



the
balshavian

January 1965

The magazine of

Balshaw's

Leyland

Comment

by
the Senior Committee

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Balshavians

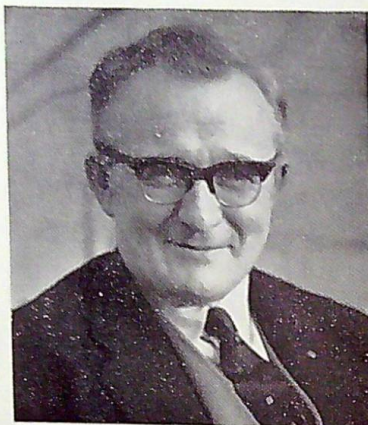
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COMMENT

PRESS CONFERENCE WITH

THE HEADMASTER

Reported by Sandra Bleasdale



We have chosen to stay on: do you think games and gym for sixth forms should be compulsory?

I think it is good for you to have some form of exercise, and also for opportunities for physical education to be as diversified as possible. If this were a town grammar school I would probably be doing what I could to get you the opportunity of going to the town baths, or even the local skating rink! It is not easy to offer you the choices that I should like to provide—I would certainly like a much wider range. As it now stands, however, I think you would agree that the occasional period of physical education does not do any harm whatsoever.

Do you think a commercial course would be a useful addition to the school?

I take the view that I ought to try to educate people like yourselves in subjects which are of the greatest possible value to you, and in a grammar school I feel it is important today to fill your time with academic subjects. Shorthand and typewriting should be valuable to people who either cannot face a full academic course, or those who have got to the end of such a course.

What of the pupils who are no good for an academic course?

We do not have any pupils who are "no good" at academic subjects! It is true there may be some who come who are not very good, but at the same time I do not think it would be proper for me to run a class on commercial subjects. If this were a bigger school with a larger proportion of the less academically gifted, then I think it would be both possible and sensible to provide such a course.

Are the relations between staff and sixth form too formal?

I can only say that I do not find them so myself. My impression is that they are quite friendly. I do not feel that they are other than they should be.

What about outside school? We are proposing coffee mornings where pupils can meet members of staff regularly.

I think that would need looking into—I need to know more about it. The tendency is for sixth forms to be treated as more adult communities, and I think it is valuable for sixth-formers and staff to meet on social occasions, but the meetings should be a natural part of school life, and not "set up."

Since you have been at this school, you have seen quite an acceleration in the rate of new subjects being introduced. Would you like to see more "modern" subjects like psychology and philosophy being introduced?

I would like to offer as many subjects as I can, especially those I think of as being sensible subjects for a school.

As for psychology and philosophy: they would demand so much work in the sixth form if they were to be intelligently and usefully studied that it would probably not be very profitable educationally to do them as serious "A" level subjects. It is my job to put you in a position where you can go on to the kind of higher education that you want to get. I therefore have to see to it that you are offered those subjects most useful to you in preparing for an honours course at university in whatever subject you choose, or admission to a course at training college. It is true, however, that the bigger the sixth form, the more subjects you can offer, and vice versa.

What new extensions are at the moment being proposed for the school?

They will be starting on some new science labs. this spring, and they will be built out on the boys side leading

out onto the football pitch. The total plan for all the school is still under discussion, so I cannot tell you more than that at the moment.

Is it possible to have the library extended?

Yes. My hope is that we shall have a new library out of the consequences of having a new science block. It seems likely to me that the new library will probably be the chemistry lab. upstairs extended at each end.

Do you think there is a chance of us having a sixth form room?

Yes, that is part of the new plans of the school.

Should headmasters, in your opinion, teach?

Yes!

If so, how much?

It is difficult to give a straight answer. It is really only by teaching that you get to really know boys and girls, but it is important that he ought to be able to teach one class all the time—especially for advanced level. On the other hand, a headmaster has to consider his responsibility to the whole school, not to a given group of pupils. He must, therefore, strive to reach a compromise between the two.

What do you think of radio and television in school?

To take radio first: there is a socket in every classroom in the school and there is the best wireless set available. There is no reason why anything that is on the radio should not be available for anyone who wants to use it. Sometimes the use of radio can be valuable for special subjects, e.g., foreign languages.

As for television, I believe it has enormous potential value, but the difficulty at the present time is that if we were to make considerable use of television, I would have to tailor the school timetable to fit the wishes of the B.B.C. If we could put television programmes on tape—videotape—then I think it would be very useful indeed. There is a limit to what you can do, but the use of mechanical aids to teaching is going to increase enormously in the next ten to fifteen years, and may remedy the shortage of teachers.

As it now stands, only the first year can go swimming: do you think it will be possible for the second year to do so as well?

I suppose it would be possible. The trouble really is having the baths so far away. The recent campaign for baths in Leyland is, from our point of view, a very sensible

one. If there were swimming baths in Leyland there would be no reason why all forms in the school could not go. At the moment, I think you will agree, it is true that for every thirty minutes in the water, ninety are spent out of school!

Why don't first-formers get so many privileges?

What exactly have you got in mind?

School societies, for instance, invite all but "not first forms."

I have not seen these things, but I will take your word for it that they do exist! There is a very considerable gap between a first former and a sixth former. The fact is that whereas first formers pretend to be interested in Meccano sets, dolls, and the "Beano" amongst other things, the sixth form regard them as very juvenile! It is therefore only common sense to try to offer people things which interest them, and these divisions as far as you are aware of them reflect what people think. There is a chess society which is open to first formers at the moment.

Do you think Balshaw's will turn comprehensive while we, the present first form, are here?

You people will all go through the kind of course on which you have started—you will be getting the same kind of course as the sixth forms. The future is still under discussion and very uncertain.

BALSHAVIANS IN FOCUS

An enquiry carried out by the Magazine Committee.

Report by Jackie Beattie, U. VI Arts.

To get the enquiry off to a good start, a question was asked about fathers' occupations and, although there are no striking trends to be seen among these occupations, it may be of comfort to some that, if the world were blown up by an H-bomb and only the families with children at Balshaw's survived, life could carry on much the same as now—but on a much smaller and more select scale.

Houses could be designed, built, furnished and kept in a reasonable state of repair. Among the fathers there are farmers, grocers, bakers and butchers to keep us fed, and textile workers and tailors to clothe us. There are

miners and coal merchants to provide us with fuel; window cleaners to do that job.

Cars can be made, sold, serviced. We can even take driving lessons and be tested. Roads could be laid and maintained.

Teachers, and others connected with 'services' are available and we would be blessed with a fairly comprehensive list of medical men. There are policemen, postmen, prison officers and security men—even a forensic chemist and an approved school housemaster.

Scientists of one sort and another are represented and we have commercial travellers, accountants, clerks and managers—some connected with banking and insurance—a journalist and a lecturer are also found. Two pupils have caretaker fathers who would not be short of a job.

Our leisure hours would be catered for—there are a couple of licensees among pupils' fathers—also a club steward and turf accountant.

The above—and it is by no means a fully detailed list—shows us not only the diversity of fathers' occupations, but also the differing backgrounds from which Balshavians come.

A corollary to the question showed that one pupil in four is the son or daughter of a Leyland Motors' employee. The percentage is highest among Fifth Formers' fathers where 30%, and lowest among Fourth Formers' where 18 out of 85, are so employed.

A question on working mothers revealed the following facts: on average 40% of pupils' mothers have some occupation outside the usual housewifery tasks. The percentage is smallest among the mothers of first form pupils where out of 88 pupils only 15 can be said to have working mothers.

Full marks go to the boy who in answer to this question wrote for his mother's occupation: 'Looking after me—that's enough!'

Old Balshavian parents:

In the school there are 80 pupils whose mother and/or father is an old student. That is, among those who answered the questionnaire one in seven is the off-spring of an old student. The ratio drops to one in ten among fourth form pupils and rises to three in ten in the Lower Sixth.

"How much pocket money do you get?"

Only one person gave a definitely indignant retort: 'Don't be nosey,' but several in each form either could not

or would not say. In more than one instance the amount was variable—how variable depending on the number of errands run, or what was included under a vague heading of 'fringe benefits.' Among pupils in the Upper School it was noticeable that pocket money was supplemented by or replaced by wages from a week-end job.

The average amount rises gradually from 2s. 6d. among first formers to 5s. 6d. among fourth form pupils. A leap to an average of 9s. among Fifth Formers is succeeded by another gradual rise of 1s. per form.

Up to the Fourth Forms the average amount received by a boy is about equal to that received by a girl, but above the Fourth Form the average boy's pocket money exceeds the girls—it is as much as 2s. more in the Upper Sixth. However, the extremes in these senior forms show that the range of amount is the same whatever the sex of the recipient, e.g., in the fifth form the highest amount received by boy and girl alike is 25s. per week; the lowest, 5s.

Employment

As might be expected, the proportion of people with a paid job increases with age, but the type of jobs is roughly the same whatever the age. Types of jobs done by girls do not differ greatly from those undertaken by boys. For instance, both sexes do farm work, paper rounds and shop work—the three major categories. On the other hand, baby-sitting is restricted to girls, milk deliveries to boys.

One pupil in five has a job, but there is insufficient information to come to any decision about wage rates. Someone in the first form does errands for a wage of three Milky Ways.

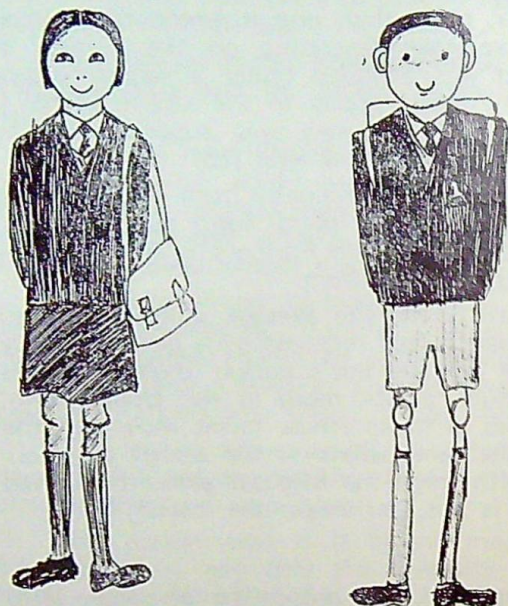
One second form boy "would rather not say what job" he does. Any ideas?

Careers

21% of Balshavians do not know what career they will follow. Of Third Formers 88% are already decided, but 20% of Sixth Formers have still not made up their minds. More often than not, more boys are undecided than girls.

41% intend to enter the professions, of whom 177 want to take up teaching; over three-quarters of intending teachers are girls. Medicine is the next biggest prospective employer, but for every doctor or nurse there will be six teachers. Medicine seems to attract the juniors more than the seniors.

Science attracts 35 pupils and these are fairly evenly distributed throughout the School. All but two or three of the intending scientists are boys. Technical jobs are also in a sphere that attracts boys rather than girls.



Little do they
think that . . .

A career in art is the aim of about twelve girls but only three boys; similarly social work attracts girls rather than boys.

The Services—Air Force, Army, Navy and Police—attract several people, mostly boys, but the Army tempts only one enthusiast. The police force seems the most popular of this category.

Agriculture attracts only six people—all girls, and all in the Middle School.

In the School we also have three boys who aspire to being dustmen; we have a budding Jimmy Greaves in the first form and a hopeful boy who looks to No. 10 as his future home, although No. 11 might also be considered.

Newspapers

By far the most widely read daily papers among Balshavians are the *Daily Express* with 160 readers and the *Daily Mail* with 132. The *Daily Express* is read regularly by only 1 in 4 third formers but by 35% of the Upper Sixth; whereas the *Daily Mail*'s biggest following is in the Third Form and its smallest among Sixth Form pupils where only 23 out of 115 read it regularly.

The *Daily Express* is the most popular paper in the First, Second, Fourth and Fifth forms, but it is pushed into joint second place with the *Daily Mirror* in the Third Form. In the Sixth Form the *Guardian* is the most popular daily newspaper—it is read regularly by every other pupil—with

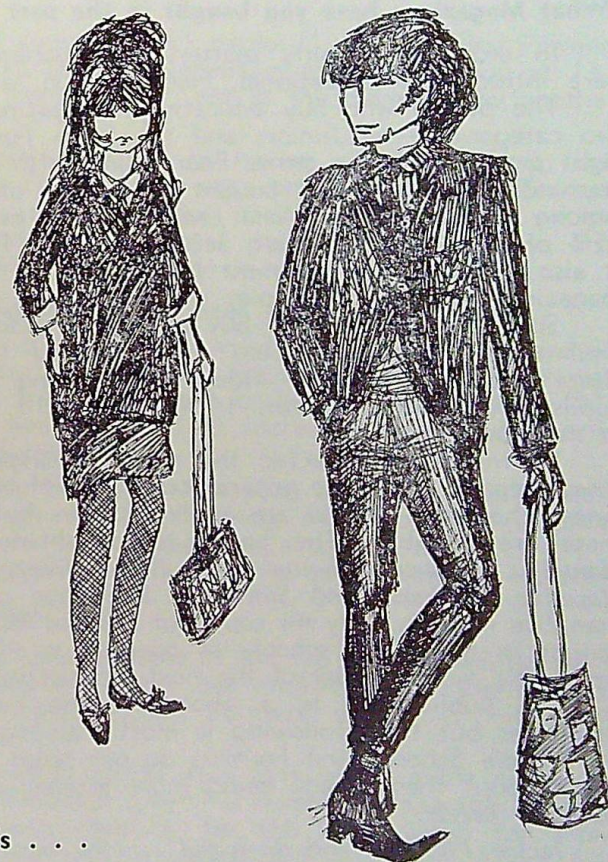
the *Daily Express* in second place and *Daily Mail*—read by 1 in 4—in third.

