

Clarke, A. E.	Humber, R. D.	Rodgers, K. L.
Clarke, V. A.	Ingham, J. D.	Rodhouse, T. R.
Clarke, P. J.	Jolley, E. S.	Rodwell, M. A.
Clayton, D. J.	Jones, D. S.	Ryan, A. M.
Cork, C. R.	Kent, N.	Savage, I.
Crane, D. R.	Kightley, D. G.	Seck, D. M.
Davies, J. D. F.	Kirby, S. C.	Sharman, G. S.
Dow, I. M.	Lewin, S. E.	Shaw, P. K.
East, M. J.	Lilley, G.	Skinner, J.
Elliott, G. E.	Linsley, P. N.	Smith, A. M.
England, T. J.	Major, V.	Smith, B. I.
Essam, P. J.	McDougall, I.	Sullivan, G. B.
Evans, M. E.	Markstein, P. R.	Sullivan, J.
Everson-Watts, A. J.	Meakins, V. S.	Surridge, T. A.
Eyre, J. E.	Merriman, J. E.	Stringer, J. A. O.
Eyre, S. G.	Mills, A.	Tarlton, M. E.
Farmer, R. W.	Mobbs, K. L.	Thake, R. C.
Finlay, P. K.	Moore, L. J.	Thorneycroft, D. W.
Ford, M. J.	Nutter, P. B.	Timms, C. E.
Fox, T. R.	Patching, M. R.	Verstraeten, M. L. G.
Garner, D. J.	Peploe, T. A.	Waddup, D. A.
George, J. D.	Pepper, M. W.	Ward, A. J.
Ginn, P. E.	Perrin, S. L.	Ward, A. J.
Glover, S. J.	Perry, G. M.	Warren, R. J.
Gudgeon, K. R.	Perry, R. A.	Warwick, S. D.
Hall, B. M.	Peto, A. L.	Weller, S. G.
Hall, S. P.	Pollard, R. W.	Whiteman, R. B.
Harding, C. A.	Powell, B. A.	Willmott, B. A.
Harrington, J.	Quennell, R. V.	Wills, M. D.
Harris, C. D.	Reed, R. E.	Withington, S. L.
Hartgroves, P. A.	Richardson, A. G.	Wood, R. E. J.
Hawkings, S. M.	Roberts, A. J.	Woolard, S. A.
Hawney, D. J.	Roberts, M. D.	Worth, I. T.
Haycock, J. A.	Robinson, K.	Wright, J. F.
Holt, J. A.	Robinson, L.	

LONDON UNIVERSITY—GENERAL CERTIFICATE OF EDUCATION **Ordinary Level—Additional Subjects**

Barnell, T. M.	Hofman, A. L.	Randerson, R. J.
Brawn, J. C.	Houston, A. J.	Reed, B.
Brown, B. L.	Humber, V. A.	Ridgway, H. L.
Bull, G. E.	Hutchins, Z. B.	Rixon, L. C.
Calder, I. R.	Jones, R.	Robertson, K. E.
Cawley, A. D.	King, P. F.	Rooke, D. J. J.
Chamberlain, A. A.	Kingston, M. R.	Roy, T. L.
Cornelius, D. J.	Knight, H. W.	Scott-Evans, P. G.
Courtney, J. A.	Lacey, M. J.	Shipman, A. M.
Crouch, S. P.	Lacey, R. M.	Skears, C. A.
Davis, N. H.	Line, G. J.	Spokes, A. J.
Douglas, P. A.	Littlemore, C.	Stratford, D. E.
Eyton-Jones, M. R.	McIlravie, I. W.	Thomas, P. W.
Farey, R. A.	Mead, J. F.	Valentine, R. M.
Fellows, D.	Merry, E.	West, D. S.
Foley, J. M.	Moore, A. W.	Whitney, C. M.
Freeman, L. E.	Morrison, J. L.	Wiggett, S.
Gibbons, B.	Palmer, F. G.	Williamson, J. N.
Hemmaway, S. M.	Penn, J. A.	Winkworth, E. J.
Hensman, R. T.	Pomeroy, L. R.	Wright, J. S.
Hinde, R. J.	Pooley, A. D.	

LONDON UNIVERSITY—GENERAL CERTIFICATE OF EDUCATION

Special Papers:

Barnes, R. D.	Distinction in Chemistry.
Davies, P.	Distinction in Physics.
Knibb, T. F.	Merit in Pure Mathematics.
Warren, G. J.	Merit in Physics.

LONDON UNIVERSITY—GENERAL CERTIFICATE OF EDUCATION

Advanced Level:

Ambler, J.	Harries, G. A.	Merry, E.
Barnes, R. D.	Hensman, R. T.	Rhoades, V. J.
Betts, D. I.	Hinde, R. J.	Rixon, L. C.
Church, J. A.	Humber, V. A.	Smith, C. M.
Courtney, J. A.	Knibb, T. F.	Street, G. J.
Davies, P.	Lacey, M. J.	Tero, J. P.
Douglas, P. A.	Lacey, R. M.	Thomas, P. W.
Drinkwater, P. D.	Lewis, L. A.	Thomas, T. N.
Eyton-Jones, M. R.	McIlravie, I. W.	Warren, G. J.

LONDON UNIVERSITY—GENERAL CERTIFICATE OF EDUCATION

Advanced Level—Additional Subjects:

Cawley, A. D.	Ginns, M. C.	Sims, G. R.
Clarke, P. C.	Shepard, C. R.	Winkworth, E. J.
Freeman, L. E.		

