

# The Bradfieldian

May 2017

## Spring Concert

*Pupils end the term  
on a high note*

*Also in this issue:*

- **Meet the Caterers**
- **Greek Play Preview**
- **Driving Force:  
Charlotte Phelps**
- **Richard Adams**





BRADFIELD COLLEGE

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Photograph by WILL OATES



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May 2017



Dear reader,

'I can only repeat. I have been more consistently happy in Greeker than anywhere else at all.'

Thus writes Richard Adams (H 33-38) in his autobiography, *The Day Gone By*. Alongside the obituary of this celebrated OB, this *Bradfieldian* includes a preview of the next opportunity to enjoy an experience which Adams described as 'the privilege and heritage of Bradfieldians'. Further testimony to the lifelong impact of Bradfield's unique tradition comes through the words and careers of the cast of the 1982 performance of the *Persae* who are profiled in these pages.

Elsewhere, articles about the Athena lecture series and the research projects of our Sixth Formers reflect ways in which we continue to focus on the development of skills and interests which reach beyond the confines of the formal curriculum and last beyond results day. As ever, this edition also includes news of last term, including golf and football triumphs and a vibrant spring concert.

Just as *Watership Down* has been interpreted as political allegory (not always to its author's pleasure), so is Greek drama variously interpreted by new audiences. As the tectonic plates of world politics feel increasingly uneasy beneath our feet, it is fascinating to revisit a play which asks questions about nationhood and leadership, whilst revealing the bitter harvest of pride.

I very much hope to meet many of our readers in Greeker this summer.

Dr Christopher Stevens,  
Headmaster



p14



p20



p26



p36



p48

## Contents

### Features

Athena Lectures	4
Extended Skillset	10
Meet the Caterers	14
Greek Play Preview	20
Mythamorphosis	24
EDCLUB Movement	26
Charlotte Phelps	36
Persae 1982	40
Richard Adams	48
Letters to the Editor	52

### Regulars

College News	6
Performing Arts	18
Outreach	25
Sports	30
OB Affiliated Clubs	39
Bradfield Society	43
Obits and Weddings	50

# Roger Keeley talks Athena Lectures



Charlie Walker

*The academic week reaches a conclusion for the Sixth Form pupils with the Athena lecture, an opportunity to meet together as a year group in the Music School on Saturday morning to listen to a talk by someone from outside the immediate Bradfield community.*

There is no set agenda for this cycle of visiting speakers, so the topics are diverse and often cross the curricular boundaries between academic subjects, as illustrated by the 2016/17 programme.

Charlie Walker (H 99-04) whetted the audience's appetite for future travels with the captivating story of his epic four and a half year, 45,000-mile cycle ride to the furthest extremities of the Eurasian and African continents. The lecture was so well received that Charlie was invited back to tell us more about the country in which he received the warmest hospitality during his journey.

In this second talk, he put the current geopolitical and cultural status of Iran, a much misunderstood country, into a complex historical context. This was also the first in a series of special events to mark this year's Greek Play at Bradfield – *Persae* ('The Persians') by Aeschylus. Andy MacKay's lecture *Shock of the New* traced the development of Modernism from 1760 to 1960 and, with the help of some arresting images: he reminded us that a study of art history

encompasses elements of the whole gamut of Sixth Form subjects, from Philosophy to Physics.

Mike Hurst, who made his name as a performer in the 1960s pop scene (with The Springfields) and later as a record producer, is an annual fixture in the Athena line-up. With the help of his singing voice and guitar, he brought the venue to life with his lecture *The Musicmakers* in which he unravelled the history of popular music. Mike explained that a combination of the African slave trade, religious music from Britain, forced migration from Eastern Europe, the proliferation of American radio stations and the emergence of the 'teen-ager' all fuelled the dominance of the USA as the global centre of popular music culture, until the emergence of The Beatles and the Rolling Stones caused a transatlantic shift in power in the early Sixties.



A key feature of the Athena programme is the opportunity it provides for Old Bradfieldians to return to their *alma mater* to speak on areas of interest or to reflect back on their career path since leaving school. Tim Maltin's (A 86-91) beautifully illustrated and thoroughly researched talk set out to dispel the myths surrounding the 1912 sinking of the Titanic, in the course of which he revealed the importance of the science behind the visibility of icebergs under certain meteorological conditions.

In his lecture *The Cinema as Time Machine* Paul Cuff (E 98-03) enthusiastically shared his many years of research into the 1927 silent film *Napoléon* directed by Abel Gance. The one-hour time slot only allowed limited, albeit stunning, clips from this 332-minute epic that was decades ahead of its time in terms of cinematic techniques.

An on-stage interview with OB filmmaker Taichi Kimura (A 00-06)

was informative and very entertaining, as well as eliciting many questions from the pupils. The big screen and sound system in the Music School Hall shimmered and throbbed respectively as we witnessed short films, music videos and commercials created by this very talented individual who is certainly a name to watch.

In Jeremy Felwick's (B 88-93) talk *A Story of Accidental Entrepreneurship* his key life message was 'meaning over money' as he recounted his decision to launch a business based around a street food van specialising in meatballs – we hope that he will bring the van itself on a future visit!

The year's programme was book-ended by two very different talks. Dave Griffiths (H 82-86) reprised his solo Edinburgh Fringe Festival comedy show in which he relates his real-life story of a legal battle with a major international corporation. Dom Rogers (D 96-01) finished the Lent Term programme



Tim Maltin

by summarising his time in the Royal Marines whilst at the same time reminding us of the vital but hazardous role performed by the military in maintaining the security of the country.

Each week the senior pupils leave the lecture with plenty to think about and discuss as they move on to their next weekend commitment.



Jez Felwick

## The World of Design

The Design Department welcomed three guest speakers in January to give current pupils an insight into the various aspects of the industry and to share their career experiences. Old Bradfieldians Olly Murphy (F 03-08), a freelance graphic designer, and Chris Romer-Lee (A 86-90), co-founder of Studio Octopi, were joined by Imran Chouglay, Director of Engaging Education.

All three started studying design in some form both before and at university but have since developed careers in very different directions. A Design degree can lead to hugely successful careers in a vast range of areas of the industry. The talks were very widely received and not only by the Sixth Form who hosted our guests for dinner and drinks on the evening.

Since leaving Bradfield, Olly has worked on many product and graphic design projects where he could put skills learnt from Design and Technology A Level to good use. After graduating Olly worked for a small design company gathering insight into how a business works. He explained that this was where he realised he wanted to remain hands-on in the design process whilst not having to be concerned with the manufacturing of designing such products. This is what led him to start freelance work and he has consequently completed projects for *Deliciously Ella*, *Disney* and *black + blum*.

Chris encouraged the pupils to follow their dreams. He studied Architecture at Plymouth and UCL despite his

teachers advising against pursuing a career in the discipline. He subsequently set up Studio Octopi with a friend from university, working on domestic and commercial properties in and around the London area.

They have received an RIBA award for their work and Chris was the architect involved in the restoration of the Greek Theatre here at Bradfield. His passion for swimming has led to further expanding into a side company *Thames Bath* who are developing a naturally filtering, floating lido for the River Thames in central London.

Imran studied Industrial Design at Loughborough. He learnt a lot about the industry whilst on placement in Singapore with OSIM and gained an interest in designing products for children with companies in Hong Kong and Lake Como, Italy. Imran talked to the pupils about his final piece at university; a children's night light that ran on kinetic energy that charged as the child played with the product during the day.

In his second year he was approached by a friend to do some freelance branding work for a start-up company, which later developed into the company *Engaging Education*, of which he is now Director. The company runs workshops in schools to transform their work into products and resources including school magazines, comic books, mobile apps and promotional videos and Imran is involved in the graphics and branding of these products.

Hannah Knott (Head of Design)



Sixth Form Design pupils hosted our guests for dinner before their talks



Olly Murphy's award-winning design for Disney's 'It's a Small World' stacking meal set





## History of Art study tour of Florence

While most pupils made their way home at the end of March, the History of Art Department set off on a study tour of Florence to see the Italian Renaissance works of painting, sculpture and architecture they have studied in class.

Experiencing these masterpieces first-hand is an excellent way to kick-start revision. This year, we were all particularly taken with how much more meaningful the sculptural works are when you can get up close and consider the techniques, scale, detailing and finish. The sun shone for us and the food, wine and of course *gelati*, gave us suitable reward for all our hard work during the day. Here are some thoughts from both our A Level and IBDP pupils.

“My highlight from the Florence trip was seeing Donatello’s Mary Magdalene. The sculpture’s features were less harsh in person, which made her look very life-like and serene, however we still felt the physical suffering she was portraying. We already knew that Donatello’s choice of material was effective, but only by seeing Mary Magdalene ourselves could we fully appreciate what he had accomplished. It was breathtaking.”

*Alienor Golding (K) LVI IBDP pupil*

“The History of Art Florence trip, for me, opened a new dimension of looking at and understanding a piece of art. Whether it is in the minutiae detailing on Donatello’s Bronze David or the thick rustication of the Medici’s facade, being able to physically look at the works in the flesh has definitely benefited and furthered my understanding.”

*Charlie Green (D) UVI A Level pupil*

“I thoroughly enjoyed the History of Art trip to Florence and it was a very beneficial experience. I was particularly astounded by the sculptures on the outside of Orsanmichele. It was incredible to see the sculpture of John the Baptist and it was obvious to me that Ghiberti’s intention was to give off a very imposing impression. The sculpture of St Mark demonstrated Donatello’s increasing interest in characterization and psychological realism with his wise, intellectual and pensive stare, which seemed so prominent when looking at it in such close proximity.”

*Maddie Keay (M) UVI A Level pupil*



“The trip to Florence was one of the best I’ve been on. We saw some amazing art and the weather was just perfect. It was so useful to see the art first-hand as it really brought it to life. In particular I loved the Strozzi Altarpiece of the Adoration of the Magi by Gentile da Fabriano - the gilding was breathtaking and something that isn’t possible to see unless in person.”

*Mia Warren-Smith (K) LVI IBDP pupil*

“It’s hard to pick something that impressed me the most as the trip was a myriad of constant adoration. Nevertheless, Donatello’s Mary Magdalene is the artwork that surpassed my expectations. The new display at the Museo dell’ Opera del Duomo has given the sculpture its own space behind glass and the dark ambience of the display room contrasted against the figure, displaying Mary Magdalene in all her fragility. Despite the highly undercut surface of the dangerously starved figure, it really felt like she could walk out of her pose at any given second. Quite paradoxically, it was the sculpture I saw the most life in, despite the depicted emaciated state.”

*Anna Mladentseva (I) LVI IBDP pupil*





## *Pupil Profile: Olivia Lee-Smith (M)*

### **What was it about Bradfield that stood out when you were choosing a school?**

There was something special about the grounds. I could see myself doing all the things that I loved in Bradfield's amazing facilities; the hockey pitch, the cricket ground and the football pitches. It's so pleasant being in the countryside and that made Bradfield different from all the other schools.

### **What has your Bradfield experience been like since you joined?**

I was actually a day pupil in Faulkner's. The idea of boarding was scary at first but I found myself staying almost every other night because there was so much on from the minute pupils wake up right up until bedtime. When I joined the senior House I decided to become a full boarder to get the most out of my experience.

### **After achieving 10 A\* grades at GCSE, what has the transition to the IBDP been like?**

The IB was then the perfect option for me. I was not too sure what I wanted to pursue in the future because I enjoy many of my subjects. With the IB I get to do extra subjects, have a busy timetable and have more interaction with teachers which has been really helpful. I am getting the time to find what it is that I really want to do as right now I am studying High Level Chemistry, High Level Biology, High Level English Literature, Maths, French and English.

### **What else are you involved in at Bradfield?**

Over the years, I have been involved in football (representing Bradfield and ISFA), tennis, golf and cricket. Now I'm focussed on just hockey and I'm currently on the England Player Pathway.

That is the best thing about Bradfield. The amount of things you can get involved in here and the sports tours that I have had the opportunity to go on have been incredible. If you have a passion for something, Bradfield are really good at pushing you to pursue that.

### **What is the most challenging thing about Bradfield?**

Definitely learning to manage your time. Making sure that you are happy so that your sport is good and your academic grades are good as well and prioritising those in the right way.

The IB has really helped me with the time management. I would never have managed to balance all the things that I'm doing now without having been through the IB programme.

### **What are your plans beyond Bradfield?**

I want to go to university but I'm not sure what I'll be studying yet. I'm taking off-syllabus lessons in Chemistry and my EE subject is Biology because I enjoy the sciences. I have always wanted to be a lawyer so maybe once I have found my subject I'll do a law course afterwards.





## Anna Mladentseva: Poetry Cup winner

**anagapesis** [ana-ga-PE-sis] (*n.*) falling out of love; the feeling of not loving someone or something once loved.

You may not have heard of the term anagapesis before and though the concept it defines is a familiar one, the use of the word as the title of Anna Mladentseva's (J) poem was enough to spark the judges' intrigue as they pored over the entries to this year's Berkshire Arts Festival Senior Poetry competition.

Sixth Form pupil Anna had actually entered three poems into the category but for poet and novelist Claire Dyer, who judged this year's contest, it was the one entitled Anagapesis which stood out as a clear winner.

"What's lovely is that if people think in poetry they tend to look at the world in a slightly different way. What was refreshing about the poems entered by Bradfield's pupils was that the experiences they were writing about mattered to them. That they had chosen this form to express those experiences was wonderful."

"Anna's winning poem stood out partly because it was a word I had not come across. I like learning new things so if I am reading a poem that teaches me something then that is a good thing."

Claire visited the College to present Anna with the Poetry Cup for her winning entry while also presenting certificates to Iva Dralcheva (I) and Mariya Aleynikova (I) whose entries were highly commended in the Senior Poetry category. Claire was on hand for a Q & A session with some of our English pupils who were keen to learn more about the creative writing process.



### Anagapesis

*I was five when I received this message:*

*"My dear darling, I can't wait till your adolescence!"*

*And I smiled that gloppy smile,*

*Hands in syrup,*

*I think it was treacle, actually.*

*I stained that letter,*

*The cursive writing went smearing down the page.*

*I was ten when I received this message:*

*"I know I'm far, but my love has not lessened!"*

*I did not smile that childish smile,*

*But indeed I felt warm inside,*

*I kept that letter in my box,*

*And went to bed,*

*And then I slept.*

*I was fifteen when I received this message:*

*"I heard what happened, oh dear, you're such a wreckage!"*

*I furrowed at that instance,*

*My black mascara has started to flake,*

*My lipstick – deep red,*

*I stole it from the shop, for tonight.*

*I did not go to bed.*

*I was twenty when I received this message:*

*"Still thinking of you, please avoid the stresses!"*

*It was what I was expecting,*

*So I was indifferent,*

*I had my dissertation,*

*The trip with my boyfriend all the way to Croatia,*

*So I filed it away.*

*I was twenty-five*

*And I did not receive her message.*

*She did not care, about my new obsession.*

*She did not reply, to my wedding invitation.*

*So I wrote her a message:*

*"I should not have been so aggressive"*

*I should not have been so aggressive.*

*(I never knew she had depression)*



# Extended Skillset

**Bradfield's rich curriculum and 'Education for Life' ethos seek to nurture pupils' interdisciplinary thinking while building on and refining their core skills.**

**A**s we prepare our pupils for a life beyond Bradfield an emphasis is placed on developing 'soft' and employability skills while instilling a natural desire to learn in preparation for the academic rigours of university, the world of work and meaningful adult lives.

