

## 1. What Use is Latin?



Digressing from his report (Speech Day 1922), the head (Mr. Jenkinson) wanted to say something about the subject of Latin in school. He knew that many parents thought that Latin was a useless subject.

"Now most parents will agree", he continued, "that what they want for their children in sending them to a secondary school is a good practical education. But by 'practical' what is it they mean? I am afraid in many cases the parent understands by 'practical' subjects those which will enable a boy or girl to become a wage-earner quickly, but to adopt this interpretation is to miss the real meaning of education. If we only teach subjects which have an immediate cash return we shall simply turn out low grade machines doing low grade work. As a writer said: "The liftman would work his switch no worse if he were quite illiterate, and no better if he were a doctor of science. It is not as a liftman he is worth educating, but as a man."

"A 'practical' education rightly understood then," went on the headmaster, "means an education which will fit a child for the conduct of life, train it to live interestedly and intelligently, to understand things and to know what is good and what is bad, and Latin plays its part equally with other subjects. It is true that many will forget most of the Latin they will learn and the few will carry it further. That is not the point. Mathematics and Chemistry are not taught with a view to turning out accomplished mathematicians or scientists. A boy cannot sell the knowledge of Geography and History acquired at the school, but that does not mean the time spent on these subjects is wasted. The child has been taught something that trains the mind, awakens latent powers and shows them how, by labour, to acquire knowledge. And if you ask me 'why can't all this be done without Latin?' the answer is two-fold: Firstly, because out of 100,000 words in the English language, no less than 60,000 are of Latin origin: secondly, Latin, by its logical precision, helps towards a habit of clear thought and expression in a way no other subject does. A teacher who did not teach Latin said: 'Latin must be kept in schools because it is the greatest training that the boy or girl can go through.' The average child's mind is a pig-sty; the child has to be taught what connected thinking is, and Latin is the only instrument that will do that. I am not going to throw over Latin for anything in the world."

"An examination held at the end of the summer term on all subjects revealed one general weakness - the inability to express clearly and concisely what was in the mind. The idea was there, but could not be produced on paper. The same criticism appeared in the reports of the different subjects - 'lack of expression', 'no clearness of thought', and so on. It is obvious that there are many muddled heads with plenty of good ideas in them. It is the study of Latin which will help largely to secure the clearness of expression needed."

A.G.J.

### Speech Day 1924

Mr. Jenkinson once again returned to the subject of the teaching of Latin in school. Latin had been dropped by some pupils in Form V to allow more time for the study of French because it had been difficult for them to learn the two languages well enough in such a new school over less than four years. He hoped to make Latin an alternative subject to Science during the year preceding the School Certificate. Although the Headmaster had not changed his opinion as to the usefulness of learning Latin, he saw that the curriculum was crowded, and choices had to be made between Arts and Sciences. Pupils wanting to take an Arts degree should continue with Latin, but on the Science side this was not so necessary. At any rate, the present situation was that modern foreign languages needed extra study time in school, and particular attention had to be paid to this.

## 2. The birth of the Biro.



Who recalls the birth of the biro - or ball point? Being Left or "Caggy" handed, it was always difficult to stop my hand smearing the ink across the page writing with pen and ink. Please write neater!!!!, was my constant headache! I saved up for a biro. For some reason I believe I actually bought it from the little Chocolate Cabin on Cross-Hills near the pub. It was a Platinum one, SO WONDERFUL, but it used to slide or miss now and then. Another headache was Please DO NOT use ballpoint pen! You must use pen and ink. All life's little tribulations! Those were the days my friend!

