

The Frestonian



Volume LXV, Part 3

Summer Term 1969

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Part 3

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The Frestonian

EDITORIAL

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Teachers and preachers often claim that, apart from their being the best years of one's life, the years spent at school are also the ones in which one is prepared for life in society. This idea is unfortunately as outdated as the school caps that once populated the smoke-filled alleys around the school. To-day far too much stress is placed on the importance of acquiring certificates and conditioning the poor unfortunates to an existence in a system alien to their true nature. That this should be true in a school is extremely disturbing : for a school is a miniature community, the ideal body in which young people can be taught to develop senses of responsibility and values. It is also a body which can study what is wrong with society as a whole and prepare itself in such a manner that the faults are rectified to a certain degree when those who constitute the school community move into the great society.

To-day this all important preparation is discarded in favour of indoctrination into passive acceptance of all that is established : far from being the crystal ball which shows a promising future for society, school is merely a mirror that reflects the tarnished image of a repressed lethargic community with no corporate sense of being. It holds no promise for the society of the future. If there is no sense of belonging in a small closed community, what hope can there be that the sense will develop once the young people enter the world at large ?

At this School the feeling that everyone is a responsible part of a body is missing. That this is so can be seen from the meagre support the last school play received, not only

from pupils but also parents and staff. After-school activities, with the possible exception of training sessions, are regarded as a punitive extra rather than an escape from a frustratingly restrictive syllabus. The only occasions when pupils are eager to satisfy themselves with their school community are those when their attendance allows reduced admission prices to places of entertainment or when some person rightly comments, "Yes, that's the best rugby school in the country." It is nothing less than a tragedy that the spirit in the School that was attained with the winning of the Public Schools' Sevens lasted no longer than the rejoicings of those who celebrated the victory. Everyone should work at maintaining this spirit and improving the school community rather than heading blindly towards paper qualifications. To have one's aims set on 'O' or 'A' levels by staff or parental pressure is to allow oneself to be made selfish, to care nothing for the conditions around one. The dangers of this apathy can be seen only too clearly in the adult world.

There is nothing wrong with society that a touch of humanity would not cure. And where is there a better place to start instilling the essence of humanity than in the embryonic society of school ?

G. J. Austerberry.

SCHOOL NEWS

This summer marks the SEVENTY-FIFTH ANNIVERSARY of the purchase of the School's site. Mill Flatts field, on which the Upper School now stands, was bought by the Governors from the Vicar of Normanton on August 7th, 1894 at a cost of £726. This was the first step taken by the Governors who had been appointed under the scheme drawn up by the Charity Commissioners in 1893.

Is it too early to start thinking about planning some celebrations, a judicious mixture of the academic and the gay, to mark in three years' time the seventy-fifth anniversary of the School's opening in 1897 ? By a pleasant coincidence, 1972 will mark not only three-quarters of a century of life for the Grammar School but will also be the diamond jubilee of the opening of the present buildings of the former Girls' High School, now the Lower School, so there will be a double cause for celebration.

* * *

The School year now ending has not been one to enthuse over in every detail (what School year could be ?) but it is the happy prerogative and tradition of school magazines to forget the bad and record the good. Among the latter are a number of ACADEMIC DISTINCTIONS, which this term have included a record number of Grade Ones in the announced results of the University Entrance Test in English, the publication of an article by P. A. Crowther and R. A. Hardcastle in the journal 'Mathematics Teaching' and the winning of the Leeds University's Gilbert Murray Greek Reading prize by Jane Beckett.

Crowther and Hardcastle wrote on the game Odds. They set down mathematical rules for playing to win : fellow Frestonians who have not studied the article would be well advised not to challenge them to a game. Their account is a really distinguished piece of schoolboy writing, precise, logical and clear.

Jane Beckett's dramatic — as befits one who has twice died on the School stage (as Alcestis and Anne, wife of Richard II) and once suffered much (as Mother Courage) —

rendering of a piece from Sophocles's 'Antigone' was highly complimented by the judges. Those who were there report that the atmosphere during her reading was quite different from that during the reading of other contestants. In the team competition, the School came second. Julie Oliver, team captain, has been a keen member ever since the School first entered the competition four years ago.

* * *

Jane Beckett also won the girls' section of the GOVERNORS' ESSAY PRIZES competition. This is held in the post-A Level fag-end of the academic year, a time when the intellectual sap of pupils is seldom rising vigorously, and there are times during the run-up to the competition when the entry lists are open but few pupils are putting their names down for entry when one wonders if the fifteen guineas of Governors' money which is involved is going to be ill spent. Happily the event itself has a habit of confounding one's gloomier forebodings : the eighteen entrants, to quote from the adjudicator's approach, gave 'the impression of lively individuality and sound scholarship.' The sound scholarship, alas, did not always extend to perfect punctuation ; perhaps punctuation is yet another field in which the permissive society is making a take-over bid. But the essays were certainly an unusually interesting batch, being fresh, lively and personal and showing an entertaining combination of self-confidence and self-criticism.

The adjudicator was Miss M. K. Flint, Head of English at King Edward VI School for Girls, Birmingham. She laid down the unusual condition that although candidates should have three hours for the essay, the first hour must be spent entirely on thinking and planning. The essay proper thus had to be written in two hours and so candidates were forced to avoid mere conscientious drooling on. In an adjudication made with outstanding care and graciousness, Miss Flint awarded the prizes to Jane Beckett and G. L. Spink, and wrote for every entrant a detailed and highly perceptive analysis of his strengths and weaknesses.

* * *

The present timing of school holidays as laid down by the Divisional Executive does not suit schools which take O and A Level, because after these exams the school is left with an anti-climactic month. Anti-climax in this context tends to involve anti-effort, so many and ingenious are the schemes devised by schools to titillate the jaded intellectual palates of their pupils. Our variant this year was to introduce the 1969-70 NEW TIMETABLE for the last month of the old school year. This was greeted with modified rapture and was a moderate success. It was difficult to feel that the School was really launched on its new year when it was simultaneously very obviously involved with such routine-interrupting events of the old school year as Sports and Dr. Barnardo's Days. If the experiment is repeated next year, as is probable, an attempt will be made to reduce the number of extra-curricular events in the last month. Certainly experiment must continue until such time as the Gordian Knot is cut by the School being freed to break up for the summer immediately after the public examinations.

* * *

One victim of next year's axe on end-of-summer-term jollifications will probably be EXCURSIONS. As the accent in this term's outings seemed to be on entertainment rather than education as pupils sought relief from examination tensions, they may seem an obvious sacrifice. Of course the best excursions combine education and entertainment, and such visits as the one to the Tate and National Galleries in London proved worthwhile. Regulations for outings included the stipulation that uniform should be worn unless caving or rock-climbing were part of the day's programme. Some pupils whose itinerary included Scarborough evaded this regulation on the pretext that they thought they might be doing some rock scrambling there. Thus does authority ever meet new machiavellian ingenuities from its opponents!

During the Easter holidays there was a VISIT TO ITALY by a party of girls led by Miss Hankins. Various girls allegedly made notes which were to form the basis of an account of the holiday's interests, delights and hazards for 'The Frestonian', but no account has been forthcoming. To judge from delicious speculation in advance of the

holiday, one intriguing hazard was expected to be Italian boyhood, but on the subject of if and how this was met and vanquished, as on all other subjects connected with the visit, the pages of 'The Frestonian' must now be forever dumb. Suffice to say all returned safely, and to observe sadly that with the present trend towards longer half-terms and shorter Christmas and Easter holidays, such visits are becoming increasingly difficult to arrange.

* * *

The box collection for DR. BARNARDO'S FUNDS exceeded last year's total, producing £173 10s. 4d. Of this, £123 17s. 8d. came from Lower School members, £26 3s. 4d. from Upper School members and £23 9s. 4d. from former pupils and friends. Thirty-one members had over one pound in their box, whilst two girls had collected over five pounds.

The enthusiasm and hard work of the Lower School was also reflected in the BAZAAR, where their total was £164 0s. 1d. out of the £209 14s. 11d. raised altogether. The proceeds of the Bazaar have been divided so that the School Fund benefits by £73 5s. 3d. and Barnardo's by £136 9s. 8d. This together with the whole of the box collection makes a grand total of £310 to send to Dr. Barnardo's — a slight increase on last year.

The experiment of confining the bazaar to the Lower School buildings proved to be popular among the visitors and the afternoon was most enjoyable. But the efforts of the Upper School were somewhat disappointing and some positive thinking is needed to overcome the apathy which exists. It is surely worth remembering that the School has supported the Barnardo organisation for over fifty years although individual pupils are asked to make an effort for only six or seven years ; that the Barnardo organisation is entirely dependent on voluntary subscriptions ; that part of one's education for life should be in developing an awareness of the needs of others and that in working for the benefit of others one's own life is enriched ; and that without the Bazaar subscriptions to the School Fund would have to be raised.

Comments and suggestions for future efforts would be appreciated by Mrs. Guy. Meanwhile Barnardo's are

beginning a new venture in fund raising. They are setting up a mail order business through which Christmas cards and Christmas gifts can be bought. If anyone in school over 18 or any parent would like to run a catalogue club, further details will be supplied.

* * *

CONTRIBUTIONS to 'The Frestonian' were again too numerous for them all to be printed. The Editorial Committee hope that the poets and story-writers whose work has not been printed will not be too disappointed, but rather will continue to enjoy writing and continue also to submit their work. As always, it is the magazine's wish to stimulate individual out of class writing rather than — unlike most school magazines — print work originally done for the English Department in class. None of the writing in this issue was done in a routine classroom context, and this is always true of most or all of every issue.

THE STAFF

This term two members of the teaching staff leave for promotions : Mr. R. C. Williams, after four years' service, has been appointed Senior History Master at Temple Moor Grammar School, Leeds, and Mr. J. C. Haigh, after two years, as second French master at Ossett Grammar School. We offer them thanks for their services here, and our best wishes for success in their future careers.

In their places we shall welcome in September Miss E. P. Bailey and Mrs. R. A. Hamby, the former to teach history, the latter French. Both have good honours degrees of Leeds University, and Miss Bailey hopes soon to receive the Ph.D. for which she has been working for three years, the first of which was spent at Newnham College, Cambridge.

Mrs. C. A. Astley will not be with us next school year, as she has been granted secondment to attend a Diploma Course in the teaching of English in secondary schools at Sheffield University. We congratulate her on being selected for the course, and shall look forward to her return in September, 1970. Owing to the drop in numbers, she will not be replaced during the year.

Mr. C. Wandless, assistant groundsman until Mr. Goodall's death, and who then offered to postpone his retirement for a year to help the new ground staff to settle in and learn our routine, did finally retire at Whitsun. We owe him our best thanks for his most helpful gesture, and for all his past work, and wish him a long and happy retirement. His place has been taken by Mr. B. Hall.

SPEECH DAY

Nunthorpe Grammar School, one learnt in conversation during a desultory moment in the triangular athletics match, has abolished Speech Day and prizes. Such abolitions are an increasing trend — education to-day is nothing if not trendy — because, it is argued, giving prizes to successful pupils merely reinforces the sense of success of the very pupils who do not need such reinforcement, and not giving prizes saves money. But in darkest Normanton we still Speak and Present. Educational reformers must find what solace they can in our habit of giving prizes to pupils in all forms and not just to a few of the intellectual cream ; non-reformers are perhaps content with what is overall surely a pleasant and interesting evening in which youth can hear itself addressed as the hope of the future rather than in the less flattering words often used to it.

Certainly there was no sense of guilt in the opening fanfare, hymn and Chairman's remarks, no furtive behaviour suggestive of taking part in an educationally improper affair. Next the Headmaster gave his Report. Academic results were 'by our standards, good' — a judiciously balanced phrase ! — and as a result of better 'O' Level results numbers entering the sixth form showed a marked increase; to them were added the largest number yet of recruits from the County Secondary School. This modest trend towards a sixth form college situation seemed now well-established ; less welcome was the corresponding trend towards the end of early transfer at twelve plus, as this handicapped pupils who would have benefited from extra opportunities in the teaching of languages, mathematics and sciences. In sport the year had again been successful. Facilities in general could do with improvement : the boys' practical facilities were still those provided by public subscription in 1905, and he was as tired of deploring the conditions for the 200 strong sixth form as they were of putting up with them. In equipment we were better off, and this year had received particularly generous help from the Parents' Association. The support of parents for concerts and plays was very much less marked. The general picture, then, had not changed much from previous years. Academically things might be worse, but the gap between achievement and the unfulfilled dream of what might be left no ground whatever for complacency,

especially when viewed against the background of constantly rising levels of achievement throughout the country as a whole. The struggle must continue towards the school of which he still, sometimes, dreamed. It was not only the young who dreamed of better things, though their dreams might be sweeter and rosier.