AWARDS GAINED BY PUPILS DURING THE YEAR 1962/1963

Major Awards and Scholarships for Further Education:

Barnes, R. D.	Leicester University.
Davies, P.	Leicester University.
Douglas, P. A.	Leeds University.
Harries, G. A.	North Western Polytechnic, London.
Hensman, R. T.	Northampton College of Technology.
Lacey, R. M.	University of Sussex.
Lewis, L. A.	Regent Street Polytechnic, London.
Merry, E.	North Western Polytechnic, London.
Sanders, G. R.	St. Andrew's University.
Smith, C. M.	Lanchester College of Technology, Coventry.
Street, G. J.	Battersea College of Technology.
Tero, J. P.	Leicester University.
Thomas, P. W.	Leeds University.
Thomas, T. N.	Northampton College of Advanced Technology, London.
Warren, G. J.	Leeds University.

SUCCESSSES GAINED BY PAST PUPILS DURING THE YEAR 1962/1963

University Degrees:

Craigien, P. A. (nee Lea)	B.Sc. General (London).
Finn, C.	B.A. 3rd Class Honours (Leeds).
Kingston, A. R.	B.Sc. 2nd Class Honours (Birmingham).
Osborn, R. F.	B.Sc. General (Leicester).
Powell, R. J.	B.Sc. General (London).
Wade, R. M.	B.Sc. 2nd Class Honours (Birmingham).

Seventeen Former Pupils of the School are at present reading for Degrees in Universities and ten for Diplomas of Technology at Colleges of Advanced Technology.

FARE WELL

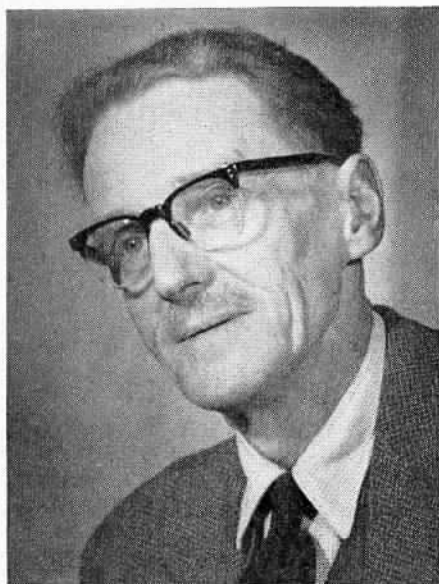
THE Editors offer their congratulations and best wishes to the following members of our Sixth Form who have been accepted, or have received provisional acceptance, for Colleges of Technology, Training Colleges, Colleges for Advanced Technology and Universities:—

AUDREY CHAMBERLAIN (West Ham College of Technology—Sociology)
JENNIFER THORNTON (Polytechnic, Regent St.—Economics)
DIANE HEADLAND (Rachel McMillan Training College).
SUSAN WIGGET (Padgate Training College)
B. L. BROWN (King's College, London —Physics)
I. R. CALDER (Leeds University—Physics)
J. A. CHURCH (National College of Food Technology)
D. J. CORNELIUS (Hull University—Social Science)
B. DRUKER (London School of Economics—Economics)
R. A. FAREY (Birmingham University—Physics)
A. J. HOUSTON (Hull University—Maths)
R. JONES (Leeds—Civil Engineering)
M. R. KINGSTON (Nottingham University —Maths)
B. REED (Hull University—Maths)
K. E. ROBERTSON (Salford College of Advanced Technology—Dip. Tech)
D. J. J. ROOKE (Imperial College of Science—Physics)
A. M. SHIPMAN (Polytechnic, Regent St.—Photographic Technology)
C. A. SKEARS (Polytechnic, Regent St.—Photographic Technology) !
P. DRINKWATER (Chester Training College) _____ .
L. E. FREEMAN (Loughborough Training College)
M. C. GINNS (Redlands Training College, Bristol)
A. L. HOFMAN (Saltley Training College, Birmingham)
F. G. PALMER (Trent Park Training College, Herts)
L. R. POMEROY (Walsall Training College)
C. R. SHEPARD (Loughborough Training College)
G. R. SIMS (Winchester Training College)
J. THORPE (Saltley Training College)
E. J. WINKWORTH (Saltley Training College)

MR. E. G. NEWELL

TOO often when a teacher leaves his school he ceases to exist as far as his old pupils are concerned. Occasionally, if he has been teaching there for a number of years, he may be presented with some memento, but in the case of a senior master retiring from the profession after many years of service, something more lasting than this is surely necessary. Mr. E. G. "Taffy" Newell, who leaves us this July, has been head of our Science department since the school was founded, eighteen years ago, and during that time his lively spirit and infectious humour have imparted something of real value to "Trinity High." This article about Mr. Newell is, therefore, intended to be both an appreciative tribute to him at his retirement, and an informative sketch of him as a teacher—and, as Mr. Newell himself emphasised should be made clear, it is in no way intended to be an obituary notice.

Although Mr. Newell is quite certain now that he could not have spent his time more profitably in any other occupation, he did not as a young man intend to become a teacher and had no



MR. E. G. NEWELL

feeling of vocation. It was, rather, a "trick of Fate" that decided what his career should be. For purely financial reasons, in 1926 he left his native Wales in search of a job, with a B.Sc. (and a leak?) under his belt, and the following year started teaching in London. Then, in 1939, he came to Northampton as an evacuee and was on the staff at the College of Technology until 1946, when he was asked to take charge of the Science department of the newly-formed "Technical High School."

Over these 37 years of teaching experience, he has, as we would expect, formed definite views about schooling and education. Unfortunately, however, he is unwilling to admit he is "qualified to broadcast such opinions". But on some subjects he is quite outspoken: for example, it is his firm conviction that "co-education is the only sensible preparation for 'co-living'" and that separating boys and girls in secondary schools can do them nothing but harm. He is also very much in favour of the recently-proposed plans to introduce into the Sixth Form syllabus (to try to prevent over-specialisation) a certain amount of 'minority time' each week, which would consist of lessons in subjects other than those of the student's principal studies. He has for some time believed this to be necessary for a sixth-former's education to be complete. While recognising the necessity for exams, and the importance of careful preparation for them, Mr. Newell pays special attention to encouraging his pupils to enjoy the subject concerned, and to take a lively, practical, and general interest in it. This, he maintains, is far more beneficial to them than cramming them with a boring series of apparently incoherent facts with but one view in mind—the examinations. Probably this philosophy is one of the main reasons for his success as a teacher.

