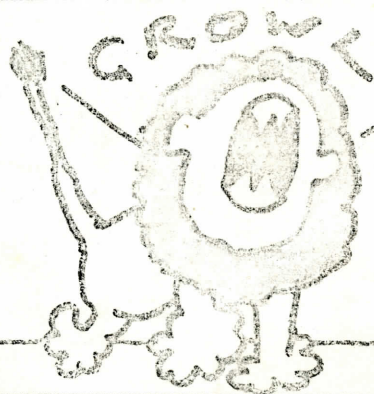


The Black Lion

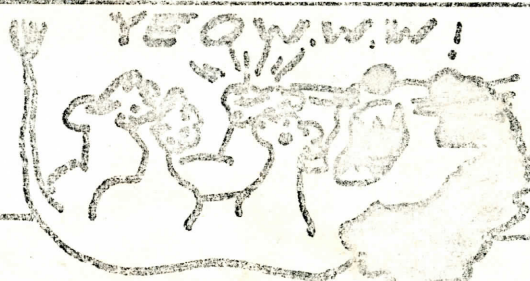
MARCH 1975

KUNG FU BY BAZ



A LION WAS WALKING THROUGH THE FOREST ONE DAY, WHEN HE TROD ON A THORN....

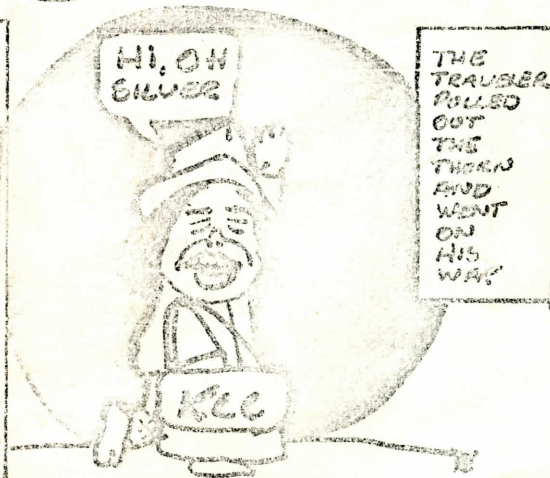
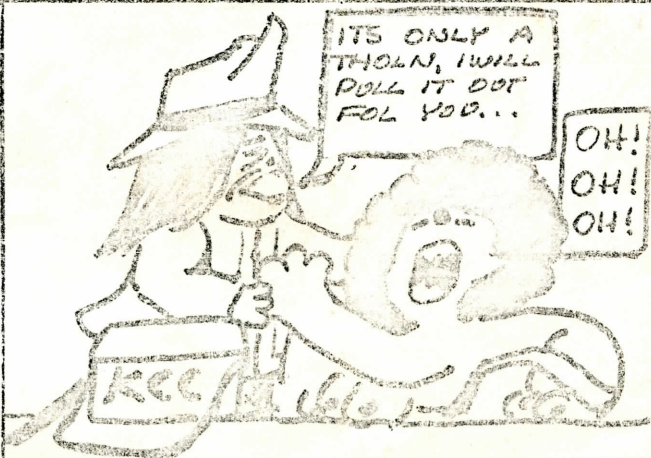
IT WAS VERY PAINFUL, AND THE LION, WHO WAS GIVEN TO OVER-DRAMATISING ANY SITUATION WAS YELLING ABOUT ON THE GROUND....



THE NOISE ATTRACTED THE ATTENTION OF A TRAVELER WHO WAS PASSING....



THE TRAVELER QUICKLY SIZES UP THE SITUATION PRODUCE A PAIR OF SURGICAL TWEEZERS FROM HIS BAG, SAYING.....



THE BLACK LION
 THE BLACK LION
 THE BLACK LION

Volume one No. twenty
 THE STUDENTS' JOURNAL

This is the twentieth issue of "The Black Lion". The magazine's editors would hereby like to thank all those who have contributed to the production of this term's issue, either through written work, administration or printing. Special thanks are directed towards the Resources Centre for their assistance with the latter concern. The next edition of this time honoured and celebrated Price's publication is already being planned, and contributions to hasten its appearance are already urgently required.

SIR HERBERT MARCHANT'S COLLEGE TALKS	2/3
"CONFUSION OF CONTEMPORARY YOUTH"	4
FARNHAM SIXTH FORM COLLEGE	5/6
"SONNET"	7
EDITORIAL	8
GRAMMAR SCHOOL LIFE - FORTY YEARS BACK	9/10
"A QUESTION OF LOVE"	12
THE INCREASING VALUE OF LOCAL HISTORY	13/14
SELECTED POEMS	15
HOW GOOD IS THE COLLEGE COMMITTEE	16/17
"FEAR"	18
PRICE'S STUDENTS AT SOUTHAMPTON UNIVERSITY	18/19

SUPERVISORY EDITOR: Christopher David Yandell
 SUB-EDITORS: Jacky Shervell/Susan Scholfield
 ART-EDITOR: Colin Napthine
 EDITORIAL CONSULTANT: Mrs. G. Green.

