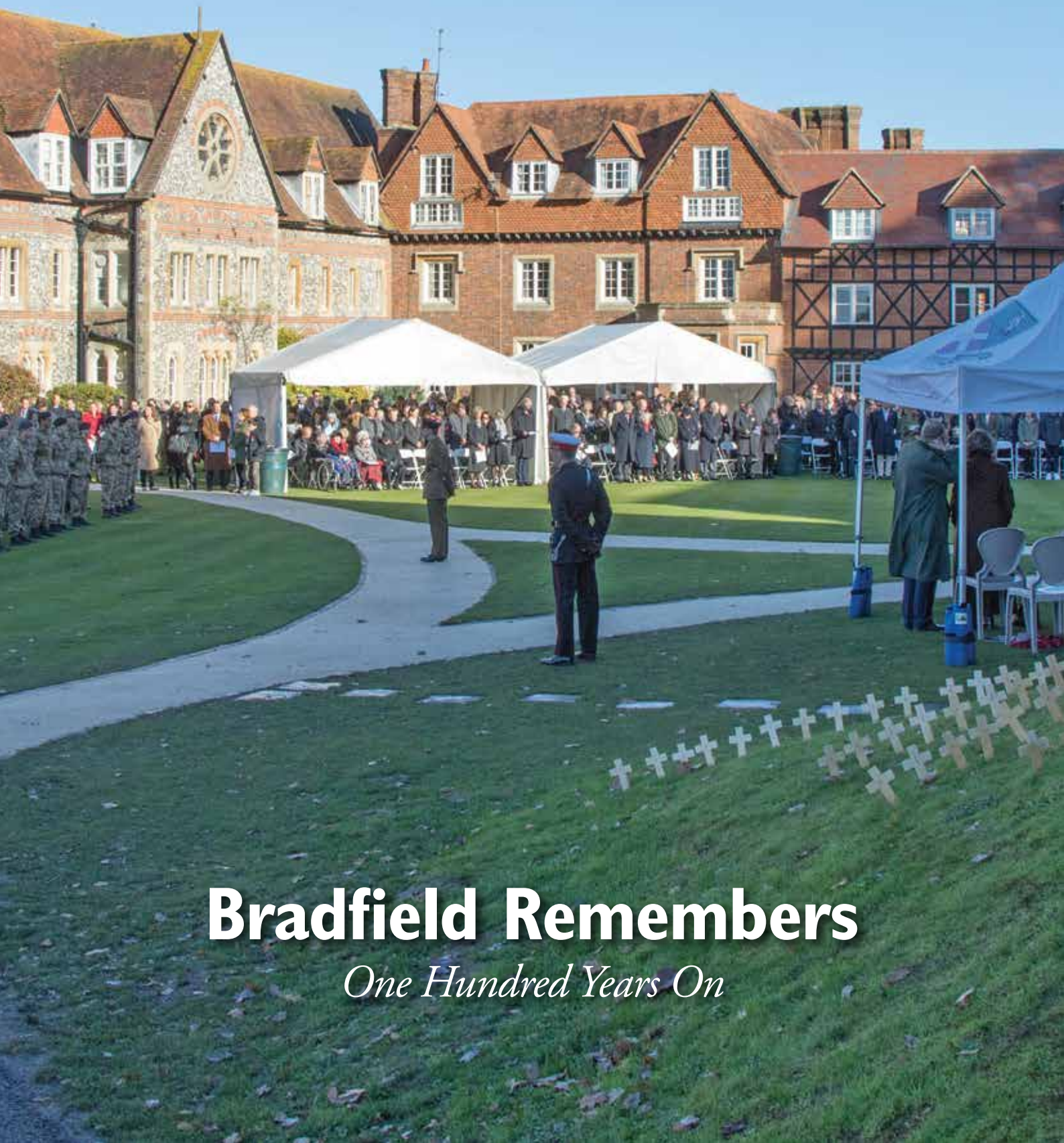


# The Bradfieldian

February 2019



## Bradfield Remembers

*One Hundred Years On*



Cover photography by STEPHEN WALLACE



BRADFIELD COLLEGE

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# The Bradfieldian

February 2019



Dear reader,

Whilst paying tribute to the fallen in a powerful Remembrance Day address reported later in these pages, Sir Jeremy Blackham (E 57-61) asked: 'But are we today clear what we stand for? Have we the same commitment, courage and generosity.'

It is of course an impossible question to answer but, just like the complex scientific questions with which Sir Martin Ryle (D 31-36) wrestled, it is a question for which a rounded education should offer the next generation the best possible preparation.

Educating the whole person, preparing the young to confront moral, physical and intellectual challenges is a privilege. Witnessing our pupils grow in knowledge and in confidence, in stature and in wisdom offers rich reward to all those engaged in the process.

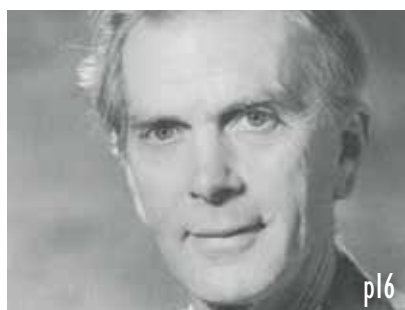
This edition of *The Bradfieldian* testifies to the collaborative nature of an endeavour which sees our pupils benefit from the expertise and the example of their predecessors, their parents and their peers, as well as from distinguished visitors, generous volunteers and dedicated staff. The articles that follow highlight the breadth of learning and the diversity of accomplishment in our community.

Like all its predecessors, Generation Z occasionally has a hard time of it amid accusations of being a spoilt generation prone to fragility. The experience of living and working amongst the young gives the lie to any such cynicism. So, too, does this publication. The so-called 'snowflakes' of our time would undoubtedly surprise their forbears but their loyalty, compassion, open-mindedness and determination should make the fallen proud.

Dr Christopher Stevens,  
Headmaster



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# STRETCH AND CHALLENGE

Madeline Best, Gifted and Talented Coordinator,  
discusses the Stevens Academic Scholarship Programme



Artwork by CAT TALBOT (KS)

**A**s our pupils strive for academic excellence, the Stevens Academic Scholarship programme aims to inspire a love of learning, challenge pupils to develop intellectual curiosity and stretch our Scholars' ability to think critically. It is the latter of these skills which is increasingly important in the world beyond Bradfield and is achieved in two ways; through one-to-one mentoring and a series of seminars that we have launched this year.

The Mentoring programme is at the heart of the provision; each Scholar meets their Mentor on a fortnightly basis with the aim of challenging her or him to think clearly and analytically, questioning assumptions and encouraging problem-solving. Whether it is discussing a journal article of the pupil's choosing, tackling brainteasers or designing a Psychology or Chemistry experiment, Scholars are regularly challenged to think critically. This is clearly a very popular aspect of the programme. Indeed, in a survey of the Scholars and their Mentors conducted in June 2018, in order to gain feedback on the successes of the programme and provide an insight into where improvements could be made, over 75% of respondents said the mentoring was the greatest strength.

## “ INQUIRY UNDERPINS A LIFELONG LOVE OF LEARNING.

This year, one of the aims is to expand the provision, particularly in terms of offering wider enrichment activities to challenge the pupils to problem-solve in groups, thus enhancing cohesion among the Scholars. To begin the year we hosted a Global Health Seminar led by Dr Beth Potts, giving pupils an insight into a variety of health challenges. The seminar required Scholars to work in small groups to think their way through hypothetical scenarios, including creating a triage system for a rural South African hospital and improving health literacy for asylum seekers in the UK. Jeremy Ball (SCR) also led a similarly engaging evening in November, involving mixed year group teams, working together to solve puzzles in a fun, engaging and competitive way in an 'Escape Room' set-up.

Inquiry is one of the attributes that the College seeks to develop in its pupils to underpin a lifelong love of learning. This aim is achieved in the classroom every day. However, with regard to the Scholars in particular, trips are designed to spark an interest in something new, for instance, the recent Sixth Form trip to London included visiting a choice of exhibitions at the V&A, followed by the *Wildlife Photographer of the Year Exhibition* and the acclaimed production of *The Wider Earth* about Darwin's voyage and discoveries.

## “ PUTTING LEARNING IN A DIFFERENT CONTEXT HELPS ENCOURAGE CURIOSITY.

It was brilliant to see many of the Scholars so engaged with the trip, and consequently embarking on further reading of subjects outside the curriculum or expanding on topics covered in the classroom. It is particularly rewarding when they can make connections to the trip in their lessons, for instance, one pupil referred to the play – which explained that a young and inexperienced naturalist could shed new light as they were not seeking to enforce preconceived ideas – in a lesson on paradigm shifts in a Theory of Knowledge lesson. This shows that there is a clear benefit to these educational visits. Faulkner's, Shell and Fifth Form pupils will be going to Stratford-upon-Avon in March.

Furthermore, putting learning in a different context helps encourage curiosity. For instance, the recently launched Academic and Enrichment magazine enables a group of four Scholars to take ownership of each issue with the opportunity to gain hands-on experience of producing a publication. From cover design and photography to content editing and managerial experience as 'Editor-in-Chief', they learn new skills and become inquirers.

## “ A KEY ASPECT OF THE SCHOLARSHIP PROVISION IS ENCOURAGING PUPILS TO TAKE ON OPPORTUNITIES.

Scholars are expected to make use of their Common Place Book – presented at the Admission of Scholars Service – to keep an academic journal, and this is the most useful resource they are given. We hope that when the Scholar leaves the College, they do so with every page full, thus demonstrating that they have thoroughly engaged with the process. Furthermore, in order to help the Scholars engage with reading and keeping an academic journal, they are all provided with a subscription to a periodical of their choice. These range from *The National Geographic* and *New Scientist* to *Popshot*, an illustrated literary magazine.

“ PUPILS LEAVE WITH FAR MORE THAN EXCELLENT RESULTS; THEY LEAVE WITH A LOVE OF LEARNING AND THE DRIVE TO SUCCEED.

A key aspect of the Scholarship provision is encouraging pupils to take on opportunities, both within and beyond the College. Internal and external essay or poetry competitions are one such avenue. Indeed, two Stevens Academic Scholars were recognised in the recent English Poetry Competition; Lara Warren-Smith (K) was ‘Highly Commended’ in the Junior category and Alice Smith (J) won the Senior competition. Some of these poems on the theme of Change have been published in this *Bradfieldian* edition as well as the Academic and Enrichment magazine, alongside the other commended poems, in order to celebrate their achievement. It is competitions such as these, including the internal History essay contest and the external Cambridge Chemistry Challenge, that facilitate the pupils attaining excellence.

The Stevens Academic Scholarship is a dynamic and exciting programme, giving pupils the chance to inquire, think and lead. These pupils leave with far more than excellent results; they leave with a love of learning and the drive to succeed.



## MICHAELMAS MINERVA TALKS

The Minerva Programme is a series of enrichment lectures arranged for pupils to complement their academic studies and stretch their thinking. The Michaelmas Term saw a large number of lectures delivered from nine different academic departments, including Earl Charles Spencer (History), an Atomic Weapons Executive (Physics), Joel Griffin from Rolls Royce (Economics) and Dominic Mayer, Visual FX Editor (Drama/Film).

Our Mathematics Department began the term by welcoming Zoe Griffiths from the educational organisation *Think Maths*. Zoe delivered a fascinating workshop, giving pupils a chance to apply their problem solving skills and introducing them to non-orientable shapes including the Möbius loops, the Klein bottle and the hypercube.

The inaugural Bradfield Poetry Series evening went down a treat with your young creative writers. Recently published poets Belinda Zhawi and Lily Blacksell read original poems before answering questions from the pupils on a number of topics including how to get published and where they turn to for inspiration.

David Parker, Professor of Physics at Birmingham University and Curate at St. Mary's, Selly Oak, Birmingham, came to Bradfield to deliver a stimulating talk on the relationship between Physics and Faith. He explored how faith and science can complement each other, without the need for disagreement, and provided his own defence of the Resurrection, arguing that in a physicist's mind there would be no point in investigating a one-time occurrence since Physics is based upon repeated observation, therefore rendering the Resurrection impossible to disprove.

Two separate talks provided Film Studies and Drama pupils with different insights into the film industry. Tom Kerevan (C 97-02) outlined his experience in both Film and Television as a writer and director while Dominic Mayer gave an entertaining and informative talk on visual effects, showcasing some of the work that he has created on films such as *Guardians of The Galaxy* and *Paddington*.

Rolls Royce's Joel Griffin spoke with Economics pupils to explain how an understanding of economic theory and trends can help firms, governments and individuals prepare for the future. Earl Charles Spencer was invited by the History Department to give a gripping talk on the escape of King Charles II in 1651. Revealing unique insights from his new book *To Catch a King*, Earl Spencer offered up previously unheard anecdotes and information gleaned from seven primary sources which had not been publicly viewed.

The final talk of the term saw Atomic Weapons Executive Group Leader Dr Steven Holley provide Bradfield's young scientists with an overview of the purpose and capability of the UK Nuclear Deterrent System and the fundamental role that AWE plays in supporting National Security.



Lily Blacksell



Belinda Zhawi



Dominic Mayer



Earl Charles Spencer

## HISTORY OF ART PUPILS VISIT FLORENCE

Over October half term, the History of Art Department took the Sixth Form pupils to Florence for four days. It was an inspirational trip that allowed us to see the art and architecture that we had been studying in class.

My favourite visit was to the Uffizi Gallery on our first afternoon in Florence where even the corridors are a work of art. The entire building was beautiful but I was particularly drawn by Gentile da Fabriano's painting *The Adoration of the Magi*. I had always liked it when we looked at it in class, however seeing it in person was a different experience. It is highly ornate and decorative, covered in gold, very characteristic of the International Gothic Style. The belief was that more gold in the painting amounted to more spirituality, portraying the patron's love for God. Art during the Renaissance was all about religious subjects, as wealthy patrons hoped to atone for their sins through art.

The trip as a whole was very educational and it has definitely supplemented my knowledge of the Renaissance in Florence; it was also extremely fun, and I did not want to leave!

*Jess Young (M)*

After arriving in Florence, we were split into groups. Our group headed for Florence Cathedral, more commonly known as the Duomo. We stared up in awe at the magnificent building, talking about it in detail, in particular Brunelleschi's dome.

In 1426, proud Florentines built a glorious cathedral but instead of provoking civic pride, it was seen as a great source of embarrassment. The dome could not be completed as no one knew how to build on such a scale. Brunelleschi, a pioneer of the Renaissance, decided to use a magna rota, a form of pulley system crane, to get the bricks up. He also used oxen to power his mechanisms allowing the bricks to reach the heights required before layering them in a herringbone pattern, an Ancient Roman technique. This was one of the first examples of artists and architects looking back to classical antiquity, which is why the term Renaissance was later coined, meaning 'rebirth'.

The Dome needed to support itself and this is where Brunelleschi's genius shines. He decided to use two shells, making the whole structure lighter and developed an ingenious system of scaffolding. These innovations are what make this building a revolutionary feat of engineering.

*Ollie Waddington (G)*

The climb to the top of the Dome was tiring. A few of us attempted to count the steps up the narrow, circular staircase but lost count around the two hundred mark. When we reached the top the scenery was breathtaking. You could see across the city and the hills beyond thanks to the clear skies.

As we ascended the steps up towards the top of the Dome, we could see both the intricately decorated ceiling and the double-layered internal structure of the dome itself, designed and created by Brunelleschi for a competition.

Overall, the trip was an incredible experience, one that I would happily repeat time and time again, the vast multitude of things to see and do being a source of constant interest and amazement.

*Molly Bayliss (I)*

At the end of the four days I thought about the works that particularly stood out to me for various reasons. My favourite has to be the Pazzi Chapel because the building is completely reflective of its purpose. I could not help but feel calmed and contemplative and understand how, for a religious person, this place encourages worship.

In person, the realism of Masaccio's *Trinity* is astounding and I got a much greater appreciation of the scale. My favourite sculpture was Donatello's David. The level of detail and the way the tone of the sculpture changes depending on the viewing angle amazed me.

Many thanks go to all the staff on the trip and AHA (Art History Abroad) for allowing us all to extend our understanding of some truly incredible works of art.

*Georgia Walker (J)*

Having never studied Renaissance art or architecture before, Florence was awe-inspiring. However, after the first day, the amount of depth and detail the lovely AHA tutors managed to convey to us fully enhanced my interest in the subject.

