

WHITGIFTIAN

510



Editorial

A

friend of mine once told me an anecdote about a Russian oligarch with whom he had done some business. They were about to set up a new deal, and the oligarch turned to him and said: ‘Henry, if this deal goes very well, we make \$100 million. If it goes very badly – we make \$50 million, hahaha!’.

This reflects my feelings about the *Whitgiftian’s* Issue 510. The first thing you will discover is that it is very different from its predecessors. We felt that in the age of modern technology, where electronic records keep track of everything we do, there is no longer a need for a paper, listing everything that has happened at Whitgift over the year, much less over the last five years since its last publication. The School website and *Whitgift Life* are serving this purpose thoroughly and eloquently.

Instead, we felt that the *Whitgiftian* henceforth should be primarily a school magazine. We have, therefore, divided it into four sections. The first, ‘Journalism’, is intended to give a forum for the boys to express their opinions, engage with the world, and show off the strength of their quills. Secondly, ‘Features’ gives in-depth coverage on some of the very many great things that happen in the School. Its purpose is not to show off the best, but simply to give new ‘behind-the-scenes’ information about things the Whitgift community might think it knows well. ‘Etc.’ is, well, I will let you find out for yourselves! And the last section is about ‘Old Whitgiftians (OWs)’, of all sorts and shapes (literally!).

It is, therefore, our hope that the boys in the School will become ever more involved in the creation of the *Whitgiftian*, and that this will truly be their own magazine. I would like to thank the Headmaster for giving me the opportunity to work on it, which has been an immense pleasure, and to the Marketing Department who have, as always, been more than superb with their support and help in the long journey of Issue 510!

So, if you think this magazine has gone very well, that’s fantastic; but even if you think it’s gone very badly, that’s still quite good!



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This *Whitgiftian* is very different from its predecessors

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Headmaster's Welcome

It is splendid to welcome the *Whitgiftian* back after such a long absence. I hope everyone enjoys it.

It is a publication with a long history, but the sheer breadth and scale of achievement of the modern *Whitgift* are a challenge for an annual publication. However, despite the fact that the website and the biannual editions of *Whitgift Life* have an immediacy of impact that the *Whitgiftian* magazine might lack, its particular perspectives and articles should more than justify its reappearance. Perhaps this time it will continue for another long innings!



While we were away...





illustrations (clockwise, from top) **Oliver Clarke, Lower Fifth / Arthur Fordham, Lower Fifth / Evan Dow, Lower Fifth / Ruairi Bell, Upper Third**



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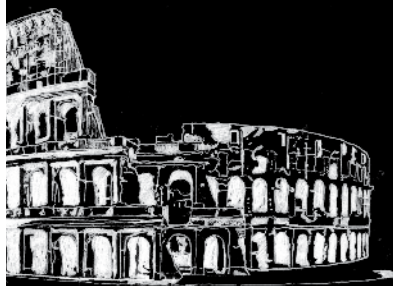
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OWS

Interview with HRH, The Duke of York, KG

At Buckingham Palace on Thursday 13 February 2014 (by Stefan Amokwandoh, with Mr John Pitt present)

What does your role as Patron of Whitgift School entail?

Patronage is important, because schools need not only leadership, but also oversight and recognition for all the hard work everyone puts in: teachers, students, parents; it is the combination of these three elements that makes a school successful and stable, and, as Patron, I can recognise these.

If you were Headmaster, what do you think you might emphasise in education, develop or change at Whitgift?

I am not an expert on what needs developing at the School, but I suggest celebration and recognition of failure, as well as success, is needed – failure being a positive experience. Why is this important? We, as humans, are experience-based learning organisms. If we only have success, we do not understand failure. We have to be challenged to such a degree so that the planned outcome can be failure. We have to experience the possibility of failure so that we know it is something of which we should not be frightened. It is a true set of words to say, 'If at first you don't succeed, try and try again.' The trick is to understand failure and learn from it.

What is your favourite memory of Whitgift?

One of the most extraordinary moments was the parting of the clouds and the rain stopping during the opening of the boarding house!

My favourite memory, though, is talking to the students – I was able to get a good impression of their capabilities as young people, and also understand that it is the education that is given which makes young people fit for whatever challenges they might face in the future.

What similarities do you see between your secondary school, Gordonstoun, and Whitgift? (The Duke considered this question carefully for a moment)

Students at Whitgift may not appreciate what the School does for you until after you have left. I think it was the same at Gordontoun: I didn't really understand what my school did for me until later.

We were one of the leading sports schools in the North, you are one of the top sports schools in the South.

At Gordonstoun, we had a distributed House system like Whitgift. For boarders at Whitgift, there may be similarities in the combination of life in the boarding house and in school. However, the schools are very different in many other respects.

At Whitgift, as you know, we now have a new boarding house – what were your impressions of the boarding house when you visited?

Compared to the boarding house I lived in when I was at school, it is sheer luxury in the Whitgift boarding house! I suspect it will bring a new experience to life at school and have many positive outcomes.

If there was one key piece of advice you would give to students in their final two years of a secondary school, what would it be?

Despite what you might think at the time, these are the best days of your life. You are in a safe environment; you are able to experiment and you are enabled to fail. Relish the challenges and opportunities you are given; if you don't, you will forever regret it. Take up these challenges, realise the opportunities; do as much as you can. Endure a very busy timetable.

In your opinion, what do you think is the most important aspect of a school?

Primary school is about giving children creative ability. Secondary school is about laying a foundation for life in the long term.

Giving young people not only education, but also employability and life skills to face anything that life throws at you. Few schools achieve this; Whitgift is one that does. Preparation for life – that is the most important aspect. If you speak to employers and the people in the business world, they say that qualifications are important, but so too is experience if you are to be a mover and changer of the world. And that is a legacy handed on to the next generation; people like you, Stefan, will receive that legacy, and the responsibility comes to you surprisingly quickly.

Have you ever been a Governor of a school? What would you think of becoming a Governor at Whitgift, or attending a Governors meeting?

I have been a Governor of Gordonstoun and also I am Chairman of a Foundation School in Canada as part of an exchange programme.

As Patron, I am fortunate in that I have a separate role from Governors and don't have to attend all of the meetings! I would certainly be interested in meeting the Governors and talking about Whitgift with them, but it is not really the role of a Patron to attend the meetings or interfere in the good governance of the School.

Whitgift has a strong Combined Cadet Force (CCF) and Corps of Drums section. Were you in the CCF at school and, if so, did you enjoy taking part?

Yes, I was in the CCF, although at some point I think it stopped operating, so I joined the Air Training Corps. It is always worth remembering, what is the purpose of the CCF? It is about recognising the need for discipline and particularly self-discipline, rather than about being a Services organisation. It is about internal discipline, which is very important for later life.

I did enjoy being part of the CCF, and the ATC gave me the opportunity to go gliding which was very enjoyable. I first went flying with my father, and I still have the opportunity to fly – mainly I have flown gliders and helicopters.

With your birthday soon approaching next week, what plans do you have? What normally happens for the birthday of a member of the Royal Family?

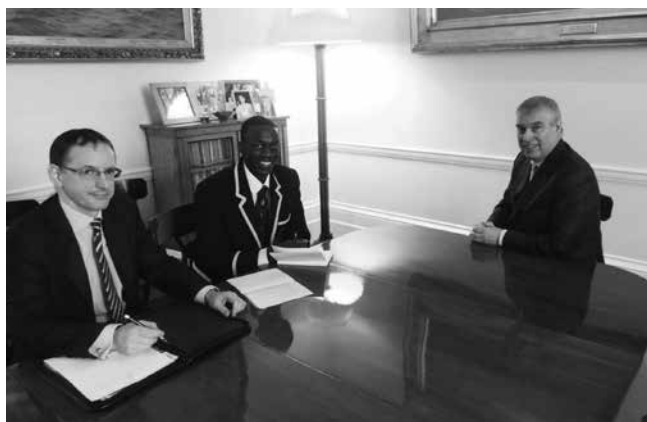
We usually spend my birthday on the ski slopes because it always falls in half term for my daughters. Unusually this year, we are going skiing a week later when it is less busy, and so we are delaying celebrating my birthday by a week. (The Duke then said with humour), I am sure we will celebrate on the actual day – but I am not going to tell you about that!

You mentioned earlier about the importance of understanding failure. I wonder whether you could explain why you think this is a crucial part of growing up?

I am really talking about learning from experience – not about academic failure in the sense of pass and fail. It is all about how you react to a set back and learn from it in order to move forward: so you've failed at something – what are you going to learn from it? What were the lessons we can all learn when things go wrong?

History does point the way to the answers for the present and the future, but we need to learn from the past and not repeat the same mistakes.

In the same way, being at a school like Whitgift should give students the opportunity to celebrate their success, but also reflect on mistakes and failures, because we learn from these and make ourselves better as a result. And what Whitgift will do for you is to encourage you to try new things, and give you the capability for self-reflection. The School will educate the whole pupil in this way.



It was a lovely day on the way up to Buckingham Palace. The sun was shining down, and, as usual, there was a vibrant atmosphere of tourists taking pictures and enjoying the impressive surroundings.

It was an exciting but also slightly daunting experience entering the Palace, and after a brief wait, Mr Pitt and I were led up to the Duke of York by his Equerry. I remember the feeling of nervousness when the interviewer-interviewee role was flipped and the Duke's Equerry asked me some of my own questions (which I had prepared to ask the Duke), though he was also very welcoming, showing us the various parts of the Palace and talking about some of his experiences in the Armed Forces.

We were then taken through to see the Duke of York, who extended a warm welcome by offering us tea and biscuits. He was open to all questions asked, and also displayed a sense of humour, particularly when asked about his plans for his upcoming birthday, to which he answered smilingly but not revealing too much. It was a pleasant interview, and the Duke came across to me as a very calm and friendly person, and also knowledgeable and thoughtful in his responses.

It was a great experience being able to meet and interview the Duke of York at the Palace with Mr Pitt, and one I will remember fondly.

The Bulgarian- Romanian Invasion: How Cameron Got it Wrong and Whitgift Got it Right



‘On January 1, the people of Romania and Bulgaria will have the same right to work in the UK as other EU citizens. I know many people are deeply concerned about the impact that could have on our country. I share those concerns.’

This is how David Cameron began his article, ‘Free Movement in Europe Needs to be Less Free’, published on 26 November 2013. The motives behind his concerns are quite clear. It is unsurprising that Mr Cameron wished to score some points with the right wing of his party in the face of UKIP’s rise before the European elections in May 2014. It is also unsurprising that he is using Bulgarians and Romanians to ignite anti-European sentiment, which would make his promise for a European referendum, conveniently packaged with an electoral victory in 2015, more appetising. And it is ultimately unsurprising that 1 January 2014 proved that his reasoning was flawed, and his concerns groundless. There was only a single Romanian who entered the UK for the first time on that day, and, if the Twitter community is to be believed, there were more British journalists taking up employment to cover the Bulgarian and Romanian influx in Sofia and Bucharest, than there were Bulgarians and Romanians arriving in the UK.

So, what were Mr Cameron’s greatest logical incoherencies? Firstly, he took an electoral promise, on which his government had failed to deliver – curbing immigration – and found a scapegoat to take the blame. In a speech in China, the Prime Minister suggested that, had it not been for the influx of EU ‘Bulgmanians’,

the Conservatives would have lowered net immigration to below 100,000, and hoped that no one would notice that his promise was actually in respect of immigration from outside the EEA. In fact, there can be no concept of 'immigration' in the European Union, since its citizens are united in their freedoms everywhere they are – they do not 'migrate', they simply move from one area of Europe to another.

Secondly, the fact that a Conservative politician is suggesting governmental intervention, to prevent the free operation of capitalism, is odd. Surely Mr Cameron understands that a free market prospers when resources are allocated efficiently, and any form of protectionism, including the one of artificially imposing barriers on the labour markets, ultimately burdens the economy, and this burden is borne by the consumers who will pay greater prices for inferior quality goods and services. The idea behind the European Union was mostly economic – to make sure that businesses within the Union have access to the most efficient resources, including the most efficient workers. So, if British businesses need Bulgarian and Romanian labour, why should Mr Cameron let a dated jingoism deny them? The Conservative government, rather than shifting the blame, ought to question how it can make its own citizens more competitive in the face of foreign workers, and why they are not so at the moment.

Thirdly, and most importantly, Mr Cameron's propaganda was both useless and harmful. The Prime Minister was well advised that there was nothing the UK could do to extend the restrictions on its labour

market, as this is engrained in the very foundation of European legislation – the Treaty on the Functioning of the European Union (TFEU). Still, he chose to join in the ferocious campaign started, out of all people, by French-descendant Monsieur Farage. The reality was that few people in Bulgaria and Romania would choose to come to the UK, heading instead to destinations with more hospitable climates. Britain does not even offer one of the most generous welfare systems in Europe, so it would be a really poor choice for a Bulgarian and Romanian, wishing to make a living off benefits, to do so here! Those who would be anyway hardly dissuaded by Mr Cameron's appeals that London's streets are not paved with gold.

What this propaganda did achieve, however, was to make the top end of immigrants – those bankers, lawyers, entrepreneurs, academics, and researchers, whom Britain needs most and who can easily go to Germany, the United States, or the Far East – feel unwelcome. It is them, not the low-skilled labour, that Mr Cameron's attitude offended, and, instead of winning highly-qualified friends, the British government did its best to turn them away to its competitors. Britain's greatness has always rested on the country's ability to welcome and promote talent, because a society prospers when its members prosper. The Prime Minister erred in going against this tradition, and ought to apologise for his mistake.

Fortunately, Mr Cameron is not representative of the British people as a whole, and Whitgift has shunned his thinking on this issue. Whitgift recognises that there can be no educational excellence without multicultural



The Headmaster with HM King Simeon II of Bulgaria



Whitgift recognises that there can be no educational excellence without multicultural understanding



Dear Dr Barnett,

At long last I am able to thank you once more for our memorable visit to Whitgift.

As you may expect, over the years I have visited numerous schools in many countries, but never anything near this institution! The site itself is lovely, the “wildlife” unique, the sports facilities, buildings, laboratories, etc., are amazing. On our drive back to London, I told my dear wife that a school such as Whitgift makes one wish to be a schoolboy forever...

We were particularly moved by the recital you so thoughtfully arranged for us. Queen Margarita who comes from a family of music lovers, being well versed in music herself, was very impressed by the young talented musicians! What a godsend opportunity these boys have been offered.

*Yours cordially,
Simeon II R.*

understanding, and the School is proud to have close links with both Bulgaria and Romania.

These links first began with the appointment of Dr Christopher Barnett as Headmaster of the School in 1991. The Headmaster was himself a scholar of the English-Speaking Union, and travelled across Eastern Europe during the Cold War, which left him with a strong desire to help foster dialogue and exchange between the East and the West. This led to the establishment of the International Scholars programme at Whitgift, through which numerous students came to live and study at the School [see special report on the White House, p.90]. Among them were

a number of Bulgarians and Romanians, including the author of this article. With the opening of the new boarding house [see special report on Boarding, p.28], the School has awarded scholarships to four extremely talented musicians from Bulgaria – two pianists, a violinist, and a marimba player – as well as a Romanian cellist. Over the years, HMC scholars arrived through the well-established scholarship programme of the Headmasters’ and Headmistresses’ Conference (HMC), while others were the consequence of direct contacts and projects of Whitgift. These scholarships were not only life-changing opportunities for Bulgarians, Romanians, and students from many European

countries, but also enhanced the dynamics of life at Whitgift in numerous ways – from school trips to Sofia and debate competitions in Smolyan and Plovdiv, through rugby victories in London with the contribution of a Romanian player, to spectacular music performances and impressive bands throughout the year.

WHITGIFT HAS ALSO ALWAYS welcomed high-profile guests from Bulgaria and Romania. The Romanian Ambassador, H.E. Dr Ion Jinga, the longest serving of London’s Ambassadors, first visited Whitgift on 19 May 2008. Most recently, the current Bulgarian Ambassador, H.E. Mr Konstantin Dimitrov, was welcomed to the School on 25 February 2014, while the Headmaster attended Bulgaria’s National Day celebrations at the Embassy on 3 March.

Perhaps most memorable, however, was the visit of HM King Simeon II and HM Queen Margarita of Bulgaria, on 19 October 2013. Their Majesties were on a visit to the United Kingdom at the invitation of the Cambridge University Bulgarian Society, and King Simeon gave a speech at the Cambridge Union.

It was an immense delight and honour that Their Majesties also found time to accept Whitgift’s invitation to attend a concert of our Bulgarian musicians, and tour the School.

King Simeon’s letter of gratitude to Dr Barnett, which we reproduce in full, is telling of the warm feelings which Their Majesties felt for the School, and the strong relationship between the United Kingdom and Bulgaria encapsulated in Whitgift’s grounds.

Mr Cameron’s stance is therefore also unfounded in another way. It distorts the traditional amicability between the United Kingdom, on the one hand, and Bulgaria and Romania, on the other. It is a telling fact that, whilst there may be 50,000 Bulgarians living in London, there are also 50,000 Brits who own properties in Bulgaria. Thus, the barrage of party politics and pre-election point-scoring in the media is sometimes dwarfed by the extraordinary virtues of life in places such as Whitgift. The Prime Minister would be well advised to sit back, relax, and take some wisdom from these examples. If that fails – there is always Uncle Bulgaria! ■



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Spectacular music
performances
throughout
the year

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Interviews with

Raman Subba Row

& Dominic Sibley

Mr David Ward: Thank you for coming, always good to talk cricket! Just a quick chat with Raman Subba Row, who is a former Whitgift pupil and of course Surrey, Northamptonshire and England cricketer. Welcome and thank you for coming today.

Raman: Pleasure.

DW: Can you give us a quick outline of your years at Whitgift?

R: I came in 1943 and stayed until 1950. '43-'44-'45 was the end of the war. Sirens were sounding and we all had to go to air shelters. It was not very nice, I'm afraid, but there you are, that was life at the time.

DW: Difficult years, bombs were falling, but did you manage to go through school life okay?

R: Yes, we did – that was okay. And then, of course, it was bliss in '45 when it all came to an end, so then I had five lovely years going through the School.

DW: And that was here at the current site?

R: This was here, this was all here, yes.

DW: And no bomb damage?

R: No, few little bits and pieces, but nothing of a serious nature.

DW: And did it affect the quality of the wickets?

R: No – pretty good tracks they were. The wickets were good, they've always been pretty good here.

DW: Were the school wickets covered at that stage?

R: Yes, they were I think. Need to check on that.

DW: How many years did you play in the first team here at the School?

R: I played in '47, '48, '49, '50. I was just fifteen and a quarter when I first started.

DW: So you've been one of the few who played in the first team for four years.

R: It was a fascinating time – so lucky to have had that experience.

DW: How were the boys in the first team – did they welcome you in? Or was it difficult?

R: They were jolly good, I must say. There were no problems like that. There was a nice skipper called Fera...Ron Fera and he did well to get everybody together, so it was a happy time.

DW: And you were the junior pro at the time, is that right?

R: Oh, I was very much the junior!

DW: Were you a short leg, when did you get yourself in at slip? I imagine the first few years you were running like a ferret around the boundaries?

R: After a couple of years, I got closer to the wicket.

DW: Were you a good slipper?

R: No, not terribly good.

DW: You were more of an outfielder then?

R: No, not much good at that either (laughs).

DW: I don't believe that for one second! Can you remember your highest score here at the School?

R: Oh, that's a very good question – I can't, I'm afraid, without looking it up. I got a hundred once in the last year. It was such a long time ago.

DW: And then you went from here to Surrey?

R: Well, I played one or two Surrey junior matches, Clapham Ground, young amateurs as well. Then, I went up to Cambridge and I had three years – '51-'54 – and that was my introduction to playing first-class cricket.





DW: Was Ted Dexter your Captain there?

R: No, he's very slightly later. We had a fellow called John Wall, who played for Middlesex, and then we had David Shepherd, who was at Sussex and he went into the Church after that.

DW: How many future professionals were in that team at Cambridge?

R: Not many. In those days, people didn't actually play and then take the game up full-time as professionals. In those days it was mostly amateurs and the odd professional.

DW: Did you enjoy it?

R: Oh, yes – it was such a super pitch!

DW: When you got to the Oval, were you upstairs or downstairs?

R: I was upstairs. We had to change separately. I started off by going into the professionals room downstairs and I got rocketed out. 'What are you doing here? You go upstairs, that's where you belong, sir!' I was in there with Stuart Surridge and Peter May. Peter was a jolly good player, but died sadly of course. I see a little of his widow.

DW: In the late '70s and early '80s when I was around at the Oval, you were told to go and change upstairs and come down and meet the professionals on the stairs. Was there a big segregation between amateurs and professional players?

R: Life was generally changing, not just in cricket. I think the war had done a great deal to bring people together – there wasn't that sort of separation that had existed before the war. People came together much more quickly. That helped enormously to bring the club together.

DW: Did you start playing after Cambridge or did you work for a while?

R: After Cambridge, I went and did some studying in chartered accountancy and then I joined a firm of music publishers in London. Interestingly, they gave me quite a bit of time off to play cricket!

DW: Was the boss a fan of cricket? Or was it by chance that he knew you could play?

R: He didn't really know anything about cricket. He had another chap working for him, a number 2, who lived in Thornton Heath or Norbury, so that was quite interesting having that connection.

DW: So you were quite lucky really that a fellow who didn't know much about cricket would let this young lad off to further his career. Did you see it as a cricket career or did you just enjoy playing?

