

WORDSWORTH 2020





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Contents

- [4. Editor's Welcome](#)
- [5. Headmaster's Letter](#)
- [6. Chaplain's Letter](#)
- [7. Head Boy's Letter](#)
- [8. Senior Prefects](#)
- [12. Jewell House](#)
- [14. Martival House](#)
- [16. Osmund House](#)
- [18. Poore House](#)
- [20. Ward House](#)
- [24. Great Yews](#)
- [26. Twitter Highlights](#)
- [28. Lower School Sports](#)
- [30. Middle School Sports](#)
- [32. Sixth Form Sports](#)
- [34. Sports Beyond BWS](#)
- [36. Politics Society](#)
- [37. General Election Hustings 2019](#)
- [38. Japan Tour](#)
- [40. Latin Trip 2020](#)
- [44. Prizegiving](#)
- [46. William Shakespeare's Long-lost First Play](#)
- [48. Racing](#)
- [50. Bishop's and the Cathedral](#)
- [52. Views of BWS and Salisbury](#)
- [54. A Dickensian Digression](#)
- [56. Debating Society](#)
- [57. History Society](#)
- [58. BAYS](#)
- [59. Young Medics](#)
- [60. Year 12 Higher Education Day](#)
- [62. Two Great Uncles and Two World Wars](#)
- [64. Jazz Band](#)
- [65. The Choir](#)
- [66. Public Speaking](#)
- [68. Christian Union](#)
- [70. Maths](#)
- [71. A Mathematical Curiosity](#)
- [72. Moving On](#)
- [76. From the Archives](#)
- [78. The Labour Party - Where Now?](#)
- [80. DofE at BWS: Going for Gold](#)
- [84. Charity Committee](#)
- [85. Volunteering: historia in caritate](#)
- [86. Unsong Heroes: The Canteen](#)
- [89. Arkwright Scholarship](#)
- [90. About the Cover](#)
- [92. BWS MUNSC](#)
- [93. Lawn Sports](#)
- [94. History Blog](#)
- [95. Geography Society](#)
- [96. Art Gallery](#)
- [98. BWSPA](#)

Wordsworth 2020



Editor's Welcome

I think it would be fair to say that no Wordsworth has been published in a more turbulent time than this. You would be forgiven, therefore, for expecting this year's magazine to be an echo of the current trauma, a "pandemic press" of sorts, but that could not be further from the truth. In fact, this is one of only three features in the entire magazine that even acknowledges the epidemic. Instead, Wordsworth 2020 is a testament to the exceptionality of everyday life at Bishop's, a celebration of our past and a source of hope for the future.

It is easy to miss how remarkable life at BWS can be when you are here day in, day out, but remarkable is what it is. As I write this, I have just finished editing the last article and it strikes me that ninety-six pages simply doesn't feel like enough. I'm sure I speak for my predecessors and successors when I say that filling the magazine is never a problem. The difficulty is in putting together the right array of features that showcase the broad talent of the school, from sports, to academia, to creative pursuits.

"...Wordsworth 2020 is a testament to the exceptionality of everyday life at Bishop's, a celebration of our past and a source of hope for the future..."

And it is not only in the content that Wordsworth 2020 reveals the talent of the students at Bishop's but in the magazine itself. It is in the quality of the writing, from the witticism and readability of Adam Pinnock's article on the Jazz Band (p. 60) to the masterclass in accessible academic writing that is Will Armstrong's piece on Gabriel's Trumpet (p. 67). It is in the fantastic photography of the likes of Jake Kneale, supporting articles throughout. It is in the professionalism of the design, for which we must thank not only Penny Calvert (the best designer we could possibly ask for), but students Sam James and Dan Parsons. In addition, our thanks go to Sam and Dan for once again designing the cover; a masterpiece in its own right.

With all this talent at our disposal, we have managed to move the magazine forward once again, building on the foundations established in 2019 with Curtis Leung as editor. Using the formatting established last year to maintain consistency, we have changed the theme colour this year to green, the green of Osmund house. The other houses need not feel cheated; we intend this to mark the start of a five year series of Wordsworths that will work their way through the five houses colours.

In Wordsworth 2020, what I hope we have produced is a magazine worthy of a school like Bishop's. All that remains is for me to wish the next Wordsworth committee well in continuing this great Bishop's institution and invite you to enjoy this year's magazine.

- Ben Blackburn, Editor 2019/20



Headmaster's Letter

The 130th year of Bishop's School has brought with it a further increase in the number of boys as our current expansion moves into Year 9, and that theme of change is reinforced by this year being the final instalment of collaboration with SWGS.

The anniversary was marked by our January cathedral service, where the Bishop of Salisbury spoke of our place in the world and the importance of keeping faith in an ever more fractured future. It really does feel, to me, as though we are on the edge of a really exciting period of development – one which will both shape the school and illuminate its path for the next few decades.

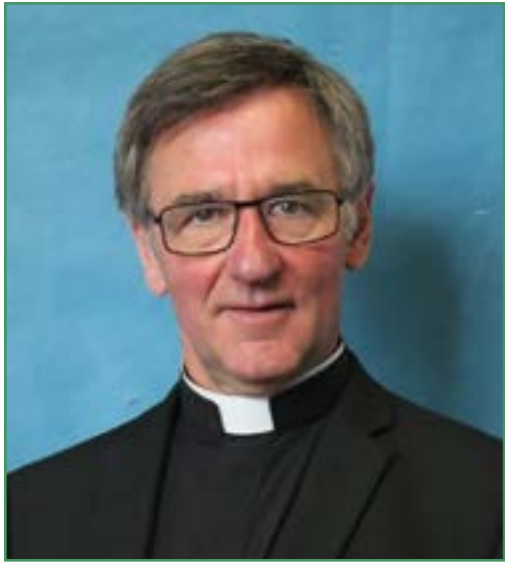
It is great to start a Wednesday by singing a rousing hymn with a hundred or so Bishop's young men. September 2020 will see the first Bishop Wordsworth's girls join us since 1927 when the new grammar school on Stratford Road opened. It is a very exciting prospect, and as I write, we have the year 12 application data hot off the press; just under 100 female students have completed online applications to join year 12 at the beginning of the new academic year. All of the time and effort spent publicising the change in our admissions and spreading the message about the superb BWS offer seems to have paid off, and I can't wait to see the positive impact that Sixth Form girls will surely have on the whole school. Academics, sports, music, arts, extra-curricular, leadership – female students will play a full part in school life, and the school will benefit hugely as a consequence.

"It really does feel, to me, as though we are on the edge of a really exciting period of development.."

In the meantime, we have a period of preparation, during which we lay the foundations for a bigger Sixth Form and changes to our modus operandi to cope with growth and co-education. Our freedom to innovate following the end of collaboration has enabled us to introduce a new structure for the timetable and curriculum; for the first time in 20 years, we can redesign the school day to make it more fit for purpose and allow more effective use of our specialist facilities. That is important as numbers grow, and we await further building developments.

Preparation is one thing, delivery is another. The record number of boys on site put us at the top of the pile in terms of academic performance at both GCSE and A level – and the latter is reflected by superb university entrance, as usual. That is fantastic to celebrate, but just as pleasing were sports, debating, drama, music, arts, Olympiads and a myriad of trips and competitions. The school's presence on social media is already formidable and is growing further, and just a brief foray into the digital domain gives a rich picture of daily life here. It would be easy to take all of that for granted, but that would be a mistake. Wordsworth 2020 will, I am sure, do full justice to a year of frenetic activity. Enjoy the read!

- Dr Stuart Smallwood



Chaplain's Letter

The cathedral service in January marked the 130th anniversary of the founding of BWS by John Wordsworth almost to the day. It was a great privilege to have the current Bishop of Salisbury, the Rt Revd Nicholas Holtam, give the address and inspire us as we move on into the future.

The rest of the cathedral services have, as usual, been very special occasions. For our Creationtide service in October, Dr Smallwood talked about the reintroduction of the red kite; Ven Martyn Gough (Chaplain of the Fleet and Archdeacon for the Royal Navy) gave the address in November for a remembrance service; pupils from throughout the school led the entire service in February and reflected on love.

The new timetable for 2019-20 has given a far more stable pattern to the year group chapel services at the start of the day, with each year group now having a set day. A wide range of themes have been explored with input from members of staff and pupils. It has been good to see an increasing number of local clergy wanting to come into Bishop's to take these services. The singing is good and, bucking the trend in most schools, it gets better with age. The year 11's singing is excellent. It is great to start a Wednesday by singing a rousing hymn with a hundred or so Bishop's young men.

"It is great to start a Wednesday by singing a rousing hymn with a hundred or so Bishop's young men..."

In the Remembrance period, the names of the Wordsworthians on the Second World War memorial were read out. The significant contribution to the Normandy landings made by Wordsworthian Lt Richard Crisp was presented by some of the year 13s. The prayer tree, which was introduced last year, has been used this year for harvest thanksgiving, remembrance and New Year's resolutions.

Due to an increase in numbers, the lunchtime chapel activities have expanded. Tuesday lunchtimes have now been added to the long-standing Thursday slots. The younger boys have very much enjoyed using the new bean bags, which create a rather more relaxed atmosphere as we eat biscuits and explore ideas. The older group, working with 'Big Questions', still use chairs. On Thursdays, with both groups – which can be 10+ in each – the chapel can feel rather small. Or maybe the year 7-9s just need to talk more quietly.

The music department have made their usual significant contribution to the BWS chaplaincy. They sang a wonderful Choral Evensong in October and delivered an excellent carol service just before Christmas. Josh Samuels has developed magnificently as an organist through the year and is proving to be a very reliable and competent accompanist for the year group services.

- The Reverend Andrew Gough



Head Boy's Letter

It feels strange to be writing this article for the Wordsworth already; I can remember the anxiety that surrounded the selection process as if it was yesterday. Of course, by the time you're reading this, the whole ordeal will have been done and dusted for the new cohort of prefects, whilst the 'old firm' are relegated to the back benches of the sports hall to see out their final months here at Bishop's in as much peace as can be had at an ever active and growing school. 2020 marks a new decade, the 131st Anniversary of the founding of the school by Bishop John Wordsworth and brings with it many new and exciting opportunities. The turning of a decade also marks the introduction of girls into the Sixth Form, something I think will only bolster Bishop's reputation as an 'exceptional educational centre, equal to the greatest and best.'

It is a great honour to be Head Boy of such a remarkable school, and it is a role I have found enjoyment in alongside the fairly natural stress that comes with organising 1000+ boys. But it's safe to say I haven't done the job alone. I would primarily like to thank my deputy, Rob Croager, whose never ending enthusiasm for school tours and surprising ability to command authority have been invaluable in this last year. The large team of prefects have all helped to make this school year a great success. Three of the school's showcase events, Founder's Day, Prizegiving and the Carol Service, all ran like clockwork and were extremely well received.

"Veritas in Caritate" – truth in a caring society - pleasantly sums up the last seven years of my life here at Bishop Wordsworth's."

The abundance of opportunities presented to boys of all years and the tireless dedication of teachers to their cohort of students continues to produce excellent results across the board. The house system, in particular, is uniquely important here and allows the competitive nature of students to be released in the numerous house competitions run throughout the year. House Drama, House Music, House Debating and, more recently, House Ping-Pong all help to build social structures across years, implement friendly rivalry and, last but by no means least, continue the esteemed representation of Bishop's. The schools motto really becomes all the more prominent the further up the school you go, and

'Veritas in Caritate' – truth in a caring society - pleasantly sums up the last seven years of my life here at Bishop Wordsworth's.

So I am sad I am leaving, but the Head Boy's badge shall be confidently passed into the safest of hands, and I wish them best of luck with it, rising to the challenge of pursuing the ethos that we are all so proud of. My thanks to the brilliant editing team, led by Ben Blackburn, who, I'm sure, will make this Wordsworth edition better than ever before.

Time certainly flies when you're having fun.

- Henry Dix

Senior Prefects



Cathedral Prefect, Jack Travers, Head Boy, Henry Dix and Deputy Head Boy, Rob Croager



Wordsworth Editor, Ben Blackburn, Chair of Sixth Form Council, Jack Beaver and Chair of Charity Committee, Matt Gray

Canteen Prefects: Harry Clarke, Archie Young, Will Waterhouse, Noah Main and Sam Pike

Heads of Houses: Tom Avant, Chris Chaddock, Joe Feest, Matt Smith and Joe Paden



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J House won the Year 10 Boules Competition



Duke of Edinburgh prefect, Thomas Brewis-Watters, is a proud member of Jewell



Enthusiasm and creativity is the mark of students in Jewell



JEWELL

- JOE PADEN, JEWELL HOUSE CAPTAIN 2019/20

FROM THE HOUSE CAPTAIN:

I joined BWS in September 2013. I was put into Jewell house, and unlike 2 of the other House Captains, I remained loyal to my roots, proceeding to take over as House Captain after the Easter term in 2019. Being selected as the House Captain was an incredible honour for me as it was always a position in the school I looked up to as a “bridge” between students and teachers, and I hope that the next House Captain for Jewell will have as much of a good time doing it as I have this year.

Jewell house itself is, at time of writing, 3rd in the house standings and slowly rising. Through a stellar effort from all of the forms, we have won a multitude of things this year, from pizza lunches for 8J, to 1st place in the year 7 boules competitions. Jewell house has, unfairly, been known as the winner of the participation award for a number of years now. Our last House Cup came in 2008, but this still means that our house is actually credited on the House Cup where some houses, particularly O, have

yet to have had the honour. Any sane Bishop’s boy understands the rivalry during the two most eagerly anticipated events on the school calendar: the House Music Festival and Sports Day. As a house, we aren’t gifted with athletic prowess, and this has been reflected in our previous Sports Days. However, Sports Day 2019 saw a number of forms take home the top prize for their specific year groups, the most notable being the Jewell Sixth Form, and winning through a hard fought effort up at the field. The House Music Festival is a different story. Through the angelic voices J has been gifted, we secured the people’s House Music Festival Champions, despite being robbed of the actual title. Nothing beats the loyalty and sense of pride each Bishop’s boy feels when his house is on show.

Being a J house pupil for so long has given me a sense of family. Granted, it’s a cliché thought but nonetheless true. The friends that I met on the very first day of school have been some of the best friends anyone could ask for. This is something that, no matter what house a year 7 is put in, he will experience, along with a sense of pride and loyalty.

- Joe Paden



FROM YEAR 7:

When I first discovered I was in Jewell, I was confused. I had only ever heard of two houses, Martival and Osmund, through my friends who were already going to Bishop Wordsworth’s. There were a lot of intense and extremely bias views of Jewell from their points of view, but soon, I found that they were untrue and ignorant about Jewell. Really, as soon as I mingled with my classmates, I realised the first thing Jewell was about: kindness. Everyone was kind to me, especially since I knew nobody in my form at the beginning. I also realised that Jewell was about courage, mixed talents and endeavour. So far I have enjoyed being in Jewell house, and most importantly, I am very proud to be in Jewell.

- Siddharth Rokade

FROM YEAR 13:

Throughout the years, 13J’s academic experience has been somewhat akin to a New Year’s diet, starting off the year excited and driven to succeed, before inevitably crashing off after 1-2 months, elbow deep in a tube of Pringles and slurping on a Ben and Jerry’s. The diet has always been pushed back, swiftly becoming “next year’s problem”. The challenge with Year 13 is the inherent lack of a “next year” so this year, I have found myself and my form to be more academically driven than ever before. No more putting off the hard work.

