



The Bradfieldian

May 2018

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- 1850 Society



BRADFIELD COLLEGE

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May 2018



Dear reader,

'Bradfield continually looks forwards and looks outwards, embracing new opportunities whilst remaining true to its values.' These words from the introduction to the College on our website echo strongly through the pages of this *Bradfieldian*.

Features about classroom technology and entrepreneurship testify to our ambition to foster a generation who will not just be ready to fill the 'jobs that have not yet been invented' but to invent some of them, too. In various articles the international-mindedness of a growing IB cohort, the value of diversity and of the importance of connecting with the developing world all come across strongly. Elsewhere, the traditional challenge of the College steeplechase is seen through the eyes of a former winner who wants to enable others to enjoy similar opportunities, and the Doors of Bradfield demonstrate how craft and creativity surround us.

Amongst the news of last term, the exceptional season enjoyed by the boys' football XI finds happy parallels in Old Bradfieldian sporting successes, whilst the careers and achievements of several current pupils offer a window onto the breadth of opportunity on offer.

A senior pupil addressing visitors recently said that Bradfield had encouraged him 'to make a difference, not just to make a living'. Looking backwards at the lives of distinguished OBs, looking forwards to a celebration of creativity at the second Bradfield Festival, looking inwards at the successes of last term and outwards to visitors from Mumbai, this *Bradfieldian* demonstrates Bradfield's long-standing commitment to support that aim.

Dr Christopher Stevens,
Headmaster



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Growing in stature -
The IBDP at Bradfield

The International Baccalaureate Diploma Programme at Bradfield College has been running for seven years, during which time numbers have grown from a handpicked 16 high achieving pupils to an Upper and Lower Sixth wide ability cohort of 100 from September 2018. What are the reasons behind the growth of the programme? Of course, our results speak for themselves but there is far more to it from the pupils' perspective. Here, Kirstie Parker, Director of IB at Bradfield explores what it is about the programme that is proving so popular.

There are many reasons why the pupils have opted for the rigours of the IB Diploma. For some, it is purely down to the fact that certain subjects are on offer on the programme that are not available at A Level. The most popular of these, in recent years, has been Psychology, which Bradfield introduced as an online course two years ago. However, the pupils found learning online very challenging so we brought the subject in-house and offered it to the current Lower Sixth. We now have two thriving sets of pupils who are very much enjoying the course.

“Pupils build up a range of transferable skills that prove invaluable once they are at university and in the workplace.”

More than just subject options, the IB Diploma has gained a good reputation amongst the pupils for providing them with skills that they will need for whichever pathway they

choose beyond Bradfield. It is a motivational programme that keeps pupils busy all the time. While admittedly there are pinch-points to navigate, which can cause even the most organised to wobble, all pupils build up a range of transferable skills throughout the 18 month study programme that prove invaluable once they are at university and later on in the workplace. These include time-management, collaboration, communication, problem solving, meeting deadlines and juggling numerous diverse tasks, all whilst continuing to partake in creative, active and service orientated activities in the Bradfield community as a whole. We have seen pupils push on from their GCSE years to become dedicated, animated individuals who are involved in a variety of different fields within the College whilst managing to hand in their prep on time and chip away at the various pieces of coursework that the programme demands.

Universities worldwide have now developed a far better understanding of the type of individual that they are getting when they make an offer to an IBDP pupil. The offers that are coming in are a positive reflection of how the qualification is perceived by Admissions Officers and enhances its appeal yet further:

“The university offers that are coming in are a positive reflection of how the IB Diploma is perceived by Admissions Officers.”

For those unfamiliar with the IB Diploma grading system, pupils can achieve a grade of between one and seven from each of their six subject groups. The core includes the Theory of Knowledge and Extended Essay components which are individually assessed but can contribute a further three points, giving the pupils a highest possible score of 45 (DfE indicate this is equivalent to five A* A Levels). Pupils must also participate in a Creativity, Activity and Service component to complete the course.

“Pupils develop certain qualities which are invaluable to further study and living a fulfilling life as a well-balanced person.”

This year we have had two IB Diploma pupils receive offers of 38 from Oxford and others have had offers ranging between 36 and 38 from Durham while universities such as Birmingham, Manchester and Kings College have standardised their offers for many courses at 32 and 35. We are finding that universities both in the US and Canada are pro the IB Diploma and last year we saw pupils take up places at Georgetown, USC and NYU in the States and UBC in Canada.

In a recent survey, university Admissions Officers were asked how well both A Level and IB Diploma pupils develop certain qualities and for the IBDP up in the 90th percentile were such qualities as nurturing an open mind, encouraging a global outlook, developing self-management

skills and encouraging independent inquiry. All of these attributes are invaluable to further study and living a fulfilling life as a well-balanced person.

“The IB Diploma fits in beautifully with what is on offer for pupils as they progress through the years at Bradfield College.”

The IB Diploma is an educational programme that fits in beautifully with what is on offer for pupils as they progress through the years at Bradfield College. Divisions in Faulkner's combines humanities subjects and teaches pupils through an holistic programme. The Bradfield Diploma helps pupils to develop a wide set of transferable skills that are further enhanced if they opt for the IB Diploma programme in the Sixth Form.

We look forward to seeing what our latest and future IB Diploma cohorts can achieve on this multifaceted qualification.





In our DNA – Baylab Trip

Fifth Form and Sixth Form scientists have had the chance to visit the Baylab at the Reading HQ of the tenth largest pharmaceutical company in the world, Bayer. The two year groups studied different aspects of DNA to further their understanding of Biology course topics. Below is an insight into the pupils' experiences.

On arrival at Baylab we were given a brief summary outlining our studies for the day which involved using our own DNA to see whether we were a taster or non-taster for a chemical called Phenylthiocarbamide (PTC). Throughout the course of the day the theory, practical knowledge and insight into the world of science was hugely beneficial for our Sixth Form group.

There were many opportunities for all the pupils to get involved and the Bayer leaders were so helpful in answering any questions we had. One of the main aspects we learnt from the day was the amount of patience and accuracy a job in the world of science requires. Using high-resolution equipment such as micropipettes, which the majority of us had never used, and being able to see highly detailed equipment in action, including centrifuges and PCR machines, was especially interesting.

We covered a lot of detail on the content within our specification as well as learning new aspects to working with DNA that opened many minds to potential future jobs. Following the interactive day, we were able to see the results of our hard work and found out if we had the genetic sequence to be able to taste the chemical. The trip was insightful and gave us all an idea of how Biology is used in the real world.

Rahul Patel (G)

At Baylab the entire Fifth Form Biology class was presented with a fake crime scene from a high stakes

jewellery robbery. In this scenario a blood sample was discovered and we needed to identify whose blood it was.

We looked at three suspects and had to compare and match the DNA found in the blood at the crime scene to them. With these blood samples, we attached a DNA bleach to the separated DNA using highly accurate pipettes measuring in microlitres (one millionth of a litre) to be able to see the DNA. Once we had dyed the DNA strand, we created a special gel that, with the help of electrolysis, acted as a type of filter to separate the DNA so we could identify whose blood it was.

We were able to identify the suspect by looking at the now aligned DNA samples and matching them on the system. Being able to go to Baylabs allowed us to experience what life inside a real lab is like using extremely high-tech equipment that we would not otherwise have been able to use. It was a memorable trip full of exciting new experiences.

James Taylor (A)





Speaking Science with Sophie Stürmer

Upper Sixth International Baccalaureate Diploma Programme pupil Sophie Stürmer (I) has enjoyed a successful year in her science studies. Her research was published in the Young Scientists Journal and she was selected as a finalist for the Peter Watson International Scholarship. Here, Sophie explains the inspirations behind her work and how choosing the IBDP is helping her to achieve her future career goals.

What is the Young Scientists Journal and how did you become a contributor?

The Journal is an international peer-review science publication written, reviewed and produced by school pupils aged 12 to 20. I am part of a contributors' group who cover different areas of science including Medicine, Biology, Chemistry, Physics and Environmental Sciences.

Dr Brooks, Director of Science, sent out an email to the Sixth Form scientists just before Christmas with information on how we could get involved. I applied because I enjoy the research side of science and thought it would complement my studies and I have been working with them ever since.

We have a forum that we use to communicate with each other and it is where the Senior Editors assign articles to the writers. As a team we edit submissions, provide feedback and, if we think them worthy of publishing, put them forward for the next issue.

You have just had a major article published. Tell us more about it.

My article explored the medical use of immune checkpoint inhibitors to trick the body's immune system to treat cancer. I compared the treatment to a different method and looked at whether the research that has been conducted on both can be used to create an entirely new form of treatment which is safer and more efficient.

What was the inspiration behind your research topic?

When I first read about immune checkpoint inhibitors I did not understand a word of it. However, I found the concept intriguing so I delved deeper. I looked at other cancer vaccines and recent research developments and saw there have been many successes in that field which made for interesting reading.

You were selected as one of ten finalists for the Peter Watson International Scholarship earlier this year. What is it and what research did you submit to apply?

The Scholarship is a collaborative initiative involving the University of Cambridge with the goal of promoting interest in vision science and providing opportunities for pupils to gain exposure to research at the highest level. I found out about it through the YSJ Chief Editor and decided to send an application.

I submitted my IBDP Extended Essay research on different factors affecting the specific rotation of optically active compounds. I had to answer a series of questions on the aims of my research, my methodology and the experiment that I designed. As well as explaining the results, I also had to argue for the worthiness of my research and why it was useful.

Where was the final held and what did you have to do?

I attended Queens' College, Cambridge where I had to present in front of representatives from the National Institute of Health and the Biochemical Societies of the University of Cambridge and University of Oxford. I gave a ten-minute presentation on my research and I finished as a runner-up of which I am very proud.

What was it about studying on the IBDP course that appealed to you?

I love Science and always planned to study Biology and Chemistry in the Sixth Form but I also adore English Literature and History, subjects I was not ready to give up. I knew, however, that if I wanted to pursue a career in science, studying A Levels would not allow me to continue these alongside the required Sciences and Maths. Thus, I found the IB was the right fit for me.

How do you plan to continue your studies beyond Bradfield?

I want to study Biochemistry and I have offers to study at universities in England and abroad. If all goes well I'd like to explore the option of a Law conversion course following my PhD as I am interested in patent law but that is quite far down the line.

Faulkner's Poetry

Our Faulkner's pupils have been studying form in poetry this term, looking at the physical structure of poems and length of lines as well as rhythms and repetition. As part of their investigations into how these features can be shaped into familiar patterns, the pupils created a series of number poems as well as villanelles, a pastoral or lyrical poem of nineteen lines, with only two rhymes throughout, and some lines repeated.

A Villanelle

Why are we here? Why do we need to fight?

Plunging ourselves all the way to hell,

But it's all O.K. It will be alright.

Another second, another lone yell,

And yet another helpless man who fell.

Why are we here? Why do we need to fight?

One more wound in the leg begins to swell,

Ignore the pain, ignore the tears that well,

But it's all O.K. It will all be alright.

My back carries the weight of a dumbbell,

Our necks weary, our knees starting to swell.

Why are we here? Why do we need to fight?

Ignore the unnerving sound of a shell,

Forget the decaying bodily smell

as it's all O.K. It will be alright.

The blow of a whistle, the ding of a bell,

A story to our young kids we can tell,

Why are we here? Why do we need to fight?

But it's all O.K. It will be alright.

Matthew Keel (LE)

The Moon

Every single night there is a bright moon.

And it is as white like the feather of a dove,

Even though it's gone it's still there at noon

I always want to see the big balloon

With all the stars in the blue sky above

Every single night there is a bright moon

Sometimes I sit and wait in the afternoon.

Constantly waiting for my one true love.

Even though it's gone it's still there at noon

In the evening it's always warm during June

In the dusk of day I watch for my dove

Every single night there is a bright moon

When my beauty leaves me I sing a tune

Which is for my moon that's whiter than a glove

Even though it's gone it's still there at noon

Dear moon, how your love can cause so much gloom.

It is a sad tale but I am in love.

Every single night there is a bright moon

Even though it's gone it's still there at noon

Flo Wells (LK)

Joy McCluskey (LJ)

Llinos Williams (LK)

What you know

It is funny that you think you know me
and that you think you know everything
But there are a lot of things you don't see.

You try and find out what everyone will be
you think you know what is interesting.

It is funny that you think you know me
and think you are able to know everybody
and you can tell what they may be thinking
But there are a lot of things you don't see.

A lot of what you may know is a lie
Although you may still believe in that thing.

It is funny that you think you know me
and think you can tell what people will be.
You may be looking and also searching
But there are a lot of things you don't see.

You might as well watch behind a tree,
Although even for all of your trying
It is funny that you think you know me
But there are a lot of things you don't see.

Christopher Wright (LG)

Broken

3. yourself
7. to
2. break
5. your
10. happy
1. don't
4. and
8. make
9. others
6. happiness

Holly Anderson (LI)

Change

5. amaze
8. quickly
1. It
6. me
9. change
3. seems
7. how
10. occurs.
2. always
4. to

Henry Brown (LC)



An education for a life less ordinary

Bradfield has many pastoral strengths, one of which lies in offering a 'home away from home' for its many boarding pupils. Coupled with our outstanding pastoral care, the College's boarding houses provide an environment with a rare kind of freedom, in which pupils can develop the skills to prepare them for independent living after they leave, whether that is at university or moving into their own home.

Here, Housemistress of Stevens House Charlotte van der Westhuizen and Housemaster of Army House Andy Golding provide an insight into the benefits of Bradfield's boarding experience.

Due to exponential rate of change, it is very difficult to imagine exactly what kind of world into which we are sending our pupils. The most important education we can therefore give our young people aside from their academic studies is the soft skills that they acquire that will see them taste success in their lives.

In a time when the rights of women are being addressed so prevalently, it is more important than ever to help and guide our girls to become women who can make educated decisions about what to stand for. Women who value and respect themselves enough to know that they can stand against the crowd for something they believe in. Women who stand for something; instead of women who fall for anything and, in order to do all that, they will need to be women of character; independent women.

As Housemistresses and Housemasters at Bradfield, it is our duty to help and guide our pupils through this process of becoming independent women and men and the boarding environment we offer here lends itself perfectly to this end. Learning to live with others is an important part of life and meeting people with different backgrounds, opinions and approaches helps to broaden our pupils' horizons and ultimately shapes them as people. In the small communities of boarding houses, and with many sharing rooms, pupils learn to tolerate and respect; they learn to communicate effectively and how to handle conflict; they learn to sometimes be the lesser person in order to achieve a bigger goal; they learn to have empathy.

The general boarding environment has so many benefits. Pupils learn to consider various areas of interest both academically and in our co-curricular offering before making commitments and, more importantly; they learn how to manage their time effectively in order to honour all of their commitments, sometimes with a little guidance from their tutors or resident boarding house staff. The fact that all the activities on offer are in one place provides fluidity between academics, sporting activities, creative arts and various societies; pupils are able to get involved without being confined to a schedule outside of their own. They are able to try their hand at almost anything without limiting themselves by having to organise transport to and from their various commitments - a massive benefit.

All of the skills mentioned above form an integral part of a successful life beyond Bradfield. I believe that boarding teaches our pupils to be young people who can operate independently, but can also work together with others to contribute to their own communities. The support, encouragement and camaraderie experienced in the boarding environment enables pupils to challenge themselves, and be challenged, to step outside their comfort zones. By stepping out of their comfort zones, they grow in confidence and it is this confidence that ultimately empowers pupils to be the change they want to see in this world, whether the sphere be big or small.

Charlotte van der Westhuizen, Housemistress of Stevens House

When I arrived at Bradfield, a wise man said to me that we should never take credit for the pupils' successes. That man was Steve Long (SCR 86-15), another Housemaster and former Head of Football. In this Bradfield version of 'Kung Fu Panda', I quickly learnt from my mentor not to take the blame either!