The Chairman in his remarks hinted that the Governors were involved in a legal wrangle with University College, Oxford, which, if successful, might produce as yet untold wealth for the School. The Guest of Honour was Mr. H. Teasdale, who was Head Boy in 1927 and is now Chief Training Officer with the North Western Gas Board. Such a background would not seem ideally propitious for a Guest Speaker ; it would seem to lay him wide open to critical jokes about being just a gasbag and talking a lot of hot air, plus perhaps a wryly expressed hope that at least nowadays one might expect the gas to be High Speed, and that the wit might be a little saltier than in pre-North Sea days. In reality, of course, Mr. Teasdale spoke well. Addressing 'Friends, Normans and countrymen,' he expressed himself aware of the danger of offering good advice and indeed doubted if any advice was good. But no Speech Day Guest could allow himself to be wholly deterred by such a reflection, so, quoting a highly competitive world in which he knew of one American firm that recruited two and a half thousand graduates per annum — four-fifths of them with two degrees — and then gave them a further eighteen months training, Mr. Teasdale argued that in industry to-day it is almost impossible to have as much knowledge as you need. Every pupil should stay at school as long as possible, try to see work as more fun than fun, and generally become educated to the fullest extent. This applied even more to girls than boys. (One of the unfortunate features of Speech Day is that owing to the press on accommodation, pupils who most need such advice are ones who probably are not there to hear it. This year we have seen re-enacted the familiar depressing pattern in which intelligent girls leave after 'O' Level, so that the Lower Sixth will again contain two boys to each girl).

The lengthy task of presenting the prizes to both the previous and the current year's prizewinners was undertaken with unfailing graciousness by Mrs. Teasdale.

In between the speeches there was the customary music-making, the Orchestra playing rather well and the

Choir singing rather feebly. Now, incidentally, is the time for all good boys to come to the aid of the party; currently the choir is almost a female voice one. So another Speech Day passes away, leaving behind a general impression (favourable) and some fragmented memories — Michael Woodhead's puce face behind his trumpet, the final total take-over of schoolgirl fashion by the mini-skirt, David Riley's expertise on the drums, and the glistening sheen of Timothy Thomas's well-brushed hair.

THE PERFECT/PREFECT SYSTEM

The Report of the last full Inspection of the former boys' Grammar School contained the surprising verdict that "the School has a perfect system". Alas, excellent though the school was fifteen years (and two headmasters) ago, this was a misprint : Her Majesty's Inspectors were merely recording the much less surprising fact that the school had a prefect system.

How long it has had one I cannot say, but probably for most of its modern life-time — borrowed, like the house system, from the practice of the public schools. Some recent remarks in 'The Frestonian' suggest that their authors do not sufficiently distinguish between two different aspects of such a system — the general principle (what are prefects for ?), and the way in which prefects, if any, are selected and appointed.

In principle, a prefect system means that the Head is prepared to entrust a share in the responsibility of maintaining good order in the school to senior pupils ; how big a share will vary from time to time and from place to place. This is done, believe it or not, not because the Head seriously doubts the ability of himself and the staff to manage without this assistance, nor with the Machiavellian intent of seducing the natural leaders of the ruled into supporting the status quo, but in the hope that the older pupils involved will benefit and learn from the opportunity to exercise control and leadership, and the belief that since some senior pupils would naturally do so, it is better that their leadership should be officially recognised and guided.

The continued and successful working of a prefect system must obviously depend on the willingness of senior

pupils to accept an officially recognised share in the Head's carrying out of his responsibility, and on the assumption that between him and them there is general agreement as to the ways in which this should be done. As long as this remains true the prefect system is likely to continue.

The extra responsibility laid on prefects is normally rewarded by some privileges and marks of distinction. The former, in a day school, can hardly be numerous, and in our case in particular cannot take the form of notably better accommodation. The rewards are never likely, in this school, to match the responsibility for those who take their task seriously ; to do the work well must be the chief reward for doing it.

The powers of the prefects are conferred on them by the Head, and by no one else ; in this school the prefects have the same powers to give orders and to punish if necessary as the staff have. If at any time they feel their own powers are inadequate they will appeal to the Head for support, as would staff. If they abuse their powers, it is the Head who in the last resort will have to deal with the situation that results ; he must, therefore, have the last, but not necessarily the only, word in the appointment and dismissal of prefects.

He has never, in my time, had the only word; naturally he will consult the staff. In a smaller school this can be done both informally and reasonably fairly. In our case, after amalgamation, not only were there much larger numbers involved, but also there were many staff who were either new to the school or had no knowledge worth mentioning of pupils of the opposite sex. After one year, therefore, we decided to try the experiment of conferring the powers of prefects on all the second and third year sixth form pupils ; the numbers involved made this just possible. But the general feeling seems to be that this experiment was not a great success, that it lowered the status of prefects, and allowed some to enjoy it who did little to deserve it.

This summer, therefore, we decided to revert to selecting prefects, but this time the views both of staff and of the pupils from whom the selection would be made were sought. Staff were allowed to support as many pupils as they wished ; the pupils were asked to name not more than six other pupils. From the two 'ranking lists' obtained a final selection was made at a staff meeting. Not very

surprisingly, the two lists agreed very closely ; there were few names which qualified for selection on one list only, and most of those were accepted. (In the pupil's voting, but not the staff's, girls came off badly compared with boys).

There are obviously many ways in which the selection could be made, but I feel that in principle it is right to take account of the views both of staff and the pupil.

The peculiar layout of our buildings has in this, as in so many other ways, caused problems. Since amalgamation, there has been a section of the prefect body concerned with and based in the Lower School. They have mostly volunteered for this. We have varied the establishment of senior posts among the prefect body, partly because of the complication caused by having to split the prefects. At present we are appointing a Head Boy and a Head Girl both for the Upper and for the Lower School, and boy and girl House Captains for both (sixteen in all), as well as a variable number of Senior Prefects ; there are thus at least twenty prefects holding senior appointments within the prefect body. On the few occasions when the distinction has any practical use, the Head Boy and Girl of the Upper School are regarded as Heads of the whole school.

Most of the prefects who are not Head Boy or Girl or Senior Prefects are given a form to look after, normally two for each form, and if possible one is a boy, and one a girl. But this is not always possible because boys in the sixths are very much in the majority, nor can the form prefects always be from the correct house.

It would be possible to lengthen this article considerably, but I will avoid both past history and precepts for the guidance of prefects. I will risk a look to the future, however. The success or otherwise of a prefect system must very largely depend on the prefects, and how much they do will, as far as I am concerned, be decided very much by how much they are willing and able to do. I hope that coming generations of prefects will show themselves able and willing to do more than their predecessors, rather than less ; that they will see their task as encouragement rather than repression ; that they will, in particular, by establishing a good relationship with their forms function as a school council, rather than that we should multiply organisations and committees.

J.A.L.H.

INTERVIEWS - III : MISS BARRON

After two interviews with athletes, the Editorial Committee thought it was time to speak to an academic. Miss Barron, as almost every reader will know, retired from being Head of the History Department in 1968.

* * *

How did you come to choose History as your degree subject ?

My family-based life in Mexborough until I went to Oxford in 1927 was in a happy home, but an environment of increasing insecurity. Many things directed my attention to social and economic realities. My mother's father had taken part in local government and Liberal Party politics. My father's father was a member of a manufacturing family in decline. Early in my life I heard talk of German and American competition harming the British glass bottle trade. Later I was made to realize the disastrous effects on many family firms of the rising cost of increasingly automatic machinery, nationalization in industry, strikes and the First World War. The closure eventually of the factories with which my family was linked brought hardship. However, my parents were not made embittered. They were deeply religious and their way of life puritan. As children we were encouraged to face up to the truth, discuss family problems, religion and politics, have high standards for work and conduct and find pleasure in visits to places of interest in South Yorkshire. Most of the few books available to me in addition to school text-books had a historical flavour.

With this background and experience it is not surprising that I found History the most interesting and the most stimulating subject at school. By the sixth form I had no doubts about what I wanted to read for a degree.

Did you meet with opposition when you wanted to go to the university ?

Some of my relatives were discouraging, and especially so because I was a girl. However, although my family's fortunes were almost at their worst, my parents did not

prevent me from proceeding to the university, provided I could win scholarships to cover most of my expenses. My mother had had a longer education in a private school and my father's family had valued longer education for those members destined for management or the getting of orders. Several of my contemporaries at school had gained university places. Our headmaster made us believe that anything was possible to his more successful students.

Why did you want to go to the University ?

I found enjoyment in school work and met with success in the public examinations. I wanted to go on studying. In the depressed area of South Yorkshire a chance to go to a university seemed a way out. It brought hope of a better future. I did not have any particular career in mind, though I realized that I should have to earn my own living, if I did not marry, and that I should most probably become a teacher, since there were far fewer careers open to women graduates then than now.

What are some of the differences between now and when you were at school and university ?

I was a teenager in a world in which radio was in its infancy, T.V. in the home did not exist, the family car was a great rarity, most excursions were within a twenty mile radius of home and pocket money of two shillings a week was great wealth. Most school libraries were exceedingly small and limited, if they existed at all. The piano and gramophone occupied the places of to-day's tape recorder and record player. Self-directed activity in work and leisure predominated. Life to the academically able and ambitious grammar school pupil was an adventure rather than a rat race. A university place was a prize to the fortunate in a hard fought competition. However, whether or not the possession of a university degree would lead eventually to a well paid job was in great doubt in a period of widespread unemployment. Further, on marriage, women teachers had to resign their posts.

Teenagers in the decade after the First World War had fewer clothes bought for them than young people now. The clothes were meant to last a long time. School uniform was worn not only at school, but at many other times as well. We enjoyed wearing our school uniform, though

often for reasons to be deplored. It distinguished us from our contemporaries either as children whose parents paid fees for their education or as children who had won free places in a grammar school.

Similarly at Oxford we were proud to wear academic dress on most of the occasions when it was demanded. Tradition is deeply rooted in an old university like Oxford, and we did not find tradition irksome. There were far fewer students then than now who were rebels against authority and tradition. The students I knew were grateful to be at Oxford and only transgressed in minor ways the rules of conduct laid down. We revelled in the atmosphere of the university, which was a rare mixture of authority, tradition and freedom. We were supremely conscious that for the first time in our lives we were fully responsible for ourselves as individuals. We had to read, produce essays for tutorials and pass examinations, but there was much time left for recreation, exploration and the exchange of ideas. I sought to widen my own experience by such activities as theatre visits, attendance at churches of all denominations and by joining a university society called the "Charles James Fox Society", the society of the open mind. Many students to-day appear to cultivate a closed mind. They despair of society as it exists, become narrowly intolerant and adopt ideas of violent political and social revolution. Students in my day were optimistic. They tried to see many points of view and had faith in social revolution constitutionally effected and international co-operation to bring about social justice and world peace. The Second World War, the Iron Curtain and the Vietnam tragedy were still to come. The rebels of my university days were not motivated by political ideas of revolution or the desire to hit the news headlines. Their activities were inspired mainly by student tradition or the desire for local notoriety. It was traditional for acts of vandalism to occur in Oxford on Bonfire Night or after boat races. From time to time a student was sent down for bad conduct or poor work. In my college some students organized a petition to get meals improved, but sit ins and strikes were unknown. Drug addiction was not a problem among students. The healing powers of human nature and self-discipline were still the chief weapons with which to face problems. The "drop out" teenager was unheard of. Insults to distinguished visitors were unthinkable unless they were verbal. The "Charles James Fox

Society" had G. K. Chesterton to address it and the undergraduates who introduced or questioned him poked fun at his great size, but he took it in good part. Bernard Shaw on the contrary refused an invitation to speak to the society because an earlier generation of Oxford undergraduates had not been sufficiently respectful to him.

Most women students of my acquaintance were by convention, choice and economic necessity non-smokers and rarely touched alcoholic drinks. Tea and cocoa were the beverages served when we entertained friends. Early marriage was rarely considered, because it ended a woman's career at the university and barred her from teaching or embarking on almost any other professional career. When men friends were entertained by women undergraduates chaperones were expected by the college authorities to be in attendance. Holiday employment for students was unobtainable in a period of much unemployment. Further, soon after I began to teach salaries in state schools were decreased in the national interest.

What differences have you noticed in the schools in which you have taught?

My first teaching post was in a private boarding school for girls in the Lake District. It was a small school where I taught History, Geography and Scripture to public examination standard. The classes were small, but discipline was hampered by the fact that the pupils knew the school depended on the high fees paid by their parents. Adequate preparation of lessons was almost impossible in the one overcrowded staff room, but good examination results were expected.

My next post was teaching History, Geography and Latin in Cornwall in a state school for girls, though in addition to girls over eleven this school had two forms of younger children. For the first time I had the experience of teaching History to young boys and girls, some of whom could barely write. The headmistress of this school was anxious to link herself and her staff with the upper layers of Cornish society, so she took an interest in rock gardening, the Women's Institute movement, folk dancing and Cornish Celtic activities. She encouraged members of her staff to follow her lead. Their Celtic associations and geographical isolation made many Cornish people look upon

those of us who came from outside the county as “foreigners” and some effort seemed necessary to promote good relationships.

