or three sided stage is more suitable. Even an end stage (with no proscenium) produces a closer relationship between audience and actor, than the proscenium form. The stage of the upper school hall further has the disadvantage that the floor of the auditorium is not only flat but is very low in comparison with the stage floor. The front half of the audience are compelled to gaze up at the actors at an

unnaturally steep angle, whilst the rear half of the audience see, with some difficulty, the actors in the distance framed by the proscenium arch. The lighting was deliberately kept to acting areas and no part of the stage or scenery was lit above the actor's head. This produced a brightly lit acting area with the light fading away as one glanced up the full height of the scenery. This tended to overcome some of the framing effect produced by the proscenium arch, by making the overhead arch of the proscenium less noticeable.

The opening scene, between Death and Apollo, was the only one in which the lighting strayed away from the very formalised general lighting of the rest of the play. Here lighting played its one and only part by contrasting Apollo and Death in their haggling over the soul of Alcestis; Death having come to claim the life of Alcestis under the terms of the bargain by which Admetus retained his life, and Apollo endeavouring to defeat Death once again.

The lighting of the rest of the play reflected the very formal interpretation of the production of the play as a whole. The play was produced on the lines of the original Greek production in which movement was kept to an absolute minimum. The lighting used at that time was simply ordinary daylight. Therefore in order to remain consistent with the production as a whole, the lighting used was the modern equivalent to daylight — that is, general uniform illumination of all acting areas.

In contrast to "Alcestis," the scenes from "The Frogs" of Aristophanes were interpreted in a modern and up to date production. The translation was very much freer than that of "Alcestis" by Vellaoott. Since much of the script of "The Frogs" was of a topical nature in the original Greek production, it was desirable, in a modern production, to bring the topicalities up to date. References to modern politicians, therefore, were merely the parallel to original references to politicians of ancient Greece. The lighting of "The Frogs" was also somewhat less restricted, although the necessity to set lighting equipment to light "Alcestis" in a formal manner, meant that much of the lighting of "The Frogs" had to be designed in the same manner owing to the lack of equipment. The equipment could not be altered during the interval between the plays, therefore the same equipment had to light both plays. A further difficulty was that the front of house spotlights were of necessity badly located, there being no alternative without the use of a front of house lighting bar.

The Frogs' chorus scene was somewhat predictably lit in green but provided a simple means of conveying the idea of frogs and a marsh. This was one of the few occasions when footlights could be used as the main source of light. The time between the end of the Frogs' chorus and the establishment of the following scene (Dionysus entering the underworld), provided the busiest period to the electrician. Two sound cues and three lighting cues were executed in the period of four or five lines. The oscillation of light between left and right o/f the stage coup'd with the music was intended to create an eerie atmosphere for the journey through the underworld, the sudden bursts of light revealing to Dionysus different aspects of the road to the underworld.

The lighting of the scene in which the contest between Euripides and Aeschylus takes place could have been localised more, by lighting the three participants more intensely and the crowd in softer light. Here again difficulty with equipment decided the issue. Pluto and Persephone were difficult to light in that their presence must be felt, but they must not detract from the attention on the three protagonists. Later in the scene Pluto did speak and so could be definitely lit. The thunder and lightning with Pluto's first and last speech was a little hackneyed but it probably created some of the desired effect.

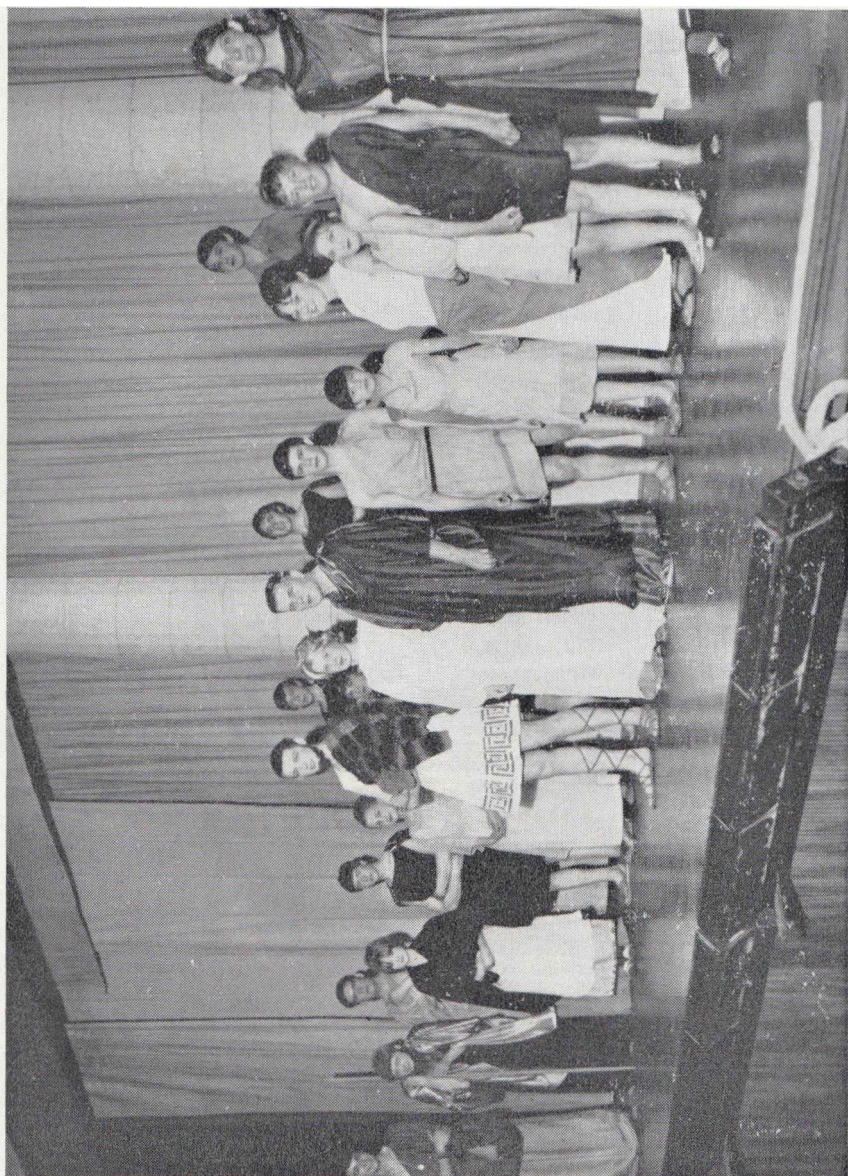
In general the scenes from "The Frogs" were more interesting to light since this play was a translation for the modern stage and allowed, and in places demanded, flexible lighting. "Alcestris," in contrast, was a formalised interpretation and therefore could only be lit as such.

V. Blades.

Dressing the Play (on a shoestring)

The first notions one had of the School play were formed when notices were given out asking for old sheets, bedspreads, flippers and tennis balls. These were followed up by strange garments being draped round the dummy and unusual untidiness in the needlework room.

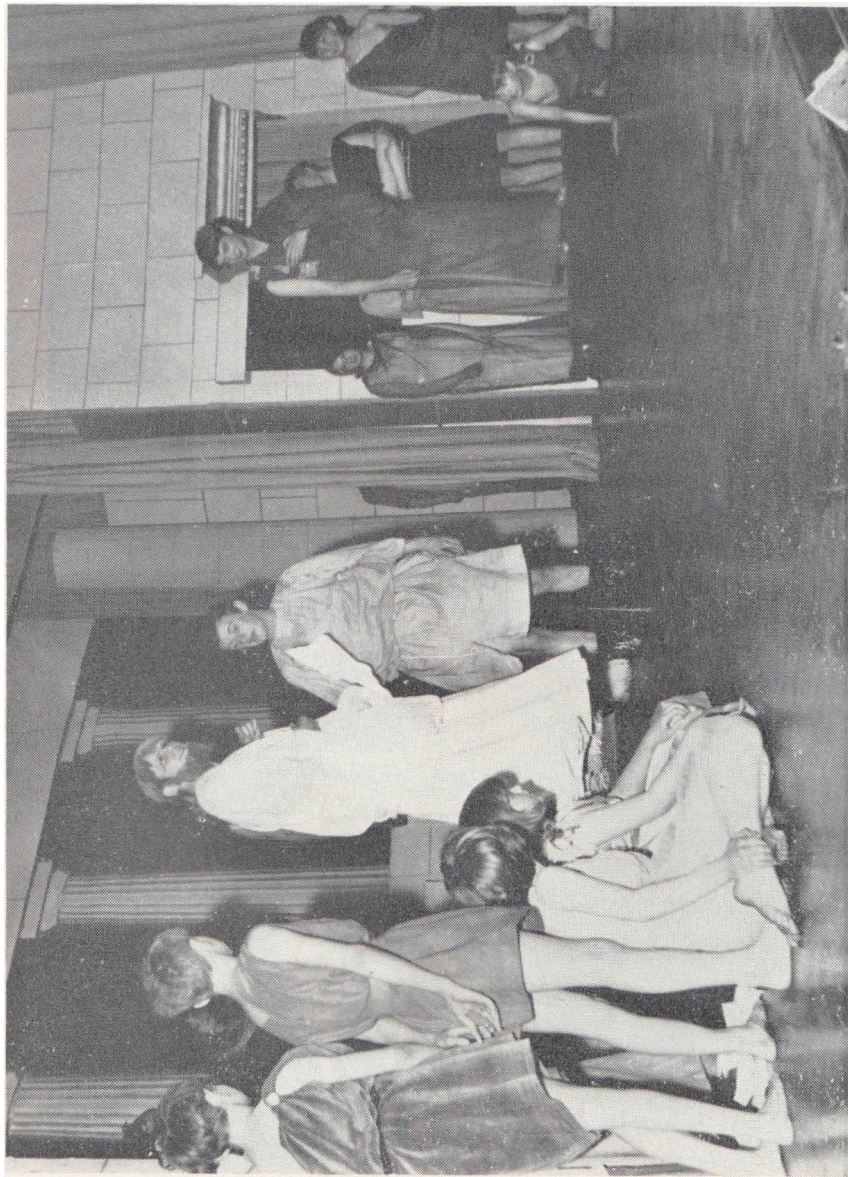
Girls were pressed into action dyeing sheets which re-appeared in various hues of scarlet, green and yellow. The property cupboard was searched, but almost all the garments had waistlines and hiplines which the Greeks seemed to have ignored. The sheets and bedspreads were used as underskirts for the girls, and their long dresses were made from cheap nylon lengths bought from the market.



