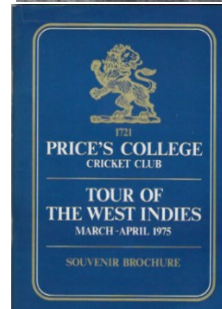
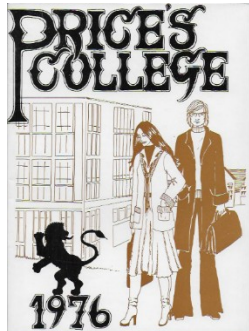


# Lion Pride





Price's School & Headmaster's House in West Street.



1981  
onwards?



## Chapter 9 Price's Sixth Form College Years

	<p><b>Chapter 9</b></p>	
	<p><b>The Price's Sixth Form College Years</b></p>	

*Barely had the energy imparted to preparations for the closing of the Grammar School phase of the William Price educational legacy and its reincarnation as a mixed, Sixth Form College been completed and reached a state of regularity and routine that itself, was quite productive, than new clouds appeared on the horizon, with a more threatening future change in store.*

*Changes in management style ensuing the retirement of the final School Headmaster and founding College Principal undoubtedly had an impact, as all leadership novelty does, but there were important socio-political moves underway in society bearing down on the College in ways that were less evident from the outside. There was no resisting the final phase of political manoeuvrings however, that closed the College but 10 years after it's opening, with a completely new orientation as Fareham College, thus ending the Price educational legacy.*

*Nonetheless, this is as broad a perspective as can be had from the scarcity of documentation available and relative lack of past pupil and teacher contacts. The Gazetteer, Part 2 listings do include some accounts of remarkable successes emanating from the P6FC years.*

*This review of the Sixth Form College years has been informed by materials derived mostly from the College magazines, and with a few valued contributions from Students and Staff. Post-1980, matters internally changed a lot, now well rid of the Price's 11+ intake and also of much semblance of sustaining any heritage traditions. Bringing to an end this final phase of William Price's legacy has relied on a patchy gathering of Newspaper articles, copied intact within.*

*Thanks to all who have contributed.*

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Newspaper cuttings, and some comment:	<a href="#">Price's last prize-giving</a>
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	<a href="#">"All kinds of everything"</a>

## The Price's Sixth Form College Years

Price's School closed w.e.f. 31<sup>st</sup> August 1974,

It was succeeded by Price's Sixth Form College w.e.f 1<sup>st</sup> September 1974 and its first academic year ended in August 1975.

The College inherited 4 intake cohorts from the School, admitted 1973-80 and continued their education through to GCSE level, losing the Fifth Year / Year 11 each August, and with the numbers of intake cohorts reducing by one, each 12 months. There was no 11+ intake in 1974, and the final year of Price's School pupils took their GCSE Examinations in 1978. To identify them as "School" intake, they remained wearing their Uniform and were referred-to as "Main School".

This part of the WP300 project is concerned with all non-curricular issues of the College. However, the College's Public examination performance is included and will be with that of the School in the whole "Academic Performance" Chapter, as it is assessed using the same criteria. Unfortunately, data sources run-out after 1980 and so the final years of the College, prior to yet further re-organisation, must pass unchronicled.

*Ed: Through many changes and vicissitudes Price's School progressed to become a boys' grammar school at the turn of this century and grew to house 720 boys by 1974. In September of this year it underwent yet another change in character and became Price's College – a sixth form college catering not only for the boys, but also the girls of the Fareham Borough. At the moment of writing (by EABP) there are 430 boys in the main school who will work their way through, and most will then enter the sixth, also 400 young ladies and gentlemen aged 16 – 18 years in the sixth form.*

There is no doubt that a determined effort was made to ensure that the remains of the School's 11+ intakes were well and sensitively catered-for:

A promise was made to the grammar school boys that their interests would not be neglected during the transitional period and it is gratifying to record that their "O" Level results were the best ever, the average attainment being 6.58 passes at Grade C or above. It can now be fairly claimed that the promise made was honoured in full as a result made by Staff and Pupils alike. The final page of the story of Price's School is turned, not without some regret but, certainly with some considerable satisfaction.

**Eric A.B.Poyner**



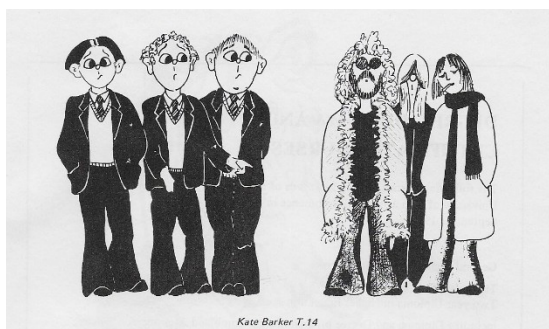
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## Invasion

The possible preservation of the continuing existence of the present theoretical institution was a vain idea which everyone now realises is inconceivable.

The invasion is upon us and can no longer be crushed. From the outset these strange alien beings encroached upon our sacred territory, inhabiting the many constructions which were once considered ours. We stood powerless, bound to accept the assault, being held back by the superior jurisdiction of the great masters.

Upon their arrival, many small rooms were built where they operated from and soon afterwards a peculiar, irregularly-shaped building resembling a temple was built. Furthermore the building unforgivably was built upon consecrated gaming pitches.



It has been realised that the invaders come in two varieties, second of which being a classification never before seen in our domain. These variants were frequently to be seen indulging in such practices we would not dare dream of associating ourselves with. They have also enjoyed many privileges which we would not dare presume to claim. An interesting factor of these supposedly acute beings is their total lack of orderly costume, whereas we, the considered-crass of the community, maintain

uniform garments, undaunted by the surrounding retrograde fashions.

However, our numbers are unavoidably decreasing as our assailants multiply each year. As we advance in status throughout our domain, our previous positions remain unreplaced. Never will we have authority over juniors, as did those before us did over us. The invasion has continued, leaving us, the last subjects of the once preferential policy.

But we are now becoming ever more and more acclimatised to the situation. We have successfully infiltrated their congregations and competed both with and without them in their recreations.

And so, as time passes, we have unavoidably been drawn into them. It now seems inevitable that we shall soon be totally phased out of existence, only to appear in the ranks of the invaders.

**Garry Connett**

*([Ed: see also: "Big Brother" George Orwell – where those who protested (The Plebs) really did learn to love Big Brother (Leader of the Proles)])*

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## Message from the Principal

We are coming towards the end of our 2<sup>nd</sup> year as a sixth-form college and I am delighted to say a word of welcome to our new college magazine. It seems appropriate that we should change from the traditional grammar school "Lion" ... And that the new, May publication date will ensure that all students will receive copies relating to the larger part of their stay in the college. While we have boys below the sixth-form, I trust they will play a full part in making the new magazine a great success.

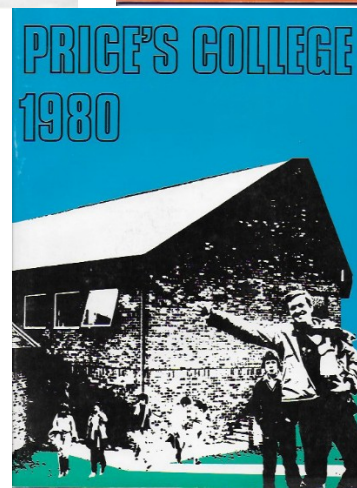
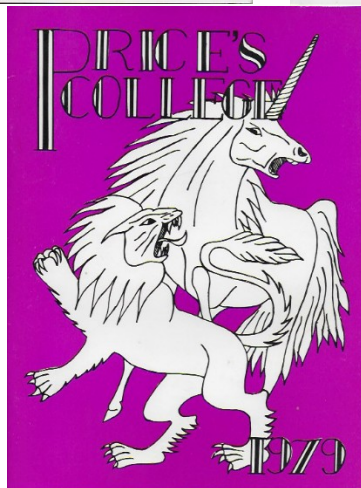
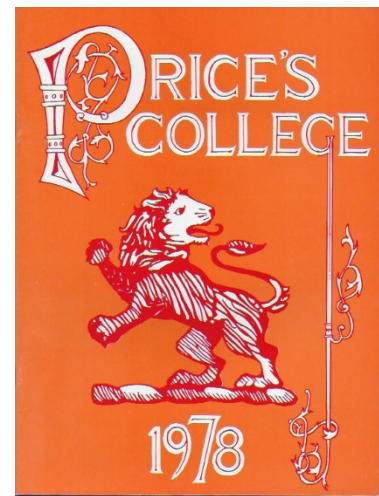
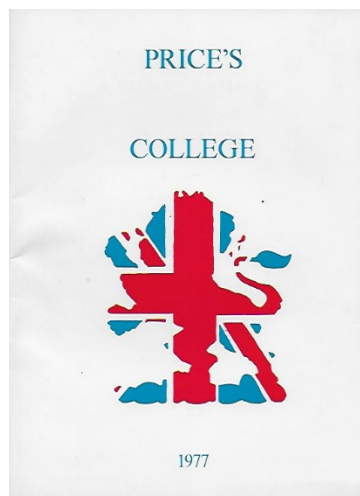
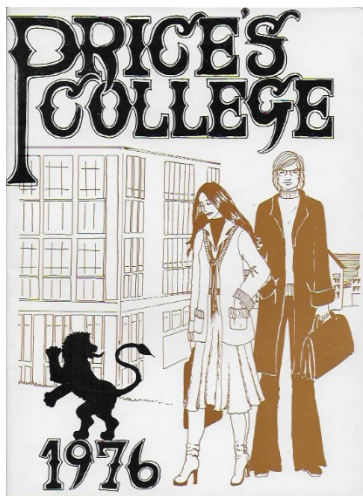
Some years ago, I wrote a short article for the Lion, entitled "I choose optimism" ...

I should now like to re-affirm my optimism in the future, because during the past year and a half, I have become even more convinced of the high calibre and integrity of the young men and women of today. We are enjoying a thrilling metamorphosis at Price's in which students play an increasingly important role. If we all continue to pursue excellence in every aspect of our life together, when Price's College is fully fledged there really will be no other college anywhere with happier relationships, higher academic achievement or greater cultural and social standards amongst its staff and student body. Let us work together towards that goal.

Principal **Eric A.B. Poyner**

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## College Publications



Some might find a lingering symbolism in the designs of the front covers which seem to have been the outcome of pupil contributions. The first of these "College" issues shows both male and female students dressed in but a resemblance of a uniform. On the old, Park lane site, but in front of the "new" teaching block, Price's Lion is included. The 1977, Jubilee year issue design shows a topicality – a lion negative profile on a partial Union flag. Does the larger outline of the 1979 Unicorn, in similar pose, suggest the dominance of the new against the old, but still snarling Price's Lion? 1979 was the first fully College-only year. No more Price's intake, and is that the message for 1980, with an outstretched arm showing the new direction, and in lacking the Lion, give emphasis to that?

**Or, is that just a load of tosh?!**  
**1976**

Editorial: Last December's issue of "The Lion" was declared to be the final number, and the appearance of this new magazine in no way contradicts that decision. The old magazine faithfully portrayed the life and interests of the long-established boys' grammar school and we owe a debt of gratitude to Mr Roy Daysh for the hard work and enthusiasm he displayed during his tenure of office as editor.

... it is clear that a different type of magazine is needed to reflect the broadening horizons of our new educational role. The aim is to cover the wide range of activities and interests of all students, and the new, enlarged format is symbolic of the change that is taking place. Printing has been abandoned in favour of lithography. The Headmaster has made available a personal prize for the front cover competition:

Year	Designer
1976	Elaine Flack
1977	Peter Raby
1978	Mark Hudson
1979	Deborah Mulberry
1980	Neil Sprunt

The print production is altogether more professional than in earlier years. On a better quality paper which, with improved layout, creates a product pleasant to handle. There is a higher standard of photographic print, although in terms of composition, there is a disappointing attention to lighting and a general absence of names (not very helpful to the archivist) in the accompanying legends.

Central to each magazine is an 8-page insert on coloured thin card, of selected creative work – prose and illustrative, which adds further to the new appearance of the magazine.

The publication date has been changed until prior to the end of the Summer Term, this enabling all students to receive their copy. A consequence of this is that lists of exam performances and Further Education destinations will not be included.

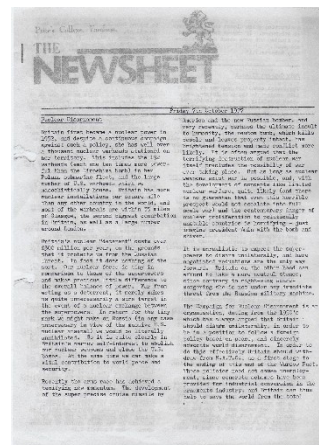
... it is offered in the modest hope that it will meet with general approval.

**Roger M.Jenkins**

## New Style Newsheet

By early 1976, Price's Sixth Form College, as opposed to the old Price's (Grammar) School, was well into its second year. ... The Staff – Student Committee, now renamed the Price's College Committee under the Chairmanship of Brian Thorpe-Tracy was, in his own words, "getting things done." Despite the efficiency of the Committee ... The circulation of reliable and accurate information around the sixth form tutor groups remained a problem. ... Thus, in the closing days of January 1976 the official College Newsheet [sic] was restructured and re-launched under the second board of Editors.

A "News-sheet" had been produced by the College Committee (Two Tutor Group reps., Head Librarian and Debating Society Secretary) since the late October of the previous year.



A re-vamped “news-sheet” had its first appearance in January 1976, with a more journalistic style of writing and headlines. Recent Sports results were reported. The new format was generally well-received, and commended by the Principal: “*This venture has my wholehearted support.*”

*[Interestingly, the Principal continued: “future historians researching the early years of the College might need to refer to old copies of the News-sheet for contemporary material.” Tireless efforts by the Editorial team and the Resources Centre established the paper as a respected addition to the services provided by the College. And now, in May 1976, and over 14 editions of the News-sheet in its present form having been produced, the original aim is unchanged. (But copies of it have stayed elusive, for archive research purposes.)]*

**Christopher Yandell, Richard Taylor and Suzanne Cooper**

## 1977

Last year’s issue of the College magazine was quite well received though the break with the old traditions caused a little dismay in some quarters. The print-ready date for copy meant there was only a 6-month basis for entries. Last year’s GCE results are included but there was insufficient space for the Further Education list.

640 Sixth formers are now on Roll, with a 3:1 ratio to the “Main School” population, which is still making its presence felt.

**R.M.Jenkins**

## 1978

This College year has in sight a landmark in its history – the end of the “Main School”. As a boys’ Grammar School, Price’s has served the district well, and certainly has no need either to apologise for its past existence or to join-in the now-fading (2021) outcry against academic education.

Last Summer, the fifth formers gained a record average of 6.2 passes at Grade C or above, but we are looking to the Main School to exceed even that and to finish this summer in a blaze of glory.

The present Fifts had the unenviable position of always being the youngest members at Price’s, and it is only fair to record that their cheerfulness and co-operation despite this handicap have added a pleasing dimension to a difficult situation.

Throughout the past years that have seen the diminishing population of Price’s School 11+ entrants, their educational welfare has been looked after by Mr Tim Foster, as Head of “Main School” until his retirement in 1977, when he was succeeded by Mr Cyril Briscoe in a joint operation that was regarded as very successful, not least in the manifestation of the best 16+ GCSE results.

Year	Principal	Head of Main School	Price’s School Years	Numbers on Roll	GCSE Passes @ Grade C +
1974-75	E.A.B.P.	T.W.F	2 <sup>nd</sup> , 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	826	
1975-76	E.A.B.P.	T.W.F	3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup>	846	
1976-77	E.A.B.P.	T.W.F	4 <sup>th</sup> , 5 <sup>th</sup>	798	<b>6.2</b>
1977-78	E.A.B.P.	C.B.	5 <sup>th</sup>	761	<b>6.58</b>
1978-79	E.A.B.P.	Solely a Sixth Form College		862	
1979-80	E.A.B.P.			1011	
1980-84	P.R.W.				

**Eric A.B. Poyner**



The image is a composite of two parts. The top part shows the front cover of a book titled 'THE HISTORY OF PRICE'S SCHOOL' by F.E.C. GREGORY. The cover features a large black silhouette of a lion standing on a pedestal with the year '1721' below it. The bottom part is a photograph of a presentation ceremony. A plaque reads: 'Presented by The Trustees to the boys of "The Last Entry" to Prices' School, Fareham, Hampshire, on the completion of their fifth year in 1978.' Below the plaque, two signatures are visible: 'C. H. Baines' as 'Head of Main School' and 'P. D. E. Gregory' as 'Headmaster'.

A fuller account of the events of that weekend in September 2023 is to be found in the Lion Pride Chapter 5 – the 40s, 50s and 60s, with entries in the “Price’s Who’s Who” from those who contributed their stories to the Biography.

1973-78

50<sup>th</sup> Anniversary Reunion

‘Form A’

Prices School, Fareham

## 1979

As this magazine covers the College Year from Easter 1978, it records the final term of the Main School activities.

9

Since September 1958, we have been solely a Sixth Form College and it is pleasing to note that, with 750 Students on Roll we have exceeded earlier expectations. ... Next September when we enlarge the number of our courses, it is likely we shall witness a further increase. Price's College seems to be maintaining its reputation in the area as an attractive and successful Centre for Sixth Form studies.

It is twenty years since Mr Poyner was appointed Headmaster of Price's School, and only two members of Staff have been here longer than that ( Mr John Cole and Mr John Chaffey). Mr Poyner has impressed Staff with his sincerity and integrity of character and it is difficult to realise that this friendly personality will no longer be with us at the helm next term. We should like to take this opportunity on behalf of the College to wish him a long and happy retirement in which to pursue his many hobbies and interests untroubled by the cares of his present office.

**R.M.Jenkins**

### **The Grunt**

Since late November 1978, Price's College has had a new magazine, replacing the "News-sheet". This magazine is run with entirely different ideals in mind and is named: "The Grunt". It is run by a committee of Students under the guidance of Miss Murphy.

The main objective of "The Grunt" is to offer a light-hearted magazine that still however, enables the College members to express their viewpoints and ideals. This production is becoming an established fortnightly occurrence and sells for 3d, a price well within the limits of everyone's pocket. So far it has become well-received by Students and Staff alike.

Novelties in "The Grunt" will be a correspondence column inviting expression of student views, an Agony Aunt feature, a Sell and Buy option. These will wrap around a selection of familiar student articles, artwork and sports reports ... appreciation it has aroused suggests it will soon become the established platform for students' views, while still managing to amuse its readers. *[NB – Ed. = aspirational! I hope sufficient numbers of this publication will become available to judge the worth of the enterprise.]*

**Joanne Child**

**1980**

### **Editorial**

Price's has a new hand on the helm. We extend a belated welcome to the new Principal, Mr Peter R. Watkins who took-up his post last January. We also welcome Mrs Rita Kelly on an exchange year, from Bismarck High School in North Dakota, USA When she returns in July, we hope she will have enjoyed her time here with us as we have benefitted from having her here.

**R.M.Jenkins**

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## **"Price's College. 1974-1984" – A Report by the Principal**

Peter Watkins, pub 18/10/1983

This is a 77-page document written by the Principal, who was appointed in 1980 as successor to the first Principal of the Sixth Form College, Mr Eric Poyner. It is very largely retrospective, and covers the first 6 years as the College, the first 4 of which it had to face the dual challenge of establishing itself as provider of a new style of 16+ education, diverse save for the engineering-related courses offered at the Technical College, alongside the heritage situation of enabling a diminishing cohort of Price's School 11+ entrants to complete their GCSE courses.

Thus, 6 years of retrospection, but in the absence of any post 1980 documents, nothing for us to judge the situations of the final 4 years at the end of which, the College itself underwent a radical change into the Fareham Tertiary College.

*"As explained to me when I made the audio recording, he felt that it was essential to record the last years of Price's as a College. He was given a poison chalice, and some of the Masters quite rightly found his leadership and the imminent School closure upsetting. ... The publication was a very worthwhile report and credit must go to Peter for initiating it."*

**Neale Fray**

**The "Price's College. 1974-1984".** Report falls into three parts: the first deals with the Price's College origins and aspects of its life and developments which led to its demise as a sixth form college. The second part has been contributed to by senior Members if Staff, writing about aspects of college life for which they were responsible. Finally there is a collection of statistics and graph that provides the data which provides the evidence for generalisations made in the Report.

The text is largely descriptive. Evaluations are provisional and personal. "We are too near the events to describe them dispassionately." The closure of the college and the consequent sense of loss by those who have seen it evolve from a selective boys' grammar school to an open access co-educational sixth form college.

**Extract of Introduction by Peter Watkins**

*Ed: - Some of the content of the middle section, pp 28-48 has been allocated to the various themed chapters, or to "names" listed in the Gazetteer, Part 2. Such transfers are listed at the end of this Report summary.*

## **Report Extracts** following by **Peter Watkins**

### Introduction

Price's was not the shortest-lived Sixth Form College: at least five others had a shorter life span.

It was formed on the crest of a Sixth Form College wave. No fewer than 24 were opened in 1974.

It closed to be incorporated into a Tertiary College in a year when no fewer than eight such Colleges open.

The short history of Price's Sixth Form College reflects trends in 16 – 19 education. Its experience in other ways too, conforms to national patterns.

### Origins

After protracted negotiations with the Charity Commissioners a new scheme was drawn-up for a boys' grammar school to be built on a ten acre site on the Uplands estate – provision for 100 scholars, a Master's house and dormitory accommodation for 20 boarders.

School opened in January 1908 with Stephen Bradley as Headmaster, and 18 pupils, growing in 1914 to 100 boys, including 28 boarders.

The School was linked to the local Church of St. Peter and St. Paul with the Vicar as Chairman of Governors and of Trustees.

In 1920 there were 200 boys, dropping to 173 in 1924 when the admission age was raised to 10.

A Sixth Form began in 1926 with 5 boys.

The Boarding and Prep departments were closed in 1948

The status of the School had been under discussion from 1934 onwards, growth could not be sustained by the Charity alone. The local authority would advance more funding only if it took control. A 1945 application for Direct Grant status was rejected, temporarily accepting Voluntary Aided status. In 1957 this gave way to voluntary Controlled status.

Great expansion happened in the 1960s with substantial new buildings, requiring the demolition of the old School House. The School Roll of 1970 listed 700 boys, of whom 160 were in the Sixth Form. 70% going on to Higher Education.

The prestige of the School in the area was high, its old boys tenacious and loyal.

It was perhaps for this reason that the site of the new Sixth Form College should be that of the Price's School. Elsewhere, its future might have been different.

The 1965 Labour Government made clear its intent to re-organise Secondary Education along Comprehensive lines, offering various options.

The 1969 School Governors petitioned the Local Authority to allow Price's to remain a Grammar School, but were given a tart reply!

1971 was the 250<sup>th</sup> Anniversary of the School's foundation and was celebrated with a variety of events that are now, in 2021, beyond the capacity of the Old Pricean's Society to mount, the School having been closed and subsequently demolished.

In 1973, Governors were again confronted with re-organisation. In 1974 Price's School closed and was succeeded immediately by the opening of the Price's College.



## From School to College

Sixth Form Colleges evolving from grammar Schools are not unlike tadpoles, inexorably but imperceptibly losing their tails. For the most part of the metamorphosis, the departure of the five years of younger pupils was peaceful. Regret ... is offset ... by the greater maturity of students, and by the end of chores such as dinner duties, detentions and discipline problems.

... Gradually the customs and routines of the Grammar School ceased. Prefects, a House System and Sports Day were abandoned. The last Prize giving took place in December 1977. The Lion School magazine, published since 1915 published its last number in December 1975. The Parents' Association bought the College its first Minibus in 1975, held its last Ball in 1976 and passed into oblivion. The Old Priceans had 202 members in 1975, but attendance at its AGM was in single figures. A Cricket Tour of the West Indies took place in 1975, and that must rank, amongst non-statutory events, as the single greatest achievement in the life of the School. The CCF, which until recently was staffed by 8 Officers and had Army, Air Force and Royal Navy sections, lasted until 1979. Mr Tim Foster and later Mr Cyril Briscoe were successively Heads of "Main School", ensuring their needs were not neglected, in an institution that was rapidly changing shape, An Upper Sixth Form student summed it all up in the last issue of the Lion:

*"No longer are prefects seen collecting names for the next "Quad". Gone too, are Westbury, Blackbrook, Cams and School Houses, House matches and the old type sports day ... Less noticeably but probably more importantly, the community spirit that is generated by the environment in which everyone knows each other, has been lost ..." **has been lost***

Girls were at first a small minority. 146 came from Fareham Girls' Grammar School in 1974, in a total Sixth Form population of 800. The College, though mixed was essentially a continuation of the Price's School, male dominated – pupils and teachers. It slowly began to modify its courses to accommodate a wider range of ability.

Full participation in the General Studies programme was expected. Attendance on site was expected to be full time. No smoking, and a dress code approved by a Council including Students and then by Governors.

A wide range of extracurricular offerings was available.

It is the absence of young pupils, the short stay of some staff, and also new students, and the widening of the intake which together create a completely different kind of educational institution.

## Curriculum:

The Advent of the College saw a steady increase in the number of "A" level subjects on offer – over 30 by 1984. Computer Science stayed at the Technical College, but Sociology was introduced at Park Lane, with a huge take-up. A lot of other novel subjects, though sometimes without a large clientele. The College was at the forefront of developments in the Schools' Council Geography project – the ever-popular John Chaffey being the engine house of that. Economies of scale made much possible, but soon came to bite back in relation to smaller-uptake subjects.

Variations away from the traditional 3 x "A" levels crept in with 1 or 2 "A" levels being supported by a selection of "O" levels. Further concerns confronted Staff when the initiative of "N" & "F" levels was introduced – the work load of a 5 subject programme would impose strain. An option of 4 x "A" levels, popular elsewhere never took off.

The subject options becoming available in Fareham saw an increase from 1973 to 1980 that almost doubled, but thereafter there was a backward slippage. Between 1979 and 1982 there was a spectacular, doubling increase of one year students.

One year students taking 5 subjects got poor results, and the subject expectations were reduced to 4 courses. A pilot Certificate of Extended Education (CEE) scheme was introduced in 1976 for previously CEE level (Certificate of Extended Education that had been launched in 1965) students.

