

PHOENIX



DRAYTON MANOR GRAMMAR SCHOOL

December, 1962

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Mr. G. R. Howe (Vice-Chairman)
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Members appointed by the County Council:

Mrs. B. Batsford; County Councillor C. Furber;
County Councillor J. W. Thorpe.

Co-opted Members:

Mr. N. F. Chawner, M.A.; Miss Mary Donaldson, S.R.N., S.C.M.;
Mr. D. W. Tyler, B.A.

DRAYTON MANOR GRAMMAR SCHOOL STAFF

Head Master: R. L. Evans, M.A. (BIRMINGHAM), Docteur de l'Université de Paris.

Deputy Head: R. D. Wright, B.A. (LONDON).

Senior Mistress: Miss M. Fine, M.A. (CANTAB.).

Assistant Staff:

J. K. F. Adderson, B.Sc. (LONDON).
J. Barker, B.A. (LONDON).
A. F. Behmber, B.Sc. (LONDON), A.K.C.
T. E. W. Cherry.
D. N. Curtis, B.A. (LEICESTER).
B. J. Grant, B.Sc. (SOUTHAMPTON).
W. Herrera, B.A. (DUNELM), B.MUS. (LONDON), Chevalier de la Légion
d'Honneur.
T. Hislop.
J. R. Hunter, B.A. (LONDON).
A. C. Iles, B.Sc. (EXETER).
R. Johnson, B.A. (LONDON).
W. Johnson, B.Sc.(ECON.), (LONDON).
B. D. R. Kurt, B.A. (BIRMINGHAM).
A. J. Muir, M.A., PH.D. (LONDON).

D. Pepperill, A.T.C. (LONDON).
 F. R. J. Russell, M.A. (LONDON).
 A. J. E. Shields, B.SC. (EXETER).
 A. J. Taylor, B.SC., PH.D. (LONDON), A.R.I.C.
 A. H. Thompson, B.PHARM. (LONDON), M.P.S.
 Miss P. L. Butt, M.A. (OXON.).
 Miss S. R. Cleary.
 Miss J. D. Cracknell, B.SC. (LONDON).
 Mrs. C. E. Davies.
 Miss B. M. Lloyd, B.A. (LIVERPOOL).
 Mrs. B. E. Shavreen, B.A. (LONDON).
 Mrs. E. Winterborne, B.SC. (SHEFFIELD).
 Herr W. Lange (*German Assistant*).
 Mademoiselle C. R. Pesquié (*French Assistant*).
 Miss M. Scott (*Secretary*).
 Mrs. B. Watson (*Assistant Secretary*).

PREFECTS 1962-63

Head Girl:

Ann Peddle

Jeanette Boot	March Glover
Lynda Concannon	Felicity Kille
Pauline Freeman	Suzanne LePrince
Margaret Gillanders	Elizabeth Morris-Ross

Head Boy:

Norman Upsdell

Victor Auger	Brian O'Brien
Colin Buck	David Pilborough
Neil Cross	James Trafford
John Farrington	John Whitworth
Ian Fiddes	Charles Wilkinson
Ronald Haywood	Anthony Young
Raymond Hems	

EDITORIAL

Editor: Miss P. L. Butt, M.A.

Assistant Editors: Mr. R. Johnson, B.A.
Mr. D. N. Curtis, B.A.

Business Manager: Dr. A. J. Muir, M.A.

Our school life has this year inevitably been affected by the transformation of our old building, and this edition of the 'Phoenix' can report even more changes than the last. Our organ is now in use in the new Assembly Hall. The Music Room has been completed, the Library enlarged and improved. The Headmaster's and Deputy Head's rooms, Staff Rooms and Office, converted from old class-rooms, are now more conveniently situated on the lower corridor. The Medical Room, on the same corridor, is a complete innovation. There are three new laboratories, two for Chemistry and one for Advanced Physics. The new Art Room, new class- and division-rooms are also there to show that the strain and discomfort of working for two years in noise, dirt and draught have been worth while. It is hoped that by Christmas the Geography Room, the Domestic Science Room and the enlarged Woodwork Room will be finished, bringing the building operations to an end.

The editors thank all contributors to the magazine, both successful and unsuccessful. We are glad to be able this year to include two articles in a foreign language, and hope that this may encourage some of you to write an article in French or German next time. Herr Schäfer's account of the German University System is not easy—but there is a prize for the pupil who can submit the best translation into English by January 8th.

Readers will notice that the printing of the magazine is now in other hands. We look forward to a good partnership with the Beacon Press for many years to come.

SCHOOL NOTES

There are fewer staff changes to record this year, but we must welcome, however belatedly, Miss Cracknell who came in January to become Head of the Physics Department, Miss Cleary who arrived in May to teach P.E. and Mr. Walford Johnson who has just joined us in September. We have two foreign assistants: in French (Mlle. Pesquié) and German (Herr Lange). Mr. Pepperill has returned from his year's stay in the U.S.A.

During the course of the year we regretfully said goodbye to Miss Dawson (P.E.), Miss Lane (French and English), Mr. Clark (Economics and History), Mr. Plant (R.E.) and Mr. Jones (Art), who returned to the U.S.A.

Miss Dean (now Mrs. Winterborne) married in June, Mr. Adderson in August and, in the same month, Mr. Kurt married an ex-member of Staff, Miss E. M. Williams, B.Sc.

Mrs. Smith has a daughter, Lynne Annabelle Warren.

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We are very sorry to lose Mr. Gould who has been Assistant Caretaker here for eight years; he left during the term to take up another post.

* * *

Those who remember him will be interested to know that Vyvyan Yendoll, a pupil here from 1954 until 1958, now plays Principal Viola in the New Zealand Opera Company. He has married the Flautist of this company. Susan Lipscombe has married and gone to Chicago. Jean Hart is married to a lecturer at Reading University.

It is hoped that the shortness of this paragraph regarding former pupils of Drayton Manor will lead present pupils and friends of those who have left to pass on news to the editor in future.

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We gratefully acknowledge gifts to the library by Maureen Sellers and R. Coniglio.

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Dedication of the new Assembly Hall and Organ

Returning from the Whitsun holiday on Monday, 4th June, we found the new School Assembly Hall ready for use. The Hall was needed almost immediately to accommodate the school's G.C.E. candidates, but its first use was for a full School Assembly, the first of the school year, for a short Service of Dedication of the Hall itself and of the new Organ, which had been installed during the Whitsun holidays.

The service was conducted jointly by the Reverend S. Hinchliffe, the Rector of Hanwell, and the Reverend R. S. Rawlings, Hanwell's Methodist Minister. Also present as guests of the School were Mrs. Rawlings, Mr. Chamberlain, the Borough Education Officer, Councillor Gilmour, the Chairman of the Board of Governors, and Ian Gatford.

After the service the Headmaster introduced Ian Gatford, who had been Captain of the School from 1958-59 and who had started the Organ Fund. Another ex-pupil, Colin Neville, L.R.A.M., who is studying at the Royal Academy of Music, then demonstrated the capabilities of the Organ in a recital of the following items:

Dyson: Variations on a Hymn Tune—"God Moves in a Mysterious Way".

Stanford: No. IV from 1st Set of Short Preludes and Postludes.

Bach: Prelude and Fugue in C Major.

Whitlock: Fidelis.

Purcell: Fanfare.

The Headmaster pointed out that the Organ would not be used only at the Morning Assemblies, but would contribute towards the musical life of the School and give an opportunity for pupils to learn to play the instrument. He mentioned the possibility of an Organ Club, where the more experienced pupils could teach the younger ones and provide a continuous flow of organists through the School, and of recitals by invited organists and, perhaps, even by our own pupils.

The School would like to thank the guests who attended the Service.

D.N.C.

DRAYTON MANOR PARENTS' ASSOCIATION

The association has had quite a successful year.

A very enjoyable Family Social was held last February, and also two Whist Drives in January and March. The joint Dance held with the Phoenicians, although rather slow in starting, proved quite successful, and it is hoped another similar event might be contemplated for the future.

The Garden Fête was a great financial success, thanks largely to the magnificent efforts of the pupils in selling the programmes, over 8,000 in number.

The Executive Committee hope the pupils will now be able to take full advantage of the Stereophonic equipment installed in the new hall, equipment for which £100 was raised by the pupils in the stop-watch competition early last year.

With the enrolment of more parents into the Association it is hoped that new ones will volunteer to serve on the Executive Committee.

V. T. J. PENFOLD,
Hon. Secretary.

MUSIC NOTES

This has been a frustrating year for the School's musical activities. From July 1961 until the beginning of July 1962 we have had four short orchestral rehearsals and about three short choral rehearsals. This has been entirely due to the non-availability of practice space. Nevertheless we have had a very few sectional rehearsals, and we also managed to provide a concert in St. Thomas's Church last December. On this occasion we had the pleasure of hearing most artistic performances of the Corelli-Barbirolli Oboe Concerto and a Handel violin sonata by Alan Hodges and Peter Oxe respectively. Jeanette Boot conducted the small orchestra.

Towards the end of the summer term several things happened in quick succession. The long-awaited Compton organ was installed (and inaugurated with a recital by Colin Neville of the Royal Academy of Music), the new hall came into use, the music room was transferred from the old hut into new premises, and another piano (a Steinway grand) was delivered. We are, of course, barely beginning to profit from these happenings.

For once, we are not being decimated in the orchestra by players leaving. A serious loss, however, is the departure of Alan Hodges who is going to the Royal College of Music in September. His help in the music department as oboist, arranger, copyist, conductor, teacher, singer, organiser and general stimulus to the music master will be missed very greatly. I hope, if only for my own sake, that others of ability will follow in his footsteps and give a like measure of unselfish service.

W. HERRERA.

DISCUSSION GROUP

This year the Discussion Group has been very well attended. Large numbers of pupils came to hear the various speakers that we have had during the year; Herr Schäfer talked on "Germany Today", Mr. Stuart Morris of the Peace Pledge Union on "The Problem of Germany" and Miss Sabina Amamoo on "Ghana".

A new trend was introduced into the Discussion Group this year and two or three debates were held in addition to the informal discussions, so that pupils could become more accustomed to making formal speeches. The staff took an active part in the debates; Dr. Muir launched an onslaught on teenagers at the debate "That there is something wrong with teenagers today", and Miss Fine rose to their defence, while Mr. Adderson proved that "The older generation is lacking in a sense of responsibility", despite Mr. Clark's attempts to show that they were not really doing so badly. The former of these debates brought nearly

ninety teenagers to the meeting to "confess" their faults and carry the motion; then, determined to show that it was not their fault that there was something wrong with them, a fortnight later they carried the motion of the second debate.

The subject of smoking brought the staff out in full force, and Dr. Evans admitted how lucky he felt not to have a craving for tobacco while Mr. Clark confessed how wretched he was in his addiction.

It is hoped that in future more debates will be held as they have proved to be very interesting and equally as lively as the discussions.

I am sure that all the members of the Discussion Group will wish to thank Mr. Barker for all the hard work he has put into the running of the Group this year.

JANET JONES, U VI.A.,
Secretary.

The Group has been very fortunate this year in having Janet Jones as Hon. Secretary. She did a lot of work behind the scenes and her posters were appreciated each week not only for helping to draw people to our meetings but for being a source of interest and delight in themselves.

J.B.

GEOGRAPHY EXPEDITION TO THE DORSET COAST, EASTER 1962

The main aim of the Geography trip this year was to observe coastal features and from our base at Swanage we were able to study examples both of deposition and erosion on a coast line. The two hotels at which we stayed were very comfortably furnished and the food was excellent, and we are very grateful to our proprietor and his wife for their kind attention. This greatly added to the pleasure of the course.

The course itself gave people who were taking "A" Level or who are hoping to take it in the future a chance to study the "text-book" examples at first hand and to discover new examples of geographical features.

Throughout the week trips were made to Lulworth Cove, Portland and Chesil Beach and we also ventured inland once or twice to study such features as springs and river capture. After dinner each night we were entertained by Mr. Hunter who gave a lecture on the day's work.

On one day during the week parties of three and four were sent out to walk across the Isle of Purbeck from North to South noting the crops grown, the drainage, the relief, and other physical and human features which were used in making a transect diagram.

The trip was a great success and we have all learnt a great deal. We should like to thank Miss Lloyd, Mr. Wright and Mr. Hunter whose tolerance and good humour made this course an enjoyable working holiday.

M. J. McLAREN, U VI.A.

JUNIOR SPEECH TROPHY COMPETITION

1. What life holds for me.
2. Superstitions.
3. Alice in a modern wonderland.
4. Neighbours.
5. Companions.
6. Craftsmanship.

These were the titles which faced the 8 finalists, "Neighbours" proving to be the most popular. The speeches this year were of a higher standard than last, although the candidates were still inclined to read them. Apart from one or two, which were not quite on the subject set, the content of the speeches was good and showed that the candidates had done research into their subjects. However, the majority showed a lack of logical development—but this I am sure can be rectified as the candidates gain more experience.

The audience enjoyed listening to the speeches and were completely captivated by Linda Macdonald, still only a first-former, who greatly amused them with her excellent imitations of her neighbours.

Valerie Penfold's speech, which was also amusing, showed greater mastery and experience and for this reason was placed first. Linda Macdonald was placed second, and Christine Syrratt, who gave an interesting speech on "Superstitions", third.

I should like to congratulate all juniors who took part and to wish them good luck in future competitions.

BARBARA SIMPSON.

JUNIOR HISTORY SOCIETY

This year's Junior History Society has just begun, with some pleasing results. At the first meeting we had discussions on Guy Fawkes and the part he played in the Gunpowder Plot; we also discussed James I.

The attendance was not very high at the first meeting, but after a few notices had been put up around the school to attract people's attention, more ventured to come to what I thought were some very interesting meetings, and I am sure that those present thought so too. Many thanks to Mr. Barker for making them so.

There will be many more topics to discuss that will be enjoyed by all who come.

JANET WYE, II.C.

ATHENIAN HOUSE NOTES 1961-62

Housemasters: Mr. Behmber, Mr. Russell, Mr. Jones, Mr. Thompson.

House Mistress: Mrs. Winterborne.

Prefects: J. Trafford, J. Foreacres.

House Captains: Suzanne LePrince, J. Trafford.

Senior Games Captains: Susan Beldham, V. Auger.

Junior Games Captains: Anne Tilley, R. Matthews.

House Sport

The Athenian boys had a moderate record in the field of sport this year. The outstanding success came when the house easily came first in the School Cross-Country.

As far as the girls are concerned, this was rather a poor year. It was difficult to get girls to take part in house sports. Most had to be forced, and many did not seem to care if they were losing. This attitude needs improving.

Cross-Country

When five Athenians finished in the first twelve, victory was ours. Mention must be made of Matthews, who, though then only in the third form, ran to an inspired third place.

Individual placings were: Matthews 3rd, Leppard, 5th, Ritchie 10th, Bines 11th, O'Leary 12th, Mersh 24th and the commanding Trafford bringing up the rear.

Football (Senior)

The house team was unfortunate to finish fourth as the scores were very close.

v. Romans	drew 1-1
v. Spartans	lost 1-2
v. Trojans	lost 0-1

Cricket (Senior)

A fine display of batting and bowling by Leppard was the only impressive performance in these house matches.

In the first match the Romans were dismissed for 36 (Auger 6 for 13), the Athenians replied with 51 and the match was ours.

After losing to the Spartans, the Athenians also succeeded in losing to the Trojans.

Netball (Senior)

v. Romans	lost 7-13
v. Spartans	lost 1-13
v. Trojans	lost 8-10

Placed fourth.

Netball (Junior)

v. Romans	lost 2-3
v. Spartans	won 9-5
v. Trojans	lost 15-19

Placed tie third with Romans.

Hockey (Senior)

v. Romans	drew 1-1
v. Spartans	drew 1-1
v. Trojans	cancelled

No places were given, since some games were cancelled, owing to bad weather conditions.

Hockey (Junior)

v. Romans	won 2-1
v. Spartans	won 1-0
v. Trojans	drew 0-0

Placed first.

Tennis (Senior)

v. Romans	lost 21-60
v. Spartans	lost 31-50
v. Trojans	won 43-38

Placed third.

Rounders (Junior)

v. Romans	won 4½-1
v. Spartans	won 9-3½
v. Trojans	won (score unknown)

Placed first.

SUSAN BELDHAM, V. AUGER, J. TRAFFORD.

A Career for young men that carries responsibility

Coal provides about 75% of the total energy requirements in Britain. Because the demand for coal will continue to be high for many years to come, great schemes of reconstruction are being undertaken by the coal mining industry, for which there must be an adequate supply of suitably qualified and well trained men.

University Scholarships.—The National Coal Board offer up to 100 University Scholarships a year for school leavers and Board employees; most are in Mining Engineering and some are available in Mechanical, Electrical and Chemical Engineering and in Fuel Technology. They are worth £400 to £535 and there is no parental means test.

If you join the Board's service straight from school, you can also apply for University Scholarships in Scientific and non-technical subjects.

