

# Carlton le Willows Grammar School 1953 - 1973

By Roger Pikett



Carlton Le Willows, in Gedling, Nottinghamshire, was the first Grammar School built in the county since WW2. It enrolled its first pupils in 1953, but its status changed in the early seventies when it became a Comprehensive. Our Society is for ex-pupils and staff of the school in its Grammar School period.

## SETTING THE SCENE

In 1944, Britain was at war. Yet the all-party government found enough time and consensus to pass the Butler Education Act. Up to then, education had been provided for children up to the age of 14 either by Private (a.k.a. 'Public') schools; by Grammar schools for which fees were required and which offered a similar academic education, or by Elementary schools. The latter were free, but provided a much lower standard of education. Upper-class families sent their children to Public schools, middle-class families scrimped and sent their brightest children to Grammar schools, and workers' children went to the Elementary – unless they succeeded in winning a scholarship to a Grammar or High school. I was somewhere in the lower reaches of the middle class. My mother, one of seven children, went to the Grammar; but family circumstances changed and her younger brother was sent to the Elementary. He felt hard-done-to throughout his life.

In 1945 the Allies bombed Hiroshima and Nagasaki, which is why I eventually met my father. He was a corporal in the Army, and about to be sent to Japan as a scout. He had not expected to return. But he survived, and we survived, and we began to rebuild the Nation. The process of war had shattered lives and broken marriages: the awful horror endured by soldiers and civilians alike destroyed the hope in many of them. If there was to be a future, it would have to be secured for the Nation's children. So in education, there was much to do.

In the spring of 1948 Nottinghamshire County held a series of 'Education Weeks' to promote its schools and its plans to deliver the Education Act – now within the context of a Labour government and a Welfare State. The 'Week' for Carlton District began on 30th. May. They published a brochure for the occasion, price 6d.: in it the Chairman of the Arnold and Carlton District Education Committee, F. T. Bullock, Esq., wrote:

“It has been aptly said that ‘the aim of education is to teach us rather *how* to think than *what* to think, or rather to improve our minds than to load the memory with the thoughts of other men’. Believing this to be true, I am conscious that .... education demands the support of all who care for the development of personality. ....

“.... In this era of atomic energy we realise how essential it is that knowledge should be linked to moral power.”

The Education Act, the brochure then explained, was meant to ‘secure for children a happier childhood, a better start in life and to develop the various talents with which they are endowed, so enriching the inheritance of the Country whose citizens they are’. Not to meet testable targets, nor primarily to make children easy to employ.

‘Developing their various talents’ was to be achieved by providing secondary schools of three types, all ‘free’: Grammar schools, continuing the ‘academic’ style provided by the fee-paying Grammars and leading to the General Certificate of Education and possibly University; Technical Schools, which would provide a more ‘practical’ education for bright, but less academic pupils and leading, through a range of qualifications, to apprenticeships or the Polytechnics; and Secondary Moderns, intended for everybody else. The Secondary Modern objectives were by no means clear: there seemed to be more emphasis on basic ‘citizenship’ and employment skills than developing ‘various talents’. Inevitably, they were seen as the equivalent of the previous Elementary schools, and appropriate to the working class.

Thus the theory: the reality in many areas was rather different. In Nottinghamshire, and especially in suburban areas like Carlton, there was a severe shortage of Grammar and Technical places. The brochure says:

“For many years parents of Arnold and Carlton have demanded grammar school provision for their children, and this long felt want has been borne in mind in the preparation of the Development Plan. To meet this need, it is proposed to provide a Grammar School for boys and girls on the remaining portion of the Arnot Hill Site [*after providing a new Secondary Modern school to replace an existing Secondary Modern*] in which accommodation for Secondary Technical education will also be provided. Owing to the large number of children of secondary school age in the Carlton area, it will be possible to provide separate accommodation for Grammar and Technical education on an excellent site on the Burton Road, Carlton.”

The ‘11+’ examination was claimed to discover the type of school best suited to each pupil and assign him or her to an appropriate school. A letter to my parents from the Nottinghamshire Education Committee in May 1953, telling us I had been awarded a place at a Grammar School and asking us to choose one, says:

“The County is divided into areas, each of which is served by one or more schools, and the children are sent, wherever possible, to the school in the area in which they live. .... The grammar schools are not all in the Centres of the densest population and those schools in the densely populated areas are filled up more quickly than the others. For these reasons the following method of selection has been adopted (it is the same for boys and girls, though they are considered separately).

“A single order of merit list is made of all the girls who took part in the second stage of the Selection Examination. Vacancies in the schools are filled by starting at the top of the list and placing the girls with the highest marks in the schools of the parents’ first choice, if the school is zoned to serve the area in which the girl lives (for example, a girl who lives in Mansfield would be placed in a Mansfield school and not in Nottingham Girls High School [*a much-prized Public Day School at which the County reserved a number of places*] which is too far away). This method is continued down the list until some of the schools are filled. Then if the parents’ first choice is now filled .... this choice has to be ignored and the girl is placed in the school of the parents’ second, or, if she is really a long way down the pass list, perhaps a third choice. [*A few*] children may, unfortunately, have to travel a considerable distance, but if they are to obtain a grammar school education there is at present no alternative.

“A similar procedure is followed with boys.”

The Director of Education was clearly concerned to follow the paths of political correctness, winding though they were even in the 1950s. Parents had one week to choose their school. To help, the letter gives “details of certain schools”. It highlights the ‘posh’ ones – Nottingham High and Nottingham Girls High (independent day schools); the Church schools – Southwell

Minster (Anglican), St Catherines, Nottingham (Roman Catholic) and The Becket (an independent Roman Catholic); and the new schools – a Technical School (in Mansfield!) and ‘Carlton Grammar School’. Of the school that was to become Le Willows, the Director says:

“This is a new grammar school which is now being built on the Burton Road, Gedling. It is hoped that the school will be ready for use in September 1954. Until such time as it is ready, boys awarded places at this school will go to the Henry Mellish Grammar School at Bulwell, and girls to the Grammar School at West Bridgford.”

The 11+ was modelled on the pre-war entrance exams for Grammar schools. Based on Dr Cyril Burt's intelligence test – allegedly biased to the middle-classes – plus tests in arithmetic and English, it was seen as unfair by many. It judged ‘Fitness’ for Technical or Modern schools simply as ‘unfitness’ for Grammar. And ‘success’ depended on the availability of places as well as the test score. An 11+ mark which could secure a Grammar place in one area might in another consign the pupil to a Secondary Modern: ‘post code selection’ before the days of post codes. Nottinghamshire didn’t have enough Grammar Schools for every pupil who ‘passed’, and the ones it had were mostly in middle-class areas. And because of the cost of running them, Technical schools were rare everywhere.

So Nottinghamshire built more of each. Carlton-le-Willows was the first new Nottinghamshire Grammar since the end of the War – some say the first in England. It was in the middle of a mining community, accessible to others and close to several industrial sites, but it was also close to the Trent and desirable residential areas such as Burton Joyce. So it could serve an unusual mix of middle- and working-class communities. Because it was new,

empty and adaptable it could draw pupils from even further afield, through the allocation process described above. It became known – with a sneer or a smile, depending on the speaker’s perspective – as Nottinghamshire’s ‘working class’ Grammar. But in truth its social mix was broad. Aiming to continue an academic tradition dating back to Henry VIII, but without a shred of ivy or a stick of antique oak, it came to develop a very liberal style.

The first pupils were recruited in 1953, and in the same year the first sod was turned on the site. As the Director’s letter says, for that year a form of girls were guests at the West Bridgeford Grammar school (which was also co-educational) in a fashionable Nottingham suburb and a form of boys attended the Henry Mellish school for boys in a less fashionable part of Nottingham itself. Each form had a teacher recruited for the new school: Marguerite Squire, who taught French, for the girls and Harry Makins (History) for the boys. And of course each pupil needed the full uniform for the host school – or one year only: my Henry Mellish uniform was the only one I ever owned that lasted as long as it was needed. And because we weren’t in the normal catchment area for Mellish my parents didn’t get the best advice: I spent my first day in the first form wearing a Prefect’s tie.

When it opened its doors a year later Le Willows still wasn’t completely built, and it wasn’t until 1956 that it was officially opened by Sir John Wolfenden – he of the Wolfenden Report. That report, you may recall, explored and deplored the existing laws governing public sexual behaviour, and led to significant changes. He was thus an appropriate figure to open our School. At Le Willows, in fact if not by intention, pupils were free to explore and develop the politics of *actual* sexual behaviour. While the usual academic approach in the fifties was to teach, encourage practice, and finally to test, in this subject we followed the modern method: – test first and learn later, with a minimum of teacher intervention. Our generation invented the

60s: were schools like Le Willows responsible for the significantly different sexual politics of today?

The first intake brought with them to Le Willows not only their form teachers but three more staff from the host schools: Isaac (Ike) Stamper (English) and Cedric Swabey (Maths) came from Henry Mellish and 'Basher' Bates left West Bridgeford to join Miss Squire in the French department. 'Basher', identifying the ethos of the school before anyone else, coined our unofficial motto (there was no official one): "Cherchez la Femme". Had we wanted a Latin tag, we could have gone for 'Per Ardua ad Cinema' Perhaps the best, for what we did best, would have been: "Cherchez!"