13J has seen no shortage of success throughout the years, winning the year 8 chess competition and the year 10 boules competition. The croquet team encountered some success when jacked-up on custard creams and watered down lemonade, securing both 2nd and 3rd place in the prestigious event. These competitions all help to win house points before the inevitable throat punch of sports day swiftly terminates our house cup dreams. I conclude with three simple Latin words that sum up 13J’s time at Bishop’s. Venimus. Vidimus. Vicimus.

- George Naylor



Martival has experienced success in the annual distinction competition



Martival continues to excel at sports



M House Prefects



Art work from Elliott Simpson, 13M

MARTIVAL

- MATT SMITH, MARTIVAL HOUSE CAPTAIN 2019/20

FROM THE HOUSE CAPTAIN:

M house has been my home in school for nearly seven years, and I would like to say what an honour it has been this last year to represent it as 'Head of House'. It is well known throughout the school that Martival house is unusually talented in sporting pursuits, especially when it comes to Sports Day. Nevertheless, this does not mean that M House students do not do well in other areas, such as academics. With the new non-academic distinctions/house community awards coming into place this year, there's no reason to say that we won't do brilliantly in this as well as our academic achievements. In my regular house assemblies, I've tried to place a strong emphasis on motivation and determination, looking to succeed in school life. However, understanding that winning isn't everything and being able to accept failure is also crucial in life. Martival students understand that, purely by taking part, we are giving ourselves every chance to pick up house points, and this mind set enables us to compete and perform well. As I'm writing this, Martival is second on the leader board, and as usual, we will wait until the last possible moment, at

Sports Day, to pull it out of the bag and take the house cup as our own.

M House is a truly well-rounded house. Year after year we are at the top end of the house table, with students excelling in all aspects of school life. Students in M house show effort, determination and teamwork, supporting each other to the final hurdle. Other houses can only dream of matching the consistency shown by Martival's eight Sports Day triumphs in the last decade.

- Matt Smith

FROM THE SIXTH FORM:

For me, the last two years have been defined by two things: my A-Level studies and my role as one of 8M's prefects. As part of the role, we have given a series of lessons to the class aimed at raising awareness of mental health and its impacts on day to day life, including the stigma and misinformation that is closely associated with the term.

In July 2019, sixth formers from Martival were involved in the year 7 Great Yews Trip, a trip that has become a staple for new students, with



the most memorable moments always stemming from the 'Wide Game'. The last edition was no different, with one sixth-former, who would rather not be named, leading his group into a thorn bush. There they would remain until a search party led by a few of the other boys found them some hours later.

Martival's sixth formers have also proved instrumental in the organisation and creation of new societies and events for boys throughout the school. Boys have been heavily involved with running weekly debates and sourcing lecturers for both our History and Politics societies, which have both seen increases in popularity throughout the year.

- Sam Tomlinson

FROM YEAR 7:

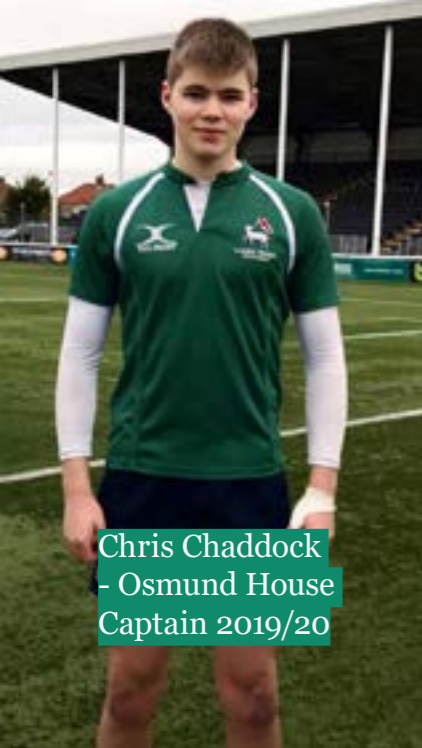
Joining Bishop's was a little scary to start with, but it's been so much fun. It's not just the traditional subjects from primary school; you have lessons in subjects like Latin and DT. Bishop's also offers a wider range of languages and musical instruments which you can choose to learn. My favourite subject so far has been science as it's amazing to learn about our bodies and the world around us. Problem solving and questioning in maths is also really interesting. At the start of the year it is hard getting used to homework being set every day, but once you get used to the routine, it becomes much easier so don't worry.

- Ruben Gentle

WHO WAS ROGER MARTIVAL?

Our very own Roger Martival was a medieval Bishop of Salisbury in the 14th Century. He was a well-respected scholar and pastor who was involved in the construction of the UK's tallest cathedral spire on our nearest neighbour Salisbury Cathedral. Roger Martival is an inspiration to all those who strive to have his curiosity and scholarly approach to learning.

- Matt Smith



Chris Chaddock
- Osmund House
Captain 2019/20



Osmund House Prefects



Osmund is a
welcoming house

OSMUND

- CHRIS CHADDOCK, OSMUND HOUSE CAPTAIN 2019/20

A LETTER FROM THE HOUSE CAPTAIN:

Having been at Bishop's since year 7, but newly recruited to Osmund house in 2019, I quickly understood and appreciated what this great house stands for and the values that are shared throughout the school. I entered a house with a strong community feel and a desire to succeed in all aspects of school life, such as academic competitions and sport, with the overall intention of finally winning the house competition and obtaining a long overdue House Cup dressed in Osmund green.

I like to think that we as a house follow Bishop Osmund's legacy; he was an integral part of Salisbury's development, and we look to continue his ambition for progress within our house to triumph in the house competition. Although the House Cup seems out of reach for this year, I don't doubt the perseverance of everyone throughout the many forms, and the remaining competitions, including sports day, will provide one last opportunity for them to get involved and enjoy representing us all regardless of the overall result.

A big thank you has to go to the prefects this year, who have helped things run (relatively) smoothly. With an already difficult job made harder by having fewer prefects than the other houses, we needed a consistent involvement that then contributed to so many aspects of school life and younger student development.

I asked the boys, in their opinion, what are the values of O house. With similar responses from all forms in the school, words like "support", "integrity" and "carrying on" were highlighted. This firmly shows what being in Osmund means to them, and I have been nothing but proud to represent this house and those values this year.

- Chris Chaddock

JOINING O HOUSE:

When I first came in, the reception was great even though the place was almost empty apart from year 7s here and there. I came in the day before the school began for year 8 and up. We were given a look around and introduced to some staff, including my 7O form teacher, Mr Vaughan. He's a really nice guy and teaches



Maths to us on Wednesdays, Thursdays and Fridays. I was really looking forward to the first (or second, technically) day at BWS! I remember being nervous, mostly about the supposed "huge" supply of homework you get in a grammar school. But it's an okay load- none on the first week and then around twelve pieces of small homework a week at the last count (yes, I count homework), as well as the occasional revision or essay (small ones, don't sweat!). Friends are easy to make, especially close friends. The fantastic staff will help you with your school-related business. Just make sure the homework is in on time!

- George Webster

BEING IN O HOUSE:

When I joined Bishop's all those years ago, I was, by some divine providence, dumped into Osmund house, and my blood has run green ever since. From that day onward, it was mine and my fellow conscripts' duty to win everything and drape our green banner over the silver arms of the much coveted (although very rarely seen) House Cup. Now, while O house may not have won the house competition once during my six year tenure, one would be woefully wrong to say that Osmund is not an icon of greatness and glory within the school. Such victories as my form's notorious year 8 feat of most distinctions and most detentions have served us well as we progressed to the top of the Osmund hierarchy, winning chess war after drama competition after best band (the list goes on, I'm sure). Despite having had the beating heart of O house talent ripped from our body (that being the deputy head boy and the maths prefect) and implanted in the super-group, Ward house, we've kept going, winning minor victories in the House Music Festival and hopefully elsewhere too. We may lack the luck and composition of other houses in 'winning' larger 'competitions', but we more than make up for it with the force of our belief that we clearly should have won (we might not even be last on the scoreboards at the moment so I'd say it's working), and our faith that we'll win the next one (fourteenth time lucky, right?). O house is, without a doubt, the best path to take on one's crusade through Bishop's, and the holy land is in reach this year lads. Bleed Green.

- Rory Maslen

WHO WAS BISHOP OSMUND?

Bishop Osmund accompanied William the Conqueror to England and was the second Bishop of Salisbury. He initiated the building of the first Cathedral at Old Sarum and was one of the Chief Commissioners for drawing up the Domesday Book. He strove to improve the lifestyles of his community and, as a patron, supported mental illness and paralysis causes.

- Chris Chaddock



In House Croquet Archie Young, 13P, came first



Matt Gray, 13P, showing Poore's Drama talents in the school play



Poore house continues to play a leading role in Public Speaking and Debating



Poore jazz musicians from across all year groups

POORE

- JOE FEEST, POORE HOUSE CAPTAIN 2019/20

A WORD FROM THE HOUSE CAPTAIN:

Whilst waiting in the wings to receive the House Cup at prize giving last year, I was told by Josh Eadsforth, who was the previous head of Poore and who did an exceptional job of it too, that it is a tradition at Bishop's for the new House Captain to lift the trophy above his head upon receiving it in a "Bobby-Moore-esque" style. Let it not be forgotten that this would happen in front of what must be over a thousand people crammed into the cathedral, none of them expecting anything but a mundane caterpillar of boys going up to collect their hard-earned prizes.

"Josh, mate, I'm really not sure I want to do that." I say, trying to dissuade him from making me do something which I can only imagine ending in embarrassment. Since the change of prefects happens halfway through the academic year, both Josh and I had some

influence on the House Cup victory. We were, therefore, both invited to collect the trophy. After a brief conversation I manage to convince him that he should lift the trophy- he was in charge for longer than I was during that year so contributed more than me towards P winning the trophy. The logic was flawless, and I was perfectly relaxed.

Time goes by and then our big moment arrives. Our names are called out, and we go up. Josh shakes the presenter's hand and takes the cup. Then I shake the presenter's hand. Hunkey dory, its going great. I'm already contemplating what to have for my evening meal. Then, out of absolutely nowhere, Josh turns around and hands me the cup. The thought of my dinner is quickly replaced with expletives. The feeling of impending doom can only be likened to what you feel when you're walking through the school site and see Dr Smallwood point to your untucked shirt. There is literally nowhere to hide. You stand there like a deer in the headlights, quickly tucking yourself in.



I had no option but to raise the metallic vase two and a half feet above my head. It was a moment of pure ecstasy that, I believe, sums up the entirety of Poore house. A year of hard work from over three hundred boys between the ages of eleven and eighteen had led to this moment. It was a mammoth achievement, won through good behaviour, drama competitions, musical performances, sports day, chess, squash, boules and the list goes on. I am immensely proud to have been part of a house with such character and am honoured to have been chosen to represent it as a captain.

FROM YEAR 7

When I joined Poore House (and Bishop's), I knew I was part of the best house as P has won the House Cup many times. Going into my class for the first time, I only knew one other person, but through the term, you get to know people better. In early October, 7P (and other forms) went to the sports field to do lots of team-building activities. This helped you get to know people better. We also had a great head of house. The school seemed big at first, but you get used to it. You could also forget where your class was but you could go to reception.

- Thomas Walls

As the trophy hung there, suspended in the air, I looked out to the east transept and was hit with the enormity of the huge atrium. A thousand people all looking at me. I was met with what can only be described as a "less than satisfactory cheer from less than ten members of the congregation." Cheering in the cathedral is not the done thing. Fair enough. I didn't expect much more. Nonetheless, I'm extremely glad that Josh handed me that trophy. It felt like my way of giving back to the house. All of my gratitude for Poore house's hard work accumulated into one brief moment of extreme, unadulterated embarrassment.

- Joe Feest



Students in Ward are dedicated to academic and non-academic pursuits alike



2019/20 Ward House Captain: Tom Avant



Ward participating in sports day that was, in 2019, unusually in the school sports field!

WARD

- TOM AVANT, WARD HOUSE CAPTAIN 2019/20

A LETTER FROM THE LEADER

Perhaps the name “House Captain” conjures up two questions in your minds (although it may not): “What is a house?” and “What does it mean to be the ‘captain’ of a house?”. To answer these burning questions, let the House Captain step in (you may call me “Sir”). Each boy at Bishop’s is put into one of five groups, a ‘house’, where they’ll likely meet their closest friends and gain an innate sense of belonging. If I were younger and a massive Harry Potter nerd, I’d use a comparison to the house system employed at Hogwarts, but I have to confess that I find clichés, like mentioning the house system at Hogwarts, extremely contrived and honestly quite boring – they’re like banging your head on a brick wall. The answer to the second question, on the other hand, is more complex due to the fact that I was not a part of the prefect selection process itself. From a sentimental point of view, being a house captain has traditionally meant an awful lot to each and every House Captain

personally, with a great sense of achievement and growth for them during their year, but I certainly hope that my being leadership has been enjoyed (or tolerated) by the very students that make Ward House what it is.

Bishop Seth Ward, who lends his name to our house, was a successful mathematician and I’m sure that he would be smiling quite favourably upon members of his house, such as William Armstrong and Thomas Avant, who placed second in the South West Senior Team Maths Challenge, alongside two year twelves from less relevant houses. Perhaps most importantly, we managed to beat the South Wilts team once again, and I can rest easy in the knowledge that all the salient bragging rights sit with Dr Smallwood and not Mrs Chilcot.

Slowly but surely, Ward House has continued to grow in stature as well as in number of students. We have made progress towards competing with the other houses on an even playing field, although last year’s Sports Day performance shows that we’re not great on the



playing field (yet). The total house points we will have accumulated by the end of the year are likely to show that Ward House has been able to overcome its numerical disadvantage

to produce characterful performances across a broad range of competitions, including the distinctions competition. Sadly, though, you simply do not get trophies for free unless you’re Liverpool Football Club and you’re on a year-long fling with VAR. Dare I say that there’s hope of the next House Captain being able to emulate Jurgen Klopp, leading us to our inaugural trophy? I certainly hope so. I wish the incoming captain the greatest success and luck over the coming year, knowing that being able to wear

that beautiful blue badge upon his lapel will be the only guidance he’ll need. To everybody who has represented Ward during the year, thank you and well done! I would be nothing and nobody without you; you are what makes Ward House so special.

What I have relished in particular has been giving assemblies to the house and this comes down partly to my inflated sense of self-importance. Jokes aside, I have tried, at times, to make my assemblies fun and, at times, to convey an important message, but I hope that you found both types valuable. Going on a camping trip to Great Yews and claiming our third successive victory in the House Drama Competition as a result of the diligent and hugely appreciated work of Thomas McKee, were two further highlights of my year. After this triumph, I wonder if one of our actors could one day become a future Ralph Fiennes, but I remain convinced that our boys are not quite as evil as the Dark Lord himself.

I am proud to have shared my role with the other House Captains. They have been fantastic ambassadors for their houses, making my job even more enjoyable than it already was, and I’d like to thank them unequivocally for making the House Competition function and for being good servants to their respective houses. Furthermore, much of what I have done throughout the year would not have been possible without the Ward House Prefects, who have provided excellent support not only to me, but also to the running of the school as a whole. I’d like to give a special mention to Antonio Armada, who has been truly outstanding in his duty, who is well-loved by his year group and who has gone above and beyond what was required from him. There have also been several teachers involved in the house system, helping us with our roles and I owe them my sincerest thanks. I’d like to thank everybody at the school, from the teachers to the students themselves, as every single one of you has made me feel ever so welcome right from the start, but most importantly, you have all played a crucial role in making Bishop’s the special place that it is.