Apprenticeship and Part-time Education Schemes.—There are Student Apprenticeship Schemes in Mining, Mechanical and Electrical Engineering as well as Apprenticeship Schemes for Mining Surveyors, Engineering Draughtsmen and Engineering Craftsmen. These Schemes provide for day-release or sandwich courses (with pay) at technical colleges. Other employees are also considered for release with pay to attend technical colleges.

Management Training.—When you are qualified—either through the University or through technical college while working—you are eligible for a two- or three-year course under the Board's Management Training Scheme.

Scientific Careers.—If you are interested in a Scientific Career, there is absorbing and rewarding work at the Board's Research establishments, and in the coalfields on operational work.

Clerical and Administrative Careers.—There are interesting careers in administration, marketing, finance and personnel work, for young men and women of good educational standards.

Prospects.—After qualifying, there is every prospect of promotion to really responsible posts at an early age, and it is possible to earn a four-figure salary by the age of thirty.

Write for full particulars to the Director-General of Staff, National Coal Board,
Hobart House, London, S.W.1.

ROMAN HOUSE NOTES 1961-62

Staff: Mr. Hislop, Dr. Taylor, Mr. Iles, Mr. Kurt, Miss Lloyd, Miss Lane.

House Captains: J. Pencavel, Barbara Simpson.

Senior Games Captains: Marilyn Crawley, A. Turner, Elizabeth Morris-Ross.

Junior Games Captains: A. Wilson, Judith Mair.

Roman Prefects: J. Pencavel (Head Boy), Barbara Simpson (Head Girl), R. Skipp,

A Turner, Susan Balint, Angela Slatter, Pauline Knight, Hilary Downes.

Cross-Country

Owing to a misunderstanding the Roman House failed to enter the sufficient number of runners, so that in spite of good individual performances, the Romans were unplaced. An incident of this nature is a great blow to the morale of the House and precautions should be taken to prevent the repetition of this mishap.

Individual honours go to M. O'Leary for jointly winning the cross-country. W. Hooper, C. Buck and M. Crawley all attained respectable positions.

Football

The senior Roman XI won one, drew one and lost one match. Our eventual position was second behind the Spartan House.

Romans v. Athenians	drew 1-1
v. Trojans	won 4-1
v. Spartans	lost 1-6

Five members of the Roman House, W. Hooper, M. Crawley, A. Turner, J. Roberts and J. Pencavel, were regular school First Eleven players.

The Junior Roman XI, like their elders, also finished in second position. Between them, the Wilson brothers scored 15 of the 18 goals.

Romans v. Athenians	lost 1-2
v. Spartans	won 12-0
v. Trojans	won 5-2

Cricket

The Senior Roman XI lost two of their matches and won the other against the Spartans. Bowling figures were impressive (Turner 7 for 21 against Athenians, Jarmen 3 for 2 against Trojans), but with the exception of W. Hooper and R. Hems, the standard of batting was poor.

Romans v. Athenians	lost by 11 runs
v. Spartans	lost by 36 runs
v. Trojans	won by 1 wicket

The Junior Roman XI won three most convincing victories. Their three opponents could only total 44 runs in all three matches. The work of the junior captain, A. Wilson, was particularly impressive.

Senior Girls' Games

The results of the Senior Roman Girls' netball matches were most satisfactory. They beat the Athenians and the Trojans, 13-7 and 12-8 respectively, and drew with the Spartans 14-14.

The hockey matches were less satisfactory. The Romans lost to the Trojans 2-1 and drew 1-1 with the Athenians. The match against the Spartans was cancelled owing to bad weather. In the overall placings, the Romans finished second.

The tennis matches were a complete success with the Romans defeating all the other Houses.

Romans v. Spartans	won 47-34
v. Trojans	won 48-33
v. Athenians	won 60-21

Junior Girls' Games

The junior girls did not have as successful a season as their seniors. In the netball matches, the Romans beat the Athenians 3-2, lost to the Spartans 7-15 and lost to the Trojans 9-12.

In the hockey, in spite of defeating the Trojans 1-0 and holding the Spartans to a goalless draw, the Romans were placed fourth. The Athenians beat the Romans in the other match, 2-0.

The Romans were placed third in the rounders matches.

Romans v. Athenians	lost 1-4½
v. Trojans	won 9-5
v. Spartans	lost 5-8½

Junior Speech Trophy

In the Junior Competition, the Romans had notable successes. For the second year in succession, Valerie Penfold came first. Her ability in delivering a speech will, I hope, be used next year to secure honours for the Roman House in the Senior Speech Trophy Competition.

Chess

It has been the case for many years now that members from the Roman House have constituted a large part of the school chess team. P. Saunders, C. Buck, A. Turner and J. Pencavel were regular school chess players from the Roman House and A. Turner and J. Pencavel were asked to represent the Middlesex Junior Chess Team. It seems a pity that a field in which the Romans shine should not become an inter-house competition.

Sports Day

The Romans were unable to repeat last year's success in winning the Inter-House Sports Trophy. We were able, however, to finish second with only a few points separating us from the winners, the Spartans. Had our relay teams been able to win more events than they did, then the lead that we had over the Spartans before the last events were decided could have been maintained. Special reference should be made to W. Hooper of the Fourth Form who won the Middle Championship and P. Phipps of the Third Form who set up a new record for the high jump.

As a conclusion, I should like to point out a fault in the Roman House which has been noted on many previous occasions, namely the lack of co-operation from many members of the House. On the whole the house has been moderately successful this year, but if those who reject House loyalties as trivial were to contribute towards the success of the House as many do, the results would have been truly admirable. I urge all members of the Roman House to co-operate and accept responsibilities, for individual satisfaction and for the sake of the Roman House. Those who believe that House loyalties are outdated have sidetracked the essential *raison d'etre* of the House system. It is not a system whereby individual achievement is sacrificed for communal House benefit. The individual works within the House, not acting against his fellows but co-operating with them. The House system is perhaps the best method of stimulating individual success

yet retaining a consciousness of one's fellows within the House. Curtail the influence of the House system and one has damaged severely the activities within the school. What is required is not the abolition of the Roman, Spartan, Trojan and Athenian Houses, but a better organisation within the Houses to allow for more direct relations between the House Captains and those lower down the hierarchy to make the influence of the Houses more pronounced. Perhaps a representative or committee could be established in every form so that the leaders of the House are more aware of the feelings of the ordinary member? I can only encourage the members of the Roman House to bury their apathy and co-operate more fully. "Floreat Romani".

J. H. PENCAVEL, U V.I.A.

SPARTAN HOUSE NOTES 1961-62

House Staff: Mrs. Shavreen, Miss Butt, Mr. Herrera, Mr. Johnson, Dr. Muir.

House Captains: Lynda Concannon, A. Phipps.

Senior Games Captains: Sandra Smith, B. O'Brien.

Junior Games Captains: Linda Duffin, W. Hamer.

House Prefects: Janet Jones, Hilary Kille, Maureen Sellers, Sandra Smith, M. Johnson, A. Phipps, D. Pilborough, L. Stammwitz.

House Report

This year we were extremely pleased to welcome Mrs. Shavreen back after her long absence. We trust that she is now feeling quite well and should like to add that it is most encouraging to have her support once more.

The Spartan House has had quite a successful year, particularly in house matches. However, our success on the sports field has been backed up by academic success: the Spartans won the Inter-House Merit Mark Competition for the year 1961-62.

Girls' Winter House Matches

The Spartan girls had a very good season in both hockey and netball. The Senior Netball and Junior Netball teams were both placed first after some very exciting games. In the House Hockey Matches we were rather unlucky in that bad weather prevented the Senior Team from playing all their games. The Junior Team, however, managed to play theirs and were fairly successful.

The results were as follows:

Senior Hockey

Spartans v. Athenians	drew 1-1
v. Romans	unplayed
v. Trojans	unplayed

Senior Netball

Spartans v. Romans	drew 14-14
v. Athenians	won 13-1
v. Trojans	won 15-9

Junior Hockey

Spartans v. Athenians	lost 0-1
v. Romans	drew 0-0
v. Trojans	won 3-0

Junior Netball

Spartans v. Romans	won 15-7
v. Athenians	lost 6-9
v. Trojans	won 14-9

Boys' Winter House Matches (Football)

The Senior Team played exceptionally well to win all their matches and to attain first place in their competition. However, it is very disappointing to see the heavy defeats suffered by the Junior Team. This spoils the good record that the Spartans have built up in the last few years. More effort next year, Juniors!

The results were as follows:

Senior Football

Spartans v. Trojans	won 3-1
v. Athenians	won 2-1
v. Romans	won 7-1

Goalscorers: Upsdell 4, Davies 3, Howe 3, Pilborough 1 and Mowatt 1.

Junior Football

Spartans v. Trojans	lost 5-0
v. Athenians	lost 8-0
v. Romans	lost 12-0

Girls' Summer House Matches

These results show a magnificent improvement, especially in tennis, where we have fared badly in the past. The Senior Tennis Team and the Junior Rounders Team were both placed second in their respective competitions.

The results were as follows:

Senior Tennis

Spartans v. Athenians	won 50-31
v. Romans	lost 34-47
v. Trojans	won 41-40

Placed second—4 points.

Junior Rounders

Spartans v. Athenians	lost 3½-9
v. Romans	won 8½-5
v. Trojans	won 11½-3

Placed second—4 points.

Boys' Summer House Matches

The Senior Cricket Team played well to tie for first place with the much favoured Trojan Team. The Junior Team again disappointed us, losing all its matches.

The results were as follows:

Senior Cricket

Spartans v. Trojans	lost by 47 runs
v. Romans	won by 36 runs
v. Athenians	won by 20 runs

Junior Cricket

Spartans v. Trojans	lost by 5 runs
v. Athenians	lost by 46 runs
v. Romans	lost by 42 runs

Cross-Country

After four years' supremacy has come defeat. Last year we dropped to second place. This year we were third. Unless a concerted effort is made next season we will be unable to hold even this position. Positions to note were as follows:

Lyn Stammwitz 4th, David Pilborough (team captain) 9th, Norman Upsdell 7th. Brian O'Brien and Albert Briggs ran well.

Annual Sports

The Spartans again won the Inter-House Competition. This was basically the result of a superb all-round effort. However, some brilliant individual performances undoubtedly gave us the edge over the other houses, in what was a very close competition.

Outstanding individual performances were:

Glynis Hullah	1st Junior Girls—Throwing Rounders Ba!! 1st Junior Girls—High Jump
Annette Taylor	1st Junior Girls—100 yards
Susan Reeves	1st Middle Girls—100 yards 1st Middle Girls—220 yards 1st Middle Girls—Long Jump
Pat Penny	1st Middle Girls—High Jump
Sandra Smith	1st Senior Girls—220 yards
A. Churchill	1st Middle Boys—Long Jump
B. Harvey	1st Senior Boys—High Jump
N. Upsdell	1st Senior Boys—Long Jump (with a new record of 20ft. 7 in.)
B. O'Brien	1st Senior Boys—Javelin 1st Senior Boys—Discus 1st Senior Boys—Shot

(O'Brien established a new record for the Discus of 144 ft. 7 in. and beat his own record for the Shot with a put of 43 ft. 6 in. Congratulations!)

N.B. For brevity's sake only those who attained first place have been mentioned. However, all those who participated and gained places must be congratulated.

The Spartan House also produced three individual champions.:

Junior Girls' Champion—Glynis Hullah.

Middle Girls' Champion—Susan Reeves.

Senior Boys' Champion—Brian O'Brien.

Thus, it can be seen that well deserved success at Sports Day brought a very exciting year to a fitting close.

LINDA CONCANNON, L VI.Sc, A. J. PHIPPS, U VI.A.



North Thames Gas

The area around London north of the Thames is supplied with gas mainly by the North Thames Gas Board, part of an up-to-date industry which has now reached a period of development and rapid change.

The following opportunities for boys and girls leaving school arise from time to time—

(1) Laboratory Work (Boys and Girls)

Positions are available in the many laboratories of the Board for boys and girls wishing to become Chemists or Chemical Engineers. Whilst in training employees are expected to continue their studies with a view to obtaining a degree, or its equivalent, in due course. The minimum qualification is the G.C.E. in four subjects including English Language, Mathematics and a suitable Science subject.

(2) Office Staff (Boys and Girls)

There are office careers open to both boys and girls of a good standard of education in the Board's many departments. Employees up to the age of eighteen are allowed one day's leave with pay each week to attend day continuation classes.

In addition, there are occasional vacancies for Trainee Draughtsmen for which boys are required to hold the General Certificate of Education in English, Mathematics and two Science subjects or the Ordinary National Certificate in mechanical or structural engineering.

There are also posts available from time to time for women over 20 years of age who are interested in cookery demonstrating, provided they have completed successfully a two-year full-time course at a recognised domestic science college.

All employees of 20 years of age and over are required to join a Pension Scheme. Those holding technical appointments who take an approved course of study, are allowed leave with pay of one day per week, fees being paid by the Board.

Details of pay and conditions of service can be obtained from:

**The Staff Controller, North Thames Gas Board,
30, Kensington Church Street, London, W.8.**

TROJAN HOUSE NOTES 1961-62

House Staff: Mrs. Davies, Mr. Clark, Mr. Barker, Mr. Plant, Mr. Curtis.

House Captains: Elizabeth Pead, R. Barker.

Senior Games Captains: Margaret Miller, R. Barker.

Junior Games Captains: Margaret Jamieson, B. Howe.

Trojan Prefects: Elizabeth Pead, Margaret Miller, Jean Bryan, R. Barker, I. Fiddes, R. Haywood.

This summer the Trojan House bids farewell to two members of staff, Mr. Clark and Mr. Plant. Mr. Clark during the short period he has been with the House has shown a keen desire to help all. The House wishes both Mr. Clark and Mr. Plant every future success.

The Trojan House has enjoyed a year of varying degrees of success in the widespread activities, both academic and athletic, of the Inter-House Competition. Where the Trojans have succeeded as a House it has been due to co-ordinated effort and teamwork. Teams are, however, only composed of individuals. Where these individuals perform poorly in teams or will not make the effort to represent the House, the best results are not achieved for the House. The importance of academic pursuits must not be underestimated. In the new Inter-House Competition merit marks and passes in the G.C.E. carry points for the House. The House has scored consistently in merit marks. If the House makes a sustained effort and advances on both fronts, future success will be assured.

Cross-Country

The Trojan team, due to an incomplete effort, could not maintain its position of the previous year. Several members of the team ran well in order to gain the House second place, notably I. Fiddes, 1st, A. Day, 6th and M. McLaren, 13th.

Athletics

Insufficient grade points, as during 1960-61, again marred the chances of Trojan victory. However, due to a good effort on Sports Day, the House managed to come third, improving on last position of the previous year. The House wishes to congratulate those who gained first places for the House, namely:

Buck	Middle Boys 220 yards
	Middle Boys 100 yards
	Middle Boys 440 yards
Barker	Senior Boys 440 yards
	Senior Boys 880 yards
M. Miller	Senior Girls 100 yards
Ralph	Junior Boys Long Jump
J. Coombe	Junior Girls Long Jump

Boys' Winter Games

Senior Football. The Senior Football team registered only one win, scoring two points for third place in the Senior Competition. This was disappointing after the first place of the previous year.

Junior Football. The Junior Football team also came third. The Trojan team lost to the Athenians 6-2, the Romans 6-0 but beat the Spartans 5-0.

Girls' Winter Games

Senior Hockey. Unfortunately the hockey matches could not be finished, owing to bad weather, but the Trojans were well placed to win as they were the only team to win a match, beating the Romans by two goals to one.

Senior Netball. The Senior Netball team gained third place, losing two and winning one match.

Trojans	v. Spartans	lost	9-15
	v. Romans	lost	8-12
	v. Athenians	won	10-8

Junior Hockey. The Junior Hockey team could only gain fourth place, losing two and drawing one match.

Trojans	v. Athenians	drew	0-0
	v. Romans	lost	0-1
	v. Spartans	lost	0-3

Junior Netball. The Juniors played well, gaining second place, winning two games and losing one.

Trojans	v. Athenians	won	14-7
	v. Romans	won	9-6
	v. Spartans	lost	9-14

Boys' Summer Games

Senior Cricket. The Senior team played well, again obtaining first place. The team achieved this victory under the able captaincy of R. Haywood, whose sound batting and bowling proved invaluable. The results were as follows.

Trojans	v. Spartans	won by 47 runs (Haywood 47 and 6 for 6).
	v. Athenians	won by 63 runs (Haywood 43, Whitworth 32, Worrall 5 for 6).
	v. Romans	lost by 3 wickets (the team was unfortunately hit by injuries to key players).

Junior Cricket. The Junior Cricket team obtained second place in the Junior matches, winning one match, losing one and drawing one. The Juniors beat the Spartans, lost to the Romans and drew with the Athenians.