EX-AMBASSADOR SPEAKS OF THIRD WORLD-WAR THREAT
DURING LECTURE AT PRICE'S COLLEGE

By an Internal Affairs Correspondent

"It was the most dramatic and frightening thing of the Century," was how Sir Herbert Marchant, 69, chose to describe the Cuban Missile crisis of 1962, when Russia and America came so dangerously close to starting the third world war. Sir Herbert, who was addressing the entire Sixth form at a gathering in the College hall on February 11th 1975, served as British Ambassador to the island during the time of the crisis.

He continued: "We, and by we I mean the world, nearly blew ourselves up. It really was touch and go, but I award high marks in my book for the way Kennedy handled it."

30 TIMES MORE POWERFUL THAN HIROSHIMA

Sir Herbert, who seemed reluctant to discuss the Cuban affair, and only did so after a question put to him by the Chairman of the Staff/Student Committee, John Innes, left him no option, went on to relate the events from 14th October 1962 onwards, and talked in some detail about the actual missiles the Russians had installed on their Caribbean base. He pointed out that each missile was the length of a Cricket pitch and had thirty times the explosive power of the one used at Hiroshima. From the launching equipment on Cuba, Seattle was the only town in the entire United States of America that could not be directly hit. The ex-ambassador then recalled President Kennedy's grim comment that eighty million American people would have died within three minutes had the missiles been fired, and emphasized that Fidel Castro, the Cuban leader, whom he described as "the biggest prima donna in the world" underwent a dramatic physical change during the relevant period, although he had very little say in how the crisis was resolved.

INVITED TO SPEAK AFTER "UGANDA" MEETING

Sir Herbert spent the entire day at the College, delivering three lectures in all after having been invited to speak by Mr. Poyner, as the result of a meeting between the two men on board the "Uganda" during the 415 cruise.

The Ex-Ambassador intended the first of his talks to consist of a light-hearted look at diplomacy, and began by expressing his desire to destroy many of the misconceptions that now surround the diplomat. "A diplomat," he said, "is an honest man who is sent abroad to lie for his country, a man who thinks twice before saying nothing, a man who has perfected the art of allowing the other person to get his own way."

He went on to describe an Embassy as a rather frilly, rather better and rather more complicated form of business agency abroad, but essentially nothing more, though he later pointed out that there is no typical Embassy, and indeed, no typical day.

Sir Herbert Marchant continued:

Each Embassy, he said, is divided into several different departments, such as the Chancery Department, a body designed to deal with all the Political aspects that concern a particular Embassy in any one Country, and the Consulate department - responsible for looking after all the British subjects living or staying in the same country. The Commercial department handles matters concerning British trade, while the Information department is in charge of the journalistic side of Embassy affairs. Above the Attaches and the various departments sits what Sir Herbert jokingly labelled as "the unhappy Ambassador who does not really know what is going on for most of the time."

FOREIGN OFFICE TELEGRAMS TO DECODE

From there, he went on to describe a normal Ambassador's day, relating how it always begins with a meeting of the Head of Departments who join him to discuss such issues as the instructions contained in the telegrams that have been dispatched from the Foreign Office in London. On average four of these telegrams arrive per day, and all have first to be decoded. Their instructions range from securing the release from jail of drunken British Sailors, to, in a country such as Holland, probing for Political thought on a Common Market issue.

After pointing out that the improvement of Communications throughout the world has brought about a situation wherein the Ambassador, nowadays always in touch with the home country, is not now faced with the task of making as many crucial decisions as in previous decades, Sir Herbert outlined the sort of person that, in his qualified opinion, is required by the Foreign Office to work for them. Anyone wishing to enter the British Diplomatic Service's higher levels, must first obtain not less than the second grade of a first class University degree, thereby proving that he or she possessed what he described as a "ytrained mind". They must be good at writing, able to learn languages reasonably quickly and to a high degree of fluency and acquire the ability to "like" people.

He then observed that no woman has yet managed to become an Ambassador, and added: "But it may happen at any moment - especially in view of what's going on in the Conservative Party."

MIDDLE EAST CONFLICT AFFECTS ALL

After speaking to the "O" and "A" level students on Communism directly after break, normal timetable was resumed until 2.30p.m., when the entire sixth form regrouped in the hall to hear Sir Herbert describe the Middle East problem as: "about the hottest potatoe of the international world today - and directly affects us all." He later cast a grim warning that the sudden realization by the Arabs of their product (Oil) as a financial weapon may lead other under-developed countries to do likewise, and exploit their "strength against Capitalists." He laughed: "It'll come down to bananas before we're finished."

"CONFUSION OF CONTEMPORARY YOUTH"

A teenager in the final stages
Of adolescence has through all his life
been subjected to differing values
of behaviour;.....
His parents have almost thoroughly
brainwashed him against drinking, smoking, sex
before marriage, and even swearing due
to the fear of punishment from his God.
He's timidly shy in the company
of females; alcohol is the scourge of
Hell, and smoke acts to further broadcast these
points, which are indented within his mind -
It is purely his conscience, not his self -
will, that deters him from swearing out loud.

At the age of seventeen he has yet
to truly feel the warmth of a girl's breath
Upon his virgin neck. Alcohol tastes
bitter upon his lips and smoke pollutes
the air with "malfestations". He
would like to partake in the "evils of
this modern world," but these fears have forced
him to retreat within a shell of his
own making, which to him provides more than
safety.....who's to blame?
His parents who failed to teach him how to
cope in the ways of today - or just the
permissive society as a whole!

