

The
Balshavian



September, 1966

The magazine of

Balshaw's

Leyland

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COMMENT

Why go home at 4 o'clock?

An Editorial View

by Barbara Antoine and David Farrington

At a time when so many schools are considering terminating their day's work earlier it seems to us that a more profitable course for our school might be in keeping it open longer.

Where can better facilities for work be found than at school?

A quiet, often unattainable at home, can the more easily be produced in a group of people each with a similar wish to work. All the distractions to be found at home are banished and as a result the work which is done is much better. To those whose subjects require special apparatus, especially the chemists, physicists, biologists and geographers, the necessary equipment is available on the spot. Of necessity the school possesses a library which without inconvenience could be made available to students after normal hours. Reference reading becomes easy, pertinent books readily accessible!

We agree that the question of supervision is a difficult one. Perhaps, ideally, supervision would not be necessary or possibly it could be entrusted to the prefects. In any case we must remember that we are discussing only those who WANT to work.

Once it has been accepted that school did not end until about five o'clock, then surely there would be a much greater willingness to attend society meetings which in turn may encourage societies to plan more ambitious programmes.

What about the possibility of going home without homework? Would this lead to a new social problem of hundreds of idle children? We believe that, at least as far as the majority of students in this school are concerned, the time would be put to proper use. After all, surely they will be greatly helped by being made to feel that it is possible to plan the effective use of time.

The year that was

*A commentary on the past twelve months
by Kathleen Glover*

Faced with the task of writing a commentary such as this it was difficult to decide where to start. The idea was to record events and activities not directly connected with school work which frequently go unmentioned even though they attract considerable interest and often only take place after great efforts on the part of those involved.

The only link between many of the items seeming to be lunch time, it was perhaps inevitable that we should focus our attention on this crucial time of day. We feel that there is a certain amount of disagreement among members of the School as to how the lunch hour should be spent. The primary object is of course to eat one's lunch but there are surely few who feel the need to spend the full hour and a quarter in doing nothing more than satisfying their huge appetites.

There are those, it is true, who see the lunch hour as a period of rest which they can devote to catching up on sleep lost the previous night, or, perhaps, worn out by a morning's rigorous mental exercise, they feel the need to refresh their minds for the work of the afternoon. Such people are clearly of the opinion that any activity during the lunch break will undoubtedly lead to a rapid and regrettable decline in strength and an exhausted afternoon.

In contrast to these are those who spend this time in what might be called a profitable way. For them there are meetings connected with various societies and other enterprises and choir practices for the musically inclined. Turn-outs and games practices are also held and during the past year there have also been frequent films. There is little evidence to suggest that people involved in these activities are less ready for the afternoon's work than those who spend the time resting. On the other hand, there may be some truth in the claim that their names appear in the Detention Book less frequently than those of their more idle colleagues.

Following the acquisition of the fine new projector, for which thanks are due mainly to the Parents' Association, interest in films has increased this year with the result that more have been shown than previously. These lunch time films have been on a variety of subjects but the main topics have been science, travel and careers. The science films are primarily of interest to the scientific among us but few have been too specialised for the non-scientists. The range of these films has been wide and surprisingly comprehensive,

covering all scientific subjects from Physics in, for example, "Outline of Detergency," which demonstrated the theory of the action of detergents, to Biology with "The Living Pattern" on the subject of wild life in Britain and what is being done to preserve it.

The travel films were mainly about France and therefore of general interest. There were also a few about Germany, Spain and South America. In addition, there have been four full-length feature films at four o'clock after a hasty cup of tea. These were in French so the English sub-titles were a great help to those who were perhaps not quite so fluent in the language. The average attendance at these four o'clock films was over a hundred and was really most encouraging. One of the films, however, "On ne badine pas avec l'amour", did not have sub-titles and, to those not gifted with the necessary linguistic powers, it was rather like watching one of the old silent films! "Romeo and Juliet" was also shown and it, too, attracted wide support.

The careers films are of particular interest to those about to leave school but they are only part of the very valuable work which is done by Mr. Downer in the sphere of careers and clearly it is the follow-up which offers the greater benefits. In this direction, too, we are very grateful to Mr. Downer for the talks and interviews which he arranges with careers advisers from outside the School.

Many Sixth Formers have been preoccupied with the prospects of a Common Room which will be provided as a result of the extensions now being built and which will no doubt have a considerable effect on the way in which they spend their free time at school, although hopes that it will be equipped with deep carpets and luxurious armchairs are probably illusory.

The extensions themselves seem to be proceeding painfully slowly, but they are beginning to look something like the drawing of the finished building which we published in an earlier edition. When they are finished these extensions will almost certainly affect all of us and already their presence has had some effect on the athletes who have had to re-route their running track.

There are of course some activities which could not possibly take place during the lunch hour and these include field studies and visits to the theatre. The geography trips and field studies, for both of which we are indebted to Mr. Reese, mainly concern Sixth Formers and it was a party of "A" level geographers that recently attended a Commonwealth Conference at Chorley Day Training College. It was mainly the same people who towards the end of term went on the by now annual trips to Malham and to the Lake District.

During the past year a record number of theatre visits have been arranged by the Sixth Form Society, by English teachers and by Form Masters. Yet again, a wide range of plays have been seen, from modern plays such as "Who's Afraid of Virginia Woolf?" and "The Birthday Party" to the inevitable Shakespeare plays, one of which was the Sheffield production of "Hamlet", although Manchester and Liverpool have been the more usual destination.

Much of the information included in this commentary has been culled from the Magazine's weekly Newsletters which over the past twelve months, as well as giving a diary of the week's events, have tried to report and comment on those events which have taken place. We trust that we are not the only ones to find this a very welcome addition to School life.

Two Views

Before they left to return home Mademoiselle Gautier and Fräulein Wolffe very kindly consented to answer questions put to them by the Senior Committee.

What were your first impressions on arriving in England?

Mademoiselle Gautier: When I first came, driving on the left scared me stiff. Also the number of women wearing fantastic hats was very striking. The difference between French and English "pubs" was considerably noticeable: in France, "pubs" are places where you can meet friends, and you go there for a break, not only for drinking, and they are not a mainly male community.

Fräulein Wolffe: The first thing I noticed when I came out of Preston station was the speed of the cars, they were rushing so fast, and it was like this all the time. The friendliness and politeness of everyone struck me also.

Which country is the most historically interesting?

Mademoiselle Gautier: France has many links with neighbouring countries, and this gives it a very special character. Normally I would not think of them as a comparison.

Fräulein Wolffe: English houses look threatening, like a criminal film. Cathedrals are very different, York is similar to the continental style. I love the architecture of the Georgian period.

Do you regard England as part of the continental system?

Mademoiselle Gautier: We do not think of the British as Europeans.

Fräulein Wolffe: Before I came, I thought of England as part of Europe—but now, I have come and taught, I see that you think you are separate.

Have you found any hostility towards you in Britain?

Mademoiselle Gautier: None at all.

Fräulein Wolffe: We have a guilt complex because of the past. As a German, you know that you are one of the most hated people in Europe. Whereas abroad they discuss this very frankly, in England this is not so, and Germans feel the hostility being hidden.

How would you sum up the character of an English person?

Mademoiselle Gautier: I should think generally speaking, a person who has been in uniform ever since he has been a child—and that implies lots of things. At school you are all the same, you do not want to commit yourselves, and when you are adults it is the same. There is something very disappointing about the English, and that is, that there is always a wall at some time or other. They will never cross this invisible line, but are always on the very safe side by not committing themselves in any way.

Fräulein Wolffe: The English character is hard to discern because everybody has prejudices formed by influences of television etc. These images are most of the time wrong, and I am sure that I will retract whatever prototype I declare, because I am influenced by schools, and by Lancashire.

What would you say were the differences in character?

Mademoiselle Gautier: There is a tremendous difference, because French people are demonstrative, and show what they feel. If they do not like you, you will know it. The English resent this because they are not used to it, so for the French it is very difficult to deal with the English. In France you really know where you stand, the British keep their relationships very impersonal. You get hurt by things people say, not nasty, but "pulling your leg" when you do not know they are doing it, but deep down you are very hurt. On the whole, the French are more frank, and the English more reserved.

Fräulein Wolffe: The Germans air their views, but the English seem to be frightened to give out their personality. The English are more reserved. The Germans are well-fed, lazy, always looking for prestige, they have big cars and houses, and spend holidays in marvellous places. They are

not disciplined hard-working people without a soul, there is still some romanticism for theatres, operas and ballet, and they are very important. Students are, in comparison to their parents, very active.

Are the fashions in your country more or less the same as here. Are long hair and weird clothing as prevalent as they are here — what are your opinions on them?

Mademoiselle Gautier: England is getting much further than we have dared to, as far as fashion is concerned. Paris used to be the hub, but England has started something completely different, and compared with it, Paris seems quite conservative. A lot of English ties are fantastic, in France they prefer very discreet colours. Some English seem to have funny colour sense. French men appear to be smarter, especially over the age of 40, whereas the English dress for comfort, not for fashion. As regards hair, we stop at "Beatle-length," and I have never seen extremely long hair in France. I have a brother who is an art student, and he had long hair, and my parents were very hard on him for it.

Fräulein Wolffe: Outrageous dress is not the thing in Germany, some teenagers copy, but not as many as do it in England. I think that they want to get rid of their conservatism and free from their parents, although later they probably take the middle course.

In the North, Germans try to be like the English, (i.e. the country gentry type) but in the South they do not. In Hamburg you find a really English colony, with English customs, and it is nearly a compliment if you say they are snobs.

Do you have uniforms in your schools?

Mademoiselle Gautier: There are no uniforms in France, only in religious schools run by nuns. You can wear what you like, except for make-up. The poor people do not show up as much as you think. French people never bother what you wear. Unless the children are really scruffy you cannot tell, for even here in uniform you can tell the sloppy children from the others. I think the French children are happier and more relaxed without uniform.

Fräulein Wolffe: We have no uniform except in boarding schools for very well-off families, who try to imitate English schools. I think it is good to keep down competition.

How are your school timetables arranged?

Mademoiselle Gautier: I do not know if French children mind about having Thursday off, but the lessons are longer than here, and so it is a good idea to have a break during the week.

Fräulein Wolffe: In some German schools they have classes from 7 or 8 a.m. till 1 p.m., and then go home to do homework. On Saturdays they go to school, sometimes they have every second Saturday off. I think that we have to work a little harder than you do here, and we have to stay at school a year longer till we reach seventeen.

What are the forms of punishments in the schools?

Mademoiselle Gautier: We have detentions in French schools, which are two hours, and they can carry on for six hours. Lines are not used.

Fräulein Wolffe: We have detentions too, especially in the afternoons and, as here, corporal punishment is not normally encouraged.

Do you have school reports?

Mademoiselle Gautier: At the Grammar School, we had reports every fortnight, which had to be signed by the parents. Every fortnight we had tests, and the marks were sent to the parents so that they could keep closely in touch.

Fräulein Wolffe: We have reports at Christmas, Easter and summer. There are the subjects, positions and then the marks at the end, instead of comments. There is more stress on oral and practical work in Germany than here.

Do you have societies within school time?

Mademoiselle Gautier: I do not know really, I know that in our Grammar School at that time we had many sports clubs.

Fräulein Wolffe: We have plenty of time, for we are free in the afternoons. We are very active in sports, and have more variety. You tend to stick to the standardized school games.

Is the amount of parental control similar in your country?

Mademoiselle Gautier: I do not know many English families really, but one I knew has hardly any control over their children whatsoever. I cannot really give you an answer, because I would be just making it up.

Fräulein Wolffe: We have more control than in England. I find that we give freedom to the development of the personality, and young people are allowed much greater freedom to travel alone. Parents just trust them from a certain age, and they have security and self assurance. I think that parents in England cannot care so much because many married women work, and cannot take care of their children. It is not as common in Germany, a woman stays at home and will only work when young or middle-aged.

