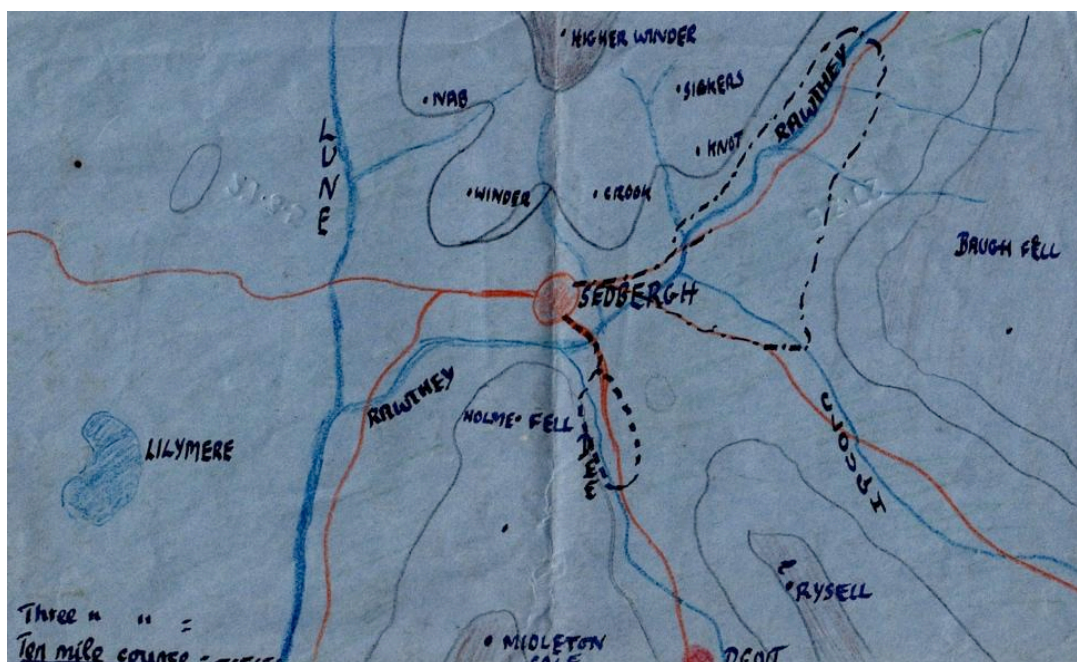


SEDBERGH SCHOOLDAYS



An English Boarding School Experience, 1955-60

Alan Macfarlane

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Preface



From R. St. John Ainslie, *Sedbergh School Songs* (1896)

‘You can only understand life backwards, but we must live it forwards.’
(Kierkegaard)

There are a number of reasons for writing this very detailed account of my education between the age of thirteen and eighteen. Not among them is a feeling that I was special in any way. At Sedbergh School I was of average ability in both sports, arts and class work, though towards the end I showed enough promise to win an ordinary entrance to Oxford University. In fact, my very ordinariness, average and unexceptional nature, may make this account more representative and hence useful.

I have for long been interested in what shapes an adult life, including how I came to be what I am. From early days in the Lake District valley where the poet William Wordsworth went to school which he recounts in his autobiographical poem *The Prelude*, I have wanted to know how our family, friends, experiences and teaching shapes our creativity and adult attitudes.

I have tried to study this in several ways, including interviews with over two hundred interesting thinkers, in which I concentrate on their family backgrounds, childhood and teenage years, including education, to see what shaped their minds and personalities. This volume, and the others in the series, is another way of approaching the Wordsworthian fact that 'The Child is Father of the Man'.

My early interest seems to have been combined with a love of Romantic poetry and children's literature. This made me want to understand how I turned from a child, where I seemed to be living in some kind of integrated, enchanted, magical, world, into a rational adult where magic had fled. How does our emotion/heart become split from our reason/mind in a scientific, capitalist and industrial society? Many of my academic books have revolved around this question. Their titles - *The Riddle of the Modern World*, *The Making of the Modern World*, *The Invention of the Modern World*, as well as studies of witchcraft, Japan and Himalayan shamanism are other ways of trying to understand aspects of this problem.

Many others have written autobiographies, poetry, novels and children's stories which explore these themes in various ways. They contain invaluable material, much of which is beautifully surveyed in Walter de la Mare's *Early One Morning in the Spring: Chapters on Children and on Childhood as it is revealed in particular in Early Memories and in Early Writings* (1935).

Yet if we are to understand the process of the subtle, day by day, change of the mind and emotions of a human being *from the inside*, and *from the time of the actual period of growth*, we need more than retrospective autobiography, or fragments of letters and novels.

For some reason, I decided from about the age of fifteen to keep as much material as possible about my changing experiences. Perhaps influenced by my hoarding grandmother (and my mother), I kept as many letters, diaries, notes, essays, photographs and objects in an increasingly complex filing system. Thanks to the understanding of my family, these were preserved through the time when such materials are usually thrown out - when one leaves home or moves house. So for my Sedbergh Years I have ten foolscap box files of materials on the shelves behind me and on and off for the last seven years since I retired from my University Professorship I have been trying to organize them into a coherent account.

I am very close to the materials, since they are me and my past, but also sufficiently distant to see them a little more clearly. The distance is partly created by time - it is sixty years since the events were lived through and the world has changed so much

that it does indeed seem a foreign country and the little boy struggling through the mud and the grammar seems a stranger. Yet I also recognize myself quite clearly.

The distance is also created by space. I became a social anthropologist and spent years teaching about and visiting other cultures and civilizations, especially in Nepal, Japan and China. This made me aware of how strange and unusual was the education which I received.

This detailed and hopefully revealing insight into how a child learns to master language, emotion and new intellectual tools, based on letters, diaries and essays in combination, is the reason for publishing such a very full work. It is unlikely to be repeated by others, especially as the age it describes and the old technologies of pen and paper are fast fading.

The account is partly about how much of our personality is developed at over time. So it has to cover the whole period from birth until maturity. In my case, I place maturity around my twenty-fifth birthday, when I had finished my doctorate at Oxford and married for the first time. Given this longer overview, the section represented in *Sedbergh Schooldays* is just one episode. The years in India from one to five will appear in *Indian Infancy*, the years between six and thirteen at my first schools have appeared already as *Dorset Days* (2012) and *Becoming a Dragon* (2012). Several volumes on my undergraduate and postgraduate experience at Oxford from the age of 18 to 24 are sketched out and will hopefully be published. And the companion volume to *Sedbergh Schooldays*, on my home life at the time, will appear as *Lakeland Life*.

I took it for granted as I grew up that children of my class were normally sent away to single sex boarding schools for the ten years from eight to eighteen, and then went away to continue a similar kind of socialization at a Collegiate University. I now discover that such a system was largely confined to a small segment of the upper middle class on one small island in the world - Britain. Nothing like this is to be found in earlier centuries in other civilizations.

It was unusual, but also deeply influential although confined to relatively small numbers of people. The character and skills the system created was one of the foundations of the largest Empire the world has ever known, consequently much of my account has to be set within the context of late imperial Britain.

By chance, being born in 1941 being educated through the post-war, dissolution of Empire, social revolutionary years of the 1950's, I was one of the last to see the old system of boarding education in its full form. I was particularly well placed to observe it because the public school I went to was remote and in many ways quite old fashioned. It had preserved a kind of time capsule of rapidly disappearing customs. I had the privilege of doing participant-observation fieldwork within a vanishing world, which now seems quaint and strange, yet I still understand it, straddled as I am between two very different ages.

Yet it was a world not unconnected to the rest of society, for though the public schools and Oxford and Cambridge were the tip of the system, they were part of a much wider structure where individuals were taken out of their families when they were young - as servants, apprentices, students, or pages in rich households - which dates back many hundreds of years and is the basis for much of the peculiar political, economic, social and religious system of Britain. My own life, though different, bears strong resemblances to many other British childhoods over the centuries.

On one level, the particular system I experienced evaporated in the 1970's and 1980's. At another level it continues in the high prestige of British boarding education in many parts of the world, which is bringing potential leaders of the future dominant world powers, especially China, to be educated at British public schools and

universities, or to the setting up of British-style schools around the world. They come for the same reasons that I was sent to the school - to learn the craft of leaderships, the arts of elite life, and the character to survive in a global world.

My experience at both the Dragon School and then Sedbergh was shared by my contemporaries Sandy and Jamie Bruce Lockhart, whose grandfather had been a famous headmaster of Sedbergh. With Jamie, I wrote a version of the Dragon book, *Dragon Days* (2012) and with him I have shared my Sedbergh experiences, his part being told in the edition of his and Sandy's school letters to his parents in *Sedbergh Letters* (2013). He has been a constant support in this adventure.

The two strongest influences, to whom I must pay tribute, are two women. The first was my mother Iris, whose letters, children's stories, love of poetry and philosophy, shaped me in so many ways. Much of my interest in the clash between childhood and adulthood and my search for meaning came from her own explorations and the way she supported me, along with my father.

The second is my wife Sarah, who has shared all my later intellectual adventures. She has supported what at times seemed an impossibly gruelling, rather narcissistic and even worthless endeavour. She has shared my ideas, contributed excellent criticism and helped provide much of the background material on my family. Without her enthusiasm, interest and skill I would never have been able to complete this part of the task.

ARRIVING

Before Sedbergh

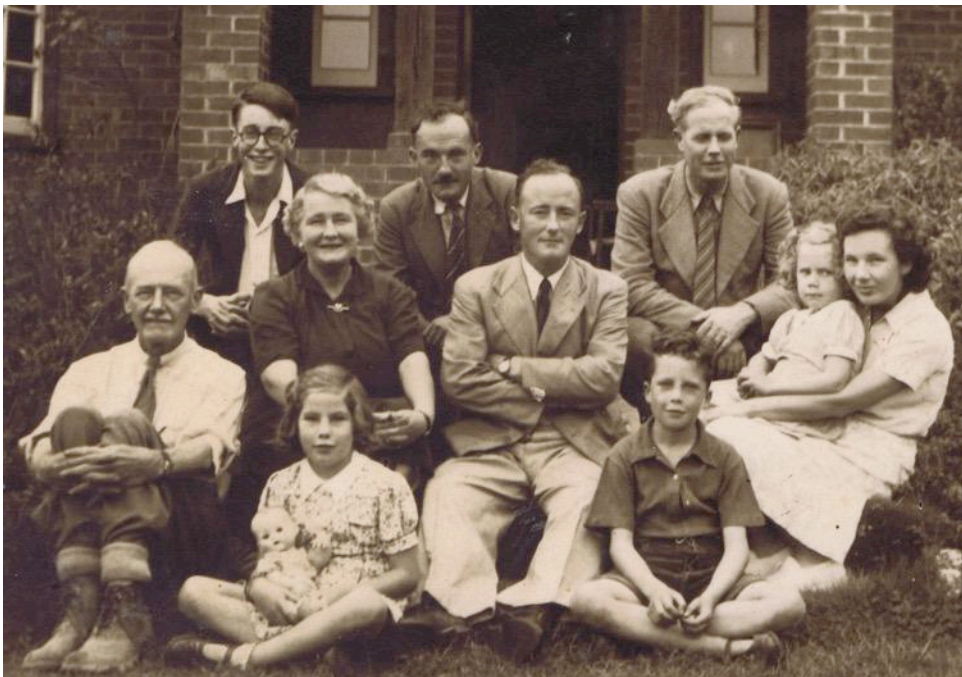
I was born in Shillong, Assam, in December 1941. My first five years were spent in India as the Second World War rolled to the edges of Assam and I ended my time in India for a few brief months on a tea estate, where my father was Manager. I returned to England with my father, mother and my two younger sisters, Fiona and Anne, in April 1947.

The warmth, both physical and emotional, the brilliance of the landscape and the freedom which I think I remember from those first five years made the shock of coming home to North Oxford at the end of the coldest winter of the twentieth century, with wartime rationing and very limited coal supplies, all the greater. My mother stayed in England for eighteen months and then left me and my elder sister Fiona at home when I was aged six and three quarters

*

It is clear that in the two years of my schooling before I went to Preparatory School at the Dragon introduced me to quite a wide range of topics. The only two new ones added at the start of boarding school were languages, particularly Latin and French. That was the largest change academically in content. It is also clear that I was just about average in ability. The reports were moderately good, but I was always at least half a year older than the average age, and I seem to have stayed in transition – with a brief move up. Early signs of mathematical ability were not borne out in later reports. My best subjects were geography and nature study. My worst were, as my mother noted, that I was very slow in reading and writing.

The best way to introduce my maternal family is by analysing the photograph reproduced at the start of this chapter. This shows the important relatives in my life at the end of my first year at the Dragon in summer 1951. Starting at the top left, it shows my Uncle Robert, Uncle Richard, (Father), Grandfather, Grand-mother, Uncle Billy, sister Anne, Mother, Sister Fiona, Alan.



My grandparents, with whom I spent much of my time in England before coming to the Dragon, and the majority of my school holidays while there, were neither of them formally academically inclined. Yet they had a number of qualities and experiences which meant that they could support me well. My grandfather, William Rhodes James had been a distinguished army officer in Burma and India and had won a Military Cross and an O.B.E. He was an excellent linguist, a lover of poetry, an avid reader and a lovely gentleman who encouraged me in every way.

My grandmother Violet was a force of nature. She was highly intelligent, strong willed, perennially optimistic, warm and imaginative, an excellent artist (one of the youngest ever students at the Academy Schools) and a very good actress and singer. They had themselves both been away in boarding schools when young and had supported my three uncles through boarding preparatory schools and then public schools, so they knew that world well. They looked after me excellently, playing with me, encouraging me in every way, and gave me much love and support, and I owe an enormous amount to them. I never remember that they were ever cruel, unjust or unpleasant to me.

My parents were very different from each other but equally supportive. My father Donald Macfarlane was born in El Paso, Texas, in 1916. He had been sent back to boarding school at Dollar in Scotland at the age of twelve and had been miserably homesick for his first two years. He never took to the school, despite being a first-rate athlete and rugby player, and left without any Higher School Certificates to be apprenticed to the engineering firm of John Brown on the Clyde. At the age of about twenty he was sent out to be an engineer on a tea plantation in Assam. During the war he joined the Assam Rifles and raised troops to fight against the Japanese. He met my mother when he was twenty-four and very soon married her.

My father was a good role model – tall, very handsome, an excellent games player, a keen fisherman, very strong but also gentle and kind. He adored my mother and was excellent with children as I noted in later years. He was not academic, but quite a keen reader and a good painter.

My mother complemented him. She had been born in Quetta, now in Pakistan, in 1922 and sent home very young. She was small, with a polio-damaged leg, good-looking and highly gifted. She was sent to six or seven schools before the age of sixteen. She won an open scholarship to Oxford when she was in her last school but was not allowed to take it up, partly because war was looming, and was taken out to India. There, at the age of eighteen, she met and married my father. She was an excellent poet, novelist, philosopher and a reasonable painter. She wrote me wonderful letters and short stories and gave me enormous encouragement and love. I never doubted her love despite the fact that she kept being forced to split her time between her children in England and husband in India. Much of what I am stemmed from learning from her.

My three uncles, my mother's brothers, were the other major force in my life. The oldest, Billy, I did not see much as he was in the army. But the middle one, Richard, spent part of several holidays with us. He was a gentle, thoughtful, a devout Christian, a housemaster at Haileybury and a brave soldier in the war in Burma about which he wrote a book. He was always kind and encouraging to me and his car and presence enlivened my holidays.

The younger brother, Robert, was only eight years older than me and still at Sedburgh until 1951 - four years before I went to the school. So he was at home for school holidays with me and my sister Fiona. He became a distinguished academic and politician, a Fellow of All Souls, a Member of Parliament for Cambridge, and the

author of many books. When young he was keen on sports and before I went to the Dragon taught me how to play football, cricket and other skills which made a huge difference when I went to the school. He taught me how to be a good loser at games, how to try my hardest, how to sing musicals. He was highly imaginative and had a wide range of toys which he generously shared with me. He never bullied or put pressure on me, despite the fact that I and my sister Fiona took away much of his mother and father's time and energy. He was a constant inspiration, and having an older but non-threatening 'brother' was an enormous benefit for me. He made holidays wonderful and helped me to cope with boarding school through his example.

I was also lucky in my siblings. Fiona was with me for the time when my mother first left, until I was ten. She is a remarkable person; highly intelligent, a very gifted artist, a great reader and a remorseless thinker. She was great fun, enormously plucky and determined, and a real friend through much of my life. Of course we quarrelled and my mother notes that I bullied her in a mild way. But she stood up to me and I was always aware, as was my mother, that she was more mature and intellectually gifted than I. So I had a good younger sparring partner from whom, together with my grandmother and mother I learnt to appreciate in a non-threatening way the virtues of able women. My sister Anne was four years younger than me and I saw much less of her at this time, really only for the year in 1951 when my mother brought her back on leave, and again for my last year at the Dragon. She was less academic than Fiona, but a keen sportsperson and close to my father.

*

A few features of our life away from school are particularly relevant to my time at School. First, there was our class background. The family were basically upper middle class: my grandmother's father had been a lawyer in upper Burma; my grandfather was a Lt Colonel in the Indian army, my uncles were schoolmasters, army officers; and one became an MP. Further back the family had been professionals – lawyers, doctors, military officers – and before that adventurers and slave-owners in Jamaica.

My father, on the other hand, though coming from a family of Scottish clergyman, followed his own father in training as an engineer. He then became manager of various tea plantations. Taken as a whole, though struggling, my parents, grandparents and uncles had social connections and expectations which were well in line with the kind of boys who went to the Dragon and Sedbergh. What we talked about at home, the films we went to, the interests in sports and art, were complementary to the kind of things I learnt in school. Yet there was something about me that was slightly different from many Dragon and Sedbergh boys because our family had lived for much of their past outside England. I think this contributed to a slight feeling of being an outsider when I went to the school.

Two particular features of our family are worth noting. One is the Scottish connection. My father was proud of his Scottish ancestry and nostalgic about parts of his upbringing. We spent summer holidays with the Scottish grandparents in Scotland and was equally proud of my Scottish roots. This again gave me a sense of self-confidence and despite other incapacities, being small and not particularly gifted in academic work, arts and other things, I was at least a descendant of the Macfarlane clan.

Another was the connection to Assam. Children live in many parallel worlds simultaneously. They may be shut away in the intense atmosphere of a boarding school, but this does not mean that they cannot remember or draw sustenance from

other worlds. I drew much strength from the vibrant world of my grandparents' home in Dorset, the games, fun, hobbies, expeditions, animals and gardening. I also drew support from the world of India that I had known until I was five and which remained alive through my mother's vivid letters, the relics of India around me at home, and my visit to Assam at the age of eleven for the Christmas holidays. I knew that, however cold and grey and hard the world at school might sometimes seem, there was another world of colour, exotic smells, strange animals and wonderful fish-filled rivers which existed for my parents and my sisters and which, one day, I might re-visit.

This is important since, for me, like many at British boarding schools, the experience was one which was meant to make us British, but not designed to crush our desire, one day, to follow our many ancestors and even our parents back to foreign lands. So we were encouraged to learn about the places where we might well end up as missionaries, doctors, lawyers, civil servants, district commissioners, or even tea planters. For me the constant allusions to India through artefacts, paintings, food, words, letters and my memories of infancy and a re-visit, meant that the Dragon and Sedbergh were part of a far greater experience where space and time were stretched out over the whole planet and Oxford was only a tiny speck, along with Dorset, the Lake District and Scotland, in a greater adventure.

*

One of my central characteristics was a desire to excel, or at least to win and succeed in whatever I was doing. This had the good effect of making me persistent and determined in certain respects, as can be seen in the accounts of learning to ride a bicycle and playing rugby. Later I applied this to my academic work. I really tried, and knowing myself to be very small and not particularly intellectually talented, I came to believe that effort could overcome this lack. I was ambitious, keen to prove myself, and never really contented with what I had achieved.

There were negative sides to this. One was that I was a bad loser – I minded too much. There are a number of accounts of this, of sulks and tears in various games. I did gradually learn the art of losing and this was particularly something which a boarding school like the Dragon drummed into one – being a good sport, modest in victory, resilient in defeat.

The desire to do well which led me to concentrate hard on sports and games does not at first seem to have extended to academic work. My mother frequently described me as intelligent, but unable to concentrate or work hard at things like reading and writing. What I do remember is that I had a rather short attention span, and when I moved on to something new, threw over the old quickly. For example, I hated clearing up the toys I had been playing with before I went on to another game.

I gained much of the sustenance and models for my imagination from things other than books, although it is clear that I also enjoyed being read to and later reading for myself, despite my mother's impatience with my slowness. The radio was important, but it was the imaginative worlds created by pantomimes, musicals (including Gilbert and Sullivan) and above all films and later TV that stimulated me in my games of King Arthur and pirates.

*

A hint of where I had reached before going to Sedbergh is given by the last termly report from the Dragon School. By that time I was near the top of the school, not academically (I was never a scholarship level boy), but on all four of the top games

teams, a prefect, and very happy. This provides the background, being taken back to the lowest level and starting to climb yet another mountain at Sedbergh.

My last termly school report from the Dragon gives an indication of my level and the outcome of five years of schooling. The Dragon School was a large and highly academic school, so I was in the third to top class, 2B, but in the second to top mathematics set.

DRAGON SCHOOL, OXFORD						
Name <u>Alan Macfarlane</u> Age <u>13.7</u>		Terminal Report			JULY, 1955	
Absent	1 days	Form	No. of Boys in Form	Place by Term's Marks	Place by Exam.	REMARKS
Classics	...	Form <u>2B</u> AV. AGE <u>13.4</u>	17	13	11	<u>He has made v. good progress with v. good exams to finish up. Best wishes. HWA.</u>
English	...	Set <u>A3</u> AV. AGE <u>13.0</u>	17	=8	=9	<u>It very good term's work. Don't stop using your imagination in English. Well done. J.A.T.</u>
Mathematics	...	Set <u>A2</u> AV. AGE <u>13.3</u>	18	=1	4	<u>A thoroughly good term's work. HWS Good luck.</u>
French	...	Set <u>A4</u> AV. AGE <u>13.3</u>	15	=3	5	<u>A really good Term's work: well done! HWA</u>
Geography	...	Set <u>A3 A4</u>	34	=10	12	<u>Very good DP.</u>
MUSIC AND SINGING	...					<u>GAMES, P.T., ETC.— His balling improved enormously during 1st term and I hope he will do really well later on. Can always be relied on to hold a catch almost anywhere. Performed keenly & well in the sports. Swam with Zig-Zag enthusiasm in the 3rd Boat. Did quite well as a drill leader.</u>
ART	...					
HANDICRAFT	...					
DIVINITY	...					
SCIENCE	...					
<p>General Report (for Day-boys)—</p> <p>House Report (for Boarders)— <u>Alan has done very well all round, and the smile has nearly ousted the frown! Best of luck to him at Sedbergh. Jh</u></p> <p>Headmaster's Report— <u>Highly satisfactory — We all wish him a happy + useful career.</u></p>						
<p>Next Term begins Wednesday, September 21st, 1955, at 9.30 a.m.</p> <p>Boarders return before 7.30 p.m. on the day before (Sept. 20th)</p> <p>N.B.—No boy may return to School without a certificate of freedom from contact with infectious disorder during holidays</p> <p style="text-align: right;">A. E. LYNAM</p> <p>Holiday Prize Work :— Illustrated Holiday Diary</p>						

In the same month I was photographed with all the school leavers. (Alan six from right, second row from front.)



Two pictures taken in the year before I went to Sedbergh also indicate a little of my character. One is at home, in casual clothes, the other in December 1954, just before my thirteenth birthday (I am far right) in the First Rugger Fifteen.





Why I was sent to Sedbergh

My family had previously sent their children to a variety of public schools. My father hated his time at Dollar Academy in Scotland and probably objected strongly to my going there. My grand-father James had gone to St Lawrence College, Ramsgate on the South coast – partly because of its supposed healthy position, but he never spoke with any warmth of it. My grandmother Violet's father Rodway, and her brother Lawrence had gone to the imperially-orientated Cheltenham College, but that was in the nineteenth century.

The path that led me to Sedbergh started in the early 1930's. My mother's two older brothers, Billy and Richard Rhodes James went to Stratton Park Preparatory School, Bedfordshire, in the early 1930's. As the time approached for Billy to move on to a public school, there was correspondence between my great-grandmother Annie Swinhoe, and her daughter, then in India.

April 6 1932.

My own darling Violet,

I had such a lovely afternoon at Stratton Park last Saturday ... they introduced me to the new Master Mr Meister. He has the face of a saint. Mrs Weldon (I know I am spelling her name wrong) couldn't praise him enough, or Sedburgh. I said to Mr. Meister that you had had an idea of sending the boys to Sedburgh & I asked if there were scholarships & he said he would send me papers referring to the school, & I hope he will.

From my great-grandmother, April 6 1933

... I had a long talk with Mr Meister who was very anxious to discuss Billie's prospects as to Sedburgh scholarship with me. Mr Meister said that his own recommendation of Billie carried great weight & that we might consider it settled that Billie gets a scholarship (You need not publish it abroad that Influence means so much). Mr. M. hopes Billie will get the "Wilson Exhibition" which Mr. Meister had a good deal of weight in founding & in the gaining of which he added the necessary qualification of character as a great asset that it should not be given solely for scholarship. In the paper I had to fill up there were three spaces for different houses & Mr. Meister had put his own house & I thought it more diplomatic not to mention any other house & so left the blanks. As you had written rather strongly about the Head's house I subsequently wrote to Mr Meister & said that if another house was mentioned you had referred to the Head's. This has made him a little anxious as he has practically promised Billie to his own House & he added that the Master was most excellent & just as good as the other, so I hope you will not have mentioned any other house. Billie will come up to London for his exam: & I have said I will put him up. The dear Richard is at the top of his Form & continues to impress them with his brains. Mr Meister says there is always something original in his writings.

It is clear that 'Mr Meister' had a strong connection with Sedbergh and investigation of the registers reveals that he was directing a number of boys from Stratton Park school towards Sedbergh. Since Sedbergh was in Yorkshire, at the other end of England and not so widely known in the south, the personal recommendation of a teacher such as this was clearly important

The family took Mr Meister's advice and Billy, then Richard (in 1934), and then their younger brother Robert (after the war), as well as their cousin Desmond Turbett, all went to Sedbergh. Robert was much younger and so only left Sedbergh in

1951, four years before I needed to move on from the Dragon in Oxford. My grandparents had found Sedbergh a satisfactory school (my uncle Richard speaks of it with some affection in his autobiographical novel, *The Years Between*) and my grandmother had made friends with the Second Master, Mr. Christopherson, and visited the school a number of times. As my parents were in India and my grandparents in charge of me much of the time, it was probably assumed that I would go to Sedbergh, without really considering other schools.

Annie's letter does not explain anything about who Mr Meister was, or what his connection to the school had been, to give him such a tie. As he not only shaped my course then, but more widely as a strong influence of the Sedbergh and Lupton House of my day, it is worth giving a short picture of this special man.

There is a succinct obituary of Gerald Meister, who died the year before I went to Sedbergh.

Luptonian, Winter 1954, vol. vii, no.3

'Gerald Meister came to Sedbergh in October 1899, at first on a temporary basis but, quickly falling under the spell both of the great Henry Hart and the beauty of the place itself, which made a deep impression on him, he soon realised his life's work was here. After a spell as Assistant Master, he took over Lupton House from F. P. le Marchand in 1908 and was Housemaster for a period of 23 years.

Those who had the privilege to be under him in the House during these years remember him with respect and love. No House master has more unreservedly dedicated himself to the highest possible standard of work and play, combined with the happiness which goes with a keenness to succeed in common effort. No one got more pleasure out of the achievements of the House than he did, one of the great moments in his life being when he got four places in the Wilson Run, all runners in his House being trained personally by himself. Setting the example of a high standard of conduct himself and, underneath a certain shyness, with an intense interest in each boy as a human being, he could tolerate nothing mean or underhand. At the same time he gave a firm pointer to the real values in life, such as a passionate love of the Fells where he could be seen not only on foot but riding on horseback, and a love of music which he expressed in his playing of the viola. As a teacher, particularly of mathematics, he was unsurpassed, as those who have worked for him in the Modern VIth and the old Army class can testify.

His interest in those who had passed through his hands never faltered and he would follow their careers with the greatest interest, one of the bitterest periods of his life being the first war, when so many of the loved members of his House were killed in Flanders. With his sister Vera to help him over many years, Luptonians of that generation will remember with gratitude how much they owe to them both.

It is good to know that the last years of his life were blessed by a happy marriage and a continued contact with boys at the Dragon School, Oxford. Luptonians, present and past, extend to his widow their deepest sympathy.'

To this I can add a few details. Meister was born in 1876 and was educated at Clifton College and King's College, Cambridge. He taught John Hammersley at Stratton Park and Hammersley and my uncle Richard Rhodes James both went on to Sedbergh in the same year. Hammersley became a distinguished mathematician at Trinity College, Oxford. When Meister went on to the Dragon School, Oxford, he taught the very distinguished mathematician (later Vice Chancellor of Cambridge and Master of St. Catherine's College), Sir Peter Swinnerton Dyer. Meister, with George Fraser Woodhouse, was the author of *Elementary Mensuration, Hydrostatics, and Mechanics* (Sedbergh, 1918)

In his autobiography *A Shaft of Sunlight* (pp.45-6), the historian of India, Philip Mason (who wrote under the name Philip Woodruff) , who was at Lupton when Meister was housemaster, gives a portrait.

'His trim spare figure was always neatly dressed, usually in a well-cut but old and well-worn suit of grey flannel. How do such men avoid the solecism of ever wearing a new suit and yet never show a frayed cuff or elbow? He was precise in speech and thought, exact in punctuality; his writing was legible, he was conventional though abstemious in his way of life. He was a mathematician. Yet he and Neville [Gorton, another distinguished teacher] were close friends. They were both affectionate; they both enjoyed games without any stupid idolatry; they both liked to talk ideas, they liked *fresh* ideas. But there was something deeper than that. Both, I think, were what soldiers call a good officer. Each put the care of the men under his command before his own convenience.

Over Gerald's desk hung a reproduction of Ghirlandaio's well-known picture of the man with a carbuncular nose looking with affection at his grandson. He often spoke of this picture; he loved the beauty of the man's expression in spite of his deformity. It was perhaps the key to his nature, his concern for people. He had become a housemaster when young and kept his house for about twenty-one years; he had to give it up some time before retiring age, but could not bear the thought of staying on at Sedbergh without his beloved house...

In my last year, I used to stay behind after house prayers for ten minutes in the interval before the beginning of late prep. It was a moment to which I looked forward. I could not talk to Gerald about mathematics but he could talk to me about anything with which I was bubbling at the moment; in particular he loved to talk about the Renaissance in Italy. He spoke once of the widow of a former headmaster who was a friend of his. "If it weren't for her," he said once, "I think I should say that no one could be truly civilized – whatever that may mean – without at least a grounding in Latin and Greek. But then she studies Dante, and that of course is a life's work in itself."

*

So my mother wrote to Sedbergh. Here there is a slight mystery. All three of my uncles and their cousin Desmond had been at Lupton House and had as their housemaster I. Christopherson, a delightful and capable long-term teacher at the school who also, in his last years, taught me. He remained friends with my grandmother and I have a number of his hand-painted Christmas cards to my grandparents from later years. But he was replaced by Peter Collinson before my uncle Robert went to the School. Robert did not enjoy Sedbergh very much, and I heard him speak negatively of his housemaster.

So the family seem to have thought I should be entered for another house. A letter from my mother (3 July 1954) to my father explains the reaction she received.

About Sedbergh, Mummy wrote to a master she knows well and he has "fixed" it, but Alan is to go to Lupton instead as they have a new housemaster who is a good type apparently – Bruce-Lockhart is going and has chosen one of the younger masters as his successor which has led to a lot of bad feeling apparently. I wrote a very cool letter to Mr Ward – apparently they didn't "realize Alan was connected with the Rhodes-Jameses" – an eye-opener on how to get into a Public School.'

[Mr Ward was housemaster of Sedgwick, which may have been the house I was originally applying to.]

*

My mother was clearly worried about my academic progress and, particularly, having already been accepted in principle by Sedbergh, whether I would pass the essential Common Entrance Exam. On 30 September 1954 she wrote to my father, *Alan writes to say he is in 1st game at rugger – don't know if that is the 1st XV – and has gone up in form. I must find out if he's going to pass his common entrance. He says he took the exam last term and passed so there's no reason why he shouldn't next year.*

I did not take the scholarship exam, being in the middle of the third from the top class at the Dragon (class 2B). My mother had been to see the headmaster, Jock, on 14th November 1954 and reported to my father: *He was very charming, gave me a sherry, and said Alan would definitely get through his Common Entrance but didn't think there was much hope of a scholarship but he would discuss this with his masters at more length.*

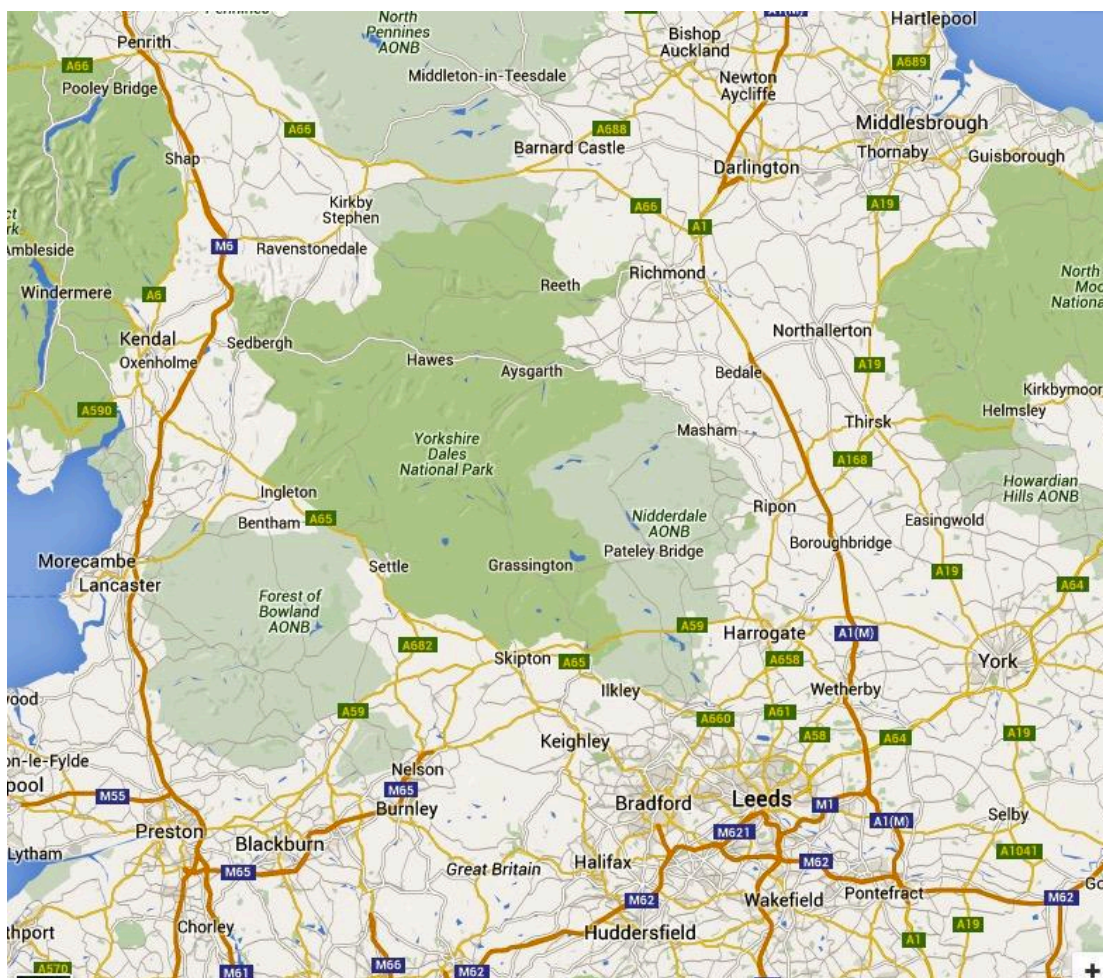
I wrote on 13 March 1955 to my father that *Common Entrance is over and no one has failed.* Thus my smooth transition to Sedbergh School was safe.

On 11 July my grandfather noted that 'Alan has passed his school cert exam'. I think this refers to the fact that I now had the marks for this examination. In a letter of about 10 July I gave my results to my parents. *Dear Mummy and Daddy, I am so sorry as this letter will probably not reach very soon but I think I might as well wait until my results come and I have my papers back.'*

<i>Latin</i>	76%
<i>French</i>	60%
<i>English</i>	60%
<i>History</i>	60%
<i>Geometry, Arithmetic, Algebra</i>	80%
<i>Scripture</i>	60%
<i>Geography</i>	60%
<i>Average</i>	69%
<i>Result</i>	<i>Pass</i>

*

In anticipation of going to Sedbergh my parents may have decided to send my sisters to the Charlotte Mason College school for girls at Ambleside, about twenty miles away. And once that decision was taken, they began to look for a house within reach of both schools, moving up from Dorset to Windermere in the Lake District in the autumn of 1954. That move and the home life which paralleled this account, is described in the companion volume, *Lakeland Life*.



Sedbergh is shown near the town of Kendal in the top left, being situated in the north west of England.

My parents were presumably sent the School Prospectus, which laid out some of the necessary information for parents. Comparing the Prospectus for 1965, five years after I left, but which mostly applied to the time I was there..., with that for the only earlier one I have located, for 1948, there was not a great deal of change between the two dates except for a steep rise in the fees.

ENTRANCE

All correspondence about admission should be addressed to: The Secretary for Admissions, The Headmaster's Office, Sedbergh School, Sedbergh, Yorkshire. Parents are particularly asked to inform the Secretary of any changes of address.

The Headmaster or the Secretary for Admissions' are always glad to see parents by appointment, but it must be understood that they cannot recommend one House in preference to another.

No boy can be admitted to the School without a certificate of good conduct from his Preparatory School Headmaster. Boys should enter the School between the ages of 12| and 14.

Candidates for admission are required to pass the Public Schools Common Entrance Examination at their preparatory schools during the term previous to their admission; when, for illness or any other reason, this is impossible, parents may make special arrangements with the Headmaster for their sons to take another examination instead of the P.S.C.E.E. Boys who take the Scholarship examination papers in June will not normally be required to take the P.S.C.E.E. for September entry. All candidates for admission are expected to have been grounded in Scripture, Latin, French, English, Mathematics, History and Geography, and to have attained a good standard in spelling and handwriting.

Every boy must have been successfully vaccinated.

A boy is accepted on the understanding that his parents or guardian agree to the terms of the current Prospectus.

The Governors reserve the right to amend the terms of the Prospectus on a term's notice being given.

FEES

(A) General Conditions

- I. The Governors reserve the right to change the under-mentioned fees on a term's notice being given to a parent.
2. It is a condition of entry and a condition of acceptance of a boy at the beginning of each term that the consolidated fee for the forthcoming term (together with any incidental expenses from the previous term, where applicable) shall be paid on or before the first day of term.
3. A full term's notice in writing must be given to the Headmaster and the Housemaster before the removal of a boy; failing this, the full consolidated fee for the subsequent term will be charged in lieu of notice.
4. The Governors are not able to consider any application for the remission of fees arising out of the absence of a boy due to illness. An insurance scheme is available at small cost to cover such an eventuality, details of which are provided to each parent immediately prior to a boy's entry.
5. A Scheme exists (and is the only one recognized by the Governors) for the payment of School fees in advance. There is a further insurance scheme to provide for the payment of fees (including, if desired, a period at preparatory school) over an extended period and beyond a boy's career at School. Details will be provided on application to the Bursar.

(B) Compulsory Fees

Consolidated fee (xx) —

Boarders . £212 00 per term.

Day boys . £106 00 „

Local day boys £26 10 0 „

Entrance fee £3 0 0

Registration fee* £5 0 0 „

(only refundable if the School is unable to offer a registered boy a vacancy prior to the Common Entrance Examination).

Combined Cadet Force . £2 10 0 per term.

* The Registration Fee due is the fee applicable at the time the boy enters the school; in the event of any increase in the fee between the date of original registration and the date of entry, the difference will be added to the first term's account

(xx) Subject to a surcharge not exceeding £5 per term without notice.

(C) Voluntary Fees

Instrumental Music and Harmony £5 10 0 per term.

Tuition in violin, viola, 'cello and double bass, and the use of one of these instruments, are offered free for one year so that parents may not be discouraged by uncertainty of a boy's aptitude for strings.

A full term's notice must be given to the Director of Music, Guldrey Lodge, Sedbergh, of the intention to discontinue music.

(D) Payment of Fees and Correspondence

Bills are sent out during the holidays by the Bursar and must be settled before the beginning of the subsequent term, whether a boy returns on the appointed day or not. Cheques should be made payable to Martins Bank Ltd., and crossed a/c The Governors of Sedbergh School. All correspondence dealing with fees, bills, etc., must be addressed to the Bursar, The Bursary, Sedbergh School, Sedbergh, Yorks., not to the Headmaster or Housemaster. All other correspondence must be sent to the Headmaster or Housemaster, not to the Bursar.

INSURANCE

The boys' possessions, effects, and baggage are not insured by the Governors against loss or damage either on School property or elsewhere, or in transit to and from the School. Parents are strongly advised to effect such insurance which usually can be done simply by an extension of their personal "all risks" policies.

SCHOLARSHIPS AND PRIZES

Entrance Scholarships and Exhibitions

Some ten Open Entrance Scholarships are offered annually varying from a top Scholarship of £350 per annum to Exhibitions of £40 per annum. Included amongst them is a Scholarship for violin or 'cello of £150 per annum. One Sir Winston Churchill Scholarship for boys of Scottish birth or descent (value £250 per annum) is offered annually.

In addition to these there are available when the holders leave an O.S. Exhibition of £40 per annum for the son of an O.S., and the Bernard Wilson Scholarship of £100 per annum for the best of the candidates in all round record.

All these Scholarships and Exhibitions are tenable during a boy's school career on condition that the Headmaster is satisfied with the holder's conduct and industry.

The above Scholarships and Exhibitions are not dependent on financial need, but it is open to parents to accept an honorary award if they do not require the emoluments.

The Will Grandage Exhibition of £100 per annum has been founded for the sons of Old Sedberghians, under certain conditions. The Herbert and Charles Wooler Exhibition of £80 per annum is open to the sons of Old Sedberghians with War service; preference being given to fathers who served in a Yorkshire Unit. The Chrystal Exhibition of £40 is open to the sons of Old Sedberghians, with preference to those with War service. The Sheriff Exhibition of £45 is open primarily to the sons of Officers of H.M. Forces. The Moodie Exhibition of £50 per annum is open to the sons of those with War service. The Hart Scholarships are available either as leaving or entrance Scholarships at the discretion of the Governors. These Exhibitions are not all dependent on intellectual test, but candidates must take the Scholarship Examination, and must be able to qualify for admission. The award is made after personal interview with the Headmaster.

Application to enter for these Scholarships and Exhibitions must be made to the Headmaster. Full details and copies of papers set at previous examinations may be obtained from the Headmaster's Secretary.

There are Exhibitions for local boys tenable at the School; applications should be made to The Secretary, Local Boys' Fund, Marshall House, Sedbergh.

Arrival at Sedbergh

Most anthropologists remember vividly their arrival in 'the village' or community where they will work - often filled with traumatic and enduring memories. My arrival at Sedbergh, which I had never visited before, on Monday 19th September 1955, was not only in the company of my parents, but also my uncle Robert, who had left the School some four years before. Christopher Marriot, the housemaster of Lupton, was absent when I arrived because his son had been diagnosed with polio, we would have been welcomed by Mr and Mrs Robinson, who acted for the three weeks until Marriot could return.

My main memory of that arrival concerns my kilt. There was an option to wear a kilt on Sundays, so we had travelled to Keswick to order one in the Macfarlane tartan. It had not arrived when I left for school, and did not arrive until two weeks later, and when it did it was far too long.

My mother had decided that given its expense, she would order one that would last me for my whole school career, when I would grow by at least six inches. So when I tried it on (and I remember this), it came up almost to my neck! As my mother did not have any sewing equipment, we had to dash back the thirty miles to Field Head, Outgate near Hawkshead, where they were living, and then race back along the small windy roads to Sedbergh.

It is strange how amidst all the other much larger stresses and new events, this particular event is the one which I remember most vividly, along with the fact that when I did put on the kilt and went down to show it to the other boys, my fellow Scotsman, and later to become my closest friend, Ian Campbell pointed out that I was wearing it back to front - with the pleats at the front! I still feel the embarrassment more than half a century later.

*

Otherwise I do not remember much about the first few days or weeks except the feeling of entering a very different world to anything I had experienced before. In particular one had to learn a huge amount about the customs, the culture, the society and the various rules, often unstated, which governed an intense and largely closed institution.

I particularly remember, as at my preparatory school, the feeling of confusion, not knowing where I should be or what I should be doing, rushing from class-room to class-room in what seemed a huge school, a maze of rooms up on the hill away from my house. And the feeling of not yet being able to judge who was who and how I should behave towards them. I remember the feeling of being a very small fish in a large pond – such a contrast with the Dragon School where I had ended up as one of the elite, a prefect, on all the top teams, respected and with authority. I remember the aloofness of the masters after the chumminess and nicknames of the Dragon.

*

I had arrived on the Monday and though the term officially started on the Tuesday, lessons began on the Thursday. This gave new boys a couple of days to settle in and learn a little about their new world before the older boys arrived. So you would arrive with your own cohort, the people who were likely to become your close friends (and perhaps enemies) over the next five years.

The House Magazine for that term lists the following as my cohort.
M.D. Badger (Barnard Castle), G.L. Bromley (Winchester House), A.D.J. Macfarlane (Dragon School), C.H. Vignoles (Canterbury Cathedral Choir School), R.G.H. Savory (Craig School), P.J.S. Watson (Barfield), J.F. Oliver (Royal Grammar School, Newcastle), G.S. Hunter (Newcastle Preparatory School), A Barnes (Cressbrook)

These did, indeed, become my closest friends, along with Ian Campbell, who came a term earlier than us. I liked them all. It is worth noting that they tended to come from private schools. I commented in my first letter home – *The boys are jolly decent.*

*

Not only did we arrive a couple of days early, but we were relieved of an onerous duty, waiting on (fagging for) older boys during the first two weeks. This was because we were expected to learn a great deal about the basic topography, history, customs and lay-out of the school and particularly the house, and to be tested on these. This test was given a different name in the various houses. In Lupton it was called the Dayroom Papers. I described these in my first letter home.

The only thing here is that you have to learn things called Dayroom papers including about 100 verses of poetry (Floruit Sedberghia and Winder) and also all the colours of the house teams all prefects all studdies all the masters and addresses in fact everything and then we get tested after two weeks and if we fail!! But we do not have to fag for another nine days, thank goodness.

I found it less onerous than I feared, writing in a letter to my parents on 10th October *The day room test was easy, I was only asked about seven questions of which I got about five right.*

In fact it may have been treated in rather a light-hearted way in Lupton, for the house magazine in 1956 noted:

Dayroom papers caused some mirth to the examiners this term. One unfortunate, when questioned as to the identity of a certain senior prefect, was unable to answer. Another, when required to recite the final verse of "Winder," produced the following variation:
"So when in days hereafter, in tamer lands you dwell
Or in some fevered city far off from beck and H---- [Hell]!"

So let me take you, reader, on a tour of the house and school, and some of the things we had to learn for our test.

*

We were inducted into the history of the school by way of one of the two songs. The School song, 'Floruit Sedberghia', written by R. St John Ainslie (sometime House Master of Lupton House) which we had to learn in our first weeks at the school (and sing annually), told the history of the School, as conceived by the late nineteenth century author of the song.

(I have left out the rousing 'Floruit Sedberghia' and later 'Floreat Sedberghia' endings to some of the lines)

'In fifteen hundred twenty-eight,

When royal Henry swayed the state,
Came Master Roger Lupton down
From Eton in his provost's gown,
And built a school in Sedbergh town –

When abbey's wept for Wolsey's doom
Our dawn of life was lost in gloom,
But English boys had work to do,
So Edward founded us anew,
In fifteen hundred fifty-two

When Shakespeare to the ages spake
When Freedom gave her sword to Drake,
The beacons blazed along the sky,
The Spanish galleons drifted by,
Our God for us wrought gloriously;

When Rupert charged for Church and King,
When Cromwell went forth conquering,
We did support the Cavaliers,
Shared in their triumphs and their tears,
And safely through disastrous years,

When loyal Otway strove amain
To give the King his own again,
When Barwick, waiting for that day,
Undaunted in his dungeon lay
And thought of Winder far away,

The centuries rolled by and yet
Napoleon's star arose and set,
In those great days, when heroes grew,
What fights we fought, what names we knew,
What cheers we roared for Waterloo!

When Sedgwick carved his honoured name –
In rock prophetic of his fame;
When "Cockpenny" was duly paid,
And wranglers worked and wrestlers played,
When Evans ruled and men were made,

Now ye who this have understood – Floruit Sedberghia,
Will please to change the tense and mood, Floreat Sedberghia!
Three hundred years the staunch and true
Have done for her what sons may do;
We'll make her future glorious too!

When grammar tires and sums are hard,
When "Virtue is its own reward,"
When fame her golden pencil dips

To blazon forth our scholarships,
We'll shout it from four hundred lips,

When trusty hands the willow wield,
When battle shakes the football field,
The Scot's a neebor and a frien',
But we maun teach him, now and then,
The Southron's nae that daft, ye ken –

A Cantabridgiensibus –
Necnon Oxoninesibus –
Ab omnibus cantabitur,
A filiis amabitur,
A nobis exornabitur – Floreat Sedberghia!

*

The second song we had to learn by heart was to instil us with loyalty, and later nostalgia, for the school, and I can still sing parts of it to this day, where it is somehow blended with similar sentiments to W.B. Yeats' 'Lake Isle of Innisfree' with its evocation of a purer, rural and romantic, world.

Oh, Eton hath her river,
And Clifton hath her Down,
And Winchester her cloisters
And immemorial town;
But ours the mountain fastness,
The deep romantic ghylls,
Where Clough and Dee and Rawthey
Come singing from the hills.

For it isn't our ancient lineage,
There are others as old as we;
And it isn't our pious founders;
Though we honour their memory;
'Tis the hills that have stood around us,
Unchanged since our days began;
It is Cautley, Calf and Winder,
That make the Sedbergh man.

Not ours the crowded highway
The dust, the heat, the glare;
We see a vaster prospect,
We breathe a larger air;
We watch the heather redden,
We hear the curlew cry,
About us is the moorland,
Above the windswept sky.

For it isn't...

So when in days hereafter
In tamer lands you dwell,
Or in some fevered city
Far off from beck and fell,
As boyhood's days grow dimmer,
The memory will not die
Of Winder's clear-cut outline
Against an evening sky.

For it isn't...

*

The talk of the three main mountains –Cautley, Calf and Winder – and of the three main rivers, Dee and Clough and Rawthey, set the tone for one of the main things we had to learn, which was where the school runs went and how to find our way back across the fells when we went out on expeditions.

From School Rules (1960)

BOUNDS

1. The town is out of bounds for a boarder at all times except from 8.30 to 9 a.m., or with written leave from his Housemaster. School Prefects are exempt from this rule during Long Breaks.
2. No boy may loiter about the town, nor enter it except by Finkle Street, Main Street or the turnstile.
3. All private houses and premises, all hotels and the property of the Railway Company are out of bounds. Great care should be taken when going across country to shut all gates and to avoid all crops and hay. No boy may go to any meal outside his House without leave from his Housemaster, which will be given only for meals with parents or friends of similar standing. A "leave to go out with parents" covers leave to enter a private house or hotel and to go in a car, though not to drive one.
4. During out-of-School hours the buildings on School hill are out of bounds, except for purposes officially authorised. The Cricket Pavilion is out of bounds on Sundays. Boy may not climb over the railings on the School grounds.
5. No one but a School Prefect may go into any House other than his own, except with a Master's leave or when sent by a Prefect.
6. The Baths are out of bounds except at authorised times. Unless a Master or Instructor is present, only School Prefects, the VIth and holders of the R.L.S.S.'s bronze medallion may bathe in the baths or rivers; but a School Prefect may "take a bath" and a House Prefect may do so for members of his own House. Only boys who have "swum their eight" may go to extra baths or river bathing. No bathing is allowed in parties of less than four. No boy may leave his House for the Baths before 7 a.m. No boy may remain in the Swimming Bath building for more than three-quarters of an hour. The River

Bathing Season will start on May 21st, unless earlier permission has been given by the Headmaster. It is allowed in the following places: Anywhere on the Clough or Dee, on the Rawthey above New Bridge, and in the dubs at Akay, Lords, Lune Viaduct, Brewers Dub and the Lune Dub 400 yards below Waters Meet.

*

We were also expected to be aware of the General School Rules, which in 1965 were as follows, having changed very little since the earlier 1948 version.

GENERAL RULES

1. Boys are forbidden to use or possess pistols of any description, catapults or similar playthings, gunpowder, fireworks or cartridges.
2. All breakages or damages, whether of School or other property, must be at once reported, in Houses to the Housemaster, elsewhere to the Headmaster.
3. Betting, raffling, sweepstakes and the like, and the use or possession of playing cards are forbidden.
4. All books used in School below the Sixth Form, except Bibles and books drawn from the House stores, must bear the owner's name stamped on them by the School Bookseller.
5. No boy may obtain credit from a tradesman and no eatables may be obtained on parents' standing order without Housemaster's consent.
6. The use or possession of smoking materials is forbidden.
7. No boy may enter a Hotel, Public House or Food Shop without written leave from his Housemaster.
8. No boy may go beyond his House Yard after tea without written leave, except to the fields and courts in the Summer Term. Any boy visiting a Master after lock-up must have a signed leave and must bring back his leave note signed by the Master and showing his time of departure.
9. Written leave from Housemasters is required for any form of transport. No boy may drive a motor vehicle, nor keep on in or near Sedbergh.
10. Footballs may not be passed or dribbled on the road at any time, nor may they be taken on the roads except to and from School grounds.
11. Leave may be given to boys over 17 to join the Sedbergh Golf Club and play there in the Summer Term.
12. All impositions, including turned work, must be done on imposition paper, and must be signed by the boy's Housemaster before being done. They must be done at the earliest available half-holiday and will be signed by a Prefect as finished before Preparation that evening.

One way is to think of the oppositions we used, one side of which was 'out of bounds' – a favourite school metaphor which was employed constantly by the guardians of our 'asylums'.

At Sedbergh there was a strict line between the school and the town. Though I am not sure, I think that the main part of the town, though only a few yards away from Lupton House, was out of bounds unless we had a particular reason for going up into town, such as buying school equipment. Such a boundary must have been much more difficult to enforce for Evans House with its front door on the Main Street. It was bad

enough for Lupton, where a little lane led up from Back Lane [where Lupton House stood] to the main road. For other houses it was a bigger distance and easier to police.

The town was out of bounds partly for our safety, the danger of the few cars and the dangers of being sucked into the whirlpools of drink, smoking, girls and other vices. The idea that there might be older predatory males about was not one I remember ever being mentioned.

We were allowed enormous freedom to roam the fells and I don't remember that other towns were out of bounds – if we could reach them. There are many stories of boys going for an illicit pint of beer at Dent, but fortunately for the school the Cross Keys Inn at Cautley with its delicious ham and eggs, was even then a teetotal institution.

Yet there must have been some outer boundary I suppose. We were not allowed to hitchhike to places like Carlisle, Penrith, Lancaster and even Kendal were normally out of range. Kirkby Lonsdale with its added attraction of the girls' school at Casterton was probably out of bounds, though there are stories of boys lurking in the undergrowth to watch the girls playing games – something I do not remember ever doing.

*

There were also general House Rules, which were as follows for 1965.

1. Eatables are not allowed in Dormitories.
2. No nails may be driven into the walls of studies or cubicles.
3. On Sundays all boys must be out of the House between 2 and 3 in winter and between 2.45 and 3.45 in summer.
4. No one may leave his study during Preparation without leave from a Master or Prefect.
5. No papers and periodicals may be brought into the House unless first sanctioned by the Housemaster.
6. Dayroom boys may not be invited to a study without leave from the Housemaster.
7. No boy may be out of his cubicle after bedtime, or enter another boy's cubicle at any time.
8. Boys may not go into the Dormitories between 9.0 a.m. (Sundays 9.30 a.m.) and 9.30 p.m. without leave from the Housemaster, the House Tutor or, in their absence, the Matron.
9. In the Dormitories all talking after lights-out and all noise at any time are forbidden. No boy may be absent from his House after lights-out without the Headmaster's written leave.

*

Since we would spend many of our days over the next five years either on set runs around the fells, or wandering and fishing across the area, it was essential that we immediately familiarized ourselves with the routes and names and expectations in relation to the countryside.

In particular, we had to learn the outlines of the runs we would be sent on, each of them named, and written up as the 'run of the day' for those not playing games.

One boy (J. H. Owen) around my time conveniently wrote out the details of the kind we had to learn, as follows ('Big', 'Middle' and 'Little' refer to the 'packs of upper, middle and lower boys into which boys were divided on 'House Runs').

<u>RUN.</u>	<u>DISTANCE.</u>	<u>BIG.</u>	<u>MIDDLE.</u>	<u>LITTLE.</u>	<u>OWN</u>
Winder.	2 ¹ / ₄ .	30	34	38.	30.
Crook.	2 ¹ / ₂ .	32	35	39.	33.
Higher Winder.	3 ¹ / ₂ .	42	45	49.	46.
Holme Hill.	3 ³ / ₄ .	42	45	49.	
Calf.	5.	63	67	75.	67, 74, 68.
Crook, Saccins, Knott.	4 ¹ / ₂ .				
At Ray.	1 ¹ / ₄ .	10	11	12.	
Short Bridges.	1 ³ / ₄ .	13	15	17.	11
Shorter Garsdale.	2.	16	18	20.	17.
Eastern Foot.	2.	16	18	20.	
Inguire.	2 ¹ / ₄ .	22	24	27.	
Western Foot.	2 ³ / ₄ .	22	24	27.	24.
Quaker.	3.	20	22	25.	21. 20.
Straight Bridges.	3 ¹ / ₄ .	20	22	25.	21.
Slacks.	3 ¹ / ₄ .	27	29	32.	28.
Post Row.	3 ¹ / ₄ .	25	28	31.	25.
Three mile.	4.	28	31	34.	
Gate.	4.	30	32.	35.	32.
Gate - Three-mile.	4 ³ / ₄ .	36	39	42.	41.
Three-mile - Gate.					39 ¹ / ₂ .
Tweedle dunn & T. del.	5.	42	45	48.	
Long Bridges.	5.	43	45	48.	44.
Long, long Bridges.	5 ¹ / ₄ .	45	47	50.	45.
Red Bridges.	6 ¹ / ₄ .	50	53	57.	52.

<u>RUN.</u>	<u>DISTANCE.</u>	<u>BIG.</u>	<u>MIDDLE.</u>	<u>LITTLE.</u>	<u>OWN.</u>
Easton foot, W. foot.	3.	22	24 1/2	27.	
E. foot, W. foot, Slacks.	3 3/4.	33	36	39	41.
Hotrow - Garsdale.	4 1/4.	31 1/2	35	38	36.
Domcote - Danny.	5 1/2.				
Crook, Winder, W. foot.					
Garsdale.	4.	29	32	35.	32, 29.

To these thirty runs, cane added the two big runs, the 'Three Mile' for under 16 boys, and the Wilson Run or Ten Mile, which everyone had to go round each year, but people tended only to compete in during their last two years.

We must have been given maps and the routes explained to us, though I don't remember that being the case.

*

I had already experienced the fact that once I was at school, apart from weekly letters, I would not have any contacts with my parents during the term times. At the Dragon my parents had visited me a couple of times, and both my mother and I had found it extremely difficult emotionally, and embarrassing. Throughout my Sedbergh days, apart from dashing over in the first weeks to try to fix my kilt, my parents (and grandparents) although they only lived thirty miles from the School, only visited me three times in the five years. My mother came over once when I was fifteen for my confirmation, and my mother and father another time when I was sixteen for Speech Day and cricket. My mother (and sister) came once in my last term. On each occasion they took me out with one or two friends for a picnic or meal.

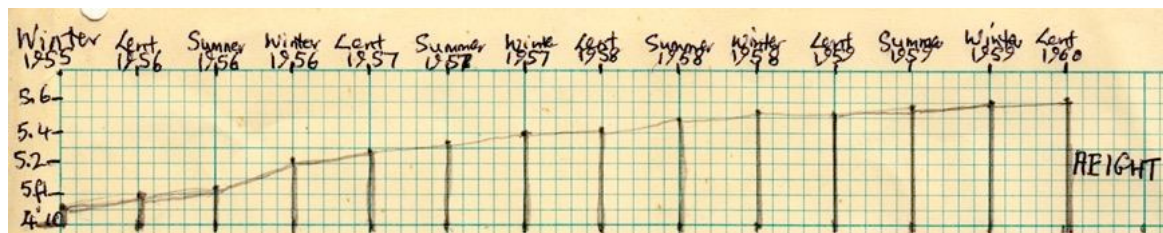
I had thought that this infrequent visiting might be related to the fact that for most of my time at Sedbergh my parents were in India. And I was aware that some of my friends, particularly those from the north like Alan Barnes, were visited more often by their parents. Yet looking at other cases, I now see there was actually quite a strong avoidance pattern in some families. It was recognized on both sides that a parental visit could be very disruptive in various ways. It brought back too many memories, it confused two entirely separate worlds, it was an intrusion into the bounded and private world of somewhere far removed from the normal world.

*

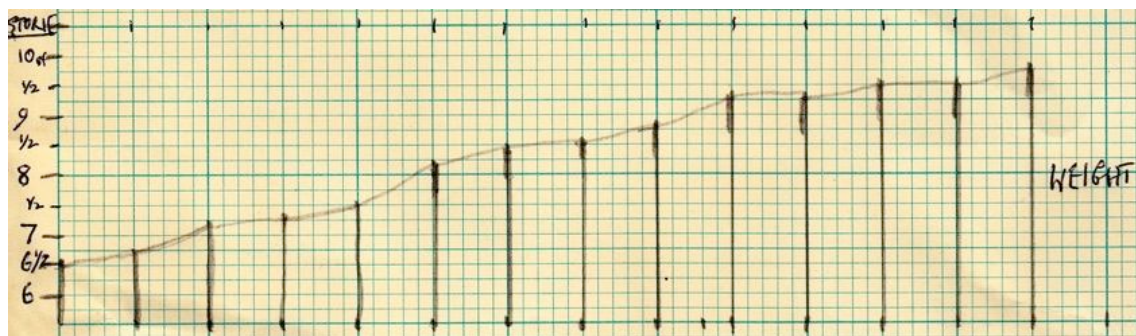
The last general context for the following account concerns my own physical development through the period between the ages of 13 and 18. When I arrived at Sedbergh in September 1955, aged 13 years 9 months old, I was small and thin – my height was 4 feet 10 and three quarters inches, my weight was six stone seven and a quarter pounds.

The termly reports give my measurements throughout the period, and show how I grew in height and weight. For example, by the time I went to the Lower Sixth History, aged 15 years 9 months old, I was five foot, four and a quarter inches and my weight had increased to eight stone seven pounds, which is more or less my current

weight. In the last two and a half years I only put on another two inches and just over a stone. My girth, which had gone up from 32 inches to 38 inches in the first two years, only went up another two and a half inches. So, it seems, most of my physical growth occurred in the first two years.



I have remained at around five feet six inches ever since. A quick glance shows a spurt between summer and winter 1956 and then a fairly even growth and a flattening out from Summer 1958.



Weight in stone. I reached just over nine and a half stone at the end, and never exceeded that by much, and am now a half stone lighter. There seems to have been steady growth, with a particular spurt between Lent and Winter 1957 in my fifteenth year.

I do remember something of this growth. I remember that as I toiled over the fells and raced around the sports fields I noticed very quickly that my rather thin, stick-like, legs were fattening out and I was developing the muscle-bound calves needed to survive in that environment. As for how the rest of my body was developing, it was clearly at this period that I became sexually mature.



Alan around his 17th birthday, in Assam, India.

SEDBERGH SCHOOL

Lupton House

My first experience was not of a school, but of a house - Lupton House. This was emotionally my centre for the next five years and I remember it much more vividly than the rest of the school. So I will start with a description of this boys boarding house, and later expand outwards into the School more generally.



Lupton was different from all the other houses for it was built originally as three, semi-detached, mock-Tudor, half-timbered style houses with large windows and small gardens at the front. These were for local worthies, and were originally called 'Jackson's Buildings'. The school bought the house in around 1885 and the separate houses were put together to form one boarding house.

At some point after 1925 a more purpose-built annex was constructed, known by various names, including 'Footer View', with dormitories for boys in their first two years.

The special feature about Lupton was its architecture as it was much more airy, light, relaxed, home-like and quirky than other school houses. As well as the architecture, its other great advantage was its position. It was further away from the rest of the school, at least psychologically. (Winder was perhaps further from the main school, but felt closer, not being near the town and nearer the other houses and the sanatorium). Even if we were not allowed to go the 100 yards up into the town without special permission we felt as if we were still part of normal life and not in some Victorian limbo. For me, it was wonderful, especially in my last two years, because my history (Clio) class-room was one minute away and the School Library,

likewise. So my social and intellectual worlds were all together.

It was probably a combination of all this special atmosphere which was behind Gerald Meister's refusal in the 1920's to move his house to the 'New House', which later became 'Winder'. The Lupton crest is still on Winder, but the boys from Lupton remained in their wild western territory.

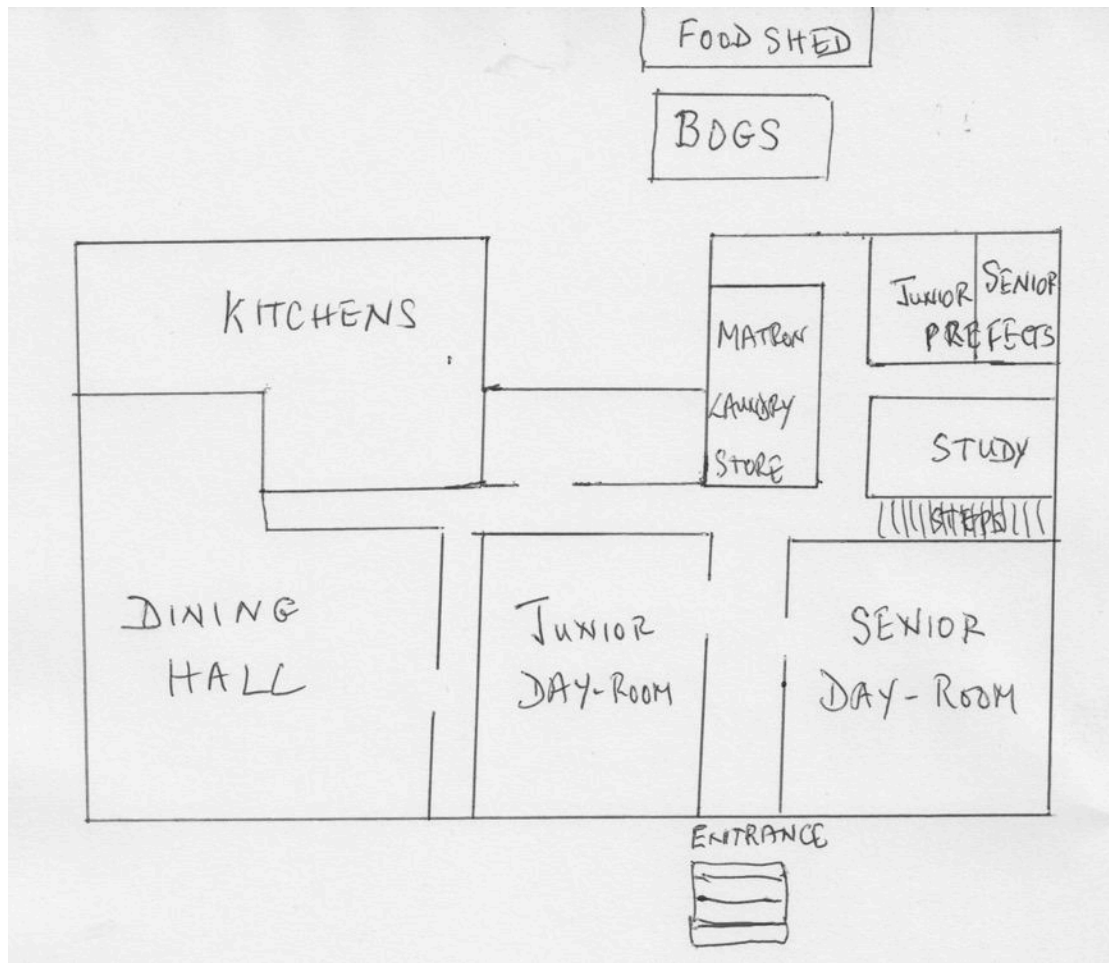
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I had not been to see the school before I arrived at the start of the Autumn term in 1955, so knew nothing about the house where I would be living for most of my time for the next five years. In the panic of the arrival, nervousness about the future, and my parents imminent departure for another two years to India, I do not think much registered in my mind at first. If it did, this is what I saw.

The original three houses had been adapted so that the ground floor was used by the boys, but the second and third floors of the house on the left was used by the housemaster and his family, the matron, and the living in servants. The fifty boys that were there in my first term used the rest of the building.

Going up the steps and through the front door into a passage, immediately on the right, before the door into the Senior Day-Room, were notice boards which laid out the activities of the house - teams, runs, important events. Because it was narrow and crowded and had to be kept clear, there was a strict rule that one should take off boots and shoes on the steps outside.

The following is a drawing, from memory, of what the house was like.



The Junior Day Room, into which I would have been shown as this was my normal day-time home for the first year, was to the left of the passage from the front door. A day room is not a usual part of a house so needs explanation.

The room was reasonably large, since it would hold up to a dozen first year boys. There were small desks facing the walls on two sides, with a communal bench to sit on. There was very little room for anything of our own apart from work books. There was no chance of creating a personal space. We were not allowed our own pictures and I do not remember that there were any on the walls. In the centre was a large table which was, among other things, used for playing ping pong.

It was very basic and cold, especially as the large windows had to be kept open in all weathers (they were nailed open). As we wore short trousers through-out the year (except on Sundays), our knees became cold. It was then that I developed the need to wrap myself in a blanket or rug. The floor was wooden, without any rugs or carpets.

This was our home for a year – far bleaker than the accommodation from which I had come at the Dragon School– a bare space stripped to basics. We could keep a few personal possessions in our dormitories, and there was a room where larger items, such as fishing rods and other outdoor gear, for example snorkels for diving, were kept.

One feature of the Day Room I would have quickly noticed was a bell which

sounded intermittently. This was a summons to all of us as fags (a servant to senior boys), to rush along the ten yards of passage to the Prefects study to find out what task needed to be done. In other houses (for example School House), the Prefects would shout for the fags.

Opposite the entrance to the Junior Day Room, was the Senior Day Room, to which one was promoted after about a year. I would have been shown this on my first arrival, though from then on until the second year it was strictly forbidden to enter it. I vaguely remember this as being a little more civilized – perhaps there was a carpet, for the Junior Day Room only had a wooden floor with large cracks which I had to learn to sweep, and perhaps we had chairs, rather than a bench, and larger lockers, and perhaps there were pictures and, I think, a radio, which was also absent in the Junior version.

*

Beyond the dayrooms turning left, you passed a study, the first one into which I moved in my third year. Further down was the dining room. This consisted of tables by years, the most junior in the darkest corner nearest the kitchens. We sat at benches at long tables. Honours boards hung from the walls, with the names of Lupton boys who had achieved distinctions in the past, those who had received their school colours in rugby and cricket, Heads of House and those who had gone on to Oxford and Cambridge.

The one other significant table was where plates, cutlery and large fresh loaves were laid out, the bread which quelled the pangs of hunger as we ate a slice of bread with practically everything. Some emphasis was placed on the improving of table manners – matron and prefects were there to control arguments and bad manners and to show us how to eat properly with a knife, fork and spoon.

*

Outside the back of the building was a large yard. On the left were two of the buildings I remember best. One was the 'bogs' or communal lavatories, perhaps four or five cubicles in a row. At Lupton the idea was to be totally visible to any passing person – including prefects – so the cubicles were without doors. Presumably this was done to protect us from 'moral harm', though the effect on me, already arriving at Lupton with an anxiety about evacuating my body and much embarrassed by the fact that it was now open to public gaze, was very frequent constipation, guilt, anxiety and a toilet complex which drove me in search of private places where I could defecate away from prying eyes. So I would often spend a week or more in a constipated state until I could either go up to the main school (where boys were not allowed to go outside teaching hours) or out into the countryside on a walk.

The other important building in the yard was the corrugated-iron 'Grub Shed'. This was quite large, with shelves on the far wall, as I recall, on which we kept our wooden tuck boxes. In the middle was a table with two or three old gas rings and a frying pan or two on which we could cook fried bread, or a trout we had caught. It was unhygienic but bliss, and had been improved in the term I arrived. According to the house magazine: 'The grub shed has had its roof lifted and fluorescent lighting has

been installed.'



The back yard, with the Grub shed on the left. Boys cutting wood for study fires.

Passing back in the house I would have been shown the prefects and another study. I would probably have been introduced to the matron in her office, where she would administer simple remedies for colds and cuts and where our laundry would be returned. It was on the left side of the passage towards the back door. In my second summer, the *Luptonian* mentions, though I do not remember it, a new room:

'The new modelling-room - where the old boot hole use to be - is now used by many members of the House, so many in fact that the wireless makers and fly-tyers have been evicted. One superb radio-controlled largish aircraft did some apparently spectacular flying on Frostrow but when it was doing some low-level tests it met an untimely end against a wall.'

I would have then been shown downstairs to another important part of house in the basement. The front half contained baths – the number three comes up often in accounts, but I remember more. As we would often have three in a bath after games, and only be in a bath for ten minutes at the most, I suppose it could have been three – which would have processed fifty boys in less than an hour. The baths were also where those in the dormitories for their last three years would go every morning for a

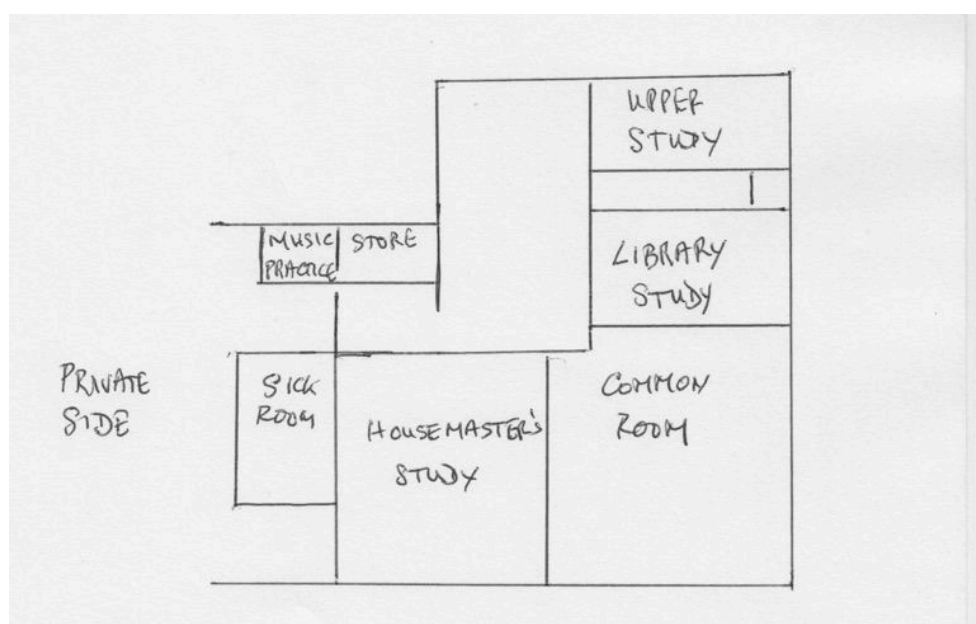
compulsory quick dip in cold water (the shoulders had to be immersed).

The water was heated by a large boiler in this basement which, when it was working (it was temperamental) went through the labyrinth of pipes. It filled the basement with an acrid smell of anthracite or coke.

The back half of the basement was lined with shelves filled with shoes and also rows of pegs for our playing clothes. I seem to remember this area with particular anxiety. Clothes and shoes kept straying and in the very few minutes allowed for changing, there was a mad dash and panic. In order to make sure that the shoes and clothes were in their right places (and all were labeled with our names – a source of anxious sewing effort by parents and grand-parents), there would be sudden, unannounced, inspections by prefects. The ‘changing room foxes’ as they were known (did foxes descend on chicken huts unannounced thus?) are mentioned a number of times in my notes – including the mention of beatings for those who failed the fox. I mentioned in a letter that, as I became senior, the inspections of my property became more desultory. *This morning it was the dreaded changing-room 'fox'. But it gets easier to face it as you go up the house, the prefect who was doing it only half-heartedly asked me if I had everything named and then went out.* (10 Feb. 1959)

*

The first floor as I remember it was roughly like this.



Returning to the house and going upstairs, there was the house common room with its easy chairs and wooden paneling. Here there was a small selection of books and some magazines and newspapers and it is where we had house debates and small meetings.



The common room in about 1957.

On this floor there was also a small music practice room which opened off a larger room, which was where we kept our fishing rods etc. A door led off to the left to the House Master's study, above the Junior Day Room. This was a place of awe and dread for some time.

Beyond there was a small sick room with one bed. With considerable humour, the books which were banned from the main house library (in the Annex) were conveniently placed on a shelf above the bed, to be read in the one period when we might have time to do so. I remember finding *The Specialist* (a book about the construction of stand-alone toilets) and *Lady Chatterley's Lover* on the shelf.

There were two further senior studies on this floor, each with its own fireplace. In your fourth year, you would probably share one with two other boys. In the final year, if you were selected to be one of the five prefects you would go into the Junior Pre's or Senior Pre's study, at the back of the ground floor. On the first and second floors there were small prefects toilets, one of the most desirable perks of office as far as I was concerned.

*

I don't remember the dormitories very well, except for flashes of moments of cold or unhappiness or friendship. We started in the Annex, where on each of the two

floors there were three small dormitories with three or four boys. In the third year you went to the main house. Here the dormitories were much bigger.

This dormitory was also known as 'double-dorm', and perhaps had twenty boys in. A slightly smaller one was more comfortable and was called, with schoolboy irony, 'Elysium'. Both were mentioned in a report in the house magazine in my second winter term as follows. 'Other structural change has been limited to a new coat of paint for much of the interior of Elysium and sundry dubious workings on the roof above double-dorm...

I just remember the long 'Siberia' – the iron bedsteads, the large windows, which could not be closed and through which snow would sometimes drift. But I don't remember being cold after the first tingling leaping into the bed – we probably wore sweaters in bed and piled on clothes.

After looking round the main house, we would have been shown the annex, where we would sleep for our first two years and shown in the photograph below. At the front of the building were the Assistant House Master's flat, and on the ground floor the house library. Along the main building were about eight small dormitories with three or four boys in each, and on the ground floor toilets and baths.



Returning to see the Annex or Footer View, some sixty years after first being there.

*

Outside the house, down the front steps and through a small garden and across the road was a walled and tarmac area where we mainly played 'yard' football and

occasionally other games or, if it froze hard, made a skating rink. Between the yard and the library was a strip of land on which were a couple of fives courts. I also recall some allotments where some of us did a little gardening. The football pitch, very hilly and uneven, lay across the road (Back Lane) and was convenient for evening games in the summer, when it was also, as shown in the photograph, grazed by cows.



Boys on the Lupton House steps, late 1940's.

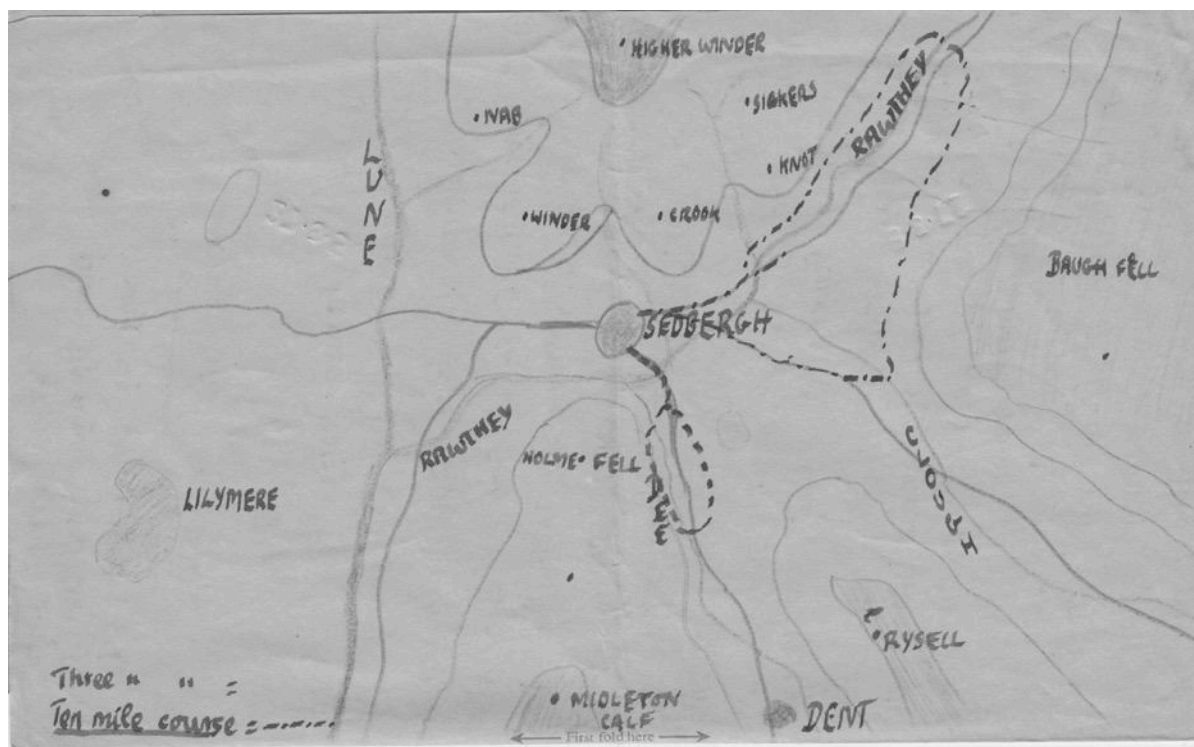


Lupton house and annex, with rugger posts and cows and Winder

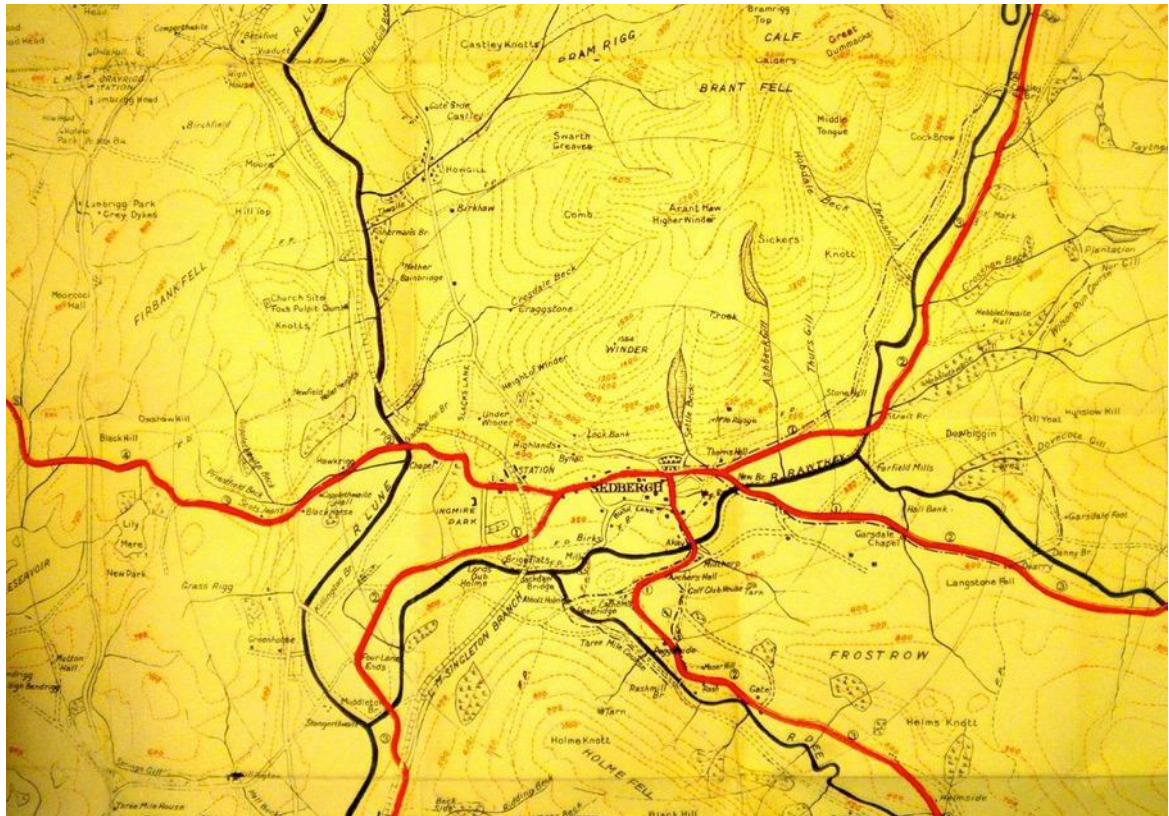
Sedbergh School

Before I started to write this book, while visiting Germany in May 2010, I thought I would first travel round the school and its surroundings in my memory, some half a century after I had left the school. This is how I remember it many years later, though my memories of the physical world had been refreshed by returning to live for a year and a half in Dent from 1970-1, and by frequently visiting Dent Dale in the following thirty years to visit my in-laws living there.

It is appropriate to start with a small map which I drew in a letter to my parents in India in my second term at Sedbergh, in March 1956. This was to illustrate the course of the two school races, the three mile and ten mile.



The map shows the four main rivers, the Lune, Rawthey, Dee and Clough, as well as some of the mountains we would walk and run up. This can be supplemented by a more detailed map showing some added features.



Starting on the fells above Sedburgh as one approached from Kendal (at the extreme left of the map on the main road). High up here was the northern tip of Firbank and the open air preaching place known as Fox's pulpit. The Quaker association linked in my mind to the tiny, calm, Quaker Meeting House at Brigg Flatts. The whole area was suffused with the simplicity and austerity of Quakerism, with nonconformity more generally, and with the independence in religion and character of the small farmers or 'Statesmen'.

In this respect it was like my home near Hawkshead in the Lake District, where there was a similar whitewashed Quaker meeting house. In terms of religion, atmosphere, farming and social structure I moved very little when I travelled from home to school and back again. All was mountains and fell, with lakes and stone walls and sheep and nonconformity – all was a Wordsworthian landscape.

Coming down from the top of the road from Kendal, you pass the small wood-surrounded lake Lilymere on the right, where I occasionally fished and skated. Then you go down a very steep hill, called for reasons I have not discovered, 'Scotch Jeans'. Round a sharp corner at the bottom the road goes past what used to be an inn, where there is still a sign (the 'Black Horse') and then down a straight road to Lincoln's Inn bridge – again named after a vanished inn.

This narrow bridge crosses the Lune a mile or two above its junction with the river Rawthey at the pool known as 'Water's Meet'. When we came to fish or swim it was often from this bridge that we set off – almost always upstream. Here were some of the wonderful pools amongst the rocks where I was to catch my first salmon and experience the joys of snorkelling.

Another mile or so of road takes us past another former Chapel on a sharp bend on the right. Soon the road is joined on the left by a road which took you up on the back road to Penrith along the flanks of the Howgill Fells. This side-road soon went under a

railway bridge and that railway soon intersected with the main road at Sedbergh Station.

This railway line, which threaded down the Lune Valley and also went north to Carlisle was still in use when I was at Sedbergh. Special trains were laid on at the start and end of term to take boys to or from the school. I went on this also when I broke my nose and went to hospital at Carlisle.

On from the station the fields are flatter and the main road to Kirby Lonsdale and the Lune Valley joins it on the right. A final straight part brings you to the main school buildings, Powell Hall and the adjacent schoolrooms. A small road off to the right leads to Guldrey Park amongst rhododendrons. The main gates of the school is on the right. It was an entrance we seldom used, being mainly for cars.

Continuing into the little stone-built town of Sedbergh, dominated by the steep slopes of Winder fell on the left. The buildings were tall and substantial and after Lowes's shoe shop on the right one came to the first school house – Evans. I have a feeling that there was a fishing shop near there too.

After Evans there was a narrow walkway down to the old and substantial Parish Church. When we went to the Remembrance Day service there, the flags came out. On the opposite side to Evans was a Bank and a little further on one of the two big Inns. The other Inn was on the corner of the road to Dent. The White Hart was where my parents and grandparents sometimes took us to a meal and sometimes stayed.

Continuing along the main street, on the right was the shop where we bought our school books, had them stamped with our name (one of the first things on arriving at the school was to have a name stamp made), and bought school supplies.

Further on, the road went up sharply to the left, leading to a track up onto the Winder Fells, by way of the house where my history master (Andrew Morgan) once lived and where I would go for coaching or to hand in work in my last year at school.

The main road went on past a cinema on the left, certainly there in the 1970's, but whether it was there in the 1950's I am not sure, past a mound where my friends were excavating for early remains, to a fork in the road. Right went to the Clough river and later on to Hawes, the road straight on wound up the Rawthey Valley and crossed the river several times. The area of the Rawthey from the school to a mile or two above the Cross Keys Inn at Cautley, with its tributaries such as Hebblethwaite and Cautley becks, was my chief area for wandering and fishing.

It was a beautiful valley. The Dent Fault (a geological feature) ran down the valley so that the ancient geology which inspired Adam Sedgwick, and hence contributed to the founding of modern geology, was very visible. On the left the mountains, Winder, Higher Winder, Calf, Cautley and the Howgill Fells were steep and rounded and made of very ancient pre-carboniferous rock. To the right the limestone mountains rise much more gently. So the vegetation and feeling was different on each side.

There was a great continuity in the landscapes that so deeply affected me in these years – fells, tarns, becks, heather, rowan, bracken, juniper, bogs and berries, birch and pine, stone walls and sheep. At the time I did not think explicitly about the subtle differences between the two sides of the Rawthey valley, or their difference from my Lake District home. Yet all this gave a variety and mystery which was endlessly exciting and enticing – even in the humble experience of the different fishing conditions, the look and feel of the water, the types of flower and lichen on the rocks and the flies buzzing on the streams.

Let us walk back from the roads which forked to Clough and Rawthey. In front the road forked off down 'Back Lane' on the left. On the left side of this lane were rough

playing fields and up on the hill behind another house – Winder. Towards the end on the lane on the right there was a narrow building – an annex. This was where I spent two years in the Junior dormitories of Lupton. After that there is a large mock-Tudor timbered black and white town house – which was the main Lupton House.

It was not until I saw my house through the eyes of my friend and contemporary Jamie Bruce-Lockhart in School House that I realized how fortunate I was to be at Lupton. He describes Lupton as on a fringe, more original, carefree, spontaneous, with its own rules and freer from the conformity of the central houses – a sort of Wales or Scotland. He thought of it (and this was confirmed by my teacher Andrew Morgan) as border territory, a Spencer Chapman (a famous adventurous old Luptonian who wrote, among other things, *The Jungle is Neutral*) sort of place where the boys were happier and less conformist. There was more of the spirit of the Dragon School here.

That I not only went to this freer and peripheral house, but by choosing to study history ended up for my last two years in a satellite classroom – Clio – which was next door to Lupton, and emphasized my sense of disengagement from the institutional regimentation of a boy's boarding school. Add to this the fact that the eighteenth century school library was just opposite Lupton, and I found myself in a perfect position to explore ideas in a secluded region. In the particularly formative last two years, which coincided with my withdrawal into fishing, work, skiffle and such things, this meant that I was able to develop in a way that anticipated to a considerable extent the opening horizons of Oxford.

*

Moving on beyond Lupton. At the T junction with the road to Dent on the right was a house which had been a small shop and was associated with Harvey Askew, who taught me fly-tying. Going to the left, past the School Library with its heraldic front, a long low building on the left was the 'Grubber' or school tuck shop. It was set back a little from the road. It was around here that the Ten Mile race ended. On the right was the beautiful great cricket field – the central plateau of the school, emerald below the brown and purple mountains. On its far side was the pavilion and a place where we could buy sports clothing.

Returning to the road up the hill beyond the grubber there was a row of cottages on the left which ended at a driveway where the road to the school sanatorium and Winder House turned off to the left and on the far side of the drive there were several very large Victorian houses. On the right another road wound past School House on one side and the Chapel on the other, surrounded by rhododendrons. Further down that road stood Sedgwick and Powell Houses and beyond that another sports ground where athletics and rugger took place. On the right was the Arts School and to the left footpaths led down to the Rawthey.

If one climbed the hill up to Powell Hall, the huge, striking and costly war memorial cloisters faced one. For some reason I cannot recall the interior of Powell Hall, apart from the main hall itself with its stage and organ which I remember well. On a recent visit I discovered that my classrooms were, to my surprise, in an entirely separate, detached, block next to Powell Hall. They were in huge rooms with high ceilings, some with old raked seating, though I still could not visualize which of them I was taught in. At the end of the Hall there was another block which was for sciences and on the walls were pinned the school games teams. Beyond them there was a sweeping drive This gave way to a narrow walkway, now with the cricket pitch on the right. Evans House and the Parish Church were up on the left.

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A few further details about the buildings and physical environment is given in the School Prospectus for 1965.

BUILDINGS

Although the School celebrated its Fourth Centenary in July 1925, practically all its buildings are modern. The site of Lupton's original School is now occupied by the Library, an 18th-century structure, which has recently been entirely redecorated throughout. Almost all teaching is done in the buildings on March Hill [where the main buildings such as Powell Hall were located]. These are divided into three blocks; the eastern contains the new and extensive Physics and Chemistry Laboratories; the central the Biology Laboratory, the Small Hall and fourteen class-rooms; in the western block are six class-rooms, the Careers Room, and Powell Hall in which concerts, lectures and dramatic and cinematograph entertainments are held. Some fifty yards to the south-west are the Workshops and Art Schools. In front of the central block stands the Memorial Cloister, which contains the names of the 254 Old Sedberghians who fell in the Great War. Recent panels contain the names of the Old Sedberghians who fell in the last War. There is also a memorial dedicated to the memory of three Old Boys who were awarded the Victoria Cross in the War of 1939-1945. There are seven boarding-houses, holding about 420 boarders. They are run on the hostel system and not for private profit. The playing-fields are close to the School. The Gymnasium, Miniature Rifle Range, Armoury and Swimming Bath lie together to the south of the Cricket field; to the south are the Fives courts, and to the east the Chapel and the Lodge; the Music School stands almost opposite the School Gates. The Knowles Pavilion stands on the west of the Cricket field; the old Pavilion, in the north-west corner has been converted into the School (Athletic Goods) Shop. There are six Squash Racquets courts. The new Football grounds, Pavilion, and Tennis courts are west of Sedgwick House. The School (Food) Shop and the Sanatorium stand apart from the other School buildings.



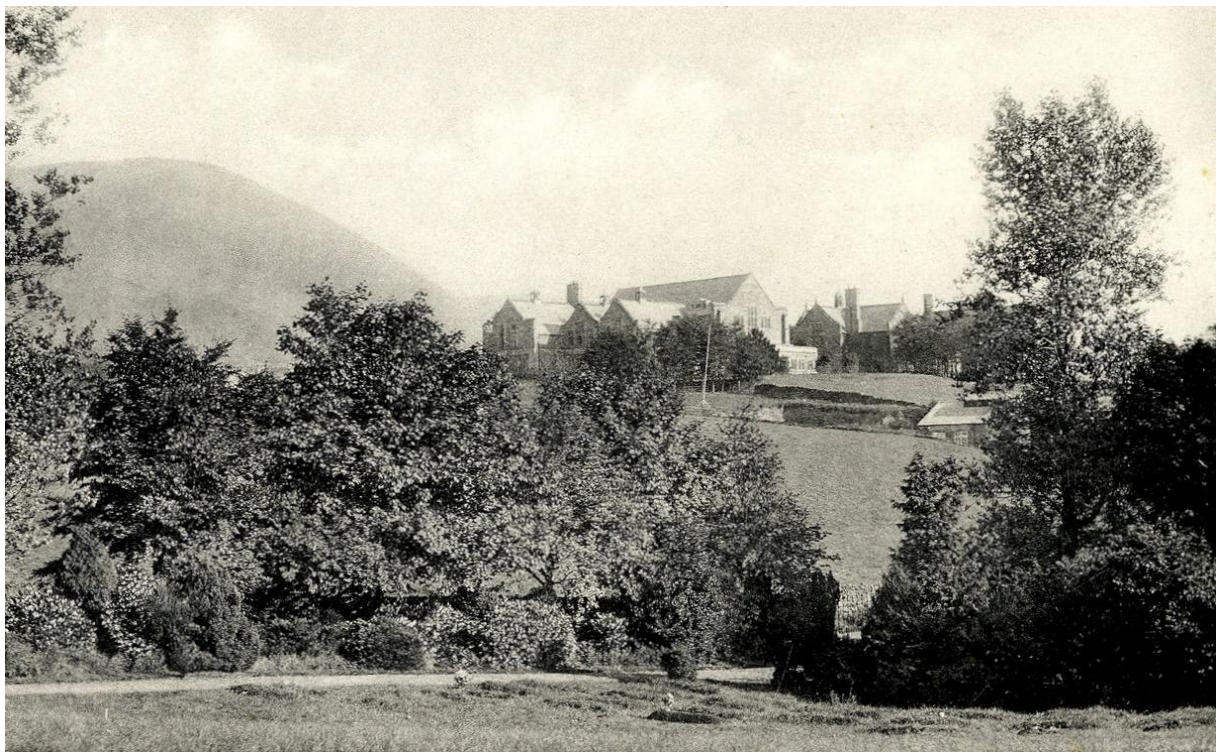
The original eighteenth century school building, later the School Library.



Top, the earlier school library as it was when I arrived. Below, the converted school library during my last two years. Alan is in the far left distance in this staged photograph in 1959



General views of the school taken in the 1940's.





The main school building and war memorial with Winder behind



One of the five purpose build boarding houses



Inside Powell Hall with school orchestra

Chapel.

The Prospectus noted that:

The foundation stone of the Chapel was laid in 1895 and the dedication took place in 1897. The building has recently been extended. The windows are designed and executed by Kempe. Parents wishing to attend services should apply for tickets through their sons. A Confirmation is held annually in the Winter term by the Bishop of Bradford and normally on the following Sunday a Service of Admission to full membership of the Church of Scotland. Candidates are prepared partly by their Housemasters and partly by addresses in the Chapel by the Headmaster and the Chaplains.



Workshops.

Each form in the Lower School attends a class twice a week under fully-qualified instructors. For others there is voluntary opportunity within the curriculum as well as in spare time. Tools are provided.



Carpentry shop and printing press in the 1959



Fly-tying, one of my options, with Harvey Askew

Sanatorium.

There is a Sick-room in each House for cases of momentary indisposition and observation purposes. Boys who are ill are nursed in the School Sanatorium, which is isolated from all other School buildings. It is under the charge of the School Medical Officer, assisted by a fully qualified Matron and Nurse. Parents who wish to visit their sons in the Sanatorium must first communicate with the Medical Officer. The latter devotes his whole time to the School.

GAMES AND RUNNING

The playing-fields comprise eleven football grounds, cricket fields, three hard and five grass tennis courts in addition to House courts. All boys are expected to take part in Physical Training and games, and are examined at entrance by the Medical Officer to see if they are fit to do so. For House runs, which take place in the Winter and Lent terms, the boys are divided into packs, according to their strength. No boy may take part in the Wilson Run or any other competitive cross-country running without the written consent of his parents. Games are organized so as to leave boys one half-holiday a week free to follow their own bent, whether bird-watching, fishing or fell-walking, and on extra-half-holidays they have the same privilege. This feature in the life of the School has valuable results in encouraging a taste for Natural History and a love of the beautiful scenery surrounding Sedbergh. There is a Sailing Club on Killington reservoir.



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Ornithology class - a voluntary club

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An evocative account of the landscape and the way it echoed in our memories is given by Philip Mason, particularly remembering an evening as he looked out of one of the Lupton dormitory windows.

'In my end is my beginning' and to have lived five years in so beautiful a place can never be forgotten. When I was a boy it was the fells that stirred me. You could see them from near Danny Bridge on the road to Wensleydale, like a cluster of great golden elephants - round domestic Indian elephants of course, not the gaunt black African variety with their vast ears and inadequate hindquarters. And when I had reached the top of Calf and heard the curlew and the blackcock, there would come over me sometimes that gaiety that invaded my mother in the mountains, or sometimes instead a longing to be alone, to be quiet, to soak in the solitude.

But when I came back forty years later, though the fells, even after the Himalayas, were no less impressive, there was a new pull at the heart, something I had taken for granted before, something that would take me unawares, almost like the clutch of a baby's hand on your finger. It would be a corner where a lane turned to the round arch of a little stone bridge beneath a rowan, or it would be the entrance to a farm with its roughly cut stones of slate-blue and brownish-grey and its stand of six or seven ash trees. Such a picture might confront the eyes whenever the winding dipping lane below the fells crossed a beck.

There was one moment of a special, an unexpected consciousness. The light was fading in a clear sky. It was my last summer at Sedbergh and everyone else was in bed; I suppose it was in May. I stood at a window at the top of the house with my elbows on the sill and looked

across the tiled roofs and narrow back streets of the stony little town. Winder, the nearest, the steepest, the most intimate, of all the hills, hung strangely close, sombre already and almost menacing. There was a tree in blossom, perhaps a very late apple in someone's back garden. I felt I could not bear to leave so much beauty. In a sense I never have. It was a moment in and out of time. But it is only in time that you recall it.

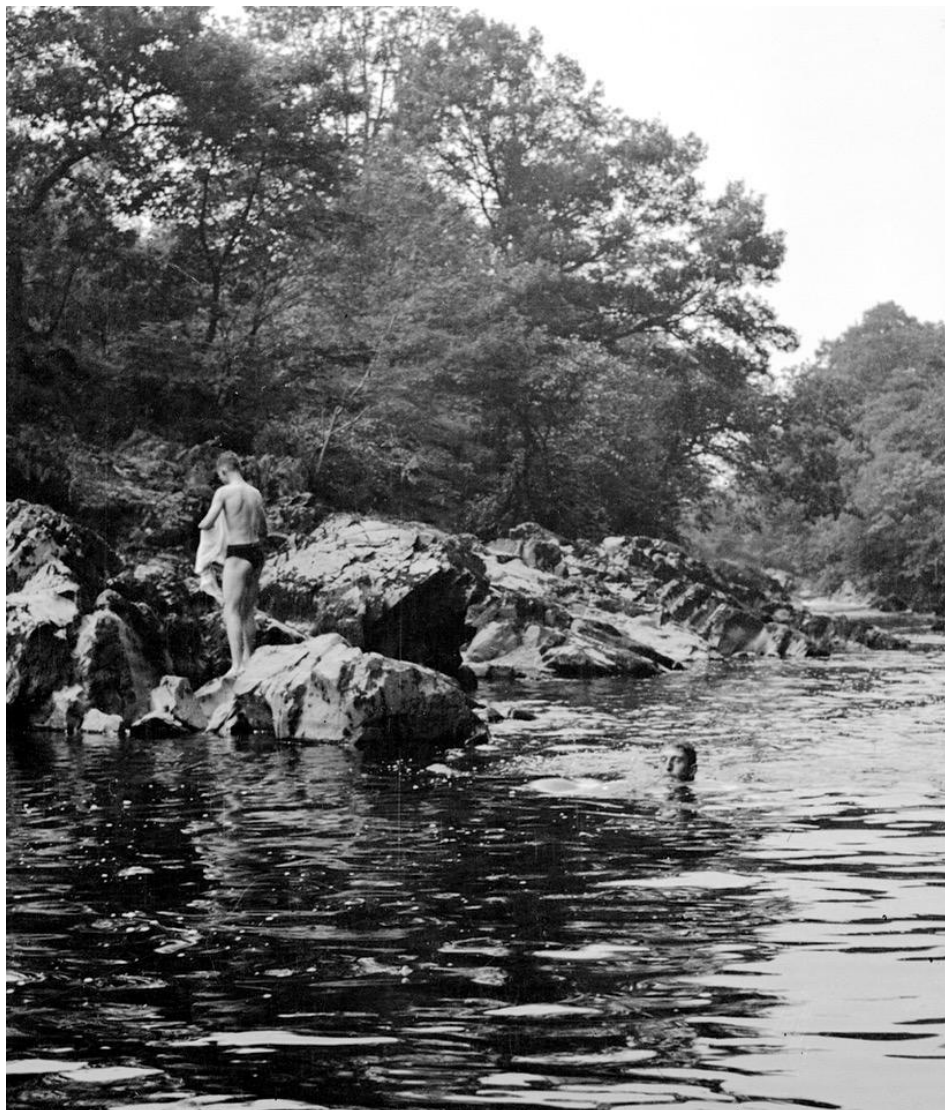
(*Shaft of Sunlight*, p. 48)

Rather than trying to cushion or soften the effect of this rugged and beautiful landscape, the school set out to emphasize what it saw as the morally, spiritually and physically beneficial effects of the hills and rivers. It sent us out running and walking as much as it could. Throughout the ensuing account it is important to remember this ever-present majestic landscape.

What I particularly remember are the rivers that ran through the valleys and where I walked and fished. The biggest, a salmon river, was the Lune, where we fished and bathed.

The Lune





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The mountainous valley in which Sedbergh lay was subjected to fierce variations of weather. Thus, though it was in the relatively warmer and wetter western side of England, it was far further north, and hence colder and certainly much windier than anything I had experienced in my earlier Dorset and Oxford days. The wind howled across the playing fields, and buffeted us as we ran across the fells. Again, instead of trying to shield us in any way from this, the School seemed to rejoice and emphasize the encounter with a demanding environment.

The aim of the school was to toughen us up – hence its motto of ‘Dura virum nutrit’, a hard nurse of men. Priding itself on its rugby and running, the school immediately tried to discipline our bodies in a more thorough and punishing way than I ever remember at the Dragon. For example, we were sent on runs across the fells in almost all weathers – including sleet and snow. Even when it was most bitterly cold we were only allowed to wear one thin running shirt – and were not even allowed to button this up. We wore shorts through the week – and I wore a kilt at the week-end. I remember the bitter cold in the junior common rooms of my first two years which has left me with a permanent need to wrap my legs in a rug, even in warmish weather, when I work.

*

With the extremes of temperature, and the tough outdoor life we were leading, a good deal of attention was paid to clothing. The basic school uniform had been altered during the Second World War by introducing short trousers, which set the school apart from many others. They saved money and were more flexible. In the 1960's they started to provoke ridicule from visiting tourists and were abandoned. Only on Sundays did we wear either long grey trousers or a kilt.

The details of what we were to take back to school each term was laid out in my list for the Winter Term 1957.

SEDBERGH SCHOOL

CLOTHES LIST

Name.....

Minimum number required	ARTICLES IN DETAIL	Number sent	Number returned
1	PAIR GREY FLANNELS OR KILT	1	
1	TWEED JACKET (Blue Grey, Grey or Lovat)	1	
1	PULLOVER (one quiet colour)	1	
2	WHITE SHIRTS (not collar attached)	3	
3	WHITE VAN HEUSON OR SIMILAR COLLARS	2	
2	BLACK NECK TIES	2	
2	PAIRS THIN SOCKS (for Sundays)	2	
* 2	BLUE BLAZERS	2	
* 2	PAIRS BLUE SHORTS	3	
† 2	WHITE SWEATERS (V-necked)	2	
* 3	BLUE SHIRTS	4	
* 3	PAIRS BLUE STOCKINGS	3	
2	PAIRS GARTERS	2	
3	VESTS	3	
3	PAIRS PANTS	3	
3	PAIRS PYJAMAS	3	
12	HANDKERCHIEFS	12	
1	RAINCOAT	1	
1	GREATCOAT (optional in summer)		
1	DRESSING GOWN	1	
1	PAIR DARK LEATHER SLIPPERS	1	
2	PAIRS BLACK SHOES	2	
1	HAIR BRUSH	2	
1	COMB	1	
1	SPONGE OR FACE CLOTH	1	
6	BATH TOWELS (medium size with TAG FOR HANGING)		
1	RUG		
4	SHEETS		
3	PILLOW CASES		

FOR GAMES (in addition to above)

* 1	BROWN FOOTBALL JERSEY	2	
* 1	BLUE FOOTBALL JERSEY	2	
* 2	PAIRS FOOTBALL SHORTS	3	
* 3	PAIRS BROWN FOOTBALL STOCKINGS	2	
3	PAIRS GREY SOCKS (thick for running or cricket)		
1	PAIR GREY FLANNELS (for cricket)		
3	WHITE SHIRTS, LONG-SLEEVED (for summer term)		
1	PAIR BATHING TRUNKS		
† 1	PAIR FOOTBALL BOOTS (for winter term)	1	
† 1	PAIR WHITE GYM SHOES	1	
† 1	PAIR CRICKET BOOTS OR SHOES (for summer term)		

* To be obtained in School shop by New Boys at beginning of term.
† Available in School shop.

NOTES

- N.B.** (1) Each article, including Greatcoats and Rugs, must be marked with the initials, full surname and House of the boy, on woven name tapes (such as Cash's). At least two dozen extra name tapes for matron's use should also be sent.
- (2) Each article must be brought **clean** and in **good repair** at the beginning of each term.
- (3) Each boy must have a solid label to his keys, with his name upon it, and must bring a suitcase or handbag large enough to contain a suit. This suitcase should be marked with name or initials.

DRESS REGULATIONS (1965)

1. For School the following may be worn: –
 - (a) Blazer and blue shorts with blue stockings and blue shirt (Cricket shirt when out with parents or friends and on Speech Day.)
 - (b) Tweed coat and grey flannels with collar and tie.
 - (c) Brown stockings may be worn with a brown blazer, so may a cricket shirt in winter.
 - (d) Blazer and grey flannels allowed in Summer Term.
2. Blue shirts may never be worn with grey flannels.
3. Games clothes: Rugger shorts, jerseys and brown stockings (except for 1(c) above) may never be worn at school, nor in Houses at meals.
4. No colours may be worn other than the officially authorised School or House Colours. No muffler may be worn up to School or Chapel.
5. All pull-overs must be of quiet, uniform colour.
6. On Sundays changing clothes may be worn only by those taking strenuous exercise out of Sedbergh.

As boys we were quite aware of the significance of what we wore and how we wore it, as mildly satirized in the editorial for the *Luptonian* magazine in Winter 1957.

The search for a successor to Dior was followed with great interest by the whole House. A survey of the term's events will suffice to show how widespread this enthusiasm for fashion was. A move to adopt the sackline on the rugger-field with sweater "au dehors," stockings "en bas" and sleeves "roulés" was deplored by the authorities, although it appealed strongly to the aesthetics of the more sensitive among us. Observant people have also noticed that "blues" have been worn a tifle longer this term, not through a lack of belt, but in order to keep in line with current Paris trends. Towards the middle of the season it was suggested that the 1st XV should wear black but this was rejected on aesthetic grounds. We would like to offer the following suggestion for next season – a sweater in four glowing colours: party pink, kingfisher blue, Paris cerise and candle-light yellow. Made from specially stiffened poul, that hangs in flattering folds and keeps its bright, crisp look through victory and defeat, this dream of a sweater has a highly flattering standaway chest-line – simply made for rugger. Simple instructions for manufacture [a knitting pattern is given],
"Toujours à la mode; ça c'est Lupton House!"

*

I remember food as very important, and that we seemed always to have only just enough. It was just at the end of rationing and the amount to be spent on each of us was not considerable. The little extra in the tuck boxes was enormously important. My speciality in the tuck box was a 'lardy' cake baked by my grandmother. It was delicious – and also usually very hard and burnt at the bottom. So it lasted for ages and left a cinder taste in the mouth. The slices got thinner and thinner as the term went on. We had some pocket money, and could buy things at the Grubber. My letters have nothing much on food – except when I went out with friends.

Routine and rhythms

School life seems to have been very busy, cramming in a huge amount of work and exercise in a never-ending rush. But it was very repetitive, the days were highly organized, each term had its rhythms. We learnt to organize our time and activities within a framework which would remain internalized within us for the rest of our lives. Let me start with the pattern of each day.

After morning prep and breakfast we would go up to the main school, about seven minutes walk from Lupton. We would have to carry all the items necessary for the lessons since there do not seem to have been lockers or desks up in the school, as far as I recall.

There would be morning prayers for the whole school in the Powell Hall for a few minutes, and then the first two classes, each of 45 minutes with time to get between them. There was a short mid-morning break, hardly time to rush back to the house and grab a little refreshment, and then two more lessons until lunch-time.

On Mondays, Wednesdays and Fridays, there were four classes which lasted from 9.15 to lunch, with a short and longer break during the morning. In the afternoon there were classes from 4.15 to 6.30. On Tuesdays, Thursdays and Saturdays there was no school in the afternoon. Dinners were at 1.20 (1pm on Sundays) and Tea at 6.20 (Sundays at 5.45).

Prep or preparation was from 7.30-8 am every day. In the evenings it was as follows:

Mondays: 7.15 to 8.15, Wednesdays 7.20 to 8.30, Tuesdays and Thursdays 7.15 to 8.25 with a late prep from 8.40 to 9.10. Saturdays there was a Reading prep; 8.20-9.0. Sundays, 5 to 5.40.

From time to time, if the weather was particularly good, there might be an extra half holiday on the Monday, Wednesday or Friday, perhaps a couple of times a term.

The day would end with a roll and prayers. The roll call was one of our central duties as prefects – my *Brown Books* (the termly calendar, list of classes and other important information we were each given at the start of term) towards the end are marked up for this. I think that this repetitive ritual was important. The evening prayers were not a moment of high spiritual ecstasy, but calmed us after a busy day and sent us drowsily to bed.

*

Finally there is the annual routine. Over two thirds of the year was filled by school. The structure of holidays (and health precautions) are laid out in the School Prospectus for 1948, which is closer to my experience than those of 1965, when, for example, the Winter Term usually ended a week earlier.

The Christmas Holidays begin about December 20 and last four or five weeks; the Easter Holidays begin about April 7 and last four or three weeks; the Summer holidays begin about July 31 and last seven weeks. All boys must return punctually at the end of the holidays bringing with them Health Certificates, which are issued by the Bursar. Any boy who has been exposed to infection must, before returning, send a Medical Certificate and obtain the Headmaster's consent to his coming back. No boy may be absent during term without the consent of the Headmaster. In either case the Headmaster's leave is obtained through the Housemaster.

History and Philosophy

A Short History of the School

The School Prospectus for 1948 (identical to that for 1965) provides a concise history.

Sedbergh School was founded by Roger Lupton, Provost of Eton college, a native of Sedbergh in 1525. The original foundation included a Chantry, and the functions of Schoolmaster and Chantry Priest were united in the same person. The School was only saved from destruction under Edward VI's Chantries Act by the exertions of Thomas Lever, Master of St John's College, Cambridge. Under the Headmaster appointed by that College it weathered the storm of the Civil Wars, and by the beginning of the 18th century it contained 120 boys and had become the most important School in the North of England. The connection with St. John's College drew many Sedberghians to Cambridge, and they figured prominently in the earlier lists of the Mathematical Tripos. The foundation of the Hastings Exhibitions at Queen's College by Lady Betty Hastings gave the School its first link with Oxford. The intellectual reputation of the School increased in the Headmastership of Rev. J. H. Evans (1833-1861). His resignation was followed by a collapse, which led to a complete remodelling of the constitution of the School by the Endowed Schools Commission in 1874; in 1875 Rev. F. W. Heppenstall was appointed Headmaster and he was followed in 1880 by Mr. H. G. Hart; in 1884 Sir Francis Powell became Chairman of the Governing Body. The modern development of the School dates from this epoch.

*

By the twentieth century, Sedbergh seemed a remote and isolated place, but this was quite a recent situation. In the sixteenth century, when the School story begins, the West Riding of Yorkshire was not particularly poor or backward, even if its rugged hills and rushing rivers made it less lush and prosperous than many other parts of England. It was already benefitting from the profits of the sheep and cattle bred on the hills and in the Lune valley which adjoins Sedbergh.

From the seventeenth century onwards, this region would become more prosperous, inhabited by the small independent farmers known as 'statesmen'. Their independence and relatively high wealth and education would make them the centre of the Quaker movement and, a century later, the mills and weavers would make this a northern extreme of the industrial revolution.

The prosperity of these northern dales was shown by the fact that from medieval times a number of abbeys and monasteries had been founded there and some of them owned land in the smaller towns, including Sedbergh.

Roger Lupton, born in 1456 in the parish of Sedbergh was at King's College, Cambridge, from 1479. There he became a Bachelor of Canon Law in 1483 and then Doctor of Canon Law in 1504. He was elected a Fellow and then Provost of Eton in 1504, which post he retained until 1535.

*

Provost Roger Lupton began a Chantry School in Sedbergh in 1525 and a few scholars were taught under the arrangement for a chantry 'for the maintaining and increase of learning in Christ's Church', and 'for his soul's health'; an agreement was

made that the Chaplain and Scholars should have free seats in the chancel of Sedbergh Church.

In 1527, six Scholarships to St John's College, Cambridge, were established, to be awarded exclusively to boys from the School and one of the documents held at St John's relating to this states that the Scholars are 'to be chosen from the grammar scole of Sedbare, wher the sayd Roger Lupton was borne and Hath foundyd a perpetuall chauntry and the sayd grammar scole indued sufficiently with lyvelode and lands truly and suerly purchased and manciones sufficiently bylded'. After purchase of land and building for a school, almost certainly on the site of the present School Library, the foundation deed was signed, binding the School to St. John's College, Cambridge, which was to have the appointment of its Headmasters. In 1535, two further scholarships to Cambridge were established, with provision also for two fellowships.

In 1540 Roger Lupton died and was buried in the Lupton Chapel at Eton, named for a generous donation made to Eton College by Lupton himself. A bell tower and dormitory was also dedicated in his name, and the 'Lupton Tower' is one of the most famous building at Eton.

*

When I was at Sedbergh and sang about its ancient heritage, I absorbed the myth that the School I was seeing and experiencing in the middle of the twentieth century was descended, in a direct and unbroken line from the sixteenth century school. This, I now discover, is almost entirely untrue. There were a few continuities, the Old Library from the eighteenth century, the strong connections with certain Cambridge Colleges from the sixteenth century. But I now realize that almost all of the most important features of my Sedbergh, from the Prefect system and arrangement into houses, through to the games and running, were invented only about seventy or eighty years before I went to the School.

The older school seems to have faded away and almost disappeared by the middle of the nineteenth century. Sedbergh was not alone in this, for in the middle of the nineteenth century there were a number of commissions to look seriously at the running of Eton and other schools, and likewise at the Oxford and Cambridge Colleges. There was a general reforming of statutes and rules and from the 1860's onwards there was an emergence of the Victorian public school as we know them.

In 1850, Sedbergh had 100 pupils, but by 1866 this has fallen to ten and might have disappeared entirely, but for the efforts of two headmasters who rebuilt it.

Then two headmasters, Heppenstall and Hart, rebuilt what was essentially almost entirely a new and very different school from the appointment of Frederick Heppenstall in 1874, and then in particular the appointment of his successor Henry Hart in 1880. From that date my remembered school began to emerge. my remembered school began to emerge.

Hart had been a teacher at Rugby and Harrow come under the full influence of Thomas Arnold of that school, and also that of Vaughan of Harrow. Arnold's central creed is well known: the school should concentrate on character, a mixture of fortitude, self-confidence, Christian morality, games and a reasonable level of traditional academic education. Hart took this message and amplified it. Some say he

was not a good teacher and hence concentrated on other aspects of school life, but he was clearly a dynamic organizer and the school expanded. Numbers grew and the Governors were more active.

The changes he made are well summarized in C.G. Coulton's biography of Hart (p.167), where he quotes the headmaster of Sedbergh's funeral sermon for Hart.

To form a picture of the outward appearance of the school, wipe out the chapel, Hart, Lupton, Winder and Powell Houses, all the classrooms except the eastern half of the old block, the bath and the gymnasium, the three pavilions and the lodge. Reduce the cricket-pitch to about a fifth of its present size. Think of the football-field as Vicar's glebe destined for building sites, and picture School and Sedgwick Houses as newly erected. Such was the school of 1880.

Coulton introduces this passage by writing 'When Hart left Sedbergh in 1900 he had unquestionably made a school quite different from anything that he had found, and in some ways different from any other school of that or of a former day.'

On Hart's arrival in 1880, he found a school with 85 pupils. When he left in 1900, the number had increased to 210 and by 1925 it had reached 385, more or less the number at the school when I went there.

Another assessment of Hart, in Clark and Weech's excellent *History of Sedbergh School* (1925), amplifies this (pp.180-1).

The best testimony to Mr. Hart's rule is to be found in the records of those whom he trained and in the abiding affection which they and his colleagues bore him. He had increased the numbers of the School by one hundred and thirty, had added two Houses, and had seen the meagre equipment of 1880 increased in an astonishing fashion.

Although there was much truth in his saying that the first Loretto match marked the beginning of Sedbergh's decline in scholarship, he had never allowed sport to stifle industry, but had always maintained a steady and creditable standard of work throughout the School. He had spent himself unwearingly in the numberless details which go to the smooth running of a School.

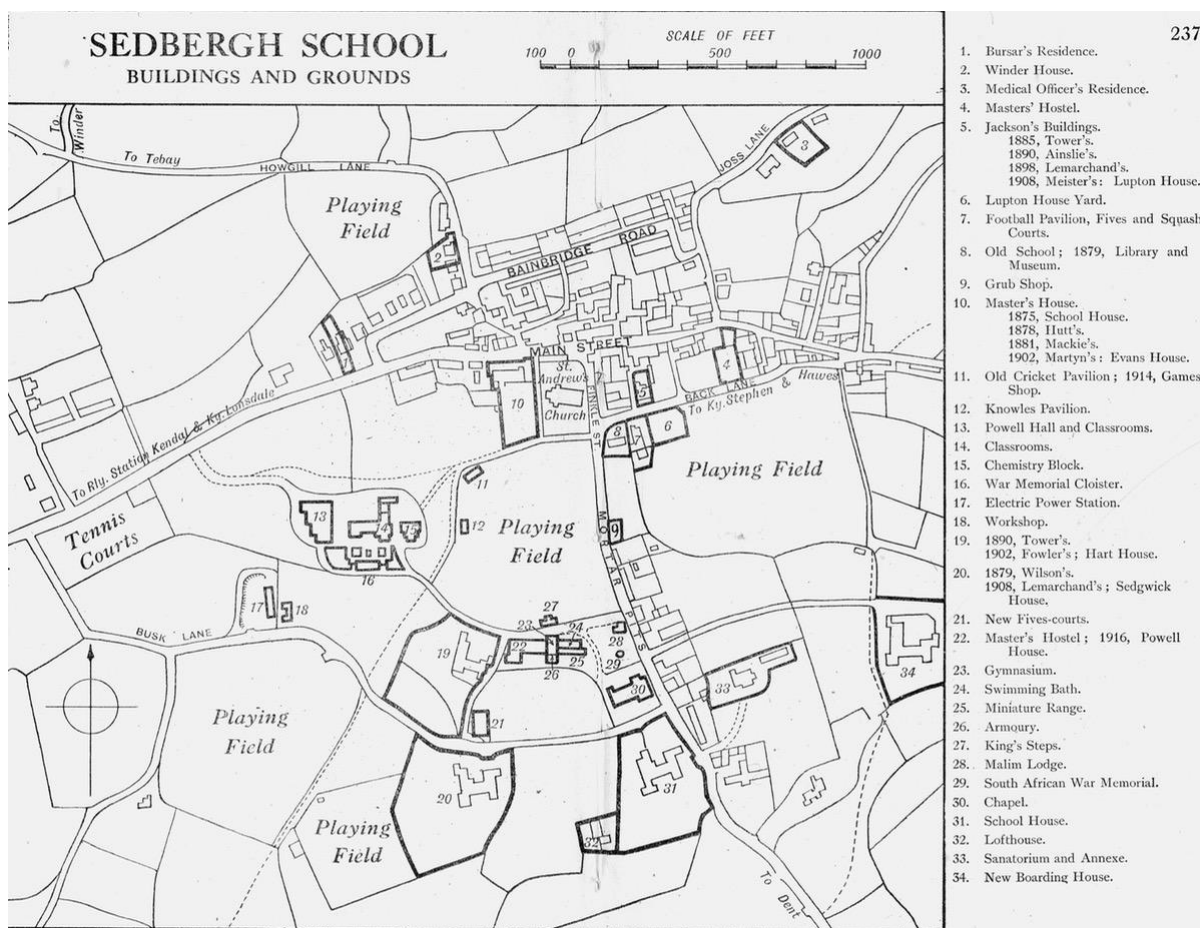
Early in his career he influenced vitally Sedbergh's religious life by the institution of a School Chapel and its athletic life by his rule that every fit boy should change and take exercise every day. It is true that he did not show any great originality in his organization of school work or out-of-school activities. But he did something far bigger than this; he moulded the character of Sedbergh.

It is the fashion to talk as if there were a type common to all Public Schools,—as if they were engaged in minting coins of a meticulous exactitude. But in actual fact the products of schools vary greatly, as do the products of the same school at different epochs. Mr. Hart's influence made simplicity, directness and keenness the outstanding features of Sedberghian character.

His own abounding generosity bred generosity in others. There was in him the calm strength of the hills which surrounded him, and there were few of his boys to whom he did not impart something of his own secret.

The expansion in numbers meant that whatever previous arrangements there were for boarding the boys in local houses needed to be replaced by proper boarding houses. Their gradual emergence is well shown on a plan of the school published in 1925 in Clarke and Weech's *History of Sedbergh School* (p.237).

Comparing this to a similar diagram for the 1950's, the only major change I can observe is that no.2 (Winder), had moved to no 34 ('New Boarding House'). The evolution of the various houses, first named after their heads (or called 'Master's House') before ending up as the houses I knew – School, Evans, Winder, Lupton, Sedgwick, Powell, Hart –is shown in the accompanying notes to the diagram.



The best way to succinctly show how very recent almost all of what I had previously taken to be 'the Sedbergh tradition' stretching back centuries was, is to quote various passages on the innovations from Clarke and Weech's excellent school history.

(c. 1878)

Mr Heppenstall inaugurated the prefectorial system by giving power to four of his Sixth form boys and the captains of cricket and football to regulate School games and House discipline. But the system was confined mainly to School House. It must be remembered that there were only a handful of boys over sixteen, and many entered at an age at which they would now be only half way through their career at a preparatory school. [Note: Many boys entered the School before they were ten.] (p.148)

'Mr. Hart was firmly convinced of "the educational value of games, and of Rugby Football above all others." He took part in the game with the boys, and he managed to secure an extension of the lease of Church Field. The School responded by showing greater keenness, which was awarded by victory in its first School match under Rugby Union rules against Giggleswick, then double the size of its northern neighbour. (p. 152)

Mr. Hart instituted lectures and took over the Presidency of the Debating Society, where there was a good level of speaking... In his second year he was sufficiently sure of the School's development as to confirm the prefectorial system. [Note: In his report to the Governors Mr. Hart says that he entrusted "a modified form of Monitorial Authority of the VIth Form."] He

was convinced of the vital importance of the principle which Arnold had brought from Winchester to Rugby, and which he had himself experienced under Temple as a boy.' (p.153)

Long-distance running, too, had been greatly stimulated by the institution of the Long Run, or Ten Mile as it came to be called later. Mr. Wilson had been responsible for this innovation two years previously. [Note: The first Run took place in the Lent Term of 1881.] (p. 155)

'The arrival of Mr. Ainslie and Mr. Thomas still further strengthened Mr. Tower's hands. [Mr. Tower had founded the choir]. The former published the first of his School Songs – "Sedberghian nactus es, hanc exorna" – in the December number of *The Sedberghian* of 1884. From that time onward the output was steady: Mr. Thomas's *curiosa felicitas* in finding the right music for Mr. Ainslie's words, built up a Gilbert and Sullivan partnership, which produced a collection of songs, such as few schools can boast. Their joint work has played no small part in the formation of Sedbergh character.' (p.158)

Early in 1886 suggestions were advanced for the foundation of a School Rifle Corps. Patriotic feelings were stirred by the celebration of Queen Victoria's Jubilee, and there was considerable support for the idea during the next two years, but the proposed innovation failed to win the support of the authorities. There was a fair sprinkling of Quakers in the School at the time...' (p.161)

c. 1892. the school motto "Dura Virum Nutrix" (a variant of the Odyssean praise of Ithaca) was accepted. (p.171)

1905 - the idea of organizing military training in the School was introduced (p.182)

1901 the Sedgwick Society was revived. 'In the same November a branch of the Navy League was formed... Next January Mr. Meister's efforts resulted in the founding of the English Literature Society... its meetings were held in the Library or in Mr. Meister's room at the Hostel.' (p.183)

An Art School built after Hart's retirement (in 1902) (p.184)

'Hockey was played occasionally on the cricket field, but it soon became evident that Sedbergh weather would not allow of the turf being used continuously throughout the winter, and the game was dropped. Yard soccer had been developing since the beginning of the century, – an invaluable game in dirty weather, when the more orthodox form of football was impossible, – and inter-house matches, of the "friendly" not the "cup" variety came into favour in 1906. It was in the same year that an addition was made to the winter sports of Sedbergh; skating had been in vogue for many yeas on "Gibson's" and Lilymere; expeditions were made further afield, and in the spring of 1907 the whole School skated on Derwentwater; ... Now under the influence of Mr. Todd, skiing was introduced...' (p.188)

In 1903 Mr. Sharland had put forward the suggestion the School should direct its energies to the foundation of a Mission Club in one of the large cities... The Bishop of Ripon emphasised the pressing deed for such work in Bradford, in 1905 it was resolved to start a Mission Club for boys in the parish of All Saints, Bradford. (p.190)

In 1909 a School blazer was instituted , dark blue with "S" on the pocket. [note: in 1915 each House had a letter of its own colour – dark blue for School House, red for Sedgwick, yellow fore Evans etc] (p.197)

The philosophy of the school

The new Sedbergh was further shaped by the ensuing headmasters. Hart had been at Rugby, and transmitted the Arnold of Rugby mantle. This continued in the two headmasters who shaped Sedbergh in my day, who were also connected to Rugby School.

The first was J.H. Bruce Lockhart, who had been to Sedbergh School, where he had been Head of School House, captain of football and cricket. He went to Cambridge where he was a double blue for rugby and cricket. He played for Scotland at both cricket and rugby. He became an assistant master at Rugby in 1912 and served in the Intelligence Corps during the First World War. He returned to Rugby and became a housemaster there in 1923. In 1937 he became headmaster of Sedbergh, where he remained until he retired in 1954. He was an accomplished artist, exhibiting widely.

A glimpse at Bruce Lockhart's influence is provided in a brief obituary, published in the *Sedberghian*, July 1956, in my first year.

Mr. Bruce Lockhart leaves behind him the inspiring memory of one who devoted himself with complete single-heartedness to the welfare of the School, particularly to its spiritual well-being. The high reputation which the School enjoys to-day it owes in large measure to him. The ideals which he followed, and taught others to follow, are fresh in the memory of us all. Simple religious faith, straight conduct, moral courage, kindness, a sense of duty, strenuous endeavour, a reverence for that which is noble, in human character, in learning, and in artistic achievement, these were the virtues and qualities he himself admired and taught us all to admire.

The way systems change in England is to make small or medium changes – but to keep the basic structure in place. Bruce Lockhart kept the ethos of Sedbergh and most of its core institutions – games, running, fishing, outdoor life, prefects and fagging, boarding houses, Christianity, in place. But he broadened, softened, expanded the school enough to make it feel that it was up with the times. So he introduced more music, art, intellectual life (esp. the teaching of languages). The fact that he was so outstanding both as a sportsman and as an artist, musician and linguist, and a good administrator and warm human being meant that the school responded to his moderate changes and was successful. So the school he joined when my uncle Richard was still present in 1937, and the school he left the year before I arrived in 1954, had changed in surface things, but not deeply.

The conservation of an Arnold-Vaughan tradition was not undermined or changed by John ('Prick' as we knew him) Thornely. There were several reasons why Thornely did not act as a reformer or 'new broom', at least in the five years when I was present. Beyond introducing Voluntary Concerts and perhaps a few minor changes, the school continued more or less as in Bruce Lockhart's day. Firstly, his temperament (and the reasons for Bruce Lockhart's strong support for him) was similar - someone who believed in traditional values, combined with a wider interest in life as a very good actor, fisherman, musician and with a good mind.

Thornely became Head Master just as the youth and pop revolution of the later 1950's were emerging and he resisted them. Secondly, his initially contested and resented promotion at the very young age of thirty five, with little comparative

experience in other schools, meant that, even if he had wanted to do so, it would have been difficult to change things rapidly. The *Guardian Obituary* (2 January 2010) at Thornely's death sums up his abilities and the way he moulded the school to remain in the older tradition.

Michael Thornely was an inspirational schoolmaster, serving Sedbergh School for 35 years, 21 of them as one of its most distinguished headmasters. On the national stage he was a most perceptive practitioner throughout his long and distinguished career, the breadth of his intellect and the warmth of his personality making him an inspirational guide for many generations of aspiring students.

Born in Hampstead, the eldest son of a pioneering aviator in the Royal Flying Corps, Michael Thornely was educated at Rugby, his prodigious gifts, musical as well as academic, winning him an Organ Scholarship at Trinity Hall, Cambridge. While reading Classics and then Modern Languages, in tandem with his fellow undergraduate, the singer Ian Wallace, they spent much time revelling in the delights of the university's theatrical scene. Performing together under the guidance of the legendary duo, George Dadie Rylands and Donald Beves, the pair formed an enduring friendship. Poignantly, Wallace died a day before Thornely (Obituary, 15 October 2009).

When in 1940 Wallace went off to America on a pre-war tour, Thornely, unfit for military service, travelled north to begin his long association with Sedbergh School. Initially an Assistant Master, teaching French, and a Tutor in School House, he also made his mark directing innovative Shakespearean productions. Gradually emerging as the protégé of the then Headmaster, J.H. Bruce Lockhart, on Lockhart's retirement in 1954 Thornely seamlessly succeeded him.

Then a boy's boarding school, founded in 1525, Sedbergh is situated on the edge of the Lake District amid the Cumbrian fells. It is this rugged, rural ambience that over the centuries has often proved as character-building for staff and pupils as the curriculum. However, once there, Thornely never wished to be anywhere else.

To no one's surprise, he proved to be a headmaster of high principles and integrity. With a genuine love of learning, he cared for his charges in a naturally inclusive way, presiding over the school like an indulgent paterfamilias. Happily, amid a natural gravitas lay a most important and highly developed sense of the ridiculous.

Throughout his years at the helm, the school enjoyed a period of great growth, in student numbers and improved facilities. New Science and Maths blocks were built, as was a new Design Centre. Boarding houses were updated, the Library and swimming pool both refurbished, and the purchase of Guldrey Lodge as a new Music School allowed expansion of the school's cultural output.

In addition to his sense of direction for the school and its pupils, he also had high expectations for his staff, many of whom went on to distinguished headships. As the swinging Sixties and beyond replaced the more sombre 1950s, he remained steadfast in his resolve to maintain the school's distinctive ethos. That he succeeded is clear not only in the affection shown to him personally by former pupils, but also their response to the financial appeal he masterminded in the closing years of his headship. Having co-ordinated the celebrations for the school's 450th anniversary in 1975, he quietly stepped aside.

He had more time to indulge his interests, notably lapidary and fly fishing. A prominent member of the local amateur dramatic society, for 20 years he served as Organist of the Parish Church. He also kept a benevolent eye on many of his former charges as Secretary of the Old Sedberghians.

A respected elder statesman of both Headmasters' Conference and the Council of the National Youth Orchestra, he also served as Secretary of the Francis C. Scott Charitable Trust. As a Governor of Arnold School, Blackpool, his experience and expertise proved crucial in acquiring a Lakeland outdoor pursuits centre at Glenridding and, helping plot the school on a successful course to full independence. Here, as elsewhere, the keystone of his life and work was the warmth of his abiding friendliness – surely a most worthy epitaph.

Gervase Michael Cobham Thornely, school teacher: born Hampstead, London 21

October 1918; married 1954 Jennifer Scott (two sons, two daughters); died Killington, Cumbria 13 October 2009.

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As he looked out each speech day at the parents to whom he would address his yearly thoughts on the School, Thornely must have been well aware of the fact that he was both making a recruiting bid for more pupils and a justification for the large sums being spent by present parents. He must also have been very aware of the fact that the parents had certain expectations, given their own lives and careers, and that the boys were being prepared for a wide range of occupations.

He would have had a good idea of where the parents came from. For example, in the list of four hundred parental addresses for 1937 in the *Sedberghian*, when both of my uncles were at Lupton House, the parents were distributed as follows. Over half came from the north of England, including twenty from Sedbergh itself. Another third came from the rest of the United Kingdom. Sixty came from Scotland (44), Ireland (12) and Wales (4). Fourteen were from abroad, at the following locations: Vienna, Hong Kong, Cairo, Jamaica, Sumatra, Kenya, Malaya, Costa Rica, Colombo, Calcutta, Madras, and my two uncles listed under Poona, India. So while it was a northern-based school, the boys were quite widely distributed, and even those from the north came from a wide region from Cheshire to County Durham.

The widening intake from Hart's time onwards, reflected the changes in the school. An extract from a table (Clarke and Weech, p.226) is as follows.

	Total	Ireland	Scotland	6 Northern Cts	Midland & Wales	Lond & South
1881	87	3	5	73	1	5
1903	236	6	22	151	14	21
1925	384	27	78	148	82	49

*

It was not at all certain what a boy would do after he left Sedbergh, but a glance through recent issues of house and school magazines would have told the headmaster that the previous generation had gravitated towards certain occupations. We can reconstruct a sub-part of this by looking at one house magazine, the *Luptonian*, and seeing what it indicated about the activities of old boys of the house.

The longest feature in the *Luptonian* in my days and well before was written by the House Tutor, A.T.I.Boggis, and was headed 'Old Luptonians'. It was news which ATIB had gleaned over the year about the doings of various old boys who had either written, visited, or he had encountered in other ways. It is clear from a quick glance through these that when I was at Lupton, the previous generation had gone into many jobs and professions, and scattered themselves over parts of the globe.

In terms of professions, there were a number of doctors, solicitors and lawyers, academics and teachers, clergymen. Perhaps the single largest occupation was 'farming', often in relation to a family business. Almost equally large were the number who went into the armed forces, particularly the army, but also the navy.

As a category, however, perhaps the largest went into trade, business, banking and manufacturing - BOAC, United Steel, I.C.I., Rowntrees, textiles, brewing, motor engineering, television, advertising, estate agency, chartered accountancy, surveying

and so on. People were working in their parent's businesses, in personnel, in advertising, even selling refrigerators in the Middle East.

One surprise to me was the gravitation of those who went abroad towards Africa. This fits with the heavy emphasis on that Continent in the visiting speakers to the School in the last days of Empire. While there were a few in Canada, Malaya and elsewhere, the majority were in Kenya, Rhodesia, Nigeria, Ghana and elsewhere in Africa. Even the distinguished expert on India, Philip Mason, was announced to have published his latest book - on Rhodesia.

My own three uncles from the house illustrate the diversity of outcomes: Billy was in the army in Malaya, and then became a schoolmaster. Richard became a schoolmaster at Haileybury. Robert went as a Clerk to the House of Commons, and later as a Member of Parliament, and was a historian and biographer.

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The nearest we have to a statement of the school philosophy is in Thornely's speeches. Here is one given while I was at the school, in my third summer, as reported in the school magazine, *The Sedberghian*. Since the head-master set the tone for the whole school, it is important if we are to understand such a school at such a time to listen to him with as much patience as I seem to remember we did - even laughing at a series of quite good jokes.

Headmaster's speech, 1958

The library brings us a big step nearer the scholarly approach to work to which I referred last year, and thanks to the sympathetic interest shown by the governors we are now also equipped with two study rooms, where in addition to the library, boys can develop something of a zest for searching, finding out facts and information for themselves under the guidance and direction of the staff. We hope in this way to encourage boys to work on their own and without supervision, and also to avoid that dreadful state of affairs where education consists of the amassing of endless information and facts in order to turn them out on a particular examination day. I am afraid that is how a good many scholarships are won to the universities nowadays, though I would not ascribe our modest total of awards this year to our avoidance of such a method but rather to the fact that just now we are academically a little thin at the top.

I sometimes think how splendidly we could educate boys if we were not under the curse of examinations, especially nowadays when so much emphasis is laid on teaching rather than on active learning. This experiment of study rooms, which is already proving a marked success, should help to foster the true end of education which is, I believe, to give a boy an enquiring mind and to enable him to get along without his teacher. I do truly feel that he is a very lucky boy who can spend four or five years in a place like this with all the opportunities it affords, and he certainly owes an incalculable debt to his parents who, in defiance of all the known laws of economics, enables him to do so.

What I do trust is that, in making the choice, parents will keep their eyes firmly fixed on the present as well as on the future. We tend to regard education as a preparation for the future and to link it in terms of four, five or six years hence rather than in terms of today. We worry ourselves all day long about what our boys are going to be. He may say an Accountant, a Lawyer, or an Engineer, or as a boy once said

'anything that father isn't', and unless we who had to do with education are careful, we find ourselves preparing more for the future than the present.

There is great wisdom in the truth that the really important times in life are the present and eternity. Boys are properly supposed to be always thinking of the time when they will be men; then, as they get on in life, they talk about the time when they were boys. I like to think that many of your sons discover the land of nowadays, so please don't blame us or them if no one knows very clearly what they are going to be. It is a comforting thought about the future that it only comes one day at a time.

Of course we can in no way afford to ignore the future, imprisoned as we are within the restrictions of examinations and cut-throat academic convocation; but I beg you to remember in this world of lowered standards what a good man once said, that the truer a boy is to his boy nature as such, the better a man when the proper time comes. At all events an educational system is not worth much if it teaches a boy to get a living and does not teach him how to live. In various ways we do try very hard to give the widest possible approach to education that is reconcilable with ever rising academic standards and requirements.

The cry nowadays seems to be more for cleverness than for character. Admission to Oxford and Cambridge is becoming a matter of the most intense competition, and there will be from all schools an increasing number of boys to make their mark at other universities, probably to the mutual benefit of all concerned. However, the public schools must never think of themselves as cramming establishments to get boys through examinations. By all means let us have a higher academic standard – I believe we have it already – but that is by no means the only reason why parents continue to send their sons to the public schools, which, despite what some people would call their anomalous position in a Welfare State, have seldom if ever before enjoyed such a boom. The reason for this, as Ernest Bevin once said, is that there is something in the public schools which is much too good to lose.

But although a boarding school of necessity involves the committal to us of your sons, body and soul, for much of the year, that does not mean that parents can in any way afford to shed the load of responsibility which comes to them in their vocation of parenthood. Some headmasters are occasionally apt to make rude remarks about the joys of teaching in an orphanage, and some parents, beset by the problems of running a home nowadays are apt to say 'thank goodness, our Tommy's going to school soon. They'll teach him to behave himself there.' Actually it all depends on what school he goes to.

Probably we all know the story of the parents who at the beginning of an earthquake sent a small son to a school outside the danger zone, only to receive a few days afterwards a telegram from the headmaster which said 'am returning your boy. Send earthquake'. The moral of this is, I am quite sure that nothing can replace the united and happy home life where love and devotion can survive all the difficulties and bewildering challenges of childhood and adolescence. Why I believe you primarily make such tremendous financial sacrifices for your sons is because, academic work apart, you want them to learn four things, that is to say the Christian religion, discipline, a community spirit, and a willingness to accept responsibility. I do not mean that these influences are only to be found in the independent school both public and preparatory – and in passing I want to pay a tribute to the heroic work now being done by Preparatory Schools and their headmasters – nor do I mean that every boy who comes here necessarily takes full advantage of these influences; but it is a fact that the public schools have stood for such things for a very long time indeed, and have combined them very successfully with the power to evolve and to move with

the times.

I put the Christian religion first not because a headmaster expects his boys to be praying at their devotions all day long; indeed he might be seriously worried if such were the case – but because it is the whole basis of our life here, permeating the entire structure of our affairs. Some time ago I was showing round the school a man who had a son to educate, and when I suggested that he saw the chapel, I got the reply, 'never mind the Chapel, show us your laboratories'. I should like to have had that man in the school for a while where he would have been taught by people of faith. I think he would have learned something from the experience.

As for a sense of responsibility, if it still be a virtue to train boys to be prepared to accept it in a world why so few seem willing to do so, I cannot imagine a better training ground and the school where it is understood than when you have saved a boy from the positive ability of making a mistake you have also prevented him from developing any initiative; and say what you will, the community spirit, which no doubt has its critics, is responsible for teaching a boy courage, fair mindedness and decency.

Of discipline I will only say that we are still old-fashioned enough to believe in it here. It can take many forms, but I was amused to see that a child psychologist recently declared, with some illogical earnestness, that 'spanking misses its aim'. If so, the method must be different from the days when the older ones among us were on the receiving end. Of course we want more than this for our sons. We want to see them grow up intelligent and sensitive in the right way, courteous and considerate for others, and we want, too, the amenities of a good school, though it is a fact that the secret of true education lies not in splendid buildings and equipment, enviable as they are, but in the quality of the teacher and the impact which he makes on the boys in his care by his faith, ideals and enthusiasm. We are exceedingly fortunate here in the devotion and loyalty of the staff, who in so many ways continue to inspire your sons to despise the second-rate and to find happiness in the work done honestly and without stint. It is a very great debt which I, no less than you and the staff, owe and I gratefully acknowledge it today. No doubt we have our foes who would like to see the public schools abolished, and no doubt, too, there are others who, as P. G. Wodehouse says, 'if not actually disgruntled with us are far from being grunted', but if we can show in our school the highest standards of conduct, academic achievement, and selfless devotion to the job, coupled with the ideals of service to others, I for one shall feel that we are doing our duty faithfully, and I hope that you, too, will agree that there is something here at centre it is much too good to lose.

Role and functions of the House

There is something very unusual about a House at a boarding school. It is a quasi-family, quasi-community, yet different from home. It combines contract and status, reason and affect. It has overlaps with boys' and girls' dormitories and tribal initiation systems around the world, but is also different. It breaks the bonds of kinship, yet gives a new identity. It is one of the most remarkable features of English social structure, and part of a wider complex. It is unfamiliar to most people and merits careful description.

The house was the centre of our loyalty. You were a Luptonian first, a Sedberghian second. In Lupton we were proud of being named after the founder of the school, that the school badge with its wolf's head and three shells (LUPus (three wolf heads) TONyx (two shells) was really our house crest, and our flag had the 'cool' silver and black of our house colours. It was in the house that almost all of our emotional and intellectual development took place.

One of the principal differences between the Dragon and Sedbergh was in this House system. The public school and later the Oxbridge Colleges form themselves, at least temporarily, into artificial communities. There is a unity of place, the physical 'House'; there is a strong sense of identity (expressed through games, symbolic boundaries, myths and traditions, crests and flags), but no links of blood (except occasionally when two or three brothers overlapped in the House). Hence the house formed an artificial, chance, conglomeration of people who also became some kind of 'fellowship' or even surrogate family.

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There were clearly many reasons behind this emphasis on the house, derived from the fact that it fulfilled a number of vital functions. One was the problem of maintaining order. As a master with dozens of growing boys under your almost total charge, and only a minimal knowledge of what they were up to, how could you control them? The house and its system of delegated authority was found to be an effective system of political control. As part of this, the school explicitly stated as its mission the aim of developing 'character' and the arts of government, learning to serve and to rule, a training in democracy, civil society and leadership.