R: No, not really as a cricket career. I played the '54 season in the Surrey side and of course in the old days, we had national service, so I suddenly got called up in the Royal Air Force '55 and '56. So I had two years out of that sort of cricket. I played a bit for the Air Force against the Army and Navy, at Sandhurst once. After that I moved away from Surrey to Northamptonshire, only because I was offered a job training to be an accountant. The fellow who ran it said: 'Look, you join up here in our firm, you can go off in the summer and play your cricket.' What he didn't seem to realise was that there were going to be some winters as well, because I went to Australia and New Zealand and to the West Indies.

DW: Going back a little, how long did you have to wait before you got called up to play for England from county cricket?

R: It started in '58. I was called up in my second season.

DW: What was your debut in England?

R: I think it was against New Zealand here.

DW: I imagine it was late August/early September you were named in the touring squad. The first one was Australia? And you got on a boat – how long did that take?

R: Yes, oh, a month or even longer to get out there from London to Perth and then worked our way around for several months before going off to New Zealand.

DW: Was the Perth wicket fast and bouncy then?

R: It was not over-bouncy, it was a pretty good track.

DW: Were the Aussies aggressive?

R: It was pretty friendly, not totally friendly, but you know what I mean. It wasn't nasty aggression.

DW: So you complete the tour of Australia and spend 4-6 weeks getting the boat back. Would that have cut into the domestic season here?

R: Actually, I think having gone out on the boat, we flew back.

DW: Another good season for Northants and then off on another tour of the West Indies?

R: That was an interesting experience. Weekes, Walcott and Worrell, three W's and they were such nice blokes too. And the wicket keeper was a bloke I went to Cambridge with – Jerry Alexander.

DW: Fantastic! Obviously had a beer at the bar afterwards and chatted Cambridge?

R: Oh, we chatted whilst I was at the wicket! (laughs)

DW: Did you have to pinch yourself at that stage and say: 'Oh, my word! I'm playing cricket in Australia, I'm playing cricket in the West Indies – what a life!'

R: Yes, I was very, very lucky to get that opportunity.

DW: Pretty tough after the war, ten years after, people rebuilding.

R: I made so many friends. Colin Cowdrey, who's no longer with us. He should have gone to my school, Whitgift; his father went and his grandfather went. His father went tea planting in India, so Colin had to go to a boarding school and he went to Tonbridge, but we were always good friends.

DW: You came back and played test matches here – who did you play?

R: We played India in '59, South Africa in '60, and Australia I think was the last one in '61.

DW: Did you perform in them?

R: I managed to get three centuries. I made one in the West Indies in Georgetown.

DW: I love the West Indies, for some reason it's a cauldron of noise! Great experience – any level of cricket.

R: Oh, it's superb!

DW: Can I ask you about uncovered wickets and fast bowlers of the time? Was it difficult to play them on wickets that were damp or dry? Which would you prefer?

R: It was really the spinners who got the most out of damp wickets.

DW: And the seamers, could they do a lot from a wet wicket?

R: A little bit, but old Alec (Bedser) used to be able to pull the ball down every now and again.

DW: That's interesting for someone who's played in a covered wickets era. It's definitely different when they're wet. Interesting to know, because the argument between players then and today about what was more difficult to score on – wet wickets or dry wickets. We'll never know, really! And then once you finished, you became a referee?

R: They set up a system of match refereeing, so I got invited to do a bit of that.

DW: Once again travelling?

R: Yes, in India, Australia, and West Indies. Not South Africa, because in those days we didn't play South Africa – we started right after I finished.

DW: Did you enjoy refereeing?

R: It was a nice atmosphere. You sometimes get into situations when you can't just sit back and do nothing, you've got to step in. But cricketers broadly behave themselves.

DW: What about watching and playing? I find it difficult to watch, I want to play! Do you still get that itch to get a bat?

R: No, not at my age! (laughs) And also when I finished and started refereeing I thought I'd finished and that was it. One just goes on and does the other things, which is good.

DW: Just to finish off, I've got to ask you – your all-time batsman and your all-time bowler?

R: I would have said Gary Sobers....He was an all-rounder. I enjoyed Peter May very much and the West Indians were a good lot. John Reed from New Zealand was always very nice.

DW: Thank you very much for coming in and talking to us today!



Dominic Sibley represented Whitgift at A team level at cricket, rugby and football, and captained the 1st XI cricket team.

He won the 2010 Daily Telegraph School Sports Person of the Year award, and made his debut for Surrey CCC 2nd XI at the age of 15. Dominic became a prolific run scorer for Whitgift, Surrey and England U19s. He made his List A debut for Surrey against Essex on 2 August 2013, making cricketing history in October by becoming the youngest man to score a double century in the County Championship. In just his third first-class game for Surrey, the 18-year-old broke numerous records in posting an outstanding 242 from his almost 10-hour, marathon innings at the crease. As well as becoming Surrey's youngest-ever centurion, and then surpassing David Sales' record as the youngest-ever double-centurion in County Championship history, Dominic is now the second-youngest player to have scored a first-class double century in England – just behind the great WG Grace.

Dominic, an England U19 opening batsman, played at the ICC U19 World Cup in the UAE in February 2014.

Mr David Ward: So continuing on from the Raman Subba Row interview, I now have Dominic Sibley, who is in our Upper Sixth. Dominic, thank you for coming and having a chat. So, seven years at Whitgift, Surrey Cricket through the age groups, then, wow, what a season!

Dominic: Well to be honest, half way through the season when I sliced my knee open on my debut, I thought that was going to be it really! Then, I recovered well and I got an opportunity to play in the County Championship, which was great.

DW: How long were you out injured for?

D: Just over a month, but even when I was playing, it hadn't healed properly and it was in quite an awkward area, so fielding was quite challenging.

DW: So going back to the back end of the season – how much notice did you get?

D: I was told by Alec Stewart that I was going to play the last three games. I wasn't just going to get one game against Somerset on my debut, I was going to be given the chance. So I knew I was going to play quite a long way before the Yorkshire game. I was going to see the season out.

DW: Do you have days when you walk to the wicket feeling good? When the record-breaking day came, was it just one of those days when you don't know until you get there?

D: I was actually pretty nervous that day, I'd got a duck against Warwickshire the game before and felt real pressure.

DW: Give us a little talk through the day. You opened the batting.

D: First day they batted through the day and then Gary Balance smashed it in the morning, got a 100 and declared. We then batted for the last two sessions and I ended up 81 not out overnight.

DW: Did you sleep much?

D: I was excited, I remember I said to my mum that I wanted to bat with Hashim Amla.

DW: Did he talk you through to a 100?

D: Yes, massively. In the morning it took me, I think it was, 97 balls to get 19 runs. It was good cricket though. I was itching, getting very agitated and he was a very calming influence on me and sort of made sure I didn't give it away.

DW: So your first first-class 100, bang, gone, you got there. Did the adrenaline suddenly drop and you thought where are we now – let's get another one?

D: I was just going to carry on playing, really. Amla did say to me 'a hundred's great, but you have a big opportunity to get a really big one here.'

DW: I remember watching BBC and seeing Amla almost catching you up, getting close to you. And I thought that doesn't matter. And then 120, 130, 140, 150 and then you must have started to get nervous up to the two hundreds – unknown territory for you.

D: When Amla got out, Solanki came in and he was really positive, and for a period I played quite loose cricket. Then the 12th man came out and said 'keep playing like you are doing, make sure you get a double hundred.'

DW: Sheer joy for your double hundred, was that your second?

D: Fourth.

DW: One for Ashstead and two for U17s. So then were you trying to get 250-300?

D: I was 220 that night and then the next morning Gareth Batty said to me that we're going to try and push on in the morning and set up the game, but he made it very clear that I should just keep doing what I was doing. I went to 240 pretty quickly and then got a reverse swinging yorker which was a good ball, I couldn't do anything about it. And that was that - 242.

DW: So 242, not bad – Sixth Former, still at school. It must be nice – 18 years old, four double hundreds under your belt, then back to school. Texts, emails, television, history, W.G. Grace, all the other bits mentioned. How was that for you?

D: It was all a little crazy really. Straight back into reality. We finished on a Friday night, straight back to school on the Monday. It was nice to have people saying 'well done'.

DW: And when you had time to sit down and think – did you say 'wow' to yourself, I'm up there in the same sentence as W. G. Grace?

D: Yes, I did. It took a while to sink in to be honest. It was probably in here in the library when I was flicking through Cricinfo looking at cricket stats, when I should have been doing some school work. That's when it occurred to me what had just happened.

DW: Wonderful, people cannot take that away. It is now always going to be in publications and different handbooks. Let's get all the way back to the start of Whitgift. I remember you as a 12-year-old at the School, coming to watch the first team there during the weekly net sessions in the sports hall, which was slightly nerdy, freaky, I don't know, a bit strange? But it was because you loved cricket, you wanted to learn.

D: Yes, even now, if I have some time, I go and watch the young lads out here at the School. When I was at school there were people like Jason Roy here, watching those players in the nets was good for me.

DW: In your Whitgift life, you've been lucky to combine excellent academics and good sporting opportunities.

D: Yes, I saw the other day the Whitgift video that we show on Open Afternoons – we were watching that, and George Jones and I were thinking back on the time we have been here.

DW: You have no idea how many boys had their phones out and were just willing you on a fifty by fifty, by fifty. People were coming to me saying, 'Sibley's got this, he's got that' – once the word spreads, they're very supportive.

D: Definitely, even people in the School who don't enjoy rugby will still be following people like Elliot Daly and Marland Yarde. Same with Lawrence and the Olympics – even though people don't know much about the discus, they still go and show huge support.

DW: When you were 14-15 – did you have professional cricket in your sights then?

D: It was the U15 season and my first matches for the School's 1st XI, which I reckon was my best season. It was probably around then that I got a double hundred for Ashstead, and then got picked for England U17s – that's when I sort of got my mind set on it.

DW: I know, personally, how difficult it is to score a 100 in a one-day game, let alone a 200, and a fifteen-year-old doing it is incredible, almost unbelievable. Talk me a bit through that. Did you get a 100 and suddenly go mad or did you just play nicely?

D: I got to a 100 and then 130 and we had to push on, and Ashstead is quite a small ground.

DW: We've been talking about your feats at the Oval, but 200 in a club match, that in itself is a record – quite remarkable. Only four people in the history of the Surrey Championship have got a double hundred, but I think people wouldn't believe that a lad of 15 did it, it was almost ridiculous, but a great effort.

D: Ashstead was a big part of my cricketing, definitely. I mean my grandad played there, my dad played there, and I've played there since a young age, so I almost grew up wanting to join Whitgift and play for the 1st team. You walk past North Field and sort of dream about playing there.

DW: So are there photos on the wall in the cricket club of your grandad and your dad?

D: None of my grandad, no, there would have been too many of him falling off a bar stool, I reckon. But my dad has a couple – he was 1st XI captain for a while. I played with my dad a bit on Sundays.

DW: And your mum and dad have been huge influences and a great support in your career so far?

D: Definitely, I can't thank them enough. My dad, cricket-wise, has been excellent, and then obviously my mum's done her role when I'm grounded and concentrate on my academics!

DW: And your dad, where it used to be that he'd coach you – is it now the other way around?

D: No, he'll always be coaching me, even now. He'll sometimes see me in the nets and in the car he'll be telling me to change this or that. He's brilliant like that, also telling me how to handle certain situations on the more technical side of the game. He probably doesn't have that much influence now on my game, but did have in certain situations with Surrey or England, and he's great to have to give me some advice.

DW: You mentioned England. The 100 for England?

D: Yes, that was great – in the Test match. We won at Newlands and this was one of the best team feelings I've had. The second match, unfortunately, we lost. It was a difficult wicket and we struggled. It was a dream to get a hundred for England.

DW: How old were you then?

D: 17. It was nice to contribute to the win.

DW: So, just to finish up. Aspirations? Obviously England is the only step left, really. Thoughts on that? Do you think you've got to learn a bit more before you go there?

D: I think I've got to make sure that I get back into the first team and get some good scores, try and cement the place in the squad. So, that's the aim short-term. With Surrey having a new coach, I just need to do as well as I can and impress him. Obviously, we have the World Cup coming up as well, so it would be great to win that!

DW: Well, good luck with the World Cup, good luck with Surrey next season and I'm sure everybody will be here watching you, hoping you make that next step up to the full England side, and making everyone here at Whitgift very proud. And don't forget...volume of runs...volume of wickets...



words **The Headmaster**photography **Whitgift Archives**

WWI Remembered

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Old Whitgiftians lost their lives in the First World War, and the School will be marking the centenary in a variety of ways in the coming months and years.

In particular, preparations are well under way for a major exhibition at Whitgift in 2016; *Remembering 1916 – Life on the Western Front*. It will mark the 100th anniversary of the War, with a particular focus on the pivotal year of 1916, which saw the introduction of conscription

and a number of major battles, including the Battle of the Somme, one of the most famous in British military history. The School expects to display a large number of superb exhibits.

Whitgift's last major exhibition, in 2009, *Hidden Treasures from the Mary Rose*, drew critical acclaim. It attracted 35,000 visitors, including 11,000 children, to view some of the finest treasures recovered from Henry VIII's warship, which sank in the Solent in 1545. *Time Out* described *Hidden Treasures from the Mary Rose* as 'an impeccably mounted professional

exhibition...that any central London museum would be proud to host.' A live broadcast from the School, on BBC TV's *The One Show*, attracted six million viewers. We will try to match that success in 2016.

If you are interested in volunteering to help staff the Exhibition, or if you have interesting or rare artefacts of any kind, from the First World War, or Edwardian England, which you might be willing to lend for the Exhibition, please contact the School Archivist, Mr William Wood: wgw@whitgift.co.uk. We would be delighted to hear from you. ■

REMEMBERING
1916
LIFE ON THE WESTERN FRONT



Dead but not Buried?

The 2013-2014 school year saw the removal of Latin by the Department of Education from the national curriculum for Key Stage Three students. Education Secretary, Michael Gove, insists that the subject will be available to study later, at English Baccalaureate level, worried that earlier inclusion might mean 11-14 year olds would be deterred from studying a modern foreign language.

Despite this rejection of Latin, the subject undoubtedly has a significance in the modern world, as Whitgiftians discovered in October 2013 during a trip to Rome and Pompeii, which highlighted its continued relevance in contemporary Italy. As students and staff embarked on an odyssey across Rome's many classical sites and up Pompeii's Mount Vesuvius, the benefits of Latin were fundamentally questioned back home, with its abrupt omission sparking scholarly fury.

A pamphlet issued by acclaimed think-tank, Politeia, envisions a bleak future for the subject, soon to become 'the Cinderella of foreign languages'. 'It is wrong to penalise pupils who prefer to keep up Latin as their main language in secondary school', it protests. 'The evidence is that such study benefits their whole education and equips them to learn a whole range of other languages.'

The aim of removing Latin at

this early stage was to encourage students to study at least one modern foreign language from a young age. Clearly Latin has been side-lined since modern languages face grave concerns, with 40% of university language departments possibly facing closure in the next decade, and a drop in pupils achieving A*-C grades in this year's GCSE French, German and Spanish, despite an increase in the number of candidates.

With Latin ostracised from the timetable of a student at a state secondary school, it will become unapproachable at GCSE level, and the number of Latin candidates is likely to plummet. Unsurprisingly, writers, professors and scholars have opposed this change, hoping to make Latin more accessible to state and independent school students, and highlighting its relevance.

Lecturer and Fellow of Queens' College, Cambridge, David Butterfield, commented: 'In the twenty-first century, Latin finds itself the subject of frequent attacks...these criticisms are entirely devoid of truth and are typically levelled by those without direct contact with the present-day status of the subject and its teaching.'

The main problem that needs to be overcome in order to encourage the learning of Latin is to dispel the myths about it being elitist, dull, and useless. The fact that it is not studied through conversation, but through translation and composition, induces a greater awareness of the structure, accident, and

syntax of our own language, as well as many others. 'The study of Latin fosters analytical and logical minds', asserts Mr Thompson, Head of Classics at Whitgift. As a result, accuracy in English is vastly improved with a broadened vocabulary of derivatives, and an increased poetic understanding.

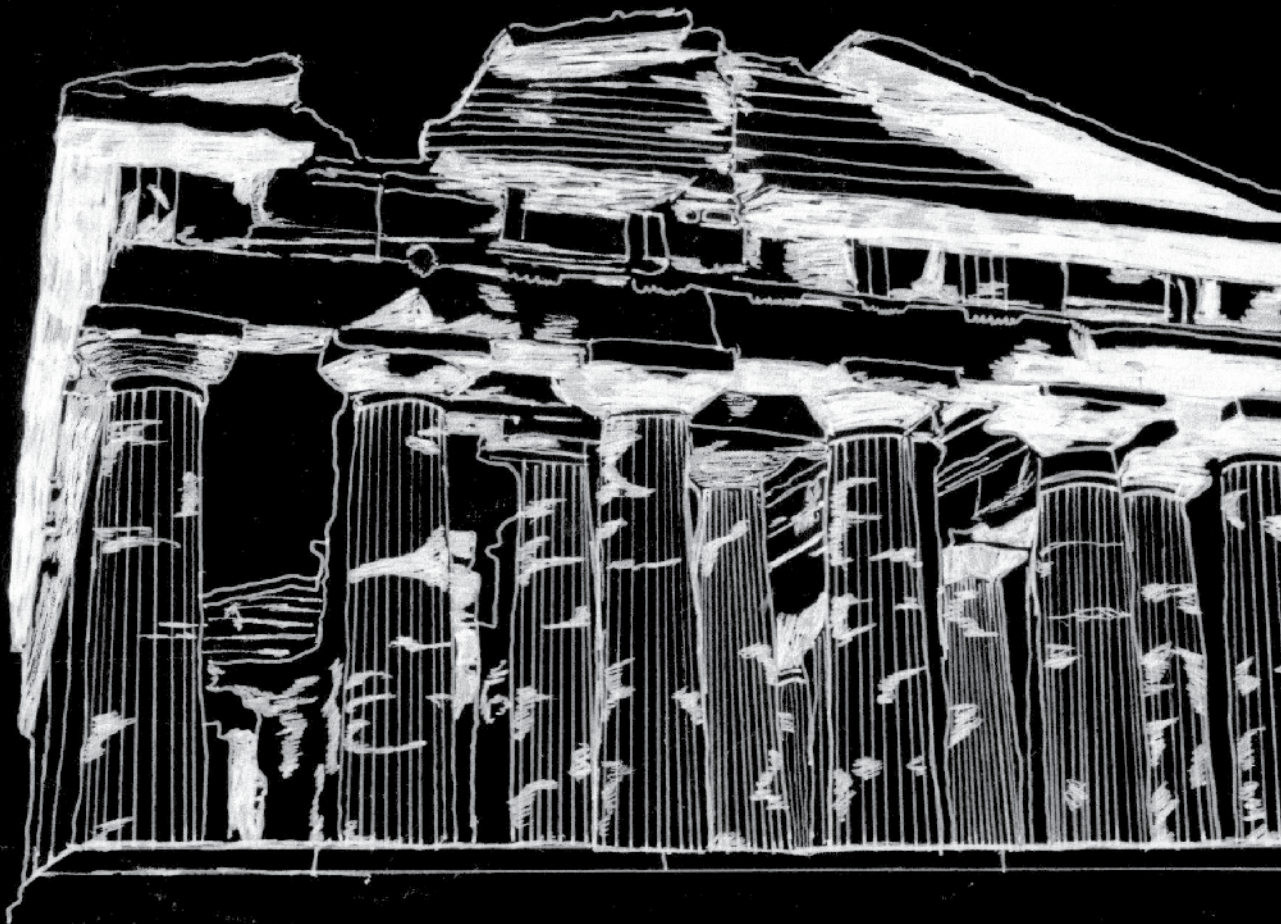
Yet the greatest and most enjoyable reward is the opportunity to read a range of classical literature that inspired the work of many of the greatest authors and playwrights. As Aeneas slaughters Turnus in Virgil's *The Aeneid*, Idomeneus impales Erymas through the brain in Homer's *The Iliad*, Ovid discusses adultery in excessive detail, and a Thessalian witch mutilates another victim, would French GCSE classes be able to surpass this entertainment value?

THE RICH ROMAN CULTURE would also be abandoned without Latin as a subject on the curriculum, since courses cover its historical background, and many pieces of literature studied give an insight into Roman life. Latin and Greek should be cherished not only, in Boris Johnson's words, as 'great intellectual disciplines', but also as a catalyst for deeper understanding of all content within the curriculum.

However, some would claim that Latin is not directed towards any career path and so is useless in the grand scheme of things - the abolition of Key Stage Three Latin certainly promotes this view. Yet Latin cultivates investigative, methodical minds, and a Herculean work ethic that would be welcomed in all lines of employment. Journalist, Warwick Mansell, has highlighted the cornucopia of career prospects

which Classics unlocks, including law, journalism, publishing, accountancy and the civil service.