As the Dragon Scroll of years unfurled, however, it became apparent to me that life in a Bradfield boarding house might take some credit after all. Each year, we welcome new pupils, first from prep schools, then from Faulkner's, and we invite them to grow up and to take responsibility for their own lives.

On a campus of around 250 acres, they learn to walk (again!), from lesson to lesson, from music to drama, from clay court to the perfect pitches of Rectory and Pit. In the Houses, we make mentors for the younger ones; we ask pupils to take responsibility for their peers and to lead them in teams, in debating and in the House Song. As a group, we celebrate our successes.

A pupil in Faulkner's might seem fearful. For he or she has left behind the comfort of a small prep school to be confronted by a horde of 800 apparently confident young men and women, happy with their place in this world. How were they transformed? As Grand Master Long might have said (but did not, as far as I can recall), "*Yesterday is history. Tomorrow is a mystery. But today is a gift.*"

The boarding houses present pupils with the immediate gift of living in tune with each other, encouraging them to be open-minded, to interact, and to truly find themselves, long before they try to convince their parents of the virtues of an extended Gap Year abroad. There is no mystery: we do not provide an identikit, but let our pupils break the mould and shape their own futures.

Some things are compulsory, of course. Lessons, for example, and the House Steeplechase. Between these two great challenges, I draw an easy, Kipling-like analogy: if you can run for your comrades, through three and a half miles of freezing water and mud, you can cope with Maths in Period 8; you can sing in the Old Gym; you can act in Greker; and you can thrive. Looking forward, as we must, to the time when each of those once-fearful pupils must leave, I feel confident that our girls and boys will be resilient in the face of any potential adversity, capable of having what it takes to get any job, and ready for what is sure to be a life less ordinary.

Andy Golding, Housemaster of Army House

An aerial, top-down view of a coastline. The image shows the ocean with greenish-blue water and white, foamy waves crashing onto a wide, golden-brown sandy beach. The waves are breaking in a series of parallel lines, creating a rhythmic pattern of white foam against the darker water. The beach is smooth and stretches from the bottom left towards the right side of the frame.

Views on Photography with Harry Wallis

Drone shot of the UK coastline

How did you develop an interest in photography?

One of the first times I remember taking photos was on a family holiday in Portugal when I was younger. I had my mother's phone and was just taking pictures of snails and random footprints on the beach. The shapes and forms fascinated me so that was where I guess I first developed an interest.

Photography became a real passion when I joined Bradfield. I attended an Athena Lecture given by Old Bradfieldian Bertie Gregory (G 06-11) in which he talked about his wildlife photography. Now he has made a fantastic career from that working with National Geographic. That really inspired me to start taking wildlife photos and I have built on that through the years here. I moved into landscape photography and then when I wanted to get a different perspective on the shots I was taking I invested in a drone.

What makes a great photograph?

For me it is all about capturing a moment and the composition of a photo. Capturing a specific moment in time and making it as dramatic as possible is exciting. I like to focus on the leading lines when composing a shot as they make a photo enticing in the way they draw the viewer into the image.

What kit do you currently use for your photography and film and how do you decide where the best places to photograph are?

I use a Phantom 4 Pro drone that can capture 4K footage at 60 FPS while I shoot all my photography in RAW. I like to drive around my local area to scout possible locations. If I find an area of interest then I fly the drone up to see where the best shots will come from.

Why does aerial photography interest you so much?

When I began my Lower Sixth Film project, I storyboarded a lot of imagery that could be aerially captured. I was doing a lot of research for my Photography project at the same time and there was some crossover in the type of angles I wanted to capture. I thought it would be the perfect way to develop my skills in both areas and, after talking to a lot of industry professionals who use them, I decided to invest in a drone.

Which photographers inspire you?

Alongside Bertie Gregory, who was my original inspiration, I would have to say a guy called Jack Anskey has inspired me to take shots of my surroundings and local environments.

Social media sites such as Instagram and Pinterest are a great source of inspiration. I have a whole archive which I can refer to when out on shoots or when I am starting a project. It is great to see what the professionals are doing and challenge myself to try and take the really hard shots. It is a steep learning curve but when you pull it off and are able to replicate something you have seen you learn a lot from it.

How have you developed your photography skills at Bradfield over the years?

When I started, I was shooting in automatic but I was lucky enough to be able to go on safari where we were with a photography guide. He taught me how to shoot in manual and how to change between settings for the close-ups and landscape shots. I was thrown in at the deep end a bit because everything happens quickly but he was great.

Is Bradfield a good place to learn and shoot photography?

Definitely. It is so picturesque and the facilities are really good. When it snowed earlier in the year I managed to take the drone up in the snowstorm and got some amazing images and footage. The countryside in the surrounding area is very photogenic. The poppy fields always make nice photographs.

The dark room in the Photography Department is great. It has really opened my eyes to film photography. I have been studying surrealism in black and white so I am going in and developing film, learning about the chemical process and seeing great results.

What do you want to do beyond Bradfield?

I would like to combine my film and photography skills.

I would love to go travelling to see what I can capture elsewhere in the world but those are certainly my passions and I am hoping to make a career out of them.





Inspiring a generation of entrepreneurs

The changing nature of the workplace has led many to believe that an entrepreneurial approach to careers is likely to be a necessity in the future. Since the early discussions of the College's 'Education for Life', the idea that pupils are no longer preparing for a career for life, rather a life of careers, has proven popular.

A number of the College's figureheads and Heads of Department came together to identify the values, skills and ideals that make young people ready for the world of work and the world beyond Bradfield. These discussions set us on the road to creating the Bradfield Entrepreneurship Pilot Programme.

"We are providing a series of experiences designed to inspire and inform pupils."

After discussing a variety of options, it was determined that a non-academic and practical programme was the best way to go and the Entrepreneurship Programme was born. We began in November with 14 Lower Sixth pupils who are learning what entrepreneurship is through a series of experiences designed to inspire them to think about starting their own business, inform them about the reality of business startups and implement the knowledge gained from these experiences in a business based project.

To give the pupils a broad overview of the topic, we invited Gerryn Evans, a young entrepreneur, to talk about his family's furniture business that he is expanding into a number of new areas leading to success on various fronts.

Marketing and branding play a pivotal role in ensuring the survival and growth of a fledgling business so we heard from the founder of confectionery company *Candy Kittens* on how they are using the power of social media to grow a brand to which our pupils' generation can relate.

"Pupils have learnt about upscaling and diversifying a business."



Farm and butcher shop *Vicar's Game* provided pupils with an understanding of the amount of graft it takes to start your own company by revealing its trajectory into a multi-million pound business since it was established in the 1970s.

Local businesses are playing a key role in the programme, none more so than West Berkshire Brewery, an old business which has enjoyed a recent injection of cash. Pupils have learnt about upscaling and diversifying a business.

Most recently, the group travelled to Newbury with the aim of identifying new business opportunities through conducting an audit of the high street. We encouraged the pupils to research the decline of the traditional high street shop and see what kind of businesses are now thriving. They studied the differences between the independent retailers and chains on the back of some disappointing retail results over the Christmas period which enhanced the topic's relevance.

"The initiative has seen the pupils raise their game by pushing themselves outside of their comfort zone."

Our future entrepreneurs are now implementing their learning as they take up the 'Tenner Challenge', an initiative set up by OB Oli Barrett (F 91-96) for which he received an MBE. Each pupil was given £10 and tasked with coming up with a business venture to make as much profit as possible in four weeks. The initiative has seen the pupils raise their game by pushing themselves outside of their comfort zone to get around the campus and sell something.

It has instilled confidence in them to talk to people in order to find a marketing strategy and find a niche in the Bradfield market. They have to go down the various admin routes



Young Enterprise talk



X Trac global performance automotive brand

that they might come across in the business world including permissions to use a specific space or send marketing materials around while also ensuring they conform to health and safety standards and accounting for any risk.

One team managed to buy some Easter themed confectionery and create a message and chocolate delivery service that really took off and became profitable. The four pupils came up with a company name and logo, created marketing materials for their product and ensured it was unique to the market by delivering a personalised message from the buyer to the receiver of the confectionery. Over the four weeks, they turned £40 into £120 profit.

Each experience provided a unique insight into a different theme of entrepreneurial business startups and we are continuing to look for more individuals to open up their doors to us. We would love to hear from Old Bradfieldians, parents and local businesses who can shed light on starting a business from conception to getting it up and running, surviving the initial two or three year period and maintaining a positive cash flow.

If you are in the beginnings of an entrepreneurial undertaking or have a number of experiences in business startups and have the time to contribute, the Editor of *The Bradfieldian* would love to hear from you.



Vicker's Game

Development Studies in Africa

In order to give pupils an idea of the front line experience of working in developing countries in Africa and Asia, Dr Jeremy Holland from the Centre for Development Studies at Swansea University visited Bradfield to provide workshops for A Level Geography pupils and a lecture open to all year groups on the subject of international development.

During the workshop, Dr Holland outlined his involvement with the Department for International Development (DfID) and the work they have done in aiding the success of less economically developed countries in Africa. Practical work helped Upper Sixth pupils to connect key factors to developing African countries such as Ghana and Ethiopia, and prioritise those that could lead to success and development depending on the country's context. Development in an African Context is a large module in the A Level Geography course so this was a useful exercise.

Dr Holland also kindly gave out a case study book edited by himself called *Who Counts? The Power of Participatory Statistics*, which is highly relevant and can be applied to the Development in an African Context module as well as



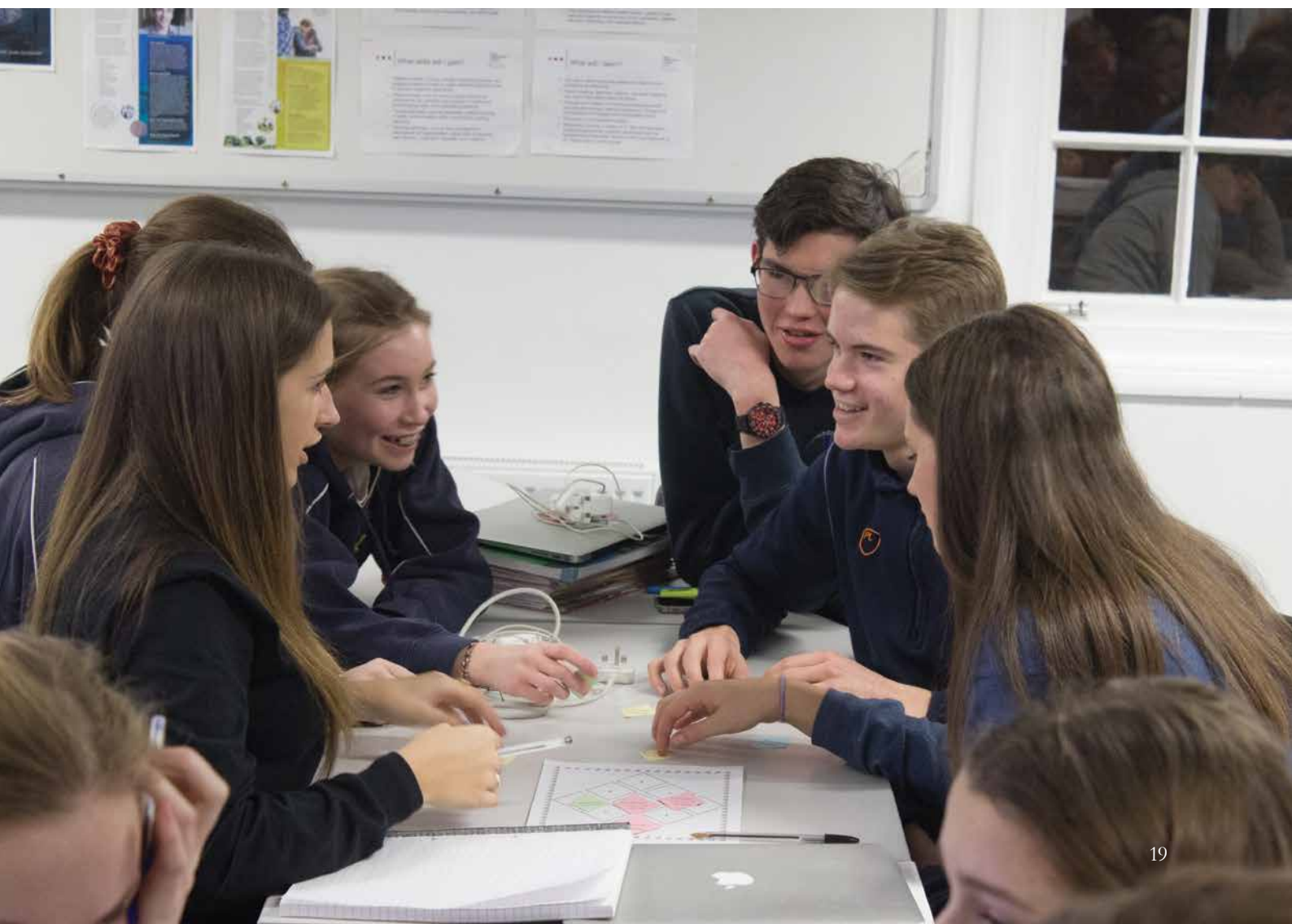
Dr Jeremy Holland

linking to others. This will prove to be an effective resource for all Geography pupils in the build up to exams.

Later in the evening, Dr Holland gave his open lecture on the broader topic of development, branching out to discuss developing countries in Africa and Asia. He talked about his personal experiences in Bangladesh, Ethiopia and Mozambique where he worked with non-governmental and governmental organisations in order to mitigate the factors that make these areas undeveloped.

Holland's first-hand accounts of the schemes to help increase development from local to international scales has in turn enlarged the pupils' ability to apply case studies to appropriate contexts.

Cali Eastwick-Field (J)





The importance of feminism in

Women's rights and gender equality are hot topics as the #MeToo and 'Time's Up' movements gain widespread coverage in the media. The feminist movement is an integral part of these social justice campaigns and while feminism has been around for decades, it now means different things for people from

different backgrounds. NESKA; Bradfield's feminist society aims to bring these wider societal issues into the everyday lives of its members and the College community.

Deriving its name from the Basque term for 'young' or 'little girl', NESKA has grown into a place for intellectual discussion of gender equality and myriad forms of discrimination. This year, the society has grown in popularity amongst the College's pupils with every year group regularly represented at meetings.



a boarding school environment

The Bradfieldian talked with Upper Sixth members Ana King, Jess Raja-Brown, Charlie Edwards and Poppy Howard-Wall who discuss NESKA's popularity; recent topics of discussion and their plans for the future.

What is NESKA?

Essentially, it is Bradfield's Feminist Society, a forum designed to offer a safe space for inclusive discussion of high profile and less talked about social issues. For many of us, NESKA was instrumental in our awakening to the challenges facing young women and indeed young men today.

The premise of NESKA is to look at gender-related problems from different perspectives with a view to enacting positive change rather than simply asserting or stating that these problems exist.

Who is able to attend NESKA discussions?

Membership is open to anyone, across all year groups and genders. It has been interesting to see how the membership has grown as it has historically been dominated by girls. Now a far larger contingent of boys

regularly attend. Many first come out of curiosity or in an attempt to deepen their understanding of the issues affecting women in today's society; lots though, attend because they are passionate about these same issues.

The Society is a great forum for debate and Bradfield has historically been an excellent place to learn the art of debating. Thanks to these traditions, we have developed a committee of people who are committed to enabling diverse members of the College the opportunity to voice their opinion.

How do the meetings work and what topics have you covered?

We usually we meet up every other week. It has been going from strength to strength recently and we have covered a range of topics in a number of different ways.

