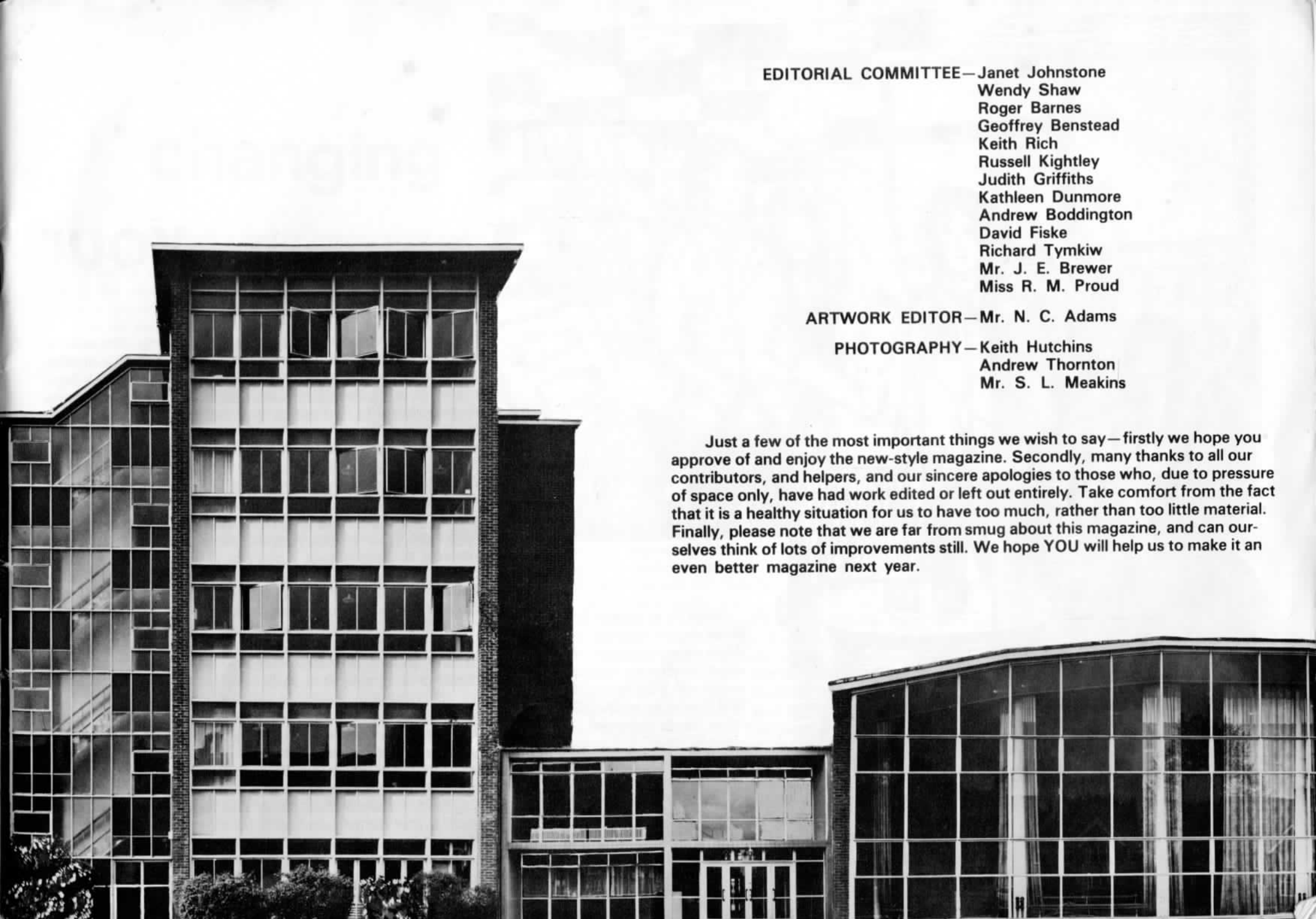


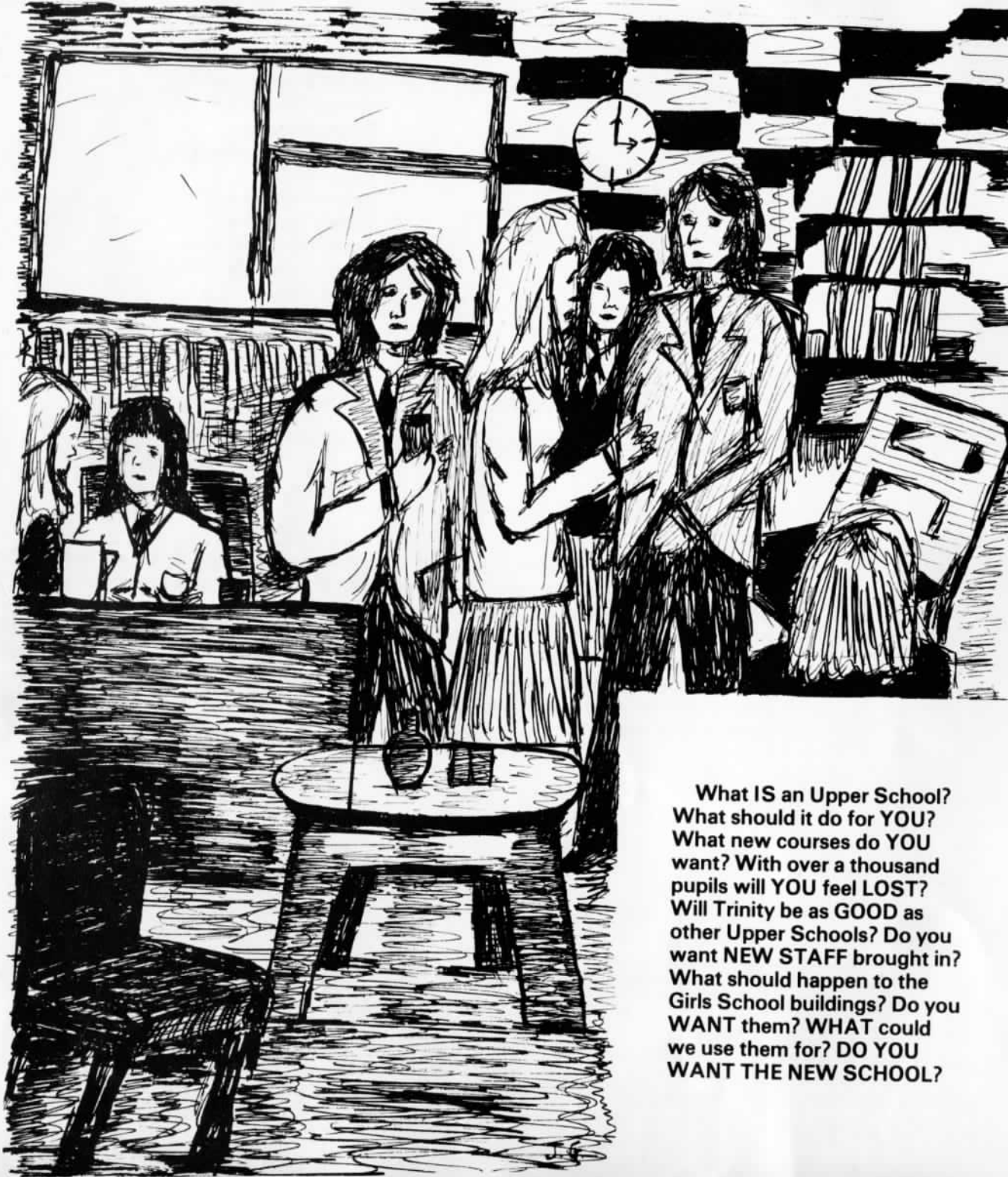
A black and white photograph of a modern building with a grid-like window pattern. The building is composed of several interconnected volumes. On the left, a tall section features a dense grid of windows, some of which are open. To its right is a lower, wider section with a similar grid pattern. On the far right, another section with a curved top edge and large windows is visible. The overall architectural style is mid-20th-century modernism, characterized by its geometric forms and extensive use of glass and brick.

