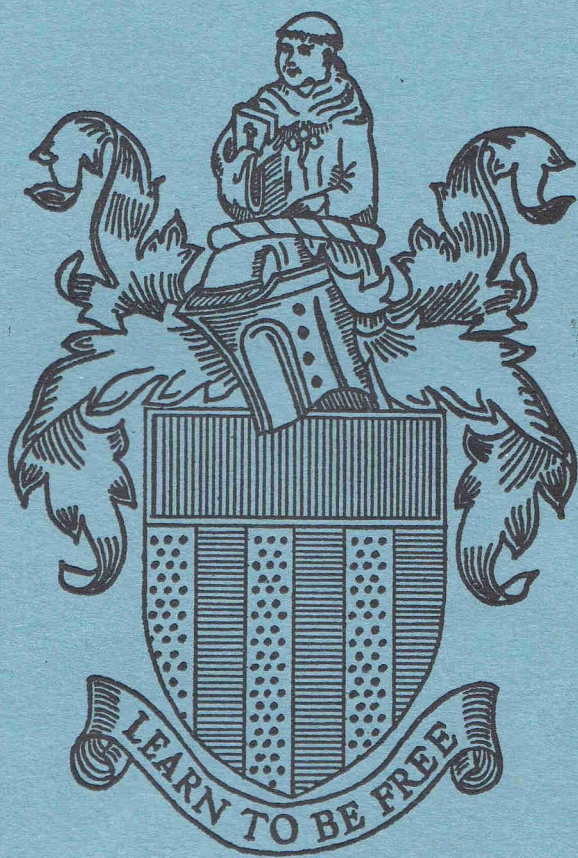


The Frestonian



Volume LXIV, Part III

Summer Term 1968

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The Frestonian

Summer 1968

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CONTENTS

	PAGE
THE FRESTONIAN : EDITORIAL	116
SCHOOL NEWS	118
MISS BARRON	123
THE STAFF.....	126
VIEWS OF THE FUTURE.....	128
SYMPOSIUM : ‘ AMBITION AMONGST GIRLS ’	130
DRAMA IN EDUCATION.....	138
TWO TALES OF CHILDHOOD.....	142
SEE BAVENO AND LIVE.....	147
LIFE AT UNIVERSITY : IV	150
QUESTIONNAIRE	157
ACTIVITIES.....	161
GAMES REPORTS.....	163
THE FRESTONIAN ASSOCIATION	178

And poems by Gillian Harris, Lynn Bryant, I. Sinclair,
R. Toddington and A. Bell

The Prestonian

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A few months ago, growing student unrest reached its peak. Many of the younger generation in parts of Europe appeared in revolt and the mass demonstrations resulted in France's being paralysed by a General Strike and De Gaulle's having to face a crisis. The student body was protesting against the social injustices in its own country and all over the world, but the protest had its roots in dissatisfaction at the way the universities themselves were run.

This dissatisfaction is now being transmitted to an even younger community — in school. Here too, the dislike of seemingly petty rules and regulations is growing and there is a desire for more pupil participation in school government and more co-operation and communication with the staff.

In our own school this co-operation and communication between staff and pupils is difficult. Our motto is 'Learn to be Free' and, in theory, we the pupils are free to voice our opinions if we wish. Because there is no organised way of doing this, however, such voicing does not occur in practice. There is a feeling that any unofficial idea concerning discipline, uniform and the house and prefect systems, will go unnoticed, and, therefore, no-one tries to voice his or her views.

This situation could be changed. One of the subjects of a Questionnaire, devised! this term, for members of the Upper School is the adoption of a School Council. This would be a means by which all pupils could put forward their opinions concerning school life and have them considered and discussed by not only the staff, but also other pupils, selected from each age group within the school. By such a system every pupil would be able to help in the running of his school, the staff would be conversant with the pupils' own ideas and pupils would find the attitudes and views of

the staff more comprehensible. Once an understanding between the different age groups was achieved then the school would probably run more efficiently, and helping to make decisions would probably create in the pupils a greater pride and interest in the school than there is at present.

School, after all, is not solely for academic education; it is a preparation for life in which responsibility plays a great part. It is up to you, the younger members of the school, to show you are responsible enough to help to run your school and it is up to you to consider a School Council as a means of doing it.

Ruth M. Hoyle.

The Football Match

by A. Bell

I raced to the left,
 I raced¹ to the right;
 No-one would pass,
 without a fight.
 Then, gaining possession, with a sliding tackle,
 I saw a supporter with his rattle.
 "Cbme on, Jeff!" I heard him say.
 I thought, "I'll show them how to play."
 The crowd were cheering,
 with all their might,
 I'd be the "talk of the town" that night.
 Then, with all my strength,
 I shot the ball;
 The "United" fans roared,
 "It's a goal!"
 They chanted and chanted
 "Jeff, Jeff, Jeff!"
 And then I remembered,
 I was the ref!

SCHOOL NEWS

MORNING ASSEMBLY this term has seen the important innovation of regular weekly visits from clergymen of various denominations who have parishes within the School's catchment area. In this increasingly secular age, morning assembly is not a universally loved or respected feature of the British educational system, though it is a legally compulsory one. Anything that makes it more devout is welcome to the believer, and anything that makes it more interesting and stimulating is probably welcome to both believer and unbeliever. The visiting clergymen have been welcome on both counts. The more intellectually demanding addresses were the better received. Upper School pupils at least seem unsympathetic towards the kind of address that uses introductory jokes and! simple analogies; perhaps they have seen the unkind parodies of such sermons in T.V. satirical programmes.

* * *

Work, chiefly undertaken by P. H. Spires, B. Wormald and J. P. Scott, has continued on the School's! building of a small binary COMPUTER. Since the project was first reported in these pages a year ago, the problems involving the operations of addition and multiplication have been solved and ideas have been formulated for the operations of subtraction and division. Many of the problems encountered have stemmed from the use of 'Nor' logic. 'Nor' logic is basically a system whereby if 'something' (an input) is fed in, 'nothing' comes out. Conversely, if 'nothing' is put in, then 'something' comes out. As far as is known, all attempts by other schools to make a computer using this method have failed. Here, however, it has been found by trial and error that the operations could be made to work by altering the timing of the separate sequences of the operation. The boys who have been developing the computer are now at the end of their Lower Sixth year: it is expected that further progress will be made next year.

Whilst the School's senior mathematicians wrestle with their computer, the junior mathematicians have now studied the 'new mathematics' as far as the end of the third form course. Exactly what will be studied in the fourth form is, at the moment of writing these notes, shrouded in mystery, as the book for the fourth year has not been published.

However, the Mathematics Department seem optimistic that this year's thirdformers could already tackle much of an 'O' Level paper in 'new' mathematics.

* * *

The facilities of the ENGLISH ROOM have been further improved by the provision of curtaining and the wiring-up (skilfully undertaken by P. Womack) of a spotlight and dimmer. These new features were ready for Barnardo Fête day, and, were used, with the classroom stage equipment purchased last year, to mount a half-hour revue. The night-club 'atmosphere' of this occasion, however, will not be typical of the English Department's normal work in the room.

* * *

SPEECH DAY was held on the evening of the last Friday of term. It may seem dilatory to wait until July to present the prizes given for work completed in the previous July, but, as the Chairman of the Governors observed, the end of the academic year is a pleasant time for such a function, and the Headmaster in his Report gives the evening a more contemporary interest by talking chiefly about the current academic year's events. The programme showed that forty three ex-pupils went to university or similar institutions last October; amongst this number, a total of eight girls went to university. This sadly low number is nevertheless a record in the history of Normanton, a record which, said the Headmaster, the School intends will not be a long-standing one.

Altogether there were about one hundred and fifty recipients of commendations and prizes: like Wordsworth's daffodils, they 'stretched in never-ending line,' but the Guest of Honour, Miss Joan Cullingworth, greeted them all graciously and charmingly. It needed no act of empathy on Miss Cullingworth's part to feel at home here, for she had previously been Headmistress of Ripon Girls' High School which, like our High School, had been recently amalgamated out of existence. In her speech she compared the high academic aspirations of girls in Nigeria, where she had gone to teach after the closure of Ripon, with the low ambition of many girls in this area. She gave the advice, "Fly just a little higher than you think you can," and, on the topical subject of student unrest, "Be dissatisfied, but for good reason and not for selfish ends. Strive to right what is

wrong, but behave with consideration." As is customary, the speeches and presentations were punctuated by choral and orchestral items; to end, the choir smote the audience with 'The Plagues,' and another Speech Day was over.

* * *

A pass in the TEST IN ENGLISH is now being widely used in Colleges of Education as a matriculation requirement for students who wish to read for the new B. Ed. degree, so this year the School suggested to applicants to Colleges of Education that they as well as university applicants should enter for the Test. This meant that there was a much larger entry of girls than ever before, and it was gratifying to see in the results received this term that twenty three of the twenty four girl candidates passed. Only seven of these girls have applied for university entry — which might be interpreted as still further evidence that girls tend to be unambitious in relation to their potential.

* * *

The competition for the senior READING PRIZES was judged by Mrs. Cox, an Old Frestonian who is well known for her work in speech and drama in Wakefield. Her main criticism of the entrants was that their reading was insufficiently dramatic — lacking in what she termed 'life blood.' She advised entrants that they should be prepared to 'pull faces' when reading. Where she did find drama in the reading, she scored it highly : both the girls' winner, Janet Fensome, and the boys' winner, M. Roberts, read poems which gave opportunities for characterising with the voice. Roberts's yokel's accent was the most memorable feature of the competition. Mrs. Astley judged the Middle School competition, which was won by Louise Poulson and John Filer, and Miss Barron judged the Lower School competition, won by Rosalind Clayton and Mark Senior. Some of the entrants in the Middle and Junior competitions could be more enterprising in their choice of poem : an adjudicator's heart tends to sink when she learns that she is to hear again 'How They Brought the Good News from Ghent to Aix.'

* * *

Having gone to the North East of England last year for an adjudicator for the GOVERNORS' ESSAY PRIZES, this year the School turned to the South West and asked Mr.

R. F. Watts, Head of English at Teignmouth Grammar School, to judge. As well as giving entrants a chance to write the traditional form of essay, the competition for the first time also gave an opportunity for 'creative writing,' an opportunity which was seized by ten of the seventeen entrants. Nevertheless the prizes were won by two traditional essays, those of C. S. Hill and Ruth Hoyle. Hill has now won the boys' competition twice in succession: to the best of everyone's knowledge and memory, this feat has not been accomplished before.

* * *

The School branch of the BARNARDO'S HELPERS LEAGUE is sending to Dr. Barnardo's this year a cheque for £308 16s. 7d., an Increase of £20 over last year and a new record total. This record figure was realised because the box collection of over £170 was comfortably higher than had ever been reached previously. Forty people had over £1 in their boxes and Old Frestonians and friends of the School contributed £24 14s. 5d.

The Bazaar total of £268 8s. 11d. fell just short of last year's effort. The variety of activities which took place on Bazaar Day was very pleasing, showing much ingenuity and hard work. They ranged from a concert by members of the Lower-School, country dancing, an art exhibition which included portraits of some of the staff, a variety of stalls and competitions, archery and a balloon race, to pirates selling pegs! The only disturbing factor was that fewer visitors came. A survey showed that only around 150 parents and friends of pupils came (there are approximately 850 pupils in the school). Of these 150 visitors, 73 came from Norman-ton and Altofts, 18 from Royston, 6 from Casileford, 21 from Featherstone and Streethouse, 15 from Crofton, Sharlston and Kirkthorpe. The rather difficult and somewhat costly journey from Royston must have deterred many people and next year we must try to overcome this difficulty by arranging lifts; beforehand or by hiring a coach. It would also help if pupils delivered the letters of invitation to their parents!

* * *

Another charitable effort by the School has been to become a SEAT DONOR in response to the recently launched Leeds Playhouse Appeal. Twelve and a half guineas was raised by subscriptions from the staff, and a similar amount taken from the profits of the Revue, so that it was possible

to send a cheque for twenty-five guineas to the Leeds Theatre Trust. For this amount, a seat in the new theatre shortly to be built will be named in perpetuity the Normanton Grammar School seat. Who will occupy it at the opening performance remains to be seen.

* * *

The SUMMER REVUE was only a one-night stand this year, but nevertheless made a profit of £32. The organisation — and organisation was needed, for over a hundred pupils were involved — was undertaken by C. S. Hill. Julie Oliver reports : 'The toilet must have been the accidental or intentional theme of the revue, but there was nothing so base about the quality of the better performances. Such main parts of the evening as Marcel Guillou's phonetic punctuation, Austerberry and Spires's 'Dear Diary' the Radio Normanton sketch and the 'group' (a welcome change in the middle of the show) made a major impact on the audience. As well as these superior pieces of work, there were, as usual, others which, were either inaudible or downright useless. I shall not, however, linger over the poorer sketches which were true to the toilet theme. All in all, there was a fair sample of good, and bad material in the revue, and we must congratulate C. S. Hill and his associates on producing this hilarious annual peep show.'

* * *

The VII's victory in the Public Schools' Sevens at Roehampton last term was marked this term by a PRESENTATION BY NORMANTON U.D.C. of tankards to the team and Mr. Jubb. This pleasant civic function was held in the Town Hall. The undefeated records of the XV and the Hockey XI in 1967-68 were further recognised by the Governors on Speech Day, when. Mrs. Sylvester presented school shield plaques to members of both teams.

The best sporting occasion of a rain-spoilt Summer Term was probably the Junior Sports Day, which was blessed by surprisingly fine weather, a surprising number of new records, and a pleasantly keen inter-House rivalry.

* * *

The School would very much like to complete and bind a full collection of NORMANTON GIRLS HIGH SCHOOL MAGAZINES. At present we have copies of magazines from 1923—1965 except for the years 1925 and 1929. Our 1939 has a torn cover. If anyone possesses a magazine for any of these years and would kindly make a gift of it to the School, it would be greatly appreciated.

MISS BARRON

It is hard to Imagine school without Miss Barron when she retires at the end of this term, for her kindness, integrity and loyal service have for so long been an inspiration to everyone.

Although Miss Barron began her teaching career in more picturesque and beautiful surroundings, in the Liake District and Cornwall, her love of Yorkshire people and her devotion to her family drew her back to her native county. In 1941 she left Middlesbrough Kirby School to be closer to her father and family during the war years and so settled in Normanton.