In the Sixth Form, pupils on both the A Level and the International

Baccalaureate Diploma Programme have the opportunity to extend these skillsets as they encounter the Extended Project Qualification or the Extended Essay. These two core compulsory modules of the separate pathways provide a blank canvas on which pupils are free to choose a subject matter and, in the case of the EPQ, a project type, mirroring ways in which they will learn at university or in the world of work.

Here, Extended Essay Director Maddie Winn and EPQ Co-ordinator Colin Booth talk extensively on the benefits of the two disciplines and how they aid pupils in their preparations for life beyond Bradfield.

## **Extended Essay - Maddie Winn**

The Extended Essay is a fundamental component of the International Baccalaureate Diploma. A pass is required in order for pupils to achieve their diploma as it forms part of the 'Core' alongside Creativity, Action and Service and Theory of Knowledge. The course also strengthens the pupils' learner attributes, such as critical and creative thinking, enquiry and reflection. Hence, the Extended Essay encapsulates the nature of the IBDP. Moreover, it offers the pupils a chance to investigate a topic of their choice, delving into an area of research beyond the curriculum with the support of a



subject specialist supervisor, meaning they are prepared to research when they arrive at university.

Although the pupils are aware of the Extended Essay from the outset of their Diploma, the process of selecting a topic, forming a focused researched question and embarking on independent research begins in earnest in January of the Lower Sixth. Once they have formed a question, they work, with some supervisor guidance, to gain a detailed contextual understanding of their chosen topic, which culminates in a 4,000-word essay due in September of the Upper Sixth.

Topics submitted, which must be linked to one of their Higher Level subjects, are extremely wide-ranging and examples from the current Upper Sixth cohort include *How does Nabokov seduce the reader in Lolita?* (English), *Has the plastic bag tax reduced pollution levels in Bradfield, England?* (Economics) and *To what extent does Dominica's claim to be the nature island and an ecotourism destination apply?* (Geography).

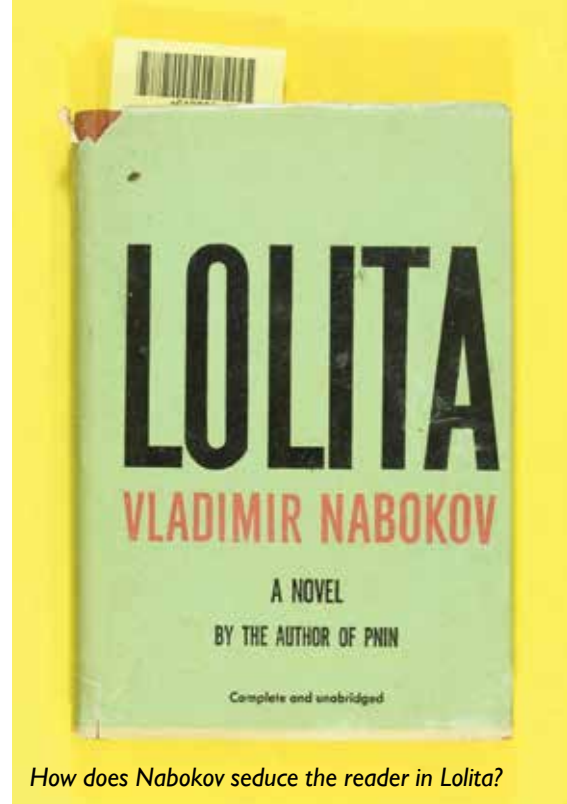
*“Undertaking the Extended Essay has extraordinary academic value.”*

The titles for the Lower Sixth have not yet been finalised but topic areas include a biological investigation into animal behaviour, History research into failed UN intervention in Bosnia and analysis (in French) of the Parisian media in the wake of the Paris attacks. The opportunity to choose an investigation that they would not study otherwise is welcomed by all the pupils and they select a brilliant range of titles. This year for the

first time, the College is introducing ‘World Studies’ EEs which are interdisciplinary and global in nature, for instance one pupil is investigating Chagas disease in Argentina from a biological and economic standpoint.

Undertaking the Extended Essay has extraordinary academic value. It develops intellectual curiosity as pupils become passionate about exploring their topic and many get the ‘bug’ for academic research, due to the satisfaction of submitting something they have nurtured. As the vast majority of our pupils go on to study at university after Bradfield, we must prepare them for that and the EE is a key way to ease the transition. Many ‘freshers’ arrive at university without having undertaken extended research at school and find themselves struggling from the outset, trying to grapple with the difference between Harvard citations versus Footnotes and where to look for resources (if googling the exact essay title does not produce plentiful results!). Pupils who do the Extended Essay will have completed an academic project of 4,000 words, thus gaining an advantage.

As a teacher, the most fantastic value of supervising the Extended Essay process

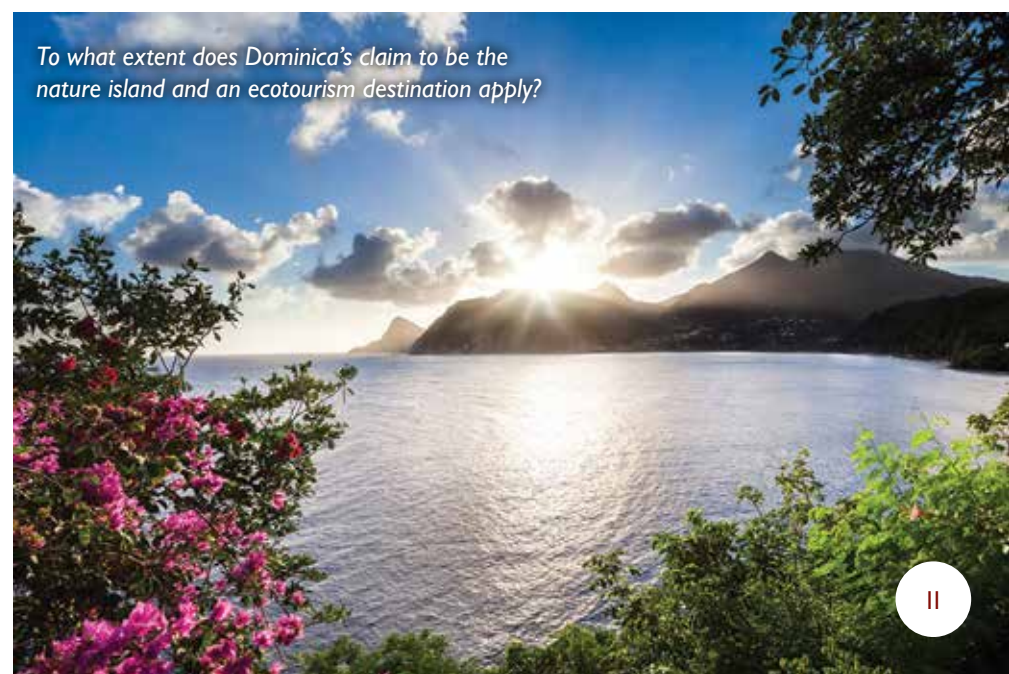


*How does Nabokov seduce the reader in Lolita?*

is that the learner-teacher relationship is flipped; inevitably as the pupil undergoes research into their specific chosen area, their level of knowledge surpasses that of their supervisor. For instance, my supervisee last year was, by the end of the process, an expert on the nuances of social advocacy groups in Twenties America and it is a brilliant moment when you think ‘they know more than me!’

## **Extended Project Qualification - Colin Booth**

The EPQ course at Bradfield begins in September of the Lower Sixth and



*To what extent does Dominica's claim to be the nature island and an ecotourism destination apply?*

is completed by Michaelmas Long Leave in the Upper Sixth. Pupils start planning their research projects through an online course on the pupil-portal *Firefly*, which is designed to reflect both the independent nature of the course and the changing teaching methods used by universities.

Once the online module is completed, pupils have a timetabled weekly tutorial in which their Supervisor can question and support the direction of their project, as well as teach key research and referencing skills. An important part of the qualification is the Log, where pupils record the whole process and reflect on their newfound skills as they develop. First drafts are submitted in the final weeks of the Lower Sixth Summer Term, leaving the summer holiday to make any amendments. The final stage of the project is the presentation, which provides a fitting celebration of pupils' hard work, and is a chance for staff and younger pupils to hear about the wide range of projects undertaken.

*“The EPQ really does contribute to an education that goes above and beyond A Level grades.”*

With the recent changes to A Level courses, the EPQ makes up an important part of the Sixth Form curriculum. It is an opportunity to undertake genuine academic research, in preparation for doing exactly the same at university. However, with the Log and Supervisor, pupils are supported throughout, allowing them to focus on the learning process itself, rather than simply the final product. In doing so, pupils will be more comfortable and confident in a university environment,



*Has the plastic bag tax reduced pollution levels in Bradfield, England?*

so the EPQ really does contribute to an education that goes above and beyond A Level grades.

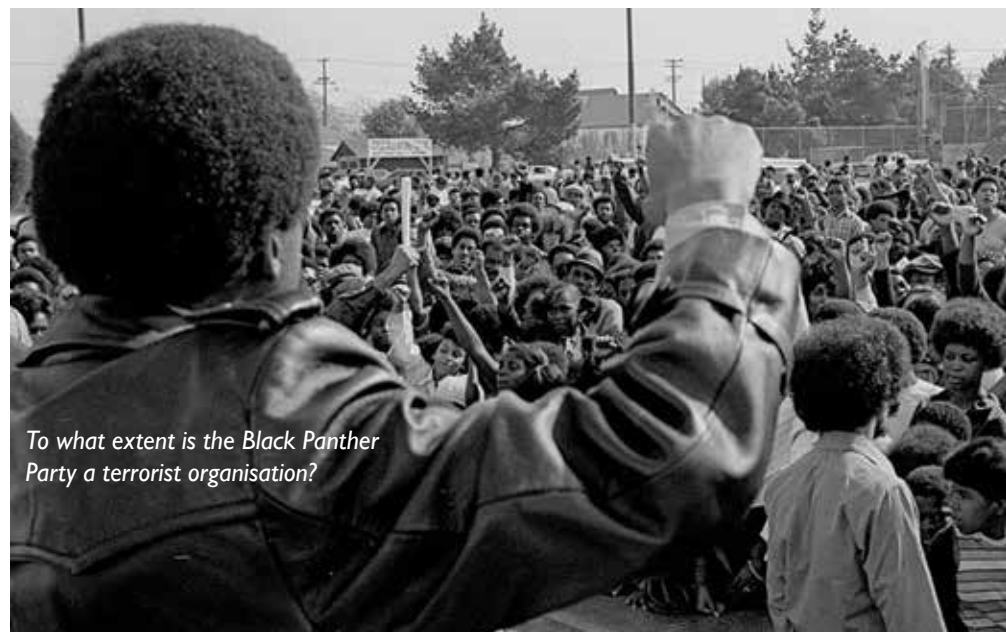
*“Such freedom of subject choice provides a real opportunity, whether for university, career, personal experience or simply academic curiosity.”*

That said, the EPQ is still worth half an A Level in terms of new UCAS points and, increasingly, pupils are finding that their EPQ provides huge support to a university application. This year, many have received reduced offers based on their EPQ performance, while others have found their projects contributing to unconditional offers and scholarships at prestigious institutions.

Further education aside, all pupils benefit from gaining transferable skills: time management, independence,

public speaking and vital inter-personal skills developed by arranging interviews and discussing their projects with peers and staff, for example. Moreover, the freedom to choose the topic of your project means pupils can target a particular industry in which they would like to work (either after university or straight from Bradfield).

With over 120 projects submitted last year, the range is impressive. Titles included: *Managing an investment portfolio during difficult market conditions*; *The effect of Crossrail on the London property market*; *Designing a 'green' home in Hong Kong*; *Investigating slapstick comedy through directing OZ by Don Zolidis*; and *To what extent is the Black Panther Party a terrorist organisation?* Such freedom of subject choice provides a real opportunity, whether for university, career, personal experience or simply academic curiosity.



*To what extent is the Black Panther Party a terrorist organisation?*



## STEM@Lunch at Cambridge

CRISPR is a new technique for accurately editing genes. I first heard about it while I was volunteering at BBC Focus Magazine in Bristol last summer. The more I found out about it, the more exciting I realised it was. Designer babies, GM crops, cures for cancer, AIDS and cystic fibrosis, are all areas of research that have been transformed by CRISPR.

Dr Brooks and Mr Clark's new STEM@Lunch club provides opportunities for pupils to explore cutting-edge and multi-disciplinary science topics, so I offered to do a session on CRISPR, with some expert biology help from Mr Whitehead. During the lunchtime session, we Skyped Dr Aisling Redmond, a young postdoc researcher at the Cancer Research Institute at Cambridge University. She answered our CRISPR questions and talked to us about her research. She is trying to understand how our genome affects whether or not we get cancer. Sophie Stürmer was sufficiently inspired by the Skype call to email some further questions to Dr Redmond, which were duly answered. This led to us asking Dr Redmond if we could come and visit her in her lab in Cambridge and we were delighted when she said yes.

One windy Thursday afternoon in February, Sophie Stürmer (I), Georgie Cockburn (J), Polina Oktysyuk (M) and Ed Thody (F) and I drove down to Cambridge. Upon arrival, Dr Redmond welcomed us and introduced us to the steps that have to be done before a fragment of DNA can be sequenced for its individual nucleotide bases. She also set up a gel electrophoresis experiment for us to have a look at. We then embarked on a tour to see the high-tech facilities the Institute has to offer. We saw live cancer cells being grown and machines that can sequence the human genome in less than 48 hours. Strangely, the machines were nicknamed after Star Wars and Twilight characters!

It was also fascinating to see the importance of smooth collaboration between wet scientists, that do the experiments in labs, and the computer analysts, who try to figure out what effect the sequence of base pairs in the genome has. Whilst showing us around Dr Redmond told us a little about her own career and happily answered our numerous questions, emphasising that research is not all about immediate successes. Experiments that do not go to plan the first time round, and require modification, often enrich our knowledge enormously; more than the ones that do what they are supposed to do.

The CRISPR experiment that Dr Redmond did in 2016 was incredibly simple. The Cas9 enzyme comes as a

white powder, as does a sample of specially synthesised RNA, which guides the enzyme to a particular place on the DNA. She dissolved these two white powders in water and poured the solution onto some brain cells that had been taken from a mouse.

After leaving them overnight Dr Redmond returned to them, testing to see whether the DNA had been edited properly. She then injected the edited DNA into the nucleus of a mouse embryo, which was then implanted into a surrogate mother. This last step is very similar to IVF treatment when a fertilised embryo is implanted into a mother's womb. That's it. In a few weeks a genetically modified mouse was born. Dr Redmond could then test whether the mouse was more or less likely to get cancer.

Overall, we all really enjoyed the trip and look forward to hearing from Dr Redmond in the next couple of months on how her projects are coming along. It has been a good example of how Bradfield's brightest scientists are looking outwards and engaging with the most exciting researchers in the UK.

*Anthony Hardwicke (Teacher of Chemistry) and Sophie Stürmer (I)*



# Meet The Caterers



**O**ver the past year, food has become a hot topic amongst the pupils, staff and even parents and for all the right reasons. This year, under the guidance of Catering Manager Rob Pynegar, Bradfield's in-house catering team has gone from strength to strength. The Bradfieldian sat down with the team to find out what has been behind their success, what influence the pupils have on the menu and what their plans are for the future.

