

THE SUBJECTS WE TEACH

ART.

It must seem fortunate that the present writer arrived only about a year before the School moved into the new Stonegate buildings, and the luxury of so many specialist rooms. It should, however, be recorded that in the days of fewer facilities, although there was less scope, the quality of the work never suffered. We now appear to have more facilities that can be fully utilised in the time available, but this does give a pupil the opportunity to find out from which type of creative work she can get the most enjoyment.

Art Studies throughout the school are geared to G.C.E., although this is, by no means, as exclusive and inflexible a course as is sometimes made out. But it does mean that there is more emphasis on painting and graphic work to the detriment of three dimensional crafts, which are, in any case, somewhat restricted through lack of space, especially in the junior classes. The C.S.E. Art examination is now taken in addition to the G.C.E., since it is ideal for pupils whose particular talents lie outside the rather limited range of 'O' Level Art papers. However, the Cambridge 'A' Level requirements have recently been altered to allow much more time for each examination with greater freedom of choice and interpretation, and it is likely that the 'O' Level will shortly follow suit.

One of the biggest problems is that of exhibition visits, which are essential to establish contact with aspects of the subject which may be commonplace to people in larger centres of population. Outings are usually arranged for older pupils, where groups are smaller, but pressures, on both school and free days, are constantly increasing, and with the semi-closure of the railway, transport becoming less convenient. At the least, it is a sixteen mile journey to visit even one of the small travelling exhibitions organised by the Lincolnshire Association or the Victoria and Albert Museum. Perhaps it is too much to hope that Spalding will, one day, have an Arts centre of sufficient size to hold such exhibitions, and children and adults alike would benefit.

ARCHAEOLOGY.

Archaeology is the most recent addition to the range of Advanced level subjects, and we are rather proud of being one of only a very small number of schools taking this paper offered only by the Cambridge Board.

The general popularity of this subject has greatly increased in recent years, and it is becoming easier to get people to understand that the word is not synonymous with excavation. To this end, we have had a school archaeology society from time to time when this has been feasible, and there has also been a General Studies group combined with the Grammar School. Work has included field and building surveys, classification and recording of finds and information, and some help with local excavation when the opportunity has arisen. Senior girls have also helped with a number of professionally directed excavations in holiday time to acquire training and experience.

The Advanced level syllabus is thorough and interesting, although rather heavily weighted in favour of prehistory. Only a third of one of the three papers which have to be taken is devoted to Britain since the Romans! One paper allows for original local study and research in the field. With a lack of historic sites locally, outings have been arranged as far afield as Wiltshire.

Hilary Healey.

CLASSICS.

Within the last few years there have been certain changes in the concepts of Latin teaching, and these changes have been reflected at our School. The Certificate of Secondary Education has been introduced. We were one of the first schools in the country to teach Latin for this Certificate, while also keeping Greek and Latin as subjects for the General Certificate of Education at Ordinary and Advanced Levels. The syllabuses for G.C.E. and C.S.E. in Latin are considerably different in that the latter contains questions on Roman Life, History and Literature, and is not weighted as G.C.E. Ordinary Level to translation from and into Latin.

Another development has been the use of psycholinguistics in the preparation of an entirely new Latin course. This is still in the experimental stage and, at the moment, is called the Cambridge School Classics Project; a number of schools in this country have agreed to engage in this experiment in the confident hope that out of it will come a course of study based on extensive research at universities into language and how we learn it, and extensive trial of these new theories in the practical background of the ordinary school. We were one of the first schools to agree to take part in this experiment which we feel has so far been successful. Revision to the original Project material is to be made in the light of reports, criticism and suggestions from schools taking part. This material contains information about life in the Roman Empire, and the project calls for discussion of this with pupils and for the use of slides, film strips and tape recorders.

We also have, at this school, a one-year course of study, normally undertaken in VI B, for the G.C.E. Ordinary Level examination in "Classics in Translation". No knowledge of Greek or Latin language is required, since the candidates read the great works of the Greek and Latin authors in an English translation. This extends the field of Classical literature to those pupils who would be unable to read this literature in its original languages.

As extra-curricular activities we have taken a party to St. Albans to see the Roman-British remains, on several occasions have been to Cambridge and other places to see Greek plays, have entered girls for Latin reading competitions and have been to Peterborough to hear lectures by men and women who are well known figures in the field of Classical Scholarship.

Beverley Hill.

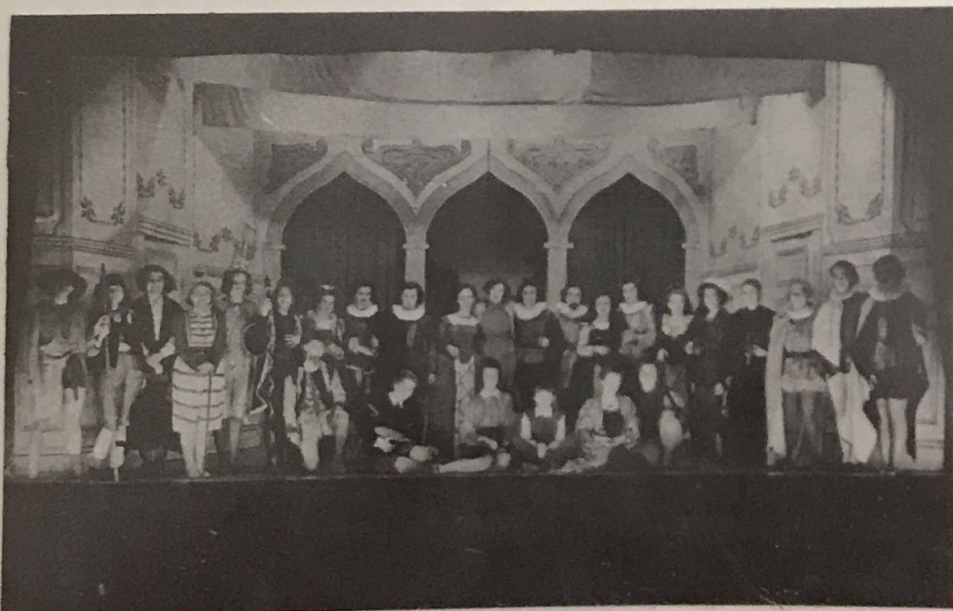
SCENES FROM THE SHOWS
FROM "SHREW" TO "SHREW"

1946



The Taming of the Shrew produced by Miss B. M. Walker.

1950



Much Ado About Nothing produced by Miss M. Davies.

1951



Miss White and Miss Davies in a scene from Charley's Aunt
a staff play produced by Miss D. Zimble.

1962

Scene from The Rivals
produced by Miss J. Elliott.



1965

Blithe Spirit. Staff Play.



THE TAMING OF THE SHREW

1968



Photo by M. Talbot.



Photo by M. Talbot



Photo by M. Talbot.

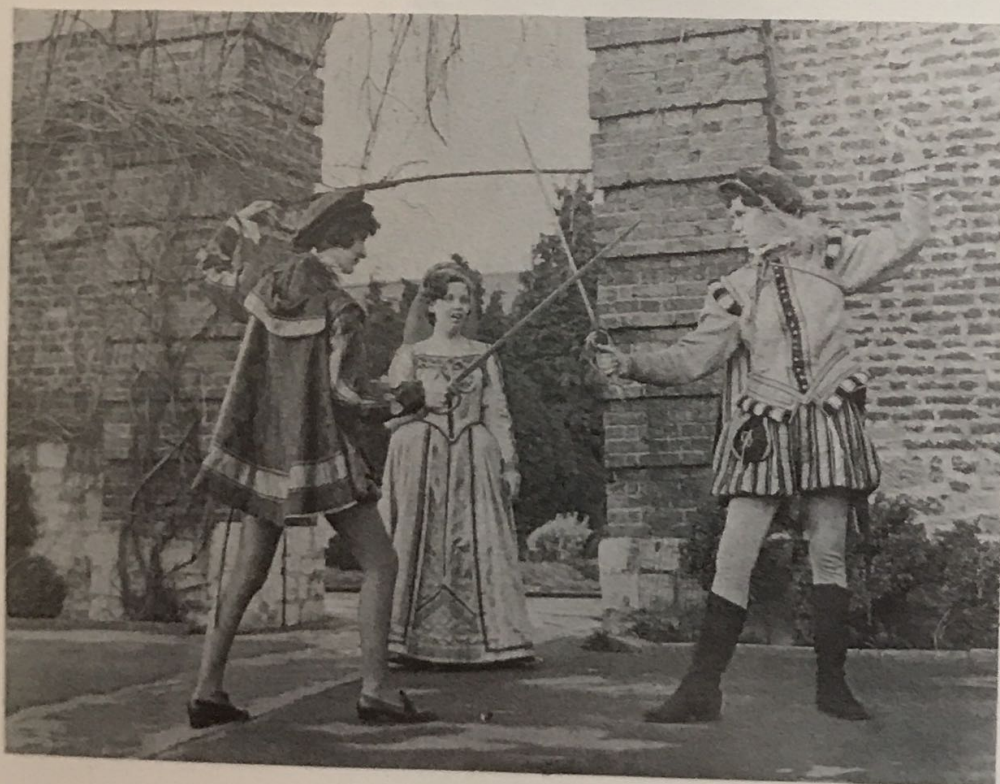


Photo by M. Talbot

ENGLISH AND DRAMA

The major school productions have mostly been the work of the English Department, with ancillary and supporting efforts from several quarters too varied to mention. A list of these plays reads as follows :—

1933	The Critic
1934	A Midsummer Night's Dream
1938	Twelfth Night
1940	St. Joan
1942	The Knight of the Burning Pestle
1946	The Taming of the Shrew
1947	Tobias and the Angel (Staff)
1948	Twelfth Night
1949	Quality Street (Elocution Department)
1950	Much Ado About Nothing
1951	The Happiest Days Charley's Aunt (Staff)
1952	The Winter's Tale
1953	As You Like It The Boy with the Cart
1955	Arms and the Man Quiet Weekend (Staff)
1956	Pygmalion
1957	The School for Scandal
1958	The Importance of being Ernest
1960	As You Like It
1962	The Rivals
1964	The Happiest Days (Staff) Pygmalion
1965	Blithe Spirit (Staff)
1966	The Ghost Train (Staff) Twelfth Night
1968	The Taming of the Shrew The Boy with the Cart (Scripture Department)

When Miss Walker produced "The Taming of the Shrew" in 1946 our school plays were presented in the Grammar School Hall, where the stage was better than anything we have had since. But you cannot always trade on the kindness of another school, and there were difficulties and increasing restrictions on rehearsals, so that we decided, at last, to produce our own play in our own buildings. Unfortunately, the only accommodation we had was the hall at London Road, but the fact that Bourne Grammar School could produce successful plays in an even worse setting was an encouragement to try.