One of the most memorable days for me was going to see Michelangelo's *David* in the Galleria dell'Accademia. The Renaissance sculpture represents the Biblical hero David, who was a favoured subject in Florentine Art. David was young, small and intelligent, just like Florence, who cleverly built up their economy through the wool trade. By idealising David, Michelangelo portrays him to be almost Greek god-like which shows the influence of classical antiquity. Furthermore, the large hands, feet and head are used to show the status that Michelangelo wanted David to have.

*Josie Azis (K)*







# DEVELOPING POWERFUL LEARNERS

Director of Teaching and Learning Gavin Turner explores how the College's Education for Life ethos fosters powerful life-long learners

**J**erome Bruner, the renowned American psychologist, states that the primary objective of any act of learning, over and above the pleasure it may give, is that it should serve us in the future. However, the future for pupils currently studying at Bradfield is increasingly uncertain. On leaving school our pupils will be propelled into a constantly shifting social, political and technological landscape where they will be confronted by frequent changes to their personal and professional lives. In *21 lessons for the 21st Century* Yuval Noah Harari asks, 'How can we prepare ourselves and our children for a world of such unprecedented transformations and radical uncertainties?' Contemporary trends in development demand that we not only furnish pupils with the knowledge and understanding that they need to be successful in external examinations, but that they also acquire the skills and habits of mind that will allow them to flourish in the rapidly changing world that lies beyond the bounds of Bradfield. Whilst we are unable to predict accurately what the world will look like in five, ten or fifty years, we aspire to support the development of powerful, life-long learners who will graduate from Bradfield equipped and ready to go to work on the world.

## “ WHAT HAPPENS IN THE CLASSROOM IS OUR CORE BUSINESS.

To achieve this aim the College seeks to develop the following six 'Education for Life' attributes in all pupils: confidence, open-mindedness, resilience, inquiry, communication and innovation. These attributes permeate school life, with pupils provided with the opportunity to develop these key characteristics across the diverse range of learning experiences available to them at Bradfield. Learning is not solely confined to the classroom, with many powerful learning experiences taking place across the co-curricular and pastoral spheres of school life. However, what happens in the classroom is our core business which provides an exciting opportunity for us to challenge both ourselves and the pupils to actively engage with the Education for Life principles through the broad academic programme offered at Bradfield.

## “ A HUGELY TALENTED AND COMMITTED BODY OF TEACHERS WHO CARE DEEPLY ABOUT WHAT THEY DO.

As part of the exciting and diverse Divisions curriculum, all Faulkner's (Year 9) pupils receive a sequence of 'rotation' lessons across the course of the academic year focusing on the development of their learning skills which they are then able to apply across the range of academic disciplines that comprise the Faulkner's curriculum. To measure the improvement in their learning skills, pupils complete two self-report surveys at the start and end of the rotation, the data from which is then analysed to quantify the development in pupils' learning skills. This data also supports my part-time doctoral research through the Faculty of Education at the University of Cambridge. Coupling the rigour of doctoral-level academic research with the development of pupils' learning skills provides a practical representation of the Education for Life principles, and in doing so outlines a pioneering narrative through which the planning, development and delivery of both the learning skills sessions and the curriculum more broadly are reinforced.

## “ THE POTENTIAL TO YIELD A SIGNIFICANT IMPACT ON THE QUALITY OF THE TEACHING AND LEARNING ENVIRONMENT.

In terms of the teaching and learning environment at the College, my vision is 'To develop and promote Bradfield's reputation as one of the leading schools in the country, renowned for the quality of its teaching and learning environment'. It is clear after just one term here that the College is equipped with a hugely talented and committed body of teachers who care deeply about what they do, giving outstanding support to pupils' academic, pastoral and co-curricular experiences. The challenge moving forward is to

deliver a dynamic programme of Continual Professional Development (CPD) opportunities which allows teachers to further advance their classroom practice, enhancing the quality of the teaching and learning environment fostered across the College. Creating opportunities for colleagues to learn from each other through mutual observation, in addition to the curation of a Teaching and Learning Research Group, has the potential to yield a significant impact on the quality of the teaching and learning environment. In contemporary education there is a significant shift towards evidence-informed practice, where the findings of educational research are used to positively inform our pedagogical approach in the classroom. The Bradfield Teaching and Learning Blog serves to share the latest evidence-informed approaches, providing a

collaborative forum where colleagues can access, engage with and contribute to the sharing of a diverse range of effective and impactful teaching strategies.

It has been a hugely rewarding and enjoyable first term at Bradfield. I have been struck by colleagues' relentless support of pupils' academic, pastoral and co-curricular journeys together with the generosity of spirit that is so tangible across the College community. It is a remarkable place, one that I feel incredibly fortunate to have joined, and I hope to make a positive contribution to the ongoing development of the academic life of the College, aiming to provide the best possible preparation for pupils so that they can flourish and thrive beyond Bradfield in the constantly shifting sands of contemporary society.



## LACOCK ABBEY AND THE BIRTH OF BRITISH PHOTOGRAPHY

During the Michaelmas Term, a group of Shell Photography pupils visited Lacock Abbey in Wiltshire to learn about the birth of photography in Britain and to further our understanding of how camera obscuras work. Unfortunately, we were unable to see the large camera obscura in the grounds, but we were able to see a smaller one in the museum. Lacock Abbey used to be a monastery and some of the corridors and rooms were used for shooting the feature film *Harry Potter and the Philosopher's Stone* so in a way it was like having a bonus behind the scenes tour.

William Henry Fox Talbot was the scientist and inventor who made huge advances in photography in the 1800s. He may also have created the first positive, a film or image that represents the colour and luminance of objects in the scene, from the oldest existing negative and this photo was of a window in the Abbey.

Not only was he the father of photography as we know it, but he was also a scientist and invented the salted paper and calotype processes. As well as learning about Fox Talbot, we also went upstairs above the museum exhibit to see a completely different exhibition which was a collection of portraits of women, photographed by Anita Corbin over a ten-year period. Each of the women featured is known for her extraordinary accomplishments across a number of disciplines including sport, media, military, business, arts, music and politics.

After walking through the exhibition we headed to the



Abbey to go inside the cloisters and explore the beautiful grounds. At first we did not quite catch on that this is where they filmed some famous scenes from *Harry Potter*, but as soon as we stepped inside the corridor, we knew it seemed familiar. It was a very interesting afternoon and it helped our understanding of the topics discussed in the classroom.

*Alice Saunders (K)*



# NATIONAL POETRY DAY

## LOCKED IN

Change.  
The locks on all the doors.  
Change.  
The colours of the walls,  
Green-Yellow-Red-White,  
Hang new blinds over a new bed,  
As old light falls on the new bedspread.  
Change  
The words of the whispers  
In rooms of the past  
The ghost of the guests  
As your memory attests  
For the chrysalis of the.  
Present.  
  
(tick tock)  
  
Change.  
The crescent moon swells  
Into a scarlet sun  
  
(tick tock)  
  
New ideas and  
The same shadows flung  
Across the floor.  
  
(tick tock)  
  
At the foot of the old grandfather clock  
  
(tick tock)  
  
whose hands hold  
A course already told  
As the sun rises and  
Sinks into the fold.



*Alice Smith (J) - Winner Senior Category*

## SOCIETY IS EVOLVING

The rules of chemistry tell us everything in the world is made of molecules.  
Small particles of magic that swim, slip, slide  
over each other like water,  
Performing the most sensual dance.  
Sometimes they get sticky and  
bump into one another and  
bond to one another and  
build something or other.  
They come together to form your desk. Or your split ends. Or the carpet between your toes.  
And in a world where everything is so malleable,  
It is easy to feel as though it is all slipping away from you.  
Squeezing out from the cracks in your tight fists and floating away with a current you refuse to join.  
It is easy to take comfort in being solid.  
in solitude.  
In curling inwards on yourself and hardening your surface.  
And in a world where everything is always moving,  
Particles spinning, forming, disassembling,  
People realising, emerging, protesting,  
it is easy to want to stay still.  
To hold on to the seemingly rooted pillars of 'belief' or 'tradition' with both calloused hands for  
dear life.  
To stay suspended in mid-air against the pull,  
The flying flag of the losing side.  
Turning to stone is the defence mechanism of the scared.  
It's easier to admit hatred than to admit you don't understand.  
But one rock in a river, no matter how strong,  
or hard,  
or bitter  
Will not alter the course of water.  
Water will flow to sea,  
Molecules that make up the life we all share will continue on their flexible, shifting journeys,  
Our new society will bend the rules and prejudices and injustices that yours put in place, Until they snap.  
The dark strips at the edges of your narrow minds will be the roads that our change marches on .  
Change was coming.  
Change is here.  
Change will happen whether you cooperate or not.



*Megan Gregory (K) - Winner Junior Category*

## CHANGE

To who does change mean what?

Change to my friend is saying he is moving away to the States,  
To New York, where the steaks are fat and the place of attack of crazy people  
Wandering in and out of their day in a hazy way wearing black.

Black suits, black boots

Black ties and fake smiles.

Black roads that stretch for miles with change scattered on the floor

From dollars to cents.

From the rich to the poor.

Both count as change.

My friend is terrified of change;

From where 'Dollar Bills' come in easy for the high rolling bankers and guys  
who take improper thrills and kill like w\*\*\*\*\* who don't try.

Where actually the change on the floor is more powerful than trying to 'open a new door'

because places like New York is where diversity is created,  
fashion styles never get dated yet new styles are awaited  
and accepted with open arms, while immigrants are gated  
and wait for a chance of freedom and the "US dream",  
which lucidly teases them easing them in like a stream  
to be greeted by xenophobia and love all in one place.

At least disgrace for homophobia is encouraged, so don't hate,  
so gay people can pluck up enough courage

to tell their parents that they've changed in a way they can't explain,  
they're now gay.

Now today trans-gender people can't walk the streets and not be teased,  
And big freezes don't happen anymore since we've beaten and heated the earth

To the extent that it can't breathe, its wrong,  
all the trees are gone.

Big storms and scares are now more common.

Why are more kids being told that they're ill and given Ritalin to control them?

Maybe it is the increased pollution and pollen  
or is it pushy dads telling scared young boys 'to man up and be a strong'un!'

Who knows change?

It drives progression.

But it also drives regression.

But my friend doesn't understand change  
so, I tried to tell him although it is strange

It is what makes the way for progress in the end.

As any change found on the floor will help you get the best you can get  
And change happens at every step.



*Rafferty Burrowes (G) - Highly Commended Senior Category*

## DAY BY DAY

The seasons change day by day,

Red, orange and green leaves fall like  
confetti around me,

They lightly touch the ground as if the  
world is a delicate object,

As if it will simply collapse at the slightest  
tremor or shake.

Steely clouds roll above my head in the  
pink sunset sky.

As it turns to dusk speckled stars dot the  
sky like freckles on my skin,

I breathe in the still, musky, yet fresh air.

All of a sudden it seems cold,

And the ground is adorned with frost,

The sky is cloudless, yet oh so blue,

The wind howls almost violently in my  
face,

Sending vibrant shivers down my spine.

Then a seemingly distant snowflake falls  
on my fragile gloved hands,

Then the heavens hurriedly open in a  
flurry of cold, white snow.

Then the sweet spring dew scatters the  
solid ground,

And the air begins to feel warmer,

Birds whistle a merry harmony among the  
tree tops,

the colour of the sky softens,

to a lilac pink shade.

When summer comes nature is ready,

Bearing sweet fruits and bold flowers,

Radiant sunbeams fall on my face,

The grass is a luscious green,

Symmetrical hay bales line the corn field  
ahead of me,

Humans are at peace with the world.



*Cosima Williams (M) - Highly Commended Junior Category*

A black and white portrait of Dr. David Brooks, a middle-aged man with light-colored hair, wearing a dark suit jacket, a light-colored shirt, and a dark tie. He is looking directly at the camera with a slight smile. The background is a plain, light color.

# THE RYLE LECTURE

Dr David Brooks, Director of Science, discusses the annual lecture series created in honour of OB Nobel Prize winner Sir Martin Ryle



**A**s one walks from Snake Door towards the Dining Hall, you may be forgiven for missing the bronze ceremonial plaque celebrating the achievements of Old Bradfieldian Sir Martin Ryle. In 1974, he was awarded the Physics Nobel Prize for his “pioneering research into radio telescopes”.

Sir Martin was a D House pupil between 1931 and 1936 and later went on to study at Christ Church, Oxford, before moving on to Cambridge. He worked in the Cavendish Labs, taught at Cambridge, and was subsequently made a Fellow of the Royal Society (FRS) in 1952. He was knighted in 1966 and served as the Astronomer Royal for ten years from 1972.

Just this year, Ryle’s female co-researcher on the Nobel Prize winning studies, Dame Bell Burnell, made headlines following her decision to donate her £2.3million Science Breakthrough Prize for the purpose of funding women to become physics researchers. This all stemmed from the controversy caused by the decision in 1974 not to award her a Nobel Prize for the research, but only to award Sir Martin and his male co-researcher.

In order to recognise Sir Martin’s work and to help celebrate Science, an annual Ryle Lecture at Bradfield was created in 2016 with the aim to bring an eminent researcher to College to help inspire our current crop of scientists. Serendipitously, the date of the first Ryle lecture in 2016

turned out to be the week the Science Nobel Prizes were announced. Since then the annual Ryle Lecture has occurred in the first week of October to run concurrently with the Prize announcements.

## **DR PAUL ROCHE, (CARDIFF UNIVERSITY AND THE UK NATIONAL SCHOOLS’ ASTRONOMER)**

### **2016: THE CHEMISTRY OF STARS**

For the first year, The Ryle Lecture was split into two talks and a main lecture. The first was given to 100 pupils from several of the local primary schools during which Dr Roche explained what it was like to live in space and discussed everyday life on the International Space Station.

The second was given to a select audience of Sixth Formers, including pupils from Theale Green School. Dr Roche spoke extensively on the life of stars spanning both scientific spheres of Physics and Chemistry. He focused on the birth and death of stars and explained what characteristics are required to cause neutron stars and black holes.

Following the talk, Dr Roche held a workshop on tracking asteroids using open-source software and data and showed how this research was being conducted by schools all over the world.

In the evening, he presented the first ever Ryle Lecture, entitled *Impacts from Space*. Dr Roche further explored

the world of astronomy, discussing asteroids and their dangers as well as their possibilities. Of particular note was the interesting fact about the estimated value of some of the known asteroids which was in the tens of trillions of dollars.

Dr Roche concluded the lecture by talking about Extinction Level Events and how certain meteorite craters dates coincide with known drop-offs in the number of species on the planet.

## **PROFESSOR NICK LONG (IMPERIAL COLLEGE)**

### **2017: TRANSITION METALS AND THEIR USES**

In the second annual Ryle Lecture, Professor Long introduced various transition metals and their uses, ranging from catalysis to medical imaging, the latter of which is the subject of his work alongside medics at Imperial College. The talk enhanced pupils’ understanding of their studies on the subject in class as they explored how orbitals and oxidation states can explain parts of how such materials work, expanding on the core knowledge taught on the IBDP and at A Level.

Professor Long detailed how the different shapes of molecules allow different catalysts to interact with normally stable molecules using the example of the catalytic converter present in a car. He went on to reveal the large molecules that a simple transition metal is built upon which in turn creates highly complex molecules.

The lecture highlighted how many different branches a subject such as Chemistry has and provided a unique insight into a topic not covered in such depth by the syllabi.

## PROFESSOR JOHN GROTZINGER (CALTECH, JPL, NASA)

### 2018: CURIOSITY'S SEARCH FOR HABITABLE ENVIRONMENTS ON MARS

Professor Grotzinger (pictured below) is a Chief Scientist on NASA's rover Curiosity which is currently exploring the surface of Mars. He is involved in several planetary missions and his main focus is on the geology of

the planets or moons that NASA has visited. From the geological data collected, he is able to ascertain information about the atmosphere of each planet or moon.

Connecting with the College over Skype from his home in America, Prof Grotzinger described the complexities of the landing procedures of the Mars rover, including how they decided where to land. He explained that, after travelling 54 million kilometres, they were able to land the rover only 1.5km away from the centre of their landing zone.

Professor Grotzinger also provided a fascinating account of the geological features of Mars and how we can see

similar features on Earth which has helped to inform NASA about the escape of water from Mars. Whilst life has not been found there he said there was definitive proof of water presence in the planet's past.

