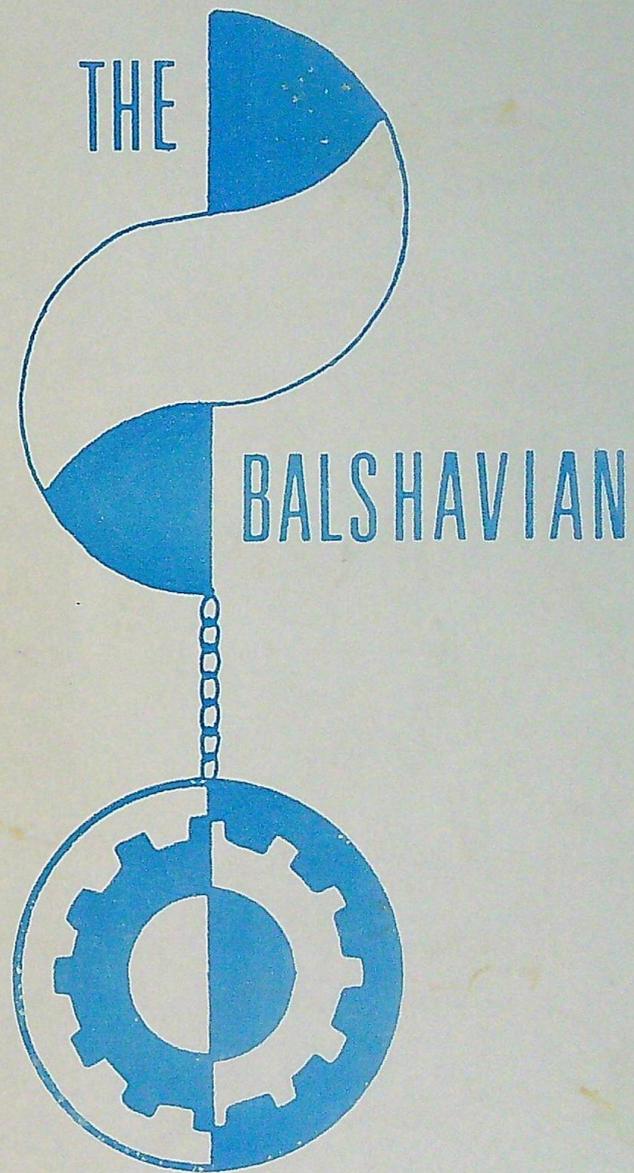


J. Buckle



Cover design by
PAT JOHNSON

January, 1969

The magazine of

Balshaw's

Leyland

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Editorial Committee

Anita Horrocks	Gillian Kirkham	John Curless
Dorcas Howe	Carol Rennie	Christopher McKittrick
Adrian Saul		

Balshavian Rag, an Editorial

In recent months, the Magazine Committee has received many requests that we should abandon the traditional kind of school magazine and produce instead our own Rag Mag. The request, we feel, is misguided because it fails to understand the real purpose of a school magazine.

The Rag Mag, with its insistence on humour, is aimed at the general reading-public and has no aim other than to sell as many copies as possible; the school magazine is aimed at a limited number of readers who share an interest in the school. It has a responsibility to record the life and achievements of the school and to reflect its opinions. The two kinds of magazine are entirely separate.

We are always pleased to receive humorous articles, provided that they are both genuinely amusing and original—they give that kind of entertainment which makes a magazine complete—but, we can never produce a magazine whose only aim is to amuse nor would we wish to.

Open Scholarship

The Magazine Committee has special pleasure in recording the award to Dorcas Howe of an Open Scholarship in Geography at Girton College, Cambridge.

The award is unconditional, which means that Dorcas no longer needs to take Advanced Level and will instead undertake a special course in preparation for her study at Cambridge.

The Untouchables

a scientist's view of the arts man

When we reach the sixth-form, we are separated from some of our friends and pursue our chosen course. Some of us will outshine Shakespeare, others take over where Einstein left off. As the first term progresses the difference between the two groups becomes very obvious. Not long ago they were like-minded friends, but now a barrier is quickly set up and each side develops attitudes toward the other.

We see the arts man as a relaxed individual. His approach is different, his attitude to work is different. Perhaps this is a difference caused by the method of learning; it is common knowledge that he spends much of his time discussing or arguing furiously about this or that. We use up our spare time learning sequences of fact, but he, in his leisure, waves an elegant hand and discusses the validity of someone's opinion. We look enviously at his ease in conversation, his ability to speak in flowing language on topics that seem to have no end. We, on the other hand, become more and more diffident and inarticulate: we may know as much but we cannot say it so well.

Slowly but surely the artist disappears into his work. His discussions lead to a marked spirit of comradeship with his colleagues. The scientist is excluded from his world. If we try to intrude they bind closely together, indissoluble. They are, to us, untouchable in an intellectual cloud and we no longer wish to break into their discussions. We are separate.

We see them disappearing for the afternoon to a theatre or cinema. They are drinking in culture at the same time as receiving an education, they are exploring and learning a series of values to which we are almost blind. Cultural periods are given us to make up for what is rapidly becoming a deficiency, and we improve, but there is no catching up.

The arts man deals with humanity almost all the time and quickly achieves a maturity that we envy. He has opinions, thoughts, beliefs on almost everything and everybody.

But his dreaming, his discussions of abstract ideas can do him a great disservice, too. He is profoundly ignorant in matters scientific, technical and ordinary. It is easy to imagine him fiddling for hours with an electric plug and then blowing the fuse. He seems to have no idea about his future career and to have no positive aim. He is, in a word, indecisive—persuasive, but indecisive.

ADRIAN SAUL, U6Sc.

Mr. I. P. Gorton

Sadly, we had to say goodbye at Christmas to Mr. I. P. Gorton, mathematician and stonewaller extraordinary. Mr. Gorton had been with us since 1965 when he came to Leyland from High Storrs Grammar School, Sheffield. He takes up a new appointment in January as Head of Mathematics at Fairham Comprehensive School, Nottingham.

Mr. Gorton has always had a grim sense of humour and a firm conviction that any achievement is capable of improvement. On one famous occasion, Taylor, currently reading Mathematics at Oxford, scored 92% on a Lower Sixth Mathematics Paper.

"Not good enough," said Mr. Gorton, "That paper was so easy that both Mr. Wilkinson and I would have had no difficulty in getting 100%—that makes you third."

We shall, of course, all miss him, but Mr. Wilkinson is particularly sad to lose his services. Mr. Gorton's departure means the breaking-up of a very successful Bridge partnership, and there were touching scenes at the end of term when the two mathematicians were to be seen commiserating with each other over the mutual loss of a reliable partner.

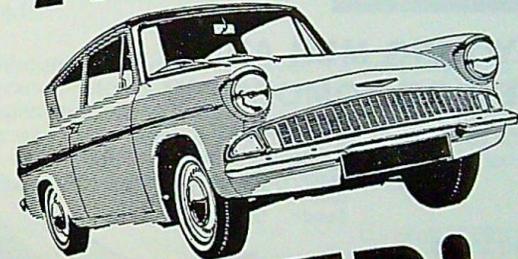
In his interview, Mr. Gorton shook his head sadly. He knows nothing of the Bridge potential in Nottingham, but Mr. Wilkinson has already lined up a successor in whom he has the greatest confidence.

Fairham School is, of course, comprehensive, has nearly 2,000 pupils and they are all boys. Mr. Gorton does not subscribe to Mr. Wilkinson's view that there, in those three facts, are three good reasons why Mr. Gorton should not leave Leyland.

