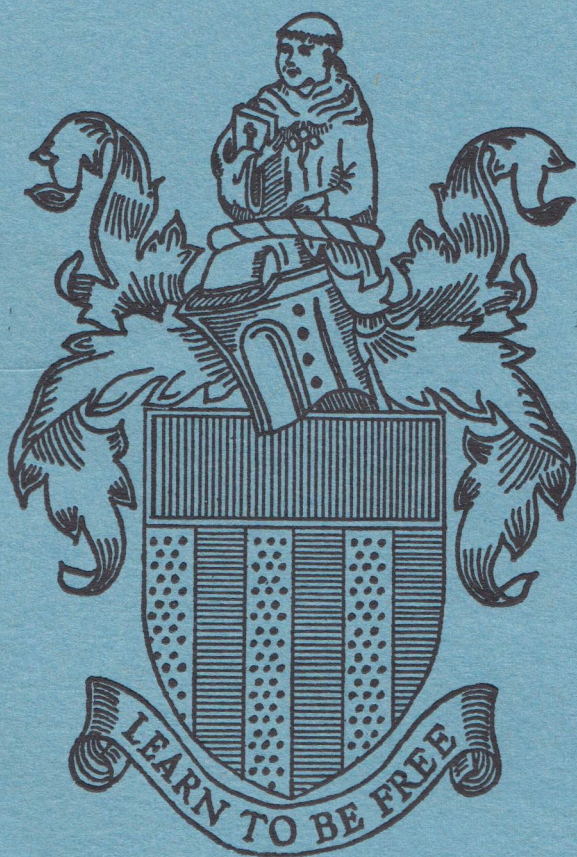


The Frestonian



Volume LXVI, Part 1

Autumn Term 1969

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The
Frestonian



Volume LXVI
Autumn 1969 Part I

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The Frestonian

EDITORIAL

Editor : J. Lancaster.

Sub-Editors : Linda Barker, C. J. Faulkner,
Heather Kearsley, J. Bell.

Staff Representative : R. S. Burns, Esq.

Business Manager : R. Smith, Esq.

Rugby union is one of the activities in which Normanton G.S. excels: it is our only source of national fame. The academic successes of other grammar schools vanish when the magic words "Rosslyn Park" are repeated seven times. In order to provide more fodder for this sacred cow, soccer, which a percentage of pupils favour, has been virtually sacrificed. It is accepted without a second thought that success at rugby is praiseworthy. Yet if one examines rugby, without being prejudiced by those virtues with which it has been mantled by tradition, one sees its more disturbing aspects.

One of the strongest traditions is that it fosters comradeship. It is a true team game which teaches people to help one another — a good training for life. But it is a very ingrown comradeship. It is a spirit of mutual admiration not for all players but for those who form your team. The comradeship is always most intense when the opposing team is a close rival. It is a comradeship through militant rivalry — a good training for army life.

The analogy with the army can be pursued further. Outside the pack, individual flair is very important, but, inside it, organisation matters far more; it is a type of organisation which seems to resemble army training. That training aims to make a robotic adherence to disciplined moves more important than individual thought. There should be no such animal as the individual because this would interfere with the efficiency of the unit. Rugby has the same aim of temporary mental paralysis. It seems to me that if a rugby forward allowed himself time to think he would probably be crippled by laughing at the idiocy of his fighting to possess a piece of leather.

Fighting is the operative word. Rugby is a game of controlled violence. It is controlled in the sense that it is meant to be directed at a specific point rather than in the sense of being subdued. It is disturbing to hear players talking of last Saturday's match in terms of players "clogged" and "knuckled." Yet it is natural that they should relish such details. If they did not they would not be good rugby players. Acceptance of aggression is a cardinal article in rugby's creed.

Of course this argument is hopelessly one-sided. It ignores completely rugby's benefits. It is probably a magnificent way to keep fit — not that I believe, as some people seem to do, that fitness is the only thing which will save me from the sabre-toothed tiger. It is probably an excellent outlet for the human violence which would have more drastic consequences if released elsewhere. I should just like this short essay to be another way of viewing an activity which is all too often worshipped uncritically — a slight kick in the rump for the sacred cow.

J. Lancaster.

TRANSLATION PROBLEM : ASSISTANTE NEEDED

I called her Anie at the Prefects' Dance;
Should I call her Un Genou if we met in France ?

CLICHE

Where there's Law
There's order.

ON AN EDITOR

Our John wished to be a Poet
And wrote in the mag to let us know it.
You'd expect that to be Autobiography
But most of us thought the idea rather Novel.

UCCA APPLICATION PROBLEM

Oxford already has dreaming Spires;
So where will Philip go ?

SCHOOL NEWS

The HEAD BOY and HEAD GIRL for the new academic year are, at the Upper School, R. Cusworth and Janet Millican, and, at the Lower School, C. Faulkner and Barbara Dolby-Glover.

As already outlined in the Headmaster's article on prefects in the previous issue of the magazine, the School has reverted to the system of appointing only some rather than all of the Upper Sixth as prefects. Selection of some involves inevitably rejection of some, which was why for three years the School experimented with appointing all Upper Sixth formers as prefects. The School appreciates the disappointment of those who this year have not been chosen, and fully recognises that in the continued absence of sixth form common rooms where all can meet the division of senior pupils into prefects and non-prefect rooms raises unwanted barriers to friendships of long standing; but at the same time it has found that having fewer prefects with more specifically named administrative duties has led to an increase in efficiency.

* * *

The second Black Paper on education expressed some reservations about the 'new' mathematics and other discovery-biased approaches to learning. Nevertheless Mr. Windle, the Head of the Geography Department, has recently attended a course on 'NEW' GEOGRAPHY, and some pupils have been introduced to this different approach to geography this term. Some account of the work and the pupils' reactions to it appears later in the magazine.

* * *

‘SEE THROUGH’ GLASS COMPANY ROYMANFEATH.

Have vacancies for the following:

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Junior draughtsman — preferably male, 5 ‘O’ levels.

Junior clerk/relief switchboard operator — 3 ‘O’ levels are preferable. No previous experience of office work necessary.

The above fictitious advert, gives a few basic facts about the various vacancies. But certain facts — the kind of firm, conditions of work, rates of pay, etc. — are not given.

With this difficulty in mind, Mr. Wandless, the Careers Master, spent three weeks this term in a glass works, seeing the working of all the various departments of the works, from the designing of the bottle, through designing and making the casting moulds, making the bottle, to inspecting and packing the bottle. Allied to this, orders for the selling of the bottles have to be obtained, costs of the bottle worked out, invoices sent, materials bought and equipment serviced and maintained.

Of course conditions of work can vary according to its location in the works. A clerk may be in an office for two or for twenty-two, with typewriters tapping and telephones ringing all day long. The necessary 'O' level maths will probably be concerned with the use of an adding machine. The draughtsman may be in the design office, or the main drawing office, so it may be an advantage to have either a flair for art or engineering. He (or she) may be at the drawing board all day, or may spend part of the time out of the office. Here again calculations may have to be done, possibly with the help of an adding machine.

Mr. Wandless advises that the only way to find out all the hidden details when answering an advert, is to go to the firm, have a look round, and ask questions. But before you go, do try to find out a little about the firm for yourself.

* * *

A CHRISTMAS DANCE was held on Thursday, 18th December. The attendance was much better than on previous occasions, perhaps because tickets were only three shillings. Dances of this kind are rarely provided at an entrance fee of anything less than double this amount. Restricting entrance to pupils and their friends meant that not a great deal of money could be spent on booking a well known group. Nevertheless, "The Time," a group little experienced in Dances of this kind, rounded off the evening with a sound performance though they had started somewhat nervously. A profit of £8 10s. 7d. was made on the evening.

* * *

A COLLECTION was made in School by six Upper Sixth girls to buy groceries for some old people living in Norman-ton. Groceries ranging from miniature bottles of brandy to Christmas puddings were bought and then, with the help of Mr. Williamson's car, distributed to lonely pensioners.

Other charitable efforts this term have included carol-singing and collections for Poppy Day and the R.N.L.I.

* * *

Just after the end of term we were pleased to hear that John Lancaster had been awarded a SCHOLARSHIP in ENGLISH at Trinity College, Oxford, where he will join David Fairer who, after taking first-class honours in English last summer, is staying on to read for a Further Degree of B.Litt., and that Geoffrey Spink had been offered a place to read Modern History at St. John's College, Oxford. Both are to be heartily congratulated on their success in highly competitive subjects ; Lancaster's is only the second Open Award at Oxford or Cambridge gained since 1958, and Spink has overcome the handicap of losing a complete Christmas term halfway through his 'A' level course, and the after-effects of a serious operation.

'The Frestonian,' in narcissistic mood, may perhaps be allowed to take particular pleasure in the award to Lancaster, who is this term's editor (though not the writer of *School News*, which is by various hands — none of them his). Continuing in this odiously self-congratulating vein, 'The Frestonian' is glad that Lancaster thus continues its editors' pleasant habit of being successful in English exams. There have now been thirteen editors since the new school was created by amalgamation in 1965 : six have gained Grade 'A' in English Advanced Level, and four' Grade 'B'; and the three who did not include English among their Advanced Level subjects gained Grade 1 in the University Test in English.

* * *

A TOY FAIR was held in the Lower School gymnasium on 26th November in aid of girls' P.E. funds. An appeal to the School for toys elicited a good response — indeed, toys so poured into the Lower School staff room that during breaks and lunch hours staff nursed squeaking rabbits

kangaroos and teddy bears : it was either that or stand up. Despite the inundation, staff and girls between them were able to paint or repair all the toys. This took weeks of preparation, but everything sold out in twenty minutes, realising £58. With this money the P.E. Department has so far bought a Grundig tape recorder which has been a great asset to their dance programme.

* * *

The T.V. CAMERA KIT provided by Parents' Association funds has been brought into experimental use. The first two films made are an instructional film for use in the laboratory and a 'creative' film of a script by Melanie Bubb.

* * *

Funds of the FRESTONIAN ASSOCIATION are in a less healthy state. The Committee has decided that in future it will be possible to send only the summer issue of the magazine to subscribers ; hence the absence of a Frestonian Association report from this issue.

* * *

Some readers complained that the previous issue of the magazine was too serious. Such readers had perhaps not studied the magazine closely enough to notice that the photograph of D. Smith pole-vaulting was printed sideways, so that the pole was where the bar should have been and vice-versa. However, more frivolous content has been scattered into this issue. To give initial MAXImum impact to this policy, *School News* ends by congratulating Lynne Westerman on wearing the first maxi that was to be seen in Normanton.

JUST A SONG AT TWILIGHT

Westerman home

And a song in the air.

THE STAFF

The Headmaster submitted his resignation to the Governors on the 6th October, to take effect at the end of the summer term, unless he could find a suitable appointment before the end of the Easter term, and they, without discussing it with him, accepted it.

Mr. P. Paviour, Director of Music, who joined us in September, 1965, leaves at the end of the Christmas term, having accepted a joint appointment as Organist of the Cathedral in Bathurst, New South Wales, and Director of Music at All Saints' College, Bathurst. We shall remember his virtuoso performances on the organ, impressive concerts which he has arranged, particularly those in the Cathedral at Wakefield, and his original and stimulating compositions, and wish him and his family success and happiness in their new life which, as he himself has said, will be in a spot about as far removed from Normanton as it is possible to be.

Mrs. K. Fish, who joined us at the same time, has had to leave us for family reasons. Her department has been extremely successful during her time, and on those occasions when traditionally the domestic science department assists with catering, she and her girls have fully upheld the standard set by the High School. We wish her well, and look forward to seeing her from time to time.

Mr. Paviour's place will be filled by Mr. D. J. Coar, G.R.S.M. (Manchester) "with special merit in performance," which he followed up with post-graduate work, becoming a Fellow of Trinity College, London, in 1965. He has previously been music master at Hemsworth Grammar School and, for the last six years, has been head of the music department of Temple Moor School, Leeds. Mrs. R. A. Sisson takes over the Housecraft Department ; she trained at the Ilkley College of Housecraft, qualifying in 1958, and was previously head of the department in the Crossley and Porter Girls' School, Halifax, among other appointments. We welcome them both to the teaching staff, with every confidence that they will maintain the standards set by their predecessors.

At half-term Miss E. Blakeley retired from the post of school secretary, which she had held for well over thirty years, going back to the days when there was only one secretary for the Clerk to the Governors, whose office was in the former High School, and for both schools ; she, in

fact, was the pioneer on that long trudge from one end to the other. She was a most reliable, devoted and conscientious servant of the school, whose discretion was absolute, and whose knowledge of its ways and its personalities, past and present, was of great value. No crisis or pressure, in my experience, could seriously disturb her calm, and I feel that the value of her services was perhaps insufficiently appreciated. We wish her a long and happy retirement. Her place has been taken by Mrs. M. Clarke, who was previously Senior Clerical Assistant at Whitwood Mining and Technical College, and both Clerical and Non-teaching Assistant at Woodhouse Infants' School. She thus has excellent qualifications and experience, and we hope that she will be able to remain with us for a long time.

At the end of term also, Mrs. E. Claridge, who took over the caretaker's post at the Lower School on the enforced retirement of her husband, and who, as his assistant before becoming caretaker in her own right had been associated with the school for some sixteen years, was obliged to retire with great reluctance, in order to devote herself to the care of her husband. Despite the reluctance of the Education Committee to accept a woman as caretaker-in-charge of so large a school, no one in the school itself has ever had any reason to doubt her capacity to carry out her duties entirely satisfactorily. We are glad to know that she and her husband will remain in occupation of the house. We wish them a long and happy retirement, and are confident that they will be seen from time to time, and will continue to help with the school's voluntary activities.

