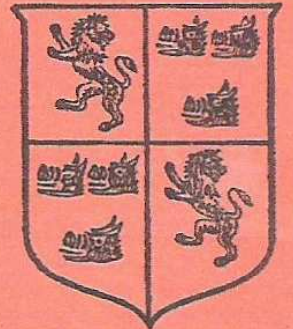




THE CHEYNEAN



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THE CHEYNEAN

MAGAZINE OF SLOANE SCHOOL

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HORTENSIA ROAD, CHELSEA, S.W.10

HEADMASTER'S FOREWORD

THE YEAR 1964/5 has been a notable one and has set new standards for the future. I should like to draw attention to the three fields of activity which made this year an outstanding one.

First of all, more Sloane boys went on to university degree courses than ever before in any year, more indeed than in the three previous years put together. Needless to say, the School had a record number of Advanced Level passes, so much so that the good passes alone (grades A & B) were more than the total of passes of many years in the past. Many other boys went into various walks of life with two or more passes to their credit. Academically, our sixth formers broke new ground.

Secondly, in the field of school activities, our activity was maintained throughout. The highlight was a fine production of Marlowe's "Edward II." It surely reached the highest limit of which school performances are capable.

Thirdly, in the field of service, we achieved new standards, for example in help to Oxfam, and successfully worked in a new area of help, in assisting the Cheyne Spastics Club in the holidays.

In all these three aspects of our school life, the sixth formers were the ones who gave the lead and who have set the new standards by which to judge their successors.

Good luck to them in their future careers, and may many future Sloane sixth formers emulate their achievement.

R. HENRY

SCHOOL NOTES

CHEYNEANS

The following notes on old boys of the school were kindly contributed by Mr. L. Berkeley:—

Peter Hirsch, M.A., Ph.D. (Cantab) has been appointed Wolfsonian Professor of Metallurgy at Oxford.

A. E. Dyson, M.A., M.Litt. (Cantab) has been appointed Lecturer in the School of English Studies, The University of East Anglia.

D. R. Wade of Imperial College, London, obtained his Half-Purple for Athletics, 1963 and 1964; was Athletics Captain for his college in 1965; obtained a B.Sc. (Special) Botany Upper Second Class in 1965; and is now doing post-graduate studies in plant physiology.

SOME 1965 GRADUATES

A. E. M. Benattar—B.Sc. (Special) Physics, Battersea College, London.

N. L. Demetrios—B.A. Social Sciences, Leicester University.

D. G. Harris—B.A. French, Kings College, London.

M. J. Morgan—B.A. Natural Science, Honours I, Trinity College, Dublin.

B. Sudjic—B.Sc. Edinburgh University.

Herbert Paul Nightingale, M.A., Cantab., died on 25th June, 1965. He was known to generations of Sloane boys for he taught here from 1913-48 with gaps when he was on active service in the First World War and when he taught temporarily at another London school when Sloane evacuated during the Second World War.

His main subject was Mathematics in which he loved to pose strange conundrums for the boys to enjoy even if they could not solve them. He was well liked by the School and many old boys will remember him with affection.

One of them writes of "Nighties's interest in the school swimming." His enthusiasm and unobtrusive encouragement and advice were largely responsible for Sloane's becoming one of the leading swimming schools in the twenties and early thirties. In 1930 and 1931 two Sloane ex-captains were in the Oxford and Cambridge teams.

We regret to record also the death this summer of Mr. Kenneth Ingram who was a Governor of the School for many years. He maintained a close and friendly interest in us and there were very few big school functions which he did not attend.

Unassuming and quiet, he rarely made himself noticed but he never failed to let us know how much he enjoyed coming to plays or sports or whatever the event happened to be. Those few who knew him well retain warm recollections of his long and happy association with Sloane School.

C.F.B.

September, 1965

III. SPEAK UP AND WIN

ON THURSDAY, 25th March, Form III went to Chenil Galleries to support its team in a Senior Schools Public Speaking Competition organised by the Rotary Club of Chelsea. The theme of the competition was Road Safety and the III team were S. Wratten (Chairman), B. Ritz (Principal Speaker), P. Mathias and P. Curtis (Proposer and Second of a vote of thanks).

Y. Uchimura wrote his account of it just after the event—

"About three weeks ago Mr. Bailey told us about a contest on public speaking. The Chelsea Rotary Club sponsored the contest and each team that entered had to have a chairman, a speaker who had to speak on Road Safety, a proposer of thanks and a person to second the proposal. The winning team received a trophy and each member a medal.

Mr. Bailey tried several people out, but did not choose anybody for any position.

About a week passed and we forgot about the competition. One week before the contest, Mr. Bailey reminded us about it. He asked for volunteers. Four volunteered. For homework that week-end we had to write a speech on road safety.

On Monday we chose from the volunteers the chairman, speaker, proposer of a vote of thanks and a boy to second the proposal. It was up to the speaker, B. Ritz, to compile a speech of his own from all the homeworks of the form. For the rest of the week we practised.

On Thursday afternoon at about two o'clock we left school. As we made our way towards the place where the contest was held, Ritz and I got left behind. Brian did not seem nervous at all. We talked about things which did not have anything to do with the contest.

When we entered the hall we found that the other teams were two or three years older than ours. I thought we did not stand a chance. The other schools that entered were Sir Thomas More and London Oratory. The Judges were Miss Joan Frank, member of the panel of Speakers for Northern Ireland Government and until recently a BBC announcer; Mr. Gordon Hodgson, a barrister and prospective candidate for Parliament, and Major Frank Firminger, Divisional Officer for the Metropolitan Division of ROSPA.

After hearing the others I thought we had lost for the speeches were long and the speakers serious. I was surprised to find that the judges praised our team for nearly everything they did and awarded us the trophy.

The points were as follows—London Oratory, 57; St. Thomas More, 60; Sloane, 71. We had won, but I could not believe it. I have heard of miracles happening; to me our victory seemed a miracle. It seemed like defeating the Sixth Form!”

SCOUTS

15th Chelsea (Sloane School)

THE TROOP HAD another successful year. Four boys gained the First Class Badge and Scout Cord and nine the Second Class Badge. Forty-four proficiency badges gained involved such activities as camping, First Aid, swimming, athletics, music, English and French speaking, hiking, cycling, camp cooking, and collecting.

At the annual census taken at the end of March there were 32 boys in the Troop. We take seven boys in each of four patrols so we were then overfull. This term Senior Scouting has been introduced in a separate Troop so that there is now room in the Boy Scout Troop (11-15) for a larger number of recruits than we usually take.

A Whitsun camp took place in Essex and weekend camps were held throughout the year. The peak of the Scouting year is the Summer Camp, which this year was in Northumberland at Chipchase Castle and for many boys the best part of their camp was a visit to Chipchase Castle itself where Col. Taylor and his family gave the Troop V.I.P. treatment and conveyed them to and from the castle in a fleet of cars. Some boys found they were getting a surfeit of Roman Wall and Castles and Cathedrals but this was inevitable when you have to crowd everything into a fortnight and years hence, when they grow up, they will remember that these places are there. But most of all they will probably remember the country and its people who gave us such a kindly welcome. The Commissioner who visited the camp gave us one of the best reports we have ever had. He

wrote, “The Troop is efficient, very keen and it is a pleasure to have them from so far away. Tentage was very good and well pitched. Administrative arrangements excellent;” he concluded that “it seemed a very happy Troop.” So, you younger boys who are not already Scouts, what about trying to get into it?

