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A Word from the Headmaster

C.P.M. KING

The fact that The Leicestrian is such a positive and remarkable publication is simply because it reflects all that happens in this vibrant and successful school. The problem for the editors is what to leave out rather than what to include, because with every year the pupils offer more for the magazine to record and report. I recommend this new edition to you as a product of all the hard work put into it by the editorial team and as something we can all take justifiable pride in being associated with through our links to the Grammar School. The editors also work hard to prevent it simply being a dry historical account of past events and I believe they have imaginatively woven into this production elements of creative writing as well as capturing the rhythm of the annual academic year's events.

You can read it from cover to cover or dip into it where you like, but I am sure you will enjoy any article upon which your eyes alight.



A Word from the Managing Editor

MRS. HIGGINSON

Our cover for 2014 was designed by the Head of our Art department, David Maddock and is based on outstanding GCSE artwork by Elise Walsh, which is both portraiture and a commentary on the nature of art itself. Mr Pilbeam has taken a number of photos for me, including the moon-rock photos and the beautiful portraits in the Creative Writing section, and our talented student photographer, Oliver Siddons has also contributed a number of photos including the Year 11 prom, House Drama and a Duke of Edinburgh training session about which he has also written. Many thanks to Mrs Hunt in Public Relations, as well, who took some wonderful photos of Dr Whittle playing the school organ.

This is the last year that I have been able to call on my daughter, Eleanor, to write reviews, conduct interviews and deliver her opinions and I will greatly miss her, along

with the other U6th Form students who have assisted me, in particular this year Louisa Butland, Elizabeth Hobbs, Sophie Jefford and Laura Wiselka. Aspiring journalists may wish to read Eleanor's account of attending the Exploring Journalism conference. Aspiring writers may wish to read about the visits LGS has had this year from the famous poets, Andrew Motion and Simon Armitage, as well as the prize-winning poems by Elina Turapova and Emma Nisbet written for the Hope Against Cancer Poetry Competition. Creative writing also featured this year includes villanelles written by two of my Year 10 students and futuristic stories written by Samuel Cole and Alfie Barratt in Year 9. The Baccalaureate Extended Project (excerpt) that is included this year is Francesca Curtis' biting reflection on Damien Hirst.

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A Word from the Head Boy

JONATHAN BLAKE



When I first came to the school, back in 2007 when LGS was still on Peacock Lane, I felt completely out of my depth. It was a huge change from the small primary school I'd been at before. To begin with, I spent my mornings in Mr Shaw's room. I wasn't even a big musician at the time, as I only really played the guitar, but Mr Shaw let me sit in his room anyway, even if he had a lesson, and we would just chat or we would listen to Radio 4, which he always had playing. Slowly he helped to build up my confidence; he gave me instruments to try out and would eventually teach me the saxophone for five years. Whenever I see him now, he is as warm and friendly as ever and I don't think I would be writing this article if it was not for his influence. I will definitely miss the activities I have been a part of during my time at LGS, especially playing guitar in the Folk Group. The concert we played in Cornwall, in shorts and sunglasses, as people walked in and out of the Lemon Street Market was very memorable. All of our friends came to watch and we all had a really good time. That music tour was a great experience and is one of the reasons I would highly recommend learning an instrument at LGS.

When I found out from Mr King that he wanted me to be Head Boy, I truly was not expecting it and worried that he had chosen the wrong person, but the year that has followed has been really

fun. Being in Upper Sixth gives you a sense of ownership over the school that you look forward to from Year 7 onwards, and it comes with a sense of responsibility. The teachers respect you so much more in Sixth Form. Within a day Miss Hughes can go from telling people to quiet down in the library to sharing her views on Woody Allen with me in the corridor – we did not agree, but still had a good conversation. Being Head Boy has been great: I've been able to see my friends wearing the black gowns, I have given readings during services and been a part of interesting school events. Having a Head Girl so dedicated to the role has made it easier and I don't think anyone deserved the post more than Milly. Some have criticised the way that I walk ahead of Milly when we enter the room for assemblies, so I want to explain that I don't walk quickly – she just walks slowly. I cannot name everyone I would like to thank and everyone I will miss, it would be too long and boring. I have made friends for life at LGS and the strong, supportive staff should be thanked. Mr Allen guided Millie and me through the year, Mrs Sains co-ordinated every assembly perfectly and Mrs Hunt was incredibly lovely. I am grateful for the experience of being Head Boy, for the skills I have gained and the positive memories I will take away with me.

A Word from the Head Girl

EMILY COOKE



I feel that I can truly class myself as a Leicester Grammar School veteran, having had the experience of the Spencefield Lane, Peacock Lane and Great Glen sites. Having the honour of serving as Head Girl during my last year here is the perfect end to what has been a fantastically memorable 14 years. My friends are ones I shall cherish forever and have definitely made school life entertaining. Traditions have been significant in school life from the word go; my debut performance as a tree in House Drama is certainly one to remember. I will never forget playing on the netball team in Year 11 and making it to the Regional Finals, after fiercely contested county matches. House netball and the Sports Day relay never fail to become outrageously competitive. With both Jonathan and me in Dukes, how could our house fail to win? (Quite easily, it seemed.) Most nerve-racking of all traditions is coming into school on Results Day to pick up the dreaded brown envelope. Amidst tears of mostly joy, teachers and parents await anxiously. I felt a wave of panic on first opening my GCSE results, as I couldn't decipher my grades! Luckily my teachers and father were on hand to help. The school has given me countless opportunities, most notably the Gold Duke of Edinburgh expedition to Morocco. The disparity I saw there between rich and poor was truly moving.

Walking at high altitude for eight hours a day in the Atlas Mountains in fierce heat tested us to the full, but I will always treasure the satisfaction of reaching the top of the pass on the hardest day of the trek, after a four-hour climb. The trip has enhanced my thirst for travel, something I shall pursue during my gap year.

Although initially anxious about being Head Girl, I found the transition much easier with the meticulous planning of school services provided by Mrs Sains and Mr Longson. Without their guidance, Bible readings would definitely have been much more nerve-racking. I would like to thank them for all the help and support they have given both Jonathan and me. The team of prefects have been first-class; they have been thoroughly committed from the start and made my job much easier. Lastly, I would like to thank Jonathan, the most organised and conscientious person I think I have ever met, who has made the past year the best of my school career. I feel we really did make the perfect team.

To all the new Year 7s, I would urge you to take full advantage of everything the school has to offer and to value your time here. Your school days will fly by and you will probably only realise in the last few years that the school really is something to cherish.

An extract from the EPQ essay

Why Damien Hirst is an Empty Artist

BY FRANCESCA CURTIS

For her Baccalaureate essay, Francesca Curtis explored why the success of Damien Hirst, the richest artist ever to have lived, is a reflection on the sorry state of the art industry. This is an extract from that essay.

My first encounter with a Hirst work was in Tate Liverpool. From across the room I saw this intriguing piece of work which comprised a series of butterflies in a beautifully arranged pattern. However I was not expecting, when I got closer to the work, to realise that the butterflies were in fact real and had been pinned onto coloured board. My initial reaction was one of distaste as well as curiosity; I could not work out why it was necessary to kill a series of butterflies when the work would be just as effective if painted, and I could not work out what was being achieved by displaying them, other than the spectator's revulsion.

In these Kaleidoscope Paintings Hirst aims to portray ideal beauty. He used butterflies to reference the Greeks, who used butterflies to represent the soul, and Christianity, where butterflies are the symbol of resurrection. Some of the first works of this collection, such as *In and Out of Love* actually involved living butterflies, which were put inside a room with flowers and water, where they were to live their lives until they died. But the majority of these works contain dead butterflies attached to a canvas. Some of the pieces he creates show whole butterflies, but most of the Kaleidoscope collection only involve wings. He does this because he wants to take away the impression that the butterflies are real life animals, and make them instead just an expression of pure beauty. ... The issues lie in Hirst's methods: the butterflies are undeniably very beautiful, but they are also real animals, stuck to a canvas and displayed for the entire world to see as if they weren't once alive and flying around. This is morally tenuous. The sheer scale of the work exacerbates this; the two largest pieces in this collection, *Enlightenment* and *I am Become Death, Shatterer of Worlds*, hold over 2,700 butterflies each, and that is only two works out of over 115 paintings that contain dead butterflies. Somehow it has become acceptable to purge one of the world's most beautiful creatures in the name of Art.

Hirst does not see an issue in presenting the dead. He states, "I've got an obsession with death ... But I think it's like a celebration of life rather than something morbid."



Morbidity is subjective, and Hirst's *Natural History* collection definitely questions it. It is this collection that has defined Hirst: the image of the tiger shark in a glass tank of formaldehyde, *The Physical Impossibility of Death in the Mind of Someone Living*, has become an icon of British art. Hirst's inspiration came from the Natural History Museum, which he would walk around as a child, marvelling at the many species of animals. But he feels that the same state cannot be achieved by visiting a zoo full of depressed animals. It is also a comment on science, as he believes that it is a tragic failure of science that animals need to be dead in order for us to observe them. The use of formaldehyde, in this sense, not only preserves the animal but, in being a highly toxic poison, highlights its dead state.

The animals Hirst uses range from the exotic tiger shark and zebra, to the more mundane cow, sheep and fish. He was content with leaving most of the sharks and the zebra as they were, as the presence of the animals creates enough impact as it is. (The tiger shark generates the same fear as Spielberg's "Jaws".) In this respect, at least these both keep the same dignity in death as they did when alive and the animals are no different than what could be found in the Natural History Museum. The same cannot be said, however, for a work such as *God Knows Why*, which consists of two skinned, dissected sheep, crucified upside down on either side of a cross in a glass tank full of formaldehyde. Whatever comment Hirst is trying to

make about religion, perhaps the impossibility of Christ's resurrection or the naivety of those who believe it, seems crass, grim and utterly disrespectful. The same can be said for the similar pieces *God Alone Knows*, containing a further three crucified sheep, and *Matthew, Mark, Luke and John*, comprising four tanks each containing either a cow's or a bull's head with a collection of sharp implements stuck in them.

Admittedly some pieces do have a bit more substance, such as *Mother and Child (Divided)*, which shows a cow and a calf both cut in half and put into four tanks. It is this piece that was at the centre of his early Natural History collection that won him the Turner Prize in 1995, and despite being just as grim and grotesque, it has some merit when Hirst explains that the concept is to display "an emotion thing which you are dealing with in a very brutal, unemotional way." The "emotion thing" in this case is a relationship, specifically a relationship between a mother and a child, which Hirst believes falls apart more violently when it is attempted to be kept together. He uses cows in this case because he believes that they are "the most slaughtered animals ever", which implies that relationships too are the most slaughtered things. But there seems to be something not quite right about the fact that such a powerful, intricate message should be displayed in such a sickening way. Coming across a bisected calf and cow in tanks of poison does not engender the appropriate emotion for the message that is trying to be conveyed. Instead it leaves the spectators split. Some may look at this art with the revulsion that it is natural to feel, wondering what it is they are supposed to gain from this experience; others that know the message will wander through the gallery, nodding their heads in agreement and pretending that revulsion is below them because they recognise that this is a Hirst and therefore must be good. But it is difficult to believe that anyone can genuinely realise the strong, sentimental message of death and love by looking at two cows cut in half, and therefore it is easy to wonder whether Hirst was more concerned about creating an impact than displaying a sombre message. This is why critics state that his work is empty and for impact only. As Mathew Collings stated, "He's a clown not an existentialist."

This becomes more obvious when his work is compared with some of the great works of the past. Take his theme of death or *Memento Mori*, which Hirst seems to refer to in many works. The skull has been a symbol of *Memento Mori* since the Roman era, and has been used to create some poignant and interesting works of art – most notably *The Ambassadors* by Hans Holbein the Younger, where it is anamorphic, and *Still Life: An Allegory of the*

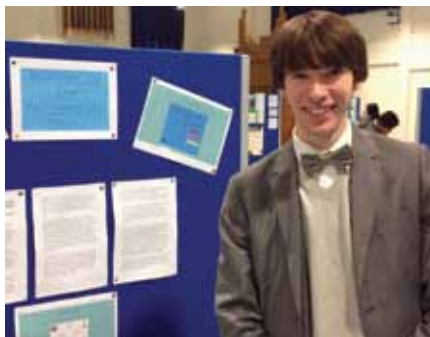
Vanities of Human Life by Harmen Steenwyck. Both of these works are particularly interesting because the skull is used in conjunction with the *Vanitas* theme, which originated from the Biblical phrase "Vanity of Vanities, saith the preacher, all is vanity." Both of these images contain a series of objects that show the vanities of man. In the case of *The Ambassadors* they are the objects surrounding the well-dressed French Ambassador and the Bishop of Lavaur, and are intended to show the power and knowledge of the two men; equally in *Still Life: An Allegory of the Vanities of Human Life* the objects lie on a table and are used to imply that they belong to a wealthy, knowledgeable, well-travelled, musically able person. But in both of these cases, the power that is impelled by these objects is overshadowed by the skull, which acts as a reminder that despite how powerful man might be, no man is powerful enough to escape death. These images are symbolically rich and truly fascinating.

The way Hirst has displayed this theme in *For the Love of God* compared to the works of Holbein and Steenwyck is exceptionally ostentatious. At a value of £50 million, the human skull coated with 32 platinum plates and encrusted with 8601 diamonds, weighs 1,106.18 carats. What he tried to achieve was to hide death inside something so rich and beautiful that it becomes unrecognisable and therefore acceptable. This links in both themes of *Memento Mori* and *Vanitas*, just like *The Ambassadors* and *Still Life: An Allegory of the Vanities of Human Life*, as it shows that however beautiful and rich something might be, death will always be there, regardless of how unrecognisable it might be. Therefore it is the exact same concept that has been used throughout the history of art, but Hirst pours money and extravagance into it and turns it into a flashy piece on which to put a very large price-tag.

... So if all Hirst has done is to employ people to paint spots, cut up and display dead animals, and take some of the greatest themes in art and make them vulgar, how did he become so famous? ...It was Charles Saatchi that became Hirst's career-maker. Only a year after he graduated from Goldsmiths, Hirst sold his first piece to Saatchi, named "A Thousand Years" ... Along with the likes of Tracy Emin, he soon became known as one of the Young British Artists, or YBAs, a phrase coined by Saatchi ... He could do anything to get into the media. On one hand this was a positive thing because it brought an interest in art into the media; the YBAs were essentially the pop stars of the art world. But so much fame meant that they became icons and their art was less important than their name to the public. All they needed to do was shock and spark a bit of controversy and the public would be satisfied. ...

EPQ Presentation Night

BY ELEANOR HIGGINSON



Robin McFarland

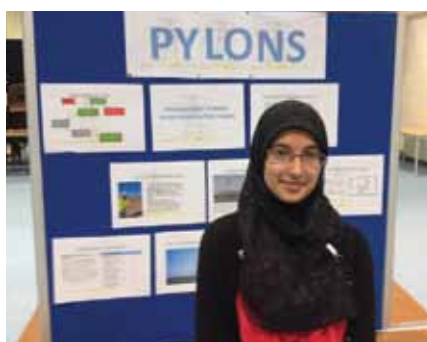
On November 5th, 2013, the members of Upper Sixth who had decided to complete the AQA Extended Project Qualification stayed behind after school to set up their displays and prepare for the impending tough questions. Looking around the hall before the evening began at 5.30pm, the variety of different projects on display was truly amazing. All subject areas, from computing to literature, and from art to sport, were represented and many people had branched out, using the EPQ as an opportunity to immerse themselves in a subject very different from their A-Levels. The objective of the evening was to present the information we had discovered in a visually engaging way, and as a consequence how our stall looked was of the utmost importance. Posters, Power Points and models greeted us from every angle, but certain people had presented their work in a particularly unique and effective way. Among these were Sophie Jefford who had adorned her project on the impact of China's One-Child Policy with many colourful Chinese decorations and Francesca Curtis who had displayed the artwork of Damian Hirst as part of her examination into the value of modern art. There were also many artefacts on display. Particularly

intriguing were Kush Sutaria's automated plant watering system, which had been created by a miniscule computer called the Raspberry Pi, and Robin McFarland's Graphical User Interface to assist children in learning their times-tables.

As the evening was well-attended by parents, students and staff we were kept very busy, almost continuously explaining our work to passers-by for the duration of the two-hour event. However, the most testing moment came when our personal tutor took us aside to question us more closely about our topic area, asking us questions such as why we thought our research was important and what strengths and weaknesses we had discovered in ourselves over the course of the project. Another nerve-wracking point occurred when Mr King came to visit. However, it was very rewarding to talk to students in Lower Sixth who were unsure whether it was a good idea to complete an EPQ themselves, and convince them of what a useful and enjoyable experience it had been. These conversations gave us ample opportunity to dispense advice, including the importance of choosing a subject of genuine interest, how it was better to complete the project over the summer and the need to listen and

respond to the personal tutor's advice. The wide range of chosen subjects which were on display predicted a promising future for Leicester Grammar's School's current Upper Sixth. It was particularly uplifting to see projects expressing opinions about current issues in the news, such as Akshay's Ruparelia's examination of whether the death penalty should be reintroduced in the UK and Hayden Franklin's work about the effect of government benefits on the economy. A variety of different issues were also tackled with the motive of achieving social change for the better: such as Melissa's Harrison's project which aimed to challenge stereotypes about children in care and Ruby Ablett's Educational Theatre script which tackled homophobia amongst young people in Britain. Luckily, most of us did find a chance during the evening to appreciate the varied and interesting work of our fellow students alongside the visitors; however, the one criticism I would make of the event was that there wasn't quite enough time for this.

My own project focused on a personal interest, the Brontë sisters and their novels. I decided to look at the issue of gender. I discovered many things which directly contradicted my



Leena Pala



Sophie Jefford

previous assumptions such as the fact that, although often referred to as a homogenous group, the sisters had very distinct personalities and this came through in their writing: for instance, Emily Brontë's work was gothic and deliberately transgressive, whereas Anne's was more moderate and realistic, with Charlotte incorporating elements of both. One of the largest challenges I faced was narrowing the

focus of my research down enough to fit into a coherent essay, but I achieved this by focussing on the novels' portrayal of femininity, rather than also dealing with masculinity and relationships between the genders, as had originally been my plan. Despite this, I found the opportunity to take a broader perspective one of the most appealing aspects of the EPQ, and relished the freedom to explore

details of the sisters' biography by a visit to The Brontë Parsonage at Haworth and to examine a wide range of additional texts, such as Virginia Woolf's *A Room of One's Own*, Daphne du Maurier's *The Infernal World of Branwell Brontë* and Edward Chitham's *The Birth of Wuthering Heights*.

Fashion Show

BY ELEANOR WOLFE



After the success of last year's show, everyone was eager to get involved in this year's production of The Friends of Leicester Grammar School Fashion Show. The Sixth Form were keen to get started this year with extensive sign-ups of models and backstage helpers who were all excited to see and hear Ms Fletcher's choreography and music. We also decided this year to raise money for BEAT, an eating disorder charity dedicated to helping young adults. We all felt that this topic is especially sensitive in the fashion industry. Rehearsals began and everyone involved worked hard to meet the standard of last year, especially with the excellent posing of Daniel Hill and the hair-flicking of Jade Fox. As the show grew closer we all went to visit the chosen shops of Ballgown Heaven in Uppingham, Polly's and Wellgosh in Leicester. It was definitely a perk of being a model being able to try on an array of beautiful evening dresses, high-street clothes and accessories. It was

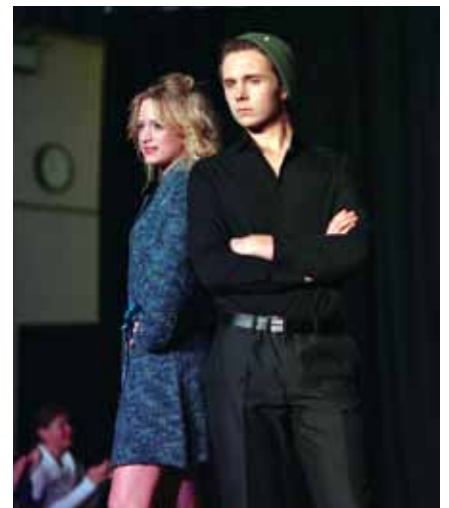
also enjoyable to see the clothes on each other and to have our own little catwalk in the shops.

The week of the show was very stressful, as many had delayed buying their tickets until only a few days before the performance; however, thanks to our excellent sales team, we managed a high ticket sale. Knowing that we had to be on top form due to the amount of people viewing our performance, we found the rehearsals tense and exciting. On the day of the show, November 8th, 2013, all the models had a final rehearsal at lunch, before the dress rehearsal after school. After a few mishaps, everyone became slightly nervous, but eager to correct the mistakes and make the show as impressive as last year's. There were three hours before the event started. All the models began their transformation with make-up and hair products flying everywhere. We had an excellent hair and make-up team who made us look and feel the part. The audience started to arrive and the atmosphere began to really liven up. The models had an encouraging pep talk while our brilliant compere, Harvey Kingsley-Elton, started the show.

Lily Atkinson was the first model out on stage, the rest of us following, all

putting in a great amount of effort and looking gorgeous to encourage the purchase of the stunning clothes. During the intermission we heard the wonderful vocals of Justin Peng, our own little celebrity, and people had the opportunity to buy wares from various stalls in the hallway. (We would also like to thank the stall-holders for supporting the event.) The final walk was done and everyone was relieved but also sad that it was all over.

We would all like to give a massive thank you to Ms Fletcher and also to Sonal Patel for organising the whole event. The sound and lighting team, organised by Mr Clayton and Mr Cox, gave us a dazzling show, while the backstage helpers also did a brilliant, essential job.



House Drama Evening

BY MR HARRISON PHOTOS BY OLIVER SIDDONS

October 17th, 2013 was House Drama evening and what a splendid evening's entertainment was provided. The credit must go to all four Houses, especially considering the limited time each had to select, cast, rehearse and perform their chosen play - just six weeks! And we have to bear in mind the wide age-range to be accommodated. However, even before the curtain rose a drama of its own was developing backstage, with Mary Harding Scott unfortunately dislocating her knee, giving Louise Nicholson the opportunity to deputise as the character Pearl in Masters' "The Boy Who Cried Wolf".

Judges opened with an entertaining version of "Snow White and the Seven Other Dwarves", with Georgia Smith starring as the main title character, and the Witch (Katie Tincello) being afforded

the luxury of a Trainee Witch (Mary Osbourne). As well as the regulation seven dwarves there was the amusing addition of the Reject Dwarves - 70's Dwarf, Karate Dwarf and Fairy White. Next up was VC's "Make Cheese Not War", written and directed by Ned Davies and Joe Fletcher, assisted by Laura Wiselka. All three also featured in the performance, Ned as Mayor, Joe as Narrator and Dandelion, and Laura as a Work Experience Student. And who will forget Lucy Ring as the Teacher?

Emma Turner not only single-handedly directed and organised Masters' "The Boy Who Cried Wolf", but also played the role of Mama Wolf - what versatility! Ajay Elliott as Roy was persuaded to display his wolf-crying skills by Pearl, amusing her whilst annoying his family. Little did they know where the real wolves were lurking! Dukes completed the performances with "Worst History Lesson Eva", a clever take on an unruly history class looking at history under different circumstances - a history altered by modern technology. It was generally felt that we were watching the winners of the competition in action. Congratulations to Harvey Kingsley-Elton and Harry Ashman, not just for their writing, organising and direction, but for their acting prowess too, as Mr Allen and Prisoner of War respectively.

Although Dukes did carry off the trophy, thanks to the astute and expert adjudication of Mr Tony Baxter, everyone who participated in whatever way, be it in the

limelight or backstage, was a definite winner! Also it was marvellous that once again all participants were able to witness the performances of the other Houses. Congratulations to all involved!



Institute of Ideas Debating Competition

BY LAURA WISELKA

An LGS debating team consisting of Laura Wiselka, Elizabeth Hobbs, Dominic Clearkin and Holly Johal took part in the Institute of Ideas Debating Matters Competition, which is known as the toughest debating competition in the UK. It consists of three stages: the local, regional, and national rounds. On December 4th, 2013 we travelled to English Martyrs School to take part in the Leicestershire round of the competition, consisting of four teams. We watched the first debate on free speech, then in the second debate we were up against the host school, English Martyrs, with the motion, "Individuals with unhealthy lifestyles should receive restricted access to free NHS treatment". Laura and Lizzie spoke in favour of the motion and had prepared in advance. After the opening speeches, there were questions from a judging panel, the audience and the opposition. We answered the tough questions and worked well as a team, which got us through to the final debate against Wellingborough School. The motion was "We should embrace the use of smart drugs", with Dominic and Holly arguing against it. The debate was close, but LGS won and we became Leicestershire champions.

Six schools competed in the Central Regional Final held at Leicester University on April 2nd, 2014. Lizzie and Holly were in the first debate against the motion that, "Lads' magazines degrade women and should be covered up", which encouraged lively discussion on both sides. We then watched a



debate on animal experimentation, commenting from the floor. After lunch Laura and Dominic argued that "Western countries should not encourage coal-fired power stations in the developing world". After this we found out that we had won the first debate, but unfortunately we narrowly lost our second debate to the team that went on to win the Regional Final. This meant we didn't go through to the final debate on the view that, "State funding of the arts is essential to a civilised society"

but we asked questions from the audience. It was a rewarding day as we had to defend our ideas against a challenging opposition and weigh up the merits of each side of the argument. We watched several very good debates and the judges gave Dominic the commended prize for his performance and contributions. Thank you to Mr Allen for all his help, although unfortunately we didn't make it to the National Finals in London as he had hoped. There's always next year!

Career Development

BY MR LONGSON

The largest ever Careers Convention with 80+ stands must surely be the highlight of the year. We extended this with a range of workshops for the Sixth Form during the course of the afternoon. However we have been very pleased also to extend the range of topics provided by our careers evenings for students and their parents. I have had tremendous help from those members of staff

involved in supporting our students as they move through transition stages. In particular I would like to single out Mr Roebuck, who during his time at the school has been a constant support to the Careers Programme, in particular in recent years with internal mock interviews. We continue to provide extensive support to our students as they progress through the school.

Peter and Alistair Mottram-Epson, Champion Lower School Debaters

INTERVIEW BY ELEANOR HIGGINSON

What got you interested in debating at first?

Alistair: We went to see our first debate because we had nothing else to do at lunchtime, and we were surprised at how much we enjoyed it, so we went to the next one as well. Over the course of the year we ended up going to all of the debates but one.

Peter: Since our teacher, Miss Mould, saw how much we were getting out of attending the debates, she encouraged us to consider getting involved ourselves. We earned the right to represent Prep in the Junior Inter-Form Debating Competition as we were the ones who had been to the most debates. Participating has benefitted us so much: it has improved our ability to manage our own work, our use of English and our public-speaking skills. It has also given both of us a confidence boost.

Which sort of issues do you most like to debate?

Peter: What the motion is about doesn't really affect me, as ultimately it's just an argument and there will be cases for both sides.

Alistair: My favourite debate involved arguing that there should be fewer exams in British schools. There were some really interesting ideas involved; for instance, we found out that many famous people performed poorly in standard tests and that many other countries with very successful educational systems do not examine their students as



frequently as our country does. I particularly enjoyed debating a subject which felt more relevant to me personally. The fact that we won this debate against the Year Nines also made it memorable.

Is it a positive experience participating in debating together as brothers?

Peter: I think that I'm the stronger speaker, so I usually give the first speech and summarise our arguments at the end. However, Alistair is better at thinking of the counter-arguments to the other side's position, which is why he's best suited to delivering the second speech. Since we both have different strengths, we balance out each other's weaknesses and work well together. I also think that being twins has benefitted us when the votes are being cast because it makes us more recognisable.

Alistair: It's not surprising that

Peter's the stronger speaker since, as I know from personal experience, arguing is his strength! Seriously though, being brothers gives us many advantages since, as we're much closer than the typical debating pair, we can communicate better and we have more opportunities to do our research and write our speeches together. The only disadvantage is that sometimes we've been known to get competitive.

What are your goals for debating in the future?

Peter: I hope to get the chance to debate on an issue that has more direct relevance to my life, for example a crisis close to where we live in Leicestershire, such as a shop where we live closing down or nearby flooding.

Alistair: Obviously, we would love to win again next year.

Junior Quiz Challenge 2014

BY MR. WILLIS

On March 25, 2014, we hosted this annual competition for the third time, using the 6th Form area of the school. We entered two teams: LGS A team, with Riccardo Kyriacou, William Peet and Zain Girach (all Year 8) and Nathan Wong (Year 6) and LGS B team, with Nicholas Njopa-Kaba, Yash Bhatia, Shyen Kotecha and Jude Hobbs-Brake (all Year 7).

The B team performed well and came a creditable 7th out of 9 teams. The A team did superbly well winning both their matches comfortably in the first round. They therefore reached the Final against both Notts High Boys teams. They beat the B team soundly, 290 to 200, and in the final match our team narrowly lost to the A team on the very last bonus question, 300 to 310, but they were clear winners on points difference. For the first time ever, LGS were crowned East Midlands Champions and moved forwards to the Inter Regional round.

Our opponents for the Inter Regionals were Queen Mary's Grammar from Walsall, who had

beaten 18 other schools to win the West Midlands Region. After a tense contest, our team were winners, 440 to 370, and qualified for the National Finals for the very first time in the School's history. The National Finals (for the top 8 teams in the UK) were held at Hereford Cathedral School on June 22, 2014. In our quarter-final we were up against St.Colman's College from Newry, Northern Ireland, and the team performed brilliantly to triumph 620 to 160. Unfortunately in our semi-final we had to play The Perse School from Cambridge, who

have won the competition several times over. The final score went against us, 980 to 260, but the boys performed magnificently throughout and represented the school with great credit. I would like to thank my colleagues, Mr King, Mr Potter and Miss Mould, and also the boys' families who travelled with us to support the team. A special mention should also go to William's younger sister, Alex who proved herself to be a champion scorer on the day. It was a great experience and makes us all the more determined to get back there again in the future.

Fantasy League Football

BY MR. WILLIS

After a year off, whilst a new Fantasy League package was pieced together by the company that runs it, we started up again for the start of the Premiership Season. We had 66 contestants in total, primarily from Years Six, Seven and Eight, but the Staff and Parents' Leagues were keenly contested as usual. A new innovation introduced for this year was the selection of a Captain for your team, who would then score double points in the games that they featured. It very quickly became clear that unless you had Liverpool's Luis Suarez as your Captain, then you were already out of the running.

Mr McCann has spent each year since 2006 trying to achieve the lofty heights of a Manager of the Month, without success, but this season has been his from the off. Several Manager of the Month certificates later and, (in spite of a late surge from Victor Wiles of Year Six who ended up in overall second place) he was crowned overall Schools' Champion for the season. Mr Mulsara of the Parents' League came overall third. Well done to all who took part.



The Chapel of St. Nicholas 2013-14

BY RICHARD LONGSON, ADMINISTRATOR, CHAPEL OF ST. NICHOLAS

The Chapel has continued to grow as a strong community within the school. This is marked formally through Evening Prayer and Holy Communion in their regular pattern and with Christian Union meetings Tuesday at lunchtime, but also informally through the chapel network that has built up. The regular voluntary service, 'Encounter', once a term, has grown in popularity. This has been led by our Associate Chaplain, Helena Whittaker. She has also continued to lead the Confirmation Group. The candidates – Matthew Cooke, Phoebe Green and, from the Junior School, Joshua Green and Sebastian Moore-Friis -- were confirmed by the Bishop of Leicester on May 2nd, 2014. Family and friends attended the service, which was followed by refreshments and a splendid cake provided by the catering staff. In addition we welcomed the Dean of Leicester who celebrated a Eucharist

for us one Thursday and then stayed to engage in PSD with Year 11 and General Studies with the Lower Sixth in the afternoon. We also held a sung Book of Common Prayer Communion on another Thursday, which proved enlightening for those not used to this form of celebration. Jack Bell has continued to build up his role as Head Student Chapel Warden, using his organisational skills to ensure the smooth running of weekly activities. The Chapel Warden team now includes Sarah Turner, Sam Prime, Felix Tordoff and Billy Oliver. Thanks must go to Mrs Sains, who has enabled the whole school services to run smoothly.

It has been a successful year within the Chapel involving the addition of new Sacristans, Anna Whittaker, Hannah Morris and Jessica Buchanan Van Doorn from the middle school. Thanks also to Alix Keable and Zara Gastowicz who have assisted the Head Sacristan at services. As

Olivia Stiff is graduating out of the school, Anna Buchanan Van Doorn will be taking over as Head Sacristan in 2014-5. Alistair Finlay, Will Ellis, Jasper Tordoff, Ollie Marriott, Huw Thomas, Matt Cooke, Alex Tordoff and Harry Penfold have acted as Servers, with Ben Schwabe, Wilmer Palmares and Henry King-O'Reilly as new members of the Servers Team. The Chapel Annual General Meeting was held in March and James Summerton was elected the new Student Warden. We are grateful to the team of staff, who have agreed to join the Chaplaincy team as Sides people, assisting Mrs Barrow, Staff Chapel Warden. Will Marriott and Olivia Stiff have led with distinction as Head Server and Sacristan. Father Stephen has continued to be on hand for both staff and students needing his support, as well as taking services, assemblies and PSD. He welcomed the OL's to their Carol Service in December.



Christian Union

BY MATTHEW SCHWARZENBERGER,
CHRISTIAN UNION LEADER

Being the leader of the Christian Union this past year has been an immense amount of fun and I shall miss all of the other members, especially the leaders: Jeremy Worsfold, Ed Whittaker, Katie Tincello and Sophie Carr. In February we helped put on a service, organising prayer stations and doing the reading. For the rest of the year we had a simple format of playing a few games to start with, followed by a talk or an activity, which meant that it was accessible to all ages and all people. The sessions offer a space in the student's busy week, to talk and think about God and their faith. Over the course of the year we have formed a great group mainly consisting of Year Sevens which I hope will grow in future.

LGS Charity Committee Report

BY RENUKA CHAUHAN



This year has been very eventful for the Charity Committee with many fundraising opportunities coming our way. We started the school year off with the school fete on September 21st, 2013, which includes a classic car exhibition and always brings in a great number of visitors. A new addition this year was the electric go-karts, which proved a great success with the younger pupils, and I'm sure we'll be seeing them again next year. The school fete is always a great chance for the new members of the Charity Committee to work as a team to organise this important school event and raise money for Pasua High School in Tanzania.

Many thanks to the individuals and businesses that donated goods – it is very much appreciated.

The next major event was the Lower School disco, which raised £800 for Children in Need. We had great fun wearing fancy dress and seeing Mr Cox dress up as Spiderman. Throughout the year, Friday break times saw each form from Years 7 to 9 take their turn raising money in a cake sale. Many thanks to Ellie Dixon and Beth Taylor-Garrett for organising these on a weekly basis. The money raised was sent to a charity chosen by each form themselves. We introduced a new voting system and an entry fee for House Karaoke and began to

automatically charge £2 for non-uniform days on the school bill, having offered an opt-out scheme for this charge beforehand. This saved us from counting up hundreds of pound coins and also from having to chase up late donations, as well as ensuring that we raised the maximum amount on each occasion.

I would like to thank Mr Clayton for his support, encouragement and enthusiasm; Ambica for making her fantastic posters and becoming a pro on the photocopier; and all the members of the committee for their involvement over the past year. Please remember that charitable donations change people's lives.

Christmas Charity Fun Run

BY KATIE TINCELLO (REPRINTED FROM THE PEACOCK)

This Christmas, on December 10, 2013, the PE staff organised a fun run to raise money for our link school in Tanzania and an orphanage in Malaysia. Fancy dress was compulsory. It cost £2 to enter and you could run either 1k or 3k. Both entry fees and any money raised through sponsorship went to the charities. On Tuesday lunchtime in the final week before the Xmas vacation, a horde of students and a few enthusiastic teachers gathered outside the pavilion. I, clad in a very conspicuous cracker costume, stood in a sea of Santas, reindeers and one Christmas pudding. As the whistle went and the race

began, the majority of us found that our costumes impaired our running. A few metres in and the lone Christmas tree was fast being left behind. Members of the PE department were spread out across the field, giving encouragement, although I have no idea what they said to me as my ears were covered by the large cardboard cylinder on my head. I was heading into the home strait, when a member of the Prep class overtook me and I stumbled, the dignity snatched from under my feet. Harry Broughton, 8E, came first in the 1k race and Oscar Schwabe from 7C came first in the 3k. We raised a fantastic sum

and I have a feeling that the fun run may raise its festive head again next year.



Miss Brown Moves on

As my time at LGS draws to a close, there are undoubtedly many memories that I will take with me. However, a unique opportunity that I have had whilst working here, is visiting our link school, 'Pasua High School' in Moshi, Tanzania.

Our first school trip to visit our link school was in July 2012 and was organised and led by Mr King. I was lucky enough to be one of the members of staff who was accompanying an enthusiastic, yet slightly apprehensive group of Sixth Formers to Africa. It was our intention to meet the pupils at Pasua High School and to help them to paint their school. Upon arriving at the school on our first day after a

very long flight, we were met by staff and pupils with warmth, kindness and gratitude. After a formal assembly and some refreshments, we made a start on the painting. Everybody had high hopes for the project as many tins of cream, blue and black gloss paint were opened. Despite being a challenging task in the relentless heat, the LGS pupils and pupils from Pasua High school worked together in order to cover as much area as possible. Their smooth teamwork created instant solidarity and was superbly efficient.

Yet it was not only teamwork skills that the group had in common, but also an interest in culture. During our visit, the pupils at



Pasua High School entertained us with traditional dancing, singing and some basic Swahili. Overall, the experience was enriching, eye-opening and unforgettable. I am delighted that we will be returning this July 2014 in order to strengthen the link between the two schools. During the trip, we hope to be able to delve deeper into a structured timetable of cultural activities, from which all pupils involved will benefit. I feel very grateful to have the opportunity to visit Pasua High School once again and to be able to learn much more about the vibrant Tanzanian culture, before I take up my new post at the Becket School in Nottingham as Deputy Head of Modern Foreign Languages.



The Preparation

2013-2014



Question Time

BY ELEANOR HIGGINSON

On the evening of March 6th, 2014 it was time for LGS's version of Question Time, an annual event organised by Mr Allen. This year's panel boasted a variety of personalities and specialities: Chris Padley, one of the leading figures from the charity Population Matters; Bill Newton Dunn, the Liberal Democrat MP for the East Midlands; Dan Flatt, the President of the NUS at Leicester University; Sir Clive Loader, the Police Commissioner for Leicestershire and James Hallwood from the Young Fabians.

After the ritual of the show's theme tune, it was time for the discussion and debate to begin with a very topical question asked by Maria Hancock: How should the West respond to Russia's threat to Ukraine? From obvious points about the economic impact of any sanctions on Russia and Putin's future moves, we came to more interesting remarks about historical parallels between the current situation and the Third Reich and arguments over whether Britain had the right to condemn what had happened, given its past record in countries such as Iraq and Afghanistan. The only point on which there was true concord between the panel members was that there should be no military intervention on the part of the West.

The next two questions were targeted directly at the specialities of several of the guests. The first, posed by Ned Davies, asked when over-population will happen in Britain. The response of Chris Padley interestingly was that we were, in fact, already suffering from the effects of over-population. He cited evidence such as the growing need for food imports and the housing crisis. It did not take long for this to merge into a debate about whether immigrants gave more or took more from Britain. The mention of soaring house prices also metamorphosed into a question of more direct relevance to the students in the audience: how would we afford to buy houses? It was suggested by James Hallwood that what we needed was an end to the idea of the nuclear family, which caused Mr Allen to comment that he didn't know whether the parents or the students looked more horrified at the prospect of living together again in later life! The topic of discussion remained deeply pertinent for us, as we



moved on to the third question, with Rhona Jamieson asking how raising university fees had affected students. Infuriated allusions were made to Nick Clegg's infamous broken promise and several panel-members drew the unexpected conclusion that living costs, not actual tuition fees, were hitting students the hardest. International comparisons were drawn, for example with American teenagers, who paid their way with jobs at fast food places and with Scandinavia, where the state pays for tuition fees. But would we accept Danish-style taxes in return for a Danish lifestyle? It was mentioned that in a recent Transparency International Survey, Denmark had been declared the most honest nation, while Britain come in at an embarrassing twentieth.

After the interval, Lauren Hill raised the question of Scotland's independence. The panel were united in feeling that no one would benefit, except perhaps Alex Salmond! The technicalities of joining the EU as a new nation state were explained, with historical precedents set by Iceland, Ireland and Kosovo mentioned. We debated the sincerity of Salmond's efforts to allow sixteen-year-olds to vote on the matter. A final vote taken at the end of the discussion returned the surprising result that only the Headmaster would support Scottish independence!

We went on to discuss the four-year sentence handed out recently to a man who had killed another with a single punch and it was asked what this suggested about Britain's justice system. All members of the panel and most of the audience were in favour of the legalisation of euthanasia. After a quirky question as to which Winter Olympic event each member of the panel would like to compete in, with curling a popular answer, there was a final plea from James Hallwood for the students in the audience to join the Young Fabians, and it was time to draw the evening to a close.

Senior Head of House Report

JULY 2014

Yet another year comes to an end and it's once again my brief to report on the events that have taken place in the race for the Midland Bank Cup. This is the contest for overall champion House and, as has been the case in recent years, this has been close between all four houses throughout.

Our first task of the year was to prepare for the eagerly anticipated House Drama competition which took place back in October. We were, as usual, treated to a delightful evening's entertainment and thanks must go to our former colleague, Mr Tony Baxter, for his expert analysis and judgement on the night. The evening proved to be very dramatic in more ways than one since one of the actresses from Masters House (Mary Harding-Scott) sadly dislocated her knee just before the start. Louise Nicholson filled in for her at the very last minute whilst the Ambulance Crew manoeuvred into position to take Mary to hospital. Thankfully the rest of the evening went smoothly and the final result was that Dukes were deservedly awarded first place for their superb performance of "#WorstHistoryLessonEva" brilliantly written in house by Sixth Formers Harvey Kingsley-Elton & Harry Ashman.

In recent years we have been fairly unlucky with the weather for our winter sports, but the heavens smiled more favourably on us in 2013, and we enjoyed an excellent Hockey & Rugby Finals night back in December. Mulled wine, tea/coffee and some delicious mince pies completed a very enjoyable evening with some great performances out on the pitches.

Masters house retained both of the winter sports contests, placing 1st in hockey and 1st in rugby, and they also proved unbeatable once again in the annual General Knowledge contest just before Christmas 2013. In the spring term Masters didn't have things all their own way with their only victory coming in the Swimming Gala.

Chess, Karaoke and Netball were won by Judges, whilst Soccer and the Spelling Bee were won by Dukes. VCs have struggled throughout the year and were in real danger of being the first House since 1996 to fail to win at least one contest during the year.

KARAOKE 2014 - SOLO



1st Eleanor Rashid (J)
(47% votes)
"Mercy"
by Duffy



2nd Jonathan Blake (D)
"The Cave"
by Mumford & Sons



3rd Isabella Monk (M)
"Heart to Heart"
by James Blunt



4th Maria Hancock (VC)
"You make it real"
by James Morrison

GROUPS



1st Molly &
Phoebe Anderson (J)
"Dance with me tonight"
by Olly Murs (32% votes)



2nd Sana Sajid, Shauna
Strathmann, Millie Sian,
Gus Anderson & Matt
Deane (VC)
"Wannabe"
by The Spice Girls



3rd 6th Form Ensemble (D)
"Hakuna Matata" by Disney



4th Francesca Collins &
Nicholas Njopa-Kaba (M)
"Breaking Free" From
High School Musical

So Judges were overall winners once again, and that makes it an amazing 9 years in succession that they have placed 1st or equal 1st in the Karaoke Competition. The standards this year were very high, especially in Judges where last year's winner (and X Factor star) Justin, couldn't even get past their heat.

Sports Day 2014

The heavens smiled on us this year with sunshine, clear skies and plenty of outstanding performances. 35 Sports day records were broken, in some cases by a very large margin. Mr Thacker endured his “annual” starter gun failure and had to resort to the trusty whistle to set the races in motion, and the ladies in the pavilion

made a very tidy sum for charity from their excellent strawberries, scones and cream.

Dukes were triumphant (again) but the lead did change hands early on and was VERY close throughout for 2nd, 3rd and 4th.

Midland Bank Cup

The race for the Midland Bank Cup was as hotly contested as ever but it very quickly became clear that Masters were in the mood to reclaim their title after last year’s blip. It remained close throughout the year, with Dukes and Judges hot on their heels, but in the end their winning margin was a comfortable 48 points and they deservedly take over as house champions from VCs, who managed the feat of 1st to 4th in one year.

The Scores for this year and final placings are shown below:

	D	J	M	VC		D	J	M	VC
RUGBY	2	4	1	3		21	9	30	15
HOCKEY	3	2	1	4		15	21	30	9
DRAMA	1	2=	4	2=		40	24	12	24
GEN. KNOWLEDGE	3	4	1	2		20	12	40	28
SWIMMING	3=	2	1	3=		24	42	60	24
CHESS	3=	1	2	3=		8	20	14	8
SPELLING BEE	1	3	4	2		20	10	6	14
KARAOKE	2	1	4	3		14	20	6	10
NETBALL	4	1	3	2		9	30	15	21
7-A-SIDE SOCCER	1	3=	2	3=		30	12	21	12
BADMINTON	2	4	1	3		14	6	20	10
CRICKET	4	3	2	1		9	15	21	30
TENNIS	3	4	1	2		15	9	30	21
SPORTS DAY	1	3=	2	3=		60	24	42	24
MIDLAND BANK CUP 2013-2014	2	3	1	4		299	254	347	250

Several members of staff leave us this year and, of course, we have five stalwarts of the school also retiring.

It would be remiss of me if I didn’t add my thanks and appreciation to all of them for their efforts over the years with regards to the House system, particularly Mr Berry who was in charge of Masters and then Senior Head of House back in the 90’s, and I wish them all well for whatever the future now holds.

My usual thanks must also go to my fellow Heads of House, Miss Patterson, Mrs Jess and Mr Picknell, and of course our reliable House Captains. We shall look forward to seeing what 2014-2015 delivers.

D.R. Willis

July 2014

Year 11 Prom Night

MARCH 29, 2014 (PHOTOS BY OLIVER SIDDON)

The Year 11 prom was a great success and Mrs Ewington praised the good behaviour of the students. The DJ, Platinum Sounds, proved to be popular. We would like to thank the Friends of Leicester Grammar School for their efforts in organising the event.



“There wasn’t one person who didn’t look stunning. A magical night to end my school experience at LGS.”

REEMA RABHERU

“The prom brought our whole year together and we danced and laughed all night.”

LOLA CARTER



The Anna and Gina Exhibition

BY MR MADDOCK

Believing art to be fundamentally unteachable, Henri Matisse reputedly turned down a request for lessons from a prospective student, instead inviting him to 'come and learn about art together'. My colleagues and I don't share Matisse's (familiar) views on art education – how could we? But we certainly subscribe to the ideal that we both teach and produce art. The recent exhibition on September 27th, 2013 by colleagues, Anna Bush and Gina Koltonowska, was therefore a highpoint for us, and it has done much to engage our students' interest too.

Stylistically, they made a very good pairing: Gina, working in an abstract idiom that assumes an equivalence of colour, shapes and forms to emotions and experiences, Anna working in a detached manner that draws upon familiar imagery collected – 'hoarded' was her word – from popular cultural sources; Anna's cool, restrained paintings in pristine white frames, spot-lit in the entrance to the 'A' Wing, with the brilliant colour and panache of Gina's work beyond.



Gina's abstract painting, 'Two Worlds', epitomises her approach. The title of the piece, like many of her titles, hints at experiences she has known. 'Two Worlds' consists of two interlocking forms, one consisting of concentric circles, the other a spiral. They enmesh as if one turns the other. The pictures invite interpretation, but, I suspect, Gina would not want us to read into them unduly. When we chatted at the exhibition, she mentioned the two worlds of her family life here in England and family connections in her native Poland. She might equally have mentioned the two worlds of her work, one as an exhibiting artist – several of the pieces had been shown in the recent Biennial Exhibition of Pastel in Nowy Sacz - and the other as a supply teacher. The picture itself is a low-relief piece in mixed media. Its making entailed her impressing car components into a pulp-based substrate and then applying the saturated colour of crushed pastel to the surface. It belongs to a series of abstracts that are reminiscent of an early modernist tradition associated with central Europe: Wassily Kandinsky, Paul Klee or Frantisek Kupka, abstractionists who attempted to convey an inner life



of the spirit. Gina's colleagues in the Art Department have been seriously impressed by her wonderful visual aids, full of intensity and colour, which draw upon this European tradition. They have done much to inspire her students and, indeed, to widen the scope of our teaching too.

Anna's work derives from the very different tradition of Pop Art, which, having first emerged during the late 1950s, continues to adapt and renew itself in the top London art schools. She trained at Camberwell, part of the London University of the Arts. Unlike Gina's emotionally-charged work, her paintings are detached, measured and muted in colour. Her work too is abstract in a sense, because her imagery of cultural icons is reduced to hard-edged tonal configurations. In abstract terms, the figures serve as organic, irregular contrasts to the clean-cut geometry of the other forms. The painted surfaces are flat, even and precise. The crisp, hard-edged handling, balanced geometric forms and restrained tonality is beautifully set off by the uniform white frames, a marked contrast to Gina's colour and movement. For Anna, like Gina, titles are significant, but hers take the form of clues which we might figure out for ourselves. Some of our students could decipher them with impressive ease. 'London Calling' refers to the Clash album (they tell me); they can also tell you who the subject is, what the letter 'J' stands for and the significance of the stencilled '76'. The painting is, like the others, precisely handled and employs just six different colours, four of them neutrals – black, white and two greys – and one bronze and a cadmium red.

Anna lists among her sources of influence, Robert Rauschenberg, Sigmar Polke, Fides Becker, Imants Tillers ...and the students she teaches. Matisse would approve.

SAMANTHA HAYNES, IIC, REPORTS:

Throughout Miss Bush's work there was a strong underlying theme of commercial, Pop Art style layouts and bold contrasting colours. Most pieces were made with acrylic on paper and built up with about six picture planes. My personal favourite was "Velvet Soul – 2013". I found that one of the "faces" of a decade in culture can trigger different emotions and memories of that time for everyone. Inspired by iconic ideas from record covers, gig posters and song lyrics, Miss Bush took her creations from pin-boards stating that, "images and texts can be juxtaposed with each other and a pin-board acts as a personal time capsule although it is forever changing." Mrs Koltonowska's work is based on a vast selection of mixed media and textiles such as pulled felt on black canvas, acrylics, parchment paper, silk painting and mono-prints with metallic paint. Each of her pieces has its distinct focus and includes a gold "Gina" sticker with the year the piece was made. My favourite was a piece containing thirty-five, brightly coloured, oil pastel circles overlaid with a wash of high-density powdered colour in order to exaggerate the texture of the wax. Mrs K finds inspiration in folklore, classical and jazz music and simple country life, contrasted with the post-war concrete architecture of Warsaw.

Year 10 Art trip to the Tate Britain and National Gallery

BY SIMRAN KOTECHEA I0E

On January 16th, 2014, after a somewhat long journey, the year 10 Art students arrived at the newly refurbished Tate Britain Gallery to visit the 'Painting Now' exhibition. The exhibition showcased a variety of works from five contemporary artists: Simon Ling, Tomma Abts, Gillian Carnegie, Lucy McKenzie and Catherine Story. They each expressed modern approaches towards painting, ranging from the depiction of urban inner-city streets, to the abstract illusion of shape and volume. Nevertheless, each provided a fresh perspective for the students to acknowledge. There were some stunning works on display, especially the magnitude of David Hockney's "A Bigger Splash". We also had the opportunity to produce

some sketchbook work of one or two of the paintings that we can use or adapt as a foundation for further projects.

After leaving the exhibition we were able to peruse other areas of the gallery and the shop. Following a quick lunch we proceeded to the renowned National Gallery – housing over 2300 paintings from the 13th to the 19th century. We were able to observe many aspects of the gallery and once again make some swift sketches before meeting up for a guided tour of some of the most famous paintings and the story, technique and symbolism behind them.

LGS Featured Artist, Frances Freer

INTERVIEW BY LAURA WISELKA



Where do you get your ideas from?

I get inspiration from art work, such as Karen Appleton's "Paper Bags", which made me think about the texture of mundane objects. To learn how to handle texture in a similar way, I created a colour copy of this piece. Appleton also showed me how to use harmonious colours to create texture. Everyday experiences also inspire me: shop window displays and faces in a crowd, how people present themselves through clothing and facial expressions.

What is your most recent piece about and how did it develop?

My final AS examination work was a composition focused on both road kill and fresh meat. In order to create a textured surface, I painted the meat over ripped corrugated cardboard, tissue paper and pieces of canvas,

mounted on board. I drew ideas from the busy still life "Butcher's Stall with the Flight into Egypt" by Pieter Aertsen and the much calmer "Still Life with Meat" by Monet. What struck me about the two paintings was the different colour palettes that each used to convey the freshness or age of the meat. Aertsen used a much lighter palette which is blended to a higher degree than Monet, whose palette is dull to convey older, tougher meat. I visited my local butcher to take photos of the hanging meat, as well as buying a pig's head to use for direct observations. For older meat, I took and studied photos of road kill and was also given two pheasants which had been hanging for a couple of weeks.

What is your favourite medium to work in?

Although I use pencil the most, mainly to create my preliminary drawings, I prefer to work in acrylic. Using acrylic is time-consuming, but I have greater control over the blending of shades. Acrylics are very versatile: I can create thick brushstrokes or watered down, thinner layers of paint.

Do you have a favourite art gallery?

Whilst in New York last year I discovered the Whitney Gallery by chance, having seen a poster for an Edward Hopper exhibition. The exhibition was not overwhelming in size so I could take my time looking at each painting. There were self-portraits of Hopper which were new to me and three rooms in the gallery were dedicated to single paintings, including "Morning Sun", containing each of his studies for the painting. Interestingly Hopper wrote the names of the colours he wanted and their different variations onto a diagram of the final work and this clearly conveyed how he visualised colour.

What are your other hobbies?

I enjoy working with animals, so I help out at my local small animal sanctuary every week and I go horseback riding regularly. I also work at an auction house in Market Harborough, where I can handle works of art and artefacts. I love talking to auctioneers and dealers about the reasons for valuation, what sells, what is collectable and why. At university I plan to study Art History and then go on to work in the art market in America.



LGS Featured Artist, Sharika Tayub

INTERVIEW BY ELEANOR HIGGINSON



How did you first become interested in art?

When I was very young my mother taught me some arts and crafts, like cross-stitching and drawing henna patterns, which I loved. Even since this exploring and experimenting with art has been one of my favourite things to do.

What are you currently working on?

At the moment I am completing my A2 examined art piece, which I have decided to focus on the Eiffel Tower and a clock from the Musée d'Orsay. This work was inspired by the Sixth-form Art trip to Paris that I went on with the school. I have abstracted the famous landmark, in a manner similar to Robert Delaunay's work, in order to create a piece with strong cubist undertones. I like the composition, as it is different to my usual subject matter.



Pablo Picasso is my favourite artist. I particularly appreciate the way in which he distorts his work by using multiple viewpoints of a single object. Although he deforms his subject matter, it is still possible to discern what he is trying to portray. I think my best piece is a composition related to the violin, which I did for my A2 coursework, because of the vibrant colours and attention to texture demonstrated in it. Also, it was the first three-dimensional piece I'd ever done, and this technique added a pleasing sense of movement to the painting.

Do you have a preferred medium to work in?

I really benefit from painting with acrylics as this medium suits my rough technique of painting where I tend to use less water with paint. I feel that this adds a textured

surface to my pieces which creates a unique style which helps to differentiate my paintings from those of others.

What are your plans for the future concerning your artwork?

I am intending to go on to complete the Art and Design foundation course, as this will broaden my experience of art and help me to find the precise area of it which suits me best. Ultimately, I hope to find a career which I will enjoy and will allow me to make good use of all the creative skills that I have learnt.

LGS featured Artist, Rishi Patel

INTERVIEW BY ELEANOR HIGGINSON



What first got you interested in art and which artists have influenced you?

My granddad was an Art teacher in India and my mother is quite a good natural artist, so art runs in the family. Pop art has appealed to me for a long time now, especially the bold, cartoonish work of Lichtenstein. Over the course of my GCSE I have come to appreciate photo-realistic artwork more. Although it requires considerable time and effort and can be difficult to carry off effectively, the refined realistic style really appeals to me and suits the way I work.

What was the thought process behind your composition of the faucet and the wheel?

I did this painting for my mock GCSE, based on the topic of force. The subject matter may appear random at first glance, but the car engine is the source of force and power in the vehicle and the main focal point in the picture. The window scene overlooking the water

is meant to show a more exotic side to the concept of force, whilst the tap shows the covert power of everyday objects. I deliberately chose an unrealistically vivid colour scheme to lend the piece an abstract undertone, contrasting with the normality of the objects and the natural style otherwise used.

And what about your Surrealist examination piece featuring a hand with an eye in the palm?

This stemmed from the topic of order and disorder. I knew right away that I wanted to examine different body parts in a close-up format. I liked the idea of abstract subject matter painted in a photo-realistic style. This led into experimenting with Surrealism, although I struggled with this technique because it can be so easily misinterpreted and is difficult to carry off effectively. Eventually I decided that I am happier sticking to a realistic style.

Year 11 and U6th Art Trip to London

BY CHLOE WEARE



On September 20th, 2013, LGS students explored the Sunday Times Watercolour Exhibition at the Mall Galleries and the Lowry Exhibition at Tate Britain.

The Watercolour Exhibition was something we were keen to see because the medium is not covered in depth on either the GCSE or A2 Art courses. The work presented was of impeccable quality and our task was to find and draw interesting artwork that linked to our current projects. Drawing in a small gallery with many other people around was strange, as many visitors were looking at our drawings, as well as at the art on the walls. We spoke to almost all the visitors to the gallery and got into the way of most of them as well! While I was attempting to draw a street scene watercolour, someone said to me, "Good luck to you, it's a devil of a piece." I later found out that this comment was made by the artist himself! Also going on at the Mall Galleries that day was an exhibition of drawings entered for the Derwent Art Prize. We took a quick look through, noticing the varied techniques. At the Tate Britain we found a much larger, grander venue. Before we were allowed into the Lowry Exhibition we wandered around the permanent galleries, where a vast amount of fantastic art was on show. The Lowry exhibition itself overwhelmed us, as many of us did not know how much work Lowry had produced in his lifetime – not all of it "stick man" paintings either. When we congregated in the entrance hall ready to go home, we had the unexpected privilege of meeting Jon Snow, the news presenter.

Life Drawing Workshop for Lower Sixth

By Holly Johal

On the 6th of February, 2014, Lower Sixth Art students were offered the opportunity to develop our drawing skills through a Life Drawing workshop. We knew little about what the day would entail, however, it was evident it was not



going to be a day of simply drawing. Our apprehension was soon enhanced as we were set a supposedly easy task, with quite a large catch. We were asked to draw a stone; however we couldn't look at it, but instead only feel it. After a rather timid first attempt, we soon became more adapted to this strange assignment, and produced second, and, overall, more exciting pieces. As soon as we had become accustomed to this task, we began the first drawing of our model. We began a routine of doing a swift drawing, far quicker than any of us were used to, then the model changing position, and doing another rapid illustration. As this continued we learnt about the use of tones and shading, and the importance of highlights, all of which are useful to create depth in our work.

After a rather messy morning, and most of our faces being smeared with charcoal, we had a short break and then reconvened for another rather off-the-wall task. We began as usual, and started to sketch the outline of the figure, when we were then asked to move to the easel on the right of ours. It must be said we all felt very possessive of our unfinished pieces, and many mumbled to those on the left of them not to ruin their work. As we began to feel comfortable in adding to, and at times changing, what our peers had already done, we were asked to move again. This continued until we had circulated over half the room, and the result was quite outstanding. Even though each piece had had the majority of us work on it, they still looked different; the individual quality that is always found in a piece of art was still there, despite these art pieces being a communal effort. Following lunch, most of us had lost all of our energy; we were tired, irritable and waiting for the biscuits we had been promised. However, that didn't stop us from producing further pieces and we continued until it was clear, most, if not all, motivation had been lost. We mustered as much energy as we could for our final piece. We were again tested out of our comfort zone and were asked to draw in time with one another, only drawing what everyone else was, and not to move ahead. It was unusual to follow someone else's pace in drawing, and some speeded ahead at times, but we all reached a brilliant final piece in the end. Looking around the room at the mass of drawings produced, it was clear we had developed our skills and speed.