On the contrary, Mr. Gorton sees the comprehensive education is socially just, a great step forward and consequently, inevitable. Teaching and organising a department in so large a school will be very different from the work he has been doing so far, but it will certainly be interesting and he looks forward to the new experience. He has no special preference for co-education in spite of the fact that he has been very happy at Balshaw's, and, as seems the case with all our staff, has found us a particularly pleasant school to work in.

We wish Mr. Gorton every happiness and success in Nottingham, and hope that he will find time to come back and see us occasionally.

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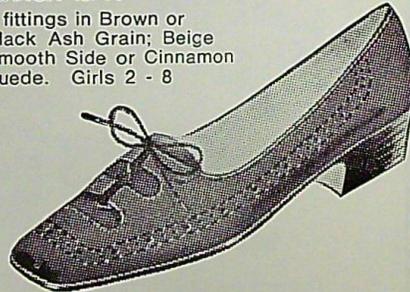
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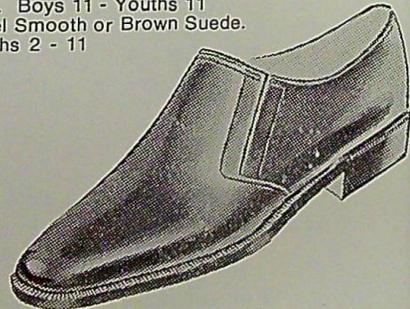


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Badminton Club

The Badminton Club, now in its third year of existence, has been thriving during the Autumn Term, not only among people who have already played the game, but also among beginners. Its popularity is perhaps due to a great extent to the fine example of Christine Barron. Also badminton is a sport in which the opportunity for playing outside school is limited.

Although we have not played competitively so far this year, some matches have been arranged for next term and it is hoped that we will soon have regular customers. While inviting any new members, we would like to say that it is thanks to Mr. Kidd and Mr. Bulman that the Club exists, and it is through their help that the Club flourishes.

C. McKITTRICK, U6A

The Manchester Union of Secondary School Students

The latent militancy of secondary school pupils is receiving some form of expression in the Manchester Union of Secondary School Students, which claims to represent a very important section of society hitherto either ignored or unknown. M.U.S.S.S. aims at collaboration with the teacher to abolish corporal punishment, school uniforms and the examination system, and to demand a say in administrative decisions which affect its members. It is significant that these students do not unite in a spontaneous expression of their grievances but have to be roused, organised and shepherded.

If this had been a movement from within the secondary school rather than one imposed on it, if genuine complaints, reforms and suggestions had been its basis, the union might have had more appeal, more support and more publicity. Its immediate aims are so unimportant, uncontroversial and unmoving that it has aroused little enthusiasm. The issues

themselves are either already past history, as with the case of corporal punishment, minor details, —for school uniform is nothing more—, or simply destructive, as in the case of their desire to abolish the examination system. They claim that clashes will occur only if authoritarians try to crush the movement. The union, however, gives the impression of being a platform for a few hotheads who are merely following the current fashion for demonstration and revolt, and their declaration of good intent sounds more like a challenge than a peace-offering.

The extension of the franchise is a healthy growth in the democracy of our society but it is an unwarranted step to claim for the secondary school student the right to have a share in the day-to-day organisation just because eighteen-year-olds will soon have the vote. Experience cannot be profitably taught in this way; it wastes time that could be used in more profitable ways. Democracy works only if it is tempered with expediency and if change is slow. Participation and self-government now or in the near future would inevitably mean misgovernment and chaos.

Even so, the formation of the union does point to a growing need in the world of education. Educational theoreticians and administrators change and reform education, make this arrangement and that, without, or apparently without, any reference to the people whose education and lives they are shaping. They would perhaps do well to consult not public meetings so much as those people whose very future depends on the decisions taken.

The need for some communication is clearly there, but the formation of a union which speaks in terms of clashes with authority is hardly the answer. It is fashionable to decry the establishment, without offering any workable alternative, to demand freedom before you have the remotest idea what to do with it when you have it. Such is the weakness of the M.U.S.S.S. If we continue along this path it is only a matter of time before juniors; and infants are asked to rise up and join their revolting elders and when all else fails, we can demonstrate about demonstrations and revolt against revolutions.

SALLY THOMPSON, U6 Arts.

In a climate increasingly conscious of differing views on education

A LOOK AT THE ALTERNATIVE TO CO-EDUCATION

The Single-Sex School

Continuing the policy of the school magazine to look outwards as well as inwards in the field of education, it was decided to contrast the merits of co-education against a boys' and a girls' school. Accordingly we chose to interview Ian Day, the Head Boy of K.G.V. and Alison Taylor, the Head Girl of the High School, Southport.

IAN DAY

What would you say the advantages and disadvantages of separate education are—intellectually and socially?

I think that the distractions of co-education are exaggerated, but as a member of a boys' school, I do not think we suffer greatly in the social sphere. We enjoy mixed societies with the local girls' school such as a joint film society showing films chosen rather for their general entertainment value than for their specific cultural value. Among the films we have enjoyed this term are "Tom Jones" and "The War Game".

Does the general affluence of the area and the prosperity of the parents lead to a chance of a better education for the children of Southport, than in less fortunate areas of the country?

Yes—we have considerable financial support from the parents. The money is raised by raffles and dances and has supplied a hostel which is used as a base for hiking and other outdoor activities. Being a single sex school this sort of activity perhaps requires less supervision.

Do you consider the average sixth former sufficiently mature to vote?

No—they do not think widely enough, nor are they really committed.

What do you consider wrong with the present form of examinations? Are "O" and "A" level true reflections of a pupil's potential?

The ideal would be to have no exams at all; a more general assessment over the whole year would be of more use. But this would create some difficulties on the science side.

What forms of discipline are employed? What is the extent of the prefects' authority?

At K.G.V. we have a fairly liberal system with senior and junior prefects. The junior prefects are recruited from the fifth form and deal exclusively with the lower school. The senior prefects are responsible for the conduct of the sixth form. They have the powers of detention including the Saturday morning detention.

Do games hold an important position in school life? Why do you think separate schools tend to place a greater emphasis on sport?

Games are very important, developing school spirit and loyalty. The limitations of social life throw an emphasis on games. Sport also encourages inter-house rivalry.

On the whole it would seem that the disadvantages of single sex education have been reduced to a minimum in the Sixties. The boys of K.G.V. live much closer to outside reality than our vague misconceptions, accumulated from Victorian novels, had led us to believe.

But to gain another viewpoint of life at a non-coeducational school, we interviewed the Head Girl of the High School. A rather different interpretation of the co-operation between the boys' and the girls' schools emerges. This is inevitable—for the answers of the interviewees must be coloured by their own feelings and individual standpoints. It would be strange if the same situation were not seen in a different light by each participant.

In general we posed the same questions to Alison and Ian, but several questions put to Alison proved topical on recent changes at the High School. Greater space has accordingly been given to the answers to these questions. The changes in school uniform should prove of special interest to many of the girls. The new position of the sixth form and the prefects in particular makes an interesting contrast to our own system of discipline and administration.

ALISON TAYLOR

What do you consider the advantages and disadvantages of separate education?

One of the advantages is that the younger girls are not distracted. They give the impression that they would run after boys—but this may be caused by a separate education. A disadvantage is that girls who are naturally shy and bashful tend to remain so. It is more difficult to make exterior contact. Perhaps they preserve a more idealistic view of the male sex.

Do you consider the average sixth former mature enough to vote?

