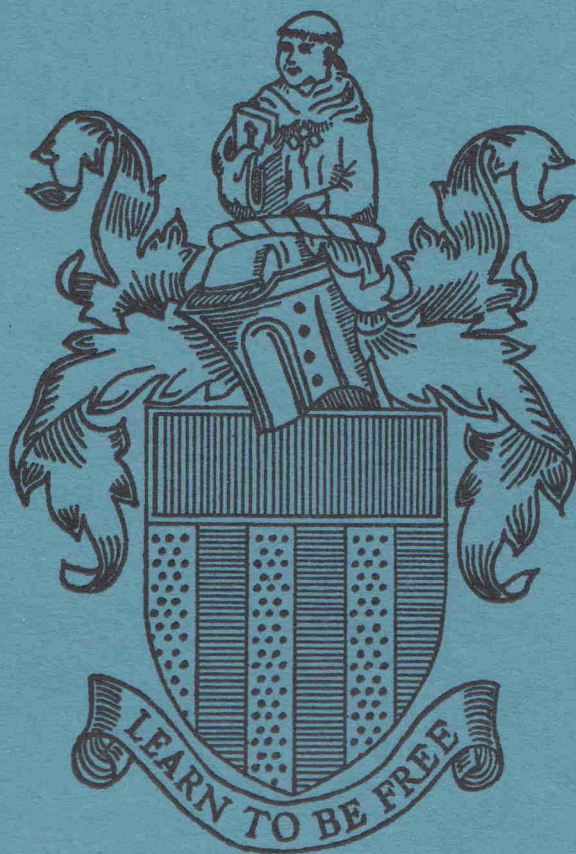


The
Frestonian



Volume LXIII, Part III

Summer Term, 1967

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The Frestonian

Summer Term
1967

Volume LXIII, Part III

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The Frestonian

Editor: Sandra Beavers.

Sub-Editors: Anne Garfitt, Diane Stephens, R. Westerman.

Sports Editor: P. Bostock.

Staff Representative: R. S. Burns, Esq.

Business Manager: R. Smith, Esq.

Many of the pupils and staff will have noticed the lateness of recent appearances of the magazine. The Editorial Committee and I wish to apologize for this delay, which must be blamed on a combination of circumstances. Our printers, W. H. Milnes Ltd., have tried exceptionally hard, often working late into the night, to overcome the situation, which has been caused by delay in the delivery of new equipment, and excess pressure on the printing resources in Wakefield. Now this new machinery has been installed we are confident that this magazine will gradually be received more promptly.

The delay has occurred only during the two years in which the school has been amalgamated. Previously the magazines had been separate and were of different content. The girls' magazine contained articles from most forms in the school and the boys' magazine was similar, both providing a shop window for schoolchildren's 'creative writing.' The policy since September, 1965, has seen drastic change; the new aim being to print entertaining and instructive articles from any source. Many of these have been on educational topics, which most school magazines ignore. Readers may dislike this new magazine which has emerged out of the amalgamation and think that the articles are too 'heavy.' We hope this is not so and that the majority of our readers enjoy this more informative type of article. By this change we hope also there is no feeling that "The Frestonian" has lost contact with the pupils of the school even though several articles have been written by people outside the school.

A few editorials have been written criticizing various qualities of the school and the way it is run, but no more will appear, partly because the national press have made a habit of giving wide publicity to what was intended only for school audiences. Apparently only adverse criticism is newsworthy: nothing appeared in the press of the many things to the school's credit which the magazine has printed.

Sandra Beavers.

SCHOOL NEWS

The Foundation Governors have made a most welcome presentation of eight TEAK SEATS for the Upper School Lawn. The School is very short of civilised amenities for such times as lunch hour, and as in addition to being an amenity the seats are aesthetically pleasing, they are doubly valuable. As the Headmaster observed on Speech Day, it has been fascinating to observe the seats' peregrinations around the lawn, now widely scattered, now practically arm in arm, as if they were observing some strange mating ritual. Perhaps strange behaviour was only to be expected in such a freakishly sunny term.

* * *

Another much appreciated GIFT to the School came from the PARENTS' ASSOCIATION, who provided half the cost of a set of classroom stage equipment for the English Room. No sooner had it arrived and been given a brief trial run by being set up for the murder and speeches to the mob scenes in 'Julius Caesar' than parts of it were removed to the Hall for first Speech Day and then the Summer Revue. The English Department hope to get their hands on it more permanently soon.

* * *

Fifth form pupils have started work with the Mathematics Department on building a small ELECTRONIC COMPUTER, which so far has been given the capacity to deal with numbers totalling up to 63. Next term it is planned to develop the logical side of the computer so that it can undertake the operations of addition, subtraction, multiplication and division. The main benefit so far has been to the builders themselves, who should have gained a clear understanding of basic binary circuits and of some of the simpler logical problems involved in numerical analysis.

Later the computer will tie in with work on the binary system which is nowadays undertaken in the first form as part of the 'new mathematics.' The 'new mathematics' programme itself will next year extend as high as the third form.

* * *

A committee of Housemasters and Housemistresses has been considering the HOUSE SYSTEM. Since the amalgamation the system has seemed moribund, and the staff have

had to consider whether it should receive the kiss of life. A case can certainly be made out for a lively house life: it might help to counter that depersonalisation of human relations which is such a constant risk in a large school by providing four smaller units and members of staff who (unlike form staff) would be in contact with pupils for more than a year, and this closer and more continuous contact might help to improve the School's social climate; it might increase the School's cultural life by encouraging such things as art and music competitions; it might enable more pupils to contribute to the School positively by organising such cultural activities or games, etc. On the other hand, such activities if well run demand from staff and pupils alike the devotion of time and energy — and this inevitably must to some extent be at the expense of concentration on academic work. However, experimentally next term some school years are to be divided into 'forms' by houses: now that we have a four form entry this is administratively simple. It is hoped that each new house group will have the same member of staff in charge of it for three years.

* * *

The School's production of two CLASSICAL PLAYS was revived in the Summer Term for a performance at Heath Grammar School. It was not easy to mount the production on a strange stage after only a minimum of rehearsal: the pleasing quality of the show was made possible only by a remarkable team effort on the part of all concerned.

* * *

Also praiseworthy was the high standard of the reading in this year's READING PRIZES competitions — it might almost be described as 'surprisingly high,' in view of the poor quality of much of the reading one hears in class. The Senior Competition was most expertly judged by Mrs. Carey, a teacher of elocution: she awarded the prizes to Margaret Jolliffe and Wanda Borowik, and commended all the other entrants on their reading of either the unseen prose or the prepared verse passage or both. The choice of poems was an interesting feature: almost without exception they were concerned with death. Do today's adolescents have morbid preoccupations? The winning essay in the Governors' Essay Prize was on 'sweetest songs that tell of saddest thoughts,' and most of the poems submitted to the Editorial Committee for this 'Frestonian' were pretty bleak in outlook — see later in the magazine.

The Junior Prizes were won by Andrew Kearsley and Christine Amery. The most heartening features of this competition were the high number of entrants — twenty nine — and the small difference between the highest and lowest scores. One of the lower scores was achieved by an entrant who tried to read a romantic battle poem through clenched teeth!

* * *

The scripts for the GOVERNORS' ESSAY PRIZES were judged by Miss J. Bone, currently Schoolmistress Fellow of Lady Margaret Hall, Oxford. In her letter which accompanied the returned scripts she revealed "so engrossed in reading did I become that I missed the lunch bell and, as I'm a very hungry sort of person normally, that is a real tribute." The writer of these notes has also read the scripts — albeit less ravenously than Miss Bone — and would agree that the standard was most cheering. In her more formal report, Miss Bone praised the entrants' abilities "to think for themselves and express themselves lucidly and energetically." She awarded the girls' prize to Mary Goodwin, and the boys' to C. S. Hill. Wanda Borowik and R. I. Westerman were highly commended.

* * *

The SUMMER FETE in aid of Dr. Barnardo's and the School Fund raised a little over £280, an increase of £55 over last year. The box collection produced a further £139 6s. 7d., making a total of £420. These record results were achieved although the School is a form smaller than last year, and seem to reflect a growing willingness in the School to help the unfortunate. The Junior School were particularly energetic in their efforts, and were responsible for over £165 of the total.

The School's Barnardo's Helpers' League Branch has now contributed just over £5,250 to the Barnardo organisation. Miss Barron has been in charge of these fund-raising efforts for the past twenty five years and has brought to the work a warm humanitarianism and care beyond all praise or reckoning. Any pupil who in the next twenty five years does as much for his fellow human beings as Miss Barron has in the past twenty five may well feel that his life has not been entirely in vain. Is it too much to hope one such pupil may be the fifth form boy who when asked to help with a stall at the Fete replied "Is there owt in it for me?"

* * *

Also financially successful was the SUMMER REVUE, from which School Funds profited to the extent of £50. Equally important, the Revue was much more artistically successful than last year. There were some weak items, and the amount of bawdy permissible in school revues must remain arguable (but at least much of the vulgarity was funny — funnier, for instance, than that in Burns's "Merry Muses of Caladonia"), but the content, timing, lighting and costuming of the better items would have done credit to a good undergraduate revue. The creative energy and organising skill that pupils obviously put into the show suggest that we are well capable of really first rate revue productions and that there is no reason why our revues should not be as witty and able as those of, say, Shrewsbury (producer of David Frost and some other leading satirical actors) or Manchester Grammar. Indeed, if one adds our display — is that *le mot juste*? — of feminine talent, which those schools cannot match, perhaps one can hope that our revues might be even better. Such hopes will be dashed, however, if too many people share the opinion of the reviewer later in the magazine that "all sketches should be as lowbrow as possible" — a view with which this writer would violently disagree.

* * *

MORNING ASSEMBLIES are now conducted by the Headmaster or the Head of the Lower School on only one week in three. The other weeks are conducted by the assistant staff and a form. The hope is that this procedure will give our prayers greater variety and meaningfulness, and incidentally give some pupils an opportunity for useful training in public speaking.

* * *

From next term, the wearing of SCHOOL CAPS by juniors is no longer compulsory. The wearing of caps was, of course, a minor art form: the skilled exponent of the art could express his personality and attitude to authority more clearly by the way he wore his cap than by any other single means. The angle and position on the head and the degree of crumpling of the material and brim showed whether one was rebel or conformer, arty or hearty, studious or not studious. Now this art will inevitably wither away and have to be replaced by such lesser techniques as the number and arrangement of pens, pencils and biros in the outer blazer pocket.

THE STAFF

Rashly we had dared to hope that this year might bring fewer changes among the staff, but in vain. Last year we lost ten permanent members of staff and had three temporaries; this year eleven permanent members left, and there were two temporary appointments.

However, we congratulate on their promotion. Mr. Rowlands (Head of the Science Department, Ings Road City High School, Wakefield) and Mr. Sherratt (Head of the R.I. Department, Selby High School). Mrs. Sherratt, however, will stay with us as Laboratory Assistant.

Three of the women staff leave after two years here, Mrs. Kinder (formerly Miss Donovan), Mrs. Leedham (formerly Miss Henderson) and Miss Nixon, and Mrs. Johnson after one year. Miss Nixon we knew would go now, to marry when her fiance completed his medical training; the others are leaving for one of the three usual reasons, to be nearer home, to follow a husband to his new post, or to start a family.

Our two temporary staff, Mr. Taylor and Mr. Garratt, leave also at the end of term. Both fitted in very quickly and filled the gaps most capably.

As the four form entry works its way up our numbers inevitably decrease, and it has not been necessary to replace all those going.

Mr. D. F. Lumb, whose appointment was announced in our last issue, joined us on an officially temporary basis three weeks before the end of term.

Other appointments for September include three staff with previous experience :—

Mr. M. H. Haigh, who trained at St. John's College, York, comes to us from Wakefield High School, where he had five years experience, to teach science, mainly physics, with some mathematics;

The Rev. F. L. Sargent, Sheffield University and St. Stephen's, Oxford, Theological College, will be teaching mainly Scripture, with some English. His last post was in York College of Further Education, but he has taught in a

number of other schools, and before the war was, like Mr. Burns, at Barnard Castle, where he was Head of the English Department;

Miss A. R. Loach, Bedford College, University of London, will teach mainly geography, with some mathematics.

Three of our new staff will be taking up their first appointments :—

Mr. J. C. Midgley, Queen Mary College, University of London, who did his post graduate training at Bretton Hall, to teach mathematics;

Mr. J. C. Haigh, Hull University, and Leeds Department of Education, to teach French;

Mr. D. Fairbank, Leeds University, and Carnegie College of Physical Education, to teach geography and P.E.

The Modern Languages and Mathematics departments have been particularly hard hit these last two years. The former has had three temporary staff, has lost four staff teaching languages full time and two who taught them for part of a time table. The latter has had one temporary member of staff, has lost four who taught the subject for a full time table or very nearly, and one who taught it for part of the time. This is very hard on two departments which are striving to introduce new approaches to their subjects.

There will be eighteen women on the staff next year, the lowest number and proportion since amalgamation; this was unavoidable, owing to the almost total lack of applications from women. But they will still be more than a third, and that by current standards is reasonably satisfactory.

At Whitsun Miss Spink took over the Upper School kitchen from the temporary cook-supervisor. We discovered only after our last issue that Mrs. Walker, who had been off tofore Christmas for a while, had after thirty years' service, most of the time as the cook in charge of the Grammar School kitchen, finally retired. She will be much missed, especially by older generations. A presentation to mark her retirement from the Old Frestonians and the School was made to her at the end of term Leavers' Social, which she had catered for as long as it had been running.

