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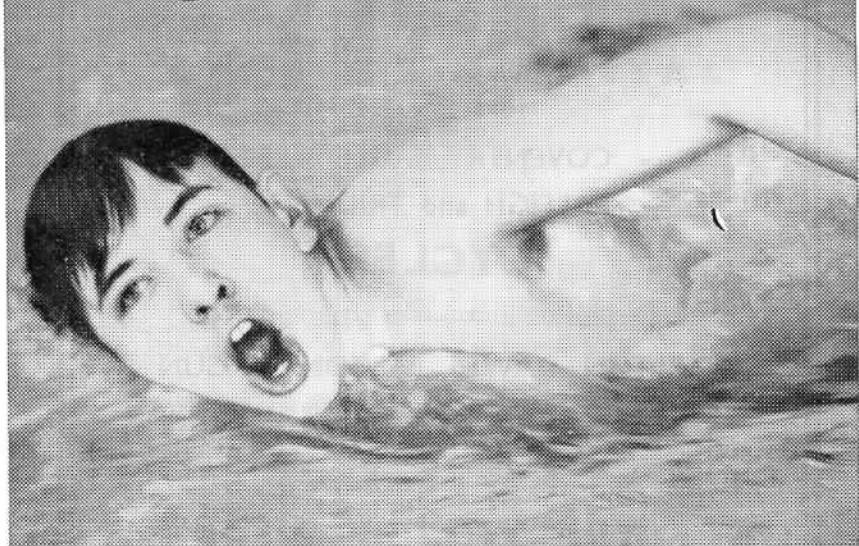
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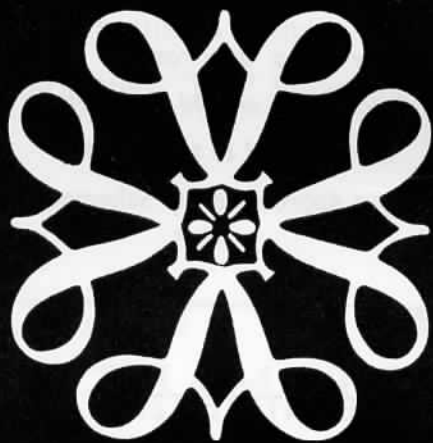
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THE TOWER

The Magazine of the
Northampton Trinity High School

VOL. 2. No. 4.

JULY, 1968

EDITORIAL

THE current sense of unease, which is as much part of 1968 society as was the attitude of smug contentment a few years ago, has already begun to permeate the pages of this magazine. The lives of most of us are today more comfortably bolstered by symbols of material wealth and advancement than have been the lives of all previous generations. Yet, discontentment grows; in certain social-sectors and age-groups it grows in an alarmingly rapid manner.

On another page, our Headmaster poses the question "Where will all this change lead us?" The wisdom of Solomon could not answer that one. Yet desire for and apprehension of change are causing vast rifts in our society. Many of those who seek change—for the better, one idealistically hastens to add—are motivated by a feeling of genuine concern, as they become old enough to look about them. The observations of some result in bitter resentment and despair, and in the general articles of this magazine these feelings become apparent. The whole of humanity is observed, but it is the incongruities of this life, the multitudinous acts of injustice and cruelty and sheer neglect, that plague the peoples, not merely of our own country, but of the world, which fire the imagination of so many contributors. The carefree, halcyon days of youth, that dreamers tell of, have been superseded by a more strongly committed attitude in our young people. Concern for affairs of family, town or village yesterday, becomes, today, involvement in affairs of the world.

Even at this age, many are preoccupied with death; some are morbidly obsessed with a fatalistic view of life. The drowning victim of a sinking liner; the casualty of war; the maimed survivor of a civil disaster like Aberfan; the widow, lonely in her room, neglected and left to live out her life in solitude; all find their way into these pages.