After a few years in Cornwall I returned to Yorkshire and experienced teaching in the County Borough of Middlesbrough. I taught History and Current Affairs. The Town Corporation’s authority was near at hand and far reaching. Teachers had to live within the borough. They could not rent council houses because they were not “workers”; they were summoned to help the town in an emergency such as the issuing of ration books when war came; on one occasion all the town’s school children and teachers were massed on the borough football field to be shown to a royal personage.

The coming of the Second World War and changes in my family’s circumstances made me feel it was my duty to move nearer to my father. Thus, I arrived at Normanton Girls’ High School and found teaching there not greatly different from in my last two schools. There were small sixth forms. Discipline was fairly rigid. Respect for authority and adults in general was insisted upon.

Then, four years ago, came the amalgamation of the Girls’ High School and the Boys’ Grammar School at a time when teenage pop culture, free self expression by the young and permissiveness were by many being confused with progress. An increasing number of young people were beginning to show open disrespect for traditional authorities. Instead of docile classes accepting mainly “chalk and talk” methods of instruction new challenges presented themselves. These were at once stimulating and alarming. Teaching the more academic pupils brought the possibility of more discussion and experiment. Teaching those who were far advanced in the process of abandoning the academic way of life became a contest in human relationships, interesting, exhausting and with results largely unknown.

How has the school subject, History, changed in your lifetime?

During my school days we learnt the main facts of English History with some European History studied in the sixth form. Since then the school History syllabus has been

greatly widened, so that before the sixth form pupils are introduced to Ancient History, British History, Economic History and, if only slightly, to the histories of U.S.A., India and China as well. Sixth form History has come to include much historiography to acquaint students with the varying points of view of the differing schools of historians. Thus, History at school is now a patchwork of topics or periods studied in detail and an ever widening background taught in outline. There is increasing emphasis placed on the use of mechanical aids to promote and stimulate interest. The enormous increase in the number and variety of text-books and library books available has made more possible individual work by the pupil. History Teaching has also a place in the new discipline of General Studies.

How do you face retirement ?

I remain an optimist with faith in the human spirit to meet challenges and to shape improvements. I enjoy good health and revel in the freedom retirement offers. In an atmosphere of greatly reduced pressures I can choose what I want to do. I have more time for reflection, leisure pursuits and the society of friends. Once again as in my university days I feel I can "stand and stare".

John Lancaster on

LIKING POETRY

My life is centred on poetry. A high proportion of my reading is either poetry or imaginative prose literature. I frequently write poems which give me considerable enjoyment : the effect on other people may be less beneficial. However, poetry is not for me a mildly enjoyable hobby which can occupy the empty hours. Instead, it is a constant experience which is a part of every day : it is the poetic observation of life. One is conditioned by a thorough reading of poetry to try to perceive the essence of an event, a person, or even of an inanimate object. This demands a rigorous look at every incident in one's life. The effect can be socially deadening, but spiritually deepening. Therefore, it is difficult to give a rational explanation and justification for my enthusiasm for poetry: it is almost an attempt at psycho-analysis. Of course, I do share the reaction of most sensitive, intelligent people to poetry, in the appreciation of its aesthetics and its philosophical possibilities. Before attempting a detached assessment of these aspects, I must give some further details of my personal response.

This emanates from my ambition to be a poet. Perhaps it is merely a delusion which will disappear when I am sufficiently mature, but, at the moment, it is an omnipresent idea. It means that when I am reading a poem I am always aware of the poet. When reading a poem by T. S. Eliot I am constantly conscious of his reputation and his achievements as a poet. Therefore, my reaction to the poem will be influenced by my admiration and envy of the poet. This can make one's judgments idiosyncratic : it tends to make me respect established poets, such as Yeats or Keats, rather than the modern poets, such as Larkin or Plath. Perhaps these personal motives seem selfish and petty in the consideration of an art, but they must never be discounted. One can produce a sophisticated appreciation of a poem after a detailed study, but one's initial reaction is often conditioned by certain preconceived ideas on the poem and the poet. Few people can approach "Paradise Lost" without being previously saturated by the reaction of other people to Milton. The influence of such a personal commitment is balanced by my interest in the

craft of the writer : I am an apprentice learning the profession. This gives a basis for a less emotional consideration of a poem, and deepens my interest in the individual poem. Even mediocre poems become interesting if one studies the faults in their technique.

Personal considerations are sufficient to explain an enthusiasm for poetry, but are they enough to justify such enthusiasm ? They are if poetry, and imaginative literature as a whole, is to be regarded as only a form of enjoyment : a song with muted music. But Joyce said in "A Portrait of the Artist as a Young Man" that literature was "the highest and most spiritual art," and I tend to agree with him. Of course, it is unprofitable to try to compare the potential of various art forms, but, certainly, poetry can penetrate to certain spiritual truths about the nature of existence. In "Snake", D. H. Lawrence evokes exactly the same conflict between instinct and education which is such a constant element in human behaviour. One has the feeling when reading poetry of this calibre that one is examining the product of a visionary mind. Not visionary in the sense of mystic, confused and idiosyncratic ramblings, but in the sense of a mind capable of recognising and communicating the essence of an experience or the truth about the mysterious part of the iceberg of life.

Jane Beckett on

LIKING LATIN

From the very first moment that discontented murmurings, doubting the relevance of the ancient language to contemporary life, arise, the young scholar is subjected to vague promises of fulfilment through the beauties of Latin prose. "Moreover", says the master, by way of encouragement, "Latin helps you in all other subjects". Just how it does so, is not clearly specified. What is discovered, is that enjoyment of Latin is an intensely personal matter, which cannot be forced, and scarcely increased, by an exhortation from an interested person, such as one who has a living to earn.

My own attitude to and enthusiasm for Latin falls into two categories : my academic, "correct" feelings for the value and aesthetic qualities in the language and the strong undercurrent of liking for the boost it gives me. The latter is concerned with the status attached by many people to those who study Latin to any definitive level. Perhaps because of the old position of Latin as the mark of the learned, the language is still regarded by many people as being shrouded in Olympian clouds, not to be disturbed by ordinary mortals. Schoolchildren who have come into contact with Latin and have emerged scarred from the conflict hold their late opponent in great awe, whilst those who have never had occasion to meet such an adversary feel that Latin students must have supreme powers of intelligence. All the amazement expressed when one studies a Classical language does tend to give one a feeling of superiority, and makes one think that perhaps, after all, one does have some special powers.

Other less commendable reasons for the enjoyment of Latin, which are widespread, are a pupil's inherent ability—the "I can ergo I like" syndrome — unavoidable, but not to be praised especially ; and that many pupils take Latin at school to strengthen their other subjects (on the advice of the Headmaster), not through any interest in the subject. Until about a year ago, my interest in Latin was purely secondary, and then came the revelation that certain Latin writers had such absolute control over their own tongue that each word they wrote had a lucid and exact meaning which defied mis-comprehension if not mis-translation.

This, coupled with the dawning ability to differentiate between 'good' and 'bad' style Latin, previously indistinguishable, made me consider Latin in an altogether different light. Always interested in language for its own sake, unhampered by desired meaning, I find the quintessence of beauty in ancient languages. The Latin tongue in its raw form cannot, however, move me ; it is too rigid, masculine and military when compared with the liquid femininity of freely-flowing Greek., On the other hand, Latin in the hands of a master can achieve a symmetrical perfection unattained in modern languages. My appreciation of "golden Latin" has been substantially enhanced by my admiration for the work of Cicero : the superb balance and clarity he reaches are unrivalled in any other language known to me.

Despite this overwhelming interest in the language as words and sentences, the literature with which I am familiar holds great interest. The ideas and philosophy encountered in Latin literature are often amazing, sometimes amusing, — always absorbing. Since we have studied part of Lucretius's 'De Rerum Natura' for 'A' Level, I am more familiar with scientific theories than moral ones, and these though often extravagant, make compelling reading. By close examination of a few words, one discovers the inadequacy of translation, which, perhaps because of the total dissimilarity of thought between ancient Roman and contemporary Englishman, is more pronounced than in modern languages. This matter of translation cannot be fully understood without comparison between an original work and its translation. In Latin (as in Shakespeare's work), a wealth of meaning can be compressed into a short phrase, thus defying adequate translation.

No one who leaves Latin at the 'O' Level stage, confined by the limitations of verb conjugation, has the opportunity to experience the brilliant spark of well-being that attends the sudden inspired 'guess' (correct one) at a means of translation that is the key-stone of the true enjoyment of Latin for me, and, I think, for many, many others, the world over.

THE NORMANTON POETS

It Could Have Been

by Graham Austerberry

It could have been — us together
 Lovingly pushing the well warped well wrapped
 spastic child
 Under the sad boughed trees in the park,
 Bumping over their twisted roots
 That cruelly mirror his pitiful limbs.

Life

by Carolyn Box

We start and finish, prosper, diminish ;
 We live, we die and speak and lie ;
 Know everything and nothing, see little, see all ;
 See : black, white, dark, light, day, night,
 Wrong and right.
 Hate, sorrow, we're here to-day but where tomorrow ?
 Who can see what we must be ?
 We hear, we speak — each one unique ?
 An ear, a tear, a smile, a face ;
 Life's pond ripples — we leave no trace.

Pathetic Fallacy

by John Lancaster

A fly, prominent and isolated,
 On the white tiles of the sink :
 Shackled by a tiny drop of water.
 Try to help him out with a push.
 Impossible to escape stretch of water.
 Try to hold the hair of leg
 With fingers suddenly massive.
 Hold him. Leg releases body.
 Empty clean water from bowl.
 Who can wash with a scum of corpses ?

Place of Inner Light

by Paul Crowther

I asked where they were taking me.
 "A little ways away from here,
 over the golden misty sea,
 to the land of make-believe
 where fishes fly around the trees
 and the sun comes out to hide the clouds ;
 where time grows younger all the time
 and the moon shines brightest at noon.
 There you will be much bolder,
 you will go to sleep to think
 about the meaning of love
 and the truth of life.
 As you sail down sapphire rivers,
 to the plastic jungle of plenty,
 you will see that the darkness shivers,
 and leaves the world quite empty ;
 for here the mermaid quivers
 as she slips into the honey sea.
 We take you to the land of make-believe,
 a place of inner light ; you'll never leave,
 for here men know to find God in themselves".

America

by Paul Crowther

The rifle fires, the shot recoils;
 the rifle hired. The shot recalls
 the funeral pyres caused by that shot.

The shot rebounds, a man is killed ;
 The shot resounds, a man is filled
 with hate of man and love of arms.

The siren wails, people scream with hate,
 the siren pales, people saw too late,
 as blood turns gutters red
 and sewers fill with men — the dead.

That rifle hired with little thought,
 the rifle admired by a man who sought
 to kill a man.
 He killed a nation.

The Girl in City Square : A Fantasy

by Graham Austerberry

The dismal October rain reluctantly parts
 To allow her form to pass through unhindered.
 Her robe floats lightly in the heavy air
 Yet fails to tantalise the traffic warden
 Bored and uncomfortable in his serge suit,
 She treads lightly and the pigeons stand in awe.
 A bemused old man wonders why they ignore
 His daily offered crumbs, then he smiles.
 While the still, ancient beauties turn green with envy
 I look on oblivious of the tight type rows before my
 eyes
 As I search for the inevitable Apollo.
 Slowly she moves nearer, daring a soot to stab her.
 The Black Prince gives her a lusting glance ;
 In her distraction I seize my chance — hands rebel.
 The “Mirror” falls dishevelled to the damp ground
 And I grasp eager to capture her beauty.
 The traffic warden looks up from his book
 Across at the old man peeling his orange
 And smiles knowingly.

Pacifist Propaganda

by Louise Poulson

A child, with prominent ribs,
 and pot belly, rushes,
 to join his mother
 and brother,
 upon the heap of
 stinking bodies
 rotting in the noon heat.
 Bullet-torn, mud
 and blood spattered.
 Old men, grey-haired
 withering skulls
 covered with wrinkling,
 rotting skin.

Eyes, glazed, mortified,
 stare from their sunken pits.
 Bones which turn to earth again.
 God created man from dust,
 and war turns him back.
 Dust, blood, hell, mud ;
 rotting bodies, which heaven
 has no place for.

Thirty nine - Forty five
 veteran reads.
 Students demonstrate for
 peace, outside university.
 Bloody pacifist cowards
 got no guts or courage, he thinks
 What do they want ; another
 bleedin' 'itler ?
 No, peace, understanding.
 Woman in the street,
 bitter sorrowful,
 had her son killed
 last year.
 Sorry for herself,
 her son ; but pleased
 to know, he died
 for his country.
 Poor woman, patriotic,
 proud of a country,
 which sends its children
 to the stake ; to hell.
 Have some compassion
 for her, for the others ;
 they need it.

Alone

by John Lancaser

. . . a few old men sat in the shade of a modernised
 mansion which calls itself a home.

One twitched sharply in sleep as if his life was
 protesting its presence with a few deep prods. He
 awoke.