There were difficulties. The staff was so small that, putting actors and properties on it at the same time seemed impossible, until someone had the idea of extending the platform by the homely method of tacking two kitchen tables on the front! They are still there, and I doubt if the Junior Dramatic Society could manage without them. The scenery was homemade, largely by Betty Buttress and her helpers, for no firm turned out sets that size. Of course, there were no footlights, and very little other lighting, either. Someone, possibly Miss Cary, manufactured portable footlights out of sheet metal, bulbs, wire and sockets. They were not beautiful; they cut off the actors at the ankle, there was always the danger that they might fall off the stage, and painting bulbs to produce any coloured light effect produced an exciting smell of burning.

The Elocution staff had produced "Quality Street" in this hall in 1949, and there had been "Tobias and the Angel" in 1947, but my first play at school was "Arms and the Man" in 1955. The result was better than expected, mainly because the actors were remarkably good that year, although they had very little room to move, and the front row of the audience was neck-achingly close to the stage. The chairs were hard, the acoustics bad, and actors and audience shared the same entrance. When a reporter described the "theatre" as "intimate", I accepted this as flattering, although I think the P.E. Inspector who referred to the hall as "just an enclosed space" was nearer the mark.

By 1960 we had moved into the Stonegate buildings. The Hall was, certainly, handsomer, and the stage seemed enormous compared with the old one, but it was difficult to erect scenery, any brisk movement sounded like charging cavalry, and the lighting was so arranged that an actor, coming to the front of the stage, vanished. We have added various lights, but all we can aim to do is to make the players visible. There isn't much room back stage, and we are all getting rather tired of making up in the lavatories.

What you remember tends to be the thing that goes wrong. Not the remarkable performance, although there have been many, but the bell that doesn't ring, the property that isn't there, the actor who runs into a light and leaves everyone groping in complete darkness. What is noticeable is that more and more people, staff and pupils, are involved in productions as time passes.

Over the last few years some girls have helped in Grammar School plays, and this is obviously right and sensible. Unfortunately, until some new Shakespeare writes plays with mainly female characters, and three or four good male parts, it is going to be difficult to return the compliment.

Joyce Elliott.

DOMESTIC SCIENCE.

This department has had many changes since the school began. Until 1933 there was only Needlework available to the pupils, and, therefore, no one took School Certificate, as the paper was then a combined one of Needlework and Cookery.

In 1943 School Certificate was begun, and the cookery part was studied on Saturday mornings at the Gleed School with Miss Bilsby.

In 1945 Mrs. Ackroyd began cookery classes in the old kitchen at London Road. This must have been extremely difficult because school dinners were also prepared and served there, and after the dinner table had been cleared, the utensils for the lesson were taken in from a cupboard under the stairs, and all the cooking was done in one gas oven. It seems impossible to believe when we look now at our modern room with five gas cookers and three electric ones.

In 1946 the classes were moved again, and cookery was taken in the Grammar School kitchen, before the school dinners this time. Then, in 1947, the old dining room at London Road was converted into a kitchen, and this room is still in use, but now as an Art Room for the Grammar School boys, a playroom for London Road, and the very old cookers are again coming into their own for the use of the Nuffield Scientists in their experiments on yeast and its function in breadmaking.

At Stonegate, the department has made rapid progress, and we now have a modern kitchen with formica topped work surfaces, refrigerator, washing machine and cookers, which are changed regularly by the Gas and Electricity Boards as part of their advertising

campaigns. We, also, have a large Needlework Room with a variety of sewing machines, ranging from several old hand ones through to the newest swing needle machines.

G.C.E. 'O' and 'A' Levels are taken in both subjects, although Cooking is now called Home Economics at 'A' Level; a term which indicated the wider study required in this subject, as it covers much more than "Cordon Bleu" cookery.

Although we appear to have such a good department, with three members of staff, one being Mrs. Ackroyd who returned to the department several years ago, and now takes 'O' and 'A' Level Needlework, we still wish for further accommodation. We should, very much, like a Housecraft flat to enable us to widen the scope, and make the subject even more realistic in view of present day life, and the double roll of housewives, which many of our present pupils may be living in a matter of a very short space of time.

The department has had several changes of staff over the years, including Mrs. Lloyd, Miss Steward and Mrs. Greenfield, to mention only a few.

Domestic Science, in view of the Newsom Report, could well become a very important part of education in the future, and, because of this, we try to widen the scope as much as we can to include Science and Art as well as economics of time and money, and we appreciate the help we have from the other departments in this.

Irene Tilley.

GEOGRAPHY.

Older old girls may well recall their geography lessons as the interminable absorption of facts as an end in itself. This was the old 'Capes and Bays' Geography and consisted mainly of memorisation with little understanding. Text books were dull, and lacking in illustration, and there was little use of equipment, apart from the inefficient and generally broken epidiascope. Occasionally, as a treat, slides were shown.

The Geography of today, however, is characterised by great differences in emphasis and technique, together with the use of a considerable range of visual material. Nevertheless, the factual basis still remains, and the hard grind of learning, particularly for external examinations.

However, the learning of facts is no longer regarded as an end, but as a means of understanding the complex world of today: the facts provide the raw material on which understanding is based. To achieve this aim a variety of techniques are used, but of particular significance are the sample study, field work and visual aids.

The sample study replaces the old text book generalisations by taking an actual small area or settlement and dealing with it in some detail. By studying in this way the pupils find the subject more real and, on the basis of the information obtained, can then make wider generalisations. Similarly with climate, the figures of temperature and rainfall for an actual station allow the understanding of the wider climatic type.

Field work provides a similar approach from the particular to the general, although administrative difficulties in the Grammar School prevent full use being made of this technique. Nevertheless the Sixth Form do a considerable amount, including a week's field excursion in an area contrasting strongly with the Fens. Areas covered in recent years include the Isle of Wight, Anglesey, and the Malham district of Yorkshire.

In addition, the Sixth Form carry out individual field work for a local survey which is presented as part of the Advanced Level G.C.E. Examination. Recent surveys include studies of the factors affecting the development of Crowland; the role of communications in the industrial development of Boston; the growth of population in Spalding; and the effect of the sugar beet industry on the agriculture of the Spalding area.

Field work abroad presents obvious difficulties, mainly financial, but this year, for the first time, two Sixth Form girls went on an organised field excursion to the Benelux Countries which was highly successful.

Finally, the extensive use of visual aids is now an established feature of the teaching of Geography. In addition to the slide/film-strip projector, the Department uses an 8 mm projector, a 16 mm sound projector, and an overhead projector. The latter is our most recent acquisition and projects prepared transparencies, sketch maps etc. on to a screen in full daylight.

It must be emphasised, however, that there has been no radical and sudden change in Geography teaching over the last fifty years. The story is rather one of gradual development and progression throughout the period, from an infant subject to a vital part of the curriculum.

Bernard Clark.

HISTORY AND ECONOMICS.

All teachers would agree that the primary teaching aim is to educate. When we attempt to define "educate", however, we find that different teachers have different interpretations. This situation underlines one of the great strengths of the English education system as opposed to, say, the French.

We have a tremendous amount of freedom. This freedom allows us to pursue our own ideas and methods, and apart from the occasional visit by one of the peripatetic educational ogres known as H.M.I's, the teacher is trusted to get on with the job. It seems to me, however, that this freedom, this liberty to pursue individual aims is rather one sided, and the bias has been teacher orientated, and the child has had very little to do with it. The great change in History teaching over the last fifty years has been the realisation by more and more people that, although the pupil is always young and often immature, she, or he, is a necessary part of every class, no teacher can do without. With this realisation came the gradual acceptance of the fact that pupils need not be a necessary evil, but can be, and often are, responsive and responsible citizens within the school environment.

The specific changes in History teaching have been due to a growing acceptance of the above. History is not a matter of learning long lists of dates which are to be churned out on demand; equally it is not a matter of ignoring chronology. Each lesson is no longer a dreary thirty minutes of note dictation followed by a homework of note learning, but it is realised that notes are useful. No longer is the teacher's opinion the only valid one, each member of the class is asked, prompted and expected to contribute to the historical discussion of the moment. Attempts were made to make use of other subjects to aid the historian's understanding, the novel contemporary to the period, statistical evidence to help the examination of economic factors, and the gradual realization that historiography is necessary, acceptable and interesting. But there is one change that is more important than all of these, and that is the switch in emphasis within the subject from History being the learning of dates to it being the employment of an analytical method that will be of use in all walks of life.

It is because of all this, and the greater acceptance of mixed Science and Arts courses in the Sixth Forms, that we feel we should not express too much surprise at the evergrowing interest in Economics and Sociology.

Looking to the future, I can only see, and hope to see, more use being made of the talents of the child in the educational system. With this must come more emphasis on course work in the public examinations; the only form of assessment of a child's ability being a series of two and a half hour examinations is ludicrous, and has existed too long. I would suggest that, at least at 'A' level, if a child is interested enough to opt for a subject, then she should be allowed to help in the form of examination, and even setting the questions, and, before too many hands are raised in horror, not request, any teacher will tell you that this does not mean an automatic total pass rate.