**What has been the aim with the day-to-day running of the catering to improve the offering at Bradfield?**

When Dr Stevens came in with the idea of 'an education for life' he saw the food element here as a massive part of that ethos. We see hundreds of pupils across breakfast, lunch and dinner six days a week so what we offer has to be interesting and it has to be diverse. We are trying to challenge the pupils' tastes and actively invite them to try new and exciting foods.

Hospitality forms a significant part of it as well. From small meetings for the Bursar which have a catering requirement or the Headmaster inviting pupils to one of his evening meals to supplying basic food produce for the Boarding Houses on a daily basis or a wedding in the holidays, it is always diverse and we have a hand in lots of areas.

**How large is the workforce on site here?**

Currently we have 47 members of staff between kitchen and front of house. We have been able to add a dedicated pastry section with a Head Pastry Chef meaning we now make all our desserts and breads on-site. There are plans to expand the workforce again next year so there are exciting times ahead.

*"It is amazing. Whenever I leave a comment in the suggestion box, the changes are made the next week. The range of food/dietary dishes is unbelievable and the staff are very kind."*

*Feedback from pupil survey Nov 16*



**There are two dining areas in the College, the Main Dining Hall and one up at Faulkner's. How do you manage the split?**

This year we have introduced a Chef Manager at Faulkner's and bolstered the team with a chef de partie. We also needed to focus on getting the main school, which caters for the bulk of the pupils, right. We put the labour in there to be able to do that and the menus are now identical every day across both sites so the continuity really helps.

*“I love how there are so many options to choose from at breakfast, lunch and supper.”*

*Feedback from pupil survey Nov 16*

The logistics for service definitely work differently. Faulkner's, where we cater for up to 300, has a constant flow of diners in one hit whereas in the main Dining Hall, guests enter in fits and starts and the total guest count can reach 800 for a single meal.

**Do pupils, parents and staff have an influence on the menu choices?**

Absolutely, across the board. It began with influence from the Headmaster and his ethos as I mentioned earlier. Our Executive Chef Darren, who has a background in fine dining, took Dr Stevens's brief for educating pupils in the way of food and built that into our menus.

*“The catering staff are definitely doing a great job with feeding all the pupils in the College.”*

*Feedback from pupil survey Nov 16*

One of the big things we have done this year is producing a vegan menu. There was an increasing number amongst the pupil population choosing a vegan diet. We have always offered a vegetarian menu and did vegan by request but many pupils came and chatted to us and offered suggestions so we changed that menu to a vegan menu. That has given our team the opportunity to improve their skills by learning new ways of cooking and sourcing new suppliers. It has been a very positive experience for everyone.

The Catering Committee, which pupils are a huge part of, meets regularly each term. At our last meeting, we put an offer out to pupils asking them to suggest an entire menu and so far we have had both Loyd House and Faulkner's produce a menu which our team has presented.

Parents do get in touch, which we always invite should anyone want to voice concerns and provide suggestions. We really do look for feedback. It is a gift as it is an opportunity for us to find out if we are doing something wrong.

**You entered the world of social media earlier this year. What was the thinking behind using social platforms?**

We have a Twitter account and an Instagram account which provide us with an opportunity to display our product. Obviously we don't hide the fact that it gives us a platform to brag about what we do but it gives parents, pupils and staff the chance to see what we do on a daily basis. We can also display the different areas of catering in which we are involved.



One of our bragging areas is now 'Match Teas' because we have parents visiting from other schools so we want our offering to stand out. We are now baking all our own desserts on the day, hot fresh scones and fresh cakes. We make our own Battenberg Cake without almonds because we are totally nut free here.

**What are your plans for the future of Chartwells at Bradfield?**

In the immediate future we want to continue to showcase that we





are open to participation. In June, we are planning to run workshops where we teach the pupils some basic culinary skills. Our training chefs will come and teach pupils how to create basic dishes which we are calling the university survival guide. We are looking to do a similar experience in Faulkner's where they will go through the processes of preparing the food to cooking and consuming it.

There was a brief mention in the College's Annual Report that the College is expanding and therefore we need to expand our offering to cater for the increased pupil numbers this year and next year. The Dining Hall is tight so there are plans to expand and provide a more attractive experience for pupils.



It is all about guest experience and in this case, the pupils are our guests. We look at the whole experience from the point of arrival through to the food offering and consumption all the way through to the guest departure.

*“For vegetarians like myself they give a wide variety of food choices each week.”*

*Feedback from pupil survey Nov 16*

Faulkner's is a lovely environment. It's very light, very airy and the experience is very pleasant. We want to bring that to the main area which caters for a lot more of the College so we are working with the Bursar to plan for the future.

What we have achieved over the last two years is testament to why the College is now committing to the continuation of improvement in this area. We do a lot of pupil satisfaction surveys and we have found that their satisfaction has increased phenomenally. The number of pupils that are now talking about our food in a positive light is brilliant. They are a



lot happier with what is coming out of here and now it's about improving the experience to supplement the product.





## *Pupil Profile: Tom Houston (F)*

### **What was your Faulkner's year experience like?**

Being in the Faulkner's was a great experience. The atmosphere in the House is so friendly; it made the place feel like home. Boarding with girls and boys was unique and was like having brothers and sisters. I really enjoyed the way that pupils are encouraged to get involved in lots of activities from the beginning. Having something to do all the time really helped with the homesickness because I had not boarded at school before I came here.

### **What was it about Bradfield that made you decide to enrol here?**

I really liked the Music Department when I visited and I liked the fact that rugby was not a sport on offer as I did not enjoy it at Prep School. I also liked the flexible option of whether to board or not. I chose to board because of all the evening clubs that were on offer so I knew that I would get a lot out of the boarding experience.

### **Outside of the classroom, what have you been involved in during your first two years here?**

Music is really my passion so it has been great to have the opportunity to enter many competitions and to join lots of bands and groups. I also got involved in quite a lot of sport last year, especially hockey. It is something that I have continued to do this year and I am now part of the U15A team. I also enjoyed doing a bit of Art.

### **Have you enjoyed getting involved in a variety of different musical experiences at Bradfield?**

I really have. I went to the Spring Concert and performed with the Faulkner's Choir. I was also involved in Bradfield's The Voice competition last year. I performed a rendition of Justin Bieber's *Love Yourself* in the final with my guitar and a loop pedal. I was not expecting to win the competition being a Faulkner's pupil but I was really proud of myself when they announced that I had won.

I also sang in the Rock Concert, which was another enjoyable experience as I got to perform in the Greek Theatre.

### **What GCSEs are you studying and what would you like to do in the future?**

I am taking Triple Science, Additional Maths as well as Maths and English. I am also taking Geography, French, Latin and Music. I am really enjoying Music but I am also really into Chemistry.

I really want to keep developing my skills as a musician. The prize for winning The Voice was to go to a recording studio in London and record an EP which was a really good experience.

The teachers here are so great at helping me to improve. Mr Mountford has helped me to enter a song writing competition and the prize for winning that is playing at Wembley, which will be a dream come true.





## *Scholars' Concert*

In late February, an appreciative audience enjoyed a beautiful hour-long concert that featured Bradfield's talented Music Scholars and Exhibitioners. Nineteen pupils featured in a programme that included heavyweight names such as Schumann, Rachmaninov, and Beethoven, but also some

lighter material - perhaps most notably Jacob Billings (A) singing a wonderful version of Flanders and Swann's *Ill Wind*. The music was wonderful providing another magic Bradfield moment. Well done to our Scholars and Exhibitioners who performed.



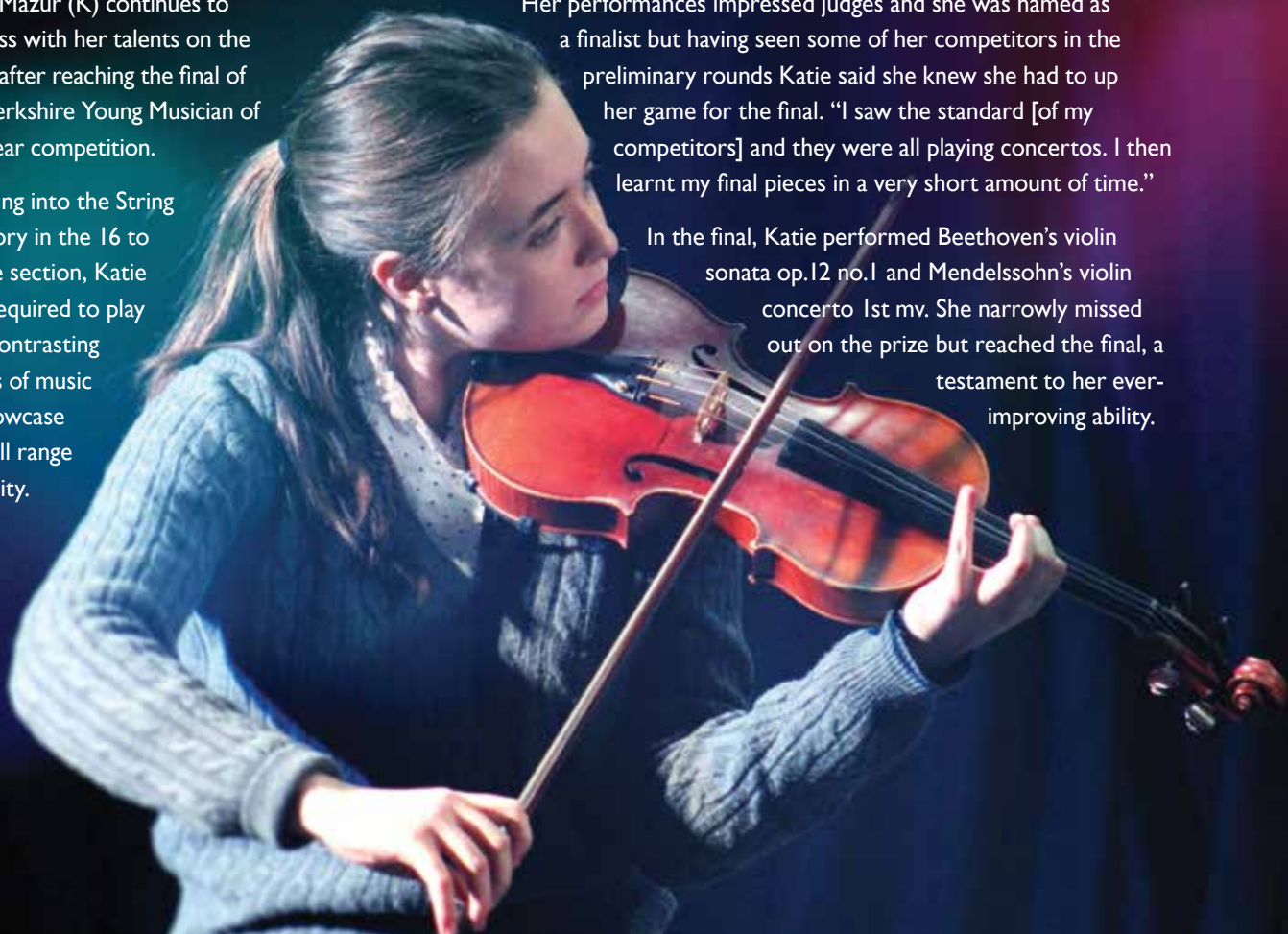
## *Berkshire Young Musician of the Year Finalist*

Katie Mazur (K) continues to impress with her talents on the violin after reaching the final of the Berkshire Young Musician of the Year competition.

Entering into the String category in the 16 to 19 age section, Katie was required to play two contrasting pieces of music to showcase her full range of ability.

Her performances impressed judges and she was named as a finalist but having seen some of her competitors in the preliminary rounds Katie said she knew she had to up her game for the final. "I saw the standard [of my competitors] and they were all playing concertos. I then learnt my final pieces in a very short amount of time."

In the final, Katie performed Beethoven's violin sonata op.12 no.1 and Mendelssohn's violin concerto 1st mv. She narrowly missed out on the prize but reached the final, a testament to her ever-improving ability.





## Spring Concert

The Spring Concert at Reading Concert Hall was an opportunity for our musicians to show all of their hard work practising throughout the year and provided a fitting finale to the Lent Term for Music.

The concert opened with a dramatic rendition of Strauss' *Also Sprach Zarathustra* and well-loved theme tunes played by the Concert Band. Big Band, Jazz Band and Saxophone Ensemble treated the audience to a variety of jazz-style performances. Izzie McKenzie (I) and Amy Knowles (M) joined the Jazz Band, singing on Luis Demetrio and Pablo Beltran Ruiz's *Sway* and The Crusaders' *Street Life* respectively, while Verity Campbell (M) lent her vocals to Big Band's performance of Corrine Bailey Rae's *Put Your Records On*. Patrick Davies (F) put in a scintillating performance as the alto saxophone lead for Big Band's rendition of *Cheek to Cheek*.

Even the interval was enhanced by the accompanying tones of the newly formed Bradfield quartet dubbed Flair on a G-String.

The Chamber Orchestra successfully performed the notoriously tricky but rip-roaring *Mambo* from Bernstein's *West Side Story*. Alongside our instrumental ensembles, the breadth of Bradfield's choral programme was highlighted by some standout performances by the vocal ensembles. The Upper Sixth musicians marked their final Spring Concert by giving a heartfelt rendition of *Seasons of Love* and The Barbershop Boys led the audience to high spirits by their excellent close harmony and expert 'dad dancing moves' during a joyous cover of Earth, Wind and Fire's *September*.

In contrast, Musica Riservata gave a magical performance of *Lux Arumque* by Whitacre. Ending a fantastic evening of music making was Schola Cantorum. They processed into the hall to rousing African song and gave a dramatic end to the concert with their spirited delivery of Lady Gaga hits, *Bad Romance* and *Poker Face*.

By the end of the night, a grand total of 126 pupils had stepped out onto the stage and gave their very best performance. It is safe to say that this year's Spring Concert will be remembered for its energy, musicianship, fun and laughs. Thank you to all those involved, both on stage and back stage, and to those who came and made up a wonderful audience to support our performers.

John Mountford (Head of Co-Curricular Music)







*An Historic  
Tradition*



**I**n 1888 the Headmaster of Bradfield College, Dr Herbert Gray, decided to transform a disused chalkpit in the College grounds into a replica Greek Theatre.

He was inspired to do this by the discovery of the famous theatre at Epidaurus, hidden for centuries under the rubble of landslips, by the British Archaeological Society in 1879. This discovery was of tremendous importance to the continuing revival of understanding and appreciation of the ancient texts, which had, from the New Learning of the Renaissance onwards, been the foundation of "humane" education starting in Europe and spreading to the New World.

The rediscovery of Epidaurus began to influence scholarship and inspire students across the world; productions in classical Greek of *Agamemnon* at Oxford in 1880 and *Oedipus Tyrannos* at Harvard College in 1881 were followed by the Cambridge Greek Play, under Charles Waldstein, putting on *Ajax* in 1882 and Aristophanes' *Birds* the following year.

Bradfield was at the cutting edge of this new activity, producing *Alcestis* in the original Greek in early 1882 - before the Cambridge play even got started. *The History of Bradfield College* recounts how 'Bradfield was the first of the Public Schools to follow the example set at Oxford in 1880, and present a Greek play in the original, and it is still distinguished by having made ... a permanent provision for the representation of plays in an open-air theatre on the ancient model.'

