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GRAMMARIAN

MAGAZINE OF STANLEY GRAMMAR SCHOOL

First Things First

CHRISTMAS, 1962

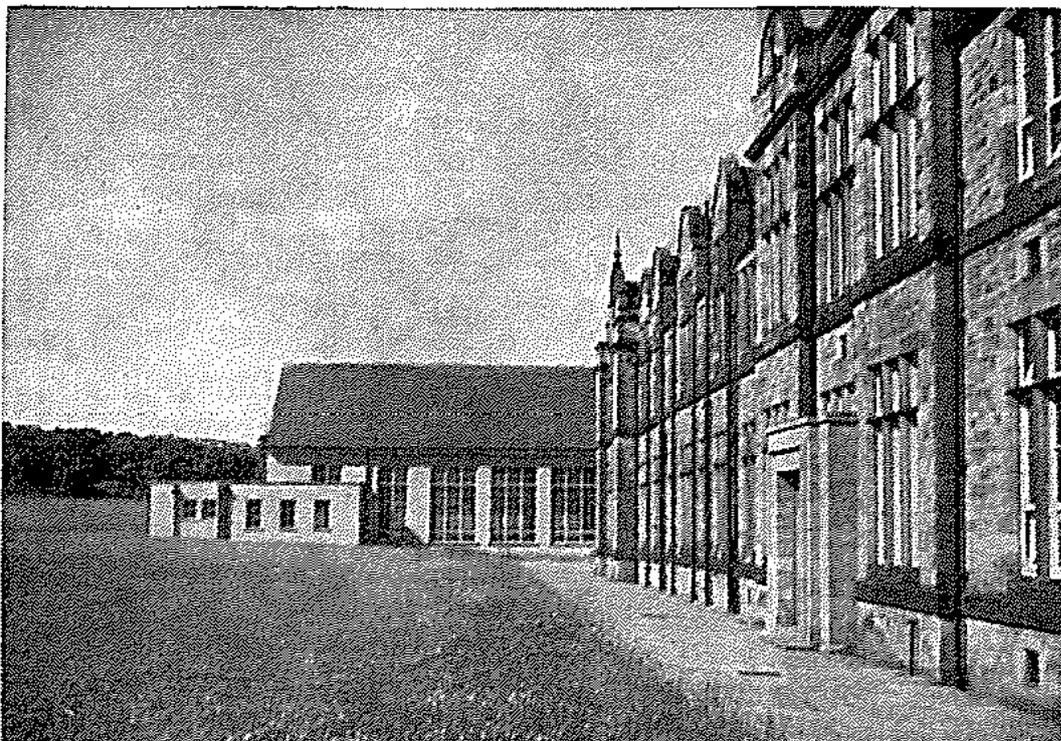
No. 26

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Stanley Grammar School, 1962

(By kind permission of Photography Society)

EDITORIAL

On looking back from the dizzy heights of the sixth form, my time at this school seems comparatively short beside the fifty years the building itself has withstood since it was founded in 1912 by Alderman Wood. Naturally this event warrants a special edition of the magazine and our thanks go to Judith Jefferson for our well-designed cover as well as to the former pupils and teachers who have contributed to make this magazine a memorable one.

I think we tend to take for granted the amenities available to us now. Our predecessors were denied the luxuries of an Assembly Hall, Gymnasium and Biology laboratory since the school was first intended for ordinary secondary education. With its change in status the outward appearance of the school has changed also. So has that of the pupils! The modern schoolgirl would recoil in horror at the prospect of gymslip and thick dark-coloured stockings. Even so, the more progressive (?) amongst us insist on man-sized sweaters and bee-hive hair-dos.

The school has seen numerous changes in staff and this year has added to its quota. At Easter we lost Mrs. Robertson, Miss Simpson, Miss Heslop and later Mrs. Baxter and Mr. Westwater. Also Mrs. Hardy and Miss Dixon left after holding temporary posts for a short while. We have been joined at various intervals by Miss Howles, Mr. Hewit, Mr. McArdle, Mr. Robson, Mr. Watson and Mr. Percival. We also welcome back Mr. Geddes after a year's absence.

The past year has been successful both in scholastic achievement and in out of school activities. Of these various activities mention might be made of the three fourth form girls who visited Czechoslovakia and of a large party of senior pupils who invaded Holland and Belgium accompanied by a few braver members of staff. I am pleased to report that their disrupting efforts did not affect the Brussels negotiations.

More seriously, congratulations must be offered to William Tyers, Eleanor Arnold and Keith Heron, who were each awarded a State Scholarship. Since this is the last year in which these Scholarships are available it seems fitting to end on this note of achievement.

KATHLEEN ROWE (Upper 6th).

Past Students' Association

The Annual Reunion will again take the form of

A Jubilee Dinner Dance

to be held in the

Masonic Hall, Stanley

on

FRIDAY, DECEMBER 28th, 1962.

Assemble at 7 p.m. for Dinner at 7.30 p.m.

Dancing until 12 midnight

to the music of

Joe Collins and His Band.

Late Transport will be available

Tickets **11/6** each

may be obtained from Westwater's shops and from

Dr. Sharp, Grammar School, Stanley.

ADMITTANCE BY TICKET ONLY.

Cash with Order and Please get your Ticket early

and **not later** than Thursday, December 27th.

Friends of Past Students will be welcome.

*Extract from the Prospectus of Tanfield Lea Higher Elementary School
and Pupil Teacher Centre.*

OBJECT OF THE SCHOOL

The primary object of this school is to provide education, between the ages of 12 and 15 years, for children who, having previously attended an ordinary elementary school, give sufficient promise of being able to take up an extended curriculum of such a character as is here provided, and whose parents intend them to remain until they are at least 15 years of age. The previous education of the pupils will be continued and widened and a practical training in special subjects added.

