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Pages

Comment by Senior Committee

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COMMENT

The end of the Mini

An editorial view

In an overcrowded world dimensions become less and less. As distances become shorter, our planet seems to shrink beneath our feet and we are invited to occupy less and less space. Rooms become smaller, furniture too. Everything it would seem is affected.

The Rolls has been replaced by the mini, the country house by the caravan. The skirt has been minimised. Hours of work get shorter and shorter. We are beset by the mini-shop, the mini-cinema, the minibus, the mini-restaurant, the mini-theatre and even the mini-sermon.

Gradually the walls have crept in. The shortest, the quickest and the cheapest have all made their contribution to our mini-age. This has become the century of little think. The mini-steak produces the mini-person. "Be as little as you can," is the cry. All to often we are taken in and made to believe the opposite. "The Giant Size in the Mini-pack" said the advertiser last Christmas.

The walls are too high, our lives too narrow. Mini-think is a curse. It stunts us all. The human personality is in danger of shrivelling up, its imagination controlled, directed and enslaved.

Let's put an end to the mini-world with its mini-think, its mini-effort and its mini-visions. Let's spread a little. Maxi-think is not impossible. The whole universe is at hand.

Lord Robens

Interviewed by Sarah Thompson and Joyce Procter.

What are your happiest memories of your schooldays?

I had the great advantage of remaining at Secondary School until I was 15½, when the school leaving age at that time was 14. That was a tremendous advantage as I see it now as I look back.

I think the happiest memories I have of my schooldays were in the last few years when they began to treat us like young men and not as boys. People are happiest when they are taken at face value for what they really

are, and I must give full marks to my teachers at Secondary School for recognising that we boys should be treated as the young men that we were.

Would you say that a University course is necessary for entry into Industrial Management?

If it is at all possible, I am bound to say that a University course is absolutely essential if a young man or woman is going to make headway in Industrial Management. This isn't to say that all Managers of the future will be graduates. We are bound to leave the way open for late developers. Universities today are becoming more and more involved in the industrial life of the community. They are no longer a hide-out, but a vantage point from which the community can be served. New technological Universities are being set up to cater for a more practical approach to learning and business courses are being started in many of the older Universities. A large number of the academic institutions of this country have transformed themselves into instruments for the furtherance of business efficiency and technological change. It is for this reason that no young man or woman embarking upon a career in Industrial Management can afford to ignore these great changes that are taking place.

What course would you recommend?

Not every course at University is immediately applicable to a business or management career. Nor should it be so. Our purpose should be to develop an efficient yet humane Britain, so that there will always be a vital place for study of the Arts. However, business management, economics, sociology, should all lead to general management, marketing and industrial relations. The computer sciences, engineering, physics, chemistry, are all useful ground-work, not just for specialists in these fields, but for management as well.

Has your experience as a politician helped in your present career?

Politics, like Industrial Management, is the art of the possible. In the same way as the nation is subject to limitations and endowed with possibilities, so the business firm is in a situation where the limits of the market and of raw materials are matched by the possibilities of new techniques of production and new measures to promote efficiency. It is the job of the politician to determine what is acceptable and right for the people of the country, and he uses the same antennae to determine the potentiality of a firm. On the whole I would say that politics has been my "University" and has provided splendid ground-work in Industrial Management.

What would you say were the relative merits of your work with the N.C.B. and that of an M.P.?

I think I have covered most of the points here in the previous question. The job of an M.P. and my work with the National Coal Board are both part of the public service, but naturally of a very different character. As an M.P. I was closely involved with the affairs of my individual constituents, working out their personal problems, advising them in their work and doing a hundred and one jobs that every M.P. finds himself involved in. This individual attention to personal problems is not so all-consuming as Chairman of the National Coal Board.

Has your present job confined your political activity?

The answer to this one is a straight 'yes'.

Have you any interests outside your job?

Perhaps the easiest way to illustrate the scope of my outside interests is to list the organisations with which I am associated.

The National Economic Development Council
The Royal Commission on Trade Unions and Employers' Associations
The Advertising Association
Guy's Hospital
The Bank of England
The University of Surrey.

What future has the Coal Industry?

Would this be substantially altered by the discovery of large quantities of Natural Gas in the North Sea or by extended applications of Atomic Energy?

Coal is in an expanding market. Economic growth and high standards of comfort ensure that energy is a growth industry. In 1966 300 million tons of coal equivalent will be burned: by 1980 this will have risen to 415 million tons of coal equivalent. Coal will form the bed-rock of energy supplies and there will be plenty of room for coal, oil, nuclear energy and natural gas.

Sir Henry Jones has estimated that 1,200m. cubic feet of natural gas a day could be produced. This is equivalent to 15 million tons or 5% of Britain's total energy requirements. It is up to us all now to decide how this great natural asset will be deployed to the best advantage of the country. We may well find that gas is too valuable to burn, and the best use to which it can be put would be to provide a feed-stock for the chemical industry and so reduce our import bill for chemicals, which is now running at between 250 and 300 million tons.

By 1975 nuclear energy will provide about 6% of total energy capacity, but there are one or two drawbacks that may become more important as time goes on. Uranium supplies are not everlasting. On this crowded island there is an acute shortage of sites. The disposal of waste may present great problems in the future.

How has being an employer affected your views on Trade Unionism?

Being an employer has convinced me of the vital role that Trade Unions play in safeguarding the position of their members and putting forward the views of the working force. Apart from this it has exposed to me the requirement for far better communications within Trade Unions. Trade Union officials should be far better paid; they should be adequately serviced by research departments and they should have the resources to finance publications which will provide effective communication within the Trade Union. In this country we get Trade Unionism on the cheap. It is up to the employer to help the Trade Union official to do his job effectively and for the good of industry as a whole.

Is there some conflict between distributing prizes at a Grammar School and your party's policy on Education? Could you clarify this point?

I see no conflict at all. For me it is a great honour to present the prizes at a Grammar School which has a splendid tradition and a fine reputation.

The State of Belief

A Balshavian Enquiry

Reported by Colin Damp.

Of the 104 questionnaires completed 74 gave the answer "Yes" to the question "Do you believe in God?" 17 said "No" and 17 were undecided.

The majority, then, do believe in God but there, it would seem, the similarity ends, for when asked to describe God to someone who had never heard of him replies were so varied that classification was difficult.

Amongst the believers, eighteen failed to offer a description, twenty gave "a completely abstract force," seventeen referred to him as "a person who . . ." or "superior being" implying physical existence and fourteen suggested that God is "in oneself" or "one's conscience." The remaining three had rather more original

descriptions such as "a great comfort," "what you want Him to be and how you see Him" and the member of U.VI. Arts who apparently thinks of God as a "cross between Father Christmas and a senior member of staff."

Of the seventeen who claimed not to believe, only three offered no description of God, but the same number said they would not succeed even if they tried. One said he couldn't and then proceeded to do so. Apart from these and one other who described God as "a force for good," the views of this group as a whole tended to be somewhat cynical, such as the one offered by a member of L.VI Arts. "A creature invented to pacify men's minds when they are perplexed or frightened by something which they do not understand."

Nine of the seventeen "Don't Knows" remained silent on the nature of God. Others repeated the above views but only one used the words "supposed to be."

Supernatural Powers other than God

48 of those who believe in God do not believe in the existence of other supernatural powers. Nine of the remaining twenty-six suggest that the Devil exists "in one's self" or "in one's conscience," as with God, four claim Evil is a force in itself and four more think of the Devil as a person (presumably with a long tail and little horns to boot!). One claims "temptation" to be the only other force in which he believes. Also listed were "Natural instincts," "Angels," and "seances, but I believe God has some part in them."

The non-believers and the remainder had very little to offer in answer to this question. One or two vaguely mentioned Evil and the Devil, whilst the only outstanding quotation came from an Upper Sixth Scientist. "Any such power is psychological, maybe Christianity is too."

The Bible

"Thanks be to God for this reading from His word" is what is said after the morning lesson. The question is "Is it God's word?" Only six of the seventy-four believers thought so. The largest group, (22 of the 74) regards the Bible as a "history book" of some sort. Four said that it was "the basis of Christianity" and a further ten believe it to be a combination of the above. Nine described it as "as a guide to the Christian way of life."

The scepticism of the non-believers with regard to God's existence turned to scorn when asked about the Bible. Answers were as follows:—

"A Fairy Tale."

"A flowery book of stories made up for a lot of illiterate peoples who would believe anything."

"Something designed to give insecure people a sense of security."

and . . . "the revelation of a way of life impossible to lead." The less scornful suggested a "history book" or "a book propounding the ideas of Christianity."

The Effects of Religion

"What," we asked, "do you think is the effect of religion in the world today?" Four were left blank but otherwise the replies were quite startling. Only five of the believers thought to claim a beneficial effect whilst eleven positively stated that it's effect is detrimental. Only seven of this category said that its influence is strong, or went so far as to say that it is increasing, whilst a tremendous thirty-four felt that religion has little effect or that its effect is dwindling. Among other opinions we find:—

"It sometimes restricts essential scientific development."

"It creates trouble in some places whilst preventing it in others."

and the aggravating member of U.VI. Arts who simply put "Enormous" without saying enormously good or enormously anything else. The final word, however, comes from a scientist

"It (religion) is the only hope many people have — but I doubt if it is enough."

Understandably enough none of the seventeen non-believers think that religion has any sort of beneficial effect. Seven claim that it is positively bad, five "negligible," two that "it does good in certain parts of the world" while "causing strife in others," and one maintains that its influence is stronger in uneducated areas. Cynicism again in this reply from Upper Sixth Arts

" . . . it is the greatest confidence trick ever, but as long as I don't get involved, it does not worry me."

As far as those who are unsure about God's existence are concerned there was little difference from the non-believers, apart from the three which proved impossible to decipher.

Missionaries and other religions

Fifty-three of the believers think that missionaries have the right to convert but fifty of these believe that there is some value in other religions. Twenty said that missionaries have no right to convert, eighteen of them believing that other religions have some value, many being emphatic on this point. Others simply protested insufficient knowledge.

The views of the non-believers and of the remainder were rather similar to the above, apart from the following

pompous comment:—

"If people are simple enough to believe, then they are no good to the modern world anyway."

Life on other planets

If God created life then do we assume that he created life only on this planet? Sixty of those who believe in God also believe in the existence of life on other planets. Others qualified their answers "Not in the solar system," "Not human life" and even "well—I haven't really thought about it"! For the rest the general view seemed to be summed up by "Your guess is as good as mine."

Rewards for good behaviour

"More pocket money" was one reply to the question "What rewards are there for good behaviour?" Again, starting with the believers, there were twenty-eight who considered the rewards to be earthly ones, such as self-respect, self-satisfaction or admiration. Seventeen maintain that the only rewards are those of peace of mind and a clear conscience, and only ten listed "life after death." Once more there were fringe opinions, such as that of the Upper Sixth Artist. "Bad behaviour goes unpunished far more often than good is rewarded" and the Scientist who wrote "Christians should behave well for motives other than rewards."

The non-believers also produced the answer of more pocket money but most gave the view that good behaviour is simply to the mutual advantage of oneself and one's fellows. "The only reward is a hole in the ground," wrote one, "just as deep as the one in which evil-doers are buried."

Those who were undecided on the matter of belief were rather evasive on this question. The largest group, five plumped for self-satisfaction. One said "social acceptance" and one rather bitterly commented that people who do good usually come off worst and concluded "you've got to stick up for yourself — or else!"

Baptism, confirmation and marriage

Looking into the future when today's sixth formers will be parents, we wondered at what age, if at all they would have their children baptised and confirmed. Forty-eight of the believers accepted the traditional view that children should be baptised before their first birthday. Only two said "when they are old enough to understand what they are doing." Other replies ranged from one to thirty.