But why has Mr. Newell now decided to retire, and how does he proposed to spend his time in his retirement? These are questions which many people connected with the school will now be asking. He is retiring, he explains, so that he can spend more time on his

hobbies—playing bowls, in particular—and be free from restricting time-tables and syllabuses. He also intends to write one or two books, though whether they will be on Physics, Teaching in general, or Bowls (or Welsh Tenors!) remains to be seen. Why he is retiring is, however, perhaps best summed up in his own words: "I'm just hanging up my boots because I feel I can't play in the First Team any more."

In wishing him every happiness in the years of retirement that lie ahead of him, we hope that most, if not all of his plans will be accomplished. And we look forward to reading the first of the books that he has promised us—whatever its subject.

G. E. BROMAGE (6.US).

YOUTH ADVENTURE CENTRE

THE County Borough Education Committee has purchased at Longtown in West Herefordshire the Old Court House, which has now been converted for use by youth organisations for the purpose of Adventure Courses. The courses will include pony-trekking, canoeing, walking and climbing. Doubtless many pupils of this School who belong to some organisation will take advantage of the Centre, which is set in beautiful scenery adjoining the Black Mountains.

In addition, it is hoped that during each year the Geographers of the School will have a week's Field Course in the Centre when they will be able to see in the open air what they have learnt in the class-room. A party of girls from the School will be the first to use the grounds when they go camping there in July, after the official opening by Sir John Hunt.

P.J.H.

"OUR TOWN"

THORNTON WILDER'S "Our Town," presented by the A.D.S. this March, was in many ways the most ambitious dramatic production the School has yet staged. However, both the individual performances and the overall interpretation and presentation equalled—and at times surpassed—those of last year's success "Androcles and the Lion". Mr. Evans, the producer, is to be congratulated on maintaining the high standards this year, in spite of the difficulties this unusual play presented.

"Our Town" was a very good choice for the Society. The story revolves around life in a small New England township called Grover's Corners, at the turn of the century, and, with a skilful manipulation of time-cuts and "flashbacks," the author presents each of the important stages of life. The obvious intention is that each member of the audience should see a reflection of his own life in the lives of the characters of the play. Each of the three Acts is concerned with an important section of life: the first revolves

around birth and childhood; the second, the meeting and joining together of two lives; and the third shows the author's attitude to death. In this, the last Act, the author attempts to demonstrate the futility of living without purpose and the tragedy of failing to recognise the true wonder of life.

The whole play was performed with props. but without scenery and without the use of the curtain (except at the very end), and thus more importance than usual was placed on the sound and lighting effects, and the actors had to use the art of miming considerably. They did this quite adequately, and in general this 'representation' scheme was considerably more effective than conventional scenery would have been; the latter would have tended to become superfluous or distracting.

Perhaps the most outstanding individual performance came from Linda Hutchins as the "Stage Manager." It is the Stage Manager who describes, initially, the setting of the play, and who, throughout its length, links up its otherwise disjointed sections; and Linda performed this part very well indeed. Her handling of the occasional conversational passages directed to the audience was particularly enjoyable; and she maintained her assumed accent right to the end.

The principal characters in the story itself, Emily and George, were played by Jane Harrington and L. D. Boyd, who gave a delightful interpretation of the scene in which "they first knew that they were meant for each other." In the final sequence of Act III, when Emily, after her death, re-experiences part of a day in her childhood, Jane used her considerable acting ability to the full in a very sincere performance. Special mention must also be made of the two 'mothers and fathers' who supported these two principal parts so well—Diane Headland and Frank Palmer, and Averil Johnson and Michael Adhemar.

Of the minor parts, Judith Betts enhanced the effect of her humorous lines with her charm and effervescence; and I. J. White (as the milkman) with the help of expertly-timed horse-y footsteps, gave some good miming. However, all the parts were acted well, and all contributed in some way to the success of "Our Town." Appreciative thanks go also to those members of Staff who helped in any way with the production.

Unless a play is performed so as to capture the audience, its whole purpose will be lost. With this production, however, this was never in danger of taking place. Anyone present at one of the performances must have experienced the disturbing effect of the last Act, and that feeling of pain-tinged joy which can only come from such a play as this interpreted well and acted sincerely.

G. E. BROMAGE.

HOLLAND, 1964

ON March 25th, directly after the End-Of-Term Service, the school changing rooms were invaded by many would-be tourists struggling to escape the bonds of school uniform. After fifteen minutes they emerged, some almost unrecognisable in "civies", and hurled themselves aboard the waiting coach. After several false starts, we took to the open road, to the accompaniment of mixed boos and cheers from the School and from some members of staff. The school journey to Holland had begun!

Unfortunately, the crossing from Harwich was rather rough, and several of our number spent the night groaning and rolling about on their bunks. However, they perked up at the sight of land, and spirits were more or less high when we arrived at the Hook of Holland at the unearthly hour of six in the morning. We arrived at our destination, Valkenbourg, at 5.30 p.m., and after unpacking we sat down to enjoy a reviving meal. In spite of our tiredness we went out in the evening to examine the surrounding district, but it was not until the light of the next day that we found out that we were staying on the only hill in Holland.

Although a programme of activities had been planned, it was not adhered to very strictly; we found plenty of time to spare in which to buy souvenirs and presents for relations at home, and to do some private reconnaissance of the local beauty spots. The weather, unfortunately, was all too reminiscent of a British Bank Holiday, but it did not mar our enjoyment, for, most of the time, we were able to watch the rain from the warm protection of a coach.

