

DHSB

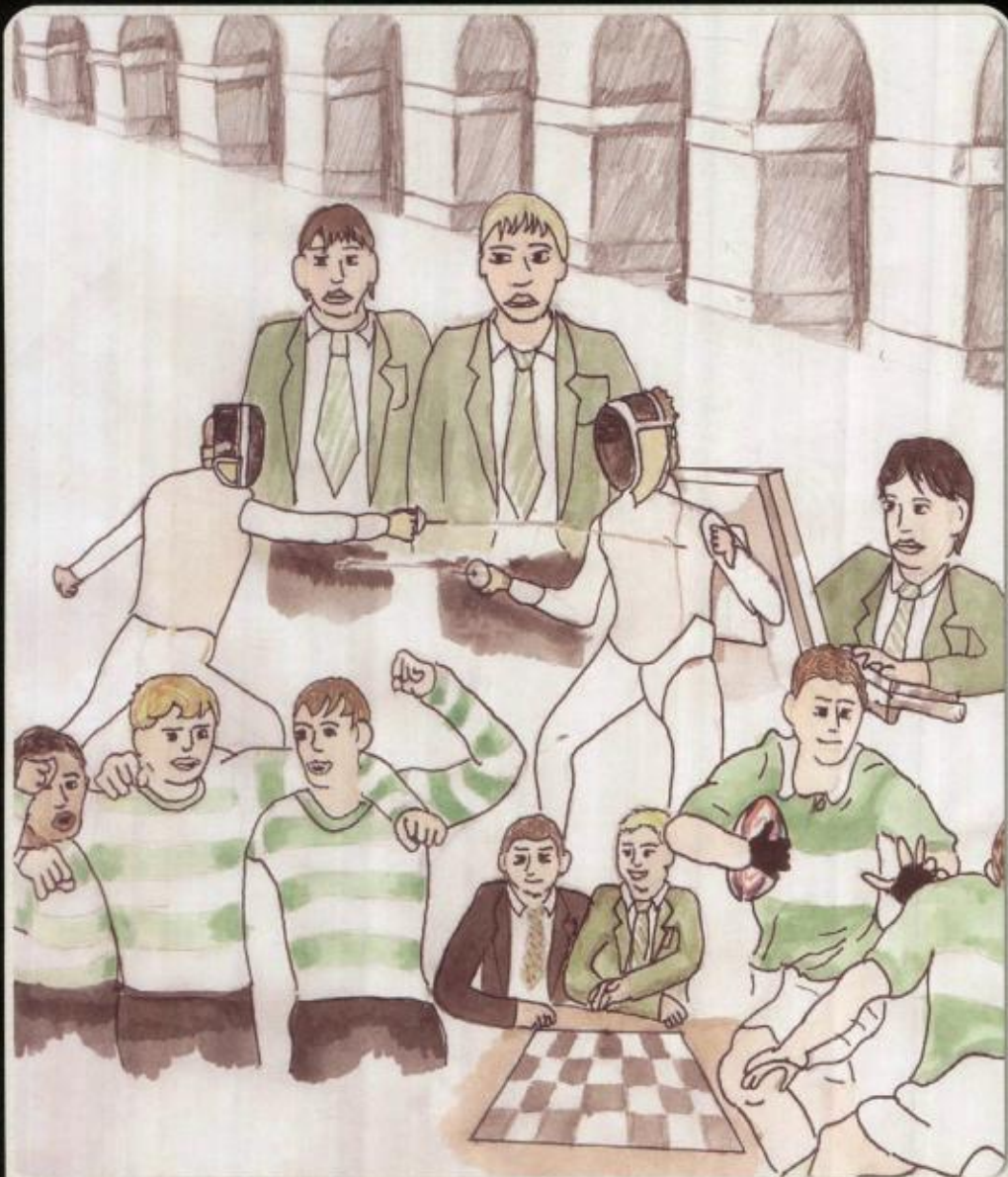


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Cover Competition Winner

THE THEME OF THIS YEAR'S COVER COMPETITION WAS DHSB COMMUNITY. THE WINNING PIECE (ABOVE) WAS CREATED BY LEWIS PULLEN OF 11W.

The Editors

MOLLY
CREWES
AND
JON
ALLSOP



Hello and welcome to the DHSB school magazine 2009!

It has been our pleasure to edit this year's edition of the magazine, which is now in its 105th year. Looking back through the DHS annals we have been able to see what an important document it is, so it has been our privilege to be able to edit a real piece of history this term! The theme of this year's magazine is Dickens' novel 'A Christmas Carol', as we make a journey through the school's past and into the present, before looking forward into the future. We have been lucky enough to have headed up a top-class team of writers, designers and administrators this year; namely Ben Smalley, Luke Seidel-Haas, Frances Salter, Hannah Moran, Georg Asmussen, Rory File, James Pirie, Will Powell and Naomi Skentelbery. We'd like to say a massive thank you to all of them for their hard work, dedication and commitment, without which this magazine could not possibly have come together. We believe we have created a product of which the school can be truly proud; we aimed to put together a publication that people like us will look back on in another 105 years time and we hope that, when they do, they will find a fascinating historical document.

Happy reading!

Jon & Molly

The Headteacher

MR
EARLEY'S
TAKE ON
THE LAST
YEAR



The Headteacher's Report 2009

A year has dashed past – a momentous one in many ways: Internationally, the first black American president has been elected on a wave of hope and ambition; nationally the credit crunch has heralded a new era of austerity for us all to respond to and within our school community significant adjustments to the way we work and plan the experience for boys are beginning to take shape, with global implications very much in the minds of the designers.

The theme for this year's speech day is Leadership and it is my firm belief that every member of our diverse community will play a part in DHSB gaining recognition for being an "Outstanding" school, preparing young men (and a few young women), for a fulfilling life in an ever-changing world.

The priorities for the school are headed by the Leadership Group but within each of these priorities, many other staff, students and members of our community have responsibility for leading strands and taking action to ensure success:

Priority 1 – Communication (Mr Earley)

To develop communication at all levels so that governors, staff, students and parents are well informed and can contribute to the school's development.

Priority 2 – Community (Mr Margetts)

To ensure that all pupils have high aspirations and that each student is given the opportunity to fulfil their potential. This will be underpinned by community cohesion, student support, behaviour for learning and parental engagement.