You can watch the full 2018 Ryle Lecture in its entirety by scanning the QR code below.

Later this year we will welcome author and astronomer Colin Stuart who will give a talk on *How to Live in Space*. Colin has written several books, including *How to Live in Space*, *Mars: The Traveller's guide*, *The Speed of Starlight*, and *The Universe in Bite-Sized Chunks*.



## CCF BIENNIAL INSPECTION

Our CCF Biennial Inspection was held on Monday 19 November and we welcomed Lieutenant Colonel Michael Scanlon RM as our Reviewing Officer. The aim of the inspection is to demonstrate the proficiency of Bradfield's cadets and provide the Reviewing Officer with an overview of the cadet training programme.

During his tour of the campus he observed our pupils problem-solving at the river crossing, working as a team around the obstacle course and the camouflage and concealment weapon training stations, and demonstrating First Aid on the battlefield.

Throughout the busy afternoon of activities, Lt Col Scanlon was extremely impressed with the high standards of training and the enthusiasm displayed by our cadets.



# BRADFIELD REMEMBERS 100 YEARS ON

As part of the centenary commemorations marking the end of the First World War, Bradfield cadets were privileged to be invited by Old Bradfieldian Andrew Larpent (H 64-69) to participate in a special Service of Remembrance for his grandfather, distinguished OB (C 1898-1901) and recipient of the Victoria Cross, Major General Dudley Graham Johnson VC, CB, DSO, MC.

Prior to the service the cadets, who were based at Ypres, spent four days experiencing poignant and informative visits to the Passchendaele Museum, Hawthorn Crater, Devonshire Trenches, Vimy Ridge and cemeteries including Essex Farm, Tyne Cot and Langemarck.

The service took place on the 100th anniversary of the date of Major General Johnson's Victoria Cross action, on 4 November 1918, one week before the Armistice that ended the War.

The group of cadets and staff travelled to the Sambre Oise Canal to meet with the family, friends and guests of Dudley Johnson. Assembled alongside a primary school group from Bourton on the Water, where Dudley was born, they met representatives from the Australian "diggers" from No 1 Tunneling Company, Royal Australian Engineers, who played an important part in the action at Sambre Oise.

As the group looked across the canal at the site of the battle, an account of the action and the courageous acts of those involved was dictated. This was followed by an Act of Remembrance at the local cemetery and later by a social event hosted by the village community. That evening the cadets were also privileged to join the parade at the Menin Gate, a fitting finale to a most memorable experience.

*Cpl Danny Daniels*





## CENTENARY REMEMBRANCE SERVICE

Bearing the inscribed names of the 279 Old Bradfieldians who lost their lives during the First World War, the Collingwood Cross has stood in Quad as the College's War Memorial since 1916.

It was in front of the cross on Sunday 11 November that over 600 pupils, parents, staff and Old Bradfieldians gathered for a special Remembrance Service on the Centenary anniversary

of the Armistice that signalled the end of the War.

Eight pupils began the service with the College Roll of Honour, reading the full names of the 279 Bradfieldians who died during the First World War, 198 during the Second World War and two who have died in wars since 1945.

Following the playing of *The Last Post*

and two-minute silence, the College Chaplain welcomed Old Bradfieldian Vice Admiral (Retd) Sir Jeremy Blackham KCB MA (E 57-61) who delivered a poignant address which you can read on the facing page.

Following the service the Headmaster and Chaplain were presented with a Tower of London Poppy, donated by OB David Wright MBE (E 48-53).





## REMEMBRANCE SERVICE ADDRESS: AN ABRIDGED VERSION VICE ADMIRAL (RETD) SIR JEREMY BLACKHAM KCB MA (E 57-61)

It is a great privilege to be at Bradfield, 57 years after I left. I want particularly to address the younger generation, but as young adults, not as schoolboys and girls and sombrely, not emotively.

Exactly 100 years ago to the hour, guns fell silent as a result of the Armistice which ended the dreadful slaughter of the Great War; 1.1 million British, 1.6 million French and 2.5 million Germans died, mostly young men.

Wars are not started by the soldiers who die in them. They are the result of political and diplomatic failure, neglect, miscalculation, braggadocio or poor statecraft and leadership. Some of you may aspire to be political leaders so you must understand this particularly if, as you may, you ever have to take the awful decision to commit your fellow citizens to fight and die.

I am a serviceman who is lucky enough still to be here to enjoy all the good things of life, although some of my friends and contemporaries are not, in part because of these failures of diplomacy and statecraft.

I was recently in Sicily, close to the ancient hilltop town of Agira, in one of the war cemeteries. This one shelters the remains of 500 Canadians, many of them as young as 17, who took part in the invasion of Sicily 75 years ago. They were mainly there voluntarily, combating a great and threatening evil. If they had been put in this position by the leaders of the nations, that was not their fault, nor does it in the least diminish the enormity, selflessness and generosity of their personal sacrifice, or the respect in which we should hold them and their example which you may need to emulate one day.

The question these cemeteries raise is not just “Do we remember them?” rather it is “How do we best honour the sacrifice of thousands of people in the last century or so, in a world which remains, as for millennia, torn by evil, argument and conflict?”

In WWI, because of the loss of so many soldiers, tens of thousands of civilian workers were recruited to a Labour Force, to provide battlefield labour and logistic workforces. They carried forward food, ammunition and stores, dug trenches, built and maintained roads and railways, cleared live ordnance, tended the wounded and exhumed bodies for re-burial in those cemeteries. 95,000 of them came from mainland China, of whom at least 20,000 died, many miles from their own homes. Six hundred native South Africans died when the ship carrying them North was sunk in a collision off the Isle of Wight. Most of these people have no memorial. Even

their medals bore their numbers, not their names. Happily, this shameful failure is now being rectified.

In WWII as well, tens of thousands of men and women, military and civilians, once again came to our aid in the most dangerous moment in our history to date. My own mother drove ambulances during the blitz. People came to fight from the USA, before they entered the war, from Poland, Denmark, Norway and elsewhere. Many came because they felt the need to do something about the evil they saw.

And in both World Wars nearly 50,000 civilian merchant seamen died, bringing vital food and supplies to this country, a casualty rate proportionately higher than in any of the Armed Services. Most of these sailors have no grave but the sea; nothing tangible for their families and descendants, although they at least have memorials. Less so the merchant seamen of other nations who also died bringing us food and raw materials. What can we learn from all this?

It is right that we should honour the memory of our soldiers, sailors and airmen. We would have lost our freedom and way of life without their courage and sacrifice. But we must also all recognise our great debt to so many other people in our own country, and elsewhere, for our survival, and for our free, comfortable, relatively safe and prosperous lives today.

No natural law guarantees us these things, denied to many people across the globe. Historically they are an aberration. They have to be earned and, when necessary, defended. And they must be shared. Many of those who came here from far away were under no obligation other than their personal sense of justice, rightness,

generosity, and a commitment to decency and principle, to die for us, people in a foreign country they did not know. This gives us an inescapable obligation today to assist their descendants when necessary.

But are we today clear what we stand for? Have we the same commitment, courage and generosity?

Why do I ask? Because the world remains a dangerous and divided place. There are constant threats to us and to people round the world. And as Edmund Burke said “all that is necessary for the triumph of evil is that good men do nothing.”

Sooner than you think, the world and its future will be yours to shape and make. Every generation has its particular challenges. I don't know what your challenges will be. They are likely to be as difficult, and dangerous, as in previous generations. But the world is a single community – we cannot escape responsibility for what happens or for failing to prevent it. Nor can we ignore our obligation to other people elsewhere. Inaction is a decision to allow evil to succeed; it has moral consequences.

Armed conflict is a very terrible thing. Tragically that has never prevented it. Sometimes it may even be right to go to war rather than to let evil have free rein. But, as the great military thinker

Clausewitz suggested, the purpose of war is to achieve, when diplomacy has failed, a better situation than existed previously. This means that the sole moral aim of war is a good, just, fair, and durable peace for all. Without this, nobody wins. I don't think the 1918 Armistice met these criteria; it certainly failed to keep the peace. This is something from which we must learn. War, if it should occur, must be the precursor to peace and rebuilding, and never an end in itself. We have far too often forgotten this.

This, then, is the lesson of the Armistice. Managing it all demands from you the ability and the courage to stand up for the good and resist the bad, whatever that may take. It demands intellectual honesty, compassion, generosity, humility. It even demands a sense of humour. Most of all it demands the ability to recognise what makes for good long-term relations between people and nations. These are things not, I am afraid, always apparent in contemporary politics. On this Centenary, we cannot do better than to remember what past generations have done for us, note where they failed, and learn from and draw on their experience to make the world a better place.

This will be your task when you enter the adult world. Good luck to you all and may God support you.





# REDEVELOPING THE CAMPUS



**2**018 was a productive year for the Estates and Maintenance teams as they oversaw the completion of six major projects, each improving the Bradfield experience. Julia Bond, Capital Projects Manager, provides an insight into how these renovation and new build projects have transformed our campus.

## LOYD HOUSE

Loyd House gained both a significant extension and a refurbishment to improve the overall quality of the facilities and to create different spaces for the pupils to enjoy.

Built on the North side of the existing House, formerly the College Sanatorium, the extension provided 14 new rooms, including two doubles, six new showers and four new bathroom facilities, two new flats to accommodate the resident Tutor and Matron and a new laundry facility. The Common Room was relocated from the annex and now sits at the heart of the House.

Once the extension was complete, the existing House was completely renovated with the old Matron's flat refurbished

into new pupil accommodation. Overall, the House has now increased in capacity by 18%.

Part of the challenge of the project was to ensure that the aesthetics of the building remained sympathetic to the original and therefore the contractor implemented similar dark brick patterns into the walls and windows. The result is spectacular, with the new building seamlessly joining the original. The project gained recognition at the 2018 Brick Awards and was shortlisted in two categories; Education and Craftsmanship.

## PALMER HOUSE

As part of the cycle of boarding house refurbishments, Palmer had a complete refit and redecoration as the College continues to provide top class modern boarding facilities. As with many of our projects in recent years, one of the main goals was to improve the social and communal spaces in order to bring people together and build a sense of community. The Common Room was modernised, the study areas were completely revamped and the bedsits were redecorated with many gaining upgraded furniture.





## STRENGTH AND CONDITIONING SUITE

Upon completion of the new Loyd House Common Room, the former TV and Games Room in Crundells provided an ideal opportunity to open up the spaces and create a new Strength and Conditioning suite to provide specialist training facilities for our sports teams and elite athletes.

The College has, for a number of years, promoted and evolved its top teams and individual athletes. Following the recent successes of Bradfield's major sports teams, we decided to invest in a stand-alone fitness suite, providing a space to accommodate entire squads of players who could work alongside the expert fitness coaches to improve their all-round sporting excellence.

Located in the same quadrant as the Sports Centre and gym, the suite includes a ten-metre runway for a resistance prowler, three weight stations with benches and an elite glute-ham machine as well as racks of free weights, kettle bells, resistance bands and gym balls.

Following its official opening in November we have already seen fantastic results, not just in the conditioning of

individual athletes but also in squad unity of the teams that have used the facility.

## DINING HALL EXTENSION

When the Dining Hall was originally built in 1856 it was designed for a capacity of 200 with long tables stretching the length of the building. The College is now home to over 800 pupils as well as a significant number of staff who all eat in that same Hall.

The first phase in a multi-year renovation plan was to utilise the space vacated by Office Services who moved into a larger and purpose-built suite last year. The conversion had to incorporate a contemporary space that respected the nature of the existing listed building and would be open for everyone to use.

In order for the extension to be linked directly with the existing building, a new entrance had to be constructed. An archway was created towards the rear of the Dining Hall, ensuring the flow of foot traffic had ease of access to and from the new room to sit and eat and then take their trays to the wash area.

The space is designed to be versatile in its use and our intention was for the room to host meetings, smaller events and presentations outside of meal times. Since opening it in late October we are seeing the space increasingly used by pupils as a quiet study space. The new extension has allowed us to increase capacity by around 20% during peak meal times and while the space is contemporary, it reflects the historic nature of the building.

## MUSIC TECHNOLOGY LAB

A review of the Music curriculum in Faulkner's identified the need for incorporation of Music Technology into the learning process. We have completely renovated one of the upstairs classrooms in the Music School which is now home to 12 Apple iMac stations each complete with music writing and recording software, keyboard and mixing controls.

With the help of the IT Department all 12 iMacs are able to feed into the master computer so that work can be easily displayed and shared on the large smartboard at the front of the classroom.

One of the initial project challenges was to work out how to best configure each workstation to accommodate all the equipment without it feeling cluttered. We commissioned a set of specially designed desks with curved shelves on top of which the iMac sits with the keyboard and mixing controls underneath. This provides ample free desk space at each station for a computer keyboard and mouse as well as any papers from which the pupils are working.

## CHAPEL

The College Chapel is used on a regular basis for a variety of different services and functions, however the lighting was limited and ineffective as it could only be either on or off. The entire Chapel has now been rewired with new controlled lighting that can easily be changed to reflect the ambiance of the event. In addition, the roof vault and mosaics are enhanced thanks to a series of feature lights.



# ONE MONTH IN BORNEO

During the summer, a group of pupils spent a life-changing month in Borneo. Here, those pupils describe their experiences of building community facilities, conserving local bio-systems and trekking through the jungle.



*All article photography by HANNAH DELO (1)*

## CAMP BONGKUD - LIV TOWNEND (M)

Spirits were high at our first camp and, after just four days together, no-one would have guessed that our group had barely known each other beforehand. The work site was our first stop where we learnt to hand-mix cement and lay it to create a path between the local school and sports field.

While at the camp we had the opportunity to climb the challenging Bongkud Hill where, upon reaching the top, we performed a local song and dance that we had begun practising to perform to the locals and the Chief of the village on our final evening.

On one of the afternoons we were given the challenge of educating some of the local children. We taught the younger children about health and hygiene and how to keep clean and healthy teeth. For the older children we talked about animals and their adaptations and habitats.

The final evening was an unforgettable experience. The Chief of the village and various other locals gathered to bid us farewell. They performed traditional songs and dances of the Dusun tribe and we danced our much rehearsed and slightly less impressive 'Tinggi Tinggi'. They presented us with necklaces and the Chief made a thank you speech to our group.

## MAMUTIK ISLAND - ARCHIE DUNN (E)

Mamutik is where many of us experienced scuba diving for the first time. After a short boat ride from the capital we were immediately briefed, sorted into groups and introduced to our PADI Instructor for the stay.

Whilst on the island, many of us attained PADI scuba diving qualifications, either the Beginners or the Advanced Open Water. This consisted of several theory lessons and dives after practising in the pool while the Advanced course included a night dive and a deep dive.

Mamutik was an ideal place to dive and see an abundance of beautiful coral and sea life. For our final dive we were taken by boat to see some of the best coral reefs yet. It was a very relaxing leg of the journey, with lots of time to eat ice cream and swim in the sea.



## MANTANANI ISLAND - OLLIE GREENHALGH (E) AND PHOEBE KIME (K)

We arrived on the sandy beaches of Mantanani midway through our trip and got straight to work on building new facilities for the local school children. Despite the blistering heat, completing the work to help underprivileged children was rewarding.

Our main project while at Mantanani was conservation. Cleaning up the local beach was eye-opening with the thousands of pieces of washed-up plastic, more of which arrived daily, giving us a true vision of how human 'throw away culture' has ruined some of the most beautiful places on Earth.

We did however have a lot of downtime in the afternoon which we spent exploring the island allowing us to see how the villagers lived. They have no contact with the outside world and only generator-powered electricity from 6pm to 6am and it was wonderful to spend our evenings playing volleyball and card games and watching the sun go down from hammocks, as well as enjoying each other's company.

## SEPILOK - CHARLIE WARD (I)

On arrival, we visited the Orangutan Sanctuary. We were told to make sure that all of our belongings were safe as the animals have a tendency to reach out for valuables and water bottles.

We were taken to the babies' nursery to see all the young orangutans who were playing with each other on the swing set and finding various positions to eat a bit of banana or lettuce. The most popular was hanging upside down!



The most exciting part of the day was spotting orangutans in the trees from the boardwalk. I certainly did not expect one to jump up and casually sit on the railing right near us. He started to lead us down the walkway to the exit, like a proper gentleman, before swinging under the gazebo to say goodbye. On the way out we spotted some sun bears playing on the forest floor.