Best Regards

Malc Thomas

### 3. Reflections from 1957



#### A difficult moment?

As Head Girl I remember having to say goodbye to a teacher as he left for another post down south somewhere. I had loved, even adored School, and all my teachers but not this one. Saying goodbye for the student body was my duty, but it weighed heavily on me. I spoke to the Prefects about it, not wanting to be in a position of telling lies in front of the whole school. One of them said I could fall back on the old saw "Our loss is their gain." And, you've guessed it, next morning in front of everyone I said "Their loss is our gain." I was taken aback as the gym erupted in laughter, hoots and whistles, not realizing what I had actually said. Later, as we passed in the hallway, the teacher said to me dryly, something like, "You are going to become quite an after-dinner speaker one day!"

#### RWH's Office?

I only recall being called into Bill Russ' office twice ... once when after opting for the 4th Humanities class, I desperately wanted to be switched to 4th Science (to Ms. Kilner's relief!). The second time was after I had done something as Head Girl that I wasn't supposed to, some Prefects' prank, something really innocuous, that I am having a tough time recalling at the moment, but I needed a dressing down ... actually he was more perturbed than anything, about what had gotten into me!

#### Head Girl?

Being Head Girl felt like a real, true honor and recognition ... I was proud to be appointed. It seemed right and proper that those of us who stayed on to the 6th be accorded that extra status ... it was such a small percentage of us that stayed on to the Sixth Form ... what 12 - 15%?

#### Sanctions?

I recall how problematic it was for some Prefects to be authoritative. I was bewildered when a Prefect came to me for help. She had given "lines" (let's say 25) to a pupil on the bus for not wearing her hat (I think), the girl did not do them so the Prefect told her that now she had to do 50 lines, next day not done, so now she has to do 100 ... by the time the Prefect came to me for help she had finally gotten that the approach was doomed. Isn't it odd what memories leap into mind?

#### Duties as Head Girl?

I do not remember this issue precisely, as in this is the list of duties. But I believe I made a kind of duty roster for the Prefects, lunch duty, hallway duty, bus duty. There were times when I would be told what the teachers were focusing on such as: being safe on the main staircase, Tuesday morning House meetings ... and we were asked to join in the effort with the teachers.

#### The Prefects' Room?

The Prefects' Room was really interesting as an exercise in gender issues but maybe that was so because I was either the only girl or one of few in the Science and Maths classes I took. In the room I see a fireplace, two large windows looking into the inner quad., a large table in the middle, some easy chairs. I think it was very close to the bottom of the main staircase, across the hall ... were there some offices between the boys' and girls' Prefects Rooms? They were not next door to each other.

Jean Snookes

### 4. Swimming



Dear Sheila,

Having read the Swimming Report on the site I realise that I wrote it for the school mag way back in 1948! Anyway in answer to your original e-mail will try to fill in the gaps. H.G.S. Swimming was held at Frickley Baths, up Westfield Lane next to the Cricket Ground in South Elmsall. I have a feeling that the bus from H.G.S. carried swimmers only as I cannot remember lessons being given. The only organised swimming was for people going in for the various swimming certificates available, otherwise it was just a general session of larking about. The sessions were not mixed, the girls going on a different day. We used to go last lesson, which was Prep, and the transport was either Yorkshire Traction or Bingley's.

As far as the Annual Gala was concerned, the attendance was limited because of the lack of space for spectators at the baths, and of course House Entrants had priority. The events as I remember were all of 25yds - freestyle, breast stroke, backstroke and relay together with the plunge and diving competitions, the latter usually judged by Mr. Hood, Baths Manager with points being awarded in the conventional 3, 2, 1 method. The House with the highest collective number of points won the Swimming Cup. The contestant with the best individual score became Junior Swimming Champion or Senior Swimming Champion (girl and boy) for Forms 1-3 and 4-6 respectively. Without wishing to blow my own trumpet I was Junior Champion 1943-44 and 1944-45 and Senior Champion 1945-46 and 1946-47. I was unable to compete 1947-48 due to a rigger injury, and 1948-49 was banned from games after a clash with Mr Leonard. We never competed against other schools whilst I was there.

