

THE HARROVIAN

VOL. CXXXI NO.22

April 27, 2019

CHORAL SOCIETY

Elgar's "Dream of Gerontius", 26 March, Speech Room

In May 1889, Edward Elgar was given a copy of Cardinal Newman's poem, *The Dream of Gerontius*, as a present on his not uncontroversial marriage to Alice Roberts. Despite this, in 1900, Elgar told a reporter that "the poem has been soaking in my mind for at least eight years."

Elgar was asked to write a work for the 1900 Birmingham Triennial Festival in the Summer of 1898. With a prospective two years to complete the work, Elgar was still in the process of composing his *Sea Pictures* and *Variations*. The completion of his *Variations* had been dragged on due to August Jaeger's, Elgar's friend and publisher's, dissatisfaction over what might have been considered their perfunctory ending. This dialogue, which was to reappear with *Gerontius*, resulted in Elgar beginning his Birmingham commission only in the Autumn of 1889. By November, Jaeger had received the preliminary sketches, although little use they were, as they became an alternate oratorio, *The Apostles*. Without dwelling on the composition timeline, it seems noteworthy that Jaeger and Elgar disputed the passage in which the Soul sings: "take me away..." Elgar wrote to Jaeger on the 17th of July 1900, explaining that further discussions would serve little purpose. Although Jaeger occupies a somewhat frustrating position, the quality of the work without his contributions is worth considering, although no answer can be reached without Elgar's sketches. On the work's completion, Elgar wrote, perhaps triumphantly, that "this is the best of me," quoting John Ruskin's *Sesame and Lilies*.



With the evidently short rehearsal process (much shorter than Harrow's own), and the death of the original choirmaster, Charles Swinnerton Heap, months before the performance, the first performance was notably unsuccessful. Even Hans Richter, the conductor, was not fully prepared. Understandably, the work's reception was less than fully positive, leaving some unable to separate the faults in performance from the quality of the work itself. Charles Villiers Stanford's criticism was both more integral and superficial, claiming that the work "stank of incense." Stanford's comment speaks to two difficulties that Elgar felt; his Catholicism, and the musical establishment's reception and rejection of him and his music.

The *Dream of Gerontius* is a product of Elgar's role as a Catholic, and is tellingly dedicated to the Greater Glory of God, A.M.D.G. Enigmatically, and probably deliberately so, Elgar wrote to Jaeger after the unfortunate first performance, claiming that "I always said God was against art," and that

"my heart... is now shut against every religious feeling." Elgar took the performance as a prophetic symbol of not only his struggle as a Catholic in an Anglican country, but of his own faithful doubts. Elgar also wrote that "I imagined Gerontius to be a man like us," which, surely, highlights the irony of Elgar on his own deathbed, on which he refused last rights, and desired to be cremated, a fate forbidden by the Catholic church until 1963. Ultimately, Elgar seemed to hold exception to the Catholic doctrine of life after death, and certainly not in the undeniably contrived way with which it occurs for Gerontius, who, in contrast, passes painfully, peacefully, and piously. Elgar's faith, or infrequent lack of it, was a contention in itself, but Elgar was rejected by the musical establishment on many more levels.



In 1882, Joseph Bennett stated that "English music has arrived at a renaissance period." Although the term was originally applied in the context of a *Daily Telegraph* review of Hubert Parry's First Symphony, it developed an almost cultish status, dividing contemporary music. Composers such as Stanford and Parry, and critics such as Fuller Maitland, saw Elgar as progressive and unacademic. Much of the gestation and proliferation of the Renaissance took place within the Royal Academy and Royal College of Music, and although it was there that composers such as Ralph Vaughan-Williams and Gustav Holst came to exploit the roots of English music, the teaching staff still looked to the German model of Leipzig. Elgar did, in fact, begin to learn German in the hope that he would study at Leipzig, but his father could not afford to send him. Despite this, in 1900, the *Musical Times* commented positively that his inability to attend Leipzig meant that "the budding composer escaped the dogmatism of the schools."

Elgar was certainly not unaffected by these comments, and his background, considered socially inferior, haunted both him and his marriage. With this, it seems easy to label Elgar as 'aspirational,' but this would be perpetuating a convenient plot-point. With hindsight, perhaps the academics were just as 'aspirational' in their obsession with the German tradition. It just so happens that none of Stanford's seven symphonies has ever had a *Proms* outing, and Elgar's two symphonies, as well as his unfinished third, elaborated by Anthony Payne, are frequently performed. It now becomes clear that despite what the 1912 *Observer* termed as Stanford's attempt to 'dam the stream of modernity,' Elgar, as Robert Anderson described in 2003, "bowled him out."

Since early January, boys of the Chapel and Harmony choir and others keen to sing (including beaks) gathered each week in Speech room and the OH room to rehearse under the leadership

of DNW and PJE. With the help of Joshua Harris, *West Acre*, on the piano and many beaks and locals helping the various voice parts, this was certainly going to be an excellent performance on all accounts. The weeks flew by and as the performance date grew nearer, the choir was introduced to the girls of Francis Holland who would help sing the soprano and alto lines, and one or two professionals and semi-professional singers consisting of a few OHs (Christopher Willoughby, *Elmfield*, 2011³, Tom Moy, *The Grove*, 2011³ and Daniel Lewis, *Rendalls*, 2008³ to mention a few.) Even the orchestra consisted of boys and OHs as well as many professional musicians from the music department and from around the country. Speech room began to fill up and it was time for the performance to begin, just after Harry Lempriere-Johnston, *Druries*, gave a short announcement about the evening.

It was certainly incredible for the Society to finally sing the piece in full and feel the entire journey of the *Dream of Gerontius* because when rehearsing it, it was very muddled and not many understood the true story in which Elgar set out for the audience. A number of boys and members of the audience had however been to SPS' lecture on *The Dream of Gerontius* which outlined the story and religious meaning behind it. However, when the Society did sing the whole piece through for the first and last time, they were able to feel the journey they were going on through the music and the words. After about an hour of spectacular singing, there was a short pause for the singers and musicians to catch a breath before continuing with the final part.

During the performance, there were various solos from Leigh Woolf (mezzo soprano) who was singing as the angel, Mark Le Brocq (tenor) as Gerontius and Theo Platt (*Moretons* 2007³) (baritone) as the Priest. These three distinguished singers brought the entire performance together adding to a whole new layer of the piece in which the boys had never seen during their time rehearsing it. Both Le Brocq and Platt had helped out in the performance of the Mozart's Mass in C minor in 2018 so the boys were privileged to have them back and were also amazed to see how much they had improved in just one year, especially Platt who is on the rise to becoming one of the greats in the operatic world... all thanks to DNW of course.

The end was near and as the pages were turning faster and faster with the speech room filling with sound, DNW's arms waving frantically and the orchestra creating a fantastic rich sound, the audience was hearing an incredible performance and the boys singing even said afterwards that the adrenaline that the performance gave them was incredible. It had to end on an amazing high.

Words cannot describe the beautiful sound that the speech room was full of that night. Recordings were taken so there is some memento of what an unforgettable night it was. To be able to perform such a famous piece of music at such a high standard at such a young age is more than lucky. None of this could have been possible without the hard work of DNW, DNB and PJE so a huge thanks goes out to them from all the members of the choir and the audience.

OSRG ARTS SOCIETY & GORE SOCIETY VISIT

*Albukhary Foundation Gallery of the Islamic World,
British Museum, 28 March*

At last, the end of term was fast approaching when a group of Harrovians and teachers gathered together to visit 'The Albukhary Foundation Gallery of the Islamic World' at the British Museum. The gallery in question, lauded as a 'triumph' by *The Economist* and a 'delight' by *The Times*, sought to provide a sweeping picture of the range and variety of Islamic art and

objects created by various cultures in vastly different times, extending from an elegantly decorated 9th-century silver bowl crafted at the foot of the Binalud Mountains in north-eastern Iran to a mid-17th-century gold coin minted under the Mughal Dynasty in Old Delhi, in order to spread understanding and awareness between individuals of all cultures and faiths as well as to foster social development in a more general sense.

The sun was shining, and the sky was devoid of any clouds when we set off, an unusually small group of five pupils as well as Mrs Walton and Mrs Mosely, with high hopes and walked from the OSRG down to Harrow-on-the-Hill Station. We entered without much trouble, but upon reaching the platform we encountered the first of a series of unfortunate occurrences, that being that we could not take our original route as part of the tube line had been closed. Nevertheless, Mrs Walton was able to find an alternate route thanks to the help of the infallible and omniscient service that is the great Google Maps. Our little band of gadabouts continued on our merry way until we arrived at Tottenham Court Road Station, and there we encountered the second setback of the excursion, in the form of a particularly displeased tube attendant. Why she was so displeased is beyond the intellectual grasp of your avid yet not omniscient correspondent, however there can be no argument that she was not, indeed, very happy. Upon spotting us, she drew near like some as of yet undocumented gigantic predatory raptor and, upon scrutinising our travel documents, curtly informed that we must, and she stressed must, be back before 4:30. After assiduously noting down her warning, we nodded meekly and she, with a look of righteous suspicion, returned to her den.



