



CRESCAT IN HORAS DOCTRINA

## The Old Lennensian



*Newsletter of the Old Lennensians Association*

Autumn Edition

September 2022

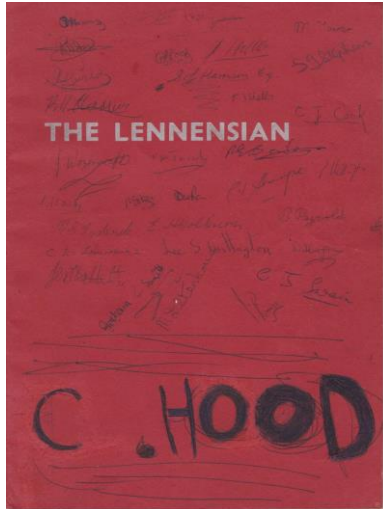


## A Word from the Editor

“Optimism is essential to achievement and is also the foundation of courage and true progress.”  
N.M. Butler

One of the things I often feel as a teacher of 38 years' experience is how lucky I am not to be teaching now. Many of my profession and age group feel the same. This is not simply because of the over- centralised, reduced funding, one- fits- all curriculum foisted on schools by our political masters, although those things have made the job of teaching far more difficult than it ever needed to be. The real issue is not quite knowing what effects the pandemic has had on the mental health of children in particular and of us all in general. We have had children going into Secondary School, having missed great chunks of their last years at Primary School, children going into exams with little experience of them and children who have missed the experience of being in school with their peers, socialising, experiencing pressure together and supporting each other. We cannot be sure how the pandemic has affected society as a whole, how many of us

now prefer the cyber world to real life or how to tackle problems we can't see. I'm not someone who believes that discipline is a purely external thing. At its best it is part of a shared co-operation which emerges from mutual respect and the right experiences.



Teaching was never purely a matter of telling children what to do but now, more than ever, it is a question of inspiring them.

And yet I am full of optimism. As someone very much connected with KES in a number of roles, I have seen the improvements made in the school over the last few years, not just through the lens of Ofsted but through my own eyes. I have seen well behaved and engaged children and listened to them telling me how much they like going to KES. Those things help to explain why this year's exam results were a 10% improvement on pre-pandemic predictions. The improvement in the school has been transformative not just remarkable and Sarah and her staff

deserve our thanks and congratulations for waking up the sleeping giant.

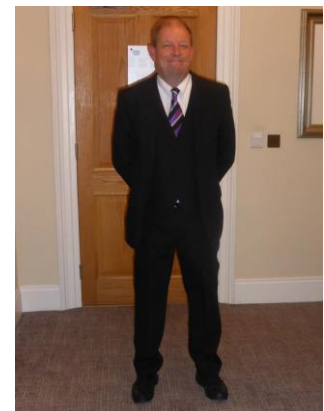
In addition to that, the DFE provided three million pounds to improve and restore the buildings at KES. Those of us there in the sixties and seventies might have felt that the heating and insulation, let alone the decoration, needed urgent attention then. Fifty years later it has been done and it looks superb. I particularly like the glistening railings outside which haven't been seen in their true colours for decades. Well done to the Inspiration Trust too for finding extra funding to pay for things outside the scope of the DFE award. We have come a long way from those times when a good school was meant to look clapped out. We are all affected by our surroundings and the changes will make a wider curriculum possible as well as encouraging pride in their school. Hogwarts is fine as an image but the school buildings are now fit for purpose.

As Chairman of the Association, I am very proud of our close association with the school. We are giving £5,000 towards the cost of equipping a new library. It will be spent on books because we believe that independent reading is the key to a better, more enjoyable future. We love the idea of fellowship, tradition and our shared memories. More than that we want to help the school give each pupil the best start in life because that is what we all deserve.



Andrew

Andrew Stephen, Chairman (School 1964-71)



# A Word from the Headteacher

Dear Old Lennensians,

As we welcome back students to KES to commence the academic year of 22-23, we open the doors to a beautifully renovated building. Our historic building has finally been given the tender loving care that it deserves. Three state of the art Science laboratories now adorn the ground floor of A Block, the old gym has been transformed in the newly named 'Lancaster Theatre', on the same level as two new drama studios, with two new music rooms above. The heart of Performing Arts will finally be able to beat again in our school.

All rooms in B Block have been redecorated, all equipped with smart screens to take our pedagogy that one step further.

We have reopened the old Dining Room, no longer classrooms, but as a large, bright Library with its floor beautifully sanded and restored to its full glory, keeping the love of reading and literacy at the centre of our school. Lovingly named 'The Lennensian Library' to honour the many old and new Lennensians that continue to support this great school.

It is funny how buildings have a tendency to revert back to their original form, as if the walls themselves have been screaming for it. If you are reading this and used to be a boarder, you will remember the dorm on the top of C Block. No longer is it two rooms, but is back to a large room that will house 6<sup>th</sup> form study and large group lessons.



It is only the first phase of the school's transformation. It has been a mammoth task, juggling many changes of timetables to shut blocks down, but what a historic day to be opening this new and regenerated building to the next generation of students to once again walk the corridors that lead to their success.

I continue to take strong steps to improve this remarkable school. The pace is not as fast as I would have liked, with the pandemic slowing down the rate of progress, but I remain undeterred in my resolve to make this school the school of choice again in Kings Lynn, or even Norfolk!

I hope to see as many of you over the heritage weekend, so you can see for yourselves the school's transformation.

This year is going to be a great year! No doubt with its own set of struggles for us all but I know we will continue to support our staff, students and community as we have done over the last few years.

Thank you, as always, to you all; King Edward VII's doors will always be open to it ex staff and students. It is your shoulders on which we stand!

Kind regards,

Sarah Hartshorn

Principal



## Salvete

We would like to trace any other surviving Grammar School staff (initially) and then any long serving staff from KES post 1979. Finding contact details isn't always easy so we would appreciate your help with this. Expanding our Honorary Membership will take time but we will do it. We are happy to receive nominations of worthy candidates.

A warm welcome is extended to:

### Members enrolled since last newsletter

Ben Griffin	Lancaster	2001 – 06
David Cass	Windsor	1968 – 75
John Payne	York then School	1963 – 65
Ian Seacombe	School	1967 – 74
Steve Caney	Keene	1969 – 75
John Chappell	Hon Member (staff)	1980 – 2020
Stephen Porter	Windsor	1972 – 79
Barry Featherstone	Keene then School	1961 – 64
Stephen Burns	Edinburgh	1969 – 72
Michael Brown	Windsor	1963 – 67
Andrew Steele	Lancaster	1963 – 69



## Valete

With sadness we record the deaths of the following former pupils and staff and we offer our condolences to their families:

### Leonard Vincent Barwick 1941-45 Keene

The school itself would have been on a war footing already when he arrived in the Autumn of 1941. Trenches with sandbags on either side had already been dug across the school field as a response to the fear of invasion and blackout curtains over the Boarding House. In these years too all pupils had to pay an annual fee for tuition of

£10--10shillings as well as have a uniform, sports kit etc. One other unusual reality for a newcomer would have been sharing the building with the evacuated Hackney Downs School....hence the boys of KES attended in the mornings while Hackney had an afternoon session from 1-15 to 5 pm. Leonard would also have been affected by the consequences of German bombing in the summer of 1942 which gutted the Boarding House and damaged a science laboratory at the front of the school. This led to Hackney pupils returning to London or being taught at King's Lynn Technical College. One of those pupils was Maurice Micklewhite (later Michael Caine) who left in the same year as Leonard though aged only 12.

In 1941 Leonard was placed in Form 1A and became a member of Keene House. The wartime SCHOOL magazines were not always detailed and the ones covering 1941-43 are not in my collection at home (but are in the Archives).

In December 1944 he is mentioned as playing on the left wing for Keene House 1sTXI though only under 15 himself and for the SCHOOL 2NDXI in the 1944-45 season with others being aged up to 18. He must have been one of the better players as it states: 'Barwick possesses a strong shot, but could improve his ball control'.....very few got a personal mention like this.

In December 1945 he is listed as one of 3 leavers from form 4A in the summer of that year.

I am sorry I can't furnish more information. Presumably aged 15 he then moved on to further education, training or employment locally or beyond.

I Bob Childs OLA Archives Manager.



Len is pictured third from left on the second row. He was renowned for his height at a young age.

### **Alan Mitchell 1956-63 Edinburgh**

### **Ian Smith 1954-59 Edinburgh**

had a relatively undistinguished academic career but left KES with school colours for cross country and, possibly, boxing. He married Cynthia Mace in 1967 and they lived in Gaywood for many years until moving to York. He died on the 28<sup>th</sup> of June.

### **Alan Whitley(Tim) 1951-56**

Alan, known commonly as Tim, was born in October 1939 and died on 7th July 2022.

He joined KES in form 1A in 1951 and left as a member of 5B having passed the School Certificate in 1956. His elder brother, John Leslie Witley (1932-2005) attended KES from 1943-48.

Witley Press, the family business in Hunstanton specialised in short runs, posters and programmes...including the Menu cards for the two OLA dinners held to mark the 2006 Centenary of KES. (Again, many thanks to Bob Childs.)

I am always sorry when ex pupils don't receive the recognition they deserve. Sometimes it is difficult to find information but we do our best. I am always happy to print further comment later should anyone wish to add anything. Ed.

# Officials of the Association

## COMMITTEE

President: His Honour Judge Peter Jacobs

Vice Presidents: The Venerable David Fleming, QHC, R. Booth, R. Carter, David Cobbold, D. Oliver, Dr J.B Marsters, T. Valentine

Honorary Life Member: W.O. Lancaster

Chairman: A.C. Stephen      Vice Chairman: M. Whittley

Honorary Secretary: M. Starling      Honorary Treasurer: P. Riches

Membership Secretary: M. Starling      Newsletter Editor: A.C. Stephen

Website Manager/Editor M.J. Walker

R.Childs Archive Manager/Editor

Ex Officio: Sarah Hartshorn, Headteacher

Without Portfolio: M. Fillenham, C. Prior, R. Waite

## From the Membership Secretary

### From the Honorary Secretary

Having now combined the previously separate roles of Membership Secretary and Association Secretary for a year, it seems a good time to change the title of this regular piece to that above...

At the time of writing, I am again looking forward to seeing members old and new at the various events during our AGM weekend. Our association continues to grow, with a steady trickle of membership applications from OLA's of varying ages.