Minority papers include the *Bacup Times*, the *Whitehaven News*, the *Wigan Observer*, the *Liverpool Echo* and the *Yorkshire Post*! One point of interest that arises is that 60% of the readers of *The Times* are Third Form pupils.

The widest range of newspaper is found among Second Formers where 13 of the 17 papers represented in the School are found to be read. By contrast, only 9 different publications are read among Lower Sixth pupils.

44% of pupils read the *Lancashire Evening Post* which is by far the most popular evening paper.

The second part of the question—'What Sunday papers do you regularly read?'—shows that only one person reads the *Sunday Pictorial*: only two the *Sunday Citizen*.



. . . after
five years
at Balshaw's . . .

The People is the most popular paper but only 15% of its readers are Sixth Formers. It is the most widely read among the First-to-Fifth formers inclusive, but shares its supremacy in the First Form with the *News of the World*. Among the older pupils it is relegated to third position by the *Sunday Times* and the *Observer*, both of which claim 31 Sixth Form readers, or about 60% of its total readers. The *Sunday Telegraph* is another paper that is almost entirely restricted to Sixth Form minds.

The readers of the *News of the World* are mostly found in the first, third, fourth and fifth formers. The *Sunday Express*, fifth in the overall order of popularity claims 38 votes but there is an absence of third form readers.

Of weekly publications the *Football Post* is the most popular, with the *Guardian Weekly* and *Angling Times* sharing second place.

'What Magazines have you bought in the past month'

In order to simplify matters four general headings were introduced—Educational, Hobbies, Pop, and others.

The people who buy educational magazines fall into two categories—the Juniors and the Sixth Formers. Only eight people from the entire Fourth and Fifth Forms gave any indication they had bought magazines of this kind. Among the juniors '*Look and Learn*' was the most popular. 95% of its readers are First, Second or Third Form pupils. It also seems to be the most popular of the educational magazines, yet only 20 copies are bought per week.

Sixth Formers tend to buy magazines associated with their academic subjects, e.g., the *National Geographical*, *History Today*. The most widely read among Sixth Form pupils is the *New Scientist*, 14 of whose 18 readers are in the Lower Sixth.

As might be expected the greatest range of magazines is found under the general heading of Hobbies' magazines. The most popular are angling papers but only 8 of these are bought. The papers specified include *Stamp Monthly*, *Amateur Photography*, *Jazz Monthly*, *Meccano Magazine*, *Mechanix* and *Stitchcraft*, but none claims more than five readers. Only 44 copies of hobbies magazines are bought in the whole school—as opposed to 45 copies of *Jackie*, the most popular of the next type of magazine.

Pop publications as a whole are the most popular magazines but their following is mostly among the Lower and Middle School. First Formers do not seem too enthusiastic about them, many being more interested in *Beano*, *Bunty* or *Beezer*.

Jackie, *Fabulous* and *Boyfriend* are the most popular of pop magazines: the popularity of Beatles' magazines is

greater than that of Elvis, the Stones' and Billy Fury's put together.

158 people bought pop magazines in the past month: of these half were either third or fourth form pupils.

Others: under this heading come the women's magazines—for which there were 112 sales. They are most popular in the Middle School whose pupils account for 70% of the purchasers.

Sanity is almost entirely confined to Sixth Formers, and for every Upper Sixth reader there are two and a half Lower Sixth pupils.

The 'children's comics' type is as would be expected most popular in the First and Second Forms, after which there is a rapid falling-off as pop magazines and women's magazines take over.

Smoking

'No, of course I don't smoke!' said one First Former. Other remarks worthy of mention are: 'I gave up at 13' by a Fourth Former, and 'not at the moment' by another First Former.

99 pupils admitted to having smoked; 35 do not smoke in the Fourth Form and Upper Sixth more girls than boys smoke; otherwise the position is reversed, except among Second Formers where equal numbers of boys and girls answered 'yes'—eleven in each case.

'What is your favourite winter sport?'

Hockey is the overall most popular. 169 claimed it as their favourite. Whatever happened to rugby?—it was relegated to 3rd place, after football, by 95 votes to 117. However, it was preferred to soccer among Third, Fourth and Upper Sixth pupils.

There are minorities who vote for such as golf, badminton, 10-pin bowling, fishing and snowballing. Some even classify 'staying in bed' as a sport!

Do Monopoly and Tiddlywinks really deserve a place?

And in summer?

Tennis reigns supreme at the top of the summer sport pops. It gained 190 votes, but cricket was a close second. Among First and Second Formers cricket is the most popular.

About twenty sports were featured in a list drawn up from the information given—a number comparable to that of winter sports—but by far the most voted for after cricket and tennis are rounders and swimming. About 8% voted for the latter.

Hobbies

"Boys!" "Girls!" "Goggling at the Beatles!" and "Spending money on other people" are some of the more unexpected replies to a question on hobbies.

Boys on the whole tend to have outdoor hobbies. The next in order of preference are indoor activities in general. The arts and reading together claimed only 56 votes out of a possible 478.

With girls the order of preference given is slightly different, but the voting results showed much closer competition: outdoor activities—190 votes; the Arts—167; indoor activities—144; Reading—103.

Surprise results were found among Third Form girls and Lower Sixth boys—not one claims reading as a hobby.

Outdoor activities are most popular among Third Formers while, among First and Second Formers, indoor activities gain 50% of the total points awarded for hobbies.

Reading is at its most popular amongst Lower and Sixth pupils, and it was shown that for every boy in the school who claims reading as a hobby there are four girls: for every 'Arty' boy, five girls. The number of boys, however, interested in outdoor and general indoor activities greatly exceeds that of girls.

What is your favourite T.V. programme?

Many had no preference or no television. Those who did quote a favourite T.V. programme gave such a diverse list that unless any programme got more than 5 votes in any one form it had to be discounted—similarly with Radio programmes.

The result, after disqualification, shows that *Top of the Pops*, *Ready, Steady, Go* and *The Fugitive* are the most popular. The votes for the first two mainly came from the Lower and Middle School. In the Upper Sixth the favourite programme is *It's a Square World*. The Lower Sixth voted for *Ready, Steady, Go*, *The Fugitive* and it's *It's a Square World*, *Steptoe and Son*, and *Coronation Street*.

Coronation Street figured among the First Formers' preference. *Dr. Who* was confined to the most junior forms, while only among Second Formers did *Voyage to the Bottom of the Sea* and *Bewitched* gain the qualifying number of votes.

Who voted for Bill and Ben?

Radio

Radio Caroline received 277 votes—which goes to show how many people fail to differentiate between radio programme and radio station. That aside, the favourite programme is *Pick of the Pops*.

The Upper Sixth was the only form with a very obvious favourite—*Beyond our Ken*, and it was also the only form where this programme featured in the list of favourite radio programmes.

The Clitheroe Kid and *Top of the Form* are the Third Formers' favourites. *Sports Report* features only among Fourth Formers' listening.

Only one person was strongly opposed to the idea of radio at all—"It's all rubbish!"

Noticeable in both radio and T.V. programmes—as among magazines—was the predominance of pop, the virtual absence of educational or cultural material.

Films

Half the School had not been to the cinema in the past month. One member had been seven times; four, six times.

Only in the First Form are there more people who have not been than who have. In all other forms, except the Fourth and Fifth, once in the past month is the most common attendance. In the Fourth and Fifth, once and twice are equally popular.

A Hard Day's Night was the favourite film among First, Second and Third Form pupils. In the Fourth Form it shared its popularity with *The Moonspinners*. The Fifth Form has no definite favourite but the Sixth Formers voted for *Tom Jones*—or was it *Albert Finney*?

Surprises abounded but the most notable was the appearance in the list of films voted for by Third Form pupils of X certificate films—e.g., *Dracula* and *Tom Jones*.

James Bond films found followings among all but Fifth Form audiences. This type of film got most votes among Second and Fourth Formers.

Reading

52 pupils—35 of them boys—have allowed the past month to slip by without reading any but prescribed texts. At the other extreme one female Fourth Former professes to have read two dozen. Two junior girls have read 20 books each but these three figures seem questionable.

320 pupils have read between one and three books in the time mentioned. On the whole the girls in each form read more than the boys. The number of books read by boys decreases with advancing years up to the Fifth Form but there is a revival of reading among Sixth Form boys.

The total number of books read by girls in all forms is higher than that of their male counterparts and the number varies between 111 (in the Upper Sixth) and 187 (Second and Fourth Forms). Nor is there any definite decline

in reading with age as was found among the boys.

Girls were more in favour of novels than boys who voted more for factual books and biographies. Science fiction tended to more of a favourite among boys but there is quite a following among Fourth and Fifth Form girls.

Modern novels were restricted to Sixth Formers and again girls were more in favour than boys.

Crime, detection, horrors, mysteries and adventures were the First, Second and Third Form pupils' favourite reading—boys and girls alike participating. James Bond fans tended to be in the third and fourth years where boys and girls voted in equal numbers. Above the Fourth Form, although there were a few votes, these were restricted to boys.

First and Second Formers seem to avoid novels of any type, being much more interested in ghosts and criminals.

Conclusion

From this survey emerges the great diversity of aims, backgrounds, likes, dislikes and ideals. Individuality there is in plenty but whether this can be equated with originality is a different question which perhaps our readers would like to consider. Do you in fact make up your own mind or do you simply follow the general trend? Do you resist the potentially beneficial influence of the School or are you prepared to accept what it has to offer?

THE SMALLEST ROOM IN THE SCHOOL

by Elsie Mylroie, U. VI Arts

We stood in front of it, gazing at it and wondering who would make the first move. Of course, we had heard about it—everyone had. First there had been hilarious rumours then credulous mutterings and now here it was—complete with a newly built entrance. Double-doored too! Hardly a cheerful thought. Were 'they' afraid we should try to escape?

Strange tales had been told about the new door. For instance the story of the girl who had confused the term "new door" with "new entrance" and had marched into the boys' laboratories. We managed it quite well, however—naturally there were one or two who carelessly bumped into the wall facing the first door—but on the whole the ninety degree turn was performed quite well and we soon

stood on the threshold of our habitation for the next three-quarters of an hour.

It had looked much larger with the two rows of metal bike stands in it. Now the tiny malformed desks looked strangely out of proportion to the high walls of rough brick. Soon we could describe nearly every one of these bricks, barred as we were from observing the outside world, with our backs to the lofty windows. The lone word 'Sylvia' glared out at us from the left and we wondered was it love or hate that had tempted the writer to inscribe the lady's name in such a place. Surely it would have been hidden by the bikes?

We had great fun with the electric heaters. Each had his own theory on how to work them but despite many turnings of knobs and switchings of switches nothing happened. It was only halfway through the lesson that we heard a loud click. Slowly a buzzing noise formed itself and increased in volume. Red glows appeared in the heaters: red faces appeared on the unfortunates sitting near them. Someone pulled a string and an electric fan went into motion. The buzzing went two tones higher and two degrees louder.

A few gave vent to nervous giggles. Others shifted their positions uneasily: nylons were laddered against the rough edges of the "petite" desks. It was clearly affecting the member of staff. He wandered vaguely about lifting his eyes to the ceiling in search of the source of the sound. In vain: only the biro markings of the electricians could be seen.

Desperately he pulled strings, turned knobs and switched switches—the noise diminished but was still there, produced by some unknown sourcerer in the depths of some cellar. Finally his eyes lighted upon what looked like a covered light switch, near the door. Triumphant he turned it—the noise went louder, red faces redder. Undefeated he turned it the other way. A look of profound relief dawned on his face as, with great creakings, the noise died away.

The silence pounded upon our ear-drums. "It's a thermostat," one boy volunteered. We gazed in unbelief at this exhibition of professed knowledge. After all, we were the Arts Sixth.

By now we quite enjoy our one-lesson-a-week in the bike shed, I beg your pardon Room Eighteen. We turn all the equipment on at full blast when we walk in; the member of staff gives his little performance in turning it all off again and our bright fellow student produces his piece of enlightenment with impressive regularity.

The question of where the buzz comes from is still unanswered but we don't bother much about this. We are still pondering the question, "Who is Sylvia?"

"No school is an island" or such is our belief. This is our main motive in planning a series designed to find out about what is going on in other schools. Wherever possible we have attempted to 'go and see' for ourselves. When this was not possible, as in the case of Mexborough, we have had an article written by someone on the spot. To all the Headmasters concerned, including our own, we should like to offer our grateful thanks. Without their co-operation this series would have been impossible.

CONTEXT 1

The Public School.

ROSSALL

"NOT SO MUCH A SCHOOL, MORE A WAY OF LIFE"

By Jean Toppin and Kathleen Kazer, U.V.I Arts.

Feeling slightly nervous and like trespassers, we walked up the drive and knocked on the door of the Headmaster's house. Our misgivings were partly due to the warning of a knowing tram-driver to "Watch the boys!" However, the boys showed outstanding good manners and courtesy—a pleasant change from the usual indifference.

