

## 1. The other side in 1950?



I found this article interesting, not necessarily the content, but for other considerations. Were these interviews on an individual basis, or were the parents all invited to attend this particular meeting of the Governors? Reading other reports it is clear that this was a pet 'beef' of Mr. Hamilton - children wishing to leave early. We as pupils, never realised it was a problem. To go to such lengths as to call parents to interview, in public, so to speak, seems a strong measure. I'm also surprised that these parents attended. I can understand them being interviewed by R.W.H. in private, in his office. I also never realised the Governors were in a position to prevent children leaving school at 15.

Geoff Govier

After interviewing the parents of seven pupils, Governors of Hemsworth Grammar School on Friday refused their applications for the children to leave school at the age of 15. The chairman of the Governors told the parents that they ought to think of their children's after-school life. Education gave them a better opportunity of facing the world. The better their education the more good they could do for the nation.

a. A father told the Governors that his lad was determined to leave school when he was 15. "He is absolutely fed up with school", he said, "and has lost all interest in it since he went to Leeds Infirmary for an operation on his eyes." Asked what plans he had for the boy when he left school, the father said he had no idea what work the lad would take up, but he wanted to join the R.A.F. The Divisional Education Officer remarked that the best thing he could do before joining the R.A.F. was to take his School Certificate.

b. A mother said her daughter was "fed up" with school and wanted to leave. "I have had four children at the Grammar School," she added, "and they are doing now what a girl could do who had been to an ordinary school. My daughter wants to leave to take up work as a nursery help." The Education Officer pointed out that there would not be any chance of a girl getting a nursery assistant's job for the next seven months. "We have far more than we ought to have, and they are going to be reduced." he added. The Chairman asked the mother to give the matter serious consideration, but the parent said she had done so. "To keep four children at the Grammar School has not been a picnic." she declared. As a parent of six children she said she could not afford to keep her daughter at school.

c. Another mother remarked: "I have been working three or four years and am going to pack it up. My girl can start work." Asked what sort of job she would get, the mother replied: "There are factories. It isn't my idea that she should leave but money is tight."

d. Another mother told the Governors that she wanted her daughter to help her at home. The girl was not taking any interest in the school. The Education Officer said he could quote hundreds of examples where parents had made sacrifices to keep their children at school. Every parent had a moral obligation to keep their children at school until they were 16.

e. A father said that because of his health he could not afford to keep his son at the school. Another Governor asked if that were not a case where some assistance could be given, and the chairman replied that it all depended upon the family's income. The Governor said "If you could get a suitable grant would you try to keep the boy at school?" The father: "No, I have got a good job for him in a colliery office."

f. A father said that his daughter wanted to leave at the end of the Easter term. She had lost a lot of interest in the school and wanted to help with the household expenses. The girl had been absent several times owing to illness and was afraid that because of that she would not be able to sit for her School Certificate. She wanted to work in a shop. The father added that he had told her he wished he had had the same chance when he was her age.

The Chairman of the Governors said the parents were responsible for the children until they were 21. If the children were going to tell their parents what they were going to do when they were 15, it would be a bad outlook for the nation. Another Governor said they should not allow the parents to leave without impressing upon them the fact that the Governors took a serious view of the matter. "If you have a promising child in your family, it isn't sufficient for you to say that it should go and earn money," he added. "These brilliant brains will be lost if you let the child have its own way. A child should be of some use to the community. It would be a tragedy if these children were to leave at present, and I appeal to you to allow them to have this chance in life. **The Governors have no right to let the children go and the parents have even less right to say that they shall go.**" The parents left the meeting after having been asked by the Chairman to think seriously before taking action, and later in the evening when the discussion was resumed, a Governor remarked: "Isn't it a case of the children bringing up the parents."

Another Governor suggested that before children were admitted to the School, parents should be asked to agree that they would take the School Certificate. The Chairman of the Governors agreed that they ought to have some undertaking. If parents intended that their children should leave when they were 15, they should go to a Modern School.