The first headmaster was Stephen Marshall, an energetic, innovative, and very determined man. A 'Renaissance' man, in fact, ideal leader for Le Willows. He was a Master of Arts, a Bachelor of Science and an L.R.A.M. And a mountaineer. He achieved rapid success for the school. He was very tall, very formal and commanded great respect: I found it strange that other teachers, all adults, addressed him as 'Headmaster' in the same humble tone we pupils were expected to use. Tragically, he died suddenly in 1957, following a heart attack while climbing. The first hymn sung at his Thanksgiving Service was "The Spacious Firmament on High", and the service included a reading from the Sanskrit Ecclesiasticus and a (presumably recorded) performance of Nimrod, from Elgar's "Enigma Variations". His successor, Leonard Draycott, appointed in 1958, was somewhat shorter with a very different style. The school continued to prosper under his leadership, but he too died suddenly, in 1967.

We - the founder pupils and teachers – were amazingly privileged to be the first in a new school, and most of us took full advantage of it. In 1954, there were only first and second forms and the oldest pupils were just thirteen. These continued, throughout their school career, to be the most senior. If a teacher's need for

stimulation and conversation are not entirely satisfied in the Staff Room, he or she will look to the oldest pupils for an extra ration. These will normally be sixth-formers, and they will only enjoy that status for two or maybe three years. Then again, in a normal school unlucky staff – the ones just beginning their careers, say, or those who'll never make it to Head of Department – will, to their frustration, have to work forever under the direction of a departmental head who's been everywhere, done everything and (in those days) wouldn't dream of wearing a T-shirt.

Not at Le Willows, in the early years. We junior pupils were the only show in school, and we had our teachers' best attention throughout. Sometimes we felt the edge of their frustration, but mostly they'd share their minds more openly than we'd any right to expect. And the teachers themselves, without established customs and practice to bind them, were far more free to explore their own ideas and make original mistakes than teachers usually are: thus the school's liberal and adventurous style. Though this continued even after the school came up to full strength, later pupils didn't quite enjoy the same closeness and later staff couldn't have enjoyed the same freedom.

No school is an island, but England is, whatever Geography teachers might have us believe. There's no escaping our island society. Nottinghamshire, I believe, implemented the 1944 Act well, and Le Willows superbly. But in the country as a whole dissatisfaction with the 11+ and the 'divisive' effects of the Grammar School system continued to grow. Labour abandoned its war-child. In 1974 Le Willows bowed to the inevitable and became a Comprehensive. The Grammar organised a 'wake' to mark its passing, and ex- and founder-pupils were invited to take part. I had briefly led the original school orchestra (mainly because I could play on all four strings of a violin without dropping it) and was asked to join a scratch Old Pupils orchestra for the event. By then, I'd switched to the viola: the string teacher, Mrs. W.J.Jerome, was a violist and thought I should be

too. She offered me the use of a beautiful school instrument. I was instantly hooked. When I left, the Music master, W.V.Todd, sold it to me at a bargain price on the grounds that it was too big for anyone else to play. After the rehearsal for the ‘wake’, I was introduced to the current Head Boy. I stood there, not quite as tall as he, holding a viola the size of a planet. Somehow he contrived to look *up* to me and asked, politely, ‘So you were one of the *original* people?’ I nodded. ‘Gosh!’, he said.

## OPENING DAY - THE SCHOOL IN 1956

The building was designed by E.W.Roberts, who was the County Architect when the school was planned, though he had retired by the time of this official opening. Initially it had, along with laboratories, a library and craft rooms, ten classrooms – the rightmost on the ground floor served as a Music room, in that it had a piano. The practice rooms pupils enjoyed for some of the Grammar School’s history came much later. The programme describes Mr. Roberts’ design in some detail. Gedling was a mining community, and amongst other things, he had to cope with the risk of mining subsidence. It worked: a few years later the county suffered a sufficiently significant earthquake to make the stage proscenium shiver as if it were in a Warner Brothers cartoon, but there was little damage to the school.

There was accommodation for 540 pupils, which was later much increased. But there’d been changes even before the official opening – the dining room, for instance, had had to be enlarged. Le Willows, the county’s new reserve of places for pupils with aptitude, drew them from a much wider area than usual and the planners hadn’t allowed for the high proportion who couldn’t go home for lunch.

The Assembly hall and stage extended across both floors, and a balcony on the first floor had seating for 60 – mostly prefects and

other privileged people. The science labs each had preparation rooms and smaller store rooms. These latter were made to serve a variety of other functions. The Biology store, for instance, was converted into a photographic darkroom by the Maths. teacher, who with the Woodwork master constructed an auto-focus enlarger based on the pantograph principle.

The School sought to maintain ‘the values traditionally associated with the grammar school, while meeting the challenge of change presented by this second half of the 20th. Century’. That certainly seems like a Mission Statement, but it meant something real. The School was new. No ancient ivy or battered desks more heavily tattooed with inmates initials than Bradbury’s Illustrated Man, no pantheon of benefactors to be honoured, and no architectural glories to attract the sightseers. Yet, without these props, it aimed to deliver a genuine academic education, and it did. Still, we’re not quite sure what happened to the ‘special rooms for a large sixth form’.

The list of degrees among the staff is very interesting. Only one (Mr. Shearer, the Sports master) had an Oxbridge degree, but several had Masters degrees they’d had to work for (a Masters at Oxbridge was a Bachelor’s degree with an extra payment). The Headmaster, Mr. Marshall, had an M.A. *and* an M.Sc., and an L.R.A.M. to boot. The Senior Master, Mr. Todd, had both L.R.A.M. *and* A.R.C.O. to add to his degree: the last points up a serious omission from the School’s resources: no organ in the Assembly hall. The grand piano had its work cut out trying to make up for that.

Two members of the original staff had already left before the official opening, and four more, identified by asterisks, were soon to leave. Just as the two original Le Willows staff, and their pupils, spent their first year guesting at two other Nottingham schools while Le Willows was being built, these four were waiting to begin another new school: the Beeston Secondary Technical. And Le Willows was now taking classesful of ‘late developers’: pupils who had ‘failed’ the 11+ but

succeeded in a second test at 13+. Nottinghamshire was doing its best to deliver the Education Act.

This page seems to bear the stamp of Vincent Todd, the Senior Master, who, along with his mantle of musical skills and qualifications, wore the armour of Tradition for the School. It was rumoured that he was the model for the cartoonist Giles's 'Chalky', or *vice versa*. 'Guests' – that is, those in the Hall itself – 'are *requested* to remain seated ....' and to conform to a number of other instructions including 'keeping to the *right* in corridors and on stairs'. The people outside the hall, though, are cordially 'invited' to go to the dining room for refreshment before touring the rest of the school, and they were free to crash about the corridors in any way they fancied. It's as if anyone in the Hall was, *ipso facto*, a pupil and therefore open to be ordered about.

Here are set out descriptions of various displays proudly arranged around the building. The School had clearly already made astonishing progress, considering it was only now being officially opened. In the General Science Laboratory the Mathematics master, Mr. Swabey, had arranged an exhibition showing how School Mathematics can be related to everyday life – in the news as this article is being written, there are reported proposals to allow State pupils to opt out of Mathematics once they have learned to master arithmetic, since 'algebra and geometry' will have little relevance to modern daily life. But this display included the photographic enlarger referred to above, with the underlying geometry set out for all to understand. And to prove that it worked, another part of the lab. displayed photographs of school life, including school holidays already undertaken and the development of the school buildings and the site.

The School seemed especially proud of its tape recorder. That seems surprising today, when almost every portable radio has a recording device and CDs are given away with corn flakes. But before the war there had been no tape recorders in Britain – the principle of 'bias', which tamed the

magnetic behaviour of iron oxide to allow distortion-free recording, was developed in Germany and captured by the Allies as one of the spoils of war. In the early sixties, owning a tape recorder had more cachet even than owning a television set.

Ours – from memory, by Ferranti – was a splendid machine: ruggedised, barely portable and finished in military green. The tape movement was controlled by a mysterious joystick arrangement and sound levels were monitored by a circular ‘magic eye’: two lips of neon light beat against each other in silent sonic ecstasy. Masters & Johnson would have been proud.

It came with an equally splendid magnetic ribbon microphone, of a similar quality to the then standard studio mike used by the BBC. But a ribbon mike is not for amateurs: it is strongly directional both to the front and the rear, so it picks up many unwanted reflections when used in normal rooms. BBC Studio Managers had access to special devices to adjust the response – empty cigarette packets – which were not generally available in School.

So the results were disappointing except to the Physics master Peter Fish, who used the machine to illustrate the principles of magnetic hysteresis and acoustics in his Physics Lab display. It certainly wasn’t much used in language lessons, though it nearly came into its own when used to record a ‘Goon Show’ scripted by pupils. Not quite – razor blades for tape editing were also missing from the School’s kit.

The school’s two most successful recordists were not tekkies. They were the ones with the best ears: the Music master, Mr. Todd, achieved some remarkable balances of the Nottinghamshire County Youth Orchestra in its earliest years, and the first peripatetic violin teacher, Miss Ward, could record and reproduce the efforts of her pupils with clinical, and painful, precision. She could also carry the thing around.

The public, staff and prefects (there were no sixth-formers then) entered the school itself by the glassy front doors just beyond the little island in the drive, but the *hoi polloi* had to enter on the left, between the changing rooms and the science labs. Despite the lack of ivy Le Willows was a very pleasant place to work, though there never were enough bike racks or tennis

courts. But look – no pokey little offices built in corridors, no portakabins, and, trust us, absolutely no graffiti on the walls!