## BATU PUTEH - TILLY JARDINE-BROWN (K) AND CHARLOTTE LEMSTRA (K)

We headed off into the jungle for four days. After transferring the few items we were able to bring into our day sacks, we boarded a little boat and headed up the river to our camp. For the next couple of days we woke up with the sun, showered with a bucket, planted trees and somehow managed to consume nine kilos of biscuits in three days.

During our jungle stay we relocated some trees which were destined to be removed for the palm oil industry. Whilst

the labour was physically demanding, it was rewarding to know we were making a difference in improving the biodiversity. At first our main fear was of the insects that we may have encountered but that was later replaced by the fear of falling due to our lack of hammock hanging skills.

## CAMP TINEGAL - HANNAH DELO (J)

Full of anticipation for our final, and said to be most gruelling, camp we arrived to find a religious community. As our first full day was a Sunday, we got some much needed rest.

Day two was a stark contrast. A large breakfast was consumed before our long, winding walk to the project site in the local town. On arrival we were delegated tasks which included mixing cement, bricklaying and filling a trench for building foundations.

We were building a community centre for the town so that the locals had somewhere safe to go and potentially receive vaccinations. The satisfaction gained from working with the locals to fill the trench and build metres of wall was incomparable to anything we had previously experienced.

The highlight here was our community Sports Day where many of the locals came out to enjoy games and competitions. The children were all so friendly and rounded off our long, thrilling and exhausting trip in Borneo phenomenally, with a dance for us all and jewellery presentation.



## FIONA WALL – FAULKNER’S GIRLS HOUSEMISTRESS

### HOW HAS THE HOUSE CHANGED SINCE YOU WERE LAST HOUSEMISTRESS AND WHAT MADE YOU WANT TO RETURN?

Faulkner’s has grown tremendously, mirroring the increasing popularity of the College. It is great to have the newly refurbished Common Rooms which have increased the sense of community with the whole year group able to socialise. There are now double the number of Faulkner’s pupils than we started with in 2004 and that has also meant that the number of staff has grown to enable us to continue to offer outstanding pastoral care.

### HOW DOES FAULKNER’S PROVIDE THE BEST POSSIBLE START FOR PUPILS?

Having the whole year group in a dedicated House provides a good transition for all pupils whether they have boarded before or not. Room rotation takes place each half term to enable pupils to get to know each other and from my previous Faulkner’s experiences, I have seen that many former pupils still have really strong bonds with each other no matter which senior House they went into.

### WHAT VALUES DO YOU HOPE TO INSTIL IN FAULKNER’S PUPILS?

It is important that our pupils are taught the values of building relationships and we help them to understand how to deal with certain situations by utilising their friendship groups and those around them.

Introducing our pupils to the College’s Education for Life values is also key. We look to build confidence, resilience and open-mindedness while developing communication skills, inspiring innovation and promoting a sense of inquiry.

### WHAT ARE THE ADVANTAGES OF RUNNING A CO-EDUCATIONAL BOARDING HOUSE?

Many of our pupils come from co-educational schools and there is still the sense of comfort and ease with being in a mixed community. Ensuring that both sexes are treated with fairness, equality and a removal of stereotypes is a constant theme in Faulkner’s.

The real benefit of Faulkner’s is that you have a dedicated team looking after a cohort who have different individual needs to ensure children are happy, safe and positive about their education. Pupils feel more comfortable around their peers which allows for ease of communication across a range of social and pastoral issues. Creating the same culture of expectation through harmonised delivery is key.

### WHAT IS THE GREATEST CHALLENGE OF RUNNING THE GIRLS’ SIDE OF THE HOUSE?

The biggest challenge is getting to know the girls quickly and to understand what makes them tick. For many, it is the first real experience of boarding and it can be quite daunting, so to be able to pick up the nuances and traits that come with 60 different individuals is essential.

Likewise for the girls it is about making friendships. Lasting relationships take time to be forged, so reminding the girls that they have all year to develop these is critical. Talking, being open, interested and engaged are what makes for positive interaction amongst people and the girls are no different in that respect.

### WHAT OTHER ROLES DO YOU CURRENTLY ENJOY AT BRADFIELD?

I am part of the Modern Foreign Languages Department, regularly teaching French to all year groups and I coach sports across all three terms. During the Lent Term I coach netball and take a tennis team in the summer. I am also really looking forward to getting back on the hockey field as a coach to begin the next academic year.



# MARCUS BLACKBURN – FAULKNER'S BOYS HOUSEMASTER

## WHAT ARE YOUR PREVIOUS ROLES AND EXPERIENCES IN BOARDING SCHOOLS?

Two of my last three schools have been Day Schools, namely KCS Wimbledon and Hereford Cathedral School - both very good schools. In between these, I spent six years at The Scots College in Sydney, a school of 2,000 boys, with a strong boarding ethos and heritage. I have progressed from being a Drama teacher at KCS to Director of Rugby at Scots to Assistant Head (Co-curricular) in Hereford to my current role as Head of Faulkner's Boys at Bradfield. What ties all of these together is a commitment to performance in its broadest sense and to instilling strong core values in young people that will stand them in good stead for life beyond school.

## WHAT WAS IT ABOUT BRADFIELD, AND FAULKNER'S IN PARTICULAR, THAT ATTRACTED YOU TO THE ROLE?

It is easy to say that I was attracted to Bradfield for its reputation as a world-class boarding school, for its brilliant location, and for being a school in demand and of optimal size. However, on a far more superficial level I was drawn to the College, and Faulkner's itself, for how it is represented on its website. I can confidently say that it is just as amazing in real life as it is online, and as exciting a place to be on Day 100 as it is on Day 1.

## WHAT WERE YOUR FIRST IMPRESSIONS OF BRADFIELD?

My first impressions have been lasting ones. I have found that Bradfield is a warm community in an inspirational environment; a school that is all about quality, and one that is clearly going places. I am still pinching myself that I have the opportunity to live and work here.

## WHAT HAS BEEN YOUR HIGHLIGHT OF YOUR FIRST TERM HERE?

My highlights of the term are all linked to the many connections being formed, summed up in one email from a boy near the end of my first term, thanking me for finding him a roommate who, over seven weeks, had become a close friend. He explained that, at first, he was unsure how things would go, but by the end of term, he was confident that he had made a connection for life. This is what the Faulkner's model is all about.

## HOW DOES FAULKNER'S PROVIDE THE BEST POSSIBLE START TO BOARDING LIFE AT BRADFIELD?

Faulkner's is all about making connections. How great is it that you can spend a year getting to know your whole peer group (girls and boys) before heading off, well-prepared, to your Senior House? Faulkner's is also a journey of self-discovery - developing greater awareness of, and responsibility towards, yourself and others.

## WHAT VALUES AND TRAITS DO YOU HOPE TO INSTIL IN THE FAULKNER'S PUPILS THAT WILL SEE THEM FLOURISH THROUGH THEIR BRADFIELD JOURNEY?

Underpinning the College's attributes for a successful education for life is respect. For me, respect is the be-all and end-all. Doors open with it and roads lead from it. With respect for themselves and all of those around them, I am convinced that young people are on a far stronger footing to reach higher both in school and in life beyond Bradfield.







## WHAT THE LADYBIRD HEARD

Drama pupils visited four schools prior to Christmas to perform their original production of *What The Ladybird Heard*.

Loosely adapted from the best-selling book by *Gruffalo* author Julia Donaldson, the Lower Sixth A Level Drama and Theatre Studies pupils have, for the second year running, taken a children's book and transformed it into an exciting and fun piece of children's theatre.

The pupils studied examples of children's theatre and when confident they understood what was required, began the process of taking Donaldson's words off the page and putting them onto the stage. During the devising process pupils had to consider how to write dialogue, create songs, choreograph dances, use puppetry and how best to bring farm animals physically to life on stage. Through nine weeks of rehearsal, the piece began to evolve into something the pupils were able to pack up, put in the back of a van and take on the road to primary and prep schools.

Throughout the process, the emphasis has been firmly on fostering the sense of an ensemble and the pupils have had to listen to each other and negotiate with each other in

order to create the best piece of theatre they could. Putting together this piece of theatre has enabled the pupils to cultivate a sense of respect amongst the group, encouraged them to think imaginatively and creatively and to work with a focus and discipline that they will need as theatre makers as they advance through their A Level studies.

After performing to over four hundred children and seeing the looks on their faces, it would be safe to say that this year's troupe of travelling players has been successful.

*Nic Saunders, Head of Drama*



## ALL MY SONS (AND DAUGHTERS!)

Last year, it was my privilege to direct some of this talented cast in *Twelfth Night*. Almost immediately, I decided that it had all been so much fun that we should do it again, this time in tandem with the inestimable Ali Cocksworth as Co-Director. Of course, the adults thoroughly enjoyed themselves; this is our job, we said to each other, but it's an absolute pleasure too. Nevertheless, all of the plaudits must go to the cast, who were, in our opinion, a fantastic ensemble from the first audition to the final bow.

When Ali and I began to cast *All My Sons*, we only had one actor in mind to play Joe Keller; it had to be Luke Vinecombe (A) and he did not disappoint. Is there anyone else in the College who could have played a middle-aged man so convincingly? Even this particular middle-aged man, watching him, found it eerily realistic. However, as I have already implied, the production was ultimately a result of consistently generous and good-humoured collaboration between all members of the cast. From George Leaver (H), in yet another Bradfield play (!), who created an impertinent Bert but also proved himself to be one of the nicest boys in show business; to Mendoza Houben (I) and Marta Malecka (J), who played the neighbours, respectively cynical and excitable (and in so doing, revised their IB set text). From Killian McGinley (D) and Léo Speares (C), who played their flamboyant husbands (Léo's accent and delivery will live long in the memory); to Jack Kidson (F), as an angst-ridden George, in what was a defining performance for his Bradfield career to date. Plaudits must also go to Jess Bennett (M), excelling as the beautiful Ann; and James Bulbeck (C), who has to win

the best newcomer award, for his fantastic portrayal of Chris; and to Phoebe Davies (J), who was utterly, utterly enchanting as Kate.

Both Ali and I are emotional beings and we were regularly moved to tears by this group's rendition of Miller's haunting script. Indeed, I still feel slightly choked to recall Luke admitting that the dead pilots were 'all [his] sons'; I start to struggle for breath, and then memories of Phoebe's "Forget now. Live" push me over the edge. Doing our best to keep those emotions in check, Ali and I would once again like to stress how grateful we are to have worked with such wonderful performers. We would also

like to thank Dobek, for providing his habitual good-humoured technical support, and Elise Golding and Tom Houston for their delicate version of Simon & Garfunkel's *America*, and the Art Department and Maintenance team for giving us such an impressive set. Acting, Bette Davis said, should be bigger than life. In this production, we felt pulled along by something that was certainly bigger than the play, and we also felt the actors produced something far beyond their age and experience, bringing about a transformation of the humble space of Big School that is impossible to explain but was a privilege to behold.

*Andy Golding, Co-Director*



## ANTIGONE REVIEW

The play *Antigone* has something of a special significance to Bradfield College. In 1890, it was the first play performed in the newly built Greek Theatre and in 2014 it was performed again to mark its reopening. This production marks the tenth time it has been performed at the College. There is, however, something significant about this tenth production; it is the first not to be performed in the Greek Theatre or in the Greek language.

*Antigone* is the cautionary tale of what happens when a man chooses to let his own arrogance blind him to the good advice of his friends, family and colleagues. It is the story of a man who loses everything due to his stubbornness and pig-headedness. We may not all be Kings, but we can all learn the lesson here and avoid a similar fate in our own lives.

*Antigone*, like all great pieces of theatre, be it Sophocles or Shakespeare, speaks to us about the human condition and its themes transcend any time or place. As long as there are people to perform them and people to watch them, these titans of the theatre will be with us forever.



As Creon, Jack Fenton (H) gave an intelligent performance moving from rage to regret with equal skill and it was easy to forget that he is still a Sixth Former. Equally as Antigone, Elise Golding's (K) performance was of an emotional maturity that belied her true age. Annie Calf (I) played Ismene with equal conviction and it was a shame she only found the strength to stand by her sister when it was too late. Equally commendable were the performances of Matt Keel (E) and Bay Whittingham (H) as the two unfortunate soldiers who discovered Antigone had buried the body of her brother. Three more pupils who deserve plaudits were Max Garrood (F) as Haemon, who passionately tried to defend Antigone to his father, Lottie Klafkowska (LI)

who gave an impassioned speech as The Messenger, and Salehah Butt (M) who, resplendent in a costume that seemed a heady mix of Keith Richard and Baptist Minister, played the blind prophet Teiresias. Credit must also be given to the pupils who made up the Chorus of Senators who remained focused throughout.

Finally, the direction of Nic Saunders deserves mention as he once again transformed the Old Gym into a truly theatrical space. With seating in the round and no set, Saunders relied little on lighting and sound to transport us to ancient Thebes, but mostly put his faith in his cast and it was rewarded.

This truly memorable production will stay in the memories of those who saw it for a long time.





## CHOIR CLOSES THE TERM WITH CAROL CONCERTS

Our pupils enjoyed a busy Carol season as 2018 drew to a close with three services in Chapel interspersed by a Carol Concert in London and a service raising funds for the Charlie Waller Memorial Trust.

The richness and warmth of sounds emanated from the first notes to the last and the continual development of the Choir throughout the year was evident. We have also seen a large number of Faulkner's pupils join since September showing that the Chapel Choir has a bright future.

Equally deserving of praise is Bradfield Brass who performed well throughout the services with parents commenting on their professionalism.

Four consecutive days of concerts began with Carols by Candlelight on Sunday 9 December. The thirteen soloists from Chapel Choir joined with the Bradfield Community Choir, which featured members of the OB community and Friends of the College following the annual OB Winter Bradfield Day sporting matches.

The following day our pupils travelled to London for the Bradfield Society Carols in London concert. The Choir took full advantage of the spectacular acoustics of St James's Church, Paddington. The Victorian setting provided a wondrous backdrop as the pupils sang with energy and intent. A quartet made up of four Scholars made their entrance from the rear of the church and, with the remaining Choir members on stages, created an antiphonal effect, surrounding the audience with music.

The final two services took place in the College Chapel in front of huge congregations of parents and staff. The soloists rotated across the two nights so that the audiences were treated to the full array of vocal talent the College has to offer.

The reaction of our audiences has been overwhelmingly positive with many commenting on the continued improvement of the Choir over the past few years. Huge thanks must go to the pupils who dedicated so much of their time at the end of a long and busy term.



## MICHAELMAS CONCERT

This year's Michaelmas Concert took place in a full to capacity Old Gym with nearly 400 in attendance. The concert embraced a new stage set up, utilising the whole of the space while providing a more intimate concert with a better view of the stage for all.

The concert opened with a flash mob featuring the 24-strong Bradfield Bellas. For the first time since its conception, the Bellas group has undergone auditions, which has only served to increase the quality of the singing to highlight the talented female singers at the College. They sang two a cappella numbers including their own take on Britney Spears' *Toxic*.

Bradfield Brass followed by performing well-known Choral composition *Locus Iste* having played the number alongside the world-renowned Brass Quintet *Onyx Brass*, who had delivered a workshop, brass masterclass and evening concert earlier in the term. The group continue to improve under the stewardship of Mr Griffiths and entered into the festival spirit with a rendition of Michael Buble's *Haven't Met You Yet*.

Throughout the Michaelmas Term the Music Department ran a House Music competition which received over 100 applications for entry. Eventual senior and junior winners Hamish Newall (E) and Holly Jones (K) performed their winning pieces. Hamish wrote an original percussion composition, showcasing his skills by mixing world beats seamlessly together while Holly performed a beautiful rendition of Chopin's *Nocturne* in C minor on piano without any amplification. The music sounded so pure and drew the audience in, gaining their full attention.

Hayley Lambert, Head of Woodwind, has done a fine job of leading the Saxophone Ensemble this term. The pupils played, blended sound and articulated the music with great professionalism during their two songs which were original arrangements by renowned jazz composer Ed Puddick.

The first half was brought to a close by Chapel Choir which now includes 51 members making it the College's most popular music group. The two numbers, *In Dulci Jubilo* and *Sussex Carol*, showcased the range of vocal talents, from the powerful soloists to the melodic tenors and basses.

