

THE BEDAN

28th APRIL, 1956.

CONTENTS

| | Page. |
|---|-------|
| Staff and School Officials | 4 |
| Staff Changes | 5 |
| Letter from Miss Moul | 6 |
| Founders' Day | 9 |
| Speech Day | 9 |
| Parent-Teacher Association | 10 |
| The School Parliament | 11 |
| Loan and Scholarship Fund | 11 |
| School Charities | 11 |
| National Savings | 12 |
| Student Christian Movement | 13 |
| Music | 13 |
| School Societies | 14 |
| Guild of Old Bedans : Competition Essays | 15 |
| Athletics | 18 |
| Prizes and Examination Results | 20 |
| Prose and Verse | 22 |

BEDE GRAMMAR SCHOOL FOR GIRLS

1955—1956

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|----------------------|-----|-----|-------------------------------------|
| Head Mistress | ... | ... | Miss Moul. |
| Second Mistress | ... | ... | Miss Carrick (Chemistry). |
| Form Scholarship VII | | | Miss Waggott (English). |
| Student Teachers | ... | | Miss Harding (Biology). |
| Form Upper VI. (1) | ... | | Miss Carlin (Biology). |
| .. Upper VI. (2) | ... | | Miss Wilman (Mathematics). |
| .. Lower VI. (1) | ... | | Miss Hayton (History). |
| .. Lower VI. (2) | ... | | Mr. Rogers (History). |
| .. Lower VI. (3) | ... | | Mr. Hymas (Divinity and English). |
| .. IV.C. | ... | ... | Mr. Cox (Classics). |
| .. IV.Bm. | ... | | Mr. Shrimpton (Spanish and French). |
| .. IV.Ba | ... | ... | Mr. Taylor (Physics). |
| .. III.C. | ... | ... | Miss Heslop (Geography). |
| .. III.Bm. | ... | | Miss Bernard (Music). |
| .. III.Ba. | ... | ... | Miss Norman (Art). |
| .. II.X. | ... | ... | Miss Tweed (French). |
| .. II.Y. | ... | ... | Miss Crone (Art). |
| .. II.Z. | ... | ... | Miss Crosby (English). |
| .. I.X. | ... | ... | Miss Duns (German). |
| .. I.Y. | ... | ... | Mrs. Bryce (Mathematics). |
| .. I.Z. | ... | ... | Miss Kinch (Mathematics). |
| | | | Miss Bell (Divinity). |
| | | | Miss Fall (English). |

Miss Hall (Domestic Science).

Miss Metcalf (Physical Education).

Miss Powell (Geography).

Mrs. Proud (English).

Mrs. Richards (Spanish and French).

Miss Taylor (French).

Miss Wedderburn (Physical Education).

Mrs. Wilkinson (Chemistry and Biology).

Mr. Hartley (Music).

Visiting Staff : Miss Elliott (Violin).

School Secretary : Miss Gibbons.

Dining-Hall Superintendent : Miss Hornberger.

Laboratory Assistants : Diane Dixon ; Pamela Todd.

Captain of School : Rita Trueman.

Vice-Captain : Joan Johnson.

Rounders Captain (Summer, 1955) : Dorothy Lennon.

Netball Captain (1955-56) : Ruth Crompton.

Hockey Captain (1955-56) : Sylvia Thatcher.

Staff Changes

We were all very sorry to say goodbye to Miss Cunningham and Mrs. Twigg at the end of the Summer Term ; they are both greatly missed.

We offer a warm welcome to Miss Crosby and Miss Powell, and hope that they will enjoy their work in the Bede School.

Mrs. Camsey, who joined us temporarily for the Autumn Term, was a delightful colleague and we were sorry when her time with us came to an end.

Letter from Miss Moul

Dear Bedans,

On February 16th the Parent-Teacher Association of the school celebrated its twenty-first anniversary by holding a dinner-dance in the Barnes Hotel. One hundred and sixty guests were present. Miss P. P. Metcalf, senior assistant for Physical Education in the School, is this year's Chairman, and she, therefore, presided. Mr. Mark Clark, a director of several industries, who was the first Honorary Secretary, gave the toast, "The Association." Mr. V. H. Standford, retired Executive Officer in the Income Tax Department of the Civil Service, now living in Cardiff, responded to the toast. Mr. Standford came seven hundred miles to be present with us on our birthday. Mr. W. Adamson came two hundred miles, from "Ilkla Moor baht 'at." He was formerly Headmaster of Garden Street and Plains Farm schools, and was joint architect, with Mr. Standford, of the Grant-in-Aid Fund, which was raised during the war to assist Bedans who would otherwise find it difficult, if not impossible, to go to University. This Fund was £1,000. Now that the Local Education Authority makes such princely allowances for University entrants, our "grant-in-aid" is used for assisting our girls who have to go far afield for interviews before entry to Colleges. Mr. J. Shearer, who was in the past an enthusiastic editor of the News Sheet, read letters of goodwill and telegrams of congratulation. There were many other past members of Committee, notably Mr. J. Davison, who did so much for our Library; many present members, as well as a large representation from the staff, whose youth and beauty added to the gaiety of the occasion, a pleasant and friendly function; truly a family gathering.

Twenty-one years ago it seemed to us that one essential thing was needed—to become better acquainted with the parents of Bedans. Times were very hard. Seventy-eight per cent of the male population was unemployed. Wages were fantastically small. It was heart-wrenching to know that Bedans, with School Certificates, found employment at 4/6 a week and that 7/6 was considered a comparatively satisfactory wage! Many a heroic family tried to manage on an allowance of 15/-. With conditions so stark it was clear that any pressure brought to bear on a girl in school, however justifiable from an educational point of view, might prove oppressively severe in the face of domestic hardship.

The Parent-Teacher Association brought the parents into the school and enabled them to see it, not as an institution outside their lives, nor as uninterested in their affairs, nor as superior to their problems, but vitally concerned with the child, who was at once a pupil at school and a daughter at home.

Critics of the P.T.A. felt that parents might seek to usurp the functions of the teacher in school, and that the duties of the teacher would be multiplied to infinity. In fact, the nice balance between teachers and parents in the Association has served to bring about such a friendly partnership between the two that the parents, well-informed about the aims and plans of the school, leave educational matters to the teachers but assist in the most generous way every activity that touches the life of the girl. The function of Bede as a day-school has been infinitely extended without adding any extraneous duties to burden the staff. Yearly we hold a dozen social functions. Fathers act as Masters of Ceremony at dances, mothers supervise our tea-parties. Parents, when we had a printing machine, printed our programmes and tickets; parents assist us with our sports, and on Sports Days, fathers try vainly to recover "The Bede Ashes" at Cricket. Parents have accompanied us on school journeys to Paris and London and Switzerland and Holland. They have provided beautiful cherry-coloured curtains for our hall, made and decorated curtains for the Sixth Form Cloakroom, and given us, in commemoration of our Diamond Jubilee, a Library which is a retreat for the student, and a thing of beauty and delight even for the least observant. For the Coronation year the parents presented us with a Coronation Garden filled with Polyantha roses, and helped us to purchase a Cine-Camera to record our journeys abroad. They have provided us with all our musical instruments. They assist us with awards and prizes. They subsidize lectures and film shows. Even this bare record draws attention to the fact that the parents have assisted in "subjects" that were once considered soft options and unnecessary in a grammar school as distracting from its more serious work: they have assisted in Music, Art, Drama, Lectures, School Journeys, School Gardens and Games. If this summary looks too much as if it were an inventory of sums collected for the school and monies expended in its service that is because it is easier to tell of material gifts than it is to assess imponderable gains. Their greatest contribution is in the realm of the spirit. Better understanding, closer co-operation, keener appreciation of the other's point of view, true fellowship; these have assisted the spiritual growth of the school and welded it into a family. "Bede" is a Commonwealth of families.