Probably not. A mixed education is a great advantage in developing a mature outlook.

What are your views on the present form of exams. at "O" and "A" level?

A new pattern should be adopted. "O" level only teaches you how to absorb factual information. "A" level develops your own ideas but two years is not long enough to learn how to think. A more balanced system would be four years to "O" level and three years to "A" level. At present one may just be lucky in the questions which come up on the paper.

What do you see as the position of the sixth form?

This year we have moved into a new sixth form block, completely separate from the rest of the school, which is not supervised by the staff. We have two common rooms, a kitchen, a library and individual rooms for private study.

Socially, as well as physically, the position of the sixth form has changed. The prefectorial system has been discarded in favour of a system of "Equal Responsibility". This applies to all members of the sixth form. Four committees composed of both Upper and Lower Sixth have been set up—Amenities, Service, Discipline and Entertainments. Each of these committees has a chairman who is in turn a member of the ultimately powerful School Council. This body consists of the Headmistress as President, the Head Girl as Chairman, two members of Staff and the four chairmen of the Committees. Each member has one vote so that the girls have in effect the majority vote.

The system aims to bring all members of the sixth form into the problems of running the school. The Upper Sixth have less work than under the old system and the Lower Sixth are eased into the problems of discipline.

The system is revolutionary and is not without its administrative problems. It aims at a consideration of every opinion but Committee meetings tend to be dominated by the Upper Sixth. Some people are not ready to accept such responsibility; others do not even want it. The scheme is still on trial and its future still hangs in the balance. Its success or failure is up to the Sixth as a whole.

Do you agree with a strict school uniform ?

A school uniform is useful in reducing competition in personal appearance, especially in the lower school. In the sixth form regulations have been relaxed, however. The pleated green skirt, white blouse and green tie are replaced by a straight green skirt matched to either a mauve, grey and white striped blouse worn without a tie, or a blue twin-set.

Do you enjoy any mixed activities with the local boys' school ?

Yes. We have a joint film society but integration is difficult to encourage. Conversation between boys and girls is often a continuation of a friendship formed outside school circles altogether, rather than a spontaneous product of the facilities of the film society. One or two joint rambles have been held but these are often difficult to organise so that they do not conflict with other activities at either school.

The single sex schools are not, then, the home of eternal conservatism. They may cherish tradition—a rare feeling these days—but they are also prepared to move with the times. They are as receptive to contemporary ideas as the plate-glass comprehensive. Our glimpse of life at the single sex school left us with a reformed impression. We hope it may dispel some misconceptions and yield a little insight into the alternative to co-education.

GILLIAN KIRKHAM,
DORCAS HOWE,
and CHRISTOPHER McKITTRICK.

Orchards

Near-breaking branches
Cracked at the weight
Of big, ripe fruit,
Plump and great.
Everywhere trees,
Laden with fruit,
Larger than life,
Ready to eat,
Enough to tempt Adam,
Plumptious,
Sweet.

JENNIE EVANS, 3G.

Mr. C. S. Hilditch

We have all heard of unions: railway unions, dockers' unions, even students' unions, but it will come as a surprise to many pupils to learn that teachers have unions, too.

One such union is the I.A.A.M., the Incorporated Association of Assistant Masters in Secondary Schools, or, as it is more conveniently known, the A.M.A., the Assistant Masters' Association.

Mr. Hilditch became a member of the A.M.A. in 1929 and served for many years in three branches of the union: in Lancashire North East, Central and Fylde. In 1959 he was, as he puts it, goaded into Association work at national level. His work has, of course, meant that he has had to travel widely through Lancashire, and, at least once a fortnight, to London. Now Mr. Hilditch has been elected chairman of the I.A.A.M. and represents the Association on the Burnham Committee.

We asked Mr. Hilditch to lay out for us the purpose of the union. This he summed up by pointing to four main aims:

- (i) To promote the cause of education generally, to make sure that when schools and teachings are under discussion educational considerations come first.
- (ii) To protect and improve the status and to further the legitimate professional interests of teachers.
- (iii) To initiate and promote, or oppose manoeuvres, legislative or administrative, in Parliament or elsewhere.
- (iv) To obtain for teachers reasonable security of tenure.

As chairman of the A.M.A., it will be Mr. Hilditch's duty to control meetings of the Council and Executive Committee. In recent months more and more controversies have arisen in the teaching world. Reorganisation schemes, comprehensive schemes, pay disputes and strike-threats have all been in the air. Clearly, Mr. Hilditch's task will not be an easy one. We wondered if Mr. Hilditch's political views and his union affiliations might in times of controversy ever clash, or if he might find himself in the unenviable position of having to voice opinions with which he himself did not agree. His reply was firm:

"I have not done so yet and do not propose to do so in the future."

Encouraged by his reply, we went on to ask him what was the view of the A.M.A. on the most controversial issues of the moment: school meals supervision, the teachers' right to strike and finally comprehensive education.

On the first point, Mr. Hilditch said that the A.M.A. could see no way of avoiding responsibility for the welfare of children during the lunch hour, though the present circumstances were clearly unsatisfactory. No alternative solution seemed suitable, though many had been put forward.

The thought of teachers being on strike is for many of our readers a particularly attractive one; so it was with particular interest that we heard Mr. Hilditch's explanation. It seems that the A.M.A. supports the teachers' right to strike in principle, but prefers to adopt other methods in difficult situations. The A.M.A. will not lightly undertake to strike presumably because to do so would not be entirely consistent with the first of the aims laid out above.

On comprehensive education, Mr. Hilditch said, "We are not opposed to it and indeed have many members in these schools—but we do not think that good schools, Grammar or otherwise should be destroyed until one is sure that those which replace them are at least as good."

In these days of new schemes and rapid change, Mr. Hilditch's position as chairman of an influential union is a most important one. We wish him for his and all our sakes every success.

Professor Hope

An ex-Balshavian, Professor Hope is now Professor of French at the University of Leeds. On behalf of the Magazine Committee, Carol Rennie conducted the following interview:

Did you enjoy your schooldays at Balshaw's?

On the whole, yes, though I think from my nature I was apt to enjoy things out of school even more.

Apart from obvious material benefits, for example passing examinations and furthering your career, do you feel that School contributed anything to your personal happiness and attitudes?

Yes, school obviously contributed a great deal to my personal happiness and helped to fix certain basic attitudes to life. Among these (I hope this does not sound too banal) I would include unquestioning loyalty to friends and the feeling that people as a whole are reasonable and kind, and that one ought to deal reasonably and fairly with them. My experience of life since has borne out the validity of these premises to a great extent, though not entirely; in particular I would not now see all human beings as necessarily reasonable or kindly.



At what stage in your career did you decide that French was your subject and why did you decide to stay on in an academic life?

I never decided to devote myself to French. It just happened and I am still slightly annoyed about it. What I actually liked most as a schoolboy were Engineering, Chemistry, Physics, Classics and I would have preferred to enter business, I think. I stayed on in academic life because it is the only life, really, and when you know what that means you will know why I became an academic.

What aspects of university life did you find (a) most enjoyable, (b) most tiresome, (c) most rewarding?

Before I joined the Navy I found it most enjoyable to frequent the minds of great literary figures through studying their work. I also enjoyed arguing about the Nature of Existence or politics. When I came back from the war, I most enjoyed rowing, Roman Philology and, again, politics.

The most tiresome parts were having to produce written work for a specified time and other chores which I can now see I disliked purely on account of my own laziness. In general, I was worried also because of the feeling that I ought not to be doing the sort of things required by a formal University education at all (undergraduates seem to experience these doubts perennially).