With so many subjects firmly established as favourites in the opening years of secondary school, Latin available as a subject in Years 7-9 is essential if anyone is to opt for a classical language at GCSE level. To deprive anyone of Latin simply to encourage the spread of modern foreign languages is seriously damaging. Indeed classical languages are the forefathers of French, Spanish and German; so, surely, if there were a hierarchy of languages, Latin and Greek would emerge as the most valuable of all? During the school trip to Rome and Pompeii, Whitgiftians observed the ruins of forums, markets and temples. Whilst the classical world may be dormant physically, the language and its culture remain intact. To study Latin is to illuminate the origins of our modern world. ■



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To study Latin
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words **Raghul Parthipan, Lower Sixth**

photography **Whitgift**

I'm tired, caked in mud, swamped in sweat - but I'm still covering ground. The incessant drum of my heart is mitigated by a slowdown in pace as my feet carry themselves onto a plank no more than half a foot across. A cold stream of sweat trickles into my eyes, coalescing with strings of mud, floating around them in an effort to further distort my already nebulous vision. Left foot, right foot; left foot, right foot; left foot, pause. A spasm of my left latissimus dorsi triggers a nauseating sensation as I reach the end of the plank. There is no time to think; I take the plunge...

Since 1987, Billy Wilson has been organising an annual obstacle race at his farm in Perton, Staffordshire. Featuring a 15-kilometre cross-country run, with myriads of obstacles, it culminates in an assault course, a section which competitors - if they manage to reach it - will fondly remember as 'The Killing Fields'. You should abandon any supposition that this is just another stock, 15-kilometre run with the odd obstacle thrown in. Tough Guy has no connotations of normality, regularity or routine. Tough Guy knows not of meticulously manicured terrain that runners can effortlessly sprint across. Tough Guy does not accept merely pushing the 3,000-5,000 people that confront it each year, seeking to break their bodies and traumatise their spirits instead. And Tough Guy succeeds - a third of starters will fail to endure in a typical year.

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Caked in mud and swamped in sweat

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Operation Tough Guy

So, how does Tough Guy manage to dismantle its opposition, year upon year, and yet still get 1,000 more adversaries the next? To answer the first part, I can confirm from my experiences, on Sunday 26 January 2014, that the arsenal belonging to Mr Mouse – the sobriquet that Billy Wilson adopts – is sufficient. If the run through boggy terrain does not succeed in exhausting you of any energy reserves (and for me it certainly did, falling over so frequently that I was reduced to my hands and knees for certain parts), you then face the punishing slalom. You force yourself up and down, and up and down, and up and down, a series of increasingly inclined hills – all the while taking care to ensure you do not just slip back down again! After a good deal of further running, my thighs were searing and my upper body, covered in a cocoon of synthetic base layers, neoprene accessories and a light spread of Vaseline to preserve me from the infamous arctic waters, was now begging me to immerse myself in the nearest pool of water.

A series of events follows, in a seemingly chaotic mess, largely as I am unable actually to remember the order of what really happened – a Tough Guy-induced amnesia perhaps. I recall teetering across a suspiciously thin wooden plank, two stories high, having elected to take the ‘high and dry’ option, but then the image of me hopelessly wriggling around in the underground ‘Viet Cong’ tunnels prevails. And then there is the ‘Torture Chamber’. What is the prevalent topic that features in all Tough Guy accounts across the internet? What was the first thing that hounded my mind as I signed my ‘Death Warrant’, agreeing that if I should die,

it would be “my own bloody fault”? It was without doubt the fabled ‘Torture Chamber’: a dark and dank, claustrophobic chamber with batons of wood and metal hanging from the ceiling; armoured with an array of malicious, concealed, live electric cables slithering down from the roof, whose stings are so strong they have reportedly caused a number of competitors to black out. The scream of a man’s voice was the first thing that reminded me of the notoriety of the ‘Torture Chamber’ as I entered. If there was one thing that had frightened me, it was this. I was determined not to get shocked. An unlucky man swore in pain. I carefully manoeuvred myself along the floor. I never needed to swear in pain: I never got shocked. Anti-climax? For me it certainly was not – I had covered a third of ‘The Killing Fields’, the sun had appeared for the first time, and I was really starting to enjoy myself. I even found the time to do a good set of push-ups. Don’t ask me why. Total submersion.

My brain jars in the freezing, piercing water. My limbs scuttle in my body’s half-hearted attempt to do battle with the aggressor. I need to breathe. I am aware of a dull thud on my right shoulder propelling me back to the bottom. I look up – the man who leapt onto me has resurfaced. Need to breathe. I thrash my body about in a crude attempt at the ‘doggy paddle’. Breathe. My hands sweep the water away and I gracelessly emerge.

I had now started the real race – I would have to get to the finish line before the water soaking into my clothes gave me hypothermia. The fact that I was still stuck in the water was not helping.

That water. That intensely gelid, excruciatingly-harrowing,

sub-zero water. Taking place in the often vicious winter conditions of January, the water proves to be the most difficult obstacle in Tough Guy – it completes the attack on your senses, testing and taunting you to the very end. With everyone shivering, many collapsing, and a certain few deluded into climbing obstacles more than once (a friend included), hypothermia was by far the main cause of drop-outs, but was also something that affected everyone, testing what it meant to be a Tough Guy. Tough Guy is not something that ends at the finish line – it is a challenge of mental endurance; in many ways, those that take the longest times to finish are as tough, if not more, than the other finishers, since they endure the desperate conditions for so much longer.

TO ANSWER THE second part of the question I posed earlier, consider the purposes and attractions of Tough Guy. There is a feeling people associate with ‘extreme’ activities, whether that is climbing Mount Everest, jumping out of a plane, or, for some, doing Tough Guy. Tough Guy presented me with a unique opportunity to test my physical and mental endurance in an extremely demanding, yet satisfying, way – one which I could not experience in my habitual life. It is important to note that I was not as athletic as most of my friends who were running with me; in fact, I was struggling to run further than 5 kilometres in September 2013. But Tough Guy gave me the chance to do a physical activity where I did not have to be the absolute best to succeed, where my aerobic, anaerobic and mental strength could be tested with the sole goal of enduring. Tough Guy allows us to stretch ourselves,

develop our sense of identity, and detach ourselves from the highly-structured and planned lives we live, to partake in a natural, even primal, event, where you must rely on your resolve to get you through. The experience is liberating, challenging, and enjoyable.

Yet despite my eagerness to undertake this challenge, I did question myself during the event: “Why didn’t I do that extra day of training?”, “Shall I just quit and try again next year?”, and “Perhaps a bit of running would have been more useful than all those push-ups and pull-ups?” But there is a moment when all these questions are simultaneously answered. When I surmounted the final hill, running buddy at my side, and crossed the finish line, it all made sense. I now knew that it had all been worthwhile. My fellow Tough Guys will support me on the point that the pain is temporary, but being a Tough Guy...that lasts forever!

Tough Guy is not a long course and it does not require the highest levels of fitness, but when Mr Mouse chucks his whole arsenal at you, it certainly lives up to its name. I would definitely recommend doing Tough Guy, so that you can actually understand some of the above experiences, as well as making your own – after all, this was only the second race I ever did, but after a couple of months of training, commitment and perseverance, I finished ‘the toughest race in the world’. ■

THE LIFE OF A BOARDING HOUSEMASTER

Being a Boarding Housemaster is an incredibly rewarding, yet extremely varied and demanding, role. Not just a subject teacher, you have to be a 'life' teacher and hope that your experience, judgement, values and character are something you can share with, and grow, in the boys in your care.

As a maths teacher, a huge amount of pride is always felt on exam results day in August. The knowledge that another cohort of your students has achieved their goals, secured their places at university, and got a foothold on the employment carousel, is extremely uplifting. Sometimes, we have to share the pain of those who fall short. However, as a Boarding Housemaster, these peaks and troughs are felt far more often, as each day brings a variety of emotions for my boarders. Supporting the boys in difficulties, and celebrating with them in success, is a key part of the role. It's clearly very much like being a parent, and, over time, it is difficult not to form emotional attachments. Saying goodbye to boarders at the end of their school career, having watched them evolve from little boys into strapping young men, is both joyous and saddening; it can be a very emotional day for everyone. However, it is also a day of huge satisfaction and the realisation of five years of hard work.

On a usual day, my work can involve teaching maths,

meeting prospective boarders and their parents, visiting a prep school, watching boarders play sport, patching up bumps and bruises, celebrating a birthday, patrolling the corridors during homework time, beating (ok, losing to) the boys at pool, talking to my tutees, eating meals with the boys, taking the House on a trip and eventually, thankfully, putting the boys to bed. Each element requires a different persona, and the ability to forget the stresses of the day and deal with each situation independently. Boarders have to enjoy, and be able to thrive, within the boarding house; it is their home and must therefore also become their sanctuary. It is the role of house staff to ensure that the House always fulfils this function, not matter what the issue may be.

Effectively holding all of the elements of boarding life together is a perpetual juggling act, which begins at 7.30am and ends at 11.00pm. It is a relentless way of life, which I wholeheartedly enjoy. So, what of my own family? Well, my daughters are very fortunate. They are able to eat and bond with the boys, and will grow up in a disciplined and structured environment. We, of course, have our fair share of tantrums (and a fixation with fluffy pink things), but my daughters are developing the same desirable character traits as the boys: tolerance, independence, self-motivation, and the ability to make and keep friends. For this, I will always be thankful to the role. ■



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Holding all these elements together is a perpetual juggling act

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OUR HOUSE

Founder's House: from conception to completion

The concept of introducing boarding to Whitgift initially polarised opinions, but, after its first term in operation, very few could question the decision. For me, it was always a 'no brainer', and certain to be a sure-fire success. Why could I, at the time an outsider, be so sure? Simple; I recognised that Whitgift had all the credentials, and it was a school on the move, not one held back by tradition.

Boarding schools are not so very different to day schools, at least not in essentials. Before sending your child to any school, it would have to tick certain boxes, but the hallmarks of a good boarding education are: excellent teaching and results, an established and varied co-curricular programme, and, most importantly, strong leadership.

'Yes, yes, yes', I remember thinking as I first read about the idea.

So what else?

Good boarding schools provide a caring and friendly environment with a first-class pastoral system.

Another 'yes'.

They nurture the whole person and focus on the development of character alongside the academic education.

Yet another 'yes'.

'Hang on, we are asking the wrong question', I thought. The question should be 'why not introduce boarding to Whitgift?'

Move forward 18 months and how the landscape has changed. Whitgift now has a cutting-edge, £6million boarding facility that is the envy of other schools. 72 boys happily reside on the School site, due to rise to over 100 in September 2014, and their presence is already being noticed in the classroom and on the sports field. Whilst in its infancy, boarding is already a huge success.

How do you measure the success of a boarding house?

As a Housemaster, I have always believed that the greatest measure of success of any boarding house is the happiness and achievement of its boarders; certainly these things have always been my primary concern.

Another hallmark of any good boarding house is its ability to develop, without limits, the interests and talents of each individual. Most boarding houses will contain a diverse range of talents with no 'standard' to which each boy aspires. For some, it is 4 A*s at A Level and a place at an Oxbridge college, whereas for others, it is to perform at the Royal Albert Hall, or to run out on the turf of Wembley or Twickenham.

Most boys, however, have not usually formed a clear idea of their 'dreams', and so it is important that the ethos of the house encourages boys to aim high and equips them with the skills to be able to realise their goals, whatever they may be.

Does it make a difference educationally to send your son to boarding school?

Yes.





OUR HOUSE

Boarding schools typically provide excellent academic prospects, as they are well represented at the top of the GCSE and A Level league tables, they usually have smaller class sizes, and are supported by school masters and teachers who participate in many different areas of school life and who see their work as a vocation, not a job.

Living together, in a school community, deepens the bond between student, school and staff. It develops camaraderie due to a shared experience, strong lifelong friendships, and a trust and honesty with adults that endure for a lifetime.

Boarders are uniquely prepared for university life. The development of characteristics such as independence, self-reliance and tolerance helps boarders adjust to university life with greater ease. They arrive better prepared both for the academic rigor, and to tackle the social challenges that life away from home can present.

Boarders are often conditioned for future success due to the large number of positive role models around them. Senior boys, those who excel academically, culturally, musically, dramatically, or on the sports field, create a culture of success that is unparalleled in other schools.

Boarders and day boys at Whitgift interact seamlessly, and boarding already feels like a very natural part of daily school life. The boarders are integrated into forms and year groups; they are treated no differently during the school day. After school and at weekends, however, it is a very different matter. Each evening, we have a stream of day boys coming to the house to play with their boarder friends. In the evenings and at weekends, the School site is much busier, with boarders accessing the sports, arts and musical facilities. Boarders have made firm friends within the wider School, and already we have had situations where boarders have been hosted for 'sleepovers' or have joined dayboys at local sports clubs for training and matches. ■

Boarders are uniquely prepared for university life

The Headmaster at the 'topping-out' ceremony for Founder's House

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Job Reference Drawing number A.4.01.01	Revision Rev. #1	Purpose of Issue

EXTRAORDINARY THINGS HAPPEN AT WHITGIFT:

WHITGIFT'S PRIMARY PROJECT

As you walk up to Whitgift for the first time, a peacock may greet you by spreading his tail and then turning proudly to show you his best angle. As you turn into the Elizabethan walled garden in the summer, your senses are assaulted by a colourful tapestry of flowers, an overwhelming scent of lavender, and then piano music floats through an open window. As you walk over to the sports centre, a group of enormous, testosterone-fuelled boys set off with intent and purpose towards the sports pitches, but then one of them stops to hold the door open for you.

These are all things we become accustomed to when we are part of the School, and perhaps we even stop noticing them. The Primary Project teachers are lucky, because every week we get to show off the School to a group of children, and their teachers, who are all seeing Whitgift for the first time. There are moments when the children and the adults in the group stop in their tracks because what they have seen is so extraordinary.

Over 2,000 primary school children visit the Primary Project each year. Every week of the academic year, two classes of children are invited to spend a week at Whitgift. They come from 55 different primary schools across Croydon, and sometimes further afield. For all of them, it is a week out of their normal school life; they have a brilliant time. It is school, but with a difference. They have different lessons, with different teachers, and everything seems new and exciting. The Primary Project gives them a taster of secondary school life.

In their music lesson, they meet the charismatic Mrs Whitfield; they learn about rhythm through playing djembe drums, and, although they think they are only playing a

game, within minutes they are playing in time, producing music together.

We introduce the class to our own resident expert bird artist, Mr Pearson, who 'wows' them with a lesson on how to draw birds...very quickly. They spend time carefully observing and drawing birds, and learning why it is so important to draw fast when you are drawing from life.

Mr Humphrey introduces them to the magic of computer-aided design and the laser-cutter! They design a key ring and take it home with them as a reminder of their week at Whitgift.

The children are all learning Mandarin this year. There is a look of anxiety on their faces at the beginning of the lesson when they are unable to understand a word that their teacher is saying to them. But this does not last long; they very quickly learn that they can understand, and that they can communicate. By the end of the lesson, they have a few phrases under their belts and they confidently tell you that they can now speak Mandarin.

You can always spot the line of children who have just had their Science lesson: they are standing a little taller having been trusted to use Bunsen burners (and FIRE!); they are bursting with enthusiasm and excitement, having seen a jelly baby explode like a firework, and they carry with them the whiff of burnt sugar. Our teachers do an amazing job of making Science accessible and exciting, so we have embarked on a new extension to the Primary Project this year. Every Wednesday, Ms Cunningham will take Whitgift Science out to Primary Schools, with some Whitgift boys to help her. The Primary Project Science show is both popular and educational.

One of the great things about the Primary Project is that all the children who come find something that they love. When we ask a class of Primary Project children what they have enjoyed the most, the children will have different ideas. It could be the drawing, language, Design



Over 2,000 primary children visit the Primary Project each year



Technology or music lesson which appealed to them. Many of them loved the science lesson, but often, the most popular, perhaps unsurprisingly, is sport.

Some classes get to swim, and, for some schools, it is the only swimming lesson the children will have all year. There will be some very worried children before the lesson, but the swimming teachers understand this and the children absolutely love the lesson. Some classes will use the gym, which makes them feel very grown up. Other classes will have a coaching session in rugby, hockey, cricket or football, and the coaches have high expectations to which the children respond. Afterwards they are elated - and absolutely exhausted.

These lessons are the exciting, perhaps extraordinary, moments of their week, but that is not the whole Project. We teach them computing and IT all week. Computers are an enormous leveller, and, whatever their levels of literacy and numeracy, the children are able to achieve and produce impressive work on the computers. Even in the short time that the children are here, their confidence increases, and, whether it is building a website, creating a computer game or filming a movie, they learn new computer skills and are proud of their results.

The computer room becomes their classroom, and, as they settle in, the room and the work quickly become their new routine. Having their own computers and learning new skills no longer seems extraordinary to them. After just a week, the wonder and amazement and uncertainty are gone, absorbed into new expectations. We see this happen each week. The children achieve far more than we or their teachers could hope.

I wonder if this is actually Whitgift's secret. When we are constantly surrounded by the extraordinary, it becomes part of our routine. If you share a school with national champions, chess geniuses and musical prodigies, achieving anything must seem possible. If you no longer bat an eyelid when a peacock crosses your path, you must be somewhere extraordinary.

Perhaps the crocodile of primary children in brightly coloured sweatshirts is another of the extraordinary sights which we consider to be an ordinary part of extraordinary Whitgift life. ■





THE JOURNEY, THE PEOPLE, THE COMPETITION...

‘So, why would you like to come to Whitgift?’ My favourite question lingers, whilst the freckle-faced, young hopeful considers his response. ‘You’ve got peacocks, a swimming pool with a moveable floor, and Lawrence Okoye’, is the smiley reply.

‘We’ve only just begun’... Reading through my original article, written for the inaugural Whitgift International Music Competition, in 2013, I now realise that what seemed at the time to be the finale of an epic project was merely the start of a journey set to change the face of Whitgift Music forever.

With three exceptional violinists joining us as winners from the Competition, together with two pianists and a marimba player discovered along the way, the Music Department has adopted six very talented international scholars from Romania, Moldova, and Bulgaria.

Our violinists, Dan-Iulian Druţac, Ion Moşneaga, and Hristo Dunev, have proved to be a great asset to the Music Department and have contributed fully as both soloists and members of our chamber and orchestral ensembles, taking part in competitions, Open Mornings, assemblies, recitals for visiting Ambassadors, orchestral concerts, and high-profile external engagements in London. Their positive outlook, commitment, and enthusiasm for performance opportunities is quite remarkable, and they have certainly

inspired respect, support, and friendship from pupils and staff alike.

Being a solo pianist can be a rather isolated profession, with hours spent practising alone in preparation for playing a concerto with an orchestra (the orchestra is generally an accompaniment with very little rehearsal together). However, our two pianists, Dilyan Todorov and Atanas Yanchev (Nasko to his friends), have been surprisingly flexible.

With a breathtaking performance of Rachmaninov’s *Prelude in C# Minor* at our recent Fairfield Halls concert, Nasko gained a huge number of fans from the First Form, with several boys regularly stopping him to request an autograph! In the same concert, Dilyan’s contribution to *Danzon No. 2* by Arturo Marquez with the Whitgift Chamber Orchestra, clearly portrayed both his natural musicianship, and his ability to adapt from soloist to ensemble.

Our new Steinway grand will bring many more performance opportunities for all boys studying piano, and will enable us to produce high calibre concerts attracting soloists from all corners of the world.

‘Twas I that convinced the Headmaster that we would not need to purchase a marimba for our prospective pupil,



THE JOURNEY, THE PEOPLE, THE COMPETITION...

Hristiyan Hristo, knowing we had recently purchased one for the Department. However, when Hristiyan saw it, he looked somewhat puzzled, 'It's got notes missing Mrs Rosie!' Hristiyan needed the grand piano of Marimbas used for solo performance and we had the orchestral version, which lacked at least one octave. A marimba of five and a half octaves was ordered!

When Dilyan, Nasko, Hristo, and Dan-Iulian entered the *BBC Young Musician of the Year* competition, we were hopeful that a wheelbarrow would be required to bring back the trophies! Although all boys were auditioned, and played with little sign of nerves or error, only Dan-Iulian and Dilyan achieved the second round.

Both boys played exceptionally well, and the feedback from adjudicators clearly indicated this with hardly a hint of criticism. It would be unprofessional to gripe about exactly why they did not go further. However, unlike sporting competitions, where there is always a clear winner, adjudication here is a tangled web of personal musical opinions and interpretation. Dan-Iulian and Dilyan were excellent ambassadors for the School, and, although I was devastated that they did not progress to the final of the competition, they were quite unphased. The wheelbarrow is on hold.

Admittedly, the addition of our international scholars and the fact that they are boarders (again all quite new to us) has meant much reflection for the Music Department. As we move forward, we find there are always areas for improvement and development. A sprinkling of the issues we have faced and are still working hard to overcome includes the availability of practice space, integration into academic lessons and the effect on our current pupils, language issues, and musical provision for boys accustomed to a more conservatoire-style musical education.

We are delighted that this new era promises to be a great success. With much support, flexibility, and encouragement from a number of key staff, including Form Tutors, boarding staff and the learning support team, to name but a few, we are convinced that Whitgift musicians and the whole School community will benefit hugely.

Our music tour to Italy, in August 2014, has provoked an unprecedented response, with over 40 boys taking part. Many prospective parents have commented on the high standard and diversity of our concerts, particularly the Fairfield Halls annual event, which aims to provide a platform for all our musicians.