Malcolm Talbot.

MATHEMATICS.

In recent years many changes have been taking place in the teaching of Mathematics. Changes in Primary school work with the abolition, in this area, of the eleven plus examination are leading secondary schools to reconsider the syllabus being taught. The aim is for the children to understand basic concepts and applications rather than to encourage facility with lengthy manipulations.

A great deal of experimental work is being done in many different areas concerned with "Modern" Mathematics. It is not really new, much of it goes back to the mid-nineteenth century, but as it can easily be applied to the switching of electric circuits, a new impetus has been given to it by the increase in computer science in recent years. The hope is that the children may find the new syllabus, which contains a mixture of traditional and modern mathematics, more relevant, and so enjoy it more.

The need for statistical methods in Biology, Geography and Economics has led to Statistics being offered in the Sixth Form as an alternative to Applied Mathematics. This would seem to be increasing demand, particularly in girls' schools where fewer pupils take Physics. The hand calculating machines that were bought for Statistics have been found useful by various departments.

As well as these changes, of course, all mathematics teaching is now going to be affected by the change in currency, and the proposed metrication of all units in later years. This will have the disadvantage of making textbooks out of date, but we hope that, on the credit side, much valuable time will be saved by not having to struggle with mixed units, a point at which many children have given up, since they have had no real understanding of the sums, and derived little pleasure from doing them. The new metric units will mean that, once the basic rules for number are learnt, no new mathematical techniques will be required. We shall not need to know tables beyond ten, only simple fractions; and calculations will be made easier, since all will be in decimals.

The change to metric units, combined with the new approach to mathematics will do much to achieve the aim of presenting work in as simple and logical way as possible.

Mathematics is a subject which everybody feels is important, we must therefore try to make it relevant to the children's needs at all levels. They must see a reason for it, and we must try to arouse their curiosity and interest, hoping that, eventually, they will see something intriguing and beautiful in the pattern of the logic.

Enid Harrison.

MODERN LANGUAGES.

This department began its life as purely a department of French until the autumn of 1949. In that year German was introduced into the curriculum for a small number of Sixth Form girls. From this small beginning this branch of the department has grown until today a large proportion of the school follows the language to 'O' level and C.S.E., and a few to 'A' level and University.

For a brief interlude, Russian was taught in school, but mainly because of lack of time, it was reluctantly given up.

In order to maintain a live interest in the two languages, in addition to modern text books and visits to theatres and cinemas, many out of school activities have been introduced. In both French and German, the younger pupils have embarked, enthusiastically, on letter writing, and some have continued friendships, thus made, well beyond their schooldays.

Organised school parties to France were well patronised immediately after the last war, but as costs began to rise, it was decided that it would be fairer to parents, and far more beneficial to pupils to arrange family to family exchanges. This we have done since 1949, partly through private addresses which have usually started with correspondence in the junior part of the school. These exchanges have been most successful, and pupils who have taken part in them have shown a marked improvement on their return, many of them rising to the top of their forms, and being able to manage, competently, a Sixth Form course.

When Spalding became a twin town with Speyer in Germany, the foundation was laid for a firm link between the youth of the two towns. For several years now the schools have organised exchanges.

In the days when there seemed to be more leisure, there were after-school language parties. Miss White even prepared snails on one occasion, to the delight of some, and the disgust of others!

Our efforts did not pass unnoticed, however, for an H.M.I. suggested that we should have language assistants. Some of these have taught before, and render invaluable assistance; others, less qualified, nevertheless give us the privilege of a live voice and personality on which to model our efforts.

In the last two or three years we have introduced audio-visual aids into the teaching of both languages. At present, they are used as a supplement to more formal lessons.

During these fifty years there has been a large turnover of staff in the department. Miss White, however, has been its mainstay since she came to the school in 1941. Mr. Turvey took over German in 1958. We have all seen great changes in the approach to language teaching, and in attempting to absorb them into previous well tried methods, we hope to stimulate an even greater interest, particularly at a time when the countries of Western Europe are beginning to work together at last.

Margaret Ford.

As in many schools, German fulfils the role of second modern language. In the past year or two there has been some experimentation in this subject. In the first year, all girls have followed the audio-visual method where the main stress is on acquiring working phrases rather than studying words in isolation. The main advantage here is that one is learning the language as a child learns its own language, and the full understanding of the elements can come later. Correct, if also limited, German can, therefore, be spoken confidently from the very beginning.

'O' Level in three years for the "G" Form, as a whole, has always been too short a time for many. Now, however, the advent of C.S.E. has supplied a real answer for the conscientious struggler, with the added incentive that a grade one pass will count as an 'O' Level pass. And for the middle group there is still the possibility of dual entry. This is often frowned upon in other schools, but is a pragmatic solution to a difficult problem.

By the very nature of the course up to 'O' Level, it is not surprising that 'A' Level groups tend to be small, but of good quality. Many of these go on to universities with German as a principal or additional subject. The number of careers where one can be in constant touch with a foreign language may still be rather limited, but as a secondary qualification it is very valuable at all levels, and if we should, finally, get into the European Common Market the scope should widen considerably.

Every four years, girls go to Speyer in the Palatinate to live individually with German families for about two weeks. The German girl is likewise entertained the following year. The cost is relatively small under this system, and the benefits to the girls incalculable.

We are entering a period of major change in the teaching of Modern Languages. Almost incredibly, many pupils in the past have gone through a school career without having actually spoken hardly a word of the language. Ability to understand and to translate was almost the sole criterion for judging achievement. Now the pendulum is swinging the other way, and perhaps, again, too far. It would be easy to abandon the study of the language completely, and to find approval in some quarters. This swing is, however, not yet reflected in the requirements of the examining boards, the most generous of which allows a quarter of the marks for oral work. This fact, alone, is sufficient to make us keep our heads.

John Turvey.

MUSIC.

Looking back over the pages of old magazines and records of examination entries, it is obvious that Music at our school has never been regarded as the "Cinderella" of subjects. The school has been fortunate that, in addition to a generous allowance of periods for class work, space has been found in the time table for the extra activities of Choirs and Orchestra, and these have not, as in so many schools, been relegated to the odd moments snatched in the lunch hour or after school.

In recent years, the opportunities for would-be instrumentalists have increased enormously with the appointment of a part time string teacher to the staff, and the formation of the Holland County Music School, whose peripatetic staff serve us so well. It is now possible for girls to receive tuition on any orchestral instrument, with the exception of the harp! Gone are the days when the School orchestra relied on recorders and home made bamboo pipes, for it now possesses a complete range of woodwind instruments.

It is a matter of regret that our finances do not allow us to buy as many instruments as we could use, and this, coupled with lack of teaching time, makes it inevitable that there is a waiting list of prospective pianists and other instrumentalists.

It is interesting to read, in the 1930 issue of the magazine, of the formation of the Orchestra under Miss Braitch, and we are grateful to her for persuading members of staff outside the Music Department to join the orchestral ranks. This is a tradition which has survived and been of immense value. For some time, the Orchestra suffered

from a lack of brass players, but with an enlightened Headmistress encouraging the appointment of men to the staff, this has been put right. The enthusiasm of the men has infected the girls, and all we now need to complete the ensemble is a tuba player.

The Education Authority now makes it possible for girls studying for 'O' and 'A' Level Music examinations to receive free instrumental instruction. To encourage practical musicianship, we enter candidates for the Associated Examining Board where an essential part of the syllabus covers sight reading, instrumental performance and proficiency in keyboard harmony. In addition, candidates are expected to produce a project file on a musical subject of their own choice.

Musical activities outside the confines of school abound, and it is encouraging that a number of past and present schoolgirls are to be found in the South Holland Singers, the Spalding Chamber and Junior Orchestra, the Holland Youth Orchestra, and the very successful Holiday Orchestras organised by the Rural Music School.

Visits to concerts and recitals outside Spalding have not always been easy to arrange, though some of the most successful have been those farthest afield, such as those to London for performances at the Festival Hall and Covent Garden. On one memorable occasion some of our party ended up at Bow Street Police Station, lost, not apprehended by the law, we hasten to add! The difficulties of returning from London after an evening concert are considerable. We have suffered from cancelled trains, and been, literally, frozen to the windows in unheated railway carriages. But the excitement of being allowed to sleep on the Staff Room floor, and observing the Music Staff cooking bacon and eggs for breakfast, appear to make the difficulties pale into insignificance for the girls, if not for the Staff concerned.

One of the most important occasions in the music calendar is the annual Holland Festival. The first of its kind held in 1944 was the idea of Dr. Jackson, and a small group of enthusiasts. Those of us who were taught by Dr. Jackson, (his "wenches" as he called us) or were privileged to work with him during his years as Director of Music at the school, will be stirred by his name, not the least being the magnificent figure he created on Prize Day wearing his brilliant red robes.

The Holland Music Festival has remained non-competitive in character, but we must admit that there has always been a spirit of friendly rivalry between us and Boston High School. Now that Miss Bates, Head of the Music Department there, has forged a musical link with our school, we hope that at some time we may be able to join forces with the orchestras and choirs.

Old Girls who remember their Music lessons at London Road in the cold and draughty Hall, or packed like sardines around Miss West at the piano in the little room over the front porch, may envy the present generation in the purpose built Music Room at Stonegate. However, in spite of modern building techniques and materials, the acoustics are not ideal, and we suffer from frost bite in the winter and sunstroke in the Summer Term.

We should appreciate more small practice rooms. but in present conditions we have to be content to use the Chapel, the Pavilion or any other vacant room or cupboard, often to the distress of nearby classes.

There is still a great deal to be done to make the musical activities of the school more lively and influential. A revival of the Inter House Festival, the formation of chamber ensembles, a madrigal group, the production of an opera, come quickly to mind as obvious opportunities missed. Meanwhile we are grateful for the facilities we have, and hope that, as in the past, the school will maintain strong musical interests in the future.