What Next? STOP PRESS

A Look at Journalism

by Linda M. Kidd



At least one of my first fanciful impressions of journalism was shattered at my interview with a local reporter on a daily newspaper. In no uncertain terms he made it clear that the career is not the social whirl and glamorous life it is sometimes popularly believed to be. Even so at the other extreme, journalism is definitely not for anyone looking for a steady nine to five job in an office. A reporter must be prepared to work all night if necessary short of sleep and in difficult conditions, and without being paid overtime.

This brought me to the important question of finance. Basic salaries are fixed by national agreement between newspaper proprietors and the unions. Most trainees are 17 years or 18 years old when they start, and are paid between £7 and £9 to begin with, although a few do go to university first and these tend to enter at a higher level. This salary rises annually and can be between £1,000 and £1,400 at 24 years of age.

Every year, newspapers take on about 500 trainee reporters, a quarter of which are girls and most of the basic training is done by regional newspapers. The exciting life of Fleet Street is almost invariably for the experienced and this is the ultimate goal of most ambitious journalists.

Although educational qualities including at least three G.C.E. "O" levels subjects are necessary, I soon realised that the main qualification is a suitable personality.

Newspapers believe that trainee journalists should be selected by those who are going to employ them and work with them and that a good editor is the best judge of aptitude and potential. Therefore, during an interview with the editor it is necessary to show a character suitable for journalism. To discover what this character actually is formed the hardest aspect of my task.

I knew, of course, that a journalist must enjoy meeting people and be able to gain the confidence of all sorts and conditions of men, but it is clear that a really dedicated journalist must have these qualities in abundance. If he has real feeling for the job, he must be able to deal with the humble without being patronising and the mighty without an inhibiting deference.

Some journalists are born with a natural "nose for news," to use one of the clichés, which, I was told, newspaper men are advised not to use. It was stressed that a journalist must have a natural ability to write and not rely on this developing during his career although some improvement in technique might be expected simply from continued efforts.

I was surprised to learn that shorthand is not an essential, but a useful addition, as I had always regarded this as the basic necessity of a journalist's life.

Most editors seem to regard it as a qualification, if a trainee has contributed to a school magazine, a fact which I feel should encourage would-be journalists to write for "The Balshavian."

It is well known that those who enter this sphere as graduates have practically always already established a reputation with a university newspaper.

When I had finally formed what I hoped was a true impression of the accomplishments and characteristics required of a journalist, I turned my attention to journalism the career in general. The fact is then, that, apart from the above exception there is no way of training to become a journalist in this country without first obtaining a job on a newspaper, as there are no schools or colleges of journalism running pre-entry courses. A trainee is put on probation for six months. If he is successful during this period, he is then indentured with the newspaper for three years during which time he can attend a course run by the National Council for the Training of Journalists. This course was started in 1965 and includes instruction in local government, law, current affairs, English, shorthand and aspects of newspaper work. Journalists are paid during this course by the newspaper to which they are attached and are not allowed to sell articles to other national newspapers at this time.

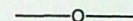
After two years of general reporting, a journalist is allowed to specialise in the fields of sport or fashion, for example, but knowledge of the specific subjects is only gained from experience.

I realise that there are few, if any, opportunities for travelling abroad for a provincial newspaper, as these buy their foreign information from the Press Association, but on the National newspapers, the opportunities are numerous.

The journalist must be willing to accept full responsibility for his articles and must often be prepared to turn a deaf ear to public criticism.

My main criticism of the press originates in the popular view that journalists exaggerate and often mis-quote. Although I was told that there are rules against this practice, it is still difficult to believe that these rules are scrupulously obeyed, especially when you consider the limitations of time and space and also the number of hands through which a report has to go before it is actually printed.

Finally it is my impression that journalism forms a good beginning for many associated fields such as television, magazines or public relations and it is worthy of note that many of today's M.P.s began their careers as journalists, all of which goes to show that the young journalist is not necessarily labelled permanently as "PRESS"!

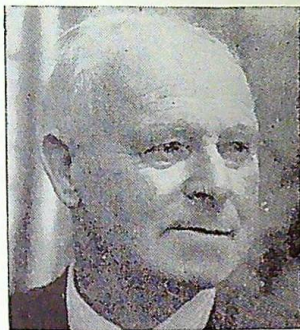


What do you think?

"As for the egregious Batman, which has now reached us in London, I would like a psychiatrist's report on the people responsible for it. Here, at long last, is the authentic "insult to the intelligence," of which I've always been hearing without quite knowing what it was. Compared with this drivel, Lew Grade's "Thunderbirds" is the complete works of Shakespeare. He does at least have the grace to use mechanical puppets to speak the stuff: the organiser of this infamy uses human puppets. If, as we hear, this ultimate idiocy is delighting the Americans, Wilson ought to take it up with Johnson (or Kosygin?) I'm not very hot on the "psychosocial significance" of anything, but let me put it this way: if I had a Batman fan in my platoon I would detail two men to watch him." (Maurice Wiggin).

Mr. Bennison

by C. S. Hilditch



The retirement of Mr. Bennison the Deputy Headmaster will have caused some astonishment and perturbation among old Balshavians. It is as if the natural order of things had been rudely overturned. To begin with, he looks very much the same as he did when he taught the fathers and mothers of some of the present pupils. He doesn't look old enough to "retire."

After taking his M.Sc. at Durham University Mr. Bennison taught at Buxton, then at the Fulneck School near Leeds (a district which produced the great Len Hutton at whom he often bowled when Hutton was a schoolboy), and went on to Kirkby Lonsdale Grammar School before coming to Balshaw's in 1933. He introduced biology to the curriculum but for many years he has been Head of the Chemistry Department.

He succeeded Mr. Lomax as Senior Master in 1948, a post now known as Deputy Head.

Mr. Bennison had played rugby and cricket in very good company before taking up teaching, playing rugby for West Hartlepool and cricket for Durham Colts. His older colleagues always see him first in the mind's eye as a cricketer. The grace and flow of his stroke play in many a fine innings between the wars compelled the rueful admiration of his opponents and gave his friends many hours of pleasure. His canny and persistent length, kept up if need be for hours, tempted many a frustrated 1st Team batsman to his doom. He played until he was well past 50, until in fact Mr. Brown daredn't take him off lest he should not be able to start again at the other end!

His tennis was like his bowling, a game of tactical skill, not brute force.

Not for nothing was Mr. Bennison a Durham man. Whether cricket, rugby or tennis, or in more recent years golf or bowls, he played to win. That was the object of the exercise. He had too much respect for a game like cricket to play it any other way.

Not long ago a friendly youth in the middle school asked him if he used to play cricket! Such is fame.

But all this is not to suggest that outside his job he was just a very good games player—though that is no mean form

of excellence. As a good scientist should he was quick to detect the phoney and the pretentious, among boys, among grown ups, and in art and literature. He has always been a sound judge of good prose and, as his fresh and open air descriptions of the school camps he ran during the war gave evidence, he could turn a telling phrase himself.

For ten years he stage managed the school play, most of the productions still illustrated on the bottom corridor had the benefit of his skill and resource and, as the producer responsible now admits, patience and tolerance. The lively (and at times vituperative) partnership with Mr. Hilditch was a happy time and brought some notable productions.

The post of Deputy Head in a fairly large mixed grammar school is a difficult and delicate one. We have been lucky to have had a man who always endeavoured to be fair in dealing with colleagues of varying temperaments and—where some of the older men are concerned—marked idiosyncrasies. Such teachers make up a school's life. What boy or girl wants to go to a school where you can't remember anybody once you've left? As for the pupils they too will remember Mr. Bennison as a wise teacher who discharged justice with tolerance and understanding.

A friendly and companionable man, Mr. Bennison can be depended upon to enjoy a long and happy retirement. It is the wish of all Balshavians past and present that Mr. and Mrs. Bennison will do just that.

by M. J. Carlisle

Mr. Bennison has contributed so much to the image of Balshaw's, that, now he has retired, to try to imagine the School without the familiar figure in morning assembly, or teaching in the chemistry lab., or taking part in any other school activity, is practically impossible.

As a pupil at Balshaw's, my first real contact with him, was in my wilder days in the third form over breaches of discipline and prefects' detention. Even then, when my knees knocked at his summons, he impressed me by his willingness to listen to the feeble excuses that made up my side of the story, and his fairness in judging who was in the wrong and who was in the right. When the position was reversed and I found myself, as Head Prefect, responsible for the other prefects giving detentions, I was again grateful to Mr. Bennison, because, I could always be sure that, if there was any doubt in the justice of a particular matter, I could sort it out with his invaluable help.

On the lighter side, I am sure we sixth form chemists, past and present, all have fond memories of those multi-coloured volency diagrams, which he could produce at a moment's notice with masterful skill and speed, when trying to introduce organic chemistry into our unreceptive brains;

and the spring models with the little balls which were liable to shoot off at any moment, that besides providing some amusement, helped us to understand a little better what it was all about.

But above all, there are many of us who are greatly indebted to Mr. Bennison for teaching us the basic facts of, what is to many, a very difficult subject, and, after remaining calm and good humoured through many years of beaker smashings, test tube shatterings, explosions, cuts, fires, and horrible odours, not to mention low marks in tests and exams, he surely deserves a long and very pleasant retirement.

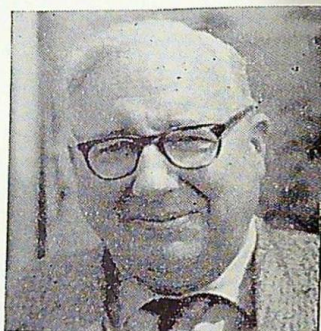
Mr. Bull

by B. L. Wilkinson

If the atmosphere in Balshaw's staff-room is totally unlike that in any other staff-room then Mr. Bull can claim a good deal of the credit or discredit according to the way you look at things. Over the years the assembled staff have had laid before them a succulent snack of satire — juicy morsels being provided by the previous days antics of political leaders, dignitaries of the Church, educational administrators, writers on educational topics, psychologists, H.M. Inspectors and the like. Mr. Bull, an epicure in witty phrase and scathing satire alike, would sample each dish in turn with relish and appreciation and good cheer would be had by all.

Mr. Bull's complex character has become a legend amongst his colleagues and even the old hands are sometimes puzzled by his actions. Consultations after the event usually brought to light at least four reasons for a typical Bullian manoeuvre — the reason he said he had, the reason he thought he had, the reason he hoped other people would think he had and finally there was the real reason. He is at his best in an intimate circle of male colleagues or when surrounded by an appreciative Sixth Form sharing with him a common love for literature.

A.J.B. is a highly civilised individual; he does nothing for himself which he can get done for him. If, for instance, a fuse failed at home, he would call an early meeting



of the Physics Staff and the whole resources of that department would be mobilised to remedy the fault. Similarly, in the days of Miss Ball all the activities of the Domestic Science Room would be suspended if he lost a button from his trousers.

An enthusiastic supporter of the Arts, distance has never deterred him. When he smells out a chance to see a rare opera, a Restoration comedy or a little-known Shakespeare play, nothing will stop him. Apart from scores of visits he and I have made together to Manchester and Liverpool, we have motored afar to Richmond, Lincoln, Edinburgh, Cardiff, Abingdon, Leeds, Bradford and, of course, Stratford.

In the early days there used to be an annual hockey match between Staff and School. Mr. Bull played centre half. Lest you think this funny, let me add that Mr. Hilditch played inside left, Mr. Miller inside right and I centre forward. Mr. Bull also played for Bolton Grasshoppers. He used to practice on the School field, racing at top speed, in zig-zag fashion, past imaginary obstacles.