With a rich melting pot of international and UK Music Scholars involved in the orchestra for *West Side Story*, the unity is clear, the level of ensemble quite superb! ■

The Headmaster at the new Steinway piano in Big School, with Dilyan Todorov and Atanas Yanchev (right)





OUR INTERNATIONAL MUSICIANS

PROFILES



ATANAS ATANASOV YANCHEV
16, Piano

Favourite composer/piece

J. S. Bach, W. A. Mozart,
F. Chopin, C. Debussy, S.
Rachmaninov.

Best performance memory

I have won a number of prizes at international competitions for piano, but perhaps the most memorable performance for me was when I played a piano concerto by Haydn in the Bulgaria Concert Hall in Sofia, as a soloist for the Sofia Philharmonic Orchestra. The Bulgaria Concert Hall is the temple of classical music in the country, and it was a mesmerizing experience for me.

Why did you choose to come to Whitgift?

Because I believe that this will be the next major step in my development as a pianist and as a Person with a capital P! I am impressed by the environment and pastoral care in the School, and am truly happy with my new friends.

What's your biggest ambition/dream in life?

My future ambitions revolve around solo concert performances – I would like to play on some of the world's biggest stages and present my own interpretations. Also, I would like to develop as a composer, which I have tried to explore, but it is still quite a long and interesting path!

What is your favourite pastime in Whitgift other than music?

In my spare time at Whitgift, I love to do sport; I play football and basketball. I also enjoy spending time with interesting people, of which there are many among my classmates.



DAN-IULIAN DRUȚAC
17, Violin

Favourite composer/piece

I don't have any favourite pieces or composers. I try to love every piece I play the most, because when you feel it is your favourite, you play it with great pleasure.

Best performance memory

I think I'm lucky, because I have great memories from each concert. If the concert is a beautiful one for you, then it is also delightful for the audience. That's how I feel; and that's why I am trying to make every concert a great one.

Why did you choose to come to Whitgift?

Because it's a great school which offers a lot of opportunities, and there are a lot of kind people. I think I am blessed to be in such a place as Whitgift.

What's your biggest ambition/dream in life?

My dream is not a professional one. Sure, I want to become a great violinist with a great job, but my real dream is to be a happy and lucky person for my whole life.

What is your favourite pastime in Whitgift other than music?

I have great a time with the boys and the teachers from school, and I do a little sport. But actually, I came here to make music, and this is my favourite occupation.



ION MOȘNEAGA
15, Violin

Favourite composer/piece

P. I. Tchaikovsky, *Violin Concerto*.

Best performance memory

My first concert with an orchestra.

Why did you choose to come to Whitgift?

Because Whitgift gave me an opportunity to develop my violin skills.

What's your biggest ambition/dream in life?

I want to be a professional soloist.

What is your favourite pastime in Whitgift other than music?

When I have free time I love to go swimming.



DILYAN TODOROV
17, Piano

Favourite composer/piece
F. Chopin, *Sonata No. 3 in B Minor*

Best performance memory
Playing Haydn's *Piano Concerto No. 11 in D Major* at the Pancho Vladigerov Piano Competition.

Why did you choose to come to Whitgift?
Because of the ability to work with superb piano teachers.

What's your biggest ambition/dream in life?
To become a good musician.

What is your favourite pastime in Whitgift other than music?
Gym and swimming.



HRISTIYAN HRISTOV
15, Percussion

Favourite composer/piece
E. Sejourne, *Concerto for Marimba and Strings*

Best performance memory
I played the marimba in Sofia at the end of a competition and they were filming us for the classical music TV Channel, Mezzo.

Why did you choose to come to Whitgift?
Because it offers me the opportunity for a new challenge, to meet new people and new percussion teachers.

What's your biggest ambition/dream in life?
To become a professional percussionist and a teacher.

What is your favourite pastime in Whitgift other than music?
Enjoying the excellent facilities in the School and spending time with friends at Whitgift.



HRISTO DUNEV
16, Violin

Favourite composer/piece
C. Saint-Saëns, because I love romantic music and because his pieces are deep and have a variety of emotions and colours. My favorite piece is the *Violin Concerto* by J. Sibelius; it shows us all the artistry of the violin, and is very beautiful.

Best performance memory
One of my most vivid experiences was the final concert of the masterclass with Prof. Mincho Minchev. That day was also my mother's 50th birthday and that was a further reason to play my best and make everyone happy.

Why did you choose to come to Whitgift?
Whitgift drew me with the challenge to start a new stage in my violin development with a completely new culture, teachers, and classmates from different nationalities.

What's your biggest ambition/dream in life?
I believe that through the power of well-presented, beautiful music, one can remove the boundaries of time, space, and cultural differences. This is my goal. Of course this cannot happen if I do not continue my education in the Royal Academy of Music, or a similar institution, in which I will develop as a soloist and musician.



ALEX CIULIN
14, Cello

Favourite composer/piece
J. C. Bach, *Cello Concerto in C Minor*.

Best performance memory
My best performance memory, playing the cello, was my 1st Grade Diploma recital at the International Competition of Young Interpreters, 'Eugen Coca', in Chisinau, Moldova. On the piano, my favourite memory was achieving the Excellence Prize at the International Contest, 'Golden Lira', in Suceava, Romania.

Why did you choose to come to Whitgift?
Because I wanted to learn at a higher level, and achieve more success academically, as well as in performance. From what I've studied so far, I am glad I made the choice to come to Whitgift.

What's your biggest ambition/dream in life?
I dream of playing at the biggest venues, and greatest stages, around the world. I am at my most happy when I perform, and I want to make those around me happy with my playing.

What is your favourite pastime in Whitgift other than music?
I am really fascinated by information technology. I enjoy learning new things on the computer, and working with new technology.

THE WHITGIFT RECIPE FOR WINNING THE DAILY MAIL CUP. TWICE. IN A ROW.



Whitgift's 1st XV achieved some of its greatest victories in the seasons of 2009-2010 and 2010-2011. Winning the *Daily Mail Cup* twice in a row is a rare and impressive feat, but, more importantly, it is the culmination of a mesmerising journey. This special report recounts the road to the trophies, and what it took for the boys to get there.



NINE INGREDIENTS

Over the last seven years, Whitgift rugby has continually evolved and developed after Mr Chris Wilkins joined the School. After a successful period under the leadership of traditional school masters – Messrs Norris and Kibble – Whitgift rugby for the first time was led by a professional Director of Rugby. This new appointment, although perhaps seeming to most just another one to the staff, was indeed a new dawn and has enabled Whitgift to step out of the crowd of top schools in the country, to take its place as one of the very best. The appointment of Mr Wilkins has enabled the rugby at Whitgift to develop and grow with one uniform ethos and mission statement. Mr Wilkins had played for Wasps, Blackheath and Esher in the professional era, but by far his biggest claim to fame was that when at school, some years ago now, he played in the same representative team as Mr Norris! The main focus over the last few years has been to look to develop good 'Rugby People' – a rugby community – who work hard, are good team men, enjoy their rugby, and are always looking to improve. This applies to the coaches as well as the players,



Marland Yarde, Old Whitgiftian, 2008–2010, now an England Rugby International

and, if we are all looking to push on and work hard, the success will follow.

It sounds simple! Of course, it needs a tremendous amount of hard work and commitment, and a not inconsiderable amount of talent, but if all the players and coaches are following the same set of principles, then we are moving forward, getting better and constantly improving. On the playing front, it is important that all teams train in Whitgift kit to show a togetherness and pride in the School, but also complete a lot of individual work to try and improve. This means that as well as attending the traditional school practices and team runs, they also attend skill clinics, fitness sessions, recovery sessions, video analysis, and one-to-one development meetings.

Strength and Conditioning plays a huge part, and another crucial area of development is the appointment of a full-time strength and conditioning coach – Mr Ross Munro. Fitness is a whole-year aspect of rugby that cannot be ignored, and, when other teams are putting their feet up, our players are putting in the extra bits. This involves training throughout the Trinity Term, and, crucially, during every holiday period as well.

The last part of the jigsaw is competition. The fixture list is now unrecognisable from even five years ago, and the addition of Hartpury, Sedbergh, Millfield, and Warwick to the existing fixtures of Dulwich, John Fisher, and High Wycombe, makes our season perhaps the hardest on the circuit. This level of competition, along with touring in Australia and New Zealand, leaves no place to hide, and so continuously raises the bar, both for the 1st XV and the younger teams who aspire to play at the highest level.

AN IMPORTANT PLACE TO START WITH ANY team is to set goals, and it is interesting to note that, at no stage, do we ever set out to win the Cup or go unbeaten. What happens if you lose the first Round?! We just endeavour to get better every week and improve our performance. I think the players bought into this process and commitment, and they reflected on their own game and were prepared to admit they had weaknesses; then worked hard at improving them. This is absolutely crucial to development. If you are not prepared to admit you have a weakness, how can you improve it?

A final at Twickenham in April comes on the back of a successful Cup run that often starts in September, and only



THE DAILY MAIL CUP

after a lot of sacrifices and a huge amount of travelling. Both groups of players travelled far and wide, but perhaps not further than Devon when we played Plymouth College in a quarter final. Typically, it was wet and windy and the crowd was vocal. It is situations like this that stick in the mind, because the team bond, and faith in their preparation enables them to stay in the game and indeed pull clear in the closing minutes. The trip home is then all the more enjoyable. The away trips also enable coaches to spend a significant amount of time with the players away from the pitch. It is these relationships, and the relationships between the coaches, that also add to the greater good. It is no coincidence that Mr Wilkins and Mr Norris had been part of the same Eastern Counties U18 team, and shared the same ideals on how to play the game. Shared ideas and shared practice are essential, and an understanding by the players as to why they are doing things is also essential. This is exemplified in the way both national cup-winning teams tried to play the game. Whilst we had two sets of forwards that were capable of winning and retaining the ball, we still tried to play with flare and adventure. With the likes of Marland Yarde, Elliot Daly and Lawrence Okoye, this may sound easy, but without the ‘thankless tasks’ being done, and done well, these players aren’t given the opportunity to shine. If you analyse both finals, there are the 40-50 metre runs made by these players; no one will forget Lawrence’s try (’10) against Newcastle, with what seemed like half the defending team hanging off him, right in front of our whole school supporting, but there are also the tries that were generated by the whole team applying pressure on the opposition and then pouncing on any opportunity – Tom Archer (’10), Tom Nichols (’11).

These memories, and the friendships developed in such circumstances, are what makes rugby special and allows friendships to be formed for life. The respect of each other, the honesty required, and the sense of camaraderie, is truly unique.

Moving forward, the School is looking to develop opportunities further afield, and we now have a successful playing link with John McGlashan College in New Zealand, as well as the recent appointment of a Rugby Development Officer – Mr Tom Stradwick. All of these developments will allow Whitgift rugby to grow and flourish, and maintain its position in the elite of the schoolboy game in this country. This in turn will ensure

that the likes of Danny Cipriani, Adam Thompstone, Richard Thorpe, Mark Foster, Ross Broadfoot, George Merrick, Marlande Yarde and Elliot Daly, are admired but also emulated by our current U12 and U13 teams.

None of this can happen without the support of the Headmaster and the wider Staff Common Room, as well as all the sponsors, parents, and friends of Whitgift rugby that endure some tough times, but, importantly, believe in the School and celebrate the good times.

THE ROAD TO SUCCESS – THE 2010 CUP

The Cup run of 2009/10 took shape when the team embarked on a southern hemisphere tour. The squad toured New Zealand, and, through this experience, became immersed in the rugby culture and the team's aims and objectives: the main one being 'never to take a backwards step', neither physically nor mentally, as an individual or as a team. Each performance was to be better than the last. After returning with five wins from six games, and some positive relationships forged, the domestic season started. The tough environment of NZ enabled the team to believe in their ability, and meant that even though we entered the final minutes of the Tonbridge game behind, the team earned itself a first-class victory due to that very belief. It was this game that gave us the first glimpses of exactly what Lawrence was capable of; he was able to carry numerous Tonbridge defenders with him as he crossed the line for what proved an invaluable try. Another aspect of the game that would stand us in good stead in future games was seeing Harry Williams (prop) sprinting clear down the left wing to score the winning try. Fitness and mental strength were in a good place.

The next week saw us take on Wellington College, also away. It was the opening of their fine new pavilion and everything was going just fine – the sun was shining, the pitch looked in first-class condition; but one thing that didn't go to plan for them was our uncompromising forward display and our resultant 15-13 victory. The term continued, and the first two Rounds of the Cup were safely negotiated, with wins over St Bede's and Reigate Grammar, after having a bye in Round 1.

The derby game away against John Fisher offered the next big test for the squad. Always keenly contested, the home team won 15-13 and this served as a pivotal point in the season. The team's targets were reviewed and discussed, and, whether complacency had crept in we will never know, but it

was concluded that at no point has any team the right to win any game. Each victory and each performance needs to be earned by honesty, hard work and commitment to the team.

We reached half term, and, upon reflection, considered ourselves to be in a pretty good place. The balance of the team looked good, and performances were improving. The commitment of the players seemed to be growing week by week. November and December are notoriously tough, both in terms of the playing conditions, and academically for the pupils, but it is also a long term, and we had already played 21 fixtures by the end of November. It was physically very demanding, but Mr Ross Munro and Mrs Sally Kibble managed to keep the boys fit and well. Another two wins against John Fisher and Eastbourne College, before Christmas, took us into Round 6.

January presents its own problems. The team has to be recharged after the holiday and January exams have to be negotiated. Round 6 came and went, but Round 7 v St Benedict's was a big game. They had beaten us in the previous two seasons at the same point, and we were playing away. It was the measure of the team and individuals that enabled us to dominate the game from start to finish, and win 27-10. James Canty came to the fore and scored a fabulous try, in the opening minutes, that set the tone. In every game, teams will have the upper hand and chances will come. It is the team that takes its chances, and prevents the opposition doing this, that will win. That day, we had four chances and scored in all four! The prize was a home quarter final v Bishop Stortford, and, again, the team produced an outstanding performance to win 57-8.

We then had to wait a month for our next game, on neutral ground, against our old foes – RGS High Wycombe. They had obviously done their homework and watched us play, as we had them. A solid performance saw us win 29-7, and, while not at the top of our game, the processes and sheer doggedness of the players was there for all to see. The final v RGS Newcastle was then just a month away.

This final month is a strange one in many ways, because 'everything has been done'! You've perfected your moves, your set plays, motivation is at an all-time high, and you've researched your opposition endlessly. The key thing is again to trust in processes and stay calm; allow for the team to joke and enjoy each other's company. The night before the game, the staff made a conscious decision to keep the team meeting as low key as possible. We rearranged the

following morning's schedule to allow the boys a lie-in, and we left the hotel as late as possible so no nervous tension was rolling around. The coach journey to Twickenham stadium was again very relaxed, but you couldn't help but feel the hairs rise when there was just a sea of blue and gold shirts meeting you as you stepped off the bus. This was only surpassed by the sheer noise generated by the School as the players ran out. The final went by in a haze and the individual brilliance of Marland, with a hat-trick of tries, was brought to everyone's attention, but, just as pleasing, were the 'team' tries scored by Tom Archer and Oli Dickerson.

MAKING HISTORY - THE 2011 CUP

One of the biggest challenges of the following year was the weight of expectation. The class of 2010 had a job to do, and everyone expected them to do it because they were the holders. It was at the beginning of this season that the coaches had to decide how to get the best out of the squad mentally, living with the shadow. The team had to evolve, make its own mark and develop a sense of identity.

The season started in a very low key manner with a short UK-based tour. This was an ideal moment to ensure, after the euphoria, that everyone's feet were firmly on the ground. The beginning was a familiar one with two good wins. But the team then suffered two big setbacks. Defeats to Brighton and Skinners highlighted the need for the team and coaches to approach the remaining fixtures and Cup run in a different way. The elements of hard work and honesty came to the fore, as well as the need for the team to be ruthless in its approach. A hard-fought win over Wellington (8-0), and then a convincing win against our old foes John Fisher (38-18), helped settle nerves. The Cup run then started with victories over Ravenswood and Colfe's, taking us into Round 5 against John Fisher, again.

The mark of a good team is, when everything is going against you, that you somehow engineer a win; this was one of those moments. 18-17 was the final score; in cup rugby, it is all about getting over the finish line. In no way was this a spectacle of running rugby, but it would prove vital in the rest of the season.

Further wins over RGS High Wycombe (42-3) and Dulwich (36-0) proved just what potential the team had. The next two games in the Cup proved slightly more straightforward – St Olave's (64-0), and our usual opponents





Believe in the School, and celebrate the good times!



in Round 7, St Benedict's (37-5). The team was now playing at the top of its game, and it was about maintaining momentum while ensuring complacency didn't creep in. And a match against Hartpury always ensures all thoughts of complacency are removed! Probably the best U18 team in the country is pulled from the West Country academies, and, although we had our chances, the team lost 10-27.

This loss refocused the players in January and enabled them to travel to Plymouth in a confident mood. The Plymouth team was full of good players, one of which is playing for Exeter in the premiership now – Henry Slade. To win a game against good opposition so far away from home was excellent, and the players and coaches were very satisfied on the long drive home. The semi-final draw was made, and Wilmslow High School were our next opponents, unbeaten coming into the game.

A true semi-final full of fantastic play, but also a few errors of judgement, meant that the last 10 minutes saw us holding onto a three-point lead. This was where the John Fisher experience came to the fore. The players dug deep, and, rather than folding under significant pressure, managed to keep their composure and not only hold out, but also put some pressure back on the opponents. It finished 20-17, with the significant number of Whitgift supporters in the crowd mightily relieved. The team would once again grace Twickenham's pitch, this time against Oakham and Charlie Walker (Harlequins).

The atmosphere at the final was very different this time around because we knew what was coming. This undoubtedly gave us an advantage, and the team was relaxed in the days and hours preceding the match. While Oakham showed tremendous commitment and flair in certain areas of the field, it was, again, superb team spirit, the brilliance of gifted individuals led by Elliot Daly, and the relentless nature of the Whitgift attacks, that enabled the team to win 45-24.

A win at Twickenham is very rare, but to win two finals in two years puts Whitgift in an elite group of schools. No one should underestimate the challenge. While both sets of players were extremely talented, and will no doubt have successful careers in the game, it is the manner in which they approached the task that was the most pleasing aspect to witness. All of the players recognised the sacrifices given by others, and the whole squad reaped the benefits. ■



"I WAS ON THE PITCH..."

OLI DICKERSON

Current occupation

Third year geography student at Loughborough University

Fondest memory Of Whitgift Rugby?

I have so many great memories that have come from Whitgift rugby, from the endless amounts of training and games, as well as the tour to New Zealand. But I would be a fool if I didn't say that both *Daily Mail* final days were my highlight, ending my school rugby career at Twickenham and having the whole school in one place, cheering us on, is a memory I won't forget (not to mention the celebrations at Old Whits after)

Greatest challenge in the Daily Mail Cup?

Every game throughout the tournament is always a challenge, especially at the latter end of the tournament, playing the likes of Bishop Stortford High School as well as both the tough semi finals (RGS High Wycombe & Wilmslow). I'd say the greatest challenge for us throughout both DMCs was keeping the same rhythm and structure throughout the season, especially with the season being so long

How has Whitgift changed your life?

Throughout my time at Whitgift, amazing people who helped me to develop as a person, both sportingly and academically, always surrounded me. The outdoor education and sporting side to Whitgift has allowed me to travel the world, whilst doing the things I enjoy with my friends, and the academic side has given me the tools to

further my education at a great university, both of which I'm very grateful for. I feel the 'Whitgift experience' has helped me become a more rounded person, having left with great memories and friends, which I will cherish throughout my life.

JAMIE STEVENSON

Current occupation

Professional rugby player for London Scottish

Fondest memory Of Whitgift Rugby?

Easy – winning the *Daily Mail* Cup

Greatest challenge in the Daily Mail Cup?

The biggest challenge was remaining consistent for 8/9 matches, especially during the away fixtures, such as St Benedict's in the Round 6

How has Whitgift changed your life?

Whitgift gave me the platform to have, hopefully, a successful rugby career.

TOM ARCHER

Current occupation

Currently undertaking casual work just off the beach in Bondi, Sydney, whilst away on my travels

Fondest memory Of Whitgift Rugby?

Obviously winning the *Daily Mail* Cup at Whitgift in my final game for the School and scoring only my second try



for the 1st XV would have to be the highlight. However, the rugby tour to New Zealand and beating Wellington College away on the day they opened their new pavilion were also great memories

Greatest challenge in the Daily Mail Cup?

The greatest challenge in the *Daily Mail* cup for me was St Benedict's because it was the ground we had been knocked out at the year before

How has Whitgift changed your life?

Whitgift not only gave me a fantastic education and got me to university but also exposed me to sport played in a highly professional environment. This trained me for high-pressure situations and will benefit me in all walks of life.

CHRIS CRANE

Current occupation

Student at the University of Exeter, third year studying Geography

Fondest memory Of Whitgift Rugby?

Despite the obvious two wins at Twickenham, I think my fondest memories would have to be of the fun we had in many of our training sessions. Late night and early morning sessions in the atmospheric “shed” gym, with music pumping and the walls of the dingy old building looking like they might cave in any time soon. Memories from there will stay a long time. Also the fancy dress training session the day before we broke up for Christmas; that was hilarious

Greatest challenge in the Daily Mail Cup?

I think this would have to be the semi-final in the second year, playing Wilmslow up in Coventry. It was one of the closest score lines of our campaign over both years, and the boys had to dig really deep for that one

How has Whitgift changed your life?