The education given is indeed intended to afford, in an essentially practical manner, an intelligent preparation for the duties which will be undertaken when the day-school days are over.



The Staff in 1912

Front Row—Miss Clough, Miss Lumsden, Miss Feather, Miss Lawrence, Mr. Hardy, Miss Nicol, Miss Graham, Miss D. Clough.

2nd Row—Mr. Ingram, Mr. Fitton, Mr. Grayshan, Mr. Crabb, Mr. Gunns, Mr. Kaye, Mr. Crowther, Mr. Pritchard.

EARLY DAYS AT TANFIELD

Stanley Grammar School will soon be celebrating its fiftieth birthday and as one of the teachers appointed in 1912 I have been asked to write something about the school for the 1962 issue of the school magazine.

Many changes have taken place in the years but what the School has gained in prestige and in dimensions it has lost in nomenclature for its original name was Tanfield Lea Higher Elementary School and Pupil Teacher Centre—a name locally abbreviated to Tanfield, as it is still called by many past students. After a probationary period as a higher elementary school it rose in status and was named Alderman Wood Secondary School—a name later changed to Stanley Grammar School. I shall confine what I have to say to the elementary period to give some idea of the changes that have taken place in the school's evolution from elementary to secondary status.

I cannot give exact figures, but I think about 200 pupils aged from 12 to 13 years were admitted as 1st and 2nd year students in 1912. Groups of older pupils with their three teachers were transferred to the new school from the old pupil teacher centre at Tanfield Lea, but the two sections never really intermixed. The junior pupils were drawn from a wide area and those from Pelton, Beamish, Annfield and Leadgate travelled to Shield Row Station by train. Pupils from other areas either cycled to school or came on Shanks's mare for they were not mollycoddled in those days and brought to school gate by bus as pupils are now. The teachers appointed in 1912 were recruited from universities as far apart as London and Aberdeen and as the school was supposed to open at the beginning of the autumn term we were appointed as from the first of September and were asked to report at school for a preliminary meeting with Mr. Hardy, the headmaster, before the opening date. We arrived to find a state of chaos, for the building had subsided owing to pitfalls and workmen were still busy repairing the damage inside the school and we had to clamber over rubble to gain admittance to the building. Of course the opening date was postponed for several weeks and the tedium of that period was somewhat relieved by occasional staff meetings at Mr. Hardy's house, which became a home from home to those of us who were strangers in a strange land. Mr. Hardy had been on duty from the beginning of the year and had been responsible for ordering stock and equipment and for drawing up a temporary syllabus for each subject so that when the school did open in October work could start at once.

As the school was higher elementary there was less specialisation than there was when the school became secondary. I was put in charge of Form 1B and besides having the whole class for registration, Scripture, English and French, I had to take the girls for P.T. with the result that we got to know each other's idiosyncrasies but I have very happy memories of my pleasant association with my first form at school, many of whom now hold responsible posts in the county. In fact one has been a school inspector for many years.

As its name implies our school with two others in the county was built for the specific purpose of providing teachers to staff the many elementary schools in the county. It was once described to me as a factory for the production of teachers and I think we had every reason to be proud of the material our factory produced.

Whilst the majority of those who decided to be teachers were content to qualify for entry to a training college a few of the more ambitious aimed to gain entrance to a university. But a pass in Latin was necessary for those who wished to take an arts degree and naturally Latin was not taught in an elementary school. However, when four girls consulted Mr. Hardy about the possibility of taking an arts degree he allowed me to take them for Latin for two periods a week. I may say those girls were a joy to teach for they worked like Trojans, came to me for further tuition in Latin during part of the lunch hour break and we even had Latin sessions at one or other of their houses on Saturday mornings. And they realised their ambition for three of them were admitted to Durham University and in due time were awarded a B.A. degree. I think it must be true that stolen fruits are sweetest because when Latin became a recognised subject on the time-table there was less enthusiasm for the subject.

In those early days the school building had no annexes. The present well-stocked library and the geography room were then dining-halls and school meals were cooked in miniature kitchens adjoining these under the supervision of the cookery teacher Miss Lumsden. A cooked meal was served in one room and tea or cocoa in the other, for many people brought a packed lunch to school. When the school numbers increased tables were laid along the top corridor so that after the mid-day break the pupils carried on their work to the distracting accompaniment of the clatter of crockery and cutlery and the smell of cooking. The pupils on the ground floor had their distractions too, for the central hall was also the gymnasium and a P.T. lesson cannot possibly be a silent one.

Nevertheless, despite the handicaps, the school made steady progress under the able administration of the headmaster who tempered firmness with tact in the management of the so-called factory. He did not suffer slackness gladly from either pupils or staff and expected work to start on the first day of term and to continue to the last day. He had an uncanny knack of spotting the slightest weakness in the machinery and saw that the weakness was remedied. He lived up to the school's motto and put first things first and with him the welfare of the school was invariably the first consideration. Hence he was respected and loved by the majority of the pupils, for like Goldsmith's village schoolmaster he was kind and if he was severe in aught the love he had for learning and for the school was at fault. His generous gift of a playing field showed in some measure his love for the school and his interest in its welfare—an interest which persisted to the end of his life.

In those early days he laid the solid foundation to which under him and his successors as headmasters the school despite its humble origin owes the high reputation it now enjoys among longer established Grammar Schools in the county. Long may it enjoy that reputation and go from strength to strength.

In conclusion I should like to associate myself with the governors as well as the present and past pupils and teachers of the school in which I made so many lasting friendships in wishing it a very happy golden anniversary.