A second obvious function was how to look after generations of boys as they moved from childhood, through puberty and adolescence, into semi-adulthood. This period has always been one of the major challenges for a society. How do you turn boys into men? The British boarding house is an unusual way of dealing with this difficult transformation with minimal cost and little direct centralized power.

It is almost unique (perhaps the nearest analogies are monasteries) because I do not know of any other civilization outside that originating from Britain where young children, often, as in my case, from the age of eight, are taken out of their families and integrated into a wider, non-family, 'society' of complete strangers.

This disembedding began for me at the Dragon School, but the most powerful period of the disengagement from the family, the period when I most strongly learnt what it was to be a separate individual in society, placing my new friends and associates and my life outside the home first, was at public school.

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The way in which most societies are organized is based on what anthropologists call a segmentary lineage model – as famously expounded by the anthropologist E.E. Evans-Pritchard and analogous to the organization of the authority structure of the British army. That is to say, there are levels of segmentation where units on the same level are enemies, but may also be united as allies at a higher level.

Let me take the case of a boy such as myself in my third year at Sedbergh. I might not get on entirely with one or more of the other three other boys in my study – for instance we might quarrel mildly about the pin-ups or the music we wanted to play. But if my study and its honour were impugned, I stood with the others against other studies. These studies were in competition with each other, but if the prefects above, or dayroom boys criticised a particular study, we would unite.

Then, while opposed to other parts of Lupton, if the house was in one of its many competitions with other houses, we would join together as Luptonians. Yet if town boys or some outside force attacked Evans, then we would be united as Sedberghians. As Sedberghians we contested with Rossall or Uppingham and supported our school against other schools, but in the holidays I united with my public school friends against non-public schoolboys. Finally, in war or in sport, we would cheer on England, Scotland or Great Britain. In terms of maintaining order, of course, this was the system widely known as 'divide and rule'.

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The houses were kept distinct in various ways. In terms of movement, you hardly ever went into another house. Each house had a separate colours, which was the colour on your school blazer, so you could immediately recognize which house a boy came from. Each house had a flagpole with its particular flag. For example, in *The Luptonian*, (Spring 1957), there is a good deal about the renewal of the house flag – including reference to the sewing in of wolves heads by the housemaster's wife. Each house had an animal totem, Lupton's being the wolf, others include a jay, kingfisher, mole, wasp and chameleon.

The house spirit was largely constituted through never-ending series of competitions against other houses. We competed in all the formal games – rugger, football, cricket. We competed in athletics, fives, squash, shooting and boxing. We competed in running and swimming. We competed in singing and orchestral competitions. Every few days we would be striving against other houses, hoping to 'defeat' them temporarily. The evidence in my letters home shows how much this meant to us all.

This tradition of binding opposing elements together through competitive sports continued into Oxbridge, where Colleges constantly compete with each other, most notably on the river in rowing. All this emphasized our own house distinctiveness and, in cheering on our players, re-enforced us with a strong sense of loyalty.

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We learnt many lessons through a system of ladders up which we climbed - the classes, sets, games, dormitories, studies, dining tables. The general structure, seems, looking back on it, roughly to reflect Dante's great work.

You started with almost nothing - a sort of Hell or *Inferno*. You had very little privacy, power, few privileges or marks of status. As you moved up, each term added to the pleasures and diminished the pains. In the middle period you were in *Purgatorio*. Then, in the last year or two, in a senior study and as a prefect, in the sixth form and upper games' teams, it could almost be described as *Paradiso*. This clearly bonded you emotionally to the system and you often were reluctant to leave.

The absence of power at the start was manifested in various ways. Your freedom of movement was severely curtailed. For the first year, much of the house was strictly out of bounds. I had, more or less, to stick to the Junior Day Room, passages, common room, house library in the annex, the yard and, when appropriate, the changing room, dining room and dormitories. The Senior Day Room and all studies, the Head Master's side, the Matron's room, etc. were all strictly out of bounds.

Your freedom of inter-action was strictly confined; you could not initiate a conversation with anyone senior to yourself. Your freedom of bodily behaviour was regimented. You could not leave your blazer unbuttoned until you were a prefect, or put both hands in your trouser pockets until you were in your second year.

*

Perhaps the most dramatic form of expanding control was over personal space and the area for personal expression. The transition from a public day room to a more private study was one of the biggest steps in school life. Life in the dayroom was a struggle, a herd existence where one tried to carve out a minimal psychological space. Yet it was also fun and had something of the exhilaration, at times, of a good rugger scrum. It was the first strong beating of the steel that would make the blade. It was unlike anything that had happened even in the dormitories at the Dragon, and would never happen again – except on short experiences like the CCF camp. It might be good training for the troop ship or the trenches.

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There is only one comment in my letters about my life in a senior study.

28 Sept 1958: *There is a feeling of winter in the air now, the trees are brown and the winds are not so warm as they were, the studies in our house (the people in them) are busy collecting, sawing and chopping logs in preparation for the cold. In fact we have had two log fires in our study already, I am looking forward however to when there is snow falling outside and the logs are crackling in the grate. But when the heating is turned on we are allowed coal from the house.*

A year later I moved to the Senior Prefect's study in Lupton and my mother describes the room briefly in a letter to my father on 12 February 1960:

... and then we all went back to Sedbergh and sat in front of the fire in Alan's study listening to records and singing skiffle. ... Alan really has a wonderful time with a lovely big fire in his study and endless little fags skuttling in and out every time he wants a lump of coal put on.



A shared study in Lupton during my time there.



A study desk in Lupton during my time; the photographs of ladies were not always this decorous.

The move to a study was perhaps the biggest change in my life in Lupton. Whether that was because the change to a room of one's own, or at least with three others and then two others (never got smaller than three even Senior pres, though Junior pres was two I think) was an enormous pleasure. One could control one's environment – the sounds, the pictures, the organization of one's desk and work. Suddenly a personal world opened up.

This coincided with the end of my physical change from boy to man, and a growing interest of work as one moved into the lower 6th. All this was explosive enough, but made more so by the fact that the year in which it happened for me, spring 1958, also happened to be when Lonnie Donegan, Elvis Presley, and the whole Angry Young Man phenomenon occurred.

My burst away from childhood coincided exactly with the youth revolt which happened in the later 1950's. The fact that we could play our guitars, have radios, adorn our studies with pictures of Brigitte Bardot or Jane Mansfield, suddenly made a new range of things possible. It is from this precise date, I think, that I began to establish a really separate identity – and it was from this date that I started to hoard papers which form the basis of my account.

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One strong feature of both the Dragon and Sedbergh, which continued into Oxford, is the way in which our world was organized on age principles. All of these 'total' institutions were dealing with children and young adults who were changing very rapidly in a short period of time. My letters and papers show a consistency in my character, but also the large gap between, say, a nine year old and a twelve year old, let alone a fourteen or eighteen year old. Our bodies, minds and emotions changed very rapidly and schools had to make their teaching and their structures work for people going through these great transformations. So we were treated differently on the basis of our age.

We were also largely ruled through the mechanism of age. Many tribal societies divide people into 'age sets' where people go through their lives with the same small set of individuals. In the intense atmosphere of a closed boarding school a good way to keep control and enhance integration was by emphasizing age boundaries. This was done in many ways; the tables at which we sat for meals, where our classroom was, the study and dormitory one was in, subtle expansions of privilege were all linked to age.

Since not every one could be good at games or at work, the automatic elevation by way of the process of ageing was a compensation. Even a not very bright or sporty seventeen year old had a respect and status well above a brilliant and sporty fifteen year old. Any cheek from a younger boy would quickly be punished.

In many societies there is a heavy marking of the move from one age grade to another – at puberty, at first success as a warrior, at marriage, at childbirth. What is surprising in the English case is that sexual puberty is so little marked.

In one way the whole five years was similar to the seclusion and indoctrination – often through suffering – of classic puberty rituals. Yet it was done over a long period, with subtle and gradual shifts continuously happening, and no single dramatic ritual marked the transition. The Ten Mile Run, the CCF Field Day, the GCSE exams, the Confirmation Service, the moving from trebles to basses, the elevation to a head of

dayroom, the move from Colts to upper sports teams, becoming a prefect, all were steps along the path from childhood to adulthood.

The sexual aspect, which is so marked in many societies, was hardly referred to at all. It was noted that we lost our treble voices, that our bodies expanded. Yet there was no discussion or obvious interest by the wider society in our development into sexual maturity. Indeed we were almost artificially kept away from all this. Being a single-sex school formally obliterated women from our consciousness. We were temporary eunuchs – muscular, mature, yet without sex. This was one of the many paradoxes and contradictions of this strange world of growing lads, who remained ‘lads’ until they went off to Oxbridge and suddenly became ‘young gentlemen’.

Friendship is at the heart of school life, gangs and cliques and falling in and out with friends. There was a subtle shift sometime around 15-16, when friendship became more about shared character and ideas, and not just a vague feeling. My Sedbergh friends of the later years remained friends – I can trace my contacts with them and see that I kept in touch with the key three or four for some time after leaving Sedbergh. However friendship is transitory and has much to do with current interests rather than keeping a shared past experience alive.

Power and authority in the House

While the Dragon was mainly about teaching us to live in a community away from home, Sedbergh added new lessons, in particular how to accept and then assume authority, how to be ruled and how to rule.

In many ways the organization of the British public school and the British Empire were analogous. Both were attempted solutions to the problem of ruling indirectly, systems of the delegation of power so that people learnt to rule themselves.

A housemaster faced with fifty or so boys aged thirteen to eighteen, living an intense, bounded, life had very few sanctions or ways of controlling the boys directly. He would find it best to appoint five or so trustworthy prefects who were given considerable sub-delegated powers. These prefects would, in effect, have servants – 'fags' – to relieve them of humdrum duties such as cleaning shoes or cleaning their studies. In the Empire there were numerous servants to help with houses, gardens, animals – and this was that world in miniature.

The prefects could punish with lighter punishments, up to beating with a slipper or cane, those who broke the rules in a serious way. Such a beating had to be explicitly sanctioned by the house-master and were entered into a 'beatings book' which he kept. Another punishment were 'maps'. You were required to draw outline maps, each with fifty names written on them. The number, usually from one to five depending on the severity of the offence, had to be signed off by the housemaster as well, to avoid arbitrary use of power, as in the five maps I set in my last year as a punishment for the young Roger Vignoles, later a famous musician, as below.

R.H. VIGNOLES.

5 Maps for Macfarlane for not having a Colo. Balth. 7th. 20th. '60. (PM) 3



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Prefects were poised exactly half-way between the master and the boys themselves, they were able to represent their juniors, yet they could also represent the power of the masters. They were like the native princes in India, or chiefs in Africa. They kept an eye out for trouble, administered local justice, and did much of the practical, day-to-day, work of administration.

This was perceived to have two advantages. For the housemaster, it made the running of a house far easier. The house largely ran itself (including much of the chore of keeping it clean) and the master's power was almost invisible. The 'natives' appeared to be ruled effortlessly, the lower orders being partially co-opted into the role of ruling themselves and each other.

The second advantage was that the schools felt that they were teaching not only academic subjects but also an ability to lead and rule responsibly. A prefect had to have authority as well as power in order to be effective. He should be trusted, respected, admired, perhaps even liked, and certainly not an arbitrary, selfish or cruel despot. As I grew through the system in Sedbergh I was learning how to become a ruler of my juniors.

The art of ruling people through authority rather than naked power is a difficult one. I found it surprisingly easy to move from being a relatively powerless servant, to being a ruler of servants and, within limits, powerful. It seemed a natural progress. I found the gradual awarding of small signs of privilege, the unbuttoned jacket of a house prefect, the umbrella of the School Prefect, the increasing private space and personal initiative in work, were all a great cause for satisfaction.

Yet I tried to rule without physical sanctions. I decided early on that I would not beat a junior boy. I had always hated causing pain to animals (except fish!) and was not going to start now. So I never did beat a boy. I even felt that if I could devise punishments of a constructive kind they would be better than mindless punishments, so I set people cataloguing and clearing up the house library and similar tasks.

We learnt deference to authority and how to exercise power without revealing the iron hand beneath the glove. We had learnt the customary norms and values of our culture – when hitting was allowed or not allowed, when a white lie was permissible, how humour could deflect tension, how to make two people feel they had received justice, how to end feuds, how to encourage people to do their best. In other words we had learnt some of the arts of rhetoric and dispute-settlement which a good chief or elder needs in his tribal society. These are the arts of face-to-face leadership which public schools were meant to teach.

Ruling well is an art, as subtle and important as any other. In a democracy with a great deal of devolved power and a rich civil society of non-governmental organizations, where the ruled should feel they have freedom and justice, it is important. This is what I mostly felt was happening in my school days and it was not unnatural to feel that one day I might put these skills to wider use.

*

At the top was the Head Master, whom we only very occasionally met - in my case, for example, when I went once a year to buy a fishing licence and talked to him about fishing and Wordsworth. Under him was the House Master who was largely autonomous, with great delegated power, for example it was he who accepted or

rejected boys for his House and wrote the most important recommendations for them when they left the school. Yet the house master was also somewhat remote from the routine running of the house. He decided on the large decisions and the foreign relations of the house, but the daily running was left to others.

I remember Mr Marriott, the housemaster at Lupton, who came to the house in Summer 1952, as a round, friendly, shrewd, encouraging figure. We never became close, but the fact that he encouraged me so much in his reports, put me on the under-16 school rugger team (Colts), made me head of the Senior Day Room, House Prefect, and recommended me to be School Prefect, shows a mutual trust & respect.

I now know that he was an outstanding games player and bright undergraduate at Cambridge, but also quite a hands-off housemaster. He had a feeling of a good boat captain – letting the ship steer itself, delegation with confidence. So, along with his quite friendly wife and young children, there was the necessary feeling of stability and direction. He ran a relaxed but firm ship and was never to my knowledge a sadist, bully or dictator. Lupton flourished with its idiosyncratic ways under his direction.

*

As important as the House Master was the Assistant House Master or Tutor. The Housemaster had to keep his distance, a father-figure who could not let down his guard too much as the authority of prefects and the whole system depended upon him and he was busy. So there were Assistant Masters in each house. At Lupton, the Rev. A.T. I. Boggis (known to all as ATIB) was a vital link in this feudal chain of command.

He was like an uncle or much older brother – even though he must have been in his 50's when I came to the house, for he had come to Lupton just before the war. He was someone whom one could approach with problems which could not be taken to either Prefects or House Master. His job was to get to know the boys as friends – to win their confidence and learn about their characters.

ATIB had a number of commendable qualities. He was not married, so all the boys of succeeding generations were, in a way, his children. He was an excellent squash and fives player. He was a first-class musician and organized all the various musical events in the House and more widely. He was a good and enthusiastic walker and had a car – so would occasionally take us to the Lake District or Ingleborough to walk or climb. He was keen on bird-watching and photography as well. I remember him as rubicund, balding, smiling, gentle, musically gifted and rational man. I was not afraid of him, trusted him and felt his presence as an added security.

The other important person, the only woman in our lives (the House Master's wife was a fairly distant figure) was the House Matron. She was certainly *in loco maternis*, with illness, injuries, clothing etc.

I remember little of her, except that I think that she was small, round and kindly but she was a central figure in the House photo and her name was mentioned from time to time in *The Luptonian*. She had a special care of the first year boys – sitting at the head of their dining table and perhaps looking out for signs of special loneliness. I don't remember anything negative about her and suspect that she was a useful background figure.

The other house-related figures were few. There was, no doubt, a boiler-man/handy-man, there certainly was in School House, but I can't remember the

arrangement in Lupton. And there were the house-maids, at least three or four of them, though I do not remember them individually. Nor do I remember the cooks, some of whom were middle class young ladies getting some temporary experience of cookery.

*

One of the most curious parts of this system is that of fagging, or the position of first-year boys as 'servants' of the prefects and also central to the cleaning services of the house. There were five types of fagging in Lupton. One was as a general servant for a particular prefect's study, which he had to help clean and to run errands, and perhaps cook some simple foods and drink for the prefects there. A second type was a personal fag - attached to a particular Prefect, whose shoes you had to clean, sort out his games clothes etc. He might receive a small gift from the Prefect at the end of term, and in some houses was allowed to use his study if he was away.

The third kind of fag was a 'time fag', calling out the times in the mornings as boys got up, urging them on to their cold baths, then to prep before breakfast. The fourth kind was doing some general cleaning in the house, for example sweeping the floors of the Day Room and corridors. The final kind was general fagging for the Prefects, as described above, being summoned by a bell and then asked to do something, for example take a note to another part of the school.

All these kinds of fagging lasted for the first year at the School, and then, as a Prefect one would have one's own fag.

As for my own reactions, there are only two reference in my letters. A fortnight after I arrived, after my grace period without fagging was over and I had passed my test on how the house and school worked, I wrote on 10th October to my parents:

I am not personal fagging for any prefect but I am doing Junior Dayroom which means moving everything and sweeping the cracks until every speck of dust has been cleaned up. I was then clearly inducted into another type of fagging, writing on 4 Nov 1955: *On Teusday I was time fagging in the dormitory or Annex (Footer view).*

I seem to remember that while I was a fag there was a national debate about the institution and several of us wrote a joint letter to the papers saying that we were very happy as fags and did not want the system abolished. We probably did not know that in fact some twenty years earlier Christopherson (the Lupton house master) had temporarily abolished fagging.

I do not know when and why fagging was restored. Perhaps it was something to do with the war. Fagging lasted until the early 1960's at Sedbergh and other schools, and after that was abolished, though the element of helping with chores around the house and school continued as 'community service'.

*

Perhaps an abundance of rules is necessary when running an intense, asylum-like, institution where a great deal has to be done by people in close proximity. These rules also had to deal with the rapidly changing situation as people passed through the carefully graded age-class system as they became older. So rules were characteristic of both the Dragon and Sedbergh.

Many of the rules seem very petty and small, and the punishments, for being late into bed or running down the corridors or leaving one's clothes untidy, seem out of proportion to the gravity of the offence. Yet the proliferation of rules and the severity

of punishment for their infringement, as in other asylums, probably reflect an accurate knowledge on the part of the authorities that they are sitting on a volcano. So all our lives were tightly disciplined and rule bound.

And the rules were not only set by the school authorities, but the boys devised many others in order to control each other. It was an ordered anarchy, as described by many anthropologists.

On the other hand the system also had a strong element of flexibility. Rules were for a purpose and if the purpose was better served by breaking or bending a rule, the ends could justify the means. Thus much of the skill which led to success at school was the art of understanding the rules, and then bending and adapting them to one's own use. This was taught to us in all the formal games we played, but we also learnt it in relation to all the rules of life. For example, if one had an immense amount of work to do and felt exhausted, it might be legitimate to claim that one was sick and get a few days rest in the sickroom.

So we learnt to internalize and respect rules, but also to question some of them, manipulate them, even break them. We learnt to realize how much of our life is constructed artificially and can be changed by an effort of will and ingenuity.

We learnt to live in a world where there was a constant evolutionary change going on. New things and ways had to be absorbed. The external world, for example technology, was changing rapidly and we had to absorb all this, along with a changing culture. In the midst of this we ourselves were changing, our bodies going through strange alterations, our emotions volatile and unpredictable, our minds suddenly interested in new thoughts and with new powers.

So we learnt the art of continuity with change, resisting unnecessary change in the conservative way that has often been noticed with schoolboys and other members of closed societies. This conservatism, a love of what seemed to work reasonably and an attitude of why change things which were good enough for our predecessors, was widespread.

*

Punishments, especially beating, seem to us nowadays to have been harsh. This is particularly true of beating, done with a slipper or cane, either by the housemaster or Prefects. My own comments are restricted to a letter in my first term, which suggests that I felt that rules were rules...

4 Nov 1955: *Three boys got beaten this morning and I think they deserved it as they were talking most of the night... One of our boys (that clot Watson who is always getting maps) will probably be beaten for having five-changing room offences.*

I note later, in my third year, that I was beaten for being late to bed, though I do not remember this, though I do remember being beaten by a School Prefect in another house for throwing gravel at another boy.

Outcomes

How well did all this work in practice? I do not remember any serious conflicts or fights during my time at Sedbergh. Of course there were staged fights, for example when we went on snowballing runs and fought through the snow, or on summer evenings when we went up Winder and fought in a mock way on the hillside. I also

did some boxing and tried to learn a little judo. Yet I do not remember serious fights or quarrels in the dayrooms, dormitories or studies. I do not remember any serious beatings up of individuals by gangs or even any serious fights between other boys.

If this is a true recollection, then it needs some explanation. We were tough little boys and there were plenty of occasions when we literally or metaphorically trod on each other's toes. Why was there not more violence? One suggestion might be because of the diversion of energies into fairly violent games, especially rugby. This was clearly part of what lay behind the heavy emphasis on sports and games at public schools – channelling energy into something useful and controlled. Another view might be that there were other ways of overcoming differences, through conversation or other devices. Whether the ever-present prefects would have spotted the build up of tensions and used their authority to defuse possible feuds, I do not know.

Again I suspect that we were aware that in a small intense community like this it would be easy for a quarrel to tear the community apart. So feuds and quarrels were dampened down by group pressure. All I can remember is that I seemed seldom to get angry with other boys, which is odd given the endless minor potential causes of friction over property, space, status and other things. Why older boys were not constantly pummelling junior boys who had been cheeky or stepped out of line, why we did not accidentally offend others, I do not know. All I seem to remember is a place with not much noticeable bullying, little inter-personal violence and fighting, a rather harmonious, co-operative and peaceful atmosphere on the whole.

Of course this is what a school such as this would hope to achieve and its success lies largely in the hands of the Head Master and the House masters. Discipline seems to have been good and morale reasonable. The prefect system, combined with a delegation of powers even further down, for instance the heads of dayrooms had certain powers, certainly helped.

Of course, my own experience of the absence of bullying is different from many autobiographical accounts of school life, both at preparatory and public schools. A house was indeed an Orwellian total institution with no separation of powers and little place for refuge. It was a tough world described at its extreme in Golding's *Lord of the Flies*, and in many other classic accounts. But on the whole I remember my schooldays with pleasure.

*

A factor which may have helped at my time and in my case may have been the constant pervasive influence of Christianity with its 'turn the other cheek' exhortations and, in this Quaker area, a pacifist streak. It was part of the ethic of the young Christian gentleman to absorb insults, to believe in ourselves and to respect others. Forgiveness was a virtue. Not to strike back was a sign of strength and not of weakness.

It was, in my memory, far from a jungle where the strongest ruled. Outwardly it was a tough and machismo kind of school. Inwardly, as I remember it, there was a rather peaceful atmosphere where different boys, even if they were not physically or emotionally particularly strong, might be respected for whatever talents or personality they had.

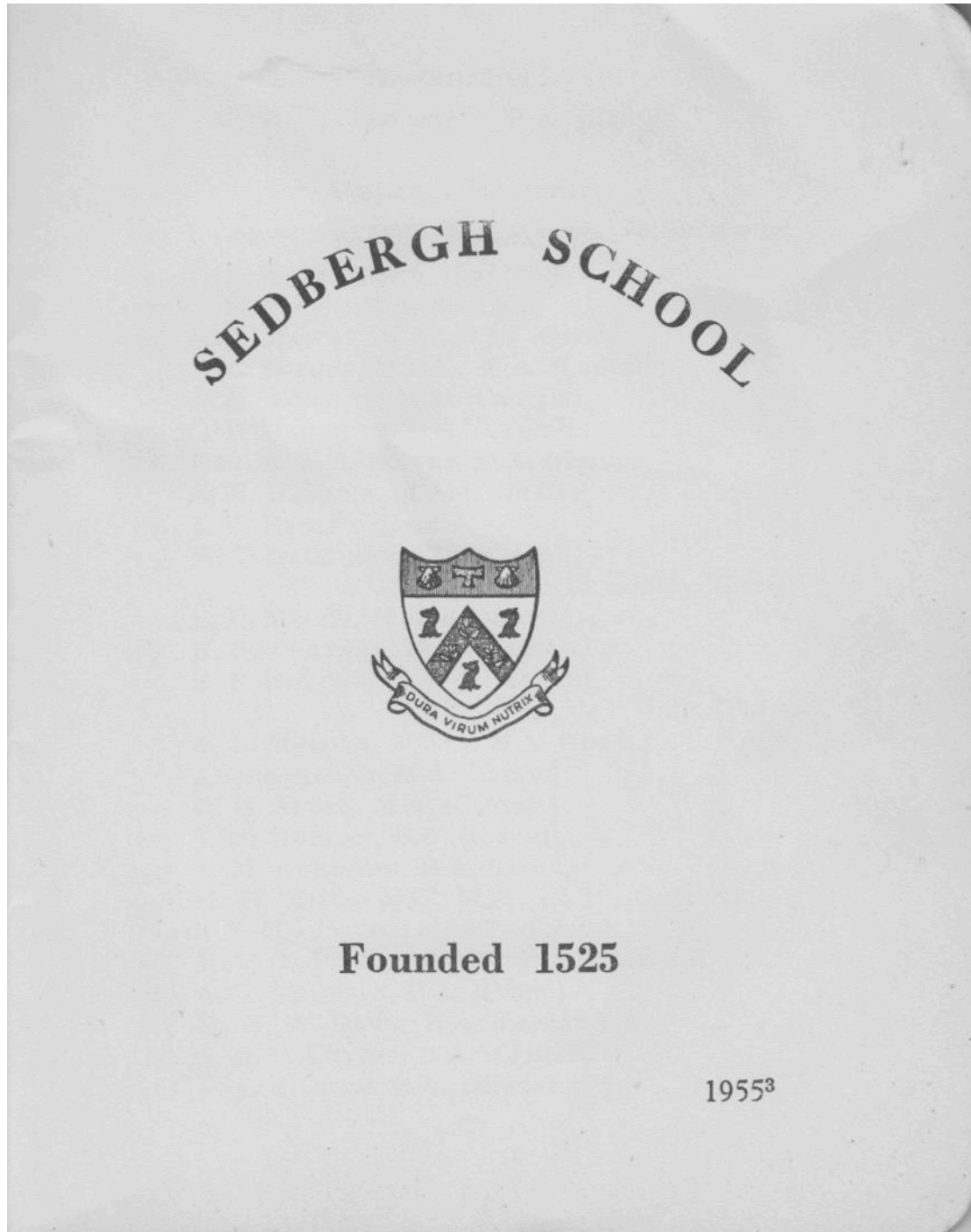


Summer 1959. Alan second from right in row. Housemaster and wife in the middle with Head of House, and second head, with House Matron and Assistant Master, flanked by other prefects; First Year on the ground.

THE FIRST YEAR: 1955-6

The structure of school life

The best overview of school life is provided by the Brown Book, which we were given at the start of each term. I have kept all but two of these, and it is worth starting by looking at that of my first term, in winter 1955.



The school crest represents, the founder, Roger Lupton. His name is portrayed as three wolves heads (LUPus a wolf), the letter T, and two shells (ONyx). The school motto is Dura Virum Nutrix, or 'A Hard Nurse of Men'. The term was designated as the third term in 1955.

Headmaster:

G. M. C. THORNELY, M.A. (Cantab.)

Assistant Masters:

- (2) I. CHRISTOPHERSON, M.A. (Oxon.) (Second Master)
- (20) L. R. TAYLOR, M.A. (Cantab.)
- (11) C. R. WARD, M.A. (Cantab.)
- (22) N. J. MAWBY, M.A., B.Sc. (Oxon.)
K. C. BISHOP, M.B.E., M.A. (Cantab.)
- (7) O. M. FORSTER, M.A. (Cantab.)
- (26) C. P. MARRIOTT, M.A. (Cantab.)
- (5) REV. A. T. I. BOGGIS, M.A. (Oxon.)
A. E. HAMMER, M.A. (Cantab.)
- (14) J. V. BEGLEY (Oxon.)
- (25) W. T. GAIRDNER, M.A. (Oxon.),
Doct. de l' Univ. (Paris)
- L. P. MADGE, M.A. (Cantab.)
- (18) R. G. PENTNEY, M.A. (Cantab.)
E. P. E. LONG, M.A. (Liverpool),
Doct. de l' Univ. (Paris)
- A. L. MORGAN, D.S.C., M.A. (Oxon.)
- A. J. STRAHAN, M.A. (Oxon.)
- (21) D. B. ALBAN, M.A. (Cantab.)
- (16) J. H. DURRAN, B.A. (Cantab.)
- (24) A. M. ROBINSON, B.A. (Oxon.)
- (9) H. H. MILLS, M.C., M.A., Ph.D. (Cantab.)
- (8) I. F. MACDOUGALL, M.A. (Cantab.)
- (10) REV. G. P. WEDGWOOD, B.A. (Dunelm)
- (1) A. C. REYNELL, B.A. (Oxon.)
- (6) R. W. W. DAWE, B.A. (Cantab.)
- (3) J. M. C. COATES, B.A. (Cantab.)
- (12) P. J. BRAHAM, B.A., (Cantab.)

It is particularly notable that all of the staff had received their degrees from Oxford (9) and Cambridge (16), with the exception of the French Master, E.P.E. Long, who had received a degree at Liverpool and then Paris, and the Reverend Wedgwood, from 'Dunelm' or Durham University. The numbers against the names referred to the classroom in which the master taught.

There were twenty-six masters, apart from the Headmaster, plus three music masters and an art master. This was a ratio of approximately one master for every 13 boys.

The presence of three music masters reflects the emphasis on that subject in the school. The Housemasters remained in their positions as I first found them throughout my time at Sedbergh, as I recall.

Bursar:

LT-COL. G. S. BAIN SMITH, A.M.

Music Masters:

K. ANDERSON, Mus. Bac. (Edin.), A.R.C.M.

R. H. DODD, M.A., B.Mus. (Oxon.)

C. P. W. REGAN, B.Mus. (Lond.), A.R.A.M., F.R.C.O.

Art Master:

A. INGLIS, M.B.E., D.A. (Edin.)

Medical Officer:

E. K. MORRIS, M.B., Ch.B. (Edin.), F.R.C.P.E.

House Masters:

School House	THE HEADMASTER
Sedgwick House	MR. WARD
Winder House	MR. FORSTER
Evans House	MR. BISHOP
Lupton House	MR. MARRIOTT
Hart House	MR. MADGE
Powell House	MR. BEGLEY

IIIa

Mr. MacDougall

S	J. Whitfield	ws	σ	4
L	F. S. A. Fairbairn	dr	ρ	4
P	R. M. Mayo <i>m</i>	dr	σ	4
E	F. H. Tattersall	ws	σ	4
L	M. J. C. Doogan	ws	σ	6
L	D. C. D. Moore	ws	φ	4
SH	A. Venters	ws	ρ	5
W	M. G. T. Long	ws	ρ	6
S	A. M. Bateman	ws	φ	5
H	D. M. Kitchin	dr	σ	6
SH	C. R. Hall	dr	φ	6
<hr/>				
L	C. H. Vignoles	dr	ρ	6
L	P. J. S. Watson	dr	ρ	6
L	‡A. D. J. Macfarlane	dr	ρ	6
S	R. J. Hollick	dr	ρ	5
SH	‡C. T. Lewis	dr	σ	5
SH	N. W. Berry	dr	ρ	5
H	‡J. D. Crocker	dr	φ	5
S	‡C. R. Stewart	dr	φ	6
SH	‡ R. D. Barnes	dr	φ	6

(20) Average age 14.2.

There was then a roll of each of the classes. I will just give one of these, for my own first class in the Lower School. I am still trying to ascertain what the symbol against my name means. To the right are the optional crafts (workshop or drawing), and the sets for mathematics and French.

SCHOOL PREFECTS

	<i>Appointed</i>
J. A. Walker	Sept., 1954

C. H. Green	Sept., 1955
J. Hargreaves	Sept., 1955
A. M. Merer ..	Sept., 1955
J. R. Miller ..	Sept., 1955
D. W. Pedley	Apl., 1955
P. W. S. Percival	Sept., 1955
N. Swarbrick ..	Sept., 1955
G. E. B. Tyler ..	Sept., 1955
G. Vinestock ..	Sept., 1955
D. L. Walker ..	Sept., 1955
D. B. Wilson ..	Sept., 1955
R. K. Worters ..	Jan., 1955

The Head of School was J.A. Walker, and below him a fairly fixed number of School Prefects. I ended up a School Prefect, with the various privileges and duties involved in that Office, in my last term.

Head of School:
J. A. Walker.

Heads of Houses:

(SH) J. A. Walker.
(S) D. B. Wilson.
(W) D. W. Pedley.
(E) D. L. Walker.
(L) A. M. Merer.
(H) R. K. Worters.
(P) N. Swarbrick.

Football:

Capt.: D. B. Wilson.
Sec.: J. R. Miller.

Cricket:

Sec.: D. Smith.

Fives and Squash:

Sec.: D. Smith.

Swimming:

Sec.: N. Swarbrick.

Shooting:

Sec.: R. T. Poskitt.

Tennis:

Sec.:

"The Phœnix"

Editors:

F. C. B. Bland.
T. W. Roberts.

Under-Officers:

N. Swarbrick.
T. W. Roberts.
J. D. Bailey.
D. W. Pedley.
D. L. Walker.
J. A. Walker.
R. K. Worters.

Library and Museum:

Librarian: F. C. B. Bland.

Curator: H. J. C. Johnston.

Classical Librarian:

C. G. Midgley.

Science Librarian:

J. J. N. Stanfield.

Mod. Language Librarian:

A. O. Beattie.

Art Librarian:

J. M. Hardwick.

Sedgwick Society:

Sec.: G. E. Tyler.

"The Sedberghian"

Editors:

G. Vinestock.

F. C. B. Bland.

J. A. Walker.

T. G. Nicholson.

Treasurer:

J. C. K. Slater.

Debating Society:

President: P. W. S. Percival

Sec.: H. J. C. Johnston.

The Forum Society:

Chairman: J. A. Walker.

Sec.: A. O. Beattie

The various positions of responsibility, all held by boys, was laid out next. The Under-Officers referred to Officers in the Combined Cadet Force or Corps (military training). The F.C.B. Bland who appears prominently, ended up as Sir Christopher Bland, sometime Chairman of the B.B.C.

SET MASTERS

GREEK:			FRENCH:			MATHEMATICS:		
A	C.P.M.	.. 5	Classical Side:			U6M	J.H.D.	} 20
B	A.C.R.	.. 11	I	W.T.G.	} 15		L.R.T.	
C	R.G.P...	} 10		E.P.L.				
	I.C.		J	H.H.M.	.. 13	Upper School:		
			K	E.P.L.	.. 20	α	L.R.T.	.. 12
GERMAN:			Middle School:			β	P.J.B.	.. 20
V	K.C.B.	.. 14	i	H.M.	.. 13	γ	J.H.D.	.. 18
W	A.E.H.	.. 14	2a	D.B.A.	.. 13	δ	C.R.W.	.. 20
X	K.C.B.	.. 8	2b	A.J.S.	.. 15	ε	A.T.I.B.	.. 24
Y	E.P.L.	.. 6	3a	H.H.M.	.. 21	η	P.J.B.	.. 21
Z	I.F.M.	.. 24	3b	I.F.M.	.. 22	ξ	O.M.F.	.. 19
LATIN:			Lower School:			Middle School:		
Modern Side:			4	A.J.S.	.. 12	θ	J.H.D.	} 19
M	J.M.C.	.. 20	5	H.H.M.	.. 13		P.J.B.	
N	R.G.P.	.. 14	6	E.P.L.	.. 23	κ	L.P.M.	} 23
O	A.T.I.B.	.. 14	7	A.E.H.	.. 23		C.R.W.	
P	O.M.F.	.. 16				λ	G.P.W.	.. 18
GEOGRAPHY:			OPTIONS B:			μ	A.M.R.	
Q	I.F.M.	.. 21	Gn	K.C.B.	} 14	Lower School:		
R	I.F.M.	.. 17		A.J.S.		ρ	J.H.D.	.. 20
OPTIONS A:			Ru	A.E.H.	.. 15	σ	A.T.I.B.	.. 19
Gs	G.P.W.	.. 12	TCH	J.V.B.	.. 19	φ	O.M.F.	.. 20
Gt	A.J.S.	.. 14	Bi	L.P.M.	.. 13	ω	G.P.W.	.. 12
Art	A.I.	.. 12	Ec	A.L.M.	.. 21	BIOLOGY:		
Mus	R.H.D.	.. 3	Mth	C.R.W.	.. 22	Bi 6	L.P.	.. 14
(Fr	W.T.G.)		Art	A.I.	.. 16	L6M	LP.M.	} 6
			Mus	K.A.	} 14	RM		
				R.H.D.				
				C.P.W.R.				

This lays out clearly the sets which we were placed in, including various options we could take, as explained later. I still have to ascertain what some of the options, for example Gs, Gt, TCH, mean - Gn presumably stands for German. (ADD)

CLASSICAL SIDE FORMS

U6C	Latin A.C.R.	Greek A.C.R.	French W.T.G.	English H.M.
CLIO	History A.L.M.	English D.B.A.	French W.T.G.	Latin R.G.P.
ML6	French { W.T.G. H.H.M.	German A.E.H.	English E.P.L.	Latin I.C.
Gen. 6	France A.J.S.	English D.B.A.	History A.L.M.	Biography J.V.B.
L6C	Latin C.P.M.	English C.P.M.	Mod. Hist. J.M.C.	Anc. Hist. C.P.M.
5aC	I.C.	I.C.	I.C.	
5bC	O.M.F.	O.M.F.	A.L.M.	

MODERN SIDE FORMS

	Physics	Chemistry	English	French	Latin
U6M	L.R.T.	N.J.M.	J.V.B.	A.E.H.	
Bi 6		A.M.R.	J.V.B.	I.F.M.	
L6M	P.J.B.	A.M.R.	R.W.D.		
RM	C.R.W.	N.J.M.	E.P.L.	W.T.G.	C.P.M.
5aM	C.R.W.	L.P.M.	A.T.I.B.	K.C.B.	
5bM	L.R.T.	N.J.M.	D.B.A.	W.T.G.	

MIDDLE SCHOOL FORMS

Classical	Latin	English	History	or	Science
U4C	R.G.P.	A.T.I.B.	R.W.D.		G.P.W.)
L4C	J.M.C.	J.M.C.			N.J.M.)
Modern	English	History	Physics		Chemistry
U4M	G.P.W.	J.M.C.	P.J.B.		N.J.M.
L4M	W.T.G.	R.W.D.	A.M.R.		A.M.R.

LOWER SCHOOL FORMS:

	Latin	English	History	Geography
IIIa	I.F.M.	R.W.D.	J.M.C.	R.W.D.
IIIb	H.H.M.	G.P.W.	A.L.M.	R.W.D.
II	I.C.	J.V.B.	J.V.B.	K.C.B.
I	R.W.D.	R.G.P.	R.W.D.	A.M.R.

As explained in the Prospectus, the school was divided into three levels, Lower School and Middle School usually took the first two years of a students life. They then moved up into the Upper School, spending a year on their 'O' or ordinary level exams, then moving into a Lower Sixth and then an Upper Sixth, over the course of the following three years. These last three years were in two streams, the 'Modern' or Science side, or the 'Classical' side, which included Classics, History and Modern Languages (ML). As yet I am not sure what the role of the General 6th (Gen.6) was.

As can be seen, there was a very strict patterning of the day, with slight variations for Sundays. I am not sure what 'C.M.I.' means as yet.

At the bottom is an explanation of the number of minute of prep for each subject, which refers to the following timetable of lessons.

	MONDAY								TUESDAY					
	1	2	3	4	5	6	7	8	1	2	3	4	5	
	9-10	10-0	11-0	11-45	12-30	4-15	5-0	5-45	9-10	10-0	11-0	11-45	12-30	
U 6 C	D AB	Cl	PT a	F	Cl CM 3	CA AM	Cl	(Cl)	(Cl) (3)	Cl 3	PT b	Op. b	Cl	
U 6 M	MM	D EL		MC P 3	P (P)	E	MC	MC	CA JB	P C			MM 6	
Bi 6	Bi	E		(Bi) 3	(Bi)	C	D GW	(C)	C	C			Bi 6	
CLIO	H	L 3		(H) (F)	E	E	H	CA AS	H 3	F (3)			D GW	
M L 6	F	Gn		D AB	E	F HHM 3	Gn	Gn	F HHM	Gn 3			F (3)	
Gen 6	E 3	D NM		E HM Cl G	Op. a	Fr	E	Mus or Art	Fr 6	(Bg)			E	
L 6 C	LF EL 3	D		CA JB		E	AH	Art or Mus	MH (3)	L (F)			LF EL 3	
L 6 M	C	P 3				M Bi	M Bi		M Bi 6	D GW			C	
RM	D	F		L 3	(F)					E		L 3	P	
5a C	D	H 3	PT a	L	M	G G	F	D	G G	M	PT b	L (3)	H	
5b C	D ACR	H 3		L				D ACR	3			L (3)	H	
5a M	D KB	C		L Gy		P	F 3	D	P (3)			L Gy	F	
5b M	D AS	P 3				C	F	D DA	E			3	C (3)	
U 4 C	D	F	M	H	PT g	G G	L Gy	D	G G	F	L Art	H Sc GW	PT h	
L 4 C	D			Sc GW 3				D	3					
U 4 M	C			D LM		E 3		D WG	C 3			P		
L 4 M	D PB			C		E 3		D	H			P 3		
IIIa	D	M	F	PT II	L 3	H [3]	E	D PB	M	E	F		L 3	
IIIb	L 3				D AM	Ws Dr	Ws Dr	D AM		PT			L 3	
II	D				Gy	L 3	E	D		L 3			E	
I	D				L 3	H [3]	Mus	D		E			L 3	

The pattern for Monday and Tuesday was repeated again for Wednesday and Thursday, and again for Friday and Saturday in terms of length of lessons. Later I will analyse my own experience of how long I spent on each subject. The letters in bold were the initials of masters. Other symbols here, such as PT (Physical Training), Pt a (army training), D (divinity), Pt II etc. may need explanation.

The arrangements for 'prep' or preparation were laid out in each Brown Book.

Dinner 1-20 (Sundays 1-0). Tea 6-20 (Sundays 5-45).

Preparation:

MORNINGS: 7-30 to 8-0.

EVENINGS: Mondays: 7-15 to 8-15.

Tuesdays, Wednesdays, Thursdays, Fridays: 7-15 to 8-25 and 8-40 to 9-10.

Saturday's Reading prep.: 7-40 to 8-20.

Sundays: 5-0 to 5-45.

Orchestra:

Saturday 7-15 to 8-15, or Sunday 8-0 to 9-0.

Musical Society and C.C.F. Band:

Monday: 8-30 to 9-20.

Choir:

Sunday 9-45

Trebles only: Tuesday 8-35 and Thursday 8-35.

Art School:

Tuesday 5-0 to 6-15. Saturday 5-0 to 6-15.

Extra Sketching Class:

Sunday 2-0 to 4-30. Thursday 2-30 to 4-0.

Preparation: *The small numerals on the Time-Table denote the number of 10 minutes' preparation for that lesson.*

When Early Morning Preparation is remitted, Monday's 3 becomes 4 (done on Saturday night) all preps. printed with a bracket are cancelled, and those shown as 6 become 3 except where a bracketed prep. is also shown for that day.

Figures in heavy type signify that that prep. has been carried forward from a previous day.

The school had been endowed with a number of tied scholarships and exhibitions, or others where Sedbergh was one of the schools eligible. The connection with Cambridge, initiated by Roger Lupton (an King's alumni and Provost of Eton), was always stronger, both in scholarships and in the staff.

SCHOLARSHIPS AND EXHIBITIONS

FROM THE SCHOOL

AD OXON.

1953.

- D. A. O. Edward ⁽²⁾. Schol.,
University College.
R. W. Pethybridge ⁽⁵⁾. Schol.,
Worcester College.
B. R. Duckworth ⁽¹⁾. Exhib.,
Worcester College.

1954

- J. H. Owen ⁽²⁾. Hastings Schol.,
The Queen's College.

1955

- R. A. Owen ⁽¹⁾. Hastings Schol.,
The Queen's College.
P. M. Jackson ⁽¹⁾. Exhib.,
Exeter College.

AD CANTAB.

1953

- C. H. L. Davey ⁽¹⁾. Minor Schol.,
Emmanuel College.
G. C. Hinds ⁽²⁾. Exhib., Peter-
house.
E. M. Collis ⁽²⁾. Exhib., St.
Catharine's College.
N. R. Preston ⁽²⁾. Bishop Otway
Exhib., Christ's College.

1954

- D. M. Conway ⁽²⁾. Major Schol.,
Caius College.
N. J. B. Alexander ⁽³⁾. Minor
Schol., Emmanuel College.
S. H. Wood ⁽²⁾. Exhib., Peter-
house.

1955

- J. R. Reay ⁽⁵⁾. Minor Schol.,
Emmanuel College.
R. Arbuthnott ⁽⁵⁾. Exhibition,
Emmanuel College.
B. W. J. G. Wilson ⁽²⁾. Otway
Exhibition, Christ's College.

STATE SCHOLARSHIPS.

1953

- R. W. Pethybridge ⁽⁵⁾. H.M.
Drake ⁽⁴⁾.

1954

- B. J. Pyke ⁽⁴⁾. J. K. Winders ⁽⁴⁾.
D. M. Conway ⁽⁵⁾. S. H. Wood ⁽²⁾.
N. J. B. Alexander ⁽³⁾. J. H.
Owen ⁽²⁾.

Nos. ⁽¹⁾ History. ⁽²⁾ Classics. ⁽³⁾ Mathematics. ⁽⁴⁾ Natural Sciences.
⁽⁵⁾ Modern Languages. ⁽⁶⁾ English.

1955

- D. Dalrymple-Smith ⁽⁴⁾. R. A.
Owen ⁽¹⁾. J. R. Reay ⁽⁵⁾. C. J.
Mayfield ⁽³⁾.

TO THE SCHOOL 1955

Top Scholarship:

A. J. M. Bone.

Major Scholarship:

P. C. Watts.

Minor Scholarships:

J. C. Bell.

D. N. F. Ross.

R. McQ. Mackenzie (Music).

Exhibitions:

C. J. Heber Percy.

J. R. Veale.

P. D. Brown.

M. D. Badger (Sheriff).

G. H. Nelson (Wooler).

J. R. Shiffner (Travers Hart).

C. H. Vignoles (Music).

Then came the termly calendar, which I shall place below at the start of each term.

RUGBY FIXTURES				
DATE	OPPONENTS	GROUND	RESULT	
1955	1st XV		<i>For</i>	<i>Against</i>
Sat. Oct. 8	Waterloo R.U.F.C.	Home ..		
Sat. „ 15	Blackburn R.U.F.C.	Home ..		
Mon. „ 24	A. F. Dorward's XV	Home ..		
Sat. „ 29	ST. BEES	Away ..		
Sat. Nov. 5	ROSSALL	Away ..		
Sat. „ 12	AMPLEFORTH	Home ..		
Sat. „ 19	UPPINGHAM	Home ..		
Sat. „ 26	LORETTO	Away ..		
Mon. Dec. 19	Old Sedberghians	Home ..		
1956				
Sat. Feb. 4	Catterick Garrison "A"	Home ..		
Sat. „ 18	Vickers Armstrong	Home ..		
Tues. „ 28	Northern "A" R.U.F.C.	Home ..		
1955	2nd XV			
Sat. Oct. 15	Blackburn R.U.F.C. 2nd XV	Home ..		
Sat. „ 29	Barnard Castle	Away ..		
Wed. Nov. 2	Ampleforth 2nd XV	Away ..		
Tues. „ 15	Skipton G.S.	Away ..		
Sat. „ 19	Lancaster R.G.S.	Away ..		
1956				
Sat. Feb. 18	Vickers Armstrong	Home ..		
1955	3rd XV			
Sat. Oct. 15	Heversham G.S.	Away ..		
Sat. „ 22	Kendal G.S.	Home ..		
Sat. Nov. 5	Q.E.G.S. Kirkby Lonsdale	Home ..		
Sat. „ 19	Lancaster R.G.S.	Away ..		
Sat. „ 26	Balshaws G.S.	Away ..		
1955	Colts XV			
Sat. Oct. 22	St. Bees	Home ..		
Sat. Nov. 5	Rossall	Away ..		
Thurs. „ 10	Giggleswick	Home ..		
Sat. „ 26	Stonyhurst	Away ..		
Sat. Dec. 3	Lancaster R.G.S.	Home ..		

I comment on some aspects of this Calendar, for example the considerable emphasis on church services, particularly at the start and end of term, the important place of rugger and other sports. Comparing the calendar to those for the subsequent four years, about eighty percent was the same, though the entertainments and some other features changed. There was a very strong, repetitive, structure.

LUPTON HOUSE		P. J. S. Watson A. D. J. Mac- farlane		HART HOUSE	
U.VI.C.	Hardman	IIIb.	I. C. Campbell	U.VI.C.	*Mitford
	*Beeston		Pears	U.VI.M.	*Stanfield
	A. M. MERER		J. F. Oliver		N. V. Mitchell
U.VI.M.	†*T. W. Roberts	I.	A. Barnes		A. R. Ramsden
	†Hardwick		Hunter	CLIO	*Butt
	*Goodwin		(55)		Poskitt
CLIO.	†*Bland				Hutton-Wilson
	W. G. Simpson			M.L.VI.	PERCIVAL
	Hiley				†*J. R. Kelly
	*R. J. Valentine				†*Senior
Bio. VI.	Philp				†*Nicholson
	†MacRae				WORTERS
Gen. VI.	Dransfield				Owen
	Charleson			Bio. VI.	Trew
	Partridge			Gen. VI.	Sharp
L.VI.C.	J. W. A. Scott				Brown
	Howell				Maingay
	Addyman				R. B. Porteous
	Cuthertson				D. W. M. Simpson
L.VI.M.	Bedford			L.VI.C.	Lascalles
R.M.	R. D. Merer				C. M. A. Pearson
	Crabbie				J. D. Clark
Va.C.	Crow				Walton
Vb.C.	Chambers			L.VI.M.	Pybus
	Spring				†R. D. Sangwin
Va.M.	T. J. B. Vignoles				A. K. Williams
	Haithwaite			R.M.	Fraser
Vb.M.	Daly				Broadbent
	Catlin				Hand
	Beharrell				Hyde
	Brunner				Good
U.IV.C.	Martindale			Va.C.	Scales
	Jamieson				Heldaas
	*Badger			Vb.C.	E. M. Porteous
L.IV.C.	Bowles				Blachford
	Savory				Coldham
U.IV.M.	Tredwell			Va.M.	Espley
	Goodman				I. D. Sangwin
L.IV.M.	Harvey	L.IV.M.	Spilman		Machin
	Rouse		Cook		A. C. A. Smith
	Palin	IIIa.	Kitchin	Vb.M.	D. N. Scott
	Hassall		Crocker	U.IV.C.	G. D. Anderson
	*Rink	IIIb.	Mann		D. J. Williams
	Bromley		J. R. Sugden	L.IV.C.	Page
IIIa.	Fairbairn	II.	Bustard		T. J. Pearson
	Doogan		Hope		Pugh
	Moore	I.	Bagshaw	U.IV.M.	Graham
	*C. H. Vignoles		(60)		Leventhorpe

The house list was by class, and Lupton was printed on the same page as Hart House. The asterisk denoted scholar to the school, the tall cross symbol is a house prefect. In other lists, a double (vertical) cross means a member of the choir. A double (vertical) squiggle/ letter S is for service candidate.

THE FIRST YEAR: 1955-6

Winter Term 1955

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-30.

Sunday Evening Service 6-45.

SEPTEMBER

- Tues. - 20 Term begins. Master of the week: Mr. Coates.
Weds. - 21 Chapel at 9-0 a.m. Lock up 6-15 p.m.
Thurs. - 22
Fri. - 23 Early morning prep. begins.
Sat. - 24
S. - 25 16th Sunday after Trinity. Preacher: The Headmaster.
Mon. - 26 Master of the week: Mr. Taylor.
Tues. - 27 Brian Harrison Nature Study.
Weds. - 28 Weech History. Open and Junior.
Thurs. - 29
Fri. - 30

OCTOBER

- Sat. - 1 Greek Prose.
S. - 2 17th Sunday after Trinity.
Preacher: The Rev. A. T. I. Boggis.
Mon. - 3 Master of the week: Mr. Mawby. Comers and Leavers lists to Headmaster.
Tues. - 4
Weds. - 5 Addresses to Confirmandi begin (8-40).
Thurs. - 6
Fri. - 7
Sat. - 8 First Fortnight's Orders. 1st XV. v. Waterloo Schools XV. Debating Society.
S. - 9 18th Sunday after Trinity. Preacher: C. H. Evans, Esq., Headmaster of Merchiston Castle School.
Mon. - 10 Master of the week: Mr. Boggis.
School Inspection by H.M. Inspectorate.
Tues. - 11 Heppenstall English Essay. Open and Junior.
Wed. - 12
Thurs. - 13 Forum Society.
Fri. - 14 Civics at 8-0 p.m.
Sat. - 15 VIth Form Reports. 1st XV. and 2nd XV. v. Blackburn R.U.F.C. (H). 3rd XV. v. Heversham G.S. (A).
S. - 16 19th Sunday after Trinity. Preacher: The Rev. A. G. Hardie, Rector of Hexham.
Mon. - 17 Master of the week: Mr. Hammer.
Tues. - 18 Field Day.
Wed. - 19
Thurs. - 20
Fri. - 21 Civics at 8-0 p.m.

- Sat. 22 2nd Fortnight's Orders. 3rd XV. v. Kendal G.S. (H).
Colts XV. v. St. Bees (H). Film.
- S. 23 20th Sunday after Trinity. Holy Communion at 8-15 and
at noon. Preacher: The Rev. G. P. Wedgwood.
- Mon. 24 Master of the week: Mr. Gairdner. 1st XV. v. A. F.
Dorward's XV. (H).
- Tues. 25
- Wed. 26 Shea General Knowledge.
- Thurs. 27
- Fri. 28 Forum Society.
- Sat. 29 1st XV. v. St. Bees (A). 2nd XV. v. Barnard Castle (A).
- S. 30 21st Sunday after Trinity. Preacher: The Rev.
S. P. Meadows, Vicar of Salford.
- Mon. 31 Master of the week: Mr. Pentney. Lock up 5-45 p.m.

NOVEMBER

- Tues. 1 All Saint's Day. Holy Communion, 7-30 a.m.
- Wed. 2 2nd XV. v. Ampleforth (A).
- Thurs. 3 Recitation Prize.
- Fri. 4 Civics at 8-0 p.m.
- Sat. 5 3rd Fortnight's Orders. 1st XV. v. Rossall (A). 3rd XV. v.
Q.E.G.S. (H). Colts XV. v. Rossall (A).
- S. 6 22nd Sunday after Trinity. Remembrance Sunday, Service
at 10-55 a.m. Preacher: The Rev. Howard Rose,
Rector of St. Martin's, Windermere.
- Mon. 7 Master of the week: Mr. Long. Common Entrance Exam.
- Tues. 8 Common Entrance Exam.
- Wed. 9
- Thurs. 10 Colts XV. v. Giggleswick (H).
- Fri. 11 Civics at 8-0 p.m.
- Sat. 12 VIth Form Reports. 1st XV. v. Ampleforth (H).
Debating Society.
- S. 13 23rd Sunday after Trinity. Preacher: The Rev. D. A. Thomas.
- Mon. 14 Master of the week: Mr. Morgan.
- Tues. 15 2nd XV. v. Skipton G.S. (A).
- Wed. 16 Lower School Geography Prize.
- Thurs. 17 Certificate A, Part I.
- Fri. 18 Film.
- Sat. 19 4th Fortnight's Orders. 1st XV. v. Uppingham (H).
2nd XV. v. Lancaster R.G.S. (A). 3rd XV. v. Lancaster
R.G.S. (A).
- S. 20 Last Sunday after Trinity. Preacher: Rev. G. P. Wedg-
wood.
- Mon. 21 Master of the week: Mr. Strahan. Lock up 5-15 p.m.
- Tues. 22
- Wed. 23
- Thurs. 24
- Fri. 25

Sat. ~~26~~ 1st XV. v. Loretto (A). 3rd XV. v. Balshaw's G.S. (A).
Colts XV. v. Stonyhurst (A).
S. ~~27~~ Advent Sunday. Holy Communion at 8-15 a.m. and at noon.
Confirmation Service.
Mon. ~~28~~ Master of the week: Mr. Alban.
Tues. ~~29~~ Certificate A, Part II.
Wed. ~~30~~

DECEMBER

Thurs. ~~1~~ First Round House Matches. O Examination begins.
Fri. 2
Sat. 3 5th Fortnight's Orders. Colts XV. v. Lancaster R.G.S. (H).
S. 4 2nd Sunday in Advent. Admission to the Church of Scotland
by the Rev. M. E. Macdonald, Minister of St. George's
West, Edinburgh.
Mon. 5 Master of the week: Mr. Durran.
Tues. 6 Reports to Common Room. Junior fives: first round.
Wed. 7
Thurs. 8
Fri. 9 Last day for Tradesmen's Orders. Junior fives: second round.
Sat. 10 Reports for Housemasters, 6 p.m.
Debating Society.
S. 11 3rd Sunday in Advent. Preacher: The Rev. A. T. I. Boggis.
Mon. 12 Master of the week: Mr. Robinson. Reports to Headmaster
8 p.m.
Tues. 13 School Examinations begin. House Match Semi-Finals.
Wed. 14 Junior fives: final.
Thurs. 15
Fri. 16 O Examination ends. Forum Society.
Sat. 17 Final Orders to Headmaster by 10 a.m. House Match Final.
S. 18 4th Sunday in Advent. Carol Service. Preacher: The
Headmaster.
Mon. 19 Master of the week: Mr. Mills. Concert at 8 p.m. End of
Term Service at 9-30 p.m. 1st XV. v. O.S.S. (H).
Tues. 20 Term ends.

Next term begins on
Tuesday, January 17th, and ends on Tuesday March 27th.

Letters to parents

Sunday 25 Sep 1955 Sedbergh

Dear Mummy and Daddy,

Everything is going fine. The only thing is could you send my Geom[etry] set it [is] either in the middle drawer of my fishing table or in the drawer of the little table by my bed or could your bring it down with the kilt. I am in 3a. So far it is pretty easy touch wood and the french is very easy but the maths is not so easy (I am in Roe the top set in the lower school.) By the way the school doctor is married to the sister of Andrew's wife (Elliot's) and he knows Uncle Alan and the Elliots well and he wants to

meet you. The only thing here is that you have to learn things called Dayroom papers including about 100 verses of poetry (Floruit Sedberghia and Winder) and also all the colours of the house teams all prefects all studdies all the masters and addresses in fact everything and then we get tested after two weeks and if we fail!! But we do not have to fag for another nine days, thank goodness. The boys are jolly decent. Well that's all for now be seeing you sometime.

Lots of love, Alan

(I haven't started rugger yet)

(But I played some yard soccer)

P.T.O.

P.S. There was a junior house team against Hart House I played Wing forward (I have never played there before) but we won 16-3

10 Oct 1955 Sedbergh

Dear Mummy and Daddy,

Thank your for your letter. When I got back after that tremendous drive I found I had missed supper anyhow, but as I had had a good tea it didn't matter and it was lucky I was back because it was chapel. The day room test was easy, I was only asked about seven questions of which I got about five right. I am sorry I have not written but on Wednesday when I was playing rugger I was hit on the head by somebody's knee just a usual knock but our matron happened to be watching and she hauled me and another boy who had been kicked in the stomach and sent us up to the hospital where I was inspected and I thought I would be sent back but no I was kept in bed until after lunch next day and then I was sent back and I did not do prep and I had an early bed. I have swum twice lately once on Saturday instead of P.T. And about an hour ago in a house bathe. Because of the inspectors the half holiday that is usually on Teusday is today and the half on Thursday to Friday so we have Teusday, Wednesday, Thursday are whole school days. The only nuisance here is that instead of letter writing I have to sing in choir so that my letters will have to be written on Thursday or Teusday. I have continued to write this and I am afraid it is very late but I hope its length will a bit make up for it. I played in another 'Colts B' team but so were ninety other people and so it did not mean much. I am not personal fagging for any prefect but I am doing Junior Dayroom which means moving everything and sweeping the cracks until every speck of dust has been cleaned up. Field day is on next Teusday and that should be good fun if it is a good day. After morning lessons you take a pack lunch out on the fells like on Sunday and you go out untill six or if you are in corps you have a battle. Last Sunday another boy and me took pack lunches and walked up to Boar fell wich is about five and a half miles away because there are some tarns there but we got within about half a mile of them but we had to turn back. But it was a nice walk. This Sunday I think I will probably take a pack lunch out and a rod and fish in the little becks for trout or if the Lune is up try spinning for salmon. But it is not much good at the moment excuse this untidy writing but I never can write on unlined paper. I have had lots of inspectors but the work has carried on the same. The Messiah is getting on I think it is going to be quite good. I met a man who knows Richard and was at Forres when I was there but I am not sure of his name. Also I have met Mr Gairdner whose son is at the Dragon. Well I think that is about all except that Mr Marriot is back.

Lots of love for now, Alan

P.S. That was a jolly dee cake.

P.P.S. that is not a hint as I still have a bit left and all the other cake and all the tins and some sweets. Anyhow I can buy it at the school tuck shop if I want it.

P.P.P.S. 65 lines not bad for me [the 65 is double underlined]

It is worth making a few comments on this early letter.

The 'tremendous drive' (to have my kilt adjusted at Field Head occurred the previous Sunday 2nd October and is mentioned in my grandfather's diary. I obviously

passed my initiation tests easily. I cannot remember the rugger injury, though I was in hospital several times for similar injuries.

The reference to the inspectors was to the school inspection which took place in 1955. It is strange that I am still spelling Teusday wrongly. The writing is very tidy, though there are some crossings through. I have the programme of the Messiah - I sang in it and enjoyed it greatly - my first encounter with Handel. The man I met at a religious camp (Forres) was, from my grand-father's diary, Coates. 'Jolly dee' was slang - short for 'jolly decent' - my mother and grandmother used to send me back with fruit cakes for my tuck box - I remember eating them slowly to make them last.

[Friday] 4 Nov 1955 Sedbergh

Dear Mummy and Daddy,

I hope this reaches you in good health. I am afraid there is not much to say in four days. Thank you very much indeed for the jolly D fishing book. I have learnt tons from it. I arrived in plenty of time on Sunday. Monday morning was cold but fine and I hoped there would be an extra half but of course it clouded over. There was a musical society practice on Monday Evening these are jolly good fun and I hope the Messiah will be good. Three boys got beaten this morning and I think they deserved it as they were talking most of the night. I received a letter from Richard this morning and he wanted to know thousands of things about the school such as who is my form master and what runs I have been on. On Teusday I was time fagging in the dormitory or Annex (Footer view). All the new boys have to see the headmaster for a short interview and I went on Teusday. He is a very nice man. We chatted about various things such as what were my ambitions what place was I in my form etc. Then he asked me where I lived and it turned out that his grandfather owned that big house up on the hillside above Esthwaite and beneath all those tarns. And I found out he is a keen fisherman and that he had fished in those tarns. He said that in that medium sized one that Daddy and I went up to see and which had a small island and was dammed up at one end he had caught thousands. But he said that big [one] which Daddy said would be very good, once had thousands in and you could pull really decent ones out such as two pounders but it went to seed and when all the water was let out they found only a couple of very big fish. I hope you get my next letter soon. Lots of love, Alan

A few notes can be made on this letter. Curiously it has the same date as the next letter - and must have been written around the same time. I think it was written before the other as it refers to the outing on the week-end to see my parents, who left Field Head for India on Monday 31st October.

It is addressed by my mother to Mr and Mrs D.K.Macfarlane, Passengers S.S. Strathaird, c/ P. & O. Agents, Port Said, Egypt' with instruction 'Please deliver on board'. It is date stamped Port Said on 8th November

The reference to the fishing book was probably to their good-bye present.

I was fortunate to have overlapping interests with Headmaster Thornley, who always treated me well.

[Friday] 4 Nov 1955 Sedbergh

Dear Mummy and Daddy,

What was the journey like down the Red sea? Only one more hop and then a short journey by plane and you will be back at the old bungalow at Cheribeo [note reversed 'd!']. Now for some more news. Only Wednesday's and Thursday's. On Wednesday it was pretty awfull weather poring down with rain in squalls and icy cold wind blowing through everything. In the afternoon there was the worst rugger game I have ever played in. To begin with they had a very good team. Secondly (and by far the worst) the weather was simply frightful after ten minutes I was soaked through and I couldn't

feel my hands. All through the game they were aching like mad (when I could feel them) and every time I picked the ball up I did not know if I still had it if I looked up. At the end I couldn't move my hands and I would probably have perished of cold if I had stayed outside to take my boots off. So I followed the example of everyone else and took them off in the passage. And suddenly one of the prefects gave all 13 of us 2 maps each. On Thursday in the afternoon there was another game of rugger. This time a house game (all people in Lupton) it was jolly good fun as I was playing centre and our fly half was very good and so I got quite a lot of passes. One of our boys (that clot Watson who is always getting maps) will probably be beaten for having five-changing room offences.

The watch is going fine thank you.

Lots of love, Alan

*

From time to time my progress through the school was reflected in the Old Boy's Notes in my preparatory school magazine, the *Draconian*. This sometimes captures something about what I picked out as significant in a term. My first term is minimally recorded, referring to something I had forgotten, that I had played for a very junior rugger team.

'Macfarlane played for the Paperweights in their one match of the season'
(*Draconian*, Christmas 1955)

*

An overview of each term is provided by the termly report. We would have minor reports every fortnight, but unlike the Dragon School these were not sent to our parents and I only occasionally note my place in form from these. But each term we received the full report, with additional comments by House Master and Head Master. I have a complete set of these and I will place them at the end of each term.

Sedbergh School.

Winter Term, 1955

Name A.D.J. Macfarlane

House Lupton Age 14.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
III. A.	14.5	20	14	6

Height.	Weight.	Girth.	
4' 10 ³ / ₄	6.7 ¹ / ₂	32.	Commencing Term.
4' 11	6.9 ¹ / ₄	33.	Ending Term.

FORM SUBJECTS.

Divinity Good. *He has worked steadily and conscientiously and made good progress. Alfred.*

Latin 4th. Steady work.

English 5 *A good sound term's progress. There is something remarkably sane and solid about his written work. Alfred.*

Geography 15 Only satisfactory. Alfred

History 5 *His written work is careful and his comments in form intelligent. Alfred.*

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	<u>4.</u>	<u>18.</u>	<u>8.</u>	<i>very weak; there has been little progress, <u>Alfred</u>.</i>
FRENCH	<u>6</u>	<u>21</u>	<u>5</u>	<i>A good term's work. <u>Alfred</u>.</i>
GREEK or GERMAN				
LATIN HISTORY GEOGRAPHY				

MUSIC

ART *A meticulous worker of some abilities. Alfred.*

HOUSEMASTER *A very good start. He looks likely to uphold the family tradition all right. Alfred.*

HEADMASTER

A very encouraging beginning. Alfred.

Next term begins on 17. Jan. 1956

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Lent Term 1956

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-30.

Sunday Evening Service 6-45.

Saints' Days: Holy Communion in the Parish Church 7-30 a.m.

JANUARY

- Tues. 17 Term Begins. Master of the week: Mr. Mills.
Wed. 18 Chapel at 9-0 a.m.
Thurs. 19 Lock up 5-15 p.m.
Fri. 20
Sat. 21 Debating Society.
S. 22 Third Sunday after Epiphany. Preacher: The Headmaster.
Mon. 23 Master of the week: Mr. MacDougall.
Tues. 24
Wed. 25 Conversion of St. Paul.
Thurs. 26
Fri. 27 Civics at 8-0 p.m. J. H. Brausire, Esq. on "Marketing."
Sat. 28 First Fortnight's Orders.
S. 29 Septuagesima. Preacher: The Rev. G. P. Wedgwood.
Mon. 30 Master of the week: Mr. Wedgwood. Comers and Leavers
lists to the Headmaster.
Tues. 31 Latin Prose Prize.

FEBRUARY

- Wed. 1
Thurs. 2 Purification of St. Mary.
Fri. 3 Wakefield French Prizes.
Sat. 4 VIth Form Reports. Lock up 5-45 p.m. 1st XV. v.
Catterick Garrison (H). Film.
S. 5 Sexagesima. Preacher: The Rev. H. W. Mycroft, Vicar of
Kirkby Stephen.
Mon. 6 Master of the week: Mr. Reynell.
Tues. 7 VIth Form Literature Prize.
Wed. 8
Thurs. 9
Fri. 10
Sat. 11 2nd Fortnight's Orders.
S. 12 Quinquagesima. Preacher: The Rev. L. du Toit, Vicar of
St. Mary's, Windermere.
Mon. 13 Master of the week: Mr. Dawe.

Tues.	14	Greek Verse Prize.
Wed.	15	Ash Wednesday. Holy Communion at 7-30 a.m. Service in the Chapel at 9-0 a.m.
Thurs.	16	Piano Recital by Colin Horsley at 8-0 p.m.
Fri.	17	Rankin Shakespeare.
Sat.	18	Debating Society. 1st XV. and 2nd XV. v. Vickers Armstrong (H).
S.	19	First Sunday in Lent. Preacher: The Rev. A. T. I. Boggis.
Mon.	20	Master of the week: Mr. Coates.
Tues.	21	
Wed.	22	Danson Science Prize. Voluntary Service 8-40 p.m.
Thurs.	23	
Fri.	24	St. Matthias.
Sat.	25	3rd Fortnight's Orders. Film.
S.	26	Second Sunday in Lent. Preacher: The Rev. G. P. Wedgwood.
Mon.	27	Master of the week: Mr. Braham. Evans Divinity Prize, VIth Forms. Common Entrance Examination.
Tues.	28	Common Entrance Examination. 1st XV. v Northern R.U.F.C. (H).
Wed.	29	Voluntary service 8-40 p.m.

MARCH

Thurs.	1	Senior fives: first round.
Fri.	2	Boxing Competition: 1st rounds.
Sat.	3	VIth Form Reports. Boxing Competition: 1st rounds. Staff Play: "You Never Can Tell," at 7-15 p.m.
S.	4	Third Sunday in Lent. Preacher: The Right Rev. the Lord Bishop of Edinburgh.
Mon.	5	Master of the week: Mr. Taylor. Senior fives: semi-final.
Tues.	6	Civics at 8-0 p.m. T. B. Mitford, Esq. on "Modern Cyprus."
Wed.	7	Senior fives: final. Voluntary service: 8-40 p.m.
Thurs.	8	Field Day.
Fri.	9	Boxing Competition: semi-finals.
Sat.	10	4th Fortnight's Orders. Boxing Competition: semi-finals. Sedgwick Society Lecture: Dr. Owen.
S.	11	Fourth Sunday in Lent. Preacher: The Rev. A. T. I. Boggis. Concert by Huddersfield Youth Orchestra. Sedgwick Society Geological Expedition.
Mon.	12	Master of the week: Mr. Mawby.
Tues.	13	Reports to Form Masters.
Wed.	14	Voluntary service 8-40 p.m.
Thurs.	15	Reports to Common Room. Certificate A Part I.

Fri.	16	Last Day for Tradesmen's Orders.
Sat.	17	Reports for Housemasters 6-0 p.m. Boxing Competition: finals. Debating Society.
S.	18	Passion Sunday. Preacher: The Very Rev. the Dean of Christ Church, Oxford.
Mon.	19	Master of the week: Mr. Hammer. Reports to Headmaster 8-0 p.m.
Tues.	20	The Wilson Run. Concert at 8-0 p.m.
Wed.	21	The Three Mile.
Thurs.	22	Certificate A Part II.
Fri.	23	5th Fortnight's Orders.
Sat.	24	Final Orders to Headmaster by 10 a.m. Instrumenta Competitions 7-30 p.m.
S.	25	Palm Sunday. Preacher: The Headmaster.
Mon.	26	Master of the week: Mr. Gairdner. Singing Competitions 7-30 p.m. End of Term Service at 9-30 p.m.
Tues.	27	Terms ends.

*Next term begins on
Tuesday, May 1st, and ends on Tuesday, July 31st.*

Diary for Lent 1956

This is one of the two Lent Terms when I kept a daily diary at school. It gives a succinct picture of my second term at the school, one which was in some ways the coldest and bleakest of my time at Sedbergh.

January

Tuesday 17: Came back to school. 4 new boys. Brought back by Doogan

Wednesday 18: Was weighed 6st 12 and a half lb, 5 ft high
Had one lesson, am 5th in form. Went for a walk in X hour round over plank bridge. Got hit in the eye by a ping pong ball

Thursday 19: Went into the sickroom for the evening as I had a headache. We played yard in the yard which was 1" deep in snow. A bit of sledging.

Friday: 20: I was on light ex unchanged. We had music which was very funny. Rained all day. ['Light ex unchanged' presumably means that after the headache the night before, I was on light exercise which was not to involve changing into sports clothes.]

Saturday 21: Played yard. Got very cold. Have got a cold. Their was the first game of rugger today. It poured all day.
[1st fort 4th - presumably my place after the first fortnight - though this is a little early.]

Sunday 22: Had a good service. Still got my cold. Some boys climbed the fells and found thick ice on a tarn. [Mentioned in a letter to parents]

Monday 23: My cold was very bad this morning, but it is a bit better.
There was a match V Evans which we won 14-0. Third league.

Tuesday 24: Was tried for the quartet. Managed to get in as a treble. There was some snow. I went up higher winder in snow 2" on top.

Wednesday 25: Went sledging on house sledge. Although it was a crock and a bit decrepid. It was jolly good fun.
Savory went into the san with flu.

Thursday 26 Jan: I(t) rained hard in the night so that most of the ice melted and so I had to go on a very slippery run. 3 more in San (about 30 in school)

Friday 27: Played a 3rd league match won 20-0. I scored one try. Quite a few more people got flu. Am listening to "Take it from here" while I am writing this.

Saturday 28: Played rugger quite a good Junior game. Got another 3 maps - Vignoles who is saintly got beaten. Am going out with Bromley. Fives practice utter phrase

Sunday 29: There was a horrible smog.
Went out with Bromley. Had very nice tea.
Not bad sermon about Paul

Monday 30: There were 4 more flu cases after smog last night. Went on House run. It was Ingmire - pretty awfull.

Tuesday 31: Very cold wind. Horrible run. Scabbed one bit [Scab, school slang for avoiding]

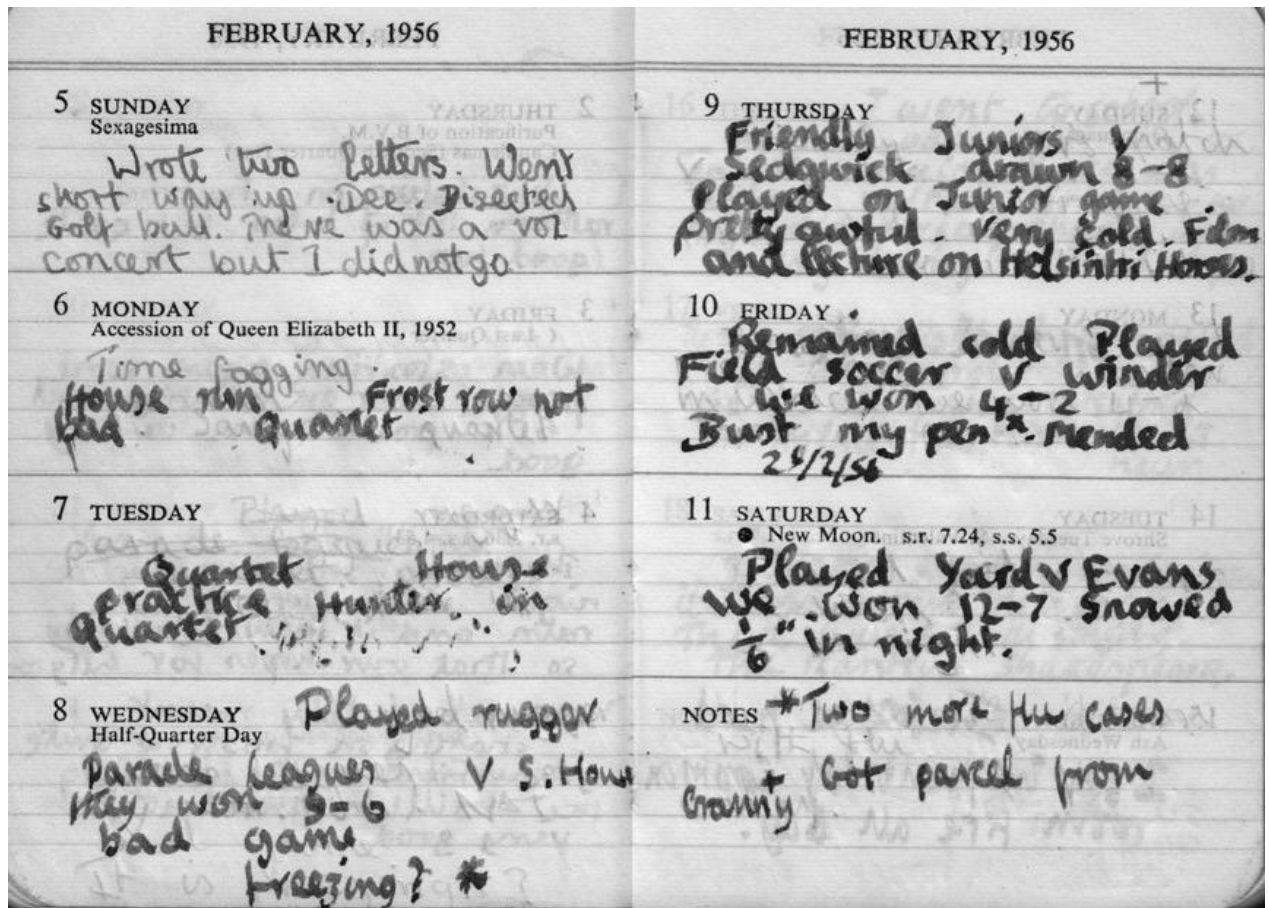
February

Wednesday 1: Still cold. Snowed in night, a bit of sledging.

Thursday 2: Went skating on Frostrow, rather a lot of holes but quite good fun.

Friday 3: Went skating again some people went on skating pond but Frostrow was very good

Saturday 4: There was snow in the night which turned to rain and it thawed all day so that our hopes for Lilymere absolutely went - skating on Frostrow quite good. Film in the evening the "Million pound note". Very good



Sunday 12 - blank

Monday 13: Snowed quite a bit. House run not too bad. Have got a card [see next day - St Valentine's]

Tuesday 14: Went into Sick room for a night

Wednesday 15: It froze hard. I sat in front of Common room fire all day.

Thursday 16: I went to school but I was not on ex.
In the evening there was a piano recital lasting two and a half hours by Colin Horsely and it was very boring but I did not go.

Friday 17: Extra half I just strolled up Dee about 2 miles. Some boys went skating on Holme Fell tarn. V.G. I hear.

Saturday 18: I went skating on Frostrow it was a terrible surface. There was French singing. The Rankin Shakespeare. Was 1st in form.

Sunday 19: Sledging on Holme fell tarn. V.G.

Monday 20: Snowed 1 and a half inches in night and day. Went round Straight bridge. Some people were sledging.

Tuesday 21: snowed all day
Quartet practice

Rag Ex Drifts 4' deep on Western H. ['Rag Ex' meant 'Ragging Exercise', in other words not a normal run, but battles with snowballs etc.]

Wednesday 22: Another Rag Ex, Eastern ft.
J. Dayroom v S. Dayroom. Good fun
Cuthbertson house prefect

Thursday 23: Went sledding. Not bad. Cleared yard

Friday 24: House run 'Slacks'. Not too bad 31 mins.

Saturday 25: Film 'Dial M for Murder' V.G.
Played yard
'Snowballing. Rubbing people in Snow'.
3rd Fortnights order = 3rd

Monday 27: Played yard. Juniors abandoned.
Had to take sheet of places in form to H.M. I heard I had won Rankin Shakespeare.

Tuesday 28: Played yard. It rained most of the day.

Wednesday 29: I helped shift scenes for the masters play. I went up to town but fishing season starts 16th. Rained and blew V.H.
['Leave off Ex A.Macfarlane' - Loose inside diary: a tiny scrap of paper signed in red ink 'CPM']

March

Thursday 1: Senior Fives v Winder. We won by 8 points. Played yard in pouring rain with Seniors we won 8-7. Ex was Cautley. Got parcel from Granny reel and flies.
We were allowed to go round 10 mile

Friday 2: Watched Boxing first round. Then went round Eastern ft. Had letter from granny.

Saturday 3: Went to staff play 'You never can tell'. It was very good.¹

Sunday 4: Went round ten in 1 hr 50 not too bad [Also in letter to parents]

Monday 5: Extra half.
I went up Clough to Danny bridge.
Weighing and measuring. 5 ft cheers! I weigh 7 st.

Tuesd 6: Went round 3 mile gate in 56. Three mile training began.

Wednesday 7: Played yard - a very good game but with new pill. Quartet abandoned²

¹ The *Sedberghian* gives a detailed account of the play. I shall just quote the first paragraph. 'This play sees Shaw at his most lighthearted. It is an easy frolic, a little dated, perhaps inconsequential; for these very reasons it needs competent actors and a lively, sustained pace to become good theatre. The Sedbergh School Dramatic Society gave it the essential vitality and enthusiasm which attributes most professional companies would give their souls for; these qualities carried them through with flying colours.'

² *Luptonian*, Spring: 'Mr Boggis has been experimenting with various new kinds of yard ball to replace the old type, which is exorbitantly expensive. We received for "testing to

Thursday 8: Field Day

I went up to Hebblethwaite fishing.

Lecture on Kanchenjunga with slides. V.G.I.

Left my reel behind

Friday 9: Went up Winder in 30 mins. Very nice day but not extra half. Yard ball bust.

Monday 12: I was 1st in fortnight. Went round ex Frostrow. Lovely day should have been extra.

Tuesday 13: Went on fells as it is off day retrieved my reel from Hebblethwaite. Barnes did 10 in 1 hr 33 not bad.

Wednesday 14: Played yard v Winder beat them 9-5.

French test out of 50

Went to Father Horner's address.

The organ worked

Thursday 15: Went round ex.

'Higher Winder Nab'. Horrible day the wheather has clouded over.

Friday 16: Fishing season starts it snowed a bit!

Played yard V Winder.

We beat them 13-3. Three mile trials.

Saturday 17: Boxing finals, played yard

Notes: I am 1st on Report order

Sunday 18: Went out with Bromley for Lunch and Tea.

Monday 19: Kicked rugger ball about. Had history in Library

Tuesday 20: Ten mile

W 1st Tyler 1.13.16

H 2nd Senior 1.16.17

S.H. 3rd Jonston 1.17.10

L. 4th Philp 1.17.59

Ten mile concert

Wednesday 21:

3 Mile

1 Hardy

2 Barnes

3 Cameron.

Thursday 22: I played touch rugger in the yard - not bad but a bit of quarreling. Pouring rain.

destruction" a red bladderless plastic spheroid, semi-transparent, and extremely light. It found great favour; it was predictable, easy to head, to kick, and to control; and yard rapidly became very popular. Unfortunately, it punctured after only five days' use.'

Friday 23: Extra half. Went fishing a bit up Dee but did not catch anything. Bought license 12/6

Saturday 24: Ten mile relay. I had to run from Lily pond to 1 mile stone on Danny road.

'Handed from Daly to 1 mile post'

Time 1 hr 4.25 secs. Instrumental prize S.H. won

Notes: 5th fort order 3rd

Term Order: 1st

Monday 26: Have moved up to L IV C. Am 2nd Head of J. Dayroom

Letters to parents

[Sunday] 22 Jan Sedbergh

Dear Mummy and Daddy,

I am so sorry I only wrote twice in the holidays but I will make up for it this term. As you probably realised I am back at school, I was very kindly brought back on Teusday by Mike Doogan. We then helped each other to carry our trunks to our dorms. By the way I have moved up one dorm with all the chaps I was with last term. There were four new boys this term and they look quite decent. On Wednesday morning we first of all had the beginning of term service in the chapel (it was the first time the chapel had been used for about a year). After the service, Mr Regan the master in charge of the choir asked if any one thought their voice was breaking and about six people said so, so he gave us a test and then told us to give our voices a rest for a term or two. So now I am not in the choir. But the only trouble is that Lupton hasn't got any trebles in the house but there is inter house singing competition in which each house enters a quartet with one treble so I don't know what we are going to do. On Thursday we woke up to find about half an inch of snow on the ground. So in the afternoon we could either go sledging or play yard football. Actually I played yard as it had thawed all day so I thought it would be slush, but I heard it was quite good. In the evening I developed a headache and I felt a bit sick so I went to the sickroom for the evening and had a nice long sleep so that next morning felt perfectly alright. Next day (Friday) nothing much happened except that we had music (which is a lesson in the art of sight music reading) and was very funny as we had a new master who could not keep control. On Saturday there was the first game of rugger this term but it was a pretty senior game so I didn't play but I played yard again. Worst luck I have got a cold but I hope it will soon wear off. I have gone up 4 lb over the christmas hols and I have grown a quarter of an inch.

4 March Sedbergh

Dear Mummy and Daddy,

Thank you very much for your letter and the photographs, a pity there was not a reel or something in the picture of the fish to give their size. The main event of the week has been the masters play which they performed on Saturday Evening. The acting was very good indeed and the whole play was very funny and enjoyable it was 'You never can tell' by Bernard Shaw. The ten mile course has now been opened and we are allowed to go round when we like but it has got to be a reasonable time and we have got to go round it! So that I think I am going to trot round it this afternoon. Two other things also started this afternoon one of them was the Senior Fives first round which we won by a narrow margin against Winder house, and the other thing was the first round of the boxing competition. Our hope is a boy who is in the 1st XV and will be on 1st XI was beaten by a boy in our form! The other boy who is in our house and has boxed, so far was also beaten. By the way by some fluke I have won the "Junior Rankin Shakespeare" prize and another boy in our house came second. On Thursday I played yard with some Senior studies we won 8-7. Last week I went down in the form order from 1st to 3rd but as I should be 5th I am still alright.

Lots of love, Alan

P.S. Because the inhabitants are a bit mad and think they are in Scotland the fishing season starts on the 16th when according to my diary it should start on the 1st in England.

[Sunday] 18 Mar Sedbergh

Dear Mummy and Daddy,

I hope all is well out there, only 9 more days untill the end of term. On next Tuesday there is the ten and on Wednesday the three is being run so that it ought to be quite an interesting week. Last week to begin with the weather was beautiful and on Tuesday it was an off day and anyone who wanted to could go on the fells except the three and ten milers. But on Thursday it clouded over and on Friday it snowed! Today I am being taken out by the same boy who took me out last time Bromley and I am going out with him for lunch and tea. Mr Coates one of the masters has very kindly agreed to take me down to Iwerne on the 10th and I will be brought back up again by Uncle Richard which will be good fun. By the way do you think it is best to go modern or classical? as there is a vague chance that I might move up as by some fluke I am 1st on Report order (the first four fortnights) but there is still another week to go! Yesterday was the boxing finals but I did not watch it as I was playing yard but I hear it was very good. On Wednesday and Friday our Junior Yard team played Winder House but they were not much good and we beat them 9-5 13-3. On the back is an attempted map of Sedbergh so that when in future I mention some queer name like Cautley you will know where it is. Lots of love Alan

P.S. We got 4th in Ten. Tyler did 3 mins off record more news next week.³

*

Macfarlane was the only one of us to achieve academic success. He won the Lower School Rankin Shakespeare Prize, but otherwise has no claim to fame.

(Draconian, Easter 1956)

*

The end of term report for this term, a particularly important one since I ended up first in the class and was moved up from the lower school to the middle school, thus leaping a year ahead, is as follows.

³ On the back - the coloured map of Sedbergh and surroundings, showing the course of the Ten Mile, Three Mile and the main rivers and mountains, as reproduced on the cover of this book.

Sedbergh School.

Lent Term, 1956 Name A.D.J. Macfarlane
House Lupton Age 14.3.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
III.A.	14.6	22	5	1

Height.	Weight.	Girth.	
4'11 3/4	6.12 1/2	33 1/2	Commencing Term.
5' 1/4	7.0	34	Ending Term.

FORM SUBJECTS.

Divinity Good. Admirable all-round progress.
Latin and. Good all-round progress. (Always)
Geography 6 A great improvement on last term. (Always)
English 2 A very good term. His written work now has a pleasing maturity about it. (Always)
History 1 Very good work indeed. (Always)

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	P.	18.	4.	Very good progress: he works well & neatly G.D.L.
FRENCH	5	19	6	Good - works well H.H.T.
GREEK or GERMAN				
LATIN HISTORY GEOGRAPHY				

MUSIC

ART

HOUSEMASTER An excellent effort. Well done!

CPM

HEADMASTER

This makes very good reading - it has been a jolly good term.
Amc

Next term begins on 1. May. 1956

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Summer Term 1956

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-30.

Sunday Evening Service 6-45.

Saints' Days: Holy Communion in the Parish Church 7-30 a.m.

MAY.

Tues.	1	Term Begins. Master of the week: Mr. Gairdner.
Wed.	2	Chapel at 9-0 a.m.
Thurs.	3	
Fri.	4	
Sat.	5	
S.	6	Rogation Sunday. Preacher: The Headmaster.
Mon.	7	Master of the week: Mr. Pentney.
Tues.	8	
Wed.	9	
Thurs.	10	Ascension Day. Holy Communion at 7-30 a.m. Chapel at 9-0 a.m.
Fri.	11	Sterling Verse Prize. Latin Verse Prize.
Sat.	12	
S.	13	Sunday after Ascension. Morning Service 11-0 a.m. Preacher: The Very Rev. J. G. Tiarks, Provost of Bradford.
Mon.	14	Master of the week: Mr. Long. Comers and Leavers lists to the Headmaster.
Tues.	15	
Wed.	16	
Thurs.	17	
Fri.	18	Civics at 8-15 p.m. Basil Taylor, Esq., on "Art Criticism and the Historian."
Sat.	19	First Fortnight's Orders.
S.	20	Whitsunday. Holy Communion at 8-15 a.m. and at noon. Preacher: The Rev. A. T. I. Boggis.
Mon.	21	Master of the week: Mr. Morgan. Visit of Bradford Club.
Tues.	22	Hope Sedbergh Knowledge Prize for Middle School.
Wed.	23	Wakefield German Prize.
Thurs.	24	Sedgwick Mathematical Prize.
Fri.	25	Civics at 8-15 p.m. Sir Harry Pilkington on "Britain's Economic Position and Future." 1st XI v. The Masters.
Sat.	26	Shooting VIII. Altcar Meeting. Tennis v. Gargrave. VIth Form Reports.
S.	27	Trinity Sunday. Preacher: The Rev. G. P. Wedgwood.
Mon.	28	Master of the week: Mr. Strahan.
Tues.	29	1st XI v. Catterick Garrison.
Wed.	30	
Thurs.	31	Drill Cup.

JUNE.

Fri.	1	Civics at 8-15 p.m. George Woodcock, Esq., C.B.E. on "Trade Unions To-day."
Sat.	2	2nd Fortnight's Orders. 1st XI v. Durham. Tennis v. Netherfield. Swimming v. Lancaster R.G.S. (away) Film.

S.	3	First Sunday after Trinity. Preacher: The Very Rev. Charles L. Warr, Dean of the Thistle.
Mon.	4	Master of the week: Mr. Alban. Evans Divinity Prize, Vths, IVths, and L.S.
Tues.	5	Scholarship Examination. Colts XI. v. Giggleswick (A)
Wed.	6	Scholarship Examination.
Thurs.	7	R.S.C.M. Festival Service, Cathedral.
Fri.	8	
Sat.	9	1st XI v. Rossall. 2nd XI, Colts XI v. Rossall (A). 3rd XI v. Kendal G.S. 1st XI Shooting VIII v. Rossall (A). Tennis v. East Lancs. Swimming v. Rossall.
S.	10	Second Sunday after Trinity. Morning Service 11.0 a.m. Preacher: The Rev. Father Nicholas Graham, C.R., Warden of the Hostel of the Resurrection.
Mon.	11	St. Barnabas. Master of the week: Mr. Durran.
Tues.	12	
Wed.	13	
Thurs.	14	1st XI v. M.C.C.
Fri.	15	Civics at 8-15 p.m. The Rt. Hon. Sir Edward Bridges, P.C., G.C.B., G.C.V.O. on "Government from the Inside."
Sat.	16	Third Fortnight's Orders. 1st XI v. Ampleforth (A). 2nd XI v. Kirkby Stephen (A). Shooting VIII v. Lancaster R.G.S. (A). 3rd XI v. Lancaster R.G.S. 2nd XI. Colts XI v. Q.E.G.S. Kirkby Lonsdale. Swimming v. St. Bees (away).
S.	17	Third Sunday after Trinity. Holy Communion at 8-15 a.m. and at noon. Preacher: The Rev. Father Horner, Community of the Resurrection, Mirfield. VIth Form Reports.
Mon.	18	Master of the week: Mr. Robinson. Common Entrance Examination.
Tues.	19	Common Entrance Examination.
Wed.	20	
Thurs.	21	Lord Roberts Cup.
Fri.	22	Concert at 8 p.m.
Sat.	23	Speech Day. Service in the Chapel at 10-15 a.m. Prize Giving at 11 a.m. by C. A. Elliott, Esq., O.B.E., M.A., Provost of Eton. Concert at 8 p.m. 1st Round House Matches.
S.	24	Nativity of St. John Baptist. Preacher: The Right Rev. the Lord Bishop of Bradford.
Mon.	25	Master of the week: Mr. Mills. 1st Round House Matches.
Tues.	26	C.C.F. Annual Inspection by Gen. Sir Robert Mansergh, K.C.B., K.B.E., M.C.
Wed.	27	
Thurs.	28	1st XI v. Cumberland and Westmorland. 3rd XI v. Skipton Police. Colts XI v. Ampleforth Colts (Aysgarth).
Fri.	29	St. Peter.
Sat.	30	Fourth Fortnight's Orders. O.S. Day. 1st XI v. O.S.S. 3rd XI v. Heversham 1st XI 2nd XI. v. R.G.S. Lancaster 1st XI (A). Shooting VIII v. O.S. Tennis v. O.S.

JULY.

S.	1	Fifth Sunday after Trinity. Commemoration Sunday. Preacher: The Rev. T. W. I. Cleasby, O.S. Morning Service 10-30 a.m.
Mon.	2	Master of the week: Mr. MacDougall.
Tues.	3	Field Day. Certificate A, Parts I and II.
Wed.	4	2nd Round House Matches.
Thurs.	5	2nd Round House Matches.
Fri.	6	
Sat.	7	1st XI v. Stonyhurst (A). 2nd XI & Colts XI v. Stony- hurst. Tennis v. Stonyhurst (A). Shooting VIII v. Ampleforth. Swimming v. Leeds.
S.	8	Sixth Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.
Mon.	9	Master of the week: Mr. Wedgwood. 3rd Round House Matches. O and AS Examinations begin.
Tues.	10	3rd Round House Matches.
Wed.	11	
Thurs.	12	2nd XI v K.E.S. Lytham (A).
Fri.	13	
Sat.	14	1st XI v. Durham Pilgrims. 3rd XI v. Ulverston 1st XI (A). Tennis v. Gargrave (A). R.L.S.S. Bronze Medallion Examination. Fifth Fortnight's Orders.
S.	15	Seventh Sunday after Trinity. Holy Communion at 8-15 a.m. and at noon. Preacher: The Rev. Canon J. McManners, York Diocesan Missioner.
Mon.	16	Master of the week: Mr. Reynell. House Match Final.
Tues.	17	Reports to Form Masters.
Wed.	18	
Thurs.	19	Reports to Common Room. Sports begin. AS Examination ends.
Fri.	20	Last day for Tradesmen's Orders. Civics at 8-15 p.m. W. Merrilees, Esq., on "Crime and Criminals."
Sat.	21	Reports to Housemasters 6 p.m.
S.	22	Eighth Sunday after Trinity. Morning Service 11-0 a.m. Preacher: The Rev. G. P. Wedgwood.
Mon.	23	Master of the week: Mr. Dawe. Reports to Headmaster 8 p.m. Shooting VIII to Bisley.
Tues.	24	School Examinations begin.
Wed.	25	St. James. 1st XI v. O.U. Authentics. Bisley. The Ashburton Shield.
Thurs.	26	
Fri.	27	O Examination ends.
Sat.	28	Final Orders to Headmaster by 10 a.m. Sports finish.
S.	29	Ninth Sunday after Trinity. Preacher: The Headmaster.
Mon.	30	Master of the week: Mr. Coates. Film. Service in Chapel 9-30 p.m.
Tues.	31	Term Ends.

*Next term begins on
Thursday, September 20th, and ends on Thursday, December, 20th.*

Letter to parents

(There is only one surviving letter for this term)

27 May Sedbergh

Dear Mummy and Daddy,

Thank you very much for your letter. You should have just got another letter from me. At last I have begun to catch a few fish. I have been fishing three times this week which is pretty good going as I usually have to play cricket. On Tuesday I decided to dry flie for a change in a rapid I caught four of about 6 inches so i decided to try it again on Friday just near the school where it is supposed to be completely fished out and I caught two takeable fish which means they were over 8" which wasn't a bad start as the whole of the rest of the term I only caught 1 small one. So I tried a bit higher up yesterday and I caught about 12 fish only four takeable but they weren't very big the biggest being just less than half a pound but it has earned me a bit of fame as hardly anyone catches takeable fish around here. Today I am running about 5 miles up the Rawthey where it is not fished hardly at all and I might catch some nice ones. Has candy puppies yet. I will probably hear in your next letter.

Lots of love, Alan P.T.O.

P.S. Any feathers that you find will be useful

P.S. There was a masters V boys cricket match the boys scored about 200 runs (Dransfield - Lupton 63). the masters were 97 all out.

I am a pirate king

When the policeman bears his steel (Policeman
SED BERGH SCHOOL

(Go you heroes)

Poor wandering one.



a happy one

(A Policeman's Cot is not a)

(Is there not one maiden breast

SPEECH DAY

With cat like tread.

It doctor of divinity / Abraham
or Greasy?

Come friends who plow the
sea.

POWELL HALL

JUNE 22ND AND 23RD, 1956 AT 8 P.M.

PROGRAMME

THE NATIONAL ANTHEM

- (1) SYMPHONY NO. 4 IN F FOR STRINGS, OBOES AND HORNS *William Boyce*
(IN THREE MOVEMENTS)

Orchestra - Conducted by Mr. Anderson

- (2) TWO PIECES FOR FLUTE AND PIANO:
(a) Dance of the Blessed Spirits (from 'Orfeo') .. *Gluck*
(a) Allegro from Sonata in F *Marcello*
J. C. K. Slater and Mr. Willson

- (3) CONCERTO IN A MINOR FOR VIOLIN, STRINGS AND CONTINUO *Vivaldi*
(IN THREE MOVEMENTS)
A. R. Ramsden and Orchestra - Conducted by Mr. Anderson

- ~~(4) MINUET AND TRIO FROM SYMPHONY NO. 40 IN G MINOR~~ *Mozart*
~~Orchestra - Conducted by Mr. Willson~~

- (5) PIANO SOLO: FANTASIE IMPROMPTU *Chopin*
J. Emmerson

- (6) 'BLEST PAIR OF SIRENS' (AT A SOLEMN MUSIC):
Ode by Milton; Music by C. H. H. Parry

BLEST pair of Sirens, pledges of Heav'n's joy,
Sphere-born, harmonious sisters, Voice and Verse,
Wed your divine sounds, and mixt power employ,
Dead things with inbreathed sense able to pierce.
And to our high-raised phantasy present
That undisturbed son of pure concent,
Aye sung before the sapphire-coloured throne
To Him that sits thereon,
With saintly shout and solemn jubilee;
Where the bright Seraphim, in burning row,
Their loud, uplifted angel-trumpets blow,
And the Cherubic host, in thousand quires,
Touch their immortal harps of golden wires,
With those just spirits that wear victorious palms,

Hymns devout and holy psalms
Singing everlastingly.
That we on earth with undiscording voice
May rightly answer that melodious noise;
As once we did, till disproportioned sin
Jarred against nature's chime, and with harsh din
Broke the fair music that all creatures made
To their great Lord, whose love their motions swayed
In perfect diapason, whilst they stood
In first obedience, and their state of good.
O may we soon again renew that song,
And keep in tune with Heav'n, till God ere long
To His celestial concert us unite,
To live with Him, and sing in endless morn of light.

JOHN MILTON

Musical Society, Orchestra and Organ - Conducted by Mr. Regan

- (7) SELECTION FROM 'THE PIRATES OF PENZANCE' .. *Sullivan*
Orchestra - Conducted by Mr. Anderson

*

Macfarlane played on his house 'Panthers' XI (Under 16) but professes not to have done much else. (*Draconian*, Summer 1956)

*

The school report for this term was again important. I did well enough in the one term in the Lower IVth to be moved up after one term from the Middle School into the Upper School, so that I could take my G.C.S.E. exams in my second year, thus allowing a possible three years in the sixth form.

Sedbergh School.

Summer Term, 1956					Name <u>A.D.J. Macfarlane</u>		
					House <u>Lupton</u>		Age <u>14.7.</u>
Form.	Av. age.	No. of boys.	Starting Place.	Final Place.	Height.	Weight.	Girth.
L.IV.C.	14.11	25	19	16	5 ⁵ / ₈	7.3 ¹ / ₂	35
					Commencing Term.		
					5.1 ¹ / ₂	7.3 ¹ / ₄	35.
					Ending Term.		

FORM SUBJECTS.

<p>Latin $\frac{14}{22}$ Fair</p> <p>English $\frac{4}{25}$ Good</p> <p>Divinity Good</p>	<p>In Latin he has been breaking new ground most of the term, but by sensible and dogged work he has kept up well. In English he writes interestingly and competently and seems to have quite a flair for free description.</p>
---	---

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	<u>u</u>	27	4	A very good term's work. And.
FRENCH	<u>3a</u>	18	14	His effort and achievement have amply justified his promotion - a very creditable term's work. H.H.M.
GREEK OF GERMAN	<u>c</u>	10	9	Most willing to learn; a very good: full of the right effort and determination. R.W.
LATIN HISTORY GEOGRAPHY		29	4=	He has produced some impressive work showing that, potentially, he is a good historian. R.W.

MUSIC

ART

HOUSEMASTER

There has been much on which to congratulate him this term. My only criticism is that he is still rather retiring in the House. CPM.

HEADMASTER

A very commendable term.

G.M.C.

Next term begins on 20. Sept. 1956

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Class Work

Prescribed reading in Brown Books

Form IIIa

Winter Term:

The Bible. Atlas. Pickles: Africa. Kennedy: Revised Latin Primer. North and Hilliard: Latin Prose Composition. Hillard and Botting: Junior Latin Unseens. Cobham and Coleburn: Civis Romanus. Shakespeare: A Midsummer Night's Dream (Penguin). Scott: Paragraph to Essay, Book I. The Dragon Book of Verse. The Oxford Book of English Prose: G.B. Smith: Scenes from European History.

Mathematics (set roe): Brewster: *Trigonometry*, Durell: *Algebra, Arithmetic, New Geometry. Four figure tables.*

French (set 6): *Contes Divertissants*

Lent Term:

The Bible. Atlas. Dale, Introducing Geography. Pocket English Dictionary. Kennedy: Revised Latin Primer. North and Hilliard: Latin Prose Composition. Hillard and Botting: Junior Latin Unseens. Cobham and Coleburn: Civis Romanus. Shakespeare: A Midsummer Night's Dream (Penguin). Scott: Paragraph to Essay, Book I. The Dragon Book of Verse. The Oxford Book of English Prose:.. Dance, Britain in the New World 1485-1714. Somervell: A Short History of Our Religion Part III.

Mathematics (set roe): Brewster: *Trigonometry*, Durell: *Algebra, Arithmetic, New Geometry. Four figure tables.*

French (set 5): *Contes Divertissants*

Form Lower IV Classical

In the *Brown Book* for the Summer Term when I moved up into Lower IV Classical, the reading was: *The Bible. Phillips: Letters to Young Churches (Fontana), North and Hillard: Latin Prose Composition. Kennedy: Latin Primer. Lowe: Selections from Ovid. Liddell: Caesar Book II. Hillard and Botting: Latin Unseens. Bishop and Locket: Introduction to Chemistry. Richards: Modern Europe, 1789-1945. The Poets World. Hammond: English Prose Composition. Tennyson: Selected Poems (Penguin Poets).*

Mathematics (mu): Brewster: *Trigonometry*, Durell: *Algebra, Arithmetic, New Geometry. Four figure tables.*

French (3a): *Enfants de Paris*

Greek (C): Sidgwick: *First Greek Reader. Abbott and Mansfield: Greek Grammar. North and Hillard: Greek Prose Composition.*

SCHOOL WORK

There is only one piece of my recorded school work surviving for this year, so I will include it fully.

In February 1956 in the second term, we were obviously told that there was a special Shakespeare Prize, with awards in the Senior and Junior School. This was to be on *Macbeth*, which I had seen performed in my last year at the Dragon and consequently could visualize quite well. I still have the exam paper as I wrote it.

$\frac{85}{100}$ very good indeed.

Sheet I
Rankin Shakespeare 'Macbeth'
A. Macfarlane 3a

4 1. (a) It was said by Macbeth to Banquo's ghost during the dinner scene.

4 (b) It was said by Banquo to Macbeth when they were both travelling across the blasted heath to Forres after the battle, and they met the witches.

4 (c) It was said by Donaldbain to Malcom after their father Duncan's body had been ~~dis~~ discovered and his sons were frightened of being murdered too.

4 (d) It was said by Macbeth to Macduff on the plateau in front of the castle when the battle for the downfall of Macbeth was still raging.

2 (e) It was said by Macbeth when he ^{was} ~~was~~ telling his wife about the sounds ^{where} he heard, just after the murder of Duncan. ✓

4 (d) It was said by Macduff ~~at~~ to Malcom when he hears the news that his wife and children ^{have been} ~~were~~ murdered by Macbeth.

$\frac{22}{24}$ v-g.

2 (1) Lady Macbeth

7 In the first half of the play it was Lady Macbeth and not Macbeth who was the commanding figure she was, to begin with absolutely inflexible of will, and this kept under all her other emotions. She was like her husband very ambitious, not for herself but for him, and but she had no qualms about achieving her ambitions. It ^{was she} ~~is~~ ^{drove} her, who ^{here} ~~drives~~ him on to do the deed and it is ^{part} ~~here~~ that she plays the most important. But after the ~~murder~~ she slips more and more ~~of~~ out of the play until the woman who at first inspired awe, in the end only inspires our pity.

(2) Banquo

Banquo as a character has not been sketched much and like all the other minor characters he is left ~~for~~ mostly to the imagination. The only points that are certain are that he was a loyal subject but inclined to be ambitious. This is shown when he fails to give away Macbeth's ghastly secret so that his sons may become kings.

8 In the first few scenes we are shown that Banquo is a good general and a brave man only second to Macbeth himself, and his scene with the witches show that he had no foul idea in his mind to make his sons kings like Macbeth.

$\frac{15}{16}$ r.g.

- 1 3 (a) He is referring ~~re~~ to the ^{proposed} murder of ~~the~~ Duncan.
 3 (b) The first part means that if it was just a ~~or~~ murder and that was all ^{so that} ~~and~~ there ~~was~~ were not any consequences, then it would be best to do it quickly.
 2 (c) This means that if the murder could ~~survive~~ wipe out the consequences.
 1 (d) Surcease means Duncan's death.
 2 (e) (They returned to plague him in the form of his imagination ~~and~~ also) In his death at the hands of Macbeth Macduff.

$\frac{9}{10}$ Row

4. There is only a dreary ~~to~~ day to look ~~for~~ forward to. And it is always the same drab dullness ~~and~~ for the rest of time to come. Man has never achieved anything but he has always ~~just~~ lived but to die. I want to die ^{because my} life is just another shadow ~~pass~~ passing across the stage of life. A shadow & seemingly great and wonderful but absolutely worthless.

12
20
5.

'The Prophecies the ~~Witt~~ Witches made'

~~To the~~ In the first scene that we see Macbeth, Banquo ^{who they were} asked the witches. ~~Then~~ But they did not answer him, but hailed Macbeth Thane of Cawdor and future king of Scotland. Then they told Banquo that his heirs would be kings. The first of these three prophecies came true within a matter of minutes. Because the king, who had ~~help~~ helped of the bravery of Macbeth, made him Thane of Cawdor, as the late Thane of Cawdor was ~~dead~~ found to be a traitor helping Sweno king of ~~the~~ Norway. The second prophecy which was the climax of the whole play, ~~And~~ and it was only carried out after Lady Macbeth

had beaten down his better spirits and helped his 'vaulting ~~at~~ ambition'. The witches prophecy ~~was not~~ about Banquo was not actually shown to be true in the play but Macbeth saw a vision of the descendants of Banquo for eight generations and many more shown in a glass. So that And now we know that his descendants did rule Scotland, and still do ~~so~~.

After Duncan's murder Macbeth went to the witches again, and here instead of prophecies he was shown visions of three things, an armed head ~~with~~ ^{which} the witches told him showed his death, A ~~to~~ bloody child which he was told meant a man not borne of women, and also a child with a tree in his hands, which he was told meant that he would not be killed until Birnam wood came to Dunsinane. The first prophecy came true when he was killed by ~~Duncan~~ ^{Macduff}.

The second because Macduff was 'untimely
wripped from his mothers womb' and so he was
not borne of a woman. And the third when
Siward's army broke off branches in Birnam
wood and carried them to Dunsinane.

27

30

Good

THE SECOND YEAR: 1956-7

Winter Term 1956

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-30. Sunday Evening Service 6-30.
Saints' days: Holy Communion in the Parish Church 7-30 a.m.

SEPTEMBER.

Thurs.	20	Term begins. Master of the week: Mr. Braham.
Fri.	21	St. Matthew Chapel at 9-0 a.m. Lock up 6-15 p.m.
Sat.	22	
S.	23	17th Sunday after Trinity. Preacher: The Headmaster.
Mon.	24	Master of the week: Mr. Taylor. Early morning prep. begins.
Tues.	25	Brian Harrison Nature Study.
Wed.	26	Weech History. Open and Junior.
Thurs.	27	
Fri.	28	Civics at 8-0 p.m. W. Greig Barr, Esq., O.S. on "What Is A University?"
Sat.	29	St. Michael and all Angels. Greek Prose.
S.	30	18th Sunday after Trinity. Preacher: The Rev. G. P. Wedgwood.

OCTOBER.

Mon.	1	Master of the week: Mr. Mawby. Comers and Leavers Lists to Headmaster.
Tues.	2	Concert at 8-0 p.m. by The Camden Trio.
Wed.	3	Addresses to Confirmandi begin (8-40).
Thurs.	4	
Fri.	5	
Sat.	6	1st XV. v. Waterloo Schools XV. (H). First Fortnight's Orders. 3rd XV. v. Q.E.G.S. (A).
S.	7	19th Sunday after Trinity. Preacher: Canon White, South African Church Railway Mission.
Mon.	8	Master of the week: Mr. Boggis. 1st & 2nd XVs. v. OS. XVs.
Tues.	9	Heppenstall English Essay. Open and Junior.
Wed.	10	
Thurs.	11	
Fri.	12	
Sat.	13	VIth Form Reports. 2nd & 3rd XVs. v. Rossall (A). French films 5 p.m.
S.	14	20th Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Burnley. Holy Communion at 8-15 and at noon.
Mon.	15	Master of the week: Mr. Hammer. 1st XV. v. B. Braithwaite-Exley's XV. (H).
Tues.	16	
Wed.	17	
Thurs.	18	St. Luke. Field Day.
Fri.	19	
Sat.	20	2nd Fortnight's Orders. Bradford Club Plays. 2nd XV. v. Skipton G.S. (A). 3rd XV. v. Kendal G.S. (A). Colts XV. v. Giggleswick (A).

S.	21	21st Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.
Mon.	22	Master of the week: Mr. Gairdner. 1st XV. v. A. F. Dorward's XV. (H).
Tues.	23	
Wed.	24	Shea General Knowledge.
Thurs.	25	
Fri.	26	Civics at 8-0 p.m. Richard Hall, Esq., on "The Musician and Society".
Sat.	27	1st XV. v. St. Bees (H). 2nd XV. v. Barnard Castle (H). 3rd XV. v. Heversham G.S. (H). Colts XV. v. St. Bees (A). Film.
S.	28	St. Simon and St. Jude. Evening Service in Sedbergh Parish Church at 6-30 p.m.
Mon.	29	Master of the week: Mr. Pentney. Lock up 5-45 p.m.
Tues.	30	
Wed.	31	

NOVEMBER.

Thurs.	1	All Saints' Day. Holy Communion 7-30 a.m. Recitation Prize.
Fri.	2	Civics at 8.0 p.m. Fr. Huddleston C.R.
Sat.	3	Third Fortnight's Orders. VIth Form Reports. 1st XV. v. Rossall (H). Colts xv. v. Rossall (H).
S.	4	23rd Sunday after Trinity. Preacher: The Rev. G. P. Wedgwood.
Mon.	5	Master of the week: Mr. Long.
Tues.	6	
Wed.	7	
Thurs.	8	
Fri.	9	Forum Society.
Sat.	10	1st XV. v. Ampleforth (A). 2nd XV. & Colts XV. v. Ampleforth (H). 3rd XV. v. Balshaw's G.S. (H).
S.	11	24th Sunday after Trinity. Service at 10-55 a.m. Preacher: Commander W. A. C. Dickson, R.N. (Missions to Seamen).
Mon.	12	Master of the week: Mr. Morgan. Common Entrance Examination.
Tues.	13	Common Entrance Examination.
Wed.	14	Lower School Geography Prize.
Thurs.	15	
Fri.	16	
Sat.	17	Fourth Fortnight's Orders. 2nd & 3rd XV. v. Lancaster R.G.S. (H). Colts v. Lancaster R.G.S. (A). French films 5 p.m.
S.	18	25th Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.
Mon.	19	Master of the week: Mr. Strahan. Lock up 5-15 p.m.
Tues.	20	
Wed.	21	

Thurs.	22	Certificate 'A' Part I.
Fri.	23	Civics at 8-0 p.m. "The U.S. Presidential Election".
Sat.	24	Vith Form Reports. 1st XV. v. Uppingham (A). Colts XV. v. Stonyhurst (H).
S.	25	Sunday next before Advent. Holy Communion at 8-15 and at noon. Preacher: The Rev. C. W. Haslam.
Mon.	26	Master of the week: Mr. Alban.
Tues.	27	Certificate 'A' Pt. II.
Wed.	28	
Thurs.	29	O Examination begins.
Fri.	30	St. Andrew. Hart House Play at 7-30, "The Merchant of Venice".

DECEMBER

Sat.	1	Fifth fortnight's orders. 1st XV. v. Loretto (H).
S.	2	Advent Sunday. Confirmation Service: The Rt. Rev. The Lord Bishop of Bradford.
Mon.	3	Master of the week: Mr. Durran.
Tues.	4	Reports to Form Masters. 1st Round House Matches.
Wed.	5	
Thurs.	6	Reports to Common Room. Junior fives: first round.
Fri.	7	Last day for Tradesmen's Orders. Forum Society.
Sat.	8	Reports for Housemasters, 6 p.m. 2nd Round House Matches Film.
S.	9	2nd Sunday in Advent. Admission to the Church of Scotland, by The Rev. R. F. V. Scott, D.D. Moderator of the General Assembly of the Church of Scotland.
Mon.	10	Master of the week: Mr. Robinson. Junior fives: Semi-final. Reports to Headmaster 8 p.m.
Tues.	11	
Wed.	12	
Thurs.	13	School Examinations begin. O Examination ends.
Fri.	14	Junior fives: Final.
Sat.	15	
S.	16	3rd Sunday in Advent. Preacher: The Headmaster. Carol Service.
Mon.	17	Master of the week: Mr. Mills. Final Orders to Headmaster by 10 a.m.
Tues.	18	House Match Final.
Wed.	19	Holy Communion at 7-30 a.m. Concert at 8 p.m. End of Term Service at 9-30 p.m.
Thurs.	20	Term ends.

*Next term begins on
Thursday, January 17th and ends on Thursday, March 28th.*

Letters to parents

[Sunday] 14 Oct Sedbergh

Dear Mummy and Daddy,

Thank you very much indeed for your letter. During the last week it has been very cloudy but today of course it would clear up and so that lots of people wanted sandwich lunches and at first I wasn't going to get one, but luckily someone crossed off and I got the last place! I have found out that my trout license covers Sea-Trout so I am going after them in the Lune and I might have the chance of hooking a Salmon! On Monday there was a match V the O.S's which we just lost which is not surprising considering there were quite a few very good players playing for them. Yesterday (Saturday) there were 2 matches v Rossal 2nd's lost and 3rd's won. also there were 2 inter house games 1st and 3rd leagues and we won both. I am just learning how to play fives and I have found it a very good game. Yesterday evening there were some french films shown by one of the goofier masters and I hear it was shambles and that the films kept busting and the projector stopping. Yesterday the new-boys shot and two of them were absolutely crack shots and they got all the shots in about quarter inch radius in the centre of the bull! Also one of them is a super swimmer who is already our 3rd best swimmer so we might easily win the swimming cup next year. Lots of love Alan

P.S. I was 12th last fortnight in Vb classical

21 Oct Sedbergh

Dear Daddy,

Many happy returns of your birthday. I hope you have a very nice day for it and enjoy yourself a lot. We have already had a third of the term and it is going pretty fast really. On Monday there was a 1st XV match against an O.S's team and it was pretty strong as it contained mostly county players and they only just beat us. On Thursday which was field day we went up the Lune and Barnes who was with me caught a 2 and a half lb sea trout and we went up a small beck and had a fire on which we made toast and it was such good fun that we were planning to do it again today with a sandwich lunch. Yesterday there were a couple of matches the 3rd XV lost 18-10 but the Colts XV won 16-6 against Giggleswick. It is rather funny as 11 of the XV are either Lupton or Sedgewick. On Friday there were inter-games matches and Colts B1 first team beat Colts A2 second team 22-0 although the ground was soking wet and it was altogether a forwards game. Yesterday the Bradford club boys came to Sedbergh and I think they had a good time and in the evening they gave a variety show and play. The play was extremely well acted and the variety show was also very good as there was a Harmonica band and some singing and acting and altogether it was very good.⁴ The wheather this week has not on the whole been too bad but on Friday afternoon and night it was pouring and all the becks are up so that the Salmon and sea-trout will be going up them at the moment. Yesterday the ex was Dovecote-Danny which is about 6 miles and takes about 55 mins and one of the new boys took over 100 mins over it. How are all your animals getting on? I hope the Jungli Moorghi chicks are all right. Lots of love, Alan

4 Nov Sedbergh

Dear Mummy and Daddy,

Thank you very much for your letter, and also the feathers they all come in very useful as I am taking fly-tying quite seriously. This week has simply flown and it is only a few days until it is half-term (it

⁴ The School had set up a link to an area of Bradford in the early twentieth century, and henceforth groups of Bradford boys would visit Sedbergh annually for games and a concert, and boys would go from the School to their club.

is a pity we do not have a break in the work like the girls). On Friday we had the first half-holiday of the term. It was nice in the morning and I decided to go out for the afternoon to fish. I went up Thrush gill which is a small beck which runs into the Rawthey. I went up the beck about half a mile and I caught a few small trout which I put back. As I have probably told you we have to be 3 miles out at 4 and, at 5 mins past, I met a group of boys who crossed over the stream and went past, and later I found out that I was only 2 and a half miles out! In the evening there was a film. It was Oliver Twist and most people thought that it would be hopeless but it was really jolly good and very well acted. On Sunday I went out on a Sandwich lunch up to Nettle Pot which is a house owned by a boy in this house's parents and we cooked a meal there and had a good time. Yesterday (Saturday) there was a match against Rossal, and I will enclose an article about it out of the Sunday Times. We also played a Colts XV match against them which we won 25-3. Is there much excitement out there over the Suez Crisis? There have been terrific arguments about it here and at first most people were anti-Eden but he seems to have the labour party tied in knots and all they can do is to swear at him and make an awful row. And the government utterly thrashed the labour in the vote of censure. The trouble is that noone quite knows what is happening and the Egyptians have just claimed to have sunk a British destroyer, and noone seems to know if it is true or not. In the last week about a dozen people went off to the san about half of them were sick first, and they think it is food poisoning, but they can't find out what it is from,

Lots of love, Alan

P.T.O.

P.S. Sorry but I can't get a copy of the Sunday times report of the Sedbergh match. Anyhow the score was 3-3 all and it was a very exciting match and the paper said we had bad luck not to win. In the last fortnight I went up from 12th to 8th in the form. And this fortnight I stayed 8th.

*

The mention of the film of Oliver Twist is the first note of a feature film that I watched. In fact I noted five films during my time at Sedbergh, but these constitute less than a quarter of those that were shown. Since films were influential, it is worth inserting a fuller list, compiled from my own few references and those of Jamie and Sandy Bruce Lockhart in their letters.

Those I comment on are noted with my name in square brackets.

October 1955: 'Shane'

February 1956: 'Dial M for Murder'

June 1956 - Colditz Story

June 1956 - French films [Alan]

November 1956 - News, cartoons, Oliver Twist [Alan]

December 1956: Whisky Galore

March 1957: Doctor at Sea

June 1957: Dam Busters

October 1957: The Baby in the Battleship

November 1957: The Ladykillers

January 1958: The Bridge at the River Kwai

January 1958: Great Expectations [Alan]

March 1958: Kind Hearts and Coronets

June 1958: Rear Window

[November 1958: Twelve Angry Men - Alan alone noted]

November 1958: Modern Times [Alan]

February 1958: To Catch a Thief

March 1958: St Joan

[July 1959: Romeo and Juliet (Bolshoi Ballet) - Alan alone noted]

July 1959: Henry V.

March 1960: opera at Glyndebourne

Of the recorded 21 films, about four a year during my time, three featured Alec Guinness - clearly a favourite. Only about five of them could be said to have a high cultural content. The rest were thrillers, war films and comedies. I still remember most of them in one way or another.

There were also plays performed by the various houses. In this term it was the turn of Hart House.

HART HOUSE

presents

THE MERCHANT OF VENICE

by

William Shakespeare.

In Powell Hall

on Friday, November 30th 1956,

at 7-30 p.m.

*

10 Dec Sedbergh

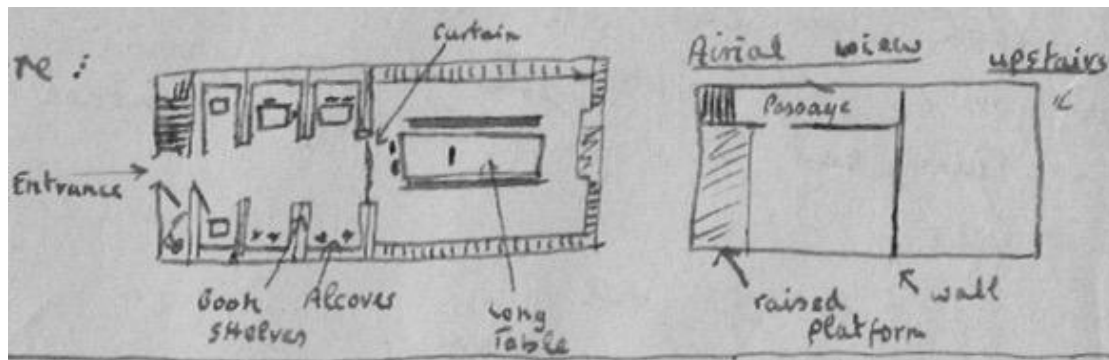
Dear Mummy and Daddy,

Thank you very much for your letter and the feathers and especially the article which was very good indeed, Granny liked it very much too. Only 10 more days now until we go back but we have exams to come which is rather a pity. Last Saturday there were two matches. A colts XV v Stoneyhurst and the 1st XV v Lorretto both at home. The 1st XV beat Lorretto in a very exciting game indeed 6-3 and so it remained unbeaten and the colts beat Stoneyhurst 14-0 and so in their 5 matches the scores all added up have been 103 for them and only 14 pts against which is jolly good really. On Teusday there was the 1st round of the house matches in which we played Hart which is one of the best houses. And they beat us 6-0 in a very even game but we will do better next year as we will have the same if not a better three quarter line as we have now, and they will all be a year older: and as good a pack but all a year older. The other semi-finalists were:

Powell v School (Powell 12-3)

Hart v Lupton (Hart 6-0)
Winder v Evans (Winder 6-0)
Sedgwick a bye
Sedgwick v Powell (Powell 6-3)
*Hart v Winder *Draw 3-3)*

and so it is between Powell and the winner between Hart and Evans for the final. On Thursday there was a 3rd Leagues game v Powell in which I was playing and they couldn't even scrape so we gave them two men but we absolutely beat them up and won 40-0 but it was quite good fun.
On Friday they started to clear out the Library as it is practically going to be rebuilt. this is what the downstairs was like before:



The improvements that are going to be made are the following. Downstairs they are going to let down the floor about 3 ft and are going to make it into one big room in which there will be either light or dark pannelling all round and plush chairs. And there will be bookshelves all round. Upstairs is I think also going to be one room and there are going to be books there also.
On Saturday the first round of the Junior fives was played. We played v Evans and this was the result
1st Pair - Doogan and Moore lost 45-26
2nd Pair - Pears and Rink - won 37-27
3rd Pair - Barnes and Goodman - won 45-15
Total results: won 108 pts - 83
So now we are into the next round. Also the Recruits cup was shot (the people not in the corps). School House won with 256 pts (which is one pt off the range record). Lupton was 2nd with 253 pots which was a jolly good effort, I wasn't in the team; but it was a pretty high standard however this year.
Lots of love, Alan

Sedbergh School.

Winter

Term, 19 56

Name A.D.J. Macfarlane

House Lupton

Age 15.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
V.b.C.	16.3	18	12	8

Height.	Weight.	Girth.	
5'2 $\frac{1}{2}$	75 $\frac{1}{2}$	35 $\frac{1}{2}$	Commencing Term.
5'2 $\frac{1}{2}$	71 $\frac{3}{4}$	36.	Ending Term.

FORM SUBJECTS.

He is handicapped by weak Languages, but works well, and has made creditable progress

Latin: $\frac{7}{15}$ Weak knowledge, but worthy effort.

English: 3 Promising, but immature as yet. OTF

Divinity: 1 Always excellent. A.C.N.

History 1 Good efforts producing results of a satisfactory standard. HM

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	E.	24.	14.	He works competently, but not without success. I have hopes he will do well. A.D.B.
FRENCH	K	20	13	Weak; there has been some progress. <u>E.P.E.L.</u>
GREEK OR GERMAN	C	DIV I 11	11	Gaining confidence and security. A good line's work. <u>AW.</u>
LATIN HISTORY GEOGRAPHY				

MUSIC

ART

HOUSEMASTER

I have nothing but praise for his efforts all round.

CPM.

HEADMASTER

Well done!

A.M.C.

Next term begins on 17. Jan. 19.57.

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Lent Term 1957

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-30. Sunday Evening Service at 6-30.

Saints' days: Holy Communion in the Parish Church 7-30 a.m.

JANUARY.

- Thurs. 17 Term Begins. Master of the week: Mr. Mills.
Fri. 18 Chapel at 9 a.m. Civics at 8 p.m. R. V. Rhodes-James,
Esq., O.S. on "The House of Commons".
Sat. 19 Lock-up 5-15 p.m.
S. 20 Second Sunday after Epiphany. Preacher: The Headmaster.
Mon. 21 Master of the week: Mr. MacDougall.
Tues. 22
Wed. 23
Thurs. 24
Fri. 25 Conversion of St. Paul.
Sat. 26
S. 27 Third Sunday after Epiphany. Preacher: The Rev. Fr. A.
Stubbs, Community of the Resurrection, Mirfield.
Mon. 28 Master of the week: Mr. Reynell. Comers and Leavers
lists to the Headmaster.
Tues. 29 Latin Prose Prize.
Wed. 30
Thurs. 31

FEBRUARY.

- Fri. 1 Wakefield French Prizes.
Sat. 2 Presentation of Christ in the Temple. VIth Form Reports.
Lock-up 5-45 p.m.
S. 3 Fourth Sunday after Epiphany. Preacher: The Rev.
A. T. I. Boggis.
Mon. 4 Master of the week: Mr. Dawe.
Tues. 5 VIth Form Literature Prize.
Wed. 6
Thurs. 7
Fri. 8 Civics at 8 p.m. Group-Captain Douglas Bader.
Sat. 9 1st Fortnight's Orders. Film.
S. 10 Fifth Sunday after Epiphany. Holy Communion at 8-15
a.m. and at noon. Preacher: The Archdeacon of
Westmorland.
Mon. 11 Master of the week: Mr. Braham.
Tues. 12 Greek Verse Prize.
Wed. 13
Thurs. 14
Fri. 15 Rankin Shakespeare. Forum Society.
Sat. 16 Mock Trial.

S.	17	Septuagesima. Preacher: The Rev. J. Harrison, Vicar of Barbon.
Mon.	18	Master of the week: Mr. Weir.
Tues.	19	Lecture by Adrian Seligman. 8 p.m.
Wed.	20	Danson Science Prize.
Thurs.	21	
Fri.	22	Civics at 8 p.m. M. W. Figgis, Esq. on "Office Automation".
Sat.	23	2nd Fortnight's Orders.
S.	24	Sexagesima. Preacher: The Rev. E. Rothwell, Rural Deal of Tunstall.
Mon.	25	St. Matthias. Master of the week: Mr. Norwood. Evans Divinity Prize, VIth Forms. Common Entrance Examination.
Tues.	26	Common Entrance Examination. 1st XV. v. Northern R.F.C.
Wed.	27	
Thurs.	28	

MARCH.

Fri.	1	Civics at 8 p.m. Maurice Beresford, Esq. on "The English Landscape and Aerial Photography".
Sat.	2	VIth Form Reports. Fives: first round. French films.
S.	3	Quinquagesima. Preacher: The Rev. D. A. Thomas.
Mon.	4	Master of the week: Mr. Taylor. Fives: semi-final.
Tues.	5	
Wed.	6	Ash Wednesday. Holy Communion at 7-30 a.m. Service in the Chapel at 9 a.m. Voluntary Service 8-40 p.m.
Thurs.	7	Field Day.
Fri.	8	Fives: final. Boxing Competition: first rounds.
Sat.	9	3rd Fortnight's Orders. Boxing Competition: first rounds.
S.	10	Quadragesima. Holy Communion at 8-15 a.m. and at noon. Preacher: Lt-Col. Rose of Dr. Barnardo's Homes.
Mon.	11	Master of the week: Mr. Mawby.
Tues.	12	Reports to Form Masters. - <i>our team @ 4R. - 9R in fortnight</i>
Wed.	13	Voluntary Service 8-40 p.m.
Thurs.	14	Reports to Common Room. Certificate 'A' Part I.
Fri.	15	Last Day for Tradesmen's Orders. Boxing Competition: semi-finals.
Sat.	16	Reports for Housemasters. 6 p.m. Boxing Competition: semi-finals.
S.	17	Second Sunday in Lent. Preacher: The Rev. D. W. Fox.
Mon.	18	Master of the week: Mr. Hammer. Reports to Headmaster 8 p.m. Forum Society.
Tues.	19	The Wilson Run. Concert at 8 p.m.
Wed.	20	The Three Mile. Voluntary Service 8-40 p.m.
Thurs.	21	Certificate 'A' Part II.
Fri.	22	
Sat.	23	4th Fortnight's Orders.

yard Extra
mile relay -
1 Crook 20 -
x Dev-Danay
3 mile Trials

S.	24	Third Sunday in Lent. Preacher: The Headmaster.
Mon.	25	Annunciation of the Blessed Virgin Mary. Master of the week: Mr. Gairdner. Final Order to Headmaster by 10 a.m.
Tues.	26	Instrumental Competitions 7-30 p.m. Boxing Competition: finals.
Wed.	27	Singing Competitions 7-30 p.m. End of Term Service at 9-30 p.m.
Thurs.	28	Term ends.

*Next term begins on
Tuesday, April 30th and ends on Tuesday, July 30th.*

Alan Diary Spring Term 1957

January

Thursday 17: Came to school by bus and train. Have not moved up except on table. Am now bottom of 4th table.

Friday 18: Got new books
Went for walk - New Bridge

Saturday 19: Played Junior house rugger. Not bad. Won 6-3.

Sunday 20: Preacher = Prick [Headmaster]
went up wild-boar fell awfull wheather = hail = rain had tea in [diagram of crossed keys].
Prick had son (Michael)

Monday 21: House Runs - Frostrow
not very bad - in little pack
Moseley did 23 and a quarter
I did about 28 mins

Tuesday 22: Have got bad cold. 1 measles case in school. Off day. Talked to George. Kept on raining most of day. Got new shirts.

Wednesday 23: Town out of bounds. Nice day, but rained in evening. Parade leagues v Hart. We won 23-3. I scored 3 tries. It was colder. Grace Kelly had daughter.

Thursday 24: Played Juniors V mixed house team beaten 14-11. Not bad game. It snowed about quarter inch during prep but is now thawing. Played yard during long break.

Friday 25: There was a bit of snow on the fells but it was melting and there was no sledging. Juniors practice - jolly cold on hands and very slushy.

Saturday 26: Played Juniors V Sedgwick. We lost 17-5. Mainly due to their superior forwards. I only made 1 break and Goodwin scored. But quite a good game. Showery weather.

[The Juniors team is written in the Notes at the bottom of the page as follows, starting with the full back, and working forwards. Campbell - Peel Rouse Goodwin Haithwait - Macfarlane Tredwell - Howell Bromley Brunner - Addyman Jamieson - Catlin Black Bowley]

Sunday 27: It snowed quarter inch but is now thawing. Went on sandwich lunch but it was quite nice. We went to Nettlepot and had a smashing lunch. Brought back a gramophone. Met Merer Doogan etc

Monday 28: House Run was Ingmire. Best one so far. I took about 23 and a half. I was late for prep but managed to hide and so avoid maps. Bought new games and "blues" trousers.

Tuesday 29: Juniors postponed because the pitches too wet. OFF day. I went up river beyond Red Bridge. I went just over 8 miles. Wrote letter to mummy. 3 people in house have got Tonsillitis.

Wednesday 30: House Ex. Played yard. We won 8-3. It rained quite a bit.

Thursday 31: House Ex. Played first game of squash v Barnes. Scores 9-0, 9-2, 6-9, 9-6, 9-4. It was to be Juniors but it rained most of the day. About 10 people in the san.

February

Friday 1: Rained all day.
Went round training run. Not too bad.
All dorm got maps for talking from Boggis

Saturday 2: Rained a bit. Sent off for catalogues. Did 3 maps for Boggis.
Juniors V winder 29-0. We had Rouse, Beharrel, Brunner off. Snodgrass good.
[In notes, the team is listed: Campbell - Peel, Tredwell, Goodwin, Haithwaite - Macfarlane, Catlin - Bowles, Hassal, Black - Spring, Addyman - Howell, Bromley, James .]

Sunday 3: Changing room fox [inspection]
Fon preached not too bad. [Boggis was the preacher]
Did not go out on sandwich lunch

Monday 4: House runs. Strait Bridges. I took nineteen and three quarters mins. It could have been worse. Got watch back from Prickett it cost 17s 6d. It rained most of day.

Tuesday 5: A nice day the best this term. Got 2 Catalogues.
Juniors V Hart. We scored 2 tries then they scored 1, 1 penalty, drop kick. 9-6 to them.

Wednesday 6: Rained very hard in morning, then quite nice. Played 5's with Hunter V Campbell and Barnes. We won 14-16, 14-8, 14-8

Thursday 7: Off day cancelled.
House Ex. Had haircut then Straight Br Hospital Lane 30 mins.
1st XV V Bradley. 1sts lost 13-11. 1st - Merer, Daly; Brads - Doogan, Pears.

Friday 8: Juniors cancelled. Rained most of day. Played Yard. I was most Junior. We won 7-3.
Ex was Quaker.
D. Bader gave foss [talk] at Civics. Not bad.

Saturday 9: Juniors v Powell. They were winning 17-5 after 1st half but the final score 17-11.
Midgely Smillwood their good players. Film Simon and Laura. Jolly Good

There is a note at the end of the page:
'Muriel Pavlova jolly nice'

[The Brown Book states that there was a film on this night. Have found a 1955 film called 'Simon and Laura', one of the actresses was the 'Lovely delicate lady actress' Muriel Pavlow.]

Sunday 10: Went up Clough. Quite good for fishing. A nice day.

Monday 11: House runs for all.
Western ft. Jolly good, I took about 22 and a half.

Tuesday 12: Juniors V School
We won 30-0 8 mins after half time. I scored 1 try. Good fun
I may (blue lined) for Pali?

Wednesday 13: Snowed on high fells.
Yard we won quite easily.

Thursday 14: Quite a few people got valentines.
Played yard. It was an off day.
A bit of snow on the higher fells.

Friday 15: A bit of snow on Higher Winder and above.
Extra Half.
Went Photographing up a waterfall on Holme Fell.
Good fun and took 2 photos.

Saturday 16: House Ex.
Snow when we woke up 1 inch deep. Thawed and snowed in day. Went sledging.
Mock Trial. Hilton and Goodman and Daly jolly good.

Sunday 17: Went for a walk round Hospital Lane. Went to tea with Curate Rev Thomas
Jolly. good tea. Felt sick in service.

Monday 18: A lovely day therefore not House Runs
House Ex.
Played Senior Yard v Evans. We won 11-8 a good game.

Tuesday 19: Another super day. House Ex.
Went to Holme Fell tarn to see if it was freezing. Nearly enough ice but Spring went through.
Doogan got rock. Foss on CYPRUS by Selli...

Wednesday 20: House Ex.
Played yard. A goodish game.
Snowed in evening. About half inch.
Tyed two butchers in evening.

Thursday 21: Fair amount of snow on ground. House Ex.
Sledging and skating. Went up Holme Fell again in rugger boots. A bit of skating. About 6
people (T.Vignoles) went through.

Friday 22: Played yard - not a bad game
Unison Practice

Saturday 23: Rag Ex - Jolly cold but good fun.
Tied 1 flie in afternoon .
Snowed quite a bit in day very hard wind.
Howells towell burnt.



A 'rag ex', i.e. a snowballing run

Sunday 24: Not a very nice day. Stayed in. Badger got 3 maps for walking down from chappel with hands in pockets. I thought I had too. Tied 4 flies. Brom[ley] and Watson caught ragging by Val. Boiler out.

Monday 25: NOT house run. Juniors. We had bye. Winder beat Powell 3-. S H beaten by Hart 16-3. Sed beat Evans 11-0. Had a practice with Joker came 10th in Form 1st in Hist

Tuesday 26: Off day. They have been working on the Library and the New science labs and they have a bulldozer.

Played yard we won 13-2 but a good game.

A nice day.

Tied 2 black gnats.

Wednesday 27: Juniors V Evans. We won 9-0. Porter and Peel scored good tries.

Prick came up to fly-tying. Had conversation about fishing. Tied 2 flies.

People specking [speculating] on extra - but not.

SEDBERGH SCHOOL
INTER-HOUSE MUSIC COMPETITIONS

(Singing)

in

POWELL HALL

on

WEDNESDAY, 27th MARCH, 1957

at 7.30 p.m.

Judge:

FREDERIC H. WOOD, Esq., Mus.Doc.

QUARTETS:

82 W =	House 'A'	'So fare thee well'	Brahms
80 H =	House 'B'	'Never weather-beaten sail'	Campion
84 E =	House 'C'	'Since first I saw your face'	Ford
86 S.H =	House 'D'	'Early one morning'	Trad. arr. Dunhill
87 P =	House 'E'	'Clorinda take ^{take} '	Morley
88 L =	House 'F'	'If ye love Me keep my commandments'	Tallis
80 S =	House 'G'	'O stay, sweet love'	Farmer

UNISON SONGS:

E	House 'A'	(a) 'Had a horse'	Hungarian, arr. Korbay	177
		(b) 'Twelve oxen'	Warlock	
W	House 'B'	(a) Part of 'An Die Ferne Geliebte'	Beethoven	164
		(b) 'The Plough-boy'	Trad. arr. Britten	
L =	House 'C'	(a) 'Sea Fever'	Ireland	171
		(b) 'Oh, I've got plenty of nuttin'	Gershwin	
P =	House 'D'	(a) 'Love triumphant'	Brahms	165
		(b) 'The roadside fire'	Vaughan Williams	
H =	House 'E'	(a) Psalm 139 (v. 1-13) with Gloria	Plainsong	178
		(b) 'The road to the Isles'	Hebridean, arr. Kennedy Fraser	
S.H	House 'F'	(a) 'Serenade'	Schubert	167
		(b) 'Pretty Polly Perkins'	Trad. arr. Clifton	
S.	House 'G'	(a) 'The miller's flowers'	Schubert	166
		(b) 'The vagabond'	Vaughan Williams	

PLACES

Titus Wilson, Kendal

Thursday 28: Double parade. Parade Leagues V Powell won 16-3

Went up Hebbethwaite tried a bit of fishing.

Masters concert v.g.i. Cox and Box good.

March

Friday 1: Specking on an extra but it was a house run, 3 mile did in 34 mins. Not bad.

Saturday 2: No special ex
played yard

Very hot.

No people in this house went round ten except Pears who did the "Blue Ribon" 2.54

Sunday 3: A nice day. A few people went round the ten. Hunter 1.37 etc.

I walked out to nearly Rawthey Bridge to see what fishing was like. Looks good. Went about 11 miles.

Monday 4: Specking (as usual) on an extra but the weather bad. Getting colder. Played yard we won 14-6 not a bad game.

Senior Fives v Sedgwick lost by about 60 pts.

Tuesday 5: Went round Ten. 1.37 and a half + 35 to Cautley. 43 across Boar Fell. 19 and a half back from Danny. Could have been worse but not much. Barnes and Mosely 1.26 and three quarters. Hardy (E) did 1.24 and a half. Quite a nice day.

Wednesday 6: Played yard, not too bad a game. We won quite easily

Thursday 7: Field Day. We were going to Helvelyn but because of the weather we went to Ingleboro. It was in mist but it was good fun. Pity White Scar caves were shut

Friday 8: Played yard again. Pretty miserable day. We won. Evans beat Sedgwick pretty easily in S. Fives and therefore won the cup.

Saturday 9: Went out with Barnes. Had a jolly good time. Went down to river to watch fishing. We saw a celt landed but Mr Barnes caught no Salmon. Had wizard dinner (incl 2 and a half glasses white wine)

Sunday 10: Stayed in all day. It was not very nice out.

Monday 11: Extra half. Went up Rawthey and went to Red Bridge. The weather was lovely. Fish rising well the river in good condition.

Tuesday 12: Ten mile relay. I was running from great Dovecote Gill to Danny Hill. Lovely day, best this day. I was in Philps team. We were 4th.

Wednesday 13: Went up Crook on Ex took 29 I enjoyed it very much (for an ex). The weather broke today. It was not very nice

Thursday 14: Went round ex (Dovecote-Danny) (Straight bridges Hospital lane). 3-mile trial, ended up at the finish just after they had finished. Times unknown.

Saturday 16: Horrible day. Played yard with Seniors. Only played for 1 hr. Saw "Doctor at Sea" jolly good film. Had Bridget Bardot in it.

MARCH, 1957	MARCH, 1957																						
<p>17 SUNDAY 2nd in Lent. S. Patrick Played yard V Evans. Fairly good weather. A good game. They had Doby, Prior, Roberts, Wilkinson. We had Pears, Goodman, Rink, P. Crabbie. We won 12-3. Played with red ball.</p> <p>18 MONDAY Bank Holiday in Eire and Northern Ireland Went fishing for the first time on Rawthey caught 3 fish but water was high the weather was not too bad as it cleared up a bit after chappel.</p> <p>19 TUESDAY Ten! The ten mile. Tyler not in for it. Hilton spr wrecked at Red Bridge. Philp leads all the rest of way but beaten by Scott at finish. Conditions - awful. Raining all the time. Times around 1.20.</p> <p>20 WEDNESDAY Vernal Equinox 3 mile - Barnes Moseley S = in 3 mile lane. Barnes drops back Moseley 2nd, Barnes 4th, Porter 13th, Peel 18, Black 21, Hunter 30.</p>	<p>21 THURSDAY Went fishing Rawthey water still fairly high. Tried pool New bridge with wet fly. Had 1 takeable and 2 not. All with snipe + Purple. It was quite cold but fairly sunny</p> <p>22 FRIDAY Went fishing again for an hour. Warmer and fish rising to natural flies. Tried wet flies again had 3 v. small ones. The water just right.</p> <p>23 SATURDAY Last Quarter. s.r. 5.58, s.s. 6.17 Yard competition. Am in Vignoles's team (Vig, Me, Moore, Savory). We beat Crabbies team 6-2. Not a bad game (I scored 3 goals).</p> <p>NOTES Ten</p> <table> <tr> <td>1st - Scott (winder)</td> <td>1.19.50</td> </tr> <tr> <td>2nd - Philp (L)</td> <td>1.20.1</td> </tr> <tr> <td>3rd - Laycock (S.H.)</td> <td></td> </tr> <tr> <td>4th - Ogg (E)</td> <td></td> </tr> <tr> <td>5th - Campbell (LW)</td> <td></td> </tr> </table> <p>Three</p> <table> <tr> <td>Hardy (1)</td> <td>19.43</td> </tr> <tr> <td>Moseley (2)</td> <td>19.38</td> </tr> <tr> <td>Gairdner (3)</td> <td>19.35</td> </tr> <tr> <td>Barnes (4)</td> <td></td> </tr> <tr> <td>Porter (13)</td> <td></td> </tr> <tr> <td>Peel (18)</td> <td></td> </tr> </table>	1st - Scott (winder)	1.19.50	2nd - Philp (L)	1.20.1	3rd - Laycock (S.H.)		4th - Ogg (E)		5th - Campbell (LW)		Hardy (1)	19.43	Moseley (2)	19.38	Gairdner (3)	19.35	Barnes (4)		Porter (13)		Peel (18)	
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Sunday 24: Went fishing up Rawthey tried dry-fly and lost about 10 flies. Then went down other side with wet fly. The best part is to fish down side just where current meets pool. Got 6 one takeable.

Monday 25: Extra half - Not nice day. Tried fishing in 4 pools below Red Bridge. Only got 1 - 6 and a half ins. Didn't see many fish.

*

I do not fill in anything on Tuesday 26th or Wednesday 27th, the last day at school, or from then on in the year. We went home on Thursday 28th. The end of term, with its special treats (a hot instead of cold bath on the last morning) were always very busy.

Letters to parents

[Sunday] 20 Jan Sedbergh [Dated thus, though some of it written later]

Dear Mummy and Daddy,

Thank you very much indeed for your letter and the photograph of Mummy catching a fish. I don't think that the fish looked at all small anyhow you wouldn't be able to see the trout one catches around here (the biggest I caught last season on fly was three quarter pound! And here that is considered quite a good fish) but they taste nice anyhow. I am just beginning to settle down now at school.

This first fortnight is usually the worst anyhow and it will soon be over. Not much longer until I will be seeing Mummy what time are you meant to be arriving? Only 60 more days until you will be in England!! We came back to school on a week last Thursday and it was quite a pleasant journey really

although I had to go half by bus and half by train. The weather has not been very severe or nice which is a nuisance. It drisled for 3 days solidly (Sunday - Teusday) but it froze on Thursday night and snowed a bit and then thawed the next day! It snowed again yesterday (Sunday) but it stopped after a short time and it has now all thawed and I think we are going to have a house-run! Last Sunday our dormitory plus a prefect went up Wild Boar fell. It was about 18 miles altogether, but it seemed far further as there were terrible conditions. It rained nearly all the time and when we were slogging up the fell it turned to hail and hurt quite a bit. When we came down we had a lovely tea at the Cross Keys which is a little lonely inn, about four miles from Sedbergh. But when we had had tea we had to run back 4 and a half miles in the dark in the driving rain. But I think it was worth it. On that day Prick (Mr Thornley) had a son and we are hoping that we will get an extra half but the wheather has been so bad I don't think we will get it. We also had House Runs last Monday but it was not a very bad one only about 3 miles. I had quite a bad cold last week but it has now gone and I am feeling o.k. again. Also on Teusday there was the 1st Meales case in the school. Luckily I have had it but the trouble is that the town is out of bounds now. But I think there have only been 2 more cases in the school so far.