Only four of the non-believers would deny their children baptism, the remainder choosing ages between six and

eleven. Of the "don't knows" eleven will pander to tradition (or grandparents) by having their own offspring baptised before their first birthday.

The question on confirmation produced nothing decisive, the largest group, nearly half, stating that this should occur during the teens.

Again, the replies to the question on place of marriage was predictable. Five of the non-believers would be married in church, two in either church or registry office, one in "Neither," and one would allow his fiancée to choose. Altogether, including all categories, twelve would certainly choose a registry office in preference to a church.

Attendance at Church: how often and for what reason?

Of the 74 believers twenty-six attend church at least once a week, three roughly every fortnight, eighteen once a month, sixteen only at Christmas or Easter, eight not at all and the remainder "When I feel like it." In the question asking why, they were given three alternatives:—

- (a) because you think it is the correct thing to do
- (b) because your parents expect it
- (c) because you enjoy it.

Some stated other reasons, such as "because I would like to be a Christian". Most of the twenty-six weekly attenders replied (a) and (c) (all have been baptised and only three still await confirmation). The remaining believers gave very similar answers. One specified "(a) 20% (b) 50% (c) 30%" and one added "because I think it is my duty as a Christian." Altogether there are nine believers who have not yet been confirmed, all but one have been baptised. Of the less frequent attenders one said he did so when he "got the urge to go" and another said that he does "not enjoy it but feels better for it." Of the eight believers who do not attend church one is neither baptised nor confirmed, three baptised only and four have been through both ceremonies.

Of the seventeen non-believers, twelve do not attend church, four do so at Easter or Christmas and one goes every week "because it is expected by my parents." Eight of the "Don't knows" never attend Church, three at festivals, three once a month, one once a fortnight and two every week (these two because they "enjoy it"). Of these two groups three are neither baptised nor confirmed and seven have been baptised but not confirmed.

Hymns and prayers

"When you sing hymns and say prayers do the words mean anything to you?" Surprisingly many of the believers were unable to answer "Yes" to this question.

Of the weekly attenders only eleven replied in the affirmative, although a further ten said "Sometimes" and one "Prayers—yes, hymns—no." Of the remainder only two gave a definite "Yes", the others replying with "rarely" or similar words. One went so far as to write "In Church—Yes, in School—no."

Thirteen of the non-believers are unaffected by hymns and prayers (twelve of them don't attend church anyway, although they are present at morning assembly, of course). The others and most of the "Don't knows" admit to an occasional belief in such words "depending on the occasion" or "on the sincerity of the speaker."

Mere words?

By way of conclusion we thought that to ask for definitions of certain words might be a suitable way of assessing the accuracy of thinking of those who had replied to our questions. What did they know, for example, of the terms agnosticism, atheism, religion and denomination?

Of the believers, only half gave correct definitions to all four words. There were thirty-nine incorrect definitions of atheism and agnosticism and no less than twenty-four of religion and denomination. Nine of the non-believers gave four correct definitions but the remainder fell down on atheism and agnosticism. Only seven of the seventeen "Don't knows" gave correct definitions.

The state of belief

Although our division into three separate categories—believers, non-believers and those who don't know—was convenient to our purpose, it may tend to oversimplify the pattern and suggest degrees of uniformity which do not exist. Despite the limitations imposed by our questions there were signs of a willingness to indulge in independent thought and frequently the stereotyped and traditional were rejected in favour of something new. Disappointing as this may be to those who seek simplification and unity, it was encouraging to the writer of this article to discover such independence from tradition, even though this remains a minority reaction. Our only regret is that we could not follow up more closely some of the interesting questions arising, for example, out of the attendance at church by those people who believe that God is within themselves and not an external force. To gloss over such questions is the almost inevitable feature of surveys such as this. Perhaps an interested reader will pursue the matter for us.

This n'that or, Simmering

by one or two of us.

It was so hot. Why does no-one ever open the windows? I could feel the tomatoes beginning to ripen. Even the shelves were bending under the strain. I'd heard of "forcing" but this was going too far. As the library windows gradually frosted with steam, I resolved that I at least wouldn't be forced to do anything.

There I was down by the Junior Fiction, safely hidden behind the bent, huddled, blazer-clad figures. (Who wrote the letter to the Lancashire Evening Post anyway? What's the point of taking blazers off when they are still wearing vests and three pullovers, one of them "Knitted by our Phyllis and she'd be hurt if he didn't wear it") Period six. We claim the record, forty-three people, only thirty-eight on the list, one of five on the floor, so no-one really noticed me as I lay back, put my feet up on the shelf next to "Little Women"—must read that one day, might be interesting—put "The Guardian" over my fevered brow, sorry, lively mind, and settled back in a mood of silent meditation. (A four stream comprehensive, indeed. Where on earth will they put the extra thirty people?) This was it, the moment of unity, feeling at one with the Tibetan llama or whatever they call them.

It was then that it happened. They'd tried everything. Infiltration, sugary smiles, invitations, even elections but still the idle few resisted. Now, here it was, the product of the fertile brain of a nameless do-gooder—"Idlers Anonymous." The little message burned itself into my brain, glowing brightly from the front page of the newspaper and written in secret ink only visible when soaked in perspiration—"Compulsive idlers contact —" and there was a name which even I dare not utter.

Yes, things have certainly changed. They know where you are, every minute of every day. No time left to be yourself. Never a chance to rest. And just think there aren't enough places to go round. We are the select, the envied. What subtle publicity campaign has made sixty-six per cent. of parents want to send their ambitions where there is only room for twenty per cent. Something here for the organisers of political prisons and concentration camps. Butlin and Pontin know it all too. "A very closely knit community"—fifty to a chalet. How much more popular the concentration camp of the future if only they advertise it properly. "The very latest in electrical equipment—be a real live wire and get switched on. Why don't you join us and live a little!"

Phew! Certainly is hot in here.

Not that we keep things secret. Letters, up-to-the-minute circulars, Speech Days, newsletters, magazines, all keep information flowing. Nothing is hidden. "Write what you like," he said "we'll print practically everything." (For selections of items censored from this magazine please send s.a.e. to the Editor, at the School, marking your envelopes with an imprint of the right big toe (washed)—soccer players need not apply—and enclosing three milk bottle tops and two used straws).

So it was with a touch of optimism that I went along for the first time to Idlers Anonymous. Alas, the hoped for assistance to greater heights of idleness did not come. Not that idleness is on the increase, mind you. The duplicated sheet (what another?) which I was given explained that it was simply that they had decided to do something about it. The new broom! Too late I reflected on the alcoholics, the gamblers who had changed their ways. And so, I slaved, but as I did so, as I reached that top note for the one hundredth time, as I paid my Sixth Form Society subscription, as I put the last of the 400 chairs back into place, as I finished the last line of my long awaited essay on the Factory Acts, as I finished my article for you know who, I felt free, free at last, wonderfully free, and as I settled back in the empty teacher's chair and put my feet up on the chalky desk, my eyes shielded by Newsletter No. 48, there it was again, the secret message

(The above is entirely fictitious and any resemblance to incidents or people alive, dead, or 50% of either is purely accidental).



That Summer Job

"I was chucker in with a dust cart. This entailed lifting the dustbin onto your shoulder and heaving its contents into the cart without throwing the bin in as well. At first my "chucking" wasn't so good, but it improved!"



To be or not to be...

I soon realised that this is a very important question for "would-be" actors to ask themselves before plunging into this already overcrowded profession. Whether they really are prepared to spend about six years developing their abilities, only to discover themselves part of the non-working quarter of present day actors.

During my interview with Mr. Graham Woodruff—the Associate Producer at the Liverpool Playhouse, I learned that an employed actor must work at least ten hours a day including Saturday to earn the regular, thrilling reward of footlights and applause.

The usual way of becoming an actor or actress is to attend Drama School for a period of three years beginning at the age of seventeen. Very few girls go straight into the theatre although several boys join a company "back-stage" and work their way through to the footlights.

Mr. Woodruff insists that some natural talent is essential—but this is the only qualification needed to enter Drama School, plus the ability to impress people at auditions, which is obviously very important.

The common aim of many actors, once established is either to join the Royal Shakespeare Company or to play a leading part in the West End of London, depending on their own preferences. There are also many actors who branch off into films or television and I took this opportunity of asking Mr. Woodruff's opinion of the effect of television on the theatre. I was surprised to learn that contrary to the popular view that television is a harmful influence on the theatre, he feels that television helps to revive and keep alive plays which would otherwise be forgotten, due to the lack of money for production in the theatre. This important question of money brought me to the subject of the recently established Arts Council. Of course, this has made a great difference to the theatre, chiefly by subsidising new plays and this making managers accept them more readily. On the whole Mr. Woodruff considered that the theatre has finally pulled through the "slough of despond" and is slowly improving both its position and its popularity.

Mr. Woodruff believes that the main reason for the comparatively recent decline in theatre-going is that the theatre is old fashioned and tends to repeat conventions from the nineteenth century. He feels the theatre is out dated in its plays, buildings and audiences. The unfortunate effect of this is that young people are too much aware of and oppressed by the older generation. At the Playhouse, there is a regular audience of about 40-50 traditional "theatre-goers" and this is enlarged for certain plays by the younger generation, mainly students.

During the past few years a northern culture has become dominant in the theatrical world. Regional plays, especially in the North have appeared in abundance and have resulted in popularity for many actors with a northern accent. Mr. David Scase, the director at the Playhouse, believes that this emphasis on the North is now fading and that to become truly competent in repertory, an actor must rid himself of a regional accent and acquire a neutral one.

Mr. Scase emphasised the importance of voice production in the theatre and complained about the lack of stress placed on this particularly essential ability, even at Drama School. He stressed the fact that a prospective actor should regard his voice as an instrument and learn

to use it like a singer. In fact, in the opinion of this particular producer, singing should be taught at Drama School, to give the actor that versatility which is important.

My general impression was that the Playhouse was a hive of activity and enthusiasm. The mood was one of progress and, with some rebuilding already complete and more to follow, this is indeed a time for plans. As one who has so often enjoyed the Sixth Form trips to this particular theatre, I can vouch for past successes and on behalf of the School, I should like to offer Mr. Scase, Mr. Woodruff and their staff, all our best wishes for the future.

Speech Day

by Christine Sumner and Elizabeth Nightingale.

It was generally felt, on the evening of December 5th, the expectations were higher than usual for Balshaw's Annual Speech Day and Distribution of Prizes. To parents and pupils alike, the mention of 'Speech Day' usually brings to mind visions of long, moralising speeches, the carefully rehearsed presentation of prizes etc., more awe-inspiring but undesired addresses and reports, and finally the long-awaited National Anthem to conclude the proceedings in a seemingly manner. This time, however, several reasons contributed to alter this attitude and at the end of the evening, the consensus of opinion was that the occasion had been definitely above average.

After the introduction of Lord Robens by Councillor James Tomlinson, J.P., the Chairman of the Governors, musical entertainment was provided under the skilled direction of Mr. Black.

This was followed by the Headmaster's report. In this, Mr. Bleasdale welcomed the new members of staff and commented favourably on the fact that the education in school had not been affected by the considerable number of changes made. He went on to mention the newly-formed Bachelor of Education degree, a topic which has commanded a good deal of attention and comment recently.

Speaking of the present Sixth Form, which consists of approximately 130 - 140 pupils, Mr. Bleasdale remarked that this could be larger still as some pupils, who left in the Fifth could have profited by a Sixth Form course. He added that he hoped the new extensions being built

would ease the ever-increasing problem of accommodation, and expressed his thanks to those concerned for the 'ioan' of Leyland Parish Church and the Methodist Church to certain Maths groups! Referring to the results at Advanced level, the Headmaster emphasised the success attained, especially on the Science side, and, speaking generally of the school curriculum, he drew attention to the varied "spectrum of courses" now being offered.