Slightly perturbed, we made our way out of the station and were soon greeted by the grand façade of ionic columns and the highly decorated pediment that is the South Entrance to the British Museum. However, whilst we were making our way into one of the queues, a museum attendant stopped us and informed us that, as a school party, we had to enter at the north side of the building. Mrs Walton attempted to rally his more reasonable side, as the Great Russell Street entrance is supposed to be, as the name suggests, an entrance, but he remained stubbornly insistent that we had to make our way round to the other entrance. Being disinclined to starting an argument, we retreated from the Forecourt onto the street and made our way there. When at last we reached the access point which had been deemed suitable for us, we quietly joined the queue at the back. However, we clearly presented a serious threat to the security of the museum, and as we approached we were thus informed by another delightful attendant that we could be searched. He continued to succinctly inform us that if he found a single knife or any object which he, using his phenomenal powers of deduction, concluded to be intended to be used to cut, bruise or otherwise harm a guest or employee of the museum, he would have to unfortunately use powers as allocated to him by the authorities of the British Museum to stop and search every single one of us in the group. In the end however, we passed through without any of us being checked

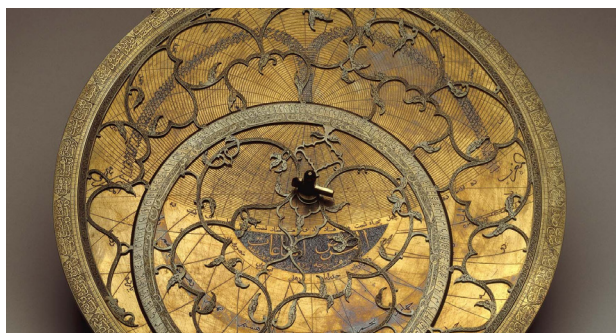
or searched and, our feathers somewhat ruffled, we entered the museum.

Although there were no more infrastructural failures or exigent employees to plague the remainder of the excursion, the delays meant that we unfortunately had only half an hour left to visit the galleries! Nonetheless, we were determined to use our time as best as we could and, thanks to Mrs Walton's detailed knowledge of the BM floorplan - including a very handy lift - soon arrived at the Albukhary exhibition.

The galleries were in a section of the museum's upper floor that might be regarded as 'off the beaten track', nestled away in a corner between Anglo-Saxon artefacts and Renaissance objects. Notwithstanding, the exhibition was both well-presented and stimulating. The rich diversity of items was such that it would be impossible to detail each one, so instead only a few objects that provoked the most intrigue and truly represented the geographical and temporal scope of the exhibition will be described:

The first was an early 18th-century astrolabe fashioned from brass inlaid with silver which had been made for Shah Sultan Husayn, the last Iranian Safavid ruler. His reign is seen as the beginning of the downfall of this ancient dynasty, whose borders had once extended from Georgia through eastern Turkey and the whole of Iran to the western parts of Afghanistan, Pakistan and Turkmenistan. His lavish lifestyle and disinterest in governance (which he delegated completely to his great aunt) can perhaps be seen in this extravagantly constructed object, which was far too large and heavy to be practically used. Interestingly, this astrolabe was one of the first Islamic objects to be exhibited in the British Museum.

At first glance the next object seems to be a classic blue-and-white Chinese teapot; however, it is actually thought to have been produced in the early 17th-century in Mashhad, in north-eastern Iran. The iron spout was a later addition of the 19th century, but the main body of the ewer is an example of the influence of this style of Chinese pottery on Middle Eastern potters. Although the technique of decoration with cobalt blue was invented in the Middle East, the blue and white style was developed in the 14th century in China and soon became incredibly popular in the Middle East after wares were obtained either as gifts or as spoils of war.



The final object was one of the most poignant pieces on exhibition and was part of Issam Kourbaj's artwork, 'Dark Water, Burning World'. It was created as part of a collaboration between Kourbaj, a Syrian artist, and Ruth Padel, a British poet, to mark the eighth anniversary of the Syrian uprising and honour the courage of refugees and the generosity of the islanders of Lesbos. The work on display at the British Museum is a part of the complete artwork and is composed of twelve miniature boats made of recycled bicycle mudguards, packed with burnt, spent-out matches that seem at the cusp of falling out of the seemingly rusted metal object.

After our extremely curtailed viewing of the exhibition, we took a moment to enjoy some refreshments at the museum café and, having slaked our thirst, we then took the compulsory group photograph and left the museum swiftly (through the main entrance) so as not to further enrage the meticulous Underground

worker. Despite the unfortunate setbacks, the exhibition visit was most enjoyable, indeed memorable, and many thanks go to Mrs Walton and LAM, as well as all those in the T&P department who were also involved in promoting the trip.

ATHENAEUM SOCIETY

Long Hei Ng, Newlands, "Jurisprudence, the gears of Society", New Schools, 22 March

The Athenaeum Society met on Friday once again in New Schools, this time to be addressed by the illustrious former head of the society, Long-Hei Ng, *Newlands*. Ng's talk, entitled 'Jurisprudence, the Gears of Society' was on the titillating topic of law, and it promised to be a very hands-on lecture indeed. As is customary with a lecture, the talk began with the classic question of, 'What is Jurisprudence'. Ng stated that Jurisprudence was, indeed, simply a 'fancy word for the philosophy of law'. He proceeded to thank the audience for attending and reaffirmed the need for the Athenaeum society as a 'safe place' (which, as I am sure we can all agree, are necessary components of any pedagogical facility) for members of the Lower School to meet and discuss areas of interest which are not necessarily catered to by the GCSE syllabus. Ng expanded on the similarities of applying the law to a particular legal case to sailing down a river in a small boat, the similarity being that a lawyer must adapt the law to each case just as our hypothetical lost navigator must adapt to each bend in the river.

Next came another necessary component of any lecture: a quote from a long-dead guy who was famous at some point. The wheel of fortune was spun, and Aristotle was chosen, his quote being 'At his best, man is the noblest of all animals; separated from law and justice he is the worst', meaning that the only thing separated man from animals is the law. As he put it, 'We need law. It allows for man to be cooperative, to work in groups without stabbing each other in the back.' With the merits of the existence of law having been asserted, Long Hei attempted to encourage debate within the audience, as well as to recommend people to interrupt him rather than be shy, before moving on to a warm-up exercise. Unfortunately however, the audience did not quite seem to believe Ng's earnest statements, and the only person to participate in the warm-up was the junior head of the society. Amid some frustration, Ng proceeded to introduce the audience to 'The Scope of Law', including Criminal, Contract, Tort, Land, Equity and E.U. law. Most unfortunately however, he explained that he could only outline two areas of the law due to time constraints: Contract Law and Constitutional Law.

Ng began with contract law, which focuses around contracts: legally binding agreements made between two or more parties. He proceeded to outline two key terms in contract law, that of breaches and remedies. A breach in a contract occurs when one party does not fulfil the terms of the agreement, and a remedy is a 'restoration', as deemed suitable by the court, which restores the claimant to their situation if the contract had been honoured. An extremely important feature of a remedy, as stressed by Ng, is that it must be achieved by the cheapest means possible. Most importantly however, contract law, being a very spicy branch of law, does not seek to punish parties that fail to honour the relevant contract, but instead focuses only to protect the interests of all parties involved in the contract. To demonstrate this phenomenon, Ng returned to his toolbox and withdrew yet another staple of the orator's arsenal: the hypothetical situation. In this example, a woman offered a family 100 widgets (a widget being a term for an arbitrary good) in return for £100, paid in advance. However,

she was later offered £150 by another man, and, being a good businesswoman, sold her widgets to him. Having breached the contract, she then remedies the original family by reimbursing the £100 they had paid in advance, and ends the day making £50 more than she would have originally made if she had followed through with the first agreement. Thus, she has not been 'punished' in any way, she has only been made to protect the interests of the original family.