She has served as Senior History Mistress in Normanton High School and Normanton Grammar School for twenty-seven years, and her pupils recollect with gratitude the excellent quality of her teaching and her dedication to her subject. Perhaps only those who have studied with Miss Barron to sixth form level and beyond can fully appreciate the range and accuracy of her knowledge or the stimulating variety of her lessons, ranging from researches into documents of past ages to visits to present-day council meetings and law courts. Miss Barron always set herself and her pupils very high academic standards, but while she delighted in the success of those who aimed high, She had always the sympathy and perception to find and encourage whatever was best in every individual in her care. Under her influence the rebels started to conform a little, the selfish became more thoughtful for others, the lethargic were stirred into action and even the dull began to shine.

Her innate generosity and real concern for the welfare of others has been evident in every aspect of Miss Barron's work, As Careers Mistress she has given willing aid to the hundreds of pupils who sought her advice and has found great personal satisfaction in guiding them to interesting and fully rewarding careers. No-one has done more to promote a keen House spirit and the many successes of the Wolds and Ward House pay tribute to her skilful organisation and enthusiastic support. For less fortunate children she has made untiring efforts in her work for Dr. Barnardo's Homes, to which the school branch of the Barnardo's Helpers' League has now contributed over £5,550. It is largely owing to the energy and initiative of Miss Barron and her team of Helpers that the annual Barnardo's Bazaar has become such a happy, successful event.

Members of the 'Old Girls' and 'Frestonian' Associations have greatly appreciated her hard work and original ideas as a Committee member. They have spent many pleasant Friday evenings at the Study Groups on such varied themes as Music, Architecture, Landscape Gardening, Drama and Travel, which she organised, and have enjoyed the talks, films and entertainments often given in illustration of these themes by her wide circle of friends. The Ramblers' Section has benefited by her love of moorland scenery, especially of Derbyshire and the Goathland region, where she and Miss Wood have led most enjoyable walks, and many members will have pleasant memories of visits with her to Haworth Parsonage, Brimham Rocks, Heath Hall and Nostell Priory.

The staff have enjoyed Miss Barron's company and will remember gratefully the generous help she gave to beginners, her cheerful, friendly personality, the humour of her impromptu speeches, her calm, unhurried way of overcoming difficulties and her devotion to the school.

When a 4B3 incorrigible asked, on learning of her retirement, whether he had 'driven her to it,' she replied that this was not so — she was retiring because she was 'growing old.' We cannot readily accept her excuse, for her lively qualities are essentially those which keep people active and young at heart. We hope that she will continue to 'grow young' during very happy years of retirement, and that, as she intends to remain in Normanton, we shall see her often.



Miss BARRON

Phcto by courtesy of The Yorkshire Post

THE STAFF

After a welcome disappearance last term, this otherwise regular feature returns to record the departure of three members of the teaching staff — all, however, yielding to the claims of relative age, though all bear their years lightly, and with relative ease.

Miss Barron's retirement, foreshadowed earlier, and which she with her usual willingness to put the interests of the School before her own postponed from Christmas, comes at last. A fuller appreciation, particularly of her twenty-four years service in Normanton High School, appears elsewhere. I can write only from a much briefer acquaintance; long enough, however, to give me a great admiration for her work as Senior History Mistress, as Girls' Careers Mistress, and as Secretary of the Barnardo's Helpers' League until last year. I shall always be grateful, too, for the cheerful face which she put upon amalgamation and her willingness to make the best of things and to look to the future with optimism.

Mrs. Harrison, who came originally as a temporary replacement for Miss Tate in 1964, has stayed on through the first three years of the amalgamated school, and few, I feel, can have made more friends among staff and pupils in so short a time. Another cheerful and willing personality, she has made her influence felt in many ways outside her own Art Room.

The Rev. F. L. Sargent, who was already past the normal retiring age when he joined us last September, has set a record of attendance and punctuality, despite a very long daily journey, which some younger members of the school, with fewer years and shorter mileage to cover, might do well to emulate. I am sorry that the decline in numbers due to the smaller entry and the unwonted (but welcome) stability among the staff have made it impossible for him to stay longer.

None of them will be far away; we wish them long life and happiness, and hope to see them many times in the future.

Miss Barron's successor was named in the Christmas Term issue; Mrs. Harrison's will be Miss P. Tindale, one of

the first to gain the new Diploma in Art and Design, which has the status of a degree, with Second Class Honours from the Liverpool College of Art, where she has since gone on to take her Teaching Diploma.

The Easter term was saddened for me by the long illness of Mr. Charles Goodall, for over 30 years gardener-groundsman of the schools; he died in the Easter holiday, not so very far short of his retirement. He was most conscientious in all his work, a man who did his duty and more besides, and took a real pride in the maintenance of our fields and grounds. Perhaps we do not always appreciate how much more fortunate we are in our grounds than many schools; I, at least, when summer brings out the roses and the displays of plants in the flower beds, will often be reminded of him. Mr. Wandless, who otherwise could have retired this last term, has carried on nobly single-handed for almost half of the year, and has voluntarily postponed his retirement to help Mr. Goodall's successor, Mr. B. Farrow, to settle in.

Once again, we have lost our Cook-Supervisor, and for most of the term Mrs. Lythgoe has been doing the work; as we go to press there is still no sign of a permanent appointment. Miss Helks, after four years as Clerical Assistant, first in the Grammar School and for the last two years as Lower School Secretary, is moving to Oxford. We were sorry that Miss Blakeley broke her wrist just, after Whitsun; Miss Helks and Miss Haries (who for most of one week actually found herself the sole survivor) have carried on commendably unruffled.

We have been most fortunate this year in our French Assistant Mlle Michele Kuntzmann; she has fitted in admirably, and though like most French assistants she neither wished nor expected to be sent so far into the frozen North, we feel that she has come to like it as much as we have enjoyed and profited from her stay.

I am sure that all will join me in congratulating Mr. J. H. Stell on taking his Master of Science degree at the University of Hull. I have just heard also that Mr. D. H. Jones, formerly our Director of Music, has been appointed their Senior Music Adviser by the Warwickshire L.E.A.

J. A. L. H.

VIEWS OF THE FUTURE

Last term's Editorial suggested that women lacked great ambitions, were too content to choose careers considered 'right' for the female sex and would think nothing of sacrificing this career in order to devote their time to a home and family. As a follow-up to this thought-provoking piece of writing, the Editorial Committee asked some third and fifth formers to write essays beginning 'Today is my eightieth birthday and I look back to the day I left school.' The object was to discover what these pupils wanted from life, what they imagined would happen to them and what they hoped for. It was interesting to note the different attitudes of the boys and the girls towards their future and the differences age made to opinions and ideas.

It was clear from the essays submitted by the third form girls that they had expectations rather than hopes for their future lives. The majority envisaged a comfortable, happy married life as a matter of course, although the character of the husband was never mentioned and he was only referred to as a name. Much more important was the family; the children the grandchildren and great grandchildren, many of whom were fondly named and whose activities were described with delight.

In spite of the great importance they attach to marriage these girls do intend to gain 'O' levels and possibly some 'A' levels. In only two cases, however, do they intend to use these qualifications in the pursuit of a worthwhile career. For most girls these exams are a means by which they can obtain a reasonably good job to fill in the time between leaving school and getting married. The two exceptions see themselves as dedicated scientists, far too devoted to their work even to think about marriage, let alone contemplate it. These girls were by far the most ambitious and imaginative : both envisaged war between Russia and America (they seemed to have forgotten China) and were far more interested in the future of the world, space travel and scientific discovery, than in their own personal lives.

As these two were a contrast to the other girls, so too were the third form boys. All secured passes at 'O' and 'A' level as a matter of course and then devoted their lives to making as much money as possible. This was obviously their most important object in life but most of them did see themselves married with children, even though this aspect of the future was only sketchily drawn.

All the fifth form essays were very different from those written by the younger pupils. The boys had a tendency to dismiss this piece of work and treat it as a joke but nevertheless they did show certain characteristic attitudes. As they looked back over their lives they remembered their schooldays in particular — not for the academic work, but for the fun. This possibly indicates that at this age they realize that a job will probably entail hard graft. Most envisage a life of plastic hearts, with plenty of money. Only one is pessimistic about the future and feels that an automated future will be unrewarding and unsatisfactory.

The girls in this age group *did* take their work seriously and their writing revealed a very different attitude to life from that of the girls lower down the school. None envisaged a happy married life — indeed, only one married at all and that caused her to participate in a life-long experiment in which she lived the life of a fish. All showed an interest in science and were obviously worried about the future about which they had thought a great deal, most of them imagining a strict communist-type of world filled with robots, rockets and glass laboratories.

From this exercise it can be seen that the younger pupils have a more conventional idea of life, probably influenced by their parents. As they become older they become more involved in world affairs, realize it is a hard place in which to live and, through deeper reading, imagine a very different future life, at the mercy of the scientists.

Ruth Hoyle.

The Apple of Trouble

by Lynn Bryant

When Adam did that apple take,
 How many troubles he did make.
 Men plan to conquer and be supreme
 While others die to save their Queen;
 While those men live, these die today.
 We others are content to say,
 "It's not my fault that people die.
 I am not God; now leave me lie."

SYMPOSIUM : 'AMBITION AMONGST GIRLS'

'The Frestonian' and its contents are often greeted by a loud silence, but the last Editorial was apparently something of an exception. Whilst no one has claimed that it provoked her or him to thought, a number have said that it provoked feeling. The general point of the article was that Yorkshire girls should; be more ambitious; it was, however, a particular point, that Colleges of Education are a second-best to university, that was seized upon and which generated all the heat and, one trusts, light.

Three replies to the Editorial, and a final word from its author, follow.

* * *

1. : Hilary Hartley :

The editorial of last term's magazine created a deep feeling of resentment in many of the female members in this year's UVith. I feel very strongly that the statements expressed were rash and far too generalised.

As a Vllth former with eight 'O' levels going to a College of Education next year I resent the implications of the article. It is not 'feminine modesty' which makes girls choose a College of Education in preference to a University. It is, rather, a realisation of vocation and a wish to understand the intricacies and current problems of education. I would prefer to make this the focal point of my studies for three years (or perhaps four years if taking a degree) rather than spend one year doing a Diploma of Education after a degree. Teaching is a profession and yet it seems that university students do not need professional qualifications to enter this field of work. To me, this appears absurd : no Doctor would be allowed to practise medicine legally without the correct qualifications.

The suggestion in the last editorial that girls who enter Colleges of Education show a lack of interest in achievement seems ridiculous. Surely by entering such a college they are revealing their interest and striving to attain in their own way.

There is nothing to suggest that this year's boys in the UVith are superior to the girls. The boys are more interested

in status and money and therefore they apply to a University in the hope of gaining a degree which will bring them nearer to these things. But, although a large proportion of boys have applied this year to University this does not necessarily mean that the same proportion will gain places.

Men look for financial security whilst women, owing to their natural instincts, want the security of a home and family. This security 'with one man' does not, however, mean that a woman must give up her career. Teaching is one of the best professions to keep after marriage, because whatever the profession of the man there is almost always an opening for a teacher anywhere. Women in other professions would find it far more difficult to carry on their careers after marriage.

I agree that the teaching profession is not ideal for everybody and some people do enter it because of the lower qualification requirements, (especially people who have failed to meet the requirements of a conditional offer from a University); but it is wrong to class all this year's UVlth girls in this group. For the conscientiously minded, teacher's training is as much a challenge as University work and just as, if not more, rewarding.

2. : Ruth Hoyle :

Last term's editorial may have been meant as a spur, to urge the female half of the school to greater things, but in the Upper Sixth, at least, it succeeded only in causing anger and resentment.

Girls realize their own capabilities and limitations and generally know what they want to do with their lives. Throughout their early years the role of the teacher becomes well known to them, even though it is seen from a pupil's point of view. It is hardly surprising then, that many, having a much deeper knowledge of this career than any other, and realising its advantages from the point of view of marriage and a family, choose teaching as an occupation.

A home and children are important to women — it is a fundamental part of their natures — and it would be ridiculous if the intelligent females of this country sacrificed this part of their lives just for a career. Generally, intelligent parents have intelligent children. If there were no intelligent children to be the leaders of the future the country would soon be in chaos. It is, necessary, therefore, for all types of women to want homes and families.

If women seek the security of marriage it does not mean that they must relinquish their career. It is possible both to run a home and do a job. Neither does marriage mean that a woman must submit to a man — both are individuals with their own ideas and tastes and marriage is no reason for a woman to forget hers completely. Time spent in trying to make a happy marriage is surely never wasted and the idea that women spend a lot of time merely 'trying to get a man and then hang on to him' is absurd, unintelligent and old-fashioned. No woman has any need to do this — at the moment men outnumber women, who can support themselves adequately.

Seeming lack of achievement is not lack of interest — if it were women would not work at all. The fault lies with society which, even today, does not recognize true equality of the sexes. Fewer places are allotted to women at University and preference is given to men, who are accepted with lower 'A' level grades. For these reasons, it is hardly surprising that few girls apply to University, and it is even less so when one knows that the majority do Arts subjects. Competition on this side is very stiff and girls, realising their almost hopeless task will revert, sensibly, to something they can be sure of, such as a course at a College of Education.

It is not that women do not want to compete in big business — they rarely have the chance. Men do not want to be dominated by women because over the centuries they have always been the dominating sex and have had the masterful role in life. Certainly they are physically superior, but it is a fallacy to believe that they are mentally so too. Unfortunately men are not convinced of this.

It is also the fault of society that teaching as a career has a low status and is regarded as a second-class occupation, to be taken up if there is nothing better available. If teachers had salaries comparable with those of business men this would not be so, the profession would draw those university graduates who now go into business and there would, no doubt, be less of an outcry if intelligent girls chose to teach 'under twelves.'

Why teaching this age group seems so inferior, I have no idea. At this time in their lives, children are receiving the foundation of their education and it takes skill and patience to pass the knowledge of the teacher onto the child, in an interesting and understanding way.

Without such people, who are willing to devote their lives to such a demanding task, education would come to a standstill. Surely then it is better to praise these people, especially the women, who embark on such a difficult career, rather than decry them for their lack of ambition. For girls it is a wise and thoughtful choice of occupation. After marriage and a family they can return to it without difficulty, which would be impossible with other jobs, and in doing this they also aid the community because the expensive training they received is not wasted.

