

The

LEICESTRIAN

2015

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SPORT 88

A Word from the Headmaster

C.P.M. KING



Selecting my favourite city presents me with a real challenge.

As a geographer I'm tempted to say it will be the next one I'm going to visit, which in my case is Istanbul. However, I suspect this is not quite in the spirit of the excellent

initiative designed to showcase creative writing in the school. I will, therefore, have to pick an Italian city, but

once again I find myself on the proverbial horns of a dilemma. Should I choose the dramatic setting of Sienna, the unique Venice, the cities of the North or South? In the end it has to be Rome, because of its history and architecture and because if you love life you can sit in the Piazza Navona and watch the Italians enjoying their lives. I commend this edition of *The Leicestrian* to you as a comprehensive record of the past year and as a jolly good read. I thank all who have worked hard to shape this edition and I hope you will enjoy it as much as I have enjoyed observing the events which this publication records in its pages.

A Word from the Managing Editor

MRS. HIGGINSON

Copenhagen is my favourite city because of the supremely relaxed, slightly withdrawn, truly polite Danish people. I like how walkable and human-scale the city is, with its very light traffic – cars being heavily taxed and big cars even more so. There are a number of excellent art galleries, with some particularly fine Matisse paintings in the National Gallery. The Danish Impressionist artists were new to me, with Anna Ancher, 1859 -1935, making the greatest impression. The Tivoli Gardens is a family-centred theme park, where people not only line up for roller coaster rides, but also chase after a stray peacock or a mother hen and her chicks. If you stay until dusk and then nightfall (or keep your tickets and come back after dinner), there is real magic as the neon lights come on over the fountains and follies and the amusement arcade becomes a nearly-genuine Diagon Alley. A short train-ride out of the city is the house of writer, Karen Blixen, an old-fashioned storyteller with a tragic life-story. The Museum of the Danish Resistance is deeply inspiring, with the last letters of the brave young Resistance fighters displayed underneath a big stained-glass window. I take heart from the story of the Nazi occupation of Denmark: how somehow the Danish people got away with saying, "No, we don't need yellow stars for our Jewish citizens" and how, on the night before these same citizens were due to be deported to concentration camps, the vast majority of them were whisked away by fishermen over

the water to Sweden (thus saving their lives) in a tightly organised, stealthy, conspiracy of kindness.

The Foundation Day Essay Competition began as my plot to generate a richer strain of material for *The Leicestrian* and to give the magazine an organising theme. The topic of "My Favourite City" was a greater success than I or any of those who helped me to organise the competition could have expected owing to the diverse experiences, wit and eloquence of the students of Leicester Grammar School. What fun I had reading the entries (and Mr Kidd the shortlist). Venice and New York seemed to come up the most often and many Year 7 students designed their own ideal cities. Three teachers submitted their essays – Mr Griffin's entry appears in the English section. From the enormous cranes and diggers that have been busy at the front of the school all year, building our extension, anyone might have said that our favourite city is Sydney and that we were trying to dig our way there. Far-reaching new trips this year have seen LGS staff and students in Berlin, Geneva (for the CERN Physics trip) and Reykjavik. Last summer LGS sport teams went to Bridgetown in Barbados, Venice and Singapore. The cover for this issue depicts a new building at De Montfort University in Leicester, the most familiar city to us of all. The cover was designed by the head of our Art department, David Maddock from a painting by the very talented Charles Fraser, Year 10.

A Word from the Head Boy & the Head Girl

CHARLOTTE HICKMAN AND HARVEY KINGSLEY-ELTON

Charlotte: Being the last Head Girl to experience both the Peacock Lane and Great Glen sites has been an honour and a privilege. From the first day of Year 6 to the last day of Year 13, I can honestly say that I have thoroughly enjoyed my time at Leicester Grammar School. The school has offered me so many amazing opportunities that I will cherish. Completing my gold Duke of Edinburgh award has been an interesting experience; spending five full days with my friends carrying a quarter of our bodyweight really allowed me to get to know them. The sports tour to Malaysia and Singapore last summer was easily the most amazing two weeks of my life, as we embraced local cultures, played against excellent hockey and netball teams and washed and fed elephants in the sanctuary. Being a member of the hockey and netball teams has been such an important part of my school career. Despite being guilty of taking the competitive factor of the game too far sometimes, I have looked forward to all of the training sessions, matches and county tournaments. I am so grateful for the opportunities that the school has provided me.

I would like to take this chance to thank a number of people who have made my time during Sixth Form much more enjoyable. Firstly Mrs Sains and Mr Longson, who have helped to keep Harvey and me organised and informed of goings on around the school, and taught me to pronounce words for my Bible readings. Particular thanks goes to my personal tutor, Mrs May, whose guidance supported me through stressful moments. Finally, I would like to thank Harvey for always calming my nerves before services and being so organised. During our first time walking into assembly, Harvey promised me that if I fell over he would fall with me – luckily it never came to that.

Harvey: As my tenure as Head Boy draws to a close, I can safely state that the experience has not been easy. The position comes with high blood pressure, trouble sleeping, and an addiction to caffeine, and whilst none of those are actually applicable to me, there's no denying that being Head Boy is busy and stressful and I enjoyed every minute of it. Over the course of the year, I have gained a multi-faceted insight into the school and its people. I think that the most unique experience by far was our trip to the King Power stadium, to represent the student body at the Young Achievers Awards. I remember it vividly; fine dining with the Headmaster, the Deputy Headmasters, and an array of teaching and administrative staff. Having never voluntarily undertaken any form of physical exercise in my life, I found myself sitting next to Mr Thacker and Miss Mould, the sporting powerhouses of the school. I actually thoroughly enjoyed the experience, and it was nice to interact with the teachers in a more informal environment. Being able to put faces to Dino and Pete, of Capital FM, was an additional bonus. It was also a pleasure to be involved with the various services and assemblies throughout the year, in particular the Remembrance Day Service. Having always only observed the



proceedings, I felt privileged to be involved with Mr Longson and his Sacristan group in laying the wreaths in Great Glen, on behalf of the student body.

Over the course of my time here at LGS, I have also made a few films about the school – a Junior School film, a Senior School film, and also a film about the Old Leicestrians. These experiences, and my time as Head Boy, have given me an insight into the school on all levels, all ages sharing a fondness for the institution and its people. Having spent six years here, I know I have made friends for life, and secured a great foundation for my future. My teachers have taught me more than the curriculum, and helped me seize every opportunity when it came to filmmaking. I'd like to thank Mrs Sains, for somehow managing to organise a team of seventeen prefects, both Mr Rich and Mrs Ewington for helping us with every difficulty faced, and of course Mr King, for giving us this opportunity in the first place. I must also thank Charlotte for helping me survive the stress of the year -- I would not have shared the experience with anyone else.

Blue Parrot Variety Show

BY HARRY ASHMAN (PHOTOS BY HARVEY KINGLSEY ELTON)

On November 7, 2014, Leicester Grammar School hosted our second Blue Parrot Variety Show on the new Great Glen site. The show was put on in memory of, and as a tribute to, Barbara Harper, the recently retired Head of our History department, who we sadly lost to cancer in August of 2014.

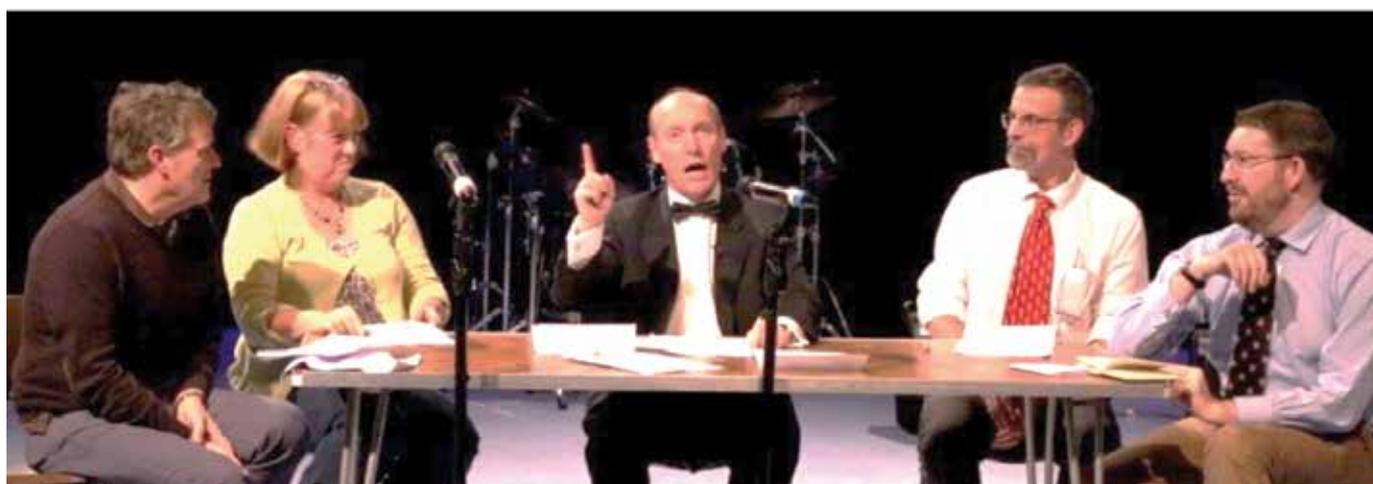
The evening began at 7:00 pm and ran for approximately three hours, including an interval, during which refreshments were served in the school refectory. The event didn't fail to meet its promise of variety: there was a wide range of performances from both teachers and students. Mr Kidd introduced the night in his best comedic style, padding out the pauses in the different acts with some commendable stand up, as well as some more classic "dad jokes". There was a range of instrumental pieces including a drum solo medley from Mr Cox, flute-playing from Jeremy Worsfold, a piano recital from Hannah Blake in the Lower Sixth and a captivating rendition of the Dam Busters theme from Dr Ainge on the organ. Former Head Boy, Jonathan Blake returned to school, guitar in hand, to perform a selection of acoustic pieces. The night was not limited to music, however; there was a short play involving Mr Kidd, Mr Griffin, Mrs Patterson, Mr Gower and Mr Allen, which included musical performances as well as a game of Just a Minute, which was "Madness, utter



Jeremy Worsfold conducted by Mr Willis

madness". The night was concluded by Josh Baddiley in the Lower Sixth, who sang to piano accompaniment from Prabhtej Jaswal.

The night was a success in terms of performances but definitely needed a larger audience: the effort put into the acts and the organisation from Mr Clayton and the sound and lighting team deserved more people. We hope the word will spread and the Blue Parrot will continue in 2015 with larger audience numbers. If you would like to see all of the great performances from the night, contact Mr Clayton to purchase a DVD made by the official LGS film crew. All proceeds of the DVD sales and the night itself will go to the two charities that we are supporting in 2014-5, LOROS and Cancer Research.



Year 11 Prom Night

March 21, 2015

BY ANNA DAVIES (PHOTOS BY OLIVER SIDDONS)

The Year 11 Prom has been run generously by the Friends of LGS for many years and this year, as always, provided an elegant and enjoyable night for the Year 11 classes ahead of our upcoming exams. There was widespread admiration for the taste and elegance of everybody's highly anticipated prom attire, a change of pace from our usual kilts and blazers. The boys gave a convincing display of maturity in their tuxes and the girls looked stunning in graceful gowns, following afternoons of hair and make-up artistry. This was an especially incredible feat considering that many had, just hours before, been finishing their Duke of Edinburgh training weekends in the Leicestershire wind and rain. Everybody, however, arrived looking incredible, as thoroughly documented in the copious photographs taken throughout the night in the decked out St. Nicholas, and by the talented Mr Siddons in the school foyer.



In the main hall, our year group danced our way through the evening, the line of heeled shoes by the door growing with each song played. We were treated to choreographed moves by the surprisingly well prepared male attendees, who found themselves matched step for step by the not-to-be-outdone girls in their impromptu responses on the dance floor. In the moments when we freed ourselves to the foyer, we were greeted by our much-appreciated chaperones with drinks, for which we were very grateful. We thank all staff members who helped to make the evening possible, as well as the members of the Friends who were present and had helped in the organisation.

Senior Head of House Report

BY MR WILLIS

You may or may not be aware that 2015 is the year that Marty McFly travelled to in the "Back to the Future II" movie starring Michael J Fox. If he'd travelled to Leicester in the movie then we'd have seen a bit of a difference in terms of LGS facilities between then and now. Perhaps we might also have foreseen the remarkable turnaround in fortune for Leicester City this season (and made a bit of cash) even without a "Sporting Almanac".

Sport obviously plays a major part in inter-house rivalry, but we always have a more cultural start to the year and it was the turn of House Music to entertain us back in October, taking over from House Drama the previous year. We were delighted

for one of our own to return to adjudicate for us, and Dr Martin Ratcliffe (OL, 1987) Director of Music at King's School, Peterborough received a very warm welcome. The evening was incredibly entertaining, but ended with a bit of controversy as Dr Ratcliffe announced a win for VCs with Masters as runners up, Dukes 3rd and Judges in last place. Very few others in the audience would have predicted that order, even if Marty McFly had been around to give them a tip. Nevertheless, conspiracy theories can be put aside and congratulations go to VCs on a first Music win since 2002. The individual star performance of the night was awarded to Moritz Wagner-Tsukamoto of Year 7 for his astounding piano performance of "The Cat and the Mouse", composed by Aaron Copland. Another successful

Rugby and Hockey Finals night on a freezing cold December evening firmly established VCs as potential front runners since they placed 1st in both sports. General Knowledge in the final week of the Advent term has been the preserve of Masters since 2009, and this year they were unbeatable in all three age groups and finished as utterly convincing champions once again. Karaoke was again won by Judges, who have been undefeated at it for 10 years. Molly Anderson was the solo winner for her rendition of “At Last” by Etta James, whilst Josh Baddiley & Izzy Jozsa were the group winners for their performance of “Baby it’s Cold Outside” by Michael Buble & Idina Menzel. The House Chess contest in the spring term witnessed some tremendous matches. Particularly memorable were a couple of matches where Sixth Formers were defeated by Year 7 and 8 pupils, much to their embarrassment. A new initiative this year was the House Darts contest which took place in St Nicholas Hall during lunchtimes. Having personally witnessed the Premier League Darts in Nottingham earlier in the year, I was hopeful that we might have a few budding Phil Taylors or Michael van Gerwens in our midst. The format was a rather straightforward team contest “around the clock” with a strict 15 minute length of time per match. It was a very exciting format and we had several very close games ending with the final dart thrown. Hopefully, the participants (and others) will now be inspired to take up this very skilful sport. I have to pay tribute to the one or two girls who took part, and who did really well, showing up several of the lads who were themselves very keen to impress! The School will be sad to see Mr Perry leave us this summer as he enters retirement. We shall also miss his superbly organised annual House Badminton tournament, which this year was won by VCs.

SPORTS DAY 2015

Sports Day this year just happened to coincide with the hottest day EVER recorded in the UK, and boy oh boy was it hot! Thankfully most observed the essentials of sun cream and plenty of water throughout the day and the event went incredibly smoothly. A new initiative that I introduced for this year was the awarding of medals for placing 1st, 2nd or 3rd in individual events, and this proved to be very popular. There were several outstanding performances but I must give special mention to Nicholas Njopa-Kaba (Yr 8) and Hannah Morris (Yr 10) who both walked away with 3 gold medals AND 2 Sports day records, each absolutely phenomenal!

MIDLAND BANK CUP

The Battle for the Midland Bank Cup had been a two-horse race for most of the year between Masters and VCs, and entering the final week reigning champions Masters led with 267, VCs were 2nd with 251, Judges were a distant 3rd with 193 and Dukes last with 187. Two new House competitions were introduced



Hannah Morris winning the Yr 10 hurdles (photo: Oliver Siddons)

into the summer proceedings, with Girls’ Cricket and Boys’ Tennis now on the schedule. This means that the final week of term can have a massive impact on the Midland Bank Cup, and so it proved! An incredible final week for Dukes, winning 4 out of 5 contests saw them storm back into contention gaining 171 points whilst Masters had a nightmare gaining just 66 points and the final results meant that VCs reclaimed the title by just 4 points from Dukes, who made it a hat-trick of runner-up positions.

2014-2015	D	J	M	VC		D	J	M	VC
RUGBY	2=	2=	4	1		18	18	9	30
HOCKEY	2	4	3	1		21	9	15	30
MUSIC	3	4	2	1		20	12	28	40
GEN. KNOWLEDGE	4	3	1	2		12	20	40	28
SWIMMING	3=	2	1	3=		24	40	60	24
CHESS	4	3	1	2		6	10	20	14
DARTS	2	3=	1	3=		14	8	20	8
SPELLING BEE	3	2	1	4		10	14	20	6
KARAOKE	2=	1	4	2=		12	20	6	12
NETBALL	2	3	4	1		21	15	9	30
7-A-SIDE FOOTBALL	3	2	1	4		15	21	30	9
BADMINTON	2	4	3	1		14	6	10	20
GIRLS CRICKET	2	4	3	1		21	9	15	30
BOYS CRICKET	1	3	4	2		30	15	9	21
GIRLS TENNIS	1	2	4	3		30	21	9	15
BOYS TENNIS	1	3	4	2		30	15	9	21
SPORTS DAY	1	2	3=	3=		60	40	24	24
MIDLAND BANK CUP	2	4	3	1		358	293	333	362

Mrs Jess and Mr Picknell have both decided to relinquish their Head of House positions and I would like to take this opportunity to thank them both for their efforts over the last few years. Masters will now have Mr Lemon in charge and from September Mr Radford will be in charge of Judges. I wish them both the best of luck and have every confidence that both Houses will go from strength to strength under their leadership.

My usual thanks must also go to Miss Patterson who continues to be a tremendous support and a valued extra set of eyes and ears when mulling over new or existing ideas. We must also thank our House Captains who have done another great job across the year, and we shall look forward to an equally exciting competition next year

Quiz Challenges 2015

BY MR WILLIS

For the first time ever we entered a team into the Senior Quiz Challenge this year. The contest was held at Nottingham High School and our team consisted of Dominic Clearkin (U6), James Willmott (L6), William Peet and Zain Girach (both Year 9). During a long but exciting afternoon's quizzing, with 17 teams in total, the boys proved unbeatable and were crowned North Midlands Champions after defeating the hosts in the Final, 670 to 470. Qualifying for the Inter-regional round drew us against King Edward's School, Birmingham (the South Midlands champions) but unfortunately we were fairly soundly beaten by a much better team on the day. The score was 1050 to 440.



Left to Right: William, James, Dominic, Zain

Defeat at that stage proved a bittersweet result from my perspective since the National Finals (had we qualified) were due to be played at Westminster School on the day of the London Marathon (with all the ensuing traffic chaos), something I was definitely not looking forward to!

The Junior Quiz Challenge is usually hosted at LGS since I am the regional organiser but, with the building works affecting things, this year we went up the A46 to Nottingham just

as the Senior team had. Sadly our team of Nathan Wong and Priya Ganatra (Yr 7), Nicholas Njopa-Kaba and Sonu Thomas (Yr 8) were unable to scale the same heights and placed 3rd behind both host teams. A slow start and defeat against Dixie proved the pivotal moment in our defence of the trophy won last year, but the team performed really well once warmed up and were unlucky not to win the runners-up plate.

Fantasy League Football

BY MR WILLIS

The usual suspects were very keen to mark the start of the new football season by selecting their fantasy football team back in October 2014, and Mr McCann was determined to mount a strong defence of his title won so convincingly last season. Once again it really all came down to having the right player as your



captain at the right time, since team captains score double points. Having Arsenal's Sanchez and Spurs' Kane at the right time, backed up with a bit of Sergio

Aguero and Eden Hazard, would have had everyone else envious! Managing your goal-tight defence (with Southampton conceding very few early season goals) and backing that up with Chelsea's Ivanovic, would also have helped enormously. In the end, Rohan Magdani, Yr. 7, came through to pip Mr McCann by just 5 points in a very tense finish. The Magdani household certainly have what it takes to pick a formidable fantasy team, since brother, Ronil won the Year 6 league and father, Dilesh won the Parents' league too. The other winner, Nitin Bhat, walked off with the Year 8 title very convincingly. Daniel Bennett, Year 8, gets the wooden spoon. Well done to all who took part and we can look forward to doing it all again next season.

The Chapel of St Nicholas 2014-5

(PHOTOS BY MRS BARROW)



Matthew Cooke, Head Server:

This year has been a very successful one for the Chapel team. I would like to thank various people for helping me along in my first year as Head Server. Mr Longson has had a huge impact, preparing the services and organising everyone. As Head Chapel Warden, James Summerton has organised his team extremely well. We thank Mrs Whittaker for running the confirmation classes, which have met on alternate weeks. I would also like to thank Mrs Barrow and Anna Buchanan. For me, the stand-out event of the year was the Confirmation service in St Nicholas Chapel, on April 24th, taken by the Bishop of Leicester, in which Joshua Blair, Patrick Davies, James Summerton, Jasper and Felix Tordoff were confirmed. After the service, there was a superb buffet and a special confirmation cake, prepared by the catering staff. Jasper Tordoff and Alistair Finlay have shown commitment by taking on more roles and being active in the Monday evening prayer services. We look forward to the next school year and hope to expand the team further.

Anna Buchanan van Doorn, Sacristan:

This year our group of four sacristans – Alix Keable, Hannah Morris, Anna Whittaker and me -- have been very hard-working with each of us involved heavily with weekly services, such as the Thursday Lunchtime Eucharist and Monday's Evening Prayers. We have all enjoyed working alongside the Servers and Wardens to contribute to the multiple larger celebrations throughout the school year. We are looking forward to Katie Siddons and Daisy Forster-Village joining us next year. We would all also like to thank Father Stephen, Rev. Helena Whitaker, Mr Longson and Mrs Barrow for their excellent commitment and leadership in the

Chapel. I know next year will be just as successful from the hard work of all involved, and the ability of everyone to work together to run services of such high standard throughout the year.

Anna Davies, Year 11:

The Christian Union has continued to be an informal Christian presence within the school and this year in particular has started to become more involved in the regular Encounter services, which occur once or twice a term, doing readings and organising prayer stations. We have also continued our weekly meetings during Wednesday lunchtimes, with the usual pattern of games and lunch, followed by a talk on an aspect of the Christian faith. This year we have focussed on themes taken from well-known Bible characters such as Moses, Ruth and Paul and parts of the Sermon on the Mount, such as the Beatitudes. Thanks very much to Jeremy Worsfold for leading the Christian Union this year; Jeremy is now leaving LGS for university and we wish him every success. Next year we plan to rebrand the Christian Union under the name of Fusion and will be inviting some





guest speakers in to give talks on issues relevant to us. As always, students from every year are always welcome at our meetings, especially anyone just beginning to explore faith or with questions about Christianity.

Ed Whittaker, L6th:

At LGS, our Chapel administration works hard to run the school services; whether they are to celebrate one of the seasons in the Church's Year, involving the whole School or the smaller weekly Eucharist and Evening Prayer services. All follow traditions laid down by the Church of England. For this reason, ahead of the season of Easter, Father Stephen held a 'Teach-In' session after school, to explain and inform members of the Chapel, the background and meaning of the carefully choreographed elements of the services, that we all help to prepare and take part in. During the discussion, we learnt about the meaning of the vestments; who wears what and why they differ for each season of the Church year. For example, the green robes with embroidered images representing the Creation will be worn in the coming months. We also learnt of the significance of bowing to the Altar and the history behind other parts of services. We all greatly appreciated Father Stephen generously lending his time to aid our understanding when we carry out our duties in future services.

Career Development

BY MR LONGSON

Our Careers evenings, covering Business and Finance, Oxbridge, Engineering and Medicine, are now attended by Year 9 as well as Senior students. We are grateful to all those visitors from companies and universities for their support. The Friends have made a great contribution through their evenings as well and I would like to thank Mrs. Marriott-Clark and her Committee for their help. These have supplemented our Careers Evenings and the WRL days for Year 10. Next year we are holding an event to develop Networking skills for Year 12. There was an excellent



interview forum arranged by Louise Jackson of ICA. The internal mock interviews, which built on this, were conducted by me with the support of my colleagues. We were grateful to Dr Palin and her colleagues for the work in developing mock MMIs; also to Dr Scott and Julia Hallam-Seagrave in helping prepare our Medical Dentistry applicants. In addition Dr Ewers developed a set of VMIs for our record number of Veterinary applications. I have been very fortunate to have the support of a large number of the academic staff in helping run these events. I would like to thank Mr. Duffield for all that he has done in co-ordinating the school applications in Medicine and Mr Perry, who has also assisted with Oxbridge Science applicants. Mr McLean has worked hard in supporting applications in the Arts to Oxbridge and will be taking a group on a residential in Oxford. Miss Crampton continues to look after applicants to American universities and Mrs Stout, the European universities. The Committee has been joined by Mr. Kidd and Mr. Reeves.

On the Careers Education side the PSD continued in its development and I thank Mr Ellis and Mrs Paton who have been delivering Careers elements of the programme. Mrs Ewington has continued to play a key role in the development of the wider PSD provision in particular whilst Mr Clayton has been away. I value very much the commitment of our library staff in maintaining and developing the Careers information that we offer students. Miss England is co-ordinating our Careers Convention this October, with some 80 exhibitors already booked in and we are currently developing a series of late-afternoon electives for the Sixth Form. OLS continue to support us by sharing their experiences both at the convention and through other events. Mr Allen has continued to work with me in developing this very strong programme, whilst administering the UCAS process. I am hugely grateful for all that he does.

Question Time

BY WILL OSBORNE



An annual event in the school's calendar is Mr Allen's Question Time, which is always worth attending. Anyone with an interest in politics or current affairs would find it interesting. This year it took place on February 26, 2015 and the line-up was Emma McClarkin, an MEP for the Conservative party; Professor Micheal Hurst of De Montfort University; James Hallwood, former Chair of the Young Fabians; Alex Wild of the Taxpayers' Alliance; and Nimit Jethwa of the Green Party. The speakers varied quite significantly in their political views: Mr Hallwood was clearly quite left-wing, while Mr Wild and Ms. McClarkin were more right-wing.

The questions, which were gathered via a letter sent out to the pupils and pre-selected by Mr Allen before the event, covered a wide range of relevant topics and ranged from the serious to the rather more quirky. One question which sparked heated debate amongst both the speakers and the audience was about the NHS, specifically whether it was sustainable in its present form. There was a general consensus that the NHS would have to change in one way or another in order to



be sustainable in the long term, and all the speakers agreed that the changes carried out by the current government were a bad idea and a waste of money. The main issue for debate was whether areas of the NHS should become paid for at the point of service; Ms. McClarkin was of the view that this should be the case, while Mr Hallwood and several of the members of the audience who raised points seemed to believe the opposite. The question was under discussion for some time longer than had been planned.

Other questions covered topics such as Islamic State and other forms of extreme Islam, and how we should counter the radicalisation of young British Muslims, the impact of UKIP on the upcoming general elections, how we should tackle tax evasion and the impact of small one-person businesses on the economy. The quirky question asked at the end of the evening was what prizes the speakers would choose for the gift-bags at the Oscars. Mr Hallwood said he would like an increased subsidisation of train tickets, while Mr Wild opted for the less political option of a new Ferrari! The evening ended with questions from the audience, the final question coming from the Headmaster.

Student Question Time

BY LEANNE POTTER

On March 26, 2015, Mr Allen held a student Question Time over a lunchtime, with the Labour Party represented by Isaac Arnachellum-Owen, the Liberal Democrats by Ruth Whiteside, the Conservatives by Maria Telnikoff, the Green Party by Mary Osborne, UKIP by Matthew Ainge and the Monster Raving Loony Party by Andrew Wicks. Mr Allen asked each student to first explain why we should vote for their party. Isaac said that Labour would fix the NHS. Maria said that the Conservatives would fix the economy. Mary said that Greens would ensure the future of the Earth, while also raising the minimum wage. Ruth said that the Lib-Dems would see to the economy, but adopt a mansion tax and bank taxes. Matthew said that UKIP would take

the UK out of the EU, but still allow us to trade with them. Andrew said that his party would make life fun, for instance, by establishing a new Hippocratic Oath, whereby politicians would need to admit when they were wrong or else be jailed for the rest of their lives.

The first question posed was whether UKIP is a racist party and the answers were quite interesting. I particularly liked Maria's reply: people make up the Party and because racist people tend to gravitate towards them, yes, they were racist. The Monster Raving Loony Party even agreed with that answer, adding that the whole political system was pointless and should be scrapped. (Mr Allen asked us whether limiting immigration was inherently racist.) Another question

which sparked debate concerned the privatisation of the NHS. Matthew as UKIP said that the best thing to do would be to leave the EU and with the money saved revitalise the NHS. Isaac as Labour said that we should employ an extra 20,000 nurses and 8,000 GPs paid for by the mansion tax, as the rising cost of living has hit the poorer harder. Maria as the Conservatives said that the economy needed strengthening so as to better support the NHS, cannabis should be decriminalised and by 2020 there should be seven-day access to all health services.

Ruth as the Lib-Dems said that they would look into the system and fund mental health and lifestyle services so as to save more money in the long run. The Greens said that they would never contemplate the NHS being privatised. Andrew, as the Monster Raving Loony Party, proposed that new dentists should have extractions without anaesthetic so as to know what pain truly is, while free-roaming nurses on school playgrounds should shoot kids with tranquiliser guns, thereby inoculating them without fuss.

Introducing Miss Clapham, Head of Learning Support

INTERVIEW BY LUCY BARROWCLIFFE

How would you go about helping someone who really doesn't understand?

No one understands all of the time. When you listen carefully and look at how someone learns best, it becomes easier to make their journey of learning more successful. If a happy and successful time at school was the towering Burj Khalifa in Dubai, I would be there digging the foundations and putting up the scaffolding. Learning support is about gathering skills and strategies to build your own Burj Khalifa. It is wonderful to see someone face their challenges, find a way forward and experience new success.

What was your funniest moment in teaching?

There have been so many funny moments! One of the best was hosting Nicki Morgan and Michael Gove in my classroom before either of them was The Secretary of State for Education. The pupils soon worked out if they were good at Geography!

What is your favourite city?

St David's, Pembrokeshire: Looking east from the wild heights of Ramsey Island, the little city fits like Lego into a tray of grey-green hills. Independent and assured, she confidently offers her statistics in wheeling kittiwakes and choughs, coffee shop corners and surfing kings. Perfection is in the detail: clean vegetables in wicker baskets and exquisite hand-made clothes, well-scrubbed doorsteps and lavender leaning over aged stone paths. Finding a window table for elevenses, mid-morning conversation is detailed by mini-galleries of fine art on the chalk-white walls. Below the central green and past a treasure trove of antique books, skyscraper flights of steps drop you down to reach the city's heart. Edmund



Tudor's leaden tomb stands solemnly in the choir. The great Cathedral tower holds the tales told over centuries. You can hear their whispers blown in by Atlantic winds, greeting you in the quiet cloister, chasing free along the shore. My days there are packed full of the outdoors, beach and sunshine. Early evenings are filled with fine food and Shakespeare's "The Tempest" lighting up an inky sky. I have found inspiration in organ music wrapping itself around the ancient Cathedral rafters, in a Lark Ascending, soaring beyond a thousand people, and a harp's pure voice, followed by stillness.

My Chanel Suit

BY ROSIE GLADDLE

Choosing a topic for my AQA Extended Project was a difficult decision and at first was quite daunting. I decided to focus on Coco Chanel who, from very humble beginnings, built a multimillion pound international business which still continues to thrive today. After much consideration I chose the title, What are the reasons for the enduring success of the House of Chanel? It was essential to look at where she had grown up and to try and understand her and the skill and craft of her tailoring. I chose to make her iconic tweed suit to understand why her suit is so desirable and to make it using the same processes she had used.

Her classic suit is just one example of why her clothes are so sought after even today. When she created the tweed suit she felt it was necessary to break away from the trend of that time and enable women to feel comfortable, as she said one of the hardest parts of her job was “enabling women to move with ease so not to feel like they’re in costume”. The attitude of women of all classes changed as a result of the two World Wars, as they were more extensively brought into the world of work. Women had experienced independence and that helped to revolutionise women’s fashion. After the Second World War, Chanel brought back some tweed cloth discovered when visiting Scotland with the Duke of Westminster and which she combined with the boxy style of the cardigan suit she had previously created. She paid a lot of attention to detail when making the suit. An example of this is the addition of a chain on the inside allowing the suit to fall and hang perfectly. This suit was unlike anything else of that time, as it was not fitted like the ‘New Look’ post-war fashion. It became popular in the media due to its controversial style and was soon worn by many celebrities, such as Bridget Bardot, Grace Kelly and later Princess Diana. All of these women gave her garments and her brand celebrity and the allure of elegance. In order to ensure that a woman had complete movement while wearing her suit, the client was able to go back for



as many fittings as she liked; during the fitting Chanel would ask clients to perform numerous movements. She would make them pretend to get on an imaginary bus, bend over to get into a sports car, fold their arms at shoulder height to make sure they had enough movement and then she would make them sit down and ensure they remained comfortable. In making this suit, I copied Chanel’s procedures so as to appreciate the individuality of the tweed suit. I found the tweed fabric hard to use, as it had a propensity to stretch, making it harder to sew. However, this made me appreciate the effort put into making this suit. What also was clear to me, having made the jacket, was



that the lack of a collar made it more comfortable and the pockets made it more practical.

Coco Chanel did not conform to what was expected for women in the early 20th Century and it is undeniable that her business success would not have been possible without the investment in her and the connections given to her by her lovers, Capel and Balsan. She was not without controversy in her life, but that adds to the interest that she generates. She built her business by producing clothes and hats that she herself wanted to wear – simple, elegant and comfortable. Her designs created a fashion revolution that would influence almost every designer that came after her. She used every opportunity to promote herself. A key part of her success was the recognition of the value of her name, which remains one of the most famous in the fashion world almost thirty years after her death. She created clothes that were controversial for that period, but she was proven to be correct through what has become a timeless tweed suit, still in vogue today as slightly updated by Karl Lagerfeld, the current artistic director of Chanel fashion.

What Types of Time Travel are Possible?

(AN EXTRACT FROM ANTHONY SHAFFU'S EPQ ESSAY)



If we had the power of time travel at our disposal, would we be allowed the freedom to do what we like with it and to solve practical predicaments? Time travel plays an integral part in the plot of many films and novels, where it is used (and sometimes abused!) to solve problems that the main characters encounter. *Harry Potter and the Prisoner of Azkaban* by J.K. Rowling displays the certain properties and restricted uses of time travel nicely.

Published in 1999, with the film released in 2004, it provides us with a modern view of the matter. In the book, Harry Potter and Hermione Granger use the time-turner – Rowling's version of a time machine – to save the lives of both Sirius Black and Buckbeak, the hippogriff. Earlier in the novel, Sirius was arrested and imprisoned in a high tower in the vicinity of Hogwarts. He is about to be executed, but is innocent. After they think that Buckbeak has been executed and very soon before Sirius would have been killed, Harry and Hermione travel back in time using the time-turner. Already we have hit upon a scientific flaw: the energy required to transport an object that is only millimetres in length is far too big to be obtained easily, let alone the energy for two human beings. For the purposes of this argument, however, we will assume that energy is not an issue; the interesting aspect is to consider the effects of causality and any relevant temporal paradoxes. After Harry and Hermione have travelled back in time, they begin to retrace the footsteps of their earlier selves.

This is a second flaw: they have duplicated themselves and hence have created mass.

To clarify the following argument, I have labelled Harry's earlier self as Harry_P, and his future self as Harry_F, where P stands for "past" and F for "future". The same labelling procedure has also been applied to Hermione. Hermione frequently stresses the importance of Harry and her remaining unseen by their earlier selves. This complies with the Novikov self-consistency principle. Their "earlier selves do not recall seeing their duplicates, so neither Harry_F nor Hermione_F can break this principle. Otherwise, earlier on in the book before they used the time-turner, they would have recalled seeing their future selves.

A key moment in the plot comes when Harry_F and Hermione_F are standing a few metres behind their earlier selves, who have their backs turned. Hermione_F steps on a twig and immediately hides behind a tree. Their earlier selves immediately hear the sound and turn around. Hermione's earlier self is able to catch a mere glimpse of her future self. Hence, Hermione_F would have been expecting to be seen by her earlier self, as she can recall an earlier memory of catching a glimpse of her future self before she used the time-turner. What it wouldn't have been possible for either Harry_F or Hermione_F to do would be to step out from behind the trees and reveal themselves, because this would not preserve the events of their timeline and would

violate the Novikov self-consistency principle.

A few moments later, Harry_F and Hermione_F are standing where their earlier selves stood when they hear the breaking of a twig. The future Harry and Hermione are granted a view of Hagrid's hut, with Buckbeak chained to a post in front of the hut. Before concocting a plan to untie Buckbeak, Hermione instructs Harry to make sure he isn't noticed by their earlier selves, who are having tea with Hagrid in his hut. In accordance with the Grandfather Paradox and the Novikov self-consistency principle, she technically does not need to tell him. Harry spots (and recalls from an earlier memory) Peter Pettigrew in the hut, disguised as Ron's rat, Scabbers. Harry_F knows that Peter Pettigrew murdered Harry's parents, but critically, Harry_P is not aware of this fact, as the event where Harry and Hermione discovered this information took place in the Shrieking Shack, after the time of Harry_P and Hermione_P but before the time of Harry_F and Hermione_F. Harry_F is therefore very eager to burst into Hagrid's hut and reveal Scabbers' secret in front of his (and Hermione's) past self. Apart from the matter of Harry_P and Hermione_P seeing Harry_F standing in front of them, as previously discussed, an adaptation of the chicken-and-the-egg scenario is created here. If Harry_F were to walk into the hut and reveal all, then Harry_P and Hermione_P would have known all about Scabbers' true identity and his actions. Just as

“Which came first, the chicken or the egg?” is a hypothetical question, so too is “Where did the information regarding Scabbers originate?” if we assume that Harry_f did walk into the hut. It is the same situation as travelling back to the late 1980s and leaving manuscripts on J.R. Rowling’s desk. The information, like the manuscripts, has no defined origin, so the Grandfather Paradox is set up once again. More importantly, Harry and Hermione would already have been aware of this encounter by the time they came to using the time-turner. As this wasn’t the case – Harry and Hermione do not recall seeing their duplicates at all by the time they came to using the time-turner – then we know that it is physically impossible for Harry_f to walk into the hut and reveal himself to Harry_p and Hermione_p.

A little later on in the plot, Harry_p and Hermione_p believe they have witnessed the execution of Buckbeak while standing on top of a hill. Little did they know that while they were walking up that hill towards Hogwarts shortly after leaving Hagrid’s hut, Harry_f and Hermione_f were freeing Buckbeak, releasing him from the post and guiding him into the Forbidden Forest. The time at which Harry_f and Hermione_f had to free Buckbeak was critical in keeping both their timelines consistent. Harry_f and Hermione_f recall seeing Buckbeak attached to the post while entering and leaving Hagrid’s hut earlier in the plot. What they (Harry_p and Hermione_p) did not see from the top of the hill was Buckbeak being killed – they merely saw the executioner brandishing his axe. Harry_f and Hermione_f then went on to rescue Sirius Black by flying Buckbeak to the tower. Their mission was still not complete, and Hermione knew what to do to complete the loop of time they had created in order

to return to the “present”, where both of them would once again be granted a state of free will. They then would be able to do what they could do before using the time-turner (as Harry_p and Hermione_p were able to do) without having to comply with any restrictions caused by temporal paradoxes. It was approaching the time when Harry_p and Hermione_p were about to use the time-turner, so they needed to return to the same room so that they would not appear to disappear into oblivion (because mass cannot be destroyed). As Harry_p and

Hermione_p vanished after using the time-turner, Harry_f and Hermione_f entered the room, so no mass was lost and energy is conserved.

Logically therefore, the seemingly mind-boggling plot of this Harry Potter episode does make sense, as no temporal paradoxes are broken. Energetically, however, the process does not seem feasible, but as this is a work of fiction, we cannot draw strong conclusions about the energy required to transport two humans back in time.