Mr. R. S. Burns, Head of the English Department since September, 1965, has been appointed Headmaster of Ludlow Grammar School, Shropshire, and will take up his appointment at the beginning of the summer term.

On the day following the end of the Christmas term, Mr. D. F. Lumb and Miss P. Tindale were married; both will continue teaching, and though they are not the first married couple to teach in the school (we have had previously Mr. and Mrs. Murray, though they taught only part-time, and Mr. and Mrs. Smart), it is confidently believed that this is the first time we have a husband and wife on the full-time teaching staff who married, as it were, out of the common room, though Mr. Harris, of course, married one of our French Assistantes before the end of her stay. We offer them our congratulations.

J.A.L.H.

POEMS OF GRAY AUSTERBERRY

More than any other member of the School, Graham Austerberry is responsible for the interest in, well, call it poetry for want of a better word, which currently exists in the school. Readers will remember his editing last year of the poetry anthology 'Plyable,' work from which — along with some writing from recent issues of 'The Frestonian' — will soon be appearing in a West Riding anthology of secondary school writing. Graham is now at the University of Lancaster. As a tribute to the stimulus he gave to School poetry, the Editorial Committee are happy to print this selection from his recent poems.

* * *

Walk the Sand

We walked the sand carefully avoiding its five o'clock
shadow
Of driftwood, tin cans and sea-weed.
We walked the sand viciously mutilating whispering castles
Lovingly built by gentle limbed children;
We walked the sand and it was ours;
We plucked the pretty shells from its harmless grasp
And they too were ours;
We dug our heels into its low-tide soft skin
Leaving our deep scarlike mark;
We carved our initials,
They spelt our crimes;
We walked the sand and it was ours;
Drifting in the winds of our fancy,
We shaped, deformed, squashed the sand heedless of its plea;
We walked, the sand but we loved it not
The sea soothed its hurts ignoring our thoughtless claims.
We walked the sand but it was never ours.

A Portrait of an Old Friend

Grey faced, pint in hand
Cuffs held back by an elastic band,
Sits so silent by the fire
Pulling at his trusty briar,
Scarf covering collarless shirt
Hands engraved with old coal dirt,
Bill is getting slowly older
But he'll stop if it gets much colder.

Isadora

The very expression of freedom
 Your nudity delicately cracking the glass faces
 Of those encased in something. Well, something established
 Your lovers worn like jewels, carried like bouquets
 Presented to the immortal star.

Alone 3

And you're not there
 The cup thirsts for your lips
 Echoing my very own thoughts
 The settee stands alone and quiet
 Enjoying the stillness of my solitude
 The poetry books are war manuals
 Bombarding me with heavy love poems
 And cutting me with all too apt quotations
 The clock smiles wryly face ageing quickly
 As I sit trying to compose emotions thoughts
 Poetry Poetry lost not even behind the vase
 And you're not there and neither is my poetry
 I see you at home taking it off
 Placing it none too carefully among other mementoes
 Picking delicately a new bracelet from its pad
 You shut the lid of your trinket box sharply
 The action jars against my emotions
 I see the paper before me words glaring out
 And I want you to wear them
 But you're not there and the paper falls
 Discarded like the odd ear ring you dropped.

Searching

None too patiently you stand at the door
 No you won't come in and have a cuppa
 You were just passing this way and thought,. . .
 You relate the whole tale to a bemused mother
 While I frantically search for your love
 Among the old letters you sent me and
 The poems that were once meant for you
 I come across one that could be only

I

I

I

THE OLD SCHOOL

Having regularly read 'The Frestonian' for many years I was somewhat moved by the recent editorial reference to the School Magazine of twenty-five years ago. The general theme of the editorial, the accusation of apathy, though no doubt still valid, is not new. Indeed it is as old as the Ark.

However, I remember the school of twenty-five years ago. I remember the buildings, the gardens, the lawns. I remember the staff. I remember them well.

I remember Topsy Swallow who whilst teaching History, never failed to illustrate the meaning of alliteration with his use of explosive consonants in words such as Pools. Puddles and Pouring Rain. Many is the time an unfortunate front-bencher has been unwittingly but thoroughly drenched in the course of a lesson. A disciplinarian but absolutely fair.

There was Ikey Parker. How the class worked to introduce a subject other than Geography on which Ikey could and would expound for thirty of the forty minutes allocated for a lesson. "Obviously!" "Naturally!" and "Granted!" appeared to be sufficient answer to most questions and statements but actually his vocabulary was very extensive — as I often found to my cost.

Joey Young : What a fine man; what a sense of humour ; what a good teacher. I wonder how much he made from the sale of foreign stamps ?

Unbelievable as it may seem, I knew K. T. Tryan for two years before I realized why he was referred to as Katey. He was tall, he was dark, he wore spectacles with a single lens. He was a gentleman. He was liked and respected. He left us.

I remember Bob Law. Unfailingly he was preceded by his battered case thrown unerringly onto the desk from ten yards and the sound of his voice from the corridor calling "Question One." I expressed surprise on meeting him recently that he had not in fact developed into a cantankerous old devil. I still feel resentment when I recall that he gave me my only undeserved detention — and I had many. I suppose I liked him.

There was Jock McKinnon who read literature like a parson ; Mr. Rainbow, who grumbled about cup handles

being both inartistic and inefficient; Mr. Menzies, living in a world apart in his woodwork room, and Henry Hall, who enthusiastically endeavoured to teach music to uninterested pupils.

Time is a great healer. I remember Miss Ball. Dear Christine. Blonde, beautiful and statistically sound. Who cared what she taught?

There was Buster Bellamy, the Upper School Physics Master, dreaded in anticipation by the Lower School. Shaggy Shalders, the eccentric Lower School Physics Tutor. He could well have been the original Mad Scientist. He had a weakness for breaking metre rules on students' heads Taggy Hewson, the versatile actor with a wider range than Tiny Tim, who lived Shakespeare and was carried away by poetry. Tex Rickard, a well meaning but frustrated man who doled out five minute detentions. Fine men all.

I remember well Willy Whittlestone. I remember Willy with affection. He was a mathematical fanatic who tolerated but never understood indifference to his subject. We grew accustomed to his daily condemnation of apathy (and here, Dear Editor, was real apathy). He used to say "In years to come you will wish you had listened to me." How true. How very true. A kindly man, a genuine man.

"Hey laad! What was the sermon this morning?" he would ask. "That's Displacement laad!" he would say, knocking some unsuspecting lad from his stool. Herbert Gott. What a character! Loved and hated; respected and scorned; optimist and pessimist; all together and at the same time. What a man. I remember him feeding vaseline weekly to Kirkham. I recall the whole class regularly stood in the corridor, I recall the habitual fifteen minutes of Chemistry in a two hour period. I admire even now the pride he had in his laboratory. I thought him great.

And there was Johnny, J. A. Holden, M.A. (Cantab.). Headmaster. The Boss! A teacher and a gentleman. None was firmer, none was fairer. He was blessed with an abundance of understanding. He was eminently suitable. He was the rock upon which the School stood. The very foundation. Knowing him was one of the privileges of my life.

In all a good staff with much, much more to offer than the students allowed them to give.

R. Barker, O.F.

LIFE AT UNIVERSITY - V: POSTGRADUATE WORK

I have spent the last three years, attached first to Newnham College, Cambridge and then to the University of Leeds, doing 'research.' That horrid word, by now well established in academic jargon, for the historian amounts to the pursuing of facts. The undergraduate reading history must essentially take all his facts not from the evidence itself but second-hand through the conflicting opinions of historical writers. Attention is directed away from what actually happened to what historians have said about it. The undergraduate is faced by the dilemma of having to adjudicate between rival views and frequently reaches the conclusion that the truth must lie somewhere midway between the two extremes, like the Irish scholar who is alleged to have trodden a "middle course between partiality on the one hand and impartiality on the other." It was the wish to be able to form my own interpretations from a first hand experience of the evidence that led me to work on The Tenth-Century Reformation.

Historical research does not consist, as some people might suppose, of the pursuit of some particular evidence which will answer a particular question ; it consists of an exhaustive, and exhausting, examination of everything that may conceivably be relevant to the given question. With my kind of subject, for which a manageable amount of material exists, it was possible to see more or less all manuscripts bearing on the problem. My search for manuscripts took me to various libraries in this country — The British Museum and Public Record Office in London and libraries in Oxford and Cambridge — and also to libraries abroad, including one in Milan.

Having assembled together all the material and become familiar with it, I had to learn to ask the right questions of it: how it came into existence; what people or institutions produced it and when; whether it is genuine or a forgery; what it can tell as well as what can never be got from it. Certain techniques had to be mastered before I was able to understand the material at all, for, as one professor of history has explained, the manuscripts "like the little children of long ago, only speak when they are spoken to, and they will not talk to strangers." During my first few months as a research student I received some training in palaeography and diplomatic approach besides brushing-up

my knowledge of Latin and learning to read Anglo-Saxon. My research life during these early days was rather like that of an apprentice learning a craft.

I received little formal teaching apart from that in my first year and was mostly working on my own in libraries and muniment rooms. To me this was not a dull life, but one that gave me the liberty to think and work for myself. I suppose that this existence conformed to the idea long-popular that the historical research student should be a recluse, as expressed by Pope in his lines on the historian Hearne:

*Hearnius behold in Closet close ypent
Of sober Face with learned Dust besprent
To future Ages will his Dullness last
Who have preserved the Dullness of the past.*

Contempt is expressed by many people for the research student who labours on what may seem a narrow or petty subject; an activity described by one eminent scientist as "crawling upon the frontiers of knowledge with a magnifying glass." Professor Trevor-Roper has recently identified precise research with "a narrow mind and pettifogging dullness."

Besides deriding narrow research projects, people often accord little approval to the study of medieval history in general. The study of the middle ages is regarded as 'a waste of time tending to degrade culture.' This view is not merely symptomatic of contemporary taste, but was popularly held among seventeenth and eighteenth-century intellectuals. Lord Bolingbroke, speaking of the sixteenth-century, asserted "to be entirely ignorant about the ages that precede this era would be shameful. Nay some indulgence may be had to a temperate curiosity in the review of them. But to be learned about them is a ridiculous affectation in any man who means to be useful to the present age. Down to this era let us read history: from this era and down to our own time let us study it"

This sort of derision is not confined to research in medieval history, but frequently extends to the whole of history. History is often regarded as a form of intellectual activity which is inferior in certainty, dignity and utility to the sciences. Compared with the vast numbers of research

students in science subjects, the research student in history is a fairly rare animal, and some would argue that he should be exterminated altogether. It is said that nothing can now be done to change the past, so why finance those who wish to indulge in idle curiosity about it ? Yet, to many the past does matter and they want to know about the history of their neighbourhood, their school, or their parentage. It is the student who pursues historical facts, and does 'research,' who can hope to satisfy this curiosity. Or, perhaps the short answer lies with Oscar Wilde, "Any fool can make history. It takes a genius to write it!"

E. Bailey.

LOVE STORIES

Kathryn and Ann
Wood.
Susan Westwood also.

FRONT ROW

If you bump into Rowett
You'll know it.
If he bumps into you,
Boo-hoo.

ODE TO AN INTELLECTUAL WHO DOES NOT PLAY CRICKET

There's no doubt thou, O Spink,
Can think.
Though we don't know if thy thinx
Are as deep as those of the Sphinx
Yet we're sure there are no bats
 in thy belfry
O Geoffrey.

THE MAHARISHI LOOKS AT HARRIS TWEED INDIAN POEM

I've never seen Sikh
Being mikh
All wikh

INTERVIEW - IV : PHILIP SPIRES

Having interviewed two old boys and an ex-member of the staff, the Editorial Committee thought it was time to speak to someone still at school. They chose that comparatively rare bird, a pupil who had chosen to spend three years in the Sixth.

* * *

*Are you pleased you have entered the third year sixth ?
What are the advantages and disadvantages of such a year ?*

I am pleased. If I had decided to leave school at the end of two years in the sixth form, I would have been only just seventeen. Although some universities do admit students at that age, most prefer freshmen to be at least eighteen. If I had applied to university last year and had obtained admission, I do not think I would have been mentally mature enough to attack a university course.

A third year in the sixth form has given me a chance to do work which I would normally have no time to do either in the sixth form or at university. This work involves mainly 'practicals.' The best method of understanding science is to experiment and see what happens. The extra year has given me chance to do another 'A' level in Further Maths which will provide me with most of, the maths I will need for my particular course at university.

In chemistry I can do experiments for which there is no time in the normal two year course but without which a full knowledge of the applications or limitations of the subject would be impossible. This will be especially useful to me in the future because as a chemical engineer I shall be called upon to design chemical plant to produce certain chemicals. I can thus decide which method of preparation of a chemical substance gives most yield for least capital expenditure. I have also been able to do some biochemistry. The ordinary two year course in chemistry barely mentions the words 'proteins,' 'enzymes,' 'sugars,' etc. These topics, however, form an essential part of the subject.

One disadvantage of the third year in the sixth form is that I have lost the year's advantage I have held over my fellow students throughout my school life. If I had gone to university last year and failed the course, I could

have transferred courses and still started my new course at the same age as the freshmen.

Having already passed the necessary subjects at a sufficiently high standard for university entrance, I now have time to give myself an education. The normal two year course, in my opinion, gives the student no time to broaden his horizons. Last year year I had no time to read books not related to my 'A' level course or to listen to music and study musical forms to the extent I would have liked. My appreciation of art has sprung up only this year.

To conclude, I feel that a third year in the sixth form is worthwhile to anybody who feels he is not quite ready for university education and life whether he is over or under age. To rush an education is the best way to obtain scant knowledge of one's specialised subjects and negligible knowledge in all others.

Do you think science is superior to the arts ?

I do not consider science to be superior to the arts. The two doctrines, in my opinion, are based on completely different methods of thought and application.