Priority 3 – Curriculum (Mr Adams)

To develop an increasingly personalised curriculum that meets the needs of all our learners and ensures consistently high achievement in all subjects.

Priority 4 – Leadership (Mr Mitchell)

To provide professional development opportunities and foster leadership skills to meet the aspirations of all staff and students and in doing so enhance teaching and learning across the school.

Priority 5 – Student progress (Mr Coombes)

To ensure students achieve their challenging targets in all areas of school life.

Priority 6 – Specialist provision (Mr Butcher)

To enable our specialist provision and structures to impact upon the levels of engagement, enrichment and progress of our students, our partner schools' students, and our wide-ranging community groups.

Priority 7 – Post 16 outcomes (Ms Davidson)

To challenge Key Stage 5 students with enhanced opportunities and intensive support, creating an environment of intellectual curiosity and intellectual resourcefulness.

Other headlines this year include the growth of the readership of the "Head's blog" – updated every Friday for the latest news and opinion on www.dhsb.org– a planned recruitment drive and rejuvenation of the Old Boys and the campaign to raise funds for an "Astro on Astor".

The School magazine team have shown admirable leadership this year in presenting this well-designed, well structured and genuinely interesting addition to the historical records that grace the shelf in my bureau. I cannot help but wonder whether, in one hundred years from now, future leaders and students will cast their minds over our epoch and enjoy the same wave of historical perspective and casual enjoyment of bygone ways and expressions.

I hope this edition brings entertainment now and in the future. DHSB has a long, distinguished history and its firm moral compass can chart a course for the future as well as harking back to the best of the past.

Prorsum semper honeste.

DHSB PAST

DHSB Magazine 1904-2009

Ben Smalley meets Mr Bennett of the DHSB Old Boys' Association

Mr Bennett joined DHSB in 1950 and left in 1956, with these six years being one more than the conventional span. He had to spend two years in the 3rd form because at the time you had to be 16 to do your O-levels. During his time at DHSB there was the Korean war, the Vietnam war, George VI died and Queen Elizabeth was crowned. He speaks fondly of his time at DHSB, with one highlight being the under-13s rugby team's 108-0 victory over St. Boniface; to reduce the embarrassment to the head of St Boniface this was later reduced to 99-0.

Many of you will have noticed the clock on C block dedicated to Mr

"Tex" Austin. Mr Bennett speaks of a Saturday trip to visit hut circles on Dartmoor, where himself and a number of other boys heard Mr Sherwood, the Geography master refer to Mr Austin, the history master, by his nickname: "Another cup of tea Tex?". This unheard of informality has stuck with Mr Bennett to this day.

"B-block caught fire and could be seen well ablaze from a distance"

In this post war era money was tight and there were no educational grants available from central government to build facilities. The school owned three blocks C, D and E. There was one hall and one gym which eventually swapped roles. During this time B block, which was not owned by the school,



caught fire and reportedly could be seen well ablaze from a great distance.

Upon leaving DHSB Mr Bennett worked as a junior clerk at Plymouth Brewery from 1956-58 (the buildings are now used by Princess Yachts). He later joined the Civil service which he left in 1995. From 1996 until his retirement in November 2008 he was a security guard to supplement his Civil Service pension.

Mr Bennett still serves the school to this day through the Old Boys Association, whom I was privileged to meet in mid-October.



A POST-WAR ANGLE

Jon Allsop meets Mr Angle of the DHSB Old Boys' Association

"Well there was the cricket, that certainly affected us because there was cricket out there morning, noon and night." This response, given when asked whether there were any major world events during his time at DHSB, aptly summarises our meeting with Mr Angle, an alumnus with a charming perspective on school and indeed life in general that we could all learn a lot from. "We were getting given the run-around from the Australians"- so no change there then -"Don Bradman I recall."

There were more serious events. "Also the king died, although much of it of course was sorting out after the war. A big change in government took over

here." The change to which Mr Angle, who joined DHSB in 1946, refers is Winston Churchill's post-war election defeat to Clement Attlee's Labour government, who were responsible for driving through a host of Liberal reforms. This included the NHS, the brainchild of maverick Welsh politician Nye Bevan. The NHS was to be

"we were given the run-around by Don Bradman!"

something which would greatly affect the strangely injury-prone Mr Angle. "I had my appendix out whilst at school and had to have 13 stitches. I was in hospital for ten days."

Mr Angle admits to having racked up almost 100 absences that term, although not all were appendix-related. Leaning back in his chair, he reminisces with



a coy smile about the allure of the circus in Victoria Park!

Mr Angle started work dying buttons in a factory but soon moved on to work in a small photography business, before training to become a teacher, a profession which he occupied for the remainder of his career. Despite being critical of the modern education system- "staff have to tick boxes to get government money which is a vicious cycle really"- he maintains that DHSB still had a positive impact on him. "The qualities and values I learnt served me for life" he concludes.

A HISTORY OF THE SCHOOL MAGAZINE

A DHSB institution, the school magazine was first published in 1904 and was originally produced on a biennial basis before becoming an annual publication. **Jon Allsop** takes a look back at the history of the magazine, embarking on a fascinating journey through the DHSB annals...

1904- The school magazine is published for the very first time, along with a separate copy of the school song. An article entitled 'Cornish Superstition' is featured, which discusses the Cornish people's belief in pixies, whilst the magazine also features an interesting disclaimer. The editor is forced to reassure readers that, despite rumours to the contrary, the magazine is not 'the official organ of any political party or religious sect'.

1910- The magazine features a wonderful poem designed to help students revise mathematics. The humorous verse concludes: "These hints will seem to some a light, Yet simple as they look, The best way to get answers right, Is "buy the answer book"!"

1914- The magazine features an editorial on the outbreak of World War I, complete with the grimly prophetic line "if, in the

future, when we boys of DHS are men, our country need us, may we be found not only willing but ready to hold what we have". The following edition goes on to include a list of pupils engaged in national service.

1919- Another wonderfully political editorial discusses the culmination of WWI, although admits that, whilst "peace is with us", it is "not the peace to which we looked forward". The magazine also contains some amusing howlers found within lower school work, including such gems as 'Julius Caesar was a Roman generally' and 'there lived a lot of people in goal who were not quite civilised'!