Anonymous.

NOR DOES HE NOW

In January 1975 "The Conservative Leadership" was
advertised as the title of a talk outside a Hamp-
shire village hall. Beside the poster someone
wrote: "Man doth not live by Ted alone."

FARNHAM COLLEGE

By Alexander Thrower

Price's College is in no way unique. Indeed, it is very similar to many other Sixth form establishments around the country, as this dispatch from our man in Surrey proves.

FARNHAM COLLEGE : INTRODUCTION

Walking up from Farnham station, and turning right into Morley Road, you come across Farnham College. Its buildings (old and new) and grounds sprawling the whole length of the road. In some ways it is a prototype sixth-form college as in being West Surrey's first sixth form college, it has proved the model for many other similar establishments started at a later date.

FARNHAM COLLEGE : A SHORT HISTORY

First there were the Grammar Schools; the "boys" and the "girls". But with the stopping of the eleven-plus and the rise of comprehensive education in the Farnham area two years ago, the two "schools" were formed into a sixth form "College." As it was the first of its kind, many decisions had to be made with no model to base them on. Small tutor groups were in favour as opposed to large formal classes, and a sixth form unit providing facilities for study, relaxation and refreshment was established. Three afternoons of the week were devoted to a wide range of general studies. This familiar sounding curriculum certainly proved the formula for success.

FARNHAM COLLEGE : SUBJECTS

Students (around eight-hundred in all), attend the College with the intention of furthering their education. No discrimination is made between "O" and "A" level students, and except for actual period times, both levels mix freely in tutor-groups and in General Studies. There is a complete range of subjects at "O" and "A" level, and a team of around 80 well qualified teachers, who are there to put the subjects over from all points of view, in the most detailed, yet friendly and sometimes amusing manner.

FARNHAM COLLEGE : GENERAL STUDIES

General Studies, (Tuesday, Wednesday and Thursday afternoons, and in any free periods) are decidedly the most enjoyable aspect of the curriculum. The only rule laid down is that a student must have one physical activity among his/her choices. These activities consist of the standard football, Cricket, etc, but also permitted as "physical" studies are such things as: Orienteering, swimming, horse-riding, fencing, karate, driving, Ski-ing, rock-climbing, golf, archery, weight lifting, bird watching and community service to name a few. Other largely "indoor" activities consist of things such as Drama/Film-making, typing, domestic science, space, town-planning, current affairs, bridge, religious themes, chess and computers.

Continued overleaf:

Continued from previous page:

FARNHAM COLLEGE : TODAY

There is a sense of enjoyment-with-learning about the atmosphere. Students are treated as "young adults", and are given responsibilities and privileges, which include the permittance, but not encouragement, of smoking at the first break - when students can talk freely to teachers. Another opportunity to talk with teachers "on the same level" is over lunch, when Students and staff sit and dine together.

The only disadvantages at the moment are: (1) the presence of the "lower school" - being the third, fourth and fifth years of the old "Grammar" Schools, whose existence is being phased out. And (2) The continual use of the old "Girls" school (half a mile away) while the "boys" buildings are still being added to.

Farnham College has the reputation of the success of the old grammar schools to live up to. After one year of success, and hopefully another on the way, it is left largely up to the students to achieve this aim.

A MESSAGE FROM EDITOR

YOU can write for this magazine. "The Black Lion" can only be published as a worthwhile, interesting and economically viable magazine if it can boast a ready supply of contributions from the 405 students that constitute the Price's Sixth Form.

"The Black Lion" is shackled by two prevailing and equally harmful attitudes of mind that are consistently generated by the students - apathy & lack of self-confidence. There are those among us who are disgracefully lazy and who hold the belief, albeit superficially, that a school magazine is the product of wishful thinking on behalf of its Editors, who themselves live on hope alone. This is obviously not the case. A lot of hard work goes into the production of each edition, though without the comports of personal financial satisfaction or the co-operation of a great majority of the magazine's readers.

Frankly, it is sickening to experience such a pathetic response to appeals for contributions. How many of you reading this piece would be prepeared, within seconds of turning the page, to walk into Mr. Poyner's office and admit that you were too lazy to even consider writing a side or two for submission to either myself or one of my colleagues. If you made the confession I am sure that the Principal would be disgusted - and rightly so. So am I.

Lack of self-confidence is an easier problem to resolve. For those so encumbered, I say this. Write a side of prose - or a Poem about literally anything. The "Black Lion" is run by four Editors. Their job is to Edit, and everything received is considered for publication, rewritten if need be, yet still appears under the name of the original - author. Correction is our job - let us do that job.

SONNET

As drifting on the sea of circumstance
We linger to review the unclear way,
And scenting in the passion of the days
Elusive meaning to this game of chance,
Behold! the Saviour of Eternity,
Hanged criminal upon the grim world's cross,
whose sacrifice redeems our earliest loss
And gives such joy to live and know and be!
The axes of our lives are spinning fast
From birth towards an effervescent grave,
Futile and lost upon the ebbing tide
We gasp like fish at our sweet fading past
But find no hope in time our heart to save;
Except his love may come to dwell inside.