Volunteering in Africa

BY JOE GLOVER, L6TH

Far poorer than I had ever imagined, with only two tarmac roads, Morogoro in Tanzania was to be my home in Africa. I had flown on my own, via Nairobi, during the summer of 2014, to arrive in Dar Es Salaam. It was here, once I had handed over a quantity of US Dollars and filled in complex visa and work permit documents, that I met the friendly faces of the Gap Medic team. A four hour bus drive took us all to Morogoro.



I spent two weeks in Morogoro Regional Hospital observing and assisting in dental care for the patients, from 8:30 until 13:30 each weekday. This was an unforgettable opportunity to see first-hand a diverse and fascinating range of dental procedures. Moreover, I was able to witness the stark reality of the conditions and ethical issues faced by dentists attempting to deliver the best possible care with exceptionally limited equipment. The department had no steriliser, yet was performing operations regularly. Hospital beds were a luxury. It was not uncommon to see three patients in a single bed. We would assume this to be impossible but it is not. In addition, I was offered the chance to observe the doctors on a night shift in the midwifery ward. The shift lasted from 6:00 until 11:15. During this time I was able to observe an emergency C-section, an incredible experience.

In the afternoons and evenings I was privileged enough to be able to get involved with the local community. This was an opportunity that I will always

value very highly. Spending time in the town, learning Swahili and playing football with the local teenagers are memories I will cherish. It was very valuable to interact with people from a very different background. The dentists and other local people I encountered were the kindest and most considerate people I have ever met, generous with the little they have and positive about everything. Their welcoming nature allowed me to

throw myself at every opportunity that came my way.

The trip was the best experience of my life and has further strengthened my determination to become a dentist in the future. I am exceptionally grateful to the staff at Morogoro Regional Hospital who enabled me to gain this invaluable experience.

Farewell to Mrs Pegg



How long have you worked at LGS?

I began here sixteen years ago, in 1999, providing lunch-time cover for the two receptionists, who then were Mrs Lee and Mrs James (who now works in Reprographics). Originally I only worked for one hour a day, but gradually my shift grew longer.

What are the best and worst aspects of your job?

The staff are great. I really enjoy the variety of people and queries that I have to deal with. I will not miss getting up at 6:15 every morning, and have sometimes struggled fitting all of my jobs into my schedule.

Which events stand out when you look back?

I seem to remember Mr Thacker making a citizen's arrest of someone back when we were on Peacock Lane. I also remember that one student had a mother who had a stall in Leicester market. She would send huge amounts of fruit to us in the office and Sally Lee would sell the fruit to the staff. The amount of fruit brought in just grew and grew, until the front desk looked like a garden stall and so the Head had to tell us to pack it in. Also, when it was only my second or third week on the job, I was grabbed by two men just outside of the Guild Hall and frog-marched into a white van. They explained that they were going to kidnap me in aid of the Lord Mayor's charity and that my place of work would pay for my freedom. I had to explain to them that I had only just started a new job and that I was afraid I might not be worth a ransom. They then very kindly released me without any payment.

What is your advice for the next receptionist?

Always smile: you will feel better and everyone else will too. When you are not feeling calm, try to look calm on the outside all the same. Enjoy the job – it is the best job ever!

What are your retirement plans?

We are planning on doing a lot of travelling. We will use a new camper-van to travel through Europe, from France to Switzerland and Italy. Scotland and New Zealand are on our list too. I want to try white water rafting and learn calligraphy and perhaps another language. I would also like to join a History class.

Life Drawing, a Personal Account

BY SARAH SARAJ (INCLUDING DRAWINGS)

Life drawing classes are offered to Year 11 and Sixth Form Art students to give us a better eye for shape and depth, while making us more aware of how the body works and occupies space. Most of us were excited to attend the class, having only ever worked with figures from photos before. Suddenly we were viewing the body as a weighted, constructed object, linked with architecture and other structures.

Each class we had offered us a new way of working, so each week our drawing had a new theme: handling tone and highlights, providing a framework for the body, dynamic poses and so on. We were arranged in a circle with the model in the centre, so that our view depended on where we were in the room. Each of us had a slightly different view to the person next to us. In one exercise we had to draw for five minutes and then rotate anticlockwise around the room, picking up our neighbour's drawing where she had left off. As you may imagine, we all found it difficult to abandon our own work, but nevertheless this exercise taught us to develop a more constructive and less prideful approach. It also provided insight into how other people dealt with the same subject matter. As the weeks went by, we became more confident in our mark-making. We were encouraged to look for tone and highlights to emphasise



certain parts of the body, giving them a certain life or power. We were taught not to view the edges of the paper as confining and to expand any traditional ideas we had about pictorial drawing.

The sight of genitalia is a much anticipated fact of life drawing. Questions of how much attention to pay to it are raised; you want your drawing to look normal without certain areas being over-worked or under-worked. Some of us used what I can only describe as surprisingly anatomically correct depiction, while others were too afraid to attempt to depict this body part at all.

However, it was the quiet moments of life drawing, deep in observation and laborious mark-making which really captivated me. The body can transform into so many different shapes with each movement. Being forced to draw body parts which are not particularly interesting opened my eyes to the amount of tone that goes into depicting a kneecap, or how an arched back can make what seems like a smooth geometric hemisphere. Life drawing exceeded my expectations in a number of ways, mostly by being a much more expressive process than I had initially expected. At the end of each session, I walked away with a stronger eye for shape and depth, a deeper understanding of the dynamism in stagnant objects and, as always, charcoal on my fingers and face.



Autumn Art Exhibition: Dave Morris and L.S. Marson

BY SAMANTHA HAYNES

Contemporary sculptor, Dave Morris, and painter, L.S. Marson held an exhibition of their recent work on October 8th, 2014 at LGS, utilising the extra-wide corridor space overlooking the refectory and near to the Art wing.

With subtle humour, Morris' sculptures and sketches commented on how England relies on national trade for the majority of the food products that we take for granted. Influenced by multiple visits to Granada and Morocco and the Moorish architecture he saw there, as well as the everyday objects used in those countries, Morris has created, for example, an enlarged sculpture of a yellow sugar hammer (a machete-like tool used to cut unprocessed sugar for sweet mint tea) resting upon a traditional Moroccan office table. The naturalistic subject matter is made from wood and displayed in warming autumnal colours. However, the objects have also been expanded by Morris and balanced in various unexpected positions to communicate a satirical message. Hence, the artist's punning name for his "Freeloaders" series of sculptures in which vegetables are reproduced in giant size and piled on top of each other to produce unsettling and suggestive imagery. Instead of using plinths to support his work, Morris has crafted the abstracted legs of dining room tables, conveying his message that increased foreign trade of food products takes income from local farming and has a warping effect on the world's environment. Along with polished wood, other materials have been incorporated into his sculptures, such as Portland stone and bronze, giving the pieces tactile appeal, as they are curvy and smooth. A series of sketches of irregular fruits and vegetables drawn in pencil, charcoal, water colour and acrylic wash is part of Morris' English Still Life 2 exhibition. Some of these sketches were made as a preparatory exercise, exploring the forms, for example of Crown Prince and Turban squashes, before reproducing the same objects as sculptures. Unlike the bold and industrial outlines of the sculptures, these sketches use directional shading and lighting.



L. S. Marson's show contained a series of acrylic studies of beech and oak trees, as well as some works focusing solely on closely worked tree bark. She uses a wash of graduated cool colours as a background to contrast with the lifelike, directional brushstrokes of the bark, painted in warm, burnt umber tones. To achieve the photo-realism of each piece, colours have been built up over one another in layers of shading. The works, "Old Oak in Bradgate Park 1" and "Old Oak in Bradgate Park 2" emphasise and exaggerate the mysterious "fairy house" entrances in the base of the trees. Her linear bark studies remind us of scarred and aged human limbs. My personal favourite painting was entitled "Nine Oaks in Summer", as the juxtaposition of vibrant yellow tones with mossy greens creates a dappled sunlight effect and she uses elements of mixed media to recreate the roughness of the tree bark. Marson has said that her art attempts to capture "moments of serenity" within the tranquillity of autumn, the season of natural decay. A poem that she wrote to accompany her artwork in 2013 ends, "Speak no more, old oaks of Jubilee Woodlands, until spring you may sleep well. Rest up, old men, and wake with yawn, then stretch your bluest hue with a blanket of bluebell".

London Art Trip

BY RUTH WHITESIDE AND CHARLIE FRASER



On January 15, 2015 all Year 10 Art students visited the exciting Saatchi Gallery and National Portrait Gallery, London.

Long draping banners and tall, white columns greeted us at the Saatchi Gallery. The inside of the gallery is modern and painted white with frosted glass panels and wooden staircases. The exposed brickwork of the neighbouring buildings was made visible through some of the walls. The exhibition space was split into numerous “mini galleries” focusing on different themes. We made our way through each of them, my favourite being “The Oil Room”. Viewed from the balcony, the floor was a sheet of pristine, mirrored glass reflecting an image of the roof and therefore giving the impression of a pool of oil. The Russian Gallery displayed many communist references along with multiple plays on the Soviet flag, my favourite being a Pop Art image of Lenin juxtaposed against the Coca-Cola logo. However, of all the galleries and exhibits we saw, one in particular stood out. Every other room displayed multiple pieces but this one contained one giant artwork taking up two floors of the gallery. The artist had felted every single flag of the world, including every tiny detail, but that’s not all: he had completed the piece with the use of nothing but human hair. Having visited all of the exhibits, we then had to choose one

to sketch and write about in our sketch books. I chose a Pop Art piece by Alexander Kosolapov depicting scenery in the form of logos. After half an hour of sketching, we departed on foot back to the coach. I loved the Saatchi Gallery because of the variation in form, subject and themes on offer; from “The Oil Room” to human hair, you never knew what you might find around the corner.

Secondly we visited the National Portrait Gallery. Here we encountered floors of portraits, taking us all

the way from extravagantly opulent, intricately dressed, Tudor kings, through impressive and sternly stationary military portraits, to lighter, fresher Impressionist paintings, right up to contemporary works by living artists. The Gallery was a particularly good visit due to the current Grayson Perry *Who are you?* exhibition and the display of winning entries for the Portrait Artist of the Year. It was especially helpful in inspiring Year 10 because there were strong links to the ‘I, Me, Mine’ project we are currently working on, including various works of artists we had studied. We all re-opened our sketch books to make drawings of the art we particularly liked, littering the entire building with silent and studious LGS Art students, sitting focused in front of a variety of art works. The sheer scale and number of works was of huge benefit. Whatever path we were choosing in our own GCSE pieces, there was plenty of relevant material, an abundance of different styles and artists.

Greg Harris Art Exhibition

BY ELISE WALSH

On January 16, 2015, Greg Harris displayed a variety of his most recent work at LGS, during a well-attended exhibition that included guests and GCSE and Sixth Form Art students. Harris has connections with the city of Leicester, having completed a degree in Fine Art in 2009 at De Montfort University and then spent two years at a studio that included well-known local artist, Paul Wright.

Harris' exhibition consisted of a series of landscapes, portraits and self-portraits that vary in their composition. Each piece is captivating because of the rich use of tones and colour. Form is created by thick, directional brushstrokes, as well as by offsetting carefully considered groups of colour so as to draw areas forward and create depth. Palette knives are also used to apply paint and then, applying a gloss layer over the work, Harris creates more light on the surface to reveal the uneven texture. He prefers to work in oil paint and to layer the paint thickly, as wet paint can be used on top of a wet surface and the paint can also be scraped back to reveal another layer of colour beneath. When observing his work

closely, you can see that he takes advantage of this unique property of oil paints, especially when painting hair. This fast, gestural painting method adds dynamic movement within his pieces and brings personality, particularly within facial expressions. Greg Harris' expressive style brings together both a literal and non-literal representation of people and environments, with minimised mark-making. As an artist, he wants to challenge people's view of the familiar, showing how nothing is ever static, how flux is constant.

The night was a pleasure to attend. Harris was happy to have in-depth conversations with the students about his work and about the art industry as a whole.



Fire and Smoke: Raku Workshop

BY ELIZABETH WHITBY, 10C

Earlier this year, the Year 10 GCSE Ceramics class and some GCSE and A-level Art and Design students went to Fosse Neighbourhood Centre for a Ceramics workshop. Not only did the students learn about slip-casting, but



also about a special technique of firing called Raku. Raku was founded in 16th century Japan and is used especially for the tea ceremony. It is the process where works are removed from the kiln at bright red heat (around 1,000

degrees C.) and subjected to post-firing reduction – that is, smoking. This is done by placing the pieces in containers of combustible materials: we used wood chippings. As a result of this smoking process, raw clay blackens and the glaze can either take on a metallic-like shine or a crackled surface, depending how much oxygen it is exposed to when it is taken out of the kiln. The main excitement of Raku is its unpredictability as you have no idea how the glazes will turn out. One of the most exciting moments for the students was wiping off the carbon from the pieces they had made to discover how they had turned out. At the Fosse Neighbourhood Centre the kiln itself was outside, and it was raining for some of the time while students were waiting for their works to fire, but the day was good fun and a great experience to build on for GCSE ceramicists especially.

LGS Featured Artist, Priyan Patel, Year 10

INTERVIEW BY AMELIA PALMER

Who and what has influenced your art?

My inspiration comes from a variety of artists, such as Renaissance masters, like Michelangelo and Rembrandt; or French Impressionist artists, like Monet and Renoir; or contemporary artists such as Paul Wright, Nick Lord and Tai Shan Schierenberg. I like the individuality of these artists. I have enjoyed visiting art galleries ever since I was quite young. My favourite is the National Portrait Gallery, as I am very interested in portraiture.

Do you believe that music and art are related?

Yes, I definitely do believe that there is a relation. When I paint and sketch, music allows me to express myself and put passion into my artwork. Usually the music I listen to is upbeat and happy, such as Stevie Wonder, The Beatles and Dexy's Midnight Runners.

Tell me about the self-portrait featured in this article.

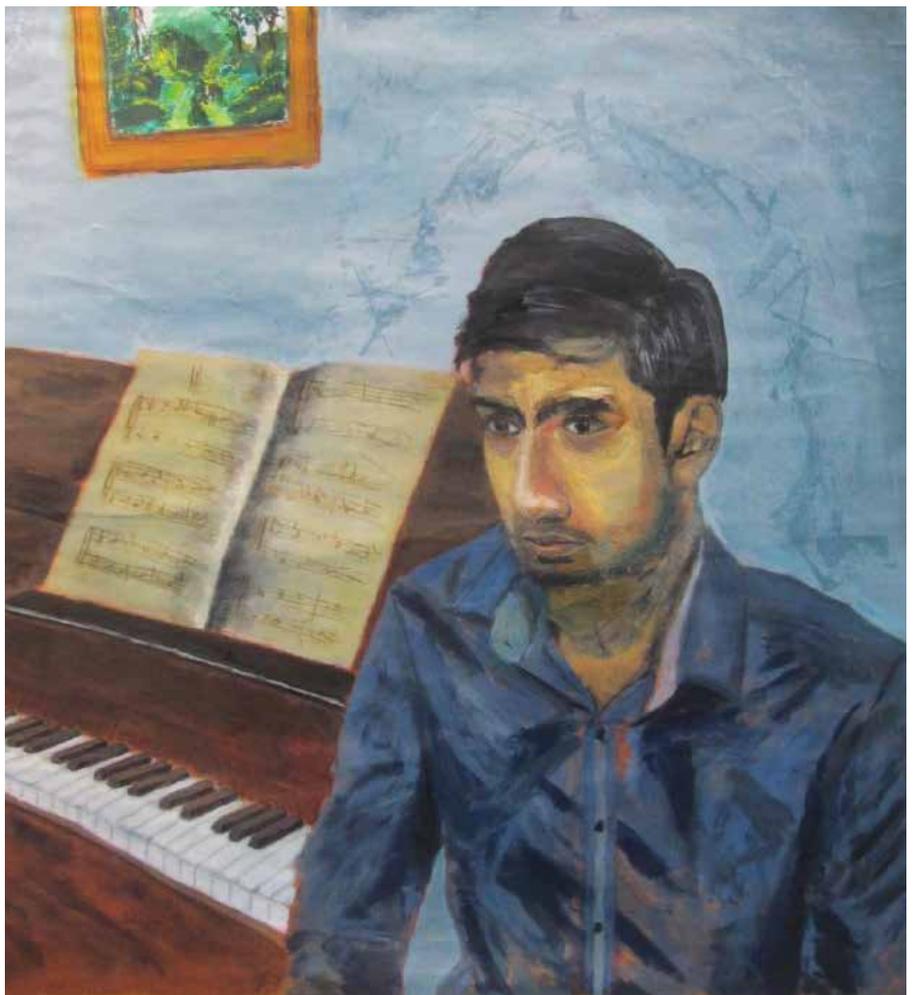
The painting on the wall is one that I really love and that my parents have had for a long time. It really fascinates me and I have spent a lot of time just staring into it. The piano is obviously important to me as I have been studying the instrument for a long time. I don't have a beard in the picture – that's just a shadow – and the expression on my face is meant to be contemplative, not melancholy.

How has GCSE Art affected you?

The GCSE course has enabled me to work at a much faster pace, as well as introducing methods of painting that I had not thought of before. This year I have produced some still life paintings, as well as portraits, a study of fruit and a copy of a Paul Wright still life with a skull.

What are your future plans?

I used to think that I would have a career in Music, but have begun to think that Science or Art will be my field of study. I might combine Science and Art by studying to become an architect or an engineer.



LGS featured Artist, Sarah Saraj, L6th

Tell me about your portrait work.

The film projection and portrait series of the woman getting up from bed and rubbing her eyes depicts my sister, Lena. I was interested in portraying a private moment made public. On one of the paintings the face is pixelated

to remind viewers that artwork is an image.

The self-portrait featured below is the key painting in a self-portrait series, in which I assume various poses. I was using the idea of art as performance: the sitter performs to the viewer quite consciously and that changes the usual balance of power. In one of the paintings there is a tangle of figures behind the main portrait, most of them with quite similar faces but one of them a boy in trousers, and that represents different versions of myself.



Which artists have influenced you?

Jeanette Hayes is really fascinating. She is a young artist who does digital work as a portion of a larger work that reproduces (copies) a famous painting. For instance, she will add i-phone numerals to a painting. (Sarah takes out her phone to illustrate this point and the wallpaper on it is a Freda Kahlo self-portrait, one with monkeys in it. We talk about how wonderful Freda Kahlo's portraits are.)

Are you going to pursue a career in Art?

I may do that. I have yet to decide for sure. I could also study English at university. I love English and writing.

LGS featured Artist, Annie Frankham, U6th

INTERVIEW BY JEMMA JONES

Have you always known that you wanted to pursue Art? What are your plans after LGS?

I've always loved art. My grandma was an artist and she encouraged me to paint. Also I had Mrs Davies for GCSE and she was a really influential teacher! It is only at the GCSE stage that you start to think seriously about your future. I have decided to do an Art and Design foundation course at Loughborough so that I can experiment with different forms of art. Then I will study product design or Design in general.



Which artist has influenced your work most?

Christian Hook, who is a portrait artist, has probably influenced my best work so far, the work I produced after Christmas this year. I used to be quite neat with my brushstrokes and now I am much more expressive. This has helped me to speed up a bit when working.

What do you enjoy most about Art and what was most frustrating?

I enjoy knowing that I have done a good drawing and that provides the momentum to move on to painting it. (When the drawing is bad, you know that the painting will be bad too.)

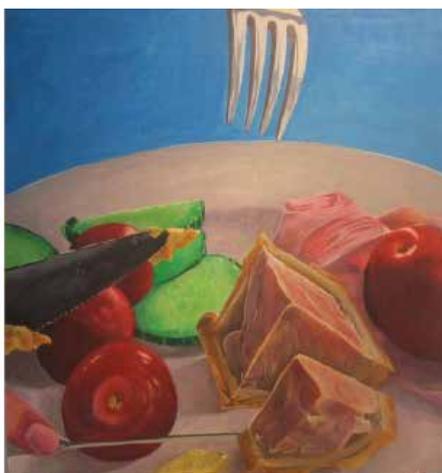
What can you tell me about the triptych featured below?

The first image, on the far left, depicts gathering ingredients; the second one is someone eating the food; the final one (far right) features the washing up process. That's a pork

pie on the plate and a plastic bottle of salad cream on the right. The contrasting textures were interesting: the plastic pot of tomatoes, the wrapping on the crackers, the metallic fork, the translucent cucumber, the rubber gloves. I can only paint things I like and I really like cooking. Monet was an influence and in the other cooking paintings I did featuring hands, I used my grandmother's hands as a model, or my sister's hands.

What has been your most memorable moment studying Art at LGS?

Miss Haywood and Mrs Davies are full of life advice and (top secret) stories about their past experiences. We also have very topical debates; whatever is on the news we will talk about in class. We put music on while we are working and with that there comes some interesting karaoke! The funniest memory involves someone who will remain anonymous sitting in a seat that was covered in paint and getting really embarrassed.





Madelyne McCarthy AS-level



Priya Luharia AS-level

MingHe Ma AS-level



Cloe Weare AS-level



Amy Thraves-Connor A-level

Introducing Mr Walker, our new Classics Teacher

INTERVIEW BY ADAM WESSEL

What made you want to teach Classics?

At the A-Level stage, I decided that Classics was my subject, partly because I had such a good Classics teacher. I did not really get on with my French teacher, and that took all the enjoyment out of French for me, whereas Latin, Greek and Classic Civilisation were all subjects I really liked. After leaving university, I applied for lots of jobs, but teaching was always at the back of my mind. I did not think of being a teacher in my twenties and at one point I went through part of the Marines recruitment process, before I decided that teaching was what I really wanted to do.

Do you have any embarrassing-moments-in-teaching stories?

During one of my teacher training placements, I was working at an independent school and there was a sacred patch of grass which was only to be walked on by staff. When I stepped on this grass, I was called over by a teacher who mistook me for a Sixth Former. He asked me if I was a student, to which I foolishly said yes, and he then proceeded to give me a telling off and asked who my tutor was. When I realised what was going on, I had to correct him and tell him that I was a member of staff. And so I had my detention rescinded – I tried to look a bit more teacherly from that point onwards.

What are your hobbies outside of school?

Rugby has always been a passion of mine and I help to coach rugby here at LGS. I am a Saracens fan. I love to watch Athletics competitions and to keep fit in general. I also read and research in the Classics field.



What is your favourite city?

My favourite city would have to be Nicosia, the capital of Cyprus. I lived on the island for three years when I was younger, as my father was stationed there. It was an island divided, the northern half Turkish and the southern half Greek. Nicosia reflected this, as the capital was completely divided and was the last fully divided capital city in Europe. To cross between the two halves of the capital, you would have to drive through a buffer zone, known as the Green Line, which was an area of No Man's Land. The Green Line contained buildings littered with bullet holes and was empty of people other than the border police. As a boy, I found the city fascinating, unlike anywhere else in Europe. As a Classics teacher, I often look at areas for their history, but it is very rare that you can see an area of historical and political significance during such a tumultuous time. The crossings between the two halves of the city are once again open, but I will always view Nicosia as one of the few places that I have been where I could witness history unfolding.

My Favourite City is Herculaneum

BY DOMINIC CLEARKIN



It is sobering to stand at sunset and gaze down on Herculaneum. The grey stone turns red, just as it must have done in its last twelve hours in AD 79. What is instantly noticeable is the stillness: this is a seemingly dead city, but in reality it is mainly frozen in time.

Vesuvius erupted at 1:00 pm one summer afternoon in AD 79, signalling twelve hours of destruction and terror. At 1:00 am the next day the column of volcanic debris that had risen 30 km above the once green and fertile mountain collapsed. For those in the city of Hercules it was the crash of doom. The temperature rose to thousands of degrees Celsius and the once-proud citizens, slaves and animals of the city expired from the thermal shock. The tragedy complete, it was then preserved by the fall of volcanic rock, which buried the city. Thus it remained for almost a millennium until a humble Italian peasant decided to build a well. Herculaneum's main deity may have been Venus, the goddess of love, but it was the thespian temperament of Bacchus that was at work, for the well-shaft was dug straight down to the stage of Herculaneum's theatre. Since then large parts of the city have been unearthed, revealing many details of how people lived right up to the demise of the settlement.

Looking down on the ancient beach with the Bay of Naples at one's back, one sees the boat-houses where fishermen would have worked, sailing out to draw in nets full of aquatic life. However, this is no longer a place of bustling life. It is now a Memento Mori, for in the arches are the yellowed bones of men, women and children. The cliff above the boat-houses had often been the protector of the city's inhabitants, for example in the earthquake of AD 62. Perhaps it was believed that it would serve so again, but it was not to be when the columns collapsed. An analysis of the bodies has revealed that most of the skeletons found sprawled on the ancient beach are men, whereas those in the boat-house are largely women and children. It seems as though husbands, sons and brothers were attempting to find a way of escape, although only a single boat was found, suggesting that they left it too late. When the people fled their homes, they seized their valuables and so jewellery and bags of gold were found alongside the bodies, which included a mother and baby, and a child

clutching the skeletal remains of a dog. In both cases we can guess that some were fearful and whimpering, while others sought to provide comfort. The smell is musty as a marsh now crowds in on the places of death, while the croaking frogs seem unaware of the silence that falls on visitors as they see the terrible toll taken by the mountain.

Entering the city, one walks between villas leading towards the main street. On the left is an open shop entrance, where there is a marble-topped counter with deep bowls hollowed out. This is the Roman answer to a delicatessen, where the people could buy snacks, perhaps nuts, or a drink. The ample stock of amphorae in a storeroom suggests drinks were sold here. Continuing to tread the cobbles of the Roman high street, one reaches a house where the sudden effects of the eruption are apparent. The heat carbonised organic matter and so a wooden partition in the house of some affluent citizen remains to divide the reception room from the dining room. Across the city lies the source of some of that food, at the bakery where one can still see the two parts of the millstone: one the base, the other the hourglass-shaped stone that an ass would have hauled round and round, before being tethered in the stable behind. Remarkably, we have learnt a great deal about the diet of the people of Herculaneum, rich and poor, by the analysis to tons of excrement in the city's sewers. Fish was a staple, also coriander and even peppercorns that must have been brought from far-off India. Food was not only a social part of life, but a religious one, for in the south of the town is the Sacred Area, evidence in the Temple of Four Gods pointing to communal meals. Ironically one of the four gods was Vulcan, who was evidently unimpressed by the meagre offerings set before him.

The appeal of Herculaneum is how rich it is in its diversity and complexity. It is possible to see original paintings and glimpse the wooden superstructure of buildings. Through analysis of bodies, we can learn about life in the Flavian period. Finally, the mountain itself, glowing a dusty red in the evening sun, is a looming but timely reminder of the fragility of human existence in the face of the horrible natural world.

My Favourite City is Olympus

BY CARL STAHL, 7E



My favourite city is Olympus, the city in the clouds. As you enter past the fluffy section, poof: you arrive in the city of the gods. There are old-fashioned Roman-style buildings on the main street. The smell of freshly baked bread and ambrosia just wafts through your nose. People who aren't used to it often faint and wake up in one of the hospitals.

There are parks filled with trees, fountains, rivers, green lawns and everything else you can imagine in the home of the gods. On the outskirts of the city are villas, where the posher people live with their families. The villas have red-tiled roofs, white marble columns and luxurious gardens with flowerbeds, statues, fountains, benches and even tame deer. The only thing that makes the city look a bit untidy is the great big, marble palace at the end of the main street, which is the residence of Zeus, king of the city, and his wife, Hera.

The shops sell a wide variety of goods, from wine and swords to sandals and clothes. The wine

is made in the vineyards on the edge of the city and the smell is just amazing: sweet grapes and honey. The swords are made at the goldsmiths, for they are made of imperial gold, and the smiths have to wear full-body protective gear, the heat is so intense. The sandals and clothes are made of the finest leather and the softest materials. Tapestries produced by Arachne herself are also for sale. Olympus is a fabulous place to live, with a nice community and excellent facilities.

My Favourite City is Pompeii

BY ANNA KELLIE, PREP CLASS



My favourite city is Pompeii. I know it is not a city anymore, but it used to be. When Vesuvius erupted everyone scattered. Wealthy people who had come to Pompeii on holiday raced to the boat-sheds, only to die of hunger and thirst, whereas the workmen tried to find shelter and as a result the ash choked them as it fell in layers, making human sculptures. Before the eruption, Pompeii was a five-star resort that welcomed the superstars of the age. Only first class would do, unless you

lived on the other side of Pompeii, where the poor and the slaves lived. They were just spiders to step on, ruining their beautiful webs.

The day before the explosion it was the festival of Vulcan, Roman god of blacksmiths, forges and volcanos, and the citizens believed they had not worshipped Vulcan enough, so the eruption was a bad omen from the gods. The things that surprises me the most are that Mount Vesuvius was actually five miles from Pompeii and that there

was no lava in the eruption, just ash. When I think about Pompeii, I always imagine myself running away from home but getting caught by the ash, the smell of ash clogging up my breathing system, alarming voices fighting in my head. Suddenly I fall to the ground and everything goes black. It will stay like that for thousands of years. It is a horrible story, but most of what we know about the Romans comes from Pompeii and that in itself is pretty cool.

The Linguistics Olympiad

BY GABRIEL RAWLINSON



The United Kingdom Linguistics Olympiad

In February 2015 students at LGS who chose to do so competed in the UK Linguistics Olympiad, thanks to Mr McLean, who arranged for pupils to sit the paper over several lunchtimes. (Although she does not say so, Gabriel received a gold certificate of achievement, which placed her 54th in the country, an extraordinary achievement, especially for a Year 11 pupil. Silver and bronze certificates were also awarded to Olivia Rennie and James Willmott.)

Linguistics is the study of all aspects of language, including grammar, syntax, phonetics and semantics. The Linguistics Olympiad is very similar to the various Mathematics and Science challenges taken by members of both the Lower and Upper School. Much like these, it is not a test of factual knowledge, but of logic, so knowledge of any particular language is not required. There are three levels to the UKLO, foundation, intermediate and advanced, each paper open to students of any age, although the advanced level paper is the only one officially examined with bronze, silver and gold certificates awarded. There are around five questions in each paper, and each one provides all the information needed to solve the problem. For most of the questions, the student must closely examine words and phrases of a particular language, aiming to gain from them an understanding of the grammatical rules and then use them to translate and construct more phrases. It is a test of the ability to spot patterns, define rules, and then apply them.

Languages included in the past have varied from Japanese, to Yoda, to completely fictitious languages the exam-writers have created themselves. There are almost 7,000 languages spoken in the world today and many more which have been spoken in the past, and any one of them could feature in the paper. There could be a problem involving Waanyi, an Australian language surviving mainly in decades-old recordings, or one on the particularities of English syntax. I would recommend this Olympiad to anyone who wishes to test or improve their problem-solving, basic logic and deduction skills. It may appeal to students interested in computers and coding, as many of the problems involve code-breaking logic. Additionally it requires many skills transferable to Science.

I would urge other students to give the competition a go next year: it is one of the few tests which you will leave feeling that you know more than when you went in, even if it is only a sporadic understanding of Dutch past participles. Past papers, example problems and more information can be found at www.uklo.org, or you may wish to come along to the weekly lunchtime Linguistics Club.

Writing Workshop with Glyn Iliffe

BY MARIA TELNIKOFF

Why do people write? Do they write to change humanity? To alter people's perception of life? Or do they simply write for themselves? This is what I asked Glyn Iliffe when he came to give a writing workshop for the pupils at LGS. Iliffe is a writer who has fictionalised many of Homer's works in an attempt to bring the epic stories of the Trojan Wars to the masses.

The workshop began with Iliffe's life story, which is eventful to say the least. After finishing school he searched for inspiration by journeying around the world, then started university, studying English and Classics. It was this that inspired

him to write his series of novels based on Homer's epics. But the literary world is not an easy one to break into. Iliffe reports that he was rejected over fifty times and had to whittle his first book down from 180,000 to 120,000 words. But now he is an established author and has published four novels on the Trojan Wars. The session progressed with a character study activity, in which we had to describe a character from Homer's *Odyssey*. Iliffe believes that vivid characters are the foundation of any good book. Next on the agenda was to write our own beginning to a story based on *The Odyssey*. We were presented with



examples of opening descriptions. I can't say that Percy Jackson qualifies as my idea of gripping, but perhaps to some it might be. We analysed the stylistic tools used by the author in order to create suspense and draw the reader in. The workshop finished with a question and answer session during which I found out that Glyn Iliffe's favourite book is *The Lord of the Rings*.

Junior Debaters of the Year, Ruth Whiteside and Mary Osborne

INTERVIEW BY MOHINI KOTECHA (PHOTOS BY MR PILBEAM)

After winning the Junior Debating competition 2014, against Maria Hancock and Shreya Chakraborty, Mary Osborne and Ruth Whiteside have proved themselves a dynamic debating duo to be reckoned with!

What sparked your interest in debating?

Ruth: When it came round in Year 7 it seemed a good idea to take part and I found I was quite naturally suited to debating as I'm quite an argumentative person anyway. From then on and, being friends with Mary, who is also very outspoken, it just seemed to make sense.

Mary: My whole family argue all the time, so right from a young age if ever I wanted something I would

have to make a case for it. I was trained by my parents to have that kind of mentality, so I guess that is where my outspokenness comes from. Also our brothers, Andrew Whiteside and Will Osborne, won the school competition in Year Nine as well, so we really wanted to gain another Whiteside-Osborne plaque!

What was your favourite motion so far?

Ruth: For me the most interesting motion was, Women should not be allowed to fight on the front line. We had to support the motion, which was not the side of the argument that we wanted and this was hard for us, as we are both feminists. It entailed going against our own beliefs.

Mary: My favourite motion was not actually one that we ever debated. It was a debate involving the Prep class, It does not matter what clothes people wear. I remember one of the Prep students becoming really passionate, saying that if people wore designer jeans then it would create a whole new caste system. And that Einstein was so successful because he did not care what he wore.

What is your key to success?

Mary: We tackled each of our debates with the same system: Ruth would pose our arguments and explain the logic behind them. Then I would go second and destroy what the opposition said. So Ruth was always the polite one and I ended up being the rude one, a bit like good cop / bad cop.

Ruth: And also in terms of a conclusion, we needed to answer what questions came up from the floor and further reiterate our points.



The Institute of Ideas Debating Matters Competition

BY DOMINIC CLEARKIN

On November 18th, 2014 the LGS debating team of Dominic Clearkin, Holly Johal, Harry Ashman and Izzy Jackson travelled to the University of Derby seeking to retain the school's title of Leicestershire champions in the annual Debating Matters Competition, run by the think-tank, The Institute of Ideas. The competition seeks to challenge young people to consider contemporary issues and invites academics, businessman and other professionals to act as judges and probe the students' understanding. In the first debate, Dominic and Holly argued against and defeated English Martyrs on the motion 'Unhealthy lifestyles are not the business of government', taking us through to the final, in which Harry and Izzy argued that 'We should be willing to compromise our privacy in the interests of national



and international security' against Chilwell School. In this debate, as in the first, LGS had been given the case of government intervention, which led to accusations

of naivety being hurled from the judges' table but LGS withstood the storm and emerged the victors. Both LGS teams were particularly complimented on their teamwork, research and attention to detail - a testament to Mr Allen's preparation as well as the efforts of the team.

The next challenge was the Regional Final at the University of Leicester on April 23rd, 2015. There Harry and Izzy argued that 'Western humanitarian intervention is a valid tool of foreign policy'. They acquitted themselves superbly, including standing up to questioning from a former ambassador to Greece and Albania on the merits of intervention in the light of events in the Balkans in the 1990s. LGS held to their argument that sometimes there is no option but intervention and the judges decided in our favour. Holly and Dominic then argued that 'Space exploration is not a waste of time and money'. In a debate that descended into an argument over semantics, the team successfully fended off the questions of both judges and opposition to go through to the final. The last motion was that

'Nobody has the right to not be offended' with Holly and Dominic given the task of decoding the motion and arguing in its favour. They upheld the right to freedom of expression but held to their position that there is a difference between causing offence and causing harm. Unfortunately, the opposition from Withington Girls' School were trying to do something very similar with 'offence' and 'criticism' so that despite LGS being complimented by the judges on their ability to negotiate such a grey area, the victory and a place in the National Final was given to Withington Girls. Despite this, the LGS team received plaudits for their shrewd and well-researched arguments. Holly was given an Honourable Mention for her assured performance and Dominic was given 'Best Individual Contributor' though the judges hastened to add that he was much too pedantic. Thus our attempt to reach the rarefied heights of three days of debating at the British Library fell again at the final hurdle, and the baton is passed on to the next cohort to try to take Mr Allen on that all-expenses-paid trip to London a year from now.

LGS Debates Scottish Independence

BY ISOBELLE JACKSON

A decisive vote of 58 to 4 carried the No campaign to victory in our LGS debate, although the actual debate in Scotland was much more closely fought, with 45% of Scots casting their vote in favour of independence. Harry Ashman and Kieron Johal's arguments cemented the opinions most of us had already: Scottish independence just is not feasible. Kieron estimated the staggering cost of creating a new currency. These costs, he argued, would lead to higher prices in Scotland and higher prices would lead to less demand for Scottish products. Furthermore, Kieron questioned whether the oil reserves are worth as much as the Yes Campaign has claimed and

suggested that sustainable energy would compete for some of the market.

This 58 to 4 judgement does not reflect however the quality of the arguments made by the Yes side, championed by Holly Johal and Paawan Mann. They put together a solid argument – it was not what an English audience wanted to hear, however. Holly made the very important point that the House of Commons is dominated by Conservatives, whereas there are very few Conservative members from Scotland, and Scottish people deserve the same right to representation as we do. A prime worry for the Scots is that the



Trident Programme's base is on their coastline – shouldn't they be concerned that the legislative body for the country does not have the needs of Scottish people as a top priority?

During the discussion afterwards, I argued that it is part of democracy to have a government that someone isn't happy with. Also Gordon Brown, who is Scottish, has pulled a lot of weight in the politics of the UK.

It was said that the problem for Scottish voters was whether to vote with their hearts or their minds. Contrasting the two arguments presented in our own debate, you can see the clear manifestation of facts with evidence in the No camp and the passion in the Yes camp. When the realities are presented as clearly as Kieron and Harry gave them, it is easy to see why fifty-five percent of the Scottish population decided against independence. The financial situation of an independent Scotland would make it impossible for the state to provide public services of the high quality that Scots currently enjoy, which is something Harry and Kieron explained to great effect. With the benefit of hindsight, we can now look back and see just how accurate their claims were. The Yes campaign had passed off references to the financial impact on Scotland and the UK in the event of a Yes vote as scaremongering, claiming that Scottish oil reserves were more than adequate to support an independent country. However, the Bank of England recently released minutes of a Financial Policy Committee meeting which revealed that it had made arrangements to "meet potential increased demand for Bank of England notes from holders of Scottish notes". The minutes also belie Alex Salmond's claims that British politicians were bluffing about refusing a currency union with an independent Scotland. The Bank were clearly preparing for the refusal of a currency union and the claims of the No camp were solidified by the warning in the meeting that investors would pull

out of Scotland as a result of "the absence of credible institutions and resources to back financial stability and fiscal credibility". The FPC also backs up No campaign claims that Scotland's refusal to accept her share of the national debt would inflict some damage to the UK economy but much more serious damage to Scotland's economy. (During LGS's discussion, Safia Lamrani argued that if Scotland wishes to shoulder an enormous national debt, that is their own choice.)

On the whole, I think that both LGS and the Scottish people made the right decision in voting No to independence because, as former Energy Minister, Brian Wilson, said, in the event of a Yes vote there would have been "two groups of people who were very disappointed: those who voted No and those who voted Yes" because, despite SNP rhetoric, problems facing Scotland at the moment are not going to be "cured by independence".