This, however, is a very simple situation in which a contract is breached. Ng proceeded to outline a real-life case in contract law: *Ruxley Electronics and Constructions v Forsyth*, or *Ruxley v Forsyth* for short. The story begins with the original agreement between Ruxley (R) and Forsyth (F), which was that F would pay £70,000 to R to build a swimming pool at F's house. £31,000 would be paid in advance, and £39,000 would be paid upon completion of the project. Additionally, the original depth of the pool, specified at 6ft 6in, was later increased, with the agreement of both sides, to 7ft 6in to comply with F's personal preference. The problem however arose when it was later realised, after construction had started, that R could not build the swimming pool that deep due to its proposed location, leading to a two-way suing situation where R was attempting to sue F for not paying them for the completion of F's swimming pool and R was suing F for breaching the terms of the contract, a situation which Ng happily equated, with a demonstration, to that of a parry and a counterattack in fencing. Once again, Ng raided his cattle prod and attempted to stimulate some sort of discussion within the audience, however the only respondent was once again the junior head of the Athenaeum. To make matters worse, everyone agreed with his opinion, which was that R was obligated to compensate F for breaching the terms of the contract, which both F and R had agreed with. With the conclusion of the one-sided debate all but confirmed, Ng moved disappointedly on to the result of the case. In the county court, it was decided that R was obligated to reimburse F with £2500, which was calculated to be an appropriate monetary representation of the disadvantage caused to F of having a shallower swimming pool. However, it was also decided that F would still have to honour his contract and pay the remaining £39,000 as stated in the contract for the completion of the swimming pool. F decided that this was an unfair decision, as it left him with £36500 less in his wallet and decided to appeal to the court. In the appeal, a very different decision was made. It was decided that F, having suffered a loss, was entitled to a remedy as R had breached the contract. So as to ensure future parties respect the need to fulfil contracts, they decided to force R to pay £21000 to F. Of course, R was not happy with this radically different settlement and filed for another appeal. The case bounced back and forth between courts until it finally landed in the House of Lords, upon which new evidence came to light. Firstly, it was revealed that R had previously agreed to reduce the bill because of unfounded allegations of defects from F, and secondly it was revealed that Ng had lied and the question of the depth of the pool was raised 3 days after the commencement of the project. With these facts at hand, the tables turned for a final time and F was forced to pay the contractors the remaining £39000 as well as the legal fees for both parties, which, after many a trial, had grown very large indeed.

Having finished with Contract Law, Ng moved on to Constitutional Law, which is notable as it involves changes to laws or the introduction of new laws, as opposed to simply a disagreement between two parties. Once again, Ng phoned up his friendly neighbourhood long-dead quotee, and this time Lord Acton rose to the occasion with his poignant quote 'Power corrupts; absolute power corrupts absolutely'. In order to avoid totalitarian dictatorships, societies have adopted an idea known as the 'Separation of Powers', these powers being the Legislative (Law-making), Judicial (Law-implementing) and Executive (Law-enforcing) powers. All three are necessary, firstly to create laws, secondly to interpret them appropriately

to each case, and finally to ensure that these laws are enforced and respected.

Long Hei's 'case study' for this branch of law was the Crime and Security Act of 2001, which was passed shortly after and in reaction to the attacks on September 11. This law, among other things, crucially extended police powers regarding terrorist-related investigations. It also attempted to deal with another problem faced by the executive branch: what to actually do with a suspected terrorist once they are captured. The standard procedure would of course be to prosecute them and sentence them to whatever punishment deemed appropriate by the court. However, in most cases involving suspected terrorists, there is simply not enough evidence to charge them guilty of a crime beyond reasonable doubt (as is the norm), due to the fact of them only being suspected terrorists. Additionally, the process of prosecution would entail revealing information on MI6 agents as well as other information which could compromise the intelligence services' ongoing activities. The next solution is deportation: if you can't deal with them, let someone else deal with them. Aside from the cost involved in properly deporting terrorists, it is also against international law to do so, as deporting a terrorist to a country where their actions are considered worthy of the death penalty is essentially a death sentence for the terrorist. This leaves only one solution, which was the one contained within the Crime and Security Act, and that was of indefinite detention. In other words, if you can't deal with them, just imprison them until further notice. This power lies within the hands of the Secretary of State, who can detain anyone for which they believe exists sufficient evidence to mark them as a terrorist.

The law, somewhat surprisingly, was passed astoundingly quickly. Thankfully however, Ng proceeded to explain why it was able to pass so quickly, the main reason being the way Britain has implemented its separation of powers.

For laws to be passed, they must go through with a majority in both the House of Commons and the House of Lords. However, the majority in the House of Commons is normally already secured by the ruling party, whose head is the Prime Minister. Thus, the only barrier left is the House of Lords. For better or for worse, the House of Lords' powers were reduced in 1911 and then later further reduced in 1949 so that they could not 'veto' any decisions made in the House of Commons, and instead could only delay the passing of new laws by one year. Thus, if they are in control of their party, the Prime Minister is virtually unopposed when it comes to passing a law.

Before finishing his talk Ng proceeded to outline precedence in British law with a question that he posed to the audience in a last-ditch attempt to induce audience involvement, 'Which of the following laws had precedence over the other, The Human Rights Act of 1998, the Equality Act of 2010 or the Driving Instruction (Suspension and Exemption Power) Act of 2009?'. The audience, for once, was somewhat split between the various options, and Ng seized the opportunity to gleefully reveal that he had, in fact, posed a trick question and all of the laws above had equal legal precedence. With Ng's talk pretty much finished, the night continued in the form of a general debate regarding the law and precedence among the audience members. After a misplaced mention from Ng to bargaining in the SCH, the conversation moved on firstly to Guantanamo Bay, regarding how the U.S. could legally circumvent the Declaration of Human Rights as outlined in the U.S. constitution by situating the base in Cuba, and then to the advantages and disadvantages of a codified constitution such as the U.S.'s. To Ng, the U.K.'s lack of a codified constitution allows for increased adaptability and flexibility when passing new laws, which in turn allows for a necessary restriction of personal liberties in times of emergency. The U.S. constitution, although allowing for the protection of Human Rights to take legal precedence over other laws, does have problems in that it is a 229-year old document, and its age can be seen in some of its clauses which, in the eyes of many,

have failed to adapt to modern times. One of these raised was, of course, the 2nd Amendment, which is the foundation upon which private gun ownership lies in the U.S., and the general opinion in the audience was that it is an excellent example of the fundamental flaws of having a codified constitution.

The problem then morphed into the question of whether there are any inalienable truths that could be justifiably put into a constitution. Ng and others in the audience believed that there are none; Just as many truths that centuries ago were thought to be absolute in many cultures, such as the unlawfulness of divorce, are now being treated as obvious falsehoods, many beliefs held today to be absolute may well be thought on completely differently in the future. This, in turn, raised the question of whether anyone has the right to 'impose', as worded by one audience member, their morals on someone else. Here the opinion was split again: some believed that the majority in a society have the right to live according to the morals of their choice, and force others to conform, while others in the audience remained undecided.

After a brief mention from MJG regarding the model of overlapping consensus for the formation of the basis of a society's morals, the general conversation shifted to the Crime and Security Act and the validity of granting the power of indefinite detention. One of the problems not raised by Ng was the fact that this power served only as fuel to many terrorist organisations. Many major terrorist organisations which condemn countries which they name as part of 'the West' justify their actions by calling the countries they are antagonised against as hypocrites, due to their view that these countries preach moral values but do not follow them. In other words, the fact that the U.K. condemns countries for infringing on human rights while itself infringing on human rights through indefinite detention does not aid in its aims to combat terrorism.

MJG's repeated aversion to indefinite detention (interspersed with his attempts to disentangle himself from the debate) eventually led the question to be asked to MJG regarding what should happen to terrorists instead of indefinite detention. His solution would be to try the suspected terrorists just as people are tried for every other crime. If people are not being tried when they should be, then the legal system clearly suffer from some fundamental flaws, and these flaws should be addressed instead of simply ignoring the problem and finding an alternate solution which flies in the face of the idea of a legal system. Ng furthered agreed, and, never failing to disappoint, utilised a hypothetical situation to illustrate the argument; he compared the situation to an infallible 'Truth Machine', in which people are promised to be judged only by the Truth Machine, however, when the Machine outputs a decision which is not agreeable to the operators, the operators do whatever they want anyway and completely ignore the truth machine. The debate continued to rage on until it was eventually noticed that it was, in fact, getting quite late, and with a rapturous round of applause the lecture finished, and the audience left for the Houses.

PRIMARY PROJECT

The Primary Theatre Project was brought back by popular demand for its second year during the Spring term. This branch of Shaftesbury Enterprise consists of a small cast of boys writing, devising and performing a half-hour play to 5-7 year-old students in local Harrow borough primary schools.