The first meeting of the year offered an 'Introduction to Feminism'. We had six different tables each covering a different issue such as period poverty, the 'HeForShe' campaign, history of feminism and women in film and media. Pupils were divided into small groups and rotated around each table to learn as much as they could about those issues. It was a great use of the limited time that we had: it was like feminist speed-debating.

“Introducing them to the issues at a younger age can only strengthen their understanding.”

The idea was to create an atmosphere that would be welcoming and productive. With pupils in small groups, they had more chances to ask questions and put across their ideas. It worked really well and we want to reproduce that for the Faulkner's pupils later this year. Introducing them to the issues at a younger age can only strengthen their understanding of the issues.

It was particularly heartening to see the large number of boys in attendance. For many of them, these issues can present something of an enigma and we hope that they will have received an insight into the complexities surrounding feminism and its everyday applications.

“We want to debate topics that people of all ages can relate to.”

The discussions have increasingly become driven by what is being reported in the media and what we can do about it, both within the College and the wider community. This year we have also covered women in sport, the Women's March, women in literature and sexual violence specifically in the film industry. We also hosted a follow up to the literature discussion with a forum on how women are portrayed in children's literature.

How do you see NESKA building on its popularity?

With the help of Mrs Cocksworth, we have really pushed for the inclusion of all year groups. She has been instrumental in covering the topics on the educational Wellbeing programme which forms part of Bradfield's curriculum and provides a vital platform where some of the broader and more serious issues affecting young people can be discussed.

Historically, some pupils have been hesitant to attend because they are not sure what the society does or because they worry that the issues we discuss are too complex. We want to debate topics that people of all ages can relate to while also introducing issues that some of Bradfield's younger pupils may not have come across.

We are striving to equip as many pupils as possible with the language and terminology to deal with and understand issues from the beginning of their Bradfield career. Most importantly, we want to

emphasise that these issues are relevant to everyone, not just young women.

“We feel it is crucial to the modern boarding school environment because we wish to remain relevant.”

Why are Societies like NESKA important in the modern boarding environment?

NESKA can feel counter-cultural at times (something that is surprising to us in the #MeToo era) which we suppose can make it a fun and attractive thing to join. Feminism, as it grows, can become increasingly misunderstood. Every big social movement begins as a small intellectual idea and grows to become prominent within cultural history. However, we feel it is crucial to the modern boarding school environment because we wish to remain relevant. When you live in a boarding environment you can't go home at the end of the day and talk to a parent but what you can do is talk to your Housemistress or Housemaster. Some of the smaller committee meetings we have had have taken advantage of just those relationships to help us test boundaries and identify appropriate topics for discussion within a school.

“We just want people to be kind to each other and continue to spread a culture of equal and fair treatment in society.”

NESKA started as a small intellectual society which is growing inside Bradfield's culture. Our hope is that in the near future pupils who join in Faulkner's will not have to be worried about the things that we were worried about when we first arrived.

Is social media now helping get the message out rather than exacerbating the problems?

Social Media can be used to spread awareness as well as initiate trends. Conversations can start there and social movements are growing; just look at the #MeToo campaign or 'Time's Up'. However, there is a difference between caring about what you can do to improve the society in which you live and jumping on a bandwagon. If used in the right way it provides a liberating space but there are elements which are incredibly toxic. We are very sensitive to this and especially cautious given the capacity for amplification within a boarding environment.

NESKA has been a starting point for the fundamentals. We just want people to be kind to each other and continue to spread a culture of equal and fair treatment in society.

Is Bradfield taking on your concerns and improving as an institution?

We have certainly noticed changes since we arrived. Faulkner's continues to grow every year to provide a unique and equal experience for the girls and boys living there. It's all about preparing you as a person for the rest of your time at Bradfield.

Why should pupils join societies like NESKA?

Feminism matters.



Bradfield supporting
Kick Like a Girl

In September, Bradfield College will welcome a team of young girls from India who are part of the OSCAR Foundation's 'Kick Like A Girl Football Tour' initiative. Our girls' football team will have the opportunity to showcase not only its talent but the passion, dedication and enthusiasm we have as a College, and indeed as a nation, for sport.

Our OSCAR pupil leaders Elise Golding (K), Alice Masquelier-Page (I), Ali Negus (M) and Ellie Townend (J) will be spearheading Bradfield's efforts to support the tour's financial costs alongside a handful of other schools. The girls are aiming to inspire OSCAR's team with their fundraising efforts and skills on the pitch so that the touring girls can in turn inspire others who will watch them play across the country whilst meeting a few popular sporting faces along the way. The OSCAR Foundation's vision is to create a world that enables young people to become role models and to mobilise their communities for positive social change through sports. Their mission is to encourage leadership, team work and education



support to youths from communities that are developing economically and socially, through football. The Foundation also aims to support children and youths to stay in school and to discover, develop and nurture young talent so that they can help educate children to become responsible citizens.

Through the *Kick Like A Girl* project, OSCAR aims to empower adolescent girls from the lower socio-economic communities in India by helping them identify and challenge gender disparities through football.

Over 60% of the OSCAR staff live in the communities they serve and are ideally placed to guide and mentor both parents and children. OSCAR children are taught to work hard, face difficulties with determination and to believe in their dreams.

In 2017, 14 talented OSCAR boys were selected to take part in a football, education and culture tour of the UK. The tour was sponsored by thousands of school children, who did everything from run, swim, bake, hike and dribble a ball to raise

money to make it happen. The tour touched the heart of the nation.

The team was invited by Manchester United player Juan Mata on a private tour of Old Trafford. The boys made new friends and ate new food in a cross cultural experience.

It is now time for the OSCAR girls to hit the headlines. The project this year, through training sessions in November 2017 and in January 2018, has helped 90 girls from marginalised communities across India to challenge gender disparities through capacity-building programmes. 14 of them will get to experience a different culture when they embark upon OSCAR's Under 17 girls tour to the UK later this year.

Here, Bradfield's OSCAR leader Alice explains her reasons for getting involved with the charity and what her team of fundraisers will be doing to achieve their £5000 target.

The Kick Like A Girl Tour aims to instil education in underprivileged communities in India through football. The young girls taking part in the initiative are given the extraordinary

opportunity to get out of their small communities, which they most probably have not left since they were born, and discover new parts of the world.

Bradfield will be hosting the girls' football team for a few days and we are also helping to organise and support a number of other football matches alongside some cultural activities in order to teach each other about our different ways of life.

I found out about the OSCAR Foundation through Mrs Morris and decided to apply to become a Bradfield representative. I was also introduced to this amazing organisation via an extremely informative video through Mr Wall.

I wanted to get involved because girls'

rights have always been of huge interest to me and this provides me with the opportunity to help empower other girls who are not as privileged as I am. I am looking forward to being a part of this great challenge. I am also a passionate leader and sportswoman who really believes that sport can make a difference. I have no doubt that seeing other parts of the world and broadening your mindset will have a positive impact on any individual.

We began fundraising at Bradfield's Spring Concert where we raised awareness and funds reaching over £600. Furthermore, there have been a number of bake sales and we have lots of plans to fundraise throughout the summer. We have planned a sponsored Palmer House 'sleep rough' night, a curry

and quiz night, a Bollywood dancing night and even an early morning walk.

This is only the beginning of our fundraising and we hope that with your help we can comfortably welcome the girls over in September.

You can keep up to date with all of our fundraising initiatives via the College Twitter page - @BradfieldCol - and on our dedicated Instagram page - @bradfieldsupportsoscar - where we will continue to post regular updates throughout the campaign.

You can find out more about our fundraising efforts or donate to the campaign via our Just Giving page: www.justgiving.com/crowdfunding/kicklikeagirlbradfield



What Bradfield stands for - Olivia Lee-Smith (M)

The best way to talk about my experience at Bradfield is to use the word 'Bradfield'. I picked the word apart and assigned a word to every letter.



B is for Balance

Bradfield offers so many opportunities and the balance of academic and co-curricular is key. It is something that I have tried to do during my five years and if you get that balance right, a world of opportunities opens up for you. It certainly has done for me.

B is also for Boys

I have experienced a holistic coeducation at Bradfield. In no way have the opportunities laid out in front of me been unequal; in fact, I believe my experience has been enhanced by the amazing coeducation Bradfield offers. It has been a truly wonderful experience playing on the hockey pitches and skinning rabbits on CCF survival at Bramley alongside a group of boys.

R is for Running Mental Health Awareness Day

Running this event made me realise the scope of opportunity on offer. The trust that was given to our group of IBDP pupils to organise a day that was truly our own vision was extraordinary. It proved just how special Bradfield is.

A is for Academics

I would never have dreamt that I would receive an offer to study at the University of Oxford when I began my first day of Faulkner's. As the years went on I was stretched and challenged and had the continuity of four teachers all the way from Faulkner's to my Upper Sixth year. The offer was a culmination of that challenge from those teachers, which enabled me to achieve.

D is for Duke of Edinburgh

DofE is a very different challenge, one which was really tough but because of that I was able to gain the greatest sense of achievement from it. You are faced with adversity, your mental resilience is tested, your endurance and physical nature is tested and also your ability to carry on with a smile on your face and get on with the task is tested. For me, that is what made the experience so special.

F is for Friends

You make lifelong friends at Bradfield. You laugh, you smile and you cry with them and my support network of friends has been extraordinary.

I is for IBDP

The International Baccalaureate Diploma Programme is really tough and it changed my course at Bradfield, but it was one of the best decisions that I made during my time here. Now I am coming to the end of that challenge, I can reflect on the fact that the IBDP has stretched and challenged me. As a person, I have changed significantly thanks to the structure of the programme. It is not just learning from the syllabus but it is about learning about yourself and how to better yourself academically.

E is for Extra-Curricular

Sport has been a huge part of my experience at Bradfield. I came into Faulkner's and I wanted to do everything and I found that I could. I played football, tennis, hockey, squash and even cricket. Being able to continue hockey throughout my career here and go on to captain the side in my final year is something that I will treasure forever. I had the best time playing with

the same team for three years, sharing that journey with my teammates, improving together, going through hardship together, losing together and finally winning together was incredible. Winning the County Tournament this year was a fantastic experience and one which I will never forget.

Extra-curricular is not just about sport but everything that happens outside of the classroom. Michaelmas Goose, for me, is the epitome of everything I love about Bradfield. The teamwork and utilising everybody in my House, whether they could sing, paint, draw, dance, act, compete in Tug of War, shout, support or chant. It was about bringing everyone together for a unique shared experience to put something great together and again to win the competition was one of the highlights of my time at Bradfield.

L is for Legends

You meet a lot of legends during your time at Bradfield and by legends I do mean teachers. Lots of them made an impact on me but one in particular went the extra mile to help me throughout my Bradfield career. Mr Clegg has been my pastoral tutor, my hockey coach and the best Biology teacher and I owe so much to him.

D is for Difference

I started in Faulkner's as a small shy girl and I leave here a very different person. That is one of Bradfield's greatest strengths in that the College really makes a difference to you as a person. All the things I have mentioned before have made a difference and made me the person I am today.

I have one final challenge which is to complete my IBDP and then I will have achieved a second 'D' which will be 'done'.

Spring Concert

The new look Barbershop Boys opened this year's Spring Concert at Reading Concert Hall with an elegant performance of *Nearer, My God, To Thee*, marking a new direction for the group formed from Chapel Choir members. Sam Jenkins (C) complemented the group as a soloist and the beautiful unification of sounds and energetic alternating upbeat section set the tone for the evening, receiving deserved applause following the final note of their performance.

Big Band took the stage next and played two contrasting pieces with the usual flair and synchronicity which has seen them become the flagship instrumental ensemble at the school.

The Music Department welcomed Liz Croft, Head of Singing, back from maternity leave as she directed the Chapel Choir for their two songs *Cantique de Jean Racine* and *Peace of God*. The former, performed in French, has become a favourite for the choir who had performed it earlier in the term in the Royal Holloway Chapel alongside their resident choir.

Their second piece, by the English composer John Rutter renowned for his beautiful choral music, showed another dimension to the ensemble with members of all year groups consistently representing the College in each of the ensembles performances this year.

100 years on from the end of the First World War, Bradfield's Saxophone Ensemble performed *Fanfare for the Common Man*, directed by Hayley Lambert from the alto sax having lost the principal to illness earlier in the evening. Having begun the piece with the iconic percussion opening,

including bass drum, timpani and tam tam, the audience was presented with a haunting sax duet which captured the sincerity of the piece.

Bradfield Bellas brought the first half of the concert to a close with a rendition of *Stand By Me* featuring Chanel van der Merwe (J), Katie Mazur (K) and honorary Bella Haydn Bardoe (A) on lead vocals. The trio sang the first verse with musicianship and individuality all within the confines of a close harmony group as 30 girls of the Bellas joined for the remainder of the song.

This was followed by a performance of the Oscar winning song *This is Me* from the movie *The Greatest Showman* with solos sung by two of Bradfield's Upper Sixth Formers Jess Raja-Brown (K) and Georgie Cockburn (J).

Alice Masquelier-Page (I) and Elise Golding (K) spoke passionately to the audience during the interval about the charity partnership our pupils have begun with OSCAR Foundation. The girls have taken on leadership roles for the charity in order to raise money for the Indian based Foundation's upcoming girls' football tour of the UK.

Schola Cantorum started the second half with the traditional song *Deep River*, arranged by Ken Burton, showing off the different timbre of the human voice with a well-crafted performance.

The next three items formed the now regular 'Solo Spotlight' element of the concert. The first performance was from the exceptional Katie Mazur, who has recently been offered four scholarships to some of the UK's top music conservatoires and has accepted a place at the Royal College of Music. The violinist performed to an audience that included various Heads of Music at

local Prep Schools, one of whom said, "Katie made the wooden box sing." Katie played this piece as a dedication to her first violin teacher who had recently passed away.

The spotlight then shone on Elise Golding, partnered by professional jazz pianist Simon Lasky. Her performance of *Old Devil Moon* was fresh and had a relaxing air about it. It was exceptional to achieve this during such a formal event and the improvised scat singing went down a treat with the audience.

The final spotlight performance was a duet from two of the leads from Bradfield's upcoming musical *Godspell*, Alice Scammel (M) and Phoebe Davies (J) who shared a captivating chemistry on stage and we are certainly looking forward to their appearances in this summer's musical production. Tom Klafkowski (G) (piano), Katie Mazur (violin) and Hamish Newall (E) (drums) accompanied them and the latter continued at the end, performing a three-minute drum solo which doubled as an intro for Jazz Band. Vocalist Georgia Ward's (J) smooth tone enhanced the dynamic rendition of *Mambo Swing*.

The band were joined on stage by the returning Bellas to close out the concert with a mash up of Stevie Wonder's *Signed, Sealed, Delivered*, fronted by Alma Al-Badger (LI). Phoebe Davies and Chanel van der Merwe. It was a delight to see so many young people on stage entering into the spirit of storytelling through music and enjoying performing in front of a large audience.

The concert embodied the inclusive direction of the Music Department as it seeks to provide a mixture of enthusiasm and expertise.



Stepping Out - Dance Showcase

From ballet and tap to contemporary and hip-hop, this year's annual Bradfield Dance Show really showed the diverse talent of the College's dancers. Entitled *Stepping Out*, the two-day event included three group numbers, nine solo pieces and four duets.

This has been my third year as Dance Captain and I had been looking forward to the show since the start of the year. With Mrs Hunkin on maternity leave, we had a change of teaching staff this year with Michael Newman taking leadership of the Dance Company for the year. Organising the show is great fun and Mr Newman and I put a lot of work into displaying our pupils' dancing strengths.