C. F. Bailey.



Final House Results

Champion House :	1	Danvers	345%
	2	Turner	301%
	3	More	296%
	4	Beaufort	273%

Football

1	Danvers
2	Turner
3	More
4	Beaufort

Cricket

1	Danvers
2	Beaufort
3	Turner
4	More

Athletics

1	Turner
2	More
3	Danvers
4	Beaufort

Swimming

1	Beaufort
2	More
3	Danvers
4	Turner

Gymnastics

1	More
2	Turner
3	Danvers
4	Beaufort

PRIZES

FORM PRIZES

1X	...	...	...	...	H. F. BOWLES	3L	...	...	...	...	P. M. MATHIAS
1Y	...	...	...	...	J. GRZENDA	3X	...	...	...	...	N. CHRISTOFI
1Z	...	...	...	...	I. R. RUGGLES	3Y	...	...	...	...	C. J. JOHNSTON
2X	...	...	...	...	J. FRANKLIN	4L	...	...	...	...	I. E. GREGORY
2Y	...	...	...	...	D. G. LIDDLE	4X	...	...	...	...	R. L. FORD
2Z	...	...	...	...	S. W. WARD	4Y	...	...	...	...	J. F. SAYERS

SUBJECT PRIZES

		LOWER	FIFTH	SIXTH
ENGLISH	...	B. A. RITZ	M. B. A. TERRY	R. LYONS
FRENCH	...	N. F. ALLAM	R. W. MAYHEW	R. E. TODD
LATIN	...	P. M. MATHIAS	R. W. MAYHEW	R. H. F. HALL
SPANISH	...		I. D. FRANKS	
MATHEMATICS	...	D. A. ISHERWOOD	J. F. C. BARRETT	M. J. DERRICK
SCIENCE	...	A. HADJIPAVLI		
		J. R. POVEY		
CHEMISTRY	...		J. P. WALSH	D. R. HURD
PHYSICS	...		J. I. COWAN	J. MITTLER
ZOOLOGY	...			G. A. CARR
HISTORY	...	Y. UCHIMURA	I. L. THOMSON	R. LYONS
GEOGRAPHY	...	N. F. ALLAM	J. C. ASHFORD	I. R. S. DOUGLAS
ECONOMICS	...			A. W. MARSHALL
ART	...	R. E. FRYER	W. J. GLYNN	G. S. PILGRIM
RELIGIOUS				
KNOWLEDGE		S. J. WRATTEN	J. C. ASHFORD	M. J. McCORMACK
PHYSICAL EDUCATION		G. P. TYLER	D. L. TAPPER	No award
MUSIC	...			D. J. ORME

SCHOOL ACTIVITIES

SCHOOL CAPTAIN	B. J. POVEY	CAPTAIN OF CRICKET	N. C. HANLON
CAPTAIN OF FOOTBALL	N. C. HANLON	SCHOOL PLAY	A. THEODOSSI

MEMORIAL PRIZES

BRITISH COMMONWEALTH ESSAY PRIZE

I/III

1. P. B. J. GILL
2. K. P. I. CLARKE
3. J. FRANKLIN

BALCHIN
BROWN
LINKLATER

IV/V

1. B. PACKMAN
2. C. R. RABSON
3. P. L. SMITH

M. G. ROBERTS **PRITCHARD**
R. E. TODD
A. J. COHU

WINTER

VI

1. D. D. FILL
2. {A. THEODOSSI
D. J. ORME

I. E. GREGORY
G. S. PILGRIM
B. J. POVEY
I. E. GIBBS

GENERAL CERTIFICATE OF EDUCATION

JANUARY, 1965

"A" LEVEL

R. M. BATEMAN	Chemistry, Zoology
M. S. BROWN	English Literature.
J. J. HARNIESS	English Literature, History
C. A. MARKS	English Literature, History (Dist.)
R. J. PRICE	Art (Dist.), English Literature, French, Latin
M. A. SHERMAN	Chemistry, Physics
D. K. WECHSLER	Geography

"O" LEVEL

D. R. ASKEW	D. D. FILL	M. J. McCORMACK	A. J. SCHEJBAL
R. W. BENGREE	D. V. FONE	J. MURPHY	R. R. SEARLE
E. J. BROTHERSTON	I. E. GIBBS	B. A. NUTTALL	D. SETFORD
V. W. BURGESS	P. J. GLENNON	D. J. ORME	S. J. SLAUGHTER
J. P. CAMPLING	R. G. GRIMMOND	G. S. PILGRIM	P. G. SOPER
N. E. S. COPPARD	M. J. HICKEY	B. A. READ	G. E. THOMAS
G. DEAN	G. S. LAZIC	V. J. E. REDMOND	J. C. WATT
M. DEMAJO	W. C. LEWIS	A. R. REEVES	R. L. WHITTLESEY
I. J. EVANS	G. J. MATTHEWS	M. G. ROBERTS	T. W. A. WILSON
			C. J. WOODS

"A" LEVEL

SUMMER, 1965

BEAUFORT HOUSE

R. N. BOSE	Chemistry, Pure Mathematics, Applied Mathematics, Physics
M. J. DERRICK	Pure Mathematics (Dist.), Applied Mathematics, Physics
J. MITTLER	Chemistry, Pure Mathematics, Physics
B. J. POVEY	Pure Mathematics, Applied Mathematics (Dist.), Physics
B. J. TANT	French, History
L. J. WARMAN	Economics
J. P. ZAPASNIK	Pure Mathematics, Physics, Russian

MORE HOUSE

J. G. BASSETT	Chemistry
N. C. DALY	Art, Pure Mathematics, Applied Mathematics
I. R. S. DOUGLAS	Economics, French, Geography
R. LYONS	English Literature, French, History (Dist.)
C. ORDONEZ	Art, Physics
B. RICHARDSON	Art, Economics, Geography
M. G. ROBERTS	Pure Mathematics, Applied Mathematics (Dist.), Physics.
R. E. TODD	French, History (Dist.) Latin

DANVERS HOUSE

R. M. BATEMAN	Botany
A. J. COHU	Art (Dist.), English Literature, French, History
I. E. GIBBS	Geograph, History
R. L. GUNNING	Pure Mathematics, Pure and Applied Mathematics.
P. JENNINGS	Geography
A. W. MARSHALL	Economics (Dist.), History, (Dist.)
P. A. REVELEY	Pure Mathematics, Applied Mathematics
M. A. SHERMAN	Biology.
T. W. WILSON	Pure Mathematics, Applied Mathematics

TURNER HOUSE

G. A. CARR	Physics, Zoology
T. W. G. DOCKER	Art
R. H. HALL	French, Latin
N. C. HANLON	Latin
E. G. HUGHES	English Literature, Geography, History
D. R. HURD	Chemistry, Pure Mathematics, Physics
J. A. MASON	Economics, History
P. ROWNTREE	English Literature, History
P. E. THOMAS	Art
J. C. WATT	Chemistry, Physics

THE FOLLOWING SIXTH-YEAR BOYS RECEIVED " O " LEVEL PASSES :

BEAUFORT HOUSE

B. J. POVEY
B. J. TANT
M. DEMAJO
G. J. MATTHEWS

DANVERS HOUSE

E. J. BROTHERSTON
J. P. CAMPLING
M. J. COLLINS
S. HAMMOND
P. JENNINGS

MORE HOUSE

M. J. HICKEY
L. W. KERN
R. LYONS
R. E. TODD
B. A. NUTTALL

TURNER HOUSE

T. A. CONNOR
N. E. S. COPPARD
D. D. FILL
R. H. HALL
N. C. HANLON
I. P. HUGHES
D. SETFORD

FIFTH YEAR " O " LEVEL

BEAUFORT HOUSE

I. P. BERRY
K. R. BUTLER
C. F. CLARK
J. COLES
W. J. GLYNN
C. G. HENDRICKS
D. J. P. HILLS
E. R. HUNT
P. W. KIRBY
R. W. MAYHEW
R. J. ORCHARD
N. J. PINCOTT
W. J. READ
J. B. A. SILCOX
J. P. WALSH
K. WESTON
W. M. R. WILLIAMS