Margaret Anderson.

We give our best wishes for all happiness to Miss Margaret Anderson whose forthcoming marriage to Mr. B. Simms has been announced. We are sure that she will be happy in her new life at Stamford.

SCIENCE.

Galileo found himself in prison for saying that the earth, and not the sky, moved. As late as 1920, teaching the facts of evolution to schoolchildren in certain states of the U.S.A. was likely to lead to a stiff jail sentence. Science is the organisation of knowledge and the presentation and marshalling of facts. Often the facts are unpalatable.

There is no suggestion that studying science in school involves any risk of penal servitude, but we do live in a country where the values of science and technology are only slowly and reluctantly conceded. What a contrast this is to the emphases placed on science education in the highly competitive exporting countries such as the United States, Soviet Union, Japan and West Germany.

A recent lecture at Nottingham reminded us of the strikingly different scene in the U.S.S.R., where almost half the engineers, agricultural scientists, doctors and chemists are women. If material prosperity is important to us, the future of the country will rest heavily upon our ability to train women as scientists.

School science to the parents of present day children often meant nature rambles culminating in the sex life of the wallflower, weighing bottles many times over, or separating sand and salt by filtration. A vastly different approach to science is now encouraged. The mainspring of this new movement is provided by the Nuffield Science Teaching Report, whose work began in 1962, and now extends to many schools throughout the country. The principal aim of the Nuffield Project has been to develop materials which help teachers to present science in a lively and intelligible way.

Due to a generous Local Education Authority, we have been able, in the last three years, to introduce Nuffield Physics, Chemistry and Biology into the curriculum. All first, second and third year pupils take this Biology, Physics and Chemistry for two of those three years, increasing in the future as more funds become available.

We hope that finding things out by personal experience is leading to an attitude of mind where science becomes fun. We still have the stern task of G.C.E. 'O' Levels at the end of the fifth year. Everyone in the fifth year takes at least, one 'O' Level science subject, the subjects offered being Biology, Chemistry, Human Biology and Physics, with General Science at C.S.E. as an experimental introduction in 1968.

As one would expect in a girls' school, the numbers taking a Sixth Form Biology course far exceed those following Physics and Chemistry. This year, thirty girls in the Sixth Form are studying, at least, one Science 'A' Level, with career expectations in teaching, pharmacy, the civil service and scientific branches of agriculture and horticulture.

Arnold Hughes.

SCRIPTURE.

"Through evil report and good report" II Cor. 6 v. 8.

In recent years a teacher of Scripture has been thought to deserve far more kicks than ha'pence. In fact, some will say we deserve no ha'pence at all, to judge from the stream of letters, in certain sections of the national press, in which we are portrayed as the corrupters of the minds, personalities, and, they would like to add, the morals of the young, but are rather hampered by lack of evidence.

I have, then, all the more reason to be grateful to those whose interest and support have remained unswerving, despite the pressures for change; for the spontaneous and eager interest of so many pupils many quite unconscious of how much their support means at such a time; for old girls to keep in touch and have obviously no wish to repudiate what they learnt at school.

The Scripture Department became a separate entity in 1951, as a result of the fact that the 1944 Act had opened the way to the teaching of Scripture as a serious academic subject. After the first groups had taken School Certificate Religious Knowledge, a request was made by six girls in 1950 for an Advanced Level course. Since then the department has expanded its activities in various ways, and endeavoured to meet the many challenges and opportunities that have come its way.

It ought not to be necessary to say this, but in view of the attacks in the national press, let it be said for the record, that we do not "indoctrinate" anybody. The primary aim in a state school must always be to give young people the material to help them to make what is, after all, the most important choice of their lives — their basis for living. On this will depend all the other momentous decisions they make. So if Christianity is to be given a fair hearing at all, this means giving them some information about it. It is not a simple faith which can be picked up casually, hence the need for a definite place in the time table, and instruction on a sound academic footing, such as is taken for granted in other subjects. At present, all the pressures of the mass media are urging young people towards an instant, unthinking and complete rejection of Christianity. Surely, any fair minded person would prefer young people to have the chance to make a less prejudiced decision on the issue.

It is difficult to know where to begin a survey of a department with such varied activities, because I do not want to make it appear as if one contribution to its life is more important than the rest. As the academic side plays a considerable part we will begin with that. Most years there has been someone at a university reading Theology, maintaining the "due succession of persons" spoken of in the medieval prayer. Girls have obtained degrees at Oxford, Nottingham, Birmingham, Leeds and Newcastle. Of these, some are teaching, or intending to teach as Scripture Specialists, and one is a lecturer in a College of Education. Numerous others have taken Divinity as their main subject at Colleges of Education, and are now teaching it. The work of all these old pupils brings great satisfaction, both because of the high regard in which they are held, and because they are meeting such a good response among the young people with whom they now work, and are spreading a Christian influence out of all proportion to their numbers.

However, a Scripture Department is not ultimately judged on its academic achievements. As a famous English don at Oxford said, "There are two days of judgement; and final examination for an honours degree is, by far, the least important." The real results, or lack of them, are something we cannot know, as they are reflected in a pupil's attitude and beliefs some years after leaving school, when she may, especially, in a scattered area like ours, have lost touch. How far have we helped girls to know God as a reality in spite of the pressures of the world? How far have we brought home the fact that it is impossible to serve God without loving one's neighbour, and that one's neighbour means everyone in need? With so much encouragement around to take the, "I'm all right, Jack", attitude, how are we to get them to see that a child in India is not concerned about whether she buys one packet of crisps or two, but whether she gets any food at all? Above all, how can we get them to understand that it is not through lack of effort on their own part that the underdeveloped nations are poor? How, in fact, can we encourage the feeling of solidarity with the starving, the handicapped, the homeless?

I can show no tangible results of our campaigns to achieve this, but can simply state the efforts made from time to time to express some care and concern for the less fortunate than ourselves.

Some years ago, the Sixth Form girls who used to run a Christian Union at London Road felt they would like to "adopt" a child at a mission school overseas, and become linked with the scholarship scheme of the Society for the Propagation of the Gospel.

The girls had thought of adopting an African boy, but the Society had received an urgent request for help from the Archdeacon of Toungoo, Burma on behalf of Saw Timothy a Christian boy from a primitive hill village attending St. Luke's Diocesan High School, Toungoo. We have kept in touch with the Archdeacon ever since, and as well as helping Saw Timothy, have given financial assistance to Naw Anna Than Tin, whose widowed mother would not otherwise have been able to let her continue at school or go on to the university. There are no grants available for her in Burma, but even small amount in English money can go a long way towards providing tuition and boarding fees in Burma. Our juniors are now helping Saw Peter, the youngest son of a widower who is finding it hard to pay the school fees.

Since we began this connection with Burma, the great changes there have made it even more imperative to help Christians in any way we can. Ways by which we have raised money have included performances of two plays with Eastern Settings: "Living Water", by Jessie Powell, and "Storm in Sumatra", by Madeline Myers. At the performance of the latter we raised enough money above our regular commitment to provide for a girl named Eunice to complete her last year at school, prior to beginning nursing training. She came of a heathen family, but had been baptised at school with her parents' permission.

About five and a half years ago, a number of girls expressed a desire to show their Christianity in practical action by helping the hungry and deprived in underdeveloped countries. This led to the formation of the "War on Want" group affiliated to the Junior Army of Compassion. We chose "War on Want" because its person to person approach enables groups to help the project of their choice. At first, we contributed towards a project of the Methodist Church in Haiti, to bring a school, clinic, and above all, water to La Gonave, a desperately impoverished island where some of the inhabitants had to walk five hours to reach a spring of brackish water. Despite set backs through hurricanes this project is now under way, but we had meanwhile been asked to change and help the Gell Memorial Girls' High School in South India. This school provides the only chance of secondary education for girls over an area of several hundred miles in tea plantation country. Some poor families are quite unable to pay any boarding fees, but the school is very anxious to give the girls the chance of a better future, and for the undernourished, the benefits of an improved diet. So its appeals for help persuaded me to change projects, not without some reluctance. It has not proved easy to arouse the older pupils' interest in the needs of India's girls, but the juniors have responded magnificently, some forms making weekly contributions for particular girls whom they have chosen from the list of needy boarders.

For "War on Want", we have performed a play on India, "Where Thy Feet Rest", and a new production of "Living Water". A performance of Stuart Jackman's moving play on South Africa, "My Friend, My Brother", enabled us, at the same time, to express our concern over race relations. Often the money raised at the Christmas play and carols has gone in whole or in part to "War on Want". Our latest performance was of Christopher Fry's, "The Boy with a Cart" in December 1968.

We maintain links with several societies working overseas on a Christian basis: the Leprosy Mission, whose area secretary visits us regularly with films; the Missionary Aviation Fellowship, which lends us film strips and tape recordings; the Flying Doctor service in Africa, whose pioneers, Dr. and Mrs. Duncan, have visited the school; and the Bible Lands Society.

Work for good causes at home has assumed more prominence of recent years. Sometimes the Social Services Committee and "War on Want" Committee have amalgamated as the same girls felt concern for both. The work of the Social Services Committee is, also, important. The devotion, enthusiasm and understanding shown by the prefects responsible and their helpers has often been beyond praise. At present, we have two main needs: first, to know the names of any elderly people beyond the

immediate neighbourhood who would like visits; at present our contacts are, almost entirely, limited to Oak Court near the school. Secondly, we should like a little more financial support so that we need not always wonder how the expenses of the next party are to be met, and might, perhaps, undertake more hospitality. In 1966, this support was, kindly, provided by Upper IV A, who, by composing and selling an excellent Christmas anthology enabled us to buy presents for all our guests.