'ALCESTIS': THE CAST



'ALCESTIS': PHÈRES CONFRONTS ADMETUS



• THE PROGS : THE CONTEST BETWEEN AESCHYLUS AND EURIPIDES



'THE FROGS': CHARON AND THE FROGS

(Photographs by courtesy of E. Baldwyn, Normanton)

The lion skins and frogs' costumes raised problems. Scraps of fur fabric had to be bought and stitched together for the lion skins, and the frogs' costumes were made in the art room. The heads were made from wire-netting, shaped and covered at the edges with foam, and draped with tied sheets. The eyes were painted tennis balls, the feet were flippers, and the fore-legs were two-toned gloves. The people in the art room were also responsible for cutting the Grecian stencils which were used to decorate some of the costumes.

Gold lacquer was used in tracing the stencils, and painting the shoes, bows and arrows. A gold mesh shopping bag formed an attractive bodice over one of the dresses, and masters' gowns were effectively disguised to form long black robes. Wings and crowns were fashioned from buckram and cardboard, jewels consisted of sprayed buttons and baked clay, and necklaces were cut from plastic doyleys.

Many methods of draping were tried and this showed how clever the Greeks must have been. It was difficult to make these costumes with the available material, but after all the activity the Grecian effect was eventually achieved.

Jean Askew.

The ALCESTIS of EURIPIDES

translated by Philip Vellacott

DRAMATIS PERSONAE

Apollo	Stephen Madeley
Death	Peter Bostock
Leader of the Chorus of Pheraeans	Roger Westerman
Men of the Chorus	Ian McLean
	Mr. C. Beardsley
Women of the Chorus	Glenys Tonks
	Sally Tredgold
Female Servant	Christine Webb
Admetus, King of Pherae ...	Mr. J. A. L. Hamilton
Alcestis, his Queen.....	Jane Beckett
Herakles	Malcolm Blackburn
Pheres, father of Admetus	Christopher Oxley
House Slave	John Edwards

PERSONAE MUTAE

Eumelus, son of Admetus ...	John Sharp
His young sister	Patricia Hattersley
Wife of Pheres	Pauline Pretwell
Servant of Pheres.....	Wanda Borowik
Attendants, Bearers, etc. ...	Stephen Madeley
	Roger Gibson
	Michael Lappage
	David Price
	John Chalkley

Produced by Mr. D. P. Lumb

Scenes from**THE FROGS of ARISTOPHANES**

translated and adapted by the Producer

CAST in order of appearance :

Dionysus, the god of wine	Rae Hurley
Xanthias, his slave	Michael Lappage
Herakles	Michael Straw
A Corpse	Stephen Davies
Corpse Bearers	Roger Gibson
	John Edwards
Charon, boatman of Hades	Peter Bostock

The Frogs

Aeacus, doorkeeper of
 Pluto's Palace
 Maidservant of Peresphone
 Landlady
 Plathane, her assistant
 Servant of Aeacus ...
 Aeschylus
 Euripides
 Pluto, god of the Under-
 world
 Persephone, his wife
 Attendants, Crowd, etc.

Joyce Baker
 Jean Glover
 Stephen Auty
 John Davies
 Grahame Pearson
 Geoffrey Strangwood

David Price
 Christine Webb
 Heather Bennett
 Wanda Borowik
 Roger Gibson
 John Addy
 Christopher Oxley

Mr. J. W. Butcher
 Pauline Pretwell
 Maureen Ashworth
 Ruth Hoyle
 John Sharp
 Richard Clarke
 John Edwards

Produced by Mr. L. T. Johnson

* * *

Costumes and Wardrobe ...
 Set and Properties
 Lighting
 Make-up
 Hair Styles, wigs and hair
 pieces by
 Prompters
 Incidental Music and Chorus
 of the Progs
 Stage Manager
 Business Manager
 Clerical Assistant

Mrs. M. Busby
 Mrs. M. I. Harrison
 Mr. W. F. Moreton
 Mr. P. B. Robinson
 Vernon Blades
 Colin Patchett
 Mrs. Law
 Mr. R. Law
 Miss M. Nixon
 Mrs. M. I. Harrison

Eileen, Ladies' Hair
 Stylist, 137 Wakefield
 Road, Normanton.
 Michael Jones
 Mary Goodwin
 Mr. P. Paviour
 Miss A. J. Kirkham
 Mr. J. W. Butcher
 Miss J. Helks

JUNIOR INTER-HOUSE MUSIC COMPETITION

As a conclusion to the Junior School Spring Term an inter-house music competition was held on Tuesday, 21st March. This was the result of many weeks of hard work and nervous tension on the part of each person concerned.

The four Houses were coached by Susan Wilby and John Riley (Ward), Elizabeth Carrington (Levett), Joan Dixon and Margaret Smith (Freston), and Frank Heald (Dodsworth). These each having formed a choir, trained it and prepared two soloists — no mean feat.

The competition was held in the Lower School gym before an audience consisting of members of staff, all Lower-School pupils and Miss Bird of Bretton Hall College of Education, who kindly agreed to adjudicate.

Each choir and soloist performed so well that our adjudicator must have found it difficult to judge the competition. As it was, the marks were extremely close ; Ward coming first, Levett second and Freston and Dodsworth tying for third place.

A competitor's impression

Levett House choir gathered together in Room 54 waiting for Elizabeth Carrington, the conductor, to bring the songs for the competition. What were the songs? Nobody knew. More important still, what were they going to be like? Again nobody knew. However, Elizabeth arrived and curiosity was relieved. We were to sing 'In Summer Woods,' 'A Lover and his Lass' and a hymn. That, we thought was all, but more was to come. Someone had to sing a solo, and eyes automatically turned to John Sharp. Elizabeth continued. More? Yes, more. Someone had to be chosen for the solo instrumentalist and no one possessed any ideas of whom that could be. However, after everything had been brought into the open, it was decided that Stephen Clarke should play the flute. Everything so far was in order except for the pianist and there were quite a number of people who could play the piano in Levett but it was Janet Bruce who was finally chosen.

From then on it was practising all the way as everything had to be as near perfect as possible. We, the choir, were instructed to wear clean white blouses, to stand with

our hands behind our backs, to watch the conductor at all times and to smile, as a glum choir would not look very attractive.

The appointed day came and with fast beating hearts we entered the gym. We were drawn to perform third and so before us were Dodsworth and Freston and after us was Ward. After assembly we were introduced to the judge, Miss Bird, and then the competition began.

Slowly we ascended the steps leading to the stage and, trying to remember everything we had been told about standing correctly, smiling and about the songs, we watched Elizabeth for our cue. We finally began and after finishing our songs and the hymn, we left the stage feeling relieved.

After the solos had been sung and the instrumentalists had played, Miss Bird went onto the stage. Knowing that everyone was keen to know the results she went straight on with them. After commenting on each choir in turn and giving friendly advice, she announced the results as they were half way through the competition.

Ward — 110

Dodsworth — 113

Levett — 118

Freston — 120

Second, we were certainly doing well !

Once more Miss Bird commented and gave advice and then she announced the results that everyone had been waiting for, and thankfully there was no choir that came last, as there was a tie for third place.

1st Ward — 212

2nd Levett — 201

3rd Freston and Dodsworth — 198

After being applauded loudly, she was presented with a book token. The competition was over, and we had come second and after Elizabeth had thanked us we left the gym feeling proud and relieved at the pleasing events of the day.

K. Milner, 3A1

VIOLATED PEACE

It was nearly nine o'clock on a mid-December evening; the wind was blowing outside. I was alone in the staff room finishing my last set of reports and to my knowledge the whole building was deserted and in darkness. I continued my reports; good, I thought, glancing at my watch, I would be home in time to see "The Untouchables" Oh, what could I say about Smith ?

I was suddenly aware that quiet footsteps were coming along the passage. Ah, that must be Mr. Law thinking that someone has left the light on. The footsteps were almost at the door and then . . . silence. Strange . . . perhaps Mr. Hardwick coming to see the boilers. I returned to Smith's report. A door slammed followed quickly by the sound of breaking glass. The wind, I thought; perhaps I had better go and see the damage.