EDITORIAL COMMITTEE—Janet Johnstone
Wendy Shaw
Roger Barnes
Geoffrey Benstead
Keith Rich
Russell Kightley
Judith Griffiths
Kathleen Dunmore
Andrew Boddington
David Fiske
Richard Tymkiw
Mr. J. E. Brewer
Miss R. M. Proud

ARTWORK EDITOR—Mr. N. C. Adams

PHOTOGRAPHY—Keith Hutchins
Andrew Thornton
Mr. S. L. Meakins

Just a few of the most important things we wish to say—firstly we hope you approve of and enjoy the new-style magazine. Secondly, many thanks to all our contributors, and helpers, and our sincere apologies to those who, due to pressure of space only, have had work edited or left out entirely. Take comfort from the fact that it is a healthy situation for us to have too much, rather than too little material. Finally, please note that we are far from smug about this magazine, and can ourselves think of lots of improvements still. We hope YOU will help us to make it an even better magazine next year.



your

YOUR OPINION

.... as few people could avoid noticing, the school has been invaded by builders. Finding it impossible, owing to high noise levels, to do the work which they are normally so enthusiastic to do, the magazine committee decided to try to find out what is going on and what other members of the school thought of it. So a questionnaire was compiled and distributed to a random sample of 'average' pupils. We have been warned by the Sociology Department, and those who filled it in will doubtless agree, that the questions are rather vague and so any results gained from the questionnaire may not be very exact. However, a reasonably clear picture of what people wanted did emerge.

The majority of persons asked, felt that an Upper School should be geared to the needs of the pupils in later life and that more consideration should be shown for their requirements during leisure time. There was a strong suggestion that the aims and organisation of the Upper School should be more liberal and less academic than those of a Grammar School.

Opinion was divided on the subject of the Girls School buildings but it was strongly recommended that a covered way between the buildings should be provided and that lengthy periods should be spent there to avoid waste of time. Possibly they could be used for the establishment of specialist departments which we at present lack. Suggestions were that Clubs and Societies could meet there under better conditions than at present, that there should be much improved facilities for drama and that they could be used as private study areas and common rooms for the whole school.

What IS an Upper School?
 What should it do for YOU?
 What new courses do YOU want? With over a thousand pupils will YOU feel LOST?
 Will Trinity be as GOOD as other Upper Schools? Do you want NEW STAFF brought in?
 What should happen to the Girls School buildings? Do you WANT them? WHAT could we use them for? DO YOU WANT THE NEW SCHOOL?

school changing

There is apparently a need for broader courses such as car maintenance and preparation for the responsibility of running a home and family. The establishment of a school flat where pupils could simulate real life situations was a popular idea.

We are sadly lacking in soccer pitches and our tennis courts are not all they should be — these needs were reflected in the demand for these commodities. A more original suggestion was that the Girls School playing fields should be converted into a recreation area to alleviate the crowding in our diminishing playground. One person felt that a bear-pit where unruly staff could be detained during periods of stress was an essential for any school!

Present teaching facilities were criticised and there was a demand for better academic and non-academic facilities which would give pupils more of an interest in the school. These included the provision of lecture rooms and of smaller classrooms where the atmosphere would be less formal and desks and chairs more comfortable. A coffee-room and cafe were also suggested. Several people thought that the tower is outdated and inconvenient since it is inadequately ventilated and the classrooms poorly designed.

It was feared that the larger numbers of pupils would lead to depersonalization but a suggestion that more emphasis should be placed on inter-house activities in order to combat this, received little support, a majority of pupils feeling that these would take the form of sport and would benefit only those who are both interested in and good at various sports. It was pointed out that the present house system was unsuccessful and there was little interest in trying to revive it. There was more support for the idea of representative committees of pupils which would be able to convey ideas and grievances to the persons best able to deal with them. Most people asked were in favour of these and felt they had been needed for a long time.