It was wonderful to have three Faulkner's pupils participate in this year's show while for two Upper Sixth members of the company it would be their final chance to perform.

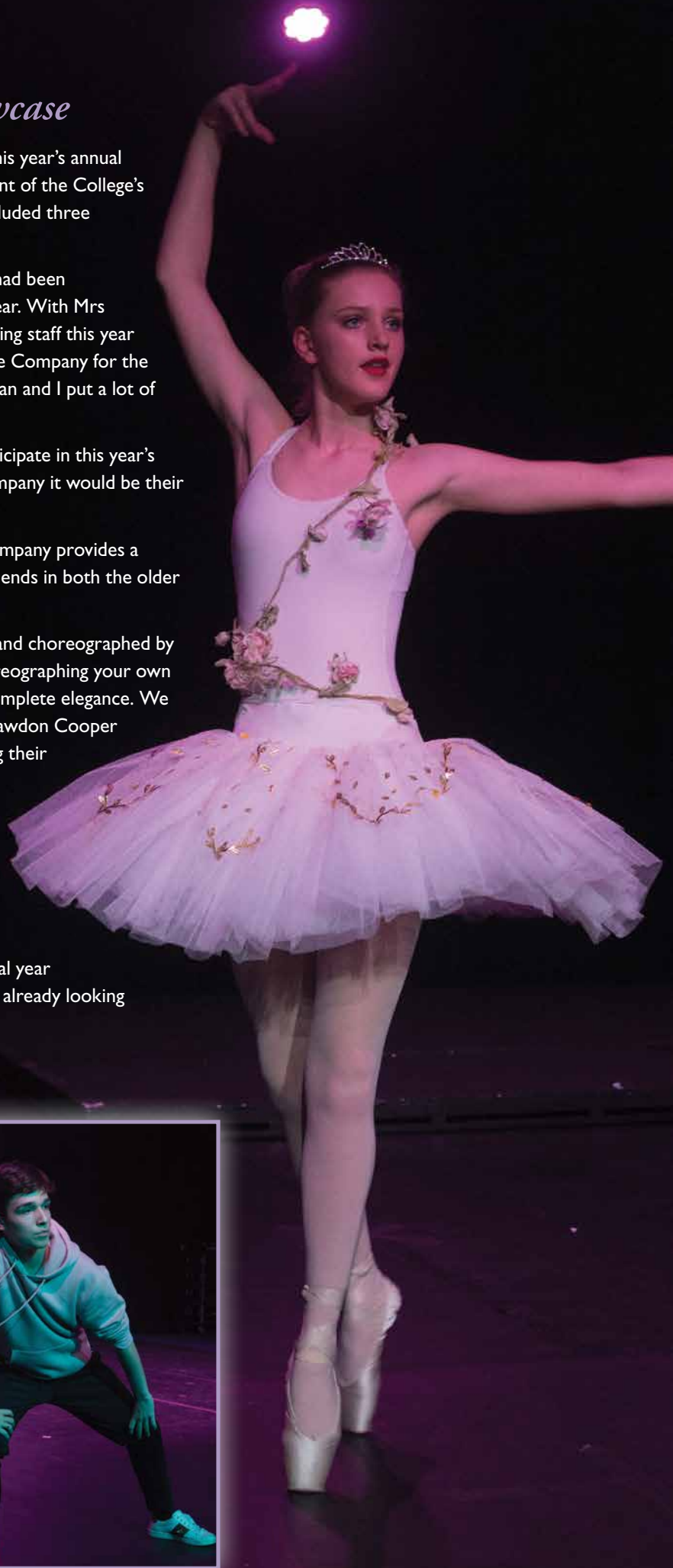
With members from each year group, the Dance Company provides a bonding experience with the opportunity to make friends in both the older and younger years.

This year's show featured a pointe piece performed and choreographed by Keziah Carlier (M). To be in Shell (Year 10) and choreographing your own routine is outstanding and Keziah performed with complete elegance. We also had pieces performed by Kate Parkin (M) and Rawdon Cooper (A) that left the audience in awe with the duo making their dancing expertise look effortless, again thanks to their choreographing.

We cannot thank Mr Newman enough for helping us create the group pieces and putting the whole show together, it really would not have been possible without him.

I am thoroughly looking forward to going into my final year at Bradfield as Dance Captain and I know people are already looking forward to the 2019 show.

Kia Lawrence (I)





Earlier this year Upper Sixth leaver and talented violinist Katie Mazur (K) received the news that she had been offered four scholarships to some of the UK's top music colleges and conservatoires. Here, Katie talks to 'The Bradfieldian' about her Bradfield experience, her musical highlights and her dreams of becoming a professional musician.

A Musical Future with Katie Mazur

When did you first pick up a violin?

I first picked up a violin when I was seven years old. I wanted to play an instrument because I had heard one in a concert which really inspired me and from then on I was hooked.

When did you achieve Grade 8?

When I was 13 years old and took the exam at the Junior Department of the Royal Academy of Music in London which I had joined the year before. I was part of that academy for four years.

What was the first competition you entered as a violinist?

I think it was the following year at the Marlow Festival of Music and Drama. I performed for two days and ended up winning the Lucero Cup for Outstanding Violin Performance in the U18 category. I took it really seriously because I wanted to learn a lot from the experience. Winning gave me so much confidence and drove me to continue playing to the best of my ability at subsequent festivals and competitions.

How has Bradfield helped during your development into an outstanding musician?

The College has certainly helped me to build confidence which helps when performing on stage in front of large audiences. Performing in lunchtime concerts, end of term concerts and the Bradfield Festival has given me the opportunity to expand the spectrum of music that I play. I now play a lot of jazz music which I didn't before I came here and I also sing a lot more than I ever have, both solo and in the choir.

What guidance have you received from Bradfield's Music Department over the year?

The whole Music Department has been so helpful by guiding me to the right places throughout my five years and I think that has been pivotal in helping me achieve my place at the Royal Academy of Music. They have been instrumental in encouraging more musicians to play at the College so that we have been able to have a full orchestra, more string ensembles and huge choirs and that has helped everybody to improve.

What other aspects of your Bradfield life have you found the most enjoyable?

It is an amazing place, there really is no place like it. I have tried to grab every opportunity that Bradfield has offered. I have taken part in CCF, tried a lot of the sports available to pupils, enjoyed my academics and even been privileged to play in big Drama productions including a lead role in one of the Shakespeare Summer Productions which was a great experience.

What has been the highlight of your musical experiences outside of Bradfield?

In 2016, I achieved a place in the Berkshire Youth Symphony Orchestra. They invited me to play the solo for *The Lark Ascending* in Tianjin, Beijing and Shanghai on their tour of China in some incredible performance spaces. I was really nervous as that was my first experience of playing with an orchestra and having a big solo but it went really well and opened my eyes to the possibility of playing professionally in the future.

You headlined your own concert at the beginning of your final Summer Term. What was that experience like?

It was an unbelievable experience and a lovely farewell to Bradfield. Originally I had asked the Music Department if I could play a piece at a lunchtime concert and dedicate it to the College for all the support I have received but Mr Lowe and Mr Etherington offered to not only allow me to have an entire concert but to stage it in the *Jacqueline du Pré Music Building* at St Hilda's College, Oxford. I performed a wide repertoire of pieces with classical music featuring heavily in the first half while branching out in the second half with some jazz and singing.

What does the future hold for you?

In September, I will begin my education at the Royal College of Music in London where I have won a scholarship. I'll be studying classical violin with Professor Berent Korfker who I have worked with before and is an amazing teacher. It is going to be difficult but that will only help me to grow as a musician. All of the support I have received from Bradfield has gone a long way to making my dream of becoming a professional musician move a step closer so I am really grateful.

Theatre Studies pupils take Little Bee on the road

A Level Theatre Studies pupils began their academic course in September with the *Little Bee Project*, with Head of Drama, Nic Saunders, encouraging his class to see themselves as theatre makers and challenging them to create an original piece that would be seen by an external audience.

"I wanted to throw the class in at the deep end and see how they would react. Bradfield pupils always rise to the challenge and I knew they would come out of this project as a closely knit group ready to try anything the syllabus had in store for them!"

The five pupils joined together to adapt Edward Gibbs' children's book *Little Bee*, creating a colourful and dynamic piece of children's theatre which was so popular with an audience of local children that they were invited to embark on a Prep Schools tour during the Lent Term. The pupils visited Cheam, Hall Grove and Elstree, delighting audiences with their interactive theatre.

Nic Saunders was thrilled with the pupils' achievements, commenting, "I hope the experience of creating a show, which they have been able to transport in a single van, has opened their eyes to what theatre really is and what it can do. Seeing so many young children enjoying their work has been very satisfying."

The pupils themselves were full of pride for their creation and discussed with *The Bradfieldian* how they developed the piece from book to stage.

Alice, who played the Rattlesnake, spoke about the initial challenges they had when they first read the book.

"I felt the lack of dialogue was going to be a challenge but also an opportunity. It gave us something we could build on with original content."

Kia, who played the role of the Mongoose, felt the biggest challenges came up during the rehearsal process.

"Playing contrasting characters was a big hurdle to overcome. Initially it was difficult characterising a lion, a snake, a mongoose, a frog and a bee, as we knew they had to be believable for the children. However, the more we rehearsed the more sure we became that our audience would be able to connect with us and believe in the story we were telling."

Annie, who played the frog, reflected with pride about how the show changed

once they had taken it on the road.

"Being able to see that the work we created really entertained children has been a massive achievement. Performing it in different schools definitely encouraged a change in the feel of the show every time we performed it. That change added to the excitement and anticipation and the more we do these things the more my confidence grows."

All the pupils were able to take a great deal away from their first major academic project of the course and are already looking to utilise their learning in their upcoming studies.

"The project helped me to gain more confidence and taught me the importance of putting one's effort into the teamwork," Keyi, who played the Bee, commented. "Getting a practical taste of the techniques associated with Brecht, who is our key practitioner in Lower Sixth, was a great way to start the course."





The Burston School Strike

Arguably the highlight of the Lent Calendar for the Drama Department is the Faulkner's play and this year Director Leah Rees chose to adapt *The Burston School Strike* by Roy Nevitt for Bradfield's budding actors and actresses.

The production retold the dramatic story of the longest strike in history by the children of a small village in Norfolk. On 1 April 1914, pupils of the Burston Village School, supported by their parents, took to the streets in protest at the dismissal of their teachers, Tom and Kitty Higdon. The strike lasted for over 25 years.

By total coincidence, it was discovered during the rehearsal process that Faulkner's pupil Didi Higdon had been cast in the role of one of her distant relatives, Kitty Higdon.

Over 500 people attended the three shows and with a cast of over 40 Faulkner's pupils, it would be unfair to single any of them out as they all worked so hard as an ensemble throughout the rehearsals and performances.

Told through the eyes of a modern day History teacher, Bradfield's adaptation saw the pupils reenact key historical moments from the story as lessons. The large cast handled the material with maturity and we are looking forward to seeing more from them in future Bradfield productions.

Director Leah Rees was full of praise for the Faulkner's pupils. *"It has been a real pleasure to work with the cast on the Faulkner's Play 2018. Of course it was a challenge to get everything in place for the opening night with all the other demands of a busy school, but the cast have worked so hard to make it work. They have had to deal with playing various characters and often had to deal with complex and 'wordy' material. We hope we managed to capture some of the revolutionary Burston spirit that makes this a story that continues to fascinate and resonate over a century later."*





Technology in the
evolving classroom

As an insider of both the technology and education sectors I often ponder if traditional schooling, where the focus is on grades and exam answers/technique, stifles learning in the wider sense. A necessary marker is one's "understanding" and applied conformity to recall and reproduce what the examiner will be looking for, but what about deeper enquiry that potentially throws the teacher an in-classroom curve-ball and sets pupils off on an extraneous tangent?

Partial relief comes in this modern era, in the format of online resources, where true hunger for knowledge is fed in abundance - an autodidactic tendency is not neglected here if you have a solid Wi-Fi connection. Here at Bradfield, I have observed first-hand how this element differs more than any other.

The cultivation of the individual is nurtured holistically, the teacher stimulates the appetite – arousing in-class discussion even if the subject matter falls outside of curriculum criteria, so the pangs of the intellectually curious truly take hold. The tangent is fuelled not frazzled, promoting exploration, often in collaboration with peers in one's own time.

“This constitutes a substantiated depth of knowledge, often a spontaneous symptom of ‘falling in love’ with a subject.”

The teacher is vital here in providing a sensible steer, filtering content bias and hearsay while emphasising resource ratification and educating the learner of this modern era in how to curate effectively and differentiate reliable sources from 'fake news'. It is therefore of paramount importance that we offer an unshackled but safe online experience, where the curious mind can burrow deep into a rabbit-hole of bespoke information outside the scope of rigid subject material but



of great value to the genuinely intrigued. This constitutes a substantiated depth of knowledge, often a spontaneous symptom of 'falling in love' with a subject, which promotes rapid cognitive development, confidence and self-inspired study *modus operandi*.

“For such a self-motivated response to succeed, the classroom and wider environment must be conducive to the endeavour.”

This pastoral appreciation prevents marginalisation and encourages free-thinking that stimulates the frequently cited genius of early childhood [1]. The flexible thinking (neuroplasticity) of the young mind holds fewer strict boundaries and therefore allows for creativity beyond the “normal”, conditioned constraints of a 21 year old adult [2]. Rigid definitions are yet to crystallise, allowing for a fresh self-steered interpretation. Not all will unravel a valid alternative to current thinking but just occasionally something quite special happens [3], moreover the act of pursuing an alternative is positively encouraged, which is so important when nurturing an inaugural thirst for knowledge.

For such a self-motivated response to succeed, the classroom and wider environment must be conducive to the endeavour. Our IT Department is currently in the process of refreshing all rooms with state of the art interactive SMART board technology as well as write-on wall overlays and glass, so ideas and tangential enquiries aren't stifled but given a space of reference. We have worked hard to ensure Wi-Fi is ubiquitous but growing bandwidth demands keep us on our toes as devices per pupil increase every 12 to 18 months – from wearable tech (smart-watches) to iPhones our children's relationship with technology is more symbiotic than ever.



Inspirational audio/visual solutions are also key here, as findings and innovative elaborations are presented back via bold solutions that capture the attention of the audience. This may be in the form of an Ultra HD projector or 90" UHD touchscreen backed up by multiple watts of bass-bolstered amplification, importantly the playback device should convey the statement and be impressive in selling the sentiment.

“If the environment is inspirational than those that use it are more easily inspired.”

Recently we assisted in providing real-time interactive classroom sessions with experts located in the US, emphasising the irrelevance of geographical distances/ boundaries, a leap that has already changed the working environment for many of us. Our next venture is virtual and layered reality, where location of interaction becomes a personal experience, perceived within close personal space regardless of physical proximity.

Our goal is to upgrade and continually refresh the infrastructure housed within the College. This approach is fundamental in the operation of a BYOD (Bring Your Own Device) setting; It also enables us to pull on Cloud resources with conviction but perhaps most importantly it provides our primary users with the confidence to perfect their research proficiency and learn outside the boundaries of any set subject matter, providing and encouraging a greater depth of knowledge.

Ultimately, if the environment is inspirational then those that use it are more easily inspired.