Mrs. J. Goodall, after a long illness and an operation, came back to resume as Laboratory Assistant at the Lower School a few weeks before the end of term. We were glad to see her looking so much fitter and to have her back again

ALCESTIS and THE FROGS - ENCORE

At the Invitation of the Leeds Branch of the Classical Association the Dramatic Society gave one more performance of the Easter term production of Greek plays in translation in the Hall of the Heath Grammar School, Halifax. We are indebted to the Headmaster, to the Senior Classical Master, Mr. Owen, and to the boy electricians and stage hands of the school for their help and willing collaboration

Though the audience was disappointing in numbers, it was very enthusiastic. The occasion was an interesting experiment, and it was most impressive to see the way in which the very large cast and their back stage helpers adjusted themselves, with a minimum of rehearsal either here or on the smaller Heath stage. Intelligent anticipation was displayed in a high degree. The sets, though not designed with this in view, proved to be readily transportable, with little adjustment. As the stage had steps down to the auditorium, it was possible in 'The Frogs' to get rather nearer to the effect in a Greek theatre, though we did not risk shifting the Chorus of 'Alcestis' forward.

The experiment was successful enough to provoke the thought that some day we might mount a production which was designed to tour, and try for a change exporting culture as well as rugby to the savage parts around and beyond us.

SPEECH DAY

The 1967 Speech Day took place on Tuesday, 11th July. Some might condemn Speech Days as uselessly verbose evenings of mutual back-slapping for the benefit of a few vested interests; others point to their therapeutic value in airing important educational issues on a semi-public occasion.

In this second sense, Speech Day might be said to have been important this year for, as the Headmaster pointed out in his Report, the School finds itself in a period of great change, both in internal affairs and with reference to national education policy. This was the first Speech Day which concerned itself wholly with the School's life since amalgamation, and thus new and original problems were

mentioned. On a wider front, the School finds itself faced with possible total absorption into a national system of Comprehensive Education.

The Headmaster in his Report paid close attention to both these problems. He claimed, for the moment, a limited success from the amalgamation. 'I would prefer to wait some time before claiming more than that; there are ominous signs at some levels of the boys slackening their academic effort, and of the girls leaving too much initiative and responsibility to boys.' He then went on to note the School's outstanding academic and sporting record, comparing it with that of other schools. He mentioned the new record number of 48 County Major Awards, the 'O' Level successes, and the sports teams' almost unbroken record of winning matches, particularly in Rugby, Cricket, Hockey and Athletics. However, he mentioned also that "The girls' share of County Major Awards over the two years is only one in five," and that many girls seem to aim too low after 'O' Level.

Change was also in the air with regard to staff, and the Headmaster pointed to the difficulties inherent in the fact of twenty-six staff changes within two years. 'I can only hope,' he continued, 'that there will be a greater stability.' He mentioned the help of the Governors and the Parents' Association in acquiring various items of equipment including the English Department's acting blocks (upon one of which, the author notes with pleasure, the Headmaster was standing as he gave his Report!).

When he moved on to the wider problems of Normanton Grammar School's place in a changing educational system the Headmaster, not surprisingly, found himself opposed to many of the proposed innovations. These he outlined in some detail. 'The plan . . . envisages a 13 — 18 school housed in the present County Secondary Buildings . . . and either three or four 9 — 13 schools, one housed in the new Primary School now nearing completion, two in our present buildings, once more divorced, and possibly another in what used to be Lee Brigg County Secondary School.' He went on to point out some of the anomalies in the proposed changes: the reduction by at least two-thirds in the Sixth Form, in spite of recent evidence showing such a step to be unwise; the certain decrease in the number of academically able entrants from Normanton itself; and the inherent dangers in an 'A' level school which has too few academically orientated pupils. He thus warned of the

dangers of regarding reorganisation as an end in itself, without regard to concomitant problems; and of destroying a mature and effective educational organisation. 'I have every intention of seeing to it,' he concluded, 'that if we die we die hard and not ingloriously.'

Mr. S. G. Beaumont, the Guest of Honour, made his speech, which though perhaps predictable, contained many sound truths about education in the present period of change. He referred particularly to the theme of 'People Who Cared,' showing the importance of sensible and thoughtful men who build up a school's tradition. He drew attention to the influence of the school's founders, particularly Freston, upon the later life of the school.

Mr. Beaumont addressed in turn the Governors, the Headmaster, the Staff and the pupils, and referred his theme to their own peculiar problems. He then turned to the proposed changes of educational policy in the Norman-ton area, and provided a sensible outline of the problems confronting the County Education officer.

The Guest of Honour, having connections both with the Public Schools and the Free Grammar Schools, then attempted an explanation of how these institutions could remain at least partially independent within a national comprehensive scheme. In doing so, however, he seemed to to assume a different interpretation of the word 'comprehensive' from the Government, stating 'there is no reason why the Grammar Schools and the Comprehensive Schools cannot exist side by side.' These words, the author feels, contain both a conflict in terms and a vain hope.

The Awards were then presented in a most pleasing manner by Mrs. Beaumont, who seemed to have a friendly word for many of the winners. In this task she was ably assisted by Mr. Lord and Mrs. Armitage. It was noticeable how much more pleased to receive the Awards were the juniors than the often cynical-seeming seniors. The gradual lessening in the volume of applause was noted with amusement, as was the sometimes unconventional dress of the winners who left last year! Mrs. Beaumont concluded with a charming speech of thanks, and was thanked in turn by the Head Boy and Head Girl. Mr. A. M. Smith, Chairman of the Governors, executed the difficult task of Chairman of the Day with aplomb and great efficiency.

The audience's memories must surely include the music provided by Mr. P. Paviour. In Vivaldi's 'Concerto for Two Violins' the music teachers' expressions changed slowly and amusingly from anxiety through pleasure to extreme satisfaction — and with cause, since this performance was the musical highlight of the evening. 'The Story of Jonah,' with its pounding rhythms and exuberant performance, was also worthy of note.

This Speech Day was, in conclusion, a particularly accomplished example of what has become a somewhat stereotyped occasion in secondary schools. If its content was predictable, the presentation and general effect were most successful. Perhaps it is no bad thing to be reminded now and again of the old values and new successes of the School.

A Participant's View

After many gruelling practices, the evening of Tuesday, 11th July, finally came. I had been nervous all day and on my arrival at school I discovered that people were already queuing into the school hall. I looked at my watch — a quarter to seven. "Oh dear!" I thought. "It's not very long now and I'm on pins and needles about my roles in which I have to take part.

At five minutes to seven I took my place in the orchestra, and, praying that my instrument was in tune, I looked into the audience . . . just a sea of faces looking up, waiting expectantly for the inevitable.

Finally seven o'clock came and Mr. Paviour tapped the baton and we commenced Speech Day 1967 with a flourish of trumpets and then our stirring school-hymn — "Great Lord of wisdom, life and light." After the hymn followed the headmaster's report; rather long, I thought, but quite interesting, and containing a great deal of criticism and deep thought.

The evening drew rapidly on. All the while I was getting more and more nervous for my small role which was soon to come. Small as it was, I felt it to be one of the most important things I had done for a long time. At last it came! The choir rose and commenced to sing "The Jonah-raan Jazz" — a twentieth century interpretation of the story of Jonah. The movements drew on and then in the final one I had to play my tambourine. I really did my best,

although it was very warm where I was standing and my hands were hot and sticky like a young child with its first jam spoon. As I began to play the tambourine I suddenly felt all eyes focused upon me.

"I mustn't drop it!" I kept telling myself and I really felt pleased when I had finished. The applause was thunderous and lasted a long time and I felt the urge in my heart to shout for joy.

Speech Day 1967 had come to a finish on a triumphant note, and although my contribution was just a speck amongst the vast organisation and work that had been put in, I could say without a doubt that Speech Day had been a great success!

Katrina Lagunowitsch, 4B3.

BIOLOGY TO-DAY

Two publications in the early 1950's have probably done as much to change biological outlook in recent years as all else put together. One of these, "Silent Spring," is well known and has provided much food for thought amongst biologists and lay-men. The other, "The molecular structure of nucleic acids," was of more limited appeal but of great significance in that it laid the foundation for Molecular Biology, one of the newest branches of the subject. It is the aftermath of the revolution caused by these books that is being felt in this school today.

In 1959 The American Institute of Biological Science (AIBS) established the Biological Sciences Curriculum Study (BSCS) as a means of contributing to the improvement in secondary school biology. In 1962, a seminar was held in Switzerland under the auspices of the OECD to consider the case for reform of school biology and to look at new approaches to curricula.

There are two points I would like to consider from the proceedings of this seminar. In the past, a very significant number of biologists at sixth form and University level decided to study Biology because they were not good enough for a course in Mathematics, Physics or Chemistry! This situation led to Biology being considered the poor relation of the sciences; in fact, some scientists hardly looked upon

it as science at all. The second point is that, in the opinion of the eminent scientists and educationists present, in order to produce 'scientific biologists,' we must give students an opportunity to learn their biology in an atmosphere which will encourage scientific thought. The revolution had started.

In America, AIBS and BSCS continued their work and similar bodies were constituted to consider Physics and Chemistry in the same light. In 1962, the Nuffield Science Teaching Project was initiated. Nuffield Biology published their syllabus and books for 1966 after extensive consultations, experiment and school trials. How does all this affect us at Normanton Grammar School? The NUJMB whose examinations we take produced a new syllabus at 'A' level which was examined for the first time in 1966. This has been followed by a revision of the 'O' level syllabus which will be examined for the first time in 1969. The consequence of these changes is that what we now teach bears little resemblance to what we were taught, and indeed to what was generally taught as recently as three years ago. This then is the background to the teaching, and more important, the learning, of biology today.

Sixth Forms

September, 1967, marks the embarkation of the fourth group on the revised syllabus. For the third year in succession it is expected that there will be at least one pupil starting the subject from scratch. The others will be starting afresh. To make a success of the course it is essential that the pupils have a good grounding in physics, chemistry and mathematics. It is highly recommended that together with biology, they also study chemistry and either physics or mathematics. This is most important for those who wish to make a career in biology or some allied subject. For the pupil who does not intend a scientific career, biology has much to offer, including lots of hard work.

The syllabus can be summed up as 'an animal, a plant, an environment.' The interrelationships of these three are studied to varying depths for differing animals, plants and environments. In some cases the treatment is general and superficial, stressing principles. In other instances the treatment is extremely deep.

The topics covered range through Cytology — from electron micrographs — Histology, Genetics, Biochemistry, Physiology, Embryology, Anatomy, Morphology, Microbiology, Parasitism and Evolution. Much of the work is practical: a minimum of three periods a week is spent examining material and investigating varied biological phenomena. The apparatus used is at times simple, at others, very complex. The range of work extends from the investigation on the effect of light of different wavelength on the germination of seeds to spending a day at the seaside.

This practical work is most important. Science is not a spectator sport. For more urgent reasons practicals are important because :—

1. The examiners expect the candidates to tackle anything.
2. The practical carries one third of total marks.
3. In order to get an 'A' level pass in biology, the candidates must pass in the practical examination.

These facts assume more importance when it is realised that the practical examination is held early, during the Easter vacation of the Upper Sixth year.

The reaction of the pupils to this work is interesting. Two differing opinions I have heard are 'I don't like it — you have to think too much,' and ' 'O' level nearly put me off biology; I'm glad I continued at 'A' level.' Generally, I am disappointed in the response of the pupils. There has been some good work done, but in general, they have too often been satisfied by the mediocre standard they achieve. In too few instances have I seen evidence of objective and critical evaluation of a piece of written, practical or oral work. This is what makes science, and is what we try to teach. In very many cases the spark has been struck, but perhaps because the tinder was too damp, or in some instances too dry, it has all too rarely resulted in the kindling of a clear flame. What has really astounded me though is that with all the resources available to them, the 'A' level pupils have on too few occasions initiated, planned and carried out an investigation. Some of you will, no doubt, have seen the series 'Science Fair' on television. The opportunities for such work are available here; need I say more?

Despite this transient discontent, I believe that with the resources at our disposal and the development of an experimental approach to the subject in the lower school, the relatively rough casting coming off the assembly line now will, in the years to come, acquire an acceptable finish. This analogy to the assembly line is an unfortunate one when applied to teaching, but it enables me to say that the plant is under continual inspection, renovation and refinement.

Human Biology

For those in the sixth form who wish to continue with biology, but feel unable to cope with the full 'A' level course, Human Biology offers a suitable alternative. This is a one year course, examined at 'O' level, but designed for sixth form students. It is particularly suited to the needs of those who seek entry to Teacher Training College, intending P.E. teachers, potential nurses, physiotherapists and those seeking a career in certain branches of local government administration.

During this year the structure and function of the human body is studied in considerable detail. Next, the relationship of the individual to the community is studied with particular reference to disease and its control. This leads eventually to considering certain aspects of Public Health such as food inspection, provision of clinics, housing and so on. This part of the course is reinforced by visits to such places as sewage works, building sites, clinics, the Blood Transfusion Centre, waterworks and other places of interest. At this stage, there is no indication of any changes in this syllabus.