As far as staff help was concerned, with the boys it was Mr Storer (JAS), who was the main teacher in charge and I cannot believe that I missed him off my list of thanks in the report. The girls were looked after by the Sports Mistress. As you can see from the certificates I left with Dave, JAS signed them throughout the years.

I remember Frickley Baths with great affection. I learned to swim there before starting at H.G.S., being taught by an evacuee from Leeds we had at the beginning of the 1939 conflict. A number of us (my brother and I, Jim Farmer, Alec McClaughlin, Brian

Lawton, Mary Cranage, the Sims girls, etc) lived on the housing estate opposite the baths so we were home within minutes of the end of the school sessions. We also learned Life Saving under the tuition of Mr. Hood and Mr. Peatman, and a number got as far as the Award of Merit from the Royal Life Saving Society (I still have the medals). The H.G.S. Swimming Colours were based on the requirements of the latter, although we never got a proper certificate as I believe Mr Storer could never get the money to have them printed.

I hope this is all of interest to you Sheila and if I can help further please let me know.

Regards,  
Eric Jones

## 5. Pantomania 1956



The sixth form at Hemsworth Grammar School presented Pantomania, a hotchpotch of popular pantomimes, to the upper school in the School Hall on Wednesday week. The script was written by Head Boy Terry McCroakam, who was also stage manager and joint producer with B. Moore and S. Kenningham. J. Farnsworth was assistant stage manager. Brenda Pawson was in charge of costumes and Mr. W. Farrar was responsible for lighting. Those taking part were: Sid Kenningham, Brian Moore, Howard Peel, Ron Stansfield, Noreen Thomas, Peter Smith, Terry McCroakam, Christine Seacroft, Peter. Dallas, Jeffrey Curran, Eileen Hirst, Colin Nye, Margaret Duprey, Brenda Pawson, Wendy Jennings, Eddie Hambleton, Marlene Slatford, Alan Ardron, John Abbott, Robert Donkin, Jean Snookes, Janet Newton, Elaine Picken, Diana Glew and Enid Horton.

Terry McCroakam

Dear Dave,

I was under the impression that it was called the Prefects Panto round about Xmas. However memories fade with age except one joke written by John Abbott who was also an excellent cartoonist. Spoken by whom I can't remember but it went "Winter is cold, madam, therefore winter draws on Miss. ----." This brought the house down but drew a reprimand from Dudley Taylor our Chemistry master shortly afterwards. Years roll by but those of us who did A. Level Chemistry always listened on Thursday night to the Goon Show and dissected it in Practical on Friday.

Ray Noble

## 6. Sundry recollections of HGS, 1935-40



As I cast back my long-term memory to my school days I mentally re-lived many of the incidents that I have recorded, though not in any special order. Perhaps as you read them they will stimulate you to think back to your school days at HGS.

In my first year we had a P.E. teacher called "Chesty" Hughes, who was a real fitness fanatic, and he kept us on our toes. He moved on to another post and we got a very pleasant man called "Jimmy" Nelson, who was not so keen on discipline. Sometimes he had us going on a cross-country run around Sally Walsh's Dam. We always started off at a brisk pace and the keen ones raced ahead, but us slower ones settled down to a walk-along, and only just got back to school in time for the end of the school day.

Some of us were not too keen on playing such a rough game like Rugby, and we were always the last to be picked by the two team captains, as we sweltered in the sweaty heat of the wooden changing room. When we got down to the field the game had already started without us, so we played leapfrog on the touchline, keeping well away from all the activity. "Jimmy" Nelson didn't seem to mind too much, and he didn't make any derogatory comments on our annual reports.

On the back page of the report book was a record of our height and weight for each year, and also our chest expansion and contraction. There was never a lot of difference in the two chest measurements in my case. I was never able to climb very far up the ropes in the gym, but after leaving school and joining the ATC I became physically stronger and succeeded in reaching the top. Quite an achievement for me.