Mr. R. W. Hamilton, Headmaster, said he had already been notified of 11 children who wanted to leave when they were 15 and there were more to come. A large number of children didn't like school when they reached the age of 15. "They see their pals from the Modern Schools getting jobs and know that they get pocket money," he said. "They wouldn't mind coming to school from 9.00 a.m. to 4.00 p.m. if they had nothing more to do and could go to a dance or the pictures or listen to the radio."

## 2. School Fees



Dear Sheila,

My friend June and I were comparing notes on our respective grammar schools. She is 10 years my junior, and won a scholarship to enter Camborne Girls Grammar School. I, on the other hand, failed County Minor, and had to sit the entrance exam for HGS. I was 10 years and 11 months at the time. I can remember walking up from the Green Gate to the Girls' Entrance, nervous, but even that short walk inspired me to do well as I wanted to come to this school. As I think back I don't know to this day what affected me in this way, as I had never set foot in the grounds before and I had no friends attending HGS. I passed the entrance exam which was held in the Hall. I believe it was a Maths and English paper. As I was a fee-paying pupil, my father had to accompany me on the first day of term. We went into the Head's study, I got a talk from the Head and then was dismissed to join my class whilst father was left behind to pay the term's fees. I never knew how much it was. This went on for maybe three or four terms before a new education act abolished the fees. I was then like every other pupil and walked up from Cross Hills with my friends on the first day of term. There must have been other pupils that took that entrance exam in July or August 1944. Let's hope they come forward with their memories. I also took the entrance exam for Barnsley High School, but I didn't try very hard because I didn't want to go there! Just as well I passed the HGS one isn't it?

Irene Wright, HGS 1944-51

Dear Irene,



Thank you for your latest recollections. We have been waiting for some time for a "trigger" which would spark a possible discussion about those early School fees, and so your message may just serve to nudge the memories of those whose parents had to pay for their children's education. We would love to know the annual cost, and whether any of those who paid can supply the site with any facts concerning the whole subject of fees. The legislation you recall which abolished the fees was probably the 1944 Education Act. We both greatly appreciate the fact that the schoolchildren of our generation were the beneficiaries of this enlightenment! One thing I didn't quite understand was your mention of a County Minor. What was this?

Sheila Kelsall, HGS 1955-62

Dear Sheila,

County Minor was the exam all pupils sat at the age of 10 years. This determined which school you attended for your secondary education. You either passed, and went to Grammar School, or if you failed you went to a Secondary Modern school. The only other option was private schools. Pupils who failed County Minor could also sit an entrance exam for the grammar school of their choice. I believe that there was always a number of places, which were filled from the entrance exam results. I am not sure how it worked because the number of pupils passing County Minor must have varied each year. By the way, the exams the Sixth Form took in order to get a place at university were known as County Major. Another piece of information is that in 1950 the title was School Certificate of the Joint Matriculation Board Northern Universities, and in 1951 it was changed to General Certificate of Education of the Joint Matriculation Board Northern Universities. We were all expected to take eight subjects in one year. English Literature and English Language were two of the subjects. If you passed in all the subjects, and failed English Language, you failed your School Certificate. Another thing I only realised when I moved to Cornwall was that the schools down here took either Oxford or Cambridge School Cert. exams. I found this out when I was in the Sixth Form at Truro County Grammar School for girls, doing a combined Sixth Form course and a pre-nursing course. I didn't like the school very much, as it was all females, pupils and staff!!!!