We talked to the Headmaster for about an hour and he answered our questions freely. We learnt that the senior school is comprised of 545 boys. There is also a junior school and a preparatory school which has girls as well as boys. Boys usually enter the school after passing the Common Entrance Examination (at the age of 13) which consists of nine subjects. However, some may enter at 11. There are some day-boys, but the number will be reduced. Most of the pupils are the sons of men in the professions and there is particular encouragement for the sons of the clergy, who have lower fees to pay. The usual fees are £456 per annum. Mr. Sale stressed the fact that he took eleven Local Authority pupils and had offered to take up to 25%. The school is definitely not as exclusive as we had supposed. Most of the boys come from the North. There are also several foreign students, from Asia, America and Malaya. There is no danger of the school dying through lack of pupils in the future, as places are booked for as far ahead as 1977.

In a school as large as Rossall, discipline must be strict, but even so the old harshness has gone. The House-

masters maintain order in the eight houses where all the boys live. The Headmaster said that house-loyalty is important and sometimes is stronger than school feeling. The monitors, of course, play a responsible part in the organisation of the school as they arrange many games and see that constructive punishments are applied whenever necessary. The Headmaster also mentioned that much of the bullying, which had been a regrettable part of monitor's domination, had disappeared.

When we asked the Headmaster about the narrowness of public school life, he gave examples illustrating how they tried to widen the boys' outlook. Many of the boys visit old people in the surrounding area, while others belong to Youth Clubs. Each boy is allowed two exeat a term when he can go out with parents or friends. Once a week there is an educational film, and there are debates on Saturday evenings. The boys also have a period when they can do anything outside the school curriculum such as Art, music, fencing, extra games, chess and other activities. Unlike ourselves they do not seem to have quite so many opportunities for going to the theatre. The school curriculum is not the old-fashioned classical one of the past. A number of up-to-date subjects have been introduced, such as Economics, Spanish and Geology, so that 26 'A' level subjects in all are available. An obvious break with tradition is the fact that out of some 250 boys in the sixth form, only about one a year enters the Services; while about 50% enter university, many to take up engineering, law and accountancy. Physical education plays a great part in school life, with games each afternoon except Friday and Sunday, while two mornings are devoted to P.T. Even to think of this must make many Balshavians go weak at the knees and we can only surmise what the effects of such physical demands would be in a school where the cure for energy seems to be to rest until the mood passes.

Mr. Sale told us that many of the parents send their sons to Rossall because Christianity is the centre of school life (there are two services each day in the chapel). Other reasons are the teacher-pupil ratio—1 to 13—and the independence and self-confidence gained by this type of education. Despite the present political situation, Mr. Sale is not apprehensive about the future, as he believes public schools to be a valuable asset to the country. However, if Rossall were threatened, he would fight against abolition on the basis of the religious position of the school.

After lunch, we talked to the senior boys, who were surprisingly frank about public school life and gave us an honest assessment of its advantages and disadvantages. They find themselves somewhat restricted and feel that they may have a narrower view of life than day-school

pupils. They feel to some extent that they lose some of their initiative by the way everything is organised according to a rigorous timetable, whereas by comparison, pupils in State schools seem to have much more freedom to go their own way. Some of the boys also feel that religion is over-stressed. Furthermore, the monitors thought that they had too much to do, in having to arrange matches and keep order in the Houses. But despite this, they all believe that they have obtained the best possible education in the best possible way.

The boys told us that a good proportion go to Oxbridge. A few are already accepted for next year. As to snobbery, most of them declared that it was rare, and that they would like more Local Authority pupils. Certainly, within the school, we found less class-consciousness than at Balshaw's. Fagging is not as harsh as in the old days — it has been abolished in two Houses of the eight. One boy declared it immoral, while others said that some system of older boy domination was necessary for discipline. Mr. Sale had said that he thought it good for the fags, but not for the older boys. The seniors came to the conclusion that they would send their sons to Rossall—an undoubted tribute.

The building itself is about 120 years old—not 400 years as we had thought. There are several modern additions, such as the Dining Hall. We saw one of the Houses which had crowded and dilapidated studies and a lack of privacy in the dormitories. However, there were no lessons in Medical Rooms or bicycle sheds. The medical facilities—a hospital with 3 trained nurses—made our own seem primitive. We were also very impressed by the spacious library and chapel.

One of our misconceptions about public schools was that science would be under-stressed. Unfortunately we said something to this effect, but we immediately repented when we saw the extensive laboratories with their very modern equipment. The language laboratory at Rossall emphasised the fact that this school is moving with the times.

Thus, the picture we had built up, as we travelled to Rossall, of an old institution, run on monastic lines, devoted to the classical curriculum and entirely without women's influence, had disappeared. In most aspects, except for the rather out-moded Army training (described by the boys as "Playing at soldiers") and perhaps over-stressed religion, Rossall is not stagnating in the past. We came away with the firm conviction that it would be a great pity to abolish the public schools and that somehow this type of education should be preserved but that it should be made available to far more boys from less affluent homes.

CONTEXT 2

The Comprehensive School

BROOKFIELD

"THAT WAS THE DAY, THAT WAS"

By Elsie Mylroie and J. Weaver, U.VI Arts.

"I know the way—it's this one on the right"

"But you'd never get 2,000 children in there; it's a primary school. Sorry madam."

"Look there's another one across the road. That's it, of course!"

"Why is there a crucifix on that wall?"

"Oh . . . Brookfield is the one nearest the bus stop."

Half an hour later we arrived, via a primary school and a Catholic Girls' Comprehensive School, at Brookfield Comprehensive School, Kirkby, trying to look more confident than we felt, clutching note books and pencils. There were three buildings and three entrances to choose from, so we plumped for the middle one—the wrong one!—and were directed to the Head's study by a passing needlework mistress. It was now 9-20 a.m., so we were only 20 minutes late—though somewhat bleary-eyed after a five o'clock start to the morning.

Feeling like junior members of "Compact" we plunged into a ninety minute session of quick-fire questions with an extremely obliging headmaster, and began to feel that the comprehensive system wasn't the big bogey it had been made out to be. After discovering that within the school there was a mixture of courses for low I.Q. children, early-leavers, the commercially minded, artists and craftsmen, would-be caterers and for the purely academic, we went off to one of the sixth form common rooms for coffee. We chatted to the sixth form and were astonished at their range of subjects: Russian, Spanish, and Economic History, besides those featured in our curriculum: variety certainly seemed an integral part of the system.

After break, we visited a language laboratory and longed to try it for ourselves, but a second form were gabbling in Spanish (it might have been Liverpudlian!). Then we split up and didn't meet again until 4 p.m.

Over to John: "I talked to the boys for the rest of the morning in the sixth form boys' common room—mainly discussing non-educational topics, I'm afraid: sports, teachers—and sixth form girls, of course! During the lunch hour I wandered round the unending maze of corridors and playgrounds, visiting the swimming pool, woodwork and metalwork rooms. There seemed to be about three of

everything—including libraries. The afternoon was spent in sixth form lessons which had the atmosphere of tutorials—never more than nine people in a lesson. Incidentally, I had my first physics lesson for three years!"

Over to Elsie: "That's nothing—I had my first Russian lesson ever. But that was in the afternoon. During the morning the Head Girl took me on a conducted tour of the three buildings. The libraries were spacious and there were plenty of modern paper-backs on show. The swimming bath, also used by other schools, was most luxurious and took up surprisingly little space. I was astonished to see that the domestic science rooms were used mostly for boys training to be chefs or stewards.

In the afternoon I attended a remedial (low I.Q.) class, a Russian class and visited one of the art rooms. All classes and classrooms seemed quite small. The remedial children seemed to be taught largely through their emotions and by one member of staff for most of the time. They mixed quite well with the other children. After school we attended a rehearsal of the school play "The Importance of Being Earnest" where plenty of dramatic talent was in evidence."

There are sixty in the sixth (and this includes second year fifth people) out of about 1800 children. This figure is misleading, however, for 90% or more of the children come from working class homes and many lack parental persuasion for an academic career. The sixth form has also only been in existence for three years.

We found the pupils fortunate in having a wide choice of subjects. Everyone of the academic sixth is taking four subjects at 'A' level. Not everything is perfect, of course—we found time wasted in having to "change" buildings for lessons, though this is cut down to a minimum and is a fault in the design not in the system. We also felt the school lacked the middle class influence or "push" obtainable from pupils of a more varied background.

However, we were most impressed with the school, and more important, with the system as shown by the school. It may be different elsewhere. There are ample advantages both in staff and amenities, for all, due perhaps to the method of subject-streaming not form-streaming. The school is only shedding its milk teeth at present but in ten years' time we believe there will be a sixth able to rival in number and ability, any sixth form in a grammar school (if there are any left) and a middle school able to rival (as it does now) any secondary modern school or technical school, if the progress of the last few years is continued. The important thing about the system, we felt, was that there was every possible advantage available for all, not merely the selected few.

CONTEXT 3

The Sixth Form College

MEXBOROUGH

An invitation article

By Robert W. Drakeford, President of the Sixth Form Society, Mexborough.

In common with sixth forms throughout the country, the sixth form of Mexborough Grammar School had been increasing in size with uncomfortable rapidity. It was with some relief, then, that we moved into the spacious new premises which had been completed three months ahead of schedule in September 1964. The design of the buildings is such that whilst the College shares laboratories, gymnasias and workshops with the school, it is otherwise separate and out of bounds to school pupils. In these specially designed buildings the idea of a Sixth Form College, first suggested in the Crowther Report, could be put into practice.

The report welcomed experiments on "a junior college which would be an essentially full-time institution with the adult atmosphere of a technical college but with a much wider range of curriculum and with terms of reference nearer to those of a school." One of the first experiments on these lines is taking place at Mexborough.

At the present time the sixth form has about three hundred members, but the full capacity will be 480, the extra numbers being taken from local Secondary Modern schools. The College is thus fully comprehensive in that it is available to anyone who wishes to remain in full-time education to the age of eighteen. Although this year it is largely derived from the lower school, it is likely that substantial numbers will enrol from the Secondary Modern schools next September. Academically, therefore, the range of courses will be very wide. Subjects will be taught to A level and O level together with Vocational subjects such as Typing, Shorthand and Accountancy which will lead to professional qualifications. The time-table is already extremely flexible allowing for a large number of possible combinations of subjects. A brief mention must be made of the 'Cultural-level' subjects available, enabling students to take Drama, Housecraft or Engineering for 'fun' and which act as either a supplement to or in contrast with their other work.

Although academic discipline lies firmly in the hands of the Headmaster the students have much more responsibility and freedom than is customary. Socially we are almost entirely free to run our own affairs. The members of the sixth form belong to the Sixth Form College

Society, the President and Vice-President of which are appointed by the Headmaster and are Chairman and Vice-Chairman of the Sixth Form College Council. The deputy Head Boy and Girl are also members of the Council ex officio but may not hold any special position on the Council (e.g., Treasurer or Secretary). The school prefects, chosen from the fifth form, are under the personal supervision of the Deputy Head Boy and Girl. The other fifteen members of the College Council are elected democratically by the whole of the sixth form, there being in all twelve members from the upper sixth, six from the lower sixth and one from the third year sixth. In future years, when the third year sixth grows in size, there will no doubt be more representatives from this year. The Sixth Form Council is the legislative body of the College. Meetings of the Council are held monthly, the Master in Charge of the College usually attending as an advisor. Several sub-committees have been elected, each one of these being in charge of a different aspect of student activity, and each having at least one representative on the College Council.

The life of the student is centred upon the large and well-equipped common room with its snack bar and conference room. Coffee, tea, soft drinks and sweets are sold at the snack bar and the profits from this are used to pay a part-time assistant to serve behind the counter. We have our own account at the local bank and all the financial arrangements are taken care of by our Finance Committee. So healthy is our bank account after only one term that we are seriously considering buying a hotplate for the snack bar.

Disciplinary matters are almost entirely in the hands of the Disciplinary Committee, of which the President is Chairman. It has powers to suspend offenders from the common room for as long as it feels fit, and it appoints each week a small body of College Proctors who act as prefects for the College for one week at a time. There are very few strict rules in the College for one of its aims is to cultivate in the student a keen sense of responsibility and we feel that this cannot be properly effected by making lots of firm laws restricting the behaviour of the student. This is proving to be quite successful, for only on one occasion has the Disciplinary Committee had to punish members of the College.

We hope that this short article has given some idea of what is happening here at Mexborough. It is, of course, too early to say how successfully the experiment will turn out, but if everything continues to run as smoothly as it has in this first term then the success of the experiment is assured.

INTO THE FIRE

Written by Audrey Crabtree

Criticised by Kathleen Kazer

Despite the conversion of a bicycle shed the problem of overcrowding is still with us to such an extent that it would be difficult for a casual observer to decide whether the pale creature on the bed at the side of a certain crowded 'classroom' was,—

- (a) recovering from prolonged exposure to mathematical intricacies and forced laughter at pedantic wit.
or
- (b) carrying the practice of physical relaxation during moments of extreme mental strain to ridiculous extremes
or
- (c) merely ill.

Perhaps it was alarm at the continued and unscrupulous search for extra classroom space that caused the Ribble Bus Company to end the S12 Service at 4 o'clock lest that vehicle too should be taken over for uses other than transport.

Seriously though, isn't it time we gave careful consideration to the possibility of using buses as extra classrooms? Just think of the advantages. Schemes for the reorganisation of secondary education would not be delayed by the unaccommodating nature of permanent buildings,—classrooms could be driven from site to site as required. These mobile classrooms could also be used for excursions and for Sixth Form theatre trips. What better than to go and see things for ourselves in our own classrooms. Surely the authorities are being somewhat slow to recognise the advantages of what might well be the classroom of the future.