IVOR M. BUNDELL

SPECIAL RATE

A student told us of an incident in a Fareham supermarket when he heard a small child say-
"My mummy always gets me to say prayers at night. You can send messages to God at a cheaper rate after six O'Clock."

ONLY NATURAL

A London newspaper, brought back from a College outing, carried the following advertisement: -
"Vicar's Volvo Estate, 1971, automatic. Superb condition, religiously maintained....."

DISTURBING

A Student studying French at Price's passed onto us the following from a French newspaper. It was taken from a mid-February edition, when the Tory leadership battle was in progress.
"Mme Thatcher qui a battu Edward Heath comme chef du parti communiste." And to think, we all thought that Tory meant Conservitive!

YOU DON'T SAY

Whilst on a coach outing, one of the Editors saw this credulous sign outside a Sussex barber's shop: "Hair cut while you wait."

IT'S ALL QUITE SIMPLE

"A pest destruction expert, previously called a rabbit catcher, offers his services to food production specialists, previously called farmers."
(B.B.C. Radio four)

"BLACK LION" EDITORS RETIRE

This magazine should like to pay tribute to Ivor Bundell and David Natt, who have now retired from their job of Editing "The Black Lion". Their talents have already been missed.

EDITORIAL

The recently disclosed information that Price's is to have a long awaited Common Room is a further indication that the College is gradually overcoming some of the more obtrusive difficulties, resolving many of its earlier problems and shedding the inadequacies which some students insisted on dwelling upon to a disturbing degree during last term. The untiring and highly commendable work of the Staff/Student Committee, now renamed the Price's College Committee, has secured the Bradney Pavillion which, after internal re-designing and re-decoration, much of the work being done by the students themselves, will serve as a deserved relaxation area for members of both the Lower and Upper Sixth. Mr. S.R.N. Bradley, after whom the building was obviously named, was Headmaster at Price's between 1908 and 1934.

It is evident that the first few months of the College's life were dominated by a general feeling of ill-conceived despondency, which was generated by the unrelenting series of criticisms certain people levelled at Price's, though most of them were the product of ignorance, and therefore constituted pure trivia, not meriting further discussion. Some misgivings though were justified, especially those expressed by the Upper Sixth, who felt themselves the victims of undue precedence given to the September intake.

Mr. Poyner has himself come in for criticism, though most of his anonymous critics based their unconsidered remarks on a foundation of ignorance also, and the Principal's attitude regarding the "Rag-Mag", which many condemed as "Killjoy" was a good example of just how many students are unaware of his delicate position.

When Price's Grammar School became a sixth-form College, Mr. Poyner had the tough task of maintaining before subsequently improving the honour and respect, backed up by a solid wall of tradition, which has become what you might call synonymous of the very name Price's itself. No person in his position, and he has been at what was the Grammar school since 1959, will risk embarking on anything that might damage what he has fought to keep intact, and will certainly not allow those who must be only too willing to denounce his College policy, a chance to discover any emergence of faults or deterioration of standards.

What must be remembered is that anything in life is what you make it, and you only get out what you put in, there is no escape from that superficially daunting fact. It is upto us to justify Mr. Poyner's obvious faith in the Sixth form venture, and any de-traction from the College's qualities must be ruthlessly deplored if Price's is to function as a highly beneficial institution. It is halfway there already, and it is our responsibility to ensure that we provide the other 50%. We are all proud to be members of the College. Now, as "O" level examinations loom, has come the time to demonstrate that pride.

LABOR OMNIA

A look back at Grammar School life during
the late nineteen twenties

By Simon Cleon

Simon Cleon was a wartime bomber pilot. After the war he became a Sales director of a National Radio Company, the managing director of an electrical Contracting firm and finally a journalist on a famous group of newspapers. He looks back on some of his schoolboy experiences.

In September last year, I went back to school again. Standing in the new entrance hall surrounded by casually garbed fellows and girls sliding with ill-conceived boredom in various directions to study, my eyes gazed up - searching in vain for the Honours - Boards, only to find one list simply headed "For King and Country."

I was convinced that going back to your old school, especially if, like mine, it was bombed yet re-established as an architects' concrete jungle, constituted a weird event, and my impressions took the shape of people long gone and of things nostalgic, yet important still in a world changed in so many ways by circumstance.

BOYS WITH GIRLS CONSIDERED IMMORAL

Lets talk about the girls. In my day all girls from the second form to the sixth wore gymslips, white blouses, school ties, black stockings and very long bloomers. "They" occupied the second floor of the original school, with a separate entrance, yet they also needed the Chemistry and the Phsyics laboratories and the gym. They were always around, wending their way in single file across our Quad but they never "saw" us & we did not "see" them - that was certainly not allowed and to walk home with a girl was almost immoral.

School caps and in summer, straw "boaters" had to be worn - even on Sundays, and it was a strict rule always that only two friends could walk together - walking three abreast would be inconvenient to the general public.

ORGANIZED FIGHTS PLENTIFUL

There were plenty of fights nevertheless, but these took place in out-of-the-ordinary places, and if these were all important, they were held in a ring in the gym surrounded by two lots of supporters making enormous tumult by baiting the referee.

We had a wonderful gym master, an ex-gaurds - man with the largest barrel-chest I ever saw. His name was Captain Russell and he had several strapnel - wounds in his legs and he had a perpetual limp.