In my first three years we had a Woodwork teacher called Henry Augur. What an apt name! I enjoyed the subject as he taught it and in my last term I managed to produce two deckchairs and a pair of household steps. The chairs were expensive at 2s.6d each, because of the canvas, but the steps cost only 1s.3½d. Also in that same summer term Henry had us making sightscreens for the cricket field. I was given the job of turning the huge wooden rollers on a large lathe in the Metalwork Room. When war started the Metalwork Room was taken over for the manufacture of munitions, and we were not allowed into it. Certain ladies came each day to work on munitions as part of the war effort.

In 1938 Henry was replaced by "Wilkie". I never progressed further in Biology with Ma Kenward than "Nature Study", but those who studied her subject in later years did dissection of rabbits and other gory activities. "Wilkie" was eventually called up to serve in the Forces.

The school was divided into four houses Holgate (Yellow), Talbot (Green), Price (Blue) and Guest (Red). I was in Guest House, and I well remember that my house never seemed to win very much.

Occasionally the school hosted a group of itinerant actors called the Osiris Players, They performed plays by Shakespeare, so those of us who were studying English Literature had to attend. The performances didn't seem to help me very much, because I failed Eng. Lit. in School Certificate, but I got Credits in my other subjects, with Distinction in Maths, and Art.

Every few weeks "Quarterly Orders" were read out by the Headmaster in morning assembly. We sat on the gym floor which got very hard by the time each pupil's name had been read out. The core subjects were added up, averaged and positioned, later to be entered in the report book of each pupil.

Speech Day was held annually in "The Hippodrome" cinema down in the Hemsworth village. Notable persons were invited to give a speech and to present the book prizes. The only one I remember was Viscount Halifax, who in his speech stressed that that we were different from apes by the way we could waggle our thumbs. Parents were invited to this occasion, which was a lengthy business, extending beyond afternoon school hours.

"Jimmy" Nelson was also very keen on Morris Dancing, and there were occasions when P.E. was replaced by a visit to the Cricket Pavilion where he stored the Morris Dancing sticks. We felt right "nanas" as we pranced around singing "a dib, a dib, and a tap, two, three...." I never discovered if he ever found a group of youngsters who were keen enough to form a team.

When R.W. Hamilton came in 1937, he was bristling with new ideas, including the teaching of Esperanto. A Mr. Butler came at RWH's invitation to give select groups of children an introduction to Esperanto, in the Dining Hall. Eventually RWH got it included in the school curriculum, and all future intakes were given a choice of learning it as a foreign language. He taught it himself.

I suppose I got to know some of the staff outside normal school hours. In 1941 the ATC came into being and I was one of the founder members. Some of the male staff were appointed as officers. RWH was the C.O., Percy Crossland was the Adjutant, and Froggy Hyde taught Morse Code. Jimmy Nelson took us for P.E. in the gym, and we spent a lot of time playing "Pirates". I got a job as Junior in a local bank, so I was privileged to serve many of the penniless ones.

My weakness in English Literature was apparent right from Year 2. I could not stand Gulliver's Travels, or Beowulf or Chaucer's Canterbury Tales. Shakespeare was like a foreign language to me, and I could not bear to act it. Yet I learned the bits we were set for homework so well that I can still remember some of them today. On one occasion I was chosen to play Pyramus to Rachel Sinclair's Thisbe, with the Wall being played by Peter Gray. I hated it and could never forgive "Claribel" who forced me into doing it. Claribel was our English teacher that year. She had dark hair, slinkily covering one eye, and she had a soft spot for "lobby" Derek Foster, who always got good marks from her for his essays. He went on to be a reporter for the Hemsworth local paper.

Sometimes "Dicky" Hamilton, the Art Master took us up the rickety wooden staircase to the Pottery Room, situated over the Woodwork Room in a very stuffy wooden attic. It was stifling in there during the summer months. We never made much in the way of pottery but we enjoyed throwing clay pellets at each other.