During the interval Lydia Wells (K) gave a heartfelt speech about the charity for which money was raised during the concert. This year the pupils had picked *Red Balloon Learner Centres* who provide education for the thousands of children who self-exclude as a result of severe bullying or suffer from trauma.

Perhaps buoyed by their experience of recording music at Peter Gabriel's *Real World Studios* earlier in the term, Big Band were in fine form, performing

another Puddick arrangement along with *We Three Kings*. This group has been together for a number of years, with many members now in the Upper Sixth and we look forward to hearing more from them at the Spring Concert.

Accompanied by Music Scholar Holly Jones, the newly formed Th3ee, featuring Kia Lawrence (I), Chanel van der Merwe (J) and Haydn Bardoe (A), gave a spellbinding performance with expert musicianship and musical clarity, as though three parts were moving as one voice during their rendition of Coldplay's *Magic* with occasional interjections of improvised skat.

Tom Houston (F) then performed an original composition on guitar and loop pedal to an engaged audience while Bradfield's *The Voice* runner-up Alma Al-Bader (I), supported by her band, gave a powerful and emotive cover of Mariah Carey's *Hero*.

Haydn returned to the stage and gave a moving performance in his own unique take on *Mother* complete with a star-studded line up of Bradfield backing singers (Chanel, Alma, Holly and Cat Talbot).

The final numbers of the evening saw Gospel Choir perform a warm and heartfelt rendition of *Brighter Day* while they were joined on stage by Big Band for their finale *Steal Away*. It was wonderful to witness the energy on stage as the enjoyment of singing and storytelling through music grabbed hold of all the performing pupils.





# THE OSCAR DIARIES

In October a team of 15 girls from India visited the UK on a life-changing football tour. Our pupils and staff spent six months raising over £7,500, 50% more than their target, to help fund the tour which included a showpiece match against our girls 1stXI football team. Here, OSCAR International Young Leaders Alice and Ellie discuss their fundraising efforts and their experiences of the Kick Like A Girl Tour.

## HOW DID YOU RAISE THE FUNDS TO MAKE THE TOUR HAPPEN?

Alice: We launched the fundraising campaign at the Spring Concert last year and raised around £600 after the event just from donations in collection buckets. During the summer I was sponsored to run a half marathon which I really enjoyed. I raised £550 and ended up winning the event.

One of the last fundraisers we did was at the *Soul for OSCAR* concert which was also really successful. Pupils from the Fifth and Sixth Form performed on stage and the OSCAR girls sent us a video message to say thank you which we played during the concert. We raised a little over £1000, all from the ticket sales, which was fantastic and we also had lots of generous donations via the *Just Giving* page for which we were grateful.

Ellie: We were also keen to get some of the staff involved. Mr Fox volunteered to run six miles, representing the daily walk the OSCAR girls make to school, every day for a whole month. All of the

pupils who wanted to be a part of the OSCAR fundraising effort got involved and ran a mile with him each time he went out. He ended up raising over £900.

We also took part in a sponsored 'sleep rough' night which involved a lot of the girls from Palmer House sleeping outside overnight in Quad. It was quite cold but everyone had such a great attitude towards it, nobody complained at all and each of the girls was sponsored with nearly £2,000 made in donations on the *Just Giving* page that week.

## WHAT WERE YOUR EXPECTATIONS IN THE BUILD-UP TO THE ARRIVAL OF THE OSCAR GIRLS?

Ellie: It was scary at first because we felt we had a lot of responsibility to look after them as well as helping to plan the activities. We were not sure how much English they would be able to speak and what they were going to want to do. We tried to plan lots of different activities so that they would have the best possible experience they could at Bradfield.

As soon as they arrived everyone relaxed and just enjoyed the experience. They were all so nice and made it clear how much they all loved the activities they took part in. The OSCAR girls were really thankful for the opportunity which made the whole visit even more rewarding.

Alice: Honestly, because we only had a little bit of background information on the OSCAR girls, I did not expect them to be comfortable in this environment but they fitted in so well. When they arrived they were very natural, inquisitive about the different lifestyles and, although I did not think they would speak any English, I found that many of them were really accomplished at the language.

## WHERE DID THEY STAY AND WHAT ACTIVITIES DID THEY DO DURING THE THREE DAYS?

Ellie: We split them up between Stevens, Armstrong and Palmer House and each House hosted between four and six girls. They slept in the Common Rooms that had been kitted out with mattresses and some sleeping bags, which does not sound





## WHAT DID YOU LEARN FROM THE EXPERIENCE?

Ellie: I learnt a lot from hearing more of their experiences and finding out just how different their lives are to ours. Some of them have been through so much at such a young age and it made me realise that we don't always see what others in the world suffer. It has definitely opened my eyes to doing more charity work in the future. I have now signed up for Ed Club next term because I can see how much of an impact we can make.

Alice: I was truly inspired during the Female Empowerment workshop which was also one of my highlights. It was heartbreaking listening to the OSCAR girls sharing their life stories yet it was also inspiring. It showed how strong the girls are and, after seeing the impact the trip had on their lives, it has encouraged me to do more charity work and I hope I get the opportunity to visit the Foundation in Mumbai soon.

like much; the OSCAR girls were, however, really grateful as many of them do not have beds at home.

The four of us International Leaders had a responsibility to make sure they got to the right place at the right time throughout their stay but Mrs Morris played a huge part in the organisation by making a full timetable for them.

Alice: On the day they arrived it was one of their birthdays so we all had cake in the Warden's Room. It provided such a good ice breaker and a great opportunity to get to know them right from the start. After settling in they went and enjoyed lessons in Science and Art before taking on our CCF obstacle course and spending some time in the swimming pool.

The day after we all had a training session with QPR Women FC which they really enjoyed. Despite not being that into football myself, I found the training session inspiring and I was really glad that I took part in that and the match. You could tell the OSCAR girls had trained a lot for the tour; they were a very good team. Loads of people came to watch and there was such a great atmosphere.

## WHAT WAS YOUR HIGHLIGHT?

Alice: Definitely the match which was competitive but played in the right spirit. Everyone played fairly which made it a really enjoyable occasion. It showcased girls supporting girls in that moment which was really nice to see. It was an experience of a lifetime for me to be involved and also for the girls to be on the tour in the UK.

Ellie: For me it had to be the dinner on the final night. We had begun to build strong friendships so it turned out to be quite an emotional evening. The four of us International Leaders made speeches as did Ashok, the founder of The OSCAR Foundation. At the end they showcased a bit of traditional Indian dancing and got everyone to join in. It was amazing.







# PREP SCHOOLS' EVENTS



## STRONG CUP RUNS FOR JUNIOR AND SENIOR HOCKEY GIRLS

The popularity of girls' hockey continues to rise, so much so that this Michaelmas Term saw the establishment of a Senior 5thXI. The College fielded 12 teams on a weekly basis and played 144 games over the course of the term, many of which were Independent Schools Hockey League fixtures, National Cup games and England Hockey Competitions.

With so many teams playing, nearly 200 girls have been involved in these fixtures on a regular basis. Competition for places has been tough but this only makes the girls more eager to train hard and improve their individual performances which has led to some excellent results across the age groups.

The 1stXI enjoyed a successful start to the year, finishing runners-up at the Berkshire County Tournament before going through the South Regionals to reach the play-off for the National Finals. Unfortunately their dreams were ended by a very strong Reigate team but the girls can be proud of their efforts after coming up against some very strong and skilful opposition.

The U15 girls will play on into the Lent Term having reached the semi-finals of the National Cup. They have played some outstanding hockey and their progress and development over the course of the term gives a promising sign of the future. They have come up against fierce opposition each round, beating the likes of Sherborne (2-1), who had only lost one competitive fixture prior to the Bradfield game, and Hill House, Doncaster, who they beat 4-2 in the last eight.

The 5thXI have had a very strong start as a newly formed team, winning many of their matches along with the U15C team who have played incredibly and had some good wins.

Nine girls attended specialist coaching sessions on the England Hockey Player pathway as part of either the Performance or the Academy Centres on a regular basis.

As we look to continue developing talented players all over the pitch, our attentions have turned to our goalkeepers. We introduced a bespoke goalkeeper coaching session for all age groups that sees the girls receive coaching in small groups with our external coach. It has been a real pleasure to see their development and growth in confidence; they have certainly been challenged in these sessions!



## JUNIOR AND SENIOR FOOTBALLERS ON THE PATH TO TROPHIES

The continuous improvement of the football programme has once again provided a better experience for our pupils with 13 of our teachers having now completed at least Level 1 of the Bradfield Certificate in Coaching Football.

Our pupils have played more matches for more teams than ever with 23 teams now competing for the College in over 200 fixtures. This year House League matches have covered different formats of the game with Futsal, 8-a-side and 11-a-side all being played while there has also been success at the elite end of the sport.

The particular team highlights have been the U15A and U14A teams who have both won their Elgin Capital Independent Schools' Leagues and progressed to the latter stages of their respective national competitions. The U14As reached the sixth round of the ESFA PlayStation Schools' Cup while the U15As were knocked out at the quarter final stage of the Investec ISFA Cup.

The 1stXI have once again played football rarely seen on the schools' circuit, progressing through to the quarter finals of the ESFA Elite Schools Cup, beating several football club academies along the way. For the sixth year in a row they have qualified for the semi-finals of the Elgin Capital Southern Independent Schools' League following a remarkable turnaround against Charterhouse. Needing to win by four goals the boys found themselves 1-0 down at half time but scored five unanswered goals in the second half to be the third Bradfield team to reach a league semi-final this year.

Whether you just love being out playing football, or you really want to try to be the best footballer you can be, at any level, there really is nowhere in the world like Bradfield and we have once again proved that this year in our substance and delivery. We look forward to seeing the elite junior footballers develop throughout the Lent Term as they enter their Futsal programme, whilst the 1stXI boys complete the second half of their season and the 1stXI girls begin their season and their ISFA Cup campaign.



## CHAMPIONSHIPS AND CALL-UPS FOR TARGET RIFLE SHOOTERS

The Michaelmas Term was a busy one for our Target Rifle shooters. Conducting two practice sessions a week on the indoor range our pupils have shot both five-bull and ten-bull cards.

Our Senior Shots competed in the West Kent Rifle League, which we have not shot in for a long while and, along with the lesser experienced Shots, the British Schools Small-bore RA Autumn Leagues. The two five-bull teams have done very well and currently sit atop their respective leagues.

The five-bull shots have gone up a gear this term with four pupils shooting “possibles” leading to a total of 12 “possibles” during the Michaelmas Term, our best showing in seven years.

Our pupils also competed in the English Schools Long Range



(50 metres) Challenge at Bisley in November which saw our team of four placed second, a pair placed third, and Christina Cuming (M) crowned individual champion.

Continuing with our tradition of supplying national teams, Hugo Donovan (C) has been selected to shoot for GBU19 in South Africa later this year and Christina Cuming will tour Canada in the summer when she represents GB team ‘The Athelings’.

Towards the end of the term 14 shooters took part in the BSSRA Winter Open. Our top VIII came third while Annabel Morriss (J) and Marina Bagnell (M) were second in the junior pairs. We also had three firers in the top 25.

The second OBSS and College team dinner also took place in the Dining Hall and was a fantastic evening of celebration of what the Target Rifle team and the OBSS have achieved over the last two years.



## REGIONAL SUCCESS FOR TENNIS GIRLS AND BOYS

There has been much success for our tennis players across the board so far this season with both the girls' and boys' teams emulating the success of their respective teams last year.

The junior girls' team of Abbie Deller (M), Livi Morgan-Finn (M), Ellie Stopps (I) and Tatiana Wiggin (I) won the LTA Division 2 Regional Final, and not to be outdone, the boys' team of Archie Baker (LC), Thomas Creighton (H), Aleco Goulandris (C), Lucian Harford (H) and Ata Kuner (C) followed suit.

Our senior pupils have also enjoyed a winning start to the season with the Mixed Doubles team of Emilia Wendelstadt (J), Jonathan Schleicher (A), Alice Masquelier-Page (I) and James Gilchrist (H) progressing to the regional stages of the LTA competition. Their fine form saw them to consecutive 6-2 victories over Stowe and Magdalen College.

In a new addition to the tennis calendar, the boys' 1st Team of Tom Dunlop (LD), Bailey McAtee (C), William Mercer (D) and Thomas Wynne (F) hosted a high quality fixture against a strong UK Armed Forces team at the Indoor Tennis Centre in November.



## SKIERS SLALOM THEIR WAY TO THE PODIUM

The 2018 Independent Schools Ski Championship (ISSC) fielded the largest and best Bradfield contingent since we began entering the event. The excited thirteen-pupil team headed off at the beginning of the Christmas holidays and were greeted by falling snow on arrival at the beautiful Les Deux Alpes resort. After unpacking and settling into some hearty French food, we met our Ski Coach Theo who was kindly organised by the Leemans, who talked us through our intense and technical two-day training programme and briefed us on what we could expect come Race Day.

The training programme was an incredible learning experience. Theo's technical knowledge and coaching certainly set us up well and gave us a lot of insight into the two events; Slalom and Giant Slalom. We were put through our paces but managed to survive the two days. The training sessions included video analysis and one-on-one feedback sessions after a full day of skiing.

Each evening an activity was put on by the ISSC event co-ordinators that, among social gatherings, included a talk on sports psychology, focussing on a ski competitor's mind-set before and during the race. The co-ordinators also ran a photo competition in which groups were tasked with taking the best selfie and photographs of the worst gift, worst jacket and the biggest Les Deux Alpes sign. Our Faulkner's pupils won the competition and earned themselves a pizza night! That same evening we had the chance to enjoy a good night out at the Rise Festival Open Air Concert before heading back to the hotel for some well-earned rest.

On the third day of our trip we were due to take part in the Slalom Race. Sadly it was postponed due to poor weather conditions. On the upside we had a whole day of free skiing instead which turned into a brilliant day out in some fresh powder.

The following day we went up the mountain with our ski guides to get in some extra training which was useful practice for the upcoming runs. The races were spread out over four hours with each competitor racing two runs with their best time recorded and ranked. The results portrayed the hard work of the last days of training. For the girls Christabel Osmond (K) placed 14th out of 220 in the U16 category and Emilia Wendelstadt (J) raced to a marvellous third place overall and second in the U16 category. Overall Bradfield's girls' team placed third which is a superb achievement. For the boys Cornelius Rauch (A) came 20th in the U16 category and Edu Serra Scott (A) placed in the top ten, finishing eighth.

On our last day of racing we took on the Giant Slalom. The conditions were much better than the previous few days as it was sunny and clear – perfect racing conditions. Once again, team Bradfield did exceptionally well. Emilia excelled, replicating her Slalom achievements by placing second in the U16 age group and third overall. For the boys Edu finished tenth in the U16 category and Oli Leeman (A) claimed sixth place.

After prize giving on the final night we all went out for crepes and cool drinks and looked back on a successful week of skiing. We are looking to build on this success and would like to take an even stronger team out next year.



# HORIZONS

## CAREERS AND HIGHER EDUCATION



### MOCK TRIAL

Pupils who are interested in a career in Law received an insight into the legal system in England and Wales during a Mock Trial day. Led through a real case by a barrister from Lawyer Portal, pupils were assigned roles as defence, prosecution, judge, court officials and jury and had the opportunity to prepare their own lines of questioning and take the stand as witnesses.

To prepare for the case the pupils first learned skills of

persuasion by taking part in an entertaining debate on the merits or otherwise of various biscuits.

As the trial unfolded, the questions came thick and fast to the barrister leading the day. He engaged with the pupils throughout and all who took part found it both fun and informative. Two pupils who were involved in last year's Mock Trial returned for a second time to take on different roles and further their interest in the legal sector.



## MEET THE PROFESSIONALS

The Michaelmas Term saw the first of two annual networking sessions where our Lower Sixth pupils met with a diverse line-up of professionals, including one member of Council, to make contacts and connections and to learn more about the requirements to enter into potential careers.

Proving to be an increasingly useful event for pupils, this year saw more Sixth Formers offered work experience which will be valuable for their CVs and university applications. Feedback from the attending professionals was extremely positive, both about our pupils and about the fact that we hold such well-structured and organised events. For the first time we had four OBs with us who are all currently on degree apprenticeships and from whom it was great to hear about their experiences.

## BUSINESS START-UP

Our Sixth Former's creative abilities were tested during the Horizons Business Start-up workshop during the Michaelmas Term. Pupils were tasked with structuring a business around a product which they were then required to pitch for to gain investment.

