

DHSB MAGAZINE



MMXII

FROM THIS YEAR'S EDITORS...



Above: The DHSB Magazine 2012 team. Back, L-R: Harry Jackson, Robin Jones, Alex Dixon, Ben Cullen; Front, L-R: Adam Chow, Duncan Graham, Will Morgan, Harry Samuels, St. John Gilbert, Zoe Sidwell. Unpictured: Steven Rowe

Welcome to the latest issue of the DHSB Magazine, a publication that has been going for over a century, and is annually released by a small group of Year 12 students.

As ever, we hope to offer a portrayal of what's going on in the school environment, and take a selection of some of the highlights of the past year, and present it to you as part of the school community.

This year, however, we've continued the tradition of operating on a particular theme which overarches the content and links everything together, and

our theme for 2012 is that of change.

It is undeniable that everything has been changing recently: whether it be the education system moving in a different direction under Mr. Gove (p23), or whether it has been the school site being majorly refurbished (p13), in some way, everything has moved on and become something new, and this year's Magazine aims to tackle that and to evaluate that change.

We've had a phenomenal team of writers this year, and I'm sure you'll agree after reading

that their articles are of a very high calibre. The team is pictured above, in a photo which has throwbacks to the 60s: indeed the setting and the style of the photo was inspired by an old picture of the chess team from that era, found on the Old Boys' website (p33).

Whatever your perceptions of the change going on, however, we hope you enjoy this year's Magazine, and hope you can continue to play a part in the school's community over the next year.

Will Morgan and Harry Samuels
-co editors

HEADMASTER'S UPDATE

This is my fifth year as Headteacher at DHSB. The students who arrived with me in 2008 are now in Year 11 and approaching their GCSEs. I have seen them grow from young boys into young adults and nothing gives those in Education more pleasure than witnessing and assisting that journey of becoming.

DHSB magazine editorials are windows through time so when I write that these last five years have also seen the greatest changes in the Education system for a generation, you'll understand that I am conscious of the dangers of hyperbole, lest history prove me wrong.

Putting aside the structural shifts manifest in the system through academisation (there isn't space here to write about these but I recommend Andrew Adonis' excellent book "Education, Education, Education" for context), the shift in policy this summer accompanied an injustice visited upon thousands of students, parents and teachers in the name of standards. English GCSE results were tampered with on the C/D borderline. DHSB has joined other professional groups to launch a judicial review, such is the strength of feeling; something I haven't witnessed in twenty years of teaching.

Separate from this issue is the

proper debate around standards. I welcome this even though it will throw my own family into the frontline. As a parent of two boys at DHSB, it looks as if my eldest son will be in the final cohort for GCSE examination and that my second son will be in the cohort taking whatever the new English Baccalaureate Certificates become.

I feel for my staff here too. There has been constant change to syllabuses and curricula and a great deal of energy and resource used to furnish these. It is vital to get whatever the new system looks like right first time.

Education is a topic that the electorate has had direct experience of and comprehends today in the context of that experience - this makes it too much of a temptation to politicise. This is why there needs to be a cross party approach. It's too important, too much of a slow burn, to be buffeted by political trends.

It is inexcusable to be cynical about education; it is the country's future and every member of society, every family, every institution has a responsibility to the next generation. The opportunities for developing professional capital and expertise can only be done within a framework of trust in the system and a respect for the intel-

lectual credence of the drivers for change.

Such changes are necessary, difficult and threatening and we can't forget that there are individuals at the end of them. Today's turbulence will be felt for many years to come.

I am confident in the ineffable positivism and energy of young people. Their talents, on display in these pages, remind us that they deserve the best system that the professionals, rather than politicians, can design.

Kieran Earley, Headmaster

PTFA UPDATE

Devonport High School for Boys is 116 years old and for a large number of those years the Parent, Teacher and Friends Association has been very much an active part of the life of the School, not that all the current members have been there from the outset!

The PTFA fulfils two roles within the School. The School budget is limited, so our main role is fundraising to provide the School with much needed equipment and facilities which it would otherwise be unable to afford.

Closely entwined with this is a social aspect as we believe the one is unable to function without the other. To this end we provide opportunities for socialising both within the School and outside of daily School life. We hold events such as The Oceana discos, the annual Alton Towers trip and help with the summer festival.

For parents, we provide refreshments at School functions and of course our presence is very much felt at the 11+ days where PTFA members are on hand to dispense advice and guidance alongside tea, coffee and biscuits.

Of course we must not forget

what, to some people, is the most important event in the School's social calendar – the world famous Cardiff Shopping Trip: so popular that this year we have laid on an extra coach and still had to turn people away!

As usual the past few months have been very busy for both the School and the PTFA, with various events, amongst which was The Summer Festival, which was an excellent example of the students and the Association working closely together. The PTFA contributed to the School event by supporting the prefects and Devonport Voice, who organise the Summer Festival and we manned the burger stall, tea bar, and sweet stall.

Since January, your PTFA has donated in excess of £14,000 to the school with items ranging from an ancient Greek language course being run by Harry Samuels and Dr. Stears, to new table tennis tables and the latest iPod touches, amongst others. As I said earlier we are providing that little extra to the students.

We now have our new Committee for this academic year and a new Chairperson, Jane Peppitt. We look forward to meeting students and

parents alike during the coming months both at meetings and social events. Help and ideas are always welcome. We are a friendly bunch, who meets on a regular basis for Committee Meetings and various fundraising and social events. New faces are always made welcome and everyone's input is always valued.

If anyone, student or parent, has any fundraising ideas they wish to discuss with the PTFA please feel free to contact Michaela Armstrong at michaela.armstrong@dhsb.org, who will pass on any ideas for consideration at the next available Committee Meeting.

If you would like further information on the PTFA you can access information via the PTFA button once you have logged into the VLE via the School homepage— <http://www.dhsb.org>.

SCHOOL CAPTAIN'S UPDATE

From the outset I must thank the prefect team for all their hard work. The prefects continue to play a significant part in the community of DHSB; a tradition spanning from the Edwardian times. They are fine ambassadors for the school who conduct themselves so as to set a clear example to the student body. One of the greatest privileges of serving as the School Captain is witnessing the maturation of character in those who assumed the responsibility of prefect. Despite being arduous at times, the role is also very rewarding and the skills acquired by those involved will be taken forward to a whole variety of future vocations.

Much of the innovation achieved this year would have been impossible without the aptitude and prowess of the three School Vice-Captains: Robert Lloyd, Joseph Hill and Thomas Phillips. Working closely together we have learnt the importance of interdependence and team work, and I believe DHSB is heavily indebted to them for their unrelenting commitment to furthering the school's standing in this city. I must also mention Mr Bowden at this point, for his incredible wisdom, and dedication to the prefect team.

Apart from partaking in daily duties and offering a helping hand at school functions, the prefects have assisted the staff in the running of the community in new ways. A fresh focus on uniform was launched with posters that mimicked a popular aphorism blazing the words "Tuck your shirt in and carry on". The prefect referral was also introduced to supplement our support of staff in the maintenance of behaviour. Furthermore, the prefects contributed significantly to alterations of the queuing system of ReFuel, and to discussions on the venue's bag storage.