STEPHEN F. MARSHALL, M.A., B.SC., L.R.A.M. (1908-1957)

I've been asked by Roger (Pikett) to write something about my father and his influence on the early years of the school. To those of you who started at the school after 1957, this might seem a slightly odd request, but dad was the first (I suppose now, you'd say, founding, or foundation) head master when the school opened its doors in 1954. He therefore will have had more influence than anyone on its early development, and Roger reckoned that I would be in a better position than anyone else to write about this.

Up to a point, Lord Copper. This piece won't be on the lines of John Mortimer's "A voyage round my father", nor Blake Morrison's "When did you last see your father?" (though that title has some resonance). It will be a kind of reminiscence, stretching back over 46 years to the time I last saw him, on Nottingham Midland station in mid-August 1957. He was leaving to lead a Ramblers' Association party on a walking tour through central Switzerland; he had only recently returned from leading a school party to the same area (the Bernese Oberland).

And then the morning of August 22<sup>nd</sup>: my mother was woken at 2.30 by a policeman hammering on the door (we four kids didn't hear a thing) to be told that her husband had died the evening before in Grindelwald, probably from a heart attack. I was due to start at the school in two weeks time.

So who was he? What was he like? How did he come to be Carlton's first head?

He was born in 1908, the third child (second son) of parents who eventually had six, three boys and three girls. He went to Westminster City School (not Westminster (public) School), and from there to University College London to take a degree in Maths and Physics. In his teens

he became interested in music, and apparently drove his sibs mad as he explored the capacities of the piano at home, harmony, discords and all, quite without having had any lessons at all.

From UCL he obtained a teaching post in the secondary school in Devizes, Wiltshire, where he undertook an MA by research, studying exam performances by type of school and sex of the pupil. During this time, too, he developed his musical interests, and became fascinated by the capabilities of the human voice. This eventually led to his acquiring an LRAM in voice culture.

After seven years in Devizes he moved to the very different environment of Latymer School in Edmonton, north London. At what stage he met my mother I don't know, but she was a pupil at the school, much younger than he (she was born in 1921), and I suppose then (as now) there were potential difficulties with relationships developing between staff and pupils...

After only three years or so (I don't know the details, and can't now ask Mum because she died 5 years ago) he moved to another secondary school, Greenford, in West London. By now he had added the 'cello to the range of instruments he played (he was fond of quoting Chesterton: "if a thing's worth doing, it's worth doing badly"), and was collecting recorders, violins, a viola, and a cor anglais as well as two pianos, one of them a grand. He also began to teach himself German. Whether this was at Mum's instigation I don't know, but she did German at what we would now call A-level, and was on an exchange visit in Germany in the early summer of 1939. He also travelled a lot (for those days), and acquired friends in Switzerland through engaging in conversation, in his (then)

very bad German, some people he met on a train.

He and Mum married in early 1943. As a science teacher he was in a reserved occupation, and wasn't called up, which was just as well because he was also a CO. This got him into trouble at about the same time, because he was interviewed for, and offered, the headship of Dorking School. He then told the interview panel that he thought they ought to know that he was a CO - and the offer was rapidly withdrawn. If you ever wondered why Carlton le Willows had no CCF, now you know: there was never any chance.

He then obtained the position of Deputy Director of Education in Cumberland (Directors had much more powerful fiefdoms then than is now the case), and they moved there some time in 1943. Three of the four children were born in Carlisle, and we lived in "School House" at Kirkandrews upon Eden, four miles west of the city (for wine buffs, Jancis Robinson also comes from Kirkandrews).

He became deeply involved with musical activity in the county, and conducted the local WI choir (the village had barely 200 people in it). He was also one of the founder members of Carlisle Mountaineering Club, and was involved through the Education Committee in organising, and working on, "International Camp." This was a two-

week event held in the county for several years to which young people from all over western Europe were invited annually to live together, learn about each others' cultures, and go walking, climbing and exploring the heritage of Carlisle and the Border country. During the seven years up there he and Mum had several holidays in the Alps – Switzerland and Austria - and doing what would now be called the Heritage Trail of the classical Viennese musicians: Mozart, Beethoven and Schubert.

In 1950 he had what Mum described as a breakdown. Overwork, she said, and it's easy to believe, because like both his older sister and brother, he was a workaholic. At the same time he developed diabetes, which had to be controlled by insulin injections, and I remember vividly being slightly scared on occasionally seeing him injecting in the bathroom. Meanwhile, at work, the Director of Education retired, and the county Education Committee appointed Gordon Bessie, from Somerset, as the next director.

Whether in response to losing the top job in Cumberland, or for other reasons, he went back into teaching, being appointed as head of the grammar school at Ilkeston, half way between Nottingham and Derby. Having taken we two older kids (Janet and me) abroad for the first time at Easter 1950, he set about organising school trips with enthusiasm, going to Switzerland twice, and also on a school exchange to Hamburg. The music continued, through giving extra-mural evening classes at Nottingham University in Musical Appreciation, and becoming well-known in Derbyshire for conducting local amateur and

semi-professional orchestras (on one occasion he was a last-minute stand-in for another conductor who was ill, a certain John Pritchard).

After only three years in Ilkeston, we moved to Burton Joyce as he took over the headship of Carlton. Years later I asked Mum why Ilkeston had been such a short stay, and she said that it was a rather old-fashioned school, intimating that he hadn't really been able to do in it and with it what he wanted. So the opportunity of starting afresh with a brand new school obviously gave him that chance.

The music continued, as those of you who were at the school between 1954 and 1957 will know well. At Burton Joyce he again took over conducting the WI choir, to such an effect that twice in only three years they reached the national finals at the Royal Albert Hall. And the school journeys continued: walking trips to Keswick at Easter (twice, in 1955 and 1957), another school exchange to Hamburg at Easter 1956, and the walking trip to Switzerland in 1957; I was lucky enough to go on all of those.

A life-long friend who wrote an appreciation of him in the school magazine after his death described his obvious love of music and mountains, and his wish to show to possibly impressionable children the joy which could be obtained from immersing yourself in either. I would add a third aspect: he was a European before his time, passionate about introducing young people to "foreign" people, places, languages and culture. And it wasn't just a matter of packing people off on a trip arranged by a commercial school travel company: he made all the arrangements himself, as well as going on all the trips.

And so to his influence on the school. How can I tell? I was never there while he was its head. Eleven is an impressionable age, and going to a new school of course makes an impression, but at that age there was no conscious recognition that this or that aspect of the school was his doing; it was just how the school was. So sorry, Roger, but I've come up short. Perhaps those best placed to comment are those who spent a year elsewhere first, and therefore had somewhere "old established" to compare Carlton with. And those who were at the school during its first three years may understand a bit more about why it was like it was.

WILLIAM VIVIAN TODD, B.A. (London), L.R.A.M., A.R.C.O. (1904-1986)

Music was a special strength in the early Carlton le Willows – all kinds of music. Though 'Toddy' himself seemed to have no taste for and no understanding of anything other than 'Classical', and argued forcefully that other kinds of music were unworthy of attention, the School on his watch fostered bands playing Rock, Dance, Jazz, and even Skiffle. We had the chance to develop the fundamental skills and use them in whichever style we chose – provided we took those fundamentals seriously. That wasn't always popular – in the 1950s all a would-be pop star needed were a guitar and four chords, it seemed. But we got much more whether we liked it or not. And we drew huge benefit.

So did the Nottinghamshire music community generally. He helped set up the County's Saturday Music School initiative (which gave extra tuition to gifted pupils) and the astonishingly successful Nottinghamshire County Youth Orchestra. His arrangement for Choir and Orchestra of the hymn 'For All the Saints' was composed for an event at Southwell Minster which preceded the County Youth Orchestra, and is still available from Novello's catalogue.

## WOODWORK

Though woodwork is essentially a practical subject, our course included the study of the history of woodwork and the works of

the great craftsmen through the ages – we would need to know, for instance, the origins of panelling and understand its major contribution to the preservation of individual items of furniture. We learnt about the process of converting trees into timber, drying it and preparing it for our use in furniture making. We recognised the furniture of the Adam, Hepplewhite, Chippendale, Sheraton etc schools and could describe claw and ball feet or cabriole, fluted or even bobbin-turned legs. But the real learning was in the practical application of what we saw our master perform.

As a part of the application of the woodworking skills I was developing, Mr Riley provided genuine tasks for the benefit of the school. This not only gave me confidence to use my new found skills but helped me realise the true worth of the craft. I helped to erect solid light oak shelves in the library. I learnt the need to lead with a steel screw before using brass. I had read this before but had not applied the knowledge, but after seeing Mr Riley extract a headless brass screw from an otherwise unblemished shelf the lesson was never forgotten. I contributed to the assembly of the school sailing yacht (SALIX). This really was hard work and after several hours of screwing marine ply to a hardened keel the blisters on the palm of my hands burst and I truly spilt blood to get that boat finished.

## EXAMINATION

Most pupils joined the school in the first form at the age of eleven, and continued through to the fifth form, taking GCE ‘O’ levels at sixteen. Then around a third of each year group continued through to the upper-sixth form to take GCE ‘A’ levels at eighteen.

## BY WAY OF INTRODUCTION

As you climb a hill, you will pause—for good enough reasons—before you reach the top; and find, from such a resting place a vantage point from which you will see more than you would finally at the summit. While *there* you can well be hidden from the slopes below.

So it may be at Carlton. Before time outstrips our memories a pause for a look round and back may be a good idea. We are roughly half-way up our climb. And we cannot yet see the top—though we have some idea where it is and what is needed to get there. But what a view we have of the slopes below, the route that has brought us thus far!