Terrorism and Passports Debate

BY MARIA TELNIKOFF

On November 6, 2014, the topic for the LGS Debating Society was whether the Government should seize the passports of suspected terrorists. Although Ruth and Andrew Whiteside succeeded in defeating the motion, we reproduce here Maria Telnikoff's very thoughtful and forceful speech in support of the motion.

We believe that the Government should definitely remove the passports of all those suspected of going abroad to support terrorist activity. This is an extremely topical issue with the potential to affect us directly if nothing is done. There are three main questions that must be answered. What is the current threat from international terrorism? Why are these suspected terrorists so dangerous? And finally, what options does the government have?

There are five terror threat levels; we are at the second highest level

now and have been since August 29, 2014, meaning that an attack is extremely likely. Announcing the change, Home Secretary Theresa May specifically said that, "Some of these plots are likely to involve foreign fighters who have travelled there from the UK to take part in those conflicts." This means that the foreign fighters, or suspected terrorists, are directly responsible for the current SEVERE terror threat level. If we do not deal with this issue immediately, we will soon reach the critical stage at which a foreign attack would be imminent. Why are these so-called foreign fighters so dangerous to us? They represent a threat to the UK both while they



are overseas and when they return. While overseas, they have the ability to provide an insider's view of the UK, if the extremist network they were to join was intent on targeting us. In turn, foreign fighters gain the status, contacts and skills (such as bomb making and secure communications) that make them a much greater threat when they return to the UK. Removing the passport of a suspected terrorist would prevent them from providing secret information about the UK to their extremist networks and stop them from practising the skills they have learnt abroad in the UK. But what options does the government actually have to deal with these suspected terrorists? Doing nothing is not an option, as any party that does nothing would be voted out of power for a more determined party. So realistically there are only two options, known as "home and away". "Away" – for some suspects the preferred option

is to have them leave the country and not come back. "Home" -- other suspects (namely persons aspiring to train for terrorism or fight abroad) it may be considered necessary, or preferable, to keep under observation in the United Kingdom. Which is a better choice, "home" or "away"? "Away" is not ideal unless unavoidable: the person would still go and fight on the side of terrorists, sharing the skills, secrets and networks with them and would remain a threat to the UK even when abroad. Besides, not allowing a British citizen to return to the UK would create a difficult legal and human rights situation when such person might in principle become stateless. "Home" is, we argue, the only feasible option that can prevent the threats that foreign fighters pose when they are allowed to leave and then return to the UK. We would be preventing the leakage of information concerning Britain to terrorist organizations and would

be limiting the opportunity for terrorist attacks. To take away the passport of a suspected terrorist is to take away his training ground for terrorism.

There is no statutory right to have access to a passport. The decision to issue, withdraw, or refuse a British passport is at the discretion of the Home Secretary under the Royal Prerogative. So, we are not proposing to take away any form of entitlement. A passport is a privilege and not a right. If we remove the passports of suspected terrorists we significantly reduce the risk of the mass murder of millions. It is easy for us to feel distanced from the prospect of terrorism here in the UK, but the "severe" terror threat level tells us otherwise. This issue affects every one of us in our daily lives and is a cause worth fighting for.

Debating at the Model United Nations Assembly

BY PRIYA LUHARIA

On June 29, 2015, twelve L6th students travelled to Trent College to attend the Model United Nations General Assembly, where students take part in a role-play of a UN meeting. The school had never taken part before. As groups of three we were given a country to represent; our school represented Israel, Kenya, Mexico and Syria. In the plenary debate, each country was given two minutes to present a prepared speech on modern slavery. Due to disagreements on the issue, the debate became quite heated. The Russian team would call out, "Lesser Russia" every time Ukraine went to speak! There was also a lot of tension between the Israeli and Palestinian teams. The next stage was committee discussions. Three committees were set up,



each concerning itself with a particular issue: water and sanitation, the proliferation of small arms, and violence against women. Our groups of three were separated at this point, each of us representing the country at one of the committees. Again, we presented prepared speeches

outlining our country's view of the topic and how MUNGA could help to solve the worldwide problem. After preliminary discussions, we had to work together and make compromises, so as to table five resolutions to present to the whole group later in the day. To me, this was the best part of the day because everyone was allowed to speak on the matter, due to the smaller size of the groups.

It was a beautiful day and we lunched outside in the sun on the fields of Trent College. After lunch, the chairman presented a current situation for discussion: would

we, as ambassadors of our various countries, agree to invade Syria? We were given time to persuade other countries to change their minds, giving short speeches expressing our views. Although in the end there were more votes for the invasion of Syria than against it, we failed to get a two-thirds majority. Finally, the fifteen resolutions of the three special-issue committees were presented, with the other two committees voting on them. Lastly the teachers announced awards and LGS's Samantha Haynes, Isobelle Jackson and Priya Luharia won the award for best group of the day. (We were representing Israel.)

Debating Britain's Responsibility to Migrants

BY RICCARDO KYRIACOU

On June 10, 2015 two Year 7 classes debated before an audience of students, Mr Allen and Mrs Higginson, the motion being that Britain has a responsibility to accept as many as possible of the migrants fleeing across the Mediterranean into Europe. Elliot Green, 7e, started the debate by describing the horrible situations these migrants face. This was a good beginning, making the audience sympathise with their plight. Elliot then stated that most English people are immigrants themselves: even Anglo-Saxons are actually French in heritage. He pointed out the massive influence Indian culture has had on Britain, as curry is the nation's favourite food. Annabelle Onions, 7a, arguing against the motion, said that Britain cannot support a great influx of people, which would put too much pressure on the NHS, worsen housing issues and hobble our education system. Immigrants

are seldom fluent in English and some arrive here with very little English, putting great strain on schools. Patrick Davies, 7e, the third speaker, spoke about the strong work ethic of immigrants, that the NHS relies on them, as a large proportion of doctors and other NHS staff were actually foreign-born. He pointed out that many here immigrate to France and Spain; if they accept our citizens with open arms, then we should reciprocate. The final speaker claimed that many immigrants abuse the benefit system and may even commit crimes to get the money that they need to live. However, this argument can be seen as racial stereotyping.

Before Elliot and Annabelle did the summing up, we discussed the issue, which has been featured prominently in the news in recent weeks. I spoke about the poverty of many in both Greece and Italy,

arguing that Britain owes it to these countries, who are the port of entry to Europe for those who flee across the Mediterranean, to share the economic burden with them. Someone mentioned driving across Spain and seeing deserted villages, where many houses stood unoccupied, and Mr Allen said that these "ghost towns" were found in other countries too, such as Ireland. We wondered whether these unoccupied homes and other unoccupied buildings in busy cities could not be utilised for housing desperate immigrants. When it came to voting on the motion, we supported it unanimously.

Danu Talis, in the Alchemyst Books, is my Favourite City



BY ADAM LIU, YEAR 7

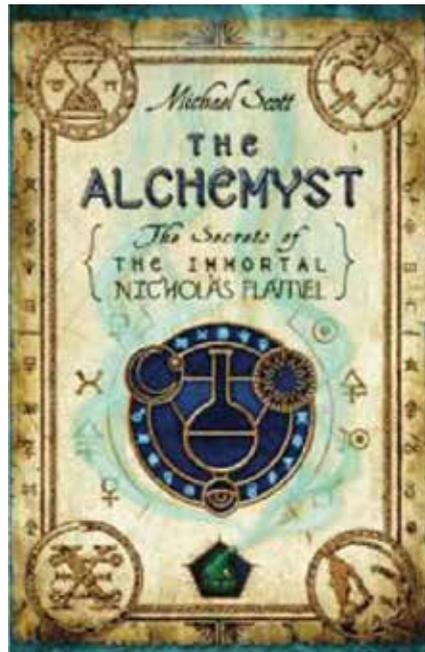
My favourite city would be Danu Talis. This is a fictional city, from the Alchemyst series of books by Michael Scott. These books revolve around a character called Nicholas Flamel. Danu Talis is a city preceding the age of the dinosaurs that has played host to a great many people, many of them magical.

The island that the city is based on was supposedly raised by the Ancients, a race that had given battle to two other races, leaving the island for the many Elders and Great Elders to inhabit. On the outskirts of the island was a crystal tower inhabited by Abraham the Mage, a shady character who plays a key part in the stories.

The city had a distinct hierarchy that divided the rich and powerful from the poor and powerless slaves by means of a towering gold and crystal wall and moat, with Anubis-like creatures defending it. On the inside of the wall were many towering homes, from Mayan pyramids to Aztec-style homes. All were made of the finest materials. Despite its many merits, this empire had a dark side. All the humans were slaves, pressed into working pack-mules, doing the farming, building and many more tedious jobs. Uprisings were brutally quashed, with traitors thrown into the volcano. The technology of the city was immense. Alongside of the Elders' magic,

it far surpassed our technology. They could genetically engineer species, such as Anpu, jackal-headed men resembling the Egyptian god Anubis. They had vimanas: flying-saucer style airships that have featured in myths for centuries. These many innovations, however, did not save the city from its downfall. As legend had foretold, a man named Marethyu, the hook-handed one also known as Death, cut the island to shreds from the top of the tallest pyramid and sank the island. However, many of the humans escaped, along with many Elders, who became figures of myth in modern times. Some of these figures were Bastet, the Egyptian goddess of cats, Janus, the Roman god of decisions and Hecate, the Greek goddess of magic, crossroads and choices. Some others I can name were Odin, Mars, Prometheus and Isis.

Now in the Twenty-first Century, the legend of Danu Talis lives on as Atlantis, the sunken city of gold and riches. Some people think that Atlantis was Poseidon's first palace. If you believe in the story of Danu Talis, the many gods and creatures of mythology are alive in a shadow realm of their own creation, a shadow realm in a different world, connected to many more realms, and we humans are not alone.



London in Literature is my Favourite City



BY RHONA JAMIESON,
U6TH

My favourite city is London, but in order to enjoy it I need not go within a hundred miles of the place. I do not like cities and never have done: the claustrophobic crowds, the bright and angry traffic, the encompassing vertical surroundings of dead, echoing materials coated with a layer of dry dust. London is a city in which one can become engrossed whilst sitting in a garden, or which one can carry around in a backpack. It is a city built of black characters on white paper and the real visitor of London, or at least the London which I believe to exist, is the reader.

The story of this city begins in spring, after the showers of April, in the Taberd Inn in Southwark. We cannot help but join them, the characters we find here, for their vibrant humanity transcends the centuries that divide us: the suspicious knight, a talkative woman in red stockings, a miller with a booming laugh. But the most important character we meet is a pioneering author who ducks and twirls between the lines, peering at the readers and favouring them with an occasional knowing wink, perhaps, if they are looking.

We follow these pilgrims away from London and back again, and find a city of increasing change and excitement. The printing press brings it more and more into focus, but as it does we are swept along by a bustling crowd and find ourselves in a playhouse. Here, in the Rose, words do not merely recreate life; life is the play and the world the stage. The crowd gasps in horror as Caesar falls, his white tunic stained with blood, and they hold each other up in their laughter as Benedict cries that, "This can be no trick." And, if you can see over their heads, you may glimpse an actor at the back of the stage, in Burbage's shadow. That is the Bard himself, the countryman, like us, who has found himself drawn to this expanding city, this magnet of the intellectual elite.

Time moves on and soon the cry that the King is dead runs through the streets. We find ourselves drawn into a world of angels and devils, of a war in Heaven punctuated by the sounds and sights of the revolutionary city. Here the Classics seep through the rich, pungent poetry in all their sparkling array. But now a new rebel takes up the rallying cry and we are travelling with tigers, lambs and school children singing to the top of St Paul's. We are in dark territory, and even from Westminster Bridge we can see the Hell of another world in the city around us.

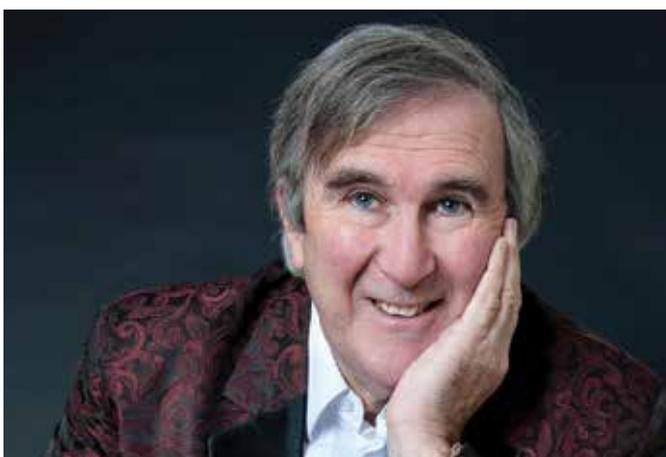
It is a hell of soot-black children and snow, of manacles and woe.

But soon we are no longer walking along narrow bridges of iambic meter, but walking through the happy fields of the novel. Here the Court of Chancery looms up through the mist and mud and a woman in white haunts the territory of the tragic Romantic of Hampstead Heath. It is a divided city of rich and poor, and we can follow a suspiciously beautiful man through mansions to East End opium dens. Men are split into their dichotomies and their darker sides roam the streets after dark. It is a tale of two cities indeed. But in the deepest darkness, among the poppies, is unprecedented innovation. Bloomsbury blossoms and all too soon we can look into visions of the London of the future, where the clocks strike thirteen or the streets are scented with soma. But for those tiring of this weight of human misery, there is a consolation prize. Simply travel to King's Cross Station and run straight at the barrier between platforms nine and ten. They say that you should take it at a run if you are nervous.

And those are merely the main attractions, the first section of the guide book which continues to expand year on year. Admission to this city is free and tickets last a lifetime. It is a place of the best ideas of the best minds, whose owners write, each in a room of their own, while the whirring cogs of their brains create a constant background buzz. Every train drawing in to King's Cross may carry a new spark to further the illumination of these magnificent streets. And the reader, travelling on the return journey, never really leaves, but carries a piece of London with them, always, as they return to the mundane world of reality.

An Evening with Gervase Phinn

BY HARRY ASHMAN



On September 24, 2014, Leicester Grammar School hosted an evening with Gervase Phinn, the well-known Yorkshire author and educator.

Over the course of the evening Phinn regaled the audience (without reading from books or using any notes) with countless stories of interactions with children and teachers while he worked as a schools inspector. We heard of matronly nuns and troubled teens and he kept the audience laughing throughout. It was clear that Mr Phinn knew his audience well – a predominantly middle-aged group, many with backgrounds in education. There were murmurs of agreement from the crowd as

he expressed his educational values. He had high praise for LGS, saying that the first impression made by the school epitomised the qualities he associated with excellence: an environment where children could feel secure, freedom from litter and graffiti, inviting displays for visitors.

The tone of the evening was light and a joke was never far around the corner, as he took us on a tour of his latest book, *Mangled English*, including strange requests made in bookshops, such as “Harry Potter and the Chamberpot Secret”; malapropisms, such as “She’s receiving private intuition”; and errors overheard in classrooms and school halls – “The fire destroyed the

Science block and was the worst disaster for the school since I was appointed.” Mr Phinn described his book as “a labour of love”. It demonstrates the importance of listening carefully and shows that all of us can commit embarrassing mistakes. He mentioned the late Enoch Powell as a victim of misunderstanding in relation to what was said in his notorious “rivers of blood” speech. The evening ended with the announcement that copies of his books would be available in the school library for all to read. In the foyer afterwards, he signed copies of his books for his fans and received much praise for a pleasant evening.

Introducing Mrs Kendall, Our New English Teacher

INTERVIEW BY MOHINI KOTECHA



Did you always want to be a teacher?

Where else have you worked?

I did always have a teaching role; however, originally my career was in theatre education. I worked for Everyman Theatre in Liverpool, Scottish Youth Theatre and also for the Scottish Opera. Later I completed a Master’s degree in Theatre Education and made the leap into teaching about ten years ago, feeling that the most magical part of my job had always been when engaged in workshops with young people, rather than when sitting in offices and drawing up budgets. Initially, I lived and taught in London, but when my son was born I did think that it would be a good idea to move back to Leicester to be near his grandparents. My last teaching post was at Lancaster Boys’ School, where I was Deputy Head of the English department for four years. Now I am back to my roots at Leicester Grammar School, the secondary school that I attended. Mr Harrop, Mr Allen, Mr Willis, Dr Whittle and Mr Handford all taught me. I have many fond memories of singing in the choir, taking part in Drama productions and playing hockey at LGS.

What is the best part of teaching?

It’s an absolute privilege to work every day with young people who are seeing and discovering things for the first time – it allows you as a teacher to re-live those experiences with them. Particularly as you get older and more comfortable, it’s really good to have your perceptions challenged and to find new ways of thinking about things. Teaching is a job where you laugh so

much and can also have moments of intense frustration. But ultimately it is a job in which no two days are ever the same.

What is your favourite book and why? Which fictional character do you most resemble?

Wuthering Heights by Emily Bronte is the book I always come back to. I actually studied it as a Sixth Former at LGS. It’s an autumn book for me: all I need is a misty morning, a comfy sofa and a big pot of tea. As for the character I resemble, I would love to say I was the second generation Catherine Earnshaw (in *Wuthering Heights*, who is kind, resilient and nurturing. However, I have a horrible suspicion that I am more like Lydia Bennet (from *Pride and Prejudice*) – I have my moments.

What is your favourite city?

Durham was my home for three glorious university years. For someone with an active imagination, living there can be like starring in your own series of period dramas: as a medieval serf, glorying in the splendour of the new cathedral; as Elizabeth Bennett, sweeping past rows of bulls-eye Georgian windows; as a Gilded Youth, sipping wine on a sun-dappled riverbank. The last time I was in Durham, Palace Green in the sunlight still took my breath away, as did the winding incline up to it through the narrow streets. I laughed out loud at the ringing, taunting cries of “Should have gone to Hatfield!” just outside Castle and the chocolate cake in the Almshouses tasted as good as I remembered it.

Paris is my Favourite City

BY MR GRIFFIN

All journeys in Paris should begin on the Ile St Louis – a tiny island in the centre of the Seine, a peaceful little world of its own, isolated from the hustle and bustle of a frenetic capital. You only have to compare the idyllic silence of the island at 8:00 am, before the tourists begin arriving to the organised chaos of the traffic island that is the Arc de Triomphe, to recognise that this is an oasis of calm amidst the drama of Paris. The smells of the island, the streets cleaned by opening taps so that the gutters are flushed into the river, the fresh scent of the pavement cafes, the sticky ooze of Berthillon's ice-cream parlour, all combine to make you think of the religieuse that the right patisserie will offer at the end of a long walk.

Paris makes me think of many things: culture, architecture (at least what wasn't destroyed by the vandals of the revolution of Baron Haussman, the vandal of the Empire), but most of all HISTORY. Every street, every boulevard, every stretch of the river has an association for me – Paris is a hotbed of violence and blood. From the peaceful (now) Tuileries Gardens, sun-speckled and filled with the sounds of Parisian sophisticates and their children it is a short journey into history with dead Swiss Guardsmen surrounded by harpies stripping corpses and children kicking severed heads. Here Captain Bonaparte fired the "whiff of grapeshot" into the mob; here Henri of Navarre (the "vert Gallant") was assassinated by Ravillac; here Marie Antoinette endured her last trip to the scaffold; here the Huguenots were massacred by their Catholic neighbours. So much violence, so much blood, all in a city of so much outer beauty. But if you scratch the surface, then worry about what seeps out.

The tourists always frustrate me, even though I know I am one of their number, as school parties hog the pavements and I try to stride towards Les Invalides. French teenagers have a smell all of their own: leather, sweat and watered down Chanel or Calvin. The best way to escape them though and the fog of French Lynx is to take cover in a café – never order the tea though, since they have no idea how to make it properly. (Paris is a city for the coffee drinker.) A pastry, a crepe, bread and preserve – so simple, so bizarrely elegant. It's easy to rest in the arms of a piece of genuine baguette, rather than the shop-bought from Sainsbury's. But the best place in Paris by far is the area around le Rue de la Boucherie,

a land of Shakespeare and Co., which hints at a literary and cultural past, with the odd American student armed with an exercise guide in search of Joyce, Hemingway and Fitzgerald. I prefer Moliere and Racine, but I have always been weird that way. Give me Tartuffe in the Luxembourg Gardens over Gatsby in the cafes any day. Sorry Scott and Zelda, but you just don't cut it for me. Walking into Shakespeare and Co. is like stepping into a literary Aladdin's cave – I would say Tardis, but it really is that small inside – though watch out for the mark-up. Amazon will definitely be cheaper.



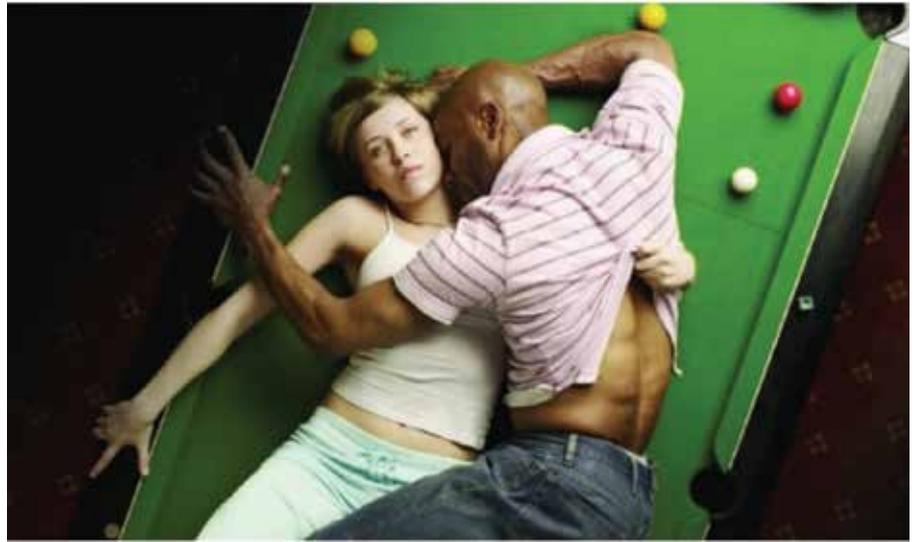
Do I have a romantic attachment to Paris, though? No more than Cambridge, or Stroud, or even humble old Leicester. Sad though it may seem, they all represent the same things for me: places where I have been happy, places with memories, places with history in every sense of the word. It isn't the boulevards, the cafes, the food, the sights, the smells, the tastes, the textures. It isn't the sense of the past that seeps out of every pore of every wall in the city. Paris is my favourite because of all of those things. It is also about who I have shared it with: Marshal Foch, Adolf Hitler, Thomas Paine, Maximillian Robespierre, Toulouse Lautrec, Degas, Dumas, Hugo.

“Othello” Theatre Trip

BY ISAAC ARNACHELLUM-OWEN, YEAR 11

On the evening of October 28, 2014, the largest school trip LGS has ever organised met at the Curve in Leicester for an eagerly anticipated performance of an adaptation of Shakespeare's "Othello". Despite the massive logistical effort that must have gone into making sure 240 English and Drama students, parents and teachers had their tickets, by 7:20 it appeared that everyone was in their seats, waiting for curtain up at 7:30. The play was performed by Frantic Assembly, who

specialise in contemporary settings and physical theatre. “Othello” had the same language as the original, but every scene was adapted to take place in a northern pub, The Cypress, replacing the original setting of both Venice and the island of Cyprus, and rather than being the general of the Venetian army, Othello was the head of a criminal gang. LGS students were seated right at the front of the theatre, very close to the action – perhaps a little too close for one student, who wished that he had moved his hand after an actor spat out a drink towards the audience.



Shakespeare’s story is one of manipulation, murder, jealousy and deceit. The newly married title character is misled by Iago, a fellow soldier, who convinces Othello that his wife, Desdemona, has been cheating on him with Cassio, his friend and lieutenant. There is an epic gory finale involving several murders and, much to our delight, what looked like litres of fake blood. Because the play was cut down, some character development was missed out, although this was perhaps only noticed by teachers from the English department, who soon split into sides,

debating whether the cut scenes and contemporary setting did justice to Shakespeare’s original tale. Despite what our teachers may have thought, the play was greatly enjoyed by all of the students. “Othello” had not been studied or even read by many of us there, including me, so a slimmed-down version that was action-packed seemed the perfect solution to pleasing everyone and engaging the younger members of the audience. As the run time was just ninety minutes, there was no need for an interval, and before we knew it the play had reached its end.

The Bard’s tragic tale of scheming, sex and murder is brought right up to date with hoodies, chavs and bottled lager as pool cues substitute for swords and gang warfare is rife. Set in a seedy Northern bar with pool table, plastic banquette and flashing fruit machine, nine actors populate the set as plots and paranoia increase. With Desdemona and Emilia locked in the grotty ladies’ room discussing the boys – testosterone-pumped, trackie-clad louts lusting

after the lissom lasses – designer, Laura Hopkins’ eye for detail is tremendous, while the acting is pacey, athletic and vital. With the pool table doubling as the marital bed and murder scene, wobbly walls that add dimension to the action and slow-motion moments emphasising the rapid slide to unavoidable destruction, together with the pounding rave soundtrack, this is intuitive and unmissable drama. Leanne Potter, Year 10

Most noticeably, Iago wore a top with the Nike “Just do it” slogan sprawled across the centre, epitomising his manipulative nature. Played by “Casualty” actor, Steven Miller, Iago’s sheer attractiveness superseded his obvious villainy. Mark Ebule’s tragic Othello was driven to despair over suspicion of his wife. Large sections of the performance featured a thumping dance music soundtrack, the company making what must have been exhausting look

effortless, a complex blur of emotions translated into a succinct display of movement. The high standard of the physical theatre was widely praised, especially by those taking GCSE Drama. However a minority of the pupils said there was “just too much dancing around”. It seems that even dressing the cast in tracksuits and having bar brawls could not engage all of the teenage audience in Shakespeare. Orla Horan, Year 11

Original Writing Workshop at Newman University

BY BETH WORSLEY-WILDMAN

On January 20, 2015, ten lucky Year Ten students were chosen by the English department at LGS to attend an Original Writing workshop at Newman University, accompanied by Mrs Kendall and Mrs Higginson. This was a prize for writing the best Foundation Day essays on our favourite city out of 125 Year Ten students.

When we arrived at Newman University we were welcomed by the friendly students helping out with the day, given booklets, pens and paper and led into a large lecture theatre. There we gathered along with nine other schools and were addressed by the Head of English and Creative Writing for the university, Dr Matthew Day, and a representative of Writing East Midlands. Dr Day talked about Newman University and the degree courses it offered, which include English, Creative Writing, a combination of English and Creative Writing and a combination of Creative Writing with Religious Studies. He also gave us a brief outline of the day and introduced the three writers leading the workshops. Stephen Morrison Burke, an award-winning slam poet, performed one of his vibrant poems, in which a teacher asked students what they wanted to do in their lives: one student spoke about wanting to get rich and another about wanting to be a homeless artist.

Our first writing workshop was led by William Gallagher, a scriptwriter, journalist and author, famous for writing "Doctor Who" radio dramas for the BBC. He began by asking us to write down something that we had heard someone say that day. This proved to be entertaining, as we were sitting at small round tables and we then passed our paper around to our left so that the student next to us could make up a response. By the time our paper returned to us there was a full page of dialogue that often made very little sense! Mr Gallagher then got some of us to perform our scripts with a partner which was also very comical. Some ideas he told us to consider when writing dialogue were how old the speakers were, how well they knew each other and whether they liked each other.

Stephen Morrison Burke, a performance poet from Birmingham, led our second workshop, which was on poetry. We began by writing rhyming couplets

as a group and then were given some time to write poems individually on the topic of "A Familiar Place". We were told our poems did not have to rhyme. Burke also spoke about performing poems, advising us on the effectiveness of pauses, changing tone and pace, and making eye contact. When some poems were read out, it was interesting to hear the very different work, with some light-hearted poems and some sombre ones.

Mez Parker, whose writing has included two novels and scripts for mobile phone apps, gave the final workshop. She got us started with an exercise in six-word stories, giving the famous example from Ernest Hemingway of "For sale: baby shoes, never worn." This is all about putting as much information as you can into six words. Then we started writing one-hundred-word stories. Mez gave us some prompts and I used her prompt, "Gemma gets caught shoplifting ...", but others just used their own imagination.

After this, we were given an hour for lunch and to complete any work we wanted to finish. After a brief discussion with our teachers, we chose something to read out to the whole group, standing on a small stage in a lecture theatre, at the end of the day. Everyone from LGS read out something, whether a short script, a condensed story or a poem, although many of us found it daunting to read out our work from the stage. The time flew by and before we knew it we were on the bus heading back to school. I do not think there was a single person that did not gain something from this trip.

YEAR 10 WINNERS AND THE CITIES THEY WROTE ABOUT:

Ami Ganatra, 1st prize, Mumbai
Maria Hancock, 2nd prize, St Petersburg
Sophie Bennett, Palma
Nicholas Ebbesen, Funchal
Harneet Gawera, Las Vegas
Andrew Higginson, Stockholm
Izabella Jozsa, Salzburg
Peter Ringland, Venice
Benjamin Schwabe, Berlin
Beth Worsley-Wildman, Sorrento

Lulu-Mae Pears and Pandora's Box-Office Success

Lulu-Mae Pears, Year 9, has just finished starring as Pandora in the 2015 world premiere of the musical, "The Secret Diary of Adrian Mole" at the Curve Theatre. One of three actresses who alternated as Pandora, she portrayed this role on twelve occasions.

When did you start acting?

I attend the Ann Oliver Stage School in Leicester, where I began to study dance at the age of four. After a bit, I also undertook lessons in drama and singing at the same school. I now take four lessons of dance a week and three of singing.

What are some of the other plays you have appeared in?

Four years ago, I appeared in "Gypsy", playing Baby June. I have also been in "The King and I" and in "Annie", where I played Pepper last year. Earlier this school year I played Louisa in "The Sound of Music". All of these productions were at the Curve Theatre in Leicester.

Is it your ambition to be an actress?

Yes, I would love to do West End musical theatre.

What were the challenges of taking on the part of Pandora?

The first performance is always the hardest, but also the most fun. You know which lines are funny, but you have practised them so many times that the cast no longer laughs at them. When there is suddenly an audience present and they begin laughing, it is difficult sometimes not to laugh with them, but you need to stay in role. There were twelve different costume changes in each show and some of these were quite rushed. I'm not really like Pandora and I found it hard to get a sense of her true character, because Sue Townsend's books are from Adrian's point of view. There is a TV series,



Lulu-Mae (right) and the other two Pandoras.

however, that you can get on YouTube and I watched that to get a better sense of Pandora's nature. The other two actresses portraying Pandora were a year older than I, but I found that we cooperated well, rather than being competitive and, whenever the director gave one of us a useful piece of advice, she would go and share that information with the other two actresses.

Which is your favourite part of the play?

My favourite part is the nativity play we put on. I think it really reflects Adrian's unusual take on things. I play Mary and my funniest line is, "There's placenta in my eye."

Will the play be performed elsewhere?

There are rumours of a 2016 tour, but they will probably have to recast the play, because the boys' voices are breaking and we will all be taller by then.

DRAMA: Review of the Year



BY A.L. GRIFFIN (PHOTOGRAPHS FROM "THE EXAM")

It has been another exciting year in the Drama Department, with numerous theatre visits, workshops and performances. Staffing has also changed, and we were delighted to welcome Rachel Adams as a permanent teacher. Rachel trained with Italia Conte and has a huge amount of experience both as a practitioner and teacher, and she will continue to teach throughout the school, take LAMDA Speech and Drama lessons and co-direct the school production. The Year 7 mask workshops with Fenella Lee proving as popular as ever, the students were introduced to basic mask technique, exploring a number of approaches to performing in a mask and following this up in subsequent lessons to produce their own performance pieces. The Sixth Form Theatre Studies students were also privileged to work with Splendid Theatre Company, watching their production of *Woyzeck* and taking part in workshops on Brecht and Devising to support their work for the examined performances. As always, Splendid proved an



inspiration which left the students eager to return to school and put the work into practice. Trips have been varied this year, with some first-class performances enjoyed: *Stones In His Pockets* was both entertaining and a master-class in multi-roling; the National Theatre's production of *One Man, Two Guvvors* again inspired and entertained - helped in no small part by Mr Berry's brief but memorable appearance on stage! Curve's intimate studio production of *Abigail's Party* proved that naturalism is more than merely possible in-the-round; LGS practically took over Curve with the largest theatre trip in the school's history, with a group of over 300 seeing Frantic Assembly's dynamic *Othello*; and we ended the year with the acclaimed, award-winning *The Curious Incident of the Dog in the Night-time*, which was technically one of the most exciting and innovative pieces we've seen.

The school production this year took a slightly different direction, the play being the very modern *The Exam* by comedian and writer Andy Hamilton, a comedy about three students sitting exams separately from everyone else for various reasons and dealing with the stresses of the modern obsession with testing, helped - or more often hindered - by their parents and teachers. Although much of the play is naturalistic, we chose to add a number of physical theatre sequences, making good use of the ensemble cast, in which elements of the story - such as the students' day-dreams in the examination -



were brought to life. The new LED lighting was put to excellent use, enhancing the dream-like qualities of Miss Adams' clever choreography, and the audience responded brilliantly. The examined work this year also saw physical theatre feature strongly, with a particularly strong A2 Theatre Studies performance in which the group adapted the story of the Moors Murderers. The cast of three explored Myra Hindley's role in the events through their excellent piece *The Devil's Wife*, all gaining very high top-band marks. In a new innovation this year, we followed this up with a day's filming, inviting Richard Bailey, a professional filmmaker, in to make a record of the work for future GCSE and A Level students. The AS group proved to have an aptitude for Brecht once again, their performance of his play *Baal* showing their strength

both as individual performers and as an ensemble. Year 11 explored a wide range of texts for the scripted work, from well-known playwrights such as Harold Pinter and Caryl Churchill, to newer writers such as Laura Wade, with extracts including the ever-popular *Shakers* and lesser-known plays such as the darkly comic *Pizza Man*. It was an interesting programme and the audience greatly enjoyed the range of styles and genres showcased. The Year 10 students explored physical theatre imaginatively through a wide range of work based on the Examination Board's

themes of *Shadows* or the Salvador Dali painting *The Persistence of Memory*. From the comically surreal *Shadowland* to the darkly disturbing *Doppelganger* and moving *Colin's War*, the students demonstrated a sophisticated understanding of the style and provided a great evening's entertainment for the packed audience. Once again, the final event of the year was the Prep's Play-in-a-Day. Directed by Miss Adams, assisted by Miss Mould, the students tackled *Robin and the Sherwood Hoodies*, producing a thoroughly entertaining performance.

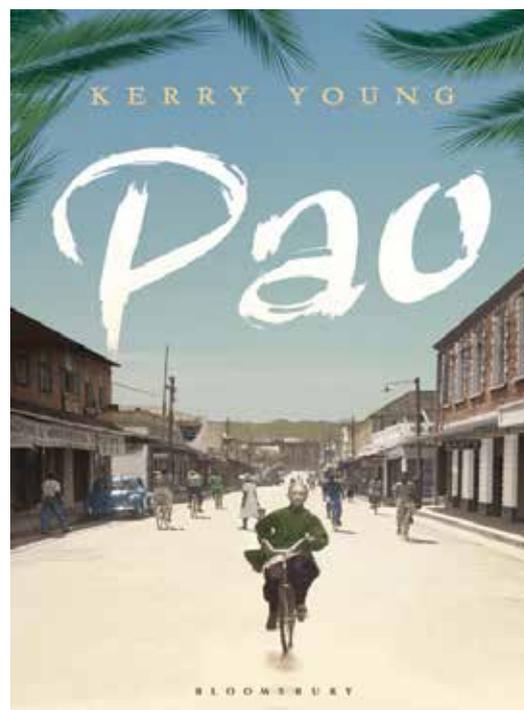
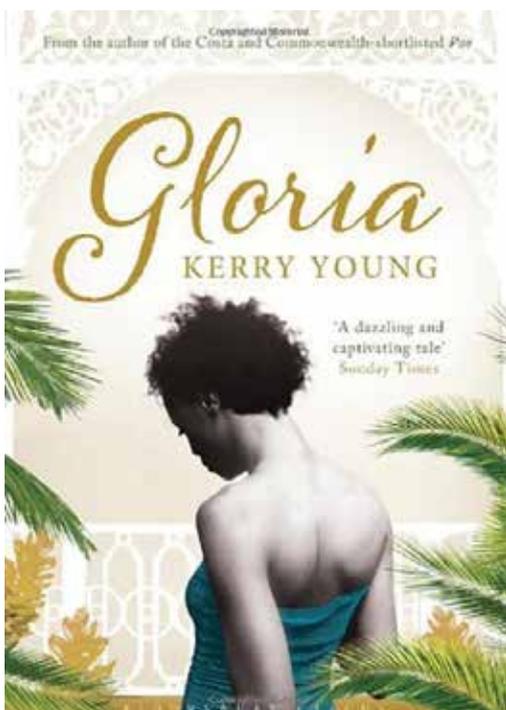
The year ended as it began, with the Department busily planning the next production. Casting has already taken place and I am pleased to announce that in December 2015 we will be staging Alan Ayckbourn's *A Small Family Business*, a fast-paced comedy, described by *The New York Times* as "one of Alan Ayckbourn's best" - praise indeed! All that remains is to thank those leaving the School for their many years of hard work, and to encourage you to keep an eye on the School website for details of how to obtain your tickets!

Kerry Young Visit

BY AMI GANATRA

On March 11, 2015, LGS had a reading from a Chinese-Jamaican fiction writer, Kerry Young, who has won numerous awards, such as the Commonwealth Booker Prize and has had two (soon to be three) novels published, conjured from her own experiences in 20th Century Jamaica. Through her books, *Pao*, *Gloria* and *Fay*, she was not only trying to entertain the reader, but also tell the story of her country, showing its many vibrant

and colourful aspects, aside from the notorious violence and gang warfare. We enjoyed her animated accent, as she read out extracts from her book, describing the tastes, smells, sights and sounds of Jamaica. Her first novel follows the life of Pao, from fleeing to Jamaica as a teenager and then living with the "godfather of Chinatown", to becoming a gang leader himself and developing political ambitions. The story is set in a time of turbulence and struggle in the country.



The only way to secure a reader's interest in one's books, Kerry Young taught us, is to feel passionate and knowledgeable about the subject matter. Humbly, she told the group that her favourite book is not one of her own, but instead *The Sound and the Fury* by William Faulkner, which she told us appears to be a simple story, but is actually very cleverly written.

This Year's School Production: "The Exam"

BY ANNA DAVIES

Another hugely successful school play presents a brilliant range of talent in the middle school.

Rightly or wrongly, every summer, exams take a central position in school life as they have done for decades and this year's school play focused on the pressures that this can present. "The Exam" by Andy Hamilton, (who wrote the scripts for the television show "Outnumbered") is based around three pupils whose exam resit is delayed and the way in which their respective parents and perceived abilities influence the way that they approach exams. The characters Chas, Andrew and Bea begin to examine the levels of significance that they each place on exams when the actions of their unreliable school staff mean that they are locked out of the exam room.

After the opening scene of dynamic physical theatre to the song "Under Pressure", which displayed the abilities of not only the stars but also the non-speaking members of the ensemble, the play settled into dialogue between the three pupils. This interaction presented the three characters' backgrounds, with a focus on the manner in which their parents attempted to encourage their children appropriately, the implication being that none succeeded. The assembly of parents showing their concern through the use of infuriatingly familiar clichés before their children's exams showed three separately damaging approaches.

The pressurising father of Andrew (Josh Baddiley), played villainously by head boy, Harvey Kingsley Elton, dwelled on his son's failed first attempt at GCSE History, providing no comfort whatsoever, manifesting in Andrew's mid-exam anxiety attack. Meanwhile, Bea (Chloe Weare), also known as "Two Brains" was shown to have smothering "support" at home, which evidently was rooted in her parents' surety that their daughter would succeed in her sitting of an A-level Sociology exam two years early. Bea's character also touched on the issue of anorexia as a result of academic pressure and expectations, with the cast employing some brilliant visual theatre during the exam to show the building panic that Bea's anorexia itself can trigger. Finally, Shreya Chakraborty, (showing an encouraging depth of talent for a Year Ten student), as mother of Chas (Ajay Elliot), took the role of a busy mother whose other

issues overshadow her support of her son until the end of the play. Shreya took to her comedic moments incredibly well.