Lower School

For those readers in the first two forms, 'A' levels are a long way off. You are more concerned with Introductory Science. It is here that, probably for the first time, you learn what an experiment is. One book that you use, "Beginning Biology," suggests a great many experiments that you can do. Some of you no doubt can, and do, think up some experiments for yourselves. The interesting thing about this book is that it does not tell you the answers to the experiments. This is left to you to discover. But don't stop there. Getting the answer is not enough. There are two further things you have to do. First, is this the best answer that you can get? Next, if this is not the best answer, just how good is it? If you begin to be able to

answer these questions, you are well on the way to becoming a scientist. We do not have enough time to do all the experiments in the book and I hope that you will try some of them for yourself, especially those in the section on field work. This book gives you a fair idea of what biology is like, and what it is about. You will have to do more experiments, answer more of these awkward questions, and above all make up your OWN mind to the answers to a large number of problems, if you continue with Biology. These answers must be your own. Not 'because the book says so' — I can show you many books which contain mistakes. Not because 'my teacher says so' — we also make mistakes. The answers to the questions are correct, because you KNOW they are correct. After all this, if you are wrong in your answers, you must be prepared to admit your mistake and start all over again.

'O' Level

It is at this stage of the school where the most difficult aspect of teaching biology starts. There is little to be gained by listing all the problems, which are of little interest to anyone except those who are already only too familiar with them. The syllabus we have been asked to teach for many years was uninspired and uninspiring. It is not therefore surprising that where the subject is an option, we find two main types of pupil: one group wanting to be doctors or biologists, the other, a group to which biology offers a less disagreeable choice to latin, art or some such alternative. Perhaps this overstates the case a little. For three years they have to battle on, and after 'O' level, pass on to something else. For the past three years only twelve of the seventy or so pupils at 'O' level have wanted to have anything further to do with the subject. This situation is to be found in the vast majority of the schools here.

The number of pupils who have suffered this treatment is now, happily, small. The teaching methods used have changed in the past few years, and I hope present fifth form pupils have had a more interesting time than their predecessors. This, I feel, is the cause of the lack of interest and enthusiasm in the sixth form. The pupils have never been called upon to use their own judgement, or indeed to take a very active part in the proceedings so that, when they are asked to do these things, they feel in some way cheated, the whole thing is now different, it is no longer the comfortable world of 'swot the notes.' Three years ago it was possible to get good grades at 'A' level with this attitude. Today, thank goodness, this is no longer so. The

changes I referred to at the start of this work have now at last reached the middle school.

In the third form, the first term is now spent consolidating the work of Introductory Science Biology, and then a foundation is laid for the 'O' level course proper. The emphasis is on practical work, with few notes. To those who think, 'Easy,' I would reply, 'Not so easy.' The work of the fourth and fifth years is, at the time of going to press, largely undecided. Experience tells us two things : the bulk of the course work must be done in the fourth year if an adequate revision is to be attempted in the fifth, and there must be no let up in the time consuming practical work. This is not quite as difficult as trying to get a quart into a pint pot; it is more like trying the same thing with one and a half pints! This trick is easy — if you have a rubber jug. This answer to the problem comes in the form of more efficient methods of conveying information, for which we are dependent upon the writers and publishers of books. The other way to do the trick with the jug is to alter the properties of water so that it becomes compressible. This is going to tax the ingenuity of the teacher who already thinks he is pretty ingenious. A question on the lips of many science teachers is 'How do we teach this new syllabus and stay alive?' We are about to find out.

Here then are some thoughts on Biology today. Much the same picture can be painted of most other subjects studied at this school.

Biology is not the only subject to be full of new ideas and methods. Many of you nearing the end of your school career would feel quite inadequate in some of the lessons given in the first form: some of the New Maths scares me!

Evolution has been brought into the classroom in a big way. We must change or become fossilised. In an age where science and technology are becoming increasingly important, the swing away from science is alarming. It is the belief of the reformers that this reformation will give us better scientists, and by offering an intellectual challenge as well as a technical one, will increase the numbers of recruits. The only thing that the reformers have no control over is the attitude of the individual. It sounds trite to say that the scientist must be dedicated to his work. If he did not enjoy it he would not continue with it. The proverb about the horse and the water was never more true.

P. B.

A discussion on Biology was arranged between the author of the above article, Mr. Brown, a sixth former who read Biology, Margaret Short, and the Editor of the *Frestonian*. I represented 'the voice of the layman': a 'tape' of the discussion follows.

S. Beavers.

Sandra: Is there any value in 'A' level Biology, assuming you don't pursue it further?

Margaret: A very difficult question to answer — I would say yes, definitely, but I'm not sure why.

Sandra: Well, compare it with your other 'A' level subjects.

Margaret: It has more material value, and is more satisfying; I have now got an understanding of what life is about.

Sandra: How dull a subject can it be?

Margaret: The only part I find dull is learning the details of representative animals and plants.

Sandra: Is this a large part of the syllabus?

P.B.: It represents only a very small part of the course now, so it is of little consequence.

Margaret: The physiology and biochemistry we have to do now is great.

Sandra: Why?

Margaret: The modern theories are most stimulating — you get the feeling that yesterday's discoveries are really a part of today's work.

P.B.: I find an unresponsive class very boring to teach no matter what part of the syllabus we are on.

Margaret: Theory is very interesting, but I don't like practical work.

Sandra: Why is this?

Margaret: Well, I like dissecting, biochemistry, physiology, the rest is just tedious — a lot of the work is repetitive — almost routine.

P.B.: This is very true. The trouble is, I think, that a large number of pupils cannot see where this work is leading, and so have little interest in its outcome. It takes a lot of mental stamina to do this work properly; again the feeling of inadequacy which many of the pupils suffer is due to the lack of appreciation of the significance of the operation they are performing.

Sandra: How much work is done outside the laboratories?

P.B.: More and more of it. It is very important to do field work, but it is most uneconomical in the time it consumed. It is limited by time tabling to a great extent. The present third form are doing some field work, and will be quite good at it by the time they get to 'A' level.

Sandra: Is it of any real value ?

P.B.: Certainly — after all the animals and plants live in their particular environments and should be studied relative to their environments, not in isolation in a laboratory. We know what animals and plants there are, but we have very little knowledge of how they interact. The simple experiment of using an insecticide may have consequences which are at the moment unforeseeable—Rachael Carson puts this so much better than I can (see “Silent Spring”).

Margaret: You can see things in perspective in the field.

Sandra: Is ‘A’ level Biology as useful as Human Biology ?

P.B.: The latter is by definition a limited field and is only studied for one year. Obviously Biology goes further than Human Biology and so is more useful in a general sense. Human Biology does approach problems not covered in the general subject and so, for those who seek to restrict their study Human Biology is of more value because it is limited to the Human and his immediate problems.

Sandra: Why are so few people taking Human Biology?

P.B.: I think the main problem here lies in the option offered at ‘A’ level. Many more could be accommodated, and I think would find it both useful and interesting. A demand for Human Biology exists, but with the reorganisation we seem to have lost sight of the importance of Human Biology. I hope that the situation will be examined and places will be found for all those who wish to do it: the solution to this problem is an extremely complex one.

Sandra: Why is ‘A’ level Biology more appealing to boys than girls ?

Margaret: I don’t know why this should be — a recent National Poll certainly says it is so, yet University degree lists show that the majority of students are girls. Perhaps the boys take Biology ‘A’ level merely as a preliminary step on their way to Medical School or other fields of applied Biology.

P.B.: I think this is very true. The sample survey of 194 schools undertaken by the Institute of Biology showed that in 1964-65, 738 boys but only 356 girls were reading Biology plus Maths and Physics or Chemistry for ‘A’ level, although 128 girls compared with 65 boys were combining Biology with Arts subjects. This I think shows that at the moment more boys are taking the subject seriously than are girls, probably because of the different emphasis placed on the sciences in boys’ and girls’ schools.

Sandra: What has happened to Botany and Zoology?

P.B.: Universities have said that they prefer a grounding in Biology to one in the two separate subjects, and examining boards have now followed their lead. In any case, today we can see more clearly than ever before that there are probably more fundamental similarities between animals and plants than there are differences. At 'A' level the similarities are more important than the differences.

Sandra: Are different abilities required for Science subjects as opposed to the Arts?

P.B.: Basically I should think not, certainly a scientist needs a logical mind and must be able to make objective decisions. The arts student also needs these qualities, but there is more room for subjective thinking in the arts. The sciences certainly give opportunity for creative thought: the scientist breaks the rules just as often as Picasso, and with equally devastating effect.

Sandra: How difficult is 'A' level Biology without 'A' level Chemistry?

P.B.: Very difficult, but not impossibly so. The work can be taught from many viewpoints. It so happens that most of our pupils are able to cope with the physiological approach we use; the universities must follow this lead. Were the situation to change, our approach would obviously also change.

LIFE AT UNIVERSITY

Having printed accounts of life at College of Education in the Autumn issue, the Editorial Committee thought readers might also like to read first year impressions of University.

* * *

I can of course give only my own impressions of University life. I am at the University College of North Wales at Bangor, reading English and Philosophy.

On first arriving at Bangor we have an introductory Freshers' Week. The purpose of this is to let us get to know people and places. Lectures, study groups, parties, tours, etc., are all arranged to help Freshers settle in. None of this is compulsory and attendances grew less as Freshers discovered the delights of Bangor, including its thirty two pubs.

After this week of high living we came down to earth on registration day. On this day everyone has to sign on

for the course he wishes to take. At the same time we are given our timetables. I had a shock when I saw mine. I had ten hours of lectures a week and one to three hours of tutorials. Not only did I have only this small amount of formal work, but none of it was compulsory. Outside formal lectures, however, the Arts subjects have a great deal of work — reading, making notes — to be done by yourself. The science subjects have more formal tuition, up to thirty hours a week.

All this is the academic side of life. The social side whirls just as fast. Dances are held regularly and formal balls are scattered through the year. Folk Concerts are held occasionally. Many parties are held throughout Bangor so you will know of at least some of them. There are societies ranging from the Philosophy Society to the Aqua-lung Society, from the Folk Club to the Scout and Guide Club. There are sports available — all team games and other sports from fencing to tiddleywinks and sailing. Most of the pubs are regularly full of students, University or Training College. If the social round does not attract, you can take yourself off to the countryside — one horizon is the sea, the other the mountains. This is one of Bangor's major attractions, the proximity of sea and mountains. During one exam I heard the gulls calling and looked out of the window to see the mountains rising into the distance, purpling as they met the sky, whilst I could at the same time hear the murmur of the sea.

At any University there is always plenty to do without bothering about work. This is a problem. To solve it, all that is needed is a few hours work every day. This way you have plenty of time to yourself and your work is done. I failed to do this and found myself with a hectic fortnight before my exams.

I was once told that although I should aim at my B. A. this was not the sole point of University. It was there to give an education, to give experience. I feel this is true. Where else would I have met people like the Bangor Morris-men with their phenomenal appetite for alcohol and their entertaining if inebriate performances of the morris dance? Where else could I have learned my own drinking capabilities and what to limit myself to with so little censure? Where else would I meet such a cross-section of people? Where else would I have had the time to discuss for hours on end the important and unimportant facts of life today?

The University is an environment unlike any other. It is made up of ninety per cent of young people. Idealism and cynicism run parallel through life there.

One danger which is present in University is the danger of growing away from your home environment. In my case it isn't very bad, I'm still on good terms with my friends, if I see them. But then, is this estrangement a danger ? It could be only the natural unshackling given an extra push. You may be losing at home, but you are gaining at University, new friends, new experiences.

A. Williams, O. F.

EDUCATION ABROAD - II

Methodist Secondary School, Sibü, Sarawak, Malaysia

In some ways life at this school is very similar to life in England, but in other ways it is very different. Perhaps we are lucky, or unlucky depending upon how you look at it, in that we live in Sarawak's second largest town — i.e. at least as big as Royston — where there are to be found many modern amenities, including a cold storage shop, four cinemas, and about twenty-five barbers shops, each with at least three chairs. Almost every other shop is a coffee shop and judging by their number one would imagine that all the people did all day was sit and drink — although can you blame them with temperatures in the nineties! On the other hand despite its size and importance Sibü is in places rather dirty, and one has to be careful not to fall into the open drains, which run parallel to the footpath and road.

School life is not so different from that at Normanton Grammar School. The lessons taught are very similar except that we do not include Latin, French, Russian or Physical Education in the syllabus, Chinese and Malay taking their place. The examinations taken in the fifth and sixth forms are set by the Cambridge Board and hence are very similar in pattern to English examinations. Club activities are very much the same, although one society which English students will not be familiar with is the Koran Reading Club for the Malays. As the teachers are drawn from numerous countries the sports played tend to be varied — for example, English staff concentrate on soccer and

rugby (although for the past two years it has been the policy to concentrate on the skilful game of the two, and leave the oval ball to schools dominated by the more barbaric Irish), whilst Americans coach softball and basketball, leaving hockey to the Indians.

The students at the school are a varied bunch. The majority are Chinese, but there are a fair number of Malays, with a few Ibans, Kayans and Melanai. All have their own characteristics, but considering they have such great differences they get on remarkably well. The Chinese students are the book-worins. They are not interested in learning anything that is not in the syllabus and simply learn the text-book off parrot-fashion for the examinations. They have it drilled into them that the examinations are all important and that to fail one is a big disgrace. As far as sport goes they are dominated by the Malays in all except basketball, which is exclusively theirs. On the other hand the Malays are much more interesting to teach, although they are not so hardworking as the Chinese. We have two fifth forms this year, one arts and science. It is interesting to find that the science form is completely Chinese, whilst the arts is dominated by Malay, Iban and Kayan students. I find them a big contrast to teach as 5S are such a quiet form compared to 5A. As soon as you go in, out come pens and paper and every word is taken down — I even found one boy carefully writing out a joke I was telling, thinking I was still talking about tea plantations in Ceylon.

The Ibans and Kayans come to Sibü from the rural areas where they live in their longhouses. However, one problem is that when they have completed five or sometimes seven years in the school they have no desire to go back home. It looks as though eventually, as the longhouses come more and more into contact with the outside world, pressures will be applied which will lead to their community life breaking up.