There was some confusion of attitudes to the present Grammar School and Upper School. 33% of those asked considered a Grammar School to be preferable to an Upper School, 30% preferred Upper Schools and 25% foresaw little difference between the two. Some people felt they had been cheated by having to pass the 11-plus and being sent to a Grammar School which is now to be turned into an Upper School, for which there is no entrance exam.

Asked whether they thought that Trinity would compare favourably with other Upper Schools few people were able to give a definite answer. Most thought they would be unable to tell until they saw the new Upper Schools developed.

An overwhelming majority of those asked thought that new staff would be needed though a few suggested that the introduction of too many new staff at once could destroy the character of the school.

Other ideas included the modification of school uniform, modernisation of assembly and the addition of a Field Centre where pupils could relate their study to the outside world. Concern was expressed at the prospect of the school almost doubling in size and suggestions to minimise the impact of this included having two Headmasters, and eight houses. It was foreseen that new administrators would be required in order to ease the burden on present authorities.

Generally, people seemed to expect more from the new Upper School than they had from the Grammar School. They had strong ideas on what improvements are needed and these involved the entire concept of the school changing to a more flexible one in which the boundaries between academic and the non-academic and between pupil and staff are not so clearly defined.

One disturbing factor was the high proportion of those asked who knew very little about the reorganisations of the school and who were reluctant to put their ideas on paper even when assured that all contributions would remain anonymous. This suggests a lack of communication between those most closely affected by new developments, the pupils and the people who are carrying out these developments.



To get the other side of the picture, as it were, two members of the magazine committee, Keith Rich and Andrew Boddington, went along to the Borough Education Office to talk to Mr. F. T. Scholey, who is Chief Adviser to the Borough on Upper Schools,

Mr. Scholey very kindly gave freely of his time and his knowledge in a long and informative interview, which should give you some idea of just what improvements you can expect . . .

An Upper School is essentially a 13 to 18 school and must cater for the needs of all the students within that age range. It is very difficult when we consider comprehensive education, to design a school which will cater for the needs of the 11-year-old and the 18-year-old in one establishment, but the 13 to 18 school should be able reasonably well to satisfy the requirements of young adults.

Large numbers?

We envisage that there'll be 1,080 students at Trinity eventually, of which 180 will be in the Sixth Form. This will require 70 or 80 members of staff. The only alterations in teaching methods which will be those that the teachers themselves want to bring about. I think it would be wrong to ignore new ideas, but on the other hand I wouldn't want any teacher to take on new ideas just for the sake of it. They should aim to make a better teaching situation than exists at the moment, otherwise leave it alone. G.C.E. and C.S.E. examination courses will be offered, as at present.

Privileged

No one should forget, whoever they are, that to be at school beyond the age of 15, they are privileged people, by the very fact that they are there: I think we are privileged to be teaching them, but I think they are privileged to be there, and should use their time accordingly, and not waste it. End of philosophy!

Tower doomed?

At the moment we've concentrated on the extension to the Staff Room which is abominably poor, and the Sixth Form accommodation which is non-existent, and this project is going ahead. They should be ready by September of this year, but

building costs have escalated in Northampton and builders are being pressed all the time, and they sometimes get off programme. I'm afraid there's nothing we can do about the inconvenience of noise disturbing lessons—building has to go on and we hope that everyone will be considerate. The new area will certainly be open-plan, to some extent. We believe in building flexible situations which students and teachers can use how they wish, so that if we have areas that open up into workshop situations, but will close off when a teacher wishes to have his class with him, then we think this is the ideal to work towards. It's a matter of cost but wherever possible the old buildings will be modified to meet the needs of the teachers, through discussion and consultations at different levels, with both teachers and architect. We haven't decided what to do with the Tower—it's one of the most difficult areas to be considered and doesn't lend itself to any kind of co-operative teaching at all at the moment, but we're going to look at it very carefully and if we can find the money to do it, we shall do something with it. We haven't looked at the existing school very carefully yet, but when we start considering the function that the new school will play, then we shall have to do some alterations.