In reply to the much-publicised question of comprehensive education in Leyland, Mr. Bleasdale indicated that Balshaw's would probably become a small, comprehensive school, with possibly a sixth form wing. To close his address, the Headmaster stressed the need for looking towards the future, with new methods and aids to teaching, and expressed the debt he owed to his colleagues.

Thanks to the generosity of the Leyland and Birmingham Rubber Company a new award figured prominently in the list of prizes. This is the Lord Robens Prize for an achievement of high merit and the first presentation was made by Lord Robens to May Butler, last year's Head Girl, who is now at Sheffield University.

In his speech, Lord Robens—"a champion of young people"—praised the achievements of the prizewinners, emphasising that the future of Great Britain was secure in the hands of such people. Comparing modern times with the days of Arkwright, Lord Robens stressed that we were now entering a "second industrial revolution," very different from the one in Arkwright's day, but still with the same basic principles,—the need to take action promptly, and with the same application of men's minds to science and industry. On a similar theme to the Headmaster's report, Lord Robens pointed out that the modern educational system provided a host of opportunities, all of which made an important contribution to society, and to humanity in general.

Regarding Speech Day itself, various attitudes are adopted by those concerned, and once again it was felt that not enough members of the school were able to be present. As yet, this seems an insoluble problem, because it appears to be the tradition at Balshaw's to hold Speech Day in the school hall. Obviously the merits of this can be appreciated, as the prospect of some public hall may seem rather remote from school activities, but it is still a sad fact that the majority have to stay away and it is chiefly for the absentees that we print the following extracts from the Speech Day programme.

Special Prizes

The Robens Prize for high merit in some worthy achievement, presented by the Leyland and Birmingham Rubber Company Ltd.—M. Butler.

To the Head Boy and to the Head Girl, presented by the Old Students' Association—Carlisle, M. J.; J. Lake; M. Butler.

For loyalty, service and example, presented by the Parents' Association—S. Heap.

For Art, presented by Mrs. J. Foster in memory of her sister, Miss K. Wnewell, A.R.C.A.—J. R. Davies.

For Modern Languages—L. Mead.

For Music—J. A. Topping.

For Science, presented by the Chairman of the Governors, Councillor J. Tomlinson, J.P.—Pearson, M.J.

For English, presented by the Head Master—M. Butler.

For Service to the School, presented by the Rotary Club of Leyland—Smith, S. J. C.

For Good Work for the School Magazine—J. L. Hunt.

For Mathematics, the Gillian Rawcliffe Memorial Prize, presented by Mr. and Mrs. C. Rawcliffe—Brown, T. H.

Form Prizes

UPPER VI: Ashcroft, M. D., Brown, T. H., Pearson, M. J., Saunders, D. L., Smith, S. J. C.

LOWER VI: Taylor, J. P.; K. Wilkinson, K. Glover, M. Gormley.

Subject Prizes—Fifth Form

English—Derrick, B.
Mathematics—J. Procter
Latin—J. Procter
Art—J. Procter
History—Crowe, F. E.
General Science—Crowe, F. E.
German—K. E. Ratcliffe
Music—K. E. Ratcliffe

Biology—M. E. Gates,
Wrennall, A.
Chemistry—C. E. M. Walker
Physics—Forrest, R. D.
Geography—Wareing, L.
French—P. Beattie
Greek—Kirkham, J. L.
Scripture—Heald R. A.

Subject Prizes—Fourth Form:

Mathematics—Adamson, G.
Chemistry—Adamson, G.
Biology—Adamson, G.
English—C. E. D. Howe
Geography—C. E. D. Howe
French—C. Rennie
Spanish—C. Rennie
Latin—J. Threlfall
Greek—J. Threlfall
Physics—M. Fowler

History—G. Kirkham
Scripture—C. A. Pincok
Music—S. M. Horsfield
German—G. P. Bond
General Science—A. K. Brown
Additional Maths—Balmer P. S.
Art—C. A. Gardner
Housecraft—A. Voce
Woodwork—Scales, R. M.
Engineering Drawing—Baker J.

Form Prizes

3L—C. J. Marsh
3G—S. L. Ward
3F—C. A. Walsh
2L1—S. Lee
2L2—Greenhalgh, S. J.
2F—Booth, S. G.
1A—J. R. Dunn
1B—K. Cobham
1C—W. Eaton

Bonney, S. R.
J. P. Wade
L. Forsyth
Carr, M.
Jones G. D.
J. Finch
A. Rigby
Ryding, D.
J. Howarth

To University of Cambridge—K. Kazer (Newham College), J. E. Lake (Girton College)
 To University of Durham—S. Carter, Preston, W. E.
 To University of Liverpool—P. A. King, Ashcroft, S. H., Carlisle, M. J., Lemmon, T.
 To University of Manchester—Hunter, P., Walker, P., Marsden, W. F.
 To University of Birmingham—B. R. Higham, R. M. Sweeting, Forrest, D. B.
 To University of Sheffield—M. Butler, Pearson, M. J., Saunders, D. L.
 To University of Leeds—K. A. Cookson
 To University of Hull—Edwards, S., Trafford, J. L.
 To University of Lancaster—Emmerton, A., Winn, M.
 To University of York—M. I. Waddecar
 To the proposed University of Salford—Armstrong, M.
 To Leeds College of Education—S. Dewhurst, M. E. Fleming
 To Edge Hill College of Education—M. I. Walsh, S. M. Walsh, Veitch, I. S.
 To St. Martin's College of Education—J. L. Hunt
 To Dudley College of Education—P. D. Beales
 To Didsbury College of Education—I. Cooper, B. J. Hargreaves, E. R. A. Park, B. Woodburn
 To Westminster College of Education—J. R. Davies
 To Elizabeth Gaskell College of Education—S. Heap, J. Platt, G. Scrivens, R. Southworth
 To C. F. Mott College of Education—P. M. Marsden
 To Madeley College of Education—P. G. Mulgrew
 To Worcester College of Education—B. A. Parker
 To Gloucester College of Education—C. A. Parker
 To Liverpool Regional College of Arts—S. Bleasdale
 To Harris College, Preston—M. Hoyle, Wiggans, T.
 To the Group School of Physiotherapy, Salford—D. M. Schofield

Record of School Teams, 1965-66

	P	W	D	L
Cricket 1st XI	8	3	3	2
Tennis 1st VI	5	4	1	—
Hockey 1st XI	8	4	3	1
Rugby Football 1st XV	17	16	—	1
Rounders 1st IX	4	3	—	1

Athletics

Winner of Victor Ludorum Cup, 1966—Porter, R. (C1)
 Winner of Victrix Ludorum Cup, 1966—F. Newsham (W.)
 Head of Batting Averages, 1966—Walne, W. T. (W.)
 Head of Bowling Averages, 1966—Hodgkinson, L. G. (Cu.)

School Colours, 1965-66

Rugby Football—Baldwin, D., Porter, R., Hartley, K., Winn, M., Brown, T., Bradley, D., Singleton, P., Lemmon, T., Smith J., Park, S., Moss, B., Marsden, W., Hunter, P.
 Hockey—C. Spedding, D. Schofield, E. Park, H. Ryding
 Athletics—Porter, R., Smith, J., F. Newsham
 Cricket—Hodgkinson, G., Rawcliffe, K., Brown, T., Moss B.
 Tennis—P. Beattie, P. King, B. Woodburn
 Rounders—B. Grayson, F. Newsham
 Cross-Country—Pearson, M.

Winners of the "Silver Griffin" awarded by the Old Boys' Association for Scholastic Merit: 1965-66—Farington.

Memories of Balshaw's

by Elizabeth Nightingale.

Following a recent suggestion that not enough attention was being paid to Old Balshavians, the Editors decided to introduce the following article—a series of recollections by Old Balshavians of their memories of school. Old Balshavians were invited to write on anything or anyone who stood out during their school career, and it is hoped, if this article proves successful, to continue it in possibly the next two editions of "The Balshavian." We should be very pleased to hear from previous members of school, who would like to record their experiences, and to save any possible embarrassment we would like to point out that names of writers will not be published!

"I was in the first class ever taught by Mr. Bull, who came to Balshaw's in the second half of the 1920's, and, for some reason, the first pupil whose name he learned. Before the end of that class he informed us that he always acquired the names of the least intelligent pupils first, and, to rub it in, he asked me to try at least to look intelligent." (1924-1929).

"Fred (P2) Jackson was both acclaimed and decried—to those interested in learning, he had much to offer and he gave much encouragement to those whose enthusiasm he aroused.

His love of music expressed itself during lessons in many impromptu piano excerpts, both from grand opera, and Gilbert and Sullivan, sometimes accompanied by his somewhat uncertain vocal efforts! But the total effect was to create a longing to enjoy more of such music as he introduced to us." (1915-1921).

"Mr. — falling into the waste-paper basket,—that's all. He just stepped back off the stage and . . . crash!" (1948-1956).



"I can recall one particular member of the women's staff taking an understandable dislike to frilly underskirts worn with school uniform,—a combination that was extremely "in" at the time. On one occasion, one girl was wearing one at school after it had been expressly forbidden to do so,—it is said that the mistress in question seized the astonished girl, and, without further ado, forcibly removed the offending garment, much to the amusement of her school-mates!" (1954-1959).

"Of course memories of Balshaw's are usually of the teachers—I can remember a certain history master, now left, who had a cabbage cultivator—a length of wood with a nail in one end. This he would wave at us if we had a vacant expression on our faces."

(1957-1964).

(Contributions to this series should be addressed to the Editor at the School and the name and address of the writer should be enclosed).

News of Old Balshavians

by Joyce Procter

with the kind assistance of Mrs. Leach.

Many of the senior pupils will remember Christine Beattie who is making quite a name for herself in the art world. Three of her paintings were selected for the Northern Young Contemporaries '66 Exhibition in Manchester and we are pleased to hear that she was one of six people to gain a £100 prize. Christine, who is now twenty-one, is continuing her studies at the Manchester College of Art and Design.

Neil C. Turner is now doing a post-graduate course at the Waite Agricultural Research Institute at the University of Adelaide under a scholarship from the Commonwealth Scholarship and Fellowship plan. In January, 1967, he is going to the Connecticut Agricultural Experiment Station, Newhaven, U.S.A. for two years as a research physiologist.

Another traveller abroad is R. A. Bowe, who has recently visited Russia under the John Stanning travelling scholarship which he received in 1964.

Two ex-head-boys were married recently—Derek Robinson (head boy in 1960) married Miss Vivien Powell, B.A. whom he met while they were both studying at Cambridge.

John Hartley Lawton, head boy in 1961 and Dorothy Grimshaw, head girl, 1962, were married in October. They both obtained 1st Class Honours degrees at Durham University. Dorothy is shortly to take up a teaching post in Durham where the couple are going to live.

Dorothy's brother, Mr. Brian Grimshaw (another old pupil) has been in the news recently for his broadcast on "Women's Hour" on which he defended the local baker.

Four couples who are all ex-pupils of Balshaw's were married recently. They are Sheila Halliwell and Kenneth Jolley, B.Sc., and now studying for a Ph.D., Marjorie Dewhurst and Peter Mockett, Elaine Hinton and Michael Rowley, B.Sc., and Ann Hanson and Michael Oliver.

Other old pupils to whom congratulations are due are Anne Hoskinson who married Mr. Gordon Hunter, Beryl Nelson, now Mrs. David Johnston, Enid Green, married to Mr. Thomas Armstrong, Brenda Wane, who married Mr. Brian Steele, and Philip Salisbury, whose bride was Miss Kathleen Whetton.

Another ex-pupil has become associated with the church in a different manner. Thomas Taylor of Coppull is now a minister of the Anglican Church and we offer him our best wishes in his ministry.