I tried every door in the upper part of the corridor and they were all locked. Strange, I thought, better look outside for the broken window. I walked to the middle door and proceeded to unlock it, but, try as I would, that door just would not open. I ran up to the top end and tried again, only to find that the outside doors were pad-locked !

Returning to the staff room, I tried to finish my reports, but could not settle to this mundane task. The wind rose in volume. What was that surely a violin playing in the distance; no, it was a deeper tone; yes, that was it, a viola being played. Ah, some boys have broken in to the school and are fooling around in the Music Room. I'll teach them a lesson. So grasping a hockey stick which happened to be lying on the table, I went down the corridor.

I was passing the Art room, when there was a terrifying shriek, which seemed to come from behind me. The lights in the corridor went out . . . The wind howled . . .

The best thing would be to catch the boys in Room 12, so I continued in darkness. The door of the Music Room was wide open. I tried the lights; to my surprise they went on. Everything was in its place, and or no signs of hooliganism. For some inexplicable reason a cold shudder went down my back.

Then, the sound of the viola playing reached my ears again, I thought from the Gym. I decided to approach cautiously, and tip-toed around the corner; now all will soon be explained: I grasped the handle of the Gym door and flung it open The playing stopped instantly, but, there was not a human soul in that Gym. I tried the other exits, which were both locked. A hollow laugh echoed from somewhere in the Hall. While I approached across the Annexe, two very loud bumps came from the History Room; I rushed to the door, feverishly unlocked it and put on the lights

Not a book, chair or desk was out of place. I walked over to the lockers. The door slammed behind me, and rushing over I tried to wrench it open. It would not budge; I tried again. The lights went out in desperation I tried the door a third time. To my surprise it opened instantly. I groped my way along the corridor. Somewhere in front, I dimly made out the shape of a human form, gliding silently across the passage The wind howled at greater ferocity Grimly determined to settle this matter once and for all, I stumbled towards the shape, passed the cloakroom, and knowing there to be no more steps to mount, I increased my pace If only I could get a light on I was nearly parallel with the Chemistry lab when I stumbled over something on the floor and losing my balance I fell hitting my head on the radiator at the side

How long I lay unconscious upon the floor I know not, but upon raising myself to my feet I staggered into the staff room, and to my surprise, the lights went on. I returned to the passage; yes, all the lights worked perfectly. I tried the doors. My key opened them all. I looked! for whatever I had fallen upon. There was absolutely nothing, and as far as I could ascertain no windows were broken. I let myself out of the building and returned home.

Some weeks later, I was talking to a distinguished Old Boy and I happened to mention my experiences, and he told me that when he was at school many years ago a boy in the fifth form named Gardner had bet his friend Russell a guinea that he dared not spend a night locked in the school without any lights on. The bet was taken up and one Tuesday evening in December, 1908 Russell hid in the school and the caretaker duly locked up. Several of the boys kept a discreet watch on the school to make sure that he stuck to his bargain. Some say that they heard sounds of a viola being played during the night. As Russell was a

very fine viola player in the school orchestra this was not considered surprising. Perhaps his way of keeping his spirits up.

The following morning the boys turned up and those in the know were prepared to pay their debts, thinking they had lost. They looked for Russell. He did not turn up and he was never seen again. The boys of course, had to tell the Headmaster what they knew and an inquest left an open verdict. No trace of Russell was ever uncovered and the school was in perfect order when the cleaners arrived the following morning — except that there was no sign of his viola, which also was never seen again.

The thought of what he had done made Gardner go mad and he died in an asylum the following year, and of the other members of the gang, one was drowned at sea, one died of an unidentified disease and the others were killed in the opening months of the Great War.

Had I stumbled over some clue to what happened on that dreadful night so many years ago? I do not know. But one thing I can tell, that although there are many children in the school learning almost every instrument from guitars to piccolos, it is almost impossible to persuade anybody to learn the viola!

P. Paviour.

YELLOW

Glinting through the fresh Spring leaves
 A cool, fresh shaft of sunlight weaves;
 Palest yellow drops of light
 Dapple all around, so bright.

The sea is changed to molten gold,
 When Summer comes and days less cold,
 And rolls along a yellow shore
 And crashes with a liquid roar.

Autumn comes and yellow's gold,
 Now the sun is getting old.
 Leaves of deepest ever yellow
 Reflect the beams of gold, so mellow.

Yellow's pale when Winter's here
 When Nature's death seems very near;
 But yet a weak light still remains
 Which, in itself, a life contains.

Briony Burdon, 3A2.

HIAWATHA'S TRY

Then he caught the oval football
With his outstretched muddy fingers.
He brought it to his chest and held it
Near his dirty football jersey.
He paused to think what he was doing
And swerved to beat the Blues' wing-forward.
Running quickly, running onward
He took his chance and side-stepped inward
And turning on the muddy black grass
Almost fell but he stayed upright.
All behind except the full-back
And in front of him the try line.
Kicking high the ball bounced awkward.
Full-back diving on this mud bath
Missed the ball and started chasing.
Five yards more and he'd have three points.
Ball was standing on the try line
Waiting to be heavily pounced on.
Diving forward scored this great try.
Then was greeted by his team mates.

R. S. Harrison, 3A2.

ACTIVITIES AND SOCIETIES

MUSIC

The Easter term is always rather an anti-climax after the events of the previous two terms, but although on the surface not much has happened, underneath there has been considerable activity. Vast numbers of juniors and their trainers have been busy preparing for the House Music Competition (reported elsewhere). We have also had another very enjoyable visit from Opera for All, giving Rossini's version of "Cinderella."

We have been building up the Wind Band or more generally called Military Band and a Junior Orchestra has got under way. Several of our young musicians have played with county orchestras and Brass bands, and others have also done well at Festivals and competitions.

As the development of our Bands and Orchestras seems frustrated by a shortage of instruments we would like to appeal for everyone to search attics, cupboards, cellars, etc., and if any instruments, particularly brass instruments, come to hand, we will be pleased to receive some — even, in some cases, buy them.

CHESS CLUB

CAPTAIN: G. WILBY

For the School matches this season, it was decided to dispense with a second team, because of the acute shortage of senior players; for the first few matches, the team of eight contained only three sixth-formers. Predictably, the season began rather badly, as the earlier fixtures were against stronger opposition, and our younger players sadly lacked first-team experience. After a surprising draw 4—4 with Silcoates, the team suffered losses at the hands of King's School, Pontefract (7—1), Q.E.G.S. ($4\frac{1}{2}$ — $3\frac{1}{2}$) and Barnsley ($5\frac{1}{2}$ — $2\frac{1}{2}$). The team was improving all the time, however, and the last three fixtures, which were admittedly against weaker opposition, were all won. These victories were against Thornes House ($4\frac{1}{2}$ — $3\frac{1}{2}$), Rothwell ($5\frac{1}{2}$ — $2\frac{1}{2}$), and Hemsworth ($5\frac{1}{2}$ — $2\frac{1}{2}$). The team's league record therefore reads: played 7, won 3, drawn 1, lost 3. A friendly match on six boards was played against Crofton, and this was won, $4\frac{1}{2}$ — $1\frac{1}{2}$. The team captain was G. Wilby.

On the whole, the team has played rather better than was expected at the beginning of the season, and the prospects for next year are good. Most of the regular players will still be here, and the experience they have gained this year will serve them in good stead for next season. The players who have represented the School this year are: Ruth Fergus, P. Fearnley, S. Hale, J. Holman, S. Hudson, S. Kynaston, M. Roberts, P. Roberts, A. Watson, J. Watson, N. Whiteley, G. P. Wilby and Moira Wrigglesworth.

The house chess matches this year produced an exciting finish, with the outcome depending on two matches which had to be carried over. A new ruling was introduced to the effect that each house

team had to contain two first-formers; this was designed to stimulate enthusiasm among the first-formers (who have shown good support for the Chess Club). The final result was a three-way tie between Dodsworth, Freston and Levett. The scores were: Dodsworth (capt. Watson) 13, Preston (capt. M. Roberts) 13, Levett (capt. Kynaston) 13, Ward (capt. Hurley) 9.

CHRISTIAN EDUCATION MOVEMENT

SECRETARY: C. BEAL

Although this term has been a short one the two meetings we have been able to fit in have been very successful. The first meeting of the term was an open discussion on Teenage Problems and was very well supported and should form a good basis for the C. E. M. conference.

The second meeting of the term was one at which Mr. G. Hawksley talked to us about some of the beliefs of the Pentecostal Church. We were very grateful for his visit, which enabled us to understand the Pentecostal Church better.

The coming term also promises to be an eventful and enjoyable one. The C. E. M. conference is being held here on April 26th, the topic being " Sex and Morality " with the Rev. Raymond Turvey of Leeds and Mrs. Hephzibah Hauser giving their views.

We are also hoping to take a group to St. Peter's Convent at Horbury after the 'A' level examinations are over, and to invite another speaker before the end of the year.