- Tom Avant



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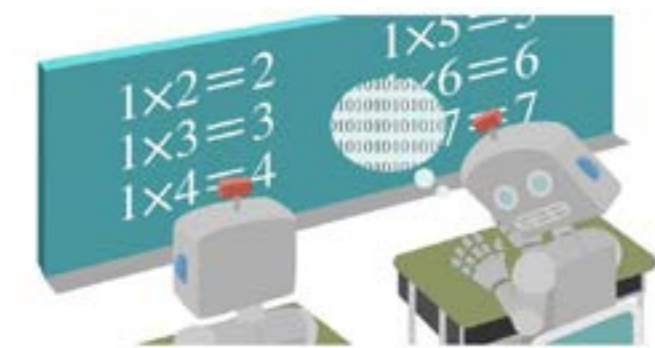
Over 2.5 quintillion bytes of data are generated each day, and that pace is accelerating rapidly. If laid out flat, 2.5 quintillion pennies would cover the Earth five times! Ninety percent of data in the world was generated in the last two years alone. By 2020 it's estimated that 1.7 megabytes of data will be created every second for every person on earth – that's a lot of information! All of this data has seen an increase in the demand for data scientists, whose job it is to help companies understand what the data means so that they can predict future trends.

Data science is a hybrid mix of traditional statistics, computer science and mathematics. Most data scientists need to be skilled in the use of programming languages such as Python, R and SAS. Data scientists also need a good understanding of business intelligence, which is a set of methodologies and processes which are used to transform raw data into meaningful and actionable insights. They build business models to extract, format and analyse the data and use it to make more effective strategic and operational decisions.

There are several areas of data science to look at...

Artificial Intelligence (AI) is the process of using computer programs to simulate how the human brain works, how it makes decisions and to mimic traits such as reasoning and self-correction. Self-driving cars are a good example of using Artificial Intelligence. AI is used in business to increase efficiency and enhance performance on a scale that human workers can't reach alone.

Machine Learning is the practical application of AI involving teaching computers to learn from data to both make the system more intelligent and also automating parts of the analytical process. The system can learn and improve based on experience and without needing to be explicitly retaught. The business world is just starting to make use of machine learning to enhance their products and processes. For data scientists, machine learning has now become an essential part of how they process large data sources, as data sources can just be too big to extract them from a database and perform the analysis elsewhere.



Data Visualisation is the art of presenting and telling stories with data. It's the art of transforming data into a visual form, such as a graph, that enables the viewer to make sense of the information being presented.

A career in data science can be incredibly rewarding. It is a field that uses pioneering, cutting-edge software and is constantly adapting and improving. If any of the above interests you then we wholeheartedly recommend considering a career in computer programming, software engineering or data science.

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Great Yews

Antonio Armada interviews Ryan Stockton and Hari Chowdhury

Antonio Armada: What one word would you use to describe Great Yews and why?

Ryan Stockton: Amazing, because when we were walking there and walking back, the scenery was just breath taking. Also, all of the activities were really fun.

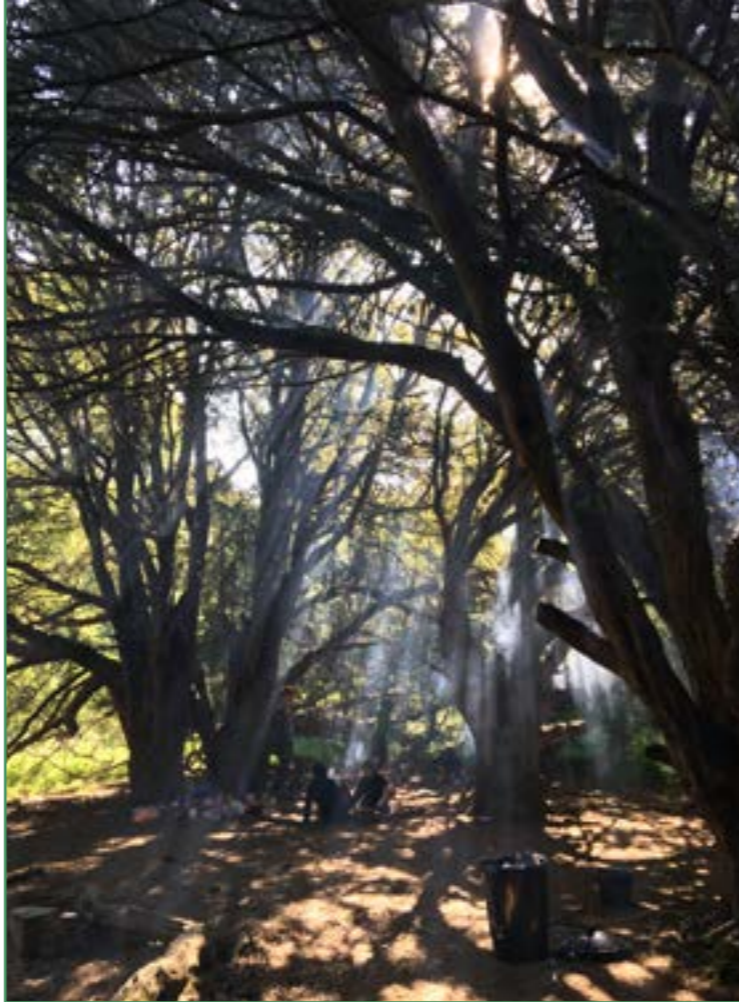
Hari Chowdhury: I'm going to go for a similar word; I 'm going to go for incredible because being out for an overnight camp and then getting lost in the woods was obviously quite an experience.

AA: You got lost in the woods! How did that make you feel?

HC: Well, we were on completely the wrong side of the camp but it was great fun. Obviously there were nerves and somebody got stuck in a bush at one point and it was half twelve at night and everyone else was back so it was silent. We were lost for hours. It was supposed to be a game but it didn't really feel like one after that long. After two hours we found the boundary fence and couldn't go any further so we shouted for help. Our teachers had to run through a thorn bush to get to us so they could guide us back. We had to go through barbed wire and around a field with a bull in it with our hand on our heads to avoid ticks, but we made it back eventually. Everybody cheered when we did.

AA: What would you say was the best thing about Great Yews?

RS: Definitely the walk back. There was the feeling that it was all over but also the



excitement of thinking you could come back in a few years' time as a sixth former. Antonio was with us and he sang a bunch of Queen songs on the way back. Every time a car went past, we'd all wave at it as well.

HC: For me, it was the wildlife and the experience of being out and about doing things rather than stuck in a classroom.

AA: Did you do anything on Great Yews that you hadn't done before?

HC: I had never made a fire before. It took a long time to light so we ended up eating our food after about an hour and a half.

RS: I have lit fires before, but I had never tried to cook on one until Great Yews. There's something exciting about cooking on an open fire.

AA: Was there anything you particularly enjoyed about the walk? Ryan, you said about the singing but what about you, Hari?

HC: Just being with everyone was great.

AA: What did Great Yews teach you?

RS: That it's good to share an experience with people you don't know very well because it gives you a sort of connection to them.

AA: From my point of view, that was great.



When I first gave a lesson to my year seven class, it felt a bit distant, but after lighting fires with them, singing and playing games, I felt much closer to them the next time. It was great to get to know you guys better.

HC: Yes, it was great for making new bonds. Some people really opened up when they were out of the classroom for a night so we could really get to know each other and make new friendships. It was really nice to see a new side to people I didn't know that well.

AA: As a sixth former, I could really see you guys uniting. It was great to see, especially during the game. What was your experience of the game?

RS: It was strange. One moment you were on the path going the right direction and the next you were amongst the trees going completely the wrong way. Eventually, we walked onto the path and we just heard a whispered "3, 2, 1" before another group jumped out at us. It was very funny.

AA: What advice do you have for year sevens going to Great Yews next year?

RS: Don't pass up the opportunity. It's a great experience. Even if you think it's not your

thing, believe me, you don't want to miss it.

HC: Go out there, give it everything you've got and have fun.



Twitter highlights...

@BWordsworths
 @BWSBiology1
 @BWSEnglish
 @BWSPHysics



BWS English
 @BWSEnglish

So apparently Jekyll is "old" because he's "a man of fifty". Thanks a bundle, Year 11...

9:44 pm · 10 Dec 2019 from Salisbury, England · Twitter for iPhone

Bishop Wordsworth's
 @BWordsworths

Year 7 PE making full use of t/t tables bought by the BWSPA for the school...fund raising makes a really big difference!



11:32 am · 10 May 2019 · Twitter for iPhone

BWS Biology
 @BWSBiology1

Teachers with hidden talents! Mrs Jones knitted, felted and crocheted this amazing rat dissection. Better than the real thing also beautiful and yet bizzare! Get knitting your intestines, snail dissections and eyeballs!



12:18 pm · 7 Oct 2019 · Twitter Web App

Bishop Wordsworth's
 @BWordsworths

Year 12 House Croquet...a study in concentration and Machiavellian tactics



2:20 pm · 10 Jul 2019 · Twitter for iPhone

BWS Geography
 @BWSGeography

Formation of caves, arches, stacks and stumps with yr 10 Geographers @BWordsworths this morning! Success and... custard creams always get a thumbs up #geography #biscuits #coast #jenga



2:19 pm · 14 Jan 2020 · Twitter for iPhone

Bishop Wordsworth's
 @BWordsworths

A photo from 1950 of the BWS Orchestra sat in the school grounds taken for the Salisbury & Winchester Journal, featuring William Golding (second row, far right) who played flute.

Any of our other OW's recognise themselves?

#ThrowbackThursday



8:52 am · 23 Jan 2020 · Twitter Web App

BWS Physics
 @BWSPhysics



Physics in action over BWS

2:23 pm · 9 Jan 2020 · Twitter for iPhone

Bishop Wordsworth's
 @BWordsworths

Lord, what fools these mortals be...Year 7 Midsummer Night's Dream re-enactment in No11 garden this afternoon...



2:19 pm · 17 Jul 2019 · Twitter for iPhone

Bishop Wordsworth's
 @BWordsworths

Another stunning painting, this time of a snow leopard, done at home by @BWSArts1 teacher Mrs Redmill



12:26 pm · 18 Apr 2020 · Twitter for iPhone

Lower School Sports



Hari Chowdhury

I started playing tennis as my Grandparents live by a tennis club and so I've played since I was very young. My inspirations are my Grandad and Rafa Nadal (the clay court specialist). Sports at BWS have provided focused training and competitive fixtures and my best moments from this last year is representing the school in Exeter (regionals) and everyone getting really excited for the Road to Wimbledon competition. I'm looking forward to more opportunities to represent the school and hopefully do a Tennis Leader course. I love all sports, and I am really enjoying both rugby and running at Bishop's, they help improve my speed and agility. In tennis determination, patience and hard work are important values. I have trained and competed at the National Tennis Centre in Roehampton. It was amazing to be surrounded by inspirational players including Pat Cash, Kyle Edmund and Milos Raonic.

Joshua Fricker

I got into rugby when my dad took me and my younger brother to North Dorset Rugby Club to play in under 7's tag rugby when I was six years old. My dad promised to take me to Twickenham if I liked rugby. We went and saw England vs New Zealand (the all blacks). The atmosphere was amazing with 83,000 people there. After that, I was hooked on rugby.

My sporting inspirations include Mo Farah by winning all of his world and Olympic gold medals. Jonny Wilkinson also inspired me because of his work ethic, always practicing to achieve perfection. I base my game on Manu Tuilangi and Owen Farrell because I like to play at 10,12 or 13. I like Tuilangi because he is such a good ball carrier and is great at breaking the game line.

I also enjoy swimming and cross country as they are good for endurance, stamina and strength. The core rugby values (TREDS): Teamwork, Respect, Enjoyment, Discipline and Sportsmanship. These values make rugby a much better game.

The best places I've been to through rugby are Twickenham Stadium, the Principality Stadium in Wales and the Rec at Bath and I'm hoping to get to New Zealand some day in the future!



Callum Logan

I got into playing rugby through one of my friends, I went to play at our local club. BWS have helped my game knowledge a lot more than any club. My game is influenced by my dad (when I was growing up) and Henry Slade. Seeing the Crusaders in the Championship Final in New Zealand is the best memory to date and for the coming year I'm aiming to work on performing better under pressure.



Middle School Sports



Ben Wordley, Will Taverner, Michael Tao, Max Woodroffe, Jack Pawson, Otto Jenner and Hugh Bate share their inspirations and aspirations:

What is your sport and how did you get into playing?

Ben: Basketball, getting interested from PE lessons and then joining Salisbury Sparks team.
Will: Cross country running (XC) I joined Andover AC at the age of ten.
Michael: My Sport is badminton. I started when I was nine.
Max: Basketball, I got into playing through my older brother and my uncle.
Jack: Rugby, my dad took me to Fordingbridge rugby club at the age of seven or eight. I really enjoyed it and still play there now.
Otto: Football, I started playing when I was five because my brother played a lot.
Hugh: Cricket, I started at my local club, Shrewton.

How has BWS helped you with your sport/sporting commitments?

Ben: Before BWS, I had never played rugby or basketball but there are so many chances to get experience of a new sport and improve skills for sports that you have already played.
Michael: I enjoy Badminton club at lunchtimes and tournaments are motivating and exciting.
Jack: The standard of rugby is high as the teams we play against are strong sides. Regular training sessions, gym programs and coaching improve the team, leading to success in games.
Hugh: Nets practice, indoor tournaments and matches all improve my overall skill set.

What's your favourite memory of your sport this past year?

Ben: Playing in the U16s School's basketball cup and the 4th round of the Rugby NatWest vase.
Otto: Beating Stonehenge in the cup and playing at the Saints training ground for my club.
Hugh: Playing against Dauntsies, where I took three wickets.
Will: Winning the Wiltshire County School XC Championship.
Max: Winning the regional basketball tournament and getting into a national tournament.
Jack: Winning the U16's Dorset and Wilts Cup and watching the firsts in the NatWest cup final against Warwick at Twickenham - the atmosphere in the Bishop's crowd was amazing.

Who inspired you growing up? Who do you base your game on?

Max: My two inspirations are my brother and Russel Westbrook.
Ben: When I was growing up, it would have to be my dad. For basketball, I base my game on Stephen Curry, for his skills as a shooter and bringing the best out of his teammates. In Rugby it's George Ford. He plays fly half like I do, and a large part of his game involves tactical kicking.
Michael: Lin Dan, because of his amazing play on the court. He is agile, strong and clever. Also my dad, for helping me go through all the tough times, training me without hesitation and enabling me to thrive in badminton.

Do you play other sports? If so, how do they help you in your main one?

Ben: Football gives me a good understanding of spatial awareness and invasion game tactics. Rugby has improved my hand eye coordination skills, making quick decisions under pressure and being more physical in both attack and defence.
Jack: Running, cycling and rowing build my cardiovascular fitness which is good for rugby. Also, other sports like tennis and cricket really help with coordination.

What values are most important in your sport?

Michael: I think the three most important values are discipline, willingness and sportsmanship.
Ben: I think that respect for the referees is important across all sports but especially in basketball. It is very easy to become caught up in the moment and feel that a decision has gone against you, but it is important to keep controlled.
Hugh: Discipline, teamwork, patience, enjoyment.
Will: To be resilient and never give up no matter how tough it is.

Where's the best place your sport has taken you?

Max: Two national tournaments.
Jack: Captaining the Colts to win the Dorset and Wilts cup.
Otto: Playing against Saints academy, AFC Wimbledon academy and beating Eastleigh Academy for my club.

Sixth Form Sports



Chris Penny

My first ever basketball game was in year 8 at St. John's in Marlborough. I remember coming home feeling fully hooked on what was an almost brand-new sport for me.