Do you remember that crazy Tuesday morning in 1954 when we met as a body for the first time? The sense of adventure, whether it be in sitting on the floor for lessons, in assembling tables just in time for lunch, in navigating the concrete mixer (my memory is very full of the concrete mixer), in avoiding tradesmen still busy—and destined as the event proved to be for some time—about class rooms and corridors, which pervaded the school? The experience of making do while we waited for supplies? And, this above all, the sense of fellowship with which we began our journey together?

I suppose that we will all have our own special memories of this kind. Of the difficulties of reaching the Dining Room dry-shod during bad weather; of lunching in the Metalwork Room while the Dining Room was extended; and waiting anxiously for the roof of the Hall and Stage to be completed; of the bank of primuses which seem an essential part of the tile-layers equipment; of the unpredictability of the electricity supply, and its effect upon our clocks, when things were happening beyond the screen; of the massive work done by the landscaping machinery when once the field was started; of the sudden relief when lorries full of furniture arrived; and of our successful but wearing attempts to live a normal school life in the middle of a busy building project.

But perhaps we should think first of people. Of the 240 pioneers, and 12 staff, we have said good-bye to a group we came to know as the "Beeston Contingent." Some 140 of our guests and five staff left us in 1956. But, even so, our starting 240 has now grown to 450; and our staff now numbers 22. We still feel "new"; for so many things still happen for the first time. Above all we become third formers, or fourth formers, or fifth formers, where there have been none before. And so must set our own pattern. We can only hope that it is a worthy and durable one, and that we shall have the courage to admit and correct mistakes as we climb upwards.

We have watched with satisfaction the gradual provision of the things that the school needs to support its daily life; the extended dining room; the hall chairs; the film projector; games equipment, more material in the laboratories; the library furniture; metalwork

equipment. Above all, perhaps, the conversion of tumbled parkland into a spacious and splendid playing ground still awaiting its first use. For all these things, we are grateful.

And what of our achievements thus far? Slowly we have inserted our name into the list of County schools which can win events in games and athletics; we have appeared before the public on the stage; we have sustained and enjoyed a big programme of journeys; and many of us have achieved in the privacy of the classroom sound academic attainment. The public measure of our work is still to come, and indeed will not be fully known for three or four years. In this matter—surely as important as any—we must for a time supply our own spur.

And what of the future? In numbers it is clear that in 1958 we shall reach 600, and that the 10 pioneering staff who remain will enjoy the help of more than twice their own number. By that time the top of the school will be very strong, and almost certainly overcrowded. We shall have to live through times made difficult by sheer numbers. But there should be nothing ahead to give cause for alarm to those who have successfully grappled with the problems of our first three years. We shall enjoy growing privileges, to be paid for by continuing obligations. It is a brave prospect which faces us, and we should continue our climb with high hopes of what the summit will give us.

## RAMBLING CLUB

*Leader : G. D. Carnell*

Since September, 1954, at frequent intervals a rugged group of people equipped, for the most part, to meet the most arctic of blizzards have clambered upon coaches in Friar Lane or the Ramblers' Special at the Midland Station. No matter what the citizens of Nottingham may have thought, these were the members of Carlton Le Willows Rambling Club. These groups have averaged two dozen in number, with a hard core of regulars who wink knowingly at the new shoes and eccentric attire of new aspirants, who soon learn the error of their ways.

So far, rambles have included Stanage Edge ; Combs Moss, Combs Edge, Goyte Valley ; Kinder Scout ; Edge walk from Baslow ; Miller's Dale ; and Dovedale.

## REFLECTIONS

After more than three months of being merely a name on a National Insurance card, I am now savouring the fact of once again being a name on a school register.

No one appreciates the serenity and comparative peace of school until they have tasted a more bitter pill. It is a hard task to do a French exercise or a Science calculation, but it is an even harder task to direct one's attention unerringly upon an endless, depressing sheaf of dockets identical in size, shape and colour, day after day, month after month. The glamour of being out in the world at last, of being part of the clerical staff of a large organisation is indeed a snare for the young and innocent, tempted by promises of mouth-watering prospects, spurred on by idle dreams of large desks with three telephones on one end and a glamorous secretary on the other.

I do not want to make this an attack on the deplorable intellectual state of the average clerical "nine-till-six" type; nothing is further from my mind, so leaving eloquence aside, it must suffice if I say that one can hold a far more intelligent conversation with a grammar school fourth former than with a factory-staff clerk, whose ultimate idea of heaven on earth seems to be a wife, two kids, a dog, a couple of pints on a Saturday night, and, of course, the annual safari to Bridlington or Skegness.

The general courtesy of these office people is as bad as their intellect and humour; a group of rowdy second formers seem to one like connoisseurs of etiquette compared to them.

Therefore, I am convinced, if one wishes to remain sane for the best years of one's life, the only things to do are: sweep roads, become a celebrity early in life by any possible means, or stay on at school. The easiest and most logical of these three possibilities is the last and the surest, most practical way to save oneself from the dreaded clutches of the office working brigade and the horrors of a "Nineteen Eighty Four" type.

## THE STAFF PLAY "QUEEN ELIZABETH SLEPT HERE"

As their contribution to the Freedom from Hunger Campaign, the Staff presented Talbot Rothwell's farce *Queen Elizabeth Slept Here*. The curtains opened to reveal the most authentically dilapidated cottage which can ever have appeared upon any stage. The designers and builder of this set had really excelled themselves. Then there appeared an unshaven and unwashed native of Buckinghamshire, whom we recognised with a shock as the Head of the History Department. This opened up a vein of hilarious comedy which flourished throughout the play. A Staff play is a special kind of production, the success or failure of which depends not only on the skill of the actor, but also on the originality of the casting. As each character enters we discover a fresh conception of each well-known person taking part. For *Queen Elizabeth Slept Here* the allocation of roles undoubtedly meant success.

The essential question is whether the producer is indulging in type-casting, or whether he sees a part as a "character" role. Is Michael Fuller a frustrated intellectual, for example? Does his self-willed, wheedling wife really yearn to be a Christopher Wren or a Capability Brown while she is imparting the secrets of French Verbs to unreceptive teenagers? Is Madge Fuller really so naive, even gullible? Is the sophisticated Clayton Shaw so unscrupulous and scheming? And does his long-suffering wife possess such immense reserves of tolerance and understanding? Steve Hadlett's virtuous dependability, which inevitably triumphed, was clearly the real thing. Hester's shocking behaviour was just as obviously assumed in the interests of Freedom from Hunger. But how much was authentic in the Colonel's bullying selfishness? It sounded very convincing. As for Raymond, the less said the better! And finally, Uncle Stanley. Who would dare to say whether his cunning self-indulgence, or his ultimate brilliant rescue of the luckless Fullers represents the real man? This last portayal was, in my view, the highlight of a thoroughly enjoyable evening.

Despite the odd hitch, such as the audible intervention of the prompter, and difficulty with a collapsible window-frame, the audience, who braved one of the worst winters on record, thoroughly enjoyed the show. So, I trust, did all the actors, and the many others concerned with the smooth-running of the play. They all deserve high praise for their entertaining efforts in raising a considerable sum of money for a worthy cause.

R. J. MARRIOTT, 6UA.

## charley's aunt

"Casting the body's vest aside,  
My soul into the boughs does glide"

What daring! A third of the teaching staff, normally so self-effacing, humble and introspective (!) became for three December nights proud, thrusting extroverts, so excellent as to be unrecognisable. Who could have known the man behind the domineering, avaricious and lustful look of Spettigue; who the woman behind the quiet innocence of Miss Verdun? Even as late as the second interval on Saturday night, I was asked, "I know the new English teacher, but who's that other woman she's acting with?"

However, the subtle, all pervasive influence of Messrs. Marriott and Riley was there again. That we could recognise. A set of such quality, tastefully littered with bric-a-brac by Mr. O'Toole could not fail to inspire an actor, while the exciting publicity of Mr. Banks, and the nostalgic music of Mr. Smith and Mrs. Jerome must have lent him purpose. There were others: Miss Wood as stage manager, Mr. Barlow on lights, Mrs. Maltby in the dressing rooms and the gentle voice of Miss Mlejecky in the wings.

What was memorable? The permanently raised eyebrow and intimate asides of Miss Prager as Mrs. Brasset; the composure and stillness of Mr. Killick as Jack Chesney; the mercurial movement and horrified gestures of Mr. Langton as Charles Wykeham; the sheer elegance and charm of Miss Stirland and Miss Nichol as Amy and Kitty; the presence and quiet humour of Miss Wyles as Donna Lucia; the excellence of voice and pathos of Miss Gough as Elia Delahay; the superb stiffness of Mr. Douman as Sir Francis Chesney. All of these were reflected in the performance of Mr. Gutteridge as Lord Fancourt Bobberley. From his first entrance at the window, through his protestations, his asides, his skippings and gamblings, his rolling eyes, his relish of ladies' attentions, his smoking of a cigar, his forthrightness, his enticements, his etc.....the audience were with him.

Finally, I must mention Mr. Stamper whose power and influence as both actor and producer made the whole of this highly entertaining performance possible.

D. WRIGHT.



### RUGBY TOUR OF HOLLAND

After some hard work by Mr. Roberts, arrangements were complete which enabled the school First XV to make their annual tour. This year the tour was to The Hague in Holland. The party consisted of twenty, including four Manor School players and Mr. Miles.