I remember a few individuals and what they were renowned for. One was my namesake, Mickey Walker, who was a very good athlete, claiming many of the challenge cups. He would do a lap of honour after his victory! Then there was Elijah, who was always in trouble and got repeated twankings, especially from the first headmaster, A.G. Jenkinson. Elijah had a record number of "Stripes" on the "Stars & Stripes" board, which was located in the corridor opposite the Head's room. Another boy of note was Eastwood, a year or two years my senior, who took a delight in catching frogs from the pond at the lower end of the rugby field, and blowing them up with a straw. Then there was that amiable prefect, "Dixie" Whittle, who was liked by everyone.

When the naughty girls accumulated too many "Stripes" they were made to walk around the rectangular forecourt at the front of the school, overlooked by many of the classrooms, for an hour or two until penitent, if ever.

The school photographer came each year to take a composite picture with the school facade behind. It took a whole morning to get all the chairs, benches and tables in position so that each pupil could be clearly seen. The staff, as always, were resplendent in their gowns, as they were for every morning assembly. In A. G. Jenkinson's time he always came in with his mortar board on, removing it for worship, and replacing it to go out from the school hall. R.W.H. did not seem to sport a mortar board, and we did not accord him the same amount of respect.

In the summer of 1938 the school organised a visit to the Glasgow Exhibition. We had to get up in the early hours of one morning and get a lift, if we could, to the nearest railway station, taking with us all the food we would need for a whole day. We toured the many buildings in our own time without any supervision. I was fascinated by the speaking clock - "at the third stroke the time will be...." and I took my very first snaps on my new Kodak Brownie box camera. We returned late at night the same day, to be collected by kind friends from the railway station and ferried home. I failed to turn up at school the following day, being too exhausted.

There was a delightful little tuckshop on the road down to Crosshills, opposite the Parish Church. It was very popular with those who had sufficient pocket money to buy sweets. My 2d a week didn't last long, so I seldom looked in the shop window.

The boys all had to wear caps when travelling to and from school, and if we met a member of staff we had to touch our caps and give the relevant greeting, "Good morning or good afternoon, sir or miss". We assumed that all the lady staff were unmarried. Every pupil had to enter the school grounds via the little Green Gate, which swung closed behind each one. Once inside, the girls' path forked left to the girls' cloakroom and entrance, and the boys' path made a long detour to the right along the front of the grounds and into the boys' playground. But - there was a hazard. Staff cars came up the back lane past the Miners' College and then took a blind left turn through the stream of boys walking up the path, to park on the forecourt of the school. Usually the noise of these old vehicles chugging in low gear up the winding lane gave sufficient warning of their approach.

At the beginning of each Autumn Term prefects were appointed and they had to learn and recite before the whole school the Prefects' Pledge in a solemn morning assembly. Each one said "I promise, God helping me to be a faithful servant of the School, without fear and without reproach. I pledge myself to put the School first in everything, etc., etc., and ending with "I promise that I will leave the School better than I found it." This was a relic of A.G.J's rule and it was continued into R.W.H's reign. After hearing it repeated so many times each year it stuck in our memories.

A.G. Jenkinson was also responsible for introducing and inventing the School Song, which every pupil had to learn during the first lessons in Music. It was sung at Speech Days and other notable occasions, rather like the National Anthem. It went like this:-

v.1. "Sons of Yorkshire, lift your voices,  
Sound your glad refrain....

v.2. " Bear the torch as borne before you,  
Hand it on again...."

Refrain. "Labor ipse voluptas" (Which translated means, "Work itself a pleasure".)

Though in those days of corporal punishment I think old A.G.J. had a twinkle in his eye because he loved the Latin Pronunciation "Walopped ass".