There has been quite a lot of competition to get on Juniors this term. This is the equivalent to the house 2nd XV. But we have got quite a young team as we have got 5 people who were under 15 last term. We have had quite a few practices but all the same we were not expecting to win all of them as there were two good houses, Sedgwick and Winder going in for it. Well guess who we picked in the first round (it is American tournament rules) Sedgwick!! They have the second best Juniors team in the school. In the first 10 mins they scored a penalty goal, but a few minutes later one of our centres scored and we were winning 5-3. However their forwards were far better than ours and they heeled it nearly every time and though in the 2nd half we were unlucky not to score as we were holding them well they scored 2 more tries in each half and so won 17-5 which wasn't too bad. But today we are playing Winder (the best team in the school) who beat Sedgwick 16-0 so we probably will be mashed. I am playing fly-half and marking a boy who has got his house colours for rugger. Lots of love Alan

24 Feb Sedbergh 1957

Dear Mummy and Daddy,

Thank you very much for your letter. The wheather has got much worse lately. The snow started about a week ago on the higher fells and it slowly came lower until last Saturday (16th) it snowed down here an inch deep. We went sledging which consisted of pulling the sledge out about a mile and then having a snowball fight for about half an hour during which I actually sledged only once. In the evening there was a "Mock Trial" only 25 from each house were meant to go but as Lupton had put up the scenery and we had more people in the actual trial than any other house all those who wanted to go were allowed to. It was very well done indeed and I think everyone thoroughly enjoyed it, it was the trial of 5 teddy boys two of them for burglary and attempted murder and 3 for aiding and abetting the others. In the end the worst of the gang was charged with assault and battery and that was all. On Sunday Bromley, a friend of mine, invited me to go out to tea with a friend of his the Curate of Sedbergh. We had a jolly good tea with hot crumpets and cakes but I felt a bit sick in chappel afterwards as I had come back here just in time to have another tea here. On Monday we had the first day of a fine spell and so we didn't have house runs thank goodness (I think there will be one tomorrow however) and instead I played Senior Yard V Evans house which we won 11-8 in quite a good game and considering they had a much older side it wasn't too bad an effort. However I should think the reason was because we played in our own yard which is a far better one than theirs and so we were more used to it than them. It continued fine on Teusday and as there were rumours that Holme Fell tarn was frozen and bearing I went up there as did about 40 other people. After a steep climb of about a mile we reached the tarn but the ice was only about 2" thick and was melting fast. I went on just round the edge so that I could say that I had been on. Barnes a boy in our house skated across it 3 times in the middle where it was unsafe and only put his foot in at the edge. [Small picture of the tarn, with safish

and unsafe areas shaded, and arrow of where I skated, dotted line for Barnes, and star 'Where a boy went right in'



I don't know whether I have yet told you about our Juniors match V School House anyhow we beat them 30-0 in about 30 minutes and so stopped but it was quite good fun. My prophesy about there being house runs today looks as if it was wrong unless it rains for at the moment it should be Juniors. We have got a bye this round however. I went up Holme Fell again on Thursday but the skating was only slightly better. But by now it will have all melted as it has thawed for the last two nights and also rained.

We will soon have to be going round the 10 mile but once that is over I will be able to look forward to not much more running as there will be no house runs after the beginning of March.

Lots of love Alan⁵

The *Sedberghian* reported this 'Mock Trial' as follows:

The Society's major effort of the season was, however, the Mock Trial. Deliberately limited the preparation to four weeks, the committee, in a piece of corporate work which was interesting to watch, composed, or rather allowed to grow, a story, did the casting, provided from its members the Judge, the two Counsel, and several of the witnesses, organised everything from press-notice to stage-management. The interest and enjoyment resulting to the two hundred and fifty odd spectators who crammed into Rooms 15 and 16, and still more to the participants, was the reward of this rather special form of corporate venture.

The Mock Trial took place on 16th February 1957. The cast is then given, including the Judge, counsel, the accused, witnesses (who included the Marquis of Lunesdale, "Shorty" (Teddy boy), Lily Oglethorpe (Teddy girl), Sid Carlotti ("low dive" proprietor), Isaac Cohen (Jewish tailor), Shirley Ramsden (Teddy girl).

⁵ It looks as if the letter was written over several days. I certainly remember the very small tarn on Holme Fell, which seemed interminable to climb to, which was really our only place to skate (apart from Lilymere, which was miles away). Barnes was intrepid. My mother naturally got restless at all the space devoted to sport - much more than at the Dragon - and I seem to remember that she asked me to write about other things. My spelling is still wobbly. It looks from this letter that I used the diary as an aid to writing the letter, writing up to the 24th.



The 'poys' - T.J.B. Vignoles, S. A. Rouse and D.F. Catlin of Lupton

[Sunday] 10 Mar Sedbergh

Dear Mummy and Daddy,

Thank you very much indeed for your letter and also for getting those flies. I expect they will be all fine as almost any dry-fly will catch fish around here. Not at all long till you will be back. Only about 2 and a half weeks when this letter reaches. I hope I can meet you off the train at Windermere as I will be coming back from school on the same day. I may either stay at school until a later bus (Because of the petrol shortage I don't think I will be coming back in Doogans car). I will have plenty to do here (for instance fishing). Or else I may go on to Windermere or Ambleside quite early and as I will not have any luggage I may go out on the hills until you arrive. We had our last game of Juniors a week ago. It was against Evans who are not very good and after a close game we beat them 9-0. Two of the tries were scored on the wing and were absolutely model tries. I agree it was a great pity about the Irish V Scotland match, but Scotland might beat England which would be rather good.

Last Thursday there was a masters concert, it was very good indeed. There were plenty of scits and songs and it went on for about two and a half hrs. The main item was a shortened version of Cox and Box which was very good and very funny. We have been hoping for an extra half for the last few whole days but either the weather has been bad or else we have had a fives or boxing competition.

I went out yesterday with a boy called Barnes. His father and mother were very nice indeed and we had a very good time. We first of all drove over to Hornby (about 20 miles away) in their Riley. (As you can probably guess they were pretty rich, and have three cars, a riley a jaguar and a Meshersmit which is a tiny 3 seater which does about a 100 to the gallon). When we arrived there we had a good lunch and then went down to the river to watch Mr Barnes salmon fishing. He caught one celt in the morning but none while we were there but we saw someone on the other side catch one. Then we went back and had a bath. After that we played a doubles game of badminton in the hotel ballroom (we were meant to be playing ping-pong but found the badminton equipment in a cupboard). Then we went in to have dinner and the two other Sedbergh boys insisted on having wine so we all had 2 or 3 glasses of wine each (actually I didn't like the taste much) but it made everyone cheerful and even when the waitress emptied half the vegetables over us we didn't mind.

*On field-day (my last when I am not in the corps) our dormitory went with mr Boggis to Ingleboro which is one of the 3 highest peaks around here. We were going to Helvelyn but the weather was not very good. All the same I enjoyed myself very much.
Lots of love Alan*



Bromley, Campbell, Badger, Barnes, Hunter, Macfarlane, on visit to Ingleborough, photographed by A.T.I. Boggis on 7th March

*

The letter and diary entries about fishing can be compared to the careful account I began to keep from this date of my fishing expeditions in a special notebook. Those for Spring 1957 were as follows:

In 1957 I laid out the main fishing expeditions in the spring.

DATE	Height	Nos. Take	Nos. not	Size	Place	Pool	Flies (baits)	Nat. Flies if any	Comment
17/3/57	7½	0	3	6½, 7, 6½ ins	*	5 [2] :- 1 [1]	March Brown ⁺ = 1 Snipe Purple ^o = 1 G. Glory ² = 1	Blue dun = 6. Not more	Very cold, lost 6 flies
21/3/57	7½	1	2	8½, 7½, 7¾ ins	Pool - 2		* Snipe + Purple ^o = 3 * Partridge + orange ^o = 1	Black Nymph = In mouth	Rather cold, missed some
22/3/57	7	0	3	6, 5½, 5½ ins	Pool - 2 [1] Pool 5 [2]		* Snipe + Purple ^o = 2 * S + Purple ^o = 5	—	Warmer.
24/3/57	6	1	5	8½, 7¾, 6½, 6, 5 ins	Pool 6 [1] Pool 3 [1] Pool 2 [4]		* Black zulu = 1	(= Blue duns) (Olive?)	lost 10 flies
25/3/57	5	0	1	6¾ ins	4 pools below Red Bridge		* Partridge + Orange = 1	—	Not much good

*

MacFarlane in Lupton House played, with his usual vigour and first-rate tackling, for his House Juniors (House 2nd XV). He sang in his House Unison in the singing competitions, but otherwise says he hasn't done much else this term. He plays lots of yard-soccer, and enjoys himself very much.

(Draconian, Easter 1957)

Sedbergh School.

Lent

Term, 19 57

Name A.D.J. Macfarlane

House Lupton Age 15.3.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
V.b.C.	16.6	18	8	10

Height.	Weight.	Girth.	
5'3.	7'10 ³ / ₄	36 ¹ / ₂	Commencing Term.
5'3 ⁷ / ₈	8'2 ¹ / ₄	37.	Ending Term.

FORM SUBJECTS.

As before, sound except in his Languages.

Latin: $\frac{7}{15}$ *Quite good progress.*

English: $\frac{2}{2}$ *Usually good, but he has had lapses. OTF*

Divinity: $\frac{1}{1}$ *Good as ever, and very thoughtful. A.S.R.*

History $\frac{1}{1}$ *Continued good work. Coming on well. H.M.*

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	C	25.	15.	<i>Good: he is coming along well. A.S.R.</i>
FRENCH	K	21	12	<i>He is still unsound in most of his work. H.M.</i>
GREEK or GERMAN	C	Div 2. 12	12	<i>It is slow going for him, but he works with admirable zeal and effort. H.M.</i>
LATIN HISTORY GEOGRAPHY				

MUSIC

ART

HOUSEMASTER

Another very good term. On the football field he showed quite outstanding courage + determination. H.M.

HEADMASTER

He has again done extremely well.

Good.

Next term begins on 30. Apr. 19 57

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Summer Term

CALENDAR

Holy Communion every Sunday at 8-20.

Sunday Morning Service at 11-0. Sunday Evening Service at 6-30.

Saints' days: Holy Communion in the Parish Church 7-30 a.m.

APRIL.

Tues. 30 Term begins. Master of the week: Mr. Pentney.

MAY.

Wed. 1 Chapel at 9 a.m.

Thurs. 2

Fri. 3

Sat. 4

S. 5 Second Sunday after Easter. Preacher: The Headmaster.

Mon. 6 Master of the week: Mr. Long.

Tues. 7

Wed. 8

Thurs. 9

Fri. 10 Sterling Verse Prize. Latin Verse Prize. Civics at 8-15 p.m.
Rt Hon. George Brown, M.P.

Sat. 11

S. 12 Third Sunday after Easter. Preacher: The Rev. Canon
S. J. Marriott, Sub-Dean of Westminster.

Mon. 13 Master of the week: Mr. Morgan. Comers and Leavers
lists to the Headmaster.

Tues. 14

Wed. 15

Thurs. 16

Fri. 17 Civics at 8-15 p.m. Rev. Canon E. R. Wickham.

Sat. 18 First Fortnight's Orders. 2nd XI v. Lancaster R.G.S.
1st XI.

S. 19 Fourth Sunday after Easter. Preacher: The Rev. A. T. I.
Boggis.

Mon. 20 Master of the week: Mr. Strahan.

Tues. 21 Hope Sedbergh Knowledge Prize for Middle School.

Wed. 22 Wakefield German Prize.

Thurs. 23 Sedgwick Mathematical Prize.

Fri. 24 1st XI v. The Masters.

Sat. 25 VIth Form Reports. 8-0 p.m. Arms and the Man.
1st XI v. The Masters. 3rd XI v. Ulverston 1st XI.
Tennis v. Gargrave. Swimming v. Ampleforth.

S. 26 Rogation Sunday. Preacher: The Right Rev. the Lord
Bishop of Wakefield.

Mon. 27 Master of the week: Mr. Alban. Civics at 8-15 p.m. Sir
Basil Henriques on "Some Problems of Juvenile Courts".

Tues. 28 Scholarship Examination. C.C.F. Inspection by Field
Marshal the Rt Hon. the Earl Alexander of Tunis,
K.G., P.C., G.C.B., G.C.M.G., C.S.I., D.S.O., M.C.

Wed. 29 Scholarship Examination.

Thurs. 30 Ascension Day. Holy Communion at 7-30 a.m. Chapel
at 9 a.m. 2nd XI v. K.E.S. Lytham.

Fri. 31

JUNE.

Sat. 1 2nd Fortnight's Orders. 1st XI v. Durham (A). 2nd
XI v. Barrow G.S. 1st XI (A). 3rd XI v. Lancaster
R.G.S. 2nd XI (A). Colts XI v. Giggleswick Colts.
Tennis v. Netherfield (A). Swimming v. Lancaster.
Shooting at Altcar.

S. 2 First Sunday after Ascension. Preacher: The Very Rev. the
Dean of Carlisle.

Mon. 3 Master of the week: Mr. Durran. Evans Divinity Prize,
Vths, IVths and L.S.

Tues. 4

Wed. 5

Thurs. 6 1st XI v. Cumberland and Westmorland.

Fri. 7

Sat. 8 2nd XI v. Kirkby Stephen. Tennis v. East Lancs.
Swimming v. St. Bees.

S. 9 Whitsunday. Holy Communion at 8-15 a.m. and at 11-40.
Preacher: The Rev. A. T. I. Boggis.

Mon. 10 Master of the week: Mr. Robinson. Visit of the Bradford
Club.

Tues. 11

Wed. 12

Thurs. 13 1st XI v. M.C.C.

Fri. 14 Third Fortnight's Orders. Concert at 8 p.m. 1st Round
House Matches.

Sat. 15 Speech Day. Service in the Chapel at 10-15 a.m. Prize-
Giving at 11 a.m. by Professor Sir Albert Richardson,
Past President of the Royal Academy. Concert at
8 p.m. 1st Round House Matches.

S. 16 Trinity Sunday. Preacher: The Rev. Canon C. B. Sampson
Vicar of Leeds.

Mon. 17 Master of the week: Mr. Mills. Common Entrance
Examination.

Tues. 18 Common Entrance Examination.

Wed. 19

Thurs. 20 1st XI v. Catterick.

Fri. 21 Film.

Sat. 22 1st XI v. Ampleforth. 3rd XI v. Kendal G.S. 1st XI (A).
Colts XI v. Q.E.G.S. Kirkby Lonsdale (A). Shooting v.
Rossall.

S. 23 First Sunday after Trinity. Preacher: A. L. Gladstone
Esq., J.P.

Mon. 24 Master of the week: Mr. MacDougall. 2nd Rd. House Matches

Tues. 25 2nd Round House Matches.

Wed. 26

Thurs. 27 3rd XI v. Skipton Police. Colts XI v. Ampleforth Colts
(Aysgarth).

Fri. 28

Sat. 29 Fourth Fortnight's Orders. O.S. Day. 1st XI v. Old Sedberghians. 2nd XI v. Old Sedberghians. Tennis v. Old Sedberghians.

S. 30 Second Sunday after Trinity. Commemoration Sunday. Preacher: The Rev. W. O. Chadwick, D.D., Master of Selwyn College, Cambridge. Morning Service 10-30 a.m.

JULY.

Mon. 1 Master of the week: Mr. Reynell. 3rd Round House Matches.

Tues. 2 3rd Round House Matches.

Wed. 3

Thurs. 4 Field Day. Certificate 'A' Part II.

Fri. 5 Certificate 'A' Part I.

Sat. 6 1st XI v. Rossall (A). 2nd XI v. Rossall 2nd XI. Colts XI v. Rossall Colts. Tennis v. Rossall (A).

S. 7 Third Sunday after Trinity. Holy Communion at 8-15 a.m. and at 11-40. Preacher: The Rev. H. Montefiore, Dean of Gonville and Caius College, Cambridge.

Mon. 8 Master of the week: Mr. Dawe. AS and O Exams. begin.

Tues. 9 Final House Matches begin.

Wed. 10

Thurs. 11

Fri. 12

Sat. 13 Fifth Fortnight's Orders. 1st XI v. Durham Pilgrims. 3rd XI v. Heversham G.S. 1st XI. R.L.S.S. Bronze Medallion Examination.

S. 14 Fourth Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Manchester.

Mon. 15 Master of the week: Mr. Braham.

Tues. 16 Reports to Form Masters. 1st XI v. Manchester G.S. (A).

Wed. 17

Thurs. 18 Reports to Common Room. Sports begin.

Fri. 19 Last day for Tradesmen's Orders. AS Examination ends.

Sat. 20 Reports to Housemasters 6 p.m. 1st XI v. Stonyhurst. 2nd XI v. Stonyhurst 2nd XI (A). Colts XI v. Stonyhurst Colts (A). Tennis v. Stonyhurst.

S. 21 Fifth Sunday after Trinity. Preacher: The Rev. T. C. Ledgard, Vicar at Kirkby Lonsdale.

Mon. 22 Master of the week: Mr. Weir. Reports to Headmaster 8 p.m.

Tues. 23 School Examinations begin.

Wed. 24 1st XI v. Canadian Schools XI. Ashburton Shield, Bisley.

Thurs. 25

Fri. 26 O Examination ends. Civics at 8-15 p.m. R. J. Potter, Esq., on "The English Press."

Sat. 27 Final Orders to Headmaster by 10 a.m. Sports finish.

S. 28 Sixth Sunday after Trinity. Preacher: The Headmaster.

Mon. 29 Master of the week: Mr. Norwood. Film. Service in Chapel 9-30 p.m.

Tues. 30 Term Ends.

Next term begins on

Thursday, September 19th and ends on Thursday, December 19th.

From April, for the rest of the year, my mother was at home, and also my father for a few months, hence no letters seem to have been preserved, though presumably I still wrote to them.

*

In May 1957, my own house put on a play, though I did not appear in it. I do not seem to have kept the programme for this, but the following is the account from the *Sedberghian*.

Sat 25th May 1957 - 8 pm Arms and the Man - Lupton

After a break of seven years, Lupton House once more produced a play in Powell Hall. G. B. Shaw's "Arms and the Man" was the play chosen and, although we were criticised in some quarters for choosing a play with only a small number of characters, the high standard of acting achieved indeed justified our choice.

Daly, as Major Petkoff, really "lived" a part to which he was quite obviously suited. Catlin displayed considerable acting ability as Captain Bluntschli, while Chambers tackled the difficult part of Sergius Saranoff to the best of his abilities. The "female" members of the cast all acquitted themselves admirably to the task, Sykes and Knox mastering their large parts with little difficulty. Spring and Vignoles were also extremely competent in their parts. We are very grateful to Mr. Boggis for having worked so hard to produce the play in the short time available. We are also indebted to all those who so kindly lent their belongings for props, more especially to Mr. Catlin who provided costumes, and who, by this generous action saved us much trouble, worry and expense. Our thanks, once again, to all concerned for a very enjoyable evening.



M.T. Sykes, C.H. Vignoles and R.C.Pears

The prize-giving and speech day that year was particularly interesting, with an excellent speech by the designer of the new school library and famous architect, Sir Albert Richardson. I sang in the concert.

SEDBERGH SCHOOL



SPEECH DAY

POWELL HALL

JUNE 14TH AND 15TH, 1957 AT 8 P.M.

ORCHESTRA

Violins:

Mr. K. Anderson
R. J. Hollinshead
J. St. C. McCormick
R. McQ. Mackenzie
C. R. Hall
M. Moffat
P. R. White
P. J. Rink
M. J. P. Vignoles
A. McG. Cleland
A. J. P. Hardie
J. K. Martyn
D. C. Moore
J. M. T. Alexander
A. H. Mawby
C. E. R. Wood
T. I. T. Henderson
A. G. Clark
T. M. C. Hardy

Violas:

R. J. Mawby
J. N. C. Hodgson
H. M. S. Holme
R. M. Gourlay

Cellos:

J. S. Robertson
P. J. Mawby
C. H. Vignoles
J. N. T. Gairdner
A. M. Christie
J. Christie
R. P. Sugden
T. D. T. Hodson
Mr. W. T. Gairdner

Double Basses:

Mr. B. A. Willson
R. J. Valentine

Flutes:

C. R. Sheard
P. B. Tredwell
D. F. N. Ross
Mr. A. J. Strahan

Oboes:

P. G. Thompson
The Rev. A. T. I. Boggis

Clarinets:

C. M. Piercy
J. Bruce Lockhart
A. M. Jackson

Bassoon:

Mr. C. Whiteside

Horns:

J. Walker
Mr. A. C. Reynell

Trumpets:

G. H. Nelson
R. W. Crawford

Trombones:

A. J. Butt
Mr. A. M. Robinson

Timpani, etc.

J. Laycock
R. S. Wilkinson

Piano:

J. Stein

MUSICAL SOCIETY

Trebles

A. F. P. Abraham	D. H. Firth	J. R. Rhind
Aitcheson, J. McK.	J. D. R. Gates	A. O. Robertson
A. J. Ashforth	H. A. F. Goddard	P. D. C. Scales
M. Bird	A. R. Goode	R. A. Sheard
J. M. Callow	M. J. C. Harrison	J. T. Simms
L. R. Dawson	H. R. Miles	W. Sutherland
T. G. O. Douglas	P. B. Millard	A. D. H. Wilson
J. E. Ellershaw	J. K. Prosser	

Altos

C. P. Byass	W. R. Reay	B. C. Tait
G. D. Dawson	M. J. R. Roche	W. S. Teasdale
J. R. Glenny	J. M. Shier	H. D. McD. Wares
J. N. Gundill	J. D. Sword	P. R. White
P. W. Howard		

Tenors

P. B. Aitken	G. T. Hamilton-Meikle	L. C. Prosser
J. M. T. Alexander	T. M. C. Hardy	J. S. Robertson
T. W. Boyd	J. N. C. Hodgson	C. M. R. Shipley
G. F. Bruce	M. C. Hodgson	C. N. Swainston
A. M. Christie	B. M. Illingworth	D. G. Swainston
H. J. Coldham	C. M. Leighton	A. L. McK. Valentine
P. O. Copland	C. T. Marks	D. W. Woodeson
R. A. M. Dodds	M. Moffat	Mr. R. W. W. Dawe

Basses

S. G. Barff	A. Hardie	R. P. Sugden
A. M. Bateman	R. W. Highton	R. N. Swarbrick
A. J. M. Bone	R. J. Hollick	P. G. Thompson
The Hon. D. P.	J. Laycock	J. R. Veale
Brougham	J. T. Little	A. Venters
G. N. F. Broughton	D. M. Leventhorpe	C. H. Vignoles
J. Bruce Lockhart	G. E. Mc.Donald	J. Walker
M. G. Chambers	A. D. J. Macfarlane	C. W. R. Ward
R. Cockcroft	D. S. Macpherson	Mr. P. J. Braham
W. G. H. Critchley	R. J. Mawby	Mr. J. H. Durran
R. B. Crompton	D. C. D. Moore	Mr. E. P. E. Long
W. D. Dickson	C. A. E. Smallwood	Mr. D. P. Norwood
G. P. Goodwin	J. Stein	Mr A. J. Strahan
J. F. Harbottle	A. M. Stoddart	

PROGRAMME

PART 1

THE NATIONAL ANTHEM

- 1 FINALE FROM SYMPHONY NO. 104 IN D (THE "LONDON") *Haydn*
Orchestra
- 2 PIANO SOLO: RHAPSODY IN G MINOR, OP. 118, NO. 3. .. *Brahms*
R. J. Valentine
- 3 TWO TRADITIONAL SONGS:
(a) Blow the Wind Southerly North Country,
arr. W. G. Whittaker
(b) The Swazi Warrior New Zealand,
arr. Thomas Wood
Musical Society
- 4 VIOLIN SOLO: PRELUDE AND ALLEGRO *Kreisler*
J. St. C. McCormick
- 5 FINALE FROM QUINTET IN A, OP. 114 (THE "TROUT") *Schubert*
R. J. Hollinshead, R. J. Mawby, C. H. Vignoles,
Mr. Willson and Mr. Hind
- 6 PRAELUDIUM *Jarnefelt*
Orchestra
- 7 "TURN BACK, O MAN" Genevan Psalter Melody,
arr. Gustav Holst
Musical Society & Orchestra

At the Piano and Organ: The Rev. A. T. I. Boggis

Conductor: Mr. Hind

INTERVAL OF 15 MINUTES

PART 2

THE TRIAL SCENE FROM
SAINT JOAN

by

GEORGE BERNARD SHAW

JOAN	.. .. .	J. L. Pearce
RICHARD DE BEAUCHAMP, EARL OF WARWICK..	..	J. M. Collard
WARWICK'S PAGE	.. .. .	J. Cameron
PETER CAUCHON, BISHOP OF BEAUVAIS	.. .. .	R. Cockcroft
THE INQUISITOR	.. .. .	C. N. McMaster
D'ESTIVET	.. .. .	J. Laycock
CHAPLAIN DE STOGUMBER	.. .. .	C. A. G. Wells
DE COURCELLES	.. .. .	J. S. Chalton
BROTHER MARTIN LADVENU	.. .. .	C. J. Heber-Percy
EXECUTIONER	.. .. .	I. R. Macmillan
ENGLISH SOLDIERS	.. .. .	I. F. H. Grant and J. D. Dorman
ASSESSORS	M. W. Brodie-Smith, R. I. Buck, D. G. Burgess, I. C. Campbell, J. D. Clark, A. McG. Cleland, H. J. Coldham, N. A. Fraser, J. le G. Gilchrist, J. N. C. Hodgson, J. A. Hudson, G. E. S. McDonald, H. C. G. Matthew, M. Moffat, J. A. Scales, J. E. Spilman, F. S. Thyne, A. L. McK. Valentine, J. N. Walton, C. W. R. Ward.	

SCENE: Rouen, 30th May, 1431. A great stone hall in the castle, arranged for a trial-at-law, but not a trial-by-jury, the court being the Bishop's court with the Inquisition participating. It is a fine sunshiny May morning.



SPEECH DAY — JUNE 15th, 1957

PRIZE GIVING

BY

PROFESSOR SIR ALBERT RICHARDSON,
K.C.V.O., P.P.R.A.

RECORD. 1956-1957

UNIVERSITY SCHOLARSHIPS

C. G. MIDGLEY	..	..	..	Major Scholarship in Classics at Brasenose College, Oxford.
J. J. N. STANFIELD	..	..	..	Minor Scholarship in Natural Sciences at Trinity Hall, Cambridge.
H. HARDMAN	..	..	..	Q'tway Exhibition in Classics (at Open Standard) at Christ's College, Cambridge.
P. IVESON	..	..	..	Wilbraham Exhibition in Natural Sciences (at Open Standard) at Keble College, Oxford.
M. R. GRUNDY	..	..	..	Lockheed Scholarship at Emmanuel College, Cambridge.
J. J. N. STANFIELD	..	..	..	Shell Scholarship.

STATE SCHOLARSHIPS

C. G. MIDGLEY	..	..	..	In Classics
R. J. MAWBY	..	..	..	In Natural Sciences
J. J. N. STANFIELD	..	..	..	In Natural Sciences.

OTHER HONOURS

GENERAL THE RT. HON. THE LORD ISMAY, P.C., G.C.B., C.H., D.S.O.	..	..	..	K.G.
REAR-ADMIRAL J. DENT, C.B.E.	..	..	..	C.B.
M. H. DORMAN, C.M.G.	..	..	..	K.C.M.G.; Governor of Sierra Leone.
J. M. WORDIE, C.B.E.	..	..	..	Knight Bachelor.
J. T. HENDERSON	..	..	..	C.M.G.; H.M. Ambassador in La Paz, Bolivia.
G. G. TURNBULL	..	..	..	Officer of the Order of St. John of Jerusalem.
N. H. H. OSMOND	..	..	..	1st Class, Modern Languages, at Oxford.
L. M. BODEN, F.R.S.A.	..	..	..	Commissioned to paint a portrait of His Holiness the Pope.
T. H. BINGHAM	..	..	..	Gibbs Scholarship in History, Oxford University.
J. E. G. MCILDOWIE	..	..	..	Bostock Exhibition in Natural Sciences, Christ Church, Oxford.
J. ARDEN	..	..	..	Winner of B.B.C. North Regional Play Competition.
A. F. DORWARD	..	..	..	Scottish XV
T. MCCLUNG	..	..	..	Scottish XV
W. J. DOWNEY	..	..	..	Cambridge XV and Captain for 1957
M. H. SHAW	..	..	..	Cambridge Lacrosse XII and Captain for 1957

PRIZEMEN

A. J. M. BUTT	..	..	..	Rankin Reading Prize.
A. R. GARFORTH	..	..	..	Evans Divinity
R. J. N. HOLLINSHEAD	..	..	..	Wakefield French.
I. R. MACMILLAN	..	..	..	Wakefield German.
P. V. ADDYMAN	..	..	..	Weech History.
C. J. HEBER-PERCY	..	..	..	Rankin Shakespeare.
J. LE G. GILCHRIST	..	..	..	Sedgwick Mathematical.
C. G. MIDGLEY	..	..	..	Greek Verse.
C. G. MIDGLEY	..	..	..	Latin Prose.
C. G. MIDGLEY	..	..	..	Latin Verse.
J. R. HILTON	..	..	..	Recitation Prize
R. COCKCROFT	..	..	..	Sterling English Verse.
W. J. A. BEESTON	..	..	..	Distinctions and Merits.
P. V. ADDYMAN	..	..	..	" " "
C. N. MCMASTER	..	..	..	" " "
J. S. CHALTON	..	..	..	" " "
R. COCKCROFT	..	..	..	" " "

The athletics competitions were always held in the second half of July. This year, on Saturday 27th, my parents came for the finals.. This is the only time when I have a set of photographs taken on such a visit, showing a number of my closer friends and some events at the school. Let me start with the athletics card which we were each given and I partially filled in.

SEDBERGH SCHOOL	
ATHLETIC SPORTS	
JULY 1957	
PROGRAMME	
THURSDAY, July 18th 2-25 Senior Hurdles S. 2-40 Middle Hurdles 4. 3-10 Senior Relay S.F. <i>Fastest time</i> 3-30 Junior Relay S.F. <i>Fastest time</i> 3-50 Under 14, 150 — 3-55 Weight St. 10 <i>10.2</i> 3-55 Senior 100 10. 4-25 Middle 100 6. 4-35 Middle Long Jump St..2. 4-55 Senior Half 7. 5-25 Middle Half 4. <i>Please see first day = 1st L 918 = 592</i> FRIDAY, July 19th 4-55 Middle Hurdles 5-10 Senior High Jump St. 5-25 Middle Relay S.F. 5-45 Junior Quarter 6-10 Senior Quarter <i>L 143 S. 140</i> TUESDAY, July 23rd 2-30 Middle Hurdles 2-40 Senior Hurdles 2-50 Middle 100 3-0 Senior 100 3-10 Under 14, 150 S.F. 3-15 Middle Half S.F. 3-25 Senior Half S.F. 3-35 Discus St. 3-35 Junior High Jump St. 4-35 Senior Long Jump St. <i>L 216 S. 190</i>	THURSDAY, July 25th 2-30 Senior Hurdles 2-35 Middle Hurdles 2-40 Weight F 3-0 Middle Long Jump F 3-15 Middle Relay F 3-25 Mile S.F. 3-50 Junior Quarter S.F. 3-55 Senior Quarter S.F. FRIDAY, July 26th 5-0 Middle Hurdles S.F. 5-05 Senior Hurdles S.F. 5-10 Under 14, 150 F 5-15 Senior Long Jump F. 5-40 Middle 100 S.F. 5-45 Senior 100 S.F. 5-50 Junior High Jump F 6-10 Middle Half F 6-15 Senior Half F SATURDAY, July 27th 2-45 Senior Hurdles F 2-55 Middle Hurdles F 3-05 Senior 100 F 3-10 Middle 100 F 3-15 Senior High Jump F 3-35 Junior Relay F 3-45 Senior Relay F 3-55 Discus F 4-15 Junior Quarter F 4-20 Mile F 4-30 Senior Quarter F
NOTES: — Standards and Eliminations ; S.F.-Semi-final ; F.-Final	

THE WILSON RUN

Record : 1899, C. E. Pumphrey,
1hr. 10mins. 16.6secs.

1957			
Points, 20, 10, 5, 3, 2, 1.	hrs.	mins.	secs.
1 P. H. B. Scott (W)	1	19	57
2 D. W. Philp (L)	1	20	8
3 J. Laycock (SH)	1	22	8
4 D. A. S. Ogg (E)	1	22	52
5 I. C. Campbell (W)	1	22	56
6 P. B. Taylor (E)	1	24	10

THREE MILES

Record : 1892, A. C. Bushell,
18 mins. 17secs.

1957			
Points, 10, 5, 3.	mins.	secs.	
1 T. M. C. Hardy (E)	19	24	
2 D. I. Moseley (L)	19	33	
3 J. N. T. Gairdner (H)	19	34	

WILSON RUN HOUSE TEAMS

Points 5, 3, 1

1 Winder	2 Sedgwick	3 Evans
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WEIGHT. Open.

Points 10, 5

Record : 1951, C. G. Wilkinson, 45ft. 5 $\frac{3}{4}$ ins.

1 Miller 39 $\frac{1}{2}$ " (P)	Distance
2 Doorman 39 $\frac{1}{2}$ " (S.H.)	

LONG JUMP Under 16 $\frac{1}{4}$ ft.

Points 6, 3

Record : 1928, S. L. Waide, 20ft 2 $\frac{3}{4}$ ins.

1 Stoddart (S) 18 ft	Distance
2 Anders Wood (S) 17' 7"	

RELAY. Under 16 $\frac{1}{2}$ ft.

Points 9, 5, 3

Record : 1944, Hart House, 3 mins. 26.2secs.

1 Sedgwick.	Time
2 S. House.	
3 Evans.	

150 YARDS. Under 14.

Points 4, 2

Record : 1893, L. Hutchinson, 17.8 secs.

1 Gilchrist. G. L. (E)	Time 19 secs
2 Sultherland (S)	

LONG JUMP. Senior

Points 10, 5

Record : 1955, J. Hargreaves, 21ft 8 $\frac{1}{2}$ ins.

1 Sangwin 20' 7 $\frac{1}{2}$ " (H)	Distance
2 Pears [L]	

HIGH JUMP. Under 15. Points 4, 2
Record : 1948, C. G. Wilkinson, 5ft 2ins.
1 **Watson (L)** Height **4-6**
2 **Callow (S-H)**

HALF MILE. Under 16½. Points 6, 3
Record : 1943, A. W. Scott, 2mins. 9.2secs.
1 **Bowie (S)** Time **2:17secs**
2 **Wild (W)**

HALF MILE. Senior. Points 10, 5
Record : 1955, J. Hargreaves, 2mins. 1.4secs.
1 **Hilton (E)** Time **2 mins 7.5secs**
2 **Philp (L)**

120 YARDS HURDLES. Senior (3ft. 3ins.) Points 10, 5
Record : 1937 M. Ward : 1943, J. B. Talbot : 1950, G. D. Bell — 16.4secs.
1 **Miller (P)** Time **17-0**
2 **Wilkinson (W)**

110 YARDS HURDLES. Under 16½. (3ft.) Points 6, 3
Record : 1947, G. E. S. Dunn, 15.6secs.
1 **Stein (S)** Time **15-9**
2 **Woodson (P)**

100 YARDS. Senior. Points 10, 5
Record : 1946, G. M. Wilson, 10.2secs.
1 **Illingworth (S.H.)** Time
2 **Daly (L)**

100 YARDS. Under 16½. Points 6, 3
Record : 1885, W. H. Parkin, 10.75secs.
1 **La Frenais (S)** Time
2 **Stoddart (S)**

HIGH JUMP. Open. Points 10, 5
Record : 1946, J. L. Hunter, 5ft 10ins.
1 **Goodman (L)** Height
2

RELAY. Under 15½. Points 6, 4, 2
Record : 1955, Lupton House 3mins. 39.2secs.
1 **Lupton** Time
2 **School House**
3 **Evans**

RELAY. Senior. Points 15, 8, 4
Record : 1943, School House, 3mins. 17.4secs.
1 **POWELL** Time
2 **LUPTON**
3 **SCHOOL HOUSE**

DISCUS. Open. Points 10, 5
Record : 1955, D. Smith, 113ft 3½ins.
1 Distance
2

QUARTER MILE. Under 15 Points 4, 2
Record : 1942, A. W. Scott, 56.2secs.
1 Time
2

MILE. Senior. Points 12, 6, 3
Record : 1893, S. L. Watkinson, 4mins. 39.2secs.
1 Time
2
3

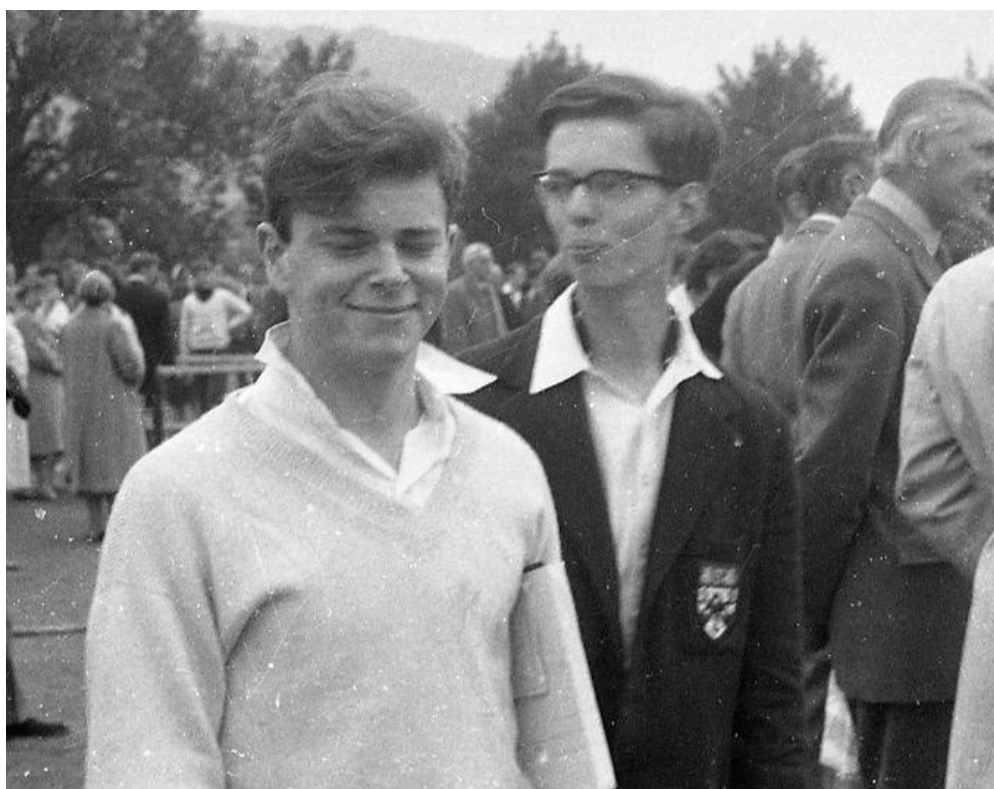
QUARTER MILE. Senior. Points 10, 5
Record : 1955, J. Hargreaves, 51.5secs.
1 Time
2

	School H.	Sedgwick	Winder	Evans	Lupton	Hart	Powell
Mile 5 mins. 20 secs.					4		
Half 2 mins. 26 secs.					20		
Quarter 62 secs.					22		
100 Yards 11.6 secs.					22		
Hurdles 20 secs.					18		
High Jump 4ft. 8ins.					18		
Long Jump 16ft. 9ins.					20		
Weight 31ft.					22		
Discus 68ft.					20		
Middle Half 2 mins. 32 secs.					6		
Middle 100 Yards 12.4 secs.					6		
Middle Hurdles 20 secs.					4		
Middle Long Jump, 15ft. 9ins.					2		
Junior Quarter 71.4 secs.					13		
Junior High Jump, 4ft. 2ins.					4		
Under 14, 150 Yds. 20 secs.					—		
BONUS	0	2	0	0	0	0	14
TOTAL							

Photographs taken by Alan at the athletics day, 27th July



Three of my closest friends, from left. Charles Vignoles, Geoffrey Bromley and David Porter, with my father (unusually wearing a tie) on the right.



Ian Campbell and Charles Vignoles



Alan Barnes of Lupton in the high jump



T.P. Goodman of Lupton winning the high jump (photograph by A.T. I. Boggis)



C.P. Marriott, housemaster of Lupton (on right)



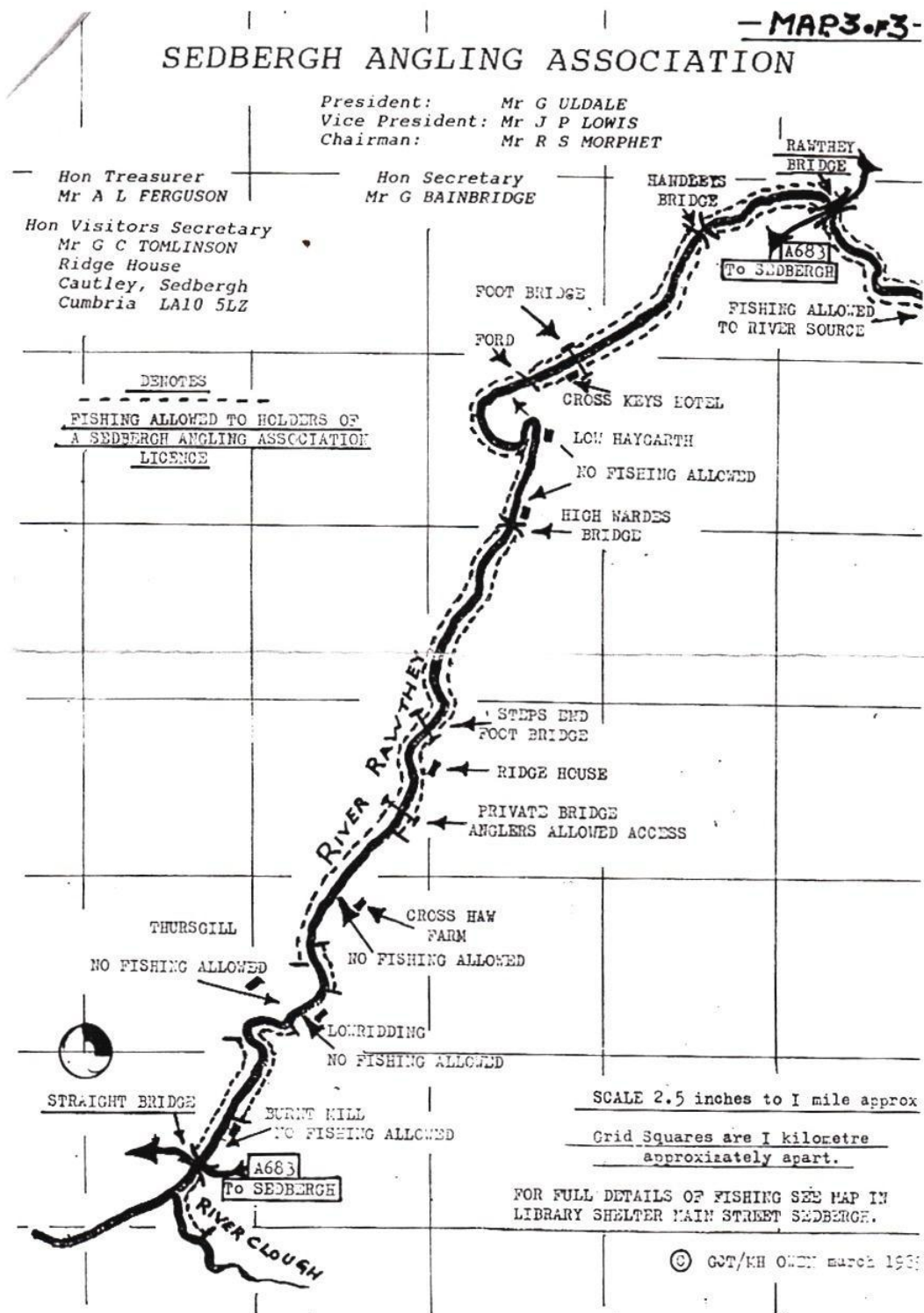
Mac, Fiona, Iris and Charles Vignoles on picnic lunch

Fishing

In that summer I seem to have made twenty-five fishing expeditions, an average of about two a week, as follows:

DATE	PLACE	NOS	ANY NOTABLE FISH	BAIT	REMARKS
23/6/57	Ludge Gill	9 [2]	(7 1/2 - 7 3/4) ins	Worm	Some quite nice
25/6/57	Lune - above L. Inn	3 [1]	9 1/2 ins, 6, 5.	Worm (9 1/2) fly - other	Try U.T. W. etc
26/6/57	Rawthey - riverside	2 [1]	9 3/4, 3 ins	" (2) —	" "
27/6/57	Lune - L.I. Br just above.	4 [2]	10 1/2 x, 8 1/4 [Sea Trout]	" (4) —	slightly coloured - after c - try spin
29/6/57	Rawthey - Millthrop br	0 [0]	—	Worm, sea trout flies	Not many sea - throw here
30/6/57	Rawthey - Around Rawthey Bridge	9 [4]	8 1/4, 8, 7 3/4, 7 1/2	2 on worm 2 on large "Badger"	Quite good - went w Edges, lovely country.
7/7/57	Rawthey - Birks	1 [0]	6 3/8	fly	no good - weather c
14/7/57	" - Above N. Br	3 [1]	9, 7, 6	worm (in fact worm!)	Water returned
21/7/57	" above Cross Keyes	2 [2]	8, 7 1/2	spinner (minnow in fly)	M caught first fish! 9 ins
22/7/57	" " N Br	—	—	tried Vibro - hooks, blow	But had 6 bites.
28/7/57	Lune above Killington	—	—	Spoon - Vibro	Much too bright

The area where we were allowed to fish on the Rawthey river was laid out by the local angling association as follows.



In order to maximize my enjoyment and success, I drew my own coloured maps of much of this stretch of water.

Rawthey

Stretch

From

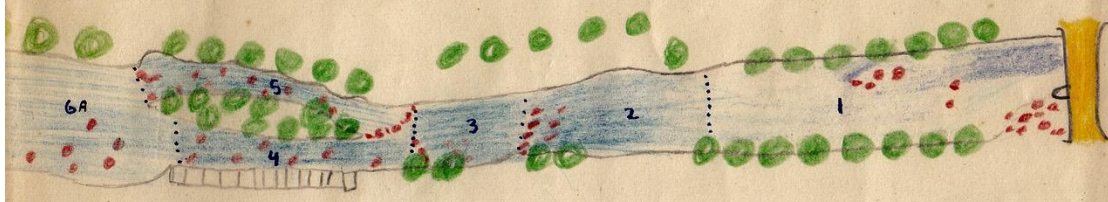
To

1. Waters Meet — Middleton Br
2. Middleton Br — Where Beck joins
3. Beck — Ford
4. Ford — Bottom Lords Dubpond
5. Btm Lords Dub pl — Bt Jackdaw Br pl
6. Btm Jackdaw br pl — Btm Dee pl.
7. — — Btm Birks Mill
8. — — Akay
9. Milthrops Br — New Br
10. New Bridge — Top Long Bend pl
11. Top Long Bend pl — Btm Clough pl.
12. Btm Cl pl — Straight br
13. Str Br — Hebblethwaite
14. Hebblethwaite — to Dub
15. — Dub — Crossshaw Beck
16. Crossshaw Beck — Thrusgill
17. Thrusgill. —
18. — st Mark.
19. St Mark — Red Br
20. Red Br —
21. — Cautley Br

RAWTHEY

"STRETCH A"

From Newbridge
upwards.



Sedbergh School.

Summer Term, 19 57

Name A.D.J. Macfarlane
House Lupton Age 15.7.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.	Height.	Weight.	Girth.	
V.b.C.	16.10	17	9	9	5'3 7/8	8.3 1/2	37.	Commencing Term.
					5'4	8.3.	37	Ending Term.

FORM SUBJECTS.

A good worker, of some promise except in foreign languages

Latin: $\frac{9}{13}$ Unreliable; he may crash badly.
English: 2 Quite good, painstaking work. OTIF
Divinity: 6 Good. A.C.R.
History 2 No marked progress, but still good work. HTJ

Set Subjects.	Set.	No. in Set.	Place.	
MATHEMATICS	E.	25.	19.	Fair (2 good). A.D.B.
FRENCH	K	20	14	Unsound; results vary a good deal. <u>PHL</u>
GREEK or GERMAN	C	Dr. I. 12	11	Still slow & insecure, but he works well enough. <u>PHL</u>
LATIN HISTORY GEOGRAPHY				

MUSIC

ART

HOUSEMASTER

He brings admirable determination to all his activities. I think very well of him. CPM.

HEADMASTER

He is painstaking and does his best. I am sorry the results are not more encouraging. Ames

Next term begins on 20 SEP 1957 19

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Classwork

Set reading in *Brown Books*

Winter Term 1956:

The Bible. Glassey: *Groundwork of Preci*s. Shakespeare: *Richard III* (Warwick Ed.). Shaw: *Devil's Disciple* (Penguin). North and Hillard: *Latin Prose*. Kennedy: *Latin Primer*. Kennedy: *Latin Unseens from Roman History*. Caesar: *Civil War* (Macmillan). Ovid: *Selections* (Shuckburgh). S.C. *Latin Paper 1943-49*. Barker, St. Aubun and Ollard: *History of Britain 1832-1950*. Derry: *British History*. Sellman: *A Student's Atlas of Modern History*. *The Four Gospels*: E. V. Rieu (Penguin).

Mathematics (epsilon): Brewster, *Trigonometry*. Durell: *School Certificate Algebra*. *School Certificate Papers*. Durell: *New Geometry*. Durell: *Arithmetic*.

French (K): Poole: *Grammaire*. *Picture Vocabulary and Supplement*. *A la Rescousse*. S.C. *Papers 1943-1949*. Milne: *Intermediate Tests*.

Greek (C): North and Hillard: *Greek Prose Composition*. Ritchie: *First Steps in Greek*. Abbott and Mansfield: *Greek Grammar*. Sidgwick: *First Greek Reader*

Lent Term 1957:

The Bible. Glassey: *Groundwork of Preci*s. Shakespeare: *Richard III* (Warwick Ed.). Shaw: *Three Plays for Puritans* (Penguin). North and Hillard: *Latin Prose*. Kennedy: *Latin Primer*. Kennedy: *Latin Unseens from Roman History*. Caesar: *Civil War* (Macmillan). Ovid: *Selections* (Shuckburgh). S.C. *Latin Paper 1943-49*. Hill: *Short History of the U.S.A*. Whare: *Abraham Lincoln*. Sellman: *A Student's Atlas of Modern History*.

Mathematics (epsilon): Brewster, *Trigonometry*. Durell: *School Certificate Algebra*. *School Certificate Papers*. Durell: *New Geometry*. Durell: *Arithmetic*.

French (K): Poole: *Grammaire*. *Picture Vocabulary and Supplement*. Pelletan: *A la Rescousse*. S.C. *Papers 1943-1949*. Newsham: *La France qui lutte*.

Greek (C): North and Hillard: *Greek Prose Composition*. Ritchie: *First Steps in Greek*. Abbott and Mansfield: *Greek Grammar*. Sidgwick: *First Greek Reader*

Summer Term 1957:

There are no reading lists in the Brown Book for this term, or for any later terms. For some reason it was decided not to include them.

The balance of my lessons is shown in a plan I drew to show which classes were when, and the preparation I was to do in the evenings and mornings. As will be seen, there were two divinity classes (D), four history classes (H), five latin classes (L), six maths classes (M), six greek classes (G), five french classes (F), and three English classes (E).

MEMORANDA

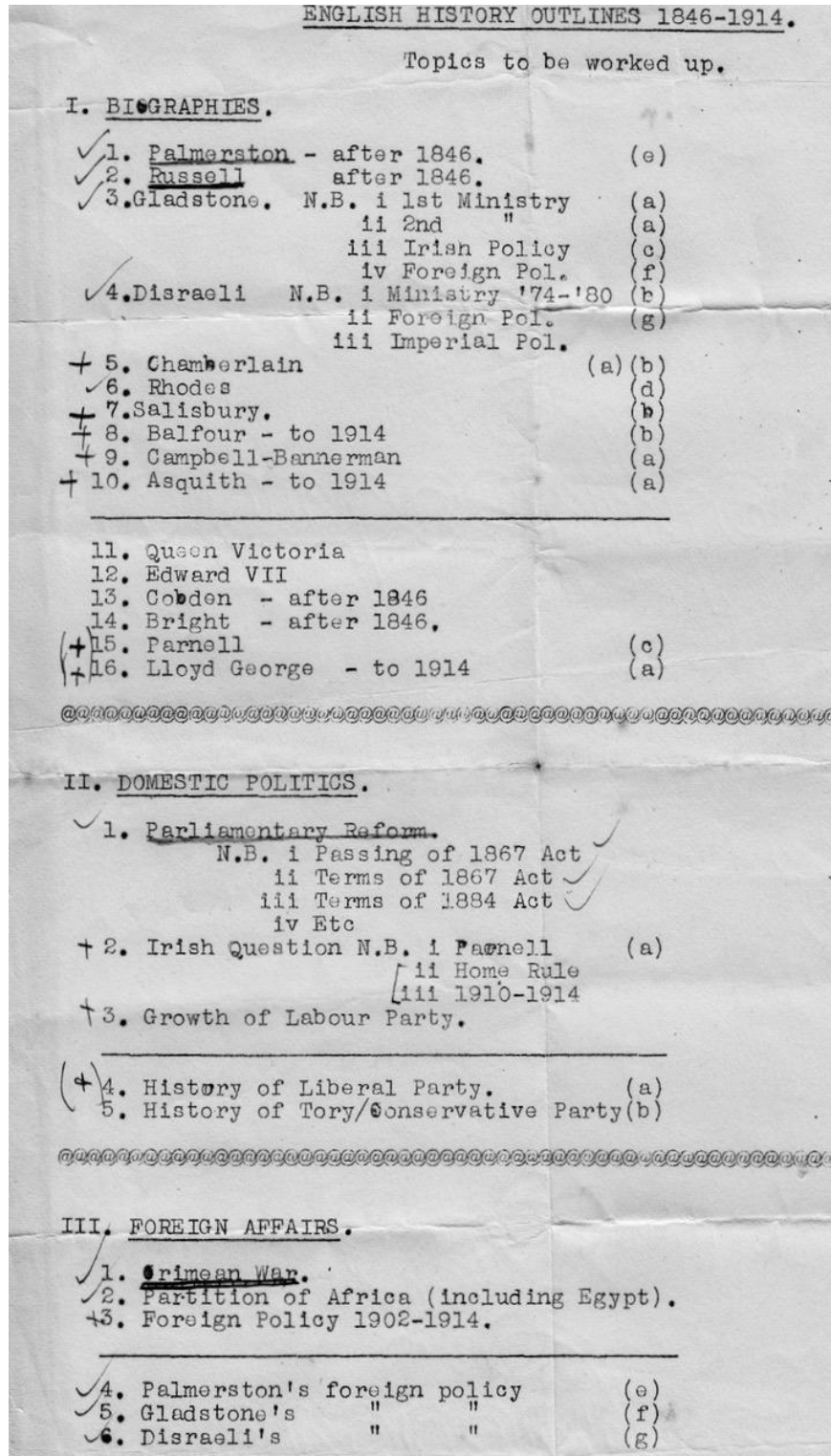
	1	2	3	4	5	6	7
Mon	D	H	L	M	G	F	D
Tues	G	M	L	H	X	X	X
Wed	H	L	G	M	F	PREP	
Thurs	G	E	L	F	X	X	X
Fr	GF	H	G	L	E	M	M
Sat	F	E	G	M	X	X	X

	M	T	W	Th	F	S
3:00	(G)	(L)	(F)	L	E	
30	M	F	G	(E)	F	
30	Sing	R	X	E	R	R
Early Mon	L	M	L	G	(M)	H

History in Vbc

We studied two very different subjects in this year. One was 'English History Outlines 1846-1914'. The other was the American Civil War. I only have the examination paper for the former, so will start with that, which we studied in the first term, as the recommended reading listed above shows.

What we were to cover is shown by a note of 'topics to be worked up'.



I have three orange notebooks containing notes on my reading for this paper. The first contains notes on Joseph Chamberlain and Lord Salisbury (with an essay plan for 'The achievements of Salisbury's govt'. There are three pages of notes on the "Origins of the Labour Party and its Growth up to 1914'. Then finally there is a page of notes on Local Government 1849-1914.

History, England, No. 2 as it is headed starts with a "Model Plan" of an essay on 'Events leading up to the passing of 1867 Act and the consequences.' This was the second Reform Act, whose provisions and the details of the bill are given. There is precise detail about the passage of the bill, the opposition and so on. As a supplement, there are the terms of the 1884 Reform Act, the 1872 Ballot Act, and the 1883 Corrupt Practices Act. There are then four pages on Canada, discontent, the ruling, the constitution, the development of its boundaries, the Indians and its final dominion status.

The bulk of the book is, however, devoted to Gladstone. There are seventeen pages of detailed notes on his domestic and foreign policy. I remember little of this, but it includes aspects of his foreign policy toward Russia, the Ashantee War, Egypt and the Sudan in some detail, including the death of Gordon in Khartoum. There is even mention of New Guinea, and the relations with King Leopold of Belgium in relation to the Congo. I remember none of this.

History, England, notebook 3, starts with three pages on the partition of Africa. It states in detail which parts of Africa were taken by which European powers, where they wanted to expand, the 1884 Conference and partition treaties. In passing I note of this conference that 'On the whole Britain obtained the lion's share, because

- i) The institution of new *chartered companies*.
- ii) British power was already established at various strategic (sic) points along the coast (example Lagos)
- iii) We had the *best fleet* and could cut off communications between any other power and its colonies.'

British expansion in Egypt receives a page, with the nationalist revolt, Cromer, Baring and others.

We then come to Disraeli to whom I devote seven detailed pages, including a good deal on his dealings with Afghanistan, the 2nd Afghan War, General Roberts to Cabul etc.

There is then a section on 'Africa 1846-1914'. There are six detailed pages on British activities in Africa, starting from the Great Trek of the Boers in 1836, moving up through the Zulu War of 1879 and many other events up through the Boer War.

There are then three pages of overview of British Imperial policy in relation to Foreign Policy 1846-1914, the first pages of which are as follows:

FOREIGN POLICY 1846 - 1914 - AN OUTLINE OF THE PROBLEM

I PREFACE

The perpetual aim of any for sec is to maintain this countries interests, which, in this period, were

- (a) The maintenance of the Balance of Power in Europe
- (b) The freedom of trade throughout the world.

The means employed vary with.

Broadly A The temperment of the foreign secretary

There are two traditions:

(i) The "forward policy" of the strong arm involving a readiness to threaten the use of force on a small scale in the hopes of avoiding a situation in which a major war would have to be fought.

(ii) The "passive policy" of non-interference of "appeasement"; of respect and of respect of other nations rights to conduct their ^{own} ~~own~~ affairs in their own country

B The great power situation

broadly there are 2 situations.

(i) When G.B. is strong enough in relat to other powers to be able to get her own way in peace without allies. This implies a policy of isolation and no commitments or alliances, and depends on the assumption that we can always find an ally in Europe if a major war should be necessary.

(ii) When G.B. is not str enough in relation to others to influence or hold the Eur balance by herself. This implies a policy, at least, of Entente preferably of firm alliance with at least 1 cont power.

II Phase 1 to 1865

This was the "Palmerston" era. In which B (i) applied and was, with broad success pursued by means of A (i). Fr and Russia were the main bugbears and both were successfully held in check, but the rise of Prussia in the 1860's gave rise to a new situation —

I then move on to "RHODES" (1853-1902) on whom I devote two and a half pages of notes. This is followed by five pages on the "IRISH QUESTION", including Home Rule and Parnell. Interleaved with this are two pages on 'British-French Relations', 1870-1914.

I return to the Growth of the Labour Party to 1914 on which there are two pages, and finally 'Foreign Policy' (1902-1914). This starts with Balfour, under whom A. Anglo-Japanese Treaty (1902). There had been a scramble for China which was a dying nation and Russia and Germany had both got parts but they had stopped the Japanese. So G.B. and Japan both eager to stop R aggression signed a treaty. They

agreed to be neutral if either power went to war against one other, but if a third one joined in the other had to join in.'

The book ends with 'SEE NEXT VOLUME'.

Reading all this, particularly the stress on Africa, Canada and imperial relations, on Ireland, and on the growth of the labour party I am amazed at what we were learning, even if in a superficial way. The books were carefully indexed and the layout of the notes is exceedingly methodical. There are indications that most of the notes were taken from one or two books.

The nature and detail of the note-taking is best illustrated by selecting one set of notes. I have chosen Joseph Chamberlain, though my painstaking work on him does not seem to have been useful in the exam.

JOSEPH CHAMBERLAIN 1836-1914.

I (a) Was the only representative of Radicals in Gladstone's 2nd Ministry.

His Ideals

Strongly supported:

- (i) Trade Unionists
- (ii) Direct Taxation
- (ii) Disestablishment
- (iv) Free Education
- (v) Payment of M.P's.
- (vi) Manhood Suffrage.
- (vii) Collectivist theories to Empire
- (viii) Manhood Suffrage. Attacked power of house of lords.

HE HAD ALREADY ORGANISED HIS PARTY ON MODERN POLITICAL LINES AND THEREFORE CONTRIBUTED TO RECENT VICTORIES.

(b) Chamberlain helped Gladstone form Kilmainham treaty.

(c) 1885 Split from Government after 1884 Reform Bill because Chamberlain and the Radicals thought that Gladstone was favouring the

Whigs too much.

II Chamberlain and Ireland

1886 Gladstone admitted Home Rule; ~~then~~ Chamberlain resigned from the cabinet rather than support Home Rule. He spoke against Home Rule Bill (it was defeated 1886)

1893 Chamberlain refused to reunify with Gladstone & over Home Rule. He again spoke against it.

III Chamberlain with Salisbury

1895 Chamberlain joined the cabinet as a Liberal Unionist and thus two parties slowly merged. Chamberlain was Colonial Secretary during Sal's 3rd Ministry (1895-1902)

IV Chamberlain and alliances

(a) 1902 Alliance with Japan

Chamberlain wanted an ally in the West and suggested Germany. But his advances were rejected by ~~the~~ Germany and so Britain ~~he~~ chose France

V "State of Chamberlain 1902"

Chamberlain was by far the most powerful and popular member of the Government. He committed the Conservatives to Imperialism. It was due to Chamberlain's success in telling the people that the Conservatives were not a party of vested interest, aristocracy and privilege.

VI Chamberlain and Protection [BALFOUR P.M.]

1903 Chamberlain by adopting "tariff reform" helped to "unite Liberals" in opposition and he ~~stop~~ split conservatives. He was converted to protectionist views because he thought that it was essential to keep the Empire together also because of Foreign Competition from Germany and America.

1903 Chamberlain resigned from Cabinet so that he could speak from a free platform. Chamberlain reluctantly agreed to a colonial conference about free trade. As the Cons had to unite because of the election.

1906 Cons utterly defeated at an election by ~~Libs~~ Libs. But Chamberlain struck down by Paralysis and retired.

VI J. Chamberlain and Imperialism

1895 (Ch - Colonial Secretary)

A What his aims were

To him the colonies were undeveloped states particularly West Indies and West Africa. He wanted to improve them.

B what he did

- (i) Founding schools of tropical medicine.
- (ii) A department of Agriculture for the West Indies.
- (iii) Floating loans for construction of harbours and railways.

C His difficulties

The standard of living in over-populated W. Indies was ghastly; nothing had been done by Gov since abolition of slave trade.

D His realisation

He was aware of the value of Empire.

VII The Relationship with the colonies

He did a great deal to strengthen the relation relationship with the self-governing colonies and to develop the backward areas. He also promoted idea of imperial preference (i.e. prot-
ection) to bind empire with economic links.

A SOUTH AFRICA

Jamieson Raid

Chamberlain, probably knew about it a suggest Uitlander rising. But it was a flop.

B. WEST INDIES

Poverty the problem

The Answer:

J. Chamberlain began the attempt to develop other industries except sugar but the standard of living remained low.

As well as extensive notes on Joseph Chamberlain, I wrote in the same book what was obviously a detailed essay plan of a biographical kind, an assessment of his life and work. This gives some indication of how thorough I was becoming in my essay planning towards the end of my fifteenth year.

«J. CHAMBERLAIN»

(1836 - 1914)

Son of a prosperous London boot manufacturer
left school (U.C.S.) at 16, and went into
relative's Birmingham screw-business,
from which he retired aged 38 with an
adequate fortune.

Phase 1

The Birmingham Radical: The Municipal
Reformer.

"It was uncertain whether Forster would
make him a Tory or Home affairs a radical."

Impulse for social reform led him to
become a radical; promoted the National
Educ League 1868; a great protagonist of
the Nonconformists' point of view in
dispute over the 1870 education act.

1873-75 Mayor of Birmingham: promoted
municipal enterprise.

PHASE 2

The Radical M.P. and cab minister ~~1878~~ 1876-1886 ~~was~~ with Bright for Birmingham. Close association with Radical Dilke, the two "Exports terrible" of the Liberal party. Contributed largely to Liberal victory 1880 by reorganising the constituency associations. 1880-5 Pres of the board of trade, but not at ease with his colleagues.

(i) B of trade - a good administrator; & many small reforms.

Ireland (a) Responsible for Kilmainham Treaty. (b) Strong supporter of Irish local gov bill i.e. he sought administrative devolution but no weakening of Westminster political control.

(iii) 1885 Election
Libs returned partly on Chamberlain's "Unauthorized programme": free education, healthy dwellings, fair rents, payment of

M.P's, abolition of plural voting, reform of the incidence of taxation. The manner rather than the matter deeply disturbed Gladstone.

Phase 3

The Unionist 1886-95.

- i) 1886 split from Libs because of:
 - (a) disagreement over Home Rule.
 - (b) G's failure to win his personal support.

"He risked political extinction sooner than comply with ^{the} demands of Parnell"

- ii) 1886 - 1895 In isolation with Lib Unionists: early hopes of re-union with Glad Libs fade and he gradually moves nearer Tories, specially as his interest in colonial affairs grows

Phase 4 The Imperialist 1895-1903

Colonial Secretary in Conserv Gov

(i) Objectives

- (a) To tighten the bonds between Britain and the self governing colonies.
- (b) To develop resources and trade of the colonies (Economic Imperialism)

The 1st Col Secretary to make a major office of state out of that post

- (ii) Economic Imperialism: started Government loans to colonies and Board of Trade Commercial Intelligence branch.
- (iii) Promoted the study of tropical diseases.

(iv) 'WEST AFRICA'

Occupied territory behind Lagos and behind Gold Coast. Royal Niger Co's territory passes to colonial office 1900

- (v) Passed the Commonwealth of Australia Act 1900

(vi) SOUTH AFRICA

- (a) Failure of Jameson raid (1896) made it impossible to secure civil and political

rights for "Uitlanders"

(b) Nevertheless Chamberlain and Milner strove for them by negotiation: Bloemfontein conference 1898. When this failed - war ensued.

(c) 1902 Chamberlain in S. Africa to promote good will and convince Boers of our good faith at Vereeniging (treaty of)

Phase 5

"The Tariff Reformer" (1905-06)

He becomes an advocate of Imperial Preference with vague idea of an Imperial Zollverein (free trade area). Resign from Gov the better to promote his cause.

Conservatives' failure to make up their mind re Tariff reform a major cause of their fall of 1906 election. 1906 Chamberlain retires from politics.

CONCLUSION

One of the greatest public figures who

never became P.M. A dynamic figure who stole the limelight. Rarely does it happen that the views of an ordinary ~~or~~ cabinet minister can, on 2 occasions, alter the history of political parties, as they did in his case in 1886, 1903.

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

HISTORY

PAPER 6. ENGLISH OUTLINES, 1846-1914

WEDNESDAY, JULY 17TH, 1957. 1½ HOURS

Answer three questions.

1. Write short notes on **four** of the following: the Chartist Petition of 1848; Tennyson; Delhi; cheap steel; the Irish Land League; the Canadian Pacific Railway; Fashoda; John Burns; the National Insurance Act (1911).

✓ 2. Give an account of the life and importance of **either** Disraeli (after 1846) **or** Cecil Rhodes.⁺

✕ 3. In what respects was the Crimean War important in British history?

✕ 4. Give an account of the development of trade unions from 1867 to 1914.

✕ 5. What benefits were conferred upon the people of England by Gladstone?

✓ 6. Why were Conservative Governments in office for so much of the period 1886-1905?

✓ 7. In what ways, and for what reasons, did Britain seek the friendship of foreign powers in the twenty years preceding the outbreak of the First World War?

✕ 8. Trace the growth of the movement for women's rights.

American History

Another topic which I had completely forgotten we were studying was the American Civil War. I have two notebooks devoted to this and a few short essays.

One book starts with some of the reading: Wheare, chs. 10, 11, 12, 13 and Hill Ch. 15 and also F. Thistlethwaite, the Great Experiment

It starts with 'Foreign Relations' of America, with G.B, France etc. And then the emancipation of slaves in detail, the 13th Amendment, the election of 1864 and the death of Lincoln, the Post War Conditions and the Treatment of the South, Reconstruction, the Johnson government, the Civil Rights Bill 1866, the 14th Amendment, the Ku-Klux Klans etc.

There are four pages devoted to President Andrew Johnson and then four pages on President Grant. Finally there is 'Economic and Social Development' 1850-75, the westward expansion and so on.

The second notebook is longer, 46 pages of notes on similar themes. Again the sources are mainly Hill and Wheare, but also four *History Today* articles, and an Encyclopedia. The treatment is very methodical and organized and I shall only give major headings.

I start with the constitution of the USA, how congress works, the President's position, the Judiciary, the Bill of Rights, Amendments to the Constitution, the implied powers of the Constitution.

Then I look at the Condition of the U.S.A. in 1850, including such matters as Immigration, Slavery, political parties and so on. There are three pages on the Kansas-Nebraska Act. The differences between the North and South gets two pages, and then 'Negro Slavery and the Movement for abolition' another three, including the Dred Scott Case in detail.

I then move on to Abraham Lincoln, on whom there are three pages.

His Character I recount as following:

'Solemn; awkward, no liquor, girls, county store and courthouse; self made lawyer; philosophy and boardy stories (sic!); no huntsman; no ambition for riches, but great amb for power says Wheare; irresistible humour; homely anecdote; and laborious honesty; giant physique; his appearance "looked woe-struck" 1856 description "a man who saw steadily, prophetically and who seemed to be without evil in his heart". [I seem to remember greatly admiring him and being inspired by him.]

There are then three pages on his opponent, Douglas, his complete opposite in every way.

We then move on to the Presidential Election of 1860.

I clearly wrote an essay on Douglas, for I have nearly two pages of notes (written by me, presumably dictated) 'Commentary on returned essay on Senator Douglas'.

These are painstaking notes from my history master, going through the essay point by point and adding a great deal. It ends, for example, with

'V. Don't omit to write on his importance.

i) He brought Lincoln back into politics

ii) With the K-N act "he reopened what one question which ever endangered the Union" therefore he was largely responsible for the Civil War

iii) He split the Democratic party and therefore they lost the 1860 presidential election therefore the Southern states seceded (sic).

There are then another three pages on the 1860 election and then two pages on secession and the outbreak of war.

I then chart the course of the civil war in a diagram showing the Eastern Front, West (middle) and Mississippi, moving through time, over six pages.

Then we come to Lincoln as President for five detailed pages (taken from Wheare).

*

I also have six short essays on American history. The first was about Lincoln's "Emancipation Proclamation". I will give the original version of this short essay.

"HISTORY ESSAY" A.J.J. Macfarlane

After the battle of Antietam in September 1862 Lincoln made the "Emancipation Proclamation" in which he was fully supported by his cabinet. This proclamation stated that ~~is~~ beginning on January 1st 1863 "All slaves in states not practically recognising the Union government, would forever be free." This of course did not apply to the middle states, which, although slave states, supported the Union. In these states ~~like~~ Lincoln was trying ^{out} his scheme, by which all slave owners would be compensated by the Union for the loss of their slaves; and ~~anyhow~~ this scheme would only be put into operation if it was approved by the state governments.

In Lincoln's first ^{inaugural} ~~inertial~~ address in March 1861 Lincoln said that his ~~aim~~ mission was not to abolish slavery where it existed but to preserve the Union. Yet in 1862 in the Emancipation Proclamation he freed all slaves in the confederate states. This may seem to be

a contradiction of his principles but in reality it was nothing but a surface change instigated by the circumstances. His real attitude is shown well when he is stalling the abolitionists just before he proclaims emancipation. He said "My object of paramount importance is to preserve the Union, if I have to abolish slavery in this cause, ~~even~~ where it exists, I will but if I don't have to I won't." So he ~~is~~ stuck to his principles and it was only when he could either leave slavery as it was and let the Union be broken up, or abolish slavery and save the Union that he ~~so~~ abolished slavery. / What was his reason for changing the application of his principles - 1862?

Before it was absolutely necessary he stopped his generals such as Frémont and Hunter from emancipating; for he considered it was only within his powers to emancipate when it was a military necessity, and not when it was only inspired by political or ~~more~~ moral feelings. So in reality he did not change his principles.

17
30

The second is 'How did Lincoln justify his defence of the Union'. For this I received 22/30.

Then 'The advantages and disadvantages each side started with.' 20/30. 'Good contents; good understanding. But rather too "cramped" in layout.' This notes 'not read happily. ASK.'

Then 'The main differences between North and South.' 18/20. 'Good as far as you go'.

Then 'Describe the Kansas-Nebraska affair and its results'. 22/30. 'You get all the essentials'.

Finally 'Why and on what subjects did Lincoln have disagreements with his generals?' 15/30 'Only fair'.

OTHER SUBJECTS

English Language

The following is a poem which I found loose. From the handwriting and level, it seems likely that I wrote it in my 'O' level year, 1956-7, in 5BC form. The fact that it is marked numerically also suggests that.

'The angry sea'

The sea moves with an uneasy rolling –
The wheeling seagulls, in the fields are clustering.
The last visitor is up the beach strolling,
And the wind which was silent is now blustering.

[comment in red 'It's a bit jerky this verse'. That is precisely what it was meant to be!
A.M.]

Now the gale is upon the rocks crashing,
And the waves grind sweeping up the beach,
Rending small boats, and on the cliff it is smashing.
While the water is new caves and corners finding.

As the spray leaps in glistening salty brine,
And the roaring sea hungrily onto the promenade rushes.
The fierce sun for a moment through the cloud shines,
So that it lights the sea as the pier it crushes.

So now the foam in a frothy flurry
Scuds up the shifting sandy beach,
Where the worst of the storms great fury
Can be seen as far as the eye's reach.

But now the restless sea is again wipering [corrected to 'whispering']
And in the watery sun it seems asleep.
But we have learnt it can never be mastered,
Nor can men conquer the spirit of the deep.'

[The mark for this is 25, in red ink]

I have only saved the second of the two papers on English Language, as follows.

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

ENGLISH LANGUAGE II

COMPOSITION

SATURDAY, JULY 13TH, 1957. 1½ HOURS

Answer one question only.

1. Write an essay on **one** of the following subjects:

- (a) Uncles and Aunts.
- (b) A Bank Holiday Scene.
- (c) Oil.
- (d) Staying at Hotels.

2. "Penny wise, pound foolish." "Take care of the pence and the pounds will take care of themselves." Discuss which of these two proverbs is, in your view, the more truthful.

3. Compose a short story or sketch suitable to **one** of the following titles:

- ✓ (a) "The Forest Fire."
- (b) "An Enemy of the People."

English Literature

I do not have any of my workings for English literature, apart from the poem above. But I have the two question papers for the exams, which suggest the contents and level of the exams.

S 722

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

ENGLISH LITERATURE I

SHAKESPEARE, *Richard II*

MONDAY, JULY 15TH, 1957. 1½ HOURS

Candidates must answer Question 1, and three of the Questions 2 to 6.

1. Read the following passages and the questions beneath them. Write answers to the questions on **two** of the passages only. Confine your answers *strictly* to the questions:

A

X. But, lords, we hear this fearful tempest sing,
Yet seek no shelter to avoid the storm;
We see the wind sit sore upon our sails,
And yet we strike not, but securely perish.

Y. We see the very wrack that we must suffer;
And unavowed is the danger now,
For suffering so the causes of our wrack.

X. Not so: even through the hollow eyes of death
I spy life peering; but I dare not say
How near the tidings of our comfort is.

- (i) Who are X and Y?
- (ii) What is the situation at this point in the play?
- (iii) What has X in mind when he speaks of *this fearful tempest*?
- (iv) Explain *sit sore upon*; *strike*; *securely*; *wrack*; *unavowed*.
- (v) What does *even through the hollow eyes of death I spy life peering* mean?
- (vi) What are the tidings to which X refers?

B

X. My lord, in the base court he doth attend
To speak with you; may't please you to come down?

Y. Down, down, I come; like glistering Phaethon,
Wanting the manage of unruly jades.
In the base court? Base court, where kings grow base,
To come at traitors' calls and do them grace.

- (i) Who are X and Y?
- (ii) Where and when does this scene take place?
- (iii) Who was *glistering Phaethon* and why does Y liken himself to him?
- (iv) Explain *wanting the manage of unruly jades*.
- (v) What is the point of *Base court, where kings grow base*?
- (vi) What does *do them grace* mean?

C +

X. My lord, dispatch; read o'er these articles.

Y. Mine eyes are full of tears, I cannot see:
And yet salt water blinds them not so much
But they can see a sort of traitors here.
Nay, if I turn mine eyes upon myself,
I find myself a traitor with the rest;
For I have given here my soul's consent
To undeck the pompous body of a king....

- (i) Who are X and Y?
- (ii) Where and when does this incident take place?
- (iii) What are the *articles* to which X refers?
- (iv) Explain *a sort of traitors; undeck the pompous body of a king*.
- (v) Why does Y consider himself *a traitor with the rest*?

2. "Shakespeare presents Richard as a mixture of callousness and charm, of authority and weakness." Expand and illustrate this comment.

3. What views are expressed in this play about the nature of kingship and the duties of kings?

4. Write a short comment on the character and part in the play of **two** of the following: York; Northumberland; Carlisle.

5. Describe in your own words the events of the scene at Westminster Hall where Richard yields his crown to Bolingbroke.

—6. Rewrite in CLEAR, SIMPLE, MODERN PROSE:

This blessed plot, this earth, this realm, this England,
 This nurse, this teeming womb of royal kings,
 Fear'd by their breed and famous by their birth,
 Renowned for their deeds as far from home,—
 For Christian service and true chivalry,—
 As is the sepulchre in stubborn Jewry
 Of the world's ransom, blessed Mary's son:
 This land of such dear souls, this dear, dear land,
 Dear for her reputation through the world,
 Is now leas'd out,—I die pronouncing it,—
 Like to a tenement, or pelting farm:
 England, bound in with the triumphant sea,
 Whose rocky shore beats back the envious siege
 Of watery Neptune, is now bound in with shame,
 With inky blots, and rotten parchment bonds.

S 726

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

ENGLISH LITERATURE II

(C) SHAW, *The Devil's Disciple*

TUESDAY, JULY 16TH, 1957. 1½ HOURS

Candidates must answer Question 1, and three of the Questions 2 to 6.

1. Read the following passages and the questions beneath them. Write answers to the questions on **all three** passages:

A

X. I will take no offence at what you say in the first bitterness of your grief.

Y. Grief!

X. Well, of your disappointment, if you can find it in your heart to think that the better word.

Y. My heart! My heart! And since when, pray, have you begun to hold up our hearts as trustworthy guides for us?

(i) Who are X and Y?

(ii) Explain briefly the situation at this point in the play.

(iii) What had Y said that might have given offence to X?

(iv) Why might Y be supposed to be overcome by *grief*?

(v) Why does X suggest that *disappointment* might be the better word?

(vi) What is the point of Y's last remark?

2

B

X. In future, sir, I must ask you to be a little less generous with the blood of your men and a little more generous with your own brains.

Y. I am sorry I cannot pretend to your intellectual eminence, sir. I can only do my best and rely on the devotion of my countrymen.

X. May I ask are you writing a melodrama, Y?

Y. No, sir.

X. What a pity! *What* a pity!

(i) Who are X and Y?

(ii) Where and when does this scene take place?

(iii) What piece of news has X just received?

(iv) What is the point of X's question and his comment on Y's answer?

(v) What has gone before to prompt X's first remark?

C

X. Now, now: come, come! I don't mind being hanged: but I will not be cried over.

Y. No, I promise. I'll be good. I—I want to see where the soldiers are going to.

Z. Promise me you will never tell him.

X. Don't be afraid.

(i) Who are X, Y and Z?

(ii) At what point in the play does this scene take place?

(iii) Explain Y's reference to the soldiers.

(iv) Who is *him* in Z's remark, and what is X never to tell him?

✓ 2. "Dick Dudgeon, the devil's disciple, is a puritan of the puritans." Expand and illustrate Shaw's comment on Dick.

✚ 3. Shaw says that technically the play is "threadbare popular melodrama." Expand and illustrate this comment on the plot.

✓ + 4. "It is in the hour of trial that a man finds his true profession." Illustrate Pastor Anderson's comment by reference to the play.

✓ + 5. Describe in your own words the events at the court martial.

6. What do you gather from this play of Shaw's views on the military mind?

Latin

I have a notebook for this subject, and also a scrap of my work..

REVISE CONDITIONALS

Noun Clauses

i.e. Ind Statement Acc + Infin
 " Command Ut, ne + Subj
 " Question

Be careful to distinguish between these after certain verbs

e.g. { I warned the soldiers that the Gauls were approach^{ing}
 { Milites monui Gallos appropinquare (Ind Stat)
 { I warned the soldiers not to cross the plain
 { Milites admonui ne campum transirent (Ind Com)

Careful of the word "Tell"

to tell = (a story, facts) = narrare *My SS!*
 to tell (in sense of say) = dicere
 to tell (in sense of inform) = certiorum facere
 to tell (in sense of order) = iubere or imperare

Ask might introduce either Petition (Like command) or question

e.g. { I asked the slaves to help me
 { Servos rogavi ut me iuvarent
 { I asked the slaves why they had fled
 { Servos rogavi cur fugissent

The first Latin paper is as follows:

E 380

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

LATIN

PAPER I

COMPOSITION AND UNPREPARED TRANSLATION

WEDNESDAY, JULY 17TH, 1957. 2 HOURS

A

Translate into LATIN:

1. I cannot find the book which I was reading yesterday.
2. The Romans tried to please the gods by building temples.
3. The farmer ordered his slaves to make a bigger wall.
4. Surely you know that this very beautiful girl is my sister?
5. If you want to hear Cicero, come to the forum with me.
6. It is difficult to understand why you believed him.

2

B

Translate into ENGLISH:

*The King of Numidia takes by surprise a Roman
force which is ravaging his country*

Metellus igitur ubi vidit regis animum etiam tum ferocem esse et bellum renovari, non proeliis neque in acie sed alio more bellum gerendum esse statuit. itaque in loca Numidiae opulentissima perrexit, agros vastavit, multa castella et oppida expugnavit incenditque. rex tamen consilium quod optimum videbatur cepit; qui cum pedites quiescere iussisset, ipse cum delectis equitibus Metellum nocturnis itineribus secutus, Romanos repente aggressus est. eorum plerique inermes ceciderunt, multi capti sunt, nemo omnium incolumis profugit; et priusquam ex castris Romani subvenirent, Numidae, sicut iussi erant, in proximos colles discesserunt.

SALLUST (adapted).

C

Translate into LATIN:

In the sixth year of the war, the enemy sent an army across the sea to attack a small town. When this army landed, many of the inhabitants were so terrified that they fled into the fields. However, some women who were more courageous than the men rushed to the harbour with loud cries. The clothes of these women were such as the enemy had not seen before; and deceived by this, they thought that reinforcements were approaching. Accordingly they retreated to their ships, and sailed back to their own country. From that time soldiers of the enemy have never landed in this island.

to land, *exponi*.

E 381

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

LATIN

PAPER II. UNPREPARED TRANSLATION AND QUESTIONS

FRIDAY, JULY 19TH, 1957. 2 HOURS

A

Translate:

*How the inhabitants of Uscana played a successful
trick upon the Roman general Claudius*

haud procul inde Uscana oppidum erat. ab hoc nuntii ad Claudium clam veniebant: si propius copias admovisset, paratos fore quosdam qui proderent urbem. et opulentam eam esse; non imperatori solum sed etiam militibus satis praedae fore. cupiditas ita Claudii animum occaecavit ut nec ex iis qui venerant quemquam retineret nec obsides posceret nec exploratores mitteret. die statuta profectus duodecim milia ab urbe ad quam contendebat posuit castra. quarta inde vigilia signa movit, mille veteranis ad praesidium castrorum relictis. milites longo agmine effusi ad urbem venerunt. crevit negligentia postquam neminem armatum in muris viderunt; sed ubi primum sub ictu teli fuerunt, duabus portis eruptum est; simul e muris ingens strepitus ululantium mulierum cum clangore aeris ortus est. hic tam multiplex terror effecit ne sustinere primum impetum eruptionis Romani possent.

LIVY (adapted.)

occaecare = to blind.

B

1. Translate:

Leander recalls his last parting from Hero, and bewails the bad weather which prevents him from swimming across to see her

*digredimur flentes, repetoque ego virginis aequor
respiens dominam, dum licet, usque meam.*

invitus repeto patriam—quis credere possit?—

invitus certe nunc moror urbe mea.

ei mihi! cur, animis iuncti, secernimur undis,

unaque mens, tellus non habet una duos?

cur ego confundor quotiens confunditur aequor?

cur mihi causa levis, ventus, obesse potest?

OVID.

virginis aequor = *the Hellespont.* *usque* = *continually.*
secernere = *to separate.*

2. Scan the first four lines of the verse passage (*digredimur... mea*), marking the quantities, feet and main caesuras.

C

Answer Question 1 and any two others.

1. Give **one** English word derived from the root of each of the following Latin words taken from Section A: *copias, praedae, relictis, crevit, ortus*.

✓ 2. Select **five** of the following dates B.C., and assign to each **one** important event in Roman history: 509; 241; 207; 146; 123; 90; 55; 31.

3. Name **two** Roman poets other than Virgil and Ovid, and briefly describe (in not more than **seven** lines each) the sort of poetry that they wrote.

Horace -
Pliny -

× 4. Describe, in about twenty lines, the chief exploits of **either** Hercules **or** Jason.

5. Give the names of any **five** of the following: (a) the chief *(Agrippa)* minister of Augustus; (b) the treacherous favourite of Tiberius; (c) the mother of Nero; (d) the philosopher-tutor of Nero; (e) the sacker of Jerusalem; (f) the father-in-law of Tacitus; (g) the emperor who invaded Britain; (h) the successor of Domitian.

× 6. Describe, in about twenty lines, a Roman schoolboy's day in the first century B.C.

Mathematics

I do not have any traces of my work in mathematics, which clearly included algebra and geometry, during this year. But the sort of standard I was expected to achieve is shown quite clearly from the three mathematics papers I kept.

S 734

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

ELEMENTARY MATHEMATICS I

TUESDAY, JULY 16TH, 1957. 2 HOURS

Answer all the questions in Section A (1-4) and not more than four of the questions in Section B (5-10).

Logarithms, slide-rules, or algebra may be used in any question, unless directions to the contrary are given.

SECTION A

1. [Logarithms are not to be used in this question.]

(i) Find the Income Tax paid on £36. 10s. at 8s. 6d. in the pound. 31, 4s. 3d

(ii) An article which cost £4 is sold for 5 guineas. What is the gain per cent. on the cost price? 31 $\frac{1}{4}$ %

(iii) Find the value of

$$\frac{(0.05)^2 \times (0.8)^3}{0.32} \cdot \quad \text{0.0004} \quad \text{3}$$

2. A pair of parallel straight lines is cut by another line at A, B ; the two interior angles on one side of AB are bisected by AO, BO . Prove that (i) the angle AOB is a right angle, (ii) the line through O parallel to the given lines bisects AB .

3. (i) Simplify $(3a)^2 \times 10a^4 \div 6a^3$. 15a⁵

(ii) Solve the equation

$$\frac{3x-2}{8} - \frac{2x-1}{6} = 1 - \frac{3x+5}{24} \cdot \quad \text{5 $\frac{1}{4}$ } \quad \text{6}$$

4. A square metal plate of side 9.62 cm. is melted down and made into two square plates, each of the same thickness as the original one. One of the plates has a side 7.56 cm. Find the length of the side of the other, giving your answer to three significant figures.

5.25 cm [for part A by 9.10 exact]

SECTION B

5. (i) Solve the simultaneous equations:

$$\frac{p-1}{5} - \frac{q+1}{3} + \frac{1}{15} = 0,$$

$$\frac{q+1}{4} - \frac{p-1}{3} + \frac{23}{24} = 0.$$

$$1\frac{3}{4} : 1\frac{4}{11}$$

(ii) Solve the equation $2x^2 - 3x - 4 = 0$, giving the answers correct to two decimal places.

-2.25 or 0.85

6. ABC is a triangle in which X , Y are the mid-points of AB and AC ; the lines BY and CX cut at O .

(i) Prove that the triangles XOY , COB are similar.

(ii) Express the areas of the triangles OBC and OXY as fractions of the area of the triangle ABC .

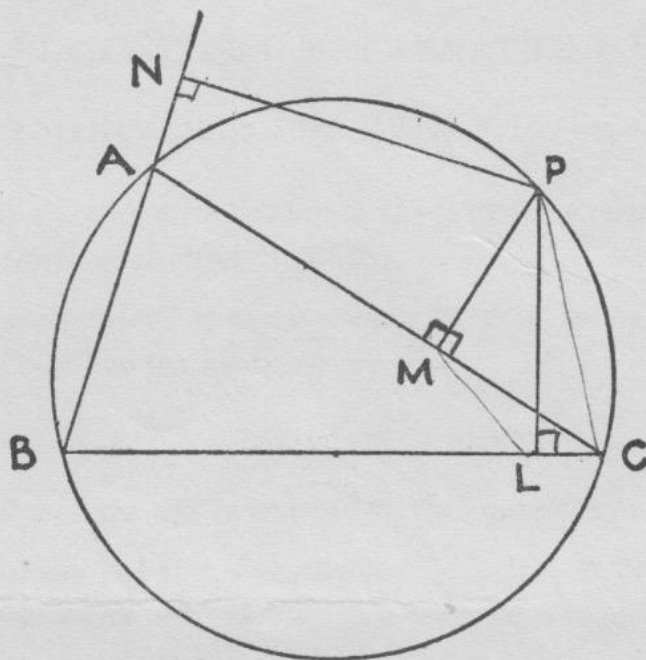
7. A shopkeeper bought a number of articles for £18. He sold them at a profit of 4s. on each article, and from the sale of all the articles, except four, he received £28. Find the number of articles he bought.

60

8. A car sets out at 10 a.m. from a town A to travel at 35 m.p.h. to a town B , 200 miles distant. After 2 hr. it has a breakdown which takes an hour to repair, and it then continues at 30 m.p.h. A second car starts from B at 11 a.m. travelling at 40 m.p.h. to meet the first. Find by a graphical method the time when they meet and the number of minutes that the meeting is delayed as a result of the breakdown.

[Take 1 in. to represent 1 hr. and 1 in. to represent 40 miles.]

9. ABC is an acute-angled triangle inscribed in a circle and P is a point on the minor arc AC between A and C . PL , PM , PN are drawn perpendicular to BC , CA and BA produced, as in the diagram. Prove that (i) $PMAN$ and $PMLC$ are cyclic quadrilaterals, (ii) the angles PMN , PAN , PCB are equal, (iii) LMN is a straight line.



10. A ship leaves a port at 12 noon and steams at 20 m.p.h. in a direction $54^\circ 40'$ east of north and after 3 hr. alters course to due east, continuing at the same speed. A plane sets out on a straight course from an airfield which is 65 miles due east of the port, and intercepts the ship at 4.15 p.m. Calculate in what direction the plane flies, giving your answer as an angle east of north correct to the nearest minute. $14^\circ 25'$

Oxford and Cambridge Schools Examination Board

GENERAL CERTIFICATE EXAMINATION

Ordinary Level

ELEMENTARY MATHEMATICS II

FRIDAY, JULY 19TH, 1957. 2 HOURS

Answer **all** the questions in Section A (1-4) and not more than **four** of the questions in Section B (5-10).

Logarithms, slide-rules, or algebra may be used in any question, unless directions to the contrary are given.

SECTION A

1. [Logarithms are not to be used in this question.]

(i) Find the cost of 3 tons 6 cwt. 2 qr. of coke at £7. 16s. 8d. per ton. *26 - 18 - 5d*

(ii) A farm of 800 acres is represented by an area of 45 sq. in. on a map. Find the scale of the map in inches to one mile.

[1 sq. mile = 640 acres.] *36 in. to 1 mile*

2. Find the simplest factors of:

(i) $2p^2 - 8$; *$2(p+2)(p-2)$*

(ii) $4x^2 - 4x - 3$;

(iii) $2\pi r(a+b)^2 - 2\pi r^2(a+b)$.

$2\pi r(a+b)(a+b-r)$

3. $ABCD$ is a rectangle in which AB is greater than $2AD$, and P is one of the points in which the circle on CD as diameter cuts AB . Prove that the angle PDA is equal to the angle BPC .

The bisector of the angle ADP meets AB at X . Show that $\angle DXP = 90^\circ + \frac{1}{2} \angle ADP$, and hence, or otherwise, prove that the difference between the angles DXP , DXA is also equal to the angle BPC .

4. The points of contact of the tangents from a point P to a circle centre O are A and B ; the angle $APB = 28^\circ$ and $PA = 6$ cm. Calculate the lengths of OA and AB , giving the answers correct to three significant figures. $\underline{3.19} \quad \underline{5.64}$

SECTION B

† 5. An open cylindrical vessel whose base has a diameter of 6 in. stands on a table. An iron sphere of radius $2\frac{1}{2}$ in. is placed in the vessel and water is then poured in until the sphere is just covered. The sphere is then removed. Calculate the fall in the water-level. $\underline{2.31}$

An iron cube is now placed in the vessel, and the water, which completely covers the cube, rises to its former level. What is the length of the edge of the cube? $\underline{4.03}$

[Give both answers in inches to two decimal places. Take the volume of a sphere as $\frac{4}{3}\pi r^3$, and π as 3.142.]

† 6. (i) If $\frac{x-a}{x+a} = \frac{b+y}{b-y}$, express x in terms of a , b , y .

(ii) Solve the equation

$$\frac{t}{t+1} - \frac{t-1}{t} = \frac{1}{2}.$$

7. A triangle ABC has its sides BC , CA , AB of lengths 6, 5, 4 cm. respectively. The foot of the perpendicular from A to BC is D . Denoting BD by x , express AD^2 in terms of x in two ways and, by equating these two expressions, find the length of BD .

Hence, or otherwise, calculate the length of AD and the length of AM , where M is the mid-point of BC , giving these results to three significant figures.

+ 8. Prove that the acute angle between a tangent to a circle and a chord drawn through the point of contact of the tangent is equal to the angle in the alternate segment made by the chord.

A triangle ABC has a base BC of length 10 cm. and an area of 17 sq. cm.; its vertical angle A is 37° . Construct such a triangle and measure the angle ABC .

Describe **briefly** your construction.

9. Draw the graph of $y = x^3$ from $x = -3$ to $x = 3$, taking 1 in. as the unit for x and 0.1 in. as the unit for y .

With the same axes and units, draw the graph of $y = 6x + 4$. Hence estimate the roots of the equation $x^3 = 6x + 4$.

+ 10. The lid of a boy's desk is 24 in. wide and the distance from the front edge to the hinges is 20 in.; the lid is inclined at an angle of 18° to the horizontal. A small insect crawls along a diagonal of the lid at $\frac{1}{4}$ in. per sec. Find (i) how long (to the nearest second) it will take to reach the top, (ii) the slope of its track.

[Accurate drawing may be used in this question, if preferred.]

General Essay:

A two page 'Abstract essay on "the source of enjoyment in music and poetry and which is the greater". From the hand-writing this looks as if it was written quite early, perhaps in 5BC.

It looks at the rhythm, melody, harmony, appreciation, construction etc. including the emotions the two produce, e.g. Music – Passion – wonderful exaltation or degradation.

The Plan is '1. Why does music and poetry rouse us ii What does this do to us iii What is it that does it?' And at the end I ask 'CAN MUSIC BE ANALYSED/ CAN POETRY WHICH NEEDS MORE TO BE APPRECIATED?'

Divinity

I have an answer paper for an exam in Divinity.

'The point of a Christian reading the Old Testament.'

The main reason why Christians read the Old Testament is, I think, because they want to learn upon what foundation and religious basis the land which our Lord visited was founded. For if we do not know their history we cannot understand the Jewish mentality, and why some received and some rejected our Lord.

Also many of our Lord's wishes are made known to us through the mouths of his prophets and also we can see the example of how to live a really Christian life in some of their lives. The Old Testament also is important as it foretells the coming of the Messiah, and if we do not read it, we cannot understand the many references made to it in the new testament.

Lastly Christians can gain moral strength from such stories as David and Goliath, and Daniel and the Lions. These are in themselves well written and interesting; worth reading just for the enjoyment of reading a good story.

[9/12 Good]

Questions on Old Testament

1. The daughter of Pharaoh
2. He met another Israelite who accused him of it. "Will you murder me also as you murdered the Egyptian."
3. Because all baby boys had to be killed and she could hide him no longer.
4. He helped give water to the flocks of her father the priest of Midian.
5. The priest at Midian
6. I AM THAT I AM.
7. The walking stick to snake, the water turning to blood, the palsied hand.
8. Aaron

[All are given a tick and 8/8]

- (i) Ch 19 (43) (ii) 20 (9-16) (iii) Ch 20 (22-23) (iv) Ch 21 (22)
(i) He is foretelling the siege and sack of Jerusalem by the Romans.

- (ii) The Lord told this parable, as it showed up the scribes and chief priests (who were the husbandmen in the story) as being unworthy of the earth, and showed that he would give the earth to the Gentiles. [v.g.]
- (iii) This was to catch him, for if he said no they would hand him over to the Romans and if he said yes he would be going against his own teaching and make himself unpopular with the people.
- (iv) Luke foretells the end of the world will come in his own lifetime after the sack of Jerusalem, this was said by Jesus, but was probably put in by Luke as it was the prevalent idea of the time.

[11/12]

[28/32]

V. b.c. Divinity Test

1 The Jews of the dispersion were the hellenists who went to other countries and grew rich. The dispersion was when most Jews were taken to Babylon.

2 the stoics were people who followed Zenos and tried to be above temptation and rather like gods. The epicureans followed Epicurus and tried to lead a righteous and good life to gain happiness.

3 Religions like Isis could offer, sacrifices, rituals, ceremonies, lone vigils in dark temples and other mystic forms of worship which philosophies could not.

4 The godfearers were a sect of Christian hellenites in the East Mediterranean.

5 They decided that the gospel must be spread farther afield so st Paul began his missionary work abroad.

6 The sort of people in St Paul's audience would be partly gentiles but mostly hellenite jews who were attracted with Paul's idea of this religion because it did not need the constant ritual which was impossible for those away from Jerusalem.

7 he was supposed to have been crucified in Rome.

[Total mark 12.21 'Good'. The only completely wrong answer was 4 – 'Christian' underlined]

*

I took the General Certificate of Education (G.C.E.) exams in the summer term. Here is the result, on a form I devised, and sent to me by CPM (C.P. Marriot, my housemaster)

<u>G.C.E.</u>	
French	pass
Latin	pass
History	pass
English (language)	pass
English (literature)	fail
Maths	pass
<hr/> <hr/> <hr/> <hr/>	
I shouldn't worry about E.L.T. Hardly any one passed this year.	
CPM	

The official document to prove that I had passed these exams is as follows.

OXFORD &



CAMBRIDGE

SCHOOLS EXAMINATION BOARD

General Certificate Examination

THIS IS TO CERTIFY that MacFARLANE, Alan D. J.
born 20 December 1941 attended Sedbergh School
and has satisfied the examiners in the following five subjects of the General Certificate Examination of the Oxford and Cambridge Schools Examination Board in July 1957:

ORDINARY LEVEL: English Language

History

Latin

French

Elementary Mathematics

Signed on behalf of the Oxford and Cambridge Schools Examination Board

VICE-CHANCELLOR OF OXFORD

VICE-CHANCELLOR OF CAMBRIDGE

SECRETARIES TO THE BOARD

THE MINISTRY OF EDUCATION accepts the Examination as reaching the approved standard.

Signed on behalf of the Ministry of Education

UNDER-SECRETARY

THE THIRD YEAR: 1957-8

Winter Term

This was the year which covered the end of my sixteenth, and half of my seventeenth years. It was the year after my 'Ordinary levels', as I began to prepare for my 'Advanced' levels. This meant specialization and the decision to move up on the history and English side. So I moved into the Lower Sixth history class. It was also the year when I began to keep much fuller documentation on my career, partly perhaps because the two-year course for my 'A' levels required me to take exams that would cover both years. Also, as I moved into a more private space in a study at the start of 1958, after a term as head of the Senior Common Room, it was easier to store paper and other objects and I felt more in control of my world.

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-0.

Sunday Evening Service at 6-30.

Saints' days: Holy Communion in the Parish Church 7-30 a.m.

SEPTEMBER.

- | | | |
|--------|----|---|
| Fri. | 20 | Term begins. Master of the week: Mr. Norwood. |
| Sat. | 21 | Chapel at 9-0 a.m. Lock up 6-15 p.m. |
| S. | 22 | 14th Sunday after Trinity. Preacher: The Headmaster. |
| Mon. | 23 | Master of the week: Mr. Taylor. Early morning prep. begins. |
| Tues. | 24 | Brian Harrison Nature Study. |
| Wed. | 25 | Weech History. Open and Junior. |
| Thurs. | 26 | |
| Fri. | 27 | |
| Sat. | 28 | Greek Prose. |
| S. | 29 | St. Michael and All Angels. Preacher: The Rev. A. T. I. Boggis. Collection for Bradford Club. |
| Mon. | 30 | Master of the week: Mr. Mawby. Comers and Leavers Lists to Headmaster. |

OCTOBER.

- | | | |
|--------|----|---|
| Tues. | 1 | |
| Wed. | 2 | Addresses to Confirmandi begin (8-40). |
| Thurs. | 3 | Concert at 8-0 p.m. by Leon Goossens. |
| Fri. | 4 | Civics at 8-0 p.m. Sir Maurice Dorman, K.C.M.G., O.S. |
| Sat. | 5 | First Fortnight's Orders. 1st XV v. Waterloo Schools XV (H). 3rd XV v. Heversham G.S. (A). |
| S. | 6 | 16th Sunday after Trinity. Preacher: The Very Rev. the Provost of Wakefield. Forum Society. |
| Mon. | 7 | Master of the week: Mr. Boggis. 1st and 2nd XVs v. O.S.S. (H). |
| Tues. | 8 | Heppenstall English Essay. Open and Junior. |
| Wed. | 9 | |
| Thurs. | 10 | |
| Fri. | 11 | Civics at 8-0 p.m. Philip Mason, Esq., C.I.E., O.B.E., O.S., on "India Ten Years After". |
| Sat. | 12 | VIIth Form Reports. 2nd XV v. Skipton G.S. (H) 3rd XV v. Q.E.G.S. (H). Colts XV v. Lancaster R.G.S. (H). |
| S. | 13 | 17th Sunday after Trinity. Preacher: The Rev. T. A. Harman. Collection for the Community of the Resurrection, Mirfield. |
| Mon. | 14 | Master of the week: Mr. Hammer. |
| Tues. | 15 | 1st XV v. B. Braithwaite-Exley's XV (H). |
| Wed. | 16 | |
| Thurs. | 17 | C.C.F. Field Day. |
| Fri. | 18 | St. Luke. |

Sat.	19	2nd Fortnight's Orders. 2nd XV v. Barnard Castle (A). 3rd XV v. Kendal G.S. (H).
S.	20	18th Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Chester. Forum Society.
Mon.	21	Master of the week: Mr. Gairdner. 1st XV v. A. F. Dorward's XV (H).
Tues.	22	
Wed.	23	Shea General Knowledge.
Thurs.	24	
Fri.	25	Civics at 8-0 p.m. Dr. P. J. Hilton on "Calculating Prodigies".
✓ Sat.	26	1st XV v. Edinburgh Wanderers Colts (H). Colts XV v. Barnard Castle (H). 3rd XV v. Rishworth School (H).
S.	27	19th Sunday after Trinity. Holy Communion at 11-40. Service in the Parish Church at 6-30 p.m.
Mon.	28	St. Simon and St. Jude. Master of the week: Mr. Pentney. Lock up 5-45 p.m.
Tues.	29	
Wed.	30	
Thurs.	31	Recitation Prize.

NOVEMBER.

Fri.	1	All Saints' Day. Holy Communion 7-30 a.m.
Sat.	2	Third Fortnight's Orders. VIth Form Reports. 1st XV v. St. Bees (A). 2nd XV v. Rossall 2nd (H). 3rd XV v. Rossall 3rd (H). Colts XV v. St. Bees (A).
S.	3	20th Sunday after Trinity. Preacher: The Rev. Father Silyn, S.S.F.
Mon.	4	Master of the week: Mr. Long.
Tues.	5	
Wed.	6	
Thurs.	7	
Fri.	8	Civics at 8-0 p.m. L. Cotterell, Esq. on "Publishing".
Sat.	9	1st XV v. Rossall (A). 3rd XV v. Balshaws G.S. (A). Colts XV v. Rossall (A).
S.	10	21st Sunday after Trinity. Service at 10-55 a.m. Preacher: The Rev. Canon Forbes Horan, Vicar of Huddersfield. Forum Society.
Mon.	11	Master of the week: Mr. Morgan. Common Entrance Examination.
Tues.	12	Common Entrance Examination.
Wed.	13	Lower School Geography Prize.
Thurs.	14	
Fri.	15	
Sat.	16	Fourth Fortnight's Orders. 1st XV v. Ampleforth (H). 2nd XV v. Ampleforth 2nd (A). Colts XV v. Ampleforth (A).
S.	17	22nd Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis. Collection for the British and Foreign Bible Society.

- Mon. 18 Master of the week: Mr. Strahan. Lock-up 5-15 p.m.
 Tues. 19
 Wed. 20
 Thurs. 21 Concert by the Royal Liverpool Philharmonic Orchestra,
 8-0 p.m. Certificate "A" Part I.
 Fri. 22
 Sat. 23 Vith Form Reports. 1st XV v. Uppingham (H). Colts
 XV v. Giggleswick (H).
 S. 24 Sunday next before Advent. Holy Communion at 11-40.
 Preacher: The Rev. T. A. Harman.
 Mon. 25 Master of the week: Mr. Alban.
 Tues. 26 Certificate "A" Part II.
 Wed. 27
 Thurs. 28 O Examination begins.
 Fri. 29
 Sat. 30 St. Andrew. Fifth Fortnight's Orders. 1st XV v. Loretto
 (A) 2nd XV v. Lancaster R.G.S. (A). 3rd XV v.
 Lancaster R.G.S. (A). Colts XV v. Stonyhurst (A).

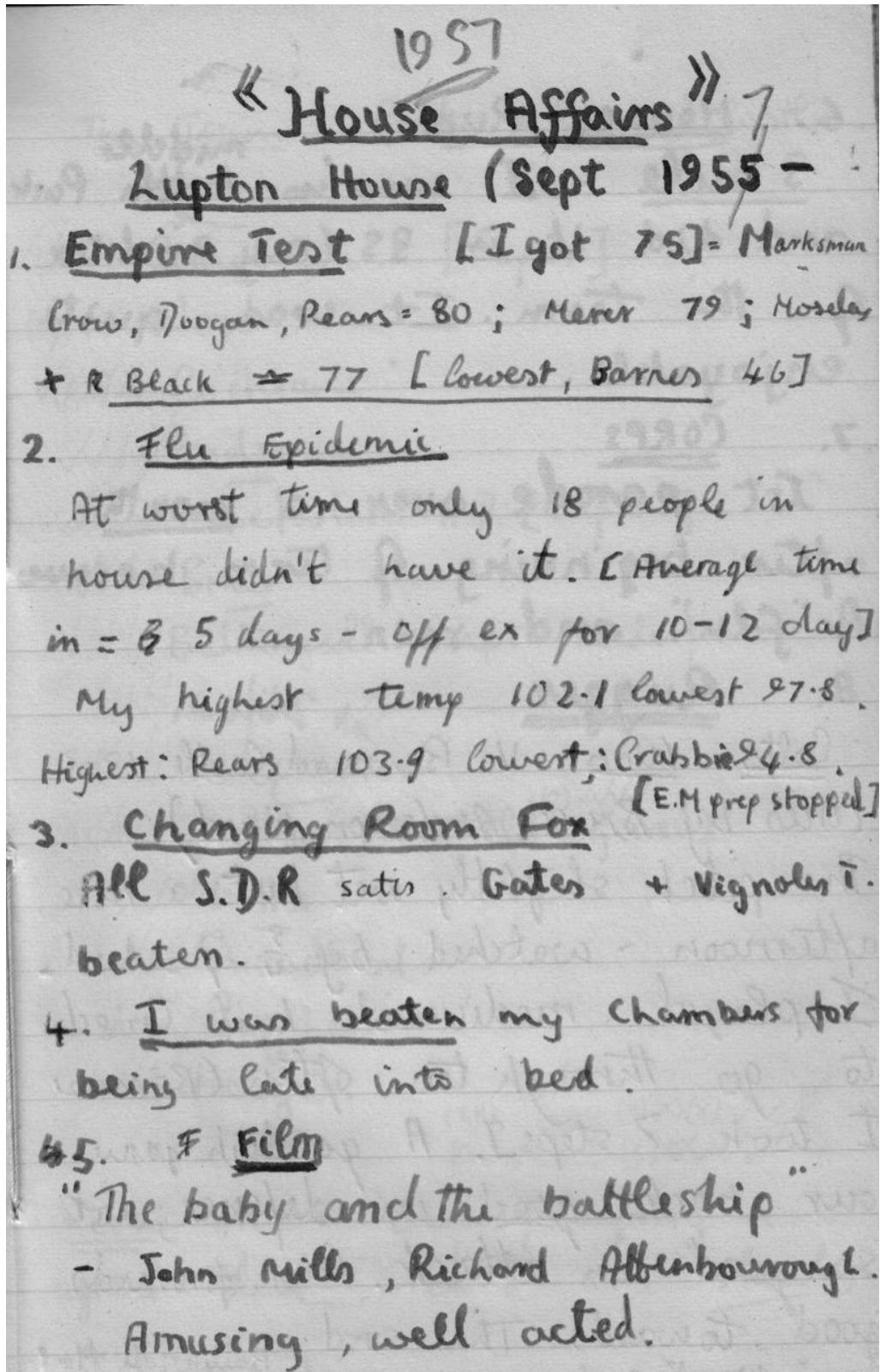
DECEMBER.

- S. 1 Advent Sunday. Confirmation Service: The Right Rev.
 The Lord Bishop of Bradford. Collection for the
 Bradford Diocese.
 Mon. 2 Master of the week: Mr. Durran.
 Tues. 3 Reports to Form Masters. 1st Round House Matches.
 Wed. 4
 Thurs. 5 Reports to Common Room.
 Fri. 6 Last day for Tradesmen's Orders. Junior Fives: 1st Round.
 Sat. 7 Reports for Housemasters, 6 p.m.
 S. 8 2nd Sunday in Advent. Admission to the Church of
 Scotland by the Rev. Stuart W. McWilliam, Minister
 of Beechgrove Church, Aberdeen. 2nd Round House
 Matches.
 Mon. 9 Master of the week: Mr. Mills. Reports to Headmaster 8 p.m.
 Junior Fives: Semi-final.
 Tues. 10
 Wed. 11
 Thurs. 12 O Examination ends. School Examinations begin.
 Fri. 13 Junior Fives: Final.
 Sat. 14
 S. 15 3rd Sunday in Advent. Preacher: The Headmaster.
 Carol Service.
 Mon. 16 Master of the week: Mr. MacDougall. Final Orders to
 Headmaster by 10 a.m. House match Final.
 Tues. 17 1st XV v O.SS.
 Wed. 18 Holy Communion at 7-30 a.m. Concert at 8-00 p.m. End
 of Term Service at 9-30 p.m.
 Thurs. 19 Term ends.

*Next term begins on
 Thursday, January 16th and ends on Thursday, March 27th.*

Diary or House Affairs

Another kind of Diary, kept in an ordinary notebook when I was head of the Senior Day Room (SDR) in the autumn term 1957 (before my sixteenth birthday) looks like this. [Might be worth considering putting the whole thing as scans?]



6. House Run

3 mile – I was in middle Pack and did it in 35 (my 2nd Ex of the term. It was quite enjoyable.

7. CORPS

1st parade over a month after beginning of term because of “flu” and rain.

8. Rugger [Sat 26 Oct]

Colts Won v Barnard Castle 13-3 (tries by Bruce, Anderson, Wood) the pitch slightly wet but a nice afternoon – watched by $\frac{3}{4}$ of school. I played mediumish but tried to go through too often (Because I took 7 steps]. A goodish game our backs good in defence; not so good in attack. Our forwards good towards the end.

The Team

Colts v Barnard Castle – a list of 15 names and two added in pencil. [ADD IN FULL NAMES]. With ticks against them, presumably showing which other matches they played in. Included Campbell. I.C. (Lupton) at wing and Macfarlane A.D. (Lupton) at fly half.

Fives. Have been playing a good deal and I am slowly improving.

9. House run

Straight bridges – about 19½. Moseley first in about 17¼ – I was in middle pack and ran with Moore and Rink P.J.E. Not too bad.

10. Colts rugger [Sat Nove 2nd]

v St Bees. Left at 8.45 (with firsts) on the bus. Went via Ambleside & Keswick (where we stopped both ways to get something to eat & drink. Had lunch at St Bees. The game was on a small pitch and they had scored 6 pts before we had woken up. Then Steven scored a try for us. In second half we were on top but had the wind against us. A penalty each. 9 – 6 (One chap’s leg got broken – on their side) Good fun on the bus back. The team was the same as last time except that Steven played instead of Cochrane and Whitfield instead of Dickson. Macpherson played well. Stein and Anderson not so well. They had a v.g. fly half.

11. House runs 3.11.57

Western Foot – very wet – I did it in about 22 or 23 mins. Not too bad, but it got me out of breath. Jamieson did it in about 17.

12. Field day. 5/11

It rained & rained. Our pl[atoon] revised message writing, duties of sentry, maps etc etc. In School buildings. We also did some drill in front of the cloisters. Got back at 5.0.

13. Extra half [6 Nov.]

Wednesday – I went with Bromley, Oliver, Badger. We went to Broad Rain dam and met Christie (Frog) there. Had enlightening conversation about Ma “F” etc. Saw Salmon up to 15 lbs jumping (about 60 in $\frac{1}{4}$ hour). I took 3 photos. It was cold but sunny. [FIND PHOTO OF SALMON LEAPING]

14. Nov 9th Colts XV v Rossall [Saturday]

Went off after first period. It is near Blackpool. Stopped at Lancaster on the way there and back. It is just by the sea (it had an open swimming bath just by the sea. We had lunch (n. v. g!) in the main hall where there are 520 boys – a very nice place with good rugger pitches.

In the game Campbell scored a good try in the first few minutes from a blindside pass from Bruce. I tried quite a bit of kicking but without much avail as they had a good full-back who could kick well. I broke through twice on[e] of which times I got within five yards of the line. Wood got half of his front two teeth knocked in. They scored a forward try in the last few minutes and the score was 5 – 3 a good game. Of course their captain was stand off. We went to watch their Juniors dancing afterwards. Merer & Goodman & Thompson went out to dance etc. Same team as last time except Berry was flag-wagger.

15. Nov 7th [Out of order]

After Rugger Barnes & I (1st & 3rd prs) played S.H 1st pr (Lowis, Berry) and the score was 15 – 12, 13 – 15, 15 – 9 to them. I played my best yet & Barnes played v. well. [The game was Fives.]

16. Nov 10th

Remembrance Sunday. Had 2 mins silence under cloisters for first time. Went to gramophone recital of pieces which the Liverpool Philharmonic are going to play.

17. Nov 14th

House team (- Moore, Merer, Goodman, Vignoles, Harvey)

Evans House (- Ogg)

They won 9 – 6 in the last few seconds – not too bad a game. I was playing fly-half v Steven (2nd XV). I didn't have much clue!

Juniors v Evans

- Peel, Campbell, Macfarlane, Beharrel. Haitwaite. They were minus one.

They won 16 – 0. We played not v.g.

18. Nov 16th Colts v Ampleforth

They won 3 – 0. A penalty from our 25 in the first five mins. Apart from that they never got inside our 25. We were pressing nearly the whole time but just couldn't score. They had a good red-haired scrum-half and a v.g. full back.

19. Nov 21st

Cert 'A' pt 1

Everyone in quite a panic before it but everyone passed. Top Bolt & Henderson. 60. Remarks C & B weak on fieldcraft. Fairly easy really.

20. "Royal Liverpool Philharmonic Orchestra" – see earlier. [21st November]

In the Winter term 1957 there occurred the most dramatic concert of my time at Sedbergh. The concert occurred on Thursday 21 November 1957, when the Royal Liverpool Philharmonic Orchestra played in Powell Hall at 8pm. I still have the programme for this concert, conducted by John Pritchard. They played Handel, Royal Fireworks, Beethoven's seventh symphony, Haydn Horn Concerto, Elgar, Serenade for Strings and Brahms Academic Festival Overture. I have loved most of these pieces ever since. The *Sedberghian* (December 1957) gives a long account of the

event, starting 'For the first time ever, on November 21st, a full symphony orchestra played to the School in Powell Hall.' The report is full of praise for the playing.

In a small brown notebook I have written:

21st November. From 8-10.10 p.m. Very good indeed. I thought that the Beethoven was the best, but I enjoyed it all. Before they came most people were very annoyed at having to see it, but afterwards a lot of people had to admit that they had enjoyed it, but they didn't know why! It has boosted the moral of classical music.

Conductor John Pritchard

Leader Peter Mountain

Horn Soloist Ifor James

Total Nos. Approx 75

21. Film

"The Ladykillers" (with Alec Guinness, Peter Sellers etc) [23/11]

We won 14 – 3. We scored under the posts in the first five minutes. Goodman was dropped and Grant was playing instead. Merer was playing on the wing. Stoddart played very well. So did the forwards (They had Jackson missing, knocked out, most of the time.) A very satisfactory result. Wing & McCormick also dropped. Ward = 2 tries – Boyd = 1 try. They scored a drop-goal. [1st XV v Uppingham]

23. Colts v Giggleswick [23/11]

Score We won by 54 – 0. Our forwards were by far the superior pack and played very well – although they inclined to pass forward. They only heeled it 4 times in the whole game – of which the fly-half only got it out to the centre once. And it never got to the wing. But they got into our '25' two or three times (which was more than Ampleforth). Wood scored about 3 tries. Anderson about two. Steven about 2. Bruce 3. And about 4 push-over tries. A penalty and quite a few conversions by Wood & Steven. Steven ran through them easily (once running through 7 forwards and 4 backs to score a try. Wood also played well. He is very fast and has got a good hand-off. Of the forwards Broadbent, Hodgson, Ballingall, Little & Lewis were outstanding but he rest also played very well. Bruce scored some good tries by diving over the line. A most enjoyable game really. Stein was still off and so Berry was full back.

24 Voluntary Concert [24/11]

Sunday evening in Powell Hall, 8 – 9 p.m. Veale quite good. He sung shortning bread etc. Chass [Charles Vignoles] & Wilson a 'cello duet. Ellershaw played a trumpet solo – good. 2nd Orchestra played 'Pirates' & 'Rigoletto' pretty chaotic – but good fun. I enjoyed it. I went with Fred, Dim, Hassall & Badger. Worth it.

The *Sedberghian* (December 1957): 'The Christmas term Voluntary Concert, on November 24th, was well attended, the programme being made up of instrumental and vocal solos, chamber music, and a contribution from Second Orchestra.... Second Orchestra's items were arrangements of a Gilbert and Sullivan melody and Verdi's "Donna e mobile," and members of staff joined boys in performances of 'cello and violin duos. The solos covered the range of bass voice, piano, strings, wind and brass.'

25. Colts v Stonyhurst.

November 29th

We lost 10 – 8

We started off from school at 10.30 and reached there 12.45. A v. good lunch and a game of ping-pong v Peel afterwards. Then the game they scored 10 pts in first 10 mins and then we woke up a bit and Whitfield scored a try by picking up a loose ball and running over their line. It was converted by Steven. In the second half we scored a pushover try which was not converted. RESULT 10 – 8 to them.

26. CONFIRMATION

I was confirmed on Dec 1st among about 96 other people by the bishop of Bradford. It was a very moving service indeed. Mummy, Gr & Gr [Granny and Grandpa] + Aunt Pat [Pat Cowan, godmother] came up and gave me some V.G presents.

27 HOUSE MATCHES (1st Rnd) [3/12]

Lupton a bye

Powell beat Sedgwick 9 – 3

Hart beat Winder (3-0) (penalty)

Evans beat School 14 – 3

28 Junior Fives. Fr 6th

v POWELL

1st Pair Barnes, Hunter v Little, Pearce 15 – 13, 15 – 12, 15 – 10

2nd Pair Badger, Macfarlane v Hardwick, Dickson 9 – 15, 9 – 15, 5 – 15

3rd Pair Campbell, Kay v Burgess, Booth, 15 – 2, 15 – 5, 15 – 4

TOTAL RESULT

Lupton won by 22 pts

Result of other matches. FIRST ROUND

Winder v Hart

Winder won by 26 pts.

School House beat Evans by 82 pts.

29. House Match

Lupton v Hart Result 6- 6

Hart were the favourites – especially as the pitch was wet but our forwards played very well and managed to heal it fairly often. They were in our half a good deal but could not score. At the end of the first half we were winning 3 – 0 (an interception by Pears which resulted in a try). Then in the 2nd half Sangwin (with a very hefty ball) managed to convert 2 very good penalties. But by this time our three-quarters had done a very long dribble and Merer scored at the end. To be replayed.

30. Junior Fives

Lupton v Sedgwick

details given, Macfarlane now on third pair with Kay, which pair lost 45 – 15- Total result, Sedgwick beat Lupton by 68 pts.

School beat Winder by 49 pts.

The *Luptonian* Winter 1957: Junior Fives

'The enthusiasm displayed by the members of the team in preparing for the competition has been admirable. Much practice has been put in in Long Breaks... For the second

round against Sedgwick, who have, as always, a good team, Campbell moves up to second pair, replacing Macfarlane who joins Kay on third pair.'
Stop Press, All pairs lost, Third pair Lost 15-45.

31 TEA [8th December]

Went to tea with the Bursar on Sunday with Bromley & Oliver played Scrabble & went to Carnforth station.

32 FIVES FINAL [13th December]

Sedgwick won by 3 pts from school.

MAPS [not clear what date or term; they appear to be set by me when I was head of the Senior Day Room]

For me

Highton 1 map for dayroom offence

Porter 1 map for dayroom offence

Kay 2 maps for ragging

Sykes 1 map for dayroom offence

I also set others, for example five maps for the future international pianist Roger Vignoles during my time as House Prefect, as follows:

*

In a small notebook I have written down as follows:

DEBATES

12/10/57

This house recommends that Gt Britain should take the lead in abolishing H bomb tests. For the motion A.G. Wells Against the motion C.I.P. Roberts. The motion won by 30 votes to 29.

The *Sedberghian* gives the following report on this debate:

Two meetings of the 97th session of the Debating Society [indicating that at six meetings a year on average, that it had been going at least since the War] have so far taken place.

The motion at the first was that "This House believes that Britain should cease production of the H-Bomb and thus point the way to Peace". C. A. G. Wells proposed the motion, C.I.P. Roberts opposed it; the attendance was large and the standard of speaking high – especially, be it noted – from some younger members. Most of those who spoke, except the opposer to the motion, that the H-Bomb is a vile and immoral weapon, but such were the doubts as to the advisability of abandoning it without assurance of others doing so, that when the House divided the motion was carried by one vote only, thirty voting for and twenty-nine against the motion, and two abstaining.'

Letters - parents

My mother was at home during this term. Only one letter from her survives, as well as one I wrote at the end of term to my father, written on my birthday from the Lake District, but mainly about School affairs.

Field Head, no date, probably mid October, 1962 from Iris to Alan

My dear Alan,

Sorry for a lapse but I've been wandering round for a week, first staying with a school friend I haven't seen for 20 years, then with Uncle Ernest & back last night. Daddy got off safely & I heard from him to-day from Calcutta, he liked the Britannia & didn't get held up at all. My friend in Oxted turned out to be great fun and we spent long, giggly sessions remembering our schooldays & the extraordinary mistresses who inhabited them, we even went back to the school and were shown round by the present headmistress, a rather stringy Miss Carter. However she was so shocked by our references to cats we had hidden under the floorboards that she abandoned us quite quickly & we were left to giggle round in peace.

Uncle Ernest took me to see "King John" at Stratford which I loved as I haven't seen Shakespeare for so long, though it's not one of the best plays I suppose. Granny is still rather washed out after her flu, but Granpa didn't get it. Hope you're back to normal Ex (?) now, let me know about any match you're in & I'll come along, crawling if necessary! Also confirmation dates. I'll get your godfather's address out of Daddy if I can, Pat's is 8, Wardie Avenue, Trinity, Edinburgh 5. Sorry for a scrawl, have so much to catch up on.

Much love, Mummy

20 Dec Field Head

Dear Daddy,

Merry Christmas! I hope this letter reaches you in time for the day, I am afraid I have left it a bit late, but anyhow I hope you enjoy yourself, we will all be thinking of you. I have had a most enjoyable term. the only trouble was that I have had too much to do. I have had to look after the dayroom, be confirmed, try and pass certificate 'A' pt 1 (which is an army exam). I have also had a lot of rugger to play and some fives. Consequently the term seemed to pass very quickly. The weather has deteriorated rapidly and is alternating between ice, slashing rain and snow. I am writing this letter sitting by my electric fire with the Goon show roaring in my ear. I am terribly sorry I have not written to you before but as I have said I have been in a bit of a panic. And we have also just had school exams. I am hoping to do quite a bit of fishing this holidays, even though the trout season is over. For I am going to have a try spinning for pike, I will try in Tarn Howes and Blelham tarn to begin with. I have heard from Mummy that you have been doing a bit of fishing yourself. Did you get a sight of anything? I hear that a novice friend of yours was into a really big one. What a pity he lost it! Our colts team at school had an enjoyable, if not wholly succesful season. We had good forwards and goodish backs and we were never beaten except by a kick. I played fly-half which I enjoyed thoroughly. When I first came to Sedbergh I used to hate rugger but now I enjoy it. I also played wing-forward (for the first time for two years) as a substitute on our House team. We had to play 3 times. The first time we drew by scoring two tries while the other house (Hart) managed to get two penalties. The second time we got two penalties and they got a try and a penalty. In the last replay they won by a penalty in the last half-minute literally. I have also been playing fives, as I told you; I do not know if you have ever played Rugby fives but it is the game with only one buttress and no other projections. I managed to get on the last pair of our Junior fives. We got through the first round by beating Powell house but we were then beaten by Sedgwick, the team who went on to win the whole competition. As I have already wished you a Happy Christmas I will wish you a merry new year. I hope you keep fit for when we climb the fells again! Lots of love Alan

SEDBERGH SCHOOL



**The
Royal Liverpool Philharmonic
Orchestra**

(Leader : PETER MOUNTAIN)

Conductor : JOHN PRITCHARD

*Powell Hall, Thursday, 21st November, 1957
at 8 p.m.*

PROGRAMME

1. MUSIC FOR THE ROYAL FIREWORKS.. .. *Handel*
(1685-1759)
Overture *orch. Hamilton Harty*
Alla Siciliana (1879-1941)
Bourree
Menuetto
-

2. SYMPHONY NO. 7 IN A, OP. 92 *Beethoven*
(1770-1827)
Poco sostenuto-Vivace
Allegretto
Presto
Allegro con brio
-

INTERVAL

3. HORN CONCERTO NO. 1 IN D MAJOR *Haydn*
(1732-1809)

Allegro

Adagio

Allegro

(Soloist : IFOR JAMES)

4. SERENADE FOR STRINGS, OP. 20 *Elgar*
(1857-1934)

Allegro piacevole

Larghetto

Allegretto

5. ACADEMIC FESTIVAL OVERTURE, OP. 80 *Brahms*
(1833-1897)

*

Macfarlane sings in the musical, society. Macfarlane was the only one to take an exam in the summer, and he got all but one of his 'O' levels. This term he was the only one to represent the school at rugger. He played the whole season on Colts at fly-half, where he showed much dash as well as being calm and steady in defence. (*Draconian*, Winter 1957)

*

Sedbergh School.

Winter

Term, 19 57

Name A.D.J. Macfarlane

House Lupton Age 16.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
L.6.H.	16.5	15.	12	6

Height.	Weight.	Girth.	
5'4 $\frac{1}{2}$	8.7.	38.	Commencing Term.
5'4 $\frac{3}{8}$	8.8 $\frac{1}{2}$	38	Ending Term.

PRINCIPAL SUBJECTS.

History: A good term. His essays are usually relevant and are thoughtfully written. He has shown an appreciation of Anglo-Saxon literature. His style of writing would benefit from more variation and greater accuracy of grammar. *10th.*

English: Very promising - a good term. Studies carefully and his dramatic work in particular often shows thoughtful appreciation. Must guard against a tendency to colloquialism in writing. *N.H.D.*

SUBSIDIARY SUBJECTS.

I.

Latin. Fairly capable & successful work. *10.*

2.

French. 13. Finds the text v. difficult. *10th.*

Divinity & Good work.

3.

Government: Sound, thoughtful work. *10th.*

4.

MUSIC

ART

A keen draughtsman who works hard and is showing promise. *Ad.*

HOUSEMASTER

Excellent progress all round.

CPM

HEADMASTER

He goes ahead well and is a useful asset.

Ames

Next term begins on **16 JAN 1958** 19

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Lent Term 1958

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-0.

Sunday Evening Service at 6-30.

Saints' days: Holy Communion in the Parish Church 7-30 a.m.

JANUARY.

Thurs.	16	Term Begins. Master of the week: Mr. MacDougall.
Fri.	17	Chapel at 9 a.m.
Sat.	18	Lock-up 5-15 p.m.
S.	19	Second Sunday after Epiphany. Preacher: The Headmaster.
Mon.	20	Master of the week: Mr. Reynell.
Tues.	21	
Wed.	22	
Thurs.	23	
Fri.	24	Visit of South African Schoolboys.
Sat.	25	Conversion of St. Paul.
S.	26	Third Sunday after Epiphany. Preacher: The Rev. A. T. I. Boggis. Voluntary Concert.
Mon.	27	Master of the week: Mr. Dawe. Comers and Leavers lists to the Headmaster.
Tues.	28	Latin Prose Prize.
Wed.	29	
Thurs.	30	
Fri.	31	Wakefield French Prizes. Civics at 8-0 p.m. F. Austin Hyde, Esq. on "Yorkshire Dialect and Humour".

FEBRUARY.

Sat.	1	VIth Form Reports. Lock-up 5-45 p.m.
S.	2	Purification of St. Mary. Septuagesima. Preacher: The Rev. Canon C. Williams, Beetham Vicarage, Milnthorpe.
Mon.	3	Master of the week: Mr. Braham.
Tues.	4	VIth Form Literature Prize.
Wed.	5	
Thurs.	6	
Fri.	7	Civics at 8 p.m. F. L. Allan, Esq., M.B.E., M.C. on "The English Grammar School".
Sat.	8	1st Fortnight's Orders.
S.	9	Sexagesima. Holy Communion 11-40. Preacher: The Rev. Father William Wheeldon, Community of the Resurrection. Forum Society.
Mon.	10	Master of the week: Mr. Norwood.
Tues.	11	Greek Verse Prize. Lecture by John A. Jackson, Mountaineer and Explorer, 8 p.m.
Wed.	12	
Thurs.	13	
Fri.	14	Rankin Shakespeare. Recital by Denis Matthews, 8 p.m.
Sat.	15	

S.	16	Quinquagesima. Preacher: The Rev. T. A. Harman.
Mon.	17	Master of the week: Mr. Rogers.
Tues.	18	
Wed.	19	Ash Wednesday. Holy Communion 7-30 a.m. Service in the Chapel 9 a.m. Danson Science Prize.
Thurs.	20	
Fri.	21	
Sat.	22	2nd Fortnight's Orders. 1st XV v. Wakefield G.S. (H). Running VIII v. Ampleforth (A).
S.	23	First Sunday in Lent. Preacher: The Rev. A. T. I. Boggis. Voluntary Concert.
Mon.	24	St. Matthias. Master of the week: Mr. Harman. Evans Divinity Prize, VIth Forms. Common Entrance Examination.
Tues.	25	Common Entrance Examination. 1st XV v. Northern (H).
Wed.	26	First Lenten Address by the Rev. Canon L. du Toit, 8-40 p.m.
Thurs.	27	Fives: first round.
Fri.	28	Civics at 8 p.m. "French North Africa".

MARCH.

Sat.	1	VIth Form Reports.
S.	2	Second Sunday in Lent. Preacher: The Venerable the Archdeacon of Halifax.
Mon.	3	Master of the week: Mr. Bennett. Fives: semi-final.
Tues.	4	
Wed.	5	Voluntary Service 8-40 p.m. Boxing Competition: 1st Rounds.
Thurs.	6	C.C.F. Field Day. Visit of Area Commander, Brigadier J. F. Connolly, D.S.O.
Fri.	7	Fives: final. Recital by Ifrah Neaman and Howard Ferguson, 8 p.m. Boxing Competition: 1st Rounds.
Sat.	8	3rd Fortnight's Orders.
S.	9	Third Sunday in Lent. Holy Communion 11-40. Preacher: The Rev. T. A. Harman. Forum Society.
Mon.	10	Master of the week: Mr. Moore.
Tues.	11	Reports to Form Masters.
Wed.	12	Voluntary Service 8-40 p.m.
Thurs.	13	Reports to Common Room.
Fri.	14	Last Day for Tradesmen's Orders. Boxing semi-finals.
Sat.	15	Reports to Housemasters 6 p.m. Boxing semi-finals.
S.	16	Fourth Sunday in Lent. Preacher: The Rev. N. W. Goodacre, Coniston Cold, Skipton.
Mon.	17	Master of the week: Mr. Taylor. Reports to Headmaster 8 p.m.
Tues.	18	
Wed.	19	Voluntary Service 8-40 p.m.
Thurs.	20	The Wilson Run. Concert at 8 p.m.

Fri. 21 The Three Mile... Civics at 8 p.m. Dr. David Thomson on
 "Modern France".
 Sat. 22 4th Fortnight's Orders.
 S. 23 Passion Sunday. Preacher: The Headmaster.
 Mon. 24 Master of the week: Mr. Mawby. Final Orders to Head-
 master by 10 a.m.
 Tues. 25 Annunciation of the Blessed Virgin Mary. Instrumental
 Competitions 7-30 p.m. Boxing Finals.
 Wed. 26 Singing Competitions 7-30 p.m. End of Term Service at
 9-30 p.m.
 Thurs. 27 Term ends.

Next term begins on
 Tuesday, 29th April and ends on Tuesday, 29th July.

Letters to parents

26 Jan Sedbergh⁶

Dear Mummy,

I do hope this reaches you before you go. Thanks awfully for everything you have sent me, especially the gloves which have come in very useful indeed. By the way before I forget again Mr Marriott said that Worcester College would not consider a letter until the beginning of the next school year (i.e. next winter). I hope you received my signature which I sent straight back to you. You were right about my reason for wanting the Exchange and Mart, and by the way David was talking tripe when he said that you were not allowed to ride a motor bike until you were seventeen as several of my friends have got them at the age of 16. Actually I have rather a feeling of superiority over David at the moment because I used to think that Stow was a very aristocratic sort of public school but I have just learnt from a boy (a prefect) who lives in London that the opinion in the south of Stowe is that it is the worst public school in England. Apparently it is famous for turning out a nasty type of boy and at the moment they have 5 Stowe boys in jail! As you probably know they are having a new headmaster from Fetti's. He is an expert at reforming schools, he went to Fetti's when it was like Stowe is now and within a few years he made it into one of the best public schools in the country. So if I hear David say that their new headmaster is a frightful chap I will know that he is starting his reforms. I am afraid that our spell of skating seems to have finished, for a while anyway. We never got as far as Lillimere but we had some enjoyable skating on some of the little tarns around here and in the house yard. We managed to get some skating in the yard by stamping down the snow and carrying bucket after bucket of water from the changing room up some narrow stairs down some steps literally covered with ice and across the road and then swilling down the track. But typically after about five days of frost when we had made the best surface yet it decided to rain and thaw, so bang went our hope of skating. I

⁶ This is the approximate date. My mother wrote a letter with the gloves etc. on Sunday 19th January, which would have reached me about 21st, so if I replied the following Sunday I might have hoped to catch her - though she was already on her way to India and in London on 24th. This explains why the letter is on ordinary paper. It is an important letter, as it is really my good-bye to my mother for another year at least - and is consequently very long indeed for me. I seem to have been vague as to when she was leaving...

have now managed to catch a miserable cold and a sore throat and cough which was not helped by having to run approximately six miles in a howling wind through a couple of inches of slush. Still I expect I will recover. I am thinking of doing a bit of boxing for the first time in my life partly to get off a few exes (runs) partly to see if I can get into the boxing competition. Luckily someone who is also in my study does a bit of boxing so we occasionally have sparing matches together in the study, much to the danger of everybody else. On Friday two parties of boys from South Africa came round the school. They were from Spencer Chapman's school in S. Africa but I don't think they could have been awfully impressed as it was a horrible wet and miserable day with the snow turning to slush. But in the evening we had a film, probably the only one this term. It was "great expectations" with John Mills and Alec Guinness, I think it was one of the best films I have seen. It was an 'A' and deserved to be! If you are looking for a film for the club I very strongly recommend it. It is however about 10 yrs old, but well worth seeing.

Well goodbye for now,

Lots of love, Alan

An account of what happened in my boxing is contained in the Spring term Luptonian report.

Hunter, A.D. Macfarlane and Badger all got through to the finals, but Hunter and Macfarlane were both beaten. Hunter's opponent was very much older, while Macfarlane's opponent, also much older, was one of the recognised pundits.

However, both put up extremely good fights and in Macfarlane's case the verdict was very close.... In the whole competition the House was placed third.]

30 Mar Field Head

Dear Mummy and Daddy,

Thank you very very much for your two leviathen letters. They were terrific, the envy of the other boys! Well done Daddy! It makes my fish back here sound a bit silly. (About 6 to the lb). So far this year I have caught 18 fish of which 4 were takeable. But they are in very poor condition. I am afraid Granny did not get anything in the Grand National. She betted on about six horses, but they all managed to fall pretty early in the race. The result of the ten mile was Johnston (Hart) 1st, Scott (Winder (2nd), Butt (Hart), 3rd, Kenmir (Evans) 4th, Mathew (School) 5th, Long (Winder) 6th. Our runners were 9th, 11th, 13th, 18th, 30th (Doogan), 44th. Which was not bad as a whole as there were 87 runners. The conditions were quite good until just before the race when it started to snow in flurries. Johnston was winning at Thrush Gill (2 miles after the start) but as noone had ever heard he was any good they thought he was trying to be clever - but he held his lead the whole way round. Most of the favourites dropped out (of the first ten) quite soon, as usual. In the three mile our first boy was D.A.Donald (son of the headmaster of Cressbrook). It was his first term and he will be able to run again next term. In the yard competition my team (the one I was in, not captain of) won. But unfortunately for me (probably the reverse for them) I injured myself after the first game. Still they did pretty well. ... [CHECK - IS THERE MORE]

*

In the Spring of 1958 I went fishing twice.

DATE	H/W	N.T.	T.N.	SIZES	PLACE	BAIT	COMMENT
① 15/3/58	4½	0	0	—	Lords Dub - Clough pl.	Wet fly	No good - too cold.
② 16/3/58	4	1	1	8¼"	Red Br - Cauntly Br.	Caught on March Br (dry).	Plenty of fish good.

I commented.

1. The season started very cold. Too cold to wade. There is not much moving down the river – I only saw one rise. I had none myself.
2. It was a warmer day. I caught the first one about 5 pools above Red Bridge. It was on a home made March Brown. Large and spidery. I had another takeable (8½”) on a smaller March Brown (dry) but it bust the gut. There were hundreds of fish, mostly in the pools, but one or two were in the slower water of the necks of the pools. Dry fly was more effective than wet – quite a few fish rising. There were some nice fish. Most of them were takeable anyway. Dim [nickname of a friend] went to the Lune and saw 15 inch trout. He did not catch anything needless to say.

Concert Programs for the term

*

SEDBERGH SCHOOL



RECITAL

~~by~~

Denis Matthews

(Piano)

POWELL HALL, FRIDAY, 14th FEBRUARY, 1958
at 8 p.m.

Programme

1. FANTASY in C minor, K.475 *Mozart*
(1756-1791)

2. SEVEN BAGATELLES, Op. 33 *Beethoven*
(1770-1827)

Andante grazioso, quasi allegretto
Scherzo: Allegro
Allegretto
Andante
Allegro ma non troppo
Allegretto, quasi andante
Presto

3. SONATA in F minor, Op. 57 *Beethoven*
(Appassionata)

Allegro assai
Andante con moto
Allegro ma non troppo

I N T E R V A L

4. FOUR BAGATELLES *Alan Rawsthorne*
(b. 1905)

Allegro
Allegretto
Presto non assai
Lento

5. BARCAROLLE, Op. 60 }
BERCEUSE, Op. 57 } *Chopin*
BALLADE in G minor, Op. 23 } (1810-1849)

TITUS WILSON

SEDBERGH SCHOOL

VOLUNTARY CONCERT



POWELL HALL

Sunday, February 23rd, 1958, at 8 p.m.

GERALD E. LAW, Printer & Publisher, Howgill Lane, Sedbergh.

1. Concerto on Themes of Pergolesi *arr. Barbirolli*
for Oboe and String Orchestra.
Largo ; Allegro ; Andantino ; Allegro.
P. G. Thompson
with a section of First Orchestra.
2. Piano Sonata in C minor, op. 13 (*Pathétique*) *Beethoven*
Grave—Molto allegro e con brio.
Adagio cantabile.
Allegro
J. Stein
3. Quartet in G, op. 77, No 1 *Haydn*
(first movement)
R. J. Hollinshead ; R. McQ. Mackenzie ;
M. J. P. Vignoles C. H. Vignoles.
4. Brass Ensemble :
(a) Scherzo *Gordon Jacob*
(b) Sarabande, from "Musick for His Majesty's
Sackbuts and Cornetts (1661)" *Matthew Locke*
G. H. Nelson ; A. J. M. Butt ;
P. G. Thompson C. J. B. ; A. C. R.
5. Suite—"Scaramouche" for Two Pianos *Milhaud*
Vif ; Moderé ; Brasiliera.
Mrs. Gairdner and Mrs. Thornely.

SEDBERGH SCHOOL



RECITAL

by

Yfrah Neaman

(Violin)

and

Howard Ferguson

(Piano)

POWELL HALL, FRIDAY, 7th MARCH, 1958
at 8 p.m.

Programme

SONATA in G major, K.379 *Mozart*
(1756-1791)

Adagio — Allegro
Andantino cantabile (variations)

BAAL SHEM (Three Pictures of Chassidic Life) ... *Ernest Bloch*
(b. 1880)

1. Vidui (Contrition)
2. Nigun (Improvisation)
3. Simchas Torah (Rejoicing)

SONATA No. 2 *Howard Ferguson*
(b. 1908)

Andante — Poco allegro
Adagio
Allegro vivo

I N T E R V A L

SONATA in A major *César Franck*
(1822-1890)

Allegretto ben moderato
Allegro
RECITATIVO-FANTASIA: Ben moderato
Allegretto poco mosso

TITUS WILSON

SEDBERGH SCHOOL



House Instrumental Competition

ADJUDICATOR:

Dr. FRANCIS JACKSON
(York Minster)

POWELL HALL

Tuesday, 25th March, 1958, at 7-30 p.m.

Programme

HOUSE 'A'	(1) "Mortify us by Thy grace"	<i>J. S. Bach</i>
	(2) Arioso	<i>J. S. Bach</i>
	(3) "Greensleeves"	<i>Vaughan Williams</i>
HOUSE 'B'	(1) Menuetto	<i>Hummel</i>
	(2) Two 18th-century Pieces	<i>Anon.</i>
	(3) Polka ("Schwander the Bagpiper")	<i>Weinberger</i>
HOUSE 'C'	(1) Minuet and Rigaudon	<i>Handel</i>
	(2) "Siciliana" (Oboe Concerto)	<i>Cimarosa</i>
	(3) Spanish Dance	<i>Moszkowski</i>
HOUSE 'D'	(1) Minuet and Gavotte	<i>R. J. N. Hollinshead</i>
	(2) Chorale-Prelude — "Wachet auf"	<i>J. S. Bach</i>
	(3) "Sailors' Chorus" (Flying Dutchman) ...	<i>Wagner</i>
HOUSE 'E'	(1) Trumpet Tune	<i>John Stanley</i>
	(2) Entr'acte (Rosamunde)	<i>Schubert</i>
	(3) Shepherds' Dance (Henry VIII Suite) ...	<i>E. German</i>
HOUSE 'F'	(1) Gavotte (Mignon)	<i>A. Thomas</i>
	(2) Jeux d'Enfants, No. 3	<i>Bizet</i>
	(3) Presto (Divertimento in D)	<i>Haydn</i>
HOUSE 'G'	(1) Gavotte (Suite in D)	<i>J. S. Bach</i>
	(2) Romanza (Eine kleine Nachtmusik)	<i>Mozart</i>

The order of playing was drawn by ballot

Titus Wilson, Kendal

Sedbergh School.

Lent

Term, 19 58

Name A.D.J. Macfarlane

House Lupton

Age 16.3.

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
L.6.H.	16.9	15	5	4

Height.	Weight.	Girth.	
5'4 $\frac{3}{4}$	8.9.	32.	Commencing Term.
5'5	8.11 $\frac{1}{2}$	38 $\frac{1}{2}$	Ending Term.

PRINCIPAL SUBJECTS. *History*: Steady work. He has an engaging mind and progresses well. His style is immature: he should read some good prose. *English*. A most encouraging term. He shows real perception and appreciation, and generally gets to the crucial point. He is always eminently readable, — but thanks to the content rather than the style, which needs close attention — greater ease and fluency will come with wider reading. J.H.H.

SUBSIDIARY SUBJECTS.

1.

French = 8. *Dispositions* were in both new subjects. Still fairly immature. I find. Will do well. W.H.

2.

Latin. Good work, always conscientious. Done. 10.

3.

Government: Sound work. A.S.

4.

MUSIC

ART

He is interested and tries hard. He should come on quickly. A.S.

HOUSEMASTER

As good as ever. C.P.M.

HEADMASTER

Another praiseworthy term. C.M.

Next term begins on 29 APR 1958 19

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Summer Term 1958

CALENDAR

Holy Communion every Sunday at 8-15.
Sunday Morning Service at 11-0. Sunday Evening Service at 6-30.
Saints' days: Holy Communion in the Parish Church 7-30 a.m.