Directed by ASM, the first few meetings of the cast focussed on brainstorming and coming up with the main theme and storyline of the play. Just as last year's Primary Project was about the importance of taking care of one's teeth, we decided to include another practical message in our play. We settled upon the importance of sleep; we hoped that by creating a magical world of dreams that can only be experienced when asleep, the children in the audience would be inspired to go to bed

on time, or at the very least put up less of a fuss at bedtimes!

The script was finalised by the beginning of the Spring term, and rehearsals began. The plot follows two twins, Ned and Ted, played by Sebastian Classen, *Lyon's*, and Adam Ait El Caid, *Druries*, respectively, who have moved into a boring tower block with their father, played by Louis Malhame, *The Head Master's*. There they meet a space-obsessed young boy who goes by the name of Rocket Boy – George Mingay, *The Park*. One night, Rocket Boy takes the twins to a secret cupboard, where they find a mysterious balloon coupled with a poetic spell. Before they know it, the balloon has whisked them above the clouds to the magical Land of Nod. To their astonishment, they find ordinary residents from the tower block living out their dreams, such as the grumpy octogenarian Margaret – Finn Deacon, *The Park* – who is performing complex acrobatics, and Alf – Hanno Sie, *Newlands* – who is a champion jockey. Led by accordionist Pierre, also performed by Malhame, they learn how to realise their dreams, with Ted fulfilling his dream of becoming a ballerina, Ned becoming a racing driver and Rocket Boy finally flying a real rocket! At the crack of dawn, though, they have to leave the Land of Nod, taking with them Pierre's wise words of advice: they will never achieve their dreams in real life if they are asleep all the time. We hoped that this would bring across the message that if one works on achieving their dreams they can become reality.

Three of the four performances took place at the primary schools. We utilised the boxes from the Bradbys and West Acre House Play, *The Laramie Project*, as part of the set and as containers for our props when travelling to the schools. The other show was put on on the Ryan Theatre stage, which meant we could also make use of the lighting and smoke machines.

Aside from the messages of the play, the overall experience of watching drama was certainly something special for the children. At their age, it is unlikely they'll be seeing many plays regularly, so this would have been something wonderfully out of the ordinary. They certainly greatly enjoyed the shows; the fantastic thing about an audience of that age is the level of interaction: they will laugh for minutes on end at jokes or funny moments, and talk out loud, responding directly to what is happening. For an actor, it is a completely different experience to performing in front of a normal audience, and this project allowed us to work on developing the unique style of acting needed for an audience. It definitely takes some getting used to, but it was wonderful to feel the energy from the audience and to see the amount of fun they were having.

TEAM ARCHIE

Archie Lloyd, *The Head Master's 2010's* was tragically killed in 2015 during the summer after he left Harrow. He loved Harrow and all the opportunities it afforded to him, particularly on the sports field. TeamArchie was set up as way of keeping Archie's memory alive but also to create something positive out of his short life. The charity's aim is to inspire and motivate young people to make the most of their talents – targeted at those whose life opportunities are not the same as those afforded to Archie and those lucky enough to be at Harrow. Team Archie makes awards to inspirational young people seeking to advance their life opportunities but who require additional or financial support from those who recognise their potential to succeed.

The money raised has allowed TeamArchie to work with several partner charities and set up a series of bursaries and programmes to provide life changing opportunities across a wide range of activities including sports like table tennis; football; sailing; skiing; golf but also other important areas like writing; drama and dance. One example is Keon who won the first TeamArchie bursary. When Archie left Harrow, he won the Crawley Scholarship – to coach football in China and learn Mandarin. Archie never had his chance but Keon did. He left school at 16, won a scholarship to University and is

passionate about football and in particular disability football. Since he returned from his TeamArchie bursary in China he has landed a job at Crystal Palace running their football disability programme. He has also met Prince William and has now travelled to Nigeria, Zimbabwe, USA, Japan – he is inspired and motivated to launch disability football on the world stage and Archie's memory lives on through his passion.

TeamArchie exists because of the overwhelming support received through fundraising events but also individuals taking up challenges – running marathons; ultra-marathons; cycling and sailing around the world to name but a few. If anyone in the Harrow community wishes to take up a similar challenge TeamArchie would be delighted to work with them.

The TeamArchie Soccer day was a resounding success. Around 50 OHs, friends and supporters gathered early at SAH's for a delicious breakfast before heading to the Astro to play a soccer match of OHs versus the rest (mostly Old Radleians). A great match ensued (expertly refereed by NT) with the OHs running out 6-4 winners. After the match the group moved up to the Shepherd Churchill for a delicious curry lunch and a chance to catch up with old friends and Beaks. Archie's father, James, spoke about the work of TeamArchie and TMD presented Archie's parents with a gift from all the players from the morning match.

After lunch home soccer teams playing against Radley wore pink socks in support of teamArchie with the 1st XI also wearing a specially made TeamArchie kit, at the end of the 1st XI match players and supporters gathered for a short presentation. Claire Lloyd, Archie's mother, presented the man of the match award (a ball signed by all those who played in the morning match) to Andrew Holmes, *The Grove*.

This was a great day that allowed our community the opportunity to remember a wonderful young man who was taken far too soon. It was also a chance to publicise the work of TeamArchie: an outstanding charity that has meant that something wonderfully positive has arisen from Archie's short life. If you would like to know more about TeamArchie please contact TMD, SAH or NT for more information.

CHURCHILL DOWN UNDER

The Churchill Club Dinner, in Auckland, New Zealand, held in honour of Churchill's memory, the speech by Gregory J Thwaite, "Churchill's Knowledge of Latin", held on 19 March

My interest in Mr. Churchill's knowledge of Latin was sparked by the famous incident (famous, at least, among Churchillians) recorded in *My Early Life*:

"‘This is a Latin grammar.’ [The teacher] opened [the textbook] at a well-thumbed page. ‘You must learn this,’ he said, pointing to a number of words in a frame of lines ...

What on earth did it mean? Where was the sense of it? It seemed absolute rigmarole to me. However, there was one thing I could always do: I could learn it by heart ...

‘Have you learnt it?’ he asked.

‘I think I can say it, sir,’ I replied; and I gabbled it off.

He seemed so satisfied with this that I was emboldened to ask a question ...

‘But,’ I repeated, ‘what does it mean?’

‘Mensa means a table,’ he answered.

‘Then why does mensa also mean O table,’ I enquired, ‘and what does O table mean?’ ...

‘O table,—you would use that in addressing a table, in invoking a table.’

‘But I never do,’ I blurted out in honest amazement.

‘If you are impertinent, you will be punished, and punished, let me tell you, very severely,’ was his conclusive rejoinder.

Such was my introduction to the classics from which, I have been told, many of our cleverest men have derived so much

solace and profit ...”

The experience did not foreshadow a great interest in the Latin language.

He was at that time 7 years old. He had entered the purgatory of the prep school St George's. His headmaster was a flogger. With his wounds (at least the physical ones) visible to his family, he was taken away at the age of 9.

He was sent to a kindly school in Brighton, run by two maiden sisters. There his studies included translating into English parts of the campaign memoirs of Julius Caesar, and of the poetry of Virgil. In his first term he was fourth out of 10 in English, French and Classics; by the last term he was 1st of 9 in Classics.

While there, at the age of 13 he sat the examination for entrance to Harrow. His mother, a Tiger Mother of her day, had arranged a tutor for the holidays – a 24-year-old specialising in Greek.

Young Winston's account is that he handed in an answer to the Latin exam that consisted of only his name and an ink blot. Apparently the exam paper cannot be located by historians of Harrow. One of the sisters, Ms Charlotte Thomas, explained to his mother that he had suffered from severe nervous exhaustion. Be that as it may, the headmaster, Reverend Weldon, accepted him to Harrow.

I am indebted to Dr Steven Kennedy, Head of Classics at Harrow, and Tace Fox, the archivist, for some records about the teaching of Latin at Harrow. For a school of perhaps 500 boys, there were 12 Classics Masters. Three were clergymen. For the interest of us Antipodeans, a fourth was a barrister with experience at the Bar in Tasmania, Australia. One or two were also involved in the Modern Side – mathematics and modern languages.

The boys were provided with a florilegium (“selection of flowers”). This was a collection of the best pickings from major authors.

Often a standard text of an author was a little book with one piece e.g. Book II of the Aeneid. A number of the editors were a clergyman/scholar. I have a Latin text along this evening, together with one in Greek. Each had a first edition in 1888, when young Winston was aged 13.

Such book invariably had an introduction to the Roman author, and sometimes some prints. No doubt the boys skipped through these. Then at the back was a vocabulary of the harder words, and notes on difficult grammatical points, hopefully with an exact translation of some hard phrases. Both no doubt heavily visited. In-between was the agony: the text in Latin.