Library, labs and loos

If it's considered necessary for a project to bring in Geography and History at a particular time, then this should be possible, and if it's decided that the geographical study that students are involved with brings in science, then it should be possible to accommodate those students interested. It isn't so much as open-planning, but sharing resources in the school to give the best possible teaching situation. More freedom may be the result in matters of study, but the new methods will not be a soft option, it will mean just as much hard work. The library accommodation will be brought up to 2,800 sq. ft.—although where we shall put it we don't know! You see there's a big pusher going around at the moment for other resources than books, e.g. charts, filmstrips, plans, cassettes—they all need to be considered as part of the library, and consultation is needed before we finally decide what we're going to put in. The science labs will be brought up to the standard requirements of an

Upper School. There will be a creative design area where there will be facilities for all kinds of artwork and craftwork, so there will be loads of opportunity for that. There will be new cloakrooms provided with the new extensions, and, as one of the statutory requirements is that there should be enough loos to go round, that situation will be improved!

Soccer Pitches!

New courses, of course, are always designed by the Headmaster and staff of the school, but extensions of existing courses in Humanities, Languages, Science, and particularly Creative Design should be possible with the new facilities. There will be possibilities for car maintenance and motor engineering. Usually we provide a technological science area for doing any testing that students who are involved with engineering need to carry out. It's more than likely that there will be a language laboratory included in the school. Concerning sports facilities, we will definitely improve gym facilities, but how we have yet to decide. The swimming pool is, of course, one great improvement, which will be timetabled for everybody. There will be TWO soccer pitches, anyway.

You'll need an umbrella!

With the new school extending southwards to take over some of the buildings of the Girls' school, it is a difficult problem as to whether that area will become isolated, but we cannot just ignore those buildings—and we will have to find a use for them. There will be a link with the swimming pool up there as well, and it isn't miles away, though it could be that people using the buildings on the other side of the field will not be there for an odd period, but will stay for a longer block of time, a morning or an afternoon. It is unlikely that pupils will become isolated—teachers may do, but we hope not. There is not a hope of a covered way—but we'll provide umbrella stands! Also, to save you walking over, there's going to be a new dining room and kitchens, associated with the new Sixth Form block.

Sixth Form comfort

The capacity of the new Sixth Form common room depends on how it's to be used. We're

hoping that eventually Sixth Formers will be able to have tutorial and seminar periods in small numbers. We hope also that they will have a common area where they will be somewhat self-contained and able to decide what goes on for themselves, with possibly a student council or committee, and that they will be able to live responsibly like young adults should. It will be a smaller area than the Refectory, furnished with easy chairs and coffee tables, with a dining area leading off, so that Sixth Formers can retreat into the common area, away from the dining area, and have snacks and coffee and soft drinks—very similar to the other new Upper Schools in the Borough. We are considering very carefully at the moment what Sixth Formers need, and hope that they will put their own influence or character on the building, but it's difficult for Sixth Formers to do this and we hope they will work hard towards getting the kind of place they want when we provide them with the building. We can never provide exactly what we want to provide, in terms of space, but we think it's adequate if it's used sensibly. Certainly a nice place to hold a disco.

Luxury for the rest of us?

Not to the same extent as for the Sixth Form. We try to provide it for Fifth and Sixth as a special feature of the school. We're not always able to do the same for Thirds and Fourths, although we try to give them an area which could be considered their own. It's easier in a new school design than it is in an existing school, and that will be one of the problems we face in redesigning Trinity.

No Parking!

It is likely that cycle shed accommodation will be increased, but the decision about car parking space is made by central government, and it's very low for existing conditions, and likely to be far fewer than there will be need for. In fact, it's 26, in total, for a school of 1,080, including staff, caretaker, etc. The only way we can get more is by opening up the school for the use of the community. At Trinity that might be done with the swimming pool, possibly. The new bicycle sheds will be built where the existing boiler house is, somewhere along that side, probably. If you can let me know how many pupils use bikes, and

scooters, it will be helpful to us when we decide upon our provision of scooter parks, etc.

Help us! How do you spend your lunch-hour?