DANVERS HOUSE

P. F. AITKEN
J. C. C. ASHFORD
E. T. BARRY
M. G. D. COLE
C. F. FIELD
M. B. HAGREEN
F. ISHANI
D. C. P. KITSON
R. L. MILLARD
N. R. SMALLWOOD
P. G. SOPER
W. SUBHANI
M. B. A. TERRY
I. L. THOMSON

MORE HOUSE

R. A. D. BERLYN
W. J. BREWER
P. BURNHAM
J. I. COWAN
D. A. G. CURTIS
M. W. FURIE
V. GRUJIC
C. J. GUY
N. J. E. HARRISON
T. J. HELENIUS
A. C. IVES
R. C. KNIGHT
D. PENDLEBURY
S. L. SWAN
J. N. TURNER

TURNER HOUSE

R. I. AYLOTT
J. F. BARRETT
J. C. CONWAY
T. W. G. DOCKER
I. D. FRANKS
P. GLENNON
T. J. HARDCASTLE
R. F. G. HOLMES
M. B. JACOBS
R. J. LAWRENCE
D. G. MANNINGS
S. J. MATTHEWS
A. NAHLIS
A. PATTERSON
R. A. F. PIERRE
P. E. THOMAS
J. R. WAKELING
S. J. WATTS

THE FOLLOWING FOURTH-YEAR BOYS RECEIVED " O " LEVEL PASSES :

D. C. BURRIDGE
R. J. CARTWRIGHT
P. J. CRAWLEY
K. O. DAR
A. H. GAUGHRAN
I. G. GRAINGER
I. E. GREGORY

K. F. HAMMOND
S. F. HOPKINS
P. D. S. LIBOVITZ
C. D. LLEWELLYN
G. F. L. MILLER
M. S. MORRISON
K. O'SULLIVAN

B. PACKMAN
J. F. PAGE
D. F. PARSONS
R. PERMANAND
C. J. PORTER
I. J. ROBERTS
D. A. ROSS

J. F. SAYERS
P. E. SIMMONDS
A. J. SMITH
P. L. SMITH
M. J. TOZER
M. C. WHITE

THE RIVER

*It runs silently,
Slipping away between the high waving reeds.
The sun shines down from a blue sky
Reflected on to the banks
In a ripple of silver.*

*The water rat slips out of its hole in the bank
And lands with a gentle splash in the river.
Ripples circle out until they reach the
bank on each side.*

*Then the sun is blotted out by black clouds,
And rain begins to swish on to the
surface of the water.
Nothing can be heard except the gentle
murmur of the rain
And all is quiet by the river.*

Henry Bowles I X.

DRAMA

"EDWARD II"

SINCE 1964 WAS the quatercentenary of Christopher Marlowe's birth Mr. Smith decided to put on one of his plays for the School's autumn production. He chose "Edward II" and any objections to it as difficult or unsuitable dissolved before the strength and conviction of the finished performances.

"Conviction," then, is the keynote. Many a half-hearted rendering of this play has appeared in the past and the cast saw another after their own was concluded, but a producer who believes almost passionately in some intrinsic value in the play will instil life into this "troublesome reigns and tragicall fall."

Conviction and forthrightness; no shrinking from unpleasantness; a determination not to mask certain of the essential themes in the name of propriety; all these qualities were the producers' (Mr. Smith was ably assisted by Mr. Bailey). A sense of tragedy rose above the incidental horrors and the end came movingly with a heart-broken boy prince mourning his father, the murdered King—a dignified tableau rich in royal purple.

Edward himself is unpredictable, flighty, a character both sympathetic and dislikeable. A. Theodissi managed the portrayal well. His friendship with Gaveston, his loyalty to him, came over sincerely; and his absorption in the part as it developed its passionate intensity meant that he played the last big scenes in such a way that he finished up physically exhausted. There was no doubt about his effect on the audiences.

Many of the supporting cast gave excellent performances. The Queen played by Mairny Ward of Carlyle School, was impressive in a thankless role. At times a little strident she nevertheless gained sympathy. P. J. Glennon gave a fine performance of Prince Edward and was able to cry and look pathetic with full conviction.

The same conviction lay behind D. Setford's interpretation of the minion Gaveston. His acting grew bolder as the performances progressed. He acted through everyone else's speeches, always Gaveston in his stance, even in his highly spectacular death.

N. C. Daly looked the part of Mortimer and overcame his early concern at the presence of an audience. His was an account of the role which fitted his own personality but was quite acceptable. G. J. Matthews, very impressive beneath a scarlet head-piece, brought a smouldering dignity to the King's vacillating brother.

The pack of Barons hunted well together. G. S. Pilgrim's Warwick was devious and sinister; J. J. Harniss got pleasure from his vituperative lines and acted well with his eyes. The minor barons and lesser dignitaries gave good intelligent no-nonsense performances, their unaffected acting providing sound backing for the more obvious star parts.

Spectacularly successful were the battle scenes, Gaveston's wedding, the Coronation and the end of the play. Terror and cruelty came across in the Killing of Gaveston, the shaving of the King and the King's murder scene. In contrast to all the noise and quarrelling the Heath Abbey scene was quiet and most effective. And then one remembers with pleasure some little gems—the appearance of D. Tapper as the King's Champion, the miming of S. Wratten as a monk, G. Hughes' Welshman, J. P. Campling's self-satisfied bishop, B. Povey's pompous prelate, P. Reveley's repulsive Lightborn, the drum of doom in the dungeon scene and the King's reaction to it; W. Lewis's quiet dignity in the Abbey scene.

The lighting was most effective in many of the scenes and the music kept well off the track of musical clichés. The dressing was a triumph. Mrs. Ferrier and "the ladies of the school" (as the programme delightfully called them) had worked for months at research and the creation of costumes which made the big

scenes look magnificent, while individually each actor was resplendent and comfortable in clothes which really fitted him. The make-up, with Mr. G. Pilgrim doing a job which his mother had done when he himself was a boy at Sloane, was excellent. Mr. Pilgrim's team had to work hard and rapidly with such a large cast. The pace of this play demands rapid shifting of scenes and D. Wechsler and his assistants were kept busy. A host of necessary properties were devised by Messrs. Jacobs and Cordiner and their helpers.

I think everybody involved will remember "Edward II." Excitement, hard work, conviction, these qualities made the play such a success, and I wish to record my thanks to all concerned for several unforgettable dramatic experiences. I was equally thrilled by all three performances and I make no apology for my enthusiasm. (Abridged from a longer notice of the play.)

THE SPRING PLAYS

On March 31st, April 1st and 2nd the Lower and Middle School put on three plays. With Mr. Smith in general control they were produced by Upper School boys who had been associated with "Edward II." This was their first effort at production and they did their job well. Prentice work cannot be perfect and technical faults were inevitable but the big achievement was the happy relationship created between the producers and their frisky casts. They were served capitally by the hard-working people who turned out costumes, scenery and properties and at the performances by all those involved in actual presentation.

"Treasure Island" was the longest of the plays. The condensation of a full-length book into a fifty-minute play involves a large number of scenes and the action must consequently be broken, but most of the scenes were sustained and often exciting. Brian Ritz romped through the play as its hero, Jim Hawkins. A boy playing a boy's part, he showed natural

ability and his gaiety and good humour were infectious. Whether foiling pirates or enduring what must have been rather painful nips from Ben Gunn he gave a delightful performance. S. Wratten managed Long John Silver creditably and R. Collins showed talent as Ben Gunn but this talent has still to be organised. H. Rogers came over well as a pirate captain and D. Glennon, A. Power and J. Povey handled the law-abiding parts with some dignity. W. Eade had a good moment of terror on the Island and all the other actors entered into the excitement of the play with enthusiasm.