The workshop involved thinking about product design, marketing and the financial aspects of business as well as utilising teamwork and leadership skills. Each member of the team was required to play a role in the

presentations given in front of the whole group culminating in a win of future investment. The pupils proved to be a creative group and were able to use the skills which they had learnt taking part in the Horizons Advertising Challenge two years ago.

This is all important practice for the future, whether or not they enter into employment or decide to start up something for themselves.







## IMPROVING INTERVIEW SKILLS

Old Bradfieldian Steve Simmance returned to deliver his entertaining but factual talk to the Upper Sixth on how to conduct themselves in interviews, what to include on one's CV and what to avoid. Then, following Long Leave, all of the Upper Sixth received a general interview practice session with an external professional. This year we had support from 37 individuals, a mix of OBs, parents and local business contacts, in particular from local recruitment firms from an array of industries.

To begin with, all pupils had to produce a CV, a first for most of them. After their one-on-one interviews, pupils received written feedback forms so that they could

gauge how well they fared. Pupils received many positive comments on the way they handled themselves in what was, for some, rather a stressful moment. The feedback we had from pupils themselves remained extremely positive, many being given

some truly helpful pointers for the future. The professionals clearly enjoy the event and remain hugely positive about its organisation. The Horizons Department would like to thank them all for their continued support.





# AN ENTERPRISING VENTURE

Kester Russell, Commercial Director, explains how the College benefits from its Enterprises partnership

## WHAT IS BCEL AND WHAT ARE ITS ORIGINS?

Bradfield College Enterprises Limited is a standalone company, set up and wholly owned by the College, which aims to maximise the revenue the College can make commercially and to run a number of facilities on its behalf.

Its origins go back to the early 1990s when Bradfield College Developments was set up to oversee the conception

and building of The Sports Centre which opened in 1994. The Enterprises Company was set up in 1998, largely to offer weddings, social events and to look into the market of commercial letting of facilities outside of term time. The two companies merged in 2006 to create Bradfield College Enterprises Limited.

## HOW DOES BCEL SUPPORT THE COLLEGE?

We support the College in a number of ways. Primarily BCEL raises revenue

from the use of facilities for commercial purposes when they are not in use by the College. Any profits realised out of that activity are passed back as a tax-free covenant at the end of each financial year.

The College also benefits from BCEL running a number of facilities on its behalf with the commercial activity covering the running costs. For example, both the Sports Centre and Golf Course have a substantial financial cost to run each year which we absorb. Finally, because we have a pool of staff

who are experts in events and lettings we often provide advice and assistance for College events.

## HOW DO YOU BALANCE FACILITY USE BETWEEN THE COMMERCIAL CLIENTS AND THE COLLEGE PUPILS?

That varies with the area of the business. Within the Sports Centre it is a straightforward time division model where we have allocated time slots for each group which do not overlap to ensure we have safeguarding controls in place.

It is different with residential lettings. The residential programme only operates when the pupils are not here, which includes the three week Easter period and for six weeks in the Summer. We also have to manage the time of other internal stakeholders, particularly the Maintenance and Grounds Departments, who are tasked with maintaining, renovating and enhancing facilities also during times when the pupils are away. We liaise closely with them regarding which facilities we use and when we release facilities back to them to undertake the enhancements and maintenance work.

## HOW DO YOUR STAFF FACTOR INTO THAT AND HOW DOES THE COLLEGE BENEFIT?

Currently BCEL employs a Director of Tennis and five tennis coaches who split their time equally between College and commercial as well as a golf professional who provides around 25 hours a week of coaching and course time for College pupils. That means the College is gaining six LTA professional coaches and a professional golf coach free of charge. Similarly within the Sports Centre, all the lifeguarding for pool use, the monitoring of the gym and general maintenance of those facilities is done by BCEL staff.

The College is then able to focus its finances, quite rightly, on educational facilities and staffing.

## WHAT ARE THE CHALLENGES YOU FACE AS A COMMERCIAL ENTITY WORKING IN A LIVING EDUCATIONAL ENVIRONMENT?

The biggest challenge is safeguarding and ensuring that our work does not interfere with the requirements of the College. We also constantly manage the pressures from both the College and our commercial clients wanting more time available to them. We have to navigate that line between the two and act as a mediator to ensure we arrive at decisions which are fair and practical for both.

## HOW DO YOU RAISE FUNDS TO FINANCE THE IMPROVEMENT OF YOUR FACILITIES?

We have recently agreed on a new process which enables us to use funds from the covenant we pay each year. The first £250,000 of it will go directly to the College but the next £250,000, which still goes to the College, will be ring-fenced exclusively for BCEL projects. Any further profits made will be split equally between the two bodies.

This should mean that in the long run, the College will end up having a new facility without having to pay for the whole build. We hope that within three to five years we will have accumulated a significant sum that will help us build a major new multi-use facility.

In the short term, we are planning to improve the School Shop. It is your first physical interaction with the College once you gain a place, so we want our pupils and parents to have the best possible experience.

From covering the cost of running top-class facilities to providing specialist staff across a range of activities; everything that BCEL does is for the benefit of the College.

# CLAREMONT SCHOOL IN



In 1939, my whole family had gathered, solemn faced, around my grandparents' radio; it was necessary to be within a few feet to be able hear the words behind the interference and crackling, to hear that war had been declared. Of course I did not comprehend the gravity of the situation but to them, not so many years after WW1, it must have been devastating.

It might have been the evacuation at Dunkirk which convinced my parents that Brighton was no longer a sensible place to have a preparatory school. They probably looked across the sea, every day heard the news of the unfolding disaster along the coast of France and realised a Nazi invasion was a distinct possibility. They not only had to consider the safety of their family but also that of the pupils.

I have no idea how the contact with Bradfield College happened; I have often wondered if my father and John Hills, then Headmaster, had met previously at an educational gathering. Bradfield had dwindling pupil numbers so had an empty House, known then as The Close but which is now Stanley House. Not all parents wanted their sons to be part of the evacuation which resulted in

fewer boys, but in 1940 Claremont moved to Bradfield, an arrangement which suited both parties.

One vivid memory of the journey was the train change at Redhill where we needed to cross platforms by bridge. Pausing momentarily because of noise from above, we saw in the blue several of our fighters, probably Spitfires, engaged in a fight with German planes. The Battle of Britain was happening right above us.

Together with my wife and daughter I returned to Bradfield in July when I had an urge to show them family history. The contrast from WW2 years could not have been greater. The almost total absence of traffic had been replaced by a "vehicle invasion". During the War, petrol was severely rationed and all road signs had been removed in anticipation of an invasion. By night the sensible speed was 10mph or less because, apart from a narrow horizontal gap, headlamps were blacked out; the sight of a car was unusual save for the occasional British and American military convoy.

This July day the blue skies were peaceful whereas in the war years there was a constant day-long buzz and throb

# THE CLOSE 1940-1945



of yellow Tiger Moth trainers, I think based at Theale Airfield. From these slow simple little biplanes the young pilot's next step was a snarling Spitfire and combat. At the time of the Normandy landings US Dakotas towing troop carrying gliders briefly filled the skies. A Claremont Old Boy, Billy de Rees, was a glider pilot, a brave breed of men. The gliders were designed to break in two on landing so it was very much "a one way deal", just the one chance to get it right with the lives of twenty or more soldiers in your hands.

Nights were anxious times. I recall what seemed like everlasting darkness, lying awake wondering whether the harsh engine sounds were friendly or German bombers. Every window which did not have curtains had a "made to fit" black screen which had by law to be in place at sunset, to be removed at daybreak; Bradfield had its own Warden Hodges who would knock on the door if he spotted a chink of light!

The most vivid nighttime memory is of those spent down in the cellars. Every child and member of staff had their own gas mask which was kept beside the bed. Whenever the chilling wail of the warning siren announced the impending arrival of German bombers we had to take a

blanket from the bed, grab the gas mask and go down to the cellars. Of course there was no knowing for how long, it could be an hour or two waiting for the "all clear" siren to allow us back to bed so a supply of biscuits was kept together with whatever warm drink could be scabbled together. There was a bonus however, the longer we had to be in the cellars the longer the extra time allowed in bed before the "get up bell" and the more lessons were scrapped. The demands of the military meant the teaching staff were women or older men; I recall the school matron, Matron Ford, commuted from a nearby village, the strangely named Tutts Clump.

In the last months of the War some V1 rockets, Doodlebugs, started to overfly Bradfield. These sinister weapons were "hit and miss flying bombs" without any control system, when they ran out of fuel they came down and did plenty of damage; they also raised people's anxiety to a higher level. Their sound was akin to the throaty thumping of a Harley Davidson and it was reassuring to know that if you heard a doodlebug it would not come down on you, the impetus of their 350mph speed took them a few miles further.

Bradfield was a haven of peace. We felt the enveloping countryside protected us. Mrs Wilson, always wearing a brown smock, delivered the milk by horse-drawn float from her farm, wonderful creamy “straight from the cow” milk in churns placed at the top of the side door steps. Summer “refrigeration” was a hose directing cold water down the side of the churn. On the way from her farm she would have passed a sand martin colony on the left and on the right she would have heard skylarks singing while soaring from the meadow between The Close and the House on the Hill. Some days she would have encountered prisoners of war, apparently a mixture of Germans and Italians, being marched to work on farms and perhaps happy the fighting phase of their war was over.

The village shop, down the hill past the crossroads, was run by the three Minchin sisters; a trip to the shop was a highlight especially if there were unused coupons for sweets! My mother collected the sweets for all the children once a month and doled them out, an eagerly anticipated ritual. It was routine for parents to give their coupons to the children; rationing of sweets did not end until 1953, all rationing in 1954.

The footpath along the River Pang was a hive of activity; outdoor nature classes touched on catching trout, crayfish and newts. Some distance along the path towards Bucklebury there were watercress beds in serene crystal waters. My mother went there most weeks to buy some and the watercress was “cut and bundled while you wait”; it was a great way to supplement iron intake. Two bundles were more than enough for the whole school at a cost of 5d a bundle, a total of just over 2p in today’s money! Readers interested in inflation statistics might be amazed to know that £1 would have bought 60 Mars Bars. Meat and fish were scarce, cooks and caterers needed to be resourceful. Breakfast was routinely porridge throughout the year; we could tell which day of the week it was by the lunch dessert, semolina, sago, tapioca, macaroni, rice for weekdays with weekend treats of bread and butter pudding, junket or pink custard.

Entertainment had to be almost completely homemade. Weekly Beano and Dandy comics were precious currency,

bargaining chips for important deals. Model making was popular; they were either wooden kits requiring lengthy carving, sandpapering and painting or coloured postcards with cut-outs which, with care and patience, made up into surprisingly realistic miniature models, Micro Models by name. Clay models were made with yellow clay dug from the garden, baked hard in the kitchens courtesy of Cookie Alice and then varnished to create a finishing shine. The fortnightly movie show was the most eagerly anticipated event, Charlie Chaplin and Buster Keaton in the main, of course silent except for the whirring of the projector. Groans accompanied breaks in the filmstrip, on came the lights so the operator could splice the broken strip. It was unusual for a show to be completed without several groans that became louder with each break.

After five years in the sheltered seclusion of Bradfield, VE Day arrived and Union Jacks appeared in celebration. Plans for Claremont to return to Sussex started; a return to its 1940 home in Brighton was not possible because it had been bombed a few weeks after the move to Bradfield. There was not much time to find somewhere, understandably The College wanted The Close back for the start of the next term. My parents were fortunate to be able to buy the premises of a school in St Leonards-on-Sea that was closing down. Claremont is still there today, now with 700 pupils and part of an International Schools Group.

The ties seem to have an ongoing strength and continuity. Astonishingly the present Headmaster, Giles Perrin, is an Old Bradfieldian whose House was ...The Close! I have been told of one pupil, Michael Pritchett (C 46-49), who was at “The Close Claremont” and then went to Bradfield College; perhaps there are others?

The village and the College will always be an inextricable part of Claremont’s 93 year-old history, a precious part which I know my parents valued and appreciated for the remaining years of their too short lives. On behalf of them and all of us who were made so welcome throughout those dark years I say, “Thank you Bradfield”.

**JEREMY O’BYRNE - AGED 5YRS IN 1940, 10YRS IN 1945**



## FROM THE ARCHIVES: 'THE LITTLE LADY'

Long before girls were admitted at Bradfield, Old Boys will perhaps remember seeing the wooden figure of a lady standing on a plinth outside the SCR during the 1940s and early 1950s.

*The Little Lady* was one of five figures evacuated from St Andrew's Church School in Hatton Garden/Holborn Circus in 1940 to preserve them from wartime bomb damage. Upon reading about the statues in an article published by *The Times*, John Hills, then Headmaster, responded by offering them sanctuary for the duration of the War.

The four St Andrew's Scholars or 'Charity Children' as they were known (two girls and two boys) depicted children from the original Charity School built in Holborn and designed by highly acclaimed architect Sir Christopher Wren in 1696. While the school itself was constructed by Wren's master mason Mark Strong, the identity of the statues' sculptor remains a mystery.

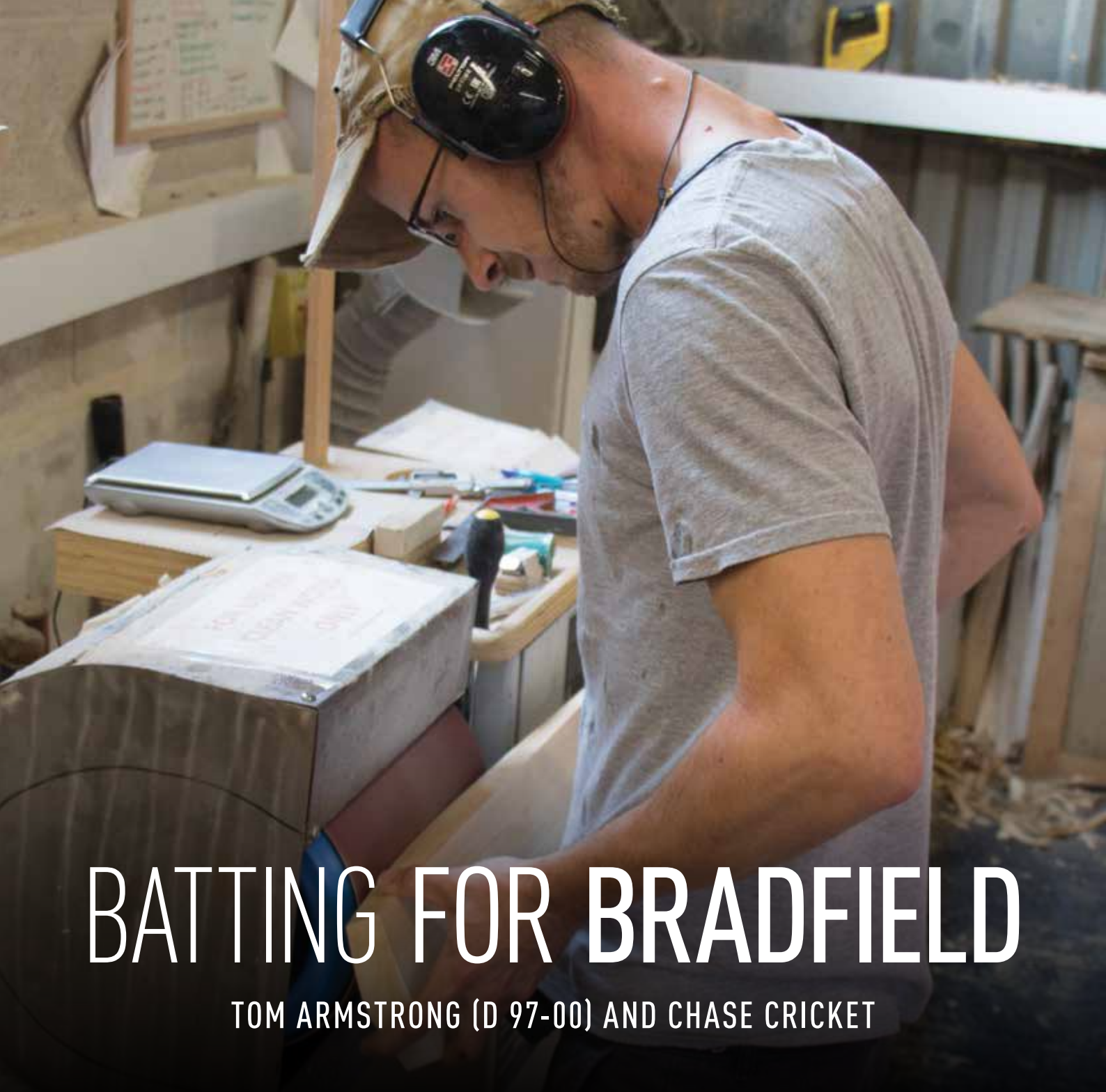
Each statue is carved from stone with colourfully painted 17th century clothing. Originally they were erected at the school's main entrances. A fifth, smaller statue is made out of wood and is thought to have been crafted earlier and kept inside rather than outside the original school building.