Neither are they to be dismissed as merely glib, meaningless figures of melodrama and pathos — an easy choice for young

writers, some might say. Too many show every sign of sincerity and heart-felt pity. Let us not condemn too readily the perspicacity of the young mind.

From this point, it is easy to bemoan our fate and blame others ; it is less easy to suggest improvements. Many of our writers have observed with terrifying exactness ; few have offered solutions. Perhaps they feel the solutions are too ephemeral to consider, or that their influence can never be felt. While we are surrounded by the squalid and the evil, those with sensitivity, seeing no clear way through, will wring their hands and despair ; others will attempt to use more revolutionary means.

Neither of these courses, however, can, in the long run, prove anything but negative. In spite of the impatience and feelings of frustration and impotence, neither violence nor apathy offers any lasting solution. Our course must lead us towards a greater self-questioning, rather than hasty and total condemnation of all with which we disagree. Are we each beyond reproach? Are our positive acts of creative usefulness as numerous as they could be? Do we give others occasion to condemn us, as we so readily find we can condemn them? Wrong is created by people. People are "us" as well as "them".

HEADMASTER'S COMMENT

IN the last century, when the idea of education for all was propounded, an old sceptic in the House of Commons voiced his doubts, by saying that, if a horse knew as much as a man, he would not be his rider. A deplorably short-sighted view. This early critic was rightly overborne and the Education Act of 1870 came into being. But, looking back with hindsight, what benefits have we derived from universal education, intended to presage a new age and to emancipate the masses?

With education has come literacy, the pursuit of science, industrial development, our present material prosperity, and an increasing population. However, scientific progress, once embarked upon, cannot be halted or reversed. There can be no return to Victoria. We, therefore, have all the benefits of an evolving technological society, including longer expectation of life and the nuclear bomb. Our daily lives seem to be becoming increasingly complex. We appear to be organising (or trying to organise) everything we do—including the educational processess, in larger units and old institutions, which have served well in the past, are apparently beginning to show signs of strain.

Does the individual matter as much as he should in this brave new world? Have we been emancipated? Quo vadis homo sapiens?

NEWS AND NOTES

A WARM welcome is extended to the following members of staff who have joined us during the past year : Mr. Cahill, Mrs. Flinders, Mrs. Howard-Jones, Mme Jourdan, Mr. Mahabir, Miss Palmer, Mr. Sealey, Mr. Spence, Miss Webster and Mr. Williams.

This year we are sorry to lose the services of Mr. Cahill, Mr. Daly, Miss Farnham, Mr. Fellowes, Miss Pettifer and Mrs. Howard-Jones.

We would like to congratulate Mrs. Adams, a former secretary who left us this year, on the birth of a son, Stephen Keith, and to extend a welcome to Mrs. K. M. Bradley, the new secretary.

We would like to extend belated congratulations to Miss Heaton-Ward and Mr. Austin on their engagement last year, and also to Miss Pettifer who became engaged to Mr. Wilson, a former teacher of the school. Congratulations also go to another member of staff, Miss Webster, who became engaged during the year to Mr. Roger Gee, a project engineer at Towcester.

We regret that Mr. Bamber has been absent for most of this year, but we hope to see him back at school once again next term.

We are both pleased and proud to record that the approximate sum of £250 was raised by the school in our annual Christmas charity appeal which this year was in aid of the Society for Mentally-Handicapped Children. About £80 of this sum was raised by 6th-Lower girls, who completed a ten-mile sponsored walk.

"Does Britain need a woman Prime Minister?" was the theme of this year's inter-schools debate. Although the T.H.S. team did not win the shield, they made a highly commendable attempt against strong opposition from the Boys' Grammar School.

Last year the school presented "A Penny for a Song" by local playwright, the late John Whiting. A full report of the play appears elsewhere in the issue.

On 8th March with all due ceremony David Hamilton visited the school with Anglia Television's Production Team to record

"Try for Ten". During the evening cash prizes were won by the contestants, one of whom was our physics master, Mr. R. Austin.