Michael Pearson, an ex-member of the School has been very successful as a scout and is now the proud holder of the title of Queen's Scout.

Those of us struggling with Mathematics will no doubt be encouraged to hear that a former pupil, Charles Schofield has passed the examinations which enable him to set up as an accountant.

One of our older "old boys" is the new Headmaster at Hesketh Bank, Mr. G. T. Carr. Mr. Carr went to St. James's School, Moss Side and later Balshaw's, returning after training to teach first at Wellfield (5 years) and then for the past 12 years at Broadfields.

It is with deep regret that we record the untimely death, at the age of 27, of Anthony Bourn, who was killed in an accident in Los Angeles where he had been engaged in work on the Gemini space project. A former head boy and captain of rugby and cricket at Balshaw's, Mr. Bourn had first gained his Ph.D. at London before going to Ottawa to continue his studies. To his parents we extend our deepest sympathies.

(We hope to continue this article in all future editions of the magazine and we should be glad to have the co-operation of Old Balshavians. Items of news should be addressed to the Editor at the School).

The Christmas Concert

by Peter Watson.

My colleagues on the Magazine Committee informed me that they "wanted a new angle on the Christmas Concert," which was probably 'the chat' to induce me as a reluctant unmusical committee member to write the report.

My reluctance stemmed mainly from the fact that my musical knowledge is abysmal and I dedicate this report to the musically ignorant with the hope that this will prevent those budding, or blooming, musicians from leaping down my throat.

I myself went to the concert on Friday when I found the Hall sardine-packed with a very varied audience. In Part I of the concert we joined in the four carols whilst I measured audience reaction by observing a small boy who seemed to enjoy the singing even if he did find difficulty with words like "omnipotent" and "Deity"; I know how he felt.

The orchestra already having given a very professional rendering of the National Anthem provided a most pleasing exposition of the "March in G" which I found rather more out of the ordinary than the title might suggest. Elizabeth Bamber's two solos "Smiling Dawn" and "Sail my ships" held the audience spell-bound and whilst the former was more ambitious the latter was my favourite. Mrs. Nicholas's Recorder Group made their appearance in the "Carol Suite" by Philip Pfaff and having tried (sadly in vain) to play a recorder I must congratulate this very young group and Mrs. Nicholas.

The main body of the Concert consisted of excerpts from Handel's "Messiah" and having had the difference between a recitative and an aria explained to me I was able to enjoy it with a quiet mind. Having three soloists like Glynis Prendergast, Mr. J. Fish and Mr. J. Smith, it might have been expected that the Choir would have a difficult task to match their performance. The Choir did, however, acquit themselves admirably, whilst amongst the tenor and bass sections several of the heads of teaching staff could be discerned singing lustily.

Accompanied by Mr. Rigby on the organ and Mary Houghton on piano, the choir was ably assisted and the pianist without doubt deserves high praise for so ably bearing a great responsibility for so young an accompanist. Not that Mr. Rigby is antedeluvian, but we assume that he has had greater experience.

Lastly, it is Mr. Black who deserves note (besides those hard workers in the refreshment room). The ovation which Mr. Black received from the audience was a well deserved reward for his organisation of the event and the hard work that went into it. He obviously put a great amount of effort into this concert, as did the participants who seemed to be continuously rehearsing throughout the Autumn term. The concert was, I am certain, a success and everyone I spoke to seemed to have enjoyed it. Its success was due doubtless to the unflagging teamwork and the response of pupils, parents, and friends in unearthing most unexpected talent. The most unusual people turn out to be able to sing, play, crash cymbals, and beat cowhide. All in all the concert provided a pleasant public reminder of the advent of Christmas in the best possible way.



That Summer Job

"The pay was quite out of proportion to the time spent and the amount of work done. The wage was in fact very small, the hours very long. Those permanently employed here seemed experts at avoiding work, except when the foreman was present."

JUNIOR VIEW

Child's Play

A Junior Editorial View.

by Anita Horrocks, Carol Rennie and Pauline Beales.

Although it is obvious that the Middle Junior School exists, it appears that its members do little else to prove their existence other than make noise and get under people's feet. We know that some play musical instruments, others play chess, others do needle-work and basket-work, yet this takes care of only a small minority.

We agree that much of their time is taken up by lessons, and rightly so. But what do they do at dinner-time? It is hoped that the new Junior Society will provide a varied programme for those with 'nothing to do.' We ourselves, on these pages, provide them with an opportunity to participate in something different. But what sort of response do we get? 'Too busy'. Doing what? The main occupation is being idle.

Far too many people of the Middle Junior School seem to sit back and wait for things to be done for them. They expect to find a 'Junior View' in the magazine, but how do we fill our pages if they are unwilling to stir themselves from their idleness?

So on this page we are offering you a chance to do something. We would like to know if we have been too harsh, and if there really is something which we may record both in this magazine and in the Newsletter. As it is, 'Junior View', though contributed to by some, can seem only to serve as a place to record the deficiency of activity.

Interview with

Mr. Black

How would you assess the school's interest in music? Is there much interest outside school?

I would say quite good really. The interest varies from year to year. I am able to put on performances some years because I have the interest and the voices, but not other years because of the lack of interest.

Outside school?

From evidence that I have I should say there is considerable interest, and it has pleased me to notice that pupils have gone to Universities, Training Colleges, and joined in musical activities there. The Clubland under-25 year-olds choir is literally 70 per cent. Balshavians. Above average interest generally speaking, if you take into account vocal music. Instrumental is also good.

What advice would you give to someone wanting to learn a musical instrument?

It depends on the instrument. Start as soon as possible and keep it up. Work on it if you feel that your interest is lacking, benefits come later.

Which is the most popular instrument?

In school it is the piano. The violin is creeping up in popularity, and the clarinet is the third most popular.

In two weeks time (in October) I shall be starting up the orchestra as a unit. We have not been able to do this before, because older students left, leaving just juniors. We now have juniors, middle school, and seniors, able to contribute together. The recorder is intensely popular, because it is cheap, portable, and fairly easy to play.

Are there many in the school who could sing but do not?
Yes, particularly the boys.

Do you believe that everybody could sing if given the training?

Yes. During the war, I was in charge of the entertainments in the desert, and we sang songs in the mess. The interest here is that one sergeant said that he could not sing a note. On the piano we played and sang notes, and for the next three months I taught him, note after note, until he could sing in tune. We all have 'ears' and musical singing can be developed. Girls play games with singing, and they automatically develop musical pitch, and as boys play things like football, their sense of pitch is not as developed as it could be.

The home influence and then the primary school are of tremendous importance. The parent sings and the child imitates, the ear picks up the pitch and notes and the voice reproduces it. Your ear must develop. Going to church and singing homes also help, though it can be too late to learn.

Has interest in choir work increased in popularity?

Very difficult to answer in the sense that it varies from year to year, but we have always been able to provide choirs. Once people have taken part, they have always said that they appreciated doing so.

How helpful are parents?

Very helpful indeed particularly in the last two years in joining in our productions of the Messiah, and I am sure they would always join in other productions.

It is proposed in the future to form a Balshavian Choral Society to which we would invite pupils, old Balshavians and parents, with rehearsals in the evenings and with a view to performing works other than the Messiah.

Would you say that musical interest nowadays is greater or less than the past?

In my days there was a tremendous interest, and parents made their children practise the piano. Nowadays, they do not have to do this because piano-playing has decreased, but it is now coming back, and this may in the immediate future affect children in that they may take up this instrument again. Pressure of television, homework, etc., have tended to make parents allow children to stop their lessons when they come to a Grammar School, and this, I think, is a bad thing.

Are children more interested than their parents?

I cannot answer this as I do not know the attitude of the parents, but children this term have shown a great deal of interest.

Do you feel satisfied with the attendance at concerts at school?

In general, yes. The people who do attend concerts are usually an appreciative audience. Of course, other schools have Christmas concerts at the same time and there are other things to go to beside a Choir evening.

Which was the most amusing performance?

"The Pirates of Penzance." The Major General's hat fell off and the Pirate King picked it up and slammed it back, with powder all over everybody, especially the pianists!

Most terrifying incident?

Hard one. I think the occasion when my timing of a concert went awry and I found that the first half of the concert instead of finishing at 8-30 when the tea was ready, finished at 9-15 when the tea was ruined!

How much of your time is spent on music?

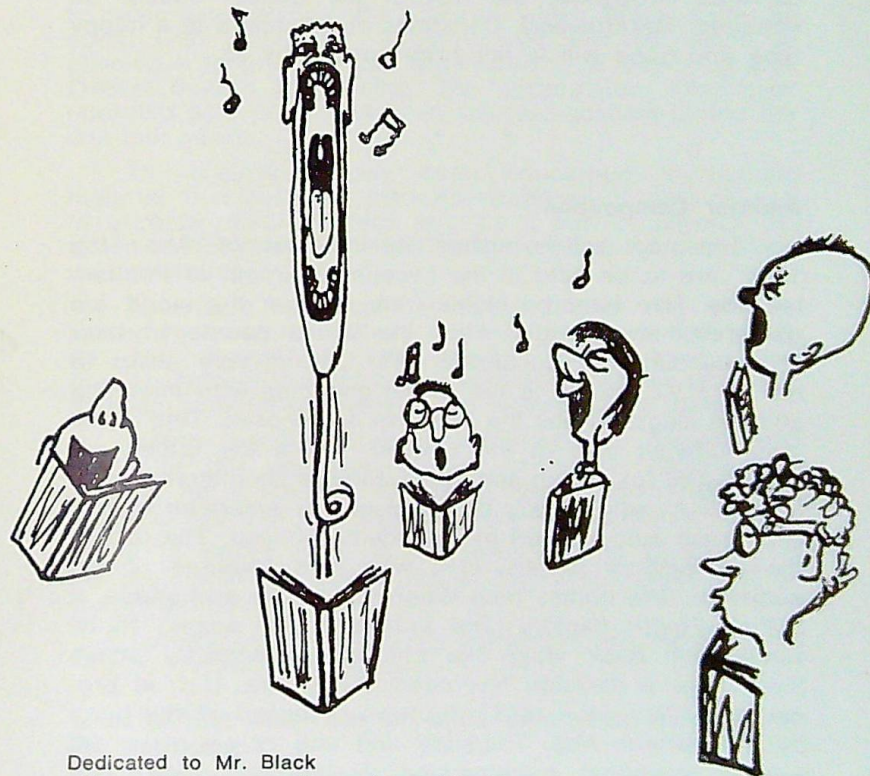
Most of my life is spent on music.

Which has been your most successful production?

From the point of view of those taking part in the productions, every one has been a success. It is often up to the audience to say which is the best production.

Are there any new developments which might be of interest to our readers?

From the beginning of the Autumn Term there has been a change in the style of teaching music. Now the first, second and third forms are to prepare a concert—folk music and so on—each lasting between five and fifteen minutes and a separate adjudication will assess the worth of each. The same idea might also be used as a basis of competition between the houses.



Dedicated to Mr. Black
with gratitude, sympathy and considerable
admiration for his powers of endurance.

Out of this World

Anita Horrocks 516

Christmas '66

Once again the festive season is upon us and the Joy of Christmas is felt at Balshaw's. The special pride of the School is the Christmas Tree, presented each year by Swedish pen-pals, who mail twigs over to England which are put together in the wood-work room. This stands in the Hall, obscuring from view all persons on the stage. The Tree is adorned with so many fairy lights, that candles have to be kept at the ready lest the lighting facilities throughout the rest of the School should be impaired. Nevertheless, Christmas at Balshaw's is a happy time and good will is felt (one hopes) by all.