A. A. NICOL, 1912-1951.

HOW STANLEY GRAMMAR SCHOOL BEGAN

The School at first was named the Tanfield Lea Higher Elementary and Pupil Teacher Centre. The first members of the staff came from a wide area, and although young, had very varied teaching experience. The Head Master, Mr. J. B. Hardy, was a Derbyshire man and came from a school in South Wales, Miss Lawrence from Sutton Coldfield, Miss Nicol from Aberdeen, Miss Lumsden from Tyneside, Mr. L. Grayshan, a Lancashire man, from a school in Clay Cross, Mr. H. Gunns of King's Lynn, from a school in Cheshire, and I, a Durham man from a school in Dalbeattie. In addition there was the staff of the old P.T. Centre of Tanfield Lea, Mr. Stringer, Mr. Crabb and Miss Clough. So we were a very mixed lot with a variety of habits, opinions, and experience, but we were a happy team and the school became happy in consequence.

When the staff arrived in Stanley we found that there was some delay in the opening date, and we spent the first few weeks partly in fitting out the Science laboratories and Domestic rooms and classrooms etc., ready for the reception of the first pupils. In addition we had daily conferences on our future plans and methods. We found that the school was one of three in the County which were to be under the supervision of the well remembered Sir Arthur Dawson and was to be conducted as a Secondary School (or Grammar School as it is now known), but was not to be administered by the then separate Secondary County Department. It was obvious that the Board of Education was not quite happy on this type of school, as it did not fit into the National pattern of either Elementary or Secondary Departments then in vogue.

When the school finally opened there were only first and second year pupils in the main school, together with two classes of pupil teachers in their last years. These P.T. classes were conducted as a separate section until they passed out—about two years later. In the meantime the school was increasing in numbers with the appointment of new masters and mistresses. Miss Lawrence left for a new post and Miss Nicol succeeded as senior mistress and I became senior master and later deputy Headmaster.

Then came the War years, when several of the staff and old pupils left for War Service; but the school went on with its fine work. At first and for many years many of its best pupils chose teaching as their future career in both Secondary and Elementary schools, so that the school is well represented not only in the County, but in many other parts of the Country.

Mr. Hardy, our well beloved Headmaster, gave us many shocks in the early days when we first met in our daily conferences. The first was—No corporal punishment. Many of us thought it would never work, but it DID. His quiet manner, his slow deliberate speech and his infinite patience with staff and pupils alike made a great impression. His ideas were sound, but he was always ready to listen and give consideration to our views. He trusted us, and we repaid his trust. He was definitely the man for such an experiment. No Inspector could move him from his considered ideas, yet he never quarrelled and soon they began to have a very high regard for him, and we as a Staff loyally supported him.

J. INGRAM,

Retired Headmaster of Wellfield Grammar School.

Mr. Ingram also recounts the following story

An example of Mr. Hardy's dealings with H.M.I.'s will ever be in my memory. An inspector in the early days of the School came to inspect the teaching of Latin. Evidently the H.M.I. could not understand why Latin should be taught in a school which was not an official Secondary School, and so he made a careful inspection of that subject. I heard his report to the Head Master viz. "The Latin teaching was very satisfactory, but the mistress took very little pains to teach correctly 'long and short vowels'." Mr. Hardy listened and replied, "In that case there is only one thing to be done. She must be executed: she is not fit to live". There was a long pause and then the H.M.I. laughed and said, "All right, carry on with the work as it is".

REMINISCENCES OF THE OLD SCHOOL

We were a small, and in the main happy community in the Pupil Teacher Centre conducted in the Tanfield Lea Higher Elementary School, now the Tanfield Junjor Mixed School. The Staff was Mr. Stringer (Head), Mr. Crabb and Miss Clough, and the pupils all registered as Teachers in training. After one year's attendance, one registered as a Pupil Teacher, took a qualifying examination at the end of the second year, and then served in a school for a year prior to proceeding to a Training College.

There were no elaborate laboratories, gymnasiums, playing fields, or amenities, and few books for background reading, but one was expected to work: from the Centre came many excellent teachers. One still has vivid memories of the staff after over forty years in the wider world.

Miss Clough, affectionately known as "Granny", was a strict but kindly disciplinarian. She travelled daily from Tyneside to Shield Row Station. There were few trains, and if she missed her evening train she would stay on the premises and mark books. Usually, she had company, for poor work in French meant detention and extra tuition. She expected results from her work. Behind her serious and often stern face was a most sensitive and lovable character. Mathematics were taught by Mr. Crabb, whose piercing eyes seemed to penetrate one's mind. He used the first finger of each hand when questioning. They would dart out and point to the pupils from whom he wanted answers; now to the right, then the left. One had to be alert, for he expected an unbroken chain of correct answers. Home work had to be up-to-date in our books and minds. Mr. Stringer completed the trio of a most competent team of teachers. He had a habit of side stepping from the theme of the lesson: his impromptu discussions were very enjoyable, but increased the amount of homework.

We watched the growth of a new building, drains, foundations, brick by brick, but there were unexpected delays; at last Alderman Wood Secondary School, now known as Stanley Grammar School was ready.

How would the opening of the new building affect us? Dame Rumour's tongue was very active: we would not attend the new school; Mr. Stringer would be the new Head Teacher: we would be transferred but retain our entity; or the P.T. Centre would cease to function and the staff would be given new appointments.

Mr. Ben Hardy, a stranger, was appointed. Our sympathy was with our Staff and Mr. Stringer in particular: for the second time Dame Rumour had a busy time.

It was with some curiosity and some apprehension that we reported on the opening day, after a busy time in transferring some of our equipment. We heard that we would continue as a separate department, but would be absorbed gradually into the larger school.