EXPEDITION SOCIETY

The highlight of the Expedition Society's activities during the term was an expedition training weekend held at Red House, Hackness, in February. Susan Gibbons (LV1) and Williams (4A1) report on the trip :

A party of six fourth form boys and two sixth form girls, led by Mr. and Mrs. Kinder, left the Grammar School on a wet Friday evening for the journey to Hackness. Most of the party ate sandwiches on the journey but Chalkley chose to bring cold baked beans and sausage for his meal. We arrived at Red House at about eight p.m. and were met by our host Mr. Staniforth and shown around the Centre. Mr. Staniforth gave an introductory talk on the weekend course, illustrating it with slides of the surrounding countryside including places and wild-life we expected to see. After supper the boys went on a short hike, arriving back shortly before midnight to find everyone else in bed.

We were awakened next morning by a loud clanging bell followed by music from our host's record player. Chalkley and Whiteley had volunteered to be up first to prepare breakfast, and made a good job of it in spite of the rude remarks made by their fussy and ungrateful friends.

Our first trip of the day was to the Natural History Museum in Scarborough where we were able to see not only the well presented and informative displays on show to the public but went behind the scenes as well.

Here, in the museum laboratories, we saw all the stages from the dead animals which had just, been brought in to the finally mounted or stuffed specimens ready for display. It was interesting to find that the museum had far more specimens in its store-rooms than in the exhibition rooms. When displays are changed new specimens are brought out from storage. We were especially privileged as we were allowed to handle and closely inspect specimens as we browsed through the store-rooms. One of the younger members of the party commented that there was more to a museum than just being a place to shelter from the rain!

After a packed lunch which was eaten on the sea front we went to Jackson's Bay to do some marine biology. We learned a little elementary geology and looked suspiciously at the track of dinosaurs' footprints in the rocks at the base of the cliffs. While Susan Gibbons was indentifying species of algae and shell fish to assist her 'A' level biology course the boys went crab-hunting in the rock pools.

On our return to Red House the senior members of the party cooked the evening meal and the younger ones volunteered to wash up. Mr. Staniforth gave a lecture on woodland animal life in preparation for Sunday's forest trail and Mr. Kinder talked and showed slides on the Yorkshire Schools Exploring Society's expedition to the Pyrenees last summer.

Sunday morning saw everyone busily packing kit and trying to restore Red House to its original tidy state. The jobs done, we set off in the headmaster's minibus on a five-mile drive along narrow and partly unmade forestry roads into the Staindale Forest. The vehicle stalled on the steepest hill and attempts to push it to the top failed. The boys, Mr. Staniforth and his large dim dog were persuaded to walk while the vehicle took another run at the hill, this time successfully. At the top of the hill they all piled in again and the journey continued to the start of the forest trail.

Mr. Staniforth guided us on a long route through the forest pointing out evidence of wildlife, types of tree, forestry methods and features of general interest. In spite of quite heavy rain our spirits were not unduly dampened. The highlight of the walk was an inspection of badger setts including an open-air talk by our guide on the habits of these intelligent animals. Evidence of other animals was seen. Squirrels had left behind gnawed pine cones while cross-bills left split cones, rabbits had nibbled young tree shoots and there were clear signs of fallow deer feeding along the edge of the path. We saw large holes which were the work of green woodpeckers in one or two trees.

After this instructive walk we returned to the vehicle, noticing on the way a mediaeval rabbit trap and an ancient tumulus. We were all rather wet, especially poor Spot, who was suddenly, through no fault of his own, very unpopular. The return journey offered no excitement, all steep hills being negotiated with great care. As a direct consequence of this weekend course four of the boys, together

with four who came on the weekend course last year, were invited to take part in a full week's course on expedition training during the Easter holiday. It was a tough course and those who went expecting a holiday received a rude shock. They had to keep a neat log-book of their activities describing route, visibility, temperatures, wind, precipitation and general observations such as plant and animal life. These log-books also contain a wealth of advice: Murdoch offers this tip: 'A good way to harden the feet is to soak them in whisky, surgical spirit, meths or after shave lotion.'

Instruction was given in first-aid and forestry, and some map-making, using either compass or plane-table, was done. Two nights were spent under canvas.

The most memorable trip was the night walk. The party set off shortly before 11 p.m. and made its way to Wykeham Forest where the leader left the boys to continue by themselves to the edge of the forest. They found it most eerie and frightening in the forest and most relieved when the leader retraced his steps to find them. The journey continued to The Young Naturalists Centre, 'The Holt,' where the boys were allowed to rest for an hour and a half before making the journey back to Red House for breakfast. The distance walked that night was twenty miles and the party had been walking for much of the previous day too! Although much harder than expected they all agreed that it was a very good course.

During the Summer term some one-day hikes are planned and a small group of senior pupils will go on the Y. S. E. S. trip to Skye in August.

PHOTOGRAPHIC AND FILM MAKING SOCIETY

There has been a radical manouevering of official posts during the last term. The officials are as follows:—

Master-in-charge — Mr. Sherratt.
President — C. M. Oxley.
Secretary — D. Tempest.

The basic idea is that members of the Society who are considered capable are given an opportunity to run the Society for one term. Next term the Secretary will be A. Shiel.

During the last term there was only one meeting of importance. This was Shiel's talk on photographing stationary and flying aircraft. The talk included some excellent photographs of the aircraft specially constructed for the film "Those Magnificent Men in their Plying Machines."

Four new film-strips have been ordered from Kodak, which will bring the Society's total to seventeen. This is exceptionally good for a group of our size. The film-strips acquired last Autumn are to be presented during the summer when every trick possible has to be tried to attract people to the Society.

We are planning to show a programme of movie-films for the Barnardo-Day festivities. This will consist of various silent comedy 'classics' and the much-publicised school film "How I learned to stop worrying and amalgamated." We also hope to produce a second film, this time in a more serious vein and more distant from academic surroundings.

GAMES REPORTS

Those of us concerned with sport in the School found ourselves pilloried in the editorial of the last issue of 'The Frestonian' because "rather old fashioned ideas with regard to sport still persist." Gadzooks, yes! Ye soccer was spoilt when they started to frown upon charging the goalkeeper, and ye rugby has hardly been worth playing since hacking was made illegal. Some of our ideas are indeed positively medieval — we even have a superstitious belief that exercise is beneficial for those who spend most of their day sitting and thinking or just plain sitting. We doubt if we have an idea newer than that dead language stuff about mens sana in corpore sano. Not that the hearty semi-literate medieval yokels and peasant women who make up our teams would recognize an idea if they saw one.

Still, we really must get groovy with some modern ideas. Pass me that fab new rugby coaching pamphlet, will you? It tells you how to deliver a really swinging pass.

FENCING CLUB

SECRETARY: C. M. PASHLEY

This term the fencing club had two matches and won both. The first was against Thornes House Grammar School at home. School won this match by 10 bouts to 6. The second, also against Thornes House Grammar School, but this time at Wakefield, was won by 11 bouts to 5, but it was not as easy as the final score made out. The majority of the bouts being fought to the last hit. The standard of fencing in both these matches was good. We hope to arrange several other fixtures in the coming term.

Serious support will be welcome

HOCKEY

1st XI

CAPTAIN: L. WOOD

SECRETARY: M. BRYAN

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

RESULTS:

Jan.	14	v.	Wakefield G.H.S.	H	Won	4—1
	21	v.	Airedale Technical S.	A	Won	8—0
	28	v.	Castleford G.S.	H	Drawn	3—3
Feb.	11	v.	Wheelwright G.S.	A	Won	3—0
	22	v.	Pontefract H.S.	A	Won	9—0
	25	v.	Don Valley H.S.	H	Won	6—1
March	1	v.	Thornes House G.S.	H	Won	2—1
	15	v.	Colne Valley H.S.	H	Won	8—0

SEASON'S RECORD :

P 17; W 14; D 1; L 2; For 67; Against 20.

The results this term have been most encouraging, and promise further success for the 1st XI next season, when the team will be largely unaltered. We won all but one match, the exception being an exciting draw against the old enemy Castleford.

The term began well with good wins over Wakefield High School and Airedale, the latter match being played on an all-weather pitch. This was a new surface to most of the players but they proved quite able to maintain a fast pace and win easily.

Then came the Castleford match. School began the match well and soon overcame the Castleford defence to be 3—1 up. When Castleford scored again, however, we went to pieces and they found it fairly easy to equalise and the match ended in a disappointing 3—3 draw. In the Wheelwright match we were rather surprised to find how the opposition had improved from our previous game, but they were still unable to penetrate our sound defence. In the following two matches we achieved high scores over Don Valley and Colne Valley; then against Pontefract the forwards played exceptionally well in a 9—0 victory.

Under excellent conditions we were unfortunate to be defeated by Castleford in the second round of the Hemsworth Rally after gaining a victory over Pontefract in the first round.

The day before the end of term we enjoyed an exciting game against a staff team, rounding off an excellent season.

2nd XI

CAPTAIN: J. WILKIN

TEAM from :— Kathleen Crowther. Janet Taylor, Kathryn Taylor Jane Becket, Hilary Rolfe, Ruth Hoyle, Gayle Chapman, Elisabeth Carrington, Jenifer Wilkin, Christine Bullock, Valerie Crossley, Barbara Hutchinson.