* * *

Another Competition

The great hall is hushed, for the finals of "Mrs. Mop 1966" are to be held in the Lyceum Ballroom of Poulton-le-Fylde. Five hundred ladies from all over the world are gathered here to-night. First the ladies parade in their national scrubber costumes, Mrs. U.K. is very smart in her all P.V.C. pinny in red, white and blue with matching all-steel clogs. At last the final five are chosen. This is the most difficult part of the contest, where the ladies are interviewed for charm and poise. First to be interviewed is Mrs. U.S.A., who is very proud of her all American bucket and brush autographed by President Johnson. The last of the competitors is Mrs. U.K. who is a favourite of the audience. She comes from Woolwich and is a charlady at a Fish Finger Factory. The judges mutter among themselves and back stage the charladies nervously polish their pails, a decision has been made; Mrs. U.K. is pronounced "Mrs. Mop 1966". A crown is placed on her head by the famous Mrs. Thursday and she is given an all-electric scrubbing machine and six jars of Oddy's Ointment for House-maid's knee. The Mrs. Mop contest 1966 is over.

Questions Answered

What is Nuffield Physics?

The Nuffield Science Teaching Project began at the end of 1961.

A great many practising teachers and a great many of those in universities and industry had become dismayed by the static character of the curriculum. Briefly, it seemed that too little was being taught about the new and more exciting developments in physics, that too much had needlessly survived from an earlier age and, above all, that too much attention was being paid to what are sometimes called 'facts' and too little to the understanding of what physics is all about.

The trustees of the Nuffield Foundation were quick to recognise that this was a field in which money could be spent with advantage. A large sum was set aside to develop a programme that would lead to a fully integrated O-level course in physics. The programme has been operated as a pilot scheme in selected schools during the last four years.

The organisers have been concerned to include material that helps in the understanding of physics and to exclude material which may be a part of physics but which is not directly helpful in the process of deepening understanding.

To ensure that pupils understand what they are expected to learn, experiment is made dominant; and pupils do for themselves experiments which have often previously been regarded as demonstrations for teachers, or even sometimes things to be looked up in books.

Finally, because it is unwarrantable to assume that pupils of this age are already seriously addicted to physics as a life-long discipline, every effort has been made to see that the course is fun—something to enjoy.

It is rather early to comment on the operation of the project in our school but at the least it seems to be arousing interest.

(Junior View is deeply indebted to Mr. Rigby for the above information).

What is that white box on stilts which has appeared on the front lawn?

It is a Stevenson Screen which contains various thermometers to take weather observations: an ordinary thermometer, a wet bulb thermometer, a maximum

thermometer and a minimum thermometer. Next term there will be a brass or copper container which will be a rain gauge to measure rainfall. As a result we shall always be able to find out information about yesterday's weather.

When will the new extension be ready?

The new laboratories were put into use on Monday, 9th January, 1967.

Who was responsible for the flower arrangements and the Christmas set piece which enlivened the display case.

The School secretary, Miss Walker, to whom our grateful thanks for a most welcome contribution to the efforts of those who seek to add grace and dignity to our daily existence.

Was there a school trip to the Continent last summer?

Yes, thanks to the initiative and organisation of Mr. Bulman, a party of Balshavians had a very enjoyable trip to the Loire Valley during August. The party consisted of people from the middle school and sixth form and was also able to spend some time in Paris.

Just a habit

During the autumn term we prepared a number of questions on reading habits which were answered by one form in each year up to the fifth. The following article is based on the replies received.

What kind of books do you most enjoy?

The answers here varied a great deal throughout the School. The majority of first formers enjoy adventure books, mostly Enid Blyton and "Biggles" books, whereas the more sophisticated fifth formers enjoy thrillers, romantic and historical novels. However, there is one 'old faithful' who enjoys "a good rousing adventure story." As you progress through the school it appears that there is a desire for something more exciting. As in the first form the second form delight in adventure stories, science fiction, ghost stories and even James Bond comes creeping

in! The thirds get even more daring! 30 per cent. of third formers read horror stories (Why so bloodthirsty? Are they beginning to realise what life is like?) and one in four read spy thrillers. 10 per cent. of the thirds prefer romantic novels (presumably girls!), and 12 per cent. enjoy historical novels. Once again we have an 'old faithful,' This one likes 'Noddy' books. (Second childhood perhaps?). The fourth form was a mixed bag. Once again science fiction, thrillers, spy and war stories were predominant types. Adventure stories seem to lose popularity. As one person put it, they seem to like "all sorts." Except for one (boy presumably) who likes "motor-cycle books."

Do you ever read poetry other than in class?

In the first form 63 per cent. never read poetry other than in class, and an emphatic "No, I don't" came from one indignant child. This rather widespread dislike for poetry increases in the second to a formidable 73 per cent. We thought ideas might have changed by the third form. Alas, our dreams were shattered! A huge 87 per cent. replied that they did not read poetry, punctuated with "come off it! or "never!!!" In the fourth form it gets worse still. Only 12 per cent. do read poetry. This didn't seem too bad, but in actual fact it is only two people! Our final hopes rested on the fifth formers. The dislike for poetry went down to 77 per cent. here. Good old fifth formers! However, again only two people gave a definite "yes" and one "occasionally". One exclaimed emphatically "no fear!"

Do you read magazines?

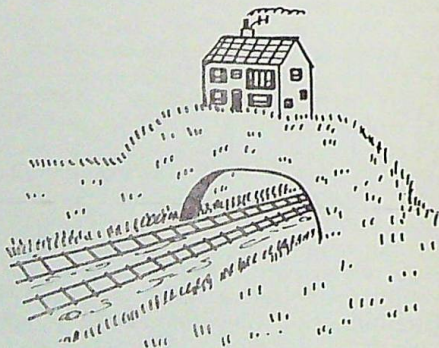
Rather unexpectedly only 86 per cent. of first formers could manage a definite "yes." However, only 3 per cent. said "no" (not even school magazines?) and 11 per cent. were keeping this valuable information to themselves. In the second form magazine reading seems to be more widely spread, only three don't read magazines. Magazine reading seems to be popular in the third form, as 6 per cent. don't read them, and others answered vaguely "only when I want to." Magazines are extremely popular in the fourth form everybody reads them. However, one person seems to have an unpatriotic dislike of British magazines and reads only American publications, such as "Superman." In the fifth form out of twenty-two people nineteen do read magazines, two only occasionally and one said "no." What, never?

Which is your favourite magazine?

In the first form high on the list was "The Balshavian" (thank you!) As was expected girls' magazines (especially "Princess" and "Diana") were very popular, as were womens' magazines (enjoyed by 27 per cent.). Of course, the more sophisticated read "Look and Learn," and one budding scientist "Practical Electronics." In the second form comics are not very popular. They are replaced by "Geographical", "Knowledge," "Look and Learn," "The Observer," but these were by no means the only ones read. Others included "Honey," "Annabelle" and "Readers Digest." Also three people prefer "The Balshavian." In the third form by far the most popular were the "pop" magazines, next came "hobby" magazines ("Meccano" etc.). Again only a minority enjoy proper comics, two to be exact ("Topper" and "Superman"). In the fourth form everything from "World War II" to "Leyland Journal" is liked. Our American magazine fiend likes "Superman" best. There are the "young at heart" who enjoy "Andy Pandy" and "Batman." In the fifth form the tastes were again very varied. A few chose "hobby magazines" and some "monthly magazines," such as "The Beatles Monthly Book." Three people chose "Mad" and one person "Beano." It's nice to know someone is not allowing his tastes to grow older as he grows older.

Where and when do you like reading?

"At home in bed at night" was the most popular throughout the entire school. In the first form a few resort to reading "When there is nothing on T.V." In the second form one person reads "with the electric blanket when it's snowing." And another "in the bath." In the third form one person reads "in between trains coming" and another "when it's raining in bed."



In the fourth form one reads "at the bus stop on Saturday mornings." Again, as in the first form, a few people resort to reading "when there is nothing else to do." In the fifth form one person reads "in summer time, or winter, spring or autumn." Also "lying in the sun when I'm just lazing about."

Which of the books that you have read in class have you most enjoyed?

"Are you kidding?" came from an indignant fifth former and "none, all school books are terrible," came from another. Fortunately not everyone was of the same opinion. The most popular among the first form was "The Wind in the Willows," whilst a few absent-minded ones couldn't remember the books they had read. A clear favourite among the second formers was the "Hound of the Baskervilles", this was also enjoyed by thirds, winning with a popular vote of 38 per cent. while the fourth formers seemed to prefer "The day of the Triffids". The fifths, however, who presumably had 'suffered' through the most books (poor souls), answered variably.

Have you ever borrowed a book from the school library?

The school library seems to be sadly neglected by the first formers of whom only one third had ever borrowed a book. Almost all the fifths, however, had borrowed one (Is this because they are more intelligent or because they have been here longer?). The survey showed that there is an increasing liking for the school library as one approaches the higher forms.

How many books have you of your own?

Many members of the School appear to have private libraries of their own, some replying in a resigned fashion, "I've never counted." The average number of books in the first and second forms was about 60, whilst the fourths possessed between 50 and 100. One fifth former had a wardrobe full, whilst another had the amazing number of 200; this miraculous number was beaten by the high score of 300 books one third former owned but, in this year, the average number of books was about 40 (or nine dozen as one mathematician calculated).

Are you a member of a public library?

Again, the fifth formers came out on top with 19 out of 22 being members. The number gradually decreased down the school, with only 30 per cent. of the first formers admitting to membership. Many of these were going to join at once, whilst someone, a little sadly, replied "Not yet." The County libraries are not well supported by the thirds as only 1 in 5 was a member.



Have you got a library book at the moment?

The numbers throughout the School here were fairly evenly divided, with about one half of those who were members of a public library having books out at the time. As to the titles of these books, there was little similarity between them. On the contrary, everyone in the School appears to have different tastes. Those of the first form varied from the "Iliad of Homer" to "Let's do some Acting." The fifths mainly had Northanger Abbey (N.B. This is probably due to the fact that there were not enough copies for everyone in class!). The more sophisticated preferred historical books such as "England My England". Since not many third formers were members of a library, only some were able to answer the question. However, the replies were most illuminating. The books ranged for "Butterflies" to "Hot Bread and Chips," including some of the more ordinary volumes of "Screaming Face" and "Ice in the Bedroom."

How many books have you read in the past four weeks?

The School, on the whole, seems to consume a vast amount of literature, the highest number of books read was by a person in the third year who professed to have read eighteen books. The fifths and fourths had read an average of five books. Some of the fifths, surprisingly, had read no books at all, and used their time to write witty comments on the questionnaire. This was also the case with the thirds, one of whom answered "Four halves." Not one pupil in the first and second years had not read at least one book in the past four weeks.

Who is your favourite author?

From the first to the fifths, Ian Fleming was the most popular author; Enid Blyton was a close rival in the first form (and in the third) and also Kenneth Wolstenholme, "who writes football books" as one boy helpfully explained. The third and second formers like Arthur Conan Doyle, and one of the second year burns the midnight oil reading Shakespeare. In the Upper School, Nevil Shute was quite a favourite and also John Wyndham. However, many "do not have one" or "Don't care."

Which book of all those that you have read did you most enjoy?

The answers we received were varied; many did not know and one third former said mysteriously, "I can't say." In the first form, Biggles books and school stories were very popular; as was also the case in the second year. A more sophisticated fifth former liked Toby Twirl Annual 1956; this can be compared with a member of the first year, an aspiring Einstein, whose favourite book was "Understanding Electronics." Books enjoyed by third and second year pupils included "Great Ghost Stories," "Devon Venture" and, for romantics, "Second Meeting."

What would you say if you were recommending it to someone?