The party assembled on the last Thursday of the Easter holidays to travel by car to Worksep, then by train to Harwich where we boarded the Dutch ferry. For some people the sea crossing was enjoyable but a lack of sleep was telling on everyone the next morning as we disembarked at the Hook of Holland and caught a train which took us to The Hague. At the station were our hosts who greeted us warmly and escorted us to The Hague Rugby Clubhouse, where we were to stay.

The first game was played on the Saturday after we had had a brief look around The Hague. Our opponents were the Netherlands Youth International XV, and at the final whistle the honours were even, neither side being able to penetrate and score.

The second match was against The Hague R.F.C. Youth XV. We had met our opponents previously when they came to welcome and entertain us on Friday evening. They displayed a very hospitable attitude towards us and they gave all the members of the team a slight inferiority complex where communication was concerned. They could speak perfect English but we could not speak any Dutch.

After the match, which we won 35-0, we were initiated in the rites and rituals of tie swapping. At the moment there are quite a number of members of The Hague Club sporting the school tie and other Woolworth's designs under several mistaken ideas as to their identity. For instance it was remarkable how many international and county players we had in the side!

We left our appreciation in a tangible form, as there is now a tile on The Hague R.F.C. wall inscribed with the school name.

A. Dunn 6LS.  
R. Jephson 6LS.

## **RUGBY JOURNEYS**

### **French Trip, April, 1964**

This year, the Carlton-le-Willows Rugby Club, thanks to Mr. Roberts and a keen Rugby spirit which exists throughout the School, were able to undertake two tours; First XV to Paris and the Under 14 and 15 XVs to South Wales.

As those who read the local newspapers and "Rugby World" already know, Carlton-le-Willows First XV this year visited Paris to play Racing Club de France.

Early in the morning, the team, accompanied by reserve and three members of staff, left a cold and dull Carlton by coach. After a number of breakdowns the party arrive at Lympe airport, in Kent. The journey was completed by 'plane from Lympe to Beauvais airport, near Paris, and less than twelve hours after leaving Nottingham, the team caught its first glimpse of Hotel Royale. Most of the members of the party were glad to settle down in their rooms after the tiring journey.

Saturday morning was spent seeing the sights of Paris, such as the Eiffel Tower, Arc de Triomphe, Sacre Coeur and Notre Dame, but in the afternoon the team went to Le Stade Columbe, the ground of the French national team, to train for the first time on French soil.

When Sunday, the day of the match, arrived, the team was well prepared for the game. Quite a crowd gathered at Le Stade, and at 3.00 p.m. Carlton kicked off into the wind. Racing Club played the kind of rugby usually associated with the French, that is, much handling and fast running by forwards and backs alike, and with the emphasis on attack all the time. Despite this positive attitude, the French boys only succeeded in holding the Carlton team till half-time, when the score was 3-3 after a try by Shepherd. In the second half, tries by Dring and two by Adey, and a conversion and a drop goal by Tremayne made the final score 17-3 in favour of the Carlton team.

On Monday the party visited the headquarters of the Racing Club, where the team was allowed to use the swimming bath, after being shown round the building and facilities. We were also honoured to be presented to the President of the Club, M. Danet.

The rest of the visit was passed seeing the sights which had not been seen, or spending the money which had not been spent, and on Tuesday the party said goodbye to Hotel Royale and Paris.

The team would like to thank Mr. Murray, Mr. Roberts and Mr. Wombwell for organising the trip and making it possible for the team to exhibit its skills outside the limits of Nottinghamshire and England.

## SCILLIES '67

On the evening of Thursday, 30th March, eleven of us joined forces with Arnold High and Chandos for the start of an enjoyable ten days' holiday on the friendly isles of Scilly.

After a pleasant all-night journey by coach and a rough crossing by sea we arrived at Hugh Town, St. Mary's. During the ten days we camped there, frequent trips were made to the islands of Treco, St. Martin's, St. Agnes and Gugh and to Bishop Rock Lighthouse, some of the party sailing our own boats to Treco and back.

Jacobson, as "admiral of the fleet", had his first sailing experience. The boat capsized and he thought he was drowning until it was realised that the water was only three feet deep.

Camp duties were shared including cooking which was quite eatable but not up to *cordon bleu* standard. One evening we held a barbeque on the beach (with the permission of the coast guard).

On the last morning we were woken up at 5 o'clock. It was chaotic trying to dismantle tents, first in the dark and then in the half-light, especially as the tents were soaked with dew. By eight o'clock the only remains of the camp were a pile of tents and luggage and the yellow patches of grass where the tents had stood.

During our stay we experienced very good, dry weather apart from one thunderstorm, and we extend our grateful thanks to Miss Wood and Mr. and Mrs. Barlow who made our holiday possible and extremely enjoyable.

SUSAN PIERPOINT, ANNE LUMB, PAM BENNETT, 6AL

## SCHOOL CRICKET

The Under 14 team undertook our first competitive fixtures. Of the 6 games played, two were won, two lost, one was drawn and one abandoned.

Practice has been curtailed by the present lack of net facilities and permitted only by Mr. Lee's tolerant acceptance of the bumps and bangs on Wednesdays. The fielding was of a reasonable standard. Hicks and Byron in the deep and Killingback and Weddle in the slips set a good example. Timms, the wicket-keeper, improved with each game.

Ward experienced the embarrassment of being captain and the most reliable bowler. The inclusion of another opening bowler, Hallam in the side this year 1957, should relieve him of some of his responsibilities. Our slow bowlers Brandreth and Killingback found difficulty in finding a length immediately and proved an extravagant luxury.

The batting showed considerable promise. Killingback and Hicks batted correctly and should score plenty of runs when their shots acquire more power. Ward, who has this season scored a fine 72 not out, Weddle, Byron and Freestone, have all delighted in hitting the ball hard. When they become more selective, they will enjoy longer innings. Younger members Hopwood and Mountain, both played an encouraging innings, but the most encouraging sign is the determination of Brandreth and Timms to boast a single figure position in the batting order. Hastings and Stanger who have just joined the School, have proved a very valuable addition to our middle batting.

Ward, Hicks, Killingback, Timms and Brandreth have attended coaching courses at Trent Bridge.

The team wish to express their thanks to the umpires.

H.F.M.

## THE SCHOOL'S SCOREBOX

About three years ago, the P.T.A., anxious to help the school in any way possible, asked for a list of suggestions of what the school needed. This list was not too long, but was whittled down to an organ and a cricket pavilion. Eventually the organ was decided upon and installed. Then early this year the matter of a Cricket Pavilion was again looked into, since the P.T.A. was in a position to make a further contribution to school life. Mr Riley, whilst flipping through a copy of "Woodworker" magazine, noticed a picture and a few details of a cricket scoreboard built by the members of Tiffin School, for a fraction of the cost of one already made up. This idea was put to the P.T.A., who generously decided to foot the bill and gave their approval for the project to go ahead.

Mr. Riley, in collaboration with members of the Lower Sixth, toyed with several ideas before expressing his final feelings on paper. This was the point at which I became involved in this operation. I saw the sketches turned by his skilled pencil into definite lines, and the lines built up into a building, but not until it was labelled did I know what deed was afoot. The plans now finished, were sent away to be approved by the County Architect, and in due course the plans were sent back with a neat little "APPROVED" stamped on the left hand side. With expert accuracy the timber was estimated and ordered, pine, a sturdy odourless wood, being used for the framework, beams and planking, and cedar, a soft, light, sweet-smelling wood, being used for the boarding. These two completely opposite woods bring about a pleasing result.

As you look at the completed scoreboard, standing sturdily on the school field, you may have wondered how it could be built inside the workshop and then taken out and assembled. In fact it was built in frames, each one just the right size to go out of the double doors of the workshop. Whilst constructing it I got the feeling that most of the admiring spectators were in fact just waiting to see if we should ever get it out. About fifty boys were involved in the workshop construction, sawing tenons and chopping out mortices, then glueing up and wedging, and so to the final process of boarding, carefully done so as not to bruise or dent the wood.

Then the completed frames were taken away and coated with preserver, whilst the next frame was well under way. At this stage the fifty slowly fell to a picked ten, at the most, but the Summer Exams. came along. Whilst the pupils laboured scrawling on paper, Mr. Riley and Mr. Turner, from our neighbouring school, tried the frames up together in the workshop and any faults revealed were corrected. Even the best planned syndicates can make errors. The boarding on one frame was not in line with the others and so had to be ripped off and replaced correctly.

All the frames were now complete except for the window frames. However, these were soon on the production line and being mass produced and fitted. Whilst the window frames were being constructed the scoreboard was labelled by Mr. Wykes and varnished several times.

Exams. now over, a selected crew of five labourers dug the foundations and laid the Trent Ready-Mix Concrete, ready for the walls to be erected. Little time was wasted in having the concrete, sand, facing bricks and common bricks delivered. Once they had the materials, a crew of four manned the trowel full-time and with the help of the whole of the first form boys helping as water carriers, mortar was mixed and the bricks were laid. After a whole week "Bricky" Riley was satisfied with the efforts and ordered the last cement to complete the foundations. Here ended the work as the Summer Holidays intervened.

It was planned that Mr. Riley, myself and R. J. Haggis should come to school during the last week of the holidays and try to assemble the whole scoreboard before the next school year began. However, incessant rain and the prevailing easterlies prevented the realisation of any such hopes. It was then decided that the scoreboard should be completed as soon as possible, so with the three parties all in agreement, the weekends became the subject of our united efforts to complete the project, and so it stands, a monument to our efforts. All the splinters, blisters and rough hands from bricking, have all been worthwhile. It just shows what a mere handful of inexperienced people can produce when given the right kind of leadership.