One of the Captaincy Team's highest priorities was to raise the profile of the prefect team. Firstly, the role of vice-prefect was abolished, ensuring consistency of function. The establishment of a permanent School Captaincy HQ in one of the Kingsley Cottages has provided us with a large area for meeting and planning, as well as for storage of possessions. The space has great potential, and has already led to a new-found enthusiasm of some prefects and sixth-formers for a gardening project. The bygone tradition of a prefect team photograph has been re-introduced, and discussion for

an annual prefects' dinner still continues.

Towards the latter part of this year the thoughts of the captaincy team have been in the direction of our successors, and the furtherance of the prefect role in years to come. Overhaul of the selection process has enabled us to redefine our identity and re-establish our schedule to ensure a swift and seamless transition of responsibility to the new team. Furthermore, each newly appointed prefect this year has received a copy of the first ever Prefect Handbook; a document which thoroughly details all their responsibilities and the expectations of them, along with key information and advice. Lastly, the closure of this year in office will be marked by the production of an end of year report, where we shall express our hopes for the future.

I look forward to seeing the elevation of the prefect legacy through next year's team, and wish them all the best.

Alex Rowe-
DHSB School Captian

SCHOOL ARTWORK



Alex File



Matt Horsfield



Lilly Rogers



Max Jedwab



Felix Gregory



Lewis Pullen



Travis Collins



George Gibson

FROM COMP TO GRAMMAR

By Steven Rowe

"Watch my lips: no more selection under a Labour government." And yet, 164 grammar schools still exist in 36 authorities across England and Wales: so was David Blunkett's dislike for selective education right, or is there merit in a system which is steeped in tradition?

Last year DHSB gave emotional farewells to many of their former pupils and started preparations for a whole bunch of new faces to join the outstanding Sixth Form. The high calibre of DHSB's Sixth Form was not to be weakened this year! This year's cohort of Year 12 students is incredibly diverse and, with the addition of external entrants coming from comps and girls' grammars alike, it's out to impress and prove to the outside community that a typical boys' grammar school can alter its perception by society whilst maintaining the traditional values that make it the school it is. DHSB is demonstrating more than ever that it is willing to change with time. The addition of so many girls overcomes the stereo-

typical idea that grammar school boys can't interact with girls coherently, just like how the acceptance of so many externals from comps across Plymouth and Cornwall shows that DHSB is always happy to accept the brightest of students, no matter what their backgrounds may be. As Cameron said, the whole grammar school argument is getting a somewhat "sterile". Maybe it's time people revaluated their negative perception of grammar schools and see what they're really about; I certainly am.

September 6th, 2012: the day I, and many other new people, joined DHSB. It was also the day a record number of girls joined too, with over thirty coming to complete their A-Levels here full time. Though, what to many was just a change of school, this, for me, was a huge adjustment from a comprehensive to a grammar. I was eager to witness first-hand the so-called disparities between school life at a high-achieving, top-grade-producing grammar and a modern, community-based

comp. I aimed to embrace the changes of this vast transition and confront not only the presumptions I've collected over the years but understand why many members of society want to see the complete abolition of Butler's Tripartite-like system and eradicate British grammar schools completely.

As I walked along the balcony in my black uniform, the towering and ancient blocks of DHSB were in stark contrast to the modern, sprawled-out buildings of Eggbuckland Community College which I remembered from my compulsory schooling days. However, it's not just the premises of DHSB that are different to ECC: the school's ideologies, traditions and idiosyncrasies underpin every aspect of a student's school life here. The inclusion of Latin in the school's curriculum, the role of School Captain and prefects, fortnightly whole-school assemblies, a Head's Blog, and the increasing use of Twitter within school were all factors of life at DHSB which you wouldn't find in many

schools. It's fantastic to see how such new concepts gel with those more traditional elements of grammar school. DHSB is clearly changing to adapt to today with the use of iPads in lessons and WiFi students can utilise. You could say that this is rather ironic: DHSB is ahead of a lot of schools in terms of technology but maintains a strong sense of traditionalism not just in the running of the school, but also in the subjects it offers, like Latin and Ancient Greek.

Another difference is the size of the school: whereas DHSB has just over a thousand pupils, Eggbuckland has just shy of 1500, making the community perspectives different. DHSB tends to have a closer-knit student body, and closer connections with a smaller group of teachers. This isn't to say that Eggbuckland is worse because of it: it is simply a different way of doing things.

But there are areas in which I've seen perhaps some of DHSB's weaker sides, when compared to Eggbuckland. By being a community comprehensive, ECC has a very broad intake, with pupils from some of the most disadvantaged backgrounds across the city. By comparison, DHSB is rather tame – though certainly not as snobbish and narrow minded as some anti-

grammar campaigners would have made out. But this has another, perhaps unexplored effect. DHSB takes in students from a massive area of the South West, stretching as far down as Bodmin and Liskeard to the West, and as far east as Ivybridge or Modbury. This means that – perhaps a mundane observation – transport at home-time is very much a bigger issue for the school, with literally tens of buses clogging up the narrow artery of Paradise Road every evening.

This perhaps just serves to highlight the fundamental difference between the schools, though. DHSB is very much a modern grammar school, taking the absolute best as its intake and giving them some of the best teaching available to ensure some of the best results in the city, the region, and indeed the country. Eggbuckland, however, is more to cater for all; to make sure that everybody passes their GCSEs, while still stretching the best and helping the less able keep up. Both schools serve their purposes very well, and it is clear to me that there is a need for both within the city.

Differences aside, though, there is a great deal uniting the two schools. Both are institutions which seek to do the best by their stu-

dents, and which offer great standards of teaching for all who sit in their classrooms. Eggbuckland certainly gave me a good education from Year 7 to Year 11, and now, I have the utmost confidence that DHSB will do the same for me as I seek to do well in my A Levels, and prepare me for the road ahead.

THE LAND GOD MADE IN ANGER

-my time in Namibia

By Robin Jones

"This is a sight you will never forget, these are people you will never lose contact with, this is an experience that will stay with you forever" I remember being told and my time in Namibia was the best time of my life so far with some of the greatest friends I think I will ever have. Over the summer of 2012 I went out to Namibia with an organization now called the British Explorers Society (BES) for 5 weeks.

Admittedly, when I was originally applying to go out to Namibia it was because I didn't want to go to the Amazon, too wet, or Norway, too cold. These were the other two expeditions available for 2012. I had always wanted to go to the desert, the idea of sand dunes had always appealed to me and this seemed like the perfect opportunity to go and see them, in the Namib Desert, the oldest desert on the planet.

After a 48-hour journey from Heathrow to Windhoek (the capitol of Namibia) via South Africa by plane, coach and foot we found ourselves at base camp in a valley at the

foot of the Brandberg Massif, the largest mountain in Namibia. Over the course of the journey I realized how much more incredible the African landscape is than the British one. In Britain you look out of the car window and see rain and trees. In Africa you look out of the window and see huge plains of grassland with mountain ranges in the background.