Naturally, there were minor flares of opposition to the new rules and staff. Mr. Stringer and Mr. Crabb left to take up new appointments, and then Mr. Hardy and the new staff began to put on the pressure. The advantages of the new equipment, the larger number of specialist teachers became apparent and we became members of a new community, and proud of our new School.

It was not until one had a post of responsibility that one appreciated the difficulties faced by Mr. Hardy and Mr. Stringer, and how the skill, tact, and personality of Mr. Hardy steered the school through these ruffled early days, and how Mr. Hardy's quiet but firm manner gained our confidence and respect.

One advantage was realised very quickly; there were more boys from whom to select football and cricket teams, but being a member of the

School team was a mixed pleasure. Wet or fine, snow or frost, we had to walk to most of our engagements: from South Moor we walked to Consett, Chester-le-Street, to Shield Row Station for the matches in Newcastle, and Rowlands Gill Station to get a train for matches on Tyneside. There were no "butterfly" players in those days.

War on Germany was declared, and our future was uncertain. At the end of our course, we travelled daily to Newcastle to sit the Oxford Examination. I remember the day during that week when a well meaning but misguided female attempted to put a white feather in my coat lapel although I was much under age.

After the examination, we were due to attend selected schools for Teaching Practice and were paid a few pence a day, but the Authorities decided to curtail the P.T. year, and we were allowed to enter college or teach as Uncertified Teachers until such time as the forces deemed our services necessary.

Thus we were scattered, and it was not until the war ended that we were able to meet again, but our numbers were depleted.

Later in life, I was very fortunate in being posted as Head Teacher of Dipton (Collierley J.M. School) where I renewed acquaintance with George Lowen (retired H.T. of Dipton Collierley S.M. School), Harry Croudace (County Inspector of Schools) and the late Joe Temperley (H.T. East Stanley School) with whom one often became reminiscent of the transitional period of new and old schools.

LANCE POPE,

Retired Head Teacher of Collierley J.M. School.

HAPPY DAYS AND HAPPY MEMORIES

It is always a very special privilege to be concerned in the start of a new venture. I enjoyed this as one of the first batch of pupils to enter the school when it opened in 1912, and can therefore look back over the fifty years and see the many changes there have been in staff, pupils, accommodation and even in the name of the school.

We started with a very long name—Tanfield Lea Higher Elementary School and Pupil Teacher Centre and somehow all this information was condensed in our school badge. The Pupil Teacher Centre had previously been located in part of the building of the present Tanfield Lea Junior School. Incorporation of this Centre in the new school provided us with some senior pupils from the start, and accounts for the "Tanfield Lea" in the school name; this is really a misnomer because the building is actually situated on the Stanley side of the boundary line marked by the Houghwell Burn. To former pupils of that period the old name dies hard and to many the school has always been simply "Tanfield".

Forms 1 and 2 were filled with new entrants from elementary schools in the area and to those of us who were selected the opening of the school was a wonderful opportunity, as before this very few free selective places had been available. Most grammar school entrants at that time were fee payers but all places in the new school were free. This was a significant development and one which was later extended to all county grammar schools.

When we sang the school song of those days—Forty Years On—I little thought that I would be writing about the school fifty years on. To quote the song I have been looking back and forgetfully wondering about many things, though strangely I can still recapture the awe I felt on my first conducted tour of the building. It was certainly a thrill for me and represented a very great advance in school accommodation.

My staff memories are not really of great interest except to the oldest of the old pupils apart from the general statement that I think we had a team that got the school off to a splendid start. Respect for our first head teacher, Mr. Hardy, grows with the years and also for Miss Nicol, my first Form teacher, who will be known to almost all the pupils who have passed through the school. I often have the pleasure of reminiscing with past-students and recall with pleasure my meetings with Jim Waggott and Walter Richardson whose gifts of memory, mimicry and impressionism could bridge the years and bring back those happy days.

What changes fifty years have seen in school travelling arrangements! When the school opened there was no public road transport system and almost all of us walked to school. At a later stage pupils living more than three miles away were transported free but in the case of my own village this was a very doubtful blessing since it was by horse-drawn open wagonette—a tempting target for resentful non-riders, especially in snowy conditions.

From the very early days there was trouble with subsidence and I well remember the bits of adhesive tape placed over the cracks obviously for the purpose of recording further movement but facetiously described by the wags as keeping the school together.

Happy days and happy memories! I am sure I represent all my contemporaries in expressing thanks to the school and also in giving assurance of our good wishes and interest for the future.

H. CROUDACE,
Durham County Council Inspector of Schools.

MEMORIES OF 1912

There are lots of us still alive and kicking who attended the opening of the Tanfield Lea Higher Elementary School when it opened in 1912. No buses in those days and the Annfield Plain and Dipton scholars usually

walked via Harperley and the Black Road to Tanfield Lea. Up early and off to school at 7.45 a.m. and dawdling home up to 5 p.m. The seniors were the students transferred from the Pupil Teacher Training Centre at Tanfield Lea School and the names I recall are now retired Schoolmasters.

Memories of the original staff are vague but J. B. Hardy stands out as the respected Headmaster. Messrs. Stringer, Crabb, Ingram, Gunns, Grayshan and Misses Lawrence, Nicol and Lumsden are a few I can recall. I remember larking on the Black Road with the future Chief Constable of Manchester (Joe "Cloche" Bell of Dipton) and I reminisced with him when he attended Speech Day a few years ago. A lasting memory for me was the Morning and Evening Assembly and

"Awake my soul and with the sun,
Thy daily stage of duty run,
Shake off dull sloth and early rise,
To pay thy morning sacrifice."

is my most constant nostalgic memory.