3. : ‘Old Frestonian’ :

It is rather unfortunate from a popular point of view, and a tragedy from an educational one, that a College of Education course is looked upon as inferior to a University one. The two courses are completely different in nature, but this is no criterion for their being regarded as of different status. This state of affairs is aggravated by the fact that University failures (both those who are refused entrance, and those who fail part of their course) find refuge in a College course, apparently easier academically.

A remedy can only be realised when there are adequate University places for those who want them, when graduates have to take a professional training in order to teach, when colleges are well endowed financially in relation to universities, when all colleges offer degree courses and when the supply of teachers exceeds demand, so raising the calibre of the profession.

“Teaching youngsters the alphabet and multiplication tables” is sadly the way in which society looks upon the role of the primary school teacher—one of the most important roles. Infant and junior teaching is the most skilful, demanding, and vital of any teaching and it needs increasing thought and research. Money is often sought to assist this sector of education, but it is also one which needs “brains.” When primary teaching is carried out successfully, then the problems of discipline and lack of motivation at a secondary level will be arrested to a large extent. Almost anyone can convey knowledge, but only a teacher can, for example, implant a concept of the number system or bring meaning into our hieroglyphics of communication and computation

(could you. teach the division of fractions without resorting to convenient tricks ?). It is mistakenly regarded that the teaching of the under-twelves is only a woman's job — but very often men make better primary teachers. They foster a better sense of discipline, respect, security and humour, and so promote enthusiasm in learning (even if they are not as conscientious in administration and preparation as women).

Furthermore, women have not been “ ‘conned’ into thinking independence from men is impossible.” Many women do not want this independence and could not cope with it — there were those desirous of it but who could not achieve it because of pressure from society. This is now being relaxed giving the choice of “security of one man,” or a career, or a combination of the two. Dare I suggest that is more often men who seek the security and stability of marriage, and women who generally regret their loss of independence, more than men?

This could leave the differing academic aims of the two sexes unsolved — unless it could be proved that men aim higher from a materialistic viewpoint compared with women, who follow a vocation regardless of financial factors.

But the teaching profession is not for the materialistically minded, and therefore it loses some of the valuable intellectual powers from which it would greatly benefit.

4. : Margaret Bryan :

The ‘anger and resentment’ which my editorial of last term caused almost completely failed to reach my ears — although Draycott did, quite wrongly, openly accuse me of being prejudiced against males. I presume that it was chiefly the girls who have applied to Colleges of Education who were angry and resentful — and Draycott is in a class of his own and so his accusation need not be explained. I suggest that these girls took offence far too quickly and missed the point of my article.

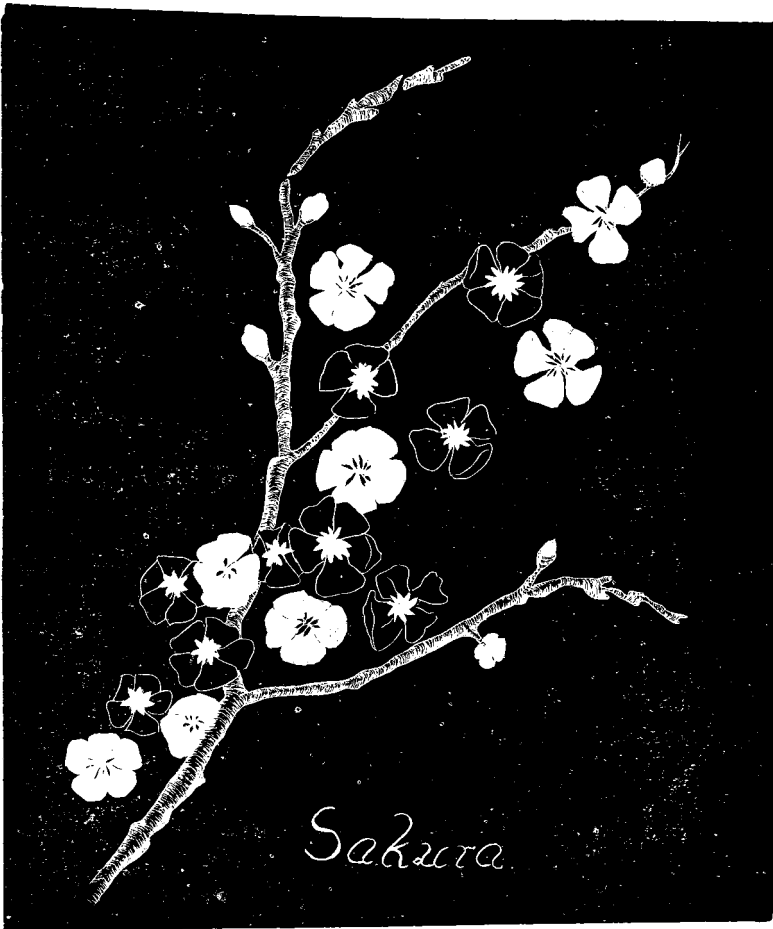
I was delighted that Misses Hartley and Hoyle and an ‘Old Frestonian’ cared enough to reply to what they considered my attack and I hope my reply to their reply will help both to explain my true position and to apply balm to their injured feelings.

I applaud the obvious sincerity with which all three girls view the value of a primary education. But I am afraid I cannot wholly support their idealisation of primary school teaching. Perhaps my dismissal of it as teaching under-twelves the alphabet and multiplication tables was a trifle harsh, but I cannot see it in the same light as Hilary, Ruth and the 'Old Frestonian.' At Colleges of Education, students are taught to teach—they acquire a technique which enables them to 'implant a concept of the number system.' If they master this technique they will make teachers good enough to give their young pupils the basis they need for their further education. Devotion and patience are more than admirable qualities in a teacher but they are no substitute for the guidance and help which should come from the home in the early years. I see a good secondary education as being much more important to the educational development of a child. Despite an excellent primary education, my own general knowledge and social awareness was, at the age of ten, practically non-existent. But this has in no way hampered me and, after an excellent secondary education, I consider myself as well equipped as anyone to enter the 'outside world.'

But my chief point, and my main objection to the mass application to teacher training colleges, is that so many girls just do not consider whether they really want to teach and, what is more important, whether they would make good teachers. I stick by my suggestion that so many go into teaching, not because they feel that here is their vocation, but because teaching, primary school teaching, is an accepted and acceptable profession for women. I add to this reason two others — entry into training college is easy, students being accepted unconditionally after sometimes reaching only reasonable 'O' level standard, and teaching would fit in so well with their planned future, that is with their married life. Please do not mistake me — I have as much intention to marry as the next girl, but I see a happy marriage as something which should be worked for, and worked hard for, whilst I am fulfilling my other ambitions, not as my ultimate aim.

This last point is, I think, an important one and one with which I hope my three opponents will agree. I sincerely believe, however 'corny' and cliché-riddled this may sound, that the world would be a better place if women had more power. Only women of great intelligence and academic skill could possibly obtain and use power. If all our gifted women

enter occupations which those with fewer talents can do, who is to wield this power? I do not suggest that I myself could rise fully to this challenge — but I am going to have a jolly good try in my own field. I would like to feel that I was not the only one — that other girls, ideally from Normanton Grammar School, do not see marriage as their chief goal. By all means, collect a husband on your way to goal and make a happy and successful marriage your ambition. But don't stop there.



God Is

by Gillian Harris

Is God white or is He black?
 Is His coat cloth or a plastic mac?
 Is He affluent or down at heels?
 Is He kind to His own but for no others feels?
 Is His policy war, to kill the masses
 To slaughter them, shoot them, or poison with gases?
 Does He live alone in His crystal house?
 Do our fervent prayers no pity arouse?
 Does it seem as though He's never there
 When an answer is needed to a crucial prayer?
 Does God disappoint us?

Do we really believe that God does exist?
 Is it only a way for the blame to shift?
 When we see humanity suffering still
 Do we just dismiss it as God's will?
 When asked to help others in need
 Do we reply that God His own will feed?
 Why can't we see it's our problem too?
 Why should the cruellest be the surviving few?
 Why should we let children die for want of food?
 Do we only give when it suits our mood?
 Why do we use God?

Why can't we start to act on our own
 Before our seeds in the wind are blown?
 Why can't we face up to our every mistake?
 Why must we a story of an immortal Father fake?
 An immortal Father blamed for every wrong,
 And why with the others must we string along?
 Why can't we learn to treat the unfortunate kind?
 Why don't they make an impression on the mind?
 No man is an island to himself;
 Perhaps then we'll find the meaning of true wealth.
 But why won't God help us?

DRAMA IN EDUCATION

Mr. R. Parfitt, who was with the School as a student teacher in the Spring Term, has now been appointed to his first post, in another school, as Teacher of Drama. We do not have such an appointment here, but Drama is becoming an increasingly important subject on the educational curriculum. Below Mr. Lumb explains what exactly is meant by this subject, explains some of its methods and points out its advantages as a school subject.

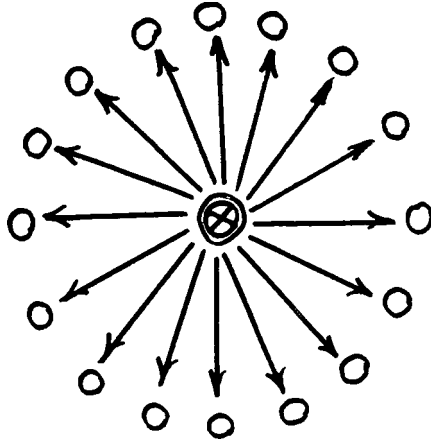
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Mention Drama, and one naturally thinks of Theatre. Mention School Theatre and one naturally thinks of the School Play. There is however a clear distinction between Theatre and Drama which must be borne in mind from the beginning. In a, School Play an understanding develops between the producer and his cast, the cast and the back-stage workers, and between members of the cast themselves. The extent to which the actors are able to live within their parts, reacting to each other upon the stage as if the costumes and lines did not exist, governs the degree to which the theatrical performance is successful. In this situation the actors **become**, for a few hours, the people they represent. It is this temporary understanding by the participants of the motives of the other members of the group which is the basis of educational Drama. Thus the elements of Drama are to be found in the Theatre; a stage and greasepaint, however, are unnecessary for educational Drama.

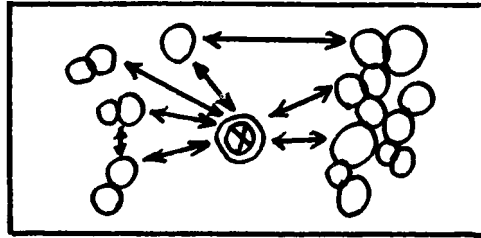
School Drama sets out to increase awareness of how people live together and react to each other by allowing the class to participate in a situation in which authentic feelings and reactions are produced. It creates realistic moods and passions and allows the class to view those moods and passions **from the inside**, through the eyes of the people whose attitudes the class is studying. For example when studying the French Revolution the class would not only learn the facts and dates, but also play the part of angry French citizens storming the Bastille. A class trying to understand the American colour problem might not only learn the facts about the negroes' average wage and their housing conditions, but also play out a situation where a negro is lynched by a group of whites.

Clearly Drama cannot take the place of an academic approach. Before playing out a social situation one must have sufficient facts to make sure that opinions and attitudes

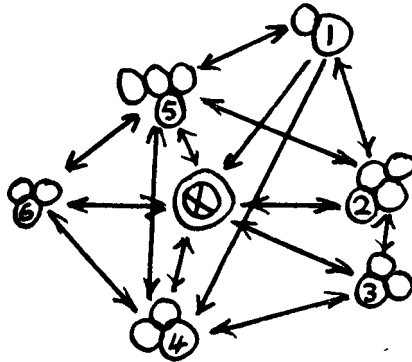
are genuine and based on the truth. Making that situation live for each member of the group, can, however, allow him to understand its meaning much more clearly.



1. In the Classroom.



2. During a Play-Production.



3. During a Drama-Lesson.

This type of Drama can be most enjoyable, as those who experienced it with Mr. Parfitt last Spring will understand! If they were asked why they enjoyed it most people's first answer would be that they were moving about and talking, indeed were being asked to do so, rather than sitting at a desk and, merely listening. For speech and movement are essential to Drama work. Obviously since the class is trying to reproduce a genuine social situation its members must act like social creatures, moving and talking. The (controlled) noise and movement of a Drama class make it different from almost every other lesson. They are also what make the lesson productive, for reasons which appear below.

On page 139 appear diagrams representing different social situations. In each diagram the circles represent people (the crossed circle the teacher). The arrows represent information and stimulus passing from one section of the group to another. In the classroom (Figure 1) each member of the class, sitting alone at his desk, receives information from the teacher (note that, naturally enough, the teacher receives little in return!). The pupils help each other in class-learning only to a very limited extent. In a Play-Production (Figure 2) the pupils are formed into several very closely-knit groups. One group perhaps represents the cast, another the scene-shifters and so on. However the teacher (producer), as well as giving information, now receives it. For example one actor perhaps cannot manage a Scots accent, or the scene-shifters find the interval too short. In either of these cases the teacher must change his original information to fit in with the group. It will also be noticed that the different groups can operate partly without the teacher (producer); indeed by production-night he will be redundant.

In a Drama class (Figure 3) everyone gives and receives information and changes because of it. The dramatisation of the negro being lynched, for instance, would not be real if all the points of view — those of the angry white men, the police, the lawyers, the negro — were not taken into account. Each section of the class is part of a group, and yet each person has his own part to play. It is this participation by all sections of the class which contributes to Drama's effectiveness, enjoyment and importance. The teacher provides the initial stimulus and then is merely part of the group.

The methods described have importance outside just the Drama lesson. It can obviously help one's understanding

of characters in a book if one can be that character for a while; in primary schools children learn the principles of physics by forming themselves into groups of different sizes and shapes to represent neutrons and atoms. Socially-maladjusted adults can lose many of their repressed feelings if forced to participate in dramatisations of a situation which they have long feared in real life. Last and not least, Drama often produces excellent acting talent!

So Drama expects you to do all the things you normally would not do in class: make a noise, move around and consult your neighbour. It tries to increase your awareness of what life is like and how people really feel by creating social situations and making you participate in them. Drama at school thus cannot take the place of book-learning; but it can add profitably to it.