The friends I've made there are still my closest friends now, and I think that says something. You always hear how difficult it is to stay in touch when everyone goes off to different universities, and how people inevitably drift apart. But that hasn't happened to a lot of us at all. We spent so much time together, in the common room, off the field, in and out of the rugby environment, and that made us a seriously tight-knit group of friends and year group as a whole. A lot of them are friends for life, no doubt about it.



Talisa Tossell (Maria) and Geddy Stringer (Tony)

WESTSIDESTORY

The tale of staging a Whitgift musical is a long one!

words **Mr Lloyd Beecham, Director of Drama**photography **Danny Fitzpatrick, Old Whitgiftian, 1986-1994**

he process can often start a year before the final performance dates, in order to ensure that everything is in place for the final run, and this was certainly the case with this behemoth of a show. The decision to stage *West Side Story* should never be

taken lightly, as it is such a demanding piece, and having been part of four productions in my dim-and-distant past, including one semi-professional production, I felt I knew what it takes to create a successful version of the Leonard Bernstein and Stephen Sondheim classic.

The story therefore begins in March 2013, exactly a year before the final dates of the show. Musicals and plays in this country all require a professional or amateur license when being performed, so the first port of call is always the licensor. Every year, it is a simple game of chance, as, if another local company is planning to stage the same musical at a similar time, or if there is a professional tour, or if there is a current version playing to audiences in the West End, licenses are simply unavailable. Because we had planned so far in advance, we suffered an incredible stroke of luck as we had set our dates and applied for a license just a week before the national tour of *West Side Story* was announced. Therefore, we were granted the license, but only just; to think that we nearly fell at the very first hurdle is really quite incredible.

Once a license is acquired and paid for, then begins the task of actually making a production come to life. Our next port of call was Old Palace and Mr Gareth Hemmings and Mrs Jillian Mannion, who so kindly helped us establish a full collaboration between the two Foundation schools. We'd worked with Old Palace girls for previous productions, and we were really excited to have them on board once again. As we were about to embark upon auditions, we simply did not know if we would find young female performers capable of playing the roles of Maria and Anita. We were taking a huge risk, as both roles are so

very demanding and ask a huge amount of commitment from young and often inexperienced actors. Additionally, the dancing requirements for all cast members, especially the male contingent, are significant, and so we began to question the wisdom of agreeing to stage this show!

As it turned out, our fears were completely unfounded, as we auditioned nearly 100 girls from Old Palace, and over 100 boys from Whitgift, coming across both new and established talent. We settled on a final cast of 58 young performers, including an extremely talented set of lead characters.

And so, rehearsals, rehearsals, rehearsals! In addition to the time spent in rehearsal alongside two professional choreographers and a fight choreographer, we went about hiring a professional set and over 130 professional costumes, buying a gloss dance floor, and spending many hours scouring eBay and Amazon for additional props and costumes. Taking delivery of 35 white dresses, 20 pairs of coloured ballet pumps, a crate of glass 'Coke' bottles, four wooden crates, some Superman comics and seven rolls of textured brick wallpaper all on one day was one of the more surreal moments of my career!

The sheer joy of being a performer

As rehearsals rumbled on, producing the final polished version became more of a reality. We had meetings with the technical team, who would design the lighting and sound plots for the final shows, and as a cast, we started coming together to have rehearsals with the orchestra, who had also been working on the material since the beginning of the academic year. At this stage, the finer details become a priority, and we found that blood packs, cap guns and rubber knives were taking up a lot of our time! Between rubber knives bending and breaking at inopportune moments during rehearsals, and blood packs exploding before the climax of the on-stage knife fight, we were worried that these smaller elements were taking too much of our time. However, the cast were so professional that they simply got on with the show and really took ownership of their roles, leaving the production team to fine-tune anything needed.

When the set arrived with two weeks to go, along with the 130 hired costumes, and the gloss dance floor, everything became very real! The cast were extremely excited, and, thanks to the tireless efforts of the technical crew, we were able to use the stage and the set the day after it all arrived. Our final 'party piece', the gun used to kill Tony at the end of the play, also arrived. Having been using a very basic cap gun up until this point, the arrival of a professional stage firearm that fired bullet-like caps made a huge difference. The sound was incredible, and the gun also emitted orange sparks as it was fired; we knew that we would be able to achieve a very powerful ending with this brilliant piece of kit. Additionally, the gun hire came with a 'squib', which is a remote controlled, air-powered, exploding blood pack. Fitting to an actor's waist, a tube runs up to where the imaginary bullet "hits" and fires blood out through clothing. There was an overly willing set of pupils hoping to pull the trigger on this piece of equipment, especially as the victim was the School Captain, but it was only one designated cast member who was cleared to fire the gun!

And then we were ready. Months of long rehearsals, late nights, negotiations over cast time, endless repeating of choreography, design meetings, and general passion and commitment had all come to an end. Every single performance night was special and each night the cast grew in stature, maturity and competency, leaving the School with a show that sets the bar incredibly high. Theatre is truly unique, as to have so much preparation culminate in only four nights of performance is a strange experience. However, it's not just about those four nights; it's about the friendships built along the way, the sense of camaraderie, togetherness and working as a team. It's all about the genuine love of theatre and the rewards we get from that, not just from the applause of the audience at the end, but the sheer joy of being a performer throughout the whole process. That's what we do here. We create an environment for young performers to grow, develop, and nurture a genuine and real passion for theatre, showing commitment, dedication and enthusiasm every step of the way. ■





Charlie Melbourne (Riff) and Rory Allen (Bernardo)

A VIEW FROM THE STAGE

Doing a production at Whitgift is great fun, however, that doesn't take away from the fact that it is quite a bit of work. In my time at the School, I have been part of 15 major productions, which is nearly two a year since the Lower First, and each of them has brought up new challenges.

The time that is allocated to rehearsal varies depending on the demands of the individual show. For example, for *Little Shop of Horrors*, we rehearsed for a term, whereas for *West Side Story*, we rehearsed for 6 months – a term and a half. Rehearsals take place after school and, as the performances draw near, at weekends. Obviously, it is a very busy time for us as students: we're trying to balance schoolwork with the rigours of a Whitgift production. However, I have always felt that we get great support from teachers, not only just those involved with the production, but also those who are not.

Performance week is probably the most demanding of the lot. You've come to the end of a term's worth of rehearsals and it all culminates in a week containing a dress rehearsal, a tech rehearsal and finally, four performances. The two biggest rehearsals often run until 9pm, after a full day at school, and then the performances run until 10pm. By this time in the process, we are usually exhausted: sore throats and bags under our eyes! However, this is all to make whatever we are working towards as professional as possible, and, as you may know, we rarely disappoint. The hard work is always rewarded with an amazing performance.

At the end of it all, it gets quite emotional. I think, for all the productions I've been in during my time in the Upper School, I've shed a tear, and, in the case of *West Side Story*, this was on stage. This is testament to not just how hard we've all worked, but also how close everyone becomes after such a long time rehearsing together – it feels like one big family!

Doing a musical at Whitgift is truly what I will miss most about the School after I've left; I cannot imagine my time being spent in any other way. ■



“

The hard work is always rewarded with an amazing performance

”

words **Mr Paul Wilson, Director of Music and Performing Arts**
 photography **Whitgift**

Watching the brilliant Whitgift production of *The Producers* prompted memories of the original film version, directed by the legendary Mel Brooks, and starring Zero Mostel and Gene Wilder. It is almost unbelievable that this iconic movie was made as long ago as 1967. I would have been 15 then, and I suppose I must have gone to the Odeon Cinema Cardiff with some friends from school.

It is important to remember that, for my generation, World War Two was not at all remote; most of our fathers would have served in the Armed Forces during the conflict (my own in Burma and Singapore), and our mothers would have had to deal with the problems of rationing, the horror of the Blitz, and the constant worry that loved ones would not return home.

Imagine my delight therefore (as a would-be iconoclastic intellectual) to watch a film that laughed at Naziism, and emasculated it in the process. The horrors remained horrific, of course, but presenting the SS and other monsters as 'camp' song and dance men made it impossible, so it seemed to me, to imagine such an abhorrent regime ever being taken seriously again. The history that I have lived through has changed that view fundamentally, but my delight at the reptilian voraciousness of Zero Mostel as producer Max Bialystock, as he pursues his elderly lady backers (what a revolted frisson that gave...), the Candide-like vulnerability of Gene Wilder as accountant Leo Bloom, and, perhaps most memorably, Kenneth Mars as the deranged former Nazi soldier and unlikely hit dramatist, Franz Liebkind, remains undimmed. It is to their eternal credit that our own Stuart Nunn, Geddy Stringer, and Tom Simpson, made those roles their own and shone in them.

The Nobel Prize-winning poet, Derek Wilcott, visited Whitgift during Stuart Nunn's last year at the School. He quizzed him about his acting. Hearing he was taking a lead in *The Producers*, he paused and then said, 'Ah yes! Where did it all go right?!' No further comment necessary... ■

THE PRODUCERS





MUSICALS A





AT WHIT GIFT



PHOTOG

This year's House competition was divided into three categories; the Third Form were given the theme, People; the Fifth Form, Movement; and the Sixth Form and Staff, Shadows and Reflections. A picture or a series of pictures had to be taken in response to the theme, and the results were varied and imaginative. The students were given four weeks in which to take their photographs, and could use both Junior and Senior Photography clubs to help them with their entry. All entries were then judged by the Art teachers, and House points were awarded. Professional photographer, Neil Cooper (*pictured, right*), selected the overall winners who were:

1st: Christian Gibson, Lower Sixth (two winning entries)

2nd: Alexander Babulevich, Lower Sixth

3rd: Louis Patten, Upper Fifth

RAPHY





1st: Christian Gibson, Lower Sixth (two winning entries)





▲ 2nd: Alexander Babulevich, Lower Sixth

▼ 3rd: Louis Patten, Upper Fifth



NEPAL



Our journey to Nepal started several months before we even left the tarmac of Gatwick Airport, with students and teachers all chipping in to help fundraise for the trip of a lifetime. One group organised a dinner and auction evening for parents and friends, another group set up a sponsored swim and simulated climb up Mount Everest, and a member of the trekking team baked a cake every week to be sold in the Staff Common Room. We were in it together, working for our adventure, and felt something special and grand was ahead of us.

After landing in Kathmandu, following a day's travelling, and having been greeted with marigolds and dancing with the devil on the bustling streets of Kathmandu, we arrived at the guesthouse. We freshened up, went out for a meal and were in bed early in order to prepare ourselves for the strenuous, but incredible, weeks that lay before us. We were up in the morning and on our buses heading to Birethanti, the starting village for our expedition. This journey had us on the edges of our seats, quite literally. It was definitely one of the most frightening journeys we had ever been on; our bus driver seemed to hold little regard for road signs and traffic lights, and was not particularly fussed at all about other trivial things, such as which side of the road he drove on.

A few hours later, we arrived at Birethanti, which in itself was remote - the buses couldn't take us all the way there; we had to walk the final stretch, arriving at our second guesthouse, where we spent the day confirming our routes and sorting out of supplies for the next few days.

We had a fair climb on the first day and ended up in Tadapani, but, as the scenery surrounding us was amazing and so unique, the day passed quickly. The second day's route was only a couple of kilometres as the crow flies, but the climb was unbelievable. It took us just as long as any other day. The views, however, increased in beauty with every step up the mountain, and, when we finally arrived at the second night's campsite, the views were superb. Although we had been through two days of intense walking and climbing, we all set alarms for 5.00am in order to see the sunrise, which was stunning to the point that we could hardly believe it was real. The third day was one of the easier days, and yet, in terms of difficulty, still surpassed the treks any of us had ever done on previous expeditions in England.

The morning of the fourth day, we were up early to see the amazing views from Poon Hill, at a height of 3193m... however, we didn't have the fortune of a clear day. We then started our final day, which was all downhill, including a 4000 consecutive-step descent!

The residential project followed. Our group was based at a local school - Shree Modi primary school. The first day was a Sunday, but still most of the children had come to the school to greet us. We spent the day getting to know them, as well as the students from GEMS school in Kathmandu, our main partner school for the residential project.

150kg of sand aided work on diverting water to a pipeline that would be run to the village below for the fields and drinking water. Another group started to rebuild a dry stone wall, which used to form the outer wall of a primary school but had fallen down many years ago. The final group started to turn a large, unused, boulder-filled area of the primary school into an area that could be used to grow coffee beans. These projects continued onto the next day, whilst some Whitgift students taught lessons in the school.

Lessons involved teaching basic English, which included the days of the week, writing the alphabet, and teaching the kids the song *Head, Shoulders, Knees and Toes*. Once the other projects were well under way, we started an unplanned project where we were digging out an irrigation trench to stop the school flooding in the monsoon seasons. This task was far more challenging than it sounds, as we would come across monstrous boulders every few minutes, which required several of us to lift them.

The same arrangement continued onto the third day. We then made great progress on the trench in the afternoon. The final day was spent finishing the various projects we had been working on. We were all delighted that we had not only managed to complete the planned projects, but we were also fairly sure that we had dug a deep enough trench to prevent flooding into the school building.

We said goodbye to the GEMS students that night, as well as a farewell to the young kids of the Shree Modi primary school, and then went to bed early, as we had to be awake early for the journey back to Kathmandu the next morning. We had our final meal in Kathmandu that night, before heading back to the airport the next morning.

It was truly a once in a lifetime experience, which we will never forget. ■



AND THEY'RE OFF!

The Whitgift Racing Club is about to relaunch!

The Club, formed in the year 2000 as one of the initiatives to mark the School's 400th Anniversary, is to be revived in autumn 2014. Parents, staff, former students and friends of the School, as well as some committed current pupils, will have the chance to come together again to own and race a series of horses.

The original horses, some named in connection with the School, were *Whitgift Rose*, *Whitgift Rock*, *Phar Too Gifted*, *Quick Whitted*, *Wayward Melody*, *Kahfre*, and *Garrulous*. *Whitgift Rock* was also named in memory of Graham Rock, Old Whitgiftian, the founding editor of the *Racing Post* and a racing correspondent and BBC presenter of distinction, who advised the Headmaster at the beginning of the project. The horses went on to win 13 races between

them, to be placed a further 31 times, and to win a total of £66,000 in prize-money, over their racing careers.

Highlights included *Whitgift Rock's* success at Lingfield, beating Her Majesty the Queen's highly-rated horse, *Royal Warrant*; *Garrulous'* defeat of another top-rated horse, *Australia Day*, at Taunton; and the first win for the Club, by *Wayward Melody*, at Fontwell Park, which featured later on BBC TV's *A Question of Sport*, as the Whitgift horse came through from almost last to win, after the horse in the lead cleared the final fence and then stopped in its tracks!

There are many excellent courses easily accessible from the School, including Epsom, Sandown Park, Kempton Park, Lingfield Park, and Ascot. The opportunity to participate in the revived Club will be advertised to the Whitgift community in September 2014. ■



Quick Whitted visits Whitgift, 2000



Whitgift Rock (right) carrying the blue and yellow Whitgift Racing Club colours, beating HM The Queen's horse, Royal Warrant

Mr Wildlife

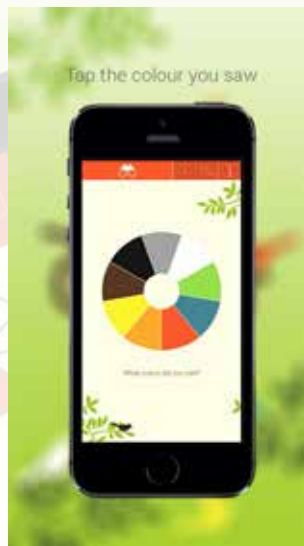
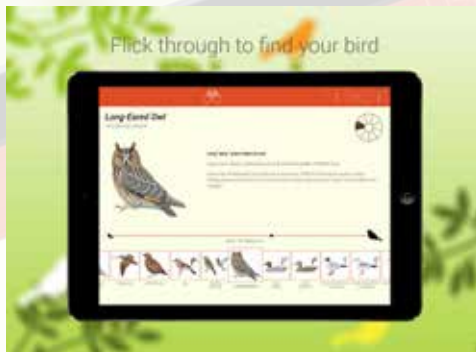
I must admit that it was a wrench when I had to leave Suffolk and return to Croydon for family reasons. It was difficult to imagine leaving behind the coastal heaths and marshes, which surrounded my previous school, to work anywhere else, especially as I had carved a niche for myself as the school's 'wildlife person'. During my interview to apply

for a job at Whitgift, however, I found myself looking out onto the Andrew Quadrangle with the Headmaster. Admiring the School's peafowl and newly-acquired Crowned Cranes, I thought, 'This will be the place'.

Sixteen years later, it has been wonderful to have watched the School's fauna grow. From the two captive species we had back then in 1998, our collection has slowly risen to around two score species of birds, together with the endearing Bennett's Wallabies and Prevost's Squirrels. My involvement with the wildlife and grounds has also developed in ways that I never imagined.

One of the most enjoyable aspects of my job at Whitgift has been my involvement in the primary schools programme, the Whitgift Primary Project. As most readers will be aware, each week Whitgift plays host to classes from two different local schools, who come in for a series of ICT





and other lessons. I get to combine three of my biggest passions – birds, drawing and teaching – in their art lessons, which are conducted mainly outdoors. For many of these young visitors, this will be their first ‘real life’ encounter with some of these species, and watching their expressions as they come face-to-face with their first peacock, for example, is a delight. Sketching a moving subject is obviously a real challenge for these youngsters, but every week I come away delighted with their enthusiasm and talent.

Indoors, enthusiasm is something I also see in abundance at the meetings of the School’s Animal Club. Based around the Animal Room and the two adjoining labs, each week, around 20 boys attend. A handful of older boys largely organise themselves with the cleaning of cages and feeding of the animals, while the younger ones ‘entertain’ the animals. At present, we have rats, mice, hamsters, snakes, a terrapin, and too many stick insects to count. This is a nice opportunity for boys who perhaps cannot keep pets of their own, or who would like to know more about keeping particular animals; they also have a chance to meet like-minded individuals and make new friends.

Of course, one of our school’s many assets is its fantastic setting. As well as providing a home for our captive collections of birds and mammals, the gardens, pitches, hedges and trees are a haven for wildlife. In particular, the Copse, our own pocket of scarce ancient woodland habitat, supports a wealth of plant and animal species, and, like other areas of our grounds, is a valuable

teaching resource. The grounds staff, together with the School’s own conservation group, are both working hard to improve its potential for wildlife. Large areas have been cleared of invasive species, now allowing more light into the darker areas of the Copse, and we are already seeing an increase in the number of wildflowers on the woodland floor as a result. This in turn will lead to an increase in the number of butterflies and other invertebrates, and, in the longer term, more birds and small mammals. A new hedge of native species has been planted, and, in future years, should produce flowers, berries and seeds that will attract wildlife.

Whenever I find myself outdoors at Whitgift, whether it be to cut brambles for the stick insects, to take a primary school class out drawing, or simply crossing from one building to another, there is always something fantastic to see or hear. It is truly an inspiring learning environment. ■

Whitgift in numbers

Number of feathers on a peacock

200

110

Kgs of dry pasta served per week in the Dining Hall

Number of windows in the new boarding house

175

61

Number of keys on the new marimba

Number of resources in the library

30,288

2,950

Height of the clock tower on top of Big School in cm

Weight of the bronze statue of John Whitgift in kgs

350

210

Distance from Whitgift to the Founder's birthplace in Great Grimsby in miles

Number of species of exotic birds in the Whitgift grounds

34

12,088,800

Number of minutes between Dr Barnett becoming Headmaster and the publication of this edition of the *Whitgiftian*

etc.



61

Opening up the Archives



When I started as Archivist at Whitgift, I had a daunting task. I was following in the footsteps of the late, great Freddie Percy,

who had gathered over many years a myriad of memorabilia relating to the School, John Whitgift and the Foundation, and I also needed to bring the collection kicking and screaming into the (then) 20th century!

My many years of experience in the design and print sector, especially of scanning (photographs and documents) and a genuine love of all things collectable (particularly Croydon-related), went a long way towards making the task before me rewarding, and achievable for the benefit of the School, its Old Boys, and the Foundation.

Whitgift's archive contains the history of the School and Foundation dating back to 1596; memories of staff and students past, deeds of ownership, maps and building plans, countless documents outlining events, meetings, changes made, photographs and objects large and small, clothing, and ledger books – just a few of the items safely stored within its walls.

One thing that was apparent to me from the beginning, in conversations with the Headmaster, was that the archive needed to be more open, that having the contents, be it in the form of a document, a book, photograph, or even an item of school clothing, hidden away in a box or on a

shelf, was not necessarily the best option, as very few ever got to see them unless they happened to be visiting me, attending an Old Whitgiftian reunion, or Open Day event.

By the autumn of 2012, things were taking shape, and the first of the new, acid-free storage boxes were being added to the shelving in the archive store. By the spring of 2013, the archive search room was completed. Alterations to the second archive store room were carried out from the end of June 2013. The two archive store rooms now have rolling shelving, air-con/humidification and fire suppression systems in place – an archive for the 21st century and beyond.

The archive search/display room had its ‘inauguration’ in the spring of 2013, when we were fortunate to have on loan from Melissa John, medal collector, a unique collection of memorabilia relating to John ‘Cat’s Eyes’ Cunningham, OW (1929-35), including four of his uniforms – amongst them, his RAF jacket which can be seen in numerous photographs and paintings. We also have the test pilot’s overalls and the flight jacket, or ‘bone dome’, he wore test-flying the first D.H. Comet jet airliner, along with a superb range of awards and medals received during his career. Melissa John had bought the collection at a Spink’s auction for a world-record sum. Her generosity not only allowed us to display part of the collection until the end of the summer term in July, but she also donated to Whitgift a beautiful set of medals, including a CBE, and a silver-framed photograph of the great man.