In those days, too, Mr. Bull played the violin. His repertoire was exclusive but his rendering of the one piece he new set him apart from other violinists. The number of harmonics he could achieve from one single note on the E string was most unusual and his vibrato owed nothing to anything he did with his left hand. In the work of many composers of today melody, harmony and rhythm have been discarded. Mr. Bull developed this technique over thirty years ago.

No tribute to Mr. Bull would be complete without reference to his published poems. He has three collections to his credit, "Chromatic Airs" (a collection of 120 poems), "Drift" and "Winter Crop." In addition he has translated poems from the original French for various periodicals. Some of his work has also been read on the Third Programme.

I must express my own personal sorrow at his departure; the Staff Room will be a much less amusing place without him. I am sure that I speak for all my colleagues when I wish him a happy retirement.

by J. Smith

Over the past 37 years Mr. Bull has become almost an institution as well as a very popular teacher. It seems impossible that the School will be able to carry on in the same way without him. Maybe there will be fewer piles of books scattered round the school, maybe some of the

younger members of staff will be able to get a seat in the staff room, and maybe his successor will not try to sneak off to Lytham on the first day of term, but we shall miss Mr. Bull not least because he has managed to combine a great deal of scholarship and reading with a kind and friendly nature.

Mr. Bull has taught me for the last two years, and in that time he has helped me a great deal to appreciate English Literature, and I feel sure that it is this part of his work which has given him the greatest satisfaction over the years. The academic achievements of so many of his pupils are ample tribute to his success.

Many of the School's students and old pupils will join me in wishing Mr. Bull a long and successful retirement but I am sure that we have not seen the last of him, and that he will continue to keep a fatherly eye on pupils and staff alike.

Miss Wallbank

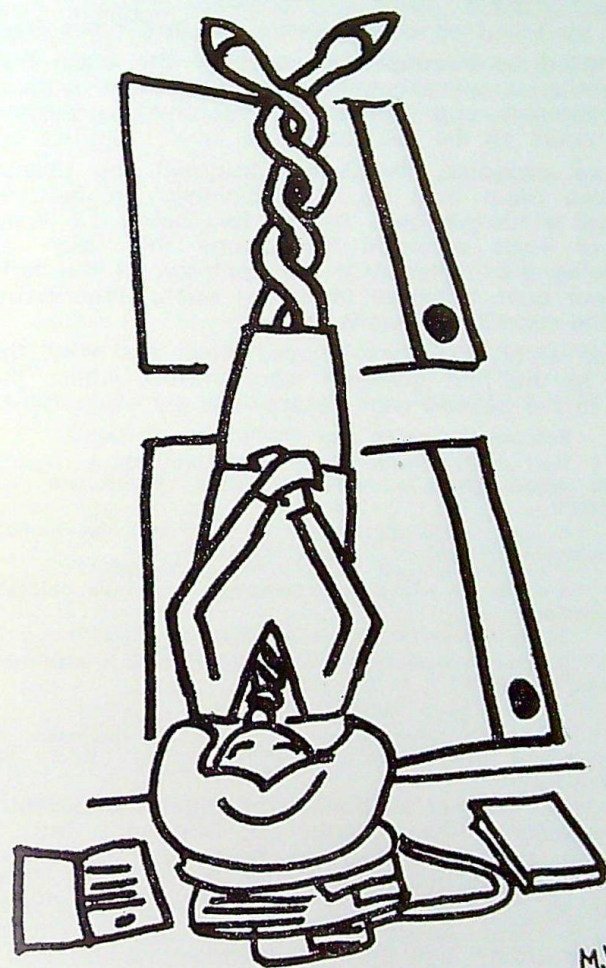
by Linda Stephenson and
Sandra Porteous



It was with regret that we said goodbye to Miss Wallbank who has been teaching Domestic Science at Balshaw's for the past five years.

She has been a great help to the School on numerous occasions in providing refreshments for all functions, teas for governors and unfailing help for the school plays, especially in "H.M.S. Pinafore" when the girls' costumes were made at the last minute under Miss Wallbank's patient supervision. In particular the younger members of the School have cause to be grateful for her help with the Craft Society and her willing assistance will be sadly missed by all concerned.

Although Miss Wallbank is leaving on account of her ill health it is to be hoped that she will be very happy in her temporary retirement and will soon return to teaching.



'A' Level Yoga

Candidates must NOT seek assistance from the invigilator.

"The Plays the Thing"

An enquiry into Sixth Form views on theatre visits by Christine Sumner

Prompted by frequent discussion of the Sixth Form theatre visits, a questionnaire was distributed amongst both participants and non-participants, inviting them to air their views on the subject.

As we expected, the Artists frequent the theatres much more often than do the Scientists; in fact, the former had a 100 per cent. record, two being the lowest number of visits recorded by anyone this year, and twelve being the highest. On the contrary, of the latter, only 44 per cent. admitted to having been, three people holding the record of 4 visits each.

Asked which play they enjoyed most, and why, their answers to the first question were varied, whilst their answers to the second were disappointingly stereotyped.

Because the acting was convincing. (Hamlet).

The Library Theatre, being small, brought us nearer to the actors giving a more satisfactory atmosphere. (The Rivals).

It was well-acted, unusual in set, and the audience thoroughly enjoyed it. (Under Milkwood).

It was the funniest. (She Stoops to Conquer).

It made me realise that Shakespeare can be enjoyable. (Hamlet).

Surely this is obvious! (The Imaginary Invalid).

Because I expected it to be good and it was better than I expected it to be. (Othello).

It was a good laugh. (Richard II).

It showed versatility in the actors and actresses and made one really appreciate top-class acting. (Under Milkwood).

The most popular production amongst the Scientists was Goldsmith's "She Stoops to Conquer" but the Artists had such a variety of favourites, that, when reduced into basic statistics, proved inconclusive. There was little to choose between Sheridan's "The Rivals," Goldsmith's "She Stoops to Conquer," Dylan Thomas' "Under Milkwood," and the now notorious production of Shakespeare's "Richard II."

From this survey it can clearly be seen that few people have visited the theatre of their own accord, probably because they are unwilling to make the effort of making the necessary arrangements. This is understandable since there are few reputable theatrical establishments in this district, the nearest being in Manchester or Liverpool, which, unless one has private transport are not easily accessible. No less important is the fact

that the school trips enjoy the benefit of group travel and block booking and are subsidised, consequently costing less to the individual than would be a private visit.

There was general approval of the visits organised by the School, but several people felt that they were given too little freedom, particularly during the intervals and on the return journey.

We should be allowed to smoke and visit the bar during the interval.

I would like to stop at a fish and chip shop on the way home.

Perhaps the writers of these comments would do well to remember that in return for the advantages offered by group visits it is necessary too to accept some of the limitations. The majority wish, for example, to get home as quickly as possible. It is usually fairly late anyway without stopping on the way home. This can be a real problem for some of us.

It must be remembered too that the staff who organise these trips do have a responsibility for the pupils and for the reputation of the School. Quite apart from anything else about 60 per cent. of the Sixth Form are under age and would not be served in a bar anyway. It seems a bit silly, too, for pupils to expect these trips to be made as cheap as possible (as a result of considerable effort on the part of the organisers) and then to want to spend freely on drinks and cigarettes.

The opinion of the majority of the Artists, however, was that the trips were entirely adequate, and needed little, if any, improvement. They realised also how important they are academically, and recognised the difficulties in arranging private visits.

The prices are reasonable — a theatre visit privately organised would be much more expensive.

They are very good because they are at reduced rates.

They give pupils an excellent opportunity of seeing plays which they would not otherwise have seen.

It makes you feel "cultured."

I like theatre going because of the atmosphere.

They are well-organised, and the plays well-chosen.

They are the only opportunity I have of visiting the theatre.

They are a great help with set-books.

The Scientists were obviously dissatisfied with the trips, the main reason, which I fail yet to understand, being that the visits did not cater for Scientists. The theatre is, after all, Pure Art, but perhaps someone will recognise the plight of these poor, neglected beings, and be inspired to write plays with a Scientific theme. Per-

haps that person could make use of these titles, "The Eternal Triangle Forces" or "The Moment of Inertia."

Their comments were mostly of a similar nature, but a minority showed complete satisfaction, whilst a few revealed indifference. Who had the audacity to propose that fishing trips should replace them?

I agree with them provided that they cover the needs of Scientists as well as Artists.

They hardly cater for all tastes — Scientific ones in particular.

Finally we asked your opinions on theatre-going in general, and the replies were surprisingly verbose, and encouraging. Many people commented that theatre-going is an excellent way of being entertained and educated simultaneously. The atmosphere of the theatre pleased most people too, and seeing live plays was favourably compared with television.

It helps broaden one's cultural outlook, and therefore should be encouraged.

You see how other people interpret the characters in a play.

Theatre-going increases knowledge of authors and their works.

It makes me realise that set books can be enjoyed.

It should be encouraged, but I hate going to amateur performances because too many are of poor quality, and to be endured rather than enjoyed.

Seeing a theatre performance can be a great test of perception.

Disregarding the flippancy with which the subject was treated by a minority, it is apparent that the visits will continue to be well-supported. One dares to hope that this augurs well for the future of the live theatre, although it is perhaps difficult to see just how theatre-going will be revived in view of the tendency of people to rely on trips being organised by others.

Under Fire

In which the Editors attempt to answer criticisms which have been expressed during recent months

"I don't see the purpose of those long lists of often futile quotations."

We feel convinced, from having read through hundreds of offerings, that the selections of views which we have published are very representative of those expressed and, whilst we might agree that it would be quite easy to demonstrate



that a fair number of the views are both illogical and unreasonable, we believe that each one represents an attitude and that together they form a fairly comprehensive picture of pupil opinion and experience. Our purpose is always to bring to light the problems which confront our fellow pupils and to try to bring these problems to the attention of those in a position to effect a remedy. In the May edition we feel that the selection revealed amongst other things the inadequacy of some homes from the point of view of homework, and we rather hoped that as a result of the article some parents might do a little more to help. Even if we do nothing more than demonstrate the futility of some of the views then perhaps we have achieved something.

"It does seem though that a lot of the articles are uninteresting."

This could be taken as proof of very narrow interests on the part of the person making the statement. Interest, like beauty, lies in the eye of the beholder. If you are not interested in the School, if you are not interested in the activities and achievements of the School, if you are not interested in the efforts of your contemporaries to write stories and articles, if you are not interested in those who influence the School from outside, if you are not interested in thinking about possible future careers, then we agree that you will find "The Balshavian" very uninteresting indeed.

"But surely there are too many articles of only minority interest."

Consider the problems of finding a majority interest in a school which caters for children and young people from the tender age of eleven to the supposedly mature age of nineteen, for boys as well as girls in more or less equal numbers, and for the intelligent hardworking "swot" to the emptyheaded unambitious loafer. It would hardly be surprising to find that quite a few, if not all, articles are of interest only to a minority, each one to a different minority. The point is, we try to include something for each section of the School, always with the exception, of course, of those who do not have the true interests of the School at heart. We should like

everyone to feel that we are on the side of those who wish to help, encourage and co-operate and although we may occasionally interest those who are not in this category it is not our wish to cater for them.

"It sounds as though there is too much conservative staff influence."

We fail completely to see the meaning of this remark. Quite apart from anything else, conservatism is so clearly not limited to members of staff and in any case what harm is there in trying to preserve what is valuable? Direct influence from the Staff on the contents of the Magazine is virtually non-existent. Restraint which comes from a natural respect for those who do all they can to help us is quite a different matter.

"There is quite a lot that is totally unconnected with school pupils for whom the Magazine should be primarily designed."

We don't believe this to be true and cannot really think of a single example. In any case, the main aim of the Magazine is to further the purposes of the School, not to become merely another teenage magazine, many of which are detrimental to the good influences of education. Our purpose is rather to correct the deficiencies of these magazines.