Many of us are, I'm sure, thoroughly enjoying Bob Childs's wonderful website biography of Dave Perry. As one of the school's most inept sportsmen, it often surprises people that he and I enjoyed such a happy association. He once described me as a 'damn good organiser' – a tribute indeed from Mr Organisation himself – and found me countless roles to that end, including helping him with the famous Norfolk Sports. He proposed me for general colours at the end of the fifth form, thus enabling me to spend my sixth form years with a badge and braid on my blazer of which I'd never dared dream. I came to know Dave reasonably well in his retirement and was proud to attend first his wife's funeral and later his own.

Andrew often encourages members to contribute pieces recalling their life experiences to this newsletter. So, for this edition, here are some reminiscences on one aspect of my life – music, something which summons forth a plethora of wonderful people whose memory brings as much joy as the music with which I associate them.

I regard myself as first and last a musician; I've been many other things in my life, professionally, voluntarily and personally, but I'll be content with a treble clef on my tombstone. My late mother never tired of recalling how as a small child I responded to tunes I liked on the wireless by perching on the kitchen stool and 'playing the piano' on the draining board. I joined a church choir (of very creditable standard) aged about seven, thus beginning my musical education, and soon afterwards Aubrey Hood became my first music tutor, over the succeeding years teaching me piano, organ and musical theory.



I was also fortunate to have a musical godfather of great generosity. In February 1973 he took me to London as a belated birthday treat – my first experience of a first-rate professional concert. At a distance of half a century, I recall little apart from being utterly spellbound by the performance of the female cello soloist. This isn't surprising, as I was attending what turned out to be the last UK performance by Jacqueline du Pré. I can never listen to the Elgar cello concerto without thinking of both her and my godfather – and only the recording of her 1970 performance with Daniel Barenboim will do.

Few performers have left me so spellbound over the succeeding years, although the King's Lynn Festival, in what many would consider its heyday, brought premier division performers to the town. Closing my eyes on a warm summer evening, I am easily transported to St Nicholas' Chapel, the second half of the concert, so the sun virtually gone and the angel roof illuminated, and the peerless Dame Janet Baker singing. Or possibly a performance of Schubert's 'Trout' quintet. The Festival also brought internationally renowned organists to town and for several years I was fortunate enough to turn pages for them – a duty which usually requires perfectly timed stop changes as well as the page turning. Thus I met Peter Hurford (the outstanding Bach player), Dame Gillian Weir, the modest, amusing Roy Massey, and (my favourite) the fiery, glamorous Jane Parker-Smith. The first time I assisted Jane, aged about twelve and hopelessly in love with her, she took me to the pub for a gin and tonic and a cigarette between the rehearsal and the recital. Each time I assisted her in the years that followed, in various places across the country, she'd play what she called 'Widor's bloody Toccata' as an encore and insist

I timed her to see if she could shave a few seconds off her personal best. Her untimely death two years ago saw the musical world lose a great talent.

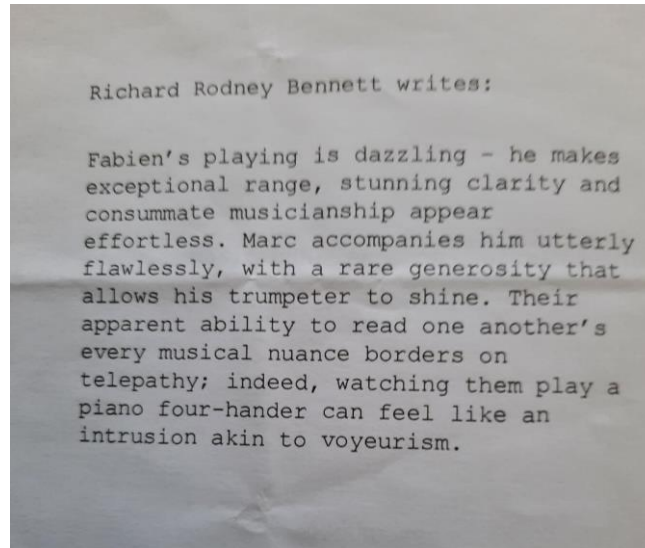
Possibly inevitably for a boy exhilarated by the sound of a large church organ most Sundays, I took up the instrument as soon as I was sufficiently proficient. In time, Aubrey gladly deputed the later timed of the summer Saturday weddings to me, so he could head off to play tennis. Like many organists, I had my own rude words to sing *sotto voce* as I ploughed my way through Wagner's dreary Bridal Chorus and Mendelssohn's Wedding March. I invariably played Mendelssohn's third organ sonata before the service, and hoped (usually in vain) that a bridal couple might choose either Purcell's or Jeremiah Clarke's trumpet voluntary instead of the usual diet.

Which brings me to Bach... Being asked to choose my Desert Island Discs is the stuff of nightmares – where to begin with a long-list, let alone a shortlist? I doubt I could choose eight favourite pieces by Bach, without even beginning to look elsewhere. But any list would have to include *Dona Nobis Pacem* from the Mass in B minor and the second movement of the concerto for two violins (to my mind one of the most beautiful pieces ever composed by anyone, anywhere). Of all his organ works, the Dorian Toccata and Fugue is for me unhesitatingly the pinnacle of musical achievement – particularly the elaborate and complex fugue. For the musically proficient reader, I'd suggest the moment at which the theme appears in the major key in canon between the top line and bass is absolutely sublime.

Returning to my youth, at about seventeen I met that doyenne of the East Anglian music scene, Lady Margaret Douglas-Home. Like many an aspiring young performer before me, she all but adopted me, deciding with characteristic certainty that I was a born accompanist (as opposed to soloist) as well as a pianist first and organist second. I suddenly found myself receiving what amounted to masterclasses from her (she was an outstanding pianist herself), for which she flatly refused a penny in payment, as well as being roped in to help with her impresario activities. Much of the time, all I was required to do was be charming to her protégés – as many were delightful students from the Royal College of Music, this wasn't onerous – and endlessly top up glasses (a role I've taken to my own ever since). In the days before most homes had telephones, she communicated with me by sending notes on British Museum postcards of classical statuary, which my mother considered faintly scandalous. Before long, she had me performing regularly across the region, usually at fundraising events in churches - any car journey in the area still has me smiling wistfully as I pass some long distant venue or another. Usually I was paired with another young performer, including a pretty cellist called Claire (hotly desired but way out of my league), a clarinettist called Max (public school and supercilious) and a violinist called Stephen (a precocious little cod prodigy and the only one I ever lost my temper with, telling him he couldn't keep tempo to save his life and wasn't Yehudi Menuhin).

And then a year or so later, a family friend told me her French pal's son was visiting for the summer – he was a good trumpeter and tolerable pianist. Would I spend some time with him, and possibly collaborate in a recital? Thus began five years of the most memorable music making of my life. Lady Margaret instantly recognised his exceptional talent and we were soon performing in any venue upon which she could foist us. Playing with Fabien was challenging, unnerving and exhilarating. (My limited French improved a little, though his English didn't.) My repertoire expanded to include rarities by the likes of Ropartz, Hubeau and Tailleferre, works I listen to today with nostalgic pleasure. Encouraged by Lady Margaret, we experimented with piano duets and found a rare compatibility in making four hands sound seamless. So, Ravel's

Mother Goose Suite and Fauré's Dolly Suite (the Berceuse will be familiar to anyone old enough to remember the radio programme Listen with Mother) are in my musical pantheon, as well as some lovely duets by Debussy and Clemati. I well remember Lady Margaret telling me to savour the exquisite duet playing experience, as it came to few and only with one person per lifetime – she was spot on. One of my few surviving souvenirs from those days is a programme with the



Fabien and I soon adopted John Stanley's Trumpet Tune in D as our regular encore piece (whether I accompanied on organ or piano). I can still play it from memory - along with snippets of Haydn's trumpet concerto - and want it played at my funeral. It never fails to cheer me and bles out from the CD player regularly, often on repeat, transporting me back to magical times; the best recorded version is unquestionably Maurice André with Jane Parker-Smith.

I'll refrain from listing various favourite pieces of choral music – many are obscure – but must mention Handel's Messiah, which contains a number of sections guaranteed to conjure memories. Having sung it countless times with choirs and choral societies, some of the choruses have special associations, but it is the arias and even recitatives which evoke the happiest recollections, from playing continuo several times on some flutey little portable pipe organ, and twice on a harpsichord. Though hardly an expert player, it's an instrument I love and am still fortunate enough to play now and then, courtesy of a friend who owns one. It also allows me – with at least an element of truth – to justify my lack of IT capability by saying, 'I'm a harpsichordist, I regard the piano as modern technology'. Bach's various concerti for two, three and four harpsichords are favourite listening.

With everything mentioned so far, it sometimes surprises people when I then declare myself a Carpenters fan – Karen's unique voice and Richard's fabulous songs. And, of course, I grew up with Abba. Several Pet Shop Boys' songs number amongst my favourites, including Being Boring (wonderful instrumental introduction), Jealousy (equally good instrumental ending) and Nervously (evocative lyrics). I'll also confess an admiration for Barry Manilow and numbers like I Write the Songs. And then there's Simon and Garfunkel and Bridge Over Troubled Water... To be cheered up, however sad, Kenneth Williams singing Ma Crêpe Suzette never fails, though it

has to be seen as well as heard. (It particularly amuses me that he and the actor Gordon Jackson wrote it one evening after too many sherbets.)

What don't I like? Well, most opera leaves me cold, as does ballet. And I'm with Thomas Beecham on brass bands – all right in their place, which is outside and several miles away. (As for bagpipes, I'd suggest hundreds of miles away...)

After nigh on forty years of playing in public, for a long while very regularly and later relatively infrequently, I decided music making was to become my private passion. There is seldom a day when I don't sit down at an instrument (and never one when I don't listen to something). But now it's just for me – although my god-daughter (herself a good pianist) cajoled me into playing for her wedding service recently.

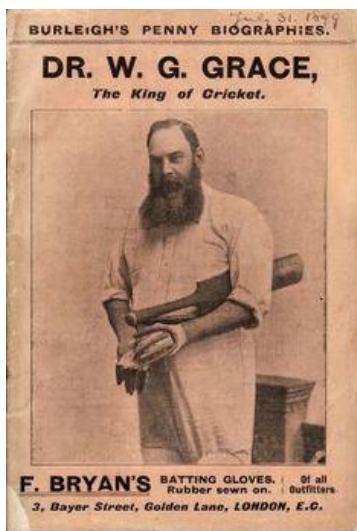
Every day brings musical joy, along with the sweetest memories of times past, times I was privileged to experience. Happily cooking in the kitchen, I sometimes find my fingers accompanying on the worktop whatever is on the CD player – full circle back to the childhood draining board! And, having mentioned Abba earlier, so often I find myself thinking gratefully: Thank You For The Music.