What is the teachers' contribution? It is an indispensable one. I feel that we should have made a mistake had we formed only a Parents' Association. The teachers matter. A Parent-Teacher Association gets rid of the belief that what is needed is only the march of the parents into the school. What is needed is the co-operation of two mighty forces—parents and teachers—for the welfare of their common charge, the child. The teachers, through knowing the parents more intimately, respect their aims, their ambitious hopes, their careful plans for the

future, and they gently win them to new and even higher ideals of responsible service towards the community. Let one illustration speak. Twenty-one years ago our Bedans generally sought "jobs of work," near at hand. NOW, as much through the teachers' influence as through enlarging opportunities in the new world, girls have been persuaded into pursuing every career under the sun, and into going as far afield as necessary. A complete revolution has been effected in the work of girls. Trained careers have replaced unskilled jobs of work. We have adventurously broken new ground in that we have a graduate in mechanical engineering, an air pilot, some training as architects, some as accountants, one as a lawyer. We have hundreds of teachers, some on every rung of the educational ladder. We have dozens of doctors and dozens in every branch of preventive and curative medicine. We have one dentist, but only one, and still, alas, no Member of Parliament. We have many officers in the Executive Grade of the Civil Service and are just beginning also to see the emergence of the Administrative officer. The result of the parents coming to school and of the teachers penetrating the "sphere" of the homes has been all gain.

The Bede Girls' School, like all other Maintained Grammar Schools, is historically very young. Our present scholars are the descendants of **four** generations of Primary school, of **two** generations of Secondary school, and of **one** generation of Graduate, parents. When we celebrate our centenary in 1990 we shall have added only two generations to each category. When we are two hundred years old, at the end of the Twenty-first Century, perhaps we, like public schools to-day, will set great store by the Classics and, having found the answer to the challenge of the atomic age, we will then give less time to boys' subjects such as Chemistry and Mathematics, and more time to girls' interests like baby craft and domestic economy. Perhaps too we shall have more leisure then, and such conquest of space that our parents will expect us to use the long vacation for the Grand Tour of Russia and the United States before settling down to University courses.

Whatever problem the future brings I know this, that our teachers and parents will rise to the challenge and will give us in the school the maximum chance.

I am very glad that the Twenty-first Anniversary dinner-dance has given me a chance to offer my tribute to the Parent-Teacher Association.

Yours sincerely,

WINIFRED J. E. MOUL.

Founders' Day, 1955

April 28th, 1955, was Founders' Day and marked the end of the sixty-fifth year in the history of the Bede Schools. This year the pupils and staff of the Boys' and the Girls' Schools were invited by the Rector of Bishopwearmouth Church, the Rev. C. L. P. Bishop, to take part in an early morning Communion Service, after which breakfast was provided in the Church Hall.

The Founders' Day Service, which followed at half-past ten, was conducted by Mr. Bishop. The lessons were read by the Captains of the Schools, Valerie Williamson and Derek Foster. The combined choirs gave a fine rendering of the anthem, "O Thou, the Central Orb," by Charles Wood.

The sermon was preached by the Rev. Canon C. J. Stranks, M.A., M.Litt., Canon of Durham Cathedral. Taking the theme of loyalty and pride, he said that we should have pride in our school, our country and, most important, in our religion and should give our loyal service to all.

The sermon, the reading and the singing ^{to} combined to make this Founders' Day Service an outstanding and memorable occasion in the school year.

VALERIE M. WILLIAMSON, DOROTHY AMISS.

Senior Speech Day

Senior Speech Day was held on the evening of November 3rd, 1955, and the chief speaker was W. Hamilton, Esq., M.A., the Head Master of Westminster School, and a distinguished classical scholar.

Before the singing of the School Song, button-holes and bouquets were presented to our chief guests. After a charming address by our Chairman, Mrs. M. Mouat, Miss Moul welcomed our visitors in the name of the school. She then gave an illuminating report of the School's progress during the previous year; everyone found this very interesting.

Two part-songs by the choir were followed by Mr. Hamilton's address in which, among many other memorable remarks, he stressed that grammar schools are the backbone of the English educational system. Mr. Hamilton said that, as one who had taught boys only, he had no message for girls, but we found his talk diverting and inspiring.

After two more songs there came the distribution of awards. A vote of thanks was then proposed by Councillor H. Graham and seconded by the School Captain, Marguerita Trueman, who afterwards presented Mr. Hamilton with two books, as a souvenir of his visit to the Bede Grammar School for Girls.

A very pleasant evening was brought to a close with the singing of the National Anthem.

RITA TRUEMAN.

The Parent-Teacher Association

This year Bede Parent-Teacher Association celebrates its twenty-first anniversary and thus "comes of age."

To mark the occasion, a very enjoyable and successful dinner-dance was held in the Barnes Hotel, on February 16th. The Chairman, Miss P. Metcalf, and the President, Miss Moul, received the guests, who included many old officials of the P.T.A., present Staff members and the Executive Committee. A birthday cake, decorated with twenty-one candles, had been specially made; it was cut by Miss Moul and each guest received a portion. The toast of "Bede P.T.A." was proposed by Mr. Mark Clark, the first Secretary of the Association and was responded to by Mr. V. H. Standford, Secretary during the war years; Mr. W. Adamson, Chairman during the same period, also spoke, and Miss Moul concluded this part of the evening by giving a warm welcome to all who were there.

In its twenty-one years, Bede P.T.A. has done much good work for both School and parents, and one looks back with pride and gratitude to the many hard-working officials who have successfully sponsored so much good work. It is invidious to single out officials whose work has been conspicuous, but on its twenty-first birthday, the debt which the Association owes to Miss Moul must be acknowledged. It was her inspiration which brought the P.T.A. into being, and it is no exaggeration to add that her continuing support has been its mainstay. In fact, it would be true to write that, without the drive and enthusiasm of the Head Mistress, there would be no P.T.A.

What of the future? There is still much to do, and the work of Bede P.T.A. is far from finished. Many good causes await the assistance of associations such as ours, and whether it be school activities or improvement of school amenities that call for help, there can be no doubt that a willing Executive Committee will always respond.

JOHN D. McBAIN (Joint Hon. Sec.).

The School Parliament

The School Parliament has met regularly each month during the year, under the chairmanship of the School Captain.

The younger forms have taken an active part in these meetings and their representatives never hesitate to bring forward any difficulties or suggestions.

The First Formers have proposed that all milk tops should be saved and they have offered to collect the tops from each form and send them to the Blind Institute.

Among the suggestions brought before Parliament is one proposing that school reports should include individual remarks from the mistresses teaching each girl.

Girls who use the Physics Laboratory will have noticed that the clock has been sent to be mended. Parliament asked if this could be done and also enquired if a clock could be fixed in the gymnasium.