"Even so, you are wrong to ignore popular interests and occupations such as listening to pop-music and watching television."

We don't really believe that we neglect these and would refer you to our recent editions where you will find an interview with a popular television personality and an article on pop-music and its world which we re-printed from "The Guardian." Pop records are already accorded ample time by the legion of disc jockeys and other publicity agents. We feel that there is more to be gained by writing about the sunset, for example, a subject which is far more profound, far more permanent and far more beautiful and which as yet has not even been mentioned in our pages.



"Quite apart from their content too many of your articles are badly written and badly edited."

Few, if any of our writers, would call themselves experts. They are all learners. In such a situation, "bad," we feel, is a rather useless and meaningless term. It would be more accurate to say about a particular article that it lacks style or that it is somewhat immature, both of which deficiencies will be remedied in the case of that writer in the course of time, but then he will leave school and be replaced by another learner.

We are not sure what you mean by bad editing but we feel sure that before you judge us on this score you ought to see the things we reject and perhaps even some of the first versions of some of the articles we use. One problem, of course, arises from the fact that too many of our contributors hand their articles in too late. Since time is strictly limited we have to put the rest of the magazine together leaving spaces for items which have been "promised." Unfortunately these articles are often much longer than expected and we are faced with the difficult problem of fitting 1,000 words into a space left for 500. This tends to happen three or four times with each edition. The resulting cuts frequently lead to a dislocated effect which it is difficult to conceal. Please don't assume that we are ever completely satisfied with our work. We suffer painfully from its imperfections.

"But is it necessary to include so much serious poetry?"

There were twelve lines of verse in our last edition, in our January edition approximately one hundred lines and ten lines in last September's edition. Or in other words, out of between 8,000 and 9,000 lines some 122 were in verse. We look forward to the time when we shall be able to include very much more than this and perhaps even more importantly when this will be appreciated by our readers. But right now the question is, who will write it for us? In fact, who will write anything at all for us? Will you?



Sports Day

by Elizabeth Nightingale

It was, perhaps, rather unfortunate that the Rugby Final, the Leyland May Festival and Balshaw's Sports Day should all have been arranged for the afternoon of May 21st, but, despite these distractions, the main event of the afternoon continued to the general satisfaction of all concerned. Worden were the overall winners, having amassed 544 points, and Cuerden a very close second with 504 points. It is worth noting that the positions of these two Houses varied considerably during the afternoon—at one stage, Clayton was leading the field with 344 points, with Worden trailing miserably, having only 269—but, as already mentioned, the more athletically-minded members of Worden had this remedied by the end of the day. For Farington it was a rather dismal afternoon, even though they won the Open Tug—an event which invariably arouses wild delight and amusement in those not taking part.

The question of which House will win the much-coveted championship trophy always gives rise to discussion, and even heated argument among the First Forms on Sports Day, and this year was no exception. Small groups of even smaller boys were seen, or rather heard, to be proclaiming the virtues of their own House in no uncertain manner and flatly disputing the achievements of any other, and without the intervention of a well-meaning House Captain, would surely have come to blows on the subject. But moderate rivalry between the various Houses is obviously a good thing, as it stimulates enthusiasm among members of the School, and Sports Day is perhaps the best occasion to arouse such feelings.

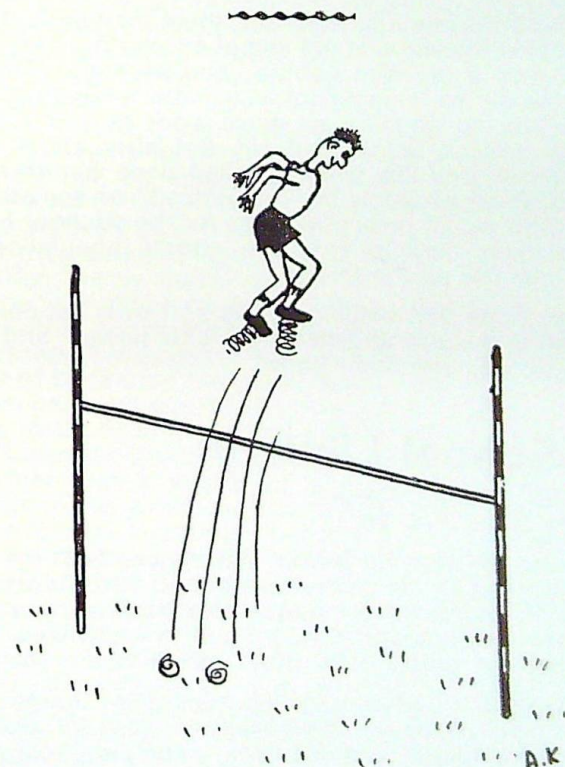
As regards the individual events, 1966 proved to be a particularly good year for record-breaking, as altogether five records were broken, though only two of these were actually on Sports Day. In the events previously decided, P. Cunliffe (Cl.) won the Under 15 Long Jump, easily beating the previous record, and Nightingale (F.) added two inches to the Under 15 High Jump record by clearing five feet. In the Open High Jump, the record was broken this time by Porter (Cl.) who reached 5ft. 7ins. and who also won the Open Long Jump. On the actual afternoon, Veitch (Cl.) ably won the Open Discus, throwing a distance of 115ft. 2ins., and the Open Javelin was won through an outstanding performance by Walne (W.), who raised the previous record by 7ft. with a throw of 160ft. 6ins.

The individual prizes also aroused much interest and effort, and we should like to offer our congratulations to

Frances Newsham (W.) on winning the Victrix Ludorum for the third year running, surely an outstanding record, and also to Porter (Cl.) whose superb performance made him an easy winner of the Victor Ludorum. Also to P. Cunliffe (Cl.) who became a worthy Junior Victrix, and Nightingale (F.) who was deservedly made Junior Victor, but only after a close contest with McKittrick.

On the whole, the afternoon went extremely well and seemed to be enjoyed by all, despite the somewhat frozen appearances towards the end of the day of long-suffering parents (but we ought not to complain, as at least it didn't rain!).

It is hoped that next year, the weather will be slightly more in our favour, and that Sports Day will be as well supported by parents and friends as it was this year.



JUNIOR VIEW

If some people had their way

*A Junior Editorial View
by John Baker 4/4*

Have you ever considered how much time during your life is wasted, well not really wasted but used for pleasure and not for work? Take for instance the question of schooling. Did you know that the average twelve years of your life, which is taken up by school work could be reduced to only nine, if holidays were abolished? I know some of you will grumble at this idea, but just think that in a way a whole three years have been added on to your life, and you would be able to earn an extra three years pay during this time.

Perhaps in some futuristic time, there may be no wasted time at all. For instance, at the end of a tiring day, you would just walk into a life size cabinet, and by some means or other you would be re-energised in a matter of moments. You would be able to do twice as much work as you could do nowadays, without being tired out. But after about twenty years or so of your life, when you had done a normal life's work, you would probably be "vapourised" or something of that sort. This would be to make way for the younger generation of workers, and to keep the world's population at a constant number all the time.

Let us hope that nothing of this sort ever happens, but if any anti-time wasting fanatic got into power, and I can name a few, well you never know!

The School Library

*An Interview with Mr. Downer
reported by Eileen Mills 2L/2*

One day in June the School Library was both the scene and the subject of an interview between Mr. Downer and members of the Junior Committee. Our purpose was to ask some of the questions often heard and to endeavour to provide information which might prove useful to the School.

Mr. Downer is, of course, the master in charge of the Library and this is but one of the many services for which we owe him our gratitude. Besides being principally responsible

for the teaching of Classics, Mr. Downer is also Housemaster of Farington and a very busy Careers Adviser. Consequently we are particularly grateful to him for so cheerfully agreeing to spend some time with us.

Perhaps one source of confusion about the Library is the fact that it is both a room and a collection of books and it is clear that the limitations of one affect the part played by the other. On the one hand the room is so small and inadequate that it cannot house sufficient books, whilst the shortage of books limits the effectiveness of the Library's rôle.

Accepting such limitations, we attempted to clarify the exact part which the Library has to play in the life of the school, for clearly it is not just **another** Library. Mr. Downer explained that it does indeed have a specific rôle to play and that this rôle determines the choice of books and other facilities which the Library offers. This rôle, he went on, is to provide mainly for the academic needs of the Sixth Form, and, to a lesser extent, of the lower forms as well.

As we already knew, there is a great shortage of both books and space. Mr. Downer explained that at the last count there were about 4,000 books but that in a school of this size we might reasonably expect twice that number. Even so, many of these books are not actually in the Library and if they were they would have to be piled up on the floor.

Some books, it seems, are in permanent circulation and are practically never returned to the Library. Some are even presumed lost, an unfortunate consequence of the Library being a kind of "open house" which makes it very difficult to keep a check on the unconscientious who borrow books without recording the fact. Mr. Downer looked forward to the time when, partly thanks to the new extension now being built, space might be made available on the first floor and the present room converted to other uses.

Perhaps it was self-interest which made us return to the subject of books for the junior part of the School but once more we came up against the insoluble. One suggestion was that we might have a separate section for the Lower School and this was Mr. Downer's reply:—"This has been discussed and I feel that it would be a good thing to give more emphasis to the junior section, but the problem is where on earth to put it. If we put it in a classroom administration would be difficult. We have even considered putting it in upstairs corridors. The best answer would be for the new Library to have a bay at one end for the juniors—with some nice secluded spot with comfortable armchairs!"

A few of us felt that, as a temporary measure, it might be possible to remove some of the older books which no one ever seemed to read. In fact, quite a few are thrown away. Others are removed to top shelves because you can never really tell when a book is going to be required again.

One useful source of books which allows for a constant renewal is the County Library Service which loans books to the School for the period of one year. As for the purchase of new books, this is done in consultation with the teaching staff since the reading of library books is primarily an extension of work done in class. It is for this reason that books tend to be academic in nature, but even so about 10 per cent are novels which tend to be regarded as entertainment.

Although the purchase of paperbacks might enable us to buy more books this would not be wise since these have only a very short lifetime in comparison. Even so, expansion is possible. For example, we have recently added two new sections, one for German and one for Spanish. Mr. Downer added a note of thanks to those parents and former pupils who from time to time provide us with a few extra books.

Our conclusion was that the Library is in good hands. It does a great deal, in the face of considerable difficulties, to cater for our needs and there is ample evidence that it is keeping pace with other developments in the School. It only remains for us to use the Library as it is intended, properly and often.

Free For All

Some views on school holidays

Ha! At last! A great sigh of relief as happy pupils rush out of school intent on having a relaxing holiday. We think of sun-drenched beaches, lazy days and hope that father will not notice our brilliant efforts in Maths and English. Instead, we have wind swept, rainy days, deserted beaches and mother's short errands which take three hours to complete, not to mention the everlasting war between father and daughter about that 'brilliant' 20%. (4/0).

I usually set aside one day for ten-pin bowling but apart from that my holidays lack organisation and planning of any kind resulting in complete 'ennui' and ejaculations to the effect that the length of one holiday should be equal to that of another instead of only 3 days for one and six weeks for another. (4/6).

Holidays are a waste of time, usually enjoyed only by hedonists. (4/6).

My holidays seem to drag on the same way year after year but I hope this coming holiday will be more exciting. (2L/2).

When the holidays come I have usually to do a certain amount of work to prepare for the exams, work not properly understood during term. By spreading this out I find there is plenty of time for other and more attractive jobs. (3G).

My parents think that holidays should be shorter and more often. To prevent children being bored and getting into mischief my parents think that they should be given some physical duties. (3G).

My parents' views on holidays are that more food and milk is needed because more energy is used than when we are at school. (3G).

I never ask parents what they think. (4/0).

Another reason why my parents don't like holidays is that whenever I get the chance the radio is always turned on at full. School holidays have an uncanny way of coming when my dad's in bed because he's on nights. (3G).