Classics Trip to Cambridge

BY MILKHA BASRA

On October 17th, 2013, Leicester Grammar School students ranging from Years 9-13, who were studying either Classical Greek or Classical Civilisation, had the glorious privilege to attend the Museum of Classical Archaeology, Cambridge and the Fitzwilliam Museum, Cambridge, and as an added bonus got to see two plays at the Cambridge Arts Theatre.

The day was unusually sunny, almost as if Zeus and the immortal gods were favouring us. Towards the end of the bus journey we were warned about the silent killers of Cambridge, the cyclists, by Mr Mclean, who had also suffered, once upon a time, at the hands of the cyclists in Oxford. Unfortunately, as with many things teachers do say, this warning was not taken in by some students who were more interested in killing virtual pigs by flinging virtual birds at them.

As soon as we reached Cambridge we were split into two groups. My group went first to the Museum of Classical Archaeology, where the displays ranged from large sculptures to the smallest artefacts. We mainly focussed on the plaster casts and, to be fair to my fellow students, there was no schoolboy/girl giggling due to the sculptures being in the nude. Fortunately, we were lucky enough to have a guided tour by a very welcoming curator, who explained how the stances changed due to the sculptors being able to cast different materials more easily as time went on. Highlights were the giant Hercules which towered over us and the clear favourite, the bearded snake. Next we walked to the Fitzwilliam Museum. Due to the pavements being rather narrow, it was necessary in some cases to walk on the road. On one such road one student, who shall remain anonymous, turned around to see a queue of six cyclists waiting behind him. To put it simply, they weren't amused, but it wasn't entirely his fault -- who knew things teachers say are useful? We shortly arrived at The Fitzwilliam Museum, where we were greeted by another friendly curator. She showed us through the display cabinets, filled with numerous Classical artefacts. We were shown a stone carved with illustrations of folklore, such as the centaurs raiding the Great Hall of Perianther. It was fascinating how one piece of stone could contain so

many scenes. We also saw many Greek tablets, and could see how the ancient

Greek language changed as time went on; for example the Greek letter for "m" was originally the letter for "n". Another highlight was seeing a bronze medal from the ancient Greek Olympics -- it was smaller than the medals nowadays but probably brought the same amount of pride.

We then made the perilous journey to the theatre. I say perilous as the streets were full of people. Before entering the theatre we were allowed to wander around the market which was, although quite small, very diverse, the goods ranging from clothes to spare bicycle-wheels. As we were waiting to be allowed into the theatre, the dreaded question was asked; "Which university is better, Oxford or Cambridge?" A long debate erupted between the Classics teachers and it was decided that there was no overall winner. We were then allowed into the theatre where we watched the first play, "Prometheus" written by Aeschylus. Although it was an early Greek tragedy and we have had been warned it might be a little dull, many found the play about the Titan who disobeyed orders from Zeus to save mankind actually very dramatic. Prometheus and Hermes were portrayed excellently by the actors. Unluckily, we only saw Prometheus Part 1, not Part 2 as well, so the ending seemed a little abrupt. After a short interval we saw the next play, which was entitled "The Frogs" and was a comedy by Aristophanes. It tells of Dionysus venturing into the underworld to bring back the dead playwright, Euripides to Athens. It was a more free-flowing play and was adapted beautifully to reflect modern life. For example, David Cameron, Nick Clegg and Ed Miliband are all hideous monsters (in the play) and Heracles appears with a bucket of KFC. Another highlight of the play was the singing chorus of frogs who were constantly singing, "Βρεκεκεκεκεξ κοδξ κοδξ". I would like to thank, on behalf of everyone, Dr Vassiliou-Abson, Mr Paterson and Mr Mclean for organising the trip and making it so enjoyable.



Classics Trip to Chedworth

BY SHAUNA STRATHMANN, 8E

On September 10th, 2013, Year 8 travelled to Chedworth to see a Roman villa and unique artefacts that have helped archaeologists get a better idea of the daily lives of the ancient Romans in Britain.

We were divided into four groups and each went to a different part of the site. My group had a lovely walk through the forest, dodging many loose branches and stopping to look at the limestone rocks. We learned that what we were walking on was actually an ancient Roman track. In the next session we examined some of the archaeologists' finds: oyster shells, animal bones, mosaic pieces and fragments of pottery that were still in amazingly good condition considering how long they had been underground. These provided clues to what the Romans had eaten, what sort of things they did and where they went.

Of course, lunch was an important event, as we studied sandwiches, biscuits and the prices of souvenirs in the shop! Many people went for the health-conscious Traditional Fudge, munching on it as we sat down. After lunch we had a guided tour of the grounds, where a villa

had clearly been built, and the guide showed us a model of what scholars suspect the villa looked like.

Standing there, you could imagine the walls in front of you. There was a spring which trickled into a pool and never froze over or dried up. Inside the building we were shown the mosaic floors of the baths and the hypocausts that heated the entire structure. We had learned about the baths previously in lessons – the frigidarium, the changing rooms, the steam rooms – but we had never seen what it looked like up close. We were also shown the latrina and a sponge on a stick that the Romans would have used.

The bus journey back went well and a month later I still remember just about everything about the trip and hope to still remember it ten years on.



Classics Trip to Aquae Sulis

BY MARIA HANCOCK

On September 24, 2013, Year 9 Latin students enjoyed a memorable and informative trip to Aquae Sulis in the modern-day city of Bath.

The trip was purposefully designed to link with our current study of Aquae Sulis in the Latin curriculum. The first section of the trip involved the opportunity to explore the site of the baths and the museum exhibition there. With the aid of an audio guide and some beautifully constructed scale models of the bath and temple complex, we were able to walk through the site and exhibition independently. Later there were teaching sessions provided by the approachable staff to enhance our knowledge. We were allowed to handle artefacts and to read and decipher genuine Latin dedication

stones and gravestones – we also had to try to tell the difference between the two!



Farewell to Mr Paterson

INTERVIEW BY ELEANOR HIGGINSON

When did you join the staff at LGS and how has it changed during your time here?

I have been at the school since 1983. After six years teaching in the London area, I was looking for more responsibility and cheaper house prices! I also had a spy in the camp: Mr Cawston, the former Academic Deputy Head, who had been a colleague at my first school. The student numbers are now nearly five times what they were thirty-one years ago, and of course we now have a modern building with facilities we never dreamt of in those early days. However, the generally excellent relationship between the teachers and their students, which is perhaps the key element in the ethos of a school, has remained the same.

Why is Classics an important subject for young people to study?

The usual arguments are that, firstly, classical languages are at the root of so much of our own language and culture and, secondly, that there are many valuable skills to be gained. While both points are true, the element I have always believed most important and have given the highest priority to in my teaching is the opportunity to experience classical literature for its own sake.

What are your favourite memories of your time working here?

There have been too many special memories to list, but the most notable one from the very early years of the school would have to be the staff pantomime “Jack and the Beanstalk”. Choral events, such as the visits to cathedrals, especially the residential ones in Hereford and Strasbourg, the carol services in Leicester Cathedral and the Crick concerts with their fantastic teas have all been very important to me. The Classics trips to Italy and Greece have also been highly memorable.

What and who will you miss most?

I shall certainly miss my colleagues in the “grumpy corner” of the staffroom and the highlight of our week: quiz time during Friday morning break, with its added challenge of thwarting Mr Murray’s plans of sabotage.



What are your plans for your retirement?

I hope to be able to devote more time to writing music. Mr Berry and I also have a scheme for walking the Leicestershire Round: we intend to achieve this in comfortable sections, finishing each excursion with lunch at a local pub.

What have you learnt during your career as a teacher and what advice would you give to a new teacher at the school?

It would be easier to list all the things I probably should have learnt, but haven’t. Technology, for example, is playing an ever-increasing role in the classroom, and I am still struggling to keep up. I would advise any new LGS teacher to make the most of their time here, as it would be hard to find a school which offers them more opportunity to make a real contribution to the community.

Italy Classics Tour 2014

BY ANDREW HIGGINSON, 9E

After waking up at 4:30 in the morning and arriving at school at 5:30 on April 4th, 2014, I personally was not feeling particularly energised as the bus left for Gatwick Airport.

We arrived in Rome mid-afternoon and, after sorting out the hotel arrangements, had a quick look around. The temperature was hot, but not uncomfortably hot and it stayed this way all week, despite weather warnings for rain. The streets of Rome are busy and atmospheric. There were many reminders of the city's rich history and culture in the form of buildings from the Renaissance period, more recent monuments built by Mussolini and of course, the structures from the Ancient Romans, all of which have been well preserved. Just across from our hotel was a large aqueduct, engraved with pictures and inscriptions that seemed to have stood the test of time very well. The city was not without its dangers though, the traffic especially. Tram-lines ran across many roads in Rome, which made crossing difficult and to add to the chaos, the drivers seemed to be engaged in a competition of "who can drive through the most red lights". There were also the dangers brought by the famous Italian mopeds that disobeyed traffic laws by weaving through cars and people alike and driving through narrow streets not strictly meant for vehicles. Despite these dangers, Rome was a vibrant and lively place and a great joy to stay in. The hotel was comfortable and grandly decorated, although the food was perhaps questionable. The vegetarians in the group were not well served.

On our second day in Italy, after being awakened at dawn by the sound of heavy traffic, we set off to the Vatican. After going through border security, as we were entering a different country, strangely enough, we had several hours to explore the huge museum and its most famous building, the Sistine Chapel. The sheer size of the complex and the number of artefacts within it were astonishing; there were whole rooms filled with pottery and huge paintings. There was one room that I particularly enjoyed, the map room. It was a really long tunnel, more of a corridor than a room and the ceiling was covered in gilded images and patterns, while the walls were lined with maps of the nearby area. Then of course, there was the Sistine Chapel. The sheer size of



it was really amazing and after the group I was in got lost, we went round the whole thing again (as it was a one-way system) before finding the area where we were supposed to be and somehow getting there on time! After leaving the museum itself, we looked around St Peter's Square, which was again astonishing in both size and architecture. We then set off on the long walk back to the hotel, stopping on the way to see some Roman monuments. After walking along the River Tiber, we looked at the Theatre of Marcellus, before setting off to look at the Roman Forum. How well preserved this was surprised all of us, as it was quite a large area and it seemed almost all of the largest columns and buildings remained in some way. After visiting the museum, we looked at the three Triumphal Arches of Titus, Constantine and Septimius Severus. Then we moved on to look at the most famous of the Roman monuments, the Coliseum, and were astonished by the height of the structure. It is currently undergoing renovations and so half of the building was obscured by scaffolding, which ruined the image slightly, but it was still spectacular.

On the third day we took a trip to the Roman port town of Ostia. Unlike Herculaneum or Pompeii, the town was gradually abandoned rather than buried in ash or lava and it is amazing that it is so well preserved and that no one decided to build over the site or demolish it. My favourite part of Ostia was the theatre, which was relatively large for such a small town. There was also a large residential district, with buildings that had been

several stories tall. Seeing this really made us realise how advanced the

Romans were and how similar their society was to ours. After returning to Rome, we walked to the Trevi Fountain, which was extremely busy at that time and so it was difficult to get close to the fountain itself, although the architecture of the famous structure could easily be admired even from far away. Many of us took the opportunity to try some Italian ice-cream from the shops around the fountain. We also passed Trajan's impressively tall column on the way, which had intricate carvings. We next stopped at the Pantheon, which was one of my favourite sights on this trip. The domed roof was complicated and very much ahead of its time. This building also demonstrates the rich culture of Rome, as it was originally a Pagan temple for the Romans and now is a Christian church.

On the fourth day we left Rome behind, driving past the Circus Maximus which we hadn't had an opportunity to see earlier. After a long drive through the iconic hilly landscape of that area of Italy, we arrived at Herculaneum, which was buried in lava which then solidified into rock, making excavation difficult. For this reason, much of Herculaneum has not yet been unearthed. The excavated sight was inside a deep crater. The position of the sea had changed dramatically since the eruption, moving away from the land, resulting in sea caves which were no longer by the sea! There were wall paintings outside of shops advertising the goods available. Many of the floor mosaics were almost perfectly intact and the buildings themselves were surprisingly well preserved. We then left for the hotel in Sorrento, which was extremely comfortable and had better food than the first hotel. In the evenings, we were allowed to explore Sorrento itself, where there are alleyways filled with shops and the atmosphere is incredible. It felt nice to experience a different culture in this way.

The next day we visited Pompeii and Mount Vesuvius. Pompeii was huge in size, dwarfing both Ostia and Herculaneum. It contained great sights, such as a huge amphitheatre, and large palaestra (exercise area). The city also contained two theatres, both of which were quite large. It feels quite eerie walking through a city when all of the buildings are deserted and partly ruined. Perhaps the greatest sight of all was Caecilius' house, although sadly it was sealed off and we were not allowed to go inside, as with many of the other buildings. One of the interesting things I learned from the trip to Pompeii was the fact that the Romans had snack bars on almost

every street corner; they were in Herculaneum as well. They were shops that had huge jars on the counters, filled with foods such as lentils. This is again a strangely familiar element of Roman life; their complex society was not that different from ours. We took a seemingly perilous coach journey up to Mount Vesuvius and then took a relatively short, but very steep, walk to the summit. The view was terrific from the top and the crater was larger than I expected. While it was not a huge bubbling lake of magma, like many people hoped for, it was a great sight nonetheless.

On our final full day, we visited the Villa San Marco and the Villa Poppaea. These were two incredibly well-preserved Roman villas and it was nice to see inside a wealthy Roman's house, as everything is larger and the rooms can be distinguished more easily. The Villa Poppaea was thought to have belonged to Nero's wife of the same name. The villas both contained wall paintings that had somehow retained almost full colour over the centuries. These villas also had what many of the other buildings we had visited previously did not, roofs! Before leaving for home, we visited the Naples Archaeological Museum. This museum houses one of the most important archaeological collections in the world. It contained a huge collection of artefacts, statues and paintings from the Roman period and it was interesting to look around and see the sheer diversity of treasures uncovered from nearby sites. We then left for the airport, arriving home late at night. It felt strange to be back in the English climate again.

I think that I speak for everyone involved in the trip when I say that it was an incredibly enjoyable and educational experience and I learned a lot about Ancient Rome and other periods in Italy's history.



Photo of a street in Ostia Antica that won the trip photography contest, by Ewan Brown, Year 9



Was it destiny?

BY DOMINIC CLEARKIN

On October 21st, 2013, The LGS Classics department was privileged to welcome a leading academic, Dr Yannis Galanakis, University Lecturer in Greek Prehistory at the University of Cambridge, to give a talk about the 'Discovery of Bronze Age Greece and the Decipherment of Linear B'. There followed an exciting tale, taking in Bletchley Park code-breakers, the civilisations of Bronze Age Greece, various archaeologists, a lot of educated guesswork, and a boy whose enthusiasm for his subject might even be described as an obsession.

In 1935, to celebrate the fiftieth anniversary of the English School in Athens, various exhibitions were held at the Royal Academy in London. One of these displayed the Linear B tablets, discovered at the turn of the century by Arthur Evans (an archaeologist whose critics caricatured him as an energetic monkey!) at the palace at Knossos on Crete. A 14-year-old boy was there, as part of a school party and there to greet the visitors that day was none other than Arthur Evans himself. As the expert was holding forth on his subject, he uttered these words, "But we don't actually know what the tablets say." The boy seized upon these words: "Do you mean they haven't been deciphered, sir?" That was it. The boy wrote numerous letters to Evans with ideas about everything that he thought might aid the decipherment. For the next thirty years, he dedicated himself to discovering what these strange symbols on their clay tablets meant. He would go on to translate these tablets, revealing that they were records from the palaces of the Myceneans; he would allow us to discover the Mycenean civilisation and, in the words of Dr. Galanakis, "gave voice to Bronze Age Greece." The boy's name was Michael Ventris.

Ever since the first tablets had been found at Knossos -- others were later found at other Mycenean sites on mainland Greece, for example, at Pylos and a few years ago near Sparta -- they had attracted a lot of interest from archaeologists, classicists and linguists. Cracking their meaning would open up a whole new period in the history of the Mediterranean. By the early 1950s, various breakthroughs had been made. The work of Evans, Alice Kober and Emmet Bennet and John Chadwick, who was involved in code-breaking during the Second

World War, particularly had yielded crucial details. Firstly, the symbols were not letters, but ideograms that represented syllables and particular objects or concepts. Secondly, the words of this language changed their endings according to their case, gender and number. They were able to draw tables of these sound signs and the different endings. However, nobody could work out what anything meant because they couldn't find a related language which would start them off. Nobody knew whether it was Etruscan, Semitic, Anatolian, etc., etc. Nobody thought it was Greek. This was because, at the time, it was believed that the Greek-speaking inhabitants of the Peloponnese only arrived a couple of hundred years after 1200 BC, which was the latest date of these tablets. Ventris cracked the code because he decided that the language was in fact a pre-Homeric Greek. He also made two other guesses, that a symbol looking rather like an antenna represented the sound 'a' and that certain words were place names (e.g. Amnisos, Knossos and Tylissos). These deductions enabled Ventris to assign sounds to the symbols in his table. Step by step he was building up the script. From writing to Sir John Myres (who took over the project after Evans died in 1941) in February 1952, with the idea that the language might be Greek, it took him only five months to complete his task. He became the first person to read this language for millennia. On 1 July 1952, Michael Ventris announced to the world that Linear B had been deciphered. To be a little melodramatic, he had fulfilled his destiny, first realised all those years ago in the Royal Academy.

Dr. Galanakis was an excellent speaker and conveyed his enthusiasm for the subject, making it really fascinating. All agreed that the number of questions from the audience at the end exceeded those at almost any talk that we had ever seen before, in any subject. If anybody would like to ask Dr. Galanakis any questions about the talk, or indeed anything else about prehistoric Greece, ask Mr. McLean for contact details.

Prize-Winning Entries to the Hope Against Cancer Poetry Competition

The students who entered the Hope Against Cancer Poetry Competition for 2013 were given the title “After the Storm” to use for their entries. There were 861 entries to the competition this year, with Elina Turapova winning third prize in the Years 7 to 9 group

and four other students from our school in that year group attaining a commendation: Emma Nisbet, Jed Rutherford, Rhea Parmar and Tom Jenkins. Here are two of the winning poems.



After the Storm

by Elina Turapova

After the Storm,
everything is clear:
clear as crystal, clear as night.
A long worn path:
simple as fire, simple as light.

All worries are gone,
flown with the wind, flown with the fight –
no need to cry, no need for goodbye.

The music of birds is
soft as a petal, soft as a feather.
The rays of the sun:
pure as clouds, pure as heather.

All sadness is gone,
flown with the wind, flown with the spite –
no need to mutter, no need to sigh.

The smell of the grass:
fresh as daisies, fresh as rain.
the slope of the hill:
up the path and down the lane.

All fear is gone,
flown with the wind, flown with the pain –
no need to grumble, no need to cry.
After the Storm.

After the Storm

By Emma Nisbet

It hurled, it flew, it whirled, it blew;
Its eye left behind a crying child.
It shook, it tumbled, it took, it rumbled:
The sky up above a taunting grey.

The path of the eye
like a vulture in the sky.
God's hating hand
Scarred the land.

It splashed, it scattered, it dashed, it shattered;
The rain poured down on a bruised earth.
It threw, it shed, it blew. But it fed;
Liquid magic gave life to the parched world.

Animals all around,
stone by stone, pound by pound,
rushed to the rising river
and drank the priceless silver.

After the storm, daisies sprang, owls hooted
and hares ran.



Two Futuristic Stories about Pets

Robotic Cats

BY SAMUEL COLE, 9A



Ever heard of a cattery? You know, where they look after cats? About ten years ago catteries actually housed real live cats. Nowadays they create cats.

I used to have a cat. I loved it so much that when it died I was devastated and I reckon I haven't been quite myself since. So here I am flying to the local cattery, where I will receive a new cat for my sixteenth birthday. My mum is chatting with my sister, who is ten years old. Mum isn't driving – that is done by the car's self-drive programme. My sister is getting a new cat as well, after having an operation to fit an artificial arm and two artificial legs, following a tragic accident involving a rather dubious-looking hover-scooter. When we arrive, the car only just landing without wrecking the van next to us, we are ushered out of the car and over to a bench inside the cattery by the service-bot. The bench seems to be made of some sort of alloy: it looks very uncomfortable but when I am plonked down on the bench I find it surprisingly relaxing. We wait for about five minutes until a holographic catalogue appears in front of me. I hover my index finger over the catalogue and hear a beeping sound and then a question appears on the screen. Reason for arrival? Three answers appear below the question: Purchase of cat/s – Repair to cat – Other. I hover my index finger over the first reason. Then another question appears: Number of cats to be purchased? I select the answer Two, one for my sister and one for me.

We wait another five minutes and then are greeted by a rather small and wide robot. He points at a door to tell us to follow him. We do so and immediately our ears are filled with the sound of meowing, purring and screeching. I think to myself that the door must be soundproof – expensive, but I can tell why they bought it. I look at the ground, covering my ears and see a massive green arrow on the floor pointing into the room. The robot leads us over to some cages and shows us some cats. My sister, rather foolishly, chooses the first one she sees. I notice that it has rather menacing-looking eyes which are hazel-coloured. My sister, however, says it is perfect. I take my time, studying the cats closely. The first one I look at has claws which are far too long and even Mum says no, presumably thinking of her vintage-style curtains.

The second one seems okay, until I move in closer to inspect a mark on its back and a black cloud fills the air along with a screech that dies off slowly. I guess that it has broken down and the robot rather harshly drags me away from the cage and draws a curtain over it.

I stagger over to the next cage, choking and peer inside. A pair of blue eyes glints in the smoke. I can't see the cat, so I put my finger into the cage to try and tempt it out of the smoke towards me. Then I hear a whirring sound as the cat shoots forward. It start gnashing at the bars and I withdraw my finger at once. I shout over the clanking of jaws and whirring, "NO! NO! DEFINITELY NOT!" I carry on until getting to the last cage, where I stand and sigh a large sigh, but when I see the cat within I nearly faint and clutch at my chest. He looks exactly like my old cat: fur black with brown spots on its side, eyes green and gazing at me lovingly. You have to feed it with real cat-food, which it cleverly compresses into little bales. You have to give it oil to drink instead of water, but I can live with that.

In the car on the way back home I read the manual, looking at some of the features that the cat can be programmed to do. For instance, it can chase mice and rats and dispose of them. The sensors in the cat have eyes and it is programmed to see the skeletal structure of other creatures. Also it is programmed to run away from dogs and to "see" dogs in a certain way. (I suppose instinct is just a programme.) As cats have nine lives, apparently, the manual says that the battery the cat runs off will last nine times as long as a normal cat will live, which is around 180 human years, or 720 cat years! So it seems I can have a cat until I die.

By the time I finish reading the manual we are practically home. When I am about to get out of the car, I notice that my cat has been sitting next to me for the whole journey just looking at me. My sister has been playing with hers, twiddling its tail, which it seems to enjoy, as it is purring softly. When I get out of the car my cat follows me. It runs ahead and sits on the doormat. There is a cat-flap but it is locked, as we haven't had a cat in the house for years and Mum has never got around to removing it. We stroll up to the door and the

cat meows suddenly, pawing at the flap. I am guessing that it senses it has a real home and wants to be inside it. I open the door and it pads into the hallway. I walk into the living-room and sit down on the sofa to carry on reading the manual. My cat follows me and jumps up onto the sofa next to me.

I decide to call my cat Tom and programme him to respond to his name. I also programme him not to climb trees, chase birds or go near the fish pond, so he won't get wet and short-circuit his programme, as well as to protect the fish. I programme him to withdraw his claws when interacting with humans or sitting on the furniture. Although he is already set to use the cat-flap, I add in that he must not leave the house in inclement weather, as further protection of his circuitry. I am looking forward to playing the games that I used to play with my old cat.

Electro-pets

BY ALFIE BARRATT

There is a huge full moon out tonight and it is lighting up the whole sky like a light-bulb. It is silent as I get into bed. I close my eyes, find a comfortable position and turn my lights off by voice recognition. I have almost drifted into my dreams when out of nowhere I hear a huge howl and then the whole city fills up with the noise of all the wolves calling to each other. The new i-cat from Apple came out recently! Everyone went mad for them and in almost every store they were sold out. In just one week over 750,000,000 pets were sold. This was a new record, the most bought Electro-pet in history, a world-wide sensation. We already have Android's Dog-bot, Samsung's Electro-rabbit and Sony's PSH or Play-station Hamster.

In 2024 the Animal Rights party won their vote to abolish domestic pets and set them free into the wild. All rabbits, hamsters, cats and dogs were then illegal to keep inside your house and, if found with one, you would be sentenced to a lifetime in prison. People in big cities suddenly started to feel very lonely and isolated, without a pet to keep them company. People started to get depressed and wanted their pets back. Some even protested against the Animal Rights Department! This

When I first became aware of robotic cats, I was a little bit unsure how much they would appear and act as live cats do, but as soon as I stroke this cat the fur feels real, as does the residual heat from his body. Indeed the purring and meowing are exactly the same pitch and sound as if it is a live cat. I realise that although there will be no veterinarian bills I will have to fill the pages at the back of the manual with the dates of servicing and maintenance which will be carried out by the professional engineers at the cattery. After about an hour I am able to accept Tom as if he were my real live cat and I feel sure that in time, although I will never forget my old cat, I will learn to love Tom for himself. Because of the way Tom has been built, I have no fears that he will leave me and cause me upset, as happened with my last cat. Thanks to modern technology, I feel fulfilled.



gave big industries such as Apple, Samsung and Sony the idea to create electro-pets. They were a huge hit all over the world, especially in highly populated cities such as London, Tokyo and New York.

At first people loved, adored and cherished these new gadgets as these pets did not need cleaning up after, feeding or walking. My favourite aspect was that, if they got annoying or you wanted some time alone, you could always turn your pet off. This desire for electro-pets slowly changed. People started to dislike them, having found that the pets had no real feelings, just the responses inserted by a memory chip to make them bark or meow when you entered the house. Even though it feels like a real cat or dog and sounds like one, it shows no love to the owner. For example, if you are lonely, the pet will not come and cuddle up to you as a real animal would. It would just stand there. And if you stroke your iCat, it won't purr or try to play with you. It will just stand there and say, "Meow".

A year went by without live pets and people were starting to get really bored with their electronic pets. Some people even started to complain about them. This

led to people all across the world revolting against the Animal Rights policy on not allowing live pets in the house; some people targeted the MPs who had passed this law, asked them to overturn it. The response they got was this: “YOU wanted this rule. YOU thought it was cruel to deny pets their freedom to roam. Animals all across the world are now happy that they are free from captivity. This is the right way forward into the future!”

You may be wondering where the live animals have all gone. I was asking myself that same question, until I entered the Forbidden Forest of West London. It was just a normal day. I got up, brushed my teeth, dressed and ate breakfast. It was my day off as it was the start of the New Year. There were electric signs all over the city, saying “Happy 2041!” I’m not much of a celebration person – I would rather sit in front of my 5D television and relax. Why does everyone have to make a big deal about nothing? As you might be able to tell already, I live on my own in a small apartment, which has a great view of tall buildings, the Hovercraft factory and, in the far distance, the Forbidden Forest. As it was New Year’s Day, I asked myself what I would really like to do: see my parents, watch the WWE Robot Smack-down, or celebrate with my friends. As I couldn’t choose between these three options, I felt a sudden urge to go out for a run and get away from the racket of the people – I thought I would clear my head. I pulled on my lycra jogging bottoms and my self-heating thermal top, with the jacket I had got for Christmas. It had an inbuilt iPhone 9 with weightless speakers! I slipped into my trainers and made my way outside, using fingerprint and eye recognition to lock up the flat. Then I was off.

The roads were not busy, because of all the new flying cars and Hover-bikes in use. Nowadays only the poorest people drive on the roads. As I ran, the noise of the festival started to grow and I just wanted to get as far away as possible. I suddenly saw a small country road with a sign saying Forbidden Forest. I stopped and thought for a moment about continuing. I had heard so many stories about people going into the forest, but never coming out again. My heart told me to carry on, but my brain told me not to do so. Suddenly I saw a firework burst open, displaying the numerals 2041. These glittered all across the daylight sky in dark black writing. That somehow made my decision final. I was going to see what lay in the forest.

As I got closer to the trees, the hairs on the back of my neck stood up and goose-bumps started to appear on my skin. The trees got bigger and the light dimmed. My heart skipped a beat as I heard a huge rustle in the bush behind me. Beads of sweat were trickling down my forehead. In a shaky voice I asked, “Is anyone there?” There was no reply. Then without any warning, a four-legged creature came out of the bush. At first I couldn’t make out what it was. I backed away and studied it: the head, the tail. It was a dog, a Labrador! All my fear slowly passed out of my body and I relaxed. My old dog, Pickle, had been a Labrador. He had been my only friend, before they took him away. So many different feelings went through my body at once, relief, wonder and, most of all, shock. I had thought that all the breeds of dog had disappeared, that all dogs had become wolves and hunted in packs. The Labrador approached me; I knelt on one knee and held out my hand towards it. It started to sniff my hand and then jumped on me and started licking me. I burst out laughing and started to play with him. It felt so wonderful and I thought that this dog had been missing human contact.

It was starting to get colder, so I thought about making my way home. I turned around and started running for the exit. Behind me I could hear the dog running after me. As I made my way back to the city, the dog carried on following me. I thought to myself, “Should I take him back to my apartment?” I could still hear the noises of the celebration and I thought that they would provide a great distraction. I made my way up the country road and luckily the main road to my apartment was empty. I passed all the shops and blocks of flats, but everyone seemed to have gone to the city centre. It felt like a ghost town.

I finally got to my apartment without being seen, took the dog up in the elevator and entered my room. Suddenly the dog saw the dog-bot and both dogs started to bark at each other very loudly. The problem was that the real dog’s bark sounded completely different and much more persistent. Suddenly there was a knock on the door. “Who is it?” I said in a timid voice.

“It’s the police. We know you’ve got a real live dog in there. Open up now or we will have to break the door down.” My life flashed before my eyes and I thought that I would have no children, no wife, and no grandchildren. A tear ran down my cheek as I opened the door. I knew my life was over.

The Mighty Pen,

A VILLANELLE
BY ALICE NICHOLLS

Endless slave to your master's hand, Scribbling
and scrawling in every direction,
Thousands of words on one page crammed.

Soon dropped and forgotten, where will you land?
But quickly picked up for a last-minute correction,
Endless slave to your master's hand.

What is to be written next? What is planned?
Your master gives the page a look of mystification –
Thousands of words on one page crammed.

You could write of something so boring and bland,
Or let the words on the page make a sweet concoction,
Endless slave to your master's hand.

Some are chunky and fat and grand.
Others are thin and delicate with a look of perfection –
Thousands of words on one page crammed.

But once you have served your last errand,
You are redundant, but not of your own volition,
Endless slave to your master's hand,
Thousands of words on one page crammed.

The Innocent Cadavers,

A VILLANELLE
BY GETHANA SHASITHARREN

I still hear their screams echo through my mind
My eyes often recall the gruesome sight ...
The innocent cadavers, left behind.

Locked in rooms forever to be confined,
The gloomy rooms gave not a glimpse of light.
I still hear their screams echo through my mind.

I saw the torture of our human kind.
Those poor souls, who had not a single right:
The innocent cadavers left behind.

The cruelty I saw cannot be defined.
After viewing their perpetual plights
I still hear their screams echo through my mind.

Soul after soul! Mutilated and maligned,
Their bodies carelessly left in despite,
The innocent cadavers left behind.

At that time I did nothing, my eyes were blind.
I allowed their pure blood to be spilt, night by night.
Now I still hear their ghastly screams echo through my
mind,
All those innocent cadavers forever left behind.



An Evening of Poetry with Simon Armitage

BY ELEANOR HIGGINSON

On the 12th May 2014, Leicester Grammar School welcomed its second visiting poet of the year, Simon Armitage who, as Mr Kidd made clear in his introduction, also fills a number of additional roles, including social commentator, playwright, novelist and even documentary film-maker. He spent the first half hour of his talk reading his poetry, kicking off with a verse consisting of an exhaustive list of the various types of people he wanted to introduce to his work. Next, he performed “The Shout”, a piece he believes to encapsulate the key themes of his writing, and reflect his upbringing in Marsden, a small town in The Pennines. The

poem is based on an incident from his youth, when an eccentric science teacher had sent him and another boy outside to measure how far a sound could travel with no equipment or further instructions, and they devised a system of gradually moving further apart until they could no longer hear each other. Believing that poetry should take over when science fails, Armitage then went on to compose a piece arguing that no sound ever made completely disappears, and thus everyone should be extremely careful about what they say. The next poem he read to us was also very interesting: titled “Zodiac T-Shirt”, it was inspired by the punk-rock era but was ironically conceived in the formal structure of a sonnet.

Armitage then spoke about his recent project to walk the Pennine Way in reverse, ending in his hometown of Marsden. During this three-week trip, he busked for money by passing a sock around during his evening poetry readings for “the disinterested, disparaging or drunk” at various pubs along the way. He then read us the preamble, which he noted wryly was an appropriate name, from his book about this walk. In prosaic blank verse full of wit and humour, he vividly conveyed the reactions of his family members to his planned walk,



such as his wife’s suspicion that he was suffering from a mid-life crisis, saying, “I’m very worried about you”. The pressure on him to successfully complete the walk was heightened by the fact that his mother had previously managed it with two bad knees, at the age of fifty. He then discussed his most recent book of poetry, “Seeing Stars”, talking about it as a hybrid of different genres, neither entirely prose poems nor flash fiction. Armitage keeps his poetic skills sharp by regularly assigning himself the task of imposing meaning on an insignificant topic, an exercise which has often resulted in effective poetry, such as “I Kicked a Mushroom”. Although one would hit a brick wall trying to write about the meaning of life, he explained, it was entirely possible to express the meaning of life by writing a poem about a brick wall. Armitage has additionally undertaken several important literary translations, such as that of “Sir Gawain and the Green Knight”, in which Gawain, Arthur’s youngest knight and nephew, takes on an impossible challenge in order to prove himself, and read us an extract from it, which he concluded with the cheeky comment that we would be able to hear the rest if we bought the book. He also laughed about how a few Disney agents had

come to visit him to talk about making his translation into a film, saying how he wasn't entirely sure they had grasped that he wasn't the author of the original.

It was then time for members of the audience to ask questions. The first one enquired how an author knew that something he had written was complete. In response, Armitage claimed that a poem was never finished, merely abandoned, and that a piece of literature could always be picked up and improved, although he found that he did reach a point where he felt he had nothing left to add. From teaching students creative writing at the University of Sheffield, Simon Armitage also believes himself to have learned various core skills that he uses to improve his own writing, for instance the ability to look at a piece as if seeing it for the first time. Ultimately, he said, he believed a poem of his to be successful when he could see that the original idea had been radically transformed during the process of its composition. He also claimed that no writer truly owned their work after

its publication. Asked how he structured his writing day, he replied that he felt he had to be quite disciplined and usually worked during the time when his daughter was at school. Since poems don't earn him much income, he mostly concentrates on other writing and composes his poetry in an old-fashioned notebook whenever he is inspired. Another interesting question asked of Simon Armitage was who his favourite poets were, the answer being that he particularly admired figures such as Ted Hughes, Philip Larkin and Sylvia Plath, who were the ones who first truly engaged him with poetry. He also mentioned that he was very drawn to anonymous medieval poetry, as reading it felt like finding his literary ancestors. After a last short poem entitled, fittingly for a reading given at a school, "Homework", Simon Armitage concluded a very enjoyable and illuminating evening with the comment that he believed poetry's essential power is that it inspires us to find our own words.

Farewell to Mr Harrison

INTERVIEW BY MARIA TELNIKOFF AND LAUREN GILL

Why did you become an English teacher?

I have not always been in teaching. I spent a year between A Levels and university working for a transport company and a year after university working for the East Midlands Gas Board, and then for the Civil Service. The latter was not for me, so I entered teaching. Why an English teacher? Well, followed by History and Geography, English was always my favourite subject at school and I suppose that I wanted to impart some of my passion for it to others.

Have you always worked at LGS?

I have spent the last eight years of my career at LGS, with the previous thirty years shared between four other schools.

What are your retirement plans?

I will carry on with my examining work with the International Baccalaureate, as well as doing some tuition and volunteer work. I will see even more of my grandsons and find out how far my wife and I can get on a bus pass. I certainly intend to do more walking. Having completed shorter routes like the 47 miles of the North Norfolk coastal path, I have other routes I have started and would love to continue with, for example the Leicestershire Round which is 100 miles, the Derwent Valley Heritage Way which is 55 miles and the Pennine way, 260 miles. There are other walks I haven't even started on yet, such as the Hadrian's Wall Path, which is 84 miles. Also as a member of the National Trust and RSPB I will continue to visit as many sites of interest as possible. My passion for Birmingham City Football Club will continue – "Some you lose; some you draw!" And I intend to do plenty of reading – reading what I would like to read, rather than what I have to read! I pray for good health for myself and those around me.

Drama: Review of the Year

BY A.L. GRIFFIN

Drama is always a very busy department, but this year has been one of the busiest yet. Highlights of the year have included the annual Year 7 mask workshops with Fenella Lee, a professional actor who works with Trestle Theatre Company. Students went on to apply these skills in subsequent lessons, producing their own short, improvised pieces. A new venture this year was a lighting workshop for Year 9 with John Watson of Creative Lighting Design. Using a scale-model theatre, the students gained hands-on experience, using a range of lanterns, projections, colour, stage fog and other special effects. Year 10 visited Curve in Leicester for a fascinating Behind the Scenes day, designing their own sets and watching the designers and technicians set up the stage for Chicago. The GCSE Drama students developed their skills in physical theatre, undertaking an inspiring, high-energy workshop with Kane Oliver from new local company, Demonstrate Arts. A Level Theatre Studies students were fortunate to see the brilliant Splendid Theatre Company in Antigone. Workshops on Brecht and Devising encouraged students to push the boundaries and themselves in their subsequent work.

Theatre trips have opened students' eyes to a wide range of plays and performance style, from the National Theatre's People to Melody Loses Her Mojo, described as 'hip-hop meets theatre'. There has been an equally diverse range of performances in school. 'Physical Approaches' allowed the Year 10 students to gain feedback on their physical theatre devised work based on the themes of 'Shadows' and Salvador Dali's The Persistence of Memory. 'Script in Focus' saw Year 11 give their final performances, with eleven groups showcasing a diverse range of plays from Pinter to Caryl Churchill. Finally, the 'Brecht and Devising' evening saw two excellent A Level performances - the AS group's interpretation of Brecht's Fear and Misery of the Third Reich and the terrifying A2 devised piece The Patchwork Monkey. The Drama Weekend Workshop in May provided some light relief: in just two days students devised and performed to family and friends a piece of mask theatre – Bryan Air, a comedy about a frighteningly low-budget airline. The final performance of the year was the Prep's ambitious Play in a Day, led by Mrs Garner, with the assistance of Miss Mould. At the end of a day's rehearsal, the two Prep classes performed a modern adaptation of A Midsummer Night's Dream to their teachers and proud parents, complete with costume, lighting and music – and not a script in sight. In the first week back after the summer



Rehearsal photo from "Sweet Charity" by Mr. Pilbeam

break we began rehearsals for the musical Sweet Charity, with a hectic schedule to fit everything in. What felt like a cast of hundreds (but was, in reality, closer to fifty) tackled complex dance routines, attempted six-part harmony, and learnt how to multi-task and do both at the same time. Mrs Garner was a fantastic, and ambitious, choreographer. Next door, Dr Whittle rehearsed the huge orchestra and, behind the scenes, soloists practiced their songs, Miss Carter organised well over one hundred costumes, and no less than 140 students and staff threw themselves into making the school's largest ever production a great success. Ruby Ablett in the lead role deserves special mention for her highly engaging and professional performance. Anyone who saw the production will not be surprised that she is one of the small number of students to have been offered a place at Drama school at the age of 18.

And so to the goodbyes. Two other Drama Prize winners are leaving us - Matthew Schwarzenberger, a stalwart of the last four productions, and Robin McFarland who, alongside taking lead roles in numerous productions, has also been a loyal member of the Lighting Team since Year 8, leading it with characteristic efficiency and calm for the last two years. Sadly, Mrs Garner is also leaving us to concentrate on Lemon Jelly Arts, although she will continue to run workshops for the department. We do, however, warmly welcome Miss Adams, who initially joined the School as maternity cover, but who has quickly become a central figure in the Drama Department, teaching classes from Year 7 to the Sixth Form, giving LAMDA lessons, and preparing to co-direct the next school production, The Exam by Andy Hamilton (comedian and writer of Drop The Dead Donkey and Outnumbered).

Exploring Journalism

BY ELEANOR HIGGINSON

On April 12 and 13, 2014, during the Easter holidays, as advertised by the Careers department, Nottingham University was hosting its annual series of conferences to help Sixth Form students find out more about a range of professions, including law, medicine, engineering and journalism. These conferences would allow students to meet new people and experience a taste of university life, spending the weekend on campus. After being dropped off on the first morning, we were presented with a packed itinerary: over the course of two days we would be attending seven lectures as well as an additional session called “The Edge”, which would show us how to gain the advantage over our rivals when searching for a job.

The first lecture “Investigative Journalism” was given by Michael Williams, who now teaches journalism after an illustrious career, involving posts of Head of News at The Sunday Times and deputy editor of The Independent. He began his talk with a quotation from Lord Northcliffe: “News is what people don’t want you to know; the rest is advertising.” Although this was said seventy years ago, Williams believes that it demonstrates that all journalism is essentially investigative. In order to demonstrate how dishonest measures could sometimes be justified, he told us how as a part of the “Insight Team” at The Sunday Times he had helped to expose the “cash for questions” scandal and had forced the company behind the birth defect-causing drug thalidomide to pay compensation to the victims and their families. In this form of journalism there is a fine line between the brilliant and the criminal or even deadly, with seventy journalists killed worldwide in the past year, trying to expose the truth. The next lecture, this time called “The National Press”, was also taken by Michael Williams and had more of an academic focus. He took us through each of the major newspapers in this country, from The Daily Mail to The Daily Worker, offering us a short summary of their history, typical political stance and potential, arguing that the incredible diversity of the British press makes it, in his opinion, the best in the world. We were quick to move on to an issue which would crop up on multiple occasions over the weekend: the future of the newspaper industry in an increasingly digital world. Williams did not hide his distress at statistics which appear to spell doom for traditional journalism, such as the fact that the average age of a Guardian reader is fifty and that on any given day a person under the age of twenty-six is

more likely to buy a bar of chocolate than a newspaper, as well as the sobering revelation that only a few of the assembled students read a physical newspaper every day. However, he was not overly pessimistic, arguing that with over ten million newspapers sold in the UK each week, claims that they are a “heritage industry” are laughably inaccurate. He was also dismissive of those who suggest that the “age of the citizen journalist”, heralded by social networking sites such as Twitter, would ever replace the need for trained and experienced professionals. He was positive about the potential for online newspapers, such as the incredibly successful satirical press, The Huffington Post, to reinvigorate the industry and concluded by saying that he hoped the two forms of journalism could co-exist or even form a hybrid, combining the quality of print journalism with the interactivity of the internet.

The lecture given by David Penman, who has been a journalist for thirty years and currently lectures at De Montfort University, Leicester, was full of practical tips, such as accepting that we would most likely not find our ideal job at first but should use opportunities as stepping stones to something better. Another career-focused session conducted the following day, this time by Catherine Adams, Senior Lecturer at Nottingham Trent University’s Centre for Broadcasting and Journalism, examined in greater detail the formal training on offer for aspiring journalists at both undergraduate and postgraduate level. James Sharpe, a Sports Reporter on The Leicester Mercury, talked to us about his personal experience of life as a junior journalist. James Ridgeway spoke to us about the opportunities offered by social media, giving us specific examples of sites we could use to gain journalism experience while still in full-time education, such as Flipboard, an App which enables the user to create her own magazine. Predictions were also made about how recent inventions such as Google Glass (allowing reporters to record footage by a mere verbal command) would change the industry. It was claimed that our generation’s familiarity with modern technology would give us the edge over older competitors seeking the same job. Although many of us left the conference still undecided whether journalism really was the career for us, everybody had learnt a great deal about a diverse and exciting industry.

Mr Harrison's Booklist



My favourite books cover a range of interests, but broadly fall into four categories: literature, geography/history/environment, sport, railways.

Whilst not having a favourite author, I have had a fixation on one from time to time. I remember reading four of Gabriel Garcia Marquez's works in quick succession a few years back: *Love in the Time of Cholera*, *Chronicle of a Death Foretold*, *No One Writes to the Colonel* and *The Story of a Shipwrecked Sailor*. Similarly I revisited Evelyn Waugh, including *A Handful of Dust* and *Decline and Fall*, and Ian McEwan's *Atonement* and *On Chesil Beach*. Other memorable works in recent years include *Engleby* by Sebastian Faulks, *Teacher Man* by Frank McCourt, Tom Wolfe's *Bonfire of the Vanities*, Stella Gibbons' *Cold Comfort Farm*, Mark Haddon's *The Curious Incident of the Dog in the Night-time* and *The Shadow of the Wind* by Carlos Ruiz Zafon. Other fine works which might figure as literary include Sheridan Morley's collection *The Methuen Book of Theatrical Short Stories*, F E Halliday's *Robert Browning – His Life and Work*, and Pete McCarthy's *McCarthy's Bar*. Two books on childhood which I enjoyed were *The Invention of Childhood* by Hugh Cunningham and *Someone Like Me – Tales from a Borrowed Childhood* by Miles Kington. Anyone wishing to delve into the lost words of the English Language will find Mark Forsyth's *The Horologicon* a fascinating reference book, and for connections between words *The Etymologicon* by the same author. *One Million Tiny Plays About Britain* by Craig Taylor captures the psyche of the nation, and if one perseveres with the mundane there are a few real gems. Having read Laurie Lee's *Cider With Rosie* again recently I was reminded of how it splendidly captures times past and now lost. Just occasionally one encounters a book which just has to be read at one sitting, cocooned in a world oblivious to all else – *The Railwayman* by Eric Lomax was such a book for me. (Film released earlier this year.)

Moving swiftly on to the environmental category my most essential reference book has to be *The Butterflies of Britain and Ireland* by Jeremy Thomas and Richard Lewington, wonderfully informative and superbly illustrated. I thoroughly enjoyed Patrick Barkham's *The Butterfly Isles*, detailing his quest to see all fifty-nine species

of British butterflies in a single year, a feat accomplished by my wife and me in ten years, a fair achievement given the uncertainty of the weather, very limited time windows and flight periods. *Meetings with Remarkable Trees* by Thomas Pakenham is an interesting survey of the most important trees in the country and the reasons for their claim to fame, whilst *The Highways and Byways of Britain* (ed. David Milner), *The English Village* (Martin Wainwright), and *The Natural Explorer – Understanding Your Landscape* (Tristan Gooley) are excellent books for those interested in our landscape. Anyone who enjoys maps would love Mike Parker's *Map Addict*, and as a guide to walking the path and for plenty of Roman history then Henry Stedman's *Hadrian's Wall Path* is invaluable.

Sport next, starting with cycling then mainly football. *Le Tour 100* by Cussins et al was written to celebrate the 100th Tour de France and has details of the epic stages in the Tour's history in addition to a range of interesting facts and statistics about this classic race. *Football My **** by Ricky Tomlinson is an amusing take on the beautiful game, and *End to End Stuff* by Les Scott is a treasure chest of football statistics and anecdotes. But for the student of the game look no further than Jonathan Wilson's *Inverting the Pyramid*, a comprehensive history of the tactics of the game from the old 2 - 3 - 5 system to the more modern pyramid of 5 - 3 - 2. *Heroes, Hairbands and Hissy Fits* by Mark 'Chappers' Chapman, the football pundit, is an amusing reminder of the questionable behaviour of some of our sporting 'heroes'. Similarly Matthew Norman in *You Cannot Be Serious* reminds us of some of our, or should I say his, sporting villains, written with a vitriolic sarcasm. And finally to railways, with *Marigolds Grow Wild On Platforms*, edited by Peggy Poole, an anthology of railway verse which I often dip into, including poems such as "Adlestrop", "Night Mail", "The Express" and "The Tay Bridge Disaster". Other railway books I have enjoyed recently include *Lost Railways of Leicestershire and Rutland* by Geoffrey Kingscott, *The Lost Lines of Britain* by Julian Holland, and Michael Williams' *On the Slow Train*. For an assortment of railway facts, figures and anecdotes of general interest Lambert's *Railway Miscellany* by Anthony Lambert is worth a look.

My Evening with Andrew Motion

BY ELEANOR HIGGINSON



On November 6th, 2013, the ex-Poet Laureate, Sir Andrew Motion came to the school to give a reading of some of his own poetry and to share some more general thoughts about the role of literature in society. The evening commenced with an hour of discussion with A-level English Students in the library. Sir Andrew began by telling us how he became interested in poetry: he was keen for it to be known that he had not come from a literary family, although his mother had enjoyed Iris Murdoch novels. Instead, he credited a teacher with having first engaged his interest with a Thomas Hardy poem. After the lesson was finished, he had requested more Hardy to read and was pointed in the direction of other great poets such as John Keats, later a major influence. Indeed, a recurring theme in Sir Andrew's address to us was the importance of finding a way to make poetry relevant to those who would be least likely to find it interesting. He championed war poetry as having ignited his interest, citing its harsh realism and technical jargon as likely to appeal to boys, who would otherwise dismiss poetry as too feminine. Another idea which Sir Andrew wished to stress was the importance of rediscovering poets whose work has been lost to public memory, often because it has not made it onto the National Curriculum. An example of this he gave was World War Two poetry by Keith Douglas. As the session drew to a close, we were offered the chance to put our questions to Sir Andrew. We found him surprisingly ready to at least partly acquiesce to our views when they contradicted his own. For example, the first questioner asked whether he, as someone who had not experienced first-hand either of the World Wars, had the authority to write about them, and Sir Andrew acknowledged this, although he argued that he felt his work was giving figures such as Harry Patch a voice.

Between this forum and the reading, there was a dinner to which a few students were invited, giving us a chance to follow

up on the topics discussed and to get to know the ex-Poet Laureate in a more relaxed setting. Besides enjoying some very nice food, we were gratified to find Sir Andrew very interested in us and our own ideas about literature. We in turn discovered more about him, such as his job teaching Creative Writing at the University of London and the extensive travelling he has done. He spoke of welcoming the development of new technology, for example in making possible The Poetry Archive, the website he founded on which poets share readings of their work. However for us, his most relevant comments were those he made about the function of poetry in the educational system. He maintained that literature should be a subject which could be examined, but protested against the over-analysing which often ruins young people's enjoyment of reading and the simplistic interpretations drummed into pupils so that they can pass exams. Sir Andrew's own opinion about the interpretation of poetry was that, although one can make a mistake about the factual details of a text, they cannot be wrong about their own interpretation, provided that they can justify it with reference to the language. He told us how, as a young man reading John Keats, he would have loved to resurrect the man and demand what he meant by a particular line, but had later come to realise that the poet's most probable answer would have been "I don't know", thus putting the onus even more on the reader.

Finally, as a larger audience gathered in St Nicolas Hall, it was time to hear an assortment of Sir Andrew's own poetry, from the beginnings of his career right up until his most recent work. His personal rendition gave the poetry an extra dimension of vivacity, and he clearly found reading aloud certain pieces, such as one describing his mother's early death, an emotional experience. Harrowing events featured predominantly and the poetry posed questions such as how to confront one's own mortality and whether tragic events in life were ordained by fate or pure chance. There were historical references throughout, the first poem he read to us describing a trip to Anne Frank's house, and another employing maps as the principal image. At the end there was the opportunity to pose questions, with one spectator asking about Sir Andrew's friendship with Philip Larkin. Although I did not personally agree with all of Sir Andrew's views about poetry and the techniques he used in his work -- such as his utilisation of ordinary language, so that the reader can, on first meeting a text, see right through to the bottom as in a very clear body of water -- nonetheless I relished the chance to engage in some debate and develop a more rounded appreciation of differing views on literature.

My Summer with Youth Musical Theatre

BY RUBY ABLETT



Youth Musical Theatre is a national organisation producing a season of new musical theatre each year, performed exclusively by young people aged 11 to 21. Over three thousand young people audition for YMT each year, and just three hundred are selected for productions. These productions are rehearsed for just two weeks, and performed in venues across the country. For the past two years I have been lucky enough to be cast into YMT productions: in 2011 in a new musical adaption of *Macbeth*, and the next year in *The Seventh Muse*, a devised piece. This Summer I was privileged to be in the cast of a revival of *Variété*, a sung-through musical written by Lindsay Kemp and composed by Carlos Miranda. It was thanks to the school's generosity that I was able to raise the money to take part in this incredible show.

In February I attended an intense audition at the Hippodrome Theatre in Birmingham. In just three hours we learnt and performed a musical theatre song, as well as learning a dance routine incorporating various different styles, and improvising dialogue using newly learnt acting techniques. The audition was challenging, but also exciting and valuable for any performer. About a month later, I received a letter asking me to attend a further casting audition to decide whether I would be a part of *Variété* or in a newly written musical *Burnt Out Souls*. In May I and around fifty other young people made our way down to Hampshire for an extremely intense casting weekend. The creative teams gave us workshops on singing, dancing and acting as well as some one-to-one tuition. We were lucky enough to sing for Carlos Miranda, the composer, who selected me as part of a 23-strong-cast for *Variété*. Despite the competitive nature of the weekend, everybody was welcoming and enthusiastic and it was heart-breaking knowing we had to wait three months to see each other again!

The cast of *Variété* arrived at Roehampton University on the 17th August, where we would stay for the next sixteen days. Because we had such a short time to prepare our show, the schedule was rigorous; we rehearsed from 9:00 am to 9:00 pm every day without exception, breaking only for lunch and dinner. Although this might sound gruelling, it was the most enjoyable experience I have ever had. We overcame the challenge of singing Miranda's unusual four-part harmonies, as well as exploring mime, physical theatre

and even sign-language in order to tell a story without dialogue. *Variété* follows Frans Vogel, who finds himself hired by a travelling circus in Hamburg in 1936. Here he meets the bizarre and surreal characters of the circus, and falls in love with trapeze artist, Marie. When tightrope walker, Rex arrives, Frans quickly becomes jealous of the relationship he has with Marie and is driven mad. In his madness he murders Marie and is hung by the people of the circus.

After many demanding rehearsals we found ourselves at our performance venue, The Riverside Studios, on the bank of the Thames, host to some of the most exciting new theatre in the UK. You're likely to have seen Riverside Studios on television; *Mock the Week*, 8 out of 10 *Cats* and *Celebrity Juice* are all recorded in front of live audiences at the venue. On the day of our dress rehearsal we exited the stage door to a line of fans waiting for Keith Lemon! It was a privilege to experience professional theatre, working with professional directors, choreographers, design and technical teams. What made the whole process so special was the opportunities it provided as the assistant stage managers, assistant choreographers and even members of the band were all young people like me. I recommend YMT to anyone who aspires to be a part of the performance industry whether on stage or behind the scenes.



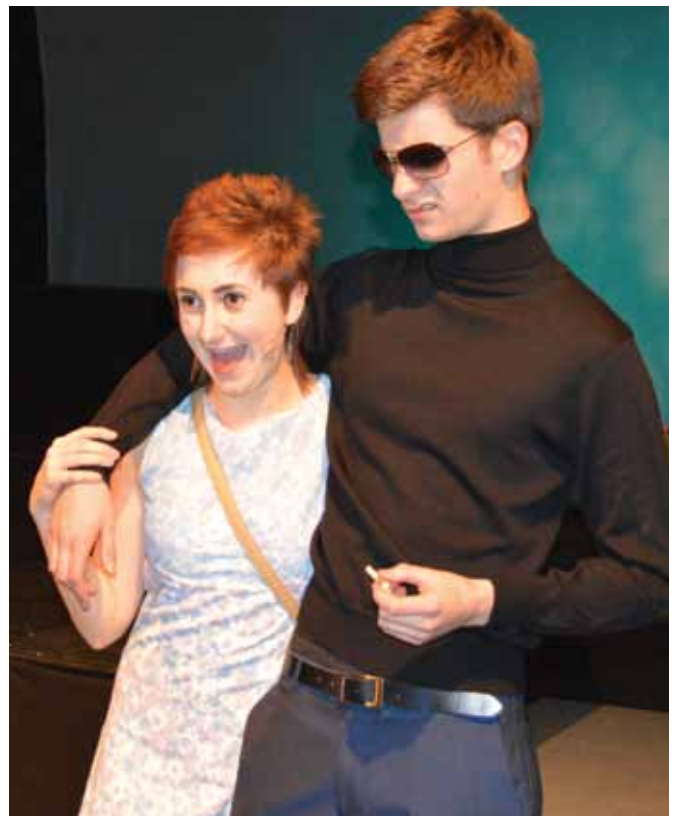
This year's School Production: **Sweet Charity**

BY ISABELLA OREFFO

Every four years, like the Olympics, there is an anticipation building up to the school musical. This year the school performed "Sweet Charity" by Neil Simon, with music by Cy Coleman and lyrics by Dorothy Fields, based on an original screenplay by Federico Fellini, Tullio Pinelli and Ennio Plaiano. The play was filled with moments of elegance, wit and psychedelic dancing.

The term "break a leg", usually said for good luck, was a phrase with which the cast was too familiar. Rehearsals were greeted by Matthew Schwarzenberger (Daddy Brubeck) on crutches, while Mary Harding-Scott (Ursula) followed shortly after with a leg cast. Sebastian Wheeler was another unlucky cast member, who wore a sling for the performances, following in the footsteps of Joshua Baddiley (Oscar), who had also broken his collarbone during a sporting incident. Despite the odds, the cast managed to pull together a fantastic rendition of "Sweet Charity" with little time to spare.

Charity Hope Valentine -- wonderfully played by Ruby Ablett, with hilarious facial expressions and



great physical energy -- has a series of comical misfortunes whilst seeking love in 1960s New York. The play opens with her boyfriend, Charlie -- his cool disdain admirably portrayed by Sammy Phillips -- pushing her into a lake, while stealing her life savings. Charity then seeks comfort in the Fandango ballroom where she works as a dance-hall hostess. Under the watchful eye of the manager, Herman (Robin McFarland), who is fondly referred to as "Der

Fuhrer", Charity is given cynical advice about love from the other Fandango girls, in particular from her close friends, the glamorous and hard-edged, Helene (Safia Lamrani) and Nickie (Isabella Oreffo). One evening after work she witnesses Vittorio Vidal (Henry Rowley), a famous Italian actor, having a fight with his girlfriend, Ursula, who walks out. Charity is invited to accompany Vidal into the club where she sees the newest craze, The Rich Man's Frug, and the audience was treated to an ultraviolet-lit section of the dance, disembodied hands moving in unison. Charity is invited to dance, but faints from hunger. Vittorio does not





know where to take her to recover, but Charity quickly and avidly prompts him, “Your apartment!” When Ursula returns to apologise, Charity hides in the wardrobe, her face framed in its window, awkwardly and wistfully looking in on a completely different sort of life.

In the second act, after being stuck in a lift together at the community centre, Charity and Oscar Lindquist (Josh Baddiley) seem very attracted to each other. He takes her to a hippy church, the Rhythm of Life Church, where she is introduced to Daddy Brubeck -- Matt Schwarzenberger admirably portraying his sleazy charm-- and his assistants (Eleanor Rashid and Mary Harding-Scott), before the police break up the meeting. After they have dated for a while, Charity plucks up the courage to tell Oscar that she is a dance-hall hostess and to prove he is okay with it, he asks her to marry him. After a farewell party involving some very peculiar wedding gifts, the couple go for a walk in the park, where Oscar explains that he cannot go through with the marriage, as he cannot forget the “other men” that Charity has been with. He accidentally pushes her into the lake and runs off, but unlike Charlie he has not stolen her bag and so she lives, still the romantic, hopefully ever after.