D. F. L.



TWO TALES OF CHILDHOOD

The Puddle

by J. Lancaster

Paul decided that it must have been raining quite heavily because in the playground there were indefinite, shallow puddles and between them the ground had been saturated black. Strange that he hadn't noticed it while in the classroom. Perhaps it was because the windows were so high or perhaps the rain came from behind the school. Then it wouldn't have hailed against the windows. Yes, that was it. Feeling happy with this explanation of his ignorance he went to stand by one of the larger puddles. He shuffled into the water. At first it was only like a thin blanket of moisture laid upon the ground but soon only the laces and their blind eyes were visible above the surface. When the water began to seep through these, as if they were portholes in a drowning ship, his feet stiffened and he pranced from the puddle with the precision of a racehorse.

The rain had been quickly absorbed by the dirt on Hudswell Street and as he began to walk along it the dust soon dulled the shine of the water on his shoes. The red cliffs of the terrace houses rose oppressively on either side of the street. You could imagine you were riding down a canyon, the red dust swirling round the horses' hoofs. Two dogs came running from behind him barking like Apaches.

"Hey you, kid!", he heard a muffled voice and looked around before seeing a portrait of a boy framed by a window to his left. The face was disfigured by the nose pressed negroid against the glass but he still recognised Peter Lixton. He was four years older than Paul and had been in the fourth year when he had first gone to the junior school. He used to sneak into the cloakroom and sew together the arms of the defenceless overcoats, and on the last day of term he and his gang scoured the playground for the hiding first-formers and either baptised them extravagantly in the filled wash basins or threw them onto the deceptively hard grass which grew below a four foot high wall. All this he remembered while the face disappeared from the windows and reappeared at the door.

Lixton approached Paul with a slouch which had been perfected after hours of practice in front of a wardrobe mirror. His legs were stilted in tight blue jeans, and his

arms and neck looked thin, but strung with sinews, beyond his pale T-shirt. He held in an outstretched hand two half-crowns. "Here, tek these t'Duke and get one o' conductors ta change 'em into pennies." Paul's mouth slipped into the shape of that coin until he felt the milled edges being pressed into his moist palm, and he began to walk back along the street. "All pennies," he heard shouted when he turned the comer.

The Duke was 'The Duke of York' which served as a public house and a bus terminus, the former occupation perhaps responsible for the development of the latter. There was always a bus standing subdued there and the driver and conductor could be seen sprawled on the side seats, playing with curled cards or eating wet lettuce sandwiches. Paul wondered if he could go to the conductor and ask for sixty pennies, but he knew he would not. Why was it that bus conductors seemed so superior, even with their hands soiled by the coins? Perhaps it was because of the uniform.

A side street appeared on Paul's left and it ocured to him that he couldl run along the maze of streets and onto Agbrigg Road, which was wide and noisy with people and blurred cars. But again he knew he would not. Not because he was too brave to run away but because running away seemed to present more dangers than returning with the half-crowns. He could imagine all too vividly his feet pounding the pavement, keeping a parallel rhythm with his heart, as he ran along narrow streets like those never-ending tunnels) in his claustrophobic nightmares, and then turning the last corner to find Lixton's usually slouched figure screwed stiff with hate. When he unclenched his hand he saw the two half-crowns, their faces hot but otherwise unimpressed by his predicament.

He stood at the corner for a few more minutes, looking back several times along the street to see if anyone was watching him, and then he began to walk back when he thought sufficient time had elapsed. It only ocured to him when he was rounding the corner that perhaps he had made the seconds into minutes. However, Lixton had already pushed himself up from the pavement with exaggerated nonchalance and was standing with his fingers in his pockets.

"I asked one but he wouldn't change them," said Paul, his voice quivering through an octave of tones. Lixton took the two coins without speaking and, using his hand

like a knife, he prised them back into one of his pockets. He then clenched his right fist until it was bleached white and struck Paul sharply under the chin before walking back into the house.

To be hit with a fist was more than Paul expected — and yet less. He could not remember what he thought would happen, but he knew he had never imagined anything as sacred as a punch. People were only punched in films, when they could splinter banisters and bounce from a sofa to squash a card table, but he was still standing there, the only only effect being that his teeth seemed to be disloyal as they still chattered nervously to each other.

Walking along the second half of Hudswell Street he saw a small but very inviting puddle in a dip in the pavement. However, he looked at it contemptuously and walked by it on the street.

The Package

by Linda Barker



"Come with me," she said timidly.

He squeezed her hand gently before he answered "No," his deep voice kind, but unrelenting.

She stood bewildered; overcome by the terrible realisation that she had to continue alone. Water filled her eyes, but to cry was out of the question; tears would make him angry. He gave her a gentle push forward.

"Go on."

"I'm frightened."

"Go on!"

She picked up the loathsome package again and took a few steps forward, then turned to look at him as he stood just outside the sharp serrated outline of the shadow of the trees. She saw him peering at her from the sunlight and hoped the darkness of the wood concealed the first uncontrollable tear as it overflowed and trickled down her flushed cheek.

"Go on!"

She turned away and walked into the shadows.

The wood was cold and dark, for the broad twisted trees grew close together, their thick leafy branches entwining to form a murky screen against the sunlight. She shivered, and quickened her pace so that before long she would be outside again where there would be no such canopy to shield the sun from her bare arms, and where she would no longer have to carry her sickening parcel.



Some yards further on, the path narrowed as the bracken lining it bushed inwards, making it almost impossible to walk. She stopped, wondering whether she had yet ventured far enough into this forbidding place to commence her horrible repellent task. Now that she could no longer hear the sound of her own footsteps, she became aware of many other sounds in the wood, some real, some imagined.

She felt smothered, overcome by waiting beings which were watching her from behind the trees and among the bracken, dodging out of sight as she turned. She spun suddenly to face the huge silent dragon creeping up behind her, then determinedly adjusted her breathing to its normal depth when she saw nothing there.

She began furtively scraping at the soft soil beneath the ferns in an attempt to make a hole in which to bury the contents of her parcel, but panic overwhelmed her. She must get out of this terrible place. With all her strength she flung the package into the shrubbery, and, petrified, watched the black furry mass roll out of it some yards away from her, before she turned and ran. She ran, and ran, stumbling over the woody roots across the path. Someone was following her; she couldn't run fast enough. The scream rising in her throat had just reached her mouth when she saw him.

"Daddy, oh Daddy!" she sobbed, as she flung herself into his arms.

Well, she had to learn, he told himself. She had let the animal starve to death; she must be punished.

"You shouldn't have been too lazy to feed him," he said. Then he looked down at the small quivering body in his arms, and did not feel at all justified.

"Come along, darling," he said.

The Fish

by I. Sinclair

A flash of light in a clear blue stream,
A beautiful sight in a beautiful dream,
Delightful to see, a joy to behold,
Seen in the dreams of the young and the old.
A fish brings back memories of days far gone by,
Restoring old memories, and with them a sigh,
He's free, and he's happy, his life must be bliss
A marvel of nature, this wonderful fish.

But time can't go backwards and I can't be young,
Those days are past now, and no more to come.
But the fish in the water brings memories to me
Of the days I was young, of the days I was free.

SEE BAVENO AND LIVE

Our school party, all girls, arrived in Baveno amidst glorious sunshine, all eager to enjoy as much of it as possible. The 'Hotel Splendid' was exactly what its name suggested, situated by Lago Maggiore, with a private beach which was to be in continual use during the next week. After a meal of spaghetti, which everyone wondered how to eat, we all changed into our bathing gear, soaked ourselves in oil, and, all resolving to obtain a tan, headed for the sun.

It was not long before we made our impact on the scene. Many of us had not experienced the hazard of foreign boys before, and were happy to wander through the town in shorts and blouse, much to the delight of our foreign friends (or foes). We had hoots from the horns of almost every car, whistles, shouts, and even the police welcomed us with this usual Italian greeting. Finally we were surrounded by a group of boys who could not take a hint. We were all decided on what the most essential word in our Italian vocabulary would be — 'vattene' meaning 'go away!' Yet we never mastered the saying 'No, we do not want serenading under our balcony' which we were to need later in the week. On the first evening, when a group of girls set off for a walk, they soon returned, not having been able to break through the barricades of boys, who formed neat rows in front of the hotel.

Yet we were not dismayed; in fact for some it was the ideal situation. The sun continued to shine, and everyone began frantically to compare arms and legs, to prove whose were the reddest or brownest after the first two days, and dares were being made to see who would be brave enough to swim in the lake, a task which needed more courage than one would expect. The water was tempting as the heat grew more unbearable towards mid-day, yet many decided to cool off to their ankles only. The water was so cold that it became an attitude of the mind and a method of one, two, three — duck, before we were completely immersed in the water. Later we all could laugh as photographs showed agony stricken faces, while we held our pose as cameras recorded our position in the water.

The most enjoyable day of the holiday, all agreed, was our excursion to Monta Rosa, where we could combine sunshine with snow. We were all a little dubious about the ski lift, pieces of iron bent to try to resemble chairs which

rattled up and down the cable. Some could not pluck up the courage and took to the cable car, yet they cannot realise what they missed. The rest of our party stepped forward gallantly, jumped on the moving chairs, squashing our lunch packs under our arms in the process. Yet what a view. Wonder and delight replaced our fear. When we reached the top of the ski lift we were confined to a small area of boarding, or buried to our knees in snow. Many of us found the latter more enjoyable, entering our second childhood by building snowmen. We soon dried out our wet trousers as it became steadily hotter and although we set off with white faces we returned with red ones. The road back consisted of narrow roads and sharp bends which our driver insisted on taking recklessly. Yet we were not perturbed and continued rendering a rousing chorus of every song in our repertoire.

The weekend was spent between lying on the beach and travelling to Stresa, the next town on the lake. These journeys were always made by boat, the usual way of travel from one town to another. At one time when we were lazing on the beach we were completely surrounded by foreign bodies, as they were now commonly called. Male Italians completely lined one side of the beach and even occupied boats on the lake. News apparently travels far and wide, especially when girls are the topic of conversation. In the evenings few ventured out, which meant that we had to find our own entertainment in the hotel. One of the waiters kindly lent us his record player which occupied everyone until about ten o'clock, when all, except the (privileged) sixth form, retired. It was a little dubious, however, whether all did retire.

Our next excursion was to the Borrowmean Islands on the lake, but the only people who benefited from touring around the islands were the guides, who obtained twenty lire from each of us every time we entered a different garden or house. But we were able to laugh about it later. Our holiday, however, was drawing to a close, and we held our farewell party in which everyone joined. They all seemed so sorry to see us go, as we were to leave. Yet all that remained was to catch the train on time, which we nearly did not, as we had been given the wrong time. Everyone regretted leaving, as it had all been too short, and none of us looked forward to crossing the Channel, yet we could all laugh at our experiences during our stay in Italy, for there had never been a dull moment.

A Grandson's Farewell

by R. Toddington

Granny,

Don't look round the streets — I'm not missing:
please don't worry about me eating.

I've decided not to stay alive,

I've left home to blow out my mind.

Mother and father are so near, yet so far,

they're as near as my heart,

but as far as a star.

I've lived with this sorrow for far too long,

and soon I'll be happy,

please don't think this is wrong.

Cancel my Dandy, Beano and Rover;

don't worry about me,

it'll soon be all over.

Don't tell the police,

don't drain the canals,

I'm sorry to leave

but I hope you'll understand.

I've thought about dying for six long weeks,

and now I've decided before it's too late.

I am still very sane so don't think

that I'm mad.

It's the best thing for me

to join Mum and dear Dad.

You can give all of my toys

to the poor little boys,

who are not as strong as me.

but have suffered like me.

When I reach Mum and Dad

I'll no longer be sad;

and us three will have fun,

there'll be Mum, Dad and Son.

Don't cry when I'm gone

and please hurry along.

I can't write any more

my eyes are so sore;

my tears now of sorrow,

will be of joy tomorrow.

Goodbye dear Granny,

I'm going to find bliss;

and when I see Mummy

I'll give her your kiss.

LIFE AT UNIVERSITY - IV :

The University of Sussex : A "New University"

The environment of the University of Sussex follows the good old English educational tradition of a university set in the leisurely atmosphere of rural surroundings. The campus used to be the country seat of the Pelhams, and the university buildings are spread over a long, low valley on the southern fringe of the South Downs, four miles north of Brighton and just off the road to Lewes. The buildings, designed by Sir Basil Spence (the architect responsible for Coventry Cathedral) are a series of modernistic variations on old architectural themes, adapting such traditional forms as the arch, moat, courtyard, castellation and cloister to modern constructional techniques involving red brick, prefabricated concrete and plate-glass.

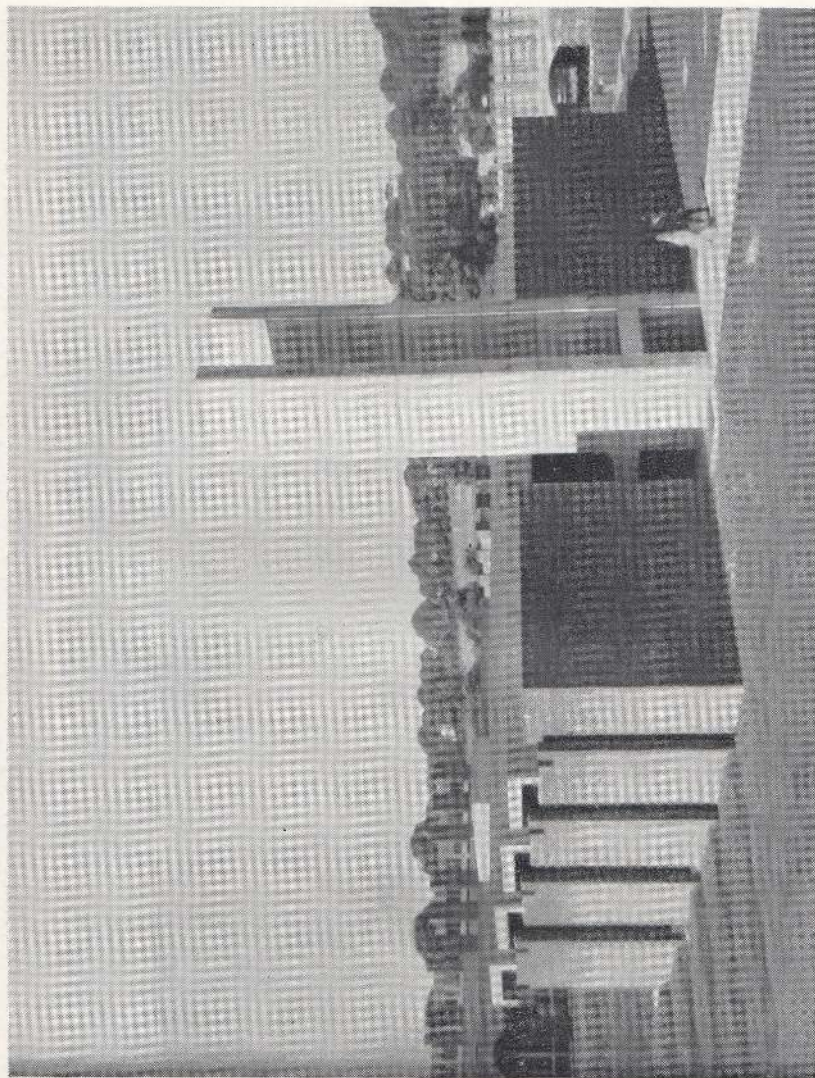
There is, for the foreseeable future at any rate, no premium on space and so many features of the eighteenth century landscaped park (which of course the campus; was anyway) have been utilized. No mature trees have been cut down; bulldozers have been used as sparingly as possible, and then only to accentuate features, not to destroy them. The plan has instead been adapted to the lie of the land and the principal natural features already in existence. No buildings exceed three storeys, so that the view across the valley is barely obscured, and from just over the rise there is no hint of a highly complex system of lecture-theatres, studies, Park Houses, tutorial and seminar rooms, the library and more mundane facilities such as the refectory.