Arts students usually work on lines based on personal opinions. For example, many essays ask the student his views or thoughts on the subject of the essay. A scientist, on the other hand, is usually asked to provide a set of observations on natural phenomena — whether they be chemical, physical or biological — and interpret them in terms of their application to the physical world as a whole. The scientist usually deals more with the material part of life ; and the artist deals with the emotional or ethical part. However, the deeper one delves into either of the doctrines, the less the definitions apply. Anyone who argues for one doctrine against the other must do so pretentiously, in my opinion, because one method of thought and application must always be an inherent part of the other.

Do you not find that your appreciation of music and art conflicts with your scientific interests ?

If a student becomes over specialised in his own subject, it begins to affect his whole method of thinking. Artistic thought — as I have said — is a basic constituent of any

scientist and so, a narrow minded scientist is an unsuccessful one. Thus, music and art — besides being subjects from which I obtain immense spare time enjoyment — provide a. balance in my education so I do not become over-specialised.

Have you not derived more satisfaction from them than from your study of science ?

The satisfaction one derives from science is totally different from that derived from an appreciation of the arts. I look upon the arts as a means of enjoyment, rather than a field of study. If I wish to read about the life of a painter, for example, I do so for the enjoyment of reading the book. I very rarely use any knowledge I gain.

The satisfaction I derive from science, on the other hand, is knowing and being able to explain natural phenomena — whether earthly or otherwise — in terms anyone can understand and also to interpret these phenomena and explain how they affect our lives.

Could you name any -personal benefits which your whole period at Grammar school has provided ?

A grammar school education has provided me with the chance to partake in cultural pursuits in the school. In a grammar school, one is surrounded by so many sixth formers taking different combinations of subjects — and willing to talk about their subjects — that it acts as a stimulus to the broadening of one's horizons. My appreciation of music and art developed in this way.

The school magazine provides all students in the school with the chance to write creatively and see their work in print.

A grammar school provides societies in which students can pursue their studies into extra-curricular fields in such societies as The Historical Society; or they can develop hobbies in, for example, the photographic or chess club.

Can you think of ways in which the school could be improved ?

It is very easy to criticise aspects of school life; but very difficult to suggest reasonable alternatives.

However, instead of an assembly every morning, I would much rather see two assemblies each week — one on Monday morning and one on Friday afternoon. The notice boards in the school could be made use of to replace assembly as an information service. Form room notice boards could be used for notices which apply only to certain forms; for example, room changes could be dealt with in this way. Unfortunately, the law of the land insists upon daily assemblies.

OLD FRESTONIAN POET

Some thought Oggy
Troggy.
Looking at Graham,
Can you blame 'em ?

POEM WITHOUT A TWIST

Julie Oliver
Asked for more.

CLERIHEW

Janet Fensome
Is handsome
And then some.

HEAD BOY'S SPEECH

" L'école c'est moi " — Le Roy soleil.

POEM FOR RONAN POINT

No more will I light that green green gas of home.

IN HONOUR OF PRINCE CHARLES'S 21st BIRTHDAY

You are the Prince of Whales.
Because your mammal's the Queen.

THE NEW GEOGRAPHY

The Mathematics and Science Departments in School are currently actively involved in change, increasingly teaching "New Maths" and "Nuffield Science." The impact of these new ideas is certain to spread out into geography and other school subjects.

Traditionally, school geography is concerned with a description of the landscape and way of life in selected parts of the world — followed by an explanation of how these particular ways of life have been determined by the environment. Eskimos of the Arctic, Fishermen of the Norwegian Fiords, Wheat Farmers of the Prairies — these are typical topics.

This approach is criticised today on three main counts. One is that traditional geography too readily depends on subjective assessments by the teacher or the text book author. This should be replaced by objective assessment carried out by the pupils. How should this assessment be carried out? By measurement and quantitative comparisons involving statistical analysis and testing. By these means, it is argued, the pupil will be learning valuable techniques of study independent of the actual material studied. Instead of being induced to accept half-baked theories as gospel truth he will learn to think critically and test hypotheses scientifically.

The second criticism is that a completely false picture of the people of the earth is being generated by emphasis on the unusual and picturesque. The spread of western culture means that the old direct relationship between man and the land is breaking down and "everything is becoming more like Pontefract." Instead of looking for differences between ways of life we should look for similarities and formulate general, idealised patterns of settlement and land use. These idealised patterns are called "models." It is further argued that the pupil's minds should not be crammed full of facts which are often oversimplified and certainly liable to change in a short time. Instead, they should learn these general models, these idealised concepts of what modern landscapes are like. They could then compare the 'model' with real life situations — for instance, an idealised distribution of market towns could be compared with the actual distribution of market towns in the West Riding and other areas.

The third criticism is that the old deterministic outlook that environment determines way of life ignores or underestimates the factor of human choice. Men do not react passively to the environment—they exercise choices which are not necessarily the logical or the best ones. Chance decisions and developments also can be crucial in the development of a region.

These then are the criticisms of traditional geography. How far have these criticisms led to alterations in our syllabus? Only to a limited extent so far.

“Operational Games,” which are one way of demonstrating the importance of choice and chance, are being introduced. Third formers have been playing the roles of railway company directors building transcontinental railways from Chicago to the west coast. First formers have been deciding which crops to grow on their farms. In both games chance factors play an important part. The directors of the Chicago and Western Railway Company had elected to route their railway along a northerly course. They received a shock when the teacher’s chance card informed them that hostile Indians in the north of the Great Plains were causing trouble and that it would cost 100,000 dollars to employ militia to repel them.

Some first formers who had elected to plant wheat were gravely disappointed when the teacher drew a chance card indicating that the year’s weather was wet and cold. Others were pleased that they had been cautious and had opted for the more reliable barley and oats.

Fourth formers have been measuring and evaluating the effect of motorway development on the accessibility of towns in Britain. Second formers have been measuring, among other things, pedestrian movement in Normanton and relating it to distance from the town centre.

The Lower Sixth form have been studying village settlement patterns in the local area. They have been constructing maps of possible distribution of villages. The sites are derived from the interactions of two sets of factors: the real factors of landscape and site in the local area, and chance factors whereby a number selected at random can help to determine the siting of the settlement. The simulated map created in this way is then compared to the actual map of village distribution.

In the main, however, we still have a regional approach — chiefly because a general knowledge of world geography remains a worthwhile objective which should not be abandoned. New ideas are being introduced into the syllabus where they can usefully reinforce this basic attitude.

B. Windle.

Fourth form reaction to Motorways and Measurements

The work done on motorways was more interesting than normal geographical work. The form worked as several teams and a few good results were obtained. If this type of work is continued then I feel more pupils will take an interest in geography. The work stretched for about a week — but some pupils took this as a rest period and let other people do all the work.

M. Senior.

The system of giving constructive work to pupils is one which should be applied only in subjects like chemistry or biology, not in geography. To make a group of adolescents make accurate measurements of maps is a long-winded and boring way of putting over a certain point which I am sure could be expressed more emphatically in some other, simpler way.

S. McNicholas.

Measurement in geography gives the pupils a chance to do some conclusive work on their own. Too often we are given information and expected to believe it just because a member of staff has told us about it. It is much more interesting to verify facts by measurement and other means.

J. Hall.

The measuring was less interesting than the type of work which we usually do, but useful, as I found the relative accessibilities of the various towns easy to learn, having worked them out for myself. However, I did think that too much time was spent on the exercise, mainly because of the pupils' inaccuracy. Possibly maps on a larger scale would be useful.

Melanie Newbould.

. . . . an utter waste of time, as we are nearing the G.C.E. exams.

R. Sharp.

I think it is better, and gives us practice in maths, that we should find out for ourselves more accurate distances from the big cities of our country. Of course timing is not completely accurate, because one day you could have a good run on a motorway but on the other hand you could get into road blocks. We used a steady value of m.p.h., not allowing for such things as bad weather and traffic jams.

N. Brown.

Admittedly the exercise was different, but I did not like doing it. It was too much like maths and I hate maths.

Clare Dalby.

Third form reaction to the Railways Game

It did not really have anything to do with geography. No questions on geography, no maps to draw. It was more a maths game, calculating sums of money, building the tracks, finding the cheapest route. The object was to build a railroad across North America to the West Coast, the winner being the team with the most money at the end. The game itself was a game of skill. You had to share out the money evenly: part of it was for the track, part for certain obstacles such as high ground and rivers, and part for chance factors. On the whole I enjoyed it, and would like to play it again, perhaps using a different country.

R. Sherwood.

It made us all feel as if we were business tycoons.

Judith Fisher.

Every day people said 'How long have we till Geography?' as it was an exciting game (if you were winning).

I. Westwood.

It taught us to know N. America more thoroughly and to have some fun.

Lesley Greiff.

The boys were found to be most unlucky with their chance cards. However, with their knowledge of engineering they managed to carry on. The girls were more thrifty than the boys in keeping their pocket money.

Susan Pygott.

If you get the job of surveyor or secretary it becomes a bit difficult and confusing. When the chance cards are taken it causes some nasty arguments, nearly riots. On the whole, though, it is good clean fun.

Vivienne Slater

What I liked about the game was the thought that while we were getting more familiar with towns and rivers, we were not really working.

Anne Mogg.

One of the catch phrases that sprang up from the chance factors was 'It's them damn Sioux again!'

P. J. Lockwood.

. . . superb game for parties,

Dianne Speed.

First form reaction to the Farming Game

This is an interesting game. It depends entirely on what type of weather you get. It gives good practice for anyone who fancies himself as a farmer, plotting fields, making profits, etc, and it is good fun for anyone else. You plot your crops for one year, according to which you think will make most money. If you get good weather, all's well and good, but if you get bad weather down goes your profit.

Lindsey Woodhouse.

This game was all a load of rubbish, except for when I tossed the coin for the choice of weather — then it was a bad one! It is a boring game, nothing to do with geography (a bit of luck!). Just a game of mathematics and luck. Games of luck are not exciting. This game was bad luck to me

Neil Tipton.

It was exciting because while one of us drew the card to see what kind of weather it was going to be you got all tensed up and your heart beat quicker and quicker.

Leslie Roberts.

It was a realistic game. The farmer does the same thing.

Ian Brealey.

THE SPIDER'S WEB

by John Lancaster

The changing-room was cold and dark. It had a high painted roof with a small pane of green glass on one side. There were no other windows, and when the doors were closed to keep out the wind, looking at the green glass made me feel stifled and cut off. It made me think of the biology lesson that morning. The insects preserved in formalin in jars with thick green glass. Suspended in time. Unable to stop people studying every part of their bodies. Things so delicate and so . . . oriental.

I took off my watch and slid it into my inside pocket, pretending to look for a pen or a piece of paper. Then my spectacles which I put into the same pocket, but without disguise, because I did not think anyone would want to take them. I undressed quickly, taking my boots from the brown paper in which my mother had wrapped them, and then hurriedly put it back in my haversack before anyone could notice it. The stone floor was cold and rough and dirty, and I was glad to be able to tighten the boots on my feet. I was one of the first changed but I looked into my sack and refastened my boots until a few more had gone down to the pitch. As I walked towards the door I noticed a group gathered in a corner. They were jostling and straining their necks to see above those nearest the wall. Suddenly a hand was raised above the group and I noticed the tentative flame of a match creeping towards a spider, sitting frail and apprehensive on the wall.

It seemed to flicker into movement just before the flame touched it. There was a slight crack before it fell to the floor and the group dispersed laughing after one of them had crushed it under his shoe. Insensitive b-----s! Treating a living creature as if it was cigarette ash or chalk dust which you could destroy by rubbing between your fingers.

Running alone towards the pitch I saw at the end of the hedged path Langley and Ashworth slouching towards the top of the slope. I stopped but not before Ashworth had looked over his shoulder and noticed me. He began to talk rapidly to Langley and both of them laughed several times. I could see his pointed nose and half his tight mouth with its clenched smile. They stopped and turned

to look at me. I desperately wanted to turn back, but instead I looked at the muddy path with its fringe of grass in front of my slow feet. The small white flowers with the broken stems, and their faces punched into the mud. I tried to fight the embarrassment but it rose in my body as if it was a part of the cold damp air which was clouding my breath and making my hands turn blue.

-----Oi, Taylor, show 'im yer trick, said Ashworth.

-----What trick is that ? I asked, trying to avoid looking at his face. He turned to Langley.

----- Yer should see 'im wiggle 'is ears, said Ashworth. They both laughed and looked at me.

-----Go on!

I went past them, going wide down the slope. The sound of laughter, which I prayed to God to stop. I slowly looked around, with my head so bent that I could see the shadows of my forehead in the tops of my eyes. Thankfully all the other boys were busy kicking and passing the balls. I could dimly see Smart, the rugby captain, taking kicks at goal. The cold seemed to be increasing and I just limped in the mud of the field. A whistle was blown several times and everyone gathered into a group to pick teams. Smart and Ashworth to pick. Slowly boys moved to one side or the other. I waited to be the last chosen. But while there were still five left I heard Ashworth call my name. He put me on the wing. He played centre.

At first the game was played among the forwards, with occasional kicks to touch. Then it was tapped back neatly from a line-out and thrown to the fly-half. He ran a few yards and passed to the inside centre who gave it quickly to Ashworth when he shouted. We were running side by side before he accelerated and passed. I stretched for it frantically but it hit me on the wrist and dribbled into touch. At every line-out and scrum I prayed that the ball would come out on the opposition side so that I could fall back and let others do the tackling. But when it did not I would watch it coming along the line. It was as if the line of players was a whip being dragged across the ground and the end was cracked when Ashworth released the ball just as I met the opposing winger.