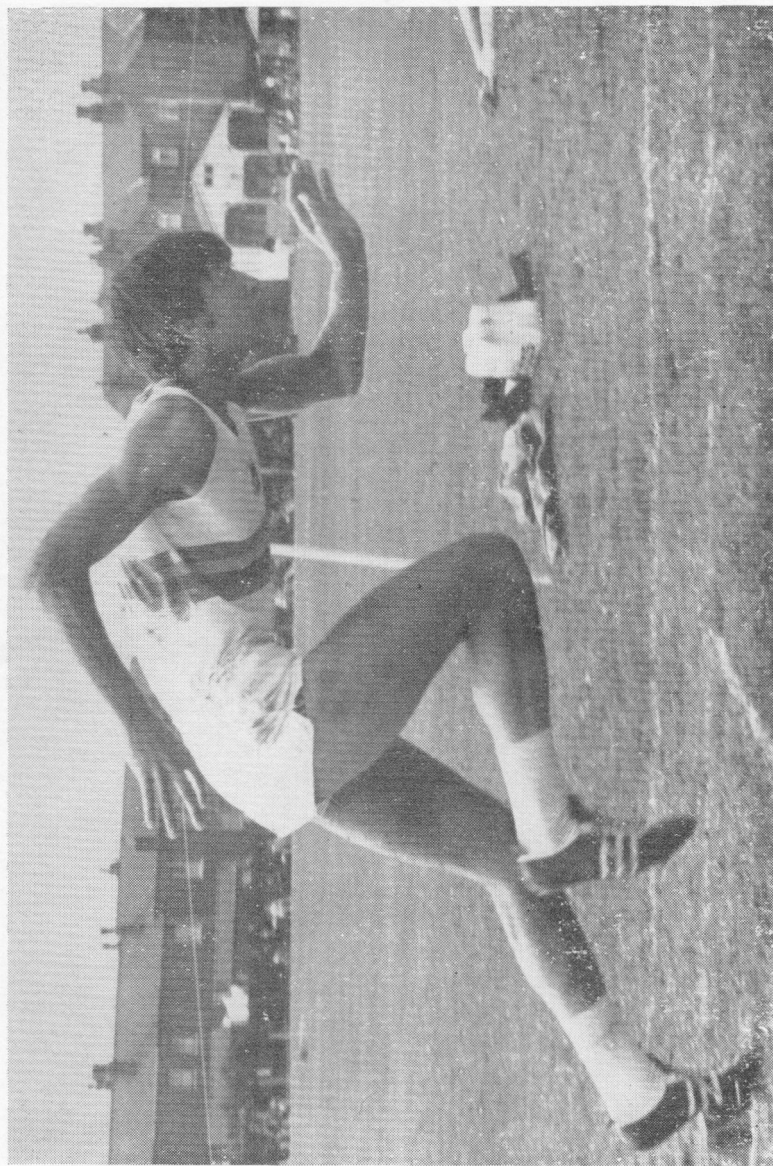
Another fidgeted in his chair until his right shoulder kissed his right ear and he could slowly slide two fingers into the pocket of his red waistcoat and slowly take out his bright gold watch. The frayed edge of the pocket was as unnatural as the white circle of a discarded cap on the vigorous red forehead of a young farmer.

In the garden stood an oak,
 Eternal in its strength.
 A shoulder of ham was hanging limp and
 wasted,
 From a slender fraying thread of string.
 It slowly turned in a tight circle when the
 breeze
 Gently rocked the bough from where it drooped.

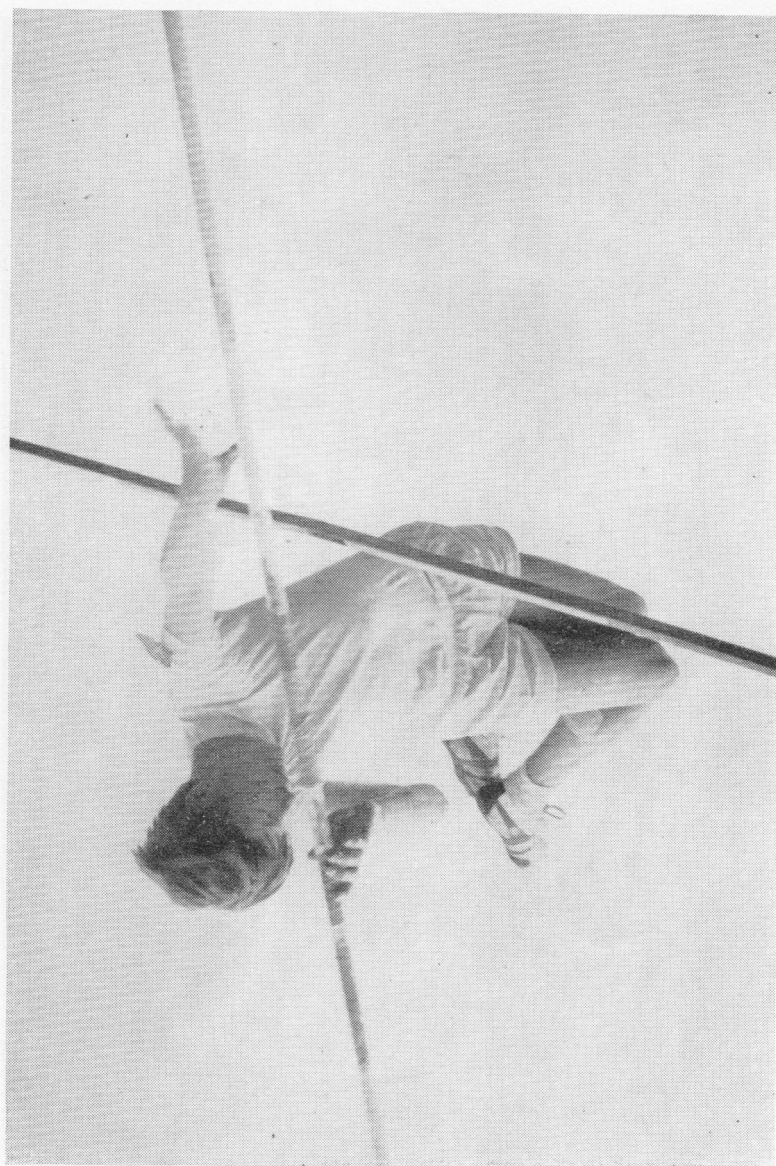
Most of the others were either sleeping or looking vacantly across the lawn, where younger old men were walking in an aimless circle, to the trees which stood just inside the high wall. In particular the broad oak whose arms were stretched high and wide with vitality.

Sometimes
 an alert bird
 attracted
 by a few wrinkles of red meat
 would delicately puncture
 the skin,
 tail
 fidgeting
 tentatively,
 snip away
 a few shreds
 and in one long upward dive reach the sway-
 ing shoots
 on the tip of the tree,
 mistily watched by a few pouting eyes.

A few days would elapse before anyone missed anything. Perhaps the swaying of the branches seemed even more free, or the blurred birds did not trespass quite so often against the white facade of the wall. But someone would notice that the ham no longer drooped from the tree.



J. R. Baker, starting in the Senior 220



D. Smith, clearing a record-breaking 9 ft. 7 ins in the Intermediate Pole Vault



A. Fisher, winning the 3rd year High Jump at the new record height of 5 ft 2 ins



YALTA 1969

The place where great men sat and pondered (l. to r.) Churchill, Roosevelt and Stalin

The string had to succumb
 To the wet shine of the rain
 And the stiff rasp of the sun
 The ham sat with its watch chains
 Of maggots in the shade of the oak tree.

Organic Music

by Graham Austerberry

The tears well in the organ grinder's eyes
 And passers by drop small silver into his cap
 In an attempt to secure their release from
 The obvious embarrassment of a scalded conscience.
 The crimson scarf covering his choking throat
 Seems like one forlorn ray of sun falling
 On the colourless face and buttonless greatcoat
 Tied by a rough piece of redeployed string.
 The organ grinder plays slowly, eyes falling
 On to the still pathetic body in the shoe box.

The End

by June Goodson.

Death approaches and you recall the past,
 Good and bad times, how you wish you'd last
 To see your life through again
 You would not change a single thing you did,
 You would not say, "Of this I am well rid".
 You asked God, but in vain.

When he calls you, you must go and join
 His band of Christians and eat the bread and wine
 Provided there for you.
 If perhaps you do not venture there,
 If in life decided not to care,
 Hell's the place for you.

The agony of your illness does not hurt
 As much as seeing family faces, all alert
 When you feel a pain,
 You love them and hope God will wish them well,
 When you have left for heaven or for hell.
 The pain has come again.

A Proposal

by R.S.B.

A question for my fellow man :
 Does no one now write poems that scan ?
 Perhaps when you have thought upon it
 You'd try to write a formal sonnet.

UNDER SAIL

by Julia Camps

In the words of Sir Alec Rose, a Vice-Patron of the Sail Training Association, the purpose for any youngster going on board one of the two schooners 'Sir Winston Churchill' and 'Malcolm Miller' is clearly defined. He said "I think the S.T.A. does a wonderful job. The youngsters go on board absolutely without experience. Some of them have never seen the sea. But in a matter of two weeks, they are doing jobs about which they had never heard before. They have learnt to live together and the necessary discipline of the ship has in turn taught them self-discipline".

To achieve this aim the Association built the schooners with donations from the public and generous firms who contributed large amounts of money and necessary equipment. A great percentage of the youngsters who get the opportunity to sail on one of these 'Tall Ships' do so under endowments from education authorities, firms, youth organisations, and private sponsorships.

The schooners are 'Tall Ships' of 300 tons, in that they are square-rigged on one mast. They are rigged as three masted schooners, with a Bermudan mizzen and gaff sails

and topsails on the fore and main masts ; there are square sails on the foremast : the top of the main mast is 98 ft. above the deck. The schooners are 135 ft. long, have a beam of 25 ft. and a draught of 15 ft. 6 in. They have two auxiliary diesel engines, each of 135 h.p. which will propel at $9\frac{1}{2}$ knots, and there is central heating 'below'. This detailed information gives some background to the S.T.A.

We felt apprehensive embarking on a sailing cruise without knowing anything whatsoever about sails, where they were and which ropes hoisted them up. Indeed for the first few days as trainees we were completely at loggerheads trying hard to distinguish between an outer jib and an inner, a purchase and a halyard. Our ignorance was gradually dispelled as we developed the knack of associating individual sails with their ropes, where they were, and the purpose they served. By the end of the cruise we could boast like 'old hands' about sail-rigging.

The First Officer receives the trainees aboard and from him we learnt our first lesson of ship formality and discipline :— all Senior Officers are called 'Sir,' Trainees by surnames. Ship's jargon to be used whilst on the Bridge and the quarter-deck, i.e. you walk on the 'deck' going 'fore' or 'aft', to 'port' or 'starboard'. 'Ladders' were used to go 'below' to the half-deck (containing the trainees' quarters), one used the 'Heads', not lavatories, and our showers were in the 'well' of the ship.

We went aloft to 'man-the-yards', or in land lubber's words to set up the sails on the yard-arms. The trainees are divided into watches : thirteen in a watch, with a Watch Officer and Watch Leader. I was in Main watch which meant we were responsible for the Mainsail. My sister, who was also on the cruise, was in Fore Watch, responsible for the Foresail. The other watch was for the Mizzen sail.

Average cruises attempt to cover 1,000 miles, calling at English and foreign ports ; and during our cruise we covered 799 miles calling at Douarnenez and St. Malo in France, St. Peter Port in Guernsey, and West Cowes. It is hoped that whilst at sea trainees experience rigorous weather, so that they may learn to work in a team, and that every effort counts. We had comparatively calm sea

weather — yet one can hit a force 8 gale and other choppy conditions. The highest speed logged on our cruise was 10.02 knots, our average being 5.049 knots. The ship only keeled 30.05 degrees to port, yet even then the water was gushing through the scuppers and over the lee-rail.

The programme on board was such that everyone took her turn at the wheel, plotting our course in the chart-room, sail handling, and assisting in the galley as galley slaves under the eye of the Chef and his assistant. Whenever we were put on duty as dayworkers, under the guidance of the Bosun and his mate, we were expected to keep the ship 'shipshape' with maintenance jobs of painting, scrubbing the decks, holystoning, sand-papering and varnishing, and doing sail-rigging repairs like splicing, darning and baggywrinkling. A dayworker is designated to the Engine-room to help the Chief clean the engines. Instructions were given in chart work and the taking of bearings from the standard compass by the Navigator and Master. Yet the cruise was not 'all work and no play.' Whenever in port we were allowed to go ashore to do shopping, sight-seeing and going to evening parties and entertainments arranged by local inhabitants.

Overall, the cruise fulfilled its purpose for us. We came off extremely appreciative of the fortnight on board and all that it had taught us in comradeship and the vital need for team work and individual effort. The knowledge that we had been able to meet and overcome the challenges of sea-sickness, physical discomforts and fatigue, and to cope successfully with variable weather conditions, made us very regretful that the fortnight had to end. If the opportunity was offered again to us, we would, without hesitation, gladly experience another cruise.