Sincerely,

Irene



I remember in 1941 sitting for the "scholarship" in the Hall of Archbishop Holgate Junior School in Hemsworth and "failing". Only two from our school "passed" in 1941 (Betty Storer and Bob Lumb) and were given places at HGS. Later that year I sat the HGS entrance examination and was offered a place as a fee-paying pupil which my parents accepted. The fees were 3 guineas a term. If I recall correctly, we took the money in an envelope and handed it in at the school office at the beginning of each term until the fee-paying system ceased with the implementation of the 1944 Butler Education Act. Those who "failed" the scholarship and went to a secondary modern school in Hemsworth (either West End or South Moor) had the chance after two years of sitting a 13+ "transfer scholarship" examination. Those who were successful at this stage transferred to the grammar school and at HGS they were put in the second form with pupils a year their junior. There were always places available because a fair number of pupils in their first year especially found the going too hard, particularly having to do homework, and left to go to a secondary modern. In my first form at least four who had "passed the scholarship" left for this reason and I suppose the other three first forms fared the same way.

Arthur Hanley, HGS 1941-48

### From School History 1922

As long ago as a week before the opening ceremony of the school in Nov 1921, changes in the awards system of county minor scholarships had been announced by the West Riding County Education Committee. The scholarships were now no longer confined to elementary schools, but open to children at secondary schools, private schools or other schools, provided they qualified as to age, (between 11 and 13 years on 31<sup>st</sup> July 1922) and residence. The spirit of expansion in education was growing apace, and there was no limit to the number of scholarships, as they were to be awarded to every candidate who reached a qualifying standard, and who had applied before Saturday, December 31<sup>st</sup> 1921. Parents applying for a maintenance award were required to prove to the satisfaction of the committee that an allowance was necessary to ensure the continued attendance of the child at secondary school. In other words, a means test was created. In the local newspaper of July 1<sup>st</sup> 1922, the 14 names of the recipients of the second batch of County Minor Scholarships awarded were announced. This was a lesser number than the previous year when there had been 25 awards for Hemsworth Secondary School in its inaugural year.

These children would be starting school at Hemsworth in the September of 1922:-

#### Hemsworth SS (Boys)

Brierley	Harold Goulding.
Hemsworth	James W. Smith and Raymond Wilkinson
South Elmsall	Stanley Donaldson and George Mellars.
South Hiendley	Jeffrey Hancock

#### Hemsworth SS (Girls)

Brierley	Nellie Chilton
Ackworth	Hilda Robinson
Hemsworth	Violet Dodds
Huntwick-with-Nostell and Foulby	Hilda Gaunt
South Elmsall	Adelaide Branford and Olive Tooth
South Kirkby	Miriam Wass
Shafton	Kathleen Jagger

[The author has some knowledge about 2 of the names on this list. Hilary, the daughter of Harold Goulding was a pupil at the school from 1953-58, and Kathleen Jagger's younger sister Lorna was Head Girl in 1935-6, as previously mentioned.]

In fact 27 candidates in all had taken the entrance examination, and ten girls and thirteen boys were successful. At the close of term in July 1922 there were 58 girls and 54 boys on the school roll, but five applications for withdrawals had been received due to the increased fees, with more expected. **A miner writing to inform the Governors that his child would be withdrawn wrote, "When I say that my wages have been reduced from £7/7/0 to £3/18/0, you will see how impossible it is for me."**

Sheila

### 3. Mr. K.B. Sale, HGS Staff 1955-61



Hemsworth Grammar School has always remained very high in my affections since I joined the Staff in 1955. I remember well Mr. Hamilton, the Head at the time I was there, and enjoyed the relationship I had with him on the Sports field at Cricket and Hockey. He was always encouraging and thrilled by the success of his pupils. He was a fine headmaster. The Staff were great companions and very keen for the youngsters to do well. I remember Mr. Owen, Mr. Farrar and of course Les Tate and his sporting partner Dudley Taylor. The latter being a delightful and funny man, such as the time he discovered that the Gestation Time for the elephant was 18 months - quoting the trivial fact that Mrs. Elephant would have a lengthy time to do her knitting for baby Jumbo. He was a Chemistry teacher who was a great character, and I missed him when he went to Ossett. Miss Ward, the History and Geography teacher, I remember well as she was a very supportive and kind personality. Mr. Owen and many others I remember with great affection as they showed so much understanding and kindness. In fact, RH built an extremely fine and supportive Staff. As a new teacher, I felt that I had joined a caring team, and I hope that I was able to share in that support as well, over the five years I was a member of the staff. Perhaps what I enjoyed most of all was the keenness and alertness of the youngsters. My Biology yearly results were truly exceptional for the classes I was involved in at both A and O level for which I was grateful, for it set the scene for further advancement at the educational ladder. I was sad to leave Hemsworth because I enjoyed the people within the community, playing for the Old Hilmians at Cricket where I met and shared with many fine people as well as at the local Methodist Church.