One thing I would particularly like to see is the extension of the work to the handicapped, especially handicapped children. Admittedly, it is easier to do this when there is a residential school or home in the neighbourhood, so that one knows where to make contacts. Yet, I am sure that opportunities must exist for giving help, and am convinced that young people can give this help in a natural and spontaneous way, and, at the same time, be benefited themselves.

We have, actually, given some help to handicapped children outside the district. Having heard of the desperate desire of mothers of handicapped children in Nottingham to buy and equip a centre to which they could take their children, the Lower Sixth of 1967-68 organised a jumble sale on their behalf.

During the Autumn of 1968-69, our main effort was for "Shelter", and the sponsored walk organised with great efficiency by the Upper Sixth proved very successful. Unfortunately, it had to be our last, as the police have expressed disapproval of such walks.

One disadvantage of our area is the lack of contact with schools beyond the immediate neighbourhood as the expense and difficulty of travelling long distances makes attendance at short conferences largely impracticable. This can lead to a feeling of isolation, particularly among Sixth Formers studying the subject for 'A' Level. The Sixth Formers' Theology Conference at Nottingham was instituted to meet that need in 1963, and we have supported it since its inception. As well as hearing lectures and having ample opportunity for discussion, those attending gain some knowledge of life at a university by staying in a hall of residence on the campus.

All the Upper Sixth are able to attend a one day conference in Boston organised by the Christian Education Movement each July. A conference is also arranged in Spalding for those leaving after their fifth year at a secondary school.

Beyond this, we have little contact. Occasionally, a girl goes to a C.E.M. work camp to help the handicapped, but this happens only rarely, and we have sent no one for Voluntary Service Overseas or as a Community Service Volunteer.

We do try to give some idea of the problems of the wider world: drug taking, and its roots in the loss of individual identity in the vast urban conurbations; the loss of freedom in so many countries, and the plight of political prisoners; the need to combat racism in every form. As Christians we need, especially, to remember our fellowship with those suffering for their faith behind the Iron Curtain. Altogether, we try to remember that what concerns humanity concerns us. The middle school services provide an opportunity for this, but I should like to see the chapel more readily available as a place of prayer. The chapel was dedicated in 1961 after several years of voluntary efforts and kind contributions from well wishers. It is generally recognised that it is a privilege to have one in a school, and I look to the day when it can be used simply for the purpose for which it was erected.

I should like to thank all the colleagues who have made their contribution to the department. It seems impossible to mention names when so many have given so much in various ways. Also, I should like to thank those outside the department who by their moral support and practical help have contributed immensely to the success of our efforts.

A Scripture teacher has not the faintest hope of feeling satisfied with his or her work. One is caught in a tension between the sense of the unattainable nature of one's aspirations in the present, for one seeks for one's pupils as well as oneself, a "better" country; that is, a "heavenly" – and the desire to do everything possible to show the relevance of what one teaches to every moment on this present plane. Hence, one must learn to leave all "results" in the hand of God. However, looking back over the years, I find more reason for gratitude and joy than for disappointment.

Perhaps the best justification of our work is expressed in some lines of Bonhoeffer,
"God goeth to every man when sore bestead,
Feedeth body and spirit with His bread,
For Christians, pagans alike he hangeth dead,
And both, alike, forgiving."

Marjorie Davies.
June, 1969.

We are indebted to S.C.M. Press Ltd. for permission to quote the verse above from Bonhoeffer's, "Letters and Papers from Prison."

We all hope that the future will be very happy for Miss Marjorie Davies who was married to Mr. J. Thresher on 3rd November in the Parish Church.

PHYSICAL EDUCATION.

This subject has widened its scope considerably. At some part of her school career a pupil has opportunity to play hockey, netball, tennis, badminton, take part in cross country, track and field athletics, swimming, gymnastics, trampoline, and to canoe along the Coronation Channel. Next year we hope to introduce golf to some unsuspecting Sixth Formers. The fenland sport of skating is still encouraged.

Present day teaching is trying to tread the tight rope between the modern theory of "let the child do what it likes when it likes, how it likes" – imagine the scope and the results when expressing oneself freely with the discus and shot – and the traditional idea of "this is how it's done. Do it". My own department works on the principle that if the modern approach is not producing the required standard, the traditional never fails.

The school has had excellent results and fun in a variety of sports. At this moment, our teams hold six inter-school athletic trophies, one tennis cup, and the much coveted Fenland Hockey Shield is ours for the fourth successive year.

The school has excellent representation at County level in hockey and athletics, and a good degree of representation in swimming and tennis. The Lawn Tennis Association are not as progressive in capturing young players in comparison with the All

England Women's Hockey Association and the English Schools Athletic and Swimming Associations.

The modern trend of incentives for sport is obviously beneficial, and there are graded examinations for those interested in gymnastics and swimming. The three members in my department find themselves working out goal averages, marks for gymnastics, timing lengths for survival swimming, selecting county teams, school teams, filling in certificates, scoring for the Amateur Athletic Association five star award scheme, doing a draw for the Nestle tennis ladder, all in the same breath. The paper work has increased tremendously. When in their school track suits our athletes, hockey-players, swimmers and gymnasts resemble a patchwork quilt with all their badges, and they probably paper the wall with their certificates.

Opportunities are greater. The East Team is the best achievement for hockey, and in eighteen of the last twenty years the school has had representation at East level. Several athletes have proved themselves to be All England quality, and it must be remembered that competition, today, is far greater. The hardest award to earn is still our School full colours. They are the original design and colour, but twice the price. The things that are traditionally the same are our team colours. Styles are modern and very smart, but it is the cherry red that chills the hearts of our opponents, and proudly links today's teams with their predecessors. I hope it will be for the Old Girls to decide whether we hand on our colours to the upper comprehensive school.

My own department is made up of the young and not so young. I am "the pig in the middle". They are generous to the last degree in the extra time they give to sport. It is useful to have a man's logical viewpoint, and with "the pig" to balance youth and experience, logic and sentiment, the P.E. department, probably, has the ideal trio. I value my department highly.

M. J. Wray.

GENERAL STUDIES.

The fences are down, and once more, through the breach, the two sides are joined in battle. On Tuesday afternoons since September 1967, the Upper Sixth Forms of the Grammar and High Schools have been sharing the same teachers and tutorials. After nigh on fifty years the wheel has come full circle – or almost. And the venue for this co-operative General Studies is, appropriately, the London Road School.

The first "coed" groups were enthusiastic over the social possibilities of this arrangement, and planned a mid-afternoon coffee break which tended to encroach more and more on teaching time. The balance has been struck between work and pleasure, and several valuable one-term courses have been taken. Concentration on Advanced Level examinations tends to divide Sixth Form work into Science or Arts streams. One intention of the short courses is to encourage the scientist to appreciate the outlook of the arts student, and vice versa. Some courses are planned to offer an extension of, or complement to, the existing 'A' Level syllabuses. Others are on sociological topics new to the students. The studies do not lead to any examination. Students choose two courses from titles which have included the following: Psychology, Crime and Punishment, Contemporary Britain, Writers' Workshop, Archaeology, Evolution and Genetics, Modern Drama, Architecture, Business Studies and Young People in Society.

Cambridge University Examinations Board has invited the High School to participate in an experiment to develop a means by which schools can plan their own topics and syllabuses, and assess course work internally, for an Advanced Level Pass in General Studies. The research work in this book was undertaken by the Sixth Form girls in this group who are studying History of Education as part of their course.

Alan Collishaw.

ACTION



RHYTHM

W. Nix



FLIGHT

E. Offer



UP & OVER

S. Goodrick



EXPLOSIVE START

E. Offer



LEISURE & PLEASURE

A. Shepherd



SUCCESS IN CROSS COUNTRY

C. Goodrick - S. Goodrick
- L. Fairbanks - W. Nix



UNDER 17 yrs. ATHLETIC TEAM
 b.r. S. Taylor, M. Hare, A. Lord, E. Offer, E. Mayfield
 f.r. P. Hughes, M. Almey, J. Merrison, M. Crofts,
 H. Crosby.



UNDER 14 yrs. ATHLETIC TEAM
 b.r. G. Adcock, B. Rowell, J. Biggadike, T. Lowery.
 f.r. S. Woollatt, S. Barker, G. Clarkson, A. Fisher,
 K. Mayfield.



FENLAND TENNIS TEAM
 b.r. P. Hammond, J. Pannell, J. Barker.
 f.r. A. Bishop, R. Hammond, R. Lown, J. Merrison.



UNDER 20 yrs. ATHLETIC TEAM
 b.r. S. Ives, L. Hollingworth, M. Ladbrook, H.
 Palmer, J. Herring.
 f.r. A. Morriss, W. Hale, J. Cuthbert, S. Wood,
 J. Barker, P. Green absent.



UNDER 15 yrs. ATHLETIC TEAM
 b.r. J. Biggadike, J. Fowlie, C. Smith, S. King,
 Y. Parker, A. Fisher, G. Clarkson, J. Miles.
 f.r. A. Sands, C. Gooding, W. Nix, S. Goodrick,
 C. Goodrick.



**1st XI HOCKEY with FENLAND SHIELD
 AND RESERVES**
 b.r. P. Waterfall, H. Palmer*, J. Barker*, A. Morriss,
 E. Mayfield, M. Ladbrook*, S. Ives, L. Elliott*.
 f.r. M. Wood, P. Hickman, G. Hemmant*, S. Hill*,
 P. Green*, L. Stanley*, C. Johnson, A. Bishop*
 (absent).
 * County Players.

OTHER DEPARTMENTS AND ACTIVITIES



Has Boston College of Further Education anything to offer me? The Principal of the College speaking at a Careers meeting organised by Mrs. Couch. Seated on the third chair from the speaker is Verity Nicholson whose drawing of Welland Hall appears in this book.

CAREERS.

Good progress has been made during the past fifty years in careers and prospects for the girls. This improvement does not yet mean equality of opportunity with boys; this ambition, will, I feel, be realised long before the school celebrates its centenary.