By the end of the holidays my mum's nearly crackers but she doesn't mind really. My dad doesn't bother because he's at work all day. (3F).

In the holidays I don't do much except help in the house and then I usually end up lounging on the couch reading a book and its then that my mother says 'Get out and get some fresh air', so I just take my book to the front and read it there. (3G).

I use the holiday to catch up on lost sleep and I stay in bed until dinner time. (3F).

The school holiday is intended for relaxation. This does not mean idleness but an opportunity to have a change of occupation and environment. (3G).

During term time the day is planned for us but during the holidays we are free to organise our own lives. (3G).

In winter I usually spend the holiday huddled up in bed under the bedclothes trying to keep warm. (3G).

The summer holiday is very beneficial; being outside a lot we end up feeling fit and healthy, whereas during term you're tired and bleary-eyed. (3F).

The first week I simply lie in bed recuperating from a hard term's work and an even harder report. (2L/2).

★

During the sixth week I am usually busy planning my Christmas holiday. (2L/2).

★

Holidays are either for making money or spending it. (2L/2).

★

I look forward to my holidays so that I can earn some money. I usually go to work on a farm or if it is a short holiday I do a milk round. (3G).

★

Most holidays are too short, including the summer one. but my parents think they are too long. My dad likes me having holidays so that I can go a mile to the joiner's and drag a sixty foot plank all the way home. (2L/2).

★

My holidays are put to looking after my sisters and mending and re-mending the puncture on my bike. This, I suppose, is what one calls a working holiday. (2L/2).

★

My mother is always complaining that she will be glad when I go back to school. I don't know why, because four out of five mornings I clean up for her and run out shopping. (3G.).

★

Holidays are used on my part in "floggin' mi guts out" every day 7-30 a.m. to 6 p.m. for the meagre wage of ten shillings a day. Most unenjoyable and far too long. (4ths).

★

Sometimes, if I'm in an energetic mood, I get up early and do something useful. Unfortunately this mood doesn't come very often and it never lasts long. (1B).

★

I think holidays are far too short because I would rather be unhappy and bored than unhappy and busy. (3F).

★

The holiday gives an opportunity for communicating with the outside world which I usually cannot seem to manage when I'm at school. (3F).

★

I look forward to the change in routine and usually, in an average school holiday, I manage to sew or knit something for myself. (3G).

I usually end up going to the dentist's in the holiday. (3F).

★

Generally mater, pater and I take a short 500 mile trip to the south and do a spot of fishing, foxhunting, pheasant shooting and falconing, that is if the weather is fine. Occasionally, daddy has to slip over to Monte Carlo for something for our piggy-bank. (3F).

★

Anything to get away from our History teacher tearing her hair because I spelt pope with a small 'p'. (2L/2).

★

So in the holidays we romp around and generally have a good time. (2L/2).

★

Holidays are smashing, then I can go and help my mate at the farm. I go at eight in the morning and first I feed the pigs and calves with oats and then I . . . (2L/2).

★

I end up doing my homework at ten o'clock on the last night of the holidays after having been nagged by my mum and dad during the past few weeks. (2L/2).

★

The first few weeks I go camping with the scouts but when we get back we usually get into trouble of some description. (2L/2).

★

They are not long enough when the sun is shining and you can go out, but when it is raining they are too long. (2L/2).

★

Holidays should be hot and dry.

★

The summer holiday is just the right length to get you used to the idea you are not in the first form any more. (1B).

★

My most exciting holiday was before I started at Balshaw's wondering what it would be like. (1B).

★

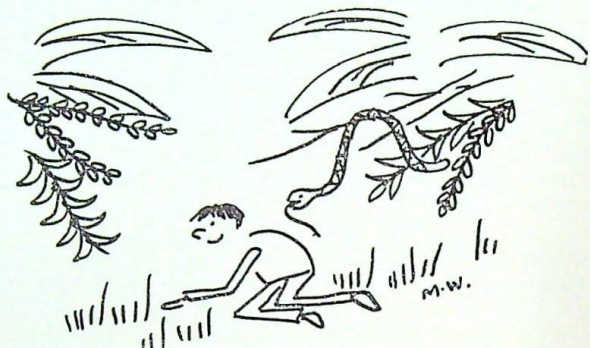
The most memorable holiday I can think of was when I was about six years old and I did nothing all day except go in next door's paddling pool and tent. (2L/2).

★

My most memorable holiday was when the car broke down by a freshly manured field. (2L/2).

★

No holiday is more memorable than another—they are all the same. (2L/2).



The best holiday I have ever had was about three years ago because in the day time it was boiling hot and at night it rained so that each morning it was fresh. This meant we could have great games of jungle. (1B).

★

When I have some spare time during the holidays we usually dream up an idea. Last year we built a rowing boat but when we launched it in the nearby river it sank like a brick (with my friend in it). (1B).

★

Memories last forever even though the holidays don't. (3G).

★

We had a lot of fun fishing. Chris caught 20 roach in three hours which was his record. Altogether he caught 52 fish that week and his biggest was about six ounces. (2L/2).

★

I do not wish to write about my most memorable holiday as it might reveal my identity. (3G).

★

I remember most when I went with my grandmother to a seaside town and we were both pushed into the paddling pool. (3G).

★

This year I am going to France for three weeks and then my pen-friend is coming back to stay with me for the rest of the holiday. So we shall be busy showing her around. (1B).

★

Usually my little brother and sister ask me to take them for a walk and when I say Yes they turn up with about eight more little tots. So that's another day gone. (3F).

★

We went on a trip to Brussels at night and we saw all the buildings lit up. We also went across Holland where we went to a market. We saw a lot of old women in their national costume. In this particular town, we were told, the people

—especially the women—dress up like this on market day. Later we went to a great park at La Panne where there was a big tree-walk from which you could see the huge waterfalls lit up in many colours. (3G).

★

The only most memorable holiday I can think of was one Christmas when I was small and my mum said she wasn't going to buy me anything because I hadn't been good enough and I believed her. I was very upset, but on Christmas Day she gave me a little puppy and everything was all right. (3G).

★

The holiday when I had six weeks extra because I had my tonsils out. (3F).

★

I appreciate being able to catch up with my tea-drinking. At home I can drink as much as I like but at school I can't have any. (3G).

★

But there is one major thing I miss during the holidays and that is school dinners. When I am at home my mother doesn't make a sweet, not even a proper dinner. (3G).

★

My most memorable holiday was when we first went to Ireland and when a friend of mine came to stay at our house for two weeks our two cats both had five kittens at the same time. I got a donkey. (1B).

★

My most memorable holiday was when I was working on the farm. I was herding the cows into the shippon for milking and one of them knocked me over and I rolled into the muck-midden up to my neck. (3G).

★

My parents don't mind what I do so long as I keep out of their way. (4/O).

★

There is nothing to do. (2L/2, 3F, 4/O).

★

One long nightmare. I wish I could be clad in irons so as not to damage anything. (3F).

★

I do nothing in my holidays except make a nuisance of myself and by the end of the holiday my mother is at her wits end. (4/O).

★

Iconoclasm takes place frequently, small docile pupils being transformed into small, noisy, unmanageable, soniferous, temerarious, impudent (if you will pardon the expression) 'twits'. (4/6).

The Savers

by Anne Mather and Pauline Beales 4/6

On Wednesday, 6th July, the School's National Savings Group celebrated its fiftieth anniversary. To mark the occasion the School was honoured with a visit from Sir William Cocker and a number of School Governors. Sir William had agreed to present the School with a certificate making suitable reference to the achievement. It was naturally thought fitting for the certificate to be accepted, on behalf of the School, by someone who had saved throughout his career at Balshaw's. The honour fell to Hilton of the Upper Sixth.

Being more like losers than savers ourselves we decided to find out more about the movement, the charge of which rests in the capable hands of Miss Leach, as it has done for several years now. To our surprise we discovered that, although it has been in existence at Balshaw's for fifty years, our group of savers consists of only 52 members. However, even this is an improvement on last year's number of 38.

If you are interested in multiplying your money we advise you to join the National Savings Movement without delay. Did you realise, for example, that if you buy a savings certificate with a pound's worth of stamps your certificate will be worth twenty five shillings in five years?

Even so you might ask why the School is involved. Quite apart from national considerations there is probably adequate reason in the fact that it helps to develop a habit of saving which will be very useful to you when you are older. It may also offer a convenient means of saving to enable you to go on a school trip or similar enterprise.

Stamps can be obtained each week from Miss Leach at 12.30 and 1.30 in the Junior Physics Laboratory on a day which is announced at the beginning of term. There are no formalities and the matter can be dealt with very quickly. All you have to do really is to watch your money grow!

As it is we feel that the movement does not get the support it deserves and we should like to see an increase in the number of savers. There are no age restrictions and you can join at any stage in your school career. It was drawn to our attention that there is little participation from people in the Middle School. Now you have no excuse. You know exactly what you have to do. Come on now, don't be shy.

The certificate awarded to the School now adorns the wall between the Junior Physics Laboratory and the Chemistry Laboratory. Of course, we imagine that you only feel proud of this if you know that you have contributed to the movement and are still helping to keep it going.



WHERE CREDIT IS DUE

One aspect of School life which receives far less mention than it deserves is the excellent work done in the Woodwork Room and for this reason we are particularly proud to be able to publish this photograph of an outstanding piece of work by Raymond Scales of 4/2.

This table work-box was both designed and made by Scales in the very short time of one month, using normal class time plus a little extra during the lunch break. The wood used is African Walnut, sometimes called Tiger Wood in the United States because the stripes are so clearly defined. It is not in fact a true walnut but closely resembles walnut in colour, a golden brown with darker streaks.

As a classroom the Woodwork Room must surely be unique. It has an atmosphere all its own, so conducive to work that it is the scene of happy activity even during the lunch hour when the rest of the school is locked and deserted. Scales, in fact, is just one of a number of boys who greatly enjoy and appreciate the facilities developed by Mr. Boardman for their benefit.

A Temporary Fault

*A look at television for the young
by Peter Balmer and Peter Bleasdale 4/6*

Children's television ranges from 'Blue Peter' to 'Batman', from 'Tin-Tin' to 'Thunderbirds' and from five o'clock to midnight. Midnight?—of course midnight—what time do you think that 'That was the week that was' was?

The age groups partaking of these delights are:— (1) from about ten days to ten years at which age they become conscious of the fact that they are watching pure 100% garbage and (2) from about thirteen to twenty during which time they are conscious of the fact that they are watching pure 100% garbage but couldn't care less (and anyway they are co-erced into watching so that they can criticize it in such articles as this).

Now we get to the bit you've all been waiting for, the juicy bit, and as we can't think of anything else to write we will not delay you any further by writing more rubbish and we will let you get straight at the meat of the essay, the substance, the actual point (believe it or not it has a point although we are still trying to find it), the absolute nucleus of the composition (what the K... O yes I remember). Here it is folks, in black and white, a critical review of some famous (or infamous as the case may be) children's television programmes.

Think of 'Adam Adamant Lives' — not for long if you value your sanity — can you not see beneath the ham-acting, the childish plot and the bad production and presentation an underlying religious message, a call to the young people of today to unite against crime, violence and injustices of any kind in modern day society?

Now look at 'Rag, Tag and Bobtail' — not if you are of a nervous disposition — for what more appropriate programme is there to show to what lengths the warped mind of a television writer will go to disguise the violence, hatred and severe class consciousness in the animal world.

Now take 'Zoo-time'—wherever you like for all we care —. Do not be fooled by the mock seriousness of this programme. To the shrewd Balshavian it will be seen to be a send-up of BBC's programme, Panorama, Robin Day being depicted as a South Siberian Spider monkey. This surely is satire at its most vicious.