APRIL.

Tues. 29 Term begins. Master of the week: Mr. Boggis.
 Wed. 30 Chapel at 9 a.m.

MAY.

Thurs. 1 St. Philip and St. James.
 Fri. 2 Civics at 8-15 p.m. M. Thibault on "French North Africa".
 Sat. 3
 S. 4 Fourth Sunday after Easter. Preacher: The Headmaster.
 Mon. 5 Master of the week: Mr. Hammer.
 Tues. 6
 Wed. 7
 Thurs. 8
 Fri. 9 Sterling Verse Prize. Latin Verse Prize. Civics at 8-15 p.m.
 J. M. Allegro, Esq., on "The Dead Sea Scrolls".
 Sat. 10 Concert by The Linden Singers at 8 p.m.
 S. 11 Rogation Sunday. Preacher: The Rev. T. A. Harman.
 Collection: Missionary work of the Church.
 Mon. 12 Master of the week: Mr. Gairdner. Comers and Leavers
 lists to the Headmaster.
 Tues. 13
 Wed. 14
 Thurs. 15 Ascension Day. Holy Communion at 7-30 a.m. Chapel
 at 9 a.m.
 Fri. 16 Civics at 8-15 p.m. Councillor George Cooper.
 Sat. 17 First Fortnight's Orders. 1st XI v. Stonyhurst (A).
 2nd XI v. R.G.S. Lancaster 1st XI (A). Tennis v.
 Stonyhurst (A).
 S. 18 Sunday after Ascension. Preacher: The Very Rev. the
 Provost of Wakefield.
 Mon. 19 Master of the week: Mr. Pentney.
 Tues. 20 Hope Sedbergh Knowledge Prize for Middle School.
 1st XI v. R.A.C.
 Wed. 21 Wakefield German Prize.
 Thurs. 22 Sedgwick Mathematical Prize. 2nd XI v. K.E.S. Lytham
 1st XI (A).
 Fri. 23 1st XI v. The Masters.
 Sat. 24 VIth Form Reports. 1st XI v. The Masters. Swimming v.
 St. Bees (A). Tennis v. Netherfield.
 S. 25 Whitsunday. Preacher: The Rev. A. T. I. Boggis.
 Collection: Treloar College.
 Mon. 26 Master of the week: Mr. Long. Bradford Club visit. (?)
 Tues. 27 1st XI v. Catterick Garrison.
 Wed. 28
 Thurs. 29

- Sat. 28 Fourth Fortnight's Orders. O.S. Day. 1st and 2nd XIs v. O.S.S. Shooting v. O.S.S. Tennis v. O.S.S.
- S. 29 St. Peter. Commemoration Sunday. Preacher: The Rev. W. G. A. Griffith, O.S., Vicar of St. Columba's, Scarborough. Morning Service 10-30 a.m. Collection: Bradford Club.
- Mon. 30 Master of the week: Mr. Mills. 3rd Round House Matches.

JULY.

- Tues. 1 3rd Round House Matches.
- Wed. 2
- Thurs. 3 C.C.F. Field Day. Certificate "A" Part II.
- Fri. 4 Certificate "A" Part I.
- Sat. 5 1st XI v. Rossall. 2nd XI and Colts v. Rossall (A). 3rd XI v. R.G.S. Lancaster 2nd XI. Tennis v. Rossall. Swimming v. Leeds G.S.
- S. 6 Fifth Sunday after Trinity. Holy Communion 8-15 and 11-40. Preacher: The Rev. J. M. J. Clay, Vicar of St. Aidan's, Newcastle-upon-Tyne.
- Mon. 7 Master of the week: Mr. MacDougall. AS and O Examinations begin.
- Tues. 8
- Wed. 9
- Thurs. 10
- Fri. 11
- Sat. 12 Fifth Fortnight's Orders. 1st XI v. Durham Pilgrims. Colts v. Giggleswick Colts. Tennis v. Gargrave (A).
- S. 13 Sixth Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Lancaster.
- Mon. 14 Master of the week: Mr. Reynell. Final House Matches.
- Tues. 15 Reports to Form Masters. Lord Roberts Cup.
- Wed. 16
- Thurs. 17 Reports to Common Room.
- Fri. 18 Last day for Tradesmen's Orders. AS Examination ends.
- Sat. 19 Reports to Housemasters 6 p.m. Sports begin.
- S. 20 Seventh Sunday after Trinity. Preacher: The Rev. Canon J. R. H. Moorman. Collection: British Sailors' Society.
- Mon. 21 Master of the week: Mr. Dawe. Reports to Headmaster 8 p.m.
- Tues. 22 School Examinations begin.
- Wed. 23 Ashburton Shield, Bisley.
- Thurs. 24
- Fri. 25 St. James. O Examination ends. U.6.M. visit to Stockton. Civics at 8-15 p.m. E. Dell, Esq. on "The Government of a City."
- Sat. 26 Final Orders to Headmaster by 10 a.m. Sports finish. Sedgwick House Play. Sedgwick Society: Week-end visit to Farne Islands.

- S. 27 Eighth Sunday after Trinity. Preacher: The Headmaster. Varin Medal.**
Mon. 28 Master of the week: Mr. Braham. Film. Service in Chapel 9-30 p.m. 1st XI v. Oxford University Authentics.
Tues. 29 Term Ends. C.C.F. Annual Camp at Cultybraggan.

*Next term begins on
 Thursday, 18th September and ends on Thursday, 18th December.*

Letters to parents

4 May 1958 Sedbergh

Dear Mummy and Daddy,

Thank you very much indeed for all your letters. In answer to your question about the cine film which you took just before you left it did come out. In fact it was very good as far as I remember. But the last few shots (of Juno trying to catch a balloon) did not come out, as you feared. I had a most enjoyable time in Newcastle. We went to see the film 'Pal Joey' with Frank Sinatra, Kim Novak and Rita Hayworth. It had some very good songs in it, and was really a musical. We also saw King's Rhapsody by Ivor Novello performed by a local repertory company. It was very good indeed, although it was the first night and the acting was not brilliant all through. Newcastle was as bad as Bournemouth for being crowded.⁷ But there was one great advantage over the Lake District and that was the considerably larger number of eligible females who thronged the streets and no doubt were present at the numerous public (and private) dances which my friend (who unfortunately does not know many of the girls) told me of. I am still striving away at my guitar. If I could get lessons for it from one of the music masters would it be alright?² Actually at last I am in a skiffle group, a school one. The headmaster does not approve of them so we have not been able to have one up to now. But there is going to be a ghymkana given by the school next Saturday. The boys are making most of the sideshows and the money is to go to the church fund. We are also forming a sort of House skiffle group - but so far it only consists of 2 guitars, drums and a string bass. So far this term I have fished once - I caught 4 fish whose lengths were 10, eight and three quarters, seven and a half and seven inches while I lost one about eleven inches and one about ten inches. They were all on fly and so it seems that, if I have time, the fishing will be quite good. I have also played tennis once. I played once last year and no times the year before, so I was not much good. Still I would like to learn to play it properly and if I got a motorbike I could join a club at home. I have also played cricket twice, once on a senior house game in which I managed to score 24 not out, but this was not very good because hardly anyone was out. And once on a "Littleside" game (from which the 3rd and 4th XI's come). But I have, I hope, been dropped from it as it is rather a high standard and also very boring. As I write this I am sitting in the New library, it really is wonderful and when you next come here you must see it. It is probably one of the best library's (architecturally) in the world - and the most modern (it was only opened this morning!). Well as I look out of the window I see the rain pattering down (as it has been doing continuously for 34 hours!). But we had 3 lovely days of sunshine which probably means our summer has been and gone.

Lots of love Alan

⁷ The trip to Newcastle was with one of my two best friends, Ian Campbell, whose parents lived in Newcastle. My pride in the new library is obvious. It is where I spent a good deal of time in the last two years, with the History Sixth Form nearby.

The reference in the letter to the skiffle group we were assembling for the school gymkhana is worth expanding a little. The impetus to learn the guitar was increased by discovering the joy of performing in a group, particularly with those very characteristic skiffle accompaniments, the washboard and a double-bass made out of a tea chest. The first sign of this was in the letter above. My mother replied to this on 20th May *I hope the Skiffle group is a success, what do you call yourselves - the Lupton Lads - Sedbergh Six - the Firebrands?*

I still remember the occasion. We played in one of the five courts opposite to Lupton. The bare walls made the sound of our guitars and the thud of the double bass very loud and impressive. I remember a lot of people came, including some pretty town girls who gave us a friendly smile and lit up our girl-vacant hearts. So I remember it as bringing dreams of stardom. It looks as if it was not an unqualified success, however, or perhaps I was just being modest, for in the next letter on 26 May my mother wrote *Thank you for your letter, describing the fun and games at the fete, your skiffle couldn't have been too bad if you made all that money but I'm sorry about the guitar string.* The *Sedberghian* for July 1958 only rather formally recorded 'To help defray the cost of the new heating system in the Parish Church, the School organised a successful gymkhana in the second week of term. Enterprising entertainments and sideshows raised £130.'

15 Jun Sedbergh

Dear Mummy and Daddy,

Thanks awfully for your letter. I am very sorry indeed to hear about the red spider etc, it must be a great tragedy, does it mean that all your tea will be ruined? We have had a fairly hectic week, preparing for speech day. At least the masters have. We had Viscount Chandos M.C. D.S.O. etc presenting the prizes. He seems to be quite a "big-wig" as well as being a politician (he was in the war cabinet and has been minister of something twice) he is now half director of I.C.I and half director of A.E.I. (Amalgamated Electrical Industries). He seemed quite a nice man from his speech which was very humorous. The hall was as crowded as ever, and nearly as hot, and we were packed in like sardines. On Friday evening I went to the concert, the programme was

1 *Symphony from "The Fairy Queen" for solo trumpets, drums, strings. Purcell*

2 *Madrigals - 2*

3 *Quartet (string) "The Lark" - Haydn*

4 *Concerto (Piano and Orchestra) - Mozart*

5 *Unfinished Symphony - Schubert*

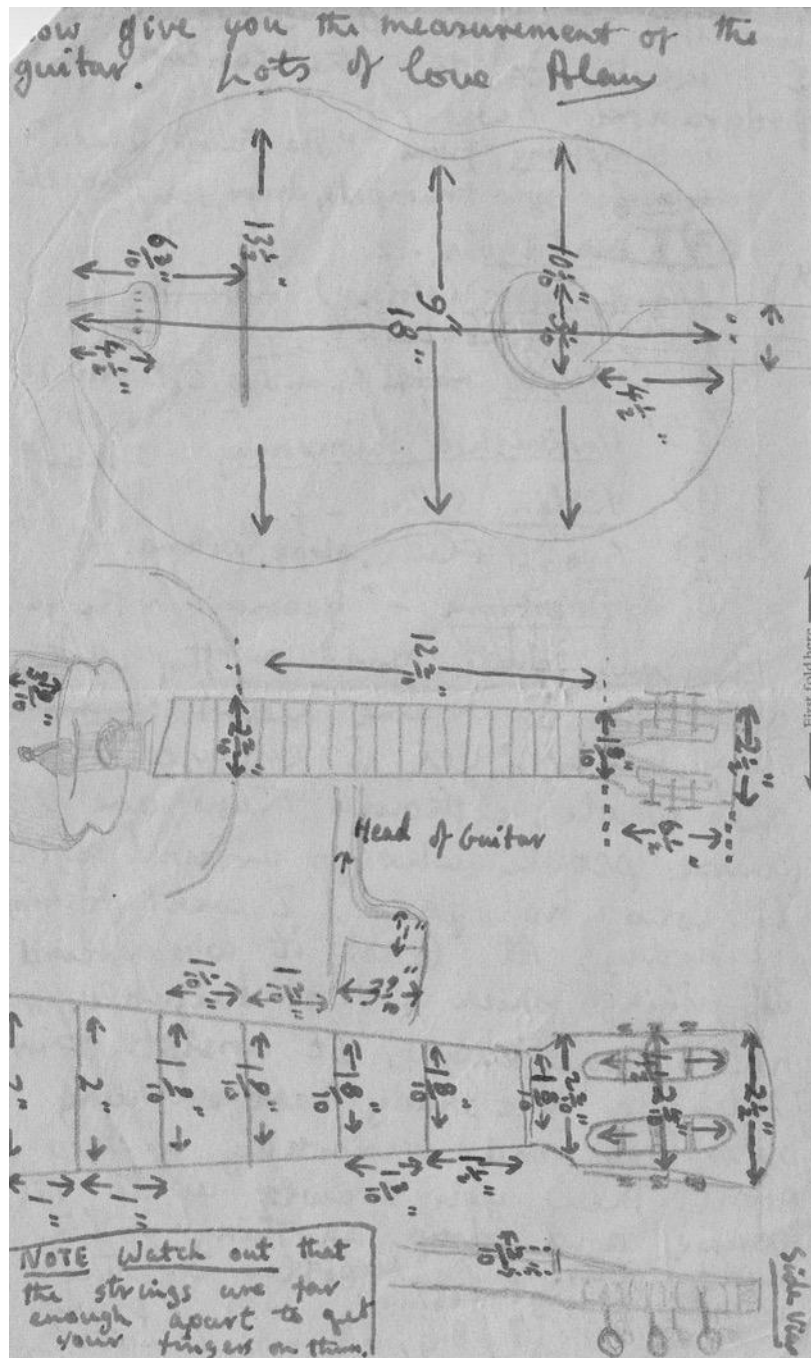
6 *Violin Solos - 2*

7 *Trio - flute, oboe, piano*

8 *Overture - Yeoman of the guard*

It was quite good on the whole, although I have heard them play better, yet I enjoyed it on the whole, although there are of course people who go around saying it was no good. I went fishing yesterday. At least it was a kind of fishing which is just suitable for hot summer days. It consists in finding a nice shady bank overhung by trees and overlooking a deep pool. Then you crawl up to the water and drop anything in (i.e. caddis larvae, caterpillar etc) The result of my fishing was 3 plump trout of 10, eight and three quarters and eight and a half ins!

I will give you measurement of the guitar. Lots of love, Alan



29 Jun Sedbergh

Dear Mummy and Daddy,

Notice a difference in this letter? I am copying your idea.⁸ [The letter is written right across an air form, rather than in two columns]. How is the guitar going? If it is any good I will send out some strings and music tutors (or get Granny to!). It is a wonderful instrument really, I am thoroughly enjoying learning it. It really was a bargain. We have some records in our study of a certain "Big Bill Broonzy," supposed to be the best living negro 'blues' singer in the world. He certainly is pretty good. In one song he manages somehow to keep playing chords, (i.e. 4 strings at a time) also to pluck one string at intervals and also to wind one of the nuts at the top up and down to make the string he

⁸ The letter is written right across an air form, rather than in two columns.

plucked go flat and sharp. It creates a wonderful sound, but how he does it I do not know! How are you getting on at the new place? I do hope there is not too much noise, flies (or company.) You will have to tell me all about it. So far I have not succeeded in getting my sea-trout of 1 lb this term, but surely I will get one soon, I ought to have some luck. For someone certainly had some luck today, that was Mike Doogan. He went home for the day today and went fishing for Perch with a worm. He cast a worm off the rocks off Brathay into the deep water and left the rod. After about 5 mins he got an 8 inch perch. Then he chucked it in again and again at the same place, and left it. In a few minutes there was another bite and he hooked a 2lb 5 oz trout - which he proceeded to land - to the cheers of about half the boats on Windermere (so he says). He says he was pretty worried as it jumped a lot. Now that I have at last got a means of transport I will be able to go down to Windermere in the evenings, which is the best time. Also I will be able to go over to the Duddon where Stephen caught those Sea-Trout. Granny tells me that you are worried about me getting a motor-bike and not a scooter. But honestly they are no more dangerous than bicycles, they go faster but they have stronger breaks (owing to greater surface of wheels). But I will promise that I will be very careful, and not go at all fast, though I do not think the bike will go very fast anyhow. It is not a heavy bike. The average size motor-bike is about 300 c.c. This one is only 197 c.c. Last week, as I told you, I was going to play for the house team, but then I went into the san[atorium] for about 4 days with German meazls [sic]. Then I came out and now I am on ex again and I am playing in our second game v School House. We lost our first game, and so did School House so this will not be a serious match. NEWS FLASH School House are 48 for 6 (having been 27 for no wicket). Lots of love, Alan

*

The *Luptonian* gives some detail of my activities in this term, describing the same game as above.

Lupton V. School House.

...Macfarlane and Hunter batted confidently and took the score to 99....

Macfarlane being not out 18. Score 122 all out.

Lupton v Powell.

...when Little was well caught at the wicket by Macfarlane off Moore.

... Macfarlane kept wicket well, and took two good catches behind the wicket.

In the batting averages, I was third, with three innings, 18 not out in one, and total of 28. Thus an average of 14.

Another house play took place towards the end of term.

*

SEDBERGH SCHOOL



RECITAL

by

THE LINDEN SINGERS

Ursula Connors

Jennifer Rice

Patrick Halstead

James Peschek

Gillian Knight

Pauline Stevens

Hugh Smith

Arthur Smither

Conductor: **William Llewellyn**

POWELL HALL, SATURDAY, 10th MAY, 1958
at 8 p.m.

Programme

Part-Songs:

- | | |
|------------------------------------|------------------------------------|
| ✓ Sing we and chaunt it | <i>Pearsall</i> (1795-1856) |
| ✓ Over hill, over dale | <i>J. L. Hatton</i> (1809-1886) |
| ✓ Peaceful slumb'ring on the ocean | <i>Stephen Storace</i> (1763-1796) |
| ✓ Sigh no more, ladies | <i>E. J. Moeran</i> (1894-1950) |
| Hey nonny no! | <i>John Hind</i> |

Elizabethan Madrigals and Ballets:

- | | |
|--------------------------------------|-----------------------|
| Now is the month of Maying | <i>Thomas Morley</i> |
| Fair Phyllis I saw sitting all alone | <i>John Farmer</i> |
| Since first I saw your face | <i>Thomas Ford</i> |
| Of all the birds that I do know | <i>John Bartlet</i> |
| Hark! all ye lovely saints | <i>Thomas Weelkes</i> |

Folk Songs:

- | | | |
|-----------------------------------|---|-------------------------------|
| Early one morning | } | <i>arr. Ian Humphris</i> |
| The Road to the Isles | | |
| I have a bonnet trimm'd with blue | | |
| Barbara Allen | | |
| Bobby Shaftoe | | <i>arr. William Llewellyn</i> |

I N T E R V A L

- | | |
|----------------|------------------------|
| Din-dir-in-din | <i>Catalan</i> (Trad.) |
|----------------|------------------------|

16th-century Flemish Songs:

- | | | |
|--------------------------------|---|-----------------------|
| Quant mon mari vient de dehors | } | <i>Orlande Lassus</i> |
| Matona, mia cara | | |
| Ich weiss mir ein maidlein | | |
| Margot, labourez les vignes | | |
| | | <i>Arcadelt</i> |

Two Rounds:

- | | |
|-----------------------------------|-----------------------------|
| Under this stone | <i>Purcell</i> (1658-1695) |
| Would you know my Celia's charms? | <i>S. Webbe</i> (1740-1816) |

Negro Spirituals:

- | | |
|--------------------------------|-----------------------------|
| Walk in Jerusalem | <i>arr. Ian Humphris</i> |
| Little David, play on yo' harp | <i>arr. Malcolm Sargent</i> |
| De Battle ob Jericho | <i>arr. Hugh Robertson</i> |

TITUS WILSON, KENDAL

SEDGWICK HOUSE

presents

PYGMALION

by

GEORGE BERNARD SHAW.

Saturday, 26th July, 1958 at 7-30 p.m.

in POWELL HALL

CAST (in order of appearance)

The Daughter (Clara Eynsford Hill)	.....	.....	C. R. Fallaw
The Mother (Mrs. Eynsford Hill)	.....	.....	P. T. Edington
A Bystander	.....	.....	N. L. Bolt
Freddy Eynsford Hill	.....	.....	C. E. R. Wood
The Flower Girl (Eliza Doolittle)	.....	.....	B. P. Turnbull
The Gentleman (Colonel Pickering)	.....	.....	R. J. Cowper
The Note Taker (Professor Higgins)	.....	.....	C. N. McMaster
A sarcastic Bystander	.....	.....	H. J. Ramsden
Mrs. Pearce	.....	.....	A. J. Breckenridge
Alfred Doolittle	.....	.....	R. J. Stephenson
Mrs. Higgins	.....	.....	P. G. Thompson
Parlour Maid	.....	.....	W. R. Reay

The Crowd in Act I.

J. St. McCormick, W. S. L. La Frenais, A. J. Turnbull, J. Whitfield,
C. J. Ballingall, D. A. H. Richmond, W. Sutherland.

-
- ACT I. The portico of St. Paul's Church, Covent Garden, at 11-15 p.m.
ACT II. Professor Higgins's study in Wimpole Street, the next day at 11 a.m.
ACT III. Mrs. Higgins's flat on Chelsea Embankment, in the afternoon, some months later.
ACT IV. Professor Higgins's study, six months after Act I, at midnight.
ACT V. Mrs. Higgins's flat the following day.

There will be an interval after each act.

We wish to express our thanks to all those without whose help the production would not have been possible.

Printed by Gerald E. Law, Howgill Lane, Sedbergh.

Sedbergh School.

SUMMER Term, 1958

Name A.D.J. MACFARLANE.

House LUPTON

Age 16.7

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
L.VI.B	17.4	15	4	3

Height.	Weight.	Girth.	
5.5	8.13	38 1/2	Commencing Term.
5.6 3/8	9.1	39 1/2	Ending Term.

PRINCIPAL SUBJECTS.

HISTORY. An excellent term. The standard of his work has risen this year from the mediocre to the first-rate. This has been the result of hard work and enthusiasm. Now he must develop his style, which is a little pedestrian, and read more widely, which will help his critical powers. J.C.R.

English. This term has rounded off a thoroughly commendable and pleasing year. His work shows intelligent appreciation, careful thought and care in planning and marshalling his facts. Above all he has shown a willingness to read beyond what is merely set. Thanks to careful attention, his style has improved; with further reading it should become more fluent. H.N.D.

SUBSIDIARY SUBJECTS.

1.

2. SUBSIDIARY SUBJECTS.

French History 5 } Careful and conscientious work. W.T.C.
 Divinity 3 }

3.

Latin. Good work. He translates with reasonable facility. I.C.

4.

Government: Good, sensible work. A.J.P.

MUSIC

ART

His drawing is commendable. He should push on to tackle painting now. A.J.

HOUSEMASTER

I have nothing but praise for his efforts. C.P.M.

HEADMASTER

He is making most encouraging progress. C.M.C.

Next term begins on 18 SEP 1958 19

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

History in the Lower Sixth

Organization of work

I was now specializing, after the general course in the lower and middle school, and going towards either History or English as my speciality. I would spend one year in the Lower Sixth, starting on the courses which would be supplemented in the Upper Sixth and lead into my 'A' level exams in the Summer of 1959. So it was a two-year course. If I were successful and there was a chance of entrance to University, I would stay on for a third year in the Sixth Form to try for University Entrance, which is what I did.

The first term in the lower sixth was mainly devoted to history and English, with some subsidiary general essays, divinity and latin. The main work in the first term in history is indicated in a loose sheet for Winter 1957 where I give my exam results. A/S stands for Anglo-Saxon, and N for Napoleon, the special paper. So clearly these were the subjects for the first term.

The results are given for history as follows.

Exam	Mark	Out of	Pl	How hard	Av	Top mk in fm	Remark
Hist[A/S]	47	100	6=	Easyish	45%	54	Q. Good
Hist [N]	60	100	2=	Fair	50%	62	Good paper

The Anglo-Saxons

It looks as if, after the 'O' level year, we went right back to the beginning – the Anglo-Saxons. This probably was our main area for the first term. The hand-writing of the notes and essays is still rounded and half-childish. The marks are all around the Beta level. The essays and marks for the medieval period, which we also did in this year, are different – more mature hand and sometimes marks with some alpha in them.

At the start of this year I still seem to have been taking notes on loose sheets of paper. Some of these are A5 sheets, some on foolscap for the first time. I was not note-taking in books to start with. There are quite extensive notes on Anglo-Saxon society. My later life has often drawn me back to the 'German woods', so I find it particularly interesting to find out what the first picture in my mind of this period was.

For this reason I shall give quite a detailed set of extracts and summaries of my coverage in the first term [PERHAPS and hope to scan in a couple of examples of my hand].

NOTES

There are quite a few pages of loose notes:

"Vikings etc" – two pages.

"Life of St Dunstan" – 'Most important figure apart from Alfred before 1066'. Two pages. Various other loose notes on Vikings etc. Early trade, metal, tolls, salt etc.

Town life, the Bonds of Society. A page of notes on 'Duty to One's King'

Other loose notes on The Church, Art and Architecture, Coinage, Education etc. dates of major battles, the defence of England and the organization of the army and

navy in Anglo-Saxon times, Athelstan, Edmund, Farming, Law, the problem of conversion.

There are particularly detailed notes I took for a talk I was to give (reproduced below) on 'The Structure of Anglo/Saxon Society'.

There are other notes on topics such as coinage, architecture, domestic architecture, art, the navy, the army, the church, law, administration, finance, major battles from 787-900.

There is a plan for an essay on 'The system of farming and the structure of the farming community (up to 1066)'. For this there are detailed notes on the lay out of farms, how arable worked, the Mark system. This was used in an essay in an exam, which I shall type below.

There are also detailed notes on 'the enlargement of Wessex (871-975) with Edward, Athelstan, Edmund and other Kings. There are several detailed pages of notes on Alfred and his works. Other notes are on the golden age of Northumbria and, briefly, Mercia. There are also detailed notes on the Vikings, on the Life of St Dunstan and on Town Life.

There are two pages of notes on "Subjects Revised", namely the Sources of History before 871 A.D. and the problems to conversion 557-656.

ESSAYS

Perhaps we started with the collapse of the Roman Empire. I have an essay on 'To what extent was the break up of the Roman Empire in the 5th C caused by Barbarian invasions?' I have a detailed plan for this and a three and a half page foolscap essay. The mark is Beta and the comment 'Law-religion – culture – all must be discussed.'

I shall just give the one paragraph, in the middle of the essay, which suddenly prompted my teacher to give four red ticks – conspicuously absent from the rest of the essay.

'There were other ways in which the Empire was declining. Barbarous and inefficient methods of taxing and the corrupt practices of the upper classes aggravated the burden of taxation to such a degree that in some places the middle-class capitalist was taxed out of existence. While in other parts no taxes at all were being brought in. Thus the army was underpaid and so were most of the other jobs, or at least the uncorrupt jobs, in the state. The bad sanitation in the growing cities, the luxury and decadence in the upper classes, and the growing corruptness of the high officials all contributed to the decline of an Empire which had outgrown its own strength several hundred years before.'

There was also an essay of three and a quarter foolscap pages on 'What were the main sources of History before 871 A.D.?' The mark is Beta and comment 'Most of the points here, but more should be made of Arch: evidence. Your style can be more exact.' This appears to be an essay for class. I also did a revised version of this as an exam question and received a better mark.

*

The following scans show my plans for writing an essay during an examination, and the final examination. I seem to have done three questions, the first was to be done in 50 minutes, the second in 35 minutes, the third in 50 minutes. Two of the three essays are below.

"HISTORY EXAM" [ESSAYS]

L.G.H.
A.D. Macfarlane

To do 1, 5. By 10.25. Then number 8, by 11.15.

1 (by 10 to)

Essay Plan ① Sources of history 400-1000.

I Literary evidence.

- (i) The continent - Constantine "Life of St Germanus."
- (ii) Celtic writers - Nennius ~~the~~, Gildas.
- (iii) Bede "The Ecclesiastical History" from Jarrow
- (iv) Aelfric's poems.
- (v) Alfred's works.
- (vi) Anglo-Saxon Chronicle.
- (vii) Letters from monasteries.

II Archeological Evidence.

- (i) Coins, houses, burial tombs, weapons, jewels, ornaments etc.

Tells us about ~~archaeologic~~ culture + standards of civilization

Also it tells us the course of invading tribes and where the Britons survived.

III (a) Air photography

Where old roads, towns etc were.

(b) Geographical Evidence

(c) Linguistic Evidence

Place names, people's names.

FARMING ORGANIZATION

I A System. "Mark" system rejected.

Common sense + practical farming. collective farming in small communities.

B Ownership of Land

By Lord, Church, Peasants, Free.

II System of ^{Use} Growing

A Arable - more imp. Crop rotation.

Main crops. Ploughing 1 acre a day.

B Pasture cows, pigs, sheep. - products

⇒ system of field closures, meadows, waste lands. meat, milk, manure, wool

ESSAY PLAN (cont)

A.D. Macfadon

III Organization of societyA Lord - churl - gniith - freed cotrel - slave.Nos 8Main characteristics of the reform movement of the 10th century in the English Church.I How it had been left

demoralized by Vikings.

What Alfred had done. - $\frac{1}{2}$ money to church.

built a few churches.

II New movement begins [Benedictine idea]

Archbishop & ODA of Canterbury - visited Ghent.

"Clunian" revival had started at this time.

ODA's measures started reforms.

III Carried on by Dunstan etc.

Vows of poverty, celibacy, piety.

Not so concerned with monasteries.

UNITY
BETWEEN
KING +
CHURCH

(i) Church synods. National, shire.

(ii) Fired church with enthusiasm.

(iii) Sermons for parsons.

(iv) Raise morals of church

Wanted
national
unified
church - not
split up.Vikings converted
by 862.

MARKS = 46%

General Comment - good.

70s IN FORM
6th = 15

①

"History I"

A.D. Macfarlane

L. G. H.

① There are five ~~important~~ sources of information from which historians reconstruct the period from 400-1000 A.D. The most important of ~~these~~ ^{them} is ~~the~~ literary evidence. The first mention of what was happening in Britain after the Romans left was in some of the continental writers books, for instance ~~the~~ in "The life of St Germanus" by Constantine. Early celtic writers such as Nennius and Gildas also wrote at this period, but their writing is so full of myth and legend that it is not worth much as historical evidence. ^{However} ~~The~~ first real light on this period is ~~brought~~ brought by the venerable Bede. This man was a monk at Jarrow and from there he poured a stream of books, thirty-six in all, which mostly dealt with the church, but are ~~or~~ very important; ^{for} ~~as~~ the author was very careful to give ^{sound} ~~good~~ information and was also unprejudiced and wrote fine Latin. His most important work was "The Ecclesiastical History." When Alfred came to the throne the amount of books being written began to increase, Alfred himself ^{contributed} ~~contributing~~ many of the first translations into the English tongue. Also at this time there began a work which was to be the most important guide up to the Norman invasion.

The "Anglo-Saxon Chronicle".

Another very important means ~~from~~^{by} which we can learn about this period is from archeological evidence. Historians have lately been excavating houses, burial grounds and villages, and in them they have found a fair amount of coins, weapons, pots and ornaments. Unfortunately however, houses and churches were nearly always made of wood and so there are hardly any traces left of them. From the archeological findings we can learn three things. The culture of each period, the standards of their lives, and the course followed by the invading tribes. We can ^{also} tell ~~also~~ where the Britons were left undestroyed.

Lastly there are three smaller ^{aids} helps to reconstruction. The first is ~~air~~ photography which shows us the layout of roads, villages and burial ground. The second is geographical evidence which helps us to define the borders of the kingdoms. And thirdly there is linguistic evidence. This shows us by ~~the~~ place names and peoples names where each tribe ~~&~~ settled, and also where the celts remained.

/β+

(2)

HISTORY I (cont)

Macfarlane
R.D. Macfarlane

L.B.H

~~Part~~ The farming organization in ~~Britain~~ in Anglo-Saxon England.

7

The system which the ~~western~~ Germans had brought over to England, the "Mark" system, whereby every man^{held} holds an equal amount of land was rejected in England. The system there was not laid down in any strict ^{low} sense, but it was ^{worked} on a practical, ^{and} common sense basis. There was a good deal of collective farming also; which meant that three or four peasants would share a team of oxen and a plough, and would help each other at certain times in the year. For most of the farming was done in small communities. The land was owned by partly by the ^{lords} lords, partly by the church and partly by the king. These three bodies kept tenant farmers on their land to look after it. The peasant also usually owned a small plot of a few acres, and there was some free grazing in the forests. The

The land was used in two ways, for arable farming and for grazing animals on. During ^{the Anglo-Saxon period} ~~this~~ period arable farming was the more important of the two, for the demand for wool had not yet grown on the continent. The main crops were, flax, wheat, rye, cabbages, peas, beans,

and turnips. As there ^{was} ~~were~~ only one root crop they had to leave the land fallow once every two years. The other use for the land was also important, ^{for} ~~as~~ from animals they [&] received leather, meat, milk, cheese, manure and wool for clothes. The fields for pasture farming were usually wide meadows with fences at the ^{boundaries} ~~ends~~, ^{But} ~~although~~ the richer men could afford small closures, ~~for~~ and the poorer had to drive their animals onto the "waste-lands", which were unfenced poor quality [&] grazing lands.

There were four classes in Anglo-Saxon farming societies. There was the lord who owned most of the land, ^{The} ~~then~~ ~~the~~ "churl" who had at the beginning of this period been quite rich and able to go where he liked, but was later tied to the Lord. Then there were the "cotsetlans" and "gniths" who were free men, but entirely depended on the [&] Lord; and lastly there were the slaves. These slaves had either been sold into slavery or made slaves for some crime.

— " —

β

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We were obviously asked to write a kind of newspaper article on the state and likely future of England the year after the death of King Egbert. It was headed “England in the last half century” and I have signed it ‘Churl of the Vades’ and put in brackets, presumably the name of the magazine, for “Omnia Orbe popule”. It shows how I thought English history might pan out over the centuries.

England in the last half century.

In this island there is a great future. For it has shown recently that if it can unify it will be prosperous and peaceful. And it went a long way in this process under the late King Egbert of Wessex, who died last year [839 A.D]. He managed to unify Mercia, Northumbria and Wessex under him and there is hope that there will be peace if my countrymen do not disturb England. The Anglo-Saxons have already received several attacks from my fellows and they are at the moment trying to protect their coasts. There are four social distinctions, the first is the king, who is a kind of tribal chief. There is then the class of high nobles such as Thanes, Lords and Counts. Below them are the freemen and at the bottom are the serfs. These serfs have to pay small taxes to their overlord, as well as joining his army in the event of war, also they have to work in his fields at the harvest.

*The religion in this land is that of Christianity and the people are ardent in their beliefs, which I hear from Stephen of Canterbury came mostly from Rome but also was introduced by missionaries from Scotland, Wales and Ireland. These countries incidentally are not owned by the Anglo-Saxons and are inhabited by the Britons. There is not much industry in the land apart from a bit of weaving and most of the countries finance depends on agriculture. [**in red in margin ‘Local Industry’**] There has, however, been a marked increase in the amount of education, although it is mostly offered by religious bodies like monasteries and churches. There is no permanent standing army and there is not even a very small fleet, although a great deal of the most important places are on the sea.*

The living conditions are of a crude nature, yet the houses are thickly built and there is plenty of wood for the fire. And they need this fire for the climate, although not as cold in winter as that of Europe is very wet and misty. A good deal of the land is so thickly wooded as to be impenetrable, but where the land has been cleared next to streams it is fertile. Wessex is the most cultured and important of these kingdoms and leads the rest in every way. I see much hope for this little island.’

My teacher was not greatly impressed, marking it as Beta– and writing ‘Imagination stronger than narrative power’. But I had high hopes for my future home. I was clearly intrigued with its destiny, which I would follow the next term as we moved on to the Conquest and the medieval period. It was in that move, the second half of my lower sixth year and when I was aged just sixteen, that my historical imagination really seems to have come alight.

*

There is a cyclostyled question paper for an exam at the end of term.

L.VI. H. HISTORY - 1: Anglo-Saxon England. Thursday 9.15-11.15.

Do THREE questions, ONE from PART B and TWO from PART A.
Leave at least 45 minutes for Part B. Hand in your rough workings.

PART A.

1. How do we know what we know about the years between 400 and 1000?
2. EITHER (a) Do you find any pattern in the Anglian and Saxon invasions and settlements? OR
(b) "An utterly savage horde of barbarians who came out of nowhere." Discuss this view of the Anglo-Saxon invaders.
3. How and by whom was England converted to Christianity?
4. Trace in outline the rise and decline of the kingdom EITHER of Northumbria OR of Mercia.
5. How was farming organised in Anglo-Saxon England?

PART B

6. How lasting were the effects of the Danish settlements of the ninth century in England?
7. How great was Alfred the Great?
8. What were the main characteristics of the reform movement of the tenth century in the English Church?

Medieval England

In the second term, certainly by the time of a history notebook dated March 13th 1958 (ie. about two thirds of the way into term), we were into the period between the Norman Conquest and the Tudors. There are extensive notes and essays on this period, which seems also to have included some European history.

ESSAYS

I have a large crop of essays from this time, some ten essays including an exam. This suggests that I was doing a history essay almost every week, since I was also, towards the end, starting to study Napoleon in parallel.

What was the impact made on English life by the Norman conquest?

Although this was only judged to be a rather mediocre essay – with a mark of Beta – I will type this in since my reactions to whether there was continuity or a dramatic revolution at the Conquest, is of interest in relation to later work. It is also, from the hand-writing and subject-matter, likely to be one of the first essays I wrote as I moved from Anglo-Saxon history in my second term in the class.

Probably the most obvious impact made on English life was that made on all military matters. Apart from the introduction of Norman cavalry, the best in Europe, there were changes in the armament of the Saxon "fyrd". This fyrd was still called up by William in accordance with his policy of using every possible useful English institution. The fyrd was extremely useful as a counterbalance to the armies of the feudal barons. The Saxon fyrd had been better armed since the battle of Hastings and they were now beginning to use the long-bow more. William realized that England would have to have better defences against the marauding Welsh and Scots so he gave the big nobles living on the frontiers permission to build chains of Norman fortresses which were considered to be almost impregnable in those days. Another important change in the military government of England was the gradual

awareness of the great war-lords that it was not only their estates which had to be defended but the whole country. This reorganization led to England having the best military forces in Europe.

When William landed in England he found that the feudalism which had sprung up in Europe had already taken root in another form in England. The basis of this feudalism was that the crown let out the land to important barons in return for which they supplied him with either money or troops. These lords then let out the land to sub-tenants who swore an oath of allegiance that in return for protection of their land, aid in trouble and justice in court they would be loyal to their lord and fight in his feudal army. **[red tick in margin]** But William was far from satisfied with this feudalism which led to barons revolting against the King and civil wars breaking out all over the country. So with his administrative genius he introduced the idea that all important land-holders should swear an oath of allegiance to the King as well to their immediate lord, and this royal oath was the stronger. **[red tick]** This meant that if a noble revolted **[red 'rebelled']** his tenants had to support the King not the noble and so William made England the most united and peaceful land in Europe.

The Normans did not make any impression on the Saxon agricultural ideas, at least no deep ones; for they were more a military race than an agriculture loving one. But they made quite a mark on building and architecture. They introduced their new castles all around the country and around them sprung up many villages. They also introduced the Norman arch which influenced religious and secular buildings for many centuries. Although there had been a revival earlier in the century in the church it was now again becoming corrupt and lazy. The Normans under William made three changes in the organization of the ecclesiastical side of England. They changed the position of the bishops of the "see" from their old seats in the country the biggest town in their area. **[red tick]** The higher church ministers had to be celibate and so had all ministers who were going to be ordained, but those already priests who had wives did not have to choose between their wife and the church. Lastly William encouraged and reformed the monasteries, which were becoming extremely idle to keep a stricter rule, especially that of St Benedict. **[Stop, start – in red, i.e. new paragraph]** Another sphere in which William showed interest was in the collection of taxes. **[red tick]** He was a merciless taxer and organised their collection so efficiently that England became the most efficiently taxed country in Europe. The result of this taxing was that the poor became even poorer, but this was made up for by the peace in England which led to more prosperity.

In the legal side of English government there was a mixture of English and French institutions and ideas. The English shire courts and hundred courts were retained, but there were now more often "sheriffs", who were Kings Officers, attending them. These sheriffs were also gaining importance in other ways too. William decreed that all his subjects should enjoy and observe the law of King Edward's day, but if a Norman wanted to settle a quarrel **[spelling correct in red]** with an Englishman by mortal combat, which was the Norman version of the trial by ordeal, he usually could. William kept the same division of England into shires and hundred, but he did not keep the same large estates. He cleverly divided England up among his nobles so that none of them, except those on the Welsh and Scottish borders, had large estates in one place. So altogether the impact of the Normans on English life was to make it more stable, safe and peaceful and to consolidate and improve on the institutions already there.'

The comment on the essay is Beta and "Quite a few points here, but you must FORMULATE the essay under definite titles". The main fault seems to be the absence of paragraphs, a very superficial and easily remedied weakness.

I clearly saw that the Norman Conquest saw a consolidation and improvement and evolution of Anglo-Saxon England, not a revolutionary change. I realized implicitly that Adam Smith's three key foundations – peace, easy [that is just] taxes and a due administration of justice – were all built by William. The rest of the study of medieval history, particularly the huge attention we would pay to the lawmakers, Henry II, Henry III and Edward I, and to the balance between the Crown and the people, would expand on this.

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There is a short essay titled 'The Downfall of Stephen' [1135-1154] with the mediocre mark of Beta and the comment: 'Apart from Character there was War on 2 fronts, Church, Norman power lost, concessions, baronial wars, succession problem.'

There is an essay titled 'Was Henry II an innovator?' [1154-1189] This is long (6 foolscap pages) and has the high mark of Beta Alpha, 'Good. You have penetrated to the heart of this problem.'

There is an essay about Magna Carta (1215) titled 'What were the main reasons for the drawing up of the "most momentous single document in our history"'. This has a mark of Beta plus 'A good start, and a soundly formed essay. The basic unrest came from the "contract" between king and feudal laws being in question and this goes back before 1200.'

There is another essay on Henry III (1216-1272), which mainly concerns the opposition of the barons. This is marked Beta plus 'Q.Good. Mention the Baron's self interest as a class.'

*

There is an essay on Edward I (1273-1307), with no title, but to do with his campaigns in Wales and Gascony. Although a short essay, it has the mark Alpha Beta and the comment 'Very well expressed – a most thoughtful piece of work'. So I will include this as an example of work I was probably doing in the middle of my third term in the lower sixth, aged about sixteen and a half.

'There was the same problem facing Edward in both Gascony and Wales. This problem was the appeal from lower to higher authority. In France the Gascons, who supported Edward, want to be ruled by him. [red tick] In Wales the Welsh did not want to be ruled by him, but Edward could not afford to let Wales be separate [spelling corrected]. His reasons for going to war in Gascony were purely financial, and for the prestige value. [red tick] The loss of Gascony was not an actual threat to England; but to prevent the loss of the wealth of the land Edward was prepared to fight. But in barren Wales there was no great wealth, yet there was a hardy race which Edward realised was a constant threat to England, unless it was subdued. [tick – 'Good']

The success of the two campaigns also differed. In Wales, Edward, by his command of the sea, his use of archers, and, after the first war, his introduction of the new type army, the semi-feudal semi-mercenary force, [red tick] was able to subdue the Welsh. He used many of the same ideas in France as in Wales. For instance the crossbowmen fighting with the spearmen, and the new type of army. He also tried a device which he had not needed to use in Wales, the diplomatic encirclement of his foes. [in red – 'except by sea!'] But in France he was not as successful in his campaigns as in Wales. Wales he succeeded in subduing completely, Gascony was almost completely lost by 1300.

A fact which naturally altered Edward's policy towards these two countries was that Gascony was far richer than Wales. It had plenty of good land, suitable for growing vines, [red tick] which Edward wished to exploit. Therefore his policy in France was to build "bastides", which were fortified towns with agricultural communities around them. In France the stress was on the agricultural community which produced wine; but in their Welsh counterparts, the Castle with a village around it, the accent was on the Castle, which was a link in his network for holding down Wales. [red – 'Good'] In both countries Edward appointed justiciars who ruled the country for him, and the administration of Wales after it had been subdued was very like the administration of France before the French attack.'

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There are also two sets of exam answers, which may have come at the end of the second and third years.

The first was two shortish answers, the first on “Burh” life in the 12th C. The second was on the Cistercians. The mark was B++ and ‘Good’, the Cistercian answer earning in the space of three quarters of a page seven red ticks.

The other was a longer exam, done at the end of the year. It appears to have been marked by Andrew Morgan, although he had not been my main teacher on this period. It was headed “English History Exam” and there were three answers.

I (a) Did Magna Carta provide an adequate solution to baronial grievances?

‘The effect of the Magna Carta of 1215 upon following generations was heavy and lasting. Yet at the time that it was signed it was only an answer to the grievances of a small section of England; although there were a few clauses dealing with the Church, the common folk and the merchants. For its importance lay, not in the actual articles it contained, but in the precedent it set. It was a statement, at first, of the feudal contract between the King and his subjects; and it showed that the “King was above man, but below the law.” A truth which was considered extremely important, as is shown by the fact that it was reissued fifty-eight times in the next year hundred years!’

The barons had many grievances against the King, of which some could not be answered by a “set of rules”. But the charter did satisfy the barons in several ways. They succeeded in making the use of mercenary foreign soldiers illegal, and they managed to establish that the Great Council should be called regularly. Probably their greatest concern was in the heavy “extraordinary taxation” which John had been levying. The Magna Carta answered this by stating that the King could not raise any ‘new’ taxes without the consent of the Great Council. To ensure that there was no more of the arbitrary justice which John had been carrying out, the barons appointed a “Council of twenty five.” This Council was very important as it was the body which decided if the King broke the clauses or spirit of Magna Carta. If the King did break the clauses of this document the barons were legally entitled to force the King either to change his ideas, or to abdicate.

The grievances which the Magna Carta could not attempt to solve were the personal ones. For instance the cruelty and futility of the King, and his employment for [sic] French favourites. Therefore the Magna Carta mainly attempted to solve the baronial grievances concerning the ruling of the country and the relation of the King to the people. But it was not an adequate solution in itself. It had to be strongly enforced, as is shown by the fact that John soon broke the contract, and the barons had to fight to preserve it. Therefore as a code of behaviour it was fairly effective, yet it had to be maintained by force; and in the reign of Henry III it was constantly broken, which led up to the Montfortian rebellion and the Provisions of Oxford.’

Alpha — ‘Admirable’.

2 (a) What were the causes of baronial opposition to Henry III?

‘Henry III was a pious man, and though suspicious lacked most of the bad traits of his father John. Yet before the end of his reign there had been a successful rebellion and three violent protestations against his rule. Therefore we have to ask ourselves “why were the barons, the main body of Henry’s opposition, so opposed to his rule?”’

Probably the most important way in which Henry annoyed the feelings of the magnates in England was in his method of government. From 1235 to 1258 there was a period known as the

“Personal Rule,” in which Henry ruled with the aid of a few close friends, and hardly ever consulted the barons. He issued laws and authorized new taxes with the “privy” or private seal. Thus the barons, who were beginning by this time to be conscious that they “had a right to be consulted” did not play any part in the government of the country. The money from taxes went straight into the King’s purse, and Henry did not even appoint a Chancellor or Treasurer. All this was openly breaking the clauses of the Magna Carta, but perhaps the barons could have stood it if they had thought that the country was being ruled strongly and efficiently. However they were heavily taxed, and most of the money seemed to go to the Pope, instead of to saving their French possessions.

Another reason for baronial opposition was the fact that the barons did not have any respect for Henry as a man. In battle he was puny, and he could not inspire obedience or enthusiasm in his subjects, which resulted in humiliating defeats for the English in both Wales and France. His dependence on French favourites such as Peter des Roches and Peter des Riveaux angered them, but not to such an extent as his subservience to the Pope. The barons had to pay taxes to support Henry’s foolish promise to conquer Sicily, and this waste of money annoyed them intensely. Lastly the great power of Henry’s local officials, the sheriffs, in administration worried the greater and lesser magnates. For the sheriffs were often corrupt and irresponsible men who were in the powerful position of being both tax-gatherers and judges.

v.g. alpha —

6 (b) Account for the growing importance of the towns in thirteenth century England.

The main trend in the placing of the inhabitants of England was towards small numerous towns. Also there was a shift from the East coast to the Dales; where there was both the great export of that time, wool, and water power. One of the general reasons for the growth of the towns in both number and size, which in turn led to their increased importance, was the break-up of the Feudal System. This meant that there were more “free” men in the country, who were not tied to the land, and who could therefore make into the new towns.

Another innate reason for the growing importance of the towns was that they were more permanent, better layed out and better organised. This contributed to a growing independence, which was helped by the Kings. For both Richard and Henry, and especially John, were in constant need of money, and one of the easiest ways for them to raise their funds was by granting the new-formed towns charters. These charters both relieved the towns of certain taxes, and gave them certain privileges [corrected]. The relief of taxation made the merchants wealthier in comparison to the farmers; and the privileges, such as permission to elect their own sheriffs and mayors increased their independence. And was largely because of their wealth and independence that the towns were so important.

Trade had grown immensely, and was still growing; and obviously harbours from which ships could sail for the continent were important. But home-manufacturing was now starting, cloth was beginning to be made in England as well as in Flanders so that trading ports were not the only towns of importance. Because of the increase in the size of the towns there was an increased demand for farm produce from the countryside,. This led to the establishment of markets in most towns; and these markets, which were often very large, again added to the importance of the towns. Lastly as the towns were often semi-independent of the King, and had fortifications, the King had to pay attention to their wishes if he wanted to remain in power.’

Beta ++ Promising work. ‘Their relations with the baronage.’

At the top of the paper ‘it was marked 60% on ‘A’ level marking – roughly speaking. Well done.’

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Thus I now had a fairly firm foundation of an understanding of the legal and constitutional framework of England up to 1307. It is worth noting here, however, that as well as Anglo-Saxon and Medieval history, we were starting to work in this year on our 'Special Subject' for the A levels. This was the life and work of Napoleon. Since I deal with Napoleon in much greater detail in the 'A' level year, I shall analyze my Lower Sixth essays and notes there.

ESSAY PLANS

There are also detailed plans for a number of essays, with numbered points. The topics here are:

What were the main reasons for M.C.? [Magna Carta]

What was the importance and results and contents of the Magna Charta? (much longer)

What changes occurred during Henry III's reign in the power of Barons People and King (i.e. change in Parlt)?

What were the causes for the changes in Power in Henry III's reign?

What were the main events in the reign of Henry III?

What changes were there in the administrative and judicial systems in Henry III's time?

What were the causes for the changes in Power in Henry III's reign?

What were the main parliamentary changes between 1258 and 1307? [This is a very long plan, which has ticks and 'Good' against it.]

What were the steps Edward I took to reform the country and what laws did he pass – were they new?

What advance was there in the status and importance of Parliament during Edward's reign? [two essay plans]

From the evidence of these plans, and the essays above, we really concentrated on constitutional and legal history, particularly in the reigns of Henry III and Edward I. Interesting.

HISTORY TALK

I noted that in my first term I seem to have given a long talk, presumably to the class, on Anglo-Saxon society. It looks as if in the second or third term in the lower sixth I did a similar talk. I have extensive notes and plans for this. One plan covers, the Lord, Baron and King, the Sheriff, the Merchants and Townsfolk, the Knight, education (including universities), the Jew. There are also sections on castles, houses, clothes, the evenings, the bed, indoor amusements, travelling, transport, roads and bridges, the Crusades, craftsmen, the towns and London, peasants and guilds. The sources seem to have been Stenton and Barrow.

The main talk, which is in consecutive prose, mainly written in pen, on ten pages of foolscap, is entitled 'The Classes of Society'

NOTES

There are a series of notes, loose and in three notebooks.

The loose notes are:

One and a half pages on "Subjection of Wales". [Edward I]

Two pages on 'The conquest of Wales' – Revision Notes

One and a half pages on "Parliament" – especially its history and growth under Henry III.

Three pages on 'What makes England into a nation'.

English Language (1250-1350) – Became official and universal (a) English Taught (b) Laws etc.

(c) John Wycliffe (a bit later) Franciscans etc. preach in English.

Break up of feudal manor.

(i) "Villein" (serfs- unfree) – were struggling against serfdom – trade expanding (sheep) so that they earned money (on the quiet) and sooner or later they bought their freedom.

Provided – labour available the stewards would "commute" labour.

(ii) Freeman (wasn't bound to the soil). Result of commutation – whole new class of tenants – hired labourers. Also let out part of his farm – "Yeoman class" – middle farmer – paid rents (no Feudal contr)

Towns. Cloth trade overtakes wool trade. Towns grow faster than village communities (export of cloth).

Result. Demand for more food – from Feudal community. BUT not really organised efficiently. More money and efficiency needed therefore growth of 'commutation' and growth of markets.

Growth of new middle class – Merchants and manufacturers – wanted a hand.

Reasons for break up Feudal estates.

Commutations

Rent from lease-hold farmers

One of disadvantages.

Community spirit lost. Also stability.

Growing Imp of sheep-farming – therefore great flocks of sheep (10,000 strong some)

FEUDAL REACTION

Because of increase of pop therefore a land shortage. Freeman, villeins and lords eager for land.

Landlords often did not commute lands –

Until 'Black Death'

About one third of pop dies. Much more commutation. Also villeins escaped and moved around –

Lords eager for labour. Therefore he wanted work – paid a lot therefore villeins "commute". Same Amount of Money – but less people.

A lot of land left untended therefore enclosures.

Buildings of this time.

Large halls – semi fortified. Made of wood or stone.

Cottages – made of timber – bare floor – no chimney – animals often lived with them.

There are seven and a half foolscap pages of detailed notes on "The struggle for the charters", this struggle being in the 1290's at the end of the reign of Edward I. There is detailed discussion of how the nobility managed to use Edward's desperate need for taxes to go to war in France as a lever to exert charters such as 1297 'De Tallagio non Concedendo'. I conclude "The last decade of the reign of Edward I brought about no permanent constitutional settlement but provided nevertheless some very substantial precedents."

It looks as if these detailed notes were for a talk, either by myself or another, for in a small brown notebook entitled 'English History', the first item is TALK "Struggle for the charters", with one and a half pages of notes.

The rest of this thin notebook is taken up with eighteen pages of notes on "Anglo-Scottish War". This recounts in detail the events surrounding the battles of Stirling

Bridge, Falkirk, Bannockburn, and the characters of William Wallace, Balliol, Robert the Brus and others.

There is a more substantial orange notebook, emblazoned with swords and dated March 13th 1958 onwards.

After some notes on the Frankish Empire (see below), there are six pages of notes under the topic 'Why were Richard and John so preoccupied with their continental possessions?' Much of it is taken from Barrow's book. I continue to use Barrow for the next section of notes, some nine pages, on "Parliament in Edward's time".

Then, still using Barrow, I cover the Church and Universities (two pages), Changes in Country and Town (1 page), the Big Estates (2 and a half pages), "The conquest of Wales" (14 pages!), and "The Hundred Years War" (1293 onwards), just the start of this (in 3 pages).

Finally, in the second half of a brown notebook, the first half being devoted to Napoleon, there are various notes on English History. There is a page of plans for an essay on 'The impact of the Norman conquest'.

Finally there are four pages of notes on 'Religion in the 12th Century, covering such matters as the Crusades, the Benedictine Monasteries, the Cluniac Reformers (Cistercians), and other orders and a diagram of the secular organization of the Church. I was also, apparently, doing parallel work on medieval European history. I have two essays on this. One is a short essay on 'the Roman Church' whatever that was. The figures include St Augustine, and Pope Gregory VII and it is noted I should have talked of St. Benedict.

In an orange notebook, the first set of notes, covering the period from 481 to the eighth century is under the title "The Frankish Empire and the reign of Charlemagne". This covers Clovis, Charles Martel and Charlemagne, the last in detail.

There is also a short essay to do with the decrees of the Innocent III and the 4th Lateran council of 1215. There is also a short essay the second to do with the spread of the mendicant orders in the 13th century. The mark over-all is Beta plus 'Q.G. also the learning was vital and spread to universities'.

English in the Lower Sixth

[Note: my writing is in italics, with master's comments in the text in bold.]

Another loose slip of paper alongside the timetable is headed “Revision”. It shows that I carefully organized the revision before a set of examinations – perhaps in the summer of 1958 at the end of my sixth form year.

“Revision”

English = Chaucer – Prologue

Shakespeare – Henry IV pt 1

Taylor Coleridge – Christabel, Kubla Khan, A. M. [Ancient Mariner]

6 hrs

From this various things about my English revision can be seen. Firstly, the work I was to be examined on was Chaucer’s *Prologue*, Shakespeare *Henry IV, pt 1*, and Coleridge’s *Christabel, Kubla Khan and Ancient Mariner*. Secondly, that I devoted more time to English revision, and took more care with it, than any other subject (and the exam was in capitals). It would seem that at this stage I took this subject most seriously.

A couple of pages later, although crossed through, there is half a page of “PREPS”. This includes some French and History preps, but half of it is English, as follows.

English – Prepare Act II (Othello)

English – Read through your part in T.S. Elliotts “Murder in the Cathedral” 2nd Prist – get to understand.

As can be seen below, at some point in the year we also studied the poetry of Dylan Thomas and Thomas Hardy’s *Tess of the D’Urbervilles*.

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The next page has “EXAM RESULTS’ (Winter 1957)

The results are given for history and English as follows.

Exam	Mark	Out of	Place	How hard	Av	Top mk in fm	Remark
Eng [Ess]	32	50	4=	Fair	60%	39	
Eng [Bk]	43	100	5=	Hard	38%	48	Not very good

Chaucer

I suppose we began with a heavy dose of Chaucer because the aim of the syllabus seems to have been to get us to traverse most of the high peaks of English literature. The ‘great tradition’ was obviously: ‘Chaucer – Shakespeare – Milton’ and then assorted great others. As I now realize, Chaucer was also a very sound basis for starting to understand the deep roots of English culture.

It is clear that we did a lot of work on Chaucer over two years, both in the Lower 6th History and also in Clio. In the Lower Sixth there is a copy of an English Exam which I did. Half of the answers were on Shakespeare’s Henry IV, pt. 1. The other

half was answers to questions on Chaucer. The overall comment was 'Good Work', with a mark of 68/105. In a question where we were obviously asked to paraphrase a piece and then comment on it, my answer was.

c) i) "There was nowhere such a (seemingly) **why do you put this in? It spoils the irony** pious man. He was the best beggar in his whole house; as an example of this, if a poor widow had a penny to live on, **hadde noght a sho: had no shoes, i.e. too poor to mend them** she was forced to give him a penny before he went so excellent was his singing of the "In Principio".

ii) This is said about the Friar. [red tick]

iii) The first line seems out of place but "virtuous" probably means a "good fellow" or else is rather sarcastic. [red tick – **He is being ironical.**]

iv) The "In Principio" was a psalm which was common in those days. **Look it up.**

iv) There is not much to say about this except that the Friar used his privilege of being allowed to beg to its full extent. It is a fine example of Ch.'s satirical method. **He is reporting what the Friar had said – boasting about how he could squeeze something out of the very poor, and it disgusts us.**

d) (i). "and though he was a good and holy man he did not despise sinners, nor did he speak to them in a haughty or scolding manner, but he was gentle **tactful** and kindly in his conversation. His aim was to bring people to heaven by his good example and his fair judgement." **Skeat gives "honesty of life" for fairenesse.**

ii) This is concerned with **about** the Poor Parson, who we can see, even in this short passage, was more an ideal Christian than an actual man. **What does this mean?**

iii) Here "virtuous" is used in a good sense [red tick] and means 'pious' or 'good'.

iv) This Poor Parson lived in the tradition of the Franciscan Friars, whose aim was to live the life of Christ on earth, and thus show men the way to Christ through their own example.

2. Chaucer's method of portraying character in the Prologue.

The three characters with whom I will deal are the Prioress, the Miller and the Yeoman, for they are each out of a different section of society. Chaucer's method as a whole is to give us an array of outward and inward details which as a whole add up to a complete character. [red tick]

One of his favourite methods of portraying the character of the figure he is dealing with is by giving the dress of that character. [red tick] In the Yeoman he tells us that his coat and breeches made him look as "merry as the month of may" **this comes from the description of the Squire** and his character is also merry. In the Prioress we see the dress of a highly respectable, well dressed elegant lady, with good taste and with courtly fashions. Here again the visible image is true of the character inside.

Another method Chaucer uses for portraying character is by giving us the likes and dislikes, hobbies and accomplishments of the figures. The Prioress likes small dogs, and elegant clothes, while she can "entune through her nose full seemly." This shows that her character was not exactly suited to the monasterial **ical** life, but that she was a refined and kindly lady all the same. In the description of the Yeoman **Squire NB. The Knight had with him (a) his son, and (b) a yeoman – probably a forester – the one you mean is the Squire.** Most of the time is devoted to his accomplishments in the liberal arts, he is a good singer, composer, writer, reader and harpist; and all this to win his lady's "favour". [red tick] Therefore we can see the picture of the typical "courtly" lover. [red tick] In the Miller on the hand we are told that he liked "goldiaries" and loved crude and vulgar songs and tales. [red tick]. He was a skilled performer in the art of wrestling, and he could break open a door with his head. Therefore we are given the picture of a crude, oafish, vulgar, yet cunning character. [red tick].

It is interesting to notice that in every case we are shown the side of the character which the actual person would talk about if we had talked to him or her. The latest fashions in dresses, and animals in

the case of the Prioress; the hopes of his growing "favour in his lady's eyes with the Yeoman; and crude jokes and wrestling with the Miller. [red tick]

16/20 A well planned essay. It misses several good points – Ch's reporting of what a character says, for instance – but so far as it goes it is sound and to the point.

There is then another equal length essay on 'In what ways is "The Knights Tale" a typical courtly romance?' The mark and comment on this is 17/25 Good

It appears that the exams we did often combined Chaucer with Shakespeare as there is another exam paper in which I answered half on Othello and half on Chaucer.

*

There is also a page of pencil notes headed 'NOTES FOR CHAUCER ESSAY'. I shall include this since it shows that I was probably carefully taking down notes on the essay I answered above, perhaps given to us by our teacher after the exam.

Answers to questions.

2. *Knight – description of his merits first (hardly mentions clothes therefore he thought merits most imp + striking prt of him.*

Squire – gives general impression by intermingling the description with his virtues.

Yeoman – his appearance struck him (and would have struck us)

Prioress – gave her merits – then details about her "but sikerly she hadd a faire forehead" as contrast.

Monk – Tells us the monks beliefs and thoughts, as the monk would have told us. Is the monk having C on?

Friar – Why did he spend such a long time on him? He interested Chaucer therefore he was a fairly common type. He is probably stating her the failings of many friars.

And so I go on with the Clerk, Sgt of Law, Franklin, Shipman, 'Doc of Ph', Wife of Bath, Poor Parson, Plowman, Miller, Maunciple, Reve, Summoner, Pardoner.

*

There are two sides of foolscap "Chaucer Test" in Clio. Mark beta plus plus, 'No. 3 good' – with a number of comments in pencil.

At the top: No. 3 good. Beta plus plus

*

This is enough to give a flavour of our intense concern with Chaucer. There is also: Three pages of revision notes for Chaucer in a small hand – detailed.

A small green softback notebook headed 'Chaucer Notebook'. This has about 17 pages, including notes for an essay and an actual essay "Chaucer the storyteller" with a B+. Much of it is concerned with specific lines of the poetry.

A small brown softback notebook headed "Knights Tale" – notes on Duke Thesius etc. analysis of the lines in some detail. Also notes on what looks like a lecture by H.H.Mills. on 'Astrology', the Ptolemaic system etc. There are also Notes on "What elements in the Knights Tale appeal to the gentil folk"

Finally there is a small orange softback notebook headed 'Chaucer – Clio'. This contains an Analysis of the 'Legend of good women' – detailed analysis line by line.

Shakespeare

Henry IV, part 1.

We studied this play in our lower 6th year with David Alban, when I was aged around sixteen. It is an interesting play to set for children of sixteen in several respects and important for our historical sense as well. It deals a good deal with the preparation for power – the carefree days of Prince Hal and his companions before the great Henry V takes on the throne. The exact emotions and conflicts of ruling and responsibility as a Prefect (which Desmond Coke analyses in his school trilogy, including 'Bending the Twig') are here – including the classic rejection of Falstaff and the new obligations of impartiality.

There is also the theme of Englishness in a great deal of its depiction of humour, drinking, sports and friendship. So it taught us a lot. I shall just extract a little from my work on this play.

In an English Exam, half of it on Chaucer and half on this play, the first question was obviously a quoted passage which we had to paraphrase, explain the context, and comment on its meaning. It is precisely about the learning of the responsibility to rule which was at the core of one of the central features of the Sedbergh experience.

1. (i) *"Percy is just my tool [in red 'agent'], father; I let him do many glorious actions for my sake; for soon I will make him answer for all his deeds, and force him to give all his glory and honour to me, yes, every small shred of prize he has won in his life, or else I will kill him."* [**in red: 'a v. fair rendering'.**]

(ii) *This is said by Prince Hal to the King. It is in the scene when the King has been rebuking Hal for his dissolute life, and has compared him with Harry Hotspur. [red tick]*

(iii) *This is interesting as it shows the complete self-confidence of Prince Hal, which is not boastful because it is justified in the end. It shows also that he has a craving for "honour", but it is not an external "honour" that he wants; as is shown by the fact that he lets Falstaff pretend that he has killed "gunpowder" Percy. [red tick]*

4. How Shakespeare makes us aware of the character of Prince Hal.

One of the ways Shakespeare makes us aware of Hal's character is by the sincere speeches [red tick] of the Prince himself. Perhaps the most important speech concerning his character is the soliloquy at the end of Act 1. [tick] Here he tells us that he will "pay the debt he never promised", [tick] and cast away the "base contagious clouds" which means his dissolute friends and his mode of living. We see that there is a "method in his madness" [tick] and from then we can watch with assurance his behaviour in the tavern; knowing that it is only a "sullen background" [red tick 'it shows his political insight'] and that his "transformation glittering o'er his past [fault]" will be the more spectacular. [tick] In his speech with the king, when he says "and in the closing of some glorious hour I will make bold to say I am your son" we see the heroic Hal showing itself. Another way in which Shakespeare shows us the character of Hal is in the ungrudging praise of his enemies. [in red: tick – "Yes, Sh. often uses this method. E.g. Iago of Cassio "He hath a daily beauty in his life that makes me ugly." For instance the speech of Vernon when, with a voice full of admiration, he recounts his impressions of the "sword and buckler Prince of Wales," as Hotspur had jealously termed him. [tick]

The last method which Shakespeare uses is the actual unintentional words and deeds of Hal; which are spontaneous and therefore show his true character. His generous praise of Hotspur, [tick] his

ungrudging praise of his brother [tick] who[m] he loves “as his own soul.” The quietness and calmness with which he receives the bitter reproach of the King, which he knows to be untrue. [tick] And lastly his complete indifference as to who should receive the “honour” of killing Hotspur, once he has satisfied his inward cravings all let us look into his character.’ [tick]

[Comment: ‘Good. You have packed a lot into a short space.’ Mark 17/25]

A lot of the virtues – self-confidence, magnanimity, the ability to absorb unfair criticisms etc. were ones which the school was trying to teach us – and are mirrored in Kipling’s ‘If’.

These lessons are also shown in an English test asking us to comment on various short passages – paraphrasing, context and meaning.

1. (a) *“He condemned his indolence in such a way, that it seemed as if he had learnt a great deal from his mistakes.”*

(b) *This is said by Vernon to Hotspur, just before the beginning of the battle. It describes how Prince Hal challenged Hotspur to a duel. [tick]*

(c) *This shows firstly that Vernon can see Hal’s true character, and secondly that Hal is beginning to be “that which I never promised.” In other words he is going to leave his old ways and start a new, good, life.*

2. (a) *“Gentlemen, life is short! But if we spend our short lives in doing base deeds, life will be too long; even if our lives, like the hand of a clock, ended after an hour.” [tick]*

(b) *This is said by Hotspur to the assembled rebel lords. He is spurring the doubtful rebels on to battle, just before the battle starts.*

(c) *This in a way shows Hotspur’s creed of life. That ‘if you do not live up to the highest in oneself it is not worth living’ [tick ‘Also it has something of the true warrior’s abandon before the battle – provided he behave bravely and honourably, come what may!’]*

3. (a) *“I would rather have lost a more courageous and righteous man.”*

(b) *This is said by Prince Hal, to himself, when he sees Falstaff, supposedly dead, on the battle-field.*

(c) *It shows that Hal still likes Falstaff, although he has practically given up his company.*

The same theme of mixed loyalties as discussed in my essay.

In another test, of which the first two pages remain, similar themes are explored, though now the context, then the paraphrase, then the meaning is given.

1. (a) *This is said by Sir Walter Blunt to Harry Hotspur, Douglas and the chief rebels. It is when Sir Blunt is delivering the King’s message. [tick]*

(b) *“And may God help me to go on supporting him (the King). As long as, contrary to all this right you oppose the anointed King, the representative of God.*

(c) *This shows the attitude of the majority of Englishmen is “That the King is King, whatever he does; and no-one has the right to depose him, except God.”*

[2. (a) *This is said by Harry Hotspur to Vernon. It is when Vernon brings the news that the King and the Prince of Wales are coming North to fight.*

(b) *“Do not say any more, this praise of Prince Hal makes me jealous and angry.”*

(c) *Vernon has just been saying what a good horseman Prince Hal is and so it is a sign of an ungenerous streak, in Hotspur's otherwise generous nature, that he does not like to hear Prince Hal praised. [tick 'Clash?']*

The third answer is incomplete.

I had hardly realized consciously how much we were learning about how to behave from this play – honour, honesty, praise, modesty, facing unfair criticism, how to deal with former friends when elevated to a responsible position. All boarding school life is there. I am sure that that is not why we were set the play – but it was certainly a model of upper middle class life and the English class system.

There are also six pages of notes on 'Falstaff and Humour' – presumably for an essay in relation to Henry IV part 1 which show that I was taking a crash course in the various forms of English humour.

Othello

Alongside Henry IV, we did the much blacker tragedy of love and malice, *Othello*. To take just a little of this, there is a two page set of gobbets, marked – 'Good work' 27, as follows.

Othello Test

1. *This is said by Lodovico to Iago in the fourth act. It is when Lodovico has just seen Othello hit Desdemona, for no apparent reason. He is therefore astounded and says "Is this the person who could not be moved by any passion? Is this the person who could not be wounded or disturbed by any chance hard-luck?" This shows to us how great an opinion people had had of Othello in Venice and also it underlines the skill with which Iago had broken down Othello's solid nature. For it was a hard job. [In margin I have written P81, lines 275-280' the master has given two pencil ticks and written at the end of the sentence 'very good', but added 'It also shows O's vulnerability'.]*

2. *This is said by Emilia to Desdemona and Iago. It is said in the middle of the fourth act when Emilia has found out that her mistress Desdemona, who she knows to be honest, is believed to be unfaithful to Othello. She is naturally very indignant and says that she is willing to be hanged if some busy-body [tick], who is an insinuating [tick], self seeking [tick] rogue has not made up this slander so that he may further his own interests. This is definitely dramatic irony for she is unwittingly talking to the "eternal villain" himself who is her own husband Iago. It is also pathetic, for if she had remembered giving the handkerchief to Iago she might have saved Desdemona's life. ['Good' against the last sentence.]*

3. *This is said by Emilia to Desdemona at the end of the act. It is in reply to Desdemona's naïve question. "Would any wife be unfaithful to her husband?" [tick] Emilia says that she would herself be unfaithful to Iago if she received the world for it. For it is but a wrong in the eyes of the world; and if one gets the whole world one could quickly make it right in the eyes of the world. This speech is that of a worldly woman to an innocent one, and it is pathetic to see Desdemona accused of something which she can not believe anyone would do. [tick and 'good' by master; I have put P93, l.80-3 against the passage.]*

I wonder how I got inside all of this – the deep currents of jealousy, anger, race, betrayal, lust, loyalty, trust broken, love and despair. This is presumably what I was being taught about – how to deal with malicious gossip, how to trust, how to avoid the lags of this world. Important lessons.

There is another Othello test similar to the above, marked at 23. It shows similar sympathy with what is going on.

Finally there is another “ENGLISH I” set of answers, part of it is on Chaucer, and over half on Othello. There are further gobbets like the previous ones on passages on Othello with a number of helpful comments in red ink.

It ends with my only short surviving essay on Othello, which I shall include here as one of my first attempts to deal with tragedy in an essay. **[I shall omit four small corrections to grammar and punctuation in red.]**

What is tragic in Othello?

The whole tragedy in Othello is based on one thing. The break-up of Othello's character. This is the same idea that Shakespeare uses in Macbeth, but it is slightly different in Othello. For it is the break-up of a character, not because of “vaulting ambition”, but because some evil creature, for the sheer joy of it, wants to see happiness and love turned into hate and bitterness.

At the beginning of the play we see the noble and upright Othello. A master of war; above mere boasting. A sincere, confident and honest man, with all the finer virtues of a man. And with him the pure, sympathetic and loving Desdemona. Then the evil Iago comes on the scene. He carefully chooses the weakest points in Othello's character, his trust in people and his immense love for Desdemona.

[Was this a warning to us – not to trust too much, not to love too much?!]

This love for Desdemona is only a weak point because Othello loves her, not for her inside character which he has not learnt yet, but because of the effect she has on him. [in red – tick ‘good point’] Iago then pours his deadly poison into these insignificant gaps of Othello's character, and we see the once noble mind beginning to crack and weaken and finally to break. It is mainly this aspect of the play that is tragic, but of course there are small instances of tragedy in other spheres too.

For instance it is a minor tragedy that the pure and faithful Desdemona should be accused of infidelity which is the one crime which she would never commit. There is also tragedy in the fact that Cassio, who would have given his life for the happiness of Desdemona and Othello, is partly the cause for both their deaths. But here we have to be careful as we will soon come into the realm of irony.

[red tick]

Comment in red at the end. ‘Some good points here, and well expressed. It is a pity you have not been able to refer closely to the text to support your arguments. It would have added force.’ Mark = 12

It would seem, as noted above, that I entered into the psychology of this different play with some maturity. I was only 16 at the time, but could understand the emotional logic pretty well. I was learning about all the important things listed above, from love to lust to anger to cruelty and jealousy.

Dylan Thomas

I was strongly influenced by several poets in terms of their tumbling verse. One was Gerard Manley Hopkins, the other Dylan Thomas. There are various signs of this influence.

The essay I wrote is as follows, showing my level of sophistication around the middle of my lower sixth year, when I was aged about sixteen and a half.

What is the style and technique of Dylan Thomas in the first part of "Under Milk Wood"?

Dylan Thomas is without doubt a highly original poet; he appears to owe few of his ideas to the poets before him, except perhaps to Gerard Manley Hopkins. With the peculiar style of his it is essential to remember one fact, when we are either reading, or analysing it. That is that, following the long tradition of Welsh poets, Thomas means the verse to be as important as the sense. [red tick] This is quite natural really, for his poetry was written to be recited or acted by voices, therefore the hearers must be delighted by the "chime and clash of rhyme and alliteration." [red tick] But the cost of producing a wonderful musical effect is to sometimes lose [corrected in red] the sense. For in his juggling with words Thomas sometimes inserted, in the loosest possible relation to the context, phrases with [sic] helped the metrical effect. [In margin in red 'Is this poetry or prose?']

It is in the use of words that Dylan Thomas's special gifts are fully realised. He has several devices to make the words play a more important part in the play. Some of these methods are widely used by other authors and poets. Just such a trick of technique is his use of alliteration, which he employs to a great extent; phrases like bible-black and muffled middle appearing in almost every sentence. Another favourite artifice of Thomas's is the metaphorical epithet; phrases like, "In the wetnosed yard" [red tick] and "In the snouting, velvet dingles" are striking. This is because the yard is not really wetnosed, but the adjective describing the dog has been transferred to the yard, and similarly [sic] with a mole in the second example. One of the features of Dylan Thomas's style which I find most entertaining is his personification. A very striking example of this being the sentence "The smell of fried liver sidles out, with onions on its breath." [red tick]

In Thomas's poetic use of words he uses long strings of adjective, or even, occasionally, compound adjectives. For instance in the first page he says, "down to the sloeblack, slow, black, crowblack, fishingboat-bobbing sea," which is certainly driving home the character of the sea. He uses his own invented compound adjectives a great amount; we can pick them out in every page, "dust-defying", "sea-dark," "Bible-black" and "wife-faced" being only a small selection. He also has a beautiful command over descriptions, for instance "the short silver policemen" referring to milk cans [tick] and the "lickerish bog-black tea".

It is remarkable the amount of detail he cleverly depicts. The episode in Waldo's dream, for instance, when he steals some raisins from his mother, or the primrose growing in Mrs Ogmores-Pritchard's dining-room, would have never been noticed by us. Lastly, one of the ways he surprises us is by his apparent contradictions. He is always making remarks such as "every day of the night" or "wakes in a dream" which jolt us considerably. [in red in margin 'but make a point though']

In red at end. 'This is a very good piece of work: one of your best. Beta +++?

There is also the essay plan and some notes for the essay – 6 pages on small paper.

Thomas Hardy

It appears that we studied Hardy in the Lower 6th. I have a certain amount of my reactions to his work. There is a two side table under 'Tess' and 'Henchard' comparing Henchard and Tess as tragic figures. There is an essay plan and a list of the unlucky incidents. There are five foolscap pages of cyclostyled notes on Thomas

Hardy as a novelist – with hardly any of my own annotations on it. These notes were clearly given to me before the essay I wrote.

I shall concentrate on the one essay which survives, which is at the heart of Hardy's 'Tess' – the nature of fate and free will. There is a detailed essay plan of two pages for an essay entitled "It was to be", and the essay itself, which clearly failed to impress as we shall see. But I shall include this essay as an example both of my struggling to understand the nature of Hardy's tragic vision, and the care which my teacher took to try to improve my dismal effort. I shall put his comments in red, as they are on the sheet.

"IT WAS TO BE"

*Fatalists are, to my mind, a somewhat uninteresting collection of people. At least I should think that they are if they hold to their principles. The basic principle of fatalism being the idea of a pre-destination of man. **This is not a sentence – it has no finite verb.** This means that people will accept bad luck or harm as the will of the God's as it is no use struggling against it. This is Hardy's conception of tragedy as well as the Greeks'. Most of the Greek plays were based on this idea. In one of the most famous, "Oedipus rex", there is a famous speech where the tragic!! **g** hero of the play renounces **denounces** the evil of pre-destination, in this case Oedipus has been pre-destined to kill his father. In "Tess of the D'Urbervilles" Tess is predestined to kill her love, **this was a deliberate act on her part – you must not make conclusive remarks before you have examined in detail**, to suffer unendurable anguish and to be a curse to her family. Hardy achieves his purpose of making Tess seem pre **fore** – ordained (by two methods **what does this refer to?**). One is by giving her stroke after stroke of apparently quite arbitrary (**tick**) ill fortune; **well expressed – but get on with it and produce illustrations** but this ill fortune when taken as a whole is obviously a means by which an unrelenting purpose is worked out. The other way by which Hardy shows us that there is a strong element of predestination is by making many of the characters, and also, as in a Greek play, the "chorus" of peasants point out incidents as evidence of predestination. "It was to be".*

*Hardy puts great stress on the "ill fortune method" of suggesting fatalism. The play begins with an example of this; the incident where Angel dances with some of the village girls but not Tess. This is cleverly emphasized by Hardy when he puts into Angel's mind exactly the thoughts that he wants us to think ourselves. (**tick**) "He wished he had asked her; he wished he had inquired her name." (**tick**) **This is good – should have gone on like this.** We wish this too! The next incident is the death of John Durbeyfield's horse because of Tess, this means that Tess has to do something to recompense her family and so she goes to see her relations, or supposed relations the Stoke-D'Urbervilles. Piece after piece is added to the plot and Tess, borne by the ordained wave of chance is hurled on the rocks of infamy and destitution. She struggles on, but then is met Angel Clare, and here begins the most open assertion of fate governing Tess. Every attempt to tell Angel of her past is foiled, **by what?** And even her letter which she puts under the door is not found! **Tick – yes this is true** Then she accepts him as her wife (**??**); but is as soon rejected. The play (**??**) goes on in this pattern, every attempt of the characters to break loose from the relentless current of events which are leading to downfall is immediately repulsed. **This is sheer vague "waffle" – give illustrations.** So Tess rushes **and so you rush to the end of your essay without giving concrete illustrations from the novel to bear out your generalisations and assertions** to her final punishment and is lost to the world.*

Hardy's other means of showing us that fatalism is the principle [sic!] theme of the play is not used so much. This means is the way in which he makes the peasants wisely nod their heads and say "It was to be." Tess once contradicts this and says "It can't be", but this only adds strength to the fatalistic impression because Tess does give way in the end. Angel adds to this idea too by saying "O Tess! If only you had told me sooner, I would have forgiven you!" Yet we know that it was fate that

stopped her from telling him! Hardy also puts in many little superstitions, which add to the idea that it was bound to happen. For instance the crowing of the cock in the afternoon signified that the marriage would break up. Lastly the acceptance by Joan D'Urbeville of a blow of fortune, as if it was bound to happen, as "a chance external impingement, to be borne with; as if it was a wet holiday or a failure in the potato-crop", adds to the fatalism of the story." "It was to be. There lay the pity of it."

The mark is Beta minus – pretty severe, and there is a final comment. These local superstitions are not events – they are merely introduced to show how the minds of these simple folk worked – always prepared for the worst. Superstitious beliefs in ill omens add a general colouring of fatalism to the novel, but they are not concrete events in the life of the heroine, about which one can ask “How far was she responsible, and how far was she driven in spite of herself?”

I clearly did not understand the novel, or like it much. It may have clashed with my Christian enthusiasm, or my innate optimism and belief that I could control my life.

When I came to analyse the same themes in the great epic struggle of God and Satan in Milton I made a better job of showing the contradictions which always face us – and one of the central problems I would later address, particularly in assessing Montesquieu and Tocqueville's work, on necessity and chance.

BOOKS I HAVE READ

The term is Winter 1957 – when I was approaching my sixteenth birthday.

<i>Book</i>	<i>Author</i>	<i>Comment</i>
'Tess of the D'Urbervilles'	- Hardy	
'Makers of the Realm'	- Bryant	
'History of the English' – (vol 1)	Churchill	
'Othello'	- Shakespeare	
'Bensham Village'	- J. Moore	quite good
'Gaudy Night'	- D. Sayers	
'Mask of glass'	- Holly Rooth	not bad
'Sea-Trout and Salmon'		quite good
of Don Camillo	G. Guareschi	
'Preface to Bible Study'	- Phillips	
'One bright day'*	J. Priestley	- not v.g.
'Gap in the curtain'*	J. Buchan	- not v.g.
'History of England'	- Belloc –	not much good
'A/Saxon Society'	- Whitelock	
'Outline of E. Architecture' –		
'English Parnassus'*		V.G.I
'D.B.V.*' [Dragon Book of Verse]		V.G.I
'Introduction to Philosophy'		Good

I particularly remember several of the Don Camillo stories which I borrowed from the House Library. Tess, Othello, Churchill, Whitelock and others were set books I suspect. 'Not v.g.' meant that it was pretty uninteresting. The proportion is probably two thirds set school reading, and one third reading for myself.

Two pages later in the same notebook, suggesting the same term or a term later, is the following list.

BOOKS TO READ

Book	Author	
'Good Behaviour'	Harold Nicholson	... * oo
'The day of the Triffids'	John Windham	+ ooo
'Merlin's Island'	T.C.Lethbirdge	... oo
'The mayor of Casterbridge'	Hardy	oo @
'Universities of Europe in the middle ages [3]		... ooo
C.G. Coulton –	Five centuries of religion	
	Medieaval panorama	
	Europe's Apprenticeship	(all) ooo ... *
Baron	Feudal England	(buy if poss)
'Wine Women and Songs' by	J.A. Summons	
'Royal Dukes'	Roger Fulford	
'Struggle for Europe'	Chester Wilmott	
'The bible as history'		
'New light on Chaucer'	J.M.Manley	
Chaucer	D.S.Brewer	

+ House Library

... for History

* In school library

o recommended

@ have to read

Two pages later I have the following part of a page: 'Schedule = 1 bk a week'

BOOKS READ

<i>Started</i>	<i>Finished</i>	<i>Book</i>	<i>Author</i>	<i>Comment</i>
1/4/58	20/4/58	Sht Stories	S.Holmes C-Doyle	V. Good
8/5/58	11/3/58	Animal Farm	G.Orwell	Good- Satire on Communism
1/5/58		Owd Bob		
11/5/58		Ivanhoe	Sir.W.Scott	

General Essays

There are half a dozen essays I wrote on a number of general topics. These reveal my views on the time, so I will insert two of these.

L.G.H.	<p align="center"><u>"ENGLISH Essay"</u></p>	A. Macfarlane
	<p><u>"Do you consider that recent scientific discoveries have made life more worth living?"</u></p> <p>My ^{immediate} first reaction to this question is to answer "no!" But that ^{that} was because I had not really thought deeply. My present answer is an emphatic 'yes', but I can see that many people would disagree ^{with me}. But first it is important to explain what the question means to me. The ^{The} "recent scientific discoveries" I have in mind are those concerned with the communication of thoughts and actions from man ^{man} to man ^{man}, for instance Television and the gramophone; the improvements in medical research; the and the change to the modern devastating forms of warfare. But ^{the cause for} where ^{the} the difference in the ^{people's} answers would lie in one's ^{their} own estimation of what makes life is worth living. One must remember that the ^{most} "life worth living" is not necessarily the "most enjoyable life." Therefore it is essential to decide what standards you are to judge the "worth of a life" by. I believe there are two fundamental factors which make life worth living, to serve and to give.</p> <p>Nowadays with all the</p>	<p>[E]</p> <p>1</p> <p>in which sense of the word "enjoyable"?</p>

Could be put more simply

improvements of the Western and Eastern world
 in communication, new vistas are being
 opened up, in hitherto unexplored and
 undeveloped countries. There is therefore
 a far greater potential for both good and
 bad influence; ~~for~~ now a wicked or
 tyrannical man can shake the world, as
 Hitler shook it, or can calm the world,
 as Einstein calms it. As in world affairs,
 so in private ones; each man can sway the
 minds of many people if he wishes, for
 good or evil. He can give them a true
 and honest example, or he can give them
 the reverse. [With ~~the~~ improvement in
 health, the ^{recently found} cures for otherwise incurable
 diseases, we have another great means
 to give good. We have more to give to
 the poor and the needy, and we have
 better ways to give it ^{and} ~~but~~ ^{more impt of all} one of the
and most important points is that it is needed
 more now than it has ever been needed
 before. We can, if we wish, any of us, give
 hope to the desolate, strength to the
 limbs, hearing to the deaf, and the ~~auto~~
 knowledge of Christ to the heathen. By
 means of our great lead over the Africans
 and other semi-civilised peoples we have
 an ~~wonderful~~ opportunity to give. And in
 the end it is far more satisfying to give
 than to receive, and In ^{giving} ~~their~~ we

L.G.H

Essay (Cont)

A.D.J. Macfarlane

have a wonderful opportunity, thanks to the means $\{$ provided by science $\}$, and the gifts also provided by science.

The other great factor which makes life worth ~~life~~ living is to be able to ~~of~~ serve. No doubt men have been able to serve since the beginning of all time, but never before, apart from ~~the incentive~~ ^{of Christ's life} ~~has there been such an~~ ^{necessity} ~~for our~~ service. For without the service of many faithful men, not only will the world cease to be Christian, the world will cease! The hydrogen bomb, as well as being a threat which obviously is constantly on our minds, is also a challenge to all ~~men~~ mankind, and to all individuals. It is also a challenge to the Christian church, and I believe that we have here another opportunity for great service, both ~~for~~ for our country and for our world. And $\{$ There is also now another, and perhaps ~~the~~ ^{more} most important, opportunity for service ~~arising~~ ~~for~~ service. The growth of knowledge from scientific discoveries, though comparatively ~~small~~ ^{large} compared compared to the scientific knowledge ^{acquired} up to about 1750, is, ~~be~~ compared ^{to total} knowledge, insignificant. "A little ^{learning} knowledge."

it would have been very interesting if you had developed ~~this~~ ^{this & shown} the nature of this challenge.

though our
faith of course
does not
contradict our
reason - it goes
beyond it.

is a dangerous thing" as Pope said, and
it is extremely dangerous as far as the
church is concerned. Christianity is
now in danger of being stamped out by
rationalists who "reason" that there is no
God. We can not find God by 'Reason'
but by 'faith', and therefore for those
who have any faith at all ^{there} is the
chance, by their lives, to help ~~the~~ and
serve the church of Christ. This really
makes life worth living.

— " —
The plan is sound, although you
obscure it by insufficient divisions.
Plenty of ideas too — including some good ones.
It is the presentation, in
the phrasing, and the grouping of sections, that
needs to be tightened up in places.

~~27~~ 28.
50.

"CURRENT AFFAIRS ESSAY"

"My generation is not interested in politics."

H.D. Macfarlane

When one looks at the percentage of ~~the~~ voters who are interested in politics, as compared to the amount a hundred years ago it seems as if the country has completely lost its interest in the governing of the ~~gover~~ country. This is however only partly true. ~~For~~ A hundred years ago there was a far smaller electorate and this consisted of the upper class and upper middle class who were ~~often~~ ^{leaders} the ~~riches~~ of the country in parliament and ^{in the country} without. The lower classes were not really interested in politics, except for the fact that they wanted to have ~~the~~ ^{the} right to ~~a~~ vote. Now that these lower classes have the vote they are still disinterested, at least a large part of ~~them~~ ^{are}. But I ^{a certain, growing} must agree that this is not the only cause for ~~the~~ ^{the} loss of interest in the government.

~~For~~ There have been many influences which should have engendered in all classes an interest ~~for~~ for politics. There is now more party organization, more propaganda, and people are better educated. Also the state plays a larger part in our lives, it interferes in every sphere of our existence and we are constantly aware of its guiding hand. But there are influences which

have acted against these ~~other~~ ^{goals} reasons, and they are liable to destroy our civilization and government if we cannot overcome them.

To begin with there are so many other interests which strangle the important, but to most people boring, ^{subject} ~~topic~~ of politics. The growth of amusements, and ~~also~~ the tendency of the ^{elder} ~~older~~ generation to govern us and do everything for us will ~~soon~~ leave us stranded when they retire. Another great problem is the remoteness of our actual parliament from each one of us. It seems to most of ~~that~~ us that as we are each one ~~of~~ ^{only} just ~~one~~ vote among thousands for ~~one~~ member of parliament we are entirely useless and can play no part in the ^{governing} ~~making~~ of ourselves. This is of course a completely false idea, but it is hard to suppress it. Lastly ~~there~~ there has been a great ~~disillusionment~~ ^{age} decaying of the two main parties of the present. We are led to believe that they ~~two~~ ^{are} parties are very similar, and so whichever way we ~~will~~ vote we will achieve the same end. This attitude ^{is} ~~altogether~~ ^{is} absolutely fatal and unless we change it we are in the end doomed. to what?

— " —
B + interesting

Creative Writing

Almost all of the following were written as essays or compositions for various English classes. So they are expressive essays, revealing a good deal of what I thought and felt at this age.

“What I have found in poetry”

*Deep in the forests of Africa drums throb. Around a fire natives sit eager-eyed intent on the figure who is standing; one hand on a drum the other gesticulating wildly as he goes through the account of some gory war of long ago. His hand beats rhythmically as he beats time to his low sing-song chant. The listeners feel themselves transported to the battle and see the fighters around them. They are under the spell of primitive poetry. Yet are they mere savages in this respect? For many of those who call themselves civilized have felt those passions. I agree civilized passions are created by words alone and not with the aid of a drum. But that just shows that the poet or narrator is cleverer, not the listener. From such primitive beginnings man has created thousands of poems, all of them capable of moving us in some way. But every poem ever since they were first composed has relied on three parts, used to a varying degree, to put over some feelings. These three parts are rhythm, music and melody. Rhythm is provided by the stress of certain words at regular intervals. Music is the sound of individual words to give some impression. For instance “The sound as of a hidden brook in the leafy month of May, or “The soft melodious lute”. The last ingredient is “Melody” which is the repetition of sounds or words or phrases. Such pieces of alliteration as “Five miles meandering with a mazy motion” are obviously pieces of melody. With these three ingredients a poet has to put over either some vivid picture to the mind of the reader, or else some original idea. [**in pencil, suggested moving ‘to the mind of the reader’ after ‘put over’**].*

*The amount the poet succeeds of course depends almost entirely on the reader. If the reader is tone deaf he will not like certain poems which rely principally for their beauty on musical qualities. But he may enjoy works which have a “deep” meaning to them. Such a work which has lately been shown to me and which I find one of the most profound poems I have ever read is Pope’s “Essay on Man”. Such lines as, “Sole judge of truth in endless error hurl’d, the glory jest and riddle of the world” or “Placed on this isthmus of a middle state, a being darkly wise and rudely great” fill me with intense emotional uplifting. I feel that I have at last found out something really great. It is difficult to convey the impressions poetry of this kind leave on me but they are nevertheless very substantial feelings which I have just read one. [**pencil comment – ‘one what?’**]*

*Another thing I find in poetry is peace and relaxation. This is usually provided by a descriptive poem, sometimes even a poem of such intangible and abstract conceptions as “immortality” or “rest”. The main reason I suppose is that the words have a kind of lulling affect which drugs my senses. Part of another poem which I particularly like comes near to sending me to sleep. That poem is “Ode to a nightingale”. Such lines as “Oh that I might drink and leave this world unseen, and with thee fly into the forests dim” seem to urge me to join the poet and go with him to lands where “Faery casements open on stormy seas.” and where all is dim and sleepy. Incidentally “Ode to a nightingale” also appeals to me for its pure musical pieces. For instance “cool’d a long time in the deep delved earth,” or “With purple stained mouth and beaded bubbles blinking at the brim” [**was it blinking or winking?**] make me imagine with unusual clarity the scene.*

This leads me on to another quality of poetry which I find wonderful. Its capability of producing to my ears and eyes scenes of every kind. Poetry is like a fairy chrystal. We can look into it and see, and unlike a chrystal, hear, the future and the past, and all over the world. Also the most wonderful thing of all, in inspired poetry we can see God. But firstly let me deal with commonplace sounds and sight. As an example of a sight which, thanks to poetry, I can imagine is a line of “The Listeners” by Walter De La Mare which runs. “And his horse in the silence champs the grass of the forests ferny floor.” This conveys to my mind an exact picture. A poem, which for some reason does not seem well

known, and which illustrates how a musical impression can be given is “Tarantella.” One part of it goes something like this “And the clap of the snapper to the girl gone dancing, chancing, backing and advancing and the ting tong twang of the guitar.” Later on in the poem there are the lines “Not a sound in the halls where falls the sound of the tread of the dead on the ground. No sound but the boom of the far waterfall like doom” This is really powerfully imaginative poetry and it gives to me an impression which is absolutely clear. There are an abundance of this kind of poem, three of my favourites are “Silver,” “The Eagle” and “The sea”.

Lastly, I must add that like most people I find Shakespeare inspiring. Some of his greatest speeches affect me with the same feelings as those I get when I read Pope’s work. Therefore I conclude by saying that although it is extremely hard to analyse what I receive from poetry some of the things I receive are inspiration, relaxation, peace and an idea of God.’

The comment is ‘You have something definite to express’ and the mark is 32 – presumably out of 50? This gives a sudden insight into some of my favourite poems, almost all in the *Dragon Book of Verse* and encountered perhaps first at the Dragon.

*

Probably around the same time (the hand is very similar) I wrote an overlapping essay for English on:

“What do we find in music and poetry?”

Deep down in the roots of man there are hidden emotions and passions which can only be roused with difficulty. But there are two methods of doing this by human inspiration. These are by poetry and music. As John Dryden said, “What passion cannot music raise and quell?” Yet there are some people who profess that they do not like either poetry or music; personally I cannot understand this, but I think it must be the persons hearing organs at fault rather than that he does not possess [corrected in red] these passions. These receptive organs also govern the extent music or poetry moves a person. But on the other hand a poem that is purely of philosophical beauty as is Pope’s “Essay on Man”, which requires mental capability to understand it, to enjoy it, rather than to have “an ear for music”. [**this sentence sidelined in red with ‘bit involved this’ written in**]. I always feel sorry for people who cannot appreciate music or poetry, but it is possible that the passions that these arts arouse may be aroused by something else, even more strongly, like blind men who often have much better hearing to make up for their blindness.

I have often tried to analyse the emotions music or poetry produce in me. I tried to do it the other day when explaining to a tone-deaf friend of mine why music was great [**‘great’ in red ink**], because as he said “it is like trying to explain what it is like to see to a blind man.” A certain master at this school helped me considerably however when he said that some classical music produced “half pictures, half emotions of invisible, unimaginable things, such as battles between light and darkness, or the flight of the devil.” [**in red ‘that’s good’**]. It also produces hidden memories of past events, intangible but stirring. [**red tick in margin**] This is great music, but all attempts to explain my feelings are fruitless as music is the art of “conveying meanings and thoughts, which are inexpressable [**corrected in red**] in human speech.” This applies only to great music, inspired by God, ordinary jazz or “popular” music is pleasant to listen to as it appeals to one’s sense of rhythm or other senses but it is inferior to great poetry which can also do this, but better. Poetry is more the art of translating common sounds, sights or philosophy into words. Poetry is the art of conveying terrestrial and tangible conceptions but classical music is the art of putting across supernatural and intangible impressions. [**In red in the margin ‘To a certain extent both could be both; more likely the former to the latter than vice-versa – think that one out if you can.’**]

The other day I was given a very good talk by a certain master, the same one as before on how to see the different parts of music and poetry as objects. He said rhythm was an up and down line at certain intervals and harmony a cross-section of the music at any given moment and so on. This made me realise more strongly how difficult it must have been to compose something like the “Eroica” symphony which contains five different essential characteristics rhythm, melody, harmony, general construction and music which is the use of certain instruments in certain parts. [note in red ‘add to which the man was almost deaf by this time’] The absence of any one of these would spoil the whole work. In poetry also there are four parts, all those essential in music except harmony. But some poems concentrate mainly on one or two of these parts. For instance “Tarantella” is almost completely composed of rhythm and melody (the repetition of sounds or phrases) while Walter De la Mare’s “Silver” is almost completely based on music. [I have then written – but crossed out. ‘This is only a wild attempt to explain what music and poetry means to me and why I think it does it, but I am aware that it is almost futile, but not quite I hope.’]

In red ink at bottom: ‘You do need some conclusion of some sort. Grammar etc. weak but material 1st class.’ Mark Beta+++]

Poetry in the lower sixth

The first part of the prep (L6H) was a Poem entitled

Poem: “I don’t know whose up there, and I don’t care.”

*The sun beat down through the heated air,
Shimmered on the rocks, sank greenly in the tarn.
A boy lay, gazing up into the blue vault
Lying cool in the shade of a barn.
His thoughts came to a gradual halt,
He said “I don’t know whose up there, and I don’t care!”*

*Who can blame him? A speck in the sky,
For the sky is so deep, yet no clouds foam
Or puff, to conceal any presence above.
He thought, surely my life is mine alone?
There is no need to worry? To need His love?
Surely it does not matter, till we come to die?*

*So the boy deamt on, his body without God,
Dreaming, he swam in depths of sleep.
Yet starting he woke, and lay afraid,
For over the land had crept a storm
The clouds went past, the thunder crashed; in shade
He lay; but then his fear was gone, he felt God’s staff and rod.*

The Mark was Beta++, and comment ‘good verse – good thought in places’

L.6.H. “Byronic Stanza” A. Macfarlane

*Oh trustees of the ancient glories of the Empire
Why have you joined with the bloody Pagan Eagle?*

*If is for one man, granted great; but yet his fire
 Comes from unfitting ambition; which fire, against the regal
 And the Papal hopes, has corrupted you, like a weevil.
 You have no lust for war, people of Rome;
 Why therefore do you let this man leave you, the illogical
 Enemy of England. You watch your homes
 Destroyed, your verdant pasture, changed to a wreck of blood and bones.'*

Not one of my better poems – and the reference to the weevil just about sums it up! I wonder what I was alluding to? Fortunately there is no comment or mark on it – perhaps even I was ashamed to hand it in!

“ENGLISH PREP”

We were presumably asked to write in the style of – Wordsworth? Keats? Or some such.

“Ode to Spring”

*The blizzard howls and beats against the pane,
 And outside piles up snow on icy snow.
 The wintry sea is lashed with spitting rain;
 While the old man stares at the embers glow.
 For in his mind he sees the spring again,
 The buds along the hedges breaking out,
 The streams, silver sprinkled, tinkling in the dells,
 Bluebells in woods, gorse on fen,
 He hears the wild haunting curlew shout
 And sees lambs, frisking on the rain washed fells.*

*He feels again the soft water lapping
 As quietly he wades across the rippling stream,
 He sees again the woodpecker tapping;
 His vision is clearer than many a dream.
 He stalks the wary monster trout whose den
 Eludes all, but the wiliest of men,
 A sudden swirl and a scream from his reel
 The rod bends in rounded bow!
 Then suddenly he loses all touch and feel,
 And he wakes, no pleasures more to know.*

*O Spring, though giver of that blessing hope,
 Delighter of hearts by thy jubilant coming
 For without thee we must all sit and mope [**comment in red ‘out of style’**]
 But thou fill’st us with happiness and with joy.
 Visible in all forms, in lamb, or boy
 Filled with new life with newness humming.
 Heard in the rustling of dappled trees
 In the buzz of innumerable bees.
 So we look to thee, quickener of the dead,*

Before even the ice and storms have fled.'

Comment: 'v.g.'

Against the line 'In the buzz of innumerable bees' is written 'quote?' – I think it does bear resemblance to several famous lines from Keats, Milton etc. And even to 'the buzzing of the bees in the cigarette trees...'

*

One of my favourite poems was 'Good Gnus', so I obviously decided to write a poem in that style, probably as a class offering (for there are pencil ticks against four of the lines), and certainly, as at the top, submitted as an ENTRY FOR THE LUPTONIAN'. I have not, as yet, discovered that it was ever published – so I proudly present it for the first time to a waiting public...

I shall overlook the first rough draft of two of the verses and give what appears to be the final version.

Glooks (pronounced Gluk = look)

*When cares attack and life seems black,
What joy it is to spear a jack,
Or harpoon dace, or skewer place,
And others I could mention;
But of the fish in my fishing book,
No fish is slicker than the Glook;
And every Glook that swims the brook
Receives my prompt attention.*

*When Sedbergh's sun is sinking low,
And midges amble to and fro,
And everywhere there's in the air
A heat (that's quite uncommon!)
Then is the time to leave your book,
With worm and hook, pursue the Glook
(The worm should be one inch to three,
And hooked thro' the spinal column.)*

*To catch these fishes by surprise
You must adopt some rough disguise,
(Imitate some bird or fowl)
So as with rod in hand you wait,
Remember to impersonate
A mountain-goat, a shoe afloat,
A beech nut, or a barn owl.*

*A stealthy crawl, a furtive peep
(Don't ever scramble, always creep).
A careful cast, it floats right past
He's on, you've hooked him nicely!*

*So one more Glook, as red as rust
Has hit the road, has bit the dust.
(Fried in oil, or grill'd or boil'd
The taste is quite amazing.)*

Prose in the Lower Sixth

My first published piece was a short story called "The Killer". I was aged sixteen and a half at the time and in my third term in the L6H. It was published in the *Luptonian* in Summer 1958. I noted that I had read *Owd Bob* on 1st May 1958, and the story is clearly based on that book; I remember at the time feeling that I was not far away from plagiarism. But I think that the setting and wording was perhaps just far enough away from the original. I was clearly not too worried that the source would be traced, since I called the dog 'Bob', 'Young Bob' as it were, rather than 'Owd Bob'.

I have the pencil first draft (which has a number of rubbings out in it), in rather messy and childish hand. I shall take the text from the original, which was very slightly edited in the version in the *Luptonian*.

The Killer

[Entry for the *Luptonian*]

It was the year 1909. Winter was setting in on the Sedbergh fells. The first frosts were biting the ground, and the mists were again swirling around the black humps of the hills. But it was not the cold hand of winter which gripped the hearts of these hardy northern farmers. Their normally cheerful faces were now sour and care-lined. For there was roaming on the hills the farmer's deadliest enemy, the sheep killer. During the past weeks the farmers had had their flocks ravaged; they found the sheep in the early dawn, their throats worried and torn. Hundreds of pounds of damage had been received already; but this was not their only worry. There was always the thought that good-natured Lass or Meg or Rip, might, at night, be a skulking killer. Traps had been set, but the killer was too clever for the farmers. One night a flock would be attacked on the slopes of Winder, the next a farmer would find his sheep butchered at Dent. As week after week passed the farmers grew desperate, they increased their vigilance, suspicion grew in the little town of Sedbergh, the atmosphere was tense. But it was a dog who played out the last scene of this terrible struggle.

About four miles beyond Sedbergh up the winding Rawthey there is a gash running into the hills. Down it runs a stream which, cold and grey, reflects the towering black crags which rise above it. Many ominous stories are told of this rock strewn valley. It is known locally as the "Devil's Cauldron" and no local man will venture there at night. It was in this lonely, evil, place that the killer was at last brought to bay.

It was a cold, drizzling evening, typical of this bleak Sedbergh's weather. The crags were hidden by the eddying mists, but one could feel their presence, dominating the valley. In a small space between some rocks a solitary sheep grazed, unaware of impending death, which prowled between the rocks. Then out of the gloom glided a lean, gaunt, shadow. It crept up behind the sheep, and without a sound leapt for the poor beast's throat. The sheep screamed once, then lay still, the blood tinging its wool in a widening ring. The dog was in the act of licking the sheep's blood when suddenly it swirled around, its long dripping jaws bared in an angry snarl. The object of this fury was only a shadow. As it came closer it could be seen to be a young highland collie.

This young dog, called Bob, recognised immediately that the dog facing him was a killer. Both dogs knew that it would be a fight to the death.

They circled each other for a while, waiting for an opening. They were very equal opponents, the old dog was stronger, more cunning and more desperate, while the collie had nimbleness, youth and a

thick coat on his side. It was Bob's thick coat which in fact saved him as the killer leapt for his throat. The bigger dog sought for the grip which had killed so many sheep, but he was foiled by the long hair of the collie. His long jaws only pricked Bob's skin, and Bob in return gripped one of the killer's legs. He crushed the leg in desperation, soon his sharp teeth smashed through the bone. The killer yelped with pain and let go his grip on Bob. This gave the collie his chance. With one slash of his razor sharp teeth he ripped out the throat of the killer.

Now the collie is also dead, and for the most part forgotten. But on a certain rock in the "Devil's Cauldron" is engraved.

'Here it was that "Bob" of Cautley farm slew the bloody killer "Skulker" in battle under the Cold Slabs.'

Another attempt at creative writing in the L6H was an English Essay entitled "The moment of murder". This was two sides and is so dreadful that I shall only give the first paragraph to give a feeling of the piece. It is very much sub-Sherlock Holmes.

The wind shrieked and howled over the desolate moor, and the blackness lay like a sodden blank on the rolling downs. An occasional scud of rain lashed the derelict farmhouse which huddled cold and lonely beneath a great grim outcrop of rock. The house lay still, then suddenly a door creaked open and a man slipped in. He was a small man, and he swayed, from side to side, with weariness as he desperately tried to climb the ladder up to the loft. Several times he slipped, but at last he threw himself exhausted on the hay.

He proceeds to be murdered and the comment on the bottom in red is 'Melodramatic – ie. effect overdone by choice of words + phrases: thus you lose rather than gain effect.' The mark is Beta–.

What appears to be one of my most ambitious attempts at literary composition in this years is in an art form which only currently exists in two examples – a play, and a dramatic dialogue. In Lower Sixth History I was presumably asked to write a dramatic sketch. I have both the working notes and the final product. I shall give both to see how I approached this problem – presumably swayed by some of my reading or history, perhaps already a fan of one of my grandparent's favourite poems, the *Rubaiyat of Omar Khayam*, and possibly some films I had seen. There are also traces of 'Ozymandias'.

The Choice

Scene 1

The first scene is in a luxuriant garden in Alexandria. The garden has a high grey wall around it and from the other side comes the sound of an army getting ready to march. The grunts of camels, the shouts of commanders, the yells of small boys mingle together. In the garden a fountain splashes in a grove where an old man with a grey beard sits, he is showing signs of impatience and worry. Then a young, handsome, richly adorned man enters. The young man's pleasant face has a resolute chin and eyes. He is wearing oriental costume and a dagger at his waist, his name is Hawin and that of the older man Ben Shazi.

(Enter Hawin)

Ben Shazi *(bowing slightly)* Greetings Master, the jaded peacock does not excel you in those glittering robes, your war apparel.

Hawin. *I thank you Shazi, but have you any news from my father? The sun climbs high and the army waits, their patience shortening with the shadows. [Red tick in margin]*

Ben Shazi. *My mighty lord, thy father the prince of Jerainah has sent instruction. You are to lead the proud army of that dog and coward the King of Alexandria out into the lone and level wastes.] There they will die like flies, shriveled up by the golden rays of the flaming sun. Their bones will litter the desert, where the vulture soars and the desert rat scurries in the silver splash of the moon. You yourself are to leave the camp at night, when the hated dogs lie, like worms, polluting the desert sands. You are to ride neath the cobwebs of the moon to the oasis of the three flowers. Here you will meet a troop of horsemen.*

Hawin. *It is not an easy task Oh aged one, but the memory of my mothers stripes and death which she received from these infamous earth worms sends my resolution soaring like an eagle, and the infamous traitors who follow me will feel my claws and my **crooked beak.***

Ben Shahzi *This is well said, oh son of the rising star, let your rage like a mighty wave surge over these sons of the carrion crow. Kill your country's enemy and let the desert beasts glut themselves. I wish you the help of Allah and his prophets.*

Hawin. *Thank you Ben Shazi, but before I depart to lead this swarming host of reptiles I wish to ask you one question. This question has buzzed like a bee through my brain and now fills me with troubling thought. I have seen the Princess Jessica, daughter of the King. She was with her servants in the garden, without a veil! The garden seemed like a grey dirty sea compared to her, the roses in her cheeks, the poppy's of her lips the blue of the sky in her eyes and gold of the sun in her hair were like a second paradise. [Was this my ideal of the fair maiden at the frustrated age of 16 I wonder.] Her supple figure moved gracefully among the trees, the very butterflies seemed dull in comparison. I have thought of her ever since, and Oh venerable father I would that I could marry her! But would my father, the Lord of Jerainah, accept the daughter of his wife's cruel murderer as the wife of his son?*

Ben Shazi. *If she is like the morning star, as you have said and if her character springs and surges like a spring flower, innocent and untainted, your lord will have her. But by Allah! If you let this bird of paradise flit before you and blind your resolution, oh do not show your traitor's face at your father's court for the executioner's axe will sever the neck while thou will have severed thy father's heart strings, for thy blood will repay the blood of our slain if their army reaches Jerainah with thy aid.*

Hawin. *Do not fear for the state oh ancient one. Not all the legs, the arms, the love, the lillies [sic – corrected], in this rolling world will take from me my resolution. So depart and get the horsemen ready, tomorrow night the army will be left, like floundering fish stranded by the receding [sic] tide. Flapping and struggling they will die a cruel death, slowly on the sun-dried sand. I go now to lead the impatient army to its doom, farewell.*

Ben Shazi. *Farewell master and may the winds of fortune blow upon you, and keep your resolution hard. (Exit)*

Hawin. *May allah and his servants keep me free from the terrible temptation that besets, gnawing at my mind and my steadfast will! (Exit)*

NOISES OFF *Sounds of the army starting to move. The trumpets sound and the measured tread of the soldiers starts and dies away.*

“CURTAIN”

SCENE 2

The scene is in a clearing among some tents. There is not a sound except for the occasional cough or grunt of a soldier. Outside the tents is piled armour and weapons. Suddenly one of the tent doors opens. Out of it steps Hawin dressed for riding, still with his dagger at his side. It is just beginning to get light. Hawin strides off in one direction then turns indecisively the other way and walks back again he does this several times.

Hawin. *Oh vile it is to love two causes with equal fervour. The passion of my hate for the King is only quenched by my passionate love for the princess Jessica. How can I leave her to scorch like a*

flower among these other rank weeds, but how can I take her with me? The very silence cries shame on me whichever way I turn! The ghost of my mangled [in margin 'it jars'] mother, her back still red and dripping from the strokes I was forced to see encourages me. My country and my friends cry "Revenge! Lift not your eyes to see her beauty, but let thy sharp and flashing scimitar of revenge slay thy enemy!" But t'is easier to shut thine eyes against the torture of the rack than against the torture of her looks. But I must prevail, though it tears one half of my aching heart to shreds. I will leave! May the Gods above give me strength. (He walks like one in a dream towards the edge of the stage then, with a little moan of agony, he swiftly runs to one of the tents where Jessica is sleeping. He calls her and she comes out sleepily.)

Jessica. *What is it oh lark of the morning? Why have you woken me before the first streams of the sun pierces the evil shadows of the night?*

Hawin. *I have woken thee to take thee with me across the desert, across hills clothed with the stunted gorse, across the parched, dry, thirsty desert where life is clogged and where the bones of your cruel father and his rapacious army will lie. They will die like flies and the jackals will howl where they once proudly brayed their trumpets. Come away with me to my father's land, where the corn blows golden before the cool scented breezes.*

Jessica. *By allah! I was right, you are a traitor! (Shouts) Guard! Help! A traitor!*

Hawin (astonished ... then slowly realizing he is distraught). May the dogs of the earth eat my bones, yet I cannot kill her, even when she proves herself false. But there is one way of not killing her and saving my city. (He draws his dagger) (The guards have marched in and now stand on the opposite side of the clearing to him.)

Hawin (Holding the dagger to his chest)

POEM

*O ravens who on men do feed
Lift your heads and to me heed.
Like a fool I loved too dear,
My eyes but not my mind was clear
Like a summer rose she seemed.
Like a child I only dreamed
My mothers spirit, dead, upstarted,
My counselor, Shazi, when we parted
Called forth, beseeching me to serve.
Not to be a fool and not to swerve.
But the power, too strong for my frame
Seized me, and like death, me overcame.*

*It is not great to weep or curse
It only makes this torture worse
Not on earth can man find bliss
Let all who see me think of this.
Man's hearts too broad, his mind too deep
We are only happy when we sleep.
For pain will come and love will go
This, by Allah, the gods do know.
Now as the sun rises cross the sky
Now as the hawk soars up on high
Now like a lamb I come to die.
(He stabs himself).*

THE END!

The comment in red ink at the end is ‘The language here suits the mood admirably. This is a good piece of work. Beta+++/BetaAlpha

*

A personal account of my admiration for Presley and a resolution of the battle between the new rock and the older classical music is contained in a piece I wrote when in the Lower Sixth History. Since ‘Jailhouse Rock’ was launched on 30 October 1957 (there is the start of the song and a reference to ‘Purple Gang’ from the song), so it was obviously after November. There is reference to G.I. Presley, and Presley was sworn in for the American army on March 24th 1958, so the piece is probably written around then.

‘Duologue between Elvis Presley and Blondin.’ [Errors are retained]

Elvis: “Well I guess this is not such a bad place after all, what do you call it? Heaven?”

Blondin “You are perfectly correct in your assessment? And who are you anyhow?”

Elvis “G.I. Presley reporting. Gee I see you’re even fitted out with a skiffle group up here!”

Blondin “That sir is our heavenly choir, of what I am the leader!”

Elvis “What is your name?”

Blondin “Blondin, no doubt you have heard of me?”

Elvis “Well actually I haven’t, were you a crooner?”

Blondin “My dear sir, do I look like a crooner? I was the man who saved Richard I from prison.”

Elvis “did you make a film of it?”

Blondin “What is a film Mr Prezley?” [note – other times when I spell Presley with a z have been corrected, but not here]

Elvis “Oh forget it. By the way could I join your group? They look as if they need a bit of livening up! How do I join?”

Blondin “I will give you a voice test if you like. What can you sing. Any madrigals, any hymns?”

Elvis “Madrigals? Hymns? I don’t play that sort of stuff, but heres a little ditty of mine – “The prisoners held a party in the county jail, the...”

Blondin “Don’t do that! What is that horrible instrument you are twanging? We never had those in my days!”

Elvis “This my dear Blondy is an electric guitar. You mean you’ve never heard one before? What are those instruments they are playing over there then. And what do you play up here?”

Blondin “Those are harps, with which the seraphims accompany their psalms and hymns.”

Elvis “Shucks – do you mean I’ve come to a place where all the musicians are squares? I thought I had some hope when I saw your halos.”

Blondin “Well you won’t get very far if you don’t like good music.”

Elvis “Oh, you can’t call that stuff ‘good’, that’s bebop talk!”

Blondin “Have you heard them singing yet?”

Elvis “No, and I guess it would be a waste of time my listening, if they did.”

Blondin “Well listen to this, they will sing you the Stanford Magnificat – with alterations by Beethoven.” [they listen]

Elvis “Gee, it’s absolutely swell, they really got me in the groove. How can I join that purple gang?”

Blondin “Just learn some of the hymns and psalms they sing. I thought you would like it.”

Elvis “I certainly did. It was real cool. What are the chords for the number they have just sung?”

Blondin “Well there is firstly a ‘C’ chord, then a D7 then two D’s then....’

The mark and comment and red at the bottom is ‘Some clever bits’ B+?

A small loose sheet of paper, written on both sides, in hand-writing of around 16 years old – perhaps L6H – and I can't find any trace that it was published: shades of an opium den! I remember that Highland Toffee was one of my favourites – a real tooth-breaker! Sounds quite autobiographical. The 'Grubber' or Tuck Shop was beyond the School Library, now replaced by a health centre.

“FIRST IMPRESSIONS ON THE GRUBBER”

I. Setting

Cold, raining, shrieking wind. Black sky. Nearly dark. A couple of great grey dogs lope past hair raised on their back.

Arrive at the gate – it clangs shut as he reaches it and he sees a dim muffled figure look furtively from side and shuffle off into the growing dark. The Great Green gate stands before him – he pauses but at last he manages to open it. Before him he sees a long dungeon like building faces him. Not a chink of light is let out through the shrouded windows. He walks round to the other side. A gooseberry branch lashes him in the face as he passes. Then he stands at the door.

II He opens it; and is met with a row of pale and wan faces peering round half empty bottles and mounds of sickly venomouse, squat buns. They gaze with the looks of specters at the new-comer. He feels their eyes boring into him. He starts for the counter, but a harsh croak stops him and sends him hurriedly back to shut the door. He crosses hastily to the country avoiding the ghastly looks of the watchers, who sit like drug addicts trying to drown memories of school life in coffee. From a back room an old woman comes forward, and having enquired and found out that the supply of Highland Toffee Holland Toffee and crisps had failed he scurries out contenting himself with a cheap bar of chocolate. He wrestles to undo the door, feeling the eyes of the disaproving] on his back. Then he almost stumbles out into the streaming rain and struggles back to his house.'

Arts and Crafts

Formal public performance was encouraged at Sedbergh in order to stimulate creativity, ingenuity and self-expression, to teach self-confidence and the ability to lead others. This encompasses a large emphasis on art, music, drama, dancing, debating and oratory. All these were given a high emphasis during our schooling. For those who excelled in any of them they could lead to a career in politics, drama or the media.

There was a high emphasis on oratorical skills at both my boarding schools; rhetorical skills, debating skills, and generally encouraging public performance in public spaces. One day one might head a company, be a barrister, be a cabinet minister, command a ship or regiment. All these required not only self-confidence and leadership skills, but often the ability to persuade others through speech. Humour, particularly irony and satire and buffoonery were all very important tools. A lot of the effort was to improve our skills in negotiating with others.

As we were being trained to be members of society more generally, one of the central skills we had to learn was to join with others in associations, clubs and small societies. So from the start of my schooling, and very fully from my preparatory school, we were encouraged to form many kinds of association or club, some sponsored by the school, others we set up ourselves. This would foreshadow, after being encouraged even more at public school and becoming one of the most important parts of our university education, a world where as professionals we would find much of our pleasure, and perhaps our useful contacts, through clubs and associations. These clubs taught us organizational ability, responsibility and leadership, learning to trust others and work and play together in a non-family environment.

We were learning to express ourselves, not through the written word or mathematical symbols, but through other techniques. In the process we were also learning the arts of discrimination, artistic appreciation and the pleasures of arts, music and discussion. Since all these forms of performance overlap, there is no obvious order in which to consider them, so I shall do so in alphabetical order, starting with the one in which I was probably least interested, namely arts and crafts.

*



Art class in autumn 1959

Art may be listed in the timetable, sometimes with the alternatives of music or crafts, for all levels of the school in the *Brown Books*, with lessons of at least 45 minutes for each class, and some for 75 minutes.

The seriousness with which art was taken, partly reflecting the fact that both the previous Head Master, Bruce Lockhart, and Thornely, were very keen on art, is shown in the fact that each year there was a large and eclectic School Art Exhibition in the summer, presumably coinciding with the Speech Day, when parents could visit and marvel at their son's hitherto unrecognised genius, not only in art, but also in crafts. The nature of this event can be seen if we look at just one report on this, in Summer 1957 in the *Sedberghian*.

The vigour of the oil-paintings was, perhaps, the outstanding feature of the Art Exhibition this year. The Sedbergh school of water-colour painters had, however, been by no means dormant, although it seemed that mid-twentieth century pen and wash techniques were triumphing over the purist, almost Victorian, water-colours of recent years. Drawing, in pen and pencil, has kept its high standard. Animals had attracted the artists this year as well as the human figure and landscape subjects. The mechanical drawings were, as usual, competent, although secrets to all but the initiated. There was a generally felt regret, however, at the complete disappearance of the cartoon.

Woodcarving and pottery remained the most popular crafts but some of the old favourites, bookbinding and lino-cutting in particular, were not as strongly represented as usual. The

essentially functional craft of the metalworkers had continued to flourish as had that of the fly-tyers who also rarely indulge in artistic flippancies.

The watchmaking class was represented by a scale model of the church clock, of which, however, only the first stage, the mechanism, had been completed. We look forward to seeing the hands and the clock face, and to hearing the chime next year.

The competition for the Murray Craigmile Art Prize was adjudicated by Sir Albert Richardson, P.P.R.A. The Prize was won by Prosser who won it last year. The year has seen great improvement in his technique and a strengthening of his grasp of form. Cockcroft "proxime accessit". His allegorical mural painting, representing the march of "History", was particularly admired. Addyman's pen and wash drawings and C.W. R. War's terra cotta portrait bust were also worthy of note. Middle and Lower School work showed more than usual promise for future years.

We extend our thanks to Mr. Inglis for the organisation of this excellent exhibition and to all the other teachers of arts and crafts. Without their help through the year, Sir Albert Richardson would never have been able to say: "What is going on there is on the right lines, the back of a horse looked like the back of horse."

As for my own involvement, I hardly remember the art classes down in the special arts and crafts block below the school. Yet I now discover that I showed some enthusiasm and even ability, according to the School Reports.

I am also surprised to find in one of my miscellaneous hard-backed notebooks, there are various notes on art, which appear to have been taken in winter 1958, my first year in the upper sixth.

Here are the notes:

Painting and photography

Photography is only capable of accuracy. Painting is inescapable of accuracy and concerned with truth - so long as painting identifies itself with accurate representation - hopelessly out-classed by the camera. But the moment the painter regards appearances as merely symbols of a reality conceived by his mind, he is out of range of any camera that could ever be invented.

Why do fashions in art change?

- get tired of old arts
- the peak has been reached - a decline
- some things don't change - representation always necessary (Imp not get more interested in light than form)
- you cannot judge contemporary art

Development in Art

"RITUAL; EMOTION; BELIEF, RATIONALIZATION"

- Early Christian Art disliked any attempts to try and show sacred things (from semitic)
- but then symbols - strict adherence viz ICHTHUS [original is in Greek symbols with small drawing of fish]
- By C5 beginning to try to portray Christ etc by pictures etc. C9 - iconoclastic movement - destroying all images etc - not purely a religious movement
- try to raise moral standards (draw & divert attention)

- Symbolism used a lot in Northumbria (about C10) – formal geometrical designs [small diametrical design]
 - the rest of Europe – naturalist (greek) art.
- but a change – result of impact on Celts
- in South - hieratic (dependent on priest)
 - external
 - ritualistic
 - art in North – personal, internal, introspective (like their temperament)
- C13 on, art used in northern Europe a great deal.
- Principal use of art for religion – the Gothic cathedral – (an abstract device to translate mens mind to the world beyond)
- After middle ages art was not indispensable.
- Man claimed to have reached the rationalistic stage
- (throughout the Protestant ages – iconoclastic movement) – Christianity discards its aesthetic accompaniment.
- In S. Europe. – slightly different. Italian Renaissance – the final emancipation of art from the control of the church.

Renaissance

after R SUBSTITUTES FOR COMMON RELIGION

i) Return to pagan idealism.

- see classical architecture
- (Classical Architecture.
- design static not dynamic.
- conceived as a unity – a single or aesthetic purpose – any added bits must subserve to the design as a whole [small picture of classical arch]
- non-classical architecture.
- to draw men's minds to heaven - dynamic - mind cannot conceive in one - the eye has to be led [small diag of Gothic arches])

C18 moralism - danger that the morality conveyed should not afford a sufficient ground for aesthetic purpose

- tied to the patrons (Rembrandt)

Romanticism (Delacroix)

- bare sensationalism of form & colour
- escape into eh realms of imagination.

Art always a luxury product – out of reach of most people

- only those who are successful.

I also wrote a number of essays on the history of art. Here is one of them.

"ART ESSAY"

A Macfarlane

Michelangelo - Renaissance artist - or
creator of art in decline?

To answer this question properly one must first definitely define the terms of the question. The Renaissance must include High Renaissance ^{and perhaps} or Mannerism, for a good deal of Michelangelo's work was in the mannerist style and if this was a decline the answer would be obvious. What "creator of art in decline" means is I think ~~that~~ ~~he~~ Michelangelo was the originator of Baroque. For it could not mean that he himself made buildings that were architecturally ~~the~~ poor. Lastly to answer this question we must remember what was going on in the way of architectural ~~so~~ ideas during Michelangelo's life. He started work at the close of the early Renaissance ^{period} ~~and~~ ^{so} this only influenced him for a few years. Then he changed to Mannerism and it was his final attempts at a break away from Mannerism which have led to the opinions of many being that he was the father ~~of~~ and creator of Baroque. But one can only ascertain for oneself by studying the changes in his style; ~~so~~ ^{for} he

A good try.

His methods led to mannerism

His use of shapes in apparent movement forgoes Baroque.

improvements of the Western and Eastern world
 in communication, new vistas are being
 / opened up, in hitherto unexplored and
 undeveloped countries. There is therefore
 ✓ a far greater potential for both good and
 bad influence; ~~for~~ now a wicked or
 / tyrannical man can shake the world, as
 Hitler shook it, or can calm the world,
 as Einstein calms it. As in world affairs,
 so in private ones; each man can sway the
 minds of many people if he wishes, for
 good or evil. He can give them a true
 and honest example, or he can give them
 the reverse. [With ~~to~~ the improvement in
 health, the ^{recently found} cures for otherwise incurable
 diseases, we have another great means
 to give good. We have more to give to
 the poor and the needy, and we have
 better ways to give it, ^{and} ~~but~~ ^{more imp't of all} one of the
 avoid most important points is that it is needed
 more now than it has ever been needed
 before. We can, if we wish, any of us, give
 hope to the desolate, strength to the
 limbs, hearing to the deaf, and the ~~auto~~
 knowledge of Christ to the heathen. By
 means of our great lead over the Africans
 and other semi-civilised peoples we have
 an ~~wonderful~~ opportunity to give. And in
 the end it is far more satisfying to give
 than to receive. ~~and~~ In ^{giving} ~~this~~ we

L.G.H

Essay (Cont)

A.D.J. Macfarlane

have a wonderful opportunity, thanks to the means ^{provided} by science, and the gifts also provided by science.

The other great factor which makes life worth ~~life~~ living is to be able to ~~of~~ serve. No doubt men have been able to serve since the beginning of all time, but never before, apart from ~~the incentive~~ ^{of Christ's life} ~~has there been such an~~ ^{necessity} ~~for our~~ service. For without the service of many faithful men, not only will the world cease to be Christian, the world will cease! The hydrogen bomb,

as well as being a threat which obviously is constantly on our minds, is also a challenge to all ~~man~~ mankind, and to all individuals. It is also a challenge to the Christian church, and I believe that we have here another opportunity for great service, both ~~for~~ for our country and for our world. ~~And~~ There is also now another, and perhaps ~~the~~ ^{more} ~~most~~ important opportunity for service ~~arising~~ ~~for~~ service. The growth of knowledge from scientific discoveries, though compar-

atively ^{large} ~~small~~ compared compared to the scientific knowledge ^{acquired} up to about 1750, is, ~~to~~ ^{total} compared to ~~all~~ ^{learning} knowledge, insignificant. "A little ~~knowledge~~"

it would have been very interesting if you had developed ~~this~~ ^{this} ~~the~~ ^{the} nature of this challenge.

x

is a dangerous thing" as Pope said, and
 it is extremely dangerous as far as the
 church is concerned. Christianity is
 now in danger of being stamped out by
 rationalists who "reason" that there is no
 God. We can not find God by 'Reason'
 but by 'faith', and therefore ^{for} those
 who have any faith at all ^{there} is the
 chance, by their lives, to help ~~the~~ and
 serve the church of Christ. This really
 makes life worth living.

— " —

The plan is found, although you
 obscure it by insufficient divisions.
 Plenty of ideas too — including some good ones.
 It is the presentation, in
 the phrasing, and the grouping of sections, that
 needs to be tightened up in places.

28.
 50.

There is later in the book a set of notes on sketching, with examples of my own
 attempts to do so. Here are the relevant pages, reproduced as they do not mean much
 without the paintings.

See also
Frederick Warriner
Chandos House
Bedford Square
London W.C.2

How to sketch from life. 'By L. A. Dowst
The art of caricature and cartoon by "

69

How to sketch

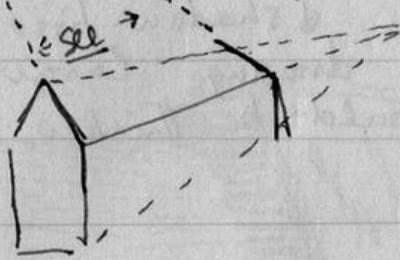
Tips

- i) Half close eyes (to blur details)
- ii) A sheet of paper with oblong slit $2" \times 1\frac{1}{2}"$ with which you frame the prospective picture.
- iii) Look longer at your subject than at your paper. - get a mental picture of the thing and draw quickly.
- iv)

How to start A Proportion.

- i) - Put the horizon or eye level on your picture first.
- ii) Re-check (by means of frame (see ii) above) the section of the landscape which is to form your drawing.
- iii) Find centre line of picture.
- iv) Place certain lines (with pencil measure) - then check other.

iii) All // lines, except those at right \angle s to your line of vision meet somewhere.



B. Technique and detail.

① Definition "A continual variation of line according to the material is called

② "technique".

i) ^{Ties} Nothing more disastrous in a line drawing than for the lines to merge into a muddled mess.

ii) To get clearness erase an old section completely before restarting.

③ Shading

(a) Architecture.

- Nearly always the shady side of a building is used to express the kind of material being drawn.

Drawing Architecture

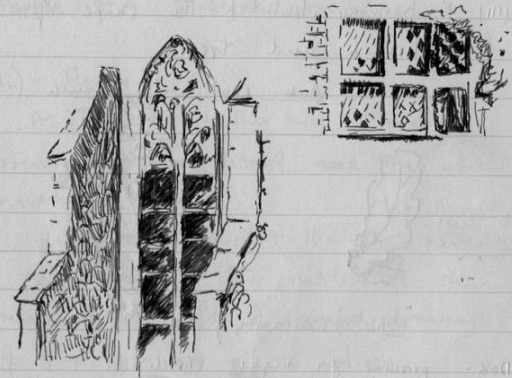
[When copying pictures from book "How to Sketch"]

- i) Make drawing 1½ times size of original.
- ii) Draw outlines first - missing out shadows.
- iii) Be fully conscious of what you are drawing.
- iv) Complete the parts in shadow first.
- v) Remember as you are drawing larger than the copy your lines should be thicker and wider apart.

Some tips

- i) A broken line most effectively shows sunlight, its sparkle and gloss.
- ii) When about to draw long straight lines draw first an imaginary sweep just off the paper and over the actual one you intend to do.
- When doing a long line let the whole hand sweep over the paper.
- iii) Take heed of lines that slope from left to right - this is a difficult position to draw in.
- iv) Make all vertical lines truly vertical - especially in architecture.
- v) It is a great help to look at your

drawing is a mirror. as all faults are much more obvious.



Trees

Depth

Importance of feeling of depth.

- i) Always looks for the main clumps, and for the direction in which they hang.
- ii) Remember a tree is influenced in its shape by its surroundings (viz by the sea-bent).
- iii) A harmony between the shape of a leaf, branch and tree.

Oak leaf and Branch

Notice - similarity of shape

Oak - peculiar for rugged sturdiness
(Wiggly line used in

"Branch and Tree"

ASH

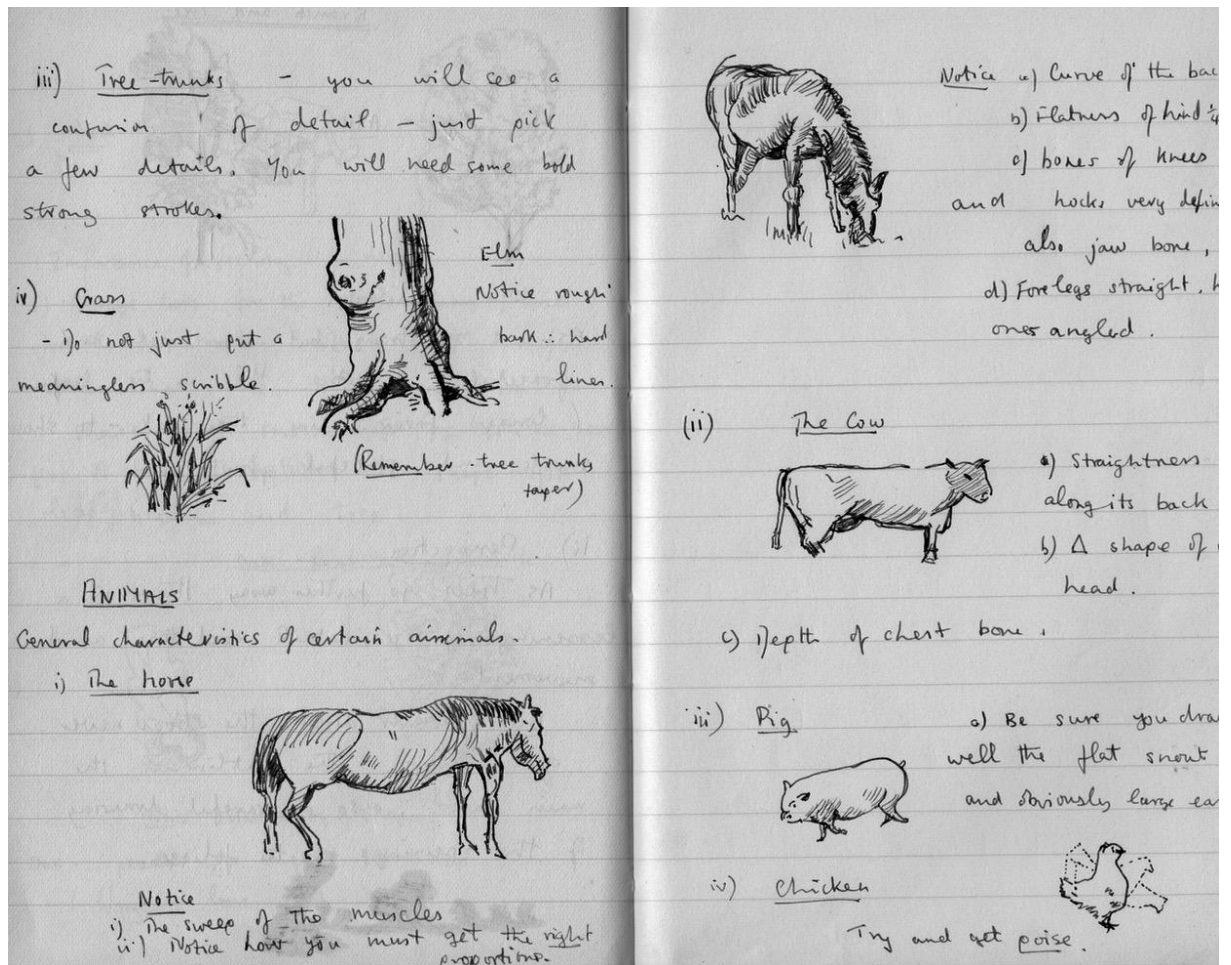
Notice similarity.

Ash - ~~very~~ strong, but also supple and graceful - notice this in the leaf.
(longer freer line than oak - to show supple and graceful growth)

ii) Perspective

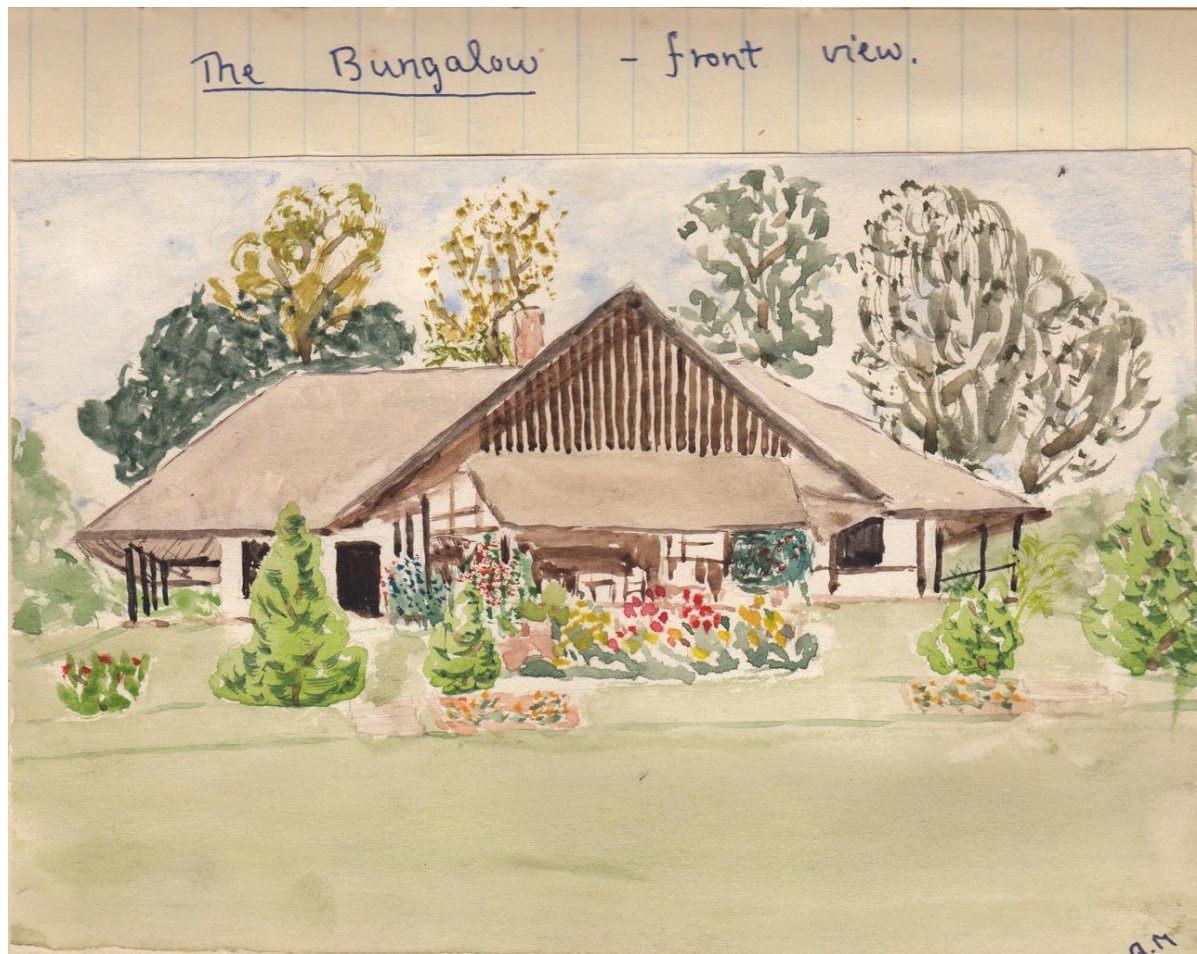
As trees go further away there is a lessening of size, detail and movement.

BUT however distant the trees never get careless - the outline is the main cane, also a careful drawing of the openings in the foliage.



I have not discovered much in the way of the result of this kind of study, but one example can be given.

When I went on holiday to Assam over my 17th birthday, I made a painting of the 'Burra' or Manager's Bungalow in which we were living at Cherideo Tea Estate. It is as follows. I leave others to judge its merits. (It does remind me, however, that I particularly enjoyed painting in water colours, and did quite a few paintings of rivers and trees and nature landscapes, some of which I recall were quite evocative.)



We not only learnt something about the practical side of sketching and painting, but also a little about the history and nature of art from an academic angle. One of my best essays at school was on the Renaissance, though not much of it was concerned with painting. More explicitly to do with painting is an essay I wrote when I was seventeen and in the top history sixth. It only achieved a middling mark, but I include it as it shows a few of my rather naive (with predictable distaste for *avant garde* art) thoughts on an area which is otherwise not well represented in the records of my time at Sedbergh.

'Pictures'

Archaeologists have discovered many rough scrawls on the walls of the dim caves in which our barbaric ancestors lived. It is a simple matter to deduce from them for what reasons these pictures were first scraped with flints on the hard rock. For there were none of the complicated influences of modern civilisation directing the primitive artist. Those men used to draw for three basic reasons, these reasons I believe are those for which people should still draw. They used to carve and scratch, firstly as it was the pleasantest and easiest way to decorate their homes. Secondly they employed pictures to convey ideas and sights to their friends, and lastly some of them made use of pictures to express their inner thoughts or moods.

The first pictures were not very artistic because it was a hard job conveying an image onto stone; but as the ages went by and new methods of making pictures were discovered man was able to express himself more freely. The final and latest medium for painting, oil colour, was discovered in the

eighteenth century and it was around this period that the greatest pictures were painted for they were usually painted for the reasons I have stated above and were intelligible to a casual observer.

But nowadays pictures defeat their own object. They have rapidly become distorted and completely removed from the original reasons for which they should be painted. Take as an example two kinds of modern art cubism and tachism. Cubism seems to me to be the art of painting a picture of a normal subject but making all the lines either straight or segments of circles. While painting a picture when you are a tachist seems a good way to keep fit, but not much more, for two interesting methods I have been told of are firstly to ride about on your picture on a bicycle and secondly to stamp on it in gum-boots!

Thus I believe that the average 'modern' artists picture has departed completely from the original basis of reason for painting pictures. They may be a good way to express one's feeling but I do not think that they convey much to the majority of viewers, and I can think of several better ways to decorate the house.

[The teacher's comment at the end is 'Punctuation is a little haphazard. Material well laid out and comprehensive, style a little immature. Mark. Beta.]

As for 'Crafts', of which the school offered a number of opportunities, the only one which I became keen on was fly-tying. I became quite good at this and went to classes with Harvey Askew, a noted local figure and fisherman. I shall touch on this subject under 'Fishing'.

THE FOURTH YEAR: 1958-9

Winter Term 1958

This was a very important year academically for me as I would be sitting my 'A' levels in the Summer. I had moved up into the Upper Sixth history form ('Clio') and was now working much more in the way I would do later at University, under the superb direction of Andrew Morgan in history, and David Alban in English.

CALENDAR		
<i>Holy Communion every Sunday at 8-15.</i>		
<i>Sunday Morning Service at 11-0.</i>		<i>Sunday Evening Service at 6-30.</i>
<i>Saints' days: Holy Communion in the Parish Church 7-30 a.m.</i>		
SEPTEMBER.		
Thurs.	18	Term begins. Master of the week: Mr. Braham.
Fri.	19	Chapel at 9-0 a.m. Lock up 6-15 p.m.
Sat.	20	
S.	21	16th Sunday after Trinity. Preacher: The Headmaster.
Mon.	22	Master of the week: Mr. Norwood. Early morning prep. begins.
Tues.	23	
Wed.	24	Weech History. Senior and Junior.
Thurs.	25	
Fri.	26	Civics at 8-0 p.m. J. O. Prestwich, Esq. (O.S.) on "Uses and Abuses of History".
Sat.	27	Greek Prose.
S.	28	17th Sunday after Trinity. Preacher: The Rev. T. A. Harman. Collection: Oxford Committee Famine Relief.
Mon.	29	St. Michael and All Angels. Master of the week: Mr. Rogers. Comers and Leavers Lists to Headmaster.
Tues.	30	Brian Harrison Nature Study.
OCTOBER.		
Wed.	1	Addresses to Confirmandi begin (8-40).
Thurs.	2	
Fri.	3	Civics at 8-0 p.m. A. E. Hammer, Esq., on "Germany To-day".
Sat.	4	First Fortnight's Orders. 1st XV v. Waterloo Schools XV (H). 3rd XV v. Heversham G.S. (H).
S.	5	18th Sunday after Trinity. Preacher: L. Bruce-Lockhart, Esq., Headmaster of Gresham's School, Holt, Norfolk.
Mon.	6	Master of the week: Mr. Harman. 1st XV v. O.S.S. (H).
Tues.	7	Heppenstall English Essay. Open and Junior.
Wed.	8	
Thurs.	9	
Fri.	10	Civics at 8 p.m. Prof. Arnold Toynbee.
Sat.	11	VIIth Form Reports. Concert at 8-0 p.m. by James Blades. 2nd XV v. Skipton G.S. (A).
S.	12	19th Sunday after Trinity. Preacher: The Rt. Rev. the Lord Bishop of Wakefield.
Mon.	13	Master of the week: Mr. Bennett.

Tues.	14	1st XV v. B. Braithwaite-Exley's XV (H).
Wed.	15	
Thurs.	16	
Fri.	17	
Sat.	18	St. Luke. 2nd Fortnight's Orders. 2nd XV v. Barnard Castle (H). 3rd XV v. Q.E.G.S. (A). Mock Trial 7-30 p.m.
S.	19	20th Sunday after Trinity. Holy Communion at 8-15 and at 11-40. Preacher: The Ven. the Archdeacon of Halifax. Collection: Royal National Institute for the Blind.
Mon.	20	Master of the week: Mr. Moore. 1st XV v. A. F. Dorward's XV (H).
Tues.	21	Colts v. Giggleswick (A).
Wed.	22	Shea General Knowledge.
Thurs.	23	
Fri.	24	Lecture at 8-0 p.m. by Sir Vivian Fuchs.
Sat.	25	1st XV v. Harrogate Senior Colts (H). 2nd XV v. Arnold School (H). Colts v. Lancaster R.G.S. (A).
S.	26	21st Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.
Mon.	27	Master of the week: Mr. Kaye. Lock up at 5-45 p.m.
Tues.	28	St. Simon and St. Jude. 1st and 2nd XVs v. Catterick Services (H).
Wed.	29	
Thurs.	30	Recitation Prize.
Fri.	31	Civics at 8-0 p.m. Sir Laurence Helsby, K.B.E. (O.S.) on "The Civil Service in Modern Britain".

NOVEMBER.