1926- Seemingly, this is the first edition of the magazine to be interspersed with adverts, which until now had only featured on the back cover.

1930- The editorial moves away from European politics to cover the apparent unrest within the school's PE department, who were upset at the school's lack of gymnastic equipment. A humorous article entitled 'The DHS Dictionary' is included, with its host of interesting definitions including "School (lower)- a body of small children whose occupation it is to irritate the upper school", "School (upper)- the Salt of Earth"

and "Zeal- rarely seen in connection with school work"!

1932- The editorial comments on the retirement of Headmaster Arthur Treseder, who is replaced by a Mr Simmonds after "26 years of arduous labour" at DHS.

1937- Photographs are included from the school's recent trip- to Germany! A student comments on how he was struck by "the amazing friendliness and warm hospitality with which our party was treated everywhere we went". Ironically, the student also appears highly impressed with Germany's infrastructure!

1939- The editorial predictably focuses on the outbreak of WWII, claiming that it would be a war "intensified by greater naval activity and by universal danger from the air". The editor comments on how the war aims of the British government were "unselfish and noble in the extreme (but) did not merit the wanton destruction of youth in war".

1942- The school notes section focuses on the school's wartime move to Penzance. The school and all its pupils were evacuated to the Cornish town in order to avoid the blitz.

1945- The magazine reflects on the school's stay in Penzance, reportedly a happy period for almost all concerned. Upon returning to Plymouth, DHSB sets up shop in its current home for the first time. The previous year, a newspaper cutting found tucked inside the school magazine sees Speech Day guest Michael Foot claiming that the school would make "a notable contribution to the rebuilding of Plymouth" in the post-war era.

1950- The school magazine celebrates its 100th anniversary and consequently runs an editorial on the publication's history. The magazine is described as being "an official record" of school life and thus of extreme importance. The editor remarks that production costs prevented them from marking the anniversary by "printing the Mag on vellum, binding it in leather and stamping in gold leaf for presentation"!

1962- An article is featured on the school's production, which is Andre Obey's 'Noah'. A Mr Parsons is said to have encouraged his cast to make a free adaptation of

the text, lending the piece "a charming spontaneity and immediacy".

proved to be his final year at the school before retirement.



'The German Trek' 1937

1973- Features an article on the foundation of the school council, who were founded in 1973. Starting life as a group of sixth formers who were selected to advise the headmaster on hairstyles, the newly formed council went on to devise a constitution and method of electing representatives, before gathering for the first time in January.

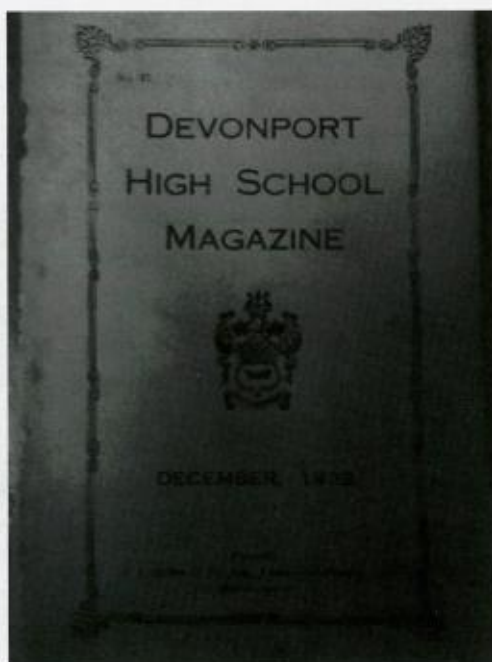
1989-1996- No magazine was published between these dates.

1997- The first magazine in nine years features a headmaster's perspective of DHSB, penned by none other than Dr Pettit.

2007- An interview with Dr Pettit is included in what

2008- Last year's magazine featured many articles of interest, including an interview with newly-appointed Headteacher Mr Earley.

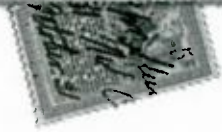
Upon glancing through a back-copy of the school magazine, one is given an idea not just of in-school happenings but of the mood of the era and reaction to global political events of the time. Looking back through these fascinating documents has made me realise what a true honour being involved with the magazine has been. Hopefully, 105 years from now, students of the future will look back on this magazine and think the same thing.





The above image is featured on a Christmas card distributed by the school in the 1920s. It shows a reproduction of an old engraving, depicting Stoke Damerel Church on the right across the road from the modern site of DHSB. If one looks carefully, one can notice that the geography of the area is remarkably similar to today; for example one can see that the hill coming down the road from the church takes exactly the same form as in the present day. One notable difference is the fact that Stonehouse Creek has not yet been filled in, remaining very much an aquatic area. In the middle of the creek stands a gibbet, which was taken down in 1827. The gibbet had hung upon it the bodies of Messrs. Richards and Smith, who were hanged in 1787 for the murder of a dockyard clerk. As our headteacher Mr Earley noted, the presence of such a structure is not exactly a cheerful message for a Christmas card to display!

Jon Allsop



Jon Allsop meets Mr Clarke of the DHSB Old Boys' Association

Mr Clarke joined the ranks of DHSB in 1947, picking out the coronation of Queen Elizabeth II and the Festival of Britain as being major national events during his time at the school. Starting just after the war, Mr Clarke is better-placed than most to comment on how the building adjusted from being a military hospital to the rigours of housing hundreds of noisy young boys. Initially, it did not bear up well. "There was literally whitewash all over the walls, you could see the names of the operating theatre and all that sort of thing and it generally hadn't been redecorated." This is indicative, I suppose, of an era of austerity which crept in during the

immediate aftermath of the Second World War; sweeping away the ensuing sense of euphoria with each passing day. Despite the aforementioned Festival of Britain bringing a touch of glamour to the lives of Britons, these were undoubtedly hard times.

"I did two years national service in the RAF"

"there was literally whitewash all over the walls!"

Mr Clarke says of his post-school activities. Did he enjoy it? "It was quite interesting, you met a lot of people you might not otherwise have met." Mr Clarke did speak of his initial desire to go to university, "I had a place at Exeter", although he scratched that plan and instead worked in customs and excise after his two years in the RAF.