In 1888, an old and disused chalk-pit just outside the College grounds came into the Warden's hands. He immediately conceived the idea of converting it into a Greek theatre, on the model of those existing in the best times of the Attic drama. With the aid of the boys, and afterwards with the help of professional workmen, he cut into the solid chalk ten tiers of seats, while he shaped the orchestra on the model of that at Epidaurus.

In June, 1890, Bradfield College, thus furnished, produced under unique conditions its first open-air Greek play, the *Antigone of Sophocles*. 'For the first time,' said the journals of that date, 'since the downfall of the Greek stage a Greek drama has been produced under conditions exactly identical with those of ancient times... in an open-air theatre, the



proportions and acoustic properties of which Pericles might have envied.' From 1892 onwards, every three years, a play by one of the great tragedians Sophocles, Aeschylus and Euripides has been performed by the pupils of Bradfield.

Now Bradfield's tradition of performing a Greek tragedy in the Greek Theatre continues with a production of Aeschylus' *Persae*, performed only once before at Bradfield in 1982.

**Polly Caffrey, Head of Classics and Director of this year's production, gives us a preview of what we can expect from this year's production.**

### ***Tell us a bit about the play***

*Persae* is the oldest surviving Greek tragedy, first performed in 472BC, and the only tragedy we have based on contemporary events in the ancient world. The play shows the Achaemenid Empire reeling from the ghastly news of a huge defeat at the sea-battle of Salamis in 480 BC.

At the start, the Persians are awaiting news from King Xerxes' expedition to punish the Athenians for their support of the Ionian Greeks' rebellion against Persian rule in 499-493 B.C. There have already been some unexpected setbacks for the Persians and the greatest army on earth – they have been defeated at the Battle of Marathon in 490 BC by a much smaller force of Athenian and Platean hoplites. Now they hear a Messenger deliver a graphic description of the Greek victory over the allied forces of the Persian Empire at Salamis, with the loss of an entire generation of Persian and allied soldiers and military leaders, as well as the news that Xerxes himself is unharmed and returning.

The Persians are appalled, grief-stricken and confused. How can this have happened to their great, diverse, well-armed and successful armies? The Queen Mother of Xerxes, whose dreams had warned of disaster to come, now calls on the Chorus to summon the ghost of Xerxes' father, Darius the Great. He will be able to advise and guide them for the best in death as he did in life. The Ghost of Darius dramatically appears and condemns his son's decision to invade Greece before prophesying another Persian defeat to come at the Battle of Plataea in 479 BC. The Ghost tells the Persians that the reason for their failure and destruction is in the arrogance of Xerxes and the Persian armies, who have failed to show respect to the Gods. Xerxes' ingenious platoon-bridge across the Hellespont, rather than a triumph of engineering enabling troops to march directly across at the Dardanelles from Persian land into Greek territory, is now judged an insult to Poseidon, the god of the seas. The Persian armies' looting and burning of all the temples of Greece on their march down from the north to destroy the city of Athens will be repaid by the Gods with terrible suffering and destruction of the Persian allied invasion forces, who will never return to their homes. The Ghost instructs the Persians never again to attack Greece, where "the land itself fights for them", and vanishes back into death.

In the last part of the play Xerxes enters in rags. The Chorus demand answers; where are their sons, what has happened to their great armies? Xerxes is blamed for the disaster and his authority will never be the same again. With the Chorus, he laments over the enormity of Persia's defeat.

Aeschylus' pride and patriotism (he fought at the Battles of Marathon and Salamis) come through strongly in this presentation of a moment where the diverse Greek city states – Athens, Corinth, Sparta, Aegina, Naxos, and others – work together as one nation of Hellenes, united in their determination to fight for their homes and for their way of life. Yet the sense of Greek triumph is filtered through the sight of the grief and suffering of the Persians. The Greeks should not forget that they, too, may fall prey to Destruction, "Atē", which is the natural consequence of arrogance and the failure to "do the right thing".

### ***What is the biggest challenge when directing the Greek play?***

Obviously the fact it's in Greek make it a challenge to access both for actors and for the audience – so few now study Classical languages! The history of the play at Bradfield is inspiring and the quality of what has been done in previous generations stays in the minds of everyone who has been a part of those productions. The bar is set very high, and the prospect is daunting; but then there is the excitement, the attention to detail and

the total commitment that has always characterised the Bradfield pupils who have performed in the Greek play. It's a huge challenge and a great opportunity for anyone to be involved.

### ***What can we expect to see and hear, apart from "a lot of Greek"?***

Our production celebrates the rediscovery in the archives of Christopher Steel's amazing music for the 1982 "Persae", a wonderful piece of Bradfield history in itself. Costumes are inspired by representations of what Persians looked like to Greeks, taken from Greek vases, with an awareness of the Persians' own presentation of their "Immortals" from decorations at their ancient palaces at Persepolis and Susa. In Persae the ghost of Darius appears in the mouth of his tomb so the set design will be a representation of the historical site of Naqsh-e Rostem near Persepolis, Iran, where the tombs of the great Achaemenid Emperors Xerxes and Darius were carved into the cliff.

***Persae will be performed on five occasions this summer from 24-29 June. Free tickets are available at [www.ticketsource.co.uk/bradfielddrama](http://www.ticketsource.co.uk/bradfielddrama)***





## Dance Company Show

The Dance Show features pupils from all over the College giving them the opportunity to perform what they are best at in the many disciplines of dance. Bradfield has a Senior Company of seven dancers and a Faulkner's company of around 30.

The show involves all styles of dance from ballet, tap and contemporary to jazz and street. This year saw 15 dance routines performed with solos, duos, trios and group pieces all on display. Everyone involved in the Dance Company worked very hard on the show with preparations beginning at the end of last year, and we were delighted to have the chance to perform two shows in front of an audience of over 250 across the two nights in the Old Gym.

Although the show is a thoroughly enjoyable experience, it also takes a lot of work behind the scenes to get it ready. Mrs Hunkin and I have been choreographing the 15 dances between us every Tuesday and Thursday afternoon since November. We have loved doing this, however, at times it has been hard for us to get everyone in the same place at the same time due to other commitments. Despite this, we feel we managed to present one of the best shows that Bradfield has ever seen.



Bradfield Dance Company is a place where all year groups mix within a friendly environment. It is great both socially and physically and it is very pleasing to see how all year groups mix and enjoy spending time together.

I had a great time producing my first Dance Show as Dance Captain at Bradfield and I am sure the audiences on both nights witnessed the pupils' enjoyment that shone through when they were on stage. After the shows, I asked the dancers what they loved about the experience and they replied, "It was so energetic and fun. We got the chance to mix with different year groups and work on something together. The turnout was great and the audience seemed to enjoy it just as much as we did!"

*Kia Lawrence (I)*





## *Mythamorphosis*

The Drama Department began Bradfield's Greek Year with the Faulkner's play, *Mythamorphosis*. The play had a cast of almost seventy and played to packed houses in the Old Gym. Directed by Rachel Taylor and Leah Rees, the play used a combination of physical theatre, dance and music to transport the audience back to Ancient Greece.

From Zeus' seat in heaven, down to Persephone's capture in hell, the three stories were imaginatively interwoven and brought to life by the impressive and sizeable Faulkner's cast. The fight between Theseus and the Minotaur was cleverly choreographed with a shimmering red handkerchief popping out from the Minotaur's head each time Theseus stabbed it to symbolise blood.

The Faulkner's play is without doubt one of the highlights of the year and it was great to see some many pupils involved, both on stage and behind the scenes. Drawing on staff from Drama, Music, Dance and Art, it is a truly collaborative event and will hopefully have lit a passion for performance that will see many of the cast perform in plays as they progress through the College.





## *A summer of volunteer work at The Edge Project, Bradford.*

*During the summer, Archie Brown (E) undertook a placement at The Edge Project in Holmewood, Bradford as part of the Leadership Award scheme. Here Archie reflects on his experience, sharing what he learnt and how he has grown following the placement.*

My initial aims for the placement were to help, assist and present leadership qualities whilst working with The Edge Project in Bradford. I also wanted to set a good example to the less fortunate kids with whom I was going to be working, with the final goal of inspiring them to move off the Holmewood Estate and strive for a greater future.

To be completely honest, I did not know what to expect of the local area or the charity itself, but I travelled up to Bradford with an open mind, looking forward to the experience ahead of me.

This experience greatly influenced many aspects of my personality, giving me new qualities I would not have found anywhere else. I worked with children of various ages, ranging from the ages of 7 to 16, most of whom come from deprived backgrounds, and found myself in situations I would not usually have had the confidence to put myself in to. It allowed me to access areas of my personality that I am not familiar with and by doing this I feel I am now more able to lead and have learnt how to build relationships with kids of different ages and backgrounds.

With The Edge Project I had the opportunity to work with some very inspirational people, most of whom grew up in the local area. They were great company to work alongside and gave me the feeling that they are really striving to make a difference in the community.

They run daily sessions for kids to drop in and use the facilities the Centre offers. These sessions were a great opportunity for me to get to know the kids on the estate and set a good example. I was also involved with a "baby bank" where parents, particularly teenage parents, can come and get support. The baby bank offers them everything from baby food to toddler's clothes. They also run various other sessions throughout the week including performing arts, girls club and breakfast club for child carers. All of these gave me the opportunity

to build a relationship with the kids that came regularly and really tested my leadership qualities.

During my placement, I also had the opportunity to work in the local church with Hilary, my host, on Mondays, Tuesdays and Thursdays, working with a programme called Daybreak, which helps senior members of the community.

Overall, the experience was eye opening, even life changing, and one I will definitely be looking to do again in the near future.





# *EDCLUB* *Movement*

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*Since the beginning of the academic year, some of Bradfield's pupils have been involved in a life-changing charitable project called EDCLUB Movement. The project is proving incredibly popular with the Sixth Form pupils involved who wanted to share their story with the Bradfield community.*

The origins of EDCLUB stem from a simple experiment in 1999 in India which became a world phenomenon and changed attitudes to teaching and learning. The 'Hole in the Wall Experiment' was the brainchild of Professor Sugata Mitra, a Professor of Educational Technology at the School of Education, Communication and Language Sciences at Newcastle University and his team.

Professor Mitra wanted to prove that the acquisition of basic computing skills by any set of children could be achieved through incidental learning, provided the learners are given access to a suitable computing facility, with entertaining and motivating content. He placed a computer terminal in a kiosk wall in a slum at Kalkaji, Delhi. The resident children were allowed to use it freely and the computer proved to be very popular. The children, with no prior experience, soon learned to use the computer without any external help.

Over time his team created a further 22 kiosks in rural India and eventually the work demonstrated that groups of children, irrespective of who or where they were, could learn to use computers and the internet on their own, without having any prior knowledge of English.

Soon children were teaching themselves enough English to use email, chat and even use search engines to answer basic questions. Further studies proved that the children began to improve their mathematics and science grades in school and even answer examination questions several years ahead of time.

The project won Professor Mitra a much-coveted TED Prize in 2013 and inspired Vikas Swarup to pen the book *Q&A*, the inspiration behind the film *Slumdog Millionaire*.

Pupils at one of Bradfield's neighbouring schools were inspired by the experiment and came up with their own

educational project: The EDCLUB Movement (Encouraging Disadvantaged Children to Learn Using Broadband).

In September, ten of Bradfield's pupils decided to join the over 100 students from a number of schools to continue this movement. The founders call it a movement, rather than an organisation, as they, and our pupils involved, are hoping that it will revolutionize how people start to think about teaching and learning in the developing world.

Pupils get involved by Skyping children in a learning centre across the world two or three times a week. They ask the children questions on any subject that they are interested in and help them use the internet to find answers. In turn, the children will ask our pupils questions about their families, friends, school and sport. These conversations aid improvement in the participants basic conversational English.

*“There is nothing quite like hearing that we have played a small part in helping to change someone's life.”*

Our pupils are thoroughly enjoying being a part of the EDCLUB Movement. Here is what they say about it:

“EDCLUB is obviously extremely eye-opening and allows us to experience and develop relationships with children who come from a completely different culture to our own. It is really fun helping these children and there is nothing quite like hearing that we have played a small part in helping to change someone's life.

“One of those children is Dennis who almost all of us in the movement have been in contact with. Dennis has been accepted into secondary school making him the first child in his family to do so. It is expected that almost all the older students will be getting into secondary schools this year, which is unheard of in the community.

“Typical conversations vary from questions about prime numbers, fractions to photosynthesis and the purpose of muscles. We discuss the pyramids in Egypt, the Tower of London, the solar system, the heart, and, most recently, they have asked a lot of questions about Donald Trump.

“We set them research questions – usually things they can't just copy and paste - and they genuinely like any question we give them as they really love learning things. It is incredibly satisfying when they reply with the right answer. We also quiz them and, by sharing our screens, we show them educational videos.

“We don’t just talk to them about school based subjects either because it is not our role to replace their teachers so we often spend time asking them about first aid, their rights and internet safety.

“What EDCLUB has shown us is that children, irrespective of their backgrounds, are naturally inquisitive and competitive and that to encourage this natural instinct is the fastest way to enable them to learn.

“At the regular Athena Lectures and in our lessons and tutorials we are encouraged to take an interest in current affairs and innovative ideas that are changing the world. We often hear about pioneering things that members of our community are doing but it is not often that we are part of these movements ourselves.

*“As future leaders, it is important that we start changing our perceptions of what teaching and learning involves.”*

“EDCLUB shows us how modern technology can be used to make a difference in people’s lives, even by using things that we take for granted. Professor Mitra has shown how by providing people with just the very basic computing facilities, it is possible to learn almost anything. Children with no teachers and just a little guidance from a few teenagers are able to learn about anything and everything because they have the will and the curiosity.

“Perhaps this will be the future of education. Maybe in the future children will learn over the internet and through social media in a way that we cannot fully imagine yet. After all, a decade ago there were no iPhones, Skyping, Facetime, Snapchat, Twitter or Instagram. What tools will there be ten years from now?

“Technology has the very real power to change people’s lives for the better and it is wrong to think that it is only the computer geniuses at the big companies like Apple and Microsoft that can do this. The simple idea of making a computer accessible in a street in India has started to make a tangible difference to people’s lives. Teachers encourage us to be independent learners and thinkers – just like the girls who set up EDCLUB.

“As future leaders, it is important that we start changing our perceptions of what teaching and learning involves.”







## Charity and Outreach

The College hosted three Prep School events during the Lent Term. Our annual Public Speaking Competition Demosthenes was hugely popular with 14 schools taking part. This year's topics included 'The secret lives of school librarians', 'My phone is my route to fame and fortune', 'the truth about homework' and 'A picture is worth a thousand words – so why read?' Congratulations to our champions Manor Prep (Year 6), Holme Grange (Year 7) and St Hugh's (Overall).

St Andrew's Pangbourne triumphed in the boys' U10 Hockey Tournament. All the schools attending enjoyed a coaching session from our staff and hockey pupils in the morning before taking part in a round robin style competition in the afternoon.

With the cricket season just around the corner, Prep School pupils turned up in their numbers to take part in a series of cricket workshops. Resident Cricket Professional Julian Wood and his team put the kids through their paces in the nets, working on their batting and bowling technique. Shelvin Gumbs (sec) led some energetic and fun catching practice while fitness specialists from Gecko had the boys working through a strength and conditioning circuit.

The College also welcomed over 150 primary school pupils to the Chapel for The Big Sing. The annual event sees professional a capella group Apollo 5 join our pupils as singing mentors as they lead a sing-a-long with local primary schools.