Steps toward pre-vocational education were on the table in 1979 with a one-year Secretarial course, and a City & Guilds Foundation course in Engineering. There was a rapidly changing emphasis in the post-16 package of courses for those not taking "A" levels.

A further College Certificate course, designed and promoted in the College for those with Learning Difficulties arose from a suggestion by the Head of a local ESN School as a means of supporting her 16+ leavers. The Warnock Report on Special Educational Needs in 1968 highlighted the needs of this group of children, and the College started its course in 1979, with module titles:

- 1 Earning a living ( + work experience)
- 2 Setting-up Home
- 3 Living with Others
- 4 Going Places
- 5 Living with Leisure

Course students were otherwise integrated amongst other students, and taught in a specialist room.

Most Colleges have discovered that in this area of the Curriculum above all others, ideal and reality are far apart. Students are healthily resistant to educational rhetoric, and good intentions. Outside examination subjects they are interested in what they enjoy, not what will do them good. Staff motivation does not last long confronted with student cynicism.

Dr. Ann Smith, Director of the General Education Programme at the College in 1982:

*"Education has changed. Schools make greater efforts to provide a core, knowledge of the outside world and the Arts is arguably more effectively and quickly conveyed through the media. General Education in its traditional sense may have outlived its purpose."*

### Conclusion:

Three times in the 20<sup>th</sup> Century, the School established under Price's Charity has been reorganised, in 1908, 1974 and 1984. The first was a new beginning, a boy's grammar school in new buildings on a new site. The second was a peaceful transition from boys' grammar school to co-educational sixth form College. There was a continuity of name, staff, curriculum and ethos. It shared a problem though, with other newly created sixth form Colleges in finding a philosophy required by a College which was no longer part of the selective system of education but was a part of the new Comprehensive system. Change in fact, has tended to occur pragmatically. The number of students coming for courses other than "A" level has steadily increased, and courses to meet their needs have been provided. Styles of teaching and learning too, have changed, though perhaps more slowly.

The latter reorganisation is closer to the first than to the second but is far more radical than either.

\*Staff and Organisation:

\*Students and Schools:

\*Towards Tertiary: \*These three sections of Peter Watkins' report have not been reviewed in this work.

Sectors & Departments:

Buildings comments have been included in the Buildings Chapter.

Tutorial System and Staff Development – not reviewed here

Computing )

Resources )

Library )                      These 3 sections have been dealt with under the Chapter heading "Library".

Art & Design – dealt with under the Chapter: Creative Arts

Drama and Music – dealt with under the Chapter: Creative Arts

Physical Education has been dealt with in the "Sports" section of this Report.

Other subject reports are not reviewed in this work.

Student Affairs.

The experience of life in a sixth form college is a totally different one from the school sixth form. The absence of younger pupils, the short stay in the College and narrower age span change the institution totally. There is a strong peer-group identification which militates against the close staff-student relationship, which in theory at least characterises the sixth form of both grammar and comprehensive schools. Students can be expected to know by name only those who teach them or who supervise some activity in which they participate. Some welcome the relative anonymity. Others regret it. There is inevitably a great loss of a sense of belonging to the College compared with the School.

The intention in the early days of Price's was to replace a hierarchical prefect system with a democratically elected student council., which would appoint its own officers. Conduct its own affairs and assume responsibilities comparable with those of a Student Union in an institution of higher education. No such body has ever operated successfully for a sustained period. ... The organisation of Discos seemed to be the only feature of student extracurricular activity that has evoked consistent enthusiasm. Most other options have required close staff supervision.

College publications emerged and had their day, then to diminish. The latter "Grunt" product was eventually suppressed.

A Student coffee bar opened in 1978 with a range of facilities. The common room was popular and crowded. But students exercised no responsibility for conditions. Surplus income from the coffee machine was used to pay students to clear-up the mess of their colleagues.

The College opened with an optimistic notion of its students: it closed with greater realism. This situation was common in other such colleges.

Written under "Student Affairs" section of the Peter Watkins Report by **David J. A. Hall**

"Historically, the Grammar School did not encourage students to run their own extracurricular activities, nor to express their opinions on any aspect of the School. Certainly the traditional forum for commenting on the system – the Debating Society – was in existence for the most part, student

affairs were in the hands of those members of Staff who saw their role as a teacher being helped by offering to run a stamp club, a football team, or whatever. The sense of community spirit and of giving rather than taking from a staff point of view, was dominant.

The onset of the Sixth Form caused a change from paternalistic attitudes to a more *laissez-faire* approach system in which student affairs flourish. A Staff – Student Committee came into existence soon after the College opened.

In the College, the Committee had its successes through the responsibility for the social life of the College: discos, dances, concerts and leaving-day arrangements. It's fund-raising income has been used to support external charities, and also some internal groups, such as Film-making, Debating, Geology, Christian Union, Theatre Trips, Drama, Duke of Edinburgh Award Scheme, and Creative Writing."

*Ed: David Hall's opening statement might represent the state of his awareness on joining the School in 1974, and maybe immediately before, but the quite amazing thing to realise from the tables of data shown below, which give a long-term perspective on extracurricular affairs, is just how limited a grasp of the extent of such activities there has been throughout the School's history and the lacking of his appreciation of the reality of past events has been before his arrival. He hadn't taken on-board that such stalwarts as the Sports teams and the CCF activity contributed greatly to this area of School life. Prominent in a list of "School" phase extracurricular life was the role of librarians, which is documented in the Chapter 14, "The Library". A fuller account of the broader Extra-curricular life is detailed in the Chapter 6 of that name, where it is very evident that mostly, teachers' involvement was essentially a "hands-off" kind. A large part of School life was organised by pupils and it was through this, as well as all of the competitive sport that the School offered was such a fulfilling set of opportunities. There is no avoiding the fact that towards the end of the School phase, this level of leadership was eroding, possibly under a growing burden of legislative demands from governmental expectations.*

#### Art & Design

"In 1960 one of the highest points on the Fareham horizon was the Price's old school house, an inelegant building built of decent Fareham red bricks. Here, in a room in the attic, I first took over the running of Art at Price's School. At that time there were no pupils taking "A" level Art and only a few took Art at "O" level.

Twenty-four years later and the swimming pool has gone and the old school house has been replaced with an almost equally inelegant building of reinforced concrete and glass, overlooking a field of huts!

Currently, there are 72 students taking Art, Graphics or Ceramics at "A" level and 98 students taking "O" or "CEE" in one of a variety of Art courses. All this activity now goes on in a suite of three main studios and 2 photographic dark rooms.

Extracts above, from the contribution to the 1974-1984 Price's College Report by:

**A.(Tony) J.E. Hiles'**

*[Ed: This is a remarkable example of successful curriculum development, providing for those particular niches in the student population. Clearly an inspirational teacher! A pity therefore that there is little or no evidence of products of student work to illustrate the impact of the development in the Creative Arts Chapter of this work. Artwork submitted to the School Lion magazine was poorly dealt with by the printing process.]*



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## Academic Performance

The traditional diet of external examinations at the School was that of GCSE and GCE “A” levels. That was not going to suffice in the P6FC where non-Price’s School pupils will have originated from a variety of Secondary Schools, offering differing subject combinations. In all Schools with Sixth Form provision, there was the availability of GCSE resits along with new GCSE courses – sometimes of a 1-year, or a 2-year duration. The College programme of subjects had to change.

The CSE was not available until 1987, and the first new exams available were of the RSA / Pitman Clerical kind in 1987: Private Secretary’s Certificate, Pitman Shorthand, RSA Shorthand, Typing, Secretarial Duties and Communication.

The Certificate of Extended Examination appeared in 1978, and these 2 new types of qualification remained available until 1980.

A City & Guilds Engineering Course was introduced for the first year, but a questionable future on account of high costs for a small number of 8 students rendered it non-viable.

**Dr. Charles Evans** has undertaken thorough research, published in the “Academic Performance” Chapter of the Price’s School years, using data available in the Lion School magazine. He then applied his methodology to the College magazine and other publications and his work concludes with the following account:

- The data that you sent me (from the College magazines), have provided a number of threads as I suspected that they would. I am attaching a detailed spreadsheet to show how the figures come about. I have used the same method that I used for the data from Price's School. However, I have retained the credibility factor at 76% and also the requirement that fifth form candidates must pass at least 4xO levels. At Price's School this was a requirement in order to proceed to the sixth form.
- I realise that this requirement may have been eased for admission to the sixth form college but if I had removed it I should have had to reduce the credibility factor for the entire college and since these examinations were taken in the fifth year this seems unfair for a sixth form college which technically bore no responsibility for these examinations.
- In the current analysis we are concerned with just four academic years: 1976-77, 1977-78, 1978-79, 1979-80. The overall success percentages for P6FC were: 80, 72, 68, 66 which shows a steady decline.

We can extract three threads (%) relating to Price's School entrants over this period:

1. Overall academic examinations %: 76, 83, 85, 88
  2. O level examinations %: 74, 84, 89, N/A
  3. A level examinations %: 90, 91, 88, 88
- We can also see the A level examinations% for those who arrived into the newly designated College after O level: 89, 81, 85, 88.
  - The combined A level examinations & are: 90, 86, 86, 88.
  - Sixth form students retake O levels, take extra ones and CSEs – the latter equivalent to at least grade C at O level). These are recorded.
  - The corresponding percentages for the subjects is: 52, 53, 52, 43.

- The overall academic College examinations % are: 79, 81, 76, 72.
- Lastly we extract the secretarial examinations which are included in the overall result stated at the beginning of this email.
- The corresponding % figures are: 57, 72, 69, 74.

### **Examination Courses**

**1976** - None published

**1977** - GCE "A", "S" and "O" levels

RSA Shorthand results: 14 candidates

RSA Typing results 26 candidates

Pitman Shorthand results: 4 candidates

**1978** - GCE "A", "S" and "O" levels

CEE results: ("O" level equivalent); 20 students

Secretarial: 50 students

**1979** - GCE "A", "S" and "O" levels

CEE results: ("O" level equivalent); 33 students

Secretarial: 35 students

**1980** - GCE "A", "S" and "O" levels

**CSE** results at Grade 1 (= GCE grade C or above Pass): 32 candidates

**Secretarial** results; 20 candidates

Private Secretary's Certificate

Pitman Shorthand

RSA Shorthand

Typing

Secretarial Duties

Communication

**City & Guilds** Courses – first year for the C& G Engineering course, but a questionable future on account of high costs for a small number of students: 8 candidates.

## The broader, Curricular and Extra Curricular life of the Sixth Form College years

# A MUCH MODERN ADO

Old story, new angle — Beatrice and Benedict get a new look in the Price's College production of "Much ADO About Nothing."

For the Fareham college's staging puts Shakespeare's comedy into modern dress and adds electronic pop music by one of the students.


The play is on nightly at the College's small drama studio until Saturday.

Carolyn Scott and Andrew Collier are Beatrice and Benedict. Other parts are taken by Anthony Jenkins, Keith Young, Mia Christiansen-Thurtell, and Hayden Scott.

Tickets are 75p for adults and 50p for students.


● Andrew as Benedict and Carolyn as Beatrice in a scene from the College's presentation. — Picture 4460-1

1976	"Kes"	Barry Hine	3 <sup>rd</sup> years / Yr.9	
	"Black Comedy"	Peter Shaffer	U6 Gen. Studs. Dr. Gp.	
	"The Road" Film & Play.	James Hanley	U6 Gen. Studs. Dr. Gp.	
	The Rise and Fall of Mr Mack Beth (Rock Opera)		Music & Lyrics composed by Music Dept. Choreography by Cheryl Tripley,	See below.
	6 <sup>th</sup> Eng.St. to Nuffield Theatre, to see: "The Death of a Salesman"			
	6 <sup>th</sup> Eng.St. visit evening performance of: "The Importance of Being Ernest" at Nuffield Theatre.			
	6 <sup>th</sup> Eng.St. to see: "The Next Stage" at Nuffield Theatre			
	6 <sup>th</sup> Eng.St. to King's Theatre, for "Pride and Prejudice"			
	5 <sup>th</sup> Royal Shakespeare.Theatre in Stratford for "Henry Fifth"			
	Concert:		Michael Garrick Jazz Trio.	
	5 <sup>th</sup> to Young Vic Theatre: "Macbeth"			
	Folk Concert			
	L.6 <sup>th</sup> Eng.St. to Nuffield Theatre to see: "Othello"			
	Fareham Schools' Drama Festival			
	Fareham Town Drama Festival			

	5A The Ancient Mariner			
	4 <sup>th</sup> The Prime of Miss Jean Brodie			
	Whole School <b>The Servant of Two Masters</b>			
	Many Theatre visits			
	<b>Abelard and Heloise</b>	Ronald Millard		
	<b>The Crucible</b>	Arthur Miller	<b>Jim O'Brien</b>	
	<b>Living Like Pigs</b>	John Arden	<b>Jim O'Brien</b>	
	<b>The Birthday Party</b>	Harold Pinter	<b>Ray Bell</b>	
1977	1 <sup>st</sup> Joint Concert with Cam's Hill School (formerly FGS.), St. Anne's, Brune Park and Bishopsfield Schools.	Vivaldi's "Gloria", with combined Choir & Orchestra.		 Ray Bell
	6 <sup>th</sup> Regents Park Theatre for: "Othello"			
	5 <sup>th</sup> & 6 <sup>th</sup> Eng.St. visit Shaw Theatre for: "Romeo & Juliet"			
	Concert by Fareham Philharmonic Society.			
	6 <sup>th</sup> Eng.St. see film: " <b>Othello</b> "			
	College Play: " <b>The Birthday Party</b> "			
	<b>"The Business of Good Government."</b> Jointly with CHS in lieu of a Carol Concert	John Arden & Margarita d'Arcy		
1978	<b>Rosencrantz &amp; Guildenstern Are Dead</b>	Tom Stoppard	<b>Ray Bell &amp; Ms Libby Murphy</b>	
	Old Time Music Hall		<b>Miss Val Jacob + Ray Bell &amp; Ms Libby Murphy,</b>	
	5 <sup>th</sup> Film of " <b>Romeo &amp; Juliet</b> "			
	Travelling Theatre Company	Drama teachers	Visiting Brookfield, St. Anne's & Harrison Rd Junior Schools.	
	Arts Festival – a Play, Folk Concert, Poetry Readings, Music Concert and a film.	David Hall		
	L6th to London to see: " <b>Salome</b> "			
	Evening of Mime, Dance, Poetry & Drama in College Hall.			
	4 <sup>th</sup> To see " <b>Julius Caesar</b> " at the New National Theatre			
	Students to Sadlers Wells & Chichester theatres for an evening of Mime.			
	U6th Eng.St. to Nuffield Theatre for " <b>Othello</b> "			
	6 <sup>th</sup> Students to the Schools' Prom at the Albert Hall.			
	L6th Students to Nuffield Theatre for a performance of " <b>Hamlet</b> "			
	Eng.St. to Winchester for a performance of " <b>The Importance of Being Ernest</b> "			
	<b>"Julius Caesar"</b> in Mime			
	Poetry workshop in new Studio			



	"Wuthering Heights" film in the Studio.			
1979	Madrigal Choir enters Portsmouth Music Festival			
	A Major Summer Concert			
	New Brass Ensemble formed.			
	Lunch time Concert in the new Studio			
	Carol Services at Parish Church and Church of the Holy Rood, in Stubbington			
	Film for French students: "Le Grand Meulnes"			
	Music writing competition			
	Music students to Covent Garden Opera			
	Art Students to Portsmouth & Southampton galleries.			
	Poetry afternoon		George MacBeth	
	Eng.St. to Nuffield Theatre for "Macbeth"			
	Film in the Studio: "Hamlet USSR."			
	College Play: "Rosencrantz & Guildenstern Are Dead"			
	College Pantomime: "Jack and the Beanstalk"			
	History Students attend National Theatre for "The World Turned Upside D own"			
	French students see film: "Le Bourgeois Gentilhomme"			
	Eng.St. English students visit Salisbury Playhouse for "Murder in the Cathedral": "			
	Eng.St. see film: "Macbeth"			
1980	"The Importance of being Ernest" film for (Eng.St.)			
	"Waiting for Godot" at Chichester Festival Theatre, for (Eng.St.)			
	Play produced "Women of Troy"			
	"The Importance of being Ernest" performed at Chichester Festival Theatre			
	Plays produced in the Studio: "Fumed Oak" & "40 Years On"			
	Lunchtime Concert in the Studio			
	Eng.St. attend "King Lear" at Oxford Playhouse, & on a weekend Trip to Stratford to see "Othello", and "The Merry Wives of Windsor"			
	Students attend Nuffield Theatre for "Joseph & His Amazing Technicolour Dreamcoat"			
	Eng.St. to the National Theatre for "Death of a Salesman"			
	Eng.St. attend Kings Theatre for "What the Butler Saw"			
	German students attend RSC.'s performance of "The Caucasian Circle"			
	Eng.St. see, in College, film "If"			
	"Goodbye Girl", "Puppet on a Chain" "Paper Moon" "M*A*S*H" American Graffiti "The Man Who Fell to Earth" "The Sting" "All the President's Men" "Annie Hall"		Film Society, Sarah Williams	Richard Dreyfuss          David Beattie
	1981	The Crucible	Arthur Miller	Mr Jim O'Brien

				<p><b>CAST STEPS BACK IN TIME</b></p> <p>Students at Price's College, Fareham, are performing "The Crucible" by Arthur Miller tonight and tomorrow (Saturday).</p> <p>About 20 students, members of the college's Dramatic Society, are taking part in the drama, set in the 17th Century.</p> <p>The production is the climax of a full term of rehearsing. Casting began last November and rehearsals started in January. Producer is Mr. J. O'Brien who teaches drama as part of a general studies course.</p>
1981	Price's College Summer Concert, inc. "Trial by Jury"			Cond. Brian Sawyer
<p>PRICE'S COLLEGE SUMMER CONCERT</p> <p>Thursday 14th May 1981</p> <p>7.30 p.m.</p> <p>Conducted by Brian Sawyer</p>		<p><b>PART I</b></p> <p>The Old Rurdrith Choir and Orchestra Arr. Ralph Vaughan Williams</p> <p>April David Reed, piano John Ireland</p> <p>Three Little Maids from School from "The Mikado" Rosemary Dew Sarah Callaghan Judith MacGregor</p> <p>Cavatina Jon Woodfine, guitar C.A.M.A.O.</p> <p>I Would that my Love (sust) Left mine eyes from "Villan" Susan Laidson Fiona Macdonald Catherine Meyer</p> <p>The Interluder Price's College The Brass Group</p> <p>Conversations of the Hearty and the Heart from "Water Gossie" Suite Paul Chermayer Twenty Cousins</p> <p>The Silver Swan Dine Again, Sweet Love The Herald The Singsy The Madrigal Choir</p> <p>Tom Sawyer's Saturday Narrator - Sarah Walk</p> <p>Stanley Myers</p> <p>Handel's Suite Handel's Suite</p> <p>Scott Apple Arr. John Swann</p> <p>Havel</p> <p>Orlando Gibbons John Dowland Arr. John Curtis Arr. John Curtis</p> <p>John Suckwell</p>	<p><b>The Orchestra</b></p> <p><b>Violin</b> Graham Frewer (Leader) John Clark William Jayson Nigel Chapman Katie Groves Kirsty King Michael Tingley Nigel King Robert Linnell Barbara Gore</p> <p><b>Viola</b> Lucy Reuben Patricia Covey-Grove</p> <p><b>Cello</b> Jenny Gale Andrew Walker</p> <p><b>Double Bass</b> Sarah Risher Richard Smart David King</p> <p><b>Trumpet and Trombone</b> Timothy Hawkins Kieren How</p> <p><b>Flute</b> Rosemary Dew Sarah Risher Susan Laidson Sarah Walk Sarah Callaghan Bernard Shalati</p> <p><b>Alto</b> Judith MacGregor Fiona Macdonald Catherine Meyer</p> <p><b>Trumpet</b> Sarah Risher Richard Smart David King Brian Sawyer</p> <p><b>Horn</b> Rosemary Dew</p>	<p><b>PART II</b></p> <p>Trial by Jury Gilbert and Sullivan</p> <p>Cast in order of singing:</p> <p>Hester . . . . . Stephen Miller The Deafening . . . . . John Cole The Learned Judge . . . . . Derek Fisher Gossip for the Plaintiff . . . . . David Reed The Plaintiff . . . . . Elizabeth Matthews Foreman of the Jury . . . . . Paul Chermayer</p> <p>The Song: A Court of Justice</p> <p>Paul Smart John Cole David Reed Derek Fisher Brian Sawyer</p> <p>Stephen Miller Derek Callaghan Rosemary Dew</p>

This Programme is the only evidence by way of a document that emanated from within the College that shows the previously active and praised Drama Department was still functioning. No other publications have become available for ensuing years.

*Ed: Commentary from a former drama teaching colleague:*

Dear Dave

As per your list I have finished at 1974. Hope this is what you need.

All the best, Barbie Davies, (Head of Drama, Marlwood School.)

*The immediate pre- and post-war years saw a real flurry of activity in local amateur drama. Many fairly short and practical plays were concocted to meet demand; some of them very good. Many were used in schools as a suitable contrast to carefully edited Shakespeare. This trend seems reflected at Price's School in the 1950's and early 1960's. However, with the more liberal attitudes of the sixties some challenging contemporary theatre – Becket, Bolt and Pinter appear presumably thanks to an adventurous member of staff. Many eyebrows must have been raised by parents, governors and the more traditional staff.*

*Gilbert and Sullivan never fails to entertain and offer much enjoyment and equal challenges for potentially large casts and invited musicians.*

*Whatever the play or musical they will have made wonderful memories for many. They will also have added to the frustration of young people for whom there was no academic chance to prove their love for and skill in theatre. Drama/Theatre curriculum with challenging and respected examinations were yet to come in the mid 1980's.*

## **Mainly Music**

The traditional offerings of School Drama and Music began to give way to more modern innovations, initially with the co-operations with the Fareham Girls' Grammar School in joint Musical and Drama productions, starting in 1965 with a joint concert, and the formation of the Inter-Schools' Drama Society which presented "12<sup>th</sup> Night". These collaborations were mostly with the Girls' Grammar School, but there were occasional co-productions with St. Anne's School.

Music Department Reports in the Lion gave full coverage to the expanding programme offered. But, unfortunately there is no record of successes in the Associated Boards' Graded Examination system, or participation in selected / representative groups such as County Orchestra, Wind band or other ensembles.

Herewith some of the highlights reported in the College magazine;

### **1976:**

"Mr Mack Beth": Rock Opera – without doubt, our most ambitious production to date (jointly with Drama). All we borrowed from Shakespeare was the rough idea – dialogue, songs, music – all created by us. There were also more opportunities for making this our musically most rewarding year.

#### **How The Opera Came To Be Written.**

We have the perennial problem, of casting all the girls and in finding enough boys willing to be in a play; few, if any, such plays exist in English which will fit these requirements. The Music and Drama Departments decided that a joint production, preferably which called for original work, would be the answer.

We chose the unlikely tragedy of Macbeth as the basis of a light satirical rock opera because it seemed to us to fit the times so completely. Ruthless ambition in politics and business and the drift towards the totalitarian state whether right or left seem grim commonplace today, and Scotland an ideal setting with its found wealth in North Sea Oil. By a fortuitous chance, the occult is almost as popular now as it was in James I's time and with the same disastrous consequences. In many cases fraud and gain have as great a part to play as the treachery of the sport itself.

Last summer I drafted a synopsis which completely up-dated the story into a contemporary setting and placed it in the idiom of the modern musical, song taking the place of soliloquy and dramatic expression. During the autumn term the cast themselves evolved their own dialogue which was then drafted by three script-writers and the music and dance numbers composed. Together we have created this Rock Opera!

It is not the intention of this Opera to castigate any known political party, but rather to condemn over-riding and personal ambition which might use such a party for these ends.

**Mary More-Gordon**



News cutting: 15/07/76

### "Lay On, Mack Rock"

In the wake of Ken Russell's film "Tommy", a new rock opera is firing the imagination of the music tycoons of London. But there are no famous names like "The Who" behind this new Rock Opera – this time, it's a group of students and two teachers.

Price's College, Fareham, took the bold step last April of writing their own Rock Opera, and now they are on the brink of having it made into a record and a London production.

Val Jacob, Head of Music at the College said: "It was a big gamble. We really didn't think it would go this far. Two London agents have shown interest."

Val and Head of Drama Mary More-Gordon decided there was enough talent in the Sixth Form to write their own musical rather than performing other works. "Mary wrote the original synopsis, based on Shakespeare's Macbeth. The adapted story centres on fiery oil tycoon Mack Beth, who is goaded by his wife into murdering his Boss and a chief political supremo in the Scottish oil boom. The occult, a civil war and even the SNP figured in this original and success production.

The soundtrack has been recorded for sale.



Also during that year:

- Numerous concerts, operas and ballets were attended, with other students
- Not just modern, light works but classics such as Haydn's "Creation", and Britten's "War Requiem"
- And off to the first Schools' Prom at the London Albert Hall.
- Southern TV's week of Carol broadcasts.
- Christmas Concert of "9 Lessons and Carols" presented in a different format, including the in-house Carol-writing competition winners.
- Performance by visiting Jazz musicians
- A broadening of General Studies offerings
- Choir-building.
- Increasing list of Peripatetic instrumental teachers
- Increasing uptake for Music as a GCSE subject.

1977:

- 1<sup>st</sup> Joint Concert with Cam's Hill School (formerly FGGs), St. Anne's, Brune Park and Bishopsfield Schools – Vivaldi's "Gloria", with combined Choir & Orchestra, + other pieces.
- "The Business of Good Government." By John Arden & Margarita d'Arcy, Jointly with CHS in lieu of a Carol Concert.
- Many visits to outside, professional recitals, etc.
- Schools' Prom, again.

V.J.J.