The first week was purely for acclimatization after all 45-degree heat isn't the easiest thing to deal with having just arrived and so we had to drink copious amounts of water: 6 litres a day. We also had talks on various important subjects, how to deal with wild animals for example. The idea is to run away from snakes and scorpions, make lots of noise around hyenas and big cats and back away slowly and quietly from rhinos and elephants. I wish I could have practised the backing away but alas, we never did see rhino or elephant.

The second week consisted of "Base Camp Support".

This basically means carrying lots of heavy things around to various places and making sure everything is well looked after. My back, unfortunately, was not one of these things, and was not spared as I carried 20-litre jerry cans up the valley most mornings to a higher base camp.

When this week was over there was a relatively short three-day trek to the wetlands and back. This was the place we were to be most likely to see rhinos and elephants. With high hopes we marched through great expanses of jagged rock until we reached our destination and stopped to camp. One of the many science projects was to use cameras connected to kites to take aerial photos of the landscape. Let's just say that we probably could have done with bigger kites as many photos of dirt from a couple of inches off the ground were taken at camp that evening! The next day was spent sitting quietly atop a mountain looking down at the only green area for miles: the wetlands. Unfortunately the most



exciting things we saw were a passing eagle and some hyena prints. I did however write a poem about a honey badger with the two girls in my tent. I have to say, it was pretty good.

The week after that was a week that I will remember for the rest of my life. The canyons to coast trek. This was a seven-day trek across the Namib Desert ending at the infamous Skeleton Coast. Carrying all we would need to survive except food and water we set off. What people don't realise, I think, are the lengths one will go to entertain oneself when in a place void of entertainment. The views were incredible, yes, but music was what everyone wanted. So we sang. Every song we knew, every tune, every jingle, every joke, every subject of conversation was covered during my time in that desert and more. That week I kept a video diary, which amused everyone who watched me.

On the third day of the trek something unexpected happened. We saw, from afar, a herd of mountain zebra. After maybe 40

minutes of watching we moved on and encountered some meerkats. Now meerkats are hilarious to watch because they pop up and down on their hind legs but we couldn't watch them for long because we suddenly became aware we had been flanked... by zebra. Two young zebra had wandered within 100 metres of us without smelling us. We had a difficult and rare decision as to what to watch: meerkats or zebra.

After this surreal experience we moved on and the days rolled by without too much incident until we approached the Skeleton Coast National Park. On that eventful day we saw our first sand dune. To say I was excited would be an understatement. From afar this dune looked like it had been airbrushed smooth, I decided I wanted to climb it, so I did, with all my companions. The sand, untouched for thousands of years, was soon peppered with footprints. I'm not sure if anyone else has climbed a sand dune of that size, but it is far more difficult than you first imagine and by the time

I reached the top, I was completely out of breath, but the stunning sight when I looked up took it anyway. To the left, white rock and sand, to the front the black and grey crags of the slate, to the right, the orange granite of the "table top" mountain, so called because of its flattened top.

The day ended with us passing the sign saying "Skeleton Coast National Park – No entry"

Eventually we reached the Skeleton Coast itself and we soon understood the name: seal carcasses, ship wrecks, whale bones, were all strewn like litter all over the sand, the surf roaring. We did what any group of adventurers would do and ran, yelling, into the sea. This marked the end of the 7-day trek and the end of that week.

After a rest period of a few days in base camp we were off up into the valley and the granite mountains to carry out what was our most important science project: the finding and cataloguing of the rock art in the area.

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This rock art is believed to be 4000 to 6000 year old, painted by the San Bushmen. To find this rock art required a great deal of clambering and scrambling around on the huge boulders in the canyons which was great fun and a great deal of art was found. Information like the size, colour and co-ordinates was recorded and pictures were taken.

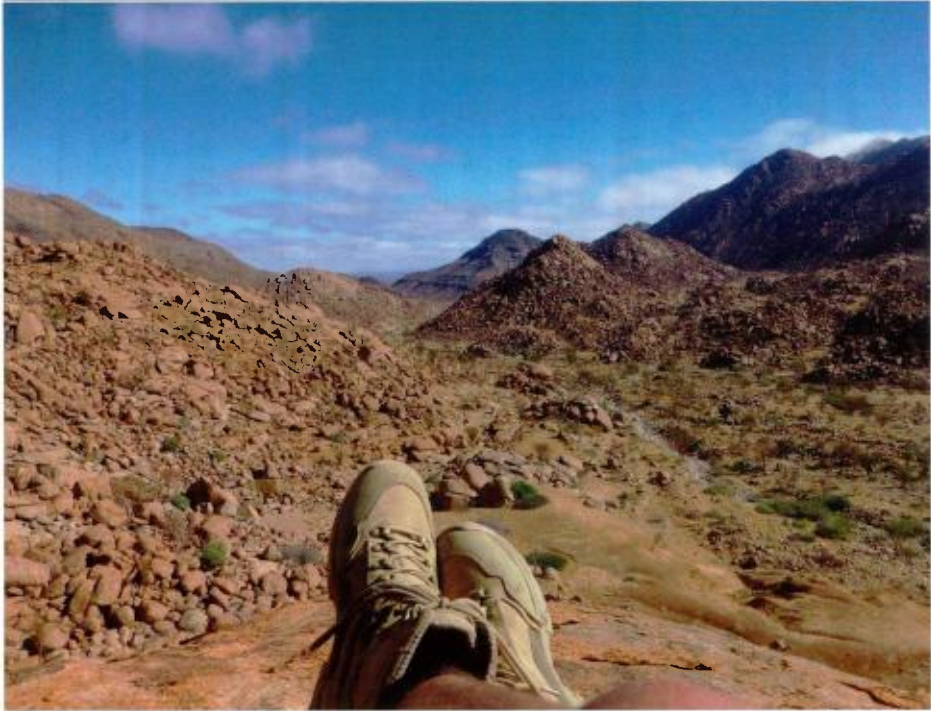


This final week was both a happy and sad period for we knew our time in Namibia was coming to an end. I did a lot of reflecting on how the experience had changed me and I realised I wouldn't really know until I returned home to normal life. I did however know that the things I had done, the people I had met and the things we had shared would never leave me. I would recommend these expeditions to everyone. They are incredible.



It was only as I walked through the London underground tunnels on my way back home in flip flops, with a huge rucksack, singing a tune I had sung in the desert, that I realised how much I would miss that place, and how much more I had to look forward to.





CHANGES TO THE SCHOOL SITE

By Adam Chow

This year many returning boys noticed something strange was afoot, there were workmen tinkering away, E block appeared to have leaped into the future and possibly most notably the entire colonnade was out of bounds. At first there was a great deal of confusion but, showing typical DHSB spirit, the students soldiered on and continued with their lessons. This is not the first time that the school has been majorly refurbished however as in the last hundred years it has: converted from a hospital, changed from 4 schools to 1 and even had a creek filled in!