A very solid-looking inn parlour and a romantic lagoon, beautifully painted, gave the boys a fine background, and the audience pleasing colour to look at.

"The Ghost of Gerry Bundler" was difficult: Its characters are elderly and the play has dated. Nevertheless its writing is good and it came over. This play, too, had a very solid background—a country inn, and this set helped very considerably. A 13- or 14-year-old cannot be expected to be utterly convincing as a man of 50 or 60 or more, but the seven boys in the cast had a good stab at it.

"Daniel and Bel" moves into the realms of Biblical legend and fantasy—a very difficult play to get moving. Its costuming was very attractive and the actors wore their draperies with ease and effect. Several of the boys in this play were also in "Treasure Island." They did well but except when exaltation ended and cruder action was temporarily introduced with the entry of an aged crone (N. Allam) they could not sustain the piece.

It would be invidious to attempt to appraise the three pairs of producers. Each can generally be praised for the work done. When they started there was some doubt whether they could get away with it. Not only did they do so and persuade their "little eyases" to "cry out on top of the question," they also produced moments of delight to be remembered long after their plays were ended.

C. F. Bailey

HOUSE REPORTS

BEAUFORT HOUSE REPORT

OUR YEAR'S PERFORMANCE, on the whole, was rather disappointing, when reviewed in the light of our record for the past three or four years. Our final house position was far below expectation, and our results in football, athletics, and gymnastics were poor. Only in cricket and swimming—where, for the second year running and only the second time since the war, Beaufort provided all three champions—did we perform with credit. Far more effort is required, especially among the senior boys, if we are to improve our position in these activities.

However, our moderate performance in sport was overshadowed by the excellence of our academic achievements, especially at "A" level. Here we had a pass rate of 82 per cent., and both Povey and Derrick were outstanding in their respective fields of study. It was also pleasing to note that many boys attained "O" level passes while still in the Fourth Form, while we had only seven failures.

Once again the weekly House assemblies have greatly increased enthusiasm within the House, and a strong sense of unity has now been established. We welcome the new First Year boys and hope that they are prepared to put in to the School as much as they expect to take out.

Michael McCormack

DANVERS HOUSE REPORT

DURING THE PAST year, Danvers has achieved admirable results in all aspects of school life. The enthusiasm and interest shown by all our members, particularly in the lower school, was very encouraging. Our weekly House assemblies have progressed considerably and have created a strong bond of comradeship between the boys.

Last year, Danvers House was greatly honoured in receiving the Champion House Trophy. Our top positions in football and cricket more than compensated for our lower positions in athletics and swimming.

Last year's 2nd year particularly deserve our praise as they not only won the football and cricket for the second year running, but also provided the school team with four regular footballers and five cricketers.

As usual we welcome the new First Year boys into the House and sincerely hope their stay in this school will be both pleasant and beneficial. The current year's activities are numerous, and I am sure will be received by Danvers' members with the usual friendly co-operation.

John P. Campling.

MORE HOUSE REPORT

LAST YEAR PROVED to be a very eventful, and successful, one for the house. Under Mr. Brookes and House Captain R. Todd the boys began to realise that their house was not just shirt but that it was a community, which they should be proud to belong to.

Todd, Lyons and Roberts all achieved top grades in their subjects at "A" level and they are now studying at university or technical college. At "O" level, too, we had successes with Swan, Cowan, R. Berlyn and R. Knight doing well.

These were not the only successes, however, people responded excellently to the request that everyone should enter at least one event in the athletics. Although we only finished second several boys performed admirably, namely Alagoa, Beadle, Kern, Nuttall and Hayes. In the Swimming Gala also we achieved second place without hardly winning a race—a good team performance without any really outstanding swimmers.

Unfortunately we were not very successful in football and cricket but Nuttall, Theodossi and Todd represented the school regularly and Nuttall and Todd received full colours for football. Daly also received full colours for his contribution to the school basketball team.

We also played an important part in "Edward II" under our new House Master, Mr. Smith, with Theodissi brilliant as Edward excellently supported by Daly and Wratten.

I am looking forward to another year of enthusiastic support and success under Mr. Smith.

Geoffrey Thomas

TURNER HOUSE REPORT

LAST YEAR GAVE us the first real opportunity to see the effect of the new House system, and in the case of Turner, this has begun to work extremely well. It can be seen very clearly that the Boys are taking much more interest in school activities through their House, and this enthusiasm is most encouraging for the future.

Our most successful aspect in the field of sport is undoubtedly the Athletics tournament, which, I am pleased to say, we have won seven times in the last eight years. Individual praise goes to D. Mannings who won five events and subsequently became the Senior Champion. He, Tapper and Macdonald were chosen to represent Chelsea in the London Schools' Championships.

We also had success in the fives court, for J. Harniess, who has now left, became London Schools' Champion, and D. Askew was awarded half colours for his work as Fives Captain. It is disappointing to note that the House has not done really well at swimming since 1953 and I hope that with the new members of the house we will soon be able to improve our performance.

It is a great honour for Turner that M. Pateman was chosen as School Captain, and I would like to congratulate him on behalf of the House. Congratulations also go to D. Fill who won the Commonwealth Essay Prize this year with his project on Canada.

Finally, I would like to thank R. Hall and N. Hanlon for the enthusiasm and spirit they showed in the running of many Turner activities throughout the past year.

Ian Hughes

THOUGHTS ON THE SIXTH FORM

HAVING OVERCOME the first hurdle (i.e. "O" level) by the end of the fifth year at school, the scholar if then confronted with a most complex problem; namely, should he remain at school for a further two years and take "A" level, or should he leave straight away and get a job? To many, the thought of the latter is so horrific that they remain at school as a matter of course, while others, seeing no relevance between academic study and their lives outside school, throw up the sponge and leave school at sixteen.

However, to remain at school and take "A" level so that one might get a "better" job and earn more money is the worst possible reason for staying on. And remaining at school so that one might get to a University and obtain a degree and then get a "better" job with more money is the second worst.

The justification for remaining at school is, in my opinion, quite different. The person who leaves at sixteen obtains financial independence while one who enters the Sixth Form rapidly gains intellectual independence, which cannot be reached in the framework of the "O" level syllabus. For in the first five years at school to think for yourself is not only considered unnecessary, but is actually frowned upon in many circles. You are encouraged to be merely a sponge, soaking up facts that have to be reproduced periodically to satisfy the master, and later, the examiner.

Fortunately, this situation is radically altered in the Sixth Form. The "A" level syllabus in itself is far more interesting, the atmosphere less formal, and the opportunities for serious thought far more forthcoming. You are able, even urged, to think deeply for yourself, not only about topics within your chosen course of subjects, but about things of far more ultimate importance, such as religion and ideals.

This, to me, is the fascination of the Sixth Form. In thinking things out for yourself you obtain independent judgment, which enables you to criticise and reconsider many of your former beliefs. This in itself is worth a great deal and justifies the two extra years spent at school.

Michael McCormack, 6B

ON RETIREMENT

Some afterthoughts by Brian Povey, last year's School Captain, who is now studying Mathematics at Bristol University.

I AM RETIRING. It makes me feel very old to retire, but I am retiring. I am leaving the school after seven years. My feelings are mixed; I am glad because I am going on to University, and I am sad that I am leaving behind all my friends and the familiar old school.

The first day, I arrived at the school not knowing anyone, but by the end of the week I had made many tentative friends. I got to know my classmates well in the first month, and from then on all their faces were as familiar to me as those of my family.