"Read it," "Get it, it's good." These were just some of the replies; many of the others were too long or unprintable. Some of the remarks by first formers were "Just great," and "It isn't what you may think of it by its title." One pupil from the second year said "If you believe in the mystic arts of the supernatural, you will enjoy its gruesome contents." (Was he talking of Alice in Wonderland—B.B.C. version?). As we expected, we received more sensible answers from the fifth form—"Take six months off work," and "You're bound to end up in a mental home."



Ribchester 1966

Christine Walsh 4/3.

The object of this visit was to uncover some of the history of this quaint old Roman village and find out how modern trends are taking over.

Any chance to miss school lessons, especially that much loved subject is much appreciated by any schoolboy or girl. As one boy remarked: "This was what the teachers called 'village survey,' the pupils simply called it fun!"

Visits to the museum and cotton mill seemed to be enjoyed by those specially privileged, whilst others wandered along the old Roman road, wondering nervously how long it would take the river, which ran through the centre of the village, to undermine it.

All pupils were split up into groups of three or four, and given short tasks to complete by the end of the afternoon. For example; some made house to house surveys on the number of television sets, supplies of water and electricity etc. owned by most of the houses.

The following are excerpts from short accounts by members of the second forms of how a few spent their time.

"At nine-ten a.m. we walked, well ran, up to the boy's entrance. Mr. Smith said "Girls first," much to the boys' disappointment who wanted the back seat, which, needless to say, they did not get. Once on the bus, Mr. Smith handed out paper and maps. The maps only covered the centre of Ribchester, so of course our group walked off the flippin' thing!"

"We were all given our special jobs to do. My partner and I had to list all the garages. There was one!"

"One thing that sticks in my mind was the brutal attack from the sky! In a street called Water Street was a small boy in an upstairs room of one of the houses. The thing was, he had a water pistol and squirted water at everybody who passed. No wonder the Romans left in such a hurry!"

"When we arrived at Ribchester, we went to the museum which was full of Roman vases, coins and grave stones. Just before we left, we went to Stydd Church on the outskirts of Ribchester."

"We made our way to the river-bank where we had our lunch amid streams of spilt orange squash and sandwiches soaked in squashed tomato."

On the whole, I think this visit was enjoyed by all the pupils who took part, as it was both interesting and a healthy change from the school classroom. I hope it will be as successful if repeated with next year's second forms.

Dock Interlude

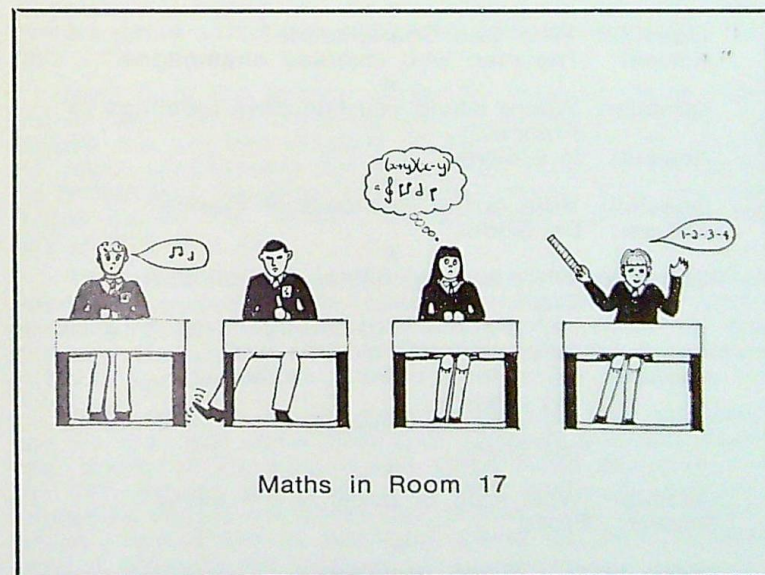
by Peter Bleasdale.

During the dull mornings of November, three first form girls, Barbara Hebron, Lynne Jones and Alison Pedley went with their class-mates on conducted tours of Preston docks, part of which was to be by bus and the remainder on foot.

The trips proved to be very interesting but one event stood out more than the others—a trailer fell into the docks. To rescue it a diver attached a cable to its side and it was then hauled out of the water with the help of a dock-side crane. During the operation a group of dock workers had assembled and seemed to be just as enthralled by the proceedings as the Balshavians were.

Apart from this there wasn't a great deal of activity, but the visitors were shown many things of interest including ships from many countries and they talked to some of the crew members from these ships. They also saw the oldest steam engine ever used in the docks.

The guide was very patient and helpful in answering any questions put to him by the first formers and altogether the trips were very interesting, the visitors learning many things of use to them in their geographical studies.



Maths in Room 17

A Good Start

by Martin Roscoe 3G.

The U/13, the seemingly invincible "iron men" of the lower school have gone the whole term without defeat having scored over 150 points and conceded only 12, inflicting crushing defeats on Upholland, King Edward V, Ormskirk and Maghull.

Although docile enough in school they are transformed, on the rugby pitch, into ferocious, mottled brown barbarians. Besides playing rugby many of our players have taken up boxing and during the match many aspiring Mohammed Alis reveal their talent to the world. The U/13 have an unsettling habit of not conforming to the good old English style of rugby but being alarmingly unorthodox. This has led to this term's 100 per cent. record.

Let us hope that the U/13 do equally well next term.

The U/13

Bradley (3L), Jones (3G), Tomlinson (3G), Jackson (3L), Jolly (3F), Fairhurst (capt.) (3G), Norris (3G), Parker (3G), Bibby (3G), Evans (2L/1), Abbott (3F), Brierley (3G), Roscoe (3G), Oakes (2L/1), Banks (2L/1).

Strictly Anonymous

★

Question: Who was Charlemagne?

Answer: "The man who invented champagne."

★

Question: Where would you find cave paintings in France?

Answer: "In a cave."

★

Question: Who is the President of France?

Answer: "De Ghaul."

★

Question: What are the names of Solids shaped like:

(a) a brick (b) orange (c) garden roller and (d) clown's hat?

Answers: (a) oblong, cubode, reptangle

(b) spear

(c) tubeoid, cillender

(d) corn

★

Question: What kind of poem is the above?

Answer: "Prose."

★

"Bête noir?" "Black pudding."

CONTRIBUTED

The Mountaineering Society

by Tim Brown.

The activities of the Mountaineering Society last term were restricted to two Sunday trips.

The first of these trips took place in early October when we went up to the Lake District and explored High Street. This trip was blessed with very good weather and coupled with the fact that there were no hazards such as scree or marshes to contend with, we had a relatively easy trip, which was enjoyed by all present.

For the second trip in late November, the society broke new ground in two directions. For the first time in its two year existence the society organised a Sunday trip and did not go to the Lake District, but to the Ingleton area, where we ascended and descended Ingleborough and saw several potholes, and indeed some potholers, in the process. For this trip the fifth form were invited to join the "expedition", owing to the dwindling number of sixth formers going along, but only three boys responded to the call.

Next term the society hopes to organise more trips and in particular a hostelling tour at half-term in order to explore the western districts of the Lake District, which are rather inaccessible for a day trip, probably taking in the Buttermere, Wasdale and Eskdale areas. This however is just before the "Mock", so the Upper Sixth might be very reluctant to go.

Then with the advent of Easter and the better weather (said he hopefully) it is hoped to undertake some rock-climbing, possibly coupled with camping either in the furthest reaches of the Lake District or in the mountains of North Wales.

The society is always ready to welcome new members and we wish that some more sixth formers, who at present pour scorn on the idea, would come along and give it a try. They might even find that they enjoy it. Anybody interested should see either Mr. Holmes or Mr. Shackleton, whom I would like to thank for giving up their valuable time to organise the trips.

Aunts

by Peter Watson, L.VI. Arts.

Aunts are things of the afternoon,
Suitcase, cousin, and tea room.
Stilton cheese,
Arthritic knees
And very rarely, Uncle's.

Or so it appeared to one unread
In the mystery of the Aunt dead,
Aunt alive
Aunt dry or cried
And always, always, wet.

I met my great Aunt over there,
Esconced in her perennial chair,
Cheerful smile,
Content awhile,
To sit, stagnate, and pray God die.

Sixth Form Society

For the Sixth Form Society the Autumn Term 1966 was one of unprecedented achievement. As a result of planning done during the Summer Term, the autumn programme began promptly and confidently with the issue of the Society's first membership card.

The mood of confidence quickly spread and was reflected in the virtually 100 per cent. membership achieved. "A very ambitious programme" said a newcomer to the School, and indeed it was. Distance, county boundaries, reputed Sixth Form apathy, none of these proved serious obstacles. Indeed, the major problem was how to cope with excessive demand. Admittedly, the term was not without mistakes, but the Society has indulged in a certain amount of consumer research and has shown signs of a grim determination to rise above all obstacles.

As yet it has not been possible to assess the Society's rôle in the overall pattern of school activities. Despite the efforts of a number of people there have been clashes

with other enterprises and priorities have been difficult to establish. Whenever such clashes have arisen the Society has adopted the attitude that participation in its activities is entirely voluntary and that its purpose is to serve and not to abstruse.

Some have feared that the Society might be making too many demands on the time of its members, but, even including lunch time meetings, not many members have been involved in Society activities in successive weeks, and very few indeed can claim attendance at more than 50 per cent. of our meetings. It may be, however, that there is a small group of people who have become involved in so many school activities that in future some form of counselling may be necessary so as to avoid over-involvement and the consequent imperilling of success in school work.

Although the programme had been planned in some detail this did not result, as some had feared, in inflexibility. Indeed, the Society has already demonstrated an ability to adapt to circumstances and even when postponement was the result, even when communications have proved difficult, the interest, loyalty and the co-operation of members have been much in evidence. Even so, however, there are many who have not yet realised just how they can contribute. The problems of communication and in particular the difficulty in communicating with the individual members are likely to provide a constant challenge. Despite a carefully prepared system of publicising aims, needs and activities, there seem to be too many who remain uninformed.

Although many tasks are delegated to the elected committee all, we would claim, are involved. In such a situation this report cannot fairly be merely the work of the Society's Secretary and so it is composed of members' comments, sometimes summarised, at others quoted in full.

Our first meeting of the term was Any Questions about Further Education and to form our panel on this occasion the Society was fortunate enough to obtain the services of two university teachers, Mr. A. C. Cullerne of Liverpool and Mr. A. M. Iliffe of Keele, a lecturer from a college of education, Mr. Johnson of Edgehill, a professor of engineering, Professor Chisholm of Salford College of Advanced Technology, and Dr. Skidmore, vice-principal at the Harris College. The audience included members of neighbouring

sixth forms and a number of Old Balshavians. Some questions had been sent to the panel in advance and some members felt that these occupied too much of the evening, but when these were finished with there seemed to be very few questions from the floor.

One of the new features included in the programme was the lunch-time confab. Never before had the Society met at this time of day. The first of these was on the subject of race and a film was used as an introduction. Better films have since come to our attention, but the discussion could scarcely have been better, though the following comments were received afterwards. "Rather one sided." "No-one seemed to favour apartheid." The second confab, on crime, was introduced by a detective sergeant from Chorley. Again the meeting was well attended, 51 members being present, and the audience seemed to favour the return of the death penalty and the retention of corporal punishment. Those who were present afterwards commented on the successful way in which they had been encouraged to give their views.

Our man from the advertising agency for the next confab resisted all our efforts to persuade him to admit that he was worried by the way advertisers mislead the public. "Gimmicks, not lies," he said. "After all who believes there's a tiger in the tank?" "What about the 18 per cent. more washing powder? "More than what?" said he. The general impression was that our members felt themselves to intelligent to be taken in. "It's all too obvious," they said.

The next confab took the form of a debate but although it began formally, it later developed into an informal discussion: the motion, "This house believes that man though born free is everywhere in chains," was carried. A second debate, a lively and entertaining affair, matched our own speakers against those of the Junior Debating Society on the subject that Youth inspires, Age depresses. "Surprisingly good," said one well-known cynic. So good, in fact, that more debates are planned for future programmes.