Early school registers show that teaching was the most popular choice of career. It was, of course, Hobson's choice. Most intending teachers went to a Training College; but a large minority went straight into teaching, becoming uncertificated teachers. Quite a number of those early school leavers took office jobs; a few worked on farms, and one became a bulb grower. Two girls were apprenticed to a milliner, and one to a chemist's dispenser.

A significant social change during the fifty years was revealed by the records listing a large number of girls who stayed at home on leaving school. Probably some of these girls got jobs later, but of these "stay at home" girls, a considerable minority were thought to be "not strong enough to do any work" and "very delicate". Presumably cushions and fine seams were reserved for them. Looking round the school today, there is, happily, very little sign of delicate young ladies.

For a moment, I would like to consider the present Sixth Form school leavers, and to compare their choice and range of careers with those school leavers many years ago.

Although teaching is still the choice of many, the method of training is much more varied. Universities, Technical Colleges, Colleges of Education, Domestic Science and Music Colleges are all envisaged as places of training. For many girls teaching is not their first choice. Industry, market research, personnel management, business manage-

ment, social work and laboratory work are, after University or Technical College training, the careers which they hope to follow. Other girls propose secretarial courses at Colleges of Further Education. One has decided on a diploma course in Librarianship. A few are still undecided. It is important to realise that most of all the present school leavers are thinking of some sort of further training so as to have some definite qualifications in a very competitive world.

How often does one hear, "I wish we had had advice on careers when I was at school". Today, we are doing our best to give this advice, and hope that we shall not hear again that old reproach of opportunities never presented. Careers counselling is a team job, starting with the head of the team, Mrs. Driver, through the tutors, form mistresses and masters to myself. Let me describe some of the career activities for which I am responsible. Each year, a series of talks on varied careers is given. These are as informal as possible, with the speaker being an authority on his or her job, giving details of training; or, maybe just starting in her new career, is asked to talk about her experiences. Youth talking to youth is valuable indeed. This year, too, we have had group visits of interested girls to such places as the Computer Centre at Fulney, the Inland Revenue Office, Geests' Laboratories, and to the New Memorial Hospital at Peterborough. To see how the Health Services are administered, two girls went to the Health Executive Offices in the town. The same girls went to see work done in the offices of a large firm of solicitors.

Where possible a "works study" session is organised for individual girls. One girl, who is thinking of teaching mentally handicapped children, is spending, during the last half term in the Lower Sixth, a weekly half day at the Junior Training Centre. Another spent a day at the County Library. Two others went to speech therapy lessons at the clinic. Yet another spent some time with an occupational therapist. These "work study" sessions are very limited at the moment, both in scope and number. I would like to see them much developed. I feel that they have great value. Lastly, the individual interview, on each Tuesday afternoon, when I am available to any girl who would like to come and see me. If she wishes, she may bring a friend along. Together, we discuss her likes and dislikes, her capabilities, her potentials. Full and free discussion of this kind can be most helpful, and I take this duty very seriously indeed.

And what of the future? We live in a fast changing world. Flexibility and a readiness to accept change will be two attributes needed in the future. Jobs which have been regarded as permanent and secure may prove to be neither. Retraining or further training will be the rule rather than the exception. A function of the new Training Board is to deal with the situation. Thinking numerically will be an intrinsic part of living. Whether we like it or not, we are heading fast for a computer based life, when automation will govern our business and even our private lives. Every girl should know something about computers. Enough to realise that soft wear is not the latest in rubber soled shoes or woolly scarves. Enough, at least, to know when the machines have put the decimal point in the wrong place. Provided the computers work for all, there will be increased leisure for all. How does all this crystal gazing affect the careers of our girls? I think the Key word is "leisure". Computers will need making, maintaining and programming. But, apart from the highly skilled people needed for this work, careers based on people will probably be most in demand. Increased leisure could mean social chaos or utopia, but education for leisure should help to ensure the latter alternative, and this is where the future careers should be directed. I have just read of a new degree course in science at Loughborough University in — guess what? — "Recreation".

Mildred Couch.

VISUAL AND AUDIO AIDS.

Frequent mention is made in this book of money raising efforts to purchase Audio Aids for the School use. The first of these, just after the school opened was a bazaar to provide a gramophone, then a few years later another effort to purchase a radiogram. In later years the Parent-Teacher Association raised the money for a 16 mm. Sound Film Projector.

Now Visual and Audio Aids have come to play an important part in teaching and the School is gradually building up this equipment. Languages are taught with the aid of Film Strip projectors and Tape Recorders where pupils listen to the voices of natives talking about the pictures thrown on the screen; with pauses in the tape for pupils to repeat what they have heard, how even Latin is taught in this manner as opposed to memorising declensions and vocabularies.

The overhead projector which projects a sharp bright image even in a normally lit room enables teachers to retain eye contact as they face pupils all the time. This item used in conjunction with a photo copying machine to produce transparencies of maps and diagrams with copies for each pupil saves a lot of time and effort.

A continuous Loop Projector about the size of a television set using 8 mm. film shows animated pictures for a variety of subjects such as the Sciences, Cookery and Needlework. The films last from 30 secs. to 2 or 3 minutes and can be shown over and over until the pupils grasp the idea.

A hand printing machine from the Art Department enables the school to print its own stationery, certificates, programmes for school fair, tickets for concerts etc.

Gordon Pile.

DINING HALL.

Mrs. K. Buck was the original supervisor when the canteen opened in 1950 at London Road, catering for about three hundred meals with the help of four assistants. In 1958 Mrs. Foster took over, but later moved to Stonegate when the new kitchens were ready, leaving Miss Ann Thomson in charge at London Road from 1960.



Miss Thomson and staff provided one hundred and twenty meals per day, at the start, for the girls, in addition to a container service to Cowbit, Crowland and Goodfellow's schools. From 1962, the Parish Day School sent one hundred and thirty boys and girls for dinner. The "Meals on Wheels" service was supplied from London Road until the Stonegate kitchen took over the preparation of these dinners in 1964. Miss Thomson resigned her post from September 1969. She has been an excellent cook.

Mrs. Foster left Stonegate after eight years to cook at the Gleed Central kitchen, and was succeeded by Mrs. N. E. Neal who writes,

"During my first day on Friday, 13th January 1967, five familiar faces arrived to welcome me, Mrs. Driver, whom I knew, but not as my Headmistress, Miss White and Miss Epton who were on the staff during my schooldays, Miss Anderson and Miss Wray, fellow pupils. They all assured me that I would soon settle and stay for a long time. Now two and a half years later I am still here, and realise that the canteen is not a unit apart from the school, for which we have to thank Mrs. Driver and her staff for their co-operation. Particularly, we owe much to Mrs. M. Gunton, who is our liaison officer, for keeping us informed of school activities, and also helping me to keep the County Treasurer's department happy on costings and meals numbers.



Lunch at Stonegate.

I now realise that catering for figure conscious teenagers is vastly different to catering for juniors and infants which I had done previously. We do understand that our menus cannot and do not please everyone; but I think few realise the time, thought and planning which the School Meals Organiser and her staff do to provide varied menus which are balanced meals. Many new dishes have been added since I joined the School Meals Service. Chips are served, at least, once a week. We forget our figures those days! Beefburgers are another popular dish, and recently we have had curry and rice to mention only a few.



Mrs. Neal and her staff, Mrs. Dack, Mrs. Wright, Mrs. Jones, Mrs. Pearson and Mrs. Davies who is not pictured.

We have had many amusing moments during my time. The most memorable was in July 1968 when we were flooded. The canteen staff paddled into the kitchen, some knee deep. The butcher kept the engine of his delivery van running just in case! The W.R. V.S. ladies arrived to

collect the old peoples' meals wading barefoot into the kitchen thoroughly enjoying our plight. The meals away and a sigh of relief, when two girls arrived at the door armed with fishing nets, asking if we had seen their gold fish which had been washed out of the pond in the quadrangle. We thought they eyed the food rather carefully the next day."



Miss Thomson and her staff. Mrs. Watson, Mrs. Pannell and Mrs. Tilley.

THE SIXTH FORM.

After 'O' Level examinations at the end of the fifth year we have to decide whether to leave or to stay on in the Sixth Form. Choice of career may make it necessary for a girl to embark upon an Advanced Level Course. If she seeks college or university training then she must spend two years at least in the Sixth. The majority of Fifth Formers, however, start their careers and leave school far behind.

Those who choose to stay on usually do not regret the decision, even though their friends may be working and earning a livelihood. The compensations of Sixth Form life make up for lost time earning.

It is not only the opportunity to study for more advanced work, which may eventually lead to a better career, that makes one decide to stay on. The years in this period of school life are a valuable time for finding out one's self. They are a time for questioning and arguing, a time when you can thrash out ideas and attempt to look objectively on your own and other people's opinions and attitudes.

Sixth Form courses not only include lessons for the particular examination course, but there are also valuable general lessons in Music, Scripture, English, Dancing and Games which help to widen our interests and general knowledge in subjects which otherwise would be neglected by some girls.

The Sixth Form brings responsibility. Prefects and others are given the opportunity to organise and arrange functions and to partake in many activities which give a greater feeling of involvement with the rest of the school.