Particularly spectacular features of the campus are the Meeting House and the peculiar "rugby posts" at the head of the arts building (illustrated). The standard of architectural originality and excellence is unfortunately not matched always by the workmanship of the builders, and the number of cracks appearing in walls and rooves promises to provide in a few years' time a veritably ramshackle conglomeration of academic slums. I hope the pictures will convey the leisurely atmosphere of the environment (at present) where my text has failed. Degree work is a little more trying than this might suggest however.



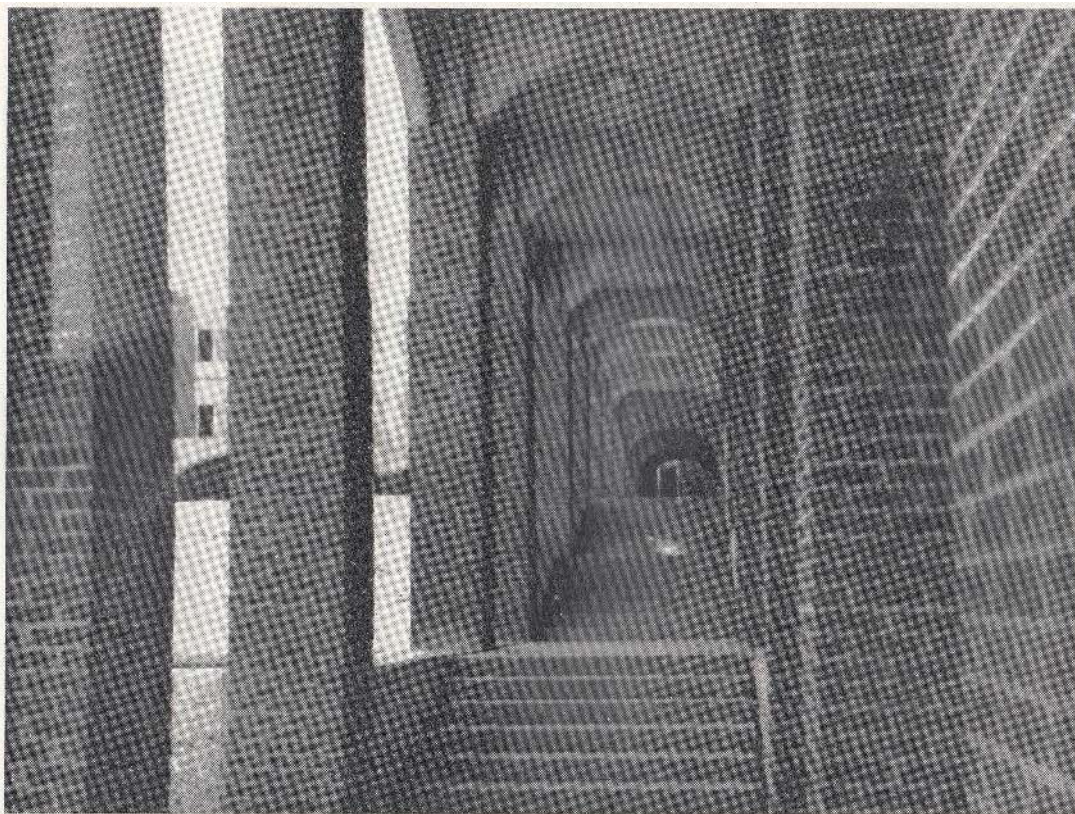
SUSSEX

The Meeting House; note the “softening” effect of the surrounding trees.



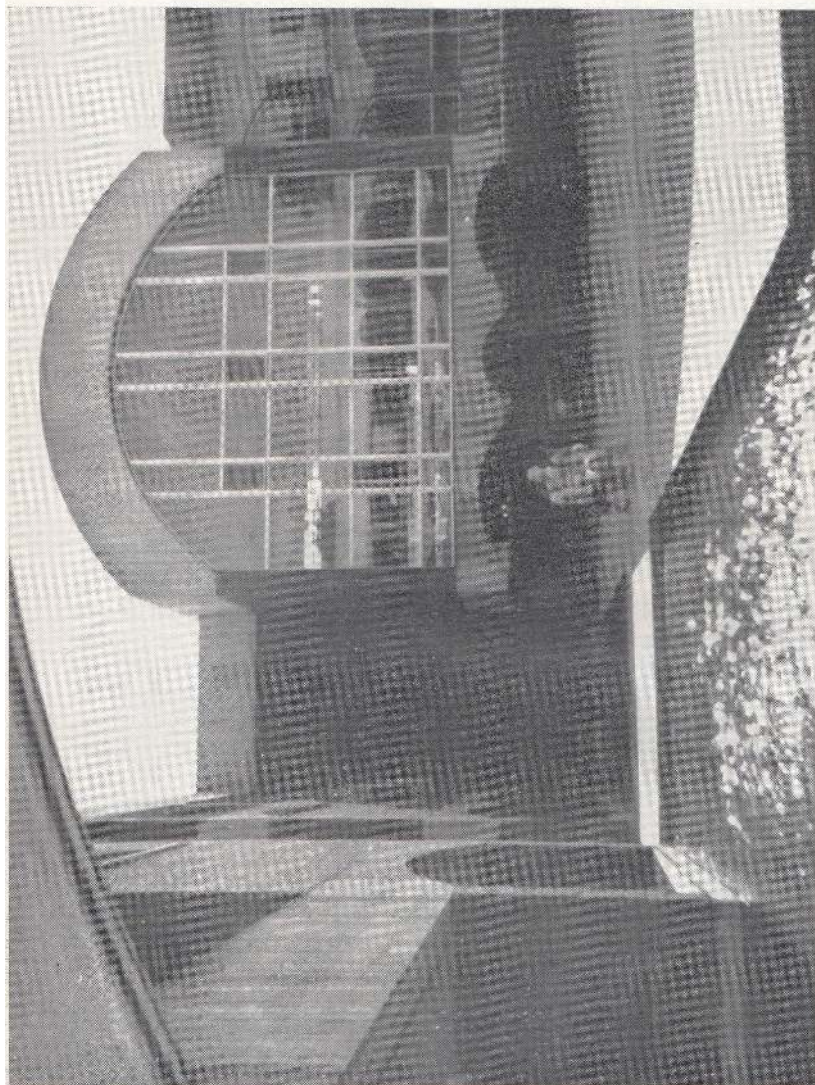
SUSSEX

A view up the valley over the arts block, taken from the library steps. The low sweep of the buildings and the castellated rooves can be plainly seen.



SUSSEX

An arched cloister round a courtyard in the arts block.



SUSSEX

Falmer House, situated at the entrance to the campus, and the focal point of most social activities. The large room at the far side is used for Union Meetings and as an examination room.

Teaching at Sussex is different in some respects from that at many British universities. No lectures are compulsory. Science students have a considerable amount of formal teaching, including practical periods, but artists have normally no more than four hours a week, and sometimes as little as two. Two courses are taken concurrently, with a tutorial (two students and a tutor for one hour) or seminar (up to twelve students maximum with one or two tutors for two hours) for each course per week; normally an essay is produced for each teaching period. Courses for any degree range over a considerable field of studies, involving as a rule for artists four courses connected with the major subject, and five "contextuals," all of which are examined in a series of three-hour exams at the end of the third year. A frequent criticism is the consequent superficiality of courses, but the reply to this is surely that the value of a wide range of knowledge and an understanding of the relationships within this range is as great as a more detailed knowledge of a much more restricted range studied in depth. Certainly the intellectual effort is no less exacting, and the techniques and background thus acquired enable one to follow up particular interests at a later date if the desire is great enough.

The small number of students involved in any given period of formal teaching means that staff student relationships can often be quite close; in many universities students tend to feel that they don't have any relationships with the staff in any but the most formal sense of the word, and such a system certainly means less personal attention to students' needs, academic and otherwise. The very low failure rate at universities with favourable staff/student ratios (a mere 6—7 per cent at Sussex, largely accounted for by natural wastage during the three years of the course) would seem to suggest that this is an important educational factor, apart from making life more pleasant (some of these academic characters really are peculiar as well as brilliant).

Life at university is very free, although there are a few limitations which vary in scope (and effectiveness) from university to university; in general, provided that work is completed on time (more or less) one can safely regard oneself as one's own master. Work is really a matter of personal discipline, and this should be a natural development from the sixth form.

A university is, of course, primarily an academic institution, but being at university implies a whole range of experiences outside purely academic. The vast majority of students, coming straight from school and leaving home for the first time, have to make several adjustments in what may be called broadly the social sphere. One starts knowing no-one, but as everyone is in the same position, this soon changes, and one makes contact with a wide range of people. One has to learn to look after oneself in a number of ways. It may well be argued that this aspect of university life is at least as important as the academic, since it is a matter (if the phrase doesn't sound too pretentious) of learning to live. The opportunities are there and after all, this is surely what education is all about.

Barry K. Tempest, O. F.



QUESTIONNAIRE

At the end of the Summer Term, questionnaires on various aspects of school life were distributed to members of the fifth and sixth forms still at school. Around 140 forms were returned. Here are the results and some comments.

1. Are you broadly in sympathy with recent student agitation for more say in university and college affairs?

Yes 85 No 41

2. Would sixth form students be justified in taking similar action?

Yes 50 No 75

3. Is discipline freer than before amalgamation?

Yes: 51 boys; 57 girls; total 108

No: 18 boys; 0 girls; total 18

12 of the boys who do not find discipline freer are fifth formers. Many sixth formers added that discipline is stricter than before for the sixths but freer for the rest of the school. Others claimed that discipline is freer only at the Upper School.

4. Would you prefer it if there were stricter control over pupils than there is now?

Yes 57 No 71

Again fifth form boys were the odd men out. 30 voted against stricter control.

5. Do you think the present prefect system is effective?

Yes 17 No 111

Surely a case for a change in the system. Only four members of the upper sixth think the system is effective.

6. (5th forms only) Do you know what the present prefect system is?

Yes 30 No 26

The 30 who do know did well to find out. No official announcement was ever made.

7. (5th and L.VIth only) Do you know who the senior prefects are?

Yes 48 No 37

8. Should rules about school uniform be strictly enforced?

Yes 72 No 55

9. Do you approve of the present school uniform?

Yes 43 No 85

Criticisms of the uniform were invited and the two items which proved most unpopular have both been introduced since amalgamation — red braid for blazers and the new summer dress for girls. Criticisms of both were supported by sound reasons which may be voiced again and more strongly if a school council ever comes into being. A-line or slightly flared skirts for girls and a summer uniform for boys were also widely suggested.

10. Do you agree with the idea of a school council?

Yes 96 No 27

Of those who voted against the idea, 26 were boys who probably do not realize what the form and powers of such a council would be.

11. Is the present house system

More effective than: 16 boys; 4 girls; total 20

Less effective than: 41 boys; 49 girls; total 90

The same as: 8 boys; 3 girls total 11

before amalgamation?

12. Should the house system be abolished?

Yes 35 No 102

So despite recent attempts to strengthen it, the house system is still largely unsuccessful. Yet 50 per cent of pupils said they enjoy inter-house competitions and almost 70 per cent want the house system retained. Thoughts about the house system in the future are thus optimistic.

13. Should maths be compulsory in the sixth form?

Yes 45 No 87

Many who voted 'No' were perhaps unaware of what a compulsory sixth form maths course would entail. Recently Mr. Oldroyd quickly persuaded a group of upper sixth arts students that sixth form maths could be enjoyable and would certainly be different and valuable.

14. (Sixth forms only) Is

Too much 38

Too little 11

A right amount of 24

time spent on subsidiary subjects?

15. Do you find! yourself competing more strongly with members of the opposite sex than with those of your own?

Yes 110 No 23

The battle of the sexes is not a very fierce one here. A few maintained that they do not compete with anybody and Crossland claimed that there is no competition (which I challenge strongly).

16. Does specialisation in school subjects take place too early?

Yes 65 No 66

17. Should more social functions be arranged for pupils out of school hours?

Yes 100 No 32

18. Do you usually attend the school dances?

Yes 69 No 65

19. Do you approve of the form of the school dance?

Yes 39 No 84

Suggestions for changes in the form of the school dance were invited and an almost universal complaint was that 'outsiders' are unable to attend. One guest per pupil was suggested by 80 per cent. Other complaints concerned staff interference and high charges.

20. Have your relationships, with members of the opposite sex

become easier: 92

become more difficult: 1

remained unchanged: 37

since amalgamation?

I am feeling a little concerned about the one upper sixth girl whose relationships with the opposite sex have suffered in the last three years. Perhaps some upper sixth boy should feel a little guilty.

21. Have you a steady boy/girl friend at this school?

Yes: 13 boys; 12 girls; total 25

No: 57 boys; 51 girls; total 108

22. Have you a steady boy/girl friend outside school?

Yes: 22 boys; 32 girls; total 54

No: 48 boys; 31 girls; total 79

Boys and girls appear to prefer a 'steady' from outside school. As might be expected, fifth form boys are the most unsociable in this respect.