All good wishes, as always, to our members both at home and overseas.

Marc Starling  
Honorary Secretary  
Windsor 1975 – 82



## Forthcoming Events



### **OLS Sportsmen Reunion Wednesday November 16<sup>th</sup>, 2022**

I am delighted to say that Ted Barnes (Windsor 1956-64) has been successful in attracting a number of sportsmen who played in KES first elevens between 1961-64 to a reunion at Congham Hall. Many of the participants haven't met in several years and the event will be an opportunity to add another lovely memory to a considerable number of those which will be discussed on the day. Celebration and lifelong fellowship is what our Association is all about. I look forward to writing about it in the next edition.

## **AGM**

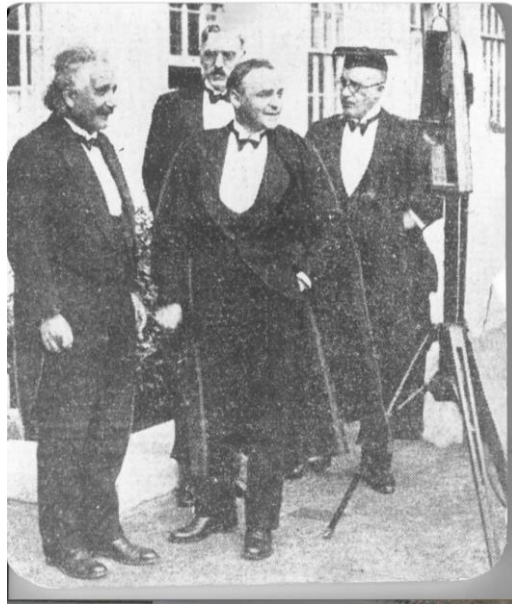
As I write the AGM weekend approaches. Some of us will eat together at Marriotts on Friday. The formal business takes place at noon on the Saturday, followed by a Gammon Roast prepared by the incomparable Cliff Prior. On the Sunday KES is open again for Heritage Day. There will be a display of former days at KES and the High School too. A number of OLs will be helping out which is only right, given all the help the school gives us. It will be another memorable weekend I have no doubt. Pop in if you can.

### **Annual General Meeting Saturday 10 September 2022 at noon**

#### **AGENDA**

1. Welcome
2. Apologies for absence
3. Minutes of 2021 AGM
  - 3.1 Approval
  - 3.2 Matters arising not covered by agenda items (if any)
4. President's Report
5. Chairman's Report
6. 2021 audited accounts and Treasurer's Report
7. Secretary's Report (including membership)
8. Report on Website and Archive
9. Approval of revised constitution
10. Election of committee
11. Any other business

Marc Starling  
Honorary Secretary



## **Old Lennensians' Association**

### **Constitution (Proposed.)**

#### **1. General**

1.1 The name of the organisation shall be the Old Lennensians' Association.

1.2 The organisation is the alumni association of King Edward VII School, King's Lynn (whether selective grammar school, comprehensive school or academy).

1.3 The aims of the association are:

- To foster a close relationship with the current school and support both the institution and its students
- To encourage fellowship between Old Lennensians and provide opportunities for social interaction
- To preserve and maintain archive material.

1.4 All official association events are open to all members.

1.5 The association seeks to promote values of diversity and equality and to be inclusive in terms of age, gender and all protected characteristics.

#### **2. Membership**

2.1 Membership is open to all past students and staff of the school on roll/employed for a minimum of three terms (one full academic year).

2.2 Membership applications may be made by post or via the facility on the association website.

2.3 Subscriptions are payable annually either by standing order, cheque, direct transfer to the association's bank account, or via Paypal (website).

2.4 A member failing to pay his/her subscription will be sent a reminder approximately one month after the due date. If the subscription is not paid within four weeks of the reminder, the membership will be cancelled and the member's details removed from the mailing list in accordance with GDPR requirements.

2.5 Long-standing overseas members who joined prior to the new website enrolment facility will continue to be exempt from subscriptions.

2.6 The committee may from time to time offer honorary membership to long-serving former staff and other persons deemed to have given meritorious service to the school or the association.

2.7 Membership records shall be maintained in accordance with the Data Protection Policy, which has been approved by the Information Commissioner's Office and is available on the association's website.

### **3. Committee**

3.1 A committee will be elected from the membership to manage the organisation on a day to day basis.

3.2 The committee will always comprise a chairman, vice-chairman, honorary secretary and honorary treasurer. Other officers may be appointed to manage specific areas of responsibility, e.g. membership, the website, the archives, the newsletter etc. Positions may be held in plurality.

3.3 The committee shall be re-elected at each Annual General Meeting, and may be elected en bloc.

3.4 Any member may propose a fellow member (with the nominee's agreement) for election to the committee. Such nominations should be forwarded to the chairman at least fourteen days before the Annual General Meeting.

3.5 The committee shall meet a minimum of four times per annum.

3.6 The secretary shall prepare and circulate an agenda prior to each meeting, to which all committee members have been invited to contribute.

3.7 The attendance of four committee members shall form a quorum.

### **4. President and Vice-Presidents**

4.1 The association shall appoint a President. In the event of a vacancy the committee will invite nominations and propose a candidate at the next AGM.

4.2 The President will chair the AGM. In the event of his/her non-availability, a Vice-President will be nominated to deputise.

4.3 Up to ten Vice-Presidents may be appointed from members who have given outstanding service to the association. Any nominations will be made by the committee for approval at the AGM.

### **5. Finance**

5.1 The financial year shall run from 1 January to 31 December annually.

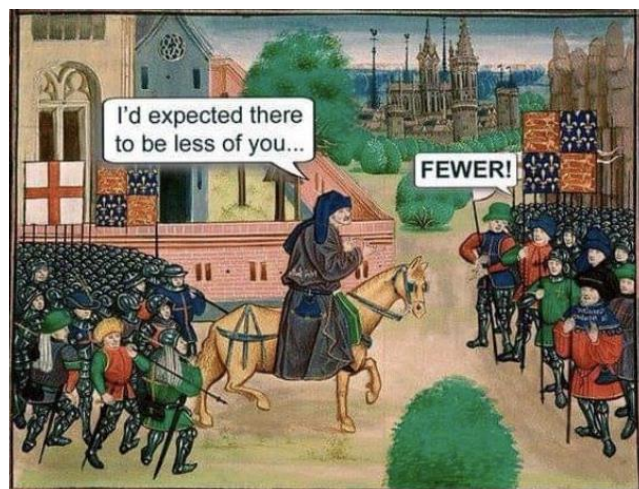
- 5.2 The treasurer shall prepare accounts annually and a draft will be presented to the committee.
- 5.3 The accounts will be audited by a suitably qualified person appointed by the committee.
- 5.4 The audited accounts will be presented for adoption by the AGM.
- 5.5 All payments will be authorised by the treasurer and a second officer (from a panel of not less than three appointed by the committee).
- 5.6 The annual subscription rate shall be fixed by the committee from time to time.

## 6. Annual General Meeting

- 6.1 An AGM shall be held annually, save in exceptional circumstances, in which case reports to members shall be posted on the website.
- 6.2 The date and time of the AGM shall be notified to all members in the Spring Newsletter (sent to all members by email or, where no email address is held, by post).
- 6.3 Any resolution for the AGM, other than those included by resolution of the committee, shall be proposed and duly seconded by any member and notified in writing to the Secretary at least six weeks before the AGM.
- 6.4 Attendance at the AGM and voting rights are restricted to members in good standing (those who have not paid subscriptions are not entitled to attend).
- 6.5 The attendance of twenty members shall form a quorum.
- 6.6 An extraordinary General Meeting shall be convened by the committee if called for by resolution of the committee or requested by at least twenty members.

## 7. Closure of the organisation

- 7.1 Any decision to disband the association shall be made at an AGM (or EGM).
- 7.2 In the event of the association being disbanded, any monies held following the payment of outstanding liabilities shall be donated to the King Edward VII School Foundation Trust (registered charity) for the benefit of the school.

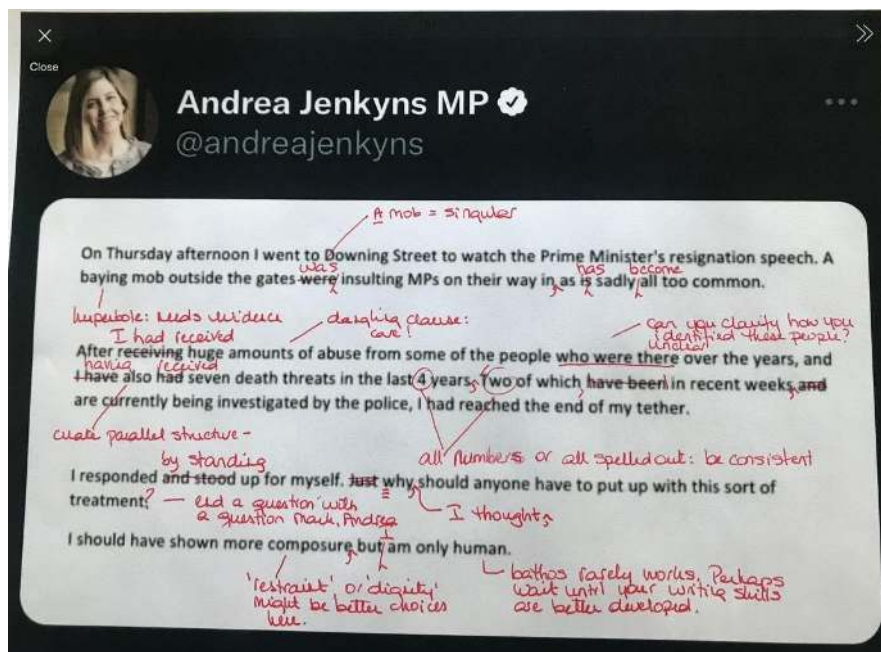


## Spring Lunch

We are looking for an accessible venue in King's Lynn to bring back this old favourite, which will be open to all members, partners and friends. Please let us have your recommendations.

# Reports of Events

As far as I know, there are none to report. There were of course efforts to restore golf and bowls events but I gather the response was disappointing. We all know that there is work to do after the pandemic to get people to spend time together. I am hugely encouraged by our increasing membership and by the levels of interest being shown on the Facebook Group Friends of KES. I know that our Treasurer would love it if we could come up with some events so that we can fill up the coffers a bit. It's great to see Ted Barnes' event taking off and wonderful too to see more young members realising that they are part of a great tradition. Grammar School, Comprehensive or Academy, all KES pupils become Old Lennensians. I celebrate being part of that tradition every day. If you have ideas for events just let us know or let us help you to organise one!