I think resilience is an important value. Even in just one game a team can go through multiple ups and downs. Every individual on the roster must be resilient through the hard times during a season to create a winning culture.

Playing at the Brixton Rec was a great experience as it's commonly known as the Mecca of U.K. club basketball. The Thunderdome in Lewisham was also memorable; both venues created very challenging but enjoyable atmospheres.

Reaching the last 8 of the 'Dynamik Schools' U19 competition this season after beating Truro & Penwith College was a great moment for the team-most of us have played together since 2014 so having our most successful season in our last year together was really special.

Dan Poynting

My sport is Cross Country (XC) and athletics which started with running at primary school in the Salisbury Schools' Mini Marathon. At BWS, I started training after school with Mr Griffey at the track, in PE and then local XC and athletics races.

Since joining BWS, I have been able to improve and enjoy my running. This is thanks to all of the PE staff but particularly Mr Griffey, who has given up so much time for all of the boys who do cross country and athletics, setting up training sessions for us throughout the week and at weekends in all types of weather and travelling to races across the country.

Favourite memories include my first National XC Championships in Blackburn when I was in year 8 and the national XC Championships in Leeds last March (despite the rain).

Discipline is very important, as you need to be disciplined in training, as with most sports, and go out in all weather conditions.

Cross country with Bishop's has taken me all round the country, from Blackburn, to Norwich, to Truro, and I will carry on with cross country and athletics at university when I go later this year.

Will Murley

I started rugby early at 6 when my Dad would drag me down to Salisbury RFC every Sunday. BWS has been a great platform for my sporting commitments, providing me with the top level coaching, facilities and motivation needed for success. The values of confidence, determination, discipline will take you wherever you want to go on the rugby pitch.

My favourite memories include the great unbeaten run in 2017 as u16s. After a narrow loss to Millfield, the boys managed to string together a huge win streak, a class way to end the 2013-17 era. Also, reaching the National Plate semi-final, a great experience and achievement and a brilliant way to end the BWS rugby journey.

Rugby has taken me to Japan with BWS. It was an amazing country where we met some fascinating people and made some unforgettable memories. I would do it all again in a heartbeat.





Sports beyond BWS

Charles Kantolinna

I got dragged along by my brother to Salisbury rugby club in the U6s then began to play for Bishop's the first chance I got in year 7. BWS has provided an excellent culture to grow in, not only developing the right mindset for organised sport through 'HERRD' values, but bestowing a pride and excitement to play for the badge. Playing Bryanston away on the block was always going to be a challenge, especially given their recent funding into their rugby programme. Thus, seeing Harry Clarke run in an 80m intercept try with the score tied in the dying minutes was a sight to behold. Whilst he put in a vital contribution, we would not have been in the position to take the game without all eighteen boys who played that day, putting in a shift through the seventy minutes. Playing 1st team rugby in year 11 is a huge honour to have. This was sweetened further by the fact that I got to play alongside my brother. The smiles of my family watching as we jogged off the pitch together after a game at Britford lane are always something I'll be thankful to the school for. It's the enjoyment of the sport that truly makes it for me. Being able to run out with my friends on an autumn Saturday is an awesome feeling. The best place my sport has taken me is being nominated to the Bath Academy setup. This has given me the opportunity for some great moments, such as scoring a brace at the Allianz as well as meeting Richard Hill.



Chris Chaddock

My parents took me to Salisbury Rugby Club when I was four and I've been playing ever since. I have been encouraged with my sport inside and outside of school, providing me with the opportunity to represent the Lambs, an invitational national squad, and Dorset & Wilts. As well as this, I was given the chance to play in the Rory Walworth Boxing Day Memorial game alongside ex-Bishop's lads, teachers and current boys that I have played with for years. Also, through representing Bishop's at various tournaments, I have been selected and involved with the Ultimate Rugby Sevens Academy.

Favourite memories include reaching the Schools Cup Plate semi-final with a great group of boys, also, my two tries on debut for the Lambs at Ealing Trailfinders against The Irish Exiles. A 51-0 win vs Canford to end a great rugby season last year and finishing unbeaten at Britford Lane was a memorable day at BWS.

There has to be discipline in rugby in order to prevent hindering your team by conceding penalties and resilience is also very important. I've been really fortunate to play rugby on two international tours: with my club in France and on the Bishop's multi-sport tour to Japan, which was amazing. In the UK, there are some great school and club grounds but playing for the Lambs at Ealing Trailfinders 4G ground in front of a stadium and a big clubhouse full of people was a great experience. For the future I'm looking to carry on playing rugby at university.



Aarya Belgee on Diving

After completing 7 levels of the ASA Swimming board, I thought to challenge myself in a similar sport. This is what led me to Diving. BWS encourages students to stay active and keep fit. I am lucky to have teachers who keep encouraging and motivating me to do better. Diving is not taught at BWS however gymnastics is. This improves my flexibility so that my dives can be executed with finesse. One of my favourite memories of this past year is winning a gold medal in one of my competitions. This competition required me to do 4 dives and it took place at the Southampton Swimming and Diving Complex. I also play Cricket and Kickboxing. These sports help me to stay active and fit. They also help me with my energy and mindset. I do not have one specific inspiration. Everyone is good and there is something to learn from them. I just aim to do the best I can. In my opinion, having a positive mindset and being disciplined is key to progressing further in diving. My goals for this year are to improve more, going beyond my current level and progress to competing in Nationals this year.

Matthew Stahl on Fencing

I wanted to be a knight, almost from birth and asked my parents if I could fight with swords. Mum found The Sarum Swords Fencing Club. John (Sarum Swords coach) also teaches fencing at BWS every Wednesday evening which is where I joined the club and I have also been supported by BWS sports department when preparing for big competitions. There are two this year - retaining the U12 Hampshire Foil Championship title for the 3rd year running and qualifying for the U11 British Youth Championship (BYC) as the lead fencer from the Southern Clubs. So far I've fenced at the Cardiff Stadium, where I finished 2nd in the Welsh foil, aged 9. For this coming year, I'm hoping to get a chance to compete in the BYC and achieve the highest result I can.



My game is influenced by John (my coach), the older fencers in my club and Richard Kruse (England Olympic fencer). As well as fencing, I enjoy skiing which helps me with balance, agility and over all fitness. I really enjoy the challenge of learning new sports and the team spirit that is BWS. Fencing values include good sportsmanship, respect and good manners eg accepting defeat gracefully and winning with modesty.



As always, the Politics Society is one of the biggest and most active societies in the school. This year has been no exception, and we have had some really interactive and interesting speakers. We began by inviting the former Chief Whip of the Conservative Party, Mark Harper MP, to give a really enlightening talk about Brexit and the advantages of a Deal or No-Deal Brexit; he also talked about the challenges and successes he has had as a remainder in a leave voting constituency. As well as this, many of the year 12s learnt what the Chief Whip actually does and the roles that Harper fulfilled as a politician (including his role in passing the Fixed Terms Parliament Act). He expressed the importance of having a career before being a politician as opposed to joining parties and chasing people around before becoming an MP. A new precedent was set with the break-up of the talk for questions to improve interactivity.

Following Harper was the Salisbury Green Party, who happily explained their environmental policies in a discussion with debate, dispute and disagreement between our Politics Society and their party members. The discussion was of particular relevance given the actions of Extinction Rebellion in London at the time. Whilst the party members were keen to express that they were entirely separate from the pressure group, their proposals for tackling the climate emergency were consistent with the desired direction of many of its members.

Thirdly, the proud MEP and father of the rebellious MP Caroline Nokes, Roy Perry, came to discuss his role as an MEP, the changes to the Proportional Representation system in EU elections and the virtues of the EU. He has had a fascinating career and brought along some fantastic pictures (again playing into the interactivity of our talks this year), which included him shaking hands with Bashar Al-Assad and Yasser Arafat whilst working in the Israel-Palestine Commission for the EU.

Just three weeks later, Old Wordsworthian Matthew Croxall returned to school to describe his work in the Civil Service. This is an important part of the politics curriculum, and it was fantastic for us to see what career paths other politics students have followed. His insight into the Civil Service, following its change of direction under Dominic Cummings, was particularly intriguing

Finally, the Bishop of Salisbury came to discuss the House of Lords and, most interesting of all, his role within the Climate Committee in the House of Lords and that of a Lord Spiritual. He expressed the importance of expertise and argued that the Lords are now working as an effective democratic body. Hopefully, with the coming of girls next year, the society shall grow larger and more exciting than ever.

- Thomas Tennett



Roy Perry



Matthew Croxall



Mark Harper

On a cold dark November evening, the Bishop Wordsworth's School Politics Society played host to a hustings for the forthcoming general election. I was fortunate enough to have the opportunity to be on stage as the chairman, and whilst it was certainly a more challenging experience than I originally anticipated, it was certainly a valuable one.

With over two hundred audience members, consisting of the local public, students, teachers and (perhaps most notably) political activists, the night was destined to be an exciting one. It didn't disappoint. Through the efficient organisation of the committee, all candidates standing within the constituency were able to attend, enabling the panel to discuss a wide variety of issues and, crucially, help to inform the electorate of their voting options. Perhaps the most surprising aspect of the evening was its focus on the climate emergency given that just a few years prior, at the 2017 General Election Hustings, it was merely a subtopic of discussion. However, this key focus encouraged the involvement of fringe candidates Rick Page and Arthur Pendragon, allowing for a night in which all candidates had an equal opportunity to participate. Moreover, given the make-up of the audience, the topic of climate change encouraged activists to begin heckling when John Glen began his responses. This added to the theatre and provided me with the opportunity to practice controlling the crowd.

Closely following the climate change discussion was that of Brexit, with Liberal Democrat candidate Victoria Charleston facing criticism from one particular audience member about her party's anti-Brexit policy. Similarly, Labour's Tom Corbin was scrutinised for his party's seeming lack of a clear Brexit strategy, which members of the audience were keen to point out. As the chairman, I found myself having to maintain a healthy rotation of questions for all of candidates, even having to use one of my own for Arthur Pendragon to ensure that all members of the panel received equal exposure. Despite this, naturally, it became apparent that the incumbent MP John Glen was likely to be the centre of attention and criticism when discussing his party's manifesto commitments along with his defence of the government's past actions since they took office in 2010. Following this, there was just enough time for Labour's Tom Corbin to defend his leader, Jeremy Corbyn, from a scathing question doubting Mr Corbin's credibility to be the next Prime Minister.

I would like to take this opportunity to thank the Politics Society Committee for their excellent work in contacting candidates, collecting equipment and setting up the whole event. A particular mention must go to committee members Samuel Pike and Ben Blackburn, who performed fantastic introductory and closing speeches respectively. Finally, my gratitude goes to Lewis Townsend, who kindly operated the sound system, and Mrs Anders for all of her help throughout the event. I feel proud to have been part of such a successful affair, and I hope that all who attended found it informative.

- JJ McMahon



Japan Tour

The summer of 2019 saw roughly 40 boys from year 11 and 12 depart for Japan on an incredible multi-sports tour, pitting our rugby, football and basketball skills against a selection of Japan's top high school sports teams. Thanks in part to Eddie Jones, the level of rugby encountered was a surprise and combined with the high heat and humidity to produce fixtures that put all we had learnt to the test. As with the rugby, the level of football and basketball was very good, meaning that hard graft was needed from all members of the tour to remain competitive in the heat and to cover for a few injuries. It was truly a once in a lifetime experience and a trip that will stay in our memories for years to come.

We began the trip in Tokyo and then travelled to Osaka for the second half of the tour on the famous Shinkansen bullet train, which stunned the team with its almost silent speed. The countryside whipped past at speeds unknown to the average user of South West Trains. The other key difference was that the train not only actually turned up, but was on time, something unheard of in the UK rail network.

When in Tokyo, visiting the famous Shibuya crossing is practically compulsory, and it did not disappoint. Every time the lights changed, huge numbers of people crossed, and crossings were punctuated by full size Mario-kart buggies racing through the city, drivers in full Mario-kart attire.



Another evening highlight was a trip to the Tokyo Giants stadium to watch a professional baseball match in the most enormous indoor stadium I have ever seen.

For the more STEM orientated members of the trip, the visit to the Tokyo Museum of Emerging Science and Innovation provided a welcome break from sport and the heat. This was followed by a stop-off at the Mount Fuji theme park, boasting the fastest roller coaster in the world. They also had the 'famous', but eye-wateringly expensive, Mount Fuji pizza, named as such for the sole reason that they come in triangular slices, which, as any geologist or geographer will know, is the scientific term for the shape of a mountain.

One of the most thought-provoking elements of the trip was a visit to Hiroshima. Walking through the museum effectively and immediately

silenced the group and looking around the Peace Memorial Park really got us thinking about the extent of human suffering when peace, equality and common decency are forced out by aggression and conflict. The sombre mood was so pervasive that it even stopped the pre-planned karaoke on the coach trip back to Osaka.

A day trip to Kyoto saw the boys really getting into the samurai culture with full kimonos and sandals as well as, obviously, duels with the Katana's provided. Parents will be pleased to know that these were plastic and not the traditional tempered blades that are capable of cutting through steel.

Food, as you can probably imagine for a group of 16 and 17-year olds, was a key theme throughout the trip. Sashimi and rice made up most of the food on tour but trips to a fried chicken restaurant (very popular in Japan), McDonalds and the Japanese equivalent resulted in vast amounts of delicious noodles and fried rice. For me, making sushi was a highlight when combined with an eye-opening wander through the food markets, with their foods and sea creatures unrecognisable to even the most seasoned fish and chip consumer.

Our final meal of the tour in Japan was special: a trip to a wagyu and black beef specialist restaurant, where you grilled meat in a little cooker at the centre of the table. I can honestly say that that it was the best meat I have ever eaten.

The journey back to the UK saw a stop-off



in Kuala Lumpur and a visit to the Petronas Towers, as well as one last meal together, before we boarded the flight home. In summary, the Japan Tour 2019: absolutely class!

- Jack Beaver



Latin Trip 2020

February 14th

We had a very early start to make – 01:00. Most of us hadn't slept yet and were relying on the three hour coach journey that would take us to London Stansted. Everything went according to schedule, and we arrived at Stansted at around 04:00, some of us sleep-lucky, others not so much. At least we had the flight to look forward to. We boarded our flight at around 07:00 and took off amidst a breath taking sunrise. Our flight path took us over the Alps for some time, and the view was very much enjoyed by people who had the luxury of a window seat.

After landing in Naples, we met up with our coach driver Ameliano, a humble man whom we unfortunately couldn't actually communicate with due to language barriers. Luckily, we had Leo, our Italian comrade, who was able to guide us. After a short but bumpy coach ride through the city of Naples, we arrived at our first stop, the Naples Archaeological Museum. However, considering our growling stomachs, we decided to search for a nice restaurant. Due to a lack



of time, Mr Owen decided we should split into groups and get lunch from a variety of specified places. Our options were limited but a group of us went with Leo to a Pizzeria and managed to get our first taste of authentic Italian pizzas early in the trip.

Shortly afterwards, we entered the Archaeological Museum and were greeted by huge eight foot tall statues of famous people. We stopped off at each one and talked about a variety of different things, such as their poses, the materials and the significance of each person. We all felt that Mr Owen's knowledge would've trumped any tour guide and, therefore, found it very interesting. After this, we explored



the first floor of the museum and learnt about various artefacts found on the ocean floor because the changing sea levels meant that some parts of Italy which are ocean now used to be land in the Roman times.