After taking an early retirement due to ill-health, Mr Clarke became a consultant to a firm of accountants.

So just what was his personal highlight of his time at DHS? "Beating Exeter University home and away at soccer" he remarks, his eyes lighting up. "I played every position for the school, including goalkeeper!" This versatility was not confined to the football pitch and is something Mr Clarke feels that the school encourages students to develop. "You're expected to do a lot of work on your own here and that prepares you well for life."

PIRATES OF PENZANCE

Georg Asmussen meets Mr Porter of the DHSB Old Boys' Association

In trying to find out more about the Old Boys, Ben Smalley and I were allowed a peek into one of their regular meetings. Not only was I surprised to find out how much an effect the Old Boys still have on our current school, but I also noticed that some of them were somewhat more 'Old' Boys than I had expected. One of the people I had the chance to meet was Mr Porter, who had experienced DHSB from a very different side:

Penzance. The next day, we quickly arranged interviews with these Old Boys so we could gain a view of DHSB from a completely different perspective.

As I have already mentioned, most of the school was evacuated to Penzance.

Although this did not happen until after the Blitz, there was a short sneak raid where eight bombs were dropped in a string across Penzance, two of which hit temporary school premises. This resulted in the development having to be started all over again.

Apart from this brief encounter, students did not really get to feel the full effects of WW2, thanks

mainly to the evacuation scheme.

Back then, DHSB had practically become a boarding school. Mr Porter had many positive experiences, such as the beach and fishing at Royale in his second year. Mr Porter lived in several places, including the Rookery. This housed 40 DHSB boys with six per room. It was a good place to live as you had 'freedom to roam', as he described it.

What may surprise you is that there was school on Saturdays. What I found most interesting was that every boy in the fourth year and

"The headmaster had a cruel punishment regime... he made you choose your own cane... you were then 'properly hammered!'"

below had the option of doing work on the farm. More accurately, this was "spud picking", for 9p an hour or £3 per week. The boys were not allowed to harvest broccoli because machetes were used. Mr Porter also gave us a brief snapshot of what sport was like at the school. Although



there were no leagues, they were able to play the young service teams. The school was very strong at athletics at this time. There were three very good sprinters: Joe Pengelly, Hussey and Hunney: together, these sprinters had 100m times below ten seconds. In addition, one of the three athletes was also a swimmer who eventually swam across the English Channel. Some houses may be sad, others delighted to hear that Grenville were sports champions for over 20 years.

Finally I tried to find out more about his life after school. Mr Porter worked for a host of top employers around the country. He described how DHSB had prepared him for life after school as "it forced you to become a man on your own, and to stand up for yourself" — even if this was due to the cruel punishment regime.

DHSB PRESENT

An update on Peer Mentoring

Kyle Hartill of Year 12 discusses the role of DHSB's peer mentoring team

Peer mentoring at DHSB has become an increasingly successful organization year after year. Originally started and led by John Ware, past school captain, and Mr. Martin (who is still involved today), we partake in various activities ensuring the welfare and well being of younger pupils in this school, from being a friendly face, to taking their PSHE lessons.

Peer mentoring, for me, has been nothing but a fully enjoyable and worthwhile experience, allowing me to contribute to the school in a unique way. Every mentor has his own qualities to bring to the team, and we pride ourselves on the team we are. We are not prefects, ensuring behavioral standards, but rather positive role models for younger pupils to look up to and seek advice from should they need it.

This year, peer mentoring has had its most successful year in recruitment, being over-subscribed with year 9s clamoring to join and, for the first time, we have had to turn people down. Next year looks set to be even more of a

challenge and I am really looking forward to it; excited about every mentor we have and to come. This year I can definitely say will be the best team yet, as each team has been so far. Still working with Mr. Martin, we have evolved from sitting in a room passively waiting for people to come to us to going to them in their lessons, in the school corridors, on the bus, and just about anywhere you can think of!

We will continue our work with the pride we have always had and will be sticking around for a very long time to come.

Opinions

Peer Mentors

Year 9: "Peer Mentors help in ways teachers can't"

Year 10: "Peer Mentoring improves my self-confidence"

Year 7 Tutor: "Peer mentoring is essential in the well-being of pupils"

World at their Feet

Luke Seidel-Haas and Tom Bromley explore China, whilst, below, Jon Allsop goes to Italy



In April 2009, myself and a group of Year 11–13 students from DHSB and DHSG journeyed to Italy, led by former DHSB Latin teacher Miss Holliday. We spent two days in Rome, where we were amazed by the Coliseum, the Roman Forum, the Trevi Fountain and the stunning artwork and views provided by the Vatican City, before travelling South to spend four nights in Sorrento. From there, we were able to explore the wonderfully preserved Pompeii and Herculaneum whilst also spending a day on the island of Capri, home to the world's rich and famous and the internationally renowned Blue Grotto. On the last two nights we were also treated to a staggeringly moving Easter procession through the streets of Sorrento, complete with wax effigies, religious costume, beautiful chanting and thousands of glittering candles which touched all that were fortunate enough to see it. This Catholic parade was also one of the longest of its type in Europe. During the ensuing May half-term, Miss Holliday returned to Italy with a group of Year 10 students, who had been denied a place on the original trip due to its overwhelming popularity.



From Rome to Romeo...

Luke Seidel-Haas goes to China

To me one of the brilliant things about theatre is that barriers like language or culture are no longer an issue. I experienced this first hand this summer when I went on a Theatre exchange trip to China with a group of 12 other teenagers from schools across Plymouth.

During the two week trip we stayed in a performing arts boarding school and put on an Anglo-Chinese production of Romeo & Juliet with a dozen Chinese performers.

We performed this production in a sold-out performance in China in front of prestigious government officials and education ministers. Our production ended up being front page news in the local Chinese papers, and was brilliantly received. While there we also got a taste for Chinese youth culture, as we were invited to sing Karaoke, and go and see the incredible Song Dynasty show – a show which has been on for 12 years, and had more than ten million spectators. Through a lucky coincidence we were lucky enough to see the Chinese tidal bore – a large wave which travels up the Quiantang river and is the world's largest.