Late in the second half the line moved forward again but I slowly dropped back until Ashworth, when he received the ball, found himself alone. The winger and centre hit him just as he began to think of kicking. Any feeling of elation soon evaporated when I saw him look at me, looking at his friends and muttering to them, and then they looked at me.

After a shower I began to get dressed. I heard a few loud voices as I reached for my shirt and when I turned round I saw Smart and Ashworth fighting. Everyone crowded around them fascinated by the fear in the fighters' eyes. The shouts of encouragement were balanced at first but then Smart's superior strength began to show and soon all the support was for him. As his strength grew they stopped fighting on their feet and rolled around the floor in a frenzy of blows. Soon Smart was kneeling astride him, punching at his face and body without accuracy but with great effect. All Ashworth could do was roll his head from side to side trying to protect his face with his hands. His body writhed and squirmed but could not escape Smart's weight. He began to cry, and was still crying after Smart had been dragged away by a teacher.

The ecstatic sense of triumph! He slumped on to the bench and wiped his eyes with his handkerchief. His shoulders were stooped as he brushed some of the dirt from his trousers. I could hardly fasten my tie. But I realised that it was more than the excitement of the fighting. For that moment, he was me! He seemed to look into his pocket for a long time as he put away his handkerchief. He was trying to find something on the floor or the bench which would justify his downcast eyes. I wondered if he realised that he was still the centre of attraction. Not, as before, because he was so typical of the group that he was accepted as a leader. But because he was now isolated by his unacceptable behaviour. He was temporarily draped by a delicate and intricate spider's web which he would later peel from his skin and call dirty.

SPEED POEM

Isn't it odd to realise
 She used to be a Miss Walker
 And has since being 'doing a (Wal)ton'
 And yet is only a Geoger.

THE NORMANTON POETS

Hole in the Coal (A Northern Dilemma)

Steven Kynaston

“This is another thing that I won’t tell him about no more—
 Leaving his pit coat and cap in a heap on the floor.
 To look at it, you wouldn’t think I’d washed this rug to-day.
 But he comes in, in his boots, an’ it ends up that way.
 It’s about time the garden was done an’ telly put right:
 When I ask him he says, ‘I’ve been working all night.’”

“There ought to be a hole in that coal
 Then he might escape and come back home.”

Waking

Anne Westwood.

This morning I felt destructive,
 So when the alarm rang
 I didn’t let it continue endlessly,
 But silenced it with a heavy thump from my fist.

Confusion

Helen Tippey

Literary masterpiece
 Flashes through the confused mind,
 But the thoughts never materialise.
 Stubborn, yet powerful fingers
 Refuse to hold a pen,
 Which falls into
 The deep, doomed abyss.

Eyes close,
 To shut out
 The spinning room,
 Which revolves around
 The sweating, drunken body.

But the mind fights to escape
 From its solitary confinement
 And imaginary troops
 March closer and closer,
 Louder and louder,
 Until eyes open.
 Then the nightmare returns,
 Of crashing, hurtling existence.

Repulsive sickness overcomes the body,
 Which strives to punish —
 Strives to unburden its pressures
 Onto the creator,
 Who drinks to forget.

And everything is forgotten,
 As he is violently sick,
 Increasing life's confusion.

The Spider

Gail Loundes

Like tortured death upon the wall
 Outstretched a lethal crooked claw
 and blackness hovered all around.
 Then like a dying world it fell
 and fear enclosed my mind.
 An obsession forced me towards this sin,
 and led my hand to touch the blackness.
 But as I gasped and fell
 The writhing flesh murmured and captured me
 within its web.

Drumming

Gail Loundes

Drum. Drum. Drumming louder.
 Louder than sound,
 steaming from mud-choked mire,
 echoing the tumult of the ground.
 Bloody earth is filled with terror:
 Ra brings death upon them all,
 drags them to the deep inferno.
 Listen. You will hear his call.

But we lay naked in the shallow.
 In the hollow out of sight.
 Far from worlds of blazing fire
 beneath the waves of heat and light
 we were slowly diminished by the night
 and were gone.

Winter Sun

Briony Burdon

Winter Sun : an apparition,
 Hopeless vision :
 Cigarette burn in a jaded shroud.

Winter Sun : hallucination,
 Empty mirage :
 Freezing heat, sick joke.

Revolution II

Louise Poulson

I painted a red line on a wall
 and saw 500 million Russian
 communists walk along it
 with you and me behind them
 trying to tell them that
 It did not lead anywhere —
 Besides, they were trespassing
 on our red line.

Biafran Children

David Livsey

Should they pay ?
 Do they understand
 What goes on in their own land ?

Should children pay ?
 Do they know why
 Friends and neighbours have to die ?

Should they weep ?
 Does no one care
 For famine, fear and their despair ?

Pay they will, children too!
 Weep they will says Ojukwu.
 They're proud to die and face all costs.
 No surrender, Or all is lost!

Remembrance

Anne Westwood

I can remember :
 The days when singles cost six and eight,
 School dinners were a shilling,
 You could post a letter for threepence —
 A postcard for twopence-halfpenny
 And ride on the buses for half fare.

I can remember :
 Catching tiddlers out of the park lake,
 Playing hopscotch on the road,
 Nettling myself by picking blackberries,
 Getting lost in Woolworth's,
 And my brother drawing in biro on my
 favourite doll.

I can remember :
 Endless days of sunshine,
 Going to school when it wasn't dark,
 Believing in Father Christmas,
 Worshipping Enid Blyton,
 And there were no problems to life at all.

Compulsory Carol Service

Melanie Bubb

How ironic.
 Through a cemetery
 to praise the *birth* of Christ,
 Born to *save* mankind.
 Must be metaphorical,

or spiritual,
 They'd explain it away somehow
 — they always do.
 At least we can sit
 — well part of the time.
 Seats are hard,
 Still I've got a good view of him,
 Why did he shave them off?
 — sideboards suited him.
 Oops! nearly missed my cue,
 — wouldn't do to sit when he walks in
 — not the 'done' thing
 Someone might not approve,
 Someone? — someone never named,
 but always, oh *always*, to be obeyed.
 "... be unto you. Let us sing together . . ."
 If she's got to sing so loud
 does she have to sit there — behind me.
 — Can't concentrate!
 Shouldn't have worn new shoes
 — "please God, let us sit down soon!"
 Ooh her face — such a rare shade of green,
 And yellow shoulders!
 Blue waist!
 Purple legs!
 Ah of course, — the stained glass windows.
 Ah, at last!
 I wish they'd move up.
 Six inches — that's all they give me
 — she always did have to take up most room.
 'Accidental' dig with
 Strategically placed elbow
 — that should do the trick,
 that should teach her a thing or . . .
 A prayer now.
 I s'pose her hair's not a bad colour really,
 — But the style!
 Up again? — still only once more.
 Small mercies!
 If that master's not careful
 he'll swallow his tonsils.
 Down again! — did anyone mention yoyos?

“ . . . and the greatness of His birth,
manifested in . . . ”
Christmas comes but once a year.
— What happened to Santa ?
— he faded into nothing.
They don’t worship him!
“ . . . now and always. Amen.”
Must be over. He’s gone.
Can we talk ?
Back through the cemetery.
All, the people, saved by Him,
Buried in His name.
It’s not changed,
— It’s still ironic.

THE HUMAN ZOO

An intelligent girl is Miss Millican;
Her head holds far more than her belly can,

SCOTS WHA HAE PLAYED WING FORWARD

Ah'll
 Always like tae see each Mac
 Mak a tack-
 le.
 Macfar
 Maks 'em jar
 Whilst Mac Nic
 Gies big stick.

2nd POEM FOR RONAN POINT

Atishoo, atishoo,
All fall down.

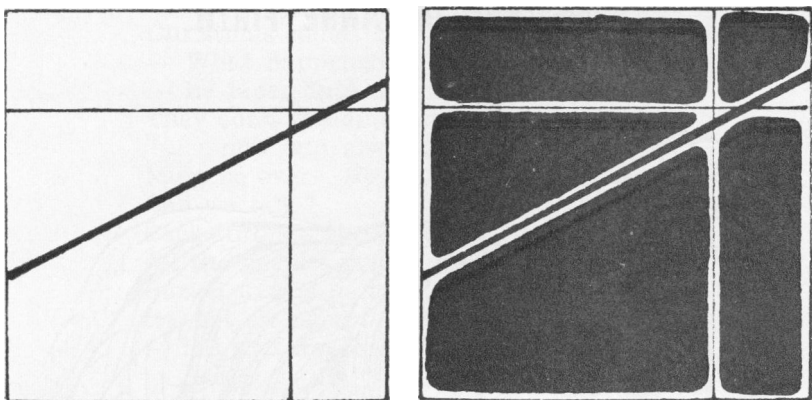
QUESTION FOR THE CHANCELLOR

How much value-added tax
Would you pay on Max?

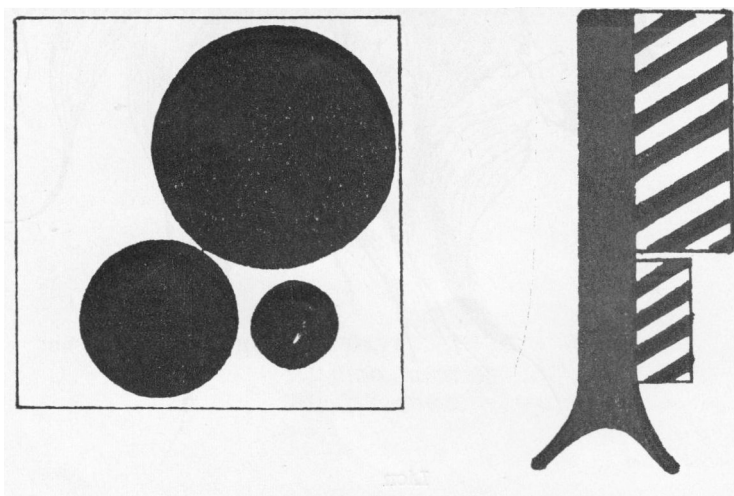
THE ART OF ANNE FIRTH



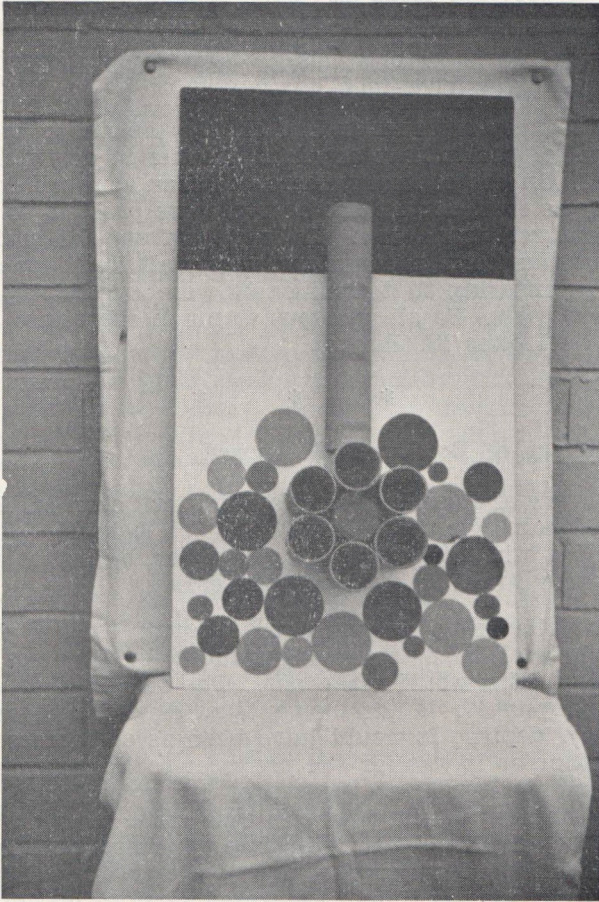
Lion



Simplicity of form is my ideal, as in this composition involving three lines. On the left, it is undeveloped; on the right the composition is developed and united by introducing shapes.—A.F.



Art can now be three-dimensional, as in construction work. The left hand sketch shows a construction viewed from the front; on the right is the same construction viewed from the side.—A P.



Construction No. 3

A construction needs more thought than aimlessly applying materials where there is an available space. Construction for construction's sake can be simply a waste of time, but if one is in a creative frame of mind the result can be rewarding. — A. F.

DRAMA '69

The previous issue of the magazine printed a harsh review by John Lancaster of the Summer Term production 'Richard of Bordeaux.' Happily, though the review provoked some discussion — and the reply to which Mr. Beardsley was provoked appears below — no one nursed his wrath to keep it warm and no one's pride was so wounded that he refused to have anything further to do with school drama. On the contrary, there has been as much dramatic activity as ever, despite the ever-present problem of finding sufficient rehearsal time. As is clear from the reviews of the Autumn Term productions, nearly all found some difficulty in ensuring that their casts were sufficiently versed in their parts. To all who put so much effort into drama, the School owes its thanks.

* * *

1: 'Richard of Bordeaux' Re-viewed

In view of John Lancaster's biting criticism of 'Richard of Bordeaux,' the producer felt that on behalf of the cast and those who did enjoy the play (for, believe it or not, there were some) a reply was necessary.

The play is not a great one (though Gielgud did not find it below him as actor and producer) but it is not nearly as bad as John would make out. The standard of writing is not 'abysmal': it has moments of clarity and, one can even say, depth. It would have been as embarrassing for the author as it was for the producer to hear Austerberry bellowing 'Shut up!' at the top of his voice, since it was not in the script — and in any case came out as a hearty Yorkshire 'shurrup.' Furthermore, 'Richard of Bordeaux' does have some kind of plot; it is quite unashamedly 'well made' (can one say this of truncated versions of 'Oh, What a Lovely War?'). Perhaps we do need something with greater 'cerebral depth,' but if the acting standard in 'Richard of Bordeaux' was so pathetically weak, how does John think the actors would have managed, let us say, 'Richard II' by Shakespeare, a deeper and commensurately more difficult play?