We regularly welcome groups of pupils that take part in the Primary Project. We give a brief talk on the history of the School and Foundation, and allow the children time to look at the various items on display and ask any questions – perhaps a child visiting now will be inspired and become an archivist of the future!

There is also access to an Ancestry Library edition, which allows visitors to research their family history, and for me to search for anyone that might be connected to the School or the Almshouses. We have a growing collection of books on local and family history, and school histories.

I am always thrilled when someone contacts me to say that they have great uncle Mort’s



Whitgift blazer, or a photograph of him winning the cross-country in 1932, and would the School like it/them for the archive.

Some of the special items in the Whitgift Archives include: three wooden drinking bowls, one beautifully decorated, c1600, from the original school; John Whitgift’s Statute Book; 23 hand-made, leather boxes containing Deeds, Covenants and Indentures, many signed and wax-sealed by John Whitgift, Richard Whitgift and others; a licence, conveying the Manor of Haling, bearing the seal of King Charles I; a rare ‘Uganda 1899’ D.S.O., and a superb campaign combination group of a total of nine medals of Brig. General John Evatt, OW; a Corps of Drums leopard skin dating from 1910; a stonework coat of arms from Whitgift School, when located in North End, Croydon; the Field Service Cap of Lord Tedder, Deputy to Eisenhower on D Day, 1944; an extensive collection of memorabilia relating to Second World War ace, John ‘Cat’s Eyes’ Cunningham; and the rugby ball used in the Second Test Match, The British Isles v South Africa, 1938.

One small, yet fascinating, item, dating from the late 18th or early 19th century, was discovered in the School grounds; a hand-crafted gun, with beautifully-carved bone embellishments (*pictured, left*). It was found by two pupils in the undergrowth, whilst looking for a lost football by South Field. Sadly, the barrel had long-since disappeared, but the firing mechanism was still intact, though rusted. ■

THE WHITGIFTIAN – A TURN OF THE PAGE

The first issue, originally titled *The Whitgift Magazine*, was published on 10 December 1879; Vol. 1 No.1 Price Four pence [4d] – in today’s money, about 81p.

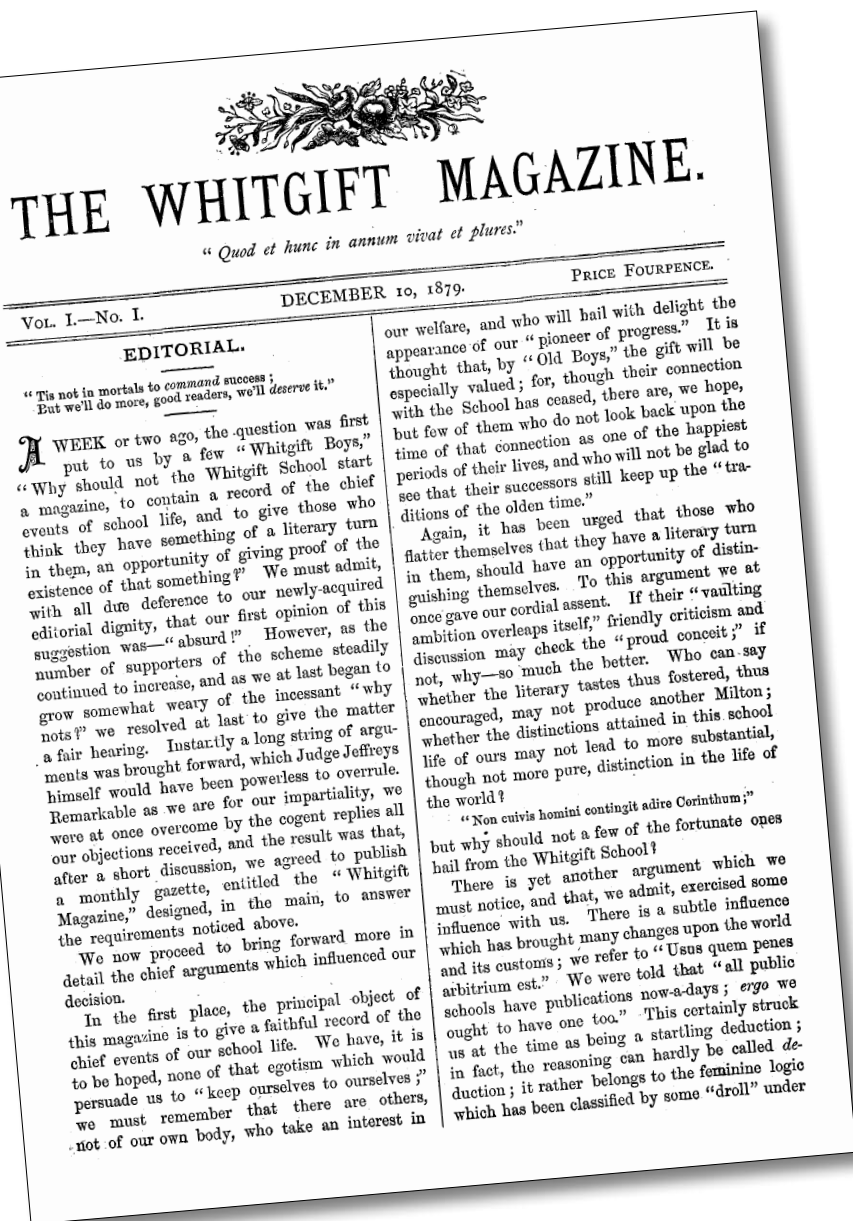
This was at a time of great social and economic change as the 19th century was coming to a close, as village and town shops were soon to meet with competition from the early city department stores. In Croydon, *Allder’s*,

Kennard’s, and the upmarket *Grant’s*, would very soon be the big three stores that everyone remembered, and would shop at, or at least visit if not to purchase, to see the wonderful new goods on display. Over the years, the magazine would grow to reflect these changes.

The Whitgift Magazine Editorial explains its introduction as a grassroots initiative, where ‘A week or two ago, the question was first put to us [the editors] by a few “Whitgift Boys,” “Why should not the Whitgift School start a magazine, to contain a record of the chief events of school life, and to give those who think they have something of a literary turn in them, an opportunity of giving proof of the existence of that something?”’

Arguments for and against ran their course, and the result was an agreement that a monthly gazette, entitled *The Whitgift Magazine*, be published. The principal object of the magazine was to give a faithful record of the chief events of school life, and that this new publication should be especially valued by “Old Boys”, because even ‘though their connection with the school had ceased, ...they would look back at one of the happiest periods of their lives.’

The first issue ran to a total of eight pages, with an article on John Whitgift suggesting that the boys bear in mind that it is ‘...by his liberality, that they now enjoy the privilege of being educated at the Whitgift School.’ A write-up about the cricket season of 1879 contained a sentence that would not seem out of place today – ‘if there had been less rain and more sun.’ It was noted that from the beginning of the season to the end, the ground never got thoroughly dry. Amongst the games played were those against South Norwood, Clevedon, Beddington Park and Addiscombe, where a ‘most exciting game ended



EDITORIAL.

“Tis not in mortals to command success;
But we'll do more, good readers, we'll deserve it.”

A WEEK or two ago, the question was first put to us by a few “Whitgift Boys,” “Why should not the Whitgift School start a magazine, to contain a record of the chief events of school life, and to give those who think they have something of a literary turn in them, an opportunity of giving proof of the existence of that something?” We must admit, with all due deference to our newly-acquired editorial dignity, that our first opinion of this suggestion was—“absurd.” However, as the number of supporters of the scheme steadily continued to increase, and as we at last began to grow somewhat weary of the incessant “why not?” we resolved at last to give the matter a fair hearing. Instantly a long string of arguments was brought forward, which Judge Jeffreys himself would have been powerless to overrule. Remarkable as we are for our impartiality, we were at once overcome by the cogent replies all our objections received, and the result was that, after a short discussion, we agreed to publish a monthly gazette, entitled the “Whitgift Magazine,” designed, in the main, to answer the requirements noticed above.

We now proceed to bring forward more in detail the chief arguments which influenced our decision.

In the first place, the principal object of this magazine is to give a faithful record of the chief events of our school life. We have, it is to be hoped, none of that egotism which would persuade us to “keep ourselves to ourselves;” we must remember that there are others, not of our own body, who take an interest in

our welfare, and who will hail with delight the appearance of our “pioneer of progress.” It is thought that, by “Old Boys,” the gift will be especially valued; for, though their connection with the School has ceased, there are, we hope, but few of them who do not look back upon the time of that connection as one of the happiest periods of their lives, and who will not be glad to see that their successors still keep up the “traditions of the olden time.”

Again, it has been urged that those who flatter themselves that they have a literary turn in them, should have an opportunity of distinguishing themselves. To this argument we at once gave our cordial assent. If their “vaulting ambition overleaps itself” friendly criticism and discussion may check the “proud conceit;” if not, why—so much the better. Who can say whether the literary tastes thus fostered, thus encouraged, may not produce another Milton; whether the distinctions attained in this school life of ours may not lead to more substantial, though not more pure, distinction in the life of the world?

“Non cuius homini contingit adire Corinthum;” but why should not a few of the fortunate ones hail from the Whitgift School?

There is yet another argument which we must notice, and that, we admit, exercised some influence with us. There is a subtle influence which has brought many changes upon the world and its customs; we refer to “Usus quem penes arbitrium est.” We were told that “all public schools have publications now-a-days; ergo we ought to have one too.” This certainly struck us at the time as being a startling deduction; in fact, the reasoning can hardly be called deduction; it rather belongs to the feminine logic which has been classified by some “droll” under

TO CORRESPONDENTS.

All communications to be addressed to the Editors of the "Whitgift Magazine," Whitgift School, Croydon. Correspondents writing under a "nom de plume," must send their full name and address, not necessarily for publication, but as a guarantee of good faith. The Editors reserve to themselves the right of rejecting any communications. No rejected communications will be returned.

N.B.—As the expenses of starting this Magazine are somewhat large, the Editors will be glad to receive contributions from any who may wish to assist in defraying them. P. O. O. to be made payable to A. R. Wood, Whitgift School, Croydon.

THE ZULU ALPHABET.

- A is for Assegai thrown with true aim,
B Bartle Frere, who for war is to blame.
C Cetewayo, poor wronged captive chief,
D the Disasters which brought England grief,
E is Ekowe so bravely defended,
F is the Fight on which so much depended,
G is Sir Garnet, the chief in command,
H Heliograph, flashing the news o'er the land,
I Isandula—name full of sad thought,
J Jackets of Blue, who so gallantly fought,
K are the Kraals where the Zulus abide,
L is their Land, for which many have died,
M Melville, with Coghill, the colours did save,
N stands for Napoleon, who died young and brave.
O are Objections raised to the war,
P is the Peace when fighting is o'er,
Q is the Query as to which side is right,
R Rorke's Drift so splendidly kept through the night,
S are the Soldiers so gallant and brave,
T the Tugela where some found a grave,
U is Ulundi, chief town of Zulu,
V is the Victors to whom praise is due,
W is the War, a shame and a curse,
X Xecrations—they should have been worse,
Y are the Yells of natives in fight,
Z are the Zulus who fought for their right.

[N.B.—We do not hold ourselves responsible for the political opinions of the author.—Eds. L. S.

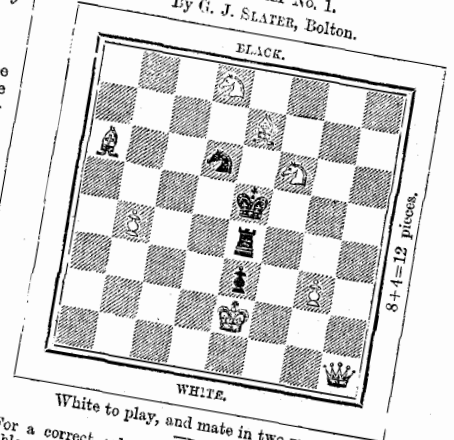
ERRATA.—In the first edition, in the editorial notice, read "lives" for "life," and "Corinthum" for "Corintho." In the article on Archbishop Whitgift, read "Taversham" for "Davershams."



CHESS.

Correspondence in this Department to be sent to the Editors, the "Guardian" Office, 53, North-end, Croydon.

PROBLEM No. 1. By G. J. SLATER, Bolton.



White to play, and mate in two moves.

For a correct solution, with all the variations, to this Problem, we will give the following prizes to scholars of the Whitgift School:—For the first received, "Cook's Synopsis of Chess Openings;" for the second, "De la Rue's "In Statu Quo," chess men and board in card; and for the third, an elementary work on Chess.

THE WRONG REGIMENT.—When a soldier once fell into the Thames and was drowned, one person asked another what regiment he belonged to, and was answered, "The Life-guards."—"Nay, my good sir," said he, "there I think you must be mistaken, for he is certainly in the cold stream."

A MANAGER IN CHARACTER.—Mr. Whiteley, the manager of a company of comedians in Nottinghamshire, many years ago, having constantly an eye to his own interest, was one evening playing Richard III. and gave good proof of that being his leading principle. Representing the crook-back tyrant, he exclaimed, "Hence, babbling dreams, you threaten here in vain; conscience avault?—that man in the brown wig has got into the pit without paying—" Richard's himself again."

in victory for the School. A match against the "Old Boys" (who won by 28 runs) included their bowler, Old Whitgiftian G.L. Marks, taking six wickets for only 13 runs. Marks was, of course, Gilbert Leigh Marks, one of five brothers who went to Whitgift, later to become a world-class silversmith, whose many works of great beauty include Croydon Council's ceremonial Mace. His silver is now highly sought-after, with examples in museums and private collections worldwide.

Further articles that can compare with today include School News, which gave details of football (rugby football) games that were played with reference to at least one player suffering a broken nose – fortunately, not a Whitgift player but a Croydon one! Whitgift Gymnastics Society and the Cadet Corps are given space alongside word puzzles, rather lengthy, tongue-in-cheek, correspondence from a Peter Toffin, and a second from an "An Old Boy" at Oxford, intimating that '... if we were fortunate enough to have a river in Croydon, there would, no doubt, be a "Whitgift Eight" on it...' Personally, I doubt whether the then still-flowing River Wandle would have coped with rowing boats at that time, but now, in the 21st century, the School does indeed have an 'Eight'!

The closing pages include a remarkable "Zulu Alphabet" (pictured, above) and a Chess game, headed "Problem No.1". Finally, "To Correspondents" states that '...as the expenses of starting the Magazine are somewhat large, the editors will be glad to receive contributions from any who may wish to assist in defraying them'. ■

Let's get Quizzical!

- 1 Where is the village of Whitgift?
- 2 What connection has it with the Founder?
- 3 Which existing building was part of Archbishop Whitgift's residence in Croydon?
- 4 What and where is the 'Whitgift Mazer'?
- 5 On which Oxford and Cambridge College buildings are the Whitgift arms to be found?
- 6 What is the site of the original School buildings, now destroyed, that were erected at the end of the 16th century?
- 7 What structures were removed from North End to Haling Park when the School moved there in 1931?
- 8 In what respect is the inscription on the Foundation Stone in the porch of North Entrance inaccurate?
- 9 Founder's Day is celebrated on 22 March. What is the significance of this date?
- 10 The colours of the Old Whitgiftian Rugby Football Club are black, red and blue, and these appear to have no connection with any School colours. Why are these colours worn?

3



7



(Answers, inside back cover)

Teacher Profiles

As a boy, I attended the same school as Archbishop William Laud, and more recently, Ross Braun – former Technical Director at Ferrari Formula One. After a debilitating rugby injury and a hiatus from education, I completed my A Levels at a Sixth Form college situated in a town celebrated for its Pimms and power on the water.

I was lucky enough to complete my BA at an Oxford College near Jericho, studying under the niece of Russian novelist, Boris Pasternak, and Irish poet, Bernard O'Donoghue, amongst other luminaries. When out of the library, I evenly divided my time between writing jejune poetry, watching art house films, and performing in abysmal rock bands.

After graduation, I initially trained as a journalist, working for publications such as *The Henley Standard*, *Music Week Magazine* and *Bizarre Magazine*. However, I soon focused my attentions on the criticism and teaching of literature, working at a Berkshire school that indirectly spawned *Watership Down* and *Captain Corelli's Mandolin*, and writing for quarterlies such as *Pen Pusher* and *Poetry News*.

Since then, I have taught creative writing in a variety of different contexts, and have written a number of my own short stories and short plays (of dubious quality I might add).

But who am I?

I started fencing when I was about 12. As a boy at Whitgift, I was selected for two Junior World Championships and became the British U20 champion. Some of my key achievements have been taking the 2002 Commonwealth Fencing Championships Individual Bronze and Team Silver, the 2010 Commonwealth Fencing Championships Individual Bronze and Team Gold, and becoming the 2012 British Fencing Champion (with a 14-15 score in the final). I last represented England in November for the Five Nations competition, in Edinburgh, and we were the overall winners of the event. Currently, I am ranked 11 in the United Kingdom, and my aim is to qualify for the Commonwealth Fencing Championships in Scotland. Oh, and I teach at Whitgift!

But who am I?

(Answers, inside back cover)

A Day in the Life

SHORT BIOGRAPHY

I trained as a draughtsman, and worked in civil engineering for 10 years. I wanted to go travelling, so I headed to India and Nepal for six months. It was a great experience (I travelled by scooter!). More travel followed – Europe & Asia – before going to live in Australia (five years) and Japan (one year). I developed an interest in wildlife and habitats, and have been lucky enough to visit remote places rich in wildlife; the highlights being Borneo (a number of times), Northern Australia, and the Indonesian Islands. An opportunity became available at Whitgift, working within the Grounds Department and helping out with the animals, so I took the job, and have been here for 10 years.

DAY-TO-DAY ROLE

Feeding the wildlife takes place seven days a week, 365 days a year. They are native to all parts of the world, including all seven continents (yes, this means Antarctica too!), and we have been successful in breeding many of them at Whitgift. In stock, we have 17 different types of food.

Other duties include talking to people who take an interest. Questions, such as ‘why is a flamingo pink?’, ‘how high does a crane fly?’, and ‘where does it come from?’, are often asked, and answered! In addition, the Primary Project students enjoy drawing the wildlife. ■



SCHEDULE

8.00am	Arrive at the Water Gardens. Some of the birds have seen me coming, and herd to the front gate. A quick check to make sure all is well
8.15am	Ducks, geese, swans, pheasants, oystercatchers and Guinea fowl – fed with wheat, floating duck food, mealworms and fresh water
8.30am	Flamingos – buckets of fresh water with floating flamingo food and some mealworms
8.45am	Wallabies – drinking water, wallaby pellets, hay, alfalfa, occasional vegetables. Clean their shed and lay down fresh bedding. (They can also forage for twigs, leaves and grass in the enclosure)
9.15am	Andrew Quad – a quick check
9.30am	Peacocks and cranes – mixed seed, mealworms, crane pellets
9.45am	Aviary birds – fruit, mealworms, seed mixture, insectivorous food
10.15am	Squirrels – fruit, corn, nuts, drinking water
10.30am	Fish – pellets
11.00am	Wash pathways in Quad – for people walking through. While the hoses are out, I take the opportunity to water the plants, especially the bonsai collection
1.00pm	Cut and strip lawn in the Quad – this can only be done during lunchtime, due to the noise
2.30pm	Order food; and/or go to Croydon’s Surrey Street market for fruit; and/or chase a peacock that is in someone’s garden; and/or stop a fight between a pheasant and a peacock; and/or take a duck to the vet with an eye infection (these are just some examples of things that have happened in the course of one week)
3.30pm	Water Gardens – second feed and check, almost the same as the morning routine
4.00pm	Andrew Quad – second feed for the cranes and peacocks, and check everywhere
5.00pm	Finish





Poetry



A Yellow Umbrella

A yellow umbrella,
 A rainy day. The sun comes out with
 A rainbow
 and gleaming
 puddles.

Piers Bellman, Lower Fifth



Sights and Sounds: The Tube Journey

The softest hum
 The breeze whispers, carrying with it a distant rumble
 Lifting the front page of a discarded newspaper
 And dropping it as if not impressed with the news
 A homeless cup rolls between fidgeting feet
 Impatience fills the air
 Yellow lines taunt us, urging us forward
 Until the thunderous crescendo fills the space
 A blur of light, glass and anonymous faces rush in
 Pulsing beeps and smooth sliding doors
 Thin, bulky, small and large, suitcase laden, all barge
 Scrambling to fill empty spaces, seats snatched
 Sullen faces, reflected in dark windows
 A symphony of taps and beeps, fingers busy
 Heads lowered avoiding strangers gazes
 As bulbs flicker like lazy glow-worms
 Then into brightness we screech, jolting dozers
 from their sleep
 Into the distance the carriage rattles on
 Quieter and quieter
 The softest hum

Ben John, Lower First



A View from the Window

I lay sprawled on a bed
 Surrounded by books, books, books
 Books of fiction and fact
 All based in the past, 'the
 Oldest young person I know'
 I don't mean to be.
 But I turn my head as I
 Think of Browning and Homer
 And Miller, ah Miller, my
 GCSEs spent with you on the
 Floor by my bed. And I
 Think of your play...what
 Was it? Yes: *A View from the
 Bridge*. And as I look to
 The view outside my window, I
 See an alien land, basked
 In winter's frosty glow, promising
 A bitter end, like the sirens of
 Old it calls to all, but none should go.
 We should stay and merely observe
 The View from a Window.