The most rewarding work was the most enjoyable.

The general opinion of professors is that they are somewhat removed from society. Have you found this to be true?

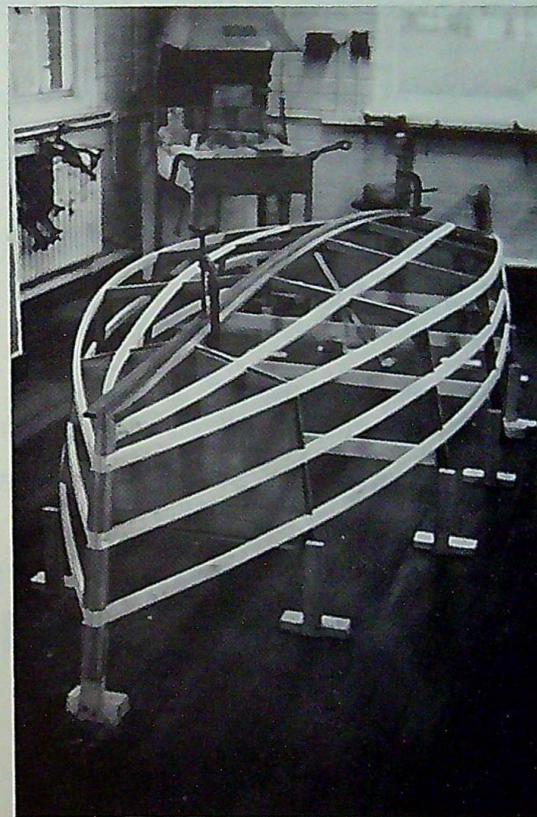
Yes, many are remote; they tend to be inadequate especially because they weigh problems too minutely. But this does not mean that they are unaware of society's problems. University teachers in Arts are generally very well informed.

Does the academic study of your subject take all your spare time or do you have other interests?

I have lots of interests: unfortunately academic work takes up virtually all my time at present. But it is in the nature of the academic to bring all his interests, whatever they may be, into the ambit of his academic life and thinking. There is no distinction made between life in the University and life in general.

What are your views on the recent moves towards free universities and student liberties?

I am not quite sure what you mean by "free universities". All universities are free. This is their basis and *raison d'être*. Similarly, students are probably the freest people on earth. Certainly they will never be so free at any point later in their life.



Scud Class Dinghy

The eleven-foot dinghy pictured above is being built at the moment in the woodwork room and under the supervision of Mr. Boardman. When finished, it will be a sailing dinghy of the Scud Class and will belong to the School.

A large number of boys are lending a hand but the largest part of the work has been done by Farragher and Marland. They hope that the work will be finished by Easter, when they intend to apply for membership of either the Southport or the Wigan Sailing Club.

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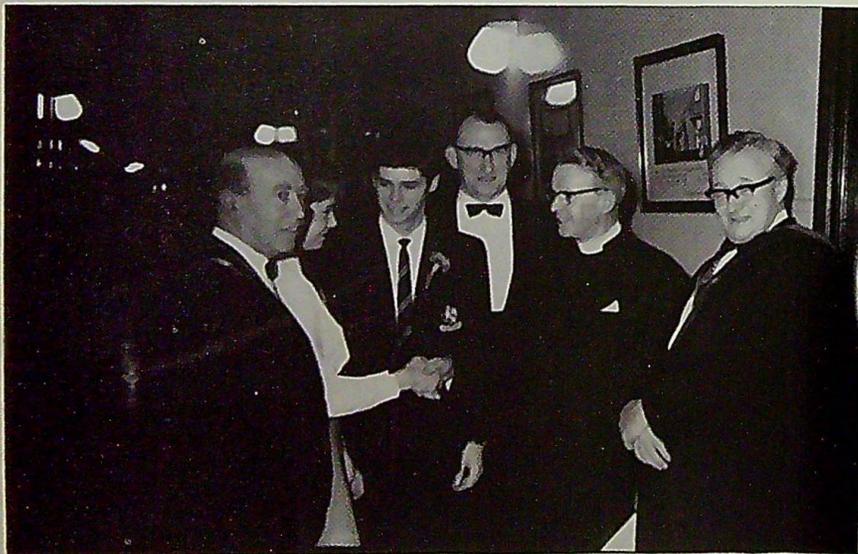
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Speech Day

Because of a lack of space only a few pupils can attend the annual Speech Day. It is for those who were not fortunate enough to attend that this report has been prepared.

Speech Day began with a short speech from Councillor James Tomlinson, J.P., Chairman of the Governors. His main task was to welcome all visitors to the occasion and to point out that the musical entertainment would be rather more brief than advertised in the programme because Sarah Thompson was away being interviewed for a university place. We had, therefore, only two musical items, an organ solo played by Mr. Rigby—a Purcell Air which was immediately recognised by the members of the school—and a very old song sung by the choir, "Adam Lay Ybounden".



(Photograph by Baker, U6Sc)

The Headmaster then began his report. In it he commented on the rapid growth in the number of pupils in school and pointed out that the effect of such an increase was to place a stress on already difficult problems of accommodation, but the position was being eased by a redistribution of classrooms and a more efficient use of existing space.

The past year had been the best in the history of the school for examination results. No fewer than 57 grade A and B passes had been achieved at Advanced Level, and none of the fourth-year pupils who had taken G.C.E. had failed. Leyland was well served by Balshaw's; for 7% of the people born in Leyland district had been admitted to university, compared with a national average of 4%. Even so, the Head said that many girls still under-value their ability, and, in spite of the increasing difficulties facing girls who wish to study arts subjects, some further improvement could be made in this direction.

A new trophy had been introduced to commemorate Peter Singleton. The trophy is to be awarded each year to the winners of the Rugby Sevens. Singleton was a member of one of the most successful rugby teams the school has ever had.

The Rev. G. A. Mayland then presented the prizes and gave an address. His speech was most interesting. He compared the opportunities of school children today with those of not very long ago, and went on to discuss the aims of education today. These he saw as the training of the individual to take up a position in society, to ensure the enjoyment of leisure, to help the individual develop fully and to lead a full life. He also stressed the importance of good family relations and the teenager's need to be treated as a responsible adult.

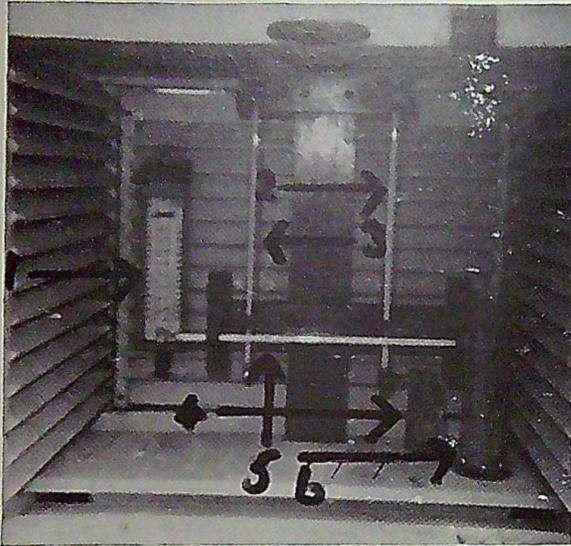
David Lawrie proposed the vote of thanks to the Rev. Mayland and Carol Rennie seconded the vote. County Councillor T. V. Brown brought the evening to a close by thanking Councillor Tomlinson for taking the chair.