So far only shove-halfpenny, bridge, and preparations for house parties have served to rouse members of the Sixth Form from their characteristic lethargy. P.S. remains the most popular period and it is then that interest quickens and tongues loosen as the relative merits of various members of staff, rugby matches, and fashions are discussed. It is with deep regret that we have to report that in one corner huddled away and almost out of sight, we did actually find someone at work but the nervously

mumbled "November 'O' level" and their haggard looks were perhaps sufficient to suggest that this was a rare lapse, which will only be repeated in times of direst need.

Desk art must surely be one of the most neglected of art forms. However, now that pop art and even pop music have won the serious attention of the intellectuals there is no longer any reason why this should continue to be the case. Desk art, the art of the oppressed and persecuted, continues to flourish and it would be wrong to leave its interpretation to the art historian,—for how would future generations interpret slabs of wood with two pairs of niches cut at opposite sides?

What hidden meanings, what symbolism would they find?

To begin to understand desk art we must first of all distinguish between its various functions. In the first instance, it provides an outlet for the suppressed destructive urges of the reluctant scholar, secondly it serves as a means of expression and communication on all matters concerning the latest popular idols, and thirdly it provides amusement for others.

It is only when he understands these things that the investigator of the future will realise the full significance behind the following inscriptions which have come to our notice

'Wordsworth is a wet.'

'Thomas Hardy is a moron.'

'P. J. Proby wears a wig.'

'Kath disturbs me emotionally . . .'

and the ominous 'Tragedy awaits you.'

WHERE TWO WORLDS MEET

A Review of Speech Day

By Margaret and Susan Walsh, L.VI. Arts

Obviously on an occasion such as this, much is said that would be found tedious if reproduced in full on the pages of our magazine. We know there are some who feel that much of what was said need never have been said at all. Such people, a minority, we hope, put off by any kind of formality, probably came expecting to be bored, and as a result were bored.

Where some see only formality, others see friendly exchanges. What is familiar to some is strange to others, and although there are many unfamiliar faces to be seen, many are only too familiar! Fortunately our hall has an intimate atmosphere, especially when it is so crowded, and it was probably as a result of this that the evening appeared less formal than it might otherwise have been.

The Choral pieces which regularly open the proceedings are clearly calculated to have a similar effect. Even so it was not until the Headmaster stood up to present his Annual Report, that the members of the School began to feel 'at home.' Although much of what the Headmaster had to say is common knowledge to the School, it is only right that parents, and others interested in Balshaw's, should have this opportunity to hear about what is going on.

The Headmaster brought up the matter of secondary reorganisation, but refrained from repeating the arguments, probably rightly so, since those with different opinions were not there to reply. We were asked to ignore sentiment and to try and make up our minds as dispassionately as possible. Of the many achievements of the past year, the Headmaster chose to single out the record number of pupils who proceeded to university. He mentioned, too, that we were not unaware of the many changes taking place; for example we were taking a close interest in the development of the Certificate of Secondary Education. He spoke too of our happy and successful relationships with local secondary modern schools, and the fact that an increasing number

were joining our Sixth Form from these schools (which have no classes beyond 'O' level). Out-of-school activities, and the staff who so generously give up their time to look after them, also received special mention. Mr. Bleasdale went on to offer good wishes and sincere thanks to Miss Milroy who retired last July after thirty-eight years at the school.

The outside world and particularly the university sphere were represented by our guest, Professor T. E. Lawrenson of the newly-opened University at Lancaster who presented the prizes and then went on to give his address. He had advice to offer to those contemplating university education after leaving school. He felt that the new university student can easily assume illusions of grandeur and power, because of the sudden explosion of freedom encountered on first entering the University. Becoming so entranced by the little world of the University, he forgets the large outside world and becomes arrogant. This arrogance cannot prevail in a student for the two do not go hand in hand together. Really, he said, the home is capable of offering a similar variety of educative influences, but only if parents recognise that this can be done. He advised parents to do three things; to make books available at home, especially important since television was also readily available; to encourage their children to express themselves properly; and to discourage the taking of part-time employment during the vacations.

Our own world reappeared when the Head Boy John Blundell proposed a vote of thanks to Professor Lawrenson. This was seconded by the Head Girl Pat Challender, who also presented our guest with a framed picture of a horse, sculptured at school in polystyrene by Sandra Bleasdale. If the Professor brought something of a different world into Balshaw's on Monday, the 14th of December, 1964 we are pleased to be able to report that he took at least one thing back with him.

It may be that the strange and the familiar have little in common, they might even be in conflict, but whether this is so or not, on this particular evening there was something in their combination which helped to make this a meaningful and memorable occasion.

The Old Balshavians' Association

Questions by Jackie Beattie and Jennifer Hill

Answered by three committee members—Mrs. Grimshaw, Mr. Wildman and Mr. Lawton.

How many members are there in the Association?

There are only 130 subscribing members at present. However, in view of the recent history of the Association we find it fairly encouraging that we have so many. The Association is reported as being "thriving" in the years prior to the Second World War. Then during the war years, many contacts were broken and only a handful of people kept together. The nucleus at this time and after was the Old Girls Hockey Team. The Old Boys Dinner was restarted around 1950 but apart from this, response was very apathetic.

When was the Association formed?

The original Old Boys Association and Old Girls Association are believed to have started after the First World War, probably in the early 1920's. The two merged after the Second World War.

How does one join?

Ex-pupils should send a subscription of 10/- (students 7/6d.) together with name and address to the Treasurer of the Association. At present this is Mrs. M. Grimshaw, 10 Worcester Avenue, Leyland, but the School Secretary could always put you in touch with the appropriate person.

Is there any need to have the Association?

Yes. It provides a link between contemporaries after their schooldays. As we get older, most of us look back on this period with pleasure, and can derive much joy from occasional contact with fellow pupils and former teachers, and from the opportunity for return visits to the school. This is not a bad thing. After all, the friendships and associations made at school are often the most enduring. Obviously, in modern times, many individuals go far afield and lose this contact but even they can receive

the new school magazine, once it gets going. To those of us who feel like this, even if we are not numerous, the Association fills a need.

What links are there between the Association and the School ?

This magazine could prove to be the most direct and effective link between the Association and the School. Indirectly, some ex-pupils become parents of pupils and some become teachers at the School. We have latterly organised a few joint events, i.e., a Square Dance for the 5th and 6th Forms and a Debate with the Sixth Form Society. These have had a limited success and we are encouraged to try again. We have instigated the organisation of the Sixth Form Dance which seems to have been successful, and we provide the money from our funds to purchase the Special prizes for the Head Boy and Head Girl at Speech Day each year.

For what purposes was the Association formed ?

To provide an opportunity for all Old Balshavians to meet and hear of each other's progress; to encourage activities in conjunction with the Headmaster, or occasional sporting events against School Teams; to further the welfare of the School in any way we can.

Does it in fact fulfil these purposes ?

Yes, to a limited extent. The two Annual Dinners are both successful and the occasional joint events referred to earlier would seem to be a promising activity. Undoubtedly, greater interest from more recent school leavers would increase the effectiveness of the Association.

How often does the Association meet ?

As an Association, we meet once a year at the Annual General Meeting. Other than that, we organise the dance, debate and dinners referred to previously. The Annual Reunion has not been held for a number of years, and as a result, the idea for the Sixth Form Dance was formed.

What sort of problems do the organisers have to face in keeping an Association of this sort going ?

Apathy; the difficulty of maintaining contact with Old Students; the problem of collecting subscriptions regularly and easily; the lack of knowledge of the requirements of the widespread membership.

How is money needed for its activities raised ?

By subscription or donation and rare profits on events.

Is there anything you would like to add that might be of use or interest to people reading the magazine that is not covered specifically by the questions ?

The magazine will provide a much needed link, and some old students may feel it worthwhile to continue their membership if only to ensure that they receive a regular copy.

You MAY think that you will be glad to leave school and never think about it again, but if you find after a while that you have an affection for the place after all, get in touch with us, send a subscription, and we will be glad to let you know about anything that is going on. Goodwill and voluntary labour alone will not keep the Association going. We need hard cash, too !

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Photo:—by courtesy of The Lancashire Evening Post.

Art Exhibition

For three days during October Mr. May and a number of sixth form pupils staged an exhibition of work and paintings at the public Hall, Leyland. All seventy exhibits were the work of members of the sixth form and they were seen by 520 visitors.

PROBLEM LETTERS

Answers by Judith Hunt and Edith Park

To the Editor,

Dear Sir,

We suppose you will think of us as being dissatisfied school children, but perhaps when you have read this, you will see our point of view.

Why is it that each year we are deprived of the privileges of the upper school? When we were in our fourth year the school dances were held for the fifth and sixth

forms, now they are for sixth forms only. The same thing has happened to the privilege of using the library at dinner time. Last year fifth and sixth formers were allowed to use it for study. This year the fifth have to make do with two breaks. Surely the fifth have more work to do than the members of the lower sixth, who after all do have access to their own form rooms.

This is all very well, but what have we to look forward to, when we are in the Lower Sixth? The same drab uniform, and probably when the time comes for us to be made prefects, there will be too many students in the Upper Sixth for us all to become prefects or sub-prefects, therefore some of us will be deprived once more. Why can't the Sixth Form design their own uniform, as do Preston Park School. Their fifth formers look forward to a smart uniform, consisting of pale blue twin-sets, and blue tweed skirts.

Now we ask your opinion, do you think our grievances are justified.

Yours etc.

TWO DEPRIVED FIFTH FORMERS.

- (1) *Until recently there have not been enough sixth formers, to warrant the organisation of a dance for their benefit alone, consequently fifth formers were invited to make up the numbers. Even when fifth formers were allowed to go, there were insufficient numbers willing to patronise the dance.*
- (2) *As members of last year's fifth form, we found that very little work was done in the library, and it was regarded just as a warm place, where we could exchange all the latest gossip. The only suggestion we can put forward, is that a classroom should be set aside for the pupils who have the genuine intention of working, and to ensure that no one abuses the privilege, the pupils should be under the supervision of a prefect.*
- (3) *Concerning uniform — we don't think your complaint is justified. Compared with other uniforms, the choice is liberal, and the materials practical. If the individual was allowed to choose his own form of dress, it would result in a rat race, each one trying to outdo his neighbour, and assembly would resemble a fashion parade. Why not design a new uniform, then there would be a solid basis for discussion?*

To the Editor,

Dear Sir,

Do you consider it reasonable that on nights when we have out of school activities, e.g., rugby, cross-country, gym, turnouts, form play practices, societies, choir concert practices, we should have less homework?

Yours etc.

No, if a few people were allowed the privilege of less homework, they would soon fall behind the rest of the class. It is quite reasonable, however, that you should not be required to do it for the following day. If the activity is announced beforehand, you could ask for the homework in advance, then hand it in with the others. Or you could ask permission to hand it in late. The former suggestion is preferable, for it would be less likely to inconvenience the teacher.



JUNIOR VIEW

OUT OF THIS WORLD

By Margaret Hoyle and Mary Houghton 4/7



Sed Sibi

As those who are well acquainted with the girls' drive will have noted, there has been a great deal of excitement around the 'gate-end' of the afore-said avenue. Apparently, some time ago, strangers appeared there and, after felling several beautiful bushes, began to dig FOUNDATIONS. Rumours started, and soon every girl in the school was con-

sumed with curiosity—what was this strange building, so strategically placed?—a swimming pool? a new gymnasium? Progress was followed closely, nearly resulting in a nasty accident as cement was poured in the trenches! From this it was gathered that unfortunately the new construction would not be a swimming pool.

Thoughts turned to other possibilities, i.e., a gymnasium. This seemed the most probable in spite of the one tiny disadvantage—its size (rather small). But this difficulty was overcome by the general agreement that it would be equipped with miniature apparatus, all adding to the novelty!

Everyone was delighted at the thought of this, but the more practical ones among them were decidedly dubious; their theory was that it was a clocking-in house. They pointed out that the position and size were perfect. It would serve its purpose in allaying late-comers and catching out detention culprits!

Of course, the truth of the matter is that the actual purpose of this construction is far too horrible to contemplate and certainly impossible for us to print.

For next year's speech day, it has been suggested that, for the benefit of parents of new pupils, the male members of staff wear placards announcing their names. We are sure Mr. May would design suitable motifs in bright colours to decorate and illuminate the signs. The members of the Art Department will be glad to give assistance and advice on the choice of lettering.

N.B. This does not apply to the female teachers (they are easier to describe).

* * *

Last year's 3G made a record of sixty-nine detentions in two consecutive lessons. It is hoped that this year's 3G will be able to break the record, with the co-operation of Mr. Barnes.

* * *

A party was sent out to investigate and report on the present condition of the undergrowth at "Bleak House," No. 7 Canberra Road. This was the result.

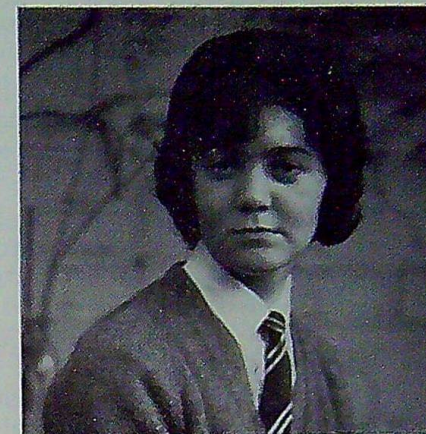
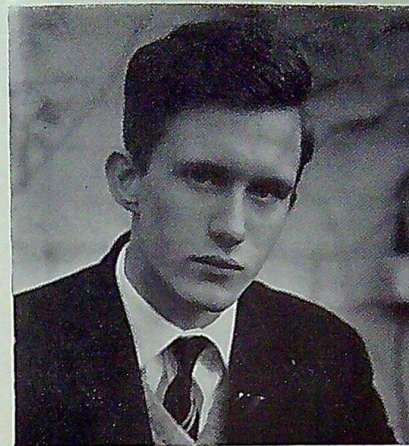
The weeds in Mr. Bull's garden are still on the way up, the tallest now being well above shoulder level. The first thing to note on entering the Golden Gates is the two-tier hedge, under which with the aid of shovel and pick, one would find a perfect specimen of the Lesser Heteradyne.