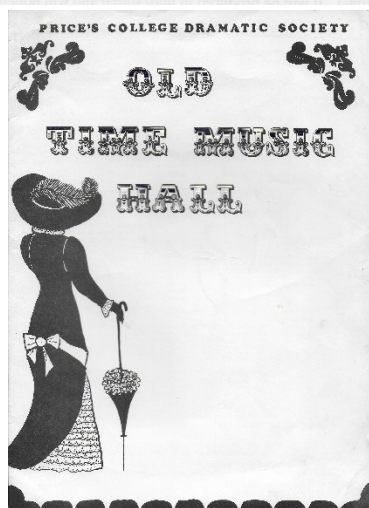
1978:



Curtain call for the Music Hall

The "Old Time Music Hall" occupied the energies and talents of the College Dramatic Society fully, with a three night sell-out!

The audience joined in lustily ... yelled for encores ... laughed uncontrollably ... listened with rapt attention. Audience participation was enhanced by the table & seating arrangements ... sumptuous refreshments ... A host of attractive waitresses ... seductively- dressed bar wenches ... encouraged the right atmosphere.



1. THE OLD KENT ROAD - a street scene performed by The Whole Chorus Soloists: Master Andrew Coadsway Master Colin Brown Miss Elizabeth Collett Musicians: Miss Sarah Stanley Miss Roger Martin	2. IT'S NICE TO BE COMMON SOMETIMES - sung by Miss Sarah Stanley	3. A BARBER SHOP QUARTET - performed by Master Colin Brown Master Gordon Clark Master Robert Woods Master John Cole	4. WON'T YOU BUY MY PRETTY FLOWERS - sung by Miss Nadine Chase	5. SWEET ALICE BROWN - performed by A.O.S. - Miss Barbara Williams Miss Nadine Chase Her Father - Master Christopher Coates The Maid - Miss Elizabeth Collett The Farmer - Master David Coates The Son - Master Andrew Smith	6. SING ALONG WITH Miss Rita De Bunsom Miss Nadine Chase Miss Sarah Stanley
INTERVAL - Food will be served at the tables					
1. ORLANDO SPURIOUS - a tragedy!! Orlando - Miss Jill Ewing Maggie - Master Andrew Coadsway The Duke - Master Gordon Clark The Duke's - Miss Elizabeth Collett Kissed - Master Robert Woods Guest appearance by - Master Roger Martin	2. THE GONDOLIERES DUET - sung by Master John Cole and Master Derek Fober	3. A LECTURE - delivered by Miss Tammy Bunde	4. FATHER DEAR FATHER - sung by The Whole Chorus Cost of writing - Miss Roger Martin		

5. AN ITALIAN STRONG MAN TROUPE - led by Master Ian Wilson	6. HE LED ME UP THE GARDEN - a scene of a garden to be performed by Miss Nadine Chase	7. THE SPANARD THAT BLIGHTED MY LIFE - a tale of lost love performed by Master Robert Woods and The Chorus Master on Commiserate - Master Tony Johnson
THE CHORUS Misses: Nadine Chase Susan Andrews Kathryn Mason Ann Roberts Sarah Stanley Elizabeth Collett Mistress: Robert Woods Colin Brown Gordon Clark Derek Fober Dorothy Clark John Cole		
THE ORCHESTRA Mistress: Stephen Hall - violin Nicholas Bell - cello Raymond Bell - double bass Ian Green - flute Misses: Penny Buckley - flute Susan Tansell - oboe Gillian Woodcock - clarinet Helen Carr-Penny - double bass Vivienne Joseph - percussion		
Front of House - Master Raymond Bell Backstage Manager - Master Roger Martin Public Director - Miss Angela Chubb Catering - Miss Jill Ewing Painting and Decor - Master Roger Martin Music - Miss Barbara Williams Lighting - Master Andrew Coadsway Art Work - Master Tim Gwynne Table Linen - Master Roger Martin		
COSTUMES LOANED BY THE SOUTHDOWN MUSICAL SOCIETY Miss Chase and Miss Murphy return the to thank the many other people who helped in any way.		



To the Producer, Miss Libby Murphy, and Musical Director, Miss Val Jacob, must go the biggest bouquets ... a superb team effort ... Mr Johnson as master of Ceremonies, in fine fettle, with impressive control of the lively audience ... which did not want to go home. **R.E.D. & V.J.-J.**

#### 1979:

- ★ Mr John Cole, with Students Robert Woods, Gordon Clark and Colin Brown sang a Barber's Shop Quartet at the Crofton School PTA function.
- ★ Madrigal Choir at the Nicholson Hall in Gosport, with some euphonium solos by Gordon Clark.
- ★ A Schools' Prom with Cams Hill, Fareham Park St. Anne's, Crofton and Wykeham House Schools was performed at the Parish Church, three different Schools combining to present Fauré's "Requiem".
- ★ Two Carol Services and a Concert extended to Titchfield's St.Peter's Church.
- ★ An Ivan Scott lecture on Classical Guitar.
- ★ Madrigal Choir enters Portsmouth Music Festival for the first time: *"This is a well-integrated group and one that produces a splendid sound with a good balance of voices. Diction clear."* [Adjudicator]
- ★ A major Summer Concert with a wide mix of contents to celebrate the retirement of Principal Eric Poyner.

**B.L.S.**

### **But also Some Drama**

#### 1976

- The third year production of "Kes" got the tear off to a good start ad, over 4 performances was seen and enjoyed by a wide variety of ages.
- Hilarious farce was the theme for the U6 GS group's "Black Comedy". The play was paired with a short film derived on the story: "The Road". The film was produced by another Sixth Form GS group, and was later entered into the Cricklade Theatre Festival of Work.
- The Christmas Concert was given a "make-over" with a combination of new and challenging content.
- The Mr Mac Beth co-production was imaginatively adapted and cast into a 20<sup>th</sup> century Scottish context: *"the production looks like drawing its talents from far and wide, and with talk of devolution for the Celtic fringes, what could be more topical?"*  
[Ed this view was written 45 years ago, and with what a prophetic perspective, in 2021, viz SNP activism against the cohesiveness of the Union?]
- Participation in the Town's Arts Festivals.
- A smart, new Drama Studio opened, with all of the right kind of technology.
- A high percentage of Piceans were in the County Youth Theatre production of "Marate / Sade" during the year.

#### 1977

The Birthday Party – Harold Pinter – a controversial choice, amongst staff and students.

- 🎭 Some excellent acting
- 🎭 Set was constructed with enormous care and toil
- 🎭 The party scene was brilliantly done
- 🎭 ... remembered for the extreme thoughtfulness of its presentation, the fidelity of its acting and the efficiency of its management

## 1978

- ❖ With the Music Dept., Drama students were fully engaged with the “Music Hall” production.
- ❖ A Travelling Theatre group was established to take Drama to other venues – Primary Schools, mainly.
- ❖ A selection of extracts over a 90-minute span showed the development of theatre from Ancient Greece to the modern day.
- ❖ A 6<sup>th</sup> Form Drama Group production of their own Play was taken to Harrison Rd. Primary School – a bit of a Fairy Story, really. An enormous success.
- ❖ Two other productions in the pipeline: on football hooliganism, and another is a studio performance of Noel Coward’s “Fumed Oak”

E.M.

## 1979

In a category of modern plays referred-to as “The Absurd”, the “Rosencrantz and Guildenstern are Dead” play challenges the mind for a rationale.

It was staged at the end of a term in which a large number of English and Drama students had seen both the Russian and British versions of Hamlet, on film.

Interactions and the delivery of the tricky and often circular word play and badinage was excellent and consequently wryly amusing and occasionally hilarious.



The troupe performed their mime with gusto.

The set was starkly simple yet striking.

The timing, conception and execution of the play were excellent. Price’s College Dramatic Society has shown over the years it can take on a varied range of productions from Rock Opera to Music hall, from naturalistic play to the absurd.

Elizabeth Murphy, Producer, with the meticulous management support of Ray bell, pulled-off an outstanding success with a difficult yet delightfully witty play.

A.R.J.

Hello David,

You were quite right: I did confuse the demise of The College Magazine with that of The Grunt. I can guess that teenagers tried to push the boundaries too far and Mr Watkins was justified in closing it down. I had nothing to do with the Grunt.

Incidentally I sold the Black Lion in the Girls Grammar School and connived with the editors to include a couple of items which we knew Miss Heron was likely to want to exclude. Before it went to publication I would meet with her and she would duly censor those items and was less likely to object to some that were slightly risqué. And it duly went on sale in the Girls Grammar School staff room and amongst the pupils.

However, the closure of The College Magazine was as I related. A great shame, because Eric Poyner knew its value as a record, useful to later historians!

Val Jacob, Music teacher emailed recently out of the blue. I hope to meet her, but no definite plan yet. When she arrived I asked her to rehearse the carols in John Arden's The Business of Good Government., which we took round to three local churches. The next year she asked me to put some mime to a music piece. After that she cooperated with Mrs More-Gordon on Mr Mack Beth, a rock opera. Wow, the times they were a-changing. And I had taken a back seat by then. No doubt Val Jacob will take that story on.

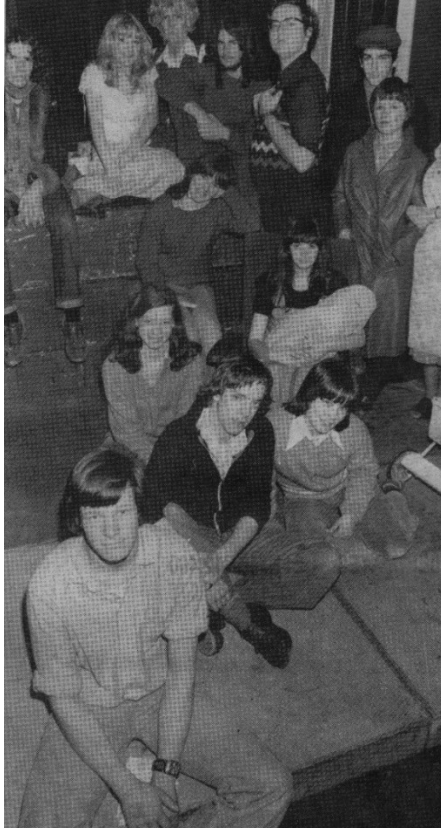
Best wishes, **Tony J**

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## A small gathering by Roy Daysh of Newspaper cuttings

... there being no systematic collection of any kind of material for an informed review of College life.

21/03/1980



Price's College Dramatic Society has chosen "Live Like Pigs" by Jo Arden, one of Britain's leading post-war dramatists for it's 1980 production. It deals with a near gipsy family, forcibly uprooted and transplanted to council house. It is to be staged in the college hall, Fareham, on March 27, 28 and 29 at 7.30 p.m. 039

10/04/1981

**CAST STEPS  
BACK IN TIME**

Students at Price's College, Fareham, are performing "The Crucible" by Arthur Miller tonight and tomorrow (Saturday).

About 20 students, members of the college's Drama Society, are taking part in the drama, set in the 17th Century.

The production is the climax of a full term of rehearsing. Casting began last November and rehearsals started in January. Producer is Mr. J. O'Brien who teaches drama as part of a general studies course.



13/07/1981



Helene Holland enjoys making a song and dance about life.

Her talent for entertaining with a comedy song and dance routine has won her a place at a top theatre school and an award from her employers.

Helene (17), lives in North Hill, Fareham, and has been dancing since she was four years old.

She has been offered a place to study acting, dancing, singing, stage management, and other aspects of the theatre at the Red Roofs Theatre School, Maidenhead.

Helene, who was a student at Price's College, also works part time at Debenhams, Southsea. Since 1978 the store has

operated an award scheme which helps interested staff carry out worthwhile projects or schemes.

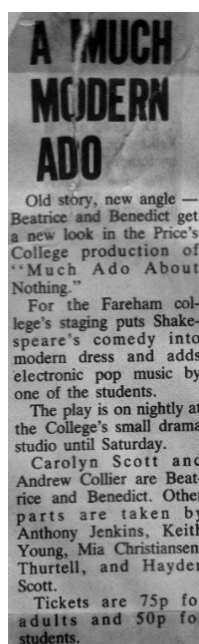
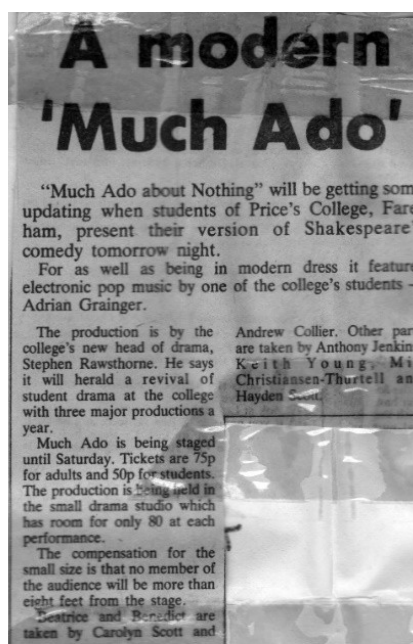
#### CANDIDATE

They chose Helene as the year's Southsea candidate and will contribute towards her fees over the next two years.

Helene has appeared at the Kings Theatre, Southsea, as a member of the Southdown Musical Society.

/12/1982

"Much Ado about nothing", with musical adaptations





# Rocking with Rose

## MUSIC

FAREHAM rock musician John Barr is back home for a short spell recovering from an arduous tour of the United States with Texas group Tokyo Rose.

"It's nice to be able to put my feet up for a few days but I'll be going back to the States this weekend," he said. "It's where all the action is."

Tokyo Rose toured with major rock bands Kiss and Vandenburg, opening the concerts which played such venues as El Paso and Dallas.

"It was great. I loved it," said 24-year-old John, who plays bass.

"It was taxing playing so many dates but great fun. For the first time, I was doing what I really wanted

to do and playing the sort of music that I like."

A former Price's College student, he is back in Fareham to do some business which he hopes will lead to the band making a tour of this country later this year. Accompanying him is the band's lead singer Joey Sanchez (21), whose home is in El Paso.

"It's rainy and cold but I am looking forward to touring here," he said.

The band should hit it off with heavy metal freaks as it has a strong emphasis on guitars but like many American groups, the

accent is also on melody. It's the kind of music that John likes best.

"There's no reason why we shouldn't make it big on the British scene," he said. "There is plenty of demand for this sort of music and heavy metal bands are in big demand."

John originally went to America to join Californian group Legs Diamond last summer but things did not work out. Disenchanted, he intended to return home but decided to journey down to Texas for a brief holiday and that's where he met the members of Tokyo Rose.

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## A Retrospective view

Looking back at the times before my years in the School (1955-62), the whole School experience was one typical of a boys' Grammar School of its era. The curricular provisions were classical – arts and sciences, and ne'er the twain shall meet, plus a traditional diet of Games and CCF and not much else, really. Occasional visiting speakers, occasional theatre or concert trips, and not a lot else to stir the blood.

Drama then was something that certain people liked to indulge in, but there was no structural provision for it, and certainly no curricular role. Music was thus poorly served also. No stage, no wings, curtains, lighting and sound rig or control box – all very different from these days (2020s). The Opinion (above) from a former working Drama-teaching colleague of mine sums it all up.

The Lion magazine gave scant regard to these creative arts too, or anything outside of the traditional curriculum-centred reporting. Never a mention in the Lion magazines of the Folk Music scene, nor of the “Black Lion” phenomenon, and that is why the Creative and Cultural Life of the School is accorded prominence in this work, to redress those omissions and highlight their role in the School's wider life, and certainly for the individuals concerned.



Only with the building of a proper Hall – its 3<sup>rd</sup> incarnation – was there anything like modern facilities with which to stage properly presented musical and drama productions, and even then, it had to double-up as Badminton courts, an Assembly Hall and doubtless also, an Examinations room, denying the Drama Department of its key resource – the spaces and the technology. Nonetheless, a lot better than its predecessors!

## Price's College Sports Reporting in the College magazine

Writing a Report on the Sport activity under the Price's College banner is difficult because of the relative paucity of content, with little continuity or background to account for the interests and achievements of those students who enjoyed the competitive nature of their relaxation time.

Within the Chapter on The Lion magazines, in the School era, there is evidence of disagreements between Editors and those who lead teams and other activities. Commonly teachers of English, who would wish to see more balance between the traditional content, and the creative side of School life were in a long-term contest with generally non-sporting Staff over magazine layout issues.

Such disparate views have been manifest in simple ways such as what appears early in the magazine, and what later, and just how much sport is really of interest to the layman reader?

In the Editorial of the College magazine of 1976 appears this extract:

*... it is clear that a different type of magazine is needed to reflect the broadening horizons of our new educational role. The aim is to cover the wide range of activities and interests of all students.*

School magazines are not really written for their potential archive value and, if at all, they would have a target time of about a year or two either side of their publication. Well, a different kind of magazine did emerge – much better in appearance, and maybe meeting contemporary expectations, but as a record of the life of the College, it is wanting on so many fronts, and the extent to which it was a contributor to, or a consequence of what the College was undergoing, is a moot point.

The table below comments on possible reasons for the relative paucity of sports reporting.

- Not all sports might have functioned in each year
- Some former team games might not have functioned on an interschool competitive basis
- A “progressive” anti-sport, anti-competition attitude might have prevailed
- Team captains or managers might not have thought to submit reports
- The prevailing attitude to Sports might not have been conducive
- Deadlines might have been missed
- An over-arching, sub-editorial role viz. Sports did not exist or was denied more magazine space,

Some sports clearly were active throughout these 5 years, as evidenced by their regular reporting. Others were more spasmodic and do not appear because of slackness in keeping records or submitting Reports. The departure of key individuals or staff might have lessened resolve to continue. Changes in other potential competitions or Organisations might have reduced the numbers of oppositions available.

*[Ed. In order to get a good appraisal of the role of Sport in School life, and the contributions to it by so many teachers and others, it really is essential to read the [Charles Tuck Report](#) in the Gazetteer, Part 2.]*

Sport was ever something to be avoided. There were those with disabilities for whom such activities were not accessible, and others with a variety of attitude issues, either inherited from parental dispositions, or simply a lack of exposure to rigorous activity and benefits of team work of this kind. In extremis, it was the cross-country that induced the most imaginative of reasons not to take part, though that was not an issue in the College. Compared to the School years, the latter end of which saw the demise of the Inter-House sports competitions, the general aim was to be much more inclusive of all kinds of students, and with better options for individual activity that was for relaxation and leisure, not fierce competition.

The three Major boys’ games flourished, although sadly, there is no magazine content to give rise to the kind of analysis in the Starkey Report. Hockey for both genders was strong throughout, as was boys’ soccer, fielding 3 teams up to 1980. This was the era of Steve Moran who gained selection for the English Schools’ U19 team and made a success of professional soccer, initially with the local Southampton Football Club. Netball too, held its own. There were representative selections at County and higher levels for Christine Fielding and Janet Smith, and that reflects on a numerically strong and qualitatively pleasing output by students and staff in those activities. Diversification saw a rebirth of Rugby under the coaching of County player Mr Ian Wilkie, with Volleyball and Table Tennis emerging. Tennis was always a strong sport, even supporting an in- College Tournaments in singles, doubles and mixed formats, with some players working at County representative levels (Sally Grace), and that was the case too with Badminton – Steve Wassell as English U16 & U18 singles & double Champions and team selection. Fiona Jarman was a West of England selection at Cricket, and sailing was in the tail-end of its glorious decade of activity. Sadly, a very successful swimming era had passed by the time of the College opening.



Most of this activity was outward-focussed but credit must go to the tennis fraternity for mounting in at least two early years a successful internal Tournament at a variety of formats re: age and gender.

A major addition to the College calendar must have been the Sports Festival that happened in 1980. There was a wide variety of male, female and mixed events of a team and individual nature, concluding with a Super Stars collective for those with a variety of talents, or just too much energy. Precise details of how it was organised are not to hand but assuredly, it was different in content and style, as well as appeal and involvement from the 1981 event, illustrated here. First the serious, proper way of doing things and next, the “fun” way. There has to be “fun” doesn’t there? I wonder who organised the 2<sup>nd</sup> event? Was there a third event? Well, these two occasions will assuredly have had something to offer the annual calendar!



## Price's College Sports teams:


(As evidenced from College Magazine content)



M.	Male	Female	Mixed
1976	<b>Hockey</b> , 1 <sup>st</sup> XI	<b>Hockey</b> 1 <sup>st</sup> XI	
	<b>Cricket</b> , 1 <sup>st</sup> XI, U15, U14	<b>Netball</b> VII	
	<b>Tennis</b>	<b>Tennis</b>	Coll. <b>Tennis</b> Trnmt. @ VI, 4 <sup>th</sup> , 3 <sup>rd</sup>
1977	<b>Soccer</b> , 1 <sup>st</sup> XI, U16, Y15	<b>Netball</b> ,	
	<b>Cricket</b> , 1 <sup>st</sup> XI U15		<b>Badminton</b>
	<b>Hockey</b> , 1 <sup>st</sup> XI	<b>Hockey</b> , 1 <sup>st</sup> XI	Table Tennis
1978	<b>Cricket</b> , 1 <sup>st</sup> XI, U15	<b>Netball</b>	<b>Badminton</b>
	<b>Hockey</b> , 1 <sup>st</sup> XI	<b>Hockey</b> 1 <sup>st</sup> XI	
	<b>Soccer</b> 1 <sup>st</sup> XI, 2 <sup>nd</sup> XI, 3 <sup>rd</sup> XI, U16		
	<b>Volleyball</b>		
	<b>Tennis</b> , VI, U16, U15		
	<b>Rugby</b> , 1 <sup>st</sup> XV		
1979	<b>Hockey</b> , 1 <sup>st</sup> XI	<b>Hockey</b> , 1 <sup>st</sup> XI	<b>Badminton</b>
	<b>Rugby</b> , 1 <sup>st</sup> XV	<b>Netball</b>	
	<b>Soccer</b> , 1 <sup>st</sup> XI, 2 <sup>nd</sup> XI, 3 <sup>rd</sup> XI, U16		
1980	<b>Tennis</b>	<b>TennisHockey</b>	
	<b>Volleyball</b> , U19	<b>Volleyball</b>	
	<b>Badminton</b>	<b>Badminton</b>	<b>Badminton</b>
	<b>Hockey</b>	<b>Hockey</b>	
	<b>Soccer</b> , 1 <sup>st</sup> XI, 2 <sup>nd</sup> XI, 3 <sup>rd</sup> XI	<b>Netball</b> , 1 <sup>st</sup> VII, 2 <sup>nd</sup> VII	
	<b>Rugby</b> , 1 <sup>st</sup> XV, 2 <sup>nd</sup> XV		
	Sports Festival:	Sports Festival: Table Tennis – MS, MD, LS, LD, MD. <b>Badminton</b> –MS, MD, LS, LD, MD. Squash – MS, LS. Volleyball. <b>Football</b> . <b>Hockey</b> . Shooting. Trampolining. Superstars, Men. Superstars, Ladies. <b>Netball</b> . <b>Rugby</b>	

## Representative Honours:

Magazine year	Sport	Names
1975	Cricket	Terry Morton selected for Hampshire CC. 2nds vs Essex
1976	"South" Hockey trials	5 girls, unnamed
	<b>Netball</b> , Hants. U18 squad	8 girls, unnamed, 2 of whom were in Southern section of England trials.
1977	<b>Hockey</b> , Hants. U16	Chris Davey, Andrew Craig
	<b>Hockey</b> , South West of	Harvey



	England			
	Soccer, Hants U18 “B”	Mike Keaton, Neil Baynham played also in the ESFA Festival of Soccer at Skegness.		
	Soccer, Gosport & Fareham U15 side	Neil Sprunt, <b>Julian Godfrey</b>		
	Netball, Hants U18 squad	Ann Webb, Janet Smith, <b>Christine Fielding</b> , Julie Hickling, Alison Cole, Claire Waistie		
	Badminton, Hants. team	<b>Steven Wassell</b> , <b>All England Junior Badminton Champion</b>		
	Basketball, South East Hants team.	Gary Evans, Russ Connett, <b>Julian Godfrey</b> , Mark Botterill		
	Hockey, Hants. 1 <sup>st</sup> XI	Linzi Weald		
	Hockey, Hants. 2 <sup>nd</sup> XI	Jane Grigg		
1978	Netball, Hants U18	<b>Christine Fielding</b> , Susan Moger, Janet Smith, Lily Snell, Gillian Boswell, Lily Keys, Julie Hickling, Barbara Snell		
	Netball, “South of England” team	<b>Christine Fielding</b> , Janet Smith		
	Sailing: Hants. Annual Regatta	Individual Trophy: Jon Powell Whatley Trophy: Jon Powell & Tom McDowell Team Trophy: James Wilkinson, Keith White, Glen Williams, David Walker, Charles McGhee, Karl Evans		
	Badminton, Hants U18 squad, U16 squad,	<b>Steven Wassell</b>	 <p><i>Badminton player, Stephen Wassell signs a contract with Sondico watched by Bryan Bond, Sondico's sales and marketing executive.</i></p>	
	Badminton Hants Seniors 3 <sup>rd</sup> team			
	Badminton, Southern Counties U18			
	Badminton, England U16 squad & U18 squad			
		Badminton, , U16	<b>National Champion Singles &amp; Doubles</b> , Runner-up in Mens’ Doubles: <b>Steven Wassell</b>	
		Hockey, Hants Junior 2 <sup>nd</sup> Xi	Sally Cook	
		Soccer, Hants	Mike Keaton, Aidan Forrester, Steve Moran	

	squads		
	Equestrian	Penny Schofield represents GB in an international speed jumping event in Germany.	
1979	Cricket, Hants U19	Mark Botterill	
	Hockey, Hants 1 <sup>st</sup> XI	Gavin Betts	
	Soccer, Hants 1 <sup>st</sup> XI	Kerry MacDonald, John Wassell, Steve Moran, Mark Botterill, Neil Sprunt, Mark Botterill	
	Netball, Hants team	Chris Fielding, Liz Keys, Susan Moger, Gillian Boswell, Wendy Taylor, Cathy Ayling, Karen Hewitt, Jill Walkington, Kate Robinson	
	Cricket, West of England Girls' U19 team	Fiona Jarman	
	Cricket, Hampshire Schools' U19 team	Wicket Keeper Mark Botterill	
1980	Tennis, Hants Senior Ladies' squad	Sally Grace	
	Netball, Hants. U18 Girls' 1 <sup>st</sup> team	J. Walkington, J.Lloyd, K.Robinson,	
	Netball, Hants. U18 Girls' 2 <sup>nd</sup> team	A.Lessels, K.Badham,	
1982	Soccer	Goalkeeper Mark Botterill – Aston Villa trialist	
1983	England U18 Soccer	Steve Moran selected to play against Scotland	

Under the heading of **Physical Education** in the Peter Martin Report, the following remarks are recorded:

Since 1974 and the change to Sixth Form status, there has been a gradual progression and development of sport and recreation at Price's College. We have moved on from the days of balancing books on our heads\* to Physical Education Pre-Professional courses; from involvement of the talented few to the participation of the majority, as in the College Sports Festival devised by Mr David Hall and Mrs Pam Ellis in 1978.