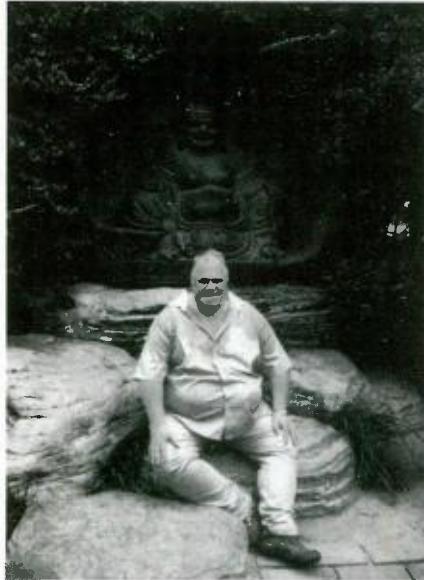
After performing in China we went back to Plymouth with the Chinese performers, re-rehearsed it and performed twice at the Roland Levinsky theatre on the 21st and 22nd of August. Our Chinese friends were amazed by England – they found the food rather strange to start with, but soon got used to it. We introduced them to the wonders of 10 pin bowling – something they had never done in China.

I found the whole experience absolutely incredible. The food was different to anything I've had before – lots of rice and chunks of meat (we ate ducks tongue and something which looked surprisingly like dog), the music was beautifully tranquil and their hospitality was first class. I hope we go back to China again, it was the experience of a lifetime.

DHSB go to China

Tom Bromley reports

Over the summer a group of students from years 10–12 and I went on a trip to China led by Mr Riggs. While over there we visited Beijing, Shanghai and Xian. After transferring from Shanghai we spent the first few days in Beijing, where we visited the Bird's Nest and Watercube Olympic complexes – their design was incredibly impressive. We also went on a day trip to see the Great Wall Of China – which is much steeper than you think it is! We went on a rickshaw ride around Beijing – quite scary considering the disregard that the Chinese have for pedestrians.



Then we went to Xian – a two hour plane journey from Beijing – where we went to see the terracotta warriors and meet the person who unearthed them in 1974. We also learnt about all the different kinds of Warrior and their different positions. We also went to the Tang Dynasty show which included a large ensemble cast of Chinese dancers performing graceful dancing with an incredible set.

Our final destination was Shanghai, where we had a chance to go shopping for “genuine” designer brands, DVDs and headphones. Finally we went to the Wild Goose Pagoda and looked around – a very tranquil beautiful place.

and they weren't the only ones visiting China...



I jumped at the opportunity to join the DCSF and British Council funded "100 UK Heads" delegation on a partnership visit to China at the end of May. Along with eight other Plymouth heads, I had a fascinating trip and got an insight into Chinese culture and society. I ate some unusual and mostly delicious food and was shamed by my inability to grasp the rudiments of the language quickly! The Chinese have a keen sense of generosity and I was very proud to have given gifts (and a DVD) entirely designed and manufactured by our talented boys.

DHSB has a commitment to raising cultural awareness and promoting global experiences and enterprise; having seen and heard the Chinese investment in the "knowledge economy" first hand, I have no doubt that China will play an even more important part in the future lives and careers of our students.

We already do a great deal to develop understanding of Mandarin and Chinese culture at DHSB; I hope we can do even more following this trip. We look forward to developing our relationship with the Xiuzhou Modern Experimental School in Jiaxing, when we host a return visit next term.

Mr Earley

A Girl's Perspective

Year 12 student Hannah Moran on being a girl at DHSB

As you may imagine, a few eyebrows are raised when, as a girl, you reveal to someone that you go to Devonport High School for Boys. Indeed, some people clearly think you are mad! One may suppose that the idea of introducing girls to an all boys sixth form is a somewhat outlandish one, and you wouldn't be wrong – we feel almost as if we are taking part in some strange social experiment! Yet, it appears to be going well so far and we, 'the girls', have had no trouble settling in.

Our reasons for choosing DHSB vary from the broad range of subjects offered to the general atmosphere of the school. Those of us moving from mixed schools chose Devonport Boys over the girls' grammar schools because we felt that boys might be easier to make friends with, and more open to including new people.

That said, we were still somewhat nervous, and just slightly daunted by the sheer number of boys, when we walked into the sixth form centre on the first day. However, it didn't take long for the perhaps more confident of the boys to start talking to us, and generally everybody was very friendly, (although, they seem to be a little scared of us when we moved in packs...).

It being only the third year of having full-time girls in the sixth form, we are still something of a novelty, especially to the younger years. Nonetheless, in lessons and during social times our fellow sixth formers have embraced us as part of their school community and strive to make us feel included. Teachers treat us no differently to any other student, although many still address the class as 'gentlemen'.. Indeed, I have been included in this by one teacher as an 'honorary gentleman'! Whether this should be taken as a compliment or not is probably subject to opinion, but

I'd like to think of it as an indication of the school's easy acceptance of us.

The boys themselves have only good things to say regarding the girls' presence in the school. One suggested that we 'improved the school environment' by bringing a different outlook and set of opinions to the academic mixing bowl.

Some readers may recall an article on the same subject as this, but with a slightly different viewpoint, published in the 2007 edition of the school magazine. As the 2009 female intake, we have experienced none of the negativity that the previous article talked of, and feel that to speak badly of our new classmates would be doing them a great injustice. So far every aspect of the school has been nothing but enjoyable.



HEADTEACHER MR EARLEY HAD THIS TO SAY:

"For some years now, DHSB has admitted a few girls into the sixth form. These entries are managed in detail by Mrs Davidson (Assistant Head - Post 16) and are usually a result of girls in the city wanting to study a combination of subjects that they would be unable to take anywhere else. We are not about to become fully co-educational but there is no doubt that 'exceptional' young ladies who do join us make a fantastic contribution to the life and work of the school. One only has to read the credits for this magazine to recognize this!"

Song and Dance

Josh Clarke reports on the school's thespian activities

The calendar year 2009 has been a massive one for the drama and music departments respectively. February saw the much-anticipated first major production in the Edgcumbe Theatre, with the Andrew Lloyd-Webber musical 'Joseph and the Amazing Technicolor Dreamcoat' bringing colour and exuberance to the stage, complemented superbly by Mr Newton's orchestra, for three evening performances. Following this success, Ali Gardiner and Ben Pilkington performed in the Harold Pinter one-act play 'The Dumb Waiter' for one sell-out night.