Bradfield pupils took part in a series of charity events in aid of Red Nose Day 2017. T-shirts were sold to wear for the annual Steeplechase event and a charity open-mic night in the Stunt Pavilion saw pupils perform some of their favourite songs to raise money for Comic Relief.





## ISFA League champions

Our 1st XI football team finished the season in style after being crowned ISFA Elgin Capital Southern League champions for the second time in four seasons. The team put in a dominant display against a strong Royal Russell side to come away with a deserved 3-0 victory in the final and for 1st XI coach Luke Webb it was the ultimate prize for the work the boys have put in this season.

He said: "We've spent so much time with this group, especially the Upper Sixth, and they've put so much effort into learning the way we want them to play, which is a really difficult style of football to play. To top it off with a trophy is just an unbelievable achievement. I am so proud of the boys."

Captain Henry Phillips was delighted to be able to finish his Bradfield career on a high after coming up just short in last year's Boodles ISFA Cup final.

"This has been one of the best experiences. Last year we went all the way to the Boodles ISFA Cup final and unfortunately came off second best so to come here and win this year is a dream come true. To make our College proud and to make our coaches proud by giving something back means so much because they have put so much time in for us.

Bradfield had to work hard for the title but James Smith's (D) 15th



minute strike put Bradfield in the lead before second half goals from Calum Holden (C) and Ed Cook (G) secured a memorable win and Bradfield's second league title in three appearances.

After a chaotic opening ten minutes, Bradfield began to settle into the game with Holden and Jonathan Cheung (C) dominating the midfield ably finding pockets of space and it was the latter whose exceptional vision gave Bradfield a deserved lead.

Bradfield's defence won possession on the halfway line and in the blink of an eye Cheung received the ball, turned his marker and played a defence splitting through-ball for Smith who streaked clear and beat the keeper one-on-one with a low curling finish.

It took just ten minutes after the restart for Bradfield to double their

lead. James Higgins (G) drilled a free kick in from the right which was only half cleared. Both teams tussled for possession on the edge of the box but the ball eventually landed at the feet of Holden who coolly shifted it onto his right foot before unleashing a low shot across goal into the far corner.

Ten minutes later Bradfield put the game to bed. Higgins went on a trademark jinking run, beating three players and drawing a foul 20 yards out from goal. He picked himself up to take the resulting free kick and curled a wonderful effort, which beat the keeper all ends up but cannoned back off the underside of the crossbar. However, with the keeper unable to recover from his dive Cook reacted quickest to side foot home Bradfield's third and they were able to see out the remainder of the game to lift the league trophy.







## *Girls reach National Hockey finals*

Four Bradfield girls Emily Armstrong (K), Olivia Clegg (I), Hannah Hobcraft (K) and Ellie Liddell (M) were all involved as the Reading U16 Hockey team won their Regional Finals. The girls featured in the three group games as Reading beat Ashmoor, Bournemouth and Cheltenham to qualify for the National Finals which took place at the Olympic Hockey Centre at Lee Valley during Easter.

## *Two in a row for Bath Cup swimmers*

Shortly before the Easter break the Swimming teams headed to the London Aquatics Centre at the Queen Elizabeth Olympic Park for the 2017 Bath Cup.

The team spirit was high and the confidence of the team began to grow upon arrival at the famous pool. After watching the girls' team put in a fine display but just miss out on qualifying for the Freestyle Relay final the boys' team of Elliot Sewell (C), Richard Reed (F), Alex Wilson (H) and Ben Hutchins (F) took to the water. A strong swim saw them secure a place as a reserve finalist and thanks to a last minute drop out the team stepped in for the final and finished a commendable sixth.

Then it was on to the Otter Medley, a mixture of strokes beginning with 50-metre backstroke leading into breaststroke followed by butterfly and finishing with 50-metre freestyle.

The boys' team had success in last year's event finishing second to secure the silver medal. Elliot, Richard, Alex and Henry Bloomfield (C) stormed through the qualifying round to gain a place in the final where they were to line up in the favourable lane 6 as one of the fastest qualifiers.

## *ISFA trio tour Berlin*

For the first time in Bradfield history, three of the 1st XI boys' football team received call ups to the National ISFA U18 team. Quinn McCallion (H) and Joshua Tarrant (F), who have been in the squad since Christmas, were joined by Ed Cook (G), who had recently gained a place in the U17 squad, for their tour of Berlin over Easter.

Ed made the step up to the senior squad following some fine performances this season, not least his goal scoring appearance in the ISFA League final in which he also kept a clean sheet. Indeed, it is quite rare for an outfield player to earn call up to the full U18 squad while still in the Lower Sixth making the achievement all the more special.



With incredible swims by all four competitors, the team once again achieved a second place finish, smashing the time they set the previous year and picking up another silver medal; a superb and deserved achievement.

*Richard Reed (F)*



## The Micklem Trophy

Wednesday's draw presented Bradfield with a fixture against Stowe. The teams played very well on the front nine leaving all the matches very close but in the end Bradfield came through eventual winners 4-1.

The semi-final match against Winchester was another tight encounter in the first three matches. Angus Flanagan (H) was up against a very crafty opponent whose strategy



seemed to be built around slowing down play which worked in his favour by one hole. However, to Bradfield's delight the other matches in the fixture ended in wins securing a place in the final with a 4-1 victory.

In the final the boys came up against their "old rivals" Wellington. In the past three years Bradfield have found themselves finishing as tournament runners-up but this year there was a positive, determined attitude within the team.

Wellington's line up featured a +2 to 3 range, including three very accomplished female golfers, versus Bradfield's +3 to 7 handicap. Angus won his match comfortably 4 & 3, Max Stradling (C) came down the last 1up, Killian McGinley (D) confidently closed out his match 2 & 1, Tom Watson (D) was just pipped by a single hole in an incredibly tight contest while Aiden Bengier (E) took control down the home stretch finishing his match 2 & 1 to give Bradfield the victory. The players' journey to win the Micklem Trophy is one that will be savoured for a long time to come.

## Desert Springs Tour

Millfield hosted this year's International Independent Schools Tournament with Golf Academies from all over the British Isles venturing to the Desert Springs resort to compete. Bradfield committed a team of 11 players with four pairs being eligible to compete in a handicap event in a best ball format.

The opening two rounds of the tournament took place under great weather conditions and the standard of golf was very impressive. The third and final round continued as a team format but there was also an individual low

gross opportunity for the best score. After all play was done, the Bradfield team of Tom Watson and Killian McGinley finished in third place out of over 20 teams, a fine achievement. Killian just missed out in winning the individual gross event after his excellent performance on the day.

It was a great trip and the hospitality was second-to-none. The team is already looking forward to returning next year in the hope of going one better.

*Simon McGreal (Bradfield Golf Club Professional)*





## *Showjumpers qualify for prestigious Windsor show*

Bradfield's equestrian team continues to go from strength to strength after beating off competition from over 30 teams to win the 90cm Class Competition at the West Wilts Equestrian Centre to qualify for the highly prestigious Royal Windsor Summer Show.

Keen to build on their victory at the Interschool Show Jumping Event in November, the team of Maddie Loweth (LI), Issy Thomas (LJ), Hope Finegold (K) and Yasmin Gershon (LI) entered the 90cm Windsor Horseshow Qualifier looking to seal one of the two coveted qualifying places. The girls were up early in the contest and were in fine form as they all jumped fast and clear rounds.

The girls watched on through five hours of competition as 31 other teams took to the indoor arena looking to secure a qualifying place. After a nervous wait, the team were



announced as winners and were the only team to have jumped clear rounds.

The team will now prepare for the Royal Windsor Horse Show where they will compete in front of the Queen in the grounds of Windsor Castle.

## *900 complete Steeplechase*

Recently resurrected as an annual event to signal the end of the Lent Term, the Steeplechase had additional meaning behind it this year as it fell on Red Nose Day, providing an opportunity to fund raise for Comic Relief.

Hundreds of special event t-shirts were sold prior to the event with many of the 926 staff and racers sporting them on the short course which includes a splash in the River Pang.



Ben Hutchins (F) was the fastest boy to complete the short course in a time of 21 minutes 19 seconds while Laura Hutchinson recorded the fastest time for the girls, crossing the finish line in a time of 27 minutes 47 seconds.



## *Ski Racing – A Parent’s Perspective*

Watching one’s children ski racing is an exhilarating and traumatic experience: I frequently hear mothers and fathers waiting anxiously at the bottom of the slope say that they feel physically sick, yet the moment when the racer hurtles past the last gate and crosses the finishing line is pure bliss.

Race slopes tend to be steep and rock hard, close to ice; indeed, at the professional level, slopes are injected with water to make the snow harder and more icy, and many junior races are set over these same pistes after the pros have finished with them. Speeds in Super G (which starts at under 14 level, so from 12 and up) can reach nearly 100km/h, with perhaps 30 red and blue control gates to navigate around. There are crashes and disqualifications, and only one person can win in a typical race of fifty, so it is an exciting, but tough and brutal sport for both competitors and parents. If schools in the twenty-first century are looking for a way to instil resilience in pupils, this really is it.

I started skiing on a ski trip to Italy while at Bradfield, at the age of thirteen or fourteen, accompanied by the redoubtable Mr Burgess – I wonder if he remembers me crashing into him on an icy slope on about day three. I had no thoughts of being a ski racer, and I was already too old to be serious anyway, but I was immediately bitten by the ski bug and soon became addicted. As a result, my children started skiing before their third birthdays and, when they had run out of ski school badges, they moved naturally into racing. I thought it would be great to join them in learning a new skill, but sadly the steepness of the improvement curves is very different for me than for them, although at least I have some idea what it is all about.

We recently took three Bradfieldians, Oli Leeman (AL), Lizzie Miners (ML) and my daughter, Christabel (KL), to represent Bradfield at the Inter Schools Ski Championships in Pila, Italy. This is an extremely well organised competition, with races for both sexes from under tens, all the way through to under twenty-ones. They ran three sets of races simultaneously on three different pistes over a Monday and Tuesday, with easier courses for the younger ones and proper race settings for the older racers. In each category, there were anything from twenty to eighty competitors and, being school races, the standard varied from international racing level down to competent leisure skiers who had done a bit of gate training. Overall, 117 British and International schools took part and, I would imagine, around 500 competitors.

British Ski Academy, who were organising the competition, set up training courses available to all on

both the Saturday and Sunday before the races, so it was 8:00am on the lift every morning for full-on practice till lunch-time. This was invaluable and, even children who had barely skied gates before, improved their skills enormously over these two days.

Then the race days proper: after 7:30 breakfasts, it was warm up runs at 8:30 and course inspection starting at 9:00. Then the countdown to the race itself: every competitor has a race bib number and sees the starting gate coming closer as each skier ahead of them sets off down the hill; hearts are pumping hard by this stage. Then it is into the gate, the beeping of the timer countdown and the racer is off – all or nothing, in around 45 seconds, tears, relief or ecstasy at the bottom.

Up to the under fourteen level, all racers then get a second and sometimes even a third run; at under sixteens and up, you get a second run if you finished the first, otherwise, your day is done. I have been to competitions where, after two or more weeks of solid training, my children (and many others) have failed to finish a single race. But, because they know that is what it is all about, they have to pick themselves up, get back to training, and do it all over again next time.

Ski racing is not for everyone and it is a very long way from a traditional ski holiday, but, in terms of Bradfieldian values, I believe it provides them in spades: self reliance; the ability to perform under pressure; resilience and recovery from failure; the direct effect of training on performance; the need to race as an individual but work as a team; I can think of few better ways to learn these lessons. I thank Bradfield for supporting this trip and hope that perhaps we can send larger teams to future competitions.

*Hugh Osmond (G 75-79) (OB and Current Parent)*





## *CCF Field Weekend and exercises*

This term the Shell cadets have worked hard to complete their CCF syllabus, ably led by the VI Form cadets. They have displayed some fine examples of leadership and teamwork on various command tasks as well as the obstacle course and the river crossing exercise.

The RAF section took part in an evening exercise that Cadet Flight Sergeant Ben Angers (E) planned and conducted and the Army's Waterloo Platoon rounded off the term with some well-deserved promotions.

The main event of the term has been the CCF Field Weekend in March, which saw 65 cadets conducting day and night time patrols, participate in blank firing attack exercises, display survival skills and living under bashes.



Congratulations to all participants of the Field Weekend. It was a challenging and fun opportunity to put into practice all the skills taught during the CCF afternoons throughout the term.



## *Elliot Sewell on tour in South Africa*

Rifle Shooting Vice-Captain Elliot Sewell (C) enjoyed a successful tour of South Africa where he made his debut for the Great Britain U19 Cadet Rifle Shooting Team over the Easter holidays.

Searing yet windy conditions made for tricky shooting conditions throughout the tour but the team conquered their rivals in all three of their major matches. Elliot helped the team to victories over their South African counterparts in the Southern International Challenge Junior International Match, the RSA Junior International Match and the Junior International Protea Match.

The team rounded off the tour with some sight-seeing with Elliot getting the chance to go white-water rafting, visit the scenic Blyde River Canyon and go on safari in the Kruger National Park.



# Driving Force

*Charlotte Phelps  
(K 08-12) goes from  
academic and musician  
to race car superstar.*





*It has been a little under five years since Charlotte Phelps left Bradfield to pursue a degree in Electronic Engineering and Music Technology at the University of York.*

Flicking through her old yearbook, I find her entry describes a highly motivated and gifted individual who divided her time effectively between academic work and music, making a major contribution to the latter after gaining a Grade 8 Merit in Bassoon.

As the Easter holidays loom, she has agreed to make the lengthy trip to come back to Bradfield to share her story. It is one which stretches much further than the unusual degree combination. She has just received two prizes at the British Women's Racing Drivers Club Awards and I am interested to find out how one goes from academic and musical achiever to race car champion.

"It's always been a thing for my family," she says as we wander across the sun-drenched Quad towards Chapel bank. "My dad drove rally cars when he was younger and he and my brother built a kit car together before my brother started competing."

Watching her brother race throughout her education at Bradfield was enough to spark an interest so naturally Charlotte decided after she left that she wanted to give it a go. "Every year I've progressed and it has become a real passion for us to do it as a family."



*"Actually I desperately tried to avoid engineering ...until I realised that it was all I could really do."*

The first signs of spring are beginning to show but there is still a chill in the air so we head for the warmth of Stunt Pavilion to find a comfy sofa. A keen academic at Bradfield, Charlotte studied Further Maths, Maths, Physics and History.

The mathematical subject choices surely must have meant that pursuing a career in engineering was the plan all along. "Actually I desperately tried to avoid engineering, as much as I possibly could until I realised that it was all I could really do."

After taking advice from her bassoon teacher, Charlotte decided music could be the way to go but she wanted to combine her two passions. "I wanted to do something intellectual as well. York was the only university in the country that offered a full engineering degree with music technology so I went and that's where I have been since."

*"It was the rush. You just can't get from anything else. It's all or nothing."*

It was during the summer while preparing to embark on her university career that her passion for race car driving began to grow, at a small circuit in Llandow, South Wales.

"My dad and my brother have always tested and competed there. So I went and took part in my first ever sprint event there, driving round in circles in my little Fiat 500."

So what was it about that event that got her hooked? "It was the rush. You just can't get that from anything else. In the sprint, you get one lap so if you mess it up that's it. It's all or nothing, flat out."

Charlotte's racing CV is impressive to say the least. She won her first championship in that Fiat (which she drove to Bradfield today in) before racing the kit car built by her dad and brother. Her passion for the sport is clear as she reels off the details of the cars that she has driven to victory.