Rory Allen, Upper Sixth

Creative writing

No Tears Please

I watched him as he walked slowly round the sky and down. Then again, as he appeared in the green, feather gaps between the willows. The canal wept and sighed, great heaving, swelling sighs of green weed; the lock eased open. Inside its walls, the trapped boat ignored its new freedom and jostled still with the slime. Tears though seeped it through the gates and away from the lock.

Grave-digger, grave-digger, grave-digger, dug.

Two great leather boots paused on the bank, then slipped away through the gorse. The boat took longer – the church waited for both. Cold, grey and impressive, it laughed a snorting pig's laugh, mocked the sobbing water. Fifty-three years ago it had known this would happen. Mists and falling branches shrouded the moment, hid the black, leather boots, but the flying earth refused to be hidden. It danced and splattered onto the grass, tempting, warning.

Life still throbbed on the canal. Nothing could hold the boat back, no weed, no crying water, no grave. It cut across the scum and slime, funnelled away muddy wavers of black water.

Grave-digger, grave-digger, grave...grave...

The grave-digger stopped, the earth waited. But the boat kept on, round and away; there was no lock to trap it here, to suck it down, deep into the filth.

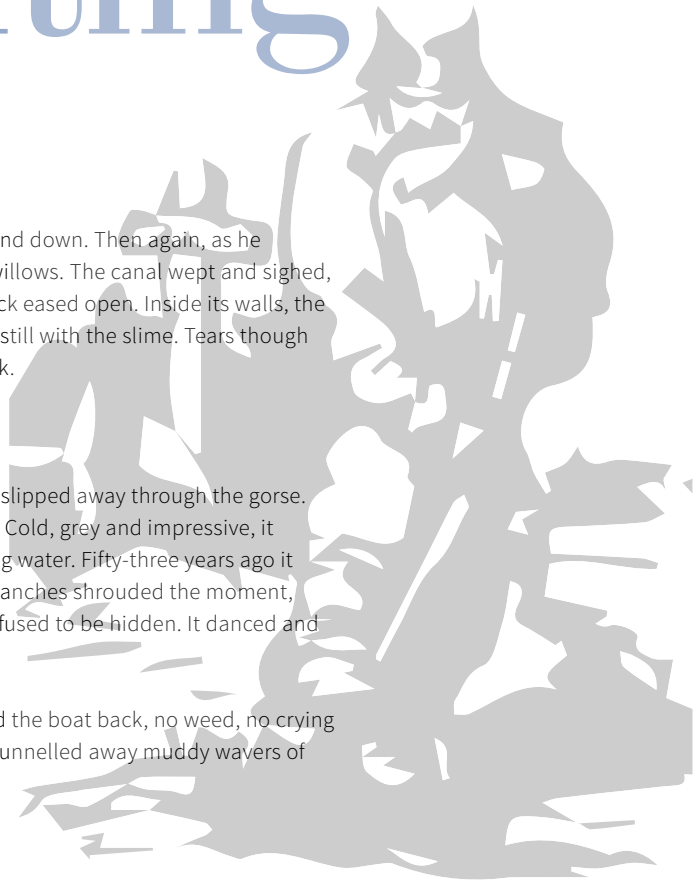
The church smiled from window to window and froze the earth. An engine could still be heard, but it was too late for the boat to turn. Already, the spade was tearing the earth, the grass was obliterated. The water rippled and was still.

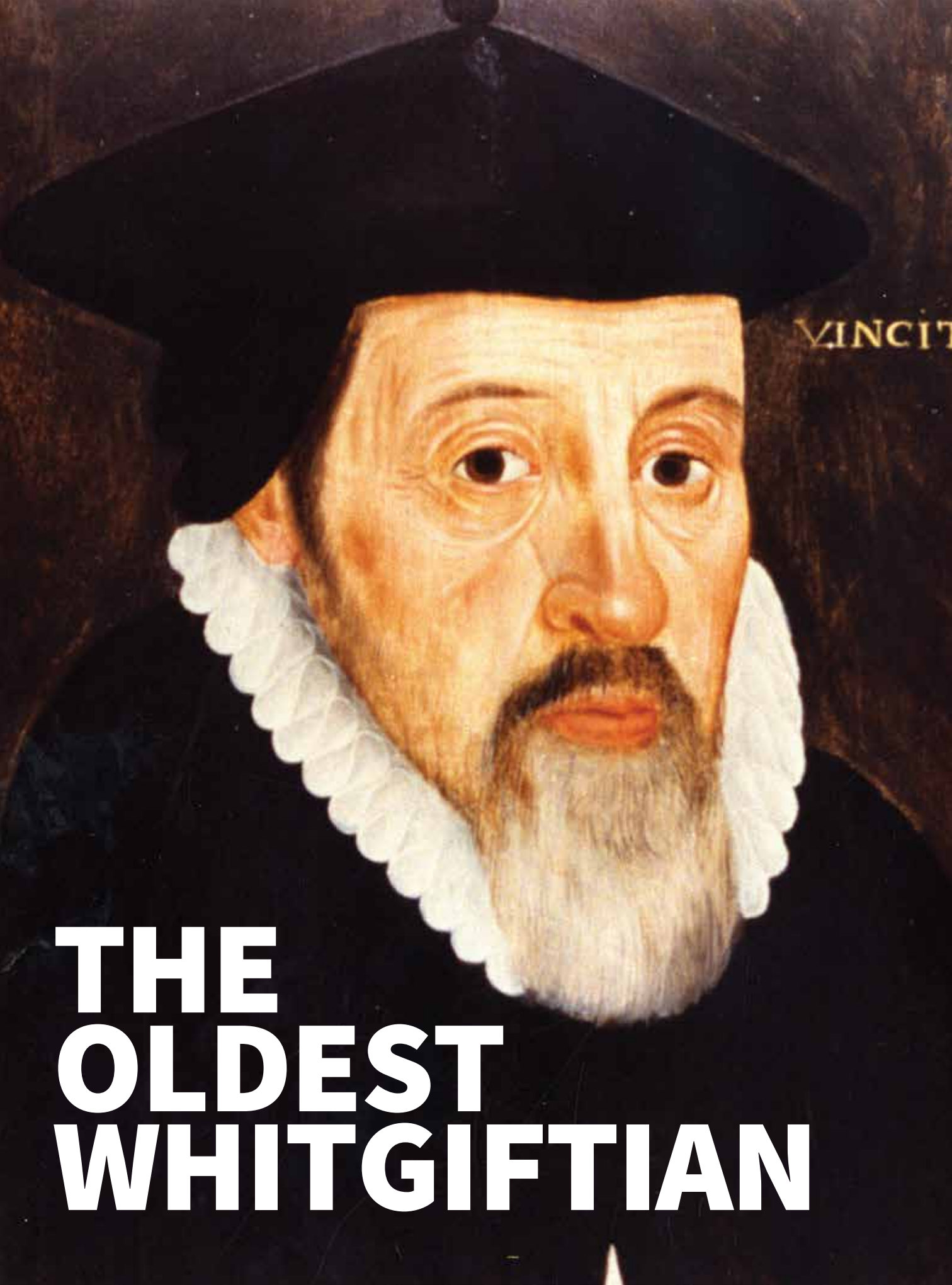
No tears.

No flowers please.

The church is only waiting...

A Head (1970)





VINCIT

**THE
OLDEST
WHITGIFTIAN**

It was a grim late morning in November of my final year at Trinity College, Cambridge. I walked out of my room in the futuristic Burrell's Field accommodation to go to the regular lunch in Hall. On my way, as always, I passed through the satellite Porters' Lodge at Grange Road to check my mail, with that feeling of hope that was almost invariably crushed by the empty pigeon hole. This time, I was in luck – a letter was waiting. It was a white envelope with no stamp – internal College mail, no doubt, but one of the good ones. Trinity rarely wastes its riches on white envelopes for no reason. Opened quickly, it released a watermark yellow paper letter, which stated, with the usual courtesies, that I had been awarded a 'Whitgift Prize', along with a cheque for £50, payable to me.

A 'Whitgift Prize'?! What followed was one of these moments of total perplexity and confusion when two completely different periods of one's life suddenly mix with each other, and the brain struggles to make sense of time. The bitter, north-eastern wind finally brought me back to reality, and I started walking towards the Accounts Office in Angel Court. Waving the cheque at the first unfortunate clerk who found herself in my way, I demanded to know what this was all about. It was a prize for students at Trinity College, who have come from Whitgift School and have achieved a First Class in their university exams. I'd never felt so proud when having lunch in Hall before.

So whence this prize? As many of you may know, the Founder, Archbishop John Whitgift, was the sixth Master of Trinity College, serving from 1567 to 1577. Becoming a Senior Scholar in 2011 unlocked the Prize of this ancient Master, and I flicked through the pages of the copy of the official history of Trinity, which every scholar receives – Trinity College: An Historical Sketch, by the famous George Macaulay Trevelyan – to find a reference to Whitgift. In it, Trevelyan writes that Queen Elizabeth 'called up Whitgift from the Mastership of Trinity to be Bishop of Worcester and a few years later Archbishop of Canterbury, to do to all England what he had done to our own College'. Perhaps more importantly, Whitgift was one of the first Masters to take pupils living in the Master's Lodge, a practice sadly discontinued today (with some rare Royal exceptions)!

John Whitgift's love for education is, of course, also evident in the Whitgift Foundation, which he set up,

offering care for older residents and education for children. 400 years later, between 1990 and 2011 alone, there have been a total of 18 Whitgift boys who have gone on to Trinity College for their university education – almost one per year – reading 11 different subjects!

One commentator describes Whitgift himself as a student who 'had no love of ease; he was no thrall to the comfort and luxury of his palaces. No folly, no human weakness, no sentimental yielding to the cry of intellectual or physical suffering, no perilous subjugation to woman's beauty of passion, hindered his progress...busy he was always; alert, tireless...'

If these are the qualities that are required for the Whitgift Prize at Trinity College, the author of this article certainly has received it in error! Yet, I can say that I definitely share some of Whitgift's sentiments. Powel Mills Dawley writes that the Croydon Hospital was 'the atmosphere where John Whitgift found a peace and contentment he had not known since the day he bade farewell to the University of Cambridge'. Only for me, it was the other way around; at Trinity College, I rediscovered the joy I had known at Whitgift!

OWs AT TRINITY COLLEGE CAMBRIDGE SINCE 1990

Year	Surname	Forename	Subject
2011	Stephenson	Jonathan	Law
2010	Chan	Wing-Yung	Computer Science
2009	Cholakov	Rumen	History
2007	Bayley	Timothy	Natural Sciences/Biology
2006	Klimpke	Matthew	Modern Languages
2005	Bayley	James	Philosophy/Theology
2004	Lewis	Andrew	Computer Science
2003	Stanford	Mark	Oriental Studies
2003	O'Farrell	Philip	English
2002	Patel	Zohaib	Economics
2001	Lazar	Johnny	SPS
1999	Suruliz	Kerim	Maths
1998	Gudka	Keval	Economics
1997	Clay	Peter	Mathematics
1995	Ford	Matthew	Natural Sciences
1994	Stacey	Jonathan	Medicine
1991	Branford	Olivier	Medicine
1990	Haselwimmer	Stefan	Mathematics

TWO-AND-A-HALF YEARS LATER, on 8 May 2014, I was sitting in a room in the Master's Lodge at Trinity College, which was laid out, as it often is, for a concert. My seat was in the third row, where I was surrounded by some very good friends from the Cambridge University Bulgarian Society. Other members of the 60-odd audience included current Cambridge students who had gone to Whitgift, Governors of the School, Fellows of the College, some teachers, the Bulgarian Ambassador, and the Master and Headmaster of the two institutions. And then, the music started. One after another, the brilliant scholars from Whitgift delighted us with their masterful performances. When Hristiyan Hristov (*pictured, right*), a Bulgarian Fifth Former from a small town called Pleven, started hitting the keys of the marimba – brought from the School to the College, specially for this occasion – John Whitgift would have been proud. It was a spectacular evening of celebration of the long historic links between Whitgift and Trinity College, which began with the unveiling of a statue of the Founder, presented by the Headmaster to the College, and finished with the concert and a jovial dinner. To me, as I am sure to every one of us present that evening, it brought back happy memories, a pinch of nostalgia, and gratitude to that ancient Archbishop, whose work and presence are still felt 400 years later. ■





IAN BEER AND PREFECTS

As with wine, so it is with Prefects; every so often, a very special vintage comes along. 1949 was a superb year for Bordeaux reds, one of the finest ever. And so it proved with the 1948/49 Prefects. Their School Captain, Mr Ian Beer, was to have an illustrious career, captaining the Cambridge rugby team, playing rugby for England in 1955, becoming Headmaster, successively, of Ellesmere, Lancing and Harrow, and being President of the Rugby Football Union, in 1993-4. But his year-group of Prefects, which had other very high achievers in its ranks, including Test cricketer, Raman Subba Row, has been remarkable, above all, for continuing to meet, at annual reunions, over more than six decades.

Those who 'carried their bats' through to the end of the innings, which was declared to be the reunion held at Whitgift on 17 October 2013, are pictured (*right*) with the Headmaster, Dr Christopher Barnett, in the Old Library. Many are also pictured (*left*), as Prefects, in 1949, with Headmaster, Mr Geoffrey Marlar.

At the final gathering, Ian Beer paid tribute to his colleagues, and presented each attendee, and the Headmaster, with a splendid china mug, titled 'The 27 in Room 27'. The Roll of Honour for the 1948/49 Prefects reads:

Ian Beer, Tony Black, Robert Chitty, John Foster, Edward Ross Gower, John Hann, David Harris, Bryan Harrison, Brian Holmes, Alan Forrest, Christopher Johnson, Michael Kidwell, Roy Lewis, John Lindblom, John Lovis, Keith Marsh, Donald Matthew, John Newton, Godfrey Phillips, Paul Price, Michael Priest, John Rogers, Raman Subba Row, Bryan Stokes, Christopher Tilly, Peter Walsh, and John Williams. ■





Top row, left to right:

John E. Lindblom; John R. Foster; David A. Black;
Prof. Bryan D. Harrison, CBE, FRS; Alan J. Forrest

Bottom row, left to right:

Brian J. Stokes; Paul J. Price; HM; Ian D.S. Beer
(IDS Beer), CBE; Roy N. Lewis, CBE; Raman Subba
Row, CBE

“

A vintage year...

”

SCHOOL CAPTAINS – 10-20 YEARS ON



NEIL JASANI

Year in which School Captain:
1994–1995

What is your current occupation?

Commercial/Intellectual Property Lawyer working 'in-house' with a Pharmaceuticals company in Cambridge.

How has Whitgift helped you get where you are?

At the risk of stating the obvious, the first thing that comes to mind is how Whitgift helped me apply successfully to a good university. I remember the dedicated support and encouragement from the Sixth Form Tutors (Mr Peter Yeo, Mr Jonathan Cave), and the rigorous preparation they put me through.

I was also fortunate to enjoy many of the sporting opportunities available at school, especially in hockey, squash and cricket. As the body is already starting to show the early middle-age signs of wear and tear (!), I certainly value the importance of staying active. My understanding of the level of self-discipline that life can require, as well as my interest in healthcare more generally, I am sure owes a great deal to the many hours spent on North Field.

What was your most memorable experience as School Captain?

I recall, early on in that final year, finding the prospect of numerous public speaking engagements extremely daunting. One of my first events was Prize Giving, where, if memory serves me correctly, I had to deliver the Vote of Thanks. The guest speaker was the Cultural Attaché to the Bulgarian Embassy. In what was clearly a moment of madness, I decided that it would be a good idea to open my speech with a few comments in Bulgarian, a difficult language requiring a good ear if you were to reproduce the sounds convincingly. Mr Roland Polastro (the School's polyglot at the time) gave me a crash course in a few key phrases, and, two days later, I was standing in front of the Governors, staff and parents. For some reason, it did not occur to me that the Cultural Attaché would stand up and respond to me; in Bulgarian. After what felt like an eternity of silence, while I was gradually beginning to feel a sinking feeling in the pit of my stomach, I managed to counter, in a slightly higher voice than normal, "That's very kind of you. Thank you." To this day

I have no idea what she said. First lesson in public speaking: know your limits.

What advice would you give to Whitgift's future School Captains?

The year will pass in the blink of an eye. If you can, take some time out at the start to think about how you want to approach the role, and, if there are any aspects that concern you, the staff are there to help. No one is expecting you to fall into the role seamlessly, so seek support if you feel you need it.

Speaking from the perspective of someone for whom taking centre stage did not come naturally, I think I would remind those lucky enough to find themselves in this position that, while leading from the front at special occasions is important, perhaps even more important are the day-to-day interactions you have at an individual level. Beyond that, embrace the opportunity as best you can. And of course try to avoid cultural and fashion faux pas.





TOM MAYNARD

Year in which School Captain
2001–2002

What is your current occupation?
Doctor

How has Whitgift helped you get where you are?

Whitgift gave me so many different experiences that it gave me the confidence to succeed, and be comfortable in any situation.

What was your most memorable experience as School Captain?

Dressing up as a peacock on the last day of school! The School gave us a really good send-off with our final assembly, and then the whole year spent the day at the Old Whitgiftian Rugby Club. Our year got on really well together, and I am still friends with many of my school friends now.

What advice would you give to Whitgift's future School Captains?

Be yourself. You were recommended for the role by your teachers and peers because of who you are, so there's no need to change, whether you're talking to an excitable 10-year-old or a head of state!



**SSEGAWA-SSEKINTU
KIWANUKA**

Year in which School Captain
2004–2005

What is your current occupation?

Working in the Laser Analytics Group at the University of Cambridge for the past four years and about to be awarded a PhD in Chemical Engineering & Biotechnology.

How has Whitgift helped you get where you are?

It is funny that, over a decade and a half later, I can still recount the 5Ps from my Lower First homework diary: proper preparation prevents poor performance. My 10-year-old self would have been interested in Merits accumulated and subsequent tuck shop vouchers obtained, but clearly Whitgift prepared me for more pressing matters of life. The idea of 'performance' at Whitgift was not restricted to academics. During my time at Whitgift, I found that mantra extended to an orchestra tour to Barcelona, a choral concert at the Royal Albert Hall, language exchange to Japan, and a 1st XV rugby tour to South Africa. My teachers at Whitgift prepared me for these rather special events. It is fantastic to see



that a number of them are still at the School, guiding the education of current Whitgiftians.

What was your most memorable experience as School Captain?

The year I was School Captain coincided with the completion of the Sports Centre. It was opened by HRH The Duke of York, KG, and it was a privilege to show him around the place that is now somewhat of a fortress for Whitgift Sport. The Opening was attended by, amongst others, former England cricketers, Mark Butcher, Mark Ramprakash, Derek Underwood, and, of course, Raman Subba Row, Crystal Palace FC players, Olympic hockey gold medalist, Steve Batchelor, and a certain Kate Allenby, who must have felt ‘member of Whitgift Sports staff’ was missing from her CV of Olympic silver medalist and Modern Pentathlon World Champion. I also do remember my German teacher, Herr Gross, kept mentioning this chap called Victor Moses who was in his U14 team.

What advice would you give to Whitgift’s future School Captains?

School Captain will give you a platform, so use the position to give fellow Whitgiftians a platform, especially where one has not previously existed. In my year, it was felt that we should have a Charity Showcase, which raised over £3,000 for the Great Ormond Street Hospital. If, as School Captain, you can do something small, but that can bring different parts of the School together in new ways, then give it a go. In a school like Whitgift, you’ll be surprised how many people get involved.



ALEX MOYNIHAN

Year in which School Captain
2007–2008

What is your current occupation?

Currently working in professional services for Deloitte and in the final year of pursuing an ACA qualification to become a Chartered Accountant.

How has Whitgift helped you get where you are?

Excellent teaching and commitment from the staff. I still vividly remember Mr Peter Yeo telling the year group to “keep the fire in the belly” throughout the exam revision period. The Oasis Cambridge Career Profile (which I sat at Whitgift) was very helpful in identifying my strengths, which in turn led to me selecting a career in professional services. My two work experience placements at Deutsche Bank, which were organised through Whitgift, were very insightful and helped me to gain an internship at Deloitte.

What was your most memorable experience as School Captain?

Top of my list is the exchange visit to Toin Gakuen high school in Yokohama, Japan. As well as being able to experience a remarkable culture, the



week spent at the school during the trip provided an excellent opportunity to compare how Whitgift and Toin Gakuen are run.

What advice would you give to Whitgift's future School Captains?

The main thing is to be proud of being selected for the position, and to set the tone for the School by being enthusiastic and fully supportive of the Prefects, as well as working with the Senior Prefects to maintain standards and set an example to boys further down the School. Furthermore, one of the roles of the School Captain is to be a link between the staff and pupils, so maintaining good communications with the Second Master and the Proctor is very important. Critically, however, the role of School Captain is both a privilege, and something to be enjoyed; it is very important to maintain a sense of humour and to make sure that you are approachable.



The White House, 1992–2013

When Bilbo writes about an unexpected journey, where his life is invaded and forever changed by a strange band of foreigners, under the benign guidance of a wise wizard, it might be stretching Tolkien's analogy only slightly to consider our time of looking after international boarders in a similar fashion!