We visited three countries besides Holland (Belgium, Germany and Luxembourg), thus giving our status symbols an extra shine. In Luxembourg we had an amusing encounter with a chairlift, and I recommend this mode of travel to all who like to live dangerously.

In our group was an expert pianist, and we were fortunate to find a piano in the hotel. Thus, the last afternoon of the holiday was highlighted by singing round the piano such songs as that well-known classic "Bits and Pieces." The more energetic danced the "blue-beat" and the now old-fashioned "twist," while Miss Davies enjoyed herself taking some "action shots" with her cine-camera. The driver of our coach was not lacking in humour and became one of our firmest friends. I think he was as sorry as we were to say goodbye. Entertainment was mostly supplied by Mr. Meadows, however, whose ready wit added much to the general light atmosphere.

I wish to extend my sincere thanks to the members of staff who accompanied us, and who managed to remain remarkably tolerant. Fortunately they also managed to return with the group intact.

ANGELA PETO.

THE ENGLISH I WAS EXPECTING

"LISTEN," said the lecturer at the University, "Before you go as Assistants I will give you some indication of the kinds of people you will meet and what will be the best attitude for you to adopt." I must confess, that his description cooled us a little and I began to have doubts about whether I ought to go to England or not.

"Well," said he, "first, don't think they will be waiting for you with large smiles on their faces, and shouts of joy. You must bear in mind that English teachers are very haughty and reserved. Think of the solemnity betrayed by their black gowns and mortar-boards." (I was a little disappointed when I found that the famous mortar-boards were no longer in fashion).

The pupils, we were told, would be very facetious; among other things, they give nicknames to their teachers. "So never ask a pupil a teacher's name because be sure he will give you the wrong one, just to put you in the funny situation of calling him by his nickname, firmly believing it is his real surname."

Now the teachers. "If, by any chance, you are in a school for boys, with a male staff, above all, don't be bold. Don't be the first one to go and speak to one of the men, to make acquaintance; it is just not done in England. You know how Englishmen are, don't you? Cold, shy, misogynous, etc., so just stay still on your chair in a corner of the room, and wait for somebody to speak to you. You can stay like that a long time actually; English people are reserved, as I have said already." Headmasters were not at all like those in France. "A headmaster is much more important in England. He will be stiff, with a far-away look, and will probably not see you, when meeting you."

You can imagine, then, how I felt when I arrived at Trinity High School. It was not at all what I expected. (Happily I must say). I went from one surprise to another. As I am a bit of a jingoist, like everybody else, I found it rather hard to admit that England was not in the least as bad as I had been told. Its pupils were not so wicked; its teachers not so stiff. Where do these reputations come from?

I am sure English Assistants have their own ideas about French Schools as well, and my great hope is that when they are in France their surprise will be just as pleasant as mine. G. GILLES.

THE WIDE WORLD

WHEN I went up to University I had no idea what to expect. All I had heard of what life was like for a student were the vague romances about escapades in the Halls of Residence, about such-and-such an incident in the Union, and brief references to work, too, which I had gleaned from former pupils of the school who had come back to visit us.

I suppose I had a rather stylized image of what university life is generally taken to be. I had visions of mad parties and divers orgies,

culminating in the almost legendary occasion known as 'Rag.' As one of the uninitiated, I somehow imagined this as some kind of meaningless and wildly neurotic fling, an almost lunatic releasing of energies after the exams. I had terrible visions of painted, half-naked, art students roaming loose about the streets, wantonly throwing handfuls of pamphlets to the four winds; of ceremonial piano-smashing on the Town Hall steps; of mass kidnapping of local dignitaries, and similar paroxysms of self-indulgence.

On the other end of the scale I saw the poor student, a ball-point pen in one hand and a packet of Benzedrine tablets in the other, in the early hours of the morning, floundering in a morass of notes and text books. I can't say that I was overwhelmed with enthusiastic attraction by either of such extremes as these.

In effect, before I came to university I had only the feeblest glimpses of what I could expect to find there. Like many others, I suppose, I had no real idea of the standards of work expected, nor of the conditions under which it had to be done. Equally, I had no notion of the life, facilities or environment where I was on the point of spending possibly my three most significant years. If, now, I had to choose an adjective to describe the life, I should say it is independent; and if I had to choose another, I should say it is more impersonal. You are no longer "spoon-fed" by teachers, and although there is still a certain amount of discipline exercised with respect to work and attendance of lectures, for the most part it is self-discipline. Had I known what to expect I might have been disillusioned or encouraged, but at least I should have been prepared.

Schools and universities could profit from relying on a more positive and organised basis than on the casual passer-by who thinks that he might as well drop in at the old school. Yet the life has to be lived for a while to know what it is really like. In this field Trinity High School has tried to achieve a relationship of this kind by holding an annual dinner by arrangement with students of Leeds University. Perhaps this sort of occasion could be expanded in years to come, forming an important bridge between the two worlds.

Potential 'freshers' should be prepared to resist the temptation to jump on the first train back, and be prepared to start right at the bottom of the ladder once more—"little fish in a big pond" was how a certain headmaster described us eight years ago. Be prepared to spend the first week standing in queues and collecting armfuls of bumf, and for your writing to suffer from the rigours of notetaking in lectures. It will be a life of contrasts, and, whatever form it takes, it will be an experience never to be forgotten. P. A. DOUGLAS

LIFE AT A NEW UNIVERSITY

IT was all rather bewildering at first, surrounded by unfamiliar faces and a strange environment. The advantage of being a fresher at a new university, however, is the knowledge that a large

proportion of the student body is just as bewildered as you are, for this is only the third year of the University's life and First Years are in a marked majority.