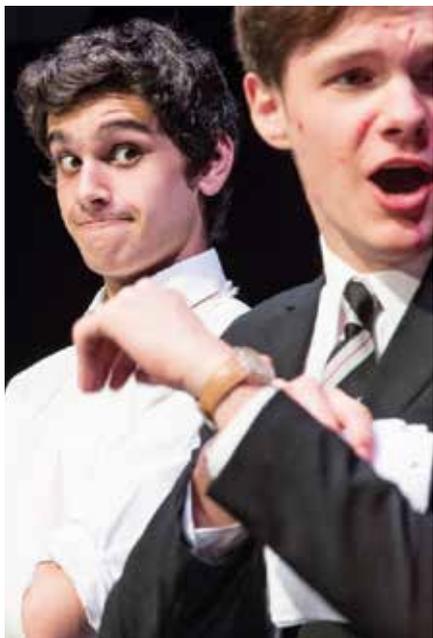
In the abstract nature of the play, two characters whose appearances effectively embodied the internal worries of the candidates were Ex, Bea's Bond-villain personification of the exam mark scheme itself, and Chas's father's ghost. Ex had originally been introduced as a sort of intellectual jousting partner but during the exam, some of the questions that Will Ramsey's character asks are more probing and personal than that of the paper, as he plays with Bea's insecurities over how mutually exclusive her academic and social success have become. Similarly, the appearance of Chas's father, a Brill-Creamed Henry Rowley, donning a white tracksuit in his ghoulish role, resulted in an inability of his son to focus.

After partial epiphanies brought on by the exam, some of the most impressive pieces of Mrs Griffin's production were the fantastical imaginings of the candidates, integral to which were the non-speaking members of the cast in their energetic roles as adoring fans to the newly rebellious Bea and Andrew. The sound and lighting in these, and the other depictions of the pupils' mental struggles and releases, helped greatly in the building and diffusing of the pressure brought on by the exam.



Ajay Elliot:

Acting in “The Exam”



This year I was lucky enough to be a part of the school play, “The Exam” by Andy Hamilton, portraying Chas, a chaotic under-achiever of 16 years old. He was a character I could easily relate to.

The school play is a great opportunity to get to know students in other

years and to work on a project in which everyone can have an input. The first stage is the open auditions, in which a group of sweaty-palmed students read, to death, a few scenes from the script. The judgemental eyes of Mrs Griffin and Miss Adams scour the students for weaknesses and a few are asked to attend a call-back during which the same thing occurs again. The atmosphere is tense as the students try to act confident as well as portraying the roles in the script. After the list of characters and actors is released, the rehearsals commence. Two hours after school on Mondays and Wednesdays are given over to intense work with no distractions or lapses in concentration. Mrs Griffin and Miss Adams have the arduous task of organising tired and rowdy students. This year our determined directors managed to run rehearsals that actually finished on schedule for the first time in a long time.

The first performance crept up on us all and so the nerves hit only hours before we entered the stage for the opening physical theatre piece. To witness a term’s worth of hard work come together brought a smile to everyone’s exhausted faces, as all three performances were a success and the audience seemed to enjoy the play as much as the actors. The nerves were overwhelmed by excitement and a huge sense of achievement took over as the cast took their final bows.

The school play is a hugely enjoyable activity to partake in and a lot of dedication and hard work is put into it year after year by Mrs Griffin and other supporting staff, who help with directing, costumes, props, sound and lighting. Students also assist with making the production a success, through helping backstage with make-up, prompting, sound and lighting.



Foundation Day Essays 2014: Our Favourite Cities

(PLEASE NOTE THAT OTHER PRIZE-WINNING ESSAYS APPEAR IN THE CLASSICS, HISTORY AND ENGLISH SECTIONS OF THE MAGAZINE.)

Belfast

BY RORY PATEMAN, PREP CLASS



My mum was born in Belfast and grew up there, so that makes me half Northern Irish. My grandparents live there now and occasionally my sister and I go and visit them. Currently they live in an apartment with a terrace and a sea view. There is also a roof garden. Belfast is a good city for growing vegetables because it is neither too warm nor too cold. I helped my grandpa plant some potatoes and hope they taste nice when they are ready to be eaten.

Where my grandparents live you can smell the sea. I think the salty smell is really nice. I also like to skim stones across the water and watch seagulls squawking and flying around. You can see clear across to the other side of the sea, which is a different place in Northern Ireland.

Belfast has a science museum called W5 with lots of fun activities, like a big tug-of-war. There is one activity where you put together your own car for a racetrack. I would say the museum is aimed at five to thirteen year old kids, but my sister and I still go there. Belfast is where the Titanic famously left from on its journey to Liverpool. The ship was also made in Belfast. Sadly the Titanic crashed against an iceberg and sank. A museum in Belfast was built to remember the Titanic and opened

on the one hundredth anniversary of its setting sail. Inside the museum are interactive screens and objects found in the ruins of the ship. The museum has lots and lots of facts and is aimed at those fifteen years and up, rather than for children.

The George Best International Airport was named for the best footballer of his time and he was Northern Irish. He famously scored on an open goal once on his hands and knees, heading it in. Like London, Belfast also has an Eye, but I visited it a long time ago and do not really remember it. It does not bother me that Belfast is cold, windy and rainy. To me it is an amazing city.

San Francisco

BY AKSHAY PATEL, 7D



The smell of elegant roses fills my nose. I look around the gardens. There is a myriad of colours.

It is so quiet that I feel a part of nature. I walk down the path and onto the streets. The atmosphere is so busy. There are sirens blaring, cars roaring and children playing. I walk into the industrial area. Immense skyscrapers loom above me. Vast warehouses are all around, full of machines and produce. I continue on my way to the piers. There are seagulls screeching, seizing opportunities to swoop down and snatch up any dropped food. There are children

playing by the sea in the skate-park. They are rushing down the ramps, the wind in their hair, while doing spectacular tricks. On the corners of the streets women are gossiping endlessly. I catch a tram and marvel at the scenes going by. At the traffic lights we stop and I see drivers going up an amazing street with 35 degree angles at each corner. The next thing that happens, however, is unexpected.

We begin to go down a huge hill towards the sea. My heart is in my mouth as we rush down. Finally we end our descent. A couple of miles away I see the prison of Alcatraz. There were so many criminals imprisoned there and killed there. It was a horrible place. One story people tell about a criminal escaping from the prison is that he dived into the sea, but was devoured by sharks.

I decide to get a taxi back to the other side of the city and as I turn the corner I enter Chinatown. There are flamboyant decorations in every colour made up of lights, banners and dragons. I enter one of the restaurants and order their specialty dish. It arrives piping hot. I tuck in to the seafood noodles. The dish is truly amazing; a volcano of flavours erupts in my mouth.

I exit Chinatown and walk to the bay. When I get to the bay, I turn the corner and there it is in all its glory: the Golden Gate Bridge, one of the most impressive man-made sights in the world. There are cars zooming over it. Its red and golden colours sparkle glamorously in the

sunlight. It is a complete contrast to the cool, light-blue water beneath it.



Kandy

BY HANNAH SHAKESPEARE, 8C



Kandy is the second biggest city in Sri Lanka, after the capital city, Colombo, and it has a population of about 109,000.

It is commonly referred to as the cultural capital of Sri Lanka.

The culture there is one of my favourite things about Kandy. There is the Perra Hera (Festival of the Tooth), a parade of extravagantly decorated elephants who are carrying what is supposedly Buddha's tooth. There is also the Temple of the Tooth, which is one of the most important Buddhist temples in the world. The Temple of the Tooth sits on the edge of a large lake and the view of the temple's gold roof reflected in the water is really a magical sight. At the Temple you place lotus flowers on various altars and at the feet of statues as an offering. You have to put them down in a specific way: hands side by side, palms up, and then you put your hands together as a mark of respect. Once you are inside the temple you feel as though transported to a different world: the dim lights, sweet-smelling incense, hushed songs and quiet prayers. Buddhism is the official religion of Sri Lanka and Kandy has a Buddha

on every street-corner. These statues are not just small models; they are massive, twenty-foot tall shrines to Buddha so that people can pray wherever they go.

The other thing I love about Kandy is the food, which is so much more exciting than anything in our wildest dreams. There are stalls everywhere selling spices and curry powders, samosas, curry, the most exotic fruit and vegetables you have ever seen and the most delicious sweets ever. My favourite fruit includes ramatans, which are bright red and have soft spikes all over, but look like pale lychees once you peel off the red outer shell and king coconuts, also known as water coconuts, which grow on palm trees and have a smooth orange shell. If you just stick a straw into a king coconut, you can drink masses of sweet, very healthy, coconut milk. Then you can cut the fruit open and eat the flesh. In Kandy you can taste every imaginable flavour of curry, including meat and fish curries, lentil curries, vegetable curries and fruit curries. It was so much more interesting than sausages and mash and other typical English food.

Another amazing thing about Kandy is all the cultural shows that are put on. We went to one of the most popular ones, the Kandian Dancers. The show included fire juggling, walking on hot coals, mask dancing, gymnastics, music, singing and great costumes. Just before the performers began the fire stunts, they prayed at a shrine so that the gods would look after them. (These performers were Hindu, not Buddhist.)

The tuk-tuk is a very cheap sort of taxi. It is basically the handlebars of a motorbike attached to a small vehicle with open sides. You will see everyone riding in a tuk-tuk in Kandy, from school children to

Buddhist monks. Despite all the beauty in this city, Sri Lanka remains a Third World country and there are a lot of very poor people, with whole communities living in shanty towns. I hope that the Sri Lankan government together with many charities will work to bring these people out of poverty.

Venice

BY SOPHIE IMLACH, 9D



I love Venice, the hustle and bustle of the tourists, trying to see and do everything possible during the few days that they are there. No one ever accomplishes the task of taking in all of the amazing architecture, the advanced engineering and the colourful art galleries, simply because Venice is packed full of wonderful things.

When you are flying over the floating city, it looks as though a very large island has been dropped down into the sea and has begun to crack. These cracks are waterways, the Venetians' version of roads. There is no point having a car in Venice as there is nowhere to drive it. The residents all own boats, some new, some old, but my favourites are the traditional gondolas. When we were in Venice we hired a gondola one night to take us to a restaurant. It made me feel special. Sadly, however, our gondolier did not sing to us as they do in the films! When you land at the airport they tell you to get aboard a ferry which will take you to the stop closest to where you would be staying. From

there you are free to roam around and explore the city. When we arrived we were greeted by a surge of street-sellers trying to persuade us to buy some fake Louis Vuitton or some funny little pigs which you throw hard onto the floor and then they spring back into their original round piggy shape.

The Doge Palace is a beautiful white building with a courtyard in the centre. Each ceiling inside the palace is painted with gold leaf and detailed frescos. There is a darker side to the palace too, as you can walk down to the prison cells and from there through the Bridge of Sighs, where prisoners were taken to be executed. There are beautiful cathedrals, one in the Piazza San Marco, which had the ashes or preserved body parts of various religious leaders, including some hands still wearing rings. My favourite site in Venice was the huge bridge over the Grand Canal. Standing on this bridge, you could see so much life and culture. We watched a giant procession in which all the gondoliers of Venice drove their gondolas down the Grand Canal.

St Petersburg

BY MARIA HANCOCK, 10B

My earliest childhood memories trace back to my home country, Russia. Within such a desolate, unpredictable, cold and remote land, there lies a city which warms the hearts of all who visit. So much more than mere politics defines the unprecedented St Petersburg. This city flourishes an unsurpassed elegance I have simply failed to notice anywhere else. The British and Russian monarchies are connected by blood: the Duke of Edinburgh is almost a direct descendant of the late Russian Princess, Olga K. Romanova and Prince Charles is

a descendant of Nicolas I. Within St Petersburg have walked some of the very ancestors of the British monarchy, which is a remarkable thing to imagine.

The rightful cultural capital of Russia originated under Peter the Great, who oversaw its construction in 1703. Although initially built on marshland, and now spanning forty islands, the city Peter created was intended as a “window to Europe” which would unite the Eastern Slavic population with the wider west. Access to the Gulf of Finland via the Baltic Sea, as well as being in the vicinity of prominent trade routes, signified an opportunity for prosperity for the King. Moreover, St Petersburg, or Petrograd or Leningrad, or whatever name you may choose to call it, was also built to succeed the previous capital of Moscow, and St Petersburg remained the capital until 1918. Because the Russian economy was thriving when it was built, St Petersburg has rich Baroque architecture, with the most iconic buildings such as the Cathedral of Isaac and the Hermitage having their domes constructed from pure gold.

It is a truth universally acknowledged that even a lifetime is not enough to fully appreciate the over three million artefacts lying within the resplendent Hermitage. Originally the residence of the Romanov family, the Hermitage is to me a visual representation of Russia’s spirit and character. Even during times of great hardship, such as the Siege of Leningrad in 1941, people would willingly die of starvation whilst desperately preserving renowned artwork. St. Petersburg has inspired writers such as Pushkin, Tolstoy and Dostoevsky.

One of my most stirring childhood memories is of travelling down the Neva River in a boat during the spectacular white nights –

a geographical miracle, when the sun will not sink below the horizon. The sight of this inferno of burning gold and glimmering marble would be enough to draw anyone into sharing my great love for this city, the city in which I spent my earliest days. The raising of the bridges across the Neva at night has led to many circumstances in which university students have been left unattended on one side of the city. What else they chose to do to divert their attention until morning we shall leave open to the imagination.

It may seem that I am shrouding this city in a superfluous utopian glow, however, it is also the imperfections that draw me ever closer: the incessantly infuriating queues in the notorious Metro, literally frozen car engines, and a spontaneous tsunami of people that could leave you almost irrevocably stranded. And yet for me, Venice, Paris and Rome are brought into bleak obscurity by St Petersburg, the Venice of the northern sea.



Mumbai

BY AMI GANATRA, 10A



Amidst the backdrop of traffic and blaring horns, streets brim with people chattering animatedly, traders flaunting their wares, musicians enthralling the citizens with enchanting music and the occasional bell tinkling as a nomadic cow passes by. Mingling aromas of spice and petrol

Cairo

BY EMMA NISBET, IIC

complement rich colours and intricate patterns woven onto every garment in view. The scorching sun dyes the ground and rooftops with a dusty yellow, but also casts upon the beautiful expanse of the sea a glittering vibrancy. The mid-morning rush contrasts with the serene nights, when the gaping white moon mouths at the sleeping citizens. This is my favourite city, Mumbai.

As my diary at age seven so avidly recalls, being in such a place sets one's senses into a stupor. It was only a few years ago that I remember feeling so excited when whisked off in a rickshaw at the speed of sound, making our way through the crowded streets in a blur. The roads were thronged with vehicles, people, children, but most extraordinarily with cows, brown cows blithely ambling in amongst the traffic. Buried in the back of my games cupboard at home is a board-game I bought whilst in the city with the ever-memorable square reading: "Cow on road. Miss one turn." This accurately sums up the leading cause of traffic jams in Mumbai, which may appear comical but is taken extremely seriously in India. Being a Hindu myself, I had been aware of the sacredness of cows, but had had no idea of the extent to which this principle was taken. Crossing any road in Mumbai as a pedestrian is like crossing the busiest motorway at peak-time with triple the congestion and quadruple the noise. This is exhilarating and frightening for a child who has lived all her life in a sheltered English city with zebra crossings and reassuring green men. It was incredible to see the locals barely batting an eyelid as they deftly traversed the road, whilst my family and I made a lunge

out into the road and then retreated again any number of times.

In the city centre one has to be more careful of pickpockets and so forth. Street-sellers stand on every corner, offering some delectable concoction with wonderful aromas, or perhaps an intricate garment embedded with jewels and sequins. It is often difficult to resist their imploring gaze or enthusiastic compliments. Alas, one only has to look around to see the diverse ranges of social status, with some parts of the city in desperate poverty and others in lavish affluence. Every seller and beggar cannot be given money and I found that difficult. The outer vivacious layer of Mumbai was gradually peeled away in my discovery of poverty and hardship, but it was a valuable experience and made me much more worldly-wise. It made me think about what life in England might have been like during the Nineteenth Century, but also gave me a hope that things would improve as Mumbai modernised further.

A few steps away from my hotel was Juhu Beach, where I remember many an evening spent admiring the sun, looking like a great orange pearl dipping itself into the sea where it was soon submerged, leaving a luminous glow in the sky. I remember the sound of the strange language uttered around me, not too dissimilar to the Gujarati I was accustomed to speaking. I remember the coolness of fresh coconut water, the hotel staff climbing up the palm trees to release the coconuts and then returning to the ground to serve the aromatic fruits to the guests.



A city I both love and hate is Cairo. On my first full day there, we travelled in a taxi to the Pyramids. The first time I saw the Pyramids, they were a misty shadow erupting from the horizon. In stark contrast in the foreground, ugly modern block-buildings obscured the view. Directly in front of me was the road. It was one of the busiest roads I had ever seen in my life, dirty, with broken vehicles rushing from left to right and right to left. Passengers hopped in and out of the cars, narrowly missing the bumpers of the cars behind. Children, seemingly unaware of the quite realistic death these speeding vehicles could provide, walked calmly across the dusty road, swerving and jumping away from possible accidents. But worst of all were the black and white taxis. They streaked along in scratched, dirty frames, with missing wing mirrors, headlights and number-plates. They jumped from lane to lane, cutting off some cars in order to overtake others.

Suddenly, one of these disaster taxis stopped in front of us. It looked as though this was our transport. Brilliant. Lifting one dusty trainer, I reluctantly stepped onto the well-worn mat, which was littered with stains and dirt I would rather not think about. I gingerly lowered myself onto a ripped fabric seat, wincing as a spring dug into my leg. And before I could realise that there was no seatbelt to strap on, we were off. I scrunched my eyes up in terror as the taxi zipped forward, racing the other cars to our destination. Later, a comforting

hand was placed on my shoulder and I looked up in relief; we had arrived. I quickly shoved open the door, using a snapped handle, and jumped out onto the ground. Instantly a cloud of dust and sand swirled up over my ruined shoes and around my bare shins, coating them with yet another layer of grime. How did anyone in this city stay clean? I shook my head.

The sheer size of the Great Pyramid in front of me struck me speechless. Hadn't we been in central Cairo just a few minutes before? I could not hear the traffic anymore, but instead could hear locals calling out that each was the best tour guide for the pyramids. We decided that we would not be needing a tour guide, especially as half of them had pistols strapped to their belts. Up close, the Great Pyramid loomed over us, its massive size demanding to be felt. Each brick, of which there must have been thousands, was roughly three metres long and one metre tall. What amazed me was that we could touch these bricks and even sit on them. If something this amazing and ancient had been back in Britain, everyone would have had to remain at least ten metres away, with countless security checks just to get into the site. Yet here, there was nothing. I craned my neck trying to take in the outside of the pyramid, built in 2500 B.C., before we plunged into its dark mysterious depths. The inside was extremely narrow. Its walls pressed in around me and I hurried forward, not particularly enjoying this part. Once the claustrophobic tunnel was behind us, we came into a huge chamber. In the centre was the tomb of the Pharaoh, with beautiful hieroglyphics carved and painted on the walls and ceiling, preserved so well after so many years. I wondered what the pharaoh had done in his life to have deserved a tomb so splendid.

Cairo is my favourite city, even if some parts are slightly unnerving, because of the wonders that its ancient past holds. It is a great shame that with current political tensions it has become a much less popular spot for tourists.



Khartoum

BY NADIR OSMAN, L6TH



Although I have visited quite a lot of great cities so far in my life, such as Lille, Malmo and Geneva, there can be no doubt as to which is my least favourite city. Khartoum in Sudan has got to be one of the worst, if not the worst, capital cities in the world. Even just getting to Khartoum is a disaster. Since the corrupt Sudanese government won't let airlines transfer their profits, the airlines all refuse to fly to Sudan, and it is now impossible to get even transit flights that leave and arrive on the same day. Even after two days of flights in ridiculously small planes (a Boeing 737 for a long-haul five-hour flight is insulting!), Khartoum International Airport is still the worst part of the journey. The airport is about as big as our sports hall. There is only ever one person working at Customs, so even with the relatively few people that go to Sudan, it still takes ages. Half the time your suitcase doesn't even show up.

You just want to get home, shower and sleep, but even that is difficult. At traffic lights, beggars come up to the car, which is always a depressing start to the visit. Due to a combination of ridiculously bad drivers and a complete lack of traffic coordination, as is often the case in Third World countries, it takes hours to get home, even though we generally arrive in the middle of the night. Once home, the electricity cuts out and there is no gas. This ruins the chance of having any hot food, although thankfully my family often prepares food in advance for my Dad's and my visit. Without electricity, all the fans and the air conditioning stop functioning, causing the rooms to heat up to about 50 C. So we go outside for fresh air, but of course it is still in the 40s, even at night. To make matters worse, you can't stay outside for long, because mosquitoes bite the living hell out of you. And when you go to shower, no water comes out, only sand. The call to prayer from the mosques is loud and emphasised, to the point that you can hear a mosque from outside the neighbourhood, as well as the one closest to you. Without air conditioning, sleeping becomes almost impossible.

Partly due to laziness and partly due to a flat-lining economy, nobody ever seems to go to work in Khartoum. All the people do is visit each other's houses, which leads to all the traffic problems, or sit outside on chairs all day. Even the people who do work, including the police, just sit there. It is amazing that Sudanese people have so much to talk about, considering that there is nothing to do in the first place. Khartoum isn't exactly a thriving tourist destination. The only non-Sudanese who go there are foreign workers. The airport has a poster claiming that Sudan is a land of diversity, but aside from the

converging of the Blue and White Nile, which is admittedly impressive, there is not actually anything to see. Well, there are some pyramids, but these are not near Khartoum and everybody always goes to Egypt if they want to see pyramids. The national museum does have a few interesting artefacts, particularly from the time when Christians inhabited Sudan, but these have not been preserved at all – they are covered in sand, despite being inside and have no glass protection whatever. The rest of the artefacts have been locked away, because they will be stolen otherwise – such is the extent of the security in Sudan – or else they have been destroyed.

Without an organised infrastructure, Khartoum is full of half-finished, unsafe, Leaning Tower buildings. Funding for the buildings suddenly vanishes, laundered away by corrupt businessmen. Some of the ideas for the buildings are senseless: one building, left ten percent incomplete was meant to have a swimming pool on top, although all the water would have evaporated pretty quickly in the searing heat and the pool would also be covered in sand in just a few days. Public transport is non-existent. Buses are essentially suicide vehicles, with the roof blown off and people hanging onto the sides, while the driver is speeding and swerving. Although Sudan used to have some trains, the country has moved backwards and now all the train-lines are buried under sand, the train stations demolished. When they tried out a broken, second-hand train from China, it derailed within minutes, as could have been predicted.

I have so much to complain about, but I have run out of time. I think you have understood now that, as my Dad says, “Khartoum is not a city; it is just a massive, failed collection of houses.”

Florence

BY HUW THOMAS, L6TH



When I gaze across the uniform brick-red roofs of Florence, it is evident that within the vein-like streets and shadows there is one solitary peak, sixty feet above all. This great cathedral is known as the Duomo. It looks like a wave of blood rising above the veins of the city and it was constructed of the best quality stone hewn from God’s earth. By night the city is undisturbed, the most distinguishable noise from the fast-flowing river Arno, crashing against its banks as if a great war is taking place. The sunset reflected on the water illuminates the city so that the red rooftops are easily recognisable. Beneath the Duomo is a large square with Italian businessmen in jeans and t-shirts, beggars pestering people for a coin, homemade ice cream, the sweet smell of mangoes and the sharp smell of open drains. The distinctive siren of a police-car rings in your ears and, looking down the longest vein of the city, which leads to the Ponte Vecchio, you search for the car.

The Ponte Vecchio is made of uneven cobblestone, proof that it is a long-lasting part of a beautiful city which is synonymous with a flower. On either side of the bridge is a row of small houses, only big enough for a dwarf. You can see clothes hanging from the windows of these houses, making a rainbow in the hot, bright sun. From the top of the Duomo, the only thing at your level is the bell tower. As you look across the city, on the horizon are the Tuscan hills, rolling across the landscape. There is a cool fresh breeze. A bronze statue of Perseus holding Medusa’s

severed head stands under an arch in the grand Piazza de la Signoria. This piazza contains a tower which can be seen from all angles and is a darkish colour in contrast with the rest of the city, so that it stands out like a shadow in the sun.

Amsterdam

BY CHARLES ALLOWAY, U6TH FORM



Amsterdam, the capital of the Netherlands, is one of the most liberal cities in the world. Labelled as “the city of the free” it is sometimes considered lawless, but this is not the case. Whilst the city is riddled with its unique coffee shops that serve up a little more than just a little coffee and there is an infamous red light district that is actually featured on official tourist maps, I find that these aspects give the city character.

There are hundreds of miles of canals that cut through the city and longboats going in all directions, with dazzled tourists on board. The five or six storey houses next to the canals are tightly packed together and painted in a variety of colours, sunlight reflecting off the water running almost underneath the houses, as they are actually that close to the water’s edge. It is only once you venture into one of these houses that you can see the true architectural brilliance: whilst from the front they seem tall and narrow and crowded together, inside they are often spectacular, with high roofs, Renaissance art on the ceilings and walls, and elaborate gardens with every flower you could imagine. At one house I was fortunate to visit, there was a stable at the bottom of the garden. Many

of these houses are open to visit as museums, part of the rich culture of the city.

The historical museums range from William of Orange to the Nazi Occupation. Anne Frank House is an extremely moving museum about Anne Frank and her family, who had to hide in an office attic to escape German persecution. The museum details how they managed to do this, their capture and aftermath, along with general information on the Holocaust. It is easy to see why

this is one of Amsterdam's most visited attractions, as you go behind the bookshelf and into the attic, which has been left untouched. You can visit Amsterdam Palace, which displays the city's historical wealth, and the Van Gogh Museum. You can tour the flower markets, the red light district, or the cannabis cafes, or take part in cheese and wine tasting events.

The reason I love Amsterdam is because of its liberalism: the attitude that people should be left to do as

they please in society. Everyone seems happy there and you always feel safe, which is something that you cannot say about many cities. Bustling with trams and bicycles, the city constantly surprises you, as you turn onto a side street and it is instantly very quiet, a canal alongside you and all the tall gabled houses, with only the occasional chime of a bicycle bell. Amsterdam balances the modern with the old better than anywhere else I know and is a beautiful city.

12th Century Baghdad is my Favourite City

BY ISOBELLE JACKSON

When thinking about this essay title, I felt quite confined by the fact that I had visited very few cities. This prompted me to look elsewhere for inspiration and so I looked to the past. As a result, my essay will be about Baghdad in the period from about the 8th Century to 1258 A.D. when it was destroyed by the Mongols.

I have always been fascinated by this period of history and have never understood why we in the West have learned so little about it. If you asked the average pupil about the history of Iraq, they would probably tell you about Saddam Hussein, but I doubt that their knowledge would go much further. In reality, the 8th to early 13th century was when Baghdad was the cultural capital of the Islamic Golden Age. Baghdad had an architectural beauty extraordinary for its time. The palace of the caliph was at the centre of the city and surrounding it were beautiful public gardens. Baghdad was surrounded by circular walls and contained beautiful mosques and public libraries. It was thought to have at one time had a population of about one million, unprecedented for that era.

However, it is not its architecture that makes ancient Baghdad my favourite city, it is its respect for knowledge. Personally, I value knowledge as protection of freedom and it is with this reverence that the scholars of Iraq saw knowledge too. All too often nowadays, the only side of Islam we see is crazed martyrs and genocidal



invaders such as Isis. In my opinion ancient Baghdad represented a purer version of Islam. The scholars of Baghdad believed strongly in the hadith: "The ink of a scholar is more valuable than the blood of a martyr". As a result, Baghdad became a Mecca for scholars around the world. The Caliphs of Baghdad loved learning and so the cultures that grew around them loved it too. Unlike Catholicism at the time, which thought any Science that did not concur with their own beliefs should be destroyed, Muslim scholars in Baghdad did not see that knowledge had to conflict with religion. As a result, they embraced knowledge wherever it came from and welcomed scholars of other cultures and religions who wanted to learn or to share their own knowledge. Perhaps the most fabulous element to Baghdad of antiquity was the "House of Wisdom", a huge public library where scholars collected as many texts as possible from all corners of the world and translated them into Arabic.

This was the first international fact-finding mission and it had quite spectacular results. They collected the works of many Greeks, who could have been lost to time if not for the Arabian scholars of Baghdad. They translated the works of such people as Aristotle, Hippocrates and Plutarch, works that have shaped science. One can imagine the House of Wisdom, a fabulous building lined with books for as far as the eye could see: the entire summation of human knowledge in one building. It is from here that we got the first books on Algebra and Algorithms, without which the lives of Maths students everywhere would be much easier. It was in Baghdad that the numerical system we all recognise evolved. It was proposed by a scholar at the House of Wisdom

that all numbers could be represented by ten individual characters and he thought that it might be useful to use these rather than the clunky Roman numerals. The House of Wisdom also welcomed arts and literature. It was here that *The Thousand and One Arabian Nights* was preserved, giving us the stories of Aladdin and Ali Baba. Unlike most Western cultures of the time, in Baghdad it was seen as important that everyone be literate, including women. Girls were taught reading and writing along with boys. For 400 years, almost every innovation in Science, Maths, Art, Music and the Humanities came from Baghdad, and yet most people would not know it had existed.

A Glimpse of the Golden Age of Spain

BY RHONA JAMIESON (PHOTO OF EL ESCORIAL BY HOLLY JOHAL)

On February 13, 2015, Upper Sixth History students, accompanied by Mr Allen and Ms Pottinger, arrived in Spain. Our trip to Madrid and Toledo was designed to give students studying Sixteenth Century Spain an insight into the history and culture of the capital and the religious capital of the country during its Golden Age. It was an action-packed three day trip during which we visited various historical buildings and museums in the two cities, staying for two nights in a hotel in Toledo situated close to the magnificent cathedral.

On the first day, we enjoyed visiting the enormous Escorial palace of Philip II, just outside Madrid. This impressive building housed a fascinating collection of art and allowed us to see the study and bedroom of the king who had ruled over an empire which stretched over Europe, the New World and beyond. It wasn't difficult to imagine the over-worked king pouring over documents in his small, simple study, worrying about the defeat of the Armada and the revolt of the Netherlands. But the grandeur of the building made it difficult to dismiss the evident power of Spain in the Sixteenth Century.

The next day, in Toledo, we started early, apparently far earlier than the locals, judging by the eerily deserted streets, and visited a Jesuit church and Toledo Cathedral. The size and magnificence of the latter was impressive enough, but the cathedral is also fascinating due to the amount of history it displays, from paintings



of archbishops in the Chapter House, to the wooden carvings in the choir stalls depicting Ferdinand and Isabella's victories against the Moors in Granada. After lunch and a scenic ride around the small medieval city, we visited the Inquisition Museum, whose sensationalised

depiction of torture and suspect statistics presented us with a useful opportunity to analyse the Black Legend of the Monty Python sketch. We then had an insight into the coexistence of Christians, Jews and Muslims in the “city of three cultures” before the era of the Inquisition, by visiting a synagogue in the old Jewish quarter. We also visited the famous El Greco painting of “The Burial of the Count of Orgaz”, to the great interest of the art historians among us, and a selection of other churches and monasteries. Our evening meal coincided with a carnival, for a surprisingly lively end to the day.

The next morning we walked to the train station and headed back to Madrid. We spent the morning in the Maritime Museum, looking at maps and ship models during a guided tour which illustrated many aspects of the large Spanish empire. The afternoon was spent in the Prado art gallery, which housed some fantastic paintings, including Philip II’s favourite painting, the bizarre “The Garden of Earthly Delights” by Bosch. In the evening we flew back to Luton airport. The trip was enjoyed by everyone and gave us a wonderful first-hand experience of the country on which we will write our coursework.

Unearthing Richard III

BY DOMINIC CLEARKIN



On February 25, 2015 Mr Matthew Morris, an archaeologist at the University of Leicester, came to give a talk on the unearthing of the remains of King Richard III under the former LGS Prep playground (reported in the media as a Leicester City Council car-park!). Mr Morris was in charge of the excavation and gave a detailed account of the process of deducing where a possible grave might be, identifying the crooked skeleton they found and learning about the last of the Plantagenet kings.

Many historians had long believed a rumour that the King’s bones had been hurled into the River Soar

- in which case the search would have been in vain. However, there was an alternative account that the body had been laid to rest in the choir (part of the church) of the Franciscan friary in Leicester. While this might sound like it would make finding the body an easy task, Mr Morris explained that this was most certainly not the case. The friary was destroyed during the Reformation in 1538 and stripped of its valuables and the only clue to its existence today is the allusion to Greyfriars in street names in that part of Leicester. (Both King Henry I and King Steven were buried in friaries and their bodies were lost

because of Henry VIII.) Using a map from the eighteenth century, the archaeologists at Leicester managed to pin down the search area, an area that included the aforementioned car-park. Work on the dig could then begin.

In the very first trench dug by the team, they found a crumpled skeleton with a deformed spine, the grave too short for the body, hastily dug and with an evident lack of reverence for the mortal remains. A Victorian cellar built over top of the grave had destroyed his feet, but the lack of a coffin had actually helped to keep the bones intact. The body was also in the choir, the same place the ‘hunchback king’ was said to be buried. All the archaeologists believed they had found the body of Richard III when they stopped work that day. The difficulty was proving it. A variety of tests were conducted on the body. It was a man of 30 to 34 years of age, with a slender build, no evidence of a withered arm or a limp, slightly taller than average height for the time, but with a twisted spine that would have reduced his height by six inches or so. By analysing the chemical elements in the bones, they could

tell that the man in the unmarked grave had, a few years before his death, started drinking a large quantity of French wine and eating a diet with a large amount of fish. This was consistent with Richard having become king in the last two years of his life. Other tests were carried out to attempt to prove the identity of the body: carbon-dating; the DNA link to a living descendant, as there is a female line of descent from Anne of York, his sister; the eleven different injuries to the body caused by swords, daggers and axes, with blows apparently having come from every direction; the position of

the body in the church; the scoliosis (deformity) of the spine. Facial reconstruction was done and then compared with portraits, but there was some doubt as to the accuracy of the portraits. This whole range of pieces of evidence, both scientific and circumstantial, pointed with a 99% certainty to the body being that of Richard III.

Four other skeletons have been found so far in the same burial ground, all of them female and probably patrons of the Leicester friary, but it will be nearly impossible to put names to the bodies. (Even the Victorian skeletons which were

excavated when High Cross was dug have not been identified; there were name plaques, but they rusted.)

The talk provided a fascinating insight into the difficulties of any archaeological dig, but particularly in identifying the remains of a person who had died hundreds of years ago. In addition to this, the amount of information that could be gleaned from one man's mortal remains about the period during which he lived, through a huge range of analytical tests, demonstrated the many varied opportunities available in archaeology and related fields of work and study.

Our Battlefields Trip, 2014

BY LAUREN HILL, WITH NIKISHA THAKOR AND MAYA DESOR

An early morning start at 5:00 am saw us arriving in Calais at 1:00 pm local time on October 17, 2014. From there we made the journey to Lapugnoy Cemetery to pay our respects to my great great uncle, Private Sydney Maule, who died in action in the Somme on April 3, 1916, aged twenty years. There were 13,000 gravestones at Lapugnoy. We then travelled to the Wellington tunnels in Arras to witness the cave systems that 24,000 men stayed in for eight days before the Battle of Arras in 1917.

We began October 18 at the Peronne Historical Museum, where we saw carefully preserved uniforms and cartoons that revealed the ugly side of war. At the Beaumont Memorial Park we had a guided tour from Canadian students and were told key facts, such as that 80% of Newfoundland, Canada's unit of soldiers died.



We saw the memorial with its statue of the caribou, which became the symbol of the Newfoundland troops. And we were able to see the actual battlefield where the allies tried to attack the German lines on the 1st of July, 1916.



On October 19 we visited the Vimy Ridge trenches and were fascinated to also visit the enemy trenches just 30 metres apart. The extraordinary monument of the Vimy Ridge battle provided a beautiful landscape, where a huge statue carved of chalk displayed the names of 11,285 soldiers who had no known grave in France. I found this site extremely moving and exquisite. We also visited the Indian memorial in Neuve Chapelle, commemorating the colonies' part in the First World War. Lastly, we went to Ypres to see Flanders Fields. The museum was harrowing, as it displayed graphic pictures of the atrocities suffered by the Belgians.

On October 20, we were able to go inside the reconstructed trenches in Sanctuary Wood and experience the muck as the soldiers might have done during the battle of Ypres. At Tyne Cot we saw a vast number of headstones, far more than in the other war cemeteries. The day ended with some free time in the beautiful city of Ypres and the purchase of chocolate.

The Myths of the First World War

BY SAMANTHA HAYNES

On November 12, 2014, Professor Mark Connelly of the University of Kent came to LGS to give an enlightening lecture on some of our most common myths and misconceptions about the First World War. For instance, anyone who has been to the Cenotaph in London will have witnessed the impressive monument to the Unknown Warrior. Professor Connelly however debunked the myth that it was a soldier who was interned at Westminster Abbey; it could in fact have been a sailor, as the unknown warrior's name and place of death were never discovered. The heroic image of Great War soldiers was manufactured, Connelly argues, so that the terrible impact of their loss could be better absorbed by widows and mothers, family and friends, who needed to believe that winning the war was worth the sacrifice of their loved ones. The British Victory medal has inscribed upon it, "Great War for Civilization" and the patriotic poet, Rupert Brooke was much more popular in the years directly following the war than Wilfred Owen, who described futility and "the old lie" that a death for one's country was a sweet and honourable death. (Rupert Brooke died early, never living to see the reality of battle.)

For the first time ever, World War One had an army of highly literate men, whose journals, letters, poetry and art would ensure a vast source of primary materials to describe everyday life on the Front. The German painter and printer, Otto Dix, created harshly realistic works. The British government's second largest collection of war-time art, after the Tate Gallery, is held at the Imperial War Museum. It features work such as "The Menin Road" by Paul Nash, who successfully recreates a

depthless, destroyed Western Front. In "Gassed" by John Singer Sargent, temporarily blinded soldiers are being led towards the hospital. Connelly spoke of how viewers of such artworks are said to be gazing at the horrific "reality" of war and yet, paradoxically, he also said emphatically that this is yet another myth and that no painting or poem can ever express what war is like. He spoke of how the current media has praised Michael Morpurgo's "War Horse" for its realistic treatment of war, but pointed out that we cannot possibly know what World War I was like, as we were not there.



He explored how films have portrayed differing "realities" of war, with the 1925 "Ypres" breaking box office records with its portrayal of individual brave decision-makers. Four years later the play "Journey's End" was written, leaving the public with the image of soldiers doing their duty until the last. However, in 1964 with "The Great War" airing on British television, there was a new vision of the war, and 19 million people tuned in to watch a portrayal of "lions" being led by "donkeys". Similarly "Oh! What a Lovely War" in 1969, had an underlying accusatory message that British officers coldly led the working class to their deaths on the battlefield. The last veterans, Connelly argued, seemed to have been coached to describe their experience according to current individualistic and internationalist attitudes, with Harry Patch saying that he had not wanted to kill Germans and so had not actually shot to kill.



During this centenary year, Remembrance Day for many people evokes images of poppies laid for those who fought and died in the First World War, as signified by the beautiful ceramic poppies placed before the Tower of London. Bravely, Connelly encouraged his audience to reconsider how previous generations have remembered the fallen and to recognise that our interpretation of war is a continuously shifting myth.