Trevor Benstock - Director of IT Services

[1] <https://www.youtube.com/watch?v=BHMUXFdBzik>

[2] <http://medind.nic.in/icb/t05/i10/icbt05i10p855.pdf>

[3] <http://www.kptv.com/story/34415847/portland-teen-discovers-cost-effective-way-to-turn-salt-water-into-drinkable-fresh-water>

<http://newsfeed.time.com/2013/05/22/18-year-old-invents-under-30-second-phone-charger/>

<http://www.bbc.co.uk/news/av/uk-england-london-39674169/schoolboy-invents-coding-system-to-help-heart-surgeons>

<http://www.cbc.ca/kidscbc2/the-feed/kids-have-great-ideas-6-famous-kid-inventions>

Team and individual second in Clay Shooting

The team of Tom Wright (G) (Captain), Ed Capps (G) (Vice Captain), Aaron Ward (A) and Cameron Andrade (C) beat some of the top school teams, including Millfield and Marlborough, to secure second place in team and individual events at the Harrow Fido Clay Pigeon Shooting Challenge.

Aaron Ward missed out on first place in the individual contest by one target with Cameron Andrade shooting a creditable ninth place. Competing as an individual, Ned Spencer (LH) equipped himself well and in good humour; encouraged by the team, he should develop into a valued team member. With Shooting Captain Tom Wright and Vice-Captain, Ed Capps in attendance, the team spirit was very positive and good natured despite the difficult conditions.

Sarah Daly, Head Shotgun Coach, was pleased with the way all the pupils tackled some tough targets on a very

cold, windy day to post some impressive results.

Once again, there was positive feedback from the referees on the good manners of the Bradfield team and on their safe gun handling skills and shooting technique.



Rifle Shooters earn GB selection

Continuing with recent tradition, Bradfield's shooting individuals have impressed national selectors once more with fine performances throughout the season and at trials.

Cdt Christina Cuming (M) of the Army Section enjoyed a superb week of shooting over Easter and earned a call up

to the UK Cadet Rifle Team. She will travel to Jersey with the team this summer for the U16 shooting tour.

Senior shooters, Corporals James Dixon (F) and Hugo Donovan (C) were selected for the British Cadet Rifle Team 'The Athelings' and will travel to Canada to compete in a number of competitions this summer.



1stXI footballers achieve historic double

"This is for the school"

After watching arguably the greatest 90 minutes in Bradfield's football history, an ecstatic Luke Webb was back in the dressing room, clutching the trophy and dedicating his team's historic ISFA Cup victory to everyone at Bradfield.

"I am so happy. The performance was so great. The first half we played our way, second half we had to play their way and we still did it. That innovative free kick when our backs were against the wall. This is for the school."

The free kick Luke was referring to led to Jack Hodgkinson (H) scoring Bradfield's third goal of the night, effectively sealing their 3-1 win over Repton to claim the College's first ever Boodles ISFA Cup and complete the double following the successful defence of their ISFA League title a week before.

It was a case of third time lucky for Coach Luke Webb having seen his teams reach the final at Stadium MK three times in the last five years. However, while the league final had been won 1-0 in extra-time thanks to an outstanding performance from goalkeeper and Captain Quinn McCallion (H), Luke watched his team finally lift the ISFA Cup in the allotted

90 minutes thanks to superb team performance with goals from Ethan Yeung (H), Tom-Eric Mullikas (H) and Hodgkinson.

Nearly 1000 Bradfield pupils, teachers, Old Bradfieldians and support staff travelled to Milton Keynes to witness Bradfield's fourth ISFA Cup final appearance in the competition's 27 year history, and they did not have to wait long to celebrate.

The boys dominated possession early on and were rewarded in the tenth minute through a second wonder strike in successive finals from Man of the Match Yeung.

Joel Valentin (D) played the ball through the middle to Hodgkinson who showed excellent control to take the ball on the turn and drive into the open space before finding Yeung. With his back to goal 25 yards out, the striker showed great strength to hold off his defender and turn before curling a right-footed shot into the top left corner to give Bradfield the lead.

With 30 minutes on the clock, Bradfield doubled their lead. A quickly taken free kick set Ed Sideso (F) down the left channel. He fizzed a ball towards the near post which hit the Repton keeper's leg and ballooned up with Mullikas in the right position

to pounce, heading into an empty net from just a couple of yards out. Bradfield comfortably closed out the half and looked to be on their way to a famous Cup win.

Repton came out fighting in the second half and clawed their way back into the game ten minutes after the restart with a well-worked headed goal but Bradfield continued to attack and were rewarded for their efforts when they won a free kick 25 yards out just ten minutes later.

Valentin tricked the wall and played it short to Sideso just inside the box and he flicked the ball confidently out to Hodgkinson who was in acres of space eight yards out. The striker took one touch to bring the ball onto his left foot before getting a shot away under pressure from three Repton defenders, lifting the ball past the keeper into the far right corner.

Bradfield closed out the match comfortably and were presented with the famous trophy by former Bradfield Housemaster and teacher Chris Saunders (SCR 64-80).

Captain McCallion, who had suffered a bad shoulder injury during the match and had to watch the final 15 minutes from the bench, ran onto the pitch after the final whistle to celebrate with his teammates but it was not long before he was giving his assessment to The Bradfieldian.

"It feels amazing. This result has been a long time coming and I could not be happier. I just want to say a huge thank you to everyone that made the journey tonight, even those who are not big football fans but wanted to come because they love the College. They have made the night so special, they have helped us so much and this victory is for them."

Congratulations to the team as well as Luke and his assistants, Jonathan Shafe and Trevor Benstock who have contributed so much to the football programme.





YOKOHAMA

STADIUM

Fill yo

The
BODLES
ISFA CUP
WINNERS 2017-18

Goals and strong progress for girls' netball

It has been a successful term for girls' netball with 19 teams playing nearly 150 fixtures. To see such a large number of girls participating in the game with significant energy and demonstrating great skill is remarkable and the game continues to go from strength to strength.

The 1stVII began preparations for the season with a day of training with coaches and players of professional Super League side Surrey Storm. The young first team squad gelled nicely as a unit through the first half of term and went on to remain unbeaten after long leave. Their excellent performances in beating Cheltenham College 20-19 and drawing 16-16 with King Edward's on the last day of fixtures was evidence of this.

This was a fitting way to honour their coach and Head of Netball, Tina Wood, who stepped down from the role at the end of the Lent Term. Tina has been a committed servant to the College in this role, delivering strong technical sessions to a vast number of girls, calmly organising the netball programme and undertaking a significant amount of coaching work in local Prep Schools. She has also been instrumental in organising both the Bradfield U18 Invitational Tournament and the U10 Prep School Tournament, both of which attracted 11 teams from across the South. We cannot thank her enough for her significant contribution to the netball programme over the years.

The sport has been particularly popular with the Sixth Formers as over 50 senior girls entered into teams. The 2ndVII somewhat mirrored the 1stVII's progress and, after losing their first four games of the season, they dug deep and responded with four excellent victories from their last five games. Meanwhile, the 3rdVII and 4thVII enjoyed equal success, both losing just two games all term.

In the junior years, the U15 age group were the standout performers, losing only seven of their 39 fixtures across the five teams. Particular mention should go to the U15A and U15C teams who recorded the outstanding feat of remaining unbeaten, the former scoring a staggering 290 goals in the process, whilst the latter finished with an impressive goal difference of +163. Success was not confined to these teams, however, as demonstrated by the fact that four other junior teams (U15B, U15E, U14B and U14C) also lost two or fewer fixtures.

Thanks should go to all the staff for their hard work and commitment coaching the teams this season and for ensuring it was such a successful term for the Netball Club.





League titles and unbeaten seasons for boys' hockey

It has been a busy term for boys' hockey with the 16 teams competing in more than 130 matches since January and there has been success across the age groups.

The 1stXI, 4thXI and UI6Bs won their respective leagues and the future looks particularly bright with the UI4As and UI4Bs finishing second in their leagues while the UI5Cs and UI5Ds enjoyed unbeaten seasons.

All these achievements contributed to the College finishing second overall in the Independent Schools Hockey Super League that accumulates the points won by all teams across the league season. Bradfield played 86 league fixtures, winning 44% of them, a superb accomplishment.

For the 1stXI in particular, the team's excellent results are testament to the progress they have made during their time at the College and how positively they have responded to the high level of coaching. They scored 17 goals at an average of three a game during their league campaign, losing just once, and enjoyed a good run in the National Plate ending in a close third round loss against Dr Challoner's Grammar School.

The successful junior teams included the free scoring UI4As and UI4Bs who found the net 27 and 20 times respectively to finish second in their leagues. The unbeaten UI5Cs

and UI5Ds had rock solid defences as well as strong goal scoring capabilities with the Cs conceding just three times in their seven successive wins and the UI5Ds just twice in their six wins and one draw.

In the Berkshire County competitions, the UI4s and UI6s played some very good hockey only to narrowly lose out in the semi-finals. Participation has been at an all-time high with 16 teams showing the ever-increasing popularity of the sport. Faulkner's have had five teams playing regularly and the UI4Es only lost once as they nearly went through an unbeaten season of their own.

With so much success, it is perhaps unsurprising that many of the College's players are being considered for international honours. UI5 players Sami Virji (F), Anthony Peche (LA) and Archie Skingley (LC) are all attending Development Centres on the England Hockey Player Pathway, while Archie Sweeting (D) is part of the England Hockey Advanced Apprenticeship Scheme.





Marketing, Branding and Advertising Challenge

Each year the Shell take part in a two-day event focussed on the world of marketing and the power of branding. To kick off the challenge, Baba Awopetu, Director of Strategy and Marketing at Optegra provided pupils with an insight into the impact of marketing and the power of strong branding. Baba also talked the pupils through the role that digital marketing and segmentation plays in commercial decision-making, focussing on gaining knowledge of your customer base to understand where to focus marketing efforts.

The Shell pupils had the opportunity to apply this knowledge the following day in their Advertising Challenge. In groups, pupils were tasked with picking an object to use as inspiration for an entirely new product before getting even more creative by preparing a marketing pitch which they had to present to a panel of judges, made up from experts in their respective marketing, branding and advertising fields.

The support from the parent body within the year group was excellent with five judges coming in to select the finalists and the overall winner. The idea of the day is for

pupils to learn to work in a team with people that they may have never worked with before, working to tight deadlines on a collaborative project and gaining vital presentation and public speaking skills. It helps to begin to build their communication and innovation skills in a fun but interactive way.

Following the first round of presentations, the top five campaigns were selected to pitch again to the whole panel of judges and in front of their peers. There were some imaginative ideas, including an environmentally friendly plant pot, an innovative tea brand and an all-in-one camping tool. The judges were very impressed by the presentation skills on show as well as the imagination and creativity behind some of the products.

You can watch a video of the day by scanning the QR code.



Communicate to Compete and COBRA

Lower Sixth pupils experienced a recruitment and assessment style exercise run by Inside Knowledge, a company that delivers programmes to schools all over the country. The COBRA exercise builds on the types of activity that often play out in assessment centres that are commonly used by companies as part of intern, school leaver and graduate recruitment processes.

During the exercise pupils had to work as a team and appoint a leader in order to decide how to handle different pieces of information and the impact their new knowledge had on a hypothetical but critical situation facing a country or company.

Many of our current Upper Sixth have benefited from this type of activity with a number of the year group going through a similar recruitment process and some even securing excellent apprenticeships already.

Talks and Lectures

At the beginning of the Lent Term, Lower Sixth pupils attended the annual Horizons talk on next steps. The talk highlighted the need for research, introduced the UCAS timetable and unveiled some alternatives to university.

In addition, a representative from Unifrog (an online tool that provides a one-stop-shop for students to explore their interests, then find and successfully apply for their best next step beyond Bradfield) took them through the log on process and how to navigate their way around the system.

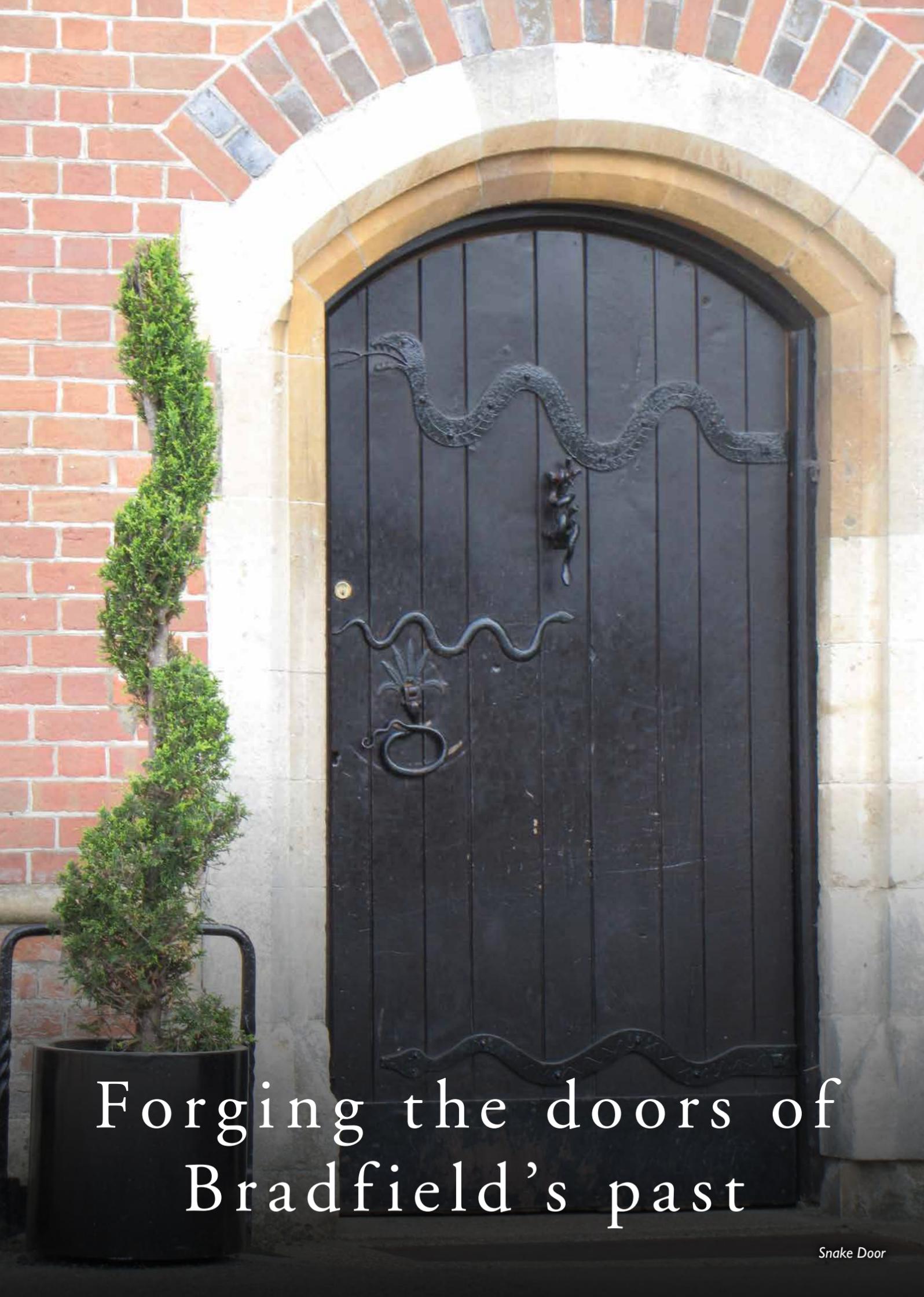
Unifrog offers access to apprenticeships in one place, a vast range of MOOCS (Massive Open Online Courses), as well as universities in the UK, US and Netherlands. A large number of pupils have already begun to make shortlists of options based on their research using the tool. Access to this has also been given to all parents of Lower Sixth pupils as well as Tutors, Housemistresses and Housemasters.



Meet the Professionals

Bradfield Horizons' regular 'Meet the Professionals' networking event was held in March. Eighteen professionals from varied sectors met with Fifth Form pupils providing their first opportunity to learn the art of networking. The pupils took real advantage of the event with some impressing the professionals so much that they were able to secure work experience opportunities. In addition, the newly established Lower Sixth Entrepreneurship pupils, led by Colin Irvine, attended to meet with three specially selected entrepreneurs and they used this time well, diving straight in and engaging the professionals in a number of discussions.