There are two things that I can distinctly remember about my first day. The first thing was the smell of cooking that invaded the part of the school above the kitchen. The second thing I can remember was the size and darkness of the school. The school building and the boys all seemed very big to me when I first entered the school, and I felt very insignificant.

Whenever someone asks me my thoughts of the school, or whenever I see a small boy going nervously to school, I think of my first day, and my first impressions.

As I grew up the building which at first had appeared strange became more familiar until I really didn't notice it at all; it just became the place where I went to school. The school building and the boys

the boys did. To each other in the class we remained the same, and only in retrospect could we see that we really had changed a great deal.

The first few years were comparatively easy. The next obstacle was the G.C.E. "O" level, and this seemed a long way off. In the First Year we were gradually acclimatised to grammar school life, and the next two years were the build-up to the "O" level. These first three years were years when plenty of work was done, but there was no thought of examinations, and the atmosphere was easy. The Fourth and Fifth years were occupied in final preparation for "O" level.

Entering the Sixth Year changed the whole way of my school life; much more work has to be done by the pupil, thus giving him much more responsibility. In the Sixth Form there was plenty of work to do at your own pace, and you were also treated as a much more mature person. It was only when I entered the Sixth Form that I really appreciated the school system that had prepared me over five years for these final two years.

My insignificance in the First Year had gradually melted away, and I felt that I was now a complete member of the school, and able to contribute something positive to the life of the school.

The school captaincy gave me a chance to contribute even more to the school. I tried to do the job as best I could, and contribute as much as possible. Being school captain was not all glamour. Like any other prefect I had duties to do, and like any other prefect the duties had to be done in my spare time. Being school captain was hard work, but I enjoyed every minute, and I am leaving well satisfied.

I am now starting a new phase in my career. I will be brought down from the heights of school captain to the meagre status of a "first-year" again, and I shall have to work my way up from there. Although I am beginning a new part of my career my thoughts will still be with Sloane.

B.P.

"I'M THE KING OF CLOUD- CUCKOO-LAND"

I'M THE KING of Cloud-Cuckoo-Land, that's what I am. King of the people who live in the clouds. We shift my land from place to place but before we can enter any region I have to get the permission of the Grand King of the Sky. He is the King of the moon, the sun and the stars, as well as lord of us. We provide him with water, the sun provides him with heat, the moon provides him with szinium, his favourite food, and the stars provide him with zeago plants, which have beautiful flowers.

We don't like humans and when we are low enough to see them we deliver a full-scale attack.

The other day we saw a place called London, which is in a little island called Britain, a lot of humans dressed in white clothes playing a game called cricket, a funny human game where one man throws a ball and another man tries to hit it with a stick. Every now and again men would start running after the ball and throw it back and try to hit three other sticks with it. We never did like this human game so I gave an order to the slaves to get the water ready and just as we passed over the bit of grass they were playing on I gave the order to drop the water.

It's a funny sight to see all the humans running for shelter and to see them trying to stop it touching them by covering themselves with bits of plastic. The thing they never think of (and I'm glad they don't) is to fire a bomb made of sulphur, ferric oxide and nitric acid. This mixture would kill my people instantly.

Our biggest enemy is the aeroplane for it goes right through us, but we can't destroy it so we ignore it. No doubt we shall get used to it. And I expect in about 2000 years we shall make friends with the humans; but that is to come. Right now we just keep on living on our own, happy in our unassailed Cloud-Cuckoo-Land.

S. Howe, 3L

CHESS NEWS

THE TRADITIONAL IMAGE of the Sloane Chess teams unhappily hovering in the lower half of the London Chess League was smashed last season. The senior team jumped twenty places and just missed the semi-finals by coming sixth out of forty-eight. This achievement was all the greater when one considers that past reputations figure in the scoring system of the League.

Although our short term prospects do, indeed, look bright, the school's long term prospects, exemplified by the Junior team's disappointing performance (they came thirty-fourth in their section), seem shaky. The fundamental lack of interest in the junior half of the school is characterised by the fact that their daily lunch time Chess Club attendance tended to rise and fall inversely with temperature.

Efforts are now being made to tap their hidden talents. Mr. Daniel—the master in charge of Chess—has organised a Junior Tournament, the results of which, we hope, will provide us with a strong and experienced Junior team. Further interest, we feel, will be fostered by the beginnings of a Chess Library administered by Povey (the Junior Captain), and the fact that the Chess Club is subscribing to the magazine "CHESS."

On the basis of these reforms, Hoggart (the new secretary) has entered both teams into the Sunday Times' Tournament for the first time, and it will be interesting to see how they fare.

The following have represented the School :—

Senior Team

L. Warman (Captain), A. Marshall (Secretary), J. McCormack, J. Hoggart, J. Lazio, M. Jacobs.

Junior Team

J. Povey, Matthias, P. Smith, C. Shannon, A. Aharoni, Eatwell, Gough.

Leslie Warman, 6B

THE TIGER

The big cat walks through the bushes,
He stops !
He sees his prey grazing on a grassy plain
beyond.
Out of the bush he runs,
And is hidden by his markings which blend
with the surroundings.
He crouches, and with a mighty leap springs
upon the helpless deer.

Its neck is bleeding as it falls to the ground.
The tiger pulls and tugs as he drags the food
to his nearby den to share with his young ;
At night they drink in a nearby pool,
It's deserted.
I wonder why ?
His long, slender but powerful body cuts the
air round about.
He can be seen at night only by his eyes which
sparkle in the cold night air.

At daybreak he raids the cattle ranch.
His path is paved with blood—
Bang !
He's been shot at and he runs at lightning
speed.
He jumps the fence and advances to his den,
The cubs welcome home their father
For they are hungry and eager to help in the
next kill.

Christopher Bayley I X.

Fire

Fire is very cruel. he bites you if you dare touch him. He flares up the chimney but he doesn't come out, the smoke does. He is quite useful if you behave in the proper manner with him. He is always very warm, but if you get too near him he burns you. He is a yellow-red colour. Fire, you are used for many things, lighting gas-cookers and cigarettes, all sorts of things. If you let him do what he likes he will set your whole house alight, first the waste-paper basket, then the carpet, then the chairs. And then everything.

Andrew Robertson, 2Z.

Smoke

Smoke is always in partnership with fire. He is thick and grey. He makes you cough when you try to get near him and he makes your eyes water. As he is in partnership with fire he causes much trouble, for when you try to put out the fire they both drive you back, with heat and the smoke which makes you cough and splutter. Even when you do put out the fire, smoke still stays on. But after a while it dies down. It can only be brought to life if you light something. But sometimes some even comes in useful. For instance, when the Indians wanted to send messages to each other, they did it by smoke signals.

Richard Renkawicz, 2Z

Night

1

The night is dark, it is frightening, it can not be scared. The night watches over everyone while they are asleep and he will frighten them if they wake. The only thing that can beat the night is the light. The dark is very jealous of the light because the light is powerful and reigns every night when people are still awake. The night is proud because he can show the world the wonderful lights, known as the stars, and he also shows the bright new moon. Everyone prefers day, and for this night is jealous. He hates every dawn. He has a mighty fight to decide whether light or dark shall reign.

Paul Stafford, 2Z

2

Night is a thing that comes suddenly like a flash and does not let go of the Earth until morning comes. It is dark and scary with white stars in the sky. And many doors creak at night and scare people. Night is dangerous.