Girls' Summer Games

Senior Tennis. The Senior team had a disastrous series of matches and came fourth as a result of three defeats. The team was unfortunate not to beat the Athenians, to whom they lost by only one game.

Trojans	v. Athenians	lost, 38 games to 43
	v. Romans	lost, 33 games to 48
	v. Spartans	lost, 40 games to 41

Junior Rounders. The Junior team did no better than the Senior team, also coming fourth, having lost all three matches.

The results of the year's sport show considerable successes. There are, however, deficiencies. These should serve as spurs to action. There is no reason why the Trojan House should not be first in both sport and academic pursuits. Work like Trojans and the fruits of victory will be yours!

R. BARKER, U V.I.A.

TEACHER EXCHANGE U.S.A. 1961-62

In the middle of June 1962 I stood for the last time in room 241—my art room at Barrington Consolidated High School, Barrington, Illinois, U.S.A.

Its appearance, once strange, was now familiar; cleaner, surely, than at any other time during that hectic school year, but every part of it evoking memories both pleasant and otherwise, of my time there. I wondered then what my reactions had been on first seeing it all: the curtains framing the fine view over the school field with the unfamiliar markings on the pitches and the stands for spectators; the miniature Stars and Stripes hanging perkily on the wall next to the chalk-board; the teacher's desk of grey steel, very stern and business-like; the efficient-looking Formica-topped desks for the students; the row upon row of lockers for the students' art work and the loudspeaker now mute and defensive on the rough, unplastered wall. The school year had ended, the students had gone, innumerable odds and ends dealt with and I was ready to leave; my relief and pleasure at that moment were not unmixed with nostalgia and regret.

It all started some ten months before this when, in the company of some hundred other British schoolteachers, I had sailed from England on a chilly day in August. We landed in the stifling heat of New York five days later. After a few days exploring and sightseeing in the echoing, crowded canyons of that city (whose skyline is every bit as splendid and dramatic as it is reputed to be) we travelled to Washington D.C. This city was a pleasant combination of white stone and green foliage. Less pleasant were the heat and humidity which caused us to scuttle from one air-conditioned building to another, finding to our dismay that the hot, damp air did not allow our drip-dry shirts to live up to their advertiser's claims. After a week there, during which we visited the White House and were addressed briefly by President Kennedy, we went our separate ways to our teaching posts.

My destination was Barrington, a village suburb some forty-five miles north-west of Chicago and roughly the same distance west of Lake Michigan. While the centre of the village contains buildings which are quite old—by American standards—and is made up of wooden houses usually painted white and giving an effect of secure, settled charm, the school is large, rambling, brick-built and entirely in the modern architectural idiom. In fact, it is not so very different from the recent rebuilding and extensions at our own school.

The school offers a four-year course to all the boys and girls ("students") who are drawn from a considerable area around the school. Many are brought to school by the school's own bus fleet, while many of the older students—and you must remember that almost all stay on until their eighteenth year—drive their own cars to school. Very few run a 1962 model, however!

One of the things to which I had to become accustomed was this business of transport; apart from the yellow school buses (which are afforded special consideration and have many rights over other road-users throughout the U.S.A.) there were few ways by which you could travel locally unless you provided your own transport. Luckily I lived merely two roads ("blocks") away from the school so there was no problem there. Even so, in the depth of winter, with several feet of snow to plough through and a temperature of nearly twenty degrees below zero burning my nostrils, I wished I owned a car. The weather was a severe test both in summer and winter. The latter season provided the worst weather for years,

while I found the first and last weeks of the school year unpleasantly hot. Inside temperatures were maintained at unpleasantly high levels for my taste, much to the amusement of the Americans who were attuned to those conditions.

Autumn ("fall") was very enjoyable; a nip in the air and the incredible splendour of the reds and golds of the sugar-maple trees provided a pleasant interlude between summer and winter. Spring was practically non-existent because within a few days we moved hastily from a bare, raw winter to a full-blown summer.

Whatever the weather, I found it hard going to turn out as early in the morning as was required. Lessons there begin at 8.15 a.m. and finish at 3.45 p.m.; between these hours the students endure or enjoy seven lessons of just under one hour each, plus the luxury of thirty-five minutes for school dinner. While you may be reflecting that the Barrington student has a far longer and more exacting school day than you do, you might reconsider when I tell you that one of the lessons will be P.E. and another period or "hour" will be spent in "Study Hall", a large classroom set aside for supervised private study.

One difference, however, is very marked: the time-table ("schedule") pursued by the Barrington student will be the same each day and he will usually keep to the same subjects for the whole of that year. The next year he might choose a very different sequence (though English must be studied in each of the four years) and again the next year, and so on. Our weekly sequence must seem quite as strange to them as their daily one does to you.

Another aspect which you might find strange is the lack of school dress. There are rules about dress, however: Bermuda shorts are not allowed! Neat but casual wear seemed to be in order and I saw no evidence of real slovenliness.

The attitude to sport is in marked contrast to that in our schools. Apart from the daily P.E. hour, no games were played, except by the people who were really good at them and they would be the students "on" the team for the appropriate competitive sport. And sport is *very* competitive over there. Boys chosen for the team—and some "go out" for every sport the school provided: football, basketball, baseball, wrestling, gymnastics and athletics—are rigorously coached for two hours after school. They are expected to give up much of their weekend and some evening time for matches with other schools. Girls do not compete with other girl teams from other schools in any sport.

These matches, even if outdoor and in bad weather, are strongly supported by students' parents and the community generally. Most pay to watch the school team in action and audience participation is much in evidence. Cheer-leaders strut and dance, cajoling the crowd into giving concerted vocal support to their heroes. I can still recall the ear-splitting din made by the excited spectators of the few basketball matches I attended.

American football is not so very different from Rugby football. There is something immensely satisfying in the conflicting patterns of attack and defence played by the older, heavier students expanded to heroic proportions by their protective padding and space-age headgear.

Perhaps our own School matches, watched by two parents, the reserve and a stray dog, lose something when compared with the excitement, colour and noise of their American counterparts. I suspect their school matches are in part supported because a school of twelve-hundred lacks the smaller units which are

found here: no form desk, room or form master, indeed no form or house with which one can be associated; the American student is just an individual with a locker in the corridor ("hall") pursuing a course of study very different from most of his fellows.

Fully two-thirds of Barrington students go on to college—but I do not know how many stay the whole course. I do know that many students come back to see their old school and regard it with affection and respect. Certainly, after only one year of teaching there, I came to appreciate, and in some measure to share their regard for the school.

Since my last look at room 241, I have travelled considerably in the U.S.A. and beyond. I am pleased to be back. Our school has been re-shaped and extended, providing us with surroundings and facilities which compare well with those in Barrington. I hope they will help us to provide as good an example of English education as Barrington High School gave me of American.

D. PEPPERILL.

A MID-WINTER'S EVE

As the flames roar upwards,
I see pictures
Of dragons breathing fiery flames;
Of wicked witches and wizards wise
And happy children playing games,
Disappearing as the flames rise;
Of treading with flaming cloaks,
Taming their fiery bulls.

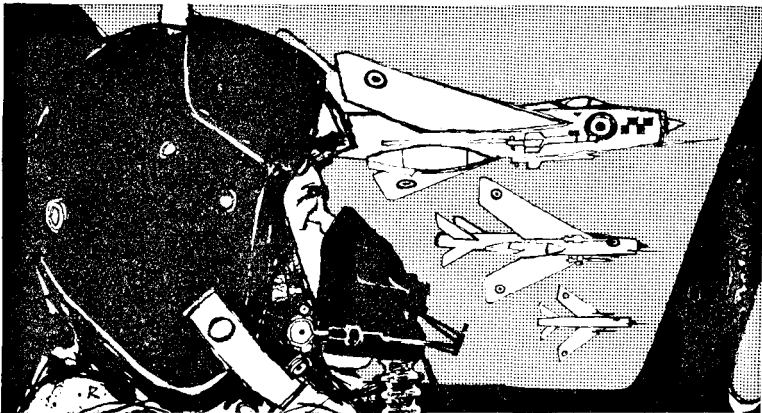
Now that my eyes are used to the flames,
The pictures are clearer:
Children are shouting, "Penny for the Guy!"
For tomorrow is the day
That Guy Fawkes will be put upon the flames
And slowly burned away.

The pictures are becoming fewer
Because the flames are dying,
But one more thing I can see:
Coming into the living-room
Is Santa Claus,
Placing presents on the Christmas tree,
And, with his reindeer waiting on the roof,
He puts a gift on baby's bed.
Now the flames are dead.

PAULINE BENVENISTE, II.B.

Key man

in a fast moving world



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If you are over 15 years 8 months you may apply for an R.A.F. Scholarship worth up to £230 a year. This will enable you to stay at your own school to take 'A' level G.C.E.—necessary for your entry to Cranwell or Henlow where a place will be reserved for you.

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THE HAPPIEST WEEK IN MY LIFE

Homesickness can be overwhelming. I can remember as if it were yesterday the happiest week of my life. After having lived in the world's most exciting and beautiful city, I was suddenly plunged overseas and landed in a maze of mud, bricks and wooden planks—Stevenage, that "oh, so marvellous" new town, the answer to the slum problem. That bright and happy town with the atmosphere of the country. It was disheartening to find myself suddenly in that dull place after living in the centre of Paris. Imagine my delight on being told I was going back home after six months (it seemed like six years) in Stevenage, even if only for one week.

Yes, everything was just as I remembered it. The narrow but crowded streets, the seven-to-nine-storey high houses (what a relief to see flats after the never-ending rows of identical one-storey houses of Stevenage). Our flat: the wallpaper peeling off the walls so that three other different layers could be seen. The small kitchen without running hot water. The shiny, uncarpeted floors and my favourite room, the study, with its bookcases all round three walls, the big windows and the balcony on the fourth side, and my father's big desk and leather chair. What bliss to find that they had not changed!

And the food—the long, crisp "baguettes" from the baker's downstairs, the hundreds of different cheeses from the dairy shop. None had changed. It was Christmas Eve and our only two tables were pushed together in the study. A large, white cloth was put over them; then the guests began to arrive. My parents' bohemian friends, some scientists, some journalists, others musicians—all dabbled in the arts. We saw Christmas day in at twelve o'clock (midnight!). The glasses clinked; they were filled with good wine!

What a week it was! I have never visited so many people in one week as then. We rushed all over Paris from one place to another. Those lovely, tinny buses rattling and perilously swinging from side to side! And the metro, packed so full that one sometimes could not get out! Everyone was so pleased to see us. "Have you seen the Queen?" "What is the fog like?" "Do the English really eat raspberry jam with roast beef?" "Is it true that they beat children with sticks?" All the questions had to be answered. It was only then that I began to realize that in some strange way I had begun to like England. "Of course they don't beat children." "No, they don't eat jam with meat." These questions made me think that perhaps I too had been prejudiced. "They," after all, were no different from "us".

When I got back to the paradise of mud, bricks and planks, it did not seem so dull. The language was not *so* difficult after all. The children with their long shorts and ugly shoes were not so bad. In fact their games were not so different from the ones we played. I began to realize that my hate for England was based on too limited a knowledge of it. In fact ignorance is *not* bliss; it breeds hate and prejudices.

My thoughts were confirmed when I moved to London where I found that the English did have a city life after all. Perhaps I am not a Parisian at heart as I thought. Perhaps I am simply a "town-isian," if there were such a word. Although I have come to an understanding with the English, and have come to love London, I would still go back to Paris if I could. It is, maybe, the instinct to go back to where you come from?

So, the most wonderful week of my life not only meant that I was happy to be back home, but taught me to like Stevenage, where I was to live for another two years.

CHRISTINE CHAIMOWICZ, V.B.

TRADE SIGNS

Why does the barber have a striped pole? Why do pawnbrokers' shops have three brass balls? These trade signs remain with us from long ago, when people could not read, and so signs were used to distinguish between the various shops.

Before 1745 barbers were members of the Barbers' and Chirurgeons' (Surgeons) Company, where they practised rather rough surgery such as blood-letting and tooth-pulling; the stripes on their poles indicated the bandages.

Another sign which remains with us is the pawnbroker's sign: three brass balls. These may have been meant to represent three coins, although their origin is really unknown.

Trade signs date back to Ancient Rome, where they were painted above the door, carved from stone, or stamped on terra cotta (baked clay), and embedded in the wall of the shop. The sign of a dairyman was a goat, as a goat was then used there for milk; a mule driving a mill was the sign which drew people to a baker's shop. The tavern-keeper had his appropriate bunch of grapes over the door, and the ancient surveyor his measuring rod.

Similar signs were used in medieval times, with models of goods or tools, or a painted signboard. For example, a knife indicated a cutler's shop, and a shape like a stocking, the hosier's.

As time went on, several people of the same profession may have lived in one town, so therefore a distinction was necessary. Mr. Black the tailor may have had the sign of a black bear, while Mr. Green the tailor may have had a green dragon. Puns like these were often seen, for instance, Mr. Haywood would have a hay-stack and a bundle of sticks.

In those times, Mr. Black's address would have been "at the sign of the black bear", but later, as more people learnt to read, numbered houses and shops in a street gradually became more popular, and now we nearly always use numbers and words.

Some banks still keep the tradition of having street signs. Martins bank has a golden grasshopper, Glyns an anchor, Lloyds a prancing horse, and others have gay coats-of-arms. Public houses still have painted signboards to show their names, so these remaining trade signs may help to remind us of the times before numbers and words came into everyday use.

ROSEMARY HASKER, II.C.

THE BEAN-SLICER

The most malicious gadget in our household is the bean-slicer. It consists of two round pieces of aluminium, one of which has three knives attached to it, which fit together, and a handle. Runner beans, when inserted in the top, are sliced, or so one hopes. But the slicer has a devilish nature of its own, and influences the runner beans into vile rebellion.

When it is about to be used, the slicer has to be approached with caution. Slicing beans sounds like a simple and perhaps an enjoyable job, with an ordinary slicer. But in our household it is a challenge. Typical of the slicer is the speed at which it slices the beans. Sometimes the slicer takes as long as one minute to slice one bean. If one inserts a bean in the top of it, and begins to turn the handle, one can reasonably expect the bean to be sliced without more ado. But you reckon without our slicer.

Sometimes a bean rebels, as well as the slicer. After about thirty seconds spent in furiously turning the handle, one suddenly realizes that the bean is not being sliced. It remains, unscathed, in a pose of triumph. In fury, one rams the bean further into the slicer, thereby crushing it and so it emerges, sliced, but looking like small ribbons of green rag.

When, bearing the previous fact in mind, one takes one's attention away from the slicer while slicing a bean, disaster!! On looking back at the slicer again, you discover that the bean is missing. Where is the bean? Has the bean-slicer suddenly taken a violent dislike to slicing beans, and thrown the offending bean out? Then follows a long and tedious search for the missing bean, on the table, under the table, but without success. Then realization dawns. The slicer has, in fact, sliced the bean at lightning speed, thereby confounding the slicer operator. The slicer is victorious again. The truth of the matter is, that the bean-slicer, until dismantled to be cleaned, is a constant danger and a threat to the sanity of its users.

MARILYN HEATLEY, IV.C.

ST. IVES (CORNWALL)

St. Ives is a picturesque seaside town on the Atlantic Coast in Cornwall. It is one of the most popular holiday resorts in Cornwall. The town has charming narrow streets and pretty houses, and it is an attractive and romantic spot in which to spend one's leisure.

The harbour is the focal-point of the life of St. Ives, both for the activity of the many boats, and for the beauty of its setting. The parish church, dedicated to St. Ia, is built of Cornish granite. The church itself was built in the fifteenth century. As the church stands right on the shore it is one of the most prominent landmarks of the town.

From the open space at the top of the town, there is a delightful prospect of the harbour and of the Island, now a peninsula but which was once quite separate from the mainland. St. Ives itself has several splendid beaches. To the north of the Island lies Porthmeor Beach, a wide expanse very popular with surf-riders. On the other side of the Island is Porthminster Beach. Porthgidden Beach, on the eastern side of the Island, is smaller, as is the rocky Westcott Beach close to St. Ia's church.

The appeal of St. Ives to the artist is very great indeed because of its quaint old-world cottages and narrow, crooked streets leading down to the harbour. The fame of St. Ives has spread to many counties as a result of paintings by artists who have worked or made their home in the town.

SONJA LLEWELYN, IV.B.

MY FIRST IMPRESSION OF DRAYTON MANOR

The school building looked serene, erect and perhaps a little stern as I entered the gateway. I walked towards a hut where girls in their smart uniforms were grouped together chattering. The atmosphere was a very cheerful one, with the girls shouting to one another in surprised and delighted voices full of curiosity as to where their friends had been for the summer holidays.

It was a very dismal day to start a new school, for it was raining heavily and there seemed to be a thin sheet of mist cutting me off from the outside world, which was a very discouraging thought as I was a little nervous, overawed and shy.

As I waited a strange noise reached my ears and girls crowded, and soon invaded what appeared to be a cloakroom, and took off their wet outer garments.