Continued on following page.

Continued from previous page:

He was a law unto himself - he either hated you or looked after you. You were either good officer material or you were a "orrible" Soldier, and many of the exercises were very difficult, and were made even more difficult by his sarcasm which was horrific. The "Smart" boys soon became very docile under Captain Russell's blockbusting scorn and those who did not try would always remember him.

The old school buildings had a large hall with a balcony and a fully equipped stage. The walls were covered with honours from top to bottom - gold lettering on black boards. Each morning the complete staff appeared on the stage, mortar boarded and gowned sitting in their respective seats, yet overawed by the 1914/18 Roll of Honour Board behind them. A single white light shining on the gold names of the boys who fell.

HEAD'S OWN SONS AMONG WAR DEAD ROLL

On Armistice day the school assembled at 10.45a.m. for the service and three minutes silence, muffled here and there by sniffs which finished with a crescendo of coughing, hastily quietened when the Head read out in stifled voice the names on the Roll of Honour which included two of his own sons.

On other occasions the Head would announce good news of old boys and if the occasion demanded it the boys would shout in unison "shanty, shanty", and if the Head agreed, the music master would be called upon and the boys would sing a series of sea shanties - "Blow the man down" and "The drunken Sailor" amongst them - delaying the return to work as long as possible.

Lucky the lad who sported a bicycle. He was in great demand; nevertheless he was never allowed to cycle alongside a friend and even during the holiday period our cyclists always travelled in single file. The Sportsground was a long way from the school and many fellows, well out of sight of the school, would allow a friend to sit on the bar of his "bike" - a dangerous operation in traffic and very much frowned upon by the head.

DISCIPLINE FIERCE

The Head was to us a martinet, but he was very fair. School discipline was fierce and boys leaving the form room for the laboratories or gym had to be lined up, drawn to attention, turn right or left before marching off to their destination. No talking was allowed & the man in command was the Form Captain, who was elected by the form and who took his job very seriously. On the otherhand there was plenty of fun, - mainly against certain masters. Masters became either "good 'uns" or those who were "sticky". The "sticky" ones you left well along, but those with a deplorable lack of discipline had a tough sadistic time.

Continued on next page:

Continued from previous page:

I remember a rather fat physics master who wore pebble glasses and who had been seriously gassed during the 1914/18 War. Because of this, he loathed the sweets known as Pear drops - which gave a smell similiar to the smell of gas. Yes, you are right. On occasions every fellow sucked pear drops during his period. This made him ~~him~~ mented as he tore from boy to boy demanding that he spit the sweet into the waste-paper basket.

HEAD DELIVERED SIX STROKES OF CANE

Of course things went wrong, and if you were caught - four canings - two on each hand resulted, & after a while you knew those masters with a good aim and those without. Punishment by the Head produced six canings - three on each hand, after which red, hot palms lost all feel for several hours, and nothing you could do would ease the humiliation, which lasted much longer.

The nick names of masters stayed with them over many generations. There was "gobbo" Hughes, "twister" Turner, "Scratcher" Skrine, "Happy Harry" Hemmings, - "dreamy" Daniels and, of course, "Tripey" Morris. Many of them scared us, all of them were respected, and years afterwards you might find a love in your heart for one or two of them who tried so hard to find a spot of human intelligence in so many stupid young - heads who cared too much for a position in the football team, a win in the Swimming Gala or the chance to speak in the debating society.

RESPECT AND HONOUR SEEMINGLY MISSING

It seems a great shame that integrity, respect, decency and even honour which the old Grammar Wschoools instilled in boys appears to be lost or missing in this day and age. How many will say with some pride - "I'm an old.....?". Is this another thing for the past? I fear so. Certainly when I left my old school, without a bakward glance I said "never again", and I meant it.

HOW APT

A national Newspaper's gossip column, on February 14th, noted that the motion by Labour MPs critical of the increase in the Queen's Civil List was followed on the Commons order paper by a Conservative motion entitled- "Families in Need."

SELECTED VERSE

There came upon me now the thought of age
when years are ~~lost~~ in memories
Fading or obscure down the corridors of time
And half-light colours shifting patterns on the mind,
stunned to see the sudden age:
Long long years' relief near calling at the door,
Take this last breath of all that's gone before.

"These days have numbered long upon my mind
And so are now ~~confined~~ to walk in dream,
The gently faded images of Lethe.
Now time is fallen from my hand,
No longer holding all I own,
Conceiving how the years are sand
Whilst I'm a breeze upon the land,
And you will come and go."

IVOR M. BUNDELL

RAG MAGAZINE "BANNED" BY PRINCIPAL

Black Lion reporter

At the time of going to press, it looks very much as the situation regarding a possible Rag magazine to accompany the planned Rag week, is little changed since February 28th, when at a Price's College Committee meeting it was announced that no such publication is likely to appear.

Mr. Poyner, it was said, has decided against permitting the production of an externally printed & sold "Rag-Mag", after having originally given the go-ahead, though reserving the right to censor it personally. The promotional badges and busking in Fareham, which would also have been used to advertise the College Rag-week, have also been banned. The Principal gave as the reason for his misgivings the fear that such a publication might promote a bad image for the College, and warned that if a Rag-magazine was subsequently produced, those responsible would be expelled.