* * *

One problem is that of travel. Until recently the only way to leave Sibü was by river or air. Chinese launches link Sibü to other places on the Rejang River and larger ships from Kuching or Singapore are able to reach the town. Last year we lived in a long boat and with the Sixth Form went two hundred miles up river. It was exciting to sail along stopping at numerous longhouses en route. We were surprised to find that the sixth form were so afraid that

they would come back minus their heads. One Malay boy, deciding to take no risks at all, refused to come and lost his ten dollars (one pound five shillings) deposit. The tales passed on by their grandparents are still accepted today and the Chinese and Malays just do not realize that they do not apply these days. To look at the Iban students one would think they were the friendliest and most docile people alive, but although the Chinese and Malay students mix quits happily with them at school they do not connect them with the people they have heard about who live up-river in the longhouses.

In March a new road was opened which links Sibü to the capital, Kuching, a distance of about two hundred and seventy miles. A few weeks ago we travelled by bus to Kuching and it was quite an experience, although not a very comfortable ride, as the road has no surface yet and is littered with potholes and boulders. It may be that this will be the making of Sibü so that gradually the people here will lose the parochial attitude they hold at the moment.

A big thing the school did this term was to put on a full length production of "Carousel." This is the biggest show ever put on by the school (and probably in the whole of Sarawak) and considering that the only experience the students had had of musicals were the films "My Fair Lady" and "The Sound of Music," and that none of them had acted on stage before, they put on a very good show.

We are now half way through our three year contract and although we are looking forward to coming home, we shall miss Sibü very much. To anyone who wishes to see something of a different culture before settling down in England, we can certainly recommend Sarawak.

D. K. Watts, O.F.

AIM

Silas Perkins was a grizzled old man; grizzled up by the scalding sun and the stinging dust which he had faced through forty years of gold prospecting — man and old man. Since he was a fresh-faced young man of twenty he had gone out into the desert to look for the metal that would give him all the pleasures and luxuries which life could offer. Now he was a tired old man with tight, bronzed skin and shoulders bent with too many sacks of dirt.

The nearest town was Peaceville which was considered an important settlement because it had a juke-box and a new pool-hall. The people there accepted Silas as a joke and had a good laugh everytime he came into town for supplies with his taught-skinned mule and dust-eroded dreams. The most important man in the town was the hustler known as Frank who stalked the pool-hall in search of unwary prey. He always wore a silk waistcoat which changed colour every time he bent to take a shot. It was also known that he had been at Princeton before he discovered the latent ability in his soft hands. Because of these two important attributes his thoughts on any subject, which he would impart to his wide-eyed audience with Olympian arrogance, were accepted as the truth. The people of Peaceville believed Silas to be a hundred and twenty years out of date (referring to the 1849 California Gold Rush) because Frank had said so.

Thus Silas was driven on to his sole aim in life not only by his greed but by his hate of the mocking people of Peaceville.

The day began like a thousand others Silas had suffered in the desert. He eased himself from beneath his harsh blanket and rubbed the part of his back which had slept on the metal of the camp bed. He frisked his tangled, tobacco-yellowed beard to clear it of the reddish-golden particles of dust which had blown in through the tent-flap. He then pulled on his trousers and shirt and took the mule to be watered. He wished he was on friendlier terms with the animal but he had beaten it too many times when it was stubborn to start calling it by a good name and confiding his thoughts to it as some prospectors did. He noticed that he was up a little later than usual for usually the sun was bathing the desert in its first flush of light but now it was already above the three gaunt mesas on the horizon. He liked to see the sun rise because he imagined that it was washing away the sullen blackness of the night. You become poetical living alone in that vast, rough masterpiece of nature.

"I think I'll try the loose dirt at the foot of the far mesa," he said aloud. He could not remember when he had started talking to himself. At first he had only thought to himself but this had gradually merged into talking. He wrenched the mule from the water, drips of which fell from its mouth and were quickly devoured by the thirsty sand, and loaded his shovel, pick and pans onto its bone-dented back.

They headed in the direction of the chosen mesa; Silas leading with arm outstretched as he dragged the unwilling mule whose mind was occupied with thoughts of waterholes and places of cool shade beneath the large boulders. It was a difficult journey past spiky cacti and ragged outcrops of stone and one which he rarely took except when he was desperate. Eventually they reached the mesa, which was similar to all these juggernauts of stone with its perpendicular sides intricately carved and fluted by the dust carrying winds. The loose dirt was the scree caused by the erosion of the sides of the mesa which formed a fringe around it. He did not really need his pick because the dirt could easily be hacked at with a shovel.

After a few hours of concentrated digging he was covered with a film of prickly sweat which made his shirt cling to his back and his eyebrows itch unbearably, and yet he continued to bulldoze the dirt further down the side of the sloping pile. Then he struck something which made his shovel ring and the vibration spread to his hands. His heart beat hard against his chest as he swept away the dirt to reveal a large, caruneulated stone. He levered it so that it rolled down the slope and as it did so he noticed that it had veins like those in marble spread through it — they were of a yellow tinge. He scrambled after it and seized it. He began to skim away the remaining dirt with his cracked, experienced, hungry hands.

"It's gold — the real thing, I'm rich." He stood up and peered into the crater he had made when he dislodged the stone. In it were several small nuggets.

"I shouldn't be surprised if Frank's watch chain doesn't tarnish at the sight of these," he exulted and smiled at his small joke and in anticipation of their gawping faces. "What shall I spend it on at my age?" He thought back to all the people who had made strikes before. There had been Ad (short for Adolphus) Cummings who had gone to Las Vegas with twenty thousand dollars and came back six weeks later after dissipating it on 'hostesses' and gambling. 'No! Twenty years ago, maybe, but I'm too old to enjoy it any longer,' he said. Then there was Max Svenson, a big, dumb Swede who had bought a Cadillac as big as his shack with gold fittings and an inlaid cocktail cabinet, only to find that he was too scared or stupid to pass his test and that he preferred 'rock-gut' whisky out of his chipped, enamel, coffee mug. "What I want is somewhere to spend the last years that I can squeeze out of life in peace and quiet."

There was no sound in that vast, undulating expanse of sand. He looked across to his camp pitched in the shade of the great boulders. Then at the horizon made shadowy by the sun's heat. For forty years he had known no other existence except this. For forty years he had known no other place except the one he was looking at. Yet it seemed as though he were looking at it for the first time. The heat, dirt, flies and the numbing cold of the nights disappeared and he saw only the rugged beauty and heard only the silence.

He knew what would happen when he went into Peaceville with the news. Thousands of gold-hungry townsfolk with their shirt laps dangling and only half their faces shaved would come out to stake a claim. The cool water-hole would become a muddy bog where water occasionally seeped through the hoof-prints of the horses and mules. The desert would resound with the sound of feverish picks and shovels tearing apart his land. He realised that he had wasted forty years of his life in search of his aim. Forty years spent in search of a dream life when all the time he was being conditioned to love unconsciously what he already had. His El Dorado was the Nevada desert because he had submerged his life in it. He lifted up the rock and placed it, gold face towards, into the hole and patted down the soil with his shovel. He headed back to his camp; away from the means of fulfilling his aim and back to the reality which was his life.

J. Lancaster, VA1.

POEMS

THOUGHTS ON THINKING

I think —

But what thought is, I know not,
For thoughts are dreams, and dreams are thoughts,
And dreams may lie.

I think —

My thoughts forget themselves and disappear
Down dark and twisting mystic ways,
I cannot follow for I — I am,
My thoughts are not,
And they may go where e'er they please
And leave me wondering and silent.

I think —

TRIP TO RUSSIA

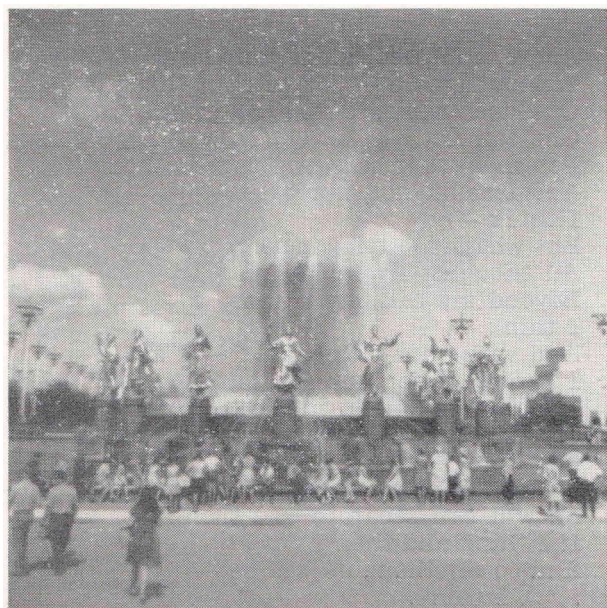


We'll just snap this — the entrance to the Exhibition of Scientific Achievements in Moscow —

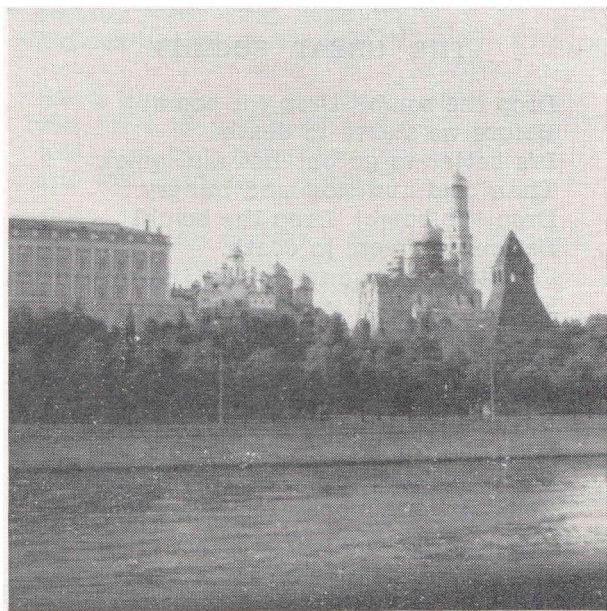


— and be snapped ourselves: the School comrades in front of the Kremlin

TRIP TO RUSSIA



Room for more than three coins — fountain in the
Exhibition gardens



Kremlin from across the river

And I, confused, alone, am lost,
 Without a care — for without thought
 One does not care
 One can not.
 For thought is care and care is thought;
 And I think not, nor care.
 I think —
 But what is left for me ?
 All thoughts fly far away,
 Beyond my call, my reach.
 I think —
 And with thought chained — I am —
 I know, I care, I dream, but am
 And this is due to thought.
 My thoughts live in me, and I in them
 For we are one — together;
 We two — alone — together — bonded fast —
 No will can separate two such,
 If I think and then I am
 And so my thoughts will be —
 I think.

Jane Beckett, 5 Alpha.

THE GREAT SOCIETY

Drop the bomb! Drop the bomb!
 Before we starve to death.
 It's better to go out hot and quick
 Than cold and slow and hungry.
 Drop the bomb! Drop the bomb!
 Before we freeze to death.
 For atoms you've money by the megabuck,
 For our clothes you haven't any.
 Drop the bomb! Drop the bomb!
 Before we're shot to death.
 You'll fight the Reds in Vietnam,
 But not the thug in the alley.
 Drop the bomb! Drop the bomb!
 Before we're taxed to death.
 You take our money for Atom Bombs
 And leave us without a penny.

C. S. Hill, U6P.,

TWENTY-ONE MORE YEARS OF PEACE ?

Will man decide the fate of the world?
 does this right to one man belong?
 will peace reside in the world of tomorrow?
 and teach him right from wrong?

Or will he make that one mistake?
 and ruin what has been made?
 the answer is still unknown,
 and of this we are afraid.

Will it happen, today, tomorrow, the next?
 but if it doesn't — then when?
 and will he destroy the whole of the earth?
 but more — the whole of men?

And from which power will he come
 to execute this scheme?
 from east or west it doesn't matter,
 the result will be the same.

Will we go to bed tonight in peace
 never more to wake
 because that lonely little man
 has made that one mistake?

We've already had two world wars;
 will there be another?
 will there be a baby born tomorrow?
 and will there be a mother?

Will one man destroy a million years' work
 by sending just one cable?
 and what will be the outcome then?
 will the earth be just a fable?

Why should we fight against each other?
 why shouldn't we fight as one?
 we'll fight against those evil few
 but more — that evil Bomb.

Why can't men learn to live in peace?
 why must they continually fight?
 why can't they learn to love each other
 and fight for what is right?

Will we live the next few hundred years?
and survive to learn our fate?
and will we destroy those evil men
before it is too late?

Why can't we think of the last world war
as the very last?
why can't we look into the future
instead of in the past?

Why can't men learn to tell the truth?
and see the sun arise;
instead of causing a holocaust,
by telling all those lies.

If a third world war does ensure
how long will it last?
if our years, six years, maybe longer?
or will it be one Blast?

Can man destroy the whole of the world?
will his conscience really let him?
will man explode the world by bombs?
and can God really stop him?

Can we look forward to a safe tomorrow?
when all the wars will cease;
can we depend on brotherly love?
and have twenty-one more years of Peace?

R. Toddington, L. VI. Sc.

THE SUMMER REVUE

For the last two nights the author has been subjected to this year's gala performances of the "Summer Revue." Many jokes could be described as "all good, dirty fun," appreciated at least by the younger members of the audience, and the sketches which went down best were the "naughtier" ones, notably the Wright-Taylor record miming. A lesson to be learned from the night's entertainment was that all sketches should be short and sweet and as low-brow as possible. The periods of "longeurs" occurred only in the lengthier, more subtle sketches, such as "The Critics" which unfortunately was rather out of place in

such a show. All sketches should also have a laugh-line at the end — the ones which trailed into nothingness seemed flat.