Many breakages have been reported through Parliament, which has proved itself to be a useful and helpful society.

JOAN JOHNSON (Secretary).

The Guild of Old Bedans Loan and Scholarship Fund

In 1926, the Guild of Old Bedans, having raised a considerable sum of money, invested it with the object in view of using the interest to help girls, who had left school, to be trained for any career by the loan of money to be returned when the borrower is in a position to do so.

Any girl who is leaving school in July and feels that she needs financial assistance to help her in the career on which she is embarking should make application in writing to the Hon. Secretary, not later than 18th May, 1956.

K. M. CARRICK, (Hon. Sec.).

Report on School Charities, 1955-56

The time—any Friday morning between 8-45 and 8-55 a.m.

The place—Room 7 (or Room 2).

Miss Wilman (or Miss Hayton) sits at her desk, recording the amounts collected during the week by the various Charity Monitresses. $3/6\frac{1}{2}$ from this form, $1/3$ from that, $4/1$ from the other.

One monitress proudly produces the incredibly large sum of $8/3\frac{1}{2}$; another apologetically hands in $5\frac{1}{2}d.$ ("I just **couldn't** get them to give anything this week!"). So they come and go. ("Dear me! This is the **second** week I've had nothing from —; I'd better send a reminder to their monitress"), and the total ultimately entered on the corridor Notice Board may read £1-19-10. Nothing very much in itself perhaps, but when the scene is repeated week by week, more than thirty times in a School Year, the small contributions amount to an amazing sum of money. The words of Arthur Hugh Clough:

"Say not, the struggle nought availeth,
The labour and the wounds are vain,"

could well be echoed by each Charity Monitress when she reflects that she has had a share in raising £123 during the year for School Charities.

Of this exceptionally high total, £50 was contributed in March, 1955, when Miss Heslop explained to the School the magnitude of the Australian Flood Disaster. Her vivid descriptive powers, together with our warm recollections of Lady White, wife of the High Commissioner for Australia, and Speaker at our previous Speech Day, made each of us respond eagerly to her appeal.

All the other appeals made in Hall, have been launched by Charity Monitresses who have variously appealed to us to give generously to help the Blind, the Deaf, the Maimed, the Halt; Orphans and Refugees; Spastics, and victims of Polio, T.B. or Leprosy; the National Playing Fields Association and Cancer Research; also schemes for Animal Welfare. We were also able to make gifts of small sums (10/- to £1) to seven other Causes at Christmas, as a token of our continued interest and support.

D.M.W. and A.H.

National Savings

Have **you** begun saving yet? Do **you** take advantage of the fact that 6d. and 2/6d. savings stamps are on sale in school every Tuesday morning? All you have to do is to give your order to your Form Savings Monitor on Mondays and she will let you have your stamps on Tuesdays. Fifteen shillings' worth of stamps soon mount up and then you can exchange them at any Post Office for a Savings Certificate.

Last year we saved in school just over £500. Will **you** help this year to save double that amount?

A.R.T.

Student Christian Movement

The Joint S.C.M. has had a very successful year. During May an evening conference was held at Monkwearmouth Grammar School, when Canon Greenslade gave a talk on Evanston. During the summer holidays, five of our members attended a four days' conference at Lambton Castle, where they had a very enjoyable time.

The usual Autumn Term conference was held at Sunderland High School for Girls. The theme was "Christianity and Race Relations." The speakers were Dr. Sydney F. Collins, M.A., a Jamaican, Lecturer in Social Anthropology in the University of Edinburgh, and the Rev. Anthony Hunter, a vicar in a coal-mining area.

This term we decided not to discuss any set topic but to leave it to each speaker to choose his own subject.

The meetings have been extremely well attended; our membership has been more than doubled but it is still hoped that many more members will join.

ANN FOSTER (Secretary).

Music

The School Choirs and Orchestra have had a successful year. At the Founders' Day service in Bishopwearmouth Church, the Senior Choir joined with the Bede Boys' Choir to sing the anthem, "O Thou the Central Orb," by Charles Wood.

In April, Miss Bernard conducted two performances of Pergolesi's "Stabat Mater," sung by the Senior Choir, while the Orchestra, greatly assisted by Mr. Hartley at the organ, provided the continuo. The rest of the evening was devoted to miscellaneous musical items.

During the summer holidays a party of keen musicians went to the Edinburgh Festival, where they had an enjoyable time.

Both choirs sang at their respective Speech Days. The Student Teachers and the Orchestra gave a very amusing performance of Haydn's "Toy Symphony," at the end of the Summer Term. The Junior Choir, with Barbara Smith, gave a short recital of Christmas carols at Redby School, and both choirs sang at our own carol service.

During the year, Mr. James Blades gave the school an entertaining talk on percussion, and recently we were all delighted to have a return visit by Lady Barbirolli.

The Senior Choir is now looking forward to a madrigal concert with the Bede Boys' Choir at the beginning of next term.

DOROTHY ALLEN.

The Science Society, 1955-56

During the Easter Term, 1955, the Senior members of the Science Society had the privilege of visiting the Pathological Laboratory of Sunderland Infirmary.

The Society's annual outing was a full day's visit to York. In the morning, we went on a conducted tour of the Minster, and in the afternoon, to Messrs. Rowntree's chocolate factory. After we had been shown around the factory, tea was provided, and everyone was given a box of samples of the firm's products. The whole day was very much enjoyed.

The annual general meeting was held at the beginning of the Autumn Term, when Miss Moul consented to become President, and Miss Carlin Vice-President. Joan Johnson was elected Chairman, and Sheila Harrison Treasurer.

Bulbs were planted at the first meeting, held in October. Miss Graham, who recently attended a course on "The Art of Flower Arrangement" in London, spoke at the November meeting, demonstrating different types of flower arrangement, and speaking on the history of floral decoration.

Psychology was the subject of the lecture given to the Society in December by Mr. McKie, known to us through the Student-Teachers. He explained the fundamental theories of psychology and related them particularly to education.

Mr. Pattinson, Head of the Physics Department at the Technical College, showed four films at the meeting in February. They were on the subject of "Light," and were very helpful indeed to all members studying Physics.

A Science course for students taking Advanced G.C.E. was held at the University of Durham, and five of our members attended it. They spent a busy and enjoyable weekend hearing lectures on university life, and on chemistry, physics and geography.

There will be one more meeting this term when we hope to be given a talk on "Dentistry." DENISE KENNY (Secretary).

Inter-Schools Debating Society

The Debating Society has had a varied programme, and the motions have ranged from "This house prefers good cooks to good looks," to "Monarchy has no place in a modern democracy." We also had a heated discussion on "A wise man is known by his questions rather than by his answers."

In the 1955 Cup Debates, the girls acquitted themselves well. In March, Margaret Short won the India Cup and the Officers' Cup. In November, Barbara Smith won a new cup presented by Mr. Moore. It is to be known as the G. T. Moore Cup.

Although main speakers are always available, we would welcome more general support from the Girls' School; its members do not take a sufficiently active part in debating from the floor of the house.

DOROTHY NEW (President).

The Guild of Old Bedans

The Editors of "The Bedan" have great pleasure in expressing the warm thanks of all present Bedans to the Guild for their generous kindness in giving, once again, two prizes for essay competition.