LINDA PEDLEY and SHEILA RAWCLIFFE.

Little White Box

The little white box that stands on legs on the edge of the lawn by the centre-drive has many juniors baffled. They are puzzled too that some boys are to be seen poking in it each morning. For their benefit the photograph and explanation below has been set out.

Number one in the photograph of the interior of our weather-box is a maximum and minimum thermometer of the kind studied in first-form Geography. In fact, we take only



the maximum temperature from this instrument, because we need to record the minimum temperature in degrees centigrade, and this we cannot do without using the minimum thermometer (No. 5). It works in exactly the same way as the maximum-minimum thermometer but is calibrated according to the centigrade system.

Number six is the rain-measurer which records the amount of rain that has fallen on an area of five square inches. The rain is caught in a copper funnel which leads down to the canister in the photograph.

Number three is, again, a thermometer, but it records present temperature much as an ordinary room-thermometer does.

Number two also records present temperature but in a more sophisticated way. If you look carefully at the photograph you will see that the mercury bulb of (2) is connected to a vessel (4). Water is fed from (4) to the mercury bulb of (2) by means of a piece of muslin, keeping the bulb permanently wet. Thus, we know not only the temperature of the dry air, recorded by (3), but also the temperature of the water, or the temperature of the wet day.

Readings are taken every school day and records and charts made. From these we can check on weather conditions of former years and note any changes in the pattern of the weather.

D. LOFTUS, 3G.

Destruction

Calmly, quietly, eyes fixed, bayonet poised,
 The soldier lay,
 His bones bent, belly to the grass,
 Waiting patiently for some signal—
 Some noise of the next attack.
 And as he waited,
 Wondering whether death or duty
 Would call him first,
 He heard the sound of guns
 And the steady mock of the turning hour.
 The Winter day broke grey and fast and suddenly
 The signal of attack
 Blazed across the morning sky.
 He crossed the ditch, he crawled the hillock,
 His eyes looked
 While his body quivered.
 He realised then the meaning
 Of death
 And it made him run for cover.
 He knew as he ran
 There was Enemy there,
 His strength failed, his courage
 Broke.
 He charged the hedge, his feet dragging
 Mud and suddenly
 A shot rang out.
 His body, limp, dropped
 Silently in mud
 And blood
 Flowed gently to the ground.

SANDRA HOLDEN, 4/1.

Pupil Potential Test



Answer the questions below, then check your answers against the score chart.

- (i) AT DINNER TIME you accidentally slip, spilling custard over a member of staff. Do you:
- Laugh hysterically?
 - Walk out, taking care not to slip on the custard?
 - Say, "Who pushed me?"
 - Scrub furiously at him with a dish-cloth, muttering "Sorry, Sir. Sorry, Sir."?
- (ii) IN THE WOODWORK ROOM you have accidentally sawn off the end of the bench. Do you:
- Glue it back on when no one is looking?
 - Say, "Woodworm, Sir"?
 - Offer to pay for the damage.
 - Present it with a coffee-table as a spare leg?
- (iii) ON SPEECH DAY when receiving your prize, you sprain the prize-giver's wrist. Do you:
- Bind it up with your handkerchief?
 - Shrink?
 - Give it another tweak?
- (iv) ON SPORTS DAY you have been singing light-hearted ditties and you suddenly realise that you were standing near the microphone. Do you:
- Do a quick impersonation of Jimmy Savile?
 - Carry on but louder?
 - Cry out?
 - Curl up at the edges and quietly die?
- (v) ON THE FIRST NIGHT OF THE SCHOOL PLAY you are called upon to make last minute adjustments to the scenery. You have just tripped into the fireplace when the curtain goes up. Do you:
- Force a grin and wish the audience a Merry Christmas?
 - Walk off calmly?
 - Render your best performance of "There's no business like Show Business"?
 - Climb up the chimney?
- (vi) THE GEOGRAPHY TEACHER asks you why you placed London on the Cornish coast. Do you:
- Say, "You must have got the outline wrong, Sir."?
 - Claim that it is on the Cornish coast?
 - Explain that it is a swinging city?
- (vii) You blow your chewing-gum down the hole in your flute. Do you:
- Dismantle the flute and poke it out?
 - Mime?
 - Knock your music off the stand and spend a long time picking it up?
 - Play "I'm for ever Blowing Bubbles"?
- (viii) IN THE SIXTH FORM COMMON ROOM you spear another sixth-former with your dart. Do you:
- Say, "Where did the apple go"?
 - Aim again (you never liked him)?
 - Use your tie as a tourniquet?
 - Cover the body discreetly?
- (ix) IN THE LABORATORY you accidentally create a Frankenstein monster. Do you:
- Say, "Oh, hello, sir. I didn't see you."?
 - Make a few controls and rule the world?
 - Reverse the formula?
 - Scream and run?
- (x) IN THE GYM someone gets his head stuck in the wall-bars. Do you:
- Cut off his head?
 - Hook him down with a window pole?
 - Dial 999?
 - Make faces at him from the other side?

Score Chart:—

- | | |
|---------------------------|----------------------------|
| (i) a—1, b—2, c—3, d—4. | (ii) a—2, b—3, c—4, d—1. |
| (iii) a—3, b—1, c—0. | (iv) a—2, b—0, c—0, d—3. |
| (v) a—2, b—4, c—2, d—3. | (vi) a—1, b—2, c—2. |
| (vii) a—4, b—2, c—1, d—0. | (viii) a—2, b—0, c—4, d—1. |
| (ix) a—2, b—0, c—3, d—1. | (x) a—0, b—3, c—4, d—1. |

30—35 points : You are the perfect pupil; or you have cheated in your answers.

20—30 points : Average pupil and you probably have brown hair.

12—20 points : Popular among your classmates; unpopular with the staff.

0—12 points : You have not taken us seriously—or you are the Devil incarnate.

A Bus Conductor

He is cold, close fisted and mean. He comes shuffling along the sordid aisle, chewing gum and the remains of an old cigarette. His open brown bag jingles and from behind an unshaven, scowling face he mutters to me. The bus tilts and he lurches across the bus. Recovering his balance he tries to appear nonchalant, but we know. Money for my fare and his bag—usurer!

You try to lionize him, but it doesn't work. He counts the money carefully. Doesn't trust a soul. Now he refers to his little black book with one eye, the other on you. It is right and he doesn't like it.

He slides silently down the stairs and the bus lumbers on. Reluctantly he helps an old lady off the bus and she thanks him as if he meant it.

He swings round the poles from seat to seat, silent and swift, gathering money like some baron's collector, pausing only to watch me off the bus—all the way.

J. BELL, 2L2

Tyrant Rain

With a mighty rush
The old man strikes,
Sends his force upon us.
He sweeps the plain
And soaks the hill
And with a shivering wind,
Kills the world.
The old man's strength
Declines,
Yet, we know
That he'll come back
And glaze the world,
Life-long.