I would like to finish by making the point that the foundation of my skills, the enjoyment of teaching, the creation of new goals were all laid as the result of my sojourn in Hemsworth at the school. They were halcyon days where self-discipline was paramount, friendship and companionship was beyond words and comparison. They set the scene for my ambitions and I look back with gratefulness at my early start as a teacher at such a well run and delightful school. Thank you again for the opportunity to share.

Ken Sale

### 4. Who has a set like this?



Does anyone else have a bureau under the stairs? Ours is a repository for small items only occasionally required, such as parcel labels, rulers and protractors, writing pads, tracing paper, compasses and very old receipts. When the scrolled front is lowered onto the two pull-out supports at either side, a writing-surface is formed, with a tiny shelf in the centre atop a drawer which is crammed with key-rings, dice, magnets, pushpins, paperclips, pencils, safety pins, screws, drawing pins and long-ago sports medals and small shields earned by various members of the family. At either side there are vertical compartments originally intended for envelopes and correspondence, but which now contain a stapler and its box of staples, old glasses cases, guitar strings, golf ball, butterfly paper-clamps, dog-tags, a mini-English-Spanish dictionary, receipt and invoice books, postcards, rail timetables, Lettraset Alphabets, and old Homework Diary books stored "just in case we need a notebook at any time". There are discs of PTFE, rolls of electrician's tape, a knife sheath from a scout camp somewhere way back when, and a spaghetti-like bundle of those tiny bits of cord with metal at both ends used to thread through the holes in file paper to keep the sheets together, in the days before plastic spines. I suppose each household has a repository for small items acquired over time. All the items I have mentioned fit into a space only 30" wide and no more than 12" high.

There's a key to this let-down section which rests on the small shelf above the drawer, yet we never use it. The most valuable contents of this antique piece of furniture are in the three shelves below the writing section, and they are only of value for their limited historical importance to the understanding of Secondary Education from 1955 to 1962 in Hemsworth Grammar School, Yorkshire. Quite a specific area of knowledge, wouldn't you say? By some serendipitous quirk, my exercise books from the First to the Upper Sixth Forms have escaped the binmen. A full set, all subjects! I don't remember why I saved the early ones, but the Sixth-Form 'A' Level notes provided all those years ago by Messrs. Hudson, Hodson, and Hassall certainly came in handy at College! I think the reason I rarely examine the contents of these shelves is that no sooner do I open the first book, than I look up and find the afternoon has flown! Next year, the beginning of this collection, dated 1955, will be celebrating its half-century. Maybe then I ought to move them all into the lockable section of the bureau!

Sheila Kelsall, HGS 1955-62

## 5. Further Comment from Mr. K. B. Sale



Hi Sheila,

Thank you for your message today with the chess episode. I had forgotten about that club. I hope I was successful in teaching some chess as any lady engaged in this game could be famous one day because the top Grandmaster in Russia is a woman these days. When I posted my letter to you the memories flooded back with loads of incidents of the period when I was teaching at the school. My first memory was that delightful step up to the school through the borders of plants. Then the warmth of my welcome from the Deputy Heads and Russell Hamilton. You knew that you were joining a caring organisation plus all the help that they provided to get me settled in the village. I think my memories after that were focussed upon my need to get accustomed to the accent, the new language, thees and thous, spice and many other words plus the task the children had of getting used to this interloper with a southern accent. But it was their keenness to listen and learn and the