This year the subjects were set by the Divinity Department and both prizes have been won by members of the Scholarship VII., Rita Trueman and Sylvia Thatcher. Each took as her subject: "Biblical Criticism as an Aid to Understanding the Scriptures." The prize-winning essays are printed below.

Biblical Criticism

Those who love the Bible most are often most afraid of Biblical criticism. Yet all men are Biblical critics. Love for, or indifference to, the Scriptures is itself evidence of criticism, or judgment, upon them. The more deeply we study the Bible, the more unavoidable are the questions which we must ask. Can we trust this book? Is it an accurate account of God's dealings with men? Is the traditional interpretation of it the only one permissible? Biblical scholarship of the past century has tried to answer these questions by attention to questions of authorship, to points of grammar and to the identification of sources. Much of this work was valuable and we are grateful for it. To-day, however, an equal weight of scholarship is often given to the interpretation of the Scriptures.

The Nineteenth Century was an age in which everything was open to question and in which the foundations of learning were being tested. The Bible did not escape. In the case of the Old Testament, the structure and composition of its books were analysed. Ewald Graf, J. Wellhausen, W. Robertson-Smith, S. R. Driver and their followers presented to the world the view that the first five books of the Bible, instead of being the written work of

Moses (1400 B.C.), were a compound structure. The main components of these books, commonly called the Pentateuch, were four. Two narratives to which were given the names J. and E. were said to have originated about the ninth century in the kingdoms of Judah and Israel respectively. The book Deuteronomy was identified with the Book of the Law, discovered in the Temple in the reign of Josiah, 621 B.C. The fourth narrative, the Priestly Code, was thought to have been composed in the time of and probably by Ezra the Scribe, 398 B.C. The four sources were joined together and woven into a continuous narrative in the fourth century B.C. It will be seen how disturbing this teaching would be to the traditional view of the authorship of the Pentateuch. Even more disturbing is the question of historical validity which this theory poses. Conservative scholars would deny the truth of these views. Those who subscribe to them have had to reconsider the value of these books. All have been stimulated to deeper thought.

When the critical method is applied to the prophets, we are re-assured to learn that we can hear the authentic voice of Amos and Hosea, for few would deny their handiwork in the books that bear their names. Isaiah XL—LV does not cease to be the word of God, if it be, as the critics suggest, the work of an anonymous prophet of the Exile.

Nor did the New Testament escape attack, which may be dated from the writings of F. C. Baur and the "Tübingen School" beginning in 1831. These critics made an all-round assault upon the integrity of the New Testament. They declared that nearly all its books were of neither the date nor authorship which tradition assigned to them. If Baur were correct in his supposition, then the Christian Church had title-deeds of dubious value. In an honest attempt to answer Baur, the finest scholars of Christendom examined their documents with minute care. The result is that, after the closest cross-examination, the New Testament stands vindicated. It is reliable history; it is contemporary with the events it describes. Nothing in ancient history is better documented than the life and teaching of Our Lord and the spread of His Church.

The critic makes us test our assumptions. Research confirms as much as, if not more than, it ever destroys. "The foundations stand sure and we can without misgiving believe that we have in them the words of eternal life, to be interpreted and applied as best we can." The critic is, at his worst, a gad-fly who stimulates the believer to mental activity; at his best, he increases the reverence which is ours for the greatest literature in the world.

Biblical Criticism as an Aid to Understanding the Scriptures.

Many people think of criticism merely as adverse comment or censure. The word, however, bears no such sinister meaning. It is derived from a Greek verb which means "to judge" and the task of the Biblical critic is to judge the value and trustworthiness of the passage under review. When criticism assures us that a book is sound history, we welcome it. Similarly we should listen with respect, if not with acclamation, when comments on other books lead us to a revaluation of them.

The critic exercises his office in several spheres. Some scholars are concerned with Textual (or Lower) Criticism. We do not possess an original manuscript of any book of the Bible. We have only copies varying in age and in state of preservation. The oldest copy of the text of Genesis was written in the first century B.C. but has only recently been found and translated. The task of the Textual Critic is to determine what manuscript gives the most dependable and accurate rendering of any given passage of Scripture.

The Higher (or Documentary) Critic tries to determine the authorship, date and place of origin of any Biblical document. These critics suggest that the Book of the Prophet Isaiah is of composite authorship. If Isaiah XL—LV is the work of an unknown prophet who lived in the days of which he treats, no dishonour is done to Isaiah of Jerusalem and one feels gratitude to God that He raised up a man of God when he was greatly needed.

Historical critics assess the value and reliability of the history books of the Bible. It is due to them and to the archaeologist that we learn to trust in the flood story of Genesis, when we are given evidence of a layer of clay fifteen feet thick covering ruined cities of Mesopotamia, and in the Fourth Gospel when the Pavement is uncovered. The historical critic who cast doubts upon the literal truth of Jonah prepared us to find in it an allegory even more inspiring than history.

The moral critics trace the progress of moral and ethical ideas from the most primitive conceptions to the splendour of the New Testament; from the God who ordered the wholesale slaughter of the Amalekites to the God of love and mercy as seen in Jesus Christ. From them we learn to see the Bible as the record of God's revelation.

The use of poetic imagery to express the "other worldly" often causes a serious stumbling block to modern man who thinks in prose and not in verse. Critics demythologise the Bible. They interpret it in language which is intelligible to the modern mind.

It will be seen that the purpose of much criticism is to make the Bible a living book, intelligent to our generation. The best criticism is constructive. Some discoveries, however, have meant that we must give up some old and traditional ideas about the Bible.

It would be dishonest to hide the fact that there have been destructive critics. For example, some New Testament scholars would date the texts so late that they would be valueless as contemporary documents. Few respectable critics, however, accept these late dates.

Modern scholarship seems to give more than it takes away. The critics have given the Bible a value and an interpretation such as were unknown in previous ages. We need, therefore, have no fear of the new truth which helps us to understand eternal truth.

RITA TRUEMAN, Form Scholarship VII.

Athletics, 1955-56

Hockey

The first school XI has had little luck this season, having won only two matches.

At the Inter-schools Tournament, held at the Bede School in October, Barbara Tunn, goal-keeper, was asked to go up for the Junior County Trials and was chosen as 2nd reserve.

The following have played for the 1st XI during the season : B. Tunn (Vice-Captain), S. Shiel, B. Howat, S. Butler, B. Wrangham, E. Parr, O. Smith, S. McBain, J. Parker, A. Smith, S. Thatcher (Captain), D. Anderson (Secretary) ; Reserves : V. Stafford, J. Miller.

Netball

The 1st VII has had a very successful season so far. Out of fourteen games played, twelve have been won and the remaining two lost by very narrow margins.

The following have played for the 1st team this season : S. Swales, R. Crompton (Captain), M. Tweddle, N. Gray, R. Foster, M. Hodgson, J. Carlton.

Rounders

During the 1955 season, fourteen matches were played, of which five were won, seven lost and two drawn.

The team consisted of R. Crompton, D. Potts, R. Foster, D. Lennon (Captain), R. Browne, M. Hodgson, N. Gray, M. Tweddle, D. Kenny.

S. Swales and O. Smith were reserves.

Tennis

The school team had quite a successful season in the summer of 1955, losing only three matches out of the twelve played.