23. Did you come to see this year's school play?

Yes 63 No 74

24. Did you approve of the choice of plays over the last three years.

Yes 44 No 75

25. Did you enjoy the school plays you have seen?

Yes 76 No 44

More than half the fifth and sixth forms did not come to see the school play and the main reason seems to be that the choice of play did not appeal to them. The feeling seems to be that if they pay to see a play, they have the right to expect to be entertained. Suggestions for the next school play were asked for and, not unexpectedly, most would like to see lighter themes and more humorous plays. Wesker, Oscar Wilde, Shakespeare and Osborne were the most popular choices—not all of whom are obviously 'lighter!'

26. Does the school revue sometimes 'go too far'?

Yes 9 No 124

A predictable result. The biggest surprise came from five sensitive male upper sixth formers who voted 'YES!'

27. Do you read the whole of the school magazine?

Yes 83 No 56

Games and society reports seem the least popular and short stories, poems and articles about university and college life are the more widely read.

28. Do you agree with the views expressed in the editorial of the last 'Frestonian' about girls being academically unambitious?

Yes: 43 boys; 42 girls; total 85

No: 27 boys; 21 girls; total 48

The number of fifth form girls who voted 'Yes' is encouraging. 'No' answers came largely from upper sixth girls and fifth form boys.

29. Has amalgamation been a success?

Yes 82 No 49

Members of the upper sixth formed the largest group thinking that amalgamation has been unsuccessful. Fifth form boys were amalgamation's chief supporters and perhaps thanks should go to the fifth form girls for allowing them to enjoy the last three years so much.

Margaret Bryan.

ACTIVITIES

THE LIBRARY

The library's best customers are the first formers. They borrow books in hundreds, return them promptly and never lose them.

The worst are the upper sixth. No one knows how many books they borrow, for they often take them without leaving any record. They keep them for months or years, and very often fail to return them at all. One of them had not returned, even on the last day of the summer term, the three books which he took out in the autumn. Another arrived on that day with a pile of books listed as missing, and blandly remarked "We're unorthodox borrowers, but not thieves."

It seems clear, however, that the unorthodoxy of many borrowers passes into dishonesty. Over ninety books have disappeared during the school year. The loss of Peake's "Commentary on the Bible" and Cottrell's "Lost Worlds" shows that for some people nothing is too costly as too unwieldy to keep. Some new books, ordered for the use of whole sets of pupils, vanish into the possession of individuals unknown within a few days of being placed on the shelves.

There are difficulties in tracing books, when the sixth form is housed in nine separate classrooms in three different buildings, but there is no difficulty in avoiding losses. It is simply a matter of observing the library rules. In the meantime, we need the lost ninety — urgently; and we say, in the words of the Agony Column, "Come home soon. All is forgiven."

MUSIC

The Summer Term with its inevitable accent on exams and outdoor activities militates against an activity such as this. However, things do tick over and the biggest event this term has been the Normanton Schools' Festival, now in its sixth year.

This time instead of a large scale work for enormous forces, the programme was arranged to allow as many pupils as possible to shine. Unfortunately, owing to the illness of Mr. Brown, the brass band had to go in to limbo, but we had spirited solo performances from Joan Dixon, Michael Woodhead. David Tempest and John Whyston accompanied by Barbara Glover. The Choir gave a group of Negro spirituals, a Sullivan selection and the Jonah-man jazz. The orchestra were at their best in two Slavonic dances by Dvorak and part of the Italian Symphony of Mendelssohn. With a few more recruits to their ranks this orchestra could be quite a well balanced ensemble, comparable in performance with that of any school in the West Riding. The weakness lies in the string section, but as the same criticism could be made (has been made!) of the Hallé Orchestra, we are not alone in this respect.

After exams had finished our energies were directed towards three external concerts in which several school players took part and Speech Day which was (musically) notable for a fine performance in

the Mozart Clarinet quintet by Sonia Kitchener. As more people seem to be leaving earlier this year we are rather depleted in several departments and we would particularly appeal to people in the middle school to join in at least one of our activities or learn an instrument. It is never too late to start.

COUNTRY DANCING

A team of Scottish Dancers took part in the Leeds Royal Scottish Country Dance Festival in the grounds of the City of Leeds College of Education at Beckett Park, Leeds, on June 6th. There were teams from many places including Newcastle and Manchester. A team of Folk dancers from Holland dressed in national costume also gave a very enjoyable display. The Normanton team wore white school blouses and white skirts with their tartan sashes. This festival was enjoyed by all, and we hope Normanton will enter another team next year.

As usual we gave our annual display of Country Dancing on Barnardo's Day. We presented a varied programme of English Country and Morris dancing as well as Scottish Country dancing. The display was held in the Upper School Hall and was well supported by parents and friends. We were pleased to find that our efforts raised approximately five pounds towards the Barnardo Fund. The following Monday we gave a shortened version of the programme before an invited audience from local junior schools. We hope that our display produced an interest in country dancing among the audience.

FRENCH CLUB

CHAIRMAN : JANE BECKETT; SECRETARY : JULIE OLIVER

The highlight of the term was, without doubt, the party held on Tuesday, 16th July. This had an extremely high attendance—112, mainly thanks to the hard work of Mlle. M. Kuntzmann and a number of the sixth form girls, who prepared a delicious spread of French bread and cheeses. Nobody seemed to have been put off by the small entrance fee of sixpence.

Not so well attended, however, was the talk on French music given by Mr. Machin and Mlle. Kuntzmann—in fact the grand total of pupils present was two.

We are sorry to lose Mlle. Kuntzmann at the end of her year in England. She has been an incredibly hard-working and enthusiastic French 'Assistante' and we wish her every happiness in her career in France.

GAMES REPORTS

General Review

The world of the Victorian and Edwardian public school or even the world of more recent fiction set in schools, in which sport is a dominant interest, is a world far removed from the reality of today's summer term's. Increasingly, and some would doubtless maintain rightly, summer sport leads a life at subsistence level whilst the vast majority of pupils and staff concentrate on examinations and academic affairs inside 'working hours' and on their own interests, which are unconnected with school sport, outside those hours. Frequently, as one can see from reading the reports which follow, the situation is of a few dedicated individuals struggling to raise any sort of team amidst a welter of difficulties caused by problems of administration, facilities and uninterest. Sports Day is no longer a major event in the parents' eyes, and only a tiny handful attend; a summer game competing in which will give pleasure to most girls has apparently still to be invented; our boy cricketers cannot train in the middle whilst our athletes are training on the same field; the local baths are not available to the school frequently enough to make the standard of swimming praiseworthy. And so on.

As a result, it is not easy to view our summer sporting activities with the enthusiasm and pride with which we can view our winter ones. What is fully within our own control, we do well. For instance, the standard of skill and organisation in the athletics is surely first-class. It is interesting to chat to athletic Old Frestonians and hear their comments on university athletics; university shambles give them a new respect for the effort and care which are here put into running our athletics well and efficiently! But most of the problems we face are beyond local control and remedy: examinations, finance and the spirit of the age combine to make the life of the school summer sportsman an unenviable one.

ATHLETICS (GIRLS)

We have no inter-school athletics fixtures, but there are many inter-house trophies, the competition for which is viewed with enthusiasm or dismay according to physique, temperament and age. The standard was lowest among the seniors, so that, for instance, the intermediate 880 was won in a faster time than the senior. The competition was dominated by Levett and Freston, who came first or second in every cup placing except the Junior trophy for Sports Day events, wherein Dodsworth managed a second. Freston won the Sports Day competition, and Levett won the Standards Cup.

Sports Day Results :

	D	F	L	W
Juniors	50	60	49	32
Intermediates	26	69' ₂	80' ₂	42
Seniors	18	44	34	10
Total	94	173' ₂	163' ₂	84

Individual champion under 12: Jane Arandle.

Individual champion under 13: Jenifer Black and Janette Noble.

Individual champion under 14: Susan Grandidge.

Individual champion under 15: June Ellis.

Individual champion — senior: Gayle Chapman.

Standards Cup :

	D	F	L	W
1st Year	85	83	79	44
2nd Year	57	51	47	58
3rd Year	23	53	44	28
4th Year	20	21	44	19
5th and 6th Year	9	18	16	1
Total	194	226	230	150

Individual Points :

1st Year — Jane Arandle 13, A. Carrington 12, S. Richardson 12, P. Fisher 12.

2nd Year — Janette Noble 14, M. Clegg 12, J. Black 12, D. Taylor 10.

3rd Year — Margaret Amery 20, S. Grandidge 10, L. Thomas 9, K. Garner 9.

4th Year — June Ellis 15, J. Bruce 8, C. Brabbs 7, V. Moss 7.

5th and 6th Year — Janis Pollock 7, G. Chapman 6, P. Furness 5, J. Hancock 5, C. Webb 5.

ROUNDERS

U. 15

CAPTAIN : C. BRABBS

TEAM : Anne Shepherd, Lynne Stringer, Susan Shaw, Christine Brabbs, Janet Bolderson, Lynne Ibbotson, Andrea Draycott, Ruth Fergus, Linda Greasley,

Also Played : Heather Shaw, Anne Carrington, June Ellis, Christine Amery, Avril Sheldon.

RESULTS:

v. Ossett G.S.	(H)	Lost	2 — 10
v. Ackworth School	(A)	Lost	5½ — 10
v. Airedale Tech'l High School	(A)	Lost	7½ — 19½
v. Rothwell G.S.	(H)	Lost	2 — 4
v. Colne Valley H.S.	(A)	Lost	3 — 3½

Unfortunately we have had a very unsuccessful season, losing all our matches. This is through lack of attendance at practices and the team having had so many changes.

For our first match against Ossett the team had not played or even practised together before. Next at Ackworth we played one short;

had it been an international team this would have been a calamity but for us it was nothing out of the ordinary. Linda Greasley played well in this match as backstop and Andrea Draycott brought our score from 1½ to 5½ rounders. Nor can much be said in favour of the team against Airedale except that Christine Amery played well after being dragged out of a bus queue at 3.45 p.m. At Colne Valley we played on a tarmac pitch because the field was waterlogged. One expected to see more rounders as the ball rolled easily on this surface. We were unlucky not to win this match, but the bowler gave away a rounder, in no balls, in the second half.

As most of the team are still under 15 next year one hopes to see some improvement in the results and in the attendance of practices.

TENNIS

CAPTAIN : MARGARET A. BRYAN

TEAMS:

1st VI : Margaret Bryan, Janis Pollock, Lesley Berry, Lyn Wood, Patricia Furness, Gillian Stokes.

Also played : Judith Hancock, Kathleen Crowther.

2nd XI : Judith Hancock, Janet Taylor, Kathryn Cooper, Joan Johnson, Jean Day, Kathleen Crowther, Eileen Tranter, Lynne Trickett, Linda Barrell, Andrea Price.

RESULTS:

			1st VI	2nd VI
May 4	v.	Ossett G.S.	(H) Won 49—32	Won 54—27
May 11	v.	Wakefield H.S.	(H)	Lost 53—24
May 18	v.	Hemsworth G.S.	(H) Lost 47—34	Won
May 25	v.	Ackworth S.	(A) Won 53—28	Lost
June 29	v.	Thornes House G.S.	(A) Lost 50—31	Lost 44—37
July 4	v.	Airedale T.H.S.	(A) Lost 43—38	Won
July 6	v.	Rothwell G.S.	(H) Lost 47—34	Won
July 13	v.	Colne Valley H.S.	(A) Lost 8—1	Won 5—4

RECORDS

1st VI : P. 7; W 2; L 5.

2nd VI : P. 8; W. 5; L. 3.

(2nd VI results are incomplete and possibly inaccurate, as no record was kept)

Any resemblance between last term's hockey and rugby results and this term's tennis results is entirely coincidental. A term much shortened for religious reasons, a summer which has resembled one long, wet week-end, and the trials and anxieties of 'O' and 'A' level students, have not proved an ideal background for a happy and successful season. A desperate lack of practice for upper sixth, and fifth formers and a shortage (might one say 'complete lack?') of outstanding talent has turned what promised to be reasonable success into dismal failure. Standard of play has ranged from, at the worst, pathetic, to, at the best, pleasingly steady, touching upon mediocre, 'jammy,' patchy and downright boring. At all times, a high standard of defensiveness was maintained. But perhaps this is making it sound worse, just a little worse than it really has been.

The season began well with a good and deserved win over Ossett. School was short of practice and played well against reasonable opposition. The first team match against Wakefield was cancelled and judging by the standard of play of their second six, this was perhaps fortunate for early-season morale. The second team was not discouraged by this result, however, and went on to play much better and defeat Hemsworth the following week. The first six fared worse. There was a disappointing lack of effort from some quarters and this resulted in a bigger loss than the run of play predicted.

The first team registered its biggest win of the season against a rather weak Ackworth side. The matches were uninteresting and unlively, with frequent showers adding nothing to the afternoon's enjoyment. The second team, which had had to undergo several changes, was unable to find sufficient rhythm and co-ordination to win its match. The Thornes House teams proved to be as strong as last year's and both won. School's lack of volleying power showed up particularly badly against some excellent net play, which proved to be the deciding factor in many of the sets.

Wimbledon, which inspired much excitement and concern in the lower school library, failed to inspire the 1st VI in the mid-week match against Airedale, who have provided only token resistance in the last three years' fixtures. The result, though fairly close, was disappointing with Airedale's very good first couple creating the most havoc. Airedale did not prove to have much strength in depth, however, and our 2nd VI won fairly convincingly.

Rothwell played undoubtedly the strongest first couple we have met this season. After just beating our first couple by 5 games to 4 they quickly played themselves into top form and from then on were practically unplayable. Their second and third couples were not nearly so strong and better play from School could have resulted in a close win. Again the second team set the first a good example by winning their match.

The 2nd VI arrived for the match against Colne Valley with only five players and Kathryn Cooper gallantly played alone—and carried her team to victory by winning all her sets. She modestly sets this down to sympathetic play on the part of her opponents. On a hot and wet day the ball (and in some cases the umpires) played strange and wonderful tricks—like shooting off the court at ankle height; like returning, aided only by spin to the side of the net from whence it came before it could be hit back in the normal way; like bouncing high and awkwardly off a large grate, conveniently placed at the junction of the service and 'tram' lines. School lost by eight sets to one and we are not complaining—just offering a few excuses.