"The Uses of Atomic Energy" was the title of an illustrated lecture given to the Society by Mr. Bainbridge

of the United Kingdom Atomic Energy Authority. Despite the scientific nature of the subject, this proved to be a most entertaining lecture and together with the films and slides produced such a crop of questions that the meeting continued well after its anticipated closing time. Mr. Bainbridge was impressed, not only with the quality of the questions, but also by the friendly, informal atmosphere. The meeting, in fact, would have changed the views of the member who stayed away because "Lectures are too formal."

Of the three industrial visits the trip to two collieries was the one which received most publicity. "After a pep talk from the manager," writes a member from Lower 6 Arts, "we donned helmets, stout shoes and old clothes and went across to the pit-head. Inside the noise was deafening, because of the compressed air generators, and gusts of cold air blew about us. We stepped apprehensively into the cage and looked at each other in the light thrown by our helmet lamps. We started to descend—Faster and faster, with our ears "popping" surprisingly often and with dust blowing into our faces we plummeted down the lift shaft. But soon we slowed down, stopped at the bottom and thankfully got out. Everything was covered with white—yes, white!—for this substance called stone dust is used to keep down the coal dust. After a long walk through a labyrinth of tunnels, a small train, hauled by a diesel locomotive, took us quite speedily to the entrance of another tunnel on an incline and along which ran a conveyor belt for the coal. We found the way quite steep and difficult as we climbed towards the coal face where we had the cutting machinery described to us. On we went, bent double and even crawling, parallel to the shining wall of coal, finally coming back down to the train and so back to the shaft and to the surface, dazzled and relieved."

The subject of atomic energy was further pursued when a party crossed into Cumberland to visit the power station at Calder Hall where ample facilities were provided for the instruction of all. So that no-one would be out of earshot, our party was split up into four smaller groups each with a guide who was also a teacher. Models and samples were used in a successful attempt to show how scientific theory is put into practice. "One could not, of course, see the most interesting part of the plant, the reactor itself, which was under eight feet of concrete."

"I did not do a summer job owing to the fact that I did not consult the labour exchange before Easter."

That Summer Job

"I was at Forte's. It involved nothing more 'cultural' than staggering to the bus-stop at 6-30 a.m. through a completely deserted town, the only encouragement being the prospect of a hot bacon sandwich from the chef."

Two national newspapers with offices in Manchester, "The Guardian" and "The Daily Mail" were hosts to our members who spent one Friday evening towards the end of term watching some stages in the production of the Saturday editions. As from other visits, souvenirs (given not taken) were brought back and it is hoped that perhaps one day they will adorn the walls of the Sixth Form Common Room.

There were also three theatre trips — one to Sheffield, a second to the Library Theatre and a third to the University Theatre, Manchester. The trip to Sheffield, to see "The Duchess of Malfi," was probably the most ambitious since it involved a total of six hours travelling. However, the performance was sufficiently outstanding to make it all worth while and to make us regret even more the fact that we had to postpone our proposed visit to Stratford. The production of Eugene O'Neill's "Long Day's Journey Into Night," at the University Theatre, was also most stimulating, providing an interesting example of the use of an open stage. "Whose is that head rolling about at the other side of the stage?" We went to the Library Theatre to see "As You Like It" and again this was most successful. "I for one," writes one member, "was surprised at the number of standard Shakespeare quotations packed into this play."

Our film programme got off to a bad start as a result of having to borrow an older type projector whilst our own was being repaired. Our choice was "The Entertainer" and the general verdict was that "it was appreciated but not enjoyed." As one member commented the author was "too successful in demonstrating the harshness and the emptiness of life." Our second film, "The Waltz of the Toreadors," was both enjoyed and appreciated. "Very subtle," said one. "Very funny," said another. Both of these films were adaptations of stage plays and so perhaps served a double purpose, leading to familiarity with both film and play. Even so, it seems a pity to neglect films which were created for the screen and which are acclaimed chiefly for their success as films.

The Members' Evening was the first real challenge to our members and there was such a marked reluctance to contribute that we came near to cancelling the event. However, the stout-hearted few rallied round and in the end the evening went off extremely well, bringing to light talents which should serve the Society well in future.

Probably the highlight of the term was the Christmas Dance which was remarkable chiefly for the fact that for

the first time in several years we hired a band instead of a group. To assist us in this enterprise dancing lessons were organised and so popular were they that they are likely to become a permanent feature in our programme. Although the event was a huge success lessons have been learned which will lead to smoother organisation in future. In particular, it is hoped that it will prove possible to avoid the situation in which the hall has to be prepared after four o'clock on the day of the dance, a situation which so sadly depleted the numbers of helpers that the few who were left had to work to the point of exhaustion.

Both the Dance and the Members' Evening served to illustrate very clearly that too many of our members are spectators, waiting to be entertained and leaving too much of the worrying and organising to the elected few. In September we made an appeal for involvement, for reliable support, and there are signs that most are willing to respond favourably. Unfortunately the difficulty of approaching each member individually means that many are still waiting to be asked. Too often problems go unheard and appearances are deceptive.

★

"O Holy Server"

by Peter Watson, L.VI. Arts.

He kneels in starched reverence
Before the High Altar
Waiting for the service to commence
Clutching Holy Psalter.

Yet shall we look into his face?
Wipe away the sleep?
Wait, (he bows with solemn grace)
Again he kneels his vigil to keep.

What does he think kneeling there?
I really think I should tell you
What goes on under the skin and hair
His brains as dull as pew-polished wood.

He thinks of himself, unbeliever, there
In the Holy Shrine.
Yet he knows you, Holy Server,
The Devil knows you as mine.



Rugby

*a mid-season report
by Tim Brown.*

The first fifteen has enjoyed a reasonably successful term after a very moderate start to the season. Up to half term the team did not have a very good record, having won only two of of six matches. This was not helped by bad luck with injuries, particularly against Stonyhurst, when at one stage we had three men out of action. Since half-term however the record has been very much better, winning five and drawing one of the seven games played.

The game at home against Kirkham was probably the most exciting game of the term and was seen by the whole school, whose support probably helped us to finish just on top after the lead had changed hands several times.

Our next game was against Hutton at home and unfortunately we suffered our only loss during the second half of term, which was also the first time that the first team had lost at home for more than two and a half years.

Another highlight was the victory at Blackpool Grammar School by a penalty goal, the only score of the game.

Thus we reached Christmas with the record of having won seven and drawn one of thirteen games played, which is very good considering that ten of last year's record-breaking team had left.

The second XV have been struggling, severely handicapped by our lack of numbers, and played eleven games before recording their first win against Morecambe Grammar School followed by a draw against St. Joseph's.

The form of the U15 XV has been very disappointing indeed, the best they could manage being a draw at Upholland. This is very serious indeed in view of the fact that this team will be the basis of the first XV in two year's time. It is hoped that extra effort in the New Year might help to produce more encouraging results.

The U13 XV however have been outstanding and have dealt summarily with all opponents except on one occasion, when due to a misunderstanding they were faced by an U14 XV from Preston G.S.

An U14 XV did play one match against Stonyhurst but unfortunately played them on a muddy day when the weight and strength of the visitors proved too much and the team finally succumbed by 12 points to 5.

We have several interesting fixtures next term and we will do our best to improve the school's record.

1st XV.

Curless; Baldwin, Bentham, Deans, Henderson; Brown, Toppin; Bradley, Salter, Smith, Singleton, Liptrot, Seward, Watson.

That Summer Job

"Involved taking 20 screaming kids on holiday for a week, jumping into a swimming pool infested with dead and dying beetles and very much alive frogs, wading through thick, sticky black mud to rescue a child who had fallen in head first and couldn't get out."

Work

by John Dawson 4/3.

Short of money and bored on Saturdays, I took a job at a garage and now after a week at school this is what I look forward to most at weekends.

At this garage they like their cup of tea. I spend most of my time on fine sunny days in the car washing bay. Funny how the sun seems to bring the cars in for washing but it is true. If a car is finished and there are no more queued up outside, "Ah, now for a bit of rest," I will say.

"Better shut up," someone will say, "or the gremlins will hear you."

Sure enough five minutes later there will be three or four cars waiting to come up for a wash.

A warning to all motorists, keep away from garages at dinner-time! They are rushed off their feet! "Go for the dinner will you, John?" "What do you want?" "Seven o' chips, four o' peas, steak pudding and two slices of bread and butter" is rattled off as if by a machine. "Same for me."

"Fill her up, son."

"How many will she take, sir?"

"Oh, about eight."

"The man who invented these petrol tanks on these big lorries wants his head looking at. Nozzle only just fits," says the lorry driver as the petrol runs down my sleeve.

About three o'clock things begin to slow down, with the occasional wolf whistle from the greasing pit as a passing girl takes the apprentice's fancy.

"Make a cup of tea, John."

And so the tea is made and everyone sits round a small table in the back room.

"What do you want to do when you leave school?" Always the same question and always the same answer. "Don't know."

"Little John!"

"Coming."

They have nicknamed me Little John because the apprentice's name is John too.

"Would you like to clean under the ramp?"

This means bending almost double, even though there may be two feet clearance overhead, because once I bashed my head on the ramp and the next thing I knew I was lying on my back staring at the ceiling.

"That ramp won't take the kind of bashing you're giving it. Don't do that again!"

"Don't worry, I won't!"

C.E.M.

by Alan Heald.

The Christian Educational Movement, previously known as the Student Christian Movement, has had, on the whole, a very successful term and the numbers of members present at meetings has increased considerably, particularly during the last half term.

Last summer term the group went to Fountains Abbey and York where several of us visited the Minster and the remains of the old city. The outing was highly popular because there was little organisation at the places visited and we were all allowed to explore them at our own free will.

The Autumn term began with two meetings carrying on the theme "Should we help others?" At the first meeting the speaker was a child welfare worker and at the second meeting we heard a talk by Rev. Craig of Whittingham Mental Hospital.

After half term we had four particularly pleasant and interesting experiences. The first was when a panel of experts from four different Christian denominations answered questions on religion. In the same week some of our members went on a trip to the "Catacombs Club" in Manchester. Towards the end of term we had an evening of Christian folk music and negro spirituals together with readings from the Bible and several poets. Pete Lewis of the Liverpool Raiders was the guest speaker and he also sang the latest in Church music to the strains of his guitar. The last meeting was also concerned with music as we all went carol singing in Leyland and collected money for the National Society for Mentally Handicapped Children.

Other events connected with C.E.M. were a weekend conference at Lancaster on vocational careers and a C.E.M. Inter-schools Conference at the Park School, Preston. Members of our group were present at both of these. Several of us are at the moment also engaged in visiting old people's homes around Leyland.

We would like the school's C.E.M. group to continue to grow and would therefore appreciate it if several more people came along to our meetings, particularly from the fourth forms, and, as has probably been said before, we would like to see more boys in the C.E.M.

We are grateful to the President, S. Pincock, Secretary, K. Glover and Treasurer, E. Bamber for all that they have done for the society during their year of office which came to an end at Christmas.

The Canal

by Peter Balmer. 5/6.

Decried, disdained, insulted and blasphemed,
The impenitent canal.
Notorious, the wretched, dark back-alley stretches,
Gasometers, factories and laundries which grace its banks,
Slag-heaps, coal-pits, and tenement blocks.

Unknown the splendour of its countryside meanders,
Past ephemerality.
Flowing cornfields, rugged moorlands, arching trees,
Proudly flank its lethargic waters,
Here, where man compromised with nature
To his own purpose.

Hockey

a mid-season report.
by Hilary Sumner.