Last term Frank Sykes, a former Northampton Grammar School teacher, brought a group of young American students over from Cambridge School, Massachusetts, on an athletics tour of Britain. Their rugby match with T.H.S. was their first game in this country. Their skill and experience was very limited as this sport was new to them. However, everyone enjoyed themselves and they claimed to have learned a great deal from their confrontation with our 1st XV.

During the year the school has helped various organisations in the town with their flag days. A number of pupils have assisted with street collections on Saturday mornings.

We recently enjoyed a visit from Mr. Roger Boswell, B.Sc. (Eng.), who worked with us for a short time last year on the staff of the Maths. Dept. We learn that his work has now taken him to the U.S.A., where he is employed as a project engineer for a large American aircraft and rocket manufacturing company. He is at present engaged upon work connected with the Boeing 707 airliners. How much more expensive is life in the States! How much more intense is the competition! Yet, how much greater is the financial reward!

We congratulate Paul Mabin of 6 U.M. and Norman Burns of 6 U.S. on winning respectively the 1st and 2nd prizes in the Mayoral Essay Competition 1968.

Since the last edition, the beauty of the willow-shaded fish-pond in our quadrangle has been greatly enhanced by the addition of an almost—elegant stone 'Pan' which brightens our daily lives during the summer months by its silvery cascade of water. Our thanks must go to Mr. Meakins and the 6th-Form art set for this novel artistic feature.

On Sunday, 19th May a mixed party of young people from Trinity High School and Kingsthorpe Youth Centre took part in a 20-mile sponsored walk as part of Christian Aid Week. Participation was entirely voluntary and the response was most pleasing. Every member of the party, we are pleased to note, completed the walk and the total sum raised was in the region of £100.



F. C. WRIGHT, ESQ., B.A.

AS most of the school will already know, our Deputy Headmaster, Mr. Frank Wright, will be retiring from full-time teaching at the end of this Summer Term. Fewer will realise, however, that he has been on the teaching staff of the school for 35 years and has been the Deputy Head since 1956. We on the editorial staff felt, therefore, that some written tribute should be offered on behalf of the school, and in this article we have tried to briefly outline his career, and close association with Trinity High School in particular.

Mr. Wright was first trained for teaching at the College of St. Mark and St. John, Chelsea. He joined the staff here in 1933, the

school in those days being the Junior Technical School. In 1945 the name was changed to Technical High School and it was situated then in the Technical College buildings. In 1956, one half of the school moved into the new buildings in Trinity Avenue under the administration of Mr. Wright, while the rest remained at the College with the Headmaster until the present Trinity Avenue building was completed. Mr. Wright told us that this final move in 1957 has been one of the most far-reaching developments in the history of the school. Had the move not taken place, it could never have reached its present size and position.

He recalls too, with pride, the occasion when two boys from our school first gained University places, and when a former pupil first obtained a First Class Honours University Degree. Another of his proudest moments was again a turning-point in the school's history—when we were first recognised as one of the Borough's Grammar Schools. It has always given him great pleasure to hear people of the town commenting on the good appearance and behaviour of our pupils; he is equally proud of the status and good name that the school has been building up for itself over the years. Perhaps one of the most satisfying developments he has been a witness to during the past 12 years has been the close link forged by the school with local industry, the professions and all public and private bodies which help to further the interests of the young people educated here; for instance, the Painton and Timken Exhibitions have been innovations within Mr. Wright's time. This succession of incidents which are small in themselves has been a pointer to the steady growth of the prestige and the academic strength of this school, and the fact that it means so much to Mr. Wright shows his obvious dedication to education and his personal identification with Trinity High School.