During their time at Bradfield the four stone figures were installed on hard standing alongside Gray School within the small walled *Classical Garden*, now known as *Scholars' Garden*. Like their original positions in London, they stood in pairs – a boy and a girl - placed either side of a wooden bench.

After the War, the four statues returned to London and were restored. Two were placed on the façade of the old school, which later became business offices known as Wren House and the home of Johnson Matthey. The other two statues returned to the front of St Andrew's Church in Holborn.

The wooden lady was donated permanently to the College by the London Diocesan Board of Education as Trustees of St Andrew's School in Holborn. It was a gift of thanks for the safekeeping of all the statues during their years of relocation. She later spent many years in the Warden's Room where Old Bradfieldians may have also seen her and now resides in our archives as we decide on a suitable place to once again display this piece of Bradfield history.





# BATTING FOR BRADFIELD

TOM ARMSTRONG (D 97-00) AND CHASE CRICKET

There have been many great English batting partnerships over the years from the pre-war pairing of Jack Hobbs and Herbert Sutcliffe to prolific openers Andrew Strauss and Alastair Cook. Now Bradfield has its own partnership, albeit a slightly unusual one, between the College and a bat maker.

Nestled in Dummer, a small village in the heart of the Hampshire countryside, is *Chase Cricket* who have been designing and handcrafting cricket bats for all levels of the game since 1996. Those bats are currently being made by the hands of Old Bradfieldian Tom Armstrong (D 97-00), who arrived at the company two and a half years ago via an unorthodox career pathway.

“I worked in the music industry for ten years in a variety of roles including promoting, managing, doing some work as a roadie and working for a record label. The industry is really full on so when my time in it came to an end I wanted to do something different. I did not think that I would end up making cricket bats though.”



After deciding to pursue a career in carpentry, the former D House pupil began looking to find a job to fill the gap before he was able to start on a course.

“I used to come down this way to play cricket when I was at Bradfield so knew the area and found out that *Chase Cricket* had a job opening. I spoke to Dan who owns and runs the business who asked me if I could glue two bits of wood together. I replied that I could certainly try and I have been here ever since.”

*Chase* have been designing and handcrafting cricket bats since 1996 using locally sourced salix alba caerulea willow and working with a natural material of such a high quality is one of the most appealing aspects of what is one of the rarest jobs in England.

“There are not many bat makers left in the UK. It is a real specialist job where you have to understand the English cricket pitches as well as the English market and what customers want from a cricket bat. People are looking for chunkier bats with huge edges because they are fashionable but you what makes *Chase* great is its ability to explain to our customers why we make the bats the way we do and they genuinely appreciate that.”

That sentiment is echoed by Daniel Swaine, Managing Director, who tells me that the company’s philosophy and expert advice are what sets them apart from their competitors. “We don’t try to complicate what we do but our attention to detail means that the finished product that leaves here is one

of the best on the market. Each bat’s look, performance and longevity are all important and expert advice is essential when choosing a new cricket bat.”

Equally impressive is that they source all of the materials, except for the handle, from the UK. Each cleft of willow is sourced from the South East, some is even grown right out the front of the workshop, the twine wrapped around the handle is bought from Glasgow and the branding stickers are manufactured in High Wycombe.

Tom is not the only link *Chase* have with Bradfield as the company provides sponsorship to current pupil and England Academy prospect Lauren Bell (J), who scored a beautifully-timed boundary with her *Chase* bat playing for the Southern Vipers in the Kia Women’s Super League this summer, as well as Old Bradfieldian and Kent Second XI batsman Harry Came (D 12-16) who

has scored three centuries with his *Chase* bat this season.

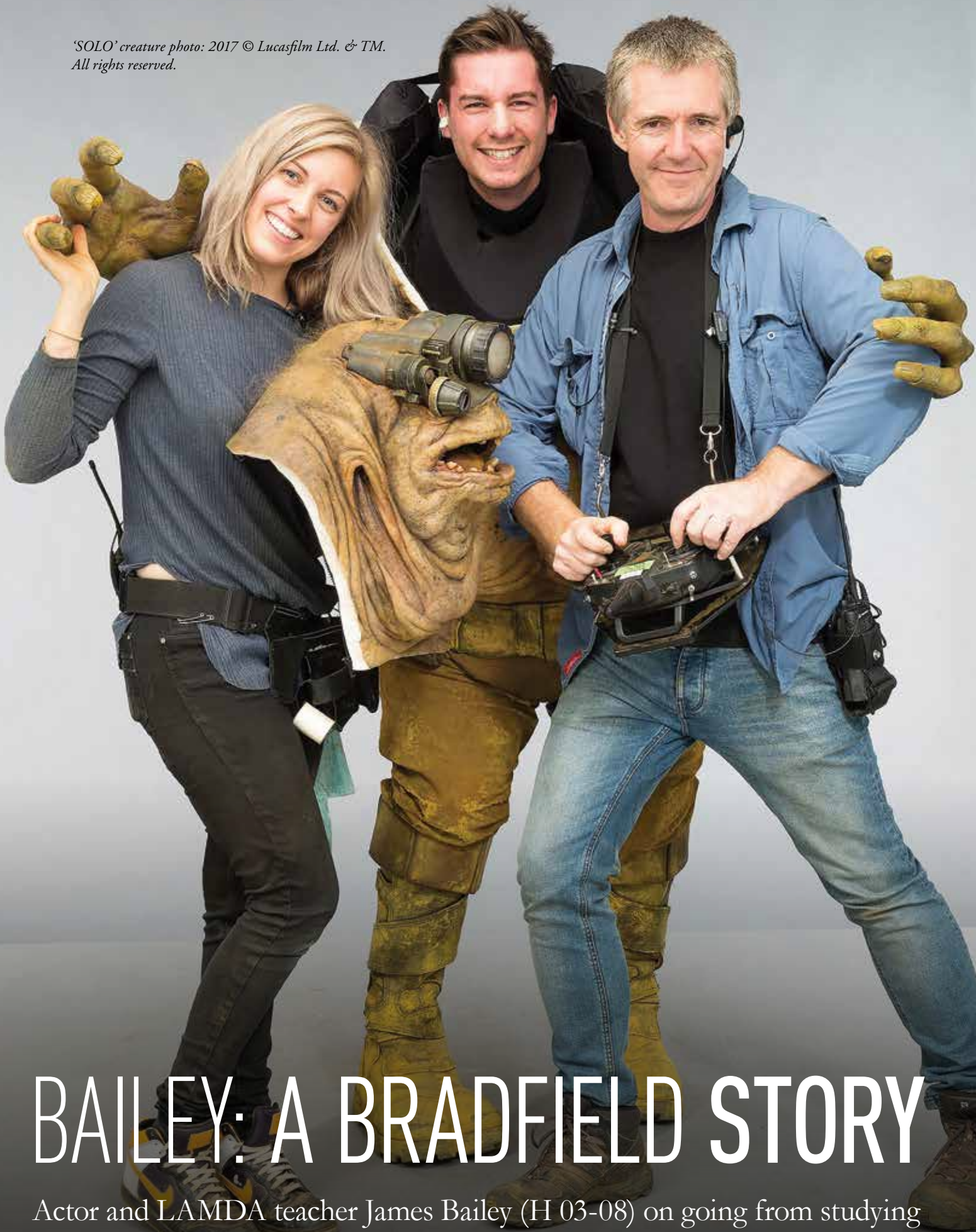
Daniel states that he believes the company’s bats are proving popular because of their product’s longevity and consistency.

“Every cleft of willow has its own unique properties and is naturally soft so we press each blade three times to ensure that the wood is strong enough to take the full impact of the ball and produce a consistent strike while being supple enough to absorb the shock. Our bats tend to last for a minimum of three years if you play a couple of times a week, unless of course you are cracking sixes one after the other.”

As Bradfield continues to see pupils going on to enjoy playing the sport long after they leave there may well be more players in the future hitting sixes with a *Chase* bat.



*'SOLO' creature photo: 2017 © Lucasfilm Ltd. & TM.  
All rights reserved.*



# BAILEY: A BRADFELD STORY

Actor and LAMDA teacher James Bailey (H 03-08) on going from studying to teaching at Bradfield and being an alien in a galaxy far far away.

“Claustrophobic, extremely hot and very heavy. Breathing can be a bit challenging and movement inside is quite limited.” No, actor and OB James Bailey is not describing a bedsit in his old boarding house but rather the experience of wearing a creature suit for *Solo*, the blockbuster film set in the Star Wars universe.

Having just returned from a top secret three-week film shoot in the desert, the former member of The Close is back at Bradfield in his non-costumed role as a LAMDA teacher and finding time between lessons to sit down with *The Bradfieldian* to discuss how he ended up playing an inter-galactic alien.

“Every piece of good fortune that has come my way in my acting career can be traced back to my time at Bradfield”, muses James, “not just the Star Wars role but many others.”

Arriving at Bradfield in 2003, drawn in by the Drama offering and the renowned Greek Play, James was already immersed in the performing arts world. He had just joined the National Youth Music Theatre with whom he would spend three years touring the UK, but it was not something that he intended to shout about to his new school friends.

“I let it go under the radar, it didn’t seem very cool. I found a NYMT poster that one of the staff had put up in the Music School and, noticing that my face was on it, immediately tore it down. I really did not want anyone to know.”

## “ INQUIRY UNDERPINS A LIFELONG LOVE OF LEARNING.

When asked what his most memorable experiences were the actor claims there are “too many to list” but that the opportunities Bradfield affords to its pupils is what makes it “a great place to be educated. There is pretty much nothing that you cannot do as a pupil here.”

Alongside his Drama exploits, James was a keen Alto Sax player, pianist and singer, making regular appearances with the Jazz Band. Did his academic studies take a back seat to all the co-curricular activities? “They were definitely bottom of my priority list but, quite rightly, at the top of my parents’ so I had to at least meet them halfway.”

He studied Drama, Music Technology and English Literature at A Level and had ambitions to get into a top university. “Knowing I would need good grades I worked hard and got AAB, getting into Exeter to read

Drama. It is not that I didn’t take academia seriously, I just preferred doing all the other activities.”

## “ IT WAS THE EASIEST FIRST JOB IN ACTING.

When it got to his Upper Sixth year, James went all out, appearing in some thirteen productions, culminating in the Greek Theatre as Orsino in *Twelfth Night*. During that year he appeared alongside good friend and fellow aspiring actor Angus Cook (H 04-09) and it is the building of that friendship to which James can trace back for his first professional acting job: a Japanese commercial for a FIFA World Cup PlayStation game.

“I bumped into Angus at the audition and thought we would be up against each other for the role. Turns out they were looking to cast two friends playing the game so we thought our luck was in having done that in real life for years. We just messed around in front of the camera and both got the part. It was the easiest first job in acting and it was well paid too.”



*‘The Perfect Christmas Village’ photo: 2018 © MarVista Entertainment. All rights reserved.*

Shortly afterwards, the Exeter graduate jumped at the opportunity to return to Bradfield when he was asked to cover some LAMDA lessons while one of the teachers was on maternity leave. He has not looked back, or left, since and states that he is extremely lucky to have found the perfect 'other' job for an actor.

"I read that 90% of actors earn less than £5000 annually from the profession. So many actors out there are all vying for one part in something, it is great when you get it but they are a rarity. It is important to have one or more jobs to fall back on and I am fortunate to have a flexible full-time job here."

“ I SAID, ‘LET ME CHECK MY DIARY’, EVEN THOUGH I WAS FREAKING OUT.

The last two years have proved to be successful year for James. He featured as Andy Murray in an episode of *The Windsors*, thanks to his slight resemblance and good impersonation of the tennis star, and also landed a role as an RAF pilot in the film *Hurricane* where he was able to lean on more Bradfield experiences.

"I was in the RAF section of the Combined Cadet Force so was able to demonstrate some of my learnings from that. My character was also privately educated so I had that to my advantage as well."

He also played the romantic lead Brandon in the feature film *Christmas*

*Perfection* which aired internationally this past Christmas.

We wrap up our chat where we began with James explaining how his journey to *Star Wars* started a decade ago, at the Bradfield Careers and Gap Years Fair. "A company was advertising for Ski Instructor training in Lake Tahoe, California and, thinking it sounded incredible I went for it."

Deferring entry and subsequently arriving at university a year later than originally intended led to him meeting the now creature coordinator of *Star Wars*. The production for *Solo* ended up going through extensive reshoots for which the original creature actor was unavailable.

"I received a phone call from my old course mate asking if I wanted to

come and try on the suit as she knew I might be the right size and build. Keeping my composure I said, 'let me check my diary', even though I was freaking out because I am a huge fan of the franchise."

The suit didn't fit but James was not about to let the opportunity pass him by because the boots were two sizes two small. "I told the creature effects department that the suit felt absolutely fine. By the end of the shoot I had lost a toenail and had many blisters but I had been an alien in *Star Wars* so I didn't care."

With more projects on the horizon it looks like 2019 is going to be an equally busy year for James and while his education at Bradfield might seem a long time ago, he has not ended up in a galaxy far far away.





## ROBERT HICKS TRAVEL AWARD WINNER: LAURA HUTCHINSON (K 13-18)

Throughout September and October I spent time with a rural Maasai Community in the Loita Hills, Southwestern Kenya.

The Marais family moved there eight years ago and, with the help of the Catholic Church in England, they have dedicated their lives to working within the Maasai community. The Maasai are a beautiful people with whom I spent a lot of time as I was growing up. I was thrilled to be able to provide financial help with the many projects that are constantly working to improve their lives.

Before I went in I bought huge sheets of manila paper, coloured crayons, art equipment and wall paint. I also took lollipops, ginger biscuits and loose-leaf tea from our estate. My first projects took place in the school where I helped to teach the children English

and Swahili, as many of them only speak the local Maa. In addition to this, I gave them their first experience of *Playdoh*, which was completely alien to them all, as were the coloured crayons. These children had not had a creative lesson in their lives which made it both a special occasion for me and a privilege to open their eyes to something new.

The nursery and Year 1 classroom was bleak so I set to work on a huge mural covering two walls. I incorporated local animals that the children would be familiar with and had keen spectators every day as many of them had never seen a painting before.

The remainder of the money was used in many different ways as I could not decide on just one important project. I wanted to make sure that some of the award went towards an anti-FGM movement and was able to follow this through when I met Pastor Sempero, who had been visiting the school once a week to give talks about the impacts. However, he said that he was going to have to stop this work as he was not earning anything from it and needed to focus on supporting his family. This is where the Hicks Travel Award helped the most; the money will fund Sempero to visit the Maasai Academy and even some of the other local schools twice a week and educate the children about FGM and why it is so dangerous. Together we thought of ways to help the girls realise they have a voice and a right to speak out. We incorporated many different ways of learning into the lessons including role play and debates and encouraged the sharing of personal opinions which, although taboo in the Maasai culture, we thought was important.

Some of the money also went into printing and laminating posters for the school featuring slogans and campaigns



to raise awareness of, and end, FGM. These posters have to be created in Nairobi and will hopefully arrive in the new year.

In addition, some of the money went into the beadwork department which brings *RedTribe*, a non profit beadwork project aiming to empower marginalized Maasai women and provide them with a sustainable income, some of its greatest profit. The entire experience of working with *RedTribe* was both humbling and rewarding. Being able to help and to form close friendships with the Maasai people was something I will always carry with me.

I would like to express huge thanks to the Hicks family; I can confidently say that because of their kind donations, a generation of Maasai will grow up aware of art and creativity as well as knowing that they are able to defend themselves against harmful tribal traditions.



# BRADFIELD SOCIETY EVENTS

## OB REGIONAL LUNCHES

The Bradfield Society hosted two annual regional lunches, one in the North West (Manchester) and the other in the South West (Bristol) during the Michaelmas Term. Regional lunches provide a popular and relaxed way for alumni of all ages to meet up in the College's name and are particularly relevant to those alumni who live a good distance from the College.