A number of memorable events have taken place on the sports field over the past 10 years, perhaps the most distinctive being the Tour to the West Indies in 1975 by the 1<sup>st</sup> XI Cricket team, under the leadership of Mr Charles Tuck, then Head of Physical Education. This Tour was then complemented by a return visit organised by the College of the Trinidad and Tobago Schoolboy Cricket team. In the late 70s the soccer pitches were graced by the talents of one Steve Moran, now playing professionally for Southampton FC. Other names from the past include Steve Wassell (England Badminton), Guy Lawson and Colin Bradbury (England Hockey).

More recently, the College soccer teams have started to assert themselves in County and National competitions and the 2<sup>nd</sup> XI winning the league. The College has produced County standard players in nearly every major sport and some of these have gone on to full England trials e.g. Ann Webb, Janet Smith and Sue Kingsford in Netball.

Students have benefitted greatly from the expertise and enthusiasm of staff coaches and, in particular Mr Charles Tuck, Mr David Hall, and Mrs Pam Ellis.

The College is now moving into a new era and we intend that the best sporting traditions of Price's will be continued in the new establishment.

**S.Fitzsimons**

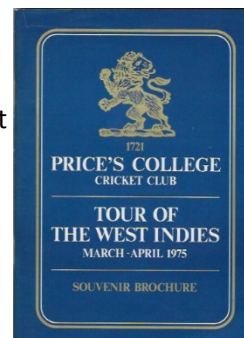
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### **An extract from a much longer report on the sports teams of his era**

**Mr Charles Tuck.**

As Price's School was no longer going to be the same after 1975 & as we had quite a strong side we decided to close that school era with a "bang" & for over a period of two years or so prepared for our biggest venture yet, a tour to the West Indies in March/April 1975.

That really was an experience & was so very different to anything any of the touring party had ever experienced before ... the heat; the occasional extremely heavy tropical rain; the power of the sun; a completely different culture; such different playing surfaces; staying at the homes of very different people (in Trinidad); attending a number of receptions including meeting governor generals, local dignitaries, & also the Duke of Edinburgh at Government House, St.Lucia; he was over there presenting his Duke of Edinburgh Gold Award to winners in the Caribbean. This had all been set up ahead of the tour by the then Lord Mayor of Portsmouth Alfred Blake, who was also the main administrator for the D o E Scheme in the UK.



We were the first ever individual school team to visit the Caribbean, & it was certainly a month never to be forgotten as we really were given the red carpet treatment, including television interviews on Trinidad TV.

And some more from **Terry Morton:**

Just briefly about the West Indies tour following on from it being mentioned in the section above about our touring ... it was a pretty huge undertaking & without going into great detail we eventually finalised, with the help of the West Indies Cricket Board, the Windward Islands Cricket Board, the St. Lucia Education Dept., & the Trinidad & Tobago Secondary Schools Cricket Association, an itinerary over one month that included 4 internal flights, 14 cricket matches, a football match against a local St. Lucia Youth team & even a Volleyball match on the beach against a team of local young Volleyball players. On one internal flight the pilot announced he had a touring cricket party aboard & proceed to give us the most astonishing flight, flying low over the sea, then banking left & right to "avoid" the small islands, giving us the most wonderful views of those magical islands. We were privileged to practice at the iconic Queen's Park Oval in Port of Spain, Trinidad, but also had to contend with some poorer conditions ... power failures, which meant no lighting in the streets, & no running water (imagine no showers available after a hot 2-hour session in the nets!); lots of ants, mosquitos etc ... one morning in Trinidad at the nets one of the boys turned up with his head, face & neck absolutely covered in bites. Not a great start to the tour for him!



Two years before we were due to go on tour, about 40/45 cricketers were told that from that group the tour party would be chosen ... some of these boys were quite young & I'm sure there were some who considered themselves as rank outsiders but who nevertheless were potential tourists. From that group of boys we managed to bring together a big workforce of the boys & their parents, the idea being to set about raising what appeared to be a huge amount of money in order to be able to take the strongest team possible. The workforce were wonderful & so willing; in my view it was one of the most rewarding aspects of the tour ... loads of people pulling together as a unit & when we climbed aboard the plane it was so satisfying to reflect on how we had raised so much between us, the efforts put in & also the gratitude for all the hard work done by so many.

We put on numerous events ... several discos ; a big draw in conjunction with Orrell Rugby Club; a huge three-week second hand sale in Fareham's old Fire Station with an extensive rota of helpers; an evening of film taken by John Jameson (Warwickshire & England) of the MCC tour of the West Indies just one year previously; an evening with Tony Greig, the then England cricket captain; two big Balls with Tony Linford & the Southampton All Stars Band...Tony happened to be a peripatetic brass teacher who taught brass instruments every week in school; a big gig at Portsmouth Guildhall with the New Seekers; a variety show in the school hall involving a number of local acts with Leslie Crowther topping the bill ... I shall never forget the impromptu party at our home where so many of the "workforce" were invited on the night. Crowther was in great form & we shall never forget him dancing/jigging in front of the house about 3am & subsequently accompanying a number of folk part way home!!

Other events ... Skiing holidays to Switzerland (Einsiedeln) certainly one year with Mike Low (Languages); Tony Hiles (Head of Art) took one or two other groups. Water Sports holidays to the South of France ... canoeing on the River Ardeche followed by sailing in St.Tropez. I (plus one or two other staff) took parties of boys on 3 educational cruises around the Mediterranean (2) & West Africa(1), on SS *Nevasa* (her last cruise before sailing to the far East for scrapping) & twice on SS *Uganda*, better known for her role as a hospital ship in the Falklands war. Every year whilst I was in School, a party of boys went on these educational cruises with other staff members.

**Lion magazine December 1975** extracts, omitting solely cricketing scores data:

On a cold, crisp March morning, with the first snow of winter falling, the tour party left Heathrow Airport for the sun-drenched islands of the Caribbean. We arrived at Port of Spain, Trinidad, at 5 am, local time. The temperature was in the mid-eighties. We were given a warm reception at the airport and after the introductions, were driven back to Progressive School in an army bus. At the School, which was to be our base for the Tour. The party split up and went off to their respective families, with whom they were to stay over the ten-day period.

The following day, in the intense heat, the squad had a hard net practise at Queen's Park Oval, the big, Test match ground in Trinidad. In the evening, the team were invited to a cocktail party at the British High Commissioner's home. After a good night's sleep, the party then moved-on to St. Lucia where we were equally well-received by our hosts.

One of the highlights of the Tour was on the Friday, when the team met the Duke of Edinburgh in the grounds of Government House, this meeting being followed by net practise in preparation for our first match the following day.

The first match was a two-day game against a very strong St. Lucia U19 Youth side but unfortunately, we didn't put up a very distinguished performance, losing the match by an Innings. That match was followed by a series of one-day matches against individual school sides, winning two of the four games, all played at the St. Lucia ground. Batting performances were not strong.

On Easter Saturday, College was due to play Vieux Fort at the south side of the island, accessed via a long journey through mountains and banana plantations. With no pavilion at the ground, we had to change in the Barclays Bank in the middle of town!

A 2-day match against a strong Combined Schools team produces our best performance, though the result was a draw.

Accommodation in St Lucia was in a hostel, 1000 ft above sea level. This gave us several enjoyable at local beach clubs, with interesting Caribbean entertainment. Here we also got in some golf and a couple of soccer matches against a tiring American side and a St. Lucia XI.

Next came a transfer to Trinidad, with 6 consecutive days of cricket. Local shortages of "gas" (Petrol?), meant that access by vehicle to matches was usually by walking long distances! There was a change in the political climate on the Island which enabled all fixtures to be completed.

The penultimate day of the Tour included a presence at a Christening party, with Mr & Mrs Tuck being God-parents of the Trinidad organiser's child, and a later, splendid farewell party. The host had been responsible for the 2<sup>nd</sup> part of the Tour and had rounded-off the whole experience as unforgettable.

Charlie and Sue Tuck were thanked, wholeheartedly for all they had done to ensure the arrangements fell into place for this amazing opportunity. Thanks also to Dave Hall and Mike Greene.

**Neil Challis**

**Gordon Greenidge (later one of the world's best opening batsmen)  
stumped Morton bowled Corkett on a lovely sunny afternoon is another delightful memory.**



And yet more, from **David Hall**:

David, who followed Dick as Charley Tuck's colleague in the Physical Education Dept. writes as follows:

Rather like Jesse James, I hear I am a wanted man! A number of people have attempted to make contact with me as I appear to be in a rather unique position. A brief biography to contextualise:

Appointed to my first post at Portchester School, starting in September 1972, as a PE and Maths teacher, I resigned in the summer of 1973 after being appointed, by Eric Poyner, to work as a PE teacher, under Charlie Tuck, and teaching English under Tony Johnson.

Incidentally, I have never properly acknowledged the respect I have for these men; each taught me a lot and although I rarely see either of the latter two these days, I hope they are keeping well.

Starting in September 1973 coincided with the last boys' intake (including my brother Richard Hall), I continued to work at the school until its demise.

Reluctantly, but with probable little choice, I was appointed to the new Tertiary College – about which I have nothing further to say, due to the libel laws of this country.

*My time at Price's School, and College, were the happiest times of my teaching career.*

Although the challenges of introducing a sixth form college were immense, I like to think that we all made a success of it.

I held a variety of posts during the metamorphosis between school and college, initially taking over from Charlie Tuck as Head of PE, then becoming a Pastoral Senior Tutor and eventually becoming the pompous-sounding Director of Admissions and Student Affairs. The latter part of the title often needing clarification for friends and colleagues! I am reminded, at this juncture, of Alan Glynn-Howells' famous comment, quoted by Tony Johnson a couple of years ago, about students "perambulating the campus in amorous juxtaposition".

Having been associated with Price's since 1962 until its closure, I should be happy to assist in any way I can in the 300-year anniversary.

Please feel free to pass on this message to anyone who has been trying to make contact, in particular Charlie Tuck. I have a few items that may be of interest including the official closure/reorganisation notice and the last school photograph of the 'rump' and staff who taught them.

**David J.A. Hall**

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## Extracurricular Review

### Public Speaking Competition, and Debating

Only in the 1974 and 1975 School Lion Magazines was there any mention of Public Speaking teams in competition so, what reasons existed for a lack of further information, who knows? As far as the College years, the three entries below are all that has been found.

Searches in the limited availability of College era literature show only a single reference to a "Debating Society" Chairman, but no action is recorded. This contrasts with the Price's School record of Debating activity in: 1943, 1945, 1956, 1957, 1959, 1960, 1961, 1963, 1968, 1969 a Junior and Senior grouping, 1970, 1971, 1972, 1974. Where there are gaps between close dates, it could be simply the lack of submission of a Report that accounts for the gap.

The Phillip Parsons article below illustrates aspects of a transition from a more formalised and structured process towards a kind of anarchic experience that can develop if controls are loosened and unless strict adherence to agreed guidelines are not in place.

**1975** Success crowned our efforts this year when one of the College teams won the new Cup presented by the Fareham Rotary Club. Russ Hopkins, Michael Coombes and Julie Evans were deservedly successful in a hard-fought competition in which the adjudicators gave special commendation for the sincerity and passion of the main speaker, Russ Hopkins, whose theme "land of Hope and Glory" provided the basis for a striking and unusual oration.

A special tribute should go to the 5A team of Alexander Cameron, Andrew Brown and Paul Bebbington who won third prize in their first attempt at public speaking. This was also a tightly-knit team and they maintained a humorous tone with Cameron as the main speaker dealing with "Fortune Telling".



The area finals took place at Oaklands School, Waterlooville, just before Spring Half Term holiday. The strange acoustics of the Hall made speaking rather difficult for all the teams and certainly reduced the force of Russ Hopkins delivery, but nevertheless, the Price's team made a good impression and did well to be awarded second place among the eight finalists, with prize being given for team-work in particular.

It is to be hoped that these results will provide a springboard for successes in the future.






*The winning team in the local Public Speaking Competition*

The **1976** team continued the track record of success in the Rotary Club competition, winning the Mac Rogers Memorial Trophy. Alexander Cameron spoke on "Non-Verbal Communication", with Andrew Brown as Chairman and Kay Brunger as proposer of the Vote of Thanks. The warmth and humour of the team carried the day. In the area finals, they were placed 3<sup>rd</sup>.

<p><b>1977</b> First two places this year! Andrew Cogan, Graeme Nuttall and John Buscombe won with a talk on “Man’s Inventive Genius” – an amusing catalogue of disasters. In 2<sup>nd</sup> place, the 1976 team (above) dealt with “Gothic Horrors” in an equally amusing way. A Fifth year team spoke on “Heraldry”.</p>	
 <p><small>The winning team in the Public Speaking Competition</small></p>	<p><b>1979.</b> Three Price’s College teams entered. The Trophy, which has been won by Price’s several times before, has never before been won by a team of girls. Rachel Hedley gave a witty speech with considerable aplomb and a fine sense of timing, with invaluable support from Julie Crabb and Bridget Doubleday. Female Chauvinism was their topic!</p>

## Cruises

1974	<p><u>Autumn Cruise:</u> 29 pupils / students on SS <i>Nevasa</i>, to Cadiz, a day at sea, Tunisia, then two more days at sea, onwards Israel, seeing the familiar tourist sites, sandwiched between a 3 hr coach journey either way. 2 days in Israel, then on to Greece for a more restful time, Thanks to Messrs Daysh and Tuck for leading the trip. <b>J.R.Buscombe (4a)</b></p> <p><u>Christmas Cruise</u> to Greece and Turkey, accompanied by Mr Poyner, Mr Briscoe &amp; Miss Heron. To the sights of Athens, then onto Yalta in the Crimean peninsula. Batumi next for 2 days – rather bleak, then to Istanbul. Lots of entertainment – lots of girls to very few boys! A coach tour of beautiful Dubrovnik, then home. <b>Sally Alford &amp; Joyce Young</b></p>		
1975	<p>STS <i>Malcolm Miller</i> SS <i>Nevasa</i> in the Mediterranean</p>		
1976		<p>Piraeus – Rhodes – Alexandria – Cairo – Pyramids – Port Said – Suez Canal – Bethlehem – Jerusalem – Nazareth – Santorini – Athens.</p> <p>And then, to cap it all, on arrival back at School at 1 am, they were met by the Headmaster, Mr Poyner!</p>	
1977	<p>The unnamed College students in this photo were reported to have been on the 1977 Cruise to West Africa, but there was no itinerary or outcome reported.</p>		 <p><i>SS Dunera</i></p>
1978	<p>Christmas Cruise Greece, Turkey &amp; Crimea on SS <i>Nevassa</i></p>		
1983	<p>STS <i>Malcolm Miller</i>, sailing from Southampton, will be taking <b>Roger Carpenter</b>, sponsored by the Rotary Club on a fortnight cruise.</p>		

	 <i>Andy Latham</i>	 <i>Nick Askew</i>	Meanwhile, these two will be on a Sahara Desert Wessex Tibesti Expedition to remote mountains in northern Chad having passed stiff selection tasks.	
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**A review of the Extra-Curricular scene** in the School has shown that from modest beginnings, there was a considerable growth in the variety and the critical central role that many of these activities had in being initiated and routinely run by students. Staff involvement was not uncommonly in the role as “keyholder”, a general overseer and once-in-a-while attender at meetings.

Some of these activities, with a good level of interest, developed a leadership group with elected Officers and modest weekly incomes. Annual Meetings were held and Reports submitted to the Lion magazine. Some embryo groups did not flourish, while others endured. Many had seasonal periods with no activity, and others closed, only to re-open later. Basketball is an interesting example of an activity that started as a pupil-demand group needing staff authority to use the Gym for practices, attracting more pupil support, wanting its own kit for matches against other schools.

The Debating Society could well have been regarded as an off-shoot of the English Department curricular work. That could easily be seen as relevant in the curriculum of recent years where making presentations has become a core component of modern curricula. At the time of the School – College change, the Lion reports on Debates, but of a classical range of topics, quite not the situation for pupil / student exchanges with teachers on matters of School management, as in Mr David Hall’s remarks above. School Councils, or Teacher / Student Committees undoubtedly flourished in a variety of types of Secondary Schools, and there is evidence of such events in the College magazines. The Price’s College equivalents were concerned with Social affairs – easy to understand and accept, but where there were instances of negotiations on matters of a more internal, political, administrative kind equally it can be understood that the very short-termism of students’ time in the institution would limit success, and inevitably generate frustration.

I sense that a wise senior management would take heed of views expressed from senior staff, especially on the pastoral side and with discreet SMT and senior student appointees, more readily than from larger gatherings from which a degree of a baying mob mentality might easily erupt and in the process, whip-up a semblance of achievement that would engender excitement and a pseudo Political force momentum. Surprisingly, there is no reference to any “Mock Elections” in either School or College, which could well have led to some good experience at a number of levels. And no references to any means of selecting any Head Girl or Boy appointments.

Where does a timetable subject end and an after school activity start? Classroom Music, and School Choir or Orchestra illustrate the conundrum. What context do after-school practices fit into? Undoubtedly encouraged by the PE Department, Volleyball is clearly an extracurricular activity. Chess likewise. Geography or Biology fieldwork, especially of the residential, several day course kind, are nudging at the definition boundary, and in particular when much of the work continues into the evening. Similarly, the Cadet Force training courses all occur in non-school time, away from base, yet there is curricular time found for the formal instruction.

The formal school curriculum had its detractors, many of them quite eloquent in their vociferous disregard of a whole variety of “stuff” – the CCF was one such very prominent happening, cross-country running, and Sports Day athletics and all the House-based eagerness to cheer-on participants. And there were those who were not very good at this or that, who railed against the



formalities of School life, others who took a dislike to particular teachers and hence, the subject they taught. There could almost be an "Honours" Board for the dissidents. Some have been in touch with this WP300 project. Some confess that, overall, and in spite of their attitudes at the time, that Price's "did all right" for them. One, only, remains vehemently opposed.

### **Personal Reflections of Mr Tony Johnson**

*Ed - This "Sixth Form College" section has been extracted from Tony Johnston's much longer account.*

I had not really wanted to teach in an all-boys school and welcomed the introduction of girls. Having been Head of English since 1968 I was appointed to continue the role in the Sixth Form College. I could see that the department would have to expand. We went from 2 sets of A level English in each year in the grammar school to 8 sets in each year in the Sixth Form College as well as nigh on 200 students retaking English language at GCE. To accommodate the increase in numbers a rash of new terrapin huts joined the tatty ones I had noticed at my interview in 1965. We were also occupants of a brand-new block for English teaching together with a drama studio.

A campaign to persuade Mr Poyner to appoint a full-time drama teacher was successful. By September in time for the start of the Sixth Form College the first full-time drama teacher, Mrs Mary More-Gordon had been appointed. Soon there was a Rock Opera called Mr Mack Beth, based on Shakespeare, followed by a modern play by Ronald Miller, "Abelard and Heloise", famous lovers of the Middle Ages. The play caused a stir as drama was destined to do from then on. The same age as Abelard (38) at that time, I was asked by Mrs More-Gordon to play Abelard opposite Heloise (18), a student of the same age. I'd always set my face against mixing staff with students in plays. If staff wanted to act they should join an amateur drama group. I declined! It was just as well because a lovemaking scene, after fierce argument, was commuted to a touching and delicate dance. I was glad to take a back seat from both the scene and the furore!

Prior to that a new young music teacher had been appointed. We thought of something different to the usual carols at Christmas. I directed "The Business of Good Government", a play specially written for amateurs by John Arden and Margarita D'Arcy to be performed in three local churches with processional carols directed by Miss Val Jacob. In Wickham, Herod's beautiful costume suddenly blew up to gigantic size because Herod was standing over a warm air grill in the floor – a happy dramatic accident.

After Mrs More-Gordon other drama teachers followed. Mr Jim O'Brien directed Arthur Miller's "The Crucible" and later "Live Like Pigs" by John Arden, another play, which caused a furore. The play was about a dysfunctional family of Romany origin on a council estate. The then Mayor of Fareham disliked it intensely, opining that he had never encountered such a family in his life and what were we doing putting on such a play. The fact was that at that time there were such families living in the Borough of Fareham. They had also caused a furore. Jim O'Brien was mightily pleased with the support of the English Department. Then Mr Ray Bell, a new young English teacher, directed Harold Pinter's "The Birthday Party." Ms Libby Murphy, the drama teacher, who succeeded Jim O'Brien, co-operated with Mr Bell in 1978 to direct "Rosencrantz and Guildenstern are Dead" by Tom Stoppard. I wrote in the 1979 magazine. "The interaction between Colin Brown as Rosencrantz and Jon Morgan as Guildenstern and their delivery of the tricky often circular word play and badinage...was wryly amusing and often hilarious. Ms Murphy and Mr Bell pulled off an outstanding success with a difficult and witty play." There followed another rousing success in The Old Time Music Hall. This time we did mix staff and students in a production. The result was hilarious with the audience "yelling for encores. Mr Wilkie's "gymnastic" team nearly brought the house down. Nadine Chase and Robert Woods received thunderous applause. "Mr Johnson as master of ceremonies was in fine fettle and in impressive control of the lively audience – most of the time." So



wrote Mr Roy Daysh. It was an example of co-operation between mainly Ms Libby Murphy (Drama), Miss Val Jacob (Music), Mr Ray Bell (English) and countless others. Someone said later that it had been the best nightclub in Fareham. The audience did not want to go home. So I learned that staff and students could combine on stage, but not in love scenes!

Drama teachers also established a Travelling Theatre Group, taking plays to Brookfield, St Ann's and Harrison Road junior schools and more.

Somewhere around this time to help further in putting the new College in its old buildings on the map, I organised an Arts Festival. One activity that made money helped finance another that was either free or made a loss. At the end we broke even. The play was the one that was due to be produced anyway. Then students put on a folk concert, which was going to happen anyway. There was a music concert and poetry readings. There was also a screening of Pier Paolo Pasolini's film of Oedipus Rex (1967). A group of nuns travelled from Southampton to see it. Mr Poyner was astounded that they thought it of religious significance.

Early in the Sixth Form College Kay Brunger and Alexander Cameron approached me with the wish to start a Film Society. I sent them away to obtain three or four others. Quite a while later they arrived with the others. Immediately we allocated names to offices to be held and made up a constitution. I persuaded Mr Coulstock, a technician in the resources centre, who had in a former life screened films on the Royal Yacht, to become the projectionist. The first film screened on a Friday evening was, "One Flew Over The Cuckoo's Nest". The assembly hall was full to the rafters with 200 students and rarely pulled in less than 125.

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## The End of an Era

Whilst listening to the radio this morning in a vain search for academic inspiration, the piece of paper before me staring blankly in the face, a fact struck me squarely and uncompromisingly between the eyes (metaphorically speaking, of course).

I realised those balmy, carefree school days – which all my seniors had said were the best days of my life – were over. Obviously the transition from "Best Days" to "Relatively Commonplace and Mediocre Days" had been accomplished so painlessly that I had not noticed the difference, until now when I considered that all the rest of my life would seem a pathetic deterioration from those idyllic years spent at school.

This realisation led me to reflect nostalgically to reflect on the joys of School life – to sift reverently through this multitude of fond memories I had collected of those days which were, alas, departed and gone.

No longer do we clatter around our educational emporium in sandals which are parting company with their soles, in blouses with frayed cuffs and ventilation underneath the arms, and skirts held together with safety pins, rejoicing in our St. Trinians-like appearance. Though ostensibly rebelling against the wearing of a school uniform, we secretly enjoyed the anonymity and sense of belonging it engendered. We thought nothing in those days of wearing out flowing tresses in two tight tufts on the top of our heads, and spending all lunchtime playing imaginative and character-developing games such as "Three Bad Eggs", "Consequences" or even "Queenie, Queenie, Who's got the Ball?" Another means of livening-up the lunch hour was listening to the radio which was banned in school, so we would huddle into a sort of rugby scrum on the wet grass at the far end of the field in an effort to hear the Top Twenty.

Gone are the days of surreptitiously passing notes scrawled on tattered blotting paper during examinations, turning over our waistbands to make our skirts shorter, wearing grey, knee-length socks which ended-up in wreaths around our ankles, putting wet dishcloths down each other's necks at dinner time, collecting conkers from the bottom of the field, and having to do PE in our underclothes because our kit had gone home for its once-a-term wash.

Yes, the Golden Era is over. We have entered upon our age of decadence, decline and deterioration. Never again will we reach the heights. We have had our taste of youth and honey.

Nothing will ever be the same again – and, if it wasn't slightly blasphemous, I would say "Thank the Lord!"

Kay Shepherd

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## Mr Watkins: Dictator or Just a Nice Chappy?

(An unsigned commentary from "a member of the old common room")

"Is Price's a democratic institution?" we asked ourselves as we sat, a shivering mass, in the Old Common Room last Thursday.

You, the apathetic majority of Prices's, will probably have heard about the militant minority who were prepared to risk their necks, their references, their assessments, even their own future education would you believe, to bring some radical change to Price's.

The main issues of the "sit-down" protest that took place in the midst of the old Common Room last Thursday was the locking of OUR Common Rooms during Form time. As we slowly realised the protest was in fact a result of considerable feeling between the ruling elite and the suppressed proletariat, i.e. us.

Meanwhile, back at the ranch commonly known as the Old Common Room, we waited the omnipotent presence of himself. He arrived, extremely irritated and demanded the names of the trouble-makers who were unquestionably breaking the rules – his rules, we felt. After a lot of heated discussion about the institution of the rules that imprison us in our Tutor Groups, in which Mr Watkins was heard to say to comment to a certain militant member "You weren't here the year before last", to which the member, renowned for his quick wit, retaliated "Neither were you!" Having reduced the Principal to a quivering mass, we consented to write our names down and arranged a meeting to discuss the relationship of Staff to Students and other issues emanating from it.