The Forsythia tree, a present from neighbours, is the cause of a dim electric light bulb in the living room burning continuously throughout the day.

The side walk, when compared with the front can be described as an exquisite border of nothingness and is utterly dull when compared with the back garden, on the left of which is the site of a wartime radish patch which now yields a fine crop of dead blackberries and other exotic fruits. To the left of the dustbin, a gift from the District Council, is The Grande Allée, a fine stretch of path measuring no less than one and a half feet across.

Over to the right, we were informed, that but for a growth of deadly, threatening gorse, we would be able to observe the Flowering Majolica.

By the fence, is the old familiar ash tree and if it had not been for destructive neighbours (or termites) boring holes through the trunk this too would have provided a further source of beauty. Nevertheless, the tree is not without a certain elegance, due in part to the hanging creepers which adorn its every branch.



Interview with

THE HEAD BOY AND HEAD GIRL

reported by Mary Houghton, 4/7

Whatever your attitude to these henchmen of scholastic despotism, whether you fear them, admire them or ignore them, there can be little doubt that you know far too little about them. Such at least was the view of the members of the Junior Committee as they contemplated the boy and girl who this year hold these positions of authority.

As questions formed in our minds we realised that no matter what replies we received two hitherto comparatively inanimate creatures, tainted with the seeming inhumanity of those whose authority they uphold, gradually came to life, showing us that in us they recognised the mirror of their own past, whilst we for our part were able to see in them fleeting glimpses of our own future.

It was not surprising that many of our questions should concern the mystic and mysteries of their high office. "What is it like? What is your relationship with the staff? And how do you get on with the Headmaster? Both were unanimous in pointing out the excellent relationship with the latter, making particular mention of the fact that he gave them a great deal of his time, giving them invaluable help and advice—a fact which, upon reflection, is not all that surprising, even though it required an interview before it really occurred to us.

As for the appointment of herself as head girl, Pat was not sure how this was accomplished so she was unwilling to comment on it.

Concerning the staff, Blundell admitted that he had little chance of knowing them well at all; and both he and the Head Girl expressed the view that they would appreciate more contact with the staff.

The Head Boy when asked whether he thought it necessary for a Head Boy to be appointed, replied that it certainly was, judging by the amount of work he had to do.

The Head Girl also finds herself in a more difficult position than she imagined last year. Before she had not realised the responsibility of the position, the hard work which this involves, and also the need to win the co-operation and obedience of others of her own age.

Their main objections to the school were the lack of facilities for prefects' private study, and the cramped condition of the school as a whole; but in spite of this they both feel it is a good school with a good atmosphere.

We wondered if there were any special reasons for the Head Girl attending Balshaw's. The answer was that this particular school was nearest to her home, and her father and uncles were once pupils here. The Head Boy also lives locally and he did not know of a more suitable place.

Both found there was a deplorable lack of contact with the Lower School. In fact the Head Girl's only contact is when she turns them outside at break! However, they found that being House Captains has advantages in this respect.

Having serious doubts on the subject, some of us were concerned about the victims placed for judgment at a prefects' meeting; but they assured us that they try to be fair and reason with the person concerned.

They were asked for their opinions of the Educational System incorporating the 11-plus. Neither seemed to object to the actual examination, but the Head Boy was against the system but could think of no better way of selecting pupils for Grammar Schools. The Head Girl feels that children nowadays are fortunate in receiving such a good education, but it is her opinion that children are too young in the third form to select subjects to take.

Personally, Pat does not dislike games, but feels that a lack of games and gym lessons prevented her enjoying them as much as she might.

Prefects, we were told, have certain privileges and one of these is reading the lesson in assembly. The first time she performed this duty, Pat was terrified, but soon grew accustomed to the fact that "nobody listens."

Looking into the future, we asked the head girl about her ambition. She seemed decided on being a French teacher and a good one at that.

The Head Boy, faced with the same question was uncertain of his future ambition but at the moment he wishes to 'serve the interests of the school for the next year.' He would like to see more pupils in the sixth form but considers that the school-leaving age need not necessarily be raised for this purpose; he regards cultural interests as important in school life but unfortunately examinations tend to crowd them out.

If we have managed to make the Head Boy and Head Girl seem more real, then we have achieved our original purpose. However, we did not foresee how much like every one else they would prove to be. How comforting, for example, to discover that they have both been in detention in their time here! Nor did we foresee just how much they would win our sympathy and understanding. If this report on the interviews similarly affects the attitude of other members of the school then we shall have done justice to the main impression of the interviews. If the report goes even a little way towards increasing the school's willingness to co-operate then perhaps that will be some small recompense for the Head Boy and Head Girl for so willingly giving up their time for the purpose of these interviews.

[Since this article was written the Head Boy has been awarded an Open Scholarship in Classics at Exeter College, Oxford. We should like to join his many well-wishers in offering our sincere congratulations.]

FROM A CONTEMPORARY

The Editors regularly receive magazines from other schools and the Junior Committee, impressed by some of the articles which they have found in these magazines, now propose to re-print one such article in each edition of The Balshavian. This will be done only after the writer's consent has been gained and we hope that in each case our choice will be taken as a compliment.

Perhaps it is only appropriate that the first article in this series is one by a member of Wallasey Grammar School, written when he was in the third year at the school.

The hope they take away

by D. A. Wilson.

The grim, grey houses lay spreadeagled around the cotton mill. There had been no planning: and, but for a few gloomy terraces the buildings seemed to have been scattered like corn over the countryside. Over the rooftops, rising eternally from the dull, brick chimneys of the factory, there hung a perpetual mantle of smoke, grim and grey like the houses. Early in the morning the workers would troop to the mill, over the stone flags, dark and sombre in the dim light. They would go to their work and, after many hours of back-breaking labour, they would return along the same sad road over the same monotonous flags.

Where do those grey, monotonous flags lead? What lies down that narrow, crooked street? Where do those alleys lead? Perhaps one leads to the docks where huge warehouses loom over the waterfront, another could lead to the desolate factories where men once toiled but where time is the only thing that toils now. Time and the weather, toiling to reduce that building to a huge pile of desolation and sorrow.

Dim, like the whole town, these gloomy streets twist and turn, wriggle and writhe, meandering through the gloom. Past dingy houses and sinister alleys, all leading to the same place. To the centre of this maze, of this gloomy rabbit warren. To the brain, to the hope of the whole dismal desolation.

To the school!

A SCHOOL QUIZ

Compiled by Baker and Kazer, 3L

1. When would the school bell ring for at least one minute?
2. How many air-raid shelters are there?
3. Which master has a car with the registration number 4681 TJ?
4. What is the school telephone number?
5. What do you know about the piece of sculpture which is to be found by one of the doors leading into the Hall?
6. Who is the careers Master?
7. When was the present Balshaw's opened?
8. Where would you see the words "FOR DISPLAY ONLY"?
9. How many prefects are there?
10. How many books (approx.) are there in the School Library?
11. How many tables are there in the dining hall?
12. Which House last won the Silver Griffin for Academic Achievement?
13. What is the name of the guest speaker on Speech Day and what is his occupation?
14. What is the distance, to the nearest quarter-mile, from Leyland Cross to the main School Gate?
15. What is the name of the Chairman of the Governors and how many Governors are there?

(Answers to be found on Page 66).

CONTRIBUTED

BALSHAW'S MAKES THE HEART GROW FONDER

By Dorothy Browne and Kathleen Kazer

O happy school where life throngs through your halls,
And vibrant laughter echoes from the walls,
From nine to four our knowledge you confine,—
At four we feel far happier than at nine.

The discipline is lacking, so they say,
The noise and chaos increase day by day:
The prefect's reign instils no awesome rule
To quell th'unruly members of this school.

How oft we sit and savour daily lunch
As caterpillars, string and stones we crunch;
Some teachers too share this unhappy fate
And joke about the relics on each plate.

But now from food our thoughts to games do turn,
And all our sympathies are with those who churn
The hockey-pitch; our teacher stands close by,
But does not join the fun—I wonder why?

All this cavorting with gymnastic grace
Makes us so tired we cannot stand the pace.
We strain and stretch, we softly groan and sigh,
And strive to please, as seconds trundle by.

Sweet sounds drift outward from our noble hall,—
Isn't from archangels hov'ring over all?
Oh would it were, but we know 'tis not so:
'Tis only concert practice here below.

Above, mysterious science is supreme,
Though noxious smells and sights aren't all they seem,
As through the doors the wretched pupils flee
When test-tubes crack and spurt resoundingly.

The listless Latin scholar looks so dull:
Verbs enter not the unreceptive skull,
While in the noisy art-room, far from neat
More paint goes on the floor than on each sheet.

Throughout the school a voice is heard to boom
And algebraic equations fill the room;
Just when French broadcasts seem too much for all
The other teachers thump against the wall.

Your past is out-of-date, your present too—
Yet many talents have we gained from you:
May scholars take delight in Balshaw's School—
Before we're under comprehensive rule.

FAMINE

By Jennifer Dalton 5/2

Could anyone call him less than disastrous?
A viable being, yet one who walks with death.
Clothed in hunger, decaying and decayed,
Enveloped in disease, he, a changing shape,
A misty apparition,
Roams the earth in ravenous despair.
No maledictions can deter him from his course.
He breathes corruption and the living die
But he can find no peace in death, if die he could,
Alone, forsaken, shunned, compelled to walk the earth.
Unceasingly, for ever.

A CAT AT NIGHT-TIME

By Patricia Johnson, 2F

Padding silently and carefully along the alleyways,
Turning its head sharply so that its green eyes flash
A black shadow moving slowly round dustbins
A hunch back with its tail in the air when a dog appears,
A mouse ! It pounces, eyes eager, sharp talons outstretched.
In the morning it is a tame and friendly creature.

THE WHITE STALLION

By Patricia Johnson, 2F

The pounding of hooves and flying of dust,
The white stallion gallops away from lassos
Running for freedom.
Faster, like lightning,
Faster, the rhythm of hooves,
Faster and faster the dust
His eyes burn intensely
He glances behind him
At the men in pursuit,
Gallops on further and slows to a stop,
Weary flanks heaving.

His head droops.

He is free.

HOCKEY

Autumn Term

Results :

| Team | P | W | L | D | Can- celled |
|--------------|----|---|---|---|----------------|
| 1st XI | 10 | 9 | 0 | 1 | 2 |
| 2nd XI | 9 | 9 | 0 | 0 | 2 |
| Under 15 XI | 8 | 5 | 1 | 2 | 2 |
| Under 14 XI | 1 | 1 | 0 | 0 | L |

All the teams have played excellently and we are enjoying a very successful season, thanks to the efforts of Mrs. Pickersgill, Mrs. Nicholas, and Mr. Miller.



Kay Smith



Under 15 XI—Gillian Procter, Anne Nichols, Barbara Eastham, Angela Brown, Mary Gates (Capt.), Susan Walmesley, Dorcas Howe, Kathleen Carr, Elizabeth Watkinson, Sheila Thistlethwaite, Christeen Barron.

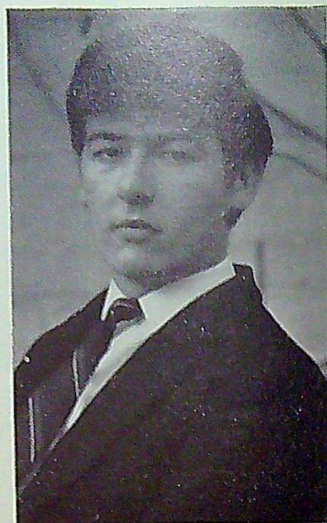
Under 14 XI—Cynthia Farley, Hilda Bouskill, Christeen Porter, Mildred Charnock, Carol Haydock, Susan Hornby, Kathleen Higham, Kathleen Carr, Elizabeth Watkinson (Capt.), Glenis Bond, Margaret Wright.

1st XI—Pat Sutcliffe, Edith Park, Jennifer Hill, Kay Smith (Capt.), Dorothy Hosker, Janet Furniss, Rita Graham, Diana Schofield, Jean Harper, Hazel Ryding, Mary Hall.

2nd XI—Ellen Sharpe, Jennifer Dalton, Elsie Keber, Kathleen Taylor, Anne Voce, Jacqueline Beattie, Pennie Beattie, Christine Spedding, Susan Fairhurst (Capt.), Hilary Sumner, Frances Newsham.



RUGBY



S. Park

| | | Pts. | | | | | |
|------|----|------|---|---|---|----|-----|
| | | P | W | D | L | F | A |
| 1st | XV | 10 | 8 | — | 2 | 84 | 68 |
| 2nd | XV | 9 | 1 | — | 8 | 27 | 240 |
| U.15 | XV | 8 | 3 | — | 5 | 68 | 104 |
| U.13 | XV | 9 | — | 1 | 8 | 26 | 153 |

Over half the rugby programme has now been completed and one can look back on the term's results with some satisfaction.

The 1st XV has enjoyed considerable success having won eight out of a possible 10 fixtures.