Mrs Griffin and Mrs Garner must be commended for their organisation and direction of a cast comprising thirty-five students, ranging from Year 9 to Upper 6th. They were always able to see past the chaos and created a truly spectacular show. Mrs Green and Mrs Garner co-ordinated the dancers with a



powerful 1960s atmosphere, during “The Rhythm of Life”, “Hey, Big Spender” and “There’s Gotta be Something Better than This”. Mr Baxter brought both skill and creativity to the managing of the multi-functional staging that was needed to portray the multiple locations and that incorporated a lift with a sliding door, a fairground ride, an elaborate canopy bed, a park and a magically transforming wardrobe. The show would not have been possible without Dr Whittle’s dedication to the musical: arranging extra rehearsals for nervous singers, conducting the barely readable hand-written music scores for the orchestra and reading the minds of the cast to work out when they were going to sing. The full orchestra helped to create the atmosphere and tone of “Sweet Charity” and there was much praise for the musicians’ professional performance.

Thanks go to all those who contributed both on and off the stage to such a professional end performance.

Gold Duke of Edinburgh Training

BY OLIVER SIDDON



This year around twenty Lower Sixth students are taking part in the Gold Duke of Edinburgh Award scheme. Last October (2013) there was a preliminary night navigation and team-building practice weekend, on what turned out to be one of the coldest days that month, so instead of camping in tents, we resided in the relative luxury of the campsite hut. In March we undertook the first practice expedition in the Peak District, the two groups walking in opposite directions on a circular route, with pairs from each group taking it in turns to navigate.

On April 22, 2014 we set out on the four-day practice expedition, with an unusually early rising and surprisingly heavy rucksacks. As we arrived at Ladybower Reservoir, the weather took a turn for the worse and we walked through what appeared to be a torrential downpour, not ideal first day conditions! However, we sang hymns and songs and my group arrived at Hayridge Farm at about 6:30, where we camped on the hillside and enjoyed some hot food. The other group lost their bearings when crossing a ridge overlooking the campsite and so, instead of descending the ridge to join us, they ended up making a scenic tour and did not join us until 10:00 pm. The second and third day of the walk were particularly strenuous, as we travelled the majority of the 80 km distance. Both groups made good speed and the campsites had warm showers when we returned in the evenings. The motivation of the group was to find suitable drinking water and to locate the checkpoints

effectively, both of which could be quite challenging. On the third day we descended Jacob's Ladder, a dangerous route with many uneven and slippery rocks – a rewarding experience. On the final day we knew we were walking to our ride home and the warm minibuses. This thought enabled us to reduce our break times and push forward. To keep the distance short, we went over some very high terrain, so high that for a good quarter of the route we were in the clouds, unable to see the route below and navigating by taking our bearings. When we had crossed the dam, we met up with

the staff at the minibuses and we able to stop for dinner at McDonald's, an excellent reward for cold and tired walkers. We all learned a lot from the exhibition: to get our boots correctly fitted, to pack more efficiently to save weight and to take more water and food. We are now far better prepared to tackle the much harder routes in late August.



The Religious Changes of 1536

BY AMI GANATRA, 9D

Ami was the joint winner of the History of Parliament Schools' Competition 2013, open to 11 to 14-year-old students. She produced her entry as a speech by an MP of 1536 arguing in favour of the religious changes of Henry VIII's Reformation. The judges were tremendously impressed by the extent of her knowledge of the period. Ami was invited to the Palace of Westminster in 2014 for the presentation of her prize, £75 in book tokens.

Fellow MPs, ladies and gentlemen, I speak before you all today on a topic of increasing importance. As is evident throughout the country, religion remains a critically influential part of everyday life and the Parliament now has supreme capability to handle almost all forms of religious legislation. It has become essential to practise worship in the correct manner; consequences of incorrect religious practice are serious. The religious changes proposed by the King this year therefore must go ahead, in order for the nation to become closer to God. The changes will not only benefit the king but also the country in numerous ways. Moreover, may I remind those present today that Parliament only exists by the King's will, and so refusal to accept his demands and proposals may result in the expelling of MPs and a dissolution of this powerful and extremely important legislative body.

An initial proposition by the King is to dissolve the religious buildings and monasteries in the country. Numerous laymen and women are in accordance with the King's views, and argue that monasteries are becoming increasingly sinful. The King's trusted advisor, Thomas Cromwell, recently conducted a thorough investigation of all activities in the religious buildings in the country and the results were shocking. Amongst other things, monasteries have been found to impose excessive tithes and indulgence payments on poor villages and limit leases of land. This not only demonstrates the corruption of the monasteries, but also that papal customs such as indulgences are still being used. Righteous Protestantism



teaches that purgatory is a figment of the imagination; therefore why keep monasteries where indulgence payments are enforced and prayer for the soul occurs in the chapels? Some monasteries are also found to ignore the law and favour priests. More importantly, monasteries are loyal to the Pope, who is currently in charge of a church where priests can get away with murder (for example, the Richard Hunne Case of 1514). Moreover there are extravagant superiors who are not living a humble 'Christ-like' life. Instead monks and nuns can gamble, steal, live lavishly and engage in sexual relationships! The Reformation is occurring to stop Papal power in England; for example, four years ago payments to the Pope stopped, and in 1534 our King became the Supreme Head of the Church. The Church of England is now owned by the King; it is surely a form of treason for it to be a Papal institution!

However, one of the most crucial reasons why the dissolution should proceed is because of the wealth the monasteries own. Monasteries own one quarter of all the land in England and Wales. This land can be bought by deserving fellow MPs who need it, as well as the gentry and nobility. The Catholic nobles, who might otherwise try to revive Papal authority in England would be stopped from doing so, for fear that their newly bought land would be confiscated. Hence, this would secure their loyalty. Also, the monarchy could feed off the land



as endowment for generations. Another productive use of this wealth is to cover costs in a time of inflation, without taxing people. Money could be used for wars, such as putting down the Geraldine Rebellion in Ireland and perhaps defence against a potential invasion from Emperor Charles V, who undoubtedly wishes to avenge Catherine of Aragon's divorce.

Another issue that has been brought up is the reason for the Bible to be translated into English. There are several reasons why this will benefit the country. Firstly, more people can understand the Bible and hence become much closer to God, whilst a Latin Bible which few can comprehend does not allow people to engage with the Lord in full. Also, the lower classes now have the opportunity to read the Bible, and the illiterate or blind can hear the Bible in the vernacular. A translation will help people discover the lies being told by the Catholic Church and reveal the true meaning of the Latin words in the book; the mythical concept of Purgatory for example, can be discovered to be used by the church to claim people's money, under the false guise of it being in the 'Lord's name'. Finally, having an English Bible is another way to defy the Pope, and derogate him against the rightful Head of the Church – the King. I feel I am in agreement with all in the room if I say that Parliament is much worthier than the Pope with regards to making decisions about the Church. The Pope has proved himself to be an unworthy head of an unworthy Church, who refused to grant the King's divorce and later EXCOMMUNICATED the King! Does our monarch deserve to be overruled by such a man?!

Before the reformation, the King had to have the Pope's permission to pass even the smallest of religious acts,

and even though the Pope could not enforce regimes without the King's acceptance, Parliament making the decisions means more power lies with the King and things can be performed more efficiently. Generally the King can best make decisions through Parliament, which already has supreme authority over law-making, and is equally worthy of making decisions about the church. Acts that have been passed by the recent Parliament are gaining the trust of people; The Act in Restraint of Appeals is a prime example. Incidentally, this act transferred much of the power of the Church to the King and his government,

three years ago. However, the fact is that the act going through Parliament assured people that they were being listened to, and made the act officially legal, unlike when going through the Pope. Therefore, no one can argue that just a few people, including the King, were behind the act, as a whole legislature was responsible.

To look at just some of the ways that the collective reforms this year will benefit the country, I firstly turn to how it will affect people from a personal perspective - MPs. The fact that abbots and priors are involved in trade, for example, the wool and cloth trade, means that they are in competition with non-churchmen, many of whom are MPs, and we often lose out. On the other hand, the dissolution of the monasteries will result in obvious tangible benefits. Similarly, we can claim profitable monastic lands. The unnecessary poverty resulting from corrupt monasteries can be avoided. The church will no longer impose payments on, for example, burials and christenings; land can be leased freely to the poor for grazing and farming. Parliament making the decisions about the English Church will mean a more efficient running of the church, whilst also gaining people's trust and loyalty. In summary, the planned religious changes will prove vital to the good of the country, and will serve as a lasting aid for generations. Proceeding with the changes will mean that further Catholic corruption can be avoided whilst also advantaging the King and country financially, socially and spiritually. I sincerely hope that I have convinced the laudable audience present today to support the fulfilment of the proposed religious changes. I respectfully commend these changes to the house.

Introducing Mrs Tompkins, Our new RS teacher

BY ELEANOR HIGGINSON

What made you decide to become a teacher?

I used to work in finance, for Halifax and the Post Office, but I always knew that this wasn't quite for me. After spending a few years in Johannesburg and also Nairobi as part of my husband's work, I really began to think about what sort of part I wanted to play in the world. I thought I had the right sort of character to be an effective teacher, as I consider myself to be quite approachable. My style in the classroom involves active education and encouraging students to learn from and assess each other.

What was it like living in Africa?

I enjoyed both Johannesburg and Nairobi, but mostly I was captivated by the African wildlife. The Kruger National Park in South Africa was fascinating: over numerous visits, I accumulated lasting memories, including witnessing elephants play-fighting, watching lionesses hunting a gazelle, having our accommodation invaded by baboons and being charged by a rhinoceros!

How did you choose your teaching subjects?

The main subject I teach is RS: I think it's a really important area of the curriculum as it gives students the opportunity to understand each other's beliefs. It's absolutely not true that you have to be religious to get something out of RS and I would describe myself as a spiritual person, rather than a religious one. RS helps with getting on with people, an important skill in any career. Currently I am involved in organising a Sacred Spaces Trail for the Year Elevens, which increases awareness of the different locations where worship occurs. I also teach some History, which is appealing to me because it involves skills such as evaluating evidence in an unbiased way and not just learning facts. My favourite period is the medieval era, which I teach to Year Eight. Both subjects allow me to improve students' writing – I am a stickler for proper spelling and grammar. I also provide sex education for the Upper Sixth as part of their PSD programme. I enjoy this as it involves getting to know the students in a more informal setting and I think that schools play a worthwhile part in providing unbiased, accurate information to their young people before they made the transition to university.



What are the positive and negative sides of your job?

The positive is definitely the chance to interact with the students, having the opportunity to hear senior RS students give their opinions on controversial issues involving life outside the classroom. A down-side is the constant marking! The inordinate attention paid to examination results frustrates me, because although qualifications are obviously important, I believe that the role of schools should be to produce well-rounded young people.

What do you enjoy doing outside of school?

Family time is important to me and my children's activities often dictate how I spend my weekends. My eldest son is an animal lover who competes in equestrian events and my youngest is a talented footballer – a large amount of my time is taken up with chauffeuring them both.

What are your hobbies aside from family life?

I am an avid music-lover and try to ensure that I see most of the touring professional musicals, as well as supporting some local amateur dramatic performances. My favourite musical is "Blood Brothers" by Willy Russell. I never tire of it, despite having seen it eleven times, and I still laugh and cry as I did the first time. I also enjoy city breaks, particularly in London, and try to include a couple of long weekends away every year.

Duke of Edinburgh Morocco Expedition

BY LOUISA BUTLAND

For many people Duke of Edinburgh expeditions, besides limiting your diet to Uncle Ben's and chocolate for a week, mean pain, cold, rain, general suffering and more rain. This looked to be the case for thirty Lower Sixth students, after a somewhat traumatic practice expedition in April, when we faced literally everything the Peak District could throw at us: rain, ice, snow, sleet, mud, hail, freezing cold days and even colder nights. On the 15th of July, 2013, we arrived at school somewhat sheepishly. For some, this was mainly due to having returned from the music tour to Cornwall merely twelve hours before. Nobody knew what to expect of the coming week, but as we got nearer the airport anticipation started to kick in. We began counting down the hours until we would be in Africa.

The greatest concern for many was the heat. As we had yet to complete an expedition, Bronze or Gold, without getting soaked to the skin and colder than you could imagine physically possible, getting off the plane into 40 degrees was a shock, to say the least. The journey into the centre of Marrakesh was our first experience of the Moroccan culture, their Highway Code (or lack of) being the most noticeable of differences. After settling into our hotel we ventured out into the main square for dinner. Walking through the narrow streets was an



experience: there's definitely no British tepidness -- you have to get out of the way! Girls were told to stick with the boys for greater safety. Mr Lemon was definitely a good choice to stick with!

Knowing that we would be sleeping on the floor for the next five nights made getting out of bed very difficult on Tuesday morning, but with our bags repacked with only necessities, we set off for the mountains. Our first stop was the supermarket for water and, perhaps more importantly, our last bar of chocolate for five days. After a lunch of chicken, rice and salad, made from scratch on the side of a mountain, we got our instructions from the guides and set off on our acclimatisation walk. We soon realised how different the Moroccan maps were to our usual maps. Getting lost within the first half an hour of walking definitely wasn't how we had planned to start our expedition, but then we didn't expect shouting across the valleys to be how we communicated with the teachers either.

Day three, the first of our assessed expedition, began early, with breakfast being the last meal to be provided for us for four days. We



started well, not getting lost for at least an hour. That morning saw our first experience with drinking-water from a spring. Who would be the first to give in to thirst an hour later, after the chlorine tablets had (or hadn't) worked? No one wanted to be the first to die from drinking the water. We found our path and started to climb, and climb, and climb... Regular exclamations of "There's the top!" soon started to wear thin and the upward journey seemed never-ending. But as we finally stood at the highest point for the day, every step seemed worthwhile. The view was breathtaking.



After an unsettled night due to some very noisy frogs, we set off for our second day of assessed walking. Our first challenge was to negotiate walking up a ski slope, albeit without the snow, a seemingly simple task in comparison to the previous day's climb. Most of the day was either flat or downhill, and apart from a difficult few hours walking along an open road in the midday sun, the day passed with the only major incident being a punctured camel-pack. We arrived at a very scenic camp, with Morocco's version of a Jacuzzi (a rock pool) in which we could wash off our tan-lines of dirt, dust and mud -- everything except the tan we had hoped for -- and prepare ourselves for the dreaded 'day three' that awaited.

We left the campsite somewhat apprehensively the next morning, not entirely sure what to expect. The day presented us with by far the longest walking distance and a tough climb in the midday heat. With everyone starting to tire and people becoming ill, we knew it was going to be tough. After a long morning, an impromptu rest for group two meant that most started the climb with some energy, but others were only still walking due to the dextrose tablets they were being force-fed by Mr Donnelly and here morale was not at its highest. This was soon rectified as, now feeling decidedly weak, some of us sat in the shade and watched various attempts at 'rock surfing' with fifteen-kilo packs. After walking for what seemed like an eternity, we arrived at a beautiful camp in a wood and day three was complete. Some found a river to go and splash in, others collapsed under a tree. Regardless of how tough it had been we only had one day left, and this was to be our last night sleeping on the floor.

The final day of walking began, of course, with uphill. Eventually a very tough morning was rewarded as the teachers came into sight and we reached our highest point. Stopping for lunch enabled time for numerous photos and emotional phone calls, and we were able to see the distance we had walked and the hills we had climbed over the past five days. After an afternoon walking down yet another seemingly endless winding road, we arrived at the gîte where we found toilets, showers, fizzy drinks and beds, amongst other phenomena. Obviously a lie-in was out of the question the next morning; instead the girls woke at 4.45am to walk down to the Hammam (a Turkish bath) in the local village. The early morning was definitely worth it: sitting on the balcony watching the sun-rise, feeling super clean -- most of us having washed our hair twice in eight hours -- was definitely a highlight of the week.

Our final day in Marrakesh saw the opportunity to visit the souks and to scout the future businessmen amongst the group as we haggled over prices. Anything and everything that you could ever imagine buying was available. The magnitude of the square was so great that getting lost seemed inevitable but we managed well.

On behalf of all the students I would like to say a huge thank you to the teachers who came with us for making the trip possible and thoroughly enjoyable. Also a huge thank you to Mr Donnelly: completing the Morocco expedition is an incredible achievement that I'm sure many of us never imagined possible. Earning the Duke of Edinburgh Gold Award has definitely been an experience that I will never forget.

Propaganda Exhibition at the British Library

BY ISAAC ARNACHELLUM-OWEN
AND ADAM WESSEL

On September 13, 2013, Year 10 History students visited the British Library in London. Despite the 7:00 am departure from LGS and a three-hour bus journey, we were keen to take the last available opportunity to see the exhibition on propaganda at the Library. Upon arrival at 10:00 am, we split into groups and we were given an informative talk about the use of research materials and about the library itself, in magnificent surroundings. The opportunity was taken to view the Magna Carta, just one of the many historical documents stored in the building. We also saw many other rare and religious texts, some dating back thousands of years.

The main focus of the trip, however, was on the Propaganda Exhibition. This was large, fascinating and informative. The staff gave us a tour, explaining various aspects of the history of propaganda, from the Roman era to the Second World War and today. For instance, we were presented with a full-scale portrait of Napoleon, complete with a vast number of symbols and imagery incorporated into the picture. These were explicated through the accompanying text, helping us to see that propaganda was not a Twentieth Century invention by any means. There were films, cartoons and



posters. As the curator said, “Propaganda is all around us. It is used to fight wars and fight disease, build unity and create division.”

A Visit to the National Cold War Museum

BY JOSEPH ARNICHELLUM-OWEN

On November 15th, 2013, Year 11 History students went on a trip to the National Cold War Museum at RAF Cosford. On the bus journey, we watched a recent BBC programme, “Strange Days – Britain in the Cold War”, which enabled the students to enter the right mind-frame for the visit.

Upon arrival, we had a talk from one of the ground crew, Mr Brian Conley, who had been stationed in Berlin, helping the Berlin Airlift to succeed. The talk made it easier to imagine what it would have been like to have been involved in the operation, including the incredibly long, unforgiving hours. He also contradicted some things that are mentioned in textbooks – e.g. that Western aeroplanes were sometimes shot at by Russian guns. He told of the accidents that were in part caused by the pressure that forced the ground crews to work very quickly without breaks for several hours every day.

The group then split into two smaller ones, with one group visiting the aircraft hangars and one going through the museum. The museum provided detail about topics such as the Space Race and the Cuban Missile Crisis. The Cold War exhibition contained a number of aircraft that had been used in the Berlin Blockade and it was easy to see their evolution, as they gradually got bigger and more powerful in order to make fewer flights. The exhibition also included Cold War memorabilia, including texts about sport in the era, showing how much activity was influenced by the politics of the day. The USSR was determined, for example, that its athletes should win in the Olympics and other sporting competitions, showing the physical superiority of their citizens to others, particularly athletes in the West. The aircraft hangars contained a large number of planes that had been used for military purposes, such as the Spitfire and the Hawker Hurricane, as well as aircraft that had been used for espionage.

The Beyond Belief Club

BY ANEESA KALEEM AND ROWENNA PATTEN

The 'Beyond Belief' club was established at the start of the academic year by the Religious Studies Department as a vehicle to enable students to debate the place and nature of religion in today's world. Where possible, guests were invited from a range of fields in order to share their views on various issues surrounding the subject. The speakers this year have included Dr Allan Hayes, Professor Andrew Tobin, Salma Ravat from the Muslim charity 'Eat'n Meet', Scarlett Lee from Animal Aid and

Cathy Collings from The British Red Cross. A particular highlight for us was Dr Hayes' talk on humanity making a better future together without God. We also greatly enjoyed the presentation given by Professor Tobin on whether science and religion can coexist, which caused lively debate. He also shared with us his ground-breaking research on a possible 'cure' for malaria. We look forward to more insightful discussion in the coming year.



Holocaust Memorial Morning

BY BENJAMIN SCHWABE

On January 23, 2014, the Year Nines were involved in a Holocaust morning. We had two active workshops on understanding the Holocaust, particularly challenging the idea that the Jews were passive during this time and also looking at whether the world had learned anything from these horrific events. What really shocked me was learning about current acts of genocide. We all talked about how we must prevent genocide from ever happening again. After a break

we met Martin Stern, a Holocaust survivor and we were all very grateful that he joined us, especially since he recently had a crash on his bike resulting in concussion. Mr. Stern was interned at both Westerbork and Theresienstadt. He had been a normal little boy, living in Amsterdam, until the Nazis invaded the Netherlands. "I'll never forget my teacher's face", he said about the moment when he was being led away from school by the Nazis – it was only much later that

he realised that the teacher had fully understood what his fate would be. His mother died in childbirth having his sister, so he and his baby sister were orphaned. Stern never saw his father,

a Jewish architect, again after his sister's birth and can only guess that he did not survive the camps. However, Stern himself survived his many grueling ordeals and was eventually freed from the camp by the Soviet Union. What impressed me was how well he did once he was freed – he worked hard at his studies and went on to become a doctor -- and how balanced his approach to this horrific time was. He has come to the conclusion that any one of us is no different than the German people and would react in the same way in their circumstances. The people involved were won over by Hitler's power of speech. It was an extremely worthwhile morning that has opened my eyes to considering the Holocaust from a range of perspectives and I hope that Dr Martin Stern will come back to Leicester Grammar School in the future so that others can benefit from his personal and open commentary on the Holocaust.



Peter Vardy Conference

BY ISABELLA OREFFO

On February 4th 2014, the Sixth Form Religious Studies students braved the MI to attend a one-day intensive conference in Birmingham. The conference was hosted by Doctors Peter and Charlotte Vardy and was based around the theme that "Ethics Matters". By using mood lighting and film references Peter

Vardy put across difficult ideas to the audience effectively and prompted debate on the use of drones in war. Peter Vardy expressed a variety of viewpoints and philosophical ideas, conveying the broadness of the subjects discussed. The challenging and exciting talks allowed the Sixth Form to show their passion and



knowledge of the subject matter and explore their own views while being guided by one of the leading thinkers of modern philosophy.

6th Form Trip to Toledo

BY LAURA WISELKA

On February 6th, 2014, 6th form History and Spanish students, escorted by Mr Picknell, Mr Allen and Mrs Jess, departed on the Toledo trip. The purpose of this trip was to inspire History students and gather sources for their coursework, which is on either Golden Age Spain or the Spanish Inquisition. After we arrived in Spain, our first visit was to the palace near Madrid, El Escorial, built by King Philip II to demonstrate Spain's prominence to the world. The artwork by El Greco was spectacular. Although we didn't walk all 15 miles of corridors, we saw enough of this impressive building with its large collection of paintings, pretty courtyards and gardens to get a good idea of Spain's wealth and power in the 16th century. We even saw Philip's bedroom, which was surprisingly small for a king. After our first Spanish dinner, Mr Allen took us on an evening walk around the heart of the old town. Toledo is a beautiful medieval city filled with narrow cobbled streets.

On Saturday we spent the day touring the sites of Toledo. We began with the impressive cathedral, with its altar covered in New World gold. The city was famous for its three religions, Christianity, Islam and Judaism, so we visited several churches and a synagogue that had been converted into a museum. In the middle of the day we went on a tour-train, giving us a view of the whole city on its hill surrounded by the river. In the afternoon we visited a pretty monastery with orange trees. The last visit was to a Jesuit Church where we climbed the towers to gain a panoramic view. Throughout the day, Mariam, Olivia and I helped the others with

Spanish translation, which was especially useful when ordering food. On Sunday we visited the Museum of the Inquisition, showing various torture implements used across Europe, which was not the nicest way to start the day! We then took the train back to Madrid and spent the afternoon in the Prado Art Gallery, where Mr Allen enjoyed paying his yearly visit to his favourite painting of his hero, Charles V. That was our last visit before making our way to the airport in the rain. We arrived home at 1:30 a.m., ready for school the next day.



Year 7 Archaeology Day

BY NICHOLAS NJOPA-KABA, 7D

On January 29th, 2014, the Year 7s had an archaeology workshop in the school pavilion, run by volunteers from Leicester University. The aim of the workshop was to show us how they would use all sorts of different evidence, from bones to seeds, to try and build our understanding of the past. First of all we were introduced to the volunteers and then we were split into several groups to go around and encounter the different activities that had been set up for us. There were four stations. At the first station, there was a lot of pottery on the table. Our aim was to try and organise the pottery into colour categories. After that we had some time to evaluate what we had done. We learned that pottery could tell us a lot: who had used it, (wealthy or poor) and what it was used for. At the next station, we were met with a large box of sand and several sieves with trays underneath. We had to sieve through the seed-riddled sand and then analyse the seeds we had found, using a laminated sheet with pictures of various seeds and their names. I found it interesting that seeds

could reveal so much about the past: what was farmed, where the seeds had come from, where the settlements were, and what was eaten. At the third station were bones. I am the sort of person who is finicky about some things, so I was not looking forward to handling bones. When the “diseased” bone was passed around, that is, the bone from a diseased animal, I was very careful to stay as far away from it as possible! The bones told us about animals of the time: their size, brain capacity and diet. The last station was about recording archaeological findings. Although photographic filing is also used, it was explained that sometimes it is better to draw the find, because a person could draw an interpretation of what the artefact was supposed to be as well and because a photograph cannot always pick up small details. The example we were given was a little arrowhead. It had dragons on it and although from the photograph we could only see two or three dragons, in the archaeologist’s drawing we could clearly make out four dragons.

When Mr Berry Went to Barrie, Ontario, Canada

TRAVEL THROUGH THE EYES OF A GEOGRAPHER BY MR BERRY

When I was young, my father had a book called ‘The World’s Greatest Wonders’. The black and white photos were fascinating and the places unimaginably exotic. I never dreamt that I would ever be able to visit them. Travel broadens the mind...or so they say. However, I prefer to think that some types of travel broaden the minds of some people. Sounds a little arrogant perhaps, but I have travelled to many places, and despite the fact that my generation has a healthy respect for the privilege of travelling, each place I visit means a little less than the previous one. A kind of saturation and complacency creeps in (colouring in yet another country on the World map). Today we can go anywhere in the World for a few hundred pounds and so lots of people are travelling to lots of places. In the

last 25 years I have travelled extensively. Yet the area I have chosen to write about is North America, which I experienced on a teaching exchange to Canada in 1981-2. Back then the World was a very different place; the contrasts between places were much sharper. Prior to this I had travelled only in Europe and consequently the prospect was very exciting. I exchanged jobs, houses and cars with a Canadian teacher called Frank, from a secondary school in Barrie, Ontario (about 2 hours’ drive north of Toronto).

Initial differences I noticed were shops that stayed open until 9pm, bug screens on doors and windows, the shopping plaza (like Fosse Park) and the mall (all unknown in England at that time). Lots of people had

holiday cabins (called cottages) in lake country to the north, equipped better than our houses in England. People went ice-fishing on frozen Lake Simcoe. I used to go with staff from school to the ice rink and practice my skating around the edge while they played ice hockey in the middle; it didn't take long for me to realise that this was a very hazardous activity. The winter was not very snowy, but I did have the opportunity to do some cross-country skiing; an activity I could have grown to really enjoy, once I had mastered the art of remaining vertical and negotiating the trees on forest trails. A catalogue of the whole year's adventures would be too long, but I will try to describe some of the high spots. Our 3-week trip to eastern Canada involved camping in a very battered trailer tent that Frank lent us. On numerous occasions my sleeping son managed to slide off the bed and under the canvas and end up in a heap on the floor. Quebec was exciting because I had learned about General Wolfe at school and was interested to find that there is a North American French accent, just as strange as the English one. Entering the USA through Maine, we encountered two border guards for whom we were the only entertainment they had had for hours. They made us get everything out of the car, including two sleeping infants -- we must have looked very suspicious!

Canadians love travelling to Florida for the winter, and we were encouraged by many to undertake the trip and go to Disney World for Christmas. However, one of our friends said that we should stick to the Interstate 75 because "there is nothing to see on the way". To prove him wrong we spent several happy days exploring the beautiful Smokey Mountains. Christmas presents were exchanged in an Atlanta motel, and we had eggs "sunny-side up" for breakfast. I still have vivid memories of the kids enjoying Disney World; particularly my son excitedly pointing as he saw Goofy having breakfast with a family in one of the hotels that the monorail passes through. When we returned to Ontario we were pleased that there had been no snow; it was the first green Christmas in Barrie in living memory! There was a memorable weekend when we joined the other exchange teachers in Ottawa, part of which was a curling competition. My wife and I came last and were awarded the horse's backside (Canadian equivalent of the wooden spoon). We thought this to be a huge joke, but many of our Canadian friends thought we should be ashamed of such ignominy. We also managed to visit some English friends in Chicago and the walking tour of the iconic skyscrapers is still a vivid memory. At that time Chicago had the two tallest buildings in the world. We were invited on two school residential trips. The first was a school choir exchange to Aurora, near



Cleveland, Ohio. We became very good friends with the vice-principal of the school there, and went back later in the year for a second visit. Nearby was a town called Midhurst, which had a large Amish community. Their very traditional lifestyle was striking: the immaculate farms with their white barns, the horse-drawn buggies, the distinctive beards and straw hats. The second school trip was canoeing through Killarney Provincial Park with the Outward Bound group. The art of portaging one's canoe took a while to master, but the silence, the wildlife and the white quartzite mountains are firmly imprinted on my memory, as are the blackfly bites -- voracious little critters! One of my colleagues said, "I tell you, my friend, they have mosquitoes in Waa-Waa the size of B52 bombers!"

Our final trip was to the west : four weeks camping in the battered trailer-tent as we passed through some of the most famous landmarks of the USA, the Badlands and the Black Hills of South Dakota, Mt Rushmore and the World-famous 'Wall Drug' (Google it!), then on to Wyoming, the Devil's Tower and Yellowstone National Park. Yellowstone is a geographer's paradise with its geysers and hot water features; I particularly remember the peacefulness of the high plains, with herds of buffalo quietly grazing. From there we entered Glacier National Park in Montana and turned northwards to the glaciers of Banff and Jasper. Returning, we were confronted by the Prairies and a long drive on the Trans-Canada Highway. Not far from the town of Drumheller, with its sculptured rock pillars and dinosaur beds, the car ground to a shuddering halt, and gave us the opportunity to spend two days in a tiny township called Hussar, awaiting repairs. There we met the mayor and were told to erect our tent in the High Street. We even cooked our dinner on the pavement, which must have presented quite a spectacle to the locals

Details of that year remain more vivid than those of many other subsequent holidays when I have been merely a tourist, in limited interaction with the local people. On the exchange I was able to meet and talk to huge numbers of people. It allowed me to test my geographical understanding against the real world in an unparalleled way. People were very interested to hear of my exploits when I returned. It is difficult to believe that long-haul travel has become commonplace so quickly and

that people are not really interested now in where you have been. So how do we avoid becoming complacent and failing to notice the variations in landscape, climate and culture as we travel? Well, keeping a diary in which we can record our thoughts and observations will help to focus the mind before the whole world becomes one enormous theme park. However, there was a time when that was not the case, and I feel fortunate to have just caught the tail end of that period before mass tourism really took off.

Farewell to Mr Berry

BY LOUISA BUTLAND

After thirty years of devoted service to Leicester Grammar School, Mr Berry has chosen to retire, sort of. Not only an iconic member of the Geography department (the school's first Head of Geography), he was recently appointed as Old Leicestrian Liaison Officer when he retired from full-time teaching in 2011, the brief being to increase the number of OL events, keep in contact with former pupils and raise the profile of the association. A member of the school choir for thirty years, he has organised events such as the original Year Nine Strasbourg trip, later relocated to Normandy. As a keen organist, he hopes to spend some of his time increasing his repertoire and giving concerts in local churches, as well as travelling at times when it is cheaper to do so. "There is so much I still want to see," he says.



How has the school changed since you first began working here?

The relocation to the new site in Great Glen has been a thrill after many years in the city centre. I never tire of being in such a lovely building in a rural setting. However, as the school has grown, its character has changed. The staff was much more of a corporate body than it seems to be now. Departmental offices did not exist to start with and so everyone came to the staffroom. People used to stay behind to chat at the end of the day. Now staff are so busy that they don't seem to have time for that. With so few staff members, there were lots of opportunities to be involved, and that was exciting. I feel privileged to have been at LGS in its formative years.

What will you miss most about the school?

I will miss the hustle and bustle of the day, the cut and thrust of the classroom and the repartee with colleagues in the staffroom. Of course, I won't cut myself off from the school altogether and will be in attendance at special events in my new capacity as OL Liaison Officer.

Watching our Teachers Debate British Involvement in World War One

BY ORLA HORAN, 10D

I have a real passion for debating, so when the chance presented itself on April 30, 2014 to watch four highly knowledgeable teachers in action I didn't regret missing a lunch-time. The motion was that Britain was right to join World War I in 1914, with Mr Allen and Mr Griffin in favour and Ms Pottinger and Mr Picknell against. First to speak was Mr Allen, deemed by many to be the godfather of debating. He encouraged us to vote on, "historical facts and accuracies and not on what ifs". His central argument was that, "Germany had shown its aggressive nature time after time" prior to 1914, with the Boer War offered as an example. This is an idea firmly supported by Downing Street, with David Cameron himself proclaiming that Britain was right to respond to German aggression and enter the First World War in 1914. Mr Allen also reminded us that Belgium had been created as "an independent and perpetually neutral state" and asserted that Britain therefore had a moral obligation to defend Belgium, especially after signing the 1839 Treaty of London. "This was a just and necessary war." With his refined and assured approach, Mr Allen had already swayed my opinion at this early stage.

Ms Pottinger was first to counter, stating outright that Britain had had time on its side to think about entering the war. It was said to be "elementary, dear Watson" that the costs of the war were catastrophic. Statistics were personalised as the audience was informed that "one in four Scottish soldiers never returned." Harry Patch, the famous war veteran was quoted, "Why should the government call me up to shoot a man I never met?" She apologised for making "the school-girl error" of using hindsight to argue a case, but would not apologise for highlighting the human angle of an event which was in many respects inhumane. In her moving speech, Ms Pottinger deemed that the human consequences of the war, including the financial and political consequences, made our involvement "idiotic". Arguing that without our involvement the war would have ended more quickly, she pointed out that although Britain went into the war to maintain its dominance, the British Empire declined nonetheless, that American trade competition rose after the war and that the 1918 level of British debt was as high as now.

The debate dramatically changed gear when Mr Griffin



took centre stage and as the only non-historian he took no time in reminding us that he could say anything he liked! As Mr Griffin identified the long-term factors which contributed to the outbreak of war – militarism, imperialism, nationalism and the alliance system – a list he had had drilled into his head at school, GCSE-level historians among the audience nodded sympathetically. The principles of Machiavelli were admired, with Mr Griffin stating that "there is no delaying war as that gives advantage to the enemy." With the most emphatic delivery, Mr Griffin went on to say that the allies "did frightful things better, but we didn't do them first", such as letting the gas out of the canister, putting explosives underneath tunnels, using naval bombardment and killing civilians. Last to speak was Mr Picknell, who unfortunately was cut short when we ran out of time. Approaching the motion from a different angle, he questioned the motives of the British Liberal government who were afraid of falling from office and proclaimed that Britain's decision to go to war in 1914 was taken by "tired politicians on a Sunday afternoon". He said that the Kaiser wasn't really a threat as German foreign policy to Britain was "pretty careless", that Britain was not in a fit state to fight a war and should have built up its navy instead. Chairman, Harry Ashman conducted the vote and Mr Allen and Mr Griffin won, but I remained as conflicted as when I had walked into St Nicolas a mere hour earlier. Ultimately, the argument concerning British "honour" and our moral obligation to intervene in an international crisis resonates just as strongly today as it did in 1914, but you may think that Britain paid too high a price for such honour.

Year 11 Battlefields Trip, October 18-22, 2013

COMMENTARY BY LOLA CARTER, SARAH SARAJ,
RISHI PATEL AND SCARLETT LI-WILLIAMS



EDITED BY CHARLOTTE JULIAN



BCS IT Challenge – LVI Team

BY HARRISON TSE



The BCS IT Challenge requires you to use IT in the designing of an application, animation, or robotics and is open to teams aged 11-19 from all over the country. LGS's L6th team of Ambika Aggarwal, Priya Patel, Anthony Shaffu and me, Harrison Tse, chose to create and design a potential application which would solve an everyday problem. Priya and I are ITC students, studying Wireless Communication, such as RFID tags, which allow wireless transfer of data. We came up with the idea of an application which incorporates this technology for a practical use. Firstly, we did some market research and found multiple products used for tracking pets and people using GPS technology, so we decided to create an application to prevent the loss of everyday household objects. We decided not to use GPS technology as this would be too expensive for our target market. Thus we came to create LocateMate.

Two of us designed the application and the other two created a scenario, as a selling point, showing a typical situation in which LocateMate would be used. As our application would provide a stress-free solution to a common problem, we wanted to create an easy-to-use, instantly understandable interface, providing a hassle-free experience. We created some mock-ups of possible screenshots of each menu and options of the application to show how it would look. We devised a method for attaching tags to items users wanted to track. These tagged items could then be located, the tag communicating with the phone application using wireless technology. The application would be marketed as a free download with tags available at a cost. Users

would name each tag on the screen, for example 'keys' or 'camera', and could then locate their items by tracking them via any phone with the LocateMate application installed, using the web account system. Whenever the user wished to locate an item, they would select it from 'My Belongings' and click 'Start Tracking'. This would send a signal to the tag to sound an alert. Using sound to locate the item allows more people to use the product, such as the visually impaired. From the signal strength the user would know how close they were to the item.

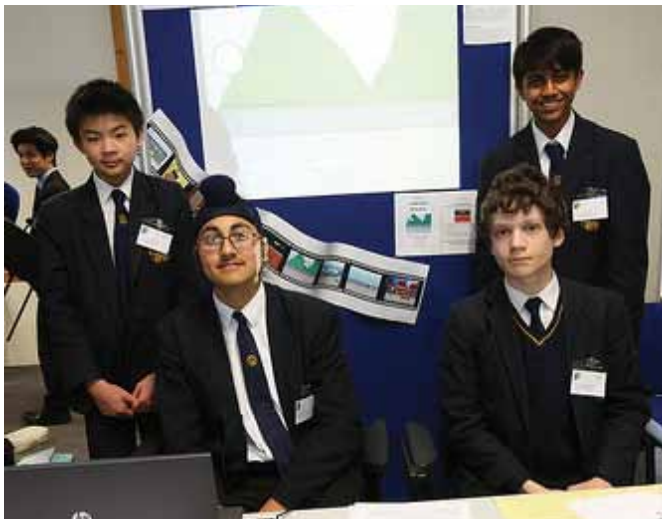
Having completed our projects, we left for Coventry University to set up our stand. Ambika had created a large poster of our mascot called "Sherlock Phones" and we also had prototypes of how our app design would look loaded onto a phone. These were produced using acrylic and the laser cutter in School. After we had finished setting up, the judging process began and we only had a short amount of time to describe our project to each of the judges and had to be quick with our responses. It was helpful that we had a thorough knowledge of our product and had carried out our research fully. We were grilled about every detail of our concept, similar to contestants on Dragons' Den. However, we managed fairly well under the pressure. The pitching lasted for two whole hours and, in the end, we were all happy with our delivery. Our team and the Year 9 team had success in the competition, winning prize money, digital cameras and IBM merchandise. I would like to thank all of our team for all the hard work done and Mrs Sian for helping us along the way. We have learnt valuable skills from this competition.



BCS IT Challenge – Year 9 Team

BY ANDREW HIGGINSON AND DILAN KOTECHA

After being approached by our ICT teacher, Mrs Sian, about the competition, Joshi Chan, Prabhjot Grewal, Dilan Kotecha and Andrew Higginson began brainstorming ideas. Straight away we wanted to create an animation. The alternatives seemed too daunting and none of us had the necessary programming expertise. However, we did have some experience of animating in a program called Scratch. After the Christmas holidays and no new ideas, we thought about doing some form of “dumb ways to die” parody purely for comedy. We soon discarded this idea though, as we knew that our animation had to have a deeper meaning than just being funny. When the idea of a Stickman came up we instantly knew that this was what we had to make: an educational animation about a Stickman.



We soon worked out a rota for what proved to be an immensely time-consuming task, splitting into pairs to work on different days after school and coming together to review the products at lunchtimes. This turned out to be quite an efficient system, and we managed to get a lot done in a limited time. However, the enormity of our task did not strike us until we got started actually animating. Because we had chosen to use Scratch, we had to do everything (no pun intended here) from scratch. That meant drawing every piece of scenery, background and character ourselves. To make the smallest segment of animation look good, it can take days or weeks of hard work. Because of this, many of our ideas had to be scrapped, changed or simplified along the way and by the time we had finished, the animation was very different from what we had first planned. We all worked together well as a team, helping each other along the way and putting in a huge amount of work. When we

first watched the full thing, we felt an enormous sense of pride and accomplishment. The Prep class were invited to a preview and provided us with helpful feedback.

Having completed all of our projects, all three of the teams – our Year 9 group as well as a Year 10 and a Sixth Form group -- embarked on their own journeys in an effort to achieve success at Coventry University. Our challenge was to present and pitch our animated project to a range of honourable judges who had the huge task of visiting each project and awarding marks according to project concept, creativity and delivery. The bus journey to Coventry was rather tense as all three teams were making final arrangements for their projects and thinking about how they would decorate their stands. Our team, having only printed many of the information documents that morning, was very anxious and eager to set up and rehearse our pitch. Upon arrival, the three teams were directed towards their stands. We were then left to set up and fiddle around with extra technology that we had brought with us in order to make our stand more attractive and interactive. After finally setting up our projector, half of our team went to check out the competition. Our obvious rivals were Loughborough Grammar School, who had created a quality animation of our solar system! Their display looked very impressive and informed the judges about how they had created their work.

All too soon, it was time for the judging process to begin. We had a shaky start to our first pitch, during which Dilan forgot our team name! After that, we started to gain confidence and slowly developed an order. Prabhjot talked about how we had developed the idea, Andrew commented about the software and creation of our animation and Dilan explained our future ambitions for bringing our Stickman into schools around the country. Joshi also described the limitations that we came across when we were using the software. After pitching our final product for two hours, we were about to find out that we had won in our age category. Our team had not only won some great prizes, including video cameras for each of us and prize money for the school, but also an understanding of teamwork and pitching!

We would like to thank Mrs Sian for organising us and helping to overcome many problems that we faced. She has dedicated so much time from start to finish in order to help the LGS teams to their achievements!

“Lifecycle” —

How Harvey Kingsley-Elton, Harry Ashman and Jeremy Worsfold produced their prize-winning short film

BY HARVEY KINGSLEY-ELTON



The Short Shorts Film Festival is an entirely online-based, film competition for schools, which tasks its applicants to produce a film that is exactly 60 seconds in duration, including credits. Having been informed of this competition by Mrs Hunt, I readily accepted the challenge, excited by the prospect of the new directions that could emerge from the seemingly restrictive 60 second time-frame. Together with Harry Ashman and Jeremy Worsfold, I produced ‘LifeCycle’ with the intention of submitting it into the ‘experimental’ category of the competition. The focus of the film is on cycling, inspired by fanatic Harry, who had been vying to produce a cycling-based film for a long time.

During the planning process, it soon became clear that this was going to be our most ambitious project yet. Due to the nature of the film, I wanted to try many new approaches to filmmaking and cinematography, in order to capture the cycling in an aesthetically pleasing (and hopefully impressive) way. As we already owned all of the necessary film equipment, our only cost in making the film was petrol for transportation – about £20. We set out to shoot the film with a DSLR, Go-Pro cameras to attach to the bike, a remote-controlled helicopter and even our mobile-phones. We wanted variety, and lots of it. Within 24 hours we had finished filming; a

shoot that had required us to wake up at an unsightly hour in the morning, and stay up until the following day. It was definitely one of, if not the most, tasking projects that our ‘film making trio’ had ever worked on. Including editing, the entire project took 72 hours.

Having finally submitted the film, we waited anxiously for the response from the judges, who choose their favourite five films in their respective categories. Unfortunately, we did not achieve any awards for our submission into the experimental category; however, unbeknownst to us, the film had become quite successful in other categories. Film director Oliver Parker (*Othello*, *The Importance of Being Earnest*) selected our film for his category, so that we achieved second place in his Best Director category. Recognition for our work from such a respected director was a dream come true, especially after hearing him call the film “a very strong, simple conceit which was effectively executed”. The film was also amongst the top five submissions in the ‘Best Use of Location’ category, possibly as a result of the exploratory use of camera angles, as we experimented with many different filmmaking techniques. Overall, the experience was very enriching, as we learned much about the craft of filmmaking and as a team we are further motivated for future efforts.

Mr Gee Looks Back



I arrived at LGS in 1990, faced with the challenge of setting up a Design and Technology Department for this relatively new school. Previously I had been head of Technical Studies at a school in Market Harborough, and prior to that a mechanical engineer, a job where we were required to build everything from tiny satellite parts for UK6, to creating machinery for measuring human interaction with furniture. The first problem was to find a place to put Design within the school -- not an easy task because the school was in the centre of Leicester and space was tight. Consequently, we evicted History and Economics from three rooms in the St Nicholas Building, which is now the Visitor Centre for King Richard III. Many of my time was spent going to factory auctions, scouting for drilling machines, lathes, milling machines... not so much of a hardship for someone who loves an auction house. Whilst having walls knocked down and a workshop created, I taught a 50% timetable of Graphics to Years 7 and 8. This approach meant that we taught Design and Technology by starting only in the early years, so there was no GCSE or A-Level Design until much later, which worked well as all of the students knew what they were getting into by then.

After three years Mrs Harvey joined us, and we formed a great D&T team, as her strengths lay in Furniture Design and Graphics Presentation. We built on her strengths and set up the first CAD room, with the introduction of a CNC engraving machine. When St. Catherine's was developed we managed to persuade the Head to give us a second workshop space in St Martin's, so that we could add GCSE and A-Level Design and Technology to the curriculum. However, we still lacked space for any large

scale project work. After our first inspection we employed Mr T, our first full time technician. These first 16 years at Leicester



Grammar School saw us produce an array of extremely talented students who have gone on and developed careers in silversmithing, engineering, landscape and garden design, product design and furniture design. When we moved to new premises in Great Glen this provided the department with the opportunity to create a purpose built area for DT. This enabled us to at last have space for a major project and so the Kit Car Club was born. 2014-15 should see us building the school's third Caterham. These cars come in bits; a group of enthusiastic students learns how to build the cars, and then the finished product is sold back to Caterham for another box of bits!

Every year we have produced a showcase of student work, so that parents and staff can come and see the final pieces that students are producing for their exams, as well as admire the lower school projects. These evenings have been great fun, very well supported, with plenty of wine flowing, music playing, and proud parents and students alike. Over the last two years we have bought a 3D printer to be used from Year 8. The Year 8s have enjoyed making their own Lego men, and the Sixth Form have produced mobile phone carriers for bikes.

It is with a happy heart that I am passing on a vibrant, enthusiastic, and positive department to Paul Shelly who joins us from Rugby School.



Mandarin Lessons

BY ELEANOR HIGGINSON



At the beginning of this year I was among those who were excited to sign up for a Thursday lunchtime class teaching Mandarin to beginners. With the world becoming increasingly globalised and many job opportunities cropping up in China, this seemed a very useful skill for the future. For language lovers, Mandarin also represented an exciting new challenge: as we discovered only a few minutes and several *Nî hâos* into our first lesson with Ms Yuan, this was unlike any language most of us had ever studied before. Since Chinese is pictorial, the written and spoken languages do not correspond in any way and there are countless different characters to memorise. In addition to linguistics, we also had the chance to learn about Chinese culture. This began from our very first lesson as we were taught about the Mid-Autumn Festival when Chinese farmers celebrate the good harvest. This holiday is connected with the moon (*yuè*) because of the Chinese legend of the great archer *Hōu Yì*, who shot down nine suns, and his love for *Chàng É*, who became the moon goddess; where the English see the man in the moon, the Chinese see a magic rabbit (*péngyōu*) who keeps *Chàng É* company. At the end of our first lesson we were each rewarded with a piece of moon cake (*yuè bīng*), a sweet pastry, with egg yolk in the middle to represent the moon, shared by Chinese families during the Mid-Autumn Festival.

During the next few lessons we began to learn the basics of the language such as the numbers, the calendar and simple greetings. It was always interesting to notice where Mandarin differed from European languages. For instance, when Chinese people give their names it is customary for their family name to be said before their given one. As our language progressed, we were increasingly able to participate in role-plays acting out everyday situations in China, such as ordering traditional dishes like dumplings (*jiǎo zi*) and fried rice (*chǎo fàn*) in a restaurant. The next big challenge was beginning to wean ourselves off the Pinyin, which is the phonetic Romanised form of Chinese, and begin to write the authentic Chinese characters for ourselves. In China calligraphy is a form of abstract art which is inspired by nature, and great care is taken to make every single stroke perfect. Even very complex characters are made up of a combination of simpler ones, which we began to practice first, and by recognising the different elements that a character is composed of it is possible to guess its meaning: for example, the symbols for “sun” and “moon” combine to make the one for “bright”. Around this time we also had the opportunity to participate in celebrations for the Chinese New Year. This allowed us to practice our calligraphy alongside Chinese painting of scenes from nature, such as pieces of bamboo, flowers and lakes, using special ink and brushes which

allowed us to create an enormous variety of tones. We also learnt how to make origami silhouettes of the symbol the Chinese display around their homes at the New Year in order to encourage good luck. Complimentary fortune cookies completed the fun. Overall, although Mandarin was initially very challenging, for most of us our understanding increased enormously as the weeks progressed and we are working towards taking a formal qualification at the end of the year. Perhaps more valuable however, was the chance to learn so much about such a rich and intricate culture so different from anything we had experienced before.



Art and French Conversation in Paris

BY CHARLOTTE JULIAN

On February 15th, 2014, fifty Leicester Grammar students, from Year Ten to Upper Sixth, arrived at school at 7:30 am, bursting with energy, ready for their Art and French trip to Paris. They had waited eagerly in anticipation for several months prior: the Eiffel Tower, delicious French cuisine and world-famous art galleries had all sparked their enthusiasm from the word go.

After a long delay at Dover, our first point of call the next morning was the Pompidou Centre with its vast collection of modern art and an amazing rooftop view across Paris, providing our first glimpse of the Eiffel Tower! After a couple of hours of wandering the vast galleries, we stepped into the local café where many of us enjoyed nutella and banana crêpes. This gave us renewed energy and we got onto the coach and headed off for the Musée D'Orsay, a contrast from the Pompidou Centre as it housed much older artworks, from 1848 to 1914. This gave the Art students a chance to look at some Van Gogh. They were given the task of drawing sketches of their favorite piece of artwork, whilst the language students had to describe the pieces in French. Around 7pm, we headed off to a local restaurant where we tucked into a meal of ham and cheese crêpes, chicken in tomato sauce and a delicious apple tart!

The following morning, we were awake bright and early in order to make the most of the day. At around 9 am, we arrived at the Louvre, an iconic landmark known around the world. This was a great photo opportunity, and to know that we were in the home of the Mona Lisa made the atmosphere even more special. We spent around an hour browsing the various artworks, and as it gradually began to get busier we knew we were getting closer to the Mona Lisa itself. Everyone had built up their enthusiasm to see one of the most famous paintings in the world, although we definitely weren't prepared for the disappointment that would follow. We walked into the room and instantly were confronted by a mass of people crowding around a small painting on the wall which was surrounded by guards. When we did manage to get slightly closer, we were underwhelmed. After lunch French students visited Notre Dame Cathedral and also the Paris love bridge, where people write about their love on a padlock and hook it onto the rails of the bridge -- all very romantic! After this we met up with the

art students at the Eiffel Tower, and began queuing for our chance to ascend it, but had to be swiftly redirected out of the queue by Mr Maddock as he informed us that we had to be at a restaurant for dinner in less than thirty minutes; we were all obviously very disappointed. However, the river cruise that followed that evening turned out to be many people's highlight of the trip.

On our last day, we were once again up early, yet feeling that it was too soon to leave as we had only arrived just over 48 hours earlier. Whilst the Art students attended a sculpture museum, the French students followed a different itinerary: we had a fabulous time admiring the high-end clothing of Gucci, Prada and the like, followed by delicious macaroons from a French patisserie, all whilst practicing our French of course. Sadly after our morning of extravagance we had to once again make the lengthy journey back to England, which fortunately was straightforward.



Prep Trip to Normandy

BY NATHAN WONG



At midnight on May 4, 2014 the Prep class set off for Normandy. When we boarded the ferry it was already the next day and everyone was so tired! The ferry was huge, with lots to do, including a cinema. As soon as we reached the centre we were immediately welcomed by our host, Stella. She showed us our rooms and told us about the rules. Our first activity was a short tour of the local port; we saw the harbour and the beach, which was full of scallop shells. Soon after we went to bed for the long day ahead.

Tuesday was another busy day at the local beach in the village of Commes where we had a scavenger hunt, different items like seaweed scoring two points each but a stone with a hole in it scoring five points. In the end Juhi's team won with over sixty points. In the afternoon we got a visit to the amazingly preserved Longue Battery, a group of long-range artillery guns, providing many chances to take photos. Then we saw the remains of the Mulberry Harbour (floating concrete blocks used in WW2 to land troops) and visited the small town of Arromanches, which is special because it was the first town liberated by the allies. Finally our taste buds were treated to crepes and ice-cream from a special farm. Wednesday we visited Bayeux Cathedral, followed by a trip to the market to buy fruit in French and finally the highlight, going to see the famous Bayeux Tapestry! Over seventy metres long, it showed the pivotal Battle of Hastings and how William the Conqueror came to the throne. Everyone got headsets to explain some of the details and we all went to see a short film about the Normans. We also heard of some of the hideous deeds that William committed. That evening we made fruit salad using our purchases from the market and did some cheese-tasting, including Roquefort and Saint-Paulin (a very mild cheese). Thursday we visited Omaha, one of the five landing beaches, but the bloodiest by far, costing over 2,000 American lives. We showed our respect and gratitude as we thought about how the troops saved our freedom before walking across the vast beach to the coach. Then we 'allez allezed' to Honfleur to see a museum devoted to Erik Satie, the eccentric musician and composer, before a carousel ride and macaroons to snack on. After a quiz with magnet prizes and team names like Gangnam Style, we rested in Le Clos de l'Ancien Pressoir for the last time.



Even though it was our last day, Friday was jam-packed as ever. In the morning we arrived at a place where they make toffee called Isigny-sur-mer. There we got to sample a few of the sugary delights and see a huge slab of calvados (cider) flavoured toffee being made. Only the teachers were allowed to try it, of course! We sampled apple or fudge or salted caramel toffee, with caramel popcorn and a fragment of caramel biscuit. Everyone was bought a generous-sized bag of assorted toffees by our teachers, as well as a jar of jam. Almost everyone bought other edibles as well, from marzipan apples to caramels arranged in camembert tubs. The shop also sold many other souvenirs. The teachers came pushing a bursting trolley containing half the shop's goods, leaving behind a thick wad of euros. Then we sped towards Caen. We were told how badly Caen was damaged in the war and learned a little more about William the Conqueror including his gruesome death: his body exploded, killing some of the undertakers from the stench. We got to see the streets of Caen whilst snacking on sweets and pain au chocolat. We saw William's castle and grave. Lastly we shopped in the hypermarket in Mondeville for camembert and other things. Then we boarded the ferry -- it was much choppier than the outward journey and caused many of us to be seasick. A very big thank you to Miss Fletcher and Mr Howe for looking after 29 raucous children and giving up their free time so this trip could go ahead, and a special thank you to Miss Mould who slaved over a pile of paperwork to enable the trip and organised it all.

Spanish Exchange Visit

BY CHARLOTTE JULIAN



On April 4, 2014, eight LGS Spanish students, accompanied by Mr Lupton and the Spanish assistant, Patricia Matalobos, flew to the Malaga area to spend a week with our exchange partners there.

The teachers had planned many activities and day trips for us and our Spanish partners during the week, the first being a visit to the Sierra Nevada mountain range, where we enjoyed a walk through the snow on snowshoes, sledging and a visit to CAR, a high-altitude sports centre, with special facilities for young athletes in training. Although we had anticipated it being very chilly up at 2,200 metres, we found that it was as warm as a summer's day in England! The next day we visited a science park near Armilla, the place where most of us were staying, with interesting interactive exhibitions, including a test that calculated our weight in water and another that indicated which parts of our bodies were hot and which cold. We were thankful that the guide spoke English as well, as none of us would have known the Spanish for chihuahua intestines! We moved on to look at other parts of the park, including a butterfly house. The following day was the warmest of the trip, the temperature soaring to 33°C by lunchtime. Therefore we were very happy to take a stroll to see the Alhambra Palace and top up our tans on the way!

The road up to Albaycín, the village next to the palace, was lined with boutiques and shops, giving us a chance to select some souvenirs. We enjoyed the ice-cream at a local café, while photographing the stunning views, and then walked back down into the centre of Granada with the afternoon free. As the group was mainly comprised of girls, naturally we took the opportunity to hit the shops, ending the day with a restaurant visit and tapas. The next two days were spent taking lessons in Spanish, including an extremely difficult AS Spanish Literature class, at our partners' school and visiting the beach in the afternoon to paddle in the cold sea-water and relax in the sun.

Our exchange partners did not seem to spend much time with their parents in the evenings and so we went out with them each evening to engage in a variety of pastimes, including relaxing in the park, going bowling and eating and drinking in local restaurants. This gave us a great opportunity to wind down after a hectic day and to practise our Spanish. Over the week our Spanish improved dramatically and it was hard to say goodbye on the last morning, after a churros breakfast, knowing it would be nearly six months until they came to visit us here. As we hugged the Spanish students goodbye, we felt as though we had made friends for life with them.

Visitors from Elizabethanschule, Hoflheim, Germany

BY LAUREN HILL

The first leg of the exchange visits for this year between Elizabethanschule in Hoflheim, near Frankfurt, Germany and Year Ten German students at Leicester Grammar School took place in the week of October 4, 2013. The German students arrived at LGS during period eight and we were all gathered in the refectory to meet our visitors. The LGS students who hosted a visitor were Isaac Arnachellum-Owen, Emma Brown, Sally Delahooke, Lauren Hill, Jeevan Kelai, Harry Mead, Emma Nisbet, Jonathan Pantlin-Whyte, Rebecca Sanders, Eshvari Solanki and Nikisha Thakor. A group photo was taken and then we went off to catch the last lesson of the week. We returned home from school and introduced our families to the visitors. Many took the exchange students on a tour of their village, while others sat at home bonding with their houseguests through a game of FIFA on the X-box. Some visitors were introduced to the classic British Friday night dinner: a takeaway!

Saturday morning was sunny and we took our visitors to Leicester for a day of shopping, taking pictures, eating scones, going to the cinema and gathering souvenirs. Those from Elizabethanschule commented on how lively Leicester is. On Sunday some of us went to Cambridge, others to Foxton Locks, while a few simply met up to play football. At night we served our guests a Sunday roast dinner.

On Monday the German students travelled on a coach to Snibston Discovery Park, a childhood favourite of many of us. They thoroughly enjoyed how interactive the centre was. Returning to school at lunch-time, our visitors could then participate in afternoon Games lessons. The visiting boys joined in with the basketball, but the visiting girls opted out of hockey so as to watch instead as some of our students played the British game of rugby. On Tuesday the visitors travelled, with their friends staying at Solihull in Birmingham, by train to London, where they saw Buckingham Palace, Parliament and Westminster Cathedral, as well as ascending the London Eye. We collected them from the train station at eight o'clock, after which Emma Brown and her



German partner, Sarah; Emma Nisbet and her German partner, Celine-Estelle; and my German partner, Franzi and I all went out for a lovely meal.

On the Wednesday we all went to the Outdoor Pursuit Centre in Leicester, where we were joined by The Solihull School. We were split into four groups and did team-building activities, working together to solve physical and mental problems. After a short break we did bell-boating. Bell-boating involves two canoes attached together with a platform in the middle. Each team has a bell-boat. Although we were told that we were not going to get wet, they were wrong, very wrong! As soon as we had found our rhythm in the water, we were interrupted by a massive water-fight with various people lifting their paddles out of the water to soak their victims. Everyone was soon wet, causing tension and a thirst for revenge. When we arrived at some locks with the Leicester Space Centre in view we were instructed to play a nerve-wracking game in which we stood up in the boats to play Head and Shoulders, Knees and Toes, jumping whenever we got to "toes". We also played the familiar game of Fruit Salad, which involved our swapping between boats and trying not to fall into the freezing cold water. After these games, there was a race to get back to the centre, which the girls' team won. We had earned our lunch and a long

break to get dry. In the afternoon we did rock-climbing, testing our trust in each other as we were in charge of one another's safety lines. We all managed to climb to the top and it was a fantastic day for everyone who participated.