So, last Monday 1<sup>st</sup> December, having acquired a few hundred supporters, we marched along o the studio. Mr Watkins & Co. arrived and spotted somehow there were a few extra bodies surreptitiously sculling around the room. He refused to hold the meeting. So, Chris Powell, your hero and mine, stood up and did a very good Mr Watkins impersonation, at which point many students scuttled away to their buses. Some of our more loyal supporters waited outside for no less than an hour and three quarters to hear the outcome.

The discussion continued with some very sympathetic points made by both Dr. Hollins and Mrs de Bunsen (whom we congratulate on her amazing effort to give-up smoking). Mr Wilkie was his usual humorous self but made no valid points whatsoever. We were overwhelmed by the response made by Mr Bregan.

Mr Frampton sat there looking flushed ...? Just a mathematician, and proceeded to regard his watch throughout. Mr Watkins deserved a standing ovation for the passion his hands seem to have for his pockets (What does he do in them, we ask ourselves?) and, dare we say it, for listening carefully to our views. Unhappily Graham Reed & Co. retained a sinking feeling in our stomachs (perhaps due to the amount of Coke he consumes), that we had got nowhere whatsoever.

However, the general outcome – thought I would never get round to it, I hear you say – is that perhaps we should question the functions of the College Committee. As much as we value the invaluable efforts of Chris Powell, your friend and mine, on the social aspect of the College, perhaps they could act as representative to air our grievances or “sanctions” taken to preserve our education. Another suggestion is monthly discussions to air our grievances or whatever else we may wish to air, about College issues. Thus, Mr Watkins agreed that locking the Common Room, and Nazi-look-alike teachers patrolling the gates armed with red books was, and I quote: “A childish gesture.”, and, that henceforth the Common Rooms would not be locked, and Miss Norris and her like would burn their ... red books. So, on 11<sup>th</sup> December. Mr Watkins has agreed to devote a forum to issues such as our expectations of Tutors and arrangements and issues concerning the running of the College that affect us all. They do affect you so, if you want to air anything, please get in touch.

We would like to express our thanks to Mr Watkins for listening to our grievances and being prepared to compromise.

### **Reflections of some teachers**

#### **Into the P6FC**

As regards the transition to Price’s Sixth Form College and eventually Fareham Tertiary College, there wasn’t a lot to tell. No real characters!

Initially, the ethos seemed to change minimally. However, once Incorporation was inflicted on us, we became more of a business than an educational institution.

We became entirely responsible for our own finances and hence recruitment became key to survival, and the pressure to succeed was immense.

I eventually became one of the Assistant Principals so can’t complain too much, but the endless meetings, impossible targets, constant restructuring, and the need to become a business manager rather than an educator, was relentless.

Nevertheless, the more mature atmosphere came as a pleasant change from the previous adolescent environment.

As far as the pupils/students were concerned, they seemed to cope admirably. Those who entered at the age of 16 had known nothing different; those who were seeing-out the old Grammar School were guided admirably by the “Head”, Cyril Briscoe and were only too happy to see the introduction of sixth form girls into their hitherto all-male environment.

Hope this helps a little with the appreciation of the post Grammar School years.

**Mr John Tomlinson**

1977 saw the establishment of Price’s Sixth Form College which of course meant the arrival of many girls and female staff from the Girls’ Grammar School plus sixth form students from other schools in the area. Some Price’s staff never quite adapted to these changed circumstances, and a number of

the incoming female staff were clearly not quite prepared for what lay ahead. However, most agreed that the arrival of many academically able and sociable new faces was a good thing.

Some of the Price's staff viewed the changes as the start of an era of temptation and debauchery. "What should I do" asked one rather elderly gentleman "if I turn a corner and find two students in amorous juxtaposition?"

And the resident caretaker informed those present in the public bar of his local, the now sadly departed "Victory" pub., that he was ashamed to take his Alsatian dog for a walk around the edge of the school field as the ditch there was "knee-deep in contraceptives" and that on the evening of the first college disco for the new sixth form the students were "carrying their own mattresses up Park Lane".

For some staff the arrival of females in the staff room had one regrettable outcome – the nature of the end of term staff Christmas party was inevitably changed. This event had previously comprised of cheese and biscuits, pickled onions, pork pies, various ales, some wine and an inevitable descent into intoxication, particularly amongst those who normally weren't allowed out much, and was generally concluded by the raucous rendition of bawdy songs. All this of course had to change, some, but definitely not all, would say for the better. In an effort to improve the general class of the event the organisation of the party was taken over by those who preferred to substitute fine wines for brown ale. You can imagine the shock on the face of wine connoisseur-in-chief when he saw a member of staff bite into a large pickled onion and then wash it down with a gulp of top Beaujolais.

**Mr David Wilkie**

Price's Sixth Form College was generally regarded as a great success both with regard to the academic and social development of the students. However, the enforced change of the Price's College into Fareham College was a marriage of convenience for the County Education Department and was made without any academic justification. It inevitably led to the disappearance of the William Price educational legacy in Fareham and for many, the best days were now in the past.

**Mr David Hall**

Change was in the air. As the 'rump' passed through, the Sixth Form college grew in earnest. Students applied to Price's, were interviewed and were invariably offered a place as the curriculum was provided at various levels. They also effectively brought funding with them. Tim Foster and then Cyril Briscoe were appointed Head of Main School with Eric Poyner's title changing from Headmaster to Principal. Having taken over from Charlie Tuck as Head of PE, I had rapidly to devise a new PE curriculum as the Price's boys began to phase out. Team sports continued, now including netball and ladies' hockey on the traditional Wednesday afternoons, but there needed to be something to replace the House competition for those not necessarily avid sports enthusiasts. Together with the brilliant Mrs Pam Ellis, Head of Girls' PE, the concept of a Sports Festival was devised. This involved small mixed teams, chosen by the students themselves in events held around Easter for a week and supported by several colleagues who officiated. Medals and cups were awarded, the age-old Price's tradition, and a new cabinet placed outside the Principal's study to accommodate the engraved trophies. The festival was hugely successful for many years with those students who entered enjoying the experience. Not one year passed when at the prize-giving 'assembly' Pam Ellis and the writer were not presented with a 'thank you' tankard or chalice. Then the amalgamation loomed, the site was vacated and demolished and he knows not what happened to the old and new cups.

One day, the muddy pitch no longer beckoned, as Graham Thompson had once warned me and after being asked to become more actively involved in student recruitment, he relinquished his Head of PE

role, to be followed by the talented Steve Fitzsimmons. In practice this meant giving talks in schools and at Price's to 'sell' the new institution. At this time, there was much competition from other local colleges, and some schools had their own sixth form, giving prospective students a wide choice for where they wished to study.

He still saw himself as a teacher first and foremost, but gradually reduced his PE commitment and began to expand his English teaching. A-level English Literature became his favourite, and students at this time were as bright and enthusiastic as the selective Price's intake, previously.

He became Director of Admissions and Student Affairs in the latter years of the college, but it was becoming clear those in authority at county level saw a way to rationalise educational provision in the Fareham area. Countless meetings with Fareham Technical College followed, and in reality the Price's ethos, building and traditions were to die. A new Principal was appointed from outside the area and a clear strategy for staff appointments put in place. In practice, this meant a current Vice-Principal in each establishment, Price's and FTC given a role with 8 divisions (departments) set up with four current Heads of Department from each institution becoming Heads of Division at the new Fareham (Tertiary) College.

The writer became a Senior Tutor with part of the role still being connected with recruitment but also pastoral care and teaching English.

**Mr David Hall**

This is not the place to discuss the merits or otherwise of the amalgamation – others will have their opinion – suffice to say, to paraphrase the old song, 'things ain't what they used to be'. Staff restructuring, normally to save money happened frequently over the next few years, redundancies were common at every level. Principals with new plans came and went. The final restructuring particularly affecting me shortly before I left. The incumbent Principal decided to reorganise the institution into three distinct parts – Vocational, Sixth Form and Adult Education centres. The talented Ian Wilkie and Maureen Sayer became Heads of the Sixth Form and Adult Education respectively. I became Head of the largest centre (Vocational). Much publicity ensued, leaflets produced, and school visits on a mammoth scale took place. However, within a few months, the Principal, whose idea this was, left. The new Principal decided this was not the way forward, and cancelled the initiative before it started. One minute we were Heads of Centres, the next, returning to Senior Lecturer roles. I was finally able to leave the College and indeed the profession aged 52, on 30 June 2003. It could not have come soon enough. The excited and enthusiastic young teacher of 1972 had become jaded, demoralised and cynical.

**Anon**

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### **Random recollections of the Sixth Form College**

The old William Price grave slab placed on the front lawn of the school at some stage, next to the flagpole, caused problems for the demolition team as they had assumed it was consecrated ground with the founder himself buried beneath!

The outdoor swimming pool being decommissioned at some stage. Staff were invited to use the empty pool as a rubbish tip on the site as it was to be built on. He often smiles wryly as he passes the spot to see houses (and gardens) constructed over the dump. Don't dig too deeply, folks!

Dick Hedley, Head of Biology, started a wildflower meadow at the back of the gym and was horrified one day to find that the county grounds maintenance team (who had replaced the staff groundsman) had mown it within an inch of its life as they thought it would look tidier!



As students were now 16-19, there became a growing problem on the last day of each term with students going to local pubs at lunchtime, often returning slightly squiffy in the afternoon. He recalls one or two male colleagues volunteering to do the rounds of the pubs if the Principal could cover expenses!

**Pete Crossman** (the caretaker in the early days of the College), saw potential problems with ‘fraternising’ of the sexes, when the female students started arriving. A master of hyperbole, two comments stick in my mind:

- ‘I saw them carrying their mattresses up Park Lane!’
- ‘I couldn’t take my dog to the ditch at the edge of the site; I was too frightened of who, and what, I might encounter!’
- Mark my words, we will be looking out the staff room window and the field will be knee-deep in contraceptives!’

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## Transition Years

Hi David. In newsletter No. 4 you posed a few questions about life in the mixed school post 1974. I can give you a bit of a flavour as I was there until 1977 when I sat my A-levels. When the girls first arrived there was a definite change in the ambience of the school. My feeling looking back was that it became less strict and more tolerant but that may be the rose-coloured spectacles coming into play! One relaxation was that we were called by our Christian names in class. John Tomlinson was the top set maths master for 4<sup>th</sup> and 5<sup>th</sup> form, and I was always just Knight, so it was something of a revelation when after the summer break the same master was calling me Mark.

One of the 6<sup>th</sup> form general studies periods coincided with the Tuesday afternoon CCF sessions, so girls were permitted to become CCF members as part of that term’s extracurricular activity. I can remember sitting in class in the main block watching girls in army uniform attempting to march; there weren’t many of them but they caused chaos and provided endless entertainment!

The academic structure of the 6<sup>th</sup> form changed from one of strictly arts or sciences (6<sup>th</sup> arts lower 1, 6<sup>th</sup> science upper 2 etc) to one of mixed year, gender and academic study area tutor groups. I was in T20 which was based in the new domestic studies (cookery) block down near the gym with a new lady called Jill Image as the form mistress. Mary Holliday who was the mother of one of the boys in my class in the main school also became a teacher in that block – you may have met her at one of the summer luncheons at Lysses.

Studying maths, further maths and physics at A level I still spent most of my formal taught time with 7 others doing the same maths course, all male and mostly ones from the original Price’s school. I think we had 2 girls on the physics course so there weren’t too many distractions to our academic endeavours!

General studies provided more opportunities to meet some of the opposite gender. I think I continued in the CCF for lower 6<sup>th</sup> but I can also remember doing table tennis, badminton, astronomy and typing (that’s proved to be REALLY useful over the years!) as other general studies

courses.

6<sup>th</sup> form club was on a Thursday evening and provided less formal opportunities to meet the girls. There were refreshments (non-alcoholic) for sale in the hall and a table tennis table was set up in the English room behind the stage.

Athletics was still happening in the 6<sup>th</sup> form although I think mostly on a voluntary basis. I remember there was an after-school trial for people to take part in sports day. In my lower 6<sup>th</sup> year I was part of the winning 4x100m relay team along with Suzy Clarke and Chris Halnan (4<sup>th</sup> person may have been Steve Rice but I'm not sure about that), breaking the school record in the process. That was a real killer as I ran the third leg which was the one going up the hill alongside the rifle range.

**Mark Knight**

I was only at the school for 2 years when it became Co-ed in my 4<sup>th</sup> and 5<sup>th</sup> years. As you can imagine, the introduction of the female of the species did indeed change the general feel within the school. I found the fact that Teachers using our first names really strange. However, the boys in my class (Mainly 4C and 5C) mainly continued using the surname. To this day, I can still only remember people by their surnames and don't ever recall even knowing some of their first names! A good example of this is Pike (no Dad's Army jokes please). I know that he was pretty academic, could play the violin but was hopeless at sport (always the last one picked in team sports, you know the sort). His first name ? Haven't got a clue. *[Phillip]*

Also, boys started making quite a bit more effort in their appearance. Long hair, which was the rage at that time, suddenly started to be much better kept and new bits of uniform bought. Hence my story about Pigeon (David Pigeon to give him his full title), which I shall repeat here ...

Myself, Pigeon and Withers (Graham) went off to Silvers Menswear shop in West Street to purchase new school blazers and trousers. Silvers was a traditional (some would say old-fashioned) shop, and we were met by a very well-dressed sales assistant with tape measure hung neatly around his neck. He quickly sorted out a blazer for Pigeon and then moved on to sorting out some trousers. Eyeing him up and down, he asked "And what side does sir dress?". Pigeon paused for a moment or two and then said "I'm pretty sure that I put my left leg in first".

**Phillip Reynolds**

#### Lion Dec 1972 Editorial (part)

... No longer will Staff be able to watch the progress of the young, new boys gradually change until they become young men preparing for Universities or for some other form of further education. ...

I have no doubt that the quality of academic achievements be just as high when we are a Sixth Form College but, judging from the results of Grammar Schools turned "College" the games will not be to the same high standard – even if team games are in fact played – as so many Sixth Form entrants might not be athletically interested or may have come from Schools where games were a mere sideline.

**Eric A.B. Poyner**

The transition from School to College is recalled by **Phil Parsons**:

These are my (perhaps sketchy) recollections of my last year at school. After 45 years events may be inaccurate or wrong but may be of interest to someone. If I can be of any general help, then I am happy to try. Unfortunately I cannot help with any specific tasks due to ill health.

I remember the brass plaque but not the names of those involved. The plaque was placed by the pond in the quad by a few pupils who spent time cleaning & renovating the rather sad pond in the corner. I believe it was to ensure that we (the class of 1975) were remembered for something positive as well as the general air of mayhem that many of us strived to create in what was, for some at least, a difficult year. I thought that it had been removed shortly after we had left but perhaps this is wrong?

My memories of 1974-75 may explain why they felt it necessary to leave a “permanent” reminder of our year. Several of my peers came up with the phrase “Last of the Priceans” as we were the last year group composed of boys that had come through the school with only a few newcomers that joined for “A” Levels. I think the luckiest class was that of 1974 as they avoided the “College experience”.



There were many changes during our year – girls (good), new staff (a very mixed bag) plus the simplification of the rules & expectations (not good at all). By 1974 the Upper Sixth had gained considerable freedom from petty rules and regulations. We were expected to behave as adults & be treated accordingly. Many of us had a good relationship with our tutors & the staff we came into contact with on a regular basis.

The previous years had gained a reputation as free spirits and vaguely anarchic but in a positive way. The College felt that this had to be stopped & our year was the one that had to be suppressed. After all, we would set the standard for the lower sixth to follow. I remember that this was enthusiastically supported by the new staff, especially the women. Many of them had never actually taught boys and did not seem to relish this change in circumstances. The new rules were simpler but all-encompassing in scope. Almost any behaviour could be interpreted as rule-breaking depending on the tutor involved. It was also clear that a good number of the original staff were unhappy. We seemed to come across small huddles of the “old” staff in strange corners. If we were seen the conversation ceased until we left. Very odd.

Christmas 1974 was the first concerted effort to stop us going to the local pub at the end of term. Warnings were given along with threats of breath tests after lunch. Our form tutor (Ken Newman) gave us the warning & told us NOT to appear at (I think) The Rising Sun as he wanted to enjoy a quiet pint without having to deal with any miscreants. Point taken, he would not be involved with any supposed breath checks. Most of us went further afield for a drink. In retrospect this only encouraged drink-driving. No further action was taken and no one was suspended, although a couple of students had really pushed their alcohol tolerance too far.

The library became a battleground as many of the new staff were determined that absolute silence be maintained. Eventually I decided that the library was best avoided and spent any free periods I had in the chemistry prep.room. This was a more congenial environment and the coffee was better – glass beakers made a suitable substitute for mugs.

On our final day before going on study leave, it was anticipated that we would pull some stunts before departing. Any small group of us walking around the corridors attracted a staff member following on a few yards behind. The library was closed just before lunch after a particularly raucous hour or two as we discussed plans for the future (or whatever else we were thinking of).The

morning had started with the (now usual) threat of suspension for anyone caught returning from the local pub. By about 12-30 a large group of us had adjourned to The Jolly Miller. Our reasoning was that it was very unlikely almost 25% of the sixth form would all be suspended. Another group intended to pull a spectacular stunt to ensure we were remembered. The target was the Library, the scene of a few skirmishes that year. I believe that every book in the library was carefully turned around & replaced in the same position. A small but effective act of rebellion. What I did not find out was that an oil painting was also the target of direct action.

I went back to Price's in early 1976 to try & collect my A level Biology Project. This was not available & after talking with Mr Hedley, I wandered into the Library to see if anyone I knew was there. I was accosted by the resources supervisor (he had some such title but I have no recollection of his name) who started ranting that "you lot should have been arrested for theft". Apparently he had wanted to call the police in to investigate the theft of a painting that was in the library but Eric had stopped him. The painting had gone missing on the day we left and, inevitably, it had to be our fault. Either collectively, or due to an individual, we were all to blame. I was unimpressed by his outburst, and started laughing, which only made the situation worse. I had looked around the Library when I first entered and had glanced up at the mezzanine floor just seconds before his arrival. Once he was really upset, I pointed at the pelmet above the window on the mezzanine gallery. There was the missing painting on top of the pelmet and just a few feet from the original location. It had been there since May, apparently unnoticed, and could have been there for much longer if I had not visited that day. Did this man ever actually raise his eyes from the ground at his feet?

I have no idea who actually moved the picture but it was a well-crafted and effective prank. Perhaps the perpetrator will claim the glory he so richly deserves once he reads this. Perhaps it was one of the Lower Sixth who joined in the fun of that day?

Others may have a very different perspective of their last year at Price's but mine was not a happy one and spoiled what had been a wonderful, if privileged, education.

Eric Poyner was right, most of us were not criminals in the making but were capable of causing chaos when pushed. He always tried to see the best in us, even when that may have been difficult.

**Phil Parsons** (1969-75): March 2021

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### **Price's College: Reviewed at a Distance in Time.**

Its forebear, Price's School, closed doors in August 1974, and they re-opened the next day to admit teachers and pupils to the new incarnation, of Price's College.

The overnight transformation had seen the end of a boys' grammar school born in January 1908, and the emergence 66 years later in September 1974, as a co-educational, open access, sixth form College on the same site. It had absorbed all of the four lower school (known from then on as "Main School") Years to continue their education to "O" level, and this set of intakes was to diminish one Year at a time until in September 1978, there were no more Price's School entrants. What else was new, was the admission of girls, mostly from the also defunct Fareham Girls' Grammar School, located at Cams where, as Cams Hill School, it would operate as a mixed, Secondary Comprehensive School. There were other changes in the Fareham area Secondary Schools at that time.

It might have been an overnight transformation for the Price's educational legacy, but that is not to suggest it did just happen overnight, for there would have been probably two years or more of planning going into the exercise. Planning and a lot of heart-searching at both the Park Lane and the FGGS.' Cams Hill sites, as Staff considered their options at this impending change, almost certainly unwanted as an intrusion in their professional and family lives.

The College was to receive a Lower Sixth Form year from the School, moving into their final, Upper Sixth Form year. The School "O" level year moving-in as new Lower Sixth students would bring in their wake the four remaining 1<sup>st</sup>-4<sup>th</sup> year cohorts to inherit new status as 2<sup>nd</sup>-5<sup>th</sup> year pupils. No more Price's School intakes. That was matched in part by the girls from the Fifth and Lower Sixth years at the Girls' Grammar School, and some from other Schools. The FGGS 1<sup>st</sup>-4<sup>th</sup> years moved up a notch and were joined by a new, Comprehensive intake to the newly-named Cams Hill School operating on its familiar site.

So, the College was like a tadpole losing its Under-16 tail as its Sixth Form enlarged and matured. And the Girls' Grammar School was to be without its Sixth Form, and with a larger and mixed 1<sup>st</sup> year intake to add to the girls-only 2<sup>nd</sup>-5<sup>th</sup> years, these remaining as a Grammar School cohort working its way to the "O" level final 16+ destination so, in part a similar situation as at Price's School.

Aside from the girls adjusting to the new territory at Park Lane, and especially for the "School" boys adjusting to the presence of girls, of which more is commented-on in earlier pages of this Review, there were some immediate issues for the 4<sup>th</sup> year pupils in both Park Lane and Cams establishments as they might also have had to adjust to changes in teaching Staff halfway through their courses. That would also have been an issue for the Lower Sixth pupils from both schools entering their final, Upper Sixth year at Park Lane.

The teachers too would have been going through a mix of emotions as they adjusted to the nature of their new working environments, and with anxieties about career-affecting situations confronting them - relocating, financial matters, etc. It was likely that some would stand to benefit, and others would lose, with morale-sapping consequences.

It has not been possible to have access to any paperwork or archived documents of the deliberations of these years and in any case, that is really beyond the remit of this exercise, which is to consider the outcomes of the Price's School / College side of the equation. Really, there has been little archive material available for this task, happening now, some 47 years on from D (P?) Day.

And even getting access to any post-hoc sources has proven difficult, especially from the girls' side. Some "School" pupils continuing into the College era have contributed their memories and feelings, and also there have been a few Staff able to offer their views. But altogether, far too few to be sure of establishing valid reviews or conclusions in retrospect.

Let us assume that all of the necessary planning was effectively put into place, and that those responsible derive due credit. Teachers have planned their work and students apply due diligence and thus, the enterprise moves forward smoothly. Around and about, there will be those with regrets that the change had to happen, and those who derive benefit and fulfilment from it. Certainly in retrospect there are views of a mixed nature, not least from teaching staff who were part of the transition years, and some pupils / students.

So, without an adequate and likely balanced perspective on the life and times of the Price's College, here is a perspective arising from what is or has become available. Further and different research endeavours may alter these considerations.



## Communications

Educational institutions have an interface with the families from which their clientele is derived, most obviously the Parents. There is also a relationship with the local Press and latterly, other, broadcast media. The changing dynamics of these responsibilities and opportunities are beyond the scope of this Report.

A fuller review of the School's magazine type communications is to be found in the Chapter on "The Lion Magazine and Other Publications". In the first edition of the Lion, in July 1915, (7 years after the School opened), the Editorial included the following statement:

*... To our way of thinking a School Magazine is absolutely necessary if the interest in the doings of the School is to be kept at "boiling point." It ought to be a great day for a School when it emerges from its shell and like a butterfly carries on its wings the news of its doings far and wide, thereby causing the prowess of its members to be recognized by other Schools. ...*

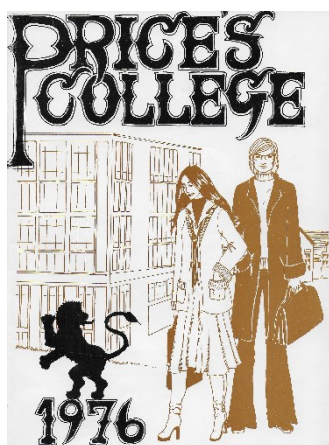
Editor 1916 : **Mr P. Pierrepont-Meadows**

A bit on the florid side, maybe, but the Editor certainly understood the responsibility of the Magazine in conveying "across the boundary fence", the School's doings to families and public at large. Some key phrases; "boiling point" – a change of state, "emerges" – the transition is complete, "carries on its wings" – the medium for the news.

There is no doubt that the Lion sought to record, praise, even criticise, and broadcast its business with content that interests, is informative and challenges with its style. That "mission", or "vision", to use modern concepts, was writ large, and successfully, in making sure the locals understood and recognised that here was a school of note, confident in its purpose and with assurance in its methods of achieving its goals.

A familiar pattern had settled on the Lion Magazine with only rarely, changes that reflected the strength of views of the Editor of the day. In a way that Natural Selection as an evolutionary force works, occasional errant tendencies were "selected-out" of the presentation.

Principal Eric Poyner was confronted with an array of ideas for recording and celebrating the new identity and role of the College. Something different was needed, whilst for the first 4 years there was still, an 11+ "School" population of boys to accommodate – success was achieved in respect of the latter need.



Cover by Peter Raby

Oddly, there was a 1974-75 Lion Magazine – the final of that series, in spite of that also being the first of the College years. The 1976 equivalent, shown here, was altogether different, better in print and photographic properties, much nicer to hold. This was the beginning of just a 5-edition line, ending in 1980, beyond which there appears to have been nothing to replace its role as a record of or as a communication with the families of the students or with the broader outside community.

The early College years saw 2 attempts at communication with a different, in-house production of "NewSheet" (sic) and later "Grunt". With student-led initial enthusiasm there was an inevitable drop-off in good product, and with it quality also. The 2-year life of the "News

sheet” was supplanted by “Grunt”, but this was ultimately suppressed in 1980 by the 2<sup>nd</sup> Principal, Mr Peter Watkins, it having broken the bounds of appropriate journalism and taste.

The College Magazine itself flattered only to deceive, but that is not a criticism of the content as such, but of a failure to decide on its brief. In a period of the College’s maximum size of students on-roll (800+), it became neither “fish nor fowl”, trying to juggle content of a wide variety of kinds with an aim to make each annual edition, representative and refreshing in appeal. In that sense, it suffered the same ongoing identity crisis that affected the School’s Lion Magazines.