Colours were re-awarded to Margaret Bryan and Janis Pollock and awarded to Lesley Berry, Patricia Furness and Lyn Wood.

ATHLETICS (BOYS)

CAPTAIN : S. J. TRIGG

The continuity of this season's athletics was broken by the weather. May was a particularly wet month, and both home fixtures had to be cancelled. Then later in the term the Senior Sports had to be post-

poned, and then re-arranged on a day that started fine; but almost as soon as the first event started so did the rain. Competitors and officials braved the elements well to complete the sports, but their enthusiasm had been dampened somewhat.

It was not surprising that no school records were broken under these conditions, but some happenings were worthy of mention. M. T. E. Roberts was the Senior Champion, winning both the 880 yards and the Mile and completing his trio of wins with the Long Jump. E. Field performed well in the Pole Vault to get within 9 inches of the record, well above his previous best and with a relatively short run-up. Two surprise winners were J. Baker who beat S. J. Trigg in the 220; and Harris, who won the Javelin. In the U.15 age group Lambert was the Champion with maximum points from the Hurdles, 220 yards and High Jump.

The Junior Sports were lucky with the weather. A fine day, a grand show of enthusiasm by competitors and spectators, and a crop of new records, all went to make this into one of the best Sports Days we have had. In all three age-groups there was a close tussle for the Champion Individual. In the U.14 group S. Auty had won the Hurdles with a new record and the High Jump and had second in the 440. S. Cooper had won the Pole Vault and the Shot, both with new records, and it all depended on how he did in the Mile. The slowly run race was all to his liking and he stormed away at the finish to win the race and the trophy.

K. Banks and A. Fisher both had maximum points in the U.13 section and shared the trophy. Banks broke the Mile record and was within 1/10th second of the 880 record. Fisher was in marvellous form in the High Jump and broke the record with a grand leap of 4 ft. 11½ in.

The U.12 contest was also very close, Bridges and Lindley both breaking two records each in winning three events and being placed second in another. Bridges's javelin throw is particularly worthy of mention as it beat the best throws by the Under 13 and Under 14 boys.

Results

SENIOR

100 yds	...	...	Trigg 10.8
220 yds	...	...	Baker 24.2
440 yds	...	...	McFarlane 57.4
880 yds	...	...	Roberts 2 m. 9.5 secs.
Mile	...	...	Roberts 5 m. 5.4 secs.
110 yds Hurdles	...	...	Hollis 16.4
200 yds Hurdles	...	...	Crossland 27.0
Javelin	...	...	Harris 113 ft. 5j ins.
Discus	...	...	Rowett 114 ft. 9 ins.
Shot	...	...	Milner 40 ft. 5J ins.
High Jump	...	...	Preene 5 ft.
Long Jump	...	...	Roberts 18 ft. 1 in.
Triple Jump	...	...	Webster 39 ft. 3i ins.
Pole Vault	...	...	Field 10 ft. 3 ins.
Relay	...	...	Levett 48.6

UNDER 15

100 yds	...	...	Dyson 11.6
220 yds	...	...	Lambert 25.1
440 yds	...	...	Carrington 57.5
880 yds	...	...	Midgley 2 m. 20 secs.
Mile ...	...	...	5 m. 19.9 secs.
Hurdles	...	...	Lambert 11.4
Javelin	...	...	Krlic 127 ft. 2½ ins.
Discus ...	...	...	Daniels 110 ft. 1 in.
Shot ...	...	...	Krlic 39 ft. 9½ ins.
High Jump	...	...	Lambert 4 ft. 9 ins.
Long Jump	...	...	Poole 17 ft. 11 ins.
Triple Jump	...	...	Barratt 35 ft. 9 ins.
Pole Vault	...	...	Midgeley 8 ft.
Relay ...	...	...	Preston 50.5

UNDER 14

100 yds	...	...	Bailey-Lee 12.1
220 yds	...	...	Smith 28.9
440 yds	...	...	Fisher 64.1
880 yds	...	...	Krlic 2 m. 29 secs.
Mile ...	...	...	Cooper 5 m. 46.9 secs.
Hurdles	...	...	Auty 12.3 (Record)
Javelin	...	...	Tomlinson 97 ft. 7 ins.
Discus ...	...	...	Thrall 98 ft. 0½ in.
Shot ...	...	...	Cooper 38 ft. 10i ins. (Record)
High Jump	...	...	Auty 4 ft. 5 ins.
Long Jump	...	...	Bailey-Lee 17 ft. 0½ in. (Record)
Triple Jump	...	...	Bell 34 ft. 7 ins.
Pole Vault	...	...	Cooper 8 ft. 9 ins. (Record)
Relay ...	...	...	Levett 54.6

UNDER 13

100 yds	...	...	Adams 12.5
220 yds	...	...	Tuffs 28.5
440 yds	...	...	Hodgson 66.9
880 yds	...	...	Banks 2 m. 22.1 secs.
Mile ...	...	...	Banks 5 m. 27.5 (Record)
Hurdles	...	...	Fisher 12.1
High Jump	...	...	Fisher 4 ft. 11½ ins. (Record)
Long Jump	...	...	Fisher 14 ft. 7 ins.
Triple Jump	...	...	Banks 34 ft. 4½ ins.
Javelin	...	...	Allott 100 ft. 9 ins.
Discus ...	...	...	Levitt 80 ft. 7 ins.
Shot ...	...	...	Ward 35 ft. 9½ ins.
Pole Vault	...	...	Banks 6 ft. 6 ins.
Relay ...	...	...	Ward 56.6

UNDER 12

100 yds	...	...	Bridges 12.8
220 yds	...	...	Lindley 29.8
440 yds	...	...	Wright 73.5
880 yds	...	...	Roberts 2 m. 46.1 secs.
Mile	...	...	Roberts 6 m. 3.0 secs.
Hurdles	...	...	Westwood 12.9
High Jump	...	...	Schofield 4 ft. 1 in.
Long Jump	...	...	Lindley 14 ft. 2½ ins. (Record)
Triple Jump	...	...	Lindley 29 ft. 7 ins. (Record)
Javelin	...	...	Bridges 103 ft. 4 ins. (Record)
Discus	...	...	Bailey 58 ft. 11 ins. (Record)
Shot	...	...	Bridges 31 ft. 6½ ins. (Record)
Pole Vault	...	...	Plant 6 ft. (Record)
Relay	...	...	Dodsworth 60.1

Champion Houses

JUNIOR (1st and 2nd yrs)	...	WARD 91½ pts.
INTER (3rd and 4th yrs)	...	WARD 101 pts.
SENIOR (5th and 6th)	...	LEVETT 49 pts.
OVERALL CHAMPIONS	...	WARD 223½ Pts.

Inter-School Matches

v.	Dinnington, Retford, Temple Moor, at Dinnington.	
	1 ... Temple Moor G.S.....	831 pts.
	2 ... Normanton	816 pts.
	3 ... Dinnington G.S.....	784 pts.
	4 ... Retford G.S.....	779 pts.
v.	St. John's College (Seniors only) at York.	
	1 ... St. John's C.....	69 pts.
	2 ... Normanton	62 pts.
v.	Castleford G.S. at Normanton.	
	1 ... Normanton	242 pts.
	2 ... Castleford G.S.....	218 pts.
v.	Thorne G.S. and Danum at Thorne.	
	1 ... Normanton	426 pts.
	2 ... Thorne G.S.....	410½pts.
	3 ... Danum G.S.....	211½pts.
v.	High Pavement, Nottingham and Doncaster at Doncaster.	
	1 ... Normanton	279 pts.
	2 ... Doncaster G.S.	261½pts.
	3 ... Nottingham	202½pts.
v.	Nunthorpe and Pontefract at York.	
	1 ... Normanton	296½pts.
	2 ... King's, Pontefract.....	208½pts.
	3 ... Nunthorpe G.S.....	185 pts.

Yorkshire Schools' Championship at Leeds

S. J. Trigg was third in the Senior Boys' 220 yards in 23.2 secs. The School relay team were 5th in the relay final in 46.5 secs.

In the Intermediate section C. Lambert was placed second in the 220 in 23.5, J. Bell was third equal in the Pole Vault at 9 ft. and H. Preene was fourth in the High Jump with 5 ft. 4 ins.

In the Junior Section S. Cooper and D. Smith were placed 4th and 6th in the Pole Vault with both vaulting 8 ft. 6 ins.

Northern Counties Championships at Blackburn

In the Youths section J. Bell was second in the Pole Vault with 8 ft. 6 ins. and third in the Triple Jump with a personal best leap of 40 ft. 115 ins.

C. Lambert reached the final of both the 100 and 220 yards and was placed sixth in both, recording 10.7 (equalling the School record) and 23.7

S. Carrington reached the last six in the discus and achieved a personal best of 129 ft. 6 ins.

Colours

Congratulations to R. Webster, B. Milner, and J. Baker, who have been awarded their Athletics Colours.

CRICKET

1st XI

CAPTAIN : D. HAYES

VICE-CAPTAIN : B. YOUNG

TEAM : S. Banks, J. Bell, R. Cusworth, D. Fretwell, K. Harris, D. Hayes, B. Hinchmore, R. Preston, D. Price, M. Stones, B. Young.

Also Played : G. Gibson, S. Ayris, J. Davies, P. Dale, S. Carlton, T. Crossland.

RESULTS:

May 4 v. Ackworth (a)

Lost by 2 wickets

School 76 (Cusworth 24)

Ackworth 77 for 8 (Hayes 4 for 12)

May 18 v. St. Michael's College (a)

Won by 6 wickets

St. Michael's College 46 (Preston 4 for 17;

Hayes 3 for 15)

School 47 for 4 (Pretwell 32 not out)

- May 25 v. Huddersfield New College (h)
 Lost by 3 wickets
 School 54 (Hinchmore 19)
 Huddersfield N.C 55 for 7 (Young 3 for 18)
- June 1 v. Temple Moor G.S. (h)
 Lost by 5 runs
 Temple Moor G.S. 66 (Hayes 5 for 18; Harris 3 for 7)
 School 61
- June 15 v Holme Valley G.S. (a)
 Won by 9 wickets
 Holme Valley 47 (Preston 5 for 20)
 School 48 for 1 (Fretwell 20 n.o. Cusworth 19 n.o.)
- June 26 v. Leeds University II (a)
 Match Drawn—Bad light stopped play
 University 158 for 6 dec. (Harris 4 for 13)
 School 66 for 3 (Cusworth 20, Fretwell 32 not out)
- June 29 v. King's School, Pontefract (a)
 Lost by 87 runs
 King's School 112 for 9 dec. (Gott 82)
 School 25
- July 6 v. Barnsley G.S. (h)
 Won by 8 wickets
 Barnsley 15 (Hayes 3 for 8, Preston 6 for 5)
 School 16 for 2
- July 13 v. Castleford G.S. (a)
 Lost by 62 runs
 Castleford 90 for 6 dec. (Hayes 4 for 26)
 School 28
- July 20 v. Old Frestonian Association (a)
 Lost by 10 wickets
 School 50 (Stones 21)
 O.F.A. 51 for 0
- July 22 v. Staff (h)
 Lost by 98 runs
 Staff 129 (Jubb 31, Williams 59; Young 4 for 31)
 School 31

RECORD : P. 11; W. 3; D. 1; L. 7.

LEADING AVERAGES :

	BATTING				
	Inn	Not out	Highest	Runs	Av.
Fretwell	10	4	32*	116	19.3
Cusworth	9	1	24	78	9.75
Banks	6	0	18	50	8.3
	*	Not out			

BOWLING

		Overs	Maidens	Runs	Wickets	Av.
Hayes	...	108	34	193	28	6.9
Harris	...	43.2	9	116	13	8.9
Preston	...	108.1	34	246	26	9.45

Catches : Cusworth 6, Bell 5, Hayes 4.

Wicket-keeping : Fretwell caught 8, stumped 1.

This has been a very disappointing season for the 1st XI in many ways — not least because they appeared at the beginning of the season to be quite a strong side with the potential of achieving good results. The reason they have not done so can be explained wholly by the inability of the batting, which includes the technique of running between the wickets. The departure of Goldie and Lappage from last season admittedly left a large gap in this department but it was felt that with the addition of several capable players from last year's Under 15 side the team would be able to produce some respectable totals. In the event it is these younger players who have provided the bulk of the runs made. Fretwell generally shouldered this burden and made most of the runs, but his succession of partners in many games cannot have helped his task. Stones has improved over the season as an opening batsman but he still has weaknesses of technique which must be corrected. He has hit the ball far too frequently in the air, and is easily tempted on the leg side. Cusworth must cure his impatience to get on with things if he is to continue to open the innings.

The bowling cannot really be faulted. We have won the toss few times and therefore have usually fielded first, yet on four of these occasions the opposition has been bowled out for runs not exceeding sixty-six. Hayes and Preston have been an effective opening pair and have usually returned good figures. Harris has been a useful first change bowler whose control has steadily improved and who should be very capable of opening next season if required. The off-break bowling of Hinchmore has, when needed, been very tidy, though perhaps tending to lack penetration. The remainder of the bowling has been done by Young, whose figures of seven wickets for one hundred and twenty-two runs in forty-two overs, do not really do him justice. His faster version of the off-break has often had batsmen in trouble yet luck was rarely with him and his potential as a bowler was only realised late in the season. In general, however, they have all operated very tightly and their efforts would have shown greater rewards had the fielding been reliable. This has varied from excellent to atrocious, but on account, it seems, of no particular criteria. No fielder has really distinguished himself although the captain always set a good example. Those who caught most usually succeeded equally well in dropping them. A word of praise, however, for Fretwell who took over the wicket-keeping with little experience early in the season and who has visibly improved with every match.

The usual problems of school cricket in the form of weather, examinations and pitches have been present in plenty. Since the first of these continues to play havoc with cricket at international level it would seem the problem at school level is insoluble. The disruption caused by examinations, however, is something that has been getting

worse. The majority of the team had left school after three weeks of the term, and the weather had cancelled one game and cut out most of the net practices in this period. The players would therefore only meet up on match days and the job of running the team becomes an administrative one of communication and one's success tends therefore to be judged not by the success of the team but by one's ability to get eleven people at the right place at the right time (or to prevent them getting there should there be a late cancellation). The tendency is for examinations to continue to get earlier so this would appear to be a chronic problem. It is a pity that the general standard of pitches in school cricket is far less than satisfactory. Our own square falls into this category yet it is still far better than many the school has played on. This is very discouraging to the better batsmen as it minimises the importance of skill and increases the luck element.