Old books purchased at second-hand bookshops invariably show hand-written English words and the occasional grammatical explanation. When my own reach a second-hand bookshop, such notes will also be discovered.

Each year the top boy would orate a Contio – an address in Latin – before the faculty, which had to contain six jokes, comment on national affairs, and identify prominent Harrovians of recent achievement. The two that I have received show remarkable learning for a young man in Latin and even in Greek. One which an older man would find hard to read, and even much harder to write.

Young Winston was assigned to the lowest fourth form. He showed little sign of scholarship, which perhaps is a prerequisite to winning the Nobel Prize in Literature in late middle age. Latin in particular did not appeal. Perhaps, instead of Latin being whipped into him, it had been whipped out of him.

He reached a cooperative arrangement with an older boy. Believed to be Sir Leo Amery, who pronounced the doom on poor Neville Chamberlain in the House of Commons. That lad was skilled in the complexity of Latin grammar, and wrote young Winston's homework. He, in turn, wrote the other's essays in English, in which he had blossomed. The arrangement went well until the headmaster called young Leo to his office to discuss a particularly good essay, which Leo could only dimly explain. An example of the comparative advantage of the economist – using the best man for the task.

He was assigned to the Army Class, to prepare for the exam to join the Army. He succeeded on the third attempt. But not through skill in Latin: a score of 362 out of 2,000. He and the Latin language parted company at the gate to Sandhurst.

Which brings me to the point which might have been put first. What is the Latin language, and why did so many students in the 19th century, and a handful still in the 21st, spend time on it?

Latin is the language of Latium. This is an area of Italy around the Tiber River. The hamlet of Rome was located beside the River, spread across 7 hills. So, the Romans spoke Latin.

Other languages were spoken in the area. Such as Etruscan - the language of the people in Etruria, whose kings initially dominated Rome. (Rex, now a harmless name, meant then "king", and the Romans developed a venom towards it, owing to their experience of Etruscan kings. The word could start a riot. The Emperor Augustus did not use the term: like the lately-murdered Mr Cali, the discrete Gambino gang boss in New York, he preferred doing business to doing headlines).

Also spoken was Oscan. The fourth Emperor, Claudius, spoke Oscan. He was a scholar, whose ascent to the throne was achieved by being the Uncle of the crazed and insomniac Caligula, whom the soldiers found in the Palace after the murder of Caligula. Perhaps the paragon of a scholar who ends up as President, to the surprise of many, with mixed results. The last person with a knowledge of Oscan in New Zealand may very well have been the late Dr Will Richardson. My teacher at the University of Auckland, and later my neighbour in Mt Eden.

Latin spread with the Roman army, merchants, governors and their staffs, tax collectors ("the publicans" of the New Testament), slave traders and their captives, and various philosophers, missionaries and sorcerers. Over centuries it broke down into the major languages of Western Europe, being Spanish (the one most similar), Italian, French, and Portuguese; Rumanian in the east; and minor languages such as Romansch in Switzerland, Galician and Catalan in Spain, and Provençal in France. It occupies part of Belgium, but (apart from English) little of it appears in the Germanic languages.

Elsewhere in Europe it retreated along with the legions. In the East it was resisted by Greek and later by Slavic languages. From Syria to Morocco it was expelled by Arabic, but has been revived by some colonial blossoming of French in Algeria and Tunisia.

Latin is one of the Indo-European languages, being a family of similar languages stretching from North West India (Sanskrit) to the Atlantic (Portuguese). They are characterised in particular by complex verb forms e.g. I give, I am giving, I do give, I gave, I have given, I had given, I will give, I will have given; and of the course the vaguer I should/would/could give, or should/would/could have given.

Chinese expresses past time with a word *le* at the end of the sentence to indicate some event that has already occurred, and another similar terseness for the future. Given all the characters to learn, Chinese can hardly be dismissed as an easy alternative.

Similarly, the nouns have different ending to indicate the relationship of the word to another word, often the verb. In English we've reduced the cases to two forms. The general one e.g. Horse; and the genitive (or possessive), recognisable by the apostrophe *s* (the apostrophe being a marker to show that the 'e' has dropped out). Hence, Horse's foot.

Latin has a vocative case. That is, the form of a noun when addressing a person or object. Young Winston took offence at being told how to address *mensa* (table). He was really being given the paradigm for the first declension of nouns. Of course, if the Master had made him learn the word *poeta* (poet), or *nauta* (sailor) young Winston might have had no objection to the vocative case. He may have become a great scholar; and missed the glittering prizes of his career.

The Latin language slowly shrank as the modern languages developed. By the 19th century, outside the Universities, Latin had shrunk to being the official language of the Hungarian

Parliament, a language maybe still in use in medicine or law, the language used in the Vatican and for the liturgy in Roman Catholic churches, and as a cerebral training ground for the higher offices in the British Empire, in particular in the Civil Service.

What were the advantages of teaching Latin to young lads? I insert here, for dramatic effect later, the observation that young female minds were not equal to such difficulties, and were not exposed to Latin. Although Sir Thomas More, the Chancellor under Henry VIII, and a formidable scholar, taught his daughter Latin.

The first advantage was the mental shaping from the language. The mind was trained up in memory, and structured for categorisation of words by case for nouns and conjugation for verbs. It has an overlap with mathematics as a mental discipline.

The second was a deep introduction to the Indo-European language system. This should facilitate the learning of other languages, even outside that language system.

The third was an encounter with Roman literature. This is learnt earlier in the curriculum than equivalent literature is learnt in modern languages. In French or German, people demand to know all sorts of practical matters before they enter the literature: the time of trains, the price of a cup of coffee, the location of the umbrella, and so forth.

Churchill acquired knowledge of Julius Caesar. A brilliant man in thought, and in action in war and politics. He wrote superbly about his military ventures. Although one of his contemporaries, the severe Cato the Younger, regarded his rampages in Gaul as a war crime. (Perhaps a Bengali might have similar views about the famine in Bengal in which Prime Minister Churchill had some involvement in 1943.)

And also of Virgil. His grand epic poetry mixed genuine humanistic and religious feeling, with advocacy for the new power structure of the Emperor Augustus.

The fourth was an encounter with Roman history. The Romans, like the Britons, ran an Empire with two somewhat inconsistent principles: a bold assertion of their own freedom, and various levels of serfdom for the natives of the Empire:

1. A young lad would be stirred by the history of Livy, who would show the sternness of the Romans of old and their simple rustic ways and bedrock patriotism. Rather like Boy's Own adventures.

2. The poems of Juvenal in the next century would depict for older boys urban Rome. By then a world centre, monstrous plundered wealth had shaped a city abounding in excesses of all sorts.

3. The writings of the stern Tacitus detailed the grip of autocracy. His histories exemplified in Rome a belief in a strong, aristocratic legislature, a rapacious merchant class, and an inert labouring class. Outside Rome, it detailed techniques of ruling, robbing, educating, protecting, jollifying, and exploiting various domains. The upper class of Great Britain was attentive to these themes.

The fifth – perhaps important in the Brexit rage – was that the Britons became accustomed to a sense of unity with parts further south. Roman monuments – bridges, temples, and markets – can be seen from Scotland down to Tunisia, and from Portugal across to Turkey. The Roman Empire gives a sense of historical overlap, and of common experience.

What of girls? Well, they were taught easy subjects. Like the young Princess Victoria, who acquired fluent French, Italian and German. At one point in her reign as Queen a crisis arose in German-British relations. She told her Minister that she would handle the negotiations with the envoy of her grandson, Kaiser Wilhelm. Just the two of them, in German. The Minister's knowledge of Classical Greek, learnt at an all-boys school, proved a wrong bet long-term.

Winston Churchill deepened his knowledge of classical literature in translation when he served in Bangalore, India in 1896. In the afternoon break, when officers and men were at leisure in the heat.

He placed great store on the magnificent work, the *Decline and Fall of the Roman Empire*, by Edward Gibbon. That author helped form his rolling style, with periods and pauses. Perhaps Gibbon's most famous sentence is this:

"The various modes of worship which prevailed in the Roman world were all considered by the people as equally true; by the philosopher as equally false; and by the magistrate as equally useful."

Very Churchillian.

He kept little Latin; but he did have a number of phrases which he stored in his elephantine memory, for use as required. Such as the part-line from Virgil that he learnt via FP Smith, the barrister who later became Lord Birkenhead, and was his Best Man: *parcere subiectis et debellare superbos*: "spare the beaten, and war down the proud".

He acknowledged that the phrase was an inspiration for his own philosophy of defiance in defeat and magnanimity in victory.

In a debate on Defence spending he quoted the rural poet Horace, on the passing of years. On one occasion he offered to translate a Latin phrase, for the benefit of any Old Etonians present.