On the Thursday the exchange students went on a trip to the Think Tank Museum in Birmingham where they were investigators for the day and had to use many different techniques. When they returned they said that they had enjoyed the trip, but preferred Snibston Discovery Park, so it was one point for Leicester and zero for Birmingham! This was our final evening spent with our visitors, so we all decided to go to The Meridian

to play some bowling, followed by a meal at Frankie and Benny's. At the bowling, more photos were snapped than there were pins knocked over! Everyone was laughing and having an awesome time. At the restaurant we sat at a massive table, reminiscing about the times we had had together in England and our plans for the reunion in Germany in March.

On Friday morning there was an emotional atmosphere, when we made our way over to the coach after period one and said goodbye to our partners. Everyone hugged each other and we waved them off as they were driven out of the school gates.

The Onatti Play

BY MYA HUDA



On November 25th, 2013, a French theatre company, Onatti Productions, came to perform "Mon pere ne me comprend pas" at our school.

Before we saw the performance we went over a part of the script in class, so we could have a better understanding of the play for when we watched it, the following week. The part of the script that we read, was about a girl, Helene. It was her 15th birthday and her dad thought she was much younger than she was. He bought her a "baguette magique", a magic wand, for her birthday present! Helene was very disgusted by her present and wished she had a cool dad, but she should have been more careful what she wished for! When she asked her dad if she could have a party he didn't want to hear anything about it and then Helene pushed it to the limit, in her dad's perspective, by asking if she could invite boys! In the lessons to prepare for the performance, we also wrote about what we thought would happen next. This was good because we could use the vocabulary to try and imagine what was going to happen.

While we read through the play we could refer to the vocabulary list, which the Onatti Productions Company put in the booklets that they sent to us. This was very helpful because if we didn't understand or

needed to check a word we simply could. The glossary had a noun section, a verb section, an adverb section and an adjectives section so that we could learn the groups that the words came from. Some of the new words that I learnt are as follows: a joke -- une blague, the walls -- les murs and a dream -- un reve.

Overall I really enjoyed the performance and even though I didn't understand it fully I got the gist of the play. The actors were very good at including the audience, such as when the man went around with his hair and shook it in the teacher's faces -- that got the whole crowd laughing! The play didn't just teach us the language but also about the French culture as well and how some French people would celebrate their birthday!



A Postcard from the Rhineland

BY ELLIE DIXON

This was the first time that LGS has travelled to the Rhineland and it was hugely successful and is sure to be repeated.

Twenty Year Nine pupils, 1 (a Sixth Form German pupil) and three members of staff travelled to Boppard in the Rhineland. The party voyaged by coach and ferry and everyone was in high spirits when we finally arrived at our hotel, 15 hours after departing from school. On our second day we saw Burg Eltz, a medieval castle high in the hills of Koblenz. We were given a tour of the castle and then travelled on to a vineyard near the Rhine where we were taught the process for making wine and were able to try different grape juices. Some students and even Mrs Barre, took the opportunity of climbing into the huge wine vats! Then, whilst the pupils did some shopping around the town, the staff spoke with the vineyard owner, sampled some of his wines and bought presents. That evening we went bowling and Mr Rich and I undertook a game of pool. From there we went to Deutsches Eck which gave the Year 9s an opportunity to release their energy by running around and climbing to the top of the monument.



Other activities included a day trip to Cologne where we visited Kölner Dom and climbed all the way to the top, sampled chocolate in the Chocolate Museum and then either went shopping or tried out sports in the Sports Museum. In the evening we sailed down the Rhine on a boat cruise where some students sat taking in the view whilst playing cards whilst others sat and took photos. This boat trip allowed the students to understand how big the Rhine is and to see for themselves how it is still a working industrial river. The last day was spent at Phantasialand, a huge theme park, where everyone had a great day and many said it was the highlight of their trip. After being thrown about on Black Mamba, taken through pitch black tunnels on Colorado Adventure or soaked in the Log Flume, it was back to the hotel for the final evening where I held a quiz and we celebrated two birthdays with cake.

A Postcard from Andalucía,

JUNE 2014



During our first day in Granada, the rain in Spain fell mainly ... on us! A thunderstorm and torrential rain struck just as we began our visit to the Alhambra. We refused to let this dampen our spirits and focused on the beauty of the palaces and stunning gardens which surrounded us. By the evening, the sun had returned and we enjoyed our daily Spanish lessons by the hotel swimming pool. Wednesday was spent in Málaga: the highlight of the day was undoubtedly our visit to the Museo Picasso, where we learnt about the artist's novel use of perspective with our amazing tour guide, Lourdes. On our final day we saw Córdoba and its world-famous Mezquita, before enjoying a tapas-style lunch and a spot of impromptu busking!

Wishing we were still there,

The Year 9 Spanish group

A Postcard from Normandy,

JUNE 2014

Our trip to Normandy was full of memorable moments! One of the highlights was visiting the goat cheese farm, where we learnt lots of new facts – all of which were explained in French – and we got to try some goat milk, which was surprisingly tasty. The itinerary was packed full of activities from bowling to bread-making to bathing in the sea. The weather was surprisingly warm and we played French games on the beach. One evening we were in French fancy dress, tasting snails. Another day the teachers sent us off with a shopping list to visit the local market and converse with the sellers. Our French animatuer, Valentin was very enthusiastic, kind and helpful.

The Year 9 French group



A Word from the Head Boy

JONATHAN BLAKE



When I first came to the school, back in 2007 when LGS was still on Peacock Lane, I felt completely out of my depth. It was a huge change from the small primary school I'd been at before. To begin with, I spent my mornings in Mr Shaw's room. I wasn't even a big musician at the time, as I only really played the guitar, but Mr Shaw let me sit in his room anyway, even if he had a lesson, and we would just chat or we would listen to Radio 4, which he always had playing. Slowly he helped to build up my confidence; he gave me instruments to try out and would eventually teach me the saxophone for five years. Whenever I see him now, he is as warm and friendly as ever and I don't think I would be writing this article if it was not for his influence. I will definitely miss the activities I have been a part of during my time at LGS, especially playing guitar in the Folk Group. The concert we played in Cornwall, in shorts and sunglasses, as people walked in and out of the Lemon Street Market was very memorable. All of our friends came to watch and we all had a really good time. That music tour was a great experience and is one of the reasons I would highly recommend learning an instrument at LGS.

When I found out from Mr King that he wanted me to be Head Boy, I truly was not expecting it and worried that he had chosen the wrong person, but the year that has followed has been really

fun. Being in Upper Sixth gives you a sense of ownership over the school that you look forward to from Year 7 onwards, and it comes with a sense of responsibility. The teachers respect you so much more in Sixth Form. Within a day Miss Hughes can go from telling people to quiet down in the library to sharing her views on Woody Allen with me in the corridor – we did not agree, but still had a good conversation. Being Head Boy has been great: I've been able to see my friends wearing the black gowns, I have given readings during services and been a part of interesting school events. Having a Head Girl so dedicated to the role has made it easier and I don't think anyone deserved the post more than Milly. Some have criticised the way that I walk ahead of Milly when we enter the room for assemblies, so I want to explain that I don't walk quickly – she just walks slowly. I cannot name everyone I would like to thank and everyone I will miss, it would be too long and boring. I have made friends for life at LGS and the strong, supportive staff should be thanked. Mr Allen guided Millie and me through the year, Mrs Sains co-ordinated every assembly perfectly and Mrs Hunt was incredibly lovely. I am grateful for the experience of being Head Boy, for the skills I have gained and the positive memories I will take away with me.

A Word from the Head Girl

EMILY COOKE



I feel that I can truly class myself as a Leicester Grammar School veteran, having had the experience of the Spencefield Lane, Peacock Lane and Great Glen sites. Having the honour of serving as Head Girl during my last year here is the perfect end to what has been a fantastically memorable 14 years. My friends are ones I shall cherish forever and have definitely made school life entertaining. Traditions have been significant in school life from the word go; my debut performance as a tree in House Drama is certainly one to remember. I will never forget playing on the netball team in Year 11 and making it to the Regional Finals, after fiercely contested county matches. House netball and the Sports Day relay never fail to become outrageously competitive. With both Jonathan and me in Dukes, how could our house fail to win? (Quite easily, it seemed.) Most nerve-racking of all traditions is coming into school on Results Day to pick up the dreaded brown envelope. Amidst tears of mostly joy, teachers and parents await anxiously. I felt a wave of panic on first opening my GCSE results, as I couldn't decipher my grades! Luckily my teachers and father were on hand to help. The school has given me countless opportunities, most notably the Gold Duke of Edinburgh expedition to Morocco. The disparity I saw there between rich and poor was truly moving.

Walking at high altitude for eight hours a day in the Atlas Mountains in fierce heat tested us to the full, but I will always treasure the satisfaction of reaching the top of the pass on the hardest day of the trek, after a four-hour climb. The trip has enhanced my thirst for travel, something I shall pursue during my gap year.

Although initially anxious about being Head Girl, I found the transition much easier with the meticulous planning of school services provided by Mrs Sains and Mr Longson. Without their guidance, Bible readings would definitely have been much more nerve-racking. I would like to thank them for all the help and support they have given both Jonathan and me. The team of prefects have been first-class; they have been thoroughly committed from the start and made my job much easier. Lastly, I would like to thank Jonathan, the most organised and conscientious person I think I have ever met, who has made the past year the best of my school career. I feel we really did make the perfect team.

To all the new Year 7s, I would urge you to take full advantage of everything the school has to offer and to value your time here. Your school days will fly by and you will probably only realise in the last few years that the school really is something to cherish.

An extract from the EPQ essay

Why Damien Hirst is an Empty Artist

BY FRANCESCA CURTIS

For her Baccalaureate essay, Francesca Curtis explored why the success of Damien Hirst, the richest artist ever to have lived, is a reflection on the sorry state of the art industry. This is an extract from that essay.

My first encounter with a Hirst work was in Tate Liverpool. From across the room I saw this intriguing piece of work which comprised a series of butterflies in a beautifully arranged pattern. However I was not expecting, when I got closer to the work, to realise that the butterflies were in fact real and had been pinned onto coloured board. My initial reaction was one of distaste as well as curiosity; I could not work out why it was necessary to kill a series of butterflies when the work would be just as effective if painted, and I could not work out what was being achieved by displaying them, other than the spectator's revulsion.

In these Kaleidoscope Paintings Hirst aims to portray ideal beauty. He used butterflies to reference the Greeks, who used butterflies to represent the soul, and Christianity, where butterflies are the symbol of resurrection. Some of the first works of this collection, such as *In and Out of Love* actually involved living butterflies, which were put inside a room with flowers and water, where they were to live their lives until they died. But the majority of these works contain dead butterflies attached to a canvas. Some of the pieces he creates show whole butterflies, but most of the Kaleidoscope collection only involve wings. He does this because he wants to take away the impression that the butterflies are real life animals, and make them instead just an expression of pure beauty. ... The issues lie in Hirst's methods: the butterflies are undeniably very beautiful, but they are also real animals, stuck to a canvas and displayed for the entire world to see as if they weren't once alive and flying around. This is morally tenuous. The sheer scale of the work exacerbates this; the two largest pieces in this collection, *Enlightenment* and *I am Become Death, Shatterer of Worlds*, hold over 2,700 butterflies each, and that is only two works out of over 115 paintings that contain dead butterflies. Somehow it has become acceptable to purge one of the world's most beautiful creatures in the name of Art.

Hirst does not see an issue in presenting the dead. He states, "I've got an obsession with death ... But I think it's like a celebration of life rather than something morbid."



Morbidity is subjective, and Hirst's *Natural History* collection definitely questions it. It is this collection that has defined Hirst: the image of the tiger shark in a glass tank of formaldehyde, *The Physical Impossibility of Death in the Mind of Someone Living*, has become an icon of British art. Hirst's inspiration came from the Natural History Museum, which he would walk around as a child, marvelling at the many species of animals. But he feels that the same state cannot be achieved by visiting a zoo full of depressed animals. It is also a comment on science, as he believes that it is a tragic failure of science that animals need to be dead in order for us to observe them. The use of formaldehyde, in this sense, not only preserves the animal but, in being a highly toxic poison, highlights its dead state.

The animals Hirst uses range from the exotic tiger shark and zebra, to the more mundane cow, sheep and fish. He was content with leaving most of the sharks and the zebra as they were, as the presence of the animals creates enough impact as it is. (The tiger shark generates the same fear as Spielberg's "Jaws".) In this respect, at least these both keep the same dignity in death as they did when alive and the animals are no different than what could be found in the Natural History Museum. The same cannot be said, however, for a work such as *God Knows Why*, which consists of two skinned, dissected sheep, crucified upside down on either side of a cross in a glass tank full of formaldehyde. Whatever comment Hirst is trying to

make about religion, perhaps the impossibility of Christ's resurrection or the naivety of those who believe it, seems crass, grim and utterly disrespectful. The same can be said for the similar pieces *God Alone Knows*, containing a further three crucified sheep, and *Matthew, Mark, Luke and John*, comprising four tanks each containing either a cow's or a bull's head with a collection of sharp implements stuck in them.

Admittedly some pieces do have a bit more substance, such as *Mother and Child (Divided)*, which shows a cow and a calf both cut in half and put into four tanks. It is this piece that was at the centre of his early Natural History collection that won him the Turner Prize in 1995, and despite being just as grim and grotesque, it has some merit when Hirst explains that the concept is to display "an emotion thing which you are dealing with in a very brutal, unemotional way." The "emotion thing" in this case is a relationship, specifically a relationship between a mother and a child, which Hirst believes falls apart more violently when it is attempted to be kept together. He uses cows in this case because he believes that they are "the most slaughtered animals ever", which implies that relationships too are the most slaughtered things. But there seems to be something not quite right about the fact that such a powerful, intricate message should be displayed in such a sickening way. Coming across a bisected calf and cow in tanks of poison does not engender the appropriate emotion for the message that is trying to be conveyed. Instead it leaves the spectators split. Some may look at this art with the revulsion that it is natural to feel, wondering what it is they are supposed to gain from this experience; others that know the message will wander through the gallery, nodding their heads in agreement and pretending that revulsion is below them because they recognise that this is a Hirst and therefore must be good. But it is difficult to believe that anyone can genuinely realise the strong, sentimental message of death and love by looking at two cows cut in half, and therefore it is easy to wonder whether Hirst was more concerned about creating an impact than displaying a sombre message. This is why critics state that his work is empty and for impact only. As Mathew Collings stated, "He's a clown not an existentialist."

This becomes more obvious when his work is compared with some of the great works of the past. Take his theme of death or *Memento Mori*, which Hirst seems to refer to in many works. The skull has been a symbol of *Memento Mori* since the Roman era, and has been used to create some poignant and interesting works of art – most notably *The Ambassadors* by Hans Holbein the Younger, where it is anamorphic, and *Still Life: An Allegory of the*

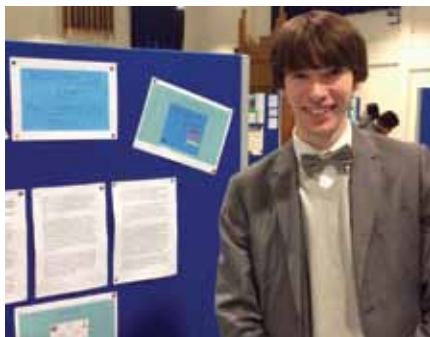
Vanities of Human Life by Harmen Steenwyck. Both of these works are particularly interesting because the skull is used in conjunction with the *Vanitas* theme, which originated from the Biblical phrase "Vanity of Vanities, saith the preacher, all is vanity." Both of these images contain a series of objects that show the vanities of man. In the case of *The Ambassadors* they are the objects surrounding the well-dressed French Ambassador and the Bishop of Lavaur, and are intended to show the power and knowledge of the two men; equally in *Still Life: An Allegory of the Vanities of Human Life* the objects lie on a table and are used to imply that they belong to a wealthy, knowledgeable, well-travelled, musically able person. But in both of these cases, the power that is impelled by these objects is overshadowed by the skull, which acts as a reminder that despite how powerful man might be, no man is powerful enough to escape death. These images are symbolically rich and truly fascinating.

The way Hirst has displayed this theme in *For the Love of God* compared to the works of Holbein and Steenwyck is exceptionally ostentatious. At a value of £50 million, the human skull coated with 32 platinum plates and encrusted with 8601 diamonds, weighs 1,106.18 carats. What he tried to achieve was to hide death inside something so rich and beautiful that it becomes unrecognisable and therefore acceptable. This links in both themes of *Memento Mori* and *Vanitas*, just like *The Ambassadors* and *Still Life: An Allegory of the Vanities of Human Life*, as it shows that however beautiful and rich something might be, death will always be there, regardless of how unrecognisable it might be. Therefore it is the exact same concept that has been used throughout the history of art, but Hirst pours money and extravagance into it and turns it into a flashy piece on which to put a very large price-tag.

... So if all Hirst has done is to employ people to paint spots, cut up and display dead animals, and take some of the greatest themes in art and make them vulgar, how did he become so famous? ...It was Charles Saatchi that became Hirst's career-maker. Only a year after he graduated from Goldsmiths, Hirst sold his first piece to Saatchi, named "A Thousand Years" ... Along with the likes of Tracy Emin, he soon became known as one of the Young British Artists, or YBAs, a phrase coined by Saatchi ... He could do anything to get into the media. On one hand this was a positive thing because it brought an interest in art into the media; the YBAs were essentially the pop stars of the art world. But so much fame meant that they became icons and their art was less important than their name to the public. All they needed to do was shock and spark a bit of controversy and the public would be satisfied. ...

EPQ Presentation Night

BY ELEANOR HIGGINSON



Robin McFarland

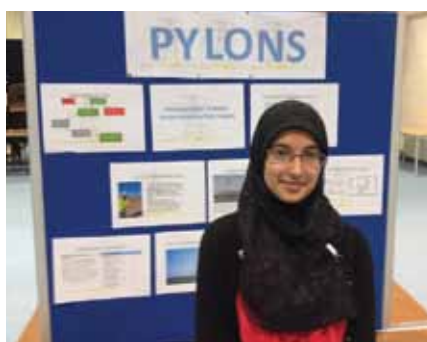
On November 5th, 2013, the members of Upper Sixth who had decided to complete the AQA Extended Project Qualification stayed behind after school to set up their displays and prepare for the impending tough questions. Looking around the hall before the evening began at 5.30pm, the variety of different projects on display was truly amazing. All subject areas, from computing to literature, and from art to sport, were represented and many people had branched out, using the EPQ as an opportunity to immerse themselves in a subject very different from their A-Levels. The objective of the evening was to present the information we had discovered in a visually engaging way, and as a consequence how our stall looked was of the utmost importance. Posters, Power Points and models greeted us from every angle, but certain people had presented their work in a particularly unique and effective way. Among these were Sophie Jefford who had adorned her project on the impact of China's One-Child Policy with many colourful Chinese decorations and Francesca Curtis who had displayed the artwork of Damian Hirst as part of her examination into the value of modern art. There were also many artefacts on display. Particularly

intriguing were Kush Sutaria's automated plant watering system, which had been created by a miniscule computer called the Raspberry Pi, and Robin McFarland's Graphical User Interface to assist children in learning their times-tables.

As the evening was well-attended by parents, students and staff we were kept very busy, almost continuously explaining our work to passers-by for the duration of the two-hour event. However, the most testing moment came when our personal tutor took us aside to question us more closely about our topic area, asking us questions such as why we thought our research was important and what strengths and weaknesses we had discovered in ourselves over the course of the project. Another nerve-wracking point occurred when Mr King came to visit. However, it was very rewarding to talk to students in Lower Sixth who were unsure whether it was a good idea to complete an EPQ themselves, and convince them of what a useful and enjoyable experience it had been. These conversations gave us ample opportunity to dispense advice, including the importance of choosing a subject of genuine interest, how it was better to complete the project over the summer and the need to listen and

respond to the personal tutor's advice. The wide range of chosen subjects which were on display predicted a promising future for Leicester Grammar's School's current Upper Sixth. It was particularly uplifting to see projects expressing opinions about current issues in the news, such as Akshay's Ruparelia's examination of whether the death penalty should be reintroduced in the UK and Hayden Franklin's work about the effect of government benefits on the economy. A variety of different issues were also tackled with the motive of achieving social change for the better: such as Melissa's Harrison's project which aimed to challenge stereotypes about children in care and Ruby Ablett's Educational Theatre script which tackled homophobia amongst young people in Britain. Luckily, most of us did find a chance during the evening to appreciate the varied and interesting work of our fellow students alongside the visitors; however, the one criticism I would make of the event was that there wasn't quite enough time for this.

My own project focused on a personal interest, the Brontë sisters and their novels. I decided to look at the issue of gender. I discovered many things which directly contradicted my



Leena Pala



Sophie Jefford

previous assumptions such as the fact that, although often referred to as a homogenous group, the sisters had very distinct personalities and this came through in their writing: for instance, Emily Brontë's work was gothic and deliberately transgressive, whereas Anne's was more moderate and realistic, with Charlotte incorporating elements of both. One of the largest challenges I faced was narrowing the

focus of my research down enough to fit into a coherent essay, but I achieved this by focussing on the novels' portrayal of femininity, rather than also dealing with masculinity and relationships between the genders, as had originally been my plan. Despite this, I found the opportunity to take a broader perspective one of the most appealing aspects of the EPQ, and relished the freedom to explore

details of the sisters' biography by a visit to The Brontë Parsonage at Haworth and to examine a wide range of additional texts, such as Virginia Woolf's *A Room of One's Own*, Daphne du Maurier's *The Infernal World of Branwell Brontë* and Edward Chitham's *The Birth of Wuthering Heights*.

Fashion Show

BY ELEANOR WOLFE



After the success of last year's show, everyone was eager to get involved in this year's production of The Friends of Leicester Grammar School Fashion Show. The Sixth Form were keen to get started this year with extensive sign-ups of models and backstage helpers who were all excited to see and hear Ms Fletcher's choreography and music. We also decided this year to raise money for BEAT, an eating disorder charity dedicated to helping young adults. We all felt that this topic is especially sensitive in the fashion industry. Rehearsals began and everyone involved worked hard to meet the standard of last year, especially with the excellent posing of Daniel Hill and the hair-flicking of Jade Fox. As the show grew closer we all went to visit the chosen shops of Ballgown Heaven in Uppingham, Polly's and Wellgosh in Leicester. It was definitely a perk of being a model being able to try on an array of beautiful evening dresses, high-street clothes and accessories. It was

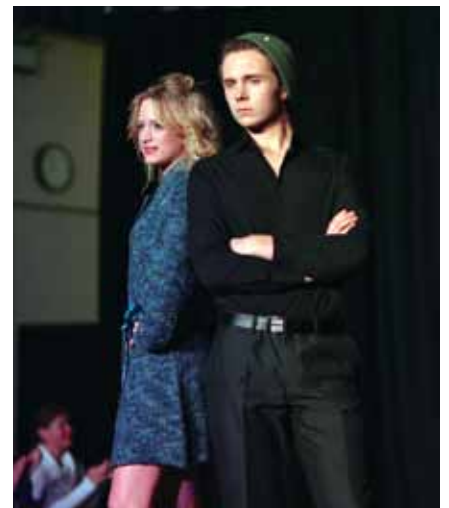
also enjoyable to see the clothes on each other and to have our own little catwalk in the shops.

The week of the show was very stressful, as many had delayed buying their tickets until only a few days before the performance; however, thanks to our excellent sales team, we managed a high ticket sale. Knowing that we had to be on top form due to the amount of people viewing our performance, we found the rehearsals tense and exciting. On the day of the show, November 8th, 2013, all the models had a final rehearsal at lunch, before the dress rehearsal after school. After a few mishaps, everyone became slightly nervous, but eager to correct the mistakes and make the show as impressive as last year's. There were three hours before the event started. All the models began their transformation with make-up and hair products flying everywhere. We had an excellent hair and make-up team who made us look and feel the part. The audience started to arrive and the atmosphere began to really liven up. The models had an encouraging pep talk while our brilliant compere, Harvey Kingsley-Elton, started the show.

Lily Atkinson was the first model out on stage, the rest of us following, all

putting in a great amount of effort and looking gorgeous to encourage the purchase of the stunning clothes. During the intermission we heard the wonderful vocals of Justin Peng, our own little celebrity, and people had the opportunity to buy wares from various stalls in the hallway. (We would also like to thank the stall-holders for supporting the event.) The final walk was done and everyone was relieved but also sad that it was all over.

We would all like to give a massive thank you to Ms Fletcher and also to Sonal Patel for organising the whole event. The sound and lighting team, organised by Mr Clayton and Mr Cox, gave us a dazzling show, while the backstage helpers also did a brilliant, essential job.



House Drama Evening

BY MR HARRISON PHOTOS BY OLIVER SIDDONS

October 17th, 2013 was House Drama evening and what a splendid evening's entertainment was provided. The credit must go to all four Houses, especially considering the limited time each had to select, cast, rehearse and perform their chosen play - just six weeks! And we have to bear in mind the wide age-range to be accommodated. However, even before the curtain rose a drama of its own was developing backstage, with Mary Harding Scott unfortunately dislocating her knee, giving Louise Nicholson the opportunity to deputise as the character Pearl in Masters' "The Boy Who Cried Wolf".

Judges opened with an entertaining version of "Snow White and the Seven Other Dwarves", with Georgia Smith starring as the main title character, and the Witch (Katie Tincello) being afforded

the luxury of a Trainee Witch (Mary Osbourne). As well as the regulation seven dwarves there was the amusing addition of the Reject Dwarves - 70's Dwarf, Karate Dwarf and Fairy White. Next up was VC's "Make Cheese Not War", written and directed by Ned Davies and Joe Fletcher, assisted by Laura Wiselka. All three also featured in the performance, Ned as Mayor, Joe as Narrator and Dandelion, and Laura as a Work Experience Student. And who will forget Lucy Ring as the Teacher?

Emma Turner not only single-handedly directed and organised Masters' "The Boy Who Cried Wolf", but also played the role of Mama Wolf - what versatility! Ajay Elliott as Roy was persuaded to display his wolf-crying skills by Pearl, amusing her whilst annoying his family. Little did they know where the real wolves were lurking! Dukes completed the performances with "Worst History Lesson Eva", a clever take on an unruly history class looking at history under different circumstances - a history altered by modern technology. It was generally felt that we were watching the winners of the competition in action. Congratulations to Harvey Kingsley-Elton and Harry Ashman, not just for their writing, organising and direction, but for their acting prowess too, as Mr Allen and Prisoner of War respectively.

Although Dukes did carry off the trophy, thanks to the astute and expert adjudication of Mr Tony Baxter, everyone who participated in whatever way, be it in the

limelight or backstage, was a definite winner! Also it was marvellous that once again all participants were able to witness the performances of the other Houses. Congratulations to all involved!



Institute of Ideas Debating Competition

BY LAURA WISELKA

An LGS debating team consisting of Laura Wiselka, Elizabeth Hobbs, Dominic Clearkin and Holly Johal took part in the Institute of Ideas Debating Matters Competition, which is known as the toughest debating competition in the UK. It consists of three stages: the local, regional, and national rounds. On December 4th, 2013 we travelled to English Martyrs School to take part in the Leicestershire round of the competition, consisting of four teams. We watched the first debate on free speech, then in the second debate we were up against the host school, English Martyrs, with the motion, "Individuals with unhealthy lifestyles should receive restricted access to free NHS treatment". Laura and Lizzie spoke in favour of the motion and had prepared in advance. After the opening speeches, there were questions from a judging panel, the audience and the opposition. We answered the tough questions and worked well as a team, which got us through to the final debate against Wellingborough School. The motion was "We should embrace the use of smart drugs", with Dominic and Holly arguing against it. The debate was close, but LGS won and we became Leicestershire champions.

Six schools competed in the Central Regional Final held at Leicester University on April 2nd, 2014. Lizzie and Holly were in the first debate against the motion that, "Lads' magazines degrade women and should be covered up", which encouraged lively discussion on both sides. We then watched a



debate on animal experimentation, commenting from the floor. After lunch Laura and Dominic argued that "Western countries should not encourage coal-fired power stations in the developing world". After this we found out that we had won the first debate, but unfortunately we narrowly lost our second debate to the team that went on to win the Regional Final. This meant we didn't go through to the final debate on the view that, "State funding of the arts is essential to a civilised society"

but we asked questions from the audience. It was a rewarding day as we had to defend our ideas against a challenging opposition and weigh up the merits of each side of the argument. We watched several very good debates and the judges gave Dominic the commended prize for his performance and contributions. Thank you to Mr Allen for all his help, although unfortunately we didn't make it to the National Finals in London as he had hoped. There's always next year!

Career Development

BY MR LONGSON

The largest ever Careers Convention with 80+ stands must surely be the highlight of the year. We extended this with a range of workshops for the Sixth Form during the course of the afternoon. However we have been very pleased also to extend the range of topics provided by our careers evenings for students and their parents. I have had tremendous help from those members of staff

involved in supporting our students as they move through transition stages. In particular I would like to single out Mr Roebuck, who during his time at the school has been a constant support to the Careers Programme, in particular in recent years with internal mock interviews. We continue to provide extensive support to our students as they progress through the school.

Peter and Alistair Mottram-Epson, Champion Lower School Debaters

INTERVIEW BY ELEANOR HIGGINSON

What got you interested in debating at first?

Alistair: We went to see our first debate because we had nothing else to do at lunchtime, and we were surprised at how much we enjoyed it, so we went to the next one as well. Over the course of the year we ended up going to all of the debates but one.

Peter: Since our teacher, Miss Mould, saw how much we were getting out of attending the debates, she encouraged us to consider getting involved ourselves. We earned the right to represent Prep in the Junior Inter-Form Debating Competition as we were the ones who had been to the most debates. Participating has benefitted us so much: it has improved our ability to manage our own work, our use of English and our public-speaking skills. It has also given both of us a confidence boost.

Which sort of issues do you most like to debate?

Peter: What the motion is about doesn't really affect me, as ultimately it's just an argument and there will be cases for both sides.

Alistair: My favourite debate involved arguing that there should be fewer exams in British schools. There were some really interesting ideas involved; for instance, we found out that many famous people performed poorly in standard tests and that many other countries with very successful educational systems do not examine their students as



frequently as our country does. I particularly enjoyed debating a subject which felt more relevant to me personally. The fact that we won this debate against the Year Nines also made it memorable.

Is it a positive experience participating in debating together as brothers?

Peter: I think that I'm the stronger speaker, so I usually give the first speech and summarise our arguments at the end. However, Alistair is better at thinking of the counter-arguments to the other side's position, which is why he's best suited to delivering the second speech. Since we both have different strengths, we balance out each other's weaknesses and work well together. I also think that being twins has benefitted us when the votes are being cast because it makes us more recognisable.

Alistair: It's not surprising that

Peter's the stronger speaker since, as I know from personal experience, arguing is his strength! Seriously though, being brothers gives us many advantages since, as we're much closer than the typical debating pair, we can communicate better and we have more opportunities to do our research and write our speeches together. The only disadvantage is that sometimes we've been known to get competitive.

What are your goals for debating in the future?

Peter: I hope to get the chance to debate on an issue that has more direct relevance to my life, for example a crisis close to where we live in Leicestershire, such as a shop where we live closing down or nearby flooding.

Alistair: Obviously, we would love to win again next year.

Junior Quiz Challenge 2014

BY MR. WILLIS

On March 25, 2014, we hosted this annual competition for the third time, using the 6th Form area of the school. We entered two teams: LGS A team, with Riccardo Kyriacou, William Peet and Zain Girach (all Year 8) and Nathan Wong (Year 6) and LGS B team, with Nicholas Njopa-Kaba, Yash Bhatia, Shyen Kotecha and Jude Hobbs-Brake (all Year 7).

The B team performed well and came a creditable 7th out of 9 teams. The A team did superbly well winning both their matches comfortably in the first round. They therefore reached the Final against both Notts High Boys teams. They beat the B team soundly, 290 to 200, and in the final match our team narrowly lost to the A team on the very last bonus question, 300 to 310, but they were clear winners on points difference. For the first time ever, LGS were crowned East Midlands Champions and moved forwards to the Inter Regional round.

Our opponents for the Inter Regionals were Queen Mary's Grammar from Walsall, who had

beaten 18 other schools to win the West Midlands Region. After a tense contest, our team were winners, 440 to 370, and qualified for the National Finals for the very first time in the School's history. The National Finals (for the top 8 teams in the UK) were held at Hereford Cathedral School on June 22, 2014. In our quarter-final we were up against St.Colman's College from Newry, Northern Ireland, and the team performed brilliantly to triumph 620 to 160. Unfortunately in our semi-final we had to play The Perse School from Cambridge, who

have won the competition several times over. The final score went against us, 980 to 260, but the boys performed magnificently throughout and represented the school with great credit. I would like to thank my colleagues, Mr King, Mr Potter and Miss Mould, and also the boys' families who travelled with us to support the team. A special mention should also go to William's younger sister, Alex who proved herself to be a champion scorer on the day. It was a great experience and makes us all the more determined to get back there again in the future.

Fantasy League Football

BY MR. WILLIS

After a year off, whilst a new Fantasy League package was pieced together by the company that runs it, we started up again for the start of the Premiership Season. We had 66 contestants in total, primarily from Years Six, Seven and Eight, but the Staff and Parents' Leagues were keenly contested as usual. A new innovation introduced for this year was the selection of a Captain for your team, who would then score double points in the games that they featured. It very quickly became clear that unless you had Liverpool's Luis Suarez as your Captain, then you were already out of the running.

Mr McCann has spent each year since 2006 trying to achieve the lofty heights of a Manager of the Month, without success, but this season has been his from the off. Several Manager of the Month certificates later and, (in spite of a late surge from Victor Wiles of Year Six who ended up in overall second place) he was crowned overall Schools' Champion for the season. Mr Mulsara of the Parents' League came overall third. Well done to all who took part.



The Chapel of St. Nicholas 2013-14

BY RICHARD LONGSON, ADMINISTRATOR, CHAPEL OF ST. NICHOLAS

The Chapel has continued to grow as a strong community within the school. This is marked formally through Evening Prayer and Holy Communion in their regular pattern and with Christian Union meetings Tuesday at lunchtime, but also informally through the chapel network that has built up. The regular voluntary service, 'Encounter', once a term, has grown in popularity. This has been led by our Associate Chaplain, Helena Whittaker. She has also continued to lead the Confirmation Group. The candidates – Matthew Cooke, Phoebe Green and, from the Junior School, Joshua Green and Sebastian Moore-Friis -- were confirmed by the Bishop of Leicester on May 2nd, 2014. Family and friends attended the service, which was followed by refreshments and a splendid cake provided by the catering staff. In addition we welcomed the Dean of Leicester who celebrated a Eucharist

for us one Thursday and then stayed to engage in PSD with Year 11 and General Studies with the Lower Sixth in the afternoon. We also held a sung Book of Common Prayer Communion on another Thursday, which proved enlightening for those not used to this form of celebration. Jack Bell has continued to build up his role as Head Student Chapel Warden, using his organisational skills to ensure the smooth running of weekly activities. The Chapel Warden team now includes Sarah Turner, Sam Prime, Felix Tordoff and Billy Oliver. Thanks must go to Mrs Sains, who has enabled the whole school services to run smoothly.

It has been a successful year within the Chapel involving the addition of new Sacristans, Anna Whittaker, Hannah Morris and Jessica Buchanan Van Doorn from the middle school. Thanks also to Alix Keable and Zara Gastowicz who have assisted the Head Sacristan at services. As

Olivia Stiff is graduating out of the school, Anna Buchanan Van Doorn will be taking over as Head Sacristan in 2014-5. Alistair Finlay, Will Ellis, Jasper Tordoff, Ollie Marriott, Huw Thomas, Matt Cooke, Alex Tordoff and Harry Penfold have acted as Servers, with Ben Schwabe, Wilmer Palmares and Henry King-O'Reilly as new members of the Servers Team. The Chapel Annual General Meeting was held in March and James Summerton was elected the new Student Warden. We are grateful to the team of staff, who have agreed to join the Chaplaincy team as Sides people, assisting Mrs Barrow, Staff Chapel Warden. Will Marriott and Olivia Stiff have led with distinction as Head Server and Sacristan. Father Stephen has continued to be on hand for both staff and students needing his support, as well as taking services, assemblies and PSD. He welcomed the OL's to their Carol Service in December.



Christian Union

BY MATTHEW SCHWARZENBERGER,
CHRISTIAN UNION LEADER

Being the leader of the Christian Union this past year has been an immense amount of fun and I shall miss all of the other members, especially the leaders: Jeremy Worsfold, Ed Whittaker, Katie Tincello and Sophie Carr. In February we helped put on a service, organising prayer stations and doing the reading. For the rest of the year we had a simple format of playing a few games to start with, followed by a talk or an activity, which meant that it was accessible to all ages and all people. The sessions offer a space in the student's busy week, to talk and think about God and their faith. Over the course of the year we have formed a great group mainly consisting of Year Sevens which I hope will grow in future.

LGS Charity Committee Report

BY RENUKA CHAUHAN



This year has been very eventful for the Charity Committee with many fundraising opportunities coming our way. We started the school year off with the school fete on September 21st, 2013, which includes a classic car exhibition and always brings in a great number of visitors. A new addition this year was the electric go-karts, which proved a great success with the younger pupils, and I'm sure we'll be seeing them again next year. The school fete is always a great chance for the new members of the Charity Committee to work as a team to organise this important school event and raise money for Pasua High School in Tanzania.

Many thanks to the individuals and businesses that donated goods – it is very much appreciated.

The next major event was the Lower School disco, which raised £800 for Children in Need. We had great fun wearing fancy dress and seeing Mr Cox dress up as Spiderman. Throughout the year, Friday break times saw each form from Years 7 to 9 take their turn raising money in a cake sale. Many thanks to Ellie Dixon and Beth Taylor-Garrett for organising these on a weekly basis. The money raised was sent to a charity chosen by each form themselves. We introduced a new voting system and an entry fee for House Karaoke and began to

automatically charge £2 for non-uniform days on the school bill, having offered an opt-out scheme for this charge beforehand. This saved us from counting up hundreds of pound coins and also from having to chase up late donations, as well as ensuring that we raised the maximum amount on each occasion.

I would like to thank Mr Clayton for his support, encouragement and enthusiasm; Ambica for making her fantastic posters and becoming a pro on the photocopier; and all the members of the committee for their involvement over the past year. Please remember that charitable donations change people's lives.

Christmas Charity Fun Run

BY KATIE TINCELLO (REPRINTED FROM THE PEACOCK)

This Christmas, on December 10, 2013, the PE staff organised a fun run to raise money for our link school in Tanzania and an orphanage in Malaysia. Fancy dress was compulsory. It cost £2 to enter and you could run either 1k or 3k. Both entry fees and any money raised through sponsorship went to the charities. On Tuesday lunchtime in the final week before the Xmas vacation, a horde of students and a few enthusiastic teachers gathered outside the pavilion. I, clad in a very conspicuous cracker costume, stood in a sea of Santas, reindeers and one Christmas pudding. As the whistle went and the race

began, the majority of us found that our costumes impaired our running. A few metres in and the lone Christmas tree was fast being left behind. Members of the PE department were spread out across the field, giving encouragement, although I have no idea what they said to me as my ears were covered by the large cardboard cylinder on my head. I was heading into the home strait, when a member of the Prep class overtook me and I stumbled, the dignity snatched from under my feet. Harry Broughton, 8E, came first in the 1k race and Oscar Schwabe from 7C came first in the 3k. We raised a fantastic sum

and I have a feeling that the fun run may raise its festive head again next year.



Miss Brown Moves on

As my time at LGS draws to a close, there are undoubtedly many memories that I will take with me. However, a unique opportunity that I have had whilst working here, is visiting our link school, 'Pasua High School' in Moshi, Tanzania.

Our first school trip to visit our link school was in July 2012 and was organised and led by Mr King. I was lucky enough to be one of the members of staff who was accompanying an enthusiastic, yet slightly apprehensive group of Sixth Formers to Africa. It was our intention to meet the pupils at Pasua High School and to help them to paint their school. Upon arriving at the school on our first day after a

very long flight, we were met by staff and pupils with warmth, kindness and gratitude. After a formal assembly and some refreshments, we made a start on the painting. Everybody had high hopes for the project as many tins of cream, blue and black gloss paint were opened. Despite being a challenging task in the relentless heat, the LGS pupils and pupils from Pasua High school worked together in order to cover as much area as possible. Their smooth teamwork created instant solidarity and was superbly efficient.

Yet it was not only teamwork skills that the group had in common, but also an interest in culture. During our visit, the pupils at



Pasua High School entertained us with traditional dancing, singing and some basic Swahili. Overall, the experience was enriching, eye-opening and unforgettable. I am delighted that we will be returning this July 2014 in order to strengthen the link between the two schools. During the trip, we hope to be able to delve deeper into a structured timetable of cultural activities, from which all pupils involved will benefit. I feel very grateful to have the opportunity to visit Pasua High School once again and to be able to learn much more about the vibrant Tanzanian culture, before I take up my new post at the Becket School in Nottingham as Deputy Head of Modern Foreign Languages.



The Preparation

2013-2014



Question Time

BY ELEANOR HIGGINSON

On the evening of March 6th, 2014 it was time for LGS's version of Question Time, an annual event organised by Mr Allen. This year's panel boasted a variety of personalities and specialities: Chris Padley, one of the leading figures from the charity Population Matters; Bill Newton Dunn, the Liberal Democrat MP for the East Midlands; Dan Flatt, the President of the NUS at Leicester University; Sir Clive Loader, the Police Commissioner for Leicestershire and James Hallwood from the Young Fabians.

After the ritual of the show's theme tune, it was time for the discussion and debate to begin with a very topical question asked by Maria Hancock: How should the West respond to Russia's threat to Ukraine? From obvious points about the economic impact of any sanctions on Russia and Putin's future moves, we came to more interesting remarks about historical parallels between the current situation and the Third Reich and arguments over whether Britain had the right to condemn what had happened, given its past record in countries such as Iraq and Afghanistan. The only point on which there was true concord between the panel members was that there should be no military intervention on the part of the West.

The next two questions were targeted directly at the specialities of several of the guests. The first, posed by Ned Davies, asked when over-population will happen in Britain. The response of Chris Padley interestingly was that we were, in fact, already suffering from the effects of over-population. He cited evidence such as the growing need for food imports and the housing crisis. It did not take long for this to merge into a debate about whether immigrants gave more or took more from Britain. The mention of soaring house prices also metamorphosed into a question of more direct relevance to the students in the audience: how would we afford to buy houses? It was suggested by James Hallwood that what we needed was an end to the idea of the nuclear family, which caused Mr Allen to comment that he didn't know whether the parents or the students looked more horrified at the prospect of living together again in later life! The topic of discussion remained deeply pertinent for us, as we



moved on to the third question, with Rhona Jamieson asking how raising university fees had affected students. Infuriated allusions were made to Nick Clegg's infamous broken promise and several panel-members drew the unexpected conclusion that living costs, not actual tuition fees, were hitting students the hardest. International comparisons were drawn, for example with American teenagers, who paid their way with jobs at fast food places and with Scandinavia, where the state pays for tuition fees. But would we accept Danish-style taxes in return for a Danish lifestyle? It was mentioned that in a recent Transparency International Survey, Denmark had been declared the most honest nation, while Britain come in at an embarrassing twentieth.

After the interval, Lauren Hill raised the question of Scotland's independence. The panel were united in feeling that no one would benefit, except perhaps Alex Salmond! The technicalities of joining the EU as a new nation state were explained, with historical precedents set by Iceland, Ireland and Kosovo mentioned. We debated the sincerity of Salmond's efforts to allow sixteen-year-olds to vote on the matter. A final vote taken at the end of the discussion returned the surprising result that only the Headmaster would support Scottish independence!

We went on to discuss the four-year sentence handed out recently to a man who had killed another with a single punch and it was asked what this suggested about Britain's justice system. All members of the panel and most of the audience were in favour of the legalisation of euthanasia. After a quirky question as to which Winter Olympic event each member of the panel would like to compete in, with curling a popular answer, there was a final plea from James Hallwood for the students in the audience to join the Young Fabians, and it was time to draw the evening to a close.

Senior Head of House Report

JULY 2014

Yet another year comes to an end and it's once again my brief to report on the events that have taken place in the race for the Midland Bank Cup. This is the contest for overall champion House and, as has been the case in recent years, this has been close between all four houses throughout.

Our first task of the year was to prepare for the eagerly anticipated House Drama competition which took place back in October. We were, as usual, treated to a delightful evening's entertainment and thanks must go to our former colleague, Mr Tony Baxter, for his expert analysis and judgement on the night. The evening proved to be very dramatic in more ways than one since one of the actresses from Masters House (Mary Harding-Scott) sadly dislocated her knee just before the start. Louise Nicholson filled in for her at the very last minute whilst the Ambulance Crew manoeuvred into position to take Mary to hospital. Thankfully the rest of the evening went smoothly and the final result was that Dukes were deservedly awarded first place for their superb performance of "#WorstHistoryLessonEva" brilliantly written in house by Sixth Formers Harvey Kingsley-Elton & Harry Ashman.

In recent years we have been fairly unlucky with the weather for our winter sports, but the heavens smiled more favourably on us in 2013, and we enjoyed an excellent Hockey & Rugby Finals night back in December. Mulled wine, tea/coffee and some delicious mince pies completed a very enjoyable evening with some great performances out on the pitches.

Masters house retained both of the winter sports contests, placing 1st in hockey and 1st in rugby, and they also proved unbeatable once again in the annual General Knowledge contest just before Christmas 2013. In the spring term Masters didn't have things all their own way with their only victory coming in the Swimming Gala.

Chess, Karaoke and Netball were won by Judges, whilst Soccer and the Spelling Bee were won by Dukes. VCs have struggled throughout the year and were in real danger of being the first House since 1996 to fail to win at least one contest during the year.

KARAOKE 2014 - SOLO



1st Eleanor Rashid (J)
(47% votes)
"Mercy"
by Duffy



2nd Jonathan Blake (D)
"The Cave"
by Mumford & Sons



3rd Isabella Monk (M)
"Heart to Heart"
by James Blunt



4th Maria Hancock (VC)
"You make it real"
by James Morrison

GROUPS



1st Molly &
Phoebe Anderson (J)
"Dance with me tonight"
by Olly Murs (32% votes)



2nd Sana Sajid, Shauna
Strathmann, Millie Sian,
Gus Anderson & Matt
Deane (VC)
"Wannabe"
by The Spice Girls



3rd 6th Form Ensemble (D)
"Hakuna Matata" by Disney



4th Francesca Collins &
Nicholas Njopa-Kaba (M)
"Breaking Free" From
High School Musical

So Judges were overall winners once again, and that makes it an amazing 9 years in succession that they have placed 1st or equal 1st in the Karaoke Competition. The standards this year were very high, especially in Judges where last year's winner (and X Factor star) Justin, couldn't even get past their heat.

Sports Day 2014

The heavens smiled on us this year with sunshine, clear skies and plenty of outstanding performances. 35 Sports day records were broken, in some cases by a very large margin. Mr Thacker endured his “annual” starter gun failure and had to resort to the trusty whistle to set the races in motion, and the ladies in the pavilion

made a very tidy sum for charity from their excellent strawberries, scones and cream.

Dukes were triumphant (again) but the lead did change hands early on and was VERY close throughout for 2nd, 3rd and 4th.

Midland Bank Cup

The race for the Midland Bank Cup was as hotly contested as ever but it very quickly became clear that Masters were in the mood to reclaim their title after last year’s blip. It remained close throughout the year, with Dukes and Judges hot on their heels, but in the end their winning margin was a comfortable 48 points and they deservedly take over as house champions from VCs, who managed the feat of 1st to 4th in one year.

The Scores for this year and final placings are shown below:

	D	J	M	VC		D	J	M	VC
RUGBY	2	4	1	3		21	9	30	15
HOCKEY	3	2	1	4		15	21	30	9
DRAMA	1	2=	4	2=		40	24	12	24
GEN. KNOWLEDGE	3	4	1	2		20	12	40	28
SWIMMING	3=	2	1	3=		24	42	60	24
CHESS	3=	1	2	3=		8	20	14	8
SPELLING BEE	1	3	4	2		20	10	6	14
KARAOKE	2	1	4	3		14	20	6	10
NETBALL	4	1	3	2		9	30	15	21
7-A-SIDE SOCCER	1	3=	2	3=		30	12	21	12
BADMINTON	2	4	1	3		14	6	20	10
CRICKET	4	3	2	1		9	15	21	30
TENNIS	3	4	1	2		15	9	30	21
SPORTS DAY	1	3=	2	3=		60	24	42	24
MIDLAND BANK CUP 2013-2014	2	3	1	4		299	254	347	250

Several members of staff leave us this year and, of course, we have five stalwarts of the school also retiring.

It would be remiss of me if I didn’t add my thanks and appreciation to all of them for their efforts over the years with regards to the House system, particularly Mr Berry who was in charge of Masters and then Senior Head of House back in the 90’s, and I wish them all well for whatever the future now holds.

My usual thanks must also go to my fellow Heads of House, Miss Patterson, Mrs Jess and Mr Picknell, and of course our reliable House Captains. We shall look forward to seeing what 2014-2015 delivers.

D.R. Willis

July 2014

Year 11 Prom Night

MARCH 29, 2014 (PHOTOS BY OLIVER SIDDON)

The Year 11 prom was a great success and Mrs Ewington praised the good behaviour of the students. The DJ, Platinum Sounds, proved to be popular. We would like to thank the Friends of Leicester Grammar School for their efforts in organising the event.



“There wasn’t one person who didn’t look stunning. A magical night to end my school experience at LGS.”

REEMA RABHERU

“The prom brought our whole year together and we danced and laughed all night.”

LOLA CARTER



The Anna and Gina Exhibition

BY MR MADDOCK

Believing art to be fundamentally unteachable, Henri Matisse reputedly turned down a request for lessons from a prospective student, instead inviting him to 'come and learn about art together'. My colleagues and I don't share Matisse's (familiar) views on art education – how could we? But we certainly subscribe to the ideal that we both teach and produce art. The recent exhibition on September 27th, 2013 by colleagues, Anna Bush and Gina Koltonowska, was therefore a highpoint for us, and it has done much to engage our students' interest too.

Stylistically, they made a very good pairing: Gina, working in an abstract idiom that assumes an equivalence of colour, shapes and forms to emotions and experiences, Anna working in a detached manner that draws upon familiar imagery collected – 'hoarded' was her word – from popular cultural sources; Anna's cool, restrained paintings in pristine white frames, spot-lit in the entrance to the 'A' Wing, with the brilliant colour and panache of Gina's work beyond.



Gina's abstract painting, 'Two Worlds', epitomises her approach. The title of the piece, like many of her titles, hints at experiences she has known. 'Two Worlds' consists of two interlocking forms, one consisting of concentric circles, the other a spiral. They enmesh as if one turns the other. The pictures invite interpretation, but, I suspect, Gina would not want us to read into them unduly. When we chatted at the exhibition, she mentioned the two worlds of her family life here in England and family connections in her native Poland. She might equally have mentioned the two worlds of her work, one as an exhibiting artist – several of the pieces had been shown in the recent Biennial Exhibition of Pastel in Nowy Sacz - and the other as a supply teacher. The picture itself is a low-relief piece in mixed media. Its making entailed her impressing car components into a pulp-based substrate and then applying the saturated colour of crushed pastel to the surface. It belongs to a series of abstracts that are reminiscent of an early modernist tradition associated with central Europe: Wassily Kandinsky, Paul Klee or Frantisek Kupka, abstractionists who attempted to convey an inner life



of the spirit. Gina's colleagues in the Art Department have been seriously impressed by her wonderful visual aids, full of intensity and colour, which draw upon this European tradition. They have done much to inspire her students and, indeed, to widen the scope of our teaching too.

Anna's work derives from the very different tradition of Pop Art, which, having first emerged during the late 1950s, continues to adapt and renew itself in the top London art schools. She trained at Camberwell, part of the London University of the Arts. Unlike Gina's emotionally-charged work, her paintings are detached, measured and muted in colour. Her work too is abstract in a sense, because her imagery of cultural icons is reduced to hard-edged tonal configurations. In abstract terms, the figures serve as organic, irregular contrasts to the clean-cut geometry of the other forms. The painted surfaces are flat, even and precise. The crisp, hard-edged handling, balanced geometric forms and restrained tonality is beautifully set off by the uniform white frames, a marked contrast to Gina's colour and movement. For Anna, like Gina, titles are significant, but hers take the form of clues which we might figure out for ourselves. Some of our students could decipher them with impressive ease. 'London Calling' refers to the Clash album (they tell me); they can also tell you who the subject is, what the letter 'J' stands for and the significance of the stencilled '76'. The painting is, like the others, precisely handled and employs just six different colours, four of them neutrals – black, white and two greys – and one bronze and a cadmium red.

Anna lists among her sources of influence, Robert Rauschenberg, Sigmar Polke, Fides Becker, Imants Tillers ...and the students she teaches. Matisse would approve.

SAMANTHA HAYNES, IIC, REPORTS:

Throughout Miss Bush's work there was a strong underlying theme of commercial, Pop Art style layouts and bold contrasting colours. Most pieces were made with acrylic on paper and built up with about six picture planes. My personal favourite was "Velvet Soul – 2013". I found that one of the "faces" of a decade in culture can trigger different emotions and memories of that time for everyone. Inspired by iconic ideas from record covers, gig posters and song lyrics, Miss Bush took her creations from pin-boards stating that, "images and texts can be juxtaposed with each other and a pin-board acts as a personal time capsule although it is forever changing." Mrs Koltonowska's work is based on a vast selection of mixed media and textiles such as pulled felt on black canvas, acrylics, parchment paper, silk painting and mono-prints with metallic paint. Each of her pieces has its distinct focus and includes a gold "Gina" sticker with the year the piece was made. My favourite was a piece containing thirty-five, brightly coloured, oil pastel circles overlaid with a wash of high-density powdered colour in order to exaggerate the texture of the wax. Mrs K finds inspiration in folklore, classical and jazz music and simple country life, contrasted with the post-war concrete architecture of Warsaw.

Year 10 Art trip to the Tate Britain and National Gallery

BY SIMRAN KOTECHEA I0E

On January 16th, 2014, after a somewhat long journey, the year 10 Art students arrived at the newly refurbished Tate Britain Gallery to visit the 'Painting Now' exhibition. The exhibition showcased a variety of works from five contemporary artists: Simon Ling, Tomma Abts, Gillian Carnegie, Lucy McKenzie and Catherine Story. They each expressed modern approaches towards painting, ranging from the depiction of urban inner-city streets, to the abstract illusion of shape and volume. Nevertheless, each provided a fresh perspective for the students to acknowledge. There were some stunning works on display, especially the magnitude of David Hockney's "A Bigger Splash". We also had the opportunity to produce

some sketchbook work of one or two of the paintings that we can use or adapt as a foundation for further projects.

After leaving the exhibition we were able to peruse other areas of the gallery and the shop. Following a quick lunch we proceeded to the renowned National Gallery – housing over 2300 paintings from the 13th to the 19th century. We were able to observe many aspects of the gallery and once again make some swift sketches before meeting up for a guided tour of some of the most famous paintings and the story, technique and symbolism behind them.

LGS Featured Artist, Frances Freer

INTERVIEW BY LAURA WISELKA



Where do you get your ideas from?

I get inspiration from art work, such as Karen Appleton's "Paper Bags", which made me think about the texture of mundane objects. To learn how to handle texture in a similar way, I created a colour copy of this piece. Appleton also showed me how to use harmonious colours to create texture. Everyday experiences also inspire me: shop window displays and faces in a crowd, how people present themselves through clothing and facial expressions.

What is your most recent piece about and how did it develop?

My final AS examination work was a composition focused on both road kill and fresh meat. In order to create a textured surface, I painted the meat over ripped corrugated cardboard, tissue paper and pieces of canvas,

mounted on board. I drew ideas from the busy still life "Butcher's Stall with the Flight into Egypt" by Pieter Aertsen and the much calmer "Still Life with Meat" by Monet. What struck me about the two paintings was the different colour palettes that each used to convey the freshness or age of the meat. Aertsen used a much lighter palette which is blended to a higher degree than Monet, whose palette is dull to convey older, tougher meat. I visited my local butcher to take photos of the hanging meat, as well as buying a pig's head to use for direct observations. For older meat, I took and studied photos of road kill and was also given two pheasants which had been hanging for a couple of weeks.

What is your favourite medium to work in?

Although I use pencil the most, mainly to create my preliminary drawings, I prefer to work in acrylic. Using acrylic is time-consuming, but I have greater control over the blending of shades. Acrylics are very versatile: I can create thick brushstrokes or watered down, thinner layers of paint.

Do you have a favourite art gallery?

Whilst in New York last year I discovered the Whitney Gallery by chance, having seen a poster for an Edward Hopper exhibition. The exhibition was not overwhelming in size so I could take my time looking at each painting. There were self-portraits of Hopper which were new to me and three rooms in the gallery were dedicated to single paintings, including "Morning Sun", containing each of his studies for the painting. Interestingly Hopper wrote the names of the colours he wanted and their different variations onto a diagram of the final work and this clearly conveyed how he visualised colour.

What are your other hobbies?

I enjoy working with animals, so I help out at my local small animal sanctuary every week and I go horseback riding regularly. I also work at an auction house in Market Harborough, where I can handle works of art and artefacts. I love talking to auctioneers and dealers about the reasons for valuation, what sells, what is collectable and why. At university I plan to study Art History and then go on to work in the art market in America.



LGS Featured Artist, Sharika Tayub

INTERVIEW BY ELEANOR HIGGINSON



How did you first become interested in art?

When I was very young my mother taught me some arts and crafts, like cross-stitching and drawing henna patterns, which I loved. Even since this exploring and experimenting with art has been one of my favourite things to do.

What are you currently working on?

At the moment I am completing my A2 examined art piece, which I have decided to focus on the Eiffel Tower and a clock from the Musée d'Orsay. This work was inspired by the Sixth-form Art trip to Paris that I went on with the school. I have abstracted the famous landmark, in a manner similar to Robert Delaunay's work, in order to create a piece with strong cubist undertones. I like the composition, as it is different to my usual subject matter.



Pablo Picasso is my favourite artist. I particularly appreciate the way in which he distorts his work by using multiple viewpoints of a single object. Although he deforms his subject matter, it is still possible to discern what he is trying to portray. I think my best piece is a composition related to the violin, which I did for my A2 coursework, because of the vibrant colours and attention to texture demonstrated in it. Also, it was the first three-dimensional piece I'd ever done, and this technique added a pleasing sense of movement to the painting.

Do you have a preferred medium to work in?

I really benefit from painting with acrylics as this medium suits my rough technique of painting where I tend to use less water with paint. I feel that this adds a textured

surface to my pieces which creates a unique style which helps to differentiate my paintings from those of others.

What are your plans for the future concerning your artwork?

I am intending to go on to complete the Art and Design foundation course, as this will broaden my experience of art and help me to find the precise area of it which suits me best. Ultimately, I hope to find a career which I will enjoy and will allow me to make good use of all the creative skills that I have learnt.

LGS featured Artist, Rishi Patel

INTERVIEW BY ELEANOR HIGGINSON



What first got you interested in art and which artists have influenced you?

My granddad was an Art teacher in India and my mother is quite a good natural artist, so art runs in the family. Pop art has appealed to me for a long time now, especially the bold, cartoonish work of Lichtenstein. Over the course of my GCSE I have come to appreciate photo-realistic artwork more. Although it requires considerable time and effort and can be difficult to carry off effectively, the refined realistic style really appeals to me and suits the way I work.

What was the thought process behind your composition of the faucet and the wheel?

I did this painting for my mock GCSE, based on the topic of force. The subject matter may appear random at first glance, but the car engine is the source of force and power in the vehicle and the main focal point in the picture. The window scene overlooking the water

is meant to show a more exotic side to the concept of force, whilst the tap shows the covert power of everyday objects. I deliberately chose an unrealistically vivid colour scheme to lend the piece an abstract undertone, contrasting with the normality of the objects and the natural style otherwise used.

And what about your Surrealist examination piece featuring a hand with an eye in the palm?

This stemmed from the topic of order and disorder. I knew right away that I wanted to examine different body parts in a close-up format. I liked the idea of abstract subject matter painted in a photo-realistic style. This led into experimenting with Surrealism, although I struggled with this technique because it can be so easily misinterpreted and is difficult to carry off effectively. Eventually I decided that I am happier sticking to a realistic style.