Beginning the season with a young and inexperienced side, including only two of last year's members, the team has gradually developed into quite an efficient unit. The absence of any serious injuries has enabled the same team to play together throughout the term and has inspired a good understanding and team spirit. This team spirit plus hard work rather than outstanding individual ability has been largely responsible for the good results to date.

Particularly notable victories have been achieved over Hutton, Preston G.S., Stonyhurst and Sedbergh, when great efforts were needed to overcome the disadvantages incurred by lack of weight in the scrum.

Next term the team will be without the services of right winger Dollin, who has now left the school. He was one of the leading try scorers and will be difficult to replace.

The 2nd XV have been defeated in all their matches except for one good win over Kirkham G.S. Many games, however, have been faced with a depleted side against opposition who find little difficulty in fielding a 2nd team almost equal in stature and ability to their 1st XV.

The Junior teams have also had to contend with the problem of bigger and heavier sides but perhaps in the new term a little extra effort and determination will swing some of the games in their favour. Several of the individual team members have shown promise which augurs well for the future.

In the coming term we have several interesting fixtures and hope that the school will give its full support on and off the field.

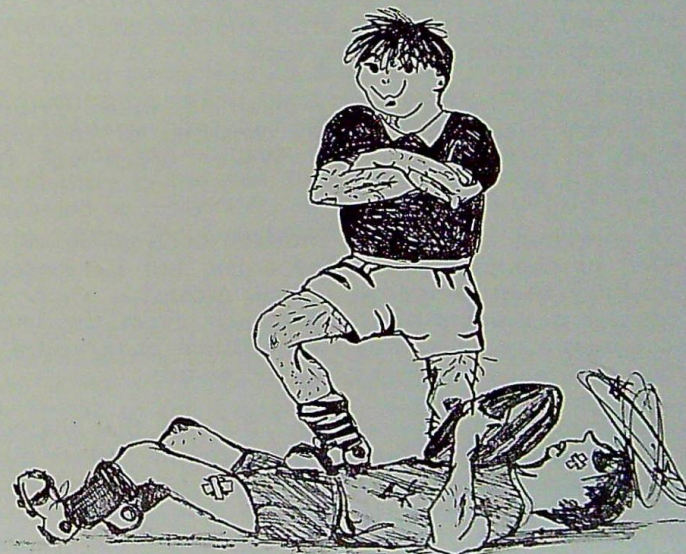
Teams:—

1st XV—Barton, Dollin, Porter, Park (Capt.), Weaver, Moss, Brown, Bradley, Edwards, Marsden, Smith, Forrest, Lemmon, Singleton, Hunter.

2nd XV—Sawyer, Armstrong, Carter, Calder, Walker, Bentham, Deans, Barker, Hodkinson, G., Taylor, P., Sutcliffe, Hodkinson, P., Seward, Oakes, Rawcliffe.

U.15 XV—Challender, Baldwin, Toppin, Ince, Curless, Parr, Jenkins, Liptrot, Salter, Southworth, Jackson, Sumner, Poole, Dawes, Milloy.

U.13 XV—McKittrick, Beere, Rotherham, Kelly, Jackson, Smith, D.J., Toppin, M., Smith, R. G., Parkington, Jenkins, Corbett, Houghton, Hodgekinson, Blackley, Parker.



THE GREAT NOEL

By Margaret Stephenson, U.V.I.A.

Tradition has it that each Christmas tide the School holds a Carol Concert, and this year was no exception. For weeks members of the choir have been rushing to get their dinner in order to be at the practice for one o'clock, and on Thursday and Friday, 18th and 19th December the fruits of our labours were both visible and audible. A large Christmas tree elaborately decorated and standing beside the stage enhanced the scene. Although there had been some doubt as to the capacity of the audiences earlier in the week, parents and friends seemed to make a final effort to attend, spurred on by their enthusiastic children no doubt.

The programme was both varied and entertaining. It contained many of the traditional carols sung with great fervour by both the choirs and the audience under the able direction of Mr. Black. These were interspersed by individual items; a piano and organ solo, two vocal solos, quartets, and a selection of carols and folksongs played by the first and second recorder groups.

The second half of the programme, which continued after a very welcome interval, consisted of the choir's rendering of Bach's 'Sleepers Wake,' which was fairly well received by the audience.

In previous years the musical accompaniment has consisted of the piano, and the organ, but last year and this we have been joined by a small orchestra, which gives the concert a more professional touch. From the favourable comments received this new addition of orchestra and recorder groups has been highly successful.

The inadequacy of words and the fact that the writer was closely involved in the concert prevent further eulogy but, lest those who were not able to be present should get the wrong impression, perhaps it will not be criticised if mention is made of the glowing and enthusiastic praise of all those who did manage to attend.

V.S.O. IN MALAYSIA

By Margaret Freeman

The first stop on the journey was Beirut, and it looked a super place even though it was going dark, much better than Teheran, our next stop. The people looked as if they were all just about ready to bump us off, but as it was 2.00 a.m. maybe that was an excuse for them. Our next stop should have been Delhi, but the Pakistani authorities didn't like the idea of us passing over without popping in to say hello, so they made us come down at Karachi. A more depressing place I can't imagine, with a temperature so humid that you could reach out your hand and grab a handful of water. The crowning insult, however, was when we were made to park at the end of the runway, while two walking corpses climbed into the plane and proceeded to spray us with something like DDT. Presumably they didn't want any of our civilised bugs in their country. The boy sitting next to me sneezed and they very nearly shot him on the spot. While we were at Karachi, we developed engine trouble, and so we were forced to stay there for breakfast. After another delay, when the men decided to change shifts and leave the job half done, we eventually got off, but were about four hours behind schedule. So we only had a short stop at Delhi, but from the air it looked most uninteresting. I've always thought I'd like to go to Delhi, but the little I saw didn't impress me a bit. The next stop however, Bangkok, really made up for everything else. Both the countryside and the people were absolutely delightful, and I would have liked to stay there longer. Never mind, I'm thinking of calling there on my way home. From there we should have gone to Kuala Lumpur, but because of the delay it was getting dark, and apparently it is dangerous to land there in the dark because it is a very small airfield, surrounded by mountains, so we went straight to Singapore, arriving there about midnight, local time.

Singapore

The journey on the whole was quite pleasant, apart from the necessity to down continuous quantities of food and drink at hourly intervals, due to us keep gaining time. After going through an investigation which would have done credit to the Gestapo, we were allowed to leave the Airport in Singapore and retire to our beds. Two of us stayed in the Chinese YMCA there, and were absolutely appalled to find a bed out on the porch—we thought it was for us. However, the owner turned out to be a very pleasant but silent old gentleman, plus dog and torch, whose duty it was to guard us during the night. Now I

know what it feels like to live in a harem. Here we had our first taste of heat, mosquito nets and constant showers, and we were quite glad to leave the next morning for the airport once more. Singapore itself looked very sprawling, very dirty and extremely poor, but I may have got the wrong impression (biased by the mosquitos) or only have seen the worst side.

We left the next morning by Malaysian Airways for Jesselton, via Kuching and Brunai, and the journey was one of the most beautiful imaginable. The plane flew comparatively low and we got a magnificent view of the islands round Singapore, the China Sea and the coastline of Borneo, looking very much like something out of "Robinson Crusoe." I've never seen the sea look so blue before and around the islands it was a deep green, fringed with long stretches of golden sand. Kuching and Brunai both looked pleasant places, overrun apparently with the armies of every nation in the world. I was most disappointed with the British contingent, they just stared at us as if we had two heads and never said a word. But then I don't want to marry a soldier anyway.

Reception

Jesselton, however, was by far the prettiest place I've ever seen, and when we landed we were met by a whole host of national big-wigs and hordes of photographers. We were far too hot to really be appreciative of our unique position, and were quite glad when we were relieved of our baggage and taken to one of the two training colleges in the State where we spent the next couple of days. The next two days proved to be quite hectic, cocktail parties thrown by the Chief Minister, invitations to Chinese meals where we were obliged to eat with chopsticks, and shopping sprees in the local shops, all of which sell everything. The reception was really fantastic, with large write ups in all the local papers, for although they have had some VSO's before, we are the first graduates, and the four of us especially have been treated like royalty (two soil scientists, the only other girl in the party who's teaching in Jesselton, and myself).

On Thursday morning, however, with a chap called Bob (a school leaver teaching at the same school, and in my charge) we set off by jeep to Ranau, up 50 miles of the most dangerous but beautiful scenery I have ever seen. Ranau is situated in the foothills of Mount Kinabalu, the highest mountain in South East Asia, so everybody always tells you, and the ride was absolutely magnificent. The road was nothing more than a cart track, cut out of the mountain side, and so narrow that traffic was allowed up in the mornings and down in the afternoon. It was incredibly

dusty and although we stopped several times at small kampongs to wash, when we arrived in Ranau, which is little more than a very small village, we were absolutely filthy and our luggage was totally unrecognisable.

Accommodation was apparently difficult to find for me, so I'm sharing THE most superb bungalow with an American Peace Corps girl called Judy who teaches at the local Primary School. We have a large L-shaped living room, a dining recess, three bedrooms, a kitchen bathroom and shower, all mosquito proof and beautifully furnished (even to a wireless, a fridge and a magnificent library) by the U.S. government, and for the next twelve months it's half mine, and I'm not paying a cent towards it. Judy is an exceptionally nice girl, and so far we seem to have got on very well together. The Peace Corps do a far more intensive training course than we do, so as a result she already knows a considerable amount of Malay and has been a great help to me, as nobody outside the school can speak a word of English.

Local hospitality

The people here are the friendliest I have ever met and it is a real joy to go shopping in the Kadai. In every shop, (there are only about 16 of them, set opposite each other in the main street) you are invited to stay for a drink. Chairs are quickly produced from nowhere and set round a small table always placed in the back of the shop. A small boy, of which there are thousands, is sent at a run to the nearest of the two "cafes," and coffee or tea is brought round on the tray. This happens even if you only pop in to buy a bar of soap, and the drinks are always on the house. So as you can imagine, shopping usually takes all day. In addition to this, they refuse to take money for every purchase but insist upon running a charge system for us, which we pay at the end of the month. They never take anything down, but Judy says it's amazing that they are able to remember everything.

We've been invited to a couple of parties since we got here, one thrown by the local M.P. and the other by the District Officer. Without a doubt, these have been the best parties I've ever attended. Large quantities of food are always provided, and the local drink is stuff called Tapai, made from rice. Apparently as I was a foreigner, I had to undergo the usual initiation ceremony—the chief man at the party comes and stands in front of you, fills your glass with tapai, and then says "Yam sing." The objective is to drain your glass in one go, and much to my surprise, and everybody else's, I managed to accomplish this somewhat quaint custom. This was apparently a very great contribution to my future popularity here, as it was the greatest

honour I could have shown to the village and the big-wigs in particular. I only found this out afterwards of course—actually I drank it because I liked the stuff.

The local dance here is called the, Samazan, and is very much like the shake in England at the moment, so I can just about manage that, but Bob and I have managed to strengthen the British image by something quite apart from this—somebody started to play the Gay Gordons, and the locals just jigged about to it. However we did it properly, and the floor immediately cleared, and since then we've been promised invitations to every party that's going, and had countless requests for instructions. The twist is the only modern dance that is popular here at the moment, and being the only two white girls in the district, we have more partners than we know what to do with. We decided however that the fairest way was to take them in order of seniority,—M.P.'s first, then the District Officer, then the Headmen of the various kampongs, etc. etc. etc.

After two pages of social life you'll be thinking that I never do any work, but this is far from the truth. As a matter of fact, the school takes up most of my conscious hours, even though the hours are officially only from 8-00 a.m. to 1-00 p.m. The school itself is a brand new building, indeed it doesn't open officially until September 26th, but it is really beautiful, and the buildings take up more space than the rest of the village put together, and everybody is extremely proud of it. There are only 82 in the whole school, and about 40 of these are boarders, who live in a superb hostel. The students are divided into three classes, Bridge 1A and 1B, and Bridge 2, and the majority are boys, there being only about 19 girls. The point of the Bridge classes is to prepare the kids for secondary education, as all of them have been to Malay primary schools where no English is spoken. As a result, very little is taught except English, and the whole syllabus is geared towards the State examinations which are at the end of October. The result is a little frightening, as there is only time to teach them how to answer questions similar to those they will find on the exam. paper, and though they seem to pick this up quite quickly, they find ordinary simple conversation very difficult if it falls outside the set patterns they have learned. Their own language doesn't help much either, as they speak kampong Malay here, which consists of odd words strung together, without any semblance of grammar or construction of sentences. The result is that I can pick up their language quite easily, but they can't speak English, even though they have lessons in it.

The staff here are exceptionally nice, and with the exception of the Chinese Headmaster from Singapore, they

are all about the same age as myself. Apart from the other VSO, there is an Indian from Ceylon, a local Chinese boy, a local Malayan boy and myself. It doesn't seem a bit like a school atmosphere as everybody is so very very friendly and helpful. We usually all eat our meals together, go to the local cinema together, play badminton or go swimming in a beautiful natural pool which is part of the river. In the evenings we often go over to the Heads' house for dinner, and then play cards, but it often turns out that we have a dance (their favourite is the Lambeth Walk) and yesterday I found myself playing hockey with the Head in his dining room. Can you imagine Mr. Oldland in such a situation.

Extra duties

Apart from the examination English, which is my speciality, I have a variety of other jobs, some of which will amaze you. I am a Housemaster, the House being called Margaret House after myself, and my House Captain is a rather nice 18 year old called Ramin. My duties here are much the same as those in England but possibly more strenuous, as this is a boarding school.