After this, we noticed lots of statues bearing similar postures. We were enlightened by the fact that this was called Contrapposto. This sparked a huge interest in this concept and gave birth to the theme of the trip. Overall, the museum was very interesting and certainly relevant to our current GCSE studies.

We drove to our hotel, located outside Naples in a town called Piano Di Sorrento. After dinner, we took a minibus to the city centre of Piano Di Sorrento and had some free time to do some exploration, stock up on mineral water and, most importantly, try some Italian Gelato. We got back to the hotel tired and sleepy, so we went to bed, ready for another eventful day.

15th February

Today was the all-important day we visited Pompeii. Firstly, we went to the ruins of Pompeii and explored the various houses and their characteristics. This helped a great deal with learning about the ways of Roman life. Of course, we were most excited about visiting the famous forum that made up a lot of our year 7 and 8 Cambridge Latin Course learning. We can now say that we have walked where Caecilius once walked. After this, we had lunch at a nice Pizzeria altogether.

Next, we drove to the National Park of Vesuvius, getting ready for our trek up to the top. It was a fairly tiring walk so a couple of stops were required, but luckily, the gradient wasn't too high. After reaching the top, we were able to peer into the huge crater, and we learnt more



about the history of the volcano from a tour guide. The view from the top was absolutely wonderful, and the weather was perfect as well, with clear blue skies and moderate temperatures. After Vesuvius, we had some free time to visit the large town of Sorrento, where we were able to explore the place by ourselves. The city was rather picturesque and had a lovely character to it. After yet another tiring day, we returned to the hotel.

16th February

Today, we went to the Herculaneum in the morning. It was yet another city in ruins that had been meticulously excavated. It was really quite amazing to see that the eruption of Vesuvius buried this place 16 feet underground. The ruins themselves were quite intriguing, and once again, we got to learn a lot about Roman life. The most touching thing about this visit was when we saw the port where people tried to escape by sea when Vesuvius erupted. There were countless skeletons lying on top of one another. After the Herculaneum, we had a long drive to Rome to look forward to - three hours.

After finally arriving, we checked in to our new hotel, Hotel Dina, and then, since we had the rest of the day free, decided to take the metro and go to the Vatican City. We were able to take lots of photos and, of course, translate the Latin texts on all the monoliths and building inscriptions. It was really quite eye opening to be able to understand what the inscriptions said. After Vatican City, we went to the Spanish Steps and had a 'race' to the top. The view was really beautiful in the orange skies of sunset. To end the day, we went to the Trevi Fountain and took a group photo. When we finally arrived at the hotel, after having dinner, we went for a walk around our area of Rome. It was quite a nice



walk and a relaxing way to end the day, with over 23,000 steps done.

17th February

Today was our final day and jam packed with things to do. We walked towards the Colosseum in clear blue skies and warm temperatures. We all felt rather chuffed considering the weather in the UK. Firstly, we went to the Circus Maximus and had a walk around on the actual raceway, although the steep banks were of more interest. Then we went to the Colosseum itself, marvelling at the complexity of the building and the grandeur of it all. After the Colosseum, we walked to the Roman Forum and had a good look around the entire place. It was quite a nice place, and you could see the character it had back in the time of the Romans. We then had some free time to walk up Palatine Hill, and it was a really scenic walk.

After that though, it was getting close to lunchtime, so we walked to the Pantheon and had free time to get some food at the nearby restaurants. After lunch, we went into the Pantheon just to see inside and get some pictures, but it was an overwhelming experience and surprisingly bright as well. After the

Pantheon, we had one last visit to do and that was the Capitoline Museum, another excellent museum with lots to learn from Mr Owen's expertise. There were many links to other things we had seen in the Archaeological Museum, one of these being the 'Contrapposto' posture. We continued to explore the Capitoline Museum and then found some stairs to the top of it, where we could get an amazing view of the Roman Forum, the Arches and the Colosseum. We had now completed our Latin trip and were experiencing mixed feelings. We went back to the hotel and then boarded a coach to the airport. It was night time so there was no real view outside the plane. The journey was uneventful and we arrived at London Gatwick on schedule. We then took our coach back to Salisbury and finally arrived near to 01:00. Today, we had completed over 30,000 steps and were feeling more tired than any other day so it was nice to be back home with the rest of half term awaiting us. Overall, the Latin trip was an excellent trip with lots of learning and experiences - a trip recommended for everyone who does GCSE Latin.

- Tanay Vajramani



Prizegiving

Following a year that saw a record eighteen Bishop's students take up places at Oxbridge, Prizegiving provided a fitting opportunity to reflect on their achievement and the achievements of those in younger years, whilst looking ahead to what the future holds for Bishop's as we welcome girls into our Sixth Form in 2020. The speeches given fitted this theme perfectly, with two excellent speakers – Nick Beer, an ex-Governor, and Henry Dix, Head Boy – giving their views on looking to the future and making your dreams a reality.

The change of timing, swapping the dim light of early evening for the daylight of late afternoon, did not detract from the achievements of the students and the quality of address from our honoured guest. In fact, the September sunlight piercing the windows cast a more reflective light on the occasion.

Nick Beer spoke passionately about the need to develop interest and passion within your chosen career, with many difficult but life changing crossroads to meet along the way. Quoting Mark Twain, his captivating speech addressed the need to 'find something you are interested in and then become passionate about it'. Using his own long career working in the harsh environment of Antarctica and then working as a marine accident investigator as an example, he explained how his interests had grown into true passions.

This was followed by Henry Dix, who continued the aspirational tone that our guest speaker had



set. He dwelt on the powerful words of Captain Beer, relating the need to look forward and not take the easy path to the everyday life of a Bishop's boy and the choices we have to make. His advice to 'seize the moment, put the effort in and don't look back' certainly hit home. The message of our two speakers was clear: find a passion, run with it, and it will take you far.

The Jazz Band's rendition of Tico Tico was outstanding and well received, with rapturous applause filling the cathedral as their piece concluded. Their performance was fitting accompaniment to a celebration of student's achievements and provided a wonderful opportunity to appreciate the variety of talents and skills present at Bishop's.

Overall, Prizegiving proved a success, with both parents and students alike celebrating the successes of the school year. The swathes of boys collecting well-earned prizes for their achievements throughout the year truly highlighted the excellence of boys in both academia and activities beyond the classroom. The night was truly inspirational, with the idea of finding a passion and running with it matching the achievements seen throughout the event, a testament to the determination of Bishop's boys to succeed.

- Jack Travers



School Play:
William Shakespeare's
Long-lost First Play



Racing

I've raced all my life. Over the past nine years, I have gone from relying on my hair to make me fit the height requirements to racing in my first car championship as a sixteen-year-old.

I've competed in karts throughout my childhood, setting the Wessex Raceway lap record at 10 years old, but have only competed professionally for the past year in Junior Rotax karts, capable of reaching 80mph. Mainly, I karded at Clay Pigeon Raceway, the track where Jenson Button grew up, winning all five of my 'novice' races (you're classed as a novice for the first five races of your first race license). I then raced in the Summer IKR Series in preparation for the Winter Series, and I won it, which boosted my confidence. Going through the chequered flags first is one of the most exhilarating experiences possible (and one I hope to relive).

Buoyed by that result, I naively set out to win the Winter Series, my first full Kart Championship. I won the first race and came second in the next, maintaining the lead in the championship. However, in the third race, I was faced with mechanical issues, starting from the back because a loose spark plug prevented me from qualifying. Before the main race, there are 2 heats - you start the first where you qualify and the second where you finish the first. The result of the second heat determines your starting position for the main race. It had been pouring with rain the whole weekend so carnage was guaranteed. Not only was the track completely soaked, but there was next to no visibility when I was lined up on the grid in 16th (last place) for the first heat. I knew I was quicker than all the other boys around me but needed to stay out of trouble for the first lap as wet weather is always a recipe for disaster.

As the lights went out, I managed to move up five positions from the first two corners, slotting through gaps and narrowly avoiding spinning karts, spewing grass and mud along the track. After the first lap, the race always calms down into a consistent rhythm, but as I fight from the back, the leaders can race off. By the end of the heat, I had moved up another three positions,



finishing 8th. The rain continued to hammer down, but I knew there was still hope.

After lunch, I settled into the puddle that was my kart, this time in 8th place. The higher up the grid, the quicker the drivers and the harder it is to overtake. Everyone stayed consistent, and I only managed to overtake three more karts before the chequered flag. I would start the final race in 5th place.

Lining up for the final race, I knew I would have to be more aggressive on the first lap to not lose time to the leaders. Once again, I put on my helmet, settled into my puddle and awaited the start. As the lights go green, a pack of sixteen soaked karts, travelling at 70mph, all fight for space at the first corner, spraying water at everything behind them. However, the leader was slow off the lights, holding up the kart behind. I slotted through the middle, moving into 3rd place, and then went around the outside of the first corner, which has a lot more grip in the wet. As 1st and 2nd squabbled and slid on the inside, I gripped round and managed to get into first position through the single-file chicane; I had overtaken all four karts by the first corner. After this, I tried to stay consistent, and after fifteen minutes of racing, I won by five seconds. The best day of my life!

However, the next, and final, race didn't give much cause for celebration. I was planning to overtake down the main straight when the kart

in front misfired, stopping its acceleration. As I was slipstreaming, following right on its bumper to nullify the drag, I immediately slammed into the back of it at close to 80mph. My kart spun off the track, slammed into a barrier, and was, like me, in bits. I spent the next ten minutes stood next to a marshal, watching the race continue and my championship slip away. I eventually finished 4th in the championship due to this DNF but learnt a lot from the experience.

Going into 2020, I will be competing in the Ginetta GT5 championship, a national car championship with seven race weekends, four of which are televised on ITV4, with 400,000 viewers and a crowd of at least 30,000 at each track. Every driver races in the same car: the Ginetta GT5, a modern race car that can do 0 to 60 in about 3.5 seconds. I have tested the car three times and will be spending the next few months travelling around England in preparation for my first race, Oulton Park, on 11th April. My test sessions have been very successful, and I have achieved the quickest times the mechanics have ever seen for someone's first time in the car. However, none of this would have been possible



without my mum carting me around the country or the years of help and encouragement from my dad. I've learnt everything I know about racing from my dad, who has competed around the country, setting the Caterham lap record at Castle Coombe and achieving over a hundred podiums in his racing career.

I will be the youngest driver on the grid and aim to end the season in the top ten out of about thirty-five drivers. I am excited and grateful for this opportunity and hope that this year can help propel my racing career to greater heights.

- John Bennett



In the shadow of the spire: Bishop's and The Cathedral

The sight of Salisbury Cathedral is a daily constant for Bishop's boys. Looming over the yards and classrooms, it provides a magnificent backdrop to school life like no other. The relationship between the Cathedral and Bishop's is one of historic nature, stretching back to the founding of our school by Bishop Wordsworth in 1890 in the study of the Bishop's Palace. As Cathedral Prefect, I have had the privilege of working in a truly unique role, helping to facilitate the good relationship between the school and the Cathedral and close communities.

The role is unique in several ways, and the environment for such a position is truly amazing, pacing the aisles of the Cathedral with the cold flagstone underfoot, the gentle hum of the font constantly overflowing and cycling round again filling the cavernous yet majestic gothic arches of the nave. From early morning quiet to the hubbub of students entering and taking their seats as the service nears, the space truly comes alive and takes on the spirit of those within. The acoustics of the Cathedral compliment the brilliant musical talent of the choir and the oration of those giving the readings for the service, biblical or otherwise.

The past year has seen a plethora of interesting speakers address the school during cathedral assemblies. We have heard from high profile religious figures such as the Venerable Martyn Gough, Chaplain of the Fleet and Archdeacon to the Royal Navy, and The Right Reverend Nicholas Holtam, Bishop of Salisbury. We also heard from students across the years in the final assembly on the topic of love, what it means in an everyday context and the biblical meaning of the word in key areas: God's love for us and the world, our love for others, the importance of loving ourselves. Furthermore, we heard from the headmaster about the restoration of kites to the UK and the lessons we can take from this and the nature of birds. Evensong also provided a wonderful opportunity to reflect as well as hear



the choir intone the psalms in a transcendent way. The carol service brought the school community, and the city community, together to sing carols and celebrate as a collective. The Cathedral was filled with Gaudete, sung from both ends of the nave, and then with light brought into the space by candles. The mood was set and a truly beautiful evening created.

The year has proved a challenge for the usual routine of cathedral services, with the Willis Organ refurbishment causing significant disruption to the seating of the North Transept and preventing the choir from gracing the choir stalls. However, this disruption did nothing to detract from the key messages of the services and acted as a humble reminder that the status quo cannot be taken for granted. This is even more evident in the Whole School Eucharist being cancelled as the school adopted the social distancing guidelines laid out by the government and the diocese of Salisbury. These guidelines, initially banning communion from the chalice

and then closing all places of worship, will no doubt cause significant disruption to those of faith when arguably faith and belief is needed the most.

Aside from regular services and the big four (Founders Day, Prizegiving, the Carol Service and the Eucharist), our relationship with the Cathedral and the various organisations within the close brings about plenty of opportunities for students to volunteer in places such as Sarum College, the Cathedral Archives and even the Cathedral itself as floor or tower guides. The key role volunteering plays in the school brings about a real sense of community in the close, whereby we can give back to those who have been kind to us.

Furthermore, sixth formers often make the most of the glorious British weather (at least some of the time) by spending lunch, break and study periods spread across the largest close in England, allowing us to really make the most of the space and soak up the atmosphere in our final two years before university and the big move away from our relatively small Cathedral city. With the various art installations, both in the close and within the cathedral itself, constantly changing, there has been plenty of

fascinating art to inspire and stir creativity in the minds of students walking through the close to and from town from the High Street Gate to No. 11. The beauty of the houses, gardens and lawns of the close is easily taken for granted, but we are blessed to have such a wonderful place to spend our time at school.

Overall, it has been a wonderful year for the relationship between the school and our closest and most historic neighbours, and even with this year being cut short, it will continue to grow and take on new forms as it continues to be shaped by Cathedral and Close Prefects, who will wear the gown and badge for many generations to come.

- Jack Travers



Views of BWS and Salisbury

Year 8 look into photography and editing as part of their curriculum. These photos of our school and its surrounding city are from two lessons focusing on architecture and the natural environment.

In the first lesson, year 8 students went to Elizabeth Gardens and to the nearby water meadows to take some shots of nature. These shots are a distinct reminder that Salisbury is peppered with beautiful, if rather wet, locations that support a whole ecosystem of ducks, grasses and a multitude of different insect species.

In the second lesson, the boys went to the city centre and tried to capture unconventional viewpoints of Salisbury. Here, you can see the range, from macroscopic photography to the capturing of a moment in time. They were taught about the rule of thirds and keeping leading lines in their photography.

In the third lesson, year 8 went around Bishop's, especially hunting out some leading lines to grant unique perspective around the buildings we live our lives in, day in and day out. Year 8 have done themselves proud this year.

- Sam James



Jacob Sochon 8W



Tom Richardson, 8W



Jacob Sochon 8W



Ollie Groth 8O



Noah Foundain 8W



Ollie Groth 8O



Ruben Williams 8P



Will Page 8W



Joel Okyere 8W

Wordsworth 2020



Tommy Hind 8P

A Dickensian Digression

In July, year 8 we were tasked with writing character descriptions in the style of Charles Dickens. Here, four of the best are presented for your enjoyment.