Year 11 and U6th Art Trip to London

BY CHLOE WEARE



On September 20th, 2013, LGS students explored the Sunday Times Watercolour Exhibition at the Mall Galleries and the Lowry Exhibition at Tate Britain.

The Watercolour Exhibition was something we were keen to see because the medium is not covered in depth on either the GCSE or A2 Art courses. The work presented was of impeccable quality and our task was to find and draw interesting artwork that linked to our current projects. Drawing in a small gallery with many other people around was strange, as many visitors were looking at our drawings, as well as at the art on the walls. We spoke to almost all the visitors to the gallery and got into the way of most of them as well! While I was attempting to draw a street scene watercolour, someone said to me, "Good luck to you, it's a devil of a piece." I later found out that this comment was made by the artist himself! Also going on at the Mall Galleries that day was an exhibition of drawings entered for the Derwent Art Prize. We took a quick look through, noticing the varied techniques. At the Tate Britain we found a much larger, grander venue. Before we were allowed into the Lowry Exhibition we wandered around the permanent galleries, where a vast amount of fantastic art was on show. The Lowry exhibition itself overwhelmed us, as many of us did not know how much work Lowry had produced in his lifetime – not all of it "stick man" paintings either. When we congregated in the entrance hall ready to go home, we had the unexpected privilege of meeting Jon Snow, the news presenter.

Life Drawing Workshop for Lower Sixth

By Holly Johal

On the 6th of February, 2014, Lower Sixth Art students were offered the opportunity to develop our drawing skills through a Life Drawing workshop. We knew little about what the day would entail, however, it was evident it was not



going to be a day of simply drawing. Our apprehension was soon enhanced as we were set a supposedly easy task, with quite a large catch. We were asked to draw a stone; however we couldn't look at it, but instead only feel it. After a rather timid first attempt, we soon became more adapted to this strange assignment, and produced second, and, overall, more exciting pieces. As soon as we had become accustomed to this task, we began the first drawing of our model. We began a routine of doing a swift drawing, far quicker than any of us were used to, then the model changing position, and doing another rapid illustration. As this continued we learnt about the use of tones and shading, and the importance of highlights, all of which are useful to create depth in our work.

After a rather messy morning, and most of our faces being smeared with charcoal, we had a short break and then reconvened for another rather off-the-wall task. We began as usual, and started to sketch the outline of the figure, when we were then asked to move to the easel on the right of ours. It must be said we all felt very possessive of our unfinished pieces, and many mumbled to those on the left of them not to ruin their work. As we began to feel comfortable in adding to, and at times changing, what our peers had already done, we were asked to move again. This continued until we had circulated over half the room, and the result was quite outstanding. Even though each piece had had the majority of us work on it, they still looked different; the individual quality that is always found in a piece of art was still there, despite these art pieces being a communal effort. Following lunch, most of us had lost all of our energy; we were tired, irritable and waiting for the biscuits we had been promised. However, that didn't stop us from producing further pieces and we continued until it was clear, most, if not all, motivation had been lost. We mustered as much energy as we could for our final piece. We were again tested out of our comfort zone and were asked to draw in time with one another, only drawing what everyone else was, and not to move ahead. It was unusual to follow someone else's pace in drawing, and some speeded ahead at times, but we all reached a brilliant final piece in the end. Looking around the room at the mass of drawings produced, it was clear we had developed our skills and speed.

Classics Trip to Cambridge

BY MILKHA BASRA

On October 17th, 2013, Leicester Grammar School students ranging from Years 9-13, who were studying either Classical Greek or Classical Civilisation, had the glorious privilege to attend the Museum of Classical Archaeology, Cambridge and the Fitzwilliam Museum, Cambridge, and as an added bonus got to see two plays at the Cambridge Arts Theatre.

The day was unusually sunny, almost as if Zeus and the immortal gods were favouring us. Towards the end of the bus journey we were warned about the silent killers of Cambridge, the cyclists, by Mr Mclean, who had also suffered, once upon a time, at the hands of the cyclists in Oxford. Unfortunately, as with many things teachers do say, this warning was not taken in by some students who were more interested in killing virtual pigs by flinging virtual birds at them.

As soon as we reached Cambridge we were split into two groups. My group went first to the Museum of Classical Archaeology, where the displays ranged from large sculptures to the smallest artefacts. We mainly focussed on the plaster casts and, to be fair to my fellow students, there was no schoolboy/girl giggling due to the sculptures being in the nude. Fortunately, we were lucky enough to have a guided tour by a very welcoming curator, who explained how the stances changed due to the sculptors being able to cast different materials more easily as time went on. Highlights were the giant Hercules which towered over us and the clear favourite, the bearded snake. Next we walked to the Fitzwilliam Museum. Due to the pavements being rather narrow, it was necessary in some cases to walk on the road. On one such road one student, who shall remain anonymous, turned around to see a queue of six cyclists waiting behind him. To put it simply, they weren't amused, but it wasn't entirely his fault -- who knew things teachers say are useful? We shortly arrived at The Fitzwilliam Museum, where we were greeted by another friendly curator. She showed us through the display cabinets, filled with numerous Classical artefacts. We were shown a stone carved with illustrations of folklore, such as the centaurs raiding the Great Hall of Perianther. It was fascinating how one piece of stone could contain so

many scenes. We also saw many Greek tablets, and could see how the ancient

Greek language changed as time went on; for example the Greek letter for "m" was originally the letter for "n". Another highlight was seeing a bronze medal from the ancient Greek Olympics -- it was smaller than the medals nowadays but probably brought the same amount of pride.

We then made the perilous journey to the theatre. I say perilous as the streets were full of people. Before entering the theatre we were allowed to wander around the market which was, although quite small, very diverse, the goods ranging from clothes to spare bicycle-wheels. As we were waiting to be allowed into the theatre, the dreaded question was asked; "Which university is better, Oxford or Cambridge?" A long debate erupted between the Classics teachers and it was decided that there was no overall winner. We were then allowed into the theatre where we watched the first play, "Prometheus" written by Aeschylus. Although it was an early Greek tragedy and we have had been warned it might be a little dull, many found the play about the Titan who disobeyed orders from Zeus to save mankind actually very dramatic. Prometheus and Hermes were portrayed excellently by the actors. Unluckily, we only saw Prometheus Part 1, not Part 2 as well, so the ending seemed a little abrupt. After a short interval we saw the next play, which was entitled "The Frogs" and was a comedy by Aristophanes. It tells of Dionysus venturing into the underworld to bring back the dead playwright, Euripides to Athens. It was a more free-flowing play and was adapted beautifully to reflect modern life. For example, David Cameron, Nick Clegg and Ed Miliband are all hideous monsters (in the play) and Heracles appears with a bucket of KFC. Another highlight of the play was the singing chorus of frogs who were constantly singing, "Βρεκεκεκεκεξ κοδξ κοδξ". I would like to thank, on behalf of everyone, Dr Vassiliou-Abson, Mr Paterson and Mr Mclean for organising the trip and making it so enjoyable.



Classics Trip to Chedworth

BY SHAUNA STRATHMANN, 8E

On September 10th, 2013, Year 8 travelled to Chedworth to see a Roman villa and unique artefacts that have helped archaeologists get a better idea of the daily lives of the ancient Romans in Britain.

We were divided into four groups and each went to a different part of the site. My group had a lovely walk through the forest, dodging many loose branches and stopping to look at the limestone rocks. We learned that what we were walking on was actually an ancient Roman track. In the next session we examined some of the archaeologists' finds: oyster shells, animal bones, mosaic pieces and fragments of pottery that were still in amazingly good condition considering how long they had been underground. These provided clues to what the Romans had eaten, what sort of things they did and where they went.

Of course, lunch was an important event, as we studied sandwiches, biscuits and the prices of souvenirs in the shop! Many people went for the health-conscious Traditional Fudge, munching on it as we sat down. After lunch we had a guided tour of the grounds, where a villa

had clearly been built, and the guide showed us a model of what scholars suspect the villa looked like.

Standing there, you could imagine the walls in front of you. There was a spring which trickled into a pool and never froze over or dried up. Inside the building we were shown the mosaic floors of the baths and the hypocausts that heated the entire structure. We had learned about the baths previously in lessons – the frigidarium, the changing rooms, the steam rooms – but we had never seen what it looked like up close. We were also shown the latrina and a sponge on a stick that the Romans would have used.

The bus journey back went well and a month later I still remember just about everything about the trip and hope to still remember it ten years on.



Classics Trip to Aquae Sulis

BY MARIA HANCOCK

On September 24, 2013, Year 9 Latin students enjoyed a memorable and informative trip to Aquae Sulis in the modern-day city of Bath.

The trip was purposefully designed to link with our current study of Aquae Sulis in the Latin curriculum. The first section of the trip involved the opportunity to explore the site of the baths and the museum exhibition there. With the aid of an audio guide and some beautifully constructed scale models of the bath and temple complex, we were able to walk through the site and exhibition independently. Later there were teaching sessions provided by the approachable staff to enhance our knowledge. We were allowed to handle artefacts and to read and decipher genuine Latin dedication

stones and gravestones – we also had to try to tell the difference between the two!



Farewell to Mr Paterson

INTERVIEW BY ELEANOR HIGGINSON

When did you join the staff at LGS and how has it changed during your time here?

I have been at the school since 1983. After six years teaching in the London area, I was looking for more responsibility and cheaper house prices! I also had a spy in the camp: Mr Cawston, the former Academic Deputy Head, who had been a colleague at my first school. The student numbers are now nearly five times what they were thirty-one years ago, and of course we now have a modern building with facilities we never dreamt of in those early days. However, the generally excellent relationship between the teachers and their students, which is perhaps the key element in the ethos of a school, has remained the same.

Why is Classics an important subject for young people to study?

The usual arguments are that, firstly, classical languages are at the root of so much of our own language and culture and, secondly, that there are many valuable skills to be gained. While both points are true, the element I have always believed most important and have given the highest priority to in my teaching is the opportunity to experience classical literature for its own sake.

What are your favourite memories of your time working here?

There have been too many special memories to list, but the most notable one from the very early years of the school would have to be the staff pantomime “Jack and the Beanstalk”. Choral events, such as the visits to cathedrals, especially the residential ones in Hereford and Strasbourg, the carol services in Leicester Cathedral and the Crick concerts with their fantastic teas have all been very important to me. The Classics trips to Italy and Greece have also been highly memorable.

What and who will you miss most?

I shall certainly miss my colleagues in the “grumpy corner” of the staffroom and the highlight of our week: quiz time during Friday morning break, with its added challenge of thwarting Mr Murray’s plans of sabotage.



What are your plans for your retirement?

I hope to be able to devote more time to writing music. Mr Berry and I also have a scheme for walking the Leicestershire Round: we intend to achieve this in comfortable sections, finishing each excursion with lunch at a local pub.

What have you learnt during your career as a teacher and what advice would you give to a new teacher at the school?

It would be easier to list all the things I probably should have learnt, but haven’t. Technology, for example, is playing an ever-increasing role in the classroom, and I am still struggling to keep up. I would advise any new LGS teacher to make the most of their time here, as it would be hard to find a school which offers them more opportunity to make a real contribution to the community.

Italy Classics Tour 2014

BY ANDREW HIGGINSON, 9E

After waking up at 4:30 in the morning and arriving at school at 5:30 on April 4th, 2014, I personally was not feeling particularly energised as the bus left for Gatwick Airport.

We arrived in Rome mid-afternoon and, after sorting out the hotel arrangements, had a quick look around. The temperature was hot, but not uncomfortably hot and it stayed this way all week, despite weather warnings for rain. The streets of Rome are busy and atmospheric. There were many reminders of the city's rich history and culture in the form of buildings from the Renaissance period, more recent monuments built by Mussolini and of course, the structures from the Ancient Romans, all of which have been well preserved. Just across from our hotel was a large aqueduct, engraved with pictures and inscriptions that seemed to have stood the test of time very well. The city was not without its dangers though, the traffic especially. Tram-lines ran across many roads in Rome, which made crossing difficult and to add to the chaos, the drivers seemed to be engaged in a competition of "who can drive through the most red lights". There were also the dangers brought by the famous Italian mopeds that disobeyed traffic laws by weaving through cars and people alike and driving through narrow streets not strictly meant for vehicles. Despite these dangers, Rome was a vibrant and lively place and a great joy to stay in. The hotel was comfortable and grandly decorated, although the food was perhaps questionable. The vegetarians in the group were not well served.

On our second day in Italy, after being awakened at dawn by the sound of heavy traffic, we set off to the Vatican. After going through border security, as we were entering a different country, strangely enough, we had several hours to explore the huge museum and its most famous building, the Sistine Chapel. The sheer size of the complex and the number of artefacts within it were astonishing; there were whole rooms filled with pottery and huge paintings. There was one room that I particularly enjoyed, the map room. It was a really long tunnel, more of a corridor than a room and the ceiling was covered in gilded images and patterns, while the walls were lined with maps of the nearby area. Then of course, there was the Sistine Chapel. The sheer size of



it was really amazing and after the group I was in got lost, we went round the whole thing again (as it was a one-way system) before finding the area where we were supposed to be and somehow getting there on time! After leaving the museum itself, we looked around St Peter's Square, which was again astonishing in both size and architecture. We then set off on the long walk back to the hotel, stopping on the way to see some Roman monuments. After walking along the River Tiber, we looked at the Theatre of Marcellus, before setting off to look at the Roman Forum. How well preserved this was surprised all of us, as it was quite a large area and it seemed almost all of the largest columns and buildings remained in some way. After visiting the museum, we looked at the three Triumphal Arches of Titus, Constantine and Septimius Severus. Then we moved on to look at the most famous of the Roman monuments, the Coliseum, and were astonished by the height of the structure. It is currently undergoing renovations and so half of the building was obscured by scaffolding, which ruined the image slightly, but it was still spectacular.

On the third day we took a trip to the Roman port town of Ostia. Unlike Herculaneum or Pompeii, the town was gradually abandoned rather than buried in ash or lava and it is amazing that it is so well preserved and that no one decided to build over the site or demolish it. My favourite part of Ostia was the theatre, which was relatively large for such a small town. There was also a large residential district, with buildings that had been

several stories tall. Seeing this really made us realise how advanced the

Romans were and how similar their society was to ours. After returning to Rome, we walked to the Trevi Fountain, which was extremely busy at that time and so it was difficult to get close to the fountain itself, although the architecture of the famous structure could easily be admired even from far away. Many of us took the opportunity to try some Italian ice-cream from the shops around the fountain. We also passed Trajan's impressively tall column on the way, which had intricate carvings. We next stopped at the Pantheon, which was one of my favourite sights on this trip. The domed roof was complicated and very much ahead of its time. This building also demonstrates the rich culture of Rome, as it was originally a Pagan temple for the Romans and now is a Christian church.

On the fourth day we left Rome behind, driving past the Circus Maximus which we hadn't had an opportunity to see earlier. After a long drive through the iconic hilly landscape of that area of Italy, we arrived at Herculaneum, which was buried in lava which then solidified into rock, making excavation difficult. For this reason, much of Herculaneum has not yet been unearthed. The excavated sight was inside a deep crater. The position of the sea had changed dramatically since the eruption, moving away from the land, resulting in sea caves which were no longer by the sea! There were wall paintings outside of shops advertising the goods available. Many of the floor mosaics were almost perfectly intact and the buildings themselves were surprisingly well preserved. We then left for the hotel in Sorrento, which was extremely comfortable and had better food than the first hotel. In the evenings, we were allowed to explore Sorrento itself, where there are alleyways filled with shops and the atmosphere is incredible. It felt nice to experience a different culture in this way.

The next day we visited Pompeii and Mount Vesuvius. Pompeii was huge in size, dwarfing both Ostia and Herculaneum. It contained great sights, such as a huge amphitheatre, and large palaestra (exercise area). The city also contained two theatres, both of which were quite large. It feels quite eerie walking through a city when all of the buildings are deserted and partly ruined. Perhaps the greatest sight of all was Caecilius' house, although sadly it was sealed off and we were not allowed to go inside, as with many of the other buildings. One of the interesting things I learned from the trip to Pompeii was the fact that the Romans had snack bars on almost

every street corner; they were in Herculaneum as well. They were shops that had huge jars on the counters, filled with foods such as lentils. This is again a strangely familiar element of Roman life; their complex society was not that different from ours. We took a seemingly perilous coach journey up to Mount Vesuvius and then took a relatively short, but very steep, walk to the summit. The view was terrific from the top and the crater was larger than I expected. While it was not a huge bubbling lake of magma, like many people hoped for, it was a great sight nonetheless.

On our final full day, we visited the Villa San Marco and the Villa Poppaea. These were two incredibly well-preserved Roman villas and it was nice to see inside a wealthy Roman's house, as everything is larger and the rooms can be distinguished more easily. The Villa Poppaea was thought to have belonged to Nero's wife of the same name. The villas both contained wall paintings that had somehow retained almost full colour over the centuries. These villas also had what many of the other buildings we had visited previously did not, roofs! Before leaving for home, we visited the Naples Archaeological Museum. This museum houses one of the most important archaeological collections in the world. It contained a huge collection of artefacts, statues and paintings from the Roman period and it was interesting to look around and see the sheer diversity of treasures uncovered from nearby sites. We then left for the airport, arriving home late at night. It felt strange to be back in the English climate again.

I think that I speak for everyone involved in the trip when I say that it was an incredibly enjoyable and educational experience and I learned a lot about Ancient Rome and other periods in Italy's history.



Photo of a street in Ostia Antica that won the trip photography contest, by Ewan Brown, Year 9

Was it destiny?

BY DOMINIC CLEARWIN



On October 21st, 2013, The LGS Classics department was privileged to welcome a leading academic, Dr Yannis Galanakis, University Lecturer in Greek Prehistory at the University of Cambridge, to give a talk about the 'Discovery of Bronze Age Greece and the Decipherment of Linear B'. There followed an exciting tale, taking in Bletchley Park code-breakers, the civilisations of Bronze Age Greece, various archaeologists, a lot of educated guesswork, and a boy whose enthusiasm for his subject might even be described as an obsession.

In 1935, to celebrate the fiftieth anniversary of the English School in Athens, various exhibitions were held at the Royal Academy in London. One of these displayed the Linear B tablets, discovered at the turn of the century by Arthur Evans (an archaeologist whose critics caricatured him as an energetic monkey!) at the palace at Knossos on Crete. A 14-year-old boy was there, as part of a school party and there to greet the visitors that day was none other than Arthur Evans himself. As the expert was holding forth on his subject, he uttered these words, "But we don't actually know what the tablets say." The boy seized upon these words: "Do you mean they haven't been deciphered, sir?" That was it. The boy wrote numerous letters to Evans with ideas about everything that he thought might aid the decipherment. For the next thirty years, he dedicated himself to discovering what these strange symbols on their clay tablets meant. He would go on to translate these tablets, revealing that they were records from the palaces of the Myceneans; he would allow us to discover the Mycenean civilisation and, in the words of Dr. Galanakis, "gave voice to Bronze Age Greece." The boy's name was Michael Ventris.

Ever since the first tablets had been found at Knossos -- others were later found at other Mycenean sites on mainland Greece, for example, at Pylos and a few years ago near Sparta -- they had attracted a lot of interest from archaeologists, classicists and linguists. Cracking their meaning would open up a whole new period in the history of the Mediterranean. By the early 1950s, various breakthroughs had been made. The work of Evans, Alice Kober and Emmet Bennet and John Chadwick, who was involved in code-breaking during the Second

World War, particularly had yielded crucial details. Firstly, the symbols were not letters, but ideograms that represented syllables and particular objects or concepts. Secondly, the words of this language changed their endings according to their case, gender and number. They were able to draw tables of these sound signs and the different endings. However, nobody could work out what anything meant because they couldn't find a related language which would start them off. Nobody knew whether it was Etruscan, Semitic, Anatolian, etc., etc. Nobody thought it was Greek. This was because, at the time, it was believed that the Greek-speaking inhabitants of the Peloponnese only arrived a couple of hundred years after 1200 BC, which was the latest date of these tablets. Ventris cracked the code because he decided that the language was in fact a pre-Homeric Greek. He also made two other guesses, that a symbol looking rather like an antenna represented the sound 'a' and that certain words were place names (e.g. Amnisos, Knossos and Tylissos). These deductions enabled Ventris to assign sounds to the symbols in his table. Step by step he was building up the script. From writing to Sir John Myres (who took over the project after Evans died in 1941) in February 1952, with the idea that the language might be Greek, it took him only five months to complete his task. He became the first person to read this language for millennia. On 1 July 1952, Michael Ventris announced to the world that Linear B had been deciphered. To be a little melodramatic, he had fulfilled his destiny, first realised all those years ago in the Royal Academy.

Dr. Galanakis was an excellent speaker and conveyed his enthusiasm for the subject, making it really fascinating. All agreed that the number of questions from the audience at the end exceeded those at almost any talk that we had ever seen before, in any subject. If anybody would like to ask Dr. Galanakis any questions about the talk, or indeed anything else about prehistoric Greece, ask Mr. McLean for contact details.

Prize-Winning Entries to the Hope Against Cancer Poetry Competition

The students who entered the Hope Against Cancer Poetry Competition for 2013 were given the title “After the Storm” to use for their entries. There were 861 entries to the competition this year, with Elina Turapova winning third prize in the Years 7 to 9 group

and four other students from our school in that year group attaining a commendation: Emma Nisbet, Jed Rutherford, Rhea Parmar and Tom Jenkins. Here are two of the winning poems.



After the Storm

by Elina Turapova

After the Storm,
everything is clear:
clear as crystal, clear as night.
A long worn path:
simple as fire, simple as light.

All worries are gone,
flown with the wind, flown with the fight –
no need to cry, no need for goodbye.

The music of birds is
soft as a petal, soft as a feather.
The rays of the sun:
pure as clouds, pure as heather.

All sadness is gone,
flown with the wind, flown with the spite –
no need to mutter, no need to sigh.

The smell of the grass:
fresh as daisies, fresh as rain.
the slope of the hill:
up the path and down the lane.

All fear is gone,
flown with the wind, flown with the pain –
no need to grumble, no need to cry.
After the Storm.

After the Storm

By Emma Nisbet

It hurled, it flew, it whirled, it blew;
Its eye left behind a crying child.
It shook, it tumbled, it took, it rumbled:
The sky up above a taunting grey.

The path of the eye
like a vulture in the sky.
God's hating hand
Scarred the land.

It splashed, it scattered, it dashed, it shattered;
The rain poured down on a bruised earth.
It threw, it shed, it blew. But it fed;
Liquid magic gave life to the parched world.

Animals all around,
stone by stone, pound by pound,
rushed to the rising river
and drank the priceless silver.

After the storm, daisies sprang, owls hooted
and hares ran.



Two Futuristic Stories about Pets

Robotic Cats

BY SAMUEL COLE, 9A



Ever heard of a cattery? You know, where they look after cats? About ten years ago catteries actually housed real live cats. Nowadays they create cats.

I used to have a cat. I loved it so much that when it died I was devastated and I reckon I haven't been quite myself since. So here I am flying to the local cattery, where I will receive a new cat for my sixteenth birthday. My mum is chatting with my sister, who is ten years old. Mum isn't driving – that is done by the car's self-drive programme. My sister is getting a new cat as well, after having an operation to fit an artificial arm and two artificial legs, following a tragic accident involving a rather dubious-looking hover-scooter. When we arrive, the car only just landing without wrecking the van next to us, we are ushered out of the car and over to a bench inside the cattery by the service-bot. The bench seems to be made of some sort of alloy: it looks very uncomfortable but when I am plonked down on the bench I find it surprisingly relaxing. We wait for about five minutes until a holographic catalogue appears in front of me. I hover my index finger over the catalogue and hear a beeping sound and then a question appears on the screen. Reason for arrival? Three answers appear below the question: Purchase of cat/s – Repair to cat – Other. I hover my index finger over the first reason. Then another question appears: Number of cats to be purchased? I select the answer Two, one for my sister and one for me.

We wait another five minutes and then are greeted by a rather small and wide robot. He points at a door to tell us to follow him. We do so and immediately our ears are filled with the sound of meowing, purring and screeching. I think to myself that the door must be soundproof – expensive, but I can tell why they bought it. I look at the ground, covering my ears and see a massive green arrow on the floor pointing into the room. The robot leads us over to some cages and shows us some cats. My sister, rather foolishly, chooses the first one she sees. I notice that it has rather menacing-looking eyes which are hazel-coloured. My sister, however, says it is perfect. I take my time, studying the cats closely. The first one I look at has claws which are far too long and even Mum says no, presumably thinking of her vintage-style curtains.

The second one seems okay, until I move in closer to inspect a mark on its back and a black cloud fills the air along with a screech that dies off slowly. I guess that it has broken down and the robot rather harshly drags me away from the cage and draws a curtain over it.

I stagger over to the next cage, choking and peer inside. A pair of blue eyes glints in the smoke. I can't see the cat, so I put my finger into the cage to try and tempt it out of the smoke towards me. Then I hear a whirring sound as the cat shoots forward. It start gnashing at the bars and I withdraw my finger at once. I shout over the clanking of jaws and whirring, "NO! NO! DEFINITELY NOT!" I carry on until getting to the last cage, where I stand and sigh a large sigh, but when I see the cat within I nearly faint and clutch at my chest. He looks exactly like my old cat: fur black with brown spots on its side, eyes green and gazing at me lovingly. You have to feed it with real cat-food, which it cleverly compresses into little bales. You have to give it oil to drink instead of water, but I can live with that.

In the car on the way back home I read the manual, looking at some of the features that the cat can be programmed to do. For instance, it can chase mice and rats and dispose of them. The sensors in the cat have eyes and it is programmed to see the skeletal structure of other creatures. Also it is programmed to run away from dogs and to "see" dogs in a certain way. (I suppose instinct is just a programme.) As cats have nine lives, apparently, the manual says that the battery the cat runs off will last nine times as long as a normal cat will live, which is around 180 human years, or 720 cat years! So it seems I can have a cat until I die.

By the time I finish reading the manual we are practically home. When I am about to get out of the car, I notice that my cat has been sitting next to me for the whole journey just looking at me. My sister has been playing with hers, twiddling its tail, which it seems to enjoy, as it is purring softly. When I get out of the car my cat follows me. It runs ahead and sits on the doormat. There is a cat-flap but it is locked, as we haven't had a cat in the house for years and Mum has never got around to removing it. We stroll up to the door and the

cat meows suddenly, pawing at the flap. I am guessing that it senses it has a real home and wants to be inside it. I open the door and it pads into the hallway. I walk into the living-room and sit down on the sofa to carry on reading the manual. My cat follows me and jumps up onto the sofa next to me.

I decide to call my cat Tom and programme him to respond to his name. I also programme him not to climb trees, chase birds or go near the fish pond, so he won't get wet and short-circuit his programme, as well as to protect the fish. I programme him to withdraw his claws when interacting with humans or sitting on the furniture. Although he is already set to use the cat-flap, I add in that he must not leave the house in inclement weather, as further protection of his circuitry. I am looking forward to playing the games that I used to play with my old cat.

Electro-pets

BY ALFIE BARRATT

There is a huge full moon out tonight and it is lighting up the whole sky like a light-bulb. It is silent as I get into bed. I close my eyes, find a comfortable position and turn my lights off by voice recognition. I have almost drifted into my dreams when out of nowhere I hear a huge howl and then the whole city fills up with the noise of all the wolves calling to each other. The new i-cat from Apple came out recently! Everyone went mad for them and in almost every store they were sold out. In just one week over 750,000,000 pets were sold. This was a new record, the most bought Electro-pet in history, a world-wide sensation. We already have Android's Dog-bot, Samsung's Electro-rabbit and Sony's PSH or Play-station Hamster.

In 2024 the Animal Rights party won their vote to abolish domestic pets and set them free into the wild. All rabbits, hamsters, cats and dogs were then illegal to keep inside your house and, if found with one, you would be sentenced to a lifetime in prison. People in big cities suddenly started to feel very lonely and isolated, without a pet to keep them company. People started to get depressed and wanted their pets back. Some even protested against the Animal Rights Department! This

When I first became aware of robotic cats, I was a little bit unsure how much they would appear and act as live cats do, but as soon as I stroke this cat the fur feels real, as does the residual heat from his body. Indeed the purring and meowing are exactly the same pitch and sound as if it is a live cat. I realise that although there will be no veterinarian bills I will have to fill the pages at the back of the manual with the dates of servicing and maintenance which will be carried out by the professional engineers at the cattery. After about an hour I am able to accept Tom as if he were my real live cat and I feel sure that in time, although I will never forget my old cat, I will learn to love Tom for himself. Because of the way Tom has been built, I have no fears that he will leave me and cause me upset, as happened with my last cat. Thanks to modern technology, I feel fulfilled.



gave big industries such as Apple, Samsung and Sony the idea to create electro-pets. They were a huge hit all over the world, especially in highly populated cities such as London, Tokyo and New York.

At first people loved, adored and cherished these new gadgets as these pets did not need cleaning up after, feeding or walking. My favourite aspect was that, if they got annoying or you wanted some time alone, you could always turn your pet off. This desire for electro-pets slowly changed. People started to dislike them, having found that the pets had no real feelings, just the responses inserted by a memory chip to make them bark or meow when you entered the house. Even though it feels like a real cat or dog and sounds like one, it shows no love to the owner. For example, if you are lonely, the pet will not come and cuddle up to you as a real animal would. It would just stand there. And if you stroke your iCat, it won't purr or try to play with you. It will just stand there and say, "Meow".

A year went by without live pets and people were starting to get really bored with their electronic pets. Some people even started to complain about them. This

led to people all across the world revolting against the Animal Rights policy on not allowing live pets in the house; some people targeted the MPs who had passed this law, asked them to overturn it. The response they got was this: “YOU wanted this rule. YOU thought it was cruel to deny pets their freedom to roam. Animals all across the world are now happy that they are free from captivity. This is the right way forward into the future!”

You may be wondering where the live animals have all gone. I was asking myself that same question, until I entered the Forbidden Forest of West London. It was just a normal day. I got up, brushed my teeth, dressed and ate breakfast. It was my day off as it was the start of the New Year. There were electric signs all over the city, saying “Happy 2041!” I’m not much of a celebration person – I would rather sit in front of my 5D television and relax. Why does everyone have to make a big deal about nothing? As you might be able to tell already, I live on my own in a small apartment, which has a great view of tall buildings, the Hovercraft factory and, in the far distance, the Forbidden Forest. As it was New Year’s Day, I asked myself what I would really like to do: see my parents, watch the WWE Robot Smack-down, or celebrate with my friends. As I couldn’t choose between these three options, I felt a sudden urge to go out for a run and get away from the racket of the people – I thought I would clear my head. I pulled on my lycra jogging bottoms and my self-heating thermal top, with the jacket I had got for Christmas. It had an inbuilt iPhone 9 with weightless speakers! I slipped into my trainers and made my way outside, using fingerprint and eye recognition to lock up the flat. Then I was off.

The roads were not busy, because of all the new flying cars and Hover-bikes in use. Nowadays only the poorest people drive on the roads. As I ran, the noise of the festival started to grow and I just wanted to get as far away as possible. I suddenly saw a small country road with a sign saying Forbidden Forest. I stopped and thought for a moment about continuing. I had heard so many stories about people going into the forest, but never coming out again. My heart told me to carry on, but my brain told me not to do so. Suddenly I saw a firework burst open, displaying the numerals 2041. These glittered all across the daylight sky in dark black writing. That somehow made my decision final. I was going to see what lay in the forest.

As I got closer to the trees, the hairs on the back of my neck stood up and goose-bumps started to appear on my skin. The trees got bigger and the light dimmed. My heart skipped a beat as I heard a huge rustle in the bush behind me. Beads of sweat were trickling down my forehead. In a shaky voice I asked, “Is anyone there?” There was no reply. Then without any warning, a four-legged creature came out of the bush. At first I couldn’t make out what it was. I backed away and studied it: the head, the tail. It was a dog, a Labrador! All my fear slowly passed out of my body and I relaxed. My old dog, Pickle, had been a Labrador. He had been my only friend, before they took him away. So many different feelings went through my body at once, relief, wonder and, most of all, shock. I had thought that all the breeds of dog had disappeared, that all dogs had become wolves and hunted in packs. The Labrador approached me; I knelt on one knee and held out my hand towards it. It started to sniff my hand and then jumped on me and started licking me. I burst out laughing and started to play with him. It felt so wonderful and I thought that this dog had been missing human contact.

It was starting to get colder, so I thought about making my way home. I turned around and started running for the exit. Behind me I could hear the dog running after me. As I made my way back to the city, the dog carried on following me. I thought to myself, “Should I take him back to my apartment?” I could still hear the noises of the celebration and I thought that they would provide a great distraction. I made my way up the country road and luckily the main road to my apartment was empty. I passed all the shops and blocks of flats, but everyone seemed to have gone to the city centre. It felt like a ghost town.

I finally got to my apartment without being seen, took the dog up in the elevator and entered my room. Suddenly the dog saw the dog-bot and both dogs started to bark at each other very loudly. The problem was that the real dog’s bark sounded completely different and much more persistent. Suddenly there was a knock on the door. “Who is it?” I said in a timid voice.

“It’s the police. We know you’ve got a real live dog in there. Open up now or we will have to break the door down.” My life flashed before my eyes and I thought that I would have no children, no wife, and no grandchildren. A tear ran down my cheek as I opened the door. I knew my life was over.

The Mighty Pen,

A VILLANELLE
BY ALICE NICHOLLS

Endless slave to your master's hand, Scribbling
and scrawling in every direction,
Thousands of words on one page crammed.

Soon dropped and forgotten, where will you land?
But quickly picked up for a last-minute correction,
Endless slave to your master's hand.

What is to be written next? What is planned?
Your master gives the page a look of mystification –
Thousands of words on one page crammed.

You could write of something so boring and bland,
Or let the words on the page make a sweet concoction,
Endless slave to your master's hand.

Some are chunky and fat and grand.
Others are thin and delicate with a look of perfection –
Thousands of words on one page crammed.

But once you have served your last errand,
You are redundant, but not of your own volition,
Endless slave to your master's hand,
Thousands of words on one page crammed.

The Innocent Cadavers,

A VILLANELLE
BY GETHANA SHASITHARREN

I still hear their screams echo through my mind
My eyes often recall the gruesome sight ...
The innocent cadavers, left behind.

Locked in rooms forever to be confined,
The gloomy rooms gave not a glimpse of light.
I still hear their screams echo through my mind.

I saw the torture of our human kind.
Those poor souls, who had not a single right:
The innocent cadavers left behind.

The cruelty I saw cannot be defined.
After viewing their perpetual plights
I still hear their screams echo through my mind.

Soul after soul! Mutilated and maligned,
Their bodies carelessly left in despite,
The innocent cadavers left behind.

At that time I did nothing, my eyes were blind.
I allowed their pure blood to be spilt, night by night.
Now I still hear their ghastly screams echo through my
mind,
All those innocent cadavers forever left behind.



An Evening of Poetry with Simon Armitage

BY ELEANOR HIGGINSON

On the 12th May 2014, Leicester Grammar School welcomed its second visiting poet of the year, Simon Armitage who, as Mr Kidd made clear in his introduction, also fills a number of additional roles, including social commentator, playwright, novelist and even documentary film-maker. He spent the first half hour of his talk reading his poetry, kicking off with a verse consisting of an exhaustive list of the various types of people he wanted to introduce to his work. Next, he performed “The Shout”, a piece he believes to encapsulate the key themes of his writing, and reflect his upbringing in Marsden, a small town in The Pennines. The

poem is based on an incident from his youth, when an eccentric science teacher had sent him and another boy outside to measure how far a sound could travel with no equipment or further instructions, and they devised a system of gradually moving further apart until they could no longer hear each other. Believing that poetry should take over when science fails, Armitage then went on to compose a piece arguing that no sound ever made completely disappears, and thus everyone should be extremely careful about what they say. The next poem he read to us was also very interesting: titled “Zodiac T-Shirt”, it was inspired by the punk-rock era but was ironically conceived in the formal structure of a sonnet.

Armitage then spoke about his recent project to walk the Pennine Way in reverse, ending in his hometown of Marsden. During this three-week trip, he busked for money by passing a sock around during his evening poetry readings for “the disinterested, disparaging or drunk” at various pubs along the way. He then read us the preamble, which he noted wryly was an appropriate name, from his book about this walk. In prosaic blank verse full of wit and humour, he vividly conveyed the reactions of his family members to his planned walk,



such as his wife’s suspicion that he was suffering from a mid-life crisis, saying, “I’m very worried about you”. The pressure on him to successfully complete the walk was heightened by the fact that his mother had previously managed it with two bad knees, at the age of fifty. He then discussed his most recent book of poetry, “Seeing Stars”, talking about it as a hybrid of different genres, neither entirely prose poems nor flash fiction. Armitage keeps his poetic skills sharp by regularly assigning himself the task of imposing meaning on an insignificant topic, an exercise which has often resulted in effective poetry, such as “I Kicked a Mushroom”. Although one would hit a brick wall trying to write about the meaning of life, he explained, it was entirely possible to express the meaning of life by writing a poem about a brick wall. Armitage has additionally undertaken several important literary translations, such as that of “Sir Gawain and the Green Knight”, in which Gawain, Arthur’s youngest knight and nephew, takes on an impossible challenge in order to prove himself, and read us an extract from it, which he concluded with the cheeky comment that we would be able to hear the rest if we bought the book. He also laughed about how a few Disney agents had

come to visit him to talk about making his translation into a film, saying how he wasn't entirely sure they had grasped that he wasn't the author of the original.

It was then time for members of the audience to ask questions. The first one enquired how an author knew that something he had written was complete. In response, Armitage claimed that a poem was never finished, merely abandoned, and that a piece of literature could always be picked up and improved, although he found that he did reach a point where he felt he had nothing left to add. From teaching students creative writing at the University of Sheffield, Simon Armitage also believes himself to have learned various core skills that he uses to improve his own writing, for instance the ability to look at a piece as if seeing it for the first time. Ultimately, he said, he believed a poem of his to be successful when he could see that the original idea had been radically transformed during the process of its composition. He also claimed that no writer truly owned their work after

its publication. Asked how he structured his writing day, he replied that he felt he had to be quite disciplined and usually worked during the time when his daughter was at school. Since poems don't earn him much income, he mostly concentrates on other writing and composes his poetry in an old-fashioned notebook whenever he is inspired. Another interesting question asked of Simon Armitage was who his favourite poets were, the answer being that he particularly admired figures such as Ted Hughes, Philip Larkin and Sylvia Plath, who were the ones who first truly engaged him with poetry. He also mentioned that he was very drawn to anonymous medieval poetry, as reading it felt like finding his literary ancestors. After a last short poem entitled, fittingly for a reading given at a school, "Homework", Simon Armitage concluded a very enjoyable and illuminating evening with the comment that he believed poetry's essential power is that it inspires us to find our own words.

Farewell to Mr Harrison

INTERVIEW BY MARIA TELNIKOFF AND LAUREN GILL

Why did you become an English teacher?

I have not always been in teaching. I spent a year between A Levels and university working for a transport company and a year after university working for the East Midlands Gas Board, and then for the Civil Service. The latter was not for me, so I entered teaching. Why an English teacher? Well, followed by History and Geography, English was always my favourite subject at school and I suppose that I wanted to impart some of my passion for it to others.

Have you always worked at LGS?

I have spent the last eight years of my career at LGS, with the previous thirty years shared between four other schools.

What are your retirement plans?

I will carry on with my examining work with the International Baccalaureate, as well as doing some tuition and volunteer work. I will see even more of my grandsons and find out how far my wife and I can get on a bus pass. I certainly intend to do more walking. Having completed shorter routes like the 47 miles of the North Norfolk coastal path, I have other routes I have started and would love to continue with, for example the Leicestershire Round which is 100 miles, the Derwent Valley Heritage Way which is 55 miles and the Pennine way, 260 miles. There are other walks I haven't even started on yet, such as the Hadrian's Wall Path, which is 84 miles. Also as a member of the National Trust and RSPB I will continue to visit as many sites of interest as possible. My passion for Birmingham City Football Club will continue – "Some you lose; some you draw!" And I intend to do plenty of reading – reading what I would like to read, rather than what I have to read! I pray for good health for myself and those around me.

Drama: Review of the Year

BY A.L. GRIFFIN

Drama is always a very busy department, but this year has been one of the busiest yet. Highlights of the year have included the annual Year 7 mask workshops with Fenella Lee, a professional actor who works with Trestle Theatre Company. Students went on to apply these skills in subsequent lessons, producing their own short, improvised pieces. A new venture this year was a lighting workshop for Year 9 with John Watson of Creative Lighting Design. Using a scale-model theatre, the students gained hands-on experience, using a range of lanterns, projections, colour, stage fog and other special effects. Year 10 visited Curve in Leicester for a fascinating Behind the Scenes day, designing their own sets and watching the designers and technicians set up the stage for Chicago. The GCSE Drama students developed their skills in physical theatre, undertaking an inspiring, high-energy workshop with Kane Oliver from new local company, Demonstrate Arts. A Level Theatre Studies students were fortunate to see the brilliant Splendid Theatre Company in Antigone. Workshops on Brecht and Devising encouraged students to push the boundaries and themselves in their subsequent work.

Theatre trips have opened students' eyes to a wide range of plays and performance style, from the National Theatre's People to Melody Loses Her Mojo, described as 'hip-hop meets theatre'. There has been an equally diverse range of performances in school. 'Physical Approaches' allowed the Year 10 students to gain feedback on their physical theatre devised work based on the themes of 'Shadows' and Salvador Dali's The Persistence of Memory. 'Script in Focus' saw Year 11 give their final performances, with eleven groups showcasing a diverse range of plays from Pinter to Caryl Churchill. Finally, the 'Brecht and Devising' evening saw two excellent A Level performances - the AS group's interpretation of Brecht's Fear and Misery of the Third Reich and the terrifying A2 devised piece The Patchwork Monkey. The Drama Weekend Workshop in May provided some light relief: in just two days students devised and performed to family and friends a piece of mask theatre – Bryan Air, a comedy about a frighteningly low-budget airline. The final performance of the year was the Prep's ambitious Play in a Day, led by Mrs Garner, with the assistance of Miss Mould. At the end of a day's rehearsal, the two Prep classes performed a modern adaptation of A Midsummer Night's Dream to their teachers and proud parents, complete with costume, lighting and music – and not a script in sight. In the first week back after the summer



Rehearsal photo from "Sweet Charity" by Mr. Pilbeam

break we began rehearsals for the musical Sweet Charity, with a hectic schedule to fit everything in. What felt like a cast of hundreds (but was, in reality, closer to fifty) tackled complex dance routines, attempted six-part harmony, and learnt how to multi-task and do both at the same time. Mrs Garner was a fantastic, and ambitious, choreographer. Next door, Dr Whittle rehearsed the huge orchestra and, behind the scenes, soloists practiced their songs, Miss Carter organised well over one hundred costumes, and no less than 140 students and staff threw themselves into making the school's largest ever production a great success. Ruby Ablett in the lead role deserves special mention for her highly engaging and professional performance. Anyone who saw the production will not be surprised that she is one of the small number of students to have been offered a place at Drama school at the age of 18.

And so to the goodbyes. Two other Drama Prize winners are leaving us - Matthew Schwarzenberger, a stalwart of the last four productions, and Robin McFarland who, alongside taking lead roles in numerous productions, has also been a loyal member of the Lighting Team since Year 8, leading it with characteristic efficiency and calm for the last two years. Sadly, Mrs Garner is also leaving us to concentrate on Lemon Jelly Arts, although she will continue to run workshops for the department. We do, however, warmly welcome Miss Adams, who initially joined the School as maternity cover, but who has quickly become a central figure in the Drama Department, teaching classes from Year 7 to the Sixth Form, giving LAMDA lessons, and preparing to co-direct the next school production, The Exam by Andy Hamilton (comedian and writer of Drop The Dead Donkey and Outnumbered).

Exploring Journalism

BY ELEANOR HIGGINSON

On April 12 and 13, 2014, during the Easter holidays, as advertised by the Careers department, Nottingham University was hosting its annual series of conferences to help Sixth Form students find out more about a range of professions, including law, medicine, engineering and journalism. These conferences would allow students to meet new people and experience a taste of university life, spending the weekend on campus. After being dropped off on the first morning, we were presented with a packed itinerary: over the course of two days we would be attending seven lectures as well as an additional session called “The Edge”, which would show us how to gain the advantage over our rivals when searching for a job.

The first lecture “Investigative Journalism” was given by Michael Williams, who now teaches journalism after an illustrious career, involving posts of Head of News at The Sunday Times and deputy editor of The Independent. He began his talk with a quotation from Lord Northcliffe: “News is what people don’t want you to know; the rest is advertising.” Although this was said seventy years ago, Williams believes that it demonstrates that all journalism is essentially investigative. In order to demonstrate how dishonest measures could sometimes be justified, he told us how as a part of the “Insight Team” at The Sunday Times he had helped to expose the “cash for questions” scandal and had forced the company behind the birth defect-causing drug thalidomide to pay compensation to the victims and their families. In this form of journalism there is a fine line between the brilliant and the criminal or even deadly, with seventy journalists killed worldwide in the past year, trying to expose the truth. The next lecture, this time called “The National Press”, was also taken by Michael Williams and had more of an academic focus. He took us through each of the major newspapers in this country, from The Daily Mail to The Daily Worker, offering us a short summary of their history, typical political stance and potential, arguing that the incredible diversity of the British press makes it, in his opinion, the best in the world. We were quick to move on to an issue which would crop up on multiple occasions over the weekend: the future of the newspaper industry in an increasingly digital world. Williams did not hide his distress at statistics which appear to spell doom for traditional journalism, such as the fact that the average age of a Guardian reader is fifty and that on any given day a person under the age of twenty-six is

more likely to buy a bar of chocolate than a newspaper, as well as the sobering revelation that only a few of the assembled students read a physical newspaper every day. However, he was not overly pessimistic, arguing that with over ten million newspapers sold in the UK each week, claims that they are a “heritage industry” are laughably inaccurate. He was also dismissive of those who suggest that the “age of the citizen journalist”, heralded by social networking sites such as Twitter, would ever replace the need for trained and experienced professionals. He was positive about the potential for online newspapers, such as the incredibly successful satirical press, The Huffington Post, to reinvigorate the industry and concluded by saying that he hoped the two forms of journalism could co-exist or even form a hybrid, combining the quality of print journalism with the interactivity of the internet.

The lecture given by David Penman, who has been a journalist for thirty years and currently lectures at De Montfort University, Leicester, was full of practical tips, such as accepting that we would most likely not find our ideal job at first but should use opportunities as stepping stones to something better. Another career-focused session conducted the following day, this time by Catherine Adams, Senior Lecturer at Nottingham Trent University’s Centre for Broadcasting and Journalism, examined in greater detail the formal training on offer for aspiring journalists at both undergraduate and postgraduate level. James Sharpe, a Sports Reporter on The Leicester Mercury, talked to us about his personal experience of life as a junior journalist. James Ridgeway spoke to us about the opportunities offered by social media, giving us specific examples of sites we could use to gain journalism experience while still in full-time education, such as Flipboard, an App which enables the user to create her own magazine. Predictions were also made about how recent inventions such as Google Glass (allowing reporters to record footage by a mere verbal command) would change the industry. It was claimed that our generation’s familiarity with modern technology would give us the edge over older competitors seeking the same job. Although many of us left the conference still undecided whether journalism really was the career for us, everybody had learnt a great deal about a diverse and exciting industry.

Mr Harrison's Booklist



My favourite books cover a range of interests, but broadly fall into four categories: literature, geography/history/environment, sport, railways.

Whilst not having a favourite author, I have had a fixation on one from time to time. I remember reading four of Gabriel Garcia Marquez's works in quick succession a few years back: *Love in the Time of Cholera*, *Chronicle of a Death Foretold*, *No One Writes to the Colonel* and *The Story of a Shipwrecked Sailor*. Similarly I revisited Evelyn Waugh, including *A Handful of Dust* and *Decline and Fall*, and Ian McEwan's *Atonement* and *On Chesil Beach*. Other memorable works in recent years include *Engleby* by Sebastian Faulks, *Teacher Man* by Frank McCourt, Tom Wolfe's *Bonfire of the Vanities*, Stella Gibbons' *Cold Comfort Farm*, Mark Haddon's *The Curious Incident of the Dog in the Night-time* and *The Shadow of the Wind* by Carlos Ruiz Zafon. Other fine works which might figure as literary include Sheridan Morley's collection *The Methuen Book of Theatrical Short Stories*, F E Halliday's *Robert Browning – His Life and Work*, and Pete McCarthy's *McCarthy's Bar*. Two books on childhood which I enjoyed were *The Invention of Childhood* by Hugh Cunningham and *Someone Like Me – Tales from a Borrowed Childhood* by Miles Kington. Anyone wishing to delve into the lost words of the English Language will find Mark Forsyth's *The Horologicon* a fascinating reference book, and for connections between words *The Etymologicon* by the same author. *One Million Tiny Plays About Britain* by Craig Taylor captures the psyche of the nation, and if one perseveres with the mundane there are a few real gems. Having read Laurie Lee's *Cider With Rosie* again recently I was reminded of how it splendidly captures times past and now lost. Just occasionally one encounters a book which just has to be read at one sitting, cocooned in a world oblivious to all else – *The Railwayman* by Eric Lomax was such a book for me. (Film released earlier this year.)

Moving swiftly on to the environmental category my most essential reference book has to be *The Butterflies of Britain and Ireland* by Jeremy Thomas and Richard Lewington, wonderfully informative and superbly illustrated. I thoroughly enjoyed Patrick Barkham's *The Butterfly Isles*, detailing his quest to see all fifty-nine species

of British butterflies in a single year, a feat accomplished by my wife and me in ten years, a fair achievement given the uncertainty of the weather, very limited time windows and flight periods. *Meetings with Remarkable Trees* by Thomas Pakenham is an interesting survey of the most important trees in the country and the reasons for their claim to fame, whilst *The Highways and Byways of Britain* (ed. David Milner), *The English Village* (Martin Wainwright), and *The Natural Explorer – Understanding Your Landscape* (Tristan Gooley) are excellent books for those interested in our landscape. Anyone who enjoys maps would love Mike Parker's *Map Addict*, and as a guide to walking the path and for plenty of Roman history then Henry Stedman's *Hadrian's Wall Path* is invaluable.

Sport next, starting with cycling then mainly football. *Le Tour 100* by Cussins et al was written to celebrate the 100th Tour de France and has details of the epic stages in the Tour's history in addition to a range of interesting facts and statistics about this classic race. *Football My **** by Ricky Tomlinson is an amusing take on the beautiful game, and *End to End Stuff* by Les Scott is a treasure chest of football statistics and anecdotes. But for the student of the game look no further than Jonathan Wilson's *Inverting the Pyramid*, a comprehensive history of the tactics of the game from the old 2 - 3 - 5 system to the more modern pyramid of 5 - 3 - 2. *Heroes, Hairbands and Hissy Fits* by Mark 'Chappers' Chapman, the football pundit, is an amusing reminder of the questionable behaviour of some of our sporting 'heroes'. Similarly Matthew Norman in *You Cannot Be Serious* reminds us of some of our, or should I say his, sporting villains, written with a vitriolic sarcasm. And finally to railways, with *Marigolds Grow Wild On Platforms*, edited by Peggy Poole, an anthology of railway verse which I often dip into, including poems such as "Adlestrop", "Night Mail", "The Express" and "The Tay Bridge Disaster". Other railway books I have enjoyed recently include *Lost Railways of Leicestershire and Rutland* by Geoffrey Kingscott, *The Lost Lines of Britain* by Julian Holland, and Michael Williams' *On the Slow Train*. For an assortment of railway facts, figures and anecdotes of general interest Lambert's *Railway Miscellany* by Anthony Lambert is worth a look.

My Evening with Andrew Motion

BY ELEANOR HIGGINSON



On November 6th, 2013, the ex-Poet Laureate, Sir Andrew Motion came to the school to give a reading of some of his own poetry and to share some more general thoughts about the role of literature in society. The evening commenced with an hour of discussion with A-level English Students in the library. Sir Andrew began by telling us how he became interested in poetry: he was keen for it to be known that he had not come from a literary family, although his mother had enjoyed Iris Murdoch novels. Instead, he credited a teacher with having first engaged his interest with a Thomas Hardy poem. After the lesson was finished, he had requested more Hardy to read and was pointed in the direction of other great poets such as John Keats, later a major influence. Indeed, a recurring theme in Sir Andrew's address to us was the importance of finding a way to make poetry relevant to those who would be least likely to find it interesting. He championed war poetry as having ignited his interest, citing its harsh realism and technical jargon as likely to appeal to boys, who would otherwise dismiss poetry as too feminine. Another idea which Sir Andrew wished to stress was the importance of rediscovering poets whose work has been lost to public memory, often because it has not made it onto the National Curriculum. An example of this he gave was World War Two poetry by Keith Douglas. As the session drew to a close, we were offered the chance to put our questions to Sir Andrew. We found him surprisingly ready to at least partly acquiesce to our views when they contradicted his own. For example, the first questioner asked whether he, as someone who had not experienced first-hand either of the World Wars, had the authority to write about them, and Sir Andrew acknowledged this, although he argued that he felt his work was giving figures such as Harry Patch a voice.

Between this forum and the reading, there was a dinner to which a few students were invited, giving us a chance to follow

up on the topics discussed and to get to know the ex-Poet Laureate in a more relaxed setting. Besides enjoying some very nice food, we were gratified to find Sir Andrew very interested in us and our own ideas about literature. We in turn discovered more about him, such as his job teaching Creative Writing at the University of London and the extensive travelling he has done. He spoke of welcoming the development of new technology, for example in making possible The Poetry Archive, the website he founded on which poets share readings of their work. However for us, his most relevant comments were those he made about the function of poetry in the educational system. He maintained that literature should be a subject which could be examined, but protested against the over-analysing which often ruins young people's enjoyment of reading and the simplistic interpretations drummed into pupils so that they can pass exams. Sir Andrew's own opinion about the interpretation of poetry was that, although one can make a mistake about the factual details of a text, they cannot be wrong about their own interpretation, provided that they can justify it with reference to the language. He told us how, as a young man reading John Keats, he would have loved to resurrect the man and demand what he meant by a particular line, but had later come to realise that the poet's most probable answer would have been "I don't know", thus putting the onus even more on the reader.

Finally, as a larger audience gathered in St Nicolas Hall, it was time to hear an assortment of Sir Andrew's own poetry, from the beginnings of his career right up until his most recent work. His personal rendition gave the poetry an extra dimension of vivacity, and he clearly found reading aloud certain pieces, such as one describing his mother's early death, an emotional experience. Harrowing events featured predominantly and the poetry posed questions such as how to confront one's own mortality and whether tragic events in life were ordained by fate or pure chance. There were historical references throughout, the first poem he read to us describing a trip to Anne Frank's house, and another employing maps as the principal image. At the end there was the opportunity to pose questions, with one spectator asking about Sir Andrew's friendship with Philip Larkin. Although I did not personally agree with all of Sir Andrew's views about poetry and the techniques he used in his work -- such as his utilisation of ordinary language, so that the reader can, on first meeting a text, see right through to the bottom as in a very clear body of water -- nonetheless I relished the chance to engage in some debate and develop a more rounded appreciation of differing views on literature.

My Summer with Youth Musical Theatre

BY RUBY ABLETT



Youth Musical Theatre is a national organisation producing a season of new musical theatre each year, performed exclusively by young people aged 11 to 21. Over three thousand young people audition for YMT each year, and just three hundred are selected for productions. These productions are rehearsed for just two weeks, and performed in venues across the country. For the past two years I have been lucky enough to be cast into YMT productions: in 2011 in a new musical adaption of *Macbeth*, and the next year in *The Seventh Muse*, a devised piece. This Summer I was privileged to be in the cast of a revival of *Variété*, a sung-through musical written by Lindsay Kemp and composed by Carlos Miranda. It was thanks to the school's generosity that I was able to raise the money to take part in this incredible show.

In February I attended an intense audition at the Hippodrome Theatre in Birmingham. In just three hours we learnt and performed a musical theatre song, as well as learning a dance routine incorporating various different styles, and improvising dialogue using newly learnt acting techniques. The audition was challenging, but also exciting and valuable for any performer. About a month later, I received a letter asking me to attend a further casting audition to decide whether I would be a part of *Variété* or in a newly written musical *Burnt Out Souls*. In May I and around fifty other young people made our way down to Hampshire for an extremely intense casting weekend. The creative teams gave us workshops on singing, dancing and acting as well as some one-to-one tuition. We were lucky enough to sing for Carlos Miranda, the composer, who selected me as part of a 23-strong-cast for *Variété*. Despite the competitive nature of the weekend, everybody was welcoming and enthusiastic and it was heart-breaking knowing we had to wait three months to see each other again!

The cast of *Variété* arrived at Roehampton University on the 17th August, where we would stay for the next sixteen days. Because we had such a short time to prepare our show, the schedule was rigorous; we rehearsed from 9:00 am to 9:00 pm every day without exception, breaking only for lunch and dinner. Although this might sound gruelling, it was the most enjoyable experience I have ever had. We overcame the challenge of singing Miranda's unusual four-part harmonies, as well as exploring mime, physical theatre

and even sign-language in order to tell a story without dialogue. *Variété* follows Frans Vogel, who finds himself hired by a travelling circus in Hamburg in 1936. Here he meets the bizarre and surreal characters of the circus, and falls in love with trapeze artist, Marie. When tightrope walker, Rex arrives, Frans quickly becomes jealous of the relationship he has with Marie and is driven mad. In his madness he murders Marie and is hung by the people of the circus.

After many demanding rehearsals we found ourselves at our performance venue, The Riverside Studios, on the bank of the Thames, host to some of the most exciting new theatre in the UK. You're likely to have seen Riverside Studios on television; *Mock the Week*, 8 out of 10 *Cats* and *Celebrity Juice* are all recorded in front of live audiences at the venue. On the day of our dress rehearsal we exited the stage door to a line of fans waiting for Keith Lemon! It was a privilege to experience professional theatre, working with professional directors, choreographers, design and technical teams. What made the whole process so special was the opportunities it provided as the assistant stage managers, assistant choreographers and even members of the band were all young people like me. I recommend YMT to anyone who aspires to be a part of the performance industry whether on stage or behind the scenes.



This year's School Production:

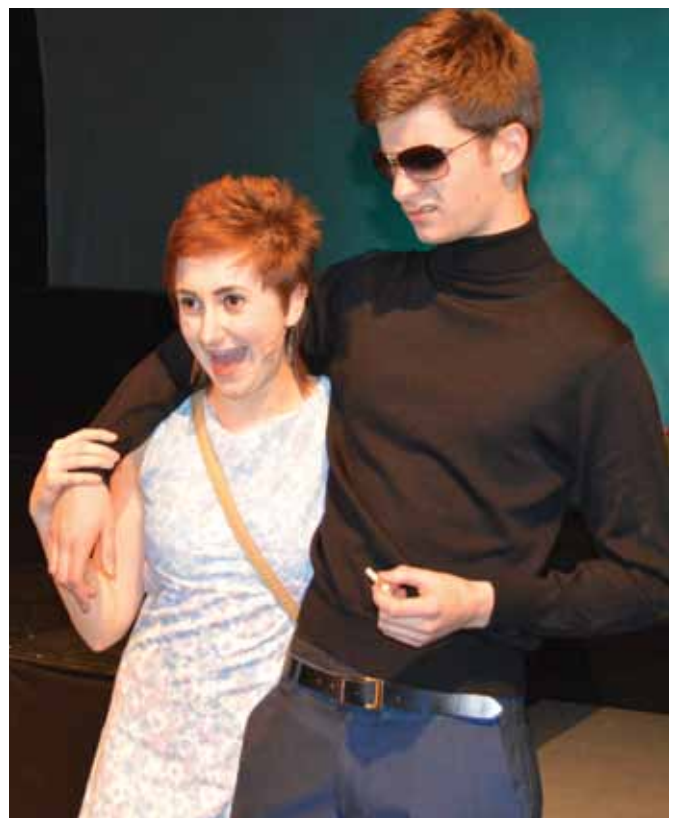
Sweet Charity

BY ISABELLA OREFFO

Every four years, like the Olympics, there is an anticipation building up to the school musical. This year the school performed "Sweet Charity" by Neil Simon, with music by Cy Coleman and lyrics by Dorothy Fields, based on an original screenplay by Federico Fellini, Tullio Pinelli and Ennio Plaiano. The play was filled with moments of elegance, wit and psychedelic dancing.