The show seemed better rehearsed and less ad-libbed than last year's fiasco, and most mishaps were dealt with in true professional style. The humour was less esoteric than in the old "Staff revues" which were incomprehensible to an outsider, but a love of puns and "I'm sorry I'll read that again" was necessary to appreciate the full force of the jokes in, for example the old boys' sketch.

Taking everything into account, a good time was had by all, with the audience enjoying it nearly as much as the performers. The 'group' played admirably and some of the acts were really funny. Not many people appreciate how difficult it is to write comedy and still think it funny after a re-reading.

Promise for the future was demonstrated by David Price — a brilliant "Robin Day" — Rae Hurley, Mick Roberts and John Sharp — all of whom gave sterling performance — Christine Bullock and many of the other girls.

The music was witty, the lighting brilliant in every sense of the word, the dancing — especially of the Charleston — better than anything similar we have seen before on the School stage, and obviously David Price and Rae Hurley had put much thought and effort into running the whole show.

And so the moral of it all is.....come, come, this was hardly a moral subject, was it!

R. Westerman.

ACTIVITIES AND SOCIETIES

Society life usually has less to report in the Summer Term. The Editorial Committee therefore asked one contributor to attempt a deeper analysis than that of the usual perfunctory report.

THE CHRISTIAN EDUCATION MOVEMENT — ITS PRESENT AND FUTURE

This year the Society seems to have become more popular than in the previous year and yet it still seems to be lacking that certain attraction which makes other societies a success.

It could be that people look on this Society as one not worth bothering about, one which appeals only to those who are practising Christians and who have a definite faith. This idea must be squashed: the society gains much more from people who doubt, especially in discussions, than from a whole group of people who hold the same beliefs.

Since I began my 'A' level scripture course I have come to question many of the accepted beliefs of the Church and many of the things in the Bible which I previously felt to be absolutely true. In this way I feel I have benefited as a person in that it has taught me to think much more deeply about life and the part that religion plays in it, and to clarify my own ideas.

This deeper understanding has also helped me in my work as secretary of the C.E.M. in that we have tried to consider the varying interests of our members. This year we have had the pleasure of visits from members of three different Churches and beliefs. Even though some members did not have strong beliefs, the contrasts in the attitudes of the speakers proved interesting and entertaining. The most successful meeting of the year was the open forum on teenage problems when the attendance was overwhelming — if only this attendance could be kept up next year the Society would be flourishing and the members would benefit from it. These discussions prove valuable, when attended well, as various points of view are in evidence and many problems are sorted out and misunderstandings cleared up. These discussions and meetings are valuable also to school life as they enable people to relieve their feelings without causing any trouble for themselves or anyone else. This Society and the general scripture lessons prove interesting as they not only deal with religion but also with morality and the rules of life; in this way many problems can be sorted out before they become very serious.

The past year has, perhaps, been a turning point in the history of the Society in that new ideas have been brought in. However, the members next year will find an even greater difference. It is hoped that many visits can be arranged to places of general interest such as a convent and monastery and it is hoped to begin a project to give help to the aged and infirm. Films and tapes will be employed to add the touch of glamour and interest which is perhaps lacking to a certain extent. It is hoped that the junior end of the school will be amalgamating with the senior society in order to plan and produce small plays for assembly and Church holidays.

In this way the Society may attract more people — but these people must be willing to work. Outsiders tend to think of the Society as meaningless and useless but these people must be very, very satisfied

with life in that they do not wish to question its purposes and their actions. This Society enables people to be at ease with others and to discuss their problems and perhaps solve them. The Society is not merely one for the furthering of religion — in fact no one who comes to the meetings is pounced on as a prospective convert; everyone is allowed to be himself. Thus the Society could be called the Freedom Society employing the basic freedoms of religion, thought, speech and person. This leads on to better ideas and understanding which will benefit the members in later life.

Carol Beal.

MUSIC

The summer term is always rather a frustrating time for planning any artistic event on account of the prolonged study leave and school examinations.

However we have had one or two highlights, chief of which was the Normanton Schools' Festival.

The second half was completely ruined by the worst storm of the summer, but the first half gave pleasure to many, particularly the playing of the Junior Brass and the Whitwood music centre orchestra in which many of our pupils play. Their performances of the Bartered Bride suite of Smetena and Bach's concerto for two violins were extremely enjoyable.

It is obvious that the character of the Festival will have to be changed in the future if it is to have any impact, and the committee are considering several changes before next year. At present, the Festival is merely a concert given by two schools at a most inopportune part of the year, and it is hoped to see the scope and character widening into a true Festival.

Our singers and instrumentalists have been busy. Several took part in the Normanton Arts Club performance of "The Dream of Gerontius" in May, concerts at Castleford and Pontefract and in June, several of the girls were invited to assist the Leeds Philharmonic Society's performance of Walton's "Belshazzar's Feast." Several of the players have also done particularly well in examinations and competitive festivals.

Several of those left after the Study Leave took part in items for Speech Day, one of the most enjoyable of which was the Vivaldi double-concerto.

Next term we hope to carry on with further ideas, among which will be an expansion of the instrumental teaching, and the Christmas concert, which we hope will include a selection from Bizet's *Carmen*.

THE LIBRARY

Work on the re-organisation of the library has gone on steadily during the term, although the effects are not yet obvious. Practically the whole of the former High School library has been reclassified, and the French and Geography sections are nearly ready for transfer, where this is appropriate, to the upper school library. This move will

involve the movement of some books in the reverse direction. Already the whole of the 'Divinity section' is housed in the lower school, and this may be necessary for other sections. In Geography a fairly easy and convenient solution is available. Books on travel and of general interest will be found in the lower school shelves while the more specialised and technical will be in the upper school.

Some pupils have put in hours of work on the repair and labelling of books, and making new entries in the registers. Others have done their best, with no assistance from ordinary readers, to keep the periodicals tidy and to trace missing books. There is always plenty of work for volunteers, and their reward, in time, will be a library better arranged and equipped for work and for enjoyment.

CLASSICAL SOCIETY

After being involved in 'Alcestis' and 'The Frogs' last term, the Classical Society renewed its activities this term. We were taken to Greece through the cameras of Mr Johnson and Miss Kirkham, and the glories of that noble, ancient land were interestingly revealed with an apt commentary.

Two teams were entered for the Latin Reading Competition at Leeds University but "bene recitaverunt alii melius."

The teams were:

Juniors: Janet Pensome, Roy Cusworth, John Sharp.

Seniors: Julie Oliver, Roger Gibson, Michael Lappage.

During the last week of term, a reading competition was held among the first years. The standard of the reading was high and after some of the contestants read again, the order of merit was:

1st Julie Roberts (1C). 2nd John Hall (1C), 3rd Margaret Wilkinson (IB).

1C were easily the best form.

Per ardua ad astra (aut lunam).

PHOTOGRAPHIC SOCIETY

SECRETARY: A. J. SHIEL

Although exams have been a hindrance we have still had a good number of meetings. We have seen two film strips, one entitled 'The Principles of Colour Photography' and the other 'Developing and Printing.' The latter was followed up by a demonstration by Alan Smith.

After the success enjoyed by the school film we showed a Charlie Chaplin comedy. Unfortunately this did not receive very good support, with only sixteen people attending.

On July 10th, Mr. Seed, Mr. Williamson, two girls and six boys set off in the Headmaster's bus. After encountering several navigational problems we arrived in Richmond at 12 p.m. After having explored Richmond, snapping happily, and been shown over the Georgian Theatre, we proceeded home.

Mr. Sherratt, who took over from Mr. Seed as President of the Society, is now unfortunately leaving. Mr. Rhodes is taking over as President. Finally, the age old plea for new members, particularly since many of the upper sixth members are leaving at the end of the term.

JUNIOR SCRIPTURE UNION

SECRETARIES: PAT HAYWARD, JOHN RILEY

The fortnightly meetings of the Scripture Union have been very successful this term owing to the help of Miss Forth in particular, and the Junior School in general. The various activities have been well supported, especially the film strip and slides of Palestine kindly shown to us by Mr. Moreton.

Senior members who have given up their free time in order to make the Scripture Union a successful and thriving Society are Margaret Smith, Denise Seddon, Janet Jones, Ruth Hawksley and Hilary Hartley.

STAMP CLUB

From the beginning of the School year Mrs. Guy has organised the Stamp Club with the help of a secretary and four committee members.

The Postmaster General's policy of issuing commemorative stamps has continued and there have been many new and colourful stamps during the year, including the very much sought after World Cup Winners of which only 12,000,000 were issued. New definitives have also been issued this year.

During the Christmas Term two competitions were held — a recognition competition and one in which competitors had to submit a map of a continent or group of countries with stamps mounted on the country of origin. The former was won by Susan Hardcastle and the latter by S. Williams and R. Fieldhouse both of whom produced excellent entries. A third competition in the Spring Term brought a disappointing entry though the scope—four pages of mounted stamps on one theme — was wide. An auction, quiz, and sessions with the 'penny box' have been interesting and very rewarding for some.

COUNTRY DANCE SOCIETY

The Country Dance Society has enjoyed another successful year. An enthusiastic nucleus of last year's dancers has continued to take an active part in learning more complicated dances and steps themselves and in helping to teach the simpler "beginners' dances" to the new members.

About forty first formers, boys as well as girls, joined the Society last September and have learnt a varied selection of English and Scottish dances. Many of the boys have also clashed the sticks of Morris men and, despite sore thumbs, six have reached a standard sufficiently high to qualify them to dance in a Second Morris team on Barnardo's Day.

Once again at this event, about sixty dancers entertained an appreciative audience of visitors in the Senior School Hall with a varied programme. We hope that this display will now become an annual event to help establish a tradition of Country Dancing in the School.

On the Thursday afternoon following Barnardo's Day, a repeat performance of a selection of the dances were given before an audience of children and teachers from some of the Normanton Primary Schools

The programme for the Barnardo's Day Display was as follows

- (1) English Country Dances.
 "The Lucky Seven" and "Thady you Gander." Both of these are old favourites.
- (2) Scottish Country Dances.
 "Fergus McIver" (jig) and "The Duke and Duchess of Edinburgh." (Reel).
- (3) Morris Dances — "Bean Sitting" and "Rigs o' Marlow."
 During these energetic Stick dances, the Fool dressed as a hobby-horse spurred on the dances (and audience!) with blows from his stick and baloon.
- (4) English Country Dances.
 "Dargason" — originated in 1652 and has the unusual shape of a single file of dancers. "Newcastle" — revived by Cecil Sharp, incorporates interesting sequences involving the basic setting, siding and arming steps.
- (5) Scottish Strathspey — "The Robertson Rant."
 This is danced in a square set done in the slower and more difficult Strathspey Travelling Step and also includes the Strathspey Setting Step and the Highland Schottische Setting Step.
- (6) English Country Dances.
 "The Merry Merry Milkmaids," danced by the first form girls who looked very fresh in their white aprons and bonnets over their blue School dresses.
 "The Ribbon Dance" — a ceremonial dance in which the couples are linked by ribbons. All the dancers took part in this dance which provided a gay finale to the Display.

SOVIET TOUR 1967

After more than six months of discussion, frustrations, and disappointments, an intrepid group of 21 set out late on July 24th for a mammoth journey, covering collectively well over 100,000 miles from Leeds, through Berlin, Warsaw, Moscow, Leningrad to the tip of the Gulf of Finland. During the journey we were royally entertained everywhere, particularly by the Russians and Germans. We saw the Hermitage Museum, Kremlin, Red Square, the Tsars Summer Palace, the battlefields of Smolensk and Borodino, Hitler's Bunker, the Berlin Wall, Goerings offices, Checkpoint 'Charlie' and the magnificent Soviet War memorial in East Berlin, the industrial Ruhr and Cologne Cathedral. Rivers crossed included the Rhine, Volga, Vistula, Dnieper and Oder.

This added up to such an enjoyable and successful trip that a full report, together with comments, must await our next issue.

GAMES REPORTS

GENERAL REVIEW

The School sport in most parlous condition is probably swimming. No time is available for it in the senior school, and so there is nothing much the School or the Houses can do about producing skilful, speedy swimmers. Nevertheless the School has swimming trophies, and so it has inter-House swimming sports. One housemaster observed that one might equally well be asked to raise a House motor-cycling team, as motor cycling has just as much and as little connection with the senior school at least as has swimming. (Some juniors do go to the baths under School auspices). Each house swimming captain managed by persuasion to produce a swimmer for most races, but the low standard of swimming (it would be almost inaccurate to describe some of the events as 'races') meant that the galas were not much of a pleasure to organize or watch. Perhaps, however, it is a good and human thing for us to do one sport very badly, as we tend to do most others rather well: there is still a place in the English way of life for comic amateurishness. Dodsworth won the girls' gala, and Levett won the boys'. The enthusiasm of many of the Lower School was encouraging — but, alas, under present administrative arrangements, cannot be encouraged by the School.

In preparation for next rugby season, further drainage work has been undertaken at Pingle. Next year fifth and sixth form boys, who play together in teams on Saturdays, have unavoidably to have games on different occasions during the week. What repercussions this divorce will have on the quality of the team work in the senior teams remains to be seen.

GIRLS' ATHLETICS

CAPTAIN: M. SHORT

RESULTS:

May 5th: **Triangular Athletics** at Colne Valley.

Wakefield Girls High v. Normanton Grammar v. Colne Valley.