I personally prefer the plays of Beckett, Ionesco and Pinter to the British drama of the 1930's. I have two

reasons for not attempting to produce them in this school, before an audience. First, they place far too many demands on young and inexperienced actors. Second, they do not appeal to the wide cross section of the audiences the School tends to get. As a matter of fact I was quite heartened by the reactions of most people who came to 'Richard of Bordeaux.' They criticised the odd detail here and there, but none of their criticism was based on the intellectual's plea for 'cerebral depth' or 'emotional intensity.' I shudder to think what a similar audience would have made of Beckett's 'Hey Joey' or 'Krapp's Last Tape.'

I also suspect that there is a slight snobbishness about John's attitude here. As exercises in emotion or thought 'Mother Courage' and 'Oh What a Lovely War' seem more attractive than 'Richard of Bordeaux.' Why ? Because the great Communist humanist Berthold Brecht wrote the former and the great socialist sentimentalist Joan Littlewood produced the latter. When performed in Normanton both these lost much of their effect — 'Mother Courage' because it is a weakly made play and needs really great acting to make any point at all; the second because it was so mangled that it turned into a sort of happy 'Gang Show.' And yet Lancaster treated 'Oh What a Lovely War' with all the solemnity expected from a pacifist poet, almost as if he thought the play was a good and noble 'idea' and had not really *watched* it at all. There is an 'idea' in 'Richard of Bordeaux' and a pacifist one at that — perhaps it was not couched in sufficiently socialist/existentialist terms for John's refined taste.

Finally, although I agree that criticism must be honest, John was positively trivial in his treatment of the acting in 'Richard.' From a cast of twenty-six actors he mentions six. People who take part in plays need some form of encouragement. They spend a lot of time working on a happening which will last for three nights only. They enjoy this hard work and they give of their best. They are depressed by this kind of blanket criticism which they received for 'Richard of Bordeaux' and are made to feel that the whole thing was a waste of time and that they won't bother again. The weakest points in any school activity are perfect, targets for a critic's facile pen. "The job of the reviewer is to give his opinion." Certainly. But I am also impressed by a comment in the last Frestonian's editorial : "Where is there a better place to start installing

the essence of humanity than in the embryonic society of school?" Is it too much to ask a member of the school, reviewing a school play, to exercise a little of this humanity?

C. Beardsley.

2 : Krapp's Last Tape

In November 'Acroama' presented 'Krapp's Last Tape' in Room 30. Ten productions, many 'experimental,' have now appeared under the Room's five spotlights and this was the most successful so far.

Krapp of the title looks back on his shattered life from the limbo of extreme age and a banana diet. He plays tapes and we watch him recording his last one. From a time of impotence, he looks back to his sexual prowess; from senility he looks back to his virility. One act, however, was far too long for such a pedestrian theme and there was little useful visual or aural relief. The fault was Beckett's and not the producer's (John Lancaster) or the actor's (Martin McNicholas), for both highlighted what virtues the play possesses. Krapp looked suitably decrepit and the producer paced his utterances cleverly; what a pity, though, that Krapp's voice had hardly varied over forty years and that he was obscured by such a huge table. Moreover, if an actor must read and not learn his part, he should not turn over the pages of the text too obviously. Congratulations to a fine effort nevertheless. How sad to see few sixth formers amongst the audience though most of the sixth come into contact with Beckett at some time.

D. Lumb.

3 : Dance Drama : The Magic of Christmas

As the funds of the girl's P.E. department were desperately low the female P.E. staff decided to take action. After the successful toy fair those willing to participate in the dancing display found themselves involved in a performance given on the evenings of 12th and 13th December, which, if it was to be a success, needed one's full concentration and co-operation.

The dance fulfilled its title 'The Magic of Christmas' by the various approaches taken. The opening theme consisted of pure dance by the fourth formers in contrast to the choreographic ideas of the first formers entitled

"The Drummer Boy." Much commented upon was the performance of Lynn Hanby, in the second form, as the Sugar Plum fairy, in the toy theme, which was more dramatised in its approach. A traditional scene was conveyed in the form of a Nativity by the third formers. The focus of the three performances entitled 'Rocking' (first formers) the Nativity and the Drummer Boy was centred on a human cradle (fourth formers).

The general opinion of both performances was that it was well worth the price and the audience had been entertained in a different way.

K. Brown, A. Garbutt, K. White, M. Wilkinson,

4: The Nativity Play

All the pupils at the Lower School Carol Service chattering and talking were waiting for the nativity to start, while being handed sheets of Christmas carols. The narrator stood nervously just in front of the stage and explained about Mary and Joseph journeying up to Bethlehem from Nazareth.

A chord struck on the piano and we all rose to sing 'O Little Town of Bethlehem.'

The curtains did not rise but Mary, Jacqueline Stones, and Joseph, John Hoyle, walked in front where they met a young shepherd boy, who directed them to the inn. Anne Carrington, the narrator, then explained that Mary and Joseph were refused at the inn but were allowed to go into the stable. The choir then broke out in chorus.

The second scene was of the shepherds. They were saying about the sheep being restless when the shepherd boy came in. The old shepherd was playing his most treasured possession, a flute, which he later gave to the new born babe. The sky lit up and the narrator read the part of Gabriel. The curtain's closed with much squeaking and the choir sang 'Gloria in the highest.' The following two scenes were of the shepherds and kings giving their gifts to the young child. The piano struck another chord and everyone rose to sing 'O come all ye faithful.'

Most of the acting was well done. A few of the actors came unstuck in parts. Joseph did not know his words but he was a replacement, so could not really be blamed.

The carols, came next and/ everyone had 'a good sing,' enjoying every minute of it. The boys especially enjoyed

'We Three Kings.' Everyone walked out of the gym laughing and talking, with something of the Christmas spirit.

Sarah Light.

CAST: J. Hoyle, P. Tarpey, D. Buckingham, J. Shearn, M. Hayward, D. Lockwood, A. Grant, A. Short, J. Stones.

NARRATOR: A. Carrington.

5: The Little Man

This play by John Galsworthy formed the first half of a double bill presented by the School on the evenings of 15th to 17th December. It proved to be a good choice by the Junior Drama Club, whose members gave an entertaining performance, and showed how much progress has been made since last Spring's Junior House plays.

Ralph Bradley, in the main part of the American, was outstanding, his portrayal being convincing and effective in every respect: he maintained a very American accent, admirably supported by typical American extrovert gestures which appeared natural and spontaneous, Peter McDougall, in the title role, and David Turton as the Swiss boy had less of Ralph's presence and command, but their performances were greeted with delight. Of course the cast found their age, or rather lack of it, made their parts difficult to play: at this age roles with some humour in them are more difficult than strongly dramatic ones. This age problem, the restricted rehearsal time and the actors' comparative inexperience made the production difficult for the producers, John Sharp and Louise Poulson. They deserve every credit for undertaking the task and completing it with vigour and success.

Heather Kearsley.

CAST:	Waiter	..	Keith Ball
	Englishman	..	Mark Senior
	Englishwoman	..	Katharine Roe
	American	..	Ralph Bradley
	German	..	Paul Haytack
	Dutch Boy	..	David Turton
	Woman	..	Janet Lloyd
	Little Man	..	Peter McDougall
	Station Official	..	Leslie Morgan
	Policeman	..	Timothy Thomas
PRODUCERS:	..	..	John Sharp and Louise Poulson

6: The Brothers

This play by the Latin author Terence followed 'The Little Man.' It was mounted at fairly short notice after the originally planned production, Ionesco's 'Rhinoceros,' proved to be not feasible. Thus within a short time the School has performed a Greek tragedy and comedy and now Latin comedy — an unusual distinction, one imagines, amongst school dramatic societies in the 1960s.

The play was intended as a comedy; unfortunately some of the audience on the sparsely attended first night were intent upon finding the play funny for the wrong reasons. Admittedly on this first night the play seemed under-rehearsed and the prompter took too large a part, but, even so, offensive and irritating audience reaction is no way to calm first night nerves and surely remains inexcusable. On the second and third nights the play went much more confidently, though even then some of the numerous twists in the plot during the closing stages confused the cast — and thence, of course, the audience.

Martin McNicholas had the largest role as Demea. He gave a dramatic and popular 'McNicholas performance,' an individual and subjective interpretation that seemed exactly right so that his speeches were the high spots of the evening. He was confidently and ably balanced by Roy Cusworth as Micio, the other of 'the brothers.' Indeed the cast generally, especially those who are by now of some stage experience, such as Louise Poulson, John Sharp, John Baker (though his comic interpretation involved speaking too quietly), David Riley and Anthony Garfitt, had considerable stage presence and one felt that if Terence had offered more laugh-lines of the kind immediately apprehensible by the English sense of humour, they could have constituted a most successful comic team. But as it was, the most popular performance apart from McNicholas's was Mr. Beardsley's brief appearance as a hunch-back slave. He himself was heard; to refer to the part as just a 'walk-on' one. 'Slouch-on' or 'lumber-on' or 'shamble-on' or even 'buffet-on' would all have been more apt; and though the part was wordless it was certainly not soundless. One member of the audience likened his cries to those of a woman in labour — though whether the speaker in these days of pain relieving drugs had ever heard such cries is unknown, and the validity of her simile must therefore remain doubtful.

The scenery was simple, with a pleasing classical balance, and convincing. The costumes were effective, Briony Burdon's purple slave girl outfit especially adding a splendid touch of colour. Perhaps Peter Bullivant as Geta looked rather too angelic in his virginal white, and Anthony Garfitt's dress rather suggested that the mini-skirt had as a fashion predecessor the mini-toga. The lighting scheme was simple and clear.

Overall, the cast should have done better by us on the first night, which is not, after all, the dress rehearsal. It was cruelly remarked that what was intended as comedy was unintentionally proved to be more like theatre of the absurd. But the cast did do much better by us on the Tuesday and Wednesday. They had learnt from their first night failings; let us hope that, for the future, audience members have learnt from their own first night failings also.

Heather Kearsley, R. Burns.

CAST:	Micio	..	Roy Cusworth
	Demea	..	Martin McNicholas
	Sannio	..	David Riley
	Aeschinus	..	John Sharp
	Ctesipho	..	John Baker
	Syrus	..	Anthony Garfitt
	Geta	..	Peter Bullivant
	Sostrata	..	Lynn Westerman
	Canthara	..	Louise Poulson
	Hegio	..	Ralph Bradley
	Slave Girl	..	Briony Burdon
	Aeschinus' Slave		Keith Brighton
PRODUCER		..	Mr. Beardsley
STAGE MANAGER:		..	Mr. Atkinson
COSTUME:		..	Mrs. Busby, Barbara Dolby-Glover
LIGHTS:		..	Paul Womack, David Appleyard

ACTIVITIES AND SOCIETIES

THE LIBRARY

During the year, we have received nearly thirty books as gifts, the donors being" the Headmaster, Mr. Paviour, Miss Taylor, who came for school practice during the spring term. Miss Allen, the sister of one of the present pupils, Jane Beckett, and Susan Westwood. Ten books were bought with the money collected in library fines. We are very grateful for the donations, and can console ourselves for the unpunctuality of some donors by making them pay for their sins.

The senior librarians, Patricia Randall and A. J. Shiel, have given most of their time to the Lower School library. They have re-arranged the sections in more logical order, and have enlisted some promising helpers from the lower forms. Both librarians still suffer from users who leave books lying on the tables or forget to bring them back within the time allowed, but is it only the Upper School who borrow without leaving any record. The number of books in the two libraries now approaches ten thousand, and it is obviously impossible to check a collection of this size unless it is used sensibly by all borrowers.

MUSIC

After the Festivals, Speech Days, and Concerts of the Summer term, the last three months have proved rather anti-climactic, and a projected School concert, as part of a larger Arts Festival, was postponed to next term owing to the decision to hold the school plays before Christmas. However, a large amount of spade work has been done. More people are learning to play instruments than at any other time in the school's history, and several players and singers have done well in external examinations, as well as taking part in concerts and recitals with various orchestras and societies in the country. The senior brass group played at the opening service of the Wakefield Festival in October, and several took part in the Arts Club performances of Haydn's Creation and Mendelssohn's Hymn of Praise. The carol service was held as usual, although this year it was made more a corporate event, with the school taking a greater part, rather than a choir "effort."

Generally speaking over the past five years the music dept. has held its own and many pupils upon leaving have gone on to Music colleges and academies with distinction. The big drawback to continued expansion, is undoubtedly financial, for most of the instruments are getting older and more worn and bits of vandalism here and there also help to reduce the working life of them. These must be replaced, but it all costs money and the price rises, as it does with all things, grants are reduced, and pessimism grows. However, let us hope that this is purely temporary and that the art of making music at any level whatsoever, will go from strength to greater strength in the seventies. We are in the midst of change; may it be for the better.

ACROAMA

SECRETARY : DIANE BUBB

'Acroama,' the awesomely learned Lewis and Short tell us before they have gone very far into the two thousand odd pages of their Latin Dictionary, means properly 'that which is heard with pleasure, a gratification to the ear, as music or reading.' The Romans borrowed the word from the Greeks, and the new school society borrowed it from the Romans. The society ignored the fact that the word as well as being used in its proper sense came by metonymy to be used in the sense of 'buffoon,' but it did pay some attention to the word's frequent use as meaning 'entertainment with meals' by providing coffee and biscuits at all meetings.