The beginning of the 2009-2010 school year has seen the commencement of several further exciting events. Recently the Performing Arts Concert was enjoyed, which showcased musical and theatrical talent from all around the school and nicely whetted the audience's appetite for the major school production opening in February, which this year is to be Brandon Thomas' evergreen farce 'Charley's Aunt' – fast-paced and non-stop hilarity!

For lovers of musicals, there will be the opportunity in June to be the first audience to see the first performances of a brand-new musical, written and performed by students, which promises to be a night of exciting new music performed dynamically with the most enthusiastic performers in the school – an event not to be missed! Watch out for 'DHS The Musical', to be advertised very soon!



Parental Guidance

**Frances Salter, Jon Allsop and Molly Crewes meet
DHSB's newly-appointed chair of governors Mrs
Carolyn Bruce-Spencer**



"I've never been a chair before," admits Mrs Bruce-Spencer as we take a seat in the deserted environs of the DHSB library on a pleasant October afternoon. Mrs Bruce-Spencer has just been appointed chair of the DHS governors; a new position which clearly excites her greatly. "I'm really looking forward to it" she enthuses warmly, "I think you've got an excellent team of people here who want what's best for the school and to ensure that the students get the very best education they can have." When asked what had motivated her to apply for the position, she pauses for thought momentarily, before concluding "if I'm honest the school's moving in a different direction, especially with the new head and I wanted to embrace that and I wanted to move it forward." Does she feel that there was a risk of stagnation? "I don't know if stagnation is the right word. I felt that, especially with the new Ofsted framework, everyone's got to be thinking differently, everything's got to be evidenced and demonstrated. It's a new way of doing things and I think it's really good personally."

Mrs Bruce-Spencer certainly cuts a very impressive figure as we chat away about her visions for the school. She describes herself as having "energy, drive, determination and passion" and on this evidence it would be difficult not to believe her. Although she admits taking over from predecessor Charles Evans will be difficult she remains confident. "Charles and I are different people. It's about looking at what added value I can give, what difference can I make, because it's all about making a difference." Whilst it excites Mrs Bruce-Spencer that she is about to become the first female chair of governors in DHSB's history, it is not something that seems to phase her at all. "I don't think it's relevant," she says. "The world is changing and we've got a lot of women in positions of authority. You've got women in politics at very high levels, Hilary Clinton for example running for the US presidency. I think it just reflects the fact that women are being taken seriously and it's not just a man's world. We all have a lot to offer. I feel proud that I'm elected chair but not just because I'm a female."

Mrs Bruce-Spencer, who has a son at the school, certainly feels that DHSB has a long way to go. "Everyone on the team wants the school to be outstanding. We've got a benchmark at the moment where we are successful but we can improve and I don't think we should be complacent. There will always be areas where we can be better. Having said that, it's a very exciting time and it's full of opportunity." The new chair exudes confidence, although she insists that she is nervous about giving her speech day address, admitting that "That's the first thing I said to the head, what am I going to say at speech day?" One feels, however, that with a few words similar to those aired during our meeting, the majority of onlookers would not fail to be impressed.

Poetry and Prose

Frances Salter picks out 2 examples of DHSB's creative writing at its best

Sonnet 9

The gift of life is ours, and ours alone,
Its bounty should not be abused or lost,
Its freedom glorious denied to none,
Its vibrant beauty preserved at all cost.
So with the liberty that good life brings,
One should not hide behind a false pretence,
But listen to the song that one's heart sings,
And share with any person love immense.
Your form does not dictate your ideal match,
More sways the mind with thoughts discriminate,
For souls without romance still need a patch
To heal the gap where prejudice once sat.
For gender should not be a barrier:
Life is to love whomever: him or her.

Harry Samuels

Poetry and Prose

[N.B: the following was written as a response to Wilfred Owen's "The Sentry", a poem detailing the experiences of a soldier in World War One, spoken by the soldier himself. He is present during an attack on a trench during which the man on sentry duty is blinded. In the piece below, the speaker of the poem considers his experiences in retrospect.]

Bacon sandwich. Perhaps the simplest of all meals. One which is usually eaten standing up and with the hands, yet I still cannot fight the urge to lay the table with my finest silver, switch off the lights and light the candles. I find there is something satisfying about eating a meal in a way it shouldn't be; like playing rugby with a football.

I feel that there is much to be said for the Celtic belief that the souls of those who we have lost are held captive in some inferior being; in an animal, in a plant, in some inanimate object; lost to us until the day (which may never come) that we happen to pass by, or to obtain possession of the object which forms their prison. Then they start and tremble, and as soon as we have recognised their voice the spell is broken. Delivered by us, they have overcome death and return to share our life.

And so when the table is laid and the meal is ready I prepare myself for remembrance of things the matches bring.

I often wonder why I remember this episode more vividly than others. Perhaps it is because of the manner in which it came to me. Certainly the event does not stand in isolation.

The shells. The romance of being shelled had gone by then, as had many other emotions. My life could accurately have been described as long periods of boredom pierced by moments of pure, sudden fear.

The consequence of one's actions are often ignored, so perhaps from then on I would have thought philosophically about war and its futility, yet I remember my suppression of these thoughts as I sat in the mud of the trenches.

"My eyes, my eyes!" I remember now the shriek of a blinded man, and the false hope that matches now represent in my mind.

"Can you see the light?" Inconsiderate words as a match was held up to his eyelids. I felt pity for the man, but this was overridden by my urge to suppress my feelings, feelings that would later lead me to thank God it wasn't me.

Self-preservation is a wasted feeling. The sooner you realise you are doomed to die, the sooner you can function as a soldier: without fear, mercy or compassion.

Now the candles lie unused.

John Willis

Sports Report

Rory File considers DHSB's recent sporting achievements

Sport at DHSB. You see here's my problem; there's far too much for me to tell you in one article. It's impossible to fairly sum up a single match in any sport in one piece of writing; so for me to say I can give you an accurate account of the thirty plus sporting competitions we entered over the last twelve months as well as sports day and all the individual successes the boys achieved would be farcical – but let's give it a go.