'RICHARD OF BORDEAUX'

It has been the custom after A Level in previous years to stage a Summer Revue. This was always successful financially but less consistently so artistically, so this year we tried a play. Fewer people came in three nights than usually came to the two nights of the Revue, so the experiment was hardly a popular success. Perhaps the cast made an error in letting the idea get abroad during rehearsals that this was a tedious play, and certainly the chief area for discussion afterwards amongst those who come to performances was whether the play was too emotionally shallow and lacking in biting conflict to rivet attention. Nevertheless, it was disappointing that more people were not prepared to come.

The Editorial Committee had asked J. Lancaster to be their reviewer. He did not like the play. This lands an Editorial Committee in a predicament, for it is not the habit of school magazines to print articles which may cause offence. School plays are in a unique position : no other aspect of School life is 'reviewed' in quite the way the play is. No one points out in print how this or that form could have made a better effort on Barnardo's Day or how its form master could have 'produced' the form's effort more effectively; no one exposes in print the failings of this or that teaching Department. Now it may be that some readers think that a policy of 'publish and be damned' would be cruelly good for us all, whilst others may prefer the traditional policy of avoiding wounding. But can anyone defend the policy of laying open to criticism only the play and those involved in it ? Should School plays be reviewed; just as are plays in the outside world ? The Editorial Committee is not sure, and prints what follows with some uncertainty and misgivings.

Two more points. First, the Committee appreciate, honour and applaud the intelligent effort, the sheer hard work and the overcoming of difficulties that go into School plays; this remains true whatever criticisms of detail their reviewer makes. Second, if one disagrees with the reviewer, it remains a wrong reaction to say 'it's easy to criticise — let him go and do better himself'; the job of the reviewer is to give his opinion, not to put on plays himself.



A Review by J. Lancaster

The costumes and scenery were imaginative and contributed greatly to the effect of the play : beginning with the packaging indicates that this effect was slight. One cannot base an assessment of this play on professional productions ; but even compared with previous School productions, such as "Mother Courage" or "Oh, What a Lovely War", this play was a failure. Failure was inherent in the play itself, but it was only emphasised by the production.

Certain basic truths about stage production were apparently ignored. Some of the actors could not be effectively heard at the back of the hall : in a play which was completely dependent on the impact of the words, this was a serious fault. Many of them did not seem to be certain of their positions and movements on the stage. This was particularly true of their attitude to the king : perhaps, the lack of bows and other forms of visible respect was meant to emphasise the vulnerable position of Richard, but it seemed a strange omission in a play centred on the king. There was a remarkable lack of physical action in the play, but this was no excuse for the actors' reluctance to use movement and gesture to express more fully the significance of certain situations. When David Riley (Robert de Vere) entered, remarkably fresh from battle, he did not seem to be unduly troubled by his wounds. Most of the actors were not sufficiently immersed in their roles to be able to use movements expressive of character.

Nevertheless, some fine characterisations did emerge. John Sharp (Richard II) handled his mammoth part with great sympathy and managed to extract some pathos from the figure of Richard. Roy Cusworth (Duke of Gloucester) was the only actor who tried to use his presence as well as his voice. Unfortunately, he was surrounded by so many colourless personalities that his outbursts seemed slightly incongruous and their crescendos became predictable. Jane Beckett (Anne of Bohemia) was again in effortless control of her role and her scenes with Sharp were the most effective of the play. Wanda Borowik (Mary, Countess of Derby) was distinctive if only because she said her lines as if she believed they were capable of some effect.

These personal successes were not sufficient to overcome the mediocrity of the play. Perhaps the choice was

intentionally unambitious: if so, it was a mistaken decision. Plays as ambitious as "Volpone" and "Brand" have been produced with great success. Possibly the complexities and subtleties of Jonson and Ibsen were not captured, but one had the impression that the respective casts realised the significance of each play and were inspired to produce thoughtful performances. No such impression was gained from watching "Richard of Bordeaux." The majority of the actors — and, unfortunately, this was a play with a comparatively large cast — did not seem to believe that the play had any merit.

One cannot argue with their judgement. The standard of writing in the play was abysmal. I cannot remember any speech which had emotional or cerebral intensity. In a play which was supposedly historically accurate the anachronisms appeared with pathetic consistency: the 'trumped-up charges' and the 'two thousand archers paid regularly every Friday.' It must have been embarrassing for Austerberry to have to shout 'Shut up!' in the middle of a previously believable outburst.

Nevertheless, the major fault was in the characterisation of Richard. Certain traits were effectively portrayed: his anger; his vanity, well established by the splendour of his costumes; his inability to be tactful; his need for protection by a group of friends. But these are peripheral characteristics. The play never penetrated with sufficient force to the basis of Richard's character: his inability to be a king. Therefore, his attempts to prove himself a king, such as the murder of Gloucester, seemed petty and transient rather than basic to an understanding of his character. As a play it follows historical fact more closely than Shakespeare's 'Richard II': presumably this is meant to be particularly true of Richard's character. In fact, it is one more example of the superiority of genuine imaginative resurrection to pseudo-historical reconstruction.

Painting the Scenery by Judith Hardcastle

Few people have any idea just how involved, and even exasperating, scenery painting can be. The amount of work put into it is tremendous compared with the results, and I hope this article will enlighten people as to the difficulties to be overcome.

Miss Tindale was in charge of the scenery painting, and our ideas for the tapestry grew out of her own. Three of us — Kathryn Wood, Peter Ferguson and myself — were

asked to do the tapestry, and we discussed the suggestions Miss Tindale put to us, studied paintings and tapestries of the period, and finally got a rough sketch onto paper. This was altered many times, until the final diagram was drawn. Each of us was elected to do a certain part of it—Kathryn the peacocks and pattern for the background, Peter the Gothic Arch and I the knight on horseback. Before we could transfer the drawing onto the canvas, however, last year's efforts of Grecian pillar were quickly and cruelly painted over with plastic paint, to help minimise the danger of cracking.

The next stage was sketching out the design on the canvas without losing the perspective, because it was laid out on six tables owing to its size — 10 ft. 6 ins. square. Consequently the only way I could find to draw out the knight on horseback was kneeling, which seemed more practical than hanging by my feet from the beams. This seemed fine, until I eventually finished and stood up, to discover I had blue legs!

Undaunted, I set-to, painting the face, which I finished at about five o'clock on the third day. On the Thursday, though, gastro-enteritis struck Miss Tindale and we were left to struggle on our own. It did not help much when on the Friday I sauntered into room 60 to discover thirty or so assorted first formers assembled round the edge of the tapestry, most of the girls calmly crocheting.

Miss Tindale was welcomed back on Monday and I completed the painting of the knight on his horse, interrupted occasionally by Mr. Lumb conducting guided tours round the art room. Various alterations were made to the horse, suggested by Miss Tindale, because it had inadvertently received bow legs, knock-knees and no tail. Mr. Lumb presented the next difficulty, when he decided that two pieces of wood would have to be nailed across the tapestry to support it. We agreed until we realised that the knight was going to have a wobbly line of four-inch nails straight through his nostrils! This, however, was fortunately averted, and the nails crossed through his shoulder instead. Work continued, and by Wednesday Peter had almost finished the arch, Kathryn had finished the peacocks and was painting in a leaf pattern at the edges, and I was painting in the background pattern behind the knight. It was then decided to hang the tapestry, and finish it on the stage. It was rolled up with care and transferred by four pairs of loving hands to the Upper School, where it was

attached to various pulleys. Mr. Lumb and others then attempted to get into position, with difficulty, and after numerous alterations it was fixed and everyone breathed again.

We tried to finish it as soon as possible but had various interruptions from Mr. Beardsley and the cast, who were trying to rehearse on stage. On one occasion I was positioned on top of the step-ladder finishing off the top of the canvas, and the tapestry was rolled up by some unknown person while I still had my brush on it! It was finished off eventually, and then began the arduous task of painting the masonry of the castle. The rest of our art set took a more prominent part in this, and we all worked overtime to complete it. This, too, took a long time. With rehearsals occasioning Mr. Beardsley to close the curtains frequently and with Mr. Lumb begging us not to use the stage lights we often worked in semi-darkness, interrupted by manoeuvres on and off stage, and risking such perils as tables collapsing and inconveniently-placed buckets of paint.

We finished at last, and faced the awful mess to be cleaned up. After that we stood back to criticise our efforts, and I had to admit that the blue legs, four ruined pairs of tights, two-multi-coloured polka-dot School dresses and a black smudged face were all worth it.



"... Blue Legs ..."

CAST LIST

Page, Maudelyn	... Ralph Bradley
Page	... Timothy Thomas
Richard II	... John Sharp
Anne of Bohemia	... Jane Beckett
Duke of Gloucester	... Roy Cusworth
Duke of Lancaster	... John Baker
Sir Simon Burley	... Philip Fletcher
Duke of York	... Peter Bullivant
Michael de la Pole	... Paul Sherwood
Earl of Arundel	... Graham Austerberry
Robert de Vere	... David Riley
Mary, Countess of Derby	... Wanda Borowik
Agnes Launcecron	... Louise Poulson
Henry, Earl of Derby	...
Thomas Mobray	... Anthony Garfitt
Sir John Montague	... David Wales
Edward, Earl of Rutland	... Stephen Riley
A Waiting Woman	... Heather Filer
Archbishop of Cant'bury	... John Filer
Men in the street	... Leslie Ward David White
Women in the street	... Christine Smith Helen Tippey Ann Westwood
Page	... Peter McDougall
Doctor	... John Kenealy
Producer	... Mr. C. Beardsley
Set design	... Miss P. Tindale and sixth form art group
Set construction	... Mr. D. Lumb and helpers
Costumes	... Mrs. Busby and Needlework Department
Wardrobe Mistress	... B. Dolby-Glover
Lighting	... P. Womack D. Appleyard J. Cheeseborough
Stage Manager	... Mr. C. Williams
Assist. Stage Manager	... J. Cockrem
Prompter	... M. Anders
Sound	... Mr. P. Paviour Mr. P. Brown
Tickets & Publicity	... Mr. J. Butcher C. Faulkner
Foyer exhibition	... Mr. R. S. Burns and helpers

ACTIVITIES AND SOCIETIES

COUNTRY DANCE CLUB

The various sections of the Country Dance Club have continued to meet during the past year. Groups of Juniors have gathered in the Lower School gym in the dinner hour to pursue their interest in English Country, Morris and American Square dancing.

The Scottish Section has been expanding. An enthusiastic group of dancers from the First Form has been meeting on Thursday evenings and we hope that they will press-gang, or at least encourage, more recruits to join this coming year.

The Senior Scottish team has again been active. They entered a competition and took part in a display organised by the North East Midlands Association of Scottish Societies, held in the grounds of Pontefract Boys' Secondary School at Carlton. Although the team did not reach the final, we feel nevertheless that valuable experience was gained from the event. The day was cold and windy, but fine, and the spectators as well as the dancers enjoyed themselves.

A visit was also made to the Annual Festival held in Beckett Park by the Leeds branch of the R.S.C.D.C. Although neither of our teams took part this time, it was very pleasant to watch everyone else dancing so energetically, particularly a group of visiting Morris dancers from Stockton-on-Tees, who made an entertaining contrast with the Scottish dancers.

Once again, all sections of the Club combined to put on a varied display as part of the entertainment on Barnardo's Day. The first form girls began with 'The Merry Milkmaids,' which seems to be very popular with them. The second formers tried the American Square Dance, which was different because the dancers walked the figures as they were announced by the caller. Another experimental dance was the Flamborough Sword Dance. This was enjoyed by all the dancers taking part. The main theme of the dance was the ingenious patterns made by the dancers interweaving their swords. Their Fishermen's costume, consisting of caps, sweaters, and trousers, did not seem appropriate to the warmth of the weather. Once more the Scottish dancers gave a dignified display and their neat foot-work was admired. Of course the boys played their popular part with their energetic Morris Dancing. The spectacle was made more colourful by the addition of their costumes of straw hats decorated with blue and red ribbons.

MUSIC

This term has seen more activity, both individually and collectively, than for a very long time. During the Easter holidays several pupils covered themselves with glory, including Michael Woodhead and Janet Chambers, who were chosen to play with the National Youth Brass Band in Manchester, and the course ended with a superb

concert in the Free Trade Hall and no less than three subsequent appearances on television. A large number took part in the Norman-ton Schools' Festival, which this year was spread over two nights, several pupils performing solos and the brass group giving of their best in two pieces specially written for them by their teacher, Mr. R. Brown.

After the exams our efforts were directed towards a charity concert in, Wakefield Cathedral. Although we have been there before, a few years ago, it is always inspiring to perform in such surroundings, and on the occasion we were joined by two other choirs in performing much to commemorate a month which saw the Welsh Investiture and the first moon landing. Large organs, an assembly of percussion, orchestra and voices all combined to make those ancient walls resound with our enthusiasm. This was an evening to remember for some time to come.