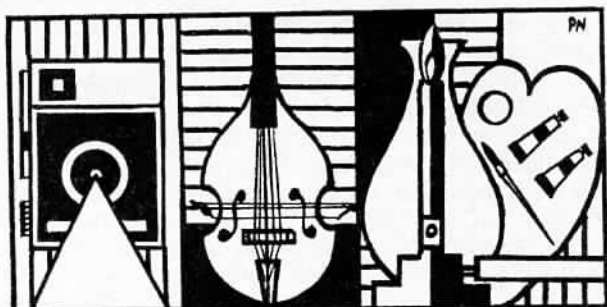
We were all told at the beginning, by the Vice-Chancellor, that we were part of something new—something exciting and different. We could not tell whether in fact it was different, as we had no standards for comparison, but it was certainly exciting. The University Park is, at the moment, a rather untidy panorama of completed and semi-completed buildings, with the ground mottled here and there with dirty white patches where construction is about to begin. The smell of newness is everywhere. The buildings that are completed are magnificent examples of architecture; they fit perfectly into the green landscape of the Downs. No-one has yet daubed "Sir Alec Must Go" on the walls of the new library block. On the contrary, the very freshness of the buildings, as yet unspoilt by students or elements, is exceedingly stimulating and seems to generate a freshness of ideas.

The actual academic course is also modern in the true meaning of the word. By studying subjects in their context, rather than by isolating them, the student is given the opportunity of seeing everything in its proper perspective, while at the same time specialization is developed to such a degree that the more detailed aspects of the Major Subject are not ignored.

Life moves at a tremendous pace. The term is half-over before it really seems to have begun. Great emphasis is placed upon social activities (part of the University's policy is to maintain the 50-50 sex ratio) and there always seems to be far too few hours in the day. The close proximity of Brighton (at the moment the University is over-run with semi-mods!) tends sometimes to be a distraction, especially as all the students live in guest houses, flats or gutters in Brighton and Hove. The town itself is very much alive and seems in many respects to be ideally suited for a university. Brighton on a Saturday night in the summer has to be seen to be believed. The innocent bystander is threatened from one side by the sea and from the other by roaring traffic, milling holiday crowds and charging Mods!

Soon after the beginning of the first term, students have a feeling of real independence. We are probably thrown back on our own resources more than students at most universities, for each week we have only two compulsory tutorials, lasting one hour each. Lectures are quite voluntary, and the rest of the time is our own. Sometimes, as can well be imagined, the effort required to overcome the distractions, both inside the university and at Brighton, is great. However, work is only a part of university activity (how important a part varies from student to student) which, in completion, is education for life.

R. M. LACEY



AMATEUR DRAMATIC WORKSHOPS SOCIETY

WHEN the Autumn Dramatic Workshops Society re-formed in the Autumn of 1963, its membership consisted of five Sixth-Formers. However, as there was little work involved in making props. for the Christmas Concert, there was no need to seek help from the Middle School. After the Christmas Concert—which was very successful—work began on the props. for the Annual School Play which was to be held in March, 1964. It was an American play called “Our Town,” and was unusual in that we took the props onto the stage in full view of the audience, the curtains being fully closed only at the end of the play. From the reception it received the play was obviously a success.

Some time before the School Play, some of our Fourth Year members, who joined us after the Christmas Concert, had started preparing for the production of “Iolanthe” in the Autumn of 1964. At the same time, our stage manager, Mr. Clarke, had to leave us to practise for his leading part in this production.

The Society offers its thanks to Mr. Clarke for his guidance during the past year and to Mr. Bamber and Mr. Price for so kindly agreeing to be joint stage-managers during the coming year. J.N.W.

CHESS CLUB

AS in previous years, the Chess Club has met once a week in Room 3, after school. The meetings are now held on Tuesdays during term time, between 4 p.m. and 5 p.m. There were casualties due to the pressures of exam work and outside activities at the close of the Spring Term, but the usual competitions were supported adequately.

The League was won by T. Clarke with 80 per cent, B. Clarke was runner-up with 75 per cent. The Problem-Solving Competition was won by Bachelor, and runner-up was B. Clarke. The Knock-out Competition, held in the Autumn Term, was won by B. Reed of VI U.S., and second was T. Dorr of VB.

It is hoped to begin again in September next on the first Tuesday of the Autumn Term. All who are interested, whether experts or novices, are invited to come along. B.C.

THE DEBATING SOCIETY

SUPPORT at meetings this year has been most encouraging, and we have been particularly glad to welcome quite a large number of fourth and fifth formers, thus, we hope, completely killing the once-prevalent idea that the Debating Society consists solely of a sixth-form clique. We hope that they will continue to find the meetings interesting and entertaining, and look forward to the time when they will be "out there in front, knees knocking and voice shaking with nervousness," instead of surveying the "victims" with a smile of smug satisfaction and enjoyment! They say that "the first time is the worst" and this is probably true, but debating soon becomes an absorbing and stimulating interest. Besides developing confidence, self-expression, a sense of humour, and deep thought, it also gives ample opportunity for hearing other people's opinions, so helping to develop the will to judge and make decisions, without a dogmatic and completely self-opinionated state of mind.

Average attendance at meetings has been about thirty, although the not-surprising popularity of the motion that "Society Would Be Better Off Without 'The Beatles'", attracted no less than eight-seven supporters. Needless to say, the motion was heavily defeated by sixty-seven against seventeen, with three abstainers.

We have had very entertaining meetings with the Notre Dame High School, the Northampton School for Girls and the Boys' Grammar School, and hope that such events will be regular features of future seasons. After-school meetings have, we hope, achieved a balance between humorous and more serious subjects, without losing topicality. They included discussions on Satire, Civil Defence, Trading Stamps, Intellectual Snobbery, Smoking and Cassius Clay.

In conclusion, I should like to thank the members of staff who have shown their interest in the Society by their support at meetings, and their willingness to act as Chairmen. In particular, we are grateful to Mr. Hartwell, whose advice and very loyal support is much appreciated. Thanks are given to the keen committee members, Barry Druker, Bernard Brown and Martin Verity; also to the society members, without whom there would be no Debating Society.