RESULTS:

Jan.	28	v.	Castleford G.S.	H	Lost	4—2
Feb.	4	v.	Rothwell G.S.	A	Lost	11—0
	11	v.	Wheelwright G.S.	H	Lost	3—2
	18	v.	Hemsworth G.S.	H	Lost	1—0
	25	v.	Rothwell G.S.	H	Lost	8—0
Mar.	4	v.	Wakefield H.S.	H	Lost	4—1
	11	v.	Castleford G.S.	A	Won	3—1
	15	v.	Wheelwright G.S.	A	Lost	3—0
	18	v.	Hemsworth G.S.	A	Lost	2—0
	22	v.	Thornes House S.	A	Won	1—0
	25	v.	Bretton Hall C.	H	Lost	1—0
	26	v.	Thornes House S.	H	Won	2—1

RECORD

P 12; W 3; L 9; D 0; Goals for 9 Goals against 40.

Although the 2nd XI possesses several good players, as a team they do not combine well, probably owing to the lack of attendance at practices. There is a lack of co-ordination among the defence and the forwards fail to show any initiative in their attack.

U. 15 XI

CAPTAIN: J. OLIVER

TEAM :— J. Bolderson, C. Brabbs, K. Cooper, M. Connolly, J. Ellis, K. Yates, L. Hawkhead, S. Linford, J. Oliver, M. Sanderson, S. Straw.

Also played :— A. Evans, P. Haenggi, H. Shaw.

RESULTS:

Jan.	14	v.	Wakefield H.S.	H	Won	4—2
	21	v.	Airedale Tech. H.S.	A	Won	1—0
Feb.	25	v.	Pontefract H.S.	A	Lost	1—5
Mar.	1	v.	Thornes House S.	H	Drawn	0—0
	15	v.	Colne Valley H.S.	H	Won	3—0
	18	v.	Hemsworth G.S.	A	Lost	0—7

SEASON'S RECORD :

P 16; W 8; L 6; D 2; for 29; against 45.

Although more matches than ever before in a season have been played by the team, the opportunity has not been taken to improve team-playing. Forwards seem to have little trust in the defence and the defence in the goalkeeper.

The first match played this term was a hard one, and until five minutes from the end, we were drawing with Wakefield 2—2, both our goals having been scored by Christine Brabbs. Then, after a breakthrough on the wing, June Ellis scored a very good goal from just inside the circle. A minute later, she scored again, seconds before the final whistle went.

Although we were a much better team than Airedale, we only scored once; an extremely good goal in the second half by Margaret Sanderson. Numerous sitting chances were missed in the first half.

The matches against Pontefract and Hemsworth showed clearly the lack of co-ordination in the team. These were both very disappointing matches, but Christine Brabbs did score against Pontefract.

Having easily beaten Thornes House last term, we all thought it would be even easier this time as we were playing at home. This belief, however, proved unfounded, as the match ended in a goal-less draw. Certain individuals showed lack of form in this match.

All the team was hesitant about playing Colne Valley, as we had not met them before. There need have been no worry, though, as although the play of both teams was scrappy, our opponents lacked any ability to break the defence, even though it was Quite weak at times. Lynn Hawkhead scored in the first half and Kathryn Cooper in the second, and later another goal was scored which came off the goalkeeper's pad.

HEMSWORTH RALLY

The first match we played was against Danum G.S. It was not a hard match and we won 2—0, but in the second round of winners we met Barnsley. We played hard until half time, but as soon as Barnsley scored from a scuffle in the goalmouth, we tended to stand back and let them pass. Barnsley went on to beat Hemsworth in the final.

CROSS COUNTRY CLUB

During the Spring term the senior cross country team has been much more successful. Although they could not quite manage to win a match, they did show a great deal of improvement from the first term's matches. The team drew with Thornes House, who are a strong side with two members of Wakefield Harriers. Martyn Harrison was the first school runner back in third place, the rest packing in behind him very well.

This year we sent only an U. 14 team and U. 16 team to Disley instead of the usual four teams. On the day we had quite a mixed bag of success. The U. 14 team in whom we had great hopes, did not do as well as expected. The team came 74th out of 130 teams. The first school runner home was Peter Main in 234th place out of 780 runners. The positions for the rest of the team were : Alan Bamforth, 272; John Dyson, 399; John Whitelev, 405; Ronald Eames, 744; Michael Clegg, injured.

The U. 16 side had a more successful day. The team came 20th out of 111 teams, which is a great achievement. The first school runner home was M. Harrison in 70th place out of 666 runners, again a tremendous achievement, and it crowned quite a successful season for him. Since then he has been awarded his Cross Country colours and deservedly so. Other positions for the U. 16 team were: D. Sykes, 122; K. Vallance, 133; R. Preston, 163; M. Blackburn, 199; S. Pollard, 263.

The team is an extremely young one with every one of them coming from the fifth year, and there will be the majority of them available next year. The experience they have gained this season will benefit them and they should have a much better season next year.

GYM CLUB

The School gym club, which contains junior boys only, has had a very successful season. The success is mainly to be attributed to the tremendous enthusiasm of the boys. Not only have they turned up for two weekly evening practices but have also been training during their dinner break. From this terrific effort they have made to master the very difficult skills of gymnastics they deserve success, and indeed have achieved a great deal of success. Some of the boys have mastered some of the advanced gymnastic skills, and if they keep up their present rate of progress they will become really expert performers.

RUGBY

1st XV

CAPTAIN: G. GOLDIE

VICE-CAPT.: A. AGAR

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

RESULTS:

Hipperholme G.S.	A	Won	14— 6
Goole G.S.	H	Won	21— 0
Moseley Hall S.	A	Drawn	3— 3
Thome G.S.	H	Won	16— 0
Barnsley G.S.	A	Won	24— 3
Leeds Modem S.	A	Won	13— 6
Thornes House S	H	Won	33— 0
Crossley and Porter G.S.	A	Won	5— 3
Temple Moor G.S.	H	Won	14—11
Whitcliffe Mount G.S.	H	Won	21— 6
Archbishop Holgate's G.S.	A	Lost	3—11
Old Frestonians'	H	Won	22—11

SEASON'S RECORD :

P 28; W 23, L 2; D 3; for 648 against 102.

This term the 1st XV have continued their successful run and lost only the last game, at Archbishop Holgate's. Many changes have had to be made in the team owing to County games and England trials, and the teamwork that was the highlight of the first half of the season has not been so evident. In particular the forward play in the loose has been a disappointment, mainly due to losing the experience of R. Davis through injury and A. Agar to fill the centre berth in Goldie's absence. The backs too have not had a chance to settle into a groove, so that to have lost only one game in quite a full term rugby is a credit to the tenacity of the side and its reserves.

Looking back at the season as a whole it has probably been our best ever. Only two matches have been lost (as in the previous three seasons), while in three drawn matches School scored five tries to our opponents' five penalty goals. A record 648 points have been scored, averaging over 23 per match, while 102 have been scored against, averaging less than 4 points per match.

The highlight of this term was our win over Temple Moor. A strong wind gave School an 11 point advantage in the first half, which Temple Moor cut back to 3 points soon after the resumption. The decisive score came when S. Trigg made a break from the half way line to send G. Goldie within a yard of the line, and T. Crossland backing up was able to pick up and score. The two games with the

unbeaten Moseley Hall side were also memorable. They were much bigger up front while we seemed to have the edge in the backs, but the weather on both occasions had a big part to play and a strong wind in the first and very wet pitch in the second prevented School from showing their full potential and both games were drawn.

The side has been very ably led by G. Goldie. He has set a fine example with his turnout, determined play in attack and defence, and sportsmanship. His first season in the 1st XV was at fly half, his second at full back, and his last in the centre. His willingness to play wherever the side required him has given him extremely valuable experience of other positions and their problems, and this experience, combined with a natural gift for leadership, has made him a mature captain.

No less willing has been his vice-captain, A. Agar. He has played everywhere from scrum-half to wing-threequarter apart from his own position at wing-forward, and this adaptability and his speed off the mark have been assets to the side.

At full-back D. Harrison has saved the line on many occasions with his courageous falling. Although his fielding and kicking could be better, they are generally safe, and it has been a great assurance to the side to know that he was behind them. On the left wing T. Crossland is leading try-scorer, with 34 to his credit. A very strong runner with a useful sidestep, he is very difficult to tackle. This term he has been rather a marked man and has seen less of the ball than he would have liked and has found try-scoring more difficult. The right wing has been the problem position all season and as many as nine boys have played in this position. However, in the last few games B. Milner has been the obvious choice and has scored some useful tries. Outstanding ones were at Moseley Hall where he caught an awkward fly-kick to equalise the scores with a try in the corner, and at Holgates, where he used his soccer talent to the full to dribble half the length of the field and score. Only a fifth former, he has a promising future.

S. Carlton at centre is also a newcomer to School rugby this season but has made quite an impact. He has strength and speed, and a good eye for an opening. His fifteen tries and forty eight goals (147 points) make him the leading points scorer in the side. The half-back combination of S. J. Trigg and D. C. Bassinder has been a key factor in the side's success. They have provided an excellent link between forwards and backs. Bassinder has a very consistent service, his touch finding under pressure has been first class, while his individual break and backing up ability have brought twelve tries. Trigg handles well, combines effectively with his centres, and his electrifying burst has penetrated most defences.

Last, but by no means least, the forwards, have contributed a large share towards the successful season. Only an average size pack, they have done well to win more than even possession. On dry days they have rarely been outplayed and have shone with their speed in the loose and good backing up. On the heavy grounds, trying to hold the bigger packs has told on their stamina, and although every player has given his all, the quality possession that the backs require has been harder to produce.