Several members of the School have passed exams on various instruments and Lesley Grieff was the soloist in a Vivaldi violin concerto at Rothwell School. Medieval music for the School play, and on to Speech Day. This year, in order to christen our new grand piano, we gave the culture hungry multitude the first movement of a Beethoven piano concerto with Barbara Glover as the hard working soloist, a performance which would not have disgraced a far more experienced concert pianist.

We hope that in some of these events we have given a modicum of pleasure to a few.

PHOTOGRAPHIC SOCIETY

SECRETARY : A. J. SHIEL

Although there have been no meetings this term the society has been very active in the dark room. I feel that this is in many ways an improvement on the old system when we had meetings, usually poorly attended and seldom interesting, weekly. This term we produced well over two hundred prints in the dark room, have tried out several different types of paper for printing, and consider that we have now found how to produce really good results fairly easily and at a very reasonable price. There has, for a number of reasons, not been a school film this year. This in a way was unfortunate since in the past two years the films have more¹ than, paid for themselves when shown on Barnardo's Day. However, we hope to make a film during the coming year which will, we trust, be as big a success as the previous two.

YALTA 1969

On August 7th a, party from the School met at Westgate Station to begin a journey by land, sea and air covering over 5000 miles. The first objective was Heathrow Airport from where we flew in an Illushin TU 18 to Budapest. We transferred immediately to the

Moscow-bound express which served as home for the next seventeen hours. An interesting operation at the border was seeing how the carriages are changed to the wider gauges. Re-starting we went over the Carpathian Mountains and arrived at the beautiful medieval city of Lvov, where a charming guide met us. The following day we had an extended tour of the city and in the afternoon we all flew to Simferopol, the capital of the Crimea. A two hour ride in a luxurious taxi took us over the Crimean mountains to the lovely Black Sea resort of Yalta, where we stayed for the next nine days.

The hot sun played havoc with our Anglo-Saxon skins, but in-between cooking on the beach, several interesting trips were laid/ on for our entertainment including a visit to the Livadia Palace, scene of the 1945 conference of the "Big Three" and to the Vronsky Palace which was Churchill's headquarters during the duration of the talks. It was here that all the major post war policy decisions were taken, including the setting up of the United Nations.

A literary afternoon embraced a pilgrimage to Chekhov's home and adjacent museum with memories of Gorky, Doestoevsky, Pushkin and the composer Rachmaninoff. A visit to the exquisite valley of Fairy Tales rounded off a memorable day. An evening at the famed Moscow State Circus was notable for the train journey to the theatre.

Leaving Yalta we flew back to Lvov, where we were cheered by many thousands in the streets. Although it is nice to be applauded for something which one has not done, we were rather intrigued as to how our fame had spread, and we later found out that the local football team had won the equivalent of our F.A. Cup and they were expecting the victorious team to return, and we appeared

And so to Hungary., where we spent the last two days sightseeing in Budapest. Here, we were very lucky because August 20th is their great National holiday, when all the country goes gay. In glorious sunshine the whole population went down to the banks of the Danube to watch the Regatta and a mock set battle; the Churches and Cathedrals were filled to overflowing; there were sporting activities in the afternoon and at night a very impressive firework display on top of the big hill overlooking the city.

The following day saw us embarking on our return flight and after one rather nasty ten minutes from air pockets we were back in our capitalist society, and there will be more than one person during the coming winter smog wishing they were back at the Golden Beach.

GAMES REPORTS

General Review

There are complaints (or are they excuses ?) concerning the weather in May and the state and. number of the playing areas in most teams reports. Nothing can be done to control the weather but the grounds-men and some members of staff do put a great amount of time and work into the preparing and maintenance of these areas, a fact which is not always taken into account.

Summer sports at School are usually overshadowed by achievements during the winter season. The number of participants in the various sports seems to have fallen over the past few years (to the naive this fall is consistent with a drop in the intake of either sex to the First Forms, or with the lack of bus services or insufficient practice facilities). It sometimes would appear that the more activities a person can manage to avoid, the higher the regard which he, or sometimes she, expects. Despite this, the usual apathy has remained strangely dormant throughout this last term.

An ever increasing problem is the number of pupils who take part-time jobs over the weekend and the right of staff intervention in this, indeed the very effectiveness of such intervention, is questionable.

Many pupils are of the opinion that the staff expect too much and usually fail to take into account past services rendered. On the other hand, it is true that many pupils, by failing to appear at matches or practices, harm not themselves, but the team and thus the School.

C. J. Faulkner.

GIRLS' ATHLETICS

CAPTAIN : CHRISTINE WEBB

RESULTS :

May 23 : Normanton v Wakefield G.H.S., away.

Wakefield : Seniors 66; Inters 61; Juniors 41; Total 168

Normanton : Seniors 44; Inters 39; Juniors 59; Total 142

Fartown Sports :

Individual Winners :

Junior—880 yds—G. Holmes 2 mins. 43.5 secs, (new record).

Seniors—High Jump—C. Webb 4 ft. 8 ins.

Juniors 2nd. Inters 3rd, Seniors 5th, Overall 4th.

School Sports :

Junior :

1	Freston	73 pts
2	Levett	57 pts
3	Dodsworth	41 pts
4	Ward	24 pts

Inters :

1	Ward	66 pts
2	Levett	64 pts
3	Freston	62 pts
4	Dodsworth	43 pts

Seniors

1	Levett	51 pts
2	Ward	24 pts
3	Dodsworth	20 pts
4	Freston	5 pts

Overall Champions — Levett 172 pts

Individual Champions :

1st year —	C. Ibbotson	11 pts
2nd year —	J. Gill	11 pts
3rd year —	J. Noble	12 pts
4th year —	S. Straw and S. Griffiths	10 pts
Senior —	K. Cooper	12 pts

New Records :

1st year —	M. Beresford (F)—80 yd Hurdles (15.3 secs)
2nd year —	P. Fisher (D)—80 yd Hurdles (13.5 secs)
3rd year —	G. Holmes (D)—880 yd (2 mins 43.5 secs)
	J. Willox (W)—Discus (67 ft 11 ins)
	H. Carrington (L)—High Jump (4 ft 3 ins)
	J Noble (D)—Long Jump (14 ft 6 ins)
Senior —	C. Webb (L)—High Jump (4 ft 8½ ins)

This season the girls' athletics team was not defeated by the weather. The results may at first seem a little disappointing in that we lost the match at Wakefield and lost the Fartown Senior Girls' Shield, but they are very encouraging, especially in the Junior section. At Wakefield we were defeated by 26 points only, the Normanton team consisting for the most part of substitutes.

There have been several excellent performances in the Junior section this season. G. Holmes came first in the Junior Girls' 880 yards at Fartown, with a new record of 2 mins 43.5 secs. G. Holmes and C. Amery only just failed to reach the final of the 880 yards in the Yorkshire Schools' Athletic Championships. There are two potential high jumpers in this section : P. Fisher and Helen Carrington.

The Intermediates and Seniors had a disappointing season, especially at the Yorkshire Schools' Championships, where the only place was gained by C. Webb who came third in the Senior Girls' High Jump.

In the School Sports new records were set by M. Beresford, P. Fisher, G. Holmes, J. Willox, H. Carrington, J. Noble, and C. Webb. The Senior section was dominated by Levett because of the willingness of their girls to take part and successful 'press-ganging' techniques by their captains.

Generally the girls have had a good season, with one or two exceptions in the Senior section.

BOYS' ATHLETICS

A very wet start to the season practically put Dalefield out of action both for training and competition. The first three matches had to be cancelled, and so by the time we got started the Senior boys were involved in examinations. The Senior boys' first match was away at St. John's College, York, where they were defeated narrowly. The College were without their second year students, out on teaching practice, but even so this was quite a good effort by our team who were out of training. Baker and Lambert were in good form taking 1st and 2nd in both sprints, while Milner and Rowett took the honours in the Shot and Discus respectively.

The only other Senior match held before Whit was against St. Bede's, Bradford, and Doncaster G.S. This was a new fixture. Bradford has some outstanding Senior Field Events performers who tended to take most of the first places but the School team had more depth and we won the match.

The next match the Seniors contested was Fartown. Only one boy was placed first, Rowett in the discus, but an excellent team effort with almost every athlete placed second or third won us the Senior Shield, which we have not won outright for the last twelve years. Particularly noticeable was our improvement in middle distance running with Cusworth and Roberts both 2nd in the half and the mile, the best places we have had in these events for many years. Then the relay team, Cusworth, Milner, Baker and Lambert, romped home first in a time of 45 seconds to equal the record. Our U.15 team at Fartown were competing under difficulties. Every match scheduled for them this season had been cancelled and they were sadly lacking the edge that competition brings. Our only winner was A.



Fisher in the high jump. The remainder battled very hard for places in their events, Bailey-Lee in the sprints, Thrall in the 440, Banks in the 880, and in particular Fisher in the mile. Fisher set the pace and made it into a slow race, but the last lap was tremendously exciting, and although Fisher was beaten it was good to see Norman-ton battling for a first place in a distance race. The Junior team at Fartown performed extremely well. Lindley won the 100 yards comfortably and a few minutes later ran the hardest race of his life when he won the 440 in the outside lane, knocking about five seconds off his previous best time. Bridges won the shot, and was second in the javelin and 220. Westwood won the hurdles in a personal best for the season (12.2) and the relay team had a fairly comfortable victory which ensured they won the shield. This was our sixth victory in this section over the last seven years. Overall we ran out winners by four points over Colne Valley who were second, to retain the West Riding Shield we have now held for the last seven years.

The last School match was the Triangular with King's and Nunthorpe. Having had more competition at the back end of the season our athletes all performed well, once again particularly the middle distance runners who were first and second in most events. There were some very exciting races, especially in the Senior sprints, Baker, Lambert and Milner being pitted against boys, who had been selected to run for Yorkshire at the All England Championship. Baker and Lambert were beaten in the Senior 100, Milner also in the 440, but Lambert made amends with a fine victory in the 220. Overall the School team performed very well and had a large victory over our two opponents.

School Sports Results :

SENIOR

100 yds	...	Baker 10.4
220 yds	...	Lambert 23.6
440 yds	...	Milner 54.5
880 yds	...	Roberts 2 mins 7.9 secs
Mile	...	5 mins 9 secs
110 yds Hurdles	...	Bell 15.6 (80 yds)
200 yds Hurdles	...	Milner 25.8
High Jump	...	Preene 5 ft 3 ins
Long Jump	...	Dyson 17 ft 3 ins
Triple Jump	...	Ward 39 ft 7 ins
Pole Vault	...	Field 9 ft 3 ins
Javelin	...	Daniels 123 ft 10½ ins
Discus	...	Rowett 120 ft 6 ins
Shot	...	Milner 40 ft 9 ins
Relay	...	Dodsworth 46.8

INTERMEDIATE

100 yds	...	Anders 11.2
220 yds	...	Fisher 26.5
440 yds	...	Anders 59.5
880 yds	...	Krlic 2 mins 23 secs

Mile	...	Hodgson 5 mins 39 secs
110 yds Hurdles	...	Cooper 12.1
High Jump	...	Strangsvood 4 ft 9 ins
Long Jump	...	Smith D. 17 ft
Triple Jump	...	Bell 34 ft 8i ins
Pole Vault	...	Smith 9 ft 7 ins (Record)
Javelin	...	Tomlinson 115 ft 5½ ins
Discus	...	Cooper 115 ft 9 ins
Shot	...	Mogg 37 ft
Relay	...	Levett 52.0

Yorkshire Schools

Places in the first six were as follows :—

A. Fisher	1st	...	Junior High Jump 5ft 2 ins
E. Field	2nd	...	Senior Pole Vault 9 ft 9 ins
C. Lambert	3rd	...	Inter 220 23.9
B. Milner	4th	...	Senior 220 24.8
R. Rowett	4th	...	Senior Discus 123 ft 4 ins
J. Bridges	4th	...	Junior Javelin 121 ft 8 ins
K. Banks	4th	...	Junior 880 2 mins 14.3

M. T. E. Roberts reached the final of the Senior Boys' 880 but was unplaced.

Northern Counties

C. Lambert won the 100 metres against a strong wind in 11.7 seconds and was second in the 200 metres. Our congratulations to him as he has been selected to represent the North in the A. A. A. Youths' Championships at Crystal Palace on August 8th.

Colours

Congratulations to the following who have been awarded Colours: L. Ward, J. Bell, R. Cusworth, C. Lambert.

Junior Athletics

This athletics season has seen the introduction of junior athletics meetings which have) consisted of first, second and third year teams. The reason for their instigation is that a great many of the schools we have competed against in the past have, or are, turning over to the 13 to 19 comprehensive system and therefore cannot cater for junior teams.

These junior matches have been tremendously successful and all the athletes, have responded well to the new challenge, for enthusiasm and dedication has never been as high as it has been this year. The new meetings have meant we have had to look to other schools for competition and of the four junior matches, three have been against schools we have never competed against before.