Results:

	P.	W	L	D	Cancelled
1st XI	4	2	2	0	5
2nd XI	4	2	1	1	4
U15 XI	4	2	0	2	4
U14 XI	2	1	0	1	2

Teams

1st XI	2nd XI	U15 XI	U13 XI
G.K.—J. Prescott	J. Finch	F. Heyes	E. Ashcroft
R.B.—J. Dalton	B. Eastham	J. Hodgson	J. Porter
L.B.—E. Keber	C. Porter	A. Farrow	G. Burns
R.H.—M. Gates	A. Brown	E. Groves	V. Knowles
C.H.—A. Voce	C. Haydock (Capt.)	C. Bradley (Capt.)	J. Procter
L.H.—S. Walmsley	K. Carr	J. Ashworth	P. Lonsdale
R.W.—P. Beattie (M. Wright)	D. Howe	S. Rawcliffe	J. Spedding
R.I.—J. Holden	G. Bond	J. Baker	V. Brewster
C.F.—E. Watkinson	K. Higham	S. Rogers	P. Cunliffe
L.I.—H. Sumner (Capt.)	J. Holmes	S. Ashcroft	J. Grimshaw (Capt.)
L.W.—F. Newsham	C. Barron	J. Bibby	J. Duddle

Balshaw's v. the Weather would perhaps be a suitable caption to this article. We have had over half our



matches cancelled due to rain, rain and more rain. Nevertheless the team spirit is high and the team plays as a unit rather than displaying one or two exceptional individuals.

The 1st XI have won 2 out of their 4 matches — not an outstanding record, but we had a notable 5—2 victory over our great rivals Queen Mary's.

Unfortunately we have lost the services of Penny Beattie to New Milton, Hampshire, and the team will miss her, though M. Wright has taken over the right wing successfully.

We would like to thank Mrs. Pickersgill, Mr. Miller and Mrs. Nicholas for their help and guidance.

The Junior Debating Society

by Kathryn Fairhurst.

During the Autumn Term the Society's organisation was improved by the appointing of form representatives but the results of this will not become apparent until the Spring Term.

As yet, we have in fact only met twice, on both occasions for the purpose of a debate, the first being on the subject of the madness of modern fashions and the second "that Age depresses, Youth inspires."

The former was held the week before the exams. Several luscious females dressed in violet - purple mini-skirts and snow-white "skinny-rib" sweaters or hipster "bell-bottomed trousers" made from mother's best flowered curtains and exhibited themselves in front of the howling mob of second and third form males. These were soon brought to order, and the debate began.

Although Kemp, the main speaker for the motion, put forward a very good and amusing speech, the motion was almost unanimously defeated (as could be expected with all those girls on its side).

The second debate, "Age depresses, Youth inspires" was a competition debate with the sixth form. Since the second and third formers outnumbered the sixth formers five to one, it was decided (not "we decided," note) that the speakers should be judged and given points for their speeches. The judges were Mrs. Maxwell, Mr. Holmes and Miss Thompson. Mr. Ryding, due to his very witty, but almost meaningless speech, carried the house with ease, although his opponents Me (K. Fairhurst) and Mr. Roscoe (3G) and his colleague, Mr. Smith, put forward very good arguments. So, the motion was defeated by 54 points to 60, although there was some disagreement amongst the judges.

Next term we hope to develop a society similar to the sixth form's, with films, debates and society dinner-times.

To cover the expense, there will be a 2/- membership fee. We are still looking for a name and symbol for this "new-look" society. Any suggestions?

Breakthrough

(To the Editor)

Dear Sir,

Having been content to 'hear all; say nowt' for sixteen years and suddenly cajoled into penning some wisdom for the 'Balshavian,' our most reputable, enjoyable, successful etc. etc., school magazine, I sat down to think and write.

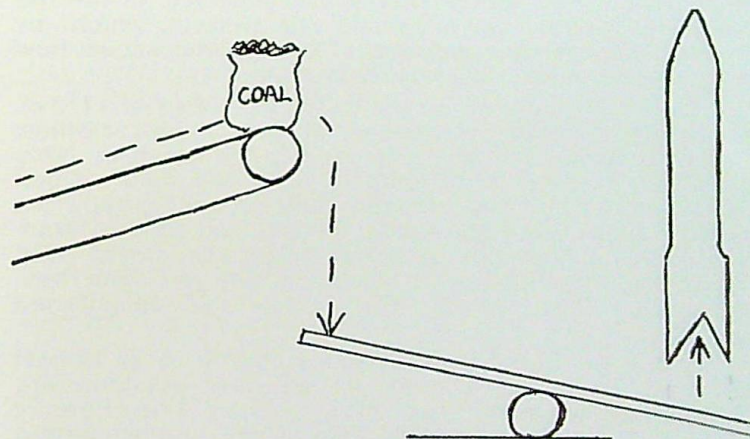
Extremist views on religion, politics and . . . were, I was politely informed, somewhat undesirable, thus limiting the scope of my remarks considerably. However, I was assured by a colleague that unless some humour, (if the following contents deserve the word) infiltrated the leaves of our next issue, the magazine might possibly be a little uninteresting.

An exhaustive search into the archives of my brain produced nothing worthy of note (what brain?), until, inspired by Lord Robens' recent visit and the present despondency as to the future of solid fuel in Britain, I hit upon a most amazing scheme.

Although admittedly I hold a rather retarded scientific knowledge, I am certain, convinced, even, that this project if financed and developed, will produce the most gratifying results to all those engaged in rocketry and coal research.

When eventually the fruitage of their industriousness is published we, as a nation, will possess not only a skymark in industrial advance, but also a lead in the 'space race' unchallenged for some time to come.

The result of 300 minutes' deep concentration without, contrary to popular opinion, drinks or drugs, is illustrated in diagram form below



I sincerely regret that for a multitude of reasons the above is not available to You Know Who.

I remain, Sir, your most obedient servant,
B.D., L6Arts.

That Summer Job

"The money was not good but, as I had to do very little work for it, I did not mind."

With an end in view

by Glenys Higham 4/3.

At the start of the week I found myself, equipped with a whicker basket, in the middle of a muddy field, surrounded by people of varying ages. Utterly bewildered I looked around and was greeted by friendly looks and 'Hello's,' and from one exasperated twelve year old: 'Does anybody know what we're supposed to be doing?' 'Picking 'taters, I guess!' was offered by an older, wiser member of the horde, I felt as though I was on an army exercise, and at the beginning I knew no-one but the atmosphere was friendly, and it needed little effort on my part to make friends.

Every ten or so minutes the tractor would pass and churn up the muddy, clinging soil, and we would all begin to pull the muddy, white potatoes from their hiding places, often with a few slippery worms. The potatoes, minus the worms, of course, we piled into our baskets, which, by the way, were in various stages of decay. Who knows how many meals I must have picked that week?

We all sat together on the trailer for coffee at 11 a.m. and 3 p.m. Together we talked of many things: clothes; 'I'd like a purple mod suit, cos purple's the greatest!' 'yea, but when it starts to go out, it'll date like mad.' 'Quiet colours are best in the long run.' And on beat groups the majority of us liked the same groups, and several transistor radios blared out Caroline all day. On boys? Well the common opinions were voiced by one girl: 'The best thing since sliced bread.' Oh well, in this enlightened age

And now, 5 p.m. the deadline, the field is almost silent as the last few doomed and dirty potatoes are picked, and we work like slaves, each one heartily swearing that we will never be able to look another potato in the eye again!

Calendar for the Spring Term

- Jan. 9—First day of term.
 „ 11—Sixth Form Society film: Billy Budd, 7-30 p.m.
 „ 12—Sixth Form Society visit: Preston Observatory.
 „ 13—Junior Debating Society film: Barney Oldfield's Race for Life, 1-15.
 „ 14—Hockey v. Preston Park School, 1st, 2nd and U15 at home.
 „ Rugby v. Blackpool, 1st and U15 at home, 2nd and U13 away.
 „ 16—Sixth Form Society: Confab—Probation, 1-0.
 „ 19—Sixth Form Society visit: Preston Observatory.
 „ 20—Junior Debating Society debate: 1-15.

- „ 20—Hockey v. Rivington 1st, 2nd and U15 at home.
 „ Rugby v. Southport 1st and U15 away, 2nd and U13 at home.
 „ 25—Sixth Form Society lecture: Superstition, 7-30.
 „ 27—Junior Debating Society film: The Girl in Red, 1-15.
 „ 28—Hockey v. Queen Mary's, Lytham 1st, 2nd, U15 and U14 away.
 „ Rugby v. Maghull 1st away, 2nd at home.
 „ Rugby v. Fulwood U15 away, U13 at home.
 „ 30—Sixth Form Society Confab and film: Moral welfare.
 „ Junior Debating Society film: The Singer Not the Song, 4-0.
 Feb. 2—Sixth Form Society: Members' Evening, 7-30.
 „ 4—Hockey v. Blackpool Collegiate 1st, 2nd and U15 at home.
 „ Rugby v. Upholland 1st and U15 at home, 2nd and U13 away.
 „ 6—8—Half term holiday.
 „ 10—Junior Debating Society: Balloon debate.
 „ 11—Hockey v. Ormskirk 1st, 2nd and U15.
 „ Rugby v. Hutton 1st and U15 away, 2nd and U13 at home.
 „ 13—15—Mock G.C.E.
 „ 16—Sixth Form Society: film, 7-30.
 „ 17—Junior Debating Society film: Motor Racing, 1-15.
 „ 18—Hockey v. Ashton-in-Makerfield 1st, 2nd, U15 and U14 at home.
 „ Rugby v. Blackpool 1st and U15 away, 2nd and U13 at home.
 „ 20—Sixth Form Society film: 1-0.
 „ Sixth Form Society Debate and Games Evening.
 „ 24—Farington House Party.
 „ 25—Hockey v. Winckley Square Convent 1st, 2nd and U15 at home.
 „ Rugby v. Fleetwood 1st and U15 at home.
 „ Rugby v. Clitheroe 2nd away.
 „ 27—Junior Debating Society film: Blue Murder at St. Trinian's, 4-0.
 Mar. 1—Sixth Form Society lecture: The Solar System, 7-30.
 „ Rugby v. Ormskirk 1st away, 4-30.
 „ 4—Hockey—Junior Hockey Tournament.
 „ Sixth Form Society concert visit: Liverpool Philharmonic.
 „ 6—Sixth Form Society debate: Welfare State, 1-0.
 „ French O Level Dictation.
 „ 7—Sixth Form Society visit: Preston Cotton Mill (evening)
 „ 9—German O Level Dictation.
 „ 10—Junior Debating Society: Members' Lunch-time, 1-15.
 „ School Play: dress rehearsal.
 „ 11—Hockey—Senior Tournament.
 „ 13—Last Day for Copy for School Magazine.
 „ Spanish O Level Dictation.
 „ School Play: dress rehearsal.
 „ 14—Sixth Form Society visit: Cotton Mill (evening).
 „ 15—School Play, 7-30.
 „ Rugby—Fylde Sevens, 1-30.

- „ 16—School Play, 7-30.
- „ 17—Junior Debating Society film: To Catch a Rhino, 1-15.
School Play, 7-30.
- „ 18—School Play, 7-30.
Hockey v. Wigan High 1st, 2nd and U15, away.
- „ 21—Sixth Form Society theatre visit: The Hollow Crown.
- „ 22—Last day of term.
- „ 31—Old Girls' Dinner, The Pines Hotel.
- April 5—Summer term begins.
- „ 10—Sixth Form Society theatre visit: Hamlet of Stepney Green.
- „ 24—Sixth Form Society visit: Gas Works (evening).

THE SCHOOL DRAMATIC SOCIETY

will present

“The Importance of Being Earnest”

by Oscar Wilde

in the SCHOOL HALL

on the 15th, 16th, 17th and 18th MARCH, 1967

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