# Correspondence and Articles

## A Level Results Day [Lynn News article]

Staff and students have been on tenterhooks awaiting A-Level results this morning.

King Edward VII (KES) Academy recently joined the Inspiration Trust group of schools and caters to both secondary and A-Level students.

The academy has celebrated another year of level three success including 100 per cent pass rate in the new Cambridge Technical Sport and Physical Activity course.

This is the fourth successive year that 100 per cent of students achieved a place at university, an apprenticeship or full-time employment.



Sarah Hartshorn, principal at KES, said: "Our academy continues on our positive journey and this trajectory is reflected in our exam results this year.

"I am very proud of all our students, who have experienced an extremely difficult period of education over the last three years.

"They have been focused and determined to succeed despite the many challenges that have been thrown at them and they have not faltered in their resolve.

"Over the past three years 100 per cent of our students have achieved a place either at university, an apprenticeship or full-time employment, an achievement we are confident will be repeated this year.

"It has been a privilege to work with these students and we wish them well for the future."

Each year an exceptional student from is selected to receive the prestigious gold medal award from the Queen, and this year's winner is Thomas Lawlor.

The school says Thomas has been an outstanding student throughout his time at KES Academy and is truly deserving of the award.

They added, his academic ability and excellent work ethic is unmatched and has led to him achieving one A\* and three A grades.

Aleksejs Kravcenko, left, will be studying Computing and Creative Technologies at the University of East Anglia (UEA), with Will Scott who will study Sport, Physical Education and Health at UEA. Aleksejs Kravcenko, left, will be studying Computing and Creative Technologies at the University of East Anglia (UEA), with Will Scott who will study Sport, Physical Education and Health at UEA.

"His passion for maths and computer science is abundantly clear and he has demonstrated this through significant self-study and further research to develop his knowledge further and push himself beyond the subject specifications."

Thomas has decided to take a gap year and will be applying in October to study Computer Science at Cambridge.

The school has also invited him to spend some of his time tutoring its current Year 13 students in maths, computer science and physics.

The staff have no doubt that whatever path he chooses, Thomas will be extremely successful.

Other individual successes include Tycjan Gaj who achieved three As and will be going to the University of York to study computer science, Ema Tomkova who achieved A\*, A and B grades and will be studying history at King's College London.

Henry Newman achieved ABBC and will be studying biochemistry at Warwick, Aleksejs Kravcenko achieved ABBC and will be studying computing and creative technologies at the University of East Anglia and Ruby Kirby achieved grades of ABBC.



Callum Nichol said: "I hope to use these results to progress in the armed forces specifically the Royal Navy and Marines.

"School has gone by in a flash. One minute you're starting school, all of a sudden you're in sixth form and you've got your A-Level results.

It's surreal.

"King Edward VII has been amazing, the teachers have been incredible, I couldn't ask for anything better."

## The Anniversary

Faces stare back  
Across the years  
Silent accusations  
Of what we became  
And of what might have been.

Old photos, unfocussed,  
Blurred and vague  
Echo hints of fifty years fewer  
Of striving ,changing and searching,  
Never realising That there is no path .

Those I might have loved  
Or known properly  
Have moved on  
From those moments  
Where all seemed possible.

Paused for a moment  
The headlong rush to be grown up  
And fears carefully hidden  
From each other and from ourselves.

I did not belong in those pictures  
And those searing moments  
Only touched me for a while but they still haunt  
The attic of my mind.  
Andrew Stephen

It's perhaps a bit self-indulgent of me to put in my own poems. There is a story. Two originated during my sixth form days. I have reworked them it's true. I wrote this one when I saw some



photographs taken during that time. I've tried to evoke something of what it feels like to be eighteen. I remember it still, some of the people who I shared it with and most especially those who are no longer with us. Ed.

## **The countryside needs restorative justice**

During the second half of the 20<sup>th</sup> century, large-scale developments in agriculture and animal husbandry seriously altered the appearance and condition of the UK countryside, particularly in eastern England, where the patchwork of rural habitat that once characterised Cambridgeshire and south-west Norfolk was shrinking markedly. According to the Natural History Museum's recent Biodiversity Intactness Study, the UK is now one of the most depleted countries in the world in terms of biodiversity and natural habitat, with more than half of resident species in decline and 15% seriously threatened. Top predators have been hunted to extinction and native woodlands cover only 2.5% of the total land area.

The cumulative loss has been striking. Barn owls were once common in the countryside but now only 1.3% of farms in the UK have a breeding pair. This mirrors a wider decline in bird numbers, 90% of once abundant species such as sky larks, dunnocks, sparrows and lapwings having suffered severely. Hedgehogs and water voles have also declined, and bee populations have plummeted as the wild flower meadows they rely on have disappeared.

### **Redistributing costs**

Underpinning the problem is the public's need for affordable food, which presents politicians with the task of promoting measures to enhance biodiversity without risking food price increases. The true price of food has three elements.

- 1) cost paid over the counter
- 2) cost of subsidies - more than £3 billion is directed to agricultural every year, and
- 3) cost of dealing with associated health, environmental and social problems.

The latter is the largest and is paid by the poorest in society. Developments such as laboratory-produced meat may help, but not in the short term, so it remains important to encourage food production policies that will deliver quality food whilst keeping health, environmental and social problems to a minimum.

A healthy food production system will be self-stabilising as it imposes a lower cost burden on health care and social services which frees up funds to cover any enhanced costs associated with production. Environmental derogation is also less acute, so funds can be directed towards land-use and management strategies aimed at restoring some of what's been lost. This will not happen overnight but one of the few positive spin offs of the UK's exit from the EU is the opportunity to rearrange food production so that public health and the environment can be better managed.

### **Post-war food production**

Much of the decline started after world war two. Post-war agricultural policy concentrated on restoring the nation's morale after six years of conflict and privation had left people bereft of luxury and in dire need of food and shelter. So to increase production, farming became more mechanised, and tracts of previously-uncultivated land were brought under the plough. In the 30

years that followed, the systematic application of inorganic fertilisers and pesticides improved food output but depleted the soils of much of their natural fertility. Over the same period, a quarter of the hedgerows in England and Wales were torn up - hedgerows that for generations had provided habitat for small mammals, songbirds and a plethora of plants. This was carried out so that fields could be serviced by the increasingly powerful tractors and harvesters that heralded the arrival of mechanisation, and the light aircraft that sprayed the land with sweet-smelling, highly toxic chemicals.

As crop yields increased, multi-national corporations became involved and financed large-scale specialised farming businesses capable of producing huge quantities of food and equally large profits. Generated from economies of scale available only to large organisations, these profits remained almost exclusively in the hands of company shareholders and farm owners, and were of limited benefit to local communities. The number of small mixed farms progressively decreased, and livestock became confined to specialist units; so fertility for arable farms was delivered by artificially-manufactured inorganic chemicals. This was particularly so in East Anglia, where crop monocultures were planted in enlarged fields that received no manure and were never allowed to lie fallow and recover.

Attitudes towards the countryside were also changing. Soil that was once treated as a complex and vulnerable, living asset was regarded more as an inert basal growth-medium which when sufficiently primed with water, inorganic nutrients and other chemicals could generate high cash-crop yields to the exclusion of virtually all other vegetation. The countryside was an asset to be stretched and moulded to meet the needs of a hungry and exhausted nation, without the luxury of considering future generations or the longer-term well-being of the planet.



## Mechanised harvesting in East Anglia

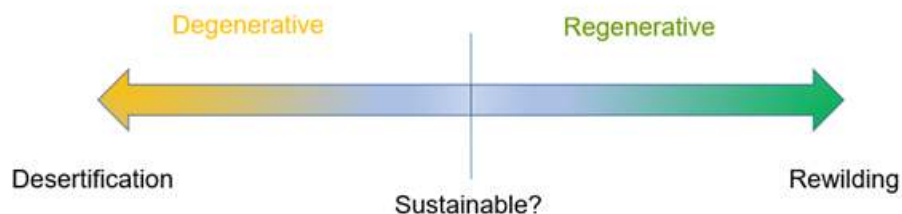
Livestock farming was also 'modernised' after the war, even though the process by which fodder is converted to animal protein is inherently inefficient - only about 17% by weight being deposited as tissue as the animals grow. Milk, meat and egg production increased enormously, with cows, sheep, pigs and poultry living shortened lives in constrained conditions, vitamin D and antibiotics administered to counter diseases induced by indoor confinement and over-crowding. To support the process, large tracts of arable land were given over to growing crops for animal feed.

The introduction of fattening units soon followed, in which animals are reared on an industrial-scale for supermarket meat. Although cattle could spend time grazing prior to fattening, some would be indoors in pens for a quarter of their lives. The potential impact of intensive livestock rearing has only recently been appreciated as global warming linked to greenhouse gas emissions accelerates – gas from the stomachs of cows being responsible for over 30% of anthropogenic methane release. Ruminants release methane to the atmosphere but fossil fuels are by far the main source of carbon emissions, so replacing intensively reared cattle with animals grazed on sustainably-managed grassland will have positive implications for global warming.

There were of course many positive post-war developments. Council houses were constructed and prefabricated dwellings erected to accommodate returning troops and displaced families. Public health improved with the advent of the welfare state and the National Health Service, and life expectancy rose from 65 years in 1945 to over 80 years in 2010. There was little unemployment, and car ownership increased, enabling people to travel more than ever before, but changes in the nation's nutrition were less positive. Britain was growing wealthier but diet-related diseases such as obesity and diabetes were on the increase. So rather than promoting the large-scale arable farms and intensive livestock units that eventually stimulated the fast-food culture, the government would have served the people better had it overseen the development of a more plant-based diet and smaller-scale, efficient and sustainable farming.