After 40 years of teaching, Mr. Wright has obviously many strong views on the principles of education. He is highly critical of the comprehensive system, largely because that system demands that comprehensive schools need to be of such immense size, which makes dealings and communication between staff and pupils so much harder. Grammar schools are hardly an anachronism yet; they no longer deal with just the 20% of boys and girls of the town who were fortunate enough to be chosen at an early age. Our intake, for instance, of pupils from secondary modern schools has grown greatly and is continuing to do so. The opportunities open to these pupils are the same as those offered to Grammar School, 11+ entrants, once they reach the 6th Form. He claims that the School as it stands is doing a good job for the society it serves, and that it is always a pity to do away with something which is working well, before it is proved that what will replace it will work better. It is that proof which he has been seeking but has failed to find.

Mr. Wright is not expecting to enter into complete retirement, but hopes to carry on with part-time teaching here for the next two years or so, and then, in his own words, "to fade out gradually". Although he is looking forward to his retirement—40 years in the classroom is a long time—he admits that, without things to think about and plan for, problems to solve, and a real challenge to be confronted by, life may seem a little empty at first. However, there will be no lack of suitable employment for him. His intensive activity in the garden, including the care of his treasured 100 rose bushes, will occupy most of his time. Perhaps, in a different way, he will find this as creatively rewarding as his teaching has been.

For he looks back with few regrets over his long career in school. He would gladly re-live his experiences from the beginning. Apart from all else, he tells us, he was glad to have been chosen to be Deputy Headmaster of a Grammar School, because it has allowed him to pursue, to a higher level, his interest in the subjects (French and Latin) that he teaches. This is surely fulfilment in itself.

We must stress too that his forceful qualities as a natural leader and organiser have been employed to the full in his important administrative role as Deputy Head. As pressures have built up over the years, it has been Mr. Wright's clear, calculating mind which has served him and us so well. The force of his personality and the breadth of his influence have been recognised by all who come into contact with him. Several generations of past pupils can now look back, and remember how, as small boys, trembling with anticipation, they awaited their first confrontation with the legendary "Gunner", after having committed some childish, or more serious, misdemeanour. They will, no doubt, remember too the terrifying roar of his voice when raised in anger, and the punishment, firm and fair, as it always has been. They, along with us who are older, can understand better now than they once did, that here is a man whose principles were set upon the bed-rock of integrity, firm discipline (self-discipline, where possible) and an educational system where vagueness and disorder find no place. This, for him, has proved to be the foundation upon which to build throughout his teaching career : to create order, where no order existed.

We would like, therefore, to extend to him our most sincere wishes for his happiness, along with that of Mrs. Wright too, in the many years that lie ahead during his retirement, and to offer our thanks, on behalf of past and present generations of scholars, for the intensive work he has put in and the amazing dedication he has shown to Trinity High School.

E.M.N. and M.J.S.

SPEECH DAY, 1968

THE Guest Speaker at this year's Speech Day was Mr. W. H. Mawson, the Principal of the College of St. Mark and St. John, Chelsea.

The theme of his speech was 'the purpose of education'. Mr. Mawson said that education was more than merely taking examinations—it was about living. The whole purpose of education was to provide the moral and physical training for making the most of what was in a pupil, so that he or she would know how to get the most out of life. He concluded by saying that he hoped everyone at Trinity would be able to play their part in life because they were developing their abilities to the full.

This was followed by the Headmaster's Annual Report. He said that it has been interesting to watch the recent swing by sixth formers from science subjects to economics, sociology and business studies. He also included mention of the school's increased intake, anticipating that there would be something like 760 pupils by this time next year.

When the Mayoress of Northampton, Mrs. T. H. Dockrell had presented the prizes, Alderman Dockrell thanked the speaker and this was seconded by the Head Boy, D. E. C. Shadrach.

M.J.S. and E.M.N.

"A PENNY FOR A SONG"

IN December of last year, the School Dramatic Society presented the John Whiting stage play, "A Penny for a Song". Three performances were given in the School Hall on the 7th, 8th and 9th of the month. All were well supported by parents and friends of the school, but how disappointing was the support given by pupils from the school. Their attendance was far below that which we had expected. Are we to conclude, therefore, that the attractions of television and other outside activities carry more weight than that of a live performance given by colleagues in school? This would indeed be tragic.