C. W. GROVES.

## SPORTS DAY

Sports Day came round and I wondered what kind of opposition I had in my three events. The three events being the one hundred metres, the seventy-five metres hurdles, and the high jump. Also, I had been included in the relay team. I knew that I wasn't exactly fast compared to other people, but I was determined to do my best.

When the one hundred metres runners were called for, I felt as though the muscles in my legs had shrivelled up. We took our marks, and everywhere was quiet. The starter shouted "get set", and "bang", we were off.

The gun seemed to set off an explosion of noise, as everyone around me was speeding towards the finish. I ran as hard as I could but we still all stayed together, except for the two Carnarvon runners, who were about three yards in front of everybody else. As we passed the finishing line I wondered what position I had come. I knew it couldn't be first or second, so I went and had a look at the board. It read that I had come third in a time of fifteen point two seconds, which was pretty good for my standards.

Next came the hurdles. There were only four people in this and so I knew I would come at least fourth, which sounds rather good. None of the competitors had ever run in a hurdles race before, and so it was new to us all.

As the race started, I galloped up to the first hurdle. It seemed tremendously high, but, after I had cleared this, they all seemed to get lower. The competitor from Stanhope was winning and I was coming second. As we neared the end I hit one and thought I was falling over, but I managed to stay on my feet and come second.

In the high jump I didn't feel nervous at all as I knew I could beat most of the competitors in this event. It started off at three feet six inches and carried on to three feet nine inches before someone knocked it off. This didn't bother me, and when everyone was out, except me, the height was still only three feet eleven inches. Still, I had won.

In the relay, we knew we had a rotten team and our hopes to win were in vain. I ran the third one hundred metres, but I couldn't keep up with the other competitors and no-one else in our team could, and so we finished last.

When someone told me I had won a Victor Ludorum, to share with someone else, I was shocked, but also very pleased.

## "TWELFTH NIGHT"

On three successive nights, from December 11th-15th, the School produced its first full-length play. The choice of Shakespeare was ambitious, but had the merit of allowing the producers to show some originality and to adapt the play to suit its actors (possibly its audience as well) without their efforts seeming out of place.

Thus it was perhaps to be expected that the comedy plot would be more convincing and certainly more entertaining than the love-story. I was delighted in particular with the naive comedy on Sir Andrew's part during the box-tree scene. His reading of the letter over Malvolio's shoulder and his apparently successful attempts to imitate statues appealed to the sense of humour of a modern audience without seeming out of place, and Malvolio's unselfconscious and, I think, sympathetic acting gave the play maximum credibility. The part could hardly have been better cast.

In the main more serious plot the effect was more "stagey" and the difficulty experienced by teenagers in depicting Shakespeare's adults was at times apparent. Although some finer points of the play were brought out, and there was little fluffing of lines, there was still a nervousness which suggested that the characters were not living their parts. In the final scenes, for example, Sebastian's manner occasionally suggested a tenseness inconsistent with a recent visit to the altar. Perhaps this lack of relaxation is inevitable when relatively inexperienced actors are called upon to play Shakespearean lovers.

The acting may have lacked a little but the same could not be said for the costumes. The clothing and props were all that could be desired. So was the scenery, Miss Kent having organised it so well in spite of her unfortunate illness just before the play. The lighting too was excellent.

The general effect was good, and the play was well received. The audience did not grudge missing their evening of television for it and that perhaps is praise enough for anything. All who took part merited the applause they received and Malvolio, Feste, Sir Andrew, Maria, the Countess and Viola deserve especial congratulations for handling their difficult parts with confidence and originality.

R. L. PIKETT, VI Sc.

## MUSIC

There has been a satisfying feeling of worthwhile achievement in the music of the last year, in spite of the tragedy which largely directed its course.

Two programmes of memorial music were performed by singers of all Houses, aided by no fewer than ten members of staff. All put in some wonderful work on the special music chosen: the standard of chanting the two psalms—a new technique for many—was very high indeed, and the Walford Davies anthem, *Lord, it belongs not to my care*, in suitably elegiac style and mood, earned the grateful thanks of Miss Pat Draycott and the warm congratulations of many parents who sought me out to commend it.

In the delayed House Competition, for House Choirs only, Carnarvon triumphed yet again, though the result was a closer one than a year ago. There were good points in the work of all four choirs: Beaumont (2nd) were consistently accurate, Stanhope (3rd) made a bold choice of a round and tackled it creditably, and Bardolf (4th) had a very good soprano section. But Carnarvon, who have had a fine succession of capable leaders for some years now, gave a polished rendering of all three test pieces. Early in May the orchestra accompanied massed songs at the Carlton School's Festival.

For many years the possibility of performing *Le Carnaval des Animaux* (Saint-Saens) has been under consideration, and it was intended to do it at long last at a concert, finally held at the end of the Summer Term when a dozen or so of our most accomplished old scholar players would be available—most of them in their final year as university or college students.

On July 19th the programme began with six items of memorial music, among which were the *Solemn Melody for Organ and Orchestra* (Walford Davies) and an impressive performance by the augmented choir of *How lovely are Thy dwellings* from the *Brahms Requiem*; in both these items the organ was played by Colin Pykett ('57-'64), and Joyce Reddish ended a series of outstanding solos over the last few years with *He shall feed His flock* and *Come unto Him* from Handel's *Messiah*.

There followed a series of items in lighter vein, including *Le Carnaval*, which had been in doubt until only a few hours before. By a series of unbelievable coincidences the scores were lost in the post and reached us on the morning of the concert! Nor did the ill-luck end there: the tape-recording of the concert stops dead just before *Le Carnaval*, as though some gremlin or other mysterious meddler had deliberately switched off.

With only an hour or so's rehearsal, the performance of eight of the fourteen pieces was extraordinarily good. Michael Jacques ('55-'62) and Colin Pykett were excellent solo pianists, Melville Jerome ('58-'65) played *L'elephant* on the bassoon, deputising for the double bass, Richard McNicol ('55-'63) produced a dazzling flute solo in *Volière*, Vernon Claridge ('57-'64) brought and played a most effective xylophone for *Fossiles*, and Michael Anthony ('57-'64) contributed the graceful 'cello solo in *Le Cygne*. The other old scholars helping in the orchestra were Philippa Walker, Kate Dobson and Fay Smith (violins), Marcia Hurley (née Todd) and Ray Marriott (violas) and Ruth Coxall (horn).

In the end it was a most enjoyable concert, which makes the tape failure deeply regrettable, since it denies us the opportunity of proving to the members of the school who didn't attend that they missed a notable event.

Since the summer holiday Mrs. Jerome has been absent recovering from an operation which robbed her of her summer holiday, and Mr. Gledhill has visited us only fortnightly to teach woodwind because of emergency work elsewhere in alternate weeks. But choral and instrumental work proceed apace, and the Annexe could well have twice as many practice rooms to accommodate all the players who want to use it at lunch-time. A very promising number of new recruits have recently begun lessons, and I look forward to hearing that they are proving worthy successors of past and present players who have provided most of the proudest and happiest memories I have of the last thirteen years.

W.V.T.

## THE HAMBURG-CARLTON EXCHANGE VISIT, 1956

On Friday, 23rd March, 1956, 26 children and 4 adults departed from Nottingham to spend nearly three weeks as the guests of the "Wissenschaftliche Oberschule für Jungen und Mädchen" at Poppenbüttel, a pleasant suburb of Hamburg.

Sharing the life of our hosts to a very great degree, we took part in their lessons in their new school, played their games, sang their songs, learned to enjoy their food. Space prevents a complete list of our activities and visits which ranged from a Humphrey Lyttelton concert to a performance of Shakespeare in German, from a visit to a cemetery to an airport tour, from roaming along the Alster to getting lost along the seashore.

In July it was our turn to welcome guests. Although it was term-time we were able to show them a good deal of our corner of England—York, Southwell, Newark, Cambridge, as well as places of interest nearer home.

On the last day of term we held a party at school for our guests, and German and English scholars and many parents joined in one gigantic "cricket" match, as well as in dances, games and eating.

Those of us who took part in the exchange have happy memories that will last for many years.

C.N.B.

## THE SALIX SOCIETY

On March 27th, one hundred and sixty former pupils met in the School Hall following an invitation from the Headmaster to discuss the formation of an Old Scholars' Association.

The enthusiasm shown at this meeting was sufficient to warrant the meeting of a temporary committee to draw up a constitution. Arrangements were also made for an inaugural meeting and dance on April 22nd.

This meeting was conducted by Mr. G. D. Carnell and the motion for the formation of the Society was proposed by Miss H. I. Joynes, seconded by Mr. J. H. Weddle, and carried unanimously.

Mr. G. D. Carnell then explained that members of the temporary committee recommended that the officers and committee elected should serve until September, 1962, and should not stand for re-election at the first Annual General Meeting. Then followed the proposal and election of officers and committee.

Chairman—Mr. G. D. Carnell.

Hon. Treasurer—Mr. B. W. Severn.

Hon. Secretary—Miss H. I. Joynes.

Committee—Miss V. Bish, Mr. J. R. Brooks, Mr. D. R. Byron, Miss V. Coker, Mr. G. Hart, Mr. D. Lee, Mr. G. Mann, Miss A. Pendlebury, Mr. P. E. R. Tarry, Mr. J. H. Weddle.

It was decided at this meeting that a social event be held during the summer. There being no further business the meeting was closed and the dance continued.