However the engineering project that went on this summer was more on the scale of recent improvements and additions made in recent years to the school, it was a project that required cranes and endless man hours and in the first half term back it was finally finished. The school finally had a modern heating system. DHSB had been rather desperate for this new boiler for many years and with an amazing £1 million grant from the government the school managed to get state of the art energy efficient boilers to push itself into a greener

future. Building on this vision of cleaner and more efficient energy, the school also had a set of solar panels installed on F-block's roof to provide some needed heating to the shower room.

Another integral part of school life that was swept up this summer in the wave of change is technology. A brand new computer suite is now situated at the bottom of C-block to accommodate the school's growing need for computer access; this has caused resources to be shifted to E-block.

In addition to this there is now a classroom at the top of A-block replacing the older, smaller computer suite.

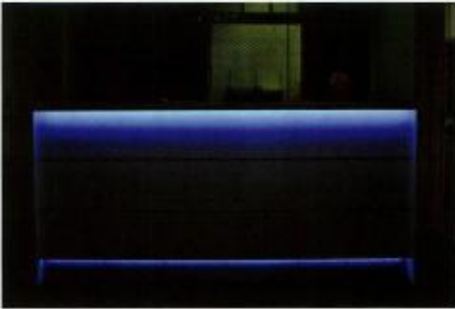
It isn't just technology and heating that has been getting all the attention however. The Fitness Suite has benefitted from a refurbishment and remodelling as it now sports smart wooden flooring that was reclaimed from the old Mayflower Centre. This refurbishment has created room in the back of the suite for an entire room for cycling and a free weights room leaving students with a plethora of choices for exercise. Other changes include three new Heads of

Year's Offices; bag storage which have replaced bike lockers near the Year 7 Playground; and yellow stair nosings in all of the blocks and sets of stairs around the school site to make the stairs safer.

But do not be fooled into thinking that there could be nothing left to improve or add to the school site. The school now sets its eyes on its long awaited and long fought for state of the art AstroTurf pitch, construction should begin in 2013 on the Terrace Football Pitch. The school has been granted permission and funding for its next engineering project and just awaits the final sign off.

Devonport High School for Boys is a school that embraces change because it must change if it is to survive, change has made it what it is and what it has been and will hopefully continue to embitter the school into the future.

Thanks to Mr McConnell for providing the information.



Above and Right: the Reception has been transformed into a more welcoming, spacious space



Above and Below: The whole school is currently using the balcony, while the colonnade nears completion.



AN INTERVIEW WITH MR LESHEM

By Zoe Sidwell

WHAT'S YOUR BACKGROUND AS A TEACHER?

Okay, so I started teaching about 5 years ago in Bristol and I taught for three years in a school there - mainly Physics and Science. Then I moved to the Seychelles in 2009 and taught there for about two years, mainly as a Physics teacher, I hardly did any other science. And then I came here!

HAVE YOU SEEN ANY DIFFERENCE IN TEACHING AT A GRAMMAR SCHOOL TO TEACHING AT A COMPREHENSIVE?

Well yeah, I taught at three different types of schools: Bristol was a comprehensive, the Seychelles was an international and now here, I'm at a grammar school and they are all very different. So the comprehensive school had lots of different people, lessons could become quite lively, sometimes quite tough to manage but also, lots of lovely, lovely kids there. In the international school, the kids that I worked with were mainly local, some Indian and Chinese, but the kids were extremely different; they were all fairly quiet. Sometimes you need to kind of... prod them to engage which is very different to here. Because even in a grammar school where in general, people are focused, you still need to kind of calm people. So it is pretty different, yeah.

HAS WHAT YOU EXPECT FROM STUDENTS CHANGED OVER THE COURSE OF YOUR CAREER?

I don't know if it's your expectations that change, but when you start teaching, maybe after you've finished a degree, or done some work for a while and certain things seem quite easy and straight-forward, you take them for granted. But when you start teaching, you realise the kids find it's not that easy or that straightforward for them. So when it comes to physics for example, let's take re-arranging: it's something that I find as simple as making a cup of tea. But when you work with kids who have been doing it only for two, maybe three years, it's not that easy. You begin to learn it does take time to help them.

IF YOU COULD CHANGE ANYTHING ABOUT THE EDUCATION SYSTEM, WHAT WOULD YOU CHANGE?

Oh, that's a tough question! There's many things that I would change, many things. There's a problem with education, in my opinion; education is something that should be creative and spontaneous, something that should come from the person. You know, ideally, education should come from the students. You know you read what happened in the Greek time when you had teachers and you had students, they would get together and the students would ask questions then the teacher would try and either answer them or try to create a discussion that will help them find the answers amongst themselves. But now, you can't work like that, you work with the curriculum, everything is very much structured and it's not initiated by you, you just sit and I tell you what you need to know... it's

kind of the opposite. Can we do it the other way? I don't really know, I mean maybe if I could strive back towards this student initiated learning where I teach what they actually want to learn, I would. Can it actually be done? Well, I don't know.

DO YOU FORESEE ANY MAJOR CHANGES IN THE OVERALL APPROACH TO TEACHING IN THE FUTURE?

Yeah I guess so, I mean again, I haven't been here that long, I mean, there's a lot of things that come and go, small little things, like fashions. But the thing is, teachers are being pushed to understand that it's not so much about learning things, we need to be able to give you skills rather than simply teach you facts. So I think that's a positive thing, if teachers realise that we need to create the right sort of activities and environment so that you can kind of develop your own skills, I guess they call it Student Centered Learning. That's one thing, and I guess that's probably the main thing.

HOW DO YOU FEEL ABOUT THE ADVANCES IN TECHNOLOGY BEING USED TO AID TO TEACHING?

Technology is a big thing, isn't it? I think like anything in life, technology has some really amazing things and some really bad things. And I think one really great thing we have in physics is software that will draw a graph for you, and demonstrate what that actually shows and how it works. Now that's just a simple example, but there are many, many other examples where I just can't imagine having to teach it without having these animations, so that's an amazing thing in technology. But there's also many bad things, one being that kids – well, not just kids – are on their phones all the time. For some subjects it's good, it's a really positive thing. For physics, it's not. Physics is not about learning facts that you can get from the internet, it's about understanding. And when you're on your phone all the time, I think people just don't spend enough time thinking about it. So yes, technology absolutely helps me teach, but it has a big negative side as well that we have to be careful of. Like anything in life, we need to look at what it can be used for, and what we can avoid.

WHAT DO YOU PARTICULARLY ENJOY ABOUT TEACHING?

I like working with young people! I love working with people first of all, I find interactions interesting, with young people especially because they're just livelier and they still have their excitement; they don't try to hide it. Sixth Formers though start to act more like adults. It's great in some ways, certainly easier; when I first started teaching: I said I would only teach Sixth Form, but somebody told me to do secondary school education, as it opens more doors. And I was very happy to start working with Years 7 and 8. Now, Years 7 and 8 have something that Sixth Formers sometimes don't - an enthusiasm! I had Year 7s today and they thought I was amazing, you know? One of them said, "Can I call you Professor?" You know, he wanted to call me a professor! I love it. But it's just because of the kids though. Like you know when you finish a test, and you do a doodle? I love it. I don't know why, I just do, sometimes they doodle the most incredible things. I just love the creativity that students have. So yes, I find it a very rewarding career. But the kids, they're the best thing.