J. RICHARDSON.

Like my husband, I was at Stanley Grammar School in the early days 1913-1918. Memories of walking by Harperley in deep snow or summer heat. Shortly after the school opened, it began to slip downhill (literally) and in our young ignorance we wondered why attempts were made to keep the cracks together with small sticky labels, duly dated.

We began the first School Magazine in 1917 with myself as Editor. Owing to wartime restrictions we printed it ourselves on a cyclostyle, going down on Saturday mornings to do the work. Mr. Kaye looked in on us one Saturday and sat down on the black, sticky cyclostyle pad in his new light coloured winter coat. None of us dared tell him!

Our year produced a crop of Headmasters—George Wheldon, Ralph Daglish, Harry Croudace (Inspector of Schools), and Walton Richardson. George Nicholson went to Africa and taught alongside Mr. Sutherland.

D. RICHARDSON (née Laws).



Front Row—Mr. Elliot, Mr. Livesey.

2nd Row—Mr. Seed, Mrs. Pritchard, Miss Arkless, Miss Hakin, Miss Smith, Mrs. Pearson, Mr. Chapman,
Mr. Dobbs.

3rd Row—Mr. Scott, Miss Jeffery, Miss Nicol, Miss Miller, Miss Mortimer, Miss Lumsden, Mr. Fewster, Mr. Carr.

4th Row—Mr. Westgarth, Mr. Binks, Mr. Gee, Mr. Foster, Miss Allison, Mr. Harrison, Mr. Radcliffe.

1939—1944

My twenty years covered those of the depression (1932-37) and the war (1939-44) poverty and horror. Yet looking back I remember mainly the happier occasions. Coming from a large Boys' School I found A.W.S.S. a happy family of boys and girls. My fears of the terrific job that lay ahead rapidly faded. Mr. Hardy had left behind a grand tradition and a staff kindly disposed to the straightened circumstances of so many of the pupils. Everything was contrived so that all could join in. Old Scholars' Reunions were a social event but the admission price must be kept low. To achieve this most of the cooking was done by senior members of the women's staff. The scotch drop-scones will be remembered by many readers, I'm sure. The staff was of long standing, proud of the tradition they had themselves made. Every year we bemoaned the poor quality of the newcomers; all agreed we had scraped the barrel, yet at each Speech Day results were better than last year—a teacher's eternal miracle—and my last year we had a record of State Scholarships.

There were real sorrows. Pupils staying on at school until nearly 21 in the vain hope they might be accepted at a Training College. The far too many premature withdrawals owing to poverty at home, with many a promising boy starting on his life's work on the Belts. Also I remember a few real horrors, when the school might have been set on fire, when two boys nearly fell through a ceiling. But now, ten years retired, I dwell on the pleasures of my years as Headmaster. The really wonderful productions of Gilbert and Sullivan Operas with the climax of Ruddigore, a memorable occasion. The Paris visits arranged and guided by a faithful member of the staff. I went as a help one year, had a wonderful time and came back quite exhausted. An inspired music master who brightened up the whole school with his genius as a teacher. What a sorrow it was when he left! The Chess Club for which I was responsible. I became a good player and as a result had a stimulating hobby for years after I left. This year I have had the bitter-sweet experience of being beaten by my grandson aged 13!

And lastly, and who could ask for more, on retirement I was presented with a silver tray with the inscription "Presented to William Carr by Pupils, Past Students and Staff as a token of their esteem and affection". Could a Headmaster after twenty years in such an exposed position ask for more?

On leaving school a teacher is soon forgotten and I had after two years had passed the entertainment of hearing a little S.G.S. girl explain to her companion as we passed, "That fellow used to teach at our school".

I have been thankful to Dr. Sharp for his kindness in keeping me in touch with school activities and now as you start on a second fifty years wish him and you all success and happiness.

It is the fashion to move up in the world nowadays and perhaps in this coming period you may become Stanley College! In any case please remember—FIRST THINGS FIRST.

WM. CARR.

MESSAGE FROM PARIS

The second week in September over here in Paris meant the 'rentrée' for what looks like millions of children when the schools are going in and out. Another new term of a new year and all over the streets of Paris you see them—tiny boys and girls in smart new pinafores carrying enormous brief cases and looking very, very important. Lycée or Grammar School children without the coloured 'tabliers' of the five year olds, but still with the huge bags, fill the metros and buses, talk in loud voices about their 'chimie' and 'géo' and that awful 'anglais' and about the piles of homework they have been given. Just because they all manage to speak French so well and so fast and use such long words, at first you think they are very intelligent and hard-working and you look at them in awe—but in time you realise they are just as we were on the whole in our English schools.

All the same, you still have the idea that your schooldays were special ones and that they don't laugh so much now. Stanley Grammar School cannot possibly be so wonderful a place as I think of it, looking back all those years (not fifty quite—but too many). You always tend to remember only the pleasant side of things looking back (everyone had wonderful summers when they were young—hot all the time) but there was certainly a happy friendly atmosphere at my old school and I have talked about it to all sorts of people—many French. They must have been left with the idea that we did no work but just laughed all the time and played hockey or chattered with the teachers all day long about anything but lessons. All French people think English schools are rather like that anyway, so why disillusion them? Sometimes I get indignant and say we did work too—and we must have done, because I must have learned some French grammar somewhere and remembered too—and I know we did Chemistry if I have forgotten it all! When you like a place you do remember so many things you did in it—even some lessons!

I remember so well my teachers. Miss Mortimer and her Scottish theorems, Mr. Binks and the Picasso-like paintings on the Art room windows and walls, Miss Nicol and that wonderful 'Tam o' Shanter'. I have spent hours today just thinking of them all and of my school friends.