“It was a bike-engine Locost, sequential box and slick tires; a real step up and I won two more championships in that car. Last year we moved into a Westfield, again bike engine, sequential box, slick tires but flappy paddles this time and more power.”

To date Charlotte has triumphed in three junior championships and picked up a British Women’s Racing Drivers Club Championship to boot.

She has already won four awards this year: the class prize in the Welsh Association Hill Climb and Sprint Championship, the Westfield Sports Car Club Championship, ladies champion in the Welsh Association and the BWRDC award for the National Hill Climb and Sprint championships. “That’s a pretty good year. I am very happy with that.”

*“Once you are in the car and you have your helmet on nothing else matters, age, gender. You just get in and you drive.”*

Racing is undoubtedly a male dominated industry. Just 4% of licence holding drivers are female. That is an incredibly low number but Charlotte is defiant in her belief that that does not make it



difficult or challenging to achieve.

“The guys that I race with are so encouraging and so welcoming. Once you are in the car and you have your helmet on nothing else matters. Not age or gender, you just drive.”

Now coming to the end of her fifth and final year at York I am curious to know what Charlotte’s plans are both in and out of the driving seat. It turns out that the two will be somewhat related.

In September, Charlotte will begin work at Mercedes designing hybrid systems for their Formula 1 engines following a successful placement year which she ‘absolutely loved’.

“It was really full on but an incredible working environment. Everybody there is so knowledgeable and so encouraging.”

As for her racing career, she is keen to make the move to circuit racing. “If I can find the car and the money

then I’ll have a go next year although I will have a hard time convincing my mother that I’ll be safe.”

As a final question I ask if she has any advice for any would-be engineers that are currently studying at Bradford.

“I would say knuckle down and put in the time to get the grades in Maths and Physics but definitely branch out and try lots of co-curricular activities. Working in any industry you should have different experiences under your belt so if there is something that interests you then go for it.”

Charlotte departs for a quick tour of the campus. Something tells me it won’t be long before she is touring the world and making a difference in the world of racing.

Charlotte departs for a quick tour of the campus. Something tells me it won’t be long before she is touring the world and making a difference in the world of racing.





## OB Cross Country Club

### Alumni Race - December 2017

With seasonal commitments and the odd injury depleting OB numbers for the annual independent schools alumni cross country race in December, it was down to a hard core of veterans to maintain Bradfield's running reputation.

In the last three years the annual five mile event over Wimbledon Common, organised by Thames Hare and Hounds running club, has grown significantly.

It now attracts a mainly high quality field of about 200 runners representing more than 30 schools.

With three of the four OB athletes making the start line for the 2016 competition of veteran age, the team's position of 23rd out of 33 in the Open event was perhaps unsurprising.

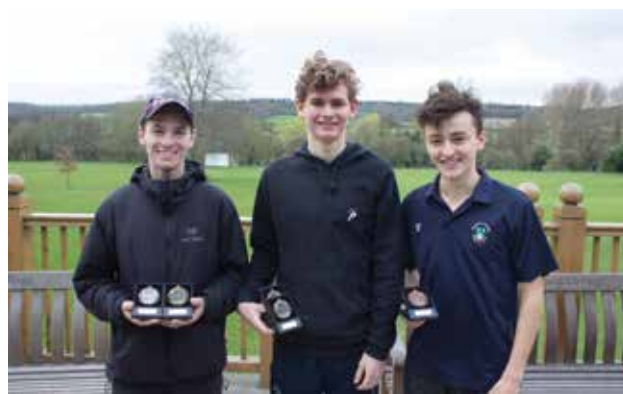


Fine "good-for-age" performances put Bradfield tantalisingly within touch of the podium in the over 50 class, finishing 5th out of 26 teams in the category.

Andy Robinson (D 79-84) was the first OB home in a time of 33:02 - 76th out of 204 runners. OB cross country club secretary Tony Henderson (E 79-84) was the second OB, with a further strong run of 35:30 securing 119th place.

Rob Jones (D 06-11) kept up a good pace despite suffering a calf injury in the latter part of the race, coming home in 143rd with a time of 37:16.

Malcolm Howard (F 57-62), a stalwart OB runner in recent years, completed the team showing and impressively its presence in the over 70 class, finishing 197th with a time of 48:11.



### Bostelmann Trophy

Now in its third year, the annual Bostelmann Trophy pits OBs against the best runners in the College in an 8km cross country race.

Many of the pupils who represented the College in the first two races now found themselves in the OB team as the event provides a great opportunity for them to continue to wear College colours.

The race was very close this year. Ben Hutchins (F) was the first racer to complete the course and he was closely

followed by Ben Newall (E 11-16), the fastest OB and the first OB to finish on the podium in the event.

They were followed home by Hugo Donovan (C) who took the bronze medal and once all the times were totalled the College was declared the winner. We are already looking forward to another competitive race next year.

Anyone interested in future OB running events should contact Club Secretary Tony Henderson (E 79-84) via [tony@tonyhenderson.net](mailto:tony@tonyhenderson.net)

# Persae

## Where are they now?



### Second Row L-R:

Roger Clarke (guard), Patrick McMaster (attendant), James Macbeth (attendant), Simon Pride (Darius), Justin Hardy (Xerxes), Juliette Hunt (handmaid), Sarah Wiesendanger (Queen), Caroline Buckley (handmaid), Robert Noble (Messenger), Ant Mullineaux (attendant), Nick Forster (attendant), Paul Constantinidi (guard)

### Front Row Chorus Row L-R:

Will Harrison-Wallace, Alasdair Peebles, Charles Peebles, Ben Geoghegan, Robert Hicks, Steven Rhodes, Martin Rowe (Coryphaeus), Will Brook, Geoff Couldrey, Stephen Bucknill, Max Durrant, Daniel Gallimore, Robert Barrington

**B**radfield's only previous performance of *Persae* was the centenary celebration production in 1982.

The Bradfield Society's Karen Ward tracked down 17 original cast members to find out what they are up to now and to share their memories of being a part of Bradfield's historic tradition. Many of the cast are planning to reunite at one of this summer's performances and we are very much looking forward to welcoming them all back.

### **Martin Rowe (G 78-83)**

**Chorus: Coryphaeus**

Now based in New York, Martin remembers the Persians as a very formative experience. "I am convinced

it made me brighter, more adept and was excellent preparation for my university education."

### **Robert Barrington (D 79-84)** **Chorus**

The reunion at this summer's show was Robert's suggestion and he has aided in tracking down many of the cast.

"After Bradfield, I read Modern History at Oxford and studied for a PhD in Italy. I have worked for most of my life in charities and NGOs and I currently run the UK section of anti-corruption organisation Transparency International.

"I vividly remember rehearsing Christopher Steel's enjoyable music, Christopher Stace's disciplined rote-learning in Gray School at lunch-time and Eve Stace's choreography sessions in the Gym (this was not a natural pursuit for a dozen teenage boys on a winter evening).

"I remember the splendour of Edward Fairbairn's Persepolis set and the sense

of Bradfield's heritage, not wanting to let down all those who expected this to be the best thing the College did. Most enduringly, it was an insight into how Greek tragedy is constructed and underpins the fundamentals of western drama and philosophy."

### **Stephen Bucknill (A 79-84)** **Chorus**

After leaving Bradfield Stephen took a year off and travelled overland to India followed by a Law degree and has since practised as a Solicitor in Henley on Thames.

"Persae was certainly one of the highlights of my time at Bradfield. I remember the moment, during a performance, when the kettle back stage preparing dry ice to accompany Darius's appearance, fused all the electrics in the auditorium, including the lighting and sound. The Chorus was in the middle of one of its pieces and had to continue as if nothing had happened. A member of the audience



later told me that they thought it had been done for dramatic effect!"

**Maximilian Durrant (B 79-83)**  
*Chorus*

Max studied Law at university and at the City Law School before setting up his own financial services company working overseas and now lives in Dubai.

"I was proud to be a part of it. 460 lines of Ancient Greek, choreography and singing was no mean feat! My best experience at Bradfield by a significant margin."

**Daniel Gallimore (A 79-84)**  
*Chorus*

Daniel is now a Professor having received a doctorate from the University of Oxford in 2001. He lives and works in Japan, his research interests ranging from Shakespeare studies, translation studies, drama and poetics.

"My overriding memory of Persae is of Simon Pride as the Ghost of Darius declaiming his condemnation of son Xerxes for thinking he could defeat the Greeks at Salamis. Simon emerged in the weight of a splendid tunic and beard to speak his lines on a plank suspended a good six feet above the concrete acting space, where I and the rest of the Chorus stood motionless for the twenty or so minutes it took Simon to deliver his lines.

'Pride comes before the fall', as they say, but fortunately in the end it was only Xerxes who had fallen, and Simon always managed to utter the word *hubristos* ('pride', familiar to us from the word 'hubris') with all the realistic pent-up fury of an old man (or, indeed, ghost).

**Benjamin Geoghegan (F 78-83)**  
*Chorus*

Ben has recently started a new career in the energy industry as Senior External Communications Manager at EDF Energy after more than 20 years as a news presenter and correspondent at the BBC.

"I have never enjoyed the same amount of facial hair (which caused audience giggles during some performances)! I remember the wonderful music composed by

Christopher Steel. I can still remember the opening lines (though not what they mean). Drama at Bradfield made me realise I wanted to 'perform' and led me to my career in TV and Radio."

**William Harrison-Wallace (B 80-84)**  
*Chorus*

Following a 20+ year City career in the financial markets, Will had a complete change of direction and applied to drama school - finally realising a strong interest developed at Bradfield. He graduated in 2010 and has since been working as an actor and voiceover artist. He recently completed a UK Tour of Hamlet playing Claudius and The Ghost.

"After 35 years I can still remember the opening half a dozen lines of the play and one of the musical arrangements. The whole experience was undoubtedly one of the highlights of my time at Bradfield and still comes up in conversation from time to time."

**Robert Hicks** *Chorus*

Robert sadly passed away in 1991.

**Charles Peebles (A 79-84)**  
*Chorus*

Charles trained in the Wessex radiology training scheme and is now a Consultant Radiologist at the University Hospital in Southampton specialising in cardiothoracic radiology.

**Alasdair Peebles (A 80-84)**  
*Chorus*

Alasdair's artistic skills were recognised at College with the inclusion of his Line Drawings in the 1982 Persae programme and he has since pursued a career as an Artist. He studied at Oxford and the Slade. In recent years, in addition to working as a sculptor, he has been working as one of the country's leading decorative painters, restoring wall paintings and decorative features in historic houses. Visitors to Blenheim Palace and National Trust properties can see examples of his work.

**Steven Rhodes (F 78-84)**  
*Chorus*

After reading Theology at King's London (of which he is a Fellow) Steven now practises as an in-house



barrister advising on the overlap between privacy, medical technology and financial services.

"Murray Argyle, Second Master in 1982 and a former England hockey international, described the Greek Play as 'The best team game at Bradfield' and, indeed, as an education it was peerless. I can still remember whole chunks of the Greek, but the lasting lesson was that excellence requires attention to the small things. Costume, make-up, delivery of Greek (knowing that there were Professors of Classics in the audience with the original text open in front of them), choreography (dancing was not our strong point as a chorus...) and music (but singing was!) everything had to be polished.

I urge every Bradfield pupil to try for the Greek Play even if they have no interest in, or knowledge of, Greek; because these productions are about excellence. Also, I find that those in the know about Bradfield almost invariably ask me if I was in a Greek Play during my time there; it is still what the College is known for internationally. Greek drama is regularly produced, despite being almost 2,500 years old, for a reason and my enthusiasm for Greek theatre, fired in 1982, has remained with me ever since."

**Sarah Wiesendanger (B 80-82)**  
*Queen Atossa*

After studying at the University of Bristol, Sarah now runs her own business working as a Counsellor and Coach, teaching mindfulness

and meditation techniques as well as working with hospital patients.

"I really enjoyed the experience of being Queen and had no idea that the play *Persae* had been performed so infrequently at the College."

**Robert Noble (F 78-83)**  
*Messenger*

Robert remained in the theatre (largely because of his Bradfield experiences) and is now Group Managing Director of Sir Matthew Bourne's Ballet Company, as well as Deputy Managing Director of Sir Cameron Mackintosh's Production Company, negotiating with promoters all over the world for productions such as *Phantom of the Opera*, *Les Miserables*, *Miss Saigon* and *Mary Poppins*. He has had the fortune of producing theatre shows all over the world and in many different theatres.

"Of all the theatres I have worked in or with, Greeker still has to be one of the best for its atmosphere, and relationship with its audience, and it certainly helped towards my future career. I only hope it will continue to inspire future generations of Bradfieldians as it did me all these years ago.

"Greeker was a magical place – I recall how it broke the barriers between the years - you could become friends with someone four years above or below you as you acted with them, which was enlightening. Some illustrious guests came to see *Persae* – West End Theatre Directors, the Drama Critic of the Daily Telegraph (whose review was favourable). It felt like being involved in something important and exciting, but also highly enjoyable.

"I remember as clear as day the first few lines of the Messenger speech and having to run at great speed around the side of the theatre barefoot and tell the audience and Chorus of the destruction of the Greek Army."

**Simon Pride (A 77-82)**  
*Ghost of Darius*

After graduating from Hertford College, Oxford, Simon spent 25 years

in the advertising industry in London and Amsterdam. In 2011, he switched careers to Higher Education marketing and is currently Director of Marketing and Communications at Harper Adams University in Shropshire.

"The Greek play was an unforgettable part of Bradfield – indeed I can still remember my opening lines. Being part of such an ambitious and unique production was an inspiration. Not to mention that learning all those lines was a great way to keep us out of trouble for more than a few hours!"

**Justin Hardy (H 78-83)** *Xerxes*

Justin has kept in touch with Bradfield, supporting the restoration of the Greek Theatre, when it reopened in 2014. Having studied an MA in History and Film Studies at UCLA, he specialises in directing period films with critical and popular success. He is now Creative Director at Hardy Pictures - one of the UK's top historical filmmakers.

**Roger Clarke** *Guard*

Since graduating from the Slade School of Art, Roger was awarded the Henry Moore Sculpture Fellowship at Winchester School of Art and the Rome Scholarship in Sculpture. Now

he is Senior Lecturer in Fine Art at Bath School of Art and Design at Bath Spa University.

**Paul Constantinidi (C 78-82)**  
*Guard*

Paul now works in Insurance and Reinsurance with Aon Benfield as Chief Operating Officer in the Marine division.

"I think I was only in the cast because of my Greek surname. Sport was more my forte at school!"

**James Macbeth (A 80-85)**  
*Queen's Attendant*

James graduated and worked in London in corporate roles for a number of years after College, before relocating to Wiltshire to run the family Bed and Breakfast business 20 years ago.

"I remember several moment from the production. The Attendants wheeling the Queen in her chariot down the alley to the stage and catching a wheel on a lighting mount and bringing progress to an abrupt halt. The telling off of one of the cast for wearing a watch in one of the performances and the smell and feel of the "brown stuff" sponged onto us all for an instant tan!"





Attendees from left to right: Felix Kuna (E 02-03), Dr Christopher Stevens, Insa Nieberg (I 03-04), Hannes Otto (F 04-06), Piet Otto (F 06-08), Anna-Marie Meister (K 03-05), Maximilian Haug (F 60-07), Caroline Balzert (I 10-12), Christiane Schruuff (I 06-07), Damian Maib (H 10-12).