£50 ADVERTISING ALREADY SOLD

Cheyrl Tripley, an active member of the Committee and a member of the National Union of Students, said at the time that £50 of advertising for a Rag-Mag had already been sold, while £250 was still available for purchase. In all, 1,000 copies were to have been produced, with the resulting profit of £100 being used to help decorate the Bradley Pavillion.

The clip on badges, which would have been sold at ten pence each in the College, Fareham generally and the Technical College, were rejected for a similar reason. In all, 1,000 badges would have been made at a cost of £40, making a 7p profit on each.

THE INCREASING VALUE OF LOCAL HISTORY

AS A SERIOUS STUDY

By Christopher D. Vandell

Have you ever stopped, on route to some predetermined destination, to consider a rustic pole protruding from years of undergrowth on one side of a wide trackway could once have been part of a now disused railway line, or pondered over the fact that a nearby corner building looks very much as if it might once have been a public house?

Unfortunately the chances are that if you ever noticed these peculiarities in the first place, they aroused only superficial interest and were soon forgotten - until you passed that way again. Sadly perhaps, many people tend to condemn local history simply as a study irrelevant to the Britain of 1975, convincing themselves that what has passed has passed and does not merit re-surrection by means of often comprehensive research - while some of us at the College might well dismiss otherwise interesting irregularities contained within both Fareham and Gosport as trivialities that do not warrant further investigation, and thereby leaving our, as then, historical questions unanswered.

RENEWED POPULARITY

Yet despite this seemingly ever present mood of apathy towards the subject displayed by a great many people, Local history is currently enjoying a renewed and fully justified run of popularity, with both the aforesaid towns boasting historical - Societies of their own together with accompanying magazines, namely "Fareham - past and present" and "The Gosport Records" respectively. "The Local Historian" is a well presented publication distributed regularly on a national scale.

This deserved and rapidly increasing surge of interest in the study of local history as a serious pastime is likely generated from the fact that so many of our towns nowadays are being "developed" at almost an alarming rate, with new town centres bearing little if any resemblance to their predecessors which once occupied the same site. Many people are becoming dissatisfied with the sudden changes they see going on around them, and are unwilling to merely accept them for what they are.

An attitude of mind is being created, not only by the appearance of magazines describing events that made up the past history of the relevant town, but also by the enthusiasm shown by some local newspapers who regularly take it upon themselves to publish ancient photographs with "Do you remember" boldly inscribed beneath them. This initial arousing of public awareness to the surrounding buildings and general layout that goes to make up their area is often enough to stimulate a more meaningful mental approach, creating a greater degree of imaginative thinking in a large proportion of Urban / Continued on next page.

Continued from previous page:

dwellers who consequently begin to question the impending "modern town with every available convenience imaginable" and criticize the often tiresomely uninteresting latter 20th Century architecture.

FAREHAM - A CLASSIC EXAMPLE

Towns such as the Fareham of 1984 will comprise of sprawling and depressingly congested road systems, over heated shopping arcades and futuristic type office blocks - all of which, however necessary, practical and functional, will possess a pathetic degree of uniformity in their respective designs. Indeed, this is very much so today, and Fareham is rapidly becoming a classic example.

This then is why Local history can be such a captivating subject - allowing us perhaps the opportunity of discovering how our town looked to the residents of the 1920's, or even when William Price founded his famous charity school back in the seventeen hundreds. To be educated in that respect would surely be of immense value to all those among us who possess the prized and sometimes underated quality, curiosity. Let us not forget that a searching brain that asks itself equally searching questions is, say those who are qualified to make such a judgement, one of the basics of human intelligence, and should be respected as such.

Did you know for instance that Queen Victoria's funeral train stopped briefly at Fareham station after the aged monarch had died peacefully at Osborne House on the Isle of Wight? Did someone ever tell you that Gosport's town centre was until recently enclosed behind a forbidding moat that washed against a twenty foot high brick wall (twenty feet thick also) upon which were placed heavy duty guns, with entry/exit being made via three impressive archways? Was it ever mentioned in casual conversation that Burrow Island (four acres of land lying off Gosport's "Viking Marine" firm's shoreline) is supposed to contain the graves of French prisoners who were captured during the long Wars against Napoleon and who subsequently died on board the prison hulks anchored in Portsmouth Harbour?

CONSTANTLY CHANGING

Above are just three of the countless fascinating points to emerge from the documented history of this area - all of which merit extensive research and still further documentation. So much can be learned - interesting, relevant information about our every day surroundings that are constantly changing, and our own town, of Fareham, provides an excellent opportunity to nurture and subsequently mature a potential inclination within us all to delve into the past, and perhaps discover if that rustic pole really was once part of a railway...or if that corner building really was a public house.

"LEBENSRAUM"

A searching look into the Staff/Student Committee

By an internal affairs Correspondent

Recently, a mainly lower-Sixth agitation for a Common Room culminated in the presentation of a petition to the Principal of our College. It is perhaps frightening that we should have a Staff/Student Committee at all. That an independent Lower-Sixth former should have been able to totally ignore this body and start a petition is worse, far worse. That the authorities have taken, or seem to have taken, notice of this essentially childish plea is beyond comprehension and acknowledges, implicitly at least, the right of the minority over the majority, as well as providing grim warning of future storms that may develop when there are One-thousand plus sixth-formers in the College. I cannot say that I am altogether sorry to be destined soon to leave, for all that I am proud to have been here, and for all that I owe Price's School.