I remember how proud we were of our Houses too and how it was really something to be doing your bit for Tanfield on Sports Day even if it were only running with a spoon (and egg preferably) or hopping like mad things in sacks. It all contributed to the attachment that grew on you for your school.

Little did I think on that school trip to Paris with Mr. Carr, Miss Thompson, Mr. Scott and Mr. Gee that I would be one day living there and looking from the other side of the fence every Easter at hordes of English school children in multi-coloured blazers and scarves walking up and down, taking up a lot of cheerful room in the metros or laughing mockingly at our bread or policemen (we do too, you know) or traffic! I look out for my school each year and think over old times.

S.G.S. is probably much bigger now (more than one tennis court at last!) and much more modern and altogether much changed but I hope it is the same type of school as I knew and will be a long time.

Good luck to it from a grateful past student and Bon Anniversaire from France!

JEAN CLOISEAU (née Ross).

Paris, September, 1962.

1951—1958

These years saw great changes within Stanley Grammar School. Probably more changes occurred within this short period, than within any similar period since the school was opened.

The greatest changes of all, in both the appearance and the functioning of the school resulted because of the completion and bringing into use of the new buildings. By 1951, the construction of the new Assembly Hall, Biology Laboratory and Gymnasium, which had been held up by the war, was under way at last. Large masses of scaffolding, bags of cement, heaps of soil from foundations and all the other familiar equipment which accumulates on building sites appeared on the playing fields, while inside the building the air was full of cement dust and the banging of hammers and crashing of falling bricks competed for attention with the dulcet sounds issuing from the Music Room, and the remarkable noises produced by a class of 30 or so trying to master the elusive French vowel sounds.

Eventually, the building was completed and the new buildings formally opened. Happily, the new buildings were executed in a style which is functional and at the same time pleasing in proportion, materials and massing. They are also well mannered in that they blend with the older buildings without clashing and making them look archaic and yet at the same time without attempting to copy or reproduce the older style with its Tudor fenestration and Dutch Gables. The whole completed group has a pleasing unity rarely achieved when buildings of such different ages are thrust together and at the same time gives the impression of being a gradually growing unit—one which has expanded naturally around its original core and which could continue to expand indefinitely adapting itself to cater for the contemporary needs while building all the time upon comfortably established foundations.

When they were completed, the new buildings consisted of a spacious, airy Assembly Hall, with a stage and back-stage changing rooms, excellent for plays and school functions. The Hall was linked by a small "Crush Hall" to the new Biology Laboratory which is well appointed, neat, clean and pleasant in which to work. These were attached to the old buildings by a new corridor. At the opposite end of the old building was the new Gymnasium, splendidly roomy, equipped with ropes, bars, ladders and other new apparatus and including new changing rooms

showers and store rooms. Within the old building, the cement dust and heaps of rubble cleared away to reveal new cloakrooms and washrooms and a new main entrance. The old hall with its mock Jacobean pillars and beams, with its dais, commemorative plaques, war memorial and plaster shields and with its wallbars discreetly painted dark brown and its vaulting horses pushed out of sight in dark corners, was divided into three new rooms, one to be used as a central office, and two to be used as sixth form rooms.

Eventually as the years passed more and more improvements to the buildings were carried out. New plum-coloured curtains, paid for partly by the profits of the Dramatic Society's plays were provided for the Assembly Hall. A new Clock above the main door was presented by Mr. Carr, the retiring headmaster. Gradually more apparatus made its way to the Gymnasium and sundry mysteriously mounted pieces of offal appeared in the Biology Laboratory.

This period also saw considerable changes in the school staff including a change in headmastership. In 1952 Mr. Carr retired and was presented with a silver salver as a parting gift. Eventually a picture of Mr. Carr joined that of Mr. Hardy, the first headmaster, in the Crush Hall. Mr. Carr was succeeded by Dr. Sharp. New teachers came to the school to teach Biology which could at last be added to the curriculum, and German, which reinforced French as a modern Language.

One of the most notable features of the school life during these years was the expansion of most of the school societies. The hoary old Geography, Photography, Debating and Music Societies continued to be extremely active and were reinforced by the introduction of a number of new societies. A Dancing Club was formed at whose evening meetings the delicate steps of several of the more elegant ball-room dances were gracefully assimilated by some and drilled into the heads or rather feet of others. A branch of the Music Society, known as "The Music Makers" was formed, a Gym Club met at lunch-times in the new Gymnasium and the school Chess Club, which had lapsed into non-existence, was revived. The society which attracted most attention however was the Dramatic Society which using the new facilities provided in the Assembly Hall presented several extremely polished productions. Beginning with "1066 and All That", the society gradually became more and more ambitious and presented in turn "I have Five Daughters", "The Happiest Days of Your Life" and "Life with Father". Most of the props for the plays were made in the school art room. The plays were very well received and the profits from them were used to help to provide new curtains and lighting equipment for the new Hall.

Changes in the familiar features of school life during this period resulted largely because of changes to the buildings. Morning Assemblies ceased to be held in the old Hall, with the sixth formers tastefully displayed, sprawling against the wall-bars, and confronting the rest of the school, packed with sardine tin-like efficiency, into the rest of the Hall.