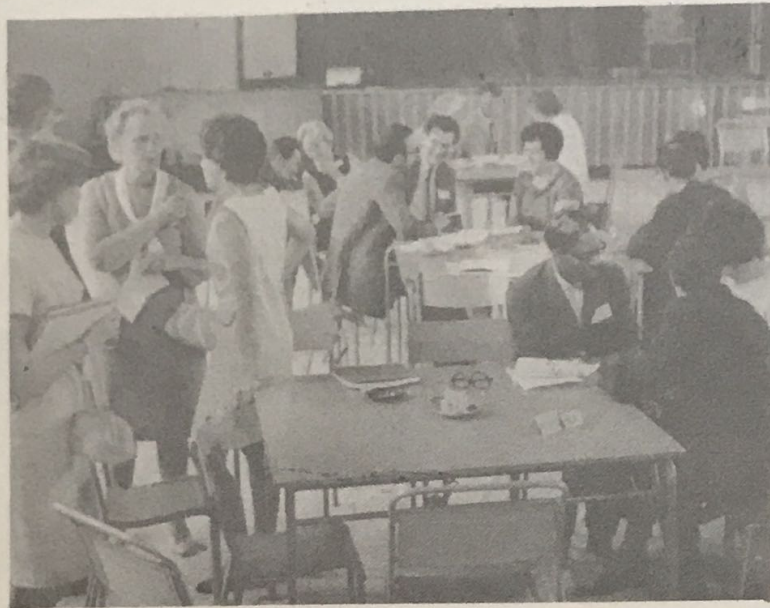
Very few girls regret staying in the Sixth because at our School subject combination, sport and social functions are well provided. Our girls appreciate the great encouragement given by the staff in lessons, in friendly conversation and in help for our future careers.

Maureen Bean.

Head Girl, 1968-1969.

Third Year Sixth.

We send our congratulations for their success in gaining places, to the record number of seventeen girls who have just embarked upon university and degree courses.



The choice of subjects is a problem in the middle school, and for intending Sixth Formers. Regular meetings of parents are held to help solve these difficulties and others that arise.

These pictures of the meeting, in July 1969, show Mrs. Driver in conversation with a group of mothers, and also other members of the staff receiving and offering opinions.

THE PREFECTS.

It may be coincidence that during the year in which the School is celebrating its Golden Jubilee the Prefects system should undergo a change. During the past fifty years the school officials of Head Girls and Prefects have always been appointed from members of the Upper or Second Year Sixth Form. However, the change came and I, along with my fellow prefects, became the guinea pigs, so to speak, of the new system, whereby the Lower Sixth girls are in command.

The primary reason for this new system was to allow the second year pupils, who are studying hard for their forthcoming A-Levels, more time for their academic studies and less general responsibility. Thus in theory the idea is excellent, but only time will tell if in practice the system will be a success.

The main objections raised were twofold – the first being that the lower forms would not respond well to the new prefects, thinking of them as girls hardly older than themselves, and that the prefects themselves would not have matured enough to carry their responsibility. However, finally all the problems were ironed out and hence here I am!

For me personally, the system meant that I had quite a lot of growing up to do in a very short time. One minute I was just one of a mass, enjoying life and getting up to all the usual schoolgirl pranks and the next, there I was, the possessor of a prefect's badge and wondering what it all meant. It meant that, overnight, myself and the other prefects had rapidly to adjust to our new responsibility.

Once the initial shock had worn off and we had realised our duties and what was expected of us, we settled down once more, normality resuming again. Even such dreaded tasks as reading in Assembly did not seem quite so frightening. In fact, in time we all even stopped blushing!

Generally speaking, the authority of a prefect in this day and age over the lower forms is not so strong as it formerly has been. The accent is now on helping with the general running of the school and in this, maintaining a happy equilibrium between the staff and pupils. Pupils of the school today are extremely fortunate, in that there is a freer and a more interesting attitude to school life, thus resulting in the informal atmosphere which now prevails. With this progression the prefects are not considered as the gruesome band they once were, but are mainly important in helping generally and in giving advice if it is needed.

Thus, being the first group of prefects under this new system, we all hope that we can do our job well and that if so the school will continue to run as smoothly as it has with the older prefects. If it does, then the idea will have been a success and we wish it will be just that.

Ann Bishop,
Head Girl.



The Prefects, July 1969.

These prefects remain in office until April 1970. They are, from left to right, Judith Longland, Susan Byrne, Elizabeth Davies, Rosalyn Hammond, Joan Smith, Ann Bishop, Margaret Bertolaso, Lesley Marshall, Jane Cuthbert, Paula Stanley, Kathleen Grief, Clare Johnson, Sandra Jessop, Jean Merrison, Ann Morris, Jane Beeken. Rosemary Heritage is not in the picture.

THE SCHOOL MAGAZINE.

From an 8" x 5½" oblong red pamphlet to a 9½" x 7¼" glossy, modern-looking journal, the Spalding High School Magazine has developed, from its first publication in 1920 to its recent 'rebirth' as 'Reflection' in 1968.

As Mrs. Driver wrote in the 1968 'Reflection'; "When is a magazine not a magazine? And what, anyway is a magazine?" In March 1923, the third magazine which Spalding High School published was a twenty-four page volume produced by a committee consisting of the editor, school representatives and a member of staff. It was the magazine of a school which was still establishing itself: the first Prize Day is recorded, and there is a new picture design inside the front cover illustrating the school motto, *Lampada Vitae Tradimus*, which shows a beautiful young girl lighting her torch from that of a dishevelled, weary old man. The Games Notes, apparently, had been mislaid but two of the girls had managed to re-write them; 'If they are not as accurate as the lost ones, they are the best they can prepare under the circumstances.' There were no Houses, so instead of House Notes we find Form Notes, but the same spirit seems to have been prevalent as in House Notes — 'It is a small form but what we lack in numbers we try to make up in work' (Sixth Form Notes, 1923). The Old Girls' Section was short, there being, for obvious reasons, very few members, and there are

the usual 'write-ups' of school visits and activities. It is interesting for editors of present and future magazines to read in the editorial of the 1923 magazine that the editor, Dorothy Parsons experienced difficulty with the Original Contributions Section; 'It is still extremely difficult to get in notes while the task of getting in Original Contributions, to time, appears impossible'. This is a complaint which, with few exceptions, appears in the editorial of every magazine. This 1923 editorial made the important announcement that the magazine was to appear annually and from that time, until 1939, the magazine was produced for the end of the School Year in summer rather than, as in later years, in the autumn term.

In the 1925 publication, Miss Henry, the Headmistress, addressed the school in a letter. The Headmistress' Report has altered in form through the years. Since 1949 Mrs. Driver has written an Editorial, which in 1953 became a Foreword. Until 1928 Miss Chambers wrote a letter or a report but in the intervening years there is no comment from Miss Chambers. This is perhaps because she was President of the Editorial Committee and as such helped in the writing of the Editorial. 1925 also saw the first House Notes, the first report on School Guides and the first recording of Exam Results.

1927 saw a real step forward in the magazine; the publishing of the first photograph which was, suitably enough, of the Hockey 1st XI, 1926-27 with Miss Osborne. In the editorial of this copy we are told that to encourage Original Contributions there were competitions for Juniors and Seniors in poetry, prose, art and handiwork, the winner's entries to be published. Unfortunately the response was described as 'slack'. However, the first cross-word appears (by M. Armstrong, VI form) and one interesting poem indicates that the magazine was having financial problems.

"We beg and pray
You all to take
A Magazine
For old time's sake
Your eightpences
We all entreat
Lest we should fail
To make ends meet"

M. Temple, Upper IV A

One feature of the early magazines was the number of letters from Old Girls at Colleges, Universities, hospitals and other walks of life, writing to tell the school about their new activities. In 1930 there were a number of letters, including one very interesting from Miss Ralph, a former headmistress, written in Penang.

By 1933 the magazine was getting noticeably thicker. It now bore the school emblem of a torch on the cover, together with the motto, and the cover was a standard shade of red. Photographs were by then common, the 1931 edition contained a portrait of Miss Chambers, and in 1933 the School Play, 'The Critic' was recorded in photographs. The 1933 edition also had an index, an innovation overlooked in later years.

1934 was another milestone for the magazine. Molly Blackburn wrote in her editorial, 'All that wishes to thrive nowadays must move with the times. A school magazine can no more be allowed to stagnate than anything else'. These latest additions to the magazine were illustrations, done by Margaret Ream and they greatly improved it.

The 1939 edition was issued in the September of the year so that it could record the events of the whole of the previous year. Initially, the idea of having the magazine in the Autumn Term was a good one, but over the years the date of issue has got later and later. The 1967 and 1968 editions in fact, were issued in December, although they were recording events for the previous school year so that they tended to lose a little

of the impact they would have had earlier in the term.

The 1940's were difficult years for the magazine. From 1942-45 there were no issues and in the years just after the war the paper shortage severely reduced its size. However, the magazine continued to develop: the 1941 edition included for the first time a diary of School Events, and from 1940-42 the first page consisted of an original drawing from one of the girls, perhaps the most interesting of which was, 'Fire Watching' in the 1942 magazine which showed two men searching the wartime horizon for exploding bombs. The prize given by Miss Ralph for the best original entry went, in 1941, to Jean Temple of LVA for her essay entitled, 'England in a Hundred Years Time', the opening lines of which have not, unfortunately, proved to be prophetic, 'We now are but the beginning of a prosperous, healthy England. During the next century we shall have learnt and discovered many things. In a hundred years time the English people will be a better race. The tendency to marry will still exist, but to have children in large numbers will not, consequently there will be more space for pleasure, good work and healthy dwellings'.

The 1946 magazine welcomed Miss Ouseley as the new Headmistress and the frontispiece showed portraits of Miss Ralph, the retiring Headmistress and Miss Ouseley. Photographs were also included of all the school teams, and a very interesting 'Sixth Form News Letter' made up of amusing anecdotes, not the least of which was the following, 'It has been noticed with regret by many members of the School that the Grammar School fence has been re-made. We presume that this will have little effect on the more determined members of both schools'.

By 1947 the magazine had regained its full pre-war size, there were numerous photographs, and, for once, original contributions seemed to be abundant. It had now fallen to the Head Girl to edit the magazine helped by one or two members of staff, and this tradition was to be carried on until 1968 when the editing was done by a committee consisting entirely of girls, with staff helping in an advisory capacity only.