The term "break a leg", usually said for good luck, was a phrase with which the cast was too familiar. Rehearsals were greeted by Matthew Schwarzenberger (Daddy Brubeck) on crutches, while Mary Harding-Scott (Ursula) followed shortly after with a leg cast. Sebastian Wheeler was another unlucky cast member, who wore a sling for the performances, following in the footsteps of Joshua Baddiley (Oscar), who had also broken his collarbone during a sporting incident. Despite the odds, the cast managed to pull together a fantastic rendition of "Sweet Charity" with little time to spare.

Charity Hope Valentine -- wonderfully played by Ruby Ablett, with hilarious facial expressions and



great physical energy -- has a series of comical misfortunes whilst seeking love in 1960s New York. The play opens with her boyfriend, Charlie -- his cool disdain admirably portrayed by Sammy Phillips -- pushing her into a lake, while stealing her life savings. Charity then seeks comfort in the Fandango ballroom where she works as a dance-hall hostess. Under the watchful eye of the manager, Herman (Robin McFarland), who is fondly referred to as "Der

Fuhrer", Charity is given cynical advice about love from the other Fandango girls, in particular from her close friends, the glamorous and hard-edged, Helene (Safia Lamrani) and Nickie (Isabella Oreffo). One evening after work she witnesses Vittorio Vidal (Henry Rowley), a famous Italian actor, having a fight with his girlfriend, Ursula, who walks out. Charity is invited to accompany Vidal into the club where she sees the newest craze, The Rich Man's Frug, and the audience was treated to an ultraviolet-lit section of the dance, disembodied hands moving in unison. Charity is invited to dance, but faints from hunger. Vittorio does not





know where to take her to recover, but Charity quickly and avidly prompts him, “Your apartment!” When Ursula returns to apologise, Charity hides in the wardrobe, her face framed in its window, awkwardly and wistfully looking in on a completely different sort of life.

In the second act, after being stuck in a lift together at the community centre, Charity and Oscar Lindquist (Josh Baddiley) seem very attracted to each other. He takes her to a hippy church, the Rhythm of Life Church, where she is introduced to Daddy Brubeck -- Matt Schwarzenberger admirably portraying his sleazy charm-- and his assistants (Eleanor Rashid and Mary Harding-Scott), before the police break up the meeting. After they have dated for a while, Charity plucks up the courage to tell Oscar that she is a dance-hall hostess and to prove he is okay with it, he asks her to marry him. After a farewell party involving some very peculiar wedding gifts, the couple go for a walk in the park, where Oscar explains that he cannot go through with the marriage, as he cannot forget the “other men” that Charity has been with. He accidentally pushes her into the lake and runs off, but unlike Charlie he has not stolen her bag and so she lives, still the romantic, hopefully ever after.

Mrs Griffin and Mrs Garner must be commended for their organisation and direction of a cast comprising thirty-five students, ranging from Year 9 to Upper 6th. They were always able to see past the chaos and created a truly spectacular show. Mrs Green and Mrs Garner co-ordinated the dancers with a



powerful 1960s atmosphere, during “The Rhythm of Life”, “Hey, Big Spender” and “There’s Gotta be Something Better than This”. Mr Baxter brought both skill and creativity to the managing of the multi-functional staging that was needed to portray the multiple locations and that incorporated a lift with a sliding door, a fairground ride, an elaborate canopy bed, a park and a magically transforming wardrobe. The show would not have been possible without Dr Whittle’s dedication to the musical: arranging extra rehearsals for nervous singers, conducting the barely readable hand-written music scores for the orchestra and reading the minds of the cast to work out when they were going to sing. The full orchestra helped to create the atmosphere and tone of “Sweet Charity” and there was much praise for the musicians’ professional performance.

Thanks go to all those who contributed both on and off the stage to such a professional end performance.

Gold Duke of Edinburgh Training

BY OLIVER SIDDON



This year around twenty Lower Sixth students are taking part in the Gold Duke of Edinburgh Award scheme. Last October (2013) there was a preliminary night navigation and team-building practice weekend, on what turned out to be one of the coldest days that month, so instead of camping in tents, we resided in the relative luxury of the campsite hut. In March we undertook the first practice expedition in the Peak District, the two groups walking in opposite directions on a circular route, with pairs from each group taking it in turns to navigate.

On April 22, 2014 we set out on the four-day practice expedition, with an unusually early rising and surprisingly heavy rucksacks. As we arrived at Ladybower Reservoir, the weather took a turn for the worse and we walked through what appeared to be a torrential downpour, not ideal first day conditions! However, we sang hymns and songs and my group arrived at Hayridge Farm at about 6:30, where we camped on the hillside and enjoyed some hot food. The other group lost their bearings when crossing a ridge overlooking the campsite and so, instead of descending the ridge to join us, they ended up making a scenic tour and did not join us until 10:00 pm. The second and third day of the walk were particularly strenuous, as we travelled the majority of the 80 km distance. Both groups made good speed and the campsites had warm showers when we returned in the evenings. The motivation of the group was to find suitable drinking water and to locate the checkpoints

effectively, both of which could be quite challenging. On the third day we descended Jacob's Ladder, a dangerous route with many uneven and slippery rocks – a rewarding experience. On the final day we knew we were walking to our ride home and the warm minibuses. This thought enabled us to reduce our break times and push forward. To keep the distance short, we went over some very high terrain, so high that for a good quarter of the route we were in the clouds, unable to see the route below and navigating by taking our bearings. When we had crossed the dam, we met up with

the staff at the minibuses and we able to stop for dinner at McDonald's, an excellent reward for cold and tired walkers. We all learned a lot from the exhibition: to get our boots correctly fitted, to pack more efficiently to save weight and to take more water and food. We are now far better prepared to tackle the much harder routes in late August.



The Religious Changes of 1536

BY AMI GANATRA, 9D

Ami was the joint winner of the History of Parliament Schools' Competition 2013, open to 11 to 14-year-old students. She produced her entry as a speech by an MP of 1536 arguing in favour of the religious changes of Henry VIII's Reformation. The judges were tremendously impressed by the extent of her knowledge of the period. Ami was invited to the Palace of Westminster in 2014 for the presentation of her prize, £75 in book tokens.

Fellow MPs, ladies and gentlemen, I speak before you all today on a topic of increasing importance. As is evident throughout the country, religion remains a critically influential part of everyday life and the Parliament now has supreme capability to handle almost all forms of religious legislation. It has become essential to practise worship in the correct manner; consequences of incorrect religious practice are serious. The religious changes proposed by the King this year therefore must go ahead, in order for the nation to become closer to God. The changes will not only benefit the king but also the country in numerous ways. Moreover, may I remind those present today that Parliament only exists by the King's will, and so refusal to accept his demands and proposals may result in the expelling of MPs and a dissolution of this powerful and extremely important legislative body.

An initial proposition by the King is to dissolve the religious buildings and monasteries in the country. Numerous laymen and women are in accordance with the King's views, and argue that monasteries are becoming increasingly sinful. The King's trusted advisor, Thomas Cromwell, recently conducted a thorough investigation of all activities in the religious buildings in the country and the results were shocking. Amongst other things, monasteries have been found to impose excessive tithes and indulgence payments on poor villages and limit leases of land. This not only demonstrates the corruption of the monasteries, but also that papal customs such as indulgences are still being used. Righteous Protestantism



teaches that purgatory is a figment of the imagination; therefore why keep monasteries where indulgence payments are enforced and prayer for the soul occurs in the chapels? Some monasteries are also found to ignore the law and favour priests. More importantly, monasteries are loyal to the Pope, who is currently in charge of a church where priests can get away with murder (for example, the Richard Hunne Case of 1514). Moreover there are extravagant superiors who are not living a humble 'Christ-like' life. Instead monks and nuns can gamble, steal, live lavishly and engage in sexual relationships! The Reformation is occurring to stop Papal power in England; for example, four years ago payments to the Pope stopped, and in 1534 our King became the Supreme Head of the Church. The Church of England is now owned by the King; it is surely a form of treason for it to be a Papal institution!

However, one of the most crucial reasons why the dissolution should proceed is because of the wealth the monasteries own. Monasteries own one quarter of all the land in England and Wales. This land can be bought by deserving fellow MPs who need it, as well as the gentry and nobility. The Catholic nobles, who might otherwise try to revive Papal authority in England would be stopped from doing so, for fear that their newly bought land would be confiscated. Hence, this would secure their loyalty. Also, the monarchy could feed off the land



as endowment for generations. Another productive use of this wealth is to cover costs in a time of inflation, without taxing people. Money could be used for wars, such as putting down the Geraldine Rebellion in Ireland and perhaps defence against a potential invasion from Emperor Charles V, who undoubtedly wishes to avenge Catherine of Aragon's divorce.

Another issue that has been brought up is the reason for the Bible to be translated into English. There are several reasons why this will benefit the country. Firstly, more people can understand the Bible and hence become much closer to God, whilst a Latin Bible which few can comprehend does not allow people to engage with the Lord in full. Also, the lower classes now have the opportunity to read the Bible, and the illiterate or blind can hear the Bible in the vernacular. A translation will help people discover the lies being told by the Catholic Church and reveal the true meaning of the Latin words in the book; the mythical concept of Purgatory for example, can be discovered to be used by the church to claim people's money, under the false guise of it being in the 'Lord's name'. Finally, having an English Bible is another way to defy the Pope, and derogate him against the rightful Head of the Church – the King. I feel I am in agreement with all in the room if I say that Parliament is much worthier than the Pope with regards to making decisions about the Church. The Pope has proved himself to be an unworthy head of an unworthy Church, who refused to grant the King's divorce and later EXCOMMUNICATED the King! Does our monarch deserve to be overruled by such a man?!

Before the reformation, the King had to have the Pope's permission to pass even the smallest of religious acts,

and even though the Pope could not enforce regimes without the King's acceptance, Parliament making the decisions means more power lies with the King and things can be performed more efficiently. Generally the King can best make decisions through Parliament, which already has supreme authority over law-making, and is equally worthy of making decisions about the church. Acts that have been passed by the recent Parliament are gaining the trust of people; The Act in Restraint of Appeals is a prime example. Incidentally, this act transferred much of the power of the Church to the King and his government,

three years ago. However, the fact is that the act going through Parliament assured people that they were being listened to, and made the act officially legal, unlike when going through the Pope. Therefore, no one can argue that just a few people, including the King, were behind the act, as a whole legislature was responsible.

To look at just some of the ways that the collective reforms this year will benefit the country, I firstly turn to how it will affect people from a personal perspective - MPs. The fact that abbots and priors are involved in trade, for example, the wool and cloth trade, means that they are in competition with non-churchmen, many of whom are MPs, and we often lose out. On the other hand, the dissolution of the monasteries will result in obvious tangible benefits. Similarly, we can claim profitable monastic lands. The unnecessary poverty resulting from corrupt monasteries can be avoided. The church will no longer impose payments on, for example, burials and christenings; land can be leased freely to the poor for grazing and farming. Parliament making the decisions about the English Church will mean a more efficient running of the church, whilst also gaining people's trust and loyalty. In summary, the planned religious changes will prove vital to the good of the country, and will serve as a lasting aid for generations. Proceeding with the changes will mean that further Catholic corruption can be avoided whilst also advantaging the King and country financially, socially and spiritually. I sincerely hope that I have convinced the laudable audience present today to support the fulfilment of the proposed religious changes. I respectfully commend these changes to the house.

Introducing Mrs Tompkins, Our new RS teacher

BY ELEANOR HIGGINSON

What made you decide to become a teacher?

I used to work in finance, for Halifax and the Post Office, but I always knew that this wasn't quite for me. After spending a few years in Johannesburg and also Nairobi as part of my husband's work, I really began to think about what sort of part I wanted to play in the world. I thought I had the right sort of character to be an effective teacher, as I consider myself to be quite approachable. My style in the classroom involves active education and encouraging students to learn from and assess each other.

What was it like living in Africa?

I enjoyed both Johannesburg and Nairobi, but mostly I was captivated by the African wildlife. The Kruger National Park in South Africa was fascinating: over numerous visits, I accumulated lasting memories, including witnessing elephants play-fighting, watching lionesses hunting a gazelle, having our accommodation invaded by baboons and being charged by a rhinoceros!

How did you choose your teaching subjects?

The main subject I teach is RS: I think it's a really important area of the curriculum as it gives students the opportunity to understand each other's beliefs. It's absolutely not true that you have to be religious to get something out of RS and I would describe myself as a spiritual person, rather than a religious one. RS helps with getting on with people, an important skill in any career. Currently I am involved in organising a Sacred Spaces Trail for the Year Elevens, which increases awareness of the different locations where worship occurs. I also teach some History, which is appealing to me because it involves skills such as evaluating evidence in an unbiased way and not just learning facts. My favourite period is the medieval era, which I teach to Year Eight. Both subjects allow me to improve students' writing – I am a stickler for proper spelling and grammar. I also provide sex education for the Upper Sixth as part of their PSD programme. I enjoy this as it involves getting to know the students in a more informal setting and I think that schools play a worthwhile part in providing unbiased, accurate information to their young people before they made the transition to university.



What are the positive and negative sides of your job?

The positive is definitely the chance to interact with the students, having the opportunity to hear senior RS students give their opinions on controversial issues involving life outside the classroom. A down-side is the constant marking! The inordinate attention paid to examination results frustrates me, because although qualifications are obviously important, I believe that the role of schools should be to produce well-rounded young people.

What do you enjoy doing outside of school?

Family time is important to me and my children's activities often dictate how I spend my weekends. My eldest son is an animal lover who competes in equestrian events and my youngest is a talented footballer – a large amount of my time is taken up with chauffeuring them both.

What are your hobbies aside from family life?

I am an avid music-lover and try to ensure that I see most of the touring professional musicals, as well as supporting some local amateur dramatic performances. My favourite musical is "Blood Brothers" by Willy Russell. I never tire of it, despite having seen it eleven times, and I still laugh and cry as I did the first time. I also enjoy city breaks, particularly in London, and try to include a couple of long weekends away every year.

Duke of Edinburgh Morocco Expedition

BY LOUISA BUTLAND

For many people Duke of Edinburgh expeditions, besides limiting your diet to Uncle Ben's and chocolate for a week, mean pain, cold, rain, general suffering and more rain. This looked to be the case for thirty Lower Sixth students, after a somewhat traumatic practice expedition in April, when we faced literally everything the Peak District could throw at us: rain, ice, snow, sleet, mud, hail, freezing cold days and even colder nights. On the 15th of July, 2013, we arrived at school somewhat sheepishly. For some, this was mainly due to having returned from the music tour to Cornwall merely twelve hours before. Nobody knew what to expect of the coming week, but as we got nearer the airport anticipation started to kick in. We began counting down the hours until we would be in Africa.

The greatest concern for many was the heat. As we had yet to complete an expedition, Bronze or Gold, without getting soaked to the skin and colder than you could imagine physically possible, getting off the plane into 40 degrees was a shock, to say the least. The journey into the centre of Marrakesh was our first experience of the Moroccan culture, their Highway Code (or lack of) being the most noticeable of differences. After settling into our hotel we ventured out into the main square for dinner. Walking through the narrow streets was an



experience: there's definitely no British tepidness -- you have to get out of the way! Girls were told to stick with the boys for greater safety. Mr Lemon was definitely a good choice to stick with!

Knowing that we would be sleeping on the floor for the next five nights made getting out of bed very difficult on Tuesday morning, but with our bags repacked with only necessities, we set off for the mountains. Our first stop was the supermarket for water and, perhaps more importantly, our last bar of chocolate for five days. After a lunch of chicken, rice and salad, made from scratch on the side of a mountain, we got our instructions from the guides and set off on our acclimatisation walk. We soon realised how different the Moroccan maps were to our usual maps. Getting lost within the first half an hour of walking definitely wasn't how we had planned to start our expedition, but then we didn't expect shouting across the valleys to be how we communicated with the teachers either.

Day three, the first of our assessed expedition, began early, with breakfast being the last meal to be provided for us for four days. We



started well, not getting lost for at least an hour. That morning saw our first experience with drinking-water from a spring. Who would be the first to give in to thirst an hour later, after the chlorine tablets had (or hadn't) worked? No one wanted to be the first to die from drinking the water. We found our path and started to climb, and climb, and climb... Regular exclamations of "There's the top!" soon started to wear thin and the upward journey seemed never-ending. But as we finally stood at the highest point for the day, every step seemed worthwhile. The view was breathtaking.



After an unsettled night due to some very noisy frogs, we set off for our second day of assessed walking. Our first challenge was to negotiate walking up a ski slope, albeit without the snow, a seemingly simple task in comparison to the previous day's climb. Most of the day was either flat or downhill, and apart from a difficult few hours walking along an open road in the midday sun, the day passed with the only major incident being a punctured camel-pack. We arrived at a very scenic camp, with Morocco's version of a Jacuzzi (a rock pool) in which we could wash off our tan-lines of dirt, dust and mud -- everything except the tan we had hoped for -- and prepare ourselves for the dreaded 'day three' that awaited.

We left the campsite somewhat apprehensively the next morning, not entirely sure what to expect. The day presented us with by far the longest walking distance and a tough climb in the midday heat. With everyone starting to tire and people becoming ill, we knew it was going to be tough. After a long morning, an impromptu rest for group two meant that most started the climb with some energy, but others were only still walking due to the dextrose tablets they were being force-fed by Mr Donnelly and here morale was not at its highest. This was soon rectified as, now feeling decidedly weak, some of us sat in the shade and watched various attempts at 'rock surfing' with fifteen-kilo packs. After walking for what seemed like an eternity, we arrived at a beautiful camp in a wood and day three was complete. Some found a river to go and splash in, others collapsed under a tree. Regardless of how tough it had been we only had one day left, and this was to be our last night sleeping on the floor.

The final day of walking began, of course, with uphill. Eventually a very tough morning was rewarded as the teachers came into sight and we reached our highest point. Stopping for lunch enabled time for numerous photos and emotional phone calls, and we were able to see the distance we had walked and the hills we had climbed over the past five days. After an afternoon walking down yet another seemingly endless winding road, we arrived at the gîte where we found toilets, showers, fizzy drinks and beds, amongst other phenomena. Obviously a lie-in was out of the question the next morning; instead the girls woke at 4.45am to walk down to the Hammam (a Turkish bath) in the local village. The early morning was definitely worth it: sitting on the balcony watching the sun-rise, feeling super clean -- most of us having washed our hair twice in eight hours -- was definitely a highlight of the week.

Our final day in Marrakesh saw the opportunity to visit the souks and to scout the future businessmen amongst the group as we haggled over prices. Anything and everything that you could ever imagine buying was available. The magnitude of the square was so great that getting lost seemed inevitable but we managed well.

On behalf of all the students I would like to say a huge thank you to the teachers who came with us for making the trip possible and thoroughly enjoyable. Also a huge thank you to Mr Donnelly: completing the Morocco expedition is an incredible achievement that I'm sure many of us never imagined possible. Earning the Duke of Edinburgh Gold Award has definitely been an experience that I will never forget.

Propaganda Exhibition at the British Library

BY ISAAC ARNACHELLUM-OWEN
AND ADAM WESSEL

On September 13, 2013, Year 10 History students visited the British Library in London. Despite the 7:00 am departure from LGS and a three-hour bus journey, we were keen to take the last available opportunity to see the exhibition on propaganda at the Library. Upon arrival at 10:00 am, we split into groups and we were given an informative talk about the use of research materials and about the library itself, in magnificent surroundings. The opportunity was taken to view the Magna Carta, just one of the many historical documents stored in the building. We also saw many other rare and religious texts, some dating back thousands of years.

The main focus of the trip, however, was on the Propaganda Exhibition. This was large, fascinating and informative. The staff gave us a tour, explaining various aspects of the history of propaganda, from the Roman era to the Second World War and today. For instance, we were presented with a full-scale portrait of Napoleon, complete with a vast number of symbols and imagery incorporated into the picture. These were explicated through the accompanying text, helping us to see that propaganda was not a Twentieth Century invention by any means. There were films, cartoons and



posters. As the curator said, “Propaganda is all around us. It is used to fight wars and fight disease, build unity and create division.”

A Visit to the National Cold War Museum

BY JOSEPH ARNICHELLUM-OWEN

On November 15th, 2013, Year 11 History students went on a trip to the National Cold War Museum at RAF Cosford. On the bus journey, we watched a recent BBC programme, “Strange Days – Britain in the Cold War”, which enabled the students to enter the right mind-frame for the visit.

Upon arrival, we had a talk from one of the ground crew, Mr Brian Conley, who had been stationed in Berlin, helping the Berlin Airlift to succeed. The talk made it easier to imagine what it would have been like to have been involved in the operation, including the incredibly long, unforgiving hours. He also contradicted some things that are mentioned in textbooks – e.g. that Western aeroplanes were sometimes shot at by Russian guns. He told of the accidents that were in part caused by the pressure that forced the ground crews to work very quickly without breaks for several hours every day.

The group then split into two smaller ones, with one group visiting the aircraft hangars and one going through the museum. The museum provided detail about topics such as the Space Race and the Cuban Missile Crisis. The Cold War exhibition contained a number of aircraft that had been used in the Berlin Blockade and it was easy to see their evolution, as they gradually got bigger and more powerful in order to make fewer flights. The exhibition also included Cold War memorabilia, including texts about sport in the era, showing how much activity was influenced by the politics of the day. The USSR was determined, for example, that its athletes should win in the Olympics and other sporting competitions, showing the physical superiority of their citizens to others, particularly athletes in the West. The aircraft hangars contained a large number of planes that had been used for military purposes, such as the Spitfire and the Hawker Hurricane, as well as aircraft that had been used for espionage.

The Beyond Belief Club

BY ANEESA KALEEM AND ROWENNA PATTEN

The 'Beyond Belief' club was established at the start of the academic year by the Religious Studies Department as a vehicle to enable students to debate the place and nature of religion in today's world. Where possible, guests were invited from a range of fields in order to share their views on various issues surrounding the subject. The speakers this year have included Dr Allan Hayes, Professor Andrew Tobin, Salma Ravat from the Muslim charity 'Eat'n Meet', Scarlett Lee from Animal Aid and

Cathy Collings from The British Red Cross. A particular highlight for us was Dr Hayes' talk on humanity making a better future together without God. We also greatly enjoyed the presentation given by Professor Tobin on whether science and religion can coexist, which caused lively debate. He also shared with us his ground-breaking research on a possible 'cure' for malaria. We look forward to more insightful discussion in the coming year.



Holocaust Memorial Morning

BY BENJAMIN SCHWABE

On January 23, 2014, the Year Nines were involved in a Holocaust morning. We had two active workshops on understanding the Holocaust, particularly challenging the idea that the Jews were passive during this time and also looking at whether the world had learned anything from these horrific events. What really shocked me was learning about current acts of genocide. We all talked about how we must prevent genocide from ever happening again. After a break

we met Martin Stern, a Holocaust survivor and we were all very grateful that he joined us, especially since he recently had a crash on his bike resulting in concussion. Mr. Stern was interned at both Westerbork and Theresienstadt. He had been a normal little boy, living in Amsterdam, until the Nazis invaded the Netherlands. "I'll never forget my teacher's face", he said about the moment when he was being led away from school by the Nazis – it was only much later that

he realised that the teacher had fully understood what his fate would be. His mother died in childbirth having his sister, so he and his baby sister were orphaned. Stern never saw his father,

a Jewish architect, again after his sister's birth and can only guess that he did not survive the camps. However, Stern himself survived his many grueling ordeals and was eventually freed from the camp by the Soviet Union. What impressed me was how well he did once he was freed – he worked hard at his studies and went on to become a doctor -- and how balanced his approach to this horrific time was. He has come to the conclusion that any one of us is no different than the German people and would react in the same way in their circumstances. The people involved were won over by Hitler's power of speech. It was an extremely worthwhile morning that has opened my eyes to considering the Holocaust from a range of perspectives and I hope that Dr Martin Stern will come back to Leicester Grammar School in the future so that others can benefit from his personal and open commentary on the Holocaust.



Peter Vardy Conference

BY ISABELLA OREFFO

On February 4th 2014, the Sixth Form Religious Studies students braved the MI to attend a one-day intensive conference in Birmingham. The conference was hosted by Doctors Peter and Charlotte Vardy and was based around the theme that "Ethics Matters". By using mood lighting and film references Peter

Vardy put across difficult ideas to the audience effectively and prompted debate on the use of drones in war. Peter Vardy expressed a variety of viewpoints and philosophical ideas, conveying the broadness of the subjects discussed. The challenging and exciting talks allowed the Sixth Form to show their passion and



knowledge of the subject matter and explore their own views while being guided by one of the leading thinkers of modern philosophy.

6th Form Trip to Toledo

BY LAURA WISELKA

On February 6th, 2014, 6th form History and Spanish students, escorted by Mr Picknell, Mr Allen and Mrs Jess, departed on the Toledo trip. The purpose of this trip was to inspire History students and gather sources for their coursework, which is on either Golden Age Spain or the Spanish Inquisition. After we arrived in Spain, our first visit was to the palace near Madrid, El Escorial, built by King Philip II to demonstrate Spain's prominence to the world. The artwork by El Greco was spectacular. Although we didn't walk all 15 miles of corridors, we saw enough of this impressive building with its large collection of paintings, pretty courtyards and gardens to get a good idea of Spain's wealth and power in the 16th century. We even saw Philip's bedroom, which was surprisingly small for a king. After our first Spanish dinner, Mr Allen took us on an evening walk around the heart of the old town. Toledo is a beautiful medieval city filled with narrow cobbled streets.

On Saturday we spent the day touring the sites of Toledo. We began with the impressive cathedral, with its altar covered in New World gold. The city was famous for its three religions, Christianity, Islam and Judaism, so we visited several churches and a synagogue that had been converted into a museum. In the middle of the day we went on a tour-train, giving us a view of the whole city on its hill surrounded by the river. In the afternoon we visited a pretty monastery with orange trees. The last visit was to a Jesuit Church where we climbed the towers to gain a panoramic view. Throughout the day, Mariam, Olivia and I helped the others with

Spanish translation, which was especially useful when ordering food. On Sunday we visited the Museum of the Inquisition, showing various torture implements used across Europe, which was not the nicest way to start the day! We then took the train back to Madrid and spent the afternoon in the Prado Art Gallery, where Mr Allen enjoyed paying his yearly visit to his favourite painting of his hero, Charles V. That was our last visit before making our way to the airport in the rain. We arrived home at 1:30 a.m., ready for school the next day.



Year 7 Archaeology Day

BY NICHOLAS NJOPA-KABA, 7D

On January 29th, 2014, the Year 7s had an archaeology workshop in the school pavilion, run by volunteers from Leicester University. The aim of the workshop was to show us how they would use all sorts of different evidence, from bones to seeds, to try and build our understanding of the past. First of all we were introduced to the volunteers and then we were split into several groups to go around and encounter the different activities that had been set up for us. There were four stations. At the first station, there was a lot of pottery on the table. Our aim was to try and organise the pottery into colour categories. After that we had some time to evaluate what we had done. We learned that pottery could tell us a lot: who had used it, (wealthy or poor) and what it was used for. At the next station, we were met with a large box of sand and several sieves with trays underneath. We had to sieve through the seed-riddled sand and then analyse the seeds we had found, using a laminated sheet with pictures of various seeds and their names. I found it interesting that seeds

could reveal so much about the past: what was farmed, where the seeds had come from, where the settlements were, and what was eaten. At the third station were bones. I am the sort of person who is finicky about some things, so I was not looking forward to handling bones. When the “diseased” bone was passed around, that is, the bone from a diseased animal, I was very careful to stay as far away from it as possible! The bones told us about animals of the time: their size, brain capacity and diet. The last station was about recording archaeological findings. Although photographic filing is also used, it was explained that sometimes it is better to draw the find, because a person could draw an interpretation of what the artefact was supposed to be as well and because a photograph cannot always pick up small details. The example we were given was a little arrowhead. It had dragons on it and although from the photograph we could only see two or three dragons, in the archaeologist’s drawing we could clearly make out four dragons.

When Mr Berry Went to Barrie, Ontario, Canada

TRAVEL THROUGH THE EYES OF A GEOGRAPHER BY MR BERRY

When I was young, my father had a book called ‘The World’s Greatest Wonders’. The black and white photos were fascinating and the places unimaginably exotic. I never dreamt that I would ever be able to visit them. Travel broadens the mind...or so they say. However, I prefer to think that some types of travel broaden the minds of some people. Sounds a little arrogant perhaps, but I have travelled to many places, and despite the fact that my generation has a healthy respect for the privilege of travelling, each place I visit means a little less than the previous one. A kind of saturation and complacency creeps in (colouring in yet another country on the World map). Today we can go anywhere in the World for a few hundred pounds and so lots of people are travelling to lots of places. In the

last 25 years I have travelled extensively. Yet the area I have chosen to write about is North America, which I experienced on a teaching exchange to Canada in 1981-2. Back then the World was a very different place; the contrasts between places were much sharper. Prior to this I had travelled only in Europe and consequently the prospect was very exciting. I exchanged jobs, houses and cars with a Canadian teacher called Frank, from a secondary school in Barrie, Ontario (about 2 hours’ drive north of Toronto).

Initial differences I noticed were shops that stayed open until 9pm, bug screens on doors and windows, the shopping plaza (like Fosse Park) and the mall (all unknown in England at that time). Lots of people had

holiday cabins (called cottages) in lake country to the north, equipped better than our houses in England. People went ice-fishing on frozen Lake Simcoe. I used to go with staff from school to the ice rink and practice my skating around the edge while they played ice hockey in the middle; it didn't take long for me to realise that this was a very hazardous activity. The winter was not very snowy, but I did have the opportunity to do some cross-country skiing; an activity I could have grown to really enjoy, once I had mastered the art of remaining vertical and negotiating the trees on forest trails. A catalogue of the whole year's adventures would be too long, but I will try to describe some of the high spots. Our 3-week trip to eastern Canada involved camping in a very battered trailer tent that Frank lent us. On numerous occasions my sleeping son managed to slide off the bed and under the canvas and end up in a heap on the floor. Quebec was exciting because I had learned about General Wolfe at school and was interested to find that there is a North American French accent, just as strange as the English one. Entering the USA through Maine, we encountered two border guards for whom we were the only entertainment they had had for hours. They made us get everything out of the car, including two sleeping infants -- we must have looked very suspicious!

Canadians love travelling to Florida for the winter, and we were encouraged by many to undertake the trip and go to Disney World for Christmas. However, one of our friends said that we should stick to the Interstate 75 because "there is nothing to see on the way". To prove him wrong we spent several happy days exploring the beautiful Smokey Mountains. Christmas presents were exchanged in an Atlanta motel, and we had eggs "sunny-side up" for breakfast. I still have vivid memories of the kids enjoying Disney World; particularly my son excitedly pointing as he saw Goofy having breakfast with a family in one of the hotels that the monorail passes through. When we returned to Ontario we were pleased that there had been no snow; it was the first green Christmas in Barrie in living memory! There was a memorable weekend when we joined the other exchange teachers in Ottawa, part of which was a curling competition. My wife and I came last and were awarded the horse's backside (Canadian equivalent of the wooden spoon). We thought this to be a huge joke, but many of our Canadian friends thought we should be ashamed of such ignominy. We also managed to visit some English friends in Chicago and the walking tour of the iconic skyscrapers is still a vivid memory. At that time Chicago had the two tallest buildings in the world. We were invited on two school residential trips. The first was a school choir exchange to Aurora, near



Cleveland, Ohio. We became very good friends with the vice-principal of the school there, and went back later in the year for a second visit. Nearby was a town called Midhurst, which had a large Amish community. Their very traditional lifestyle was striking: the immaculate farms with their white barns, the horse-drawn buggies, the distinctive beards and straw hats. The second school trip was canoeing through Killarney Provincial Park with the Outward Bound group. The art of portaging one's canoe took a while to master, but the silence, the wildlife and the white quartzite mountains are firmly imprinted on my memory, as are the blackfly bites -- voracious little critters! One of my colleagues said, "I tell you, my friend, they have mosquitoes in Waa-Waa the size of B52 bombers!"

Our final trip was to the west : four weeks camping in the battered trailer-tent as we passed through some of the most famous landmarks of the USA, the Badlands and the Black Hills of South Dakota, Mt Rushmore and the World-famous 'Wall Drug' (Google it!), then on to Wyoming, the Devil's Tower and Yellowstone National Park. Yellowstone is a geographer's paradise with its geysers and hot water features; I particularly remember the peacefulness of the high plains, with herds of buffalo quietly grazing. From there we entered Glacier National Park in Montana and turned northwards to the glaciers of Banff and Jasper. Returning, we were confronted by the Prairies and a long drive on the Trans-Canada Highway. Not far from the town of Drumheller, with its sculptured rock pillars and dinosaur beds, the car ground to a shuddering halt, and gave us the opportunity to spend two days in a tiny township called Hussar, awaiting repairs. There we met the mayor and were told to erect our tent in the High Street. We even cooked our dinner on the pavement, which must have presented quite a spectacle to the locals

Details of that year remain more vivid than those of many other subsequent holidays when I have been merely a tourist, in limited interaction with the local people. On the exchange I was able to meet and talk to huge numbers of people. It allowed me to test my geographical understanding against the real world in an unparalleled way. People were very interested to hear of my exploits when I returned. It is difficult to believe that long-haul travel has become commonplace so quickly and

that people are not really interested now in where you have been. So how do we avoid becoming complacent and failing to notice the variations in landscape, climate and culture as we travel? Well, keeping a diary in which we can record our thoughts and observations will help to focus the mind before the whole world becomes one enormous theme park. However, there was a time when that was not the case, and I feel fortunate to have just caught the tail end of that period before mass tourism really took off.

Farewell to Mr Berry

BY LOUISA BUTLAND

After thirty years of devoted service to Leicester Grammar School, Mr Berry has chosen to retire, sort of. Not only an iconic member of the Geography department (the school's first Head of Geography), he was recently appointed as Old Leicestrian Liaison Officer when he retired from full-time teaching in 2011, the brief being to increase the number of OL events, keep in contact with former pupils and raise the profile of the association. A member of the school choir for thirty years, he has organised events such as the original Year Nine Strasbourg trip, later relocated to Normandy. As a keen organist, he hopes to spend some of his time increasing his repertoire and giving concerts in local churches, as well as travelling at times when it is cheaper to do so. "There is so much I still want to see," he says.



How has the school changed since you first began working here?

The relocation to the new site in Great Glen has been a thrill after many years in the city centre. I never tire of being in such a lovely building in a rural setting. However, as the school has grown, its character has changed. The staff was much more of a corporate body than it seems to be now. Departmental offices did not exist to start with and so everyone came to the staffroom. People used to stay behind to chat at the end of the day. Now staff are so busy that they don't seem to have time for that. With so few staff members, there were lots of opportunities to be involved, and that was exciting. I feel privileged to have been at LGS in its formative years.

What will you miss most about the school?

I will miss the hustle and bustle of the day, the cut and thrust of the classroom and the repartee with colleagues in the staffroom. Of course, I won't cut myself off from the school altogether and will be in attendance at special events in my new capacity as OL Liaison Officer.

Watching our Teachers Debate British Involvement in World War One

BY ORLA HORAN, 10D

I have a real passion for debating, so when the chance presented itself on April 30, 2014 to watch four highly knowledgeable teachers in action I didn't regret missing a lunch-time. The motion was that Britain was right to join World War I in 1914, with Mr Allen and Mr Griffin in favour and Ms Pottinger and Mr Picknell against. First to speak was Mr Allen, deemed by many to be the godfather of debating. He encouraged us to vote on, "historical facts and accuracies and not on what ifs". His central argument was that, "Germany had shown its aggressive nature time after time" prior to 1914, with the Boer War offered as an example. This is an idea firmly supported by Downing Street, with David Cameron himself proclaiming that Britain was right to respond to German aggression and enter the First World War in 1914. Mr Allen also reminded us that Belgium had been created as "an independent and perpetually neutral state" and asserted that Britain therefore had a moral obligation to defend Belgium, especially after signing the 1839 Treaty of London. "This was a just and necessary war." With his refined and assured approach, Mr Allen had already swayed my opinion at this early stage.

Ms Pottinger was first to counter, stating outright that Britain had had time on its side to think about entering the war. It was said to be "elementary, dear Watson" that the costs of the war were catastrophic. Statistics were personalised as the audience was informed that "one in four Scottish soldiers never returned." Harry Patch, the famous war veteran was quoted, "Why should the government call me up to shoot a man I never met?" She apologised for making "the school-girl error" of using hindsight to argue a case, but would not apologise for highlighting the human angle of an event which was in many respects inhumane. In her moving speech, Ms Pottinger deemed that the human consequences of the war, including the financial and political consequences, made our involvement "idiotic". Arguing that without our involvement the war would have ended more quickly, she pointed out that although Britain went into the war to maintain its dominance, the British Empire declined nonetheless, that American trade competition rose after the war and that the 1918 level of British debt was as high as now.

The debate dramatically changed gear when Mr Griffin



took centre stage and as the only non-historian he took no time in reminding us that he could say anything he liked! As Mr Griffin identified the long-term factors which contributed to the outbreak of war – militarism, imperialism, nationalism and the alliance system – a list he had had drilled into his head at school, GCSE-level historians among the audience nodded sympathetically. The principles of Machiavelli were admired, with Mr Griffin stating that "there is no delaying war as that gives advantage to the enemy." With the most emphatic delivery, Mr Griffin went on to say that the allies "did frightful things better, but we didn't do them first", such as letting the gas out of the canister, putting explosives underneath tunnels, using naval bombardment and killing civilians. Last to speak was Mr Picknell, who unfortunately was cut short when we ran out of time. Approaching the motion from a different angle, he questioned the motives of the British Liberal government who were afraid of falling from office and proclaimed that Britain's decision to go to war in 1914 was taken by "tired politicians on a Sunday afternoon". He said that the Kaiser wasn't really a threat as German foreign policy to Britain was "pretty careless", that Britain was not in a fit state to fight a war and should have built up its navy instead. Chairman, Harry Ashman conducted the vote and Mr Allen and Mr Griffin won, but I remained as conflicted as when I had walked into St Nicolas a mere hour earlier. Ultimately, the argument concerning British "honour" and our moral obligation to intervene in an international crisis resonates just as strongly today as it did in 1914, but you may think that Britain paid too high a price for such honour.

Year 11 Battlefields Trip, October 18-22, 2013

COMMENTARY BY LOLA CARTER, SARAH SARAJ,
RISHI PATEL AND SCARLETT LI-WILLIAMS



EDITED BY CHARLOTTE JULIAN



BCS IT Challenge – LVI Team

BY HARRISON TSE



The BCS IT Challenge requires you to use IT in the designing of an application, animation, or robotics and is open to teams aged 11-19 from all over the country. LGS's L6th team of Ambika Aggarwal, Priya Patel, Anthony Shaffu and me, Harrison Tse, chose to create and design a potential application which would solve an everyday problem. Priya and I are ITC students, studying Wireless Communication, such as RFID tags, which allow wireless transfer of data. We came up with the idea of an application which incorporates this technology for a practical use. Firstly, we did some market research and found multiple products used for tracking pets and people using GPS technology, so we decided to create an application to prevent the loss of everyday household objects. We decided not to use GPS technology as this would be too expensive for our target market. Thus we came to create LocateMate.

Two of us designed the application and the other two created a scenario, as a selling point, showing a typical situation in which LocateMate would be used. As our application would provide a stress-free solution to a common problem, we wanted to create an easy-to-use, instantly understandable interface, providing a hassle-free experience. We created some mock-ups of possible screenshots of each menu and options of the application to show how it would look. We devised a method for attaching tags to items users wanted to track. These tagged items could then be located, the tag communicating with the phone application using wireless technology. The application would be marketed as a free download with tags available at a cost. Users

would name each tag on the screen, for example 'keys' or 'camera', and could then locate their items by tracking them via any phone with the LocateMate application installed, using the web account system. Whenever the user wished to locate an item, they would select it from 'My Belongings' and click 'Start Tracking'. This would send a signal to the tag to sound an alert. Using sound to locate the item allows more people to use the product, such as the visually impaired. From the signal strength the user would know how close they were to the item.

Having completed our projects, we left for Coventry University to set up our stand. Ambika had created a large poster of our mascot called "Sherlock Phones" and we also had prototypes of how our app design would look loaded onto a phone. These were produced using acrylic and the laser cutter in School. After we had finished setting up, the judging process began and we only had a short amount of time to describe our project to each of the judges and had to be quick with our responses. It was helpful that we had a thorough knowledge of our product and had carried out our research fully. We were grilled about every detail of our concept, similar to contestants on Dragons' Den. However, we managed fairly well under the pressure. The pitching lasted for two whole hours and, in the end, we were all happy with our delivery. Our team and the Year 9 team had success in the competition, winning prize money, digital cameras and IBM merchandise. I would like to thank all of our team for all the hard work done and Mrs Sian for helping us along the way. We have learnt valuable skills from this competition.



BCS IT Challenge – Year 9 Team

BY ANDREW HIGGINSON AND DILAN KOTECHA

After being approached by our ICT teacher, Mrs Sian, about the competition, Joshi Chan, Prabhjot Grewal, Dilan Kotecha and Andrew Higginson began brainstorming ideas. Straight away we wanted to create an animation. The alternatives seemed too daunting and none of us had the necessary programming expertise. However, we did have some experience of animating in a program called Scratch. After the Christmas holidays and no new ideas, we thought about doing some form of “dumb ways to die” parody purely for comedy. We soon discarded this idea though, as we knew that our animation had to have a deeper meaning than just being funny. When the idea of a Stickman came up we instantly knew that this was what we had to make: an educational animation about a Stickman.



We soon worked out a rota for what proved to be an immensely time-consuming task, splitting into pairs to work on different days after school and coming together to review the products at lunchtimes. This turned out to be quite an efficient system, and we managed to get a lot done in a limited time. However, the enormity of our task did not strike us until we got started actually animating. Because we had chosen to use Scratch, we had to do everything (no pun intended here) from scratch. That meant drawing every piece of scenery, background and character ourselves. To make the smallest segment of animation look good, it can take days or weeks of hard work. Because of this, many of our ideas had to be scrapped, changed or simplified along the way and by the time we had finished, the animation was very different from what we had first planned. We all worked together well as a team, helping each other along the way and putting in a huge amount of work. When we

first watched the full thing, we felt an enormous sense of pride and accomplishment. The Prep class were invited to a preview and provided us with helpful feedback.

Having completed all of our projects, all three of the teams – our Year 9 group as well as a Year 10 and a Sixth Form group -- embarked on their own journeys in an effort to achieve success at Coventry University. Our challenge was to present and pitch our animated project to a range of honourable judges who had the huge task of visiting each project and awarding marks according to project concept, creativity and delivery. The bus journey to Coventry was rather tense as all three teams were making final arrangements for their projects and thinking about how they would decorate their stands. Our team, having only printed many of the information documents that morning, was very anxious and eager to set up and rehearse our pitch. Upon arrival, the three teams were directed towards their stands. We were then left to set up and fiddle around with extra technology that we had brought with us in order to make our stand more attractive and interactive. After finally setting up our projector, half of our team went to check out the competition. Our obvious rivals were Loughborough Grammar School, who had created a quality animation of our solar system! Their display looked very impressive and informed the judges about how they had created their work.

All too soon, it was time for the judging process to begin. We had a shaky start to our first pitch, during which Dilan forgot our team name! After that, we started to gain confidence and slowly developed an order. Prabhjot talked about how we had developed the idea, Andrew commented about the software and creation of our animation and Dilan explained our future ambitions for bringing our Stickman into schools around the country. Joshi also described the limitations that we came across when we were using the software. After pitching our final product for two hours, we were about to find out that we had won in our age category. Our team had not only won some great prizes, including video cameras for each of us and prize money for the school, but also an understanding of teamwork and pitching!

We would like to thank Mrs Sian for organising us and helping to overcome many problems that we faced. She has dedicated so much time from start to finish in order to help the LGS teams to their achievements!

“Lifecycle” —

How Harvey Kingsley-Elton, Harry Ashman and Jeremy Worsfold produced their prize-winning short film

BY HARVEY KINGSLEY-ELTON



The Short Shorts Film Festival is an entirely online-based, film competition for schools, which tasks its applicants to produce a film that is exactly 60 seconds in duration, including credits. Having been informed of this competition by Mrs Hunt, I readily accepted the challenge, excited by the prospect of the new directions that could emerge from the seemingly restrictive 60 second time-frame. Together with Harry Ashman and Jeremy Worsfold, I produced ‘LifeCycle’ with the intention of submitting it into the ‘experimental’ category of the competition. The focus of the film is on cycling, inspired by fanatic Harry, who had been vying to produce a cycling-based film for a long time.

During the planning process, it soon became clear that this was going to be our most ambitious project yet. Due to the nature of the film, I wanted to try many new approaches to filmmaking and cinematography, in order to capture the cycling in an aesthetically pleasing (and hopefully impressive) way. As we already owned all of the necessary film equipment, our only cost in making the film was petrol for transportation – about £20. We set out to shoot the film with a DSLR, Go-Pro cameras to attach to the bike, a remote-controlled helicopter and even our mobile-phones. We wanted variety, and lots of it. Within 24 hours we had finished filming; a

shoot that had required us to wake up at an unsightly hour in the morning, and stay up until the following day. It was definitely one of, if not the most, tasking projects that our ‘film making trio’ had ever worked on. Including editing, the entire project took 72 hours.

Having finally submitted the film, we waited anxiously for the response from the judges, who choose their favourite five films in their respective categories. Unfortunately, we did not achieve any awards for our submission into the experimental category; however, unbeknownst to us, the film had become quite successful in other categories. Film director Oliver Parker (*Othello*, *The Importance of Being Earnest*) selected our film for his category, so that we achieved second place in his Best Director category. Recognition for our work from such a respected director was a dream come true, especially after hearing him call the film “a very strong, simple conceit which was effectively executed”. The film was also amongst the top five submissions in the ‘Best Use of Location’ category, possibly as a result of the exploratory use of camera angles, as we experimented with many different filmmaking techniques. Overall, the experience was very enriching, as we learned much about the craft of filmmaking and as a team we are further motivated for future efforts.

Mr Gee Looks Back



I arrived at LGS in 1990, faced with the challenge of setting up a Design and Technology Department for this relatively new school. Previously I had been head of Technical Studies at a school in Market Harborough, and prior to that a mechanical engineer, a job where we were required to build everything from tiny satellite parts for UK6, to creating machinery for measuring human interaction with furniture. The first problem was to find a place to put Design within the school -- not an easy task because the school was in the centre of Leicester and space was tight. Consequently, we evicted History and Economics from three rooms in the St Nicholas Building, which is now the Visitor Centre for King Richard III. Many of my time was spent going to factory auctions, scouting for drilling machines, lathes, milling machines... not so much of a hardship for someone who loves an auction house. Whilst having walls knocked down and a workshop created, I taught a 50% timetable of Graphics to Years 7 and 8. This approach meant that we taught Design and Technology by starting only in the early years, so there was no GCSE or A-Level Design until much later, which worked well as all of the students knew what they were getting into by then.

After three years Mrs Harvey joined us, and we formed a great D&T team, as her strengths lay in Furniture Design and Graphics Presentation. We built on her strengths and set up the first CAD room, with the introduction of a CNC engraving machine. When St. Catherine's was developed we managed to persuade the Head to give us a second workshop space in St Martin's, so that we could add GCSE and A-Level Design and Technology to the curriculum. However, we still lacked space for any large

scale project work. After our first inspection we employed Mr T, our first full time technician. These first 16 years at Leicester



Grammar School saw us produce an array of extremely talented students who have gone on and developed careers in silversmithing, engineering, landscape and garden design, product design and furniture design. When we moved to new premises in Great Glen this provided the department with the opportunity to create a purpose built area for DT. This enabled us to at last have space for a major project and so the Kit Car Club was born. 2014-15 should see us building the school's third Caterham. These cars come in bits; a group of enthusiastic students learns how to build the cars, and then the finished product is sold back to Caterham for another box of bits!

Every year we have produced a showcase of student work, so that parents and staff can come and see the final pieces that students are producing for their exams, as well as admire the lower school projects. These evenings have been great fun, very well supported, with plenty of wine flowing, music playing, and proud parents and students alike. Over the last two years we have bought a 3D printer to be used from Year 8. The Year 8s have enjoyed making their own Lego men, and the Sixth Form have produced mobile phone carriers for bikes.

It is with a happy heart that I am passing on a vibrant, enthusiastic, and positive department to Paul Shelly who joins us from Rugby School.



Mandarin Lessons

BY ELEANOR HIGGINSON



At the beginning of this year I was among those who were excited to sign up for a Thursday lunchtime class teaching Mandarin to beginners. With the world becoming increasingly globalised and many job opportunities cropping up in China, this seemed a very useful skill for the future. For language lovers, Mandarin also represented an exciting new challenge: as we discovered only a few minutes and several *Nî hâos* into our first lesson with Ms Yuan, this was unlike any language most of us had ever studied before. Since Chinese is pictorial, the written and spoken languages do not correspond in any way and there are countless different characters to memorise. In addition to linguistics, we also had the chance to learn about Chinese culture. This began from our very first lesson as we were taught about the Mid-Autumn Festival when Chinese farmers celebrate the good harvest. This holiday is connected with the moon (*yuè*) because of the Chinese legend of the great archer *Hōu Yì*, who shot down nine suns, and his love for *Chàng É*, who became the moon goddess; where the English see the man in the moon, the Chinese see a magic rabbit (*péngyōu*) who keeps *Chàng É* company. At the end of our first lesson we were each rewarded with a piece of moon cake (*yuè bīng*), a sweet pastry, with egg yolk in the middle to represent the moon, shared by Chinese families during the Mid-Autumn Festival.

During the next few lessons we began to learn the basics of the language such as the numbers, the calendar and simple greetings. It was always interesting to notice where Mandarin differed from European languages. For instance, when Chinese people give their names it is customary for their family name to be said before their given one. As our language progressed, we were increasingly able to participate in role-plays acting out everyday situations in China, such as ordering traditional dishes like dumplings (*jiǎo zi*) and fried rice (*chǎo fàn*) in a restaurant. The next big challenge was beginning to wean ourselves off the Pinyin, which is the phonetic Romanised form of Chinese, and begin to write the authentic Chinese characters for ourselves. In China calligraphy is a form of abstract art which is inspired by nature, and great care is taken to make every single stroke perfect. Even very complex characters are made up of a combination of simpler ones, which we began to practice first, and by recognising the different elements that a character is composed of it is possible to guess its meaning: for example, the symbols for “sun” and “moon” combine to make the one for “bright”. Around this time we also had the opportunity to participate in celebrations for the Chinese New Year. This allowed us to practice our calligraphy alongside Chinese painting of scenes from nature, such as pieces of bamboo, flowers and lakes, using special ink and brushes which

allowed us to create an enormous variety of tones. We also learnt how to make origami silhouettes of the symbol the Chinese display around their homes at the New Year in order to encourage good luck. Complimentary fortune cookies completed the fun. Overall, although Mandarin was initially very challenging, for most of us our understanding increased enormously as the weeks progressed and we are working towards taking a formal qualification at the end of the year. Perhaps more valuable however, was the chance to learn so much about such a rich and intricate culture so different from anything we had experienced before.



Art and French Conversation in Paris

BY CHARLOTTE JULIAN

On February 15th, 2014, fifty Leicester Grammar students, from Year Ten to Upper Sixth, arrived at school at 7:30 am, bursting with energy, ready for their Art and French trip to Paris. They had waited eagerly in anticipation for several months prior: the Eiffel Tower, delicious French cuisine and world-famous art galleries had all sparked their enthusiasm from the word go.

After a long delay at Dover, our first point of call the next morning was the Pompidou Centre with its vast collection of modern art and an amazing rooftop view across Paris, providing our first glimpse of the Eiffel Tower! After a couple of hours of wandering the vast galleries, we stepped into the local café where many of us enjoyed nutella and banana crêpes. This gave us renewed energy and we got onto the coach and headed off for the Musée D'Orsay, a contrast from the Pompidou Centre as it housed much older artworks, from 1848 to 1914. This gave the Art students a chance to look at some Van Gogh. They were given the task of drawing sketches of their favorite piece of artwork, whilst the language students had to describe the pieces in French. Around 7pm, we headed off to a local restaurant where we tucked into a meal of ham and cheese crêpes, chicken in tomato sauce and a delicious apple tart!

The following morning, we were awake bright and early in order to make the most of the day. At around 9 am, we arrived at the Louvre, an iconic landmark known around the world. This was a great photo opportunity, and to know that we were in the home of the Mona Lisa made the atmosphere even more special. We spent around an hour browsing the various artworks, and as it gradually began to get busier we knew we were getting closer to the Mona Lisa itself. Everyone had built up their enthusiasm to see one of the most famous paintings in the world, although we definitely weren't prepared for the disappointment that would follow. We walked into the room and instantly were confronted by a mass of people crowding around a small painting on the wall which was surrounded by guards. When we did manage to get slightly closer, we were underwhelmed. After lunch French students visited Notre Dame Cathedral and also the Paris love bridge, where people write about their love on a padlock and hook it onto the rails of the bridge -- all very romantic! After this we met up with the

art students at the Eiffel Tower, and began queuing for our chance to ascend it, but had to be swiftly redirected out of the queue by Mr Maddock as he informed us that we had to be at a restaurant for dinner in less than thirty minutes; we were all obviously very disappointed. However, the river cruise that followed that evening turned out to be many people's highlight of the trip.

On our last day, we were once again up early, yet feeling that it was too soon to leave as we had only arrived just over 48 hours earlier. Whilst the Art students attended a sculpture museum, the French students followed a different itinerary: we had a fabulous time admiring the high-end clothing of Gucci, Prada and the like, followed by delicious macaroons from a French patisserie, all whilst practicing our French of course. Sadly after our morning of extravagance we had to once again make the lengthy journey back to England, which fortunately was straightforward.



Prep Trip to Normandy

BY NATHAN WONG



At midnight on May 4, 2014 the Prep class set off for Normandy. When we boarded the ferry it was already the next day and everyone was so tired! The ferry was huge, with lots to do, including a cinema. As soon as we reached the centre we were immediately welcomed by our host, Stella. She showed us our rooms and told us about the rules. Our first activity was a short tour of the local port; we saw the harbour and the beach, which was full of scallop shells. Soon after we went to bed for the long day ahead.

Tuesday was another busy day at the local beach in the village of Commes where we had a scavenger hunt, different items like seaweed scoring two points each but a stone with a hole in it scoring five points. In the end Juhi's team won with over sixty points. In the afternoon we got a visit to the amazingly preserved Longue Battery, a group of long-range artillery guns, providing many chances to take photos. Then we saw the remains of the Mulberry Harbour (floating concrete blocks used in WW2 to land troops) and visited the small town of Arromanches, which is special because it was the first town liberated by the allies. Finally our taste buds were treated to crepes and ice-cream from a special farm. Wednesday we visited Bayeux Cathedral, followed by a trip to the market to buy fruit in French and finally the highlight, going to see the famous Bayeux Tapestry! Over seventy metres long, it showed the pivotal Battle of Hastings and how William the Conqueror came to the throne. Everyone got headsets to explain some of the details and we all went to see a short film about the Normans. We also heard of some of the hideous deeds that William committed. That evening we made fruit salad using our purchases from the market and did some cheese-tasting, including Roquefort and Saint-Paulin (a very mild cheese). Thursday we visited Omaha, one of the five landing beaches, but the bloodiest by far, costing over 2,000 American lives. We showed our respect and gratitude as we thought about how the troops saved our freedom before walking across the vast beach to the coach. Then we 'allez allezed' to Honfleur to see a museum devoted to Erik Satie, the eccentric musician and composer, before a carousel ride and macaroons to snack on. After a quiz with magnet prizes and team names like Gangnam Style, we rested in Le Clos de l'Ancien Pressoir for the last time.



Even though it was our last day, Friday was jam-packed as ever. In the morning we arrived at a place where they make toffee called Isigny-sur-mer. There we got to sample a few of the sugary delights and see a huge slab of calvados (cider) flavoured toffee being made. Only the teachers were allowed to try it, of course! We sampled apple or fudge or salted caramel toffee, with caramel popcorn and a fragment of caramel biscuit. Everyone was bought a generous-sized bag of assorted toffees by our teachers, as well as a jar of jam. Almost everyone bought other edibles as well, from marzipan apples to caramels arranged in camembert tubs. The shop also sold many other souvenirs. The teachers came pushing a bursting trolley containing half the shop's goods, leaving behind a thick wad of euros. Then we sped towards Caen. We were told how badly Caen was damaged in the war and learned a little more about William the Conqueror including his gruesome death: his body exploded, killing some of the undertakers from the stench. We got to see the streets of Caen whilst snacking on sweets and pain au chocolat. We saw William's castle and grave. Lastly we shopped in the hypermarket in Mondeville for camembert and other things. Then we boarded the ferry -- it was much choppier than the outward journey and caused many of us to be seasick. A very big thank you to Miss Fletcher and Mr Howe for looking after 29 raucous children and giving up their free time so this trip could go ahead, and a special thank you to Miss Mould who slaved over a pile of paperwork to enable the trip and organised it all.

Spanish Exchange Visit

BY CHARLOTTE JULIAN



On April 4, 2014, eight LGS Spanish students, accompanied by Mr Lupton and the Spanish assistant, Patricia Matalobos, flew to the Malaga area to spend a week with our exchange partners there.

The teachers had planned many activities and day trips for us and our Spanish partners during the week, the first being a visit to the Sierra Nevada mountain range, where we enjoyed a walk through the snow on snowshoes, sledging and a visit to CAR, a high-altitude sports centre, with special facilities for young athletes in training. Although we had anticipated it being very chilly up at 2,200 metres, we found that it was as warm as a summer's day in England! The next day we visited a science park near Armilla, the place where most of us were staying, with interesting interactive exhibitions, including a test that calculated our weight in water and another that indicated which parts of our bodies were hot and which cold. We were thankful that the guide spoke English as well, as none of us would have known the Spanish for chihuahua intestines! We moved on to look at other parts of the park, including a butterfly house. The following day was the warmest of the trip, the temperature soaring to 33°C by lunchtime. Therefore we were very happy to take a stroll to see the Alhambra Palace and top up our tans on the way!

The road up to Albaycín, the village next to the palace, was lined with boutiques and shops, giving us a chance to select some souvenirs. We enjoyed the ice-cream at a local café, while photographing the stunning views, and then walked back down into the centre of Granada with the afternoon free. As the group was mainly comprised of girls, naturally we took the opportunity to hit the shops, ending the day with a restaurant visit and tapas. The next two days were spent taking lessons in Spanish, including an extremely difficult AS Spanish Literature class, at our partners' school and visiting the beach in the afternoon to paddle in the cold sea-water and relax in the sun.

Our exchange partners did not seem to spend much time with their parents in the evenings and so we went out with them each evening to engage in a variety of pastimes, including relaxing in the park, going bowling and eating and drinking in local restaurants. This gave us a great opportunity to wind down after a hectic day and to practise our Spanish. Over the week our Spanish improved dramatically and it was hard to say goodbye on the last morning, after a churros breakfast, knowing it would be nearly six months until they came to visit us here. As we hugged the Spanish students goodbye, we felt as though we had made friends for life with them.

Visitors from Elizabethanschule, Hoflheim, Germany

BY LAUREN HILL

The first leg of the exchange visits for this year between Elizabethanschule in Hoflheim, near Frankfurt, Germany and Year Ten German students at Leicester Grammar School took place in the week of October 4, 2013. The German students arrived at LGS during period eight and we were all gathered in the refectory to meet our visitors. The LGS students who hosted a visitor were Isaac Arnachellum-Owen, Emma Brown, Sally Delahooke, Lauren Hill, Jeevan Kelai, Harry Mead, Emma Nisbet, Jonathan Pantlin-Whyte, Rebecca Sanders, Eshvari Solanki and Nikisha Thakor. A group photo was taken and then we went off to catch the last lesson of the week. We returned home from school and introduced our families to the visitors. Many took the exchange students on a tour of their village, while others sat at home bonding with their houseguests through a game of FIFA on the X-box. Some visitors were introduced to the classic British Friday night dinner: a takeaway!

Saturday morning was sunny and we took our visitors to Leicester for a day of shopping, taking pictures, eating scones, going to the cinema and gathering souvenirs. Those from Elizabethanschule commented on how lively Leicester is. On Sunday some of us went to Cambridge, others to Foxton Locks, while a few simply met up to play football. At night we served our guests a Sunday roast dinner.