The new buildings will not cut into the bank. We are hoping that they will form a courtyard of what is now the playing area and the tennis courts. This will reduce the present playground facilities which I am told are already overcrowded, but will they be overcrowded when you consider what you want to do with your spare time? You've got extensive playing fields and you'll have more. DO you like to go out and kick a ball about at playtime? I'd like to know about this. It could be that the school day will be so organised that when there's 13, 14, 15 and 16 year olds in the school, you will be given choice about what you want to do in the lunch hour, and it could be that in this near-adult atmosphere at school, there isn't so much need for kicking a ball around, though there will be the area for that to happen, if you wish. We think that young people prefer to have seats and planted areas as well as kick-about areas. I'd like to know what the members of your school think about this actually—how would you prefer to spend your leisure periods in school—i.e. in the library, playing chess, or other games, or outside? Unless we know about these things from you, it's very difficult to plan the best situation.

Upper v. Grammar

Pupils should prefer the new comprehensive system—whether they *will* or not, I don't know! The evidence we are gleaning from reports so far suggest that at first students don't like it as much, but eventually when the school is in full operation, with the added opportunities and facilities, they prefer it! It gives them more choice of subjects, more opportunity in all aspects of work, and generally speaking they like the new situation. Trinity should compare favourably with other Upper Schools in the Borough, there's no doubt about that. With the existing accommodation, which is not obsolete by any means, it should stand very well beside even the purpose-built new Upper Schools.

(You will in due course be issued with questionnaires which will enable you to help Mr. Scholey with the information he asked for in the above article.)

RIDING! RIDING! RIDING!

I felt the contained power beneath
me the tremendous spring in her hindquarters.
Long swinging strides eating up the
ground in seconds.

I squeezed her gently with my legs
With a half rear she leapt forward
A rear of jubilation
at

being able to stretch her legs once more.
The ground flashed by beneath me as she extended herself to
her full

I felt the wind in my hair

The sun on my face as we were
GALLOPING, GALLOPING, GALLOPING,
horse and rider united as if one.

She was sweating, now breathing in puffs and pants.
Taking a firmer feel on the reins I gradually brought her back
to a walk.

Her ears flickered back and forth as I patted her glossy
brown neck.

We walked on in silence still fresh and eager to go.
Both thinking of different things, mine on the
beautiful rhythmic gallop reliving every minute.

Fiona Dilleigh Form 3.



RIDING

On Tuesday afternoon some of the Fifth year girls have been going horse riding. The group consists of about ten of us, riders and non-riders. When we arrive, we are given a pony suitable to our capabilities, then are taken out on a ride by an instructress. The non-riders soon learn with the help of Lyn, the instructress, and with help from us, the riders of the group. They are first taught to sit correctly at the walk and then are gradually taught to trot, canter, gallop and jump. We usually have an eventful ride with ponies bolting, people falling off, or ponies fighting. Two of the ponies, one a skewbald mare named Mary Poppins, and one a chestnut mare called Gentle Maid, are well known for their bad tempers and usually end up biting and kicking each other when they are ever in close proximity. Because of this most people steer clear of them. But despite some of the drastic happenings, no-one has really been put off and everyone continues to attend with the hope of enjoying themselves—and we certainly do!