The circumstances of the summer term therefore cause difficulties for senior cricket teams in all schools and we must expect them to continue. The position is not made easier by those players who leave school before the end of the term. For many reasons it is more suitable to arrange fixtures after the examinations, yet if half of the team is no longer available the standard declines and the enthusiasm wavers. The team next year is likely to be younger still and most are likely to be at school the year after also. This, it is hoped, will give some stability and also some success.

We congratulate Young and Preston on being awarded their colours at the end of the term.

U. 15 XI

CAPTAIN : S. SCHOFIELD

TEAM : from I. Ayris, S. Barrett, D. Burniston, M. Poole, R. Eames, P. Lawrence, P. Sheldon, S. Carrington, P. Golding, G. Rudderham, G. Daniels, F. Nowosielski, D. Filer, D. Appleyard, K. Green.

Scorer : J. Howell.

RECORD :

Won 2; Tied 1; Lost 5.

A disappointing season, if a team's worth is judged only by its results. Constant Cricket Fan (I wish he existed) would refuse to believe that he was watching the side which carried all before it in previous summers; and he would be right, for no sooner had term begun than a number of our most promising players declared themselves "unavailable for selection," some on understandable economic grounds, others for reasons best known to themselves. Consequently, in match after match we took the field with sides which in no way reflected the true strength of this age-group.

While it would have been possible to make life unpleasant for the absentees, there is very little to be gained from bullying tactics. So we cut our losses and concentrated on those whose enthusiasm for the game is as fresh as ever. This has meant, of course, that several boys who would not normally command a place in a school team have gained some useful match experience.

The response from this makeshift side was quite magnificent. Understandably, we had our share of schizophrenic innings from the early batsmen, who were torn between pushing the score along and protecting a dangerously long 'tail.' Again understandably, the fielding was on occasion distinctly benevolent towards the opposition. Yet the whole team played with determination and accepted unc customary defeats with great sportsmanship, while the depression which sometimes settled upon after-match discussions was soon banished by the prospect of "doing better next time." As for the seasoned veterans, on whom so much depended, they recognised their responsibility and played with admirable maturity in a way which augurs well for future First Elevens.

A word of praise is long overdue to John Howell, for his reliability and accuracy during four years as official scorer.

U. 14 XI

CAPTAIN : L. CUSWORTH

TEAM : from Cusworth, Hayes, Bell, Dobson, Clarke, Green, Fisher, Grattan, Hobbs, Hill, Guillar, Womack, Bailey-Lee, Cooper, Garner, Stretton, Strangwood.

RESULTS :

- | | | |
|---------|----|-------------------------------|
| May 4 | v. | Ackworth (h) |
| | | Won by 45 runs |
| | | School 69 |
| | | Ackworth 24 |
| May 18 | v. | St. Michael's College (h) |
| | | Won by 5 runs |
| | | School 85 for 7 |
| | | St. Michael's College 80 |
| May 25 | v. | Huddersfield N.C. (a) |
| | | Lost by 45 runs |
| | | Huddersfield N.C. 98 |
| | | School 53 |
| June 1 | v. | Temple Moor G.S. (h) |
| | | Won by 1 run |
| | | School 85 for 4 |
| | | Temple Moor G.S. 84 for 4 |
| June 15 | v. | Holme Valley G.S. (a) |
| | | Lost by 44 runs |
| | | Holme Valley 98 for 6 |
| | | School 54 for 7 |
| June 29 | v. | King's School, Pontefract (h) |
| | | Won by 19 runs |
| | | School 109 |
| | | King's 90 |

- July 5 v. Q.E.G.S. (a)
 Won by 3 wickets
 School 77 for 7
 Q.E.G.S. 76 for 9
- July 6 v. Barnsley G.S. (a)
 Lost by 2 runs
 Barnsley G.S. 59 for 3
 School 57

RECORD :

P. 8; W. 5; L. 3.

This has been a reasonable season for the U. 14X1; there have been several close finishes resulting from the playing of 'overs' matches. However, the rest of the team did not measure up to the standards set by Cusworth, Hayes, Bell, Hobbs, who between them collected most of the runs and the wickets. Thus when these few occasionally failed to produce their best, the team was well beaten as happened at Huddersfield N.C. and Holme Valley. The team must practise together regularly with everyone given an equal opportunity, (Cusworth and Hayes please note!) so there are several bowlers and batting in depth.

It is also significant that the team won every match when they batted first, and only won once when they batted second. This was because they always calculated the runs per over needed for victory and tried to maintain this rate throughout, rather than opting for the steady build-up. In this respect it was discouraging to hear Cusworth frequently exhorting his legions to 'hit out,' especially when he himself was so often out trying to do this too early on in the innings. If only Cusworth's bat was the size of his mouth, he would be not out every match!

Usually the bowling was in the capable hands of Hayes and Cusworth, as Cooper, last year's captam, only managed to play in the last match. These two generally bowled a good line and length, though Hayes offered too many half-volleys to good drivers. The batting was again led by these two, ably supported by Bell, Hobbs, and against Q.E.G.S. by Stratton and Clarke. The team spirit grew as the season went on and the standard of fielding also rose. If they can keep together next season, they should produce another good team.

U. 13 XI

CAPTAIN : G. TINKER

TEAM : from Tinker, Mason, Tuffs, Curtis, Bridgewater, Ratcliffe, Beedle, Ward, Chapman, Banks, Lomas B., Lomas D., Peasant, Higgins.

RESULTS :

- May 18 v. St. Michael's College (a)
 Lost by 48 runs
 St. Michael's 123
 School 75 for 7

May 23	v.	Q.E.G.S. (a)	Won by 35 runs
		School	78 for 8
		Q.E.G.S.	43
June 6	v.	St. Wilfred's (h)	Lost by 4 runs
		St. Wilfred's	77 for 9
		School	73 for 8
June 15	v.	Holme Valley G.S. (h)	Lost by 12 runs
		Holme Valley G.S.	76 for 8
		School	64
July 4	v.	Q.E.G.S. (h)	Lost by 13 runs
		Q.E.G.S.	46
		School	33

RECORD :

P. 5; W. 1; L. 4.

Despite losing four of their five matches the team has performed with enthusiasm and not without ability. The main weakness has been in the batting where only Banks has shown any consistency though D .Lomas, Peasant, Bridgewater and Mason have had one good score each. Banks scored a splendid 51 at St. Michael's while wickets were falling at the other end. Good batting technique appears to be lacking, apart from Mason and Lomas, one of the reasons for this probably being that it has been difficult to fit in a practice night. One hopes that with more matches and better practice facilities next year the batting will improve.

The fielding and bowling have been good. Ward, Ratcliffe and Bridgewater form a strong bowling trio, with Ward being particularly outstanding both in accuracy and ferocity. It was noticeable against St. Michael's, when Ratcliffe and Bridgewater were unable to play, how Ward conceded only 30 runs, bowling throughout at one end whilst makeshift bowlers conceded 90 runs bowling from the opposite end.

Tinker has led the side enthusiastically, and though his bowling changes could have been better, the field placings were good, revealing a keen and alert mind on the field.

U. 12 XI

CAPTAIN : K. PLANT

TEAM : from Plant, Westwood, Roberts, Bridges, C. Williams, D. Williams, Hill, Gamble, Stabler, Dean, Dransfield, Staney, Baker, Lindley.

RESULTS :

- June 14 v. Q.E.G.S. (a)
 Lost by 3 runs
 Q.E.G.S. 77 for 5
 School 74
- July 5 v. Q.E.G.S. (h)
 Won by 2 runs
 School 57 for 7
 Q.E.G.S. 55 for 7
- July 17 v. King's School, Pontefract (a)
 Lost by 8 wickets
 King's 16 for 2
 School 15

RECORD :

P. 3; W. 1; L. 2.

Despite losing two of their matches the side shows considerable promise. The matches against Q.E.G.S. were both exciting affairs. In the first match Q.E.G.S. were restricted to 77 in 30 overs. The School made a good start and with 10 overs left had 61 on the board for the loss of two wickets. However, the low angle of the sun shining straight down the pitch made conditions difficult for the batsmen and they had trouble in clearly picking out the ball. This, together with keen and accurate bowling saw the last eight wickets fall for 13 runs. In the return match, good bowling again by Plant and Staney restricted Q.E.G.S. to 55 for 7. The School made a bad start but the middle batting which had failed before, came off this time, and School won by three wickets.

Against King's School, Pontefract, the School put up a poor performance. The soft wicket required careful batting and too many of the batsmen tried to score runs before playing themselves in properly.

Running between wickets and field placings need to be improved but these are facets of the game which should improve with more experience. Westwood, Plant and D. Williams show the greatest ability with the bat though Hill and Bridges have improved their technique considerably.

The enthusiasm of the team augurs well for the future, and with more matches next year, the side should develop into a useful one.

SWIMMING

The School has little in-school and no out-of-school time for swimming training, but it does have an array of swimming trophies and therefore it still has swimming sports. The standard of competition is of course derisory, yet there is something to be said for the old English tradition of 'having a go.' And 'have a go' we do, despite all the difficulties. The sports start late, because the school allocated the previous time at the baths naturally does not want to cut short its time just to help our big day; and afterwards there is no time to present the trophies, because the next 'session' is due, and anyway most spectators have preferred to go and catch their bus rather than wait to see the later races. In between, there have been the races and diving (not a single 'fancy' dive such as a pike dive is attempted), and the galas have certainly given pleasure and interest to some. Both the boys' and girls' galas were won by Levett House.

THE FRESTONIAN ASSOCIATION

Recent Events :

JULY 4th : A conducted tour of Nostell Priory.

JULY 16th : Leavers Social attended by 50 leavers.

JULY 18th : Golf Tournament at Pontefract G. Club.

Christmas Dance

The annual Christmas Dance has been replaced by a Dinner/Social Evening to take place at Painthorpe Country Club on Friday, 21st March, 1969. The cost will be between 20/- and 25/-. The Committee hope to make this a regular event.

News of Old Frestonians

IAN RICHARDSON ('65) has gained an upper second-class honours degree in Geology at Sheffield University.

JOHN McTEAR ('65) has obtained his B.Sc. degree (Hons) from the L.S.E. In September he will take up an appointment with British Petroleum in London.

HOWARD BECKITT ('65) has gained a B.Sc. second class honours in Chemistry at Birmingham University. He is to take up an appointment with British Drug Houses, London, next month.

JANET DAVISSON ('65) has gained a second-class honours degree in History at Manchester University.

CHRISTOPHER LAWRENCE ('65) has obtained a second-class honours degree in English at Bristol University and is soon to take up a teaching appointment at a co-educational multi-racial boarding school in Jamaica.

ROLAND RICHARDSON ('63) has just gained his Diploma in Pharmacy and is now a member of the Pharmaceutical Society. Roland who lives in York is manager of the city branch of a multiple firm of chemists.

RICHARD BUSBY ('63) who graduated from Manchester two years ago has recently been promoted Manager of the Dyeing Dept, at the Tiverton (Devon) factory of John Heathcoat and Son, Textile Manufacturers.

ALFRED BRIGHT ('08) who has been in Australia since 1913, has recently had a dinner (at which the guest speaker was Mr. Julius Patching, the General Manager of this year's Australian Olympic Games team) held in his honour at Kew, Australia, to mark his fifty years of service to Trinity Grammar School there. He was Headmaster from 1943 to 1959; before '43 he was senior Science Master and since his 'retirement' in '59 he has continued to do some physics and chemistry teaching. Not surprisingly, the menu for the dinner describes his achievement as 'unequalled'

News of Old Frestonians should be given to Mr. Law or sent to the Secretary, Mr. Peter Moore, 75a Church Lane, Normanton.

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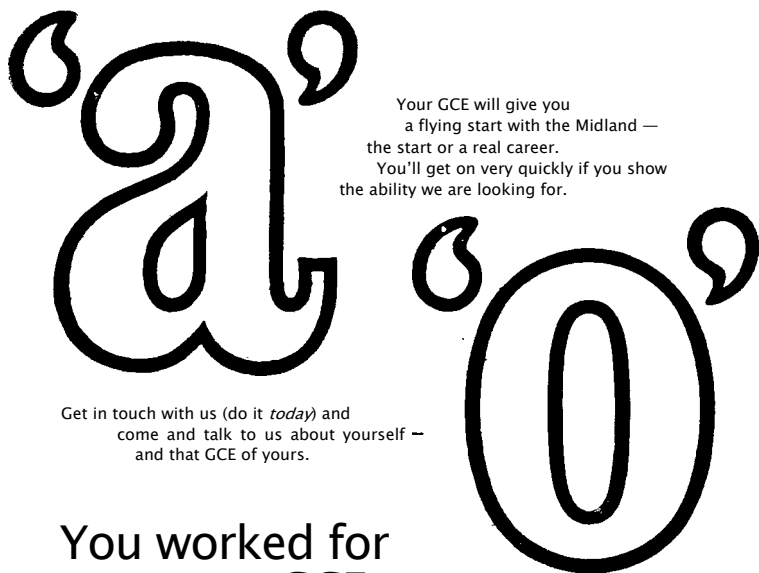
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	26	£890 p.a.	£990 p.a.	£1,090 p.a.
	31	£1,120 p.a.	£1,220 p.a.	£1,329 p.a.
Female		Basic Scale	Merit Scale	Special Merit Scale
Age	16	£375 p.a.		
	19	£515 p.a.	£540 p.a.	
	23	£680 p.a.	£780 p.a.	£795 p.a.
	27	£740 p.a.	£840 p.a.	£885 p.a.
	31	£800 p.a.	£900 p.a.	£970 p.a.

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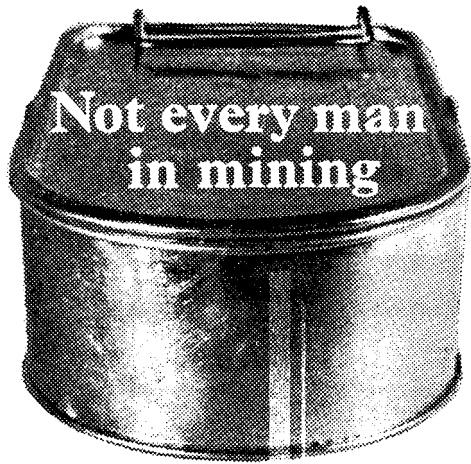
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