The Society came into being at a meeting of upper sixthformers who were concerned at the School's lack of a vigorous non-specialist society. Numerous committee members were elected, and the committee then belied the reputation of committees by getting a great deal done — without any staff prompting. Meetings were held weekly : there were poetry readings, debates, a play (reviewed elsewhere in the magazine), a talk illustrated with records, and folk music performances. Attendances were usually good, probably averaging fifty plus, and meetings tended to go on a long time. Some performers could have projected themselves more vigorously, but greater confidence to be an acroamatic buffoon when necessary will doubtless come if the society continues to flourish. Certainly it has flourished so far, and there is no sign of an acrifolium on the horizon.

ART CLUB

SECRETARY : S. YATES

Although greatly occupied with undertaking the Christmas decorations, the club, revolving around Kathryn Wood, Judith Hardcastle, A. Pickles and the secretary S. Yates has operated smoothly. We began the term with our main theme based upon all modes of transport. Great emphasis was upon what the pupil himself or herself individually wished to create. As some boys were in agreement we brought them together mainly to form small groups. The girls seemed to work more individually constructing large, brightly coloured balloons and fashion scenes. After a few meetings constructions of various shapes and sizes from small-scale war planes to supersonic aircraft of the future, and from veteran to modern cars, took shape. After a fine start to the club, we became involved in Christmas decorations which were a great success this year, thanks to the help of the General Studies group.

The club has maintained regular attendance with many young enthusiasts.

BARNARDO HELPERS' LEAGUE

Members of the Barnardo Helpers' League will be interested to know that Barnardo's are carrying out a major reorganisation of their work to meet the needs of the changing pattern of social work. We all know how Dr. Barnardo himself not only rose to meet the challenges of his day but how he was always in advance of everyone else in his caring. Barnardo's believe that in the plans they are now laying they will be keeping themselves to the fore-front in child care today. They are working in closer partnerships with local authorities and other voluntary societies to reduce the overlap to a minimum but their greatest strength remains in their flexibility and to move quickly to the areas where the need is greatest.

In total there is going to be an expansion of Barnardo work but much of the work will be different. It will be in trying to keep the family together, in preventing breakdown of family life rather than in helping after the damage has been done. More of the work will be in Day-care Centres and Child Care Officers working in children's own homes. Existing Barnardo residential homes will of course remain while ever there is a need. We often hear of severely handicapped children being placed in unsuitable adult wards in hospitals. Barnardo's are in the forefront; in preventing this by opening new centres specially for these children. One centre in the Midlands is devoted solely to children who are so severely handicapped both physically and mentally that they will never be able to lead an independent life.

The society considers it must be ready to revert in appropriate circumstances to the crusader spirit of its foundation years or to act as a pressure group to draw the community's attention to the unmet social needs of children. As the scope of governmental activity increases and penetrates deeper into the hitherto private sector of children's affairs so does the importance of a non-governmental alternative increase. Barnardo's will have to draw heavily in their reserves during the immediate years of change so that our help to them is needed more than ever.

BEE KEEPING SOCIETY

The school bees survived what was a bad 'bee' winter and rapidly built up during late spring into a strong colony. On one day during the hot weather a small swarm left the hive but soon returned since the queen did not go with them. Steps were then taken to prevent further swarming and after a few days a new queen became head of the colony. This queen appears to be of a better type but we await more conclusive evidence next year.

The main sources of nectar available this year to the bees in Normanton have been dandelion and rose bay willow herb (many less informed people cannot appreciate the value of this plant and only consider it a nuisance). Later on in the year a very clear honey is obtained from the nectar of water balsam.

The honey from the school hive is extracted, bottled and sold to raise money for the school fund. A sufficient quantity is left in the hive during the winter to enable the bees to survive without having to feed on sugar.

It is a great pity that no sixth formers have shown interest in the school bees during this last season. It can be a most interesting and profitable hobby. Perhaps the fear of being stung concerns them!

C. E. M.

SECRETARY : KATRINA LAGUNOWITSCH

No formal meetings have been held this term, except when N.G.S. members met Castleford Grammar School in a debate. The motion, "Christianity holds an important place in life today" was proposed by Faulkner, seconded by Judith Lawson, and was carried by a majority.

Members have been visiting Stanley Royd Hospital, where their time was spent talking and helping patients, some of whom have not been visited for twenty years or more. Their visits proved to be very rewarding and they would welcome any person interested, to come along with them.

Anyone willing to do this kind of work should contact either Miss Forth or me at any time.

JUNIOR SCRIPTURE UNION

SECRETARY : SUSAN WESTWOOD

Unfortunately the meetings, though enjoyed by those who came, were poorly attended. However, some fine models were made a few weeks before Christmas, and it was interesting to see the talent of the new first form members. Perhaps if more people attended, they would realise that scripture can be fun.

HISTORICAL SOCIETY

SECRETARY : G. SPINK

An Historical Society Committee has been set up this term. Its job is to produce ideas for and arrange the society's meetings. It was hoped that by formalising the workings of the society it would have regular and better attended meetings. This aim seems to have met with some success, and more intensive advertising campaigns have resulted in increased attendance.

The first talk this term was given by Mr. R. B. Atkinson on Shaka (Chaka?, Chapka?), a Zulu warrior. The subject was very popular and received wide support. The second talk, on Richard III, proved, I hear, a wild success, but in spite of great public demand we are unable to repeat it at this early date, and, contrary to rumour, the film rights have not been sold. A detailed and very entertaining lecture on scandals in France in the later 19th century was given by Mr. C. Beardsley. At the final meeting of the term Miss E. Bailey put forward some new ideas about the Vikings. The talk was illustrated with slides, and was especially interesting as it dealt with history of this area.

In the Spring term we plan to have outside speakers. Mr. P. Sawyer of the University of Leeds and Miss G. Barron have been invited to give talks, and the headmaster will also speak on the history of the school. The subjects of the talks are usually not connected with the ordinary school history syllabus and we think this is a popular policy. The Committee would, however, welcome suggestions from members of the school concerning subjects for the lectures and places of interest which might be visited in a possible Historical Society excursion in the Summer term. Suggestions should be given to committee members, the history staff, Louise Poulson, G. N. Spink, J. Bell or C. J. Faulkner.

THE JUNIOR DRAMA CLUB

PRODUCERS : J. SHARP and L. POULSON

This term the Junior Drama Club has met regularly in Room 30 on Fridays. The Drama Club's major project was "The Little Man," by John Galsworthy, which was shown to the public on the 16th, 17th and 18th December. Before rehearsals for "The Little Man" started, the juniors tried some improvised drama, which produced most interesting results. D. Appleyard gave the club a talk and demonstration on sound effects. Both taped and "live" sounds were used; one of the most interesting taped sounds was of Normanton Parish Church bells in full force!

The Junior Drama Club has been most successful this term, and we hope to have such an enthusiastic response next term. All members of the Lower School and fourth forms are welcome.

CHESS CLUB

CAPTAIN : S. KYNASTON

1969 was a year of protest, notable for the 'Springbok demonstrations.' Quieter protests, however, were registered last season against certain players whose rates of play were slow. The rate of play in school matches is 30 moves per hour, yet many games were unfinished because of slow players. The solution to this problem is

the chess clock. If clocks were used by all schools a game would be real comparison of chess-playing skills and not a mediocre free-for-all or a discussion leading to a draw after about fifteen moves.

So far the first team has won every league match. First team scores against Q.E.G.S., Barnsley G.S. and King's are misleading since there were a large number of draws. In the match against K.S.P. J. Holman had a hard time against the Pontefract secret weapon (for details see last issue of Frestonian) who sniffs at three times per minute and clicks his fingers just before moving. In the K.S.P. and Q.E.G.S. matches L. Ward scored fine wins. The second team has been erratic with devastating scores against Q.E.G.S., Silcoates and Thornes House, and losses against K.S.P. and Rothwell.

RESULTS:

1st VIII

Sept 26	v	Q.E.G.S.	(h)	Won	4½—3½
Oct 3	v	Barnsley G.S.	(a)	Won	4½—3½
Nov 7	v	Thornes House G.S.	(a)	Won	6 ½ —1½
Nov 14	v	King's S., Pontefract	(h)	Won	4½—3½

TEAM from :

N. Dedross, G. Feamley, J. Holman, A. Kearsley, S. Kynaston, N. D. Ramsbottom. P. J. Roberts, A. J. Shiel, L. Ward, D. Wales.

2nd VI

Sept 26	v	Q.E.G.S.	(h)	Won	6—0
Oct 17	v	Silcoates	(a)	Won	6—0
Nov 7	v	Thornes House H.S.	(a)	Won	6—0
Nov 14	v	King's S., Pontefract	(h)	Lost	2—4
Nov 21	v	Rothwell	(h)	Lost	2—4

TEAM from :

J. Coy, S. Davies, G. Fearnley, I. Ferguson. A. Kearsley, A J Shiel
P. Smith. D. Wales, D. Ward, L. Ward.

GAMES

GENERAL REVIEW

This has been a very successful term for sport. The weather, at the start of the season was excellent, though its deterioration latterly has resulted in the cancellation or postponement of matches, a fact mentioned in many team reports.

The term has also seen the exit of cross-country as a competitive sport at Normanton — because of the low intake of junior boys and the gradual destruction of the course by the encroachments of industrial and housing estates. It seemed at first that soccer also would not be played again by a Normanton school team but, despite the lack of pitches, it is hoped to arrange matches for next term.

Other sports have also suffered because of the state of their playing areas. The netball courts at the Lower School have a surface which is positively dangerous and the netting is almost non-existent in places.

Rugby too, the sport which has made Normanton's reputation throughout the country, suffers from a lack of suitable facilities. Of the six pitches used by the school, two are at Methley (five miles away) and are prone to extensive flooding; one is at Loscoe (two miles away) and this has a steep gradient from one try line to the other. The remaining three are at Pingle : one is no larger than a cricket square, the second has not been playable since October (it has never before been played on up to October, so badly was it drained); the final pitch is the main pitch which has come in for some criticism, and quite rightly so, from newspaper reporters.

C. J. Faulkner

HOCKEY

1st XI

CAPTAIN : J. GLOVER

TEAM from :

H. Shaw, J. Goodson, S. Hardcastle, L. Martin, J. Glover, R. Fergus, A. Draycott, A. Newsome, J. Addy, M. Dean, L. Ibbotson, H. Fellowes, J. Camps.

RESULTS :

Sept 13	v	Thornes House G.S.	(a)	Drawn	1—1
Sept 20	v	St. Wilfrid's H.S.	(h)	Won	12—0
Sept 27	v	Ackworth H.S.	(h)	Lost	0—1
Oct 4	v	Rothwell G.S.	(a)	Lost	0—3
Oct 11	v	Colne Valley H.S.	(a)	Won	2—1
Oct 23	v	Ossett G.S.	(a)	Won	1—0
Nov 8	v	Pudsey G.S.	(h)	Won	1—0
Nov 15	v	Airedale Technical H.S.	(h)	Drawn	0—0

RECORD :

P 8; W 4; L 2; D 2; For 17; Against 6

Only three of last year's 1st XI remained this season so the team was made up with eight of last year's U.15 team.

Owing to the bad weather this season six of the fixtures have had to be cancelled. The first match against Thornes House was played with a quickly amassed team taken from 1st, 2nd and U.15 teams. The match against St. Wilfrid's gave us our first win of the season and although the standard of opposition gave much to be desired, the win boosted our morale. The Ackworth match was lost by one goal, their attack proving too strong for the Normanton defence. The Normanton forwards also missed several good chances of goals. Despite our losing the Rothwell match we played well against worthy opponents.

We have had moderate successes in our other matches this season; perhaps we would have been able to win all our matches this season if some girls had not forsaken their hockey team for Saturday jobs.

U.15 XI

CAPTAIN : A. GARBUTT

TEAM :

C. Thompson, A. Garbutt, M. Wilkinson, J. Goulding, L. Vallance, G. Holmes, D. Wynne, L. Dobson, D. Taylor, E. Jeffels, H. Carrington.
Also Played : C. Cheetham, J. Greenaway, C. Corbett, K. White, A. Rushton.

RESULTS :

Sept 13	v	Thornes House G.S.	(a)	Won	8—0
Sept 20	v	St. Wilfrid's H.S	(h)	Won	9—0
Sept 27	v	Ackworth H.S.	(h)	Won	8—0
Oct 4	v	Rothwell G.S.	(a)	Won	5—0
Oct 11	v	Colne Valley H.S.	(a)	Won	4—1
Oct 25	v	Ossett G.S.	(a)	Won	2—0
Nov 8	v	Pudsey G.S.	(h)	Won	4—2
Nov 15	v	Airedale Technical H.S.	(h)	Won	2—0

RECORD :

P 8; W 8; L 0; D 0; For 42; Against 3

This term the team has played with enthusiasm and determination resulting in a most successful record. The fixtures towards the end of the season were hampered by bad weather conditions, but it is hoped to play these as additional fixtures next term.

Our thanks must be given to those of the Under 15 team pool who played well in the absence of regular team members and helped the team maintain an unbeaten record this term.

U.14 XI

CAPTAIN : A. CARRINGTON

TEAM :

P. McRear, A. Sheldon, C. Golding, J. Watson, C. Peakman, P. Davies, J. Gill, D. Larkin, A. Carrington, S. Machin, J. Arandle.
Also Played : J. Greenaway,

RESULTS :

Oct	4	v	Rothwell G.S.	(a)	Won	2—1
Oct	11	v	Colne Valley H.S.	(a)	Won	1—0
Oct	23	v	Ossett G.S.	(a)	Lost	0—1
Nov	8	v	Pudsey G.S.	(h)	Drawn	0—0
Nov	15	v	Airedale Technical H.S.	(h)	Won	3—0

RECORD :

P 5; W 3; L 1; D 1; For 6; Against 2

This term has been a disappointing one. The matches have all been hard, not only because of the strong opposition but also the difficult, wet conditions. The match against Ossett would probably have been a draw but the team relaxed too much and conceded what was to be the winning goal five minutes from the end.