From the cloakroom I found myself in a long narrow corridor with many doors opening off it. Where would I be going, I wondered? I soon knew, for I was led up a flight of stone stairs, with the other girls, to a short corridor where our form-room was shown to us. It was large and spacious with long benches and high stools which were unfamiliar. The prospect from the window showed the roofs of the neighbouring section of the school. The room was really quite barren except for some eccentric-looking jars containing wire mesh and a sponge-like substance, which were on the window-sill. A tall, clean-shaven, well-dressed man introduced himself as our form master. We were given hymn-books and then taken down to the assembly hall.

Its vast expanse surprised me. It was very modern, with a stage at the far end where a kindly-looking man supervised the seating of the pupils. A short service was followed by a talk from the Head Master. We then went up to our form-room again. After a morning of general information and the distribution of books, it was lunch time. Having queued up for a long-awaited dinner I sat down with my friends at a smart, blue dining-table.

The afternoon passed in much the same way as the morning and we met a few more members of the staff. The buzzer, as we had named it, went at quarter to four to bring to an end a slightly bewildering but happy first day.

Theresa D'Oliveira, I.B.

SEA POEM

We've rowed for a day,
We've rowed for a night,
And rejoice to see
The land in sight.

Our hands are all blistered,
Our arms are all aching,
Our clothes are all damp,
And our backs are all breaking.

Land is near,
Land is in sight.
Hurrah! we'll get
Our beer tonight.

G. Boot, I.B.

SLEEP

"The Curfew tolls the knell of parting day,
The lowing herd wind slowly o'er the lea;
The ploughman homeward plods his weary way
And leaves the world to darkness and to me."

And what else but sleep could follow? Sleep, blissful, felicitous sleep; sleep which is partaken of at night, when the air is so sweet and the stars shine brightly, illuminating the entire skyline.

To serenade one, one has the beautiful, soft notes of next-door's cats singing a lullaby, scrupulously in tune, on one's window-sill; at the other end of the street, the owl-choir are calling, in rich, resonant woodwind strains to their loved-ones on the other side of the town, and next door, one side there is the modern jazz enthusiast learning to play the guitar, and on the other the Beethoven fiend playing his new record of the "Battle" Symphony. Both blend together melodiously on the night air.

Just when one's ears have attuned themselves to this unique tonal balance, and one is falling into the arms of Morpheus, two victims of inebriation roll along the street to the strains of "Waltzing Matilda".

Nearby, to amuse one, a railway engine shunts in company with an express dashing past like a nocturnal monster. It asks the shunter, "Hoo, hoo?", and the shunter answers, "Plink, plonk, plank, plink, plonk, plink, plank, plonk, plank, plonk", in a sophisticated manner.

Then, just as one is asleep, a late homecomer slams his car door and the whole street is aroused, lights go on and curtains are drawn back in disgust.

At last, Morpheus takes over and one is asleep. What a marvellous state sleep is! The next morning, on awakening, after a poor night's sleep one realises that it is Saturday, so one turns over and falls asleep again.

G. EDWARDS, IV.C.

WILD LIFE IN AFRICA

It was 2 a.m., and for early July, it was cold. The University College of Rhodesia and Nyasaland lay quiet under a full moon.

We ate our breakfast of sandwiches and coffee, loaded the car, and prepared to leave. It was then 2.40 a.m., and soon we were speeding through the suburbs of Salisbury on the way to the Gorongosa Game Reserve.

Mark, from Kenya, and I settled down in the back to get some sleep. John, a Northern Rhodesia District Officer from Barotseland, sat in the front with Guy who would drive as far as Umtali.

We crossed the border into Mozambique at 7 a.m. and here I took over the driving while Guy tried to rest.

We turned off the main road 130 miles further on, and drove 22 miles on a dirt track as far as the pontoon ferry across the Pungue River. The ferry was a simple wooden platform, punted across the shallow river by four Africans. Only another eleven miles lay between us and the Reserve, but the road was in poor condition, and passed through hilly country. This stretch took 25 minutes to complete.

On our arrival, we were welcomed by the Portuguese Head Warden and shown to our rooms.

After an early lunch, we left with one of the African guides, called Christmas, to explore the Reserve. The whole area covers about 1,000 square miles of which half is a low-lying plain between the Pungue and Urewa Rivers. Most of the rest is bush, but at the northern end of the reserve, which was temporarily closed, was a hilly region. This, unfortunately, was the only place where rhino could be seen.

Travelling north at first, we arrived at the site of the old rest camp, long deserted. Here, a pride of eight lions had made its home. They lay around in the shade, caring nothing for the cars which stopped within twelve feet of them. They were photographed from all angles and showed no fear; they were mildly interested in their spectators but seemed to regard the whole affair with condescension and superciliousness.

From there, we moved eastwards along the edge of the great plain; here, large herds of zebra, impala, wildebeest, waterbuck, duiker and reedbuck wandered freely; the herds seemed to stretch for miles, and many of them could be seen only through high-powered binoculars.

On the edge of this plain we came across elephants eating the leaves of the trees which formed the periphery of the plain. They were not unduly worried by our presence, but later in the day we were charged by a cow elephant, whom we had inadvertently separated from her calf.

Wart-hogs abounded everywhere, but rushed away on our approach.

The further east we travelled, the nearer we drew to the Urewa River, and suddenly, as we emerged from some thorn scrub, we came upon a herd of about 250 buffalo. These, in numbers, can be dangerous, especially with calves, so keeping at a safe distance, we filmed them with telephoto lens. Quite soon, the Urewa River was in sight; it was full of hippo and crocodile, the former wallowing in the muddy shallows in an attempt to keep cool on a very hot day.

All this we saw in one afternoon, between 12.30 p.m. and 5 p.m. During the next two days we saw all these creatures many times, behaving as they would if we had not been there. Often we came close enough to photograph without telephoto lens. Not only was there a profusion of animals but also a wealth of bird life: eagles, vultures, secretary birds, storks, geese, egrets, jays and many types of beautifully coloured birds.

Perhaps the attraction of the Game Reserve lay not only in the wild life seen, but in the feeling that here was Nature virtually undisturbed by the mercenary and false values of the civilised world.

C. STEVENSON.

A BURGLARY

It was midnight. The house was silent except for the grandfather clock ticking away in the hall. The old house looked dark and gloomy and gave the impression of midnight happenings. Suddenly, an owl sitting in the old tree outside the house flew, screeching, from its perch. A window could be heard opening and a stair creaked.

At the top of the stairs was a landing. Here several rooms, occupied by the owners of the house, branched off. A door creaked as it was carefully opened.

A small child, who had been asleep in the room, now sat up startled. As her eyes grew accustomed to the dark, she could make out a shadow moving across the wall opposite. Before she could make a noise a hand was clapped over her

mouth. Another shadow now appeared. The small girl trembled with fright. The second person advanced to a door and after opening it, found an adjoining bedroom. This must be the bedroom containing the jewels.

Now the man's pulse began to beat faster as the difficult task neared. He began to talk to himself to conceal his nervousness. The safe was behind the portrait of the angels. The light of his torch was faint, and as he advanced, the furnishings of the room made ghost-like impressions on the wall. He had now reached the picture. He lifted it from the wall, disclosing a safe. With professional expertness and with now steady hands he proceeded to open the safe. He took only a few minutes. His hand reached for the jewels. At first he thought they had gone, then suddenly his sensitive fingers touched a knob. He pressed it and a door slid open, revealing a package. The thief quickly grabbed it and shut the door of the safe, not forgetting to replace the picture. He crept silently from the room.

On reaching the child's bedroom he paused, gasping with relief. He signalled to his accomplice, who by now had gagged the small girl. They both went stealthily from the room and crept downstairs, avoiding the stair that creaked. Once outside they went quickly to the waiting car, and sped away, hoping that they would never be caught.

MARGARET WARREN, III.A.

BATTERSEA FUN FAIR

As I walked through the admission gate I saw a wonderfully colourful scene before me. Every object from the small "Hoop-la" stalls to the enormous "Big Wheel" was ablaze with light. To my nose came the sweet aroma of apples in their crisp, golden brown, toffee jackets and the sugary sweetness of fluffy candy-floss. The striped awnings rose and fell in the gentle evening breeze. The loud drone of "barkers" voices shouting, "Three balls a tanner", "Come on lady, try your luck on Bingo", filled the air. But try as they might, they could not drown the melodious music from the old organ on the large round-about on which the painted horses rose and fell as they carried children and adults alike on their long circular journeys.

The first ride I had was on the "Ghost Train". Everything was dark in the tunnel, when suddenly a large, white skeleton with jangly bones and flickering red eyes loomed up in front of me. The carriage jolted along on its eerie journey, when suddenly, just as it was reaching the end, a wet sponge slapped into my face. When I got out of the carriage I was dripping wet but I still had very high spirits.

I then tried my luck on the coconut shies but unfortunately I was not strong enough to knock the firmly fixed coconuts down from their stand. Although I doubted whether my stomach would stand it, I persuaded myself to "have a go" on a machine called "Rotor". This is a cylinder about eight feet in diameter. One stands against its inside wall and it starts to spin round, gradually getting faster and faster. Then the floor begins to drop away and the people are left stuck to the wall. It then begins to slow down and they gradually slide down until they reach the floor.

My next venture was on the water chute. This is a carriage which is drawn up a railway to quite a fair height. Then the carriage quickly rolls down the other side, gathering speed until it hits the water at the bottom of the rail. One of my favourite fairground rides is the dodgems. I had a ride in number thirteen, a

bright red car with checkered tape down the front. Driving crazily, taking little heed of the humorous notices of "Drive one way only", I bumped into every available car. The Big Wheel was my next aim. Sitting in the circular cars at the top of the wheel I looked out across the fairgrounds. In the distance I could see the crazy cottage all slanting and crooked, so much in fact, that it looked as if it would topple over if anyone touched it. When my ride came to an end I wandered about the slot machines, winning on one, losing on another until it was time to go home.

VIVIEN DUNSTAN, IV.B.

MOTHERS' MEETING

Mothers' Meeting,
Fathers invited,
Children can come,
If they don't get excited.

Free admission,
Pay at the door,
Seats all around,
Sit on the floor.

The bank struck up,
But didn't play,
So I sat down,
And walked away.

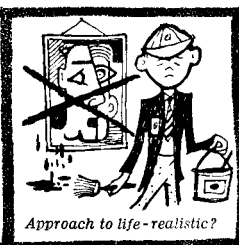
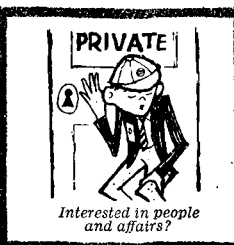
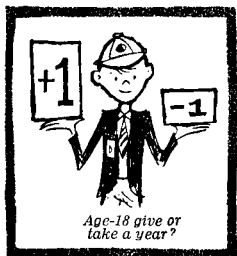
G. CATO, II.C.

A TEACHER OF TODAY

A teacher's life must be a happy one,
(With girls and boys there's always lots of fun).
These days they're very young and pretty smart,
And, in every game they too take part.
The lessons in the classroom they enjoy,
And seldom have to smack a naughty boy.
They shout, and try their hardest to look stern,
But four-o' clock's the time for which they yearn;
And then into their cars they quickly get,
Unless tomorrow's work they have to set.
Detentions too are also overtime,
(I hope I do not get one for this rhyme).

CAROLYN EWEN, III.C.

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DAS LEBEN AN EINER DEUTSCHEN UNIVERSITÄT

Wie Ihr wisst, ist das deutsche Universitätssystem in vielen Beziehungen von dem britischen recht verschieden. Ihr werdet die Unterschiede leicht selbst herausfinden.

Jeder Schüler eines „Gymnasiums“, (das ist einer deutschen „Grammar School“) der das „Abitur“ oder auch „Reifeprüfung“ genannt, die Abschlussprüfung nach 9 Jahren, bestanden und das Abiturszeugnis erhalten hat, ist berechtigt, an jeder beliebigen der 18 deutschen Universitäten (Berlin, Bonn, Erlangen, Frankfurt, Freiburg, Giessen, Göttingen, Hamburg, Heidelberg, Kiel, Köln, Mainz, Marburg, München, Münster, Saarbrücken, Tübingen, Würzburg) oder 8 technischen Hochschulen zu studieren.

Man geht einfach mit seinem Abiturszeugnis zum Sekretariat der „Uni“, welche man besuchen möchte, und „schreibt sich ein“ oder „immatrikuliert sich“. Diese Handlung besteht in dem Ausfüllen einer grossen Menge der verschiedensten Formulare und dem Bezahlen einer Gebühr von etwa £3. Danach ist man Student (oder Studentin) an dieser „Uni“.

Es gibt zwei Zeiten im Jahr, in welchen man sich immatrikulieren kann: ein Sommersemester von Mai bis Juli und ein Wintersemester von November bis Februar. Dazwischen liegen Ferien, die zu selbständiger (Studien-) Arbeit verwendet werden sollen. Die Immatrikulationszeiten sind zu Beginn jedes Semesters.

Das akademische Alter eines Studenten, das heisst die Zeit, wie lange man schon Student ist, wird in Semestern gemessen. So wird kolloquial oft ein Unterschied gemacht zwischen den „alten Semestern“, das sind Leute, die schon viele Semester studiert haben, und den „jungen Semestern“. Dabei kann es natürlich vorkommen, dass ein „junges Semester“ an Jahren älter ist als ein „altes“, da es keine Altersgrenze für Studenten gibt.

Die meisten Universitäten haben fünf „Fakultäten“ oder Gruppen von Studienfächern, die philosophische Fakultät, welche Philosophie, sämtliche Sprachen, Geschichte und meist auch Geographie umfasst, die mathematisch-naturwissenschaftliche, die theologische, die juristische und die medizinische, daneben häufig auch Volkswissenschaft.

Die Studenten der beiden ersteren wollen entweder Lehrer an Gymnasien werden, in diesem Fall ist das Studienziel das sogenannte „Staatsexamen“, oder aber sie bleiben als Lektoren, Dozenten, Forscher, etc. an der Universität oder gehen in die Industrie: dann müssen sie das sogenannte „Doktorexamen“ haben. „Degrees“ im englischen Sinne kennen wir nicht.

Für das Staatsexamen braucht man mindestens zwei Hauptfächer und Philosophie, für das Doktorexamen ein Hauptfach und zwei Nebenfächer. So muss jeder Student, der eines dieser beiden (oder vielleicht auch beide) Examina machen will, mindestens drei Fächer studieren, welche er sich frei auswählen kann. Natürlich sollten diese in gewissem Zusammenhang stehen.

Damit die Prüfungskommission* am Ende des Studiums, das mindestens acht Semester, meist jedoch länger dauert, eine Kontrolle hat, dass der Student mindestens das gearbeitet hat, was die Prüfungsordnung vorschreibt, gibt es für die Übungen (das sind z.B. Übersetzungen, Interpretationen, etc.) und „Seminare“ (das sind schwierige Übungen und einfachere Forschungsarbeit) Zeugnisse, die

* *Examining Board.*

man sammeln und beim Examen vorlegen muss. Ehe man sich zum Examen melden kann, muss man die geforderte Art und Zahl von Zeugnissen haben. Ausserdem muss man in seinem Hauptfach eine Abhandlung schreiben.

Ein weiterer wichtiger Punkt ist, dass jeder Student beliebig oft die Universität in Deutschland wechseln kann und beliebig viele Universitäten besuchen kann. So kann man sich die verschiedensten Professoren anhören oder die besten Arbeitsbedingungen aussuchen.

Nur wenige Studenten wohnen bis jetzt in Wohnheimen, von denen es noch nicht sehr viele gibt. Die meisten haben ein möbliertes Zimmer, im Studentenjargon „Bude“ genannt, in oder in der Nähe der Universitätsstadt. Da viele Zimmerwirtinnen diese Situation ausnützen und recht hohe Mieten verlangen, wurden in den letzten Jahren zahlreiche Wohnheime gebaut. Aber auch in diesen ist die Miete noch teuer genug, und sie reichen bei weitem noch nicht für die grosse Zahl der Studenten. (1961 waren es 237,500, darunter 21,800 Ausländer.)

Offiziell muss jeder Student, bzw. seine Eltern, sein Studium selbst bezahlen, was sehr viel Geld kostet. Natürlich gibt es Stipendien. Aber diese sind nur für solche, die zwar die geistigen Fähigkeiten zum Studium, jedoch nicht genügend Geld haben. Viele Studenten müssen noch immer die ganzen hohen Kosten allein tragen. Doch hier wird sich in nicht allzu ferner Zukunft einiges ändern.

Eine Universität ist aber nicht nur ein Ort der Arbeit, sondern hier gibt es auch viele Kreise und Klubs mit ganz verschiedenen Interessen, in denen sich viele Studenten an den Abenden treffen zu Diskussionen, Theaterspielen, Filmkritik, Musizieren, Tanzen und viele andere Arten der Geselligkeit.