Two major events were recorded in the 1950 magazine; the death of Miss Chambers, an ex-Headmistress, and the retirement of Miss Osborne after twenty-six years service to the school. From the 1950's onwards the lay-out and structure of the magazine seems to have remained unchanged. There were slight innovations like the introduction of advertisements in 1952 and glossy photographs in 1953, but, on the whole, apart from the difference in material, magazines became stereo-typed. Some editions, however, stand out for their news value alone; Mrs. Driver's wedding photograph in the 1953 magazine, the move to the new building at Stonegate in 1959 and the memorial to Miss Osborne in 1966.

I think it would be true to say that by the late 1960's the magazine had reached its peak for the form in which it existed. The 1966 magazine was thick, packed with information uniformly laid out on glossy pages with the photographs lumped together in the middle of the volume. There was nothing wrong with these magazines, yet it was time for a change; more opinion, less fact; more originality and less repetition. The external changes which were made — the new name, cover design, shape, size and lay-out — were really incidentals. What was really important about "Reflection" was that it was 'for the girls, by the girls', that it, 'reflected school opinion and thought'. (Editorial, 'Reflection' 1968).

Reflection is following in a long and lively tradition of School Magazines. Throughout its existence the magazine has endeavoured to give a just representation of life at Spalding High School: we can only hope that Reflection, although it has a new approach, will give as honest and fair of viewpoint as its predecessors.

Susan M. Hill.

Head Girl, 1967-68.

OLD GIRLS' ASSOCIATION.

President: Mrs. Driver
Vice Presidents: Miss Curry, Miss Ralph, Miss White
Secretary: Miss J. Chappell, "Glanford House",
Deeping St. Nicholas, Spalding.
Treasurer: Mrs. J. Thomas, 6 Balmoral Avenue, Spalding
Committee Members.
Area Representatives.

Town: Miss J. Wray, Mrs. C. Higgins.
Pinchbeck: Miss W. Chamberlain.
Surfleet: Mrs. E. Wayman.
Holbeach: Mrs. J. Cross
Long Sutton: Mrs. P. Biggadike.
Crowland: Mrs. S. Elphee

Staff representatives:
Miss M. Anderson, Mrs. M. Ford.

Co-opted members:
Mrs. J. Matthews, Mrs. J. Abrahams.

The Old Girls' Association has in the past usually held three meetings each year, one at the end of every school term.

In recent years the Reunion Dinner has taken place on the last day of the Christmas term, and has been held at one of the hotels in Spalding. However, last year, in fairness to the group of faithful members from the Holbeach and Long Sutton areas, who always attend this function, we journeyed to the Chequers Hotel at Holbeach, and had a most enjoyable evening there. The number of old girls attending the dinner is never very great, possibly because there are so many other things taking place round about Christmas time, and so as an experiment, the next Reunion dinner will be held at the beginning of the Autumn term, hoping this will attract many other old girls to join us. The Annual General Meeting always follows the dinner.

Until a few years ago the meeting in the Spring took the form of a coffee evening, but in later years this was not well attended, and the committee decided to hold a Cheese and Wine evening instead, and invited husbands and friends to come along too. These were a completely new venture for the Association, but they proved enjoyable, although, regrettably, they were not particularly well attended either.

The meeting at the end of the Summer term takes the form of a Coffee morning. Last year, however, the July meeting was something rather special, for it was then that the Osborne Memorial Pavilion was officially opened by Mrs. Margaret Cornell (nee Levesley) who was head girl of the school 1932-33. The various activities of the day began with a coffee morning at the old High School, London Road, followed in the afternoon by the opening of the pavilion and the school swimming pool. In the evening quite a number of old girls and former members of staff enjoyed dinner at Springfields, although this was not an official part of the proceedings.

The pavilion is a most fitting memorial to Miss Osborne, but quite a large sum of money is still needed to pay off the debt. Should any old girl who has not already contributed to the fund wish to do so now, all donations will be most gratefully accepted. For the past two or three years the Association has held a competition during the summer months to help defray expenses. I should like to record my thanks to all who have donated prizes, and also to the many people who have either sold or bought raffle tickets.

The London meetings of the O.G.A. continue to be held twice yearly, and we are grateful to those members who provide hospitality on these occasions.

In 1970 we celebrate a very important occasion — the Golden Jubilee of the school. Already plans are well under way for the weekend of celebrations, 10th–12th July, and details of events will be published later. I hope that as many old girls as possible will join in these celebrations so to make the weekend an occasion never to be forgotten.

Subscription fees to the association are as follows :—

Life Membership — £5. 0s. 0d.

Membership with school magazine — 7/6d. annually.

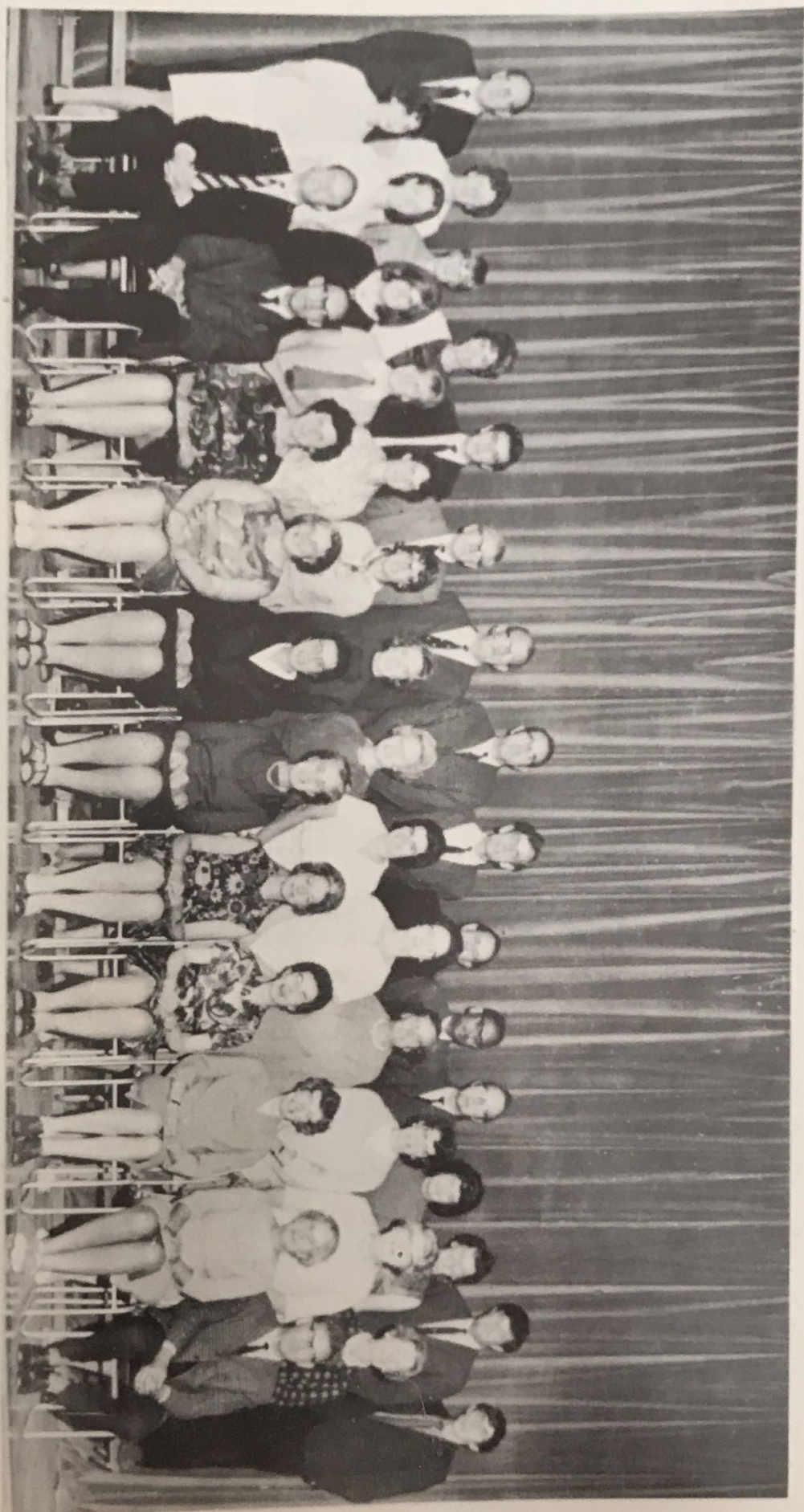
Membership only — 2/6d. annually.

At the time of writing there are forty-seven life members, but the total number of members in the association is deplorably low considering the number of girls who pass through the school. Each year girls leaving school in July pay their subscriptions, but so many of them let them lapse after one year — and this applies to older old girls too. Quite often I am asked why certain old girls have not received notification of the O.G.A. functions, but my answer is “because they are not members of the Association”. If old girls of the school are interested in the activities of the O.G.A. — and after all, all girls of the school should be — then they must pay their membership fees regularly.

I hope this will jog the memories of lots of old girls so that the membership number soars rapidly. If an offender, please pay now!

Jennifer Chappell.





THE STAFF JULY 1969

Photo by Image

Left to Right.

Back Row. A. K. Collishaw, E. Chester, E. Churchill, S. Hill, I. D. Fish, B. A. G. Pile, R.E.S. Clay, M. G. Talbot, J. W. Turvey, V. Tudor, M. G. Uddin, M. Casey, M. Hughes, I. Hill, A. W. Hughes, G. Short.

Centre Row. R. V. Turvey, D. Eaton, S. Parkin, H. Fridrich, S. Scowcroft, H. Healey, M. McCaskie, A. M. Smith, I. Tilley, J. Chappell, E. Harrison, R. Walmsley, K. Buck, M. Couch.

Front Row. B. Hill, B. Clark, M. J. Wray, M. A. Ford, H. C. White, Mrs. J. Driver, M. Anderson, J. Elliott, M. Davies, M. M. Ackroyd, L. Churchill.

Not in the picture R. Bell, R. Clark, N. Epton, M. Gunton.