Instead, after a short break, when they were held nowhere at all, they were held in the new Hall, with the six formers and teachers tastefully displayed, sitting bolt upright upon chairs on a platform, and confronting the rest of the school, distributed with an eye to symmetry, in the body of the Hall. In the new Hall too, were held occasionally, evening dances, to which people from neighbouring schools were invited. Some things did, of course, remain unchanged, but generally, this was a time of revolution. Several old school customs and institutions underwent change which provoked a great amount of comment at the time. The mysterious disappearance of Emma, the venerable and respected school cat, who had been the subject of innumerable identical witticisms and culinary speculations, was greeted with dark suspicions, but was soon superseded as a talking point by the installation in the kitchen of one of the great twentieth century contributions to the art of fire cooking—a fish frier—capable of turning out whole shoals of delicate fish steaks, swimming in oceans of crisp brown batter. These reinforced those old familiar kitchen delicacies which remained inviolate throughout this period—those feathery “melt in the mouth” ginger puddings, those nutritious salads with succulent cold baked beans, and those brilliantly coloured jellies, which, since they were always served on plates just cool enough to touch, had the advantage of instant disintegration, in which state they could be consumed through straws—a healthy way to drink. The annual Autumn term purge of First Years by veterans of one or two years standing, showed a tendency to decrease in ferocity during those years, until it finally disappeared altogether, coinciding with the growth of a belief that First Years were not made of such stern stuff as they had been two or three years before. With the passing of the “bad old days” the average new entrant to the school was left with nothing worse to face than a general feeling of strangeness aggravated by occasional attacks of Algebra. Among the well-known features of school life which did not change during this period can be mentioned the sports on Sports Day, the speeches on Speech Day, the surface of the tennis court, cunningly designed so as to add an element of surprise to the game and the regular biennial rendering at some function—usually Speech Day, of “In Hans’ old mill, three black cats” by the school choir. In short, looking back over the seven years in review here it would seem perhaps that it is only the details which have changed after all. School life, against its background of chalk dust, inky finger marks and Van Gogh’s must still be proceeding in 1962, much as it did in 1952, or for that matter, 1942, 1932, 1922 or 1912.

G. M. HARDY.

THE WESTERN PROBLEM

Having tried with only moderate success to absorb the Pilkington Report, I am anxious to know if and where the television Western hero will fit into the proposed intellectual scheme of things.

Nightly several million women in this country put up their feet after having switched on their gun-slinging idiot. Outwardly they are looking in to please their kindergarten sons, inwardly they are nursing a considerable prairie passion for little Joe Cartwright. One trusts that Pilkington is aware of this. For women the television hero has replaced Denise Robins' novels. He is her ultimate escape; her Fairy Prince thundering up the canyon to sweep her off her overworked feet. She will not notice that he persistently thunders up the same canyon. Her husband may count the number of times the studio cactus comes round—but she will suspect nothing.

Obviously then, the Western hero cannot be faded out of the picture, since, however panoramic and Dimbleby one's outlook, a cowboyless telly would be too black to contemplate.

It is equally obvious that the hero's social and intellectual standards cannot be raised. For example, it would be mere madness to force Matt Dillon to make significant conversation (as opposed to giving basic comments such as "sure", "heck" and "eyup" at the saloon bar).

Apart from any other consideration, the hero's achillic stature lies in the very fact that he is limited to monosyllables. These suggest an immense roving aesthetic appreciation which he is happily never required to prove, even to remove the haunting suspicion that he may be dimwitted.

The Western woman cannot take his place, in fact, she has a poor part to play. The hero rarely even discusses his "maw" for this would destroy the legend that he sprang from his father's stetson fully armed. The heroine, in short, has few abilities but to remain laundered throughout blood, sweat and innumerable gun-fights. At the end of the weekly episode, when her removal is necessary, she is quietly forgotten or accidentally shot, the latter being preferable, for this intensifies the hero's essential searching loneliness and helps to account for the fact that he never shows his teeth on more than three occasions during an episode. Nor can the hero be swamped by numerous extras. These are people who appear and reappear in street scenes—usually out of focus—and their only hope of getting into focus is to walk into the bank as the hero is walking out.

Perhaps the Western hero's salvation lies in his impeccable sense of moral values. He retains his status as a man with a mission—a mission falling into three categories,

- (a) protecting kid-brother from corruption of bad men,
- (b) trying to convert kid-brother if corrupted,
- (c) restraining kid-brother from corrupting anyone else.

This then is the aesthetic problem of the future. Perhaps you will give it a little thought—or am I barking up the wrong cactus?

JEAN ROWE,
History Student at Leeds University.

SURVEY 62

As a Past Student do you ever consider how valuable it would have been to have had more information about your proposed career? Perhaps with fuller information you would have been encouraged to work harder for certain qualifications, or would even have chosen a different job.

Has it occurred to you that information based on your own practical experience would be useful to those pupils who are now preparing to embark on a career perhaps similar to yours? Information now available, though adequate in giving such facts as entrance qualifications, study courses, methods of entry and so on, is necessarily limited in scope where personal experience of the job from day to day is concerned.

In an attempt to overcome this deficiency it is intended to ask some of you to help, if you will, by passing on your knowledge to others following. A method sometimes adopted is to have a past student to speak to a group of pupils in the school; or, at home, a relation or friend can give first hand information if his or her career happens to coincide with the pupil's ideas.

Admirable in themselves these methods are not suitable for the accumulation or wide dissemination of information and tend to be time wasting.

It is proposed, therefore, to use the method of personally interviewing Past Students to ask them for their opinions on various aspects of their experience since leaving school.

It is hoped that a small number of volunteers will act as visitor interviewers during December, calling at the houses of Past Students at a convenient time. The questions they will be asking will be standardised and replies will be treated confidentially.

If you are approached under this scheme your co-operation will be greatly appreciated.

FRED SMAILES,

Secretary of Past Students' Association.