In retrospect, it is probably easier to see how the School’s and College’s needs might have been served better with an annual arts-orientated product alongside the formal production of the Magazine. There might even have been a place for an annual Sports Report contributing to a 3-volume publication. A perceived objective to have copies in the hands of all students before they left seems to have become an annual headache in finding a solution. A simple payment collected as convenient, could have justified a postal delivery option, leaving the College magazine as such to be funded by the College, and as a complete, three-term record.

In more recent years (1980s – 2020s), the production of Year Books has become a significant contribution to covering the wealth of activity that often emerges from School groups, formal and informal, most commonly those about to part company with either the Years 7 – 11, or the Years 12 & 13 groupings. Late in the recent proceedings a 1980 Year book has come to light, but that is solely concerned with publicising the organisation and routines of the College, with heritage from past organs.

### **The Magazine:**

- An unforeseen consequence of successive Magazines showing some kind of variation from others has been a lack of the continuity that archive researches might seek.
- But such Magazines are not written with archive-value in mind.
- Photos tend to show no date or names of those featured.
- Significant activities during the year might not feature.
- Significant events might appear as merely a listing in the College calendar of events, such as Elections for Mock European Parliament. Impact is thus lost.
- Some major changes are not noted at all, e.g. the closure of the CCF.
- Some working Departments have taken the chance fully to publicise their output, e.g. Music and Drama.
- English is evidently active in its access to outside performances of Plays etc., and in the use of the Studio for film and other related content, yet there is no over-arching indication of policy or identification of productive Staff. Its work seems well-served by Drama Department activities.
- Mathematics stands in contrast to this, Modern Languages too – were there ever exchange programs?.
- The two centre-fold sheets (8 pages) in coloured and slightly thicker paper interestingly highlight aspects of Art and Literature, yet these occur elsewhere, also. What was behind that? In some years, there was a prevalence of poetry and creative writing, additional to the centre-fold pages. Here is clear evidence for the justification of a separate “Arts” publication.
- Even the Calendar listings from near the fronts of the Magazines showed an evident decrease in the amount of detail in later years, especially related to the Year groups involved
- Important staff leaving, especially the Caretaker – photo + dog is good, but no appraisal of the person or role.
- Nothing on whole-College events, such as Charity fund-raising, Club activities, Ski-ing holidays at Leysin, language exchange visits, etc.

- Nothing in the 1978-79, or in the 1979-80 issues of any activity that caters for the new, Comprehensive types of student, or activities for them. Was the College functioning as a detached, sixth form grammar school in effect? Sports teams might compensate in some respects for that situation, but even here, reporting is erratic, to the detriment of some outstanding teams and individuals.
- Society and Club activity seems to have fallen-off. That might be a consequence of the Sixth Form-only nature of the College, and it's mixed population, maybe feeling that such Club / Society involvement was reminiscent of younger years, and a bit less engaging than perhaps socialising with others.
- It is likely that, with the passing of "Main School" boys, and an influx of Sixth Formers from elsewhere, such activities would decline.
- Simply a 2-year residence in the College does not give much time for the development of a pattern of activities, or real commitment.
- There is a surprising lack of nascent political activity and reporting and a lack of evidence of in-house elections, e.g. for the Elections to a Mock European Parliament.

The absence of any formal publications relating to College activity in the 2<sup>nd</sup> half of its existence is puzzling, as well as being disappointing in that it precludes the possibility of completing a fuller review of the last years of the William Price educational legacy.

The paragraph above was written about a month before this entry (20/10/21) just prior to which has come a communication from a senior teacher at the School that speaks of events that amount to poor management of Staff relationships that led to the withdrawal of goodwill by Roy Daysh after a serious dispute with the College's new Principal. Roy's Editorship of the College magazine and other voluntary functions were given-up in protest and with the effect that there was no replacement volunteering to fill the gaps, such were the ripple effects with the widespread consequences evident in the preparations for this Report. Roy's management of the College Minibus, his Editorship of the magazine and his collation of all Press Cuttings came to a very significant end!

The descendent Fareham Tertiary College has been contacted several times in the quest for archival material, but that quest has yielded nothing. There is nothing more beyond the Lion magazine collections in the Hampshire Cultural Trust stores and the Hampshire County Council indicates it handed-over to the Hampshire Records Office any materials within its oversight when the College closed. The William Price Charity ceased to have any educational role in 1989, it now being purely a grant-making charity with an educational, and a widows' interest brief.

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## The Ultimate Demise of the CCF



### A potted history of the Cadet Corps:

The Price's Cadet Corps was founded in 1914, with Headmaster, Capt. S.R.N. Bradley as its Officer Commanding. It was founded as "H" company of the 2<sup>nd</sup> Battalion of the Hampshire Regiment.

Following the end of WWI, Government support for Cadet Corps finished, and Price's H Coy. was disbanded.

The Corps was revived in Summer term of 1922.

It was reformed as "C" Coy. of the Cadet Battalion, 6<sup>th</sup> Hampshire Regt. In 1926.

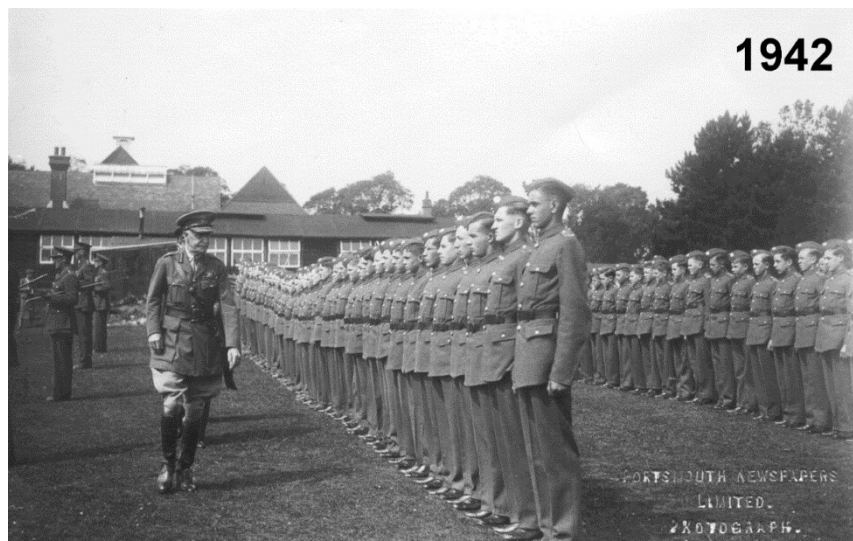
1931-32 Govt. withdrew support and Cadets Corps were suspended, again!

1937-38 The Corps was reformed under its Parent Unit, 6<sup>th</sup> Battalion, Hampshire Regt. (Duke of Connaught's Own)

1938-39 Parent Unit was restructured as 59 Anti-Tank Regt., Royal Artillery (TA.).

1939 - Lost all officers to the War, and was run by senior Cadet NCOs.

1940 - War Office concerned to expand Cadet Forces



*Note: Smartness of turnout. Height graded arrangement*



1943 – Band formed



1943

*Not sure what year the right hand photo was taken but note the 3 x full sized, rope tension drums having replaced the small side drums of 1943. The later band was small in numbers*



1945 - Corps became No.2 Company, 14<sup>th</sup> Battalion, the Royal Hampshire Regt.

1947 - Company reorganised into 4 platoons

1949 - Corps became an Artillery Corps, following a change in Parent Unit.

1951 - Corps formed into 2 Batteries, each with CSM, and an RSM and RQMS.

1952 - Corps now formed as a CCF, with an RAF section under PO Louis Chapman. Corps strength 152.

1955 - CCF now held last 2 periods, Friday pm.

1960 - Lt. Col. Tom Hilton retires as OC (since 1946, then, as Lt.). Succeeded by Major Mike Howard-Jones. WO 1 (Retd. RAF) Peter Crossman appointed as Caretaker, works with the Air cadets. Corps strength 250+.

1962 - Naval section introduced, under Lt. Eric Iredale, to complete the full CCF designation. Corps strength 300+. Band Sgt John Tanner and Drum Major David Goldring complete 50 major School and Community Parades with the Band, over 6 years.

(This brief historical copy has been included to give later comment a perspective.)



1957 Baden Powell Centenary parade in West St, Fareham

Note: All Band in step, as were all of each of the Scout groups

In this line-up: Charles Evans, David Goldring – current (2021) SOP Committee members.



In spite of all its closures and revivals, the Cadet Corps flourished and probably reached its peak in the 1950s – 60s, with over 300 cadets on parade, each of the three services represented, and with specialist Signals, Engineering and Band sections. The real momentum was with the Corps in those days and the School was proud of its achievements.

A reading of the Extra-Curricular lists will reveal what a huge number and great variety of opportunities existed for training tasters in so many activities, the top of the pile surely being the Flying Scholarship courses awarded by the RAF – many of which led to cadets earning glider pilot licences. Chances for visits, to be on courses, be challenged by physically demanding tasks, working in teams, to develop strategic and leadership skills were legion and added to the basis of in-school cadet training sessions led by older pupil NCOs. Substantial air flights, and sea training experiences, involvement in weapon training sessions and generally getting a good taste for military life, and more! Outstanding cadet performances at the annual week-long courses would show-up the cadet NCOs with the potential for future Officer-calibre to be honed on Star Camp residential courses.

Some of the many who took advantage of these “extra” courses joined the Forces, and many others found the exposure to demanding, yet carefully managed courses a real bonus in their working lives. Not just what the CCF added of course, but *that*, overlaying the routine training that formed a regular part of CCF day, instruction which formed a kind of primer, basic level of tasks that complemented routine in-classroom education. Much of my CCF time was spent with the Band and so, we developed an awareness of contributing to public events where a performance was called-for, as in Fêtes, and Remembrance Day services where buglers might be sought to perform the Last Post & Reveille calls. From its early days when the Band played in Fareham events, it added to the standing of the School in the community and was an eagerly sought performer in local festivities – the annual Titchfield Bonfire afternoon and evening Parades, and the Portchester Summer Gala with its long Parade route and a later arena display were highlights. What the Band achieved was on the back of virtually no teacher, or Officer or professional training input. The Band was a self-taught unit.

That teaching members of Staff were prepared to put in the time and further professional experience to the Cadet Forces was a great example of going beyond normal duty, often with attendant risks and frequently with time away from families.

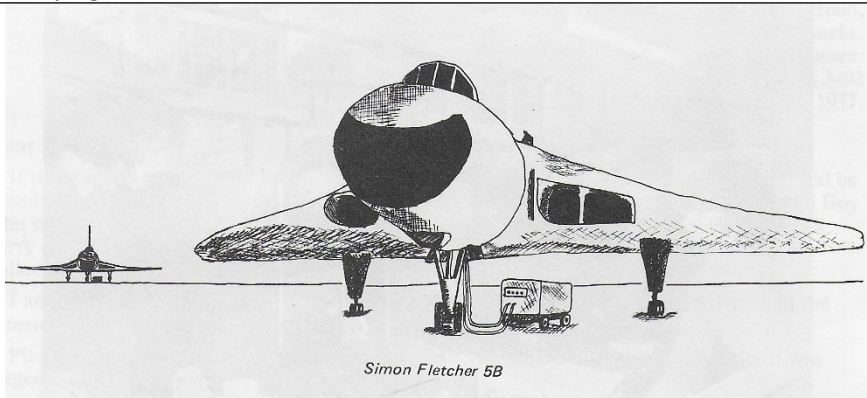
The scale of CCF activity was winding down as the School approached its transformation to a College, with the few younger teachers who were prepared to join the Corps often not having the length of service on the teaching staff to make their secondary work endure. The Extra-curricular lists of CCF activities shows that the CCF did continue into the College years, lasting a further 5 years until its eventual closure in 1979. There is little College magazine content to record precise activity. The final closure might have become inevitable, but the lack of any record of the fact in either of the last two Magazines is an omission that is unforgivable; not a final OC report, nor any Cadet’s comment on a Camp experience, but worst of all nothing from the College Magazine Editor or the Principal himself is, to say the least, a disappointment.


For the 6 years of CCF activity I enjoyed – all in the School years (1955-62), I am grateful for the experiences and opportunities that were added to my life at the School. I feel sure that the College students who joined the CCF in those years, benefitted also.

David Goldring

### College Magazine CCF content:

<p><b>1974</b></p>	<p>Lt.Cdr. Walters, OC Sea Cadet contingent.</p> <p>Cadet Under Officer R. Eagles</p> <p>CSM B.C. Thorpe-Tracey</p> <p>PO I Wilkie OC RAF Section</p>	<p><b>Navy Section: A Week on the Clyde.</b></p> <p>Arriving in Glasgow, early morning, proceeded to HMS Neptune, US Nuclear Submarine base, and joined HMS Fleet Tender Brodick, home for the week, which we shared with cadets from Liverpool College. We sailed to a variety of military establishments, including watching a US Nuclear submarine doing torpedo trials, but were also able to take in some interesting scenery, basking sharks, seals, as well as time ashore, with a visit to Millport Marine Biology station.</p> <p><b>K.J.Parry</b></p>
	<p>3 cadets attended NCO course at Frimley Pk. 1<sup>st</sup> Aid and Canoeing courses. .303 ranges at Browndown and 2 x w/e camping sessions, using new equipt. <b>Camp at Senny Bridge - .303 range., a night exercise held in the Forest.</b> Navy Section – several cadets gained sea experience on an inshore minesweeper and a fleet tender. 6 cadets spent 8 days aboard a minesweeper in the Clyde. 10 cadets at camp – Loch Ewe – (10 days) sailing, canoeing, sea training, orienteering, 36 hr survival exercise. Saw US Nuclear subs.</p> <p>RAF Section (65) – 6 Air Experience flights and 2 camps – RAF Wildenrath, Germany (8) – base for Harriers &amp; Army Air Corps. Flights in a Pembroke, visits to Engineering wing, Air Traffic Control, all squadrons, assault course, Ops. Room, fire &amp; transport sections. Camp at RAF Valley – Marine Craft rough sea boat trip, as a part of the Search &amp; Rescue service. Range shooting, saw Red Arrows practising. Chipmunk flights.</p> <p style="text-align: right;"><b>Sgt. I.E. Shields &amp; Sgt. R.D.Herbertson</b></p> <p>RAF Easter Camp at RAF Valley: A 7 hour, 2 changes train journey, through beautiful Welsh scenery. An RAF coach met us at Holyhead Station and dropped us off at the billets, then on to the Mess for tea. Food excellent, and a bus always available for on-base transport. Day 2 included a group photo later given free. 2 other School CCF units there also.</p> <p>An open, rough water search and rescue exercise with the RAF Marine Craft unit was exhilarating, followed by a visit to the Wessex Whirlwind helicopters on 22 squadron. Range shooting and a visit to the Nuclear Power station at Wylfa ensued. The Red Arrows were also on site for practices that we watched.</p> <p>Chipmunk flights, a visit to the Isle of Anglesey and to Conway Castle proved enjoyable. Evening times were our own, but there were plenty of options and never any need to feel bored.</p> <p><b>D.K.Lambourne</b></p>	
<p><b>1975</b></p>	<p>CCF Naval section cadets on an 8-day minesweeper experience in the River Clyde.</p> <p>CCF Arduous Training in the Brecons.20 cadets, all sections</p> <p>CCF cadets on an NCO course at Frimley Park.3 cadets</p> <p>CCF Summer Camp at Senny Bridge</p> <p>CCF Sea cadets at Camp Loch Ewe. 10 cadets</p> <p>CCF Sea cadets on an 8-day coastal minesweeper in R Clyde. 6 cadets</p> <p>CCF Air cadets at RAF Wildenrath, Germany. 8 cadets</p> <p>2 weekend camps in New Forest, with new camping equipment. Courses full</p> <p>.303 firing course at Browndown Ranges, Gosport.</p> <p>Night exercise in New Forest. V heavy rain in the morning</p> <p>CSM B. Thorpe Tracy placed 2<sup>nd</sup> on UKLF course at Thetford</p> <p>Cadet Under Officer N.Eagles earned a Naval Scholarship while an undergraduate at Cambridge University.</p> <p>CCF Air cadets at RAF Wildenrath, Germany. 8 cadets</p>	

	First Aid course at base, by Mrs Stokes, SRN, BRCS.
	Canoeing course, c/o Cpl. Fitzsimmons (20 Maritime Regt,)
	CCF Air cadets Camp at RAF Valley
1976	CCF Cadets to HMS Daedalus
	CCF cadets at a weekend camp in New Forest
	Arduous Training in the Peak District
	Survival training at Loch Ewe
	Air cadets to RAF Hamble for flying (x2)
	Air cadets Easter Camp at RAF Waddington
	Live .303 firing at Browndown ranges, Gosport
	Sea cadets to RN Aircraft Yard in Gosport
	Sea cadets Field Day
	CCF RN & Army Camps.
	Presentation visit for RN Cadets.
	CCF cadets caving at Cheddar
1977	Sea cadet & Army cadet Summer Camps
	Girls are able to join the CCF.
	RN Presentation at the School.
	CCF cadets caving at Cheddar
	Sailing Course at Calshott
	Air cadets flying at RAF Hamble.
	 <p>The Easter 1977 CCF RAF section Camp was at RAF Waddington, Lincolnshire, home of the V-bombers. Travel there was by minibus and Major Taylor's car, arriving midst the incredible noise of the Vulcans flying. Good food, good billets. First day there, it was about air traffic control, viewing the bombers, visiting the armoury, and watching film presentations. Five other events engaged us – a night exercise to find and blow-up a minibus with top secrets inside. A VC flight took us over to Wales and much of England. Next day it was a Chipmunk flight, with parachutes that were way too big for us. An evening-off spent in Lincoln is best not described here, and a final morning at shooting. <span style="float: right;">David Ingram</span></p>
1978	CCF Annual Inspection, with the 1978 Guard of Honour shown right.
	Sea cadets Field day
	Army cadets attend Aldershot Army display
	Army cadets' Summer Camp at St. Martin's Plain, Kent
	Air cadets flying at RAF Hamble
	Sea cadets sea training in HMS Isis
	CCF Field day at HMS Vernon
	CCF cadets visit St.George's Barracks, Gosport
1979	CCF Cadets Ten Tors practice Expedition.

	CCF Ten Tors Training. Army section to Penhale Camp. CCF Cadets at Aldershot Army Display CCF RN Cadets on sea training	 <p data-bbox="1166 689 1278 707">C.C.F. inspection</p>
	<p data-bbox="323 342 1007 371"><b>Final mention of CCF activity in the Price's College Magazines</b></p> <p data-bbox="323 416 1029 696"><b>Ed:</b> The 1980 College Magazine had no comment on the closure of this significant and long-lasting part of the Price's School and College life. Thus, there is no tribute to all those who benefitted, nor to the Officers who gave so much of their time. That is not only a shame, but an example of poor management of an organisation in which the CCF made such a huge contribution over so many years.</p> <p data-bbox="323 725 1377 898">Doubtless the numbers joining the cadet units diminished during the "Main School" rump years within the College eras, as it existed co-incident with an apathy amongst students present only for the P6FC . It is to the credit of the Officers leading the CCF in those years that activity was maintained, and especially to the boys who sustained earlier interests for the benefit of all.</p> <p data-bbox="323 940 1380 1041">There appears to be no formal assessment of the worth of the CCF life and role. To my mind, it did all it was set up to do, and more, offering to younger and more mature boys experiences obtainable nowhere else, and at very small cost.</p> <p data-bbox="323 1084 1342 1187">True to say, many did not enjoy their CCF time, nor find any benefit to themselves, and thoughts from these "objectors" are included in the interests of balance, in the "CCF" Chapter.</p> <p data-bbox="323 1229 1385 1503">At the very least the CCF gave experience, awareness, training, discipline (like it or not), a sense of adventure and of fun, the chances to travel and meet folk in other parts of the world, and achievement targets that may have helped them along when other parts of the School curriculum had disappointed. It provided for many what might have been their first experience of living away from home for a few days, away from Mum &amp; Dad! And while the early thinking that it might provide a useful source of partly trained active servicemen and leaders, there was never any obligation to join the armed forces, nor to attend out-of-school courses.</p>	

NB In the absence of any related opinion on the incidents that follow, and with the inconsistent time spans between certain topics and others, I have inserted some link material which is direct from my teaching experience (elsewhere), and some with very relevant content. This is done not for my glory but because I have direct experience of some of the issues.

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## The Final Price's School Cohort

The Price's Sixth Form College was to have but a 10 year life span.

From the evidence to hand, it was a two-part enterprise. For its first four years, it continued to provide, with great credit, courses to complete the "O" level education of the existing inmates of the School, as each cohort wended its way to course completion. In the year of its opening, there was no new 11+ / First year / Year 7 intake, and so the Price's School identity was destined to fade, though maybe for some, after-effects lasting into the sixth form years when there were pupils working their way through "A" level courses. In this, first phase part of the College existence, the rump of the "School" population was referred-to as "Main School", and that grouping was under the guidance of respectively Tim Foster and latterly Cyril Briscoe, successively as "Heads of Main School". Maintaining staffing levels for this group, appropriate to the diminishing need will have caused some problems.

During the four years up to the final cohort taking their "O" level exams., much of the traditional structures and events of the School were discontinued yet, to identify them as "School" intake, they remained wearing their Uniform.

Those choosing to remain on-site, and become a part of the P6FC, faced no impediment beyond a nominal requirement for 4 or 5 "O" level passes. In some other respects, the College was now a Comprehensive Sixth Form entity though there is little to indicate there was any provision for any needing a less than "O" level type of education.

To these "Main School" boys, and their families an assurance was given by the Headmaster, Eric Poyner:

*"A promise was made to the grammar school boys that their interests would not be neglected during the transitional period and it is gratifying to record that their "O" Level results were the best ever, the average attainment being 6.58 passes at Grade C or above. It can now be fairly claimed that the promise made was honoured in full as a result made by Staff and Pupils alike."*

**That assurance was met in full, doubtless with an added sense of responsibility to this diminishing group, led by two long-term respected and experienced teachers.**





*Prizewinners from 5C and 5D*

ABOVE: Prize-winners at Prices College included, back row (left to right): John Richards (16), Michael Wardle (15), Peter Tullett (15), and Trevor White (15). Foreground Andrew Miller (16) left, and Tom Purnell (15).



*Prizewinners from 5A and 5B*

LEFT: Other prize-winners were, left to right, Paul Hawkins (16), Garry Connett (16), Andrew Simpson (15), Richard Hall (15), Michael Hughes (16), Matthew Hartley (15), Andrew Burgess (15), and Andrew Bassom (14).

15/12/1977

Final links with the old Prices Grammar School at Fareham were severed yesterday when the three-year-old sixth form college held its last annual prize-giving ceremony.

An audience of more than 400 parents, tutors and students heard the Principal, Mr. Eric Poyner, describe the event as a "sad and happy occasion."

The number of lower-school pupils at Prices when it became a college has steadily diminished, and lack of a traditional grammar school audience for next year's ceremony prompted the decision that 1977 should be the last prize-giving ceremony — even though Prices still has a fifth form.

In a review of the year, Mr. Poyner said yesterday's ceremony was: "Sad because the ends of eras always bring nostalgic memories swimming back into our rosy-coloured spectacles eyes, but happy, because I believe we have achieved what we set out to do."

"Happy also because hand-in-hand with the demise of the old school has come the successful birth of a healthy and vigorous college, offering so much to the young ladies and gentlemen of Fareham."

The Principal said that as students progressed through the sixth form, more emphasis must be placed on self-determination and decision making. The courses at Prices offered opportu-

## Sad and glad at Prices College last prize-giving

nities for them to develop those characteristics.

"There is no doubt that the very comprehensive list of subjects and freedom of choice we can offer as a college is very attractive to parents and pupils brought up in the more traditional mould."

Students who left the college this year had achieved a 77 per cent. pass rate at Advanced Level. Thirty-eight per cent. of those passes had been at the top two grades, which was "well above the national average for grammar schools," said Mr. Poyner.

One hundred and sixty-four of the 350 students who had left Prices this summer had gone on to further education, 137 had found jobs and a further 17 might go on to university next year after temporary employment. By September, only 14 leavers had been still without work, Mr. Poyner added.

The Principal also paid tribute to the college's sporting

achievements. Two girls in the netball squad, Christine Fielding and Janet Smith played for the South of England and, in cross country, Lesley Volley had represented Hampshire and run in the National Schools competition.

Mr. Poyner concluded: "I have great faith in the young people of today and it is on that faith that I rest my assurance that Prices College will go from strength to strength in the future."

The chairman of the Governors (the Rev. Leslie Chadd) presented the prizes. Recipients included: Sandy Memorial prize (modern languages), B. Hough; Jarvis prize (French oral), B. A. Burr; Manderville Cup (fourth forms), M. Hartley; Rita Dyke prize (art), D. Rowe; Rita Dyke prize (craft), G. N. Pike; Boniface prize (engineering), C. Hall; Riley prize (mathematics), C. S. Wilson; Johnston prize (Classics), M. R. Bascombe; S. G. ayles prize (religious knowledge), M. R. Adams; Shaw trophy, S. Godwin; Johnston Stick, P. A. Harvey; Butler Cane, M. Meehums; Music, P. Evans; Drama, I. Christie; Governor's prize (science), G. Garden; Staff prize, T. I. Grant; P.T.A. Shield, C. D. Yandell.

Helping these boys to finish their Secondary Education in a feature of the former "School" was an important task, well done, nurturing them through familiar aspects of the calendar now missing, and at the same time mingling them amongst the Sixth Form students, freed of the strictures of uniform, etc.

--/05/78

Phil Voller (1973-80)  
May 1978  
Last day at school  
(before 'O' levels)  
He was in the last  
Price's School Fifth  
Form. He was the  
last boy in Price's  
class

R.E.D.



Not quite "The Last Man Standing", but more a matter of "The Last Uniform Worn"



## Press Cutting from the 1980's

**BUT!** Life wasn't all fun & frolics. There were occasionally (not to be confused with "always"), some proper and headline-making problems to deal with.