Wakefield: Seniors 67; Inters. 49; Juniors 70J; Total 186½.

Normanton: Seniors 82; Inters. 67; Juniors 47½; Total 196½.

Colne Valley: Seniors 61; Inters. 94; Juniors 74; Total 229.

Fartown Sports Meeting.

J. Hunt — 1st — 100 yds., 220 yds.

M. Short — 1st — Hurdles, Long Jump.

C. Webb — 1st — High Jump.

Seniors: 1st Winning Shield.

Inters.: 5th

Juniors: 3rd.

Junior School Sports:

Dodsworth: 1st year 16; 2nd year 27; 3rd year 34 (Cup); Total 77.

Levett: 1st year 25 (Cup); 2nd year 42 (Cup); 3rd year 34 (Cup);

Total 101 (Shield).

Freston: 1st year 8; 2nd year 35; 3rd year 27; Total 70.

Ward: 1st year 21; 2nd year 10; 3rd year 24; Total 55.

Individual Champions:

1st year Jennifer Black 8 pts.

2nd year M. Amery 11 pts.

3rd year V. Moss 12 pts.

Senior School Sports:

Dodsworth: 4th year 16; 5th and 6th year 28; Total 44½.

Levett: 4th year 46; 5th and 6th year 43; Total 89.

Freston: 4th year 17; 5th and 6th year 21½; Total 38½.

Ward: 4th year 23; 5th and 6th year 8; Total 31.

Individual Champions:

4th year Christine Webb 8 pts.

5th and 6th year Margaret Short 12 pts.

This season the Juniors have showed much interest in Athletics and have worked with enthusiasm. The Intermediates, however, have not followed this example, and have taken a very apathetic attitude towards Athletics, with perhaps the exception of C. Webb, who has worked hard this season and obtained good results. The Seniors have tried and given of their best and acquired some gratifying results.

In a triangular match between Wakefield Girls High, Colne Valley, and Normanton Grammar, held at Colne Valley, the Seniors were first overall, with Wakefield second, and Colne Valley third. M. Short took first place in the long jump, J. Hunt first in the 100 yards and 220 yards, and J. Taylor was first in the javelin. The Senior relay team, M. Short, A. Lewis, J. Wilkin, J. Hunt, came first. The Intermediates came second to Colne Valley. C. Webb gained first place in the high jump. The Juniors had a rather disappointing total which placed them third. However, for most of the Junior team it was the first Athletics meeting they had sampled. J. Lister came first in the long jump and P. Fergus had the best throw in the rounders ball event. The overall totals placed Colne Valley first, Normanton second, and Wakefield third, much to the disappointment of the Seniors who had held a lead of 15 points.

The following meeting the girls attended was the Yorkshire Sports, where Judith Hunt came first in the Senior girls 220 yards, equalling her best performance in the heat, and Margaret Short was placed second in the long jump. The girls were chosen to represent Yorkshire in the All England Sports in these events and the Senior girls relay.

At Fartown this year the Senior girls retained the shield, the Intermediates let the school down somewhat with a 5th placing, and the Juniors came 3rd. In the Seniors M. Short was first in the long jump and hurdles and J. Hunt was first in the 100 yards and 220 yards, breaking both records. C. Webb came first in the Intermediate high jump.

This year the weather remained dry and hot for the Junior and Senior School Sports Dav. It was perhaps a little too hot for the girls 880 yards open event, for out of about twenty entries only one third finished, and all were capable enough to last it out! However, the weather seemed very favourable for the Levett Junior competitors. as they gained first place in the 1st and 2nd years, and joint

first with Dodsworth in the 3rd year. Records were broken by M. Amery (P), J. Black (L), M. Clegg (F), L. Dobson (W), K. Garner (F) from the 1st and 2nd years. All the 3rd year records were broken this time by C. Brabbs (F), V. Moss (D), P. James (D), S. Straw (W), J. Bruce (L), and M. Beckett (D). The Levett relay teams broke the 2nd and 3rd year records.

In the Senior School Sports once again Levett led the field with an overall victory of 44½ points. Records were broken by C. Webb (L), J. Hunt (L), and the Levett relay team bettered their own record by 0.3 seconds.

A special final mention must be made of Judith Hunt, who has entered many outside events with good results, especially personal best times of 11.2 seconds in the 100 yards at the Yorkshire W. A. A. Championships and of 25.7 seconds in the 220 at the Northern Counties W. A. A. Championships.

BOYS' ATHLETICS

School Sports

Once again these were split into Senior and Junior Sports. Up to the 4th year level each year had its own range of events for the first time, so that no-one had to compete against a boy a year older. Thus more pupils took part and more events were held than in previous years. Another innovation at 4th year and Senior level was that each House picked its own team of two competitors per event, as opposed to the old method of free entry and elimination of all but the best six. This resulted in a keener competition for the House trophy.

RESULTS:

Senior

100 yards ...	Trigg	.....	10.7	
220 yards ...	Trigg	.....	24.0	
440 yards ...	Baker	.....	56.3	
880 yards ...	Haycock	.....	2 m. 9.3	
Mile	Roberts	.....	5 m. 5.3	
Hurdles ...	Hollis	.....	15.1	
Low Hurdles ...	Crossland	.....	25.6	
Javelin ...	Crossland	.....	128 ft. 1 in.	
Discus ...	Crossland	.....	100 ft. 6½ ins.	
Shot	Milner	.....	35 ft. 4 ins.	
Long Jump ...	Crewe	.....	19 ft. 0 ins.	
High Jump ...	Crewe	.....	5 ft. 4 ins.	
Triple Jump ...	Webster	.....	38 ft. 11½ ins.	
Pole Vault ...	Hudson	.....	9 ft. 3 ins.	
Relay ...	Dodsworth	.....	46.6	(Record)

House Champions:- Dodsworth.

Individual Champion:- T. Crossland.

Under 15

100 yards ...	Webster	.....	11.2	
220 yards ...	Bailey-Lee	.....	36.1	
440 yards ...	Bell	.....	57.2	
880 yards ...	Cusworth	.....	2m. 13.5	
Mile	Maine	.....	5m. 4.4	(Record)
Hurdles ...	Morris	.. ...	11.6	

Javelin	...	Huften	126 ft. 0½ in.
Discus	...	Bailey-Lee	115 ft. 10 ins.
Shot	.....	Huften	42 ft. 3¾ ins.
Long Jump	...	Webster	17 ft. 7½ ins.
High Jump	...	Preene	5 ft. 4 ins. (Record)
Triple Jump	...	Bell	36 ft. 7 ins.
Pole Vault	...	Bell	9 ft. 6 ins. (= Record)
Relay	...	Ward	49.9

House Champions:- Levett.

Individual Champion:- J. Bell.

Under 14

100 yards	...	Lambert	11.1
220 yards	...	Lambert	25.1
440 yards	...	Carrington	57.2
880 yards	...	Bamforth	2m. 22.3
Mile	.....	Bamforth	5m. 31.3
Hurdles	...	Youldon	12.4
Javelin	...	Krlic	123 ft. 5½ ins.
Discus	...	Daniels	98 ft. 10½ ins.
Shot	.....	Krlic	34 ft. 0 ins.
Long Jump	...	Dyson	16 ft. 3 ins.
High Jump	...	Rudderham	4 ft. 9 ins.
Triple Jump	...	Riley	36 ft. 2 ins.
Pole Vault	...	Newman	6 ft. 6 ins.
Relay	...	Preston	51.1

House Champions:- Ward.

Individual Champion:- Lambert.

Under 13

100 yards	...	Anders	11.8
220 yards	...	Anders	27.5
440 yards	...	Thrall	62.1
880 yards	...	Cusworth	2m. 31.4
Mile	.....	Cooper	5m. 34.2
Hurdles	...	Randle	12.2
Javelin	...	Grinsill	92 ft. 11½ ins.
Discus	...	Harper	89 ft. 11½ ins.
Shot	.....	Cooper	34 ft. 4½ ins.
Long Jump	...	Thrall	14 ft. 3 ins.
High Jump	...	Auty	4 ft. 2 ins.
Triple Jump	...	Bell	31 ft. 3½ ins.
Pole Vault	...	Davies	6 ft. 6 ins.
Relay	...	Levett	55.7

House Champions:- Levett.

Individual Champion:- Cooper.

Under 12

100 yards	...	Tuffs	13.1
220 yards	...	Tuffs	29.8
440 yards	...	Tomlinson	68.2
880 yards	...	Banks	2m. 31.5 (Record)
Mile	.....	Banks	5m. 44.8
Hurdles	...	Fisher	12.1
Javelin	...	Tomlinson	82 ft. 2 ins.
Discus	...	Sharpe	58 ft. 10½ ins.
Shot	.....	Smith	27 ft. 5¾ ins.

Long Jump ...	Radcliffe	13 ft. 6½ ins.
High Jump ...	Dobson	4 ft. 3 ins.
Triple Jump ...	Radcliffe	29 ft. 5½ ins.
Pole Vault ...	Dobson	5 ft. 6 ins.
Relay	... Freston	60.3

House Champions:- Levett.

Individual Champion:- Dobson.

Yorkshire Schools Championships at Cleckheaton

S. J. Trigg was placed second in the Senior Boys 220 in the fast time of 22.7, a new school record. P. Krlic was second in the Junior javelin with a throw of 146 feet, almost 10 feet behind the winner. Other boys to reach the final were S. Carrington, who came third in the Junior Boys 440 in 58.2, although he recorded a faster time in the semi-final, and C. Lambert who was placed third in a very close finish in the Junior Boys 220 in 24.6

English Schools Championships

S. J. Trigg and P. Krlic were both selected for the Yorkshire team in these championships held at Peterborough. Trigg found himself in the fastest heat of the day in the 220 and was eliminated in the first round, but he had the consolation of getting through the preliminary rounds of the relay and helping Yorkshire to 4th place in the final.

P. Krlic's opening throws in the javelin were below par, but his third throw was better and allowed him another three throws in the best six throw-off. His subsequent throws improved tremendously and with his final attempt he reached 160 feet and secured second place, beating his Yorkshire number one string into the bargain.

Northern Counties Championships at Grimsby

C. Crewe won the Youths High Jump with a leap of 5 ft. 3 ins. B. Milner was third in the Youths' Shot (40 ft. 3 ins.) and J. Bell was third in the Youths' Pole Vault (8 ft. 6 ins.).

Yorkshire County Championships at Rotherham

T. Crossland was first in the 440 hurdles (66 seconds) and R. Webster was second. S. Trigg was third in the 220, C. Hollis third in the Triple Jump. J. Hodgkiss sixth in the 220 yards, and C. Myers ran a creditable 2 min. 8.9 for fifth place in the 880.

Huddersfield Inter-School Sports at Fartown

The team got off to a good start in the field events at Penistone. The Intermediate team in particular had wins in every event with Krlic (javelin), Bell (long jump), Hufton (discus and shot) and, last but not least, Preene (high jump) who had to beat two Yorkshire Champions to secure first place. The Senior team packed well, everybody being placed in the first three, but only Milner (shot) was an outright winner. The Juniors were off form, however, and a second place (Thrall) in the long jump and two fifths left us trailing behind Penistone.

In the track events at Fartown, Anders put the Juniors back in the hunt with a good win in the 100 (11.9) and second in the 220. Thrall and Auty consolidated this with seconds in the 440 and Hurdles respectively, while the relay team came a close second to give us a winning total, one point ahead of Penistone.

The Intermediates could not manage a first between them, but a consistent team effort left us with a 23 point margin over runners-up Hemsworth. Lambert had second place in the 100 and 220, Bell was second in the 440, Main third in the Mile and Morris third in the Hurdles.

The outcome of the Senior match was very eagerly awaited. School had a lead after the field events, but Colne Valley had their strong middle-distance events to come. S. Trigg had an excellent double in the 100 and 220, but we could only manage fifth place in the half and the mile. B. Milner ran a useful third in the 440 and C. Hollis, standing in as reserve in the Hurdles, ran an excellent race to come a close second in 15.1 seconds. The result of the Senior match depended on the relay. School won this in 45.5 in spite of some poor take-overs, with Colne Valley a close second. This made the points total equal and School shared the trophy with Colne Valley.

Final result :-

- | | | |
|-----|---------------|-------------|
| 1st | School, | 175 points. |
| 2nd | Colne Valley, | 148 points. |
| 3rd | Penistone. | 130 points. |

Inter-School Matches

RESULTS:

April 19th at Normanton

- | | | |
|-----|---------------------------|-------------|
| 1st | School, | 316 points. |
| 2nd | Colne Valley, | 268 points. |
| 3rd | Huddersfield New College, | 222 points. |

3rd May at York

- | | | |
|-----|---------------------|------------|
| 1st | St. John's College, | 89 points. |
| 2nd | School, | 61 points. |
| 3rd | Darlington G.S., | 56 points. |

10th May at Normanton

- | | | |
|-----|--------------|--------------|
| 1st | School, | 210½ points. |
| 2nd | Temple Moor, | 170½ points. |

10th June at Rotherham

- | | | |
|-----|------------------|-------------|
| 1st | School, | 256 points. |
| 2nd | Dinnington H.S., | 225 points. |
| 3rd | Hinde House, | 179 points. |
| 4th | Spurley Hey, | 162 points. |
| 5th | Oakwood, | 140 points. |

23rd June at Doncaster

- | | | |
|-----|--------------|--------------|
| 1st | School, | 283½ points. |
| 2nd | Thorne G.S., | 262 points. |
| 3rd | Danum G.S., | 161½ points. |

TEAMS :

Senior: J. L. Hodgkiss (Capt.), S. J. Trigg, J. Timmins, B. Milner, M. T. Roberts, C. Baker, J. Townend, A. M. Atha, M. Harrison, S. Booth, B. Ryeroft, T. Crossland, M. Lappage, M. Blackburn, P. Bostock, L. Colbourne, C. Crewe, S. Carlton, R. Webster, C. Hollis, C. Myers, I. McGougan, E. Field.