Talk on Public Schools and World War One

BY ANDREW HIGGINSON

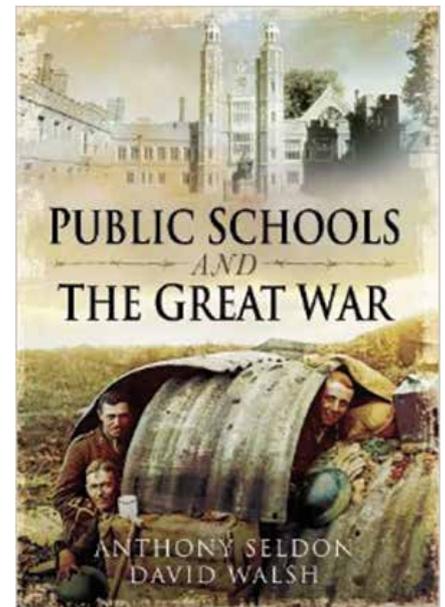
On March 24, 2015, David Walsh, co-author (with Anthony Seldon) of the book *Public Schools and The Great War*, came to Leicester Grammar School to discuss the main points of his book, and especially to counter the post-war myth that the WWI British troops were “lions led by donkeys”. He touched on many aspects of the officers’ involvement in the Great War and of public school life at that time, concluding by explaining how he thought we should remember the War.

The negative view of WWI officers began to emerge in the 1960s, when, faced with the prospect of nuclear annihilation, anti-war feelings were high across America and Britain. Historian, Alan Clark wrote his book *The Donkeys* in 1961. The book described how generals and officers in command of the BEF led masses of troops to their doom, using outdated tactics and ideals of chivalry and glory. It portrays the War itself as a wasteful conflict of horror and futility that brought about the untimely deaths of so many British soldiers. *The Donkeys* inspired the satirical musical and later film “Oh, What a Lovely War!” and popularised the stereotype of “lions led by donkeys”. However, many of Clark’s points have been fiercely contested by historians and veterans alike and the book is nowadays not generally accepted by mainstream historians.

David Walsh and Anthony Seldon wished to counter this view in their book and during his talk Walsh explained why public

school involvement and loss during WWI was more than one might think. Firstly, out of all the public schoolboys in Britain at the time, one in five were killed, more than double the national average of deaths in the war. In some schools as many as one in two pupils were killed during the fighting. The majority of these casualties were junior officers, who almost always served in front-line combat, leading their soldiers into battle. The officers also had distinctive uniforms, which made them easy to pick off by snipers, for example in the Battle of Loos. Junior officers were often only eighteen and were expected to be the first ones “over the top” during an offensive. This shows bravery and leadership, in stark contrast to how they were portrayed in the 1960s stereotype. Some of the survivors wrote poetry or fiction to describe their experiences, for example Edmund Blunden and Siegfried Sassoon. Survivors of the Great War often suffered from PTSD or shellshock, which was neglected as it was not fully understood at the time. Blunden was haunted by his memories – “meteors of the hour of fire”, as he called them in a poem – but he never questioned the rightness of the cause.

David Walsh also challenged the stereotype that the youth were cynically misled into a wasteful conflict, saying that he wasn’t glorifying war, but often the soldiers did believe in the cause they were fighting for and the companionship and compassion shown in the trenches reflected their mores.



Schools were hierarchical, authority was not questioned, and fewer than half of all school leavers went on to university. He concluded by saying that, as students and historians, we should try to respect the past, but also question our view of it. He also stated that we should all try to understand the experiences of people at the time, not judge them. After the talk, he answered some questions from the audience. When asked about the role of generals in the War, who often commanded from behind the front lines, he explained that skilled and experienced generals were considered too valuable to risk combat, and to make up for this, many generals visited their soldiers almost every day to encourage them. Also, about seventy generals lost their lives during the Great War, while two hundred were wounded, so many did put themselves in danger. When asked whether he personally would die for his country, Walsh said that he would. Someone else asked him what had made him so interested in this topic, and he explained that he had attended Marlborough School, as well as teaching at Tonbridge School, both public schools badly affected by losses in the Great War. He also was fortunate enough to have met Sassoon.

Lessons from Auschwitz

BY ISOBELLE JACKSON



Lessons from Auschwitz is a project run by the Holocaust Educational Trust which “aims to increase knowledge and understanding of the Holocaust for young people and clearly highlight what can happen if prejudice and racism become acceptable.” Every year, the East Midlands send over 200 children from schools across this region on a course to explore the topic and look at its relevance to today. This year Lauren Murphy and I were fortunate enough to be selected as the two participants from Leicester Grammar School.

Six million Jews were murdered in the Holocaust. On its own, the number is shocking, but can we really be expected to imagine the scale of six million people? Some might try to qualify this by saying, “Six million is almost twice the population of Madrid” or “Six million people would completely fill Wembley Stadium almost 67 times” but even then it is mind-bending to imagine and yet the number still cannot tell the whole story. During the orientation seminar we looked at the lives of the victims before the war. We saw photos of families on holiday or out for the day. It was really through these that we were able to see that the six million figure was not just mind-bending but incomprehensible, because those who died were not hypothetically filled seats at Wembley but people just like us, who had families, friends, hobbies and interests, all of which were snatched away from them by the Nazis.

One of the primary objectives of the project is to re-humanise the victims of the Holocaust, acknowledging them as human beings whose individual lives were lost, ensuring that they are not remembered just as a statistic. Listening to survivor, Mala Tribich, speak of her parents’ attempt to save her from being taken, the overcrowded and unhygienic ghettos and later the horrors of Ravensbrook and Bergen-Belsen, was a shock to the system. Sat in front of us was a flesh-and-blood person who was describing atrocities akin to what you would see in *Schindler’s List* or *The Boy in the Striped Pyjamas* and confirming that these things actually happened; they were not just dreamed up by an author or scriptwriter, but were things that she had witnessed. Her story was remarkable and her life after the camps were liberated was inspiring.

The next stage of the project was the visit to Auschwitz on March 17, 2015. From the airport in Krakow, we were driven to the town of Oswiecim, renamed Auschwitz by the Nazis. There we pulled up into a Lidl car-park and walked the short distance down the road to the Jewish cemetery, established before the war. Perhaps the place we were forced to park should have been an indication, but when we arrived, it was clear that the cemetery was not an often-visited place of mourning. The gravestones were falling down, many were cracked, the ground was uneven and there was no sign that the graves had been tended by the

families and friends of the deceased. Before the war, Oswiecim was home to nearly 5,000 Jews, 40% of the town’s population. During the war, to underline their superiority over the Jewish population, the Nazis ripped up the gravestones and used them to construct pavement. After the war, as part of the process of reconciliation, the gravestones were taken up and put back in the cemetery, although not necessarily over the correct grave. Standing in the cemetery, it was clear that lives were not the only thing lost in the Holocaust. In Oswiecim a whole community, their culture and traditions were decimated. Oswiecim is a clear example of how the events of 70 years ago are still affecting life today. After the war, a few Jewish families moved back to the town, but even after the Nazis had gone, they faced persecution from the residents, who saw them as a threat to their current way of life, and many moved away. Today there are no Jewish people living in the town. Szymon Kluger was the last Jew in Oswiecim and his grave is one of the few that looks like it is ever visited. He lived in Oswiecim as a child, but during the war he was deported to a series of forced labour camps and his parents perished at Auschwitz. He returned to Oswiecim in 1962 and lived there until his death in 2000. His grave is now sometimes visited by those who have come to see the concentration camp and his life was an inspiration to many.

Re-enacting the Montgomery Bus Boycott of 1955-6

BY MR PICKNELL

An ensemble of LGS Sixth Formers, Lower and Middle School students scripted and re-enacted the scene where Rosa Parks refused to give up her seat to a white passenger on a segregated Montgomery, Alabama bus to section assemblies this autumn 2014. Thanks go to Dhruv Chudasama, Peter Barlev, Matthew Bartlett, Riccardo Kyriacou, Amriet Sanghera, Anisha Sood, Billy Carter, Cameron Grieff, Kirsten Pirrie, Holly Johal, Charlotte James and Juhi Kalicharan for their sterling efforts.

Sometimes in history, there are simple moments that capture the imagination and remind us all of the importance of standing up for what is right, particularly in the face of overwhelming odds. We tend to think of rights as dramatic struggles secured through decades of sustained action, perhaps sparked by iconic moments such as the horrific sight of Emily Davison diving in front of the Epsom Derby horse in 1913 to publicise the suffragette movement, or 'tank man', a lone Chinese protestor, single-handedly delaying a column of People's Liberation Army tanks set on putting down the student democracy protests near Tiananmen Square, Beijing in 1989. The hundreds killed did not prevent the bravery of teenage students on the streets of Hong Kong, keen to preserve the democratic liberties enjoyed in the former British colony in the face of determined Chinese state opposition and violent intimidation from triad gangs. As is so often the case in history, fundamentally freedoms are rarely granted without a struggle. They have to be demanded.

1950s Alabama was a state deep in the heart of the American south. In the era of the notorious 'Jim Crow' laws, strict segregation of races was entrenched across the southern states in schools, parks, swimming pools, cinemas and even on public bus systems where black passengers were forced to sit behind whites. To challenge such an inherently unjust system would demand an act of courage. But courage this time came in the form of a quiet protest by the African American seamstress, Rosa Parks, (seen on the right with Martin Luther King.) A woman, travelling home by bus after a long day, challenged the system, spawning what was to become the Civil Rights Movement, led by the Reverend Martin Luther King, with the aim of challenging a system



of racial injustice one step at a time. The victory of the subsequent year-long Montgomery Bus Boycott by black passengers, a cause taken up by the then largely unknown pastor, Martin Luther King, was so economically damaging to the bus company, that it led eventually to the bus changing its policy, backed up by a 1956 Supreme Court decision, *Browder v Gayle*, declaring bus segregation in Montgomery to be unconstitutional.

It proved an essential truth that is as relevant to today's consumers as to those passengers in the 1950s: your money is a vote. Every time we purchase a product or service, we also buy in to the ethical or unethical policies that might underpin those businesses. If you feel it is unjust, don't buy it. There is almost always a better and more conscientious alternative available. Desegregation and the movement the boycott spawned could not have happened without the risk taken by Rosa Parks on that Alabama bus. Risking arrest and her livelihood, she showed that small actions such as refusing to give up her seat to a white passenger because of her race, could bring enormous impact. She could have moved seats, quietly kept her head down and avoided arrest. So next time you see an injustice, however seemingly trifling, and however inconvenient opposing it may be, do what Rosa did and take the difficult path, whether it is in your class, among friends or among total strangers. Sometimes, the courage to not fit in and signal your opposition to injustice, can be the most powerful way to change the world.

Our Visit to Iceland, Land of Fire and Ice

BY MRS MAY

On March 29, 2015, twenty-one Year 11 and 12 students, accompanied by Mr Gower, Mr Peake, Mrs May and Dr Crawford, participated in the inaugural LGS Geography visit to Iceland. We assembled at school at the unearthly hour of 2:00 in the morning, in order to travel to Luton Airport for our flight to Iceland's Keflavik Airport. The short flight to the island gave us some time to catch up on sleep, because as soon as we landed we began our activities without delay.

What struck us most upon leaving the airport with our tour guide was the blinding white light of the deep snow on the ground and the low temperatures. Indeed, during our trip the daytime temperature never made it above 0°C, making thermal clothing absolutely essential. A tour around the Reykjanes peninsula came with an introduction to the importance of trolls and elves to Icelandic story-telling. The Blue Lagoon, a spa with a pool of geothermally heated seawater on a bed of silica mud, which acts as an exfoliator upon the skin, was wonderful. By the time we reached the pool we were ready to relax in the waters, which are kept at approximately 37°C, and enjoy the flurries of snow that fell as we swam. The first day ended with us checking into the Hotel Viking in Hafnarfiroi, where we were housed in log cabins in groups of four or five, providing an insight into the Viking culture.

After a good night's sleep and a hearty breakfast, it was back on the bus with our driver and guide. That Monday we saw some of the spectacular landscape features created by tectonic process, ice and meltwater. The Gullfoss Waterfall on the River Hvita (pictured above) proved to be monumental, shrouded in snow and ice. Although the conditions made it too dangerous to take



the path down to the edge of the falls, we were able to appreciate its impressive nature from the path along the gorge. After many photo opportunities, we boarded the coach and were whisked off to the Geysir Centre. Here we waited patiently whilst surface pools of water bubbled away, until finally ground water was extruded due to minor tectonic activity. The resultant column of water, which was sprayed up to 10 metres into the air, managed to catch some of our group unawares and drenched those of us standing downwind. After taking the track up to highland around Haukadalur, a vantage point from which to observe the vast expanse of the geothermal area, the snow-field proved too tempting for many of our group and the first snowball battle ensued.

Tuesday we visited the southern shore of the island. Highlights of the day included the impressive twenty-five meter Skogafoss Waterfall, which is consistently shrouded by a rainbow due to the level of spray, the Reynisdranger rock formation of basaltic hexagons or sea stacks, and the film which explained one family's survival following the eruption of Eyjafjallajokull in 2010. At the Solheimajokull glacier tongue we were able to clearly see the extent of the glacier and observe the crevasses towards its snout. The walk to the glacier reminded us of the need to stick to the icy pathways, because as soon as you deviated from these tracks, the snow quickly covered the lower part of your leg: being over one meter deep in places. Once back on the coach, it wasn't long before we had to alight again, this time to come to the aid of the driver, who had skidded off the ice rink of a road. With the help of the LGS front row, we were able to quickly get the bus back on track and off to the next stop on our tour. (Pictured below is Reynisdranger beach.)



Our final day began with a mystery tour, as the guide took us to sample some Icelandic traditional customs. As we travelled along yet another icy and uneven track, we saw fish hanging from wooden rails in the distance. We were to sample the delights of Icelandic cod which was being air dried, before being sold to local restaurants and shops. From there it was off to the mud pots and hot springs of Krysuvik. Walking through these areas was a truly sensory experiences. The smell of sulphur was prominent and the hot springs shrouded us in mist, making it difficult to see or hear anything through the swishing noise of the springs. The overwhelming sense of space in this vast snow-laden landscape filled us with awe. Special thanks are reserved for Mr Gower for organising such a truly unforgettable experience and for valiantly trying to discover if we could see the Northern Lights during our stay.



GCSE Religious Studies Conference

BY ANNA WHITTAKER. YEAR 10



On February 27, 2015, GCSE Religious Studies students partook in an educational conference to deepen our understanding in preparation for the examination and also give us the opportunity to meet people from different faiths.

In the morning, Stephen Pett, an internationally known Religious Studies Consultant, started the session off with a thought-provoking introduction: "Life is short, so what?" Then we jumped into some activities: for instance, we considered the

deeper meaning of a well-known parable and were asked to draw a comic-strip of the story as Mr Pett was telling it. Afterwards we discussed how all the different components related to our own lives. Other activities included meditation, which was really relaxing, and lively group discussions regarding our belief or disbelief in certain ideas.

In the afternoon we spoke with visitors from different faiths, including Quakers, Salvation Army, Church of England, Judaism, Sikhism, Baha'i, Buddhism, Hinduism, Islam and Humanism. This involved sitting in rows facing each other, including the faith visitors scattered among us. We would have one minute to look at a question projected on the board and discuss it with our

companion opposite before moving on to face another companion and a different question. The questions were challenging, for example: Do you think that animals should have equal rights to humans? After this the faith visitors had a chance to sit with us at our tables and explain the part of their faith that meant the most

to them. One Muslim lady did lots of work with the homeless and had set up a project in Leicester based at St James the Greater Church called, 'Eat'n Meet'. She believed anyone in need should be helped, no matter how they came to be in that situation. I found the day really useful as we explored so many different topics.

A Visit to the Mandir Temple

BY SONU THOMAS, 8E

On March 5, 2015 Year 8 went to the Shri Swaminarayan Mandir in Leicester. The temple itself is white to represent purity and cleanliness. It was carved with intricate designs on stone especially brought over from India.

Once inside we took off our shoes as a sign of respect. The first thing that we saw upon entering was a large painting of Lord Swaminarayan. There was also a very beautiful imprint showing his footprints. We were taken into a white room which felt very peaceful. Along the walls were pictures depicting the childhood of Lord Swaminarayan. One picture showed him standing on one leg meditating in the middle of the Himalayas; although the temperature would have been freezing, he is just wearing a simple loincloth. In the centre of this room was a murti of Lord Swaminarayan. A murti is a living image of a god that Hindus take care of by changing its clothes each day and giving it drinks. Worshippers walk around the murti clockwise as the belief is that your right side should always face the god.

We then entered the main shrine room, dedicated to Ganesh, Parvati and Vishnu. The ceiling was very elaborate; there was a gold-painted dome with the heads of elephants carved around the edge. The lighting was very beautiful and around the room were many paintings that depicted the life of Lord Swaminarayan. The festival of Holi had just taken place and our guide told us how this festival is celebrated by throwing coloured powder at one another and having a large bonfire. The Mandir had an additional large prayer-hall with life-size statues of some Gurus. We learnt that a Guru is someone who will bring you into enlightenment. The ceiling in this room was lit with coloured lights, many designed as lotus flowers. The lotus represents purity because the flower grows in dank, festering bogs and this shows that goodness is always there, even amongst dirt and sin.

At the end we were shown a short film about the building of the Mandir. It took two and a half years to build and was entirely paid for by donations from the local Hindu community. There were many Holy Priests who came and blessed the foundations of the Mandir when the work began and many volunteers who helped with building and decorating. I thoroughly enjoyed visiting the Mandir and discovering new things about Hinduism. I thought the temple was one of the most beautiful places I have ever been to.



Introducing Mr Peake, our new Geography Teacher

INTERVIEW BY SIMRAN KOTECHA

What was your inspiration to pursue Geography?

Tilly Smith, who was ten years old when the 2004 tsunami struck Thailand, is my inspiration. She knew a tsunami was coming from what she had learned in her Geography lessons, applied that knowledge, and as a result saved the lives of one hundred people who were on the beach that day.

What is the biggest challenge about teaching Geography and why should students choose it as a subject?

We all live on this planet, so we should all learn about it. Geography teaches us to see beyond colours and shapes on a map. It teaches us about what was, what is and what can be. It is of key importance to address the issues that the world faces at present, like climate change and global warming. The challenge is in getting these matters across to students and constantly having to update the content, as Geography is ever-changing.

What is your favourite city?

San Francisco is my favourite city. The Golden Gate Bridge, Alcatraz Island and the San Francisco Bay area all offer breath-taking views. When I visited last summer I was also lucky enough to go on an excursion to Yosemite National Park, which is only three or four hours away. Being a geographer, the tectonic activity draws me: the San Andreas Fault-line runs right through the city, causing earthquakes whenever it moves. I did experience an earthquake drill during my visit, but sadly no earthquakes. I also saw the Transamerica Pyramid Building, which is a case study of an earthquake-proof building and is something I had studied.



If you could go anywhere in the world tomorrow, where would it be?

There are many places I would love to visit, one of them being sub-Saharan Africa.

What do you do in your spare time, when you are not marking?

I love travelling and hiking, especially in Dovedale in the Peak District.

Mr Shelley, Head of DT 2015

INTERVIEW BY SIMRAN KOTECHA

How did you become a DT teacher and how do you find LGS?

My first career was building submarines for the Australian Navy. When I moved to the UK, I worked at my wife's school (Worth School) as a Science and DT technician and got inspired by the DT department. I then did a Bachelor of Education in Design Technology. This is my seventh year in teaching. What is most memorable is when a Year 7 student comes in buzzing with excitement, really proud of what has been made. The facilities at LGS are very good: it is a modern building with not a single bit of wasted space.

What do you enjoy doing outside of the classroom?

There is a house in France that my wife and I are renovating. I enjoy family time and family holidays.

What is your favourite city?

Having travelled to many countries, I have to say that the most diverse and colourful city I have ever seen is Kathmandu. The people are very friendly, the infrastructure primitive, the traffic dangerous, and the wealth of some is clearly separated from the poor. Prayer flags are displayed everywhere; temples and shrines are always visible. It is a very religious place, although not glamorous or beautiful, and a magical place to spend time in, especially if you are off to do the Everest Base Camp trek



William Osborne, Game Designer



On July 12, 2014, I was invited to attend an awards ceremony in London, for the BAFTA Institute's Young Game Designers' competition. I was nominated for the Game Design award for my game, Beat Hopper.

The event began in a lounge where you could play the nominated entries and browse stands from companies such as Unity, the developer of a popular 3D game engine. Also on show were the entries for the Game Concept Award, given for designing an idea for a game, with no actual programming or game design needed. My game involved moving a small square across the screen, to dodge brick-like rectangles falling from the top of the screen. The player can be in one of four positions, and is moved by pressing the 1 to 4 keys, corresponding to the different positions. The other entries were of a very high quality - a massive jump since previous years, when the competition was just getting started - and I felt that

my own game was quite simple in comparison. I thought the best game was Ultimate Tower Defence, a 3D game about defending your base from monsters. The actual ceremony was presented by Hat Films, a trio known for their YouTube videos. The other speakers included the head of the BAFTA games board, a magician in his early twenties and the pop star, Connor Maynard. Adam Oliver won the competition for his game, Alien X.

I've been making games as a hobby since about Year 9. My programming skills were non-existent until Year 8, when Andrew Whiteside and I religiously attended Dr. Hayhoe's programming club. My game programming skills I learnt entirely from the internet and I learned slowly and made many mistakes. I've taught myself several languages, but usually make my games in either C# or Haxe, which is similar to Flash. In the past I've made a few games, such as a humorous version of the classic Tetris, a 2D dogfighting game about shooting down enemy planes (heavily inspired by LUFTRAUSERS, a game by a famous two-man game development studio named Vlambeer), and a humorous game intended as a playful jab at Valve Software, a very well-known game developer. Valve take a long time to make their games, and the objective of my game was to procrastinate for as long as possible before your game got released.

I love game development, and have a passion for the processes involved. Games are extremely complex, and programming, art, design and a lot of thought go into them, before they become something fun. Studying the design of really famous games reveals a lot of hidden

work that most people don't see -- I find this fascinating. Making games is really hard, but in time I hope to hone my skills and get good enough to make a product that can be enjoyed by anyone.

“You had my curiosity, but now you have my attention.” What makes Tarantino’s films a cultural phenomenon? - Harvey Kingsley-Elton’s EPQ project



Quentin Tarantino is popular for a reason. Critically acclaimed, his films are ground-breaking, unique and most importantly, entertaining. As a budding filmmaker, I saw my EPQ project as an opportunity to study the director and his art. Tarantino is first and foremost a film fanatic, and he uses a wide variety of techniques to create his postmodern style. Using this analysis, I created my own film, an application of all that I had learned. Writing, directing, editing and more, I saw this film through from conception to the finished product, and every decision was made with consideration to Tarantino and his work.

My first step to understanding Tarantino was to watch every single film in his repertoire, in conjunction with reading several books concerning him. My watchlist expanded exponentially, as I began to watch Tarantino’s favourite films,



the films that he was exposed to in his childhood, the films that he directly references in his own scripts and even the films he

detested. However, little did I realise in the preliminary planning stage of my project that I would ultimately watch over 50 films to try and gain a clear insight into the mind of Tarantino.

When I had finished the research stage of the EPQ process, I began to prepare a film of my own. I produced a script, cast my friends, Isabella Oreffo and Safia Lamrani, and family as actors, and scouted for locations around the local area. With only one camera, one microphone, and no budget, I proceeded to emulate my hero, utilising the streets of Wigston as opposed to a more typical Tarantino setting. This provided quite a unique aesthetic, and also meant a few calls to the local police department, in order to make them aware that we would be wandering throughout town with prop guns and a samurai sword. As the Oscar-winning director writes, directs, and often stars in his own films, I did the same, giving myself a role that was particularly self-deprecating, inspired from my experience as a couch-potato in the previous weeks. But unlike Tarantino, I also had to perform more unusual filmmaking duties, such as holding (and then spraying out) an entire bottle of crimson food colouring in my mouth in order to recreate the blood splatter from a gunshot. In all, it was a thoroughly enjoyable process, and I feel as though I have learnt a great deal about Tarantino and cinema as a whole. Mr Hunt, my supervisor, asked me on the presentation evening what advice I would give to prospective EPQ candidates, and my response was simple: Whilst it is a daunting and lengthy process, if you choose a project that you will enjoy doing, the work will do itself. I know from experience.



The Prep Class Goes to Normandy

BY ANNA KELLIE AND JOE BOYLE



Anna: At just after midnight on April 27, 2015, a rather sleepy Prep class left LGS for Portsmouth. At about 3:00 in the morning we arrived at Caen and continued our journey to Le Clos d'ancien Pressoir, which was where we were staying. Once settled, we met the owners, Stella and Bob. We then took a tour of Port en Bessin, which I really enjoyed after the long bus journey. We got to play along the beach and found a lot of sea-life including an enormous orange crab which was quite scary! The next morning we enjoyed a croissant for breakfast and then had a language lesson for the upcoming task which was to buy fruit in French from the market to make a fruit salad. We could spend five Euros. I was scared I would say something wrong and that our group would end up with only three blueberries. But actually, when we got there, I did not say anything wrong and our group got a free lemon because we had spoken so well!

Joe: Although most of the trip was great fun, some of it was very emotional and opened our eyes to what the war was like and what the soldiers had to go through. In the American war cemetery, it was very upsetting to see all of the graves and realise that every single one held a story and someone's life. I could not imagine what it would be like in the barracks, knowing there is a chance you may not survive. We went to a 360 degrees cinema

to see a film about the D-day landings. It was very sad and had loud sad music. At the end I actually had tears in my eyes. We also visited Omaha Beach, which is where D-day was fought. My friends and I built a massive sand fortress.

Anna: Another day we went to the Longues Battery, which consisted of four massive guns, used to protect the shoreline against the allied troops on D-day. Bob then told us a story about the guns: apparently the French Resistance had cut the phone-line that the Germans needed for exact coordinates for the launching, so guns 3 and 4 did not fire once, gun 2 fired six times, but gun 1 fired at least one hundred times. The German guns

were a lot more accurate than the allied ones were, but by pure luck, a shell was shot through the gun which had loaded ammunition, which exploded any other ammunition in the bunker.

Joe: One of my favourite places was the ice-cream farm. There were fields with cows and big tanks all over the place. It was slightly cold and raining a bit, but we still could not say no to a free ice-cream. There were lots of different flavours to try, but I had to go for one scoop of Nutella ice-cream and one of salted caramel. There were so many great flavours, but there were also some more "imaginative" ones, like mustard, mushroom, liquorice and even cheese!

Anna: Bayeux was a highlight of the trip. First we went to the cathedral and I was surprised at how many things there were to see before we went inside. The most beautiful was definitely the Tree of Liberty, planted after the French Revolution. It is the best surviving Tree of Liberty in the whole of France. After an amazing walk around the Cathedral, we went to see the Bayeux Tapestry, which depicts the Battle of Hastings from the Norman point-of-view. We were given a headset to listen to the story as we looked at the tapestry. I really could not believe how the ladies made it and you could easily put yourself into one of the characters' shoes.



From almost any beach we went to, you could always see the Mulberry Harbour. This is an artificial harbour that was towed from Britain in individual blocks so that

the allied troops could take things onto land throughout the war. There was not a lot left of the harbour, as storms and the sea had washed much of it ashore. On the last day of the trip, however, we were able to go to a 360 degree cinema to see how D-day changed the war and how Mulberry Harbour would have looked back then.

Joe: On the way back to England, there was a limbo contest on the ferry and my friend Thomas and I made it into the semi-finals. Then we watched a movie in the boat's cinema and ate our dinner. On the coach journey back we played games like "Who Knows You Best?" and before we knew it we were back at school. The teachers then gave us each a bar of chocolate, a pot of jam and some smelly French cheese.

Chinese New Year at LGS

BY DAISY FORSTER-VILLAGE

"Chun jie" – Happy New Year! I am sure you all enjoyed a Chinese takeaway on the 19th of February, but Year Nine were lucky enough to have the students in Sixth Form, who have lived in China and celebrate this event every year, come and talk to us about it. This year, as you may already know, is the Yang Nian, the Year of the Goat, which will come up again in twelve years' time. The Chinese calendar is a lunar calendar.

We learned some Chinese phrases and had it explained to us that the Chinese New Year is a time of celebration, good food and family reunion, a bit like

Christmas. Dumplings are one of the most important dishes served. They can be steamed or pan-fried. People give presents to their grandchildren, Hong Bao, which are small red pouches containing "lucky money". There is a Chinese word meaning "good fortune" printed on the front of each red packet. One tradition is to place money in a figure of a lion for good luck throughout the year. Martial artists, who control with their bodies large, moveable dragon and lion figures, dance to display their fearsomeness and to bring power and good luck to all. These celebrations last for a fortnight.



The twelve animals for which the years are named are also the Chinese Zodiac signs. Mine was a snake, as were many others in my year, but some Year Nine students were dragons. There is a story of the animals having a New Year race, Dong Wu. Each animal is associated with certain attributes and each has its own sign or symbol. The afternoon ended with a chopstick race and origami, making different symbols. We all learned so much and I would like to thank all the students who spoke to us and the teachers who organised it.

French Spelling Bee

BY PRIYA GANATRA

Saurav Thakrar, Akshay Patel, Roshni Francis and I found ourselves on April 29, 2015, competing in the Foreign Languages Spelling Bee Regional Finals at Corby Business Academy. Each competitor had to spell a number of words within a one-minute time limit. We had to learn 150 words each for this competition. Students were given the word in English, had to translate it into French and then spell it in French with all of the accents necessary. There were a variety of pupils with a range of talent at both speed and proper pronunciation, thus making the competition an exciting experience. Some of the more challenging words to spell included: un taille-crayon (a pencil sharpener) and une araignée (a spider).

Saurav and I both made it into the group of four for the semi-finals, giving us another chance to compete. This was quite a stressful challenge as it was in front of a lot more people. When the eight of us had finished spelling, we re-joined the competitors doing other languages

in the dining room, where there was a large spread of refreshments laid out. After a nail-biting wait, everyone was called into the main hall to hear the results. First the four winners of the Spanish Regional Final were announced, and then the four German winners. The finalists then took it in turns to compete for first, second, third and fourth place. This I found especially interesting to watch, as they spelt the same words we had done, but in different languages and at a remarkable speed. Finally, the four French Regional Finalists were announced. Wonderfully, Saurav and I had made it in to the National Final in July. We spelt words for the last time that day to see who the overall winner was. It turned out that Saurav had come second and I had come third. We all received certificates and medals, a brilliant end to a long afternoon. I want to give special thanks to Madame Douglas for all her time and help.



The Spanish Exchange Visit to Leicestershire

BY KIRATH PAHDI

Following a thoroughly enjoyable trip to Granada in April 2014, all eight of us LGS students participating in the Spanish exchange program felt that the bar was set high. How could we match the blazing Mediterranean sun, the beaches, the stunning Sierra Nevada Mountains? We welcomed our tired partners who had been travelling since 4:00 am that morning with typical British hospitality: a tour of Leicester Grammar School and two periods of either English, Math or Biology, followed by Nando's chicken. That weekend we took them shopping at Leicester's Highcross Centre, to the British countryside of Foxton Locks and Bradgate Park and gathered at one student's house to watch "Bridget

Jones' Diary" together, with its humorous insights into the British lifestyle. Over the next week our visitors travelled to London and Birmingham for day excursions, touring museums and attractions such as the London Eye, whilst we involved ourselves in their entertainment in the evenings, with offerings of fish and chips, takeaway pizzas and a visit to Megazone in Leicester city centre. They were unfamiliar with the concept of a "laser quest", but we taught them the rules and had an international battle with laser-guns. There was a sad farewell at Midlands Airport and intentions were expressed to stay in touch with our exchange partners.



Introducing Mrs Nelson, our New Modern Languages Teacher

INTERVIEW BY LAUREN MURPHY

What first inspired you to learn German?

I was interested in languages and was already learning French, but after a great family holiday in Austria and hearing the German language, I decided that I would like to learn German too.

What has been your most embarrassing teaching experience?

Sometimes I speak in the wrong language. My French class looked horrified when I greeted them with, "Guten Tag."

Do you prefer Britain or Germany?

I do love certain aspects of Germany. When I spent six months there at university, I thought it was really nice: clean, with efficient transport, nice beer and "kaffee und kuchen", a tradition I observe in England now. But ultimately all my family and friends live in Britain, which keeps me here.

What is your favourite city?

I love everything about Marrakech: the heat and dust, the noise and colours, the smells in the souks and the light. You can step from a street in the Medina seething with noise and people (and the odd goat), through a heavy wooden door and into a courtyard full of peace and tranquillity. I enjoy sitting on the roof of a riad, sipping a gin and tonic, gazing out across the city to the foothills



of the Atlas Mountains, shimmering in the heat of the horizon. I find the local people welcoming and enjoy shopping for all sorts of lovely things in the markets and, of course, haggling for a good price. For a relatively short flight, you can really feel that you are a world away from England.

Checkpoint Charlie and Spring-time in Berlin

BY KANEEKA KAPUR

At the ripe time of 3.00am on March 28th, 2015, thirty-four LGS students accompanied by Mr Rich, Mrs Barre, Mr Picknell and Mrs Stout left school and headed towards Berlin. Upon arrival, we spent some time in Alexanderplatz, the town square of East Berlin, before going to Berliner Dom, the Berlin Cathedral located on Museum Island. Once we had explored the cathedral, decked with ornate carvings and sculptures spiralling

up to the magnificent dome, we went to the Museum of the DDR (Deutsche Demokratische Republik), where we learned about life under communist rule in East Berlin. It was astonishing to find out about how little trust the Soviets had had in the people they were governing, going so far as to fit microphones in their apartments and have spies, the State Secret Police (or 'Stasi'), keeping tabs on every aspect of people's lives.



By the time we left the Museum, it had started to become evening across Berlin and the walk to the Reichstag was made more enjoyable as the sun began to set, sending streaks of fiery yellow and orange across the River Spree. After arriving at the German Parliament building, I was dumbfounded by its beauty and how the British architect, Sir Norman Foster had flawlessly integrated chrome and glass into its interior, the glass reflecting the transparency of the new democracy. After a fabulous guided tour of the parliamentary chamber and meeting rooms, the highlight was being able to go up into the glass dome which, once you had reached the top, gave views over the entire city.

The next day we went on a walking tour around Berlin, where the parts that stuck with me most were the Memorial to the Murdered Jews of Europe, often known as the Holocaust Memorial, (prize-winning photograph, right, by Charles Fraser) and the Soviet War Memorial. The aforementioned was designed by Peter Eisenmann and features 2711 concrete slabs of various heights, with the goal of creating a disorientating, uncomfortable environment. It moves you in an indescribable way. The latter is a monument with the Unknown Soldier at the top. It is mesmerising in its own way as the soldier has his disproportionately large hand outstretched towards West Berlin, symbolising the Soviets wanting to hold back Fascism, and prevent it spreading to the East (the irony being, of course, that the West had 'freer' policies than the East, and many thousands of people fled or tried to flee from the East into the Western areas). We also saw the place where Hitler's bunker was situated, now a car park. There was only a small sign to indicate that that was the death place of one of the most notorious dictators in history. The following morning we went to Checkpoint Charlie, perhaps my favourite site that we visited during the trip. The museum was spread out across multiple floors in multiple rooms, in an unconventional way, telling the story of the Berlin Wall. It was fascinating to learn about a topic I hadn't

given much heed to before, but at the same time it shocked me how recent it was that this city experienced such disquiet and division. The photos of teenagers, in clothing not too dissimilar to my own, trying to escape East Berlin brought me down with a bump. Perhaps the aspect that affected me the most was the modern exhibition on the Crimea and Ukraine. Quite honestly it stunned me to be faced with photos that showed that suppression was still

rife today. Having been brought up in a society where we are sheltered from the true goings on of the more fractured places on our planet, the Ukraine exhibit felt like a stab in the chest. It is one thing being taught about it or seeing it on the news, but quite another to see it through photographs dated 2013.

The day didn't end on a happy note as next we visited the Stasi Prison, a secret base used to interrogate the 'Political Opponents' of the Soviet regime, some of whom were teenagers. The weather had by now turned grizzly and grey, which only added to the sombre mood surrounding the prison. Our tour guide was enthusiastic and happily answered all of our questions. The Tuesday was spent in a variety of museums, each unique, the most original being the Story of Berlin museum, which set out the history of this fascinating city in themes as opposed to chronological order. We were also given free time to visit our own individual choice of the city's art galleries and museums. The A level historians took this opportunity to revisit the German History Museum that we had all gone to earlier in the day, whilst others went to see Nefertiti's mask at the New Museum or the ancient artefacts at the Pergamon Museum.

On the final day we went to the Topography of Terror, an open-plan exhibition about the Nazi Police State and the individuals who enabled it to operate. It was a harrowing experience, as throughout the exhibition there were photos of mass shootings and persecution of minority groups, as well as of the fates of the citizens whose countries the Nazis had invaded. The worst part was learning that some of the perpetrators, in some cases senior, leading



Nazis, received little or no punishment, as either they committed suicide, fled to South America, or when finally put on trial were given relatively short sentences.

Overall, despite the bad weather on most days, the trip was a fantastic experience and gave us a real insight into German history. It was amazing to see how open the country is about her history, with none of the

museums 'sugar coating' any of their less honourable eras, or redacting any irrefutable facts. A grateful thank you must go to the staff who arranged and accompanied the trip; their hard work provided us with some brilliant experiences.

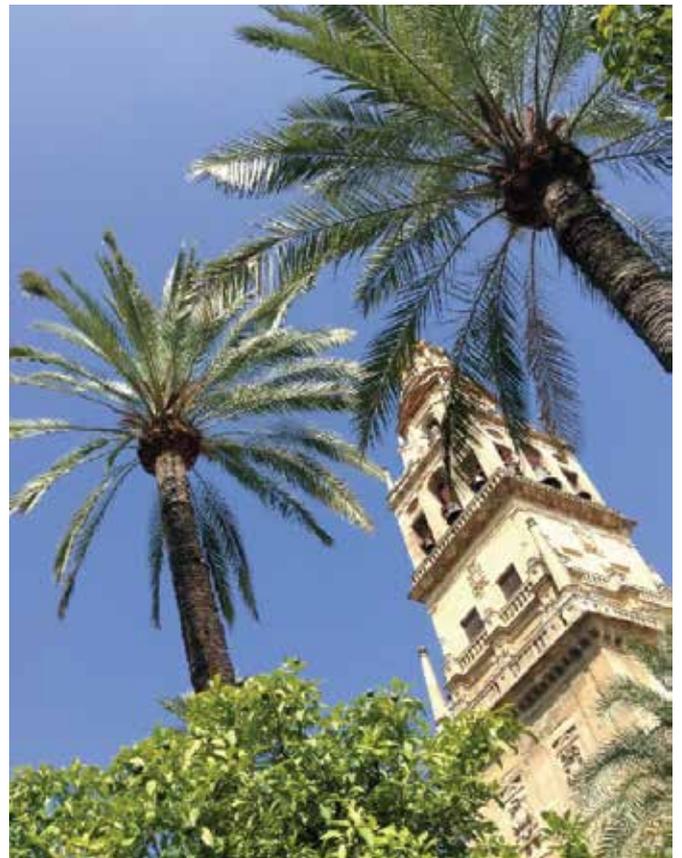
(Prize-winning photo below by Prabhjot Grewal).



A Postcard from Andalucia, June 2015

BY HANNAH JULIAN AND EMMA EBBESEN, 9B

I particularly enjoyed our day in Granada, as it was very hot and we had a lot of free time to explore the city and its wonderful culture. Initially we took the coach to Mirador San Nicolas in Albaicin so as to get a good vantage point from which to see a panoramic view of Granada and take pictures. My friends and I found a small restaurant in Granada that served pizza and had a lovely lunch there. The Alhambra palace itself was very beautiful and was where I managed to capture some of my best photographs. In Malaga we toured the Picasso Museum, looking at his paintings and trying to interpret them. Next we looked at the Cathedral. Over lunch-time, we enjoyed ordering in Spanish and also had to stop people and ask them questions, so that we could fill in an information sheet on Malaga. Admittedly, we did some shopping too. Every evening we had free time by the hotel pool and that was always my favourite part of the day.