Sat.	1	All Saints' Day. Holy Communion in Chapel 7-30 a.m. Third Fortnight's Orders. 1st XV and Colts v. St. Bees (H). Film.
S.	2	22nd Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Lancaster. Collection: Bradford Club.
Mon.	3	Master of the week: Mr. Wilson. 1st XV v. King's School, Canterbury (H).
Tues.	4	Concert at 8-0 p.m. by Leon Goossens. C.C.F. Field Day.
Wed.	5	
Thurs.	6	
Fri.	7	
Sat.	8	1st XV and Colts. v. Rossall (H). 2nd and 3rd XVs v. Rossall (A).
S.	9	23rd Sunday after Trinity. Remembrance Sunday. Service at 10-55 a.m. Preacher: The Rev. T. A. Harman.
Mon.	10	Master of the week: Mr. Boggis. Common Entrance Examination.

Tues.	11	Common Entrance Examination.
Wed.	12	Lower School Geography Prize.
Thurs.	13	
Fri.	14	
Sat.	15	Fourth Fortnight's Orders. 1st XV v. Ampleforth (A). 2nd XV and Colts v. Ampleforth (H). 3rd XV v. Balshaw's G.S. (H).
S.	16	24th Sunday after Trinity. Service in the Parish Church.
Mon.	17	Master of the week: Mr. Hammer. Lock-up 5-15 p.m.
Tues.	18	
Wed.	19	
Thurs.	20	C.C.F. Basic Certificate.
Fri.	21	
Sat.	22	V1th Form Reports. 1st XV v. Uppingham (A). 2nd and 3rd XVs v. Lancaster R.G.S. (H).
S.	23	Sunday next before Advent. Holy Communion at 8-15 and at 11-40. Preacher: The Rev. A. T. I. Boggis.
Mon.	24	Master of the week: Mr. Gairdner.
Tues.	25	C.C.F. Army Proficiency Certificate.
Wed.	26	
Thurs.	27	O Examination begins.
Fri.	28	Film.
Sat.	29	Fifth Fortnight's Orders. 1st XV v. Loretto (H) a.m. Colts XV v. Stonyhurst (H). 3rd XV v. Rishworth (A).
S.	30	Advent Sunday. Confirmation Service: The Right Rev. the Lord Bishop of Bradford. Collection: Bradford Diocese.

DECEMBER

Mon.	1	Master of the week- Mr. Long.
Tues.	2	St. Andrew. Reports to Form Masters. First round House Matches.
Wed.	3	
Thurs.	4	Reports to Common Room. Junior fives: first round.
Fri.	5	Last day for Tradesmen's Orders.
Sat.	6	Reports for Housemasters, 6 p.m. Second round House Matches. Subscription Concert, 8 p.m.
S.	7	2nd Sunday in Advent. Admission to the Church of Scotland by the Very Rev. Sir George F. MacLeod.
Mon.	8	Master of the week: Mr. Morgan. Reports to Headmaster 8 p.m. Junior Fives: semi-final.
Tues.	9	
Wed.	10	
Thurs.	11	School Examinations begin. O Examination ends.
Fri.	12	Junior Fives: final.
Sat.	13	
S.	14	3rd Sunday in Advent. Carol Service. Preacher: The Headmaster.

Mon. 15 Master of the week: Mr. Strahan. Final Orders to Headmaster by 10 a.m. Final round House Matches.
 Tues. 16
 Wed. 17 Holy Communion at 7-30 a.m. Concert at 8-0 p.m. End of Term Service at 9-30 p.m.
 Thurs. 18 Term ends.

Next term begins on
 Tuesday, 20th January and ends on Thursday, 2nd April.

Letters to parents

28 Sep Sedbergh 1958

Dear Mummy and Daddy,

Thank you very much for your last letter. I suppose you will be going back to Cherideo soon? Shall I address the next letter there? I hope you do not find it in too much of a mess. Do you think it worth while Daddy being General Manager? I am now beginning to settle down to school, and the work is well under way. There are only two main nuisances at the moment, these are (i) that I have enough work to keep me occupied the whole time, with no time left over for anything else, secondly I have perhaps (I don't know yet) recked my chances for the 3rd XV rugger and for being able to play rugger for a while. In my second game of rugger this term (a 'house' game) after about a quarter of an hour my thumb started swelling up and hurting (I suppose I must have hit it while tackling, or something like that) and so at half time I went off to see the doctor. He wiggled it about (which didn't hurt it much) and then put it in elastoplast. He seemed to think it was either only bruised or the bone was cracked (that was on Thursday), if it is still painful tomorrow (which I think it will be), I think I will have to have an X-ray at Lancaster; still I hope I don't have to go off rugger for about a month! The trouble is, it affects lots of things i.e. my writing (it is my right thumb), my guitar lessons, and also my drum playing (because I have volunteered to be a side-drum player in the band), actually I will probably end up by playing the cymbals. There is a feeling of winter in the air now, the trees are brown and the winds are not so warm as they were, the studies in our house (the people in them) are busy collecting, sawing and chopping logs in preparation for the cold. In fact we have had two log fires in our study already, I am looking forward however to when there is snow falling outside and the logs are crackling in the grate. But when the heating is turned on we are allowed coal from the house. Among the celebrities who are visiting the school this term there are Leon Goussons (to play for us) and Earl Attlee to talk in civics on 'the work of a Prime Minister.' I am looking forward already to seeing you and I was wondering if you knew any more details of timing etc. For instance do you know when we are leaving school or England? Or the details of our trip. also what inoculations, vaccinations etc do we have to get? So that I can see Dr Morris about them. If you would like also to send me details of what fishing tackle to bring out for you I will order it from Milwards (I would like to anyway). On my spinning reel at the moment I have got about 40 yds of 13 lb br str line - do you think that is alright? Do you want me to bring your spinning rod brought out? etc. Please also could you tell me all about any rivers which are near enough Cherideo to go and fish without having to go for a week - i.e. within about 10-13 miles)

Lots and lots of love Alan - be seeing you!!

NOTE

The discussion is about preparations for a visit, with my sisters, to Assam over Christmas. I was much preoccupied with this and later will include the holiday diary of this visit.

? October 1958 Sedbergh

Dear Mummy and Daddy,

Thank you for your last letter - the one written just before the Lumley Elises arrived. Please excuse my queer writing but my right arm is in plaster. I went in to Lancaster on Tuesday in a taxi. There were four boys of about my age so we had quite a good time - apart from the hospital! It was the usual story of waiting around - before you are X-rayed or seen by the doctor. (At one point I was dragged into a room and a beefy looking woman endeavoured to cut off my elastoplast with an enormous pair of scissors, and it didn't help matters when she said "Yell out if I dig you.") Anyhow they didn't seem very sure what was wrong with me, so Dr Hitch put most of my forearm and thumb in plaster (he is famed throughout the school for having one cure for every trouble "Put him in plaster"). Anyhow it looks as if I have had it as far as rugger goes for a month at least. And now Mr Boggis has asked me to chase the forwards of the bottom game of rugger about, and tell them what to do, because they are so hopeless. Anyhow after we have come out of the hospital we looked round and round Lancaster for a place to have lunch. As usually happens on these occasions all the café's seemed to have disappeared or turned into oriental type places with palms fluttering around and looking most expensive. In the end in desperation we all bought 1/9's worth of fish and chips and ate them in the central square!

The weather for the last few days has been pretty normal, that is to say rain! It has been poring down and the ground is sodden and all the rivers in flood, but unfortunately I have not got time to fish at the moment. But I will read up all I can about Mahseer fishing. I think there are some books on it in our school library. For I must catch something of over 16 lb! (as two of my fishing friends have both caught 16 lb salmon!). The periods we are studying in history are (a) From the Tudors (1485) to about 1814 in Engl History. About the same period in European History and the life of Napoleon as a special subject. In English we are doing. Persuasion - Jane Austen; The Tempest; King Lear; Paradise Lost (1 and 2); Spenser; Chaucer; Shelley; Gerard Manley Hopkins; Johnson - Preface to Shakespeare; etc - in fact we are doing quite a bit as we do each bk in detail. I am looking forward to seeing the sun! Lots and lots of love Alan

17 Oct Sedbergh

Dear Mummy and Daddy,

Thank you very much indeed for your last letter; each time you mention 'rivers', and 'bathing' and 'sun' it makes me green with envy. When I think of our rivers round here, the trees black and practically leafless, the water green and cold, the edges frozen (at least they will be!) and then think of great warm rivers, with giant mahseer like dark shadows swimming in the amber depths it makes me feel absolutely frozen! It is my dream of heaven to be wading in a warm rapid, fishing for mahseer, with you sunbathing on the bank! Still enough of that day-dreaming, and back to the house-runs! The last few days have been quite nice actually, and we had an extra-half on Friday. In the afternoon it clouded over, and the N.E. wind grew stronger, so that it was pretty cold, and it looked as if it might snow. I went with some friends to a small beck about three miles away where I thought we might see some salmon or sea-trout waiting in the shallow stream to spawn; but unfortunately the water was rather high so we could not see anything. Anyhow we had an enjoyable time all the same. Yesterday was a much warmer day, with hardly any wind. There were two rugger matches a 3rd XV game away v Queen Elisabeth Grammar School, Kirkby Lonsdale, which we lost about 20-45 (apparently we played very badly, especially the fly-half - who had never played fly-half before!). This makes me long for the time when I get this plaster off. (1 week 2 days). The 2nd XV won 9-8 against Barnard Castle 1st XV. The 'Mock Trial' which I said I would tell you about was held yesterday evening at 7.30 (it lasted 2 and a half hours). The plot was vaguely this. The prisoner (A Russian, woman,

discus thrower) was accused of entering a house to steal a 'Matisse' painting, and when she was discovered she fought to get free - and killed the lady of the house in the process, then the police arrived. The defence said that she had been kidnapped by the two people in the house. Then the man went out, the discus thrower untied her bonds, and in the fight which followed she killed the lady. I was in the thing as a 'communist demonstrator', which was good fun, as we just had to do a bit of shouting, distribute some pamphlets, and then got seats in the front row! I dressed up as an extremely dirty looking communist - more like a tramp, with a bristly moustache and a black chin. And I wore an old rain coat and a highly disreputable hat! Lots of love, Alan

The Sedberghian described this Mock Trial as follows.

Mock Trial

On Saturday, October 18th, the School Debating Society presented a Mock Trial written by J.S. Charlton. We were able to seat about 250 people in the new Lecture Hall, which made an improvement on previous occasions. The Prisoner, a Russian female discus thrower, who was accused of manslaughter and housebreaking, was eventually acquitted of housebreaking, but sentenced to one day's imprisonment for manslaughter.

The cast including The Judge (Sir Johnston Jonston Smith-Smith) Mr W.T. Gardener
Counsel for the Prosecution (Sir B Chomondely-Marjoriebanks) – J. Laycock
Counsel for the Defence (Mr Aubrey Price C.J.Heber-Percy)
Miss Irving – H.C.G. Matthew

There were seven 'Fascists', and eight 'Communists', all, as I recall from Lupton house, including 'J.Macfarlane' [in fact A.D.J.Macfarlane].

We thank members of the Jury and all the many others who made the production possible.

21 Oct 1958

Dear Daddy,

Many happy returns of your birthday! I hope you have a really enjoyable day and that you can get away up the river. I am looking forward terrifically to seeing you, will you be meeting us at Calcutta like last time, and then Mummy taking us back? Mummy said that there was a small river up in the hills which we might go to, is it any good? What sized fish are in it etc? I am longing to know what the rivers are like, and what you are likely to get, as I cannot remember much fishing from my last visit. I have been thinking that it is quite likely that if you hooked a large mahseer (of above 25 lbs, or even under) that you might need up to 200 yds of line to play it! The trouble is that I can't get more than about 80 yds of 13lb line onto the spool of my spinning reel - so I will also bring out your other kind of spinning reel [small drawing] like that, which is not as easy to cast with, but will carry plenty of line. Also I will bring plenty of rods. Are mahseer wary fish? and do they have to be stalked like trout? I have just read a book with a chapter in it on fishing in the Shetland's; it brings back all sorts of memories. Do you remember the time when you had that 2 lb sea-trout on? Or when I had to wade in to fetch my spinner, and made such a fuss because I thought I might fall off the stones into the deep water? Or do you remember that day when you had a feeling that you would catch trout on the far side of the loch, and in one bay you had about five nice trout. Do you also remember that rickety old car, and the professor? What are we intending to do in the summer holidays, have you decided yet? The girls said something about Cornwall (or was it meant to be a surprise?). We had a rugger match yesterday against A. Dorward's XV (or as they were popularly called "Scotland" for about five or six players were 'hopefuls' for Scotland), including Dorward (scrum-half who could not play for Scotland because of injury and Tommy McLung - fly-half), at one point it looked as if they would have nine internationals! So it is hardly surprising that we were beaten (37-8) but I thought we played pretty

well. Well again 'many happy returns of the day', I will try to bring out a potted prawn or something for your present when I come out. Lots of love Alan

26 Oct Sedbergh

Dear Mummy and Daddy,

Thank you very much indeed for both [underlined] your letters, a jolly good effort! I will write to Milwards soon, getting the stuff Daddy wants, 200 yds of 17 lb line should hold most mahseer, but we will be out for the record one! The trouble about next holidays is that I am looking forward to it so much that the term seems to be going much slower than it normally does! but I have been here over 5 weeks now, so there are only another 6 weeks; think of it! The item of fishing tackle I am worried about is the reel. My spinning reel (the black one) is really for trout, so it will not hold enough line for Mahseer. (I can only get about 80 yds of heavy stuff on it). I was wondering what reels you have out there? Anyhow I will bring out that other reel I was telling you about (yours actually!). The 1st XV had a good game yesterday against Harrogate Colts. this was a team of under 21 players, who we beat 10-8. It was an exciting match, and we had some sparkling moves, including several where the full-back came up into the 3/4 line. The 2nd XV v Lancaster Grammar School 1st XV also won 25-0 (thanks to two very fast wings). Colts rounded the day off beating Lancaster colts 17-5, so it was a most satisfactory day! On Friday evening we had an illustrated talk by Sir Vivian Fuchs (I told you his son is here). It was very interesting but at about 10 o'clock people were getting a bit restive, the seats were very hard, and the film was rather low on the screen so you had to strain your neck trying to look past or over the person in front of you. At about 10.20 he was still say "I will go into this in a little more detail later" but actually he finished at about 10.30 (by which time I was nearly asleep!). As I am flying out on the 13th I suppose I will be leaving school on the 11th? Who will be meeting us at Calcutta or will be we be going straight up? My thumb (I hope) will be good enough to come out of my plaster on Tuesday (when I am going in to Lancaster). I think it should have healed and so I will be on rugger soon. I am sorry if the end of this letter is a bit incoherent but there is a meeting of the debating society going on a few yards away and it is distracting my attention. Lots of love Alan

2 Nov Sedbergh

Dear Mummy and Daddy,

Thank you very much for your last letter. I was rather worried when I opened it and found that you were in hospital and had had an operation. I thought you must have been mauled by a tiger or had an accident in the car! I hope you are perfectly well now. I think it was a good idea of yours not to tell me that you were going to have an operation, as I would have been rather worried otherwise. Have you been on that fishing holiday you said you were going on? And did you have any luck? On the subject of fishing, I have not yet sent off for the line Daddy, as I think I better check I have got the right things to ask for. Daddy wants 200 yds 'Black Spider' 15 lb line (costing 42/-) 200 yds of .02 Nylon (17.6 b.s) Monofilament line (costing about 26/-), the total cost is just under £4 so there will not be much to spend on the trace wire. Have you enough swivels, spoons, weights etc? We had a film last night. The '12 Angry Men' - have you seen it? It was extremely good anyhow. The only star was 'Henry Fonda' - who I had not heard of. And it all took place in one room, where the jury were deciding the verdict of a murder case. At first they all vote guilty without thinking, except one, and so they argue the case out. In the baking room, with a storm approaching; in the end they all vote Not Guilty, but it is after quite a bit of tension! It is a crowded few days at the moment! On Friday there was an extra-half and I went fishing for the last day of the salmon season with Barnes, who I have, no doubt, told you about. He has caught about 6 salmon in the last fortnight, on his stretch of the Lune, so when he asked me if I would like to go and play a salmon with him I accepted! His method of catching is slightly - er - irregular! He keeps a look out for the salmon in the water, and when he sees one he casts at it with a largish spoon. It is not actually illegal, but it is pretty effective. He took me to a shallowish pool and started casting into a rapid, after about five minutes his rod bent as if it had got stuck on the bottom (it was a fibre-glass trout rod). We played that salmon for about five minutes before it came off (it was

not very large - about 6 lbs). Then he saw a reddish blur which he thought might be a salmon. On the third cast he hooked it. It was quite a big one, and he let me do nearly all the playing. It was foul hooked in the side, and consequently fought very well. It went about 250 yds downstream with me clinging onto the rods following it. It took me 45 mins to land. And when we got it out we put it back! It was a red cock salmon of about 15 lb. But as we were going out to tea we could not be bothered to bring it back! Mummy, have you any books on Art or Architecture in India as I was thinking of getting you one for Christmas? Lots to tell you next week. Leon Goussons, 2 school rugger matches, Field Day etc Lots and lots of love, Alan

23 Nov Sedbergh

Dear Mummy and Daddy,

Thank you very much for your last letter, and the snap of Poo. He looks sweet, how old was he when this photograph was taken, surely he was not full grown? I am already beginning to organise myself for the trip; as I will be packing and leaving in the middle of a week, exam week at that. So I will have to be skipping around packing my things, and trying to learn history dates at the same time. Here is a list of things which I think I should bring, I have put a ? against those I am not sure of. If I have forgotten anything vital could you tell me?

i) Travelling in: 1 pr black shoes, 1 pr grey socks, underpants, 1 white shirt, 1 white collar, 1 blue blazer, 2 handkerchiefs. 1 mac

ii) Suitcase

1 pr pyjamas (?) 1 white collar, 1 pr corduroys (longs?) 1 pr gymn shoes? 2 hand kerchiefs. 1 diary. 1 camera, Fishing tackle (2 reels, line, hooks, etc) - 2 light workbooks (I doubt if I will do any work - but it is a token!) - guitar music. Any games? (e.g. Cludo?) - 3 films for camera? (or can you get them out there? - passport vaccination forms etc. + Presents.

iii) - 1 guitar 2 fishing rods (spinning - tied together - [2 girls FIONA ANNE - preferably tied together!]

+ Money, tickets etc.

Can you think of anything else?

Could you tell me what kind of plane I am flying in out there and back, and also the stops? I want to make a map of our route in my diary (its a start anyway) - I hope Mummy will help me keep up the diary, in fact we could make it into a joint family one - everyone contributing photos etc - (less work for me?) I think I have got the arrangements in case of your not arriving at the other end - but I do not yet know when I am leaving school here! Granny is coming over for the Lorretto match next Saturday and she is going to see Mr Marriot about all the details. Nothing much to do now but long for the end of term. I am a bit worried at the moment as I am afraid I might be off house-matches. The first round is in about 10 days time and I am now in a fairly sorry state. About two days ago I could hardly move my arms! I bruised my right shoulder quite badly in a game of rugger, so I thought, as I would probably be off rugger any way, I might as well have the first of my two injections (Cholera and T.B. I think). I had it in my left arm and by the evening it had stiffened right up. In the morning I could hardly move either of them, it was rather funny! But the effects are now wearing off, and are nearly gone. But my bruised shoulder is still hurting. I seem to be having a nice time this term! There were three rugger matches yesterday. The 1st XV v Uppingham away, which I hear we won 12-5, after they were winning at one time 5-0! It must have been their closest game this term, but I don't know the details yet. Our second XV won 12-11 against Lancaster Grammar 1st XV. I watched it for a bit, we were winning 9-3 at half time when I left, and then they scored twice and were winning 11-9. But we won just near the end by a penalty! In the third fifteen we won again against Lancaster 17-3 in quite a good game. But gosh what a horrible cold wind! Lots of love Alan

30 Nov Sedbergh 1958

Dear Mummy and Daddy,

Thank you very much for your letter. I think this will be my last letter, as I would arrive about the same time as the next! Only 11 days until I leave school, and 14 until I arrive in India! Its amazing! There has been a slight hitch over the fishing tackle as it has not arrived yet from Milwards, though they acknowledged my first letter. They wanted some more details, but I sent them a letter telling them these about 8 days ago. Still the letter may have gone to the wrong place, so I will write again today. Yesterday we rounded off the rugger season well by conclusively thrashing Loretto. I think the best way to tell you about it would be to quote the 'Sunday times'.

SEDBERGH MASTER LORETTO (Sedbergh - 24 PTS; Loretto - 3)

"Everyone expected this to be one of the hardest struggles of the season with little to choose... But Sedbergh gained an over-whelming and well-deserving victory.... Sedbergh led 9-0 at half time... they had an unbeaten record in school games this year having accounted for their opponents by scoring over 100 pts and conceding only 15... Loretto were a bigger side they gained the ball three quarts of the time but were unable to do much because of the quick tackling of their opponents Sedbergh soon found a weakness on the Loretto right wing, which they exploited. None of their 7 tries were converted ... owing to the greasy ball ... Both sides handles the ball well but the three backs Stoddart, Goodman (L) and Fuchs (son of Sir Vivian) were the foundations for the home side's victory... in the closing stages Sedbergh were masters in the three-quarters and in the pack... For Sedbergh tries were scored by Fuchs (4), Goodman (L), Doogan (L) and Ballingall."

Not such a bad report is it? And if anything it understates the case! Granny came over for the match yesterday and took me out, she also brought me a suitcase to bring my stuff over in. There was a film on Friday "Modern Times" with Charlie Chaplain - I don't know whether you have seen it. Anyhow it was pretty good, the usual sort of stuff, jumping into rivers with only 2" of water etc. Then yesterday, as well as the match, there was a thanksgiving service for the life of Brendan Bracken. It was very moving actually, with a speech by Sir John Shea. The week-end is pretty full up as there is confirmation today, and next week there are house matches. The first round is on Tuesday against Hart, we ought to win, but you can never tell. I hope I can play, my shoulder is still hurting a bit but I really want to play, as it is my last chance of an important game until next year. I don't think I will be bringing much stuff out, we are allowed about 40 lbs each apparently, but I can carry quite a bit of the heavy stuff in my fishing basket if I want to. I'm sorry about writing this in pencil, I hope you can read it, but my pen is not working very well at the moment. Lots of love Alan

*

I do not recall having classical music records or tapes until Oxford, but clearly we were able to listen to recorded classical music quite extensively at Sedbergh. This is clearly related to the invention of the vinyl LP (long playing record), which could now contain a longer musical piece, was cheaper and easier to store.

In a small brown hard-backed notebook I noted in Winter 1958

Records (Classical) Borrowed from the Record Library

Messiah – v.g.

Brandenberg Con – did not hear

The Trout (Shubert) – v.g.

Pastoral (6th) Symphony

Academic Festival Ov (Brahms) v.g.

Strauss Opera

Peer Gynt (Grieg)

Beethoven's 5th

Jupiter (Mozart)

It is likely that this was borrowed from the Lupton House record library, which seems to have been quite extensive. In the Spring 1960 *Luptonian* the presence of eight gramophones are noted for this house and ‘ the House's fair-sized selection – 100 “Classical” approximately (almost all L.P’s) ...’

Or it may have been from the school record library, if its borrowing rules became more relaxed. In the *Sedberghian* December 1957 there is a description of the setting up of this Library.

*

My own involvement in musical production was in two forms. One was learning the classical guitar during my last two years. There are indications of this in my notebooks. Around the end of 1958 there is a note:

MUSIC

Memory All thro’ the night (C)
Trumpet Voluntary (F)
All thro the night (F)
Wandering Minstrel –
Shepherds in the fields abiding (G) (21)

Technical (Chords)

G – Key GCGDG

D - DGDAD

Also C and A, and F (with two small diagrams of fingering)

In the same book there are other hints of the start of my music learning.

The headings are as follows:

Technique Keyboard Harmony Repertory MEM

These are filled in for Oct 1, Oct 7 and Oct 15.

For the first the technique was scale of C.. 1:8(ve)

The keyboard harmony was right hand only: 3 chords in ‘C’ major

The repertory was Early 1 morning (2 keys), National Anthem.

MEM was M.S. = 1

Oct 7 was much the same except the repertory was now Swanee River, and MEM was Highland Piper

On Oct 15 the Scale was D in 1.8(ve), and keyboard harmony 3 in G, repertory ‘Tavern in a town’

Extra, undated, notes mention the scales of C,D,G, with repertory of Men of Harlech and Fox jumped over a gate. Under MEM is written 4 tunes in chords of A;E;D.

*

In Lupton House, Macfarlane has had rather an unfortunate term as far as rugger is concerned. Early on in the term, he broke his thumb and would most certainly have been on the Third XV. Later on in the term, he was allowed to play rugger and played an outstandingly skilful and plucky game at fly-half for his House. During the game he broke his nose and was concussed, which finished rugger for him.

((*Draconian*, Christmas 1958)

Sedbergh School.

Winter

Term, 1958

Name A.D.J. Macfarlane

House Lupton

Age 17

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
CLIO	17.5	22	13	7

Height. Weight. Girth.

5.5 ³ / ₄	9.3.	40	Commencing Term.
5.5 ³ / ₄	9.3.	40 ¹ / ₂	Ending Term.

PRINCIPAL SUBJECTS. European History 5/7. English History 8/9. Special Subject 1/13.

A most promising start in the form. He shows great keenness and a good understanding. I think it possible that he may reach university open award standard by December 1960. *HM*

English. 4. Very good — thoughtful, diligent, alert, perceptive, and usually ready with a good question. He must continue the effort to improve his prose style. *DM*

SUBSIDIARY SUBJECTS.

1.

General Topics.

Distinctly good. He has made a lively contribution to discussion. *IC*

2.

Divinity. Very good indeed. Most promising. T.A.H.

3.

LATIN. The work prescribed by the syllabus is, for any but the specialist, extremely difficult, and I have nothing but praise for the application and diligence with which he has approached it. A most encouraging term's work. *C.H.W.*

4.

French. A very good term's work. Unkind show some limitations of vocabulary. *fm*

MUSIC

ART

He has worked well and achieved some commendable painting. *A.I.*

HOUSEMASTER

He has obviously turned the energy he would have liked to work off on the Rugby Field to good account in school; he has also done some very good work helping to coach beginners at Rugby. *CPM*

HEADMASTER

He is sound value in many ways — a good and commendable term. *CMH*

Next term begins on 20 Jan 1959.

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

Lent Term 1959

CALENDAR

Holy Communion every Sunday at 8-15.
Sunday Morning Service at 11-0. Sunday Evening Service at 6-30.
Saints' days: Holy Communion in the Parish Church 7-30 a.m.

JANUARY.

Tues.	20	Term begins. Master of the week: Mr. Alban.
Wed.	21	Chapel at 9 a.m.
Thurs.	22	Lock-up 5-15 p.m.
Fri.	23	
Sat.	24	Subscription Club Concert, 8 p.m.
S.	25	Septuagesima. Preacher: The Headmaster.
Mon.	26	St. Paul. Master of the week: Mr. Durran.
Tues.	27	C.C.F. Signals Examinations.
Wed.	28	
Thurs.	29	
Fri.	30	Civics at 8 p.m. P. Turnbull, Esq., on "Town and Country Planning".
Sat.	31	

FEBRUARY.

S.	1	Sexagesima. Holy Communion at 8-15 a.m. and 11-40 a.m. Collection. Preacher: The Rev. J. S. Aynsley, Vicar of Arnside.
Mon.	2	Purification of the Blessed Virgin Mary. Master of the week: Mr. Mills. Comers and Leavers lists to the Headmaster.
Tues.	3	Latin Prose Prize.
Wed.	4	
Thurs.	5	
Fri.	6	Wakefield French Prizes.
Sat.	7	1st Fortnight's Orders. Lock-up 5-45 p.m.
S.	8	Quinquagesima. Preacher: The Rev. T. A. Harman.
Mon.	9	Master of the week: Mr. MacDougall.
Tues.	10	VIth Form Literature Prize. Entertainment by Herbert Milton 8 p.m.
Wed.	11	Ash Wednesday. Holy Communion 7-30 a.m. Service in the Chapel 9 a.m.
Thurs.	12	
Fri.	13	Civics at 8 p.m. J. O. Blair-Cunynghame, Esq., O.B.E., (O.S.) on "Coal Now and in the Future".
Sat.	14	VIth Form Reports. Subscription Club Concert, 8 p.m. 1st XV v. Bradford G.S. (H).
S.	15	First Sunday in Lent. Preacher: The Rev. A. T. I. Boggis. Collection.

Mon.	16	Master of the week: Mr. Dawe.
Tues.	17	Greek Verse Prize.
Wed.	18	
Thurs.	19	
Fri.	20	Rankin Shakespeare.
Sat.	21	2nd Fortnight's Orders. 1st XV. v Q.E.G.S. Wakefield (A). A Running VIII v. Ampleforth.
S.	22	Second Sunday in Lent. Preacher: Dr. Iliff (Church Missionary Society). Voluntary Concert, 8 p.m.
Mon.	23	Master of the week: Mr. Braham. Common Entrance Examination.
Tues.	24	St. Matthias. Common Entrance Examination. 1st XV v. Northern (H).
Wed.	25	Danson Science Prize. Voluntary Service 8-40 p.m.
Thurs.	26	
Fri.	27	Civics at 8 p.m. The Rev. T. W. I. Cleasby (O.S.) on "The Modern University".
Sat.	28	Vith Form Reports. The Chelham Opera Group, 8 p.m.

MARCH.

S.	1	Third Sunday in Lent. Preacher: The Rev. Canon H. C. Stewart, Vicar of St. Luke's, Barrow-in-Furness.
Mon.	2	Master of the week: Mr. Norwood. Evans Divinity Prize, Vith Forms.
Tues.	3	
Wed.	4	Voluntary Service 8-40 p.m.
Thurs.	5	Fives: 1st round.
Fri.	6	
Sat.	7	3rd Fortnight's Orders.
S.	8	Fourth Sunday in Lent. Collection. Holy Communion at 8-15 a.m. and 11-40 a.m. Preacher: The Ven. A. Sephton, Archdeacon of Craven. Concert by the Liverpool, Music Group, 8-15 p.m.
Mon.	9	Master of the week: Mr. Rogers. Fives: Semi-final.
Tues.	10	Music Scholarship Examination. C.C.F. Field Day.
Wed.	11	Voluntary Service 8-40 p.m.
Thurs.	12	C.C.F. Basic Test.
Fri.	13	Fives: final.
Sat.	14	Vith Form Reports. Subscription Club Concert, 8 p.m.
S.	15	Passion Sunday. Preacher: The Rev. A. T. I. Boggis.
Mon.	16	Master of the week: The Rev. T. A. Harman. Boxing Competition 1st Round.
Tues.	17	Reports to Form Masters.
Wed.	18	Voluntary Service 8-40 p.m. Boxing Competition 1st Round.
Thurs.	19	Reports to Common Room. C.C.F. Army Proficiency Examination.
Fri.	20	Last Day for Tradesmen's Orders.

Sat.	21	Reports to Housemasters 6 p.m. Boxing Competition Semi-finals. Country Life Shooting.
S.	22	Palm Sunday. Preacher: The Rev. T. A. Harman. Collection.
Mon.	23	Master of the week: Mr. Bennett. Reports to Headmaster 8 p.m.
Tues.	24	The Wilson Run. Concert at 8 p.m.
Wed.	25	The Three Mile.
Thurs.	26	
Fri.	27	Good Friday.
Sat.	28	Three Weeks Order.
S.	29	Easter Day. Holy Communion 7-30 a.m. and 8-15 a.m. Preacher: The Headmaster.
Mon.	30	Master of the week: Mr. Moore. Final Orders to Headmaster by 10 a.m.
Tues.	31	Instrumental Competitions 7-30 p.m. Boxing Competition Finals.

APRIL.

Wed.	1	Singing Competitions 7-30 p.m. End of Term Service at 9-30 p.m.
Thurs.	2	Term ends.

*Next term begins on
Thursday, April 30th and ends on Tuesday, July 28th.*



The start of the 'Ten Mile' or Wilson Run in 1959. I am trailing somewhere. Barnes of Lupton House is just in the lead.

Memoranda

- ① Tutorial at 7.20(?)
- ② Library Meeting S.O.
- ③ Holiday Books back.
- ④ House Library.
- ⑤ Corps Uniform from Ennie.
- ⑥ Order form to gameshop.
- ⑦ Ring - ping ball.
- ⑧ Luptonians away.
- ⑦ Letter to Mummy.
- ⑧ Letters to friends.
- ⑨ Luptonians to the Mariot Matron Christo
other houses etc.
- ⑩ Boot from Louie.
- ⑪ Shoes mended.
- ⑫ New ~~boot~~ skis for charging & row.
- ⑬ Corps - boots in cupboard.
- ⑭

Letters to parents

27 Jan Sedbergh 1959

Darling Mummy and Daddy,

I do hope you are well and thriving. I am so sorry about this delay in writing (if there has been a delay) for we all wrote a joint letter just after we arrived and it was mislaid (and I am not sure if it has been sent to you). In case it had not here are a few facts about our voyage back. We had a very good flight, and in fact arrived about one and a half hours early, so that we did not cause any inconvenience to Robert. Despite not seeing the Pyramids we had a lovely trip back in the way of views, especially over Crete and the Alps. Crete looked lovely, a long snow topped ridge rising out of the blue Mediterranean. But the really wonderful sight was the Alpine Range. We flew very close to Mont Blank and we were below the top of it. It was a wonderful sight seeing the snow capped mountains rising up out of the clouds. Anyhow as I have probably told you all this already I will go on. Ever since we arrived back in the Lake District it has been bitterly cold (actually I do not notice it any more than I normally do). On Saturday and Sunday mornings I went skating on a small tarn just by the Tarns (although the Tarns (I think) were bearing no-one was up there skating, but I had some good skating on this little tarn). I came back to school on Sunday afternoon to immediately start skating on

our local little tarn, and on Monday and Tuesday I have been skating on Lilymere. There have been forecasts for the last week that it will thaw but it is still freezing slightly - however I will have to give up serious skating for a day or two as I have got rather behind with my work (I have actually got a "tutorial" tomorrow with our English master who is going to have one of these in our spare time every Thursday afternoon for the rest of this term (one and a half hrs a week lost!). And as I have to have a history tutorial each week also I have not a great deal of spare time. We had 'Corps' (C.C.F.) this afternoon and I had quite a panic as I had my Lance Corporals stripe (I have just been made one) sowed on the wrong arm and I only noticed it just before the parade. I just managed to pin it on in time, but it was drooping rather at the end! It was a good investment of yours to get me this pen as it makes me write much smaller, and so you get longer letters. It is wonderful to write with. My presents have gone down well, as has my leopard skin and tanned countenance. Apparently I was 2nd in History and either 1st or 2nd in the English Exam last term - but not everyone in our form did it. I have found that by devious mathematic calculations I was 1st in my form last term (that is not counting four people; two who have now left, who came in a year before we did and who, as they are taking scholarships are doing different work, and therefore are obviously fairly brainy, but I think I will slip a bit this term!)

Granny is off for her operation now, and I hope she will be alright. The skiffle is going "hoppily" when I have time: - apart from my serious practice (which I have a lesson for now). It looks as if the thaw may be setting in now, but perhaps we will have one more days skating. I think I will be going in for the '10 mile' but I am only doing it for enjoyment this year - I do not intend to kill myself, also I will be doing some boxing - as long as my nose holds out. Off to work again (actually I can't moan as I quite enjoy most of it). I reckon this is about my record letter! Lots of love Alan

P.S. It was wonderful being out with you! (if you have not had my eulogies in the last letter)

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


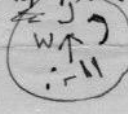

Simulated corps activity, 1959. The trenches were actually for the laying of a water pipe.

The reference to the Corps (C.C.F.) is one of only two references in my letters to my activities in the school Cadet Force. Yet I remember that this training for military service consumed a good deal of time, part of at least one afternoon a week in the Winter and Lent terms, and 'Field Days', as well as a special camp to which we went.


The school still took this military training seriously, as the Prospectus five years after I left mentioned:

"There is a School contingent of the C.C.F. which boys join when they reach the age of 15 and a half. It will be assumed that parents wish their sons to join at that age unless they give notice to the contrary. For Shooting there is a Miniature Range under cover beside the Armoury, and an Open Range on Crook Fell. It is understood that every boy shall attend Camp at least once while he is a member of the C.C.F.'

I have a scrap of paper where I listed my corps equipment and I now remember what a panic I would get into before parade trying to locate things and how much time I spent putting brown stuff onto my leggings, trying to shine the little bits of brass with wads of 'Brasso', the shining of the boots and creasing of the uniforms. I don't think I enjoyed this side of army life at all, nor was I particularly excited by the time we spent learning to dismantle and clean ancient guns, or shooting – which hurt my ears.

<u>"CORPS KIT"</u>		
<u>ARTICLE</u>	<u>DESCRIPTION</u>	<u>NOS</u>
Brown Beret	Size 7 $\frac{1}{8}$ / Has purple spots in inside.	50 505
Blue Beret	6 $\frac{7}{8}$ |	30
Battledress Trousers	size 3 | Has black ink beside tab 	407 - W
Battledress Blazer	size 2. | Has  below tab.	50 450
Denim Blazer	size NOT GIVEN / Has A.D.I.M on paper in top pocket	WHITE DAPP HALF TORN OFF & BLANK :-11
Denim Trousers	size 3 | Has 	30
Gaiters	size 3 |	8 182-S
Belt	— | —	Has X in back.
Short Battledress	size 4 - has J.S. Stanfield on it	2641

I also have a copy of my Certificate of Service in the Corps, which shows my attainment of the Certificate A, which would have led to some higher rank if I had gone into the army.



CERTIFICATE "A"


This is to certify that

Cadet Macfarlane AD

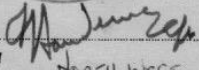
of the Sedbergh School CCF

has passed the examination for Certificate "A"

PART	DATE	PLACE
I	21-11-57	Sedbergh
II	3-7-58	Sedbergh

 Major

3 July 1958 195... Officer Commanding Sedbergh School CCF



for General
Officer Commanding NORTH WEST District

ARMY Form E45a

My mother wrote on 3rd October 1959 about the promotion which led to the panic above:

'Daddy was most impressed by your being a corporal which he never achieved.'

In fact, as the following notice of my attendance at a special camp shows, I attained the dizzying height of Sergeant (in the Royal Engineers). I am surprised to find that I was not such an awful shot with a rifle.

INSTRUCTIONS		PARTICULARS OF CADET									
1. TO THE CONTINGENT OFFICERS This book is designed to contain a record of a cadet's career in the C.C.F. which will be of value to him in the Service which he eventually joins. Examples of entries for second half of page 4 are shown in CCFI 24/51. All entries are to be made by Contingent Officers except where otherwise specified. Remaining blank spaces will be plainly cancelled. After completion the record will be certified by the Contingent Commander (on Page 3) and the book handed to the Cadet.		Name and Initials <u>MACFARLANE A.D.J.</u> Date of Birth <u>20-12-41</u> Contingent <u>SEDBERGH SCHOOL GCF</u> Date of Discharge of Cadet <u>29. 3. 60</u> Length of Service as Cadet <u>3 years.</u> Rank on Discharge and Date of Promotion to that Rank <u>Sgt 15 JAN 1960.</u> RIFLE—Class of Shot .22 <u>15"</u> .303 <u>2nd</u>									
2. TO THE CADET Take good care of this book. You may be asked to produce it by Interviewing Officers when you are called up and on your first joining.		ATTENDANCE AT ANNUAL CAMP <table border="1"> <thead> <tr> <th>YEAR</th> <th>PLACE</th> <th>YEAR</th> <th>PLACE</th> </tr> </thead> <tbody> <tr> <td>1958</td> <td>Cullybrogan.</td> <td></td> <td></td> </tr> </tbody> </table>		YEAR	PLACE	YEAR	PLACE	1958	Cullybrogan.		
YEAR	PLACE	YEAR	PLACE								
1958	Cullybrogan.										
CONTENTS The book is divided into 4 parts, as follows: (i) A Record common to cadets of ALL SECTIONS, including Particulars of cadet Page 3. Camp attendance summary Page 3. Contingent Commander's Certificate Page 3. Details of courses attended Page 4. Experience in leadership and instructing Page 4. Parent or Guardian's consent Page 5. (ii) BASIC and ARMY SECTION Record—examinations and specialist qualifications, &c.... .. Page 6. (iii) R.N. SECTION Record—examinations and specialist qualifications, &c.... .. Page 7. (iv) R.A.F. SECTION Record—examinations and specialist experience, &c. Pages 8-12.		Any special distinction or award (e.g. certificate of good service):— CERTIFICATE OF CONTINGENT COMMANDER I CERTIFY to the accuracy of the record contained in this book. 25 APR 1960 Date <u>[Signature]</u> <u>MAJOR</u> Contingent Commander									

*

3 Feb Sedbergh 1959

Dear Mummy and Daddy,

Thank you very much indeed for your letter with the photoes in, I don't think some of them of rhinos were too bad? Did any of yours come out well? I just can't believe that we were all sitting in the sun together three weeks ago! At the moment I am in the sick-room (or rather a converted dormitory) suffering with about half the rest of the school from flu! It is not a very bad attack (in effect at least) you just feel a bit rotten for the first day or so, but the worst part about it is that you always seem to have a very bad cough and a cold and soar throat as well. I have been in since Saturday evening and so I should be getting up again soon. The main nuisance is that I have lost all the ground I managed to gain in the first week of term - in work - still no matter work is not everything (though I am sometimes tempted to think so!) Another nuisance is that at the moment there is some very good skating on Lillymere. In the thaw (which stopped just as I came into the sick-room) the snow which had lain on the top of the ice and rather spoilt it in the first bout of skating has now been melted and then frozen again so now there is a beautiful surface, apparently. I hope it lasts until we are 'on' exercise again. I am glad to hear that you have kept your resolutions that you will not go to the club, why don't you (Mummy) get a guitar made (I will send out the measurements again if you like) or buy some local instrument, then you would not want to go to the club! And so it would probably save money in the end! When I came back I found a friend of mine who had a home-made guitar last term had been given a £9 model for Christmas. The difference between his tone and mine is vast, it made mine sound like an antiquated barrel organ (or nearly!) - anyhow the result is I have decided on buying a new one. I have about £2 of my own, Granny owes me a birthday present (she was, anyhow, going to give me a case for my guitar) and then I should be able to sell this one for at least £3. Either next holidays or in the summer I intend to get some work (I might be able to go and stay at Ian Campbell's and work for his father at approx £12 a week.) Therefore if I could sell my guitar for £3-4 (and I know a boy who said he would buy it) would you forward me £3-4 (at the most) until I can pay you back - probably either in the East or Summer holidays? Anyhow there is no particular hurry as I can't

*open negotiations until I am out of this 'mortuary' (disguised). How are all the bods getting on out there? Give my regards to the Ross's, Meredith's, Tom Poole etc. At the bottom I enclose a short note to Babichi. Could you cut it out and give it to him (if you think it appropriate. If not tell me what to write!) he might be pleased. Give my love to all the animals, even Johnny, if you have not eaten him! I hope Daddy is going out every day to pat him and talk to him. Keep digging Mummy, and keep at the crosswords Daddy (and away from the Test match!)
Lots and lots of love Alan*

Dear Babichi,

*Thank you very much indeed for the very pleasant meals which you gave to us. I hope we will come out some time again and taste your delicious food again! Salutations and farewell,
Baba-sahib (ALAN)*

NOTE Babichi was the cook in Assam.

10 Feb 1959 Sedbergh

Dear Mummy and Daddy,

*I do hope you are well and feeling more cheerful, and that you have received my last letter (from the depths of the plague-stricken sick-room) - Actually funnily enough I had rather a severe attack of home-sickness for it the day after I left it, although I had been longing to get out every day! I think I have had it as far as skating is concerned as we are not allowed to skate for 10 days after we get up, that means the ice has got to last another 9 days. At the moment it is still freezing and of course everyone is going off gaily skating. (Actually even if I could skate I doubt if I would, I have too much work to do - how we do love complaining!) Not much seems to have happened in the last few days, and anyway I have been too cut off to hear about it. The flu' epidemic is just about over I think, there are only about four boys from my dormitory left in bed, including Geoffrey Bromley one of my two best friends. Both my Study mates are in the san also, which is a relief in some ways as I can get some work done. Perhaps it is this which has inspired me to such an anti-Union move as writing 7 letters this morning (I have written to Lord Tweedsmuir; Pat Cowan - she sent me a 17/6 record token; a couple of friends at Camp (officers) - one the Commandant, and I still have Granny, and the choice of the record to make.) I hope to try and do a bit of boxing this term, but if my nose gets a bit pulverised (I have to make it sound nice) I will stop and just become resident coach. The skiffle is going well in the odd moments when I have time to play it - but oh for a decent guitar! This morning it was the dreaded changing-room 'fox'. But it gets easier to face it as you go up the house, the prefect who was doing it only half-heartedly asked me if I had everything named and then went out. The leopard skin is very useful, but it must feel rather humiliated, as I am using it as a rug covering for my chair and I am sitting on it. How is the temple going? (the new one which you had just found) as I have been so energetic this morning I don't think I'll bother to write to the Statesman about it today, but I'll keep thinking. I hope all the animals, even Johnny and the ducks, are well and that the cook is happy. Are you intending to go up the river soon? After hearing of the L-E's [Lumley-Elis] success?
Lots of love to y'all (short for your all)*

Alan

The reference to 'Anti Union', is a joke about restraints on working hours, associated with Trades Union legislation.

[An account of what happened in my boxing is contained in the *Luptonian* report for the term as follows:

Hunter, A.D. Macfarlane and Badger all got through to the finals, but Hunter and Macfarlane were both beaten. Hunter's opponent was very much older, while Macfarlane's opponent, also much older, was one of the recognised pundits. However,

both put up extremely good fights and in Macfarlane's case the verdict was very close.... In the whole competition the House was placed third.]

This comes out in the report in the *Luptonian* in Spring 1959 which shows that I persevered until my last year.

Macfarlane gained a bye into the second round, and was drawn against Wilding-Jones. Although he lost the first round, he improved steadily, and towards the end of the bout the struggle was virtually equal, but his opponent had gained a strong lead early on, and finally won.

NOTE: Postmarked 17 Feb in India, and previous letter written on 3rd - so about this date. A 'fox' was an inspection.

16 Feb 1959 Sedbergh

Dear Mummy and Daddy,

Thank you very much for your letter. I am sorry about this horrible bit of paper - but I wanted to enclose this little front page article to see if you agreed with it! I think it is rather funny, especially the bit about this man wading through the tiger-infested Assamese jungle. It is rather clever also the way in which he says "The Hill of the Naked and the Dead" when really there are a few dead Indians around. Have you met this man? I suppose he will have left Assam now that he has got his "scoop"! I wrote to Lord Tweedsmuir the other day and had a very charming letter back from him. among other things he said "If I may be permitted to say so.... All good wishes, and let us keep in touch, Yours sincerely, [Then a copy of his signature with ("Tweedsmuir I presume!)]

It was rather nice of him, and bucked me up, especially as I was feeling a bit fed up with all the work that was piling up! I think I may take it up next holidays when I have a bit more time to spare. So if you could send any odd prints of scenes up the river or Kasiranga it might help me to get some money (and I might even include your escapade on the elephant - and you should have an audience at last!)

On Saturday evening we had a voluntary "subscription" concert. It was given by the "Miniature Opera" group and consisted of two very amusing plays (both modern - Pepito and Rita). I am at last on 'exercise' again - thank goodness as I am itching to get some fresh air. I do hope the temple excavations are going well, I am just waiting to hear about the pile of gold.

Give my love to all the animals (etc, etc)

Lots and lots of love, Alan

NOTES:

Undated - the subscription concert was on Saturday 14th and Tweedsmuir's letter on 10th, so it must be about this time.

The article was about the Nagas and is referred to by my mother.

I think boys could go to the Subscription concerts for free - but others paid.

Written on thin air-mail paper

22 Feb Sedbergh

Dear Mummy and Daddy,

Thank you so much for your "diary" letter, it was jolly good. What a pity about the temple, but I expect another one will turn up soon and perhaps it will be the one that is packed with gold! I do hope you received my letter with the article on the 'Headhunters' in it (my last letter), for I was in rather a rush when I sent it off. Well at last we have reached half term, it seems as if we have been here weeks, but I find this term always drags dreadfully. However I expect as it nears the "Ten" it will rush by!

On the other hand the fishing season will be here soon (on the sixteenth of March, four days before the race) so I must start brushing up my tackle. So far when I have been here I have never failed to go out

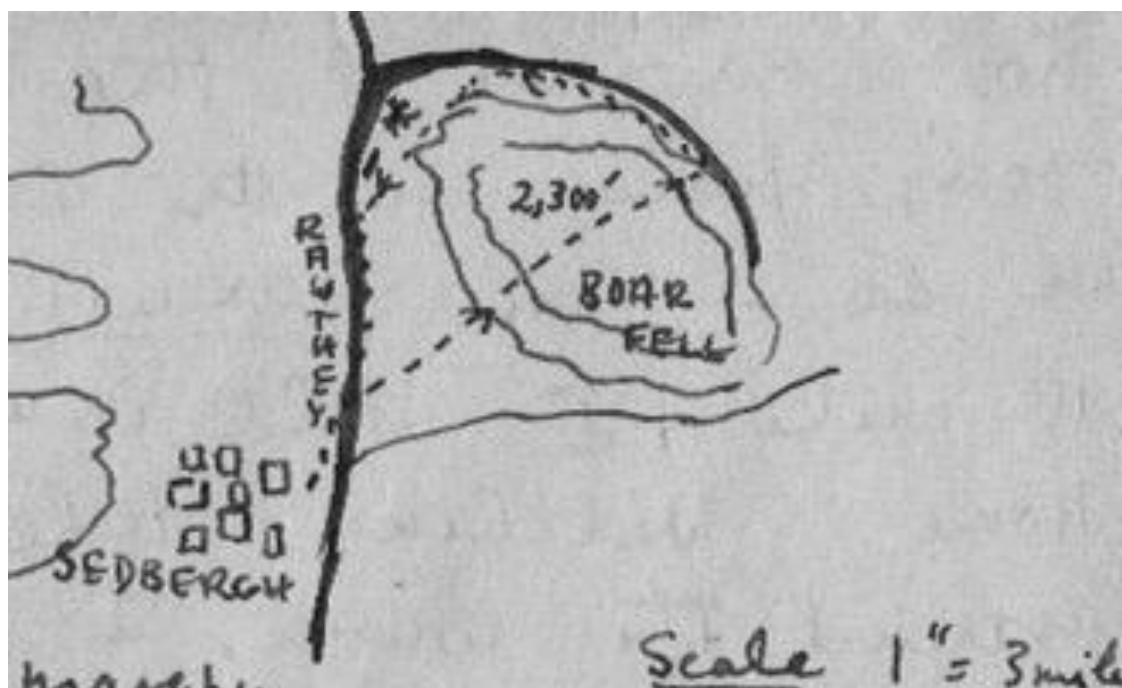
fishing on the first day of the season, and I hope I manage this time. Could you possibly carry out the same arrangement as last year about the fishing licences? I mean that I will buy the Lancashire river board license (15/1) and you buy the Sedbergh one (30/-), for I don't think I would have enough money to buy it (especially if I am going to get this guitar, which I hope to do, perhaps on the day of "The 10" which will make me look forward to it anyhow!) Yesterday, a typical Sedbergh day with the mist drizzling down off the fells, I went out with Ian Campbell (by the way he says his parents know Mr Ingram, but he himself has not met him). We went out to lunch and then watched the running match which was being held against Ampleforth here. We stopped at a bridge about a quarter of a mile from the start (and the finish) to watch them pass. Ampleforth were supposed to be a good team with a brilliant boy called Muir (who had easily won it last year). When they first passed us one of our boys Kenmire (Evans house) was equal first with Muir as they set off up the fell. It was about a 4 mile course and we saw them next about 2 miles further on. Muir had dropped back to about 8th Kenmir was about 7th and a boy called White (in Winder House - smaller and younger than me) was winning quite easily! Barnes (the only runner in our house) was fifth (third of our boys - by the way there were 8 in each team and the points were counted over the whole of a team.) At the finish we had 1st (White), Fourth (Barnes - who had overtaken one of our boys) and fifth, sixth, eighth, ninth, tenth and twelfth (they had the last three or four places) - which meant that we had won quite easily. There was a first fifteen match yesterday also (away) against Wakefield Grammar School. Both of us had an unbeaten record. We had played 8 matches scored 140 points approx and had 17 pts scored against us. They had played 18 matches scored 400 pts! (approx) and had about 50 against them. Apparently it was not a very good game (fouling etc - our Capt broke his collar-bone in the last half minute!) but we managed to win 22-3 which is a pleasant way to end off an unbeaten season. I am now just recovering from the house run of Friday!

Lots and lots of love, Alan

16 Mar Sedbergh

Dear Mummy and Daddy,

Thank you very much for your last letter, how is the baby deer getting on? It sounds absolutely sweet, but for heavens sake don't get too fond of it. I am glad to hear that all the old gang (Nita, Jocelyn etc) are on form - I wonder what row there will be next! Another very nice day here, which is pretty unusual. For the last week it seems as if the weather has swopped every other day. On Monday it was a pretty miserable day, with mist and rain clouding out the fells, it was also like that on Wednesday and Saturday. On Tuesday there was "Field Day" in which we had our 'big' army exercise, fortunately it was a nice day. I am in a platoon of Royal Engineers and usually we stroll around the countryside deciding where we would put charges of dynamite if we had them. Unfortunately I was hauled in with the rest of the platoon to join in an infantry manoeuvre. This consisted of advancing 3 miles over boggy fells. We would occasionally stop and have a bit of lunch and then walk on. It was only in the last 5 minutes that we engaged with the enemy, and boy wasn't it exciting! In fact we could have had the whole battle in about quarter of an hour if we had marched straight to the battle site, just typical army! Then on Wednesday there was absolutely the reverse weather, the usual drizzle in other words and as a result there was a house-run, an absolutely extraordinary event, as there are not supposed to be any after March 1st and it was then the 11th! Still noone took it seriously. On Thursday so that the weather could change the schedule of good and bad days started off badly and then changed to good in the evening, so on Friday it was again a nice day and then there was an extra-half. I went with Ian Campbell up a hill about 5 miles away called Boar Fell and followed down the river which later becomes the Rawthey. On it there is a very nice waterfall called Uldale force, quite a long straight drop. The fells were pretty marshy and boggy but it was a lovely day.



It is really beginning to feel like spring on nice days. As yet I think only the crocuses and the snowdrops are out (they have been out for a long time) and the countryside is pretty bare. But the birds are more cheerful, and I have even seen an odd trout rising. Yesterday (Sunday) was in fact the first day of the trout season so I duly went out to pay my regards to the new season, and having bought a license from the headmaster (thank you very much for the 30/- - I would have had to be a poacher otherwise - and I met the headmaster while fishing yesterday!). I went off up the Rawthey about 3 miles, as usual I did not catch anything (I have been out on the opening of the season every year since I have been here and never caught a thing!). The water was freezing (esp compared to your lovely warm rivers) and was in highish flood. Next holidays I am going to a V.P.S. [Varsities and Public Schools camp for evangelical Christianity] camp for a while and I hope also to stay two or three days with Ian Campbell this will relieve Granny a bit more. I am most envious of the girls - they are going home on the 24th (9 days before we do - and exactly on the day of the 10 mile). I will imagine them sitting at home watching "tele" while I slog around the course. I hope however to get my new guitar at about the same time as the race which will make up for it and as I said I don't really care about this race anyhow. How are all the animals, cooks, malis etc? And give my regards to the Ross's etc. I do hope the weather is keeping fairly cool with you, I suppose it will be warming up soon. I wouldn't mind a spot of it here!
Lots of love, Alan

*

Macfarlane in Lupton House tells me that he has been running and boxing this term. He ran in the ten mile and came 81st out of 123 runners. He unfortunately lost 18 places on the road back, that is to say the last two miles of the course. In the first rounds of the Boxing Competition, he put up a good fight against the school captain of boxing, who is a first class boxer. (*Draconian*, Easter 1959)

*

Summer Term 1959

CALENDAR

Holy Communion every Sunday at 8-15.
Sunday Morning Service at 11-0. Sunday Evening Service at 6-30.
Saints' Days. Holy Communion in the Parish Church at 7-30 a.m.

APRIL.

Thurs. 30 Term begins. Master of the week: Mr. Moore.

MAY.

Fri. 1 St. Philip and St. James. Chapel at 9 a.m.
 Civics at 8-15 p.m. Sir Owen Wansborough-Jones, K.B.E.,
 C.B., Chief Scientist to the Ministry of Supply.

Sat. 2

S. 3 Rogation Sunday. Preacher: The Headmaster.

Mon. 4 Master of the week: Mr. Kaye.

Tues. 5

Wed. 6

Thurs. 7 Ascension Day. Holy Communion at 7-30 a.m. Chapel at
 9 a.m.

Fri. 8 Sterling Verse Prize. Latin Verse Prize.

Sat. 9

S. 10 Sunday after the Ascension. Preacher: The Rev. R. de
 C. Allen, Warden of St. George's Crypt, Leeds.

Mon. 11 Master of the week: Mr. Wilson. Comers and Leavers lists
 to the Headmaster.

Tues. 12

Wed. 13

Thurs. 14

Fri. 15 Civics at 8-15 p.m. John Arden Esq., (O.S.) on "Writing
 Plays in England Today". 1st XI v. The Masters.

Sat. 16 First Fortnight's Orders. Subscription Club Concert 8 p.m.
 1st XI v. The Masters.

S. 17 Whitsunday. Holy Communion at 8-15 and 11-40 a.m.
 Preacher: The Rev. Father A. Selwyn, Community of the
 Resurrection.

Mon. 18 Master of the week: Mr. Taylor. Bradford Club visit.

Tues. 19

Wed. 20 Wakefield German Prize. Hope Sedbergh Knowledge Prize.

Thurs. 21 Sedgwick Mathematical Prize. Headmasters' Conference.

Fri. 22

Sat. 23 VIth Form Reports. 1st XI v. Durham School (A). 2nd XI
 v. Barrow G.S. (H). 3rd XI v. Ulverston G.S. (H).
 Tennis v. Netherfield (A).

S. 24 Trinity Sunday. Preacher: The Rev. T. A. Harman.

Mon. 25 Master of the week: Mr. Forster.

Tues. 26 Scholarship Examination. 1st XI v. Catterick Services (H).

Sat.	20	1st XI v. Ampleforth (H). 3rd XI v. Kendal G.S. (A). Sedgwick Society Week-end visit to Ravenglass. Swimming v. St. Bees.
S.	21	Fourth Sunday after Trinity. Holy Communion at 8-15 and 11-40 a.m. Preacher: The Rev. T. A. Harman.
Mon.	22	Master of the week: Mr. Long. House Matches: second round.
Tues.	23	House Matches: second round.
Wed.	24	St. John the Baptist. AS: Practical chemistry.
Thurs.	25	3rd XI v. Skipton Police (H).
Fri.	26	
Sat.	27	Fourth Fortnight's Orders. O.S. Day. 1st and 2nd XIs v O.S.S. Tennis v. O.S.S. Shooting v. O.S.S. Swimming v. Ampleforth (A).
S.	28	Fifth Sunday after Trinity. Commemoration Sunday. Preacher: The Rev. J. D. Broadbent, O.S., Rector of Penicuik, Midlothian. Morning Service 10-30 a.m.
Mon.	29	St. Peter. Master of the week: Mr. Morgan. House Matches: third round.
Tues.	30	House Matches: third round.

JULY.

Wed.	1	C.C.F. Army Proficiency Examination.
Thurs.	2	C.C.F. Field Day. Army Proficiency Examination.
Fri.	3	
Sat.	4	1st XI v. Rossall (A). 2nd and Colts XIs v. Rossall (H). S. Tennis v. Rossall (A). Swimming v. Leeds (A).
	5	Sixth Sunday after Trinity. No sermon.
Mon.	6	Master of the week: Mr. Strahan. House Matches: final. AS and O Examinations begin.
Tues.	7	House Matches: final.
Wed.	8	
Thurs.	9	C.C.F. Basic Test.
Fri.	10	
Sat.	11	Fifth Fortnight's Orders. 1st XI v. Durham Pilgrims (H). Colts v. Giggleswick (H). Tennis v. East Lancs.
S.	12	Seventh Sunday after Trinity. Preacher: G. S. Sale Esq., Headmaster of Rossall School.
Mon.	13	Master of the week: Mr. Alban.
Tues.	14	
Wed.	15	
Thurs.	16	Reports to Common Room. 1st XI v. Cumberland Colts (H).
Fri.	17	Last day for Tradesmen's Orders. AS Examination ends.
Sat.	18	Reports to Housemasters 6 p.m. Sports begin. Subscription Club Concert 8 p.m.
S.	19	Eighth Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.

Mon.	20	Master of the week: Mr. Durran. Reports to Headmaster 8 p.m.
Tues.	21	School Examinations begin.
Wed.	22	Ashburton Shield, Bisley.
Thurs.	23	Bolshoi Ballet Film "Romeo and Juliet". 7-45 p.m.
Fri.	24	Civics at 8-15 p.m. Sir Daniel Davies, K.C.V.O., M.D., F.R.C.P., Physician to Her Majesty's Household. O Examination ends.
Sat.	25	St. James. Final Orders to Headmaster by 10 a.m. Sports finish.
S.	26	Ninth Sunday after Trinity. Preacher: The Headmaster. Varin Medal. Voluntary Concert.
Mon.	27	Master of the week: Mr. Mills. Film. Service in Chapel 9-30 p.m.
Tues.	28	Term Ends.

*Next term begins on
Friday, 18th September and ends on Thursday, 17th December*

Letters

24 July Sedbergh 1959

Dear Mummy and Daddy,

Sorry if this is late again - As usual I have an excuse - this time that it is just about the end of term so I am in a bit of a panick and have not much time in the general rush. Also I do not want too many letters to arrive before my birthday one does, as it will mean that all the news in it will only be a repetition.

Thank you very much for your letters, and I was thinking of you on your birthday, I do hope you had a good time - and that the weather let up for a bit and was not too hot. We here are just finishing up the term with a final burst of wonderful weather. Today (Friday) is absolutely lovely, just what a really hot summer day should be, and as you can probably see from this letter I am trying to spend as much time out of doors as possible. As I write this I am leaning against a stone wall which is on one side of the rugger pitches outside Lupton House - I am writing this letter with this card resting on a rather flimsy book, and so my writing is a trifle unsteady! But gosh it is hot! It must be a good 85 in the shade.

By the way just as I wrote the last sentence some boys in our house who were playing golf drove up towards me. I heard a scrunch, looked up, and the next thing I saw was a ball hurtle against the wall approximately 3 yards from me. It is fortunate that I can still write!

(Next day) After writing the above I went in to the Library to write a bit of poetry, as we have got to produce a bit of "creative" work before the end of term. Here is a poem which I tried to write in the style of Wordsworth. I whipped it off in about 10 mins! Actually I don't think you will like it as it is in the very opposite of the metaphysical poets.

"On seeing a small blue flower in the moss besides the upper reaches of a nearby beck."

*"A little stalk above the leaf,
A tiny splash of blue,*

*A lonely bud that hovered there
Where quiet mosses grew.*

*The colour ran across the scene,
The flower spread in size;
What was a splash, a little prick,
Stretched out before my eyes.*

*It coloured all, the village roofs,
The misty slumbering mountains;
It seeped across the distant sky,
It bubbled up in fountains.*

*The world lay blue, reflecting it
Like pools reflect the sky
'Tt lay whole-bathed in pastel shade
Before my dazzled eye.*

--Pretty good sentimental slop!

After the very hot start yesterday it slowly grew cloudy and almost immediately after a most enjoyable river bathe with mask etc. it began to rain. However it was very warm rain and we did not get really wet as our towels seemed to absorb a lot of water.

Also on Thursday we had a film of the Bolshe (oi) Ballet doing Romeo and Juliet. The dancing (especially Ulanova) was wonderful, and it was a most impressive and sumptuous production in every way (costume etc). The sound track however was slightly wobbly, and the music on the whole was pretty pessimistic in tone. Today is the last day of the sports, and although it will be very interesting I don't think we have much chance of winning. I will be writing again soon.

Don't let the weather overcome you!

Lots of love, Alan

The next letter was written from the Lake District. But since the first part reports on my A level results, I have decided to place it here.

5 Sep Field Head

Dear Mummy and Daddy,

Thank you very much for the two letters which were awaiting me when I arrived back from abroad yesterday. I was looking forward to them all round our trip - and I was half-looking forward, half dreading the other envelope which would also be awaiting me - my exam results. Anyhow you will have heard what I did - personally I am quite satisfied and I hope my masters will be. As I told you I did not really stand much chance of getting Hist with For Texts (only 1 boy out of 14 passed it last year!). I am both surprised and pleased that I managed to get a distinction in English - as although it is perhaps my best subject as I told you I nearly went to sleep in one of the English papers, and also committed the great mistake of preferring some other poem to that of Wordsworth. A "pass" means that you have got about 50% while a distinction is about 70%. If I got a county grant from Lancashire on these results as I will try to do, the "distinction" would become a pass at scholarship ('S') level - i.e. an 'S' pass is the same as a distinction at 'A' level. I suppose this means I will concentrate more on English - although I have not decided what to read if I can get to an university. Can you think of anything? - anyhow I will find out the alternatives from my form master.

I am telling you all the news etc here at the beginning because later I want to give you a detailed account (with the aid of my diary) of our journey. I think it is going to be by a long way the longest letter I have ever written, and perhaps one of the longest you have received?

I have only been back home one day (in case you are still muddled I went sailing for a week before the trip). The weather has been bone dry apparently, and of course the farmers are all now weeping for rain. The Duddon, when I went over there this afternoon to look at it, was just a trickle - no bigger than black beck and the fish seemed to have buried themselves among the stones.

Tomorrow I am going to spend the morning at Brathay trying to cheer up poor Mike Doogan. Apparently he is rather bored because he can't do anything.

This evening I am going to celebrate my exam results by going to see a film which I have wanted to see for a very long time "King Creole" - with that "hep" "Cat" Elvis Presley. We have the record at school and it is really quite "cool" (I will give you an explanation of any of these words which you don't when you come back.) Also I believe that the audiences in these rock'n roll films are equally worth watching.

I am continuing after seeing the film! I was surprised not to find the cinema particularly full. The actual film was mainly a series of interludes of Elvis singing some rock n' roll number with a rather imbecile grin on his face and jerking backwards and forwards in a most odd fashion; alternatively one would come to the type of scene where Elvis was surrounded by a gang of thugs and was beating them all up. Despite this however I enjoyed the film very much indeed - especially the music. Although I felt it to be most non-u' I could not restrain my feet from tapping! The Ambleside audience were most lethargic however, not even one little scream or sob did I hear!

I am glad to hear that the book is still going strong - by the way would you tell me some details about it - at the moment I am even hazy about its subject. If I could help in any way - such as correcting spelling mistakes (although my spelling as you know is pretty shocking!) I would love to.

I am glad also to learn that your (Mummy's) painting is progressing well. Would it be cheaper if I bought paints back here and sent them out to you? If so which colours would you like me to get you and what size? I do hope Daddy, you are not working yourself too hard, we have a lot of trout to catch next summer!

I am relieved to hear that the Chinese stuff is not a serious menace to you. I had visions of you sitting in a Chinese concentration camp!

I hope by now that my 7 (or was it 8?) Post Card's have reached you. Every letter I get says "no news from Alan I hope he is safe." Ian took quite a few photos, I will send any good ones on to you. At last I am about to start an account of our journey. do you think you could keep it, because I might want to see it again one day - well we are off!

P.S. I am writing the next bit perch-fishing in Windermere. every time I get a bite I will put a [ladder sign - put in the text as \$]

*

As well as a good deal of fishing, I clearly played some cricket. One match is reported in the *Luptonian* as follows:

The second round was drawn against Hart House on the Gameshop pitch, when this time we batted first. Badger and Macfarlane performed well against a poor Hart attack and were on fine form, having put on 33, when Macfarlane was bowled by Williams.

*

In the Summer 1959 issue of the *Luptonian*, when I was already the Treasurer and involved in the magazine, the editorial asks what sort of man gets to the top. Is it 'the

sort of man who is admired for his straightness and integrity. He is a good games player who can win or lose with equal equanimity.' The Sedbergh type is thus, but the person who gets to the top is someone who combines this with 'polish'. Such polish is not provided by the Sedbergh education where a typical boy, it is implied, is different. 'See him fumbling through light conversation of a cocktail party, desperately aware of his social inferiority. His clumsy good nature and well-meaning but misplaced remarks make him shunned when any delicate problem arises at the office. Directors tolerate him for his basic sterling qualities but he has not the polish to make a good industrialist.' 'This polish stems from practice and practice can only be fostered by opportunity, which should be provided, not repressed.'

This editorial lamented our lack of training in sophisticated social techniques in general and as a drawback for our careers. In an editorial in Spring 1957 the question of inter-action with girls is addressed more directly. The article starts by contrasting the active policy to encourage jazz, dancing and such things at Rossall and Rugby to the absence of such things at Sedbergh. With mock irony, it wonders whether such dancing could be introduced at Sedbergh. 'There is talk of 'a dance against Ca*ste*ton' (is that how one puts it?) - 'quite absurd. To begin with no one knows how to dance or to behave themselves in social circles ... well, er - anyway, most of them get quite enough in the holidays. Isn't the object of the public school education the forming of a gentlemanly character?'

Then a picture is painted of a Sedberghian at a dance. 'The date is 12th January, and the scene is a Charity Ball. Sedberghian, after sitting-out the first two hours, constantly refusing refreshment ("Oh, no thanks, nothing stronger than cider for me"), approaches C*st*rton pupil in the same plight on the other side of the floor. "ErHumI - I can't dance but I'll have a jolly good shot, if you would like to try this one?" Nervous laughter. They dance. They dance? Sedberghian, staring intently at his feet - What's your name? - whoops! - was that your toe?" More nervous laughter. The music stops and Sedberghian departs, leaving his partner bemused in the middle of the floor."

The editorial ends by concluding that 'It's all very well being taught to be "chaps," but it's a bit rough having to relearn the art of being sociable during the four months of the year in which we are allowed to enjoy a natural life...'

SEDBERGH SCHOOL



SPEECH DAY

S

POWELL HALL

JUNE 12th and 13th, 1959
at 8 p.m.

*

PROGRAMME

THE NATIONAL ANTHEM

1. SYMPHONY No. 4 in G, op. 88 *Dvořák*
(Last Movement)

Orchestra

2. MENUET AND TRIO (from the Octet *Schubert*
for Clarinet, Horn, Bassoon and String Quintet)

3. MADRIGALS:

- | | |
|--|------------------------|
| (i) The Silver Swan (1612) | <i>Orlando Gibbons</i> |
| (ii) O grief, even on the bud (1597) | <i>Thomas Morley</i> |
| (iii) See, see the shepherds' Queen (1622) | <i>Thomas Tomkins</i> |

Madrigal Group

(Conducted by *W.T.G.*)

4. PIANO SOLOS

- | | | |
|--------------------------------|-----------------------------------|----------------|
| (i) Doctor Gradus ad Parnassum | } "Children's
Corner"
Suite | <i>Debussy</i> |
| (ii) Serenade for the Doll | | |
| (iii) Golliwog's Cake-walk | | |

R. H. Vignoles

5. CELLO SOLO

Adagio, from the Clarinet Concerto, K. 622 *Mozart arr. W. H. Squire*

J. N. T. Gairdner

6. CONCERTO No. 2 for Organ, Strings and Oboes *Handel*
(First Movement)

SOLO ORGAN: **M. Moffat**

7. WALTZ, from "Swan Lake" Ballet Suite *Tchaikowsky*

Orchestra

Conductor: Mr. J. N. Hind

ORCHESTRA

1st Violin

Mr. K. Anderson
R. McQ. Mackenzie
C. J. Darwin
M. Moffat
J. K. Martyn
T. M. C. Hardy

2nd Violin

P. R. White
A. H. Mawby
J. M. T. Alexander
A. G. Clark
T. I. T. Henderson
J. M. Humpage
M. W. Scott

Viola

M. J. P. Vignoles
J. B. Grieve
C. R. Fallaw
H. R. Miles

Cello

Mr. V. Brook
P. J. Mawby

Cello—*contd.*

C. H. Vignoles
J. N. T. Gairdner
J. Christie
T. D. T. Hodson
J. M. Callow
M. A. Crompton

Double Bass

A. M. Christie
J. D. Whitman

Flute

C. R. Sheard
D. N. F. Ross

Oboe

C. T. Marks
R. H. Vignoles
M. Bird

Clarinet

J. Bruce Lockhart
M. J. Wilson
A. M. Holmes

Bassoon

D. W. Woodeson

Horn

Mr. D. Seed
The Rev. A. T. I. Boggis
J. R. Veale

Trumpet

Mr. C. J. Bennett
G. H. Nelson
J. E. Ellershaw
B. C. Tait

Trombone

B. P. Turnbull

Timpani

D. J. Richardson

Percussion

G. D. Dawson
R. L. Bolt
G. W. S. Burgess

Organ

P. B. Millard

OCTET

J. Bruce Lockhart
R. McQ. Mackenzie
C. J. Darwin

D. W. Woodeson
J. D. Whitman

J. R. Veale
M. J. P. Vignoles
C. H. Vignoles

MADRIGAL GROUP

P. W. G. Burwell
C. D. M. Bone
I. A. Inglis

J. M. Callow
B. P. Turnbull
M. J. Wilson

M. R. Broadhead
J. R. Pilkington
R. J. Tarran

R. McQ. Mackenzie
C. T. Marks
M. Moffat
J. D. Sykes

J. N. T. Gairdner
J. R. Veale
P. R. White

*

Besides working for 'S' level, Macfarlane has been playing mainly cricket this term. He played for his House XI, and as a result of this and previous occasions, when he played for Lupton House, he was awarded his House colours. In the athletics he ran and threw well to get standard points in the quarter mile and discus.

(*Draconian*, Summer 1959)

Sedbergh School.

SUMMER Term, 19 59. Name A.D.J. MACFARLANE.

House LUPTON. Age 17.7

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
CL10	18.5	17	4	5

Height.	Weight.	Girth.	
5.6	9.5½	40½	Commencing Term.
5.6½	9.6	39	Ending Term.

PRINCIPAL SUBJECTS. History 4/5 Thoroughly conscientious work. Now that he has a body of knowledge behind him, he should be more adventurous in his expression of opinion. I expect him to take easily to more advanced work next year. HHH

English. Another very good term: his work is perceptive and scholarly in its thoroughness. HHH

English 1/5. He has completed a year of sound work, and made great progress in every way. Most impressive is the quality of his reading; thorough, penetrating, and reliable. It is a pleasure to be in contact with one so responsive and so genuinely interested. DBA

SUBSIDIARY SUBJECTS.

I.

General Topics. He always makes a sensible and intelligent contribution. IS

2. LATIN. Another excellent term of highly industrious and intelligent work. C.H.W.

3. Divinity. Very good progress. Original thought, and thoroughly sound. T.A.H.

4. French. Good thorough work on set books; unscars rather uncertain at times. PA

Op B Music Satisfactory VB.

MUSIC (Guitar) Good work VB.

ART

HOUSEMASTER Continued excellent progress. I look forward to having him as a prefect next term and I'm sure he will do the job as well as he does everything else he undertakes. OM

HEADMASTER

He is developing most promisingly.

CMC

Next term begins on SEPTEMBER 18TH 19 59.

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

History in the Upper Sixth (Clio)



Andrew Morgan, head of the history sixth, around the time I knew him first

The sequence in which we learnt English history is not chronological. In our second year (O level) we had done nineteenth century English and American history. In the third (Lower 6th) we had done Anglo-Saxon and early medieval (up to 1307). In my final five terms, having skipped the period 1308-1484, ie. the Black Death, Wars of Roses etc, we recommenced on English history with the Tudors, and continued through to the middle of the eighteenth century. We also continued with European history and special subjects, which I shall deal with separately.

In the back of one of my Brown Books I laid out the essay schedule for my history work in the first term in the Upper Sixth as follows.

WEEK	SUN	SAT	ENG HIST; EUR	EUROPE GENERAL	
1 27 th Spt			ENG HIST; EUR	EUROPE GENERAL	—
2 4 th Oct			"	GENERAL	—
3 11 "			ENG HIST	EUROPEAN	3. H. E.
4 18 Oct			Special Subj	ENGLISH	—
5 25 "			European	GENERAL - I.C.	—
6 1 st Nov			European	English	3. H. E.
7 8 th "			European	Special Subj	—
8 15 "			Engl	GENERAL - I.C.	—
9 22 "			EUROPEAN	Special Subj	3. H. E.
10 29 "			English	European	—
11 6 Dec			Special Subj	GENERAL - I.C.	—
12 13 Dec			SCHOOL EXAMS.		3. H. E.
Essays due in 10.40 on Sat.					
- MUST BE END HANDED IN.					
IF CAN'T DO IT; TELL BEFORE LONG BREAK					
ON FRIDAY.					

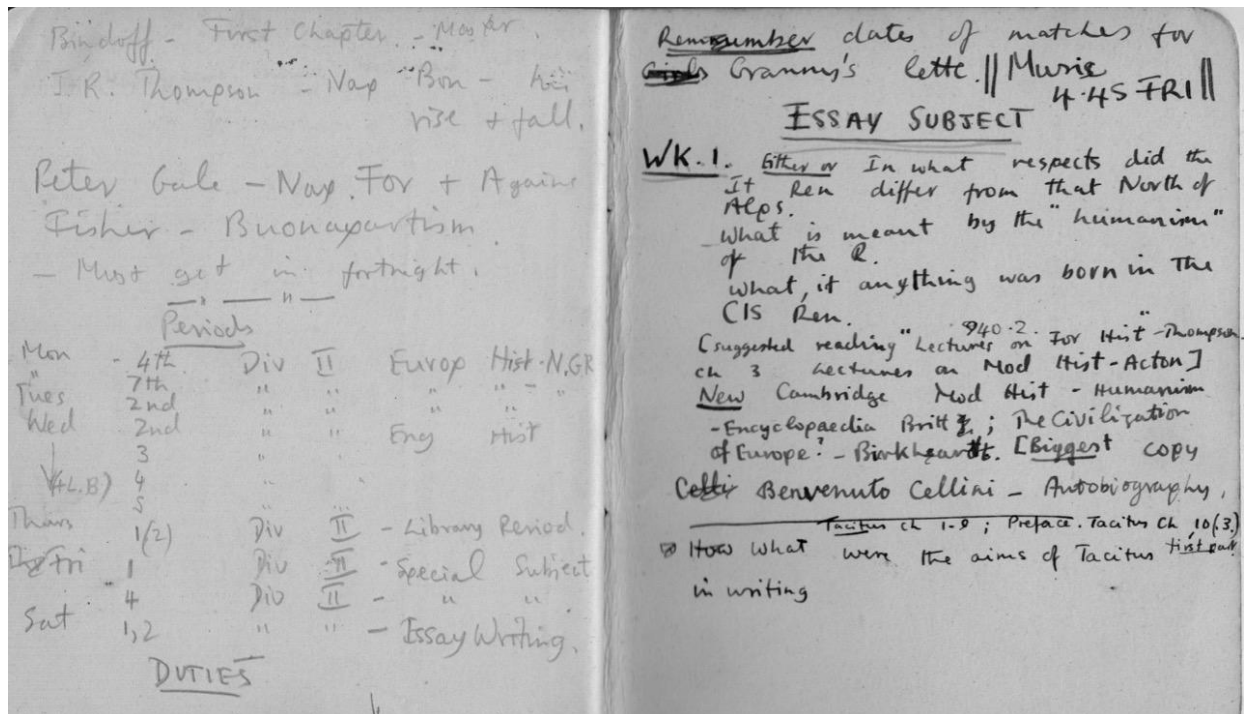
The reading for both English and European history was laid out as follows.

ENG HIST - Reading					EUROPEAN HIST			
	The Week	Topic	Reese	Ch	Bindoff	Topic	Green	Fisher II
1	Henry	VII*	2-66			1 Renaissance	1; 2	1; 2; 4
2	Wolsey		66 - End.			2 Italian Wars	3(ii) 5(ii), 6, 9(iv)	6
3	Henrisian Ref		3		3	3 German Ref	7, 8, 9(iii)	8, 12.
4	Social + Econo		3		4	4 Nil	-	-
5	Nil		-		-	5 Spain + Ch V	3(i) 4, 9(i)(ii)	10.
6	Ed VI + Mary		5, 6(iii)		5	6 Calvinism	10	11.
7	Elis - 1570		6, (iii) 7.		6	7 Counter Ref	11	13.
8	Part I union Papist		8		7	8 Nil	-	-
9	For Affairs		8		8	9 Philip II	12, 13(?)	16
10	End of Liz		-		9	10 Netherlands.	14	15
11	Nil		-		-	11 Fr wars & Rel	5(i), 15	14
12	Revision.					12 Revision		

Further instructions for our 'A' level year were given to us and duly copied out.

<p><u>Special Subject reading set separately.</u></p> <p>Nil = catch up, or read up some bigger book from the library.</p> <p>You are liable to receive tests at any time.</p>		<p><u>Hist with For Texts</u></p> <p>4 papers.</p> <ol style="list-style-type: none"> 1. Passages from bks in Lat + Fr. (Prepared) 2. Essay Questions 3. Lat Unseen. 4. Fr Unseen. 	
<p><u>Syllabus For 'A' level.</u></p> <p>3 Hist Papers.</p> <ol style="list-style-type: none"> 1. Essay Paper - Special Subject Nap (Brunswick → Waterloo) 2. Eng Hist Outline. 1485-1714 (Tudors + Stuarts) 3. Eur Hist (1480-1713) 		<p><u>Opt Gen Paper.</u></p>	
<p>S. (4) Hist Gen Paper.</p>		<p><u>3. H. E.</u></p> <p>Hand in any creative writing of your own.</p>	
<p><u>English</u></p> <p>3 papers.</p>		<p>Knight's Tale.</p> <p>Persuasion.</p> <p>Spenser (classroom ed)</p> <p>Milton Paradise Lost. (1+2)</p>	

My notes ended with more detailed instructions for my first European history essay of the year, and some notes on the teaching and library periods.



ESSAYS

There is a page in which I have listed some of my essays and notes on the first half of the period, namely the Tudors (1485-1603). Those which have survived have been marked 'YES'.

Reign	Subject	Mark
<i>Henry VII</i>		
	'How and against what opposition did Henry retain his Crown' Essay Beta++? +	
	YES	
	Revision Notes and Wolsey (Notes)	YES
	'In what ways did Wolsey abandon the principles of Henry VII's govt?' Essay Beta+	
<i>Henry VIII</i>		
	'Why was there so little opposition to HVIII's rel reforms?' BetaAlpha	
	'English Reformation - what was it?' Beta-	
	'Was Wolsey's Foreign Policy a failure?' Notes YES	
	[I have an essay on the above - Alpha Beta 'v.g']	
<i>Mary</i>		
	"Bloody Mary" Beta?Alpha YES	
	Revision Notes Notes YES	
<i>Elizabeth</i>		
	Revision Notes Notes YES	
	'Which were the greater danger - Catholics or Puritans?' Essay Beta?+ YES	
	"The sea-dogs" Essay Beta?+	
	'Did the successful period of E's reign End in 1588' Notes YES	

‘Why was Hen VII able and El unable to mass a fortune?’ Essay Beta++?+
YES

Thus of the seven essays mentioned here, four have survived. I also have another essay, not noted in this list.

*

Moving on to the next period, from 1603 onwards, there are a number of surviving essays, for which I shall just give the teacher's comments.

‘Attempt a defence of James I’

Beta+ ‘An excellent idea. I wish you had carried it out fully, for after about Page 2 you forget your role as defending counsel and take on the tone of the judge. Further, the prosecution’s case needs to be met and refuted, where possible, by chapter and verse. A pity that your judge has been asleep during the trial. (This raises the question, asked by Punch in 1877, “Ought Judges to Sleep on the Bench?”) In short, far too much rhetoric, not enough evidence.’

‘What were the characteristics of court life under James I and Charles I?’

‘v.g.’ Alpha---

‘Why did so many people fight for Charles I?’

Alpha - ‘A very thorough piece of work, with much excellent evidence.

? Constitutional views? E.g. Hyde?’

[This is a very long essay of 9 pages. It has a discussion of the rise of the gentry (Tawney, Hill, Trevor-Roper etc.)]

“A pitiful figure.” Is this all that can be said of Charles I?’

Beta?Alpha. ‘Excellent on his personal virtues; less convincing on his political weaknesses. *Faithlessness*. N.B. Do not overlook his one moment of glory – his martyrdom.’

‘Assess Pym’s claims to statesmanship.’

Alpha--- v.g. ‘1. I would define a statesman as a man who extends the bounds of the possible: a politician who works with the bounds of the possible. Where does Pym fit in? 2. Did Pym realize what was constitutionally at stake? 3. What made him tick?

Self-interest? Concern for English liberties?’

‘Account for the failure of the constitutional experiments of the interregnum.’

Beta+++ ‘Good. You ought not to overlook the advantages that Charles possessed in 1642 and 1643, and at the start of 1645 – advantages which he failed to exploit. This failure is a potent cause of defeat. What and whose were the failures?’

‘Account for the defeat of the Royalist armies in the Civil War.’ – only the first two pages survive, hence no mark or comment.

‘What was restored at the Restoration?’ Beta?- ‘1. You tend to lose sight of the question as the essay proceeds and to recite the terms of the settlement. This is not quite the same thing as stating what was restored. 2. Rule of law.’

‘Estimate the importance of the reign of Charles II for the development of English politics.’

Beta+++ ‘A perceptive essay. I would add one point: as the doctrine of ministerial responsibility had not yet been fully established, the policy of a ministry was still the King’s policy. This was a grave limitation to the King’s freedom of action – that is as long as the King cared whether he retained his throne. Hence C 2’s reign sees a series of constitutional surrenders by Chas as the price he pays for political victories.’

*

Since I became increasingly interested at Oxford and later there were revolutions in the seventeenth (or earlier) centuries, it is worth including this as a sample essay:

“With what justice can the events of 1688-9 be described as a revolution.”

There seems on first sight to be no doubt that the “glorious” Revolution was indeed a revolution. Conditions seemed to be completely reversed, with even a new government placed at the top. Indeed in one sense it is perfectly just to call these events a revolution. This is if we consider one of the definitions of a revolutions as being “the forcible substitutions by subjects of a new government or ruler for the old.” [red tick] The exile of James and his Catholic advisers and the substitution of William III in his place can in itself be called a revolution. This however is only the surface event which was motivated by deeper factors.

The 1688 revolution has often been called the “Conservative revolution” and personally I believe this to be an apt description. [red tick] The main reason for the expulsion of James does not seem to be the radical nature of parliament but the revolutionary measures of James himself. [red tick] It was obstinate attempts to change the religion of England into Roman Catholicism, and so “put the clock back” to the time of Henry VII, and the resulting efforts to use unconstitutional methods to achieve this, which fostered the rebellion against him.

It was indeed really James who was the revolutionary in constitutional details, for he challenged the existing order. He meddled with Parliamentary elections, [underlined in red and ‘This was not revolutionary’ written as comment]. Used his dispensing power in an illegal manner and restarted the Ecclesiastical Court, which together formed an attempt to reassert the 1639 state of affairs. In fact the king refused to accept as final the Crown’s defeat at the hands of Cromwell, [red tick] he sought to win back the power the Crown had lost, and to reinstate the religion the nation had discarded. The men who resisted James were merely preserving and restoring society against the revolutionary measures of the King.

The proof for this interpretation of events lies largely in two facts, the composition of the men who exiled James and the settlement which they made in the Declaration of Rights. The Tories theory of non-resistance which had been the backbone of Charles II’s support was by no means revolutionary. [sentence sidelined and ticked in red.] If the king was prepared to abide by the laws and customs established since the Civil War they were eager to support him. They were certainly not the type to seek revolutionary and radical measures, yet among the most important of the conspirators against James were Danby and Bishop Compton, both Tories!

The other fact to be observed is the result of the so-called “revolution”. The striking feature about it is the conservatism shown. Firstly the Declaration stated the illegal and, one might say revolutionary, actions of James. Then the rest of its provisions were largely a declaration of existing laws. It asserted freedom of speech in parliament, and the subjects’ right to petition the king, both of which James, in his enthusiasm for the Catholic religion, had tied to limit. There were indeed only two innovations; that all subjects should be required to take an oath of allegiance to William and Mary; and that the throne of England must be occupied by a Protestant. [red tick]

The petition therefore was not a revolutionary statement of new ideas and rules, but a restatement [‘re’ bracketed in red] of law as it existed. The king was still in possession of considerable powers, for instance freedom to appoint ministers, and the conduct of foreign policy. [red tick] However there was indeed a new, and perhaps slightly revolutionary side, to the new constitution and that was the relationship between King and people. The theory of Divine Right which had been paid lip-service during the reigns of Charles II and James was no longer upheld even by the King. The contractual theory with its placing of the King as a salaried official with definite tasks to perform was finally, openly, recognised.

The events of 1688-9 were revolutionary in that they changed the ruler of England, and altered the balance of power between Whigs and Tories. [in red – ‘less important’] But there was no fundamental change in constitutional, political or religious ideas throughout England. In fact if one takes a revolution to be a series of events which changes the accepted ideas or practices of a people, 1688-9 was hardly a revolution.” [red tick]

Comments in red:

AlphaBeta. ‘Very good – there was a constitutional adjustment of fair importance; a documentary statement that the King is subject to Statute law (Bill of Rights); coronation oath changes – i. Statute law 2. Prot.Ref. Religion.

*

‘What were the principle differences between the Tory and Whig parties?’

BetaAlpha. ‘Continued very satisfactory work. Foreign policies diverged – Tory strategy in Europe and Colonial ideas and Economic views.’ [This looks like the handwriting of Rogers rather than Andrew Morgan]

‘Was the first half of the C18 “an age of stability in politics, in religion in literature and in social observances?”’

Beta+ “‘Property’ the basis of stability; Lack of reform a main feature.’

Can Walpole be regarded as the first Prime Minister and the architect of the party system?’

Beta++ ‘Good. The correct line of argument. Ministerial support in the Commons combined with royal support put him in a strong position; both were necessary. (Also he surrounded himself with 2nd rate politicians). Do not spend too long sparring on page 1.’

*

I shall include one other essay – on economic and social history.

“What was the Agrarian Revolution in the C18? How did it effect people in the C18?”

“English rural society was for the most part a conservative institution and hence it is not surprising to find that the changes in agriculture were for the most part gradual. For many centuries an almost static system had been in operation, one which divided property into the categories of arable, waste and grassland. Almost every villager had a trip of land, and this was accompanied by communal rights on the common. There were large, hundred acre (or more) fields cut into long strips and often unfenced. It

was a system which, although giving almost all the peasants the means for subsistence was an obstacle to progress and grossly inefficient. [red tick] The growing population in the towns stimulated demand and hence interest in greater productivity. Thus it is not surprising to find the Industrial and Agrarian revolutions working [crossed through in red and 'operating; coinciding written in] side by side.

Enclosure had been enforced for the preceding [voluntarily? In red in margin] two centuries, but the great difference [sic] in the movement was that after 1688 the government, now largely in the hands of Parliament, encouraged enclosure instead of obstructing it. In this process there were two methods, the first was the enclosure of wasteland and the second the division of the strips and grasslands into smaller, fenced fields. The rapid growth of this movement is illustrated by these figures. In the years 1710-1720 there were eight enclosure bills, from 1730-40, thirty five, and 1760-70 over four hundred. In fact in this sense the agrarian movement reached its height in the last decade of the century. Enclosure had two results of major importance on English life, one social and one economic.

A corollary to the enclosure movement, and in its turn caused by and causing enclosure was the new spirit and methods of the agrarian revolution. Fired enthusiasm by the experiments of the United Provinces there grew up an inquisitive and ambitious interest in agriculture. Enclosures gave the opportunity to use such new methods as selective breeding. [red tick] The economically efficient system of mixed farming, [red tick] in which there is close interaction between the crops and the meat, was now possible. Viscount Townsend was one of the first to study farming seriously and soon the ridicule he was treated with turned to admiration. By 1760 the impulse given by a few noblemen had spread to the whole nation. Not least among both the causes and results of the revolution was the fact that the nobility were no longer "cavaliers" interested only in sport, but country gentlemen who were interested in the management of their estates. [red tick]

Among the many new methods which stimulated change was the development of seed drilling by Townsend, his use of horse hoeing and the new methods of arable farming which he employed with such success in Norfolk. Arthur Young throws a light on this by explaining the reasons for the success of Norfolk farms. He says "the great improvements have been made by means of the following circumstances

- i) By enclosing.
 - ii) By a spirited use of marle ['e' crossed out in red] and clay
 - iii) By the introduction of an excellent course of crops (Turnips, Barley, Clover; or clover and ray-grass; wheat)
 - iv) By the culture of turnips well-hoed (for keeping stock alive in winter)
 - v) By landlords granting long leases (and thus encouraging their tenants to improve their land)
 - vi) By the country being divided chiefly into large farms (and thus providing the landowners with enough capital for improvement)"
- [i to v have red ticks against them and the last has the comment 'Did not the peasant have a long lease on his strip?'

Sir William Petty adds to this the more general "draining of fens, the watering of dry grounds, the improving of forests and commons, and the improvements of fruit cultivation" as being important advances. If one also remembers the improved interest and facilities for selective breeding in which Charles Collins and Robert Bakewell were pioneers, it is not surprising to find that the value of land increased enormously in this period. In reference to the last point it is interesting to note how skilled the

stockbreeders were, for instance Mr Bakewell “asserts, the smaller the bones, the truer will be the make of the beast – the quicker she will fat, and her weight will have a larger proportion of valuable meat: flesh not bone.” [red tick] Arthur Young comments of Mr Bakewell’s own stock “all are fat as bears.” The often quoted figures of the Smithfield market, where the average weight of oxen went from 370 to 800 lbs in eighty five years, and that of sheep from 38 to 80 lbs in the same period support Arthur Young. Last but not least is Jethrow Tull, one of the real pioneers of “intensive culture”. His ability and real scientific application is shown in his notes. [See Bottom – note ‘For these very interesting notes see P431 in English Historical Documents (vol X)] the general result of the revolution was that pasturage was increased, for it was economically more profitable.

As I have said the agrarian revolution had both social and economic results. Naturally those who benefitted [crossed through in red with ‘s’ in margin] most were the rich nobility; for the revolution tended to emphasize the difference between the rich landowners and the poor yeoman. A new social class, the great farmers rose up, and they took the place of the yeoman and cottagers. As Arthur Young says “Enclosing, marling and keeping a stock of sheep large enough for folding” as well as other new outlay of capital necessary for success doomed the small farmer and helped the rich. It was the wealthy landowner who could take the risks with the new methods.

Enclosure was the future of the agrarian revolution which destroyed the stable, if meagre, position of many of the independent cottagers and yeomen. They almost invariably lost some of their rights on the common and small holdings, and were not suitably compensated for their losses. The common labourer who had eked out a precarious living by using his small allotments and common rights now, unable to pay for the expenses of enclosure, joined the swelling masses of the landless proletariat. [red tick] There was an increasing flow into the towns, the workhouses accommodated [crossed through in red and ‘s’ in margin] others!

An increased number of tenant farmers who held their land by lease replaced the yeoman freeholders, and hence large farms were rapidly built up. There was undoubtedly increasing efficiency and wealth, but there was also rural depopulation; vividly painted in Goldsmith’s “Deserted Village.”

In fact the agrarian revolution was a systematizing and reorganising of land ownership. [red tick] Those small farmers not forced out by enclosures were discouraged and for the most part sold their little farms. During the years from 1740 to 88 the average large farm managed to absorb four or five smaller properties. The agrarian revolution to put it in the words of Gonner “changed and unsettled a population previously organised on a basis of unyielding custom.” But it must be taken into consideration that enclosures were not new, and in themselves only accentuated the changes which were already slowly appearing.’

Comment and mark in red

Beta+++ Good work. What kind of compensation did the peasant receive? Was it ever adequate?’

*

‘What contribution was made by the royal navy to the defeat of the French?’ (1793-1815)

BetaAlpha. 'Well argued, and expressed. A much clearer essay than your earlier ones – with more continuity of argument. Have you read any good critical essays this term?'

There are thus numerous essays, covering the whole period. It seems likely that the post 1688 work was done in my last two terms, after A level. It was probably then that the first of the exams below was done.

EXAMS

There is an exam paper lasting two hours divided into three sections, covering English history from 1689-1763. We were to do one question from each section. I have the exam paper, and I have marked the three I did and have my paper.

4. 'What do you make of Sir Robert Walpole?' B+?+ 'Many good points – but not the farmer one. Don't overlook his brilliance at man management (cf Attlee), his ruthless ambition and desire for power, and his outstanding admin. ability. Also his ability to retain favour of both George I and his son – some achievement.'

9. What were the most important factors causing the agrarian revolution?

B+?+ 1. 'What is the phenomena you are trying to explain. 2. Good start, but dwindles into vagueness.'

12. What claim has Stanhope to greatness in the conduct of foreign affairs?' B+ 'Rather sketchy'

*

We also had other kinds of test and exam. One was a 'Factual Question Test', where we were asked to write a long paragraph of about three quarters of a page on certain people or events. The surviving paper I have has writings on 'Septennial Act', 'Jenkin's Ear', 'Assiento de Nignos', 'Carteret', 'Baron Rippenda'.

We also had something which were also a feature of my first year at Oxford. These were 'Gobbets', that is there was a quotation from some document, and we had to recognize it, analyze it and discuss its meaning and significance. I have two sets of answers to Gobbets. In one I did five gobbets, to do with the constitutional history of the seventeenth century. I received 69% and 'v.g.' for this. In the other I received an even higher mark of 77% and 'v.g.'

I shall type out this set of answers as they show something about my understanding of history at this time.

Clio. Gobbets

“(I have only done the Hampton Court Conference roughly as I was away when it was lectured on.)

5. *This is one of the clauses of the Petition of 1610 which the Commons passed to send to the King. It concerns the state of religion in England and here is asking the king to reinstate certain ministers who have been dismissed for refusing to obey implicitly the Canons of 1604 which many thought were too*

moderate. "Diverse and painful pastors" means that they were of different types and on the whole conscientious and painstaking. This whole Petition of 1610 shows that the struggle between Puritanism and the moderate Anglicanism of the royal party had by no means subdued by the events of 1603-5. [tick 16]

6. This is part of the report of the Venetian Ambassador after attending a meeting of the Privy [sic] council. The Archbishop of Canterbury was apparently the president of the council and the other members were either important officers of the Kingdom or like the Equerry and "Master of the Royal Household" members of the royal household. It seems from this that the Privy [sic] Council like today did not meet in full when conducting normal business for the members then was in the mid-twenties. It appears that the Ambassador received a favourable impression of the council for though they "acted like Kings" they treated him with respect. [tick – 14]

7. This is part of Bacon's discourse on "Privy councils." Lkening the relationship of the Crown to th Privy [sic] Council to that of a Greek God who married and begot a child and when the child was nearly born he eat up his wife so that an armed infant sprung from his head. Bacon is therefore showing his appreciation of the fact that the king was the initiator of all plans and the Council merely acted as an advisory and administrative machine which aided him. It is I think assumed here that not all 'matters' need be referred to them. The king and Council were together a very powerful unit, conducting far more business than even the Parliaments at this time. [tick 15]

8. This is also in Bacon's discourse on the 'Privy Council' though it is also his theme in his argument on Standing Commissions. It was the practice as the Privy Council expanded during James' reign for the council to appoint "ad hoc" committees to make detailed studies of certain specific problems and when this was done to reabsorb them. Only in 1617 was a permanent commission started called the "Junta" which at first dealing with relations with Spain soon dealt with foreign relations generally. Bacon urged the king to appoint more of these permanent commissions as parallel bodies to the Privy Council. In time his idea has been vindicated in the modern Departments of State. At the time it was not attempted. [tick 18]

9. This is part of an 'Instruction' to the Justices of the Peace in Middlesex who in the opinion of the Crown had been allowing justice to become corrupt. They had failed to punish offenders and to supervise the idle. This shows one of the functions of the Council, to supervise local government if it grew lax. Middlesex seems to have been a fairly continuous trouble spot for in the eighteenth century the central government was forced to appoint stipendiary magistrates to supersede corrupt local magistrates."

[‘Houses of correction’ tick 14]

[at top 77% - v.g.]

LOOSE NOTES

There are about fifty pages of loose notes on various subjects, many of them detailed essay plans. The topics covered are:

‘From what elements did Ch [II] draw his strength – were there any political parties?’

‘How skilful was Charles [II] as a politician?’

‘Charles II was the most astute politician of his reign – revision notes

Charles II and James II – ten pages of revision notes.

Extensive revision notes on Mary and Elizabeth

A long essay plan on Henry VII and Elizabeth's comparative finances.
 Very detailed notes on 'Was Laud doomed to failure?'
 Detailed notes for essay on 'Did the successful period of E's reign end in 1588?'
 Detailed essay notes for the essay on 'What were the problems facing Henry when he came to the throne and how did he overcome them.'

REVISION

There are various signs of the way in which I went about revising. There is one page which shows my allocation of time for final revision, which is interesting. The brackets and asterisks are in the original, presumably denoting where I would concentrate. I seem to have imagined I would revise over one or two week-ends.

Henry VII	*	Sat morn
(Henry VIII and the Reformation)		Sun Eve
(Elisabeth)		Sun Eve
James I	*	Sat Aft
Charles I	*	Sat Aft
(Charles II)		Sun Aft
(James)		Sun Aft
1688 Revolution	*	Sat Eve
The Agrarian Rev'n	*	Sun Aft
(Walpole)		Sun Aft

There is a single foolscap page with main dates between 1485 and 1688 and two pages headed chronological tables, unfilled in. There is another sheet headed 'Chronological chart of English History', which is filled in minute hand, including essay plans for various topics on Walpole, the agrarian revolution etc.

Most detailed are six pages of notes, in very small hand, which give titles of possible essays and compressed plans of answers. This often covers other subjects not listed in the essays above and shows the span of our work was wider. For example there are detailed notes on Edward VI's reign – Northumberland, Somerset and Edward. There are also very detailed notes on Oliver Cromwell.

NOTEBOOKS

As elsewhere I took most of my original notes into notebooks. It looks as if I started, as I had in lower 6th, with softback smaller notebooks, and then moved onto sturdier, longer, hard-backed notebooks. I can gain some idea of what survives from the numbering.

The first hard-backed notebook is numbered '4' and has a note beside this "see Soft backed Notebooks". This implies that three previous soft-backed notebooks are missing. There is a partial softback notebook numbered '2' but it is filled with notes on eighteenth century farming etc., and hence must come from my last two terms.

It does not seem that too much is missing, however, for the first hard-back notebook starts with Henry VIII and since we only started with Henry VII, this is quite early in the course. At the front of this book is an Index.

INDEX

1-13 Henry VIII
 13-22 Thomas Cromwell
 22-27 Foreign Policy and Religion
 27-39 England during the Price Revolution – Social and Economic
 39-41 Edward VI
 41-42 Regency of Northumberland
 42-45 Mary
 45-51 Elisabethan political background
 51-57 ELISABETH (UP TO 1571)
 57-64 Catholic and Puritan
 64-66 A few dates and facts in E's reign
 66-70 E's Church Settlement
 70-71 Mary Q of Scots
 71-74 Growing Menace of Spain
 74-78 Struggle with Spain
 78-9 Sea Dogs
 81-84 James I
 84-91 James I and Parlt
 91-94 The Newness of C17
 94-98 JAMES (contd)
 100-103 Charles

There is another brown hard-backed notebook which seems to take the work up to the end of the period we are studying. It is numbered [5] as a continuation.

INDEX

1-17 Charles I and the Civil War
 17-33 The Civil War
 34-37 Rogues Fall Out
 41-70 Interregnum
 71-76 The origins of the great rebellion
 77-103 Restoration
 104-6 O.C's For Policy
 106-110 Cromwell the Soldier
 110-115 Cromwell the statesman
 116-120 Charles II
 121-141 The Restoration and Charles II [A.L.M]
 142-160 The 2nd Revolution

There is clearly one lecture here by Andrew Morgan. I also note that 'Oliver Cromwell's Foreign Policy' was a lecture by A.L.M.

At the end there are a couple of miscellaneous sets of notes for essays on Wolsey's foreign policy and the Reformation, James II and on William III and Queen Anne.

There is another hard-backed notebook which is headed 'Easter 1960', in other words it is my last term in Clio. There are sections on European history, but also two parts are devoted to English history. This covers

The Agrarian Revolution (contd) 1-7
 'Colonies' 10-12 – 'Bodger talk' [Bodger was the nickname for Mr. Rodger]
 'George III' 13-18 (Bodgers)
 Wilkes and Burke 19-24
 American War of Independence 25-28
 The American Revolution 29-39, and continued on p.135-140
 'What was the importance of India to England?' – 'Bodger talk' etc. 120-133
 William Pitt and the National Revival 142-153
 Pitt's Achievements BODGERS – 154-5
 Industrial Rev'n (Bodger's) 156-7
 The Revolutionary Wars 158-161

There is another grey softback notebook, only part of which survives. It contains notes on a talk on "Farming" (Rodgers talk) and the agrarian revolution in the C18 in some detail.

*

We seem also to have done several 'special subjects' within general English history. There is a green softback notebook headed 'Special Subject' which consists of detailed notes on the constitutional history in the reign of Charles I, with extracts of speeches, the King's arguments, the Grand Remonstrance etc. the abolition of Star Chamber, the impeachment of the five members etc. etc. Inserted into this are some loose pages torn out of another notebook. There are three pages on 'Traditional Liberties of England- 1630's' and detailed notes (which I used in a successful essay, see above) on 'Court and Arts under James and Charles I' – about six pages.

There is another paper notebook headed "Special Subject: The early Stuarts", much of which has been torn out. It only contains about 17 pages on 'Attempt a defence of James I' on which I wrote an unsuccessful essay.

Finally there is another orange book, only partly filled in, which contains notes on Special Subject – Hampton Court Conference, Petition Concerning Religion 1610, the Privy Council etc. About 15 pages.

*

There is a hard-backed brown book entitled **ENGLISH HISTORY NOTEBOOK'**

This consists of about 100 pages of notes and plans for various essays, with an indexed at the front. They are very detailed, For example, pages 27-39 of this is a set of notes, heavily underlined, on various features of eighteenth century economic and social life, which were probably used in revision. It is about 2700 words in length. There is another notebook of English history with extracts of notes from a talk on colonialism in the eighteenth century.

Special Subject and Foreign Texts

The surviving materials on Napoleon are even bulkier than those on European History. From memory, my work on this Special Subject for 'A' level earned me my highest place in history, consistently coming first in Clio from early on, against tough opposition from more senior and brilliant boys. I shall try to keep the account within bounds.

Napoleon in the Lower Sixth

The work on the special subject started in our Lower Sixth year. Either in tandem throughout, or perhaps towards the end, we started to work on the Special Subject. There are two softback brown notebooks each half filled with notes on Napoleon. As well as this there are several pages of notes and essays.

There is a part of an essay on 'How did Napoleon compromise between the Old and New Regimes?' (1800-02). There is an essay on 'In his political and military leadership Napoleon was a despot' (1796-1809). This received a Beta+ and comment 'Quite a lot of sound points here. Your essay needs a general theme. E.g. work along the "Double Character" line.' There is a detailed essay plan for this as well.

There is an essay on 'What were the causes of the failure of the campaigns in Spain and Russia?' with an attached plan. This received just a Beta. 'Paragraphing better, and answer relevant, but more details needed.'

There is an essay on 'How did Napoleon assume command in 1799'. This received a B?+ and comment 'Quite an accurate essay – Industry and finance need further mention. Legion of honour.'

Presumably at the end of the year, we did a history exam, lasting from 4.30-6. This was as follows.

Do Question 1 and any ONE other

1. In 1808 Napoleon Bonaparte asks you to write a testimonial on his character. A testimonial should be an absolutely frank opinion on the man's virtues and vices, strengths and weaknesses, abilities and shortcomings, talents, personality, temperament, wisdom, ideals, etc. etc. You do not know to whom he will be showing this document, so address it "To Whom It May Concern". You may assume that Napoleon himself will not see the contents. Write the testimonial, making use, as far as possible, of his letters and, of course, of his career up to 1808 as evidence on which to base your judgement.'
2. Describe the rise of Napoleon up to and including Brumaire.
3. What did Napoleon do for France during the Consulate?
4. Who was to blame for the rupture of the Treaty of Amiens?
5. Describe the extent and composition of the French Empire in 1808. How and when had it come into being?

I have my answers and a Beta?Alpha 'v.g.' for question number 4 on the Treaty of Amiens. I shall, however, give my answer on question one, for which I received Beta+++, as it is probably more revealing of my own assessment of character, and of my ability as a reference writer – the prelude to thousands of such testimonials I have had to write over my lifetime as an academic.

“To Whom It May Concern”

You must not underestimate Napoleon. He is a great man in both a bad sense and a good one. To begin with I will deal with the good side to his character. This you have probably already met. He can be extremely interesting to talk to when he is in the mood. I personally think that he is one of the greatest exponents of the art of conversation. He can also be very charming. I remember seeing him putting the crown on his first wife Josephine's head in Notre Dame, it was a most engaging scene; and seeing him play with his step-children wins my heart. His temperament is largely Southern so that he is both fiery and a bit wild at times, but he can also act in an intensely cool and deliberate manner. But as you no doubt know it is in the pursuit of war that he excels. He has an amazing control over the minds of his soldiers, which achieves chiefly by playing on their emotions of honour and military glory. He used this method for the first time at the beginning of the Italian campaign and has often used it since. Apart from his genius in war he is also a great organiser. An example of this is his reorganization of Malta. He did this on his way to the Egyptian campaign, and he only spent seven days there. But in that time he succeeded in reorganising everything, and he did it very efficiently too. The last of his virtues is a keen, if capricious, sense of humour, and you have probably heard of such stories as the “Emperor's chicken” or the “Iron cage in London.”

But this testimonial is not just to tell you of the good side to his character but also of the bad. His worst trait is a desire for personal advancement and the advancement of his “policy”. This has disastrous effects on some of his good characteristics. He often hides his good nature under a mask of cruelty, whereby he exhibits a blatant disregard for human nature. An example of this is his savage massacre of several hundred Marmeluke prisoners in his Egyptian campaign. He can also be a bully at times. He has badly bullied the Pope recently and he also bullies his brothers, especially Jerome. One of his main weaknesses is really a virtue carried to extremes, it is his forgiveness to all his old comrades, many of whom are traitors.

I hope this testimonial has shown you how much I admire this man, yet also I hope it will warn you to be careful. He is a dangerous man, and if his ambition gets the better of him I would not like to be the man in his way. He is great, but he may try to reach too high.’

Napoleon in Clio

There is a foolscap sheet headed SPECIAL SUBJECT. This is a list of the fifteen essays I wrote on themes related to Napoleon, with their lengths and marks. I shall list my essays in this order, adding only whether I have the essay and any comments on it, which I did not include on this sheet. Numbers in brackets are the number of pages. Those that I still have I have indicated as SURVIVED, showing the sort of survival rate.

1. Who was resp for rupture of Amiens? Alpha--- (6)
2. To what extent credit for Nap's victories due to subordinates? Beta ++ (5)
SURVIVED. ‘You have collected much information here, but I do not see any system or pattern in its presentation. Nor do I think that you have concentrated sufficiently on *significant* illustration. Read Greenshield's essay for a model of how to handle significant detail.’ [Greenshields was a boy in Winder House and one place below me in Clio in Winter 1959]
3. Wherin was Nap at fault in policy to Spain? Alpha--- (4 and half) SURVIVED
‘Very good.’
4. Nap's ability as a military commander – illustrated from Ulm-Austerlitz camp.
Beta+?+ (4)

5. Motives behind 'le Grand Empire' Beta++?+ (6) SURVIVED 'The complexity well surveyed, make more of ambition (ie explain) N.B. No 'I thinks'! Spelling.'
6. Education "Ever desirous of ennobling humanity through the education of the mind" – discuss Beta++?+ (5 and a half) SURVIVED. 'Content and thought good. Expression too lengthy for the content.'
7. Brumaire – Alpha double minus (5 and a quarter) SURVIVED. [I shall type out this essay with the comments separately.]
8. Results of the Concordat 1802? Beta (2 and a quarter) SURVIVED. 'Rather woolly, both in knowledge and presentation.'
9. Lack of understanding of interests and feelings of other peoples - or failure to define his aims – which more serious? Beta+?+ (three and a half) SURVIVED 'A sensible approach, but your passages on the second part of the question are mere expansion of the idea; they contain no analysis of evidence.'
10. Discuss wisdom of his policy to Austria (Beta+?+ (2) SURVIVED 'Moderately satisfactory'
11. Account for Nap's failure to make peace in 1813. Beta++ (2 and a quarter) SURVIVED. 'You make many good points, which could be arranged better.'
12. Which received greater benefit Italy or Germany? BetaAlpha SURVIVED. 'Admirable' [5 pages] [There are nearly a page of detailed notes on this, so I will type this out as a sample as well.]
13. Relations with the Papacy – notes
14. Nap's use of family. Alpha--?-
15. Nap and Talleyrand (Consider the services rendered by Talleyrand to Napoleon') BetaAlpha. SURVIVED

So of the fifteen listed, some eleven, or over two thirds, have survived. I also have another essay, not listed,

'Napoleon was more truly the heir of LXIV than of the Revolution.' Discuss. (2 and a half pages). Alpha--- 'A judicious essay.' In relation to a point about sovereignty that I made in the essay there is a note: 'Note that even in this respect he was an heir of the revolution, for ultimately his power derived from the people as is shown when he was defeated in war. Louis XIV in defeat remained King; Napoleon in defeat was forced to abdicate.'

I shall just include one of the twelve surviving essays as a sample.

BRUMAIRE

'Brumaire' is the popular name given to Napoleon's coup d'état of the eighteenth and nineteenth of the revolutionary calendar [sic] month, of Brumaire, 1799. It was in 'Brumaire' that Napoleon seized power, [in red 'by overthrowing the Directory'] and expelled the legislature, although he kept for a time two other consuls. There seems no difficulty in connection with the narrative of these events, but there are certain question[s] which have been argued by many historians, and it is on some of these that I wish to write.

The first question that is asked is, "was Napoleon wanted by the people of France on his return from Egypt?" And the answer is, on the whole, yes. He received a delirious welcome, for the directors were very unpopular. The "anti-directors were willing to follow any man who could heal the 'schisms' of the country." [footnote: J.H.Rose] There was "bitter popular unrest" [footnote A.Lefebvre] and so the people flocked to a man who knew what he was doing, who was a realist, and would run France efficiently. This leads us on to our next questions, "what state was France really in before Napoleon's

arrival, was it in such dire distress that Napoleon arrived as their saviour, without whom they could not have survived?”

There are five spheres in which according to Napoleon's own writing at least, France was in great danger. Perhaps the most important was that of the financial depression. Many of Napoleon's admirers have said that there was financial chaos when he arrived, and nothing was being done about it. But it must be remembered that the Directory had been left in a practically impossible financial position by the Convention. It was “struggling manfully”, [footnote: G. Lefebvre] however and probably would have righted itself if left to itself. The finances were definitely in a better position, even by the time Napoleon arrived; and he reaped the benefit of the Director's progressive taxes. Yet it must be admitted that there was a devaluation of currency, and a marked inflation at this time.

Napoleon blamed the Directors for not keeping his peace, while his admirers have often stated that France was on the point of being swallowed up by the hostile “Second Coalition”. But both these statements are open to doubt. We can quite easily attribute the breach of the peace which Napoleon had made as springing out of his own policy. For instance his Italian Policy, or his Egyptian Campaign. By the last named campaign he both stirred up Russian hostility, and deprived France of her second army. Anyhow it seems unlikely that France was in any real danger from the weak and divided ‘Second Coalition’. There had been a French victory at Zurich under Masséna, while the French had been fairly successful in the North also, for instance at the capitulation of Alkmaar. The Directors had even succeeded in raising a new army of a hundred thousand men under Bernadotte.

“The position of the Republic was dangerous inside rather than outside.” [footnote: J.H. Rose] There were royalist revolts, a church schism, and a growing hatred of the Directors. But even in these three dangers there was a strong chance that the Directory might avoid catastrophe, for instance the Directors had already managed to suppress the “Chouan” movement. So it seems that Napoleon can not be justified by the idea that he was essential; the Republic would probably have survived without him.

Therefore we lead on to the question “if he was not essential, did he force himself on the people, was it a military coup?” there is, it seems, no doubt that Napoleon had the support of most of the army in his ‘coup’. Yet “the brutality of force used in Brumaire was unintentional”. [Footnote: Aulard] For Napoleon, though he probably had public opinion on his side “wanted to retain legal forms”. [footnote: Markham] He did not want a military coup, though he could have used the garrison of Paris. But was he forced into using a military ‘coup’? He had to use force at the last moment, but it was to the Conciliar guards that he appealed. As these soldiers were supposed to be the agents of the council, and therefore of the people's wishes, he was really appealing to the people. The plebiscite held after Brumaire is no real indication, perhaps of the people's admiration or hatred of Napoleon, but it seems fairly certain that they were willing to support him in this coup. Though if they had known his further aims, or the true state of affairs at Brumaire they would perhaps not have followed so wholeheartedly their military idol.

We now come to our concluding suggestion. “The coup d'état is regarded ... as the downfall of the Republic” [footnote: Lanfrey] (and of “Liberty”) One widely spread idea is that Napoleon shattered with “one blow of his sword” [footnote: Vandal] a truly lawful state of affairs and the liberty also. Vandal says that this is not true, for “there was no liberty when Napoleon returned to France” [footnote: Vandal] therefore Napoleon could not shatter it. Vandal says that Buonaparte's great fault was that he did not establish ‘Liberty’ after the coup d'état. He also asserts that it “was certainly above his character” to establish this Liberty, though it is doubtful whether he “could have achieved through liberty that pacification which he accomplished through authority.” This is all extremely significant as coming from an admirer of Napoleon; and we can therefore fairly safely say that there was no liberty after the coup d'état. But was there any before? I think the answer is contained in a few lines from the writer Quintet [corrected to Quinet] which I would like to quote to finish off my essay. “As long as there had been a civilian government, and a constitution, and a republic, there were at least the roots from which liberty might still spring; now there came, with the sword, a regime on principle opposed to liberty.”

Books used.

Richards. "Modern Europe"; G.B. Smith "Scenes from European Hist"; J.H. Rose "Bonapartism"; Markham "Napoleon and the ar...." Geyl, "Napoleon For + Against"; A biography of Talleyrand by [blank].

The comment in red is: 'Alpha - - Excellent. You have asked a lot of significant questions, have considered many views and have provided your own answer to each. Improvement from here would lie in relying less on quotation of the opinions of historians and more on citation of the evidence on which they have reached their conclusions.'

I have also added four further comments, presumably made to me when the essay was handed back by Andrew Morgan.

Having used Geyl – don't say their views – you must make up your own mind – do *commit yourself*.

Don't rely exclusively on opinions – cite some evidence, base your judgement on facts Read Chaps II in Fisher – Buonapartism.

Essays. "Did Napoleon betray or confirm equality 1799-1804 (up to 1808).

NOTES

There are a number of loose notes in relation to this special paper.

One is a cyclostyled, typewritten, set of notes presumably assembled by Andrew Morgan. It consists of 8 foolscap pages headed 'Geyl: Napoleon – For and Against.' I have not annotated this beyond putting in some acute accents.

There are various essay plans for some of the essays above, and for another titled 'Explain why Napoleon treated the Pope in the way he did – was it justified in any way?'

There are two pages of 'Special Subject Notes', which include detailed plans of two of Napoleon's campaigns.

There is a page of Napoleon Quotations under headings such as 'The Family', 'Vision of the Situation' ("Abroad and at home, I reign only through the fear I inspire", "England is a nation of shopkeepers" etc.), 'Vision of human nature' ("Men must be very bad to be as bad as I think they are" etc.)

There are six pages of foolscap notes titled 'Special Subject Revision' which contain essay plans and facts related to various themes.

There are three hard-back notebooks with extensive notes from books, lectures by Andrew Morgan, essay plans etc. Here is a brief summary.

A notebook which is mainly filled with English and European history. But it also includes:

Essay notes (4 pages) on 'Did Napoleon betray or fulfil the Rev'n', in which there is a loose summary essay plan. There are tables comparing the Revolution and Napoleon

under such headings as Liberty, Centralization etc. There are also four pages of notes on 'Bonapartism', Lecture II (Fisher).

Special Subject. This is a long book of 167 pages, most of which are filled with notes on Napoleon. The Index at the front gives the outlines.

Pages	Subject
1-4	Education
5-7	To what extent was Nap just the man thrown up by the Rev (A.M)
8-11	Education
12-14	Did he betray or confirm equality in F? (Dictated essay by A.L.M)
15-24	Ulm; Austerlitz
24-80	Blank [in fact there are two pages of notes, and only 14 blank pages]
80-104	Motives for the Nap Empire
106-120	Italy + Germany
122-128	A.L.M. Motive for Emp (contd)
129-131	Nap's diplomacy – Luneville Period
131-136	“ “ - Amiens
137-140	Pressburg
140-151	Rupture of Amiens
153-155	Cont[inental system] (A.L.M)
158-167	Austrian Mediation.

Thus, assuming A.M. is A.L.M., as it looks like from the text, there are at least four sets of lecture notes on Andrew Morgan's lectures here. In fact, one of these, I suspect, is the only lecture I remember from my Sedbergh days, mainly because it was illustrated by a map which, like Napoleon's Empire, kept rolling itself up in the corner to which Napoleon was not attending.

I will not include Andrew Morgan's lectures, mirrored in my lecture notes, though they show my apparent ability to take quite clear notes (a tribute to him) on the lectures. In fact, looking at one set, it seems to have been dictated slowly, word for word. Other lectures I took in note form, this one has rounded sentences and wording which seems to suggest we copied it down longhand.

Did Napoleon betray or confirm equality in France? (Dictated Essay by A.L.M)

The other 'Special Subject 2' hardback notebook also has a table of contents which again gives an indication of my assiduous note-taking. It is as follows.

1-8	Austrian Mediation
8	Spanish "ulcer"
12-13	Diplomacy (general)
17-20	Comments on essay "Lack of understanding..."
23-29	General survey of Geyl appendix
30-36	Essay preparation (not imp)
41-47	Geyl "Chronological table"
51-63	Talleyrand
	[five blank pages]
72-98	Napoleon and the Papacy
98-106	(A.L.M) Napoleon diplomacy V (RUSSIA)
106-114	Austrian Mediation (A.L.M.)
114-135	SPAIN

135-138 TALLEYRAND

139-144 Causes of Nap's downfall (A.L.M)

145-156 Nap and his Marshalls

156 Why does Nap fail to defeat Eng?

156-160 How effective the use of his family

162-165 Nap the Man (A.L.M.)

Again there are four of Andrew Morgan's lectures alongside notes and feed-back from essays. The lecture by Andrew Morgan on Talleyrand is half in consecutive prose, half in note form. So it was clearly not dictated verbatim, but was also clear and slow so I could take full notes. The notes on "Napoleon the Man" lecture by Andrew Morgan are in the form of pure notes. On p. 166 there is a rather interesting graph of Napoleon's success and failure.

It is clear that I found the work on Napoleon fascinating, full of historical thunder and historian's disagreements. We were using some contemporary letters and accounts, and a range of secondary sources – Mowat, Holland Rose, Geyl, Cobban, Thompson and others. It was the nearest I came to doing a real research project in history at school and hence a foundation for many later endeavours.

HISTORY WITH FOREIGN TEXTS

This does not need treating at any length, partly because there is more than enough under other aspects of history that we learnt, partly because very little remains of my work on this my fourth, A level, partly because it was the one exam I managed to fail.

As I recall, the idea was to study history through two foreign languages, Latin and French. The two texts chosen were Bede's History of the English People (latin) and Michelet's history of the French Revolution, and also Mathiez.

I can't say that I enormously enjoyed either. The few traces of work for this subject can be dealt with briefly. In terms of the organization of my work, the subject according to one list, was accorded less time than other parts of the course. For example, in the Brown Book for Lent 1959 here is a list at the back, which includes, after Monday and Tuesday spent on English,

Wednes. Hist – Special [subject – Napoleon]

Thurs – Hist – Eur[opean]

Fri – Hist – Eng[lish]

Sat – For[eign] texts

Whether this reflects the classes, or what I was reading/revising in the term before my A levels I am not sure.

On another page under the heading '5th Week. Work for the Week' there is the following. 16-22 [presumably 16-22 February 1959]

- History* i. *European** Ogg 4 (145-161), *Green* 18 – *Fisher* 7
ii. *English** - Reese – 15,16; Ashley 6

- English* i) *Persuasion* – L.R. *
ii) *Tempest* – carry on

Hazlitt – five characters

French i) Prepare a bit.
Essay on Michelet*

General Essay *What is knowledge?

Latin -

The History with foreign texts is Michelet, and 'Latin' unspecified.

I have another small soft-backed notebook entitled 'WORK SYLLABUS + INDEX'. Most of the pages have been torn out but it is clear that it refers to work done in the first term of 1958, when I had been in Upper Sixth for nearly two terms.

WORK TO DO

1. *English* (H.H.M.) = 5 hours
 - a) *Paradise Lost* = 4 hours
 - b) *Spenser* = 1 hour
2. *English* (D.B.A.)
 - a) *King Lear* = 3 hours
 - b) *Hazlitt Essay* = 7 hours
3. *French*
4. *Latin*
Bede Eccl Hist = 3 hours
Fr = 2 hours
5. *History*
Sp Subj = 5 hours
Eng + Europe organization = 5 hours

At the bottom days from 3 to 29 are enumerated.

Thus French and Bede were allocated about half the time of either English or History. Whether this was because we were expected to get through on less work, or I was not interested, I do not know.

*

As for my detailed work on Bede and Michelet, I have not found any traces. All that I do have is work done in the year before I started the course-work, namely in the Lower 6th History. There is a 'French Essay' titled "The Religious Question" which has the mark and comment Beta plus plus, 'Good'. It concerns the Civil Constitution in France during the Revolution. There is also a "French Exam" for which I got 56%. It appears to be translation work, dealing again with the French revolution. I was sixth out of 15 in the class, a little above average and the comment I have penciled in was "Fair".

As regards Latin, there is again nothing about Bede. There is just one "Latin Exam", again in the lower sixth. This, to my surprise, was an acceptable set of translations. I got 73% for this and was first or second in the form and there is the

comment 'V Well done'. There are a lot of ticks and 'V.good'. Something of my long training at the Dragon must have remained with me.

One reason why we may have been obliged to take this paper was that if we went to Oxbridge, we needed some Latin for our entrance, and also to stay there. So when I went to Oxford, I had to take something similar to the above in relation to foreign texts in latin. I managed to fail on my first attempt and if I had failed again would have been sent down. With special coaching I just scraped through.

*

There are a number of not very distinguished French and Latin unseen papers, which I shall not reproduce here. But I was impressed by the French historians and they probably influenced my later development as a historian, and particularly my love for Tocqueville, so I shall include one text on each of these authors.

We studied Albert Mathiez's 'History of the French Revolution', and here is an essay I wrote on Chapter 7 of his book.

French Essay (Mathiez Ch 7)

'How did the Bourgeoisie ensure in the 1791 Constitution, that power would remain in their hands?'

There were two possible spring from which might arise opposition to the bourgeoisie. The first was the King and his ministers, the second the mass of the people. The aristocracy of birth had ceased to exist and its past members had become associated to the aristocracy of wealth, in other words the upper middle class. The aim of the Assembly therefore was to prevent a return to despotism and feudalism, and to secure the peaceful domination of the middle class. It also wished to prevent any revolutionary feeling among the lower class from gaining any more power.

After the Constitution had been passed France was almost a republic, for the powers of the crown had been drastically cut down. As a check to the sovereign the king had a limited and carefully scrutinized civil list. This meant that he could not borrow from the Treasury or any other source, and hence it made him rely on the Assembly. Although hereditary kingship was preserved the king could be deposed by the Assembly for high treason or absence, and during a minority the people were free to choose the Regent from any source.

The Constitution provided safeguards also against the ministers being entirely controlled by the King, and being independent of the Assembly; for these ministers had great powers their freedom would have endangered the life of the Assembly to the advantage of the King. Although the King could choose ministers he could neither reward them at the end of their term of office or choose them from the Assembly; both precautions [sic] were to prevent bribery. Ministers were also held responsible to the Assembly for administration, and their every deed was inspected closely by the Assembly. If they proved corrupt they could be arraigned before the High Court. The King himself depended on the signature of his ministers for every action, and therefore was dependent on the Assembly.

There were many other safeguards against the encroachment of the King, for instance the personal inviolability of the members of the Assembly. Again no troops were allowed to be posted within thirty miles of the Assembly, and the king could neither shorten or dismiss its meetings. Although the king nominally maintained control of diplomacy, yet he could not declare wars or sign treaties on his own, and was bound to the Assembly through the signature of his ministers.

We have seen that the Assembly was therefore the ruling power in the land and that it was well protected against the King, but to benefit the bourgeoisie it had to be completely in their hands, how was this to be arranged?

As I have said a new nobility of wealth was created. This division into classes is most clearly shown in the electoral process for the Assembly. Firstly citizens were divided into two groups "passive" and

“active”. An active citizen, in other words a man who would play some small share in the government, had to pay a direct tax equal to at least three days work. This cut down the amount of people who had a share in the government to about four million out of a total of twenty-six million. To be able to elect a deputy one had to pay a tax equal to ten day’s work; and to be a deputy a tax of fifty francs and also one had to own some property. Hence it was only the bourgeoisie who took any part in the elections, and only the higher bourgeoisie could be members of the Assembly.

Another precaution which the Assembly laid down was that only active citizens could join the National Guard.

Central administration had been taken out of the control of the king and put into the hands of six ministers who were in turn responsible to the Assembly. Similarly it was the bourgeoisie who controlled the provincial administration. The department, canton and district had replaced the old king-controlled divisions, and hence far more power was given to the local authorities. They administered funds, repaired roads, ran the services, collected taxes and even commanded the national guard. The two forms of local government were departments and municipalities and in each the qualification to be an influential member was a wealth one, that of paying taxes equivalent to ten day’s work. In the ‘council’ of departments which governed the country areas the members were unpaid, and hence were limited to the richer bourgeoisie. Thus all the administrative machinery in the country was either firmly controlled or already in the hands of the middle class.

Similarly the judicial and legislative departments were in their control. The king’s suspensive veto, which could anyhow be avoided by the Assembly if they issued a proclamation, did not apply to constitutional or fiscal laws. Justice was reformed on the same basis as administration, and so both the juries in law courts and justices of the peace had to be fairly rich men. The High court was also in the control of the bourgeoisie for only the Assembly could prosecute in it.

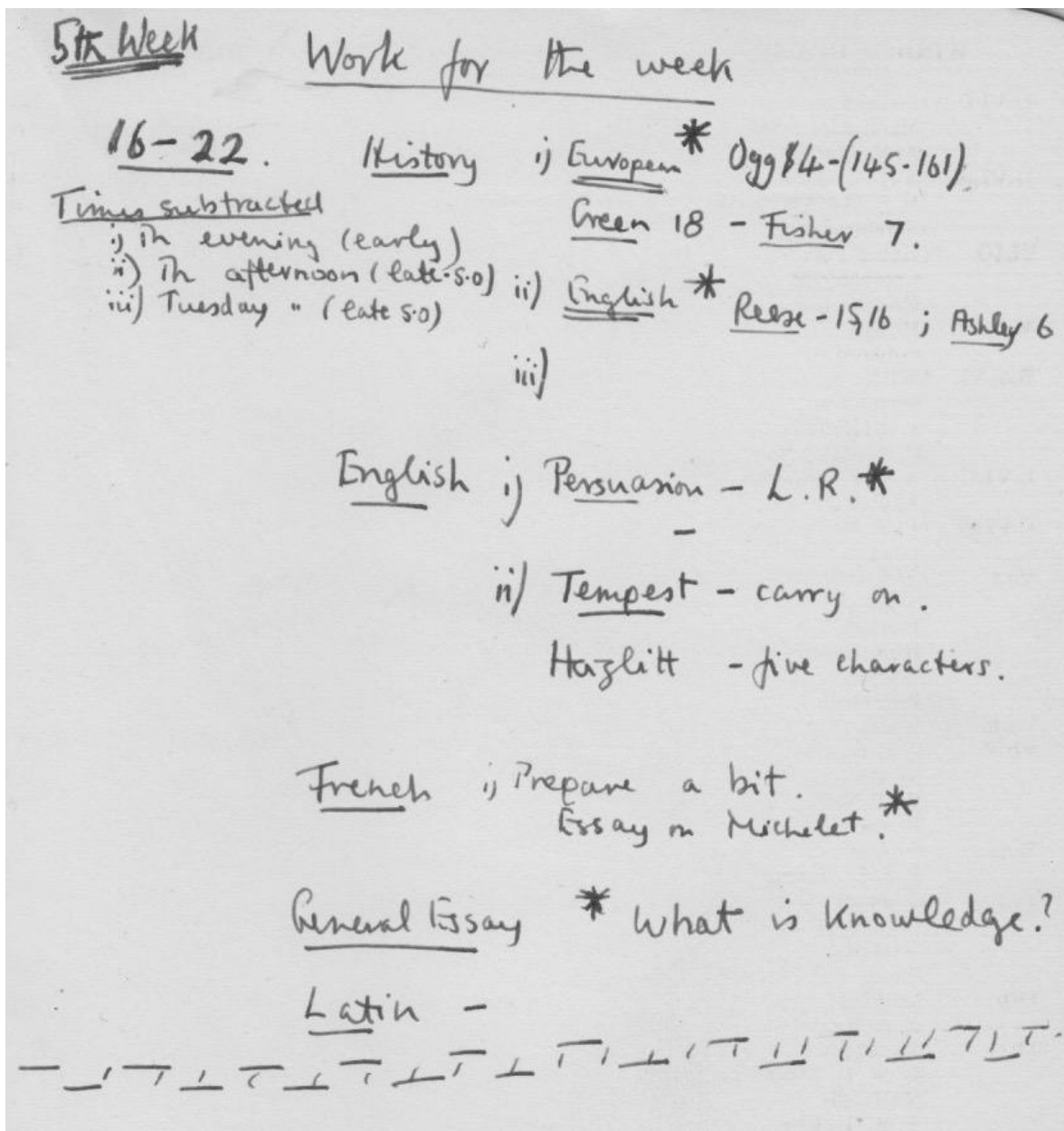
In fact the king was rendered subservient to the Assembly, and all administration, justice and the national guard was in the hands of the bourgeoisie. They could prevent interference from above or eruption [corrected to one ‘r’ in red] from beneath.

Mark: Alpha minus

*

The other author was Jules Michelet, whose history of the French revolution we studied. I have a lot of lecture notes on Michelet, but nothing else.

European History in Clio



A great deal of the essays and notes were concerned with political and military history. But the subjects I clearly enjoyed most and did best on were intellectual history, so I shall start with the two essays on this theme, which foreshadowed much of my later interest in history.

In a 'Style and Spelling' grey notebook there is one entry on a history essay.

“*Essays*” (returned) History

Sept 29 - What is meant by the “humanism” of the Renaissance? (mark: alpha minus)

Comments (i) illustrations from actual writings. (ii) *tidiness!*

This essay was done early in my first term in Clio. It was perhaps the most important historical essay I wrote at School – my first in the sixth form for Andrew Morgan, and suddenly propelling me to a level which I never again retained, but which filled me with a new excitement and ambition. Here is the essay, as I wrote it (first and last pages) and with a transcript below for those who find my handwriting difficult.

CH10.

History Essay :-

A. Macfarlane

"What is meant by the 'humanism' of the Renaissance?"

¶

To fully understand the significance and meaning of the "humanism" which characterized the Italian Renaissance it is vital to understand the frame of mind of ^{man} ~~man~~ before the Renaissance broke out. In the medieval world, man was intensely ^{conscious} ~~conscious~~ of the nearness of God, and of the day of judgment. For he believed that the importance of the life on earth lay in its chances of preparing for the everlasting life to come. And therefore the one important ^{opportunity} ~~achievement~~ in his life ^{was that he} ~~could~~ be serve God well. ^{so} ~~Therefore~~ ^{Medieval men} ~~they~~ were also pessimistic concerning man's abilities, for they measured ~~too~~ everything by God. ~~They~~ even believed that it was a disturbance of the ~~divine~~ divine order if a man moved from his grade of society, except through the church. But the rebirth of interest in Rome and especially in Greece, and Neo-platonism thought, led to a new view of man.

^{Some of the} ~~The~~ ^{new} ~~new~~ classical ideas which the Renaissance writers adopted were very different from the ideas of medieval times. These new value of life which was called "humanism"

Before the Ren

i) God in every dept of our lives

ii) Life nips only in relation to life to come.

iii) Measured all by God.

But Rebirth of interest in old learning

Horatio
Antropo
is the
Theoph

placed man [↑] at the centre of the universe,
(instead of God). This meant that the
humanists attached great importance to the
affairs, temporal aspirations and well-
being of man. These ideas originated
from the Greek's doctrine that the fact
which made man superior to animals was
his life on earth, that his personal
achievements here on earth were what
distinguished him from the animal. Therefore
he ~~had to~~ ^{had to} live a full, wide and
somewhat self-centred and introspective
life. Previously man had lived only to
glorify God, now he could glorify
himself also. It was a system of
thought which was used to "defend or
exalt man in his relations with God,
nature, or society." It was a
measurement of all problems by ^{a scale of} human
achievement, and therefore it made
man conscious of his important and
individual role in the plan of the
redemption. It might even be called
"a discovery of man", in its true
sense, for it recognised the importance
of man's physical body and ~~his~~
heart, as well as his spirit.

- man's
life -
earth
unearthly
myst

- a full
wide &
self-centred
life

- a measurement
of all problems
by a scale
of human
achievement

- a discovery
of man's
physical &
body
as well as
spirit

Does not this
remind you of
Pelagianism?

This was the actual strict change
in outlook, but it is easier to underst-
and "humanism" and all it implies

I (b)

CL10

History Essay (Humanism) Cont.

A. Macfarlane

by studying its effect on art, literature, science and other branches of human activities.

Effects a human activity.

The "humanist" was ~~often~~ usually a man of ~~with~~ ^{versatility} ~~capacity~~. For example; Alberti

- example of versatility - Alberti.

was an athlete, horseman, painter and architect, who composed melodies, wrote a comedy and was an expert in applied science. Man felt that he should develop

- man should develop within this world.

not "beyond the world (as before) but within the world," and he had a corresponding increase of faith in his own will.

- Science - study of human body

This led to new interest in science which was approached also in a new ~~light~~ ^{way}, for men now looked at the human body with interest, whereas previously they had looked at it with something akin to dislike.

- new self-confidence & optimism - adventure - exploration - enthusiasm

With his new self-confident spirit came optimism, which again led to a spirit of adventure; the world was explored by man, confident of his powers.

While in every sphere there was a growing enthusiasm.

Yet at the same time there was a growing pessimism - not, of course, among humanists.

One of the important ideas within Humanism was the liberty and the uniqueness of man.

- Liberty uniqueness of man.

This led to the guiding force behind men being ~~changed~~ ^{changed} from religion, to a personal ambition to achieve fame. The

- guiding force of man not now religion but ambition.

Macfarlane	Macfarlane	Macfarlane	
A. Macfarlane	Romans and Greeks had sought personal glory, and the Humanists intended to emulate them. The		
A. Macfarlane	supremest example of this egotism is the		
egotism i.e.	"Prince" of Machiavelli. The Humanists believed that the rulers did not have a divine obligation, but an obligation to themselves to keep power.		
	<p>Lastly, in art we see the effects of "humanism". One of the ^{main} effects is "realism". People still painted religious pictures subjects, but the ^{people} human in them now looked alive, interest was not only centred on God but also on man ^{as in Roman times}. In architecture this is well illustrated by a passage from Pevsner "The religious meaning of the church is replaced by a human one. Man is in the church no longer pressing forward to reach a transcendental goal, but enjoying the beauty that surrounds him, and the glorious sensation of being the centre of that beauty."</p>		
	The only other question about Humanism is its religious beliefs. Was it anti-Christian? There can be no doubt that "Humanism" led opened the way to a certain amount of criticism of the church, and that by placing man at the centre it made life in the end more secular. But on the other		
		ART	- realism. people now alive.
		Anti-Christian?	- did lead to criticism of the Church. - and by putting man at the centre of religion it led to a more secular approach to life.

II(c)

Ch10.

"History Essay" (cont)

H. Magford

- weakened
spiritual
ties
(judgement
day further
off)

- this
reconciliation of
humanism
with Christianity
shown by
Michelangelo.

hand ~~the~~ many of the devotees of
"humanism" were pious ~~etc~~ Christians,
while ~~the~~ "humanism" did not in ^{many} ~~any~~ ways
contradict Christianity. Undoubtedly
by making the vision of "the judgement
day" seem ~~weak~~ ^{distinctly remote} and man's
liberty and potentialities greater, it
greatly weakened spiritual ~~ties~~ ^{ties}. But
this was counteracted slightly by
the counter-reformation. This
merging of "humanist" religious ideas
into the old Christian beliefs is
well demonstrated in the work of Michel-
angelo, whose ~~work~~ ^{masterpieces} have a terrific
spiritual depth, although he was a
"humanist." For the flush of joyous
and secular living began, in about
1520, to subside into the old
Catholic piety.

α - Excellent. This is the sort of essay
that wins university scholarships.

Improvement possible in two directions:

(1) illustration from 15th writings. Humanism,
as you say, is primarily a literary
movement.

(2) Humanists' obsession with stylistic questions.

(3) Tidiness.

The other essay of a general kind is on the following title:

What do you understand by the Enlightenment?

The river of knowledge does not always flow freely. After the turbulence of the Renaissance where human curiosity had spread like a lake over many hitherto barren tracts of land, bringing up a lush growth in art, culture and even science and political thought, the stream had seemed to narrow and then disappear [spelling corrected] almost completely under the mountain of the Counter-Reformation. This was true in France at least, for original and novel thought was not encouraged during the reign of Louis XIV. Meanwhile in England it still flowed rapidly in a narrow gully to broaden out to encompass Locke, Newton and Hobbes at the end of the seventeenth century. The English tributary then suddenly flowed out, mixed with the reappeared waters of the French school of thought, to constitute the Enlightenment in the first half of the eighteenth century.

My picture of the Enlightenment is of a stream rushing into a vast plain over which it spreads, thinly admittedly, but bringing to the parched ground new thought and new desires. [in red 'careful'] The Enlightenment as I hope to show was more a period of diffusion, of popularization, of accumulation and practical application than a deep movement of fundamental discovery. The Enlightenment was an age of common sense and wit rather than intuition and wisdom.

The universality of the movement is easily proved. Voltaire alone was intensely interested in religion, ethics, a social policy, freedom of thought, economic problems, history and science. Scientists like d'Alembert and Réaumur, legislators like Montesquieu, economic thinkers like Quesnay and Mirabeau, novelists such as Goldsmith, poets like Pope and Voltaire all played an important role. Yet most of them were not mere abstract thinkers when we examine their theories it will be clear that another feature of the Enlightenment was its real attempts at practical application of the theories it had inherited. That it was a wide lake has been demonstrated – but what proof is there that it came from the English tributary and was not a continuation of the French train of thought?

The evidence, very briefly, lies in the method which French philosophes (and others – such as Beccaria in Italy) used to study the problems with which they were faced. If they had been following their ancestors, especially Descartes and the Cartesians, they would have applied logical rationalism. In this method one accepts a certain fact as reasonable and logically argues from this that other principles are true. The method however which such men as Montesquieu, Voltaire and Beccaria used was experimental rationalism, that is to say the method of Newton and Locke in which conclusions are based on experiments and observed facts. "Observe, experiment and collect" were the watchwords of this new and successful method. The contrast between the two methods and his adherence to the latter or English formula is well demonstrated in the re-action of Montesquieu in his "De l'Esprit des Lois" of 1748 against the Cartesian law-philosophers. They had, with their logical rationalism, worked out a general system of law; and hence maintained that a country which did not conform to these general rules was badly governed. Montesquieu however maintained that the observation of laws in action in various localities, with the differing effect of race and environment would show that laws were not good or bad in themselves. Each separate [spelling corrected here and in the next 'seperate'] laws and those laws are good which bring most happiness to the ruled, those bad which bring about disorder and distress.

It was not only, however, in matters of method that the Enlightenment in Europe in the first sixty years of the eighteenth century was a developement [spelling corrected] of English thought. A short study of Locke will provide many of the underlying principles which were amplified in the Enlightenment. The advocacy ['acy'] by Locke of religious toleration, though not a novel idea in itself is clearly adopted by the French; they also accepted his theory that religious belief is a matter of common for the individual soul – a legacy of the Reformation and an eddy which is constantly appearing throughout history from the disputes in the early Christian church to the teachings of John

Wesley. Locke's contractual theory was widespread in its effects, even Frederick the great saw himself as the "first servant of the state" and realised some of his responsibility to his people. Locke's belief in man's ability to govern himself without divine revelation, hence destroying Divine Right, is a forerunner of the philosophes increasing confidence in the power of the human soul to work out his own destiny. It is clear that the self-interest of men will contribute to the good of the state – even if unchecked – was an obvious seed from which sprung Rousseau's doctrine of the essential goodness of man in his primitive and natural state.

So we can trace the founts of the Enlightenment and are thus aware of some of its inherent principles, but before discussing the actual methods and application of the French it is necessary to note one of the foremost men responsible for popularising Locke's work in France – this was Pierre Bayle. Bayle was a sceptic who translated Locke's works and added his own genius to the existing theories. Though he died in 1706, he set the tone for the following century. His main ideas were the independence of man from religious revelation; the sovereignty of the political state – in a state which was held together by purely secular interests; and that all governments should be judged by their results.

The yardstick by which the philosophes measured institutions and practices was rational utility – and hence they opposed ignorance, fanaticism and prejudice [spelling corrected]. At first the Enlightenment was in the main destructive. Voltaire with his penetrating satire "etched away the waxed mask with which tradition covered the lineaments of reason." For him it was war to the death with "l'infâme". Religion, and especially the established Catholic Church was ridicule and mocked, its dogmas were reviewed and some, such as original sin, often rejected. But yet it was not the Deism or Atheism of the seventeenth century that the philosophes acclaimed – these with their disbelief in an after-life were pessimistic. But the age was one of optimism. Those with the concepts of human perfectibility, of human goodness, of the progress of man sought a more hopeful creed. During these years there seems to be lacking a really positive religious code made to suit this feeling. In England there was John Wesley.

In matters of government the French philosophers especially Voltaire, Montesquieu and Diderot believed in the liberty of the individual, legal equality, equitable taxation and some efficient government.

In the field of economics Quesnay and Mirabeau the leaders of the Physiocrats stated that land was the only source of wealth and hence that land should pay all the taxes (Quesnay suggested that there should be a single tax on the "net produit" of the land – instead of the complicated French system), while it was also stated that any restrictions on the internal circulation of wealth (such as trade barriers) were harmful. This thought was not profound or highly progressive but at least there was interest.

Science of course was developing fast – and the peculiarity here was the transformation of its sphere from the "study" to the market-place. Many could join in the collection of facts, in observation and experiments, especially in the study of natural phenomena. These were for instance produced on such subjects as the breeding of livestock, the making of carriages and the behaviour of beetles.

The Enlightenment was admittedly limited mainly to those who could read – and centred largely around the salons of Paris. But the enormous output of books, and more especially the tremendous sales (many books ran into over a dozen editions – and were translated into several languages) attested to the thirst for knowledge during this period. It was indeed a period of intellectual awakening. This attitude was to lead to practical reform – for it questioned all established forms. I have only dealt with the Enlightenment in France. This is partly for lack of space – partly because fundamentally the movement was the same in all the countries it affects – Italy, Germany, Spain, Holland, Sweden and Norway, though not so strong.

Mark alpha --- V.good. Balance: perhaps too much on origins at the expense of some of the more important thinkers – Condorcet, Diderot, Rousseau.