Some of the staff had school lunches served in the Dining Hall with the children, and they took it in turns to say Grace at the start and end of the meal. "Scoff" (Ivor Scourfield) the Latin master, always said a Grace in Latin, usually two words like "Dominum laudamus". But "Dickie" Hamilton the Art master liked to air his Scottish roots, with this unusual grace:-

"Some ha' meat and nae can eat,  
Some can eat and nae ha' meat,  
But we ha' meat an' we can eat,  
And so dear Lord we thank Thee."

"Dickie" also had an unusual car, an old 1920's convertible with folding canvas hood and no side windows. Sometimes he came to school in it and at other times he walked from his house on Royd Moor.

"Jazz" (J.A. Storer) taught Geography with the aid of an epidiascope and numerous National Geographic magazines. He didn't have far to walk to school for he lived in Station Road, just at the far side of the new rugby pitch, which was levelled in my early days at H.G.S.

"Froggy" Hyde lived just across the road, opposite the little green gate, referred to earlier. He sometimes gave demonstrations of magic, and was quite accomplished, in spite of his enormously thick spectacles.

"Scoff" and "Leslie" (L.N. Collette) had houses at the other side of Hemsworth, beyond the market place.

The normal school uniform for boys was a red and navy blue segmented cap, with a similarly striped tie and grey trousers. No blazer was specified, as it was considered to be too expensive for families in a coal-mining area. The raincoat had to be navy blue and if a scarf was needed it had to be of similar colours to the cap. The girls wore navy blue gymslips and white blouses with a tie in the school colours, black stockings in winter, and white socks in summer. Girl Prefects were allowed to wear navy blue skirt and white blouse. The girls also wore peculiar cloche shaped hats, close fitting, in navy blue.

**Stuart Walker**

## **7. Sport HGS to HHS**

### **Comment from the School Magazine (Insight) of 1968**

This year marks the end of an era, no longer will Hemsworth Grammar School be noted for its sporting achievements but instead, rising out of the ashes like the Phoenix of Old, will come Hemsworth High School to take the glory. With this new name will almost certainly come 'new' sports, in fact, rumour has it that these 'new' sports will even go as far as to include the 'round ball game' (Football to the initiated). One unofficial game was played during Sixth Form games and one fiercely pro-rugby master actually deigned to take part in such frivolities. Perhaps this is a pointer to the future because not only was this game played but a team representing the under 14's played a team from Batley. What is in store for the 'fair' sex remains to be seen, but Hockey will no doubt continue and so too will the Staff Hockey match even without the familiar figure of Mr. Hamilton dictating decisions to the staff and pupils alike. Whatever happens, however, it is hoped, that the Sporting traditions built up over the years will not be allowed to lapse in the future, even with the influx of new pupils.

## 8. After HGS

### Comment from the School Magazine (Insight) of 1968

I have been asked to write about the new opportunities that will be available at Hemsworth High School from September 1968. First, I wish to say a little about what is most important: People. The success of this and any school will be mostly determined by the relationships between pupils, teachers, parents, and administrators. September 1968 presents a difficult time for all who find change uncomfortable.

There will have to be special efforts to ensure that those pupils leaving Hemsworth and Kinsley Secondary Modern schools are soon made to feel at home. Hemsworth Grammar School pupils who might find some of the changes difficult to accept will also have to think sensibly about the advantages to be gained. It is certain that we must be patient and tolerant. If we are willing to respect each other and the facilities provided for us, then we shall get the best out of Hemsworth High School.

I now wish to give you some important facts about the pupils, buildings, staff, and organisation of the new school. In September, those pupils already at the Grammar School will be joined by 12-15 year old pupils from Hemsworth and Kinsley Secondary Modern schools. There will be a total of over 1250 in September 1968, but no further intake will arrive till September 1970. Then, pupils will come to us from four Middle Schools (9-13), at 13 years of age: these will be Middle Schools in Kinsley, Hemsworth (2), and Ackworth. So that from September 1970 the School will be a mixed comprehensive, 13-18 school of about 1150 pupils. Many new buildings have been added for September, and each is provided with completely new furnishings and equipment. Here is the list:

A main hall (with lecture theatre and stage), able to seat 450 people; a Further Education unit with a common room and offices for evening activities; a sixth form library/study which will provide 150 students with excellent conditions for private study and research; a sixth form common-room with its own snack-bar; a dining-hall; a 3 storey block with eight new art and craft rooms and their specialised equipment; a new Sports Hall - probably as fine as any in the country - large enough for indoor cricket nets, football, badminton, and so on, along with its own laundry; a rural studies unit that will be part of the work of the science department. By Easter 1969, there will also be ready a Music/Drama unit with practice rooms, a drama studio, and an open-air theatre. In the old school there are newly decorated rooms; the hall is now ready to become a large general library with a library work-room and classroom; there will be a fifth form study and reading lounge, and a fifth form common-room; two of the larger rooms will be general science laboratories; and there are re-designed staff-rooms, offices, and a careers room. Along with the playing fields (for soccer, rugby, hockey, tennis, athletics, netball, cricket) and the other older facilities, there is clearly an outstandingly good provision for all pupils at this school.

There will be 65 staff and a Head Master. These are not only teachers working in departments, but also staff appointed to make possible the smooth running of our affairs: the Deputy Head Mistress (Miss. Smith), the Senior Master (Mr. Groome), Head of Upper School (Mr. Minards) for 5th and 6th years, Head of Lower School (Mr. Wilson) for 2nd, 3rd, and 4th years. Heads of Years (Mr. Pacy, Mr. Bavister and Mr. Knox), and a Careers Master (Mr. Greensmith). In addition, we shall have a full-time School Librarian, a Bursar, a Matron, two clerical assistants, laboratory assistants and a workshop technician, groundsmen and caretakers. I am sure, too, that - as in the production of this Magazine - both staff and pupils will continue one of the Grammar School's most important traditions, that of unselfish voluntary work after school hours and at week-ends.

How will it work? Since January, 1968, the staff have been planning and organising so that everything will be ready for September. We shall not open with the whole school in attendance on the first day, but pupils will come to the school in year groups for the first four days, in order that we shall gradually introduce everyone into the routine. Many new pupils, perhaps all, will have visited the school by the end of this term. Pupils will be grouped into forms according to age so that there will be a complete social mixing-up of all, regardless of their previous schools. For work, the pupils will be placed into those studies that suit their individual needs, interests, and abilities. They will find that the school will be 'blocked' into areas of work (Sport, Science, Mathematics, etc.) in order to make the teachers' work easier and more effective. They will probably find the work groups smaller than they have previously experienced. All who wish will be able to remain at school to enter the 5th and 6th forms, either to take advanced studies, or to gain necessary qualifications for employment, or simply to further their education and personal development.

It is up to us to make certain that we bring about a civilised, tolerant, and stimulating community. I hope you will all play a full and useful part in this necessary social and educational change.

**Head Master.**

## 9. The Welsh Connection



Tony Pickering reminds us that there was a "Welsh connection" at HGS e.g. Mr. Collette, Mr. Owen (Science), Mrs. Owen (P.E.) and Mr. Burnett (R.E.). Can anyone bring other Welsh teachers to mind? Welsh teachers in my time (1964-71) included Miss. Evans (Music), Mr. Jones (English) and Mr. Davies (French).

**Emlyn Williams**

**Peter Wall**, HGS 1947-54 adds:

I think the Chemistry teacher Mr. W.T. Jones was Welsh.

## 10. What did you do in the Sixth Form?



At the start of the Sixth Form in 1949 I could not make up my mind whether to go on the Science side or the Arts. I would have preferred to take both Biology and English but was told that I could not do that. I was allowed to do so only for a short time in order to help me to make up my mind but in doing that I also had to take History (on the Arts side, together with Latin which I wanted) and General Science (on the Science side, which I didn't want) I hope you can make sense of all that!

**Doris Richardson, HGS 1944-49**