## Preserving the countryside – the ecology of sustainable farming

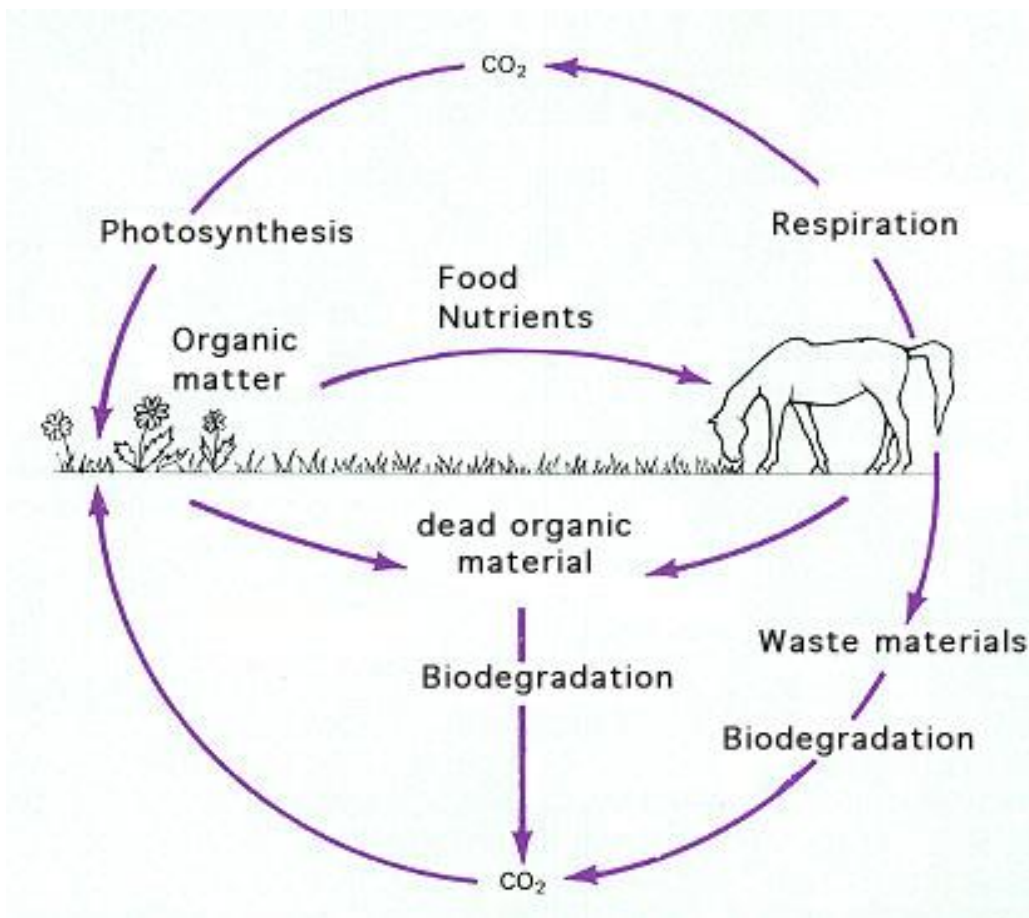
Ecologists and conservationists have always worked hard to preserve the natural environment but, with only limited resources available, had to target individual species or patches of habitat rather than pursuing harmonised and co-ordinated policies. More recently, holistic procedures such as regenerative agriculture and re-wilding have enabled a more positive relationship to develop between agriculture and conservation.



## Agricultural management and land use techniques

Sustainable farming is based on an understanding of primary and secondary production, the biological processes that once underpinned all types of agriculture.

When plants photosynthesise, they take carbon dioxide from the air and use the sun's energy, plus water and nutrients from the soil, to transform it into the carbohydrates needed to produce leaves, stem tissue and roots. This is known as primary production.



**The movement of carbon (C) between soil, plants, animals and the air**

Water and oxygen are released and support consumers (secondary producers) such as mammals, birds, reptiles and insects. Carbon enters the soil by way of the roots or as the plant

dies and decays. In the soil, microbes and fungi break it down into the inorganic nutrients needed for further growth. Plants are eaten by animals and converted to body tissue or discharged as waste, and herbivores are eaten by carnivores whose waste products return to the soil in a similar way. As well as supporting plant and animal growth, carbon gives structure to the soil and allows it to retain the water needed for photosynthesis. It can remain in soils for many years but can also be quickly released to the atmosphere by ploughing and tillage, and is depleted by repeatedly cultivating soils that have been deprived of farmyard manure.

This web of ecological interactions is an important component of the biosphere - the planet's life-support system made up of layers of interacting species' mosaics that generate the clean water, fresh air and environmental stability we all depend upon. It is an extensive and self-sustaining system that can accommodate episodic perturbations because its constituent elements have evolved together and exist in quiescent equilibrium. However, prolonged interference or mismanagement can cause large-scale disruption, as recent climate-change and species-extinction crises testify. Fortunately, as the ameliorative value of regenerative farming is becoming more and more recognised, measures can be introduced on a scale large enough to reverse habitat loss and species decline, as well as the worst effects of climate change.

## **Regenerative farming**

Regenerative procedures ameliorate intensively farmed land by revitalising the soil and improving the condition of terrestrial, wetland and aquatic habitats. Adopting procedures such as those set out below can prevent further environmental deterioration and restore some of what has been lost.

- **Cover crops** are species planted to slow erosion, improve soil health, enhance water availability, smother weeds, control pests and increase biodiversity. They are planted not to be harvested but to cover and bind the soil as it recovers after a cash crop.
- **Conservation tillage and minimal intervention** increase organic matter in the soil, improve fertility, and reduce water loss. In contrast, ploughing exposes the soil to the weather and increases the risk of erosion and of carbon loss through microbial activity.
- **Strategic crop rotation** - avoiding the same crop in successive seasons - reduces infestations and can eliminate the need for pesticides. Consistently re-planting the same crop can lead to a build-up of pests adapted to colonise a particular plant type.
- **Pasture cropping** involves planting seed in strips so that a mix of clovers, legumes and grasses (herbage) can be grown in between. The 'herbal ley' is periodically trimmed to prevent it over-growing the main crop, which can then grow under conditions of symbiotic 'poly-culture', making use of nitrogen fixed from the air by the 'herbal ley'. This eliminates the need for inorganic fertiliser.

## Re-wilding

Re-wilding is appropriate for land which has been farmed in an ecologically debilitating way. It aims to re-balance the relationship between people and the countryside by promoting nature-based economies and by allowing people to reconnect with the concept of wilderness.

As arable farming and intensive grazing are reduced, tracts of land will be freed up for re-wilding on a scale large enough to influence the surrounding countryside. These, or interlinked smaller habitat-units can become sufficiently rejuvenated by re-wilding to support small populations of native herbivores such as Red Poll cattle, Tamworth pigs and Exmoor ponies, as well as beavers which encourage natural wetlands to form and mitigate flooding events. In addition, nature tourism and low-impact tree planting for woodland regeneration may also be possible. At Wild Ken Hill in north-west Norfolk, and several other sites across the country, food crops are being sustainably produced alongside regenerative farming, re-wilding, traditional conservation and various nature and educational amenities that are open to the public.

In summary, re-wilding aims to deliver the following key outcomes:

- **To support the environment and local people.** This is done by allowing healthy, flourishing ecosystems to develop which can reconnect people with the natural environment and provide sustainable, local, nature-based employment;
- **To promote natural processes.** From meandering river channels to natural grazing, habitat succession and layers of predation, re-wilding reinstates natural processes and introduces key species where appropriate. It has no pre-defined target or end-state but allows habitats to develop naturally until they can eventually support a range of plants, insects, birds and animals;
- **To operate on a scale that will generate a positive legacy for future generations.** Re-wilding develops land and habitat on a scale large enough to influence the surrounding countryside. It can deliver long-term benefits and underpin a healthy and prosperous future.



**Exmoor ponies at Wild Ken Hill in north-west Norfolk**



**Beaver at work at Wild Ken Hill in north-west Norfolk**

### **What next?**

Large-scale intensive farming and food over-production have imposed unwanted costs on the countryside in terms of lost natural habitat and reduced biodiversity. Over-production has also increased wastage, with food regularly being left in supermarket bins or by customers too diligently adhering to 'use-by' dates. The cumulative loss has been striking but with good will and ambition from government, farmers and the public, land use and management options are available to prevent further decline and restore some of the natural countryside lost over the years. The eventual target is for at least 5% of the UK's cultivated land to be re-wilded, with 25% returned to more natural terrestrial and wetland land-use mosaics.

For this to be delivered, the public needs to be fully informed and actively involved. Their attitude towards conservation and habitat restoration is generally positive, most people being in favour of measures to rejuvenate the landscape. There is also widespread demand for action to address climate change and biodiversity loss, and this good will is likely to extend to regenerative farming and re-wilding, particularly if food price rises are buffered by increased efficiency by food producers.

Ideally, an objective debate should take place across target areas to promote and hopefully endorse the commitments below.

- To value the natural countryside sufficiently to press for the preservation of what remains and the restoration of some of what has been lost;

- To support a combination of agricultural practices that will enable good quality affordable food to be produced without further debilitating the countryside.

Change can be delivered by scaling back energy-inefficient intensive meat production and by encouraging further efficiencies in arable farming and supermarket practices. These would restrain non-sustainable farming and free up land for regenerative use, as well as allowing farmers to produce high quality food without over-production and associated wastage. The net effect would be efficient farming and more natural countryside. Farmers choosing to embrace such initiatives should be well rewarded so that sustainable farming for food can co-exist with regenerative farming and re-wilding.

### Government Legislation

The government has programmes of legislation that seek to deliver some of these environmental aspirations. Farmers will be paid to provide sustainable and regenerative environmental outcomes by way of DEFRA's Sustainable Future Incentive scheme.

#### The delivery of environment and climate-change remediation by way of the Sustainable Future Incentive scheme

2022	2023	2024	2025
Arable and horticultural soils	Soils standards	Agro-forestry	Organic
Improved grassland soils	Nutrient management	Low- and no-input grassland	On-farm woodland
Moorland and rough grazing (introductory)	Integrated pest management	Moorland and rough grazing (all levels)	Orchards and specialist horticulture
Annual health and welfare review	Hedgerows	Water body buffering	Heritage
		Farmland biodiversity	Dry stone walls

Payments will be structured around sets of land management actions known as 'standards'. Initially there will be two soil standards and a moorland and rough-grazing standard, with further rollouts as scheduled above.

There will be three levels of ambition, and farmers will be able to divide their land into individual parcels and choose which level of ambition works best for each parcel.

- The introductory level will pay farmers whose sustainable environmental activity exceeds the regulatory minimum and current good farming practice.
- The intermediate and advanced levels will include more challenging actions and will therefore attract higher payments.

The following schemes will also be introduced:

- Local Nature Recovery, which will succeed Countryside Stewardship and will deliver locally-targeted actions that make space for nature in the farmed landscape and wider countryside;
- Landscape Recovery Scheme, which will support the more radical long-term landscape-scale change needed for sustained environmental recovery. Projects will focus on the restoration of threatened native species and streams and rivers.

Additional funds will be available from the:

- Farming Transformation Fund - to help farmers improve productivity, profitability and environmental sustainability.
- Farming Innovation Programme - to help farmers invest in Innovation and Research & Development.
- Animal Health and Welfare Pathway - to contribute to the cost of improvements in farm animal health and welfare.