Wohl die bekanntesten unter diesen Kreisen sind die „Verbindungen“ oder „Korporationen“. Das sind Klubs mit alter Tradition und mehr oder weniger strengen Regeln, die von jedem Mitglied befolgt werden müssen. Diese „Verbindungen“ haben als einzige Klubs ein farbiges Band und eine farbige Mütze (jede Verbindung hat ihre eigenen Farben) die bei feierlichen Anlässen von den Mitgliedern getragen werden. Sonst gibt es keine Universitätsfarben oder -halstücher wie in diesem Lande.

In einigen, aber nur verhältnismässig wenigen, unter diesen Verbindungen gehört Fechten mit scharfen Klingen mit zu ihrer Tradition. Es wäre jedoch verfehlt zu glauben, dass dieses Duellieren ein fester Bestandteil des deutschen Universitätslebens und daher Ausdruck des heftigen deutschen Temperaments sei, um es milde auszudrücken. Es ist nur der Rest einer alten Tradition, und nur wenige Studenten sind Mitglieder solcher „schlagender Verbindungen“.

Daneben gibt es gewöhnlich regelmässig Feste in kleinerem Kreis: so hat jedes Institut* meist einen Ausflug mit anschliessendem Tanz oder etwas ähnliches pro Semester. Auch veranstaltet jede Fakultät meist einen grossen Ball im Sommer. Diese Ereignisse bilden die Höhepunkte des geselligen Lebens und werden lebhaft besucht.

So ist eine Universität in Deutschland nicht nur ein Ort harter Arbeit sondern auch vergnügter Geselligkeit für jeden Geschmack, wenn es auch nicht mehr das „lustige Studentenleben“ des letzten Jahrhunderts und der Vorkriegszeit gibt, bei dem die Arbeit erst an zweiter Stelle kam.

K. SCHAFFER.

Juli 1962

* *Department.*

SACRIFICE

In the year 1942, the Germans had occupied France. There was an Underground Movement of loyal French and Englishmen operating in Paris, and so far they had fulfilled many dangerous missions in sabotage, without being discovered. Then one day they received a message in code from England that a squadron of bombers was coming to bomb the ammunition factory in Paris. The English wanted two men to lay out white tapes to mark the factory.

The leader of the Resistance worked on the problem of getting the men to the factory roof. Because there were German guards patrolling the roof at quarter-hour intervals the whole operation would have to take place within a quarter of an hour. As the sabotage was to be committed quickly, the men who laid the tapes would not be able to get off the factory roof in time to save their lives. They would have to be sacrificed.

Although the men of the Maquis were all brave, inwardly none of them wanted to die; but all resolved that if they were picked they would die heroically for their country.

On the night of the raid, the two men (who had been picked by drawing lots) managed to get on to the roof without being seen. The bombing was to be at eight. The men were afraid, and felt a cold sweat across their brows. One looked at his watch; five to eight. Five minutes to live. As the men silently laid the tapes, all the aspects and experiences of their lives flashed before them. For one man, the Paris flat where he was born, his school and college days and the occupation of France by the Germans flashed through his mind. The other, who was older, thought of his wife and home in Paris and of his job on the Paris Metro, and then the faces of his friends and relations whom he would never see again came into his mind, which was in a turmoil.

Then suddenly the men stood rigid, sweat ran down their faces, the tapes were laid, and the unmistakable hum of British bombers stole on their ears. The men fell flat as a natural reaction, but that did not help. The sound of the bombers was deafening, but only for a second or two. Then all was silent.

PAMELA ELSON, IV.B.

THE STORY OF ST. CLEMENT'S CAVES (HASTINGS)

At about the time when the battle of Waterloo was being won on the playing fields of Eton a certain Mr. Scott was busy making himself a garden seat at Hastings. It was to be one of those cosy seat-in-the-cliff seats and it called for plenty of energetic work. Determined to make a good job of it, Mr. Scott was taking a generous hit at the rock face when suddenly his pickaxe disappeared and a cavity was revealed. Mr. Scott had discovered St. Clement's Caves.

This was not the first time that the caves had been opened, for they had been opened many years previously, but the owner had blocked up the entrance somewhere about 1812 for, as the guide-books state, they had an evil reputation. There were of course the smugglers, for Byron wrote about "Smuggling neat brandies and silk handkerchiefs" at Hastings. It has been suggested that St. Clement's Caves would have been too obvious a hiding-place for contraband goods, but poets don't lie!

The origin of St. Clement's Caves goes back so far into the past that all sorts of possibilities can be conjured up for their existence. The geological explanation is that the sand rock which forms the West Hill, where they are situated, was deposited and built up layer by layer by a great Continental river, at some remote period before the English Channel existed.

When Mr. Scott opened the caves to the public, he had working for him Mr. Joseph Golding. When Mr. Scott left Hastings Mr. Golding carried on with the good work. He closed the accidental opening that Mr. Scott had made because it was inconvenient for people to queue up on this small garden path to enter the caves, and he made a new entrance.

He carved a tunnel through the rocks and in each side of this are candles, set in small alcoves. It is called "The Monk's Walk". There are also many other pieces of interest in the caves, e.g. a statue of Napoleon which is thirteen feet tall, sculptured by Mr. Golding in the rock. There are sculptures of St. Clement, and also a Roman Catholic urn.

During the war the sanded floor had to be cemented for these caves provided ideal air-raid shelters. One part of the caves has been converted into a ballroom for teenage dancing and is used by four hundred teenagers twice a week.

It makes a very interesting afternoon just walking through the tunnels and listening to the hard-worked guides.

SANDRA GOODCHILD, IV.B.

THE WIND

Dark and stormy, wild and strong,
This is the wind rushing along.
Hear it howling under the doors,
Hear it crying over the moors.
See it tearing down the leaves,
Hear it whistling under the eaves.
The wind goes whirling over the lake,
Frightened fishes shiver and shake.
Trembling birds don't fly or sing,
O, how they long for the warmth of spring.
In the dark green forest, the mole
Does not stir from his warm damp hole.
Suddenly all is calm and still.
The wind has moved on over the hill.

SIMONE DARMETKO, II.C.

LES ÉCOLES FRANÇAISES

L'enseignement français est dispensé en majeure partie dans des écoles dites publiques, par opposition aux écoles "privées" tenues par des organismes religieux.

On distingue en France comme en Angleterre un enseignement primaire, secondaire et supérieur.

Un élève ne désirant poursuivre aucun genre d'études doit passer à la fin de sa scolarité, c'est à dire—pour le moment tout au moins—à quatorze ans, un "certificat d'études primaires".

Par contre, différents établissements secondaires ouvrent leurs portes à des enfants ayant acquis l'instruction primaire élémentaire et étant âgés en général de onze ans: il s'agit des "collèges d'enseignement général", des "collèges" et "lycées techniques" et enfin des "lycées d'Etat".

Les collèges d'enseignement général, d'ailleurs de leur premier nom "cours complémentaires" prolongent l'enseignement primaire et préparent leurs élèves au B.E.P.C. (brevet d'études du premier cycle) grâce auquel ces derniers peuvent se présenter à quelque concours administratif, et préparent aussi à un concours d'entrée à une des "écoles normales", lesquelles sont destinées à former les instituteurs de demain.

Les collèges techniques, anciennement appelés "centres d'apprentissage" dispensent un enseignement essentiellement pratique, en vue de former de futurs artisans, tourneurs, ajusteurs, électriciens . . . Les jeunes apprentis, c'est à dire les jeunes gens qui, après leur C.E.P., sont partis travailler chez un patron, dans quelque métier que ce soit, sont tenus de passer un jour par semaine, en l'occurrence le lundi, dans ces collèges, dans le but de parfaire leur instruction.

Les lycées techniques, "collèges techniques" d'hier, préparent à l'examen le plus envié sans aucun doute: le baccalauréat technique, une clé pour les futurs ingénieurs et techniciens.

Quant aux "lycées" proprement dits, ils sont les plus proches de nos "grammar schools" anglaises, en ce qui concerne l'enseignement tout au moins.

Les classes s'échelonnent de la 6^{ème} à la classe de Philosophie. Dès la première année, c'est à dire dès la 6^{ème}, il y a deux orientations possibles: la section "classique" enseigne le latin, par opposition à la section "moderne". Le choix était autrefois assez arbitraire. Depuis peu, tous les élèves doivent "s'essayer" au latin pendant trois mois, au cours desquels les professeurs peuvent juger de l'orientation à donner à l'élève. En 6^{ème} s'impose aussi le choix d'une première langue, anglais ou allemand. La majorité des élèves choisit l'anglais.

La classe de 5^{ème} est une classe de transition, mais nouveau choix en 4^{ème}: celui de la seconde langue: anglais, allemand ou espagnol. Dans le sud de la France, l'espagnol, jugé d'ailleurs plus facile, attire le plus grand nombre. L'étude d'une seconde langue n'exclut pas l'étude du grec, ce qui donne naissance à une nouvelle section, la section A.

A la fin de la classe de 3^{ème}, la plupart des élèves passe le B.E.P.C. examen facultatif ici, qui n'empêche pas plus d'ailleurs qu'il ne permet, le passage dans la classe suivante.

En classe de seconde, nous sommes en présence de six sections:

A: latin—grec et une ou deux langues vivantes.

A¹: section assez peu peuplée: latin—grec—langues—mathématiques.

B: latin et deux langues vivantes.

C: latin et sciences.

M: sciences.

M¹: très semblable à M, avec une option pour les sciences naturelles.

En seconde commence l'étude de deux nouvelles matières: la physique et la chimie, enseignées dans toutes les sections, mais surtout évidemment dans les sections scientifiques. Par contre, certaines matières jugées secondaires deviennent facultatives, à savoir le dessin, la couture et le chant; pour ce qui est de cette dernière matière, l'étude de la musique est beaucoup moins poussée en France qu'en Angleterre et se réduit à du chant et à une vague connaissance du *salfège*!

Ensuite commence la préparation proprement dite au baccalauréat, lequel se passe en deux temps: la première partie à la fin de la 1^{ère}, la seconde partie à la fin de la classe de Philosophie.

Le baccalauréat a beaucoup changé et a souvent changé ces dernières années: il est maintenant national; chaque partie comprend un écrit portant sur toutes les matières, et un oral sur une langue vivante; les matières correspondent évidemment aux sections choisies; il comprend aussi une épreuve sportive qui se compose de trois épreuves obligatoires—la course, le grimper et la danse (*folklorique* et au choix)—et d'une épreuve au choix: lancer de poids, lancer de balles ou saut en hauteur.

Une note inférieure à 7 sur 10 vous "colle" sans rémission. Cependant, une note entre 7 et 10 donne droit à un "oral de contrôle" qui permet—ou ne permet pas—de "repêcher" les malchanceux.

Un lycéen qui a passé avec succès sa première partie du "bac" voit s'offrir à lui trois nouvelles possibilités: philosophie, sciences expérimentales, ou mathématiques élémentaires, et il passera une seconde partie correspondant à ces options.

La classe de philosophie qui clôture le cycle secondaire est à coup sûr l'année la plus fructueuse et aussi sans doute la plus agréable de toute sa période scolaire: les élèves assistent à neuf cours de philosophie par semaine, durant lesquels on étudie les grands philosophes dans le texte, et on discute surtout sur les problèmes psychologiques et moraux, un peu sur les questions métaphysiques, et aussi sur les rouages de la logique, ce qui est d'une grande utilité dans la suite des études pour la conception des raisonnements, et le fameux syllogisme sur Socrate qui nous faisait sourire les premières fois nous a sans doute évité plus d'un ennui! Classe la plus agréable aussi, car les horaires sont assez lâches. En général cependant, les cours—qui durent une heure, et parfois deux heures dans les grandes classes—ont lieu de 8h. à midi et de 2h. à 4h. Tous les élèves ne mangent pas à l'école. En fait, il y a trois catégories d'élèves: les pensionnaires, qui rentrent dans leur foyer tous les 15 jours, les demi-pensionnaires qui ne logent pas à l'école mais qui y prennent le repas de midi, et les externes qui viennent en classe uniquement pour les cours.

La discipline est assurée par des surveillants, des "pions" pour employer le langage des lycéens, qui ont pour tâche de surveiller les rangs, les vestiaires et les "permanences" où les élèves vont travailler entre deux cours, et qui sont en général des étudiants inscrits dans quelque proche université où ils se rendent le jeudi pour prendre leurs cours.

En effet, le jeudi est un jour libre pour les élèves français qui, par contre, travaillent le samedi.

Quant aux vacances, elles sont organisées de manière différente en France et en Angleterre. Les élèves français ont 10 jours de vacances à la Noël, 15 jours à Pâques, et . . . 3 mois pour les "grandes vacances", 3 mois pour se remettre des fatigues de l'année, 3 mois sans doute aussi pour tout oublier!

C. R. PESQUIE.

TEETH

Teeth are fascinating things. There are white ones, yellow ones, black ones and brown ones, all different in their ways. I think that most people have yellowy-brown teeth. Yellow because they ignore the toothpaste advertisements and brown because of excessive smoking. Of course, many people would have much more attractive teeth if they went to the dentist regularly. Having an appointment myself tomorrow, I feel fully qualified to describe the fears and dreads held by those to whom a visit to the dentist is imminent.

I always have to be taken to the dentist, otherwise I know my feet would never carry me to the front door. I can never raise my quivering hand to the bell—my mother rings it for me. The white-coated receptionist answers the door and I am propelled into the cheerless waiting room. My companion's attempts at conversation are in vain, nothing can make me feel less of a nervous wreck.

The drill starts up, I think of the miserable wretch whose position in that most uncomfortable of chairs I shall all too soon be occupying. In that room time stands still. After an eternity the receptionist opens the door, her face still set in a fixed grin, and says through clenched teeth, "Miss Rowe? Mr. Silva is ready now".

My fate is sealed. I pass through the surgery door to my doom. I am guided to the Chair. (What an ominous sound that has). "Open wide", says the torturer gaily. I obey, knowing I have passed the point of no return. As I see the present-day equivalent of the rack, the drill, drift down towards my teeth, I feel a wild urge to leap through the window and run until I collapse. Instead, however, I close my eyes, clutch wildly at the arms of the chair and gasp as loudly as I am able to tell the dentist of the excruciating agony I am enduring. Then I lose my senses. The hideous grin of the receptionist, the dentist's cool, capable hands, spin round and round. Time runs backwards. Then, miraculously, the screaming of the drill stops. For the rest of the treatment I am unconscious of what is going on around me. "Same time next week?" from the dentist brings me to my senses. The torture is over for one week. Was it all worth it? It is at this time I would do anything for false teeth.

LINDA ROWE, IV.C.

NORWICH CATHEDRAL

In the same year as the First Crusade, Bishop Herbert de Losinga began to build the cathedral. Norwich was then very small, a mere handful of buildings grouped round the castle for protection. Bishop Herbert planned that his cathedral should be not only the "mother church of East Anglia", but also the church of a great Benedictine monastery, for he had been a monk most of his life and knew how valuable the monasteries were to the church. The building of a monastery at Norwich was a very great service to the Christians in East Anglia, but increased Bishop Herbert's work enormously.

The first stone was laid some time in 1096, and as if by magic this huge building rose above the plain of Cowholme. Even in its first form the cathedral was a huge building. Lifting the great stones, one on top of another, by windlasses and pulleys must have been a tiring and a slow job. It is astonishing to read that only five years after the foundations had been laid, the cathedral was consecrated for worship.

Most old churches alter as time passes. Bishop Herbert's successor added 50 ft. to the length of the church, which made it up to its present size. The next dramatic alteration came in the same year as the martyrdom of St. Thomas à Becket, when the chapel of St. Saviour was burnt to the ground. It was soon rebuilt, but later it was taken down and replaced by a great Lady Chapel. This no longer exists, but from records we realize that it was a beautiful addition to the east end. Almost a hundred years later, a violent hurricane smashed across Norfolk. It did immense damage and was so powerful it tipped the cathedral spire onto the presbytery roof. The Bishop at once ordered his stonemasons to repair the damage.

In succeeding centuries other storms and fires caused damage to the cathedral, but it was never beyond repair. The wooden roofs were replaced with stone vaulting. By the 16th century the cathedral looked much the same as it does today. In the Reformation the Norwich Priory was closed down. A dean and four canons replaced the prior and the monks, and were called the Cathedral Chapter. A chapter rules the cathedral today.

Only once more (in the Civil War) was the cathedral severely damaged, this time in a riot led by the Puritans. They looted this church, destroying as many beautiful ornaments, statues and tombs as they could. The organ was ripped to pieces, altars, stained glass, carved masonry and woodwork smashed; vestments, crucifixes and prayer books were burnt. There was some fighting and in some places bullet marks and even bullets can be seen in the stonework.

The roof of the nave shows coloured carvings depicting stories of the Bible. Most of the carvings are worked in fine detail. Noah's ark is jammed tight with different animals and birds. There are two monuments in the cathedral particularly worth mentioning. One commemorates a Tudor lay-clerk who sang alto in the choir for no fewer than 40 years. The other, not far from the organ, is a skeleton cut in stone.