## City Drinks in Berlin

The Bradfield Society invited OBs from across Germany to meet with the Headmaster who was visiting the city of Berlin for an IB Conference. Former pupils met with Dr Stevens

at the Apartment Bar in the Amano Grand Central Hotel. Those who attended enjoyed catching up again and hearing about the College currently and its plans.

Thank you very much to everyone for coming and to Christiane Schruuff (I 06-07), in particular, for helping to co-ordinate the plans locally in Berlin.

## OB Captains GB Shooters

Congratulations to Nick Tremlett (A 72-76) who had the honour of leading the GB Rifle Shooting Team on their hugely successful tour of South Africa during Easter:

The OB shooter captained the team on their victories over teams from South Africa, Australia and the USA in three big international matches: the Australia Match, the RSA International Match and the Protea Match. In fact, the last time South Africa hosted the Australia Match in 1999, Nick was a coach for the GB team. That match took place at the de

Wet range outside Bloemfontein and a combination of altitude, unpredictable climate and an impressive large range size (4,500ft) made the match tricky and the win all the more impressive.

Nick also picked up the State President's Prize, an individual competition shot over 800 and 900 metres, for the second time in his shooting career. The prize is awarded to the shooter with the highest aggregate score in the final two stages of the competition and Nick topped the leader board with a score of 298.29, a point ahead of his closest rival.



# 1960s

In January, **Michael Seymour (H 54-60)** represented Great Britain in Hobart in the Danby Trophy, an over 70s Real Tennis Tournament, competing against America, France and Australia. A week later Michael was a finalist in Melbourne in the World Championship in both the over 75s singles and doubles categories. A fine achievement indeed!

Alistair (left) with Tom Hiddleston in *The Night Manager*



# 1980s

**Alistair Petrie (C 84-88)** recently featured in the Golden Globe winning television show *The Night Manager*. The OB actor, playing the character Sandy Langbourne, starred alongside an Etonian onslaught of Tom Hiddleston and Hugh Laurie (the Bradfieldian held his own, beating Tom in a fiercely fought table tennis match). Alistair also appeared in the blockbuster movie *Star Wars: Rogue One* as the rebel alliance's General Draven.

Alistair Petrie (C 84-88)



This year he is preparing to launch a Film and Television Production Company and he is also a proud supporter of *Team Margot*, the bone marrow donation charity launched by fellow Old Bradfieldian and housemate Yaser Martini (C 84-88).

Congratulations to the Davies family, which includes multiple generations of OBs, whose golf club *The Point at Polzeath* was awarded the England Golf Golfmark Club of the Year 2017. **Jeremy Davies (76-81)** and his wife Eva own the club and attended the awards evening. The Point at



The Davies Family



Polzeath was the first Cornwall club to achieve GolfMark in its current form and it went on to become the county's GolfMark Club of the Year for 2015, before capturing the national prize, sponsored by TaylorMade-Adidas Golf.

## 2010s

**Milly Taylor (M 06-11)** ended up in a career field that is completely different to the one she originally intended to pursue: Rugby. After leaving Bradfield, Milly went to the University of Birmingham to study Music and graduated with a first class degree. She worked in a small digital consultancy for two years whilst continuing to sing in choirs and semi-professional operas in London.

It was only recently that she started playing rugby but she now works for the Rugby Football Union as well as playing for Newbury Ladies RFC. Sharing her news with The Bradfield Society Milly said: "A few years ago, with a music degree, I'd never have even thought of playing or



being involved in rugby and now I'm playing three times a week and I am absolutely hooked.

"Women's rugby is ever growing and it just shows that there really is a place in the team for everyone - I am 5 foot 2 and 55kg. It also goes to show that you can end up in a field completely different to your initial thoughts or degree!"

**David Butler (D 07-12)** won the Winchester Fives Championship for the first time. David (left of image) and his playing partner Ben Baltrami conquered their group of six pairs

to go through to the last four of the tournament. David and Ben then dominated their semi-final match winning 15-4 and 15-1 before coming from a game down to win 13-15, 15-2, 15-8 and get their names on the famous Barnes Bridge Trophy. David will play on home soil next year as Bradfield will host the championship.

**We are always looking for OB news. If you have a story to tell, please submit it via the Society section at [www.bradfieldcollege.org.uk](http://www.bradfieldcollege.org.uk) or via email to [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)**



Milly Taylor (M 06-11) scoring a try

## College Organ refurbishment planned

The first organ to serve the College Chapel was built by George Maydwell Holdich and was installed in 1850, on the founding of the College. Following the completion of the current Chapel in 1891, Bishop & Son installed an entirely new three manual instrument, circa 1905, powered by a gas engine or water engine which was housed in the blower room beneath the west end of the Chapel.

In 1934, John Compton incorporated some of the pipework from the 1905 work when he expanded the instrument and it is Compton's reconfigured organ design which remains in Chapel today. Compton was renowned for his creation of cinema organs and his instrument at Downside Abbey in 1931 secured him many subsequent contracts, of which Bradfield College was one. We can deduce that his brief was to design a versatile, powerful instrument with minimal footprint and cases either side of the west window. He also included a section at the east end of Chapel above the choir stalls, which is still invaluable for accompanying the choir.

The last major overhaul was by Percy Daniel of Clevedon in 1984. The blower motor was reconditioned in 2009. Although the instrument is tuned regularly, many of the electrical, pneumatic and mechanical parts are over 30 years old and due for replacement, with unreliability creeping into its everyday use.

In spite of its somewhat dilapidated state, there has been a rich tradition of pupils playing the organ over the past few years. Peter Yardley-Jones (E 01-06) began his organ playing career at Bradfield College and went on to gain a first class honours degree from the University of Glasgow. Peter is now the organist of the Swiss Church in London and gives recitals in the UK and abroad.

Robin Walker (B 88-93) is now a professional organist and studied at the Royal Academy of Music. Robin is now Director of Music at Corpus Christi College, Cambridge. More recently, Cameron Baker (A 09-14) achieved his Grade 6 organ with distinction while Tom Klafkowski (L) and Matt Elphick (F) are currently setting out on their organ playing careers here: Tom recently played the organ before evensong during our visit to Chichester Cathedral.

In order to set about a remedy for the organ's plight, the College commissioned Paul Hale, an independent consultant, to produce a report on the condition of the instrument with recommendations for its restoration and improvement. Three organ builders were invited to tender for the work and Andrew Cooper Organ Building Co. provided the best quotation at £148,000.

When the full funds are in place for the project the work would take around six months but the instrument would only need to be out of action for a total of one month because the pipes are located in three separate cases, enabling the organ builder to work on one case at a time. Currently, around 70% of the funds have been secured.

From a personal point of view, it would be a dream of mine to see the organ restored: I began my time at Bradfield playing the instrument every day and it has thundered through hundreds of chapel services throughout my time here. The organ has certainly inspired many people over the years, not least those who have heard it and added their voices to its music!

**John Mountford**  
(Head of Co-Curricular Music)



Very dated and limited way of setting pistons – only one setting can be achieved at a time and the music desk has to be lifted up to do so. There are no 'general' pistons on the organ at all, only divisional.



Filthy and very out-dated low-voltage wiring in the back of the console, laid out haphazardly. This is referred to in James Richardson-Jones' letter on 5th March 2009.



Reed pipes damaged by improper tuning: the tops have been squashed, also affecting the tone.



Organ Recital May 2015 with Bradfield's organists at the time: Colin Burgess, John Mountford, James Perkins and Nathan Gu (G)



Tom Klafkowski (GL) plays for the evening service on 'pupil takeover day', November 2016.



# 'Upon a Trailing Edge' is OB Michael Joy's (A 53-58)

*vastly informative story about aviation, its risk and the heart of a pilot.*

Part biography, part history lesson, part medical journal and part flying manual, the book covers everything from the origins of manned flight and air travel to the accidents which were assessed to develop the regulations which the author helped to shape in his role as cardiologist for the Civil Aviation Authority (CAA). It becomes clear from throughout that this was a role the author was destined for by combining his passion for flying with his cardiology career.

Bradfield features heavily in the early chapters of Michael's story. His happier memories included successes in the rifle shooting team and building radio transceivers, experiences which helped when he joined the signals company in the CCF. Some perhaps unhappier recollections, probably not too dissimilar from anyone who arrived at Bradfield around this time, revolved around discipline.

In one amusing memory the author recalls his decision to switch from the signals to the RAF section, under the

late Squadron Leader David (Barry) Norwood, with the aim of winning a flying scholarship. After writing home to inform his parents of this decision, who were not happy with his shunning of an offer of being made a sergeant, he was disciplined at their request by his Housemaster before being hauled in front of the Headmaster who was equally as baffled as to why a need for discipline in this situation was necessary. Needless to say the switch was made and the scholarship followed.

Michael's flying experiences are immensely detailed throughout, thanks to his regular upkeep of a flying logbook. Clocking up some 1,000 hours of flying in various light aircraft including the Tiger Moth in which he was awarded his licence to, believe it or not, a Concorde.

The author's penchant for detail provides the reader with insightful history lessons. I have learnt much from these pages about the history of powered flight and air travel, the development of aircraft prior to and during the Second World War and introduction and refinement of medical regulations for pilots worldwide. For any nervous fliers you will find it comforting to learn about the increased safety of commercial air travel albeit only after Michael discusses, in minute detail, the events which occurred during major air accidents.

Four out of five fatal air accidents are down to human error with three out

of five caused by a pilot error. The British European Airway Trident 1 G-ARPI (Papa India) crash in 1972 was caused when the pilot suffered a heart attack which was compounded by a series of operational and human errors and led to the loss of the lives of all 118 people on board. The subsequent inquiry led to the formation of the CAA at which Michael was employed for 38 years, providing specialist medical advice and cardiovascular assessments of pilots.

Further chapters contain Michael's key informative studies on the monitoring of a pilots fitness to fly, including his work on coronary heart disease and high blood pressure, as he strove to ensure that the regulations became more definitive and increasingly based on science and expertise. This was in no small part thanks his unique position as a pilot licence holding cardiologist. In the latter chapters, Michael divulges stories of his travels as a private pilot and medical consultant across the world. His recollection of each flight is breathtakingly descriptive, going most of the way to forming an instruction manual on flying and avoiding incidents with the steadfast and consistent advice to "remember to fly the aeroplane first."

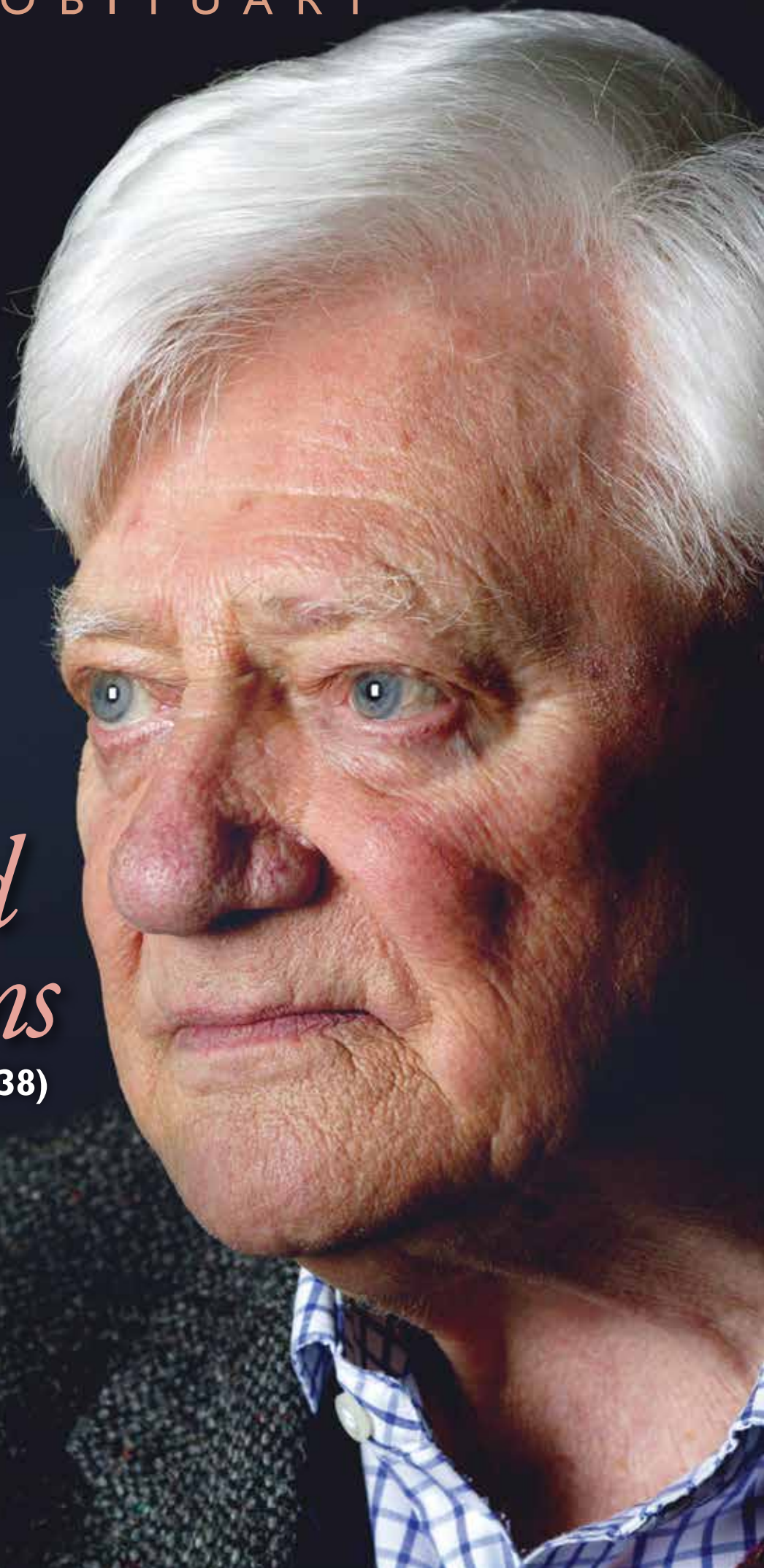
The historical aspects alone make this a wonderful read and are supplemented well by the authors engaging personal experiences. *Upon a Trailing Edge* is available in hardback now.



O B I T U A R Y

*Richard  
Adams*

(H 33-38)





**R**ichard Adams, who died aged 96, was the author of *Watership Down*, the tale of a band of rabbits searching for a new home which became one of the publishing sensations of the 1970s.

The story grew out of those Adams told his two young daughters to ease long car journeys. The manuscript that evolved from these stories was rejected by four publishers and three literary agents before it was accepted in 1970 by the small firm of Rex Collings. It has since been translated into 20 languages and has sold more than 30 million copies.

Although originally intended for children, the book proved equally captivating to an adult readership. Drawing on Ronald Lockley's study *The Private Life of the Rabbit* (1964), Adams underpinned his rabbit Aeneid with a complex bunny civilisation, complete with folklore and language, described by him as having a "wuffy, fluffy sound." But the writing was devoid of sentimental whimsy, and Adams did not shy from depicting nature red in tooth and claw.

The rabbits' characters were drawn from Army officers he had known during the Second World War, and though endowed with human virtues retained a natural dignity.

Richard George Adams was born on May 9 1920, at Newbury, Berkshire. He was the youngest by some years of

three children, an older brother having died of influenza before he was born.