The greatest inspiration from the classical world may have been the *Lays of Ancient Rome*. This was a collection of poems written by Lord Macaulay (like the mature Churchill, a man of government, an expert on India, and a historian). He asserted that they were the sort that would have been written by the Romans as their national poetry. In his first term at Harrow young Winston won the Declamation Prize by reciting from memory all 1,200 lines.

Some lines we can particularly associate with him. Especially if we bear in mind that heroic photograph of the dome of St Paul's Cathedral beside the Thames, towering above flame and smoke during the Blitz:

"Then out spake brave Horatius

The Captain of the Gate:

To every man on this earth

Death cometh soon or late.

And how can a man die better

Than facing fearful odds

For the ashes of his fathers

And the temples of his gods."

Vobis gratias ago.

ENGINEERING SCHEME

Gold Crest trip to Cambridge, 28 March

We made our way to the Knoll driveway, preparing for what we considered would be a memorable trip. We had all dressed up for the occasion, and had gathered all we needed to make this trip a success. Making final adjustments to our presentation, bug checking and testing our precious prototype – a 1.4m PVC wastepipe with several electronics dangling off its sides – these are just a list of the things we had carried out in the 20 minutes of break time before we set off in our Ford Transit van...

Many of those reading this piece may not yet understand what I am rambling on about. What is described here is our trip to Cambridge in order to give a presentation on our project for the Crest Gold Engineering Award. This is part of the Engineering Scheme carried out by Harrow, and should be familiar to those studying Physics. However, this trip was a special case for our team as it is not essential nor the norm for Engineering groups to present their projects to external groups or professors.

And yet here we were, making final preparations to present to a Cambridge professor – an opportunity that only shows up once in a blue moon. Our project is based on the idea of improving on tools that aid the visually impaired – namely a 'smart', more technologically advanced version of a blind cane, that made use of sensors to help provide a greater area over which obstacles could be detected and motors to provide

clearer haptic feedback for obstacles approaching/present in all 3 dimensions.

Once our beloved 'stick' had been secured on – and a quick check made to ensure all six members of the team, our physics beaks CMC and MR, were present – we set off on our journey to the countryside. In just over an hour and a half, we had arrived at what seemed to be a relatively modern building – slightly contrasting to Cambridge's 800-year-old history – which turned out to be the newer wing of the Astrophysics Department at Cambridge, the Hoyle building. It is named after the renowned British astronomer Fred Hoyle, who made several contributions to stellar synthesis.



We spent a few minutes touring the entrance area of the Hoyle building, when we were fortunate enough to shake hands with the Astronomer Royal, Lord Martin Rees, who had asked CMC briefly about our undertakings. This turned out to be a well-timed encounter, for the very next moment we were having a look at the lecturing auditorium near the entrance, where CMC pointed out a particular chair in the front row that Lord Rees would sit in during the lectures of aspiring astrophysicists. CMC also made it quite clear how Lord Rees would demolish the very basis of these lectures with a critical question – and how during one of CMC's lectures, Lord Rees had decided against doing so (much to CMC's relief).

We were then given an extensive tour of the Astrophysics Department by Mr Mark Hurn – considered to be a keeper of all records and resources (including its libraries) of the Department. We were taken to the historical Northumberland and Thorowgood Telescopes – both with long histories of use – which are now part of the Department's initiative to arouse interest in astronomy within the public.

Next up on our tour was one of the most significant buildings of the Department – and arguably the starting point of the department itself – the Observatory building, equipped with its own telescope and dome. In its past, it used to serve as the living quarters of the chairman, his assistant, and their respective families. Now, it serves as an office space with a specialist library (or two!) with books dating back to 500 years – older than Harrow itself.

Then, we approached a third observation dome situated on the grounds of the original department building, where we were shown a telescope with a 36-inch objective lens (dwarfing the 12-inch lens of the Northumberland telescope and the 8-inch lens of the Thorowgood telescope). We had a laugh as we took turns to play with the dome's superstructure, for our guide Mr. Hurns had shown us the crank that controls the rotation of the observatory dome.

After our extensive trip of the campus, we were taken to a room to present our talk and our project to Cambridge professor and astronomer Carolin Crawford. We spent our 15 minutes of presentation time by starting off with an introduction of ourselves, with Eddie Clark, *West Acre*, explaining our aim and the purpose of our project; Freddie Murley, Sui Ittikaporn and myself, *The Park*, explaining how our 'smart cane' worked and its design and specifications; Eugene Kim, *West Acre*, discussing the code that went in programming the cane's Arduino board; myself and Eugene talking about testing and modifying the

cane; and Long Hei Ng, *Newlands*, approaching the topic of real world applications and marketing of the cane, and how we would sell it as a product.

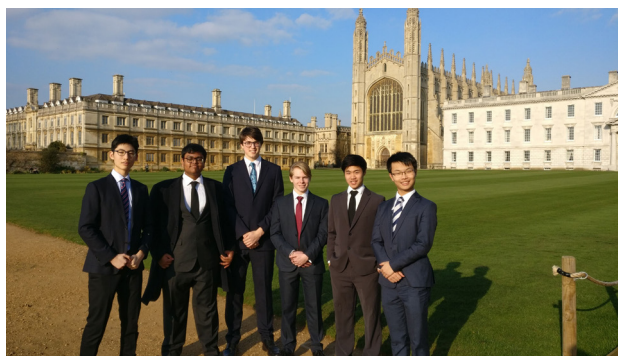
Professor Crawford then asked us several important questions regarding our project, such as how our proposed modifications would impact the cane's performance, how large the market for our project was and how we would approach these markets – especially abroad – and ensure that the cane is a profitable product, as well as what would be a worthy successor to, and a better tool than the cane.

Once our engaging discussion had come to an end, we bade farewell to Professor Crawford and headed off to our van to begin the next part of our trip – a tour of some of the colleges of Cambridge, including Sidney Sussex College, where CMC had lived and studied during his time at Cambridge. However, that is not to say that we did not bring back a souvenir or two back with us...

We then had a more relaxed remainder of our time, spent exploring the hallways and dinner hall of the Sidney Sussex College, whilst sharing some good old stories and banter with the staff, postmen and several other office workers whom CMC have described as being the 'true people-in-charge' of actually running the college(s) and having the colleges within their grip. We had also managed to take quite a few pictures of the pristine courtyard of the college:

We then headed for King's College, where we posed to take pictures within its ornate chapel and entrance, and we posed for one final picture as a team in the courtyard behind the Chapel itself, where the shimmer of the sun glancing off the river Cam served as a picturesque setting.

With a final look and panning of the college courtyard, we headed home to the hill in our van, feeling happy – and even slightly elated – towards our successful trip; let us also stress and not forget its importance and potential as being part of our academic career, especially towards studying at university.



All fun and games aside, our engineering team are very grateful at receiving such a rare opportunity at expanding our already out-of-syllabus Engineering Scheme work to an extent we couldn't imagine happening. As such, we would like to thank our project supervisor, mentor and Physics Beak CMC for arranging this trip, to Mr. Mark Hurn for spending his valuable time giving us a comprehensive tour of the Department, and of course, to Professor Carolin Crawford for making time in her (ludicrously) busy schedule to listen to a 'bunch' of Lower Sixth Formers droning on about a school project (especially her tolerance and attention towards a simpleton like myself). I would also like to thank MR for giving some of his time to come on this trip with us, whilst occasionally sparking little conversations regarding physics (which even at its bare minimum confused my empty brain).

Finally, I would like to bring attention to my teammates – Long Hei, Sui, Freddie, Eddie, and Eugene – whose exceptional commitment, hard work and overall imaginative thought processes were what enabled us to design, and bring to reality, a greatly improved version of a blind cane as an aid for the visually impaired.

DAME VAUGHAN AGONY AUNT

Dear Dame Vaughan,

You're in a library. Life is fast-paced and busy. I don't have time for long things. Brevity is the soul of wit. Reading is important. I should read. But exams take time. I don't have time. Can you please suggest something short I can enjoy when I eke out a spare few minutes.