A.C.

FENCING CLUB

THE Fencing Club has held its meetings on Monday evenings from Six to Seven-Thirty, under the supervision of our able instructor, Mr. Sturman.

Many of the would-be fencers who have taken up the foil have been surprised at what a skilful and energetic sport fencing is. The uninitiated associate the sport with what they see of sword-play in films or on television. In ignorance, such people would think that fencing is easy, but many an aspiring D'Artagnan has been disillusioned after the first lesson.

Even with these pitfalls in the early stages, once the learner can come on guard properly and execute a number of attacks, parries and ripostes then the sport becomes interesting and exhilarating. The sport produces a fit body and, requiring absolute concentration, free from outside worries, provides the perfect recreation.

R.A.F.

THE JUNIOR DRAMATIC SOCIETY

ONCE again Mr. Meldrum decided to enter Trinity High School in the Drama Festival, and so, just before Christmas, he held a meeting for third-year pupils after school. The response was moderately good, with about nine girls and three boys turning up! After this initial meeting these people persuaded their friends, especially boys, to come to the following meetings,

Mr. Meldrum asked us to act little mimes and plays to see what part we were most suited to. Because of exams we were unable to practise for a few weeks, but during this time Mr. Meldrum had typed the script, which he had adapted from a French farce by G. D'Hervillies. A short time afterwards, we were given definite parts in a play entitled "House to Let."

Then began the arduous task of learning our parts. By this time, the final night was only eight weeks away, but this seemed so distant to everyone concerned that we did not settle down to learning our parts properly for a few weeks. Soon, it was only one week to go, and we had only just learnt our parts. Then props and costumes were chosen. At last came the Dress Rehearsal. What a lot of mistakes we made, but the audience seemed to enjoy it, and it was good practice.

On the evening of 18th March we met at the Technical College to give the final production. We put on our costumes and were made up by Miss Wilkinson, Mrs. Stapleton, Miss Longbottom and Miss Wright. We all enjoyed this very much, although we looked rather peculiar afterwards. By the time this was finished, it was almost time to appear. The audience could be heard applauding the last play. Seconds later, a stage-hand rushed us up to the stage. The scene was set, the lights were adjusted and the three burglars pulled back the curtain. The play had started!

All went quite well and not too many slips were made. The audience got the point of most of the jokes and the applause was encouraging. The adjudicator said that the play was well presented and the climax was quite good for such a complicated play. All the cast agreed that they had thoroughly enjoyed it.

P.A.M. and M.J.B.

FIRST FORM SCIENCE CLUB

SCIENCE Club began in September. Attendances were good, and although only a limited number of pupils could attend, many more wanted to.

Experiments ranged from marking out a magnetic field, a painstaking experiment, to making explosive combinations of gases. The fume cupboard was used for this. Other experiments, using a powerful microscope, were the analysis of cells of the human cheek, and studies of slides of the blood. The experiments were performed in groups. Other experiments performed by the junior scientists were the growing of copper sulphate crystals and chemical gardens, and germinating seeds. An experiment enjoyed by all members was chemical analysis. Salt and sand were mixed together, and the junior scientists proceeded to separate them.

The Biology section of Science Club dealt with the bones, organs, eye and ear of the human body. There were skeletons in which members could attempt to place the organs, (heart, lungs, liver, etc.) in their appropriate places. Detailed models of the eye and ear were also supplied.

It is hoped that, this summer, Science Club will engage in the following activities: a detailed study of the pond; a cine-film of activities, and small dissections.

We should like to take this opportunity of thanking all members of staff who have helped to make this club possible. C.D.M.

SCHOOL CHRISTIAN FELLOWSHIP

THE season opened with a Biblical Quiz, at which fifteen members of the Lower School attended. There were prizes ranging from bookmarks to erasers carrying texts from the Bible. This was then followed, in December, by a film, "Head in the Sand," which dealt with the apathy and self-preservation attitudes of to-day's teenagers. This was seen by sixteen members of the Upper School. The season continued, with alternate Lower and Upper School meetings, with speakers, films, discussions (the need for a Chairman being highly apparent with such controversial subjects as "Pacifism") and joint meetings with the Fellowships of the other town grammar schools. An average of ten pupils a meeting was realised throughout the year.

In the new school year, it has been decided to disband the "School Christian Fellowship" and in its place substitute the "Trinity Young Christians." The meetings will be held on Friday nights in the Music Room. The aim will be to profess the Christian Faith in a practical manner, in informal surroundings. Freedom of speech is to be encouraged. It is also hoped to give a clearer picture of what life in Christ means, and how He can be the answer to our problems.

During the coming year, members of the School will have the chance to go to Grendon Hall for an extended weekend. This is open only to sixth and fifth formers, however. Last year, it took place from Friday, February 28th to Sunday evening, March 1st. On arrival, we were allocated dormitories and after tea, arranged into groups of seven. These groups then became compact units, to which we went for discussion (after a topic had been indicated by a visiting or resident speaker) or to do the washing-up. Approximately fifty people attended, from various schools in the town. Social activities were also arranged, when time was needed for relaxation from the mental strains imposed by discussion. A very enjoyable weekend, spent away from the urbanisation of modern life, was experienced by all. The cost was reduced to thirty shillings, which included bed and food. Next year we hope many more will be able to enjoy these weekends. J.A.

SCHOOL MUSIC

I OFTEN wonder what varying reactions there are to the phrase "School Music", both from pupils and parents. I imagine a good many misconceptions exist, mingled with serious doubt as to the real value of class music lessons to pupils, especially to those showing little or no aptitude for the "subject".

In fact, music is an essential part of education, approached as seriously as any other subject. In the time allotted to music we study its growth, from the drum-beating of African natives to the complex rhythms and sounds of to-day. We learn about the various instruments and try to gain an insight into the way in which a piece of music is built. A supremely important study is that of musical notation, for as soon as we begin to read music the whole world of music literature begins to be open to us in a new way. A good deal of time is spent in singing, which I regard as basic to real musical appreciation.