The front row have been a very solid foundation to the pack, and have missed only two games between them all season. W. D. Taylor has hooked well and played a determined game in the loose. His props, P. Eccles and J. Davies, have both had a good season, getting through plenty of solid work, yet finding energy to excel at times in the loose. At second row S. Hill has used his height effectively to win possession in the line-out, having C. P. Hollis and D. Hayes to partner him. Hollis is fast about the field and handles well but lacks devil. Hayes is a comparative newcomer to rugby and this season's experience should stand him in good stead for next year. L. Colbourne has been a very effective player in the back row. He has developed a useful line-out technique, and he is one of the strongest tacklers in the side.

At least half of this side should be still with us for next season, and with a young and successful 2nd XV and an unbeaten Colts XV to fill the vacant places, the prospects for School rugby looks quite bright.

Congratulations to D. C. Bassinder, S. J. Trigg, T. Crossland and D. Harrison who have been awarded their colours this season.

Seven-a-side Rugby

On paper School had a very strong side. In our first tournament, the Middlesex Sevens, we had a good run, losing only to St. Benedict's, 8—5, who eventually won the tournament, and School went on to take the loser's competition trophy. However, in the final G. Goldie was to injure his hand, and this seemed to trigger off a chain of misfortunes. The Ilkley, Bridlington and Llanelly tournaments were all played with a weakened side and only for the Loughborough event were we back to full strength. This was the only tournament where School really showed what they were capable of, and the side produced some excellent rugby. In fact up to the final not a point was scored against, and some fine wins were recorded over Northampton G. S., Dunsmore (Coventry) and Solihull. In the final two early tries gave School an 8—0 lead against Hemsworth. but this lead was lost and half-way through the second half School were trailing 8—10. Then a good try by Carlton put School in front 11—10, but with about two minutes to go School gave away an obstruction try and we lost 15—11

Team from G. Goldie (capt.), T. Crossland, S. J. Trigg, D. C. Bassinder, S. Carlton, W. D. Taylor, L. Colbourne, A. Agar.

Representative Rugby

G. Goldie, T. Crossland, S. J. Trigg and W. D. Taylor were all selected to play for Yorkshire Schools this season. The first three played against Lancashire in a drawn match at Liverpool, and then all four played against Wales at Otley when Yorkshire won 3—0. G. Goldie was captain of the Yorkshire side on both these occasions.

All four were chosen for further trials for the English Schools side. T. Crossland was unable to play because of injury, and W. Taylor hooked well against the eventual hooker selected for England. G. Goldie and S. J. Trigg went through to the final trial at Burton after

which S. Trigg was selected for the England side and G. Goldie was selected as travelling reserve. The England side beat France 9—0, lost to Wales 8—5, and drew with Scotland 3—3.

In the Under 15 section S. Clayton was selected for the England side to play Wales at Twickenham and Cardiff. He had the distinction of scoring the first try in the game at Twickenham.

2nd XV

CAPTAIN: R. JENNINGS

From :— Booth, Dale, Milner, Bailey-Lee, Hodgkiss, McNicholas, Cooke, Addis. Jennings. Field, Patchett, Parker, Madeley, Glaze, Hammond, Atha, Sainter, Hindmarsh, Banks. Hollis, Webster, Askew, Bostock, Hodgson, Westerman, Bailey, Baker.

RESULTS:

Jan.	21	v.	Hipperholme G.S.	A	Won	11—6
	28	v.	Goole G.S.	H	Won	57—3
Feb.	1	v.	Moseley Hall S.	A	Won	3—0
	4	v.	Thome G.S.	H	Won	23—3
	11	v.	Barnsley G.S.	H	Won	16—0
	15	v.	Leeds Modern S.	A	Won	41—0
	18	v.	Q.E.G.S., Wakefield	H	Won	26—6
Mar.	1	v.	Crossley and Porter G.S.	A	Won	13—0
	8	v.	Whitcliffe Mount G.S.	H	Won	13—3

SEASON'S RECORD :

P 24; W 21; L 3; D 0; for 548; against 79.

“ A bumping pitch and a blinding light,
An hour to play and the last man in ”

sang the poet Henry Newbolt about the hazards of cricket. Substitute ‘sloping’ for ‘bumping’ and ‘driving wind’ for ‘blinding light,’ and one has said a great deal about the second term of the 2nd XV’s season. Three of the four away matches were played on end to end slopes, and the fourth on a side to side slope; the wind alternated between fresh and gale force and always seemed to be coming down off the Pennines and therefore down the pitch slope so that the ‘hour to play’ was doomed to be spent almost entirely in the bottom twenty-five; and it was usually a case of ‘last man in’ because the 1st XV frequently needed five, six or seven of the 2nd XV to replace their players who were injured, at University interviews or trying to impress international selectors. Given such conditions and circumstances, the ‘hour to play’ could seem a dreary prospect; indeed, at Crossley and Porter’s two players said they almost wished they were back in Normanton taking part in the Inter-House cross-country. However, play we did, but whereas the captain’s decision in Newbolt’s poem was to “play up! play up! and play the game!” Jennings’s decision, as one could never be sure how heroic the team were going to be in their endeavours on any given day, was always to “play down!

play down!" This choice, to play down wind and slope in the first half, was, as the record shows, a wise one: the team always played more confidently and sensibly when in the lead and by the time the opposition had the advantages we were usually safe from defeat.

At Hipperholme we lost the toss and had to play uphill and were soon trailing 0—6 to two penalty goals and looking a rattled and therefore unthinking, inefficient side. Happily Addis, newly brought into the side from the 3rd XV. scored two tries in the second half to help us to win 11—6. This knack of scoring tries proved to be almost standard practice for anyone promoted from the 3rd XV — Cooke scored two in his first game, and most of the others scored one). The big victory over Goole featured some spectacular tries, including a fine sidestepping solo effort by Bailey worthy of a centre three-quarter. As we liked to consider ourselves as a logical team, he was promptly moved from pack to centre for the next match, against Moseley Hall. The decision may have been the right one, but the pitch was so saturated that back play was an irrelevance. There was a large pond beside the touchline, and many smaller replicas of it on the field itself, and a draw would have been a fair result to a game which was reduced to kicking and slipping for much of the time; but life is seldom fair and we won 3—0 by an early try scored whilst playing with the tide. Against Thorne we were just a little cleverer in the backs; we had to be, as they fielded six forwards and nine backs for most of the game. The pack, in lethargic mood, managed to hold their six opponents.

For the Barnsley match. Bailey was again played in the centre which moved a rugby league-playing relative of his to come along and watch. Bailey responded with some of his widest sidesteps, albeit executed at such a stately pace that it was like watching slow motion sequences from a 'how to do it' coaching film. At Leeds we avoided a repeat of the previous season's sorry performance although we had only seven 'first choice' players in the side. Bailey-Lee was going really fast and hard on the wing, and Atha scored a rather splendid try for which he kicked high ahead from the half-way line, caught the ball on the bounce just in front of the posts and dived over with spectacular aplomb. And so, with some confidence, to the Q. E. G. S. game; after all, it was not easy to remember when someone last scored a try against us. Q. E. G. S. fairly soon scored two, but apart from some uncertainty in the opening phases, we played confidently, skilfully and intelligently (for instance, when it became clear that the only really dangerous Q. E. G. S. player was their strong left wing, Jennings switched Bailey-Lee to mark him, and he thereafter was nullified). Last term, when faced with able opponents, we failed to rise to the occasion; the most pleasing aspect of the performance in this match was that we did raise our game when it was necessary — some reflection of the team's increased maturity. One Q. E. G. S. parent proclaimed "Obstruction!" varied by "Obstruction again!" in stentorian tones at every line-out, which was unsettling to the referee (a member of our staff) who could not detect the malpractice so loudly referred to, except in one occasion — when it was committed by a Q. E. G. S. player. So one spectator at least is probably convinced that the score of 26—6 is explained by skulduggery and incompetent refereeing; most people, however, one hopes, would feel that we were genuinely worth our victory. Indeed, on at least two occasions we knocked on with the line at our mercy, so the score might have been even larger. Everyone played well, and especial praise must be given to the pack's controlled half-wheals, followed by Bailey's pick-up and side-steps from the back row, consolidated and turned into tries by

Madeley's backing up. The rest of the season was rather an anticlimax. In the last minutes of the last match, Whitcliffe Mount were allowed to score a try because of inefficient marking — a little staleness was creeping into our play, and it was time our boots were hung up for another season.