A Postcard from Normandy, June 2015

BY MAYA THOMPSON, 9D

Le Mont Saint-Michel is a gorgeous island with a Hogwarts-like building. We had a beautiful demonstration of the myth behind the building from Mr Rich and our guide, Valentin. At the castle, we baked bread and did orienteering. We also visited a goat farm, where I had the pleasure of milking a goat and drinking the milk, and a market, where we went shopping and learnt various new words, as well as how to haggle. The snails that we tasted reminded us of garlic bread.



The centre where we were staying was right by an absolutely beautiful beach and the weather was warm and sunny.

A Postcard from the Rhineland, June 2015

BY ROSALIND RASHID, 9E

After a gruelling 17-hour journey, Year 9 German students arrived in Boppard. Each of the three days we spent in Germany were completely packed with fun activities, ensuring that not one minute was wasted. On our first day, we visited the Burg Eltz castle. We toured some of the 80 rooms and then were allowed free time to explore the treasures of the castle too. We then travelled to Cochem for wine-tasting, or in our case, grape juice. We had a choice of two juices, one white and one red, and it was an added bonus to keep the tasting glass. We had free time in Cochem where many chose to taste the food. After dinner we set out again to visit the impressive monument to William the Great at Deutsches Eck in Koblenz, the confluence of the river Mosel and the Rhine.



To finish off the day we went to the Pinup Bowling centre, where most of us were happy to score one pin. On Wednesday, we took a trip to Cologne. We first looked around its remarkable Cathedral and some of us even became Mr Walker's and Dr Crawford's adopted children (for a family ticket) to go up the Cathedral's tower! As the highlight for many of us, we then went to Cologne's Chocolate Museum and the Lindt factory. We learned about the history of chocolate and got to try the renowned

Lindt hot chocolate. We then had free time in Cologne or went to see the Olympic Museum. On an evening Rhine cruise, we watched the sun set behind the hills, sang songs and of course talked a great deal. On the final day we visited Phantasialand, a first-class, truly German, theme park. To make the day even better, the weather was

really hot and sunny. A quick quiz on Germany prepared by James Bentley was our evening entertainment and then Mrs Stout awarded us all prizes based on things that had happened on the trip. For all of us students, this excursion was fun and helped us learn more about German culture.

Duncan Chisolm Concert

BY MARY HARDING-SCOTT (PHOTO BY MRS HUNT)



On March 3rd, 2015 Leicester Grammar School welcomed three renowned Scottish traditional musicians: Duncan Chisolm, Jarlath Henderson and Matheu Watson. The afternoon began with an hour-long workshop with the LGS Folk Group, where the group surprised the visiting musicians with a rendition of two of Duncan's tunes – *Farley Bridge* and *Isaac's Welcome to the World*. Duncan then proceeded to teach the group, by ear, another one of his tunes, *Craskie*, which will now enter the LGS repertoire. Duncan explained how music should be an extension to one's voice and how

ornamentation can be used to enhance this, adding that there can be both too much as well as too little and that the choice ultimately rests with the player and the sound that they wish to produce.

The evening concert was also very well received with an audience of over 150 people, including many LGS students and staff as well as visitors. The programme contained numerous tracks from Duncan's *The Strathglass Trilogy* CDs, as well as many stories accompanying the songs. These CDs are Duncan's musical representation of the ancient Chisholm Clan lands, one of the most beautiful wilderness areas of Scotland. The beautiful melodies, with more upbeat jigs and reels, filled the Recital Room and transported the onlookers to the picturesque landscape of Scotland. Duncan's lyrical playing was supported by the great talents of Jarlath Henderson, playing the Uilleann pipes and whistle, and Matheu Watson on guitar. The three musicians showed great flair and engaged the large audience with their playing and stories. It was a real pleasure to welcome such accomplished, pleasant and enthusiastic musicians to the School and we hope they will return in the future.

Isabel Glover Plays with the National Children's Wind Orchestra

During the Easter holidays 2015, I was fortunate enough to be able to attend an eight-day residential music course, with the National Children's Wind Orchestra (NCWO). The NCWO was established 30 years ago to provide a national orchestra for wind players of Grade 7 and above. Each year auditions are held to create the orchestra. I played my oboe and cor anglais (which is similar to an oboe but longer) in the orchestra. We

stayed at a boarding school in North London and I was in a dorm with three other girls – mayhem! Rehearsals ran between 9:00 am and 2:00 pm each day (with a small break). The afternoons consisted of more rehearsals, plus time to relax and socialise.



My woodwind tutors were so talented and incredibly kind and supportive. I learned a lot and we all had so much fun too! I really enjoyed all the pieces we played. They included 'Danceries' by K. Hesketh, 'Samurai' by N. Clark, 'Starlight' by P. Meechan and 'The Four Noble Truths' by P. Sparke. On the final day of the residential

we went into London to perform at Cadogan Hall on Sloane Square. This is an amazing concert venue, where the BBC Proms are put on, and an incredible musical experience for me: my first concert performance in London!

Mozaik Concert

BY MARY HARDING SCOTT (PHOTO BY CHLOE HEMINGWAY)

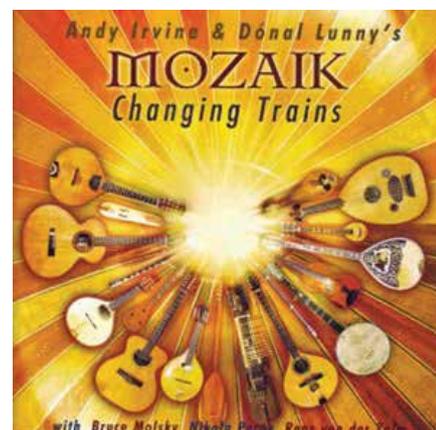


Although the wind was blowing strongly outside and the rain was pouring down, October 15th, 2014, the feeling inside the recital room was one of excitement and anticipation about what we were about to see and hear! The group of five fantastic musicians entered the room, walking past the audience of about 130, and took their places on the stage. The concert kicked off and, from the very first number, the audience could tell they were in for a treat.

Throughout the evening the audience got to hear fantastic folk music from all over the world, from America to the Balkans – the name Mozaik refers to the fact that the musicians come from a variety of countries: Bruce Molsky from the Southern USA, Donal Lunny and Andy Irvine from Ireland, Nikola Parov from Hungary, Rens van der Zalm from Holland. I learned more about the wide variety of instruments that it is possible to play, with Nikola Parov playing a total of eight instruments over the course of the evening. It seemed that in order to be a member of this band you needed to be able to play at least three instruments, as well as each member of the group taking a turn on vocals. My favourite instrument must have been the nyckelharpa, which originated in Sweden and uses strings and sliding keys to play both melody and drones.

The concert came to the interval after a rendition of Andy Irvine's heart-warming, autobiographical song, "O'Donoghue's". It tells the story of Irvine's first experiences performing folk music, in a pub in Dublin called O'Donoghue's, after having given up his acting career. The second half was just as exciting as the first, with more numbers demonstrating the immense talent of the band, especially Donal Lunny on the bouzouki and guitar bodhran,

and also of Bruce Molsky on the fiddle and five-stringed banjo. This half was crowned by a rendition of "Never Tire of the Road" with the audience joining in on the chorus. The evening ended with a song in Greek, sung by Nikola Parov and Irvine, with Parov also playing the "sawn-off" clarinet. This sent the audience home (but not before they had had their CDs signed by Andy Irvine) in a thoughtful manner, reflecting on the magical evening they had just had.



Senior Soloists and First Orchestra Strings Concert

BY JAMES COCKCROFT

On December 10th, 2014, a host of parents brimming with anticipation was entertained by the First Orchestra strings and a select few soloists from Year 10 to Year 13. The strings opened the evening with one of five pieces that Miss Print had carefully selected for the able group of musicians. This first act was tough to follow, yet Sophie Carr, a talented trumpet player in Sixth Form, delivered yet another spectacular performance. The standard of the evening was set high from the outset.

Meghna Thakrar and Ami Ganatra both performed extremely technically demanding pieces on piano, an Impromptu by Schubert and an Intermezzo by Brahms respectively. Despite their demanding nature, both were executed with skill. All three flautists performing played something of a contrasting style to the others: Baroque from Neve Booley, Contemporary from Sameer Thakkar and Romantic from Sophie Bennett. Priyan Patel and Elizabeth Whitby, both stalwart performers

since the Junior School, came up trumps again, both delivering incredibly passionate performances on violin. I, (James Cockcroft) performed the penultimate act of the night, accompanied by Miss Print on violin and Mrs Mainard on cello for the Mozart Allegro. I would like to thank them both for their efforts and time in making that performance special for me.

Miss Print deserves a special mention as she shaped a youthful horde of musicians into a well-oiled performance machine. All of the First Orchestra pieces were executed immaculately under the watchful eye of the Music department's wonderful violin teacher. As with all soloist concerts, Dr Whittle once again accompanied the soloists perfectly, after having only seen the music once before. If his performance were not perfect already, he even remembered to mention the fire escapes.

Year 7 Showcase

BY IMAAN DADABHAI, KATE MCCALLISTER AND PRIANKA DHOKIA



On December 11, 2014, Year 7 had their first performance of the year, accompanied by the First Orchestra. Full of Christmas spirit, they sang a range of classic carols and two popular numbers: Michael Jackson's *Man in the Mirror* and *Hall of Fame* by the Irish band, The Script. The Year 7 Chorus was top of the bill, but the concert also included Edward Elgar's *Chanson de Matin*, performed by the Orchestra, *The Pink Panther*,

performed by the saxophone quartet and *The Lark* by Mikhail Glinka, performed by talented Year 7 pianist Moritz Wagner.

All of Year 7 would like to thank Mr Barker for organising the event and the Year 7 Music teachers for helping us through the magical night. (Photo by Mr Hall)

Syd Lawrence Orchestra Visit

BY JOSHUA BADDILEY



Having the Syd Lawrence Orchestra at Leicester Grammar School was a fantastic opportunity for staff and pupils alike to experience one of the best Big Bands in the country. Founded in 1967 by Syd Lawrence himself, the group has been thrilling audiences with its large portfolio of high octane Big Band Swing and Classic dance music for forty years. They play everything from the legendary Glen Miller to the hit songs of Frank Sinatra and Ella Fitzgerald. In the afternoon, Leicester Grammar's Big Band was lucky enough to get the chance to rehearse with Chris Dean, the current leader of the orchestra. He went through two pieces, *Tuxedo Junction* and *Pennsylvania 65000*, instructing the brass players how to use the mute most effectively and inspiring the band to 'play out' with more confidence to engage the audience. Later in the afternoon when the rest of the

orchestra arrived, the band had the chance to play and talk with the musicians. There were many comments from pupils as to how down-to-earth and genuine they were and how to many of the pupils it felt like a once-in-a-lifetime opportunity.

The evening performance started with an introduction by Dr Whittle, who explained that he had fallen in love with Big Band music at university and that he was therefore thrilled to be able to have the orchestra here at LGS. He handed over to Chris Dean and the school hall was soon filled with the wonderful loud noise of trumpets, trombones and saxophones. The LGS Big Band members were called up twice in the evening to perform the pieces they had earlier rehearsed, and these were very well received by the audience. 'Lord' Jeans performed a trombone duet of 'When You Wish upon a Star' with Chris Dean – fantastic to see two great players performing together. I also got the chance to sing with the Orchestra, performing two Frank Sinatra classics, "That's Life" and "Fly Me to the Moon". It was an incredible experience for me to be able to perform with such a professional band as the quality of playing and the overall sound was simply incredible. If I ever have the chance I would love to do it again! I think I speak on behalf of the over 400 people in the audience when I say what a wonderful band they are and what a wonderful evening we had.



Prize-Winning Entries to the Hope against Cancer Poetry Competition

The Ian Lauder competition for poetry is sponsored by the Hope Foundation for Cancer Research, a local charity that the school is proud to support. The 2014 title, in keeping with the centenary of World War One, was “No Man’s Land”. Supported by Miss Hughes, two students from LGS were awarded cash prizes for their poems: Sonu Thomas, 8e, won second prize for her age group, which was £30 and Kathryn Tincello, L6th, won first prize for her age group, which was £50. Several other LGS students were commended for their entries and received a certificate.

Lost in No Man’s Land

BY K. TINCELLO

What is no man’s land?
Is it where brothers stand,
In the swamp of blood and hate,
Where many men have died of late.
Or is it simply this whole earth?
Abstaining from all self-worth,
Where conflict festers like disease,
And men fall weeping on their knees.
For no one knows where to stand;
Right or wrong, in no man’s land.

Guns will sound and shells explode,
While men play king upon their throne
Of power and greed and death and life,
Tearing innocence with a knife,
So bright and gleaming that it blinds
All moral thoughts from their minds.
Men will fall and slowly die,
Not uttering a single cry.
For no one knows where to stand;
Right or wrong, in no man’s land.

Young men do not know of hate,
Of politics or cruel debate;
They are mere pawns in fate’s great game,
Humbly thought of, just a name.
Their wives will weep,
Their children will not keep
The memory of dad alive,
Lost forever, deep inside.
For no one knows where to stand;
Right or wrong, in no man’s land.

Where is no man’s land?
Is it where I stand?
Torn between right and wrong,

No place that I do truly belong.
I thought we’d left this all behind,
Unified by peace of mind.
Life is too short for war like this.
When did our moral go amiss?
For I don’t know where to stand;
Right or wrong,
Lost in no man’s land.

No Man’s Land

BY S. THOMAS

I was only a bud at that time,
Two huge armies with weapons so great,
Bullets flying and whizzing past me,
As well as dangerous bombs that could strike
you dead.
I could only think, since I had no mouth to speak,
Firmly rooted to the ground, so I could not
move about,
But as I witnessed for many years this disastrous event,
Where was all the love and peace that
everyone lacked?
After what seemed like ages the din was finally finished. The
fight was over and the tanks were not switched on.

My feet down below could sense a liquid,
still lukewarm,
Only this time it was not water, but blood instead. What is
done is done and what has passed is past And to look to a
future where war must never happen again.
Even though I am older, I remember the works of evil men,
For I am a red poppy, planted in no man’s land.



The Prep Class Homelessness Project

The Prep class had a “Night under the Stars” on June 23, 2015 in support of The Bridge, a local charity for homeless people. In conjunction with this, the students produced some heartfelt poetry.

Homeless

BY JOE BOYLE

*Cold nights, damp drains,
All alone in pouring rain,*

*All I have is a cardboard box,
Falling asleep on solid rocks.*

*The world is not always kind.
All alone, no food I find.*

*When I wake my stuff is gone.
I know that I do not have long.
Soon I will be moved along.
Everywhere I look there are threats.
I've got no one, ain't got no pets.*

*I try to keep my body warm.
I try to sleep through a massive storm.
The outside world just think I'm wrong.
There is no point in trying to get a job.
Sometimes I just sit and sob.*

*There is nowhere I can go.
I'm always at my all-time low.
Cold nights, damp drains,
Being homeless is full of pain.
People think that I am scum.
They pass me by and call me a bum.
If only they knew what it was like
To be homeless and have no light.*



Homeless

BY ISABELLE TOPPING

*Being homeless is such a bore,
Sitting in an old shop door.
I wish I could have thought it through more,
But sadly, you cannot change the before.*

*It's cold at night;
It's such a fright.
My clothes are smelly;
I've a hungry belly.*

*People don't know how hard it can be.
I wish it didn't have to be me.
I just want to be able to see
What my future will be.*

*I wish I could get myself out of this mess,
But the answer is something I'll never possess.*



Ventriloquist Dummy

BY SAFIA LAMRANI

*Roll up, Roll up! Tonight's the night.
Let's see who's pulling the strings. That's right.
You heard me, this isn't a bluff.
"Speak when spoken through."
I've had enough.*

*I'm not your puppet.
Well, you know what I mean.
To speak for myself,
That's my only dream.
I want to be free, to laugh or cry,
Not told when, how or why.
I'm tired of sitting on your knee,
Forcing a smile,
As you make jokes through me.*

*Living like this feels like hell —
You don't tell them that you struggle to spell,
To be witty, googling jokes the night before,
While I'm thrown to the corner, cupboard or floor.*

*Well this is no more. I'm moving on.
I don't need you; I know I'm not wrong.
So on this night before your show,
I'll do something drastic, then you'll know.
I grab the tape, staples and glue.
If my mouth won't open, what can you do?
What will I lose? It won't be my voice
When the things I say aren't even my choice.*



All Things White

BY JUHI KALICHARAN, 7E

*As I looked up to the sky,
I saw the angels in the clouds.
The petals from the daisy flew away into the snow,
Sparkly snowflakes shimmering from the bride's dress,
As the night came to an end.
Everyone looked up over the hedge:
The full moon made the crowd go crazy
And scared the new-born baby.
When the newlyweds go home
They sink into clean white bed-sheets,
Dreaming of their future together.*

Physics Students Visit the Large Hadron Collider in Geneva

BY HARVEY KINGSLEY-ELTON

CERN is the home of the largest scientific instrument in the world. It is here that the world's most renowned scientists search for the Higgs Boson, fire high-energy particles into each other, and invent the Internet. Utilising the Large Hadron Collider (the LHC), a 27km long beam-line, the world's foremost scientists try to gain an understanding of the universe, and how it is made. For a Physics student, a trip to visit such a remarkable place is an experience that would be difficult to forget.

The first day of our February 2015 visit, making an early start, we Sixth-Formers were in deep slumber before we had even left Leicester.

As a result, the voyage to Switzerland was easy and fast – at least from our perspective. That evening, having checked into the hostel, we set out into the streets of Geneva. The soft glow of street-lamps and illuminated Rolex advertisements through the settling fog gave the city an eerie, urban, yet picturesque feel. It was interesting to observe the blend of historic and contemporary architecture, typical of a populous European city. The evening also provided a chance for one of Dr Boyce's many GoPro camera sessions, which required a few students to run around the rest of the group carrying torches, intended to create streaks of light that would appear in captured photographs. The next day we travelled to Bern to visit the Einstein Museum. This provided a fantastic insight into the scientist's life. There were numerous videos, which were very easy to understand, that explained Einstein's special theory of relativity and general theory of relativity. The most touching area of this exhibit was definitely in the latter half; where it detailed the guilt that Einstein felt, having witnessed the destruction caused by an atomic bomb. We were given an opportunity to understand his mental conflict and turmoil, as he was actually a pacifist. Afterwards, we entered Bern town centre and climbed



the incredible Bern Minster, a staggering 100m tall. We too were staggering, as we emerged at the top of the tower, dizzy from ascending several spiral staircases. From here we had a vantage point to observe the true beauty of the town. We were then given the rest of the day to explore the town, visit Einstein's house, and see the notorious Bern bear-pits.

The final day of the trip was by far the most intensive. Waking once more at the crack of dawn, we checked out of our hostel and travelled into Geneva. In the bitter, almost sub-zero, chill of a February morning, we embarked on several ferries across one of the largest lakes in Western Europe, Lake Geneva. From here, we were given a completely new perspective of the city from afar. Afterwards, we proceeded to the United Nations European Headquarters. Whilst the UN is a fantastic site in its own right, Dr Boyce explained that CERN embodied the same values as the UN and the League of Nations before it, by acting as an international, collaborative organisation, working for the greater good. Afterwards, we finally arrived at CERN just in time for lunch, to grab food in the cafeteria. This, believe it or not, was probably one of the highlights of the trip.

After sitting down inconspicuously with a few friends, we were joined by real scientists. This was an incredible chance to discuss their projects and research. My friends who are aspiring physicists came face to face with their role models in a very literal sense, something I know they are really happy about. Following this, we were very fortunate to watch a lecture on particle physics, delivered by a retired physicist, and learnt more about the mission objectives of CERN.

Finally, to conclude the visit, we travelled across the border into France to visit the Compact Muon Solenoid detector, 100m underground. We were incredibly lucky to be allowed access underground, because they were making preparations to resume testing in the following days. We are the last visitors to see the CMS until 2018. Equipped with hardhats and hairnets, we were given a

tour by CERN engineers, who gave us an insight into how the machinery and instruments worked, using their vast knowledge of both theoretical and practical physics. This detector, and the entirety of the LHC is a feat of engineering. For instance, the superconducting Dipole Magnets must be cooled down to an unbelievable 1.9K, in order to keep the 7TeV protons on course. In terms of the computer processing power of the detector; there was 2Mb of recorded data per collision, and there were 200,000 collisions per second. After getting the tram back to Geneva, we concluded the trip with a traditional Swiss meal, including both meat and cheese fondues, and a yodelling band. It was a great opportunity to relax and reflect on the events of the visit. Many thanks must go to Dr Boyce, Miss Allcoat, Mr Cox, and Miss Carter for making the trip possible.

Chemistry Olympiad Winners from LGS 2015



Left to right:

Chloe Hemingway, Jeremy Worsfold, Dominic Clearkin, James Willmott, Chelsea Herbert, Rameez Ahmad, Edward Whittaker, Shivam Pancholi, Joseph Glover and Zaki Arshad. (Wenja Zhang got a certificate, but is not in this photo.)

Mr Perry Looks Back

“Have I made a difference?” is a question that many people ask themselves at key moments in their lives – on leaving education, moving on to a new job, retiring and perhaps, most tellingly, on their death-bed. In considering such matters, the emphasis is generally on the “big issues”, but I would like to focus on the more day-to-day activities.

At school, as in most other walks of life, the majority of people experience a pressure, both external and internal, to succeed – success is seen as the key to approval in the eyes of others. But I would like to caution against taking yourself too seriously and illustrate this point with a few examples from my own career.

In my parents’ generation, it was ‘normal’ to take a job on leaving school and stay with the same employer, or at least in the same town, for the rest of your life. More recently, with improved educational opportunities, increasing globalisation and advances in communication, this is becoming the exception rather than the rule. In my own working life, I have had two different ‘careers’, eight employers, three redundancies and six homes in two countries. Each of these changes has undoubtedly caused stress and led to challenges but ultimately, provided opportunity, variety and a new outlook. I could never have foreseen the path ahead of me and the joys and rewards along the way. The key themes which have run throughout my career are Chemistry, Computing and Communication and each of

my positions has encompassed at least two of these attributes. If I am honest, I might never have moved on if some of these events had not been forced upon me. Under such circumstances it is important to remain positive and confident in your ability to contribute in a meaningful way. If you become too reliant on the status quo or a rigid career plan, unpredictable events become difficult to address. Flexibility of outlook will become an increasingly critical factor in personal development in the future.

Throughout these changes, one thing has remained constant. When I was nine, my family moved to Devon and I began a relationship with that giant of the sporting world, Torquay United Football Club. Throughout their 116-year history, they have never been higher than what is currently called League One (formerly Division 3) and presently languish in the snappily-titled Vanarama Conference Premier. Apart from the derision of many of my pupils, I receive a lot of stick from my family when I climb into my car on a Saturday to drive to such illustrious centres of footballing talent as Alfreton, Telford, Nuneaton and the mighty Grimsby (whence I recently managed to convince my family to join me for a day out – though it later turned out that my wife had confused Grimsby with Whitby and thought we would be visiting a quaint fishing community on the edge of the North York Moors!).

Why do I mention this? Well, there is a tendency to align oneself with success in today’s world. Following



Torquay United over the five decades has been the antithesis to such a view but, in its own way, has been strangely rewarding. You learn to rejoice in such minor ‘successes’ as a last-minute equaliser on a rainy February day in the company of about two hundred other like-minded individuals. Such moments are only possible when you have suffered the pain of relegation on the last day of the season in far-away Colchester when only one permutation of the possible results of three different matches could have led to such an eventuality. That pain can then be juxtaposed with the glory of winning promotion back to the Football League on a sunny afternoon at Wembley Stadium. My message from this is simple – form your allegiances as you will, but stick by them through thick and thin and you will find your reward.

Returning to my original question, I would have to say that everything you do makes a difference to someone. You may never win a Nobel Prize, run a FTSE 100 company or earn an Olympic medal, but your days will consist of a thousand actions, each of which will make a difference to those around you. If you can look back on your life and believe that, on balance, those actions made the world a better place, you can be proud of your contribution.

Chelsea Herbert's Cancer Research with the Nuffield Project



INTERVIEW BY FATHIMA MUKADAM



Why did you choose to do a Nuffield project?

If you have a true passion for science and you are devoted to it, then a Nuffield project is an amazing opportunity. This project allowed me to pursue my interest in the field of oncology, by spending six weeks over the summer of 2014 carrying out colorectal cancer research. As well as finding out what clinical research requires, it also gave me the opportunity to work alongside professionals in the field. I would conduct a small project, write a report on it and submit this to the National Science Competition, where I could talk about my work with others at the awards evening.

What is your project about?

My title is The Characterisation of Early Colorectal Cancer Development. I focussed on how the V600EBRAF mutation affects cell proliferation, as it is one of the factors leading to the development of colorectal cancer. I quantified two effects that this mutation has in the small intestine of mice models at five time-points within a ten-week period. The more that we learn about the mechanism which causes a normal cell to become cancerous the closer we will be to finding a way to interfere with the process and stop or prevent the development of the cancer.

What was a typical day at the lab like?

I would arrive at the university and go straight into the histology room, where I would start to quantify a sample using a microscope linked to a computer. The actual cell-counting took between one and two hours and the best method was to count while looking through the microscope. Regular breaks were necessary because the bright light can make it difficult to concentrate. After quantifying a sample, I would write a short report, which would include explaining any problems that had occurred with the sample, such as not being able to count the target number of crypts. If the problem could have an impact on the project, I would report to one of my supervisors to discuss what to do next. If there were no problems, the data was typed up and then analysed alongside other samples of the same genotype and time-point. I would quantify up to three samples a day, learning some important techniques used in the field such as PCR and how to make up solutions and buffers.

What did you enjoy most about your project?

I began with very little knowledge of what I was looking for, or what the mutation does, and this was a choice deliberately made, so as to remove bias and not make me preconditioned to see particular patterns. After doing the project and noticing the patterns for myself, I had a lot of questions that I wanted to answer. The final week was dedicated to analysing my results and doing some research to aid my interpretation of the data. I started with the basics, looking at how gene mutations can occur, what genes are and even what cancer is. I was surprised to learn that colorectal cancer is the second most common cause of cancer death, with around 700,000 deaths worldwide each year. I then studied the RAS/MAPK pathway in depth, the pathway which regulates cell proliferation (cell division), apoptosis (programmed cell death), differentiation of stem cells and cell migration. This helped me to learn about mutation on the molecular level. Having started with the basics and then built my knowledge up bit by bit meant that I found it easy to explain my work to people at the celebration evening for the National Science Competition.

Lower Sixth Biology Field Trip, June 2015

BY DR FEARON

74 L6th students accompanied by Mr Duffield, Mr Cox, Mrs Clare, Mr Handford, Miss Crampton, Miss Howd and Dr Fearon left some very ordinary British weather behind and enjoyed the glorious sunshine of the Cherbourg peninsula. The journey out was affected by a broken-down train in the Channel Tunnel and we arrived late and weary at our centre, Le Sénéquet in the small village of Blainville-sur-Mer, Normandy, where the staff were exceptional. On our first morning in France we put the tedium of travel firmly behind us and spend several very productive hours investigating lichen distribution and abundance in Pirou Forest and learning about sustainable

forestry. After a picnic lunch in the forest, we drove to a rocky shore near Granville and followed the tide out with our transect lines, studying zonation. The staff were not entirely convinced we had persuaded the students that marine algae are just as interesting as crabs and jellyfish. However, there is no doubt that the field skills and theory will have made an impact on the minds of all.

A sporting injury was incurred that evening and a suspected broken ankle (with attached student) required the attention of medics in Coutances Hospital the following day. We are most grateful to Mr Handford whose command of French saw the day through to a more or less satisfactory conclusion. The patient had to endure considerable discomfort and lack of mobility but at least there was no break. Meanwhile, it was back to the forest for A2 coursework for the rest of us. We spent our final full day on the sand dunes at La Pointe d'Agon. In the morning, we studied flowering plant biology and also used random sampling techniques to estimate the abundance of the plant species present on the dune grassland. In the afternoon we set up transects through the dunes starting at the strand line on the beach in order to study zonation and succession in this most inhospitable environment. Our journey home on the Friday was by high-speed ferry and much faster. It



didn't really matter, as most of us slept all the way. It was another very successful trip: a great deal was learnt and a huge amount of fun was had as well.

Over the course of three days, we mastered the art of using a quadrat and learnt about habitats that we will study in A2, from the cool forest to the scorching sand dunes. At Le Senequet there was a beach that was only a ten-minute walk away. Most of us walked there after dinner to relax. For me the best part was seeing the stunning colours of the sunset on the beach. - Lily Zhang



Introducing Dr Ainge, our new Head of Chemistry



INTERVIEW BY ROISIN McCOLE

Where were you born and how did you become a Chemistry teacher?

I originate from Scraftoft, not very far away. My favourite subject at school, up until the age of 16, was German, with Chemistry a close second. When it came to choosing my A-levels, I had some trouble deciding between Languages and Sciences, but chose Sciences. I kind of drifted into teaching when I was doing my PhD, as a demonstrator in undergraduate labs. Motivated students who are interested in doing well, but who don't lose sight of becoming well rounded people, attracted me to LGS.

Tell me a little more about your musical interests.

Music is one of my greatest passions. I love the music of Bach and I play the organ. I prefer Classical music, but I like anything with a great tune or exciting harmonies.

What is your favourite city?

My favourite city is Cortona, Italy. I first visited it in 2000 as part of a DIY rail tour, choosing the town at random from the guidebook. It was a few hours away from where we were staying, near Genoa. As Google Images did not then exist, nothing prepared me for the first views of this typical Italian hilltop town high above Camucia railway station. As the taxi climbed up and up, I was intrigued by an enormous church pressed into the hillside and then, further along, by the Etruscan city walls, surrounding an endless maze of cobbled streets, small shops, churches, squares and restaurants. There are impressive views over the very wide, flat valley towards Lake Trasimeno. You can also walk much further up the hill to the Monastery of St Francis. As the afternoon turns to evening, the real beauty of the place is experienced: the way the light changes in the piazza, the dimly lit ristorante with its inviting aromas ... It is an utterly timeless place!

Introducing Mr Jacobs, our new Maths Teacher



INTERVIEW BY GETHANA SHASITHARREN

What is your educational background?

I took my A-levels in Loughborough, studying Mathematics, Physics and Chemistry, then took a Psychology degree at Leeds University, but decided after graduation that I did not want to pursue Psychology, whereas Mathematics had always been my favourite subject. I then took a teaching qualification at Durham University and then earned a Maths degree with the Open University.

How would you convince a sceptical student that Maths is a great subject?

Firstly, any piece of technology, such as computers or phones, requires the existence of Maths. Secondly, Maths is timeless! We are still using Mathematics from

the Renaissance and even from the time of the Ancient Greeks – e.g. the Pythagorean Theorem. Thirdly, it is a very logical and consistent subject, full of challenging puzzles.

What are your hobbies outside the world of teaching?

I am fanatical about gardening. In my spare time I have designed and transformed two gardens. I also enjoy cooking and singing. I am a member of a big orchestral choir, based in Leicester. *And the Mountains Echoed* by Khaled Hosseini is a book I would recommend to students. It helps readers understand the motivations and characteristics of people from Afghanistan. (He is also the author of *The Kite Runner*.)

What is your favourite city?

Durham is my favourite city, a place with a deep history, sited close to some of England's finest countryside. To the west are the northern dales, including Weardale, Teesdale and best of all, Swaledale. To the north, Northumberland has expansive coastal and moorland

landscape. I lived in Durham as a student while completing my teaching qualification. At the centre of the city, seated on a hill encircled by the River Wear and dominating the cityscape, stand the castle and magnificent cathedral.

Introducing Dr Boyce, our new Physics Teacher

INTERVIEW BY ALICE NICHOLLS

If you could have chosen any other career, rather than teaching, what would you do?

I think I would have been a demolition man, because one of the obvious applications of Physics is building great tall buildings and planning their architecture, but it is almost as difficult to make those buildings come back down to Earth again, once erected. Building something from scratch requires ingenuity and vision, but returning a building to its original state requires you not only to understand the Physics involved, but also how the architect's mind worked in the first place. Understanding Physics in one thing, but understanding someone else's understanding is much more difficult. You use the same skill as a teacher.

What do you enjoy the most about Physics?

I like the surprises: Physics begins with tape measures and timers, which might seem trivial or boring, but when you get past the basics to areas such as Quantum Physics, there are counter-intuitive ideas to grapple with, such as that reality is not set in stone but depends upon who is observing it and that time doesn't flow at the same rate for each of us. Physics helps us to understand the world better, but also to see that our understanding of the world is still primitive. When I was quite young I got a telescope and pointed it at the stars and looked at Saturn's rings and from then on was totally distracted by the universe, by the massive Milky Way Galaxy hanging over our heads. It made me think about God and whether gaining an understanding of Physics was another way of gaining an understanding of God.

What are your interests outside of school?

I like to explore faith and Christianity with young people – I used to be the chaplain of Lutterworth College. Hill-walking and mountaineering is my other main



interest. The outdoors is a place where I can think, where everything is quiet and mountaineering is perfect for that, because it separates you from all the distractions of modern life. I have sometimes been in pretty desperate situations on mountain tops and then had to get myself out of those dilemmas. It has taught me self-reliance and determination.

What is your favourite city?

My favourite city is Winchester. Over the past few years I have been on a pilgrimage to visit all the cathedrals in the United Kingdom and I have now nearly visited them all. Winchester stood out as particularly nice, with a quietness that cities rarely have these days. The architecture of Winchester Cathedral and the bridge over the River Itchen are amazing. It's a fun city to explore: if you walk directly from one place to another, you will end up going down little back alleys, across cloisters, along riverside paths and through gardens. No ring roads and bus stations here! The city centre has a statue of Alfred the Great in it, the king that fought to protect the English against the mighty Viking army. It is a city of surprises: when the River Itchen floods, the cathedral crypts fill with water. A statue of a diver stands down there in memory of a lone diver who worked to save the cathedral when it was in danger of disappearing below the waters. That lone diver and Alfred the Great both represent the power of an individual against a rising tide of adversity – a very British stubbornness that you cannot help being inspired by.

Year 7 Space Centre Trip

BY AMRIET SANGHERA, 7E (PHOTOS OF 7E BY MR WILLIS)

In April and May 2015, the whole of Year 7 visited the Leicester Space Centre to rendezvous with Comet Encke.

Before we left, we were assigned special jobs to fulfil on our trip, such as Data Team, Navigation Team and Medical Team. On arrival, we had a space talk from two commanders and watched a video of Apollo astronaut, Charlie Duke talking about his experience travelling to the Moon. Then half of us sat in an imitation rocket and “travelled” into space. We had to scream as loudly as we could and we all had very sore throats afterward. We had to exit the spacecraft into a pitch-black tunnel and when we entered the station Mr Willis was hiding and jumped out at us. We all shrieked very loudly!

We all had different stations in the room, corresponding to our different jobs. There was a separate room for the Probe Team and those people had to try to build the machinery to land on the comet. The doctors on board had to do special checks on the crew members. We were faced with many “life-threatening” problems, including the humidity being too high and the oxygen running out. To solve the humidity problem, the Life Support members had to place a bag of desiccant



material next to each keyboard. The most serious problem of all was a radiation leak and then we had to evacuate the craft immediately if we wanted to survive. We communicated through microphones, headsets and e-mails. Mission Control had cameras set up in our craft and they were watching us conduct our duties.

Towards the end of session one, my team and I, Navigation, were searching the constellation Leo when we saw something peculiar. With further research from the whole crew, it was found to be a comet never discovered before. This was a long-term comet, only to be seen every 24,000 years. After further discussion, 7e named our comet Gymladz2k15. We came back down to Earth and, as we exited the spacecraft, Mission Control were waiting for us, so we ran down the corridor and they cheered for us. This was a great experience and we thank Mr Willis for organising the trip.



Sport at Leicester Grammar School

BY C W HOWE, DIRECTOR OF SPORT



The growth in the quality of representative teams at the school continues and their associated successes has produced another very creditable year in Sport and P.E. LGS has been accepted as a Team Training Base for the Rugby World Cup 2015 and we are eagerly awaiting the arrival of the Canadian team, who will base themselves at our site, allowing our pupils to observe and learn from world-class international performers. Once again thank you to all colleagues who contribute to the Games and extra-curricular programme, whose hard work, time and unselfish commitment is greatly appreciated.

A number of our pupils have again achieved international honours. Lucy Higham became our first international cricketer and captained the England Indoor U20 Ladies' team at the World Cup in New Zealand in October 2014. George Worth (U19), Paolo Odogwu (U18) and Benjamin White (U17) were selected to play for England at Rugby Football. Alexander Tordoff has been shortlisted for the GB Junior Eventing Team to compete in the European Junior Championships. In Athletics we had a record 12 pupils placed in the first 3 at the County Schools' Championships, including 4 champions: Esme Bliss (U17 Girls' High Jump), Hannah Morris (U17 Girls' 300m Hurdles), Benjamin Ryman (U15 Boys' Triple Jump) and Nicholas Njopa-Kaba (U15 Boys' 100m).

Two pupils were multiple winners at the Leicestershire County Swimming Championships: Anne-Marie Hudman in U13 Girls' 200m, 400m and 800m Freestyle and Christopher Snow in the U12 Boys' 50, 100, and 200m Breaststroke. We have students of outstanding ability attending centres of excellence in all major games at county, regional and national levels. A record 74 pupils achieved county representation in 2014-15. Among the outstanding achievements this year, special mention should go to the Under 15 and Under 13 Girls' Indoor Cricket teams, both county champions. Our 1st XV won the U19 Leicestershire Schools' County Cup with a convincing win against Wyggeston QE College. A reminder to all team players: when selected for a school sporting squad, you are required to attend all matches and practices, including Saturdays. We strive to develop individual responsibility and commitment in our pupils towards all school activities and value the support of parents in achieving this. The termly school calendars contain full details of fixtures and practices.

Our Head of PE, Alexis Williamson, is leaving the school in July 2015 to take up the post of Director of Sport at Sutton Girls' High School. I want to add my heartfelt thanks for the enormous contribution that Lex has made to Sport and PE and her personal support to me over the past 16 years, since joining us in 1999. I wish her the best of luck in her new post, to which she will bring the very highest standards of professionalism and dedication. Thank you, Lex, for everything; we will miss you greatly.



Representative Honours and Sporting Achievements 2014-15

BY C W HOWE, DIRECTOR OF SPORT

ATHLETICS:

Team Honours:

Junior Girls qualified for the Regional Track and Field Cup Finals

LRSA County Individual Champions 2015:

U17 Girls' High Jump – Esme Bliss

U17 Girls' 300m Hurdles – Hannah Morris

U15 Boys' Triple Jump – Benjamin Ryman

U15 Boys' 100m – Nicholas Njopa-Kaba

Leicestershire and Warwickshire County Individual Champions 2015:

U17 Boys 400m and 400m Hurdles - Alistair Finlay:

U13 Girls Shot (new county record) and Discus –

Kirsty Finlay

CRICKET:

England U20 Indoor Captain, Leics. Ladies, U17 Leics.