Our first fixture was against Temple Moor G.S. who in the last few years have developed into a very strong athletics school. This match was, without a doubt, the best and most closely competed match of the four. Temple Moor just managed to beat us by the odd point (169—170). In this match there were some very good results. In the U.12s M. Hartshome set up a personal best of 22.9 in running the 220 yards. J. Adams and N. Tuffs came first and second respectively in the third year 220 yards, J. Bridges and M. Lindley also coming first and second in the second year 100 yards and these two boys are developing into very good athletes of all round ability. J. Bridges also won the javelin with a throw of over 130 feet and in so doing set up a new Dalefield record. The third year team, which is a very strong one, managed to win their age group by a clear nine points but we lost this advantage in the other two age groups.

The next match was against Garforth C.S. In this match there were no jumping events and so it meant that a lot of our good athletes like A. Fisher (third year), M. Lindley (second year), M. Spragg (second year) and B. Banks (first year) could not participate in their best events. In the short sprints we tended to dominate so much that we came first and second in all but one of the 100 yards and 200 yards races. Many of the sprinters set up their fastest times as the track was in good condition and there also tended to be a following wind. One of the highlights of the meeting was the determined running of N. Hill (second year) in running the 440 yards and another was the tremendously fast run of J. Adams (third year) in the 220 yards. The field events again went our way and in most of them we had the first place and in a few of them like the third year discus where R. Levett and R. Sharp were competing, we came first and second. As was expected we won this match quite convincingly by sixty points.

In our next match, which was at Dalefield, against Rothwell C.S.S., it was the turn of our middle distance runners to take the honours. K. Bank, N. Hodgson, and D. Dobson running very well in the third year 880 yards and mile. R. Wakenshaw (first year) showed us too that he is going to be an extremely good middle distance runner by winning the 880 yards in a good time. In the track events one of the best races was the third year 440 yards which was won by J. Friend with R. Sharp coming a close second. All season these two boys have run well and are making two fine athletes. Again we won all three age groups and the match result was in our favour by 50 points.

The last junior match of the season was against Worsbrough H.S. at home. This match was our easiest victory of the season, again our sprinters being in tremendous form. A mention must be given to two athletes, A. Fisher in the third year and I. Westwood in the second year. A. Fisher has performed splendidly and consistently all season not only in the high jump, which is his best event and for which he has become Yorkshire Junior Champion, but also for his fine 50 yard hurdling. I. Westwood has shown his all round ability in performing on the 75 yard hurdles and being, a fine second string runner in the 220 yards to M. Lindley. The match result against Worsbrough was a 70 points victory for the School.

All the boys who have competed in these matches deserve a mention but this is much too big a task. The matches have been a huge success and every boy competing has helped to make it so. These junior matches are undoubtedly here to stay and the senior athletes could do well to follow the example in dedication of the junior athletes.

JUNIOR SCHOOL SPORTS RESULTS (BOYS)

UNDER 12 :

100 yds	...	Buckingham 12.4
220 yds	...	Hartshorne 29.4
440 yds	...	Short 69.8
880 yds	...	Wakenshaw 2 mins 45 secs
Mile	...	Wakenshaw 5 mins 46 secs
Hurdles	...	Banks 12.4
Relay	...	Levett 59.1
Discus	...	Graveling 64 ft
Shot	...	Buckingham 29 ft 11¼ ins
Javelin	...	Short 85 ft
Long Jump	...	Hartshorne 13 ft 7 ins
High Jump	...	Hartshorne 4 ft 5 ins *
Triple Jump	...	Jackson 26 ft 5½ ins
Pole Vault	...	Kirk 6 ft 2 ins

UNDER 13 :

100 yds	...	Bridges 11.9
220 yds	...	Lindley 27.6
440 yds	...	Hill 66.2
880 yds	...	Westwood 2 mins 48 secs
Mile	...	Roberts 6 mins 6.1 secs
Hurdles	...	Westwood 11.8
Relay	...	Dodsworth 56 secs
Discus	...	Bailey 76 ft 10 ins
Shot	...	Bridges 40 ft 10 ins *
Javelin	...	Bridges 108 ft
Long Jump	...	Lindley 16 ft 3 ins
High Jump	...	Hill, Marson 4 ft 6 ins
Triple Jump	...	Lindley 32 ft 1 ins
Pole Vault	...	Schofield 6 ft 9 ins

UNDER 14 :

100 yds	...	Adams 11.7
220 yds	...	Adams 27.4
440 yds	...	Sharp 61.5
880 yds	...	Banks K. 2 mins 19 secs
Mile	...	Banks K. 5 mins 18 secs
Hurdles	...	Fisher, 12.1
Relay	...	Dodsworth 53.1
Discus	...	Sharp 97 ft 6¾ ins;
Shot	...	Ward 34 ft 3 ins
Javelin	...	Bridgewater 111 ft 6¾ ins
Long Jump	...	Adams 17 ft 2 ins
High Jump	...	Fisher 5 ft 2ins
Triple Jump	...	Banks K. 33 ft 4 ins
Pole Vault	...	Banks P.

* New Record

U.12 Champion : M. Hartshome
 U.13 Champion : J. Bridges and M. Lindley
 U.14 Champion : K. Banks and J. Adams

Decathlon Certificates

3rd year—A. Fisher, N. Tuffs, K. Banks
 2nd year—M. Lindley, J. Bridges
 1st year—B. Banks, M. Hartshorne, A. Short

Pentathlon Certificates

6th form—R. Cusworth, L. Ward
 5th year—C. Lambert
 4th year—D. Fisher, S. Bailey-Lee, S. Cooper, G. Thrall
 3rd year—J. Adams, N. Hodgson, D. Dobson, R. Sharp,
 J. Friend, D. Ward
 2nd year—I. Westwood, N. Hill, M. Spragg
 1st year—P. Graveling

CRICKET

1st XI

CAPTAIN : R. PRESTON

TEAM: Ayris, Barrett, Burniston, Carrington, Cusworth R., Fretwell, Harris, Poole, Preston, Stones, Wormald.

Also played : Cusworth L., Hayes, Yates.

RESULTS:

May 24	v	Hemsworth C.S. (a)	
		Drawn	
		School 66 all out	
		Hemsworth 46 for 6	Rain Stopped Play
June 7	v	Barnsley G.S. (a)	
		Won	
		Barnsley 43 all out	
		School 44 for 7	
June 14	v	Sowerby Bridge (h)	
		Lost	
		Sowerby Bridge 64 all out	
		School 51	
June 28	v	King's School, Pontefract (h)	
		Lost	
		King's 103 for 9	
		School 42	
July 12	v	Castleford G.S. (h)	
		Lost	
		Castleford 108 for 8	
		School 84 for 6	

July 21 v Staff XI (h)
 Lost
 School 77
 Staff 78 for 7

As must be the custom with cricket reports, the first and most crucial consideration is the weather. In school cricket without the facilities for covering wickets, this inevitably reduces the number of planned fixtures. In a season where matches are frequently being cancelled it is difficult for any team to retain a sense of purpose. It is probably a combination of this and the poor wickets that accounts for the relatively low general standard of school cricket at the moment.

It is probably something of a record that no first team match and only one match at any level was played before the Whitsun holiday. Even the first game against Hemsworth was stopped prematurely by rain, and in the next against Barnsley, which the School won, the low scores reflected how short the batsmen were of match practice.

Taking account of the limited number of matches from which most schools have probably suffered, the team has not really lived up to the expectations of last season. In particular the batting has proved very unreliable and once wickets have begun to fall there has been no one willing or able to prevent this continuing. Except for the opening pair, batsmen have been reluctant to play themselves in before attempting scoring strokes. This has probably resulted in lower totals in the end, and has certainly meant that some games which could have been drawn, have been lost.

Burniston has been the most consistent of the batsmen and has generally given his side a good start. Stones, his opening partner, has improved considerably since last season but still drives the ball in the air when looking for runs and usually pays for this with his wicket. In the match against the Staff XI, however, their opening partnership was the best of the season putting on over fifty runs and this augurs well for next year. Fretwell, the most experienced batsman in the side, has made a couple of good scores but on two occasions has been given out l.b.w. early in his innings without having appeared to break any of the rules of the game. Cusworth has wasted his ability by unselectively trying to hit everything out of the ground and succeeding on few occasions. The bowling department has been somewhat better. Preston and Harris have opened and have usually made runs difficult to get, although not always breaking through as quickly as they would like. Wormald and Barrett have done the remainder of the bowling moderately successfully. Ayris, who graduated as wicket keeper from last season's under fifteen side, has proved himself a good stopper of the ball, though as yet he has not had the opportunity of showing his ability standing up to the wicket. The rest of the fielding has been mixed. Some of the team have acquitted themselves very well; Pretwell in the slips and Harris in the deep have been especially impressive but there have been some weaknesses and vital catches have gone to ground.

In spite of the indifferent season, one can still remain optimistic about next year. Most of the team will still be at school and they

will be supplemented by members of this year's enthusiastic under fifteen side. Given some better weather in the early part of the term there is no reason why the team should not enjoy a very successful season.

Colours have been awarded to Cusworth, Fretwell, Harris and Stones.

COLTS XI

CAPTAIN: HAYES

TEAM from: Hayes (Captain), Cusworth, Bell, Stretton, Clarke, Womack, Strangwood, Dobson, Guilliou, Hobbs, Bailey-Lee, Green, Knowles, Gratton.

RESULTS:

- v Barnsley G.S. (a)
Normanton 55 for 8
Barnsley G.S. 35 (Hayes 5 for 12)
- v King's School, Pontefract (a)
Normanton 51 (Stretton 19)
King's School 55 for 6 (Kelsey 42 n.o., Hayes 4 for 33)
- v Q.E.G.S., Wakefield (a)
Normanton 110 for 7 decl. (Hayes 44, Cusworth 22)
Q.E.G.S. 36 for 8 (Bell 6 for 14)

The bad weather during May caused much disappointment. The team could not hold a practice until the sixth week of term and the first five matches had to be cancelled either because the ground was unfit or because our opponents were unable to raise a team. We therefore had to wait until early June for our opening match, a 25 overs game against Barnsley Grammar School. Normanton batted first on an uneven wicket and when our overs were up 55 painstaking runs had been compiled for the loss of 8 wickets. None of the batsmen got on top of the bowling but most stayed long enough to give hope of better things in the future. Barnsley started strongly but once the bowling settled down wickets fell rapidly. Good catches were taken by Hayes and Womack and the last wicket fell in the seventeenth over with the score at 35. There was then a gap of three weeks before we went to Pontefract to play the King's School. Hayes, Clarke and especially Stretton batted well but we could only score 51 runs. King's School had a class batsman in Kelsey and although six wickets fell at the other end he was 42 not out when the Normanton score was passed. The final match against Q.E.G.S. Wakefield was again away. Hayes won the toss and on a good wicket 100 for 7 was made in about two hours. Hayes, Cusworth and, more eccentrically, Strangwood all batted well. Q.E.G.S. were soon in trouble against Hayes and Bell, the latter bowling especially well. The fielding was good but the vital breakthrough did not come until the last few minutes.

The team has played with increasing enthusiasm as the term progressed. The fielding was always alert and only one obvious chance

was not held in the three matches. Hayes is already a batsman of style though he has yet to learn how to play forcefully in front of the wicket. Cusworth, Clarke, Stretton, Hobbs and Bell all have promise. Hayes and Bell dominated the bowling, but Cusworth, Dobson and Stretton may all develop in the future. Strangwood and Cusworth both kept wicket well but at the end of term Womack seemed to have even more potential. Hayes led the team quite well and transmitted some of his own enthusiasm to his men. He also learned to measure his words, to encourage rather than criticise, and obviously grew in confidence and sense of humour as the term, progressed.

U.14 XI

CAPTAIN : M. BEEDLE

TEAM : from Beedle, Bridgewater, Mason, Radcliffe, Banks, Curtis, Tinker, Lomas B., Lomas D., Ward, Tuffs, Walsh, Sharp, Chapman, Northrop.

RESULTS:

May 24 v Hemsworth C.S. (h)
 Won by 22 runs
 School 68 for 7
 Hemsworth 46

June 27 v Q.E.G.S., Wakefield (a)
 Won by 1 run
 School 55
 Q.E.G.S. 54 for 7

June 28 v King's School, Pontefract (a)
 Won by 6 runs
 School 44
 King's 38

RECORD:

P 3; W 3; L 0.

From the weather point of view this has been a dismal season with four out of seven matches cancelled. The three that have been played have been won albeit narrowly in two cases. The most consistent bowler was Bridgewater with twelve wickets and he received good support from Ward and Radcliffe. The batting was often brittle with only Tinker, Beedle, Lomas D., Tuffs and Mason reaching double figures. The fielding in support of the bowling was very good with some excellent catches taken and Chapman and Lomas B. giving good service behind the stumps. The captaincy was reasonable with some good field placings and bowling changes.

The most pleasing thing about the team was its keenness both on and off the field. Rarely did anyone fail to turn up for practice in the nets, and with more match practice next season they should become a very good side.

U.13 XI

CAPTAIN : K. PLANT

VICE-CAPTAIN : M. STONEY

TEAM : from Plant, Stoney, Bridges, Dean, Hill, Gamble, Dransfield, Grant, Westwood, Gibbins, Cooper, Grace.