The Singles Championship was won by Elizabeth Parr, who also won the Mixed Doubles Championship with Peter Smith. Upper VI.A2 won the Inter-form Tournament.

Those who played for the school VI during the 1955 season included Joyce Brown, Norman Duxbury, Maureen Gordon, Sheila McBain, Edith Osborne, Elizabeth Parr and Marie Scott.

Swimming

In the last year many girls have passed the R.L.S.S. examinations. Twelve people have gained their intermediate award, seven their bronze, and ten have won bars to these awards. Three girls have been successful in their Bronze Cross examination; one girl passed her "Scholar-Instructor" examination, and another her "Full Instructor."

At the Sunderland Schools Gala, our teams did very well; the over-fifteen group breaking three team records. Margaret Beresford broke three individual records and Connie Parkinson five.

Connie Parkinson was selected to swim for the county team at the English Schools Nationals at Bromley, Kent, and in the 100 yards Senior Butterfly race, she came in fifth in the final.

Sports Day

For the first time in many years, the weather was unkind to us and Sports Day had to be postponed until Thursday, 9th June. We were very pleased to welcome Mrs. Hedley, wife of the Assistant Director of Education, who kindly presented the prizes.

The Junior Champion was M. Elliott (26 points); the Middle School Champion, H. Wheale (24 points) and Senior School, B. Burlison (22 points). Form II.Bm won the Junior Form Championship Cup with 35 points and the Senior Cup went to Form IV.C., who scored 37 points.

Prizes, 1954-55

| | | |
|---|--------|---|
| JANET TODD, for exemplary conduct and high attainments | ... .. | Valerie Williamson |
| MARGARET IRENE MALLEN for the encouragement of Science, and for success in— | | |
| Science | ... .. | Norma McCartney Edith Osborne Margaret Short |
| Mathematics | ... .. | Audrey Allison Patricia Steeley |
| Geography | ... .. | Anne Masterman |
| JENNIE SEYMOUR, for Latin | ... .. | Dorothy Amiss |
| MARGARET MILLER, for Divinity | | Freda Hopper Barbara Eileen Ord. |
| ARKLE, to the best girl in English in the Third Forms | ... .. | Maureen Sayer |
| GUILD OF OLD BEDANS— | | |
| for Art | ... .. | Beryl Smith |
| for "Bedan" Competition— | | |
| Senior | ... .. | Barbara Watson |
| Junior | ... .. | Dorothy Keenlyside |
| MRS. HARTLEY, for Music | ... .. | Dorothy Amiss Josephine Bird Sylvia Kirkhouse |
| HEAD MISTRESS, for History | ... .. | Eileen Moore |
| STEWART, for the encouragement of Scripture Study in the— | | |
| Sixth Forms | ... .. | Sylvia Kirkhouse |
| Fifth Forms | ... .. | Dorothy Potts Vera Parkin |
| Fourth Forms | ... .. | Rona Batey |
| Third Forms | ... .. | Joan Wallis |
| PARENT - TEACHER ASSOCIA- TION, for the encouragement of Study in— | | |
| French | ... .. | Dorothy Amiss |
| German | ... .. | Vera Bage |
| Spanish | ... .. | Vera Bage |
| Mathematics | ... .. | Gillian Garnsworthy Edna Mitcheson |
| Physics | ... .. | Margaret Short |
| Biology | ... .. | Norma McCartney Edith Osborne |
| Domestic Science | ... .. | Maureen Phillips Catherine Watson |

GAMES, for proficiency in—

| | |
|-----------------|-----------------|
| Hockey | Edith Osborne |
| Netball | Ruth Crompton |
| Rounders | Marjorie Twedde |
| Tennis | Elizabeth Parr |
| Swimming | Ann Ranson |

GEORGE HILDREY SCHOLAR-

SHIP, for Hygiene Violet Smith

Special Awards

| | |
|---------------------------------|------------------|
| Domestic Science—ROBSON CUP ... | Maureen Phillips |
| Hockey—Junior Cup | Form III.C. |
| BRUCE Senior Shield ... | Form Lower VI.1. |
| Netball—Junior Cup | Form III.C. |
| NICHOLSON Senior Shield | Form IV.C. |
| Rounders—BRIGGS Senior Cup ... | Form IV.C. |
| Junior Cup | Form II.Bm. |
| Tennis—THOMPSON Singles Shield | Elizabeth Parr. |
| LODGE Senior Trophy ... | Form Upper VI.2. |

Swimming—

COUNCILLOR MRS. HEDLEY—

| | |
|-------------------|----------------------|
| Senior Cup | Constance Parkinson. |
| Junior Cup | Margaret Beresford. |

Games: Best All-Rounder—

JOSEPH Cup Marjorie Twedde

| | |
|--------------------------|-------------|
| Sports—Senior Cup | Form IV.C. |
| Junior Cup | Form II.Bm. |

Sports Champions—

| | |
|----------------------|------------------|
| Junior School | Maureen Elliott |
| Middle School | Hilary Wheale. |
| Senior School | Brenda Burlison. |

EXAMINATION RESULTS

In July, 1955, the following girls were successful in the University of Durham examinations of the General Certificate of Education.

Advanced and Scholarship Level

Audrey Allison, Dorothy Amiss, Betty Babad, Vera Bage, Patricia Beattie, Norma Bellerby, Beryl Berry, Josephine Bird,

Anne Blacknell, Shielah Downey, Norma Duxbury, Fiona Elvin, Patsy Gallagher, Gillian Garnsworthy, Freda Hopper, Pauline Kelly, Sylvia Kirkhouse, Norma McCartney, Muriel McLaren, Anne Masterman, Eileen Moore, Eileen Ord, Edith Osborne, Brenda Sharp, Margaret Short, Beryl Smith, Patricia Steeley, Valerie Williamson.

Ordinary Level

Mary Adamson, Hilary Baddams, Cathleen Bainbridge, Joan Bent, Patricia Bergson, Pauline Bernstein, Monica Binns, Aureole Blakelock, Mavis Bolt, Joyce Brown, Ruby Browne, Margaret Bunn, Brenda Burlison, Joyce Burnett, Sheila Burnley, Shirley Butler, Jean Calvert, Elsie Carlyle, Kathleen Carnes, Gay Collins, Valerie Cuthbertson, June Doberman, Patricia Donkin, Marjorie Fairbridge, Doreen Fenwick, Ann Foster, Joyce Fowler, Margaret Gallant, Norma Gate, Joan Gent, Olga Gibson, Valerie Gooch, Maureen Gordon, Margaret Hall, Elaine Hardy, Ann Harland, Norma Harris, Sheila Harrison, Dorothy Hawkins, Christine Hay, Jeanne Hayton, Patricia Henderson, Sylvia Herron, Jeane Hoggett, Mavis Horsman, Laura Howard, Catherine Howat, Patricia Hull, Glenda Hutchinson, Audrey Johnson, Vera Johnson, Hilary Jones, Jacqueline Judge, Lily Kelly, Jean Lawson, Marjorie Lax, Margery Laycock, Joan Leck, Patricia Leckonby, Joan Lister, Norma Lowe, Sheila McBain, Mavis McCartney, Mary McHarg, Alethea Mote, Alma Mahon, Joyce Martin, Sheila Matthew, Marilyn Miller, Edna Mitcheson, Ann Montgomery, Betty-Anne Morgan, Margaret Nash, Pauline Noble, Anne Orrick, Anne Osbourn, Vera Parkin, Constance Parkinson, Elizabeth Parr, Elizabeth Pattison, Diane Pearlman, Maureen Phillips, Glenda Pickering, Audrey Pickersgill, Patricia Pickersgill, Beryl Potts, Dorothy Potts, Ann Ranson, Jean Rostron, Verity Sacks, Mavis Sanders, Joan Scott, June Scott, Sylvia Shiel, Joan Shield, Sheila Slater, Violet Smith, Valerie Spencer, Mona Spoors, Valerie Stafford, Patricia Stephenson, Kathleen Tagg, Ann Taylor, Sylvia Thatcher, Mabel Thomas, Patricia Thompson, Elaine Tindle, Barbara Tunn, Marjorie Tweddle, Dorothy Venus, Doris Waller, Eileen Ward, Barbara Watson, Catherine Watson, Margaret Webb, Patricia Webster, Judith Wharton, Gladys White, Margaret Wilmot, Joyce Wilson, Beryl Wrangham, Janet Wright, Denise Wyper, Marjorie Young.