Outside musical activities sift out the really keen people, and we have had increasing numbers interested in opportunities of musical experiences they are offered through the School, other than in the curriculum. At Christmas, 1963, we went carol-singing in various old people's and convalescence homes as well as in several wards of the General Hospital. Also at Christmas a larger group sang some of the best music from "The Pirates of Penzance" as the second half of the School Concert. The first half was of other musical items, a recitation, a sketch, some dancing and a gym display. A number of pupils went to College Street Baptist Church on 26th April to sing in "Sunday Half-Hour," the live broadcast at 8.30. Various concerts in the town have been well supported by our pupils, and a few pupils have joined local choirs recently. One of the year's high-lights has been the "Messiah" of the Bach Choir, in which about twenty of us participated on 14th March.

At Christmas, 1964, we are pooling our resources as a School in a production of "Iolanthe" on 10th, 12th and 14th of December. This involves a good many pupils and most of the staff: six members of staff are actually singing with us, but this is only a part of what must go into a project such as this. We all learn a tremendous amount from working together in this way, and I hope that all concerned will agree that it is a very worthwhile part of the education provided by this School. D.B.

TALKING POINT

Following the success of last year's articles on C.N.D., the Editors asked for contributions on the subject of capital punishment.

Correspondence is invited.

CAPITAL punishment is the punishment of offenders by death. There are four offences in Great Britain today which carry the death penalty: treason; some forms of murder governed by the 1957 Homicide Act; piracy with endangering of life (the last reported case of which was in 1894); and arson of Her Majesty's dockyards or ships. The death penalty is usually death by hanging, but technically the execution for treason can still be performed in public and the full ritual of beheading and quartering can still be ordered. In wartime or time of emergency the Treachery Act of 1940 applies and offenders, like spies, can be shot, as was Joseph Jacobs, in August, 1941.

The capital crimes listed above are all dangerous to society. If a person murders by use of a firearm, then he presents a real danger to the rest of society, and society in the form of the Law must seek to protect itself. The object of punishment must be to prevent the criminal from repeating his act and also deter other members of society from following in his footsteps. In other words, the punishment should show that 'crime does not pay.' Since the deliberate and premeditated act of taking the life of another is the worst crime of all, the punishment must be the most severe society can impose. This punishment presents itself in the death penalty. Any abolitionist must, in denouncing the death penalty, put forward an alternative punishment which is comparably severe. If the abolitionist suggests imprisonment or an intensive programme of readjustment for the criminal then the cost of this is borne by society, by the same society that the criminal has wronged. Is it right for society to support these alien parasites? I suggest not, and until a satisfactory replacement can be found, the death penalty should remain.

Let us look at a country which has already abolished the death sentence, Mexico. Is it not very revealing to note that this country has the highest murder rate in the world, an average of 42.45 per day? Also, over half the murderers are eventually released. Obviously, the abolition of the death penalty is not a success there and why should we think we can do any better here? Even with the death penalty, the highest murder rate in Great Britain was in 1945 with 242 murders.

The Homicide Act reduced the types of capital murder to six, where before all types of murder were punishable by death. Surely the victim is just as dead if shot through the heart, which is a capital crime, as if chopped up by an axe, a far more grisly way of dispatch, and this is a non-capital offence. Analysis of facts and figures immediately before and after the passing of the 1957 Act shows a rise in crimes of violence and a six per cent rise in the number of murders. It is obvious that if punishment is reduced more people will try to get away with the crime, and the deterrent value of hanging is removed. Life imprisonment, as a deterrent? The figures released not long ago reveal that a criminal imprisoned for life, on average, is released after eight years eight months. This in deterrent value cannot compare with that of the death penalty.

One case which recently came into prominence was that of Christopher Simcox, who murdered his wife in 1948, was reprieved and then, after his release, again committed murder and was reprieved. Evidently a prison sentence is not an answer to such crimes. I suggest there is no alternative to capital punishment and that it should be kept.

R. A. FAREY (6US)

CAPITAL punishment is one of the few remaining marks in Britain of violent, uneducated, uncivilised man. We are one of the countries whose government actually supports its own Church, and part of the teaching of this Church is the turning of the other cheek. This same government, however, advocates the death penalty as a suitable punishment.

Murder is a crime, and crime is a curable disease. In medical science, euthanasia is forbidden, so why, then, is capital punishment upheld? Many of the men who commit murder have never suffered from the 'crime disease' in any way before. Is it fair that these men should suffer such a grave punishment for one mad moment? Many of the famous murderers are more to be pitied than condemned. Padola was born a very gifted musician, and his childhood teachers prophesied great fame for him. Unfortunately, when twelve, he had an accident which made him tone deaf. His dreams of a brilliant career collapsed and so he drifted heart-broken and bitter to a life of crime and murder. His punishment was the gas chamber, but not before he had spent twelve terrible years in a condemned cell hoping for a reprieve, yet seeing failure after failure. Was justice done to Padola?

The 1957 Homicide Act has made us the laughing stock of the world, for where else can one be hung for killing with a gun, but get life-imprisonment for killing with a knife? Where else can one receive life-imprisonment for strangling someone, and the death penalty for strangling him and then removing a button from his coat? Any reasonable person can see the absurdity of this Act.

One of the main arguments of the anti-abolitionist is that capital punishment is a deterrent, but this is absolutely unsupported.

In nine out of ten countries where capital punishment has been abolished or is now in disuse, the murder rate has fallen. In Britain it is rising. A deterrent that does not deter is futile.