However, seven years and 32 international students after we began our journey, my wife and I can reflect on our strange adventure that began in an inauspicious way. Our task was to look after the welfare of six or seven Sixth Form boarders, who joined the School via existing processes – school links with Győr in Hungary, Urawa in Japan, or through an Eastern European scholar programme. Having taken over from Todd and Nicky Lindsay, our first experience was with a pupil who came from Moldova and found fault in everything – from being taught in classes, to drinking English tap water. The fact that we were teaching him to cook as part of the White House routine, where boys cooked a meal once a week for the other boys

some secret mission. Other scholars got into LSE, Leeds Rhinos Rugby club, and even the Royal College of Music.

At the heart of the White House community was an extraordinary camaraderie that was forged in the heat of shared experience and a family-like life. The penultimate ISI Inspection asked for clarification on the nature of this strange residence – was it a boarding house or an extended family? The subsequent application for, and inspection of, boarding status at Whitgift ended up with the Inspector having a meal with the boys, cooked by them as part of the existing rota. A brave or foolish move? The subsequent granting of boarding school status seemed to suggest the former, and the White House boys of 2010–2011 paved the way for their own demise and the arrival of the Boarding House proper. The end of an era. But oh the precious memories – Grig Cuciuc practising his violin every hour of the night and day, showing all what dedicated practice is, the 10,000 hour rule of mastering something seemingly achieved within two weeks of his arrival! The fun of sledging down the alpine snow drifts of Whitgift in the snow days of 2008–2009, with the bulk of Eddie Peglau,

WHEN A HOUSE BECOMES AN OW

on a rota system, was anathema to his mother and the source of much consternation. However, Alex's lasting legacy was that he ensured the internet came to the White House, as he insisted on breaking free of any restriction on communication back home – the internet access was a lot cheaper than phoning his mother! Within three weeks, he had returned home and we, like Bilbo, wondered what we had let ourselves in for.

I am glad to say that no one else left early, and many boarders have gone on to plough a furrow that others have followed, now more than ever with the new boarding house. Tomoki Otani became a celebrity back in Urawa, Japan, when he was offered a place in Cambridge to study Natural Sciences, after achieving 43 points out of 45 in the International Baccalaureate; the first Urawa pupil to go on to Cambridge. Other boys followed suit, gaining four more Oxbridge places. Rumen Cholakov just missed out on the elusive perfect score of 45, but 44 points saw him take up a place in Cambridge to study History. A master organiser, he is still known to grace the halls of Whitgift, carrying out

a Romanian rugby prop, providing the momentum. The joy of seeing over 30 boys graduate with a Sixth Form education from Whitgift behind them. The input of Mr Richard Martin, Miss Emilie Eymin-Petot and Ms Desiree Chan as staff helpers, and the innumerable social trips, outings and holidays that built so many memories.

To return to *The Hobbit* analogy, it wasn't a gold ring that was precious, rather the time spent living life together. The one thing to bind us – our shared experience of the White House. Boarding has moved on to bigger and better things, but as the wise old wizard Gandalf once said, 'If you do come back, you will not be the same'. My family and I are all the better for the adventure! ■





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Was it a
boarding house
or an extended
family?

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At the heart of the White House community was an extraordinary camaraderie

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LT COL JAMES COATES OBE

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ld Whitgiftian, Lieutenant Colonel James Coates, was awarded the inaugural Whitgiftian Association Achievement Award at a dinner held in his honour at the School on Saturday 29

March 2014. James has been widely praised for devising and implementing the “Precision Strike” strategy in Afghanistan, setting the benchmark for exploiting surveillance technology in combat situations. He was christened “Scourge of the Taliban” by the *Daily Telegraph* in 2011, and listed as one of their top ten “Britons of the Year”. James is currently working at the Cabinet Office.

James Coates began his career at Whitgift in 1981, having previously attended Cumnor House. He enjoyed and participated in both the Athletics and Cross-Country teams and, at the earliest opportunity, joined the CCF where he was ultimately promoted to commander of the Advanced Infantry Section and Drum Major. James was made House Prefect (Smith’s) and a School Prefect. He is remembered by his contemporaries as a strong personality, forthright in his views and always driven in his individual pursuits.

Mr Keith Smith MBE, now Commanding Officer of the CCF, recalls, “I remember well when he was top Cadet NCO in his year group, as well as being Drum-Major of the Corps of Drums. I was not at all surprised when he won the Sword of Honour at Sandhurst. James was a highly-talented student. He has become a very successful Army Officer and yet remains a very modest man. We have been privileged to receive his help with the CCF and were delighted when he gave an address recently at the Upper Sixth Graduation in 2013. It is a privilege to know him and to have his continuing support for the CCF and the School.”

Having achieved A Levels in English Literature, History and Geography, James caught a bad case of the ‘travelling bug’ and spent a year exploring and working in North Africa, Asia and Australia. He spent time in the



The underlying ethos and values of Whitgift remain unchanged since I was a pupil, and I benefitted hugely from my time at the School. In particular, the sheer breadth of opportunities offered to pupils develops confidence, all-round talent, and real capacity that provides a great start in life

LT COL JAMES COATES OBE, OLD WHITGIFTIAN, 1981-1988





LT COL JAMES COATES OBE

and international development.

During James' undergraduate years at Aberystwyth University, where he studied for a BA (Hons) in Geography, James won sponsorship to conduct a research dissertation on environment and development issues in the Himalayas. In order to fulfil his research obligations, James travelled extensively in Nepal, India and China (including Tibet). His appetite now thoroughly whetted, he returned to continue his studies, gaining a Masters degree in Environment, Development and Policy at the University of Sussex.

He passed out from the Royal Military Academy, Sandhurst, in 1994, where he was awarded the Sword of Honour and the Queen's Medal for top overall academic and practical performance. He went on to attend the physically-demanding Parachute Regiment Selection Course, finishing top of the cohort. These early successes more than hinted at the substantial achievements to come.

The following years, 1995-1999, took James to Canada, Norway and Germany, as Platoon Commander, Adjutant and Operations Officer in the 3rd Battalion, The Parachute Regiment. He also served in Northern Ireland.

Post-9/11, James became heavily involved in counter-terrorist and counter-insurgency operations, completing four full tours in Afghanistan, one in Iraq and countless shorter deployments. He was involved in overseas capacity-building of foreign forces in Afghanistan, Iraq, North Africa, the Middle East, and both Central and South Asia.

FROM 2006-2008, JAMES ACTED AS OPERATIONS Co-ordinator at the Joint Force Headquarters. He took on the responsibility of designing, training, deploying, and running the UK's short-notice, joint headquarters for worldwide operations. He participated in exercises in Cyprus, Mozambique, Nepal, Sri Lanka, Bangladesh, and Malaysia, before undertaking a particularly gruelling 2008 tour in the town of Sangin in Helmand, where he took on the role of Battlegroup Chief of Staff for the 2nd Battalion, The Parachute Regiment.

Those successes saw James take on the mantle of Operations Chief in the MOD, running and planning counter-terrorist operations worldwide, from 2008-2010, before being promoted to Commanding Officer 3rd Battalion, The Parachute Regiment. In this role, James commanded the Combined Force Nad-e Ali North, in a hard-fought area of Helmand, implementing a new counter-insurgency strategy, known as "Precision Strike", which dismantled the local insurgent networks, whilst building the confidence of the local people and security forces. "Precision Strike" combined high-level intelligence, the latest surveillance technology and the use of precision missile attacks to target Taliban command with minimal civilian casualties. It also attracted the attention of military VIPs, including US General David Petraeus, Commander of ISAF (International Security Assistance Force) and US Forces – Afghanistan, who said that James' tactics were "a most impressive way to do business". As a result, Nad-e Ali was finally handed over to the Afghans in August 2013.

James was awarded the OBE in 2011. His citation read, "He set the benchmark across the whole of ISAF in Afghanistan as the exemplar in exploiting the emerging surveillance technology."

In 2012, James commanded a venue security force of 1,200 soldiers at the London Olympic Games and re-established and commanded the UK's short-notice Global Response Force for worldwide military intervention (the Airborne Task Force).

Since 2012, James has acted as Senior Policy/Military Adviser to the National Security Secretariat at the Cabinet Office. He is also Lead Adviser to the National Security Adviser on the UK's Libya policy and military operations worldwide. He has provided advice to Number 10, the Cabinet Office, and the MOD, co-ordinating government departments in support of UK foreign and security policy – all this whilst studying for an MSc in Global Development Management.

Alongside his military successes, James has found time to marry and to raise a daughter, to continue his interests in scuba diving, hill walking, parachuting, and running, and to undertake charity work for military charities, including Help for Heroes and the Afghanistan Trust. ■

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Looking back, I can now see how my experiences at Whitgift shaped some of the career decisions I have made. Academically, my interest was particularly fired up by human and physical geography – why people and places are the way they are and what that means for policy interventions – and the CCF got me thinking about a career in the military. At the moment I'm working as a foreign and security policy adviser in the Cabinet Office, where I'm drawing on both of these areas, but it all started at Whitgift

LT COL JAMES COATES OBE, OLD WHITGIFTIAN, 1981-1988

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VALETE

MR JOHN PITT

Second Master Interview

SHORT BIOGRAPHY

John Pitt was educated at Dulwich College and went on to complete a History Degree at Pembroke College, Cambridge, and a Cambridge PGCE (teaching qualification). He first joined Whitgift in 1997 as a History Teacher, subsequently becoming Head of Sixth Form. After four years as Deputy Head of The Portsmouth Grammar School, he returned to Whitgift as Second Master in 2007. His wife, Anna, is Joint Co-ordinator of the Primary Schools Project at Whitgift.

Mr Pitt has been appointed Headmaster of Royal Grammar School, Worcester with effect from 1 September 2014.

Describe (in brief!) the role of the Second Master.

The Second Master's primary role is to be in charge of the day-to-day running of the School. The role requires a particular focus on the pastoral and discipline aspects of the School's provision. The Second Master also has to deputise for the Headmaster whenever he is absent from school. Of course, in reality, this all means that you have the chance to be involved in most aspects of Whitgift life.

What is the toughest day you've had in this position? What is the most difficult part of the job? What is the best/most rewarding?

The most difficult and challenging aspects of the job are always to do with people. Whether it is dealing with a difficult pastoral issue for a pupil and trying to help them, or having to tackle a case of poor behaviour, or talking to a member of staff about problems or concerns; these are the most important but also the most challenging.

Although I hesitate to mention it in an interview, my most difficult days at Whitgift were those when I had to speak to the Sixth Form about the death of Dan Hunter, and when I heard of the Charlie Hutton tragedy. Nothing can prepare you for such events, but it is so important for the community to come together and support one another.

The most rewarding aspects of the job are actually when you feel that you have made a difference – even only a small one – for a pupil or a member of staff. While clearly prize-givings and winning cups are fantastic for those involved, it is often the small things that can genuinely help individuals. Working through a pastoral problem,

and seeing a pupil come out of it stronger and more able to cope, is fantastic, and gives meaning and purpose to the job.

What will you miss most about Whitgift when you leave? What is unique about the School? What is your fondest memory?

Above all, I will miss the pupils. I am particularly pleased to have done nearly eight years in this post, and so I have seen the current Upper Sixth through from the start of their Whitgift careers until their Graduation from Whitgift. There is enormous satisfaction as a teacher in seeing pupils develop and set themselves up for life, through the fantastic education that Whitgift provides. I am very proud of what the boys achieve with the help of an incredibly dedicated staff.

I have lots of great memories – from my first six years here: celebrating some fine, spirited matches with my 3rd XV rugby team, coaching Matt Spriegel in the U13 cricket team (I taught him everything he knows, of course!), and playing in the staff rugby match for Mr Fladgate's 50th birthday. As Second Master, the big events such as Twickenham (twice), Royal visits and so on, do stand out. It is also always great to meet up with OWs and find out how they are getting on. Then there are many moments which are more individual, when pupils have appreciated the help given, or when a member of the public says to me how impressive Whitgift boys are. Those are the moments to remember.

What has been your favourite food here at Whitgift?

That is a good question! The Headmaster's events are legendary for the quality of the food and I have been lucky enough to sample many fine (usually fish) dishes! However, nothing beats a Chartwells' lasagne!

If you had to be a historical character, who would you be?

There are so many possibilities and perhaps Pitt the Younger, Britain's youngest-ever Prime Minister, is the obvious one – although he suffered from terrible gout! I suspect I would have preferred to have been someone linked to sailing and to the sea, so, while I might not have wanted the manner of his death, Nelson was clearly an incredibly impressive leader who was very highly-regarded by the men who fought for him. Alternatively, I would like to have been someone who came through adversity and



really made a difference to other people's lives, but who showed humility throughout; such as Mandela.

What advice would you give to your successor, Mr Ellis?

Try to enjoy the role of Second Master and take whatever opportunity you get to reflect on everything you do. It is an incredibly busy job, with so many aspects to it, but you do get a unique overview of the School and how it operates, and this is fascinating. There are times, though, when you just have to get on with what needs to be done, so finding that time to step back and reflect, and enjoy the role, is sometimes more difficult.

If you could have your time again at Whitgift, is there anything you would do differently?

Looking back, there are always lots of things that I would do differently now that I am more experienced in the role. For example, I would like to have had more opportunity to congratulate boys and staff on their achievements, but this understandably tends to fall to the Headmaster and to Heads of Year, so I only really get the opportunity when I speak to boys or staff individually. I do think the School is in a very strong place right now, with excellent pupils and inspirational staff, so, while we constantly review and try to improve what we do, there are no major changes I would make.

It would have been nice, of course, to have scored more runs for the staff cricket team, Domini, but that's life!

You're moving on to become Headmaster, effectively, First Master! What are you most excited about in your new role?

Being a Headmaster is a tremendous responsibility, and, while this is a little daunting, it is also the aspect of the post that I most look forward to, because I will have the opportunity to play a significant role in developing RGS Worcester and moving the school forward. Education is so important, and teachers have the chance genuinely to change young people's lives for the better. As a Head, I think this is magnified, and so I look forward to encouraging pupils to aim high and achieve what they set out for – and more.

Who would you cheer for if we play against RGS Worcester?

I am very sad to be leaving Whitgift. I have done two stints at the School and actually started my career here, so I will



The School
is in a very
strong place
right now



have been here for 14 years in total. I have even cheered for Whitgift when we have played against rivals Dulwich College (my old school)! However, as Headmaster of RGS Worcester, I am afraid I would have to cheer for them – not least because, if they play Whitgift at any sport (except perhaps netball), I suspect they will be the underdogs!

What would you like to say to the staff one last time?

Thank you for your good humour, support and friendship. I have really enjoyed working with such intelligent, helpful and positive colleagues, and I wish them all the very best for their future.

What would you like to say to the boys one last time?

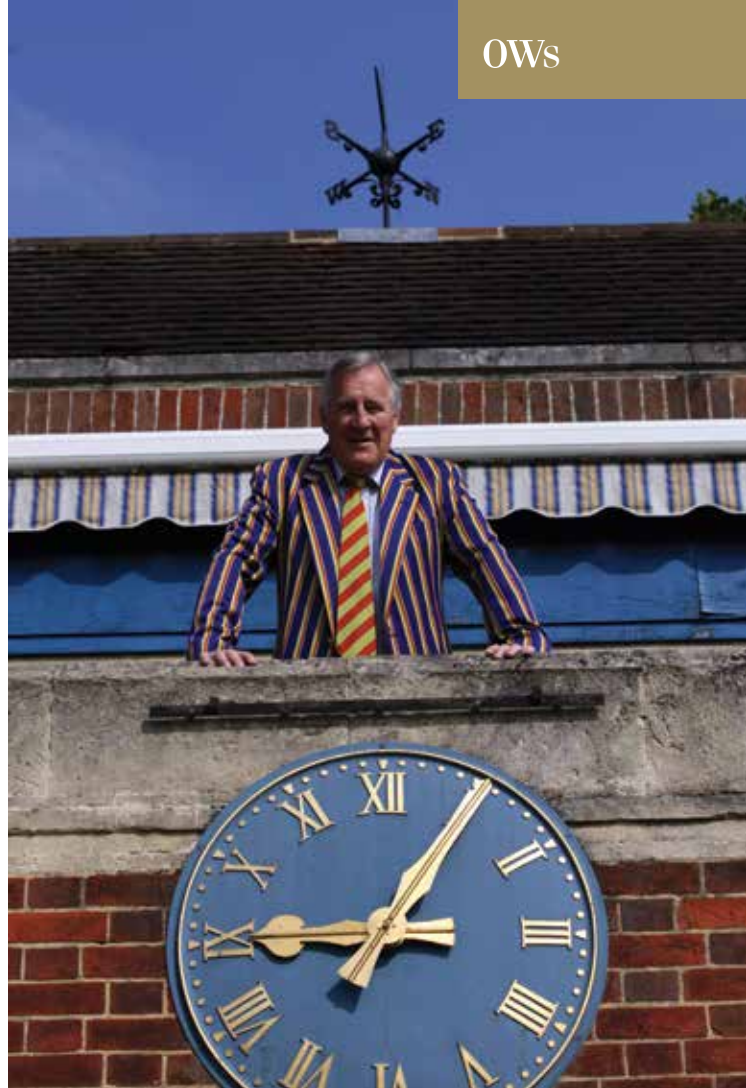
Above all, work hard and make the most of the extraordinary opportunities a Whitgift education offers. Grab it with both hands and don't let it go. And make sure you take with you not only the academic and co-curricular experiences and benefits, but also a sense of doing what is right, those old-fashioned words 'duty' and 'honour', good manners, and a really positive outlook. Thank you for being such brilliant ambassadors for the School, and for making my time at Whitgift such great fun.

Finally, what is your favourite Whitgift bird?!

It has got to be the little golden pheasant that runs around the Andrew Quadrangle. It may not have the flamboyance of the flamingos or the attention-seeking squawk of a peacock, but it is worth seeking out, if you can find it! ■

MR PHILIP FLADGATE

Mr Fladgate was appointed into the Whitgift PE Department in 1979. Since then, he has taught History U1st-L6th, English L1st-U1st, and PE A/S and A2. He was the Housemaster of Brodie's (1987-2006), Senior Housemaster and Assistant Proctor (2000-2006), IB CAS Co-Ordinator (2004-2010), Deputy Proctor (2006-2010), and Alumni and Development Officer (2010-2014). Always dedicated to sports, he was the Master i/c Cricket for 21 years, coached various Rugby teams for 31 years (1st XV, 2nd XV, U16A, U15A, U14A, U11A), and even some Hockey (3rd XI, U14B) and Basketball (Master i/c for 6 years). Mr Fladgate also played rugby for Esher RFC (1979-1982) and the Old Whitgiftians RFC (1982-2004), cricket for the Old Whitgiftians CC (1980-2008), the Paralytics CC, the MCC, Surrey Over 50s, and Surrey Over 60s (still playing!), and, of course, Domini (Captain 1983-2010). He will be dearly missed by the whole School community! ■

**MRS PATRICIA SIMMONDS**

Pat Simmonds was appointed as a part-time, term-time only, Assistant School Secretary in June 1988. There was, at that time, a very small team of four secretaries (which included the Headmaster's Personal Assistant). In 1992, a new post was created, and she became the first Sixth Form Secretary. Pat went on to work for seven Heads of Sixth Form. She has also seen the School grow, from 888 boys in 1988, to 1370 on roll when she left. Other developments whilst she was here include the new Sports and Conference Centre, Boarding House, and the Design Technology, Art and Science area, to name a few. Pat also made many international friends, through hosting visiting language teachers over the years. All of Pat's friends and colleagues wish her a happy retirement, and every success with her overseas travel plans. ■





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LET'S GET QUIZZICAL

- 1 On the River Ouse, near Goole, in Yorkshire
- 2 His family had its origins there (he was born at Grimsby)
- 3 The 'Old Palace', adjoining the Parish Church, now a Girls' School
- 4 A drinking vessel of wood and silver, now on loan by the Governors to the Victoria and Albert Museum, where it may be seen in the Department of Medieval Silver
- 5 In the Library of Merton College, Oxford, and on the canopy of the fountain in the Great Court of Trinity College, Cambridge, of which Whitgift was one-time Master
- 6 The range of shops in George Street, Croydon, adjacent to the Whitgift Hospital (Ed. Hospital of the Holy Trinity or Almshouses as some refer). The old buildings had been used by the junior forms before they were demolished at the end of the 19th century
- 7 The War Memorial Cross, and the Fountain outside the armoury. The Fountain had already been moved once before – from the old cloister to the Junior School playground at North End in 1905
- 8 The inscription states that the Stone was laid by the Archbishop of Canterbury (The Most Reverend Cosmo Gordon Lang) but as he was ill on the occasion, the Bishop of Croydon (The Right Reverend E.S. Woods, later Bishop of Lichfield) deputised for him
- 9 The Foundation Stone of the Hospital of the Holy Trinity was laid by John Whitgift on 22 March 1596
- 10 Until 1903, the school Rugby Football colours were black, red and blue, and the cricket colours were blue and amber. In 1903 the football colours were changed to blue and amber, and the O.W.R.F.C., which had been founded a couple of seasons earlier, adopted the discarded colours as their own

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TEACHER PROFILES

- 1 Ben Miller: English Teacher/
Residential Boarding House Tutor
- 2 Dudley Tredger: Economics Teacher



front cover illustration **Arthur Fordham, Lower Fifth**
illustration (below) **Joseph Warren, Lower Sixth**

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