Last year, there was football: Years 7, 8 and 9 Plymouth Schools Cup winners, and there was rugby: Year 7 Cup Winners (for the first time in ten years), and then there was basketball: Years 8, 9 and 11 Plymouth Schools Cup winners, and after that there was athletics: Years 7 and 8 Championship Runners-up and Years 9, 10 and Junior Championship Winners, and then came the "sun" and there was tennis: Year 8 Central Venue Cup Runners-up and Year 10 Central Venue Cup Winners, and of course cricket: Year 7 Central Venue Competition Winners and Years 8 and 10 reaching the final before falling foul of the British summer.

A break in the rainy season did allow for Sports Day to go ahead and everyone knew that a good one was indeed in store due to the successes in athletics that year. A number of records were equalled and broken in the under 12 and under 13 categories showing that this school will be the leading light in athletics at least for the years to come – no pressure though.

Then the school year came to a close and, as the boys did not waiver in their sporting endeavours, neither shall I in my efforts to list them, (well – three stand-outs at least): Haydn Brown Williams competed in the English Schools Decathlon finishing in 18th place after the gruelling two day event, Milo Cole took 5th place in the British Trampoline Championships, and Charlie Wood competed in the British Diving National Championships in the 16 – 18 age group winning a gold medal and two silvers (please try harder next time Charlie – Daley is within sight).

So now we roll up to the new year, and after a summer of relaxation the lads showed an unequivocal enthusiasm for the new season; within a week the year 8 rugby team already racking up a convincing win over Kelly College, 47 - 7. The school's first XV, keen not to be shown up by the younger boys, went on the following week to beat South Dartmoor College 43 - 5, though unfortunately were not able to continue on the same line, losing to Plymouth College the next week 35 - 5; however I feel it's my duty, having watched the game, to say that the team played like professionals, and with the score only 5 - 5 at half time, remaining unfazed at some adverse conditions that acted against them in the 2nd half.

The football season also had an ambiguous start, due to the 1st XI's 4 - 0 loss to Plymstock accompanied by the historic introduction of a DHSB 2nd XI into the Devon Wednesday League, who also lost their opening game 3 - 1 to Dukes, but it was nonetheless a historic day. The following week, due to the incredible sporting aspirations of the young men in the sixth form; accompanied by their constant nagging, a DHSB 3rd XI was introduced to play a friendly against Plymstock. They lost 10 - 0, however I have been told to write that it was a lot closer than the score line might suggest as they were only 3 - 0 down at halftime.

Looking back on this article I see that I have managed to write nearly six hundred words without the incredible disclosure that we are now Devon Show Jumping Champions, as we paired up with Plymouth High School for Girls and claimed 1st, 2nd and 4th out of the ninety seven competitors. For me this captures the true ethos of sport at DHSB -no matter what the sport, no matter whom the opposition: we're going to win and we're going to be the best. And here seems a good place for me to thank the people who contribute to sport at Devonport, because without the boys going out and proving what I just said, this article would not have been half as easy to write: thank you for being the best at, well, everything. Thank you to the PE staff, who give up more time than is worth imagining to coach, referee and drive the minibuses. Thank you to the parents who give up their time to drive or watch a game or two, and also put up with the incessant whining after that occasional loss. And finally thank you to the Old Boys of DHSB, without whom our school would surely not have the revered reputation that we have had for the past seventy plus years, and although gone, perhaps, are the days of beating St. Boniface 108 - 0 at rugby, the memories of such days still live on and the engraved trophies with "Winners DHSB", which sit outside the Head's office seem to engrain the aspirations of every young man who comes to Devonport with dreams of sporting greatness.

60 seconds with...

DHS diving sensation **Charlie Wood**



Favourite book?

About a boy

Favourite film?

Taken

How often do you train?

Six days a week for fourteen hours in total

What comes first: school or diving?

School, but barely.

Do you like / look up to Tom Daley?

Yeah, he's OK, but he's shorter than me so I don't look up to him.

What do you remember as you're stupidest moment whilst diving?

Once I sprung off a spring board and landed straight back on it flat on my face.

60 seconds with...

**self-confessed sports fanatic and Year 12 student
Phil Greensides**



Favourite book?

The Very Hungry Caterpillar

Favourite film?

Anchorman

What's your favourite sport?

It's between rugby, athletics, football, basketball and cricket. I'll go with all of the above

How often do you train?

Eight hours a week

What comes first sport or school?

SPORT!!!

What do you remember as you're stupidest moment in any sport?

I broke my clavicle whilst playing tag rugby

are grammar schools still relevant? Here, DHS 6th-formers present both sides of the argument...

FOR-

Frances Salter

Having been at a grammar school for five years, I'm likely to be biased in their favour; however, I spoke to a friend who had been at a comprehensive until she came to DHSB for sixth form, who said, "As a more able student at a state school, I often felt somewhat alienated from my peers. I think that they perhaps sometimes resented the fact that I appeared to so easily get high grades, and I have had to put up with some not so nice comments regarding that issue. Another noticeable thing was that I quite often felt as if teachers weren't moving quite fast enough for me, but if they were to move at the pace most suited to my abilities, the large majority of the class would be left behind, even in a top set. When it came to doing my A-levels, I knew that I wanted to move to a grammar school. Since being at Devonport High I've felt somewhat less distanced from my peers, and I feel much more comfortable in the grammar school environment."

It could be argued that grammar schools provide an opportunity for students from low-income families to gain a high standard of education and escape poverty; since grammar schools were largely abolished, social mobility has decreased and the Oxbridge intake from state schools has decreased. This goes against one of the main arguments against grammar schools: that grammar schools have a class bias. Grammar schools make education more democratic, as they give a higher standard of education based on intelligence and academic achievement, rather than income – as opposed to private schools.

Grammar schools have been shown to produce significantly better academic achievement: for instance, in 2006, students in England's 164 grammar schools gained more than half the number of A grades at A level than students in the 2,000 comprehensives. This may partly be down to the fact that grammar schools are often smaller than comprehensives, and also the very different school environments; in comprehensive schools, bright students can suffer bullying for doing well in school. As grammar schools take only the more able, they can provide a more secure environment to learn in.