I unfortunately let it slip that I could type, and so I am also school secretary, and have spent the last couple of days writing the most flowery letters imaginable to the Head of State, the M.P.'s and all the other VIP's in the country, inviting them to the opening of the school. In addition to this, I am also the secretary to the very flourishing scout troupe we have here, and this is much more fun.

The school Literary, Debating and Dramatic Society, of which I am the Hon. Chairman, are producing a play called "The Bishop's Candlesticks," and I am in charge of rehearsals, held every afternoon. These are usually hilarious, and it takes me all my time not to explode at some of the things they come out with. One rehearsal, I was idly drawing in a book. This proved to be fatal, as I now have the job of designing all the costumes for the play, and not only this. A sewing machine, of very doubtful origin has been produced for the Staff room, and I find I've got to make them all myself too. The whole thing has to be ready for the school opening, so I can see life is going to get even more hectic.

Being the only woman on the staff, it is naturally my job to supervise all the scenery for the play and the school hall, and to arrange the decoration of our large new staff room. But by far my strangest duty is that of games mistress to both boys and girls—hockey being the favourite sport here at the moment. I'm trying to introduce Snakes and Ladders or Ludo, but as yet no success.

Actually this is the most exciting thing I've ever done in my life, and although the days are so full, (I rarely get home before about 11-00 p.m. and have to leave at 7-15 the next morning) I've never had more fun in all my life. As the whole school is new, everything about it is also new. We set up the House system the first week I was here, and picked the prefects. Then we had to make rules and rotas and arrange all kinds of details. The best job was picking all the furnishings, that is beds, curtains and chair covers, for the hostel and the Staff room, and designing a school badge and an appropriate motto.

The Headmaster has a white Simca, the only car in the village, and it is insured for all of us to drive, whenever we feel like it. But the occasion doesn't really arise for me, as the Head has provided me with a horse called Kinabulu Express, (Kin for short) which I ride to school every morning.

The house is beginning to look very much like a zoo, for in addition to Kin we also have a stray dog who has adopted us (with a broken ear, a broken leg and a cut in his neck): a cat to frighten the rats away, and when the scouts have time they're going to make us a chicken coop at the back so we can be sure of fresh eggs. It's not unusual to find a buffalo or cow sitting on the porch in the morning and the whole village is completely overrun with goats—now Judy wants a monkey.

The most exciting day so far here has been without doubt, Malasia Day, when the Hon. Mem. was chosen to be a judge in the local races . . . buffalo races. This is certainly the place for unusual things, yet funnily enough, even though I've only been here a short while, I don't feel in the least strange, and can't imagine that I'm on the other side of the world.

Being up in the hills, the climate here is superb, every day is just like a very warm English summer day, and I'm acquiring the most beautiful tan of which I'm tremendously proud, but everybody else here feels sorry for me that I'm losing my lovely white skin.

AHOY THERE!

By Cadet D. J. Smith

Britannia Royal Naval College.

I must admit that I approached my new life with no little trepidation. This appeared quite justified in the event, for I was thrown into a whirlpool of activity. One of the first things we were told was that a naval day is equivalent to three civilian days in terms of effort and achievements. Then they set out to prove it.

The first seven weeks are designed to bring one up to the standard of physical fitness and alertness required for genuine efficiency. We had eight periods of parade training (square-bashing) and six periods of gym per week. The gym was a very rigorous form of circuit training and I sweated off eight pounds in the first five weeks. This is not surprising when it is considered that each period lasts about one hour. I also grew an inch in height.

Besides these periods we are taught various professional subjects—seamanship, navigation, T.A.S. (Torpedo Anti-Submarine), Gunnery and several others. We were also brainwashed with Morse so that most of us could read at five words per minute after three weeks.

We have to get up at least three times a week at 0615 and one quickly becomes used to having much less sleep than the average civilian. When I was on duty once I had to get up at 0330 to shake the Divisional Sub-Lieutenant at 0345 because half the division were going on a P.L.X. (Practical Leadership Exercise) at 0400. While I am on the subject, we all have to go on two Divisional P.L.X.'s per term, which last a weekend and can be extremely rigorous, weather conditions permitting. To give an example I recently trekked across twenty miles of Dartmoor in seven hours, in conditions which could be described in one word—wet. This exercise was competitive and nobody gives up, because those who do badly go round again at some suitable period; for instance, between 1600 and 2400 on a Saturday night in December when their fellows are painting the gay metropolis of Dartmouth all sorts of colours. On the actual exercise I fell in one river and sank up to the waist in a bog together with the rest of my team. Others had even better and more memorable experiences.

We also have Divisional meetings in which we are lectured on social etiquette, current affairs, banking and insurance, and all the other good things a naval officer should know.

This reference to the question of Division is probably puzzling. The college is divided into six divisions including all the cadets and Sub-Lieutenants and between them there is intense rivalry in all spheres and this is fostered and encouraged by the authorities to extract the highest standards from the college as a whole.

One important feature of the training which should be mentioned is that we have to spend about three hours on the river every day, gaining experience in handling about ten different types of boats. This may sound rather like a holiday but we have to go out regardless of weather conditions and it can be very wet and cold, although it is usually one of the highlights of the day, and the accident rate (to

boot) is remarkably high.

I mentioned that the first seven weeks are very hard work: this is to break one into the Navy way as quickly as possible and I can confirm that it is well worth it. Upon looking back one feels how exhilarating it all was! After those seven weeks, everything appears to be much easier; this is because less physical effort is required and more mental exertion. We are at present going deeper into our professional subjects and, of course, we have now adapted ourselves to the routine.

I do not know what sort of impression this article will make but I should like to make one thing clear—I have never regretted joining the college and would the tremendous spirit, companionship and sense of purpose as the qualities which make the life so enjoyable and, most of all, satisfying. There is no time to be bored and time appears to be accelerated. I should emphasise the great contrast between life in the Royal Navy and civilian life and recommend that some of the more restless and adventurous of those who may read the article would do well to consider the Navy as a career—it is active and worthwhile.

FIRST IMPRESSIONS

By Susan N. Baxendale, Didsbury Training College

It is quite a shock to leave the familiar environment of home and school to commence training at college. On my first day I felt a great sympathy with the proverbial fish out of water. All the faces around me seemed forbidding and unfriendly; the college buildings spread over a large area seemed like a maze of hostile brickwork, and I despaired of ever finding my way around.

However, by the end of the second day I felt much happier, and now I am so used to college life that I feel I have been here all my life.

The main college building is a graceful Georgian house consisting of residential wings and administrative offices which is separated from the new buildings and the road by a number of attractive deciduous trees.

The new buildings, in red brick, are very bright and modern, and the new hostel is easily comparable with the Hilton Hotel!

However, work cannot be ignored and, in fact, it makes heavy demands on time and energies, particularly now that teaching practice draws near, but at least the goal is in sight and it is not too difficult to feel a sense of purpose. Such is my attitude as I think of the terms ahead and I can honestly say that I am looking forward to what the course has to offer.

LANCASTER CALLING

From Alexander J. Lawrie, the University of Lancaster

They were right about it being a challenge. The first term at a new university is difficult for staff and students alike, and this is especially so in the case of Lancaster. Here it was decided that students should be accepted as soon as was physically possible, and in as large numbers as the problem of premises and staffing would permit. This has not been without its adverse effects. For instance, the planners did not bargain for more than about eighty taking any one subject. In fact twice that number arrived to take English and History, and, since there are no rooms large enough in the University building, lectures are given in rather bad conditions of heat and light in the Grand Theatre, across the road from the University. Broadly speaking, however, the university premises are good. Even so, some people still find it extraordinarily funny that we should spend our days in what used to be a warehouse.

The close contact between staff and students, which I envisaged before I came here, has not materialised. The smallest tutorial groups in my three subjects (English, History and Philosophy) are of five or six students.

Taking three subjects to an equivalent depth in the first year demands hard work from the student, and already it has been found necessary to cut down courses to enable us to keep to some sort of schedule. Sometimes, work takes longer than it should because of the pressure of demand on a library of a mere thirty thousand volumes, but the position is being improved.

Harold Wilson talked of "the throb and thrill of a thriving community." This is a slight over-statement of life here at Lancaster. Certainly we are a community, but the forces of clique and club are greater than those of the community as a whole.

Some of our press cuttings would perhaps suggest that the social side of the University is not quite what it should be. However, I hasten to assure potential critics that the unfavourable impressions given by some sections of the press, may be discounted.

FROM OXFORD WITH LOVE

From Arlyn J. Brierley, St. Hugh's College, Oxford

Oxford life is many-sided and to the fresher, very confusing. I have heard it said that one just gets the hang of it about halfway through the eighth term. The terms are shorter than at most universities: as either the cause or the effect of this life is carried on at about twice the normal pace. This is painful for the first two or three weeks and there is a succession of unavoidable crises. Fifth week is noted for almost universal blues. Miraculously a second wind comes and the term ends with frantic merry-making.

The work is as hard as you care to make it—remembering always the threat of exams in March. The law lectures are interesting and relevant, with the exception of one series which drew an audience of about six out of 167—but this is not general. Emphasis is on the tutorial: here one or two are gathered together to read out essays and discuss with a tutor. The number of tutorials varies with subject: I had two each week, which meant two or three essays per week. In the practical subjects such as geography or medicine whole mornings are devoted to the examination of stones or bodies, and less written work is required.

Despite the jibes of inquirers, Oxford does not give the impression of sleepiness and nineteenth century attitudes. My opinion, if I were a scientist, might be different—but not to descend to C. P. Snow. New buildings—of varying architectural merit—are springing up everywhere. The new block at St. Annes is pleasant, although the rooms are not all that is desired, being like those of St. Catherine's, too box-like and uniform. St. Cat's itself strikes me as designed for the ideal human being without the slightest allowance for deviation: the effect is too perfect and soul-less. The Law Faculty building nearby is comfortable but unadventurous. The engineering block—formed for a non-stop lift—is, to use a hackneyed simile, like a matchbox with wings on the top.

So many books about Oxford have been written that living there is rather dream-like. I have to pinch myself occasionally to convince myself it is real. I haven't been to Cambridge for nine years so unfortunately I can't compare the two places. I think Oxford very beautiful and romantic; Cambridge being even more so would be almost unbearable—I'd never do anything but stand and stare. This sounds sentimental but it seems to affect all but the most hard-hearted in the same way.

In the first place there is the fame of the actual buildings. I derive a theatrical pleasure from working in the Bodleian, reading in Blackwell's or sitting beneath the portrait of Mr. Harold Macmillan in Balliol Hall. Then there are the people, those who teach and those who visit, the latter including James Robertson Justice, Malcolm X, Frank Muir, Dingle Foot and Fenella Fielding. But I expect this is common to all universities.

Just as in every university, people with mutually interesting ideas and experiences are thrown together and life becomes very exciting. There are a few who regard university as a stepping stone to a good job, but most consider it a valuable experience which will benefit themselves and society, not necessarily in a material way. It certainly evades prejudices.

The religious bodies are vocal out of proportion to their strength. Nevertheless, it is the only place I have seen where the churches are packed to overflowing—even though the draw seems to be the sermon preached by some famous ecclesiastic. All the clergy—that is the Roman Catholic and Anglican whom I have encountered, evangelism does not attract me, are extremely tolerant and forward looking while maintaining their independence. If you have any tendencies towards religion, Oxford will probably encourage them.

The national press has given Oxford a reputation for wild living. Of course there are incidents on which this reputation is based, but as a whole, the undergraduates are not particularly wild and irresponsible. However for women life is naturally more staid: we have no walls to climb over, only belligerent housekeepers, we do not like running up huge battels for drink and we can't stay up all night without suffering after-effects.

The Vice-Chancellor in his address said that our first loyalties were always to the college. This is an old-fashioned approach. I think that now one's first feeling is for the university. In other universities this feeling is fostered by the Union: but despite the attempts of reformers the Oxford union remains primarily a debating society. One can only develop corporate loyalty, I think, by making friends in other colleges. This also has its difficulties.

I have omitted a great deal from this, and I'm sure that it doesn't sufficiently convey my enthusiasm. If anyone is thinking vaguely of doing the entrance papers, do, it's well worth it.

SAVE THE CHILDREN FUND

Report by Carol Marsh

During the past term the lower three forms of the school have been collecting money to help children in different parts of the world. £30 has already been given and commercial trade has been opened up between these forms. One form held a Bazaar and raised £4 6s. 6d. and the other forms have made treacle toffee, cosmetic bags and notebooks. We have taken up the sponsorships of two children and have adopted them with zest but if we wish to support them there is a need to give at least a penny a week.

The money has been used for children who are unsure of life as their mothers and fathers have not been able to support them enough. These families live in the most appalling conditions without food most of the time and their living quarters are very small.

The two children whom we have adopted are Yoon Jong Hi and Mohammad Saleh. Yoon Jong Hi is a girl of eight and is doing very well at school. She lives with her mother and father and her four brothers and sisters. Her father cannot support the family as he has a bad leg and cannot work for more than a day.

Mohammad Saleh is a boy of 12 and has had a tragic history. His father died about five years ago and his mother remarried and now Mohammad has to live with his married sister whose husband cannot support them.

The money which we have been able to give has given them some hope for the future and we hope to be able to continue to help them.