Yours briefly,
The Flash

Dear Fast and Furious,

Oh my, how tersely succinct, laconic and pithily economic you are. No danger of superfluous verbosity, tautologous repetition or grandiloquent verbiage from you! And in the brevity of your utterance, to still turn to Shakespeare for quotation, who, as we know, was a master in making truths newly-known, fulfilling that great couplet Alexander Pope would write later on: 'True wit is nature to advantage dress'd, What oft is thought, but ne'er so well expressed'. Why, even in that moment, to still make the Hamlet quotation comic, taking a maxim on brevity from one of Shakespeare's longest plays, and from the character Polonius, who, as I'm sure you know, was notorious for his lack of brevity – the irony! The humour! The couched wonder of your wit! To achieve so much in so little, I am in awe of your literary prowess, sir. You remind me of a young Ezra Pound. Or Rupi Kaur. Or me – for I too, as I'm sure you can perceive, like to turn a phrase or two! But ah! I'm getting carried away. Let me briefly suggest a short read for your amusement: *The Bloody Chamber and Other Stories* by Angela Carter. A collection of short stories retelling classic fairy tales and legends through the lens of Carter's brutal, sharp feminist readings, this is an absorbing selection of dark, sensual, fantastic stories. If you want escapism from the stress of exams, an uncanny rendering of what was familiar made unfamiliar, and a collection of short stories you can fit into your busy life at your leisure, this iconic publication seems the perfect choice.

Yours crisply,
Dame Vaughan

[If you have a book-themed predicament and wish to seek advice from the omniscient Dame Vaughan, please email the editor or the Vaughan Library, who will pass it onto the Dame's people.]

OH WISDOM

"Anyone interested in the Globe theatre and original staging techniques cannot ignore the pioneering work produced work produced in Speech Room by Ronald Watkins and Jeremy Lemmon...I look forward to the day when an eyrie of Harrow boys threads the boards of the new Globe on Bankside"

This week's wisdom is not spoken by an OH, but about an OH and former Master at Harrow (1957-1996), Jeremy Lemmon (*The Knoll* 1949³) and former Master and father of Shakespeare at Harrow (1932-1964): Ronnie Watkins.

In 1941, an incendiary bomb landed on Harrow's Speech Room. Ronnie Watkins, an English beak at the time, looked at the resulting 'wooden D' as he called it, and saw an opportunity to present a Shakespeare play in conditions approaching those of Shakespeare's original Globe playhouse. So the Harrow tradition of annual Shakespeare in performance started, and it has continued almost unbroken to this day.

In the 1980s, when Shakespeare's Globe playhouse was being rebuilt on Bankside, Ronnie Watkins was asked to be an advisor, and the rehearsal room at the complex now carries his

name. In 1994, when the new Globe was still a shell, Harrow was invited to perform its annual production at the venue and became the first company to present a full-length Shakespeare play within the partially-built walls. The play that year was *The Taming of the Shrew*.

On Sunday 24 March, a company of nearly 40 boys from the School returned to Shakespeare's Globe for a one-off special gala performance of *Twelfth Night* in honour of that performance 25 years ago.

Proceeds from ticket sales will go towards the creation of an annual project in which Harrow boys work with students from our partner-maintained schools on the Globe's stage, and with tuition from Globe actors. This new project is named after Jeremy Lemmon, who directed the 1994 production.

CORRESPONDENCE

Letters to the Editors of *The Harrovian*

DEAR SIRs,

I am writing to you with regards to a recent announcement of school policy. This week, air fresheners in bedrooms were banned because they are a method for hiding the smell of an e-cigarette.

While I support the notion of cleaning our school and making sure that we eradicate negative habits like vaping, it is important for management to understand that our bedrooms are also our living space. Having sat in on a couple of open days, I cannot help but fail to notice that a primary advertising point for the school is the work-life balance and I don't believe the new air freshener ban is in line with that policy. One must remember that we are a school of 13-18-year-old boys. It is unavoidable that many rooms may acquire a slight tinge and without the use of air freshener, our living spaces become far less pleasant. Anyway, what I am trying to say is that although it may not have occurred to those upstairs, air fresheners and scents are not just used to hide the smell of antisocial activity. I would say that the clear majority of air freshener users do not vape and am wondering why they should be punished for making the school a more pleasant place.

Kind regards,

DYLAN WINWARD, LYON'S

DEAR SIRs,

IN HINDSIGHT
(a short story)

Yours sincerely,
Neil Porter

SQUASH

The School v Radley (away), 7 March
"The Phantom Match"

The first stage of our ambitious Africa Tour took us deep into the heart of Mali to a little-known educational outpost known as Radley. Just beyond the Chilterns the tarmac ran out and we were on dirt tracks. The local people looked friendly. Some walked alongside the bus trying to sell local fruit and trinkets. Birds of Prey hovered menacingly overhead.

On arrival at Radley it was immediately evident that something was wrong. The whole of the Radley team and coaches met us in the entrance to the sports centre when normally we would have made our own way to the courts where Radley boys

would have been warming up. We immediately suspected a trap or some kind of local ploy. They were half-smiling in a resigned sort of way.

Radley Coach: Power cut. The lights literally went off five minutes ago. This often happens out here when it gets a bit windy.

Harrow Coach: Ok. We can give it a while.

Wind was then discussed as being a powerful force. It was also suggested that this was a possible act of terrorism by rebel forces intent on sabotaging the preparations for the big Roehampton squash tournament. All it would take out here would be a snip with a small pair of scissors and half of Mali would be in the dark. After five years of Geography Sodi knew that basic service provision could be rudimentary out here. We suggested using candles but that was quickly ruled out on health and safety grounds as the school was highly flammable. On inspection the courts were indeed very dark and the new electric lighting system was still being trialled.

Radley Coach: (*Loudly*) When this happened against Marlborough the lights were out for hours. It was windy that day as well.

Harrow Coach: Oh dear.

(At that point a local urchin ran in and pressed a crumpled piece of paper into the coach's hand).

Radley Coach: As I feared. The electric company are saying power will be restored around 5.30. It was the same with Marlborough.

Harrow Coach: I don't think we can wait that long.

Radley Coach: Such a shame given all the improvements we have made to the courts. Court Five now has a roof and there are door hinges on Court Two.

It was now time for a full and frank discussion about the Harrow position.

Sebag-Montifiore: What are we going to do?

Coach: What do you suggest?

Sebag-Montifiore: Play them at football?

Murley: Are we going back? (*not for nothing is Murley in the running for captaincy next year*)

Coach: Probably

Murley: Can we claim victory? Does it go down as a win on my record? (*the Psychiatric Unit are desperate for wins to improve their miserable records*)

Coach: No

Gupte: So this means we are going all the way back again?

Coach: Brilliant

Radley Coach: Would you mind eating the tea before you go? (*Harrow attack the cake despite, or because of, the packed lunch they have just consumed. This is the earliest tea in history*). Such a pity. We needed this match as preparation for Roehampton.

Suddenly it hit. Could this be a cunning Radley ploy? They had been drawn in Harrow's group at Roehampton. Could the school have been deliberately plunged into darkness to a) hide Radley's secret tactics from Harrow so we learn nothing about the opposition? b) Make Harrow waste a whole Thursday afternoon rather than get in practice for the big occasion? Would the lights miraculously reappear as Harrow disappeared over the horizon?

Our answer came as we waited to leave and found that we were missing Jafree. Someone said that they thought he had gone to find a toilet but that was some time ago. We waited another 10 minutes before Jafree appeared looking a bit dishevelled.

"Sir, I think the sanitation system is down as well"

HOCKEY

The School v St John's School, Leatherhead, 23 March

1st XI Lost 1-6

BASKETBALL

*The School v New City College, Epping Forest,
21 March*

1st Team, Lost 61-67

Half way through the second quarter of the match, Harrow's senior boys found themselves 19 points behind New City College's effective and well-practiced squad. A deficit like this could easily have sapped the teams moral, but much to their credit, our boys got to work, hunting for rebounds, pushing to the net, and capitalising on three point opportunities. With a minute to spare they had closed to within 4 points. Despite finishing behind, the boys acquitted themselves with real determination and sportsmanship. The whole team should be proud of the result and their effort. Final score, Harrow 61-67 New City College

Boys-U16A

Won 42-39

Despite fielding a notably younger team, Harrow was able to secure a close win in a hard fought match. With the lead transferring back and forth throughout the game it was anyone's guess what the outcome would be. Our boys, however, were able to secure some significant offensive and defensive rebounds late in the final quarter and pull ahead to secure the win. Final score, Harrow 42-39 New City College.

BADMINTON

Wellington Quadrangular, 23 March

Finished in third place 23 points.

Lost 6-10 to Abington (eventual winner with 28 points)

Won 10-6 against Wellington.

Lost 7-9 to Eton (eventual runner up with 27 points)

Congratulations to Pair 1 Captain Victor Chan, *Rendalls*, and Vice-Captain Kingston Lee, *Elmfield*, who did not drop a game in the entire fixture, winning 12 of our 23 points. They were an unbeatable partnership in the tournament, frequently drawing a crowd of spectators at their court where they demonstrated clinical precision. This was a difficult fixture, with several of the usual team unavailable due to illness or HRC Field Day. Taran Franck, *Druries*, returned as a veteran to play in Pair 3, and relative novices Julian Li, *Druries*, and Eugene Kim, *West Acre*, stepped up to fill the gaps in the team sheet.