AN INTERVIEW WITH MR PROCTOR

By Zoe Sidwell

WHAT'S YOUR BACKGROUND AS A TEACHER?

I started off teaching in a girls' school, which was a grammar school, then moved onto a comprehensive girls school, then a mixed comprehensive, then to a large comprehensive in Cornwall, followed by an independent school in Kent and the school just before this was on the England/Wales border – again, a comprehensive. So, quite a few schools, but over a long period of about 31 years. I've tended to move every 4/5 years.

HAVE YOU SEEN ANY DIFFERENCE IN TEACHING AT A GRAMMAR SCHOOL TO TEACHING AT A COMPREHENSIVE?

Not at the top end, no. A lot of people believe that comprehensive schools are devoid of bright people, however, the top end of a comprehensive is very similar to here. I think some schools can be quite a challenge but in terms of capability, no, not always a large difference. You would expect the average behaviour here to be somewhat better although I expect in Sixth Form, it's no different between schools because I imagine a Sixth Form at a comprehensive means the trouble-makers on the whole have gone elsewhere and, like here, you're left with people who want to do it. Similarly, you'll find people growing up and becoming more pro-active in their learning rather than sitting back and just listening to teachers. So yes, there is a difference, but not at the top end.

HAS WHAT YOU EXPECT FROM STUDENTS CHANGED OVER THE COURSE OF YOUR CAREER?

No, I think my expectations have stayed the same: politeness, respect – of each other, not just of the teachers – are qualities I would hold much closer to the heart, although of course it's nice if a student has a real desire to learn. Those are standard values that come out of self-respect.

IF YOU COULD CHANGE ANYTHING ABOUT THE EDUCATION SYSTEM, WHAT WOULD YOU CHANGE?

Probably the chap at the top. I think perhaps some people are still living in the past, I mean a lot of good has happened to the education system, however some people seem to want old O Levels back when only a handful of pupils succeeded and the rest failed. I think we have a situation where the majority succeed, so yes the standards might be brilliant, but we can still raise those standards. So I think the approach is what's wrong. You can't just change grade boundaries and say "this exam is now a higher quality exam" when in fact it's the same exam, just fewer people pass it. That's not raising standards. Raising standards is going back to the drawing board and saying, "We want teachers to teach this. We want this harder concept which is not taught now to be opened up to the students," and alright, that might only be available to the top 10% but then, the top 10% have all just raised their standards. We don't have that kind of stretching because we

have one exam which fits all and that really is not helpful: what we really need is almost to go to differentiated papers where the top papers are of a higher standard but at the same time do not demoralise the majority who can't cope with the top marks. It would give people the opportunity to show, if they are able to, that they have that extra something which isn't there at the moment. Because there are so many A*s, there is no way to differentiate between a really top A* and those people who only just scraped it when they should be stretching themselves.

DO YOU FORESEE ANY MAJOR CHANGES IN THE OVERALL APPROACH TO TEACHING IN THE FUTURE?

Well yes, they're talking about introducing the E-Bacc, aren't they, which will make A Levels a thing of the past and, indeed, GCSEs a thing of the past. And no one's really going to know what standards are what because when you get a new exam, everything's new. What I think they should have done is evaluate little things, made little changes to make standards better, evaluate that to see what's worked and then do a little bit more. To change everything I think is pretending they're going to solve all the problems, when it's going to cause different problems. I mean, people are going to be asking, "What is E-Bacc? What's a good grade? What's a bad grade? Is that an A*, is that an A? What is it?" People understand that, so we should stick with the system we already have in place.

HOW DO YOU FEEL ABOUT THE ADVANCES IN TECHNOLOGY BEING USED TO AID TO TEACHING?

I do use technology. I have my own iPad, and it's useful that everything links, because if you need to use the internet and quickly research something, you can, just as long as you don't get distracted. I absolutely think it helps to show students things which you can't demonstrate in a lab however: you can just go onto YouTube and find them a clip to help them understand, so in terms of that, it's brilliant! But students can get fed up of clip after clip, PowerPoint after PowerPoint, so really, I think you have got to have a bit of everything.

WHAT DO YOU PARTICULARLY ENJOY ABOUT TEACHING?

I enjoy watching people's faces when they get something for the first time and they realise actually that it's quite easy. There are concepts that look quite hard, and they've struggled with, then all of a sudden the penny drops. It's little things like that. Obviously seeing the joy on people's faces when they get their top grades, which everyone is able to do here. I like the interactions, I like a laugh. My sense of humour isn't that of an almost retired person, it can be quite young in terms of jokes and expressions and you know, I think that is refreshing.



1896

This image is a collection of 9 whole school photographs that have been edited into one. This picture shows the changes that DHSB has undergone, it encompasses 79 years of the highest standard of education and 7 of the finest headmasters a school could want.

The earliest photo was taken in 1921, whilst Arthur F Treseder, M.A. was headmaster. There were around 350 students at the school at this point, a vast improvement on

the 94 boys present in 1906. Since then the school has increased in student population to around 1200 pupils, about the population of the school in the final photo, the whole school photo taken in 2000.

You can also see in the background how DHSB has changed as a school, built in 1791 by Napoleonic war prisoners it became Stoke military hospital before finally becoming a school.



2012

However, before the arrival of DHSB there were four schools that occupied the site 1939, but these were evacuated to Penzance soon after. These schools were Valletort Senior School for Boys, Stoke Senior School for Boys, Tamar Central School for Boys and the Junior Technical School for Boys. After this the school shared the site with only one other school, Tamar High, until 1989 when the two schools merged. Tamar occupied A to B-block with DHSB occupying C to D-block.

1989 was also the first year DHSB admitted girls into its sixth form to accommodate for the girls who would have attended Tamar High's sixth form.

For further reading I recommend *A Torch in Flame*, a book written by Henry Whitfield about the history of DHSB from its beginnings through to Dr Cresswell's death in 1974.

By St.John Gilbert

REVIEW: THE CASUAL VACANCY

By Alex Dixon



Above: *The Casual Vacancy*, By JK Rowling

After over a decade of success with her acclaimed Harry Potter series, JK Rowling has taken a different direction with her new novel, this being her first gambit into the realms of adult fiction, and exploring some of the untold stories of the fabric of the country.

The *Casual Vacancy* takes a step away from the wizarding world of Hogwarts, of spells and potions and takes a step towards the quiet English town of Pagford, of church halls and golf clubs. Set in the West Country, neighbouring the large town of Yarvil, Pagford appears, at first sight, to be a quiet, friendly village where everybody knows and likes everybody else.

When local parish councillor Barry Fairbrother dies quickly and unexpectedly at the local golf course club house in his mid-forties it leaves the Pagford Parish Council with a casual vacancy; an unclaimed seat. And with there being a bitter war over whether to keep a council estate called The Fields, full of some of the most disadvantaged citizens of Pagford, as part of the parish boundaries, or to lump it back with Yarvil, this is an election which is highly important.

But behind the perfect façade of idyllic village life is a town in tatters, with a feud like no other going on behind closed doors, which the rich at war with the poor, children at war with parents who never seem

to be pleased, and wives and war with husbands who just weren't what they thought they would be.