Ladies' Captain -Lucy Higham

U16 Leics. YC – Christopher Chipman

U15 Leics. YC – Rajiv Sejpal, Daniel Scudamore, James Scudamore

U14 Leics. – Kamran Jussab, Josh Moore, Harry Pounds, Yusuf Sattar

U13 Leicestershire YC - Jaydon Amin, Bradley Crane, Tejas Easwar, Jatin Naidu, Mathew Potts,

Dhruvraj Rathore

U12 Leics. YC - Benny Abeysondera, Rohan Kelkar, Edward Patten, Vritic Ramji

U11 Leics. YC - Thomas Haward, Rory Jones

U17 Leics. Ladies - Amelia Ellis, Lauren Hill

U15 Leics. Ladies – Rachael Chipman, Elizabeth Glynn

U13 Leics. Ladies – Libby Haward, Shivali Pancholi

Team Honours:

U11 Boys -- County Champions

U15 Girls - LSCA Indoor Champions 2014-15

U13 Girls – LSCA Indoor Champions 2014-15, 3rd at Midlands Finals

CROSS COUNTRY:

LRSA Junior Girls, LRSA U13 Girls County Runner

Up, 3rd in U13

Midlands Championships – Emma Richards

EQUESTRIAN:

Runner-up Great Britain Junior 3-Day Event Championships and member of provisional GB Junior Eventing Squad for European Junior Championships – Alexander Tordoff

U18 Midlands Regional Eventing Team – Annie Frankham

GOLF:

Leicestershire Juniors – Esme Bliss

BOYS' HOCKEY:

U15 JRPC and U14 JAC - Zain Girach, Keshen Pathmanathan, George Toolan

U15 JAC - Charlie Fraser, Henry King O'Reilly; U14 JAC - Daniel Wolloff

GIRLS' HOCKEY:

England Red Sainsbury's School Games, Merica Lynx Futures Cup, U18 JRPC Tier I (2014) - Rosie Gladdle

U18 JRPC Tier I (2014) - Holly Mould

U17 JAC and JRPC (2014), U18 JRPC (2015) -

Sarah Turner

U17 JAC (2014) and U18 JRPC (2015) -

Georgia Hubbard

U16 JAC and JRPC (2014), U17 JRPC (2015) -

Bethan Fossey

Lucy Ring (Captain U17 JAC)

U14 JAC (2014), U15 JAC and JRPC (2015) -

Rosalind Rashid

U15 JAC (2015) - Georgina Collins

U14 JAC (2015) - Emily MacTaggart, Emma Richards;

U13 JAC (2015) - Chiara Bensi, Margot Buchanan, Anna

Chapman, Holly Cook, Roshni Francis, Emily Kendal

Team Honours: U14 XI – LHA County Tournament Runners Up, Midlands Finalists, U12 XI - LHA County Tournament Runners Up, Midlands Finals Runners Up

NETBALL;

U16 Leics. NA Academy - Esme Bliss, Olivia Hartley, Katie O'Connor, Rhea Parmar

RUGBY FOOTBALL:

U19 England and Leicester Tigers Academy – George Worth; U18 England and Leicester Tigers Academy – Paolo Odogwu

U17 England and Leicester Tigers Academy – Benjamin White

U19 Leicester Tigers Academy – Jake Charters, Joseph Green, Jamie Jack

U17 Leics. – Matthew Cooke

U16 Leicestershire and U16 DPP - Jasper Tordoff

U16 Leics. and DPP (2013-14) – Jonathan Ramsbottom

U15 DPP – William Barratt; U14 DPP – Benjamin Godsiff, Antony Kler, Oscar Marriott-Clarke, Harry Pounds, Will Ramsey, Alisdair Wicks

U13 DPP – Bradley Crane, Harry Glynn, Mathew Potts

Team Honours:

IST XV – LSRFU County Champions; U14 VII – Winners of Nottingham HS Invitational 7's

SQUASH:

U19 Leics. Girls' County Champion – Chelsea Herbert

U17 Leics. Girls' County Champion – Leanne Herbert

U15 Leics. Girls' County Champion, U15 Leics. and East Midlands – Ellen Rogers; U15 Leics. Girls' County Championships Runner up – Kirsty Finlay

U13 Leics. Boys' County Champion, U13 Leics. and East Midlands – Bradley Crane

U13 Leics. and East Midlands – Daniel Rogers

SWIMMING:

Bronze at British National Swimming Championships 2014 (200m Backstroke) – Alasdair Wicks

U13 Leics. Girls' County Champion in 200m, 400, and 800m Freestyle – Anne-Marie Hudman

U12 Leics. Boys' County Champion in 50m, 100m and 200m Breaststroke – Christopher Snow

TABLE TENNIS:

LSTTA U16 Girls' Singles County Champion – Shreya Mehta

LSTTA U13 Boys' Singles County Champion – Adnan Ebrahim

LSTTA U11 Boys' Singles Finalist – Shiven Arora

Team Honours:

LSTTA U13 Team Championships Runners Up

TENNIS:

U18 and U16 Northamptonshire – Jessica Buchanan Van Doorn

Qualified for main draw at U14 World Championships (Orange Bowl, Florida), U18,16,14 and Senior Men's Leicestershire Squad, U14 Winter Tour National Finals, Tennis Europe (@Queenswood) Singles and Doubles Champion, U14 Aegeon National Finalist, LLTA U14 County Singles and Doubles Champion – Rahul Dhokia; LTA U14 National Performance Centre, Leicestershire U14 and Leicestershire U12 County No 1 – Owen Wilson

U12 Leicestershire – Oscar Holmes, Victor Wiles Leicestershire County Closed Tournament

U12 Girls' Doubles Champion – Anisha Sood

U12 Boys' Doubles Champions – Victor Wiles and Max Marriott-Clarke

TRAMPOLINING:

U14 East Midlands Regional Schools Intermediate Boys' Champion – Monte Burrows

CHESS:

U13 Northhants. Champion 2015 – Peter Mottram-Epson

1st U13 (2nd U18) at Leicestershire and Northhants. Megafinal UK Chess Challenge 2015 – Alistair Mottram-Epson

Sporting Colours

2014 – 15

SPORT	HALF COLOURS	FULL COLOURS
Cricket	Sachin Abeysondera Rachael Chipman Dhruv Chudasama Amelia Ellis Lauren Hill Kamran Jussab Joshua Moore Harry Pounds Yusuf Sattar	Jack O'Callaghan Sam Phillips Theo Rashid Patrick Sadd Alexander Tutt
Equestrian	Annie Frankham	Alexander Tordoff
Hockey	Georgina Collins Zain Girach Hannah Parmar Keshen Pathmanathan Rosalind Rashid George Toolan Daniel Wolloff	Annie Frankham Rosie Gladdle Charlotte Hickman
Netball	Esme Bliss Olivia Hartley Charlotte Hickman Katie O'Connor Rhea Parmar	
Rugby Football	Dominic Clearkin Jonathan Ramsbottom Jasper Tordoff Jack O'Callaghan	Dhruv Chudasama
Squash	Ellen Rogers	
Swimming	Alasdair Wicks	

Cricket

BY LAURIE POTTER, MASTER IN CHARGE OF CRICKET



This season must go down as one of the most satisfying in the history of the school. 16 teams represented the school from U9s in the Junior School through to 1st and 2nd XIs in the Senior School, with three girls' teams among them. We had more County representatives than ever before, including our first Blue for Avish Patel, a former XI captain performing extremely well for Cambridge University throughout the summer. Both the 1st and 2nd teams reached County Cup semi-finals and the U11 side are Midlands Champions, following their County Cup win. A number of other teams had to pull out of their County Cup competitions due to time constraints in the extremely busy summer term. The standard of play in the 1st XI and A teams is now at a very high level, but what is even more impressive is the performances of the B teams, led by the U13s who went through the whole season unbeaten, including during their Holland tour.

The 1st team had a number of good wins, the best being an early triumph against local rivals, QE. The 2014 summer tour to Barbados was a major catalyst in the excellent level of play this summer. Captain Jack O'Callaghan led the team from the front with batting and bowling performances that drove the team forward, alongside astute captaincy. Jack has been one of the best cricketers to represent the school and he has been a focal point of all the teams that he has played in at LGS. Patrick Sadd is certainly the quickest bowler to play for the 1st XI and also batted very well, with a top score of 70 against QE. Sammy Phillips, with his away-swing bowling, Tom Fowler with his left-arm swing and spinners, Sachin Abeysondera, Chris Chipman and Lucy Higham formed the nucleus of the attack. The batsmen all had their good times with Matthew Tutt and Theo Rashid forming a productive opening partnership and Mo Mulji and James Willmott scoring excellent 50s along the way. As we did last year, the 1st XI will lose up to seven players at the end of the season, so opportunities will be there for the younger players in the squad. We also look forward to welcoming back James Hunt, after a season missed due to injury. The 2nd XI had the best season in their history under the direction of Mr Rich and were unbeaten. Captained very well by Druv Chudasama, Tom Sellicks, Year 11, was the Player of the Year, with two match-

winning 50s alongside a 5 for 32 with his medium-pace bowling. A number of the U15 team will be pressing for a 1st XI place next year. Players such as Daniel and James Scudamore and Charlie Fraser will be pushing older players, after their superb performances this summer. The U14s have produced some excellent cricket, with wins against top schools such as Loughborough, Solihull and Northampton School for Boys. Josh Moore scored good runs and was the team's most consistent bowler, with Harry Pounds the Cricketer of the Season, not only bowling some promising spells, but also getting two scores of 80+ and three 50s, one against the staff team, alongside a 47 in the win against the County XI. Kamran Jussab, Yusuf Sattar, Robbie Spencer, Harry Jones and Zain Girach all had their moments of success this season and the U14s are a very talented group, who I hope will fulfil their potential. As was seen by the impressive results on the Holland tour, the U13s are a group with real potential and a number of good cricketers, such as Dhruv Rathore, Jaydon Amin, Tejas Eswar, Matt Potts, Bradley Crane, Jatin Naidu, Harry Glynn and Kishan Desor. The same natural enjoyment and enthusiasm can be seen in the U12 teams. Captain Rohan Kelkar is a super all-round cricketer with a very good future in the game and Sourav Thakkar is technically very sound as a young batsman. Benny Abeysondera bowls with good away-swing. Edward Patton has a good basic action. Our youngest team, the U11s, obviously enjoy the game a great deal and Rory Jones, Rory Pateman, Thomas Haword, Finley Stacey and Rushil Joshi will be good cricketers in the future. Their game awareness already outstrips players much more experienced than they.

I would like to thank all the staff who have kindly helped with managing the various teams. The ground-staff have produced pitches of real quality and our facilities are now first-class in all ways. The scorers who have worked our fantastic new scoreboard have also been a very important part of the cricket set-up. Sue and Louise and the other catering staff have spoilt the cricketers with handsome teas. We look forward to more enjoyable times spent in the sun, playing this fantastic game of ours

The 1st XI Team

BY JACK O'CALLAGHAN

The 1st XI had a mixed season, though it was encouraging that we acquitted ourselves well against a higher standard of opposition than in previous years. In particular the batsmen had a good season after we had lost 5 of last year's top 6 batsmen, with Alex Tutt giving a standout performance, opening the batting and James Willmott showing potential. The highlight of the season was the Barbados tour in the summer. Alongside being a fantastic experience, it brought the team closer together and helped develop players, which gave us a greater depth in squad than before. Our two standout performances came against Oundle School and Wyggeston and Queen Elizabeth I college. Against Oundle, Patrick Sadd and Jack O'Callaghan both returned figures of 4-14 off 7 overs to bowl Oundle out for 128 which was chased with the loss of five wickets. The first game of the season against Wyggeston and Queen Elizabeth I college also saw one of our finest performances where we came back from Wyggeston and QE's strong position of 80-1 to bowl them out for 130, which was also chased clinically. The pleasing aspect of the season was that there were contributions from each team member, particularly from Patrick Sadd with quick, accurate, opening spells of bowling throughout the season, controlling off-spin from Lucy Higham, and aggressive batting from Mo Mulji. Despite losing our final game of the season to Wyggeston and Queen Elizabeth I college in the County Cup semi-final, it has been a successful season, one that the team and I have enjoyed. Our thanks go to all the 1st XI members who are leaving this year, and to Mr.Potter for coaching us and being a great help in all areas of school life. Grand.



1st XI Cricket

J.D. Willmott, J.B. Hunt, P. Sadd (Vice Captain), S.H. Phillips (Captain of Cricket), M.Mulji, L.F. Higham, S.A. Abeysondera, C.S.Chipman, D.J. O'Callaghan (Captain), A.P. Tutt T. Rashid, T.J. Fowler

The 2nd XI Team

BY MR J.W. RICH

Most schools' cricket 2nd XIs consist of wannabes, nearly men and upcoming youngsters. This year's outfit was of a slightly higher calibre. Well-marshalled by Dhruv Chudasama, the team managed four victories on the spin before narrowly losing in the semi-final of the County Cup in a tense match that went down to its final over. As another summer passes into memory, particular mention should be made of Tom Sellicks, a swashbuckling, action-packed all-rounder who will surely relish the challenge of smoking boundaries and bowling fast for the 1st XI next year; of Niam Dave, a graceful batsman and devilish off-spinner; and of Siddhart Wadhwa, a pace bowler whose rapidity hurried the best of the batsmen we encountered. Like the rest of the squad, they were able led by their skipper, a punchy left-handed batsman and tigerish opponent for any team. At season's end, the boys can feel proud of the way they represented the School.



2nd XI Cricket 2015

TJ Sellicks, S Broadley, AF Palin, R Bathia, SJ Prime, V Shah, JA Khan, DL Dave, SA Thakkar, H Makan, PA Wake, SS Patel, NJ Dave, TS Jennings, DA Chudasama (Captain), RR Raitthatha (Vice Captain), JR Schofield Holyoake, AP Abeysondera

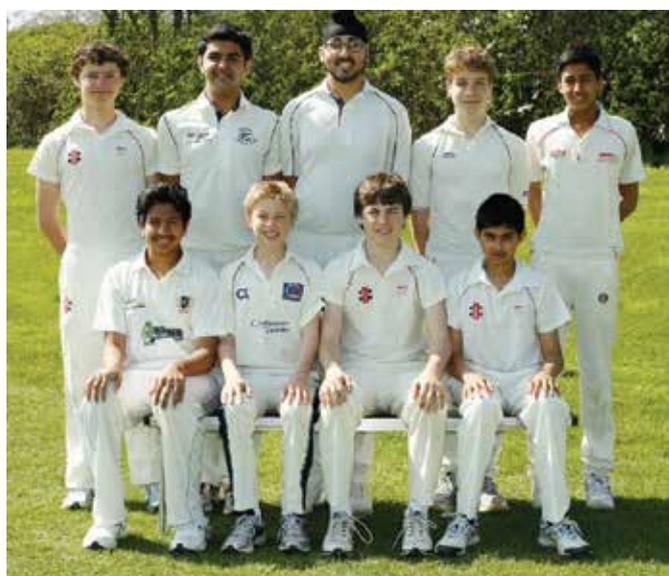
The U15 Team

BY DANIEL SCUDAMORE

The 2015 cricket season has been a very mixed one for the U15 A side. We started badly, due to lack of practice and we did not post totals that the bowlers could defend. Our first match against Crown Hills was a loss, however, as we got into the season, we found our form. Despite losing to Leicestershire County (a very strong side), we carried on going before we won the first game against Oundle. This was the game when all of the practice came into place, with both of our openers, Daniel and James Scudamore making 50 runs each. We posted a formidable total for the bowlers to defend which they did with ease, Oundle did not quite

make it over the 100 run mark. Our next game vs Rugby School was a thriller, despite ending in a loss. They batted first, making a good score of 143 runs. We started slowly, due to some tight bowling from the opposition; however, on 40 off 8 over, the floodgates began to open. This attacking play meant a loss of the wicket of Daniel Scudamore for 41 with Rahul Dhokia coming to the crease. Rahul started very quickly and got us very close; however we lost in the last over, under 10 runs short. During our final game of the season against Northampton School for Boys everything finally clicked into place and we were catching our catches, bowling aggressively and batting sensibly. Priten Chauhan in the middle of the innings bowled accurately, picking up many wickets and limiting the opposition, and Charlie Fraser was very reliable behind the stumps. Thanks to Mr Hunt and Mr Potter for coaching and umpiring.

probably the best game of our season. Both our openers batted the whole innings to get us to 135 for no wicket. Our bowling was just as good and we kept them down to 84. But the team has had some disappointments this year. We came up against Rushey Mead in the first round of the County Cup and after winning two years ago we had high expectations. Having set Rushey Mead a target of 127, our bowlers did not bowl to the standards we needed, meaning they chased the score down with an over to spare. I would like to thank Mr Howe and Mr Potter for coaching us this season.



U15 'A' XI Cricket 2015

J.J. Scudamore, F.Elahi, P.S. Grewal, H.B. Wheeler, R.V. Dhokia, P.P. Chauhan, C.M. Fraser (Vice Captain), D.R. Scudamore (Captain), R.R. Sejpal



U14 'A' XI Cricket 2015

R.J. Modhwadia, I.P. Parmar, R.N. Spencer, Y.N. Sattar, M. Milner, K. Pathmanathan M.C.Teo, W. Ramsey, J.C. Moore (Captain), H.M. Pounds (Vice Captain), H.J. Jones, Z.A. Girach

The U14 Team

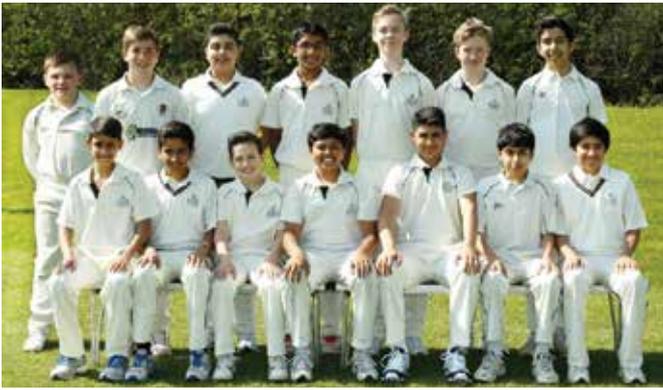
BY JOSH MOORE

The under 14's have had a very successful season, playing 9 games and winning 7. Our batsmen have been consistent and our bowlers have been accurate. Harry Pounds has scored nearly 400 runs with the bat, scoring 4 50s. There have also been good innings from Max Milner and Robbie Spencer. We have had two consistent bowlers: Harry Jones, taking 16 wickets, and Josh Moore, taking 14 wickets. Our best victory was against Leicestershire. We had been looking forward to this game for the whole year. Leicestershire batted first and got 165 from their 35 overs. Harry Pounds scored 48 and Robbie Spencer scored 35, both not out saw us chase down this total with 4 overs left. Oundle was

The U13 Team

BY DRUV CHUDASAMA

The U13 team has had a good season. For the next year we will need to work on our fielding and catching. We batted consistently, and Bradley Crane and Jaydon Amin scored runs in most matches that they played. Aran Lakhnpaul took wickets in most matches and was responsible for wickets in hard times, including major breakthroughs that won games. The spinners, Crane and Tejas Easwar, bowled well too. Taking wickets at crucial times, although sometimes getting mercilessly hit around the park. The season ended with our five day tour of Holland with the B team. It was a wonderful experience and we played two matches and won one. In the other it came down to a nail-biting finish with 2 runs required off 1 ball. The end result of the game was a tie. In both of the matches we saw excellent fielding and some big runs scored. In these matches we chased and in the match we came out on top. Amin and Rathore both got their half-centuries. Thanks go to Mr Lemon and Mr Potter



U13 'A' XI Cricket 2015

D.J. Rogers, M.J. Potts, P.S. Ragi, J.S. Naidu, W.J. House, B.C. Levy, M.A. Arshad, K.D. Desor, T.H. Easwar, T.W. Bunce, D.S. Rathore (Captain), J.K. Amin (Vice Captain), S. Thakrar, A.O. Lakhanpaul

The U12 Team

BY ROHAN KELKAR

This season has been quite a good one for the U12 A team, with many good wins over various schools. Our first match was against Leicestershire, a tough start to our season, but we rose to the occasion and gave the county boys no respite, as we took the game all the way to the second last over, with Rohan Kelkar getting 78 and the whole team playing superbly. Although unfortunately Leicestershire won, our boys made it extremely difficult for them. Our second match was a comfortable win against Crown Hills Community College, Rohan Kelkar top-scoring with 47 and Daniel Rogers getting 5 wickets. The third match was another comfortable win against King's School Grantham, with Rohan Kelkar getting 46, Benny Abeysondera 22*, Vivek Bulsara with 4 wickets and one run-out and George Impey getting 2 wickets. In the County Cup fixture against Loughborough Grammar School we played with grit and determination, but in the end did not post a large enough total and they won by 8 wickets. Next we had a comfortable win against Grace Dieu Preparatory School with a margin of 29 runs. Everyone played well in this match and I would say that it was our best over-all performance of the season. In our first tournament of the year, we travelled to Solihull School to play in the six-a-side tournament. In the first game against Kings Worcester, we bowled superbly, to restrict Kings to 24-4 off the 5 overs. We reached that total comfortably in 2.2 overs. In the next match against Bablake we played very well, restricting Bablake to 33-3. Saurav Thakrar bowled a super spell. We chased down that total in 4.1 overs with Max Marriott-Clarke winning us the match with a powerfully struck 18*. This meant that we won our group and progressed to the semi-final to play our host, Solihull. They batted first and scored 68-1 off their 5. Impey fielded brilliantly and Bulsara was the top bowler. A stiff target was approached aggressively by our openers, Thakrar and Kelkar, and we kept up

with the scoring rate throughout the innings. Twelve innings were needed off the last over and unfortunately we could only score 8, meaning that the competition was over. Our final game was against NSB and we won by 6 wickets, with Kelkar top-scoring on 68*. We thank Dr Crawford, Mr Potter and Mr Thacker for coaching and umpiring the matches.



U12 'A' XI Cricket 2015

E.J. Patten, M.S. Jaswal, M. Marriott-Clarke, S.A. Thakrar, R.D. Magdami, G.W. Impey, R. Abeysondera (VC), V.B. Ramji, R.A. Kelkar (Captain), V.M. Bulsara, W.G. Jones

The U11 Team

BY RORY JONES

The team joined with LGJS for most of our fixtures and when combined was a very strong side. We ended up winning the County Cup final and at the time of writing are due to play in the Midlands final where we hope to achieve a place at the National final in July. One of the highlights of the cricket season was the cricket tournament hosted by LGJS. Five teams, LGJS, LGS (prep) Spraton, Kibworth and Witham were represented. The LGS Prep team consisted of: Rory Jones (captain), Rory Pateman, Thomas Haward, Finlay Stacey, Joshua Willars and Rushil Joshi. The tournament was finally won by Spraton School, with LGJS second and LGS prep third. It was a very interesting tournament. Spraton inspired us by how they played as a team, backing each other up in the field and at the crease. They had strength in depth, whereas other teams did not have so many good players. It was also interesting to see the LGJS beat the LGS Prep team which showed their experience as a team, as they have played together longer than the prep team. There is a lot of work to do to progress: we need to train more to ensure we have an attacking team and we need to reduce the errors leading to lost runs through bad fielding and extras. We have a good selection of players in all disciplines (batting, bowling, wicket keeping and fielding) and above all a good team spirit. Year 6 progressing to year 7 should be challenging and fun. Bring it on.

1st and 2nd XI Cricket tour to Barbados, July 2014

BY MR L. POTTER, MASTER IN CHARGE OF CRICKET



Twenty-six pupils and three staff toured Barbados this summer as part of the LGS 1st and 2nd XI cricket teams. This is the first major cricket tour undertaken by the school and was a marvellous success. The 1st XI won all four of their fixtures and had one rained off. They played local Barbadian club and school sides and continued their excellent form of the last three summers. The 2nd XI also played four fixtures with one rained off. They won two of these games, tied one and lost one. The standard of play was again 1st class and the welcome received by all was tremendous. A day was spent at the former West Indian cricketer, Franklin Stevenson's academy, warming up for our fixtures, following our flight from the UK and a trip around Barbados on a coach. We also had a delightful catamaran trip, snorkelling on the reefs and then travelling to swim with turtles. The trip to Oisens fishing village on the Friday evening to sample the delights of West Indian seafood with local music and dancing was another interesting evening. Our rest day on the beach was superb with a fine lunch had by all, alongside swimming in some of the warmest water you can imagine. We organised a morning in the capital, Bridgetown, leaving from the test match ground, Kensington Oval, to walk into town in groups to explore and have lunch.

Jack O'Callaghan had a good tour with both bat and ball; Robbie Scudamore and Alex Tutt batted with maturity to take the side home, chasing more than one target and Tom Smith and Will Hunt led the way

with their impressive batting and leadership. Patrick Sadd worried the Barbados batsmen with his pace and bounce, though he may have got carried away with the short ball and James Hunt showed his progress by bowling off spin with control and wicket-taking potential. Henry Sawers and Sami Phillips also bowled many good overs and took important wickets. Theo Rashid's superb century will be remembered by all that saw it as an innings of real quality and others, such as Sonnie Broadley, James Willmott, Sachin Luharia, Tom Fowler, Sachin Abeysondera and Sanjay Patel all performed well.

The boys were commended for their good manners and pleasant demeanour and I would like to thank them all for their support and company over the two weeks. I would also like to thank Mr Howe and Dr Crawford.



Lucy Higham, Star Cricketer

INTERVIEW BY MOHINI KOTECHA

When did you start playing cricket?

I started playing roughly five or six years ago. I had a friend who played and invited me down to train with him on a Friday night at a local academy, City Cricket Academy. I had always been sporty and was keen to try different sports, so I happily took up the opportunity.

How do you juggle training with school work?

It takes a lot of time management and patience to stay on top of your work, especially after having missed a couple of weeks of school. Taking work with me while away in New Zealand on tour was helpful; using every minute of your time is essential, but it can be



really exhausting.

What has been your most memorable innings?

Last year I scored my first ever century, whilst picking up four wickets, in a Girls' U17 match against Oxfordshire. Batting with a close friend made the moment more special.

What did you do out in New Zealand?

After playing indoor cricket for two years, I was selected to captain the U19's Indoor World Cup side in the World Cup being played in New Zealand. We went out for two weeks in October (2014) and did very well to come third, given our level of experience. This was my first time touring abroad and was a fantastic opportunity to play in different conditions, as well as experiencing different cultures – and much better weather!

You are part of the 1st XI Cricket team here at LGS. What is it like playing cricket with boys?

I am used to playing football with boys, so it did not feel uncomfortable. I am not afraid to put my body on the line in the field.

Girls' Cricket

BY MRS LAYBOURNE



This year has seen girls' cricket enter the Games curriculum for the first time at LGS and I have been pleased with the number of pupils involved. It has been a steep learning curve for some, but the progress the squads have made has been first-rate. Teams have represented the school at U13, U15 and U18, with B-team fixtures for the first time. A record number of pupils were selected for the county: Shivali Pancholi, Libby Haward (U13), Rachael Chipman, Elizabeth Glynn (U15), Amelia Ellis, Lauren Hill and Lucy Higham (U17). Lucy also represented Leicestershire Women and captained the England U20s indoor side at the World Cup in New Zealand. She has been a regular in the Boys' 1st XI and it has been pleasing to see an increasing number of girls training with the boys' squads. The U18s have had a good season and are getting stronger every year. They were unfortunate in narrowly losing to a strong Uppingham side, but had two good wins against Wisbech Grammar School. Both the U13 and U15 indoor teams won the Leicestershire round of the Lady Taverners' competition and progressed through to the regional finals. The U15s finished 5th, with the U13s missing out on a place in the final by one run. In the outdoor game the U13s have been playing incrediball whilst the U15s have been playing hardball. Both have had some strong results and have really developed as the season has gone on. I am delighted with the progress that the girls have made this year and thank everyone involved for their efforts and enthusiasm.

The 1st XI Team

BY HOLLY MOULD AND OLIVIA MAY

We started our season as a relatively inexperienced squad, but after an initial loss against Uppingham, we showed a vast improvement, going on to win against Wisbech 244 to 235. In this game, Katherine Wake bowled superbly, taking 5 wickets for 21 runs. The whole team fielded and batted well, but Lauren Hill achieved the most runs, contributing to a significant total. By far our best match of the season was

away against Wisbech. We started well, bowling Wisbech out for 271 runs, ensuring we were chasing a reachable total. We won comfortably with 292 runs. A special mention must go to Amelia Ellis who bowled well, taking 1 wicket for 11 runs. We had a varied squad this year, who all contributed greatly to our success. They included: Olivia May (captain), Holly Mould (vice-captain), Amelia Ellis, Sarah Turner, Zainab Patel, Gabrielle Potts, Chloe Butland, Lauren Hill, Ellen O'Brien, Arabella Jones, Emily Higham, Katherine Wake, Maya Desor, Jessica Buchanan Van Dorn, Gabrielle McNeelance (thanks for being our reserve!) Thank you to Mrs Laybourne for coaching and umpiring, and Mr Ellis for umpiring our fixtures.

The U15 Team

BY MAISIE REGAN

Throughout the summer, the U15 girls' cricket skills have improved massively. We had got through to the Indoor Regionals, but sadly our batting let us down and we came 5th overall. The match against Bromsgrove School was our first T20 but we felt confident. Rachael Chipman started the batting off well but sadly our fielding let us down with lots of dropped catches and we lost with 7 balls left. We practised our fielding and our new and improved skills helped us win a match against Wisbech, in which Katie O'Connor did some great bowling. Another standout was Claire Taylor as it was her first match and she bowled very well. Our strongest opposition was against Leicestershire County squad. We stayed positive throughout our time fielding and Elizabeth Glynn was a great wicket keeper, with Shivali Pancholi bowling well. Juliette Chapman hit some good shots, along with Esme Bliss. We were chasing 118 runs, and we got to 82 which we were very proud of. Overall the season was very successful and we hope to improve even more next season. I'd like to say a massive thank you to Mrs Laybourne for taking us to matches and being a brilliant coach and umpire.



U15 XI Girls Cricket 2015

P.J. Green, R.M. Chipman, F.G. Bliss, J.M. Chapman, F.F. Glynn, G.V. Newton, D.E. Barre, M. Regan (Captain), K.L. O'Connor, A.L. May

The U13 Team

BY SHIUALI PANCHOLI

The U13 girls' cricket team progressed well throughout the season. Our first game was against Lutterworth in the Lady Taverners' Indoor Tournament. This was a strong start; we won by 5 wickets. The County Tournament was next. We ended at the top of a challenging pool, putting us through to the final against Mount Grace. Despite some poor batting, we won by 10 wickets, sending us through to Regionals. We lost our first regionals game by 1 run, but then won the

next two matches. Unfortunately we had to play for 3rd place, and drew with the Perse School. Our indoor competition was over, however, the outdoor season was just around the corner! Sadly, this didn't start too well. The A and B teams both lost to The Perse School. However, our next match was against Trent College, and after some excellent batting and bowling, we won by 13 runs. We faced Loughborough High next and going into the match with high expectations, we won by 10 runs. Throughout the whole season Libby Haward, Diya Tailor, Alexia Scudamore and Elizabeth Glynn displayed consistent bowling. Anna Chapman, Margot Buchanan, Holly Cook and Ria Jobanputra batted strongly. Prianka Dhokia, Janki Pancholi, Roshni Francis and Emily Mactaggart fielded reliably. We would like to thank Mrs Laybourne and Mr Potter for excellent coaching and umpiring.



U13 XI Girls Cricket 2015

E.M. Richards, J. Pancholi, P.S. Dhokia, A.M. Dobson, A.L. Onions, E.L. MaeTaggart, J. Kalicharan, E.R. Kendall, H.J. Cook, A.L. Chapman, S.R. Bhatt, A.I. Raslogi, R.K. Jobanputra, S.A. Brewin, M. Buchanan, J.Dadabhai, R.A. Francis, D.J.I. Walker, D.B. Tailor, I.L.E. Ryan, S. Pancholi (Captain), I.A. Ilaward, A.K. Sanghera, A.G. Scudamore, U. Roy

LGS Boys' Hockey 2014-2015

BY MR MURRAY

Leicester Hockey Club (Men) provide the opportunity for over 100 LGS and LGJS players to learn and enjoy the sport (the only opportunity for boys). The Club is a non-profitmaking organisation run by volunteers which links the School and local community through hockey. Players are organised into age group squads, either as Leicester Grammar School or as Leicester Hockey Club, and there is a focus on learning the sport through match play. The Old Leicestrian match on the first Saturday in September highlighted the number of competent hockey players to emerge from the School.

Year 7: Rajan Bahra and Max Marriott-Clarke are members of the LHC U12 Boys team which won the U12 Boys Leicestershire Club Championship, a tournament the Club are proud to have won for the sixth year in a row. The boys then played in and won the U12 Boys Midlands Championship before finishing fourth in England in the National Finals. A number of the LGS U12 Boys are capable of reaching this standard if they continue with the sport. Parents should consider supporting their child through the County representative system. The LHC U12 Girls squad finished Runners-Up in the u12 Girls Leicestershire Club Championship and 6th out of 14 in the U12 Girls Midlands Championship.



U12 XI Boys Hockey 2014-15

J. Shaw, J. Parker, S. Thakkar, J. Stewart, M. Marriott-Clarke, M. Jaswal, R. Chandarana, A. Patel, G. Stevens, W. Rea, C. Berman, E. Leech, R. Bahra, V. Bulsara, C. Latham, G. Montgomerie

Year 8: A number of the LGS U13 Boys squad have the potential to gain selection for the LHC U14 team next season which competes in the U14 Boys England Hockey Championship. The commitment to attend training sessions at off peak times is essential to manage the minimum two times a week participation required to develop in this sport. The LHC U14 Girls team with Ruby Evans in goal won the U14 Girls England Hockey Development League.

Year 9: George Toolan, Gus Anderson, Zain Girach and Keshen Pathmanathan all played for the LHC U14 Boys team which once again qualified for the Midlands level of the U14 Boys England Hockey Championship. George and Zain also made a significant contribution to the LHC Men's fourth team finishing Runners-Up in their 4s Midlands Regional Hockey League. George completed the Level I Umpiring Theory Course and assisted with junior coaching.

Year 10: Charlie Fraser played for the LHC U16 Boys team which qualified for the Midlands tier of the U16 Boys England Hockey Championship. He also played for the LHC Men's 4th team, assisted with junior coaching and completed the Level I Umpiring Theory Course. This LGS year group has potential if they remain committed to hockey.

Year 11: Isaac Garner has also played for the LHC Men's 4th team and assisted with junior coaching. Arin Pathmanathan played for the LHC Men's 3rd team. Isaac and Arin have also been regularly involved in matches between the LGS U16 Boys and the LHC

Masters. Isaac and many of his peers completed part of their Duke of Edinburgh qualification based on hockey.

Sixth Form: Imran Girach and James Willmott played for the LHC Men's 3rd team which went unbeaten all season while winning their 3s Midlands Regional Hockey League. This team was captained by Charlie Murray with distinction. Charlie also completed the Umpiring Course. Francis Gurman and Nadir Osman played regularly for the LHC Men's 5th team which also won their 5s Midlands Regional Hockey League. Charlie Murray, Imran Girach, Theo Rashid, Devin Patel, Ash Gill and Michael Loveday have all assisted with junior coaching in keeping with the spirit of the Club. The voluntary nature of the Club is dependent upon such contributions by individual members who are role models for their younger peers and ambassadors for the School.

Qualifying for Midlands competitions, appearing in National Finals and winning Leagues in Men's hockey are relatively rare events for LGS students. It is a credit to the Partnership between the School and the Club that such opportunities are increasing.



U18 Boys Hockey 2014-15

D. Patel, M. Loveday, O. Gelbaya, N. Osman, F. Gurman
J. Glover, C. Murry (Captain), A. Gill.
In Absentia: I. Girach, J. Willmott, Z. Arshad

Girls' Hockey 2014-15

BY MRS LAYBOURNE

This year has been extremely successful with 14 girls selected for the county squads, including every age group. Lucy Ring, Bethan Fossey, Sarah Turner, Holly Mould and Rosie Gladdle were selected for the Nottingham Lynx JRPC last summer, with Holly and Rosie competing in the Tier 1 competition. There was further success for Rosie when she was selected for the Mercia Lynx U18s and England Red at the Sainsbury's School Games, as well as making her National League debut for Leicester Ladies. The 1st XI started the season with a tour to Great Yarmouth, where two comfortable wins gave them a good start to the season. Unfortunately they narrowly missed out on qualifying for the regional rounds of the National Cup, but I am confident they will learn from this. It was a new look 2nd XI this year and they have continued to develop and improve. I was pleased with the progress the U15s have made this season, with strong wins against Loughborough High and Dixie Grammar as particular highlights. The U14 squad made LGS history by qualifying for the Midlands Zone of the National Cup. They were unbeaten in the Leicestershire round of the competition, finishing 2nd and this is the first time we have qualified at this age group. The U13s had a solid season with some strong performances, but were unfortunately unable to replicate this in the county tournament. However, it was the U12s who have had the most successful season in the school. After a strong performance in the Leicestershire county tournament they qualified for the Midlands Finals, where they finished 2nd, narrowly losing on sudden death penalty strokes in the Final. This makes them one of the top 10 teams for their age in the country and I hope they can emulate this success next year. Well done to all the pupils who have represented the school this year and thank you for your continued enthusiasm and commitment. To those leaving, thank you for all your effort and dedication to hockey at Leicester Grammar and good luck for the future. In particular, a huge thank you to Miss Williamson for everything she has done for hockey in the 16 years she has been at LGS and we would like to wish her all the best at her new School.

The 1st XI Team

BY ROSIE GLADDLE

This year I was honoured to be the 1st XI Hockey captain. From the beginning of the season we had great promise, with a pre-season tour to Great Yarmouth where we played Great Yarmouth Hockey Club and Wisbech Grammar School. The team was successful in winning both games, even winning 5-2 against a more experienced women's team. In preparation for the County Tournament we played many matches including winning against Princethorpe 5-1 and narrowly losing to Loughborough High School 2-1. On our first game of the tournament we comfortably managed a 4-0 win against Ratcliffe which gave us a good mind-set for our next game against Loughborough High, in which unfortunately we drew against them, despite retaining the majority of possession. However, after this we lost against Oakham School despite a great goal from Lucy Taylor. In our last game of the tournament we drew against Uppingham, meaning we were unable to go through to the regional finals. In our final games of the season we were unsuccessful and unfortunately lost our final match closely against Wellingborough School 4-3. I would like to thank the girls for making my last season at LGS so memorable and I wish them the best of luck next season. Thanks also to Miss Williamson and Mrs Laybourne for all their insight and effort.



1st XI Hockey 2014-15

R.L. Taylor, C.L. Hickman, G.F. Potts, A.E. Frankham (Vice-Captain), E.J. O'Brien, C.J. Butland, L.H. Taylor, E.G. Roberts, K.E. Wake, B.H. Fossey, R.V.A. Gladdle (Captain), G.M. Hubbard, H.E. Mould, S.R. Turner

The 2nd XI Team

BY HANNAH PARMAR

The 2nd XI hockey team made great improvement this season. We had a slow start adjusting to the many new players moving up. Our first match was against Uppingham School; unfortunately we lost due to gaps in our defence. In the next few weeks we played Trent College and Oakham; with persistent runs upfront by Georgia Galletly, and a goal by Maya Desor we narrowly lost to Trent 2-1. We later drew 0-0 with Oakham thanks to strong defensive work from Lucy Frankham and Anna Davies. The squad grew very close and it was wonderful to play alongside all the girls. I have very high hopes for them next season. The team made good progress which would not have been possible without all the girls' effort and some fantastic performances from Chloe Davies, Kaitlyn Dalby and Lizzie Tutt. A huge thanks to Mrs Hutchinson and Miss Roberts for coaching and umpiring us this season.



2nd XI Hockey 2014-15

M.S. Desor, Dalby, G.L. Galletly, J.A. Hutchinson, A.L. Jones, C.R. Hemingway, F.C. Freer, C.A. Toolan E.F. Tutt, A. Lakhnpaul, C.H. Davies, H.K. Parmer (Captain), O.A. May, A.E. Davies, I.R. Coles

The U15 Team

BY LOUISE POLLARD

Overall it has been a challenging year for the U15 hockey squad, despite all our hard work. We have played against some tough teams, but we never let our heads drop. We had a difficult start against Oakham, in which we lost 0-3. We had played Oakham in previous years, and had lost by much more. This fuelled our determination to do better. Our first win was against Loughborough High School, although we only played 7 aside, which we won 1-0. As a team

we continued to improve, with Esme Bliss and Lucy Ring scoring goals and excellent defensive play from Gemma Newton and Claire Taylor. Unfortunately, our county tournament was cancelled. However, in our last match of the season we managed to win against Dixie Grammar 3-0. We all look forward to playing in the 1st and 2nd team next year, although I think we will miss playing as a team. A massive thank you must go to Mrs Laybourne for coaching, putting up with us and making the season such an enjoyable experience!