desire to commit themselves to learning that I enjoyed. Of course there were a few who wanted to take advantage of this naive, newly demobbed soldier. But they quickly settled down when they realised that I meant business and that my task was to educate and help them to succeed in the field of education. I would say generally they enjoyed Biology but for many they had no idea where it might lead in terms of a career. So it took a number of years to persuade them and the parents that Biological study was a keystone to future employment and a professional one at that. I was a keen academic and I wanted to share that enjoyment in learning with them, and I attempted to make that possible with field trips, local surveys, hands on experimentation, and Biology in the real world. Fortunately Russell H agreed with me and always gave me free rein to develop the subject as far as was possible within the budget that he had.

I think the results for the years I was there demonstrated the ability of the youngsters and their successes prompted me to expect more of them. They were super kids to teach and I enjoyed their loyalty and determined approach. I remember many individuals who did the school proud, such as Tony Pickering, Jean Snookes, a lad called Alex who went to Oxford I think, and of course at O level the pass levels were so pleasing. As I studied the lists of names and comments they had made I said to myself I taught him or her and wondered what they were doing with their lives. It might be a good thing to discover the sort of occupations they are involved in to encourage future generations. I always wondered what happened to people such as Ellen Toulson, a talented hockey player and for me a super hard worker, and Dilys Hughes a lively 16 year old. I see you mention Gail Picken who was loyal, industrious and very hard working. I hope she achieved the level of education that she needed because she so deserved to succeed. It was on the Rugby and Cricket fronts that I found considerable satisfaction with great Under 13, 14 and Under 15 groups who played so enthusiastically and with real abandon. Although smallish by normal standards they made up their deficiencies in size with skill, speed and imagination. They were a privilege to coach. On the Cricket front one cannot help but mention some of the lads such as Frank Morley and of course the incomparable Geoff Boycott who would have graced whatever area of excellence he could follow, and many others such as Terry McCroakam. I will browse the web site to refresh my memory later. I never forget taking my eldest son to Abbeydale for a Yorkshire match many years ago in the hope I might catch GB. When our paths did cross I was quite taken aback to hear myself described as Mr Rugby, when I considered my cricket skills were much better. At least he did sign my son's scorecard. As my memory improves I will write to you again and share any thoughts. I do remember playing in the Staff v Girls' Hockey and being scythed down by flailing hockey sticks. I think I was a target to some of them. By the way the name Sheila Kelsall does ring a bell and I remember teaching you Biology and also Science in the Junior forms. I thought you were a very keen and hard working lass at the time.

Thanks again for the contact. I will examine my photo record and see what comes to mind.

Yours,

Ken Sale, HGS Staff 1955-61

## 6. Office Purchases



As times and technology change our lives, there are certain useful items which travel down the years with us - or at least, this is the case at our house. Such objects are taken for granted, used over and over again, sometimes passed along to our children, but always available. Today I came across the first of one such set of 'indispensables', and when I remembered from where I had bought them, I set off looking for others. I used the contents of this pencil case at HGS, and the ruler, protractor and compass were purchased from Miss. Blake at the School's Office. Do you remember - you could take your pennies there and buy a rubber or a ruler, a pencil, set square or protractor? I recall using a razor blade to take out a 1" sliver of wood near the end of coloured pencils, and writing my name in ink on the bare wood. "Can I borrow your



blue?" would often mean "Can I keep your blue?", and so this little adjustment removed any ownership arguments. I must have been unable to find a razor or penknife when I named the pencils in the photo, as Sellotape has captured my name on a miniscule piece of paper at the end of the pencils. One never reached the end of those coloured pencils, did one? They did not reduce in size at the same rate, either. Usually, at the beginning of the January re-start of term after Christmas, pupils would be carrying newly-acquired sets of coloured pencils or a Geometry set in a case with a zip around it. I can't find the fountain pen which filled my Third Form exercise books with a bright green ink, and I don't think Miss Blake would have sold me the huge bottle of Quink which created this technicolour surprise for the poor members of Staff who unwittingly opened my homework books without the protection of sunglasses!