SOCCER

*The School v St John's School Leatherhead
1st XI, Won 5-1*

Scorers: Toby Gould, *Lyon's*; Carlo Agostinelli, *The Head Master's*, 2; Thomas Walduck, *The Knoll*; Oliver Johnson, *Rendalls*

After the weekend's results, Harrow went into this fixture with St John's knowing that a win would seal the league title for a second year in a row. However, this was a potential banana skin of a fixture, played against a strong St John's side with good technical ability on a tight, bobbly pitch that made it difficult to play passing football.

Ed Lewis was absent due to a nasty bout of the bubonic plague, but Tom Ward passed a late fitness test after suffering from chapped lips all week.

St John's were in full mind games mode to try to get the better of the 1st XI. They first delayed the start of the game by 15 minutes for no reason, but Harrow were not deterred. The early stages were tight and neither team were able to create clear cut opportunities. Josh Davis, *Moretons*, and Carlo Agostinelli, *The Head Master's*, were leading the line well but were unable to get any shots away.

Harrow broke the deadlock after 23 minutes. Agostinelli's free kick into the box was met by Ward's powerful header. The St John's keeper made the save but could only parry the ball to Toby Gould, *Lyon's*, who bundled home from a yard out.

Six minutes later, Harrow got their second of the game. Thomas Walduck, *The Knoll*, played a high ball over the top for Agostinelli, the ball bounced over the head of the onrushing goalkeeper and looked certain to hit the back of the net before Agostinelli did a David Nugent (Andorra v England, 2007) and headed the ball over from a yard out.

St John's hit back in the second half and Harrow were defending strongly with Ward, Andrew Holmes, *The Grove*, Ludo Palazzo, *West Acre*, and Musty Akhtar, *The Head Master's*, at the back. Max Little, *Rendalls*, in goal made a series of smart saves to keep the opposition at bay.

St John's grabbed a goal back in the 62nd minute after winning a penalty that was struck down the middle.

In the last 10 minutes Harrow showed their superior character, endeavour and fitness to score 3 late goals and seal the title. The first came after excellent wing play from Oliver Johnson, *Rendalls*, whose cross was met by Agostinelli's powerful diving header at the back post.

Harrow's fourth came after Walduck met Agostinelli's free kick with a near post header and Harrow's fifth came courtesy of Johnson, who picked up a loose clearance from the keeper, beat the last defender, rounded the stranded goalkeeper and finished into an empty net.

2nd XI, Lost 0-2

3rd XI, Lost 0-1

Colts A, Draw 1-1

Colts B, Won 2-1

Junior Colts A, Draw 1-1

Junior Colts B, Won 4-2

The School v St Pauls School

1st XI, Won 3-2

2nd XI, Lost 1-3

3rd XI, Lost 0-1

4th XI, Lost 0-2

5th XI, Lost 1-4

6th XI, Won 3-1

Scorers: Bonas, O'Dell, Molloy, *The Head Master's*

Junior Colts A, Draw 0-0

An excellent performance from start to finish but Harrow could not find the final touch to get the winning goal their performance deserved. Ed Garuba, *Newlands*, hit the bar twice and the post but it wasn't to be. A good performance to end the season.

Junior Colts B, Draw 2-2

Junior Colts C, Draw 3-3

Junior Colts D, Draw 1-1

Yearlings A, Won 4-1

The Yearings capped off a 100% winning record for the season with another commanding performance against St Paul's. After a slightly awkward opening 5 minutes, the class of Elliott Taylor and Luke Walton (both West Acre) allowed Harrow to control the game. Some excellent play from Cameron Ellis, *Rendalls*, produced the opener, a tap-in for Taylor that SNT

would have been proud of. Walton then fires in a sublime 38-yard (measured by grandad) strike that flew into the top bins and drew a round of applause from all onlookers including some people on a passing bus. Alonso Fontana, *The Grove*, has clearly been taking defending lessons from another source than Real Madrid this season and he was imperious at the back to help transition numerous St Paul's attacks into Harrow ones. Another brace for Cameron Ellis either side of half-time gave Harrow a healthy lead which they could have added to if it weren't for some dogged (and at times rather illegal) St Paul's defending. Ellis' second was sublime, beating two or three men before another (too numerous to count this term) accurate finish into the far corner from 20-yards out. St Paul's scored a late consolation through a top corner finish that even Ben Ashley, *Moretons*, or man bean pole Ayomide Awolesi wouldn't have been able to save. This team have been an absolute joy to coach and are destined for great things if they stick together and keep trying to improve.

Yearlings B, Won 3-1

Yearlings C vs Dragon School Boys-U13A, Lost 1-3

Yearlings D vs St Paul's School C team, Won 15-0

Yearlings E vs St Paul's School D team, Won 20-19

Yearlings F vs Dragon School Boys-U13B, Lost 1-3

HARROW FOOTBAL

The Wigley XI v The School, 23 March

The Joe Wigley XI: W O Stephenson Elmfield 1998³, J Wigley Elmfield 1999³, B Woolley Elmfield 1989³, S Allen Elmfield 1999³, O E Compton Elmfield 1999³, L Gakic Moretons 1998³, A G F Horne Moretons 1999³, S D R Liddle Moretons 1999³, C A Mann Moretons 1956², R A E Mann Moretons 1999³, J C Mbanefo Bradbys 2000³, M O Okoigun Druries 2000³, E M Keith The Knoll 2004³, H T Keith The Knoll 2012³, R E S Aitken Moretons 1999³



The School XI put in a valiant effort against a very impressive Joe Wigley's XI in a 2-0 loss this Saturday in what was, for the U6, their last footer match as Harrovians. The players were greeted by impeccable conditions on Hemstall 6 with the sun glistening off the mud and immediately set to work with the school starting down the hill. It was immediately clear that this was not going to be a game for the quick wingers as the ball quickly reached its maximum weight and became glued to the floor. Nevertheless, the school celebrated a soccer base

early in the half through Oliver Glimmerveen, *Bradbys*, only to find out moments later that he was predictably offside, and the score was to remain tied until half time. The Old Boys cracked on in the second half, now playing down the hill and began to pick up momentum with the U6 boys fading in fitness but fighting to keep moving. The OHs took full advantage of the hill and began a tight funnel down the middle of the pitch using their size to beat the school deeper and deeper into their own half before they grabbed yards in the centre of the pitch and knocked it home brilliantly from long range to score the first base of the match. The play now became stuck on the half way line with nobody seeming to move anywhere before, in the dying moments of the game, the OHs again grabbed yards in front of the base. Everyone seemed certain of the game being ended once and for all but with the Outcasts watching it was pulled wide and the XI scrambled to get the ball back into play. With the urgency to get the game moving again, the ball was kicked into a mass of Old Boys who took another quick yards and this time didn't make the same mistake, hitting cleanly down the middle of the posts to seal the victory for Wigley's XI. Overall, it was a remarkably well fought match by both sides, with the thoroughly deserved win going to Wigley's XI and spirits were high as the players headed to get clean and prepared for the end of season dinner. A memorable end to a tremendous season for the XI and we look forward see how the L6 can perform next year.

The Kit Wells' XI v The Outcasts

On Saturday the Outcasts faced Kit Wells' XI the "Little Green Men" in a fantastic turnout of both boys and OHs the battle that ensued was one for the ages. This being the final match of Harrow Footer played by the Upper Sixth, spirits were high and the Outcasts took a base within moments after a valiant run from DuSotoy The Grove. The "Little Green Men" fought hard to stop the Outcasts from converting on many breaks that took the ball very close to the opposition's base. The superb answers to the Outcast's barrage of attacks by the sweeper from the "Little Green Men" kept the Outcasts at bay for a while. The Outcasts playing uphill for the whole match needed to keep their wits about them as fitness grew weary after a base from Predolac-Miller, *Druries*, put the score at 2-0. During the closing minutes of the first half the "little Green Men" kept The Outcasts in their half very nearly clearing a base just before half time. However, through another run from the Outcasts a final base was bagged leaving the score 3-0.

The second half was less eventful, yet it still boasted a courageous effort from both sides. The Outcasts tried their best after an inspiring half time talk but failed to secure a base due to the impenetrable defence from the Wells' XI. The "Little Green Men" unyielding till the end, refused the Outcasts another base. Unfortunately they were also unable to score after a tenacious battle, leaving the result 3-0 in favour of the Outcasts. We hope to see a return of Wells' XI for another high-spirited match next year.

Ways to contact *The Harrovian*

Articles, opinions and letters are always appreciated.

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