STUDENTS NOT EQUALS OF STAFF

There is not a need, and never has been one, for a staff/Student Committee, since the administration of funds is a matter for the school authorities alone. Many sixth-formers do not wish to interfere in this way. The important point is this: we are not the equals of the staff; we are here (ostensibly, at any rate) to learn, they to teach. We are all placed under school discipline, either by our parents or voluntarily, depending on whether or not we are minors. In any case, the committee's ideas for spending money seem totally hair-brained, to wit, the student telephone.....an idea which fortunately "got around" before any commitment had been made (for, after a good start, the official flow of information ceased) and so enabled a large amount of pressure from the less meg-alomaniacal of us to avert an utter waste of money. During this major crisis, if one asked one's committee representative about the project, he said, with a shrug of his shoulders, "I dunno. Ask John Innes, he's the Chairman." Upon conscientiously asking the Chairman, he suddenly (and unusually) clammed up, taking refuge in mumbling "Can't say without the figures, ask your representative." Far from following this circular advice, I concluded that more persons than one were in ignorance of the committee's work.

VALUABLE CO-ORDINATION WORK DONE

But I am unjust. The committee does valuable work in co-ordinating the various clubs and societies, and at the time of writing even wishes to deal with their correspondence. This is an invasion into the privacy of individuals and groups of individuals, and it will not be tolerated - ever! I suggest that "confuse" is synonymous with "co-ordinate", at least in the "Dictionary of Red Tape."

LACKING IN VIGOUR

Much has been made of the "flow of ideas" from

"Lebensraum" continued:

pupils to staff being encouraged and assisted by the committee. It seems to me that the precise opposite will happen, and those worthy thoughts that successfully run the committee's gauntlet of hostile interrogations will emerge somewhat lacking in vigour - I know that I would. There is also a danger, which is at present being under-estimated, - that the senior staff especially will become estranged and isolated. I know they do not wish this to happen, and the same goes for the students - so why do so many people in both categories persist in retaining the instrument that will assuredly bring it about?

WARPED DEMOCRACY

At best, the petition shows that people are realizing the uselessness of the committee and are taking action on their own accounts. At its worst, we see a set of totally false ideas coming out into the open, the ideas of a twisted and cruelly warped democracy. A say in the College affairs is a privilege, not a right and, as such, it has to be earned. Indeed, there are no rights, only privileges; and this is a lesson that WE of the Old Guard were never allowed to forget. And that was true justice.

JOHN INNES, THE COLLEGE COMMITTEE CHAIRMAN REPLIES:

It is purely a great shame that the potential literary genius of the author, or should I say creator?, of "Lebensraum", should have been marred by such a wealth of inaccurate and misleading information. This might merely indicate that the author is not aware of reality, and takes some perverse pleasure in exposing his ignorance. The former being unlikely, the alternative is worse...far worse. That is, "Is the author deliberately trying to paint a false picture to achieve his own devious ends?"

COMMON ROOM ONE OF FIRST CONCERNS

Perhaps the author overlooked the FACT that a Common Room was one of the Staff/Student Committee's first concerns. The Committee's objectives being frustrated, the Lower-Sixth petition merely indicated the Committee's concern. Hence the College Committee is now in a position to spearhead the redevelopment of the Bradley Pavillion.

Again a distorted picture of reality is conjured up in the author's article concerning the Student telephone. The Committee discussed the demand for, and the cost of, a public telephone which culminated in a survey. The result suggested that at the present moment, such a venture is not warranted by demand. However, words such as "crisis", "avert" and "megalomaniacal" convey imagery that has no more to do with reality than Dr. Kissinger has to do with the experimental traffic scheme in Fareham.

A QUESTION OF LOVE

Here I sit and wonder why it pains me so
to see your face, your smile, hear your laugh.
The act, the deed, was it that?, or something more?
Did I do wrong, or not enough?
The water laps against my toes
and like the tide we come and go.
I wonder how or where or why or when,
our paths will cross again.
And if they should, will we recall
Our love that was, and is?
For when I see you next
I will love thee still.
But that, too, will die as time slips by,
And yet life's raft rolls on!

JOHN INNES continued:

As student numbers increase, and students spend a shorter period at Price's, it will become increasingly difficult for senior members of Staff to communicate with the College as a whole. The Committee is therefore a great asset in facilitating a flow of ideas, any lack of vigour being attributed as much to students failing to take up the "gauntlet" as to any failure of the Committee itself.

Actions in the end will triumph over words, so verifying the lack of reality of "Lebensraum". Investments in school clubs such as Badminton, Judo, Chess, Table Tennis, Ballroom Dancing together with projects on hand, such as the Common Room and the Vending machine, will come into being and can be judged.

RIGHT TO VOICE OPINIONS

This is your environment, you have a lot at stake and hence have the right to voice your opinions, through the Committee. I would suggest that "Lebensraum" is given as much consideration as any anonymous letter would merit.