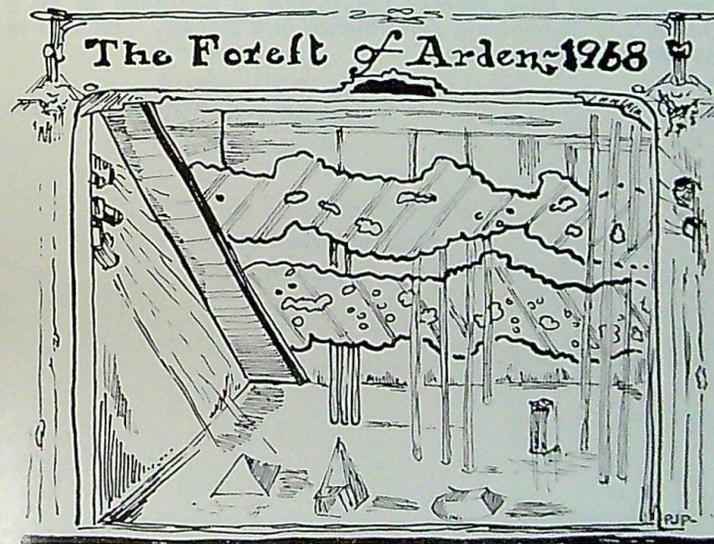
LESLEY GRIMSHAW, 3G.

As you like it?

SHAKESPEARE '68

The National Theatre Company's all-male production of "As You Like It" was, to say the very least, surprising. Apart from the words themselves and the ideas that they conveyed, everything in the play was not only brought up to date, but was projected even further into the future.

The scenery and costumes were made of perspex, plastic and steel. The basic props were in fact a series of geometric shapes in perspex which were simply rearranged for each new scene. They served as rocks, chairs, tables, anything at all. The forest of Arden was represented by perforated metal sheets suspended from the rafters supplemented by plastic tubes that, like the rest of the scenery, were capable of moving into and out of view without any visible means of support. It was all very alarming at first, but after a few minutes it passed without anybody being disturbed. Nevertheless, there was one moment when things seemed to be getting out of hand. A newly-killed stag was dragged on stage for a forest banquet. The poor beast's antlers had turned transparent with shock. No wonder, for it had been killed by a sonic-death-ray gun sported by a forester who otherwise looked not unlike Robin Hood.



The appearance of the main characters was geared to personalities well known either now or in recent history. The comparisons drawn, while they may have been distinctly un-Shakespearean, were in fact helpful, in that they helped the audience to grasp the kind of personality Shakespeare had created. Jacques, the melancholy philosopher, intense and neurotic, walking with the aid of a redundant cane for affectation's sake, bore a more than passing resemblance to Malcolm Muggeridge. He analysed the disgusting condition of man, with the same tension and same peculiar delight that we have seen so often in Muggeridge. It was, however, difficult to work out whether Jacques was being used to make fun of Muggeridge, or Muggeridge to genuinely help our interpretation of Jacques. Touchstone, the court wit, was more like Kenneth Williams than Kenneth Williams, and Duke Frederick, a white-haired Adolf Hitler complete with Gestapo attendants in black, fascist jackets.

The trouble with an all-male cast was not that they failed to make good women (they were embarrassingly good) but that the ladies needed a shave, especially Audrey, who in 1920 costume, looked rather like Bluebeard disguised as the Dame and about to join the Black Bottom Preservation Society.

The standard of performance was, however, very high. There was plenty of fun for everyone, and even if the production may have seemed unorthodox, it contrived to be a thoroughly illuminating performance of a comedy, and that is no mean achievement.

S. WINEBERG, 5/6.

Live

Golden voices
Of molten warmth, muffled fur,
Merging with my heart's humming,
Around me.
Silver cellophane eyes,
Shimmering blue,
Huskily laughing
At a world of sudden satisfaction.
No-one, through waxed dust,
Sees why
My heart feels its way
To every one of them.
Blackened death
My lidded eyes had seen today,
Moaning tangles
Of age, and forgotten beauty—
And my paper window
Tore with sharp tears,
To reveal—
Sweet wisps
Of happy laughter.
Sunshine daisies
I saw
Through a plastic-coated dust.
It melted with the fears.
I joined the daisy.

CHRISTINE WALSH,L6A.

Life at College

"Life at college is what you make it." That is what they tell you and that is what I have found.

Although Colleges of Education have plenty of opportunities for a good and full social life, their benefits do not simply come to you; you have to join in and make the effort yourself.

A college like Northern Counties, which is in a University city, is socially very active. The number of clubs and societies that you can join is incalculable; whatever your interest there is some club or other that caters for it. Opportunities are further increased by the fact that you belong to three worlds: there the clubs within your own college, the societies in the universities, and the clubs in the town to look after non-academic interests—jazz clubs, folk clubs, and, if this is not enough, flourishing film and theatre clubs, showing unusual and educationally important films and plays. We are encouraged by the college to visit exhibitions, galleries, museums and any other place which may further our general and social education; for this general experience is an important part of preparing to be a teacher.

The society which has claimed most of my time is The Social Services Society. We try to raise money for charities in urgent need and spend much of our time trying to be of some practical assistance to the old. Usually we decorate for them and have spent many happy and enthusiastic hours painting their walls—though it must be admitted that we are not always as expert as we would like and paint has been found in some most unusual places.

The work is hard sometimes and certainly plentiful, but it is interesting because we have each of us chosen the subject we are studying and are prepared to work for our own fulfilment in it. Lectures are compulsory and amount to a weekly average of about twenty hours. This time has to be matched by an equal time given over to private study—in my case, twenty-one hours. However, when we are not time-tabled for lectures we do not have to stay on the campus. Each year we spend six weeks on teaching-practice, having to get up as early as 6-30 a.m. and travel up to twenty miles, arriving back in college at 6-30 p.m. I often wonder how many pupils realise the amount of time and effort put into the preparation of their lessons. The greatest problem of

being on teaching-practice in the Newcastle area is the Geordie accent—the children are difficult to understand, sometimes almost impossible; nor do they find it any easier to understand me!

Accommodation for students may be in one of four alternatives, on the campus in a Hall of Residence, in college-approved lodgings, in a flat, or at home. The most popular by far is, of course, the Hall of Residence, convenient in that it is on the campus and in that it is modern with good facilities.

Money is a problem for most of us. However, if you live in a Hall of Residence or in the College lodgings, much of your budget is worked out for you and you then have to manage only the travel, clothing and book grants. For those in flats, the position is a kind of economic puzzle; for they have to work out their own rent, food and heating allotments as well.

You make your own life here at college and to those of you who intend to go to a university or a college—and I would encourage all who have the opportunity to do so—remember that "Life at college is what you make it."

LINDA STEPHENSON.

Old Men in the Park

Aged men in voluminous scarves,
Caps pulled down over their eyes,
Snow-white whiskers glinting in the sun,
Sticks by their side, sit gazing at the park,
Gossip together over town affairs.
Women with children linger and talk,
Passing dogs are petted and coaxed,
A lonely world surrounds them all.

ANN NICHOLSON, 3G.

Equal Rights

With shining coffee-tables and mahogany work-boxes exploding in our imaginations, we, the girls, walked into the woodwork room for the first time. Well, two of us had been there before on an expedition from the art room, but we still felt rather like suffragettes, breaking into a world unjustifiably male. The two old hands hung back a little to let the uninitiated catch up, but Mr. Boardman looked at us all with the same mistrust.

Before we began work in earnest we made a mental note of Chorley Hospital's telephone number, but we are pleased to report that after a long term's work there have been no accidents to pupils. The work benches are not what they were, but the girls are all right.

We soon discovered that our greatest talent was for converting solid pieces of wood into millions of pretty, curly shavings all over the floor. Mr. Boardman said we could keep them if we liked but it did not seem fair. In spite of everything Mr. Boardman has been very kind to us, but his wood is rather strange. It simply refuses to plane any way other than crooked, but one should not be ungrateful and we have, in fact, learned to do a great deal.