At first glance, he was an eccentric fellow, with deep blue, attentive eyes and a constantly flustered appearance, like a squirrel who had misplaced a nut. His beard twitched and swayed erratically, darting to and fro seemingly of its own accord. Like an untidy bird's nest, his workshop held an assortment of odd possessions. It was the most incredible sight. Messily strewn across the laboratory were bubbling chemicals of every colour imaginable, jars of weird and wonderful potions, and shelves scruffily lined with tools, trinkets, rocks and gemstones.

As the sky outside darkened and the clouds blocked out the sun, his candle-lit face revealed a hint of sadness. Sagging over his workbench, his body, prematurely aged by stress, was draped in a stained purple robe with patched moth-holes. My original awe was growing less by the second. As I backed away, I saw that he was confused to have a visitor in his beautiful but accursed workshop. I realized that this man was drowning in grief, as if his whole life had been a failure. It chilled me to the bone. I turned away and ran from that haunted place as fast as I could.

- Zach Beardsmore



His frail body was swathed in layer upon layer of tattered clothes, a plethora of exotic colours and fabrics. There were luscious silks, ragged wool blankets, frayed cotton around his shoulders and battered leather shoes hanging onto their soles by a thread. It was as if he were wrapped in a chrysalis of clothing, weary and feeble, waiting to transform. Behind his eyes, barely visible under the baggy, wrinkled folds of aged skin, decades of wisdom were etched. His cheeks were ghastly white, sallow and sunken, wizened and crinkled like old parchment. Flowing down from his temples was a silvery river of hair, winding and meandering, twisting and turning from his decrepit face to his torn apart shoes.

He was surrounded by books, volumes of many different sizes and colours, his only friends, but all paling in comparison to his own oracular intelligence. However it seemed not that his wisdom had come through his age, but that his age seemed to have been brought about by his wisdom. For Hiram Buntanay's insatiable hunger for knowledge had kept him in his study and in his books. He knew all there was to know about life, but had never lived a single moment of it. Ironically, now he was too old and feeble to experience life, so he was left alone in his creaky old rocking chair, with only his foolish wisdom for company. The snow whirled all around his house. He couldn't go out today: he was snowed in, both physically and mentally.

- Cameron Dow

The large gold encrusted doors wound open. The tapping of polished shoes overpowered the creaking of the gateway. He appeared through the small gap in the door, supported by some sort of servant. The door slammed and all that was heard was four shoes clattering against the fine, spiralling staircase. He looked away derisively, fed up of what his life had become. His round body, tightly fit into a black and white suit, was putting a strain on the arms of the man who was attempting to support him. His steps were strong and slow. They sent an echo around the large main hall, bigger than anyone has ever seen. After a long while he stepped onto the ground, letting out a huge sigh. His hair was disorganised. His dull eyes, that had slowly sunken into his cheeks as his life had gone by, showed no expression but complete boredom. His skin was pale, with spots all over his face as well as wrinkles that had appeared through his distressing past. His butler let go of him as he tried to keep his balance. His limbs wouldn't stop shaking. A beam of sunlight shone upon him as his eyes squinted more than ever before. His servant gently grabbed his hand for the last time before stepping outside. His breaths were heavy, like he had done too much exercise, before he finally stepped into the carriage.

- Rob Cooke



I have a brilliant mind. My father always said so. Half the time I'm meant to be working, I daydream. Daydream about my future – the future Prime Minister, maybe? Daydream about what I could achieve – invent the first flying machine or even create the first spaceship! Whatever I want to be, I could be; the sky is my only limit. Entering a university by getting a scholarship could open up a whole bucket full of jobs: a doctor, or a scientist, or an engineer.... My mind buzzes with excitement. But the reality isn't even anyone's worst-case scenario. Slowly picking up a screw in front of me, I see my bright mind shadowed by the dark storm cloud cast over the life already laid out for me. I am a boy that doesn't radiate my full potential, but dimly lets out a light that shines my expendability – the room's expendability; it lets out a light of poor hygiene. I have no money or inheritance and a pile of skin and rags and bones all so feeble they could be blown into ashes. And I know that, for anyone watching me, when I walks away I will blend in with the rest of the factory, and will again tomorrow, and the day after that, and the day after that.

- Tom Wilson

Photos from pexels.com

Debating Society

In the Debating Society, things can go wildly off the rails. I may be exaggerating a little but, in a fit of bitterness, our second best chair did once bring in a replica sword as a prop so I'll let you reach your own conclusions. With regular turnouts of around thirty students, our weekly debates range from the intriguing to the insane but are always entertaining, and our annual Christmas debate generated appropriate levels of Christmas cheer this year when we welcomed back past members of the Debating Society for one more debate.

We have also seen great success in competitions. Our first competition of the year was the Bath Union and we got off to a flying start. One team made it to the senior finals, finishing third, and two more teams made it into the novice finals, finishing first and second. We also saw success in the Oxford and Cambridge Unions, with one team competing in the national finals of the Cambridge Union and two competing in the finals of the Oxford Union. Last but not least, our mace team progressed to the second round of the ESU mace competition before they were halted by an especially strong SWGS team. As such, we have managed to debate our way through Bath, Winchester, Taunton, Cambridge



and Oxford this year, not to mention Salisbury. Despite our welcoming attitude, you mustn't get the impression that we are an informal society. We are always looking to develop our abilities and are proud to speak of our success in competitions. As a society, we stand at the dawn of a new era for BWS debating. With the school's new co-educational status beginning next year, we hope to add not only more voices, but different voices to our pluralist society. Following Mr Endersby's departure last year, we are now in the more than capable hands of Mrs Goldsack, who has made sure that we can compete in as many competitions as possible. However, the voice of Endersby lives on: in our heads, in our hearts... and in the Sixth Form office!

- Olly Randall



History Society

The BWS History Society has undergone a thoroughly successful academic year since Jack Doveton and I were appointed Co-Chairs of the History Society after Easter 2019. The History Society has a focus on bringing in doctors and professors of history from universities across the country to enrich the students who attend. We were both blown away with the number of attendees at the talks, with students from schools such as South Wilts coming along. As the official bonds between our two schools are severed, we hope this student run organisation can stand as one of the last vestiges of the 'special relationship'.

After becoming Chairs of the society, we both got to work inviting potential speakers to Bishop's. Our main focus was on academics who would come to speak on topics we study at A-level, including Professor Edbury of Cardiff University, speaking about the Third Crusade, Dr Gilbert of Southampton University, talking about the Russian Revolution of 1905, and Professor Grimley of Merton College, Oxford, on '60's Britain. All three of these talks were relevant to our studies, especially the Third Crusade, which gave us some in depth knowledge not found on the internet. We did not limit ourselves to the A-level course, however, with the first talk of the academic year being on the partition of British India by Professor Talbot of Southampton University. Along with this, we got Dr Gartrell, also from Merton College, Oxford, to come back to speak on the decline



of the Roman Republic. We were happy to see Mr Owen bring his Latin class in to listen to this talk.

No great leader rules alone and this rang true in the History Society. Our three artists, Elliot Simpson, Finlay Thompson and Alexis James, were our runner of social media, head blogger and publicist, and the society's key assets in getting the word out about the talks. Finlay in particular produced in depth passionate blogs on history and art- worthwhile reads. Tom Mondiere Carter was in charge of logistics, making sure that all of our academics got to the school, which was an important, if quiet, role. A special thanks must go to Archie Macintosh, who was the society treasurer and was mine and Jack's right hand man. His efforts got the society a healthy bank account, as well as plenty of wine for our guests.

A huge thank you also goes out to those who came to the talks. Whether it was just one that piqued your interest or all of them, your attendance was much appreciated. We averaged more than thirty students each talk, which was a very impressive number. I speak on behalf of the society when I say that it has been a thoroughly enjoyable experience, and we hope anyone who is interested will come along to a talk next year; they are well worth it. We give our full support to our successors, who, I'm sure, can do an even better job next year.

- Finley Thoburn

The Bishop's Association of Young Scientists is a science forum hosted at the school. Every month or so, an expert makes the journey to the physics lab to deliver a talk on an area of science that they are involved in. All corners of science have their time in the spotlight, with lecture topics ranging from quantum physics to antibiotic resistant bacteria in the last year alone.

Last year, Dr Peter Wothers, a chemist from the University of Cambridge, came to speak to middle school students. His talk covered trends in the properties of elements across the periodic table and the differences in atomic structure that gives rise to these properties. He also presented a new silver model of the periodic table, which was made to commemorate its 150th anniversary, and explained why a bar of gold feels much heavier than an equally sized bar of magnesium.

In the autumn, Dr John Chaddock, who works in the pharmaceutical company Ipsen, came to deliver his seminar on 'Transforming toxins into therapeutics'. He explained how substances that are dangerous to human health and cause disease have been used to cure it instead. Dr Chaddock's main example was botulinum neurotoxin, a toxic chemical produced by a strain of bacteria that now has a number of medical and cosmetic uses. For example, the dangerous paralytic effects of the toxin have been harnessed to treat conditions such as chronic migraines.


But these examples barely scrape the surface of the enlightening experiences we've shared over the last year. A few more to mention are Professor Graham Packham, who spoke about cancer treatment, Dr James Riches, who focussed his talk on drug design and legislation, and Dr Darren Bradshaw, who introduced many of us to nanotechnology and explained that crystals have a lot in common with sponges.

The sheer range of BAYS talks helps students learn about areas of science far beyond the curriculum, as well as providing a taste of the vast range of careers available. Science as a field is constantly progressing and evolving, and we are immensely lucky to be able to hear about the frontiers of research from the experts who conduct that research themselves.

- Harry Brough and Victor Cret

Prof Nick Evans
PROFESSOR OF THEORETICAL HIGH ENERGY PHYSICS
UNIVERSITY OF SOUTHAMPTON

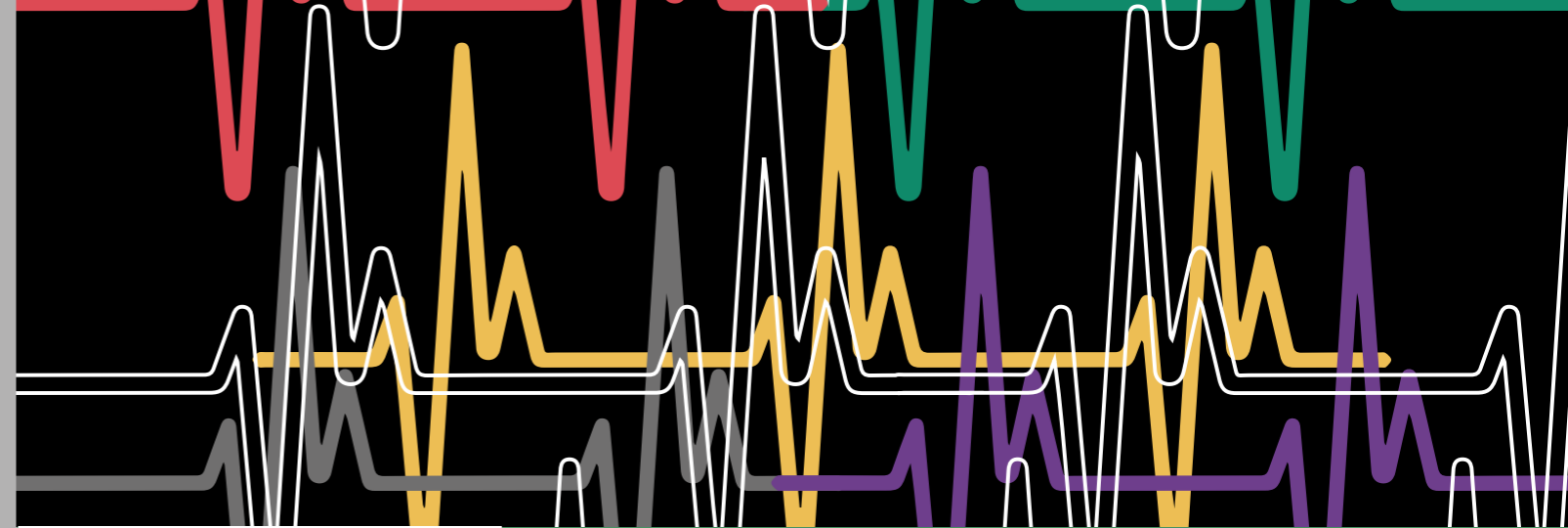
Introduction to Quantum Theory



Nick Evans is a published researcher with a particular interest in strongly interacting gauge theories – these describe the forces that act between subatomic particles. He teaches Electricity and Magnetism to 1st year undergraduates, and maintains an outreach programme to schools in the Southampton area. He has appeared on Radio 4's *In Our Time* describing the work of Carl Friedrich Gauss and has even written a racy science whodunit novel – *The Newtonian Legacy!*

In this lecture he will explain what quantum physics is, how it was discovered and how it explains the structure of atoms.

Weds 12th February 2020
4-5pm in APH at Bishop Wordsworth's School



Young Medics

This has been another successful year for the BWS Medical Society. We've had a variety of interesting speakers come in to tell their stories, each as unique as the last. Speakers have talked about topics ranging from experiences in the NHS, to the USA, to the Australian outback.

Firstly, we had Dr Will Ibbotson come to us all the way from Australia to tell us about his experiences in the Royal Flying Doctors. Dr Ibbotson is a Bishop's Old Boy, who left the school in 2007 to train as a doctor. After several experiences in the air ambulance service, Dr Ibbotson decided that he wanted to do something more hands on than a career in the NHS may have allowed so joined the Australian Royal Flying Doctors. This charity helps people who live in the Australian Outback who may be hundreds of miles from the nearest doctor or medical professional. In order to care for these people in medical emergencies, the Royal Flying Doctors fly out in specially equipped airplanes to reach them as quickly as possible. Dr Ibbotson told us many stories of his work in the charity, from especially bumpy landings, to chasing off kangaroos, to the extreme conditions he has had to work in to help patients within the confines of the airplane. Overall, Dr Ibbotson gave us an idea of the sheer breadth of experiences one could have as a doctor, whether or not you are within the NHS, or even within the country.

Second was Dr Hazel Everett, a doctor with huge medical, managerial and academic experience. Dr Everett is a GP; however, she has also spent time in America researching and learning huge amounts about her specialities. Over her long and distinguished career, Dr Everett has conducted lots of research, both here and abroad, and written several books, being recognised as an expert in her field, IBS, and how to treat it psychologically. Dr Everett further told us how many options were open to you if you went into medicine and are willing to put in the hard work. Dr Everett also talked to us about how important it is to maintain a good work-life balance if you wish to persevere in the profession, however hard it may be.

Finally, Dr Iain Kidson came to talk to us. Dr Kidson retired several years ago and has experienced the NHS from the perspective of a doctor, a hospital manager and consumer. His talk was presented as more of a "fireside chat" to the Medical Society, with anybody free to ask questions at any time. Dr Kidson told us all about how the NHS has changed over time and some of the benefits, as well as some of the pitfalls, of those changes. Dr Kidson also told us about some of the difficulties and tricky situations you may have to face as a doctor, telling us some quite personal stories to get his point across, which really made it hit home for most of us. Finally, Dr Kidson further reiterated the importance of keeping a work-life balance.

Overall, this year has been very successful for the BWS Medical Society in terms of the speakers we have been able to get in, all of them being of the highest quality. Furthermore, I fully believe that the Medical Society will excel in the year ahead, with two new co-chairs being chosen in the near future.

- Matt Gray

Year 12 Higher Education Day

Figuring out what to do with one's life after Sixth Form is not an easy task. Fortunately, our year 12s received a heavy dose of guidance at the Higher Education Day on the 14th of February.

The day began with the year group receiving a complimentary breakfast in the canteen before being briefed on the plan for the day: a series of lectures and talks in the morning followed by a roam around the exhibition of post A-level possibilities.