U15 XI Hockey 2014-15

A.R. Weare, B.M. Worsley-Wildman, G.V. Newton, O.M. Hartley, J. Jones, E.G. Bliss, E.A. Whitby, L.A. Ring, C.E. Taylor, E.A. Giulielli, M. Regan, O. Crossley, L.R. Pollard (Captain), E.C.R. Broughton, K.L. O'Connor, C.A. Palmer, H.G. Morris

The U14 Team

BY FLORENCE WESTON

This year has been the U14's first year of playing XI hockey and we have had an interesting season. There were disappointing losses but some very proud wins. We have improved massively in our hockey skills and have become closer as a team. The County Tournament came early in the season and we hadn't had much time to practice and learn. During the tournament we played against Uppingham. With our determination to beat them, having lost to them in our first game of the season 0-6, we managed to draw the game 1-1. This showed our massive improvement in determination, teamwork, skill and potential. We were unbeaten in the tournament and finished in 2nd place, progressing to the Regional Zone. Sadly despite tight games and good match play we didn't progress further. These tournaments helped boost our confidence and showed us that we are capable of winning. "Champions keep playing until they get it right" said Billy Jean King. We thank our coaches, Miss Mould and Miss Williamson, for their advice and encouragement.



U14XI Hockey 2014-15

E.J. Davis, N.S. Prior, J.M. Chapman, N.M. Quaid, G.T. Ryman, R.M. Chipman, M.R. Sian, M.J. Sellicks, F.G. Holmes, A.L. May, R.T. Parmar, F.M. Weston (Captain), R.S.Y. Rashid, C.N. Paleman, G.V. Collins, L.H. Glover

The U13A Team

BY EMILY KENDALL

The U13 hockey A team had a mixed season, playing 5 matches, drawing two, against Oakham and Princethorpe, losing against Loughborough High School and Spratton Hall, but then finishing the season off by winning our last game against Loughborough. The U13s played in the U14 Leicester league, winning all of the south Leicestershire league rounds and then coming 3rd in the Leicester league final. But considering we were playing teams mostly a year older, we were very happy with the result. We also played in the U13 county tournament where we finished 3rd in the county. We had trained very hard towards it and played some excellent hockey. Thanks to Mrs Laybourne for coaching us and umpiring our matches. We look forward to playing 11 a-side hockey in Year Nine.

The U13B Team

BY EMILY DIXON

This recent season for the U13B has been very tough but we have played really well as a team. We have played roughly 5 matches, drawing one and losing 4. Obviously, these are not great results but I feel the team has improved massively throughout the season. In the leagues we played well and had some good wins. I would like to say a big thank you to Mrs Hutchinson and Mrs Laybourne for organizing the matches and for making us a better team throughout the season.

U13s Play Hockey in Holland

On June the 22nd, 2015, the U13 girls' hockey squad left for Holland, travelling there by bus and ferry. On the next day we had a training session in the morning where we practised our hockey skills and our control of the ball. Then in the afternoon we visited Duinrell Amusement Park which also had a Tiki Pool. It was amazing and there were loop-to-loop rollercoasters and super-fast water slides. In the evening we went bowling and overall it was a great day out! On Wednesday again we had a morning training session before we went to the park where we had lunch, did some yoga, and played games. In the afternoon we had our first match against SV Kampong U13 girls. We knew the opposition would be very tough, as their club is one of the best in Europe. We showed great progress and our teamwork improved throughout the game, but unfortunately, we lost with the final score being 11-0. Thursday started off with another morning training session and then we headed out to the beach for lunch. In the afternoon we played Amsterdam Hockey Club, another strong team. Everyone had improved greatly and Emma Richards scored a goal. The whole team put in lots of effort, although the final score was 5-1 to them. Well done to Holly Coulson who was awarded most improved player and Felicity Wheeler for player of the tour. We had a sing-along on the way back to end the amazing tour. Thank you to everyone who came, especially the staff, Mrs Laybourne, Mr Potter, Mr Lemon, Miss Roberts, and Miss Williamson.



The U12A Team

BY ROSHNI FRANCIS

We had a very exciting season and played several inter-school fixtures, as well as hockey league games, against a variety of schools. We finished off with a league tournament and came 2nd overall, qualifying for the regionals in April. We started off slowly but built up our pace as a team throughout the matches and reached the semi-finals where LGS won on penalty flicks. This meant that we progressed to the finals against Kings School. This has been the furthest position any team has achieved in many years -- a great privilege for my team and coaches. The game came down to penalty flicks and it was a lottery for either team. It went to sudden death, but unfortunately the opposition scored leaving the score 1-nil to them. LGS are very proud for coming runners up and very pleased too. Throughout the season, we had regular weekly training sessions and improved tremendously as a team. As captain I enjoyed leading my team into matches and it was a pleasure to encourage and motivate the girls. I am very grateful for the honour of being captain and proud of my team and their efforts. I must give special thanks to Miss. Williamson and Mrs. Laybourne for teaching and guiding us throughout the year



U12 'A' XI Hockey 2014-15

P.S. Dhokia, S.A. Brewin, M.N. Buchanan, S.L. Williams, E.C. Roth,
O.G. Hubbard, C.I. Bensi, R.A. Francis, H.J. Cook

The U12B Team

BY CHARLOTTE FOX

The B team are great hard-working girls who love to represent their school; they will take losing in their stride and try to make improvements. Our defence is especially good, with everyone trying to help to stop the opposition before they reach our end of the pitch. We work well as a team but sometimes our communication lets us down, but we are working on that and are improving. Thank you to Mrs Laybourne, Miss Williamson and Miss Roberts

Netball

BY MRS CALLAND

The Netball Season has had mixed results this year with our overall win rate at 47%. This however does not reflect the individual successes of teams this year, most notably the U13 team who won 11 games and reached the 4th round of the National Cup, while the U14 A and B teams won all or nearly all their games, including wins against very strong Netball schools. Congratulations go to Olivia Hartley, Rhea Parmar, Katie O'Connor and Esme Bliss who were selected and represented Leicestershire County Netball this year. Looking forward to next season I feel that all squads have made progress both as individual players and as a team. The cohesiveness we have developed and improvement in skills will aid the girls as they progress into the next age group in September. I am really looking forward to working with all teams next season in what will be an exciting year for netball at LGS. 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 Netball at LGS and all the best for the future. Finally I would like to thank all the staff that have been involved in Netball this season either coaching or officiating: Mrs Hutchinson, Miss Harrison, Miss Roberts, Mrs Jess, Miss Fletcher, Mrs Ellis and Ms Orton, without whom this season would not have run so smoothly.

Senior Team

BY GABRIELLE POTTS

This season has been a challenging one for the 1st Netball team, with the majority of players moving up to play for the 1st team for the first time in September and an ankle injury in January which prevented the Captain from playing for the rest of the season. However, despite these obstacles, the team has bonded and strengthened throughout, and we have high hopes for next season with the majority of our players moving into the Upper Sixth. The statistics for this season fail to reflect the increased standard of play that the team has achieved, conceding 204 goals and scoring 86 in the eight matches we played. The opponents we faced this year were strong, challenging teams designed to push both our match play and our fitness, which we will focus on improving moving forward to next season in order to raise the standard of our game and increase our success. The highlight of our season was our performance at the County Tournament in November with the team working effectively together and with high morale. We placed a respectable fourth, losing narrowly to Queen Elizabeth College who then went on to win the tournament, but we hope to have even greater success in the tournament next year. Thanks to Mrs Calland for coaching us this season



1st VII Netball 2014-15

C.L. Hickman, E.G. Roberts, R.V.A. Gladdle, S. Berry, H.E. Mould, B.R. Orpin, G.F. Potts (Captain), F.J. O'Brien

The U16 Team

BY GEORGIA GALLETTY

The U16's Netball team of 2014-15 started the season on September the 24th with a friendly tournament. The first match on 15th of October away at Loughborough High School for Girls, one of our toughest rivals, was lost. We then went on to win against John Cleveland Collage and Leicester High School for Girls. After the Christmas break we started the New Year winning against Ratcliffe College 17 -9. We went on to lose 15-42 against Uppingham School on the 27th and then drawing on the 10th of February against Wellingborough School 24-24. On 17th March we played Stamford High School for Girls away and lost 7-29. With a bad start and end to the season, however with a great middle, we played 7 matches, winning 3, drawing 1 and losing 2 and also playing in 2 tournaments. It was a successful season, with thanks to Mrs Calland and Ms Orton for coaching us this year.



U16 VII Netball 2014-15

B.D. Fossey, V.L.A. Bennet, A. Lakhanpaul, A.R. Ellis, S.C. Koleeha, O.E. Horan, A.E. Davies, E.F. Tutt, J.D. Buchanan Van Doorn, M.S. Desor, M.M. Anderson, L.A. Hill, G.M. Hubard, L.A. Frankham, E.L. Hazeldine, G.L. Galletty (Captain), I.R. Coles, S.R. Turner, O.G. Dann

U15 A Netball Team

BY KATIE O'CONNOR

The U15 netball team has had a mixed season, starting strong with a tournament where after some convincing wins we finished with a pleasing 2nd place. In our County Tournament we faced some very tough teams but managed to get through to the quarter-finals and achieved a well-deserved 4th place. We ended our season with what we knew would be the toughest tournament yet at Uppingham School, when we had a couple of our players missing and we

lacked confidence. Despite not making it through the pool stages the team showed real commitment and promise for the seasons ahead. As for our matches we won two and lost two, which was a fair result due to our lack of training. The team's improvement has been tremendous and we have developed some great skills for the forthcoming season. I would like to thank the whole team for their efforts and enthusiasm and Mrs Calland for her coaching, umpiring and support.



U15 'A' VII Netball 2014-15

M.Hocken, G.V. Newton, O.M. Hartley, N.B. Lamrani, S.R. Mistry, E.G. Bliss, L.A. Ring, L.R. Pollard, O. Crossley, K.L. O'Connor (Captain), F.E. North, C.F. Taylor

U14 Netball Team

BY TAMSIN DANN

LGS's U14 team has had a very good season this year, with some admirable successes. Our first competitive game was a tournament at Loughborough High School. As we hadn't played netball for a long time, and had a few new additions to the team, we started off shakily. However, we managed to win 4 of our matches, draw 2, and lose only 1. Throughout the season, the team improved in many vital areas, which allowed us to play a higher level of netball, and consequently win more matches. In addition to this, the team participated in a pre-season friendly tournament in which we won all of our matches, which boosted our confidence. The biggest tournament of the year was the County Tournament, which only takes place three times throughout all years at LGS. Our hard training resulted in us qualifying for the quarter finals of the tournament, as we hadn't lost a single match in the earlier round. However, we weren't able to progress any further, as we lost to a very strong Oakham team, who possessed excellent attack and defence.



U14 'A' VII Netball 2014-15

R.A. Smith, J.M. Chapman, G.T. Ryman, N.M. Quaid, R.M. Chipman, R.T. Parmar, R.Y.S. Rashid, T.F. Dann (Captain), M.J. Sellicks

U13 Netball Team

BY EMILY MACTAGGART

This netball season we had a high win rate, and good play in attack meant that we scored 117 goals. Our defence has been very strong: we only conceded 90 goals. We have been involved in two competitive tournaments. In the South Leicestershire tournament we reached the final. It was a tense match, but unfortunately was a defeat for us. In the County Tournament, each match was closely contested but we just missed out on getting to the semi-final. Over this year our team grew closer, which meant our skills and teamwork progressed further. We ended our season with a draw of 10 all against Ratcliffe. I would like to thank the team for our successful efforts and Mrs Calland and Miss Fletcher for coaching, umpiring and inspiring us over the year.



U13 'A' & 'B' VII Netball 2014-15

H.X. Coulson, G.M. Dadge, S.A. Thomas, P.J. Ladd, A.L. Chapman, A.G. Home, G.E. Morris, K.M. Finlay, E.R. Kendall, E.E. Glynn, S. Pancholi, E.A. Dixon, N.F.E. Marshall, J.G. Reynolds, F.R. Wheeler, P.J. Anderson, J.Hickey, E.L. MacTaggart (Captain), E.M. Moore, E.M. Richards, K.L. Head, K.E. Asserati

U12 Netball Team

BY MARGOT BUCHANAN, CAPTAIN

This first season has included some confident wins. Our first match was a tough game against Welland Park Community College. We got off to a strong start but after a few slips, they managed to catch us up. The ball was never at one end of the court for very long and we were determined to win the match. After two extra short matches to find a winner, and some great defending by us, the final score was 13-12 to LGS. This was a promising start to our season and reflective of some of the matches that followed. The rest of the season had some highs and some lows but overall we were pleased with the progress we made as a team and how our skills have improved. We are looking forward to building on this next year. Thank you to Mrs Calland for some fantastic coaching and great support.



U12 'A' VII Netball 2014-15

H.J. Cook, S.L. Williams, O.L.K. Solomons, S.A. Brewin, M.J. Weston,
R.K. Jobanputra, M.N. Buchanan, I. Dadabhai

Netball and Hockey Tour to Singapore and Malaysia

BY HOLLY MOULD

The girls' sports tour to Singapore and Malaysia over the summer was one of the most culturally diverse experiences of my life. If you asked anyone what their highlight of the tour was, the answer would, in most cases, be the day we bathed baby elephants. I doubt I will ever do anything as surreal as scrubbing an elephant's back with a fluorescent green nail-brush



in knee-deep muddy water in Temerloh, deep within the Malaysian rainforest. One of the most powerful moments was, of course, the visit to the Malaysian orphanage. Having raised money through bake sales, setting up stalls at fêtes and a variety of other activities in the UK, we headed to the orphanage with our donation. What perhaps shocked me the most

upon arrival at the orphanage was how happy the children were; they simply did not stop smiling. To think that these children, who have very little in the world in terms of possessions or family, were grinning from ear to ear but we, a bunch of privileged schoolgirls, weren't was a humbling thought. I personally had a great time at the orphanage. We played games with the children, danced, played sport and I'm pretty sure I spotted a hula-hooping contest going on at

one point too. I was told by one of the children that they don't get very much free time to do fun activities like the ones we were doing with them, and to know that we were brightening up their day by allowing them to have fun, gave me great satisfaction.

The hockey we played on tour was successful, with two wins out of three matches for the first team squad. We played in some spectacular places, notably the stadium in Kuala Lumpur, a unique experience. Playing in a real stadium with rows of seating in the stands created both pressure and excitement. That game itself was brilliant, with Ellen O'Brien looking shocked as the ball she tapped dribbled over the goal line. My favourite moment of the day was most definitely the impromptu outbreak of "God Save the Queen" once the matches had finished, showing just how patriotic we Brits are. The netball on tour was, on the whole, a lot tougher than the hockey. This was mainly due to the Malaysian girls' discipline and organisation both on and off the court. It amazed me that, at Raffles High School, the girls were expected to run their own netball matches, which meant having to keep time, coach, play and umpire all for themselves.

However, the netball didn't fail to provide its fair share of entertaining moments; the funniest of these was Lucy Ramsey's goal celebration. This emphatic display of just how much scoring meant to her earned a hearty laugh from the spectators, but ironically also a penalty pass against her because she was "wasting time".

The last night of the tour gave us another cultural experience. We went to a specialist seafood restaurant and were treated to an evening of traditional Malaysian dancing. At one point we were even invited up on the stage, and the image of Lauren Hill and Lucy Ramsey dancing (if that's what you can call a sequence of poorly timed gyrations) along with a man in drag, is something I will never forget. I cannot describe how amazing the sports tour was this summer, but without the efforts of the teachers who organised it and went on tour, none of the brilliant things we did would have been possible. Your hard work is much appreciated, and I want to say a massive thank you! Anyone who has the opportunity to go on any sports tour should certainly do so. Singapore and Malaysia was definitely the trip of a lifetime.

RUGBY 2014/15

BY TROY THACKER M/C

This will be my last report as Head of Rugby at LGS, after 24 years in the role. Much has happened in this time, as we have wandered from home ground to home ground, moved the school to a completely new setting and are now hosting world-class international sides for the World Cup. We have produced many age group internationals, had a hand in developing six professional players and one Senior England/British Lion who now works here too. And LGS was a brand new school in 1981. There have been international tours to Australia, South Africa and Canada with smaller tours to France, Italy, Holland and Belgium, all designed to develop our playing standard

and widen our experience as people and players. The next team tour will take us to Sri Lanka.

Within the 2014-15 season, sides have progressed in the national cup competitions with varied success. Our Senior side have reached the last 8 on one occasion and our U15s reached the semi-final of the Vase competition. Both lost at this point but were a credit to themselves and the school. The Seniors have had an inconsistent season but managed to round it off with a magnificent performance in the County cup final, beating a strong QE side 32-10. This sets up the side for next year and hopefully, consistency will be much improved under the direction of Mr Ellis as lead



coach of the 1st XV. The 2nd XV have probably been the most consistent side throughout the school, playing an open and skilful brand of rugby which has been a joy to watch. As their coach, Mr Reeves has enjoyed this season immensely and has commented frequently on the endeavour and skill shown. The U15 squad are the team most deserving of mention in this report, having won very few games but showed resilience and

stamina. They have improved and should have won more games, but for the bounce of the ball, a missed tackle or a pass gone astray at a vital moment. The UI4s through to UIIs have been much more consistent and the potential is great for the future of LGS Rugby. There are many exciting players as individuals, but also units and partnerships are developing well. Numbers of players wanting to play are also growing and therefore this coming year will see more A and B fixtures to try and build on this enthusiasm.

However, the playing of the game at school goes way beyond just being success-orientated. The camaraderie and spirit shown by all is what makes school sport especially important. I often see OLs who tell great tales of away trips or incidents during Games sessions or inter-house matches. My own memories are extensive. I have worked with some great staff and fantastic students and visited some amazing places. My own involvement in the coaching will not diminish, but the organisation will pass to Mr Lemon, and I wish him the very best of luck in developing the role in his own way. The future looks bright for Rugby at LGS and I feel positive that we will add to our count of six professional players with the talent we have already in the school, but more importantly we will introduce hundreds more to a game that gives you so much in return. A massive thank you to all who have been involved throughout my time at the helm: colleagues past and present, players, referees and parents. You have all combined to produce the atmosphere on a Saturday morning, which is still pretty special!

1st XV Team

The 1st XV looked forward to the beginning of the new Rugby season after a successful pre-season in Treviso, Italy, where the team improved on their fitness but also got the opportunity to face an elite youth-level Italian side. This gave the team confidence going into the first game against the always-challenging Northampton School for Boys. Unfortunately, the defensive work from LGS was weak, especially in the second half, and led to Northampton running in several times. Jasper Tordoff did manage to score on his debut for the 1st XV, but the game finished with a disappointing 40 to 5 loss. In the following game against Princethorpe College LGS had stronger tackles and better communication, but Princethorpe had more chances to score, although there was a powerful run from George Worth, who scored in the second half. The result was a 19-24 defeat for us. We bounced back immediately with a spirited victory against Welbeck, 27-12, in the second round of the Nat West Cup. The forwards worked effectively to give plenty of space

for the backs, Matthew Cooke and Manrau Sandhu scoring tries. In the next round, we faced Wyggeston and QE College, showing great heart and determination in the second half of the game especially, but losing 12-19. In the Nat West Vas part of the competition we met John Cleaveland College and Paolo Odogwu scored a hat-trick of tries, resulting in a 23-12 win for LGS. In the game against Hills Road 6th Form College, a close game ended in a 12-15 loss for us and we were out of the Vase. The team had another chance to win silverware through the County Cup and blew away the other teams in the early rounds of the competition, with multiple tries scored by Milkha Basra and Manraj Sandhu. In the final of the County Cup we faced local rival, QE and Matthew Cooke opened the scoring, followed by Tom Jennings scoring a second-half hat-trick of tries. Our dominance of this game led to a final score of 31 to 5 and we won the County Cup. This was a great way to end the season. There was great team spirit throughout and some younger players were introduced into the team. We thank Mr Ellis and Mr Thacker for coaching us.



1st XV Rugby Football 2014-15

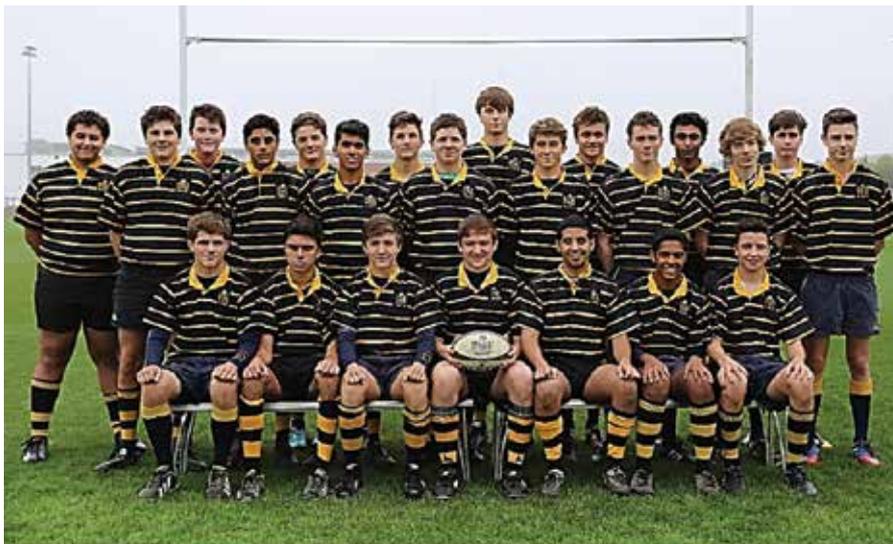
J.T. Jack, G.A.R. Worth, T.C. Marsden, J.J. Green, J.H. Charters, M.A. Cooke, C.J. North, J.M. Ramsbottom, D.J. O'Callaghan, P. Odogwu, O. Thompson, J.S. Tordoff, Z.A. Govani, J.D. Summerton, H.D. Thomas, R. Bathia, T.S. Jennings, D.A. Chudasama (1st XV Captain), B.E. Thompson, R.J. Francis, B.J. White

2nd XV Team

BY DOMINIC CLEARKIN

The 2014-15 season showed great promise but was ultimately disappointing as a very talented team were unable to live up to their potential. The season began with a hard-fought game against Northampton School for Boys where LGS lost by four points but NSB were forced to defend desperately at the end. Building on this performance, LGS convincingly beat Princethorpe in the next outing. A hattrick from Robbie Jennings provided a solid foundation for the final scoreline of 38-0. Particularly pleasing was the resilience of the LGS defence which held firm under significant pressure. The next game against Bablake provided the 2nd XV with another opportunity to demonstrate their offloading game with barnstorming runs from Finley Quaid and Will Ellis setting up a number of tries. Ollie Marriott, in addition to providing several conversions, slalomed through the Bablake defence to add a try to LGS's tally, his second of the game. A second clean sheet was a testament to LGS's cohesion, founded on a great defensive effort, with the tackling of Guy Jones and Will Ellis being of particular note. Furthermore, the tactical kicking of Chris Chipman and Tom Sellicks meant that the team were able to control territory and punish teams when they infringed. However, it was already evident, even in these comfortable victories, that despite creating many opportunities, LGS were not sufficiently clinical at taking their chances. This proved a serial problem in the remainder of the season, so that despite the dynamic running and ball-carrying of players such as Joe Stacey, Charlie North, Nikhil Solanki and Zaki Arshad, the team struggled to break down defences. This led to some narrow and disappointing defeats against Lawrence Sheriff, KES Aston and King's Grantham. In this last game though, Daniel Hughes received a late call-up and responded with an excellent performance, finished off by a late try. LGS have also shown their resilience with strong performances against very good Stamford and Solihull sides, thus playing some of their best rugby of the season in defeats. A somewhat

controversial try for Felix Tordoff against Solihull was a reward for both the team's perseverance and his own tenacious ball-carrying. A special mention must go to James Summerton, whose motivation and on-field leadership of the team made the captain's job much easier. Finally, despite the disappointments of the latter part of the season, the whole team should take confidence from their early victories and there is little doubt that the Year 11s and Lower Sixth who have given their all have the potential to play a leading role in successful 1st and 2nd teams in subsequent seasons.



2nd XV Rugby Football 2014-15

O.T. Gelbaya, M.R. Bowers, F.T. Quaid, R.G. Jennings, M.B. Godsilt, G.E. Jones, M.S. Sandhu, B.J. Marsden, M.J. Sankey, M.S. Basra, R.M. Patel, A.F. Palin, S.J. Prime, A.J. Finlay, I.L.A. Bishop, C.S. Chipman, F.M. Tordoff, S. Broadley, W.D. Ellis, P.T. Schwarzenberger, M.Z. Arshad, N.N. Solanki, T.J. Sellicks

U15 Team

BY OLLIE WILLIAMSON

This season was a tough one for the U15 age group, as we came up against some very talented sides and challenging national tournaments. After last season, we were well aware that it was necessary to improve on certain parts of our game. Some narrow losses towards the start of the season against teams such as Princethorpe and Bablake gave us the determination needed to do well. The effort put into every match by each and every player was outstanding. Nick Ebbesen had a brilliant season, scoring multiple tries that eventually won us games. Alfie Barratt also had a great season, making game-changing breaks and tackles that really pulled the entire team together as one force. Our best match was played against a very strong Lawrence Sheriff, with a clear victory of 21 to 5 for us. We attacked strongly, Harry Wheeler and Alfie Barratt leading us to the proudest moments of our season. Towards the end of the season in the

Rugby 7s, hungry for revenge on local teams who had previously beaten us, we came out stronger and more focused. The pinnacle of our 7s games was a match against JCC, where we really put them under pressure. We look forward to the next season and thank Mr Walker for his support and guidance, along with Mr Ellis and Mr Thacker, who coached us even in the depths of winter snow and ice.



U15 XV Rugby Football 2014-15

A.S. Banning, S. Vavan, J. Merryweather, N.G. Ebbesen, W.A. Barratt, S.H. Coles, H.G. King-O'Reilly, R.D. Patel, C.P. Butland, E.R.M. Brown, K. Singh, H.B. Wheeler, S. Walker, S. Walker, J.J. Scudamore, W. Palmires, E.R. Coles, S.J. Cox, D.R. Scudamore, S.J. Wheeler, V.P. Aggarwal, C. Regan, O.J. Williamson (Captain), A.N. Ibrahim, C.M. Fraser, D.K. Jobanputra, S.S. Basra

U14 Team

BY EESA DAVIES

The U14s had another mixed season, but put in a number of encouraging performances. We came up against some very good sides who seemed to have the edge over us in terms of physicality. The 7s squad winning the Nottingham Schools Sevens was a fantastic achievement and the win against Solihull, despite going two tries to nil down early on, was particularly pleasing. There was also the hard-fought win against Market Bosworth: a gutsy all-round performance. We need to draw on these positives for next season, continue to work together as a team and train hard. With better decision-making and more determination we will have a strong competitive season next year. Thanks to Mr Thacker, Mr Ellis and Mr Hunt for coaching and refereeing.



U14 XV Rugby Football 2014-15

M.E. Bartlett, P.J. England, S.S. Sandhu, A.A. Kler, O.J. Marriott-Clarke, H. McEuen, C.P. Greenless, T.L. Dobson, J.C. Moores, B.J. Godsiff, J. Blair, M.C. Teo, H.M. Pounds, R.D. Rastogi, K. Pathmanathan, W. Ramsey, E. N. Davies (Captain) A.L. Cowan, L.J. McCarthy, G. Anderson

U13 Team

BY MATHEW POTTS

We trained hard for our first match, one of the toughest of the season, against Northampton School for Boys. Despite losing this game, we competed well, making tackles and rucking hard. The forwards met their match in size, but it was a solid performance. Although we carried on training well, missed tackles cost us the match against a Princethorpe side that were unbeatable. After half-term, we put in some good performances including beating Bablake 29 to 0. This helped us to gain confidence and we only lost by 2 points against Nottingham School for Boys. We were not happy about this close loss and it fired us up for a game against King Edward IV Aston. This motivation and a fantastic performance all-round resulted in a tremendous 72 to 0 win. On a roll now, we went on to beat King Henry VIII School 26 to 0, playing well as a unit, running hard and attacking with precision. These results were a good way to end the season. We look forward to more competitive fixtures next year.



U13 XV Rugby Football 2014-15

D.J. Bennett, N.B. Njopa-Kaba, W.J. House, J.W. Budenberg, T.W. Merryweather, H.C. Glynn, M.A. Arshad, B.C. Whicombe, C. Joannou, K.D. Dosor, M.A. Hoque, H.J.R. Davison, Z.H. Majid, P.S. Ragi, O.H. Wilson, T.F.J. Barre, D.M. Bennett, O.J. Schwabe, G. Regan, K.T. Dugmore, A.J. Bacon, J.A. Hobbs-Brake, B. Levy, T.W. Burne, M.J. Polls (Captain), B.O. Crane, P.A. Mottram-Fpson, A.O. Lakhampaul, D.R.S. Rathore, C.K. Cox

U12A Team

BY OLIVER WALLS

The U12s had a trial session and then two squads were selected by Mr Ellis, Mr Thacker and Mr Potter. Our first outing was a home victory against Stamford School, which set our standard for attacking and running for the season. This was the first of a run of six victories against various local and regional teams. When it came to our return fixture against Stamford, they overturned their previous loss in a tight and well-fought game. Max Tomkins scored the only try and went on to become the side's top try scorer, utilising

a blistering pace. At the end of the regular fixtures, the side had played ten matches and won nine, scoring 213 points and conceding 82. The season finished with the County 12-a-side tournament at Loughborough where the team ended up as the eventual Plate winners, having lost our final pool match on the toss of the coin. Two of the highlights included Jai Kumar running the length of the pitch and scoring with an Ashtonesque swallow dive against King Edward VI in a 38-0 victory and our victory against a strong Welland Park team.



U12 XV Rugby Football 2014-15

F.J. Dainton, M.M. Tompkins, M.J. Marriot-Clarke, J. Kumar, N. Odeh, M.W. Ainge, C.A. Stahl, R.A. Kelkar, D.J. Heaton, N.F. Wessel, T.J. England, M.R. Liddle, O.J. Walls, C.S. Latham, O.G. Holmes, D.J. Rogers, T.J. Kemp, G.V.V.J. Impey, T.D. Conneely, S.J. Cockerill, P.J. Davies, E.K. Green

Rugby Tour to Italy

BY MR LEMON

In August 2014, the 1st XV headed off to Treviso in Italy for a week of training in the build-up to the new rugby season. The team trained well in the heat and prepared for what we knew would be a tough season. The focus was on developing fitness, basic rugby skills, decision-making and teamwork. A day trip to Venice added a bit of culture to the trip, with the chance to explore one of the most beautiful cities on earth. We finished the week with a fixture against Veneto U18, who are the Regional side for Treviso/Venice.

They were a big side but also surprised us a little by their level of skill and the pace at which they attacked. It was a disappointing way to finish the week as we did not feel we played well, having allowed Veneto to dominate too many areas of the pitch. Many thanks to those boys who have now left the school. They showed great commitment to school rugby during their time at LGS and we wish them all the best for the future.



Athletics

BY MR LEMON



This Athletics season was a mixed one in terms of results. Many individuals performed superbly in National and local competitions; however, this success was not reflected in overall team performances. In the National Track and Field Cup, our Junior Girls did well to reach the Midlands Final, but all other sides missed out. As well as the National competition, we also took part in the South Leicestershire Athletics Competition.

We finished 2nd in the Inter-competition, 3rd at U15 and 3rd at U13. This is traditionally a tough event and all our pupils represented the school admirably, with a large number producing performances that qualified them for the Leicestershire School Athletics County Championships. In total we had 21 pupils representing South Leicestershire and four of these managed to perform exceptionally well and become County Champions. These were: Esme Bliss, for the high jump; Hannah Morris, for the 300m hurdles; Nicholas Njopa-Kaba, for the 100 meter; and Benjamin Ryman, for the triple jump. Kirsty Finlay has managed to earn a place in the Leicestershire team and will represent the School and County at the National School Athletics Finals later this summer. I hope that the pupils are able to learn from their experiences this year, as we look to build on these performances and strive to gain greater success in the 2016 season.



U15/U17 Athletics 2015

L.A. Ring, J.J. Scudamore, F Elahi, N.G. Ebbesen (Capt), M.G. Horne, K.M. Finlay, K.E. Patten, S. Sood, E.R. Kendall, S.Pancholi, G.M. Herbert, A.R. Weare, E.M. Richards, H.G. Morris, O. Crossley, A.L. Chapman, K.L. Heard, H.E. Ryan, P.V. Patel, W.A. Palmares, S.J. Wheeler, O.M. Hartley, H.B. Wheeler, B.M. Worsley-Wildman, E.L. Mactaggart, E.W. Haward.

Miss Williamson Moves On

When I joined Leicester Grammar School in 1999, as a very young 22 year old, there were only two female members of the PE staff, our lessons were taught all over the city and the only facilities we had on site consisted of a badminton-court-sized sports hall and a playground with one netball court. It is staggering to think of the changes that have happened to the school over my 16 years here. Today, we not only have multi-million pound sports facilities but also the department has grown beyond recognition from my early days.

As a newly qualified teacher, I learnt very quickly to adapt my lessons to suit the environment we had to work in, which included the tennis courts at Victoria Park, the grass at Evington Park and of course what



became my second home, St Margaret's Pastures in the centre of Leicester. During my first year at the school Miss Mould was appointed as Head of Girls' PE and this signalled the turning point for girls' sport. It was under her leadership, vision and hard work that girls' sports really began to develop and flourish. It took a great deal of effort but eventually we started having success and I feel fortunate to have witnessed a number of achievements across all girls' sports. Personal highlights include taking the 2008 Senior Girls' hockey squad to National Indoor Hockey Finals, winning the Hockey County Cup seven years in succession, touring Holland, Australia and Singapore/Malaysia, and the introduction of girls' cricket into the curriculum.

The decision to move on has not been easy, although I am looking forward to the future (particularly not having to be on the M25 at 5:00 on a Monday morning) and taking up the role of Director of Sport at Sutton High School in London. I do, however, feel extremely privileged to have spent 16 years of my career at an excellent school, in a great department. There has never been a day I have not wanted to come to work and I have learnt so much from those around me, particularly Miss Mould, which I know will serve me well in the future. As I leave I only hope that I have played some small part in the school's sporting history. I am looking forward to following the continued success of sport at the school as an OL, and I will leave LGS with many happy memories, having made many friends

Badminton 2014-5

BY MR PERRY

Badminton Club has again proved popular this year, with many students putting Badminton towards their Duke of Edinburgh or AQA Baccalaureate qualification. For the second year running, we entered both Boys' and Girls' teams in all three age groups in the Leicestershire Schools' Badminton Leagues. The U14 Boys proved to be a capable team but were edged out of top spot in their league in a closely-fought final match against Kibworth. As most of the players will still be eligible for the team next year, I shall expect another strong performance. The U14 Girls' team played enthusiastically but lacked match experience and finished mid-table. The U16 Boys' squad had good strength in depth but were pushed into second place by an outstanding Beauchamp team. The U16 Girls struggled with a small squad and, despite some gutsy individual performances, finished well down their league. Both Boys and Girls U18 teams lacked match experience, but were able to earn mid-table positions in their respective leagues. House Badminton took place in March and was won by VCs with last year's winners, Masters, being edged into third place by Dukes.

The Staff versus Students fixture took place in May, with the students gaining revenge for their previous defeat. Their dubious tactic of turning up with a team of only nine players (out of twelve!) turned out to be a winning strategy. The goodwill of the staff in tolerating some impromptu pairings in the doubles

backfired when the inevitably stronger student pairs took most of the last-round games and, with them, the match. Due to retirement, after ten years of running the school badminton, I shall be passing on the reins at the end of the year. I wish all of next year's teams the very best of fortune and will take a keen interest in their progress.



U18 Boys and U18 Girls Badminton 2014-15

P.Pancholi, M.I. Loveday, S. Pancholi,
J.E. Banerjee, T.B. Patel, A.N.A.S. Omar



U16 Boys and U16 Girls Badminton 2014-15

A.N. Ebrahim, E.A. Giulietti, A. Ganatra, P.V. Patel



U14 Boys and U14 Girls Badminton 2014-15

C.H. Smith, M.S. Jaswal, Z.A. Girach, J. Pancholi, K.A. John, K. Dayal, J.S. Naidu, J.R. Thakrar, N. Bhatt

Tennis

BY MISS WILLIAMSON

This year has seen a change in the structure of Tennis at Leicester Grammar School, which has resulted in it growing from strength to strength. For the first time our tennis coach, Luke Godsmark, ran elite winter training squads. The impact of this training was evident when we began the National AEGON Tennis leagues in the summer term. Our U13 Boys and U13 Girls achieved a clean sweep in the Leicestershire

round and will now take part in the regional round scheduled for September. While our U15 Boys' team and U15 Girls' team came a very close second to Lancaster Boys and Sir John North respectively. It is an exciting time for Tennis at Leicester Grammar School and, looking forward, a national title may not be too far off. Well done to all players.



U13 Tennis 2015

I.G. Harvey, V.W. Wiles, G.E. Morris, M. Marriott-Clarke, A.L. Chapman, A. Sood, D.T. Holmes, F. Wheeler, J.D. Viviam, E.M. Chandler, K.M. Finley (Captain), J.B. Raja, P.S. Dhokia, E.M. Moore



U15 Tennis 2015

C.M. Fraser, T.E. Dann, J.M. Chapman, R.V. Dhokia, S. Sood, I.E. Smith, M.R. Sian, R.A. Smith, F.P. Harvey (Captain), M.C. Hocken, S.S. Patel

Rahul Dhokia, LGS Star Tennis Player

INTERVIEW BY MOHINI KOTECHA, PHOTOS BY ANTHONY ADUHENE

What got you interested in tennis?

I started when I was four years old, at Carisbrooke Tennis Club in Knighton. My mum was very keen for me to have a go and my dad took me to my very first session. I have tried a variety of other sports, and still enjoy playing other sports, but I find tennis particularly satisfying. It is a very demanding game, mentally and physically. As it happened, it is the perfect sport for me.

How do you juggle training and school work?

I just have to try and fit my homework in whenever I have spare time, and make sure that I don't miss any pieces of homework. I also need to strike the right balance in how much focus I give to tennis and how much to my schoolwork, because both are important to me. Whilst I would like to be a professional tennis player, it is so important to have a good education. I train about thirteen hours a week, so it is relatively demanding, but honestly, so rewarding at the end of the day. My coaches work me hard, but at the end of all of it, it is making me fitter and a better player.



What competitions do you participate in?

In the UK, I have usually been in the top national tournaments and I also play in international tournaments, mostly in Europe. In 2014 I played in Sweden, Denmark, Latvia, Ireland, Spain, Malta and the USA. I have won many UK tournaments, but my most memorable win was my first international singles win, which was in Dublin. I defeated the Irish number one in the semi-final and then defeated the Spanish number four on clay in the final. I did this without dropping a set in the whole tournament. Playing overseas is a great challenge; only a few British players in my age group have won Tennis Europe tournaments. I love it because I can see how I am progressing compared to players from Europe and the rest of the world and I have made many friends whom I continue to meet around the circuit. I also won an U14 Tennis Europe doubles title at Queenswood; my partner was from the Philippines and we are intending to carry on as a doubles pair as we work well together. In December 2014, owing to my European ranking, I made it directly into the main draw of the Junior Orange Bowl in Miami, Florida. This is the world championships for the U14s and I was one of only five boys from the UK to make it in. I made it through a few rounds, but was knocked out by the Canadian number one.

Would you like to play at Wimbledon?

I have played there for the last two years. It was great being a part of the tradition. We had to wear all white and were really well looked after. I got to the second stage, but was knocked out by the Indian number one player.