*

I wrote numerous essays on European politics, but I shall only include two of the best here, though perhaps extracting a few paragraphs from others.

One which throws some light on my view on political divergence is as follows:

“What did the benevolent despots have in common?”

It is one of the paradoxes of history that Frederick the II of Prussia should be regarded by the “philosophes” as the great enlightened philosopher-king. For in reality it is arguable that he was the least truly enlightened of the despots who come into this category. Nevertheless it is essential that we should include him in both the category of enlightenment and even benevolence for he was an essential feature and even a cause of the broad and complex European phenomenon which reached its climax in the years 1763 to 1789 – benevolent despotism.

Benevolent despotism implies a rule in which autocratic government is used in the interest of the people. Government in which the ruler strives to bring about the greatest happiness of the greatest number, rather than seek after personal power. With this definition it is possible to name Gustavus III of Sweden (d 1792), Struensee and the two Bernstorffs father and son (real rulers of Denmark during the reign of the mad King Christian VII), some of the petty despots in Italy and of course Joseph II as benevolent despots. It is doubtful whether Frederick II, Catherine of Russia or Charles III of Spain were actually benevolent (Frederick was actually almost a misanthrope – he disliked the human race, calling it the “le race méchante”). Yet in the fact that Charles III and Frederick elevated the State above themselves and Catherine was prepared to be benevolent if it was convenient will have to justify their inclusion.

It was in the realm of ideas and motives more than in the sphere of actions that these rulers were similar. [in margin: Ideas tick, but motives?] The background of “philosophe” and “physiocratic” thought pervaded them all although in some cases, such as Catherine, it did not seem to shape their actions to any appreciable extent. This failure to fulfil their beliefs resulted because the motivating force behind these rulers was rather the realization that their lands must be reformed to continue to exist rather than a purely altruistic belief in the desirability of perfecting man.

States were compelled to strengthen their internal position – the weaker merely to survive and the stronger to be able to participate in external struggles. This then was the underlying aim of the despots and this was tinged in some cases by a genuine desire to put into practice the ideas of the ‘philosophes’ and encyclopaedists. The proof for this assertion can be discovered if we analyse the actual reforms of the despots.

To strengthen the state the rulers needed order, tranquillity and security in other words “greater revenue, efficient administration, stable judicial procedure, sound laws, larger armies, new tactics and strategy, and not least a policy of social welfare which would lead to contentment”. [note: Gershoy] We will find that the desire for the above is common in some degree to all the despots.

Frederick’s remodelling of the Prussian army with its cantonal system of recruitment, more efficient tactics, and training which raised the Prussian forces to two-hundred thousand of the best troops in Europe soon became the envy of all other enlightened despots. Joseph of Austria overhauled and centralized his military forces and, in keeping with another feature common to the benevolent despots, attempted himself to lead the army and showed considerable interest in it. The fact that he was not very successful does not alter his aim. The Marquis of Pombal, the real power and – except in name – the ruler of Portugal was another who reshaped his army. This tide of militarism naturally also affected Sweden (under Gustavus III) and Denmark – where the hasty efforts of Dr Struensee to put the army on a Prussian basis were firmly established by the rule of the Bernstorffs. Catherine of Russia needless to say also strengthened her army and navy.

Frederick was again the inspiration of many of his fellow-monarchs in the realms of state efficiency. He realized that to be powerful abroad you must be secure and wealthy at home. One

feature of this programme was centralization and unification. Accepting the theory that he was “the first servant of the state” and indeed subservient to the state he then proceeded to take as much of the actual running of government as possible into his own hands. Both these were features of benevolent despotism. Joseph was as dictatorial as he was egalitarian and his desire to subject regional government to his own personal rule in Vienna is best demonstrated in Belgium and Hungary – hitherto strongly provincial. Indeed Joseph was forced to play the part of an autocrat for hampered as he was by a backward administration, widely scattered territories, and no strong bourgeoisie or public-spirited aristocracy and believing passionately in reform he realized this was his only chance of promoting advance. This centralization of the administrative side of the State under the King who took decisions and ministers who were now only the executive part of government is amply demonstrated in Spain. Here even roads were constructed to help a central government.

Voltaire had advocated the strengthening of the monarchy and the philosophes were again interested in economic and financial systems. Increasing knowledge of financial matters during the preceding century and especially admiration for Colbert’s mercantilism had resulted in increased state interest in agriculture but primarily commerce and industry. Frederick conformed to strict mercantilist principles, he was largely responsible for adding industrial development by investment and protective tariffs.

[**spelling corrected**].

Joseph the II put prohibitive taxes on imports, yet he was less tied to the mercantilist theories than Frederick. Physiocratic theories inspired his unsuccessful land-tax [**tick in margin**] which was to have covered his expenditure, while his investment was aimed more at education and medicine than industry.

In Spain there sprang up “patriotic” and economic societies for the promotion of technical progress and Charles encouraged the pioneers of industry and founded free undertakings, for instance the cotton [sic] factories at Barcelona. Commerce indeed gained momentum, but his bold attempts at reforming public finance with its ideal of equitable incidence was a failure. The same kind of attempts were made in Italy both to levy taxes more fairly and develop [**spelling corrected**] agriculture and industry, while in Denmark the free trade in corn and livestock was inspired by the Physiocrats. Even Catherine fits into this pattern, for though she was not particularly [sic] active, except in tying the aristocracy to her throne by giving them control of a share of the increasing industry, Russia saw a period of rapid economic advancement under her beneficent rule. A rule which was perhaps partly inspired by the Physiocrats.

[**in margin: ‘What signs of this do you see?’**]

There are three more important features of this universal drive to make the state more efficient and powerful, namely a growing dependence on the bourgeois class of society rather than the aristocracy, anti-clericalism and re-codification of the laws. In the first instance the action of Catherine in cleverly mixing the nobility with the bourgeoisie and so identifying the aristocracy’s interests with the crown’s is only one example of the curbing of the power of the nobility. This was not an abolition of the aristocracy, but rather an elevation of the middle class, sometimes thus depressing the peasants in even deeper poverty to make the change, as in Russia.

Joseph II’s attack on the church which included his repression of a third of the monasteries in an attempt to make the church “one of the numerous departments of state” is an outstanding example of anti-clericalism. This was followed by a fierce attack on the Jesuits in Spain and Portugal and their final expulsion from both these countries and even from France. [Footnote: I have not considered France in this essay – partly because I cannot trace much trace of any benevolence or enlightenment in LXV – partly because this essay has too much material already.] It was mainly in countries under the influence of the Pope that these moves were made, for instance in the petty Kingdoms of Italy. In the Protestant north the church was either harmless or under the state already.

Judicial reforms, including new codification, speedier and fairer trials, were attempted in Prussia – where justice was indeed improved considerably – Austria (where Joseph commissioned a new civil and penal code and instituted equality before the law) and notably Denmark – where the penal and prison system was revised – and Sweden where the courts were kept strictly to their work of justice.

The reforms which are not listed in the above are mostly those which were performed partly at least for their own inherent good. These were educational, the abolition of torture and serfdom, and freedom of expression and religious toleration. Joseph II was a remarkable example of the enlightened despot who felt the urge to try and put into practice some of the more philanthropic schemes of the philosophers. Stating that "reason and humanity demanded the change" he abolished serfdom, abolished the death penalty and advanced the cause of religious toleration. Others who took practical steps in this sphere of enlightenment were the Danish rulers who allowed free expression and thought, abolished the press censorship, developed education, restricted feudal rights and liberated the peasant. Again in Sweden the freedom of the press was recognised and torture forbidden. But really one can only say that all the benevolent despots shared a "calculated humanity" [tick in margin] for Frederick and Catherine though subscribing to enlightened ideals would not sacrifice their own power and had, especially Catherine, to adjust their ideals to what was possible in their state.

An outstanding characteristic of these so-called benevolent despots was the amazing difference between their internal and external policies. [tick in margin] Even the philanthropic Joseph showed not a glimmer of enlightenment in his external policies, but rather a dark longing for imperialistic expansion; his changed aspect is well demonstrated when he takes part in that "immoral game" the Partition of Poland. Frederick was the pattern of this opportunist outlook. He continually violated treaties (viz his invasion of Silesia which broke the Pragmatic Sanction or the Peace of Breslaw) and work solely on the laws of expediency. Charles III, Catherine and the petty Italian princes followed in his tracks. He himself partly explained this almost schizophrenic tendency disclaiming his reasons for the Silesian Invasion as "an army ready for action, a well-filled War-chest and perhaps also, the urge to make a name for oneself."

The benevolent despots were attempting by increasing the efficiency of the state and granting some privileges to its citizens to prop up the old forms of government. They swept away many of the ties of feudalism, assimilated some of the new ideas of current political thought and militarised their lands. In this endeavour to preserve the old order however the first signs of the new were appearing. Universal call-up, the slow emergence of the middle-class but above all the embodiment of the State as the factor under which even the King worked were gradually being accepted.'

The mark was alpha - 'v.g.'.

There are also two pages of detailed plans for this essay which show its earlier structure.

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Most of my essays were on particular rulers and their politics, but I will omit these for now. Many of them have very detailed plans, with points and sub-points

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The range of what we were learning can be seen from the titles of others – and the more normal distribution of my marks also.

'Why was the Empire so ineffective under Charles VI?' This is quite a polished essay, for which I received AlphaBeta and 'Good'.

'Where in his diplomacy did Louis XIV miscalculate?' Another self-confident essay for which I got BetaAlpha and 'Very good'.

'What were the unsolved problems bequeathed by Henry IV to Louis XIII'. This received Beta +++ and 'Very good', and a detailed comment on one omission.

‘Why did Sweden intervene in the 30 Years War?’ This received Beta plus, with ‘You must give more substantial reasons for your low estimate of the importance of the religious motive’.

‘Did Frederick the Great’s ability lie more in his direction of foreign policy or his internal administration?’ The mark is Beta ++++ with two suggestions for missing points.

‘What problems were solved, and what left unsolved by the Treaty of Utrecht?’ Mark is Beta ++++ Good

‘Account for the rise of Russia’. Mark is B++. ‘Good’. Here there is a comment which gives a glimpse of the fact that as well as books, we were receiving occasional lectures. ‘I hope to lecture later on the difficulties that Peter experienced in his work, and the limitations of his achievements.’

‘The decline of Sweden cannot be explained satisfactorily by the failure of Charles XII – Discuss.’ Mark is B++++ ‘Try to establish more clearly the precise nature of Charles XII’s blunders. Otherwise good: though perhaps you put too many of your goods into the “shop-window” of your preface’

There is also what looks like a history exam, with shorter answers on the following topics:

4. “Peter the Great failed to achieve his primary objective: for his army could not fight the Turks and Charles XII, was, like Napoleon defeated by the winter and his own folly. Discuss’.

The mark is 23 and ‘Quite well-reasoned’

5. “No war had yet produced permanent equilibrium”. Examine this statement with reference to Utrecht and the period you have covered.’

The mark is 20 ‘Rather thin: stress rise of power politics, militarism, aggressive nature of mercantilism, and the balance of power upset by rise of Prussia.’

7. “Catherine completed the work of Peter the Great.” Do you agree?’ Mark 22.

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There are also several essays without titles, usually shorter and perhaps done as exam questions.

One is on Luther and Calvin’s beliefs and received Beta+++

Another is on Spain in the sixteenth century and has Beta++++ ‘v.good’

Another is on Philip II and his failures. I only received Beta++ for this.

Another is on Louis XIV and his role. The mark is Beta++++ ‘Good’.

Finally there is one on the Counter-Reformation. The mark is Beta++ 'Good'.

Looking at all these essays it is clear that our European history work covered the period from the fifteenth to eighteenth centuries, that there was a good deal on political history, and that we concentrated on France above all, and then Spain and finally a few other places such as Russia and Sweden. There is not much on Germany, Italy or eastern Europe.

NOTES

As well as essays, there are quite extensive notes of various kinds. There are two pages in tiny handwriting which look like revision notes titled 'Chronological Table of European History (the C18 Century)', which cover such topics as Frederick the Great, the Seven Years War and Fleury.

There are a number of loose sheets of notes on such topics as 'French History', 'Renaissance', the 'Reconstruction of France', 'Why Prussia Survived', the Counter Reformation and Lutheranism.

There are also two A5 hard-backed brown notebooks.

One of these has the following notes:

Franco-Spanish War (1494-1559), 15 pages

The German Reformation – 20 pages

(Winter Term 58, September)

The Renaissance – 25 pages. These contain the materials for the essay above, my best ever mark for Andrew Morgan. There are a considerable number of notes here, for example three pages on the Scientific Revolution, which were not used in the essay itself. Among the sources I used were the Encyclopedia Britannica and Chamber's Encyclopaedia.

The other is a substantial hardback book and contains notes on English history on pp. 1-40, European history pages 40-73, the Renaissance pages 73-100 and English History 120-180.

The European section starts with 15 pages in preparation for and reflecting on the essay on 'What did the benevolent despots have in common?' As well as my notes and plans, there are notes (one and a half pages) on a short lecture by Andrew Morgan on 'Catherine'. There are also two pages of notes headed 'Comments on Essay', where the thoroughness of my teaching on this subject and the feedback I was receiving in detail is well illustrated.

There are then twelve pages of notes in preparation for my essay on 'What was the enlightenment?' which is reproduced above. This includes half a page of notes on what was probably another lecture, on Frederick II, against which it states 'A.L.M.', and another detailed set of notes on 'Political Aspects of the Enlightenment', particularly concentrating on John Locke, again given by A.L.M.

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There is another section headed 'EUROPEAN REVISION'. This starts with an interesting passage headed:

RENAISSANCE

Memory.

- i) *Rebirth of ancient learning – a return to Rome then Greece and even the Jewish forefathers – an increased interest in man as the centre of the Cosmos – instead of God – hence an increased search into the human body (typified by Michelangelo – parts of human body). This was reflected first in an intellectual movement. Later it was used by the rising and increasing middle classes – especially in the Italian banking communities – Florence etc. (viz Machiavelli – the Prince). This was not the only movement of its kind – there had been minor Renaissance's previously in C14 and even C12 – but the rich city-states of Italy were ideal for promoting the spread of the movement. The movement was not opposed to religion – but its intensely curious spirit tended to expose many of the hidden falsehoods of the rather rigid religion of the time. Thus it tended to lead to a more earthy, less spiritual approach to life – an approach which is shown at its most earthy in the work of Rabelais. The Renaissance was a new thinking, combined with digging up the ideas of the past and adapting them to C15 Italy.*
- ii) *Before – implicit belief in religion – everyday life saturated in Christ – though a conflict between the Temporal and Secular powers.*
 - *a gradual process – the shadow of the old conventions covered things – while changes went on beneath the surface – increasing trade, usury and pessimism and escapism.*
 - *H.R.E. and Pope losing power – rise of separate states with the germs of new govt systems inside sterile?? -clinched old govts (Eng – Wars of Roses – Fr – war of religion) – Turkish menace*
 - *the sterile old was being undermined (Vis Dantean theory of universe and Thomas Aquinas)*
 - *The Changes i) Rural society changing – growth of towns and trade (ii) Decline in serfdom*
- iii) *King rising – breaking unity of Christendom.*

I then look at the French Revolution for three pages.

There is then another A.L.M. lecture, this time noted across seven and a half pages, on the Parlements in the C18.

There is then another even longer lecture by A.L.M. on 'French Revolution (1789-1792)'. Very detailed.

There are then notes on 'HISTORY TODAY ARTICLES'
April 1958. Robespierre by George Rudé (2 pages)

There are then two pages of notes on books, then another lecture by A.L.M. on 'The 4th Revolution' – some 12 pages of notes.

There is also a diagram I have made, clearly for the essay on enlightened despots, showing their relative strength in terms of Military State, More Powerful and Efficient, Enlightened, each of these subdivided, for example under 'Enlightened' I do a graph of religious toleration, abolition of serfs, education, free expression, abolition of torture, justice, liberty of indiv, poor relief.

There are also three pages in chart form of European political history, of Spain, France, Netherlands and Sweden. Germany and Empire are not filled in, and England just has a few dates.

There are also six foolscap pages of notes titled 'AUSTRIA - dictated by A.L.M. Her position in Europe 1740-50'.

There another two pages titled “The 7 Years War” (Supplementary talk by A.L.M.), to which are attached a page with two detailed maps of battles of Frederick II.

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We were not only given a series of lectures and detailed feed-back on our reading and writing, but also issued with very detailed cyclostyled notes. The ones I still have are.

EUR. HIST. C18TH. NOTE SEVEN. SEVEN YEARS’ WAR (PRUSSIAN VIEW) – 1 page cyclostyled, typed.

EUROPEAN HISTORY. NOTE 1 (contd) THE GREAT ELECTOR – 1 page cyclostyled, typed, with a few of my notes on the Effects of the 30 Years War on the bottom.

EUROPEAN HISTORY C18TH. NOTE NINE. SHEET 2 FREDERICK THE GREAT – PHASE THREE, 1763-1786. (contd) – 1 page

EUROPEAN HISTORY. C18TH NOTE ONE. NARRATIVE SUMMARY OF EVENTS FROM PEACE OF UTRECHT TO 1739. – 1 page, heavily annotated by me.

NOTE TWO. THE POLISH QUESTION. – 1 page, again heavily annotated.

NOTE THREE. EASTERN QUESTION (Phase One) – again lots of my notes.

NOTE FOUR (Sheet 1), THE RISE OF PRUSSIA – TO THE CLOSE OF WAR OF AUSTRIAN SUCCESSION. Again with lots of annotations, cross-referring to both books and articles and talks.

And so it goes on...

There are another eleven pages of cyclostyled notes similar to the above, often heavily annotated, and in great detail. Most are about Frederick, Joseph etc. and there are occasional detailed supplementary notes on loose paper by me.

We were certainly being intensively grilled on European history!

It is clear from the above that we were not being spared international diplomacy, the history of European conflicts, and the place of Britain in a much wider world. I had forgotten this whole dimension of my education and thought I came to European history afresh at Oxford!

Historical methodology

In one of my small general notebooks ('Reading Log' dated 1960, hence in my last two terms) there is the following.

(SEDBERGH LECTURES ON HISTORY)

These are notes on a lecture:

A.L.M. [Andrew Morgan] HISTORY WHAT IS IT AND HAS IT ANY USE? (also the purpose of the writer)

I. Bounds.

Does not include

- a) A purpose or pattern in history?
- b) An art or science? (Trev & Namier)
- c) Should the historian express moral judgements? (J.M.C)
- d) Lessons to be learned from history.

[One can learn anything one likes from history "the one thing one learns from history is that nobody ever learns anything from history" – Hegel]

II. What is history?

It can be many things from "history of solar system" to the more common "history of man since the beginnings of recorded time" .

much disagreement beyond this – which men? Or which aspect of man? Or which of his activities?

Obviously there is so much the historian *must* select – but what? Is he to concentrate on (a) what seems imp to his own age? (b) what seemed imp in the age he is writing of?

7 different opinions

- i) "History is past politics; politics is present history" – too narrow
- ii) "History is the essence of innumerable biographies" – Carlyle danger of assuming that by adding up individual lives = sum of all human achievements (60 boys do not make a house etc)
- iii) "History deals with the condition of masses of mankind living in a social state" – York Powell – the social animal – comprehensive social nature of history –
Next tour – have in common: their view of the nature and scope of history largely determined by their view of what it exists for
- iv) *Moralist's view* – a lesson to teach. – *no* – a failure if this so – the moral should be a bye-product, not its objective.
- v) *In reaction* – past exists in its own right – its study no purpose save the pursuit of truth – *pure research* (a lot of sterile work on detail *also* very imp stuff)
- vi) *Lays emphasis on the value of history as an explanation of the present.* "How did the present state of things evolve out of the past?" – Trevelyan – but *only* to study that which throws light on the present *too* narrow.

vii) *Need to interpret and fit together also.*

Namier “the function of the historian is akin to that of the painter and not the photographic camera: to discover and set forth, to single out and stress that which is of the nature of the thing, and not to reproduce indiscriminately all that meets the eye. To distinguish a tree you look at its shape, its bark and leaf; counting and measuring its branches would get you nowhere. Similarly [sic] what matters in history is the great outline and the significant detail; what must be avoided is the deadly mass of irrelevant narrative.

A.L.M. [Morgan]

i) x ii) x iv) x v v) tick and x vi) tick iii) tick vii) tick

Also History is the study of man’s past seen from another moment in time. History is the past resurrected in an *attempt* to relive it – the *reconstruction* of the scene therefore a subjective and selective study (seen through the private eye) – essentially personal. *Also* the last word in history has never been written, nor ever will be – each new generation sees the past in a new way.

II. HAS IT ANY USE?

Ten different ideas.

i) Study of past will lead to discovery of laws which have determined its course, and will thereby enable us to foretell the future (a science) [Spengler and Toynbee]
 - doubtful if cycles and laws – too large to understand anyhow.

ii) *Practical guide to action*

- avoid mistakes in future “we look back in order to look forward”, *BUT* – Namier “history resembles psycho-analysis in being better able to diagnose than cure” – *NO*

iii) *A moral education*

- but many of its lessons – immoral. For instance a lesson is that it is better to attack your neighbour when he is not looking.

iv) *Small* – Its uses as a training for a career – not for his knowledge but the beneficial effects of his studies on his mind.

v) Satisfies our curiosity about the past.

vi) An essential part of the equipment of the full man – “as all the works of man are historically conditioned, a knowledge of history is required for the full enjoyment of man’s cultural heritage”.

vii) *Useful mental discipline*. “Accuracy in apprehension, ability to distinguish what is relevant and select what is important... the weight of evidence, the detection of bias, the distinguishing of truth from falsehood, or at least the probable from impossible. This can lead to an enlargement of sympathy...”

viii) *History useful as a guide to understanding the present* – an education in citizenship. – though no present-day issue is intelligible solely in terms of history. Churchill “the use of discriminating about the past is that it helps to disseminate the present” [sic]

ix) Most imp – the effect its study has on both the character and modes of thought of the student (diff from intellectual skill) – relativity of history will teach him humility in judgement, re-thinking the thoughts of many different kinds of people will have helped him to become a great many different kinds of man, - his essay-writing give him the imaginative sympathy of the novelist – detective skill of the Chief Inspector and something of the intuitive mentality of the poet – deepening and widening = Bacon’s “Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep, moral, grave.”

- it encourages “a capacity for absorbing facts, for stating them, and a point of view.” It broadens one’s horizons, and yet encourages a mastery of detail. It promotes sympathy, tolerance and understanding. Above all it enhances capacity for wise judgement. But like academic study it is unable to teach a man to take decisions, for the capacity to decide is an inborn mystery.”

*

At the end of brown hardbook notebook on English History:

Technique

Read a few critical

Trevor-Roper

Lytton Strachey, G.M. Young, Trevelyan, Forster, Woolfe.

The Historian’s Craft – Marc Bloch

- What is the use of history
- The human element is what makes history history
- Does it by example
- Cardinal Newman – on original sin.

*

[From a brown ‘Reading Log’ notebook]

“THE HISTORIANS’S PURPOSE” HISTORY AND METAHISTORY.

Alan Bullock (H-T [History Today] Feb ’51)

Should a meaning be read into history?

- a) Hegel, Marx, Spengler, Wells, Croce & Toynbee have tried – these attempt ‘metahistory’.
- b) - but many professional historians dislike this G.N.Clark “we try to find the truth about this or that, not about things in general – history not a substitute for religion

Is a) alive and b) just a petty arid waste?

Historian finds his satisfaction in 3 things

- i) Searching for & finding new evidence.
- ii) Handling this evidence when he has it – authentic?
- iii) Supremely – put the evidence together – produce a connected, illuminating account of what happened. – history is always an attempt why certain things did happen – not why they had to happen
 - obviously the historian has certain ideas and assumptions when he tackles a subject
 - however there is a difference between this and the metahistorian – seeking for patterns principally

- historian's generalisations are hypotheses which can easily be dropped
– the metahistorian places his whole book on such a foundation or generalization
- historians always trying to break down his own pre-conceptions and generalizations – the metahistorian can find what he liked from history
- metahistorian – abstract & general, historian – try to penetrate in all its uniqueness and individuality the development of one society, or one civilization, the behaviour not of men & women in general, but of one particular group in a given period of time.

AIMS IN HISTORY

Metahistory v History (Metahistorian outside the pail)

“Is the Historian studying the past for its own sake or in order to explain the present?”
– curiosity only?

- Coronation of Charlemagne – shows you how things don't happen
- - wonderful discipline in judgement
- assessing inconstant factors
- “the use of discriminating the past is to discriminate about the present
- -history is written for someone
- - history should be related to the wider affairs of the present

roles of teachers of history

- i) If you are going on to University with history then worth while doing any period
- ii) Hist in 2nd Mod should have some relevant to the present
- iii)

Revision methods

There are quite a few scraps of material about how I revised. One of these is a loose sheet as follows. (I have changed this from columns to consecutive text).

EXAM REVISION

1. *Eng Hist.*

A. Read through all history essays (making plans)

B. Make a date, fact chart from first chapters of Plumb and Green.

If possible a few essay plans (7 = alpha essays out of 14)

2. *Eur Hist*

A. Read and make plans of Essays

B. Study selected portions of A.L.M. notes

C. Get up certain topics – fix a few dates and other map

3. *Special Subject*

A Read essays and make plans

Get the dates and facts of the two reigns fixed in a chronological table

Essays plans and quotes

On the back is a sketch of a way of organizing the analysis.

There is also an analysis of the length of my essays in the three subjects; my Special Subject averaged 4 and four fifths pages, European four and three eighths, English 4. There is an analysis of the marks. Beta+++ = 4; BetaAlpha = 5; Alpha Beta 5; Alpha --- = 6; Alpha - 7.

Reading

There is further evidence on what I read.

There is a loose scrap headed.

Holiday Reading

One at least of thee: English History.
William Cobbett – Pemberton (Peng)
Young Melbourne – Lord David Cecil (Pan)
The age of endurance - Arthur Bryant
The age of victory – Arthur Bryant
The age of elegance – Arthur Bryant
The Gun – C.S. Forester

At the front of a small grey softback notebook on ‘Special Subject’ there is the following.

Recommended books

“The English People on the eve of colonization” 1603-1630. Wallace Notestein.
[Hamish Hamilton Press] *Public Library* – get from. *Must read* (this term)
C.V. Wedgewood – the King’s peace. 1637-41 *Must read* this term
Constit Documents of James I – 1603-1625. *Public Library* (within 4 weeks) J. R.
Tanner (Camb. Univ. Press)
Constit Documents of the Puritan Rev’n. (1625-1660) (O.U.Press) [not the first
edition – defective – therefore 2nd or 3rd]. *County Library* (within 4 weeks).

Poetry in Clio



David Alban, my main English teacher, and his children

John Donne and the Metaphysicals

There is a small green softback notebook headed 'John Donne, Shelley + Hopkins' -there are about 7 pages of notes on Donne. These are rather disjointed notes, so I shall just include my notes on two of John Donne's difficult, but inspiring, poems.

A Valediction: forbidding mourning.

- metaphors seen to be wrenched, intricate – startling first verse – no scenes please – don't fuss – if something evermore in the earth – people who are just earthly lovers – can't part. But our minds have a wonderful bond. – compass

"The Extasie" (standing out of something – their soul leaves the body – vital spark – stands out the body.)

Sensual element – measured against his need for a kind of love – spiritual desire greater.

- tries to explain as a meeting of souls – spiritual unity
- souls gone out. Sepulchral tomb – effigies on tomb
- lying on their side

If someone who could understand the speech of souls he would be shaken up.

"We see it was not the body – we see that we did not see down there"

severall – mixture – single soul – a mixture of elements. – love mixes 2 souls together – a new unity – a blending or calescence – this new thing is terrific – this effect – "Defects of loneliness controules"
– the new and abler soul – everlasting

Each sphere had an angel or intelligence in it – souls can only meet through the body therefore body not just base (like influence soul)

- sexual side

- baby not – if you want to create a soul or man – sexually

There are then a few notes on Donne's life, and half a page on how to tackle Donne's Poetry and a reference to one of his sermons. Finally there are a few notes on the Religious Sonnets, including *The Expiration*.

John Milton

Books one and two of Milton's 'Paradise Lost' were set for our A levels. My responses to Milton, like those to Hopkins, overlapped strongly with the religious questions I was asking at this time, questions of predestination, sin, evil, the nature of God. So I shall include a certain amount of all this.

My notes on Milton were detailed. There were, for example, 4 large pages of 'Revision Notes' on Milton written in a small hand. These were written under headings such as 'What are the main events of Bk's I + II?' 'What is the construction of the Debate?' The nature of the poetry – alliteration, repetition, rhythm, 'Milton's Skill – What does it consist of?' There are then two very detailed pages of notes on 'Satan - good or bad' obviously given as a lecture by Bertie Mills.

Rather than general essays, we were taught to analyse particular sections and to give our reactions. I have about ten pages of my views on passages of Milton. I shall just reproduce here one third of this as an example. This, according to the mark given me at the end, was my best effort. Clearly I received a lot of feed-back on the piece. There are some comments in red biro by Mills in the margin which I shall indicate [**in bold**] and a number of comments which were written by me, but almost certainly

as a result of going through the text with the teacher, Mills. These I shall just put in square brackets around the area where they are made.

“Milton” Quotations - Clio

1. p.54 l.366 “till, wandering o’er the Earth through God’s high sufferance, for the trial of man,”
[Link with 210-220 therefore Central Theme of Whole]

Milton here proposes the Christian explanation of man’s temptations. He states that it is through the will of God that Man is “tried in the furnace of adversity.” **also the central theme of the whole work.** Milton even seeks to show how this trial will help men. God’s aim Milton says is “all ... malice serves but to bring forth infinite goodness, grace and mercy shewn on Man by him (Satan) seduced.” **“the infinite goodness” being J.C & “grace and mercy” being the atonement and redemption**. In these lines lie the key to the futility [red tick] of the devil’s plots. [The orthodoxy: NOTE how early the outcome is made final.]

The poet repeats this idea to counterbalance the repeated claims of the devils that they have ability to determine their own ends. [red tick: **FUTILITY**]. Most of them are “by success untaught and do not see that their every action is allowed by “God’s high sufferance.” [NOT A DRAMA but an “epic” – but dramatic moments such as Satan’s fight.] There is in fact a great antithesis between Satan’s theory [**‘declared aim’; red tick**] that “aught good never will be our task” and the theme of the book that God only created evil to bring forth more good. [“in wandering mazes lost”; God is disposing of the whole thing.]

Only a few of the devils, and also Sin, realise the power of God, but even they do not carry their realisation to its logical conclusion. [It looks forward – Man has not been mentioned.] Belial for instance sees that God “all these our motions vain sees and derides” and that “fate inevitable subdues”, but like Beelzebub he does not realise that the only answer is humility. [MILTON the adversary of Satan – the poet speaking – to put it into proper perspective.] Satan however cannot realise that “the will and high permission of all-ruling Heaven left him at large” to further God’s ends. Once we have seen the divergence of these ideas we can see the futility, and also the pathos of Satan’s effort.

2. p.80 “This would surpass common revenge”

By “this” Beelzebub who is addressing the fallen angels at the “Great Consult” means the attempt to seduce man **and thus provoke God to destroy his own creation.** [Reply to Moloch, p.72: “which if not victory is revenge” – blunderbuss method: Idea of seducing man on the conviction that God is invincible.. Psychology of the revenge motive.] He has already said “what if we find some easier enterprise? ... Man ...” [This way out rests on the conviction that God is invulnerable. P 75 l 193.] Let us, he continues “seduce them to our party,” and another step is taken in the lowering of the standards which the devils set themselves. **i.e. even if we judge them merely by the standards of epic courage.** [they were afraid of further war – therefore psychology.]

Beelzebub’s argument is that it “would surpass common revenge” because it would slightly irritate perhaps God, or as he puts it “interrupt his joy”. **does he refer to Moloch’s idea of revenge?** This is the outward argument, but there are other factors which are really the causes of the warm reception which Beelzebub’s suggestion receives. [He lets Belial & Mammon suppress Moloch.] The real reason is that the angels are afraid. **perhaps Belial’s & Mammon’s speeches have had an effect.** They have been defeated once, and Hell is already cooling their ardour for renewed battle. [He suggests Revenge without the danger.] Their brightness is fading and so they seize with enthusiasm on a plan which appears to “surpass common revenge”, but which in fact is merely petty and spiteful but has the great advantage that it does not endanger them. [red tick] [This is

Satan's plan. Using Beelzebub. What could be better? Revenge – gloating over the thought that God will have to overthrow man. False assumption – for theirs is not an original sin.]

*This proposition is in effect the last but one step in their degradation. [degradation. From the point of view of epic courage – Climbing down from heroic heights. We cannot really now be impressed “to pry” nothing big and brave and noble. Not moral degradation.] The last comes in the assumption by Satan of the form of a snake. What a contrast this plan is to their original fine ambitions! At first they had “raised impious war in Heaven, and battle proud with vain attempt.” [P.46 “all is not lost”, “awake arise or be for ever fallen”.] Then Satan had decided to “Wage by force or guile (a new element!) eternal war.” Their hopes dwindle however and Satan takes the next step by pronouncing that “henceforth his might we know ... so as not ... to provoke ... new war – but ... to work by close design, by fraud or guile.” Now in their final debasement they decide to strike indirectly at God by attacking weak man, and by an amazing act of self-delusion they persuade themselves that this “surpasses common revenge”! **‘good’ and red tick in margin : also, once again they misjudge God’s intentions therefore Man seduced by them will not be destroyed by God: his sin will not be so great as the Angels’ sin.***

3. *“and laughs the while at thee ordained his drudge.”*

*Sin, who is here addressing Satan and Death voices a similar idea to that of Belial. Belial had seen that God “all these our motions vain sees and derides,” **red tick: also Beelzebub’s words** and Sin in the same realistic ways sees the futility and stupidity of Satan and Death’s proposed combat. [l.149] But she does not logically proceed to the realization that Satan’s attempt to beguile Man is equally futile. [**red tick**] [Sin less exalted than she seems – don’t eulogize her.] Sin’s words again show that the useless course of action of the angels comes from their total inability to realise that God is omnipotent, omniscient and all-powerful. **But Sin also speaks mockingly of “his wrath, which he calls justice which brings her nearer to Satan’s idea of “the angry victor” than Belial’s “nor the law unjust that so ordains...”** This is Milton’s conception of the divine will. [Cannot see their own guilt – IRONY - she sees but does not prevent Satan. Contradictory self-delusion.] [Though they realise their evil – their unreasoning energy drives them on. Wrong again in assuming that it was God’s purpose to destroy – “eternally to live in pain” – eternity.]*

The mark for this set of answers was Alpha treble minus – one of the best I had for English.

It will be seen that Bertie Mills took a great deal of trouble over the paper, and the same is clearly true in the other two sets of comments I wrote. He was clearly an inspiring and inspired teacher on Milton. I took extensive notes on his lectures, which seem to have been excellent.

There are other notes and essays on Milton, with interesting discussions of free will, evil and other matters.

John Dryden

English Prep – on Dryden, including a heroic couplet in his style by me. Detailed comments by DBA. Mark 51/90. Since this is my only piece of commentary on the satirists, I shall include this paper. The comments of David Alban are included here in bold – he wrote them in the text and margins.

Clio. “ENGLISH PREP”

Zimri had a changeable fickle character, never content to continue with one occupation for long, but always switching to a new pastime or job. [full stop after 'characters, Never.... he was always... - ;do you see how I have balanced the 2nd sentence by delaying the main clause'] He was obstinate ([tick] and dogmatic [tick] when he put forward his opinions, yet (these opinions were) [economy!] invariably wrong. He was of dissolute nature, liking music, women and drink, and every moment he was thinking of some new and highly impracticable idea. Zimri was a man who had a character which was fond of going to extremes, he either thought of a man as wonderful or wicked, therefore he was always had either admiration for someone or contempt for them. [DBA has crossed out and moved phrases, to end up with 'Zimri was a man of extremes; he thought of a man as either wonderful or wicked, therefore he always had either admiration for someone or contempt.' Economy!] He had no appreciation of merit and he lavishly rewarded undeserving actions, thereby squandering his wealth. [Changed to 'Having no judgment he had no appreciation of merit. He lavishly] He was the gullible [tick] object of flattery and his weak character made it impossible for him to be a leader.

Comment: 11/20 Subject matter sound. Write shorter, crisper sentences, and avoid a weary chain of main clauses.

ROMANTICS

William Wordsworth

The influence of Wordsworth was intense for several reasons. My mother loved poetry and encouraged my enthusiasms, especially for the Romantics. Living a mile or so from Wordsworth's grammar school and from the houses where he boarded for over eight years, and where he had had many of his most important poetic experiences, meant that he was all around me. As I walked, skated, fished and dreamt, his poetry covered my surroundings, as Norman Nicholson described in his lovely sonnet on the Duddon.

As if this was not enough, Sedbergh, where Wordsworth sent his son, and which he visited a number of times, was in different but equally impressive natural landscape. Those effects of winds, clouds, mountains and rushing rivers about which Wordsworth wrote were as strong at Sedbergh as they were in the Lakes. holidays.

*

In part of my letter of 24th July 1959 to my parents I wrote. 'After writing the above I went in to the Library to write a bit of poetry, as we have got to produce a bit of "creative" work before the end of term. Here is a poem which I tried to write in the style of Wordsworth. I whipped it off in about 10 mins! Actually I don't think you will like it as it is in the very opposite of the metaphysical poets.

"On seeing a small blue flower in the moss besides the upper reaches of a nearby beck."

"A little stalk above the leaf,
A tiny splash of blue,

A lonely bud that hovered there
Where quiet mosses grew.

The colour ran across the scene,
The flower spread in size;
What was a splash, a little prick,
Stretched out before my eyes.

It coloured all, the village roofs,
The misty slumbering mountains;
It seeped across the distant sky,
It bubbled up in fountains.

The world lay blue, reflecting it
Like pools reflect the sky
It lay whole-bathed in pastel shade
Before my dazzled eye."

I commented at the bottom 'Pretty good sentimental slop!'

My mother wrote on 27th August, among other things. *I liked your poem very much by the way, the one about the blue flower whose colours ran over the landscape, a most original idea.*

OTHER MATERIALS

I made some use of Wordsworth in an Editorial which I wrote for the *Sedberghian*, December 1959, which started thus (to be completed with several quotations from his poetry).

Editorial for Sedberghian

The glossy pages of the Illustrated London News show to the world some of the more concrete possessions of our school, whether the chapel, art school or library. But these stark black and white prints can hardly hope to portray the real essence of Sedbergh's life. Even the soft tints of a water-colour, though it captures some of the mellow beauty of these fells, can only convey a small fragment of the essential spirit which makes our school unique. It is perhaps poetry which comes closest to penetrating to this real core; and of all poets William Wordsworth is undoubtedly the best qualified to attempt a description of Sedbergh. Although he only visited Sedbergh very occasionally he sent his eldest son John Wordsworth to the school. It is however the fact that this supreme poet derives so much from "the hills that stood around him" that entitles him to the position of "Patron Poet of Sedbergh".

*

In the notebook on 'Style and Appreciation' there are three and a half pages of notes on 'Mr Wordsworth' from Hazlitt's 'Spirit of the Age'. Here are a few things which I seem to have specially noted.

'his genius a pure emanation of the spirit of the age'; 'He sees nothing loftier than human hopes, nothing deeper than the human heart'; his imagination "elevates the mean by the strength of his own aspirations"; he has "endeavoured to aggrandise the trivial and add the charm of novelty to the

familiar”; ‘He has described all these objects in a way and with an intensity of feeling... and has given a new view or aspect of nature’; ‘There is a lofty philosophical tone, a thoughtful humanity, infused into his pastoral vein’; ‘It is clear he is either mad or inspired’; ‘The simplicity and enthusiasm of his feelings, with respect to nature, render him bigoted and intolerant in his judgements of men and things’; ‘Mr Wordsworth has thought too much of contemporary criticism, and less than he ought of the award of posterity’.

*

Grey notebook on ‘Style and Spelling’ – *Wordsworth to the 1802 – Lyrical Ballads*. Five pages of notes on Wordsworth’s views of poetry. I copied out long passages from this, and heavily underlined several of them.

There is also one brown notebook headed ‘Wordsworth’s Poems’. This contains a long extract (50 lines) from ‘Influence of Natural Objects. In calling forth and strengthening the imagination in boyhood and early youth’, starting ‘Wisdom and Spirit of the Universe!’ and other poems.

Another brown soft notebook headed ‘Wordsworth (2)’. There are a number of pages of notes from J.C. Smith *Wordsworth*, and from the preface by Wordsworth to the 1802 edition of the *Lyrical Ballads*.

There are then three pages of notes from Darbishire, *Lyrical Ballads and Poems of 1807*, including some quotations from Wordsworth. I have then copied out from my notes on Hazlitt’s essay on Wordsworth a page and a half of the quotes.

I wrote one essay, in the form of a Novel, on Wordsworth. “William Wordsworth in France” Ch.3. “For they had crossed the Alps”. 6 foolscap pages 13/20.

On this my teacher comments: ‘Good. The moment of vision comes over well. The weak spot is the opening – the conversation is too rigid to be convincing.’

Samuel Taylor Coleridge

‘Examine Coleridge’s treatment of mysterious and supernatural re. Christabel, Kubla Khan, Ancient Mariner.’

There are also pages 3-7 of a very detailed (and to my eyes now, excellent, presumably by David Alban) set of foolscap cyclostyled notes on Coleridge – I have sidelined some of them and especially the piece on Christabel and the supernatural, presumably for the essay below.

I do not have the essay I wrote on Coleridge, but I do have the detailed notes for an ESSAY PLAN – ‘Coleridge’ treatment of mysterious and supernatural’. There are four pages of notes, with extensive quotations in them. Just to take one of the poems I wrote about:

The Ancient Mariner

I have quoted ten lines of the poem. Then I write

‘Diverse elements of Coleridge’s imagination come together in Ancient Mariner. Romantic ballads, old travels, mystical and occult philosophies – made it in imagination and melody all compact.’

Criticism of Ancient Mariner

I quote criticism by Wordsworth and then note:

Coleridge did not use Macbeth's principal of making outward visions show the signs of an inward struggle – ie Macbeth – the dagger.

A poet with imagination & music may do anything.

Ancient Mariner – a marvellously vivid and coherent dream – deeper moral roots of supernatural untouched by such a poem – just a superficially supernatural – queer? poem.

John Keats

There is a small soft grey notebook headed 'John Keats'. This is about 20 pages of mixed poems, criticism, summary and some extracts from his letters. It starts with an Index 'To notes on the Clarendon edition of John Keats's works'. There are four pages of notes on the Introduction to the volume by Ellershaw. I shall not put in all these notes, but it is worth noting a couple of things.

I wrote – 'the whole of his creed summed up in', then, double sidelined:

"Beauty is truth, truth beauty – that is all
Ye know on earth and all ye need to know."
And I put 'this haunted Keats like a passion.'

Under 'His character' I have written:

'Both pride, humility, independent spirit.

- *he placed intuition (sensation) before reasoning – but as time passed he saw the need for reasoning and philosophy*
- *extraordinary sensitiveness to visual impressions (like Wordsworth) – in earlier years domination by outer senses – "nothing seemed to escape him."*
- *Like Wordsworth things affected him deeply, like "there was a roaring in the wind all night" [This and the next is Wordsworth, of course. And the former I had failed to recognize in my A level paper – and had decided was very second rate!] 'to me the meanest flower that blows"*

Later I copied out: 'the end of poetry for Keats was not an external beauty but the beauty of sorrow and joy, a beauty of the moral being out of the spirit.'

I then note a few facts about his life, and his death at age 26. Then I abstract a few lines from reviews of his work by Shelley, Charles Lamb, Francis Jeffrey, Landor, Leigh Hunt, David Manson, Swinburne and Robert Bridges.

I then analyse the rhythm and imagery of a number of his poems; 'On first looking into Chapman's Homer', Endymion at some length, Eve of St Agnes, Ode on a Grecian Urn, Ode to a Nightingale, Hyperion, To Autumn, La Belle Dame Sans Merci, To the Sea.

*Was it a vision, or a waking dream?
Fled is that music: - Do I wake or sleep?*

- *it is indeed!*

"We are of such stuff as dreams are made of", "and I cried to dream again" – we feel each thing – more than in reality.

Hyperion

a search for beauty.

wonderful for loneliness, quiet, hopelessness

- *Deep in the shady sadness of a vale*
- *Far sunken from the healthy breath of morn*
- *Sat gray-hair'd Saturn, quiet as a stone,*
- *- wonderful epithet "realmless eyes were closed"*

But where the dead leaf fell, there did it rest.

- *Saturn asleep – a Goddess comes to wake him – silence*
- *"save from one gradual solitary gust*
- *Which comes upon the silence, and dies off,*
- *As if the ebbing air had but one wave,"*

- *the whole in an uplifted tone – above humanity – reminds me strongly of Milton – yet more exuberant and even more magnificently epic. – but Gods – human – Shelley very keen on it.*

*"for 'tis the eternal law
that first in beauty, should be first in might"*

- *gets the essence of a thing*
- *viz To Autumn. "and fill all fruit with ripeness to the core", "thou watches the last ooziings hours by hours"*

The last extracts in this small notebook is headed

'His letters']

My dear Bailey

I am certain of nothing but of the holiness of the Heart's affections, and the truth of Imagination.

What the Imagination seizes as Beauty must be truth – for all our passions creative of Beauty.

"O for a life of sensations rather than thoughts"

- *it is a shadow of reality to come – Platonic.*

"I am continually running away from my subject"

- *always writing poetry – reaching Shak's*

Nothing is finer for the purposes of great productions than a very gradual ripening of the intellectual powers"

- *realises his own development*

- enthusiasm – wild – jumping from subject to subject – examples etc come out in his letters.

His idea of Life

[Here I have tried to represent his ideas in the form of a diagram. Curiously, this reminds me very much of the analysis of Llowes on Coleridge's imagination.]

There is a square at the top – 'Thoughtless Chamber'

Under this is another square 'Chamber of Maiden Thought'

There are then four passages leading up into that chamber with 'Experience' against them and 'Dark Passages' written below them. One of them has an arrow to it with 'Tintern Abbey' written against it in brackets. Underneath is also written 'Sharpening of one's vision into the heart of nature + man'

"Milton did not seek as deeply into the human heart as Wordsworth"

- *The Genius of Poetry must work out its own salvation in man – can only be nurtured by law + precept.*

The mighty abstract Idea of Beauty I have in all things stifles the more(?) divided and minute domestic happiness.

Poet – a creature of impulse – can create anything.

- *poet has no identity – he has no self.*

I feel assured I should write from the mere yearning and fondness I have for the beautiful."

I am ambitious of doing the world some good – meanwhile reach as high as poss with poetry.

- describes beautifully the effect of claret (??)

*

In another notebook I have written "JOHN KEATS"

From St Agnes Eve

"Ah bitter chill it was! The owl for all his feathers was a-cold; The hare limp'd trembling through the frozen grass, and silent was the flock in woolly fold."

On the next page I copied out nineteen lines from *ODE TO A NIGHTINGALE*

*

In the Lent 1960 term (aged a little over 18) I took the Sixth Form English Literature Prize, on the subject of the poetry of John Keats. A bout of sickness and rest in the house sick room allowed me to do some serious reading and I won the prize. I still have the Prize paper, which is six foolscap pages long. The Mark was 58/90 and the comment 'A distinguished paper'. There are four answers which comment on specific lines of Keats. I shall omit these and just transcribe the two short essays I wrote in answer to two questions.

3. *What are the chief characteristics of the Odes?*

Undoubtedly one of these is the richness of the texture. It is indeed a true statement that Keats was a poet of harmony, and here we see displayed the quality which Jeffrey [in the Edinburgh Review] called "a knowledge of the beauties of the English language." [red tick]. One can hardly read a stanza without coming across lush, almost intoxicatingly beautiful descriptions and similes. The "beaded bubbles winking at the brim and purple stained mouth" are just one of these instances of the ability to

describe an object or action with amazing force. **[red tick]**. This rich effect obtained by the use of luxuriant descriptions is an outstanding feature of the Odes, but it is not unique to them. "Watchest the last oozyings by hours" in the Ode to Autumn is no more powerful than "It keeps eternal whisperings around desolate shores" in the Sonnet on the Sea.

An outstanding characteristic however is that Keats seems to be trying in these works to give the innermost feeling and responses which are attached to his subject. Thus in the Ode to Autumn he conveys the impression of "poppied sleep" in which every object is "filled with ripeness to the core." The Odes do not seem to reach out with an intense yearning like those of Shelley, they do not rush headlong; yet they achieve an earthly ecstasy [sic] at times, especially in that to the Nightingale.

The thought itself is interesting but not particularly profound, one has the feeling that he strays where his imagination not his reason lead him. At times he has to drag himself back, and in the last stanza of the Ode to a Nightingale in the break "Forlorn, the very word is like a bell to toll me back" seems rather artificial. This poem is indeed a good example of the strange paths he takes, **[suggested in red that I break the sentence here]** it seems indeed he is lost in the forest led on by the piping of an 'Ariel' through the "embalmed darkness".

The Odes seem to me to be the richest, fullest, pieces of verse that I have read. Perhaps they are not the most elevated or the most profound, but certainly they are some of the most beautiful poems in the English Language, and it was Beauty that Keats sought.'

Mark in red: 12/20

4. "Keats is much more than a mere poet of the senses." Explain and Discuss.

There are two interpretations possible for this sentence from the Introduction. The first is that Keats appeals to more than the mere sensual feelings in his audience; in other words he attracts them intellectually as well as emotionally by sights, smells, sounds and feelings (created by his superb use of simile, onomatopoeia and indeed all the wiles of the English Language.) The other interpretation, which is indeed connected to the first is that Keats is a poet who is dominated by his senses.

To discuss the second point first. Keats himself once said in a letter "give me a life of sensations rather than thoughts." **[in margin in red, with line to 'sensations' – 'he meant "feelings" i.e. "Let me not be directed by what I think so much as by what I feel"]**. Indeed it is clear that he himself saw his imagination as a more important poetic faculty than his reason. Yet this preference for the imagination, which to my mind is a combined effort of brain and heart is not mere sensuousness. It created ideas as well as sensual pictures, and one such idea is his conception of the development of the mind of man. He saw life as a series of chambers, the first a thoughtless one, the next – bright and dazzling – the chamber of maiden-thought. Beyond this led away the dark passages of enquiry into the problems of humanity and God. [Footnote – It was here that he placed Wordsworth's Tintern Abbey.] Keats saw himself as just entering the passages. **[tick in red]**

I feel that **[in red first three words in brackets – and it as 'It...]** it would be doing an injustice to say that the poet who saw a vision of the ideal Beauty and Truth was merely interested in sensory impressions. He himself supports this in an extract from Hyperion when he says he could never endure to concentrate on one luxury unless he did "though fearfully, espy hope beyond the shadow of a dream." He saw himself progressing towards a more intellectual stage in his development. Perhaps in his short life he did not provide the answers to the great problems of life – but from his letters at least it is clear that he had a strong and active mind which was beginning to engage in the struggle. **[tick in red]**

On the first interpretation my only remark is that the first impact of Keats is almost purely sensual, but that there are ideas beyond.

Mark: 14/20 'Good'

Percy Bysshe Shelley

In a small green softback notebook headed 'John Donne, Shelley + Hopkins', there are about 10 pages on Shelley

I shall just take a few extracts from this, in particular lines or comments which I have sidelined.

I start with half a page on 'Characteristics of Shelley'.

'Energy, enthusiasm, wholeheartedness, uncompromising self-centred – forgiving generous "narcissism" criticism – uncontrolled – Shelley trusts his impulses too much - no critical faculty strange and fanatical – abrupt force and curious purity "the maggot on the brain" – Romantic idealism – by his poetry you are enlightened as to what Shelley feels about something – but not what the thing is like – he sees clouds etc as symbols "and my heart ever gazes on the depth of thy deep mysteries"'

Later there is a section headed:

(e) How does poetry improve the morals of society?

"The great secret of morals is love – or a going out of our own nature." 'A man to be greatly good must imagine intensely and comprehensively' he must put himself in the place of another and of many others; the pains and pleasure of his species must become his own."

(poetry helps the imagination – by replenishing, inquisitiveness) therefore an indirect effect – helps our self-projection – our sympathy stretched – as with Lear.

Love is a force that creates sympathy (Dante) "the abolition of personal slavery is the basis of the highest political hope". Poetry fights the principle of self.

A little later I reflect on *Melody* – a singer "a sense of musical delight" "and silent midnight's tingling silentness" – "many a green isle needs must be /In the deep wide sea of misery" [A favourite quote through my life].

Bagehot "the poetry of Keats is a rich, composite, voluptuous harmony; that of Shelley a clear single ring of penetrating melody."

I shall end these brief extracts with my notes on one of my favourite Shelley poems.

ADONAI'S – an elegy – tends to let us examine his faith – not Keats as a man – but a symbol has been destroyed. – the images not easy to grasp: - intellectual personifications – not substantial or tactile – images wild and violent – strongly intellectual content – highly romantic – but classic inspiration (via hours?)

"and some yet live, treading the thorny road, which leads through toil and hate, to Fame's serene abode"

"she faded, like a cloud which had outswept its rain"

"the moving pomp might seem like pageantry of mist on an autumnal stream" – sound – Keatsian "o gentle child, beautiful as thou wert, why didst thou leave the trodden paths of men too soon"

"and have taught grief to fall like music from his tongue" – effervescent

"A pardlike Spirit beautiful and swift – a Love in desolation marked."

"peace, peace! He is not dead, he doth not sleep –

He hath awakened from the dream of life."

"What Adonis is, why fear we to become?"

Life, like a dome of many-coloured glass, stains the white radiance of eternity."

In the 'Style and Spelling' notebook – there are seven pages of analysis of Shelley's style.

Later there are another 14 pages of analysis and extracts relating to Shelley's 'Defence of Poetry'.

From the former I shall just take the first half page to show what I was struggling with.

'Awareness – 2 kinds – intellectual + feeling.

Intellectually – perfectibility of *human nature* (Godwin) – political ideals on rational basis (a jet of enthusiasm *at first*)

IDEALISM – perfectibility of *human institutions* (Julian + Maddallo – in his life – trying to convert Ireland) – rather blind? (like Lear) – leads him to *search*

He has a quality of onrushing eagerness, not controlled always.

DISILLUSION (see Adonais P 85) "Peace, Peace! He is not dead," - he thinks life is misery – a *new* ideal hopes to become a portion of the loveliness –

Platonic idea – a unification after life – self-projection to life after death.

Emotionally – A longing – desire (viz Bridges – Nightingales)

The 14 pages of summary and analysis of Shelley's 'A defence of Poetry' ('Written in 1821 – published in 1840) are too long to include here. I shall just include the one page under the heading

'What is a Poet?'

Those who can approximate the beautiful best – are poets.

- i) – they express the influence of society or nature on their minds (+ communicate it)
- ii) – not just a person who expresses himself in words (teachers, founders of civil society, religious men etc)
- iii) Both legislators (teachers) and prophets (viz Isaiah) (see clearly his own age) – unites these
- iv) For he not only sees the present but sows the germs of the future.
- v) He participates in the infinite + eternal order
- vi) It does not matter in what form it is written (viz sculpture) - colour, form, philosophy, religion all suitable.

In the hard-back notebook on 'Style and Appreciation' there are 18 pages of notes on Shelley, with many extracts from his poetry and include notes on a talk by David Alban and plans for an essay.

This is the longest set of notes and quotations from Shelley and shows him to be one of the strongest of my loves at this time. I shall just summarize what I wrote and quote a few pieces. I start with an analysis of Shelley's 'Prophetic Side', linking him to Godwin, Plato and Rousseau. I then write briefly and quote from Ode to the West Wind, To a Skylark, Adonais, Alastor, 'On Love' and other poems.

Since, as a boy of 16-17 at this time I was much preoccupied with the question of what love really is, as I have described elsewhere, I shall extract these two and a half pages. They show something of the models that were put before me.

"On Love" (1815) [This is a very short prose essay by Shelley]

- i) *Shelley cannot know the internal make up of others – but when he has tried to appeal to something in common – he has not been understood. “With a spirit ill fitted to sustain such proof, trembling and feeble through its tenderness” – sought sympathy of feeling with others – but merely repulsed.*
- ii) *What is love?*
 - *attraction to all things beyond ourselves in which we seek to a fellowship with what we experience (when there is something lacking inside us – a chasm)*
 - *example – if we imagine we desire others to share our ideas, “if we feel (strongest sense?) – we would that another’s nerves should vibrate to our own That lips of motionless ice should not reply to lips quivering and burning with the heart’s best blood.”*
 - *This is the bond between inner man and all the outer world”*
 - *“there is something in us” in fact which thirsts after its likeness.*
 -
- iii) *What is in us? – with intellectual nature a thing which is the ideal prototype of everything beautiful or excellent that we can conceive*
 - *it consists of only purity and brightness*
 - *this is factor by which we judge – and hope to make resemble all sensations.*
- iv) *Our aim – that we should meet someone or something which both mirrors and understands this – this is the invisible and unattainable point to which Love tends.*
- v) *The achievement of this.*

Often this can only be reached in nature, water, flowers, the sky (they mirror us) – there is in them “a secret correspondence with the heart” – an inconceivable relation to something within us “awaken the spirits to a dance of breathless rapture, and bring tears of mysterious tenderness to the eyes.”
- vi) *The Need (of a romantic!) As soon as this desire is dead – man becomes the mere husk of what once he was.*

There are then some notes on a talk by the form master, David Alban. It is perhaps from this talk that I took down a favourite quote from Blake which I sidelined three times “Those who restrain a desire do so because their desires are weak enough to be restrained.” There are then four pages of quotes from many of Shelley’s poems and in particular a detailed analysis of “The Cloud” over several pages.

There is a page plan of an “Essay on Shelley”. Whether I ever wrote this I am not sure, but the first part is interesting as it shows the early stages of a realization of the dialectical art of essay writing.

“Essay on Shelley”

callow? – uncontrolled lyricism

START ON *FALSE SCENT*

Make a critical case against him – then turn round slowly – destroy the case

1. Argument (to be destroyed)
2. Argument – examine and turn it over – see the other side – *not* altogether true
3. The *Real* points

EXAMINE + CONSIDER FROM A WHOLE.

It is clear from the amount and nature of my notes that I was entranced by Shelley and he continued to be for some years one of my favourite poets, along with the other Romantics.

Gerard Manley Hopkins

I became deeply enamoured of Hopkins, partly because of the use of language, partly because of the themes he pursued. I took more than 20 pages of notes on his poetry, but will just give a few extracts here.

In a small green softback notebook headed 'John Donne, Shelley + Hopkins' There are about 6 pages on G M-Hopkins. Let me just take the first two pages.

[1] *Vision – religious* – blissfully free of all doubt (except “Wreck of Deutchlande”) – a dedicated man – he loves the world in that it is an image of god.

Nature – an exact visual impression – minute observation “like a skate’s heel sweeps smooth on a bow bend”

Of suffering – “for I greet him the days I meet him, and bless when I understand”.

“They fought with God’s cold” “World sorrow.

I cast for comfort I can no more get than

Thirst can find thirst’s all-in-all in all a world of wet - viz “Felix Randal” – “pining, pining”

Of man (as caged skylark “man’s mounting spirit in his bone-house”)

[2] *Original technique in poetic language + rhythm*

A. *Sprung rhythm* – therefore like normal speech – far freer and swifter – normal steady current of rhythm going on underneath but with irregular stressed or unstressed syllables above

- his rhythm through accent *not* quantities “the sea flint-flaked, black-backed in the regular blow.” “then off, off forth on swing as a skate’s heel sweeps smooth”

B. *Relationship between sound + meaning – words + ideas*. “hack and rack the living green”

C. *Alliteration + Assonance* – “that dandled a sandaled shadow that swum or sunk”, “and all is seared with trade; bleared, smeared with toil”. “of a freehand following folded rank”, “rolling level underneath him air”, “stanching, quenching ocean of a motionable mind”.

D. *Words with several associations*. “though worlds of wanwood leafmeal lie”

E. *Use of words* – rich + surprising – all types.

It is perhaps worth including one further page from these notes, so characteristic of my love of Hopkins and the way it fed into my rather strong religious turmoil of this time.

[4] *INSTRESS* - the instress of God in all things “Over again I feel thy finger and find thee”

the patterns are kept in place – all things are upheld by this (Like Shelley’s “One spirit’s plastic stress”) which sweeps through the “dull sense world – imposes on it the forms and reflections of supreme good

“the world is charged with the grandeur of god”, “his mystery must be instressed, stressed”

operation of inscape on individual “*thou mastering me God*”

“Because the Holy Ghost over the bent World
broods with warm brest and with ah! Bright wings”.

“since, tho’ he is under the world’s splendour and wonder, his mystery must be
instressed, stressed; for I greet him the days I meet him, and bless when I understand.”

In a Hard-back brown notebook on ‘Style and Appreciation’ there are six pages of
notes and analysis of GMH. There is also bits on pp.13, 29, also p.49-52 – another 7
pages and on p.69 another page.

I start with notes from the Introduction to the book, including further detailed
notes on Inscap and Instress, and other notes on his poetic conceptions, self-
consciousness, anxiety and pathos. There are further detailed notes on sprung rhythm,
sound texture and sound-texture with quotes to illustrate. The relations to
Shakespearean style and the imagery and symbolism is briefly noted. There are later
notes on the poet’s awareness, the power of God in all things, suffering, the sharpness
of his awareness and many other topics. There is detailed analysis of the stresses in
several lines of the poetry, especially Felix Randal and elsewhere.

I end my notes on p.69 with one page which look like a list of some of the main
points I had discovered in his work.

GERARD M. HOPKINS

1. *Has rhythmic scheme of his own. Key – sense, not rhythm*
2. *He is a difficult poet – very compressed.*
3. *He is meant to be read aloud*
4. *You have got to find [sic]*
5. *It is the rhythm of conversation – strong beats*
6. *Delicate observation – minute knowledge*
7. *In his poetry (Harry Ploughman)*
8. *His compression + distortions ‘Hard as hurdle arms’*
9. *Excitement with the visual surface of life (Pied Beauty: Epithalamion) – he takes something
into an awareness of something you had not seen properly before “For rose-moles all in stipple
upon trout that swim”*
10. *Make up words “inscape” – “instress”*
11. *Noun adjectives*
12. *Elipsis*
13. *Telescopes three words into one*
14. *To convey the inscape of things of the instress of God in a thing – he wants to instress this in
us*
15. *– he wants to increase the awareness of people in the instress of God in a thing.*

*

Another small notebook (D) has a section (alongside notes on painting and
photography) on “*POETRY*”. In this I copied out various verses by Hopkins, from
Harry Ploughman, Epithalamion, God’s Grandeur, the Windhover, Pied Beauty,
Binsey Poplars.

I was influenced by Hopkins to the extent that one of my few published poems was
written in his style.

A poem in the style of G.M.Hopkins by Alan Macfarlane [Luptonian, Spring 1959]

THE TROUT

(after style of G.M.H.)

*See its swirling, curling, twisting red-flecked skies
Agile form, rising through the zenith of plunging green,
Sweeping up; up to swirl down, a gnat? Unseen
Except by its red, pointed misty eyes.
Gold through the clear murk of the chessboard shadows it dies
Back into the depths, merging, blending, keen
Eyes search, search in vain for its sinewy shadow, clean
And plump. In the pot-swirling, scum encrusted pool
It lies – disguised.*

*In the frost-biting, stone and iron winter's wail,
The black, back bent, bludgeoned trees, pale
And harsh, greyly, glower over the steely ice;
Where black, lank, double stretched, a nail
Of a fish, once fat, now hammered into a stale,
Stagnant life, lies gripped in an all-embracing vice.*

Drama and Prose in Clio

SHAKESPEARE

The Tempest

There is a large sheet, written in very small and neat hand, analysing and summarising the Tempest under various headings. Thus I gather together thoughts on the plot, the qualities of the play, the style, Shakespeare's view and vision, characterization and so on.

For example under Shakespeare's view and vision I write:

- (i) *"Indirectly teaches Christian forgiveness – complete and unadulterated – Shakespeare himself wronged and now forgives."*
- (ii) *"These our actors" speech – not Sha's view – "sir I am vexed: bear with my weakness" – did not imagine life was an illusion – philosophy of illusion philosophy.*
- (iii) *That the evil can still be forgiven, even if seen in motion (cf. Lear)*
That a great man has more than one side to him – Prospero (mind) Ariel; Caliban.

Under characterization I shall just give two of the seven notes.

Caliban – more human than Ariel – wicked humanity – but capable of something higher? – represents the gross, brutal elements of the earth – lifted by hate above mere sensuality "As wicked dew..." – living near to nature all he speaks is poetical (though tarnished by P.) "Be not afeard..." – one feels he is capable of redemption – for more intelligent than Steph[ano] and Trinc[ulo]. "I'll be wise hereafter – his intellect emerging – desire for freedom (cf Ariel)

Ariel – a creature of the elements, not human or moral [sounds like a Japanese kami – Alan] – but leads Pros to full forgiveness – 'but air', the free spirit of the air, subtle, changeful, in incessant motion, a spirit of personal gaiety and enjoyment – knows and feels the thoughts of men. "come with a thought". Prospero has an affection for him "fine apparition" – longing for freedom.

delicate – music his expression – all his speech is song – evanescent, rippling, delicate, "come unto these yellow sands" – like the soft ethereal carress [sic] of the wind"

"Where the bee sucks there suck I" – a slight humanity.

There is a detailed essay plan on the Tempest – in fact two essay plans, which I shall leave on one side.

There is an English Test on the Tempest – longish 'gobbet' type essays. The mark is 41/60. The note reads 'Very capable work, level headed, comprehensive, and showing fair insight. The style is still a bit stiff and awkward (Watch Hazlitt).'

I start with a paraphrase of a passage.

I (a) 'I forsook all worldly ambitions, and wholeheartedly dedicated my life to a retirement in which I would ennoble my mind with study. This study, which is worth more than all popularity except for the fact that it entails such a complete withdrawal from the world, aroused my treacherous brother's evil

nature. Like a good father sometimes produces a wicked child, my trust in him brought out of him treacherous deception; it was a reaction as powerful as the feeling which had produced it, a trust without limit or bound.'

There are a couple of grammatical corrections, and the mark of 14/20 with the note 'Accurately understood: worthily but rather gracelessly expressed.'

I then comment on another passage as follows. There are several ticks, and the question 'Where?' against the first line and later against 'he believes that if the prince' a note 'this is a point where quick quotation lends force' and against the penultimate line 'He is acting a part'. The mark is 7/10.

2(a) "This is spoken by Prospero to, firstly Miranda, and then Ferdinand. It occurs at the very end of the first act, when Ferdinand, shipwrecked on the island, has for the first time met Miranda. Prospero speaks harshly to Ferdinand for he wants to prevent love between Miranda and Ferdinand from proceeding too rapidly; he believes that if the prince finds it too easy to win Miranda he will not fully realise the worth of what he has won. This short extract shows how imperious and commanding Prospero can be - even impatient of the pleading of his daughter. It is one of the many occasions when Prospero uses his magic 'arts' to further his plans."

There are three further pieces of a similar length, with similar marks.

There is also another 'Test on the Tempest' – similar to the above. The mark is 25/40 with the comment 'v. sound'

There is also a hard-backed brown book titled 'Style and Appreciation' where there are from p.38, two pages of analysis of the Tempest.

I wonder what I was learning from all this – things like what is humanity (Caliban and Ariel), the art of enchantment and illusion, the necessity for barriers in love, the power of words and music. All part of the softer side of Shakespeare and closer to my work on Shelley and Coleridge at that time I suppose.

King Lear

My notes on King Lear are quite extensive – equal to all my other Shakespeare work combined. In summary there is the following:

1. King Lear Test – 11/20 - one sheet
2. Very detailed notes (2 pages) for an essay on "Give an account of the different types of madness presented in 'King Lear', distinguishing their dramatic purpose."
3. Another set of detailed notes on King Lear – about 4 pages
4. 'Lear Test' just a page. 21/35 (pass mark 17 and a half, Over 20 good)
5. 8 pages of cyclostyled notes from King Lear. I have gone through these trying to identify the speaker and on a couple of pages added detailed comments.
6. 5 pages of 'Quotations from Lear' in my handwriting. A quote and then some comment by me.
7. Essay 'Compare the three single 'storm' scenes in 'King Lear'. How do they differ in effect? 3 pages of my writing by me. Half a page of comments by David Alban. 'I am more than distressed at the errors of spelling, punctuation etc.'

8. Another essay Plan for 'King Lear' "compare the three single 'storm' scenes in 'King Lear'. How do they differ in effect?" 2 pages
9. Detailed analysis on about 6 pages of notes on King Lear. Small hand under various headings. Half filled in. Very systematic approach.
10. 'Give an account of the (three) different types of madness presented in King Lear.' Two and a half pages of fairly scruffy notes on this.

As well as these loose notes there is also:

11. A small orange soft-back notebook titled 'Lear Notebook (Contd)' There is some analysis, but much of it consists of extracts from various scenes. There is a long section on Lear's madness.
 12. In the notebook 'Style and Spelling – Clio' there are titles of my first essays in Clio. That on Sept. 29th in English was – "King Lear – paraphrase – (11/20) (i) Do not give context – but exact pt in the play. (ii) Get the meaning."
 13. In the same 'Style and Appreciation' brown book, p.39, there is a page on Lear. In the same book, p.80 there is a title:
"In what ways can a line of Shakespeare be significant?"
i) Character ii) Develop plot iii) Describe the scene (storm) iv) The meaning of the play.
- And on p. 91v – "Question nos 2" "Give an account of the different types of madness presented in K.L. etc. – the leading question what is it?"

It is difficult to know what to select out of all this. It is clear that I found Lear fascinating and I have always remembered the play with strong emotion. It spoke to so many things – madness and sanity, the nature of human love, anger, regret, pride, concealed love, ingratitude, so many powerful emotions. It was a brilliant account of the English kinship and inheritance system, as I was later to discover when I used Lear in my anthropological kinship lectures. There was also the question of power and how to relinquish it, the role of the fool, the deep pathos of the one person who really loved Lear not being able to express it – love has to be freely given, not commanded. It shows a fully modern world of feelings, as do all of Shakespeare's plays. On a much grander stage it was dealing with many of the contradictions and painful realizations which faced me both at home and in school.

Out of all the writings I shall just take two to show a little of my reaction to the play. One is a set of detailed notes – perhaps for revision, or certainly synthesizing my understanding of the play. Three of my sets of notes here are as follows.

B. *What is Shakespeare's vision – What does he see?*

- *most painful and pathetic of the 4 tragedies – evil in its coldest form – no supernatural (cf. Othello: Gl = Othello; Ed = Iago (at times)).*
- *Deals with effects of ingratitude*
- *What is the 'natural' course of action in this world? Lear's conception – filial affection – or Edmund's – pure nature "red in tooth and claw" – survival of the fittest?*
- *Filial affection – duty of son to father and vice versa (Gloucester and Lear side)*
- *The blindness of man – I stumbled when I saw" – both Gl & Lear*
- *Pride – leads to self-pity "I am a man more sinned against than sinning" speech*
- *What has once been set in motion cannot be stopped (cf. Tempest)*

- What separates man from the animal see “o reason not the need” speech, “allow not nature more than nature needs Man’s life is cheap as beast – allow not nature more than nature needs Man’s life is cheap as
- That evil left on its own “will prey on itself like monsters of the deep”
- The infirmity of age – is Lear too old to learn? “yet he that ever but slenderly known himself”

D. Why does Lear go MAD – what are the consequences – the stages of his madness?

i) Only through madness that he will gain humility.

(ii) Because his pride is fighting the realization that he “did her wrong”

(iii) Self-pity drives him round – all the values he believes in – filial duty – crumble – he feels that he has been wronged “I am a man more sinned against than sinning” hence he cannot accept the fact that he must change his sense of values

(iv) His beating and pounding mind – joined to the fury of the storm and the arrival of Edgar drive him round the bend.

J. Is King Lear too big for the Stage?

Brudelus – undoubtedly effective – but what makes the greatness of the play the immense scope, mass and variety of intense experience, interpenetration of sublime imagination, piercing pathos, humour (almost as moving as pathos), vastness of convulsion of both nature and human passion; the vagueness of the scene, the strange atmosphere cold and dark; the half-realised suggestions of universal powers working in the world of individuals – all this interferes with dramatic clearness – refuses to be fully revealed through senses – even contradictory to them

- demands a purely imaginative realization.
- Blind of Gloucester – overpowers all feelings of tragic emotions on stage – adds pity in the mind.

There are many more notes, but this gives some idea of how I was deeply impressed and had moved inside the searing world that Shakespeare created.

The one essay that I still have concerned the three storm scenes. I have the detailed essay plan, which I modified quite considerably when I came to write the essay. But the fact that there were two foolscap pages of detailed plans for a three page essay shows that I was learning to plan my work quite fully. The comments and corrections by David Alban were in black ink – I shall put them in bold.

Compare the three single ‘storm’ scenes in ‘King Lear’. How do they differ in effect.

There are several important themes which these three “storm” scenes portray. As a whole they develop [**develop**] Lear’s mental progress. They take him from the condition of self-pity to the first stages of madness. These scenes are also intended to give us some insight into why Lear goes mad, and in this they are helped in effect by the continual presence of the storm. [tick] Lastly they have to sustain our interest in the other characters in the play, Cordelia and Albany for instance, who will play a part later. [**in fact plot stages are necessary**]

I intend to show some of the effects in each ‘storm’ scene; and I hope the differences will be illustrated by this. [in brackets – **omit. I’ll follow!**]

The first scene fills four necessary dramatic needs. It prepares the image of the fury of the storm, for Kent asks “who’s here, beside foul wheather” [‘h’ crossed through – **oh!**] and we have repeated allusions to this storm, which sustains it. One effect of the storm is that, it gives us a symbol of Lear’s mental turmoil, and it also has an effect on Lear; he finds he is not ‘ague’ proof. This first scene, telling us that Lear is “contending with the fretful element” prepares us for his abrupt entrance in the

next scene. It also succeeds in reminding us of Cordelia for “true it is, from France there comes a power into this scatter’d kingdom”; and we hear that “There is division, ... twixt Albany and Cornwall.”

Having been prepared by the previous scene we now meet Lear in his full fury. And this scene’s effect is that it shows us two stages in Lear’s development. [various suggestions for improvement in grammar and ‘development’ – correction]. It shows his stage of self-pity, he seems to be reveling in it when he says “here I stand your slave, a poor, inform, weak and despised old man” he believes himself, “a man more sinned against than sinning.” His pride leads him to judge all men’s experience his own. [tick] He says “all germens spill at once that make ingrateful man!” When he sees Edgar he says “What! Have his daughters brought him to this pass?” **[Edgar does not appear until scene iv]** These are stages through which Lear must pass, but we are beginning to see already signs of the pity for others, and the self-humiliation which alone can lead to a true understanding of the world. As Kent says “man’s nature cannot carry the affliction nor the fear” [tick] of this storm, and Lear admits “My wits begin to turn”. [tick] he is beginning to admit that he is not everything. He begins to feel pity for the fool “Poor fool and knave, I have one part in my heart that’s sorry yet for thee.”

In the next storm scene all of these four parts of Lear’s development are existent. **[‘development’ is corrected, and ‘parts’ changed to elements and ‘are existent’ to ‘unite’, with the comment what a way to put it.]** He humbles himself before Kent by saying “But I’ll go in” when he has just said “Pour on; I will endure.” He feels a growing pity for others, which is well demonstrated in his prayer “Poor naked wretches, wheresoe’er you are ...” He admits “I have ta’en too little care of this”. He does not indulge in so much self-pity, but he still judges others by himself. The great effect which this scene is trying to give us is a satisfactory answer of why Lear should go mad. The method in which Shakespeare explains the probability of this madness, and some of the reasons for it, is through Gloucester. We have already been partly prepared for Lear’s madness by such statements as “My wits begin to turn”, now he actually goes mad. After he is mad Gloucester argues “Canst thou blame him? Why his daughters seek his death.” Gloucester says that he himself, a less passionate man than the king, and with less cause for madness, is almost mad. He explains one version of the madness, grief for Cordelia, “the grief (for Gloucester’s son) hath craz’d my wit”. This last speech helps to make Lear’s madness more acceptable to us. **[The last three sentences are sidlined with not at all clear what you mean.]**

David Alban comments on the back are:

‘What sends Lear mad?’

- 1) Distinguish between:
 - (a) immediate cause: viz. the combination of emotional stress, the storm, self-pity, and meeting Edgar. And
 - (b) the underlying cause: viz. his world has crumbled. He has to accept a new state of things, and must realise the true motives of human nature – avarice, self-interest and the like. His mind cannot face it. Madness is a subconscious refuge.

Bear in mind that at the back of his consciousness the “I did her wrong” feeling of remorse is also at work the whole time. The fool is in a way a link with Cordelia. Also he is beginning to realize his folly.”

Mark 10/20. Comment “I am more than distressed at the errors of spelling, punctuation etc.”

So I studied two Shakespeare plays a year in my first, third and fourth years, and one in my second. What did all this teach me? A great deal I suspect. Like all reasonably educated middle class English people I would henceforth have a repertory of Shakespearean quotations and allusions at hand. I had travelled in the famous vicarious way through time and space, to enchanted islands and blood-soaked Scottish castles, to blasted heaths and London taverns. I had learnt about many of the contradictions of English culture – love and loyalty, power and responsibility, truth and lying, youth and age, pain and pleasure, anger and remorse. Clearly I enjoyed a lot of it and I learnt that many of the conflicts of emotions which I was feeling as I grew from a child to a man were part of the wider human condition. Where I learnt of beauty or nature from the Romantics, of God and man in Milton, of humour and variety in Chaucer, from Shakespeare above all I learnt deeper philosophical lessons about the tragedy and comedy of life.

Jane Austen

We seem to have studied both *Pride and Prejudice* and *Persuasion* in our fourth year, for A level. Let me take *Persuasion* first.

Persuasion

There are eight pages of cyclostyled notes [by Bertie Mills] on *Jane Austen's Satirical Comedy (with particular reference to Persuasion)*. I have annotated these quite fully and put in sub-heads. They are extremely detailed and helpful. I was sufficiently impressed by these long notes to try to reduce them into a shorter version. So in an orange notebook there are twelve pages of notes by me taken from the cyclostyled sheets, entitled "The satirical comedy of Jane Austen" (H.H.M. notes) and with 'Compare always with Hardy' at the top. There is much else of wisdom in his commentary and there were so many lessons for a boy of sixteen-seventeen as he entered British middle class social life with all its subtleties. Jane Austen was a manual of etiquette and morals of a most genial kind.

As well as these notes and my notes on them, there is in the small orange soft-bound book titled 'Persuasion'.

There are seven pages of notes, starting from chapter 6 and noted 'Notes (cont)' so obviously an earlier book is lost. There is then a long essay on Lady Russell, which has extensive notes on it in red biro (by H.H.M) and a mark of alpha minus minus. 'A very good piece of work' – and with comments on the work. So let me include my essay, one of the best marks I got from Bertie Mills and showing what I made of *Persuasion*. Again I shall put Bertie Mills' comments in bold (and ticks in red are indicated) – showing, as with David Alban, the careful, sensitive and supportive overseeing of my work.

Here is the last page of the essay as I wrote it, with David Alban's comments. A full transcript of the whole essay is below.

what sort of humour?

be complete. hardly of course she is & a suitable object from which Jane Austen can draw her humour, a humour nevertheless which is kind and gentle. The author's views on this matter and Lady Russell's essential qualities are shown in the following passage. "There is a quickness of perception in some, ... a natural penetration in short, ... Lady Russell had been less gifted in this than her young friend. But she was a very good woman, and if her second object was to be sensible and well-judging, her first was to see Anne happy. She loved Anne better than she loved her own abilities;..."

||

J. Austen

A very good piece of work, revealing close and careful study of the text. You should have made rather more of the excellent point you make at the bottom of the second page, because this is one of Jane Austen's principal methods of conveying comedy in her characterisation. Also, try to be always alive to the spirit of laughing irony which pervades the whole thing.

Lady Russell

Jane Austen is not [tick] (really) a moralist. Therefore we must not seek to find in Lady Russell too many moral lessons or conclusions. The author knows everything will end (off) happily, and though she has a keen sense of the failings of the characters she is always prepared to laugh at them. [tick] Very seldom is it that we find that Miss Austen's sarcasm is malicious and it is certainly not

against Lady Russell. The authoress treats her in a humorous way and it is not a one-sided picture that we obtain of this Lady. Therefore the first attitude to Lady Russell we must study is that of the authoress.

As always the failings of the character provide a well of amusement for Miss Austen's pen. But the sarcasm is on the whole mellow and without sting, certainly not deliberately cruel. [tick] This kind of humour is typified in such statements as "I am no match-maker, as you well know", **irony** and Jane Austen's comment on this character "Lady Russell had little taste for wit and of anything approaching to imprudence, a horror." **Lady R. herself would have congratulated herself on this as evidence of her own eminent soundness: Jane Austen (and we) laugh at it as a deficiency: this is a typical example of J. Austen's comic method: the disparity between what the character is in her own esteem, and the way we look at her.** In spite of this Miss Austen undoubtedly sympathized with her. As Anne, speaking for Miss Austen, says "she did not blame Lady Russell, she did not think herself to blame for having been guided by her." The authoress's opinion as to what Lady Russell should have done is also stated by Anne who "felt that were any young person in similar circumstances to her come for counsel They would not receive any (counsel) of such immediate wretchedness and such uncertain future hope." **But an ironical hint that the so-called wise counselor was not always so wise!** Jane Austen did not dislike Lady Russell but rather she "sighs and smiles" like Anne, "in pity and disdain."

We now have to consider Lady Russell's view of herself, this is essential as it is from the disparity between this view and the actual character of Lady Russell that Jane Austen gathers a great deal of humour in this character **and in many others. Very Good – this is the crucial point. Tick.** The widow of Sir Henry Russell thought of herself as a "steady and matter of fact" woman who was much too well aware of the uncertainty of human events and calculations" to be a "match-maker". She considers herself to be a good judge of human character, and a reliable friend, but is this substantiated by her deed and word? [tick] Surely her fault **of faulty** perception in the cases of both Elliot and Wentworth, combined with a hasty judgement of Benwick, for "lady Russell had determined him to be unworthy of the interest he had been beginning to excite," and Mr Elliot conclusively show that this good Lady was not (at all) **unfailingly** a trustworthy guide or companion.

Despite the (false) **mistaken** opinion Lady Russell held of herself in some matters we have no reason to doubt that her motives for intervention were not pure. [tick] She may have had (a) poor perception, but she intervened for Anne's own good. Her sincere statement "my dearest Anne, it would give me more delight than is often felt at my time of life" if Anne married someone nice, in her opinion Elliot, is simple but kindly. [tick] Perhaps, to a slight extent, she was thinking of her own happiness as well as Anne's, [tick] but Anne's joy was the factor which would make her happy. "She did not ever enjoy a sweeter feeling than the hope of seeing him (Elliot) receive the hand of her beloved Anne," this is perhaps the reason why Lady Russell had such an influence over Anne. Anne, realizing her friend's attachment [tick], had "always loved and relied on (her);such steadiness of opinion, and such sweetness of manner, (could not) be continually advising in vain." **There is even a hint of irony in this – the unspoken question ("or could it?")**

To study satisfactorily the role of Lady Russell we must decide whether her faults outweigh her merits, for without knowing this we can not decide if Jane Austen intended her to be an essentially good or bad character. **do you think that J. Austen is interesting in passing moral judgements? She is more concerned with laughing at what is ridiculous.** Lady Russell has several faults, for instance an overpowering possessiveness. Indeed her tyranny **tyranny** seems to be more marked when there is a potential husband around; when Elliot was courting her Anne "was too much engaged with Lady Russell to be often walking herself." [tick] Anne's friend has another fault, in that she takes it for granted that what she likes everyone else will like, [tick] "Lady Russell was fond of Bath, in short, and disposed to think it must suit them all." She is rather too self satisfied, in the case of Anne's refusal of Charles Musgrove for instance

Lady Russell was “as satisfied as ever with her own judgement.” **[tick]** She may even be called a slight “perverter of the truth” **[tick]** when she pretends to Anne that she “was looking after some window curtains” when she was in fact watching Wentworth on the opposite pavement. But her real fault lies in the fact that she (poses herself) **passes herself off** as a good judge of character, but is really less perceptive than Anne. This is easily illustrated in her failures to come to the right conclusion about Elliot and Wentworth. She became “perfectly decided on her opinion of Mr Elliot”, but it was an erroneous conclusion, and it was Anne who had to tell Lady Russell the truth so that “she would no longer be deceived.” **[tick]** She (L.R.) had been unfairly influenced by appearances Because Mr Wentworth had not suited her own ideasshe had been quick to suspect him ofimpetuosityShe had been too quick in receiving Mr Elliot ... she had been pretty completely wrong.” **But to her credit, it is she who admits it.**

Nevertheless Lady Russell is not a ‘villain’. She is actuated by good motives, even if she does have the above faults. She is generous hearted, for instance she loved the Elliots, and “seemed to love (Elisabeth) rather because she would love her, than because Elisabeth deserved it.”

She loves Anne deeply, feeling hurt for her, in fact “Mrs Clay in such favour, and Anne so overlooked was a perpetual provocation to her”. **[tick]** She is not a snob like Sir Walter, as we can tell for “she sees nothing to blame in it **[Anne’s visits to see Mrs Smith]**.... On the contrary, she approves it...” Lastly she is not so stubborn as to refuse to give up her old false opinions for “when the awkwardness at the beginning was over (she) found little hardship in attaching herself as a mother to the man who was securing the happiness of her other child.” **Very good, tick**

From these facts we can draw the conclusion that Lady Russell was not intended to be the “evil genius” misdirecting Anne. Her purpose in the play **careless**, technically, was to be the person who had enough influence to dictate to Ann whom she should or should not marry. She satisfies another need of the novel in that she is the measuring tape against which we can measure Anne’s growing self confidence and individuality. **[tick]** She is also included because she is a character out of life, familiar to us all; without her the novel would not be complete. Lastly of course she is a suitable object from which Jane Austen can draw her humour, **what sort of humour?**, a humour nevertheless which is kind and gentle. The authoress’s views on this matter and Lady Russell’s essential qualities are shown in the following passage. “There is a quickness of perception in some,a natural penetration in short, ... Lady Russell had been less gifted in this than her young friend. But she was a very good woman, and if her second object was to be sensible and well-judging, her first was to see Anne happy. She loved Anne better than she loved her own abilities;...” **[tick]**

Alpha minus minus. A very good piece of work, revealing close and careful study of the text. You should have made rather more of the excellent point you make at the bottom of the second page, because this is one of Jane Austen’s principal methods of conveying comedy in her characterization. Also, you must always be alive to the spirit of laughing irony which pervades the whole thing.

There is also a page of comments on the essay in my own hand – perhaps as the result of a special supervision. But they overlap with the comments in the essay, so I shall omit them here.

I also studied *Pride and Prejudice*. On this there are four small pages of notes – perhaps a set of comments on a few passages. There is also an Essay Plan, showing an essay of eight paragraphs, apparently mainly dealing with various characters. The title may well have been ‘Pride and Prejudice “A Critical Appreciation”’. There are also another five or six pages of notes for a critical appreciation of the book. Since I do not have any sustained writings of my own apart from notes, and I have given an extensive essay on *Persuasion*, I shall not include anything more here. I think, however, that I remember *Pride and Prejudice* more clearly than *Persuasion*.

OTHER MATERIALS ON ENGLISH LITERATURE

I have what looks like a mock ENGLISH 'S' level Paper. There are four pages of foolscap. The mark is 21/40 and remark 'Good work'. The paper clearly consisted of various pieces of prose. The first piece, from a note at the bottom, was Virginia Woolf, *Jacob's Room*. The second is perhaps Jane Austen or Trollope. The third seems to be Walter Scott, and the final one is the famous opening to Charles Dickens *A Tale of Two Cities*. My comments in the face of ignorance of all these openings are quite interesting. I shall only include the first of them.

(Virginia Woolf, *Jacob's Room* – which I did not know).

The first piece is in the Romantic vein. By this I mean it is emotional in its use of such words as "but the blot had spread." not at all clear what you mean The author uses a clear elliptical language which is both emphatic in its short sharp sentences and dramatic in its unexpected last phrase. Finally there is imaginative use of words, for instance in the words "was bending like a wax candle in the sun".

The method of attack is itself emphatic. A character is led straight onto the stage to act for herself, without any previous scene-painting. We are given a tiny situation which will no doubt spread out until it envelopes the whole novel. In fact the approach is in many ways similar to that of contemporary detective fiction writers.

This approach is immediately successful in that it grasps our attention. A conflict [tick] is formed, and we read on eagerly to find the answers to such questions as "why did she have to leave?" and "What was the accident?"

It appears that the story will be a personal one dealing with human character and relationship, for there is here a sympathetic interest shown in human feeling. It also seems likely that it will be on a small scale, [tick] for the writer seems interested in probing a small detail to its depths.

[Notes at bottom in my hand: Virginia Woolf – *Jacob's room*.

- i) *Probing the mind, gets inside it – psychological*
- ii) *Tries to capture the half-thoughts in one's mind*
- iii) *Presupposition – something has happened before*
- iv) *A little dramatic.]*
- v)
- vi)

WILLIAM HAZLITT

I have a small grey softbound book titled 'The Spirit of the Age – HAZLITT' – Clio'

At the front there is a page on which is written 'Questions Procedure' in which I lay out how I should read Hazlitt in some detail.

The grey notebook entitled 'The Spirit of the Age' starts with a more systematic procedure for analyzing Hazlitt's essays. It looks as if we were given this framework by David Alban.

Questions, Procedure

Read it through (i) Getting sense ii) Getting important phrases underlined

In what way is this representative of the Spirit of the Age?

What does the character represent (Why did H chose it?)

Actual facts – just an outline

Hazlitt's method of character portrayal. Not biography. When you come to a revealing phrase jot it down.

Characteristics of style

Varieties of tone – astringent, sarcastic, serene, posed, detached (short examples) – headings like these

Turn of phrase (very good) – short, how does he arrive at it

Gift of imagery – he appeals to your imagination – very powerful

General qualities of his style a) capable of many moods – Ease - restful (he can say what he wants without labour)

It is clear from this that we were meant above all to read Hazlitt in order to write better. But I think that I also learnt a great deal about worlds of which I would normally have had no knowledge – politics, journalism, poetry and so on. In a way, Hazlitt could also be seen as a kind of sets of civics talks. And I also learnt a great deal about upper middle class English behaviour in a way which complemented my reading of Jane Austen and others. I think it had quite a large influence on me, and may have re-surfaced in an unpredictable way in the last years of my academic life

The analyses follows this procedure quite carefully in application to: Lord Eldon, Wilberforce, Horne Tooke, Sir James Mackintosh, Canning, Mr Campbell, Wordsworth, Crabbe, Charles Lamb, T. Moore (poet), Leigh Hunt. There are notes on Hazlitt's 'On Familiar Style' and Dr Johnson. Also there is a detailed essay plan on an essay "No man can rightly judge his own age, but his judgment of it may be interesting none the less."

As the notes are extremely detailed, including notes given to us by David Alban, I shall only take a very small sample here. I shall take my notes on Hazlitt's treatment of Samuel Taylor Coleridge, a poet I deal with also under 'Poetry'.

The fact that it was above all as a stylist that we were encouraged to engage with Hazlitt is shown by my notes on what looks like an essay by Hazlitt. I shall reproduce my notes here since they show something of what I was learning.

'Mr Coleridge' (1st Romantic 1772-1834)

Mr Coleridge has "a mind reflecting ages past."

a) *Mr C's mind and imagination*

There is a great poetry in the style of Hazlitt "He who has seen a mouldering tower by the side of a crystal lake, hid my [sic] the mist, but glittering in the wave below (a metaphor or allegory)

i) says "... his mind, unearthly, unsubstantial with gorgeous tints and ever-varying forms" he is a great lover of art and science, and wedded to no one in particular brilliant similes by H "Hardly a speculation has been left on record but it has been folded up in Mr C's memory, like a rich but somewhat tattered tapestry"

ii) if Mr C had not been the most impressive talker of his age, he would probably have been the finest writer some of it complicated "he is trying to subject the Muse to transcendental theories; in his abstract reasonings he misses his way by strewing it with flowers

iii) he says that people "of the greatest capacity are often those, who for this reason do the least" – he often throws out these general statements
he goes on to give his reasons – which are quite logical

he says that Coleridge did not bother to write down many of his thoughts

then an account of C's life generally very much for C. He just picks certain excerpts [sic] from his life

H seems to know a great deal of detail about C

b) *Mr C's taste from boyhood*

- shows the progress of C's taste
- Aeschylus – Prometheus
- The Millennium, Matter and Spirit – became enamoured of Bishop Berkeley's fairy world
- He had a huge pile of learning, unwieldy, enormous
- From the heights he fell to the depths of Dissent (like John Huss, Socinus etc)
- Spinoza
- Then religious exaltation "Thomas Aquinas and Jacob Brehmen
- Down to Milton, Rousseau, Johnson etc – then keen on Ren art (Giotto; Raphael)
- He showed great enthusiasm for the French Revolution
- The fever and madness of his first impressions wore off – he had to sink into a "torpid uneasy, repose"
-

c) *Then a literary criticism of C's works.*

Ancient Mariner – only poem that would impress everyone of its author's genius – unquestionably a work of genius – "wild irregular genius"

Christabel – one splendid passage on divided friendship – Translation of Wallenstein – faithful, spirited – touches of pathos and fancy equal to his genius the exception

His poetry inferior to his conversation

His prose abortive (The Friend – some noble passages but prolixity and obscurity most frequent long winded, tedious)

d) *The qualities of Mr C's life*

Mr Coleridge by dissipating his talent will leave no monument behind, by dallying with every subject by turn

He acts only on spontaneous impulses without method or object

- he next stresses Coleridge's by comparing him with Mr Godwin (the next person in the book)

long and involved simile's and metaphors (p.51-2, middle from "so to speak....")

he says Coleridge was working at a bad time – fancy and independence were strongly criticized and attacked, without the possibility of sheltering "from the pelting of the pitiless storm"

Mr Coleridge sounded a retreat for the other poets – whose sensitive feelings were touched by the dislike of people and King – but he did not shelter with them.

*

I have no surviving essay on Hazlitt, but I do have, in the grey notebook, a detailed plan for an essay, which I shall reproduce to see some of the things which I found in this author.

I have a note that I would select the following as my examples: Mr Wordsworth, Mr Canning, William Godwin and (in brackets) Mr Cobbett.

“No man can rightly judge his own age, but his judgement of it may be interesting none the less.”

I. Introduction – An incorrect and misled contemporary judgement may be interesting; the work of an amazingly perceptive, critical and powerful writer is fascination.
his sphere – politics – literature (poetry + prose) – philosophy, science, social reform (Cobbett)

II. Aim – capture the spirit of the age – both as a picture for the future – to better the age itself by showing it itself

III. Handicapping influences

- prejudices – inability to see as a whole – limited in his speech – immune through over-familiarity
- *a) Prejudices* – Whig – elliptical style – common sense – against artificiality – (BUT NOTICE v Edinburgh review) – Jeffrey very harsh & Gifford (Quarterly) – does not get Shelley (too idealistic)
- *b) His speech* – not limited much – harsh invective – sarcastic allusion (viz Canning) – examples

IV. His gifts

i) Deep insight into character

- viz Byron – fiery, impatient & haughty liberal
- tries to probe motive force of men’s being
- Wilberforce wished to do “what will be thought right” – wrong with stubbornness of Cobbett
- Exaggeration – but realities

V. Criticism of Politics and Literature

- more successful in literature

a) political prejudices stronger, therefore judgement wilder, tone over stringent of some

- loath to give praise – feelings animate his style – most enjoyable – ELDON – “an out and outer” – “his charity begins and ends at home”, “the follies and absurdities of mankind never give him a moments uneasiness” – rather unkind to him
- CANNING – calls him a “palleator of every powerful and profitable abuse”.

b) Literature

- ahead of his time in his perceptive and often sympathetic criticism
- (viz Essay on Wordsworth – while Byron criticizing)
- vis Coleridge – catches ethereal wild character

c) Philosophers – no great sympathy with impractical idealists – *Godwin*

- his fault – raises the standard of morality above man’s reach –
- he elevates reason *too* high

COBBETT – he gets his “butting” quality and is naturally admiring – but a bit wrong at times – says he has no fixed principles (viz. paper-money – Tories etc – gets his disposition and style) Brilliant criticism

WORDSWORTH – amazingly perceptive and sympathetic criticism – “he sees nothing loftier than human hopes, nothing deeper than the human heart”, “his Muse... is a leveling one”, strives to reduce all things to the same standards “Fools have laughed at, wise men scarcely understand them” – Lyrical ballads describes nature with an intensity of feeling that no one had done before written in mountainous county from bareness, simplicity, loftiness and its depths

VI. His advantages

- met the people he is talking about – not only looks at the period but feels it also
- - accessible to various sources

Angles – As window to his age; as a piece of literature; penetration of human nature; pleasure.

VII. His literary skill

- the elliptical “familiar” style
- always vivid – his pictures live and sparkle
- never deliberately vague

“His style is that of a man who has an absolute intuition of what he is talking about, and never thinks of anything else”

- *imagery* “a pivot on whose oily hinges state policy turns easily” – wittily pointed
- *turn of phrase* – Wilberforce “he rather patronized honesty than is a martyr to it”
- ease
- *tone* – *enormously rich and varied* – astringent, serene, sarcastic, varied, poised, detached, sarcastic.
- He is perfectly under control but can cut like a whip when he wants – viz *Eldon*
- Often just discursive – but still stinging – Horne Tooke

Penetration of human motive

Eldon, Southey – he moves away from the character to an element of human nature in *Southey’s case* “whatever is right”, “not truth but self-opinion is the ruling principle of Southey’s mind”, with no vices – ah – except want of charity

The people he attacks are mere symbols.

Hazlitt is at heart a seer and a visionary.

- Tour round Europe: in Wordsworth's footsteps

[NOT SURE WHETHER THIS SHOULD GO HERE OR IN HOME LIFE]

There is some discussion of the tour as early as March, when I clearly broached the subject with my parents. My mother wrote back on 24 March 1959:

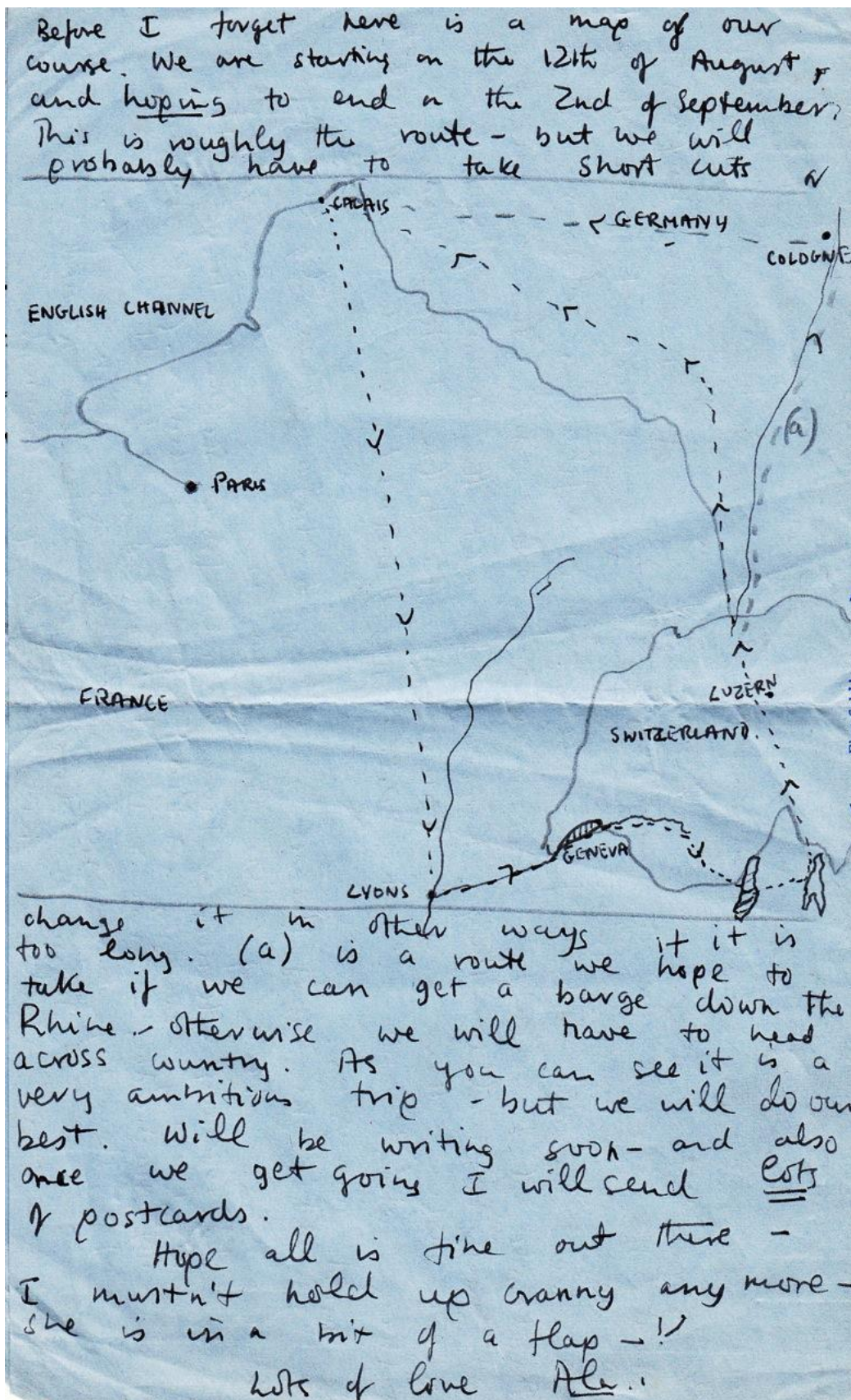
I think it would be a good idea to go to the Continent... Wish we could finance you but one way and another are very pressed at the moment, also I told Fiona we couldn't finance her trip to Italy which means I can't very well finance yours. Would it be very hard to take your motorbike, or has Campbell not got one? The idea of walking with one of those vast packs on your back is rather grim. I read an article about fishing in France somewhere, will try and find it.

My mother, as always, entered into the plan with enthusiasm and wrote again on 23 May 1959:

I do hope your trip to the continent will come off, I think the kilt an excellent idea but the plastic mac in an envelope probably a mistake, I remember hearing a funny description of a walking tour on the wireless and they spent their whole time trying to get their macs back into the envelopes... I should think your grey wind cheater would be better, and if its deluging you can shelter. The great thing is comfortable shoes or boots, your first aid kit should just be sticking plaster, scissors, antiseptic, and aspirin - you'll be able to get other things on the way. Also I shouldn't bother with provisions except perhaps some Horlicks tablets or a few Oxo cubes to make a drink if you're absolutely stuck, I'm sure you'll always get milk and eggs and rolls and fruit along the way. We should be paying £10 for your keep and pocket money for that time so could contribute, and if you can earn five that would see you through. I should go in September when the weather is usually better and the crowds less. If you managed to get a few photographs you could probably write an article. In the Steps of the Poet or something which would pay for the whole thing!

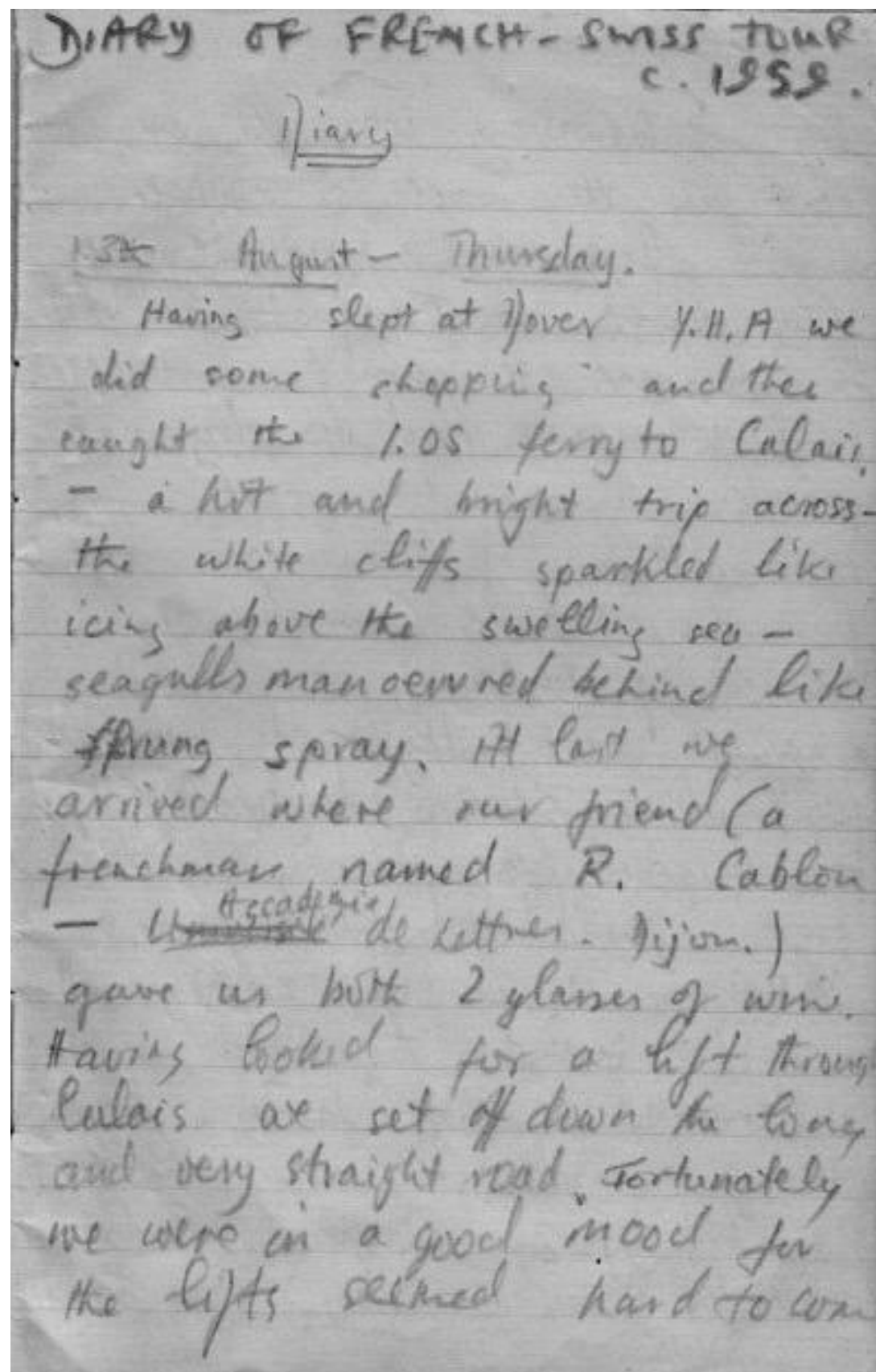
As the trip approached, my mother on 20 July 1959 asked for information about the shape of the trip: *Let us know when you are due to start and give us a rough stretch of your route so that we know whereabouts you will be on what days, not having read Wordsworth account and having lost the previous map you sent me.*

I replied to this request as follows on 3rd August 1959.



As will be seen from the following account, we did most of this, but took a detour via Paris on the way down, and where unable to go down the Rhine. Here is the description of what was, in effect, my first almost solo piece of anthropological travel.

It was described in my Trevelyan Prize Essay (part 2), written in autumn 1959, with some additions from parts of a surviving diary, postcards etc.



*

September 5th [See a Map to Field Head ①
follow]
[When you have read this Outgate
could you keep it ^{pamphlet} please?]
Dear Mummy and Paddy,

Thank you very
much for the two letters which were
awaiting me when I arrived back from
abroad yesterday. I was looking forward
to them all round our trip - and I was
half-looking forward, half dreading
the other envelope which would also
be awaiting me - my exam results.
Anyhow - you will have heard what
I did - personally I am quite satisfied
and I ^{hope} ~~think~~ my masters will be
As I told you I did not really
stand much chance of getting ^{Hist with} ~~1st~~ ^{For Top}
^{last year.}
Only 1 boy out of 14 passed it. I
am both surprised and pleased that
I managed to get a distinction in
English - as although it is perhaps
my best subject as I told you I
nearly went to sleep in one of the
English papers, and also committed

In his last vacation from Cambridge Wordsworth went on a walking tour round Europe with his friend Robert Jones. I felt it would be interesting and instructive to follow this tour which the poet himself believed had such a great influence on his imaginative faculties. It may indeed be said to be the crowning and final stage of the poet's youthful period of Nature-worship, for it was in the very next year that he became embroiled in the French Revolution and his thoughts turned to the character and destiny of man.

There is no doubt that among the sublimities of the Alps the poet gained valuable revelations which assured him of the existence of a "presence" or deity within the visible exterior of natural objects. He began to see high up among the mountains that "all the elements of the scenes he beheld were but workings of one mind". I felt therefore a desire to visit the scenes which had so enlarged the poet's greatest gift, imagination. As a side-line I would study how different a face Europe wore after the intervening one hundred and fifty years since the French Revolution.

It seemed useless to travel by private car so a friend and I set out with rucksacks on our backs to hitch-hike the long distances and walk the more important stretches, for we only had three weeks as opposed to the poet's fourteen to complete the trip in.

Having found his route as accurately as possible from old letters, the Descriptive Sketches and the Prelude we set off down France via Chalon-Sur-Saône to Geneva. The poet had travelled this way, but had not been particularly [sic] struck by France. He noticed the excitement and joy in the air, the optimism in the coming revolution, and he describes the road in a general manner "Where Elms, for many and many a league, in fields . . . , rustled o'er our heads." But it was in Switzerland and North Italy that the poet found inspiration.

At Geneva, like Wordsworth, we had our first glimpse of the higher Alps. They rose magnificently proud at the end of the lake and to the poet memories of his own mountains must have come. Among these towering forms such sights as the following must have stirred deeply this lover of mountains:

"'Tis morn: with gold the verdant mountain glows,
More high, the snowy peaks with hugh of rose.
Far stretch'd beneath the man-tinted hills,
A mighty waste of mist the valley fills,
A solemn seal! . . .
No vulgar joy is his, at every side
Stretch'd on the scented mountains purple side."

The poet then journey[s] up Lake Geneva and then up the Valais. Here the top part of the Rhine travels down a narrow but fertile valley. The mountains rise clear and savage above, even higher snow-capped peaks soaring through the gaps in the closer range. This scene would arouse strange powers within the poet, churning in the poet's brain these feelings are best described in his own flashing words;

"For images of other worlds are these,
Awful the light, and holy is the air.
Uncertain thro' his fierce uncultur'd soul
Like lighted tempests troubled transports roll;
To viewless realms his spirit towers amain
Beyond the senses and their little reign.
And oft when pass'd the solemn vision by

He holds with God himself communion high,
 When the dread peal of swelling torrents fills
 The sky-roof'd temple of the eternal hills
 And savage Nature humbly join[s] the rite.
 While flash her upward eyes severe delight.”



[POSTCARD OF MATTERHORN. On back, to Mrs James, Field Head etc.
‘Dear G & Grandpa, I am writing this from Lake Como – the weather I am afraid is not very good, but apart from that everything is going fine. The lifts from Geneva – though hard to get were good ones – and we had a wonderful ride over the Simplon pass some 6 and a half thousand feet up in the Alps. Today we are hoping to go to the most beautiful spot in Europe. It hope it is sunny. Will be writing soon – love Alan’]

Like Wordsworth I find it practically impossible to describe the real spirit of the Alps, of the towering crags wooded at the bottom then higher bare with precipices and jutting crags. Such is the scenery as one starts climbing up the Simplon Pass from Brigue. Wordsworth, the master poet of mountains admitted that “whoever in attempting to describe their (Alps) sublime features, should confide [confine?] himself to the cold rules of painting would give his reader but a very imperfect idea of those emotions which they have the irresistible power of communicating to even the most impassive imaginations.



[SEPARATE POSTCARD SENT TO ASSAM: The postcard is of 'Martigny et la plaine du Rhone', showing a mountain valley and town: The text reads 'I only posted the last PC this morning but as we were going through the Rhone valley via Martigny I thought I would send you a P.C to show you what the lower part of this value [sic] is like. We left Geneva this morning and apart from being asked to have a drink by an English lady as we were walking by the lake (where there was water-skiing etc) we had no lifts etc. But we made good time after that and almost reached the Simplon – Love Alan]



“The fact is” he continues “that the controuling [sic] influence, which distinguishes the Alps from all other scenery, is derived from images which disdain the pencil.”

For me the passing of the Simplon was the most exciting part of the journey. Forced to climb up by the encircling hills one winds up and up into the heart of the mountains. The corners are sharp, and occasionally we would come on old stretches of muddy track which were probably used in Wordsworth’s day. There were pines scattered along the road the whole way up and through these, driving along the edge of the precipices, one could catch glimpses of enormous mountains towering straight up into the sky, or in the dizzy valley almost vertically below lay the little clump of houses you had left. The peaks menaced above, clotted with dark green pines except where a precipice, stripped of foliage stood gaunt and naked.

William must have been bewildered and dazed by so much massive power. This seems to be born out by the fact that all he writes about this impressive beauty on looking back was: -

“Far different dejection once was mine,
A deep and genuine sadness then I felt,
.... Upturning with a band
Of traveller’s, from the Valais we had clomb...”

Seeming dazed he wandered up, the beauty around him bottled within him. He needed something to ease the tension, to release the power within him.

When they reached the top the two men took the wrong path but fortunately they met a peasant who told them that “henceforward all our course was downwards That we had crossed the Alps.”

In some mysterious way these last six words released the poets imagination. They helped to bring upon him one of his most important visitations in which his soul with the aid of imagination seemed to bypass his normal senses and to see through the veil of exterior form into the heart of reality. This is how he tried to explain his feelings, in later years.

“Imagination! Lifting up itself
 Before the eye and progress of my song
 Like an unfather’d vapour; here that Power,
 In all the might of its endowments, came
 Athwart me; I was lost as in a cloud,
 Halted, without a struggle to break through.
 And now recovering, so my soul I say
 I recognise thy glory; in such strength
 Of usurpation, in such visitings
 Of awful promise, when the light of sense
 Goes out in flashes that have shewn to us
 The invisible world, doth Greatness make abode,
 There harbour whether we be young or old.”

The explanation of this emergence of William’s imagination seems to me to be twofold. Firstly the words “we had crossed the Alps” probably started some chain in the poet’s mind, perhaps bringing memories of other crossings such as Hannibals. It brought home to the poet his achievement, and the greatness of the mountain barrier which he had just crossed. Secondly the top of the Simplon is extremely like a Lake District pass. It is a flat plain of Spring turf and heather with great boulders scattered round. There is also a marsh with a stream gurgling from it down a gulley bordered by a few stunted trees. On the day we went over the top with a misty rain sweeping through the mountain gap the similarity was especially marked. It seems highly possible that a sudden memory of the more personal and friendly fells of Lakeland released the poet’s imaginative faculty. The unity of different objects which the poet stresses in the next quotation seems to support this theory.

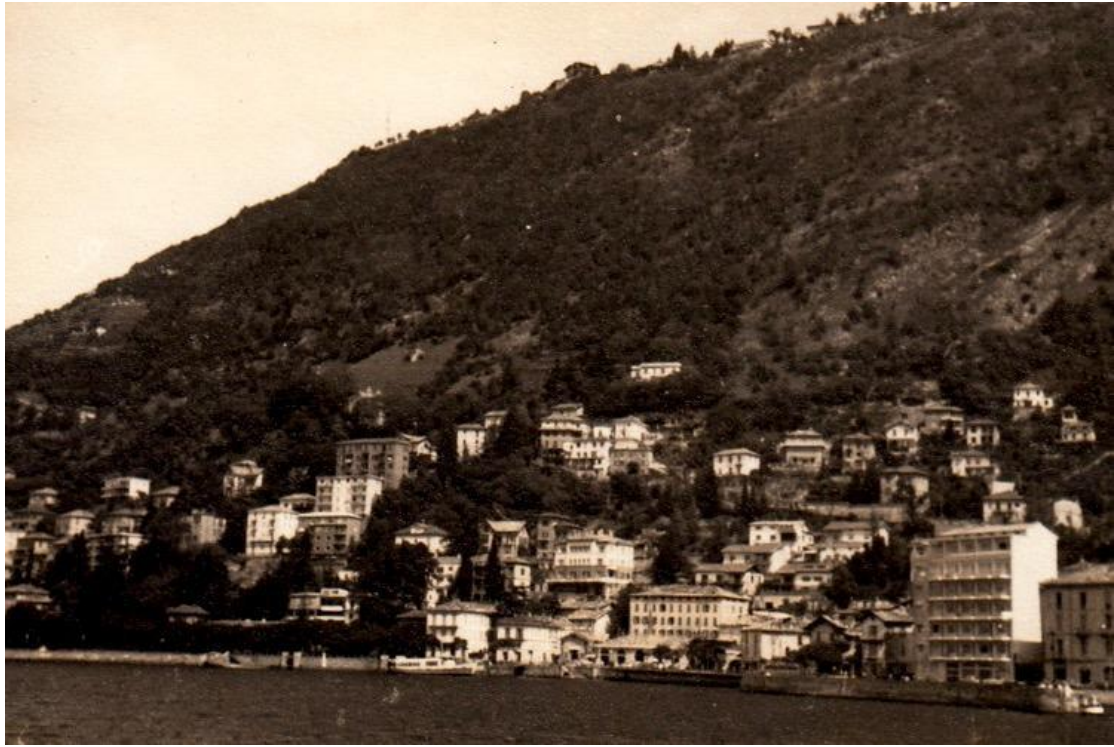
It was thrilling travelling down the steep rocky gorge, underneath the black slabs of rock which towered over the road. This pleasure was much enhanced for me when I could read the poet’s exalted lines describing his impressions of this walk.

“..... the brook and road
 Were fellow-travellers in this gloomy Pass
 And with them did we journey several hours
 At a slow step. The immeasurable height
 Of woods decaying, never to be decay’d
 The stationary blasts of water-falls,
 And everywhere along the hollow rent
 Winds thwarting winds, bewildered and forlorn,
 The torrents shooting from the clear blue sky,
 The rocks that mutter’d close upon our ears,
 Black drizzling crags that spake by the wayside
 As if a voice were in them, the sick sight
 And giddy prospect of the raving stream,
 The unfetter’d clouds, and regions of the Heaven;
 Tumult and peace, the darkness and the light
 Were all like workings of one mind, the features
 Of the same face, blossoms upon one tree,
 Characters of the Great Apocalypse,
 The types and symbols of Eternity,
 Of first and last, and midst, and without end.”

[Then the poet voyaged in to the peaceful Como of which he said “....but ye have left your beauty with me, an impassioned sight of colours and forms...”]

[It was indeed a wonderful contrast with the Simplon and I agreed with the poet that “it was impossible not to consider that repose,] that complacency of spirit, produced by these lovely scenes, with the sensations I had experienced two or three days before, in passing the Alps.” He developes [sic] this last statement by saying. “Among the more awful scenes of the Alps, I had not a thought of man, or a single created being; my whole soul was turned to him who produced the terrible majesty before me ...”





[William journey[s] along the side of the lake and he said about the path “If any of my readers should ever visit the Lake of Como I recommend it to him to take a stroll along this charming little pathway.” Unfortunately however there have been great changes and it is no longer a “charming little pathway.” There is not an extremely busy and noisy main road, lined for almost the whole distance by houses, which runs where the old path was.]

On the whole Wordsworth’s description of the Lake still applies. He said of it “the shores of the lake consist of steeps, spotted with villages; some clinging from the summit of the advancing rocks, and others wi[n]ding themselves within their recesses. Due to the change in the “pathway” we decided to go up the Lake by boat and on the other bank saw little villages like the one below with little boats drawn up by the arched bridges where the waterfalls splashed from the green heights.



The lake is indeed very calm and beautiful, rather reminding me of wooded Windermere with its “number of sails which stole lazily by” and its neighbouring wooded heights with higher mountains in the northern distance.

The poet returned through Switzerland and Germany and he admits that his spirits “have been kept in a perpetual hurry of delight by the almost uninterrupted succession of sublime and beautiful objects which have passed before me (him) in the

course of the last month.” So he voyaged to Calais where he returned to pass a B.A. without honours at Cambridge.

At this point it might be said that Wordsworth came to the end of the first stage of his life. The next major stage was his growing interest in man, fostered by the French Revolution and Beaupais. But already the poet had received a solid foundation of thought and experience, thanks to his sensitive imagination and the blessed world that lay around him.

DESCRIPTION BY ALAN OF HIS TOUR

This is an appendix to a letter to my parents written from Field Head on September 5th 1959. Handwritten in pen and partly taken from a diary, in two parts, starting in a red ‘Lion Brand’ Memo Book, and continued in another notebook. [There are little symbols interspersed – as explained in the accompanying letter, these indicate that a fish as bitten – they have been omitted. I was obviously combining float fishing and writing the letter.]

(August 12th – September 3rd)
EXPEDITION WORDSWORTH



Explorers Ian Campbell (17.7)

Alan Macfarlane (17.7)

(A factual account taken from their diaries)

“Tis not my present purpose to retrace
That variegated journey step by step:
A march it was of military speed,
And earth did change her images and forms
Before us fast as clouds are chang’d in Heaven.”
(W. Wordsworth – Descriptive Sketches)

Having spent the previous evening at Dover Y.H. we started off in the morning drizzle for the ferry. The boat was to leave at 1.05 and by the time we were on board the weather had cleared and it was a fine breezy day. We had an exhilarating [sic] trip across. The white cliffs of England receded in the distance, looking like a thin ice-cream wafer on the sparkling sea. The seagulls hovered and swooped, “off, off forth on swing as a skate’s heel sweeps smooth on a bow bend” (Hopkins)

At last we backed carefully into Calais and it was certainly an exciting moment for me when I took my first steps on French soil. We had met a very pleasant French student at Dover and at the station he brought us some wine (I had made a secret promise that if we ever arrived back alive and with some money we would have some more wine there on the way back.)

After searching round Calais for a lorry to Paris (we just missed one by 5 minutes) we set off on the road for Paris. Calais itself did not seem unlike an English town, though perhaps slightly gayer than Dover. We had crossed in blazing sunshine but when we arrived a typical English misty rain set in. However nothing could damp our spirits which was very enthusiastic because we were off at last. It was fortunate for us that we were in this mood for the road was very long and straight. After about an hour we stopped to have a glass of wine in a little village inn. We sat at a little table outside and drunk to our journey (at about 4d a glass.)

I won’t bore you with the details of the two lifts we finally got which lands us up some 40 miles down the coast near Le Touquet (an aerodrome), past Boulogne. The only incident of interest that happened on this stretch was our encounter with two escaped (or freed) prisoners. They were standing on the other side of the road as the dusk was setting in. They beckoned us across the road, and hoping it might be someone who could offer us a lift we went. As far as I could understand they had been let out of prison the day before (they showed us tattood [sic] handcuffs on their wrists) and they wanted some money. But magically both all my French and pigeon English went out of my head and I put on my most idiotic expression and repeated “je ne comprends” (in a very bad accent) ‘till they gave up in despair and we went off – most thankfully.

As I said we landed up near Le Touquet on a smallish road, with the rain sheeting down, and the nearest Y.H. some 10 miles away. We tried, though it was dark to get to the Y.H. by thumbing, but it was of no use so we had to bed down in our sleeping bags under a bench in a kind of bus shelter (but it only had a roof). Half an hour later some hitchhikers from Liverpool (2 lads of about 20) joined us and slept on top. It was a fairly uncomfortable night for the rain dripped just near my head and consequently sprayed at thin jet of sand (of which the floor was made) onto me. I felt like a sand dune when I awoke!

Friday 14th August

Today we are making for Paris (I have decided to write in the present tense) where Ian's parents are spending a week's holidays. We have lost our good spirits of the previous evening (thanks to the fact that as we eat breakfast, our eyes gummed by sand, and the buns we are eating very stale, the rain is again falling and the country is dull and overcast.) We are having a very hard days hiking, the lifts though frequent are all very short I think we must have about 12 by now, and now we are on the last lap, driving in to Paris at about 9.30 in the evening. In many of the cars we have been given lifts in the occupants have not been able to speak English, therefore we have to try to make conversation in our school-taught French. I think the drivers must get some amusement out of it although they very politely only smile. A typical sort of mistake was when I asked one serious couple whether they had come from boulangerie (a baker) – what I really meant was, have you come from Boulogne!

We get lifts from a good assortment of people, business men, farmer's helpers, priests, even a couple of yanks (but more of them later!)

We had a bit of trouble finding the Y. Hostel but at last we found it (P.S. I can't keep up this present tense stuff – too much of a strain) at 10.30. We were worn out, blistered and alone in Paris in a tough looking boulevard and so imagine our feelings when we read on the door the sign Complete, Full Up etc! Our heart's sank a mile and we were just about to go and sleep on the bench outside when another lad came past us and went in. A few seconds later he shouted out to us, "its alright it's not full". Apparently it was a joke of the warden to put up this notice, it must have tickled his sense of humour enormously to think of all the people who had been turned away late at night onto the tender mercies of Paris!

I was not surprised to learn that this Y. Hostel had a very bad reputation, and was popularly known as "The Toilette", this was from the fact that it was a small single storied, cement building on an island in the middle of a main boulevard. As you can imagine it was fairly noisy that night!

15th August

It would take me a book to tell you all the thing we saw in Paris but I will just mention them by name. We met Mr and Mrs Campbell and having breakfast with them near their Hotel – the Bedford (at a typical little boulevard café, outside in the sun under the chestnuts – very parisien I thought.)

We walked past the Tuilerie gardens, which were beautiful though rather formal for my British tastes. We then went to the Champs d'Elyseé which is supposed to be more beautiful at night. We also visited the Arc de Triomphe – where I thought the grave of the unknown soldier with its inscription "Here lies a soldier of France who died for his country" very moving. We also tried to go to the Louvre but found it was shut for the day.

In the evening Ian's parent[s] very kindly took us both to see an opera at the comic opera house. It was a fairly light one (though it had a tragic ending) and I thoroughly enjoyed it. Some of the singing was magnificent. It was not a famous one – it was called "Mireille". We did not get to sleep till about 2.0!





16th August Sunday

We slept the night at the Bedford hotel and after a continental breakfast we went off to continue our tour of Paris. We had seen the Eiffel tower (fairly close anyhow) so we decided to go to the Louvre. Firstly we went to the Impressionist part where we saw paintings (all originals of course) by Paul Cézanne, Camille Pissaro, Sisley, Suerat, Signac, Gauguin, Vincent Van Gogh (including the one of the crooked looking church),

Rousseau, Toulouse Lautrec, Monet, Degas, Corot, Renoir, Manet just to mention the more famous. We only had time to spend about 2 and a half hours here, but I think it was my favourite bit of the Louvre. [By the way have you ever been to Paris?]

We headed, after a good meal, for the Louvre proper. It would take year to look at most of the pictures here and so I cannot hope to give you much idea of it. There were chambers and corridors full of the most wonderful sculptures and paintings. There were mosaics, Egyptian sphinxes, even a throne room. All was laid out in the most sumptuous manner and illuminated in the most discreet yet clear way. Among the Greek and Roman statues I especially liked the death of Laocon. Here is a list of the more famous painters whose originals we saw.

Leonardo da Vinci (inc Mona Lisa – terrific. A crowd of course). [then follows a list of about 30 famous painters...] Quite a collection! Far too much to absorb in one viewing – after a time one became overwhelmed and could not take in any more. Although I enjoyed many of the paintings none of them gave me a great thrill. I have decided that I receive far more pleasure through the ears in poetry and music than through the eyes. I am ashamed to admit that for sheer pleasure (not snob value), I would prefer an L.P. of say Dvorgac's [sic] "New World Symphony" than an original Raphael. But then I love music.

We then went for a walk by the Seine, and saw an artist and pavement (organ) grinder and the quaint old bridges. Later we said goodbye to the Campbell's and feeling rather lonely, and a little scared set off on our journey proper!

At this rate I have calculated it will take another 60 odd sheets to tell you of the rest of the journey so I will cut profusely because I don't think my nervous system would bear the strain of writing an 80 side letter. Also I should think it is pretty boring for you.

2nd Section (I advise you to have a rest after the first!)

17th Monday

We spent the morning in the grounds of Versailles. It is a magnificently imposing park, with a formal though very impressive lay-out of fountains, avenues and staircases. I hope you will have an idea of it from the P.C I sent. At 2.30 we left and set out for Lyons. We found the road crammed with hitchhikers and were therefore very pessimistic about our chances of getting a lift. But after meeting up with a very pleasant Irish lad we got a lift in a very comfortable car for some 150 miles. And the man (who fortunately spoke English) even paid for a very expensive supper and drinks for us all. He dropped us at 10^{ish} at Chalon Sur Saone for the night.

18th Tuesday

[p.20 of the letter is missing, so I shall revert to the original diary for the first half of this day; it has been somewhat shortened in the letter to my parents] to the following:

The original diary has: We were still rushing on our way and the three of us (Irishman included) got a lift with 6 Italian workman in the back of a van down to Lyon. They were tough looking characters who did not understand English or French but we sang "Volare",
and then the next page is missing.

The original diary has:

In the morning chatted to a nice ~~jew~~ Israelite and his wife. Then we walked out from Chalon at about 10.30 with Miles and we decided to split up – but after about 20 minutes a large van with room for all of us stopped and we hopped in and perched among the oil cans, suitcases, spades etc which belonged to the 6 Italian workmen who were inside. They were tough looking types who could not speak much French but Myles with his Spanish could be understood – and we sang “Volare” etc. We stopped for a meal at a café where two rather pretty girls served us – then about 2.0 we reached Lyons. The country since Paris has varied a goodish deal. At first the excellent 3 track road curved through flat agricultural country – with frequent towns – it was full and hot, glaring back the sun. The colours seemed to mellow however as the sun set – the long, waving yellow grass turned pink – but the road wound through more hilly country – with fairly sharp, thickly wooded hills rising up. Then after dinner we were driving down long, misty corridors of elms, seemed to flow down an elphin lane – it was beautiful with the full moon hanging on the far hills. At Chalon again the moon was beautiful on the Saône where is sparkled and mingled with the lights of the town. Today the country has flattened out again – although there are still plenty of little folds which are beginning to be covered with vines. But the roads are slightly dusty and bordered by many little towns, white plastered, flat-topped houses with blank walls – only broken by an occasional shuttered window. Lyon itself is not a particularly beautiful spot – but as I sit here on a block of stone – under the trees by a road with the Rhone flowing swift and grey past me, powerfully eddying through its concrete and orderly and many-bridged channel I am content.

– to continue Tuesday. Soon we left this shady grove and set out for Geneva – we had about 4 lifts but they were all very short and by the end of them at about 8.0 in the evening we were in a little town just on the outskirts of the Jura mountains – evening was climbing down the steep vine-clad hills – rustling and sighing down into the eerie wooded valley. By mistake we chose a side road on the opposite side of the narrow valley to main road.

[From here I will revert to the letter to my parents]

We arrived in a little town, miles from the nearest Y.Hostel (according to the map) and wondering what to do. We were directed towards a Y. Hostel which according to our guide was “pas loin.” Then began a good 3 mile walk! We were on a side road and I admit I felt slightly nervous as the darkness set in. The hills rose craggy straight up above us. Their lower slopes thick with vines – the grapes hanging in bunches (most temptingly) along the wayside. The wind rustled and sighed down into the wooded valley where the air was thick with the burr of crickets. If we had not been tired and growing sceptical it would have been a wonderful walk. At first there was only darkness then a faint glow showed up the outline of a nobbly peak which stood a thousand feet above us jutting into the night. The glow grew until we could see every tree outlined, then with an icy majesty the full moon flowed out from behind the pitchy crag, and hung a globe of silver. Soon our road lay like a glimmering pool of water reflecting the moon, and we would catch glances of it through a delicate silvery lacework of branches. It was very beautiful.

At last we arrived at what the yokel had called in a burst of enthusiasm, a Youth Hostel. Fortunately our suspicions had been aroused by its position up a series of foul-smelling little streets. We walked into what looked like a barn and homely (perhaps!) but rather disconcerting scene met our eyes. The smallish room had a low ceiling, and

a big fireplace in one corner. It was lit by a naked electric light and the table in the middle was piled high with painting utensils. The floor was thick with ash and wood chippings and the air with the smell of paint. A couple of people, a girl of about 20 and a man slightly older were talking French in one corner. We were just wondering whether to flee from this awful debris when they addressed us in English!

Apparently they were both English, and owing to the fact that their decrepid car had broken down they had decided to spend the night (and the following 3 weeks there!). They were faced with at least 2 more weeks before the spare part would arrive. Having drunk some coffee which they had brewed up in a pan which contained still a large amount of swede soup they pointed out our luxurious dormitory upstairs.

Apparently the hostel had one little room, in which they slept (I don't know whether they were married). Another bedroom was also used as a lavatory and they advised us never to go in there. The alternative was the attic. This had no light. The floor boards were inclined to give way and I more than once put my foot through them. Just to encourage us the English couple warned us that there were mosquitoes, millipedes several inches long that moved silently hornets (3 bites could kill you we were told) and rats. To add to this there was only one very knobbly and rickety bed which I grabbed! We were very very thankful to escape next morning, not a bite the worse!

19th Wednesday

We journeyed the next day among glorious scenery. The road wound deviously between steep thickly wooded hills – jutting out in bare crags, and splotched with precipices, between them frothed the Rhone.

We reached Geneva that afternoon, and in the evening we saw the fountain illuminated (it is some 300 ft high I think) – I think also I sent you a P.C of it.

20th Thursday

[To show the difference between the summary in my letter to my parents, and the original diary, I shall give both for this day.]

[Letter to parents]

The country around Geneva (at the lower end at least) is flatter than the higher part – and unfortunately there was a haze which prevented us seeing the higher Alps and Mont Blanc. We had great difficulty in getting a lift, but after 3 hours in the baking sun we got a lift all the way up the lake. It was an inspiring ride. The mist was hanging over the lake and so at first we could not see the other side, but as the valley narrowed, the mountains crowding in upon us on our side, out of the mist on the other side arose the spectral shapes, as in a dream, of the higher Alps. They stood a line of dark-grey sentinels, gravely brooding over the light-grey lake. The mountains on our side rose steeply forest-clad, but occasionally through them one could see a higher range with patches of snow on it. I reached Martigny my mind full of the power and repose of the mountains that soared and trembled about me.

By this time it had started raining and we arrived at a Y. Hostel at Sion with it pouring down.

[Original diary]

We set off very late from the Y.H and spent some time in Geneva looking for the Post Office. In the end at about 12.0 without having any breakfast we made off down the road. The country around Geneva seemed flatter than that through which we had travelled on the way in a train. Here we had often been cutting through a rocky gorge with the river below us – and we even often had to dive like a running mole through the rock itself. But Geneva is in a bowl shaped like this [diagram] like an eye which valley narrows as it reaches the top of the valley. We were getting desperate for lifts at about 3.0 when we had been thumbing for over 2 hours and had resolved to walk to the border and jump on a car when a Swiss car pulled up and a slightly fast driver (and a bit boastful) but very decent gave us a lift all the way to Martigny. It was a wonderful ride – the mist was hanging low and at first the lake seemed to stretch limitless into the distance but as the lake narrowed the shrouded mountains lifted themselves like shadows into vague air. They stood ghost like sentinels on the further border of the lake – a line of dark-grey boulders strewn along a light grey lake. On our side the scenery was both more clear and impressive. The solid mountains towered up, seeming poised to fall and shatter. The widening road which crept, almost frightened, at their base. They were thickly wooded, except for rifts stones which lay too steep even for the grasping foliage. Occasionally through their tops would flash on the sight a higher range of mountains with snow lying in patches. At last we reached Matginy – my mind full of the power and repose of the mountains – which trembled above our heads. I saw the whole range of mountains – carved in a pattern of shape – then a single hill – appearing(?) up in a burst of power to the heavens – then a rock face along whose cracks criss-crossed the foliage – and I knew that in the cracks bloomed flowers as perfect in shape and form as the mountain itself – never admired by man – and created by a presence which persuaded all the air – the last valleys of Burgundy with its vine-clad slopes and the rocky pinnacles of the Alps.

At Montigny we bought some food (and fish & cow-bell) and then we tried to hitch-hike to Sion. It was raining during this time – and the mountains were scarcely visible. We at last arrived at the Y. Hostel where we found about 40 Germans in a party. We were taken through a very luxurious and modern building (which is apparently the bottom part of an external modern school) into our bedroom. Here for one awful moment I thought we had either been taken for girls in our kilts (as a joke) or else it was a mixed dormitory – because I saw some girls at the other end of the long dormitory. However they only turned out to be schoolchildren of up to 8 years old. However there was a rather pleasant looking prefect (I suppose) reading in the hall – but we didn't have a chance to speak to her. We went up to the town – Ian went to a film and I came back, cooked my supper, had a talk with quite a pleasant German girl then went to bed.

21st Friday

We had a long and exciting journey to make today, we were going to cross the Simplon pass which so much impressed Wordsworth who wrote:- “From the striking contrast of its features, this pass I should imagine to be the most interesting in the Alps.”

We were most fortunate to get a lift almost straight away off from a Swiss man in a strong car (Chevrolet) who was going straight over the pass. He spoke English well (being a rubber planter who was just returning to Singapore). We had with them a wonderful drive of over 4 hours. Firstly we drove up to the top of the valley to Brigue then we climbed steadily up some 5,000 feet (!) to the top. I don't think you would

have enjoyed the drive much because we spent the whole time winding up a very bendy road which often had no fence and below there were great precipices. We passed many doors into the mountain which were the secret defence fortresses (guns etc) of the Swiss – they are very militarily minded). The road zig-zagged up among the pines. The surface was at times good, but often it was just being made and was only wet mud. At times we would go through short tunnels with streams gushing over us. [How my heart did ache for poor old Wordsworth, no wonder he felt a bit odd after climbing up that lot (he had a vision at the top of the pass). Above us the lofty peaks towered gigantic into the clouds, below us in the dizzy distance the little town we had left nestled in the crook of the valley.

When Wordsworth came up he must have been very impressed by the mountains, in so many ways like the Lake District, yet on a far greater scale. When he reached the top it happened that he took the wrong path and chancing on a shepherd boy he was told that “he had crossed the Alps!” This sent him into a deep trance, and it seemed to unblock the fountain of his poetry. This is what he said of it. It is very difficult to understand, but remember the context. (To be omitted on the 1st reading!)

[This is the account of the above in the original Diary]

Surprisingly we were up early this morning [above ‘fish was’] and were on the road complete with food etc by 9.0. We were heading for Simplon, and personally I was rather pessimistic of our chances of reaching the Y.H. by the following evening. However hardly had we started thumbing when a Chevrolet drew up. Inside there was a Swiss woman who was rather giggly but quite pleasant and a self-confident but also quite pleasant Swiss man (who spoke English and was a rubber planter in Singapore). We had a wonderful drive of over 4 hrs. Firstly we drove up the valley to Brigue – here the hills closed in and we were compelled to climb. Up the valley we saw a great deal of fruit and a few typical swiss cattle. The mountains were very steep, and there were more patches of bare rock showing – great slabs. We passed several secret defences – aerodromes with jet fighters – doors into the solid mountain where it seemed likely that there were great fortresses in the hills. Immediately after Brigue the road curled up, zig-sagging up among the pines. At first it was a good surface although the corners were very sharp. At certain points however the new road was not completed and there were stretches of dust-track road, muddy from the recent rain. As the road wound higher it grew narrower and the wall along the edge grew more decrepid often there was nothing except a few loose bricks between us and the valley some few thousand feet below us in a straight line (i.e. a cliff). The road snaked up between the hardy pines. At times we would go into a short tunnel where a stream crosses the road – here in the tunnels there was only light coming through the side arches – and there was only room for one-way traffic. We would often catch glimpses which were terrifying in their intensity – for 5,000 feet up the village nestled ant-like in the crook of the mountains. Above us the peaks towered majestic into the sky or rather the clouds. They were for the most part clothed in dark green - except where they were peeled back and the solid mass of stone stood exposed in a rough crag. | Wordsworth on travelling up here must have had bottled up in him the powers of these mountains – their upreaching effect – their massiveness. He must have been near boiling when he reached the top – he needed something to release this force – two thing did this – one was “They had crossed the Alps” which probably brought home to him the full force of the power – and the fact that man was able to cross it –

secondly (and this is my theory) just after the top of the valley there is a small flatish bit which is very like the Lake District. It is brown, shortish grass with some bracken – a few stunted trees and some large rocks of the grey granite typical in the lake district. This would probably cause a link in his mind, awaken memories and so start the chain. Certainly for me with the mist right down and a light driving rain it brought back memories of my home in the lake district.

[Back to the letter to my parents]

“Imagination! Lifting up itself
Before the eye and progress of my Song
Like an unfather’d vapour; here that Power,
In all the might of its endowments, came
Athwart me; I was lost as in a cloud,
Halted, without a struggle to break through.
And now recovering, to my Soul I say
I recognise thy glory; in such strength of usurpation, in such visiting
Of awful promise, when the light of sense
Goes out in flashes that have shown to us
The invisible world doth Greatness make abode,
Our destiny, our nature; and our home
Is with infinitude, and only there;
With hope it is, hope that can never die
Effort, and expectation, and desire,
And something evermore about to be.”

Then we started to journey down the other side, and of course as we approached “Sunny Italy” it began to rain! However it fitted perfectly the description Wordsworth gave to this part of the journey. Sorry to quote him at you the whole time but he describes things so much better than I ever could (This describes the gorge we came down in)

“We enter’d
Into a narrow chasm; the brook and road were fellow-travellers in this gloomy pass
(Terrific poetry!)the immeasurable height
Of woods decaying, never to be decayed
The stationary blasts of waterfalls
And every where along the rent
Winds thwarting winds, bewilder’d and forlorn,
The torrents shooting from the (clear blue) sky,
The rocks that mutter’d close upon our ears
Black drizzling crags that spake by the wayside
As if a voice were in them, the sick sight
And giddy prospect of the raving stream,
The unfetter’d clouds, and region of the Heaven
Tumult and Peace, the darkness and the light
Were all like workings of one mind, the features
Of the same face, blossoms upon one tree,
Characters of the great Apocalypse,
The types and symbols of Eternity,

Of first and last, and midst, and without end.”

(Great stuff isn't it?)

It was indeed very wild and impressive with the great slabs of rock disappearing [sic] up vertically into the swirling mist above our heads.

Having got out of this ravine by lunch-time we crossed lake Maggiore by Steamer and arrived at about 9.0 that evening at Como.

[This is the original Diary account of the journey down]

Then we started to journey down. Here the road took completely the opposite course – instead of eddying along a cliff it crawled along the bottom of a ravine. While the “black drizzling (literally) rocks” climbed away and up from the rock-piled stream bed. We came to a stretch of unfinished road, here we had to wait. And again at the Italian border – on the other side of which there was a queue of cars over 1 and a half miles long – they would be there for 2 or 3 hours poor blighters. The cliffs around us were amazing, and the fact that they disappeared straight up for hundreds of feet, one solid slab of jutting rock, in the mist inside it even more impressive. At one place there was a valley in the middle of the stream – or rather the shells of houses sticking roofless out of the blue swirling stream. Apparently a landslide had swept away half a village, and changed the course of the stream itself. It was raining quite hard by the time we crossed the border - but when we emerged out of the narrow gorge and set off for lake Maggiore the rain stopped, near Lake Maggiore we had coffee with the people who were taking us. Almost immediately we got a lift to the ferry and then went across. The country we travelled through was very heavily wooded with fairly steep mountains rising up. After the ferry we thumbed fruitlessly for a bit – but as we were having tea by the road a rather pretty Italian girl on her bike and her brother stopped. She was living in Cardiff and we had a long chat.

Later we got a lift from a very nice young man (who worked for the govt) he brought us all the way to Como – stopping to give us coffee and show us some sights on the way – he was most kind – at last we arrived at Como –which is a very pleasant hostel – and after supper went to bed.

[back to the letter]

Saturday 22nd

This morning we decided to have a day sunning ourselves by the Lake. But of course the weather could not allow this so it poured down from 11.0 onwards, so we spent a rather frowsty day in the hostel. I spent most of the day either practicing my mouth-organ or singing in a skiffle session with someone else's guitar.

[This is the account in my diary.]

The Y.H.A. is situated right on the border of the Lake – therefore in the morning we went down to the Lake and looked around the villa Olmo which is apparently one of the sights to see. Actually it did have a nice garden bordering on the Lake with a fountain etc. Inside there was a large hall with paintings on the ceiling and away from this led two layers of rooms which contained an art exhibition. After going round this and walking for a short while down the lake we returned to the Y.H.A. as it looked as if it would rain – and it did – boy it did. It came down in torrents for the rest of the day except for brief intervals and we were left cooped up in the Y.H room for the rest

of the day. That morning we had had a long, though somewhat awkward conversation with a pretty Italian girl and her younger sister who we discovered were called Khiki and Lilli respectively. I think they were the daughters of the warden though it was difficult to understand each other for they only knew Italian and we did not know any – anyhow we smiled every time we met after. I spent the day learning to play my mouth-organ – while in the evening I joined in a skiffle session with a guy with the guitar – he was pretty good at hammering things out.

Sunday 23rd

Though it showered in the morning we decided we would go up the Lake on a boat. By the time we had started however there were beams of sunshine breaking through the clouds. It was a magnificent ride up the wooded lake. In some ways the lake is like Windermere, but the chestnut wooded slopes rise much higher on each side. There were a lot of villages, perched like clumps of white toadstools on the steep slopes. Some of the villages we stopped at were very quaint with their little bridges, tilted churches and waterfalls. In the distance arose the jagged Alps.

We left the lake halfway up and went to Lugano, which looked very beautiful, though the town was a small-sized Blackpool.

[from diary account]

Sunday 23rd

We decided if it was good weather we would go on to Lugano, and by good fortune by the time we had got on the steamer there were beams of sunshine breaking through the heavy clouds which were balanced on the slopes above the lake. The steamer wedge-like creamed up the lake and from my seat, the breeze ruffling my hair I saw some magnificent views. At first the narrow lake, no wider than half a mile wound through chestnut heights, but these were not the heights that Wordsworth saw. They were the same woods, but on the side which he went up the houses clustered in thick toadstool shapes up the mountain. There was a solid ring of them round the edge and they grew sparser up the hill. The road round the edge was crowded with cars, and very noisy, yet Como still maintained most of the beauty which Wordsworth must have seen – the clouds lost in the valley – the upwards sweep of the steep green sides – a setting of dark green velvet in which was set the glittering amethyst of Como. Some of the villages still retained the simple rustic charm which Wordsworth must have loved – the little hanging bridges over the tumbling streams – crooked and arched – the little blank-faced houses – peering out white and blind up the steep pathway – all this the poet would have treasured. And in the distance lying to the North, and oddly contrasted to the swelling hills around Como lay the Alps. A soaring, craggy line, powerful though veiled in the haze, both a challenge and an enticement. At Menaggio we climbed up an ‘S’ bending road towards Lugano – and after seeing a traffic jam when a car smashed in a tyre on a sharp corner we got a lift to Lugano and arrived there (Switzerland) at 5.0 We had heard the Y.Hostels were likely to be full up but we decided to try one at Soragno – which is about 2 miles out. We got there by an electric bus-cum-railway which gave one an excellent view of the thickly wooded little hills in the Lugano valley – with Lugano itself buried in the trees and as always the higher hills of the Alps in the distance.