Next term, another ten matches should be played, weather permitting, and given better luck than the team has had this term, it is hoped to emulate the success of last year's Under 14's.

NETBALL**1st VII**

CAPTAIN : B. GILL

TEAM :

J. Oliver, C. Webb, D. Bubb, J. Camps. B. Gill, J. Ellis, K. Cooper.

RESULT :

Oct	1	v	Hemsworth C.S.	(a)	Won	18—0
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After last year's full and highly successful netball season, we were hoping for the same this year. However, there was a very poor response from schools in the area when fixtures were requested from them. Perhaps they were wary of challenging a school with such an outstanding record as we had last year. We did manage to arrange a match with Hemsworth, and although we had a quite decisive victory, this was not entirely due to the superior performance of the School team. The Hemsworth team showed little or no co-ordination and our mid-court players intercepted the ball with amazing ease.

We hope to play more games next term — if not against other schools, against some of our senior boys.

RUGBY

1st XV

CAPTAIN: J. R. BAKER

VICE-CAPTAIN: K. BRIGHTON

TEAM:

K. Brighton, J. Dyson, C. Lambert, R. Cusworth, J. Baker, M. Poole, J. Slater, R. Rowett, S. Rolbiecki, S. Carrington, S. Cooper, D. Sidebottom, D. Livsey, J. Sainter, M. McNicholas, H. Anders, M. Anders.

RESULTS:

Sept 13	v	Castleford G.S.	(a)	Won	15—5
Sept 20	v	Moseley Hall G.S.	(a)	Won	36—6
Sept 24	v	West Leeds G.S.	(h)	Won	47—6
Sept 27	v	Scarborough G.S.	(a)	Won	19—9
Oct 4	v	Bridlington G.S.	(h)	Won	50—6
Oct 11	v	Thorne G.S.	(h)	Won	39—6
Oct 18	v	Whitcliffe Mount S.	(a)	Won	23—3
Oct 25	v	King's S., Pontefract	(h)	Won	14—6
Nov 1	v	Thornes House G.S.	(a)	Won	32—15
Nov 8	v	Hemsworth C.S.	(h)	Won	11—0
Nov 15	v	Bingley G.S.	(h)	Won	37—11
Nov 22	v	Rounahay G.S.	(a)	Won	13—6
Dec 13	v	King's S., Macclesfield	(h)	Won	14—12

RECORD:

P 13; W 13; L 0; D 0; For 350; Against 91

"Normanton Grammar School are back with a vengeance! That was surely the message after their superb 36—6 win at Moseley Hall. The school which burst on to the national scene in 1968 by winning the Rosslyn Park Public Schools' Sevens and then had a modest time last season by their own high standards (referring to the 1968—69 season when only ONE match was lost) now seem set fair for 1969—70. Moseley Hall's own high reputation counted for nothing as Norman-ton's all-round strength and exceptional team work carved the way through."

This report in one of the North's leading newspapers is just one of many which reflects the performance of the team this term. With ten of last year's regular first team available, prospects for another successful year were bright, but some of the results have passed all expectations, and the hopes for an undefeated season are high.

The term itself can be divided into two distinct halves in which the team has displayed the ability to adapt to whatever conditions it encounters. After the customary opening match against a strong Castleford G.S. side, where the team did everything but score a try, the team ran riot in the dry conditions of the next six matches and scored over 200 points. With the forwards gaining good ball in the loose and also from the set pieces, the backs were given the opportunity to prove that they could beat their opponents by handling and sheer speed and so many spectacular tries resulted. The forwards also displayed one or two arts of forward play which were to put them in good stead when the weather took a turn for the worse.

In fact the arrival of the heavy, muddy grounds coincided with some of the 'hard' game that the team had to encounter. It was here that the forwards came into their element as the burden for paving the way to victory fell upon them. Three matches in particular stand out as almost classic examples of the team's forward play. Against Hemsworth G.S. the team elected to play up the slope in the first half and by strong tackling contained the Hemsworth pack. In the second half, with the slope in their favour, the forwards gained the possession required to run out comfortable winners. Against King's, Pontefract, the team played downhill in the first half with the result that the Pontefract line came under continued pressure and yielded four tries. In the second half into a fierce gale clever forward play restricted the ball to the touch-lines and so blunted the Pontefract attack. Against Roundhay G.S. the School's pack showed its greater experience in the end against a side which tackled well.

Special mention should be given to the match against Thornes House, the only match in which the School has been losing at half-time. The match took place during half-term and the team was lacking in match practice, a fact of which our opponents readily took advantage and scored two quick converted tries. But the team picked themselves up off the ground, possibly incensed that they might lose to a team that practically every other team had beaten, and ran out easy winners.

After the Roundhay match a spectator commented that he could not find a crack in the team's armour, but there are still a few things which have to be perfected. The art of falling on the loose ball, a notable feature of last year's side, has still to be acquired by backs and forwards alike. All too often good chances have been thrown away by players kicking the ball instead of falling on it and forming a loose scrum. Goal kicking has sadly been lacking in some games, for neither Brighton, nor Lambert, the regular kickers, have achieved consistency, although both have on occasions kicked some excellent goals — Brighton against Hemsworth and Lambert against Castleford.

One of the pleasing aspects of play is the School's defence which has conceded only seven tries in the matches so far, and three of these were in one match. Another is the fine understanding between number eight and scrum-half, Anders and Slater, as each has grown in confidence and ability as the season has progressed, an understanding which is vital for the communication between backs and forwards.

Although hopes are high for an undefeated season, the biggest test has yet to come during February when all the matches are away to very strong sides.

Manchester Sevens

TEAM :

J. Baker, C. Lambert, R. Cusworth, K. Brighton, R. Rowett H
Anders, S. Carrington. Res. : D. Fisher.

Although short of sevens practice, the team got further than anyone had expected before losing to Wade Deacon, in a very exciting semi-final, to a last minute try.

1st Round:			
v	John Righbv School	Won	9—6
2nd Round:			
v	Roundhay G.S.	Won	16—8
3rd Round:			
v	Hemsworth G.S.	Won	21—0
Semi-Final:			
v	Wade Deacon G.S.	Lost	13—18

2nd XV

CAPTAIN : C. J. FAULKNER

TEAM (from) :

J. Heaton, B. Unsworth, J. Bell, L. Hill, A. Timmington, D. Fisher, D. Smith, P. Jones, M. Turver, S. Midgley, S. Harrison, D. Illingworth, C. J. Faulkner, A. Dobson, D. Poundford, G. Strangwood, G. Thrall, K. Fawcett, S. Tomlinson, G. Lumb, K. Tinker, R. W. MacFarlane.

RESULTS :

Sept 13	v	Castleford G.S.	(h)	Won	20—6
Sept 20	v	Moseley Hall G.S.	(a)	Won	9—5
Sept 24	v	West Leeds G.S.	(h)	Won	13—6
Sept 27	v	Scarborough G.S.	(a)	Won	30—3
Oct 4	v	Bridlington G.S.	(h)	Won	34—3
Oct 11	v	Thorne G.S.	(h)	Won	31—0
Oct 18	v	Whitcliffe Mount G.S.	(a)	Won	18—5
Oct 25	v	King's S., Pontefract	(a)	Won	23—3
Nov 8	v	Hemsworth C.S.	(h)	Won	52—0
Nov 22	v	Roundhay G.S.	(h)	Won	13—0
Dec 13	v	King's S., Macclesfield	(a)	Won	14—0

RECORD :

P 11; W 11; L 0; D0; For 257; Against 31

Whilst bonnie lasses gang frae schule,
 Their lust for learning quickly cool;
 As frosty Thursdays start tae tingle,
 Some fine braw lads gae doon tae Pingle,
 (Tho' sometimes missed, my Muse must mention,
 Are absent freends clapped in detention).

If you should venture doon that nicht
 Then wow! ye'd see an unco sicht.
 On the main pitch, the Jubberwock
 Exhorts and drives his forward flock
 Tae win the rucks and line-oot peels,
 Tae bind and shove in a' their heels;
 For he kens what is what fu' brawlie
 And likes his backs tae get 'good baulie.'
 Whiles doon below, on wee cramped space,
 Oor seconds move at slower pace.

Spare these, my Muse, anither glance.
 Thae line-oot peels, brent new frae Prance,
 Are tried oot too by seconds' scrum:
 The ball's tapped doon by Graham Lumb,
 But peeler slips and lands on b—.
 Next see them practising the moves
 Tae get them in like-thinking grooves:
 Scissors by haufs, move number twa,
 When swiftly done is really braw:
 Scissors at centre, number three,
 Will cut richt thru, we a' agree;
 Move number four, scissors wi' wing,
 Is done wi' zest o' hie land fling;
 Next on we gang tae five and six
 And see the forwards do their tricks;
 On number seven, thrust doon blind side
 Where few opponents think tae bide;
 And inside centre, on number eight,
 Swiftly taks yon self-same gate:
 The moves frae kicks, named A tae E,
 Are moves o' vast intricacy;
 Plus ither moves, like Double O.
 Designed tae kill the deadliest foe.
 If ye should watch, amazed and curious,
 Ye'd see their wiles grow fast and furious:
 They switch, they turn, they ruck, they run.
 They move the ba' richt oot tae Bun
 (They gie the wings a practice catch
 Tho' wings don't get ba' in a match):
 Ye'd be impressed wi' exhibition
 — But then, there is nae opposition!

But to our tale. In early days
 The team looked frail tae touchline gaze.
 We had so many young wee threes
 Opponents thocht they'd win wi' ease.
 And tho the scrum was fierce and old
 It wouldnae do whit it was told.
 (Ah, gentle friends! it gars me greet
 To think how many counsels sweet,
 How many lengthened sage advices
 Ilk player frae the coach despises).
 But yet we crossed the Castleford
 When twenty points were quickly scored;
 Next. Moseley Hall acrost the hills
 — Some hadnae taken travel pills,

So when we reached lush Cheshire's scene
 It wasnae just the grass looked green.
 Noo here my Muse her skills must tax
 Tae tell the taie o' Captain Max.
 See him adorned wi boots brand new
 And shining studs whilk he must screw,
 And bandages frae foot tae knee
 Tae help him wi' his injury.
 Others ha'e gane; changing room's bare
 Except for Max still wrapping there
 Those folds and folds o' binding crepe
 Which roond his nether limbs noo drape.
 At last it breaks into his noddle
 It's really time that he should toddle.
 Alas, he needs yon lass wi' lamp,
 For a' thae bindings gied him cramp.
 What's more, being lone, he lost his way.
 The ref he couldnae wait a' day
 But whistled for the start o' play.
 But then, at last, on the horizon,
 A hobbling sight tae set our eyes on!
 Noo see him play his captain's part
 Wi' a' a captain's forceful art.
 Tho' last o' a' the ruck tae bind,
 'Come on!' he shouts — frae far behind!
 But Max is made o' sterling stuff:
 A first hauf hobbling's quite enough—
 He rips the swathes frae off his limbs
 And throws them tae the Cheshire winds.

We won that day, tho' only just.

West Leeds are next to bite the dust.
 But still oor talent's rather hid.
 At Scarborough, tho', the team 'cam guid.'
 The seaside air ganged thro oor bluid
 And blew awa' oor mony flaws.
 Just listen tae 'the crowd's applause!'
 — That is, baith watchers gi'd a cheer
 Tae see the team noo in tap gear.
 Bu here my Muse her wmg maun cour,
 Sic flights are far beyond her power.
 Tae sing hoo Duncan, Midge, Bun, Lenny,
 Atty and Smithy play sae bonny;
 At scrum haulf tae and in the pack
 The team gangs forward in attack.
 As skinheads soon put in the boot
 When fuzz approach tae grab the loot,
 As eager runs the leftist crowd
 When 'Springboks, oot!' resounds aloud,
 So fly haulf boots, the forwards follow
 Tae beat the opposition hollow.
 We cased the Scarb. Brid and Thorne joints
 And each time took aff thirty points.
 Noo autumn grounds grew saft like bog;
 At Whitcliffe Mount we played in fog
 Then undeterred by Pomfret's side

We next committed regicide;
 And having thus deposed the Kings
 Still found success attend oor wings
 Wha ran in many easy scores
 Thro Hemsworth's Comprehensive doors.
 The grund had noo gone heavy clay;
 Tho' sun didn't shine, we made Roundhay.
 Then efter that fell winter's grip
 Cancelled games v. Roth and Skip.
 Then at the last thirteen didn't yield,
 Triumphant o'er King's, Macclesfield.
 Thus we played ten, a' o' them won,
 Oor second team, second tae none.

Tae a' wha share editor's view
 We mak reply: 'Lang live the coo!'

Song

Let editors puzzle their brains
 With poetry and soccer and learning.
 Good rugger I stoutly maintain
 Is much the more worthwhile discerning.
 Then come, turn and feea the ball fast
 And let us be skilful and clever.
 And a health to our victories past
 And hope good fortune continues forever.
 Scrummle, ruckover, scrummle.

P.S. It is hoped to give a more prosaic account of the team and the efforts and skills of its members in the next, Lenten, issue of the magazine.

COLTS XV

CAPTAIN : K. BANKS

TEAM :

N. Tuffs, M. Beedle, R. Goldby, T. Higgins, A. Fisher, G. Peasant,
 D. Ward, C. Radcliffe, N. Dean, G. Tinker, P. Garner, K. Hobbs,
 J. Friend, R. Sharp, N. Smith, S. Bridgewater, G. Chapman.