The cloister walks are full of beautiful things: wall paintings of the coats of arms of families who dined there with Queen Elizabeth in 1578; small figures of George V and George VI and their queens in wall niches.

The presbytery contains three thrones. The most interesting is the ancient throne of the bishops of Norwich. This is behind the High Altar. This is the throne of Bishop Herbert and there is not another like it in Northern Europe. The second throne is the dean's chair, once used by the Holy Roman Emperor, Maximilian V. The third throne is used by the bishop when he is listening to a sermon preached from the pulpit opposite.

This cathedral has stood on the plain of Cowholme for over eight hundred and fifty years; may it stand there for many years to come.

E. Fisk, III.C.

A Career in the Bank

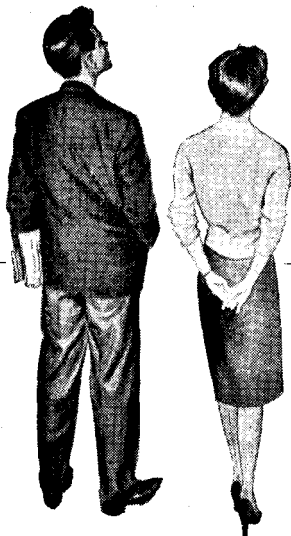
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BARCLAYS BANK



IN THE NIGHT

Suddenly I woke up. I could not think why I woke up. I looked round my bedroom. How ghostly it looked at night, not a bit as it looked in daytime! The moonlight, coming in at the window, fell on the mirror, making a queer pattern on the opposite wall. I felt frightened and I kept imagining things. Was that someone hiding in that dark corner? And what was that over there? I thought I would go downstairs to the kitchen and get myself a drink. I put on my dressing gown and felt under my bed for my slippers. Suddenly I felt something soft. I pulled my hand away feeling sure there was someone under my bed. I looked under to see but it was only my slippers. I slipped them on and made my way to the stairs.

At the top of the stairs I stopped, reluctant to go down them into the dark hall below. At last I plucked up enough courage to go down. I tried to be quiet but the stairs seemed to make a terrible noise creaking.

Just as I was getting near the bottom I tripped over something and fell to the bottom with a crash. I sat up, rubbing by bruises, positive I had woken everyone in the house up, but, surprisingly, no one woke up. I was feeling very cross and sore.

When I reached the kitchen door I stopped and listened for I could hear something moving about in the kitchen. Suddenly I jumped as something fell.

I opened the door a little bit and peeped in. I could see nothing, so I opened the door a little farther but still I could see nothing. Suddenly something landed on my foot and something tickled my leg. I shrieked and pulled my foot away but I soon realised it was only our cat.

I went into the kitchen to get my drink. It looked very different in the dark. Some empty milk bottles gleamed queerly and the clock ticked ever so loudly. I quickly turned on the light and got my drink.

When I had drunk it I went back upstairs to bed. In bed I was sure a murderer was creeping up behind me. I turned over, but there was no one there. Then I felt sure a murderer was creeping up behind me the other side. In the end I lay on my back so I could see both sides easily.

I felt sure I would never go to sleep but I must have done because I woke up in the morning and I had nearly forgotten what had happened in the night. In the daytime it all seemed silly but I would not like to go through it all again.

LINDA WARREN, II.A.

DRAYTON MANOR SCHOOL RAG

We all arrived at the school on Friday evening, just before seven thirty. Saturday was the day of our annual school fête, and half of the school's pupils had come to help advertise it.

At seven-thirty the band, which consisted of about a dozen people who called themselves musicians, began playing. Everyone present gathered round them and together made their way up Drayton Bridge Road. We were all happy and the people living in the roads through which we passed must have thought a circus was coming. The big drum banged, the trumpet and trombone blared, and the clarinet and flute whistled. The children ran about trying to persuade people to buy a programme.

We must have looked funny as some of us were in fancy dress. One girl was in her father's plus fours and carried a golf club, another girl was dressed in a St. Trinian's outfit and carried a hockey stick. A first-former was dressed as a washer-woman and several others wore cowboy hats and carried toy guns. Some of the boys were dressed as women, whereas most of the girls wore jeans and "sloppy" jumpers. A fifth-former was dressed as a sailor and wove in and out of the group as if he was drunk. A new boy from Africa did not wear anything on his feet, but as he was used to it, it did not hurt him.

We walked down almost every road around our school. When we came near the Head Boy's house we all walked quietly down the road. The band stood on his front lawn and everyone else stood around the garden, then with a mighty bang on the drums the band struck up a tune. Within a few minutes the Head Boy and his mother came to the door in surprise. After a while we all marched out of his garden and down the road again.

By this time we were all tired and a few girls were complaining about blistered feet, so we all made our way back to the school.

When we reached the school, there were some parents there, who were putting up some stalls ready for Saturday afternoon. Some mothers came out and brought us all a drink. We then spread out over the school field in small groups of boys and girls. The band played more tunes and slowly everyone dispersed and went home, exhausted.

BRYONY WALLBANK, IV.B.

A HOLIDAY ADVENTURE

Last term my brother heard about the Purbeck marble quarries during one of his lessons, so when we decided to go to Swanage for a short stay he made up his mind to find some of them.

These quarries were quite famous fifty years ago when Purbeck marble was in great demand for churches and other buildings. But as it crumbled rather easily its popularity soon waned.

The Ordnance Survey map showed many old shafts, but although we explored many parts we could not find any as they have probably been filled in. We were just beginning to give up hope when one afternoon we saw a signpost pointing to "Gallows Gore". Our hearts leapt with joy for the guide-book had clearly said that there was a quarry called by that name, as two men were hanged there during one of the rebellions in James II's time.

We motored eagerly along the road and right at the end of it we saw a low, circular wall in a field. My brother quickly jumped over the wall surrounding the field and ran to see if it really was one of the old quarries.

To his great delight it was and we soon followed with expectation. There were about twenty steps, very worn and muddy, which led down to a low entrance and a dark passage.

It was impossible to go any further as the water was dripping everywhere, the ground was very sticky, and we were not prepared for exploring dark and damp holes; so we made up our minds to come back in the evening with our father.

At last we returned, wearing our oldest clothes and wellingtons. Gingerly we crept along the dark passage. It was about five feet high and three feet wide, supported by dry walls. The floor was wet and slippery, the roof dripping with

water. We could see where the marble had been chipped out over the years and other passages had been cut leading in different directions. It was very dark, the only light being that from our torches.

We were just going to turn back when two red "jewels" seemed to shine out of the darkness above our heads. We found that it was a bat, the only occupant of the old quarry, who was blinking at the sudden light of our torches.

We left him to sleep in peace and thankfully made our way to daylight again. When we saw the marble polished and carved in a nearby church it seemed almost unbelievable that it should have been underground in a dark quarry.

RUTH ASTON, II.B.

MY POETRY

From the time I could read and write I have been interested in making up verses of "poetry" in order to keep myself amused. But, alas, I could never remember them afterwards so I could never add other lines.

I also liked singing my verses, a process which amused my mother greatly. This was the sort of thing I composed:

Mother, Mother, dear to me
Kisses I give you 1, 2, 3,
Up high the heavens above
Is another I should love.

This would be sung to the tune of "Twinkle, Twinkle little Star", and perhaps will seem ridiculous to you, but to a child of seven or eight it is a very serious matter.

After this I felt inclined to branch out a little so I started writing more verses, even writing them on the wallpaper. Somehow I really do not think mother approved of this, as she went about the house grumbling about the cost of living and so on.

In bed one night I made up my best poem; that night seemed endless and in the morning I could not remember a word of it. I was annoyed, and I think I would have given anything to have it down on paper. Yes! Even the rest of my "poetry".

ANNE WHITE, II.C.

SAURIS

During my holidays in Italy I went for a trip with my family, cousins, aunts and uncles to the mountains outside Udine. The particular mountain that we decided to go up was called Monte Pura. The road up the side of the mountain was very narrow and the car drive up there was really frightening. At the top of the mountain which was four thousand six hundred and sixty-five feet high there was a little mountain refuge. This little chalet was really very picturesque and the view from there was magnificent.

We had decided to have a picnic lunch and so started to get the hampers out of the cars. My cousin had been exploring and had found a spring. The water in this spring was icy cold and beautifully clear. Some of this water ran into a trough so that the cows could drink. The cows wandered around with bells around their necks. I found a patch of wild strawberries which were very tiny but really sweet. After lunch we took some photographs and then decided to go to Lake Sauris.

Lake Sauris is an artificial lake and was created by blocking up the streams so that the water did not run away. The waters rose so high that they submerged a village. This village was called Sauris and the lake was named after it. At one end of the lake there is an enormous ravine which is very deep and frightening. The ravine echoes everything you say. Round the edge there is a little road which leads to the submerged village. In the top of the ravine, quite a way above the level of the lake, there are several large holes. In winter when the ice flows down into the lake the surface of the lake rises and water goes through the holes driving around turbines which then give hydro-electricity. That was the reason for the lake's being made.

At certain times, when the water in the lake is low, the church steeple can be seen. The people who lived in the submerged village now live in the nearby village, called Sauris after the other one. Very often the old people who can remember their submerged village go and stand by the lake, looking into the depths for their old homes.

DANIELLA WILLIAMS, III.C.

LAMENT

When whirling wheels surround us,
And dust spoils dinner's taste,
And workmen turn our fertile field
Into a barren waste,
It's time to start a meeting
And make a new school rule
That either all the workmen go,
Or all of us leave school.

When stones fall all around us
And constant clatter, clatter,
Even drowns delightfully
The fifth form's loudest chatter,
The staff have got a tiresome job,
Work can't be done in school,
All schoolwork must be done at home—
It's time we made a rule.

JOAN WADE, L VI.A.

A RIDDLE

What power are you that are so strong,
Although invisible to all?
One sees the acts that you perform,
Or even hears you call.

But search for you, oh how I do,
I always fail to find your lair,
I've heard you are a mighty force,
But I believe you're just strong air.

Oh, who are you?

A. BRACE, II.C.

MAKING A SCRAP-BOOK

You can make a scrap-book about any country of course, but I chose France for convenience. For the first few weeks you must gather information about the country. I asked my parents to go into Travel Bureaux and get some illustrated pamphlets and brochures about France. When I was in London I also did this. Most of the Travel Bureaux are situated in Regent Street, Piccadilly Circus and the Haymarket. After a time I had collected quite a number. The next thing to do was to obtain some information about French currency. Banks can always supply books on this subject. I had now all the material for the scrap-book.

I decided to start with the history of France which I collected from several encyclopaedias. It is best to illustrate the history notes with drawings and pictures from books. The next subject to deal with was the geography. This included the geographical situation of the country, its economy and its provinces, each set out in detail. You could begin with a detailed map of the country—which I obtained from the French Railways office in the Haymarket. Most of the pamphlets you collected would be used up in the section on French provinces.

Your next chapter could be called "How to get there". In this you could find out the air and ferry routes between England and France and the cost of the journeys. You could say how much money you would need. Here your pamphlets on currency will be useful. My brother has been to France and he brought back some of the coins with him. I asked him if I could have them but he wanted them as souvenirs. So, I borrowed them from him and placed them under the page and rubbed a pencil over them and soon an image of them appeared on the paper.

These are just a few hints about making a scrap-book on a country, one which would be interesting to keep.

M. HEWITT, III.C.

A COMPARISON OF SCHOOLS

I have two American friends who are in England with their family, as their father is in the American Air-Force. They attend a school especially for American children whose fathers are in England for three years with the Forces.

One day, during our own Easter holidays, the elder of the two invited me to her school for one day. Later on, she paid a visit to our school, and we compared the two.

I found that at the American school they have only about five different subjects per year. They must take Mathematics, English, Sciences and have choices between Music, History, Geography and Art. The system of forms or classes is not used, but each age-group is separated into a "grade". Starting school at six and staying on till eighteen years of age, a pupil passes through all grades from one to twelve. Grades one to six are Primary, seven to eight Junior High and nine to twelve are High School.

In very few American schools is there a school dress, or any ban on jewellery or make-up. This is very different from an English Grammar School, where there is invariably school dress.

The pupils need not be at school until nine-thirty; the dinner-hour is about forty-five minutes to an hour and school finishes at different times: from about two-thirty in the first grade to four p.m., according to grade.

The atmosphere at each of our schools is about the same, except, perhaps, my friend's seems a little less formal.

On the whole, English and American schools, we think, differ greatly in most aspects, and each of us prefers her own.

LORNA KNIGHT, III.C.

THE GHOST OF ELIZAH-JOAN

One misty night, as dusk was falling,
Elizah-Joan was homeward bound,
Through the dark, mysterious forest,
Where no creatures could be found.

The shadows jumped at her, she thought,
Sombre, cruel and mean.
Run though she would, they still were there.
They never were unseen.

What's that over there?
A shadow it cannot be.
For it is white, and they are black.
A GHOST, she thought, oh me!

Elizah-Joan is watching it,
And then she sees two others.
They look so very much alike
She's sure they must be brothers.

They dance, and skip, and jump, and hop,
They howl, and laugh, and sing.
But when they see Elizah-Joan
They do not say a thing.

They called her into a large, black cave,
As pitch black as could be.
And that's where her body came to rest,
She no-one more did see.

Though my little tale seems done,
You have not heard the best
For in the forest, a new ghost was seen,
Dancing with the rest.

They dance, and skip, and jump, and hop,
They howl, and laugh, and sing.
But when they see a passer-by
They do not say a thing.

HELLEN DAVIES, II.C.

1st XI FOOTBALL

Results

Played	Won	Lost	Drawn	Goals for	Goals against
25	15	5	5	81	49

Goalscorers

Upsdell 23, Duley 22, Roberts 14, O'Brien 8, Hooper 5, Turner 3, Crawley 2, Pilborough 2, Pencavel 1, Ratchford 1.

Appearances

Duley 25, O'Brien 25, Pencavel 25, Pilborough 25, Whitworth 25, Roberts 23, Auger 22, Upsdell 22, Turner 20, Tobin 19, Crawley 14, Hooper 11, Bowers 6, Leppard 4, Phipps 3, Wilkinson 2, Worrall 2, Ratchford 2, G. Warren 1.

Colours

Re-awards: O'Brien, Pencavel, Pilborough, Turner, Upsdell.

New Colours: Auger, Crawley, Duley, Phipps, Roberts, Tobin, Whitworth, Worrall.

Half Colours: Bowers, Hooper, Leppard, Wilkinson.

This year the first XI had a very successful season, owing to the experience of the seven players remaining from last year's team and to the hard play of the three new regular members, Auger, Duley and Tobin.

Many positional changes had to be made and, at first, the team was rather unsettled. The players failed to combine well until about half way through the season; the most successful combination proved to be: Auger; Tobin, Whitworth; Crawley, Pencavel, O'Brien; Roberts, Duley, Upsdell, Turner, Pilborough.

Credit must be given to Pilborough, whose usual position is full-back, but who showed himself to be a very capable outside left (a position filled by ten different players during the year), and to Pencavel who played very well in his first season at centre half.

In the forward line was Upsdell, a hard-tackling centre forward, Duley at inside right, an opportunist, inside left Turner, the schemer, and Roberts, a very fast right winger with a hard shot.

In the defence, Auger, in goal, played consistently throughout, with Crawley and myself as wing halves and Tobin and Whitworth providing two solid full backs.

Our best games were those against Acton, Bishopshalt and the Phoenicians' First XI. Acton and Bishopshalt are the two strongest school sides in the area and we managed to hold both of them to a draw. Against the Phoenicians every member of the team tried his hardest to end the run of school defeats and we came out winners by 4 goals to 3.

Next season the team will be rather weak as six of this year's team are leaving. But if their replacements, especially some of this year's successful Junior XI, settle down quickly and combine well with the more experienced players, then the team should do quite well.

B. V. O'BRIEN (*Capt.*)

2nd XI FOOTBALL

Although forced to call upon many different players, the second XI had a fairly successful season, losing only 5 of the 17 matches played.

We began badly, but towards the end of the season our team-work improved and we won 5 of the last 7 matches, with notable victories over Isleworth and Spring Grove.

Many of the games were very close, especially the one against Spring Grove. In this match, after scoring first, we were 3-1 down at half-time, but thanks to two second-half goals by Bowers we managed to win 7-5.

Phipps was very reliable in goal and in the forward line Wilkinson played consistently well. Mention must be made of Davies, who played regularly, whilst still in the fourth year, and was one of the top goalscorers.

Results

Played	Won	Drawn	Lost	Goals for	Goals against
17	8	4	5	61	47

Leading Goalscorers

Bowers 8, Wilkinson 7, Davies 7, Worrall 7, Crawley 5, Leppard 5, Saunders 2, Powell 2.

Appearances

Buck 17, Phipps 16, Trafford 16, Worrall 15, Davies 13, Leppard 12, Bowers 11, Saunders 11, Wilkinson 10, Churchill 9, Crawley 7, Gilbert 7, Powell 4, Crouch 3, Tobin 3, Turner 3, Warren 3, Matthews 2, Barker 1, Cannon 1, Hooper 1.