A black wrought-iron door with snake motifs, set in a stone archway next to a red brick wall and a potted topiary tree.

Forging the doors of
Bradfield's past

When Arthur Holloway died in the summer of 1923, his tribute in the Bradfield Chronicle at the time noted that the College had lost “one of its most valued guides and counsellors”. The name may not be familiar to many of the College’s most recent incumbents but previous generations of Bradfieldians will have known him as the Blacksmith of Bradfield.

Described in that same Chronicle article as “a fine man with a commanding head and keen, but kindly eyes”, it was also noted that many pupils were fascinated as they watched him work at the forge at the bottom of the hill. Even in his last years, Arthur’s advice and craftsmanship were always sought whenever a difficult piece of building construction or machinery called for his particular set of skills.

His fame as an ironwork artist grew nationwide in later years and many will possess specimens of his work in their homes. The College is adorned with multiple examples of his beautifully crafted ironwork, in particular on the doors to Chapel and Main College (Snake Door) as well



Arthur Holloway in his workshop

as many others around Bradfield’s historical site.

The following research, by Events Manager Karen Ward, stemmed originally from a house in Pangbourne with a similar front door featuring the famous snakes of Arthur Holloway. The house was built by Old Bradfieldian Richard Grant in the early years of the 20th century.

Amongst the familiar features on the Pangbourne door was a latch on the inside in the form of a snake. **Snake Door** is widely thought to have had a similar latch before its removal to add a modern lock in the mid 2000s.

While the College has expanded to encase much of the surrounding village, the original setting was an original English red brick and flint Manor House, situated with a North-facing front door. The site in which the Manor House once

stood now houses the Headmaster’s Office, Warden’s Room and newly renovated classrooms and overlooks the Quadrangle to the West.

The Manor House contained Snake Door in its original setting, known then as the Founder and Headmaster’s (Rev Thomas Stevens) front entrance. Noted College historian John Blackie described it in his book *A History of Bradfield 1850-1975* as “the only one in the place which can be reasonably called ‘the front door’”. The door owes its name to the wrought iron hinges in the shape of snakes, alongside other snake embellishments, including a knocker and the original latch, which were typical of Holloway’s work.

The door provided a backdrop to many of the College’s early formal photographs including ones for sports teams and houses.



Chapel Door



Hare & Tortoise Door

Of equal importance to Bradfield is **Chapel Door**; a heavy oak door embellished with beautiful decorative ironwork. Described by Blackie as “perhaps the finest example of his work”, a closer investigation reveals snakes, vine-like plants, flowers and dragon-like heads all adding interest to the decoration.

decorative wrought iron gates which will be recognised by all Bradfieldians.

During the research for this article, the original key for the Bursary Bottom Door was returned to College and still operates the old lock which now leads into the Security office, under the College Gateway, although of course the door is now controlled by much newer technology.



College Gateway

Known as the ‘Warden’s Den’, the **College Gateway** was constructed in 1866, forming a picturesque entrance to the College as seen in J S B Sharp’s drawing. Built as a chamber clad in red tiles with exposed beams, a central window and low square archway with heavy oak beams, the chamber was first the Founder’s Room from which correspondence was prepared. It has also been used as the Bursar’s office, a secretarial office, book store and now forms part of Army House. The roadway through the arch can be closed off by

Another of Bradfield’s historic doors is **The Hare and Tortoise Door**. Situated at the western end of the Dining Hall, it was erected in 1853 as the entrance to a multi-purpose hall based on a great medieval barn at Harmondsworth in Middlesex. The Hall became central to the pupils’ College life and was used for dining, praying and learning.

Named after the clay relief above the doorway which features Aesop’s Fable of the Hare and the Tortoise, its illustration is thought to have been modelled by the Founder of Bradfield himself. Underneath is an inscription in Greek, which translates: ‘Because often labour conquers a negligent disposition’ or ‘Hard work overcomes an idle disposition’.

We would love to hear from any Old Bradfieldians and members of the SCR over the years who have original ironwork from the Bradfield Forge or who have modelled aspects of their own homes on any features from Bradfield.



1850 Society Annual Gathering

The 1850 Society recognises the generosity and kindness of all those who have decided to remember Bradfield College in their Will. Fundraising Manager Katie Green-Armytage writes about this year's annual gathering.

I had the enjoyable challenge of organising the first Annual Gathering since the re-invigoration of the 1850 Society last year. But how do you organise an event that does justice to such an important group of people? How about organising it around something that they would remember; a constant in the Bradfield calendar. Why not the Steeplechase?

Choosing this focal point succeeded from the perspective that everyone could remember the Steeplechase but failed to take into consideration that 1850 Society members are an incredibly organised and active bunch and even months ahead many already had alternative plans! I did, however, manage to gather a dedicated group, delighted to have the opportunity to return to Bradfield, witness the Steeplechase, and to experience the College as it is today, on a day-to-day basis, no frills - busy, lively and noisy. They were interested to see the many changes that have taken place and we hoped that they would feel comforted that beauty of the campus and the core values of the establishment remain the same, leaving with the impression that Bradfield is an invigorating and inspirational environment in which to learn.

All the registrants cited the Science Centre as their primary venue of interest on campus, so this became the initial focal point of the visit. The day started with some opening briefs, led by Simon Dixon (C 58-61),

"A big welcome on this my first official engagement as President of the 1850 Society. I took up the role around this time last year to assist with the 'reactivation' of the legacy programme and I am therefore totally delighted to be here, with fellow legators, today. At the same time I feel humbled to be amongst such a noble and senior group of OBs. In fact, I think Robin, you arrived at Bradfield the year I was born!"

Which received a rapid retort from Robin Salmon (B 44-49) – *"I don't think it shows!"* And that was really how the day continued – with all attendees in great humour and a real pleasure to host.

John Muir (G 70-75) and Chairman of the Foundation, spoke about the impact of historic donations, including the ability to support *Bright Futures*, the ongoing Bradfield Bursary Campaign, and historic building developments already completed. The briefs finished with Paddy Burrowes (G78-83 and Bursar) providing an insight into the campus development masterplan which elicited a great deal of interest and positivity amongst the group.

The schedule for the day then kicked-off with a visit to S9, where Gordon Stead, Head of Physics, was taking an IB lesson on 'The Spectral Analysis of Gases' The attendees were mightily impressed with the class. I could not tell whether they were more spellbound by the change in the classroom environment or the subject matter but either way they really enjoyed the experience.

We then made our way to S6, for a lesson with Dr David Brooks, Director of Science, who had laid out equipment for the attendees to get involved in their own scientific experiment. Faced with a page of instructions, measuring cylinders, pipettes, beakers, different colourless liquids and a stop clock, there was initial confusion. Then, spectacles adjusted and measuring cylinders lifted closer to enable better visibility, the experiment slowly started to take shape. Simon Dixon's keen mixing produced our first rapid colour change, but who would be next? The competition heated



up and even when time was called, attendees kept mixing in search of the perfect result.

"I regret I do not remember many classes, but I do remember one with a great BANG. Mr Price filled a large glass cylinder with some gases, wrapped it in a cloth, took the end of the cylinder and there was an almighty Bang. All great fun!" said Paul Gray (A 49-54).

Partly in an effort to re-create Paul's memories Dr Brooks then delivered a lively demonstration that included whooshes, beautiful colours, explosive foams and some surprisingly loud bangs, which fortunately were not heart stopping moments and the group left the laboratory invigorated and enthused by Science teaching today.

John Muir also took the opportunity to sneak out of the Science class (surely not something that he practised whilst at College!) to find the room that he sponsored in the Science



Centre in honour of his Housemaster, Chris Saunders.

The tour then progressed to the Greek Theatre, where a couple of participants had paving stones laid in recognition of their donations to the Grecker renovation project.

Then, back to Main College and Hall for lunch. Attendees all went through the servery and were very impressed with the wide array of food on offer.

"Not in our day, we were on war time rations", said Robin Salmon. "I distinctly remember the whale meat sausages, not great, but then we were hungry. On Thursdays we had 'Woolton' Pie – a vegetable pie named in honour of the Minister of Food, Lord Woolton and on Fridays we had either 'mock salmon', aka dog fish or 'Snoek' and we really had no idea what fish that was."

Times have indeed changed as most enjoyed turkey steak marinated in garlic, lemon and rosemary with courgette and carrots followed by Strawberry Shortcake Tart for dessert.

Stomachs full, the group made its way to Rectory 3 for the start of the Steeplechase. On watching the pupils as they streamed over the start line, Simon Dixon commented that it was as one might imagine an advance of Mongol hordes - the speed, numbers and noise overwhelming.

Although the wind was rather brisk, spirits remained undented and the 1850 crew enjoyed watching the



pupils splashing into the Pang. They refrained from commenting 'it was much tougher in our day', mostly I think because it looked like all the runners appeared to be having fun and there was a very positive, 'we're all in this together' spirit around the event.

Ben Hutchins steamed over the finishing line well ahead of the field and Robin Salmon, winner of the 1949 Steeplechase, was delighted to present him with his winning medal. He presented medals to the Senior and Junior boys and much appreciated talking with the boys. John Muir also



caught up with G House boys fresh from their exertions.

After the tiring business of watching the Steeplechase the final stop of the day was afternoon tea with the Headmaster. Whilst munching their cream tea the 1850s scoured through the archive display – a mixture of pictures of the Steeplechase as well as publications, albums and reports from their time. David Wright (E 48-53) seemed very touched by the research that I had done commenting, *“You have gone to so much trouble to find all this information, you even found the album that I donated.”*

I am pleased to say that everyone seemed to have a great day and we



hope to encourage more existing 1850 Society to attend next year's annual gathering. The theme will be different, but the sentiment will be the same, to have fun experiencing Bradfield as it is today. It was wonderful that Christine, Simon's wife, could also join us for the day this year as we warmly welcome family members and friends as guests. We also hope that in reading this, we

might embolden anyone who has kindly already made the decision to leave a legacy to the College to get in touch so that we can add you to the merry ranks of the 1850 Society. Furthermore, for those who are interested in leaving a legacy to the College, the door is always open. Please contact Katie Green-Armytage foundation@bradfieldcollege.org.uk 01189 644 840.

FROM LEFT: Christine Dixon, John Muir, Paul Gray, Robin Salmon, Simon Dixon and David Wright.





OB Cross Country

Alumni Race - December 2017

Faced with a waterlogged Wimbledon Common and a very high-class field of runners, the OB cross country team struggled to make a significant impact at the 2017 Alumni Race for independent schools.

A record 270 runners lined up for the start of the Thames Hare and Hounds-hosted event, almost 70 more than the year before and with several schools out in force with teams comprising talented women and men.

Over in the Bradfield camp, with four of our five team members either well over 50 or on the threshold of the psychological age barrier, this was not a year of glory in the Open category and sights were set on the veterans' competition, despite being without two of our finest older cross country stalwarts.

At the younger end of the age scale, Rob Jones (D 06-11) took the honours as first OB to splash across the line, 142nd out of 268 finishers in 37:15 for the five mile

course, a placing that indicated the impressive overall quality of the field.

Not far behind, a lean Ed Talbot (E 80 - 85) had a good race, coming home in 155th place in 37:59, with the three remaining OBs sloshing home in about three minute intervals behind. Jon Salmon (B 73-78) was 175th in 39:31, his brother Robert (B 74-79), over from the US, was 223rd in 42:41 and Club Secretary Tony Henderson (E 79-84) completed the set in 233rd with a time of 45:47.

In the Open category, the OBs were 26th out of 35 teams, but a more successful 10th out of 27 teams in the 50+ category.

The OBs' annual turnout for the Alumni Race never quite reflects the school's very strong sporting heritage and the club very much welcomes participation of further OB runners. Anyone interested should contact Club Secretary Tony Henderson via tony@tonyhenderson.net

Jon Salmon

OB football team taste success

Building on the successes of our current College teams, our OB footballers have enjoyed a league title, promotion and a Cup trophy of their own this season.

The Old Bradfieldian Football Club enjoyed a quite remarkable unbeaten season on their way to claiming the Arthurian League Division One title. They became the first side in Arthurian League history to win all 16 of their games, scoring 68 goals at an average of over four per game on their way to winning promotion back to the Premier Division.

Justin Foord (C 00-04) had a very productive season, scoring 18 times and registering 11 assists while William Louis (C 06-11) and Alexander Ames (H 06-11) scored eight goals each and registered 17 assists between them.

The team also returned to the College to beat the College 1stXI who are the reigning ISFA League and Cup champions. The OBs won the bragging rights with a hard-fought 3-2 win in bitterly cold and snowy conditions on Rectory I.

The Old Bradfieldian Veterans team capped off their successful season by winning the Derrick Moore Plate for the second time. They beat Old Haileyburians Vets 1-0 in the final to add to the previous trophy win in 2010.

They reached the showpiece match after earning a gritty 3-0 victory over Old Carthusians Vets in atrociously wet



conditions. James Fox (G 97-02) scored the opener with a neat first touch and cool finish from the edge of the box. Jonathan Shafe doubled Bradfield's lead from a narrow angle before scoring again with a classy lob after half time to book their place in the final..





Ministry of
JUSTICE



Crown
Prosecution
Service



Journey to Justice
with Sophie Hasdell

Streams of business people pour out from beneath the undulating concrete facade of the Ministry of Justice building, hurriedly unfurling umbrellas to avoid the persistent February downpour as they head out for their lunch. From amongst the droves wearing grey work attire appears Old Bradfieldian Sophie Hasdell (J11-13), standing out in a mustard coloured jumper as London life speeds around her.

A graduate of Cardiff University, where she earned a Distinction in her Philosophy Masters, Sophie recently began a role as Higher Executive Policy Advisor with the Ministry. I travelled to the capital after she contacted Bradfield to praise her former Philosophy and Ethics teacher Melanie Baynton-Perret, whose 'incredible energy', Sophie insisted, 'fostered a genuine passion for the subject which inspired me to pursue it at a higher level.'

"It can be a struggle to make change happen, you have to believe in what you are doing to make it work."

I am intrigued to hear more about her journey from Bradfield to the Ministry so we join the masses and adjourn to the closest well-known coffee chain. After taking our seats at a downstairs table away from the noise, the Cardiff graduate immediately reflects on her time at Bradfield and, in particular, how her Philosophy teacher equipped her with the necessary skills and education for life which prepared her for the high profile ethics role.

"Everyone learns in different ways and for me, my Philosophy teacher Melanie Baynton-Perret's teaching style and energy really helped. She encouraged a genuine love of the subject which resonated with me and carried me

through university. In my line of work, where it can be a struggle to make change happen, you have to believe in what you are doing to make it work and make it enjoyable."

"Bradfield helped me to become more innovative and gain leadership skills."

As a teenager Sophie lived in Abu Dhabi, joining Bradfield in the Sixth Form as an international pupil. Winning the McKinnon Academic Prize in her first year for outstanding achievements in both English Literature and Philosophy proved to be an indicator of the academic success which secured a place on the joint honours English Literature and Philosophy degree at Cardiff University.

Admitting that, like many of her peers, she came in as a shy, one-track minded pupil, the former Head of Armstrong House is quick to attest that the College helped her to branch out and evolve as a person and points to Bradfield's strength in providing a genuine all-round education as key to her success.

"At the beginning I was only focussed on a couple of subjects but Bradfield helped me to become more innovative and gain leadership skills through the co-curricular offerings and the societies I could attend. I gained so much confidence which definitely helped me with university life."

"Bradfield is a land of opportunity."