Lundy Murray 5A



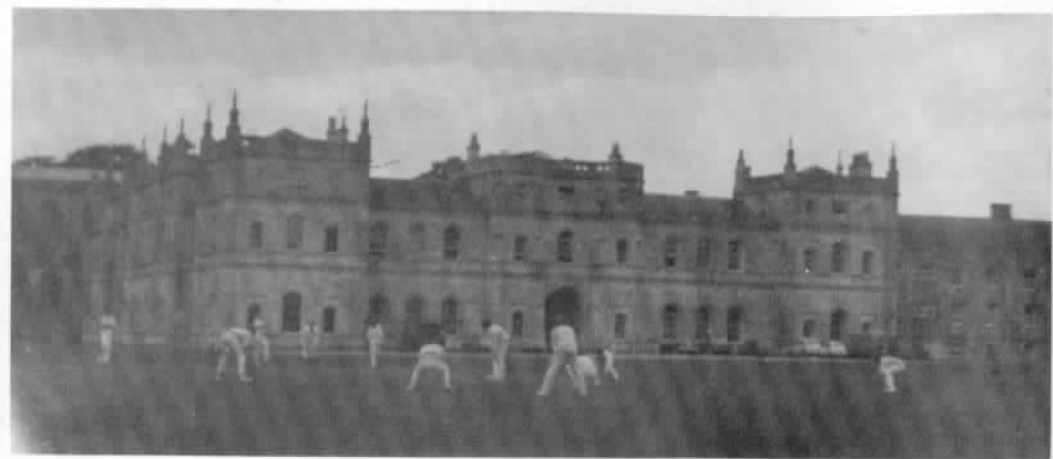
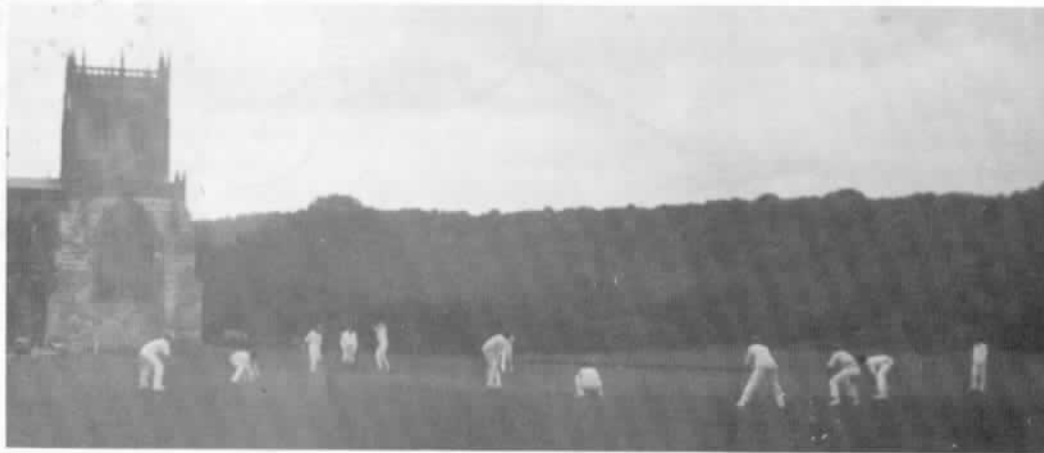
THE CHOSEN ONE

Come,
Leap astride the horse with wings of fire,
Grasp firm his thick red blazing mane,
Let him lift you in dazzling gyre,
Up into the ether far above the rain.
Forget the grey dark days below,
You were born to reap not sow.
Grip tight the horse's vibrant flank
And feel him bank in flashing fiery arc
Across the jewelled, silver studded sky.
Never stop to question why,
You were born to do, not die.

Andrew James (ex-pupil).



S. EVES



CRICKET TOUR 1972

Over a six-day period, a group of Trinity cricketers, strengthened by several old boys, travelled to Hampshire last July, carrying the pride of Trinity cricket traditions with them. Five matches had been arranged with school teams in the area.

Trinity summarily disposed of Totton College and Brockenhurst, who lost in a close finish to Milton Abbey School (who were ably abetted by an umpire who appeared to be suffering from rigor mortis of the right index finger). The most exciting match, however, was against Bournemouth Grammar School, who were previously undefeated for three years. Bournemouth, despite the presence of two county players and the Hampshire 2nd XI opening bowler, succumbed to the enthusiasm of Trinity, with our last pair—Grantham and Clifton—hitting the winning runs in the final over of the match. The fifth match of the tour—against Southampton—was unfortunately rained off.

As well as being a great success on the playing fields, the tour proved socially advantageous to

several members of the team during their off-the-field hours in Bournemouth, one of England's most fashionable resorts.

R.N.

UNDER-14 CRICKET

The 1972 season was fairly successful for the Under-14 XI. Although they only won half their League matches, the team reached the final of the Colts' Cup, where they were beaten by Northampton Grammar School.