CAREERS

Many former pupils have gone abroad to take up important appointments. John Wilson is now in South America working for the government of Peru. Gwyneth Livingstone (née Moyle) has been in Southern Rhodesia for many years, David York and his wife (Jean Hetherington) are in Canada, Anne Wilson is teaching in a big school in the United States of America. Neil Baggett and his wife (Doreen Ash), Donald Chapman, Richard Chambers, Cecil Snell, June Ross and the names of many others who are or who have been abroad for considerable periods come to one's mind.

Many past pupils now represent our school worthily in the Church, Medicine, Dentistry, Agriculture, Universities, Engineering, Mining, Nursing and Teaching while others have chosen administrative posts in the Civil Service and Local Government.

From time to time we receive reports from one or another of these past pupils who all continue to think kindly of their old school.

THE GOVERNORS

It is fitting in this anniversary year to pay tribute to the many men and women who have served this school so loyally as its governors. Neither teacher nor scholars see them very often and yet we know that there exists a group of people to whom some of the problems of the school can be brought and who will unfailingly strive to find a satisfactory solution. The voluntary work begun in 1912 has been faithfully continued during fifty years and the original governors would, no doubt, be just as surprised to see the changes in the building as the changes in the daily life of the pupils which their interest and the interest of the governors who have followed in their footsteps have helped to bring about. The school is, indeed, indebted to them and here publicly expresses its sincere thanks.

CONTRIBUTIONS FROM PUPILS NOW IN SCHOOL

A FEW FACTS ABOUT STANLEY IN 1962 AND BEFORE

Stanley has a population of 46,500 and it covers 12,659 acres.

Originally (about 120-240 A.D.) it was the site of a Roman cattle camp, to supply camps at Newcastle and South Shields. The camp was surrounded by a ditch or vallum and a turf wall to protect the cattle. The soldiers were housed in rough stone huts.

During 1730 A.D. Sir Nicholas Tempest found a hoard of swords, coins, spears and pottery which are now in the British Museum or the Blackgate Museum at Newcastle.

Stanley has been known under three names, Stanleigh, Stanelaw and Stanley.

The industry at Stanley includes mining and with the mines Stanley has had its share of disasters. West Stanley colliery disaster on February 16th, 1909, cost 168 lives. There was an explosion in which 22 miners died at Stanley one day in August, 1947. This occurred at the Louisa colliery.

The factory of W. Pinkham which occupies a large site off Anthony Street deals with the manufacture of gloves.

Near Stanley there is another factory, Ransome and Marles, which occupies an area of 120 acres and employs more than 1,700 people. This factory manufactures ball races for cars, planes, household appliances and all means of transport and machinery. Between 1960-61 £650,000 was spent in the provision of machinery alone. The total spent on a new extension which has just been completed was £750,000.

From April 1st, 1962, and for the following year the rateable value of Stanley was £357,097 covering 14,649 houses.

N. BOUGOURD (3B).



Staff in 1962

Front Row—Mrs. Pritchard, Miss Eggleston, Miss Williamson, Miss Dixon, Mrs. Hemingway, Miss Grieveson, Miss Thornton, Dr. Sharp, Mr. Scott, Miss Thompson, Mrs. Baxter, Mrs. Hassall, Miss Halkier, Miss Petersen.

2nd Row—Mr. Hall, Mr. Jolly, Mr. Livesey, Mr. Hewitt, Mr. Dolman, Mr. Seed, Mr. Brabban, Mr. Proud, Mr. Cousins, Mr. Westwater.

3rd Row—Mr. Robertson, Mr. Robson, Mr. Robson, Mr. Yockney, Mr. Davies, Mr. Gee.

(By courtesy of H. Tempest Ltd)

STANLEY GRAMMAR SCHOOL IN 1962

Education is as old as nature's maxim of "survival of the fittest". The earliest education of man was in order to survive and protect himself from the elements, animals and such hazards. One only has to think of education and wise old men (for instance Ulysses, whose knowledge and cunning spelled victory for the Greeks over the Trojans) to realise how important these qualities can be. Indeed, many great kings of history have been noted for their wisdom. Solomon, Alexander the Great and Julius Caesar were all men of great learning. In modern life, knowledge and experience are most important in providing benefits for the individual and the world alike. Generally there is no such thing as complete lack of ability; education is the process of finding the ability of a person and cultivating it so that he can take his proper place in society.

Education in the years of the Grecian and Roman Empires was usually specialised, with the great thinkers having a small number of pupils or disciples to carry on their work after them. In England the great Oxford and Cambridge Universities were formed at the end of a period in which there was little interest in organised education. These establishments were exclusively for the use of noblemen or families of government officials. The public schools were not formed until almost five centuries later while grammar schools like our own first came into existence only at the turn of this century.

Stanley Grammar School was opened in 1912 and during the half century since that date thousands of people have passed through the corridors in pursuit of their education. Yet the school has changed very little during a time which has been full of discovery and progress. For those who are not acquainted with the lay-out of the school (or for those who have forgotten!) a brief description follows.

Starting with the main building, we immediately notice the attractive stone-work of the walls and the fine main doors in the centre looking over the flower-beds onto part of the playing fields. The main building possesses, on the ground floor, twelve classrooms (including the Geography room) the modern Assembly Hall and Biology laboratory together with a small medical room; on the upper floor are the Physics and Chemistry laboratories, the Art room and six classrooms in addition to the two fairly extensive libraries. Connecting the main building with the Dining Hall is a small block consisting of the Music room and Domestic Science room, while across the yard is the Woodwork room. Adjoining the school to the north is the recently completed Bus Park and to the south stretch the extensive playing fields. These latter include sites of a hockey pitch together with two football pitches, two jumping pits and a cricket square. At one corner is a throwing circle complete with its protective netting for athletes while at another is situated the tennis court. There is also a well-equipped Gymnasium.