## **Epilogue**

In recent times, the environment has stumbled on the road to Jericho, and like the good Samaritans we all want to be, we can't leave it there to suffer. So let's do the right thing and not 'pass by on the other side'.

Phil Kerrison July 2022



Dear Andrew,

Please find below my contribution to the Autumn Newsletter which I hope is acceptable.

We all have memories of our time at KES - some good and others we would prefer to forget. Here are just a few of mine.

1. Being given my only detention by Mr. Jubb (Maths - remember him?) for asking to borrow a rubber when we were told to be quiet.
2. Being summoned to A.H.S's study regarding the theft of a pair of plimsolls. Someone had reported seeing me in the vicinity. After being interrogated by him and L.C.V. they accepted my explanation for being there. I don't know if they ever found out who took them!
3. Initially being surprised that all the masters except Dave Perry wore black gowns - some of them stained with ink.
4. During a Maths lesson in Harry's hut hearing a thud at the window overlooking King George V Avenue and Harry opening the window and telling a couple of lads who have thrown snowballs to "clear off or I'll call the police!"
5. Managing to come top of Aubrey Hood's first set for English for one term.
6. Managing to come bottom most terms in Harry's bottom set for Mathematics with Harry writing on my final report "Has no chance of success"

What are your particular memories?

Michael Fillenham, BEM (1957-63)



## Days Are For Remembering

This finger of shafted Sun  
Pokes the drowsy dust of dead night,  
And stirs the early morning visions,  
Dreams and fantasies  
Of the retreats and escapes  
Of the new-pounding mind

So begins a complex circuit  
In amongst the intricate morning thoughts,  
The memos and satisfactory conclusions  
And the careless afternoon's dozing  
And Sunday Sunbeams shine.

With such unhurried drift  
A peaceful blend of Nature's voices  
Not least yours  
Circles my dreams



## “SURELY NOT !”....

Members who have read the latest Staff biography on Dave Perry will be aware of the unexpected overlap at Thomas Hood school with a young Bobby Moore. Another intriguing connection came to light during my research. While Dave was attending Bexhill County School from 1932-39 there were a number of girls from Germany attending what we would call a finishing school

Anglo-German relations in the 1930's were quite complicated and certainly put under strain by an extreme nationalist leader determined to recreate another German empire and exploit weakness or division in Europe. Inevitably there were many people, not just Neville Chamberlain, who hoped that by being reasonable another dreadful war could be avoided. It is in this context that we can perhaps understand how the true story of Augusta Victoria College at Bexhill-on-Sea came about.

It was founded by Frau Helena Rocholl and by 1935 was housed in what is now number 128 Dorset Road, Bexhill....less than five minutes away from Dave Perry's home in Sidley. Apart from teaching the Cambridge



Certificate of Proficiency in English the College focused on health and fitness and social graces for about 24 girls aged 16 to 21. They were often well connected to German middle and upper class families as well as leading Nazis. Their class register included for example Bettina von Ribbentrop, daughter of Hitler's Foreign Minister.

We know some details thanks to contemporary press articles and an English au pair, Mollie Hickie, who worked at the College from 1935-39. Indeed Mollie donated an original blazer badge (see Image) which is now in the local museum. In 1937 a group of the girls in their light blue blazers with the swastika on their badge went to the German embassy. They met Hitler's War Minister, Field Marshal von Blomberg, presented him with a bouquet of carnations and the Nazi salute. (see image). Von Blomberg later visited the College and was quoted in a newspaper that the College 'is working for international friendship and good understanding.'

April 20<sup>th</sup> 1939 was a day for good Germans to mark Hitler's 50<sup>th</sup> birthday. At Augusta College a solemn celebration was held involving food, hoisting the swastika and singing Nazi songs. These observations were made by a new arrival at the College, Reinhild von Hardenberg, who was astonished by the ceremony. She like other girls was certainly NOT a Nazi.....indeed her family later played a major part in the failed bomb plot of 1944 to assassinate Hitler.



Augusta College closed hurriedly on the 26<sup>th</sup> August 1939 barely a week before the official declaration of war by the Prime Minister. This conflict turned the Great War into the First World War. It not only brought an end to Augusta College but their plan to open a similar college for German boys.

The last image is a still from a trailer for a new film based on these events starring Judy Dench and Eddy Izzard. Called Six Minutes To Midnight. While the story line may be fiction it still reminds us of a time when liberal values and democracy were in grave peril.....

Bob Childs August 2022.



THEIR WELCOME.—Field-Marshal von Blomberg, who is representing Herr Hitler at the Coronation, being welcomed at the German Embassy on his arrival yesterday by girls of the Augusta Victoria College, Bexhill, who present him with a bouquet of flowers.



## **AND ON THAT ARTICLE:**

Dear Andrew

Many thanks for the message.

A great article. Bob is to be congratulated.

My school memories of Dave are mixed as I was never very good at PE not football although I did play for the hockey team. However being a swimmer, competing in 100 yards freestyle and winning 3 years running (no pun intended) for Thoresby House in the school's annual event, and then for the school at Hunstanton and at Gt Yarmouth I was excused field sports and cricket to concentrate on swimming.

Post school when I lived for a few years on Gayton Road in the early 80s opposite the Conservative Club I used to meet him regularly at the bar and enjoy a pint and chat.

Kind regards

Michael Williamson

Bob, this was an excellent biography.

That he was brave and involved, comes as no surprise. There are only a few names from my school days that are welded forever in my memory and he is one of them.

Those of us who had any athletic or sporting skills would inevitably have had one to one attention from DLP. He singled us out. He was alert to our every mood and did not hesitate to find out if everything was in order. He made me feel special and when I returned from the long vacation in 1964 he knew I was distressed and quickly determined what was wrong (my parents were getting a divorce). He was a very physical person and did not hesitate to give me the hug I needed. It is no exaggeration to say that he changed the course of my life in those few moments. The following day he treated me as if nothing had happened, but I knew he cared. A couple of years later he advised me not to follow a career in sport, which hurt as that was my passion. He was right, of course.

Naturally, I think I was a special case but he probably reached out to many others in a similar way. Bless him.

Mike

Hi Andrew.

Thanks for all your efforts as usual!

Dave Perry on the Ducking Stool is such an Iconic picture. My father Les Watson built the structure and simple mechanism, he was at Patrick and Thompson, the timber importers on



the Tuesday market place and got the wood from there. We constructed it in the morning - a cool day for what I seem to remember was the first KES summer fete, 1977 perhaps? You can see how cool the day was from the three pupils wrapped up in the background. After the tail end of 1975 and the wonderful 1976 summers it was a real let down. I was lower 6th that year.

The idea (and it was DLP's idea) was simple, hit a target and a bucket was dislodged and cascade water over DLP ... but we couldn't get the tipping mechanism to work reliably, meaning someone had to physically tip the bucket. My mother is convinced that is me at the top of the ladder although I cannot remember the sweater. I do remember tipping the bucket a few times when some of the younger pupils were close enough. DLP had tried to get other teachers to sit in for a 'ducking', but

no one took up his challenge.

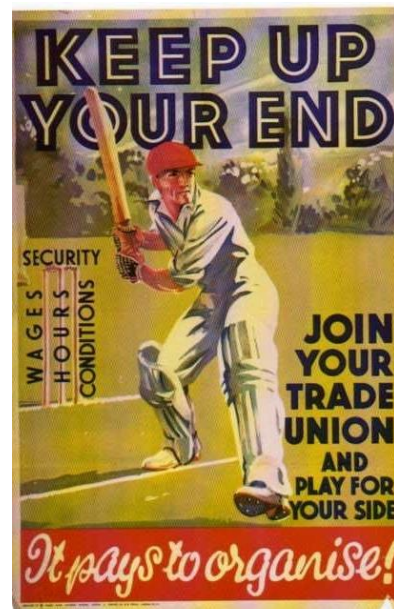
DLP was a personal hero of mine. He was instrumental in getting me into cross country at 12 years old, which started a running habit that has included marathons in London, Tokyo, and San Francisco. I see to remember you also shared a similar story.

Mike Walker when he used it in his book on KES

Anyway, keep up the great work you and the committee are doing!

Keith Watson

*Keith asks me to point out that it was Chris Nelson up the ladder rather than him. These are just a few examples of responses I have had to Bob's superb biography of Dave Perry. I am delighted that the website continues to recognise so many traditions and characters and to save them for all time. This is a wonderful achievement which gives us all an opportunity to reflect on the history which we all share. On my first Parents Evening DLP told my mother that he had nothing good to say about me. I am so glad he changed his mind and that his constant challenges and expectations brought out the best in*



*me. I look forward to meeting his daughter, son in law and grandson on Saturday, something I could never have imagined when I carried dirty running vests into his house after important Athletic events. Ed.*

## **Memories and Reflections of KES in the 1960s**

Tim Anderson (1963 - 1970)

In 1963 I was lucky enough to pass my 11 plus at St. James' Boys School, and this qualified me to study at Grammar School. I started at KES in September the same year. Though my family lived in Gaywood, I had been sent to St. James' as that is where my father had been to school back in the 1920s. My father was 39 when I was born, making me a late 'boomer' addition to our family. My father, his twin brother, and two of my mother's brothers had also been to KES, and I received advice on how to behave, what not to do, and how to get around one or two of the 'rituals.'

Some of my friends from St. James were to join me at KES, though some, as was usual for those who did not pass 11 plus, went off to Gaywood Park Secondary Modern (now King's Lynn Academy), or Alderman Catleugh Secondary Modern (now Springwood High School). This fork in the path of life opened opportunities for some, and closed off opportunities for others. I am now reminded of Robert Frost's poem, The Road not Taken:

### **The Road Not Taken**

BY ROBERT FROST

*Two roads diverged in a yellow wood,  
And sorry I could not travel both  
And be one traveler, long I stood  
And looked down one as far as I could  
To where it bent in the undergrowth;*

*Then took the other, as just as fair,  
And having perhaps the better claim,  
Because it was grassy and wanted wear;  
Though as for that the passing there  
Had worn them really about the same,*

*And both that morning equally lay  
In leaves no step had trodden black.  
Oh, I kept the first for another day!  
Yet knowing how way leads on to way,  
I doubted if I should ever come back.*



*I shall be telling this with a sigh  
Somewhere ages and ages hence:  
Two roads diverged in a wood, and I—  
I took the one less traveled by,  
And that has made all the difference.*

In my philosophy of life (if, indeed, it can be called that!) is the idea that as we travel through life we are constantly presented with choices, and choosing one path excludes the others. While we cannot decide for ourselves where we start in life, to a degree we are able to influence where we end up. Luck is certainly a major part of our outcomes in life, good and bad. Though we are not masters of our destiny, we can at least play have some influence in how our lives unfold.