Holidays Abroad

Easter in Paris

In April, 1955, I left Newhaven in the "Lisieux," accompanied by a slow drizzle. Paris, on my arrival, was drenched in sunshine.

I was with many other Sixth Form boys and girls, who were attending the British Institute "Cours de Vacances." We were to stay at the Lycée Michelet in Vanves, a suburb to the south of the city.

Our work and our pleasure were equally divided. Every morning, from 9 a.m. to 11 a.m., we had two lessons, given by professors of the Sorbonne University in Paris, lessons in pronunciation, reading, conversation, proses and "explications de textes." After a short break we had a lecture on French life, culture, literature, architecture or theatre.

In the afternoons we made excursions to many places of interest, the Louvre, the Palais de Justice, Notre Dame and Versailles. On our free afternoons my friend and I went to department stores, strolled down the Champs Elysées or explored the Rue de Rivoli, which stretches for a mile or two in an arcade of the most charming souvenir shops I have ever seen.

The evenings were our own. Seats could be booked for us at theatres, so that I saw several famous plays and the opera "Tosca," by Puccini. Sometimes entertainment was arranged inside the Lycée; dances and film shows were very enjoyable.

On Easter Sunday we went to the Cathedral town of Chartres, where we saw the Roman Catholic Easter Day service, an impressive sight.

Our food was delicious and was varied so that we never had the same dish twice. I discovered why the French are celebrated for their cooking. I had several favourite dishes which will draw me back to Paris. It was a holiday which I shall always remember.

DOROTHY AMISS.

Switzerland Ski Holiday

On the evening of April 6th, 1955, a group of eager Bedans, led by Miss Metcalf and Miss Wedderburn, left Sunderland station. This was the beginning of a ski-ing holiday in Switzerland.

Engelberg is a popular winter sports centre, with an altitude of 3,810 feet. It is completely surrounded by mountains, which, at the time of our visit, were only capped with snow. The Berg-haus, the hostel at which we stayed, is built of wood, as are all the Swiss chalets. Miss Führer welcomed us warmly, made us extremely comfortable, and ministered to our whims and fancies.

We first met our three ski instructors, Coby, Walter and Teddy, at the funicular station. Arrived at the nursery slopes, we

struggled to put on our skis, and, under the guidance of the experts, we made our first attempts at ski-ing. At the end of four days we thought ourselves quite professional, and left the comparative safety of the nursery slopes for Trübsee, 6,000 feet up.

Stem turn, snow-plough, traverse, slip-step—these we practised repeatedly. The ski instructors would chorus "Allez oop!" almost willing us to fall. They told us to "More bend ze knees," and laughingly watched our precipitous course.

As we rested in the hot, dazzling sunshine we watched with amazement and envy the small Swiss children flashing down the slopes, stem-turning, snow-ploughing and traversing, full of confidence and joy. Would we ever be able to do that? Other skiers enjoyed themselves on the almost vertical Joch Pass. They hurtled down at tremendous speeds, coming to an abrupt stop amid a scurry of snow. We knew for certain that we should never conquer Joch Pass.

Every day we ate a packed lunch in the café on the ski-ground. There we "thawed out," as we drank hot drinks and chatted with Coby, Walter and Teddy. We all became great friends, and laughed, joked and sang together. After lunch we practised again, while the instructors skied down Joch Pass or performed breath-taking feats for us. At last, healthily tired and rosy, we returned to the Berghaus by ski-lift and funicular.

In the evenings we either relaxed in the hostel or went dancing in the small cafés and hotels. To the accompaniment of Swiss music we tried to dance, English style, while the other dancers whirled around, complete with ski boots and ski trousers.

Our ski holiday was a thrilling experience, and Switzerland proved to be a truly fairy tale country.

VALERIE STAFFORD, Form Upper VI.

Austria

A holiday in Austria: the thought conjured up pictures of mountains and lakes, castles, caves and other lovely things. The Anglo-Austrian Society arranged that Austrian boys and girls should have "exchange" holidays with English children, and three girls of the Bede School (myself included) each volunteered to entertain an Austrian for one month, in return for a holiday in Austria.

The month of entertaining passed happily. Later in the year, after about thirty hours of travelling I arrived in Austria. I was to stay in Vöcklabruck, a small town in Upper Austria, the gate-

way to the beautiful Lake District. My hosts, Dr. and Frau Köller, made me so welcome that in a few minutes I felt as if I had known them all my life. Although I could speak hardly any German, I was sure that I would get on very well with them.

My first thrill, after I had arrived there, came when I was taken to the Salt-mines. Instead of going down stairs to reach the level of the workings, we went down a long, wooden slide. When we reached the bottom, the seats of the thick suits we were wearing were red-hot. At the end of this very interesting trip through the mines we came out, in state, on an electric truck travelling at over fifty miles per hour.

I also visited the famous White Horse Inn on the Wolfgangsee. I know now why Benatzky and Stolz could write such delightful music about it. The inn stands against a background of mountains, lake and fir trees, and the flowers round the building add to its beauty.

Another excursion took us to the exciting Dachstein glacier and ice-caves. Here we saw fantastic carvings in solid ice, which, with the lights behind it, appeared blue, green, pink or lemon, according to its thickness.

Visits to the picturesque lakes and to the fine, old castles at Salzburg (Mozart's birth-place), and at Linz, all helped to make for me an exciting and enjoyable holiday in Austria.

JANET KIRTLEY, Form IV.C.

Need

Power is known
 Where mute, vast darkness soars above
 In twisting, carven trunks,
 Or dimly grey-massed walls.
 There silence sings
 And awe wraps round
 The roof far distant and the flagstones cold ;
 Steals over frigid marble shapes
 And gives them peace.

Beauty is seen
 Where jewelled crystal, gleaming 'midst
 Dim rock, its radiance hurls
 And transforms shade to shrine :
 Rich altar beams,
 Now loveliness,
 As the music echoes from sweet, mellowed pipes,
 Envelops all. Yet do we lose
 That which we seek.

For Love appears
 Not where the roaring silence soars
 In stone magnificence,
 With music's moving tone
 Its golden plea.
 Near sweating beasts, a Baby lies in hay,
 Adored by simple mother-maid—
 And Love abounds.