The play itself consisted of a subtle blend of comedy and philosophy. It seems to have been chosen specially because of its appeal to as wide a range of age-groups in the audience as possible. The theme was both amusing and stimulating, even if it lacked the more intricate characterisation for which the later Whiting plays are noted.

Full credit must be given to the cast, all of them boys and girls from the school. The sophisticated but tragic figure at the centre of the action, Hallam Matthews, was cleverly interpreted by Colin Atkins. The eccentric country squire, obsessed by a fanatical



Two novel features from 'A Penny for a Song'.

Humpage (left, William Rich) surveys with great misapprehension the 'new' fire-engine, and (right) Sir Timothy (Michael Stock) unwillingly descends the well in the basket of the balloon.

desire to save, single-handed, his country and reluctant fellow-countrymen from an anticipated invasion by that "Bete-Noire", Napoleon, was portrayed with vast energy and verve by Michael Stock. These two characters overshadowed all the others with commanding presence ; the serious implications here were obvious.

Yet, though the other parts were of a less profound nature, they were brought to life most effectively. The henpecked Lamprett Bellboys and his domineering wife (Clive Fowler and Angela Rubythorn) ; the young lovers (Avril Bentley and Jeremy Raphael) ; the captain of Fencibles and his group of "irregulars" (Trevor Crane, Paul Mabin, Brian Roberts, Paul Miller) ; the dandy man-servant, the maid and the sad, silent small-boy (Jeffrey Rouse, Sheila Irons, Neil Bage) all blended pleasingly into a well-formed whole.

All the comic antics were catalysed by the enigmatic figure, who spent the whole of the time in both Acts perched centrally on stage in a tree. William Rich performed this trying part of Humpage with great inventiveness and flair, always seeming to sense most cleverly the right moment to augment the humour in any situation by tricks and gestures of his own, and when to retreat into his amorphous shell, hunched up and gloomily silent.

Perhaps the one thing above all others which brought the play to life was the highly imaginative and artistic stage set. When one considers that a balloon carrying a man, a well, down which a character falls, a steaming fire-engine and numerous explosive charges all had to be incorporated into the action, one begins to realise the complexity of the work involved in planning, painting and construction. Great credit must go to the pupils who worked with Messrs. Adams, Austin and Price on these aspects of the production.

Of course, there is the special appreciation to the producer, Mr. Brewer, for his devotion and patience during the long, sometimes trying hours of rehearsal. He was the co-ordinating force behind it all and never seemed to lose heart.

BRIAN ROBERTS (6UM).

LONGTOWN, 1968

THIS year's visit to Longtown by the 6-Upper Geography class took place during the last week of March, a month earlier than usual, much to the consternation of many of us. Those who had not previously visited this small, Welsh, border village had visions of breaking the ice on a trough or queueing at a pump in the yard every morning to get a wash. However, to our intense relief, we found the accommodation very comfortable and the food good.

The purpose of the course was that, having learned the theory in the classroom, we should be able to put it into practice in the field. This, we soon found, was easier said than done. The relatively simple operation of finding our position on a map was greatly complicated by gale-force winds and lashing rain. Even more tricky was sitting on a mountain top drawing "what you could see" with frozen fingers, broken pencils and sodden notebooks.

Sunday was perhaps the worst day. We climbed 2,000 feet to the head of the Olchon Brook and walked along the top of the "Cat's Back" (2,200 feet) in a force-10 wind, stinging rain and with a steep drop on either side of the narrow path. In places we were forced to crawl on all fours to avoid being blown off the top.