Despite having to field many makeshift combinations and face poor conditions (except in the Q.E.G.S. match), the team won all its matches this term. A team can do no more, and we can take some pride in the skill, energy and team discipline displayed. Jennings was a maturing captain, and had two great unspectacular virtues as an inside centre: he unfailingly insisted on the back line coming up quickly in defence, and he could take and pass the ball on more quickly than any of the other backs. Of course, when one considers how slow about passing Patchett, Field and Addis could be whilst leisurely reviewing in their minds the problem of whether to go for the break or not, the latter remark about Jennings ceases to be much of a tribute. Field was a fearless player and splendid tackler, but his future may lie in the back row rather than in the threes: Addis was cleverer in attack but less sound in defence. The wings, Bailey-Lee and Milner, when on form — and as the season progressed they were on form increasingly often — were too skilled for their opponents, and Bailey-Lee had some glorious moments in which his immediate opponent was only the first of many players to be left defeated by his determined running. Booth at full-back never missed a tackle, a comforting habit in a full-back. His kicking sometimes brought more comfort to enemies than friends, as he tended to be too hurried. Parker scored an excellent solo try against Thome, and in every game he played at scrum half he had moments of being a thorn in the opposition flesh, but one could seldom say about him 'he never put a foot wrong.' Madeley also played some games at scrum half: he is a good player rather than a good scrum half — but it is extraordinarily useful having a good player there! The writer of these notes at least has lost all track of how many points the fly-half Patchett scored in tries, conversions and conversions, and anyway, as Cromwell observed before rugby was invented, honest men are better than numbers, and Patchett was a very honest worker in all phases of half-back play.

Banks was a keen and absolutely reliable vice-captain, who led the pack by example rather than exhortation. Sometimes the pack responded, sometimes they did not. It was extraordinary how communally and simultaneously they were either all energetic or all lethargic. When they were in a mood of collective lethargy they were a terrifying sight to any supporter who wanted them to be the winning side: when collectively roused they were a terrifying sight to oppositions, one or two of whom disintegrated before the onslaught — the 'points for' tally shows how much 'good ball' they must have won in some matches. Bostock, apart from looking ridiculous when the light of battle smouldered in his eyes, had a most useful season as the pack's heavyweight: the others supplied speed rather than size — Glaze, Hammond, Webster, Baker, Westerman, McNicholas, Hodgson. Sainter and Bailey all ran cleverly on occasion, and could turn and feed the ball when held.

One is not supposed to play for "the selfish hope of a season's fame" (Newbolt again); but let it at least be asserted that in 2nd XV annals the season just ended need not be regarded as an infamous one.

COLTS XV

CAPTAIN: R. CUSWORTH

TEAM :— J. Bragger, J. Bell, R. Cusworth, C. Morris, K. Harris, K. Fawcett, J. Heaton, J. Slater, R. Rowett, D. Hufton, T. M. Webster, S. D. Clayton, M. R. Anders, K. Brighton, J. Clarke, C. J. Faulkner, P. R. Goldsborough, P. Bullivant, M. E. Barker.

RESULTS:

Jan.	21	v.	Hipperholme G.S.	H	Won	26—0
	28	v.	Goole G.S.	A	Won	11—3
Feb.	4	v.	Thorne G.S.	A	Won	18—0
	11	v.	Barnsley G.S.	A	Won	34—3
	18	v.	Q. E. G.S.	A	Won	8—0
	25	v.	Thornes House G S.	A	Won	13—3

SEASON'S RECORD

P 15; W 14; L 0 D 1; for 412; against 31.

Despite tougher opposition from four teams in the second half of the season the team has completed, its fourth and final season together undefeated. A dramatic final game was held at Thornes House where both teams had never been defeated, but the School team, on best form, gained a well-deserved victory. Members of the team have also gained representative honours. Clayton, Brighton, Cusworth and Hufton all played in the Northern counties trial from which Clayton and Brighton finally represented the North. Clayton was selected for the national side to play Wales after his performance for the area team.

In the School side J. Bragger has taken over at full back, fielding and kicking very effectively. On the wings both J. Bell and C. J. Faulkner (who has also played at wing forward) have run strongly and beat their opposite numbers to score good tries. A new partnership of R. Cusworth and C Morris at centre has completed a threequarter line that has proved stronger than any other previously fielded.

The introduction of J. Heaton to fly-half has been most rewarding and a reliable half-back link has been formed with J. Slater, a most elusive scrum-half.

T. M. Webster, D. Hufton, and R. Rowett, the ' heavies ' of the front row, have been the stalwarts of the pack, ably supported by the individual abilities of F. R. Anders and S. D. Clayton in the second-row. J. Clarke has been consistent at No. 8. M. E. Barker and K. Brighton have formed a sound back row, the latter breaking quickly and harassing the opposing fly-half. K. Harris has been converted to a good second-row forward. It has been altogether a very rewarding season.

U. 14 XV

CAPTAIN: C. YOULDON

TEAM :— C. Youldon, R. Harrison, J. Dyson, S. Midgley, S. Schofield, G. Saxton, M. Poole, F. Nowosielski, P. Barber, C. Waring, S. Lambert, L. Hanson, K. Rooney, S. Carrington, P. Krlic, G. Daniels, D. Burniston, S. Appleyard, A. Bamforth.

RESULTS:

Jan.	21	v.	Hipperholme G.S.	H	Lost	0—15
	28	v.	Goole G.S.	A	Lost	3—13
Feb.	4	v.	Thorne G.S.	A	Won	14—11
	11	v.	Barnsley G.S.	H	Won	51—5
	18	v.	Q.E.G.S., Wakefield	A	Won	11—6
	25	v.	Thornes House G.S.	H	Won	45—0
Mar.	11	v.	Roundhay G.S.	A	Drawn	9—9

SEASON'S RECORD :

P 15; W 12; L 2; D 1; for 344; against 70.

Although the matches in the first half of the season had been mostly easy fixtures, this could not be said for those after Christmas.

We started with two tough matches against Hipperholme G.S. and Goole G.S. Both were very closely fought fixtures and it was mainly owing to the size of the opposition that we lost both matches.

With two defeats against it the team seemed to play with more tenacity and, although Thorne G.S. had beaten Goole G.S., we managed to defeat them with a weakened team after a hard match in which the score fluctuated in favour of both teams.

With the team now playing better rugby it was not surprising that it managed to defeat Q.E.G.S. and draw with Roundhay G.S. These results show that the team has improved this year since both teams defeated us last year.

The team has always played well and has not had to rely upon individuals. This does not mean that there were not some good individual players, but that they played within a team framework. P. Krlc and S. Lambert have been the outstanding forwards, and have linked together to score several tries. The team has been well led by C. Youldon, who has made sensible decisions at all times. His individual play has been good and he has always made use of the excellent service received from his scrum-half, C. Waring.

U. 13 XV

CAPTAIN: L. CUSWORTH

VICE-CAPTAIN: G. THRALL

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

RESULTS:

v.	Hipperholme G.S.	H	Won	109—0
v.	Q.E.G.S., Wakefield	H	Won	49—0
v.	Goole G.S.	A	Won	34—0
v.	Thorne G.S.	A	Won	17—3
v.	Temple Moor G.S.	H	Won	32—0
v.	Bridlington G.S.	A	Won	12—6
v.	Scarborough H.S.	A	Won	27—0

SEASON'S RECORD :

P 20; W 20; L 0; for 664; against 38.

The above record almost speaks for itself. The side have now gone two seasons without defeat and only one previous U. 13 side have bettered this record. The 1962-3 team won all their sixteen matches, scoring 688 points to 23.

The term started with the big win over Hipperholme and this was followed by what must be the largest score against Q.E.G.S. that any school team has ever recorded Strangwood had a good game here, scoring three tries and Cusworth converted eight of the eleven tries. The hardest game of the term was at Bridlington. Our strongest side had been selected for the Scarborough game the following day, and under wet and windy conditions School took a long time to settle down. 6—3 down halfway through the second half things looked ominous, but a well taken drop goal by Cusworth equalised and a storming finish saw us score two more tries. The final game at Scarborough was played in rain and hail, but School produced some good football in spite of the atrocious conditions and finished the season with a good win.

The pack have all played well as a unit. The line-out has been the weakest feature of their play, while the loose has been the strongest. Anders has hooked well and has been most prominent in the loose. Harper and Thrall have both used their weight and speed to good advantage and have scored 28 tries between them, while in defence Auty and Krlic have been outstanding.

Smallman and Cusworth have formed an understanding at half-back. Smallman's pass lacks strength, but otherwise he is a strong player all round. Cusworth is a prolific points scorer. He has amassed 194 points consisting of 13 tries, 55 conversions, 10 penalties and 5 drop goals. Extra speed for making an outside break would be to his advantage, and he must tighten up his defence.

The threequarters have combined together well. Cooper at centre runs well and times his passes nicely, and his cheeky dummy has brought some of his 21 tries. Bailey-Lee and Cudworth have alternated in the other centre berth; both handle well, the former has a good side-step and the latter is strong in defence.

The fine teamwork the side have produced is shown by the fact that the two wingers have scored 51 tries. Hill has 30 to his credit, mainly due to the way he disguises his speed, and when an opponent commits himself to tackle, he accelerates and swerves away. A very pleasing improvement in his defence has taken place this season. On the other flank, although not as fast as Hill, Strangwood goes strongly for the line and neck-high tacklers are easily disposed of. At full-back Bell has played well; his main strength is his tackling, and his fielding and touchfinding are generally safe.

The team have trained hard all season and deserve their excellent record.

U. 12 XV

CAPTAIN: K. BANKS

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

RESULTS:

Jan.	21	v.	Q.E.G.S., Wakefield	H	Won	12—6
Feb.	18	v.	Archbishop Holgate's	H	Won	6—0
Mar.	1	v.	Temple Moor G.S.	H	Won	20—0
	10	v.	Bridlington G.S.	A	Won	15—0
	11	v.	Scarborough H.S.	A	Won	9—3

SEASON'S RECORD :

P 14; W 13; D 0; L 1; for 317; against 50.