DOROTHY NEW, Form Scholarship VII.

A Dream of Treason

In this green-graved earth,
 My soul flames for
 A dream of treason.

By the winter-torrent I betrayed him,
 Outlined by the light of moon and lantern ;
 Gave him to the Roman cross-begetters,
 Hammered by a foul-mouthed kiss and wanton.
 But thirty silver coins pierced sharp my hand,
 To nails transformèd by the Light,
 And I repented treason,
 Forgive me, gentle hearer ;
 Judge in mercy.

Each Judas, each we hang,
 Betraying constantly,
 For Calvary is in our temples.
 The blood still falls
 And it is night.

BARBARA SMITH, Form Scholarship VII.

First Light

Across the dark, distorted plains
 Night stretches, low, mysterious,
 Stirring, then moving on,
 All dark and colourless ;
 Now a little pale,
 As moonshine, falling from the outer realm,
 Cold, unwanted, wandering
 To find some place among the folds of night,
 Gazes in wonder on the silent world ;
 Then flees, as night moves on,
 Slowly, endlessly, until a new paleness
 Approaches, as silent as the moon,
 And comes the dawn.

JOAN JOHNSON, Form Scholarship VII.

The Dancers

Instruments crash :
 The tempest strengthens,
 We are broken by the lightning
 And scattered by the thunder.
 A fresh-springing gale
 Whirls us and tears us,
 Hisses
 Through the fibres
 Of our bodies.
 Stars shine through us
 And waves break over us.
 Through the constant
 Changing tempo
 We are one with nature,
 Aware only of
 The beat, the rhythm,
 The beat, the rhythm,
 Which grips our bodies
 And drugs our minds.

DOROTHY NEW, Form Scholarship VII.

It's Fun Growing Cacti

The packet said, "It's fun growing cacti, because they are willing and good-tempered plants and do their best to thrive in spite of the lack of knowledge of the grower."

I was pleased with my purchase of seeds and carefully carried them home. Confident of success, I followed the instructions, never failing to give the seeds all the comforts they required. Within three weeks, the first cactus sprout appeared above the soil and I proudly pictured a bowl of flourishing plants—"all my own work."

This, however, was not to be; the treasures faded, but no, there was yet hope. One little green plant still showed above the soil. Daily I watered and tenderly cared for it. Success had come at last: I had reared one of the healthiest-looking weeds in existence. It certainly IS fun growing weeds.

PATRICIA WEBSTER, Student-Teachers.

Sands

Why do people prefer a summer beach ?
 There are swarms of flies,
 And swarms of people
 All cluttered in brightly-coloured confusion,

And children who have little else to do
 Than fling sand
 In one's eyes,
 In one's mouth,
 In one's hair,
 Everywhere.

I hear a ceaseless babble of pointless conversation,
 The penetrating sound of deck-chairs creaking,
 The chugging of filthy pleasure-boats
 The harsh discordant tones of tradesmen shouting :
 "Buy my drinks ! Drinks ! Cool drinks !"

I prefer a shore in winter
 With seagulls swooping
 On smooth, grey sands
 And crying plaintively ;
 With grey clouds gliding
 Low across a smooth grey sky.
 I hear a thunderous roar
 Of surf showering on shadowed rocks
 And watch spray stretching its frothing fingers
 Cliffwards.
 And a lone figure
 In misty solitude
 Shares the endless, intense beauty
 Of unleashed waves
 And sweeping gales
 And all the bleakness of a violent wintry shore.

PAT BERGSON, Form Upper VI.

Discovery

I wish I knew a hypnotist because, if I did, I should be able to tell him about my great discovery ; it is an infallible method for making one's mind a complete blank.

We all know that before anyone can succumb to hypnosis, he must relax completely and think of nothing at all, but have you ever tried to rid your mind of every single thought ?

I know that the mistresses at school think that most of us have nothing in our heads at all, but even if they are not full of historical dates and mathematical formulæ, we usually have plenty of thoughts about our favourite film star or the latest gramophone record.

To return to my discovery. To put me into such a state so that not a single idea could cross my brain, all he would need to say would be, "Try to think of a contribution for 'The Bedan.'"

It works like a charm.

DOROTHY KEENLYSIDE, Form Lower VI.

The New Forest Pony

In the clearing, shadowed by trees
 Some ponies stand quietly, pulling the grass.
 All is at peace—the gentle breeze,
 The melodious birds, the cars skimming past.
 With sugar in my hand,
 I quietly approach
 The timid animals.
 One looks round,
 Hesitant, he comes
 To investigate.
 His warm nose is nuzzling
 My hand trustfully,
 His wet mouth is seeking
 The cube in my fingers.
 Suddenly
 He tosses his head.
 He gallops away
 Wildly into the rough forest.

GILLIAN COLLINS, Form Lower VI.

Lindisfarne

The island of Lindisfarne, better known as Holy Island, lies off the coast of Northumberland. At Beal Point the sand widens and at low tide the island is connected to the mainland. The island, given by Oswald to Saint Aidan that he might build a monastery there, is comparatively small and the inhabitants are mostly fisher-folk.

To reach Lindisfarne from Beal one must travel, either on foot or in a very dilapidated taxi, over two miles of sand and three miles of road. The available taxis are tied together with wire and string and, since they often travel through several feet of water, they are quite rusty. Huge poles sticking up out of the sand act as a guide to those who prefer to walk.

On reaching the island one finds shops, houses, the ruins of a monastery, a castle, a church and a water pump which supplies the islanders with their water.

The castle was built during the Commonwealth period in the 17th century; it is situated on a high table of rock. The ruins are those of a Benedictine Abbey. On one of the walls are some chains to which, so runs the legend, was fastened a nun who had broken her vows. The Parish Church has beautiful stained-glass windows. The museum looks little better than a shed but inside are fine relics, some dating back to the time of Saint Aidan. In the middle of the village stands a memorial cross which in shape is not unlike the Cross of the Venerable Bede.

When walking along the short, twisted jetty, one may see the fishing-boats tied up and the nets spread out in the sun to dry.

The hoot of a motor-horn warns visitors that the taxi is ready and the tide is coming in.

Once more Lindisfarne must wait for low tide to be connected to the mainland.

VALERIE MUNRO, Form IV.Bm.

Lines

April brings the showers,
 April brings the rain,
 April sees the issue
 Of "The Bedan" once again.

Every worthy Bedan
 Knows an effort she must make
 To write a contribution
 Which the Editor will take.

Shall it be an essay?
 Shall it be in rhyme?
 Even this decision
 Takes a lot of time.

What shall be the topic?
 Shall it just be news?
 I hope for inspiration
 From the literary muse.

So here I sit with paper,
 A pencil poised to write;
 For brilliant ideas
 I strive with all my might.

I scribble and I doodle,
 I mutter and I sigh ;
 I think of this, I think of that,
 While time goes flying by.

And after many hours
 Of hope and then despair,
 I wonder if I'll ever
 See my effort printed there.

FREDERICA GRAHAM, Form IV.C.

The Disaster

In our household breakfast had just begun, and, as usual, my father was eating a large breakfast with relish, when the morning paper arrived. As was his custom, Father was the first to read it. He glanced at the head-lines and immediately, with a horrified gasp, pushed away his unfinished meal, stood up and staggered towards the arm-chair. The crumpled paper fell from his hands to the floor.