Under 15: J. Bell (Capt.), D. Bailey-Lee, R. Cusworth, S. Morris, P. Krlic, H. Preene, S. Carrington, C. Lambert, J. Dyson, P. Main, B. Hinchmore, R. Rowett, J. Webster, S. Midgley, C. Youldon, D. King, M. Clegg, D. Hufton, S. Riley, K. Brighton, P. Bamforth.

Under 13 / Under 12: S. J. Auty (Capt.), S. Cooper, G. Thrall, L. Cusworth, H. Anders, M. Cudworth, K. Banks, A. Bell, A. Walshaw, M. Randall, J. Rolfe, B. Harper, K. Grinsill, G. Strangwood, K. Hobbs, T. Fisher, N. Tuffs, S. Bailey-Lee, C. Radcliffe, L. Hill, K. Mogg.

Colours

Congratulations to the following boys who were awarded Athletics Colours this season

J. L. Hodgkiss, S. J. Trigg, C. P. Hollis, T. Crossland, M. T. Roberts.

Standard Certificates

Decathlons: J. Bell, T. Webster, R. Cusworth, S. Carrington, C. Lambert, R. Eames, S. Auty, S. Cooper, G. Thrall.

Pentathlons: T. Crossland, C. P. Hollis, D. Hufton, K. Brighton, S. Riley, S. Midgley, P. Krlic, N. Barrett, D. King, J. Dyson, M. Poole, J. Booth, S. Bailey-Lee, D. Dobson, T. Fisher, K. Banks, N. Tuffs, C. Radcliffe, D. Tomlinson, K. Hobbs.

CRICKET

1st XI

CAPTAIN: M. LAPPAGE

TEAM: Lappage, Goldie, Jennings, Young, Banks, Hayes, Greenfield, Bailey, Preston, Bell, Mosby, Crewe, Bassinder.

Also played: Ayris, Agar, Patchett, Jones, Allanach, Cusworth, Price.

RESULTS:

22nd April	(h) St. Michael's 78 for 5 dec. School 60 all out Lost by 18 runs
29th April	(h) School 131 for 5 dec. (Goldie 60 not out, Greenfield 22 not out, Jennings 21) Ackworth G.S. 113 for 9 (Lappage 6 for 37, Bailey 3 for 30) Match Drawn

6th May	(h) School 79 for 8 (Lappage 30) Castleford G.S. 37 for 3 Match Drawn
10th June	(a) School 88 for 8 (Lappage 30) Holme Valley G.S. 62 all out (Hayes 4 for 24, Preston 3 for 3, Lappage 3 for 14; Won by 26 runs
17th June	(a) School 91 for 6 dec. (Lappage 36) Huddersfield New College 57 for 7 Match Drawn
24th June	(h) School 162 for 4 dec. (Lappage 54, Jennings 33, Goldie 30) Sowerby Bridge G.S. 56 all out (Hayes 3 for 19, Lappage 4 for 7) Won by 106 runs
1st July	(h) School 90 all out (Goldie 40) King's School, Pontefract 76 for 7 (Hayes 4 for 26) Match Drawn
8th July	(a) Barnsley G.S. 114 for 6 (Bailey 5 for 43) School 97 for 8 (Jennings 26, Agar 21) Lost by 17 runs (overs match)
10th July	(h) Staff XI 101 all out (Hayes 3 for 19) School 104 for 6 (Bell 27 not out) Won by 4 wickets

RECORD: P 9; L 2; D 4; W 3.

Leading Averages

BATTING :

	Innings	Not out	High Score	Runs	Av.
Goldie	8	2	60*	168	28
Lappage	6	0	54	150	25
Bell	6	3	27*	61	20.3
Jennings	9	0	33	140	15.6
Greenfield	7	2	22*	68	13.6

* Not out

BOWLING :

	Overs	Mds.	Runs	Wkts.	Av.
Lappage	63	17	116	16	7.2
Bailey	40	7	131	13	10.07
Hayes	89	19	203	20	10.15

In many ways the season has been spoilt by the exceptionally wet May during which the side was without a game for over a month. For School cricket this is really the meat of the season as examinations are already in progress by the beginning of June, and these bring the inevitable disruptions to net practice and communications. The team has, therefore, not been as settled as it might have been, but even so can be reasonably satisfied with its record, which is no worse than that of last season. This was in the face of losing seven established players from last year's team, which left only Lappage and Goldie with more than a season's first team experience.

These two, however, have sustained the batting during the season. It did seem at the outset that this was going to be the weakest department but in nearly every case a failure by one of them has been matched by a good score from the other. Given this basis the younger batsmen have all contributed to produce respectable totals. Greenfield has always hit the ball hard and without delay, and Young and Bell have scored steadily. Jennings has scored consistently and made a lot of runs, but has needed plenty of time in which to do so.

The bowling has been reasonably effective and the opening combination of Lappage and Hayes has never given the opposition an easy start to an innings. The record, however, does not really do them full justice as far too often this season the early chance given by an unsettled batsman has been put down in the field. Bailey has picked up many useful wickets by tempting batsmen into over ambitious strokes and Preston has bowled steadily without much luck.

In the field, under the authoritative captaincy of Lappage, the team has moved and conducted itself very professionally. The general impression, however, has often been spoilt by the frequency with which catches, not always difficult ones, have been put down. It is impossible to assess the cost of missed chances but against Huddersfield New College in particular they numbered so many that it is difficult to think they did not affect the result. Mental concentration is possibly more at fault here than any physical deficiencies in catching technique.

On account of a recurring injury to Goldie's thumb, Jennings and Bassinder have also kept wicket this season. Bassinder has been the more successful with seven victims, but it is only fair to say that more chances came his way.

The season began in a typical way with the first game against St. Michael's played in a continual drizzle. The light was poor and the ball was wet but the enthusiasm for the new season was such that the umpires remained stoically at their posts and in the end the School accepted defeat in a game that could have gone either way. The next game against Ackworth was by contrast hot and dry and thanks to an unbeaten sixty by Goldie, the School declared at what seemed the very useful total of 131 for 5. There was still about twenty-five minutes play left when the last Ackworth man came to the crease and they were well short of the total required yet the School had now to witness the frustrating spectacle of these last two batsmen carefully and sensibly playing out time for a draw. Our next fixture against Castleford marked the beginning of the wet spell. Although it had rained heavily all morning, the sun came out after dinner and the optimistic home umpire decided play should take place. After frequent visits to the pavilion for shelter and with the help of many bags of sawdust the game was completed, yet the square now resembled more

a battlefield. After scoring 79 the School made what seemed a sporting declaration, requiring Castleford to get 80 runs in 90 minutes. However, they managed only 37 for 3.

After four frustrating weeks, the team took the field again for what seemed a new season at Holme Valley. This was a twenty-five overs match which the School won convincingly. For once the School could be proud of their fielding. Everyone performed efficiently and Bell made some excellent stops in the gully. The pitch was poor even by school standards and the School's total was helped by some lusty hitting by Lappage. The combination of good bowling and fielding soon dispensed with the opposition.

Of the next three matches, one was won and two were drawn, yet all three could easily have been won. Against Sowerby Bridge the School made the formidable total of 162 for 4 and won by 106 runs with time to spare. The School batted first and made satisfactory totals against Huddersfield New College and King's School, Pontefract, but on both occasions were unable to remove the opposition's lower order batsmen and therefore had to concede draws. The match against Barnsley G.S. was a personal triumph for Bassinder behind the wickets, who stumped three and caught two, and also for Bailey who bowled effectively to take 5 wickets for 43 runs. The enjoyment of the players, however, was marred by a strong wind which necessitated the removal of the bails and also by the precipice which marked the line of the mid-wicket boundary. In a joint effort to prevent four runs Jennings and Bell suddenly disappeared from view and momentary anxiety was caused by the exclamations that ensued. They reappeared later somewhat dishevelled but apparently satisfied with their efforts.

In the traditional end-of-term fixtures, the School beat the Staff by 4 wickets, but the match against the Old Boys had to be cancelled on account of heavy rain.

A result has therefore been achieved in five of the nine matches and one cannot expect a much higher ratio in modern cricket. Matches limited to a certain number of overs, do, of course, give a definite result and this is perhaps their main advantage, and often they can provide a much more exciting contest. Time-limit matches tend to rely rather heavily on the ability and the foresight of the respective captains. The School has played both types of matches this season, and though some games have obviously been much more enjoyable than others, this has not been a function of the rules under which they have been played. If anything the variety has worked in favour of more enjoyable cricket.

2nd XI

CAPTAIN: D. PRICE

TEAM: Price, Agar, Ayris, Hodgson, Jones, Allanach, Davies, Taylor, Webster, Mosby, Dale.

RESULTS:

29th April

(a) Ackworth 49
(Allanack 5 for 20)
School 50 for 1

10th June	(h) Temple Moor 46 (.Webster 6 for 18) School 47 for 0 (Mosby 33 not out)
17th June	(h) School 92 (Webster 32, Agar 29) Huddersfield N.C. 84 (Webster 5 for 11)
1st July	(a) King's School, Pontefract 111 (Allanack 4 for 10) School 88 for 7 (Taylor 28)
8th July	(h) School 80 (Dale 22) Barnsley 86 for 4

RECORD: P 5; W 3; D 1; LI.

The season was unfortunately marred by inclement weather, more than half the fixtures being cancelled. School got off to a good start with a convincing win over Ackworth. This was followed by a further sound victory over Temple Moor after a month's 'lay-off.' The Huddersfield match proved the closest of the season. School taking the extra half-hour and finally winning, aided by a fine all-round performance from Webster, including two run-outs

King's School, Pontefract, unfortunately, seem to be establishing a reputation for amassing a huge total and leaving Normanton an impossibly short time in which to 'make a game of it.' Some of our players felt a little irritated about this.

Against Barnsley, School were comprehensively beaten. Throughout the season Agar made consistently good scores. Webster was our best bowler, returning some very fine figures. Jones persevered throughout without a great deal of luck and deserved more wickets than he acquired.

Overall, this was a reasonably successful season compared with previous years, despite many team changes (a good number of novices being brought into the side). and despite appalling weather at the outset of the season. The team was ably supervised by Mr. Beardsley who also umpired with typical verve and dexterity. Throughout the season no 'overs' matches were played and results were obtained in the great majority of cases.

U. 15 XI

CAPTAIN: R. CUSWORTH

TEAM: from Cusworth, Fretwell, Stones, Harris, Brightmore. Brighton. Hinchmore, Allen, Hayes, J. Whiteley, Brown. P. Roberts. Summers.

RESULTS:

27th April	(h) St. Michael's 100 for 6 School 59 Lost by 41 runs
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10th June	(a)	Holme Valley 72 for 7 School 73 for 4 Won by 6 wickets
17th June	(a)	School 71 Huddersfield N.C. 53 Won by 18 runs
6th July	(h)	School 104 for 4 St. Wilfred's 84 for 5 Won by 20 runs
8th July	(a)	School 81 for 7 Barnsley G.S. 82 for 5 Lost by 5 wickets.
13th July	(h)	Q.E.G.S. 132 for 7 School 85 Lost by 48 runs

RECORD: P 6; W 3; L 3.

The U. 15 XI has enjoyed a reasonable season, winning three of the six matches played. With more forceful batting from the middle of the team, they could well have been victorious in the other three games, as the openers always gave the team a good start and scored runs freely. The fielding could have been tighter; too many catches were dropped and too many runs were conceded to the opposition through poor fielding. The bowlers bowled quite well, often with no help from the wicket. A little more accuracy on their part would have produced more wickets for fewer runs.

Cusworth proved a very keen and able captain, always trying to bring out the best in his team. Brightmore has kept wicket very capably; in fact the ball rarely found its way past him, even from the wildest of bowlers.

Cusworth, Stones, Harris and Fretwell played regularly for the District, and Fretwell played for Yorkshire on one occasion.

U. 14 XI

CAPTAIN: S. SCHOFIELD

TEAM: S. Barrett, D. Burniston, A. Bamforth, I. Ayris, S. Welcer, M. Poole, S. Riley, R. Eames, P. Sheldon, S. Carrington, G. Daniels, G. Rudderham, P. Golding, P. Lawrence, D. Appleyard, C. Rogers, L. Cusworth, J. Stretton, K. Green.

RESULTS:

22nd April	(a)	v. St. Michael's, Won by 3 runs
29th April	(h)	v. Ackworth, Won by 9 wickets
10th June	(h)	v. Holme Valley, Won by 6 wickets
17th June	(h)	v. Huddersfield N.C., Won by 51 runs
24th June	(a)	v. Sowerby Bridge, Won by 2 wickets
29th June	(a)	v. Q.E.G.S., Wakefield, Won by 8 wickets
1st July	(a)	v. King's School, Pontefract, Match drawn
8th July	(h)	v. Barnsley G.S., Lost by 34 runs

RECORD: P 8; W 6; D 1; LI.

Where do cricketers go in summertime? This group spent valuable run-getting time cruising around Headingley in search of a pitch, and smiling indulgently at the master in charge when he assured them that it must have been moved since last year. They also made a perilous and exhausting ascent of a Pennine valley to find the home side's ground at the very top (very cunning of them to wear out the opposition in advance). If they were lucky they went to Dalefield and displayed their talents to a frankly uninterested gang of scruffy infants.