A solitary child, he was close to his father, an increasingly alcoholic doctor, who taught him to revere nature. An idyllic childhood spent roaming fields and a rather spoilt adolescence were recalled in vivid, unsparing detail in a memoir of his early life, *The Day Gone By* (1990).

After Horris Hill Adams went to Bradfield and in 1938 on up to Worcester College, Oxford, to read History. His studies were interrupted by war service, first with the Royal Army Service Corps and then with the Airborne.

In 1948 he entered the Civil Service, where he served in the Ministry of Housing and Local Government. By 1974, when he resigned to write full-time, he had become an Assistant Secretary in the Department of the Environment, with particular responsibility for clean air.

Adams would subsequently write more than a dozen books, but none approached the success of *Watership Down*, which won the Carnegie Medal in 1972.

Adams's anthropomorphic skill and rich imagination were still present in work such as *Shardik* (1974), a story about a bear and his own favourite of his books, and *The Plague Dogs* (1977).

For a time he lived at Lhergy-Dhoo on the Isle Of Man, before moving to Whitchurch, Hampshire. There he would often walk across his beloved fields and meadows.

He used some of his wealth to acquire a coat of arms: three rabbits on a

green field, holding pens of gold. He also built up a valuable and substantial library of first editions, from which he would often read aloud to stimulate himself before writing.

Adams was President of the RSPCA from 1980 - 1982. He was a Fellow of the Royal Society of Literature.

Richard Adams married, in 1949, Elizabeth Acland, an expert on 18th-century English porcelain. They had two daughters.

Those sent to interview Adams found a lively, generous and vulnerable man, by turns charmingly indiscreet and a curmudgeon.

The late Nick Clarke (E 61-66) interviewed Richard in 1994 for the OB newsletter, noting Richard's fondness of Bradfield's Greek Theatre. "His eyes lit up at the very mention of Greeker. From his first Summer Term as a boy of 14 every production etched itself on his memory - and remains there to this day, fresh in every detail. 'I have been more consistently happy in Greeker than anywhere else at all,' he wrote in his autobiography. Some tribute."



[Originally printed in *The Daily Telegraph* on 27 December 2016. Full online obituary: <http://www.telegraph.co.uk/obituaries/2016/12/27/richard-adams-author-watership-down-obituary/>]

## Weddings

Andy Logan (E 91-96) married Sophie Mitchell on 19 November 2016 at Aisia House in Westminster. The guest list included a few OBs: Anna Wake nee Logan (K 96-98), Tom Swanston (E 91-96) and Phil Lewis (E 91-95).



## Deaths

DAUBNEY, Peter (F 52-57) on 3 March 2017  
FREEDMAN, Lionel (A 47-51) on 9 January 2017  
FULLER, Hugh (F 46-50) on 23 January 2017  
MAITLAND, Henry (F 47-52) on 1 January 2017  
MASSINGBERD-MUNDY, Reverend John (G/H 18-27)  
on 30 January 2016

PURSE, David (E 45-49) on 24 March 2017  
SOLOMON, Alan (D 39-43) on 25 January 2017  
STEPHENSON, Graham (G 41-45) on 23 January 2017

*If you have an announcement to make, we would love to hear from you. You can update us via the Society website, send us a message on FaceBook, or email [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)*



THE BRADFIELD SOCIETY  
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Announcements now online!  
[www.bradfieldcollege.org.uk/announcements](http://www.bradfieldcollege.org.uk/announcements)





## *First World War Memorials in British Schools*

Bradfield College is set to be featured in an upcoming book documenting First World War memorials in British schools. Sarah Wearne, Archivist at Abingdon School, visited the College along with photographer James Kerr to delve into the archives and look through our unique collection of WWI crosses.

The wooden war memorials have been entrusted to the College for safe-keeping by the families of those who died during WWI. These special crosses marked the original graves in Flanders and France of Old Bradfieldians before they were returned to families in 1920, when the Commonwealth War Graves Commission placed permanent headstones in War Cemeteries remembering those who lost their lives.

When the crosses first came to Bradfield they stood for 21 years in the Sanctuary of the Chapel. In 1942, when the Sanctuary was redecorated for the Chapel Jubilee, they were moved to the Crypt at the foot of the Tower, which then became known as the "Chapel of the Crosses". The family of an OB recently donated a programme from Armistice Day 1942 to College, including a Fable

written about the wooden crosses, which closes with the poignant words:

From strength to strength go on,  
Wrestle, and fight, and pray.  
Tread all the powers of darkness down  
And win the well-fought day.

Both Sarah and James believe our unique and evocative collection of 16 crosses to be the largest in any British school. They vary from very simple styles to more ornate designs, often made by soldiers, but all of great importance to Bradfield. At one point the collection stood at 22 crosses however many of the crosses have been returned to families over the years.

John Blackie noted in his book *Bradfield 1850-1975*, "It is difficult for those who did not live through it to imagine the effect of the 1914-18 war on a school like Bradfield." 1375 Bradfield boys served in WWI. 279 OBs were killed and 395 were wounded. The names of those who died are all recorded on the War Memorial Cross, which was erected on in November 1916.





# Letters to the Editor

## *Dear Editor*

The article by John Saxby, whom I remember, prompts me to put pen to paper. I was in D House under C. Burton Brown (CBB) from 1940-1944. I owe a great deal to Bradfield chiefly because it enabled me to achieve my ambition to become a doctor. Taught Chemistry by Leslie Price, Physics by CBB, Zoology by Eileen Wood and Botany by 'Sniffer' Gardner, I passed the 1st MB ChB even at school and so got immediate entry into Birmingham University.

I enjoyed the Officer Training Corps which taught me much useful information later on. Field days on Bucklebury Common near to the Bladebone pub, marching back singing "She'll be wearing pink pyjamas when she comes" all led by CBB who I think was an honorary Lt-Col in the Berkshire Regiment.

I owe a great debt also to John Mouldale, whose dog was called 'Withy'. He taught me a love of History, of which more later.

### **BEYOND BRADFIELD**

After qualifying and doing my statutory year as a House surgeon and House physician I was called up for my two years national service, and being unattached was sent out to the Far East calling at Aden, Colombo, Singapore (outdoor movies in the evenings) and eventually to Hong Kong, still a British Colony. There I was deployed to the New Territories on the mainland crossing in the Star

Ferry and attached to the 1st Bn The Kings Shropshire Light Infantry (KSLI) at a place called San Wei. This was interesting because Bradfield used to play soccer against Shrewsbury and I fancied I recognised one or two faces. Almost all the officers in the KSLI were Old Salopians, so I felt very much at home with them. The officer with whom I shared a Nissen hut bedroom, Mike Benson, became a lifelong friend.

In 1950 summer, the North Koreans invaded South Korea and the United Nations decided to resist this. As a result, forces were sent to Korea, which included the KSLI, and so I found myself an Medical Officer of an infantry battalion in the front line facing the North Koreans and later the Chinese, all a bit nasty. I had to deal with hundreds of casualties - British, Koreans, American, Chinese and others and it was especially upsetting to see one's friends coming in wounded.

My two years National Service was coming to an end and I was sent home on a luxury liner the Empire Orwell taken from the Germans at the end of the war. What then?

By a series of lucky chances I eventually became a partner in a General Medical Practice in Newport, Isle of Wight, and stayed there from 1959-1990 - thirty-one very happy years, becoming a Fellow of the Royal College of General Practitioners and Provost of the Wessex Faculty of the RCGP.



I retired aged 65 - I could hear the younger partners saying, "When is the old so and so going to go?" I was then in a position to indulge my hobby of history, thanks to John Mouldale I have written two books on Isle of Wight history; it was great fun working in the Local and National Record offices at Kew.

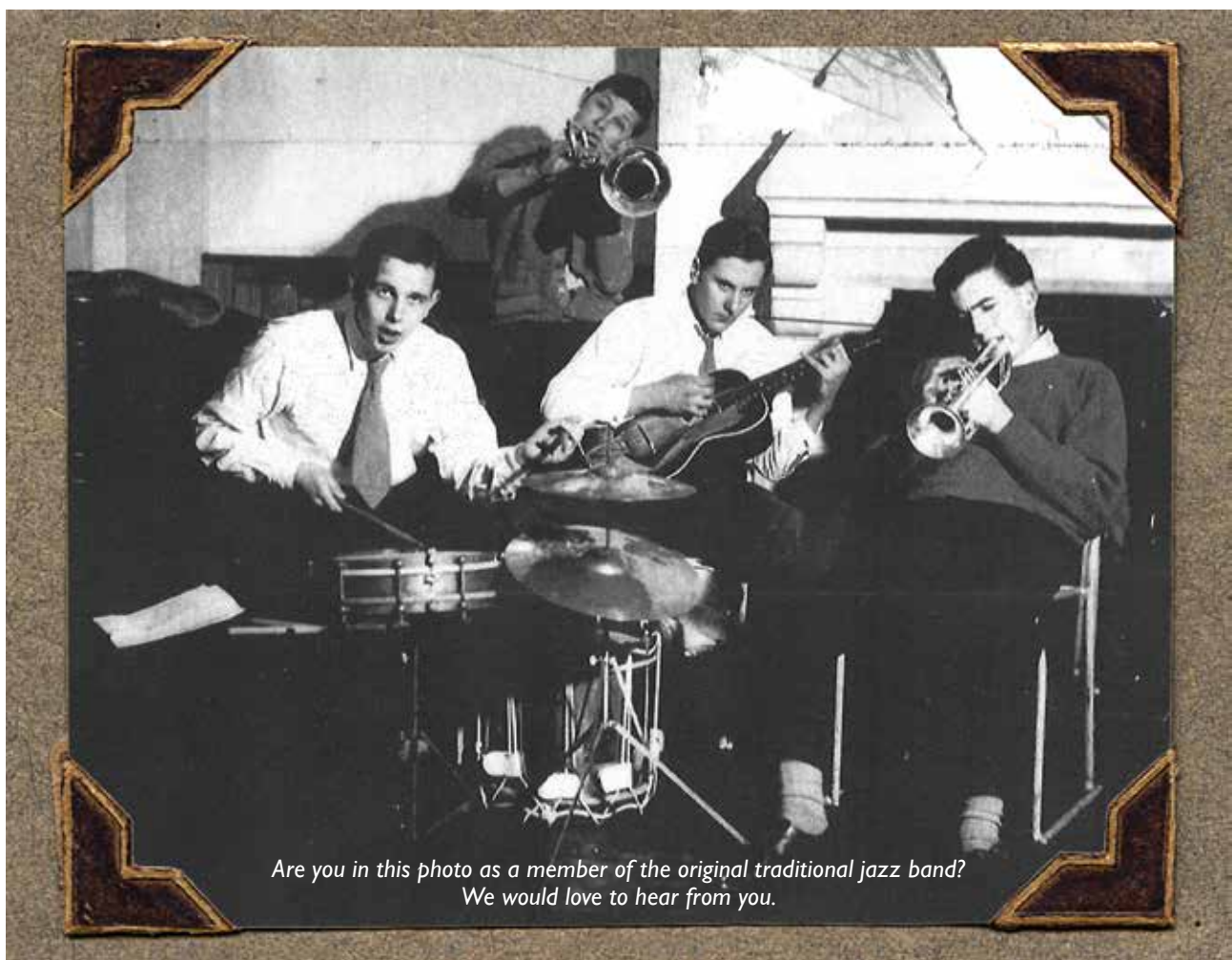
I have two daughters, one married to a publisher, and a son running a business in Southampton, who of course went to D House (under David Norwood 75-80), so I suppose one could say we are quite a Bradfield family!

**Dr P.D. Hooper MB, ChB, DRCOG, FRCGP  
(D 40-44)**

## *The early days of "music" at Bradfield*

Dear Editor,

Reading the February issue, it is good to see that jazz still features. The below photo (circa 1954/55) shows the "original traditional jazz band."



*Are you in this photo as a member of the original traditional jazz band?  
We would love to hear from you.*

## *Dear Editor*

I was fascinated to read about the Bradfield Society Overseas Network meeting at the Royal Bangkok Sports Club in the February magazine.

As a resident in Bangkok for four years from 1967, my name remains on the Honours Board as Soccer Captain RBSC 1969-1970. I also captained the hockey team and played rugby, squash and golf. Very happy times including our first year of marriage and membership of the British Club in Bangkok and the Royal Varuna Yacht Club in Pattaya.

Yours sincerely,

**Peter Christmas (E 58-63)**

We were only (reluctantly) allowed to play before a film in Big School. I was the guitarist - the others I cannot remember.

I would like to think our humble efforts sowed the seeds.

Regards,

**J A McEntyre (E 50-55)**

# Events Calendar

**JUNE**

24 26

The College hosts a **Summer Reunion** for OBs who left between 1996 and 2006.

records of an era

96-06




Gold medal winning paralympic tennis star Gordon Reid officially opens the **Tennis Club Clay Courts**

24 25 27 28 29



**PERSAE**

BOX OFFICE  
www.ticketsource.co.uk/bradfielddrama

The **Greek play** returns for five dates in June. Free tickets are available now for the three evening performances and two matinee shows

**JUNE**

**JULY**

3-9 29


OBs take to Pit for a week of cricket. Fancy a game? Don't hesitate to sign up for **Waifs Week**





Cricket season continues with the annual memorial cricket match in memory of **Mike Clark (H 95-00)**



NOV 2 DEC 11



Look out for your invite to the **Junior Tempus Fugit** reunion event at the College



We return to St James's Church, Paddington for **Carols in London** Pupil and OB Choirs join together for this special service

**NOV/DEC**

OLD BRADFIELDIAN

**PUB NIGHTS**

FIRST MONDAY OF EVERY MONTH

VENUES ANNOUNCED ON FACEBOOK  
SEARCH FOR 'THE BRADFIELD SOCIETY' 



Get the date in your diary for

**WINTER BRADFIELD DAY**

**Sunday 10 December**

Run the Huxham, take part in the Hockey tournament or shoot for the Tremlett Trophy

To register for any of the events, see the very latest schedule or to find out more please visit the Bradfield Society events page on the College website

[www.bradfieldcollege.org.uk/Bradfield-Society-Events](http://www.bradfieldcollege.org.uk/Bradfield-Society-Events)

or contact the Bradfield Society directly

Email: [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk) • Tel: 01 18 964 4840

We look forward to seeing you at a Bradfield Society event in the near future



The Headmaster of Bradfield College & the President of the Bradfield Society request the pleasure of your company at

# Junior Tempus Fugit

An occasion for Old Bradfieldians aged 60-70 on the day of the event

SAVE THE DATE - THURSDAY 2 NOVEMBER



## THE BRADFIELD SOCIETY

BRINGING TOGETHER OLD BRADFIELDIANS, PARENTS & FRIENDS OF THE COLLEGE

The Bradfield Society is pleased to offer a wide range of merchandise. We hope you will support the Society by wearing its colours.



Woven silk tie in  
Society colours  
£22

Woven silk tie in Waifs  
Cricket Club colours  
£22



Woven silk city tie  
£22

100% cotton socks in  
Society colours  
£9



Silver plated cuff links  
diamond engraved  
with College crest  
£29



Paperweight engraved  
with College crest  
£24

Crystal tankard engraved  
with College crest  
£22



All items can be purchased from the College Shop.

Orders can be placed by calling 0118 964 4840 or emailing [bradfieldsociety@bradfieldcollege.org.uk](mailto:bradfieldsociety@bradfieldcollege.org.uk)



BRADFIELD COLLEGE

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24 - 29 JUNE 2017

# PERSAË

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BOX OFFICE

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