Sheila Kelsall, HGS 1955-62

## 7. Another type of production



Browsing this site I started to remember more of the delightful moments whilst I was at HGS. I looked at the Staff play lists and noticed that the date 1958 had been omitted. I was a fairly minor star in this production of Moliere's 'Le Bourgeois Gentilhomme'. Dorothy Elliot (Whittaker) was the 'diva'. Cyril Owen (photo) was the producer and I think that RH might have had a small part.

At Easter 1959 I travelled with Mr. Wharton who also performed in the play, to Paris on a sightseeing tour. That is, I went sightseeing to the cathedrals, the museums and Versailles, amongst many other places. Mr. Wharton arranged for us to visit the Comedie Francais in

Paris to see the French version of the above play performed by actors who assumed the 17<sup>th</sup> century style of voice, acting and performance. They were incredible and stunning in their interpretation. I remember leaving the theatre captivated, and wishing that we had adopted a similar style rather than the slap stick, pantomime, light comedy approach that we had been produced to perform. The whole experience was a revelation and an enlightenment.

**Ken Sale, HGS Staff 1955-61**

"Mr. Sale, as Covielle, the servant of Cléonte, carried the part with enthusiasm and, on the whole, with the right emphasis and timing. On occasions we did feel that he could have practised more artistic control over stage movement, but this did not prevent him from giving us a most enjoyable character study."

**D.B. Kennedy, HGS Staff**

Dear Ken,  
Thank you again for your messages. It's so interesting to read your accounts of those days. No matter how 'ubiquitous' one was at that time, there is no way that any one person could gain insight into all aspects of the School. One only has to look at the long list of Societies, School trips, Sports, Drama and Music to see the broad spectrum of opportunities for self-expression and new experiences on offer. To gain a 'rounded' picture of those years we need as many accounts as possible, to show each facet in its true colours. Well, we're trying, anyway. That's why we appreciate all messages, from all Hilmians, Staff and Students. Along with this, we are finding some beneficial spin-offs. Many old friends have once again met and in doing so have made new contacts which have included their family members also. Please do continue to recall those times before OFSTED, Targets, Evaluations, Exclusions and all those 'advances' in Education which leave so little time for educating. We appreciate your thoughts.  
Sincerely,  
**Sheila Kelsall**

## 8. From a teacher's point of view

I wanted to write a few words about Miss. Smith the Deputy Head, without whose aid and wise experience the school could not have run so smoothly. Initially I was a little intimidated by this quite formidable lady. She ruled with a mixture of gentleness, kindness, and exceptional caring attitude. It may not have seemed so for the girls for she had an eagle eye, spotting the exceptions to the school uniform code. If the skirt length was above the knee she had the offenders into her room to provide a firm rebuke and reminder to their parents.

My abiding memory of Miss. Smith was her patrolling in the corridors of the school, never in the same place at early morning school, breaks and dinner hours. Whenever I passed her I would momentarily think of my dishevelled tie, my clothes covered in chalk dust and my unpolished shoes in case she might mention them to me privately. Unconsciously I smartened up after about 3 months; I think mainly to set an example, as most of the male staff did. The ladies were always neat and immaculately dressed. It is always interesting to know that Miss. Smith's remonstrations were inevitably successful and most girls returned to conform at least for a few weeks because I do not think they wanted to land up in her room again for a further ticking off. In my thoughts Miss. Smith had a reputation that was worse than that of my drill sergeant whilst I was on national service in Worcester. But she was more understanding than the drill sergeant was, and very forgiving. She always backed RWH in any new projects that he wished to put forward because he was a man of great insight and imagination. Mr. Collette was also insistent on the boys adhering to the School Rules. He had the ability to be stern where it mattered so the pupils did not get away with much. RWH, Les and Miss. Smith were a powerful team keeping the school 'ship' steady to the benefit of everyone, Staff, office and technical staff. We were all grateful for their effectiveness maintaining the ethos and conditions for learning in that tiny elite community. However it could not always remain neutral to changes in society so that when there were minor disciplinary happenings they were dealt with firmly, fairly, sensibly and with sensitivity.