STUDENTS VOTE "NO" TO TELEPHONE

Black Lion reporter

Figures issued at a Price's College Committee meeting on March 7th proved beyond doubt that the Students saw no call for a Telephone to be installed within the College. John Innes, the shortly to retire Chairman said at the time that such a venture does not warrant excitement in regard to the near future, and later added that the Telephone can "be written off for the time being".

The figures were: 102 would never use it, 85 would use it once a week, 18 would use it once a week or more.

Prospects for the installation of a Vending Machine look slightly more encouraging. The figures for this were: 32 would never use it, 91 would use it but less than once a day, 68 would use it about once a day, 14 would use it more than once a day.

FEAR

Chilling, Cold
Eerie and bold
That dark satanical light
Which lingers through the night
Images protrude
Horrific and nude
alone in a bed
watching the dead
Fingers grip
That sub-conscience trip
Holding tight
With gruesome might
These are the fears
nobody hears.

Looked for
Not to be found
around your room
there is that gloom
A moving chair
"Is anyone there?"
Under the bed
Chilling and dead
Eye's peer
"Don't come near!"

COLIN NAPTHINE

PRICE'S STUDENTS HELP ENLIGHTEN STUDY-GROUP ON SECONDARY SCHOOL EXPERIENCE By our Education Staff

Just under twenty students from Price's College, though mainly lower-sixth representatives, have been assisting a study group made up of headteachers and teachers holding posts of special responsibility besides lecturers in Colleges of Education situated in the Southampton area, investigate how Secondary school experience can the mould the personal, social & moral development of young people.

The course, which was held at the School of Education, University of Southampton each Wednesday evening between 5p.m. and 7.30p.m. during the spring term, had as its objective to try and discern, before assessing whether or not the good and bad aspects of present day education can be altered to any significant extent without endangering the developing of qualities within a pupil that now conform to hoped for result of contemporary schooling, such as the maturing of academic, craft and other skills.

INQUIRY INTO ESSENTIAL CONDITIONS

The general theme throughout the term was to try and inquire, and subsequently identify, as to what conditions have to be present in Secondary Schools before the "personal, Social and moral education of adolescents is to be promoted effectively", as an introductory letter to Dr. Hollins, who organized the Price's side of events, explained. This was done principally by drawing on the memories and opinions that the Students involved retained from their earlier schooling experience.

Each successive evening was split into three easily distinguishable periods. All those on the course would begin by assembling before Mr. Pat Souper, the Course's director, who would talk briefly about the one specific subject to be discussed during the following two hours. Where relevant, Mr. Souper illustrated his introduction by playing back selected tapes, on which were talking other, though younger, students about the Education system and how it might be improved.

Students at Southampton University continued:

On other occasions, Mr. Souper quoted from respected books on Schooling, such as "The School is Dead", which advocates several practical if idealistic ideas for reform, and calls for a greater use of school facilities than is the case at present.

SMALL DISCUSSION GROUPS

Fifty per cent of the remaining time was spent actually debating the set topic, though in small discussion groups made up of three tutors and three students each, although the numbers and ratio tended to vary from week to week. The tutors represented many schools and Colleges in the area, including Price's, St. Anne's, Itchen College and Poole.

For the final three-quarters of an hour, those on the course would regroup, and under the informal control of Mr. Souper, arrange themselves into a relaxed forum, which would re-examine all the information that had been gained and thereby talk about the issue of the week in greater and more conclusive detail.

CONFLICT OF RELATIONSHIPS IN 'EVIDENCE

The issues themselves were concerned principally with the complicated existence of relationships and the conflict between the relevant parties they produce. Many people present were forced to conclude that the differing values placed upon certain basics of life by parents and teachers were both confusing and detrimental to the respective pupil's progress, and imposed demands on character that many youngsters were unable to meet.

Linked with this, the attitude taken towards a son or daughter's schooling by the parents, and the ever potential possibility of a greater understanding between teachers and parents were two points of relevance that were discussed and re-discussed from an early stage of the course.

SCHOOL AS A COMMUNITY?

Toward the latter end of the term, the students and tutors alike began to examine more social areas for discussion, spurred on by David Slater, the Area Advisor for Religious education, who made a point of asking several far-reaching questions as: "Is it a desirable aim that a school should become a community?" This he in fact answered in a letter to Pat Souper, saying: "Yes it is a desirable aim, providing that at least some of the smaller communities within are thereby impaired."

However, in an earlier paragraph he warns: "I do not believe that it (a school) can ever be a true democracy, however such democracy may be sought after within it.....I would say that the development of a school as a Community is vested mainly in its leadership, and that the nature of the leadership is most likely to develop a whole school community which is both charismatic and concerned to bestow upon all other members of the Community both personnel integrity and the possibility of objectivity."

The conclusions of the course are not available at the time of going to press, but it will end with a Weekend residential conference to discuss and document what has been learnt.



YEARS LATER THE LION
AND HIS FRIEND WERE
WALKING THROUGH THE
FOREST, WHEN THEY
CAME UPON A TRAVELER
WITH HIS FOOT CAUGHT
IN A TRAP. --

THE LION
IMMEDIATELY
LEAPT UPON
HIM AND ATE
HIM UP.
COMPLETELY...

CHOMPI
CHOMPI
CHOMPI
BURP.....