We were initially sent up to the chapel, where Dr Smallwood gave a short introduction about the value of staying in education past the Sixth Form. Through the multitude of reasons, both personal and social, financial and moral, the message was simple. By continuing to learn, we are "serving the greater good."

Our first speaker was Andy Long, a student recruitment manager for the University of Bath, who churns through an average of a hundred personal statements a day during enlistment season. As someone experienced with university applications, he told us the importance of

finding the right course at the right place as not everywhere offers every course and some places are better suited for one person than the next. Mr Long also warned the students about the misleading nature of league tables, and told us not to take what's written as gospel but to form our own opinions.

The second speaker of the day, Johnny Rich, was the founder of Push, an organisation that provides engaging talks for students to help them make informed decisions about their future. Mr Rich certainly upheld the goals of his organisation and captured everyone's attention with humour and an arsenal of metaphors, such as the title of his presentation: 'Choosing without a pin.' Like the previous visitor, Mr Rich reinforced the importance of choosing the right university and not just going where teachers, parents, or anyone else pushes you. He also reminded us, like a fatalist oracle, of the imminent deadlines.

After this, it was time for the main event. Seventy-nine fine institutions awaited us in the sports hall, ready for a bombardment of teenagers bursting with questions. Among

the mix were universities, both broad and specialised, local apprenticeship opportunities and gap year travel companies.

A visitor from the University of Cambridge expressed how important it was for young people to have chances like this. He described it as a "more personal and private" environment for the students, where they're in a one to one situation and can ask "specific questions" relevant to their choices.

Once we had collected a substantial amount of knowledge, prospectuses and free pens, we were herded back into the chapel for a second talk from our old pal Johnny Rich. This time, he was advising us on 'How to Look Hot' to the places we're applying to. After drilling into us that "employability" is a terrible word and a baffling demonstration involving blindfolds, balls and a bucket, his point was clear: think outside the box and, most importantly, get close to your market. At the end of the day, the lower sixth spilled out of school with questions answered, minds brimming with ideas and, above all, direction. There is no doubt about it that we shall go on to make good choices and achieve a myriad of fine accomplishments.

- James Egerton



A Tale of Two Great Uncles and Two World Wars

My mother had an English great uncle, Oliver Stone, who died in the Somme during the First World War and a Norwegian great uncle, Rolf Nissen, who was murdered in Sachsenhausen concentration camp during the Second World War. Our family went to visit both these places to understand more about these two men, their short lives and how their deaths can be understood.

In November 2018, twelve of us flew to Berlin in Germany and drove on to the town of Sachsenhausen, which is near the Polish border. It was very cold. Rolf Nissen was sent from a prison in Oslo to this concentration camp when he was twenty-five because he had said unsavoury things about the Germans, and a 'friend' ratted him out. My granny loved Rolf and was told he had died of pneumonia. That's what it said on his death certificate. We were all shocked to find out what had actually happened.

At the gates of Sachsenhausen, it says "work makes you free". It was shocking to see how well organized everything was inside the prison camp. Every person who was murdered by

being hanged or shot in the back of the head when they thought they were having their height measured had a post mortem to find out why they had died. The hospital was particularly dreadful- people went there to be tortured or experimented on, not to get better.

My family had bought a gravestone to commemorate the two-thousand Norwegians who died in Sachsenhausen during the Second World War. We had a small service around the new gravestone, and we planted lots of Norwegian flags around the gravestone. Each of us read one of the letters that Rolf had sent or received when he was there. It was obvious that the truth wasn't an option as he said everything was "fine".

Later, in January, nine of us drove to Arras in France and went on a tour of the Somme battlefields and memorials. Oliver Stone was 29 and a second lieutenant in the Royal Field Artillery. He was the youngest of my great grandmother's six children and came from Sydenham in Kent. On the battlefields, we saw holes all over the ground from the 1.5 million shells that were exploded, and there were lots

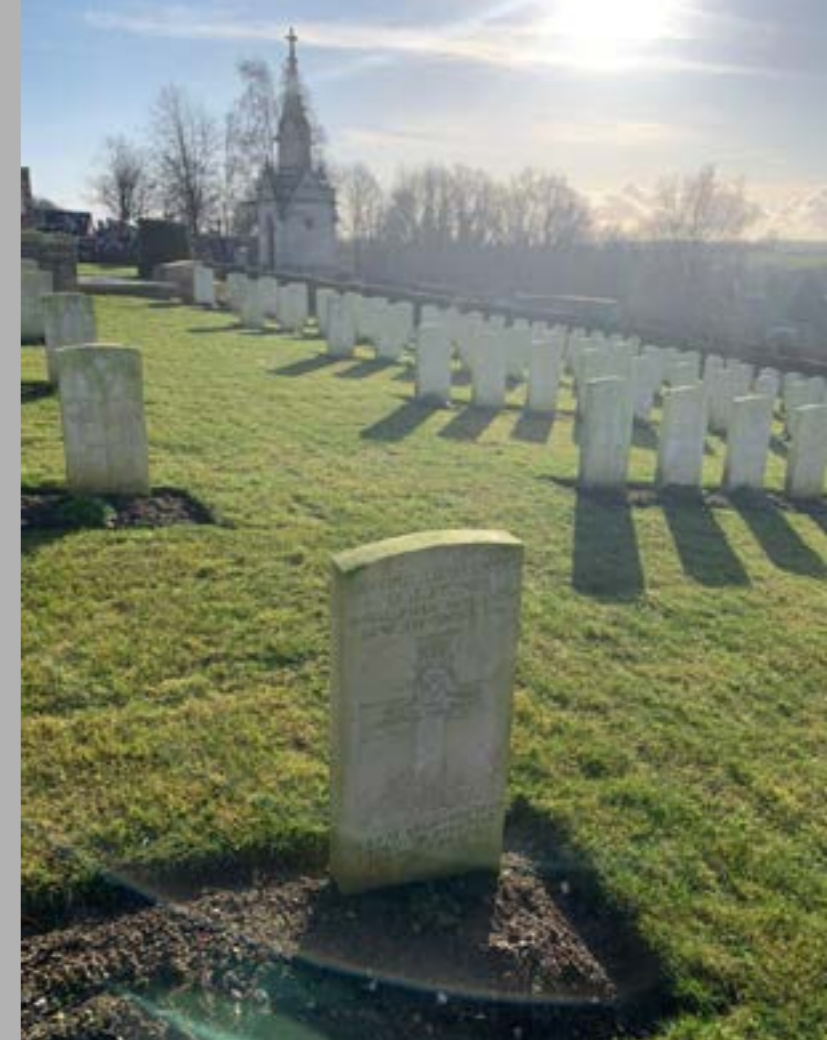
of signs warning us away from some places because there are still unexploded shells left. The battlefield must have been terrifying during that bombardment.

What was most shocking was the sheer number of people that died in such a short space of time, not to mention the many more that were reported missing, presumed dead. It was freezing and must have been even worse for the sixty-thousand men who went 'over the top' at 7:30 one spring morning; within an hour, half of them were dead or badly injured. Those who were injured didn't have much chance of getting better because there wasn't enough good medicine. It was muddy and dirty, and there were no antibiotics.

My great uncle would have had to wear the same clothes every day and wash and shave with very little cold water. He would have had to live on tiny portions of food as well. It was much easier for me, having a nice warm shower and croissants for breakfast before we went out for the day. My great uncle fought in the battle of Delville Wood, which was part of the Somme offensive. He was badly injured there, but he didn't die straight away. He was taken to the Gezaincourt casualty clearing station, a tent village with an operating room and wards, all under canvas. He died three weeks later and was buried in a war cemetery with other casualties from Britain, New Zealand, South Africa, Germany, China and India. I was interested to see that one of the soldiers buried there had been executed for running away from the front. He was buried next to a war hero with a gallantry medal. This seemed strange, but I think it is because we have come to understand how awful this war was for the men who had to fight in it.

Going to these two places has helped me truly understand what it was like for the people living and dying in these wars. I'm glad we are all learning from this so, hopefully, we will never have a third World War.

- Benny Tayler



Jazz Band

When I joined Bishop's in 2013, the Jazz Band was the jewel in the music department's crown. Suave, sophisticated, the most entertaining part of any Christmas concert, I lamented my musical ineptitude for preventing me from joining the elite. It was run entirely by sixth formers, giving it a wonderful sense of camaraderie and a rather short lifespan; once the leaders left, it disbanded.

Fast forward a few years and out of the ashes rises a new group, put together to compete in the house music festival- a ragtag bunch of brass and woodwind, unfit to claim the honoured title of Jazz Band.

And yet we would!

The BWS Jazz Band has now resurfaced, a group almost a dozen strong, playing anywhere we're invited. We've been making regular appearances at Christmas concerts, as well as performing at Founder's Day events for the last couple of years, although it was not until the start of this academic year that we became known to the majority of the school.

We were asked to play at Prizegiving- by far the largest gig we could have hoped for. To approach such a monumental task, we required something greater than an Easy Jazz Classics book could provide. We needed something loud, something flashy, and something that, if it went wrong, could be blamed entirely on one person. We needed a trumpet solo.

As the designated scapegoat, it was up to me to find this piece. I settled on Zequinha de Abreu's Tico Tico, a fast, high and loud trumpet composition with an exciting orchestral accompaniment. My next challenge was that

we had no orchestral instruments to play said accompaniment. I was left with the daunting task of arranging one myself.

Fortunately, I had years of experience as a Bishop's boy to draw upon, and I chose the most logical course of action when faced with a large task- I waited until a holiday then copied someone else's work. Rob Priestly (Salisbury Area Music Co-operative and Salisbury Area Young Musicians) was kind enough to lend me his orchestral arrangement, and all that was left was to cut it down so 10 people could do the work of 50.

Then, we had only to perform it. This was (although I, as the soloist, may be slightly biased) a huge success. Many people congratulated us on being the most exciting part of the evening, and the band was in high spirits for weeks afterwards.

However, excellent as I and my fellows in Year 13 are, it is important to look to the future. Luckily, when we leave, we will be handing the band over to some incredibly talented musicians who, I'm sure, will step up and lead the band to further glory. Or perhaps they'll lead a different band. Or someone else will. The point is, a new group will always form, and Jazz will always find a way. I've enjoyed my time with the BWS Jazz Band immensely, and I look forward to seeing the achievements of the next generation.

- Adam Pinnock



The Choir

To begin, we sang the joyous African piece 'Tambala Walira' in the Cathedral for prizegiving, overcoming our more traditionally choral tendencies.

Over the course of the year, we've performed a variety of songs at the monthly cathedral services. Such anthems include 'In the Bleak Midwinter', a classic carol with beautiful lyrics by Christina Rossetti, and the hymnal round 'This is the Day', which we remarkably didn't trip up over. Once again, the choir had the task of singing at the Cathedral evensong in October, which was done as flawlessly as ever.

Another notable triumph was the carol service that takes place annually in the Cathedral. We began in complete darkness as two choirs, belting the medieval 'Gaudete' from opposing ends of the cathedral, resulting in a haunting echo before being dazzled by bright lights. Then came a rendition of the symbolically rich 'Sans day Carol', during which we were treated to a beautiful accompaniment by Jonas Stringer on the flute and Tanay Vajramani on the piano, two extremely talented year 11s.

Upcoming, we have the joint choral concert with the choir of South Wilts Grammar School, an event that always rouses a sense of feverish activity within the music department as we attempt to master Mozart in a few short months.

- James Egerton

Public Speaking

Public speaking has always been an important part of the school's culture, with teams excelling in competitions across all age groups. So far this year, our teams have competed in both Rotary and English Speaking Union events. As a competitor over the years, I have always felt a fantastic balance of competitive spirit and respect for other teams' hard work at competitions. Strong viewpoints typically generate an invigorating question round.

Below, Chris Mattocks writes about his own experience, summing up the essence of such events:

"As another year rolls around, so too does the annual English Speaking Union (ESU) public speaking competition, the first two rounds of which BWS' team of year 11s participated in. The competition is centred on the discussion and exploration of a wide range of thought-provoking, contemporary topics such as 'the government should censor the internet' and 'free trade is the best trade'. These subjects are designed to make students think beyond their day-to-day life and consider the many components, viewpoints and nuances of such complex issues that are at the forefront of global discussion. In doing this, the competition serves as an excellent opportunity for participants to hone their oratory skills – the ability to express themselves in a compelling and effective manner. With a chairperson and questioner in tow, a speaker has five minutes to present their ideas on a subject before (s)he is questioned by the audience and questioner. To finish, the chairperson gives a final summary of the ideas brought up in the course of the presentation. I have no doubt I am better off for having competed in this year's competition, not only because the competition gives valuable experience of critically analysing complex issues and presenting in front of crowds of people, but also because of the fantastic culture that surrounds the competition. Competitions always involve individuals who are all clearly passionate about meaningful discussion and the upkeep of the vital practice of public speaking, which dates back to ancient civilisations and out of

which came some of the most important ideas of science, philosophy and ethics."

The ESU heats, held at Bishop's, were tough and our teams made a sterling effort in the first round, resulting in a great evening with plenty of interesting topics and discussion. The year 11 team (Josh Oxley, Chris Mattocks and Tanay Vajramani) were runners up, meaning they could progress to the Salisbury and South Wiltshire branch final held at South Wilts Grammar School. Unfortunately, due to excellent performances all round, the team narrowly missed out on moving to the next stage.

The Rotary public speaking competition worked in a very similar way although the structure was slightly different. Instead of having a questioner, the teams consisted of a chair, a "proposer" and an "opposer", which resulted in a much more debate-like format. Key debates included the role

of government in internet censorship, the media portrayal of terrorist events and euthanasia. The first round at Leehurst Swan School involved two intermediate teams (consisting of year 9s) and two senior teams (year 11s and 12s). As always, some interesting points were raised, and the evening was enjoyed by all. One team from each category could advance to the second heat at the Playhouse, and happily, these were both Bishop's teams. Following on from the Playhouse round, the senior team got through to the Rotary district round at Richard Taunton College on 29th February.

It has been a successful year for Bishop Wordsworth's School public speaking, and I hope, going forwards, we can continue to nurture public speaking in the lower years, as well as working on the generic and specific feedback we have received. It is always rewarding to see students sharing their knowledge and skills with peers and the continuation of this will be key to the success of future Bishop's teams. I have learnt many skills from my many years of public speaking,



not least amongst them being teamwork, and have grown in confidence. I would strongly recommend anyone having a go.

- Joe Essigman



Wordsworth 2020



Wordsworth 2020

Christian Union: Big Questions



Ever wondered what your purpose in the world is? Well on Thursday lunch times, pupils from across the school gather in the chapel to have discussions just like this, often splitting into Sixth Form and the lower school to allow for more engagement with specific discussions.

For sixth formers, the focus is generally on secular ethics and reasoning within Christianity as well as, on occasion, other religions. The relaxed meetings often provide a very informal community in which we can respectfully debate each other's views, not always coming to a conclusion but finding a more satisfying answer than was started with! It really is a way of developing views around the most controversial of topics, including abortion, the death penalty and many others.

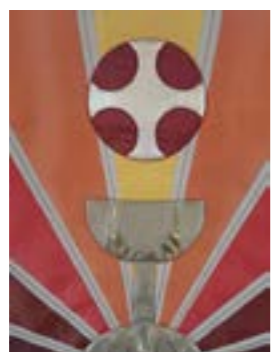
On the other side of discussion, the younger years focus more heavily on less existential but equally important issues, with sessions taking place on both Tuesday and Thursday lunchtimes. The Thursday lunchtimes are sometimes mixed with the discussion of the Sixth Form group, which subsequently provides increased scope and often allows every individual involved to think about the sheer range of views found within our school. Recent discussions have involved green issues, what influences us and how we appreciate the things that matter to us, providing an opportunity for the younger years to think critically and more broadly about life as a whole.