Rowling has retained her flawless literary style and dry humour with her new best seller. At just over 500 pages, it isn't a short read and is full to the brim with a full cast of characters, attitude, and unsuspecting surprises. However, despite Rowling's reputation as being one of the greatest children authors of our time, this is certainly no children's book, it being rife with adult themes, swearing and illicit content. It is certainly not for the same audience as the Harry Potter series, and, even if younger readers could brave the harsh language and adult themes, they may have

difficulty getting to grips with the book with its underlying themes of politics and social hierarchy.

The story itself is a modern social satire on the scale of Thackeray and Dickens, being particularly damning of the political situation and the mindless contempt which Rowling views the middle classes to have towards the poor. The contrasts are stark: the main antagonists have typical middle-England names – Howard and Shirley Mollison – while those disadvantaged characters whose plights Rowling highlights with particular finesse and literary skill are given more unorthodox names – Krystal Weedon, for example. But the differences are not superficial: it is Rowling's incredible skill that she can take us from hating the heroin addict, borderline neglectful mother of two, Terri Weedon at one moment, but through merely two pages of seeing life through her own eyes, make us sympathise utterly with her story.

It is how she gets into the minds of characters and totally understands them that is particularly astonishing: often authors use horrendous stereotypes, especially about young people, but here Rowling grasps the complete variedness of young thought – the total trust in their own personal philosophy, their innate self-consciousness and worry what other people think of them, and, most importantly, their overall desire to do good by other

people, which is something that vast swathes of society are guilty of ignoring, particularly the media. The character who most embodies these qualities is the quiet, acne-ridden Andrew Price, whose story provides one of the most fascinating strands of the entire novel.

The novel is by no means for the fainthearted, however. There is about as much swearing as a Frankie Boyle gig, and Rowling does not spare the details when it comes to the inner fantasies of adolescent teenage males. But it is more than that; she explores themes which people in society nowadays seem constantly unwilling to confront. There is abject racism, there is self-harm by a character who is horrendously bullied, there is rape, drug addiction, mental illness, and domestic abuse – the author has not held herself back from painting a portrait of what she sees as an ailing country, but expressing it using a few families in a quiet town.

And for fans of happy endings, perhaps this is not your sort of book, with the final pages offering perhaps the most damning critique of all of modern society.

This book is an important breakthrough for Rowling as it shows off her ability to write outside of her comfort zone and show that she isn't just an excellent children's author, she is also a very skilled and sophisticated

adult writer who can grasp difficult themes and still make them gripping and thoroughly enjoyable to read. Indeed, Rowling appears to have unleashed a level of descriptive talent which we did not see in Harry Potter: for example describing the fingers of an old woman as "a clutch of bulging knuckles covered in translucent leopard-spotted skin."

I would thoroughly recommend this book to anyone who enjoys Rowling's literary style and is looking for something slightly more grown up and complicated than Harry Potter. Its excellent contrast between opinions and views from both sides of the story provide the reader with an incredible depth into the life of the well thought out and designed characters. For anybody who wishes to see the world we live in laid out bare and shocking in literary form, this is a book they might like to read. And for those who deny that there are still not problems; that there is not still inequality and prejudice, this is a book they should be made to read, and made to think on.

ON GOVE, GIRLS AND GCSEs

By Harry Samuels



Above: Michael Gove (photo from The Spectator)

Over the summer, one of the latest political scandals unfolded. No, it wasn't anything to do with the economy. Nor was it to do with any politician looking silly. And no, it wasn't even to do with a bicycle riding Cabinet minister shouting at police officers. No: this particular scandal was to do with the education system, and the phenomenon of several subjects – particularly English Language – massively increasing their grade boundaries halfway through the exam year.

As a result of this change, many people who had been predicted that all important C

grade lost out, and many were unable to take up apprenticeships and further education courses as their D grade was not good enough.

In DHSE alone, statistics say that the A*-C rate dropped for English by 9% – something that the headmaster has spoken extensively about and has evoked anger from across the teaching community.

Clearly, something fishy happened. Leaked emails between Ofqual and exam boards suggesting an increase in grade boundaries seem to prove this, and in any circumstance it is hardly

fair that someone could submit a piece of coursework in January and be graded at a C for it, and submit that exact same piece in June and yet receive a D.

But perhaps one of the most interesting things behind this is the accusation that political pressure was applied directly from the Department for Education – and thus by extension the Secretary of State, Mr. Gove – for exam results to be skewed for reasons of political capital. Obviously, these are just accusations, and so cannot be proven, but it is perhaps pertinent to explore them a little closer to illuminate what

could have happened.

There is certainly a great deal to be gained by the Government from proving that their 'tough stance' on education is working: in Opposition the Conservatives agreed that a period of over two decades of continual growth in numbers of students passing was suspect. It is perhaps dubious that a Government would want to prove this so badly, however, that they would purposely interfere and deny hundreds of students access to further education.

It is curious, however, that in the aftermath of this case, Mr. Gove revealed his plans to abolish GCSEs and to introduce a new system: the English Baccalaureate Certificate. It is an idea that has gained some traction that the GCSE results may have been manipulated to allow the Government to have a greater platform to stand upon when releasing their new policy. What better place is it to start from than by having evidence that the current system is in ruin? Yet again, though, this relies on people assuming that the Government is ruthless enough to sacrifice young people for the sake of a new policy, and so it is hard not to be cynical about this.

Whatever the aftermath, though, this new EBacc system will be rolled out over the coming years, and it will be interesting to see what form this takes. Grades A*-U will be gone, replaced with

Grade 1, Grade 2, and so on. Modules will be firmly consigned to the graveyard also, with entirely linear exams replacing them.

There has been contention around the EBacc, however, with some students now claiming that the looming introduction of this qualification serves to devalue their own efforts in the dying days of GCSEs, and consigns GCSEs to be a lesser qualification, looked down upon by employers. Whereas this could be the case, it is important to look at the O-Level/GCSE divide up until now: despite GCSEs being promised as a better qualification in the Eighties, adults certainly see their O-Levels as superior. If Mr. Gove fails to make an impact with his new qualifications, it could similarly be seen that the then "old style GCSE" would be superior. Only time will tell.

This summer of discontent with the exams have had an impact on the school community, however. With so much uncertainty as to the veracity of the grades received, the Sixth Form took in an unprecedented number of Year 12 students, and within that an unprecedented number of female students: exceeding thirty for the first time in the school's history.

Speaking to Mr. Earley recently, he said that this was not necessarily going to become the norm, but had to happen due to the extraordinary circumstances.

In his own words, he "couldn't refuse any girl a place based on grades which may not have been marked fairly."

"We extended the numbers of our own boys through interview who did not quite reach the Average Points Score because of the GCSE marking fiasco and so had to accept all of the external applicants who had reached the accepted standard," he continued. "We are working on a policy statement for the 2013 entry to ensure that we aren't responding to events in quite the same way next year."