On Monday the German students travelled on a coach to Snibston Discovery Park, a childhood favourite of many of us. They thoroughly enjoyed how interactive the centre was. Returning to school at lunch-time, our visitors could then participate in afternoon Games lessons. The visiting boys joined in with the basketball, but the visiting girls opted out of hockey so as to watch instead as some of our students played the British game of rugby. On Tuesday the visitors travelled, with their friends staying at Solihull in Birmingham, by train to London, where they saw Buckingham Palace, Parliament and Westminster Cathedral, as well as ascending the London Eye. We collected them from the train station at eight o'clock, after which Emma Brown and her



German partner, Sarah; Emma Nisbet and her German partner, Celine-Estelle; and my German partner, Franzi and I all went out for a lovely meal.

On the Wednesday we all went to the Outdoor Pursuit Centre in Leicester, where we were joined by The Solihull School. We were split into four groups and did team-building activities, working together to solve physical and mental problems. After a short break we did bell-boating. Bell-boating involves two canoes attached together with a platform in the middle. Each team has a bell-boat. Although we were told that we were not going to get wet, they were wrong, very wrong! As soon as we had found our rhythm in the water, we were interrupted by a massive water-fight with various people lifting their paddles out of the water to soak their victims. Everyone was soon wet, causing tension and a thirst for revenge. When we arrived at some locks with the Leicester Space Centre in view we were instructed to play a nerve-wracking game in which we stood up in the boats to play Head and Shoulders, Knees and Toes, jumping whenever we got to "toes". We also played the familiar game of Fruit Salad, which involved our swapping between boats and trying not to fall into the freezing cold water. After these games, there was a race to get back to the centre, which the girls' team won. We had earned our lunch and a long

break to get dry. In the afternoon we did rock-climbing, testing our trust in each other as we were in charge of one another's safety lines. We all managed to climb to the top and it was a fantastic day for everyone who participated.

On the Thursday the exchange students went on a trip to the Think Tank Museum in Birmingham where they were investigators for the day and had to use many different techniques. When they returned they said that they had enjoyed the trip, but preferred Snibston Discovery Park, so it was one point for Leicester and zero for Birmingham! This was our final evening spent with our visitors, so we all decided to go to The Meridian

to play some bowling, followed by a meal at Frankie and Benny's. At the bowling, more photos were snapped than there were pins knocked over! Everyone was laughing and having an awesome time. At the restaurant we sat at a massive table, reminiscing about the times we had had together in England and our plans for the reunion in Germany in March.

On Friday morning there was an emotional atmosphere, when we made our way over to the coach after period one and said goodbye to our partners. Everyone hugged each other and we waved them off as they were driven out of the school gates.

The Onatti Play

BY MYA HUDA



On November 25th, 2013, a French theatre company, Onatti Productions, came to perform "Mon pere ne me comprend pas" at our school.

Before we saw the performance we went over a part of the script in class, so we could have a better understanding of the play for when we watched it, the following week. The part of the script that we read, was about a girl, Helene. It was her 15th birthday and her dad thought she was much younger than she was. He bought her a "baguette magique", a magic wand, for her birthday present! Helene was very disgusted by her present and wished she had a cool dad, but she should have been more careful what she wished for! When she asked her dad if she could have a party he didn't want to hear anything about it and then Helene pushed it to the limit, in her dad's perspective, by asking if she could invite boys! In the lessons to prepare for the performance, we also wrote about what we thought would happen next. This was good because we could use the vocabulary to try and imagine what was going to happen.

While we read through the play we could refer to the vocabulary list, which the Onatti Productions Company put in the booklets that they sent to us. This was very helpful because if we didn't understand or

needed to check a word we simply could. The glossary had a noun section, a verb section, an adverb section and an adjectives section so that we could learn the groups that the words came from. Some of the new words that I learnt are as follows: a joke -- une blague, the walls -- les murs and a dream -- un reve.

Overall I really enjoyed the performance and even though I didn't understand it fully I got the gist of the play. The actors were very good at including the audience, such as when the man went around with his hair and shook it in the teacher's faces -- that got the whole crowd laughing! The play didn't just teach us the language but also about the French culture as well and how some French people would celebrate their birthday!



A Postcard from the Rhineland

BY ELLIE DIXON

This was the first time that LGS has travelled to the Rhineland and it was hugely successful and is sure to be repeated.

Twenty Year Nine pupils, 1 (a Sixth Form German pupil) and three members of staff travelled to Boppard in the Rhineland. The party voyaged by coach and ferry and everyone was in high spirits when we finally arrived at our hotel, 15 hours after departing from school. On our second day we saw Burg Eltz, a medieval castle high in the hills of Koblenz. We were given a tour of the castle and then travelled on to a vineyard near the Rhine where we were taught the process for making wine and were able to try different grape juices. Some students and even Mrs Barre, took the opportunity of climbing into the huge wine vats! Then, whilst the pupils did some shopping around the town, the staff spoke with the vineyard owner, sampled some of his wines and bought presents. That evening we went bowling and Mr Rich and I undertook a game of pool. From there we went to Deutsches Eck which gave the Year 9s an opportunity to release their energy by running around and climbing to the top of the monument.



Other activities included a day trip to Cologne where we visited Kölner Dom and climbed all the way to the top, sampled chocolate in the Chocolate Museum and then either went shopping or tried out sports in the Sports Museum. In the evening we sailed down the Rhine on a boat cruise where some students sat taking in the view whilst playing cards whilst others sat and took photos. This boat trip allowed the students to understand how big the Rhine is and to see for themselves how it is still a working industrial river. The last day was spent at Phantasialand, a huge theme park, where everyone had a great day and many said it was the highlight of their trip. After being thrown about on Black Mamba, taken through pitch black tunnels on Colorado Adventure or soaked in the Log Flume, it was back to the hotel for the final evening where I held a quiz and we celebrated two birthdays with cake.

A Postcard from Andalucía,

JUNE 2014



During our first day in Granada, the rain in Spain fell mainly ... on us! A thunderstorm and torrential rain struck just as we began our visit to the Alhambra. We refused to let this dampen our spirits and focused on the beauty of the palaces and stunning gardens which surrounded us. By the evening, the sun had returned and we enjoyed our daily Spanish lessons by the hotel swimming pool. Wednesday was spent in Málaga: the highlight of the day was undoubtedly our visit to the Museo Picasso, where we learnt about the artist's novel use of perspective with our amazing tour guide, Lourdes. On our final day we saw Córdoba and its world-famous Mezquita, before enjoying a tapas-style lunch and a spot of impromptu busking!

Wishing we were still there,

The Year 9 Spanish group

A Postcard from Normandy,

JUNE 2014

Our trip to Normandy was full of memorable moments! One of the highlights was visiting the goat cheese farm, where we learnt lots of new facts – all of which were explained in French – and we got to try some goat milk, which was surprisingly tasty. The itinerary was packed full of activities from bowling to bread-making to bathing in the sea. The weather was surprisingly warm and we played French games on the beach. One evening we were in French fancy dress, tasting snails. Another day the teachers sent us off with a shopping list to visit the local market and converse with the sellers. Our French animatuer, Valentin was very enthusiastic, kind and helpful.

The Year 9 French group



Big Band 2013-2014

BY ROBIN MCFARLAND



This year has been very eventful for the Dance Band, with new experiences for all and a lot to learn. The band is losing about half its members to university this year, so I'm certain that next year will be even more eventful and exciting. While I am sad to be leaving with my memories as my only ... ahem ... "Souvenir", I am sure that the next generation of band members will rise to the challenge and do us all proud. This year we had the pleasure of performing our annual charity gig for Hope Against Cancer. This is always a good gig, as not only are we playing for a good cause, but we always get a large audience from all their supporters as well as our own. It is always better to play to more people, especially appreciative people.

A new enterprise for us was to play at the Little Theatre on Dover Street in Leicester. Again, we had a very sizable crowd and a fantastic atmosphere. As the Little Theatre have a large following of their own, a lot of the crowd, rather unusually, was not made up of school parents and we may have gained some new fans from

this gig. On top of this, we were delighted to be joined by the returning Ed Barker, the very successful OL who has made a career playing the saxophone after leaving this school. Not only did he improvise a fantastic solo during our piece "Isn't She Lovely?" but he later wowed us and the audience with his own piece, "Simple Truth". It was a pleasure to work alongside him and we look forward to further contact with him.

I, along with my fellow Upper Sixth students, will soon be playing our final gig with the band on Speech Day. It's always been enjoyable to play in the Big Band, as their music is my favourite sort of music – our renditions of the Andrews Sisters' songs will remain with me forever. I'm sure I will not be the only person to look for a dance or swing band to join at university. Many thanks to Dr Whittle for all his work in organising both the events and us, and for continuing to lead the band with such commendable calm and a steadily maintained sense of humour.

Cello & Guitar Concert

BY DOMINIC VEALL

In an unusual combination, the cellists and guitarists worked together to perform an hour-long showcase on Tuesday 28th January 2014. Players ranged from the age of eight up to fifteen (with the addition of two Sixth Formers), in a variety of group and chamber pieces. The cello ensemble, led by Mrs Mainard, provided an array of pieces, including arrangements of James Bond themes and Baroque quartets. They also played pieces arranged by the members of the ensemble themselves, including “Moon River” and the song “Mercy” by Duffy. The younger cellists gave a rendition of “Shepherd’s Hey”, a popular trio.

By contrast, Mrs Bloor’s guitarists struck a chord with the audience with a collection of pieces written by Peter Nuttall, a former guitar teacher here. These included “The Pilgrimage” and “Tumbleweed”. Also featured were exotic-themed pieces such as “Sangria”. Mrs Bloor also engaged the concentration of the audience during a few of the pieces by getting them to clap along to rhythms in the unusual 5/4 time. To conclude the concert, all players performed the passionate Argentinian “Tango in San Telmo”, by Ros Stephen, with intricate rhythms and melodies. Many thanks to Mrs Mainard and Mrs Bloor for organising the music and performances, and to Dr Whittle and Mr Barker for piano accompaniment.

Performing with the Leicestershire Schools’ Symphony Orchestra

BY SOPHIE JEFFORD

Over the years many bands, ensembles and orchestras have visited Leicester Grammar School, be it to rehearse, run workshops or simply give concerts, and on the 9th of March, 2014 the Leicestershire Schools’ Symphony Orchestra joined the list. Founded in 1948, it was considered the first of its kind and quickly grabbed the attention of many classical music officials, including those from some of the best orchestras in the world. In 2001 the LSSO collaborated with the London Symphony Orchestra and performed *In Aeternam* by Pierre Jalbert, leading them to win a national contemporary music competition, and the LSSO has also had the privilege to work with The Philharmonia in an educational programme. The LSSO is open to young people between the ages of 14 and 18, with auditions that are held annually and rehearsals take place every Saturday morning.

Within the orchestra there are so many LGS students that it appeared only natural for the LSSO and LGS to collaborate and hold a concert in St. Nicolas Hall. A guest soloist, a violinist named David Le Page, was invited in to play the famous Max Bruch Violin Concerto No.1, with the LSSO accompanying him. The orchestra also played a fast-paced overture, *Ruslan and Lyudmilla* by Mikhail Glinka, and concluded with Nikolai Rimsky-Korsakov’s



Scheherazade. Playing with the Leicestershire Schools’ Symphony Orchestra is an activity that can never be forgotten. Not only are you exposed to a wide variety of music, from Dmitri Shostakovich to John Williams, Maurice Ravel to Engelbert Humperdinck, but you are also given the opportunity to travel around Europe on tour – so far the LSSO has visited France, Belgium, the Czech Republic, and Germany. Finally, you can socialise and form friendships with people who share a common interest – the love of music. (Sophie is currently the leader of the LSSO.)

Dr Whittle's Bach Recitals

BY CHLOE HEMINGWAY (PHOTOS BY MRS HUNT)



Throughout our time at Leicester Grammar School, we have all at some point heard Dr Whittle on the organ with his vibrant renditions of *Shine, Jesus, Shine* and *Onward Christian Soldiers*, fondly seen by many as the highlight of end-of-term services. However, many of us fail to realise just how much Dr Whittle does behind the scenes. Beginning this school year, he has taken on a new challenge: to perform the complete organ works of Johann Sebastian Bach in a series of evening recitals.

Bach is recognised as one of the greatest composers of all time, particularly in the area of organ music: his level of mastery is often compared to Shakespeare and Newton. Due to its intricate and complex nature, truly great music for the organ is rare. Bach, playing and even allegedly composing from the age of four years, became known as the greatest organist in history – although some would argue that our very own, bow-tie wearing, eyebrow-quirking, Director of Music also has a valid claim to this title. Bach is particularly well known for his devilishly difficult pedal solos and, while most listeners would recognise the most famous of his works, “*Toccata in D Minor*”, people fail to realise just how many other great pieces of music he composed. There is some dispute over whether some of the pieces attributed to him were really composed by him, but Dr Whittle says, “I thought I’d throw them all in, just in case.” Collectively there are over sixteen hours of material written for the organ, which will be performed by Dr Whittle in one-hour instalments over the course of five years. This is a massive undertaking and, when asked why he has attempted it, Dr Whittle’s first reply is, “Well, don’t you think it would be fun?”

As gigantic speakers were installed around the walls of St Nicolas, we recently installed a new electric organ. This happened after the original school organ, valiantly dismantled and transported from the Great Hall at the old site, was meticulously reassembled in the new hall only for us to discover that the sound of the old instrument could not fill the new, larger hall and so now the original organ rests as a nostalgic monument next to the newer, flashier model. (It still works and will be kept in working condition.) It only seemed right then, Dr Whittle asserts, to test the new organ to the limit of its musical capabilities, and who better a composer to test it than Bach? Three recitals have been performed to date, over this school year, hauling the new organ out from its hiding place next to its retired cousin, so that the audience can have a clear view of it and its illustrious player. Although he greets each audience with, “Thank you for humouring me,” Dr Whittle’s fan base is steadily growing, impressed with the level of skill required: three keyboards need to be juggled simultaneously, as well as using a full set of pedals and controlling all the stops, with just one loyal assistant (me) sitting on the stool to turn the pages. Thankfully I haven’t stood on any pedal notes in the middle of a song ... yet. During one particularly high-pitched and fiendishly complicated pedal solo, I found myself edged completely off the bench! The recitals have been a huge success and support can only continue to grow as Dr Whittle continues with this gigantic musical achievement.



Introducing Mr Barker, our new Music Teacher



BY HARRY ASHMAN

Who are your desert island musicians?

Bach, Dave Brubeck, Paul Desmond, Michael Jackson and Stravinsky.

Which of these is most important to you?

Dave Brubeck, as he is what I would describe as a complete musician: he was a composer and a jazz pianist who got to the charts in the sixties but was classically trained as well. I especially like his numbers from his famous Carnegie Hall quartet performance in 1963.

What instrument do you play?

I play the saxophone and I studied for that at the Royal College. After that I did some freelancing and then in 2011 I had a solo concert at the Wigmore Hall.

How did you get started learning Music?

I started at the age of eleven or so, playing the piano before I began on the saxophone. I didn't decide upon music college until quite late – it wasn't something I originally aimed for, but it was what I was best at doing.

What is your main role at Leicester Grammar School?

I run the Lower School Music curriculum, Years Six to Nine, including the Lower School Singers and concert band, but I also do other teaching as well, at A Level and GCSE.

What is your main aim for the school?

I'm a big believer in getting everyone singing. The value of that is not just musical. It helps people with learning and with meeting people. All the research says Music is brilliant for your brain. Anyone in Lower School interested in singing should come to the practice sessions on Thursday mornings – all can attend.

Which type of music is your favourite to teach?

For the Lower School my big drive is to teach African American music: jazz and ragtime blues, which transformed over time into funk, soul, gospel and rock and roll. All these types of music have African American roots.

What interests do you have outside of music?

I'm training to be a mountain leader and would like to take people on trips into the mountains semi-professionally at some point. I also love cricket and wish I still played. Cricket was Plan A for my career, but I lost my talent when I was about fourteen. I also love literature, when I have time to read, and military history.

The Lower School Singers

BY DAISY FORSTER-VILLAGE

My friends and I began with the Junior School Singers in 2012-3, with Dr Whittle and Mrs Graff-Baker in charge. Mr Barker has taken charge of the Lower School Singers this year, as well as giving us a new name. Our first performance as a group was in the Lower School Assembly, when we sang "Price Tag" by Jessie J, with a receptive response from our peers. Our first big performance as



a group was at the LGS Lower School Concert, which was a great success. A while later, Mr Barker booked us onto the Lutterworth College Singing Day, where we were coached by a professional singer, ending the day with a performance for our parents. Many schools went and the room was full of talent. Each section was assigned different musical parts and we were taught separately all day, piecing the parts together at the end to create a mash-up of sacred and secular songs. It was

excellent and the sound was beautiful.

At his previous school Mr Barker had taken his choir on a trip to the Lake District to travel around Coniston, advertising their concert and performing, as well as ghyll-scrambling (waterfall climbing) and kayaking. In June 2014 we will experience our own Lake District tour, performing to our best ability and making the most of our trip.

On Tour in the Lake District

BY SONU THOMAS

On June 23, 2014 some of the Lower School Singers and Concert Band embarked on a five-day trip to Coniston in the Lake District. The journey there took six hours, but we all found a way to entertain ourselves. After we had arrived at the youth hostel, were introduced to our instructors for the various activities and had dinner, we took a long walk to the Copper Mines Valley, previously a mining area. As the week went on, we spent some time practising our music for the concerts we would give and some time doing fun water-based activities, such as canoeing, kayaking and ghyll-scrambling. The water was freezing cold but we certainly had plenty of fun. Mr Barker bought us ice creams and hot chocolate and one day we all walked up Old Man Coniston, one of the highest mountains in the Lake District. The trip proved to be a good way to improve our teamwork, especially when tidying our dorms!



Lúnasa Concert

BY SOPHIE JEFFORD (PHOTO BY GARETH CARTER)

Lúnasa are internationally acknowledged as being the finest Irish instrumental band of recent times. Since the band formed in 1997, they have performed over 1,500 shows across the globe, in a variety of prestigious venues, such as The Hollywood Bowl, The National Concert Hall (Dublin), The Sydney Opera House, and were even invited to appear at the White House in 2011. On the 27th of September, 2013, the Leicester Grammar Recital Room became host to this critically acclaimed band. During the day, Lúnasa offered a workshop to the students of the school, teaching them three traditional Irish folk tunes and accompaniments. These were “Clara’s Dance”, “The Burning Snowball” and “The Road to Reel”. Although it was quite difficult for the pupils to learn the music in this manner, they succeeded by the end of the workshop and were even invited to play the tunes with the band during the concert.

Throughout the concert itself, the five musicians utilised a wide range of instruments: flutes, tin whistles, a guitar,



a double bass, a fiddle, and even introduced the Uilleann pipes (coming from the Gaelic word for “elbow,” as these pipes operate by utilising your elbows). Their enthusiasm and jovial attitude created a relaxed atmosphere, encouraging the audience to clap and dance along, with a unanimous request for an encore. It cannot be denied that this concert was a clear success – not only has it educated the public on the subject of traditional Irish folk music, but has also inspired many of the Leicester Grammar pupils to pursue their passion for music, no matter what genre.

Lower School Concert

BY ANNA WHITTAKER

On November 12th, 2013, the Lower School performed a concert. All the students were very enthusiastic and had been working hard in weekly rehearsals to prepare their pieces. There was a lot of variety and the talent was great – Guy Knox-Holmes in particular even did some conducting. The Concert Band, conducted by our new Music teacher, Mr Barker for the first time, started us off with “Great Movie Adventures”, which was very popular with the audience, as many knew the songs, such as extracts from the theme songs for “ET” and “Star Wars”. They also played “Bring Him Home” from “Les Miserables”.

A variety of performances followed: the Guitar Ensemble played a piece written by Mr Nuttall, a former LGS teacher; the Brass Ensemble was missing Mr Jeans, who was performing elsewhere, but still sounded great; the Clarinet Group also featured one bass clarinet, played by Anna Whittaker. Two string ensembles played, one from Year Nine and one from Year Eight.

The Lower School Singers, organised and conducted by Mr Barker, sang Jessie J’s “Price Tag”, with all the pupils and parents tapping along to the beat and two rappers, Sonu Thomas and Nicholas Kaba, coming in halfway through and impressing everyone with their voices and rhythm. They also sang “Stand by Me”, with an effective harmony created by the boys in the choir. A Saxophone Quartet played with four different types of saxophone and a different part for each musician.

The concert ended with the Training Orchestra conducted by Mr Hall playing “A Slavonic Dance” and “The Grand March” from “Aida”. The audience were impressed by the quickness of the furniture rearranging to accommodate all of the different groups, the ability of the children and how well some of the groups co-ordinated children of different levels of ability. It was an excellent and memorable evening enjoyed by everyone who attended.

Folk Group 2013-4

BY SOPHIE JEFFORD



Let us begin with a scene, a panoramic shot if you will. It is a Tuesday afternoon in the school's recital room. Picture a scattering of chairs left over from the previous Symphonic Wind Band rehearsal, the low rumble of chatter and laughter from the Folk Group members and Dr Whittle's insistent shouts of "Anyone would think this was a social group!" But in a strange way, that's what Folk Group is, because it's certainly more than a mere orchestra or ensemble. All the music played by the Folk Group has been collected and arranged by either Dr Whittle or a student themselves, and has been sourced from people such as the Irish group, Lúnasa, the English

folk-singer, Kate Rusby, or even the Scottish musician, Phil Cunningham. The infamous folders that hold this music are bursting, literally – at almost every concert there is a folder explosion, resulting in endless sheets of music pouring over the floor and sheer panic on behalf of the victim.

Even the concerts themselves are unique, as they are not solely restricted to the halls of Leicester Grammar. Earlier this year, the Folk Group were invited to perform to a local Leicester primary school, where the children learnt that main percussion instrument was called a cajon, and that the "baby guitar" was in fact a ukulele. Folk Group also performs in Stoughton Church and the Brixworth Village Fête, both events that hold a friendly, intimate atmosphere. Having been a member of the Folk Group for the past two years, I think it's pretty fair to say that I am biased. However, there are so many elements of Folk Group that make it a pleasure to play in: the music (from the high-spirited reel to the delicate lament), the enthusiasm of the musicians around you (including the occasional purposeful tuning issues), and the general friendly atmosphere, not forgetting of course the smiles you create when you play. As clichéd as it may be, out of everything here at Leicester Grammar, Folk Group will certainly be one of the things I'll miss the most.



The Leicestrian's Big Issue for 2014

THIS YEAR THE LEICESTRIAN HAS ASKED LGS STAFF AND STUDENTS ALIKE, WILL E-READERS EVER REPLACE PAPER BOOKS?

Elizabeth Hobbs,

Leicestrian Staff Writer



I am afraid when it comes to technology I tend to be conservative – with a small c. Although not a complete technophobe, I do feel our society has an obsession with over-complicating things and creating technology just for the sake of it. I don't think the e-reader marks the implementation of an Orwellian death to society but I do think e-readers are a little futile. For centuries humankind has accepted the idea of physical books, pages bound together to carry the author's message. This has been an adequate way to read literature over a very long time, but suddenly with the advent of the digital age the e-reader is seen as a better alternative. In this case, apparently bigger is not better. I don't go along with the natural assumption that because we have the power to create this technology that we should use it. The printed word has been a key component in shaping the world and our culture over millions of years, from propaganda to recipe books, so why does it need refining? Our society already has an addiction to digital pixels and screens and now it is the turn of literature to be subjected to this phenomenon. I feel we lose part of our heritage in succumbing to the e-reader. Our common history is bound up in the books that helped to shape it. No

one visiting the British Library can fail to be impressed by the sheer weight of history carried in these millions of pages. Yet, in the future these physical books from our generation may not exist, with our ideas and thoughts all being tied up in technology. I accept the argument that "technology is our recent history" but I just do not see why this has to seep into every element of our daily lives.

There is something intrinsically comforting about the pages of a new book, the smell of the paper, the weight of the tome and the expectation of what you have to come as you sift through the pages. How is it the same when you are holding a piece of plastic less than an inch thick? Where is the satisfaction that you get from measuring that you are less than one centimetre from the book's conclusion? Books can be passed from one generation to the next. As a child I read constantly the copies of Mallory Towers that my mother's grandma had bought for her. Books carry with them memories; the dog-eared corners all hold a story. My water-stained copy of Goodnight Mister Tom is a constant reminder of when I allowed it to get a little bit too close to the sea on a family holiday to Devon. Visiting a bookshop is one of the most magical experiences: as a child I remember visiting Blackwell's in Oxford for the first time and being in complete awe of the miles of bookshelves, generations of knowledge and pioneering thought locked up in one shop. No one can tell me that one click on Amazon is anywhere near a substitute for pouring over

books in a small independent bookshop and grappling with which title to buy over a cup of coffee. Try telling a book-collector in Hay-on-Wye that there is less value in the printed word – just think about the international trade in originals and first editions. I doubt you'll get that level of interest in the future about digital editions on an e-reader.

Every Christmas at our house there is the annual handover of a history book to Dad and even though he can predict the present it does not take away the joy he gets from trying to guess precisely what is underneath the wrapping paper. I think he'd be a little disappointed if we were to say, "We'll buy you a digital book to put on the Kindle." Doesn't quite have the same effect, does it? Let's be honest, on a train, it is always fun to nosily judge your fellow travellers' reading tastes, but with an e-reader you can no longer see what others are reading. Buy me a book for Christmas any day, but please do not tell me it is a digital edition. Call me old-fashioned but I am afraid I just do not understand what is wrong with the good old book.

Mr Kidd,

Head of the English department



It's no secret, I enjoy a good book; it's also no secret that I am a bit of

a geek regarding gadgets and so if the two are combined how could the product fail? Well, it can't, although I still feel that however clever the electronics become, they will never be able to match the simple, palpable pleasure of picking up a real book. You see, for me, books are so much more than mere print and paper; they are talismans of past reading experiences. The texts that sit on my bookshelves have accompanied me from house to house, from teenage home to halls, to digs, to my present address and all the addresses in between. Some of the books carry the scars of repeated reading: dog-eared pages, broken spines, student notes and underlining. One book carries the muddy stains of a row where an erstwhile colleague threw the text out of a window in a beery fit of lit crit.

My copy of *Bleak House* is the second-hand hardback edition I bought for A-level. It is the copy I read from in class and it is the book that opened my eyes to Dickens' prose and the whole of his world from Boz to Drood. I read *Bleak House* – that same book – every few years and once it is in my hands I am reconnected with who I once was, if only in a fleeting moment of recognition. This can't happen with a Kindle although I do confess that the last Dickens novel I read was a Kindle version of *A Tale of Two Cities* and I was just as moved by those final lines on the tablet screen as I was by Dickens' words in a more traditional form. Ultimately it is the alchemy of words into ideas that is at the heart of reading and this the Kindle can capture as well as any other form of reading device, but real books are also an event, an experience. When I go home to Ireland this Christmas, I will pluck *Treasure Island* from the shelf – my grandfather's copy, the one read to

my brother and me by my father, and just holding it in my hands will mean so much more than the Kindle version I was happy enough to read on the plane on the way home.

Mrs Midgley, *LGS Librarian*



Yes, in the long term, e-readers will replace books. We will still have access to some printed books, as examples of book format in the past, and many historically significant books will survive, but for general use, I believe that we will move to an electronic-only age. But I don't know when that will be. At the moment we are entering a period of time when printed and electronic books will be used alongside each other. This may continue for a long time. Both formats have different advantages. Many people prefer the feel of a printed book and that is not just older people.

As a librarian, I believe electronic information has more advantages: it saves space; there are options to search texts electronically; books don't become overdue, but are returned automatically to the library; books cannot be lost, either in the library or when on loan; books cannot be damaged or worn out; there is no physical processing to be done, such as adding labels and book covers, or shelving and shelf-tidying. We have some Kindles in the library, which are used, but not all the time. And we will be moving to lending electronic books in the near future.

Personally, I am very happy with a

printed book. They suit me because I borrow and lend quite often and electronic borrowing still has some limitations. But I have a Kindle, which is much more convenient when I am travelling, or eating my breakfast cereal. And I'm running out of shelf space at home. To me, book content – whether an amazing story or informative accurate information – is what matters, and the format is only a matter of convenience.

Eleanor Higginson, *Leicestrian Staff Writer*



My first reaction upon contemplating a world without books – real, physical, paper books with margins you can scrawl in – is to decide that I have simply been born into the wrong century. I was nonchalant about the extinction of the record and then the CD and can see many advantages to a world where increasingly everyday business is conducted online, but books are where I must take a stand for the real over the virtual. Memories of the books I most enjoyed as a child would be incomplete if they simply involved a screen: colouring in the pictures of my extensive Jacqueline Wilson collection, the Harry Potter book that I re-read until the cover fell off and being told off for folding over the corners of the pages instead of using a bookmark. Children learning to read are at a stage in life when they are naturally drawn towards the kinaesthetic and tactile: books for babies and toddlers are often made out of biteable cardboard. Can an e-reader replicate this? Old books

too, are often just as appealing for their carefully bound covers and distinctive smell of scholarship and history as they are for the words they contain.

But my downright resentment towards e-readers is not merely based on the nostalgic appeal of a passed-down classic or the feel of the crisp new pages beneath your thumb, but has realistic, practical reasons too. The music industry, which has been the guinea-pig of the digital revolution, has suffered enormously from illegal downloading and nobody has the energy to take the moral high ground about it anymore. It has just become an accepted fact of life that hardly anyone pays for their music these days, and artists have turned to live concerts as their main source of income. I can very easily see exactly the same thing happening with the book industry and again everyone shrugging their shoulders about it. Why shouldn't everyone have the right to whatever books they want, free of charge? But somehow, to me, pirating a book would be much worse than pirating a single. It takes most authors at least a year to complete a novel, even a bad one, and while voice correction means that virtually anyone can release a vaguely tuneful hit these days, only celebrities and footballers have their books ghost-written for them. Not only will authors find it increasingly impossible to make a living solely by their writing, but jobs for editors and publishers will also go too as the rise of self-publishing on the internet brings us as many poorly spelled and heavily plagiarised Mills and Boon spin-offs as we like. There is something in this devaluing of words and those who excel at using them which I find deeply disturbing.

Those arguing in support of the e-reader are able to list many

practical advantages the humble paper book is lacking: it's easier to take on holiday, allows you instant access to any book you want as long as you have a Wi-Fi connection and the pages won't get soggy if you drop it in the bath. Maybe some of these points are even fair ones: after all, trying to carry a suitcase packed with a bibliophile's weekly reading material through airport security is no mean feat. And yet, I would argue that one of the markers of the enlightened age we claim to live in is the vast amount of choice permitted in how we live our lives. Difference from the norm is supposedly no longer seen as directly correlated to inferiority. So why should those who value books in their original state be scorned as technophobes who will, with any luck, soon die out and clear the way for a new digital generation? A good way to resolve the debate would surely be to obtain the virtual version of junk-food reading but the physical copy of the books we want to read, cherish and pass on to the next generation.

There are still those who insist that paper books will be eliminated in ten years and who then look at those of us who find this, ironically, more upsetting than words can describe as if we were becoming red-eyed over the demise of the horse and carriage. In conclusion, I like paper books and will not be ashamed to admit it. They give us a chance to break away from the screens and bleeping devices that dominate our waking lives, making us permanently harassed and distracted. They are also a stand against a society where everything is made to be coveted, quickly consumed and then disregarded – a world overflowing with things that have no real value. There is to me something backwards about a society where everyone is constantly plugged in to their own

solipsistic electronic world, with a real famine of connection in amongst the feast of the virtual variety. If real books were forgotten, what would happen if all of our e-readers and tablets were to suddenly crash and no one could remember how to write rather than type? Sometimes the old-fashioned way really is best and, just because something involves modern technology, it does not necessarily really mean that it is advanced.

Oliver Warner, *Year Ten student*

I purchased my Kindle at duty-free fifteen minutes before my flight was boarding and within five minutes of opening the box I had set up my Amazon account and downloaded a book to last me the flight. The first book I purchased cost five pounds, including the digital book tax of 10%, whereas in a bookshop I would have paid £12.50. Other books I have on my Kindle, such as *The Complete Adventures of Sherlock Holmes* were free. The one disadvantage I did find on that flight was that I was not allowed to use the Kindle during take-off and landing. After take-off I read my book and I rather enjoyed that people were not able to see what I was reading, not that I had anything to hide, but it was nice not having anyone say, "I read that book. The main character dies in chapter six, but not before the massive plot twist in chapter four."

The Kindle has revolutionised holiday packing. The year before last, half of my hand luggage consisted of books and, when I wanted to take out my packet of wine gums. I found I had to empty my bag completely to find them, losing about fifteen wine gums to the aeroplane's floor. One feature I highly value about the Kindle is that

fact that it synchronises the last page that I read to my phone so that I can read my book in bed and then finish it off in the morning on the school-bus, without any pause to find my place. When my Kindle was stolen on a trip to London, I received the new Kindle from the insurers and, as soon as I logged in on it, my page was there, still bookmarked.

I do think that e-readers will replace paper books, once some features have been refined, such as the page-turning and once the price has fallen. This is because of the built-in features such as instant dictionaries, the low cost of e-books and the synchronisation between multiple devices via the cloud.

Leanne Potter, *Year Nine student*

I have tried to read an e-book before, but I could never tell how close I was to the finish and when I did finish it, although it was a very good story, I didn't feel as proud of myself as I would normally. For me, one of the best parts of having a paper book that someone has read before me is seeing the dog-eared pages, the creases and the tea-stains. I think it makes the book more personal and if I'm using a book from a library and someone has made notes in the side, I find it quite amusing to see what the person has written and what they thought of the book. Although I know that e-books are more convenient, especially whilst going on holiday, I think that there will be many people in my generation who will agree that e-books don't give you that wonderful feeling of completion when you get to the end.

Mrs Davies, *Art teacher*



I have a Kindle which I read from every day; it is especially good when lying in bed and the effort of turning a page is just too much. In fact, my Kindle is my preferred method of reading novels. My e-magazines, some of which I could not otherwise get in print in this country, are backed up in the cloud, which I can go back to, rather than recycle. I have lots of books saved on virtual bookshelves and am a sucker for immediate downloads, when I just have to have that particular book now. However, my bookshelves also heave with books of the paper variety, because there is nothing like leafing through a book – something which isn't quite the same in digital format. My art books are most loved in paper form, even though the colours are often better digitally: I like browsing and dipping in, the feel and smell of the paper, their weight. Digital books have become a substantial part of my reading matter, but real, physical books will always have their place.

Miss Mould, *English teacher and Head of Preparatory department*



I really enjoy reading and the escapism that a book provides; it can transport you to a place of your dreams with heroes and villains. A book is a portable world, containing pictures that you paint. It has been important to me to be surrounded by books, tangible, physical books. You can pick one out whenever you want, depending on your mood, and read wherever you want to: beach, bath, bed, bus or back of beyond. So I was an e-reader sceptic, but then good friends persuaded me to try one and a whole new world of opportunity opened up to me. Not only could I read my Kindle in all the places that I have already mentioned but I could also buy books there as well, and without leaving the chair -- instantaneously. I would never be without anything to read again. Amazingly I could also access a newspaper on my device from wherever I was in the world – now that's clever!

What advantages does an e-reader have over a book? Well, it simplifies holiday packing: not only is my luggage lighter but I don't have to predict what I might want to read. I can choose at the time depending on my mood. Also, sometimes reading a book in bed is tricky: you have to adjust position according to where the light is, but this is no longer an issue. My Kindle cover has an integral light which provides a constant source and the font size can be changed – good for those of us with ageing eyes! There are disadvantages though -- I can't share books anymore, once read. Also will signed books be in short supply in the future? How will authors promote books? Will e-readers ever replace books? I hope not. I fear for independent booksellers, publishers and also authors. Novels could be doomed; however, coffee-table books with beautiful

photographs or illustrations cannot easily be replaced. Personally, I like to balance physical books with the Kindle. During term-time, I tend to read children's books, usually from the school library and during the holidays, when I have more time, I read adult books on the Kindle. I cannot imagine life with only one or the other. However, in an increasingly technological world, I suspect e-readers will gain in popularity and sadly books might become less and less important.

Mohini Kotecha,

Year 11 student



In the days before books were printed there were scrolls; scrolls

were replaced by books and that leads to the assumption that books will one day be replaced by something better, something lighter and sleeker.

However, the thing I love about borrowing books from the library is the comfort of knowing that someone else has turned the pages that I soon will turn. I love the smell of older books, the smell of decaying trees and words compressed onto the page. You know where you stand with a book. If you spill coffee on it, that is harmless really. Every stain you make on a book is yours – you made it, you gave that book a history. If you spilled coffee on your e-book you would need a new one.

The argument that e-books will be more viable economically because they don't need the vast amount of paper that physical books do is invalid. In fact, e-books probably have a vaster amount of waste than physical books do, through e-waste. People don't generally throw out their books and it was said in the

Nazi era that where books are burned eventually people would be burned too. However, Amazon has been caught removing books out of people's virtual libraries without the owners even realising. E-books are a loan people pay a high price to have.

Having to carry books around can be a nuisance, but so can children and pets be a nuisance. People will not replace their children or pets with virtual software, because they love them and so too with books, which are full of our heritage, our shared knowledge, blood, sweat and tears. I do not believe that e-books will ever replace books and also I do not think that people should have to choose between the two. Scrolls are still used today sometimes, although this is not common. Variety and continuity are important. Productive as change can be, it is also just as dangerous to try and fix something that is not broken.

Year 11 Chemistry Quiz at Uppingham School

BY MR ROEBUCK

On the evening of the 11th of March, 2014 two teams of Year 11 students from LGS travelled to Uppingham School to take part in their Chemistry Quiz. The teams were

Leicester Grammar Alpha – Tom Brooks, Katie Delahooke, Katherine Wake and Joe Glover

Leicester Grammar A -Team – Will Osborne, Charlie Murray, Neha Patel and Ed Whittaker

There were 12 teams taking part in the quiz with questions being based upon GCSE-level and general

chemical knowledge. Over the two hours of quizzing the two LGS teams vied for top of the leader board and after the final tactical round the results were announced with the Perse School A in 3rd place, Leicester Grammar A Team in 2nd place and Leicester Grammar Alpha in 1st place, thus repeating the one, two success of last year's teams.

It was a great evening of competition thoroughly enjoyed by all taking part and congratulations should go to both the LGS teams for their outstanding knowledge and competitive spirit.

The Chemistry Olympiad

BY MR ROEBUCK

The results for the 1st Round of the 46th International Chemistry Olympiad held in February 2014 have just been published and out of an entry of 5682 Sixth Form students all of the ten LGS students who were entered for the examination were awarded certificates to commemorate their achievements.

Tom Worthington and Ryan Newton were awarded Gold Certificates

Robin McFarland, Alex Schlindwein, Emma Turner, Tim Ringland, Umar Sabat and Tej Pandya were awarded Silver Certificates and Ola Cygan and Mariam Patel were awarded Bronze Certificates.

This is an outstanding achievement for our students in this elite competition and they should be congratulated for both their exemplary efforts and their commitment to exploring their academic potential.

Biology Field Trip to Normandy

BY MR DUFFIELD

June 2014 saw another, very successful, field trip week in the Normandy Bocage. Our usual centre was unavailable so we stayed a few miles away in Brehal, a sleepy holiday village. Accommodation at "Les Oyats" was perhaps more spartan than that to which we are accustomed but it was essentially clean and secure. The programme for the week featured many new activities and we were grateful that the sun shone throughout. Congratulations to the pupils of the Lower Sixth for being good company and well done to the staff for all the hard work. A special thanks to the two extra-departmental staff: Mrs Harvey, plant expert, for her first, but we hope not last, sojourn with us and Mr Handford, all-round super tourist and no mean biologist.



Farewell to Mr Roebuck

INTERVIEW BY MISBAH MUKADAM AND LEANNE POTTER

What are the benefits of learning Chemistry?

How long have you got? Chemistry is everywhere and in everything. Without a knowledge of Chemistry you would have no means of understanding the world we live in, how living things function and how all the materials that generate and facilitate our advanced technological lives behave and are manufactured.

What is your favourite topic to cover in Chemistry?

I have always loved Mathematics and therefore the physical Chemistry topics involving quantitative problems have always been favourites of mine, including, of course, the mole! I also am very interested in organic synthesis and have been since I was first introduced to it when I was starting my A-level studies in Chemistry. When I was in the Upper Sixth, I was sometimes asked to give a lesson on this topic to the Lower Sixth when the teacher concerned was absent from school.

How has Chemistry changed during your time at LGS?

The subject matter has remained approximately constant but the way in which Chemistry has been examined has changed very markedly over the years, with students now being led through questions, rather than asked to apply their knowledge to solve novel problems, which is such an important life skill. I hope that the new ideas from Michael Gove for a return to rigour and problem-solving as a fundamental basis for all future specifications



and examinations come to fruition, as one of my favourite parts of teaching has been when tutoring students for Oxbridge, STEP, AEA and Olympiad examinations, where the ability to think outside the rigid boundaries of a syllabus and apply conceptual initiative to the solving of novel problems are of paramount importance.

Outside of school what are your hobbies?

I have enjoyed playing many sports over the years. In my younger years I played first class rugby, top league cricket and squash and then moved on to extreme rock-climbing and mountaineering. Latterly I have become a little more conservative with my activities, which now include golf, cycling and circuit training. Coaching senior rugby with Mr Thacker over the past twenty-some years and cricket with Mr Potter has been enormous fun and

a refreshing change from my indoor job here. I also enjoy crosswords, number games, bridge and reading both scientific journals and general fiction.

What has your experience been like as Head of both Chemistry and Science?

I have had twenty-three years heading a Science department staffed with incredibly conscientious and professional colleagues, with whom it has been an absolute pleasure to work and I thank them all for their hard work and for the support they have given me. I have really had a great time at LGS. I have also had a fantastic time with Mr Thacker and the senior rugby team over the years, including six fabulous overseas tours. I would particularly like to thank Mr Thacker for his friendship and indeed his practical jokes during our time together at LGS.

Introducing our new Mathematics teacher, Miss Howd



BY CHARLOTTE JULIAN

What did you do before coming to teach at Leicester Grammar School?

I have been teaching for twenty years now, quite a long time and I don't know where the time has gone. Before LGS, I taught at an independent school in the centre of Nottingham. And before that I taught in three different state schools in the Mansfield area.

What is it that drew you to becoming a Mathematics teacher?

Even as a little girl I used to play at being a teacher; I had a little chalk-board and used to teach my dolls and younger sister. As I got older, I used to like explaining things to friends, which I found really rewarding. Helping a child to see the patterns in Mathematics, to discover things for herself, to see connections between different areas is what makes teaching such a satisfying profession.

What attracted you to Leicester Grammar School?

I read about the school on the internet and was very impressed with its academic performance, sporting achievements and extra-curricular activities on offer. The Sixth Form has six sets of A-level Mathematics students and so I thought, "Wow! That must be a great department!" I knew it would be a buzzing school before I even got here.

Have you had any funny experiences of the school in your short time here so far?

I was surprised when I arrived here on my interview day, because I was walking from my car and everyone was in their own clothes and I thought that I was sure on the website it said there was a uniform. It was

explained to me that it was a non-uniform day to raise money for a school in Tanzania. There was also a staff-versus-students badminton competition that day, which sounded like good fun.

What is your favourite book and why?

I re-read *Pride and Prejudice* every year. It cheers me up, to envision the gentry and the servants, how women were not allowed to see a gentleman unless they were chaperoned. I love to see Elizabeth triumph over Bingley's two sisters! Having said all that, I am not sure that I would have appreciated the novel at sixteen.

What is your favourite film?

"True Lies" (1994) with Arnold Schwarzenegger and Jamie Lee Curtis just makes me laugh a lot.

Where do you like to go on holiday?

I love the Atlantic (Northern) coast of Devon and Cornwall. I just love the power of the ocean. I enjoy body-boarding, or just sitting on the beach with a woolly jumper on.

Can you tell us a bit about your interests outside of school?

I play golf every weekend and on summer evenings at my club. I play golf in team competitions for the club as well – I have a handicap of eleven.

Nuffield Bursary Recipient 2013, Shloak Mehta



ARTICLE BY LOUISA BUTLAND

Over the summer holidays, Shloak Mehta carried out four weeks of scientific research, in order to complete the Nuffield research project, which is funded by the Nuffield Foundation. As part of the scheme, students also receive the Gold CREST award. With only fifty of so projects available in the East Midlands, these placements are highly sought after. Previous placements have sent students to hospitals, industrial laboratories and locations as diverse as Twycross Zoo (to study animal behaviour). This is a fantastic opportunity for students to gain first-hand experience of research, with a very wide variety of specialisations available to them.

Shloak studied genetics. Completing his placement involved designing an investigation, writing up a research paper and presenting the final project at a Celebration Evening, held this year at Loughborough University. Later in the year the students will be invited to present their projects at the Big Bang Fair in London. In the past some students have benefitted from further awards and sponsorship as a result of this fair.

All of the skills gained from completing this project are transferable. Having found genetic research "a bit too slow and laid back" for his liking, Shloak hopes to use his scientific mind in a career related to sustainable energy sources.

Nuffield Bursary Recipient 2013, Tej Pandya



INTERVIEW BY LUCY SUMMERTON

Where did your Nuffield bursary take you for work experience and what did it entail?

In August 2013, I had the opportunity of gaining four weeks of work experience at Glenfield Hospital. I was involved in a science-based project on drugs and their effects, which predominantly focused on cystic fibrosis. I find this particular area of research fascinating, as over 9,000 in the UK are affected by this hereditary disease. The project was research-led, yet enabled me to gain an insight into the everyday life of a medical environment and I gained knowledge of the efficiency and safety required in order to run such an establishment. Under the supervision of staff and researchers, I produced my own report, running to more than twelve pages, on the introduction of IV fosfomycin to treat respiratory infections in patients with cystic fibrosis.

What do you feel you got out of the experience? Did you enjoy it?

The general experience of working in a hospital has continued to fuel my ambition to study Pharmacy. I was able to interact with many of the patients, which was very interesting and for which I am grateful. Just being in a working environment was very different and the skills involved – analytical and co-operative -- are not exclusive to Medicine. Furthermore, my aspirations of a medical career have been confirmed. I thoroughly enjoyed the experience.

Would you recommend the project? If so, how can others get involved?

Mrs Patterson told me about the project and helped me through the application process. You have to organise your own placement, however.

Salter's Chemistry Camp

Michael Loveday spent three days over the summer of 2013 at Salter's Chemistry Camp, staying at the Manchester University site. Imran Girach also attended.

What sort of chemistry activities did you do?

There were a number of group activities and you were encouraged to work with people you didn't already know, as there were students there from all across Britain. My favourite task involved oscillating reactions: you had to work as a team, measuring out and adding substances to a solution in a beaker, to get reactions (shown by colour changes) lasting for various periods of time. There were also pair activities such as making penicillin and preparing cold lights. (Cold lights are a combination of two substances that will light up in the dark, whilst still remaining cold.)

I understand there were lectures as well. What were they about?

The lectures were given by university professors and were on topics such as how cold light works and how penicillin is made. There was also a Flash-Bang Show. This involved special effects, such as hydrogen rockets in bottles being fired across the audience!

What are your career ambitions?

I would like to study Chemistry at university. My older brother is currently a Chemistry student at Manchester University.

Top of the Bench Chemistry Competition

BY ISHEETA ARORA

On November 27, 2013, the LGS team consisting of Isheeta Arora, Thomas Brookes, Maria Hancock and Kaneeka Kapur, attended the Leicestershire round of the national Top of the Bench competition at Loughborough University. We had high hopes as the school has passed through this round to the next on every occasion that we have entered for the competition. Several schools from around the country were present and everyone was busy flicking through various books and papers, doing some last-minute preparation. After an interesting talk about the manufacture of medicines, we were given the paper. The questions were challenging but we managed, after a fair bit of arguing, to fill in all the answers. When we were told by Mr Roebuck that we had passed through to the next round, in which the winning team would represent the East Midlands in the national final in London, we were very happy.

On January 18th, 2014, we travelled to Derby University and were feeling reasonably confident; however, when we received the written test paper we were a bit stunned. Despite Maria having memorised the Periodic Table, which did come in handy, we found the questions exceptionally challenging. The practical task was equally as hard: we had to use sodium hydrogen carbonate and citric acid to lower the temperature of water to 10.5°C. Although we were able to get the temperature down to 10.1°C in our trial period – after many frustrating attempts – when we were presenting our experiment to the judges we made a few slip-ups. Afterwards we were given an excellent talk on fluorescent materials and were able to taste some glow-in-the-dark jelly! Despite not qualifying for the next round, we gained some interesting and valuable knowledge and the experience was a thoroughly enjoyable one. We would like to thank Mr Roebuck for all of his support.

The Moon Comes to Leicester Grammar School

BY SHIVALI PANCHOLI (PHOTOS BY MR PILBEAM)

On January 5th, 2014, we had a very exciting Science lesson. We are learning about space and the teachers had arranged for the National History Museum to send us some of their special moon rock, collected by NASA. One of the pieces of meteorite had come to Earth and made a huge crater in Australia. The piece we had was only about one one-thousandth of the original piece. There were different types of moon rock and they had come from different places on the moon. We also learned that meteorites and comets were different.



Sport at Leicester Grammar School

BY C W HOWE, DIRECTOR OF SPORT



The past year has seen some outstanding achievements by our pupils in Sport and PE and the depth and diversity of activities on offer continues to grow. One of the highlights of the school's sporting year is our success in being accepted as a Team Training Base for the Rugby World Cup 2015. We are delighted that Canada will base themselves at our site for the duration of the competition. It will allow our pupils the opportunity to interact with world class international athletes.

A number of our pupils have again achieved international honours. Lucy Higham has become the first international cricketer produced by the school and will represent the England Indoor U20 Ladies' team at the World Cup in New Zealand in October this year. Charlie Thacker was selected for England U18 and was part of the team that won the FIRA European U18 Rugby Championship. Will Alloway is a member of the GB Youth Sailing Squad, Sarah Edwards has played for the England Junior Volleyball team and Alexandre Schlindwein was a member of the Team GB Junior Fencing Team. Robert Turner became our first pupil to play for the Lambs XV, the National Independent Schools U18 representative side. Shreya Mehta, competing against players who were two years older than her, won through to the quarter finals in the U16 Girls' Singles at the England

Schools' Table Tennis Finals. In Athletics, Kirsty Finlay in Year 7 is currently ranked No 1 in the UK for Shot Putt. We also have 2 pupils – Rahul Dhokia and Owen Wilson -- who are members of England National Talent ID Tennis Squads. A record number of our students, 66, represented the county in a wide range of sports this year. 17 of these went onto regional level and 6 earned international honours. We had ten of our pupils become county champions in their chosen sports and four school teams also became county champions.

A timely reminder to all pupils that when selected for a school sporting squad, you are required to attend all squad matches and practices including those on a Saturday. We strive to develop individual responsibility and commitment in our pupils towards all school activities and value the support of parents in achieving this. Fixtures are published well in advance on the school calendar. A sincere thank you to all colleagues who contribute to the Games and Extra – Curricular programme, whose hard work, time and unselfish commitment is greatly appreciated.

Representative Honours and Sporting Achievements 2013-14

ATHLETICS

Team Honours

Junior and Intermediate Girls qualified for the Regional Track and Field Cup Finals

Intermediate Boys qualified for the Regional Track and Field Cup Final

LRSA County Individual Champions 2014

U17 Boys 400m - Alistair Finlay

U17 Girls High Jump - Gabrielle McNeelance

U13 Girls Shot (No 1 Ranked in UK) – Kirsty Finlay

U13 Boys 100m - Nicholas Njopa-Kaba

LRAA County Individual Champions 2014

U17 Boys 400m and 400m Hurdles - Alistair Finlay

U13 Girls Shot, Discus and Hammer – Kirsty Finlay

CROSS COUNTRY

U13 LRSAA – Emma Richards

CRICKET

England U20 Indoor, Leicestershire Ladies, U17 Leicestershire Ladies Captain –Lucy Higham

England U20 Indoor Extended Squad, U15 & U13 Leicestershire Ladies – Rachael Chipman

LCCC Academy Winter Training – William Hunt

U16 Northamptonshire – Patrick Sadd

U16 Leicestershire – Niam Dave

U15 Leicestershire – Christopher Chipman, Thomas Jenkins, Sameer Thakkar

U14 Leicestershire – Rajiv Sejpal, Daniel Scudamore, James Scudamore

U13 Leicestershire – Kamran Jussab, Josh Moore, Harry Pounds, Yusuf Sattar

U13 Leicestershire Ladies – Elizabeth Haward, Shivali Pancholi

U12 Leicestershire – Jayden Amin, Thomas Bunce, Tajas Eswar, Jatin Naidu, Matthew Potts

Team Honours

Ist XI – LSCA County Finalists 2013, Midlands 20/20 Finalists

U15 Girls XI – National ¼ Finalists 2014

U13 Girls – LSCA Indoor Champions 2013-14, Midlands Finalists

U12 XI – LSCA County Cup Winners 2013

EQUESTRIAN

Midlands U18 Regional Eventing Squad – Alexander Tordoff

BYRDS Regional Dressage Squad – India Pover

FENCING

Team GB Under 20 Eden Cup, U20 National Championships - Alex Schlindwein

GOLF

Leicestershire Juniors – Esme Bliss

GIRL'S HOCKEY

British Schools Swifts Touring Squad, U17 National Age Group Academy, Mercia Lynx,

U18 JRPC, U17 JRPC Tier I - Rosie Gladdle

U18 JRPC Tier I - Charlotte Hickman

U18 JRPC, U17 JAC - Eleanor Summers

U18 JRPC, U17 JRPC Tier I, U17 JAC - Holly Mould

U17 JRPC, U16 JAC – Sarah Turner

U16 JRPC, U15 JRPC Tier I and U15 JAC – Bethan Fossey

U16 JRPC, U15 JAC - Lucy Ring

U16 JAC – Elizabeth Tutt

U15 JAC – Gemma Newton, Catherine Toolan, Beth Worsley-Wildman

U14 JAC – Juliette Chapman, Georgina Collins

U13 JAC – Rachael Chipman, Emily MacTaggart, Rosalind Rashid, Emma Richards

Team Honours

U18 – LHA Indoor Finalists, Midlands Finalists

U16 XI - LHA County Finalists, Midlands Finalists

U15 XI LHA County Champions

U13 XI LHA County Finalists, Midlands Finalists

U12 XI LHA County Finalists, Midlands Finalists

BOY'S HOCKEY

U15 JAC – Arin Pathmanathan

U14 JAC – Charles Fraser, Benjamin Schwabe, Henry King-O'Reilly

U13 JAC – Zain Girach, Keshen Pathmanathan, George Toolan

ORIENTEERING

East Midlands – Gabriel Rawlinson

ROWING

East Midlands – Gemma Bacon, Adam Cygan

RUGBY FOOTBALL

U18 England (European Champions), U19 Leicester Tigers Academy – Charlie Thacker

U17 England, U19 Leicester Tigers Academy – Paolo Odogwu

Lambs XV (National Independent Schools XV) – Robert Turner

U19 Leicester Tigers Academy – George Fossey, Joseph Green, Jamie Jack, George Worth

U18 Leicestershire, U17 Leicestershire, U19 Leicester Tigers Academy - Alexander Galletly

U18 Leicestershire - Aaron Pike, Peter Sankey

U17 and U16 Leicestershire – Matthew Cooke, Thomas Jennings

U15 EPDG – Samuel Prime, Joseph Stacey, Jasper Tordoff, Finlay Quaid

U14 EPDG – Alfie Barratt

U13 EPDG – Bradley Crane, Harry Glynn, Benjamin Godsiff, Antony Kler,

Oscar Marriott-Clarke, Matthew Potts, Harry Pounds, Will Ramsey

Team Honours

U12XV – LSRFU County Champions

SAILING

Great Britain Youth Squad, 29er National Champion – William Alloway

SQUASH

U19 Leicestershire and East Midlands – Chelsea Herbert

U19, U17 Leicestershire and U17 East Midlands – Leanne Herbert

U13 Leicestershire and East Midlands - Kirsty Finlay

U13 Leicestershire – Ellen Rogers

U12 Leicestershire and East Midlands – Bradley Crane

SWIMMING

U15 Leicestershire – Isabella Hudman

U13,U14 Leicestershire, U13 Leicestershire Champion (100m & 200m Backstroke, 200m IM, 100m & 200m Breaststroke, 100m Front Crawl) – Alasdair Wicks

Open Scottish National Champs (Seniors) – Andrew Wicks

TABLE TENNIS

LSTTA U19 Boys Singles Finalist – Shloak Mehta

ESTTA National Champs U16 Girls Singles Quarter Finalist, LSTTA U16 Girls Singles

County Champion – Shreya Mehta

LSTTA U13 Boys Singles County Champion – Adnan Ebrahim

TENNIS

England National Talent ID Squad, U18 and 14 Leicestershire Squad, U12 Aegeon National Team Champions, U12 Leicestershire Singles and Doubles Champion (2013) – Rahul Dhokia

England National Talent ID Squad – Owen Wilson

U18 and U16 Northamptonshire, U14 National Tournament Finals (@Wimbledon) 2013

– Jessica Buchanan Van Doorn

U13 Leicestershire – Zain Girach

U12 Leicestershire – Kirsty Finlay

VOLLEYBALL

England Junior Squad, Midlands and Leicestershire – Sarah Edwards

Boys' Hockey 2013-2014

BY MR MURRAY

This has been the most successful season to date for boys' hockey at LGS. The number of players from LGS, both boys and girls, participating in the Coaching Programme run by Leicester Hockey Club (Men) has increased to above 120. Tournament squads are selected at each age group to play in School or Club competitions. Throughout LGS and LGJS Boys' Hockey there is an emphasis on regular attendance at a chosen session. The Sixth Form provide invaluable support to the Leicester Hockey Club volunteers, helping to coach large numbers of juniors. Jessica Ground, Daniel Bradshaw, John Murray, Charlie Murray, Millan Chauhan, Ryan Newton, Theo Rashid and Charlie Lambert have contributed particularly to coaching support. These young people's dedication and commitment makes them role models for the sport within the School and local community.

Leicester Hockey Club is a non-profit organisation run by volunteers which links the School and local community through sport. The Club have donated significant funds towards the fantastic facilities at the School, such as £7000+ to LGS to fund video analysis equipment, indoor boards and a plasma screen. The Club also funds LGS students to attend Coaching and Umpiring Courses. Participation in Leicester Hockey Club provision is free for LGS and LGJS students.



Year 7: A select group captained by Mustafa Arshad participated in the School County Tournament with notable performances from Dhruv Rathore, Shiv Tailor and Ali Arshad. The Club U12 squad won the County Tournament for the fifth year in a row and finished third in the Midlands. Next season many of these boys should enter the Leicestershire County representative system.



Year 8: This is a talented squad who finished third in the School County Tournament, losing on a penalty shoot-out to Oakham. Keshen Pathmanathan and Dil Jobanputra played with distinction in the England Hockey U14 Club Development League. George Toolan and Zain Girach, with Charlie Fraser, played in the England Hockey U14 National Finals (top 8 England U14 Club sides) having won the County and Midland competitions. The Club U14 squad finished the tournament second in England.



Year 9: The LGS squad will play in the LGS-LHC School Club Challenge. This is an event at LGS designed to give the boys from the School in each year, from LGJS Year 5 to LGS Year 13, an opportunity to play together in a competitive environment. The three County players in the LGS squad, Ben Schwabe, Henry King O'Reilly and Charlie Fraser will have to be at their best against the Club opposition.



Year 10: This season the Year 10 boys played in the weekly indoor competition against Year 11 and Sixth Form teams. They acquitted themselves well and may represent the School at indoor in the future. The Year 10 boys also made an important contribution to the Leicester Hockey Club U16 team, playing in the Midlands rounds of the national England Hockey competition. Preparation for this tournament involved a tough series of matches against the LHC Masters. Harry Roberts, Arin Pathmanathan, Isaac Garner, Dylan Sandhu and Joe Schofield deserve particular mention.



Year 11: Joseph Gurman, Nadir Osman, Joseph Arnachellum-Owen, Imran Girach, Francis Gurman and James Willmott contributed particularly to the LGS year 11 indoor team or the Leicester Hockey Club U16 team. This group's development has been well led by Charlie Murray. James Willmott and Charlie Murray played for the Leicester Hockey Club third team which won the East Midlands League.