Keith Wedderburn, 2Z

THE SUN

*Where is the sun ?
Above, below ?
In a far off country in the east ?
Or high up with the gods ?
Is it a ball of brightness ?
A reflection from a distant planet ?
No, a ball of fire many times bigger
Than the earth.
Up, upward,
Ever increasing in heat.
Once the earth that broke away,
Cooled down to produce human and
reptile life.
Our light and heat,
Helio's bright and flaming home,
He rides the world,
To bring a new day, in his chariot.
How hot is this flaming mass !
Over a million times bigger than the earth.*

Christopher Bayley I X.

THE SEA

*Crashing against the weakening rocks,
Six foot waves tipped with surf,
Never ending melody,
The Sea.
Day and night,
Dark and light,
Rain and shine,
Always crashing against the weakening rocks.
Eating inwards,
Slowly inwards
Always inwards
And tipped with surf.*

Brian Ford. 2X

A STORM AT SEA

*Over the dark waters
Arises a great storm,
A storm which kills many men.
Great clouds form above
And the great waters swirl,
Higher and higher the waters grow.
They form tidal waves.
In the depths the fish are frightened,
They flee everywhere.
Ships lose their course and are wrecked,
Even whales and sharks are afraid.
A night passes—
And finally the great waters
Are calm again.*

John Franklin 2X

2X ON CLIMBING UP TO ROOM Z

1.

THERE IS A classroom in Sloane School which on the outside is shaped like a Greek temple. From downstairs you would probably think there were Gods up there. This Attic place has a name. They call it Room Z ; and for five days a week the boys of this room play the Grand old Duke of York.

John Curtin

2.

Room Z is one of the most dreaded places in Sloane School. Just to climb up here in the morning is sheer torture, even before school begins. Near the summit it would be wiser for an unhealthy person to don oxygen tanks.

James Corbett

3.

..... Where am I now? Ah, balcony floor, four more to go. Why can't we have a lift? What a lovely view from the window. Must press on. "Oh, green fields of England, will I ever?"
..... No! Mustn't talk like that! Ah, the Labs, I'm nearly there! One stair, two stairs, three stairs. So near and yet so far. Come on! I'm there! Though not quite. My foot is poised to cross the threshold. But then! Brrrr-rr-ing! I fall to the ground and claw myself up with the aid of a desk. A pair of cold, calculating eyes look over me.

"You're late!" says the master.

Brian Ford

FOR WHOM THE BELL TOLLS

FIRE! DEATH, COFFIN, burning, raging flames. Hospital, nurses and doctors all around you, blood donors giving blood, the drip, providing energy. Fire engine . . . Clang! Clang! Clang! go the bells. Sometimes in time, sometimes too late. Devastation, Houses that were pretty now are black and ruined, no longer fit to live in. People homeless, crying for their devastated property, crying for their dead loved ones, thinking to one another *it was his or her fault*. But it cannot be helped . . . people will be clumsy with FIRE.

William Ashton, 1X

THOUGHTS ON LISTENING TO STRAVINSKY'S "RITE OF SPRING"

1. **T**HE BEGINNING of the music sounds very much like the sort of music you would hear in the Far East. With a few wind instruments and a violin, it sounded very strange. The music is very jumpy because one minute it's soft and quiet and the next it's loud, and it sounds like people are marching at a fast pace. The music also sounds like a big grandfather clock ticking very loudly, then it stops at a drum roll and sounds like heavy rain beating down on the ground and bouncing back up as soon as it hits the ground.

Animals roaring louder and louder and finally the Hero only walks away. Animals rushing along because of a forest fire behind them making them run very fast, and forcing them to run over a river but some of them get drowned or caught in the reeds.

At the end the music goes soft and it sounds very light and dainty, but getting louder to end in a strong burst of the drums and a clash of the cymbals.

Kinley Davies, IX

2. An old medieval time, mysterious.
A chase through a wood.
Men hunting and the animals rush in terror to get away.
People preparing for something big to happen, then the trumpets blow a fanfare and someone of importance comes in.
You can hear the hunting horn blowing.
Wildmen rushing about in search of food.
In the beginning it also sounds like the night and everything is still and then the place comes to life and you can hear people moving about.

David Boswarva, IX

LOTS ROAD POWER STATION

HERE IT STANDS A huge monstrosity, built many a year ago for the purpose of providing power for the Underground Tube Trains. I sometimes wonder how it does it. On the right side of the station is a chimney that faces the school. This seems to be the only one with smoke. On a clear day, the smoke seems to just want to come out; that is because you can see it. On a misty day you can only see what seems to be a thin layer of smoke. This power station does not seem to show much of how it is producing power for the underground trains. It is only when you hear a distinct sort of hissing or clanging, or both, that you begin to feel that there is more atmosphere in this "thing." I am surprised that this colossal building possesses no other name than Lots Road Power Station. In misty weather those four great chimneys seem to look like four pillars supporting the sky. Like the pillars of Hercules. The Hercules being the power station itself.

John Curtin, 2X

THE LIONESS

*She slinks through the jungle
Her lithe yellow form.
Less noise than a shadow,
Unseen through the trees,
And then—
She stops.
Her muscles tense,
For she sees her prey,
A lonely antelope on the plain.
She creeps forward,
Then
She runs forward,
She stops.*

*And then with ever increasing speed
She glides forward—
A leap, a pounce!
And the antelope is down.
The lioness is provided for.
She drags the carcass to a hole in some rocks.
Faint mews can be heard from inside.
She takes what she needs
And then goes in.
The ever circling buzzards swoop down
And nothing is left to show what has happened.*

Henry Bowles, 1X

MOTOMANIA

ONE OF THE most peculiar aspects of those most peculiar holidays, English Bank Holidays, is the increasing importance attached to the casualty lists which appear at their conclusion. Every year the number of people killed and injured on the roads at this time increases, and every year, the press, television, and radio churn out an increasing amount of nonsense on the subject. "Why did it happen?" they ask—and, like most rhetorical questioners, they fail to find an answer. Transport ministers, and other anonymous bureaucrats add to the depression with interviews in which any genuine solutions are hidden behind a smoke-screen of clichés.

Indeed, Bank Holidays are rapidly becoming festivals of national atonement for the butchery on our roads. The fact that many people are killed on the roads on every other day of the year does not seem to matter; as long as the fate of those who die during these infrequent holidays is bewailed as a national tragedy all the other road accidents can be ignored.

This sad performance, is just one symptom of our growing enslavement to the motor car. The death of the few adds emphasis to the sufferings of the many. Crowded roads, collapsing public transport, increasing noise, and the frustration which all of these create are all things which those of us who live in towns are forced to endure. Admittedly these are problems which have existed throughout our history; there have always been traffic jams in London, and horse-drawn traffic appears to have been very noisy. However, the fact that a problem has always existed is no excuse for failing to solve it.

In addition, a solution to this problem has now ceased to be a worthwhile improvement, and has become an urgent necessity for the twentieth century has added to these traditional problems its own special ingredient—size. The already enormous numbers of cars in Britain is increasing every year. Unspeakable terrors lurk just over the Horizon: the black day may come when almost every family in Britain will have a car. Even more horrible are those symbols of American "progress" the "two-car families" ("Yes, my dear, we have two cars, and one or two

children as well, though I haven't seen them lately"). Thus cars are multiplying like demented bacteria, but the area of Britain remains the same; already there are too many cars, soon there will be no room for any more.

At least there will be no room so long as Britain remains largely as it is today. Naturally, if car manufacturers and their satellites have their way, there will be plenty of room. Historic towns will be flattened and replaced by great smooth boring highways leading somewhere—or anywhere, for behind this view of "progress," lies the view that movement is more important than any destination.

However, it is still not too late to assert the view that the car should be adapted to live with man and not the man to live with the car. Although motorists are as vociferous as their vehicles are noisy, they are still a minority in Britain; if the poor pedestrian—a timid species, rapidly being hunted to extinction, which spends much of its time cowering in subterranean passages—can reassert himself, and make his opinions heard, there is still hope that a reasonable solution may be reached.