What was wrong? Had war broken out? Had Martians landed on Earth? With trembling hands I picked up the newspaper, hardly daring to look at the front page. The head-lines stared me in the face :

"Len Hutton Retires."

JOAN WALLIS, Form IV.Bm.

Wonder

I often see the blades of grass,
 And stop to wonder as I pass
 How beautifully the spear-points fine
 Are tapered in a perfect line,
 And from the tip a dewdrop small
 Hangs trembling in a glassy ball.
 The colours of the arching bow,
 The green-ness of the grass below
 Are caught within the pendent tear—
 A jewel luminous and clear.

GILLIAN DITCHBURN, Form III.C.

Country Song

The murmur of waters
 That flow to the sea ;
 The music in meadows
 Of birds that are free ;
 The cries of the peewits
 That hover and call,
 Unite in the anthem
 To Him who loves all.

BRENDA VAN HAM, Form III.C.

After the Sale

The shop is now deserted,
 (And secretly I'm glad),
 To be a salesgirl in the sale
 Can drive one nearly mad.

One snatches this,

Another that :

Some want a dress,

She seeks a hat.

"These gloves, madam ?"

"This handbag too ?"

—I've given her socks !

What shall I do ?

But now at last it's over,

I'm going home for tea.

Women and bargains all day long—

This is no life for me.

ANNE FAMBELY, Form III.C.

They

THEY say I must go to bed early ;
 I'm too young to stay up late ;
 But when there's a children's party,
 I'm too old, and for tea I must wait.

THEY say I'm too young for nylons,
 That make-up's beyond my reach,
 But when I want them to "mother" me,
 "You're too old for that," they preach.

I must not think about love,
 I'm far too young for boys ;
 But when it comes to Christmas,
 I'm far too old for toys.

Too young for this, too old for that—
 I'm just an in-between.
 THEY seem to make life awfully flat :
 But then, I'm just thirteen.

ANNE CORCORAN, Form III.Bm.

My Poem

I wonder if it bothers you ;
 I know I'm in an awful stew,
 I really can't think what to do,
 For something for "The Bedan."

I have ideas through the night,
 I try them out in broad daylight,
 But nothing seems to be quite right
 And worthy of "The Bedan."

I try a poem, but all in vain,
 Descriptive prose? I'm wrong again,
 I'm not cut out, this much is plain,
 To write things for "The Bedan."

Budding Shakespeares show their work,
 I try to give my brains a jerk,
 Oh! how I wish that I could shirk
 My item for "The Bedan"!

Now lifted is the weight of lead
 Which lay upon my weary head,
 For here you see before you spread
 My poem for "The Bedan."

PATRICIA DORWARD, Form III.C.

The Stranger

A scratch, a mew,
 A whisker white,
 A pink nose
 Searching ;
 Little paw
 Thrusting round
 Half-open door ;
 Round eyes,
 Beseeching, piteous, grey :
 We can't refuse you, little stray,
 You've found yourself a home to-day.

PATRICIA STURT, Form II.X.

Life in Ceylon

For nine years I have lived in Ceylon, which is an island in the Indian Ocean, situated about twenty miles from Southern India. Colombo is the capital town and it is an important port of call for ships and aircraft travelling from Europe to Australia, New Zealand, the Dutch East Indies and Burma.

As we were living only two hundred and ten miles from the Equator, it was extremely hot. We had no fireplaces in our home but instead, large ceiling fans in each room.

The native population live in one-roomed huts, made of bamboo poles covered with mud and thatched with leaves from the coconut palms, which are called "Cadjuns." The floors are of mud, well stamped upon, and the natives sleep on mats, made of rushes or dry grass. The main food is rice and curry, which is cooked over open fires, in locally made clay pots.

In the lowlands, coconut trees grow in abundance. To obtain the coconuts, the native men have to climb the trees. They do this by putting their feet through a small ring of rope. They then climb the tree, as you climb a rope, except that the rope grips on to the bark of the tree. When they reach the top, they cut the coconuts off the tree with a Kati (knife) and drop them to the ground.

The coconut is used for many purposes. First, the husk is taken off and dried in the sun, after which it is called coir. This coir is used to make ropes and coconut matting. Then the coconut is broken open, and the milk is thrown away, because the natives do not drink it, and have no use for it. The flesh is dried in the sun, and so becomes copra, which is exported to make soap and margarine. Sometimes, coconut oil is extracted from the flesh, and is used for cooking, and also for hair oil. The only thing left is the shell; this is used as firewood, or is made into charcoal, which the natives use for cleaning their teeth.

The men wear sarongs, and the women wear cotton cloths and jackets. These cloths are about three yards of material, wound round and round the waist, reaching down to their feet, and they wear sandals on festival days only. These cloths and jackets are worn for everyday wear, but on holidays and at weddings, gay coloured saris are worn.

Even though there are modern taxis and cars in Ceylon, rickshaws are still used, and bullock carts are the main means of transport.

Unlike those in England, the trees are never bare as the new leaf forms before the old one falls. The only tree which winters

is the rubber tree, and this is because it did not originate in Ceylon, but was taken there from Malaya.

Even though it is so hot in Ceylon, there are very wet times during the monsoon, which keeps Ceylon green and beautiful.

After living in the heat and beauty of the island of Ceylon, I look back on those days with longing when the cold English winters come along.

JANIS WINTER, Form II.X.

The Intruder

My geography's unfinished,
My divinity's a mess,
And of my mathematics
I couldn't know much less.

My French is untranslated .
My "Caesar" yet unread ;
The poem I learnt in English
Is still running round my head.

My Science book I've left at school,
My history's on the shelf.
There's nothing I have done for art,
Perhaps I'll draw myself.

I haven't done my music yet ;
(Pray, Miss Bernard, do you mind ?).
And in my English grammar
I'm about a month behind.

The cause of all this muddle ?
Why, don't you know that yet ?
An addition to the family—
A television set !

SHEILA CROSSLEY, Form II.Y.

Friends In My Garden

Friendly little sparrow,
Searching for some crumbs ;
How I love to see him
When the winter comes.

Chattering little blue-tit,
 Hanging upside down,
 Pecking nut and bacon—
 Pretty bird-like clown.

Fussy, greedy starling,
 Chirping overhead,
 Jostling for the titbits,
 Snatching at the bread.

Merry little robin
 Puffs out rosy breast ;
 Of all my cheery bird-friends,
 I think I like him best.

SHEILA THOMAS, Form I.Y.

The New Year Me

My family ask anxiously
 What in the world has come o'er me.
 I practise the piano early,
 Whereas before I did it yearly.
 I make my bed so neatly ;
 I've learned to talk discreetly,
 In fact, they one and all agree
 I am a quite, quite different me.
 When we go out
 I do not shout ;
 When there is rain,
 I don't complain ;
 When I fall down,
 I do not frown ;
 Oh yes, indeed, they all agree
 The New Year's brought a different me.

PATRICIA DENNISON, Form I.X.

Summer

Blue skies, heat haze ;
 Butterflies, sunny days .
 Warm showers, buzzing bees ;
 Pretty flowers, cool breeze,
 Holidays of sunny hours
 Happy days in shady bowers.

JUNE LAYBOURN, Form I.X.