If only children would see the moral message carried by such programmes as 'Batman' and the 'Terrific Adventures of the Terrible Ten' and then in their enlightened state go on to catch the light-hearted hilarity of the 'News' (a twice nightly situation comedy series) and the 'Weather' (an art series in which a well known art critic reads meanings into sets of symbolic lines, their philosophical outlook upon would take on a new meaning and they would become better citizens enabling Britain to remain the major world power.

[WITH NO APOLOGIES to 'Blue Peter', 'Batman', 'Tin-Tin', 'Thunderbirds', Adam Adamant Lives', 'Rag Tag and Bobtail', 'Zoo-time', 'Panorama', 'The Terrific Adventures of the Terrible Ten', the 'News' and the 'Weather'].

*A moment by moment report of the actions of the authors of the above whilst the same was being composed
by Peter Bleasdale and Peter Balmer*

7-00—Peter arrived.

7-01—Entered scene of crime.

7-02—Sat down with paper and pens.

7-05—Stood up without paper and pens and switched electric fire on. On return brought much needed waste paper basket.

7-11—Started playing with six inch ruler.

7-12—Measure length, breadth and height of room, with six inch ruler (13' x 11' x 8½').

7-15—From ruler discover 1.108 ins. equal 2.931 cms.

7-32—Completed mental calculations proving that all the people influenced by the malconceived idea that
 • one inch equals 2.54 cms. have been using a value 0.106 cm. below the real one.

7-35—Having exhausted all methods of procrastination began to write.

7-37—First emptying of waste paper basket.

7-41—Brilliant first line formulated.

7-44—Finish laughing at hilarious joke in first line.

7-45—First line scrubbed.

7-49—Set down to serious diligent writing.

7-50—Took out knife and tried to determine the pressure applicable on the knife before breaking skin.

7-51—Took out knife.

7-52—Cleaned knife and wound and applied 'Band aid' plaster.

- 7-55—Discovered that all other well-known makes of sticking plaster only have 73% of the area of 'Band aid'.
- 8-17—Finished latin homework.
- 8-23—Found that the longest sentence in Caesar's "De Bello Gallico", Book 3 is in chapter 13 and is 107 words long.
- 8-24—Resolved to write competently from then on.
- 8-25—Second emptying of waste paper basket.
- 8-50—Start wondering if the 25 minutes of 'Adam Adamant Lives' that we missed (from 8-00 to 8-25) had anything exciting in it.
- 9-01—Invent a number of new words: Thirk, beringlement, whydidee havetug ivus thisret chedessay int fir stplace eniw ay? (The last 10 words also form a sentence).
- 9-15—Cease laborious work for a coffee break.
- 9-30—Make appointment to start again tomorrow after having formed devilish plot against the anonymous brain behind the magazine.

Examination Howlers

- Mary Queen of Scots married the Dolphin.
★
- Ducks live in ponds, lakes, etc. so they have to swim or else drown.
★
- Diluted water.
★
- A young man of about twenty dressed in skin-tight genes.
★
- A perique is a whig.
★
- Coer anglais.
★
- The iris is the coloured part of the eye, surrounding the black hole or pupa.
★
- People were pushing and shoving and doing everything in their power to catch a glimpse of their pop idles.
★
- Camembert is a famous French perfume.

CONTRIBUTED

Clayton

House Report by Jean Prescott

Trapped! That is the only word for it. The house captains lazing on a beach somewhere and here am I slaving away to write a report for the magazine, my mind disintegrating more after each word. (You understand the end of term feeling).

Well, fortunately, the house results are more successful than this manuscript. In 1965 we defeated Worden in the Rounders Leagues 8-5, so they returned the compliment this year and defeated us by the narrow margin of 7½—7. May I take this opportunity of congratulating Clayton's team who fought gallantly. We won the Rounders Leagues by defeating the teams we played by wide margins. We were defeated by Farington in the Tennis Knock-outs by 14 points. In the Tennis Leagues we were defeated by Worden by 2 points, and we defeated Cuerden 30—6. I would like to thank Ann Voce, Christine Barron, Valerie Dalton and Joan Ashworth for playing in the tennis teams. In the Hockey Leagues we were not quite so successful, and in the Knock-outs we were defeated in the first round by Worden 2—0.

In the Rugby Knock-outs Clayton were defeated by Worden 3—0, and Clayton came third in the leagues with 6 points. In the junior Knock-outs we failed again. In cricket the junior Knock-out team lost after a tie, and the senior Knock-out team lost—33 all out to 34 for 4. The League team beat Cuerden, lost to Farington and have yet to play Worden.

As far as social life goes, the house party was a success, although I personally think the support from Clayton members was not sufficient. Let us hope that the new members of Clayton his year will help us finish better than third in the athletics championship.

Cuerden

House Report by Judith Hunt

"Whatever can we write in this report? I can't think of anything that hasn't been said before."

"Well we could mention that we were the first House to change the formal type of House Party to more of an informal dance, and that the rest followed suit."

"Mmm—don't mention the Hockey Leagues or Knock-outs though, we could probably wangle it by praising every-

one who turned out and showed enthusiasm, without mentioning the actual results."

"Well, we did pretty well in the Rugby and Cricket Leagues, just missing a place but coming fourth. Still we did well on Sports Day. We were a pretty close second, which is the highest we have been for some time."

"What about picking out the people who did particularly well, as well as thanking all those who co-operated and helped . . . all the girl relay teams ran well. Ann Rigby broke the under 12's Hurdling record, Vivien Brewster won the Under 13's 100 yards and Hilary Sumner won the Open Long Jump. Penny Beattie did well against such a formidable opponent—the Open 150-yard battle was perhaps the best event of the day.

Smith has already decided we ought to congratulate him on being 2nd in the Victor . . . so well done Smith! On Sports Day the boys almost finished the Under 13's relay in great style and had we had a team in the Under 15's we might have improved our performance. There is no doubt whatsoever that but for a little bit of juggling in the Open relay we would have finished first."

"How did we go on in the tennis and rounders? . . . Oh. Well, why not cover it up with some erudite phrase? 'In the field of human conflict never has so little been gained by so many after so long with so much effort . . .' sounds convincing. Still if this year Cuerden hasn't shone in the sporting field, we are famous for other reasons. Notably we possess the two biggest and heaviest boys in the School. Surely that's worthy of mention."

"We can finish by thanking Miss Bromley and Mr. Hilditch for their encouragement and co-operation—that usually goes without saying."

Farington

*House Report
by Susan Heap*

Activities for the members of the house have proved reasonably successful this year. Farington House party, the second of the year, was very well attended and apart from a few mechanical troubles all went smoothly to provide an enjoyable evening. Games and entertainment were organised by M. J. Carlisle and D. B. Forrest, with music from a group of fourth form members of the house, while decorations were ably provided by members of the art room at short notice. The buffet supper appeared to be more satisfactory than previous arrangements for refreshments, resulting in ease of preparation and a less formal atmosphere. But the question still hovers over us as to the fate of house parties. Will they be abandoned in favour of year parties?

In sporting events results have been varied. Praise must go to the girls of the hockey team who played consistently well and won the Leagues, and to the boys who came second in the Rugby League. However, we were less fortunate in the Hockey and Rugby Knock-outs, being eliminated in the first round of each.

Results of the Tennis Rounders and Cricket Leagues and Knock-outs also proved a little disappointing, although a gallant effort was made by the teams concerned.

For Sports Day, Farington excelled in the field events with McKittrick being outstandingly successful, while Nightingale was the Junior Victor Ludorum. However, in the track events victory was not often won and, although there was a commendable team spirit, especially amongst the girls, support from the boys was somewhat lacking compared with last year.

At the presentation of awards on Sports Day the moment of glory for Farington was missed, however, when the House Captain failed to appear to receive the Cross Country Cup for which the boys of the Cross Country team had worked so hard.

In conclusion, we would like to thank all members of the house for their assistance and to welcome all the new members of Farington in the first forms with the hope that support will continue in the coming year.

Worden

*House Report
by Barry Moss*

1965/66 has proved a very successful year for Worden House. Worden emerged triumphant on Sports Day in June. The result was in doubt right up to the relay events, in fact the final result was the closest for many years. There was a real challenge from Cuerden but by winning four out of the six relay events, the latter house was left behind, as Worden carried off the relay cup. Worden is very much indebted to Frances Newsham, who obtained many points for the house and the Victrix Ludorum trophy. Congratulations also to Bill Walne, on breaking the javelin record by throwing over 160 ft. and to Michael Pearson on winning the cross-country.

Worden made a clean sweep of the rugby trophies, winning both the knock-outs and leagues also the junior knock-outs. In the knock-outs' final, both sides could only raise twelve members, which shows a lack of interest and support in such house activities.

The girls too have had a successful year, winning the hockey and tennis knock-outs and the tennis leagues. In contrast to the boys, the girls' teams have been enthusiastic.

However, Miss Leach, the House Mistress, has expressed concern about the lack of support given to house activities, for although one or two people do watch the rugby and cricket games there has been a marked lack of spectators at the girls' events.

The House Party proceedings were enlivened by the inclusion of a fancy dress parade. This, music by the "Shackles" and the new idea of a running buffet, helped to make the evening enjoyable. Certain pupils, however, were not satisfied with the available entertainments and attempted to dampen proceedings, hose pipe and all! Mr. Black's organ went cold during the evening because somebody withdrew the plug; also unfortunately, the school clock was broken in the attempt to decorate the hall. These frivolous events, although amusing to some, showed little appreciation to the teachers and prefects who worked very hard for a successful evening.

Fear

by Trevor Davies 4/O.

There was no light in the sky that morning because of the dark clouds that had drifted over during the night. To the little boy, assured by his mother that it really was morning and that the sun had got up as usual, it was very frightening. It was like the end of the world. Either this or his mother was playing a joke on him and it was really the middle of the night. But there was no moon, and he wasn't tired. He started following his mother. He wanted to cling to her.

Suddenly a tremendous rattling on the windows made him think of war, as if the whole house was being fired at by thousands of rifles. The boy crept to peep through the window and saw that the white bullets were coming from the dark sky. He ran back to his mother without noticing that the rattling had stopped and that the white bullets were falling silently.

Just then his mother started playing his favourite game and as they played it slowly brightened up outside. When he looked again the sky was still covered but the clouds were smooth and grey, not black and ugly. The dark angry clouds had gone.

His mother took him to the door to show him what the dark clouds had done to the ground and she told him to go and make a snowman for her, but it was so white and clean, cleaner than anything he could ever remember seeing before in his short life, that he didn't even want to stand outside the door. It was something he didn't want to spoil.

Prefectorus Vulgaris

by a biologist

Appearance: differs from the rest of the tribe mainly in size and appetite. The stronger of the species can easily be distinguished by its red diagonal stripe. There is also a sub-class which is much more easily camouflaged and really rather difficult to detect.

Habitat: the male of the species can be seen at feeding times within easy reach of the water hole and clustered round the radiator, oblivious of the passing throngs. Meanwhile the females are busy preening themselves, showing little interest in the male at this time. Both sexes seem to thrive on warmth and are reluctant to take exercise. The main hunting ground is commonly known as "Hargreaves" and much time is spent ferreting there before emerging with all pouches bulging.

Habits: are both fascinating and strange. They derive great pleasure from simple games which to the onlooker appear naive. Their main enjoyment is derived from wallowing in the mud, constantly burying and finding an oval shaped object which they sometimes manage to carry for a few paces before being struck down from the rear by a hostile rival. Another even stranger game is played just with the front paws and consists of exchanging little pieces of card with strange symbols on them. Some, however, prefer to slide coins across a polished surface and it is then that you hear the grunt of "Wotchit Sec!"

Diet: known to eat anything and everything, usually the latter.

Mating season: varies and has finally been connected either with phases of the moon or with House Parties when members of the species, disguised and camouflaged in a variety of strange ways, gambol with the opposite sex. The female commonly cavorts around the clearing carrying a curved stick but it now seems unlikely that this is in any way connected with the mating season.