The batting was opened by Barnes and Bowen, who had some fine innings, ending up as the team's top scorers. Nowever, the team proved to be a better bowling side, with King, Lewis, Johnson and Barwell all being quite successful. Three members of the side—Atkinson, Mowen and Barnes—gained their colours.

Squad: Barnes, Bowen, Atkinson (Capt.), Barwell Frost, Smith, King, Lewis, Johnson, Pancoust, Spencer, Perkins, Sharpe, Benstead, Swann.

Bowen 4E

1st XI CRICKET

1972 was a rather disappointing season for the 1st XI, caused mainly by the lack of 6th-Form players. Our record was as follows: Played 11, Won 3, Lost 4, Drawn 4.

Two of our victories occurred early in the season, the other being against the Staff XI. The batting throughout though was held together by the captain, Carmichael. Mortimer, Sturgess, Seymour and Newman added a number of useful innings, yet, in spite of all this, the team only reached 100 on two occasions.

The mainstay of the bowling were Newman and McGillivray, both bowling consistently well. Clifton showed great promise, with Seymour adding some spin variation.

The fielding was generally good, with Simons filling in well as wicketkeeper. The three 4th-Formers who gained 1st XI places always turned in good performances. Colours were awarded to Newman.

P. B. Seymour

THIS IS THE LAST TIME I COME FISHING WITH YOU !



WHAT DETERMINATION!

But what are they
thinking about?

Our caption gives
you an idea-But

YOU can do better
can't you! Of

course you can.

Cash prizes for
the most original
captions.

Last date for entry;

JULY 9th.

Just complete this
form and put it in
the box by the 1st
floor notice board.

Name.....

Form.....

Caption.....

.....

.....

.....

FRAGMENTS OF THE SOLAR SYSTEM

We know there is dust in the air, at the top of the highest mountains ever climbed there are 3000 specks of dust in every cubic inch of air, and in the highest clouds, dust floats.

But does it float in the great emptiness between the Sun and the planets? Does it collect in the greater gulfs of space between the stars?

It does; but this is dust of such a fineness that one almost despairs of conveying any idea of it. You may think of fog as a dust of a kind, but a fog will cut down the light of a street lamp to almost half in a few years; the dust fog in outer space is so thin, the specks so small, so far apart, that a thousand billion miles of such a fog would only cut off half a distant stars light. How created; none can tell; but some scientific men have suggested that the light from the stars can create this kind of dust.

This is the finest kind of dust that has been imagined. It may be that some of it comes into the solar system as the Sun, with its train of planets, makes its majestic way through space; it may also be that the Sun leaves dust behind on that immeasurable journey. For, remember, that a speck of dust, like every other material thing, is subject to the law of attraction we call gravity. A speck of dust is pulled down to earth, although the winds may blow it back up again. If a speck of dust is placed within a measurable distance of the Sun, the Sun would pull it in.

But there is something else the Sun is doing besides pulling things to it. It is pouring out energy radiating light. Now only a two millionth of this great outrush of energy falls on the earth, but, even so, the pressure of the Sun's light falling on the earth is equal to 75,000 tons.

The Sun is pushing the earth away with that force, although the effect is swamped by the forty billion ton force with which it is pulling the earth to itself by the force of gravity. But suppose the pressure of the Sun's light were falling on something very much smaller than the earth, a speck of dust one forty billionth of the earth's diameter. On dust of this size, the pressure of the Sun's light would be equal to the gravitational pull.

A particle of that kind might have almost any kind of career in space. Anything might happen to it. Such a particle as that would be a huge body compared to the particles of the dust-fog in space which we have imagined the Sun catching up or leaving behind. But in the solar system such dust speck, which are something like the size of molecules of matter, have a particular interest, for they are the "stuff" that a comet's tail is made of.

I begin my story of the comet at its tail because comets are by so much the smallest members of the Sun's great family that if it were not for their tails they would never be seen at all. There are some 400 of them whose orbit we know, belong to the Sun as certainly as any planets. The planets go around the sun in orbits, which are real ellipses.



Ode to the Comet that wasn't