Being an international pupil often meant Sophie stayed at the College on weekends but she is adamant that this only served to enhance her Bradfield experience.

"I never felt claustrophobic at Bradfield. My weekends were always well-balanced and relaxed which was really down to the community feel that Bradfield engenders particularly within the overseas boarders."

"I was given opportunities to take on responsibility. I was a Prefect and Head of Armstrong House and loved that we were encouraged to try new things or think outside the box by getting the tools to create something new."

That led Sophie and her friends to establish the Environmental Committee, an experience which Sophie credits as her vital transferable skills like organisation, structuring, working as part of a team and discussing progress. She also helped to enhance the pastoral offering by reviving a social area, known as Blundells, which could be used by all year groups.

"Bradfield is a land of opportunity and these experiences were a lot of fun and helped enhance my university application. Winning the McKinnon prize reassured me that I could juggle more than one thing and still maintain a strong academic record while taking part in all these other experiences."

"My team and I are determined to redesign the entire system to see a drop in reoffending rates."

All of these experiences have helped Sophie in her current line of work which involves reforming how education is delivered in prisons. Her team's goal is to engage and educate more prisoners, to provide them with a better education while also digitising the administration aspects.

"If you educate prisoners, when they are released they are less likely to reoffend but it is difficult because prisoners move around a lot. They lose their certificates and end up repeating courses over and over so they lose interest. My team and I are determined to redesign the entire system to get more prisoners engaged and have more continuity to hopefully see a drop in reoffending rates."

So how does one go about getting a job at the Ministry of Justice? I would not have guessed that the story would involve applying to train as a Prison Officer.

"I had heard that the MoJ were embarking on a huge recruitment drive for Prison Officers. It sounded cool and it was based in Cardiff which was perfect as I wanted to stay in the city and thought I had a good chance of getting the job."

"You need every advantage you can get when the job market is so competitive."

After being offered and accepting the job Sophie was determined to research where her new career could take her and stumbled across the Policy Advisor role on the same job page.

"I thought I had no chance but if I applied then I might be able to get useful feedback and be ready to apply if the opportunity arose again and when I had sufficient experience as a Prison Officer."

"It is important to get it right. You don't have to grab the first thing that comes along."

To her surprise, Sophie continued to be invited back to interviews and she was determined to be as prepared as possible for the final interview. A friend had got a job at the Department of Health so she phoned her and demanded to know every question they had thrown at her.

"There is a strange culture of pride where people think receiving any sort of help is cheating but I disagree. You need every advantage you can get when the job market is so competitive."

The rain has stopped and as we leave the coffee shop and say our goodbyes, Sophie has some advice for current pupils considering their futures beyond Bradfield.

"I loved my time in higher education but university is not for everyone and that is fine. If you want to take time out and not rush that is really good because it is important to get it right. You don't have to grab the first thing that comes along. As easy as it is to say, it doesn't have to be your dream, find something that will help you get to where you want to go."



OB walks length of India

At the beginning of December, Old Bradfieldian and British adventurer Olie Hunter Smart (C 96-01) celebrated reaching Kanyakumari, the southern tip of India, having embarked on an epic trek spanning the length of the country.

Olie started his journey in the Nubra Valley in the Himalayas back in April 2017 and spent seven and a half months walking 4,500km south through India, becoming the first person to complete the feat.

2017 marked the 70th anniversary of Indian Independence from Britain, something that inspired Olie to investigate this period of history. His route took in important historical locations from the colonial era and the Independence movement, including Mahatma Gandhi's Salt March, a 380km protest against

the British salt tax that united the country against British rule. As he has travelled, Olie met with local people to hear their experience of the freedom struggle, Partition and the impact Independence has had on them since 1947.

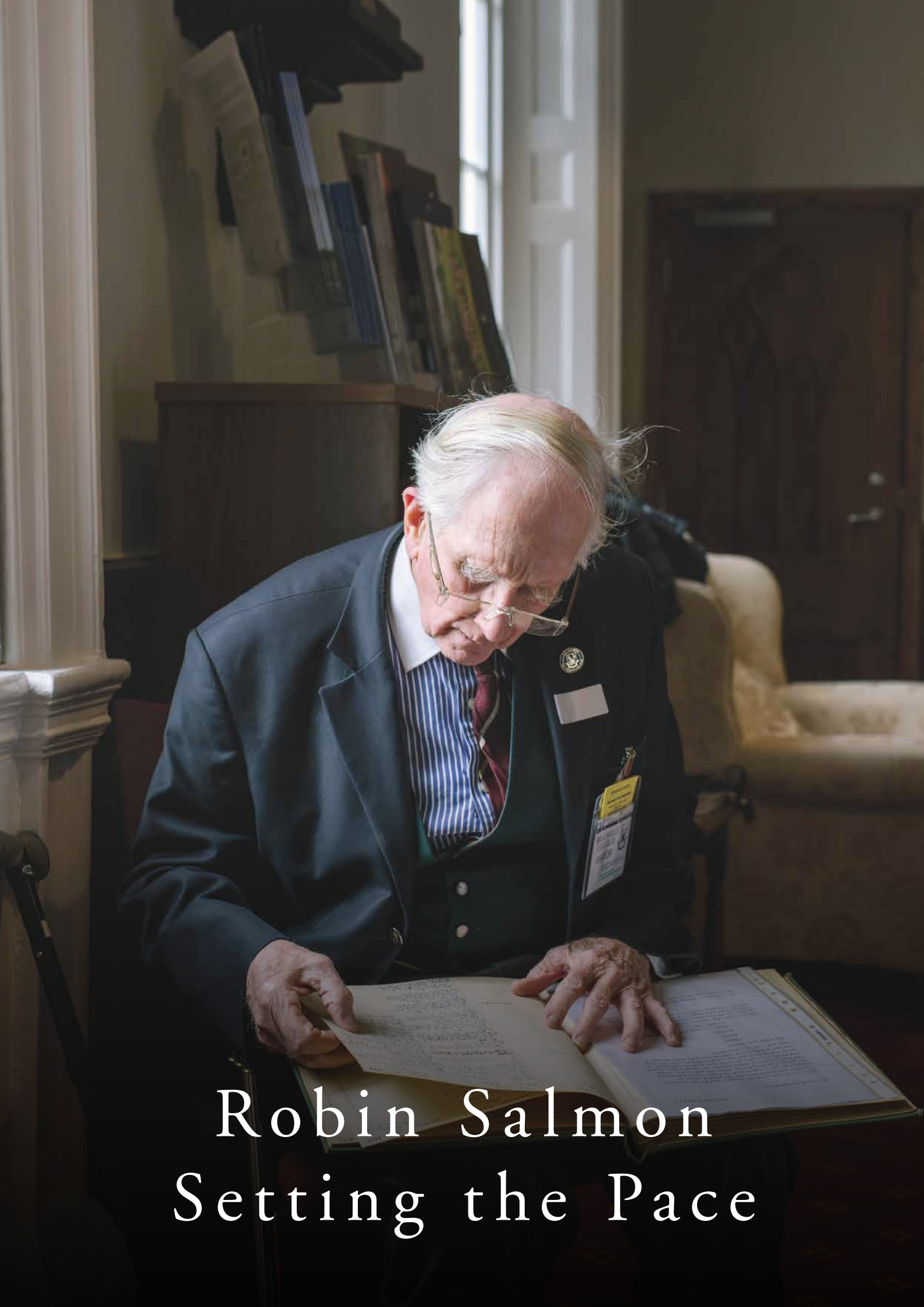
Upon completing the walk, Olie said: "It has been an incredible journey, unlike anything I could have anticipated. I was welcomed into each and every village I passed through with open arms, often staying and eating with families while they shared their stories and experiences with me. Many of these people were over 80 years old so I got to hear first-hand accounts of arguably the most important period in India's history."

The journey was not an easy one for Olie. The adventurer, who walked and kayaked the 4,000km length of the Amazon River two years ago, had to battle with high altitude,

monsoon rains, extreme heat and desert like conditions while carrying his 28-kilogram rucksack. "I thought the final few weeks would be an easy wind-down, but I ended up having to walk through a tiger reserve and endure Cyclone Ockhi, adding to the challenge. But it did keep it exciting right to the very end!"

Olie developed large blisters during his walk which later became infected. He also lost toenails and contracted giardia, a waterborne parasitic infection. If this was not enough to cope with, Olie was also arrested and interrogated by the military and counter-terrorism police but released when they understood his agenda.

Olie would like to thank the following companies for their support and sponsorship: Craghoppers (clothing); Altberg (boots); Water-to-Go (Water filtration bottles); Lifepower (batteries and solar panels), Beyond First Aid (medical training and kit).



Robin Salmon
Setting the Pace

“You were lucky if you still had all your running kit intact by the end without it being washed away,” enthuses Robin Salmon (B 44-49), remembering how tough the Steeplechase was as a swarm of mud-covered participants cross Major to complete Bradfield’s traditional running event.

“In those days you had to battle against a great torrent of water to make it across the weir pool. There was a cable to help but you really had to hold on as it was almost neck deep!”

While the weir section has been replaced with a more sensible dip in the River Pang, Robin remarked that the run is no less impressive as he enjoyed being a spectator of an event which he won in 1949.

An alumnus of B House, Robin’s return to Bradfield comes almost 70 years after that victory and he is joined by fellow members of *The 1850 Society* as the College recognises their generosity for donating a legacy.

“I hope my legacy can provide that experience for pupils who deserve the opportunity but may not be able to afford it.”

“It occurred to me how very privileged I was to be sent to Bradfield by my parents and how fortunate I was to be able to send my three sons here too”, muses Robin as I ask what compelled him to remember the College in his Will.

“With rationing in place, I was lucky that my parents had managed to get enough petrol for the car to make the journey and see me win the Steeplechase. They were pleased to have invested in their sons’ education but not everyone is able to afford to send their children here. I hope my legacy can provide that experience for pupils from a variety of backgrounds who deserve the opportunity but may not have the means to pay for it.”



“Bradfield stood out as a marvellous area for natural history in a simply beautiful setting.”

The education he received clearly left a lasting impression on Robin and I am keen to find out more about his Bradfield experience. Growing up in Staines, Robin attended the College alongside the elder of his two brothers, joining in September 1944 as the Allied Forces liberated Western Europe during the Second World War.

“Life was pretty tough back then as the War was still raging on. Rationing was the norm and The Blackout was in enforcement but the beauty of Bradfield still stood out. It was a marvellous area for natural history in a simply beautiful setting.”

As he takes in those familiar sights, Robin draws on the similarities of the College he attended and the Bradfield of today pointing to the ‘vast and excellent opportunity for sport’ as one of its many attractions.

Alongside his aforementioned running exploits, the Steeplechase winner also played squash, enjoyed fives, tried his hand at tennis, played cricket and turned out for one of Bradfield’s football teams. As if that wasn’t enough, there was one other sport that Robin was able to conquer.

“I became House Flyweight Boxing champion in my first year. It was all carefully regulated; you only had to touch gloves and if, after a couple of blows, it looked to be a one sided fight, it would be stopped.

“You needed temerity when you reached the final as, inevitably, you would be up against an opponent with a hard punch. I had a real humdinger in the 1944 final against a chap called Cotton. It was really tough but I eventually came out victorious.”

“The teaching was extremely good and the marvellous characters who taught you really made it.”

A true all-round Bradfieldian, Robin also found time to appear as a Florentine page in the 1945 production of *Twelfth Night*, Mistress Quickly in *Henry IV Part I* in 1948 and enjoyed the occasional trip down the Thames at Pangbourne as was customary for the members of Chapel Choir.

That was only a small portion of what made Bradfield a memorable experience for Robin though as he reflects on what he calls a ‘first-rate academic education that stands out above all else’.

“The teaching was extremely good and the marvellous characters who taught you really made it.”

Robin could hardly contain his amusement as he recalled how his Biology teacher had destroyed the Headmaster’s windows when he got a little carried away with a post-war bomb demonstration on the old golf course which blew a rather large hole in the ground.

“He was an Ordinance Officer in the war and used to wear his old ammunition boots and used an old key chain around his waist to hold up his trousers. It was as if he was guarding the Tower of London with all these keys attached.”

“I decided to go into the Royal Air Force. It was a very exciting time.”

After receiving comprehensive Corps training, Robin left Bradfield and, taking the advice of his father and the Headmaster, studied Medicine at Guy’s Hospital rather than going on to complete his two years of National Service as one would have assumed, before going on to become a House Surgeon and Physician.

“After a couple of years my brother returned from his army service as an MO so, just to be bloody minded, I decided to go into the Royal Air Force. I had a fantastic time and served a three year short service commission. My time included a great posting at RAF Scampton where 617 Squadron had been re-equipped with Mark I Vulcans and



one of the senior pilots had been flying Lancasters so it was a very exciting time.”

After his commission, Robin went into General Practice and also completed several hospital secondments in Obstetrics and Gynaecology, Haematology and General Medicine.

He also found time to train in Sports Medicine at St Bart’s and was the medical professional for several sports clubs alongside nearly two decades of stints in the Army Reserves and the TA with the Field Hospital and Field Ambulance.

“His legacy should be defined by the example he sets for those pupils.”

After sending his three sons to Bradfield, Robin enjoyed working as a medical consultant for benefits tribunals and then as a Medical Referee at a Crematorium.

“My role was to make sure that someone was not cremated without a definite cause of death being ascertained. When the time came a few years ago to be revalidated by the General Medical Council, I decided to call it a day. Now I can enjoy being back here at Bradfield where it all began”

My time with Robin is over and as he is whisked away to present the winners medal to this year’s Steeplechase champion I am left in no doubt that Robin’s legacy cannot simply be defined by his generous donation towards future Bradfield pupils’ education. Far from it, his legacy should be defined by the example he sets for those pupils to follow in what can be achieved if one takes advantage of everything Bradfield has to offer.

Denise Hall-Wilton Thanksgiving Service

On Saturday 10 March, the College hosted a Thanksgiving Service for Denise Hall-Wilton who worked in the Bursar's Office at Bradfield for over 40 years before retiring in 2002. More than 75 Old Bradfieldians, family, friends, former and current members of staff joined with the College to celebrate the life of a lady who loved Bradfield and its community.

Former Chaplain Denis Mulliner made the address in Chapel and Colin Burgess played the organ. Thank you to them and to David Barnes who put together some wonderful displays with photographs of Denise's life that were on display in Big School during afternoon tea.

The event also saw the reconvening of many OB Fives players photographed to the right:

Winchester Lunch

The second regional Hampshire lunch was held on Friday 9 March at Brasserie Blanc in Winchester. The event once again proved very popular. Joining the Headmaster Chris Stevens, and Alastair MacEwen of the Bradfield Society, were eighteen OBs covering all generations.

Feedback received included:

LEFT TO RIGHT:

BACK Jeremy Sinton, Mike Tremellen, Bob Dolby, David Barnes, Jeremy Ball, David Butler, Ian Mettam, Philip Last, Tony Brown.

FRONT Paula Smith and Fiona McIntyre.



"Great fun meeting new alumni and certainly feel 'part of a family'. Very much appreciated and hoping to meet again at future such occasions" *Nick Duncan (A 64-69)*

"It was great to meet several new faces locally and a wide range of serious and humorous conversations about times past and future plans" *Tony Henderson (E 79-84)*

The Society will be hosting a new Berkshire regional lunch in Newbury on Friday 14 September; more information to follow.



A CELEBRATION OF

Colin Burgess'

TIME AT BRADFELD

SATURDAY 23 JUNE • BRADFELD COLLEGE

Just dashing off to do...

- | | | |
|----------|------------------|-----------------|
| • Golf | • Tennis | • CCF |
| • Tennis | • Organ | • Maths |
| • Skiing | • Overseas Trips | • Tutor D House |

To register for this event please email: kward@bradfieldcollege.org.uk

Martin Brewer (A 43-47)

Martin Leslie Brewer left life's stage the same way he occupied it.