These noble creatures are docile if left well alone but can become vicious if aroused and have been known to strike within seconds. Extremely elusive when in demand, they are not really a rare animal and even a fine specimen is not worth much on the open market.

Cricket

*Captain's Report
by Tim Brown*



All in all the first eleven enjoyed a season of reasonable fortune, winning three and drawing three out of eight matches.

Due to the sports being put back a week, and rain spoiling another match, no matches were played before Whitsuntide, and we had an extremely short season. Consequently, when we played our first match against Preston Grammar School, it was their fifth match. Although we had had plenty of net practice, there is just no substitute in cricket for match practice. For the first two matches we were feeling our way a bit.

Before the season started we were expecting our batting to be quite strong as we had two third-year batsmen and several second-year players, and our bowling to be not so good, as the two chief wicket-takers of the previous season had left. However, after our bowling had excelled itself in the first match, our batting let us down and we slumped to defeat. In our second match we were outplayed fairly comprehensively by Hutton. After that the team settled down and our next two matches resulted in draws against Preston Catholic College and Stokes Hall respectively. Then came our first win of the season over Kirkham Grammar School due to a good all-round performance by the team and a fine performance with the bat by Moss. The next game too resulted in a win over King George V, Southport, by the same margin of three wickets. Then came the staff match in which the staff team helped to secure a draw by making Mr. Bennison's dinner an excuse for finishing early, and by continually changing the umpires during their innings. The final match of the season was played against a local clergy eleven and this game resulted in a win for the school by 68 runs.

The performances of the side, once it had settled down, augur very well for next season, as only two of the regular eleven will be leaving. Moss, however, will be missed very

much, as he has been a consistently high scorer, and has topped the averages each season he has played.

The second eleven, even though they did not win a match, put in some very good performances, considering the limitations of their resources, and obviously enjoyed their cricket very much. The under-fifteen eleven won their first match and followed that with two losses and two draws. The under-thirteen eleven was the most successful in the school, winning all four matches which they played. These figures show that cricket in the School is in a fairly healthy state and of the twenty-one matches played by School teams eight were won, seven drawn, and six lost.

1st eleven:- Brown, Henderson, Deans, Moss, Rawcliffe, McKittrick, Dawes, Walne, Curless, Salter, Hodgkinson.

Tennis

*A Captain's Report
by Pauline King*



The tennis team enjoyed a short but successful season, for during four matches they obtained a 100% record of victories. The sense of achievement, however, was slightly diminished due to the small number of matches played, and it is felt that the team's ability was not stretched to its full extent.

Perhaps the presence and experience of four members of last year's team, i.e. Beryl Woodburn, Janet Davies, Penny Beattie and myself, swung the matches in our favour. However the choice of third couple proved to be something of a problem since two evenly matched couples were trying for the place. After a series of 'play-off' matches it was decided that the fairest thing to do was to give them both a chance in the first team on two successive weeks. Christine Barron and Barbara Damp proved to have better match temperaments than Elizabeth Nightingale and June Holden. However, the latter have proved themselves more than useful reserves.

The experience gained by the four newcomers to the first team and the fact that there are a number of promising juniors augurs well for the future. This is proof of the sound coaching of Mrs. Pickersgill, Mrs. Nicholas and Mr. Bamford.

The enthusiasm of school members for tennis has resulted in a higher standard of play, especially in the knock-outs and leagues, which this year were both won by Worden.

The large number of entrants for the Tennis Tournament at the Summer Fair also reflects this growing interest in the game. Played under ideal conditions, it was very successful and was enjoyed by both participants and spectators alike.

Perhaps the improved standard of play is only an illusion caused by the contrast with the play of some of the U.VI. boys, letting off steam at the end of term. We must not criticise them too much for they do provide an amusing spectacle for the juniors although the area around the courts may be a little unsafe. From the condition of some of these players as they left the courts it could be surmised that now they realise that tennis is not 'just for girls', and that it demands a degree of skill and physical fitness like any of their own games.

I would like on behalf of the whole School to thank Mrs. Pickersgill for all she has done, and continues to do, for tennis at Balshaw's, and I wish next year's team every success.

Will You make a Good Driver?

by Alison King, L.VI. Arts.

1. You are getting into your car. First, do you:—
 - (a) Switch on the ignition.
 - (b) Release the handbrake.
 - (c) Switch off the burglar alarm.
2. One of your tyres bursts. Do you:—
 - (a) Jam on the brakes.
 - (b) Use brakes gently to coast to a stop.
 - (c) Free-wheel.
3. The road surface is very rough. Do you:—
 - (a) Slow down.
 - (b) Close your eyes and hope.
 - (c) Distribute plastic bags to the passengers.
4. You have just passed your Test. Do you:—
 - (a) Make for the nearest Pub.
 - (b) Make for the nearest Motorway.
 - (c) Take Granny for a run.

5. You have run over a dog. Do you:—
 - (a) Carry on.
 - (b) Pick it up.
 - (c) Finish it off.
6. Your car is very dirty. Do you:—
 - (a) Wait till it rains.
 - (b) Wash it yourself.
 - (c) Drive through a car wash.
 - (d) Pay a neighbour's child to do it.
7. You have a back-set driver. Do you:—
 - (a) Switch on the radio very loud.
 - (b) Offer to change seats.
 - (c) Take her advice.
 - (d) Get out and walk.
8. You seem to have had one too many. Do you:—
 - (a) Let someone else drive.
 - (b) Keep off the main road.
 - (c) Phone for a taxi.
 - (d) "Never drink when driving."
9. You are buying a new car. Do you:—
 - (a) Pick the prettiest colour.
 - (b) Pick the highest mileage per gallon.
 - (c) Buy one from a friend.
 - (d) Choose the one protected most under the guarantee.
10. You want to learn to drive. Do you:—
 - (a) Use a reputable school of motoring.
 - (b) Ask a friend or relative.
 - (c) Sneak on to an airfield at night.
 - (d) Try out every unlocked vehicle.

Answers:

1. (a) 0 (b) 0 (c) 0 You should open the door first.
2. (a) 1 (b) 2 (c) 0
3. (a) 3 (b) 0 (c) 1
4. (a) 0 (b) 1 (c) 3
5. (a) 0 (b) 3 (c) 1
6. (a) 0 (b) 3 (c) 2 (d) 1
7. (a) 0 (b) 0 (c) 0 (d) 0 Make her get out and walk instead.
8. (a) 2 (b) 0 (c) 2 (d) 3
9. (a) 1 (b) 2 (c) 1 (d) 2
10. (a) 3 (b) 2 (c) 1 (d) 1

Marks:

- 0—6 Buy a wreath.
 6—12 Buy a bicycle.
 12—17 Buy a driving licence.
 17—22 Buy a halo.

Sixth Form Society

There are to be one or two changes in the administration of the Sixth Form Society in the Autumn Term. In view of the difficulties encountered last year when the Society was run entirely by elected pupils a new framework has been established which allows members of Staff to give greater assistance. The main outcome of this is a more ambitious programme with a wider range of activities which will occur more regularly than during the last twelve months.

Although experimental it is hoped that the programme for the Autumn Term will prove a prototype for future terms. Basically there are five different kinds of event — the evening meeting in school, lunch time events (again in school), theatre trips, industrial and similar visits, and various outdoor pursuits, or in other words the Society will try to cater for all the needs and interests of the Sixth Former outside the classroom, although this does not exclude co-operation with the 'A' level subjects, especially those that are described as General Studies.

Each of the Sixth Forms will be represented as before and the President and Secretary will continue to be elected. The elections take place on the first Friday of the Autumn Term when membership cards are also available. From now on the aim will be to have the Society's programme fully planned before the beginning of term. Events will be given good advance publicity and every effort will be made to involve as many of the Sixth Form as possible.

Field Studies

by two participants

The principle purpose of our two trips was to see the land formations and topography which had previously only been viewed in print.

The trip on Friday, July 1st set out for Grasmere via the M6. The journey was made more interesting by a commentary on the neighbouring landscape by Mr. Reese interspersed with less expert and more personal comments from members of the party.

The first part of our trek was up a fairly steep incline to Easedale Tarn where we stopped for lunch. One geographer took to paddling and our lone geologist disembowelling the mountain side.

Our final piece of climbing brought us to Sergeant Mann. However, the first part of the descent was enhanced by the accidental splitting up of the party; and by the near-submergence in the mire of a female participant. On our way down the group stopped at Stickle Tarn before finally returning to civilization and the coach exhausted and hot, but satisfied.

The return journey was marked only by the peals of laughter from the rear stalls and the gentle slumber of those at the front.

The outing on the following Tuesday was perhaps an even more rewarding trip geographically. A much smaller group, about a dozen, went on the trip. Rain was responsible for many glum faces before the trip began but spirits rose as the weather cleared up on arrival.

The climb to Malham Tarn was most enjoyable because of the element of difficulty — we scrambled up the side of a waterfall, which, accidentally, happened to be the most difficult.

It again rained on the way home but it was generally agreed that the trip had been most helpful as well as being a very agreeable antidote to end of term boredom.

Second Form Debating Society

The society is very young (3 weeks old) but the second formers have turned up in great numbers for the two debates. The debates are held in the Geography room (room 5) usually at 1-15 p.m. just giving time for those in second dinners. The speeches have been amusing no matter what the debates were on. The speakers did their best in trying to make people believe them and trying to make it hilarious.

The two motions were, "Animals exist to serve mankind," and "This house welcomes Martians," two totally different subjects. There have been comical remarks from certain unmentionable boys in 2LII when the motions were thrown open to the house, but the rest of the members seem rather timid. Whether it is because of the band of teachers in the corner I do not know but I do know that without the teachers it would be chaos.

The society hopes to go on as a junior society in the Autumn Term and to cater mainly for people in the second and third forms. Please watch for announcements.



John Bretherton's Waterloo

by Martin Roscoe 2L/2

John Bretherton roared down the High Street on his motor-bike. He had been its owner for ten minutes and driving it for five. He sped round the corner making an awful squeal as he jammed on the brakes. "Good," he thought to himself, "the traffic lights are on green." He twisted the accelerator and whizzed past the lights which were now on red.

Soon he was in the country cruising along at forty miles per hour. The little hamlet of Tooting-in-the-Wold was aroused from its stupor when phantom rider John Bretherton, his yellow teeth bared by a self-satisfied smirk, flashed past at sixty miles per hour. One old man just having his afternoon nap actually had time to say "What the . . . !" before the rear end of John Bretherton vanished over the horizon. Just like the luckless John Gilpin, he had no control over his mount and he caused as much havoc. A succession of drowsy hamlets were rudely awakened as John Bretherton, now dispatch rider, rocketed past them. But his reign of terror was only to be of a short duration.

When he finally did crash, it was into a haystack. By the time he had burrowed his way out, a country policeman had arrived on the scene. While John was picking the hay out of his ears he heard the policeman say, "May I see your licence?" John Bretherton looked more sheepish than usual, his lower jaw dropped and he raised his hands in a gesture of despair.

Early Morning

by Janette Smith 4/O.

The street was empty, the lights flickered, half on and half off, the sound of a ship in dock reached my ears in the distance, and all was quiet again.

A cat screeched, and fled, as a dustbin lid clattered to the floor. A pungent stench of garbage was mingled with the smell of floating petrol in the filthy puddles. The street, a terraced avenue of crooked houses, looked gloomy and uncharacteristic, it struck me as being a dream I had to walk through every day of my life. Always the same, each house identical to the next — the same iron knockers on each door, the same worn steps and identical curtains at each window.