After 1980, there ceased to be much / anything by way of internal publications on which to base an account of College life. And so, it is under the headline of "Snippets" that the press cuttings that ensue are recorded.

16/11/78

**TRUANTS FLOCK TO TONY BLACKBURN**

DISC Jockey Tony Blackburn was like a Pied Piper when he gave a Radio One Roadshow performance in Fareham Shopping Precinct. His show enticed many children to play truant from school.

Many youngsters in the audience were from Price's sixth form college. The principal of Price's Mr. Eric Poyner, told the Standard:

"The BBC was insensitive to lay on such an event in the afternoon. It is perfectly obvious that youngsters would be attracted to a top D.J. and an afternoon disco.

"Disciplinary action has been taken against those who were absent without permission. I have had 44 such cases reported to me out of our college total 760."

A BBC spokesman said: "We realise that some children might play truant. This has been a problem in the past. It is of course regretted, but we do not broadcast just for children. Our daytime audiences include many adults."

Hundreds flocked to the shopping centre to see the broadcast, part of Radio One's week in the south.

Loudspeakers were set up on pavements and while records played to millions around Britain, Tony Blackburn explained to curious onlookers just how his afternoon programmes are prepared.

As soon as each record finished, the local crowd cheered so loudly that their voices muffled Tony Blackburn's voice. Every time a local school, college or place of work was mentioned over the air, the cheering started afresh.

A roving microphone around the crowd enabled people to talk to Tony Blackburn. People were asked their name and place of work, and the majority said Price's College. On several occasions during the show, Tony Blackburn commented, "Oh, so you're not meant to be here either" when Price's College was mentioned.

Photo: Ivan J. Saunders

At one stage a request was broadcast during the two and a half hour show that no more people should travel to the precinct, because the area had become overcrowded.

This was an exaggeration. In fact the crowd took up an area about 30 feet square in front of the mobile broadcast unit, and shoppers were not hindered.

**CROWDS watch Tony Blackburn and the Radio One Roadshow in Fareham shopping precinct.**  
Photo: Ivan J. Saunders.



**Ed:** That the BBC commented on this touring event being not just for School age listeners made it quite clear that was their target audience. The Principal's response showed just how powerless schools were in such situations. Why not a late afternoon event that could have avoided the consequences of dealing with all of the pupils who had absconded? How many, I wonder, might complain if their teachers took industrial action, complaining at the education time they had lost? And what of the impact of an unauthorised College closure, with the Fareham Precinct swamped with students, and any consequential problems to

be dealt with? Schools are in an impossible position and, whatever reaction there is, will leave neither side with any satisfaction.

Students taking decisions into their own hands has not been uncommon in the later years of education. I wonder how many actually asked for consent to be at this event? How many might have had free periods on that day. It would have been important for them to have been there. It would have been impossible for the School to say "Yes", and close for the afternoon. But it might have been sensible to have called a meeting for all, in advance, and state the facts, and that, if students were to be absent without consent, there was a weight of responsibility on their shoulders.

# College hit by RITA AND RUTH IN TRANSIT travel bug

PRICE'S SIXTH FORM college, Fareham—a well-known cross-roads of travel—is a real point of arrival and departure at present.

Arriving is American schoolteacher Rita Kelly, who has just started a year's teaching at the college.

Departing is Curdridge student Ruth Collins, who is about to fly to Australia for a year's farming in the outback.

Rita (30), an English teacher from Bismarck, a town of 45,000 people in North Dakota, near Canada, has come over on a teaching exchange. Her exchange partner is Price's Ray Bell, who has just started his year over there.

"Everyone in America wants to come here to teach. I was one of the lucky ones," said Rita, who has rented a flat in Alverstoke, near Gosport.

She admits to finding our English language misleading. "You have the same words but often give them different meanings," she explained.

"If someone told me to walk on the pavement I'd be sure to get myself run over. In America the pavement is the road. We walk on the sidewalk."

She finds our teaching system advanced and English students willing to learn.

"Learning a little about a lot is the style in America but in England you have an emphasis on depth, teaching students just a few subjects at a specialised level."

All the students at Price's are there because they want to study further. American school kids must stay on till 18 and they don't study anything as specialised as 'A' levels until maybe the second year at university."

By KEITH MALONE

Curdridge student Ruth (18), whose house in Outlands Lane is home to four cats, two dogs and two horses, leaves in a fortnight for her new home in Australia—a 40,000 acre sheep and cattle farm near Melbourne.

Ruth has just passed three 'A' levels and has a place waiting for her at Aberystwyth University, where she will study agricultural science on her return. The trip has been arranged by GAP, which organises overseas trips for students with a year off before university.

"I eventually hope to get a farming job abroad in the sun after I've finished my studies, so this trip will be ideal experience," said Ruth, who will be a general

farm worker for an English-sounding family called the Gubbins.

Getting about could be a problem for Ruth on 40,000 acres of farm land she will have to cover but it is not a problem that worries English students, said Rita, who sold her car three months before coming over here so she could get used to walking.

"American students just don't walk anywhere. They either use their own cars or their parents'. But people in England don't think twice about going anywhere on foot and your public transport is so good, too."

Although Ruth cannot wait to leave, Rita will find it hard to return home, she said. "I've made so many friends already."



● Rita Kelly (left), an American teacher on exchange and Ruth Collins, a student bound for Australia.

Teacher exchanges, with the USA, have not been infrequent, but they do demand a great deal of assessment for reciprocity and planning. Not to be undertaken lightly, or without a sense of humour. The American Secondary School routine is very different. At the School where I worked, a Geography teacher arranged an exchange with an American. The pairing was a bit strange as she was single and the US teacher came with his family. Making arrangements for the accommodation must have been difficult. There was no using the other's facilities. The American family lived in the same road as myself. He became very popular in School, and she didn't, causing quite a lot of problems. The language experiences were similar to Rita's—Ken got himself into trouble very quickly with his remarks to pupils about their clothes—in what was supposed to be a strict uniform School. "I like your pants!" he would say, bring forth protests from girls' parents about comment on underwear when, in fact he meant their trousers. Ken was amazed at the idea of teachers giving their time freely. At his School, there was something like a 95% involvement in after school team sports, orchestras etc., but there, the teachers are paid extra for such work. His working timetable there might include a succession of say, four third year classes, each being taught the same lesson, one after the other. He nearly caught the plane home when on arrival, the timetable was explained to him—preparing different lessons for the different classes?! Maybe a Year 7 class, followed by a Year 10, then a Sixth Form "A" level class, ending the day with another 2<sup>nd</sup> year class. "Why such a mixed day? After a few weeks, he had

attuned to the variety of each day, and said he liked it" He was a tall, athletic, noisy man loved by all. The car he had bought when he arrived, he left to the School on his departure, in lieu of Minibus petrol costs for when I drove them all back to Heathrow airport to return home. His car needed an MOT and a lot of money spent on it to make it road worthy!



FROM SEPTEMBER'S ISSUE OF  
THE BISMARCK HIGH HERALD

(this is the monthly  
school paper)

key.

Charles

# Teacher returns from

By JULIE MJOLSNES

"It was the hardest year of my life, but the best," commented Ms. Rita Kelly about her recent year as an exchange teacher in England.

According to Ms. Kelly, it all started with an article in the NEA (National Education Association) *Journal* describing a teachers' exchange program. She inquired for more information which, when received, required her to list three countries that she would be inter-

**"Everyone assumes  
that you speak the  
same language, but  
you don't."**

ested in spending a year teaching.

"England was my first choice, then Scotland and Wales."

On Aug. 22, 1979, Ms. Kelly left, with her daughter Shea, for not only a new teaching experience but also a different culture in Gosport, England.

Taking her place at BHS was Mr. Ray Bell who taught in the English department during the '79-'80 school year.

The word "different" is appropriate in describing not only the new life-style but also the English language. As Ms. Kelly stated, "Everyone assumes that you speak the same language, but you don't! Frankly, the average Englishman would be insulted if you said that

American and English were the same."

For example, Ms. Kelly indicated that pants were not *pants* in England, they were *trousers* and that lunch didn't mean a few sandwiches, rather it was the largest meal of the day.

Besides the language differences, Ms. Kelly also noted the uniqueness of the English schooling system and the characteristics of the students.

"I taught in Fareham (eight miles from Gosport) at Price's College, which is a school for 16 to 18 year old students. It's much tougher than high school, in fact, it's more like university level for advanced students." She went on to explain that the English school system has three categories of schools—1) the infant school for children ages five to seven, 2) the junior school for students ages seven to eleven, and 3) the comprehensive school for students ages eleven to sixteen. Price's College is known as a sixth-form college because it teaches the fifth year comprehensive studies plus an extra two years for those students who wish to continue their schooling at 16.

The classes Ms. Kelly taught were English language, English literature, advanced English literature (1660-1790), RSA English (grammar), CEE English (combined literature and composition) and American literature.

"These classes were divided into two main levels, the O-level (ordinary level) and the A-level (advanced level for the university-bound students). The goal for both levels is to pass the national exams which are equivalent to our high school

diplomas. If the student fails, he can repeat the subjects he failed and take the test again that year.

Ms. Kelly mentioned that although emphasis is placed on academics, mainly maths and English, there is still time set aside for sports on Wednesday afternoons. Rugby, netball, cricket, field hoc-

**"When they reach  
16 they get their  
own personality and  
they go 'freak-o.'"**

key, riding and soccer are examples of the sports that are offered.

"If you didn't take a sport, then you would take a general study class like cookery, art, or Russian."

It was a hard atmosphere at first," Ms. Kelly remarked about the students' dress and behavior. She stated that she had to change her approach to discipline and manner of teaching.

According to Ms. Kelly, just as there were differences in her approach to teaching, there were many differences in the general life-style of the people.

"The kids wear uniforms all through school until they're 16. When they reach 16 they get their own personality and they go 'freak-o' because of their repressive (according to American standards) culture."

A few of the "freak-o" fashions that she spoke of included the Elvis



# England

look, the mods ('60's style of dress), the rockers ('50's style of dress with pointed shoes) and a lot of the punk clothing which often included black mascara worn on girls' lips, feather earrings worn on the guys' ears and anything out of the ordinary.

Teen-agers with bright color-bleached hair and skinheads were also popular.

"My best O-level English literature student had green hair."

She also added, "There was none of this 'show-up-with-a-new-outfit-

**"My best O-level English literature student had green hair."**

every-week' business." Money isn't handy and prices are high.

"Only about 1/5 to 1/8 of the kids worked (4-8 hours a week) because there was no way to get homework done with a job, and school is too important."

When asked what the favorite weekend activities of English teenagers were, Ms. Kelly replied, "Discos, but it's not like our discos at all. It's more of the trendy stuff, like punk and new wave." She also explained that the music was more violent.

"About the nicest song I heard over there was 'Another Brick in the Wall' (Pink Floyd)."

Commenting on the atmosphere

and area of England, Ms. Kelly mentioned, "England has everything that America has, but more. It's just on a smaller scale, that's all." England is about the same size of North Dakota, however England's population is 100 times that of North Dakota.

When asked what she missed most from England Ms. Kelly answered, "My friends, how green everything is, the theater and London." She stated that she visited London frequently, often with the Theater Trips Club (a school organization). *Jesus Christ Superstar*, *Anne*, *Beatlemania*, *Evita*, and *Oliver* were just a few of the productions that she saw in London.

She also commented on the excellent museums and the different exhibits that were shown all the time.

"There's just so much to see and do. As Dr. Samuel Johnson said, 'Sir, when a man is tired of London, he is tired of life'...and that's true."

Just as there are differences in the schooling system and in fashions, there are also differences in the attitudes and behavior of the people.

According to Ms. Kelly, everyone walks more, the family unit is much stronger, the people are more class conscious and some of their ideals are very traditional. For instance, there is much more emphasis on mothers staying in the home to raise the family.

Another difference that Ms. Kelly recalls is that the English are not "touchers".

They feel distrust, while we would feel reinforced when someone comes up to them and pats them on

the back. "It's just not one of their values."

How do the English people view Americans? To this Ms. Kelly replied, "They view us as being loud, rich, materialistic, spoiled-rotten, and as energy hogs...which

**"They view us as being loud, rich, materialistic, spoiled-rotten, and as energy hogs. . ."**

we are by comparison."

Ms. Kelly added that she now sees America more clearly because she can view it from a different perspective. She noticed that America has a better life materialistically, but that the English have a better quality of life.

When asked if she would ever consider being an exchange teacher again, Ms. Kelly responded, "Yes! Tonight!!!" She added that a year's experience of teaching somewhere else forced her to better appreciate her close friends, and to become more enthusiastic about teaching. "I *know* I'm a better teacher than when I left."

She concluded by saying, "England is the most beautiful country I've been in...it's an English literature major's dream."

In almost

## College head to retire

Mr. Eric Poyner, Headmaster of Fareham's Price's School for 15 years and Principal of Price's Sixth Form College, since it was formed five years ago, is to retire in the summer.

The successor to his job at the 720-student college is expected to be announced in April.

Mr. Poyner (59) who lives at Titchfield, joined Price's School in 1959 as headmaster. He told The News today: "The change over to a sixth form college has worked tremendously well.

"It offers enormous scope for the students and I believe the academic standards have improved. The college has reached a stage where it can offer courses to young people of all interests and abilities.

**"IMPORTANT"**

"It is important to create a happy relationship between staff and students, between students themselves, and the staff themselves. I believe we have managed to do that," he said.

Mr. Poyner was educated at Midsomer Norton Grammar School, Somerset, and at Bristol University. During World War II he served in the Army, maintaining radar and communications equipment. He reached the rank of captain.

His first teaching job was as Senior Science Master at Coalbrookdale High School and he has taught at Bristol Grammar School and

Loughborough College School.

He came to Price's after three years in the Isle of Wight as headmaster of Cowes Grammar School and later as deputy head of Carisbrooke Grammar School.

He is married with two children and three grandchildren.

Mr. Poyner is a lay reader in the Portsmouth Diocese and a member of the Diocesan Lay Reading Board. He serves on the selection board of the Voluntary Service Overseas scheme.



**MR. ERIC POYNER**  
... proud of a happy atmosphere

THE NEWS 23.2.79

## Price's new head named

The headmaster of Chichester High School for Boys, Mr. Peter Watkins (47), of Fishbourne, is to leave in December to become head of Price's College, Fareham, the Hampshire sixth form college.

Before moving to Chichester five years ago, Mr. Watkins was for five years head of a Birmingham grammar school.

He went to Chichester as a firm believer in comprehensive education and says he is delighted to be able to further his career within the comprehensive system. Price's College offers open access with other opportunities besides O and A levels.

"This is another new experience for me and I hope to enjoy it as much as I have enjoyed the challenge at Chichester," he said.

In Chichester he took over a new comprehensive, a merged grammar school and a seco secondary modern, fortunately with adjoining campuses.

and 26 of them have gone to either Oxford or Cambridge, which is very good indeed.

"We have also managed to maintain and improve the standard of sport, particularly rugby, and maintain Saturday fixtures on a level that other schools have not been able to manage, thanks to the keenness of the masters and boys," he added.

The school was one of the few comprehensives to have a combined cadet force, which had gone from strength to strength involving more than 150 boys.

A strong parents association had been a great support for the school, raising a lot of

money and running many social events.

"There have been two disappointments, in that we have not been able to do any significant new buildings or achieve co-education," he said.

Mr. Watkins, who is married with two young daughters, is a reader at Fishbourne Parish Church, and represented West Sussex headmasters at the Religious Education Agreed Syllabus Conference.

He is active in the Secondary Heads Association and has been secretary for three counties, recently being elected to the national council.



**MR. PETER WATKINS**

"It has certainly been a challenge and we have all worked very hard at it. A school in the early days of comprehensive organization is bound to find a lot of problems and I have enjoyed having a crack at them. I have received great encouragement and help from the staff, both long serving and new members," he said.

"We have managed to maintain a good academic standard; 140 boys have gone to universities in the last four years, an average of 35 a year,

Mr Peter R Watkins, Principal of Price's Sixth Form College 1979-84, has died aged 89.



06/11/1979

**Ed:** This kind of problem was never an issue in the "School" days, although there were sorts of demonstrations of non-conformist behaviour, often involving older boys trying to make a statement at events such as the Sports day. "Spike", aka Alan Bray speaks of his right to an education and not to be subject to concern over his appearance, yet it won't have come to his notice that most students around him were not thus occupied. Spike had been in the College for just 2 months and evidently had not asked the management about his freedom to dress thus – but that is the point, he wanted to make a statement, but against what, is not clear. Into its fourth term as a Sixth Form only establishment, the College would be home to

## Head suspends green-hair boy

Students at Prices sixth form College at Fareham were holding a mass meeting at lunchtime in support of their punk co-student, "Spike" Bray, who has been suspended because of his outrageous green hair-do.

Spike – otherwise Alan – was told by his headmaster not to return until his hair was a natural colour.

A spokesman for the students told The News: "Spike wants to rally support for his cause, and we are holding the meeting to

hear what he has to say. We shall consider whether to take any more action after that."

"I cannot believe it," the Sex Pistols' fan told The News.

"I think a person should be judged on his or her academic ability, not on the way he or she wears their hair or clothes."

"All right, so I do this to be outrageous, but I consider myself a good student and a hard worker. Yet the headmaster is depriving me of my right to learn."

Alan, of Park Farm Avenue, off Highlands Road, Fareham, is pledging

to stand his ground.

"I'm not a yob. I like talking to people, and this hairstyle attracts their attention. It gets them talking to me and I like it."

"I have only been a student at Price's since September and I won't go back until they accept me as I am."

The Headmaster (Mr. John Cole) told The News: "I asked him to go home and change the colour of his hair."

"I did not think his appearance was suitable for coming to school."

Mr. Cole added: "Actually, Alan is a very good student."

## 'Spike' gets green for go

Green-haired Fareham student Alan – "Spike" to his friends – Bray was going back to classes at Price's College today, with his locks still the same luminous colour.

But punk fan Alan (16), who was suspended by college head Mr. John Cole on Monday because

of his outrageous hair-do, must choose a more acceptable shade by the end of next week.

He and Mr. Cole have agreed to compromise on the issue, which caused a mass protest among students at the college yesterday.

"I have agreed that Alan should be reinstated provided he

changes the colour of his hair as soon as possible without doing any chemical damage," Mr. Cole said today.

"I am satisfied to have established the principle that I will not accept green-haired young men at this college."

Alan's fellow students demanded to see their headmaster yesterday. They wanted an explanation for the suspension.

Alan, of Park Farm Avenue, Fareham, told The News he had to agree to the headmaster's compromise "or risk my future. "He would not allow me back if I refused, so what could I do?" Now he plans to bleach out the green vegetable dye – and opt for a black or white colour scheme.

several hundred students, all ripe for a bit of "action", and this, being probably the first such challenge to established authority, it caught the management on-the-hop. It would, in any event, be difficult to impose a given dress code

and, likely a "smart casual" expectation would have prevailed, though probably with emphasis on the "casual", verging on untidy.

The potential for further difficulty, and bad Press for the College, lay in the large numbers of students massing as a part of the protest, and it was probably evident to both parties that a compromise would be needed. And this is how it transpired.

From other sources, it is evident that "student power" at the time was concerned with other things and was typified as being a means of expressing irritation or anger at aspects of the College processes expressed by a small number. That there appeared to be a lot of support amongst the student body might have been an example of a "let's go along and see what it is all about!" kind of reaction, something a bit different to do!

## The shade of discipline

The headmaster of Price's College, Fareham, deserves full marks for suspending a college sixth-former until the boy's hair, which has been dyed green, assumes its natural colour.

We support the principal's action not because we believe that the boy had behaved particularly outrageously in going to school with green hair, but because the boy did not accept the headmaster's ruling.

And if parents want their children to have the best possible education, they will realize that the first essential in school, as in most walks of life, is discipline that begins with self-discipline, and they will do their best to impress this fact upon those of their offspring who think it worthwhile to support the action of their verdant colleague.

As a more significant political force, it had no traction.


This event did happen in the final few days of the Principalship of about-to-retire Eric Poyner, who might then have thought I shall be glad to get out of this!"

### DYED TO FURTHER 'STUDENT POWER'

PUNK rocker "Spike" Bray who was suspended from Prices College, Fareham, because of his outrageous green hair do, but allowed back the next day, has claimed his action has done much good for "student power."

"I wanted to bring it to the attention of the head staff that the students needed a greater say in college affairs," said Spike (16) otherwise Alan of Park Farm Avenue, Fareham.

"I think our solidarity on the issue has shown the Head that we feel very strongly about this and



Alan Bray

our position at Prices' should no be more prominent."

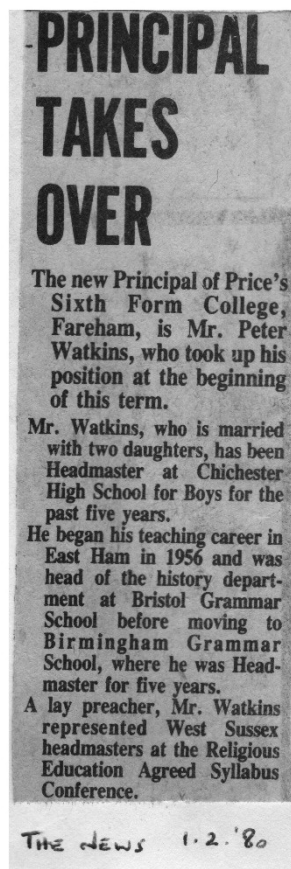
But deputy principal Mr. Derek Feber said the incident would make no difference to current student representation at the college.

A student committee had been in existence for five years which discussed matters concerning students with staff.

"If students have a moan about something they can bring it up via the committee but we cannot promise to do anything about it. They obviously cannot have any say on teaching," he said.

"I feel that Alan Bray wanted to bring attention to himself and that student representation was irrelevant on this issue."

01/02/80



It is not fair to make direct comparisons of Peter Watkins as a Principal with Eric Poyner's reign as a Headmaster of the School and then Principal of the College. Their times and the tasks confronting them were so different. Each had taken the opportunity to present themselves as capable candidates for the Headship / Principal vacancy of their time, and it was not of their making, nor their fault that the educational process was in a state of turmoil and about to change so drastically.

Peter Watkins was a more serious minded man, but did have some leadership experience before him, including welding together an established Grammar School and a Secondary Modern, 2 different schools on adjacent sites, into a new Comprehensive School. Now that is a serious problem set! A lot of territoriality involved there and the challenges of maintaining the academic standing and achievements of the Grammar School, and spreading aspirations into the non-Grammar pupils. In terms of talk-about headlines, his prior experience would seem to have been a near perfect match for the Price's needs.

Taking up his new job, he was confronted with the successes of the Price's School, and the loss of many of its traditions set against so many unknowns into the future. Almost all of the "School" teaching staff transferred to the College and so, he was faced with his own, new site, new Staff and new organisation to get to know at the same time as considering how to carry-on the business in the way that would be comfortable with himself. Not an easy set, but one he signed-up for and was thought to be the best candidate for.

No sooner into the new job, than confronted with a major problem – finding the Staff to deliver the service needed but just read the Press cutting below to realise how fickle the job market can be, both for students wanting courses to support applications and for teachers seeking relevant employment. However, it is a better problem to deal with than to have to cope with closures due to falling rolls.

20/09/80

# JOBLESS SCENE BRINGS A BOOM AT THE COLLEGE

These apply to the run-in to the end of the College

**EXTRA STAFF** have had to be appointed at Prices Sixth Form College, Fareham, to cope with the growing number of students who are staying on to avoid going on the dole.

The appointment of three more teachers at the college has meant extra pressure on teaching posts at Gosport and Fareham because of the need to stay within existing limits on the total number of teachers allowed.

Prices' principal, Mr. Peter Wadkins, said: "We have 1,020 students at the college this term, which is 160 more than this time last year.

"Some of the increase was predictable but part is certainly due to young people who have come back because of the unemployment situation, and because they want to improve qualifications".

The effect of the recession is also being felt at Fareham Technical College.

Principal Mr. Leslie North said: "We have had to turn away many would-be full-time students because of lack of accommodation.

If the extra classroom block, due for completion in July had been ready, we would have taken around 100 more students. As it is

**More teachers needed to cope with students**

our number is about the same 550-560.

"We are feeling the effects of the recession in the number of day release students.

"Numbers — about 1,200 — are down because companies are not taking on so many apprentices.

"We also do industrial training for firms and the number of students at these courses has also declined".

Mr. North said that because of cuts in staffing the college had had to stop training courses under the Manpower Services Commission.

But he added: "If the situation becomes serious in the Fareham and Gosport areas, we may be asked to start this again".

It is not easy to find new teachers at the drop of a hat, the more difficult when advanced planning has to be done months ahead of delivery. Even in the large conurbation of the Portsmouth to Southampton area, with Gosport and other settlements tucked in between, that does not mean it will be easy. And, of course, given the wider range of admissions to the College, that ability spectrum will be demanding more vocational courses, and in competition with the Fareham Technical College.



# PARENTS BID TO SAVE SCHOOL

## 'Figures wrong' at Fareham

Parents are getting ready to fight the planned closure of Bishopfield School, Fareham. They claim Hampshire County Council has got its facts and figures wrong about future education needs in Fareham.

The authority plans to reorganize education for 11 to 19-year-olds in the borough by running down the Bishopfield Road school.

It plans to amalgamate Price's College and Fareham Technical College into one, on three sites, by taking over the secondary school site next door.

The county blames

falling numbers for the reorganization, claiming that the number of secondary school age children in the borough will drop from 6,800 to below 5,000 by 1991.

But the Bishopfield School Parent's Association Action Committee claims there will be more secondary school age children in 1991 — not less.

The parents have produced a paper, based on the South Hampshire Structure Plan, which shows that by 1991 there will be another 7,600 homes in Fareham producing nearly 1,000 more pupils.

"We are angry that it has been said that the plan has been accepted by everyone," said a committee spokesman.

"There will be a big influx, but they are talking of closing one school without firm plans to open another. It will mean hundreds of children being housed in temporary classrooms," he said.

Parents are to lobby county and borough councillors to try to stop plans for the reorganization.