You may well ask what it is that we have learned to do. Well, we have involuntarily discovered the unmusical properties of the saw, that it is unwise to use a ruler for poking wood out from a plane (when he is looking) and we have created hundreds of shapes which if not entirely practical are at least aesthetically pleasing. Our boxes may not be perfect, but they are when all said and done, boxes.

Before you males too readily scoff at our efforts, let's see you try a Devonshire Squab Pie, or even a Coffee Swiss-Roll.

CHRISTINE WALSH, L6A.

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CELEBRITY INTERVIEW

Peter Thomson

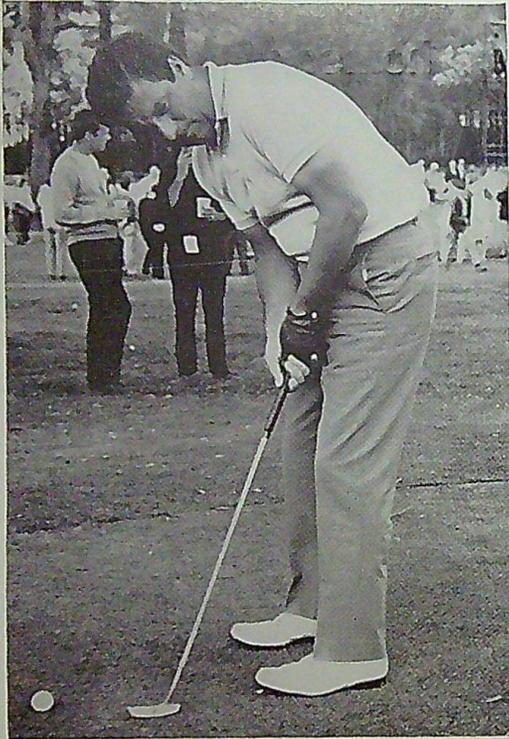
"I've got it," yelled Chris. "Let's interview Peter Thomson; he's playing in the Alcan Tournament at Royal Birkdale."

When we arrived at Southport our enthusiasm began to ebb, especially when we could not find the Prince of Wales. Who was it Chris said we were to interview? We felt even more uncertain when we did find it—and there was no room between the Rolls and Bentleys to squeeze our Morris.

Shuffling into the hotel in embarrassed duffle coats, we entered another and spectacular world, reminiscent of the Forsyte Saga. To our great mortification Mr. Thomson, celebrity, was paged imperiously. We barged through a couple of chairs and a tea-trolley and tried to sit calmly and inconspicuously in the lounge.

To our great relief, Mr. Thomson suggested that we find somewhere more private for our chat.

Golf, said Thomson, is as good as a passport. Most of the countries in the world play golf and have international tournaments. Once you have broken into the top flight, you can travel from Japan to the U.S.A., from Britain to Malaya. Really, the professional golfer is in an extraordinarily privileged position; very few sports outside golf take the players, as a matter of course, on world tours—and what is more, to some of the most attractive countries in the world. Naturally perhaps, he finds his native Australia best to play in and enjoys their tournaments most of all. Britain, he claimed, was his next favourite golfing country and, indeed his second home. All Australians, it seems, feel strong ties with Britain. In any case, he likes British crowds because they are more knowledgeable and less noisy than their American counterparts. This remark, we feel sure, was aimed at recent examples of bad crowd behaviour in the United States, where competitors have been booed and hissed when challenging local heroes such as Palmer and Nicklaus. We in Britain, too, have been recently accused of the same thing, though it is certain that Peter Thomson will not have suffered in this way: for some reason, he has always been very popular here.



His easy and pleasant behaviour has perhaps helped to build up this popularity in England. In these days of fist-shaking and gestures of the arm, it is indeed pleasant to see Thomson quietly raise his hand and acknowledge the crowd's applause. We questioned him about the degree of tension and dedication that seems now to be so much a part of the game. Golf, he pointed out, is a highly individual game and therefore the way in which the players become absorbed varies considerably from case to case. The greater the talent, that is natural ability, the less the need for physical dedication; so much so that a good natural pro. can go on until he is fifty—though golf, especially on the American circuit, is now so remunerative that most golfers retire well in advance of that age.

A naturally friendly man, Peter Thomson values his living as a golfer because, as he puts it, "One can always make friends at the golf club." To him, the life of a golfer is to be enjoyed—on the course and off. In fact, he enjoys the game so much that his great ambition is to retire to Melbourne and play golf just for fun.

This last remark he made may hint that behind the quiet smile and serene manner of a golfer in control of himself and of the game, there lies exactly the same degree of tension that causes others to leap or throw hats, clubs and dirty looks at the sky. It is hard to say, but in days when ill-mannered sport is not only tolerated but expected, it is good to see a professional conduct himself at all times with dignity and consideration.

GILLIAN KIRKHAM,
CHRIS. MCKITTRICK,
and DORCAS HOWE.

A Building on Fire

A flickering flame waved surreptitiously through a broken window in the neglected house. Soon afterwards bright amber flames were licking around the whole of the upper floor. They escaped through windows and from holes in the roof. Rotting timber set alight and crackled. The beams were scorched by hot tongues of fire. Paintwork boiled and bubbled like erupting lava giving off a sweet, sickly smell.

After groaning and creaking the roof gave way to the mighty force beneath it. Slates slid away, beams buckled and plaster flew in all directions to let the flames surge through.

Soon the weight of the fallen roof and the heat and strength of the blaze forced a wall to surrender to the flashing flames. The wall fell inwards. The bricks, as hot as burning coal, fell and crashed on the rubble below.

The restless flames enveloped the whole house and each wall in its turn invetivably fell to the ground.

The black smoke hung over the building long after it had fallen and the flames had subsided. Here and there a loose brick fell making a scraping sound but everything else was still and quiet. The scorched bricks lay in a heap, the victims of the ruthless fire.

SHEILA ICKRINGILL, 1C.

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Washday

There is nothing so revolting to a cold, unwilling early riser than the racket of cisterns eagerly gobbling up water. As soon as this has eased off the downstairs machinery starts. Perhaps the washer is less nerve-wracking than the cisterns—just a steady grumble—but it fills the house with a sweet, hot smell which, before breakfast, is nauseating.

Then the tempo changes. The first batch is in the spinner. All the timbers of the house shudder as the spinner clatters on the tiled floor. Anyone who dares to open the yellow door now is enveloped in scented steam, which seems to have displaced all the air.

There is a dim, active figure in the middle of the cloud rapidly transferring streams of wet articles from one container to another, banging lids, pressing buttons and causing a cacophony enough to burst the ears. A resentment against visitors is mixed in with noise and wet heat and the atmosphere is unbearable.

Eventually the busy woman is left to her kitchen and the rest of the household sits it out in the lounge. Even here, everyone is uneasy because they are unable to escape the uneven rhythm of machines that need new bearings. The serving-hatch doors are tightly closed but there is little respite until noon when the noise begins slowly to diminish.

Finally there is a pleasant scooting of wheels as the washer is tucked away into its regular corner, all doors are opened and every one breathes deeply as we return to normality. Mother drops wearily into an armchair and asks complainingly, "Isn't that television too loud?"

M. WYTON, 2L2

Prize Competition

Answer the questions below. The initial letter of each of the one-word answers goes to make part of an anagram. When you have all the answers, solve the anagram. The competition is open only to third-forms and below.

- (i) The kind of soil which is deposited by rivers.
- (ii) Another name for the North Star.
- (iii) The wife of a Rajah.
- (iv) The study of insects.
- (v) This football team plays at Fratton Park.