However, apart from the first two days, the weather was dry and sunny and we got no more soakings. We spent every day climbing, walking (often over 12 miles a day) and making endless notes. On the days when there were large distances to cover, Mr. Fellowes drove us in the mini-bus, the efforts of whom with the gearbox on some of the Welsh roads, were nothing short of miraculous. On the journey to Ebbw Vale, which we found especially interesting, we covered over 100 miles.

The evenings were our own time and were spent in eating dinner, writing up the day's work and recuperating ready for the next day.

Special thanks are due to the Oh!-so-able Mr. Fellowes and the valiant Mr. Joy, who notwithstanding missing sink plugs, vanishing pyjama cords and "apple pie" beds, had organised a thoroughly enjoyable week from which we all returned more knowledgeable and a great deal fitter.

NIGEL DAVIS (6US).

ECONOMICS TRIP

EMLOYERS tend to complain that students come straight from school with only industrial theories in their minds and very little idea of how these theories are put into practice. In an attempt to correct this, our VIth-Lower Economics group made a visit to British Timken to gain some idea of the layout of a large-scale factory in relation to efficient, large-scale production.

We were greeted on arrival at British Timken by the Training Manager, Mr. Tricker, who gave us a very interesting introduction to the factory and its methods of production. We were then divided up into groups of six, each group being led by a senior apprentice, and taken around every part of the enormous Timken factory.

After being scorched by the furnaces of the steel-shop and inundated with a cacophony of sound from the presses in the cold-forming shop, we reassembled in the factory canteen to discuss our impressions of the factory over a very welcome cup of tea and biscuits.

The great success of the trip was shown by the number of questions put to Mr. Tricker, who apologised that he might not be able to answer all our questions but who succeeded admirably in answering every single one.

We left British Timken with a good idea of how theory is put into practice in industry, having found out in a most interesting and pleasant afternoon.

D.S.

TOUR TO LLANELLI

(Rugby Seven-a-Side Tournaments)

DURING the latter half of this year's rugby season, the school team competed in two seven-a-side tournaments. The first was staged at Loughborough, one of the major local seven-a-side tournaments, and the other took place at Llanelli, probably the most important competition of its sort in Great Britain.

Before the competitions, a side had to be picked and money had to be raised to avoid expensive transportation costs. The latter problem was solved by organizing a raffle within the school, and in eight days approximately £24 had been collected. Within the same week a team had been chosen consisting of T. Crane (Capt.), A. West, D. Brown, M. Sawford, C. Morgan, P. Gill, S. Hamp, D. Clarke, D. Shadrach, J. Chapman and myself. Unfortunately Alan West was injured just before the first tournament but S. Gibbins substituted admirably in his absence.

The Loughborough tournament was held in April and Trinity High School was drawn against the City-of-Leicester school, a side whom we had previously beaten at 15-a-side rugby. The result at seven-a-side followed form and we came out victors by 16 pts. to nil. After an alteration in the draw we found that our next match was against Hensworth Grammar School. We commenced play and were evenly matched; in fact, the score at full time was 3 pts. apiece. However, the rules of the competition stated that extra time must be played until one team or the other scores. When we re-started the game continued in an even manner, but Hensworth eventually scored and eliminated us from the tournament.

The next competition at Llanelli was our primary aim although we realized that there would be extremely good sides against us. We left at 10.00 a.m. on the 16th of April from the school in three cars, driven by D. Brown, D. Clarke and R. Churchman, who was one of the two supporters that came with the team, the other being S. Manning. We arrived about 5.00 p.m. at Llanelli Grammar School which was the home for many teams during the championships. The same evening Mr. Williams, the master who had made all the necessary arrangements, had trained and chosen the team, came to sleep at the school.

The following morning we had to play against Pontdawe in the first round. We kicked off and by half-time we found ourselves 8 pts. down, but after the interval we fought back and played ourselves into the ground enabling Sawford to score twice, Morgan once and for me to convert the first two tries, making the final score Trinity High School 13 pts., Pontdawe 8 pts. This victory shocked many of the Welsh masters watching, who thought Pontdawe to be one of the favoured Welsh sides.