Abolishing grammar schools means imposing a "one size fits all" system of education in Britain. In my opinion, as long as there are bright students, there will be a need for schools that focus specifically on bright students, and therefore grammar schools are as relevant to society as they have ever been.

AGAINST- Will Powell

Having just experienced school life at a grammar school after spending five years at a comprehensive I have a unique perspective into the relevance of these selective schools. And at this point in time the only big difference in the two schools I see is simply the conscientious work ethic of the students and the competition that arises between them. I feel that the school itself is little influencing the students, who I feel would have that degree of pride in their intelligence and work whether they went to an inner-city sink school or a high achieving grammar school.

Grammar schools are monopolized by the middle classes of this country, parents will tutor their children from ages as young as 8, just to drag them up to the standard to pass the 11 plus examination. No longer can the argument that grammar schools are "ladders for the lower classes" be used, as those who can afford to pay the steep tuition fees (up to £50 an hour in "grammar school hotspots") are using grammar schools as alternatives to private schools. So as they no longer provide much of an advantage to the less affluent portion of society they also have lost a large percentage of their purpose and relevance. I believe to keep up to date with society the entrance exams must be changed or even abolished to keep grammar schools in contact with all of the classes and not a catalyst for the class divide. Ever since 1995 it has been Labour's policy that there will be no new Grammar schools established with this showing that they are seen as outdated and inappropriate for a modern education system. The lack of new grammar schools means it will be hard for them to evolve due to no changes to their systems leading to a lack of significance in this country.

As competition for top university places becomes more and more fierce, especially with pupils from comprehensive schools choosing to go to university more and more often, the gap between the best results a grammar school can produce and the results from intelligent comprehensive students will become non-existent. Grammar schools will have less of an "edge" over the other schools.

WHAT THE OLD BOYS SAY:

ARE GRAMMAR SCHOOLS STILL RELEVANT?

Mr Angle says:

"Yes, I believe that education was hijacked for political reasons and that that created a lot of problems."

Mr Clarke says:

"I would think possibly more so. I think it's far more efficient to have a selective system than having big schools with a range of pupils from those who can hardly read a book to those trying to get to Oxford or Cambridge."

mystic meg

how will we live in
the future? teachers,
students and staff
dust off their crystal
balls to make their
predictions...

"to be blunt, either we're going to learn
how to cope with renewable energy or we
won't and we'll run ourselves dry, in which
case I don't want to be around then!"

Ben Randall- Year 12

"under the sea"

Callum Clay- Year 12

"Afghanistan will be taken off the map"

Jonathan Hall- Year 11

"we'll probably live on the moon
and eat the moon cheese and live
with the Clangers"

Dan Langman- Year 8

"in the future we have a danger of
losing some things which make us
human, such as true relationships"

Jon Hunt- Year 12

"humanity will be spread thin
among its many colonies, defending
our empire from the alien menace"

Tom Molyneux- Year 12

"first the countries will start to sink,
leading to civil war and a
breakdown of law and order"

Ed Hone- Year 12

"everything will be on the Xbox,
even ordering pizza. the robots will
feed you pizza"

Ben Antill- Year 12

"we'll all turn into slugs, because we
won't move anymore"

Joe Dai- Year 12

"our daily lives will be computerised
and automated, the streets of our
cities will be deserted"

Ed Argles- Year 12

"in the future, Spurs will win the
Champions League!"

Tom Hodgins- Year 12 (and ed!!!)

"it will be a lot more computer and
technology driven, which I despair
of!"

Mrs Heighway- French teacher

"Georg will cause the collapse of
Western civilization, and Jon will
star in a Mamma Mia style
adventure with John Barrowman!"

Ben Smalley- Year 12

"the sixth form kitchen will have to
be expanded due to the increased
number of girls being admitted into
the sixth form!"

Josh Henning- Year 13

CHRISTMAS QUIZ

PAST:

1. Which playwright with a festive first-name claimed that only insane canines and inhabitants of the 2003 Rugby World Cup winning country dare venture outside at high noon?
2. In what year was Britain's 'winter of discontent', and from which Shakespeare play is the phrase taken?

PRESENT:

(or at least more recent...)

3. Which singer claimed that receiving a toy from Santa would not make her happy?
4. Which Christmas word is spelt by assembling the chemical symbols for Chromium, Actinium, Potassium and Erbium?

FUTURE:

5. Who will succeed David Tennant as Dr. Who after this year's Christmas episode?
6. When will the first Christmas decorations appear in shops next year? Round to the nearest 6 months.

ANSWERS

1. Noel Coward 2. 1979/80 and 1980/81
3. Adele 4. Odeon 5. Noel Coward
6. November

MR EARLEY'S VIEW



School Uniform Debate-

James Pirie investigates



"I don't believe there is anything oppressive about uniform. One of the ways DHSB creates a sense of belonging is through a shared commitment to look smart and professional – even in the sixth form. Good habits formed young tend to remain in later life and in this competitive world you don't get a second chance to make a first impression!"

Over the course of Devonport High's history there has been little change to the uniform. Many people see this as a good aspect of the school, our students are dressed neatly which encourages good behaviour, therefore results are better. However, others disagree and suggest that the uniform needs to be radically modernised due to the fact that travelling to and from school some students have been bullied because of the uniform, this bullying not coming from other members of the school but from students they have never met before. So I ask the question now: is it time for change?

Small levels of change have managed to sneak their way into the Devonport High school uniform and I am not talking about the lack of tucked in shirts and collar buttons done up! I am talking about the official changes, the loss of the school hat and shorts, the tie has also seen many changes. The tie is the most recent change to the school uniform, changing from the original thick silver and green stripes to a thick green stripe followed by silver containing the colour of your house. This tie has now been changed again by the new Headteacher. This change is due to the change in the house scheme. There are now six rather than four houses, and rather than adding two new colours to the centre stripe of the tie all ties will now have green for this stripe.

This change may seem relatively small but it opens the path of possibility for more changes to take place: will the uniform see modernisation or will it remain in its time honoured fashion? In ten, twenty, even one hundred years time will students be asking the same questions, or will they say that the uniform has been over-modernised and a step back is needed?

The Team



Luke Seidel-Haas



Naomi Skentelbery



Georg Asmussen



James Pirie



Hannah Moran



Ben Smalley



Rory File



Will Powell



Frances Salter

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