The second half of the season was much more successful, with five victories out of five games. By far the greatest victory for the boys was the avenging of the 24—0 beating from Q.E.G.S., Wakefield. It was the first match of this term and the boys were quite confident. The game itself was a very closely fought affair with the Q.E.G.S forwards slightly on top in the latter stages of the game and our backs in complete control. With the advantage of the slope in the first half we scored two quick tries. The next score was just before half time when the ball went out to the wing by quick passing and Hobbs scored. In the second half the Q.E.G.S. forwards gained the majority of the ball. Because their backs lacked any penetration the ball was kept in the forwards and they scored two unconverted tries through the good work done by the forwards. To seal our victory another try was scored by Banks.

The School then had a good win over Archbishop Holgate's which gave them the double for we beat them very early on in the year 18-6. Archbishop Holgate's were a much improved side and through very determined tackling and some good strong forwards they managed to keep the score down to 6—0.

Keith Banks has captained the side very well and is himself a very promising player. The backs in general have played extremely well all season, but have been handicapped by not very much good ball from the forwards. Tuffs, who has played at centre, needs special mention for his strong tackling and hard running with the ball. Geoffrey Tinker has led the forwards very well and his standard of play is very high. The forwards in general need much more determination in their play.

Other players deserving special mention are Kevin Hobbs for his very hard running and Martin Beedle and Winter for their consistent high standard of forward play.

The team has trained extremely hard all season and is full of potential.

SOCCER CLUB

CAPTAIN: C. J. GREENFIELD

RESULTS:

Feb.	18	v.	Castleford G.S.	A	Won	4—0
Mar.	8	v.	Huddersfield New C	A	Drawn	1—1
	20	v.	Staff XI		Won	4—1

As the interest in soccer is still strong in the school, it was decided in the Spring Term to arrange some fixtures for those people not involved in Rugby.

Of the several fixtures arranged, the weather allowed only three to be played. Enough, however, to see that there is abundant soccer talent in the school, but insufficient opportunity for the people so keen play.

Lappage is to be congratulated on earning a regular place in this year's successful Yorkshire Schoolboys XI

THE FRESTONIAN ASSOCIATION

Wanted — Rebels without Causes and Conformers

Are you a rebel deliberately looking for something different and exciting in which to channel your energies — something worthwhile? Then the Frestonian Association is what you want. Once you are a member then the world is your oyster. This new and dynamic organisation offers scope for talent and originality. We want an exciting and enjoyable future and joining us could be your answer.

Or alternatively, are you a conformer preferring a planned, organised programme? Here again we can help, for we have already planned a programme of events for the year catering for a variety of interests, but, as we said to the rebels, we are open to suggestions.

Do you consider that a challenge to both rebels and conformers is necessarily a paradox? Do you think a paradoxical situation is unworkable? Then join the Frestonians and see living proof, for the most rebellious of rebels and the most conforming of conformers have one thing in common — both are ex-pupils of Normanton Grammar School and this strong link can weather most storms.

Accept the challenge and join at the end of the summer term. We all look forward to meeting you and hearing your ideas — not to mention implementing them.

News of Old Frestonians

D. WATTS is on the staff of the Methodist Secondary School at Sibul in Sarawak. Despite its name, the school is not for Christians only, but works on the principle that a Christian school, like the Christian gospel, must be available to all, and so includes among its pupils Muslims, Buddhists and other non-Christians.

J. R. LAW has been elected Captain of Cricket at London University.

JOYCE MAJOR has been elected President of the Junior Common Room of St. Hilda's College, Oxford.

E. H. BURGESS, M.B.E., D.F.C., Consultant adviser to the British Aircraft Corporation on the Concorde aeroplane, has recently been seen on television answering questions about the aeroplane's development and the danger of escalating costs. It was reassuring to taxpaying viewers to see someone who so obviously knew what he was talking about.

SIR THOMAS WILLIAMS, O.B.E., has died in Africa.

Old Frestonians v. School Rugby Match

The annual game against the School was played at the end of the Spring Term; the sky was blue, the afternoon warm, and the conditions underfoot also were more like rugby conditions in the south of France than like Pingle's frequent swampy state. School were without Goldie Trigg, Taylor and Carlton, and the O.F.'s did little to justify the 'Old' in their title, being a team of very recent leavers. Pre-match speculation inclined to the view that the O.F. backs might prove too experienced and powerful for the School's makeshift threequarter line.

Hostilities commenced with a rash of penalties worthy of an international, and in due course Patchett scored a penalty goal for the School. After further School pressure, Bassinder broke away after a loose heel, dummied and swerved and gave Agar a scoring pass. School continued to attack, but were frustrating themselves with some slack, end-of-season passing. However, Dolan was beginning to assert himself in the lineout with the old-fashioned virtue of two-handed catching, and from this possession the O.F.'s managed to relieve the intensest School pressure, and although School scored again via a second penalty goal by Patchett they were not getting things all their own way. Indeed, Harrison at full back for the School had to give a couple of convincing performances of his role as the mighty atom to keep School out of real trouble. But then School scored a splendid try which illustrated some of the virtues which had made them such a successful side this season; the backs passed left and Agar broke through then passed to Bailey-Lee on the left wing — the O.F. defence was stretched, but managed to check Bailey-Lee, who passed infield to switch the direction of attack and the ball passed through numerous pairs of hands before arriving in Crossland's, for him to score in the right hand corner. Patchett converted with a fine kick. With fourteen points *now* scored, it seemed that the School might be about to run away with the game, but the O.F.'s came back strongly. A strong run by Eades and a twisting one by Brooks took play to the School line, and from a scrum there Parrish cleverly dummied over beside the posts and Brooks converted. Patchett, however, was not to be denied a third penalty goal, and shortly before half-time Agar after a typically speedy burst chipped ahead with the accurate delicacy of an Arnold Palmer, and the pack descended on the ball for the touch down. Patchett converted and that made the School score 22 points at half time.

Their score was the same at the final whistle. True, they were now playing into the breeze, but this was less responsible for the transformation of the game than was the rejuvenation of the O.F. pack and the sudden weariness which descended on the School's, as if the warmth was already turning their thoughts to the idler joys of cricket.

To line out domination the O.F.'s now added a near monopoly of heels from both scrums and rucks, and though Brooks was injured (the unkind remark was made that Brooks not being injured in a match was a rarer and more newsworthy occurrence) their backs played with increasing effectiveness. First Easter scored after some slick passing along the line, and second a break from a set scrum was efficiently finished off by Mynett. Unfortunately the O.F. place kicking had to be seen to be believed (even then belief was not easy), and the attempts at conversions and penalties were sad, even comic, failures. Then Eades was away on Sandalled feet again, and a try looked certain until Milner made a fine, low saving tackle from where wing threequarters are supposed traditionally to like making their tackles — from behind. After this the game ended rather drably, but the numerous spectators had been pleasantly enough entertained until then, the School had proved its capabilities and reserve strength, and the O.F.'s had shown that they could last the pace better than today's decadent youth — so no one had cause for despondency.

O.F. team :— Lockett, Mynett, Eades, Freeman, Easter, Brooks, Parrish, Sanderson. Dolan, Halls, Hollis. Matthewman, Copeland, Tinkler, Johnson.

PARENTS' ASSOCIATION

SECRETARY: G. B. WILKIN

Our Spring Term activities were launched on 6th January with another very successful New Year Dance when our limited number of 200 was present. Although it is quite likely that more than this number of tickets could be sold for this event it is felt that the supper and dancing arrangements would be over-stretched if the attendance were unlimited. The members present at the termly General Meeting heard Mr. Machin talk about the teaching of modern languages, assisted by Mrs. Johnson and first-year pupils who demonstrated audio-visual techniques in teaching French. Our other work has included a Jumble Sale, Dance and two Coffee Evenings with Beetle Drives, which is the usual range of activities. Attempts have been made to introduce other events but arrangements did not proceed for one reason and another. The views of all members of the Association on the question of fund-raising and social activities and suggestions for new ventures are welcomed by the General Committee.

In the present year a grant of £150 has been made to the School Fund and this to some extent indicates the financial success of the Association. This has been achieved by the efforts of a relatively small group of members and more could be done with additional help. Once again therefore, an appeal is made to all parents and members of the School staff to support the Association whenever possible whether by selling tickets, attendance at functions or otherwise. A little effort made individually by a larger number of people would improve results and would achieve fully the objects of the Association.

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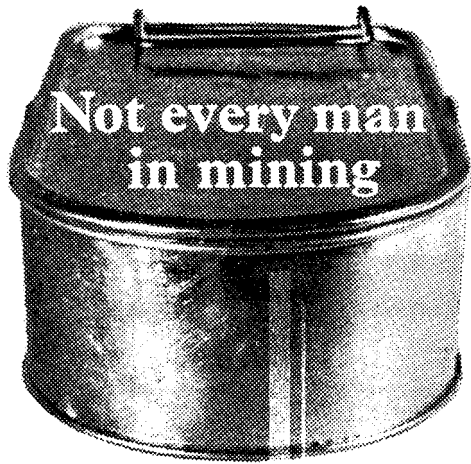
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