To get back to KES in 1963. My father told me that within the first term all new boys, (yes, KES was all male in those days, the girls had their High School in King Street in the town centre, and also buildings at the previously mentioned secondary modern schools) would be subject to 'The Holly Bush.' Apparently going back to the days when KES first opened the holly bush, which from memory was to the left of the front of the school as you left the main doors, I may be wrong in this detail, was where new boys were thrown by older boys as a form of initiation to KES. With trepidation I eyed this bush in my first week, but I think my father's advice was maybe 39 years out of date as I was never propelled into that or any other bush, and neither were any of my friends and classmates.

In my first year the Head Boy was Robin Ship, whose girlfriend (later his wife) was one of my cousins, Janet Scott. Maybe that fact, a link to Robin, may have given me some status that I did not deserve. Probably not, though.

At Primary School I had found that learning came easily to me. The teachers were friendly, encouraging and supportive. From St. James' I remember names such as Mr Playford, Mr Harrison, Mr Warner, the head Wilf Baker (a distant relative of my father), Mr Preston. At KES the atmosphere seemed to me to be somewhat different. I found that I had to pay more attention and put in more effort to make progress. In trying to remember names of teachers and their subjects I came up with the following list, obviously there are gaps in my recollection:

Mr Beaumont for Latin (fond of muttering 'silly arse' under his breath.)  
'DES' Smith for biology.

Mr Tobin?? for physics

Andy Wilmore and Mr Seaman for Chemistry

Mr Fisk for Art

History - cannot remember the teacher's name, but I gave it up as soon as possible. Strange that now I am a keen history buff, maybe because I have lived through some of it.

Geography - again a blank, I enjoyed it, but was refused progression due to poor exam results. We had a partial eclipse of the sun during one lesson which we observed through a pinhole piece of cardboard. I used this technique when we had another eclipse a few years ago and taught my younger daughter how to do it safely.

'Bunny' Bayfield for Maths - he had also taught my father! I remember him saying that he had worked on the Gold Coast (now Ghana?) A great character, but woe betide you if he thought you were not trying hard enough! Despite his fearsome looks and demeanour I really enjoyed his teaching.

Harry Thornton, though I never had any lesson from him (Maths) he was my next door neighbour and he had four daughters. He never had a car and always walked to school from Gaywood.

I know that I took English Literature and Language, but for the life of me cannot recall my teacher's name, or, in fact, much of what he taught me. I am sorry about that. I wish that I had paid more attention at the time.

Woodwork - am I right that it was Mr McCall? Certainly a character, pipe smoking, huge moustache, very patient and kindly.

French - cannot remember.

Mr Sleigh - 'The Beak', headmaster, with a tobacco stained moustache, Yang.

LC (Elsie) Vernon, Deputy Head, kindly, nurturing, Ying to Sleigh's Yang.

Mr Hood for music, a quiet, sombre man, very gaunt looking.

Whereas before KES I found learning straightforward, I struggled a bit in year one - maybe having to wear shorts throughout the year, and a cap when out of school was to blame! My father went to Imperial College to study Physics back



in the 1930s, and because of his influence and example I had a bent towards the sciences. Unfortunately after year one I was put in the second set for science, which upset me, so I worked hard at it and managed to get promotion in year three. In fact I was an average student in every subject and if I could have worked harder I might have achieved better 'A' s, but there it is, a Road not Taken.

There was an experiment in Year 4 where some students took three 'O's a year earlier than normal, and so, in the summer of 1967 I achieved my first three, in Maths, French, and English. This enabled me to take another seven a year later (and another 'O', General Paper, with my 'A's at age 18) to allow me to boast of having 11 'O's, though with very mixed grades! When Latin was no longer required for medicine at Oxbridge in the late 1960s we were allowed to drop the subject, in any case most of us were not going to go on to be medical students in any case. Having got my 'O' in French, I took Spanish for a year and passed at 'O' a year later. I also started Russian while doing 'A's, but found it too unrewarding so did not take it to GCE. My father was fluent in French, having spent holidays in France as a boy, and spoke some German as was usual studying sciences in the pre war days. Father's twin, George (double first from Emmanuel Cambridge in modern and medieval languages), also spoke several languages and was serving in the Commonwealth Office as a diplomat. Since leaving school I have worked in a number of countries, and have found that I have some capacity for languages, and can speak to varying degrees of proficiency in French, Spanish, Italian, Dutch, German and Korean. I have tried Russian again, but still it fails to penetrate my brain.

As to sports, I played for my house (Keene) in several events. Football, Cricket,



Athletics, Swimming, Cross Country and High Jump, though I only once represented the school at one event against Wymondham (may be wrong on that detail) in, of all sports, Shot Put. As then and now, I am a gangly 6 footer weighing just over ten stone, not really in the shot put mould, but maybe all the better shot putters were not available that day! In any case, it is all in the technique.

I am sure all my contemporaries will remember the swimming pool, always cold, and uninviting. Swimming competitions between the houses, were held, I recall, at the town baths, also

open air and cold in the early season. I remember that there was an initiative by the council to build an indoor pool, titled 'The Dolphin Club' I think, but it took too long for me to have ever been able to use the pool. Did it ever get built? I moved away from Lynn at age 18 and never really came back to live there.

I was told by my father that Keene House was established while he was at KES, and that he was one of the boys to choose the house colours. Blue and gold are my favourites colours to this day, and on going to KES I had asked specifically to be in Keene House.

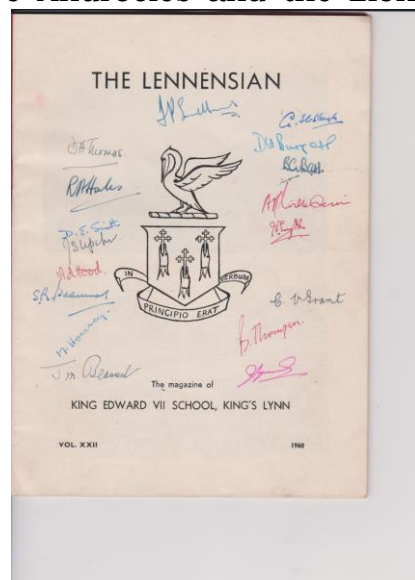
One of my worst decisions was, in year one, to join the Acting Society (may have had another name.) The production was to be Androcles and the Lion, and I played the titled part - Androcles. Well, long story short, I demonstrated to everyone, including myself, that I had little in the way of acting or dramatic ability. Another path not taken subsequently.

In the sixth form I was appointed as a house prefect, and for a time ran the tuck shop - I seem to remember it was Mr McCall who received the takings each day. I never achieved the dizzying rank of School Prefect.

Mr Sleigh permitted six formers to take over the old CCF cadet hut, which was beyond the tennis courts by the railway line. At this time many boys were in the habit of having a crafty smoke out of sight of the buildings. The opportunity presented by the hut was too good, and groups of us would retire there at breaks and for 'PS' (Private Study) which would normally entail plenty of tobacco smoke. On one occasion, a damp and misty day, we were surprised in the act as Mr Sleigh came through the door unannounced - the lookouts had failed in their duty - would not have happened in Slag Luft 5. There we were, maybe ten prefects and others, merrily smoking, and the air was a fug. Did he chew us out? No, he just sat down on one of the easy chairs and asked a few reasonable questions, then left. Relief all round!

Some random memories:

- BBC Top of the Form competition in 1964 or 1965 being held in the hall - we came second.



- In one of the corridors there was a copy of JMW Turners painting 'The Fighting Temeraire,' I was somehow drawn to this picture and often gazed at it on passing by. I have a copy of it in my home today. I have studied Turner's paintings and have tried to paint my own copies of some of them. The Temeraire still fascinates me, though, and have never tried to copy it. Besides probably being beyond my modest painting abilities, somehow I believe that it would lose its ability to fascinate me if I tried to recreate it. Maybe it is better for some things to be enjoyed as a whole rather than being dissected and analysed.
- We were told that during a music (rock?) concert held in the hall that cracks had appeared in the roof, and therefore no loud music could be played from that time on. Was this true?
- The weeping willow tree alongside the lawn, what a magnificent tree.
- The ditch/stream along the western side of the playing fields where boys tried to leap across in one go. Several muddy shoes resulted.
- Summer term 1970 (maybe 1969), building new sight screens for cricket in the woodwork shop with Mr McCall, very enjoyable. He taught me how to think thrice, measure twice, cut once. Useful for life in general. Also, do not start until you have a plan!
- The cold and draughty toilets.
- The annual school photograph sessions on the area in front of the main doors.
- Prefects taking turn to read the bible lesson at morning assembly.
- The smell of formalin in the biology labs.

From the age of about 15 I realise (now) that I became distracted by the four 'B's (Birds - young ladies, motorBikes, toBacco, Booze.) Rising hormone levels, and other effects of adolescence resulted in me losing focus. My attention was definitely on things outside KES. More roads not taken. My 'A's were a fair reflection of the effort that I had made, modest. I can only take responsibility for the decisions, choices, that I made. Life has brought me opportunities, some of which I took, some of which I did not. I am where I deserve to be in life. Through my life I have only rarely looked back, preferring to look forward, mostly. I have a metaphor which I use, 'The Rear View Mirror.' In this image, the rear view mirror of a car occupies a small percentage of the windscreen area. Only spend a similar percentage of your time looking backwards, looking forwards is more important, if only to see what is coming towards you!

KES certainly helped to mould me, and my life would have taken a very different path if I had not been able to study there. In one of those 'Daddy' habits, whenever I visited Lynn with my wife and children I always pointed out

to them when we passed KES 'that is where I went to school.' This was invariably followed by groans and rolling eyeballs from my very tolerant womenfolk. I think this demonstrates that in some measure the school was, is still, important to me. It is certainly true that KES opened up some life paths for me that made me what I am today. But, what of the roads not taken?



Tim Anderson

#### Letter from Australia

Hi,

Just a line to say the picture of the art room took me back - it was where I first saw how reflections made a still life.

Did art A level - Textile design at Uni and have designed for the rest of my life in various ways.....

Currently designing research brochures for industry partners at UWA in WA.

Thank you and yours.

**Yours**

A handwritten signature in blue ink, appearing to read 'Llandis'.



Professor Llandis Barratt-Pugh

## School House-Some Memories

Most of my time at KES was spent in the boarding house which I joined in 1962 in my second year. I shared the junior dormitory with fifteen or so first and second years and two house monitors ('Harry' Harrison and 'Willy' Gunton). House prayers happened at 9pm and were led by a master and prefect who stood in the doorway between senior and middle dormitories. Lights out was immediately after prayers, at which time all talking had to stop.