The presence of so many girls has certainly altered the dynamic of the Sixth Form, but not in a negative way. In some ways, boys have been spurred to work ever harder by their presence, and the community within Year 12 is stronger than it has ever been with both genders now – one simply needs to go into the Sixth Form centre during a lunchtime to experience this new sense of camaraderie.

The educational environment is changing, however, on both a local and national scale. Despite the challenges laid out before us, and despite the difficulties that will be experienced by all during this time of political upheaval, it is certain that DHSB will cope as well as it always does and continue to deliver excellent teaching and produce excellent students.

TWITTER AT DHSB

By Benjamin Cullen, @benjcullen

Over the last year, micro blogging service Twitter has become an increasingly used tool for means of communication at DHSB. It's been impossible not to notice a surge in popularity; Twitter has become inescapable. Even the canteen has a Twitter page, which certainly provokes the question of whether there is much purpose to the school spending time and effort on new social media or whether Twitter actually does aid everyday school life?

For those who don't know, the premise of Twitter is communication through small bursts of information called Tweets, each being 140 characters maximum. DHSB has over 20 accounts with the main school account being @DHSBoys which is run by the Headmaster's PA Mrs. Nicholson. In addition to this many teachers and departments have their own Twitter accounts.

The main school feed is a broadcast account, where they announce important matters and updates instead. Although a less traditional method of communication to parents, it is undoubtedly far quicker, more concise and more direct (And of course more environmentally

friendly!). The account is updated many times a day with school news, sports fixtures and many other bulletins and is also streamed directly onto the school homepage. Some teachers have also set up subject or class Twitter accounts that students can follow where they tweet information related to their class. On these accounts they can tweet links to articles and blogs for wider reading, enriching the learning experience out of the classroom.

However this shift in communication is not without its flaws. The most obvious problem is that not all students, teachers and parents want to make Twitter accounts. Many people are still sceptical, seeing it as no different to Facebook and other social networking sites. Twitter also has the same problems that hinder other social networking sites; whatever is put on Twitter is public and open to anyone to see. This can lead to problems if people misjudge what is appropriate to share on the Internet. DHSB has done a lot to try and teach pupils these boundaries.

Advantages and disadvantages aside, Twitter is a lot of fun. For example when students past and

present took to Twitter to share their #DHSBmemories, a hashtag which trended worldwide briefly last summer. It's a great way to share aspects of your life and interact with people who share the same interests as you without the 'social junk' that accumulates on Facebook.

As a regular user of Twitter myself, I can definitely see the benefits of an integration in the classroom and in parent communication. Twitter is short and sharp, but allows you to strip back and communicate crucial details. However, I can also see the problem it poses to students who don't have access to Twitter accounts. For this reason, teachers need to make sure that Twitter is not used as a replacement for conventional learning, but as an extra for students who are keen to make use of it. I also agree with the view of Headmaster Mr. Earley who said "Twitter can act as another opportunity to model the ways in which we speak to each other and share crucial information about the work we do." Twitter can be used as a platform to share our knowledge or skills and to communicate with likeminded people, a truly virtual learning environment.

THE SCHOOL SITE

Here are some more pictures of the current progress being made around the school site from the earlier article on page 13.



Above: A new computer room has taken the place of Learning Resources, which is now located in reception.



Above: The Fitness Suite has received a long needed breath of fresh air.



Above: Bright yellow nosings have made changeovers somewhat more safer.



Above: The top of A-Block is now home to two new Enterprise rooms.

YEAR 7 POETRY

Here, we have taken some of the best poetry produced by the new Year 7 cohort for National Poetry Day, as selected by the Magazine team. Enjoy!

The Rat

The suspicious rat crawls down the drainpipe
His teeth are rotten daggers plunging into the prey
His fur as black as soot
The rat scuttling around in the streets looking for
Something to kill.

Tom Booth

The Bear Poem

Under my tree, I don't do much,
I eat, I sleep, I chew, I munch.

I pick berries off the tree,
Not for moose, nor fox, but just for me.

Occasionally you will see me out for a stroll,
Patrolling the hills with my best bud mole.

So I am the bear, living under the tree,
Chomping on berries, this is the life for me.

Alex Thomas

MR BOWDEN: THROUGH THE AGES

By Harry Jackson

I asked:

"Sir, as the longest-standing and arguably most esteemed member of staff here at DHSB, could you give us an insight into how the school was during your time as a student?"

B: "Well, when I first arrived in the 50s the school was being run by Mr. Creswell, who had incredibly high standards and was rather intimidating.

We were split up into three forms based on ability- 1A, 1B and 1C- and we remained mostly in our form rooms. At the time there were no female members of staff whatsoever, aside from the formidable secretary Mrs Goodman, who was not a woman to be crossed lightly and uniform was very strict even then: Year 9 and below wore shorts rather than trousers. Black blazers were reserved for prefects, but other than that it was largely the same as it is now.

Along the colonnade were the milk prefects, who allocated 1/3 of a pint of milk to every student at break. However, I do remember a lot of corruption

among the milk prefects where they would quickly pinch a few bottles before the pupils got down there!

Punishment at the time was, quite simply, physical. Although the headmaster tended to be the only one that caned people, students often got a slapping around from the teachers, and I can remember being clipped round the ear myself on more than one occasion. Also, the prefects could set lines to other students if they wished! I remember very vividly that no one ever dared be late for Physics; we used to have this incredibly tall, bald teacher who would lock the door once the bell had rung, and interrogate any of the students that were not precisely on time. He never hit anyone, but it was really the sort of verbal beating he gave that most of us were afraid of, and on top of all of this he used to set the strictest of tests: if it wasn't done precisely the way he wanted it to be done you would get zero, and it would have to be done again in your own time!"

H: "Wow, I'm still trying to get over milk prefects. But sir,

could you tell us any more about how, say, the site and the school 'environment' have changed over time?"

B: "Well, when I first got here what are now blocks A and B were unusable as they were, well, derelict, and there were a number of pre-fabs put up on Millbridge field. The "dining hall", as it was so grandly named, was a series of wooden huts on the area where the Astor playground currently is, and our gym was where the library currently is, as F Block came along later.

In 1957 Tamar High moved onto the site and occupied the previously derelict A and B blocks and their hall was what is now the 6th Form Centre, so we had to sort of split the site between us. Tamar stayed on site until about the 1980s, at which point a lot of Plymouth-based schools were closing and so we had to take in new pupils, even 1 or 2 girls into the Sixth Form (which was previously unheard of).

This came during the time of Mr. Peck, the headmaster who – arguably – oversaw the greatest change ever

seen in this school's history: he completely altered the pastoral structure, adding in things such as Heads of Year and dividing the school into Lower, Middle, and Higher, of which there were also heads, I myself being head of Lower School. The lake that occupied where the lower fields are now was also filled in during this time and the pre-fabs were demolished. He added new libraries, as well as new labs, and also introduced subjects such as Drama and Engineering. Perhaps most importantly, Peck also bought Uzel: this was hugely popular with students, and remained so for several years after its opening in 1992.

With Dr. Pettit, everything changed yet again: he relaxed the whole student-teacher relationships, I suppose as a reflection of the changes in society at the time, and brought in things such as a new refectory and mufti, as well as the music facilities. The school's community has always remained cohesive and the standards have always been high, though."