Monday 24th (I am getting brief – I want to keep under 40 sides)

We set off today via Locarno towards N. Switzerland. After a longish wait we were lucky again to get a lift at about 1.0 from an English-speaking Swiss who was going to Zurich, some 5 hrs drive. He was a very pleasant man and in between looking at the marvellous scenery we had a very pleasant conversation with him. We went over the St Gothard pass which though less impressive than the Simplon (it is also some 6,000 ft up) is very exciting. It is rather like a Lake District pass. A steep S bending road winding up a bare hillside – a large scale Hardnott (some 20 S's!). We passed alongside Lakes, and through pine gorges on the other side – typical Canadian country. Switzerland really is beautiful. Then we came out into the flat rich plans of the North. Past Luzern to Zurich where we were dropped at the Y.H.

[from the diary]

We got up early to catch the 8.45 train down to Lugano. We had been told the night before of a very good Y. Hostel at Konstanz – and we have decided to spend half the day at Lugano then try to get as far as possible towards Konstanz. However Lugano seemed too much of a “spa” with not a place to swim etc unless you went right down the lake – therefore after being photographed by some English women and watching a wolf in action we went off for Konstanz (the time being about 11.0). Hardly had we started walking up a steep and narrow and twisty road than on the first turn we were given a lift by some nice Germans in a VW turned into caravan. When we were dropped near Bellinzona and had had our frugal repast (in the close company of a hornet who terrified us for the whole meal by buzzing around us) we found more difficulty in getting a lift. We tried for over an hour before a Swiss chap from Zurich stopped right in the middle of a very long stretch. He was very pleasant and before the end we had had a very serious discussion on some moral questions. This discussion and the scenery which we passed through made the journey go extremely quickly. At first we were going up a valley with fairly high mountains on either side, but the road itself ran up a fairly flat valley. After a time it began to climb and what a climb! It went straight up like this [pic of snake curves] for about 5 miles – it made one quite dizzy and matters were not helped by a few buses and reckless drivers who found it difficult to get around corners. The scenery was not like the Simplon for here it was more like a Lake District pass – in fact very like one. Treeless with brown fens, boulders etc – and not the long precipices that there were on the Simplon – not so terrifying or impressive – though very beautiful. Going down the other side we followed a boulder-strewn stream as in the Simplon – but the road was less steep and so much better and soon we were among Canadian type scenery. Highish cliffs above and thickly-pined banks rising above the road. Often away from the road would break at right-angles and some of these were very beautiful – steep and often with captive clouds hidden inside, often too we would ride for a long time beside lakes. At last however we came into country rather the same as that in N. France – slightly rolling with large agricultural fields and elms along the road and at about 5.0 we arrived at Zurich where we spent the night.

Tuesday 25th

After going to an interesting flower show in the boiling heat we then hitched to Konstanz where we had been told there was a v.g. hostel. When we arrived the warden said that we were not allowed because it was for parties of boys (it was in German) we were just about to despair when some German lads persuaded him to let us stay. That evening we saw the lights on the banks of the Rhine, they were a

beautiful sight, shimmering on the water, contrasted with the glowing yellow of the lamps among the trees on the boulevard.

[from diary]

Next morning we went to the G/59 as it was called i.e. a flower display along the lake side. It was not only flowers however they were laid out in model gardens with rockeries, fountains (one especial one was fascinating – it must have been hand-controlled [sic] for it continually assumed new shapes and patterns – quite often swivelling at the same time.) There were also model houses and even a barbecue – above it there was an aerial railway runner which looked rather fun. At about 12.0 we set off for Konstanz and it certainly was hard work getting there. It was only a matter of some 50 miles at the most and it only took us 2 lifts but we did not arrive at the station in Konstanz until about 6.0. On the way we had once got coupled up between two other hitchhikers and had therefore ducked down the bank and gone to sleep for an hour – they had gone when we surfaced. When we arrived at the hostel we had a close shave for the warden said we could not stay there as it was for large parties. However some German boys spoke up for us and rushed out and called us back just as we were walking off down the steps. The party of German boys whose dormitory we shared though slightly wild and probably degenerate (they spent the night either smoking or climbing in or out of the window) were very friendly & pleasant.

After supper Ian and I went for a walk down to the banks of the Rhine. The lights shimmered across the water – and above them rose a floodlit church. On our bank the lights beamed romantically along the leafy boulevard with the consequence that Ian was so carried away that he made some rather rash statements. So back and to bed.

Wednesday 26th

We spent the day sunbathing and swimming and absent mindedly watching pretty girls in bikinis trying to attract attention (“putting on the style”) – it was quite amusing. We both got fairly brown, a pity we had to move on as it is a lovely place. The lake was beautifully warm, and the sun so hot! In the evening I joined in with the German party in a sing-song with a mixture of German folk-songs and Tom Dooley!

[from diary]

After being woken at the unearthly hour of 6.0 by our annoyingly breezy warden we at last stumbled into breakfast at 7ish and drunk our steaming coffee. We were going to spend a day's holiday here getting brown so we duly set off with towels – sun-tan lotion – dark-glasses etc. However as I wanted to buy this book I gave Ian the directions to the Lido and also all the equipment. However, when I arrived at the Lido (having found some mink – pink & white which was unrapped and exactly the same as Kendal mint Cake – in a little sweet shop and stopped to watch some old men catching eels & small fish off the side with nets). I could not find “fish”. [nickname for Ian] I spent about an hour walking up and down it to no avail so I bought some chocolate etc and settled myself down to spend the day alone. However there was plenty both to see and do! I divided the time between swimming in the luke-warm lake and sunbathing on the grass in the park under the trees. It was a very nice Lido with a kiddies pool, showers etc. When I was sunbathing I either slept or absent mindedly watched blonde beauties in bikinis trying to attract attention. Actually there were some quite pretty dames about and I had a very pleasant time. When I got back to the swish Y.H I found that Fish had gone to another and smaller Lido nearby which he had mistaken for this one. In the evening we had a sing-song with some

Germans who sung many of their folk tunes as well as “Ice Cream” and “Tom Dooley” to a Harmonicar.

Thursd 27th

I am going to race through the rest. We regretted our sunbathing on our way to Basel, especially as it was a very hot day and the lifts were difficult to come by. But in the end we got to Basel at about 6.0 in the evening having seen the Rhine falls which were quite impressive.

[from diary]

We regretted our sunbathing today – and of course we would have a very difficult day’s hitching. We had to walk about 2 miles out along some very straight roads (over the border back into Switzerland – Constance is in Germany – then we got 2 short lifts and by 1.0 when we had lunch up a little lane (on an ant-hill and in the blazing sun!) we were pretty dispirited. But we managed to get to Shaffhausen ?) in the end. Here we walked and walked for about one and a half [miles] – and having followed the notices found ourselves at the end only about 200 yards further on than when we had started. We managed to stagger to the Rhine falls which were very impressive with great jagged rocks and sun-tinted spray but we were in no real mood to appreciate them. Just going from the falls however I hitched a lift from a fast but good driver who seemed very pleasant and took us about 30 of the 50 miles to Basel. We were toing along the usual flat and straight roads through fairly scarcely populated farming country. When he dropped us it did not take us long to get a lift from a little Swiss guy who talked solidly about Switzerland and the war (in English) but was pleasant nevertheless. He drove us straight up to the Youth Hostel at Basel.

[POSTCARD TO ASSAM: 27th August ‘Meersburg’ cont’d from last

Dear Mummy and Daddy,

As I was saying – At Konstanz we had decided to go swimming and sunbathing. However having separated to shop, we went by mistake to different Lidos. (the Lido’s were largish parks with every facility – free – bordering the lake) However we both had a good time. I spent the day either swimming in the lukewarm lake or languorously lying getting brown absent-mindedly watching luscious blondes in bikinis – what a life! The result was that today both Ian and I were very uncomfortable as we were hitching to Basel. (Here) Here on the Rhine we hope tomorrow to get a barge down to Cologne, Love, Alan

Friday 28th

We spent the morning trying to get a lift in a barge down the Rhine to Cologne. However apparently it is illegal so we could not get one. We therefore decided to go back via Paris. It took us 2 days to get there, having spent one night on a camping sight, one in a little hotel. The country was quite pleasant, though not outstanding.

[from diary]

We spent the morning searching the docks for a barge down the Rhine. It was a very interesting place – within the long cigar shaped barges being loaded with grain, tyres etc. but unfortunately we could not bargain, buy or work for a lift. Apparently firstly there is no insurance, secondly it is illegal to carry passengers unless you have a license. At about 12.0 we gave up and made up our minds to come back by way of Paris (some 220 odd miles) – we set off across the French border and were lucky to get a lift at about 3.0 from 2 pretty old S. Americans from Buenos Aires. I sat in the back

with the old woman of about 70 while Ian (as usual) slept in the front. It was a very pleasant drive though the setting sun sometimes rather blinded one. We drove through the “Belfast gap” which is a flat strip through the North part of the Jura mountains. On either side spread great swelling hills of dark forest-like ocean swell – often ablaze with gold from the evening sun. They stopped at a place called Langnes where all we could find to sleep was a Camping Site. It was about 8.0 before we started cooking our eggs and sausage on my heating tablets and extremely good they were too as the dusk closed in over the battlements (we were sleeping near the wall of the castle – with a busy main road roaring past all night.) The sunset was beautiful all colours of the spectrum in a fan over the charcoal forest. The Camembert was also beautiful – lovely and smelly, I really loved it.

Saturday 29th

[from diary, which ends abruptly after these few words – though there are a number of blank unused pages]

In spite of a pleasant position

Sunday 30th

We arrived at Paris at about 6.0 in the evening, with approx 2/- in cash and all the banks shut so we thought! But fortunately there was a place where we could cash our travellers check at an airport station. Then we went to look for a place to sleep. We were first landed up at a quarter called “Pigalle” (or the station was). It seemed a pretty sordid place, with all the night-clubs etc and the Y. Hostel there did not look particularly nice either – However we found a good U.N.E.S.C.O hostel where we stayed.

Monday 31st

I spent today quietly strolling around Versailles, and sunbathing.
(I have to finish on this page!) (I got the nos. muddled therefore I have overstepped my limit).

Tuesday 1st

We hitched towards Calais – and after various lifts (and also a short train journey!) we reached Boulogne in the evening.

Wed 2nd

Spent today (once we had reached Calais) buying presents etc. (By the way I have given the others their presents (Granny a bit of wine, Grandpa some cheese etc) – Mummy’s is a little scent – Daddy’s a bottle of cherry Brandy – I will keep them ‘till you come back). We got the 4.0 ferry which was pleasantly rough. Then we got the 6.30 train to London. Then after a good dinner (our first real meal of the day – apart from the wine in celebration at Calais). I caught the 10.50 express to Windermere. I arrived at 8.0 on Thurs morning just to catch Fiona on her way to some friend. That is all – I hope it was worth waiting for. (P.S. no illness, & 28/6 left over!) Lots of love, Alan

THE FIFTH YEAR 1959-60

Winter Term 1959

I had now passed my 'A' levels and was trying for University Entrance, to Oxford and then Cambridge.

CALENDAR

Holy Communion every Sunday at 8-15.

Sunday Morning Service at 11-0.

Sunday Evening Service at 6-30

Saints' days: Holy Communion in the Parish Church 7-30 a.m.

SEPTEMBER.

Fri.	18	Term begins. Master of the week: Mr. Mills.
Sat.	19	Chapel at 9-0 a.m. Lock up 6-15 p.m.
S.	20	17th Sunday after Trinity. Preacher: The Headmaster.
Mon.	21	S. Matthew. Master of the week: Mr. MacDougall. Early morning prep. begins.
Tues.	22	
Wed.	23	Weech History. Senior and Junior. Parade.
Thurs.	24	
Fri.	25	
Sat.	26	Greek Prose.
S.	27	18th Sunday after Trinity. Preacher: The Right Rev. the Lord Bishop of Pontefract.
Mon.	28	Master of the week: Mr. Dawe. Comers and Leavers Lists to Headmaster.
Tues.	29	S. Michael and All Angels. Brian Harrison Nature Study.
Wed.	30	Parade.

OCTOBER.

Thurs.	1	
Fri.	2	
Sat.	3	First Fortnight's Orders. 1st XV v. Waterloo Schools (H). 2nd XV v. K.E.S. Lytham (H).
S.	4	19th Sunday after Trinity. Preacher: The Rev. A. T. I. Boggis.
Mon.	5	Master of the week: Mr. Braham. 1st XV v. O.S.S.
Tues.	6	Heppenstall English Essay (Senior and Junior) Double Parade.
Wed.	7	
Thurs.	8	
Fri.	9	Addresses to Confirmandi begin (8-40).
Sat.	10	V1th Form Reports. 1st XV v. West of Scotland Colts (H). 2nd XV v. Skipton G.S. (H). 3rd XV v. Heversham (A). Colts v. Barnard Castle (H).
S.	11	20th Sunday after Trinity. Preacher: The Rev. T. A. Harman. Holy Communion at 8-15 and 11-40.
Mon.	12	Master of the week: Mr. Norwood.
Tues.	13	Lecture by Harold Evetts, F.Z.S., 8-0 p.m. 1st XV v. B. Braithwaite-Exley's XV (H).
Wed.	14	Parade.
Thurs.	15	
Fri.	16	

- Sat. 17 2nd Fortnight's Orders. 2nd XV v. Barnard Castle (A).
3rd XV v. Q.E.G.S. (H). Colts v. Giggleswick (H).
Subscription Club Concert at 8 p.m.
- S. 18 S. Luke. Preacher: The Ven. A. Stepton, Archdeacon of
Craven.
- Mon. 19 Master of the week: Mr. Rogers. 1st XV v. A. F. Dorward's
XV (H).
- Tues. 20
- Wed. 21 Shea General Knowledge. Parade.
- Thurs. 22
- Fri. 23
- Sat. 24 1st XV v. Harrogate Senior Colts (H). 2nd XV v. Arnold
School (A). 3rd XV v. Rishworth (H). Colts v.
Lancaster (H).
- S. 25 22nd Sunday after Trinity. Preacher: The Rev. J. A. P.
Kent, Vicar of Selby.
- Mon. 26 Master of the week: Mr. Harman. Lock up at 5-45 p.m.
- Tues. 27 1st XV v. Rugby (A).
- Wed. 28 S. Simon and S. Jude. Parade.
- Thurs. 29 Recitation Prize.
- Fri. 30 Civics at 8-0 p.m. A. E. Hammer Esq., on "A Month
in Russia,"
- Sat. 31 Third Fortnight's Orders. 1st XV and Colts v. St. Bees (A)
3rd XV v. Kendal G.S. (H).

NOVEMBER.

- S. 1 All Saints' Day. Service in the Parish Church, 6-30 p.m.
Voluntary Concert, 8-15 p.m.
- Mon. 2 Master of the week: Mr. Bennett.
- Tues. 3 C.C.F. Field Day.
- Wed. 4
- Thurs. 5 Recital by Peter Katin, 8 p.m.
- Fri. 6 Civics at 8-0 p.m. R. V. Rhodes James Esq., (o.s.):
"Westminster Commentary".
- Sat. 7 1st XV and Colts v. Rossall (A). 2nd and 3rd XV v.
Rossall (H).
- S. 8 24th Sunday after Trinity. Remembrance Sunday. No
Sermon.
- Mon. 9 Master of the week: Mr. Moore. Common Entrance
Examination.
- Tues. 10 Common Entrance Examination.
- Wed. 11 Lower School Geography Prize. Parade.
- Thurs. 12
- Fri. 13
- Sat. 14 Fourth Fortnight's Orders. 1st XV v. Ampleforth (H).
2nd XV and Colts v. Ampleforth (A). 3rd XV v.
Balshaw's (A).
- S. 15 25th Sunday after Trinity. Preacher: The Rev. A. T. I.
Boggis.

Letters to parents

As a sample of my handwriting at this point, here is the first page of my first letter.

Lupton House
Sedburgh

4th 10. 1959

Dear Mummy and Daddy,

Thank you both for your letters, it was indeed a very pleasant surprise getting one from Daddy, thank you especially. I apologise again for the delay in this letter, actually not too bad a one, but I have an excuse as usual - this time my election speech. However I am pretty sure this will be the last one that is late.

I could almost write a whole letter on just the events of one day, that is last Saturday. It started fairly normally, until about 11.0 in the morning. Then when I came back from school I found four letters awaiting for me, among them one from Mummy and one from the Lancashire County Council. I had written to them asking them what work I should have to do next year - i.e. whether they would give me a "county grant" on my present results. I will give you a copy of my letter:-

Dear Sir,

with reference to your letter of the 25th September, I have to inform you that you are academically qualified for the award of a County University Scholarship.

However, an application cannot be considered until you have received definite acceptance at University and until you have left school.

Yours faithfully,

Perry Lord

This means that if Daddy suddenly loses his job or we are broke Lancashire will probably (if I get the Scholarship - which I should do) get the money for University. Mr Harriot is still corresponding with Worcester College. He is using Robert's name, I hope not in vain, and I will, I hope, take their entry exam this term. Therefore I don't think there is any need for Mummy to write to Mr Harriot, I think it will wait until Mummy comes home.

After I had read this letter some people came into my study and said "Congratulations itac!" - I was naturally surprised and asked them what they were congratulating me for - then it came out that I was playing for the 2nd XV in the afternoon! I hurriedly gathered together some clothes which were in a fairly clean state and duly appeared on the rugby pitch at 2.30. As the drought has continued all terms, except for one day's night rain, the weather has in fact been absolutely wonderful - especially for the last few days when there has been a strongish, buffeting Easterly wind blowing and cloudless blue skies - amazingly hot! The only drawback to this is that the rugby pitches have slowly

4 Oct Sedbergh

Dear Mummy and Daddy,

Thank you both for your letters, it was indeed a very pleasant surprise getting one from Daddy, thank you especially. I apologise again for the delay in this letter, actually not too bad a one, but I have an excuse as usual - this time my election speech. However I am pretty sure this will be the last one that is late.

I could almost write a whole letter on just the events of one day, that is last Saturday. It started fairly normally, until about 11.0 in the morning. Then when I came back from school I found four letters awaiting for me, among them one from Mummy and one from the Lancashire County Council. I had written to them asking them what work I should have to do next year - i.e. whether they would give me a "county grant" on my present results. I will give you a copy of my letter:

- "Dear Sir,

With reference to your letter of the 25th September, I have to inform you that you are academically qualified for the award of a County University Scholarship.

However, an application cannot be considered until you have received definite acceptance at University and until you have left school.

Yours faithfully, Percy Lord"

This means that if Daddy suddenly loses his job or we are broke Lancashire will probably (if I get the Scholarship - which I should do) get the money for University. Mr Marriot is still corresponding with Worcester College. He is using Robert's name, I hope not in vain, and I will, I hope, take their entry exam this term. Therefore I don't think there is any need for Mummy to write to Mr Marriot, I think it will wait until Mummy comes home.

After I had read this letter some people came into my study and said "Congratulations Mac!" - I was naturally surprised and asked them what they were congratulating me for - then it came out that I was playing for the 2nd XV in the afternoon! I hurriedly gathered together some clothes which were in a fairly clean state and duly appeared on the rugger pitch at 2.30. As drought has continued all term, except for one day's rain (the weather has in fact been absolutely wonderful - especially for the last few days when there has been a strongish, buffeting Easterly wind blowing and cloudless blue skies - amazingly hot) the rugger pitches have slowly been baking and hence are so hard that they are very uncomfortable to play on. there have been a lot of injuries as well as a lot of grazes and I think they are stopping rugger today. Several schools have closed down here for lack of water - and I have heard that Harrow has retaken up cricket this term! However as I was saying about the game of rugger - we were playing the 1st XV of a nearby grammar school who were fortunately not very good, as it would have been too hot to play really hard. After quite an interesting game we won 22-3 and I had to rush (as much as I was capable) off to prepare my speech. As I think I told you I was standing as Conservative candidate in the school election.

It was to start at 7.30 in the evening and by 7.20 I was dressed up in my plus-fours etc - a typical country gentleman. There was a terrific atmosphere in the hall (containing the headmaster, a few other masters, and about 250 boys) before we came in - cheering, hissing etc - and I was really pretty nervous that I would be assaulted when I got up to spoke! I had to speak for about ten minutes (first!) and I gave the audience what they wanted, an imitation of a slightly pompous but staunch conservative. I was most gratified that everyone kept quiet during all my speeches and answers - while in the others they heckled. After an interruption in which some "League of Empire Loyalists" tried to break up the meeting we answered questions then gave short summing up speeches. Then the vote was taken. My worst fears - that I would get hardly any votes were groundless as the votes went (true to public school): Labour - 30, Liberal - 43, Conservative - 167, Communist - 37


Lots of love, Alan

The reference above to the Lancashire County University Scholarship was followed up some months later, when I had been accepted to read history at Oxford, and left Sedbergh, as follows.

8/A8

LANCASHIRE COUNTY COUNCIL

Please address all official letters to
PERCY LORD
 B.Sc., M.Ed.
 CHIEF EDUCATION OFFICER



TELEPHONE 4868 EXTENSION 426

P.O. Box 61
 COUNTY HALL
 PRESTON

13th May 60

COUNTY UNIVERSITY SCHOLARSHIPS

Dear Sir/Madam.

I have pleasure in informing you that the Lancashire Education Committee have decided to award you a County University Scholarship tenable at *Worcester College, Oxford* for the normal duration of a course leading to the degree of *B.A. History*. The award is made subject to the conditions laid down in my Committee's regulations, copies of which are available from this office.

YOUR REFERENCE NUMBER IS *18/60* AND THIS MUST BE QUOTED ON ALL CORRESPONDENCE WITH ME RELATING TO YOUR AWARD.

ASSESSMENT OF AWARD

The value of the award will be assessed annually by deducting a "parental contribution", calculated on a graduated income scale, from the total of approved fees and the standard figures of maintenance for the particular University you are to attend. Approved fees include tuition fees, examination fees, students' union fees, graduation fees and certain other compulsory fees, but not returnable deposits or fees for residence. Fees payable in respect of students at Oxford and Cambridge are slightly different. The aforementioned "parental contribution" is the difference between the standard figure of maintenance and the amount of grant, and is the minimum amount which the parent is expected to contribute towards the cost of the course.

In certain circumstances awards totalling not more than £100 can be held without affecting the value of the Scholarship, but, in any case, if you receive an award from any other source, you must notify me of the fact immediately.

At present the standard figures of maintenance, which take into consideration board and lodging, travel, and incidental expenses, are:—

	£
<i>Oxford and Cambridge</i>	
College, hostel or lodgings	325
<i>London University</i>	
College or hostel	280
Lodgings	270
Home	192
<i>Other Universities</i>	
College or hostel	255
Lodgings	240
Home	182

For certain incomes a vacation allowance is automatically added to the standard figure of maintenance.

Payment of Grant

The grant will be paid each year in instalments of approximately two-thirds and one-third, the first at the beginning of the Autumn Term and the second at the beginning of the Summer Term. Unless otherwise stated cheques will be sent to the University or College and must be collected and cashed within ten days of the beginning of term. **The cheques will be crossed and you must make your financial arrangements accordingly.** If for some very good reason you are unable to collect a particular cheque within ten days an application for payment of grant must be made in writing to this office. Payment of instalments and continuance of the award from year to year is subject to satisfactory conduct and progress and no promise of the continuation of the award is made if you fail to comply with these requirements.

Additional Grants

In addition to the annual grant to be paid to you, the Committee are also prepared to consider making grants towards the cost of field courses or any other similar work provided it forms an integral part of your course. Applications must be accompanied by a certificate from the University Registrar, or in the absence of such an officer the Head of the College (in the case of Oxford and Cambridge your Tutor) confirming that the work is compulsory and giving the following information:—

1. A clear indication as to whether the work will take place during term time or during the normal vacation period.
2. The place and exact duration of your studies.
3. The amount of any tuition fees payable to you.
4. Full details of travelling expenses.

Medical and Dental students should submit a Certificate to this office as soon as they begin clinical studies indicating the date that these studies commenced and showing either the number of weeks in excess of the normal University terms that they will be studying each year or the number of weeks' annual holiday they will in future normally take.

Consideration will also be given to the payment of additional grants towards the cost of purchasing instruments, etc., on the following scales:—

- a. Medical and Dental Students—50% of the cost, over £2, of purchasing instruments and other non-consumable equipment in any one academic year.
- b. Art Students at the Royal College of Art—50% of the cost, over £2 and up to a maximum of £14, of purchasing non-consumable equipment in any one academic year.
- c. Other Scholarship Holders—50% of the cost, over £2 and up to a maximum of £7, of purchasing non-consumable equipment in any one academic year.

Applications will be considered provided:—

1. A detailed list is submitted showing the instruments purchased and their cost.
2. The list is endorsed by the University Authorities to the effect that the instruments purchased are absolutely indispensable to your course of study and cannot, in any circumstances, be hired.

NOTE: No grant will be made towards the cost of consumable goods, and they must not be included on your application.

For students resident in hostel or lodgings an amount of £10 is included in the grant towards the cost of travelling and for students living at home the amount is £5. If, at the end of any academic year, you have necessarily incurred travelling expenses in excess of these amounts, application for additional assistance can be made on the appropriate form.

Yours faithfully,

Percy Lord,

Chief Education Officer.

NOTE: This letter should be kept for reference purposes until you have completed your course.

Mr. A. S. J. Macfarlane

LANCASHIRE EDUCATION COMMITTEE

Your AWARD NUMBER is

18/60

In order to expedite the payment of student's grants, it has been necessary to revise the administrative system in this Department, as a result of which it will be extremely difficult to trace students by name. Failure to quote your Number on correspondence with this Department may, therefore, result in your letter being returned to you for the number to be added.

Education Department,
County Hall,
Preston.

*

In the autumn term of 1959, according to the *Sedberghian*, December 1959, 'The Society has been very active this term, for there have been two debates and a Mock Election (held just before the General Election). [In the national election, the Conservatives won a third time under Harold Macmillan, increasing their majority to 100 over labour].

The Mock Election took place on 3rd October and Macfarlane (Conservative), Whitfield (Labour), Kenmir (Communist) and McGlashan (liberal), masquerading under suitable pseudonyms, regaled us with some fine oratory. Macfarlane gave a polished and well-reasoned speech which swayed many of those who were unwilling at first to vote Conservative. Whitfield spoke next and gave us some cogent points in support of Labour, as well as a magnificent "take-off" of the typical T.V. man. This was followed by an impassioned plea from McGlashan to register a vote of non-confidence in the major parties, but rather to vote Liberal. Lastly Kenmir, ably supported by the intelligent support of his aides, M. Dodds and M. T. Sykes, gave us a realistic picture of an "Angry Young Man." A short attempt by the League of Empire Loyalists to break up the meeting was thwarted by the F.B.I., and the candidates went on to answer questions from the audience. After the final summing-up, the results were: Conservatives - 168; Liberal - 43; Communist - 37; Labour - 30. Throughout the whole proceedings Wood, as chairman, kept a firm hold on the wilder elements of the audience, the result being that there was the desired blend of valuable instruction with hilarity and spirit.'

An added comment on this is in a Letter from Iris on 24 November 1959

Did Granny tell you that Mrs Morris met Fiona and told her she had heard from her son that you had made a brilliant speech at the election debate - we thought you must have though you were so modest about it! Maybe you'll end up with Robert in the H of C, wonder how his book is selling.

*

25 Oct Sedbergh

Dear Daddy,

Many happy returns of your birthday!!! I do hope you have an enjoyable day, perhaps you will manage to spend the day by the river? Anyhow I will be thinking of you, wishing I was out there too, if only for a short while.

My memories of our last trip are some of the happiest of my life, and I am looking forward to reminiscing (with the aid of my diary) when we are all together again - not so very long to go now! How clearly I remember sitting back on the verandah sipping real orange juice with a little humming-bird flitting among the creepers. I remember also the evening we spent with the Pooles up at that little bungalow on the Dikhu. It was a pity we did not catch more fish in some ways - but it made the one's we did catch much more exciting. I shall never forget their shark fins cutting through the water, or those porpoise-like creatures surfacing in the backwaters.

But I am equally looking forward to the future, especially to next summer. I hope we will be able to go for a camping holiday. With the car (will it be a convertible type in which the seats also form a bed? - this would be quite a good idea I think). Then we could have a tent for the girls or you, and I could chug along on my m-bike with a small tent. We could take cooking stuff etc, fishing rods and make a real expedition of it. I might put the £5 (from refunded expenses of my expedition) towards a collapsible rubber boat - which would be jolly useful either if we went to the loughs of Ireland or lochs of Scotland. I think if we caught some fish and organised things right we could make it pretty cheap, far cheaper than hotels etc. I wonder where we should go to (if any)? Scotland we know a bit, but I am looking forward to seeing the "emerald isles" [Ireland] one day. Anyhow we can plan it with you in the Easter.

I have taken up fly-tying again and I am busy tying a good supply of sea-trout flies - I hope we will catch some of those monsters which we only just missing in the Shetlands! But I am looking forward just to tramping across the springy heather towards some distant tarn, where we hope to catch large trout in the swirling peaty water!

I am just beginning to enjoy rugger at the moment, probably because I am only now really fit, and don't feel puffed the whole game. We had a 2nd XV game versus a school in Blackpool yesterday, but

I did not enjoy that one much as I had boots too small for me which were pinching and bad cramp in one of my calf muscles, but we had an enjoyable sing-song in the bus back. No doubt you remember the days when you have sung yourself hoarse after victorious 'away' matches (we won 8-3)?

I hope you are not getting too exhausted by all the work you seem to be having to do. Have you been having any of this labour trouble? I hope also that this new trouble with China won't affect you, I heard something about some massacre or other on the wireless.

When we were on a match the other day we watched for a while the T.V. and saw the England and Wales, v Scotland and Ireland, match. It was very exciting, and though the latter lost it was a close game. There was a terrific try by the latter when nearly the whole team handled it and it zig-zagged up the field, completely bewildering their opponents. Well I must end here, all the best wishes again - and be seeing you soon! Lots of love Alan

P.S. to quote Robert "Present following" (or rather I will keep it for you)

*

There were a very large number of musical events during my time at Sedbergh, and I clearly enjoyed many of them. Yet my reactions to this steady flow of high quality music, supplemented by keenly borrowing records, is usually not visible. But there is one exception.

On 19 Nov 1959 there was a piano recital by another very distinguished musician, Peter Katin. The *Sedberghian* (December 1959) gives an appreciative but sober account of the evening.

'The C major Mozart was clear and highly polished. His piano had a soft touch which lent itself to this sonata, but was less suited to conveying the power of a work like the Brahms' Variations. Beethoven's "Moonlight" Sonata had an almost Mozartian flavour about it; any romanticism was almost restricted to the first movement, in contrast to the Allegretto, which was played slowly, in a dry manner with little pedal, extremely effectively. The last movement was taken very fast, and in strict time, which some prefer to a more flexible interpretation. Chopin mazurkas, a nocturne and a waltz occupied much of the second half of the recital, with another mazurka as an encore; whimsical, Schumannesque, and full of charm. Mr. Katin finished by playing Brahms' monumental Variations and Fugue on a theme by Handel. His performance of the fugue emphasized the characteristic way in which a fugue builds up to a series of climaxes, always moving inexorably to its completion. For a second of the two encores demanded, Peter Katin played a Spanish piece by Albeniz. We are very grateful to such a distinguished artist for giving us a delightful evening.'

I still have the programme and annotated it while I was listening to the music. I started with a couple of facetious remark - 'Lighting Effects by the North West Electricity board' and NOTES - Very hot and v. hard!' But I was soon overwhelmed by the music and will reproduce my notes as they appear on the programme.

'Piano Music is very like water'— sea, becks, mists, lakes, rivers etc.'

Sonata in C major K. 330 – Mozart

Allegro moderato – Delicate, cascading, fragrant

Andante cantabile – Sad? – gentle – sweet memories – murmuring of half forgotten things

Allegretto – flowing on inexorably – bubbling and frothing – chaffing – secret joy – fast – good fingerwork

Sonata in C sharp minor Op. 27 No. 2 (Moonlight) – Beethoven

Adagio sostenuto – Very controlled – full of rest and counter??? – sighed and wept – his hands moved up and down the silver keys like the breath of wind sighing over an evening bank

Allegretto – more bouncy but not gay – treatment somber

Presto agitato – savage – restless – the sea – powerful growling? ??? then hurrying waves lapping on the sea – raising itself up into waves then falling in a crash – then swirling away from the rocks – jagged with rocks – cruel – destroying – sinks into a lull only to boil up again

Yet not particularly passionately played.

INTERVAL

Three Mazurkas – Chopin

‘C’ minor [changed from programme B flat] Op 24 No. 4 – meticulous – jumpy rhythm – like a bad hurdler (at times)

E minor Op. 41 No. 2 – Solid and thoughtful

D major Op. 33 No. 3 – a dance – repetitive (in different keys) – typewritten letters

Nocturne in C minor Op. Posth. Chopin

In programme, [crossed through and F sharp written in] Start (at least) meliflous – haunting – a tinge of wistfulness – gently rocking – a lullaby – SLEEP

Waltz in E flat major Op. 18 – Chopin

The famous waltz – dancing – gay – smiling – two lovers at a country dance lingering at times. V.g. Sheer heaven!

Variations and Fugue on a theme by Handel Op. 24 (Brahms)

- i) *Original theme – very trilly*
 - ii) *Umpa-cha style – powerful and full – pompous?*
 - iii) *Wistful – flowing notes – rising up and down*
 - iv) *Delicate hops from note to note*
 - v) *Full, powerful, defies description – jolting great strides – the roars of dying ogre*
 - vi) *Mozart type – wandering on – roaming through a garden*
 - vii) *Handel type – full of trumpets – plenty of taranta-taras*
 - viii) *Tchaikovsky – solemn and powerful – stalking majestically*
 - ix) *Rising from the top to the bottom of the piano – a game of hide and seek*
 - x) *Chopin gentle and courteous – slightly inquisitive*
 - xi) *Solid and definite – slow march*
 - xii) *Triumphant – battlesong*
 - xiii) *Bare notes followed by treble – indescribable*
 - xiv) *Same as some of the others !! (Mozart type)*
 - xv) *Happy – light – snappy*
 - xvi) *Solid – strict*
 - xvii) *Moving very quickly*
 - xviii) *Tuneful (resembles theme?)*
 - xix) *Plodding fast in oversize gumboots*
 - xx) *Getting worked up – reiteration of theme in pairs of notes*
- Fugue – Fairly fast – constant flowing – but a general jumble. - hurrying on to some goal and with occasional crashing chords. Magestic end.*

I have listened to this piece alongside my notes. They were clearly jotted at the time and do, indeed, capture very well what it sounds like to me today! Each is a variation lasting a minute or two.

SEDBERGH SCHOOL



RECITAL

BY

PETER KATIN

(Piano)

(Lighting Effect by the
North West Electricity Board.)

NOTES Vary notes v. hard!

- xx) Getting worked up
- reiteration of theme
in pairs of notes.
Fugue
Fairly fast - constant flourish
but a general jumble.
majestic - hurrying on to some
goal.
end.
- xiv) - Same as ^{same} ~~next~~ of the others!!
(Mozart type)
xv) Happy - light-snappy.
xvi) Solid - strict.
xvii) Moving very quickly!
xviii) Tenseful (reminds them?)
xix) - plodding fast - over the top of piano.
oversing quibbles.

POWELL HALL, THURSDAY, 19th NOVEMBER, 1959

at 8 p.m.

- and with occasional crashing chords -
ix) Rushing from the top to the bottom of the piano - a
game of hide + seek.
x) Chopin guitar, counterpoint - slightly inquisitive.
xi) Solid + defiant - slow march
xii) Triumphant - battle song.
xiii) Bare notes followed by treble-index

Programme

The Piano Music is very like water (in all its forms)

I - sea
becks mists
lakes rivers etc

Sonata in C major K.330 Mozart (1756-91)

delicate, cascading, fragrant - Allegro moderato
Sad? gentle - sweet memories - Andante cantabile -
- murmuring of happy things together. Allegretto - flowing on inexorably - bubbling & frothing -
- chaffing - secret joy -
- fast - good fun, work.

Sonata in C sharp minor Op. 27 No. 2 (Moonlight) Beethoven (1770-1827)

Very controlled - Adagio sostenuto - his hand moved up and down the silver keys like a snail
full of rest & contentment. - right & left -
- sighs & wept -
more tremulous - but not gay - treatment some -
yet not particularly powerfully played. -
Presto agitato - savage - restless - the sea -
powerful growling & churning -
the hurrying waves lapping at its feet - raising itself up into waves then falling in -
crash - the swirling away from the rocks -
jagged with rocks -
- cruel - destroying - grabs into
II a ball able to boil up again.

Three Mazurkas Chopin (1810-49)

~~E flat~~ C minor Op. 24 No. 4 - meticulous - like a sad moulder.
- E minor Op. 41 No. 2 - jumpy rhythm - (last times)
D major Op. 33 No. 3 - a dance - repetitive (in diff keys) -
- typewriter letters

Nocturne in E minor Op. Posth. Chopin
start (at least) - melancholy - haunting - a tingling of wishfulness - gently rocks
- a lullaby.

V.4 Waltz in E flat major Op. 18 Chopin
- the famous waltz - dancing - gay - smiling - two loves
- happy tripping - lingering at times - at a wondrous dance

Variations and Fugue on a theme by Handel Op. 24 Brahms (1833-97)
i) Original theme - very fully
ii) - up - cha style - powerful + full - pompous?
iii) Wistful - flowing notes - rising up - sliding down.
iv) Delicate hops from note to note.
v) Full, powerful - defies description - jolting great strides
vi) Mozart type - the roar of dying oaks.
vii) Handel type - full of trumpets - phony of baroque
viii) Tchaikovsky - solemn - powerful - stalker majestically

In December I went to Oxford to be interviewed for a Trevelyan Scholarship, which would have paid most of my expenses at Oxford. The invitation came in November as follows.

TELEPHONE: SHEFFIELD 60081

THE TREVELYAN SCHOLARSHIPS
17 WESTBOURNE ROAD
SHEFFIELD 10

OUR REF. RP:LS
YOUR REF.

16th. November, 1959.

Mr. A.D.J. Macfarlane,
Lupton House,
Sedbergh,
Yorks.

Dear Mr. Macfarlane,

I am very glad to advise you that you have been selected to attend the final interviews for the Trevelyan Scholarships at Oxford on the 1st and 3rd December, 1959.

Your interview will be at 9.30 a.m. on 3rd. December, and instructions concerning the interviews are attached. x

Would you please acknowledge receipt of this letter as soon as possible.

Yours faithfully,

W. Penrose
Secretary.

x These instructions are not quite complete, but will be sent as soon as possible.

The further instructions were as follows:

TREVELYAN SCHOLARSHIPS.

INTERVIEWS AT OXFORD ON 1st & 3rd DECEMBER 1959.

INSTRUCTIONS TO CANDIDATES

1. As far as possible the times of interviews have been arranged so as to enable candidates who live sufficiently near to Oxford to make both journeys on the day of interview.
2. Accommodation has been arranged for you for the nights of 30th Nov., 1st & 2nd Dec. at Isis Hotel, Iffley Rd., Oxford. Hotel bills, that is accommodation and food, will be settled by the Trevelyan Trust.
3. Your interview will be at Queen's College, Oxford, at the time notified to you in the letter sent to you on the 16th. November. You ~~must report~~ to the Porter's Lodge of Queen's College at least half-an-hour before the time of your interview.
4. Expenses incurred by candidates attending for interview will be refunded and claim forms will be given to you at the time of interview.
5. If you find it impossible to attend for interview at the time notified, you will at once notify the Secretary of the Scholarships, and since the interview timetable has been arranged to suit the convenience of as many candidates as possible, it is hoped that candidates will not seek to alter the time allotted to them unless there is a sufficient reason.

21st. November, 1959.

I remember the event to a certain extent, and meeting the future head of my Oxford College, J. C. Masterman. However, as shown in the next letter, I did not get an award.

18 Dec Field Head

Dear Daddy,

I do hope you have a pleasant christmas. I don't suppose however that it will be one of your happiest, in fact I suppose you will hardly feel it is christmas. But it isn't long now until you'll be home! And then I pity the chances of all the fish around here! (By the way, Mummy, who is looking very well - although slightly bewildered at the moment, has just asked me to tell you that we have not received any tea for a long time.)

Just a bit of news to finish off my account of the term. Next term I am going to be a school prefect (there are about 15 of them in the school) along with Ian Campbell in our house - he is head of house. The rugger finished off quite well when our 1st XV beat a Northern Ireland club by 12-0.

Concluding another matter, I got a letter the other day saying that the examiners for the Trevelyan

scholarship regretted that they could not give me a scholarship - although they were very pleased with all the entries, so that is that. But considering that I did not do the thing seriously anyhow I had a good run for their money.

I do hope you manage to get some fishing in this cold weather. Mummy was suggesting a small river near you up in the hills which noone has fished, are you going to try it?

*I am very sorry to hear about Cappy etc - we are already planning however how to get you honourably discharged; so that you can come home - get your pension and take a more interesting job! Well I am afraid I have been asked to limit my letter to one side so HAPPY CHRISTMAS AND
LOOKING FORWARD TO SEEING YOU - Alan*

*

I have the programme for my final Christmas concert on 16 December 1959. The first half consisted of Bach, Berkeley, Beethoven and others. The second was dominated by choral dances from "Prince Igor" – by Borodin. I am noticed as a bass in the chorus and remember the excitement of this singing. The *Sedberghian* (March 1960) noted that 'The chorus consisted of well over a hundred voice, but the balance was good and the total effect impressive. ... This was difficult music to perform effectively, but there was no doubt of its success, even after it had been completely repeated as an encore.'

SEDBERGH SCHOOL



CONCERT

**in POWELL HALL at 8 p.m.
WEDNESDAY, 16th DECEMBER, 1959**

ORCHESTRA AND BAND

1st Violin

Mr. K. Anderson
R. McQ. Mackenzie
C. J. Darwin
T. M. C. Hardy
M. J. P. Vignoles

2nd Violin

P. R. White
A. H. Mawby
T. I. T. Henderson
M. J. Humpage
M. W. Scott
G. P. H. Mason
I. P. F. Mungall

Viola

J. B. Grieve
C. R. Fallaw
H. R. Miles

Cello

Mr. V. Brook
P. J. Mawby
C. H. Vignoles
J. N. T. Gairdner
T. D. T. Hodson
J. M. Callow
M. A. Crompton
N. J. Horsfall
R. M. B. Hollinshead

Double Bass

J. D. Whitman
G. W. S. Burgess

Flute, Piccolo

D. N. F. Ross
R. N. Bolt
P. R. White
Mr. A. J. Strahan

Oboe

R. H. Vignoles
M. Bird

Clarinet

J. Bruce Lockhart
M. J. Wilson
A. M. Holmes
A. R. Wood

Bassoon

D. W. Woodeson

Horn

Mr. D. Seed
The Rev. A. T. I. Boggis
J. R. Veale

Trumpet

Mr. C. J. Bennett
G. H. Nelson
J. E. Ellershaw
B. C. Tait

Trombone

B. P. Turnbull
N. A. H. McKerrow
R. L. V. Fulton

Timpani

D. J. Richardson

Percussion

G. D. Dawson
A. R. Wood
J. E. Ellershaw
P. M. Wilson

Piano

Mrs. Gairdner

Organ

Mr. W. T. Gairdner

MUSICAL SOCIETY

Trebles

P. J. Ashforth	M. S. Graley	D. R. Oram
D. A. K. Biggart	F. S. Henderson	D. L. Roberts
M. R. Broadhead	T. G. Marshall	P. D. C. Scales
J. F. Dorward	C. A. Millard	J. C. N. Slater
M. W. Downie	J. C. Morrison	E. M. Sheard
L. R. G. Fitchie	C. D. Muirhead	M. J. Scott
D. R. M. Gardner	I. L. H. Mure	P. F. Theakston

and the following members of Cressbrook School

C. S. Alexander	R. I. Grant	D. G. A. Payne
G. C. Bergius	R. R. Gunn	R. R. D. Richmond-
P. V. Birkett	R. V. Hoyle	Jones
R. A. Birtwistle	R. M. Hoyle	A. T. Rowntree
N. F. C. Butler-Cole	J. M. Hoyle	J. S. Spencer
J. S. P. Cain	P. S. Hoyle	B. G. Tyrwhitt-Drake
M. D. Dickson	R. D. Machin	A. P. Tyrwhitt-Drake
J. P. Farrer	C. P. Kitching	W. W. Wilson
R. M. N. Gillibrand	R. B. Moseley	D. R. Wood
N. W. Gillibrand	S. G. Norwood	J. K. Woolley
	C. J. Parker	

Altos

T. J. Anderson	G. W. Farrer	G. R. Park
S. T. Barker	W. G. Hamilton	J. R. Pilkington
R. N. Brown	I. S. Hathorn	N. M. S. Rich
S. M. D. Brown	C. T. Haworth	R. J. Tarran
P. W. G. Burwell	I. A. Inglis	J. E. Trainer
S. J. Dawson	D. W. H. Lydall	A. L. Whatley
P. C. Dixon		P. C. R. Whittle

Tenors

C. D. M. Bone	P. W. Howard	J. K. Prosser
M. H. Brookes	J. G. Johnston	J. C. Smith
R. M. Burnett	P. G. Liddell	J. Stein
M. J. Dawson	I. G. Macpherson	Mr. R. W. W. Dawe
P. J. Donald	C. T. Marks	The Rev. T. A. Harman
T. G. O. Douglas	P. B. Millard	Mr. R. W. Moore
L. R. G. Fitchie		Mr. C. H. Wilson

Basses

A. F. P. Abraham	J. E. Glenny	D. S. Porter
P. H. F. Ballingall	J. N. Gundill	W. R. Reay
I. C. Blakemore	J. R. Hindmarsh	J. M. Shier
G. L. Bromley	P. Law	G. E. W. Slater
P. D. Brown	J. T. Little	R. M. Stoddart
R. A. Byass	M. Longhurst	J. D. Sword
S. Byass	E. M. L. Macadam	T. M. Venters
W. G. H. Critchley	A. D. J. Macfarlane	P. G. Webster
R. Dalrymple-Smith	I. C. Noad	C. E. R. Wood
W. D. Dickson	C. N. Partington	Mr. J. H. Durran
R. P. Fenwick	J. L. Pearce	Mr. H. H. Mills
J. D. R. Gates	A. L. Pierce	Mr. D. P. Norwood
		Mr. C. J. Bennett

PROGRAMME

THE NATIONAL ANTHEM

1. OVERTURE — "The Arcadians" *Monckton and Talbot*
ORCHESTRA
2. TOCCATA in F major, for Organ *J. S. Bach*
C. H. VIGNOLES
3. SONATINA in three short movements, for Flute and Piano
Lennox Berkeley
P. R. WHITE
4. FINALE from Concerto No. 1 for Piano and Orchestra .. *Beethoven*
Solo Piano: J. STEIN
5. MARCHE des petits soldats de plomb *Pierné*
SECTION OF C.C.F. BAND
6. SCHOOL SONG — "Winder" *A. W. Ogilvy*

INTERVAL

7. CHORAL DANCES from the opera "Prince Igor" *Borodin*
MUSICAL SOCIETY AND ORCHESTRA

Conductor: MR. J. N. HIND

(4)

PRINCE IGOR

The opera "Prince Igor" deals with the struggles between the Russians and Tatars in the eleventh century. These dances take place in the camp of the Tatar Khan, after the Prince and his son have been captured. Khan Konchak, desiring to do honour to his royal prisoners, organises a festival of dances and songs of oriental and barbaric splendour.

- (i) Borne on wings of gentle breezes,
Fly swiftly home, ye songs of grief and exile,
Away to our far distant mother country,
Where once we sang, rejoicing in our freedom.

There, beneath warm skies the languid air moves softly;
There the cloud-capped mountains dream beside the whispering sea;
There the green and fragrant pastures of our dear land
Lie basking in the sunshine;
There the purple grapes hang ripe and sweet.
The crimson roses cluster in the valleys,
And nightingales sing loud in moonlit forests.

Speed, O song, by zephyrs wafted;
Speed, O song, on gentle winds.

- (ii) Sing we praises to our glorious Khan!
Praise him for his valour, peerless Khan!
Hail, great Khan! Praise our Khan!
He is like the sun at mid-day,
There is no one like our glorious Khan;
Bend before him, lowly captives. Praise him!

See'st thou these fair maidens, brought from distant shores?
See'st thou these slaves from beyond the far Caspian Sea?
Tell me, O Prince, which maiden thou dost favour;
She shall be thine, fain would I give thee unfettered choice.

- (iii) Famous art thou as thy forbears, proud Khan Konchak!
Mighty as thy sires art thou, ruthless Khan!
Hail to thee, Khan Konchak! Hail, all hail!

May our dancing give him pleasure.
Look with favour on thy handmaids.
Lowly slaves, we strive to please thee.
Hail Khan Konchak!

Trans. Rosa Newmarch.

(5)

*

A small vignette of musical life in the house is given in the *Luptonian* for that term, published when I was an Editor of the magazine. This captures the buzz of a world where the intersection of gramophones and new kinds of disc, pop, skiffle and jazz were intersecting with classical music. Even dancing was thriving and there was talk, at last, of getting girls to come and dance at the house.

A series of gramophone concerts was given in the Common Room on Sunday afternoons and it was a real pleasure to see hearty “bepops” tapping their feet to a Mozart horn concerto or Beethoven symphony. It was perhaps surprising that the jazz records were less well attended. Since our victory in the Unison Cup last year the House’s suppressed desire to hear or create music has been difficult to stifle. The music cube and even the dormitories are usually packed with guitarists or violinists, while the studies have throbbed with the heart-rending Cliff and Marty. Even the Senior Dayroom has joined in, and possess an alarming collection of real cool discs. The Lupton skiffers still perform with enthusiasm, if nothing else; their microphone gives them a real advantage over their opposition.’ As they might say, ‘the joint was jumping’.

Lent Term 1960

CALENDAR

Holy Communion every Sunday at 8-15.
Sunday Morning Service at 11-0. Sunday Evening Service at 6-30.
Saints' days: Holy Communion in the Parish Church 7-30 a.m.

JANUARY.

Tues.	20	Term begins. Master of the week: Mr. Alban.
Wed.	21	Chapel at 9 a.m.
Thurs.	22	Lock-up 5-15 p.m.
Fri.	23	
Sat.	24	Subscription Club Concert, 8 p.m.
S.	25	Septuagesima. Preacher: The Headmaster.
Mon.	26	St. Paul. Master of the week: Mr. Durran.
Tues.	27	C.C.F. Signals Examinations.
Wed.	28	
Thurs.	29	
Fri.	30	Civics at 8 p.m. P. Turnbull, Esq., on "Town and Country Planning".
Sat.	31	

FEBRUARY.

S.	1	Sexagesima. Holy Communion at 8-15 a.m. and 11-40 a.m. Collection. Preacher: The Rev. J. S. Aynsley, Vicar of Arnside.
Mon.	2	Purification of the Blessed Virgin Mary. Master of the week: Mr. Mills. Comers and Leavers lists to the Headmaster.
Tues.	3	Latin Prose Prize.
Wed.	4	
Thurs.	5	
Fri.	6	Wakefield French Prizes.
Sat.	7	1st Fortnight's Orders. Lock-up 5-45 p.m.
S.	8	Quinquagesima. Preacher: The Rev. T. A. Harman.
Mon.	9	Master of the week: Mr. MacDougall.
Tues.	10	VIth Form Literature Prize. Entertainment by Herbert Milton 8 p.m.
Wed.	11	Ash Wednesday. Holy Communion 7-30 a.m. Service in the Chapel 9 a.m.
Thurs.	12	
Fri.	13	Civics at 8 p.m. J. O. Blair-Cunynghame, Esq., O.B.E., (O.S.) on "Coal Now and in the Future".
Sat.	14	VIth Form Reports. Subscription Club Concert, 8 p.m. 1st XV v. Bradford G.S. (H).
S.	15	First Sunday in Lent. Preacher: The Rev. A. T. I. Boggis. Collection.

Mon.	16	Master of the week: Mr. Dawe.
Tues.	17	Greek Verse Prize.
Wed.	18	
Thurs.	19	
Fri.	20	Rankin Shakespeare.
Sat.	21	2nd Fortnight's Orders. 1st XV. v Q.E.G.S. Wakefield (A). A Running VIII v. Ampleforth.
S.	22	Second Sunday in Lent. Preacher: Dr. Iliff (Church Missionary Society). Voluntary Concert, 8 p.m.
Mon.	23	Master of the week: Mr. Braham. Common Entrance Examination.
Tues.	24	St. Matthias. Common Entrance Examination. 1st XV v. Northern (H).
Wed.	25	Danson Science Prize. Voluntary Service 8-40 p.m.
Thurs.	26	
Fri.	27	Civics at 8 p.m. The Rev. T. W. I. Cleasby (O.S.) on "The Modern University".
Sat.	28	VIth Form Reports. The Chelham Opera Group, 8 p.m.

MARCH.

S.	1	Third Sunday in Lent. Preacher: The Rev. Canon H. C. Stewart, Vicar of St. Luke's, Barrow-in-Furness.
Mon.	2	Master of the week: Mr. Norwood. Evans Divinity Prize, VIth Forms.
Tues.	3	
Wed.	4	Voluntary Service 8-40 p.m.
Thurs.	5	Fives: 1st round.
Fri.	6	
Sat.	7	3rd Fortnight's Orders.
S.	8	Fourth Sunday in Lent. Collection. Holy Communion at 8-15 a.m. and 11-40 a.m. Preacher: The Ven. A. Sephton, Archdeacon of Craven. Concert by the Liverpool, Music Group, 8-15 p.m.
Mon.	9	Master of the week: Mr. Rogers. Fives: Semi-final.
Tues.	10	Music Scholarship Examination. C.C.F. Field Day.
Wed.	11	Voluntary Service 8-40 p.m.
Thurs.	12	C.C.F. Basic Test.
Fri.	13	Fives: final.
Sat.	14	VIth Form Reports. Subscription Club Concert, 8 p.m.
S.	15	Passion Sunday. Preacher: The Rev. A. T. I. Boggis.
Mon.	16	Master of the week: The Rev. T. A. Harman. Boxing Competition 1st Round.
Tues.	17	Reports to Form Masters.
Wed.	18	Voluntary Service 8-40 p.m. Boxing Competition 1st Round.
Thurs.	19	Reports to Common Room. C.C.F. Army Proficiency Examination.
Fri.	20	Last Day for Tradesmen's Orders.

Sat.	21	Reports to Housemasters 6 p.m. Boxing Competition Semi-finals. Country Life Shooting.
S.	22	Palm Sunday. Preacher: The Rev. T. A. Harman. Collection.
Mon.	23	Master of the week: Mr. Bennett. Reports to Headmaster 8 p.m.
Tues.	24	The Wilson Run. Concert at 8 p.m.
Wed.	25	The Three Mile.
Thurs.	26	
Fri.	27	Good Friday.
Sat.	28	Three Weeks Order.
S.	29	Easter Day. Holy Communion 7-30 a.m. and 8-15 a.m. Preacher: The Headmaster.
Mon.	30	Master of the week: Mr. Moore. Final Orders to Headmaster by 10 a.m.
Tues.	31	Instrumental Competitions 7-30 p.m. Boxing Competition Finals.

APRIL.

Wed.	1	Singing Competitions 7-30 p.m. End of Term Service at 9-30 p.m.
Thurs.	2	Term ends.

*Next term begins on
Thursday, April 30th and ends on Tuesday, July 28th.*

Even before I returned to school, I had made a number of 'New Year's Resolutions' in the new diary I had been given. This is a practice I have kept up over the years - though consistently failing to live up to the resolutions. The admonitions to walk and sleep and read are interesting.



The roll call for Lupton House in my last term. Capitals denote School Prefects.

LUPTON HOUSE			HART HOUSE		
		IVc.	R. S. Gilchrist		
U.VI.C.	*M. T. Sykes		Morrison	U.VI.C.	*Balderston
	*Magee		I. R. Thompson		Bird
U.VI.M.a.	*M. J. P. Vignoles		Byles	U.VI.M.a.	*J. F. Hamilton
	Peel	IVd.	Sheldon	U.VI.M.b.	P. Cook
	†G. L. Bromley		Somerville		Mann
U.VI.M.b.	P. J. S. Watson	IIIa.	Mercer	Clio.	Page
	I. S. W. Hall	IIIb.	M. J. Scott		BUSTARD
	Kay		Jamieson?	M.L.VI.	Halliwell
	Highton	IIa.	Liptrott		Sugden
	Oliver		P. J. Donald		Townley
	CAMPBELL		Stout		Gairdner
	†Hunter	IIb.	Caton	Bio.VI.	†Williams
Clio.	A. D. J.		F. S. Henderson		*Burgess
	MACFARLANE		(58)		†W. B. Graham
	*†C. H. Vignoles				†Metcalf-Gibson
	Bland			Gen.VI.	†Bagshaw
	Porter				Tinniswood
M.L.VI.	Black			L.VI.C.	Cross
Bio.VI.	R. G. H. Savory				R. A. Sheard
L.VI.C.	*N. W. A. Scott				W. K. Wood
L.VI.M.b.	Knox			L.VI.M.a.	*Davidson
	B. J. Bromley				J. R. Rhind
	†A. Barnes			L.VI.M.b.	Aitchison
L.VI.H.	*M. W. Scott				E. M. Sykes
	Rink				Rocke
	R. E. G. W. Robinson				Teasdale
Va.C.	*R. H. Vignoles			Va.C.	*Pirie
	Grierson		E. M. Sheard		J. C. Smith
Va.M.	Bannister		*Mungall		Mawdsley
	Gates		Worters		Openshaw
	Milne	IVb.	Anderson	Vb.C.	Templer
	P. N. Gilchrist	IVc.	Vaillant		Goddard
Vb.M.	J. R. Smith	IVd.	Hand		Maxwell
	Mason		Espley		Scales
	P. A. Thomson		Partington	Va.M.	*M. F. Smith
	J. G. S. Donald		Maingay		I. C. Gray
	D. A. Donald		Lydall		Burnett
	S. L. Graley		Ogden		M. J. C. Harrison
IVa.	*More	IIIb.	Crossley		Hyde
	*M. S. Graley		James	Vb.M.	L. R. Dawson
	Martin		Stacpoole		Greenwood
IVb.	Rabagliati		Owen		Holmes
	Rich	IIb.	I. L. H. Harrison		Blakemore
	Gardner			IVa.	Murtland
	Brigham		(61)		*Downie

SCHOOL PREFECTS

C. J. Heber Percy	<i>Appointed</i> May, 1959
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J. L. Bustard	Jan., 1969
I. C. Campbell..	Jan., 1960
M. C. Hodgson	Jan., 1960
F. G. Kenmir	Sept., 1959
C. T. Lewis ..	..	..	..	Jan., 1960
J. T. Little ..	..	..	..	Jan., 1960
A. D. J. Macfarlane	..	..	..	Jan., 1960
D. S. Macpherson	..	..	..	Jan., 1960
P. J. Mawby	..	..	..	Jan., 1960
A. H. Snodgrass	..	..	..	Sept., 1959
A. M. Steven ..	..	..	..	Jan., 1960

I was clearly ill a certain amount, and devoting my energies to trying to obtain entrance to Oxford or Cambridge. I was finally admitted to Worcester College, Oxford, hence inaugurating the next stage of my development.

SEDBERGH SCHOOL



House Singing Competition

ADJUDICATOR:
MAURICE JACOBSON, ESQ.

POWELL HALL

Monday, 28th March, 1960, at 7-30 p.m.

Programme

I. QUARTETS:

85%	7½	HOUSE 'A'	"Allons au vert bocage"	Willaim Costeley	S 8
82%	6½	HOUSE 'B'	"Thyrsis, sleepest thou?"	John Bennet	P 7
86%	8½	HOUSE 'C'	"L'il Liza Jane"	arr. Lawson	S.H. 9.
81%	7½	HOUSE 'D'	"In going to my naked bed"	Richard Edwards	W. 6.
82%	8	HOUSE 'E'	"Adieu, sweet Amaryllis"	John Wilbye	H. 7.
83%	8	HOUSE 'F'	"King Jesus hath a garden"	Dutch Trad.	L 9.
86%	8½	HOUSE 'G'	"In going to my naked bed"	Richard Edwards	E. 8½

II. UNISONS:

87	43	HOUSE 'A'	(1) "The Vagabond"	Vaughan Williams	P. 4.
86	43		(2) "Cargoes"	Martin Shaw	3 4
87	43	HOUSE 'B'	(1) "Drake's Drum"	Stanford	E. 4.2.
86	43		(2) "The Linden Tree"	Schubert	W. 4.3.
86	43	HOUSE 'C'	(1) "The Old Superb"	Stanford	W. 4.3.
86	43		(2) "Loveliest of Trees"	Somervell	3.
86	44	HOUSE 'D'	(1) "Dedication"	Schumann	4 8. H.
86	44		(2) "Shortnin' Bread"	Amer. Trad.	5 8. H.
87	44	HOUSE 'E'	(1) "The Linden Tree"	Schubert	S. 4. 9
87	44		(2) "La Vendetta" (Figaro)	Mozart	S. 4. 9
88	45	HOUSE 'F'	(1) "Uist Tramping Song"	arr. Robertson	4 - 9 -
88	45		(2) "Waltz" (La Ronde)	Oscar Straus	3 4. S.
		HOUSE 'G'	(1) "Linden Lea"	Vaughan Williams	
			(2) "Shepherd, see thy horses' foaming mane" ..	Korbay	

The order of singing was drawn by ballot.

Titus Wilson, Kendal and Sedbergh.

There was also the customary ten mile run, with a concert afterwards. I did not run as I had a sprained ankle.

SEDBERGH SCHOOL



*WILSON RUN
CONCERT*

§

POWELL HALL

TUESDAY, 22nd MARCH, 1960
at 8 p.m.

P R O G R A M M E

1. INTRODUCTION TO ACT III (Lohengrin) Wagner
Orchestra (1813-1883)

2. PART-SONGS:

The Cachucha (The Gondoliers)	}	Sullivan (1842-1900)
Strange Adventure (The Yeomen of the Guard)		
The Goslings		Frederick Bridge (1844-1924)
Polly wolly doodle		arr. Stanford Robinson (b. 1924)
A Vocal Ensemble		

3. VIOLIN SOLO:

Romance (Concerto No. 2)	Wieniawski (1835-1880)
C. J. Darwin	

4. TONE POEM — "FINLANDIA", Op. 26 Sibelius
Orchestra (1865-1957)

5. "SYMPHONY" in three movements Malcolm Arnold
for Twelve Toy Instrument Players, Strings and Piano (b. 1921)
G.M.C.T., A.T.I.B., W.T.G., A.I., D.B.A., H.H.M.,
R.W.W.D., D.P.N., T.A.H., C.J.B., R.W.M., C.H.W.

6. SELECTION: "C.C.F. ON PARADE" arr. D.S.
C.C.F. Band
(Conductor: **Mr. Seed**)

7. **MASTERS' QUARTET**

"ONE MORE RIVER"	arr. Warlock
R.W.W.D., D.P.N., W.T.G., A.T.I.B.	

8. **SCHOOL SONG:**

"THE LONG RUN" (words on p. 4)	P. A. Thomas
--------------------------------------	--------------

God Save the Queen

Conductor: Mr. J. N. HIND

ORCHESTRA

1st Violin:

Mr. K. Anderson
R. McQ. Mackenzie
C. J. Darwin
T. M. C. Hardy
M. J. P. Vignoles

2nd Violin

P. R. White
A. H. Mawby
T. I. T. Henderson
M. J. Humpage
M. W. Scott
G. P. H. Mason
I. P. F. Mungall

Viola:

J. B. Grieve
C. R. Fallaw
H. R. Miles

Cello

Mr V. Brook
P. J. Mawby
C. H. Vignoles
J. N. T. Gairdner
T. D. T. Hodson

Cello (contd.):

J. M. Callow
M. A. Crompton
N. J. Horsfall
R. M. B. Hollinshead

Double Bass:

J. D. Whitman
G. W. S. Burgess

Flute:

R. N. Bolt
A. I. More

Oboe:

R. H. Vignoles
M. Bird

Clarinet:

M. J. Wilson
A. M. Holmes

Bassoon:

D. W. Woodeson
A. R. Wood
(Tenor Saxophone)

Horn:

Mr. D. Seed
Rev. A. T. I. Boggis
S. S. Haywood

Trumpet:

Mr. C. J. Bennett
G. H. Nelson
J. E. Ellershaw
B. C. Tait

Trombone:

B. P. Turnbull
N. A. H. McKerrrow
R. L. V. Fulton

Tuba:

P. W. Cook

Timpani:

D. J. Richardson

Percussion:

G. D. Dawson

Organ:

P. B. Millard

C. C. F. BAND

Flute:

P. R. White
R. L. Bolt
R. M. Mackenzie

1st Clarinet

M. J. Wilson
A. M. Holmes

2nd Clarinet

M. J. C. Harrison
J. N. Bell

3rd Clarinet

P. H. Fox
C. M. B. Aitken

Tenor Saxophone:

A. R. Wood

Bassoon:

D. W. Woodeson

French Horn

S. S. Haywood

1st Trumpet:

G. H. Nelson
B. C. Tait
A. P. Scott

2nd Trumpet:

C. H. Vaillant
J. N. T. Gairdner

1st Trombone:

B. P. Turnbull

2nd Trombone:

R. L. V. Fulton

3rd Trombone:

N. A. H. McKerrrow

Euphonium:

J. E. Ellershaw

Bass:

P. W. Cook

Bass Drum:

D. S. MacPherson

Tenor Drum:

R. W. Higham
S. L. Graley

Side Drum:

G. D. Dawson
A. G. Cochrane
D. J. Richardson
J. S. Black
A. A. Rink
T. I. T. Henderson

Cymbals:

J. L. Pearce

Drum Major:

M. C. Hodgson

At Olympia, far away,
 In the boyhood of the world,
 There were glorious games they say—
 Discs were thrown and spears were hurled.
 Came the athletes strong and stately,
 Leapt and ran, and wrestled greatly,
 While a nation stood and wonder'd,
 And a shout to heav'n was thunder'd:

*Strain and struggle, might and main;
 Scorn defeat and laugh at pain,
 Never shall you strive in vain
 In the long run!*

Sedbergh in the hardy north,
 She her runners, too, can show;
 Sends her fleet Athenians forth;
 Trains her Spartans in the snow!
 Herald March the blast is sounding—
 Rugged hills the course surrounding—
 Don your jerseys, make you ready,
 Up and off, lads, swift and steady!

Strain and struggle, etc.

Not so fiercely as at first,
 Toiling on to Cautley Bridge;
 Down the hill-side with a burst,
 On to Baugh Fell, up the ridge;
 Plunging through the tangled heather
 Garsdale finds you less together:
 Panting breast and straining sinew—
 Set your teeth, lads, show what's in you.

Strain and struggle, etc.

At Olympia, far away,
 When the victor wore the crown,
 Breathing marble, burning lay,
 Made immortal his renown.
 What tho' Fate hath given to Winder,
 No Praxiteles or Pindar,
 Yet her sons, who bravely bear them,
 Sedbergh in her heart shall wear them!

Strain and struggle, etc.

R. St. J. Ainslie

God Save the Queen

TITUS WILSON, KENDAL

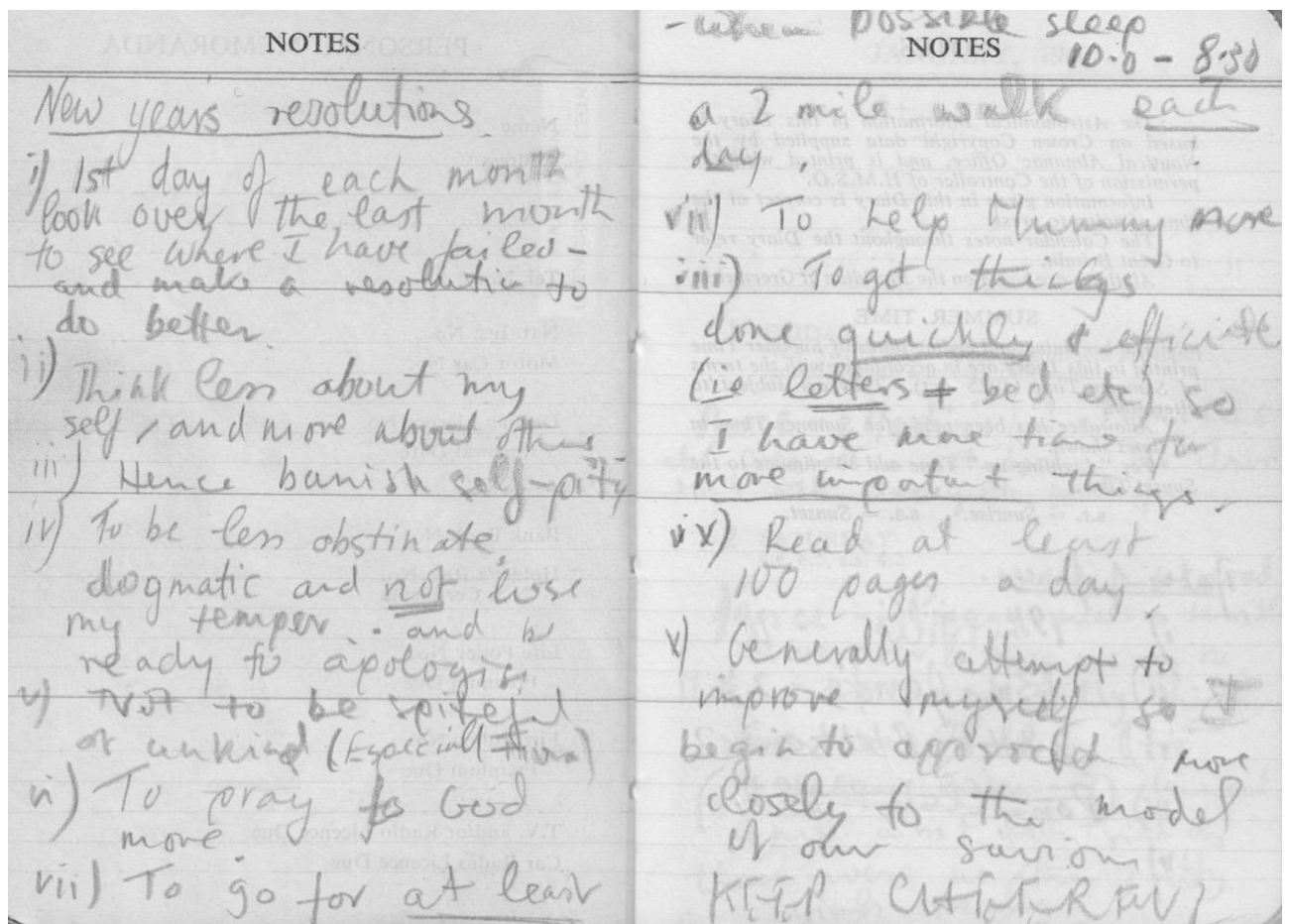
*

There are no surviving letters for my last term, Spring 1960, when my mother was at home in the Lakes and just my father in India. But there are other materials, and it is a time to give an overview of two important areas of my life over the last three years of my Sedbergh experience and into the months between leaving school and University.

The first was were my participation in the excitement of the new age of 'Pop' or popular music, including Elvis, Lonnie Donegan, Chris Barber, that is rock, skiffle and jazz, in which I participated both as a listener but also as a budding guitar player. The second was my increasing interest in religion, and Christianity in particular, which continued into the last year of my undergraduate career at Oxford. Each of these grew more intense, and the last two terms of Sedbergh was when, in some ways, they reached their peak.

*

Although the following was written at home in a small diary at the start of 1960 as a set of 'New Year's Resolutions', the following set of resolutions applied also to school and is an appropriate way to start the account of what would turn out to be my last term at Sedbergh.



In the *Sedberghian* (March 1960) it is noted:

Debating Society

President: T. F. Greenshields

Secretary: F.G. Kenmir

‘There have been two debates this term and there is to be a third near the end when there will be two guest speakers from Kendal. The attendance at both debates was very good and demonstrates the revival of interest in a Society which not so long ago seemed on the decline. The motion before the House in the first debate was that “Youth’s folly is wiser than the wisdom of age.” Mr. M.T. Sykes, proposing the motion, entertained us with his air of youthful confidence blended with cynical intolerance of the alleged “wisdom” of his elders. Mr. W. Sutherland, opposing, asked the House to understand his predicament; still in the first flush of youth himself, he was defending the grey-haired wisdom of the old. When the debate was opened to the House, some of the older members present regretted that there was no-one who by the fire of his youthful oratory might sway the House to the side of the proposition. Despite this, the debate was of a high standard, and after some excellent speeches the motion was defeated when the vote was taken.’

This is the only debate for which, so far, I have found my own notes on what was being said. At the back of my *Brown Book* for Lent 1960 I have written in pencil some notes of what I heard as follows (underlined words are in italics)

Youth’s folly is wiser than the wisdom of age.

- 1 Perceptions blunted – can’t see as *clearly*
 - 2 Doesn’t dare say *then* – afraid – afraid of being hurt
 - 3 Cynical disillusioned – not *interested*: no enthusiasm or fire or *curiosity*
 - 4 Grow *out of* your age – applies the ideas of its youth – now out of date
 - 5 We *burn out ourselves* “the world isn’t what it used be”
- many statesmen the same. John Wilkes
John Keats, Shelley, Wordsworth, Burns (bracketed)
- even in modern times Robert [sic] Brooke
 - - *one foot in grave Mr Sykes It is no the spirit but the mind.*
 - *Youth* – when? 10-25
 - *Age* - 25-109

Youth’s folly is *happiness* – joy, less worry – optimism, hope, *love* – *ambition*.

Age’s wisdom – disillusionment, not wanted

Gentlemen you are choosing between *the present and future* and youth against the past and old age

Tradition – inspired by Mr Mouldis

- 1 – *archers* brought back to this school instead of the corps
- 2 – Granted they have to go the office – that is the trouble – pin-stripes – “the happiest days of your life”

“the child is the father of the man”

William Pitt – 23

“trailing clouds of glory do we come”

story

“the prison closes around the growing boy – ~~yet he sees the light and whence it flows~~
wonders of life – fade to the light of common day

It looks from all this as if I was on the side of youth!

These formal debates for the whole school were probably only part of a wider set of debates which also took place in class. There are two hints of this in my notes. At the back of my Lent 1960 Brown Book there is noted down the following.

Money is the root of all evil.

Disagrees – But all money is not the root of all evil. “It is the love of money” – when we give it away. Embarrassed by saying *love*

- *what do you consider is evil?*
- We have to have money – but should we put it above other things – “it is harder for a rich man to get into heaven – than a camel through”

Kill, hate, jealous, desire, lack of love

- maintain that *lack of imagination – lack of feeling and lack of thought* lead to all evil – charity

In a medium brown-backed notebook ‘Reading Log 1960’ there are three debates noted. There is no date, but these were presumably debates in my last term. The first just gives the topic “This house believes that modern “pop” music is decadent.”

The second was very relevant to us

“*Public schools should be nationalized.*” My notes are as follows.

- they would no longer be public schools –
- - means *state financing* – it would lose its individuality
- - the *special* social and sporting activities
- - the state could not afford to keep people with 3 half holidays a week etc
- - couldn’t be boarding –
- *depends on extent* of nationalization
- i) just state aid? – saved

Accept it is better – but would it be lost?

- *hard for us* – no they realize it is good – a reward
- *nationalize Sedbergh* – not abolish the fells

How would one select?

Do more to get brainy

- i) Products
 - ii) Why are you sent here
 - iii) Intelligence more important than character
- Efficiency or the ability

[It is not clear whether these are my views, or, more likely, a summary of the arguments in the debate.]

The next topic was '*Rustic joys are for the old.*' My notes are as follows.

- - more time *now* than ever – long holidays
- - what are rustic joys – wandering down country lanes
- - hiking, fishing, climbing, boating, sledging, ornithology – catching frogs.

Proof

Viz example of Lake District.

Long-legged hikers – backs bent under piled knapsacks – thousands of them

- the great thing is it is different from the town – they want to escape from dull greys, browns and smoke of city
- some famous man would have said if he had thought of it “the joys of rustic life are for all”
- the old enjoy yes
- “But the young will *enjoy it* – can enjoy it and do enjoy it”
- Society (people they meet)
- Football pools
- Interpretation
- i) Rustic joys are *not only* for the old
- ii) The energetic joys of waiting – straight from *beauty* – discard others

[Again it is not clear whether this was just my summary of others. The example taken from the Lake District, where I was then living, half suggests this was partly my set of ideas.]

*

The Forum Society was directly linked to a fairly new literary magazine which started to play a part in my life. The *Sedberghian* for July 1959 notes

So far this term one meeting has been held, to discuss and criticize our literary magazine “The Phoenix.” All the copies printed were sold within a matter of minutes on Speech Day, and many parents had to be disappointed. The magazine was much larger than usual, but this was not owing to sacrifice of quality for quantity. All the contributions were very much more polished; the poetry was, on the whole, more orthodox in rhyme and metre, and was certainly more comprehensible than that of previous years. The poised and finished prose showed the value of painstaking revision and careful editing. We hope to have another meeting after the exams, when a paper will be read.’

Given the high praise for this issue of the *Phoenix* (June 1959) I am glad to find that an essay on ‘The Shetlands’ by A. Macfarlane is one of the contributions to this issue. I became one of the three Editors of the magazine in my last term.

My casual appointment and duties as Editor were spelt out to me by Christopher Matthews, who would later become the Editor of the Dictionary of National Biography and a distinguished historian. I have a hand-written note, inserted into my copy of the Winter 1959 *Sedberghian*, as follows:

Dear Macfarlane, I am sorry I could not see you personally to tell you the happy news that you have been appointed Editor to the ‘Sedberghian’. this only involves a bit of work about a fortnight from the end of term. See Christo about it, and confirm your appointment. Will you

please see to the collecting and revision of: - Chapel Notes (A.T.I.B.), Civics (Sutherland), Debating Soc., Sedgwick Soc., Shooting, C.C.F. (and Camp), Sports, Editorial (write it yourself!). I am anxious that you should take on the job, as all 3 present Editors are leaving this term, and a successor with some experience is needed. Many thanks, ALCM [Christopher Matthews]

In my final term, *Sedberghian* March 1960 (p.7), there is a short note.

The rejuvenated Forum Society will have met three times by the end of term. Up till the date of writing there has been one meeting at which A.J.M. Bone read a paper on "Modern Physics and its Development." Later R.G. P. Moulding will speak on Archaeology, and C. J. Heber-Percy on Art. The Society in its new form has proved popular and there is cause to hope for an even more successful future.

In fact, I think that Moulding decided to talk on 'Geology' rather than Archaeology, for in my 'Reading Log' Notebook for Lent 1960 I have notes on a talk by Moulding on that subject. This, and the following talk by Heber-Percy on Art, are worth noting as an example of my attendance and interest in the content of the talks.

"GEOLOGY" Moulding

Notes at top:

-Caves – subterranean caverns – underwater rivers – Sahara desert – disappearing islands – which? Sea lowered or land raised – has the amount of water changed? Or just distribution]

Cosmology i. *Relation of earth to solar system and early earth.* Origins of earth – theories of Newton, Kant etc. – age of earth 1,500m yrs.

Physical Geology – not the rocks – but the *action* of them ii. *Study of surface of earth itself* – hills etc. – geological cycle – sea and mountains swop places. Lithosphere (earth) – hydrosphere – nucleus (liquid) – stratosphere – largely interested in weathering – heat, frost, rain – also drainage. Islands, earth-quakes

iii. *Petrology* – composition of rocks. (2 kinds of igneous rocks – extrusive, intrusive) – very technical

iv. *Paleontology* - fossils – history of life up to present. Preservation of fossils and evolution – division of diff bands of rock in time by fossil content. [There is then half a page of technical notes on the various stages from Pre-Cambrian to the cretaceous – with dates and types of species]

v Stratigraphical – history of earth through rocks (covers all others – highest) – law of similar conditions – law of organic ev'n.

History

- Not much geology until Ren[aissance]
- *Founder* Nicholas Stenson 1669
C18 real expansion – esp La Mark [Lamarck]
C19 – much wider interest 1807 – Eng Geog Soc – among the great figures
W. Smith. Sir Charles Lyle "Principles of Geology" 1833
(Adam Sedgwick) [Educated at Sedbergh School]

There seems then to have been a debate on the theme of Luck, on which I have just taken a few notes.

Luck

- i) *Definition – luck and skill* – difference. Often in practice the same “a lucky shot” – intermixture – esp in betting.
- ii) Luck chance “you were lucky to miss the train” – coincidence – absence of purpose. – nap, contingency etc – “*probability*” rain, roulette
- iii) Luck – fancied tendency of chance – a favourable or hostile disposition ascribed to chance – a special intention. “my luck will turn” – supra personal agency working for me. – fate-destiny

The final talk was by Christopher Heber-Percy.

What is a picture worth – H-Percy.

- what painting is worth £128,000 in World Ref Yr? “an immeasurable and immortal wealth of meaning”.
- - the relation between the cost and “real worth” of a picture
- - art can not have any value except if there is a demand.
- - from artists point of view – no cost
- - a painting’s cost depends both on taste – social snobbery – investment securities etc.
- - cost has little to do with value
- - only important thing is the artists view – does not matter about the audience

Mozart – etc - the beholder does not matter

- do you apply art to other arts – the aim of an artist purely selfish
- Wordsworth, Keats, Mozart (40th-41st) – written for especial , Bach etc.

Here is a picture, a staged event, of the Debating Society at work, with Christopher Heber-Percy speaking and Alan at the bottom right looking attentive.



'POP', SKIFFLE AND GUITARS

I have always remembered an evening in the wood-paneled common room in Lupton in my last term. I was sitting near the window and had chosen the Dvorak and had finally persuaded my "hep cat" friend the adventurous and remarkable Alan Barnes that there was something in it. I can still feel to this day my delight at partially winning him over, which may have been helped because we were close friends and he knew I also loved jazz and pop. So I was interested to discover the following account in the *Luptonian* for Lent 1960.

The most recent House Social was held on the subject of Music, various devotees of the three groups: "Pop", "Jazz" and "Classical" each introducing a group of gramophone records. They were listened to with considerable interest. "Pop" with much off-beat tapping, clapping and hand jive. "Jazz" with slightly less of the same, and "Classical" in a reverent (?) silence (although at least one person was seen to be tapping surreptitiously – on the off-beat of course!). The audience were invited to make comments afterwards, which indeed they did in no uncertain fashion.

It might have been expected that the "Classical" defenders would have been hard-pressed, but, surprisingly, support seemed to be very fairly divided between the three groups. In many ways the evening resembled a kind of Summit Meeting, at which a "frank exchange of views" was in progress. These "views" showed a considerable degree of insight on the part of the listeners, and by the end of the evening a rather die-hard classicist was heard to remark that perhaps "Satch" did have something ... somewhere, even if his trumpet-playing wouldn't stand up to the scrutiny of Sir Thomas; while an equally radical "hep-cat" admitted that perhaps the second movement of Dvorak's "New World Symphony" was just bearable.

*

There are several references to skiffle, pop music and learning the guitar in my letters home. One of the main excitements of the last three years of my time in Sedbergh, namely strumming my guitar and singing the new folk, skiffle and pop songs which were suddenly flooding out on the radio and on records which we played in our studies and at home. Some sense of the excitement and of what was buzzing through my mind is shown in various notebooks in which I noted the songs I was learning to play.

A useful start to recovering the repertoire is in a blue, plastic covered, book which is headed 'Guitar Song Book'. At the front are the songs which I knew or was learning, with dates of my acquisition of the song (58 = 1958 etc.) It would be tedious to put in the whole list, so I shall just transcribe the first few titles, under the letters B to D.

Harry Belafonte: Banana boat song (58), Jamaican fairwell (58), Island in the sun (58)
Pat Boone: Don't you forbid me (58), Technique (58), Remember your mine (59), When I lost my baby (59), Love letters in the sand (59)
Chris Barber Skiffle Group (Dick Bishop): Where could I go (58), Doin my time (58)
There are also references to 'Basin Street' and 'Banks of Bonnie Doon'
Crickets [Buddy Holly]: Mebbe baby (58), Oh boy (58), That'll be the day (58), Think it over (60), Doesn't matter any more (60), Mailman (no date)

Donnegan (all under 58): Lost John, Sylvie, John Henry, Jesse James, Cumberland Gap, Don't you rock me daddy-oh, Ol Riley, Rock Island Line, Ham'n eggs, Jack of Diamonds, Betty, Betty, Betty, Sally don't you grieve, Railroad Bill.

After this there is a page of other songs, including classics such as (those which Freight train, Donna, Sylvie, Tom Dooley, Sugar Moon, This land, Times are getting hard, Bury my body. Under 'Private' I start with a Big Bill Broonzy title, Goin down the road, then Grand Coolee Dam, Irishman, Pussy Cat, Pub with no beer, Ivor and Abdul Scivar, Sugar Candy Mountain. In the book itself I have written out the full words of a number of songs such as 'My babe whisper in my ear – Mm sweet nothings...', 'Basin Street Blues', 'Jamaica Farewell' and so on. Other books contain the words of a number of the above.

In another half-size brown hard-backed book I have written out the words of Irish Man by Donegan – ('The turbaned Turk who scorns the world...') and 'Goin down the road' (Boozy), Grand Coolee Dam (Donnegan), and Tom Dooley (Kingston Bros). There is another list of songs which more or less overlaps with the lists of skiffle songs above such as Sylvie, Lost John, John Henry, but also a number of Buddy Holly songs. In a rather different style were the words of 'These foolish things remind me of Another small soft-back notebook with 'Skiffle A.Macfarlane' on the outside has the words of Elvis's songs 'Hound Dog', 'Treat me Tender', 'I love you because you understand dear...' 'Heartbreaker'.

*

It would seem that by the end of my time at Sedbergh I had learnt the words and chords (mainly G,C,D,E) of over fifty songs, a mixture of pop, skiffle, blues and folk, both strumming and plucking, both with and without amplification. The emphasis was on skiffle, because of playing with a group, but there was also quite a bit of Buddy Holly, Elvis and others. My growing enthusiasm for traditional jazz, which I couldn't play on my guitar, particularly Christ Barber and Monty Sunshine, with some Louis Armstrong and Fats Waller as well, is not shown in the tunes listed above.

In terms of the words, there were a number of humorous pieces, particularly some of the Donegan numbers such as 'The Chewing Gum Song', 'Irishman', and 'I tell the tale of a jealous male', which captures much of the snobbery of the time. There were a number of the classic negro spirituals and work songs, 'Fetch a little water Sylvie', 'Pick a Bale of Cotton' and others. There were a few Scottish and other folk songs. And there were a large number of love songs.

Love, in fact, drove the popular music, with usually three quarters or more of the hit parade containing songs of love in one form or another. What I thought as I thumped and strummed away about requited and unrequited love, full of the still largely demure cuddles and kisses of the period, I do not know. Certainly it brought a little spice into an all-boys boarding school. We learnt of some of the pains and satisfactions of passions vicariously, in a popular way, which supplemented what we were learning as we read Shakespeare, Keats and Shelley.

RELIGION[mainly to be transferred to Lakes]

I went to these camps at least three times during my Lakeland years. The occasions are recorded in my grandfather's diaries and an extract from a letter.

On 18 March 1956: *Mr Coates one of the masters has very kindly agreed to take me down to Iwerne on the 10th and I will be brought back up again by Uncle Richard which will be good fun.*

9 April 1956: Violet takes girls to Kendal and sees Alan off to Manchester

17 Apr: Richard arrives with Alan

Sunday 22 Apr: Richard takes Alan to church at Ambleside

22 August 1958: Alan leaves for Iwerne

3 September 1958: Alan and Richard return

Letter of 16 March 1959: *Next holidays I am going to a V.P.S. camp for a while*

Thurs 9 April 1959: Iwerne for Alan

Thurs 16 Apr: Alan finishes at Iwerne

Certainly later on it was up to me whether I went or not, for example my mother writing on 10 February 1959: *If you want to go to camp at Easter will you let Richard know, I don't like to bother Granny at this stage.*

I do not remember a great deal about these camps. I remember Clayesmore School where they were held with its lovely park and the great tree under which we played and battled in many ingenious games. I remember the teas on the terrace with jam-jar traps for wasps. I remember feeling nervous when one of the 'officers' took me off in his car or a long walk at the end of the camp to discover whether Jesus had come into my heart. I remember wonderful trips down to the nearby sea. There was a great deal of sport, games, expeditions to Corfe Castle and elsewhere and mostly it was extremely happy and I went on attending them into my twenties at Oxford.

The pleasure of the sea-side is captured in the only surviving description of a camp in a letter to my parents, written on 5 Sep 1958.

As you probably gathered from my last letter (if it was not too crumpled) I enjoyed "Camp" very much indeed, I hope I can go there again next Easter. ... We were at last beginning to have our summer at the end of the camp. Actually the weather of the whole camp was pretty good. But for the last four days it was simply beautiful. I went down to the sea several times, Poole Harbours (to go round the "Marines" there) and down to Studland. When we went down to Studland it was a particularly nice day. We could see the Isle of White with ease - a white gash on the skyline while the "Harry" rocks to our right were very clear cut. We had a glorious view of Poole harbour on the way, and the sea was very blue and inviting, and also warm!! I bought a bit of fishing tackle on the way there but I could not find any bait as the tide was right out. But I tried fishing with a bait of orange-peel and silver paper, in the hope of a stray sand-eel or lost lamprey, but to no avail. Just as we were leaving however I saw a lot of lug worms coming up - yes actually throwing up their casts - and I tracked one and caught it when it was doing this. But really it was a most enjoyable day.

It is perhaps significant that I do not mention the religious side, though that perhaps came in the letter I referred to. I do remember that each morning and evening we would gather in a large library, with windows on each side looking out on the park. There we would sing short bracing songs, whose tunes I still remember. I copied down a number of them into a notebook at the time which give a flavour of what we were being filled with.

Then there were some 'Choruses' (for use for prayers etc), again biblical texts. One or two I remember singing, such as:

Jesus my Saviour, Jesus my Saviour
Greatest of all friends he is to me.
When I am lonely, I trust him only.
Constant Companion I'll prove him to be.

Another was:

Pray, pray without ceasing,
Ask what you will in His name;
Trusting, in perfect assurance,
His fateful promises claim.
Pray, pray without ceasing:
If in your heart you believe,
Faith shall at length be rewarded
You shall the answer receive.

Another:

There's a fight to be fought, and a race to be run,
There are dangers to meet by the way;
But the Lord is my light, and the Lord is my life
And the Lord is my strength and stay.
On his word I depend'
He's my Saviour and Friend,
And he tells me to trust and obey.
For the Lord is my light, and the Lord is my life
And the Lord is my strength and stay.

*

We also copied out talks and biblical readings and passages to be learnt by heart. We were also being trained to evangelize ourselves, starting with children. Here are a few extracts from a small green notebook inscribed 'A. Macfarlane, Lupton House, Sedbergh School, YORKS' which I suspect dates from the camp in 1958 when I was aged sixteen and a half.

It starts:

BIBLE READING

"PRAYER"

- i) St Luke 11:1 "Teach us to pray" – and so on. It suggests that I start the day and end the day in prayer and before a big decision or in personal stress and anxiety. I should pray alone and with others, for my Ennemies (sic) and my friends.
- ii) There is then an "Outline of Ezekiel" for several pages.

There are notes on a talk on 'Consecration' by J. Edison, at Eastbourne on a Friday a talk on 'Christian's relationship to the world'

There is a section outlining a talk on presenting the good news to children, with an obvious parallel to Bunyan.

Society Standards - we have the law
 & the Service a x 11 - lowered
 Values - the love of
 Tim 4:10 "for all love" is the root of
 II 3:4 "lovers of pleasure" John 9
 Customs "love of position"

- borderline areas -
 principles when judging
 I Cor 6:12 - not the lawfulness
 but the expediency.
 i) I Cor 10:23 "edify not"
 - help or harm our spiritual progress
 ii) I Cor 8:9 - if it's going
 to hurt others (Christians)
 iii) I Cor 10:31 - is it
 pleasing & honouring to the
 Lord.

PRESENTING THE GOOD NEWS TO
 CHILDREN - A PICTURE TALK

Heaven.

Sinland. Sorrow. GULF. SEANE. SERVICE. Salvation had

i) The coming of Sinland - the
 fall of Adam - forbidden
 fruit.
 ii) Hence we are born in sin.
 in Sinland - we enter the land
 iii) What makes us sinners? -
 - because we are born in it - from
 our heart.
 iv) We slide down to "sorrow"
 land & then "slave" land.
 - education will not save us.
 (viz the two wars)
 v) Supposing we were to die? - we
 go to Hell.

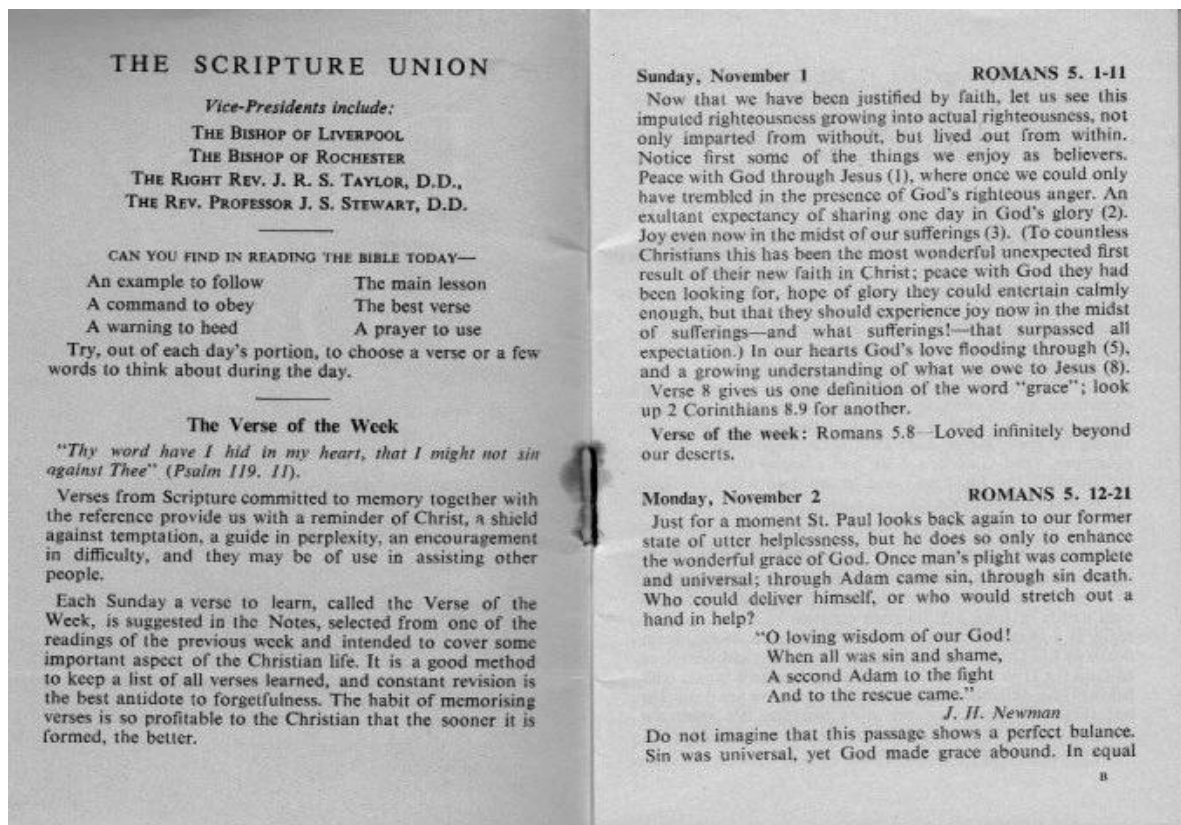
The Good News.
 - people try to build bridges across
 i) Good deeds (doesn't get across)
 ii) try best to be a good person.
 iii) Be very religious. (prayers) worship.
 - WE CANNOT SAVE OURSELVES.
 BUT - God build that bridge - JESUS.
 - bridges are very expensive - this cost
 an awful lot (Garden of Gethsemane)
 - dentists pain.
 - Crucifixion.
 Comments - simple language
 - slowness.
 - picturesque descriptions.
 "It is finished" - opens the bridge.
 - Service - a long tough road.
 - don't go to Jesus empty-handed.

There is then a talk by Clive Boddington on 'Priorities at the universities'.

There are then a number of biblical texts copied out. - about thirty I was presumably to learn.

At the end of the book is a short piece on 'Talking & Public Speaking'.

It may also have been at these camps that I became a member, or was given a copy, of the Scripture Union booklet on bible reading.



*

I did not go to Iwerne in 1960, but I did decide to go to a religious retreat, lasting for three days, a practice I continued several times as an undergraduate. This was held at a retreat near York, and I went there on my motorbike.

There is an orange notebook headed 'Wydale Hall Retreat Aug – Sept 1960'.

On the Tuesday there was a talk on "Theme of Retreat". I took notes on this, for example noting that:

'The world is trying to live without God – chasing up blind alleys i) social conditions etc. Port Talbot "Boom town nos 1" "Heaven upon earth" – highest wages etc but happiness? No!

iii) Education – beautiful medicines produced – but rust with spiritual emptiness

iv) Iii) Science – but Why am I here – what am I doing etc?

EVERYTHING IS BREAKING UP. Mental hospitals a quarter all absence from work Neurotic. 1 in 5 children 12 – 18 psychiatric treatment.

"Journey through the Fog" Gollancz Press – London Youth Club – don't even want to play football. Life without purpose & power.and much more to that effect.

Later, section four is headed:

What happens when I die?

i) Heaven and Hell is beyond our experience therefore we must use picture language – images not always useful The true purpose of life is DEATH. This is the long term policy. We will see all things clearly.

And so on...

There is information on confession, thanksgiving, supplication and useful adages like "Holiness is not taught but caught". We are advised to combine catholic, evangelical and liberal views of life. There are several pages of useful references on 'Where to find help when... Afraid, Anxious, Backsliding, Friends Fail etc.

There are reports on the current state of religion in the country and abroad and a quotation from Einstein: "Universities, Newspapers, Philosophers and Writers soon snuffed out - only the Churches stood out for truth - it alone had the courage, persistence, power."

There are a number of further pages on prayer, confession and other matters, but perhaps most interesting is a table

<u>CONFESION</u>			
1. Up to the time I went to school			
<u>Home</u>	<u>Friends</u>	<u>Personal</u>	<u>God</u>
Thoughtless - did not give of my time or effort to others. Bad-tempered & selfish - ill-treated my younger sister. Thought only of myself ungrateful.	Was often unkind - saw them merely as a means to further my own good.	Selfishness Self-seeking	- an almost total lack of contact. Reluctance to give ourselves
2. <u>School</u>			
A desire for position & prestige so I could congratulate myself Bad-temper at times Jealousy. Unkindness	Lust & committing adultery in my heart. Indulgent - living my prestige & position more than God. - was going all the time what others thought of me - not God.	Lack of humility Self-satisfaction with myself. Pride which could not stand rebuke. A desire to be "liked" for my own sake	Frequent failures to make contact. Lack of humility No real faith or trust or even working belief.
3. The next 6 months			
Lack of kindness & helpfulness. Moping and musing around.	Falling in love in a selfish way - thinking of forgetting God and harnessing the girl.	A desire to excel in the field of flirtations - thus merely showing off	Complete lack of faith - belief that Christianity is only a moral code with no mystical power. Lack of humility.
Add to this cowardice in stating my beliefs - judging others & considering myself superior to them - and hypocrisy and take into account all other sins which I cannot or will not see.			

I shall not comment except to say that I am pleased to note that my sin of ill-treating my younger sister Anne seems to have been confined to my very early years. I am sorry to note however that I was 'moping and moaning around' in the six months since I had left Sedbergh and was 'falling in love in a selfish way – thereby forgetting God and harming the girl', and a desire to 'excel in the field of flirtations'. That I noted that I had a 'complete lack of faith – belief that Christianity only a moral cold – with no mystical power' is an accurate reflection, as I now see it.

ON TO OXFORD

It appears that I tried in parallel for Cambridge, and I do remember visiting the University and meeting an old Sedberghian there, who urged me to go to Oxbridge. My mother refers to this in two letters, but I do not seem to have been successful.

24 Jan 1960 Iris to Mac

Alan rang up a couple of days ago for his birth certificate for some entrance exam he's supposed to be taking, he's also trying for a scholarship to Cambridge so is up to his eyes in work. I'm glad we're home this year to see them through all this, it's going to be a bit worrying but they should all have their futures vaguely settled by the time we go back.

Letter Iris to Mac 10 Feb. 1960

He sits his scholarship (to Cambridge) exam next week but says he's had no time at all to revise.

Admission to Oxford

Hand-written note on 11 Jan 1957 [sic] Lupton House

Dear Sir,

I have been asked by Macfarlane's parents to inquire if there is any chance of your being able to accept him at Worcester to read History in Oct 1960. He is a nephew of R.V. Rhodes-James, who came to you from this House in 1952, and I consider him a really first class boy.

If you can hold out any hopes I will be glad if you will send me an official entry form.

Yours faithfully, (sig) C.P.Marriott (Housemaster)

Lupton House, 18/9/59

Dear Mr Mitchell,

I am writing now, as you suggested that I should in your letter of January last year, about A.D.J. Macfarlane, who as you may remember is a nephew of R.V. Rhodes-James. He is still keen to be considered for a place at Worcester in 1960 and I will be grateful if you will tell me what the next step is.

I may add that Macfarlane has passed G.C.E. English and History at A level (the former with a distinction) and is now a House Prefect and that I can recommend him most strongly.

Yours sincerely, C.P. Marriott

Lupton House, Sedbergh 25/9/59

A.D.J. Macfarlane

Dear Mr Mitchell,

Thank you for your letter about Macfarlane, in which you recommend that he should try for a place by sitting your History Scholarship Exam. I wonder if you could give me a little more information on this point in view of the fact that, although History is his main interest, it was in fact in English that he got a Distinction and his teachers do not think that he will be a really bona fide Scholarship candidate by this January.

As long as you understand the position we are quite willing to send him up for the Scholarship if that is his best chance of getting a commoner place. I would like this point confirmed though, as I seem to remember being told by your predecessor that that method merely left a boy competing for less places with abler opposition.

In case it will help you I enclose details of Macfarlane's G.C.E. marks.

Yours sincerely, C.P. Marriott

Extract from letter dated 30 Sept. 1959 from R.V. Rhodes James about his nephew to the Provost. [typed]

"... Incidentally, I have a nephew [sic] who will be trying for entrance to Worcester in the very near future – A.D.J. Macfarlane, my sister's boy, and another Sedberghian. He is a boy of quite remarkable potentiality, but is, like all of my family, a slow developer. He may well win a Scholarship, however, and I hope you may cast a kindly eye upon his application. He has much of Monty James in him, and can write the most enchanting English when he turns his mind to it! ..."

[Carbon, typed,] 30th September 1959 to C.P. Marriott, Lupton House, Sedbergh

Dear Mr. Marriott,

Thank you for your letter of 25th September about A.D.J. Macfarlane. I think I must have misread your letter about the distinction that he won in the G.C.E. We will also be examining for awards for English this December and, of course, it would be quite possible for MacFarlane to take that examination. At the same time if he wants to be a Historian then would it not be slightly odd that he does not try for one of our History awards? The reason why I suggested that he should try for scholarships rather than take the entrance examination was that I assumed that his main strength was academic. If, however, he is the sort of candidate that you would hope a college to take on general grounds of personality and school record, I should be glad to reconsider him as an entrance examination candidate. In that case would you let me know more about his career at the school. At the moment I know that you recommend him strongly and I know how he got on at the G.C.E. examination, but that is about all.

Yours sincerely, D. Mitchell

Lupton House, Sedbergh, Yorkshire, 5th Oc. 59 Telephone: No. 325

A.D.J. Macfarlane

Dear Mr. Mitchell,

Thank you for our letter about Macfarlane and your offer to consider him as an entrance examination candidate.

He has now been here for four years and I have always found him excellent value, quite apart from his work, which as you know is almost up to Scholarship standard.

At games he is certainly not a potential blue at anything but he is a very sound and enthusiastic all round games player and would be an asset to most College sides at Rugger and Cricket. He is playing for our 2nd XV at the moment and would have been a likely member of the first if he had not missed most of last season through injury. His other outside interests include sailing, fishing and fell climbing.

His main claim, though, lies in his personal character, I think. He is an exceptionally reliable and considerate Prefect and he has been a consistently good influence throughout his time here. He is full of enthusiasm and willingness to help in any [way] he can; he has done good work in an assortment of jobs such as School Librarian, Treasurer and then editor of the House Magazine, secretary of the House Branch of the School natural history society.

His parents live abroad and as a result he has been able to show considerable ingenuity in arranging holiday tours for himself both here and abroad. His last one, a study of Wordsworth's youth in France and the Lake District he has written up as a project for a Trevelyan Scholarship but I don't know how his application has fared.

Finally I would remind you that he has family connection with the College through his uncle Robert Rhodes-James and is therefore particularly keen to get to Worcester.

Yours sincerely (signature) C.P.Marriot

A.D.J. Macfarlane Esq., Lupton House, Sedbergh, Yorkshire.

Headmaster, Sedbergh Tel: 307 Sedbergh. School House, Sedbergh
14th October 1959 (Typed)

I hereby certify that I have known A.D. J. Macfarlane ever since he became a member of Sedbergh School in September 1955. He is of very good character, and can be recommended without reservation on general grounds for admission to Worcester College, Oxford. A.M.C.Thornely Headmaster

*

Macfarlane has enjoyed this term as a School prefect. He has been working hard, and must be congratulated on a place at Worcester College, Oxford, which he was given from his 'A' and 'S' level results in English and History. In the C.C.F. he was a sergeant in the Royal Engineers. ((*Draconian*, Easter 1960)

SIXTH FORM

Sedbergh School

L.E.N.T.

Term, 1960

Name A.D.J. MACFARLANE

House LUPTON

Age 15.4

Form.	Av. age.	No. of boys.	Starting Place.	Final Place.
CL10.	17.8	17	2	

Height. Weight.

5-6 $\frac{3}{8}$	9.9	Beginning of Term
5-6 $\frac{5}{8}$	9.9	End of Term

PRINCIPAL SUBJECTS *History and General Work. Badly interrupted by illness and exams, his work has nevertheless shown a steady improvement in soundness of thought and judgement. Virtuous work, then, but still just lacks that confidence which would give it individuality. His English History. He is developing his critical ability well, but his essays need a more balanced and fluent style. Factually, they are very good. J.M.*

SUBSIDIARY SUBJECTS

1. *Divinity. Very good. A.M.B.*
2. *He continues to display considerable care and accuracy. c.m.w.*
Latin
3. *French. Good progress, but vocabulary limited. M.*
- 4.

MUSIC *Good when present* V.B. ART

HOUSEMASTER *He is most conscientious and helpful in every way.*
C.P.M.

HEADMASTER *Satisfactory progress and general development.*
A.M.B.

Next term begins on *FRIDAY 29 APRIL* 1960

All boys must return on that day, unless they have leave of absence from the Headmaster. Parents can obtain this leave through the Housemaster, to whom the earliest possible information of any serious illness should be sent. Each boy must bring with him a certificate that he has not been exposed to infection.

CLIO ESSAYS [Thus written in 1958 or 1959]

CLIO.

Mr. Morgan

W	*C. J. HEBER PERCY 2 <i>m</i> 3 <i>d</i> (1)	Art
L	†A. D. J. MACFARLANE 3 <i>m</i> d	
H	—M. Page 8 <i>m</i> d	Ec
E	R. A. Collinge	Ec
L	††C. H. Vignoles 7 <i>m</i> 2 <i>d</i>	Gn
SH	H. McD. Young	Fr
W	D. S. MACPHERSON	Art
SH	C. T. LEWIS 2 <i>m</i>	
L	G. H. Bland <i>m</i>	Art
W	†T. F. Greenshields 3 <i>m</i>	
S	†A. J. Turnbull <i>m</i>	Bi
P	†J. Cameron d	Bi
S	A. M. Stoddart	Mths
E	†T. D. T. Hodson	Mus
L	D. S. Porter <i>m</i>	Mths
P	†H. M. D. Brett	Mths
H	J. L. BUSTARD <i>m</i>	Ec

(17) Average age 17.6.

- (1) Evans Divinity Prize, 1958
 Weech History Prize, 1958.
 VI Form Literature Prize, 1959.
 Sterling English Verse Prize, 1959.
 Craigmile Art Prize, 1959.
 Heppenstall English Essay Prize, 1959.

*

Although it is not an essay, there is a green notebook which falls under the general category of these essays – i.e. current affairs. It consists of ten pages of quite detailed notes with facts, figures and arguments about the Trades Unions. It may be worth

transcribing at some point. It is clearly either taken from a talk, or noted from books. It is moderately sophisticated, talking of the corruption of power, the laws of supply and demand, restrictive practices, legislation for freedom and such things.

*

Have just discovered a loose cyclostyled essay paper, which gives an idea of the sort of questions we might be faced with in the General Paper.

Clio General Paper. December 1959

Write two essays, choosing one subject from each section.

A.

1. "There is nothing more deadly to the soul than liberty of error."
2. Is democracy suitable for large communities?
3. According to The Times, there are between 30 and 40 million refugees in the world, their plight for the most part being caused by 'man's inhumanity to man'. In the light of this can we claim there is any connection between civilization and progress?
4. "It is the function of political parties to pander to public opinion, not to direct it."
5. "A little learning is a dangerous thing:
Drink deep, or taste not the Pierian Spring."
Is our national system of education a danger to society?
6. Is a Liberal revival desirable in British politics?

B.

7. Has the study of History been of any practical value?
8. Have the theatre and the cinema any function other than [sic] to provide enjoyment? [I have the essay I wrote in answer to this, which is marked with an arrow, as is question 5 above]
9. Does religion need a Church?
10. "Ah, Mr Turner, I have never seen a sunset like one of yours." Ah, Madam, don't you wish you could?" What is the relevance of this to the work of the artist?
11. "I have a right to my own opinion." Why?
12. No man has any right to become a professional critic in any activity in which he has not himself acquired some mastery. Do you agree?
13. What makes a nation?

Political and social essays

This essay is headed "General Essay", which suggests it was written as preparation either for the General Paper which I took as one of my 'A' levels, which would date it as before July 1959, or as preparation for my Oxbridge entrance later that year.

"What is a good citizen and what is a good state?" Clio

"The social instinct is a primary instinct in man."

There have been many great political philosophers since the Greek civilization decayed. But a survey of political theory would be very limited which did not include those giants of thought, Plato and Aristotle. Of necessity I have limited myself to only four viewpoints on the above question, two of which are mentioned above. The others are firstly the Christian answer, as expounded by St Thomas Aquinas and St Paul, and an occasional reference to Dantë's view. This limitation in both sources and in the amount of questions considered in connection with the above is necessary because this is such a wide field of thought to cover.

We will firstly deal with the part of the question concerned with the state. Plato believed that the degree of 'goodness' in a state lay in how near it came to the perfect "form". [pencil tick in margin]. For his theory was that all the things on this earth are merely shadows of perfect ideals. The aim of the state, according to his disciple Aristotle, was to promote noble actions; an idea not unlike the Christian conception that the state exists to promote [crossed out in pencil and 'fit mankind for the' written in above] hereafter. The actual amount of 'goodness' in a state lies in how far these aims is achieved.

It was Aristotle who first introduced the conceptions of the different types of state which are now so common. He believed that democracy was bad, as was oligarchy. On the other hand polity was better; and aristocracy was the best form of government, the only difficulty being in trying to find the best man. Plato's theory of the ideal state was that of one of three parts. It would be divided into the "Guardians", Warriors" and "Workers". It was a totalitarian conception, in which there was an automatic obedience to the laws. In this last feature he found disciples in Dantë and Baudin ['Bodin' in pencil above] who both believed that obedience to the ruling class was absolutely essential.

There has already been a difference ['been a difference' underlined in pencil with question mark in margin] between the Christian conception and that of the Greek philosophers. But the real cleavage comes over the question of the relationship between state and citizen. Plato and Aristotle both stressed the fact that the good life must be lived in society. To support this they remarked that man had always been a political being, and only by living in a society could he have the opportunity of practicing moral good. Thomas Aquinas emphasised in opposition that the state did not play a necessary part in forming [underlined in pencil] a good life. The result of this division [underlined five words] was that the Greeks came to the conclusion that the ideal state and ideal citizen were identical, and that it was only In the best state that the best citizen could be produced.

Christianity separated ethics from politics. [An important first insight into one of the great divides in history. Alan] Thus it also believed that "goodness" in a citizen was a different quality from that described by the greeks. Plato believed that the more carefully one obeyed and revered the laws of the state the better citizen one was. [tick in margin] Aristotle's view, that the pursuit of happiness was the noble end for man, tallied with this in that only through implicitly obeying the laws could one be happy. The 'goodness' in a citizen also lay, said Aristotle, in the extent to which he exercised his capacities, of which the distinctive one was reason.

Having stated that the citizen is made to exist for the good of the state, a repugnant idea to our minds, [interesting I thought it repugnant Alan] and that as Hobbes and Baudin [corrected] later

confirmed: the duty of the citizen is to always obey the authority” the greeks were faced with a problem. What does the good citizen do in a bad state, and can he achieve excellence in it? Here Aristotle seems to falter [I am glad I was already critical - Alan] for he only vaguely say (sic) that the citizen should obey the laws but that he can somehow “rise above the bad laws in his own person.” [Andrew Morgan has written above this: “Aristotle states more definitely that the State existed for the good of the citizens. There is no contradiction here with his view that the citizen ought to obey (?) the laws.” Actually, I now think that I was right to detect this weakness in Aristotle – for there is indeed a logical contradiction, partially resolved by the distinction between public and private life. Alan]

Both the great greek philosophers relied largely on education to make the good citizen. [tick] Education they said, run of course by the State, should teach the good citizen to take his proper place in the state. “The wise legislator and educator” would teach man how to choose between right and wrong. Aristotle’s method for choosing the right was the interesting if cautious “Doctrine of the Mean”. In this doctrine the will was the deciding factor that determined what course man took. Both Plato and Aristotle thought virtue could be taught, for the reason that they believed in the “original good” of man. Like Rousseau Plato states that if man sees [tick] the right path he will follow it, wrong choices he says are due to a lack of knowledge. [tick] This is a belief in complete contrast to the Christian concept of original sin. [A very good point also! Alan] Also in contrast to our beliefs is Plato’s theory that it is more difficult to see the good than carry it out.

Lastly we must just touch on the virtues of a good man. Plato believed that there were four cardinal virtues, wisdom, courage, temperance and justice, all springing from one of the three parts of our make up. “The good in man” said Plato “consists in the victory of Reason over desire.” Virtue he believed consisted in the right relationship between the three parts of the soul. The Christian conception of virtue is well known. “

[Andrew Morgan ‘Very good within the limits you set yourself.’ AlphaBeta]

*

Another couple of essays may have been timed essays in class, preparation for the General Paper and hence done sometime before summer 1959, when I was seventeen, in my first year in Clio.

GENERAL PAPER

A. 5 “Is our national system of education a danger to society?”

Napoleon once said “the best way to control men is through the exercise of suitable education on their mind” (this is a rough translation) [red tick in margin], and when Napoleon says something about controlling [corrected with double ll] men it is usually worth hearing. He fully realised the answer to this question, that the greatest danger to a state lies not in the number of men who are slightly educated, but in a large class of uneducated people. [I doubt, now, that that is what he meant. Alan]

It is interesting to note that probably the strongest and most enthusiastic support for our present society comes from among this “little-learned” middle class. They support with undying feeling (c.o) devotion the British way of life which (c.o.) whose glories have been instilled into them in youth; while the highly intelligent show international sympathies which, if supported with numbers might be dangerous to our present society. [Was I aware of the Cambridge spies?! Alan] In the 1790’s it was the intellectuals who supported the revolutionaries, [“and what were the revolutionaries?” in red ink in margin] the semi-educated middle class are usually unshakably loyal.

The implication in the quotation is that the possession of a small fund of knowledge will lead people to see part of the [c.o. in red, ‘a’ substituted] problem but not the whole thing. [‘thing’ in red

bracket]. No doubt this does cause trouble in Britain. For instance a little knowledge tends to make people throw away ideas without replacing them, a stage felt [ringed in red] by many in their “teens” in relation to religion. [An interesting remark, both in relation to the realization of “teens” as a stage, and my awareness of the challenge to religion. Alan] A man may see that he should have more pay, he does not see the claims of others or the needs of the country.

It is difficult, in fact impossible [inserted in red “more serious he does not know how to think?”] to deny the implication of the question, that our National system of education only dips people shallowly into the trough of knowledge. [red tick] The only alternative however, unless we are to await for a gradual improvement in educational facilities, is that we should concentrate our energies on getting [underlined in red] a few people really well-educated [underlined in red] and leave the rest. This however would constitute a far graver menace to our society, for it would run right against the spirit of democracy. [red question mark]

Besides this obvious weakness it would also cause inefficiency. Our society, as well as having an ideological code must maintain efficiency, for otherwise it cannot hope to maintain (c.o.) defend itself against outside competition. Imagine the consequences of having half the country illiterate!

Dangers there undoubtedly are in our system of education, but past tradition and my belief that our society can withstand some uninformed criticisms leads me to believe that the theory of “fair shares for all” is both the most Christian-like and the safest.

[mark in red: Beta plus – i.e. pretty feeble! Interesting the comments and markings from a master who I now discover was already unsatisfied with Sedbergh and a few years later went on to be headmaster of a State school. It is not clear whether this essay was done before or after another similar essay on “Do you consider that the State should have control over all education?” which received a much better mark. See below.]

*

Another is headed ‘General Essay’ and by its length – four sides – was done out of class and handed in. It may coincide roughly with the 1959 autumn election and the mock election in October 1959 when I stood as a conservative candidate.

‘Are there any real differences between the major political parties in Britain, and if so are they the same as the proclaimed differences?’

It seems that over the years a party tries to create an image for itself. For instance many people have a vision of the labour party as a large group of down-to-the earth, practical working men. While on the other hand they view the Conservatives as a mass of men very similar to the party you would find at an Old Etonian dinner. Likewise they see the policy of Labour to be progressive, radical and perhaps dangerous, the Conservatives however seem stolid, reserved and perhaps safer. In answering this question I am not really prepared to call the Liberals a major party, but it must be stated that the image of them as feeble waverers between the two parties is not correct. They often become more radical than either party on certain issues. [I had not realized I was so aware of such subtleties at that age! Alan]

It must be admitted that the Conservatives are more the “Public School Type” than Labour; for instance in the top ten members in each party nine of the Conservatives went to Public Schools, while only three Labour members did so. But the myth that Labour is merely composed of miners and manual workers is not true, Hugh Gaitskell went to a Public School, as did Earl Attlee. It is questionable however whether the association of the Conservatives with well-educated men, and the Labour with miners does either party any good or harm. The prejudice [corrected spelling] against the

“snobbishness” of Eton is probably outweighed by many people’s desire to be ruled by people “brought up to govern”.

Perhaps the best way to study the difference in attitude of the two parties is by viewing their future plans. In these we will see whether the Conservatives really are reserved, the Labour really radical.

There is no essential difference between the two parties in their view of constitutional and political system; although there was a small debate on Lord’s reform. The Labour are not enthusiastically trying to change the machinery of government. But a subject where there is real division is the question of State ownership. However it is noticeable [corrected spelling] that both parties have dropped their extremer views. The Conservatives seem prepared now to accept present public ownership, (about twenty percent of production), while the Labour party has dropped its scheme for “the common ownership of the means of production, distribution and exchange.” The real debate between them is fought over where the line should be drawn between public and private sections of the economy.

The Conservatives propose merely to develop (corrected) the Post Office as a modern business enterprise, the Labour party however intends to nationalise steel and road-haulage, and to extend public control to six hundred key private firms. Here there is a genuine difference in policy.

In foreign Affairs the basic principles do not seem in dispute, in fact a good deal of Labour opposition to Conservative measures in Africa [in margin ‘colonial or foreign.’] seems exaggerated as the opposition do not intend to take a significantly different policy from the government. Both parties agree to support the United Nations, Nato and Anglo-American partnership. Although Labour stresses that it would have a far more pacific policy in connection with the ‘H’ bomb and Russia it seems likely that the dictates of safety will force them to procede in the same fashion as the Conservatives, in other words disarmament only under strict control. [mature stuff]

In the colonies the ideals of the two parties seem similar, but here the methods do differ considerably. Labour wishes to speed up the growth of African colonies into independent nations, and to protect African majorities. The conservatives wish to protect minorities in multi-racial communities and increase trade and investment in colonies.

The Labour and Conservative parties should, if they are true to the picture which people have of them, have very different economic and social policies. However the Labour party does not seem to follow a programme which would merely benefit the poorer classes. For instance their pension programme would benefit all pensioners indiscriminately, while the Conservatives state that they will give special aid to those who really need it. It cannot be said that the Conservative programme is either “laissez-fair” or non-progressive, as their promise to help aircraft, industry and shipping, to double the road-building programme and deal with local unemployment shows. Labour does not seem to have a more progressive plan, for it seeks to tighten “tax” leaks, to institute a capital gains tax, and control industry so as to stimulate it.

It seems therefore that there is no great gulf between the two parties, at least in ideals. Both seek after roughly the same objective, it is mainly in their view of the methods that the parties differ. The Conservative party believes that economic stability is of prime importance, and that this must be upheld at all costs. The Labour party seems to believe that it is better to try to progress even faster than we are doing now, and that although this may cause inflation at first the long-term results would justify the means.’

[Comment in pencil: v.good. The image of the parties as the party of privilege [C] and the supporter of the underdog (Lab) – is there any truth in this? Mark: Beta? Alpha]

[In fact, a careful reading suggests that I had tried to answer Andrew Morgan’s question – e.g. in relation to pensions. I am surprised at my knowledge and fair-handedness.]

The next essay I can date fairly precisely. The mock election took place on 3rd October 1959. So this essay was probably written in mid to late October 1959.

Clio. GENERAL ESSAY:-

"Which subject not covered by the manifestos of the two parties do you think is most worthy of your energetic support?" Argue your case.

[There are a number of pencil patterns drawn in on the margins.]

During the recent election, thanks to my position in the Sedbergh mock-election I was forced to study in some detail the various parties [corrected] manifestos. I am afraid I came away disillusioned. Undoubtedly they were all sane, practical lists of necessary reforms, but they struck me as being so – petty. I believe that man, if he is to improve, must have ideals. The communists have their ideals, and so does democracy. But it struck me forcibly that here before me were too horribly mundane lists of reforms, meant to appeal to the self-satisfied and self-seeking British public. No doubt Mr Macmillan basks in the words "we've never had it so good." No doubt the Labour party try to bribe the electorate with higher pensions and less taxes. But behind this I see no shining ideal, no real spirit which makes each reform part of a programme to lift men in the whole world, and not only men but all God's creatures to a higher happiness and knowledge. All that is proposed is that we should look forward to a doubled standard of living for the tiny speck of humanity fortunate enough to live in Britain. What I really object [corrected – signs of rush, or dyslexia?] to is the almost complete lack of any charitable feelings towards the suffering millions outside Britain. [N.B. was I reading Danilo Dolci at this time – and I had been to Calcutta the winter before.]

There seem to me to be the most pressing and urgent reasons why Britain should interest herself in the underdeveloped parts of the world. Even from a purely self-centred and materialistic point of view this investment would be a sensible policy. It is only too obvious that the heart of the poor is swayed by those, not necessarily with the highest civilization, but with the helping hand. One can hardly blame a country for having communist sympathies if she has received money and technicians from the Soviet Union; while Great Britain occasionally pats her absent-mindedly on the head in a condescending [corrected] fashion. [Stirring stuff – and surprising to me. Perhaps partly my mother's influence?]

This clash of two powers however does not seem the only justification for a renewed interest in places like India. It is my view that a starving Muslim in a squalid village should be able to have some small share in the undeserved perhaps, good fortune of his neighbours. I do not advocate communism. I merely state that Christian principles tell us that all men are equal in the sight of God. I see no reason why some people, brought up in a satiated luxury should never care or bother about the living conditions of the vast majority of the world. I feel Britain cannot pose, except in a hypocritical way, as a moral leader of the world until she starts being "a good Samaritan."

I will willingly admit that England, or rather Britain, to play this important role in the helping of mankind must herself be strong and rich. Therefore her economy must be stable before she sets to help others. It is however the fact that she does not seem to hold out even a promise of future aid that disturbs me. The Conservatives boast that over the last eight years about one percent of the national income, of that money which goes into the government's hands, has been invested in the colonies. [in margin – 'which?'] But I believe this is not nearly enough. I would be interested, for instance, to know how much money has either been given or invested in India. And it is not only money, there are such gifts as doctors, teachers and technicians. The world cannot hope to progress far when over half its population is under-nourished badly housed, and illiterate and uneducated.

I believe that it would be possible, if the government could encourage investment, aid and interest in the poor parts of the world to add some light to the dreary existence of millions of human souls. There would inevitably be enormous barriers to cross, not least of these the obstinacy of the various nation's governments in allowing their subjects to be given help. It would mean, undoubtedly, that people in

Great Britain, especially among the higher-classes would have to give up some of their luxuries. The terrible wastage of food and clothes would have to be stopped. But as yet I have enough faith in human nature to believe that people, if really stirred are willing to sacrifice for others. It would mean, if it was to be a real effort, a similar condition to fighting the second world war over again, except without the high death-rate. But life would have a purpose. [When was 'War on Want' founded?]

I fully realise that in its entirety this scheme would strike too hard at the interests of our privileged [corrected] community. But the sight of the Calcutta slums which I visited half a year ago, of the crowded streets, filthy with refuse and thick with smell humanity. [In fact it was ten months earlier – interesting to see the effects, which I still remember.] The accounts of terrible waves of cholera which sweep through this “black hole” in the summer. [margin against these sentences ‘P’ – presumably for ‘punctuation’ wrong]. These made me realise how small a particle of the crawling earth’s population could call themselves satisfied. I see as one of the greatest challenges in world history, the fact that part of the world, in science and learning have the secret of plenty, while half the world lies starving. It is not easy to forget ourselves in some measure, and I am the first to admit that I feel unworthy of taking up the challenge. But it is still there, and I feel that Christ meant us to use our every power to face and conquer it. He meant us to alleviate misery, pain, sickness, and to provide hope, happiness and knowledge. Would that I thought that the political parties had even as much as a vague ideal of this.’

[A mark of Beta plus question mark plus – ie. quite promising. There is a long pencil note in the margin by Andrew Morgan. ‘An impassioned and largely convincing plea. Your arguments based on expediency and on Christian or humanitarian principles are sound. Where I am not so happy is your argument that the underprivileged *have a right* to a share of the wealth they have not produced. While my heart tells me this should be so, my head can produce no sound reason to justify this *as a right* – unless one invents some high-flown theory of natural law; which would be a fiction to justify something that you advocate really on grounds of expediency, necessity, or Christian charity.]

[Andrew’s comment is nicely ‘yes.... But’, supportive yet questioning. I am not sure, however, that I ever argued on the grounds of natural rights – the poor should have a share, but on Christian grounds. It is interesting that Andrew did not give the other, neo-Marxist, argument, namely that the surplus value of the work and commodities of the Third World were being unfairly appropriated by the West. This is the most powerful argument.]

*

Another ‘General Essay’ I wrote was on Refugees. For this I also have four pages of quite detailed notes, giving facts and figures and some quotations, some of which I incorporated into the essay. The essay is as follows.

Refugees. General Essay. Clio.

The greatest problems are often the most neglected. [red tick in margin] They loom up so immense [underlined in red] that they batter down the imagination and leave us benumbed and glad to escape to the trivialities of our own little world. It is so with the case of [three words underlined in red] refugees. Statistics such as “two thirds of the world are starving” or that “there are well over forty million refugees” leave us only vaguely moved. The actual sight of a maltreated dog leaves us indignant. This is only natural. Nevertheless every attempt we make to enlarge and stretch our imagination beyond our immediate concerns is undoubtedly beneficial, not only for those for whom we help but [word missing in red] ourselves. Therefore even if it is only for the partly selfish motive of benefiting ourselves let us

turn to the problem facing those concerned with refugees. [In this, as in another essay on how we should behave well because of self interest, there are reflections of one of the major topics I discussed with my friends – whether pure altruism was possible or not. I became convinced by the argument that we always do things for mixed motives.]

Of the odd forty million half-starved, homeless refugees who inhabit the world only some 144,000 still live in Europe. In the Near and Far East the situation numbs the mind, there are one million Arab refugees alone – mostly living in untold misery. [Was this from the creation of Israel?]. Apparently the conditions in Hongkong are unbelievable. My memories of Calcutta where the beggars, the lame and the homeless sleep in rows in the street, drinking filthy water and dying like flies from disease in the summer support these statements. [This is a second reference to the effects of that experience. And this dates this essay to sometime in the Spring, Summer or Autumn of 1959.] Even if we focus our attention merely on the one and a half hundred thousand in Europe the picture is wretched. An eye witness described the German camps as “cold and uninviting – clean and yet tawdry” a place where “people move listlessly”, for hope is almost gone. There is overcrowding, usually one room in the permanent home of up to six people and of course there is no privacy. “One single pathetic J.M.C.A hut” is all there is to give recreation to hundreds of boys, girls, old and young, interested and disinterested.’

This is the position in perhaps the most fortunate sector of the refugee problem. Yet it is obviously no use just wailing and indeed starts have been made and unceasing effort and help is being given by the members are dedicated to their work. [to footnote: ‘This would not be included if writing for the Times!'] Even the British public has stirred itself and during the first six months of last year raised £250,000 apart from normal charities such as “Help the Childrens’ Fund.” Despite this the problem is still fantastic and it seems obvious that it will only be solved by a major effort on the part of all the conscientious and fortunate members of both the Eastern and Western worlds.*

Various suggestions have been put forward to combat this terrible canker. It has often been pointed out that if East and West could resolve their conflict and spend the money they now waste on defence on their own progress and helping others the problem could be solved. This however is not a solution for it is only a vague hope without as yet a real chance of bearing fruit.

Nevertheless it contains one admirable feature – that is that it is on an adequate scale. If we are going to make a real difference to the state of affairs half-measures are useless. Another solution which at least has the merit of being on the right scale is that a “Refugee country” should be started. All the nations now supporting camps would loan a certain sum, and if possible one of them give some land cheaply. If this was only to accomodate [corrected] the European refugees it would be necessary to found several of these new countries if one was attacking the world problem on a large scale. Such places as South America, or a community in Australia, would seem to be the answer. Obviously co-operation would have to be the keynote – and in some cases national interests would have to be sacrificed to a small extent. However if it was managed skilfully thriving communities of grateful subjects would be added to the mother country. It is obvious that the problem cannot be settled without considerable sacrifice and co-operation.

Looking more specifically at the European sector and their camps there seems to be large room for improvement. For instance surely some constructive idea could be put forward to let the inmates of the camps do some work? I believe that if one wishes to make life bearable inside the camp then give it the qualities – many of them free – which makes life bearable outside the camp. One of these is hope. Banish the knowledge that some inmates possess that they are bound to remain there for ever – reserve say two places every six months for the winners of a lottery. The faintest glimmer of hope can make all the difference, as those who run football-pools realise.

Another suggestion is that instead of all the Nations Students Association Students laying bricks all the time they should help with the recreation side. They could organise sports – if only with an old football – but if possible promoting inter-camp games and so even a faint “esprit de corps”. These students could also teach crafts – literacy, and promote hobbies. [red underlining of the words from ‘teach’.] The example of the negroes with their home-made musical instruments could be followed. The

refugees could build and be the carpenters. If possible chicken farming or even gardening on however small a scale should be encouraged – and funds would be better used clearing some ground for a football field than in ensuring that there are only five per room. Boredom is a worse enemy than overcrowding, for giving accommodation [corrected] without employment or interests is not good enough.

So we see the problem. Thousands of innocent people are made to suffer because of the world's selfishness. [These two sentences underlined in red with 1 against them.] They are not allowed the work they would be only too glad to do because of the jealousy of the established. Instead they are forced to rely on the donations of their richer brethren. It appears that there is "no room in the Inn." Let us with sympathy and generosity try to face this problem.

[Notes: 1 Here is the core of my remarks on your essay. Who makes them suffer? Who is being selfish and in what way? Why are they refugees? Prevention is better than cure. We need some analysis of the origins of the refugee problem.

1. Fairly good 2 Clear 3 Fairly satis. Mark – Beta plus? plus]

[This is another impassioned plea. Andrew is right that it is very lop-sided, and some of the suggestions are rather naïve. But the healing properties of football (and cricket) are not to be under-estimated and certainly in many parts of the world, as in slave societies such as Jamaica, encouraging people to grow some of their own food has some therapeutic effects – as the allotment movement has discovered].

Cultural and Moral Essays

Civilization

'The great tendency when discussing such an all-embracing, yet precise [such an all to term' underlined in red] term is to mistake the incidental products for the essential ingredients. This is emphasized by there being no really final answer, and hence it is a question of interpretation as to which factors one considers to be distinctive of civilization. One way to clear away the branches from the main stem is to compare what we consider to be a highly civilized society to one which we consider uncivilized. This does not however seem a completely satisfactory test because it seems likely that all societies today are to some extent civilized. Even the tribesmen in the Fiji islands have the primary elements, perhaps raw and underdeveloped, but nevertheless not completely absent. If one takes civilization however to be progressive and realises that man was once not in the slightest bit civilized another approach opens itself out. One can analyse what are the distinctive features which have made man elevate himself above his fellow creatures both mentally and physically.

In the first stage of evolution man did not have either a mind [three words underlined in red] or reason. But he had certain features such as the power to make accurate distinctions and hence perception, imagination and memory. His mind was developed by operation. Also because of his memory and the long infancy and dependence of his children he could accumulate knowledge through the ages. This shaped in turn his beliefs and way of dealing with things. So he gradually developed a distinctive logical and reasoning mind. This coupled itself with two other qualities ambition for something better and curiosity. In a very vague way the ability to choose between what is right and wrong what is good and harmful was also being founded. This all laid the foundations for civilization.

But a really progressive civilization could not hope to exist until man had loosed himself from the earth. If he was under the necessity of working the whole time for his living he could not have time to think, experiment or make the mixed contacts necessary for the generation of new ideas and discoveries. In fact in the end reason and the mind led to leisure and though which in turn gave man more time to employ his mind and reason. It is a circle, though not in the least bit vicious.

Civilization, sponsored by the mind and the reason, was naturally a product of men's intellect. It lay primarily in the attitude of man to himself, the people around him and other parts of the universe. It is only indirectly that this leads to the productions of man. There were certain specific characteristics [corrected] of man which growingly affected his attitude to the world, apart from his actual height of intelligence. The element from which most of these spring is an indefinable one, which Clive Bell calls "self consciousness" and which I will speake [corrected] of as objectivity. In other words it is the ability of man to look at things from an unbiased, unemotional and rational angle. He can cut the mind loose from all present natural impulses, from hatred, the desire for self-preservation, love and selfishness and look at a thing broadly. From this faculty comes such qualities as forethought, consideration for others, the ability to get outside oneself and look at one's life and other essential ingredients of a civilized state. In some ways indeed it is this that affects the critical spirit, for it is essential that one can judge another person or event to be critical. But it seems to me that there is another essential quality in man, which is slightly separate. [corrected]. That is the critical faculty, especially in its relation to art. Man can distinguish beauty from ugliness, and is willing to sacrifice even utility to it.

So it seems that man in his fumbling way is cutting his connections with the purely animal world. He is seeking to free his mind and to superimpose reason above emotion, which nevertheless is essential as the driving force and inspiration of his work. [tick in margin] One might say that civilization is the harnessing [corrected] and controlling [corrected] of natural elements in man's character; for such forces as curiosity and the desire for progress are the power which impels [corrected] his mind on.

It has been suggested that the use of writing or even a common language is a distinctive mark of civilization. This seems to be another case of muddling the product for the actual element. Undoubtedly language and the ability to store knowledge and pass it to others through writing are almost essential to civilization. But the fallacy of this argument is shown by the "civilization" of the Incas. They show that a society can develop [corrected] very satisfactorily with the use of language alone, although it is doubtful if one of the great nations of today could achieve the same feat. Literacy is a means of storing, preserving, unifying and passing on the advances and thoughts of man. As such it is basically essential in a large society but it is a product. It does not cause civilization, it was rather caused by civilization.

With only this rather nebulous idea of what a civilization consists of it might be asked, how then does one judge the competence and degree of advance of a civilization? Undoubtedly the first and superficial test to my mind [three words underlined in red] would be an analysis of the advance of its bye [corrected] products. By this I mean such items as mechanical devices, governmental efficiency, its moral code, ethical beliefs and scientific and philosophical knowledge. [This sentence sidelined with figure 2 in margin.] This could give one some indication. For instance a state which had no religious ideals, was fierce and inefficiently governed could be dismissed fairly soon as uncivilized. But one's estimation is not completely trustworthy because it depends on one's own views as to what is the best form of government or which moral code is superior. Therefore I suggest a second test must be applied.

The first examination was of what the people think and do. My second would be of how the people think, and how they do things. Savages can often appear to have reached the same stage as a civilized community in certain matters; for instance the government of a society. But whereas a barbarian civilization may be held together by family links, a modern state will probably be founded on the law, and common necessity. [A famous distinction, which I had somehow picked up from the likes of Henry Maine.] One must therefore search the thought of the people contained in a society for their capacity for deductive and logical reasoning, and hence their ability to defend their actions as reasonable. They should be measured for their amount of prejudice or tolerance, and for their critical and appreciative ability. This last quality again imposes the question of a standard of values and what this standard should be. But sometime or other it is essential for all of us to set ourselves standards by which to judge others. The more civilised in fact we are ourselves the more chance we have of judging others.

Many challenging questions have not been touched on. The answers to the ones I have set myself remain only shadowy and incomplete. Yet this does not take away the value of philosophic inquiry. Civilization as the single, unique and astonishing achievement of man deserves the study of man. It is the story of the human species, in one sense artificial in that man has made it; but also a natural process which evolves with man without a necessary conscious striving towards that sole end. Civilization could be termed "the path of man."

[Notes in red; 1 – Preface, 2 – Arguable that these are civilizing agents. 3 – This gets better as it goes on. Mark Beta ? Plus – ie. pretty hopeless.]

[The attempt to philosophize and some self-awareness are good. But it does drift around and never really gets going.]

[In the back of my Brown for Winter Term 1959 I have written some notes – clearly I went to a 'Tutorial' with Andrew Morgan and he gave me some more suggestions. The notes are as follows:

Civilization. Essay Comments. A.L.M.

- i. Use – well of experience (Everything you have done or read) – apposite illustrations – use situations or characters from more reputable writers.
- ii. *How to build up a constructive argument* – far more careful thinking before you start your essay.

iii. Content Confusing of essence and sine que non (viz moral code) – lacking – style, taste, “gracious living”, refinement, (viz. France) – school library, civilizing influence.

[The second point is one which was constantly repeated to me right through my university days. It is only when I had finally learnt to plan everything carefully, ie. by the end of my second Ph.D., that I reached a state where I really no longer had to plan things and could let the writing flow. But one has to master the techniques first.]

Around the same time there is another 3 hour essay on ‘Nationality’. This is accompanied by a page of notes and a plan for the essay, which shows that I did attempt to set out a structure, despite the comment at the end. Perhaps this plan was the result of the comments above!

The plan is as follows:

- I. Introduction Definition – difference to nationalism etc.
- II. Artificial or Natural? – or both?
- III. How does it show itself – and differ from country to country?
- IV. Cf America, India, England, France
- V. How strong is it – what bonds?
- VI. Etc’s
- VII. Conclusion

“Nationality” 3 hour essay

Nationality is defined by a more illuminating dictionary as the “quality of being distinctly national.” This does not give much clue to its meaning, but one can presume that it is essentially the national quality or character of a person. The nationality of someone consists of those parts of him which are impressed upon him by the society in which he lives, those features which he shares with the thousands of other people with which he shares his country. As opposed to the definitely implied consciousness of nationalism it is often subconscious, and is more a part of a person’s being. When a large number of human beings are closely associated by common descent, language or history they slowly acquire certain common modes of thought, feeling or expression; this is their nationality. Nationalism is a more recent growth and more akin to patriotism, although it is not the same or it would admire the nationality of other nations.

Nationality in the sense in which the government uses it does not mean the same as the more general use. For instance the British government sees it only as a stamp for a passport, a gift given by “jus soli” on birth to all those born in Britain (and on British ships). People can even be given British nationality later in their lives by the laws of naturalization. Nevertheless even with this more strict definition nationality is not the same as citizenship. A citizen is a more exclusive classification and has certain extra privileges. Nationals are not necessarily given the vote for instance.

The word nationality (in wider sense) can only be used if one assumes that there are certain national characteristics. It is indeed difficult to pin down these characteristics, and when they have been found they turn out to be trivial or seem to have no connexion with one another. “Spaniards are often cruel to animals, Italians love making a deafening noise, the Chinese are addicted to gambling, and the English have on the whole bad teeth.” [Interesting – the last picked up from George Orwell – too much sugar? – yes indeed, see next sentence!] These are some national qualities national qualities asserted by George Orwell. [tick in margin] But in every case one has to make a generalization which is bound to have exceptions.

What then would one say were the national qualities which gave Englishmen their nationality? Most people would admit firstly that the English are not gifted artistically. They are not as musical as

Germans or Italians, as fine painters as Dutch or French. They are also fairly "low-brow". They do not on the whole pose as intellectuals, and philosophy is not one of their specialities. It should be pointed out that this does not spring from a "practical" flair which is claimed for them. Road-planning, spelling, units of measurement are only a few examples of things which are obstinately enforced though out of date and a nuisance. Another characteristic which has displayed itself at many critical points in history from the Armada to the last World War is their herd instinct. "Be prepared" is certainly not the motto of Britain and it is only their amazing instinct to draw together and unify in moments of crisis that has saved them from defeat. As a herd of buffaloes will draw into a hunch and face a tiger with menacing horns so the British will consolidate in moments of danger. [in pencil in margin 'Is this peculiar to the British?']

It cannot be denied that the divisions between nations, especially since there have been organizations to promote world peace and co-ordination have been caused by a real difference in the outlook of the various nations. The universal similarity of all human beings is no longer believed in. The rift between East and West is apparent, but even within each block the countries differ considerably in their national traits. For instance India and China are very different, or again the dislike of many Europeans for the English way of life shows how different England is from the rest of Europe. [Interesting how I constantly talk about England, and not Britain – and don't mention Scotland.]

Another interesting trait of the English is their love of flowers. This strikes one when one travels through the suburbs of any large town. Each little house has a garden, or if not that just a window-box. This might provoke one to think that England was perhaps after all aesthetically inclined. But it is more likely that this is one manifestation of the Englishman's desire for liberty. He loves to carry out his own amusements and hobbies, among these is gardening. The English have engraved on their souls the desire to be able to do what they like with their homes and in their spare time.

The slight lack of enthusiasm shown in dealing with the C.C.F is indicative of another prevailing feature of English life, the hate of militarism. [an interesting comment!] This fits well with the extreme gentleness of the English population. Police do not have to carry revolvers, bus-conductors are helpful and good-tempered, queues are on the whole orderly and well-mannered. One cannot possibly imagine the rise of a Hitler in England, or a guillotine [corrected] in Piccadilly Circus! [We had our own Tyburn tree, bull fighting, mobs etc. etc. I'm surprised Andrew let me get away with this!]

It might be argued that one cannot talk of such a thing as nationality in Britain where the rich and the poor, the Scots and the Irish are so clearly divided. But when we consider the different parts of the United Kingdom from the viewpoint of a foreigner we shat it is possible to call Britain one entity. To the average Frenchman there is no real apparent differences between the inhabitants of perfidious Albion. This tendency to look at a nation as a whole is shown to us by the fact that while to a Frenchman a Breton and an Auvergnat seem very different beings yet we still speak of 'France' as a single civilization, and most of us see no difference.

It is a common factor that national feeling is stronger among the poor than the rich. The rich, being on the whole more conversant with the traditions and feelings in other countries cling less obstinately to the customs and traditions of their own country. Nevertheless it is extremely difficult for a man to change completely this fundamental nationality. Among the few recent cases of a change are the few English writers such as Lawrence Durrell who have adopted the attitudes and way of thought of the Mediterranean countries. But Nationality in its widest sense is both hereditary and the result of environment.

[Note in pencil. Much good material here. Thought needs to be better co-ordinated into a developed line. Bring to next tutorial. Mark: Beta plus.]

[The reference to the next tutorial suggests that in those last two terms the tutorials, based on Oxford tutorials as Andrew Morgan confirmed to me when I met him in June 2010, were places where further feed-back would occur. As shown in comments on 'Civilization' above.]

[Note in pencil. Much good material here. Thought needs to be better co-ordinated into a developed line. Bring to next tutorial. Mark: Beta plus.]

[In one of my small brown notebooks there is a page of notes for this essay, mainly to do with definitions.]

Another 'General Essay' was probably done before the summer of 1959.

*

This concludes for the moment all the 'General' essays which have survived. Clearly, however, there were others which we did and which I have lost. For instance in the back of the Brown Book for the Lent Term 1959 I have "General Essay: What is knowledge?" I wish I had my answer! There are also other essays of a general character, such as the one for which I received a Distinction on 'The Past', done in English class. I shall touch on those later.

①

Recommended for destruction

15
20For explanation -
see letter

D. AMCT

Clio

English Essay :- "The Past"

H. Macfarlane

"Our birth is but a sleep and a forgetting.....
... Heaven lies about us in our infancy!"

The past cushions our life, ^{as} ~~like~~ a purple cloth cushions a jewel; It sets off the beauty of what we are doing, and what we are going to do, and gives the whole a completeness. It is comprised of every action, thought, dream or saying that has taken place up to this very second, but it is not complete, it looks forward. There is an awfullness in the past, ^{if} ~~we~~ ^{we} realise ~~that~~ that nothing we ^{now} can do can change it; but we can live it over again, if only in our minds. ✓

The past (should, and does,) affects our actions and thoughts. It is an enormous psychological problem ^{as to} ~~to~~ ^{know} how far ~~the~~ ^{its} influence extends, but the effective use of mass persuasion in the ^{an} ~~the~~ Second World War is extremely significant. ^{thought in this connection} If we were told that we were descended from brave ancestors, that our past had been a glorious one, would we not hope and endeavour to live up to the tradition? ^{The past} ~~It~~ ^{can be} ~~is~~ ^{often} one of our most precious possessions, ~~which~~ ^{enriching} our lives with amusement and happiness, ^{relived}. It ~~can be~~ the springboard off which we plunge into the future, and it ^{after even} ~~provides~~ ^{provides} us ~~with~~ ^{with} the temperature of the water! It can, if we are proud, be a constant ^{source} ~~source~~ of

pride ; and even if we are not proud we ~~add~~ can derive pleasure from the sense of having achieved something, even if it is only of keeping alive. ^{There are} It is few people who find the past completely unfriendly, without an 'oasis' where may bubble hope.

There is no doubt that we see the past in a different light ^{from} ~~than~~ that in which it took place. We have only to look at some of our recollections of ~~how~~ terrifying events, which now, often, ~~to~~ seem ludicrous. Perhaps the ~~real~~ reason for this is that we know the 'happy ending' of the story, or that we can see other contributing factors which were obscured at the actual time. There is also a pleasing impression of 'wholeness'; we know everything about the event, or we can ^{it} find out if we want to. Another reason for seeing ~~these~~ past events ~~in~~ a differently ~~light~~ is the hazy effect of time, and ourselves. A great deal of the actual feelings of the time have been obliterated, and the acute ~~has~~ been softened. Also the events have gone through us. They have happened, and then been matured in our brain. Like ~~a~~ wine they have been turned, by time, from a sour, or at least commonplace events, into ~~a~~ mellow soothing refreshing memories; like ^{whisky} ~~whiskey~~ there has been something added to them ~~in~~ our brain, which has improved them. We have made, subconsciously, excuses, criticisms and comments of the events, and when we again review them they have been distorted. In fact the past, I believe, has

②

Clio

English Essay (cont) :- "The Past"

A. Macfarlane.

become a part of ourselves ; grafted to us and shaping our actions, just as our physical capabilities shape our deeds. Like a piece of ourselves the past can be easily a source of pain if it is bruised, or a source of pleasure if it is praised.