Talking after lights out was against the rules but was only a sin if you got caught and didn't own up, as this meant punishment for everyone. Owning up usually resulted in a slipping. The event took place in the prefects' washroom on the top floor and the recipient would bend over a canvas chair so that the target rear-end could be battered. The prefect carrying out the sentence would take a short run and then hit with the heel of a leather slipper as many times as he deemed the sin deserved. Boys would sometimes try to reduce the impact by sliding a folded comic into the rear of their pyjamas but this rarely went undetected and invariably resulted in an extended sentence. I remember receiving a slipping that bruised my backside so much that my

parents paid a call on senior housemaster Mr Beament, without my knowledge thankfully, as the reprisals for any hint of 'sneaking' would have been worse than the slipping.



Richie Pinder joined the House as a senior around this time and went on to become head boy. He had spent his early years as a dayboy and had attained the rank of school prefect so was immediately made a house prefect. One of his first tasks was to patrol the top floor corridor after lights out on an evening when a

spirited and generally fearless first year had decided to climb up onto one of the arched windows in the east wall of the dorm', from where he delivered a running commentary on the world outside. Ritchie heard the commotion and burst into the dormitory but being new to the task and having never slept in the dorm' himself, did not realise the importance of switching on the lights as he entered. The first year remained perched high over his bed as we all received a gentle interrogation from Ritchie who was a Sgt Wilson kind of character, a thoroughly nice chap who seemed not to notice the body up in the 'Gods' and of course gave us all the benefit of the doubt.

I labelled myself a 'mod' from my fifth year onwards and bought a 150cc Vespa soon after my sixteenth birthday. Each term, there were two weekends (either side of half term) when boarders were permitted to spend Friday and Saturday nights at home, if

home wasn't too far away. On Saturday evenings of 'long weekends' I would ride the four miles from my home to Kings Lynn to catch sight of any 'modettes' who would gather at a Methodist youth club run by Len Rush, a local man who had the delightful honour of being the keeper of the queen's pigeon loft. The youth club was frequented by boys who like me, were looking for girls but were not quite cool enough to go to 'The Whisky' in the centre of town.

A friend and I ran the bottle stall at the school fete in summer 1968. We discovered that someone had generously donated a bottle of South African sherry which we hid behind the leg of the table on which the remaining items were displayed and raffled. After the fete, we necked the sherry and headed into town, returning before lights out and just in time for me to posit my share of the sherry into one of the downstairs loos at 141 Gaywood Road, the terraced house owned by the school. To this day I am unable to face the taste or smell of sherry.



After A levels, I took a trip to the south of France on my scooter. Before the journey I worked on the Vespa in the back room of 141 Gaywood Road, de-coking and polishing the piston and cylinder head and fitting new brake shoes. It'd be a health and safety nightmare these days but at a time when formal risk assessments were years away and to his great credit, Mr Smith gave me his blessing. It took a week for the scooter to get me and my pillion passenger and our tent and bags to a beach near Toulon where we spent a fortnight in the sun before heading back to Norfolk and our exam results.

**Phil Kerrison      1961 – 1962 (York); 1962 – 1968 (School)**

*Of course I can relate to much of this. I am still in touch with many fellow boarders who all remember that school was our home and that fellow boarders were our . In many ways we were blessed. Some other friends of mine ask me if I consider myself a survivor, with limited emotional range an inability to commit and an aggressive fear of authority. You can judge. I was never really a victim of bullying, although I knew people who were. Perhaps I didn't stand out enough. What I remember most is shared activities, long walks and climbing on the school buildings, a thought which made we wince now .It was a very hierarchical life but I think it made us independent and competitive. I didn't like all of it but I know how much it shaped who I am now. For good or bad. Ed.*



# **Fifty years of hurt! Guilt-ridden former Navy instructor, 60, organises rematch of 1972 schoolboy game after old pal tells him his crucial goal was actually a foul**

## **Graeme Jones equalised in the final seconds of a school match 50 years ago**

Mr Jones, now 60, controversially shoved the keeper with the ball over the line  
He decided to 'put right a wrong' by organising a rematch with the same line-ups  
Karma came back to bite as his side fell to a stunning 6-2 defeat to their rivals  
By DAILY MAIL REPORTER

When Graeme Jones scored a vital goal for his school 50 years ago, he celebrated as only a football mad ten-year-old would.

Little did he know, players on the other side have borne a grudge against him ever since – because the goal that deprived them of a win was a foul.

Now Mr Jones, 60, has finally 'put right a wrong' by organising a rematch with exactly the same line-up as the one in September 1972 when – in the final seconds – he shoved the keeper with the ball yards over the goal line to earn a 'dubious' draw.



Mr Jones spent 18 months assembling the teams from his school, Gayton Primary, and St Peter's CofE in the Wirral for the rematch, which took place on Saturday.

But it seems karma came back to bite – because his team fell to a stunning 6-2 defeat to their rivals.

Though Mr Jones, a former Royal Navy training instructor, was disappointed with the result, he said he could now put his 'demons to bed'.

Graeme Jones spent 18 months arranging a football rematch because he wanted to 'put a right wrong' after controversially pushing the goalkeeper over the line to earn his side a draw in 1972

The former Navy instructor (pictured back right) found out that the other side had borne a grudge all this time over the manner of the goal

50 years on, the Gayton Primary eleven came back together to recreate the game and the photo, with Mr Jones pictured back right again

Mr Jones (pictured heading the ball), now 60, managed to assemble the exact same line-ups his school, Gayton Primary, and St Peter's CofE in the Wirral for the rematch

'We got stuffed because they had to bring on a couple of ringers,' he said.

'But my conscience is clear now, and we would have still lost regardless.'

Mr Jones came up with the idea for the match during lockdown in 2020 after finding a cutting of a photograph of his old squad.



Mr Jones even managed to contact his old PE teacher, Alan Jones, who awarded his team their controversial equaliser

When he shared the idea with his neighbour Craig Allen, who scored the opposition's only goal in the 1972 game, he was shocked to find there was bad blood.

'He told me, "I remember that game, and I've never forgiven you. You shoved the goalkeeper about ten feet behind the line

in the corner in the dying minute, and your school PE teacher gave the goal.'"

Mr Jones added: 'I was a centre half back in the day, and I just came up and bulldozed my way through.'

Over months, Mr Jones tracked down the original players, and posed with them in a recreation of the team photo on Saturday. He said: 'I had to bully a few people into doing it. The opposition got a team together, but I gave them some leeway on their side in terms of age.'

*He even managed to contact his old PE teacher, Alan Jones, who awarded his team their controversial equaliser. Now in his mid-80s, he was given the honour of observing the coin toss ahead of the game.*

*This was sent to me by my Korea correspondent Mick Breen. It comes from the Daily Mail so it may be unreliable. There ensued a three way conversation about the implications of putting right an ancient wrong and what we might have to do as an equivalent. Andy Steele suggested*

*a rematch with Burebank whose students suffered at the hands of rough Grammar School boys during fixtures. They were a little like Lord Fauntleroy and the school no longer exists. Suggestions anyone? Ed.*

## A Taste of Melancholy

Do you think of me now  
When the dark drags me away?  
Mournful choirs, the tragic organ notes echoing in ruins.  
Neglected graveyards are what I see.  
Yet this is dissatisfaction  
Of the deep, intense, loving kind  
The wind whispers your name  
And the trees laugh no longer

But seem to sigh my contentment  
All those different notes  
Now seem in harmony  
Our endless walks Where life bubbled with joy  
In the dappled afternoon sun  
Or dozed contentment  
In the gentle rain  
Of comfort.  
And so,  
I will be on my way again  
Ready to return  
Travelling dream struck  
Into our night.  
ACS



## Who Recognises these Chaps?



## And finally.....

“I have been and still am a seeker, but I have ceased to question stars and books; I have begun to listen to the teaching my blood whispers to me.”

Hermann Hesse

I suppose one of the benefits of belonging to an Association like the Old Lennensians is the opportunities it presents to compare your experiences with other people's. One of my great joys in recent years has been to see the development of a website which will save those memories for all KES pupils for all time. I am so pleased that Dave Perry's contribution to the school has been given a greater context. Not everyone has the same memories of teachers who inspire them but he inspired me, as did John Smallwood and Ken Gregory. The importance of inspiration cannot be overestimated. Whatever government does to education, and sometimes they seem determined to undermine the professionalism of teachers, good schools will always be characterised by the ability and dedication of teachers. The present school is blessed with plenty of these.

I always enjoy reading people's accounts of their time at school and relating it to my own. My own experience involved a lot of sport, learning about Rock Music, Discussions about politics and the encouragement to read.

Whatever else we may have got up in the former Cadet Hut, my abiding memory is of sixth formers carrying paperbacks in their blazer pockets. We were poseurs perhaps and referred to as pseuds....in the parlance of the time. More importantly we encouraged and competed with each other, something which has been difficult during



pandemic times. It pleases me no end to see that independent reading has such a high profile in today's school. It is absolutely the right policy. Today's pupils may not develop a taste for Hermann Hesse as I have but I hope that they discover authors who will be a source of pleasure and wisdom for all of them throughout their lives.



As I write, I note that my constituency MP has been elected as Prime Minister. I think she has done a good job for her constituents but I worry that the difficulties we all face may well exceed anything posed by Swaffham Market. We will see. Either way, the job of preparing children for the world is a vital one and we wish the staff all the best in their great endeavour. As I said earlier, what makes us relevant as a

social group is that we are willing and able to support the school. In return the library will be named after us and we will be seen as a presence in the school, something which was not always the case. I look forward to seeing a section of books published by former KES students inspired to write about things which inspired them. Long may that tradition continue.

As ever, I am very grateful to my contributors. Without so many of them, the newsletter would be a good deal less interesting and you would have very much more of me. People have told me that they are reluctant to put their writing into the newsletter in case it's not good enough. That has never yet been the case. Most of us are fascinated by the experiences of others and none of us are Shakespeare. Honest recollection is what matters. If anything has caught your eye or provokes disagreement, have your say in the next edition. I hope to see some of you at the weekend and if you are in the neighbourhood, have a good look round on Sunday. The old place looks magnificent.



Until the Spring,

Andrew [acstephen@hotmail.com](mailto:acstephen@hotmail.com)

If you would like to contribute to the next edition, or comment on any of the issues raised in this one, please contact me.

Deadline for contributions to the next edition is APRIL 1<sup>st</sup>, 2023