The gathering in Manchester proved a very enjoyable occasion with Director of Bradfield Society and Development, Alastair MacEwen and President of the SCR, Roger Keeley returning to the Castlefield canalside venue of Albert's Shed.

It was a very well attended event bringing together many Old Bradfieldians many of whom are recent leavers, including a number from Armstrong House (J 11-16): Annabel Garrood, Leah Mellor, Caroline Carr, Zara Bedford and Phoebe Nicoll (J 12-16). Other recent leavers

included Charlie Ruddle (C 11-16), Oliver Simpson (E 14-16), Oliver Cox (F 11-16), Edmund Lucas (C 11-16), Seth Dunford (D 11-16) and Kari Stopps (I 11-16). A few more senior Old Bradfieldians also attended including Rupert Behrendt (E 55-60), Quentin Abel (A 75-79) and Jon Goddard (C 92-97). New friendships formed and contacts were made. We look forward to hosting the next event later this year.

A group of 15 Old Bradfieldians met for the third annual gathering in the South-West at the Riverstation on the harbourside in Bristol. Attendees ranged in their time at Bradfield from James Bardwell (H 69-74) to George Spooner (G 07-12) as well as one of the first girls to attend the College in 1990, Olivia Garran (I 90-92). They were hosted by Al MacEwen from the Bradfield Society along with the current Head of School Rafferty Burrowes.

A very enjoyable and delicious lunch was enjoyed by everyone, along with some reminiscing about Bradfield of old, as well as bringing the group up to date with Bradfield today.



## CAROLS IN LONDON

The Bradfield Society's fourth annual trip to the capital for the Carols in London service was perhaps its most successful and well attended yet.

Over 300 people filled the pews in St James's Church, Sussex Gardens, Paddington, and it was wonderful to see Old Bradfieldians, current and former staff, parents and Friends of the College all joining together to enjoy some festive carol singing.

The College Chapel Choir sang beautifully throughout with a number of impressive soloists taking advantage of the venue's unique acoustics to project their voices around the church.

We are already looking forward to celebrating the event's fifth anniversary later this year and are sure it will be a service not to be missed.



## WINTER BRADFIELD DAY

Family was the theme at the Bradfield Society's annual Winter Day. Old Bradfieldians, parents, friends, current pupils and staff all came together to take part in what was a most enjoyable day.

The George family played in the mixed 7-a-side hockey tournament on the AWP along with the Moss-Gibbons family with their team. The Newalls convened back at Bradfield along with the Hutchins, Davies, Norman, Stevenson and Williams families all running the Huxham races and the Mace family – mother and son – shooting in opposing teams in the Tremlett Trophy. Not forgetting Old Bradfieldians the Pollock brothers - Rob (H 81-86) and Richard (H 84-89) -who ran together and finished together in the Huxham X.

After the cancellation of last year's events due to the unexpected heavy snow, it was a sunny winter's day for this year's sporting tests and, although wet and muddy for the 150 runners in the Huxham V and X, everyone enjoyed the day. Dan Barnard (C 91-96), always the first to sign up for the Huxham ten mile race every year, said that for him the "event kicks off the run into Christmas", a sentiment that was echoed by many of those who joined in and particularly those who stayed on into the evening for Carols by Candlelight in Chapel.

This year's Hockey Tournament was a fine battle with closely contested games all round. Current pupil Dan McErlain, along with his mother Susan who joined the team and his friends from outside Bradfield, won every game until the final, when they came up against James Moss-Gibbons' team who beat them 1-0. Despite coming fifth, Gavin George (A 77-82) and his team, with



his father John (A 54-59) spectating, very much enjoyed the day and are already planning their route to success at the next Winter Bradfield Day.

Deprived of his final run in last year's Sixth Form, we were thrilled to welcome back Ben Hutchins (F 13-18), currently reading Natural Sciences at Lancaster University, and he went on to win the Huxham X in a time of 68:50 minutes. The runner-up was Colin Irvine (SCR) in a time of 70:45 minutes. The fastest female was OB Liz McAllister (I 95-97) with a time of 74:36 minutes followed by current parent Emma Halcox in a swift 82:39 minutes.

Over 50 runners took part in the Huxham V and the winner for the boys was Alex Williams (C) in 33:51 minutes and for the girls was Juno Norman, daughter of Lucy Norman in the Library, in 38:50 minutes.

In the shooting competition, the College team retained the Tremlett Trophy, with Steve Bates and OB Richard Vary (E 86-91) organising the two teams. It was a very friendly, but competitive match against the OB



Shooting Society with the final score being Bradfield 770-OBSS 749. Team Captain was Hugo Donovan, on hand to accept the trophy. He managed to find time to shoot in the competition after completing the Huxham X and earning his Huxham tie for finishing in under 90 minutes.





## TEMPUS FUGIT LUNCH

“Memories of the past came flooding back” and “it was good to meet up with old friends” were words spoken by many Old Bradfieldians who joined The Bradfield Society at the biennial Tempus Fugit lunch on Thursday 1 November.

This year we welcomed back several guests who had not stepped foot in the College for over 65 years while others flew in from overseas to join us including Angus Trent (A 56-60) and Tony Naish (C 54-59), both visiting from the USA.

Old Bradfieldians arrived in the morning for coffee in the Warden’s Room followed by tours of the College campus in the autumn sunshine. Guests enjoyed visiting boarding houses, their old rooms and seeing the improved washing facilities, commenting that the sinks in most bedrooms today are a novelty. Simon Pain (F 61-64) said the tours brought home to him just how basic things were in the 1960s, particularly now that rooms are carpeted.

Guests also saw older boarding house locations such as B and E House, upgraded to provide modernised classrooms, collaborative working spaces, College offices and SCR workrooms. Many buildings have been expanded and it was noted how sympathetically the extended Houses have been fitted in, without spoiling the unique Bradfield landscape. One guest commented that the ‘school today has so very many positive things which could not have been dreamt of decades ago’.

After drinks served in the Linnell Room, The Bradfield Society hosted lunch for over 100 Old Bradfieldians in



the Dining Hall, prepared and served by the College caterers from Chartwells.

Guests ranged from those turning 70 years of age on the day of the lunch - who joined the College in the 1960s - to the most senior gentlemen on the day William Batty-Smith (B 42-47) and Jim Davis (G 42-46) and others who were at Bradfield during the 1940s. After the Grace, delivered in Latin by Reverend Andrew Lenox-Conyngham (A 57-62), the guests tucked in to a lunch of roast loin of venison with wild mushroom and madeira pie, followed by chocolate mousse with cherry sorbet, chocolate soil and sugar glass. Many commented that it was a far cry from the menus of the past.

Guests enjoyed hearing the impressive College update from the Headmaster and archive displays helped to jog various memories with images of the Bradfield of old and the many faces of everyone they remembered during those early schoolboy years. Many in the room said how they love ‘reminiscing of times past’ and still today feel very much part of the Bradfield family.

It was such a pleasure to meet everyone and The Bradfield Society and Headmaster thank you for

coming back to join us. It is one of the highlights of the Society calendar to see you all back at College again.

This year it will be the turn of the slightly more junior Old Bradfieldians, aged 60-70 years, to join us on Thursday 31 October 2019 when we will host the Junior Tempus Fugit lunch. In the meantime, we warmly welcome any Old Bradfieldians to get in touch at any time and to pay us a visit.



## WEDDINGS



### JACK BECKETT (C 03-08)

Jack married Robyn Kemp-James at St Andrew's Church, Farnham on a sunny Saturday in September 2018, with the reception held at Farnham Castle. Many OBs were in attendance including Best Man Luke Beckett (H 98-03), Ben Metters (G 03-08) Usher, Thomas FitzGerald (C 03-08) Usher, Jonathan Rafferty (H 03-08) Usher, Michael Trollope (C 02-07), Andrew Longden (C 03-08), Alexander Beasant (D 03-08), Dominic Nutt (A 03-07), Sam Hewitt (G 03-06), Oliver Lewis (D 03-06) and Alex Crockford (G 03-08).



### JAMES ALEXANDER REID (A 99-02)

James married Alexandra Louise Cardona on 30 June 2018.

## DEATHS

ASHCROFT, Maria (SCR) on 13 September 2018  
BROAD, Julian (G 46-51) on 09 February 2018  
DE SELINCOURT, Derek (G 45-48) on 24 September 2018  
FAIRCLOUGH, Donald (A 41-46) on 14 February 2017  
FALCKE, John (A 48-52) on 26 September 2018  
FAWKE, William (D 62-66) on 28 August 2018  
GORE, Martin, CBE (C 64-69) on 10 January 2019  
HARRIS, John (A 22-26) on 23 January 2018  
MADDEN, Brian (A 37-42) on 24 June 2016  
PERCY, Harry (A 09-14) on 19 October 2018  
PREVOST, Peter (C 41-46) on 13 December 2018

STONE, Michael (E 49-54) on 13 January 2019  
TEMPLER, Ian (B 32-37) on 21 September 2018  
WYNNE, John (Ben) (F 63-68) on 08 November 2018  
YOUNG, Jeremy (B 55-60) on 11 February 2018

**CORRECTION:** Due to an administrative error, Leslie Price was included in the list published in the October 2018 edition of *The Bradfieldian* for which we would like to apologise. This was understandably raised by a number of Old Bradfieldians. According to census records, Leslie Price passed away in April 1987 at the age of 80.

*To submit your births, weddings, obituaries and news visit the Bradfield Society website.*

## TIM BERGQVIST (G 45-49)

*Tim Bergqvist was born on 17 July 1931 and after attending Bradfield and Cambridge spent much of his early life in the Middle East before returning to develop family interests in Portugal.*

Tim had a most interesting, exotic life full of adventures and stories. He grew up in Northern Portugal as an only child at the family pulp mill miles from anywhere. After his English education, his love of adventure and travel got the better of him and he went to work for an agent of *Hawker Siddeley* in Cairo. Espionage and politics in post-war Egypt meant that he had to leave quickly by boat to Beirut. He had to drop his passport overboard en route and was met in Beirut by the English Consul carrying an envelope with a new passport.

In the late fifties and sixties Tim worked for *Dunlop* in Beirut successfully building up its Middle East operations. He was responsible for securing the largest *Dunlop* deal ever in the building of the Aswan dam. He met and married Patricia, his wife of over 60 years and had three children, Sophia (current Warden of Bradfield), Philip (G 75-80) and Juliet. After a sojourn in Italy, the family returned to live in England in the 1970s when he became Chairman of the family pulp business, *Caima*, and Vice Chairman of *Eucalyptus Pulp Mill*, the UK quoted company. The family was based in Buckinghamshire so Tim spent much time commuting to Portugal.

In 1987 he successfully negotiated the sale of *Eucalyptus Pulp Mills* and for the first time had some capital to invest in the Douro vineyard, *Quinta de la Rosa*, he had inherited from his mother. It was his idea to take advantage of the change of the port wine rules allowing small quintas to produce port and sell it directly from their vineyards. Together with his daughter, Sophia, they were one of the first quintas to do this as well as to start making table wines from port grapes and to open their doors to tourism. In Tim's later life it gave him enormous pleasure to see the quinta prospering and in particular to have it return to being an independent producer for the first time since the days of his grandfather, a hundred years previously.

Tim's entrepreneurial spirit was not confined to la Rosa. He got involved in many successful start-ups including a transport company operating between Portugal and England, *Interoute*; a couple of canal boat companies (some good free holidays) and *Vitality*, an orange juice company as well as an interest in a Canadian company, *Stake Technology*.

Tim was often described as a 'true' gentleman, a perfect host with delightful manners. A kind, patient and welcoming man, witty, charismatic, a great raconteur, enriching people's lives with many stories. He was tolerant, thoughtful and always trustworthy. Generous to a fault, unselfish, loyal and modest to the core, he touched the hearts of many.



## IAN G TEMPLER (B 32-37)

Former Second World War pilot Ian G Templer, believed to be the last surviving Fleet Air Arm pilot, died in October 2018, aged 100.

Ian flew several aircraft during the Second World War, but the one he most fondly remembered was the Swordfish. After war was declared in 1939, Ian served as a meteorology assistant in the Orkney Islands from 1939 until 1940.

Following this, he was a naval airman trained as a pilot with the 14 Elementary Flying Training School at Elmdon and the Seven Standard Flying Training School at Peterborough from 1940 until 1941.

It was after 1941 that Ian piloted the Swordfish for the first time, an aircraft he firmly remembered up to his death, with one of his flights seeing him pilot the Swordfish from Egypt to Malta.

After the war, Ian returned to work for *Dunlops* in the Midlands, where he worked until his retirement at the age of 64.

After retiring, Ian and wife Pam returned to the South of England to be nearer to their children, moving to Dorset in their 90s.

At his 100th birthday celebrations in June, his family arranged for Lieutenant Commander Mark Jameson from the Royal Historic Flight, who flies the only remaining operational Swordfish at Yeovilton to visit him. The family later organised for Ian to visit Yeovilton, and the Swordfish in July and in an article published in the *Express* he spoke about his time as a pilot in the War.

“When I heard the Admiralty were recruiting for the Fleet Air Arm in 1940 I jumped at it. There wasn’t time to think about the risks involved; it was a very hectic time. I got my wings at the end of that year and following deck landing training and nightflying training at a pace in May 1941, I was sent to Detling, Kent to join a detached flight of three Swordfish. We supported nighttime bombardments of the Channel ports. You had a job to do and got on with it.”

Mr Templer’s daughter, Briony Blair, 65, said of his trip to Yeovilton: “It’s just fantastic to bring him here, I know how much this means to him and the opportunity to see the Swordfish fly. We are immensely proud of him and his contribution all those years ago.”

Ian leaves three children, Briony, David and Sally, three grandchildren and four great grandchildren.

*Originally reported in Bridport and Lyme Regis News 19th October*



# LETTERS TO THE EDITOR



Following up from the D House Cricket and Athletics photographs pictured on page 65 of the October 2018 edition of *The Bradfieldian*, we have an update and clarification on the missing dates and names.

Patrick McGuinness-Smith (D 51-56) and John Pearce both confirmed the correct dates to be Spring 1955 for the Athletics and Summer 1957 for the Cricket photograph. The two unknown sportsmen in the Athletics photo are Michael Smallwood (2nd from left) and Sean Barton (3rd from right). It is thought both pictures were taken in front of Snake Door. Thank you to everyone for your help in solving this mystery.

*John Pearce*

## DEAR EDITOR,

I wonder how many Bradfieldians, old and new, know the College motto, and its translation into English.

*Paul Hooper (D 40-44)*

A challenge to our readers. Can you accurately translate the College motto?

*Benedictus es O Domine doce me statuta tua*





# THE BRADFIELD SOCIETY

Bringing together Old Bradfieldians, Parents & Friends of the College

## *Dates for your diary*

### LENT TERM

Thursday 28 February	OB Drinks in Newcastle - Las Iguanas
Friday 01 March	OB Lunch in Edinburgh - Howies, Victoria Street
Thursday 07 March	OB Pub Night in London - The Oyster Shed
Friday 08 March	OB Lunch in Winchester - Brasserie Blanc
Saturday 23 March	OB Spring Matches (Bostelmann Trophy, OBFC vs 1stXI mens' and ladies' matches)

### SUMMER TERM

Saturday 06 April	OB Masonic Lodge Meeting - Stunt Pavilion, Bradfield College
Sunday 28 April	Give it Your Max Tennis Tournament - Clay Courts, Bradfield College
Sunday 28 April	Family Foursomes Golf Tournament - Bradfield College Golf Course
Thursday 09 May	Bradfield Girls Get Together - Venue TBC
Thursday 16 May	OB City Drinks - Covent Garden
Friday 07 June	OB Lunch in London - RAF Club
Saturday 22 June	Summer Reunion
01 - 05 July	Waifs Week - Pit Cricket Ground, Bradfield College

### MICHAELMAS TERM

Friday 11 October	OB Lunch in Bristol - River Station
Thursday 31 October	Junior Tempus Fugit - Bradfield College
Sunday 08 December	Winter Bradfield Day - Huxham Runs, Hockey and Shooting
Monday 09 December	Carols in London - St James's Church, Paddington

[www.bradfieldsociety.org.uk](http://www.bradfieldsociety.org.uk)

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