- (vi) A plant of the bean family whose roots produce a sweet juice.
- (vii) Fear of open spaces.
- (viii) An oil produced from the seeds of flax.

Solution to last term's competition: Sapphire. No winner. There will be a 10/- book token for the first completely correct entry received.

No-prize Competition

Members of staff spend the largest part of their day speaking to classes. Inevitably, what they say tends to fall into a pattern, the same little phrases and sayings recurring much more often than they realise. Printed below are some of the more recognisable ones, arranged in the form of a little drama. To win no prize, identify the speakers. The answers are not printed on page 36.

Enter a group of teachers, left. There is a buzz of conversation as the class stands.

"Sit down and shut up!"

One teacher picks up a stick of chalk.

"Now, watch the board while I go through it."

"Superb!" (in excited anticipation)

"You've got to try like Billy Hoe." (in disbelief)

"Z.....Z.....Z.....Zip, Zip, Zip." (in mischievous encouragement)

"Hold it!"

The last attempt to restrain the teacher is too late.

"Oh no. Round the houses!"

"Gwood Hairvens."

"Bless me."

Another teacher nods sagely and in a resigned manner.

"Ah well, the two best things in life, Latin and Fresh air, are both free."

"Oblique stroke, asterisk, strike out where not applicable." (aside)

"Have you anything to add?"

"Yes. If boys and girls never met it would solve all the problems in the world."

"What has that got to do with it?"

"It's vitally important."

Exeunt severally.

Material compiled by a motley crew of sixth-formers, aided and abetted by 2L2.

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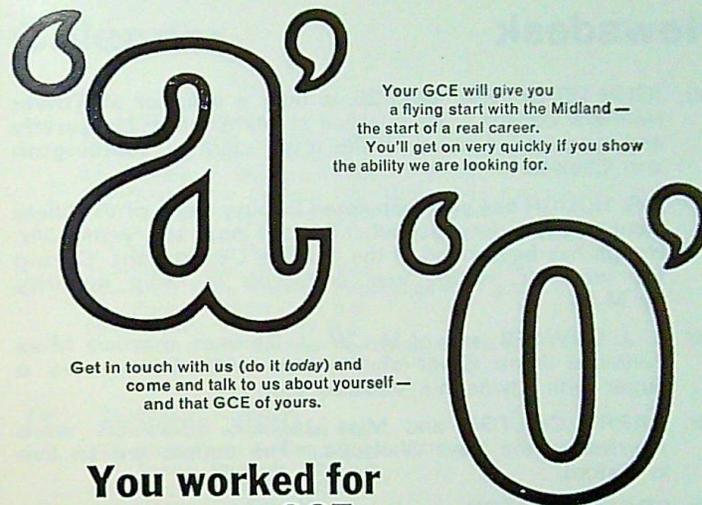
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Female			Special Merit Scale
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19	£515 p.a.	£540 p.a.	—
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27	£740 p.a.	£840 p.a.	£885 p.a.
31	£800 p.a.	£900 p.a.	£970 p.a.

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Newsdesk

- Mr. JOHN LEDBETTER, aged 25, is now a solicitor at Tower Hamlets, London. He qualified at Manchester University and was later articled to the town clerk of Kensington and Chelsea.
- Mr. G. R. HOUGH has been appointed Deputy Head of Wellfield County Secondary School. For the past ten years Mr. Hough has been Head of the Science Department. During the war, Mr. Hough was employed in radio security by M.I.6.
- Mr. G. J. DOWNER, son of Mr. W. J. Downer, married Miss Penelope Anne Grant of Fulwood. Mr. Downer is a buyer with Atkinson's Vehicles Ltd.
- Mr. BARRY CHILTON and Miss JANICE SPENCER were married by the Rev. W. Hope. The couple are to live in Oxford.
- Mr. ROGER EGERTON married Miss Kathleen Grimshaw of Horwich.
- Mr. CLIVE EUBANK married Miss Pauline Susan Hough of Leyland.
- Mr. BRIAN FORSHAW married Miss Margaret Riley of Colne. Mr. Forshaw is a member of Harrogate R.U.F.C.
- Mr. BARRIE MOSS married Miss Sylvia Jolly of Coppull. Mr. Moss is a member of Coppull St. Oswald's Football Club.
- Mr. JOHN LEWIS UNSWORTH, a former England Amateur International, married Miss Angela Rita Dutton of Mawdesley. Mr. Unsworth has played soccer for Leyland Motors and Skelmersdale.
- Miss ANNE BOOTH married Mr. Edward Swift of Penwortham.
- Miss JEAN COCKER married Mr. Derek Brundrett of Leyland.
- Miss SUSAN MARGARET FOWLER married Mr. Michael David Aspden of Chorley.
- Miss JEAN HIGGINSON married Mr. James Canning. The bride is secretary to the clerk of Leyland Urban District Council.
- Miss CAROLYN SEABROOK married Mr. David Stewart.
- Miss ENID TOMLINSON married Mr. John Brooke Steel of Long Eaton.

Calendar

- Jan. 7—School Opens.
 .. 10—Sixth Form Society: Debate.
 Focus: Film, "Charade".
 .. 11—Rugby: v. Blackpool G.S.
 .. 17—Sixth Form Society: Film Group 1-15 p.m.
 Focus: Film, "Giuseppina" 1-05 p.m.
 .. 18—Rugby: v. K.G.V., Southport.
 Hockey: v. Arnold.
 .. 21—Sixth Form Society: Film, "Morgan" 7-00 p.m.
 .. 24—Sixth Form Society: Recordings 1-15 p.m.
 Focus: Debate 1-15 p.m.
 .. 25—Hockey: v. Chorley G.S.
 .. 31—Sixth Form Society: Talkabout 1-15 p.m.
 Focus: Film, "Ski in Style" 1-10 p.m.
- Feb. 1—Rugby: v. Arnold.
 Hockey: v. Winckley Sq.
 .. 7—Sixth Form Society: Debate 1-15 p.m.
 Focus: Records 1-15 p.m.
 .. 8—Rugby: v. Hutton G.S.
 Hockey: v. Ormskirk.
 .. 14—Sixth Form Society: Film Group 1-15 p.m.
 Focus: Film, "Rivers of Time" 1-15 p.m.
 HALF TERM BEGINS.
 .. 15—Hockey: v. Maghull.
 .. 20—RETURN TO SCHOOL.
 .. 21—Sixth Form Society: Recordings 1-15 p.m.
 .. 22—Hockey: Junior Tournament.
 Cross Country: v. Blackburn.
 Rugby: v. Fleetwood.
 .. 28—Sixth Form Society: Talkabout 1-15 p.m.
- Mar. 1—Hockey: Senior Tournament.
 Rugby: v. Ormskirk.
 .. 5—Rugby: v. Fulwood.
 .. 7—Focus: Film, "Lord of the Flies" 4-00 p.m.
 .. 8—Hockey: v. Q.M., Lytham.
 .. 14—Focus: Film, "Place for Gold" 1-10 p.m.
 .. 15—Cross Country: v. Blackburn.
 .. 18—Sixth Form Society: Film, "The Servant" 7-00 p.m.
 .. 21—Recordings 1-15 p.m.
 .. 22—Hockey: v. Wigan H.S.
 .. 28—Focus: "The Revealing Eye" 1-15 p.m.
 .. 29—Hockey: Chorley Tournament.
 .. 31—Focus: Film, "Becket".
- Apr. 2—END OF TERM.
 Sixth Form Society Dinner.
 .. 16—RETURN TO SCHOOL.

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