This reasonable solution must make public transport the basis of our transport system; consequently it must be operated as a public service and not as a profit-making concern. The use of private cars must either be greatly restricted or made prohibitively expensive (the former would seem to be the fairer of the two systems), especially in large towns. For example, apart from doctors and others who needed the most rapid form of transport, there is no reason why most people in London should not use an improved system of public transport, which could travel rapidly on roads free from private cars.

Admittedly, such proposals can be attacked as an infringement of personal freedom, but we live in an age in which the state has been prepared, and even anxious to restrict the rights of the individual for the sake of the majority of the population.

Even if this still seems unpleasant, it is certainly the lesser of two evils; for our future choice must lie between a Britain of public transport or a Britain reduced to a wasteland by a thoughtless dedication to a false "progress." Robert Lyons 6 M.

OUTSTANDING FEATURES OF THE 1964-5 SEASON

WINNERS OF THREE championships, finalists once, and semi-finalists twice, and a record number of representative honours, provided the School with a fine season.

The School repeated its success of 1961 when it was presented with the coveted Lee Cup after winning The London Schools Six-a-Side K.O. Championship. The six successive demanding rounds against the strongest sides London had to offer was a triumph for intelligent team work and fitness.

The Under 13 XI produced a determined effort to win the West London Competition beating St. Clement Danes in an exciting final by 2 goals to 1. The Under 14 XI and Under 15 XI reached the West London and London semi-finals respectively and have displayed attractive football.

A record number of school footballers were chosen to represent London. We congratulate W. Lewis, G. Carr, R. Hall, N. Hanlon, and A. Theodossi on their selection.

The School cricketers did not go unrewarded when J. Henderson and M. I. McDonald played for N.W. London when they beat the Rest of London.

J. Harniess became the London School Fives Champion when he won the individual Championship and later deservedly gained a place in the London Team.

The school athletes won second place in the Chelsea Sports and completed a successful season by achieving sixth position in the South London Sports, their highest placing for many years.

An unforgettable swimming gala was climaxed when a surprise win by the Lower Staffroom relay team over the school team, Sixth Form, and Upper Staffroom, came within seconds of the school record.

We welcome the return visit of the boys from West Germany in the last fortnight of the summer term. Their coming heralded the strange spectacle of cricket and football being played side by side at Roehampton. Although undoubtedly puzzled by the incomprehensible games of cricket the Germans entered vigorously into the six-a-side competition with the School and Sir Walter St. John's. The Sloane "A" team met the Sloane "B" team in the final. The three way basketball competition was also won by the School. It is hoped that next year it will be possible for a combined party from Sloane and Sir Walter St. John to visit Germany.

The many successes this season are only incidental to the more important features which are not so immediately apparent. Sport has provided an opportunity for pupils to leave the confines of the school and meet their fellows not only in other schools, but students in Colleges, and people from other countries. It is hoped that it will be possible to broaden our activities even farther in the future.

FOOTBALL 1964-65

WE EXTEND OUR congratulations to last seasons right back R. Evans who established a place in the

England Youth XI, playing in the internationals against Scotland and Wales. We hope many school players will follow in his wake.

Five school players represented London and 152 matches were played and only forty-one conceded.

The 1st XI produced a high standard of Football despite an extraordinary number of injuries. The main problem in the first half of the season revolved around centre half. When R. Todd successfully stabilized the position the side revealed its best form. Fast determined football combined with intelligent anticipation succeeded in bringing many good results. The outstanding matches of the season were the 4-1 victory over the unbeaten Glyn G.S. XI and the win over the very strong unbeaten Highbury G.S. XI. The season was suitably completed by reaching the Bromley Six-a-Side final and becoming London Six-a-Side Champions.

Since 1960 a succession of good 1st XIs have conceded only 23 matches in over two hundred games. Next year's team, strengthened by a strong Under 15 XI, can draw inspiration from their predecessors and strive to produce a high standard of football.

The Junior XIs had good records and gave many worthy performances. The under 13 XI are particularly to be congratulated on winning the West London K.O. Cup and the Under 14 and 15s on reaching London Semi-Finals. The 1st year XI reveals a high degree of promise, but must concentrate on a higher standard of team play and learn to anticipate opponents strength and weaknesses with more care.

We extend our congratulations to A. Idle, W. Lewis, B. Nuttall, R. Todd on

the award of Full Colours and Reveley on the award of Half-colours.

CRICKET 1965

IT HAS BEEN a lively and enjoyable season with a generous allowance of fine weather. The 27 matches played by the School's five teams resulted in only ten defeats. The three junior elevens showed particular promise and it was pleasing to note that they had a number of keen followers who gave them excellent support each week.

The Under 15 XI was very strong and quite capable of beating most opponents, but they unfortunately, suffered from a number of cancellations by other schools. However, many of the team gave their services to the 2nd XI and gained confidence playing in a higher age range.

The 1st XI, with a number of new players, played lively cricket and were unlucky to just lose a number of games. There was a tendency not to consolidate the advantage and allow the other side to regain its confidence. Later in the season this weakness was rectified and a tighter control in the field and at the wicket brought deserved success.

The prospects for next season are excellent with a number of good potential players coming through from the Under 15 XI.

We congratulate W. Lewis, R. Todd, A. Idle and Jennings on the award of full colours and A. Theodossi and Povey on the award of half colours.

CRICKET AVERAGES

BATTING

	Total Runs	Innings	Highest Score	Not out	Completed Innings	Average
Lewis	87	6	22	2	4	21.75
McDonald	72	4	52	—	4	18.0
Hanlon	86	7	31	1	6	14.3
Reveley	26	4	13	1	3	8.6
Permanand	14	2	14	—	2	7.0
Povey	24	5	9	1	4	6.0

BOWLING

	Runs Agnst.	Wkts.	Average
Lewis	130	15	8.6
Hanlon	143	12	11.2
Theodossi	114	10	11.4
Todd	118	9	13.3
Hall	107	7	15.3



ART NEWS AND VIEWS

WE ARE PLEASED enough when we hear of boys passing "A" level in Art; but to pass with grade A (Distinction) is a real honour. This year we congratulate Richard Price and Anthony Cohu on this achievement.

Price is now at Portsmouth College of Technology reading General Arts.

Cohu has gone, for a year's practical experience, into the offices of Edward Samuel and Partners, a firm of go-ahead London Architects; next year he will apply for a place in a University School of Architecture.

* * *

In a sense we feel that our intending architects are the offspring of the Art Department: it is here that an understanding of dimensions takes practical shape, a response to proportion is born and, we hope, a sense of responsibility for our visual surroundings. When I hear that one of my pupils has decided to turn architect, I find myself saying: "There goes one of our successes." Of course, it takes more than artistic ability: today, with all the problems of urban development and new building techniques, an architect has to be an engineer and a scientist; he has to understand history, economics and sociology, and some soil chemistry. He has to know how to spell and to express himself, preferably in two or three languages. It is a vocation for the whole man; but at heart he must have the intuition and the feelings of an artist. Good luck Cohu, Ordoñez, Schejbal; well chosen.

* * *

Mr. Ager and I have been experimenting for a year with lectures in appreciation of Architecture and Painting to the 4th year. These have produced some interesting lessons, and we have decided to continue this course for a further year.

* * *

In the First Year 6th, we have pursued the theme that familiarity with the great names of art history is the hallmark of the educated man—a humble enough objective but as basic and as simple as truth itself.