Since the inauguration of the Society, four Committee meetings have been held.

As members are no doubt aware, the Committee arranged a Cricket match, Salix Society v. School, and despite reinforcements to the school team in the form of prominent sportsmen from the teaching staff, the Society scored an easy victory. Unfortunately not many members were there to witness it!

The membership of the Society is now ninety-three, which is not many, but if members support projects arranged by the Committee there is no reason why the Society should not prosper.

This is your Society and it is for you to make it a success. If you have any ideas or views they will be welcomed by the Committee for consideration!

Finally, on behalf of the Committee, I would like to thank our President, Mr. Draycott, for the time he has given to the Society and for his willingness to assist us at all times.

H. JOYNES

Pupils – Start Year 1953

**1st form: September 1953 – July 1954**

**(at Henry Mellish Grammar School / West Bridgford  
Girls Grammar School)**

**2nd form: September 1954 – July 1955**

**3rd form: September 1955 – July 1956**

**4th form: September 1956 – July 1957**

**5th form: September 1957 – July 1958**

**Lower 6th form: September 1958 – July 1959**

**Upper 6th form: September 1959 – July 1960**

(Note:- Occasionally pupils moved straight from the 4th form to the Lower 6th form; they are listed in their start year, therefore are out of sequence for the later years.)

<b>Surname</b>	<b>Forenames</b>	<b>Supplementary Note</b>
Adey	Michael Ronald	
Adkin	Malcolm	
Anderson	Linda	
Annibal	Anthony Ralph	
Austin	Brenda Olive	
Baker	Alan	
Ball	David Michael	
Bargent	Deidre	
Barker	Thomas Ivor	
Barnes	Iris	
Barnes	Janice J	
Baseley	Alan	
Batchelor	Michael J	
Bell	John A	
Berridge	Joan Mary	
Bish	Valerie Ann	Head Girl 1959-1960
Boot	Margaret A	
Bradbury	Elizabeth A	
Bradley	Jennifer M	
Brady	Sheilah	
Brandreth	Terence J	
Brealey	Patricia M	
Brooks	James R	

Brown	Stella	
Buxton	Roger B	
Byron	David Roger	
Campbell	John Colin David	
Carnell	George David	Head Boy 1959-1960
Chapman	Michael	
Cocking	Pamela	
Corke	Ian C	
Davey	Elaine	
Davy	Jill R	
Daws	Rosemary G	
Dawson	George Alan	
Day	Margaret	
De Brewin	Aileen	
Dibden	Judy	
Diggle	Cynthia	
Farnsworth	Malcolm B	
Fell	Barbara A	
Flood	Jennifer	
Fox	Paul Stephan	
Freestone	Andrew Mills	
Gibson	Peggy	
Goddard	Glenys M	
Green	Jennifer	
Gribben	Carole E	
Guy	Gillian Susan	
Hallam	John	
Hancock	Joyce	
Hand	Terence J	
Hanney	Denise	
Hardy	Derrick	
Hart	Geoffrey P	
Hastings	B K P	
Hatton	Alfred John	Deputy Head Boy 1959-1960
Hicks	John (Jack) Arthur	
Higham	Gillian	
Hill	Margaret	
Hodgett	Susan J	
Huckle	Christopher B	
Iles	Phyllis Beryl	
Ingham	Dennis	
Jackson	Michael J	
Jerome	C John	
Joynes	Hazel	
Kerry	Anne M	
Keywood	Lesley	

Killingback	Jack	
Lander	Jane	Deputy Head Girl 1959-1960, Head Girl 1960-1961
Langley	Barbara Gay	
Lee	David William	
Leslie	Joan	
Lockyer	Brian	
Maddison	Doris	
Mann	A Jeffrey	
Morgan	Janet	
Morris	Gloria A	
Nicholson	Sandra	
Norman	Margaret	
Osborne	Sonia R	
Peake	Patricia	
Pearson	Trevor L	
Pendlebury	Anne	
Pettis	Keith M	
Pikett	Roger Lawrence	
Pykett	John F	
Rawden	Janet A	
Ray	Pamela J	
Sainsbury	Ruth E	
Scott	Andrea M	
Scott	Joyce	
Severn	Barry W	
Shaw	Josephine	
Smart	Ian C	
Smith	Alfreda	
Smith	Barry C	
Smith	Rosemary	
Spencer	Patricia	
Spencer	Sylvia	
Spray	Celia W	
Stafford	Christine M	
Stammers	Kay A	
Stanger	J A	possibly James?
Stephenson	Janet	
Tate	W	
Taylor	Frances Eileen	
Taylor	Maxine	
Thompson	Marion S	
Timms	Thomas Burton	
Tooze	D J	
Underwood	Barbara	
Walton	Peter D	

Ward	Anthony George
Webb	Jean M
Weddle	John Henry
Williams	Melvyn S
Wilson	Jospehine A
Wood	Rosalie
York	John

# Pupils – Start Year 1954

**1st form: September 1954 – July 1955**

**2nd form: September 1955 – July 1956**

**3rd form: September 1956 – July 1957**

**4th form: September 1957 – July 1958**

**5th form: September 1958 – July 1959**

**Lower 6th form: September 1959 – July 1960**

**Upper 6th form: September 1960 – July 1961**

(Note:- Occasionally pupils moved straight from the 4th form to the Lower 6th form; they are listed in their start year, therefore are out of sequence for the later years.)

Surname	Forenames	Supplementary Note
?????	Glenys	
Abbott	Helen	
Abel	Beverley J	
Ablewhite	Graham E	
Allen	Barbara	
Allen	Trevor	
Allen	Stuart H	(Bramcote)
Anthony	Rae	
Armfield	Jeannie	
Ashmore	Patricia A	
Atkins	Frederick John	
Bacon	Susan	(Bramcote)
Baines	Raymond	
Ball	Josephine	(Bramcote)
Banner	John	(Bramcote)
Barnsdall	Barry A	(Bramcote)
Bass	Christopher A	
Beardall	Lionel R	
Belfield	E	possibly Ernest?
Benjamin	Alan C	(Bramcote)
Berridge	Alison	
Bett	Andrea	
Binch	John A	(Bramcote)
Bird	Rosemary Joy	
Bishop	P C	possibly Peter or Percy?
Bolton	Judith H	
Bothamley	Joan C	
Boyson	Anthony G	
Bradshaw	Anthony A	(Bramcote)
Bridges	Ronald Alfred	

Brooks	Gillian	
Bryan	Betty K	
Bucklow	Michael David	
Bucknall	David	
Burborough	William	
Burnup	John Tennant	
Burton	Anne	
Bysouth	Diane	
Cameron	Mary	
Carnill	Paul Francis	
Carter	Carole	
Cawthorne	Pamela	
Chamberlin	Timothy	
Clay	Richard S	
Collier	Richard A	
Collingwood	Rosemary	(Bramcote)
Coombes	Roger	
Coward	Jacqueline	
Cox	Barry	
Coy	Malcolm N	
Cross	Carolyn	
Crossland	Trevor J	
Cullen	Douglas Trevor	(Bramcote)
Daniels	Glynn	
Davies	Barbara	
Davies	Patricia	
Denne	Margaret	
Dickins	Janet R	
Dodwell	Janet	(Bramcote)
Doughty	Alan Robert	
Eardley	Tony R	
Ellarby	Betty	(Bramcote)
Ellington	Brian J	
Evans	Barbara	(Bramcote)
Everington	Anthony Malcolm	
Fardell	Juliet M	
Fletcher	Sheila C	
Ford	Valerie E	
Foster	Margaret	(Bramcote)
Fox	Michael F	
Francis	Robert	(Bramcote)
Franks	Patricia	
Gale	Roger G	
Garrigan	Barry	(Bramcote)
Gaskin	Rosemary A	
Glenn	John C	
Glover	Grace	
Goodwin	Jennifer Ann	
Goring	Ann L	(Bramcote)
Gough	Christine M	
Gregory	Ann Margaret	
Hackman	Barbara Ann	
Haigh	Christine	
Harmer	Valerie	
Hart	Leonora Victoria Ruth	

Harwood	Roger A	
Hayward	Jeffrey	(Bramcote)
Hemingray	Janet M	
Hewitt	Vanda	
Hill	Jacqueline M	
Hindson	John R	
Hingley	Janice D	(Bramcote)
Hopkinson	David William	
Hopwood	Alan G M	
Horey	Margaret K	
Hufton	Christine	(Bramcote)
Huggins	Barrie	
Hunt	John E	
Huxley	David W	(Bramcote)
Hyde	Roger Michael	Head Boy 1960-1961
Ibbotson	John L	
Jackson	John R F	
James	Peter H	
Jillings	Michael F	
Johnson	Rosemary P	
Johnson	Maureen	(Bramcote)
Johnson	Samuel	(Bramcote)
Julian	Veronica	
Laban	Janice V	
Lane	Neil R	
Lebeter	Vivienne J	
Lindley	Valerie J	
Littler	Alan J	
Lumley	John	
Lygo	Josephine	
Marshall	Eileen	
Marshall	Geoff	
Marshall	Jim	
Mason	Peter	(Bramcote)
Mavro-Michaelis	Richard Gordon	
Merryweather	Malcolm J	
Metheringham	Peter H	
Middlemiss	Peter James	
Mills	Marylin J	Deputy Head Girl 1960-1961
Mills	Ann E	(Bramcote)
Morral	Bertha E	(Bramcote)
Morris	Pamela	
Mountain	Paul J	
Naylor	John T	(Bramcote)
Norman	Jeannette	
Oakes	Margaret	
O'Keefe	Valerie	(Bramcote)
Openshaw	Judith	
Orgill	Christine M	
Owen	John William	
Palfree	Rosemary	
Parker	Jennifer	(Bramcote)
Partidge	Michael S J	(Bramcote)
Peel	David	(Bramcote)
Perkins	Geraldine	(Bramcote)
Piggin	Anthony E	(Bramcote)