The milk crates rattled in the distance, the birds began to twitter menacingly, and I could hear curtains being drawn squeakingly back. An old man hobbled out of a nearby lobby, and promptly began a deep bronchial cough. A paper boy came riding down the street, whistling merrily, but cursing when the papers wouldn't go through the ridiculous letter boxes. Women, in their night attire and rollers, came to the doors, yawning like hungry whales, to gather up the bottles of milk and papers. Labourers in their clogs, clattering their way up the street towards the nearby factory. Dogs were let out, cats were let in, and the Daily Sketches were left half and half.

Bacon and eggs were now in the process of being cooked, but burnt toast tormented the appetising smell. Kettles began whistling, and fires were lit.

The whole street was now a tumult of habitual sounds. School children ran to catch the buses, and others struggled lazily with their heavy loads. But, slowly, as all signs of life drained away, the street settled back on its haunches and dozed again.

B.C.U.I.

(Bureau of Completely Useless Information).

by F. N. Ryding L.VI. Sc.

So you think you're overworked at school? Then read on!

The school week, from 8-50 a.m. to 4-0 p.m. each day consists of 35 hours 50 minutes.

Part of the time is spent as follows:— Morning assembly takes up 2 hours 5 minutes each week, and

likewise form meetings occupy 1 hour 15 minutes, while we are allowed $1\frac{1}{4}$ hours and $6\frac{1}{4}$ hours for break and dinner respectively.

Assuming that all teachers can take up to five minutes to go from one lesson to another, with the exception of Mr. Leathley and Mr. Bull, this adds another 2 hours 55 minutes.

In addition, each person in the school has an average of approximately 0.632 private studies per week which is equivalent to 0.474 hours and we each spend, on average, 1 hour 52 minutes in games periods.

This works out that every week, the average pupil spends 16 hours $30\frac{1}{2}$ minutes of school time on other than academic interests, which means that 46.51 per cent. of the time is wasted

We are, in fact, working a $2\frac{1}{2}$ day week so we could theoretically do the same amount of work as at present and finish for the week by Wednesday afternoon or alternatively work up to Friday and be ready to go to university half-way through the fourth form.

The surprising fact is that, taking into consideration that the school has 590 pupils (at the last count-up), every week the school wastes 12,783 hours or 1 year 28 days which means that in every school year we spend over half a century doing anything but what we came here to do.

Incidentally, I wrote this article at home ——— I just couldn't find the time to do it at school.

A New Venture

by Ann Hanson, Old Balshavian

On Tuesday, 4th January, 1966, we younger members of the Balshaw's Old Student Association met in the Gables and had a meal, loud chatter and a good laugh—in which order of importance I would not like to say. However although school life was not the only topic of conversation it did give us a common bond and a good time was had by all except perhaps by the Christie abode to where we adjourned for coffee and more chatter. (May I here say 'Thank you' for your hospitality, Mr. & Mrs. Christie).

What am I getting at, you say? Is this another of those subtle, or not so subtle advertisements? Well, as it is at the moment the Old Students' Association has a varied programme with support from a group of faithful members so that it could carry on in this capacity. But let us be honest, an Old Students' Association needs a steady 'inflow' of recent

school leavers who are willing to help to produce something worthwhile for themselves.

On March 31st, 1967 (subject to alteration), there is the Old Girls' Dinner and on September 16th, 1966, there is the Old Boys' Dinner at the Royal Oak, Chorley. Why not make your attendance at the appropriate function the first of many of the Old Balshavians' activities that you will support this year and with your new ideas and membership we can really achieve the object of the Association?

Pictures in the fire

by Michael Norris 4/0

It had been very cold all that day and the wind swept and whistled around the windows and the latch rattled and shook in beat to the vibrations of the glass in the windows. I drew my chair nearer to the fire and, sighing deeply, I stared drowsily as glowing tongues of flame strove to free themselves from their black captors.

Then as my eye-lids hung heavily I caught a glimpse of a tiny village nestling peacefully in a hollow in the dark black mountains. People busied themselves in their every-day duties talking, gossiping and calling to each other. Then from above the village a faint whistling rose into a high pitched scream and a smouldering smoking mountain cracked open pouring red hot lava down the valleys towards the village. Panic-stricken people rushed blindly into one another in their mad rush as the fearful liquid showered upon them. But it was already far too late, the village crumbled and cracked under the sweltering mass of bubbling mixture. Now a strange hue hung over where the village had been a few seconds earlier and heavy black smoke billowed upwards. Pompeii was no more.

The Summer Fair

Parents' Page

by The Secretary of the Association

For most people the Summer Fair started at 2-30 p.m. on Saturday, when Mr. H. M. F. Carrington performed the opening ceremony. For the Committee, however, and for many others concerned with the organisation, it had started long before.

By the Friday before most plans had been laid, and that evening a small band of helpers assembled in the Hall for 7 p.m. and started stripping it of chairs, most of which were stacked in the boys' changing room, the remainder in the girls'. The Headmaster had already planned which tables we could have this year, so the next job was to get these from the Geography and Art rooms. Stallholders laid claim to

these as they arrived in the Hall, and it was not unusual for a stallholder to return to the Hall from an errand to find that one or more of the tables he had earmarked for his own use had meanwhile been purloined by someone else! Nevertheless, by 9 p.m. most of the basic layout had been done, and a high proportion of the goods for sale transferred from the Medical Room to the stalls.

At 9 a.m. on Saturday morning work began again in earnest, so also the many trials and tribulations which made us doubt at times whether the Fair would ever open on time as planned. By Friday night there had been only five entries for the Floral Arrangement competition . . . by eleven o'clock on Saturday late but very welcome entries were appearing, and a last-minute reorganisation of table space was made to accommodate them.

As the morning went on some order appeared out of the erstwhile chaos. Miss Doherty seemed to be dealing with half a dozen problems at once; indeed she was kept so busy with callers before the Fair started that she is reputed to have eaten her lunch standing up, and her afternoon tea also.

Mr. Bleasdale was observed to be busier than anyone fetching and carrying, and later was obviously suffering from his exertions. If we had had a wheelchair to sell, he might well have bought it!

The weather was kind, and the sideshows did a good trade. One stall, where pennies were rolled on to numbered squares, was well patronised by a certain master who rolled sixpences instead. He didn't even win a prize!

By 3 p.m. the refreshment ladies were all set to start serving teas, but . . . panic stations . . . NO TEAPOTS!! After much rushing to and fro some were produced by a master, one large brown one filled with cold tea (?) came from the Master's room, another rather smarter one was discovered in the Mistresses' room. And so at length the tea was brewed.

The Committee sadly missed this year the Head Boy and his team of Sixth Formers. There seemed to be a dearth of older boys, though members of the junior forms, both boys and girls, worked very hard indeed to make the Fair a success. The sideshows, run mainly by pupils in the lower forms, brought in nearly £42.

It is perhaps invidious to single out for special mention individuals among the many who helped to make the Fair such an overwhelming success. The Committee's thanks, however, to Miss Doherty, Mrs. Pickersgill, Miss Leach, Miss Wallbank, Miss Sawrey, and Mrs. Nicholas, and to Mrs. Cook,

who judged the floral arrangements. Also to Mr. Winstanley, who designed the very 'with-it' programme cover, Mr. Black and Mr. Rigby who gave the footsore and weary such a pleasant evening concert, Mr. Shackleton who stayed at the gate selling programmes the whole afternoon, and not forgetting Mr. Wilkinson, Mr. Brown and Mr. Beckett.



CALENDAR FOR AUTUMN TERM.

- Aug. 31—Sixth Form Society Committee 1-0 p.m.
 Sept. 1—Old Balshavians' A.G.M. 7-30 p.m.
 „ 2—Sixth Form Society's elections.
 „ 6—Parent's Association A.G.M. 7-30 p.m.
 „ 7—Senior Magazine Committee 4-0 p.m.
 „ 8—Sixth Form Society "Any Questions about Further Education" 7-0 p.m.
 „ 12—September Day's Holiday.
 „ 13—Sixth Form Society: One o'clock confab.
 „ 14—Rugby v. Fulwood 2nd (away), U15 (home) U13 (away).
 „ 16—Old Boys' Dinner.
 „ 17—Rugby v. Ormskirk 1st and U15 at home, 2nd and U13 away.
 „ 19—Sixth Form Society and S.C.M. lecture "Psychology and Religion" 7-30 p.m.
 „ 20—Junior Magazine Committee 1-20 p.m.
 „ 21—Senior Magazine Committee 4-0 p.m.
 „ 24—Rugby v. Up Holland 1st and U15 away, 2nd and U13 at home.
 „ 27—Sixth Form Society One o'clock confab.
 „ "Napoleon" Film 4-0 p.m.

- Oct. 1—Rugby v. Magull 1st and U15 at home, 2nd and U13 away.
 Hockey v. Chorley 1st, 2nd and U15 all away.
 „ 7—Worden House Party.
 „ 8—Rugby v. Kirkham 1st and U15 away, 2nd and U13 home.
 „ 10—Sixth Form Society film evening 7-30 p.m.
 „ 11—Sixth Form Society: One o'clock confab.
 „ 12—Senior Magazine Committee 4-0 p.m.
 „ 15—Rugby v. Sedburgh 1st away.
 „ 18—Junior Magazine Committee 1-20 p.m.
 „ 20—Sixth Form Society: Members' Evening 7-30 p.m.
 „ 24—31 Half term holiday.
 „ 26—Rugby v. Stonyhurst: 1st away, 2nd at home.
 Nov.. 1—Sixth Form Society: One o'clock confab.
 „ 2—Senior Magazine Committee 4-0 p.m.
 „ 4—Clayton House Party.
 „ 5—Rugby v. King Edward's, Lytham, 1st and U15 away, 2nd and U13 home.
 Hockey v. Blackpool Collegiate, 1st, 2nd and U15 all away.
 „ 9—Rugby v. Kirkham 1st at home.
 „ 10—“Pepote” film 4-0 p.m.
 „ 12—Rugby v. Hutton 1st and U15 at home, 2nd and U13 away.
 Hockey v. The Queen Mary School, Lytham 1st, 2nd, U15, U14 all away.
 „ 15—Sixth Form Society: One o'clock confab.
 „ 19—Rugby v. Preston 1st and U15 at home, 2nd and U13 away.
 Hockey v. Ashton-in-Makerfield 1st, 2nd, U15, U14 all away.
 „ 21—Sixth Form Society lecture “Using Atomic Energy” 7-30 p.m.
 „ 22—Junior Magazine Committee 1-20 p.m.
 „ 23—Senior Magazine Committee 4-0 p.m.
 „ 26—Rugby v. Blackpool 1st and U15 away, 2nd and U13 home.
 „ 30—School examinations start.
 Dec. 2—End of examinations.
 Sixth Form Society Newspaper Visit — evening.
 „ 3—Rugby v. Morecambe 1st and U15 at home, 2nd and U13 away.
 Hockey: Southport District Hockey Tournament, 1st only.
 „ 5—Speech Day: Principal guest, Lord Robens, 7-30 p.m.
 Careers interviews, Fifth Form Boys.
 „ 6—Sixth Form Society: One o'clock confab.
 Careers interviews, Fifth Form Boys.
 „ 7—Senior Magazine Committee 4-0 p.m.
 Careers interviews, Fifth Form Boys.
 „ 8—Careers interviews, Final day.
 „ 9—Sixth Form Society film “The Caretaker” 7-30 p.m.
 „ 10—Rugby v. St. Joseph's 1st and U15 at home, 2nd and U13 away.
 Hockey v. Chorley 1st, 2nd and U15 all at home.
 „ 12—Last day for copy.
 Sixth Form Society visit to Calder Hall.
 „ 13—Junior Magazine Committee 1-20 p.m.
 „ 14—Senior Magazine Committee 4-0 p.m.
 „ 15—16 School Concert 7-30 p.m.
 „ 21—Sixth Form Dance 7-30 p.m.
 „ 22—Last day of term.
 Jan. 9—School Re-opens.

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