Yet they continued to play cricket, and, on the face of it, played it rather well. In fact, as success followed success, with spectacular victories over Ackworth, Holme Valley and Huddersfield, and nail-biting finishes against St. Michael's and Sowerby Bridge, we honestly began to believe that we were invincible; so that our defeat by Barnsley at the very end came as something of a shock. Perhaps overconfidence was to blame; or could it be that we missed some of our best players on that occasion?

Even though it is a cricket axiom that the team matters more than the individual, it would be churlish to deny a word of praise to our outstanding player. For Schofield has celebrated his first season as captain by dominating both the batting and bowling records. An average of 39 runs per innings is impressive by any standard, but particularly so when most of his runs were taken from very good bowlers. Time and again he so demoralised the enemy that the task of the later batsmen was relatively straightforward. He also collected 28 wickets which cost 3 runs apiece. In this department he was very well supported by Barrett, Riley and Burniston. Judged by his achievements of last year, vice-captain Barrett had a rather disappointing season. Albeit far from unsuccessful, he was in general less severe on the batsmen than on the luckless fielders who grounded his catches. He was a capable captain in the Pontefract game and almost secured victory against a strong side. Riley, a fearsome sight when roused, showed plenty of pace but lacked control over length. Burniston was more dependable in this respect, and when he learns not to become 'rattled' by aggressive opposition he will take a lot of wickets. None of the bowlers, however, has yet mastered the subtle art of field-placing; the sheer lack of any sort of flexibility was at times enough to strain an umpire's impartiality to unbearable limits. We must work hard on this problem next time. For the present, suffice it to say that far too often the field was set as though in concrete.

In the absence of really expert coaching, we can only hope that our batsmen will develop naturally. The batting certainly seemed more confident this year, although we were clearly at our best in situations where the finer skills of batsmanship counted less than the need for quick runs. No one could accuse us of dawdling; hardly ever did the scoring rate fall below a run a minute. Welcer, Barrett, Burniston and Carrington turned in some fine performances, while it was Bamforth, gaining in power what he lacks in elegance, who virtually won for us the Sowerby Bridge match, with a ferocious innings of 34 when all seemed lost.

The list of honourable mentions would be incomplete without the name of Ayris, the wicket keeper, not only because of his skill in reaching everything that passes within five feet on either side, and so making the bye-signalling umpire look ridiculous, but for his unassuming modesty which certain of his colleagues would do well to imitate.

U. 13 XI

CAPTAIN: S. COOPER

TEAM: S. J. Auty, A. Bell, R. Clarke, L. Cusworth, A. Dobson, D. Fisher, P. J. Hayes, L. B. Hill, M. Hobbs, S. Lee, N. Ramsbottom, G. A. Strangwood, J. Stretton,

RESULTS:

- v. St. Michael's, Leeds (a)
 - School 46
 - St. Michael's 33
 - Won by 13 runs
- v. Q.E.G.S., Wakefield (h)
 - Q.E.G.S. 49
 - School 42
 - Lost o.v 7 runs
- v. King's, Pontefract (a)
 - King's 47
 - School 48 for 4
 - Won by 6 wickets
- v. King's, Pontefract (h)
 - King's 63
 - School 65 for 3
 - Won by 7 wickets
- v. Q.E.G.S., Wakefield (a)
 - Q.E.G.S. 89
 - School 74
 - Lost by 15 runs

RECORD: P 5; W 3; L 2.

The team was well led by Cooper, and deserved greater success than the results show. They were unfortunate to lose twice to a strong Q.E.G.S., Wakefield, not because they were outclassed, but rather that they had such a desire to win. On both occasions they went down fighting for the runs, where many teams would have been content to play safely for a draw.

Although the all-round enthusiasm of the team was the main reason for their successes, Cooper, Cusworth and Hayes deserve a special mention. These three led in both the bowling and the batting, and showed high ability for their ages.

It is encouraging to see this enthusiasm for cricket, at a time when interest in cricket is generally declining. If these boys can keep this enthusiasm throughout the school, there will be good cricket maintained in the future.

GIRLS' TENNIS

CAPTAIN: MARGARET BRYAN

TEAMS:

1st VI

Margaret Bryan, Janis Pollock-1st couple.
 Lyn Wood, Lesley Berry-2nd couple.
 Diane Stephens, Ann Garfitt. Gillian Stokes, Hilda Walker-
 3rd couple.

2nd VI

Hilda Walker, Gillian Stokes-1st couple.

Patricia Furness, Kathleen Crowther-2nd couple.

Jennifer Wilkin, Judith Hancock-3rd couple.

Also played: Ann Jones, Eileen Tranter, Judith Short, Jane Beckett.

RESULTS:

22nd April	v.	Hemsworth G. S. (a)	
		1st VI	Lost 38—43
		2nd VI	Lost
29th April	v.	Pontefract H.S. (a)	
		1st VI	Won 46—35
		2nd VI	Won 60—21
20th May	v.	Rothwell G.S. (a)	
		1st VI	Lost 31—50
		2nd VI	Lost 39—42
27th May	v.	Thornes House G.S. (a)	— Abandoned
3rd June	v.	Airedale T.H.S. (a)	
		1st VI	Won 48—33
		2nd VI	Won 44—37
24th June	v.	Wakefield H.S. (a)	
		1st VI	Lost 8 sets—1 set
		2nd VI	Lost 6 sets—3 sets
8th July	v.	Don Valley G.S. (a)	
		1st VI	Won 48—33
		2nd VI	Won 35—28
15th July	v.	Thornes House G.S. (a)	
		1st VI	Lost 34—47
		2nd VI	Won 47—34

Matches this season have been almost as scarce as professional players at Wimbledon. Despite the almost Caribbean-like weather this summer, only seven of the twelve fixtures arranged were completed, and one match was abandoned. Circumstances, namely a shortage of courts and the dangerous condition of the top two courts, more suitable for pot-holing than for playing tennis, have forced us to play all our games away and this has done little for the morale of the players. There has been a disappointing lack of team spirit, which will no doubt return with the hockey season.

The final match results are, perhaps, not very encouraging, but both teams have played well, if not, on occasions, very enterprisingly. It became evident from the matches lost that more aggression is needed: good net play is almost non-existent in the side, as is a service which is fast enough and accurate enough to astound the opposition. Too many points are either won or lost in long negative rallies, when an effective top-spin lob or delicate drop shots would bring quicker, more spectacular and more satisfying results. But top-spin lobs and delicate drop shots are reserved for Wimbledon and Forest Hills, not Normanton and Pontefract.

Results, could, however, have been much worse, considering that two teams of six have to be chosen from a pool of only twelve players, most of whom have only limited match experience. It is disappointing that in a school of this size there are no more than a dozen senior girls able and willing to play in a tennis team.

The first match was against Hemsworth and both teams played well against girls who had had more match play. The first six found the lobbing tactics of Hemsworth's second couple very frustrating and the second six were surprised by the good ground strokes of their opponents which followed their very weak services.

Pontefract have beaten us with great ease in the past few seasons and so we were surprised by the comparatively weak team which they fielded against us this year. Our second six won a good victory and the first team won more easily than the score suggests, the first and second couples winning by very wide margins.

Our next match was three weeks later against Rothwell, and, as usual, Rothwell emerged easy victors. Conditions were bad, with a strong wind blowing cross-court, and a great noise and pungent odour issuing from nearby pig-sties. The wind seemed to help the fierce, swinging serves of the Rothwell girls and most of our players were unable to deal effectively with these and the efficient net-play of the Rothwell side.

We began our next match against Thornes House to the annoying accompaniment of rattling machinery and loud calls from workmen. They clocked off at five and then, just when Thornes were threatening to swamp us with good, accurate play, we were swamped by the rains instead and the match was, perhaps fortunately, abandoned.

On the day Celtic won the European Cup, we beat Airedale in a disappointing match after school. Few of the Airedale players could offer worthwhile opposition and it was not necessary for us to play as well as Celtic did to win.

The Wakefield match produced the worst result of the season for the first six. Each couple played three short sets and the first six only managed to win one set, losing their first match of the season. The second couple featured in two closely-fought sets. The second team fared better and G. Stokes and H. Walker did very well to win all three of their sets.

Both teams won at Don Valley but the games were dull and uninteresting. A blustery wind prevented good play, as did the casual opposition.

We visited Thornes House once more for the last game of the season — and the first six played probably their best tennis of the year, even though School lost. The first two couples won, though narrowly, and the second couple combined particularly well together.

U. 15 Tennis

TEAM: from Katherine Cooper, Joan Johnson, Diane Bubb, Barbara Glover, Katherine Gates, Margaret Sanderson, Andrea Draycott.

RESULTS:

3rd June	v.	Airedale	(a)	Lost	38—43
14th June	v.	Wakefield	(a)	Lost	2 sets to 7 sets
8th July	v.	Don Valley	(a)	Lost	30—39

The Junior team had only three fixtures this season and conceded defeat in them all. However, they played with enthusiasm and show promise for the future. They sometimes lacked confidence against more experienced players but this can easily be remedied by more match play.

BOYS' TENNIS

CAPTAIN: J. M. PYGOTT

TEAM: from P. Earnshaw, M. Harrison, P. R. Heald, C. S. Hill, C. M. Pashley, E. I. Pruchniewicz, J. M. Pygott, R. Toddington. J. M. Watts, and B. Wormald.

RESULTS:

May	27	v.	Hemsworth G.S.	(a)	Lost	7—11
June	10	v.	St. Wilfred's, Featherstone	(a)	Won	9 — 0
	17	v.	Huddersfield N.C.	(h)	Lost	0 — 9
	24	v.	Q.E.G.S. 2nd VI	(a)	Lost	4—14
July	1	v.	Hemsworth G.S.	(h)	Won	17 — 1
	8	v.	St. Wilfred's, Featherstone	(h)	Won	18 — 0
	13	v.	Staff	(h)	Lost	4 — 5

This season the boys' tennis has progressed quite well after its weak innovation last year, with the result that six matches were arranged for a 1st VI team. At the beginning of the season the team were harrassed by inclement weather and last-minute cancellations of matches; two matches had to be postponed until later in the season, and one of the matches was played in incessant rain, but the weather became better during the course of the term.

Despite these hazards, however, the team has maintained a high enthusiasm throughout the season, which was highlighted by a match against a Staff VI. Because of temporal difficulties only one set per match could be played and the Staff had a narrow victory by one set.

It is hoped that tennis will continue to progress in the future and eventually become recognised as a regular summer sport for boys.

THE FRESTONIAN ASSOCIATION

Leaver's Social

This was held on the 18th July. Mr. Law and Mrs. Armitage represented the School and several members of the Frestonian Association were on hand to make the evening go with a swing. The highlight of the occasion was the presentation of a handbag and a cheque to Mrs. Walker, who presided over the School Kitchens from 1933 to 1965, and was the instigator of many memorable meals. Mr. Smith made an enjoyable speech, in which he contrived to insert a plea for more funds for the Association. The soon-to-be ex-pupils enjoyed a Darts Tournament and a Table-Tennis Competition, with a series of parlour games after the excellent dinner. Many thanks are due to all concerned, and especially to the ladies of the Association who prepared an excellent meal for us.

C. S. Hill.

NEWS OF OLD FRESTONIANS

C. LAWRENCE is editor of the Bristol University magazine 'None-such,' and PAMELA SUFFIELD is on the staff of the Newcastle University journal.

HEATHER KNOWLES was married to Mr. Anthony Foster B. Sc. on 12th August. Other recent marriages include those of BERYL REID, CHRISTINE WORTH and FRANCINE COLE.

M. MILLER has returned to England with his Japanese wife after teaching at Nihon University in Tokyo. He is now on the staff of Edward Sheerien School at Barnsley.

PARENTS' ASSOCIATION

SECRETARY: G. B. WILKIN, ESQ.

During the term the Association has maintained what has come to be the normal level of activity with a Jumble Sale and two Coffee Evenings which included Beetle Drives. In addition the Barbecue which was held on the lawn of the Upper School on 17th June is perhaps worthy of special mention. This was attended by about 100 people who enjoyed a chicken supper in the open air on a fine summer evening, at the same time trying their luck and testing their skill at various sideshows which were arranged and operated by members of the Committee. As dusk fell the outside activities ceased and dancing was held in the School Hall. The finale of the term's events was provided by a Supper Dance on 22nd July when 115 people attended. On this occasion presentations were made on behalf of the Association to Mrs. Walker, who had recently retired after many years service on the kitchen staff, and to Vernon Blades who was leaving School, in recognition of the work and support which they had given to the Association.

Attendance at the termly General Meeting in April was again disappointing but those present heard interesting talks by members of the staff of the Biology Department, and were then able to see practical demonstrations of the work in this subject provided by pupils in the laboratory.

All the functions were successful financially and it has been possible to make a further grant to the School Fund to provide equipment.

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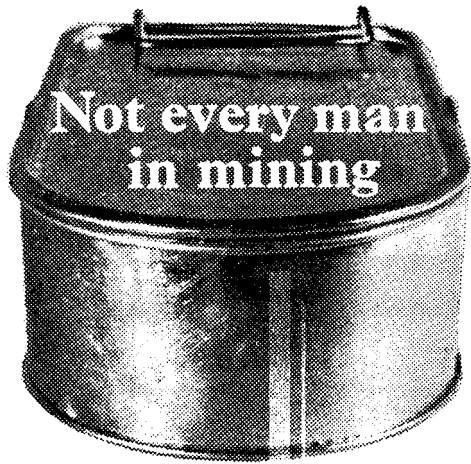
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