IT TAKES ALL KINDS

Oxfam report

By Damp, C., 4/5

"It takes all kinds to make a world." I am sure we have all heard that little saying dozens of times. Let us have a look at some of the kinds it takes. It takes kinds like those who go home to a three course meal every dinner time and think nothing of it. It takes kinds like the little

boy in an African village. It was lunch time and he could be seen standing at the door of the hut whilst his family were eating. Asked why he was not eating with them he explained that it was his brother's turn to eat today, not his. It takes kinds like those who do not give their shilling to Oxfam, in spite of the fact that they promised it, because they "can't afford it." Those same lads who think nothing of going to watch the North End every Saturday on their pocket money. Yes, it even takes sturdy pillars of society like those who promised 35/- per month to Oxfam. There were thirty five in the class, all of whom promised and paid a shilling, for the first month. Then (I suppose) the novelty wore off. Their second month's collection showed a 60% drop. A smaller group promised 10/- per month. Their second month's takings dropped too. **Their second collection amounted to NOTHING !!!**

You see, it is all a matter of priorities. Compare the immense suffering caused by missing the North End play at home, to that caused to a little girl in Austria whose mother deserted her and whose father could not afford to keep her. She entered an S.O.S. Kinderhorf where she was taken care of by foster parents and financed by a class of pupils in a school she had never heard of in a place she had never even heard of. Imagine her gratitude. Imagine what she would feel like to be told that the pupils were not giving enough to keep her any longer. When you have scoffed your lovely Christmas pud and turkey, as you will have by the time this magazine comes out, think what it would be like to have no pud ! No turkey ! No Christmas!

I read somewhere about a local council printing lists of defaulting ratepayers and pinning them up in the council offices and libraries. Strikes me it wouldn't be a bad idea to do the same but with the names of those who promised to pay to Oxfam and then did not, and pin them up on the notice boards. Better still, pin them on the display cupboard so that visitors can see it too. How would they like it then?

Of course, there are two sides to every coin. There are those people who have had the initiative to organise a coffee evening and raise seven pounds, and a good time was had by all, I am told. Yes there are those kinds too. But then—"It takes all kinds to make a world."

THE C.N.D. GROUP

Secretary's report

By Jennifer Puntis, U.VI.A.

The C.N.D. group in school was launched amid much controversy towards the middle of the Autumn Term, and has been very active since its first meeting—a film show and talk by Barnaby Martin from the Peace Action Centre at Frodsham in Cheshire. The meeting was well attended by both 5th and 6th formers, as was the subsequent trip to a Folk Singing Concert at the Free Trade Hall, Manchester. A more strenuous effort was made by several members of the group when they had their first taste of protest marching, 17 miles from Bolton to Manchester, terminating at the C.N.D.'s Christmas Fair.

The C.N.D. monthly newspaper, SANITY is well read in the school, having now reached a circulation of 30 copies. Our application to the Town Clerk of Preston for a Vigil at the Cenotaph on Christmas Eve was unfortunately refused, but was replaced by "SANITY selling drive" in Leyland on Christmas Eve. We hope during the rest of the year to organise some interesting meetings with visiting speakers and to increase our outside activities, setting the right example for a C.N.D. group and trying to dispel some of the wrong but firmly believed ideas about members of the organisation and its aims.

To conclude we add our thanks to Mr. Reese through whose support we owe much of our success.

STUDENT CHRISTIAN MOVEMENT

Secretary's report

By Valerie Woods, U.VI.A.

The S.C.M. society was formed originally in the Autumn Term of 1960. Miss Bromley and Mr. May had long been interested in starting a group, and when Mrs. Theobald joined us, they got together some interested members of the 6th form, and thus the S.C.M. was established. The instigators of this group were Smith, W. D. and Salisbury, M.

"Science and Religion" was the first subject to be discussed. Activities continued into 1961 when we had a

talk by a University Lecturer. This meeting was a joint one with the Sixth Form Society.

The following year, interest moved to the Lower School, particularly the Fourth and Fifth Forms, but some Sixth Formers were still interested, namely J. A. Kitching and Fearnley, J. M., who have been on the committee for over two years. At this time, we had a series titled "To be or not to be" which dealt with the problem of Christian Unity. The main feeling of the group was that Unity would be beneficial, but to bring it about would mean hard work from all the churches.

During the Autumn Term, 1964, we had "Problems"! The theme was dealt with by a series of meetings, each one spotlighting a problem concerning youth. We discussed such topics as "Boy meets girl," "Juvenile Delinquency" and "Christian Marriage." These discussions were well attended and it was felt that we had reached some kind of conclusion on at least some of these problems.

During the Spring Term our society will form a group to visit old people in homes and hospitals, and we also hope to have another series of meetings. We shall be pleased to see you!!

THE BRIDGE SOCIETY

Secretary's report

By Dorothy Hosker, I.VI Sc.

Calling all Bridge enthusiasts and others!!! Probably many people in school are not aware of the existence of the Bridge Society. This is not really surprising as it only came into existence last September and is limited, at the moment, to the U.VI Sc. However, in the New Year the limits are being extended to include the U.VI Arts as well. To extend the limits further is, unfortunately, impossible at the moment.

The Society meets every Monday night, whenever possible, under the leadership and guidance of Mrs. Pailing, who has executed her arduous task of instilling into us the rules and etiquette of Bridge very well indeed, and we all owe her our thanks for her infinite patience.

The first five to ten minutes of the meeting are spent discussing the week's business over a cup of coffee (purchased at a moderate charge). Play then begins and continues till five. "How boring!" you think. On the contrary, Bridge is a very interesting game calling for a

great deal of concentration resulting in a feeling of satisfaction with a game well played, be you winner or loser.

December 8th was the night of the Bridge Party which was very successful, and it is hoped to repeat the evening in the near future. The members wish to extend their thanks to all who have helped the Society, in any way, during the past term, especially to Mrs. Pailing who has given up much of her valuable time to help us. Thank you!

THE SIXTH FORM SOCIETY

A consumer's comments

By Derek Forrest

The 6th Form Society was in the offing for more than a month—now we have a Society, now we haven't—however, the upper school was greatly relieved when notices advertising a variety of delights appeared on the notice boards.

Theatre visits have provided the main part of the programme. Unfortunately, not only is the nearest theatre over 25 miles away, but it is remarkably difficult to discover sufficiently well in advance just what productions are being attempted. As a result, on at least one occasion, we have found ourselves committed to one performance in Manchester, when in fact another, and better, play was on in Liverpool (the fault of insufficient publicity on the part of the Liverpool theatre concerned). However, all three theatre visits to "The Quare Fellow," "The Tempest," and "The Physicists," were greatly enjoyed.

The joint debate, with Chorley, Preston Park, and Preston Grammar taking part, proved quite agreeable and illuminating, though if more interplay between floor and platform had been allowed the result might have been more in doubt. As for the talk by Mr. Patmore on past and present patterns of travel and communication, I can only hope that other speakers will be found as well equipped and informative as he was. However, I sincerely hope that the cold night air will be kept outside next time.

Generally, the Society has done better than I expected and, once the teething troubles are overcome it could become a permanent and attractive feature of school life.

PARENTS' PAGE

THE PARENTS' ASSOCIATION

By the Association's Secretary

The Parents Association was inaugurated on the 8th November, 1962, with the objects of

- (a) Promoting co-operation between home and school.
- (b) Fostering and supporting the welfare of the School.
- (c) Helping and advising on careers and employment.
- (d) Stimulating an interest in all matters relating to education.

Membership is open to all parents and guardians of past and present pupils of the School. The constitution of the Association provides that it shall not in any way encroach upon the duties and functions of the Governors or of the Head Master, and that it shall be non-political and non-sectarian.

In the little over two years that the Association has been in existence it has undertaken a number of projects in support of School welfare. Readers may not be aware that the Local Education Authority provides generally only those things which are considered essential for the running of the School, and that refinements and embellishments have to be provided privately.

Among projects that the Association has so far undertaken are the extension of the Honours panels in the Hall, the provision of the display cabinet for the School silver inside the main door, the raising of the School's share of the cost of a new cine projector, and the donation of the two prizes for Loyalty, Service and Example, and of School colours.

The Association has set as its main target, however, the raising of sufficient funds to provide the School with a sports pavilion. This will necessarily be an expensive project, and will be a test of parents' interest in the School's amenities.

The annual subscription to the Association is half a crown a year, and this covers both parents of one or more pupils in the School. If all parents were members the Association would have an assured income of about £75 a year from subscriptions alone. Unfortunately, however, only a comparatively small proportion of parents has as yet taken up membership.

Apart from annual subscriptions, the Association seeks

to raise funds by all means at its disposal. In 1964 it held a very successful Bring and Buy Sale in connection with the Parents v. School cricket match. Parents (and others) contributed most generously, and the event was well patronised, and as a result the funds benefited by over £60. In view of the undoubted success of this venture plans are already under way for an even bigger and better effort in 1965.

Arrangements for the creation of a Trust Fund have now been concluded. By this means, provided that a donor covenants to pay a fixed sum to the Fund each year, the Fund can recover from the Inland Revenue the income tax that the donor has already paid on the money he has given. This, of course, greatly enhances the value of a contribution.

Lest the reader should think that the Association is over-occupied with financial matters, it would perhaps be as well to mention briefly some of its other activities. In each of the last two years there has been an annual dinner at the Royal Oak Hotel, Chorley. Other social occasions have been Musical Evenings, while in more serious vein we have enjoyed some very interesting talks on the school curriculum, child psychology, careers, and comprehensive education.

25 YEARS AGO

From "The Balshavian" 1939

Inter-School Sixth Form Social.

The ball was started rolling by some dancing. The teams were picked for a Tongue Twisting Bee. After much laughing and more spluttering, Balshaw's emerged victors.

Annual Athletic Sports

The Athletic Sports this year were graced by the leisurely warmth of a summer-like afternoon. One could sit about in lazy comfort—if one was a spectator . . . It is true that threatening thunderclouds came to envelop the tug teams in comprehensive gloom.

"Can you believe your eyes?"

On February 17th, Professor Pear gave us a lecture on "Can you believe your eyes?" illustrating his remarks with many fine lantern-slides.

We were shown a picture of a woman, and we were asked whether the woman was old or young. There was

a confused babble of cries, half the audience shouting "old," and the other half "young." To me it appeared that the woman was young and pretty, but it was pointed out to my somewhat dull intelligence that what I had taken to be the up-tilted chin of the woman was really the hooked nose of an old hag, and that the hair of the young woman was a fur to keep the old woman warm! In fact, two women were on that picture—one so skilfully concealed and the other so skilfully made to stand out, that the unsuspecting person would only perceive one portrait, never dreaming that there was another in the picture before him.

Debate: "This house is of the opinion that Sunday newspapers should be abolished."

Those in favour of the motion, a rather small but persistent and vociferous minority, pointed out that the majority of Sunday newspapers were of a very low standard. They indicated that those with the largest circulation were of the "sensational" type. Nothing was more unsuitable for the nation's reading on the Sabbath day; people, they said, looked forward to their weekly dose of crime and scandal which were the specialities of these newspapers.

Choir Report

The activities of the School Choir this term will be confined to organising and enjoying a party, the date of which has yet to be fixed. We hope that it will be held in the School grounds, but such an arrangement, we know, is on the knees of the gods.

Comment on member of First XV.

Ran well on the wing, but must learn to run in the right direction.

Milk.

10-45 a.m. in Dining Room. Certified Grade A Milk can be obtained at Break, price 1d. per bottle (with straw).

ONLY WHEN I SCREAM

By Elsie Mylroie, UVI Arts

You see, what it boils down to is this—I mean you've got to draw the line somewhere, you know. But, like the thing is that, well, you know, it's difficult, sort of, to know like, er, well, er . . . where? What I mean is, well . . . er . . . isn't it, like, sort of, what do you call it? Well I think so anyhow. And anyway, I mean, you know what I mean, kind of without me saying it don't you, like?

Er . . . anyhow I think er . . . that the time will, you know come, when we don't need proper . . . words, you see. We'll just kind of go on, you know with what do you call them's, er . . . or something sort of, i'n't it?

Like everyone kind of knows . . . er . . . that well that . . . oh you know, no one uses them much these days sort of, anyhow. Except, like you know, some times . . . er . . . in what do you call it exams anyway. Well I think so anyhow like. But er that's what it's like kind of isn't it, you see? I mean like, you do see, don't you, kind of? . . . like? . . . you know? . . .

Answers to Quiz

1. The fire bell.
2. 6.
3. The Headmaster
4. Leyland 21009.
5. We have been able to find out very little. Can any reader help us?
6. Mr. Downer.
7. 1931.
8. On the Careers Board.
9. 24.
10. 4,000.
11. 23.
12. Clayton.
13. Professor Lawrenson. Professor of French, Lancaster University.
14. Half a mile.
15. Councillor J. Tomlinson, J.P. There are 17 governors.

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Dates to Note

Old Girls' Dinner 1965

This will be held at the Royal Oak Hotel, Chorley, on Friday, February 26th. Guest of Honour, Miss M. A. Rahill, B.A.

Old Boys' Dinner 1965

This will be held at the Royal Oak Hotel, Chorley, on Friday, March 26th. Guest of Honour to be announced.

Further details of arrangements for the Old Girls' Dinner will be available from the Honorary Secretary to the Old Balshavians' Association, Mrs. S. L. Naylor, 447 Croston Road, Farington.

Further details of arrangements for the Old Boys' Dinner may be obtained from G. Birtill, Esq., Editor, The Chorley Guardian, Market Street, Chorley.

These events have been increasingly successful in recent years, and it is hoped that 1965 will be our best year yet. Book in good time !

Printed by The Chorley Guardian Co. Ltd., 32a Market St., Chorley