There are those who give too much respect to the dead, "honours due only to excellence are paid to antiquity."

but ~~I~~ ~~be~~ this is, I think, a fault on the right side. Our criticisms, if ~~were~~ ^{are} ~~were~~ critical, ~~could~~ ^{can} do harm to those around us, but an admiration, leading to further interest and research in the past is nothing except beneficial. This is on the condition that our praise is not too extravagant

or lavish. If the past affects us to such a large degree, governs many of our present plans and future actions, is it not reasonable that we should be told anything about it that we wish to know?

I ask this because I know that there are people who would cover certain periods of history. They will say "Oh don't read about him!" when one broaches them on ~~the~~ subject. Among the subjects of the past sometimes thus guarded are the events of the last war. There is admittedly a danger that if we probe into the war, the cruelty and hatred, if there is no balance ^{achieved} by a study of some more ^{humane} ~~amiable~~ and tolerant movement in history, will warp us, ~~and~~ ^{it will} ~~em~~ ^{em} pale ^{mix} us with a misconception of humanity which may

be harmful. There is such a popular misconception of Brutus, ~~f~~ or of King John I of England, but I think it is probably safer to reveal the whole truth. There is the danger, as in the case of Napoleon, that the wrong pieces of the past should be allowed ^{to be revealed} ~~out~~, or even a completely erroneous story, if there is not ^{unlimited} freedom of enquiry. What should be held back? And who should decide? Another argument in favour of revealing the past is that it is often extremely useful in preparing for the future. For instance, to use the example of Hitler again, we may be able to learn some serious lessons from the atrocities ^{which} ~~when~~ he perpetrated. It may even help to fill in another link in ~~the~~ chain ^{which}, one day ~~to~~ hope, will be unravelled, and be used as a pointer to show where we are going!

People ^{often} find tremendous pleasure in reliving the pleasures ^{of past events}, partly as I have already explained, because they are surveying it from a safe peak of knowledge. It is only when we are not fully conscious, ^{however} that we can be truly transported, ^{there} again and feel every emotion that we once felt. ~~Yet~~ ~~we~~ must not worship the past. It is dangerous to idealise it, and useless to live continually in it. It can be utilized as a springboard to the future, and for those who have had an unhappy life it may be the dim backcloth ~~ag~~ to the glorious future, but that is all.

Very thoughtful and thought-provoking, and what a joy to see your style increasing in natural turn of phrase and yet retaining its clarity and force.
One angle left out - the aged. What does it feel like, I wonder, when all the major experiences we of our life lie in the past? The sole adventure left, death.

It looks as if I prepared to write an essay on 'The Noble Savage'. Whether I wrote the essay I do not know, but since the notes are quite full, and seem to show the workings of my mind in preparation for an essay which would be closely related to my later career as an anthropologist, I shall, unusually, include the notes here.

One sheet has the following

The Noble Savage

"I am as free as nature first made man,
Ere the base laws of servitude began,
When wild in woods the noble savage ran." – Dryden

"Ere man's corruption made him wretched, he
Was born most noble that was born most free.
Each of himself was lord; and unconfined
Obey'd the dictates of his godlike mind." – Thomas Otway C17

"L'homme est né libre, et partout il est dans les fers" (Man is born free but everywhere he is in chains).

1. *The Conception of the Noble Savage*
2. *Conclusions one draws from it* a) the world growing more degenerate b) That man is initially good c) we should get back
3. *The truth in the statement.* A) Like a child b) The warping effect of humanity
4. *What contradicts it?* A) A study of savages b) Theory – the freer the better – logical conclusion – Homo Heidelbergensis c) The nature of us now
5. *The doctrine of original sin* – how godlike is man's mind – is it developing? – what is wrong with it.

A second two-page set of notes amplifies some of this. On the front page is the following.

The Noble Savage

I The setting of Rousseau. C18 an age of optimism. To him the dogma of "original sin" seemed pessimist therefore propounded the theory that man in his natural state was good – a "noble savage" – *founded on* – stories and legends.

II The pessimistic view – no progress – man *must* continue to grow more degenerate – for to survive he must grow more civilized – could not go back

III Comparison between "the noble savage" and "the little child" – what is good about them? – kindly, generous, friendly, loyal, proud – Christianity does not deny the value of simplicity – or that savages can be nobler than civilized men – *but not* perfect.

IV Study of the life and behaviour of a tribe of headhunters – the Nagas in N.E. India [Amazing to find the Nagas figuring so early – a continuing memory and encounter!! I

would one day do a large project on the Nagas.] – the effects of civilization on the Red Indians of N. America

V. The irrationality of the “noble savage” theory. – Darwin’s theory of evolution – hence a brutish side in us all.

VI. However it does show one truth – that civilization warps – in what way? i) Loses individual ii) Survival of fittest – gone iii) Not a constant struggle.

VII Conclusion

On the back of the sheet is the following.

At the top: ‘can a savage do something wrong – if he has no ideas of right and wrong.’

Below is written:

‘2. Reason is admittedly still the main guide of our principles the “ guide, the stay, and anchor of our purest thoughts, and soul of all our moral being.” – private reason is that which raises the individual above his mere animal instincts appetites and passions: public reason in its gradual progress separates the savage from the civilized state.

From harmony, from heavenly harmony

This universal frame began; ... [Obviously from Ode to St Cecilia’s Day, which I had learnt at the Dragon]

“He was overgrown with hair like a fungus; but most horrifying of all was his face. It was the muzzle of an ape man, with bared fangs and vicious small eyes without a soul. Two years of wilderness had undone two hundred thousand years of evolution; he stood eye to eye with *Homo Heidelbergensis*.”

[I have sidelined and asterisked this quotation – which I believe is from one of the books which I had read and critiqued at the time, namely Jan Hertog’s *Spiral Road*, which I read in January 1960 – and commented on ‘its racing speed, its horror (of the man-degenerate Frolick and his ghastly fate)’ – this sounds like him. So this dates the essay to my last term at Sedbergh, Lent 1960.]

- what makes the savage noble? – reason or the fact that he has no degeneracy?
- sentiments purer – undefiled?’

There is then another plan, on two sides of smaller paper.

The noble savage

- Rousseauite theory – against original sin – intended to be optimistic – but pessimistic – what misrepresentations this was based on – how noble is the savage? – Nagas – headhunters – live in jungle – certainly wild but also noble, kind friendly, generous etc
-

- what do we mean by nobility?
- To be admired by us i) Loyal ii) Brave

Christianity does not deny the presence of nobility in savages – but it does that they were in their primitive state *perfect* or in any way approaching it – irrational

- what is ignoble is the brutish side of man – now Darwin’s theory of evolution shows that the brute is in us all – in the savage as well as civilized man [an interesting recognition, as is the attempt to reconcile Christianity with the nobility of the savage]
- what evil effects does civilization have and why?

Look what fools these mortals be

Let’s talk of graves, of worms and epitaphs. [Both Shakespeare]

Wordsworth – human spark – good or bad?

Godwin “Inquiry concerning Political Justice” – he conceived too nobly of his fellows (unpardonable sin – nothing we hate more)

- abstract reason as rule of conduct – and abstract good as the end
- absolves men from gross and narrow ties of sense, custom, authority, private and local attachment – universal benevolence
- gives no quarter to amiable weaknesses
- paramount consideration in life
- In what manner could we best contribute the greatest possible good
- reason without passion - a machine – but would it work? Turn into *self-interest and sensuality*

[A lot of inchoate philosophical ideas starting to whizz around my brain shortly after my eighteenth birthday – which I would spend my life pursuing! The reference to Godwin may come from Hazlitt’s ‘Spirit of the Age’, where he wrote a wonderful essay on Godwin.]

Finally, and almost essay-like, are three pages of notes on small sheets as follows.

The Noble Savage.

I *The conception of the noble savage.*

It might be a surprise to some people to hear that Rousseau was not the originator of the “noble savage”. Almost a hundred years before Rousseau proclaimed his doctrine Dryden epitomized this theory in these words “I am as free as nature first made man, / Ere the base laws of servitude began, / When wild in woods the noble savage ran.”

Here we see the almost psychological longing for the “good old days” – when man was unshackled by sin and corruption. But unfortunately it is without real factual

basis. [Note that the whole discussion, at the age of just eighteen, is pivotal in my interest in disenchantment, loss of childhood, Wordsworth etc.]

- II. [The following sentence is crossed out, but is worth including here.] Yet there are veins of truth in this assertion. For in some ways the savage approaches nearer to the Christian conception of the perfect man than does the average product of our modern society. [end of crossing out]

Fundamental *The mistake* – mistaking animal nobility for human nobility.

cf a tiger and a man – a nobility which Blake described as “fearful symmetry” – grace, power, beauty, courage, loyalty – in this way the bronzed savage with swaying plumes of Rider Haggard’s stories [was this when I was entranced by ‘She’ etc.?] more noble than the hunched, greying product of the smoking town. – but his virtues are *animal ones* – his feelings come from instincts – there is animal grace.

Rousseau and other maintain however that the mind of the savage – as being freer – was more noble. His theory is pin-pointed by Thomas Otway: ‘Ere man’s corruption made him wretched, he/ Was born most noble that was born most free: / Obey’d the dictates of his Godlike mind.’

If one believes that mentally – because he is purer – the savage is hence nobler the logical conclusions are both depressing and untrue

- i) Man, as he becomes more civilized is degenerating – hence a pessimistic belief.
- ii) Contradicts original sin – that man’s intellect is good
- iii) The way to raise man – go back to the old, simple, unrestrained life – but impossible therefore a hopeless creed
- iv) *The faults in this theory – what contradicts it.* i) A study of savages – no *nobler* – bestial, cruel, servitude etc. ii) The nature of us now – if there was nobility in us all – why should the meeting of others corrupt the good rather than the good irradiate the bad iii) The theory of evolution – that the noble savage is just above the animal – and unless we consider the beast greater than God – this end of the scale is lower
- v) *The truth to be gleaned* and truth in statement i) Pure, untainted, emotions are better than mixed ones [crossed out] ii) We are *not* so clever as we think we are – with all our modes of conduct – viz *Naga* – headhunters – happy – cheerful – enthusiastic – loyal – helpful – full of a sense of humour – but those dragged into civilization – become skulking and ashamed [An interesting observation – partly derived from my trip to Assam, but largely, I suspect from comments by my mother.] – nevertheless the jungle will not necessarily have a good effect on man in itself – ie. a surfeit of freedom man will urn back to his ancestors the ape men – viz. story – p.2 * [obviously the bit of the Spiral Road was to be put in here]
- vi) *Why have things gone wrong – and in what ways?* What are the evils of civilization – why does it do this? i) Survival of fittest gone – no longer the struggle – bound to degenerate – viz trouble-makers – abolish corporal punishment – sterilize them – new drugs etc – the helping hand of the state – man does not need to use his wits to live – a part in a machine ii) A horrible thought though it is – but adversity brings out the best (and worst)

qualities in man – war, pain etc (perhaps a slight explanation of problem of pain re God)

- vii) Is man of reason or feeling? Pop[e] said in Essay on Man “in doubt his mind or body to prefer.” “In doubt to deem himself a God or beast” [a favourite poem throughout my life] – the great problem arises – what is it that will dominate man? – in the noble savage it is instinct, passion and emotion – tempered by a slight degree of reason – perhaps these feelings are rich, pure and unalloyed – *but* are they as noble as the most down-trodden thought and reason of a civilized man. The weight falls on the side of reason – for it is the only justification of man’s view of himself – it is the factor which raises him above the animal.’

*

INSERT OTHER PAGES AND RE-SCAN

*

GENERAL PAPER (contd) - Clio

8. “*Have the theatre and the cinema any function other than to provide enjoyment?*”

[Written in small red ink at the top: “I feel that in general, especially when you are young, it is better to start with the positive, rather than the depreciatives. Essay 1 does this: Nap. Said, and therefore we sh. heed... Essay 2 starts with deprecating remarks on film producers: they presumably are not morons, and know their job. By all means criticize, but don’t ever appear to sneer [No doubt it does not occur....]: your approach should be reasoned – ok violently angry, or with its sarcastic or ..., but not superior and patronising. I have taken a sledge hammer to swat your fly, I know: but this may help you avoid blowing up your fly another time!” Good advice, which I have later often given to my students in Cambridge. Alan]

It would be extremely interesting to hear the reply of an astonished producer of the more dubious kind of French films [how did I know of these? Brigitte Bardot was our limit! Alan] if this idea [in red “what idea?”] was suggested to him. He would probably hedge for a while and then say, “Ah well it [in red “what?”] is alright [in red ‘all right (2 words)] for the theatres, but we have, in these days of slump in the trade to draw men to the cinema!” No doubt it does not occur to some of these people that the right kind of enjoyment, if spiced with some purpose, will be far more likely to draw people to the cinema. [corrected in red]

Although one is tempted to sepearate [correct to separate] plays and films, basically I think one can group them together. [tick in margin]. The implication of the question is however slightly derogatory. To my mind there seems to be [tick in margin] the slightest inference that if this is their only function they might as well close, (although this may be putting it in strong words!) I maintain however that this is their only function!

William Wordsworth in his famous Preface to the Lyrical Ballads states that the poet’s prime aim was to give pleasure. The essential feature of this conception however is that the enjoyment or pleasure is not an end in itself. For we now come to the film-makers terror [strange word? Alan] “instruction”. It is readily admitted that apart from documentary films and a few select plays instruction as a direct process is out of the question. I believe however that it is one of the functions of both cinema and theatre to put across instruction indirectly. That is not to say subliminally, but rather, emerging from the enjoyment.

Shelley said in his "Defence of Poetry" that "a man to be greatly good must imagine intensely...; that he must put himself in the place of another and of many other men;that he must make their feelings and passions his own." [If this was a test essay done under exam conditions, I had obviously memorized some useful quotes – which became an obsession at Oxford. Alan] This to my mind is the great function of cinema and theatre, this is their part in the ennobling of man. By all means make the story enjoyable but make it one which in some way broadens the outlook and imagination of the onlooker. If it can break the thick crust of insensibility which is covering our times, [lofty insights – gleaned from where! Alan], if it can reach down and stir our heart or mind, it is not without purpose. [in red 'achievement?']

In a film or play the views, experience and insight of one man can be handed across to many others, and if it makes one see any part of the universe, [the comma has been put at the start of the line and in red it is commented – ' ' is a stop, not a start. In Clío!? If Goldē ruste, then what shall iron do?"] however small, more clearly or in a new way it will not have failed completely. They are a medium through which the genius of one man can lighten the souls of many others. But the conveying element is enjoyment which carries the message 'along the blood and into the heart.'

[Comment in red: 'Takes a while to get going – The Questions might reasonably contain the idea, it has no other function, or, it has other functions – by talking of 'this idea' you begin with a confusion though it soon becomes clear which "this" is, it is a pity to start on the wrong foot.' Mark: Beta stroke Beta plus - i.e. pretty weak]

*

"Why is it difficult to make a satisfactory translation of a great work in a foreign language?"

There is an indefinable spirit which seems to make a work "great". Once this delicate balance has been mislaid ['upset' written instead] the special quality of that work has been lost. Therefore that is only a narrow margin between a satisfactory translation which preserves that essential spark and one that loses it. [In text an arrow from balance to spark, with comment 'Keep the metaphor'.] It must be admitted that difficulties vary according to the type of work to be translated. For instance verse has obvious qualities which are almost untranslatable. But I wish to deal with great literature as a whole, and I will avoid the details of why it is hard to make rhyming couplets rhyme in another language, and so on. [This sentence has square brackets in pencil round it – obviously ALM thought it redundant.]

The first difficulty which faces the prospective translator is the question of how far he should stray from the original. Should he be allowed any license to put in his own personal feelings and interpretations? Or merely copy word for word the original. [In margin 'Do not bother with "word for word" translation – This does not come within the scope of literary activity at all.] This depends largely on the ability of the manipulator (sic!), though most people I feel would prefer to read a translation as close to the original as possible. On the other hand a work which is merely a close imitation unless it is exceedingly well done, lacks the personal warmth and feeling of a freer translation.

There are two sides to writing a great book, perceiving and expressing. Similarly a man making a translation must firstly make an adjustment of himself so that he looks through the eyes of the author, and then he must have the ability to choose words similar [these three words underlined in pencil with a question mark] to those which the original writer used and expressing as nearly as possible their meaning.

To put oneself in the place of another man needs great imagination. It also needs concentration and ability. And to translate a work one must have a very clear idea of every emotion, feeling and idea which the author is trying to express. One also has to understand the mind of a person of probably a different race and hence probably with a different mental make-up. If one is translating on the other

hand from one's own language into a foreign one you have the difficulty of understanding the mentality of the audience for whom you are translating.

To understand the significance and associations of each word one would have to study the author's life, philosophy, religion, feelings, environment, education and numberless other factors. To make sure that no associations were omitted. All contemporary and forgone writers and thinkers in that language would need to be mastered.

Once his feelings and ideas are understood, and the exact meaning of each phrase or word is recognised the actual translation begins. Unlike the original author who was working under inspiration and in enthusiasm the translator will probably before long lose all real feeling for the work. Having repeated each phrase in two languages, until he practically knows off by heart, and then having to take it to pieces and try to find the equivalent for every word his ideal will grow insipid. His original enthusiasm will probably have left him and concentration and sheer ability will have to take its place.

There are many reasons why it is difficult to alter words yet retain the same meaning. The sound of a phrase will be difficult to preserve in transition, as will often the music. For instance it would be hard indeed to translate the fury of "Blow winds and crack your cheeks!" with its constant repetition of strong consonants into the softer French. Then there is the problem of imagery. In some countries some images strike with force where in others they do not. If for instance one came across the sentence "his shield flashed like the swoop of a jay" it would probably make no impression on most people in an English town. Yet in an Indian epic it would immediately conjure up to the Indian listener a gleam of blue which is brighter than the summer sky. The translator has the problem of changing the image into one which his listeners would understand. [tick against this sentence]

In fact the difficulty lies in choosing words which carry the same meaning as the original, and yet retain the immediacy of action. This immediacy is often obtained from association, and many associations which strike people for instance in a hot dusty land would not be effective on those in a cool moist climate. Puns and irony of course are often lost in transition, for instance it would be difficult to repeat the very telling pun uttered by the fool in *Lear* "she will treat thee kindly" meaning either generously or in the same way into German. It is well known also that there are certain idioms and words in languages which are not accurately translatable. Here the converter would have to invent. It seems to me fortunate therefore that so many of the world's great works have been written in English!

[Comment: Conscientious and painstaking bit of work. Your view of the translator's task is a bit narrow. He must clearly do more than merely convey the "meaning" of the original. He must convey the spirit.]

*

The next piece was written in the Lower Sixth History, sometime in 1956-7, when I was aged about sixteen, as an essay for English. It is one of two essays around this theme.

"What I have found in poetry"

Deep in the forests of Africa drums throb. Around a fire natives sit eager-eyed intent on the figure who is standing; one hand on a drum the other gesticulating wildly as he goes through the account of some gory war of long ago. His hand beats rhythmically [sic] as he beats time to his low sing-song chant. The listeners feel themselves transported to the battle and see the fighters around them. They are under the spell of primitive poetry. Yet are they mere savages in this respect? For many of those who call themselves civilized have felt those passions. I agree civilized passions are created by words alone and not with the aid of a drum. But that just shows that the poet or narrator is cleverer, not the listener. From such primitive beginnings man has created thousands of poems, all of them capable of

moving us in some way. But every poem ever since they were first composed has relied on three parts, used to a varying degree, to put over some feelings. These three parts are rhythm, music and melody. Rhythm is provided by the stress of certain words at regular intervals. Music is the sound of individual words to give some impression. For instance "The sound as of a hidden brook in the leafy month of May, or "The soft melodious lute". The last ingredient is "Melody" which is the repetition of sounds or words or phrases. Such pieces of alliteration as "Five miles meandering with a mazy motion" are obviously pieces of melody. With these three ingredients a poet has to put over either some vivid picture to the mind of the reader, or else some original idea. [in pencil, suggested moving 'to the mind of the reader' after 'put over'].

The amount the poet succeeds of course depends almost entirely on the reader. If the reader is tone deaf he will not like certain poems which rely principally for their beauty on musical qualities. But he may enjoy works which have a "deep" meaning to them. Such a work which has lately been shown to me and which I find one of the most profound poems I have ever read is Pope's "Essay on Man". Such lines as, "Sole judge of truth in endless error hurl'd, the glory jest and riddle of the world" or "Placed on this isthmus of a middle state, a being darkly wise and rudely great" fill me with intense emotional uplifting. I feel that I have at last found out something really great. It is difficult to convey the impressions poetry of this kind leave on me but they are nevertheless very substantial feelings which I have just read one. [pencil comment – 'one what?']

Another thing I find in poetry is peace and relaxation. This is usually provided by a descriptive poem, sometimes even a poem of such intangible and abstract conceptions as "immortality" or "rest". The main reason I suppose is that the words have a kind of lulling affect [sic] which drugs my senses. Part of another poem which I particularly like comes near to sending me to sleep. That poem is "Ode to a nightingale". Such lines as "Oh that I might drink and leave this world unseen, and with thee fly into the forests dim" seem to urge me to join the poet and go with him to lands where "Faery casements open on stormy seas." [stormy is underlined in pencil] and where all is dim and sleepy. Incidentally "Ode to a nightingale also appeals to me for its pure musical pieces. For instance "cool'd a long time in the deep delved earth," or "With purple stained mouth and beaded bubbles blinking at the brim" [was it blinking or winking?] make me imagine with unusual clarity the scene.

This leads me on to another quality of poetry which I find wonderful. Its capability of producing to my ears and eyes scenes of every kind. Poetry is like a fairy chrystal. [underlined in pencil]. We can look into it and see, and unlike a chrystal, hear, the future and the past, and all over the world. [last half of sentence underlined in pencil]. Also the most wonderful thing of all, in inspired poetry we can see God. But firstly let me deal with commonplace sounds and sight. As an example of a sight which, thanks to poetry, I can imagine is a line of "The Listeners" by Walter De La Mare which runs. "And his horse in the silence champs the grass of the forests ferny floor." This conveys to my mind an exact picture. A poem, which for some reason does not seem well know [sic – underlined], and which illustrates how a musical impression can be given is "Tarantella." One part of it goes something like this "And the clap of the snapper to the girl gone dancing, chancing, backing and advancing and the ting tong twang of the guitar." Later on in the poem there are the lines "Not a sound in the halls where falls the sound of the tread of the dead on the ground. No sound but the boom of the far waterfall like doom" This is really powerfully imaginative poetry and it gives to me an impression which is absolutely clear. There are an abundance of this kind of poem, three of my favourites are "Silver," "The Eagle" and "The sea".

Lastly, I must add that like most people I find Shakespeare inspiring. Some of his greatest speeches affect me with the same feelings as those I get when I read Pope's work. Therefore I conclude by saying that although it is extremely hard to analyse what I receive from poetry some of the things I receive are inspiration, relaxation, peace and an idea of God.'

[The comment is 'You have something definite to express' and the mark is 32 – presumably out of 50? This gives a sudden insight into some of my favourite poems, almost all in the *Dragon Book of Verse* and encountered perhaps first at the Dragon.]

Probably around the same time (the hand is very similar) I wrote an overlapping essay for English on:

“What do we find in music and poetry?”

Deep down in the roots of man there are hidden emotions and passions which can only be roused with difficulty. But there are two methods of doing this by human inspiration. These are by poetry and music. As John Dryden said, “What passion cannot music raise and quell?” Yet there are some people who profess that they do not like either poetry or music; personally I cannot understand this, but I think it must be the persons hearing organs at fault rather than that he does not possess [corrected in red] these passions. These receptive organs also govern the extent music or poetry moves a person. But on the other hand a poem that is purely of philosophical beauty as is Pope’s “Essay on Man”, which requires mental capability to understand it, to enjoy it, rather than to have “an ear for music”. [this sentence sidelined in red with ‘bit involved this’ written in]. I always feel sorry for people who cannot appreciate music or poetry, but it is possible that the passions that these arts arouse may be aroused by something else, even more strongly, like blind men who often have much better hearing to make up for their blindness.

I have often tried to analyse the emotions music or poetry produce in me. I tried to do it the other day when explaining to a tone-deaf friend of mine why music was great [‘great’ in red ink], because as he said “it is like trying to explain what it is like to see to a blind man.” A certain master at this school helped me considerably however when he said that some classical music produced “half pictures, half emotions of invisible, unimaginable things, such as battles between light and darkness, or the flight of the devil.” [in red ‘that’s good’ – probably the master was Bertie Mills]. It also produces hidden memories of past events, intangible but stirring. [red tick in margin] This is great music, but all attempts to explain my feelings are fruitless as music is the art of “conveying meanings and thoughts, which are inexpressable [corrected in red] in human speech.” This applies only to great music, inspired by God, ordinary jazz or “popular” music is pleasant to listen to as it appeals to one’s sense of rhythm or other senses but it is inferior to great poetry which can also do this, but better. Poetry is more the art of translating common sounds, sights or philosophy into words. Poetry is the art of conveying terrestrial [sic] and tangible conceptions but classical music is the art of putting across supernatural and intangible impressions. [In red in the margin ‘To a certain extent both could be both; more likely the former to the latter than vice-versa – think that one out if you can.’]

The other day I was given a very good talk by a certain master, the same one as before on how to see the different parts of music and poetry as objects. He said rhythm was an up and down line at certain intervals and harmony a cross-section of the music at any given moment and so on. This made me realise more strongly how difficult it must have been to compose something like the “Eroica” symphony which contains five different essential characteristics rhythm, melody, harmony, general construction and music which is the use of certain instruments in certain parts. [note in red ‘add to which the man was almost deaf by this time’] The absence of any one of these would spoil the whole work. In poetry also there are four parts, all those essential in music except harmony. But some poems concentrate mainly on one or two of these parts. For instance “Tarantella” is almost completely composed of rhythm and melody (the repetition of sounds or phrases) while Walter De la Mare’s “Silver” is almost completely based on music. [I have then written – but crossed out. ‘This is only a wild attempt to explain what music and poetry means to me and why I think it does it, but I am aware that it is almost futile, but not quite I hope.’]

[In red ink at bottom: ‘You do need some conclusion of some sort. Grammar etc. weak but material 1st class.’ Mark Beta treble plus.]

“Someone I know vey well.”
[Essay in my last year at the school.]

My friendship with x, as I will call him, was not sudden or dramatic. For several years I knew him quite well, but I did not really come to understand him until about two years ago. I have picked him out of the few people I know well as he has perhaps taught me the most; and my conversations with him are more intimate on the whole than with anyone else outside my family. Also, apart from anything else, he has a character unlike anyone else I have met. I do not think it is necessary or desirable (?) to describe x's appearance, apart from the fact that he is quite a good games player and perfectly normal in all other respects.

The first thing which interested me about x was his view of life. It was so completely different from mine that I was staggered and incomprehending of its values, but I think I have now learnt some wisdom from them. When I met him he was in the “atheist” stage of reaction, when his first unreasoning beliefs were being attacked by the vicious elements of a public-school. In a sense he was a stoic, in that he was prepared to bear the opinions of others without flinching, or perhaps in this he is a Christian? He did not seem to aim to win popularity or friendship. He went on his own way, minding his own business, not worrying others. This may be attributed to reticence or even selfishness, but I believe it was not this but in some ways a useful virtue. For I find that one of the most difficult evils which I must overcome before becoming a Christian is that of worrying what people think of one. It is extremely difficult for me to carry out the saying “woe unto you, when all men shall speak well of you!”

We have many things in common in interests, and the thing I find most refreshing about our friendship is that we can speak freely to each other. He has many of the same hobbies as I have, perhaps one of the most binding being our mutual love of poetry and (some) philosophy. His religious feelings are also akin to mine, though he himself will admit that he is not a true Christian. He does not find difficulty in believing that there is a God, though he does find difficulty in believing in Christ and is willing and anxious to be shown the way. Slow to anger, ready to laugh at himself, tolerant of the faults of others he is a pleasant friend and companion.

[rest of essay is missing]

Reading beyond the set texts

Most of this reading took place in my last two terms at Sedbergh, Winter 1959 and Lent 1960. I was being encouraged to broaden my mind, and exploring for myself, in preparation for University entrance and life after the School.

I have several accounts and lists of books I was reading at Sedbergh, sometimes with comments on them.

READING NOTEBOOK

I have a thin soft-back notebook headed 'English Reading', CLIO. From various evidence this was certainly compiled in the Winter Term 1959, my penultimate term, when I was approaching my eighteenth birthday and had already passed my A levels and was preparing for entrance exams to Oxbridge.

List of Authors and Books

E.M. Forster. 'Howard's End': 'Passage to India': 'Where Angels Fear to Tread'
Virginia Woolf: 'To the Lighthouse' (2); *The Waves* (3); *A Room of One's Own* 1)
[Numbers written above in pencil]
Tolstoy *War and Peace* (3 volumes).

The following authors and various of their works are also listed. E. Bronte, Charlotte Bronte, Dickens, Elliot, Trollope, Hugh Walpole, Oliver Goldsmith, Hardy, Margaret Mitchell, Scott, Stevenson, Thackeray, Stowe. Of these only Charlotte Bronte – Jane Eyre was ticked with (see P6) written beside it.

The next heading is

More Modern and Lighter (?)

Chesterton – The man who was Thursday

Conan Doyle – Micah, Clarke, White Co, Sir Nigel

Dumas, Count of Monte Christo

Paul Gallico – Small Miracle (ticked – see P.6)

Gibbons – Cold Comfort Farm

George Orwell – 1984, Essays (Penguin)

Ernest Hemingway – Old Man and the Sea (ticked – P.6), For Whom the Bell Tolls, Farewell to Arms

Kipling – Kim, Credits and Debits

Rose Macaulay – The World my Wilderness

Alan Paton – Cry, the beloved country

H.F.M. Prescott – The Man on the Donkey

Howard Spring – Fame is the Spur

C.P.Snow – The Masters (ticked)

Winifred Ferrier – Kathleen Ferrier

Short Stories

Short stories from 'The New Yorker'

‘Saki’ – Beasts and Superbeasts (ticked) – The unbearable Bassington – When William Came.

Oscar Wilde – Lord Arthur Saville’s crime and other stories

Plays

G.B. Shaw – Caesar and Cleopatra

Shakespeare – any

Marlow – Faustus – Richard II

Poetry (largely modern)

T.S. Eliot

Holden (Oxford) - Rape of the Lock

There is then a ‘Timetable of Books Read’, which gives the pages in the book where I made the criticism (just the first three items) and the dates on which I read them. The books read and dates are as follows, starting on Monday 12th October.

12-19 JANE EYRE (450 pp – Long) - C. Brontë

18th - ‘The Small Miracle’ – P. Gallico (40 pp – v. short)

19-24 – ‘Old man and the Sea’ – E.Hemingway

18th – ‘THE HEART OF MIDLOTHIAN’

26TH-2 [November] ‘THE MASTERS’ – C.P. Snow

5-7 ‘OUT OF STEP’ (Selection) – Derek Walker Smith

7-9 ‘The Loved One’ - Evelyn Waugh

9- ‘Beasts and Superbeasts’ – “Saki”

11-12 ‘Bridge of San Luis Rey’ – Thornton Wilder

12 ‘ Rise and Fall’ – Evelyn Waugh

There is also a note ‘For Cecil – Art of Reading – see pp. 39. [This is missing since the book ends on page 17 – the rest is torn out.]

The next page is a TIMETABLE – which has been crossed through.

17 October – (Caesar and Cleopatra – Shaw)

24 October To the Lighthouse – Virginia Woolf

7 Nov. War and Peace

28 Nov. T. S. Elliot

5 Dec. Scott

12 Dec. Scott.

19 Dec. Small Miracle and Conan Doyle

*

In another small hard backed notebook which seems to cover my last term, Spring 1960, there are a couple of notes.

Library Books Out

Date Out	Date to be returned	Book
22/1/60	20/2/60	European Inheritance (W)

23/60

5/2/60

Feeding the Hungry

(the latter may link to a note at the front: 'Dolci – 326.5' – Danilo Dolci's book had a strong effect with me and added to my shock at visiting Calcutta a year earlier and hence my desire to do something to alleviate poverty.)

Some pages later, and again around the time of my Oxbridge entrance exams, there is another set of notes.

Recommended Reading

Bertrand Russell reading.

Hist[ory] Tod[ay] 1958 – p.527 'All men are created equal'

History 1958 Beloff – "political leadership in Am'

Brogan and Laski

Gunther – Inside America (Breckenbridge)

Frank Thislethwaite – The Grt Experiment

Encounter – [eight issues, with page numbers are listed, e.g. 43, p.17; 44, 23, 26; 51, 19 'funny'. Three have asterisks against them.]

The Sure Thing - Merle Miller

New Statesman – p.668 – 14 November 1959 – children's

Reading

Notestein, Wilson JVI and 1, Wedgewood, Social Historian

'How to read the bible aloud

'In the steps of St Paul' Morton

Carrington 'British Overseas' 'British Colonial Policy'

*

There is a middle sized hard-backed brown notebook titled 'Reading Log' 1960. This was a particularly important period of expansion of my thoughts. My A/S levels were over and I had been offered a County Scholarship on the condition that I gained entrance to an Oxford or Cambridge College. But with the end of National Service and increasing wealth, and just before the founding of a wave of new universities, places were difficult to obtain. So my chances were not great. It was important to have a broad range of knowledge to impress the dons – so this spurred me on, I suspect.

Almost at the end of the volume there is a 'List of Books read. Easter Term 1960' Against each of them there is a kind of graph (and also ticks) which presumably suggests what proportion of the book I read. I shall turn this into rough fractions – in the cases where I did not read the whole book.

- i) Spiral Road – Jan de Hertog
- ii) Scoop – Evelyn Waugh
- iii) To feed the Hungry – Danilo Dolci
- iv) Topics and Opinions – Collected (one third)
- v) Your God is too small – J.B. Phillips
- vi) Surprised by Joy – C.S. Lewis (one fifth)

- vii) Scientific proof of God – Henderson (one fifth)
- viii) The Nun's Story
- ix) Art of Writing – Quiller Couch (one fifth)
- x) Velvet Studies – Wedgewood (one eighth)
- xi) Historian's Craft – Marc Bloch (one eighth)
- xii) Historical Essays – Roper (one eighth)
- xiii) Ben-Hur - Lew Wallace
- xiv) South Wind – Norman Douglas
- xv) Moonraker – Ian Fleming (one fifth)
- xvi) Short Stores from the New Yorker

What strikes me first about this list is the considerable amount of Christian-related reading. I think that this was the phase when I was going through my most devout phase, with boys' camps at Iwerne Minster etc.

The list is reflected in a further one at the end of the same log, as follows. [Page probably refers to another book where I made notes – to check].

Under date due back there are ticks for all of them except for 'Art of writing' which has a note 'Not actually returned?'

Books out of school library

Book	Authors	Date out	Page	Date Due Back
EUR INHER	Barker	22/1/60	(6)	22/2/60
Art of writing	Q-Couch.	3/2/60	(10)	3/3/60
Feeding the hungry	– Dolci	9/2/60		
Historical Essays	– Roper	14/2/60	(15)	12/3/60
Historian's craft	- Bloch	14/2/60	(15)	12/3/60
Velvet studies	– Wedgewood	14/2/60	(15)	12/3/60
Use of history	- Rowse	17/2/60	(17)	15/3/60
Historical Evidence	– George	17/2/60	(17)	15/3/60
'also returned How Heathen is Britain and South Wind'				

Looking at this further list, it is striking how much there was on historical methodology; five out of eight of the books were on this. Obviously preparation for my Oxford entrance exams.

Finally, on the back two pages of the 'Reading Log 1960' there are various notes as follows.

Revue of Danilo Dolci. Spectator, Listener – Times etc. book review

Writing English – Graham Campbell – (L.6.H.)

Recommended books

VOSS - Patrick White

- Diary of Anne Frank
- C.S. Lewis – Broadcast Talks - model 10 minute talks
- Charles Williams – Many Dimensions, *War in Heaven* etc.

H-T [History Today]

Avenues of History – Namier

See ‘*Historographia*’ History – its purpose and method

History and the General Reader – Essay

G.M. Trev[elyan] “Autob[iography] 901 824 TRE

Kenneth Tyson (Volume of essays – *like* Declaration)

John Osborne’s – very bad

T-Roper’s essay on Toynbee Millenium (Encounter) – scathing

“*History*” – Butterfield – *read soon*

“Events are stronger than the plans of man” – Bismark

“History is more cunning than any of us” – Lenin

The man that hath no music in himself,

Nor is not moved with concord of sweet sounds,

Is fit for treasures, stratagems and spoils.’

“The Stars grow pale’ Karl Bjarnoff (v)

‘The Big Fisherman’ – Lloyd C

‘Demetrius and the gladiators’

‘The Robe’

JAMES JOICE (sic)

Feb 51 – A. Bullock ‘The Historian’s Purpose’

497. July 54 ‘The Historian’s Craft’ – L.B. Namier

James Joll H-T “German History”

Again there is a lot on historical methodology, with a little Christianity and novels thrown in.

It looks as if we were recommended books to read in the holidays. In the ‘Reading Log’ for 1960 there is the following list, presumably in the Easter Holidays – after which, having secured Oxford entrance, I did not return to Sedbergh.

Recommended (Holidays)

- Biographies on Lord Melbourne (2)
- Life of William Cobbett
- Bryant – Years of Victory
- Trev[elyan] Social History
- H.W.C. Davies – Age of Grey and Peel
- Prose of Romantic Period *
- Hammond – Rise of Mod Industry
- T.L. Peacock “Crochet Castle” (v inventions)
- Marryat “Peter Simple” “Mr Midshipman Easy”
-
-

Reactions to reading various books – not set texts.

In a small thin soft-back notebook called ‘READING NOTEBOOK – Clio’ I have made the following observations. I shall omit the summary of the stories of each,

which are quite lengthy – especially in the case of *Jane Eyre* (4 pages), and just include my critical comments (in original spelling!) It is interesting that although these were not the formal set books, there are marks on them which show that they were part of the course work.

Jane Eyre

'This story is mainly notable for its frankly revealing tone. There is no concealment, no real attempt at deceit, it tells in simple terms the love and feelings of a deep-thinking yet humble girl. All through the hardship and tribulation of her early years there is hardly any bitterness. There is a vein of humour in which Miss Brontë can look at herself in a detached way and smile wryly. This raises the story from a pitiful level. Religion and morals are brought into the story, but do not seem to strain possibility. Although we may feel that Helen Burns' thoughts are advanced for a girl of twelve yet there is pathos and sweetness in them.

I found the death of Helen to be one of the most stirring passages in the book – it moved me to tears. In fact I enjoyed the account of her schooldays the most, although they made me feel an ingrateful wretch for being dissatisfied with House Food, heating etc. But it gave me a great sense of happiness to realise that there were sincere, humble, kindly, high-principalled women who thought deeply on the problems of life.

This is a truly amazing novel. Holding one gripped even by the most trivial events. The author seems to have maintained in most parts the two antagonistic principles laid down by Cecil as the main ones facing and necessary for a novelist. These are credibility, or the narration of events which could and might easily happen, and interest ie making these events interesting in themselves.

MARK Alpha —

(Tip – I read the first part (10 Chaps) on the fells (Frostrow) above Sedbergh. I found that with the wind sighing through the heather above me (I was in a little valley by a stream) with only an occasional sheep staring down I could really enter almost physically in the spirit of the book.)

'THE SMALL MIRACLE' Paul Gallico

'This is a touching little story of a boy peasant living in modern Assisi... [summary of one page]. This is an extremely simply told story. It does not delve into characters or situations. But it is a beautiful little miniature, with every tiny detail carefully and simply sketched in. A pleasant and satisfying story.

Beta+++

(Note – I read this while taking a bath – quite satisfactory)

'The Old Man and the Sea'

'I would call this a classic of the sea. It captures the feelings and innermost thoughts of a "unusual old man," setting them in a background of excitement and hardship.' Then there are two pages telling the story, but without any serious analytic comment. The mark given at the top is Alpha—?—[I was clearly getting into the spirit of academic marking!]

'The Masters' – C.P. Snow

'This is a fairly modern novel dealing with the workings of a college election.' There is no further comment, but in the back of my **Brown Book** for Winter 1959 there is a note:

The Masters – C.P. Snow – “Gratitude isn’t an emotion, but the expectation of gratitude is a very lively one.”

*

Another set of commentaries is contained in a hard-backed book entitled **READING LOG 1960**. (The second part of the book is headed ‘Thoughts and Ideas’).

There are a number of extracts, commentaries and other materials as follows.

My first commentary/criticism is on 16th January of *The Spiral Road* by Jan de Hertog. 8hrs (presumably the time it took to read) is written at the head, and also v.g.

‘A long book – but difficult to put down for a second – it deals with the lives and actions of a small group of people who find themselves called by some odd quirk of circumstance from Amsterdam to the steaming forests of Indonesia. It tells of the battle of men for their souls – of men being thrown and wrenched by the jungle wilderness – of the struggle of white magic – Christianity against black, of the faith of saints against leprosy. Of the will of man against lust desire and passion. Perhaps the characters Anon Zordager (and his wife Else), Willem and Betsy – one an alcoholic prostitute now a saint running a leper colony are too intense, are larger than life. Yet with its racing speed, its horror (of the man-degenerate Frolick and his ghastly fate) and its lunging, twisting inspection of thought it poses many problems – the problem of suffering – the nature of true faith and suggests several tentative answers.’

I can see that this book, particularly the battle between lust and Christianity, and the anthropological encounter with the wild and primitive, was just what I would have enjoyed! I still remember my heady excitement. I suspect I chose it for myself – I do not think the school would have recommended its steamy sensuality.

Nor would they have recommended the next book, which continued a theme of children’s stories and fairy stories which was an important part of my life from the Dragon Days onwards. This book was particularly relevant with its ‘return from the Raj’ theme which mirrored my experience. Note also the Christian flavour to the comments. It is interesting that I did not dismiss it as ‘sissy’ or beneath my age.

The Secret Garden [No author given, but of course Frances Hodgson Burnet]

‘On the cover this is described as a book that will appeal to girls of from 12-14 – undoubtedly but it would – I feel sure appeal to most people. It is a simple story – told in the simple language of a parable. And one can indeed imagine our saviour telling this story to the gathered children – it is so full of goodness, freshness and happiness.

Opening in India it describes the growth of a sickly, spoilt Indian orphan from a precocious youth into a natural, pleasant girl in the “secret garden” of an old Yorkshire manor-house. It tells also of the recovery of an ill, spoilt young boy who, by watching the garden change – by seeing the buds on the trees and by sharing the joy of living forgets himself and looks around him.

It is wonderfully fresh, vivid, enchanting, like a breath off the green moors around the secret garden that clears away some of the fetid air that hangs dripping in our brains.’

The next book is one which I re-read several times and always delighted me. It is part of the ironic, satirical, theme which I am glad to see well represented in my reading in my last years – “Saki”, Oscar Wilde, Shaw and others.

An amusing book recounting the month during which a strong-willed young lady clears up the "muck" from an old-fashioned farm belonging to the "Dooms". It is a take-off of all the more earthy and gloomy country stories – including such improbables as the moody Reuben, the lustful Seth and of course Great Aunt Ada Doom – a highly diverting story in which everything turns out for the best.'

There are then twenty-one pages of combined summary and analysis and commentary on *Your God Is Too Small* by J.B. Philips. Since this fits best with my readings and thoughts on religion and divinity at this time I shall deal with it there.

The next book, whose editor is not given, was called 'Topics and Opinions', a collection of articles. My summary is as follows.

i. On food-production – Fred Hoyle

He says that if the world population stays the same as it is then by i) New methods (chemicals etc) – 50% and ii) Cultivation of equatorial forests (rich in sun and water = 100% the world food could just about be sufficient.

ii. On the Appalling popularity of music – Constance Lambert

- he says that though the music of the B.B.C. is good it is everywhere – in ever pub etc – we cannot get away from it. Classical music is vulgarized etc – we feel sick when we hear Bach etc.

iii. History and the Reader – Trevelyan

What it does – key to literature (Literature unlike music – allusive –rooted in the soil and its times), art and monuments of the past. Also raises and attempts to answer two great questions

i) what was the life of men and women in the past ages? ii) How did the present state of things out of past? Past for its own sake.

i) Enlarges mind and imagination imprisoned in the present. "we get glimpses of other worlds, human and faulty like ours, but different from our own, and suggesting many things, some of great value, that man has thought, experienced and forgotten.

- the motive of history is at bottom poetic
- - historians enthralled by the mystery of time, by the mutability of all things, by the succession of the ages and generations.

ii) The light it throws on the present. – you cannot understand your country – or even your own opinions, prejudices and emotional reactions unless you know your history – certainly not other countries – we often have misconceptions – (Irish live too much in the past)

- we become wiser, if we study the problems of humanity in the past ages – can do so without prejudice – with knowledge of their outcome and consequence – cf present day problems i) Ignorance ii) Prejudice iii) No knowledge of consequences – more inclined to be broadminded – less at mercy of newspapers and films because we will realise no short cut to truth – the tangled skein of human affairs.
- - it is the duty of historians to make history as fascinating as possible – or rather not hide its fascination under learning.
- "the proper study of mankind is man"
- History is the cement that holds together all the studies relating to the nature and achievements of man"

iv) Life in other worlds Sir Harold Spencer

- what is essential? Oxygen – an atmosphere – water – nor extremes of temperature – if there are these conditions does life necessarily exist there? – origination of life on this planet – this planet came from the sun: no life (a single living cell could not exist there – too complicated a structure from a chemical point of view).
- History of earth 3,000,000,000 yrs approx.
- - did life develop spontaneously because conditions were suitable? Or a Creator?
- (no biologist has ever created life) – therefore we do not know the conditions necessary to make it develop spontaneously
- a) Solar system
- Mercury – devoid of atmosphere (too hot and cold)
- Jupiter and Saturn – no oxygen and water – also intensely cold – ammonia and marsh gas
- Uranus and Neptune – even colder – ammonia and marsh gas
- Pluto – probably not atmosphere so low temp that no oxygen or nitrogen – all small satellites – lost atmosphere – satellites of Jupiter – Callisto and Gannymede – but no atmosphere. Venus – hidden by a thick layer of clouds therefore difficult to tell – no proof that there is not water-vapour and oxygen – just cooling.

- *

- The book that perhaps influenced me most was J.B. Phillips *Your God is Too Small* (1952). In my last year at the school I took many pages of notes from the book. Here is roughly a sixth of my notes, just to say the great attention I gave to his arguments. It concerns a problem, of pain and sin, which has preoccupied me over the years.
-
- x) What sort of people does God intend to be?
- - a complete reversal of conventional values. *Beatitude.*
- *Happy are those who realise their spiritual poverty - they have already entered the Kingdom of Reality*
- *Happy are they who bear their share of the world's pain: in the long run they will know more happiness than those who avoid it.*
- *Happy are those who accept life and their own limitations: they will find more in life than anybody.*
- *Happy are those who long to be truly 'good': they will fully realize their ambition.*
- *Happy are those who are ready to make allowances and to forgive: they will know the love of God.*
- *Happy are those who are real in their thoughts and feelings: in the end they will see the ultimate Reality, God.*
- *Happy are those who help others to love together: they will be known to be doing God's work.*
- -
- - God is here providing the key to the world's happiness - imposing the true order.
-
- 5. What are we to make of pain and disease, injustice and evil?
- - Christ accepted them as part of the stuff of life - he promised enough courage and joy to overcome these things.

- - no explicitly explanation of the existence of pain and evil.
- - implied facts.
- (a) *The "breaking of the rules" means suffering*
- - the operation of self-love on a large scale - therefore widespread "infection of suffering"
- - only way out - re-centre our life on god.
-
- (b) *"Definitely spoke of a power of spiritual evil."*
- - whether a fallen angel or the effect of cumulative selfish living - there is a Satan
- - evil not a mere perversion of good.
-
- *X Further Basic Questions*
- *What is the truth - about sin and forgiveness?*
- - the more we feel God - the more we feel sin & failure.
- i) *We are not concerned with "artificial" guilt or sin.*
- - promoted by conscience - certain standards and taboos
- - the proud and correct feel "right with god" - the sensitive and humble feels hopeless for the wrong reasons
-
- *2. We are not concerned with mere comparison with perfection.*
- - he does not intend us to feel continuously humiliated compared with him - feeling of inadequacy quite different from "conviction of sin"
-
- *3. Not concerned with mere humiliation*
- - but i) *When a man sees the vast designs of God in life and observes his own cheap little discordant effort of his life - real conviction(1955)*
- ii) *When a person suddenly realises the hurt he has done to others by his own self-centredness*
- iii) *- you may see in someone else the sort of person you might have been*
- iv) *- self-centred and evil people fear the good.*
- - when the sense of strength and goodness touches a man - he is convicted of sin - when Reality breaks in
-
- *XI. Christ & Sin*
- - man when he feels sin wants to atone
-
- - love is a prerequisite of forgiveness *"Except ye from your hearts forgive everyone his trespasses neither will my father forgive you..."*
- - refusal to harbour truth and love makes reconciliation with God impossible.
- *Wherever and whenever Christ appeared evil would clash with Incarnate Good, and whether it was a cross, a hangman's rope, a guillotine, or a gas-chamber, Christ would choose to accept death for humanity's sake.*
- - *We see in God's desire for atonement a change from JUDGE to Lover and Rescuer*
- - let a man once see his God Down in the arena as a Man, suffering, tempted, sweating and agonised - he is a hard man indeed who is untouched.
-

The next book is *Surprised by Joy* by C.S. Lewis followed later by the same author's *Screwtape Letters*. I found Lewis particularly interesting not only for his 'Narnia' books, but for his attempts to explain sin, temptation and inspiration. His account of his

boarding school education was particularly relevant, and here are my notes on that book, and brief notes on his *Screwtape Letters*.

Surprised by Joy (1955)- C.S. Lewis

i) *The first years.*

"Happy, but for so happy ill secured" - Milton

b. 1898

- from the age of 1-7. His parents completely different from each other and him. Lewis - passionate Welshman, Hamilton - tranquil intellectual

- no religious teaching - read and wrote widely - great interest in 'Romantic' stories *Morte D'Arthur* etc - his stories of animal-land without beauty.

BUT 3 touches of Joy (stabs)

i) When his brother brings in a little garden on a tray.

ii) When he reads "Squirrel Nutkin" falls in love with Autumn.

iii) On reading some Longfellow

"I heard voice that cried,

Balder the beautiful,

Is dead, is dead —"

- Stabs of Joy (different from happiness)

Joy - only common thing with Happiness and Pleasure - anyone who has experienced it would want to experience it again.

- almost a particular kind of unhappiness or grief - anyone who has tasted would even exchange it for Happiness or pleasure.

- in these experience - surprise and sense of incalculable importance - something in "another dimension"

- a sensation of desire - but before I knew what I desired, the desire itself was gone, the world only stirred now by a longing for the longing that had just ceased.

II CONCENTRATION CAMP

Relating his terrible years when a boy of 8-15 at a 15-boy school in Surrey. The headmaster 'Oldie' was probably insane and the whole effect was useless for the intellect - he does not learn anything - but it is here for the first time that he takes some interest in religion. the two contributions of the school were.

a) They - like his father's increasing rhetorical and passionate anger - drove him to comradeship with his brother and friends.

b) It shows that the present and immediate do not matter so much. At the beginning of a term 'hope' and 'faith' are gratified - teaches you to live by hope and faith - beginning of term as hard to realise holidays as heaven.

- learned not to take present things on their face value.

III Mountbracken & Campbell

- natural result of a boarding school - children grow up strangers to their next-door neighbours.

[Here the notes on this book end]

Screwtape Letters (1942) - C.S. Lewis

Screwtape - Uncle - a senior tempter

Wormwood - a junior devil on earth who is having a difficult time to tempt a man.

- it comes from Lewis's own conscience about 1940 - LETTERS
- he makes the man meet the wrong sort of people
- try and make him feel "What a good boy am I" - make the man feel he is doing well.
- insidious temptation to Parson - adapt the Christian faith to the congregation.
- by having a favourite collection of psalms & lessons - stops any truth trying to break through.
- everything upside down "Our faith which art below"
- attacks the Christian just after he has been converted.
- makes him proud (ref 7 deadly sin)
- technique - suggest improper thoughts - PROUD

There is then a detailed account of an article of Herbert Butterfield's 'The Role of the Individual in History', in *History* (February, 1955) which I shall deal with under my account of my history reading, below.

The next book treated is *The Nun's Story* by Kathryn Hulme.

I interpret the book and add my own feelings at the time, which makes the summary more interesting.

The Nun's story - Kathryn Hulme

"The spirit bloweth where it listeth" was well known to Wordsworth and all of us at times feel a sudden uplifting - a sudden clearing of the mist before us. Perhaps I am more fortunate than some - but not many I feel - in that I can turn on this spirit by the use of a magic formula - books. I took up the above book in order to renew again my failing strength and it succeeded. I am refreshed.

The bare outlines of the story they are confined within the years 1929-42 and the space in which the talented and strong-willed Belgian girl Gabrielle Van der Mal attempts as Sister Luke to live a life of increasing perfection as a nun in an order. [Further page of description of content... - including mission work in the Congo]. This is in the category of books which stimulates - which forces the brain to answer or seek to answer many questions. I felt that as I read. Unfortunately since I read it - only two days ago - I have read a different kind of book - *Ben Hur*. This leaves with a kind of drowsy aching sadness. [Shades of Keats - Alan] It does not stimulate to action but fills with sadness and a desire to be treading again its golden pages. But I will try to recapture some of the purity and goodness and positive advice I received from the first novel though it is hard to shape it into words.

The order is seeking perfection in its members - but what is the perfection? It is perfect obedience and discipline. From the first the postulants are taught to be ruthlessly self-critical to watch their every action and even motive and try to attain to perfect humility. "It is a life against nature" in which hardly a personal feeling or emotion is allowed. Friendships must be shunned, even love for certain surroundings must be stifled and broken. Disobedience as a symbol of pride and individuality was punished harshly - the aim was to lose oneself in the community to become a praying, passionless, devoted, Christlike nun.

The first question which arises is - what does God want of us? How far does he want us to go? Does he want us to belabour ourselves - to torture ourselves to perfection - must we a) give up the world?) Not marry - chastity - here the cataloging cannot go on because it is obviously unsatisfactory to try to do it like this. The big lesson is - we are not perfect - but each day of our lives we should look back over our day and attempt to pull ourselves laboriously towards perfection. In the end our every thought and action should be automatic - we no longer exist as ourselves but are living Christ's - every vice of the world should leave us untouched.

For the Nun in the story this was too much. She could understand God's ways up to certain point - even such strange acts as the giving up leprosy to a saintly man who had given up his life to their care. Often we ask with her Why? And this is one of the virtues of the book it makes us question with her whether the basic principles of the whole order are sane. She fails to suppress her whole individualism, her desire for instance to help others despite her mother superior's orders. Therefore she decided she must abandon the life - perhaps her bravest deed. This is a deeply-moving and penetrating study of human conflict.'

The next book, or at least the analysis, was clearly written in the school sanatorium, for it is headed 'San – 12/3/60' – I was ill quite a bit that last term. It is an analysis of *Ben-Hur* by Lew Wallace.

'This is in many ways a contrast to my 1st book The Nun's Story. It is full of splendour and force of the epic story of the roman Empire during the life of Christ. It is, however far traveling, a closely knit story – for there are threads such as the emergence of Christ or the life of the wiseman. [There is then a two page narrative of the story – woven around the life of Christ.] The story is lively and deep-flowing and there is a peculiar unity about it – it seems to knit itself together well. At times it is very moving – painting a strong picture of family events and daubing them with previously unnoticed colours. The style is vivid – the painting is of a wide and sweeping nature. But after the Nun's Tale it all seems, except for a few passages, rather shallow. There is no deep probing into human motive or character. Ben-Hur or Messala even never attain a clear picture in our mind. Despite this it is a moving and most enjoyable and thought-provoking epic.'

There is then a brief analysis of a newspaper, as follows.

NEWSPAPER

29th/2/60 – times (of May 1959)

- Road Accidents

2x people killed by dangerous driving than other forms of murder yet no punishment or social disgrace – why?

- i) Reckless irresponsibility but not criminal intent
- ii) We might one day do it – too near us
- iii) More difficult to lay the blame exclusively
- iv) Lady Wootton "middle classes won't condemn since which to which they themselves confess"

Writing for the Radio – the especial problems and also rewards for those who write in this medium. It restores drama to its Elizabethan stage – where words are the central theme – where there is no localization.

- Marlow, Shaw and Noel Coward good in the wireless (they use words for their own sake) – Sh[akespeare] though attractive in his poetry – wrote for the stage
- Discussion and fantasy very suitable – dialogue can carry a play-without extraneous sound effects.
- - with its freedom localization the loudspeaker encourages imaginative writing. (viz Under Milk Wood) shows the ability of the microphone to leap from place to place – mood to mood – time to time.

The next book is one which had a very considerable effect on my life, *South Wind* by Norman Douglas. This was recommended to me by Andrew Morgan I think because he felt that it would provide a corrective to my rather puritan upbringing and evangelical Christianity. I had long thought that I read it as holiday reading – Andrew used to suggest a book for us to read in the holidays. But I see from above that I read it during my last term.

SOUTH WIND – Norman Douglas

'There are two aspects to this book. The external warmth and the provoking conversation. It deals with the life on the Island of Nepenthe in the Mediterranean during the visit of an Anglican bishop Mr

Heard. It is "full of the warm south – the true the blushful Hippocrene with beaded bubbles winking at the brim." Full of the heat, of the restless South wind which fans the vine-clad mountains rising from the deep blue sea up to the deep blue vault of the heavens.

Under the influence of this climate life is pleasant and the principal characters are able to indulge in leisured conversation. Certain passages of this conversation have struck me – either for their shattering heresy or their innate good sense and here are some selections.

'Sums up effect of book: Something had been stirred within him; new points of view had floated into his ken ... The structure of his mind had lost that old stability; its elements seemed to be held in solution, ready to form new combinations.'

EDUCATION

p. 48 "A sound schooling should teach manner of thought rather than matter." It should have dual aim – to equip a man for hours of work, and for hours of leisure... As regards the first, we cannot expect a school to purvey more than a trip of general principles. The second should enable a man to extract as much happiness as possible out of his spare time. The secret of happiness is curiosity. Now curiosity is not only roused; it is repressed ... How much time is wasted! (on say) Mathematics ... as a training to the intelligence is harmful: it teaches a person to underestimate the value of evidence based on their other methods of ratiocination [the process of reasoning]. It is the poorest form of mental exercise – sheer verification; conjecture and observation are ruled out ... useless to the ordinary man ... [if you mention utility of Isaac Newton don't forget it was preeminently his anti-mathematical gift for drawing conclusions from analogy which made him what he was. ... Surely all knowledge is valueless save as a guide to conduct. (- should be more down to earth – physiology, juris-prudence, sociology) "I think modern education over-emphasizes the intellect. You cannot obtain a useful citizen if you only develop his intellect."

2. (p 81)

-The Need for a universal language

"What a pity that Latin, a scholar's language, was ever abandoned! Knowledge would gain by leaps and bounds. There would be cross-fertilization of cultures. Men have lost sight of distant horizons. Nobody writes for humanity, for civilization; they write for their country, their sect; to amuse their friends or annoy their enemies. ... (there is a tendency at work at the moment needing synthesis) mediaeval minds knew many truths hostile to one another. All truths are now seen to be independent.

3. Contrast of North and South

We have only a certain amount of energy at our disposal. It is not seemly to consume every ounce of it in contest with brute force (as North). Whatever fails to elevate the mind is not truly profitable. Tell me, sir, how shall the mind be elevated if the body be exhausted with material preoccupations? (as in N) – battle with elements – clothing, heating, housing, food etc.

BUT living in our lands, men would have leisure to cultivate nobler aspects of their nature. In the Mediterranean lies the hope of humanity.

4. Pleasures watered down.

This lust of handling (everything) – what is its ordinary name? Democracy. ... Men have learnt to see beauty here, there, and everywhere – a little beauty, mark you, not much! They fail to realize that in widening their capacity of appreciation the dilute its intensity. They have watered their wine.

5. Why do politician's exist.

....That venerable blunder (the perfect state): to think that in changing the form of governments you change the heart of man. Conceive, now, the state of affairs where everybody is more or less employed

by the community – in some patriotic business or another! It would be worse than the Spanish Inquisition! Nothing could save him under socialism.

6. Oblivious to others opinion.

“Do not be discomposed by the opinions of inept persons. Do not swim with the crowd. They who are all things to their neighbours, cease to be anything to themselves. A man’s best weapon is his intellect – a weapon must be forged in the fire (of tribulation). It must also be untarnished (clear)

“What is all wisdom save a collection of platitudes? ...None the less these saying(s) embody the concentrated experience of a race, and the man who orders his life according to their teaching cannot go far wrong. But Has any man ever attained to inner harmony by pondering the experience of others? Not since the world began! He must past (sic) through the fire.”

7. Life on Nepenthe >< England ... its effects.

“Life here is intense, palpitating, dramatic – a kind of bloodcurdling farce full of irresponsible crimes and improbable consequences.

The scenery of Nepenthe its effect. The bland winds, the sea shining in velvety depths as though filled with some electric fluid, the riot of vegetation, these extravagant cliffs. ...Northern minds seem to become fluid here.

There is something in the brightness of this spot which decomposes their old particles and arranges them into fresh and unexpected patterns. That is what people mean whey they say they discover themselves.

8. The 10 commandments.

Thou shalt not steal.

Honour thy father and thy mother etc.

“They are inappropriate for modern life; their interest is purely historical. We want new values. We are no longer nomads. Industrialism has killed the pastoral and the agricultural point of view.

9. Insignificance of life.

Our lives are perfectly insignificant, aren’t they? We know it for a fact. But we don’t like it. We don’t like being of no account. Consequently we invent a fiction to explain away that insignificance – the fiction of a person overhead everlastingly occupied in watching each of us.

10. Laws of morality – change?

Granted it changes slowly. Because the proles whose product it is change slowly. Cf. intellectuality product of the upper sections of the community.

Morality changes.

All morality is a generalization and generalizations are tedious.

- why should we approve or disapprove of anything that does not affect us?

11. Greek beauty

Mystery, authority – lasting.

(everyone respectful)

12. Progress and civilization

Do they mean more than – there are perpetual readjustments going on. They are supposed to indicate an upward movement, some vague step in the direction of betterment which, frankly, I confess myself unable to perceive. What is the use of civilization if it makes a man unhappy and unhealthy? The

uncivilized African native is happy and healthy. The poor creatures in the slums of London are neither! I glance down the ages and see nothing but – change!

Progress is a centripetal movement, obliterating man in the mass. Civilization is centrifugal; it permits the assertion of personality. Progress subordinates. Civilization co-ordinates. “You might call civilization a placid lake – and the other a river or torrent.”

American – PROGRESS

The old world – CIVILIZATION

13. Temperance – of prime virtue?

Exercise of our faculties and organs in such a manner as to combine the maximum of pleasure with the minimum of pain”

14. Difference between North and South

North – That is wrong – ethical note.

South – That is not pretty – aesthetical note.

The almost hysterical changes of light and darkness, summer and winter. Which have impressed themselves on the literature of the North are unknown here. Northern people are prone to extremes. The Bible is essentially a book of extremes. It is a violent document. – but no passage commending the temperate philosophic life yet “temperance – all the rest is embroidery”

15. Apples

I don’t like apples in any shape. A sour kind of potato I call them. They eat an awful lot of apples in our country. Apples ought to be taxed. They ruin the female figure. I’m not sure they don’t sour the character as well. “

16. ENGLAND from NEPENTHE

- How would it compare with the tingling realism of Nepenthe? Rather parochial, rather dull?); grey-in-grey; subdued light above – crepuscular emotion on earth. Everything fireproof, seaworthy. Kindly thought expressed in safe unvarying formulas. A guileless people! Ships tossing at sea; minds firmly anchored in the commonplace. Abundance for the body, diet for the spirit. The monotony of a nation intent upon respecting laws and customs. Horror of the tangent, the extreme, the unconventional. God save the King.

- in the South the canvas is overloaded.

Quote from ‘Nation’

Mr Douglas uses the island of Nepenthe in the Mediterranean, with its suggestive landscape, its persistent south wind, and its peculiarity of remoteness and strangeness for extricating the original, the perverse, the striking and eccentric in attitude or theory”.

Looking back now, fifty years or more later, I can see how exciting and destabilizing this must all have been from my experience in Sedbergh. I had already experienced a little of Mediterranean culture in northern Italy the previous summer on my tour. And of course Assam was a land, certainly in my imagination, full of the warmth and craziness of Nepenthe. So not only were my senses aroused, but also my puritan religious absolutes were challenged. Bracing stuff.

The next is a short summary of an article ‘Portrait of the Beatnik’ by Caroline Freud in the journal *Encounter*. [The term beatnik was coined in April 1958, according

to Wikipedia]. This is relevant to the wider theme of the pop/rock revolution dealt with elsewhere.

‘The beatnik is a luxury product, the revolutionary who offers no threat, the rebel without percussion – who shock and scandalizes without causing a repercussion – it enjoys the support and recognition of the society it flaunts – the middle-class

meaning “the beatific one” *not* ‘beat – downbeat or ‘liked’

- ideal – “cool hipster” the man who is “way out”, who doesn’t “whig” care

language cut to maximum – soul of brevity –

“sets the scene” – tells a story

- “gigs” = when he works. “floats” when he’s drunk.
- “grazes” when he’s drunk. “bends” when tired
- ‘Dig’ = yes Drop (dead) = no
- chick = girl cat = boy “pad” his shack
- light up on muggles = smoke marijuana – “search for the inner luminous experience”
- “way-out” designs = real cool
 - “hustle” = do paid work (should never do this)

The tools of reading and writing

General overviews of how to approach reading and writing

Until I started going through my notebooks, I would have said that we were very much left to our own devices – given things to read and write about and then corrected when we made mistakes. Perhaps we were given the odd talk about style or suchlike, but on the whole I did not remember anything about formal instructions on the tools of thought in application to reading and writing. It now turns out I was wrong.

One of the extensive sets of notes I made on general themes was from a book by Hadley. There is a hard-back brown notebook entitled ‘Style and Appreciation’.

This starts with 6 pages of notes on W.Hadley “Comprehension and interpretation for 6th Forms”. Since the methods here became so important and internalized, I will give a small part of the notes I took from Hadley.

- (i) *Process for paraphrasing.* (a) Read through 2 or 3 times (b) Make full notes of the chief points in the passage. (c) Write the answer (by adhering to the notes and not following the passage)
- (ii) *Précis*
- (A) *Actions* – (a) Read through passage several times (for the meaning) (b) Supply a title (short + snappy) (c) Underline – or copy out the main pts. (d) Make a rough draft (if time) (e) Make a final draft (compression if necessary).
- (B) *Style* (i) No padding. (ii) Not many illustrations. (iii) Do not “....” Unless there is good reason for it. (iv) Add nothing. (v) No corrections.
- (ii) *Paraphrase* (i) Same reading through. (ii) Add no idea, omit none (iii) In old piece – change only the archaic, syntax, word order (iv) Figurative expression – perhaps modernized?
- (iii) *Comprehension* (i) No reference to other passages relevant, just the passage that you are dealing with.
- (iv) *Related Themes* (i) Read thro’ 2 extracts – to get a general impression (ii) Read through each carefully. – put down notes under a certain heading (from each passage) (i.e. Method of treatment, literary devices etc.)
- (v) *Metrical Forms* Six Main types of [Here I will just give the main types, though the original has examples of each with symbols for the stresses etc.] (a) disyllabic – iambus, trochee, spondee (b) Trisyllabic (give greater rapidity or lightness to the verse) – anapaest, dactyl, amphibrach
- (vi) *Blank Verse* – introduced in 1557 by Earl of Surrey – influenced Shakespeare, Marlow, Cowper, Wordsworth, Milton (Comus, Samson Agonistes etc), Shelley, Keats, Coleridge, Tennyson, Browning, Mathew Arnold.
- (vii) *Heroic Couplet* – rhyming couplet – iambic pentameters – “Canterbury Tales” – first example – a free type – freedom – rhyme – brings it to a close. *Then Pope* – less flexible – Dryden – satire (Absolom and Achitophel) – Perfected couplet – vehicle for satire and didactic poetry (favoured epigrammatic terseness) – later

- a return to freer forms. Elizabethans – Flexible (Waller – Edmund – centre of change in taste)
- (viii) *Stanzaic Forms* (I) Spenserian stanza – first used in the *Faerie Queene* – consists of 8 lines of iambic pentameter followed by a last line – Alexandrine of 6 ft (rhyme ababbcbcc (Byron adherent). Ottava Rima – Italian origin – 8 iambic lines of five ft abababcc [Byron – Don Juan] ababcc
Ballad Verse – Hymnals [alternate lines of 3 or 4 iambic feet. – simplest and the most natural of metrical forms; - minstrels used it. Octosyllabic quatrain – 4:4
- (ix) *The Sonnet* Strict sense – octave abba abba followed by a sextet cd, cd, cd, or cde cde 1557 Tottel's *Misselany* – V. Imp. Petrarch – wrote sonnets (for Laura) – becomes a dramatic cliché (situation) (remote, cruel mistress). The later Elizabethans – freer sonnet form – ababcbcddefefgg – Milton, Wordsworth, Keats reverted to the Italian form. Rossetti, Mrs. Browning, Rupert Brooke.
- (x) *Other Verse forms* (i) *lyric* – short poem dealing with some single thought, feeling – *musical effect* – long harmonious vowels and avoidance of harsh consonants. – *subjectivity* (essentially an expression of the poet's own thought and feelings. Contrast – *objectivity* of traditional ballad story. (ii) *elegy* – lament for the dead – poem solemn, longing for something no longer present (Grey's *Elegy...*) (iii) *Ode* – a rhymed lyric – generally dignified in feeling and style – dealing with exalted or meditative theme – Pindaric Ode “Gray's Band” (See Modern English usage)
- (xi) *LITERARY DEVICES*. Figures of Speech (i) *Simile* – variety of comparison “strong as a lion” – exaggeration “Life, like a dome of many-coloured glass stains the white radiance of eternity” [Has remained a favourite quote from Shelley since then!] (ii) *Metaphor* – implied simile (hinted comparison) – very common. (iii) *Allegory* – a long, sustained metaphor. i.e. human life represented as a bridge over a raging torrent (Parable, fable) (iv) *Personification* – human life given to inanimate objects. (v) *Metonymy* – avoids ordinary or commonplace by naming object “scepter and crown” = king. Synecdoche – “A fleet of 50 sail” i.e. ships (vi) *Transferred Epithet* - imparts emphasis – unusual order of words. “The ploughman homeward plods his weary way”. (vii) *Zeugma* – single word refers to two words or clauses i.e. “My friend took his leave and my umbrella”. (viii) *Antithesis* – opposition of ideas – not used too much (Marked feature of 18th Cent) (ix) *Oxymoron* – extreme paradox. “An open secret” (x) *Epigram* – formerly on a sepulchre or monument – brief (Pope often) – “In the midst of life we are in death”. (xi) *Irony* – intended meaning opposite to that expressed by the words (revealed by tone) (xii) *Sarcasm* – the opposite – true meaning expressed in bitter or contemptuous words. (xv) *Hyperbole*. Deliberate exaggeration – no attempt to deceive. “They saw battle in his face: the death of armies on his spear.” (xvi) *Litotes* – deliberate understatement “no mean achievement” (xvii) *Euphemism*. – death ‘gathered to our fathers’ (xviii) *Circumlocution* – cloak small statement in a roundabout way – “feathered tribe” –

birds. (xix) *Consonance* “Raging rocks and shivering shocks” (xx) *Onomatopoea* “Dry clash’d his harness in the icy caves” (xxi) *Rhyme and Rhythm*. Rhyme – unifies the stanza, adds point to the couplet – not necessary. Rhythm is necessary. (xxii) *Repetition* – means of emphasis. “A horse! A horse! My Kingdom for a horse!” *defects* Tautology – A great big dog; Plonasm – a new innovation. (xiii) *Cliché* – “made the supreme sacrifice” (xxiv) *Climax* – rising, anti-climax (bathos) – often humorous

The above is a priceless set of tools for the middle class Englishman; the whole of this analysis is really like a tool kit for ruling the world through talk, the treasured art of rhetoric and logic and expression. I had not remembered how much I had been taught about all this.

Above all we were being taught about Irony, for after other definitions, there is a number of pages on the question of Irony, which is in another hand and hence probably not from this book.

*

There is another set of notes, clearly from a book (which became part of a famous dispute with Mathew Arnold, who wrote a book of the same name).

CULTURE AND ANARCHY (Frederic Harrison)

“The 2 Kinds of Poetry”

- Romantics
- Classical
- - difference between collapse – poise, abandon – control, narrow – wide angle of vision
- - narrow king [sic – dyslexia?] will not stand irony

FICTION – criticism of

- character-drawing, plot-making – *not* far enough
- really the aim should be to assess the quality of the mind
- a novel can fail in parts but succeed as a whole
- should not call up by ready-made phrases a prepared ideal.

The Essayist

Then + Now

Lamb altered and expanded the style. – affected the reader’s attention is drawn to *how* L says a thing not *what* he says.

Lamb charged it from serious to irresponsible attempts to be funny (viz Hilaire Belloc)

Imagery

Two kinds

Strikingly apt and illuminating v Contrived, Literary

*

As well as these there are a set of other notes taken from a mixture of lectures by David Alban and other sources. This looks like a lecture. (In the same book on Style and Appreciation).

“WIT” (See ‘S’ level: Wed)

- i) *Has speed* - gives it its effect by surprise – an *intellectual* surprise – a) by distortion b) Unexpected
- ii) *Province* – ideas and words. (nothing physical) – are they trivial. – illumination – speed – trivial/serious – surprise –
- iii) *A play on words* – wit on assonance.
- iv) Take one side of truth of original and shakes us with a fragmentary truth – same sound as original (“Genius is an infinite capacity for taking pains”) – quite serious and *good*.
- v) Accusing him of something you do yourself – “a petty sneaking knave” – he is condemning himself – though he does not know it – *IRONY* – notice economy – a serious statement
- vi) Lies in distortion – not profound – lighthearted – a piece of fallacious argument
- vii) Heroic couplet – very useful vehicle. *Illuminating* – it is human nature to be on the side of the force in power – *profound* – *irony (satirical)* – sardonic.
- viii) *Illumination by comparison* – not much connection – tragic, bitter, statement. – he was not given another chance – childish curiosity has to be restrained. Quality of meaning and originality (in contrast) – grim
- ix) Ironical snap at doctors – because they are butchers – the whole thing is loose – the level of truth is very low.

Again there is a great deal of attention paid in my learning to wit, irony, satire etc. This was all very valuable for the middle-class Englishman, wherever he went. High Table and promotion, depended above all on ‘wit’.

*

There is then a short piece on:
‘Metres in poetry’, showing with the use of the symbols ‘u’ and ‘-’ the difference between iambic ft, anapaest, trochaic and dactyl.

The next page I have copied out two partial lines as follows:

Under Milk Wood [Dylan Thomas]

.... The sloeblack, slow, black, crowblack, fishingboat-bobbing sea.
.... In the snouting, velvet dingles.

*

On p.85 of the same notebook there is one of the few pieces I have yet found on the methodology of writing which we were usually implicitly learning. Writing was my great weakness throughout – constant comments said the ideas were good, but the

essays not well planned and the expression clumsy and wooden. I am not sure whether the following was a talk by one of the masters, or taken from elsewhere.

“How to write an essay.”

I. *‘The beginning of an essay’*

- (a) An apt comparison – good
- (b) Make a connection with the rest of the essay
- (c) To indicate to the reader the way in which your mind is going to work → the general problem.
- (d) Don’t begin by repeating the question (inverted from question to statement).
- (e) *Define the terms of question.*
- (f) Control your knowledge.
- (g) Do not start with one of the main points
- (h) Do not confuse prefatory material and main body material.
- (i) Make up your mind about the shape of the sentence before you write it.

This is all useful advice and it is a pity the suggestions did not continue into the rest of the essay. In fact, what I have learned looking back, is that like any craft one has to learn it strictly and carefully and self-consciously. But once (in my case some 30 years or more later) it is internalized, like learning to play the piano, paint, or fish, it becomes instinctive and the less thought about the better.

*

I have come across another soft grey notebook headed “Style and Spelling” – Clio. Here are some extracts, to give its flavour.

‘IRONY (in Lear)

DRAMATIC IRONY – Actor not aware “Keeps your grace no better company?”

- Irony of meaning coming from whole play. “I cannot wish the fault undone – the issue of it being so proper”

IRONY OF MEANING – truth comes from the wicked – meaning unexpected quarter “I would fain learn to lie” – Truth from *Fool*, Goneril, Edmund

Irony of Circumstance – Edgar sane but pretends to be mad

Lear – he has a lot to say “What is the meaning of the play?” – he puts the truth where you *least* expect it.

Lear “Who am I?” – Fool “Lear’s Shadow”

IRONY

- use of words
- - between the two plots.
- - you can see this only after reading through – diff speaker – audience “What has your grace no better company”
- Irony of fate – we never get what we want until we’re past wanting it [Hardy]
- - nothing will come of nothing

There are notes for a talk by David Alban on
“Use your imagination”

What is the imagination.

- ii) *Tone* – when answering this sort of question – do not issue *final* statements – but discuss – suggest sensibly. [The conjectural method as I might teach my undergraduates – some humility.]
- iii) SUBJECT – *Imagination in relation to writing* (ideas put down on paper)
 - i) *What kind of imagination do we find in a poet?*
(Secondary) (a) *Creative* imagination – an impulse. What goes to it
(b) *Perceptive* (understanding of nature of) – see something more clearly (Primary)
- what does it consist of? [The original is in the form of a branching diagram, which is here reduced to text.]
REASON – Experience, Intelligence comes from i) Observation [noted with asterisk above] Poet needs “organic sensibility” – sharpness of senses. / The memory can move both ways – memory and conjecture connected.
- MEMORY – Impression, Retention, Recollection

INTUITION - feeling

Observation – MEMORY –

Impression – 1. “*Organic sensibility*” 2. *Intellectual Power* (This determines 1 – it manipulated and correlates the rest) 3 *Interest* (power) therefore *Attention* (from 3)

Retention – (once you get a good impression - you will *retain* it)

Recollection

*

In the hard-backed notebook on ‘Style and Appreciation’, p. 27v, there is a diagram to show the IMAGINATION. It is done in the form of a branching hierarchical diagram which I have tried to turn into consecutive text as best I can. The first division is between the *Perceptive* (Receptive) and the *Creative* (Active).

Perceptive is then divided into Reason and Intuition.

Reason – Experience, Intelligence, Observation –

MEMORY – Impression, Retention (note: the retentive faculty is usually good – but it depends on the impression), Recollection (*Will*) – needs training – a persistent effort.

Under Impression there are various heads:

Interest (a natural response of the mind – curiosity)

Attention [These are joined together to lead to...]

The *Will* (artificial interest) – concentration (centering of our powers of mind round a certain thing) Coleridge thought 1. Imagination both kinds 2. Sense of musical delight 3. Self-projection (See Sh. Def of Poetry) 4. Quality of imagery.

Organic sensibility

Intellect – analytical part (sorts the impressions – comparative) – Grt faculty of Shelley + Coleridge.

Creative (Active)

- creating of an equivalent of something *based on* what your mind has seen. Not an exact reproduction

Desire – to communicate, Express (release) – to make – impress (others)

*

In a hard-backed notebook on 'Style and Appreciation' just before (p.37) an analysis of 'The Tempest', there was a page headed 'How to Approach a Play'.

DRAMATIC QUALITIES? "willing suspension of disbelief"

- Probability, Natural, Characterization, Spectacle, Unity (dramatic).
- *CAN IT BE READ?* "a play read can move the mind as a piece of literature – poetry, style, meaning.

In the hard-backed notebook on 'Style and Appreciation', p.78 some notes, probably taken from advice by David Alban.

Don'ts of Style

- 1) Do not put in obviously.
- 2) A quotation must be right (100%)
- 3) Or allude to it
- 4) Don't have: 'Therefore...' or 'We can easily see that'
- 5) Do not be too sure of yourself – there are probably several different answers.
- 6) Do *not* generalize.
- 7) Do *not* exaggerate in written work.
- 8) Never use words you are not sure of.

Contexts

- Where does it take place?
- *Its place in the plot.*
- *Act I scene II etc* – place.
- *What has produced it?*
- *Who is it ad[dressed to]*
- *Comment on it* – irony, Sh. – what does it show in plot – what does it show in character (lover?, courage etc)
- *What happens after it?*
- Quote as much as possible "another part of the island"
- Explain obscurities
- Bring an image to the mind in the *place* "the banquet scene" etc.
- *- the purpose?*

RHYTHM

+ / - uu/ -uu/ - dactyl - Fast "The assyrian came down ...'
/-u/-u/ - trochee - bouncy
/u-/u-/ - iambic – reflective 'Grey's elegy in a country churchyard.

"How to approach poetry"

All communication has four things: -

- i) sense – what has he got to say?
- ii) He (author) communicates his feeling about the sense (his opinion)

- iii) Tone – the attitude of the writer to the reader
- iv) Purpose – why does the poet want to say this?
- v) [These refer to almost any communications – of course there are different amounts – can be even in inarticulate sounds or looks]
- vi) (a) vision – what the poet sees and understands, not just reason (logic) but also imagination.

At end of the 'Style and Appreciation' book:

CLASSICAL + ROMANTIC

The Classical

- outer world (man + society)
- resemblances, general laws, the typical order, symmetry, restraints [form] behaviour, duty, ethical

Romantic

In effect of outer world (nature on mind)

Feeling, personal, particular

Freedom, unfamiliar, imaginative, fantastic – ideal.

Soul experiences – sense of infinite.

In classifying work i) theme and general attitude ii) form and style.

Legal Temper	sympathetic temper
Head	Heart
Intellect	Feeling
Reason	Imagination
Reasoning	Intuition
Objectivity	Subjectivity
Restraint	Enthusiasm

*

There is further evidence that one of the main things we were being taught at sixth form was a style or tone of voice and argument that would be essential to success in whatever profession we entered, particularly the teaching world. This was 'Wit', comprising irony, humour, satire etc.

I have a few loose pages with the heading *ENGLISH* (D.B.A.).

The first page has a heading written in later in pencil, *WIT*

It starts with what look like extracts, with the heading *Murray's English Dictionary*.

- genius, talent, cleverness, mental quickness or sharpness
- quickness of intellect or liveliness of fancy, with capacity of apt expression
- brilliant or sparkling things, especially in an amusing way

- quality of writing which consists in the apt association of thought and expression, calculated to surprise and delight by its unexpectedness
- *Leigh Hunt* – wit consists in the arbitrary juxtaposition of dissimilar ideas for some lively purpose of assimilation or contrast (generally both)
- - minor wit – raillery
- - mixed wit – wit which consists of thoughts true in one sense of the expression – and false in the others

There then follows a table, which may be based on Fowler, *Modern English Usage*, which is written at the top of the page. It is probably compiled either by me, or David Alban, on the definitions of the various words.

<i>Word</i>	<i>Motive/Aim</i>	<i>Province</i>	<i>Method/Mean</i>	<i>Audience</i>
Humour	Discovery	Human nature	Observation	The sympathetic
Wit	Throwing light	Words/deeds	Surprise	The intelligent
Satire	Amendment	Morals/manners	Accentuation	The self-satisfied
Sarcasm	Inflict pain	Faults/foibles	Inversion	Victim/bystanders
Invective	Discredit	Misconduct	Direct words	The public
Irony	Exclusiveness	State facts	Mystification	An inner circle
Cynicism	Self-justific'n	Morals	Expose naked	The respectable
Sardonic	Self-relief	Adversity	Pessimism	Self

- amusing ingenuity of speech or ideas.

Wit

- association of idea in a manner natural, but unusual and striking, so as to surprise joined with pleasure.
- “what oft was thought, but ne’er so well express’d”
- assembling and putting tighter with quickness ideas in which can be found resemblance and congruity, by which to make up pleasant picture and agreeable visions in the fancy.
- Unexpected surprise
- Wit is a propriety of thought and words; or in other terms, thoughts and words elegantly adapted to the subject.

Reflecting on this, many years later, it strikes me that another reason why wit is so highly prized in academic circles is that it is precisely the conjoining ability, co-association or bi-association which Koestler and others talk about, ‘only connect’, which is the basis for all great discoveries whether in the arts, humanities, social sciences or hard sciences. Hence it is to be cultivated.

- The means by which the wit is produced
- Differences in quality of wit.
- By the sudden break.
 - by the *swift* way in which the artist gives us a picture
 - economy of words
 - by *insinuation*
 - complete change in style
 - he mirrors a common everyday scene – we have often experienced this.

- It gives us an image
- By the humorous picture it paints for us
- An apt association of thought and expression
- Assembling and putting together with *quickness* ideas in which resemblance and congruity
- Agreeable visions in the fancy
- Apt association of thought + expression

It is worth noting that much of the literature we formally studied, as well as were encouraged to read, had much of its sizzle from wit. From Shakespeare, Donne, Dryden, Swift and Pope, through to Shaw, Wilde, Saki and even Stella Gibbons, wit was a strong theme. We were to learn this most delicate of rapier-work.

- Again he gives us a picture – of the very clever girls
- the pleasure of unraveling the last lines
- its insight into human character and psychology
- by the speed in which he builds up the scene – give us the atmosphere
- by repetition of thoughts
- the subtle way in which her modesty is retained (in her own eyes)
- in the use (pleasing) of words
- propriety of words to the thought behind it

It is not clear what this was referring to, but it could well apply to Pope's 'Rape of the Lock', for example.

(e) - we feel superior
 arbitrary juxtaposition of dissimilar ideas for some lively purpose of assimilation or contrast
 association of ideas in a manner natural, but unusual and striking – surprise and pleasure
 we see no connection at first – then it suddenly dawns.

- (f) – By sheer logic of it (in some ways similar to (a))
- pointing out a logical conclusion – which if following one chain of reasoning seems true
 - But we can see another chain which shows its falsehood
 - There is a definite link in one way (clever) but –
 - We are sure that there is falsehood
 - Resemblance and congruity

*

Finally, I include a few notes on a particular aspect of what we were studying which was particularly hard for us to comprehend, namely the world of 'courtly love' without which parts of Chaucer would be incomprehensible. A loose sheet of foolscap, written on both sides, with notes 'From The Troubadours – H. Chaytor. "The theory of courtly love".' Clio

- majority of fair ladies - married
- 'Love' in troubadour poetry was essentially a conventional relationship, and marriage was not its object.
- Composed upon the analogy of feudal relationship

- Troubadour love the outcome of Germanic theory of knighthood modified by Mariolatry
- As a vassal owed service and devotion to his overlord – so to his lady
- Unmarried women – inconspicuous
- Thus there was a service of love as there was a service of vassalage, and the lover stood to his lady in a position analogous to that of the vassal to his overlord.

Four states in love

- aspirant
- suppliant
- recognised suitor
- accepted lover [lover formally installed by the lady, took on oath of fealty to her – implied that lady was prepared to let the troubadour sing to her – though meant to be secret – often an open secret.
- Transgression – probably exceptional “en somme, assez immoral”
- Love intellectual rather than emotional. Love an art restricted by formal rules.
- Qualities inspired by love: desire to live a worthy life, the desire to please, wisdom and self-restraint in word and deed
- This type of poetry – idealized, therefore. Begin with praise physically and morally perfect. He sighs and weeps all for her. – he cannot eat or sleep – grows thin and feeble – if passion unrequited (sometimes he breaks free – reproaches his lady)

Introduction – a reference to the season (infl on poets mind) – desire of lady or patron for a ??

Courts of Love

- entirely fictional (cts supposed to be in Avignon, Provence, Gascony – seat of justice held by some fam[ous] lady – sort of questions – could a lover love two ladies? – theory that they existed – generally rejected.

Expanding vocabulary, correcting spelling

It is clear that I was also trying to widen my vocabulary, for a few pages later there is a half-page headed “VOCABULARY”, with the following.

1. *Chasten* – to punish, to make pure, correct. To inflict punishment which results in correction. *Ex.* This illness had a chastening effect.
2. *Mendacious* = lying, untrue.
3. *Discrimination* = (A) to show discernment in being able to distinguish between good + bad. (b) *Discriminate against* – make an unfair distinction.
4. *Fetichistic* [sic] = a person who *believes* in little *superstitious* objects.
5. *Shiftless* = a man who has got *no initiative* or *resourcefulness*

After a couple of pages of analysis of poetry there is then another page headed *Word List*, which just has

‘Vicarious – (entertainment) – like thinkers.

Procuring pleasure from someone else doing something.

Near the end of the book there is another half-page headed *Useful Words*

“Phraseology” – use of words.

“Farcical”

“Whimsical, Quizzical”

Brusque – Light hearted.

“Caricature” – deliberate exaggeration of certain features which are there (not necessarily falsification)

Intuition – immediate insight into some deep problem, without the help of the purely intellectual reasoning faculty.

“Metzlesome” – sprightly etc – someone like Elisabeth in P + P [Pride and Prejudice].
Sharp Wit + vivacious.

In another small notebook (B) I have a note:

Vocabulary

Unmolested

Extraneous

Subjectiveness (?)

Histrionic (?)

Symbolical

Accommodate

Spelling

Separate

Privilege

In yet another notebook (D) there is half a page:

Definitions

State – a group of people joined together with the purpose of being governed.

Satire – Form of literature in which vice or folly of a person is held up to ridicule (by irony or sarcasm)

- to expose and discourage it
- Polity – civil order
- Reciprocal – mutual, pertaining to both parties – similar respect or affection
 - - existing or shared by two parties

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In the hard-back notebook ‘Style and Appreciation’ there is a much expanded list of definitions – and spelling – which I shall put in since it gives a rather interesting account of the my critical vocabulary when I suppose I was in the middle of my A level year, in other words, about seventeen and a quarter. It is probably unusual to see the kind of words which an English middle class child around his seventeenth year in the middle of the twentieth century might find useful.

Definitions

Irony – the contrast between things as they seem and things as they are.

Fickle – inconstant – not capriciousness

Solecism – a breach of (a) Manners or decorum (b) Grammatical usage.

Travesty – an imitation that is a mockery. – a grotesque or base image or likeness.

Judgment – spelt like this.

Dotage – foolish, uncritical affection, folly, feebleness of mind of senility.

Ellipsis – omit certain words – of grammatical imp – but makes it more effective and intense

Subjectivity – an expression of the poet's own thoughts and feelings.

Proviso – statement added on to the end of the statement to modify it.

Incongruous – out of place or keeping

Opinionated – unduly confident and uncritical of one's own opinions

Caprice – a whim which you follow

Superciliousness: haughtily contemptuous in character or demeanour, marked by an air of contemptuous superiority

Parenthesis – something that goes in brackets

Terseness – Maximum amount of meaning in the minimum amount of words

Madness – mental disease, Extravagant folly, Ungovernable fury

Vicarious – Endured or experienced by one person instead of another.

Casuistry – the examining of special cases as affected by conflicting moral rules.

Confuser of issues, quibbler. [sidelined in red biro]

Zenith – pt of heavens immediately above the observer

Bigot – a person obstinately and unreasonably wedded to a creed, opinion, ritual.

Ascetic – lofty, austerity [six] – rigorous self-discipline – complete abstinence.

Catastrophe – the change which produces the final event of a dramatic dénouement (can be in a pleasant sense) – but normally unhappy [sidelined in red]

Iridescent – like oil on water – light on the surface – colour changes as we move – mingling of colour in different circumstances. [sidelined in red]

Amphibious – life which can live on both land and water

Inscape (G.M-H) – the thing that characterizes it – its essential character. Hopkins saw and showed the innermost and most essential qualities of a thing. Pattern of essential characteristics. [Sidelined in red]

Analogy – kind of parallel

Stress – Force or pressure exercised on a person – strong effort – strain on a mental or physical organ. [sidelined in red]

Instress – God represented in a thing (in a hawk) [sidelined in red]

Candour – Plainness and openness (not tactful)

Sophistication – Mixture of something. Sullied by taint of Other things. Mixed with bad.

Stentorian – Loud, very loud and far reaching (of the voice)

Censorious – addicted to censure; fault finding.

Stertorous – breathing of speech (in intense concentration) – snoring sound (when you are in profound unconsciousness) [sidelined in red]

Sonorous – resounding, resonant, strong, reverberation. [sidelined in red]

Scrannel – thin, meagre, unmelodious (of sound) (opposite of sonorous) – [sidelined in red – not a word I ever remember!]

Histrionic – Appertaining to theatre and acting. [sidelined in red]

Forensic – Appertaining to law or law-courts [sidelined in red]

Masque – originally dancing and acting in dumb show – then dialogue and show – generally amateur (a big influence on the modern stage – very elaborate scenery – emphasis on place not people).

Trumpery – noun – deceit, fraud, trickery – trifles, trash, rubbish (trumpery jewellery) – something of less value than it seems.

Glistening – To sparkle, glitter, be brilliant. [sidelined in red]

Glisten – to shine with a twinkling light, twinkle. [sidelined in red]

Glitter – Frequentative – to shine with the tremulance [sic] of broken light. [sidelined in red]

Vituperation – blame, censure, approof [sic] esp in abusive or violent language.

Discriminate – Draw a line between

Coerce – Compel

Sentimentalists – See Below. Those who indulge in feeling for its own sake

Sentimental – indulgence towards feeling

Sentimentality – indulgence towards feeling not because of the thing but for the indulgence. [sidelined in red]

Recondite – Of things removed or hidden from view, (understanding, knowledge)

Mod[ern] of profound or uncommon learning. [This and the following words have stress marks on top of the word – to show how to pronounce.]

Esoteric – Designed for an inner circle of disciples. Communicated to or intelligible by the initiated only.

Scholar – Concentration of purpose (H.H.M)

Critical – Unbiased examination to try to come to a right conclusion.

Solecism – breach of rules of syntax or idiom of language – manners or grammar

Sophistry – a derogatory sense: especially engaged in knowledge (payment?) [root Sophist] specious reasoner, specious arguments (cunning)

Pejorative, Derogative [no definitions]

Fulsome – over demonstrated to make you sick

Elliptical. The omission of a word or words in a sentence – the sense of which is obvious.

Idiom – language of a people; form of expression common

Propriety – that which is proper or fitting

Pedant – parades his knowledge, strict adherence to formal rules.

Inflection – a) Bending of the word by the sound of a voice (actors) b) Grammar divided into i) ii) Accidence iii) Syntax – ends of words (Amo – s – at etc – inflects)

Syntax – putting of words together - to produce meaning

Accidence – changing of ends of words to produce different shades of meaning (Latin)

In an *uninflected lang* – the order matters. – English is *not* an inflected lang therefore sentences should be short.

Obloquy – abuse, attraction.

Calumny – malicious slander

Intrinsic – inherent, essential, belonging to the thing in itself.

Elegiac – a throbbing sorrow (viz the “Village”) [sidelined in red]

Ingenuous – frank, artless

Charnel-House – place containing corpse or bones.

Temper – mental balance or composure.

Temperament – Combination of “4 humours” natural disposition

Anomaly [sic] – irregularity, deviation from common order.

Didactic – having the manner of a teacher – giving instruction.

Innocence – freedom from sin, guilelessness

Epitome – brief statement of the general theories of a larger work – abstraction.

Interstices – interval between actions – a gap [sidelined in red]

Callow – inexperience, naïve, youth.

Sprung rhythm – one kind of rhythm in most of the poetry – it is abandoned, but one can hear it going on [sidelined in red]

Assonance – similarity of sounds between two words.

Prosody “forms of metrical composition” - versification [sidelined in red]

Brief reflections on Sedbergh Schooldays

I will leave the reader to draw most of her or his conclusions on what my school was trying to achieve and how I changed within it. All I want to do is to note one or two thoughts that occur to me on re-reading these materials.

Firstly there is the huge gap between the rather schoolboyish and jeujeune letter writer and the relatively high level of my notes and essays and compositions and exams throughout the period. This certainly surprised and even shocked my mother when she read my exam papers and the essay on Memory I sent her. She still pictured me as a fairly uncouth and illiterate little boy in her mind and was suddenly faced by exams she could not do and writing of a maturity and strength she had not expected.

It has been intriguing to see how I tried to bridge the gap between my own sheltered and immature life and the grand themes and emotions I was studying. How I imagined what it would be like to be Napoleon, or Gerard Manley Hopkins agonized by the Wreck of the Deutschland. How, at the age of fifteen, could I enter into the emotions of Macbeth, or relate to the intensity of love felt by Keats, or the pageant of European history through Michelet, or the choices facing Cromwell, or the Marxist analysis of the English Civil War.

Here I think that the imaginative theme comes in again. I had never experienced any of these things of which I read – mature love, hate, fear, hunger or death. Yet from childhood I had been simulating, playing with, acting out all these emotions and states of mind – as I have seen my grand-daughters Lily and Rosa doing. So I could enter into worlds and minds which hardly connected to my experience.

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As I come to see it now, the Dragon period is about character, about social relationship and the foundations of thinking. It is largely about emotional control and social bonding. By the end of the Dragon my character was largely formed – in a rough shape. The Sedbergh years then re-beat that character and sit it firmly, consolidating it into something really hard which would not alter over a lifetime. It did this by expanding the early treatment and broadening it in certain ways.

The Dragon had disciplined my body in games and sports – but it was still a child's body, small and quite vulnerable. Sedbergh turned this into a man's body, taller, heavier, with strong muscles and expanded lungs. I went through proper puberty and my voice changed from treble to base.

Sedbergh was one of the two or three most famed schools for this bodily toughening – set in austere hills, where the simple Quaker faith had started – and rebuilt on Spartan lines by Henry Hart and others. So the regime was about the fit body – about discipline and endurance and the central events were running and rugby-football – but also fell-walking, fishing etc.

The toughening of the body was complemented by a toughening of the social skills. The quality of the Dragon gave way to a much more hierarchical model, with fags, dayrooms to studies, and prefects. It was the progress of the Dragon but with a much steeper social gradient, just as the geographical gradients were much steeper. So I learnt how to serve in a way absent from the Dragon and how to rule as a prefect, again missing from the Dragon. All this is good training for running Empires or businesses.

The Dragon laid the foundations for ways of thinking and in many ways my first two years up to 'O' level at Sedbergh were really at much the same level as the Dragon. After these first two years I was probably still at 2A level at the Dragon. But after that, as I entered the Lower VIth in history, and then especially in Clio in my last two years, my teaching and my learning went up a gear. The gradient was again steeper and I found myself, to use the fells metaphor, out on Higher Winder rather than Winder, out in the open air, starting to have my own thoughts, making my own linkages, observing and expressing ideas which I had not received from others. I was now adventuring in ideas, starting on new paths in poetry, drama and history, which would absorb me for the rest of my academic life.

I have long noticed that a number of the questions I have continued to puzzle over – the nature of enchantment in literature, the meaning of life and the numinous in poetry and theology, the nature of liberty and equality in political science, the origins of the modern world in the Renaissance etc, were all starting to be asked from about sixteen – in the lower sixth – onwards. The academic year 1957-8 was the turning year, as my history master noted.

This was as much a change in temperament and method as in development of intellect. My form master noted in the Winter Term that because of my broken nose and thumb and not being able to play rugby, I seem to have transferred my energy to the classroom. I think, in fact, that several things happened together.

Firstly I more or less stopped growing physically and this with other things made me realize that, unlike the Dragon, sheer physical effort would not turn me into a first-class sportsman – I would never be an outstanding boxer, fives player, cricketer, rugby player or runner. However hard I tried my body would have set a barrier. Symbolically I threw myself at rugby, injured myself, and turned my attention to other things – this was 1958.

Secondly, I moved away from subjects I was not much good at, or could not see the point of – particularly languages, especially Latin and Greek, but also French, and towards the two which I found I really enjoyed – English and History. So I began to show some promise or university potential.

The excitement of history and English was ensured by a number of excellent teachers. J. G. Rogers in Lower VI History was obviously good and supportive, but has been overshadowed in my memory by Andrew Morgan. He was a brilliant teacher who drew many boys out to a level which was only just below that of the University.

The separate world of Clio with its own classroom and the school library opposite, the tutorial and supervision system based on Oxbridge, made me feel I was thinking my own thoughts and my ideas were valued. I felt the real excitement of being at the forefront of knowledge – I became fired by the desire to explore for myself. Lord Bingham, one of his students, made precisely this point – Andrew opened the door into magic gardens for us.

It was in Clio that I learnt the basics of storing and accessing information and the art of essay writing. I also began to plan my time meticulously so that nothing was wasted. In my organizational efficiency, I emulated, unknowingly, the work and time discipline of Benjamin Franklin.

*

Part of what drove me was that anxiety for salvation which Max Weber so brilliantly analysed. In my case, it was at this very point that my religious fervour

began to peak, perhaps my most religious phase being from 15-20. I had been confirmed in November 1957, aged just under 16, and went to a religious boy's camp at Iwerne several times.

Yet it was also at this point that I found that I was most 'sinful' and unable to control sin – particularly the lusts of the body. Sexual drives are probably strongest between about 15-20, and of course we could not talk about them, so this was the very time when, in an all-boys boarding-school, I found myself constantly tempted to give way to sexual urges – which had to be masturbation. Each time I gave way I felt guilt, anxiety at being caught, a sense of uncleanness and failure. So this built up into a large battle of spirit versus matter, mind versus body, the religious versus the secular, the ideal versus the real.

As Max Weber and his successors have shown, this religious conflict was somehow sublimated into an iron work-discipline, an obsession with time, hard work, self-organization. Even if I could not control my lustful body, I could try to control myself in other ways. So to a certain extent, in this Quaker and low church area of the north of England, I became a little puritan. I did not carry on with this religious interest, as some of my closest friends, Christopher Heber-Percy and Geoffrey Bromley did, by becoming a clergyman. But it set up a pattern between the ages of 16-20 which I have never really escaped from and which lay beneath my whole University career, both as a student and a teacher. 'Driven' I think is the word, but driven by these clashes – a driven nature we find in Wordsworth or Maitland.

*

A further important change in this period was in my relation to my mother. At the Dragon and before she had rather despaired of me and decided I would be middling – less bright than my sisters. During the first two years at Sedbergh I was still really mediocre, though with some promise. But from my last two years onwards I began to be a serious intellectual partner for her. Her desperate need for some intellectual stimulus in Assam, after her children had left, combined with my growing maturity and the sudden desire to understand and master the world, fitted perfectly with her needs.

So from about 1958, when her letters to me suddenly become much longer, and certainly from 1959, when mine become more interesting, we began an intellectual partnership. I began to enjoy the things she had long loved – poetry, drama, novels, touches of anthropology of an amateur kind, classical music. So we explored together, at first with her leading, then side by side, and at the end I was partly setting the trails and the pace. All of this is reflected in the third part of this triptych, my mother's letters from Assam.

*

In order to profit from the excellent teaching and to collaborate with my mother, I began to realize that I needed to work out methods to store and organize the very large amount of paper which I was starting to collect. This was the period when I rather informally and without much conscious effort, as I recall, took various decisions. One was to try to record as many of my experiences and thoughts as possible – hence the diaries and various notes and thoughts scattered through my files. A second was to save and store everything which might be useful for further reflections and work – including for a possible autobiography many years ahead. This

leads to my extensive collection, starting really from my second year at Sedbergh onwards, of materials of various kinds including ephemera.

So began in simple shape my filing systems starting with tomato boxes which I bought in Kendal, through folders and files and index cards and filing cabinets, finally to the computer system ending with 'Muscat', 'Bamboo' and other filing systems, to which I have devoted so much of my life with Sarah.

What I was doing, in other words, was trying to lay foundations, to develop methods of work which, in a very simple fashion, parallel the much more sophisticated system described by Descartes in his 'Discourse on Method'. In order to solve large problems of a quasi-philosophical kind, to understand the world as it unfolded around me, I needed a method – as Descartes realized. My methods were partly practical – 'one fact one card' – arranging facts, organizing time, rests, organizing space. Partly they were theoretical – chains of causation, multi-factor analysis, the mixture of deduction and induction. In many ways the period 1958-1960 is the essential foundation for my future career as an academic.

Sedbergh built on the Dragon in terms of the body, society and the mind. It also opened up new avenues, particularly in terms of arts and culture. Partly this was towards the 'popular culture' of the later fifties and sixties. My materials show how much my life was swept up by the new excitements of skiffle, rock and roll, jazz etc. In parallel to this was a developing first love for classical music which again dates from this period. The pop side was, of course, mixed up with girls and friendship and socializing.

At another extreme I was drawn to high culture in literature, particularly to poetry (especially the Romantics) and to a certain extent other literature. There is a surprising amount in my notebooks and compositions with which to chart in this most rich area of my imagination. The pursuit of beauty and feeling, which borders on religion and the numinous, as in Wordsworth, but which was always in tension with a rather puritan Evangelical Christianity, is a feature of this time. I was already in sympathy with Wordsworth's feeling of the loss of enchantment, of the richly integrated imaginative world of a child, of innocence, of childhood certainties, of integration between the head and the heart.

*

It seems clear that, as we grow, our development does not make a smooth ascent, but, as with catastrophe theory, in certain leaps, punctuated equilibrium perhaps, discontinuities and reversals and then very large simultaneous alterations. For a year or two at the start of Sedbergh I ticked along mentally and grew physically, recovering perhaps from the shock of my leap from the safety of the Dragon pool. Then in 1957 I leapt up into the 6th form and a new pool and in that year in Lower VIth made a sudden spurt. The following two years (minus a term) in Clio I again leapt up a pool. This was really the two years of changing from a child to an adult – physically I was almost fully grown, mentally I was excited and concentrated and I was ambitious and started to hoard things. Socially I was spreading my wings – my first motorbike on which I roved in August 1958, the trip to Assam in winter 1958, the continental tour in summer 1959.

Yet while I showed great effort and attention in class, my teachers noted a certain clumsiness, a lack of maturity and confidence in my work. I was acute about others, but seemed unable to emulate their style or be willing to take risks.

Looking back, I suspect that part of me was still a child – in terms of questioning adult values and striking out on my own, and in terms of fluent self-expression in writing, I was still immature.

What my teachers did not realize was that this was partly deliberate. As my childhood began to fade, in other words from 16 onwards, I tried to slow down the process. Like Wordsworth, I did not want the bars of the prison house to close too quickly. Like Keats I did not want the music to fly away, the enchantment to end. I did not want to enter, until I absolutely had to, the grey, divided, post-Cartesian world of adult rationality.

This struggle to retain unity, to resist Eliot's 'dissociation of sensibility', to keep my head and heart together, is a major theme right through the last half of Sedbergh and then on to Oxford, where it was very pronounced right up to 1963. Even during my Ph.D. I was studying enchantment, and through anthropology with its unified vision I got a reprieve.

I was playing a long game. From very early on I realized that life was probably long – there was no hurry. I should savour each stage and particularly the innocence and integration of childhood. This made me sensitive to the agonizing of others. Hence my sympathetic reading of the romantics, of Gerard Manley Hopkins, of Milton and the metaphysicals. Yet it also meant that my work lacked the adult self-confidence, tinged with cynicism, which would have impressed my teachers who were looking for signs of the brilliant sophistication that a few 18 year olds, for example Christopher Heber-Percy, were capable of. So they kept writing of my potential, that one day I would stretch my wings and fly.

Interestingly, my uncle Robert in his letter to the Provost of Worcester says this explicitly – that I was full of potential but, like most of my family, was a late developer. Perhaps this was something he went through as well.

The metaphor of opening my wings and flying is from Andrew Morgan my history teacher in Clio. I was very much a fledgling who had made a few tentative trials of my wings in the safety of my nest, but decided not to leave that nest until I absolutely had to – and was sure that my wings were strong enough.

In a way I was following a good course. By prolonging my childlikeness into adulthood I paralleled many writers (Wordsworth/Keats) or scientists (Einstein, Sir Tim Hunt) who kept asking the child-like questions as their power to approach an answer grew. The questions I ask in my late book *Letters to Lily* are the 'Why' questions of childhood. They stayed with me and forty years later I had some tentative answers. But I did not win the open scholarships to Oxbridge or the early glittering prizes.

SOURCES

Published books

Autobiographical

James Birdsall, *Moths in the Memory* (1990), contains several chapters on Sedbergh where he went in 1948 and developed a passion for natural history, becoming a well-known naturalist and artist.

Jamie Bruce Lockhart, *Sedbergh Letters; Letters home, 1954-1960, from School House, Sedbergh* (2013), the letters of Jamie and Sandy Bruce Lockhart.

W.B. Gallie, *An English School* (1949). The School is disguised in various ways and unnamed, though the account is mainly favourable by this Old Boy who later became a distinguished political theorist at Cambridge.

Philip Mason, *A Shaft of Sunlight* (1978), with a lyrical chapter on Sedbergh just after the First World War, by the eminent historian of India (writing under the name Philip Woodroffe).

Richard Rhodes James, *The Years Between; A Tale of the Nineteen Thirties* (1993). Written in semi-fictional form, about his time at Lupton House in the 1930's.

About the school and environs

R. St John Ainslie, *Sedbergh School Songs*. Written and illustrated by Ainslie (1896).

Henry Lowther Clarke and W.N. Weech, *History of Sedbergh School 1525-1925* (1925)

Ben King & George Head (eds.), *Sedbergh School: A Boarding Life* (no date, c. 2010), interviews of various old boys and masters, conducted by two pupils.

Arthur Francis Leach, *Early Yorkshire Schools* (1903), pp.286 ff.

John Stacpoole (ed.), *Sedbergh School 1900-2000, A Celebration* (2000)

W.Thompson, *Sedbergh, Garsdale and Dent* (1892)

Magazines

The Sedberghian

A termly magazine which covered in some detail many aspects of school life. The volume for Summer 1959, for example, had the following contents: Editorial, School Notes, Speech Day, Mr. I. Christopherson, Bradford Club, Civics, Forum Society, Music, C.C.F., Shooting, The Art Exhibition, Sedgwick Society, Swimming, Boxing Finals, The Wilson run, The Three Mile, Tennis, Cricket, Rugger Fixtures, Correspondence, Bradford Boys' Club Accounts.

I became one of the Editors in my last term.

The Phoenix

An annual literary magazine, which started in the year I arrived at Sedbergh. It included one of my essays (on the Shetlands) and I became editor of the magazine at the end of my time at Sedbergh.

The Luptonian

A termly house magazine for Lupton House (each house had such a magazine). By the time I arrived, it had reached Volume VIII, no.3.

It included detailed notes on various subjects, especially long accounts of the doings of old boys from the house compiled by the Assistant House Master, A.T.I.Boggis.

The volume in my first year mentions two editors and a Treasurer (I started as Treasurer and then was an Editor in my last year).

There was first an editorial, then reports on rugger, athletic sports, junior fives, house concert, shooting, discussion group (religious), several literary compositions (I contributed several pieces of poetry and prose over the years), and a farewell and welcome to leaving and arriving boys.

All these magazines are freely available online at the Sedbergh School Archives Site.

School Archives

There is a great deal of photographic and textual material in the School Archive at Sedbergh, which is well catalogued online. I have consulted what seemed relevant and present in Sedbergh, but there is undoubtedly more material in the reserve collection held in the Record Office in Kendal. I am enormously grateful to Katy de la Rivière for her help in locating and copying some of the materials.

Personal Archives

I have an extensive collection of materials from my time at Sedbergh. It fills over ten foolscap box files.

The materials can be divided into that which is related to school work in class, and other materials, though there is often overlap as I would use notebooks for both purposes.

Class materials

I have dozens of school essays, plans of essays and other submitted work, usually with comments by the teachers on them. I also have a number of exercise books with detailed notes on reading, preparation for essays, analysis of various topics. All these will be used in the volume on Mind. I seem to have kept most of my work output from about my third year, with a few earlier essays and notes. Four of the ten box files contain such essays and work books.

Such material, the contemporary documentation of the learning process as seen in one child between the age of 13 and 18, must have existed for millions of students over the centuries. But once again, I know of very few examples of its deposit in archives, and none of its detailed use in published books or articles.

Without analysing such material it is really difficult to see in detail how learning occurs, the subtle changes in concepts and expression, the unquestioned assumptions and the imposition of certain categories and assumptions.

General materials

Particularly from my third year onwards, I tended to keep whatever I could. So I have many miscellaneous materials – fishing notes, some significant letters to me, programs for concerts and plays, copies of almost all of the 'Brown Books' (often with annotations and notes in them), books and loose sheets of the songs I was learning to sing with my guitar and much else. All this will be incorporated into the volume on 'Body, Heart and Spirit' and described there.

I kept most of the notebooks of miscellaneous events and observations I made over the years. These include two books on religious topics - bible readings and quotations, and a book on a religious retreat after I left the school. There are also four had-back brown notebooks. They include a wide variety of materials.

I will just list the materials for one of them to show their miscellaneous contents: *Notebook A* (which appears to be written mainly in the Winter Term 1957, at the start of my third year).

Essay Titles; Full Timetable for the term; Terms Work; Essay title for reading essay;

Exam results for Winter 1957, with my comments on the examinations; Further notes on essays; Notes on 'Civics' lectures, with my comments (and the signature of one of the speakers, Philip Mason); Notes on poetry scansion; Notes on revision and preparations; books to read, with notes on where I could find them; Books read with notes ;A short list of useful words and their meanings; The Catechism (I was being confirmed that term); Cricket match scores; Rugger matches and scores; Notes on fishing and what I caught; Guitar - list of skiffle songs; Titles of 'Popular Tunes' (i.e. Pop songs) and ballads; A list of Corps kit (C.C.F.); Notes on Milton's 'Paradise Lost' Notes on Gerard Manley Hopkins' poetry

This takes us half way through the book, but gives enough of an example of the mixture of threads in my life at the time. The other three hard-back notebooks are similarly a miscellany of work – reading, religion, sport, hobbies and life in the house. The materials will be used through the other two volumes on 'Body, Heart and Spirit' and 'Mind'. Apart from my letters, these random notes probably give a better insight into my life and thoughts than any other source, and the extended essays and literary compositions will expand on all this.

Visual materials

This comprises material from various sources.

There are my own personal photographs, that is to say photographs taken by my parents (I did not have a camera). There are not many of these as they only visited a couple of times.

There are photographs from the School Archives, in particular fifty photographs from the album of photographs taken by A.T.I. Boggis (Assistant House Master) during my time at Lupton.

There are photographs included in an article in the *Illustrated London News*, which visited the school towards the end of my time there.

There are photographs from the collection of my friend and co-Dragon and co-Sedberghian Jamie Bruce Lockhart, who, with his brother Sandy, overlapped with my time at the school.

There are scans of various documents and a few photographs in other sources (such as the Luptonian).

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Diaries as a source

Later in my life I became very interested in diaries and autobiographies as a source of social history. This was largely because I had encountered an excellent 17th-century English clergyman's diary, that of Ralph Josselin of Earls Colne in Essex. I published my first book, *The family life of Ralph Josselin* (1970) based on this diary, starting the book with a brief analysis of the reasons which led the English to be particularly eager to keep diaries. Subsequently, with Sarah Harrison, I edited the full diary and published it for the British Academy in 1976. This led me to look at many of the other great English diaries, memoranda and autobiographies and to realise how much we can learn from such sources.

Now I turn back to my own first attempts to keep diaries and realise my own

limitations. The function of diaries as a way of reflecting on one's life and monitoring it in the Protestant tradition is largely missing in my own diaries of the Sedbergh period. Instead, there were two types of diary and they were kept for different reasons. There were the purely factual notebooks diaries of events (which, among other things, might be useful for writing letters home) and there were three travel diaries to be shared with others.

The first of these is the occasional personal diary. In my case I kept a diary of sorts at school in three out of the fourteen terms, and at the start of my last year in the holidays. I was given a new diary for Christmas, perhaps in all of these years, in the hope that I would learn to keep it. I only have three of these in my collection; I suspect that the others were not filled in at all. These, as was characteristic for many of us, started off resolutely in the New Year, but we gave up in the first school holidays and never resumed them. The same thing happened with my uncle Robert at Lupton, whose diary for his penultimate Spring term only lasts for a couple of rather miserable weeks, while my sister Fiona's diary for 1957 covers parts of four months, but with large gaps. These were private diaries which did not contain anything very risky, but were not open to others.

The other kind of diary was explicitly for more public display. I kept three of these, all of them to share with my parents in particular my mother. These were much fuller, largely descriptive, but with a few reflections in order to make them more interesting. They were written later in my school career, and the third of them just after I left. All were in fact travel diaries, the record of an unusual departure from my home country.

The first of these is a detailed diary with sketches and photographs of a holiday with my sisters and my parents in Assam. Written in the holiday over 1958 to 9 when I had my 17th birthday, I explicitly did this as a joint effort with my sister Fiona and my mother were also keeping diaries. I shall reproduce this elsewhere, not because it is particularly startling but because it does provide some insight into a 16 year-old mind and my reactions to re-encountering India (which, particularly Calcutta, are also reflected in some of my school work). This was a very formative experience which undoubtedly later shaped my choice of a career as an anthropologist.

The second is a diary in the summer of 1959 when I was seventeen and a half and had just completed my 'A' levels. I had decided to enter for the Trevelyan Scholarship to Oxford which required a small dissertation from the applicants. As I lived in a Esthwaite Dale, where William Wordsworth had lived and been to school, and I had discovered that when he was a young man Wordsworth on a tour through France, Switzerland, Italy and Germany, I thought it would be educative to follow his journey. By noting how things had changed since the late 18th century, and reassessing the effects of this experience on his poetry, I would learn something about the origins of creativity and imagination, a theme I have pursued throughout my life.

In order to gather the materials for this dissertation, and to share the adventure with my parents who were in India, I kept a daily diary of the travels and digested this into a very long letter which I sent to them. Again this takes me back into a part of my growing self and how I saw and reacted to my first experience of very different continental cultures. So I shall reproduce this elsewhere.

The third travel diary concerns a months visit to Norway and, briefly, in a cargo ship to Holland, a couple of months after I left the in the early summer of 1960. This was again share with my parents, but I only kept the Diary for a short while, though it is supplemented by letters. This fits best with my home life in the Lakes and is placed there.

*

These diary accounts are in no way outstanding, yet they are unusual, at least in the sense that I am making them available publicly as examples of school children's diary keeping. As with the school reports and letters, it is obvious that the custom of encouraging children to keep diaries must have led to the writing of many hundreds of thousands of such diaries during the 19th and 20th centuries. Yet it is again curious that there are scarcely any deposited in archives as far as I have discovered, for example I have not discovered any others for the Dragon School or Sedbergh, and only one or two nineteenth century ones for Worcester College, Oxford and King's College, Cambridge.

Nor, again, have people published large extracts or full diaries in their autobiographical accounts. It is obvious that a number of writers have looked at their school diaries in order to flesh out their memories. But I do not know of any cases of the reproduction of a school diary in full in a published source – though there may be some. This gives them rarity value, at least.

Their value is increased by the fact that I can put them into a wider context. The diaries can be placed alongside the letters, reports, essays and the other materials I am here publishing. They provide another, alternative, path into the confused forest of my childhood, distorted and distorting as they are. They are the actual words of the growing boy and what he thought worth trying to record. Trivial though they may be in what they record, it is hopefully the case that such thoughts of a remote child in a remote period will one day be of interest.

The one collection of schoolchild diaries I have encountered are those contained in Royston Lambert's, *The Hothouse Society; An exploration of boarding-school life through the boys' and girls own writings* (1968). The research team encouraged 410 children to keep diaries for two or three days, and three quarters of the book is taken up with extracts, from a few lines to a few paragraphs, from these diaries. They are often lively and revealing. But the effect is very different from the diaries below for several reasons. They are only kept for a few days. They are from many different types of school (unidentified) and the we know nothing of the authors. There is no other material or context supplied for the extracts.

*

The actual content of the little diaries for the Lent term is my first and second years can be understood in themselves and need little commentary. They tell of the usual school topics. That of 1956 mainly includes illness and accidents; games and runs; music, films and concerts; weather and winter sports. It is almost exclusively about the external activities and the punishing life of the body in the bitterly cold Yorkshire fells. At the end I note my move up from the third to the fourth class and my promotion to my first minor position of power – second head of the junior dayroom.

The second of these diaries is already a little fuller and a little more interesting, that of a boy of just 15, also marked in the change in hand-writing. As well as the grim physical world and school events, there are a few more comments. There is also more about the excitement of fishing, and a few signs of interest in female film stars, including my future pin-up Brigitte Bardot.

The third is a quasi-diary, not written in a printed diary, but in a brown hard

backed notebook. It is in chronological order, but is only filled in for days when something notable happened. Occasionally there are more detailed accounts, particularly of rugby matches because I was now a member of the school under-sixteen 'Colts' team. The fact that, as noted at the end, I was punishing people with maps shows that I was at this time promoted to being head of the senior dayroom. It was a custom to keep a boy back to undertake this duty for a term, before being moved into a study. It may well have been this new responsibility which spurred me on to keep these 'House Affairs' notes.

Finally it is worth noting that the habit of keeping brief diaries of what happened was one I could observe around me as a child. Both my grandparents did this and Robert as mentioned. I have used extracts from my grandparents diaries in *Lakeland Life*.

I gave up keeping a diary at Oxford, though I jotted down many dated thoughts and reflections. I partially took up diary keeping again when doing anthropological fieldwork in Nepal in 1970, though most of the diary was kept by my wife Gill. I took it up again from 1978 with my second wife Sarah. Though these later diaries were again mainly filled with events, there are enough comments and observations to make them interesting to re-read and they bring back an unexpectedly strong impression of years and days otherwise largely forgotten or jumbled up.

Letters in general

Diaries mainly give short accounts of events and sometimes brief reactions to them. Though indirectly revealing, they do not take us far into the most interesting part of what we are trying to reconstruct, namely what we felt and thought at the time.

Letters are often a far richer source for such reconstruction. Though my letters from Sedbergh are less exciting than those of my Dragon friends, Jamie and Sandy Bruce Lockhart, whose letters from Sedbergh have already been published (*Sedbergh Letters*), covering exactly the same period as this account, mine are nevertheless revealing as an addition to other sources.

The letters were written mainly to my parents, and especially to my mother, who wrote long letters every week from Assam, as she had done to the Dragon School. My father had been a keen games player at school and was still a keen fisherman. So I knew that some account of these subjects would be of interest, and, besides, these were things which were important to me. So my letters, like my diaries, are filled with sport and fishing.

I remember after a year or two my mother asking if I could write more about other things, and not just about games, running and fishing – about my ideas and social events. I increasingly did so, partly in answer to her request, partly because from about the lower sixth, my sixteenth birthday, I became much more interested in ideas, poetry and literature in general. I could share these with my mother, who was a great reader and writer. So my letters became more thoughtful, even though they were still mainly to convey 'news'.

As for censorship in the letters, there is clearly something of this, but of an indirect kind. I don't think that our letters were ever examined by the school, and we could write what we liked. This is shown particularly well by Sandy Bruce Lockhart's letters to his parents, which are extremely lively and wide ranging, and often critical of the school and teachers.

The constraints on the letters were different, partly lying in our wish not to upset our parents, whatever we felt, partly on our assessment of what would interest them.

My uncle Richard touches on this in his autobiographical account. A letter is quoted and the boy [given the name David] interprets it as positive 'but "I don't know," said her husband. "You can't really tell from these letters." He recollected his own letters home, and his resolve not to discourage his parents by painting too gloomy a picture of life at school. They would have to wait until the reports arrived. (Years Between, p. 116)

Richard goes on:
'David's letters' were strangely bland documents, an odd mixture of new slang and hints of struggle. Was there a code that they had to break through? They wished he was a bit more forthcoming. They could never really get much out of him, but then perhaps boys were like that, and at this range...'
(p. 125-6)

Richard's parents, like mine, were mainly away in India during his years at Sedbergh. The hidden code idea reminds me of letters from the front in the two World Wars.

I think that while my letters are not as interesting as Jamie and Sandy's, by the end of my time at Sedbergh they become more varied than my uncles letters. This largely reflects the recipient and the nature of the letters which Billy and Richard are likely to have received from their parents.

Violet, my grandmother, was a woman of action, though my grandfather was more reflective and loved poetry. So my letters to my grandparents, some of which I have, are like my diaries - full of events rather than reflections. But my mother, and this increased dramatically in the letters from Oxford, became my chief confidant and intellectual companion. We both needed each other and looked forward very much to each other's letters. My mother was in Assam, cut off from intellectual conversation. I was one of the very few people she could discuss ideas with. I was moving from childhood to adulthood and becoming seriously interested in history and writing. As I explored the process of changing from a child into a man, I shared this process with my mother. Here is a scan of my first letter home, four days after my parents left me.

Letters from my parents

The letters to my parents are obviously only one side of the correspondence. Almost every week at school (and in the holidays) I would receive a letter from my mother, most written from India, but about a quarter from the Lake District. There were also very occasional letters from my father.

In all I must have received over 120 letters, most of them typed and towards the end of my time, very long – that of sixth March 1958 reproduced below is about average. It is clear that my mother was using the letters not only to keep a close tie with us but also as a kind of diary or memorandum which might be of use in the future if she ever came to write, as she hoped to do, about the life of a Tea Planter's Wife. She wrote not only to me but also to my two sisters, at similar length and as frequently, though at one point she used carbon paper to lighten the effort, adding a personal part to each of our letters.

It is clear that my interest in keeping my mother's letters grew with the passing years. In the calendar year 1956 I only have three of her letters, and in 1957 only six letters (all but one from the Lake District). But in 1958 I have 26 letters and in 1959 some 29 - which must have been almost all that I received. They were now very long and detailed, asking a great deal about my life and giving a lovely account of my mother's growing interest in Assamese history, archaeology and culture.

Even the small sub-sample reproduced here, of parts of five of my mother's letters, give some indication of their wit, energy and observational skills. My mother was a remarkable woman – a very intelligent school child who, but for the war, might have gone to Oxford University. She married very young in India and I was born when she was only nineteen. She was interested in many things – poetry, children's stories, archaeology, language, philosophy, painting and above all in people. And she was a devoted and caring mother.

My mother herself had been separated from her parents from a very young age when they went back to India (described in her book *Daughters of the Empire*) and she was very lonely, as my father was when he was sent back to school from Mexico to Scotland. They had vowed never to leave their children in England and work abroad. But necessity forced this on them and the long and loving letters were my mother's way of trying to minimize the pain of separation.

My mother showed constant interest in what I was doing, especially from the time I entered the sixth form. From then on we developed a deepening discussion of ideas, reaching its height when I was at Oxford and she returned finally from India, in 1960-5. We became best friends and co-workers.

It is clear that my imaginative life at Sedbergh was hugely influenced by her letters and that she kept a parallel world of Assamese life (which I had known from birth to five, and visited at 11 and 17) alive for me. Even at a distance, she was the strongest influence on my emotional and intellectual development. I never doubted her love and concern for me, or that of my father. Much that I tried to do was an attempt to repay this and to win their approval.

1956-7

Cherideo T.E.
December 10th

10.12.1956.

My dear Alan,

This is your official birthday letter but I haven't the remotest idea when it will arrive, somewhere near the day I hope. It brings lots and lots of love and happy returns from us both (Daddy says he is writing separately) and wishes for a lovely day. I hope you like our present which we ordered without seeing but trust will be right. Lovely to think I shall be with you for your next birthday and the one after - but rather terrifying to think that after that you'll be grown up - however it happens to us all.

I feel wonderful to-day as the Spree is over and there were no noticeable hitches - not in my departments anyway. The decorations were a roaring success, we spent the two days before putting them up and with yards of coloured paper over the booths, and the maypole, and strings of flags and lights strategically placed it looked most effective, the Merry-go-round was a masterpiece with curly yellow paper to look like brass rods, and the fortune teller in black and purple with gauze curtains and a round lighted ball shining through was good too. Some flashlight photos were taken which I hope came out.

Oh dear, my morning has been ruined by a female arriving and nattering and now its half past twelve and the postman champing at the door. However rather than keep this and risk making it late, I'll send it off and write a proper letter in a day or two. Daddy says he has written this morning! I still haven't got the money for my cheque and am getting distinctly suspicious, yesterday I met a professor of history who had read my article, I asked him if it was all right and he said "almost" but wouldn't elaborate, so far I haven't had any rude letters though which is surprising. Maddy has gone, I miss him terribly but apparently he is quite happy and doted on by his new owners, Dinah seems to be missing him and has been very quiet and forlorn the last few days.

Well I really must get this off or it won't go at all, the wedding photos have arrived and we think them very good except of Richard and Francis who both look terribly grim.

With much love & happy
returning

Mac to Alan 10 December 1956

Cherideo T.E.
May 10 P.O.
12.10.56

My dear Alan,

I have just noticed that your birthday is on its way and that you have now reached the age of fifteen. I can hardly believe it but it must be true. Mummy and I have arranged for a present which I hope you will like and also hope it will bring you a lot of fun. Anyway many, many happy returns of the day.

You will probably have heard that Mummy is coming home at the end of March in time for Thomas' birthday. I hope and I shall follow in July in time for Mummy's birthday. When I come home I should like to take you fishing up in the North of Scotland somewhere. If you could keep your eyes open and see if your fishing papers give any quiet but good spots. I hope that private nationing will be over.

Jan - March 1957

Will you sign this form
return to Gaurang?

Field Head
Wednesday.
1957

Dear Alan,

Thank you for your letter, glad you got safely over but in love to hear about the guitar string. It sounds as if it wasn't a very good model after all? I do hope you can get it mended. I met Mr. Logan this morning & he said he had a very sticky journey back through the fog, you got away just in time though as I should think the Ledbergh road is pretty deadly now.

Before I forget, yes, you can go down a coal mine as a worker, it sounds fun in a grim sort of way! It doesn't really make much sense, but if it's in Yorkshire the last period might be better & you could go straight onto school? What about the camp in the summer? If you can persuade any of your friends to go, I should

1957-8
6 March 1958

Cherideo.
March 6th
1958.

Dear Alan,

Well, this really is the eve of our departure on our fishing trip I think, though I expect a telegram any moment to say there has been another muddle and we can't go at all. Daddy is dashing round with little lists and saying "Aren't you going to start packing?" at intervals, as I've only got to take two pairs of slacks and my pyjamas and have twenty four hours in front of me I can't see the rush. The weather is set fair, in fact it's going to be terribly hot I'm afraid and I have laid in a large supply of aspirin tablets for the headaches I'm sure to get. Daddy is telling everyone he is going to throw back anything under 20 lbs, but we shall look a little foolish if we don't catch a thing which is quite likely. It is full moon at the moment which is fatal for fish as they feed at night, but it's always a good excuse. We are starting off to-morrow afternoon, stopping at a friend's house for dinner and a short rest, then driving on through the night and crossing the Brahmaputra at nine the next morning. The forest bungalow is about 100 miles beyond that so we shall be very tired, hot and dusty by the time we arrive, let's hope we don't get too many punctures to reduce Daddy to a state of nervous prostration. We are not taking Dinah after all as the other people in the party aren't taking their dogs, this is the one thing that is upsetting me as she pines terribly when we go away, but she and Gandy are going to stay with friends who have two little dogs so she should be all right. It is going to be far more complicated packing their baskets, brushes, bowls, biccy tins, powder and food than our stuff. My second lot of chicks all hatched successfully and they seem healthy so I feel I can leave them without too much worry. As Daddy rightly points out, once I have my hornbills and adjutant storks and hookbills monkeys I shall be pinned to the bungalow for ever - but it's worth it I reckon. Anyway I'm going to make the most of this last week's freedom.

Our wedding anniversary on Saturday was spent quietly, I dug at the temple all morning, I took a taxi with me and we did more in a couple of hours than I manage on my own in a week. We unearthed the base of a pillar & found bits of broken pottery. I have begun to see what the temple must have looked like, but alas all the walls have obviously been broken down and I'm not going to find much more than the floor left. I wrote to the head of the Archaeological Department in Gauhati and he has written to the Minister of Education in Shillong to see if they can't stop people breaking down the temple as fast as I unearth it - but I doubt if anything will be done about it. In the evening I dressed up and ordered a special dinner for the occasion, but it was all rather a flop as first there was a hail storm which Daddy got in a panic about as it does so much damage to the new tea, and then Scotland was beaten by Ireland at Rugger. Luckily the hail wasn't bad enough to do much damage, the tea bushes are beginning to furr all over with the first green leaf and "tipping" starts on Monday - the first plucking of the year. Daddy has dashed off to-day to try and get hold of some vital bit of machinery for the factory as he can't manufacture his leaf at the moment. The other day Cherideo's tea got the best price of any other tea on the London market which was a great thrill, Daddy reckoned the company made over £3000 profit out of those eighty tea chests alone, I wish they'd give us even a tiny bit of it.

On Sunday Daddy went in to Nazira to play golf and I dug again, from eight in the morning to half past twelve, my hand was so weak at the end I could hardly hold the trowel. I must admit I spend a certain amount of time watching the vultures who are nesting there, I think they have

young but my eyes arent good enough to see properly .

On Monday we went to watch the final of the 1st Sibsager Polo match, which is the biggest match of the year. Nazira got beaten by Jorhat again, it was very feeble polo and people kept falling off in heaps, I was much more worried about their horses than them. I must start trying to look round for a pony when I come back, I would like an old polo pony like Marleen that I could hack round the garden without too much trouble before you come. I dont think I could gallop a horse now, unless I could hold it with one hand and my teeth with the other. The polo match was at Moran club and there was a terrific crowd of people, I talked till I felt ill and then had a sleepless night afterwards and took the whole of Tuesday recovering from it. On Wednesday we had our very important Director to lunch, he comes out for three weeks every cold weather and tells us how lucky we are to live in such a wonderful climate and being so important we cant answer back. He is madly rich and owns several tea gardens of his own as well as half the Assam Company, is very good-looking, and so dull it just isnt true. He cant talk about anything except stocks and shares, luckily the General Manager came to lunch too so the conversation kept going, we talked about fishing most of the time, as the Director doesnt fish he just had to sit and think about his money in silence.

It is Holi festival at the moment, the big Hindu spring festival when they squirt red water all over the place. Most of my servants are away so its rather restful and I shall cook our own dinner to-night, fried eggs and bacon without a doubt. We have started using a fan at night but its still cool indoors, cool enough without a jersey that is. Daddy is wanting rain badly but I hope it'll hold off for this next week. We are told that there are rhino in the reserve forests round the forest bungalow we are going to, but I hope they are nice tame ones. There is a lot of big game of all kinds and we are going armed with cameras though if I saw a tiger I should never have the presence of mind to photograph it.

My next letter may be a day or 2 late but will be full of enormous fish-scales I hope! I've sent the money for your licences, hope Granney will send it in time.

Herein the Hillary on the South Col. - a pity the tilted mountains give it away!

Much love, a tight lines!

Mummy.

1958-9

17 March 1959

Cherideo.
March 17th

1959
Dr 7

Dear Alan

Well we are back from our holiday, we got back at ten last night after driving 350 miles over roads like cart tracks a lot of the way, choking in dust, and with the car dropping vital bits of itself at intervals and having to be peered into and tied together. But I will start from the beginning, and write it like a diary so as not to forget anything.

Saturday and Sunday. I wrote to you in the morning, and after lunch we packed, Daddy studying endless lists and saying "Good god we'll never get all this stuff in" and "Surely you dont want your butterfly net" and "Hurry up, hurry up, hurry up" The dogs lay under our beds miserably, they knew we werent going to take them and I hated leaving them behind but as it turned out they wouldnt have enjoyed it much and the journey would have been even worse with hot, furry bodies in the car on top of everything else. We set off (having got everything in easily including my butterfly net) at four thirty, and arrived at a friend's house in Jorhat at six. The idea had been to have an early supper there, a few hours sleep, and then start for Gauhati with him at midnight. However when we got there we found that he hadnt started to pack and we sat around till ten thirty before having supper, and left straight after it. I was exhausted before we started and seven hours later when we had breakfast at Gauhati I felt I couldnt stand another minute. We were supposed to be changing into a jeep which was to be waiting for us there but we drove round and round for half an hour without finding it and finally had to stay in the little car we were in (a Fiat we had borrowed for the journey) which depressed us as we had heard the roads were too bad for anything but a jeep. We loaded the cars onto the ferry and amused ourselves during the crossing (of the Brahmaputra) by watching the pink porpoises that were diving all around, I tried to catch them on my Cine but as soon as I'd focussed they'd gone. We had met our other friends, the Shaws, and their two small boys, so now moved off in a convoy of three cars and a jeep and trailer. The dust was appalling and it was pretty hot and we just drove on and on for another hundred miles with aching eyes and heads. The roads werent too bad but at one place they were doing them up and had just put down some huge spiky boulders and our little car got impaled on them - we thought we should never get off and when we finally did it was with a fearful grinding noise and we had loosened some vital part underneath which Daddy worried about for the rest of the trip. We stopped for lunch by the side of the road, and at about four we got to the edge of the Manas Wild Life Sanctuary. It was lovely forest all around, and there was the possibility of seeing anything, including rhino, but we couldnt in fact have seen a herd of elephants because the dust was so appalling. The road was just a rut filled with soft white earth through which we ploughed and skidded and wheezed for ten miles, it took us over an hour and Daddy was saying "We cant make it" every inch of the way. How the poor little car survived I dont know, but we all got through, and arrived at the other end looking like a lot of ghosts with blood-red holes in their white faces (our eyes) But as soon as we got out of the car we forgot the trip and our tiredness because the bungalow and the whole place was so lovely. The bungalow was perched on a side of the hill with the whole wide river below it and big, blue hills all round. Daddy and Robert Shaw took one look at the river, rushed for their rods, and without even shaking the dust out of their eyes, plunged in and started to fish. Within ten minutes Daddy had hooked a fish in the run just below, a 7 lb-er, but he was so excited that he threw it down on the end of his rod and broke it. Luckily he had a spare rod with him. We went down and washed our faces and hair and feet in the river and got a fire going for a cup of tea - not us literally as we had all brought servants with us - and that tea tasted better than anything I've ever drunk, smoky and black as it was. Then we unpacked and made our beds and changed and after an early supper we fell into them, they were just wooden boards with very thin cotton mattresses on them but they felt as good as the tea tasted.

Monday. This is going to be a very long letter, I hope it isnt too boring but you can skip bits, I dont suppose the girls will be interested in fishing but I have to write it all in one, couldnt do it twice!

12 September 1959

Herideb T.E.
Sept. 12th

1959

My dear Alan,

Hearty congrats on your exam results, a distinction for English was wonderful, we are telling everyone we meet about it. You deserved it after all your hard work, and we are frightfully pleased. Granny said in her letter "Alan has three passes, History, English and General" which as far as I can make out was all you took, or was "History with Foreign Texts" a separate subject? In which case do you have to take it again? I hope not, as there's nothing so dreary as going back over the same ground again. We haven't heard from you about it yet, I think the recent riots in Calcutta have disrupted the mail somewhat, hope too many letters weren't used to set fire to state buses. We were most relieved to hear you got back from your trip safely, and are longing to hear at more leisure which of the countries you liked best. Alas, only three of your postcards have so far reached us, the wretches in the post office have probably stuck them up on their walls, maddening. Did you find yourselves speaking fluent French by the time you'd finished, and how were your feet? I hope you had some fine weather when your friend was staying with you and were able to explore the countryside a bit, also hope you passed your motor bike test. I hear David has gone one better and got a car, I must say I'd much rather you had one, perhaps if my book gets published!

Mid-September, and at last a slight break in the heat, or rather the humidity, we had two positively icy days last week (72°) and the nights are much cooler. I've got a row of beans out and this time next month hope to be making our first sortie up the river. The Edyes are coming this evening with their films of the Manas which I believe are very good so I'm longing to see them. I fear we shan't be able to get there much longer, they'll probably be making a main road up to Bhutan through it with troops stationed all along the banks, slaughtering fish and animals, horrible thought. I've heard from the Dr Bahu that you only have to slip Rs 20 to the game warden at Kaziranga and you can poach a couple of barking deer, so I've changed my mind about sending Miranda there. She'll have to take a chance and stay here, the servants all adore her and she them, she does a dance for each mali who arrives in the morning. She is looking very sleek and glamorous these days, and has got over her silly behaviour and comes when I call, I shall hate leaving her. Tessa, the Poodledor, is much better, though she still looks like a cross between a sheep and a langur monkey. She wears us out with her energy, we left her in the drawing room on Monday when we went to the club and she pulled out "Poultry Keeping for the East" and the dictionary and chewed great lumps out of them, I had put everything out of her reach but didn't think of the book case! The film "Bell Book and Candle" was very good, awful nonsense, but fun. On Tuesday there was the final of the local football league, played in three feet of mud and a herd of cows, I had to present the prizes and when I'd finished all the little boys sitting on a bench beside me leapt up at the same moment and the bench fell onto my foot! It scraped all the skin of my shin and instep, luckily only grazed me as I think it would have broken my leg, it was a huge heavy thing.

In earlier volumes, concerned with my life up to Sedbergh, my mother's letters to my father have been an invaluable source. They contained many descriptions and comments on my home life which are central to the understanding of those years. From the time I went to Sedbergh, these letters become less useful.

My mother did write to my father frequently when I was at Sedbergh, thus I have 24 such letters written between 1957 and 1960 when they were apart. But there is very little about my time at Sedbergh - just half a dozen descriptions of getting me off to school and a visit to the school which have been incorporated in the text as relevant.

School Reports

Given their potential value for analysing the educational development of children, it is surprising that so little attention seems to have been paid to examine the school reports which were generated in their millions through the 20th century. Many hundreds of thousands must have been saved by parents during their children's often expensive education, but at the end of the schooling they were probably mostly destroyed or lost. Yet if even a few percent were kept by boys into their later years, there would be large quantities of them still in existence. Yet they have very seldom been deposited in archives. For example in the Dragon Preparatory School archives, before I put my own into the archive, there have been none deposited. So I have briefly analysed briefly the 14 out of 15 surviving termly archives, and the batch of fortnightly reports which my parents and grandparents saved. The analysis is in *Becoming a Dragon* (2014), on pages 87 following, and two examples are reproduced at the end of the book.

In the Sedbergh archives there are just a few reports deposited in the papers of J.H. Owen, who left the school with a scholarship to Oxford a couple of years before I arrived. The same lack of interest shown both the University and College archives. Teachers have not bothered to deposit their up reports on students as far as I can see in Oxford or Cambridge colleges. And they have never been used to publish works on private school education. As far as I know, and of course I may be wrong, there is not a single example of an autobiography or analysis of English boarding education which uses such reports seriously.

This leaves the field open and there is such a wealth of materials even in the 14 termly report I have before me, that it would be possible to write a chapter or more analysing them, going into the background of each of the teachers in each of the years and the language they used.

However I shall confine myself to a brief explanation and some limited comments. The reader of the reports will then be able to draw their own conclusions. Yet before doing so, it is worth remembering what constraints the report form and the role of the report imposed on what they are reading.

The teachers who wrote the report's knew that parents had spent a great deal of money on their children's education. If the report was too negative this could have damaging consequences – tensions in the family, loss of self-confidence and enthusiasm in the child, even withdrawal of the pupil from the school. On the other hand it was important to be as honest and constructive as possible and to urge and direct the student so that they would develop as well as possible. They were also being monitored by the Head Master and House Master, and if they were unhelpful or unfair, this could damage a Master's reputation.

The reports were written by the teachers towards the end of each term. Having undertaken this duty for my own students over a period of nearly 40 years at Cambridge University, I know the sinking feeling as one sits down to conjure up the image of the student and then to choose well-balanced phrases to summarise their achievements and potential, their weaknesses and their strength. There are coded phrases which teachers used to convey information which can then be decoded by parents (and soon the pupil) who themselves have been through the system.

There is above all damning with faint praise, 'could have done better' is, 'tried hard', 'means well', 'a neat hand and well-organized' and so on. So reading through the following reports is an exercise in decoding, with each teacher using a slightly different code, depending on their different expectations and the nature of the subject.

The Report Form is divided into five sections: the treatment of the body – age, height, weight and girth; the form subjects; the set subjects; options (music and art); character and general progress summarized by the housemaster and headmaster. This was the form used until the end of the middle school. In the sixth, the form was divided into the physical body; the principal subjects; the subsidiary subjects; options; general character. Although games were highly valued at Sedbergh, unlike the Dragon Report forms which had considerable space for games, there was nothing on the form for sport, though the housemaster sometimes commented on this.

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The progress in particular subjects in the development of my academic abilities will be analysed in a companion volume. Here it is worth standing back and looking at the flavour of the reports over the five years in relation to my general development, particularly in confidence, concentration and character.

I started well, probably largely due to the excellent education I had received at the Dragon School. I worked hard and impressed my teachers sufficiently to make them move me up in my third term from the third form into the fifth form classical. This was due to the fact that I moved in the two terms from fourteenth to first. The report on my progress by the House and Head Masters were full of enthusiasm – 'excellent' and so on, the only reservation being that I was still rather retiring 'in the house'. The cautious, careful and sometimes unsmiling boy of my early Dragon years seems to have been repeated again – I was a little wary and on my guard in this new and potentially dangerous environment I suspect.

In my second year I moved up into the fifth grade, where I would take my O-levels. I was a year and a quarter younger than the average of the class so was proceeding well. The first two terms were again marked by enthusiastic reports, but in the third, when I was putting on a lot of weight and in the middle of puberty, and also taking my O-levels, I seem to have lost some momentum. I did pass 5/6 of the O-levels (almost everyone in the School strangely failed English Literature – my best subject!). I clearly tried hard, but with only a average success.

In the third year, in the lower sixth history form, I was now only half a year younger than average, but the reports by house and head master summing up my achievements were uniformly positive. I steadily moved up from twelfth to third in the class and there were warm reports from my main teachers in history and English. In the third term, for example, in history I had 'an excellent term. The standard of his work has risen this year from the mediocre to the first rate'. I was really enjoying myself and doing well.

I moved up to Clio (the upper sixth history class) in my fourth year, again about

half a year under the average age and moved up in that year from thirteenth to fourth in the class. The reports on my English by David Alban were particularly enthusiastic. By my second term I was top of English in the whole school. I was a pleasure to teach, apparently, and my reading skills were particularly good, though my writing style still immature. The Head and House masters reports were again very enthusiastic.

My last two terms in Clio, after I had got my 'A's levels (a distinction in English and pass in history and the general paper) were again good. I had obviously decided to specialise in history, presumably to prepare me for Oxbridge entry in that subjects. The prophecy by Andrew Morgan on my unrealized potential in history – 'I feel that he is frequently on the edge of something big. One of these days he will spread his wings and fly"', took another five years or so, the middle of my D.Phil. at Oxford, to begin to come true. The House and Head Master commented favourably again. I left at the end of the Lent Term having gained ordinary admission to Worcester College, Oxford in history.

The general pattern is a very determined, organised, hard-working, child, trying his best, but a little immature and lacking that special brilliance which I recognised in some of my friends – particularly Christopher Heber Percy. It was somewhat like other aspects of my life - games, running, guitar, fishing. I was good through application, but not brilliant through natural maturity and ability.

I clearly enjoyed the work and was in some ways already talented in English, being top of the school quite young and contributing quite a lot to school and house magazines in the way of English compositions. I had learnt the essential lesson, which is that it is how we organize and apply ourselves that makes the difference, elevating the humdrum to something a little better. I had started to learn this as a very small and quite immature boy at the Dragon, and it has always been with me since.

There are few negative comments or signs of unhappiness or disengagement. Looking back on the profile, it looks as if I was in my general life as I was in the outdoor world, urging myself on to climb the mountains around me and within me. It was a slog and often a little unrewarding, but there were frequent moments of excitement, delight and discovery, especially in literature. My mother was always encouraging and interested and I wanted to please her and others. Finally, I climbed sufficiently far and fast to be able to stand on Winder, the local first peak and see ahead of me Higher Winder - Oxford. My education was gradually climbing ridge after ridge, often repeating parts of the experience, but rising until one day I would literally stand on the slopes of the great Himalayan Mountains of Nepal.