Pinkney	Arthur N	(Bramcote)
Piper	Jacqueline M	(Bramcote)
Plowright	Colin D	
Postlethwaite	Susan M	
Poulton	Sandra	(Bramcote)
Priestley	Lillian	(Bramcote)
Prothero	Keith	
Randall	Maureen	
Ratcliffe	Brian	(Bramcote)
Richardson	Ian	
Roberts	Creina H	
Roberts	Michael	
Robinson	J	
Rooke	Valerie	(Bramcote)
Sainsbury	Ruth	
Sanders	Anne	
Sansom	Michael	
Savage	Kenneth	
Sayles	Freda	
Schofield	Duncan	
Shaw	Barbara Glenis	
Simpson	Ann	
Skerritt	Anthony R	
Smedley	Patricia Ellen	
Smith	Beverley Roger Warwick	
Smith	John Malcolm	
Smith	Patricia	
Stadler	Jean	
Stephenson	Janet Ellen	
Stewart	Jill	
Stewart	Patricia	
Straw	Barbara	
Sturman	Ken	
Taylor	Ann Carole	
Thomas	Hilary M G	
Thorpe	Malcolm	
Thorpe	Terence John	
Tinkler	Derek	
Tremayne	David	
Turner	Barbara	
Turner	Yvonne E	
Turton	Susan J	
Unwin	Trevor (Ted)	
Ward	Thomas E S	
Wardle	Christine	
Watson	Janet Christine	
Watts	Anne	
Watts	Elizabeth	
Watts	Mary	
Westcott	Patricia	
Whiles	Elaine	
White	David Alfred	
Whitehead	Peter	Deputy Head Boy 1960-1961
Whittaker	Christine	
Wilson	John W	(Bramcote)

Woodcock  
Woodward  
Woolley  
Wright  
Wright

Nigel F  
Alan J  
Jeremy Charles  
Hugh Fred  
John Michael

(Bramcote)

Attenborough	Wendy	
Austin	Eric	
Bastable	Sally	
Bates	Karen	
Bentley	Deborah	
Black	Jean	
Bramley	Andrew T	
Branton	Susan	
Challands	Sheila	
Chilvers	Gregory P	
Clark	Kathryn	
Cooper	Hilary	
Corby	Christopher J	
Crofts	Julie	
Cross	Stephen	
Culley	Martin F	
Daykin	Gregory	
Dickman	Barbara	
Ellis	Fiona	
Everington	David	
Exton	Elaine	
Garton	Pamela	
Gillard	Christopher	
Godfrey	Stephen John	
Godfrey	Steven R	
Gratton	Richard J	Deputy Head Boy 1972-1973
Greensmith	Paul	
Greenwood	John A	
Gregory	Christopher	
Hancock	Stephen A	
Hatton	Trevor	
Haw	Linda	
Hezseltine	Don	
Higgins	John A	
Hodge	Trevor	
Hoe	Simon R	
Holland	David	
Holowka	Karen H	Head Girl 1972-1973
Hunt	Geoffrey S	
Johnson	David I	
Jolivet	Veronique (Nicky)	
Kirk	Erika	Deputy Head Girl 1972-1973
Kirtley	Kathleen	
Lawrence	Anthony Morris	
Leafe	Nigel	
Lewington	Christopher	

Lovell	Pamela
Lowton	Jane
Marshall	Howard E
Martin	Janet
Mathews	David
May	Kathryn
McCree	Sally
Messenger	Richard
Metheringham	Ann
Mills	Celia
Mills	Christine
Mitchell	Patricia
Need	Stephen
Newman	Peter
Newton	Richard E
Nowicki	Christopher
Nutting	Martin F
Parker	Margaret
Payne	Gaye
Pearson	Richard
Pepper	Andrew
Perry	Mark
Pinder	Trevor
Pool	Elizabeth
Pottinger	Marion Ruth
Poyser	Mary C
Poyser	Mary V
Quaintmere	Susan
Rayner	Maria
Reece	James
Richardson	Karen
Roper	Susan
Rowlett	Karen
Russell	Linda
Sadler	Ruth
Shipman	Andrew John
Sinfield	Geraldine R
Slattery	Susan
Smith	Peter R
Starbuck	Andrew
Taylor	Adrian J
Tetlow	Celia
Titterton	Glenis
Truswell	Christopher
Turner	Andrew N
Underhill	Rachel

Head Boy 1972-1973

Wadd	Deborah
Ward	Karen
Webb	Paul
Weston	Russell
Winter	Catherine
Withers	Sally
Williams	Steven

## **Pupils – Start Year 1968**

**1st form: September 1968 – July 1969**

**2nd form: September 1969 – July 1970**

**3rd form: September 1970 – July 1971**

**4th form: September 1971 – July 1972**

**5th form: September 1972 – July 1973**

**Lower 6th form: September 1973 – July 1974**

**Upper 6th form: September 1974 – July 1975**

(Note:- Occasionally pupils moved straight from the 4th form to the Lower 6th form; they are listed in their start year, therefore are out of sequence for the later years.)

<b>Surname</b>	<b>Forenames</b>	<b>Supplementary Note</b>
Angell	Wendy	
Armstrong	Lindsey	
Baldock	Steven	
Bradbury	Jacqueline	
Brandon	Philip	
Buckler	Anne	
Bunting	Graeme	
Cannon	George	
Chambers	Linda	
Clutterbuck	Alison	
Collins	Susan	
Dawson	Angela	
Dawson	Ellen	
Dawson	Gary	
Day	Sheila	
Dexter	Marlene	
Dore	Barry	

Dron	Kerr	
Eyre	Julie	
Farrow	Shaun	
Flower	David	
Fox	Peter	
Goodman	Anna	
Hackett	Theresa (Terry)	
Halling	Stephen	
Hollick	Paul	
Howard	Fiona	
Hoyle	Elizabeth	
Humphries	Charles R	
Hutson	Valerie M	
Johnson	Steven	
Jones	Janine	
Judge	Lesley	
Klays	Victor	
Korner	Penelope	
Limb	Diane	
Lowe	Stephen T	
MacKnight	Eleanor	
Marriott	David	
Marriott	Pamela	
Minton	J L	possibly John?
Moore	Diane	
Naldrett	David	
Nicholson	Edward	
Osborne	Jane	
Parker	Janet	
Parr	Kathryn	
Parsons	Candida	
Peel	Leslie	
Powell	Jayne	
Pugh	Roy	
Rice	Vincent	
Sewell	Jayne	
Sharp	Peter	
Shaw	Jeremy	
Shaw	Jonathan	
Shelton	Stewart	
Sheridan	Pat	
Skellington	Jennifer	
Smith	Dean	
Smith	Patricia	
Smith	Paul	
Southgate	Jennifer	

Stafford	Wendy
Staszkievicz	Ryszard P
Stratton	Julia A
Streater	Sheena
Taylor	Kym A
Terzza	Paula
Thorpe	Diana
Turgoose	Julie
Ward	Angela
Wass	Stephen
Watson	Carolyn
Whitehouse	Nigel
Wilson	Hilary
Wilson	Timothy
Wootton	Stephanie
Wright	Terry
Young	Gail

## **Pupils – Start Year 1972**

**1st form: September 1972 – July 1973**

**2nd form: September 1973 – July 1974**

**3rd form: September 1974 – July 1975**

**4th form: September 1975 – July 1976**

**5th form: September 1976 – July 1977**

**Lower 6th form: September 1977 – July 1978**

**Upper 6th form: September 1978 – July 1979**

(Note:- Occasionally pupils moved straight from the 4th form to the Lower 6th form; they are listed in their start year, therefore are out of sequence for the later years.)

<b>Surname</b>	<b>Forenames</b>	<b>Supplementary Note</b>
Allen	Caroline	
Atkinson	Graham	
Atkinson	Helen	
Barnes	Jane	
Beardsley	Linda	
Bennett	Sylvia	
Birch	Karen	

Birkett	Anita
Bovey	Grant
Breedon	Paul
Charlesworth	John
Crich	Graham
Deakin	Luke
Edwards	Olwen
Ellis	Charles
Fisher	Elizabeth
Godfrey	Sarah
Goodacre	Joanna
Hartley	Constance
Havill	Rebecca
Holmes	Carole
Howden	Helen
Hunt	Lynda
Jeffrey	Michael
Lawton	Brian
Leafe	Andrew
Lesquereux	Elizabeth
Lewis	Tracey
Longford	Julie
Maccabee	Paul
Marshall	Paul
Marshall	Sally
May	Simon
McCafferty	Sylvia
McLeish	Marie
Milnes	Joy
Mitchell	Joanna
Morris	Chyrisse
Newbold	Rachel
Ochrombel	Richard
Pearson	Andrew
Penfold	Sarah
Prince	Tina
Reece	Ian
Sabin	Nigel
Sancho	Judith
Sault	Russell
Singleton	Terry
Smith	Diane
Smith	Gillian
Smith	Karen
Sjenitzer	Gary
Swann	Nicholas

Tatham  
Ward  
Wells  
White  
Wilmott

Martin  
Karen  
Mark  
Nigel  
Jonathan