Sixth Form: A talented group who have developed their expertise over time at LGS received their deserts by winning the Midlands Third Team League Competition. John Murray, Jack Bell, Ryan Newton and Daniel Bradshaw provided the backbone for this side, defeating ten men's teams over the season. Assisted by Charlie Murray and Tim Ringland they entered the School Indoor Competition.

Athletics 2013-4

BY MR LEMON



The athletics season this year was one of our most successful in the recent past. In the National Track and Field Cup, three of our teams managed to reach the Regional Final: Intermediate Boys, who finished third; Intermediate Girls, who finished fourth and Junior Girls, who finished sixth. This was a great effort and we hope to match or better it next season.

The South Leicestershire Athletics Competition is traditionally a tough event: all our pupils represented the school admirably and a large number produced performances that qualified them for the County Championships. In total we had nineteen pupils representing South Leicestershire and four of these managed to become County Champions. They were Gabrielle McNeelance for high jump, 1.50 meters; Alistair Finlay for 400 meter race, 52.9 seconds; Nicholas Njopa-Kaba for 100 meter race, 13.2 seconds and Kirsty Finlay for shot putt, 10.76 meters. Kirsty's performance broke the School and County record and also means that she is ranked Number One in the United Kingdom for her age group. This is an incredible achievement and we look forward to seeing her athletics develop during her time at LGS.

A number of pupils have been selected for the Leicestershire side to compete in the Inter-counties Athletics Championship at the beginning of September 2014. They are Kirsty Finlay, Nicholas Njopa-Kaba, and Paul Hogrefe, (all in Year Seven); Hannah Morris and Nicholas Ebbeson (both Year Nine.)



U15 Boys' Team



U15 Girls' Team

Cricket 2014

BY MR POTTER, MASTER IN CHARGE OF CRICKET



This season has been marked by lovely weather, lots of cricket, fantastic pitches and fun. Congratulations to all our players who have gained Representative Honours with special mention to Lucy Higham, England U20 indoor team to New Zealand and England U19 outdoor Development XI and Will Hunt, who has represented Leicester CCC Academy. The 1st and 2nd XI travel to Barbados in July to take part in the School's first major overseas cricket tour, a great opportunity and a testament to the distance LGS cricket has progressed.

The 1st XI had a most productive summer, with positive draws in the declaration games against the MCC and Gents of Leicester and comprehensive wins against Leicestershire U16s, WQEI, GGCC, Regent College and others. We will be saying goodbye to a number of cricketers that have probably made this team the best in the school's history: Captain Tom Smith, always a clean striker of the ball (a second school 1st XI hundred 102no v/s LCCC U16s) and occasionally devastating bowler; Will Hunt, excellent keeper, Captain of Cricket and super batsman; Robbie Scudamore, Vice-Captain, razor sharp fielder and batsman; Henry Sawers, wicket taking left arm spinner and hard hitting batsman; Dilan Amin, positive batsman and Harry Penfold, useful bowler and great trier. Jack O'Callaghan has had a good summer with the bat and as a left arm spinner; Patrick Sadd has bowled quickly; Sammie Phillips rediscovered his zip and away swing as opening bowler; Mo Mulji will be Senior batsman next year and young James Hunt has been bowling his off spin with real promise, taking a good number of wickets. It has been good to see the team reach the 1/4 finals in the Midlands section of the National 20/20, losing only to Shrewsbury School and then The Kings School Worcester. The 2nd XI are as good a side as any the school has had at this level, performing very well in the County Cup. Mention must be made of Lucy Higham who made her 1st XI debut and is the first girl to reach this level for the school. She has a real future in the game and is the 1st cricketer from LGS to represent England. The U14a and U15a XIs have not been at their very best this season despite having more than enough cricketing talent. Chris Chipman, James and Daniel Scudamore and others can, with effort, represent the 1st XI in the future. The U13s are a nice

side with talented and hardworking cricketers in their ranks: Captain Josh Moore, batsman and seam bowler; Harry Pounds, batsman and excellent away swing bowler in the Jimmy Anderson mould; Yusuf Sattar, left arm seamer with good pace and hard hitting batsman and Kamran Jussub, all-rounder. The U12s have a real love for the game and loads of ability. Druv Rathore, Jayden Amin, Jatin Naidu, Tajas Eswar, Matthew Potts and others competed at every level. The same can be said about the U11 team with wins in the County Cup taking them through to the County final against Brooke Priory, which at the time of writing is still to be played. The U11s are very much a team for the future, winning the County cup and reaching the National finals in July. The B teams that were started two seasons ago have established themselves as part of the LGS scene, the U12b team making it to the County Cup semi-final against the A team, following a quarter-final win against Roundhill Community College A team. We scored 168 for 6 in twenty overs and bowled them out for 13, with Aran Lakhenpaul taking a hat trick -- an amazing win for a B team.

There are many people that help to make cricket at LGS a success and I thank the team managers: Miss Ward, Girls' Cricket; Mr Rich and Mr Roebuck, 2nd XI (Mr Roebuck will be greatly missed after many years); Mr Howe U15a, Mr Hunt U14a, Mr Lemon U13a, Dr Crawford U12a and Mr Ellis U11a.

The pitches this year have helped greatly to enhance the standard of play and we thank Head Groundsman, Matthew Hodgson and his team, especially Ed Marsden who has worked tirelessly on developing the various squares into something the school can be rightly proud of.

Sue Folwell and staff have been fantastic in supplying refreshments to all the cricket teams. The MCC teams love coming to LGS just for the lunch and tea given to them without even thinking about the day's cricket.

I would also like to thank Don Bagwati and the City Cricket Academy for their continued support. Many of our cricketers are helped by Don and Anu and we look forward to this bond continuing to grow.

The 1st XI Team

BY CAPTAIN, TOM SMITH

The 1st XI had a successful season, reaching the knockout stages of the HMC T20 cup for the first time in the school's history. Wins over QE, Oswestry, Leicestershire U16's, Great Glen and Regent combined with a close draw against The Gentlemen of Leicester shows the quality that the squad possessed. Notable performances were from the leading wicket taker, Jack O'Callaghan and leading run scorer, Will Hunt. Tom Smith had the highest individual score of the season with 102* in a convincing victory over Leicestershire U16s. Two years of developing as a squad have given us this excellent season and it was pleasing to see the effects of hard work finally pay off. The tour to Barbados, the school's first major cricket tour, will be a fitting end to this team's time at the school as five members of the 1st XI leave the school this year.



*Back Row: D.J. O'Callaghan, J. Hunt, H. Savers, P. Sadd, S.H. Phillips, M. Mulji, H.J. Penfold, D. Amin
Front Row: A. Tutt, S.A. Abeysondera, T. Smith (Captain), W.O. Hunt (Captain of Cricket), R.D. Scudamore (Vice Captain), T. Rashid*

The 2nd XI Team

BY CAPTAIN, DRUV CHUDASAMA

This year's 2nd XI has been filled with exciting cricketers, all of which led the team to believe there was a promising season ahead. Unfortunately, the first two fixtures of the season had to be abandoned due to the typically poor British weather. However, when the first game against Robert Smyth Academy came, the team was still confident, even with the lack of practice. Robert Smyth Academy, who had an experienced side with three county players, compared to our younger side. Nevertheless, we were not outclassed with outstanding bowling from Shaylin Patel 3-13 and Tom Fowler 1-13,



*Back Row: J.A. Khan, H.S. Maken, R. Bahtia (VC), D.L. Dave, R.R. Raithatha, N.J. Dave, J. D. Willmott, J.R. Worsfold.
Front Row: S.D. Luharia, D.A. Chudasama (Capt.), T.J. Fowler, M. Z. Arshad*

keeping the visitors' score down to 105 for the loss of seven wickets. The chase started well with Alex Tutt, who top scored with 22, and Theo Rashid building a good opening partnership. However, there were three quick wickets and despite the valiant efforts of Rahul Raithatha, Dhruv Chudasama and James Willmott, the team were only able to reach 72 off the 20 overs. Despite the loss, this was a promising performance, with the majority of the individuals pushing for a 1st XI place next year. The final game of the season saw a super win against Regent College. This was very much a team effort against a good side and augers well for next season. Thank you to Mr J Rich and Mr D Roebuck for coaching the team.

U15A Team

BY CAPTAIN, CHRISTOPHER CHIPMAN

Going into the season we felt confident as talent is ever present in our side, with players who can both bowl and bat. Throughout the season our stand-out bowlers were Tom Sellicks, Shalin Kanania and Aran Abeysondera. Everyone in the team contributed with the bat at some point, however our top scorers were Chris Chipman, Tom Sellicks, Arin Pathmanathan and Aran Abeysondera. Disappointingly, in terms of the end result as we just dropped short on many occasions. I believe our performances, as a team was rising as the season grew, not just with the bat and ball but also in the field. Arin Pathmanathan and Paul Wake contributed heavily on the fielding side, with outstanding stops and questioning throws for the opposing batsmen. Sam Prime was our wicket keeper, who also made many useful stops behind the stumps. Unfortunately Thomas Jenkins was

injured for part of the season and lacked the bowling time he needed. The replacement opening bowler was Vineet Shah, who bowled consistently throughout. Our Spinners had a tough season but Sameer Thacker, Paul Wake and Chris Chipman stuck at it to grasp a few wickets for the team. Our best bowling figures came from Shalin Kanania; 3-19 off 5 overs against NSB and the highest score came from Chris Chipman, 56 not out, against Rugby School. Thanks to Mr. Howe and Mr. Potter for coaching and umpiring the team for the season.



*Back row: M.U. Khan, S.A. Kanani, T.J. Sellicks, V. Shah, T.J. Jenkins, S.J. Prime, N.N. Solanki, S. A. Thakkar
Front row: A.P. Abeysundera, C.S. Chipman (Captain), A. Pathmanathan (Vice Captain), P.A. Wake*

U14A Team

BY CAPTAIN, DANIEL SCUDAMORE

The under 14s have had a mixed season. We have lost five games this season. All of these games have been against tough opposition however, such as Loughborough Grammar and Kings School Grantham. Kings School Grantham was a spectacular game. LGS batted fairly well, scoring 93 off 23 overs on an awkward wicket. The opposition started well; however Priten Chauhan took three quick wickets leaving the game in the balance. Kings Grantham then scored heavily in the middle overs with the occasional wicket falling. At this point they were 74-5. Daniel Scudamore then came on to bowl and took a hat trick. The score was now 76-8, and the pressure was on the batting side. However, with LGS short of bowlers for that game, they chased down the runs with no further wickets taken. The wins for the season were against Roundhill and Rushey Mead; both in the County cup. The best one out of those wins was against Roundhill scoring 143 off 16 overs for the loss of 1 wicket. The high scorers were Daniel Scudamore (58*) and James Scudamore (53*). LGS came through with a strong bowling performance; bowling Roundhill

out for 38. The team are through the third round of the County cup against Loughborough Grammar, however this game still needs to be played. Overall there has been great fight amongst the team and some really promising performances in the County Cup. Thank you to Mr Hunt for coaching and umpiring.



*Back Row: H.B. Wheeler, J.J. Scudamore, P.V. Patel, P. Grewal, G. Morgan-Wood, P.P. Chauhan, S. Roy
Front Row: C.M. Fraser, D.R. Scudamore (Capt.), R.R. Sejjal (VC), R.V. Dhokia*

U13A Team

BY CAPTAIN, JOSH MOORE



*Back Row: K. Jussab, I.P. Parmar, R.N. Spencer, Y.N. Sattar, R. Shah, W. Ramsey, K. Pathmanathan
Front Row: M.C. Teo, J.C. Moore (Captain), H.M. Pounds (VC), Z.A. Girach*

The performance of the U13A cricket team has been very pleasing. Four full outdoor games of cricket have been played, three of which we won. The victories against Oundle School and Loughborough Grammar School were our standout performances. Our first game was played against Trent College for the first round of the National cup. We bowled excellently in this game, but our batting let us down, although Robbie put a good contribution of 25 in the scorebook. Our batting improved a lot for our second game against Oundle with our openers, Josh and Kamran, both getting 30s.

Our bowling was also tight with Harry Pounds being the stand-out bowler with 3 wickets. The third game was saved by Harry Pounds getting a brilliant 78 and Will Ramsey getting 27. The final game against Loughborough was a thriller. Our batting was great but our fielding and bowling was terrific, especially Ishan Parmar and Oscar. Overall this season has been excellent. We have had some magnificent individual performances with the bat from Harry Pounds and Josh Moore, and great bowling from Yusuf, Kesh, Zain and Marcus.

U12A Team

BY CAPTAIN, DHRUV RATHORE

The U12 A XI have had a very good start to this season with some match-winning batting and top-class bowling. We have played only four matches this season but have secured a place in the semi-final against our B Team. Our first match, which was a must need win for us to remain in the County Cup, was played against Oundle School at home. We comfortably won that after batting first and bowling them out. Our second match was against Thomas Estley School which was also a County Cup match. We batted first on the small pitch but only managed to score 119. We bowled them out again with our star bowlers doing their job and took wickets consistently. In that match Matthew Potts bowled better than the rest by getting a hatrick and ending up with figures of 4-3. After securing a place in the semi-final we played two more friendly matches. We played Northants School for Boys at home and batted first giving them a total of 140 to

chase for victory. In this match we had the first fifty of the season. The magnificent knock of 62 was made by Jaydon Amin, scoring this vital half century to win us the game. His bowling was also very good that match. The last friendly match we played was against Loughborough Grammar School. In this match Loughborough batted first, setting a total of 121 for us to chase. Unfortunately, our poor fielding and lack of concentration in the field let us down with only 22 runs to win after 20 overs. We didn't bowl that well either, conceding 18 extras and somehow managed to give them four overthrows! In the end we lost, but we lost with a fighting spirit, with Kishan Desor and Thomas Bunce playing especially well. Overall our team has demonstrated its weaknesses and strengths, and our ability to take a loss well. We know what we need to work on for next season and for the few remaining matches. We thank Mr Potter and Dr Crawford for coaching and umpiring all of the matches.



*Back Row: A.H. Majid, N. Sirajudeen, R.S. Ragi, M. A. Arshad, W.J. House, J. N. Naidu, B.C.N. Levy, M.J.R. Potts, T.H. Eswar
Front Row: A.O. Lakhanpaul, T.W.Bunce, D.S. Rathore (Captain), J.K. Amin (VC), B.O.L. Crane, K.D. Desor*

Girls' Cricket

BY MISS WARD

This school year has continued to see the growth of girls' cricket at LGS. We have fielded teams at U13 & U15 Indoor and U14, U15 & U18 outdoor, which is a fantastic achievement. The lunchtime club has been ably supported by our PELS; Lucy Higham, Olivia May and Holly Mould. It is excellent to see the levels of integration within the squads, with players from across year groups playing in the same team. There have been notable successes for individuals, with county selection for Shivali Pancholi, Libby Haward and Rachael Chipman (all U13, with Rachael also at U15). However, particular congratulations must go to Lucy Higham who has represented Leicestershire U17s, Leicestershire Women and been selected for the England U20 indoor squad to travel to the World Cup in New Zealand. She has also recently been included in the U19s England Women's Development Programme, which is a fantastic achievement. Rachael Chipman was also a member of the indoor extended squad, a superb accomplishment for a Year 8 pupil that bodes well for the future.

This season has seen the first U18 fixture in the history of Leicester Grammar School. We have played Stamford School both home and away with comfortable victories



in both. Lucy Higham has also represented the Boys' 1st XI, another first in the School's history. The U15 squad finished 3rd in the Lady Taverers Indoor Cricket Competition and were also awarded the Spirit of the Games award. In the outdoor they progressed to the quarter final of the National Cup before unfortunately losing by a narrow margin to Shenfield High School. The U13s have had an excellent season, winning the Leicestershire rounds of the Lady Taverers Indoor Cricket Competition and progressing to the regional finals. At the Midlands Finals they had some closely fought games and finished a respectable 3rd place. Many of the players in this squad have made the step up and represented the U14s in the outdoor hardball.

It is pleasing to see the strides that girls' cricket has made at the school this year and well done to all those involved. I look forward to further success and development next year.

U18 Report

BY LUCY HIGHAM

This season has been very successful for the U18 squad with lots of new faces participating in our two outdoor fixtures. With nets taking place throughout the winter, two outdoor fixtures were arranged, both against Stamford. On May 6th, with superb bowling from Amelia Ellis, who bowled 3 overs and took one wicket, and Rachael Chipman, who bowled 3 overs and took two wickets, we restricted Stamford to just 68 off their 20 overs. On debut, Chloe Butland opened the batting and retired not out on 11 runs. Good batting again from Amelia Ellis secured a relatively comfortable victory that was reached with 7 overs to spare. The second fixture saw us at home to Stamford where we batted first. With good batting from Holly Mould and Rachael Chipman at the top of the order, we got 111-2 off our 20 overs. With a tough score to chase Stamford went out to bat. Gabby Potts, in only her second match for the girls, took two wickets, including a good catch and fantastic stumping by our wicket keeper Dulcie Barre led us to another comfortable victory. Thanks to Mr Potter, Miss Ward and Miss Williamson for their coaching and help throughout the entirety of the season.



U18 Squad: L.F. Higham (Capt), M. Patel, A.K. Patel, C.J. Butland, E. H. Higham, H.E. Mould, O.A. May, G.F. Potts, K.E. Wake, E.J. O'Brien, Z. Patel, L.A. Hill, A.R. Ellis, D.E. Barre, M. Regan, R.M. Chipman, E.E. Glynn

U15 Squad

BY AMELIA ELLIS

The U15 girls' cricket squad has had a very successful season. On March 4, 2014, the team played in the Lady Taverners indoor competition. We unfortunately lost to Mount Grace in the group stages which saw us compete in the 3rd/4th play-off. We had a solid victory and ended up finishing 3rd. Our positive attitude and sportsmanship throughout the tournament saw us win the 'Spirit of the

Games' award. In the National Outdoor competition we played in a triangular tournament against The Perse and Thomas Deacon Academy. Although we had only recently made the transition outdoors, the whole team played some excellent cricket. We won against the Perse in our first fixture, getting a score of 90-9. The Perse only reached 70-6 which saw us win. In the final game against TDA we set an impressive score of 126-2, and TDA managed only 67-6 in their 20 overs, due to some excellent bowling and fielding from the whole team and we progressed to the quarter finals. Here we faced a strong Shenfield High School, we fielded well and they set us a target of 123-10. Despite some excellent batting from Rachael Chipman we could only manage a total of 88-10 and did not progress any further in the competition. Well done to the whole team for contributing to such a great season, and a special thanks to Miss Ward and Mr Potter for all their support.



*U15 Squad: Back Row: E.E. Glynn, M.S. Desor, R.M. Chipman, E.G. Bliss, S.R. Turner, G.V. Newton
Front Row: D.E. Barre, L.A. Hill, A.R. Ellis (Captain), K.L. O'Connor, M. Regan Missing from the photo: L.A. Haward, S. Pancholi*

U13 Squad

BY RACHAEL CHIPMAN

The U13 girls' team went from strength-to-strength. The Indoor was particularly impressive, winning our District with ease and securing a place in the County Finals. Winning the group, we beat Mount Grace in a well-matched final, and were awarded County Champions. At the Regional Finals in early April, we came up against some very strong sides and narrowly missing out, we ended the Indoor Season in a very respectful Regional 3rd place. Juliette Chapman was outstanding with the bat and along with Rachael Chipman retired most matches not out. Georgina Collins made excellent contributions and strong performances from Libby Haward, Charlotte Smith, Shivali Pancholi and Emily Taggart proved the strength in depth of the batting line-up. The bowling

was exceptional; Maidens and Wicket-Maidens were in abundance. Annabel May started the season taking 4 wickets in the first match and Rachael Chipman ended the season taking 4 wickets from the last over of the final match. Libby Haward, Charlotte Smith and Shivali Pancholi bowled superbly with control and accuracy and produced some excellent overs. Elizabeth Glynn was outstanding behind the wicket and the whole team's fielding performance showed positive accuracy and alertness. Friendly matches for the outdoor season were most enjoyable, teaming up with the U14s to play against Loughborough High School in a very evenly matched game with LGS finishing shy of 2 runs. A great many thanks to Miss Ward and Mr. Potter for training and coaching us and to Lucy Higham (Year 11) for her continued guidance and support.



*U13 Squad: Back Row: A.L. May, E.E. Glynn, J.M. Chapman, E.L. MacTaggart, S. Pancholi, A.L. Chapman
Front Row: G.V. Collins, R.M. Chipman (Capt), G.F. Smith, L.A. Haward*

Girls' Hockey 2013-14

BY MISS WARD

This has been one of the most successful seasons to date for hockey at Leicester Grammar School. On an individual note there has been a record number of selections for JRPC and JAC. In particular, well done to Rosie Gladdle, Holly Mould, Charlotte Hickman and Bethan Fossey, (pictured below) who were all chosen to represent Nottingham Lynx in the Tier 1 JRPC competition. Rosie also went on to be selected for the Mercia Lynx U17 and included in the National Age Group Academy U17 and the British Swifts Touring squad, all fantastic achievements and credit to her hard work and dedication this season.

The 1st XI had a good season, kick-started by a successful pre-season tour to Great Yarmouth. In the County Tournament once again they were one goal away from a place at the regionals, however, they came back fighting in the indoor hockey and progressed onto the Midlands Finals. Here they played some of their best hockey this season and were unfortunate to miss out on a semi-final place. A number of the 1st team also represented the U16 squad, who were the most successful hockey team in the school this year. This team consisted of both Year Ten and Eleven pupils and their team spirit and effort throughout was exceptional. They progressed through the Leicestershire tournament and Midlands Zone before reaching the Midlands Finals. The U15 squad have had an excellent season, winning their county tournament and having a number of comfortable



victories over local rivals. It has not been an easy season for the U14s as they have made the transition from 7-a-side to 11-a-side. However, as the year has gone on they have made good progress and showed excellent potential for next year. Both the U13s and U12s finished second in their County Tournaments and reached the Regional Finals. Some excellent hockey was played by both teams with the U12s finishing 9th and the U13s finishing 5th. This shows the strength in hockey lower down the school and bodes well for the future.

Well done to all pupils who have represented the school this year. To those leaving the school, thank you for all your hard work and dedication to hockey at LGS and all the best for the future.

U12A

BY KIRSTY FINLAY

The U12A have had a great season. We came runner-up to Loughborough in the County Tournament beating Ratcliffe, Welland Park and Dixie Grammar which meant that we progressed to the Regional Finals. We fought hard at the Regionals but unfortunately we ended up in 9th place, winning 1, losing 3 and drawing 2. We also played in the Hockey League and came top in our league. We then progressed to the League Finals. We played 5 matches throughout the season, winning 2 and losing 3, but our results don't reflect how well we played in all 5 closely fought matches. We have improved massively since the start of the season in teamwork and ball skills. We hope to carry on improving next year. Thanks to Dr Fulton, Miss Williamson and Miss Ward for coaching and umpiring.



The 12A team: Back Row: S. Pancholi, A.L. Chapman, E.R. Kendall, M.G. Horne, E.L. MacTaggart, G.E. Morris Front Row: L.A. Haward, K.M. Finlay (Captain), E.R. Wheeler, E.M. Richards

U13A

BY RACHAEL CHIPMAN

Throughout the season the U13As played exceptionally well, putting into practice the coaching and tactics we had learnt through training. We won 4 out of 5 U13 friendly games, and 10 out of 11 U14 league matches, securing us a position in the U14 County League Finals. Winning 2 matches, we finished in a very respectable 3rd position. At the U13 County Finals we excelled and secured a position in the U13 Regional Finals. Here unfortunately we lost in the quarterfinals to the eventual tournament winners and we ended up finishing in 5th position. I have been very fortunate to captain the U13A

this year; the whole squad must be applauded for their fantastic efforts. I would like to thank Miss Ward for training and coaching us.



Back Row: M.J. Sellicks, G.T. Ryman, N.M. Quaid, J.M. Chapman, E.M. Weston Front Row: R.S.Y. Rashid, R.M. Chipman (Capt), I.H. Glover, M.R. Sian

U14

BY LUCY RING



Back Row: O. Crossley, E.C.R. Broughton, D.E. Barre, R. Whiteside, B.M. Worsley-Wildman, J. Jones, O.M. Hartley, E.G. Bliss, G.V. Newton, A.R. Weare, I.M. Pover, E.A. Whitby Front Row: C.A. Palmer, H.G. Morris, L.R. Pollard, L.A. Ring (Capt), C.E. Taylor, P.J. Green, M. Regan, K.L. O'Connor

This has been the U14's first season playing 11-a-side hockey and we have shown excellent progress as a squad. As a majority of the girls had to get used to the new formations, the start of the season was tough and we found ourselves struggling to make progress in our matches. We played well throughout the County Tournament, however, during our second game against Oakham, we lost a vital player, Louise Pollard due to injury. This left the whole team shaken and we unfortunately finished the tournament in last place. We still had four games left in the season and were

determined to make an improvement on previous performances. And with two games left to go, we did, with a brilliant 2-0 win against Ratcliffe College. Our final game was against Loughborough and with a final score of 1-1, a significant improvement from earlier games, the team ended the season on a high. The whole squad have made major improvements over the season and none of this would have been possible without the coaching of Miss Mould, Miss Williamson and Miss Ward.

U15

BY LUCY FRANKHAM

The U15 girls' hockey squad have had a very successful season. The squad won the majority of their matches including the U15 County Tournament. In the Tournament the team played some excellent hockey against Loughborough High School with great goals from Amelia Ellis and Georgia Galletly. Sarah Turner and Anna Davis tackled strongly, preventing Loughborough from breaking through our back line. This resulted in a 2-0 win. The second game was against Dixie Grammar School. Some great attacking play resulted in Bethan Fossey, Georgia Hubbard, Amelia Ellis and Catherine Toolan scoring some impressive goals, leaving the final score 4-1 to LGS. Well done to the whole squad for their progress this year.



Front Row: M.S.Desor, G.M. Hubbard, E.F. Tutt, A.R. Ellis, V.L.A. Bennett, G.L. Galletly, I.R. Coles, K.I. Dalby, A.K. Palmer, S.R. Turner, L.A. Hill, C.A. Toolan Back Row: A.I. Nicholls, J.A. Hutchinson, F.L. Williamson, R.D. McCole, L.A. Frankham (Capt), B.D. Fossey, A.E. Davies, A. Lakhanpaul

U16

BY CHLOE DAVIES

2013/14 has been a successful year for the U16 girls' hockey squad, with every member showing improvement in both skill and confidence throughout the season. The season started positively when playing in the Leicestershire County Tournament, finishing runners



Tournament Squad Back Row: E.F. Tutt, B.D. Fossey, G.M. Hubbard, C.H. Davies (Capt), R.L. Taylor, O.A. May, K.E. Wake, E.G. Roberts, S.R. Turner, H.E. Mould Front Row: L.H. Taylor, C.J. Butland, G.F. Potts, L.F. Higham, C.A. Toolan

up and progressing to the Midlands Zone rounds. Here we started with victories against Rugby and Worksop. However, we knew the next two games were going to produce a higher level of hockey, and despite some nerves, we came out of our next game against Denstone with a 2-2 draw. Our results from earlier on in the day meant that in our last game we needed at least a draw to qualify. We played our last match against Malvern with more determination than ever, ending with a 2-2, just what we needed to qualify for the Midlands final, which we were all ecstatic about. In the Midlands final we played Oundle (lost 2-0), Uppingham (drew 2-2) and Repton (lost 3-0) but unfortunately we weren't able to progress any further in the competition. However, we were all very proud of what we had achieved and how we had improved throughout the process. Thanks and well done to the team for all their hard work and team spirit, and thank you to Miss Ward for the fantastic coaching and support throughout the year.

2nd XI

BY OLIVIA STIFF

We began the season with a steady start, with only a few training sessions behind us before our first game against Wellingborough. We were aware that they would be a tough opposition, but despite this the team showed great potential within the first half of the game, leaving the half time score as 2-1 to Wellingborough, with some great play by Lucy Higham up front. The team then went on to play Loughborough, Stamford, Welbeck and Ratcliffe. Our most successful game was against Oakham at home. Although we were missing a few of our main players, LGS adapted to this, they dominated the game within the first half and an early goal by Milly Cooke was encouraging. Our defence remained strong throughout

the rest of the game and there were a number of opportunities for a second goal, however the final score was 1-0 to LGS. Throughout the season, LGS 2nd team played exceptionally well defensively with some great performances from Chloe Davies, Hannah Parmar and Lucy Higham. Thanks to Miss Hutchinson for coaching and umpiring us this season.



Back Row: B.R. Orpin, E.J. O'Brien, C.R. Hemingway, M.J. Harrison, C.A. Rist, E.M.H. Cooke, O.E. Cygan, L.M. Wiselka Front Row: L.F. Higham, C.H. Davies, G.F. Smith, O.J. Stiff (Captain), I.A. Oreffo, H.K. Parmar, C.M. Herbert, O.A. May

1st XI

BY TARA JOHNSON



Back Row: J.H. Ground, B.D. Fossey, E.S. Summers, G.F. Potts, A.E. Frankham, G.M. Hubbard, E.G. Roberts, H.E. Mould Front Row: L.H. Taylor, R.V.A. Gladdle, K.E. Wake, T.L. Johnson (1st XI Captain), S.E. Storry (Vice-Captain), C.L. Hickman, R.L. Taylor, C.J. Butland

The 1st XI Hockey Squad had a positive season this term; we grew to become a very closely knit team. With pupils from different years we were starting fresh as a new squad, but had a promising start to the season with a win of 5-4 against Wellingborough. In the build up to the county tournament we narrowly lost 4-3 to Loughborough and 1-0 to Uppingham. The county tournament arrived and every player fought to the best of her ability with losses of 1-0 to Loughborough, 3-0 to Oakham and a win of 4-1 against Ratcliffe. It came down to our last match against Uppingham and every player put her heart into the match; unfortunately a draw of 2-2 meant we did not progress to the next stage, however I could not have asked more of the girls. The rest of the season followed a loss against Stamford, and triumphant wins against Bablake and Ratcliffe. I loved every minute captaining a wonderful group of girls and I wish them every success next term. Thanks to Miss Williamson for her inspirational words, but most importantly to Miss Ward and her incredible dedication to the team.

Mrs Pollard, Wimbledon Tennis Champion



BY GWENAN JONES

How did you come to play tennis at Wimbledon?

For my age group, the over-35s, it was the National Championships and I just decided to enter myself. I went down to London and spent three days there with the family.

I am the current holder of the National Clay title (Bournemouth) and the National Grass (Wimbledon) title over thirty-five titles. I am world-ranked in the over-35 category and my highest ranking to date is seventh.

How long have you been playing tennis?

I started playing tennis when I was three years old and joined Roundhill Tennis Club. I've continued playing (and being a member of that club) ever since. I won every county title at every age group from under 10 to under 18 and I have since won the Leicestershire Senior county title on eleven occasions, which is a record. Between A-levels and university, I took a year out to try my hand at professional tennis on the British tour. My highest ranking was just inside the British top 25. I soon realised that life on the tour was extremely hard and decided to study for a Maths degree whilst playing top-level tennis at Loughborough University. These days, unfortunately, during term-time I don't have the chance to play that much because I am so busy marking students' Mathematics homework! But I do try to play a lot more in the holidays and during the summer break.

Did you see anyone famous whilst at Wimbledon? Or get any autographs?

Unfortunately not! It was very quiet at the time as the main matches of Wimbledon that people watch on television weren't going on then. It was lovely to walk around the area though. We all had free VIP passes, so we were able to walk around Centre Court and Court One. The atmosphere was brilliant. I had never been before properly, only once to watch a match, so I felt like a real celebrity!

What would you say was the best thing about the experience?

It would have to be winning! We only had to play three matches, so I started in the Quarter Finals, then went on to the Semi-finals and Finals. I won the Final match and was given a huge trophy, but it has had to go up into the loft, as my two daughters' tennis trophies take pride of place!

Tell me about your daughters' tennis, please.

Emily is eight years old (in Year 3 at LGJS) and in the summer she won the Leicestershire Under-8 County title. I was very proud! Charlotte is four and plays tennis three times a week!

Who would you encourage to play tennis?

I would recommend the sport to absolutely everyone! It's a fantastic sport and no one should miss out on it!

And finally, did you get to eat a lot of strawberries and cream at Wimbledon?

We did. It was very expensive, but they were extremely tasty! I think they were about £4 for five or six strawberries and a dollop of cream! I know they have people whose job it is just to make the thousands of strawberries and creams for everyone. I wonder if they would get sick of them though, after making so many!

Netball 2013-4

BY MISS HARRISON, HEAD OF NETBALL

The 2013-14 season has resulted in new experiences for the Netballers at Leicester Grammar School. For example, the Senior Netball squad have participated in conditioning sessions to improve match fitness run by Leicester Tigers Rugby Club. This year has also seen the first Netball only trips depart. In September the Senior squad travelled to Wales for the weekend to complete their pre-season training, delivered by the Super League team, Cardiff Dragons. When the U14 Netball team participated in the I Heart Netball Junior Festival, not only did they win the U14 competition but also the Showdown Cup, beating U16 teams from across England. Due to the success of these trips in developing team cohesion we hope to participate in other trips in the future.

Following a successful last couple of years in Netball the decision was made to move away from participating in the local Leicester City League to compete in more prestigious fixtures. On paper this change of focus does not look as positive as previous years with an overall win rate of 47%, but it has been a transitional year and we hope to build on this in the future.. A big thank you to Mrs Hutchinson, Mrs Jess, Mrs Calland, Miss Fletcher, Miss Brown, Mrs Button and Mrs Feasey for their outstanding coaching and dedication that has helped the girls to continue to develop this season.

U12 Netball

BY KIRSTY FINLAY, U12 CAPTAIN

Overall we had a great season, winning 75% of the competitive matches. This high win rate is a result of our playing well in attack, scoring 80 goals in total, with a strong defence conceding only 34 goals. This resulted in a positive goal difference of 46. In the South Leicestershire tournament we reached the semi-final and had an extremely close match, which ended in a narrow defeat for us. In the Leicestershire County tournament we reached the quarter finals and just missed out on reaching the semi-finals after a closely contested match against Oakham. Throughout the season our teamwork and shooting skills progressed by leaps and bounds. I would like to thank Mrs Feasey, Mrs Calland and Miss

Jess for coaching, umpiring and supporting us throughout the season.



U13 Netball

BY JULIETTE CHAPMAN, U13 CAPTAIN

Leicester Grammar School's Under 13's Netball team have had an excellent season with some impressive wins. We started the season with a great win against Leicester High School 21-0. This gave the team optimism and determination which we maintained throughout the season. During the season we played some exceptional netball, beating teams that we have never won against before. Our match statistics show that we won 50% of matches played, lost 38% and drew 12%. Our highlight was beating Loughborough High School due to a marvellous effort by the whole team, an important result which eluded us in Year 7. Unfortunately we were unable to beat them in the semi-finals of the County tournament so we did not achieve our goal of reaching the finals. Thank you to Mrs Hutchinson, Miss Harrison and Mrs Button for the coaching they have given us and the transportation to away games.

U14 Netball

BY OLIVIA HARTLEY, U14 CAPTAIN

This season for the U14 (A) Netball team was not as good as we had hoped for. Compared to last year, the team seemed to make more careless mistakes and, in fact, we only won one match! However, many of our matches were lost by a narrow margin and numerous umpires and spectators said how well we played together. In May, we played in the national I Heart Netball tournament in Skegness. We went into the tournament with a brilliant attitude, going into every match with confidence, even when playing U16 teams. We played brilliantly in the pool stages on Saturday and won both the quarter-final and semi-final convincingly on the Sunday. In the final, after a shaky start we won with a score of 10 to 7! I feel lucky to be part of this fantastic team; we keep each other going no matter what the score, and it is always a pleasant experience. Thank you to Miss Harrison for coaching and umpiring throughout the season.



as well as we ever had, with strong defence throughout. We managed to maintain possession in attack and turned over the ball numerous times, allowing us to get the ball into our attacking circle many times and, due to excellent shooting we scored plenty of goals and progressed to the semi-final. As the weather got worse we played against Loughborough High School, who had been tough competition over the years. In spite of a huge effort we unfortunately lost narrowly. Nonetheless, we still had a decent season winning 67% of matches. This season we have further developed our skills, improved our fitness and worked as a team. Thanks to the players and our coaches; Miss Fletcher and Mrs Calland, for their support throughout the season.



U15 Netball

BY BETHAN FOSSEY, U15 CAPTAIN

We had high hopes this season, considering last year we finished 5th at the East Midlands Regional tournament. Therefore we entered the County tournament with optimism and determination. The original County tournament was cancelled for the first time in the tournament's history due to storms and the weather seemed to have improved only marginally for the rearranged date! Nonetheless we fought hard and played

U16 Netball

BY CHLOE BUTLAND, U16 CAPTAIN

This year has been a tough season for the U16 Netball Team. The season started with a narrow loss against Loughborough High School: we allowed them to build a significant lead in the first quarter and although we played well in the next three quarters we were unable to recover. Sadly being slow to get into matches and not playing our best netball from the first whistle became a theme throughout the season. This is apparent when

analysing our season's statistics: we won 45% of the matches, however the matches we lost were marginal defeats. Throughout the season we scored 164 goals and conceded 145, which highlights how closely contested the matches were. We worked hard in training to improve our fitness and core skills, so by the time the County Tournament arrived the team had high aspirations. Sadly a lack of focus on the day resulted in a disappointing outcome. Nevertheless, advances throughout the season meant we were rewarded with wins against some tough opposition and team cohesion was better than ever. This year has been a big learning curve and we now feel more prepared for our progression to the senior teams. Thanks to Mrs Calland and Miss Harrison for coaching and umpiring.

1st VII Netball

BY OLIVIA WESTON, 1ST VII CAPTAIN



This season started off on a high note with some pre-season training in Cardiff. This included physically intense sessions led by a Super league player, the netball equivalent of the Premiership in Rugby or Football. Over the weekend we also competed in two fixtures against CTK Cardiff and enjoyed a game of bowling. It allowed the newly formed team to bond and get used to how one another play. This year the 1st VII have been entered into some tougher matches to push ourselves further and face a challenge. Matches have been much tighter, with games being won or lost by only a few goals. Over the season we scored 250 goals and conceded 279. We won 50% of our matches and even though we worked harder this year on conditioning, those matches that were lost tended to be due to a lack of fitness rather than lack of ability. Our final game of the season followed the newly formed tradition, a match against the boys' rugby team. This was an emotional occasion as we have played as a team from Year 7, the highlight being the achievement

of reaching regionals in Year 11 and last year as Seniors. The final score was 10 to 7 to the girls, so we finished on a high. We thank Miss Harrison for her coaching.

2nd VII Netball

BY GEORGIA SMITH, 2ND VII CAPTAIN

Leicester Grammar School's 2nd VII had a mixed season. We showed a lot of enthusiasm and determination to succeed throughout the season, but not all of our efforts paid off on court. In training sessions we developed all of our core skills, and learnt various advance new ones. These were put into practice during matches but on occasions they were not fully executed which may be a reason why some of the results did not turn out how we would have expected. We did not let this effect our confidence, however, and numerous matches were played admirably with outcomes that were very pleasing. As we bonded together as a team we learnt how each other played, and towards the end of the season our match play improved tremendously and led to more wins for the team. Now that this season is over, we are continuing to train, and improve our skills ready for our summer sports tour to Singapore and Malaysia in July. The whole team has performed outstandingly throughout the season and I would like to thank all of the girls for their efforts, as well as Miss Harrison and Miss Hutchinson for coaching and umpiring.



Our New PE and Games Teacher, Mr Ellis

INTERVIEW BY HARRY ASHMAN

Mr Ellis used to go to Leicester Grammar School when it was at the old site on Peacock Lane, Leicester. He signed a contract with the Leicester Tigers and played with them for ten years, retiring in 2010.

How has the school changed since you were a student here?

The new site has unbelievably good facilities. From a Sport perspective, the old site was a real hindrance because it always took twenty or thirty minutes to get to the playing fields and that reduced the actual time we could give to playing and training. I went to a state school before I got a sporting scholarship to Leicester Grammar through the Tigers, so I have seen both sides of the coin in terms of education and rugby. At Beecham there was a limited amount of rugby played, whereas here there was a real focus on the sport and training for me, assisting hugely with my getting a contract to play with the Tigers. When I was at the school there were three boys training with the Academy, but there are many more now, which shows how rugby is always developing at this school. I absolutely love it here, as this is my old school and I understand the ethos.

Could you tell us about your rugby career?

I played for around ten years for the Tigers, played for England 27 times and went on the British and Irish Lion's tour in 2009 to South Africa. I retired from rugby in 2010 with a knee injury, but gained a great experience from all the rugby played and the community coaching that we did, giving me a good grounding for going into teaching.

What are you spending your days doing now that you are back at LGS?

I am teaching full-time at LGS, but have a limited teaching timetable because I have other work to do at Buckingham University, where I am getting my PGCE. I have a lot of essay-writing to do and other bits of learning, as well as learning through working with the PE department here at LGS.



Swimming

BY MR LEMON

The LGS swimming sides have again showed great character and competed superbly well in the South Leicestershire swimming events. In February 2014, the U14 side finished fifth in a very tough gala, Alisdair Wicks proving his prowess in the backstroke events once again. The senior side that competed in the U17 gala was very young and will develop further over the next few years to see more success when competing against their peers. Swimming at LGS continues to go from strength to strength as pupils benefit from our fantastic facilities. With the increase in those swimming competitively outside of school, our sides should also get better each year.

Cross Country

BY MISS PRYKE

In 2013-4, Leicester Grammar School competed in seven Cross Country fixtures across Leicestershire. We had a small, but dedicated team comprising Emma Richards, Felicity Wheeler, Libby Howard and Alistair Mottram-Epsom, all in Year Seven, William Peat (Year Eight), Sebastian and Harry Wheeler (Year Nine). The majority of the team attended the Thursday lunchtime training sessions with a great attitude and made fitness gains which showed in their competitive races. We hope for more students to attend and represent Leicester Grammar School at the Cross Country fixtures next year.

Dance Club

BY MARIA HANCOCK, YEAR 9

Dance club has been a progressively growing organisation that currently operates each Friday. Following the success of the class in their Grade 3 Modern Jazz examination last year, we have been working on our Grade 4 British Theatre Dance Association syllabus. Earlier in the year, we participated in the East Midlands

School Dance Competition, in which we did not win prizes for the group category, but enjoyed the atmosphere. Whilst our co-ordinator, Mrs Green, is leaving this year, unfortunately, we expect to continue with this thoroughly enjoyable club.

Table Tennis 2013 – 14

BY MR S HARRISON

It has been another good year for Table Tennis at LGS with in excess of forty pupils attending the club on Thursday nights in the initial weeks of the Autumn Term, making it necessary to have Years 6/7 and Years 8 and above attending on alternate weeks. This arrangement continued on Monday nights in the Spring Term. A great deal of enthusiasm has been shown, accompanied by much progress in the sport for a number of individuals. The Leicestershire Schools Table Tennis Association Individual County Championships were once again held in the LGS Sports Hall on February 8th and March 8th, 2014. The number taking part at the various age levels is a reflection of the interest and commitment shown to the sport in Leicestershire schools and recognition of how our facilities are valued to stage such a tournament. Two of our pupils became County Champions in their age group, Adnan Ebrahim (7c) in the U13 boys, Shreya Mehta (9c) U16 girls, with Shloak Mehta (13PMH)

almost making it a family double when reaching the final in the U19 age group only to be edged out narrowly 11-9 in the fifth and final game. In addition there were commendable performances from Zain Girach and Keshen Pathmanathan (both 8c) in the U13 boys, Will Wheatley and Patrick Wang (both 6a) in the U11 boys, and Charlotte Smith (8b) competed in the U13 girls group. Amaan Ebrahim (9c), Ali Rezazadeh-Sephideh (9a), Priyan Patel (9d), and Devin Patel and Adam Girach (both 11d) all performed admirably in a very competitive U16 boys' tournament. Shreya and Adnan, as County Champions, qualified for the National finals in Doncaster on 26th April, an excellent finale to another successful year. Shreya also received a grant from Go Gold, the Leicestershire and Rutland Talented Athlete Fund, to assist with travelling expenses to the various table tennis venues around the country.

Badminton 2013-4

BY MR PERRY

Badminton Club has been a popular option this year, especially amongst the younger members of the school. Such was the interest that we entered both boys' and girls' teams in all three age groups in the Leicestershire Schools' Badminton Leagues for the first time. The Under 14 teams included a number of Year 7 and 8 pupils and, though they were generally outclassed by their older opponents, gained experience which will prove valuable next year. The Under 16 teams came up against strong opposition in their regional leagues but showed good team spirit and some excellent individual performances. Boys and Girls U18 teams (pictured) progressed through their regional leagues to the County Play-Off finals acquitting themselves well against teams containing several County players, but ultimately finished in fourth position.



House Badminton took place in March and was again won by Masters with last year's joint winners, VCs, just being pushed into third place by Dukes. The Staff v Students fixture is a biennial event so all students are encouraged to get into training to regain the honours after last year's defeat.

Rugby 2013/14



This has been a very strange season as we have never quite fulfilled the potential that I believed we were capable of from the Senior side. The Daily Mail Cup ended sharply after a couple of rounds, with Oakham victorious in a distinctly strange fixture which we should have won. We struggled to attain consistency, our performances ranging greatly inside the same fixture. The County Cup ended in the semi-final stage against a very strong Wyggeston side who went on to win the overall trophy. Despite these frustrations with team performances, several players have stood out on the County and National stage. These can be seen from the honours board but two of the players deserve special mention. Firstly, Robert Turner ended up representing the National Lambs XV, a team made up of players from the nation's independent schools and he is the first player from LGS to achieve this honour. Secondly, Charlie Thacker represented the National U18 Elite Academies XV. Although he was pulled into the squad through injury, he scored against Scotland on his debut and was selected against Wales and France in games which were also won. Charlie then represented his country at the annual European Fira U18 tournament in Poland, the team going on to win in the final against Ireland. Both players have worked very hard to achieve these honours and should be congratulated for doing so. Both Robert and Charlie serve as great role models for younger students.

The 2nd XV have produced some fabulous rugby and showed enterprise coupled with a fantastic team spirit throughout the season. Below this, it is clear we have some very talented players and indeed the U12 XV, with a real mix of players who have bonded very well, went unbeaten from September to Christmas. They then went on to win the County Tournament in style, beating some tough schools along the way. However, I would like to praise especially the attitude shown by the U14 XV this year, who won one game, but battled for everything throughout. The heart shown at times against physically bigger sides sets an example to all. The U15s and U13s are very capable sides who need to learn to close out games and always maximise their strengths, but both have positive futures. I would like to wish all the players who are leaving us this year the very best of luck for the future and thank them for their sporting efforts. I also thank Mr Lemon for organising the Senior team's pre-season tour to Italy in August.

This year saw an ever increasing Sevens programme, with tournaments growing in size and more competitions than in previous years. The players' skill and fitness levels have improved overall. For the very first time we have taken three sides to the National Sevens Tournament at Rosslyn Park. This is the biggest schoolboys' tournament in the world, incorporating over a thousand schools competing in five different categories. All of the teams acquitted themselves well but will have learned valuable lessons for next year's competition. The Senior Sevens squad won three out of their five pool games, losing to a very strong Wellington School side in a very close game and to Nottingham High School on very tired legs during the final game of the season.

Rugby First Team

The Senior Rugby season started early with a pre-season training camp over two days in August, combining fitness, team-building and skill sessions in preparation for our first game against formidable opponents, Northampton School for Boys. Considering it was our first game we performed well, defending admirably and scoring early points through a penalty. However a late try by NSB settled the game at 10-3 to them. We struggled to build on this positive start in our next game and lost heavily to Loughborough Grammar School. However we managed to pick ourselves up from the defeat and play Thomas Deacon Academy in the Natwest Cup midweek. A strong performance by a strong side (reinforced by our Tigers contingent) saw us through to the next round with a big win and our cup run continued later in the year, with a walk over against Oundle, setting us up for a fourth round tie against local rivals, Oakham. We came into the game after two impressive performances against JCC and Lawrence Sheriff and were feeling confident. The game was very close and both teams contested to the very end. Unfortunately, however, Oakham managed to edge the game 15-10 thereby ending our cup run. Oakham was one of our last games as a 15 a side team due to the Christmas break and was followed by a period of poor weather which left many venues unplayable.

Our season restarted in late February with a number of Sevens tournaments. We started off with the Newark

7s and scored the very first try of the tournament. However in our next games we came up against tough opposition in both Stamford and Uppingham and lost. Our second 7s outing was at the Oakham 7s and this saw us play the eventual plate winners, Denstone and cup winners, Bedford who both beat us heavily. Due to an outstanding team effort we held Princethorpe to a draw through a last minute try by Josh Measures. We had greater luck in our own 7s tournament, where we fielded a team bolstered by a number of our Tigers players. This helped us through to the third place playoff against Kings Grantham, which we went on to lose. As a climax to the 7s season the 1st 7s squad travelled to the National 7s tournament at Rosslyn Park. Here we came up against 2013 winners, Wellington School and local opponents, Nottingham High School. We came 3rd in our group, beating Pembrokeshire College and Richmond upon Thames College convincingly but were unable to record wins over both Nottingham High and Wellington.

2nd XV Season Report

The season was a good one for the 2nd XV. There was a trend of improvement through the season such that the cancellation of all matches after Christmas due to water-logged pitches caused disappointment. The team showed promise from the first game against Northampton School for Boys away, where consistent pressure in the opposition half led to a healthy return of 32 points. Although NSB won the match, the high territory and possession game became a hallmark of our season. As our chance conversion rate and our defence improved, the results swung in our favour. One of the highlights of the season was the match at Bablake School. Our team play came to the fore against a strong but at times divided opposition. After early opportunities went begging, causing cries of anguish to go up from the touchline, the team rolled up the field and, following some good phase play, sent wingers Manraj Sandhu and Sonnie Broadley in for a try apiece in each corner. The next score came from some an excellent offloading display from Sam Sutton and Dhruv Chudasama, finished off by Ollie Thompson. Dhruv Chudasama also wove his way through the Bablake ranks evading them and coping with his own rugby boots deserting him to score. Further tries came from Zaki Arshad and Billy Oliver. Leicester also demonstrated their ability to soak up the pressure and counter-attack in this game. In the last play, Bablake were camped on the Leicester try line but a stalwart defence held firm and, with the clock in the red, turned the ball over. Instead of kicking the ball out, Leicester ran a move from their own line, soared up the pitch and Ollie Thompson scored under the posts. The final score was 39-0. The 2nd XV never looked back and won their remaining games against both Lawrence Sheriff School and King Edward VI Aston Sports College, in the latter case holding the line as a helicopter swooped down over our heads to land behind us. Special mention must go to the Jonathan Ramsbottom for his charges to the try line and to Matt Cooke for his counter-attacking from deep. Billy Oliver, our captain and scrum half, has been a thorn in the side of opposition teams when sniping from the back of set pieces and breakdowns, as well as kicking conversions from across the width of the pitch. The line out has consistently been a solid platform from which to attack. Finally, the speed of Manraj Sandhu and Rohit Francis searing down the wing proved an invaluable asset and a tool to punish any weak tackling or narrow

U13 Team

BY EESA DAVIES

Another great season of rugby by Year 8: 10 matches, 5 wins, 5 losses, but the numbers don't tell the full story. The first game of the season against Northampton School for Boys was a stark wake-up call that the season had begun. A 0-43 loss in our first match didn't get the boys down. The next match against Loughborough Grammar was a much tighter affair and, even though it ended in close defeat, the squad showed how we could play. Through the season the squad was rotated, some boys playing in different positions with good results against good teams. A few games were lost later in the season due to the non-stop drizzle from above. A narrow defeat away to De Lisle into the semis of the County Cup put an end to a much anticipated rematch against Loughborough Grammar. After the regular season came the 7s games -- again we had a mixture of results, but lessons were learnt by all. We were also lucky enough to play at the 7s tournament at Rosslyn, which proved a fantastic experience for all concerned. It would be unfair to highlight individual players this year, as all worked hard and improved. I was proud to be Captain of the Year 8 squad and believe I can say for all the lads, bring on next season. I would also like to say thanks to Mr Lemon, coach of Year 8.



U13 XV Rugby Football 2013-14
 L.J. McCarthy, M.B. Burt, S.L. Sander, R. De Spenser, A. de Klerk, A. Wicks, T.N. James, P.J. England, O.J. Mariani, S. Saker,
 A.J. Cramo, G. Anderson, R.T. Ryan, T.S. Brown, E.D. Davies, C. Gwynne, W. Ramsey, R. Jorale, J.C. Moore, R.J. Duffell,
 M.C. Yeo, P.J. Worsley-Williams, K. Parkman, T.J. Worsley-Williams, T.L. Duffell, J.A. Duffell

U12 Team

by Mathew Potts and Bradley Crane

At the beginning of the season when the team was formed, only 10 of our 25 players had had any regular experience of playing rugby. We opened the season with a strong start against Loughborough, who we beat 14-12. We were especially pleased with this result because they had beaten us for the last ten years! Our winning streak continued with games against Princethorpe (12-7), Welland Park (37-10), Bablake (47-5), Lancaster Boys (30-7), Laurence Sheriff (34-0), Market Bosworth (19-12), King Edward (36-5) and Thomas Deacon (17-12). After Christmas -- probably as a result of too much Christmas pudding! -- our winning streak then ended with losses to Nottingham (0-27) and Solihull (20-12). We then went on to win the County Cup, playing against the 16 best schools in Leicestershire. We played strongly, coming first in our group and then progressed to the final. This culminated in us winning 15-0 to Market Bosworth, a brilliant achievement of which we were all very proud. Our team also made history by becoming the first LGS team to be unbeaten up to Christmas. A big thank you goes to Mr Potter and Mr Ellis, our team coaches for the year and to all the teachers who have been referees this season. We are looking forward to replicating our successes next year!!



Back row: A.J. Bacon, H.A. Naqvi, N. B. Njopa-Kaba, M.A. Arshad, J.W. Budenberg, W.J. House, B.C. Whitcombe, C. Ioannou, R. Chakrabarti, T.W. Merryweather
Front row: K. D. Desor, D.M. Bennett, C.K. Cox, T.W. Bunce, M.J. Potts, B.O. Crane, E.S. Tew, O.J. Schwabe, M.A. Hoque, D.J. Bennett
Kneeling Row: H.J.R. Davidson, P.S. Ragi, Z.H. Majid, T.F.J. Barre, J.A. Hobbs-Brake, O. H. Wilson

Sarah Edwards, Star Volleyball Player

INTERVIEW BY LAURA WISELKA

When did you start playing volleyball?

I started playing volleyball when I was thirteen. My dad used to play so I thought I would try. He took me along one summer and I really liked it. I also play netball and athletics for the county.

What have you been doing recently in volleyball?

I play and train locally for Team Loughborough and have recently been chosen for the England U19 team. I play for the National League, which is the top level of volleyball in England and I take part in international competitions throughout the year. In the U15 competition in May my team won our matches, becoming the strongest team in Central England. I participated in a three-day training camp with the England U18 and U16 teams to prepare for the World Youth Games. Then in April I took part in the World Youth Games, coming third overall. I have a big competition coming up at the start of 2014 in Sweden, so I hope I do well.

What position do you play?

I play in the middle and outside positions, which are two positions which hit and block hits from the opposition, but my exact position depends on the club or team.

How often do you train?

I have several two-hour sessions a week. My training for the England team is in Kettering. The sessions normally cover volleyball and fitness, but some sessions are focussed on improving something that has gone wrong in a recent game. My teammates are similar ages, but most are a bit older. We have lots of fun – it's like a family.

What has been your highlight in volleyball?

Definitely being picked for the international team was my highlight, because that was a big step up from where I had been playing before. It boosted my confidence to know that I was good enough to play at such a high level and that has encouraged me.



Have there been any negative incidents?

The only negatives have been injuries – you get quite a lot of these, injuries to your ankles, shoulders and back. You can't play for a while, which is a shame, but you get back eventually. In the World Youth Games, I managed to dislocate my finger, but carried on. Then in July, when I was captain for the East Midlands U16 team in the Inter-Regionals, I injured my ankle in the third match and so unfortunately couldn't play for the rest of the competition.

What do you hope to do next?

Well I'm going to try to get into an American university as volleyball is played there at a high level. My aim is to be a professional volleyball player, but I know that might not work out. I aim to continue playing for England in more competitions and would love to be part of the Olympics one day.

Is it difficult to balance schoolwork with playing volleyball?

It is really hard to balance the two as academic work is obviously really important, especially this year, as I am doing my GCSEs. But at the same time, I want to progress with volleyball, which takes a lot of hard work and dedication. You have to sacrifice a lot of things, like having a social life, to play sport at a high level. It is definitely not easy.

Sporting Colours

2013 – 2014

SPORT	HALF COLOURS	FULL COLOURS
Cricket	Dilan Amin Niam Dave Thomas Jenkins Mariam Patel Daniel Scudamore James Scudamore Rajiv Sejpal Sameer Thakkar	Lucy Higham William Hunt Henry Sawers Robert Scudamore Thomas Smith
Equestrian	India Pover Alexander Tordoff	
Golf	Esme Bliss	
Hockey	Charles Fraser Melissa Harrison Henry King-O'Reilly Gemma Newton Arin Pathmanathan Lucy Ring Benjamin Schwabe Olivia Stiff Catherine Toolan Beth Worsley-Wildman	Tara Johnson
Netball	Stephanie Storry Tara Johnson Larissa West	Olivia Weston
Rowing	Adam Cygan	
Rugby Football	Matthew Cooke Thomas Jennings Joshua Measures	George Fossey Robert Turner Peter Sankey Charlie Thacker
Table Tennis	Shloak Mehta Shreya Mehta	
Tennis	Rahul Dhokia	

Tennis 2013-4

BY MISS A WILLIAMSON

Tennis at Leicester Grammar School has continued to develop this year under the watchful eyes of Girls' Tennis coach, Hassan Khan and Mr Thacker, who has looked after the boys' teams. Both coaches continued to work on technique and match play tactics and as a result the overall quality of tennis at the school has improved. The school fielded both girls' and boys' teams at U15 and U13 in the AEGON County Tennis leagues as well as playing a number of friendly matches. The U15 girls had some tough games but also achieved some noticeable results particularly taking Loughborough Girls' High School to a tie-break shootout. The U13 Girls finished runners up in their league to a very strong Sir Jonathan North side but there was some impressive tennis played along the way. They achieved a very convincing win against Loughborough.

The U13 boys' team also produced excellent results, highlighted by their display against Loughborough Grammar School where they won comfortably. They eventually finished second in their league to a very strong Lancaster boys' team. However, the U15s found things slightly harder in their league, facing tough opposition from both Lancaster Boys' School and Bosworth Academy. Rahul Dhokia was only available for one game as a result of his commitments to the National ID Talent Squad, but in that one game Rahul won 6-0. Although the U15s failed to win a fixture there were admirable performances. For example, Charlie Butland played very well against Loughborough Grammar School and only narrowly lost.



Will Alloway, LGS Sailing Champion



INTERVIEW BY OLIVER WILSON

How did you first get into sailing?

I suppose it was on holiday when I was four and I took out a dinghy. There is an adrenaline rush with sailing that is unlike anything else.

What sailing events have you taken part in recently?

In 2012, I won the 29er National championship with Matt Venables for consistent performance throughout the events, although we hadn't actually won a single race. More recently I entered the 29er worldwide competition. I think I came about 32nd out of 250 odd entries. I am about to progress to the Olympic development squad. In October of 2013, I was involved in an Olympic ranker competition and in the spring of 2014, I took part in the Princess Sofia Regatta in Palma, Majorca. We arrived at the event being the least experienced in the class, as we had just made the jump from the youth class (29er) to the Olympic class (49er). The event was a challenge, presenting conditions we had not experienced before and putting us in a boat that we were not fully prepared to sail.

How do you prepare for sailing?

I listen to music – my favourite song is “Winter Winds” by Mumford and Sons – and I get my boat ready and eat a lot of pasta. (Chicken and bacon is his preference.) My boat is a 49er, the Olympic skiff. I sail with a good friend, Thomas Methven, who also has numerous titles to his name.

Tell me about winning the John Merricks Tiger Trophy.

This was a two-day racing competition at Rutland Water in February 2014, involving 166 boats and sailors from all over the UK. It was my first time sailing with Ed Connellan and we won the trophy. There was a strong south-easterly wind, the gusts increasing in force over the course of the race, making for very exciting conditions. Quite a few boats dropped out of the race.

What are your ultimate goals?

In sailing, I would like to win Olympic gold.