**Ken Sale, HGS Staff 1955-61**

## 9. The Individual Cricket Cup and Boycott's First Century?



Presented by J.M. Nash:  
 1948 Ralph Miles  
 1949 Brian Rainforth  
 1950 Peter Schofield  
 1952 Jim Stead  
 1957 Ron Pratt  
 1958 Geoffrey Boycott  
 1959 Frank Morley  
 1960 David Williamson  
 1961 Rodney Jennings  
 1962 David Williamson  
 1967 Terry Mills

Dear Sheila,

Thanks for your e-mail re Cricket Cup. You could be right about it being presented on Sports Day, but I'm not absolutely certain about that. I have, however, found the cup that was awarded. I think this was all we got, and it was to keep. No large trophy to return. And you're right about the size - a mere 4 inches tall.

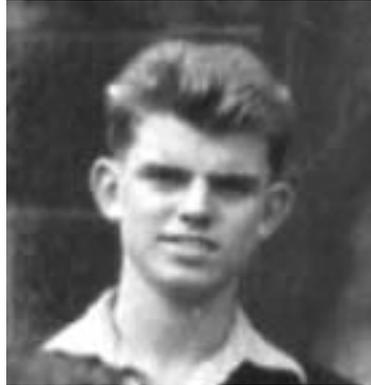
Frank Morley, HGS 1953-60

Boycott's First Century?

### Hemsworth G.S. 143-4 Normanton G.S. —

Rain brought play to a premature end in Hemsworth Grammar School's home match with Normanton Grammar School on Saturday. Hemsworth had made 143-4, Boycott hitting a fine 105 not out, which included two 6's and 14 4's. Bell took 4 for 35 for Normanton.

Hemsworth — Boycott not out: 105, Kenningham o Dunn b Bell 1, Trueman o Rummings b Bell 0, Hambleton o Rummings b Bell 0, Bell o and b Bell 0, Morley not out 35, extras 2, total (for 6 wks.) 143.



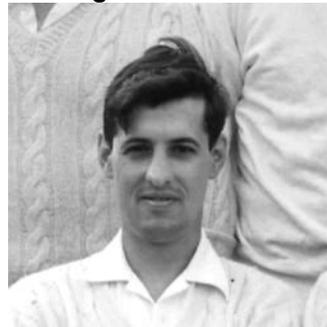
I remember that match particularly well. Not because I scored a few runs, but because of the way the innings unfolded. Anyone looking at the scorecard, as printed in the article, would think that the innings got off to a disastrous start, with 3 of the first 4 batsmen scoring only one run between them. Nothing could be further from the truth. I remember Boycott, on 49, reaching his 50 with a six. The Hemsworth score at the time moved up to 56 for none, with Boycott 55 not out and 1 leg bye, and even that was off Geoff's legs!! The other

opening bat, Sid Kenningham, was very stylish, and a capable opener, but often a very slow scorer. On this day he really excelled himself!! I can't remember the exact score, but we must have been about 70 when Sid was finally out for 1. Such an opening stand was excellent at schoolboy level and not the disaster the scorecard suggests. Two further batsmen were quickly out without scoring, and I joined Geoff for an unbroken stand of about 70 before rain ruined the game. Happy memories.

Regards,

Frank Morley, HGS 1953-60

## 10. Magazine Extracts



I spent some time reading the magazine extracts for the '50s and I was very impressed by the strength of the ideas and the levels of imagination plus the excellent command of the language. There was a considerable wealth of talent in the literary field which really shows that the English and Drama areas of the school were performing well.

Ken Sale, HGS Staff 1955-61