B. L. WORRALL.

JUNIOR FOOTBALL

The Junior Football Team had a very good season, losing only one match. There were several high scores and most of the opponents were completely outclassed. The reason for this was enthusiasm from all the three junior years, especially the second. Nearly half the players came from the second year, which augurs well for the future.

Results

Played	Won	Drawn	Lost	Goals for	Goals against
18	14	3	1	128	30

Goalscorers

Matthews 35, Wilson, A. 33, Wilson, K. 20, Wilson, J. 14, Dixon 8, Laver 2, O'Leary 2.

Appearances

O'Leary 18, Matthews 18, Hale 17, Page 17, Shilling 17, Wilson, A. 16, Wilson, K. 16, Squirrel 15, Wilson, J. 15, Laver 15, Hamer 12, Dixon 8.

The team always had a full side and often two or three reserves turned up. Altogether there were as many as eight reserves. The team is very grateful for the refreshments served at home games and the constant support from fellow-pupils and parents.

R. MATTHEWS.

FIRST FORM FOOTBALL

Our season was not a very successful one but on several occasions we played quite well. In four matches we were very narrowly beaten: by Preston Manor (2-3) and (3-5), Southall Tech. (5-6) and Eliots Green (1-2), but if we had taken our chances and had had more luck, some of these matches could have been victories.

We won two of our games by a large margin and one by narrowly beating Spring Grove 4-3 and 10-2 and Southall Grammar 7-1.

Our record was:

Played	Won	Drawn	Lost	Goals for	Goals against
9	3	0	6	35	32

Goalscorers

Worthy 10, Thurbon 10, Brimblecombe 6, Nash 6, Dawson 2, Asbury 1.

The players would like to thank Mr. Cherry and Mr. Clark for organising the team; also Mr. Curtis and Mr. Adderson for refereeing our home games and the girls for the catering services.

We also thank other members of staff for supporting us on several occasions.

C. THURBON.

EYE ON THE PAVEMENT

Schoolboys feet are walking past,
Stiletto heels come thick and fast;
Weary feet go trudging by,
Shoes of all sorts, low and high.

Red shoes, brown shoes, shoes black and blue,
Small shoes, large shoes, shoes of every hue;
Shoes of people high and affected,
Shoes of people bad and neglected.

Q. KILLE, II.A.

THE SCHOOL MASTER

The master came along the corridor,
His brows all bent, his eyes upon the floor:
"It's History next, so come now, let me see,
Was Henry crowned in 1463?
Or was it George? . . . No, William then did reign . . .
My goodness, what's that noise? . . . where *is* my cane?"

With hastened steps he strode towards his form,
One single thought, and that to calm the storm;
A rustling gown, the pupils made a rush,
The master's voice came through the deathly hush:
"Because you won't attempt to keep the rule,
We'll do some extra history after school."

SHIRLEY GRAINGER, III.C.

(N.B.—All characters are entirely fictitious and any resemblance to any living person is purely coincidental.)

HOCKEY

As far as results are concerned, the hockey teams did not have a very successful season this year. However, the fact that so few matches were played speaks for itself. The wet weather and the impossibly bad condition of the pitch made regular practice impossible for almost the whole of the season. Also, the forward line was being continually changed and so had little opportunity really to practice together. Perhaps when something is done about our weather and our hockey pitch, we shall be able to achieve better results!

Congratulations to the top goal scorer of the First team, Sandra Smith, who scored one goal!

The Third Year team did very well to win both their matches, which gives us good hopes for the future.

Results

	Played	Won	Drawn	Lost	Goals for	Goals against
1st team	6	-	1	5	1	10
2nd team	6	1	-	5	1	8
3rd yr. team	2	2	-	-	7	3

Colours

Re-awards: Margaret Miller, Elizabeth Pead.

New Awards: Sandra Smith, March Glover, Rosemary King, Susan Beldham.

ELIZABETH PEAD.

JUNIOR HOCKEY

This season has been a particularly pleasing one for us as we have played two matches and won both of them. The schools we have played are Cardinal Wiseman's and Notting Hill and Ealing High. We also took part in the Middlesex Junior Rally, competing against 4th year teams. We did quite well in this, coming 3rd out of six schools. During the term we played against the boys, surprisingly beating them 3-2.

JACQUELINE ANDREWS, VALERIE PENFOLD.

AUTUMN

In Autumn leaves fall,
They are red, but most of all,
I like green ones on the wall,
For they don't fall at all.
Some birds then fly away,
But yet others come to stay,
Through the winter sit and play,
Till Spring is on its way.
Old Jack Frost comes and goes,
Raindrops patter near our toes,
While indoors a fire glows,
And old folk gently doze.

JENNIFER SCHERER, II.A.

1st NETBALL TEAM

This year the First Netball team had a fair season, as the results show:

Played	Won	Lost	Drawn	Goals for	Goals against
15	7	7	1	213	207

The most exciting game was that played against Eliot's Green, when we were narrowly beaten 23-25 after being 11-19 down at one point.

I should like to thank all members of the team for their regular attendance at practices, even in the coldest weather, and I take this opportunity to say that I hope next year's team are as keen.

Good luck for the future, 1st team!

BARBARA SIMPSON (*Capt.*)

UNDER 14 NETBALL TEAM

Last year the U-14 Netball team enjoyed a successful season, beating their closest rivals, Costons, but unfortunately losing to Harrow County. Out of 10 matches we won 7, drew 2 and lost 1.

GILLIAN BROMLEY.

UNDER 13 NETBALL TEAM

The Under-13 Netball team had a fair season, playing thirteen games, losing eight and winning five. The conditions we played in were often bad but on the whole we all enjoyed ourselves.

LESLEY HANTMAN (*Capt.*)

SCHOOL SPORTS DAY, 1962

Four records were broken at the Annual School Sports on Thursday, 19th July. P. Phipps, who jumped 5 ft. 3 in., broke the record established by R. Ellis in 1935; Upsdell set a new long jump record of 20 ft. 7 in., and O'Brien established two new records, putting the shot 43 ft. 6 in. and throwing the discus 144 ft. 7 in.

A large number of guests, old pupils and scholars were present with Dr. Evans and the staff.

The guests included Mr. J. P. Walker (senior adviser for physical education in Middlesex) who presented the trophies and certificates, Cllr. H. E. Gilmour, chairman of the governors; Mr. G. R. Howe, vice-chairman; County Councillors Mr. and Mrs. Gundry and Cllrs. Gould and K. G. Reeves.

There was keen competition for the honour of champion House and a close contest was finally decided by a victory for the Spartans who beat the Romans by 797 points to 778, to regain the championship which they lost to the Romans in 1961.

RESULTS

(A: Athenians; R: Romans; S: Spartans; T: Trojans).

220 yards—Boys, junior: 1, A. Wilson (R); 2, Cole (S); 3, Ralph (T); 28.4 sec. Boys, middle: 1, S. Buck (T); 2, Pym (T); 3, Cutting (R); 25.8 sec. Boys, senior: 1, J. Roberts (R); 2, Upsdell (S); 3, Pilborough (S); 24.4 sec. Girls, middle: 1, Susan Reeves (S); 2, Vivienne Dunstan (T); 3, Valerie Stoneman (A); 28.4 sec. Girls, senior: 1, Sandra Smith (S); 2, Margaret Miller (T); 3, Wendy Hardy (A); 31 sec.

- Half-mile**—Boys, junior: 1, A. Wilson (R); 2, Hamer (S); 3, Dixon (T); 2 min. 30.2 sec. Boys, middle: 1, Matthews (A); 2, Durrans (T); 3, Grimwood (T); 2 min. 19 sec. Boys, senior: 1, R. Barker (T); 2, O'Leary (R); 3, Fiddes (T); 2 min. 14.6 sec.
- Javelin**—Girls, senior: 1, Susan Bowers (R); 2, Mary Smeed (R); 3, Elizabeth Pead (T); 70 ft. Boys, senior: 1, O'Brien (S); 2, Leppard (A); 3, Jarman (R); 140 ft. 5 in. Boys, middle: 1, Hooper (R); 2, Shilling (S); 3, Pym (T); 114 ft. 6 in.
- 100 yards**—Boys, junior: 1, O'Leary (A); 2, Fulcher (A); 3, Powell (T); 12.8 sec. Boys, middle: 1, Buck (T); 2, Phipps (R); 3, Pym (T); 11.4 sec. Boys, senior: 1, J. Roberts (R); 2, Upsdell (S); 3, Pilborough (S); 10.6 sec. Girls, junior: 1, Annette Taylor (S); 2, Jacqueline Coombe (T); 3, Sheila Thomas (R); 12.8 sec. Girls, middle: 1, Susan Reeves (S); 2, Valerie Stoneman (A); 3, Virginia Ashworth (A); 12.2 sec. Girls, senior: 1, Margaret Miller (T); 2, Susan Bowers (R); 3, Sandra Smith (S); 13.4 sec.
- 440 yards**—Boys, junior: 1, A. Wilson (R); 2, O'Leary (A); 3, Cole (S); 61.6 sec. (equals record). Boys, middle: 1, Buck (T); 2, Grimwood (T); 3, Cutting (R); 59 sec. Boys, senior: 1, Barker (T); 2, Whitworth (T); 3, Pilborough (S); 55 sec.
- One mile**—Boys, senior: 1, Leppard (A); 2, Fiddes (T); 3, O'Leary (R); 5 min. 1 sec.
- Putting the Shot**—Boys, senior: 1, O'Brien (S); 2, Phipps (S); 3, Auger (A); 43 ft. 6 in. (record). Boys, middle: 1, W. Hooper (R); 2, Rogers (T); 3, Monger (S); 34 ft.
- Relay Race (4 x 110 yards)**—Girls, junior: 1, Spartan; 2, Roman; 3, Trojan; 58 sec. Girls, middle: 1, Spartan; 2, Athenian; 3, Trojan; 55.8 sec. Girls, senior: 1, Roman; 2, Spartan; 58.6 sec. Boys, junior: 1, Trojan; 2, Athenian; 3, Roman; 56.2 sec. Boys, middle: 1, Roman; 2, Trojan; 3, Athenian; 50.6 sec. Boys, senior: 1, Spartan; 2, Roman; 3, Trojan; 47.1 sec.
- Throwing Rounders Ball**—Girls, middle: 1, Gillian Bromley (A); 2, Sandra Goodchild (S); 3, Jacqueline Andrews (A); 51 ft. 3 in. Girls, junior: 1, Glynis Hullah (S); 2, Marilyn Tye (R); 3, Pamela Fox (T); 189 ft. 7 in.
- Long Jump**—Boys, junior: 1, Ralph (T); 2, Powell (T); 3, Squirrel (R); 15 ft. Boys, middle: 1, Churchill (S); 2, McKay (A); 3, Cutting (R); 17 ft. 5 in. Boys, senior: 1, Upsdell (S); 2, Roberts (R); 3, Stammwitz (S); 20 ft. 7 in. (record). Girls, junior: 1, Jacqueline Coombe (T); 2, Lorna Knight (S); 3, Myra Smales (R); 13 ft. 2 in. Girls, middle: 1, Susan Reeves (S); 2, Terry Knight (R); 3, Susan Davis (T); 14 ft. 10½ in. Girls, senior: 1, Susan Beldham (A); 2, Elizabeth Ross (R); 3, Mary Smeed (R); 16 ft. 1 in.
- Discus**—Boys, middle: 1, Rogers (T); 2, W. Hooper (R); 3, Monger (S); 114 ft. 10 in. Boys, senior: 1, B. O'Brien (S); 2, Auger (A); 3, Phipps (S); 144 ft. 7 in. (record).
- High Jump**—Boys, junior: 1, O'Leary (A); 2, Ralph (T); 3, Hewitt (R); 4 ft. 6 in. Boys, middle: 1, P. Phipps (R); 2, Garrett (A); 3, Kemmenoe (A); 5 ft. 3 in. (record). Boys, senior: 1, Harvey (S); 2, Cooney (A); 3, Leppard (A); 4 ft. 9 in. Girls, junior: 1, Glynis Hullah (S); 2, Lorna Knight (S); 3, Brenda Norman (R); 4 ft. Girls, middle: 1, Patricia Penny (S); 2, Janet Spink (A); 3, Marilyn Blomfield (T); 4 ft. 5 in. Girls, senior: 1, Susan Beldhan (A); 2, Susan Bowers (R); 3, Beryl Kitching (T); 4 ft. 5 in.

Cross Country team race—Teams: 1, Athenians; 2, Trojans; 3, Spartans. Individual: 1, I. Fiddes (T); 2, M. O'Leary (R); 3, R. Matthews (A); 25 min. 17 sec. House points: A, 611; R, 778; S, 797; T, 717.

Individual champions—Girls, junior: 1, Glynis Hullah (S), 22 pts; 2, Jacqueline Coombe (T), 20; 3, Lorna Knight (S), 18. Boys, junior: 1, Wilson (R), 35; 2, O'Leary (A), 33; 3, Ralph (T), 29. Girls, middle: 1, Susan Reeves (S), 39; 2, Patricia Penny (S); 21; 3, Janet Spink (A), 18. Boys, middle: 1, Hooper (R), 50; 2, Buck (T), 45; 3, Rogers (T), 29. Girls, senior: 1, Susan Bowers (R), 39; 2, Susan Beldam (A), 37; 3, Sandra Smith (S), 24. Boys, senior: 1, O'Brien (S), 61; 2, Upsdell (S), 55; 3, Roberts (R), 55.

THE TOWN FROM A WINDOW

Beyond my window in the night,
Is but a dull and dreary street.
Yet there the frost and bright star-light,
Shine and dazzle diamond-like.

No trees, no parks, but instead,
Were roof-tops, tiles and chimney-pots,
The houses like ladies formal and proper,
Stood rigid, frowning at passers-by.

There is no more smoke from the chimney-pots,
As the fires everywhere are out.
In the distance nothing is heard,
But the quiet hoot of the tawny owl.

SUSAN SELLERS, II.A.

MY WORLD

Railway trains,
Barking dogs,
Talking budgies—
And road hogs!

Screaming children,
Tapping feet,
Chatting people
In the street.

Dropping things
Around the floors,
Noisy people
Slamming doors.

What a noise,
And what a din
In the world
That I live in!

JENNIFER SCHERER, II.A.

CRICKET 1962

Although the cricket season was short this year the team played some very interesting matches.

We played nine matches, of which four were won, three were lost and two were drawn.

Even though no one showed any real skill on the field, I feel sure that we won our matches through playing as a team. In past seasons we have lost many matches due to the lack of co-ordination in our attack.

Our worst defeat of the season was against the Parents. To the shock of everybody, especially the team, the Parents beat us by three wickets (School 65; Parents 66 for 7).

Against Spring Grove we batted first and scored the meagre total of 67 (Haywood 34 n.o.). However, due to some accurate bowling, we won by six runs (Haywood 5 for 7; Leppard 4 for 18).

Against the Phoenicians the match was drawn. The Phoenicians batted first, scoring 190 for 6 wickets declared. The school replied with 80 for 4 (Haywood 39 n.o.).

Against Wycombe House we again only scored 67. However, the House only replied with 30 (Leppard 6 for 20; Haywood 4 for 8).

Against Gunnersbury we scored 120 for 6 declared (Haywood 53 n.o.). Gunnersbury were then bowled out for 85.

Congratulations go to Norman Upsdell for receiving his colours and being persistent in his good wicket-keeping. Colours were also awarded to Leppard and Warrell who bowled extremely well throughout the season.

Half-colours were awarded to Warren, Auger and Roberts.

In the batting averages Haywood came top followed by Worrall and Leppard. Haywood scored an average of 35, Worrall 12, Leppard 9.

In the bowling averages, Haywood came top, followed by Leppard.

R. M. HAYWOOD.

Congratulations to R. Haywood on playing for the Middlesex Grammar Schools Team.

T.E.C.

TENNIS

On average, the tennis teams have enjoyed a fairly successful season, although some of the results have been rather disappointing. The first team had a very close match against the Phoenicians which we just managed to win by 41 games to 40, having lost to them last year by the same score. Our worst match was that played against St. Augustines Priory—but several of our regular players were absent and some of the rest were suffering from "examinitis".

The under-15 team played very well, winning both their matches comfortably.

Results

	P	W	L	Games for	Games against
1st team	9	5	4	331	317
2nd team	6	2	4	110	178
U15 team	2	2	-	8 sets	3 sets

Colours

Re-awards: B. Simpson, E. Pead.

New Awards: S. Bowers, R. King.

Half Colours: M. Smeed, S. Rollins.

ELIZABETH PEAD.

WHEN I GROW UP

When I grow up I'd like to be
A nurse in blue and white,
I'd help the patients through the day,
And sometimes in the night.

Perhaps I'll be a stewardess,
Helping people on a plane,
"Fasten your safety belts," I'll say,
"We are coming to earth again."