Our next match was against Llanelli Grammar School on Stradey Park at 5.00 p.m. the same day. Unfortunately the conditions at this time were atrocious, but we still had to play. The first half was marred by an unpreventable accident involving the Llanelli winger, who broke his leg, and T. Crane, but the match still continued. During that half Llanelli had the advantage of a very strong wind and were leading by 8 pts. to nil at half-time. We

attacked continuously in the second half but could not penetrate the Llanelli defence and eventually lost by 8 pts. to nil.

The following morning we were in the England-losers competition for the Halifax Trophy. Our first opponents were the boys of Morley School. We commenced the match in a fine style, when D. Brown caught the ball from the kick-off and ran 50 yards to score under the posts. This demoralized the Morley team and we went on to win comfortably by 13 pts. to nil.

This win put us through to the semi-finals when we played Normanton Grammar School B-side. They soon scored, by using the best method of defence, which is of course attack, but we quickly replied with a try to make the half-time score 5—3 in favour of Normanton. In the second half our opponents repeated their first-half performance and rapidly made the score Normanton 10 pts., Trinity High School 3 pts., although we were continuously attacking. However, we did not admit defeat and pressed hard for the rest of the match, but we were only able to make the score line read at the end of the match Normanton 10 pts., Trinity 9 pts.

Although we did not bring home any trophies I felt that we had given of our best and gained invaluable experience for next year's tournament, when we shall still have the same team. The scoring table for both competitions reads as follows :—

- T. Crane, two tries.
- D. Brown, two tries.
- M. Sawford, six tries.
- C. Morgan, two tries.
- P. Gill, one try.
- D. Faulkner, one penalty and six conversions.

D.F.

OLD SCHOLARS' NOTES

THE two sons of Mrs. J. Kingston, 14 Ridgeway, Northampton, have achieved an unusual academic double—both have just received degrees from the same university. The younger of the two, Michael, who is an ex-pupil of this school has been reading theoretical mechanics, has been awarded a Nottingham University, B.Sc. degree and hopes to remain at the university to do research.

Former pupil, Brian Clarke, who is now serving an apprenticeship on H.M.S. Fisgard was awarded the Captain's prize for the best sustained effort during the year.

Robert Gough has gained a place in the Faculty of Applied Science at Leeds University, where he is reading Electronic Engineering. He hopes to specialise in computer science later.

Chris Capel who joined us in the 6th Form from a Duston Secondary Modern School is reading Economics and Maths at the London School of Economics.

We are pleased to report that Patricia Ann Barford, who left us in July 1961 has been awarded the Gold Medal for midwifery at St. Martin's Hospital. We congratulate her on her marriage which took place on 4th May.

Michael Wills (1958-64) is now employed at Messrs. J. R. Eve and Sons of Bedford and has just passed his Intermediate Examination for the Institute of Chartered Surveyors.

Jenifer Thornton, Julie Haycock and Averil Johnson all had the same profession in mind when leaving school and are now all qualified teachers. Jenifer is teaching History and Economics at the Northampton School for Girls. Julie is at Kingsthorpe Grove and Averil at St. George's.

Audrey Chamberlain is now taking her second degree in Sociology.

"OTHELLO" AT NOTTINGHAM

DURING the Autumn Term a party of Sixth Formers and English Staff travelled North to see Othello at the Nottingham Playhouse. Although it was a 'business' trip—Othello is an 'A' level set book—the standard of acting and the beauty of the surroundings in this modern theatre made the evening a very enjoyable one.

The play is concerned with the way in which a great and good soldier, the Othello of the title, is driven to groundless jealousy by his scheming ensign bearer Iago. This leads Othello, a Moor, to murder his newly-married wife, the beautiful Desdemona. He wrongly believes her to have been unfaithful to him but discovers his mistake too late and kills himself.