It means that names like Michelangelo, Canaletto, Mondrian gradually become more than just household words. They begin to conjure up a flavour of an historic period, a mental picture compounded of style, vision, fashion and even of contemporary men's manner of thinking. Each of the great artists stands somewhere in the long relay race between the herringbone patterned flint knife and the Op dresses of nature's newest darling, the eye-catching King's-Road humming-bird.

We try to become familiar with all facets of visual education. Near at hand, the Victoria and Albert Museum is a wealthy source of reference. We paid three collective visits to the permanent exhibition of Constable's landscape sketches.

* * *

What's new this year in the visual world? Medalla's sculpture which vomits plastic foam? Dresses made of shiny plastic vinyl and looking like our slumber image of she-Martians? It is interesting to find a new generation whose first introduction to Mondrian is through this year's dress materials based on his grid-like compositions. In art, a section of anti-intellectuals is drawing its inspiration consciously, and deliberately, from the paper wrappings and the advertising imagery of modern metropolitan civilization. In turn, here is an example of the designs of everyday consumables being penetrated and transformed by the intellectual discoveries of high art.

This process has always gone on, and goes on now as much as ever. We—you and I, that is—are somewhere in the pipelines of this constant exchange, even though, at times, we have (or think we have) other things to worry about.

D.M.

THOUGHTS ON "THE PAINTER ON
HIS WAY TO WORK," BY VINCENT
VAN GOGH

I

THE PAINTING LOOKS late day. To me it is not morning. Time of year approaching Autumn. The town in the background could be mistaken as trees. The painting seems unrealistic and nearly abstract. However, I feel the painter was more interested in the colours of the day. It looks Chinese to me. Perhaps the figure gives the impression with his hat. In the background could be growing a rice crop. The man is obviously a traveller because he is travelling by road. We get his view of the country surrounding the road. The road has blue on either side. It has been wet there I should imagine. The shadow is small compared to the figure of the man. Probably small to the light of the sun. A shadow shaped like Henry VIII. The traveller could easily be a well-off tramp. The painting itself gives the impression of being painted recently. The traveller may camp the night out. I am given that impression as he is fully laden with goods. A cloud on the East shows wind may be blowing that way. The traveller may have a harder journey because of this. The painting gives to me that essence of a bite in the air.

John Curtin, 2X

(Van Gogh—continued)

II

IN THIS PICTURE there is evidence in the colours of heat, dryness and the actual expression of the countryside and all its beauty. The crops in the background give more evidence of this so dry day, with their colour and expression. The colour is not rich, like a day by the sea on a cliff, where all the green is moist.

The hat in the picture is a sombrero, and the man has his head well covered by the hat. As you probably have learnt from your own looking, too much sun is not always a good thing.

The shadow cast by the man going off to work is jagged, just like the cobbled path on which he lifts his aching feet to take another step, and to get close to his destination.

The trees are placed either side of the walking shadow and so make the man stand out in silhouette against the background. The sky is further evidence that the day has an echo about wanting rain, wanting to quench the thirst of the countryside and surroundings.

The man's clothes are a picture of dark blue, yellow, and a very shabby red. This man in the picture is a peasant trying to use his talents and at the same time make some money to live on.

William Eade, 2X

OPINIONS ON ART APPRECIATION

M. S. LEWIS writes :

THE EXPERIMENT, if it is one, of general courses for sixth-formers is, I believe, a success. Superficially, it

is difficult to see any purpose in learning one jot more than is needed for the all-important G.C.E.; but if teaching is to be as I believe it *should* be, more than a cram-kids-through-exam process, then these extra courses have a vital role to play. I must confess, however, that I entered the subject of Art Appreciation with many misgivings, especially over its usefulness. My initial indifference meant that I did not get as much out of the course as I possibly could have done. Nevertheless, my knowledge of art is infinitely greater than it was six months ago, when I was unaware of the variations in style in Modern Art and Classical Architecture. I am grateful for the course in that, even if I do not yet feel any great need for having my life enriched by the masterpieces of the ages, the breadth of my knowledge has been greatly increased, which is both necessary and desirable; and any future interest in, or appreciation of, the painter's skills will have been founded on a firm basis.

The first concept I had to dismiss was that Art is Art is Art—just a mass of paintings, some good, some not so good, without any reference to their chronological sequence. I had to realise that, through the ages, styles, theories and techniques have changed, and are still changing. The first (chronologically speaking, that is) artist we looked at was Giotto, a 14th century Florentine artist. Giotto was perhaps the best pre-Renaissance or Gothic painter, I learnt, and the first to attempt to draw his humans “in the round,” with the effect that many of them appeared rather fat. On the other side of the Alps two Flemish painters, van Eyck and van de Weyden, were experimenting in new techniques. To van Eyck is attributed the discovery of oil painting. We have seen in our course the importance he gave to subject matter, as in his portraits, one of the most famous of which, “*The Betrothal of Arnolfini*,” I have seen in the National Gallery. This is a rare example

of a painting used as a legal document or contract.

Although in the course we did not go very deeply into the history of the various movements in Art, this is something which interests me because it is closely connected with other historical developments (e.g. political, philosophical) as well as those in other forms of Art, such as literature or music. Thus, the fact that the rising commercial classes in Italy in the 15th century led to the development of a widespread individualist movement which, in turn, gave rise to the highly individualistic Renaissance Art, interests me as much as the fact that Uccello preferred the beauty of perspective to the beauty of his wife's bottom. The great figures in the Renaissance in Art, I've learnt, were the universal genius, Leonardo da Vinci, (whose famous "Mona Lisa" I saw some time ago in the Louvre but, due to my apathy towards Art and my ignorance of its subtleties and techniques, I did not like) and the many-sided and brilliant Michelangelo; both were Florentines. But this awakening of the individual soul and the spirit was not only limited to Italy. In Belgium, the robust paintings of Rubens and in Holland the aristocratic paintings of Rembrandt were the masterpieces of their time. In Holland, landscape painting was made popular by Rubens and Vermeer. In France, Poussin and Claude were to prove that French culture can create great artists. In England, Holbein, a naturalized German, was building up a reputation; and the Spanish awakening was represented by the nobleman Velasquez, whose "Rokeby Venus" I have seen in the National Gallery.

As it did all other arts, the Romantic movement greatly influenced the Art of painting in the late 18th and early 19th centuries. In our course, we have seen paintings by the two great English Romantics, Constable and Turner. Turner has made a particular impression on me and I think I would have not too much difficulty in recognising his watery scenes

once again. But, by far the greatest painter of this time was Francisco Goya, whose paintings are highly emotive, as opposed to the neo-Classical paintings of the 18th century, and whose technical brilliance, we saw, is reflected in his use of light and shade.

But, as usual, a movement carries with it its own antithesis. The Romantic movement of the early 19th century was followed in the rest of the century by a reactionary movement of Realism. Of all the paintings we saw, no set illustrated this stark realism better than Toulouse-Lautrec's pictures of Parisian café life.

Of painting at the turn of the century and in the 20th century, we saw the work of many different painters in many different styles; I could detect very little unity between them. We saw the solidity of Cézanne, the instability of van Gogh, Matisse's bold use of colour, Boccioni's grim Futurism, the versatility of Picasso, the originality of Rousseau, the expressionism of Kandinsky, the emotionalism of Chagall and, finally, representing the latest phase of Western pseudo-intellectual Art, the abstractions of Ben Nicholson, whose work I think would make interesting wallpaper designs, but I'm sure is not Art, as in the last few months I have come to know it.

M. S. LEWIS, VI D

M. S. Lewis' last paragraph should be compared with the opening sentences of an essay by C. J. WOODS :

Of the many paintings I saw in the art lectures, there were only two which I really would have liked enough to hang up in my room at home. These were *the Ben Nicholson squares*, and the one also by him made in plaster which consisted of an inset circle, line and rectangle. . . .