I'd hate to be a secretary,
Typing all day long,
Sitting on an office stool,
Not knowing what goes on.

I might be a millionaire,
And drink from a silver cup,
For that's the thing I'd like to be,
When I grow up.

SUSAN OLDERSHAW, II.C.

SCHOOL PRIZES 1960-61

Form I

P. S. Downing, S. M. Grainger, L. A. Knight, A. L. Squirrel.

Form II

G. R. Edwards, D. Knight, A. M. Robinson, D. C. Thompson.

Form III

S. D. Buck, P. S. Fiddes, J. S. Stimpson, N. A. Walker.

Form IV

D. R. Baxter (Sciences), S. D. Berry (History), D. Camp (Woodwork),
R. Duffield (Modern Languages), S. Fleming (History, Religious Knowledge
Modern Languages), M. L. Fox (English), B. A. Kitching (Modern Languages),
J. Kosiba (Sciences), J. S. McVeigh (Art), H. M. Moore (Geography),
R. I. Morbey (English), S. Pepper (Mathematics, Sciences), J. M. Phillips
(Sciences), J. R. Tobin (Geography, Mathematics), J. M. Wade (English,
Modern Language, Music).

Form V

E. E. Averkieff (Modern Languages), D. M. Beach (Religious Knowledge),
J. D. Boot (Music), C. M. Buck (Mathematics, Modern Languages), L.
Concannon (English), N. E. Cross (Geography, Sciences), J. C. Farrington
(Modern Languages), P. M. Freeman (Art, Geography, Sciences), A. G. Peddle
(English, History), R. G. Ritchie (Mathematics), C. E. Wilkinson (Mathema-
tics, Sciences), B. L. Worrall (Woodwork).

Form VII

H. F. Downes, M. Johnson, E. D. Pead, J. H. Pencavel, R. H. Seymour.

Form VIU

B. A. Chamberlin (Pure Mathematics), A. A. K. Draper (French, German,
Latin), P. Fountain (Art, Geography), J. E. Fox (Chemistry), M. L. Jervis

(English), C. E. Parkinson (Zoology), C. M. Ruel (Economics), A. Tyler (Physics), G. J. Warren (Applied Mathematics).

Additional Prizes

Alexandra Chrzanowska Trophy	C. Carter
Fifth Form Academic Trophy	C. E. Wilkinson
Christine Cole Trophy	P. E. Knight
Sewell Allenby Trophy	P. Fountain
Grace Fredericks' Prize	C. M. Ruel
War Memorial Prize	P. Fountain, E. M. A. Neilson

ENTRANCE TO UNIVERSITIES AND COLLEGES OF FURTHER EDUCATION

S. J. Balint	Rachel McMillan Training College, Deptford.
R. H. J. Barker	Sheffield University.
M. B. D. Bloom	Leicester University.
J. A. Double	Brunel College of Technology.
H. F. Downes	Kirkby Training College, Liverpool.
S. R. Edgell	Regent Street Polytechnic, London.
M. M. A. Eggins	Stockwell Training College.
H. L. Gilbert	Brunel College of Technology.
A. J. Hodges	Royal College of Music
R. K. Hooper	Leeds University.
M. W. Johnson	Queen Mary College, London University.
J. P. Jones	Weymouth Training College.
G. G. Kennedy	Leeds University.
H. E. Kille	Bedford College, London University.
P. E. Knight	Sheffield University.
M. S. Miller	Gipsy Hill Training College.
C. A. Norman	Trinity College of Music, London.
E. D. Pead	Birmingham University.
J. H. Pencavel	University College, London University.
A. J. Phipps	University College, London University.
H. A. Riseley	Bletchley Park Training College.
M. J. Sellers	University College, London University.
<u>R. H. Seymour</u>	Imperial College of Science and Technology, London University.
R. A. Skipp	Brunel College of Technology.
S. M. Smith	Clacton Training College.
L. S. Spanner	Bedford College, London University.
A. R. Turner	University College, London University.

UNIVERSITY EXAMINATION RESULTS, JANUARY AND JULY 1962

Advanced Level	(D = Distinction, O = Pass at Ordinary Level)
R. H. J. Barker	Economics (D), Geography, History. <i>State Scholarship.</i>
M. B. D. Bloom	Chemistry (D), Physics, Pure Mathematics.
M. J. Chapman	Art, French, Pure Mathematics (O).
J. A. Double	Physics, Zoology.
B. Dubery	Art, Economics, Geography (O).

I. J. S. Fiddes	Chemistry, Physics, Zoology (O).
J. Foreacres	Applied Mathematics, Physics, Pure Mathematics.
H. L. Gilbert	Chemistry, Pure Mathematics (O).
R. M. Haywood	Botany (O).
A. J. Hodges	Music.
R. K. Hooper	Economics, Geography, Pure Mathematics (O).
M. W. Johnson	Applied Mathematics (D), Chemistry, Physics (D), Pure Mathematics (D). <i>State Scholarship.</i>
G. G. Kennedy	Economics, Geography (D), History (D).
M. D. O'Leary	Botany, Chemistry, Zoology.
J. H. Pencavel	Economics (D), Geography, History (D). <i>State Scholarship.</i>
A. J. Phipps	Economics (D), Geography, History.
D. G. E. Pilborough	Geography, Physics, Pure Mathematics (O).
J. C. Roberts	Economics, Geography, History.
P. F. Saunders	Economics.
<u>R. H. Seymour</u>	Applied Mathematics (D), Chemistry, Physics, Pure Mathematics.
R. A. Skipp	Botany, Chemistry, Zoology (O).
A. R. Smith	Chemistry (O), Zoology (O).
L. A. Stammwitz	Chemistry, Physics (O), Pure Mathematics (O).
M. D. Strong	Economics, Geography, History (O).
J. O. Trafford	Art, Physics, Pure Mathematics (O).
A. R. Turner	Economics, French, German.
S. J. Balint	Domestic Science (O), English (O).
J. M. Bryan	Economics.
H. F. Downes	English, German, Latin.
J. P. Jones	English, French.
H. E. Kille	English, French, German.
P. E. Knight	English, French, German.
M. S. Miller	Economics (O), History (O).
E. D. Pead	French, German, Latin.
A. G. Peddle	Latin.
H. A. Riseley	Pure Mathematics (O).
M. J. Sellers	French, German.
B. A. Simpson	German, French (O).
A. C. Slatter	English (O).
S. M. Smith	Chemistry, Physics (O), Pure Mathematics (O).

Ordinary Level

Form VA

D. R. Baxter	6
G. A. Bellamy	6
R. L. Darke	1
B. C. Harvey	3
H. M. Jacobsen	4
J. P. Kerr	3
J. P. Lynch	2
G. J. Mersh	7
R. M. Rees	1

Form VB

A. P. Briggs	5
M. A. Bucknell	3
S. J. Davies	3
K. L. Gibbons	1
D. I. Jarman	1
I. J. Mowat	3
B. O'Connor	1
K. A. Rose	3
C. J. Shears	1

Form VC

D. Camp	6
S. E. Cooney	1
A. R. Day	4
R. L. Duffield	7
J. D. Farquhar	2
B. W. Howe	7
J. Kosiba	7
J. B. McNeill	5
R. I. Morbey	5

P. W. Stimpson	2	K. A. J. Webb	2	S. Pepper	8
K. Warren	2	S. A. Beldham	2	M. Shenfield	4
N. V. Bailey	3	A. R. Chase	4	W. E. S. Spooner	3
S. R. F. Barrett	2	C. A. Colvin	2	J. R. Tobin	8
J. Day	4	C. L. Fernee	1	P. D. Benton	8
T. A. Gregg	2	J. S. McVeigh	2	S. D. Berry	7
J. Manchester	5	M. C. Moles	4	S. K. Bowers	6
C. A. Perry	3	S. M. Rollins	5	L. J. Britton	3
J. M. Phillips	7	H. I. G. Suter	1	S. Fleming	8
A. P. Powell	2	J. Tuddenham	5	M. L. Fox	6
G. P. Reynolds	2	H. M. Vince	2	W. I. Hardy	8
S. Y. Ruel	5			G. A. Huggins	3
S. R. Walmsley	1			A. Jamieson	8
S. M. Wenborn	2			C. L. King	6
J. Whitfield	4			B. A. Kitching	8
				H. M. Moore	9
				A. Newman	6
				F. A. St. Claire	4
				M. L. Smeed	8
				P. F. Stevens	6
				J. M. Wade	7

Form VI (Additional Subjects)

V. A. W. Auger 1; R. H. J. Barker 1; M. R. Bowers 2; V. J. Clark 1; M. W. Crawley 1; N. E. Cross 1; B. Dubery 2; B. J. Duley 1; J. C. Farrington 1; R. M. Haywood 1; R. V. Hems 1; T. M. H. Hewitt 2; R. K. Hooper 1; M. W. Johnson 1; G. G. Kennedy 2; J. C. Lennon 3; R. Leppard 2; M. J. McLaren 1; B. V. O'Brien 1; M. D. O'Leary 1; J. H. Pencavel 1; A. J. Phipps 1; R. G. Ritchie 1; J. C. Roberts 1; P. F. Saunders 1; L. A. Stammwitz 1; M. D. Strong 1; J. D. Boot 1; J. S. Brown 3; J. M. Bryan 1; L. Concannon 2; P. M. Freeman 1; S. J. LePrince 1; M. S. Miller 2; E. Morris-Ross 1; J. Pantlin 2; C. L. Wright 2.

Ordinary Level—cont.

The following pupils in Form IV passed in English Language:

S. D. Buck, C. E. Carr, R. W. Chamberlin, G. R. Davies, B. Durrans, R. J. Grimwood, N. A. Hasker, I. F. Haynes, W. R. Hooper, A. V. Kemmenoe, G. J. Kentish, R. D. Mackay, W. W. Rose, G. D. Stratton, P. W. Waite, N. A. Walker, C. B. Anderson, C. P. Ashfield, P. D. Atlee, P. M. Ayre, V. C. Barnes, M. Blomfield, W. L. Brown, M. C. Y. W. Chaimowicz, M. E. Crawley, J. M. Cummings, C. P. Duchesne, J. E. Earl, G. M. Griffith, P. M. Jackson, J. M. Knight, V. J. Looseley, M. K. Manchester, W. J. Noad, J. E. Panter, A. Pidgeon, S. J. Reeves, J. S. Stimpson, J. L. Thomas.

LEAVERS 1961-62

Form VI

S. J. Balint, K. D. Ballard, R. H. Barker, M. B. D. Bloom, M. R. Bowers, J. S. Brown, J. M. Bryan, M. J. Chapman, V. J. Clark, M. W. Crawley, J. A. Double, H. F. Downes, B. Dubery, B. J. Duley, J. Foreacres, M. G. Fox, E. E. Gibbard, H. L. Gilbert, T. M. Hewitt, A. J. Hodges, R. K. Hooper,

M. W. Johnson, J. P. Jones, G. G. Kennedy, H. E. Kille, P. E. Knight, J. C. Lennon, R. Leppard, M. S. Miller, M. D. O'Leary, J. Pantlin, E. D. Pead, J. H. Pencavel, A. J. Phipps, H. Riseley, J. C. Roberts, P. F. Saunders, M. J. Sellers, R. H. Seymour, B. A. Simpson, R. A. Skipp, A. C. Slatter, A. R. Smith, S. M. Smith, L. A. Stammwitz, M. D. Strong, A. R. Turner, C. L. Wright, B. C. Yates.

Form V

S. Barrett, P. D. Benton, S. D. Berry, S. K. Bowers, L. J. Britton, M. Bucknell, D. Camp, A. R. Chase, C. A. Colvin, S. E. Cooney, B. L. Crouch, J. F. Daniell, A. R. Day, C. L. Fernee, T. A. Gregg, W. I. Hardy, G. A. Huggins, M. J. Kaye, C. L. King, J. S. McVeigh, M. G. Moles, I. J. Mowat, B. O'Connor, C. A. Perry, A. Powell, G. Reynolds, M. A. Roberts, S. M. Rollins, M. I. Shenfield, A. M. Spencer, H. I. Suter, J. Tuddenham, H. M. Vince, K. A. J. Webb.

Transfers to other Schools

Form IV: M. Bassadone, V. A. Bentley, J. Coniglio, H. Holliday.

Form II: N. Blake, N. Christiansen, A. Kinder.

Form I: D. Coniglio, R. Coniglio, C. Syratt.

NEW ADMISSIONS, SEPTEMBER 1962

Form IA

John E. Batt, Alan C. Beal, Hussain Biati, Russell J. Blair, Martin G. Bouette, Carole A. Bryan, Alicja W. Cala, Roy E. Cooper, Christine J. Fraser, Rosemary I. Goatley, Susan T. Gosling, Robert P. J. Grimes, Sheila Hart, Stephen B. Kennedy, Richard R. Laslett, Carole A. Martin, Jane R. Nicholls, Frances A. Oldershaw, Anthony W. E. Phipps, Alan B. Pilcher, David W. E. Pitteway, Marilyn R. J. Reading, Neil A. Richardson, Adela M. Rossiter, Jill A. Saunders, Paul M. Sharpe, Denise M. Smallman, Janice Smeed, Linda M. Spink, Christopher Szmigin, Keith Wakeman, Valerie E. Williams.

Form IB

Laurence H. Abrahams, Lindsey M. Adams, Karen Andrew, Valerie A. Bagley, Stuart J. Bane, Gerald S. Boot, Susan E. A. Chambers, Jean E. Dewey, Theresa J. d'Oliveira, Carol M. Dyke, Marilyn H. Essam, Michael F. Fletcher, Carolyn G. Haynes, Christopher J. Heffernan, Martin Hewitt, Sandra A. Higginbottom, Stephen E. Hill, William G. Holiday, Kathleen Karzmark, Paul T. King, Lynda S. Mayhew, Eileen McGreal, Barry E. Miles, John Mullarkey, John W. Pearce, Alan G. Probyn, Marion I. Rooke, Stephen K. Self, Robert J. Smyth, Patricia A. Thomas, Lesley A. Toone, Colin S. Williamson.

Form IC

Patricia J. Alderton, Stephen F. Bennett, Christine A. Best, Peter Birmingham, Linda A. Buchanan, Deborah K. F. Carr, Kathleen S. Clark, Laura Coutin, Elaine G. Crook, Richard S. Curtis, Robert J. Cutler, Julie M. Davis, Lorna Farish, John H. Fenn, Graham T. Glenn, Ian Goldsmith, Ian N. Gwin, Sheila Hannafin, Jacqueline E. Jones, Margaret E. Lloyd, Linda Manley, David A. Mann, David W. Morris, Garry F. Poland, Rosalind J. Porter, Gareth P. Price, Richard J. M. H. Sadler, Pamela M. Sprules, Carol A. Thatcher, Martin J. Wilson, Margaret E. Worrton.

Form LVIS

Jerzy Arszewski, Jan Peciuch, Stanislaw Wierzbinski.

Form IVB

Peter Kartzmark.

PHOENICIAN NOTES

Phoenicians' F.C.

The Phoenicians' Football Club, the senior, largest, and perhaps, the best-known of the Association's sections, continues to flourish, but the new committee, elected at the 1962 annual general meeting, are agreed that there is need for further progress and every effort will be made during the 1962-63 season to re-vitalise the organisation.

Since we are members of the largest football league in the country, it will take more than words to see us to the top, for an "Old Boys' " club such as ours has to rely entirely on the boys leaving Drayton Manor School. They are our one and only source of recruitment.

Phoenicians seek the best and, during the present season, it is hoped to have a representative at many school games with a view to assessing the capabilities of the players participating and, in due course, inviting those with outstanding ability and potential to become members of this club on leaving Drayton Manor.

The talent at the School is considerable, as was shown last year when Phoenicians first eleven were well beaten in the annual fixture. But it does no good to look back. The future of our club is in the hands of those now playing football at school, from the newly joined first-former to the aristocrats of the upper sixth. We would welcome all to our games on Saturday afternoons.

Enquiries to: Hon. Secretary, T. Lloyd,

36 Cowper Road,

Hanwell, W.7.

EAL. 3302

Phoenicians' Cricket Club

The cricket section played 37 games out of which 14 were lost, 13 won, 8 drawn and 2 abandoned. The fixture list was the strongest in the club's history, and the results can be considered fairly satisfactory in view of the poor start to the season.

The match against the school ended in a draw after the School XI had scored 77 for 4 in reply to the Phoenician total of 189 for 6 declared.

New members welcomed this year were Chris Bolton and Jack Eteen who both achieved some good performances in their first full season.

The section is keen to recruit new members from the school and enthusiastic cricketers should contact the secretary (address and telephone number below).

Next year we shall have a full fixture list which will include a weekend tour of Hampshire, and which promises to provide us with one of the most interesting seasons yet.

Hon Secretary, D. G. E. Nicholls,

24 Bridge Avenue, Hanwell, W.7.

Tel: WAXlow 2243.