The prospect of the death penalty must subject a man facing a murder charge to deep anguish. He has to sit through the trial knowing his life to be in the balance, and listen to people from whom, perhaps, one word could send him to the gallows. After the evidence and summing up, he has to wait through the indefinite period when twelve "ordinary men and women" have the responsibility of his fate thrust upon them. It cannot be very pleasant for the jurors one imagines, to realise that they have the power to save or destroy a fellow man.

Then, the defendant, having been found guilty, sees his fate being sealed by the clerk of the court, as a little black cap is placed on the wig of the presiding Judge. At the end of the formal sentencing, the Judge utters solemnly "May God have Mercy on your soul," and many onlookers, near and afar, utter bitterly in their hearts, "and may God have mercy on yours!"

The agony of the victim of Justice, however, is only just beginning, as he is now given a three-week stay in a condemned cell with two warders. Who can fully imagine the terrors that would beset him, as he watched the days rolling by, his appeals failing, and his final hope, the Home Secretary, assuring him that the Monarch could not find it within her powers to discover any small cause why he should be reprieved?

Capital punishment is legalised murder. The Judge gives the order and his servant carries it out; and then when they have to face up to their consciences, they both hide behind the word 'duty.' Everyone must realise that whatever we do to a murderer, his victim cannot be brought back. Why then double a crime by imposing capital punishment? What men can call "a life for a life" justice? What men can claim to live in a civilized country when its government advocates the death penalty? Finally, if you were a juror, how would you vote? There is rarely absolute proof. Would you give the accused man the benefit of that tiny doubt, or would you take it upon yourself to add your signature to his death warrant?

R. P. JONES (5AL)

THE HYENA

The black mists curled over the Mango trees,
And the swamps rang to the sound of frogs and cricket;
The Moon shone on the poised tiger, waiting,
And on its prey, the graceful antelope, hypnotised;
Struck as a statue, unable to stir.
The Moon shone on the water hole,
Its ripples spread, threatening.
It shone on the animals drinking, alive,
It shone on the red-stained impala,
Dead.

Suddenly, amidst the normal noise of the jungle, came laughter,
Not chuckles telling of play, but a noise of murder;
Not of the sane and happy, but the sound of a madman,
Not telling of joy, but of Evil.
The hunters stopped in their tracks, listening.
The birds flew from tree to tree, afraid.
Unknowing, the hyena continued to make her noise of panic,
Unaware that she was disturbing the whole jungle,
She held back her head—and saluted the Moon.

Julie Haycock (6LM).

THE POLITICIAN—
With Apologies to W. S. Gilbert
(Act I, Iolanthe)

When I went to the House as a very young man
Said I to myself, said I,
I'll work on a new and original plan,
Said I to myself, said I,
I won't be in Scotland shooting grouse,
Or smoking a pipe in a Hampstead house,
With a middle-aged lady as my spouse
Said I to myself, said I.
I'll support the Empire in my first address,
Said I to myself, said I,
And so make the headlines in the *Daily Express*,
Said I to myself, said I,
I'll be a smart Alec and won't care a fig
For Sir Gerald N * * * or Mr. George W *,
But I might jeer at Qu * * and call him a pig,
Said I to myself, said I.
I'll never rebel at a Government Bill,
Said I to myself, said I,
Or miss a debate when I'm not ill,
Said I to myself, said I,
For you'll find me aggressive on retail price,
And in "Panorama" they'll ask my advice,
And I'll even make Dimbleby laugh once or twice,
Said I to myself, said I.
I'll be made Premier as a matter of course,
Said I to myself, said I.
To hold my Party I'll need no force,
Said I to myself, said I.
While picking my colleagues I'll be no fool,
For they'll either be ex-peers calm and cool,
Or hail from a nameless public-school,
Said I to myself, said I.

EVANS (6LM)

MEN OF OUR TIME

THERE is, somewhere in this country, a very talented young man who is known by everyone, and who is mentioned to an increasing degree in our daily conversation. This man's name is . . . Any Fool. The extent of his activities seems unlimited, but it will perhaps help us to understand him better if we examine one or two of the various fields in which he is making his presence felt.

He is probably best known for his political abilities. It is by now a well-known fact that Any Fool could run the country better than the present Government is doing. He could probably do it single-handed, too, as we all know that Marples must go, Beeching has blundered, and most of the rest have made their little slips—which Any Fool could easily rectify. From what has been said recently, it is also just conceivable that he has already taken over as Head of M.I.5. Who else could be capable of thinking up two such ingenious espionage systems as the so-called "Brain Drain" and the Channel Tunnel? Any Fool can see that by sending our scientists to America we have discovered the perfect method of finding out just how far ahead of the Soviet Union they really are. And what else but the constant threat that a Channel Tunnel may be built could keep De Gaulle so negative in his policies?

In the realm of entertainment he seems to enjoy using his authority. It was surely he who saw to it that T.W.3. was taken off the air so that there would not be too much attention paid to the promises which will be made in profusion some time this year. It is obvious to him that BBC-2 will not be a success unless it drops its symbol of two kangaroos and adopts something more acceptable to the public—like Elizabeth Taylor, for example. As this year is the four hundredth anniversary of Shakespeare's birth, we can perhaps presume that Any Fool may be right in his choice of a certain newly-married couple to play the leading roles in "Antony and Cleopatra."

Naturally, Any Fool is also capable of growing his hair longer and making as much noise as the well-known vocal and instrumental quartet from Liverpool.

JENNIFER HEARD (Form 5)

THE SEA

IT was a cold, grey day. Rain lashed at my face and the salt, sea spray was bitter upon my lips as I stood gazing at the cruel and mighty sea that had claimed so many lives. My father was a fisherman and it was generally believed that I would follow in my father's footsteps. But I hated the sea, for I had seen what misery it could make of human lives.

I well remember the year of 1849, just two years ago. It was a warm, mellow summer and the peach tree on the east side of the house was hung with ripe, yellow fruit. Every day the fishing fleet went out and returned in the evening loaded with fish.