The end came after a couple of big wins at Newbury and a long day's racing that included a long lunch and then dinner with friends.

He slipped and fell later that evening and never regained consciousness. He, more than anyone, would have appreciated his good fortune at ending up at the best hospital for his care and he would have loved to know that he ended up in a care unit with a drinks trolley.

“He was a gentleman who in the face of almost every adversity maintained his good humour.”

More than anything he would have wanted nothing more than to go out doing what he loved, with people he loved, in a style he would have approved of.

With his passing (and recently several of his contemporaries and friends at Bradfield) we find ourselves coming to the end of an age and the end of a generation of men like him. Iconoclastic, good-natured, egalitarian and kind, he was a gentleman who in the face of almost every adversity maintained his good humour.

For those that knew him, just the mention of his name was reason enough to smile.

The mischievous grin of his that remained even in his eighties was characteristic. A photograph of him from that last day, with trilby hat, camelhair coat, a copy of the Racing Post and that smile, is so utterly typical.

“As a racing car driver he raced an Amilcar, an ERA, a Grand Prix Bugatti and a Bentley all without sustaining so much as a scratch.”

A gentlemen racer, pilot and keen sportsman, it was horse racing that stole his heart. Starting in 1948 he went to the Derby every single year, more often than not with his beloved East India Club. Outings to racetracks occupied a great deal of his time, so much so that when Edward Heath announced the three-day week in 1973, Martin wittily declared that he would not work an extra day for any man.

As a racing car driver in an era when safety was never a consideration, Martin managed to race an Amilcar, an ERA,



a Grand Prix Bugatti and a Bentley all without sustaining so much as a scratch.

“Martin would speak to everyone and treat them all as equals and with the exact same courtesy.”

Joining the RAF in 1947, Martin subsequently learnt to fly with the RAFVR. Most pilots only ever crash once and never get to talk about it, he survived two, and all for the loss of one suit when his passenger threw up on him.

Martin would speak to everyone, no matter who or where and treat them all as equals and with the exact same courtesy. He had the gift of remaining friends with all, even if the relationship had come to a close. He remained extremely popular throughout his life and the enormous number of invitations that constantly adorned his mantelpiece was testament to that fact.

Nikki Lauda, when talking about his friend James Hunt, said that some people (very few) remain alive in our minds even after they are gone, Martin Leslie Brewer is one of those men.

James Hacking

John Wrey Gardiner (G 49–53)

John Gardiner was born on 6 February 1936 in London. During the war years he was evacuated to Hereford with his older brother Peter. They returned to Parkfield Prep School in West Sussex. In 1949 he joined Bradfield and it was here that his lifetime love of sport began.

After Bradfield, John signed up for National Service. He served in the Navy on her Majesty's submarines *Sanguine* and *Alliance*. During this time John had the opportunity to indulge another lifelong passion when, as a Navy representative, he topped the bill singing at The Royal Opera House in Valetta in Malta. After National Service John joined the Parachute Regiment as a territorial. He had a spell at Lloyds of London followed by a long and successful career in the furniture business.

After leaving school John played rugby to a high standard – playing for Rosslyn Park, he was one of the founding members of their Sunday Club the Red Hot Pokers.

Throughout his life John remained a loyal supporter of Bradfield and the Waifs. He missed very few Waifs Weeks either as a player or later keen follower. Latterly, he looked forward to The Cricketer Cup each summer. As well as a long cricketing career, he played football into his forties becoming 'goalie' when his various sporting injuries began to slow him down. His passion for motorsport and classic sports cars filled the gap when he hung up his boots for the last time and living nearby he was a regular visitor to Silverstone.



John met Carol at a cricket match and they married in 1959. They have two children, Jonathan (G 75–80) and Nicola. John and Carol moved to Marsh Gibbon ten years ago where John threw himself into village life. He became well known locally for his energy and enthusiasm, helping to organise village events and to support the church and local clubs through fund raising. They were two years away from celebrating their diamond wedding anniversary when he died after a long battle with cancer during which Carol rarely left his side.

John died on 22 December 2017 in the Sobell Wing of the Churchill Hospital, Oxford. His funeral was held in Marsh Gibbon, Oxfordshire on 19 January with 300 friends and family present. John would have been delighted to see the many Old Bradfieldians among them.

John was an ordinary man with an extraordinary ability to make friends and share laughter. He is greatly missed by his family and friends.

Nikki Blagg

Michael Charles Banks OBE (D 52-57)

Michael Banks died on 10 November 2017. His Memorial Service at Great Gransden, Cambridgeshire was attended by more than 600 mourners.

He was a successful businessman, a farmer and well known in horse racing circles.

Michael arrived at Bradfield in 1952. His Housemaster was Christopher Burton Brown who retired after 20 years in D House as Michael left in 1957.

On leaving Bradfield Michael joined the family business of Sidney C. Banks Grain and Agricultural Merchants based in Bedfordshire. He was second generation in the business. His younger brother Richard (D 55-60 - Senior Prefect 1960) later joined the business and when the Company was floated on the Stock Exchange in 1973 they held the role of Joint Managing Directors.

Michael specialised in the grain trading side of the business, with particular expertise in malting barley. He was responsible for supplying barley bought from their numerous farming customers, to many of the leading brewers in England and the leading whisky distillers in Scotland. There was also a substantial amount of export business to Europe to the likes of Heineken.

The Company grew to be one of the leading agricultural merchants in England.

For seven years Michael served on the British Cereal Exports Committee and was later elected as President of COCERAL, the European grain trade association.



For all the work he did abroad he was appointed OBE for services to agriculture.

Michael was elected as a member of the Jockey Club in 2005.

He was Chairman of Huntingdon Race Course and also stood as steward to a number of other race courses including Newmarket. As a senior steward of the day there, he once had to adjudicate at a stewards' enquiry where one of the horses involved was owned by Tim Billington (H 58-62).

Michael trained his own horses as a permit holder, saddling many winners. His best horse, Clerk's Choice,

finished sixth in the 2011 Champion Hurdle at the Cheltenham Festival.

In an obituary in the Racing Post, Newmarket trainer William Jarvis said, "Michael was an extremely good and well respected steward. He gave up an awful lot of time for the sport and the industry. I know he was very honoured to be made a member of the Jockey Club.

Michael maintained a great affection for Bradfield, regularly attending reunions, the last of which was the Tempus Fugit lunch in October 2016.

He is survived by his wife Rosalind and two daughters.

Tim Sills (D 55-60)

Nick Syrett (H 46-51)

Nick Syrett was known as "The Guv'nor" in the Motor Racing world. After leaving the RAC, he ran the British Racing and Sportscar Club for many years, a job which entailed acting as Clerk of the Course at a multitude of races. He was renowned for being firm, but fair and feared nobody, however famous a racing driver they might be. At a World Championship 1,000 kms. event at Brands Hatch in 1970, he famously black flagged Pedro Rodriguez for driving too fast and dangerously in the pouring rain after someone else's accident! (Rodriguez went on to win the race.)

He was great friends with Britain's first Grand Prix World Champion, Mike Hawthorn and had a huge repertoire of amusing and informative anecdotes from Hawthorn's era in motor sport.

Nick came to what was then the Putney Constitutional Club in 1982 when it was at a particularly low ebb with a reducing and rather aged membership. The club was fortunate that Robin Arbuthnot of Swallowmoor and Richard Goodhew of Searcys came jointly to its rescue not only in running the club but providing an excellent bar steward (Guy Martin) and Club Secretary (Nick).

Nick quickly established himself as the cornerstone of the club organising splendid cricket dinners that included many very distinguished cricketers beginning with Jim Laker and including Gary Sobers. He also successfully increased the club's membership with the much-needed young blood that closed the gap with the older members providing stability and continuity.

Nick was very proud of his time at Bradfield College. Primarily this was because it was a fine cricket school, with his beloved Waifs reaching and

winning two Cricketer Cup finals after which he royally entertained the members in the club including in their number Mark Nicholas.

Most importantly Bradfield was a football school which game was Nick's great favourite and for which in his youth he turned out regularly for Guildford City as a goalkeeper. He was also a lifelong fan of Brentford Football Club.

A lunch was given for Nick at the beginning of July in the Club and in The Duke's Head organised by the British Racing Drivers' Club, of which he was made a proud Associate Member exactly 50 years ago. Many of Nick's racing friends attended a function enjoyed by all, especially by Nick who was even persuaded to spend some time in the bar in the evening, something which many of us feel he should have done more often!

Nick will be sorely missed by many.

Rupert Cox (F 81-86)

Deaths

BATES, Peter (D 58-63) on 11 November 2017
BROWN, Anton (D 60-65) on 23 March 2018
BULL, Michael (F 46-50) on 19 February 2018
BUTLER, Nicholas (F 43-47) on 08 January 2018
CAMPBELL, John (F 49-54) on 20 March 2018
CECIL, William (F 42-45) on 31 October 2017
CROWLEY, Philip (F 42-45) in July 2017
FUGLESANG, Charles (B 53-57) on 14 December 2017
GRENVILLE, Peter (B 64-69) on 17 March 2018
HARDMAN, John (H 48-53) on 07 April 2018
JAMES, Matthew (D 44-50) on 10 November 2017
LE MARE, John (D 40-43) on 22 January 2018
SYRETT, Nick (H 46-51) on 02 January 2018

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

Weddings



Christopher Ford (C 97-02)

Christopher married Emma Talbot Baker at All Hallows, Woolbeding, West Sussex on 12 August 2017. There were a number of OBs in attendance.



THE BRADFIELD SOCIETY

BRINGING TOGETHER OLD BRADFIELDIANS, PARENTS & FRIENDS OF THE COLLEGE

Dates for your diary

Summer Term

Friday	08 June	Bradfield Society Lunch at the RAF Club in London
Saturday	09 June	Bradfield Golf Day and Clubhouse Opening Event



BRADFIELD FESTIVAL 2018

Sunday	17 June	Jazz on a Summer's Evening
Tuesday	19 June	Afghan Connection Literary Evening
Wednesday	20 June	Afghan Connection Literary Lunch
Saturday	23 June	OB Gala Night
Monday	25 June	Tony Hancock - A Celebration
Monday	25 June	Godspell - Bradfield Summer Production in Greek Theatre
Tuesday	26 June	Illyria - The Merchant of Venice
Tuesday	26 June	Godspell - Bradfield Summer Production in Greek Theatre
Wednesday	27 June	Illyria - The Merchant of Venice
Wednesday	27 June	Godspell - Bradfield Summer Production in Greek Theatre
Thursday	28 June	VOCES8 and Pupil Gala Concert

Michaelmas Term

Thursday	01 November	Bradfield Society Tempus Fugit Lunch
Sunday	11 November	WWI Armistice Centenary Remembrance
Sunday	09 December	Winter Bradfield Day
Monday	10 December	Carols in London

REMEMBRANCE SERVICE 2018

There will be a special Service of Remembrance on 11.11.18 to commemorate the centenary of the end of the First World War.

You are all invited to this event and details will be released later this year.



BRADFIELD FESTIVAL 2018

Conceived as a celebration of Bradfield creativity in its widest sense, the Bradfield Festival returns with a series of events encompassing musical, literary, film, artistic and dramatic performances and workshops.

This year's Festival will run from 17-28 June with events and performances all over the College campus. Pupil performances are at its heart but distinguished alumni and visiting professionals add to an eclectic mix of the very best of the arts.

Our talented pupils, staff and alumni will take to the stage in the Marquee on Major to open the Festival at the College's annual *Jazz on a Summer's Evening* concert on Sunday 17 June.

Afghan Connection has been operating in Afghanistan since 2002 supporting education in rural areas, where girls in particular miss out, by funding initiatives designed to maximize the opportunity to access and complete a quality education. The charity will be hosting two literary events in the marquee on the 19 and 20 June.

The first will see *McMafia* author Misha Glenny interviewed by presenter and journalist Sarah Montague before acclaimed comedy writer and television and radio presenter Clive Anderson will be joined by author Robert Harris for the second day.

Two events on Saturday 23 and Monday 25 June respectively will have an Old Bradfieldian focus. The first will take place in Bradfield's historic Greek Theatre with a number of Old Bradfieldians joining in a celebration of all things creative. Renowned operatic tenor Mark Milhofer (C 81-86), acting and music talent Eve Niker (K 08-10) and jazz fusion guitarist John Etheridge (C 61-65) are part of a truly diverse line up of creative OBs who will sing, perform and entertain for an unmissable evening.

The second event provides a unique opportunity on the fiftieth anniversary of his passing to celebrate the life and work of one of Britain's best-loved and iconic comic performers, Tony Hancock (G 38-39).

The event will include expert panel discussions and talks from a range of special guests including *Carry On* actress Liz Fraser, who co-starred in *Hancock's Half Hour*, and film historian and author Robert Ross who has written extensively about British comedy and is the author of *The Carry On Companion* among many other books. There will also be an opportunity to watch screenings of rare archived material as well as a performance of James Hurn's award winning Hancock stage production before a permanent memorial to Tony is unveiled at the College.

This year's summer pupil production will be a dynamic reimagining of Stephen Schwartz's classic 1971 Broadway smash musical *Godspell*. Largely inspired by the Gospel of Matthew, *Godspell* is an uplifting tale of friendship and faith presented as a series of parables interspersed with a variety of modern music. Both the Music and Drama Departments collaborate on what promises to be a musical spectacle, performed over three nights in the Greek Theatre from 25-27 June.

International award-winning Theatre Company *Illyria* promise a production to keep you on the edge of your seat as they bring their gripping, funny, romantic and thought-provoking adaptation of Shakespeare's great courtroom drama *The Merchant of Venice* to Quad on 26 and 27 June.

Winner of four international "Best Performance" awards and possessor of numerous "five-star" and "Critics' Choice" reviews for the lively clarity of its approach to Shakespeare's plays, *Illyria* produce high quality and refreshing original adaptations of English classics and Gilbert & Sullivan performances.

Closing out the Festival in the Greek Theatre, the best of Bradfield's musicians will co-headline a concert with British vocal ensemble VOCES8. Touring extensively throughout Europe, North America and Asia, the group performs repertoire from Renaissance polyphony to contemporary commissions and arrangements; versatility and a celebration of diverse musical expression is central to the ensemble's performance ethos.

Having performed at venues such as the Royal Festival Hall, Royal Albert Hall, Bridgewater Hall Manchester, Elbphilharmonie Hamburg, Cité de la Musique Paris, Vienna Konzerthaus, Tokyo Opera City and Mariinsky Theatre Concert Hall, VOCES8 now return to Bradfield College's Greek Theatre, four years on from their appearance at the Theatre Re-opening Gala.

There will also be opportunities for ticket holders to visit the Art Exhibition in the Art Schools while those attending the main shows in Greeker are also welcome to join a 'street party' on Hillside Rux or to enjoy a summer evening picnic in Quad before performances of *The Merchant of Venice*.

Full details of all events and booking links can be found on the Festival Website www.bradfieldcollege.org.uk/Bradfield-Festival or simply open your smartphone camera and scan the QR code.





BRADFIELD FESTIVAL

17-28 JUNE 2018

CELEBRATING CREATIVITY AT BRADFIELD COLLEGE

JAZZ ON A SUMMER'S EVENING
AFGHAN CONNECTION LITERARY EVENTS
OB GALA NIGHT
TONY HANCOCK – A CELEBRATION
GODSPELL - SUMMER PRODUCTION
ILLYRIA - MERCHANT OF VENICE
VOCES8 AND PUPIL GALA



voces8



www.bradfieldcollege.org.uk/Bradfield-Festival