RESULTS :

Sept 13	v	Castleford G.S.	(a)	Won	8— 3
Sept 20	v	Moseley Hall G.S.	(h)	Won	40— 3
Sept 24	v	West Leeds G.S.	(a)	Won	39— 0
Oct 4	v	Bridlington G.S.	(a)	Won	39— 0
Oct 11	v	Thorne G.S.	(a)	Won	14— 0
Oct 18	v	Whitcliffe Mount G.S.	(h)	Won	29— 5
Oct 25	v	King's S., Pontefract	(h)	Won	21— 3
Oct 27	v	Ystalyfera G.S.	(h)	Lost	6— 9
Nov 1	v	Thornes House G.S.	(a)	Lost	11—16
Nov 8	v	Hemsworth C.S.	(a)	Won	13— 3
Nov 15	v	Willowgarth H S.	(a)	Won	40— 0
Nov 22	v	Roundhay G.S.	(a)	Won	13—11
Dec 13	v	King's S., Macclesfield	(h)	Won	13— 5

RECORD :

P 13; W 11; L 2; D0; For 293; Against 58

The team was looking for another very successful season as the side was undefeated as under fourteens. The season began shakily with a match against Castleford who held the team to a narrow 8—3 victory, the winning score coming minutes from the end of the game.

The second game resulted in a very good win for the School by 40—3 over Moseley Hall G.S. who came with high hopes for their team. Against a very heavy pack of forwards our lighter eight did well in winning nearly all the loose ball which paved the way for our threes to score most of the points. Following this win the players were full of confidence and the next game saw an even bigger win over West Leeds. Again it was the strong and skilful play of the forwards that was impressive with Beedle and Friend turning in fine displays. The only criticism of the team's play in this match and the previous one was the relatively poor set-scrummaging.

The next three games again resulted in victories which owed much to team work. The game against King's Pontefract was the most impressive victory of the first term. The teams have met only once before and that was a victory for King's School. The players were determined to avenge this defeat, and they pulled out all the stops to win 21—3. Golby and Sharp were the stalwarts in the forwards and Tuffs and Banks the outstanding backs.

The next two matches saw a setback to the highly successful start to the season for the team lost to Ystalyfera and Thornes House. Against the Welsh side, although the team played gallantly, they could not force a win. At half-time after playing against the slope and losing only 9—3, it looked as though the team would be capable of pulling the deficit back, but all the defending and harassing of the first half had had a tiring effect. The Thornes House match was by far the worst display of the term perhaps because of the lack of training caused by the half-term holidays. The worst feature of the game was the poor tackling and the players would do well to note this. But after these two defeats, term was rounded off on a successful note with four very good wins.

U.14 XV

CAPTAIN : I. WESTWOOD

TEAM from :

K. Plant, J. Bridges, I. Westwood, M. Spragg, M. Grace, M. Stabler, K. Morgan, A. Whalley, S. Tarpy, S. Gamble, N. Gibbons, S. Dean, S. Bailey, N. Hill, P. Haytack, R. Davis, I. Schofield, M. Lindley, C. Williams, R. Martindale, S. Stoney, D. Dransfield.

RESULTS :

Sept 13	v	Castleford G.S.	(h)	Lost	14—19
Sept 20	v	Moseley Hall G.S.	(h)	Won	67—0
Sept 24	v	West Leeds G.S.	(a)	Lost	14—20
Sept 27	v	Garforth C.S.	(a)	Won	20—3
Oct 4	v	Bridlington G.S.	(a)	Won	18—0
Oct 11	v	Thorne G.S.	(a)	Won	19—3
Oct 18	v	Whitcliffe Mount G.S.	(h)	Won	32—3

Oct	25	v	King's S., Pontefract	(a)	Won	19 — 6
Oct	27	v	Ysalyfera G.S.	(h)	Won	19 — 3
Nov	1	v	Thornes House G.S.	(h)	Won	26 — 0
Nov	8	v	Hemsworth C.S.	(a)	Won	33 — 0
Nov	15	v	Willowgarth C.S.	(a)	Won	31 — 16
Nov	22	v	Roundhay G.S.	(h)	Won	9 — 6
Dec	13	v	King's S., Macclesfield	(a)	Lost	6 — 20

RECORD :

P 14; W 11; L 3; D 0; For 327; Against 99

The term started in a disorganised manner. Roberts, last year's stand-off, had left school, and the backs were in a confused state for the first few games. Two of these matches were lost despite the fact that the team scored four tries in each of them. Lindley, last year's leading try-scorer, played only the first three games and Whalley, the pack leader, missed seven games, both absences being due to injury. Once the team was more settled, with Morgan and Stabler at half-back, the performances improved rapidly as the results suggest. The team had several good victories, notably against Pontefract, Ystalyfera, the Welsh touring side, and Roundhay, who were previously unbeaten. Unfortunately the term finished badly at Macclesfield, where a depleted team with five reserves in, could not hold a 6—0 lead and went down 6—20 to a better side.

Generally the forwards have been dominant and won most of the ball in the tight, but their strength has not been allied to mobility and their loose play has consequently suffered. Also their lack of height has meant that Hill has had little support at the line-outs. At half-back Morgan and Stabler have developed a useful partnership with Stabler improving with every game and in particular in his defence. The threequarters have been adequate, but their handling has often been poor, and they lack drive and penetration. At full back Plant has improved his tackling, but his defence is still suspect under pressure. Congratulations go to Bridges, who has played blind side wing forward in an unbeaten Leeds and District Under 15 team. When playing for our side he has always given of his best and is an inspiration to the rest of the team. He is the leading try scorer with twenty one tries and he has played well in three different positions.

Next term should again be successful if the improvement continues. The forwards must always be first to the loose ball, the backs must handle and pass better, and run harder with the ball. The whole team must improve their tackling and general defensive play.

U.13 XV

CAPTAIN : B. BANKS

TEAM from ;

D. Hartley, N. Walker, J. Allen, P. Graveling, D. Buckingham, D. Pennell, A. Grice, R. Wells. P Tarpy, A. Fruchnewicz, A. Short, J. Hoyle, M. Hartshorne, Martin Hayward, Melvyn Hayward, P. Robinson, S. Bywater, S. Friend.

RESULTS :

Sept 13	v	Castleford G.S.	(h)	Won	17—12
Sept 20	v	Moseley Hall G.S.	(a)	Won	38—8
Sept 24	v	West Leeds G.S.	(a)	Won	14—3
Sept 27	v	Garforth C.S.	(h)	Won	32—0
Oct 11	v	Thorne G.S.	(a)	Won	3—0
Oct 18	v	Whitcliffe Mount G.S.	(h)	Won	41—0
Oct 25	v	King's S., Pontefract	(h)	Won	12—0
Nov 1	v	Selby G.S.	(h)	Won	78—0
Nov 8	v	Cathedral H.S.	(a)	Won	14—11
Nov 15	v	Archbishop Holgate's G.S.	(h)	Won	18—0
Nov 22	v	Roundhay G.S.	(h)	Won	38—0
Dec 13	v	King's S., Macclesfield	(h)	Won	66—6

RECORD :

P 12; W 12; L 0; D0; For 371; Against 40

The team has had a very successful first half to the season and has proved itself to be a well-balanced side.

The forwards have always been dominant, particularly in the set scrums and loose play. This has meant that we have had a monopoly of the possession. Tarp and Graveling have been the outstanding forwards in the loose play, both showing plenty of aggression. Grice has also entertained on occasions with his skilful ball play, and Wells has proved a successful hooker and keen worker in the loose.

The backs have revelled in the abundant possession provided. Pennell has proved a capable scrum half, though he must make his passes travel faster and more accurately. Banks has been a commanding figure at stand-off — both in his attacking and defensive play. His goalkicking has also improved considerably. Jackson has developed into a useful centre though his passing could be better. Buckingham on the left wing has provided devastating finishing power and has scored 26 tries whilst Walker on the other wing has scored 12. An average of over 30 points has been maintained throughout the term in each match, and half the tries have been scored by the wingers. It is noticeable how the backs have improved their play during the term. The threequarters now run onto the ball much better than they used to. At the moment the backs can score their tries by orthodox passing but in future they will need to employ more varied tactics. They must learn to execute, for example, scissor movements, and to change their tactics as the situation may require.

Three matches played during the term were quite closely contested. Against Castleford, superior teamwork enabled the side, to defeat the opposition, who had good individual players but lacked sufficient organisation. At Thorne the match was played in dense fog but the team emerged victorious by 3—0. The winning margin would have been greater had the team played at their normal standard. In the match, the forwards found difficulty in subduing the strong Thome pack. The game against Cathedral School also proved very close. Only a penalty goal separated the two sides at the final whistle — both sides having scored three tries. Cathedral had a very strong wing forward who was quick in tackling our half-backs. He scored three tries and would have scored the fourth, and probably winning try, had it not been for a magnificent covering tackle by Buckingham.

Two outstanding performances were against King's, Pontefract and Roundhay, both quite strong opponents, who were both beaten convincingly. If the team can maintain this high standard of play then it could well go through another unbeaten season.

U.12 XV

CAPTAIN : S. BURNAGE

TEAM :

R. Smith, R. Davenport, C. Morgan J. Burnage, T. Carter, S. Burnage, C. Dean, P. Robinson, T. Gittens, K. Wood, T. Barker, M. Johnson, S. Harvey, M. Smith, P. Morgan.

RESULTS :

Sept 20	v	Moseley Hall	(h)	Won	14— 0
Sept 27	v	Garforth C.S.	(a)	Won	15— 3
Oct 11	v	Castleford G.S.	(h)	Won	23— 0
Oct 25	v	King's S., Pontefract	(a)	Won	9— 6
Nov 1	v	Selby G.S.	(h)	Won	19—13
Nov 15	v	Archbishop Holgate's G.S.	(h)	Won	6— 3
Nov 22	v	Roundhay G.S.	(a)	Lost	0—13
Dec 13	v	King's S., Macclesfield	(a)	Won	14— 6

RECORD :

P 8; W 7; L 1; D 0; For 100; Against 44

The team settled down quickly at the beginning of term and won their first six matches. The dry grounds at the start of the season were to our advantage as everyone in the team seemed to know how to run and handle the ball. The main difficulty has been to stop all eight forwards trying to play as backs and get them to work as a pack in the hard grind of rucking and scrummaging. That these lessons are being learned was shown in the final game at Macclesfield where the loose play was much tidier and potentially dangerous opponents saw little of the ball.

In the pack, Barker, Johnson and Harvey have played) with spirit, always ready to do more than their share of the tackling and the covering up of mistakes. The backs move well as a line and have been well served of late by Dean, at scrum-half. Davenport on the left wing has scored a number of tries which suggest he has a bright future and the Burnage brothers have both handled and passed well. C. Morgan gets through a great deal of work, is a strong runner, but must learn to time his passes better.

After three fairly comfortable wins against Moseley Hall, Garforth and Castleford, we had the best game of the season against King's School, Pontefract. We eventually won by three tries to two penalty goals but in the last two minutes King's were unlucky not to cross our line in a good kicking position. The tackling on both sides was very tight and it was some good scrummaging in the second half which gave us the opportunities to score. Against Roundhay we met a side which was definitely stronger and more skilful and we were

well beaten. Some of the team were somewhat lethargic and this was also noticeable in the final match against King's, Macclesfield, though in this case the long bus journey may have been the cause. A few rude remarks from the touchline seemed appropriate and they certainly had the desired effect. In the second half the team was playing as well as it had done at Pontefract.

The Under Twelves have made a satisfactory start but there is no room for complacency. The standard of passing and tackling must be tightened up, mistakes must be covered up more quickly and the rules of off-side and handling in the scrum must be observed, especially in moments of stress.

POEM OF DISILLUSION

After fifteen months of making love to an old hen
 I decided
 Happiness is not eggshaped.

ON ANONYMOUS POETRY

Anon it goes
 An' on an' on an' on.

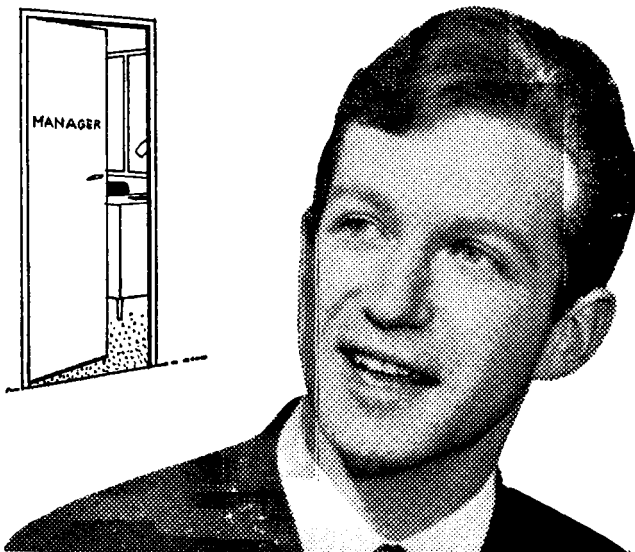
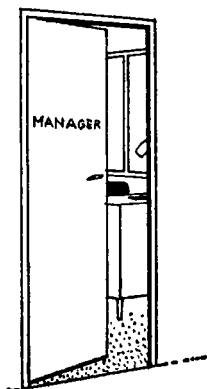
PARENTS' ASSOCIATION

SECRETARY : MRS. B. G. PLANT

Owing to the lack of interest in Term General Meetings a motion was carried at the A.G.M. to abolish these. An Extraordinary Meeting may now be called anytime at the request of not fewer than 20 members. The Secretary and Treasurer are still to be appointed annually but Committee members are now to serve for three years.

Activities have followed the usual pattern. Dances and Beetle Drives are still held monthly and continue to swell the Association funds. The New Year Dance proved once again to be the highlight of the year and a very enjoyable evening was had by 200 happy dancers.

The General Committee would welcome suggestions for new activities and any communications should be sent to the Secretary at 3 Portland Terrace, Altofts.



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