## Falling numbers

© THE Young Reporter's Club page (The News, November 15), contained a piece by Roy Summers who won a prize for his investigation of attendance at Fareham schools. His report was, I regret to say, grossly inaccurate. Indeed if his premise that the number of pupils in Fareham secondary schools is likely to rise between now and 1991 is correct, it is hard to see why schools need close at all.

I make the following points:

1. Between 1982 and 1984 the number of pupils in Fareham secondary schools is expected to fall by 215 and by 1991 the reduction is likely to be 822.
2. While I am flattered to be told that Price's College "provides the 16-19 education in Fareham," fairness leads me to regret the omission of the very important provision made by Fareham Technical College.
3. The writer fails to explain why it is Bishopfield School which may close rather than Fareham Park. The reason is to do with the distribution of catchment areas and the need to find additional permanent accommodation for 16-19 education in the area.
4. Roy Summers might perhaps have mentioned the proposal to create a tertiary college by combining Price's Sixth Form College and Fareham Technical College, eventually using the site of the present technical college and Bishopfield School. — P. R. Watkins, Principal Price's College, Fareham.

19/03/83

# 'DON'T PANIC' PLEA ON MERGER



PRIZE WINNERS: Left to right — Carol Jackson (19), Gay Brown (18), Malcolm Gregory (24), Terry Mullins (19) and Sally Wilson (21).

A "DON'T PANIC" plea was made by a leading Fareham churchman last night over the planned merger of Fareham Technical College and Price's Sixth Form College.

Canon Bruce Carpenter, chairman of Price's College governors and a governor of the technical college, urged everyone involved in the change to keep their nerve when he presented awards at the technical college's prizegiving.

The merger, proposed to take effect from September 1984, will lead to the creation of a tertiary college. It will be based at first on the technical college, Bishopsfield School and Price's sites, but with the closure of Bishopsfield as a secondary school, the new college will be centred on the technical college and adjoining Bishopsfield campuses.



# SCHOOL LAB IN ANIMAL RIGHTS ROW

## Student's claim of vivisection

From Tim King in Fareham

ACCUSATIONS that experiments are carried out on live animals in the biology laboratory at Price's College, Fareham were hotly denied today.

Anti-vivisectionists claimed they had evidence that students were allowed to cut open live frogs as part of their syllabus.

But Head of Biology Mr. Richard Hedley said that although animals, including frogs, were used for experiments in the laboratory they were painlessly killed first.

The allegations came from Mr. Dennis Harvey, secretary of the Portsmouth and District Anti-Vivisection Group.

Mr. Harvey said he had received a phone call from a student who was concerned about the experiments.

He said: "She told me that the frogs were alive and they would be cut open, their hearts exposed and monitored."

"The frog is tied to a dissecting board and they then sever, pierce or destroy the marrow or the central nervous system."

Mr. Hedley said Mr. Harvey was "misinformed". It was true most A-Level courses involved an experiment in which the movement of the heart was monitored and the central nervous system removed, but the animals were killed first.

Because of the technique required the hearts were not removed from the frogs' bodies, although they were quite capable of movement after removal.

He said he had discussed the situation with his students and there had been no complaints.

He added "There is absolutely no question of any animal being alive

SOUTHERN EVENING ECHO, Saturday, October 29, 1983

# LETTERS

## Revolting experiments in schools

To the Editor "Southern Evening Echo"

I READ with disgust the article (October 25) about experiments on frogs at Price's College, Fareham. One would think that in these enlightened days of film, television and visual aids in our schools, such revolting acts were completely unnecessary.

It appears in the field of education double standards apply. On one hand children are taught compassion and humility, and on the other we are desensitising children by the killing and cutting open God's creatures in school classrooms.

Those who do not wish to take an animal's life or cause it suffering have the right to refuse to take part in the dissection of animals or partake in dissection lectures on moral grounds.

— MR. BRIAN HARWOOD, First Avenue, Farlington, Portsmouth

Echo

**NB** The claim of Vivisection is not correct for the word means "on live animals". The frogs used were not alive, having been humanely despatched. Vivisection would require Government Licence. The original complaint had aspects of "Chinese whispers" about it and had there been an information enquiry of the School prior to going to Press, the correspondent would have been

Informed of the facts. The complaint was related thus: "Anti-vivisectionists claimed they had evidence ...". Hmm – more likely they heard biology students talking about the work and took umbrage. It is almost certain that this was a demonstration activity, using only one frog at a time, for the apparatus then used for the practical work would have been far too expensive for a School to have had more than one set. The complaint as related was, of course, not pleasant, having overtones of the present day Hallow'een excesses, but it was, as Mr Hedley stated, misinformation.

Students having such concerns often do get distressed by what they think is an open-and-shut case, and can become quite agitated, without having seen the facts for themselves. A worthy topic for a Debating Society where both sides would be well-prepared by undertaking appropriate research beforehand.

This is a more weighty problem, not because it is of curricular resonance, but because at the time, there was a national movement, a swing against such practices. But that was informed by the frequently seen sights of laboratory dogs and monkeys being subjected to experiments involving the forced inhalation of cigarette smoke and subjection of other animals to eye treatment with facial

cosmetic and other cutaneous treatment substances. Those scenes were certainly effective in evoking horrified reactions in the experimental subjects. The public reaction inevitably included under a legitimate banner, feelings of a reasonable protest movement being hi-jacked by perpetrators of a wide variety of opportunities of nihilistic disruption, often with disruptive violence and criminal damage.

Most protest movements eventually do have some benefit, and this kind of reaction was in that league. Animal testing of products and surgical procedures was certainly a requirement in law, and may still be so (Nov. 2021). Then, entry to Medical, Dentistry, Veterinary degree courses commonly included a Biology “A” level with experience of dissections – on dead animals, of course, progressing in the undergraduate course onto cadavers. Dissections have largely disappeared from “A” level courses as a matter of requirement, and at GCSE level, there is likely to be no more than a simple heart or lungs examination – numbers, of hearts at least is likely to preclude whole class activity and, even when included for a teacher demonstration, they will have been subject to the meat inspector’s knife to open (to be sure of no parasite or disease infections.) Even those which have not been too damaged by the knife, will bear little resemblance to the best of textbook diagrams.

The Nuffield “A” level science syllabus revision were well underway when the protest over alleged Vivisections was made. I know from personal experience what a boost these new syllabi had on practical experience expectations and the huge interest they generated into Biology as an “A” level subject. But it wasn’t specifically the dissections that were the subject of protest, as the availability of affordable equipment to use in physiological work, and in this case, I refer to the Kymograph, kit that made possible work in Schools that dispensed with the old dirty, smoked drum collection of data from physiological tests, then still in use in Universities. When this instrument became available in Schools and Universities, it’s all-inclusive management resources saved a huge amount of preparatory time, and was a God-send.

The animal-sourced-materials commonly included frogs, then in plentiful supply, but soon to dwindle as collecting them from nature had depredatory effects on population numbers. Before being used in experiments, the frogs were killed, in a simple two-way process that involved no chemicals or anaesthetics – they would have had subsequent effects on the physiological responses tested and thus negate the point of the task. That process involved knocking them out and then a process called pithing, which destroyed the brain and nerve cord. That, it might surprise you to be told, would cause the frog no pain as there are no sense cells in the brain or nerve cord. It had to be done just prior to the experimentation however, and was best not seen by the students. It is at that point, that the angst arose in students, from which the protests emerged. The dead animal had no brain function, could not move, but it’s undamaged heart, lower body & leg nerves were still capable of responses. This is broadly equivalent to the reality that a heart, extirpated from a fresh cadaver, can be transported elsewhere to a transplant recipient, yet still be regarded as alive.

Using such techniques was a demonstration process, although because with suitable care, the frog’s heart and nerves and leg muscles could be kept active\* for many hours, students could undertake some tests on the specimen, under supervision. \* “Active” as in alive, as is the case with transplanted organs kept “alive” for many hours in transit to the destined recipient.”

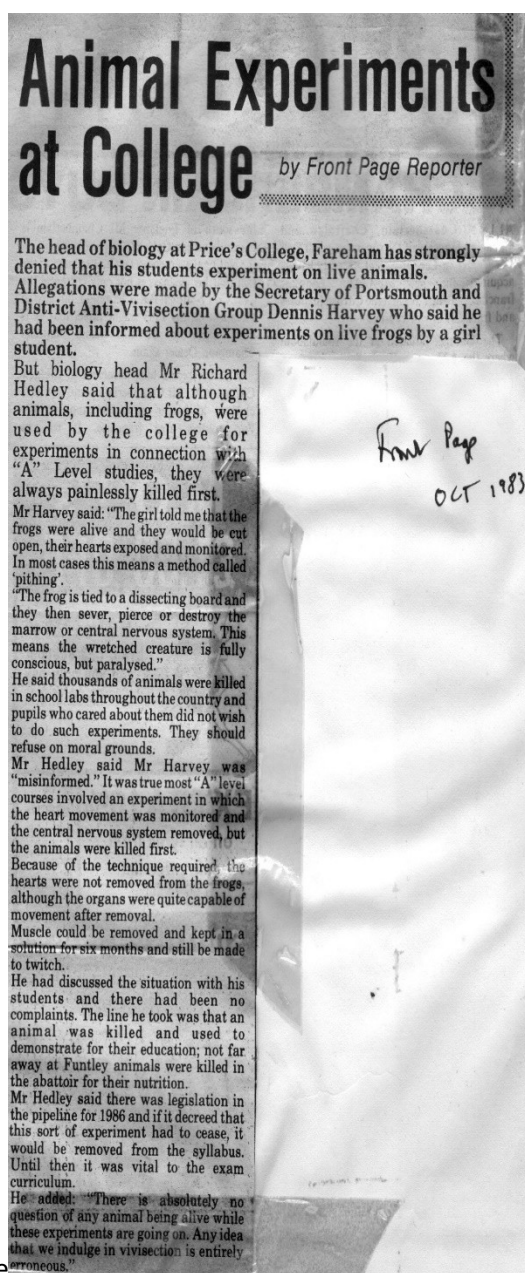
That phase lasted for a few years but the general cost of the equipment precluded many schools from having such kit, and many older teachers would not have known of its use. My teaching career started in 1966 and, Mr Hedley joined Price’s School in 1961, so was in the peak of such controversial matters. In my classes, students had the chance to opt-out of such work though,



hearing from the others, the few such people not uncommonly became interested in what was going-on and eventually joined-in. Their choice, always.

Towards the end of the 1980s, and after many years with expression of such concerns growing eventually the arrival in Schools of suitable Video demonstration films and later with newer computer programming techniques, students had opportunities to conduct a whole series of virtual such investigations on models, without any distress incurred – the effects of anaesthetics, hormones such as adrenalin, changes in heat could all be “discovered” in the classroom, at no further peril to the frog population!

29/10/83



For protestors, it is far easier to make the noise than to listen to the explanation. This has been a process that has evolved with new technologies. But the lack of dissection techniques on locusts, cockroaches, slugs and snails, earthworms and leeches, dogfish, pigeons, mice and rats etc, has not helped undergraduate medical or biology students along their way. Even in the Universities' the amount of cadaver dissection in undergraduate Medicine courses has diminished greatly.

01/02/79



The Nuffield Science era with its elevated levels of funding School Science, was behind the physiology equipment as described above, and it provided access to other new resources such as the Spirometer shown here, also using the rotating drum of the Kymograph on which to record aspects of breathing rhythm. These were experiments on students, without, in those days, needing a Parental consent signature, though there were risks associated with the re-breathing of air from the wedge, if

the Carbon Dioxide absorber failed to extract that gas, leading to narcosis - another piece of kit which attracted great interest from students and popularised Biology lessons beyond flower structure and Amoeba's asexual reproduction!

David Goldring, retired Biology teacher.



May 1984

**Teachers pay war spreads**

**3,000 TO JOIN MONDAY REVOLT**

THREE thousand more Hampshire teachers will join the classroom war against their three per cent. pay offer when term starts on Monday.

Members of Britain's third largest teaching union — the Assistant Masters and Mistresses Association — have agreed to black management organized activities.

At their national conference at Bournemouth, they voted to stop supervising pupils during lunch-times and breaks.

The teachers were recommended not to attend staff or parents' meetings after school from April 30.

Hampshire Branch Secretary and executive member, Mr. Roger Jenkins, said that the union would be holding a national ballot next week to decide whether or not to cover for absent colleagues.

"The A.M.M.A. has one of its largest memberships in Hampshire," he said.

"We never order our members to take action — we recommend a course of action which is usually followed by everyone."

Mr. Jenkins, who teaches at Price's College, Fareham, said that union representatives would be meeting M.P.s and Hampshire education committee members.

He added that the dispute could end soon: "I can't see why the English and Welsh teachers cannot come to an agreement when the Scottish teachers have done so already."

The A.M.M.A. is recognized as a moderate union which rarely strikes.

"The last time the union was on strike was in the 1920s when Hampshire refused to adopt the Burnham pay scale," said Mr. Jenkins.

**By JANETTE WHALEY**

**Ed:** Classically, teachers have been reluctant strikers although, at this time, across the profession and in all of the Unions / Professional Associations, feelings were running high. It was the occasion of a reasonable offer to restructure the pay scales in return for a specified list of responses, not the least of which was an insistence on a certain number of days / hours worked. That number included attendance at Parents' evenings etc. But the outcome of it was that many teachers

decided to work just the specified hours and not a bit beyond. And that was to the considerable disadvantage of after school activities, most obviously at the expense of inter-School sport. Even nearly 40 years on from that time, the situation has not really recovered in State Schools, though the Private sector is probably better-off. An overlaying of increased levels of responsibility re: child-safeguarding has not helped. Why bother to put yourself at risk when it is not a contractual responsibility is the general philosophy! That having been said, there are still many ways that teachers do undertake extracurricular activities.

At that time, as a member of a teachers' Union, I was under pressure to conform to Union rules, and take part in the strike. As a Parent, I did not want extracurricular activities to be interrupted. Both of my children were involved with the Chess activities I organised. These happened on a Friday evening, at a Centre in Bristol, and not at any School. My overall decision was a mixed one — I was on strike for the lower School, non-exam classes, but I was there for the "O" & "A" level classes, and I carried-on with the Chess activities. I got a letter of admonishment from the Education Authority, and also from the Union, and no thanks from anyone!

It is worth reading the two major contributions from, respectively, Charles Tuck, and his Cricket team tour of the West Indies in 1975, and also, in the Chapter of "Spirit of Adventure" to read about the hikes in 1947 & 1948, to Scotland and back by two 17 year-old boys and then later, in the mid-1960s, read about the series of hitch-hiking races to Land's End — none of these had any Staff

involvement! It would be interesting to read a series of Risk Assessments and safety considerations for each of these activities.

## **Moving On**

The work of the College continued, with successes on all fronts. But there were further dark clouds on the horizon. There were concerns over the shrinking size of one of the local, 11 – 16 Secondary Schools, and of Price's College seeming to function as a Sixth Form Grammar School, with little to offer to students of a less academic inclination. There was some attempt to remedy this with the introduction of Secretarial-related courses, and these achieved some popularity, but parallel efforts for more of the "boy" orientated courses proved an expensive commitment for the low numbers they attracted. Moreover, there were concerns for overlap with and competition with the Fareham Technical College re: provision of basic IT related courses. An outcome was that the latter should default to the Technical College.

Time was moving-on and with increasing pressures to resolve the overall accommodation problem, moves were set underway towards the establishment of Fareham College in 1984, bringing together under central management the former Technical College and Price's College, on the Bishopsfield Road site. Part of that site was sold to building developers and that income funded the development of the CEMAST site in Gosport, where engineering-related courses are held. The rest of the site was given to the construction of new buildings for the other provisions of the Fareham College entity that prevails to this day. The Fareham College is focussed on the provision of Vocational courses; there is no provision in the Fareham area for traditional, academic type "A" level candidate.

# Fareham schools shake-up cleared

ONE OF the biggest classroom shake-ups to take place at Fareham received the go-ahead today from Education Secretary Sir Keith Joseph.

Sir Keith has approved Hampshire County Council plans which will mean:

- The closure of one of the borough's most popular schools.
- Reorganization and new identities for two more.
- The amalgamation of Price's Sixth Form College and Fareham Technical College to form a tertiary college for 16-19-year-olds.

The reorganization scheme for

By JANE HUNT

secondary education in the borough has been under public discussion for more than a year. It has been brought about by falling school rolls.

Today, the heads of two schools affected by the changes welcomed Sir Keith's approval.

Mr. John Hester, head of Bishopsfield School, where the rundown to closure will begin at the end of the 1984 summer term, said: "His decision has come at the right time. Although staff morale is high, tensions have been rising because everyone wants to know what the future is."

Bishopsfield will have no new intake of pupils next autumn. St Anne's and Fareham Park schools will close, and reopen on the same sites with new names and changes in staff. Children who would have gone to Bishopsfield will join their classes.

Staff jobs were protected, and interviews for posts at the revamped schools, including the headteachers, would begin shortly, said Mr. Hester.

The new tertiary college will eventually be established on the adjoining sites of Fareham Tech and Bishopsfield. Price's College buildings will be vacated when the changeover is complete.

Said Mr. Carpenter: "The eventual tertiary college will be one of the best educational institutions in the country. I believe Fareham will be proud of it — if we keep our nerve and don't panic."

He stressed the support of governors for all those involved in the upheaval, but said no one should become obsessed with the problems. It was vital no one suffered because of the merger.

Mr. Carpenter also warned young people against not bothering about exam results because of the tricky jobs situation.

He added: "We owe it to ourselves to do the best we can, but there is clear evidence that those who work hard and achieve the necessary results do find jobs."

Support and high hopes for the proposed tertiary college were also expressed by county councillor Mrs. Jo Collett, chairman of the technical college governors.

She and college principal Mr. Leslie North thanked employers for their support.

Top award went to electronics student Adrian Edwards, of Elson, Gosport. He finished second out of 1,819 candidates nationwide to win the coveted City and Guilds silver medal. He missed the gold award by just one mark.

**FAREHAM TECHNICAL COLLEGE**

**OPEN EVENING**

**for 5th form pupils and parents**

Pupils in the 5th Forms of secondary schools in the Fareham and Gosport area and their parents are invited to visit the Technical College at any time between 6-8.30 p.m. on

**FRIDAY NOVEMBER 25 1983**

You may see College facilities, meet members of the academic staff and obtain information about the opportunities available in Further Education

General Education: G.C.E. and Certificate of Further Education - Computing - Engineering - Sciences - Mathematics - Business, Secretarial and Commercial Studies - Art and Fashion - Hairdressing - Pre-Health Service - Pre-Nursing and Social Care - Home Economics

**FAREHAM TECHNICAL COLLEGE**  
BISHOPSFIELD ROAD  
FAREHAM

**FRIDAY NOVEMBER 25 1983**  
6-8.30 p.m.

This advertisement effectively sums-up the demise of the Price's enterprise. The College set-out to run "A" level courses, and to continue to offer lower School and GCE "O" levels to the rump of the Price's School 11+ entries. It had to contend with an increasing number of resit courses and the widening range of 16+ entries made further demands on the range of the "O"

levels offered — that slowly extending into vocational courses marketed on a classical gender basis — commercial skills for girls and engineering type courses for the boys. It was probably the low uptake and hence increased *per capita* costs that eventually led to the final solution, strongly in favour of vocational courses that could also be extended to post-16, and post-18 clients. A tidy arrangement for those needing a non-academic training. The Fareham Tertiary College has been OFSTED rated as very successful.



The notice of demolition below has had a major impact on the motivation of past Pupils and Students to continue their association with the Price's era. Changing from Grammar School to Comprehensive Sixth Form College was the first adjustment needed, and then from P6FC to Fareham College was the most effective blow. Demolition of the site in Park Lane has meant there is almost nothing left to impress on locals or passers-by, of the history of the School. It was the final act with very sad psychological consequences.



## WILLIAM PRICE CHARITABLE TRUST

Dear Householder,

You are most probably aware that as from 31st July, 1989, the Price's site in Park Lane will cease to be used by the Fareham Tertiary College and the Hampshire County Council will therefore end its tenancy.

Since the assets of the William Price Charitable Trust are required by law to be used for educational purposes, it has been necessary for it to be reconstituted into a 'grant making' Trust. In consequence the site will have to be sold and the capital derived invested for this purpose.

The precise nature of how the site will be redeveloped has yet to be determined and the Trustees have been advised that it could be as long as two years before all the necessary planning and consultation procedures are completed.

Because of this and due to the very considerable cost and difficulty of insuring the existing buildings, which are in any case of no value for any foreseen development, it has been decided to proceed directly with their demolition.

We are sure that you will agree with the sense of this decision since to have the buildings steadily deteriorating, possibly open to intruders and subject to vandalism and decay is not in the best interests of the locality.

It is the intention of the Trustees to participate, as far as possible, in the redevelopment of the site and we wish to assure you that we are aware of the concerns of the local residents and will do our best to be mindful of these in the subsequent proceedings.

**R.A. Miller**  
(Chairman of the Trustees)

**D.C. Thatcher**  
(Clerk to the Trustees)

Any correspondence or enquiry concerning these matters should be addressed to:

The Legal Advisor to the William Price Charitable Trust,  
c/o Messrs. Brutton and Co. Solicitors, West End House, 288 West Street, Fareham, Hants PO16 0AJ

21st July, 1989

## 2M COMPLEX FOR COLLEGE

A MASSIVE building programme, which could ultimately cost well over £2m, is in the offing for the new Fareham Tertiary College campus.

It would eventually mean a huge additional complex linking the present Technical College and Bishopsfield School, which are to form the basis of the Tertiary starting in September.

Although Technical College vice-principal Mr. Donald Richards said the new building would be needed to cope with administration plus the influx of students when Price's College closes, the County Council are still being cautious.

The Education Department in Winchester will only acknowledge they have embarked on a tentative scheme for extensions next year costing £775,000.

And they say much depends on the future of Price's College after it is vacated.

Mr. Richards said he was aware of the £2m scheme in the pipeline to link the College and Bishopsfield, whose pupils will be transferred to St. Anne's Comprehensive in September, by building over the car park.

He said: "It will have to be a substantial building because we already have 700 full-time students here and there will be another 1,100 coming from Price's. We could end up with 2,000 full-time students."

"On top of that you must add 6,000 part-time students and the 4,000 on day release."

A county council spokesman said: "We are still having discussions concerning the future of Price's College and a development to link Bishopsfield and Fareham Technical College is only likely to take place when Price's has been sold."

"However, Price's is tied up with several charities and is not solely Hampshire Council's responsibility."

"People discussing the £2m project are really whistling down the wind. When it comes down to it they will probably need more than £2m."



## New college has everything but a name

### CHOICE FOR STUDENTS

THE BIGGEST problem facing Fareham's new college will be finding a suitable name for it, says the man who will be the college's first Principal, Mr. John McNabb.

He wants something short and snappy and with Fareham in it.

News - Tues May 8th 1984

The new tertiary college is being formed out of an amalgamation of two others and a school as part of the reorganization of secondary education in the town, caused by falling birth rates.

It will be the biggest tertiary college in Hampshire with about 230 full-time staff, nearly 1,700 full-time students, 1,000 part-time day students and thousands more adult education evening class students.

But the fact that Mr. McNabb (49) is only worried about the name shows that he is confident that everything will go smoothly when the college opens on September 1.

Mr. McNabb, who will be in charge of 34 subjects at A-level and this will give young people the chance to choose exactly what they want. I will try to bring together the best of the former sixth-form college and former technical college.

"The new college will also work closely with the community. It will be the most stimulating and exciting challenge that I have had," says Mr. McNabb.

It will be his third role as principal. Before moving to Fareham he was head of further education colleges at Kingston upon Thames and Eastleigh.

Mr. McNabb was born



● The new Principal of the tertiary college at Fareham, Mr. John McNabb. — Picture 0618-1.

in Liverpool, went to school in Wales and read history at Cambridge University. After National Service, when he became a 2nd lieutenant in the Royal Artillery, he worked as a reporter on a Lancashire evening paper for several years before moving to further education.

An opera fan, he is interested in food and wine and prides himself on his cooking. His other hobbies include tennis and squash.

Married, he has three children, aged from 20 to 24.

**Ed:** And with it, or without, in this case, it didn't have much of a future, destined to be closed after 10 years, in the fulfilment of yet another educational philosophy dream.

True that much of the Price's School tradition had gone, but there was much about the College era that was laudable, as it endeavoured to adapt to current educational trends. No fault of the College that it was born into an era of frequent educational change, and with a heavy-breathing ghost on its back.

### The questions that have to be answered are:

1. Might there have been a **better way forward** from 1974?
2. Are the educational needs of the **Fareham area better served now?**
3. In a context where there was no Price's School to be conscious of, **would the College be considered to have been successful?**
4. In its current incarnation as a Tertiary College, is there evidence that **aspects of its curricular package are closer to the original intent of William Price**, in providing basic skills for the disadvantaged of the Town?
5. At **what critical stages** in the evolution of the School – College, was there evidence of narrow-thinking, "head in the sand" type of, management and governance?



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Others:

According to submissions attributed, where known. Apologies for any attribution, source unknown and not listed.

## Chapter sequence in the Lion Pride

Chapter No.	Title	Pages	File Size (KB)
1	The Cultural Life of the School	43	6630
2	Introduction	11	4030
3	Boarding and up to 1949	44	21,285
4	The Buildings	47	136,380
5	The 50s, 60s and 70s.	56	7,236
6	Extracurricular Life of the School	45	7,230
7	The Charity School and the Family Price	50	3,901
8	The Cadet Force	62	21,452
9	Price's Sixth Form College	88	55,700
10	The Major Sports: Football, Hockey and Cricket 1 <sup>st</sup> XIs	76	7,388
11	Price's Timeline	13	1,492
12	The Price's (9 <sup>th</sup> Fareham) Scout Troop	65	57,545
13	Minor Sports	112	43,857
14	The Library	21	14,578
15	Athletics and the Steeplechase	26	3,769
16	Spirit of Adventure	45	19,214
17	Academic Performance	66	12,925
18	The Lion Magazine and Other Publications	46	12,925
19	Price's Creators	142	30,009
20	The Old Priceans	76	17,703
21	The Tercentenary Celebrations	53	40,099
22	Religion in the Life of the School.	36	11,634
23	A Portrait of William Price	13	2,500
24	Closing Thoughts	11	23,214