RESULTS:

May 7	v	King's School, Pontefract (h)
		Won by 19 runs
		School 44 for 8
		King's, Pontefract 25
June 11	v	King's School, Pontefract (a)
		Won by 6 runs
		School 28
		King's, Pontefract 22
June 16	v	Q.E.G.S. Wakefield (h)
		Lost by 32 runs
		Q.E.G.S. 72 for 8
		School 40
June 19	v	Rothwell G.S (a)
		Won by 12 runs
		School 64 for 4
		Rothwell 52
July 13	v	Garforth C.S. (a)
		Lost by 1 wicket
		School 39
		Garforth 40 for 9
July 17	v	Garforth C.S. (h)
		Won by 1 wicket
		Garforth 67
		School 68 for 9

RECORD:

P 6;

W 4;

L 2.

Despite having a restricted number of boys to call upon, the team has had quite a successful season. Enthusiasm and team spirit have been good and most of the team have practised hard — exceptions please note! The bowling and fielding have been the strongest departments whilst the batting has been inconsistent and undisciplined. Running between the wickets, calling and backing up all need a vast improvement — the team has not realised the importance of these skills.

The batsmen need to practise hard and one hopes that the batting will improve next year with more experience. In the games this season, which have generally been 20 over matches, the batsmen have too often been out with poor shots — playing across the line

of the ball. The batsmen must practise hard at technique and realise that they can still hit the ball hard and get more runs by playing with a straight bat. A ball pitched outside or on the off stump should be dispatched on the off side and not on the leg side as has usually been the case. Poor practice facilities and the vicious Dalefield 'wicket' do not make for good batsmen but apparently there is hope for a better cricket square in future years. The away matches were all played on excellent wickets and again the question crops up — why must Normanton put up with poorer facilities than most, if not all, other schools?

During the season, two matches stood out as particularly exciting affairs — against King's away, and against Garforth at home.

At King's, after the School had batted for one over the scoreboard read 1 run for 4 wickets — thanks to the home side's demon opening bowler who must have been some relation to Freddie Trueman. Even after two overs the score) was 2 runs for 6 wickets. Eventually, however, thanks to 'slogger' Gamble and two classy square cuts by Dransfield, the score reached 28 — which thanks to good catching and fielding proved too much for Pontefract. This game certainly proved that 'catches win matches.'

Against Garforth, their total of 67 looked a winning score when School replied, and were 10 runs for 6 wickets. A remarkable seventh wicket partnership of 42 between Cooper and Plant turned the game, however, and victory was achieved with one wicket to spare.

Individually, one or two players deserve a mention. Plant and Stoney have spearheaded the bowling very effectively — the former having captured 30 wickets at 4 runs apiece. Dransfield heads the batting averages with 13. Westwood has performed capably behind the stumps and with more concentration should develop into a useful opening batsman.

U.12 XI

CAPTAIN : D. HARTLEY

TEAM : from Hartley, Pennell, Gibson, Banks, Allen, Finan. Grice. Sykes, Hayward C., Hayward M., Wells, Wilkins.

RESULTS:

June 11	v	King's, Pontefract (a)
		Lost by 5 wickets
		School 35 for 8
		King's. Pontefract 36 for 5
June 13	v	Q.E.G.S., Wakefield (h)
		Lost by 36 runs
		Q.E.G.S. 88 for 7
		School 52 for 8
June 30	v	Rothwell G.S. (h)
		Won by 9 wickets
		Rothwell 43
		School 44 for 1

July 4 v Q.E.G.S., Wakefield (a)
 Lost by 8 wickets
 School 29
 Q E G.S. 30 for 2

July 14 v Garforth C.S. (a)
 Lost by 5 runs
 Garforth 60 for 7
 School 55 for 3

RECORD :

P 5; W 1; L 4.

The team, despite their poor record, shows considerable ability and enthusiasm. Well led by Hartley they have been keen to learn and if this enthusiasm remains they will no doubt do much better in future years. The main weakness lies with the batting. Pennell, Banks and Hartley can be relied upon to score runs but the other batsmen must hit the ball harder and at the same time use the correct technique.

The bowling has been done almost entirely by Banks and Hartley, the former having taken 19 wickets at 5.6 runs each, the latter 8 wickets at 9.9 runs each. Another two bowlers are needed and if one or two of the team practised hard in the nets to obtain accuracy in their bowling then this problem would be solved. Banks heads the batting averages with 20, Fennell is next with 16, then Hartley with 11. Amongst the other batsmen Gibson shows considerable ability and should do better next year. The fielding has generally been good, though one or two players have a tendency to, dream in the field.

TENNIS

1st VI

CAPTAIN : GILLIAN STOKES

TEAM : Gillian Stokes, Judith Hancock, Jean Day, Diane Bubb,
 Kathryn Cooper, Jane Beckett, Wanda Borowik.
 (All awarded tennis colours).

RESULTS:

May 3	v	Danum H.S.	(a)	Won	43—38
May 17	v	Ossett G.S.	(h)	Won	41—40
May 20	v	Wakefield H.S.	(a)	Lost	8 sets—1
June 14	v	Pudsey G.S.	(a)	Won	41—40
June 21	v	Rothwell G.S.	(a)	Lost	
June 28	v	Thornes G.S.	(a)	Lost	36—45
July 5	v	Wheelwright G.S.	(a)	Lost	31—50
July 19	v	Pontefract H.S.	(h)	Lost	13—67

RECORD:

P 8; W 3; L 5

2nd VI

TEAM : Margaret Sanderson. Anne Firth, Gayle Chapman, Julia Camps, Jennifer Camps, Julie Oliver, Barbara Dolby-Glover.

RESULTS:

May 17	v	Ossett G.S.	(h)	Won	42—39
May 20	v	Wakefield H.S.	(a)	Lost	8 sets—1
June 14	v	Pudsey G.S.	(a)	Won	
June 21	v	Rothwell G.S.	(a)	Lost	
June 28	v	Thornes G.S.	(a)	Lost	36—45
July 5	v	Wheelwright H.S.	(a)	Won	48—33

RECORD :

P 6; W 3; L 3.

Although few of the early fixtures managed to survive the bad weather, the results were favourable : the 1st VI seems to play better after a long rest between matches. As the season wore on, however, results were not proclaimed with the same erstwhile joy. Indeed, some of the results were carefully hidden from the public in general and N.G.S. in particular. (Note the convenient, but absolutely genuine, loss of the Rothwell results). This increasing lack of success has been attributed, to many causes — primarily that the 1st VI cannot play tennis (an opinion entirely fallacious). A more popular excuse (among the team, that is) arises from the havoc wrecked by exams, study leave, and more recently by the fact that most of the Upper Sixth were invited to leave school before the end of term. This meant that the team underwent all possible combinations and suffered (?) the inclusion of members of the 2nd and U.15 teams many times. Little can, be said about individual matches : the most memorable was that v. Ossett in which the final result depended on the last game — a very tense one for our first couple, Judith and Gill. Their eventual success would have been easier without this tremendous pressure on them.

In the Rothwell match all couples lost hopelessly to opposition that was, although solid, far from the brilliance that the result suggests. (Normanton won about 10 games, I think).

The last match, played with a completely scratch team, was against very tough opposition. If the original team had been playing we might have done a little better, but as the powerful services of several of the Pomfretians (notably of the first couple) caused several Normantonians hurriedly to side-step and refuse to risk a precious racquet, the end result would have been almost certainly the same.

After visiting several schools, it has been painfully obvious that tennis facilities are sadly lacking at N.G.S. At Wheelwright, for example, although the courts were some distance from the school, we found two hard courts and six grass ones, the latter causing considerable though unnecessary, consternation among the 2nd VI, who played on them. Good results only come from long, hard practice, and that, in turn, can only take place if courts are available.

U.15 VI

CAPTAIN : A. DRAYCOTT

TEAM : R. Fergus, L. Ibbotson, J. Goodson, L. Barratt, A. Draycott,
H. Fellowes.Also played : J. Willox, D. Taylor, K. White, K. Brown, M. Wilkinson,
L. Vallance.**RESULTS**

May 3	v	Danum G.S.	(a)	Won	44—37
May 10	v	Wakefield H.S.	(a)	Lost	8 sets—1
June 28	v	Thornes House G.S.	(a)	Lost	17—64
July 5	v	Wheelwright H.S.	(a)	Lost	27—50
July 19	v	Pontefract H.S.	(h)	Won	43—38

There have not been many matches this season because of cancellations. Also, some players have been moved at times from their normal team. This latter was seen in the match against Thornes House when the normal U.15s were in the 1st and 2nd teams and therefore the U.15 team was entirely made up of 3rd years who although they played above their normal standard lacked the experience to win the match.

Overall the season has been fairly successful in the players' minds and next year we hope to have better results.

SWIMMING

Swimming, like some of our other sports, continues to suffer from lack of time and facilities. Only the juniors have swimming in their P.E. programme, so one can hardly blame seniors for being mostly uninterested in the swimming sports or for failing to be other than comically amateurish in their level of performance. The sports were a hot business for spectators beneath the baths' sun-magnifying glass roof, but at least a cooling one for participants. Preston won the boys' sports and Levett the girls'.

THE FRESTONIAN ASSOCIATION

The Frestonian Association is presently in a state of limbo. Over several years the Committee have organised various activities and outings for the benefit of the members, but unfortunately the active membership has participated only in such events as visits to the theatre and other visits will no longer be arranged and the Frestonian assets (for what they are worth) will remain frozen until someone or some group in the future requires them to re-vitalise the Association. The present Committee will remain in office until such time as they wish to resign or younger members are prepared to take over from them. The A.G.M. (which usually consists of the Committee and no-one else) will no longer take place. All this, of course, is completely un-democratic and against the rules of the Association and, therefore, will not so much as raise an eyebrow from anyone. Most ex-pupils do not care two hoots about the Association and until they decide to support and actively engage themselves in the Association The Frestonian Association will, in effect, cease to exist.

During the last two years (at least) the Association has received virtually no support from ex-pupils and members of Staff who, seated supping tea at home around 4.05 p.m., philosophically wonder why the School has not got an active old boys' and girls' society which could do much to provide interesting cultural and sporting activities for its members. Exhausted by their philosophical meanderings (philosophy by its very nature is non-constructive) they sigh, curse the long-haired youngsters, laugh at the eccentricities of more dedicated members of Staff and, stuffing yet another bun down their overpaid throats, relax in time for the "Magic Roundabout."

Recent ex-pupils, as equally uninterested in the future of the Association, prepare themselves for their nightly adolescent fracas dominated by miniature prattle, weak beer, rugby songs as old as the weak beer and the inevitable mini-skirt.

The Frestonian Association is yours for the asking, but at the moment — in the true tradition of the Grammar School — it is reading the Bible and cramming for its finals.

Peter Moore, Secretary.

PARENTS' ASSOCIATION

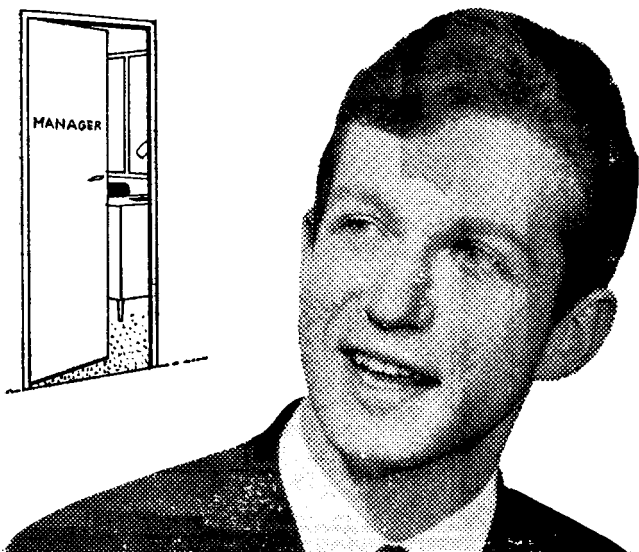
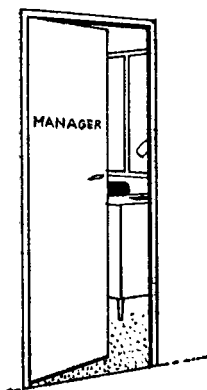
Hon. Secretary : Mrs. G. B. Plant

The Parents' Association has once again enjoyed a successful term although the advertising of the General Meeting in April did not succeed in increasing the attendance. Those present, however, enjoyed, informative talks on the teaching of the Classics and the syllabus used in O and A level examinations, given by Mr. Butcher, Mr. Johnson and Miss Kirkham.

The monthly Dances have, as usual, been very popular and the demand for tickets continues to exceed the numbers allowed. Profits from these have greatly increased the Association funds.

The Beetle Drive—Coffee Evenings also held monthly have had reasonable support.

This term the balance of the Association funds reached £324-9s.-3d. Of this £260 has been donated to the School for items yet to be purchased.



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