H: "Is there anything you miss, sir? Perhaps the old green slips?"

B: "(chuckles) What do I miss? Well, I've always enjoyed working here which I suppose is why I have done for so long, but I don't really miss a lot. I miss the

freedom and the flexibility that there was with teaching back then, and the discipline that was enforced: most of our teachers were veterans from the war, so they were used to discipline, and teachers really set the pace back then. I miss my colleagues – there were some incredibly colourful characters among them – but other than that I don't miss a great deal, as in all sorts of ways the school has continued to flourish and I do feel lucky to have been here to see it all."

H: "Finally sir, any opinions on the way that the school is moving forward currently?"

B: "I feel that no matter what change is happening, it is always made here to be of benefit to all: every head has their own vision and their own goals, and they are always pushing the school forward. Some things have worked over time, others not, but I feel that what is static becomes stagnant, if you aren't careful, and that careful reflection about what action will do is healthy. Thinking, at any time, that there is no change needed, is to be complacent."



Above and Below: Mr Bowden as he started his journey here at DHSB.



GOING FOR GOLD

By Will Morgan

This year we witnessed the greatest show of athleticism and sportsmanship on the planet, the DHSB Sports Day. Records were broken, voices grew hoarse from cheering and tears were shed (with laughter) at the Greek games.

However this year's Sports Day was unique in more ways than just the new roster of sports as, due to poor conditions at the end of the previous school year, the event was held in September rather than the usual July. This led to a rather more impromptu day than usual but all credit must go to the team who organised it – including Mr. Orkney and the rest of the PE Department – as, in the eyes of many, it was one of the greatest Sports Days DHSB has experienced in recent years.

This was down to many different factors throughout the day: the Refuel refectory team came up to the Brickfields site and provided an excellent barbecue and refreshment stall that kept many of the boys coming back for more throughout the day, the new prospective

prefects kept order and helped adjudicate a wide number of sports, and some Sixth Formers including House Captains and the School Captain came dressed in waistcoats and top hats, treating the day like Ascot! Another reason for the resounding success of the day is undoubtedly the hard work put in throughout the day by various members of staff, with a special mention for Mr Strang's efforts as a track marshal.

However no one can deny that the day could not have been as special as it was without the students. Whether it was the masses in the stands cheering on their houses or the athletes on the track and field competing for glory, by the end of the day there could be no doubt in any mind that the day belonged to the pupils. Some of the stand out pupils of the day have to be Lewis Andrews setting the new 100m and 200m record for year 7 (12.70s and 26.55s), another Year 7 record-breaker David Cooper smashing a 27 year old record for the long jump and finally Matthew Gould and

Tom Blackford breaking the shot-put and 1500m Year 8 records respectively. These pupils are just a small selection of all the excellent participants who gave it their all and made the day what it was.

It is quite difficult to not make comparisons to the Olympics that enthralled our country this summer when considering the overall success of this year's Sports Day. Like the Olympics everyone there competed for a flag, like the Olympics everyone there competed with the utmost respect for other athletes and just like the Olympics everyone cheered on athletes not just for the power and skill shown but also for the determination and sportsmanship displayed. It could truly be said that the London Olympic spirit of "inspire a generation" was on display that day.

Indeed, we had our own special Olympic tribute at the beginning of the day, with the proceedings being kicked off with a torch relay of Year 7 pupils. What made it particularly special, however, was that this was a

real Olympic torch, kindly donated by torch-bearer and DHSB Old Boy Andy Ball, who also allowed it to be used for a number of photo opportunities throughout the day.

Another aspect of the Olympics on display was our very own Olympic athlete Anthony James who presented the awards a week later. Anthony competed in London in the Men's 100m butterfly in his first ever Olympic games and during his presentation he enraptured the school with tales of what the Olympics was really like. 24 hour food halls the size of football pitches, a massive technology tent where any form of entertainment was on offer and most impressively of all what it was like to be cheered on by 80,000 people!

The presence of someone like Anthony James at days like Sports Day is truly invaluable; in the short amount of time that he was speaking he managed to convey to all 1100 students that nothing is impossible and that they too could one day compete in the Olympics. And it was with these thoughts of possibility that the school waited with baited breath for the final results as to which house would emerge victorious. There were groans as Edison was revealed as 6th, sighs of disappointment as Campbell dropped to 5th, murmurs of anticipation as Priestley was surpassed

coming in 4th. The tension began to crank up when Winstanley was announced as 3rd: could Newton retain its reign as Sports Day champions or would Smeaton snatch victory from their hands? Sadly it was not to be and Newton emerged, once again, victorious, moving to within half a point of the lead in the overall house competition.

From toga racing to one competitor getting refreshments mid race; from broken records to Sam Blake crawling across the finish line, this years games were

without a doubt one of the best the school has ever seen, and one which the 2013 Games will have great difficulty living up to.

Below C in tug of war; Torch Relay



OLD BOYS' UPDATE

The calendar year 2012 is drawing to a close, and there are a number of achievements to report.

The most important is the overhaul of the website (which can be found on www.dhsob.co.uk). The web contains an ever increasing number of photographs and memorabilia, and there is always scope for more! If any readers, or their relatives, have items that they would like to see on the website please contact Geoff Davis at the School. Submitted items can be scanned and returned.

As well as containing the "gallery", the website is actively seeking to build its contacts from the modest database that is currently used to distribute this magazine to an extensive database of email contacts that will enable the School to send regular news updates to as many of its Old Boys as possible. If there are Old Boy readers who have not yet registered, may we ask that you go ahead and do so. You will then receive regular news from the School and Old Boys' Committee.

We are hoping to include a page which is devoted to news of Old Boys (careers, geographical locations, details of families and other Old Boy contacts). Again, if any Old Boys would care to contribute, Geoff Davis is happy to act as the focal point for information.

Many Old Boys have supported the recent "Sport for All" campaign. It is pleasing to be able to report that the frustrating planning and legal obstacles to the creation of the Astroturf pitch in front of the colonnade are now nearing completion. It is therefore hoped that in the very near future, work will commence on the creation of a floodlit, enclosed and all weather sports pitch at the rear of the School. Together with enhanced support facilities, this will be a wonderful amenity which will bring much pleasure to both today's boys and local clubs. If you are on the website database (see above), you will be kept fully informed of progress!

Once the database is fully functional, it is hoped to restart some Old Boy "events". The database will

include the dates of individual's time at the School, so it will be possible to target age groups to the type of event. Watch this space!

Lastly, the present organising committee is looking for new members! Duties are not onerous, and we meet about four times per year. The main purposes are to oversee the distribution of this magazine to Old Boys, and generally to act in support of the School in a variety of ways. Please get in contact if you are able to spare some time to help. Geoff Davis will again act as a focal point for volunteers.

It will be close to Christmas 2012 by the time you read this article, so on behalf of the present committee, we wish you a very Happy Christmas and a prosperous New Year!

Tom Orchard
1956-1964





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“pro arte pro humanitate”

MMXII