Apart from providing an interesting stimulant for the mind late in the week, the group also facilitates a lot of connectivity between year groups that would likely not be found elsewhere in school life. It allows for the infinite wisdom gathered by the older, more experienced and, supposedly, more mature students to be dispensed to those just starting their academic journey in years 7 and 8, as well as allowing biscuits to be dispensed in large quantities (courtesy of Mrs Kimberley and the Chaplain) to sixth formers and lower schoolers alike. The sessions also allow for discussion of worries, support for real life issues and, within that, a sense of greater community within our interconnected school lives.

The greater sense of community was accentuated recently during the February whole school Cathedral Service on Love, involving the love of God, love of one another and of self. There were readings from a range of ages, including biblical readings, prayers and responses prepared by members of the Big Questions group who are more religiously orientated. Guidance was roughly given by the Chaplain and Mrs. Kimberley, but many of the final decisions came down to the individuals involved in this growing community.

To properly summarize what goes on at these Big Questions gatherings would take far longer than this article allows. However, if there is one thing to be said, it's that Big Questions provides complete freedom: freedom to express views, to listen or even to flail about wildly in a game of 'ninja'.

- Callum Kidson and Oli Hapke-Basquette



With my back to the Earth

Edge

Here I lie against the grass,
dreaming of green summers past.
Sunshine dappled on my skin,
on cushioned moss I rest my chin.
Comfort's found in my verdant bed
as thoughts of you spill from my head.
I whisper longings to the trees
and in this glade they keep my peace.

By James Egerton

In times when the weather
Is inconsequential,
When we stand on the cliff
To pontificate if
This is the time to die –
Or grow wings and fly...

By Craig Ennew



Come And Visit Us On Winchester Street In The Town Centre!

Maths at Bishop's has bumbled along this year in its usual way, with a similar set of remarkable achievements. Students have performed rather well in the UKMT Maths Challenge, an extra-curricular paper that is different and harder than normal school maths, this year.

In the Senior Competition, which is sat by sixths formers and some bright year 11s, there were some very high scores. Curiously enough, two students, Tom Avant and Nathan Burn, managed to obtain exactly the same score, that being the highest in the school. Although the exact likelihood of this happening cannot be calculated, I like to imagine that it is small, if only to make the fact it occurred marginally more exciting. Four boys qualified for the Olympiad, a much harder, three hour paper which the top 1000 scorers from around the country sit, as well as those who are willing to pay for it. While some might balk at the idea of being able to pay your way to mathematical success, I welcome it. Not only does the UKMT get money thrown at it, but if you have to pay to get in, the chances are you're not going to do very well. And since the awards are distributed in proportions of those who sit the paper, it makes it easier for those in the middle to get a better grade. Tom Avant, a repeat offender for success, did exceptionally well, coming in the top 25% of those who sat the paper.

In other exciting UKMT competitions, the Senior Team, comprised of four Sixth Form students (take a guess at some of the names), that entered the Senior Team Maths Challenge came second in the regional heat, beating over twenty other teams, including SWGS, but narrowly missed out on proceeding to the finals.

Now for some non-UKMT related, but equally exciting, news! Sam James and Nathan Burn both did very well in correctly solving questions set by the Mathematical Gazette, a maths publication from Cambridge. The questions are open ended in style and often require creative thinking. Nathan Burn won second place overall for his solutions.

Vicky Neale, the Whitehead Lecturer at Oxford, was the Maths Society's first speaker this

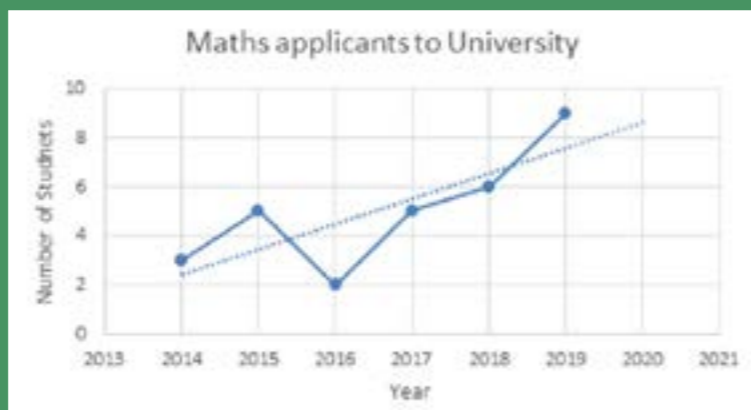


year. She delivered a talk on the Twin Prime Conjecture to a packed room. The Conjecture (a mathematical hypothesis) states that there are an infinite number of prime numbers that differ only by two. It was wonderful to have a pure mathematician in to talk about pure mathematics since people only seem to care about application nowadays.

And finally, in a stunning display of mathematical brilliance, I came up with a conjecture of my own, which was that there is too little evidence to accurately draw any conclusions about the number of people who go on to study maths at university from year to year. The data was collected from Prize Giving programs over the past few years. It actually turns out I was wrong, and each year the number of maths applicants rises by one. Thus, extrapolating backwards, in the year 2000, BWS accepted ten applicants already doing maths at university, and in the year 2140 or so, will send more people to university to study maths than there are students in year 13, assuming the year group doesn't grow in size.

On a closing note, to maintain journalistic impartiality, I refrained from mentioning myself throughout this article, but I definitely could have done.

- Will Armstrong



When thinking about mathematics, people often get too caught up in thinking about application and use rather than recognizing that some maths is about exploring an idea and seeing where it takes you. To that end, I'd like to try to explain a rather curious mathematical oddity without using that much maths at all.

We're going to begin by looking at a particular 3D shape, which is made by taking an infinitely long curve (think of it as a line in space, in this instance it is a hyperbola) and rotating it through 360 to form a vaguely trumpet like shape. This shape is called Gabriel's Trumpet or Horn and it has an interesting property relating to the volume of shape and its surface area. That idea becomes clear when we compare them. [Fig. 1]

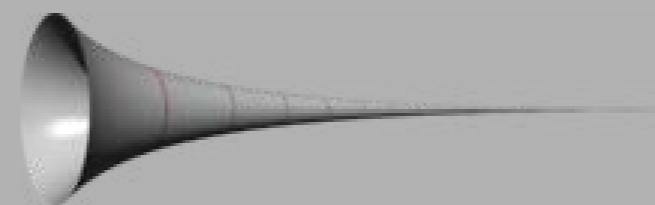


Fig 1.

The idea of finding the volume of an infinite shape might seem somewhat counterintuitive—since it is infinite, surely its volume is too? However, since the volume in each chunk gets smaller and smaller, it's possible that the value converges to a set value. A comparison could be made to adding up $1 + 1/2 + 1/4 + 1/8 \dots$ and so on forever. The value of that sum can be seen very easily with a diagram. If each square is half the size of the previous square, then eventually, the entire large square will be filled with an infinite number of smaller squares. [Fig. 2]

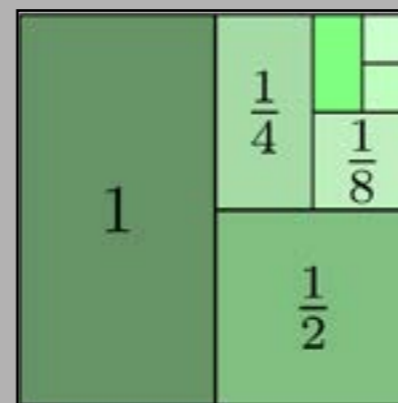


Fig 2.

A similar thing happens with the Trumpet although showing it explicitly requires integration, part of A-level maths. The volume of Gabriel's Trumpet depends on its exact dimensions, but it will come out to be some multiple

of pi (3.141...), which is the ratio between a circle's diameter and its circumference.

Finding the surface area is harder, and it also involves integration. You can think of it as splitting the curve into lots of small frustra, cones with the tops chopped off, [Fig. 3] working out the surface area of the curved part and adding them all together. Once again, we can draw a comparison to a numerical series. This time, it is similar to adding together $1 + 1/2 + 1/3 + 1/4 + 1/5 + 1/8$. Instead of trying to find a comparison to a shape, we're going to group the number together. If we group $1/3 + 1/4$ we see that that this is greater than $1/2$ since $1/3 > 1/4$ and so $1/3 + 1/4 > 1/4 + 1/4$. If we do the same thing but with the next four terms we see that $1/5 + 1/6 + 1/7 + 1/8 > 1/8 + 1/8 + 1/8 + 1/8$, which is once again equal to a half.

This trend carries on and the whole series is equal to the sum of an infinite number of halves that clearly don't equal a set value. Instead, it will be infinite. Therefore, the surface area of the shape is infinite.

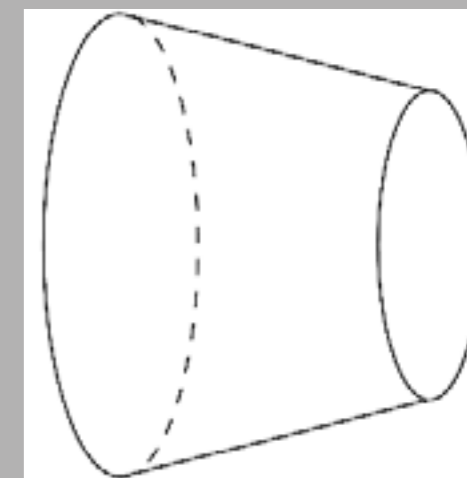


Fig 3.

This shape has an infinite surface area but a finite volume. So if you were to fill the insides up with paint, eventually it would be full but the inside of the shape would never actually be fully covered. It's an odd notion, and it confused me for a while. Sometimes people expect maths to be all about application but forget that it can give rise to unusual and sometimes paradoxical results, which serve no purpose other than being an intellectual delight.

- Will Armstrong

Phillip Rhys Olney was a student at BWS (2010 - 2017), leaving in 2017 with a deferred offer to study English Language & Literature at Corpus Christi College, University of Oxford. In the year before this, Phillip studied for a Foundation in Fine Art & Design at Arts University Bournemouth alongside fellow Old Wordsworthians William James (BWS 2010-2017; University of Bath, Mathematics) and Matthew Coombes (BWS 2010-2017; University of Cardiff, Architecture), whom he shared a flat with.

Strangely, being asked to write about my 'old school' hasn't given me reason to feel as 'old' as that might imply. While it seems like I've barely had time to scrub the paint out of my suits since I left in 2017, three decades after my father Graham (BWS 1980 - 1985), and his brother Simon (BWS 1978 - 1984), the lessons I learnt during my seven years at Bishop's remain ever present in my day to day life.

For them as for me, memories of Bishop's are coloured by the mates we grew up with, the outlook on life that the school fostered and the unique privilege we were all recipients of. For me, BWS provided a space, curated by a certain few teachers and individuals, where the question was never how something could be done but how it could be done bigger, better and with greater complexity. Moreover, it was the way in which Bishop's achieved this. The community its boys made manifest and its atmosphere of casual collective competition, which gently pushed us all on to brighter things, still sustains to this day. And even now, I still regularly see those same boys I spent my early schooling with; I still have that all-or-nothing urge for more, and at times, I feel like I've still not left the place.

But since 2017, things have changed. I've become the first of my family to go to university. I've gone through the process of having absolutely no idea what to expect from higher education in the summer before I left Exeter Street, to finding myself halfway through a Degree with a Diploma somehow under my belt. I've upped sticks, learnt to fend for myself and had more than my fair share of mishaps with the flat's washing machine.



And listen, I'm certain the narrative of 'moving out' is as old as there's been spaces to 'move out' from, so I doubt my - relatively small - first move from Salisbury to Bournemouth was very different. But looking back it was so much more than just that, so much more than 'moving out', 'moving on', or its constituent cliched stories of smelly boys, pesto pastas and lost deposits. That first year, that space to grow, work and live according to our own motives was undoubtedly formative in the process of becoming the man I am today. And if I'm honest, nobody deserves the credit (or perhaps, the blame) for this more than the community we created and lived with - those that paid rent... and those that didn't.

It was by living with William and Matt in our little flat on Commercial Road and by leaning on the group of boys I'd known since Year 7 that I began to grow away from the routines and unhealthy habits that had become entrenched during my final years at school. We boys moved out, learnt to live with each other, grew with each other and became the people we are today.

Don't get me wrong, Arts University Bournemouth also contributed. Split from the others on the very first day into separate tutor groups, the move to Bournemouth

closely resembled a shift back seven years. Once again entering a new institution, each day challenged the three of us to recognise the security we had amongst each other and move past it, applying ourselves to the opportunities which AUB offered. As the year went on, it became increasingly obvious that the time we'd allowed ourselves to spend scrutinising the artistic practices we'd established at Bishop's (not least through the tireless efforts of Mr Podger, Ms McLaren, and the rest of the Art Department) had not only enriched our practice, but contributed to a wider, more holistic development of ourselves. It was clear we'd all grown (me not so much - I'm still 5'8"), and I am now certain it was the best decision I've ever made.

Later, a question posed during a concerned call from an older relative - did Oxford 'allow' students of 'my [working class] upbringing' in their halls? - set the tone for a similar transition into another institute of Higher Education.

At Oxford I study English, and while the work is of a greater complexity, you quickly realise that Literature and books don't change - there are just more of them than you first realised. But that's not to say that Oxford wasn't something I had to adapt to. While its on/off routine of continuous essay writing wasn't dissimilar to the 24/7 artistic practice we'd established in our flat in Bournemouth, I left my first term somewhat 'lovely lost'. True, I was happy and content, with new friends, 'college parents', 'college wives' and an underlying sense of the 'country bumpkin' looking in on the strange traditions of the institution, but I still had a nagging feeling that I was missing something.

In fact, it wasn't until the summer before my second year that I realised why it had been such a change of gear. As my focus moved from the collective creative output of our flat to the individual, largely solitary, pursuit of essay writing, I realised I missed the constant, casual antagonism of the boys I'd grown up, and subsequently lived, with. Sure, my work retained the desire for 'bigger, better' things, but it lacked the accompanying critical community from 'the lads', something which I'd become accustomed to over the last eight years of my education.

Of course, as our new community came together and cemented itself at Oxford, these 'lost' aspects of my working practice gradually dissipated, but there's certainly something to be said for such a phenomenon. 'They' always say that your time at school is some of the best you'll ever have, and for many, I'm sure that's true. But let's complicate that. It's not about the time. Nor is it about the bricks, mortar, prefab buildings or halls of the school, per se. Instead, as I sit here amongst plans for yet another holiday with those same mates from year 7, I'd like to propose a fairly uncontroversial notion that it's always been, and always will be, about the community - the lads you meet in school, who follow you through, and constantly contextualise these formative years.

I'll graduate from Oxford in Summer 2021, and if all goes well, I'll return to a similar ecosystem of an art school in the United States following that. I'm excited to graduate, continue this process of growth and 'moving on' but not for the places it'll take me. Rather, I'm excited for the time I know I'll get to spend with the friends and relationships fostered at university and with those same mates I've been hanging out with since I was eleven.

Ultimately then, as I grow older, more and more do I recognise what I owe to my mates, and I'll always be grateful for what they've done and how that's brought me to where I am, whether that be Exeter Street, our flat in Bournemouth or the halls of Oxford.

- Phillip Olney





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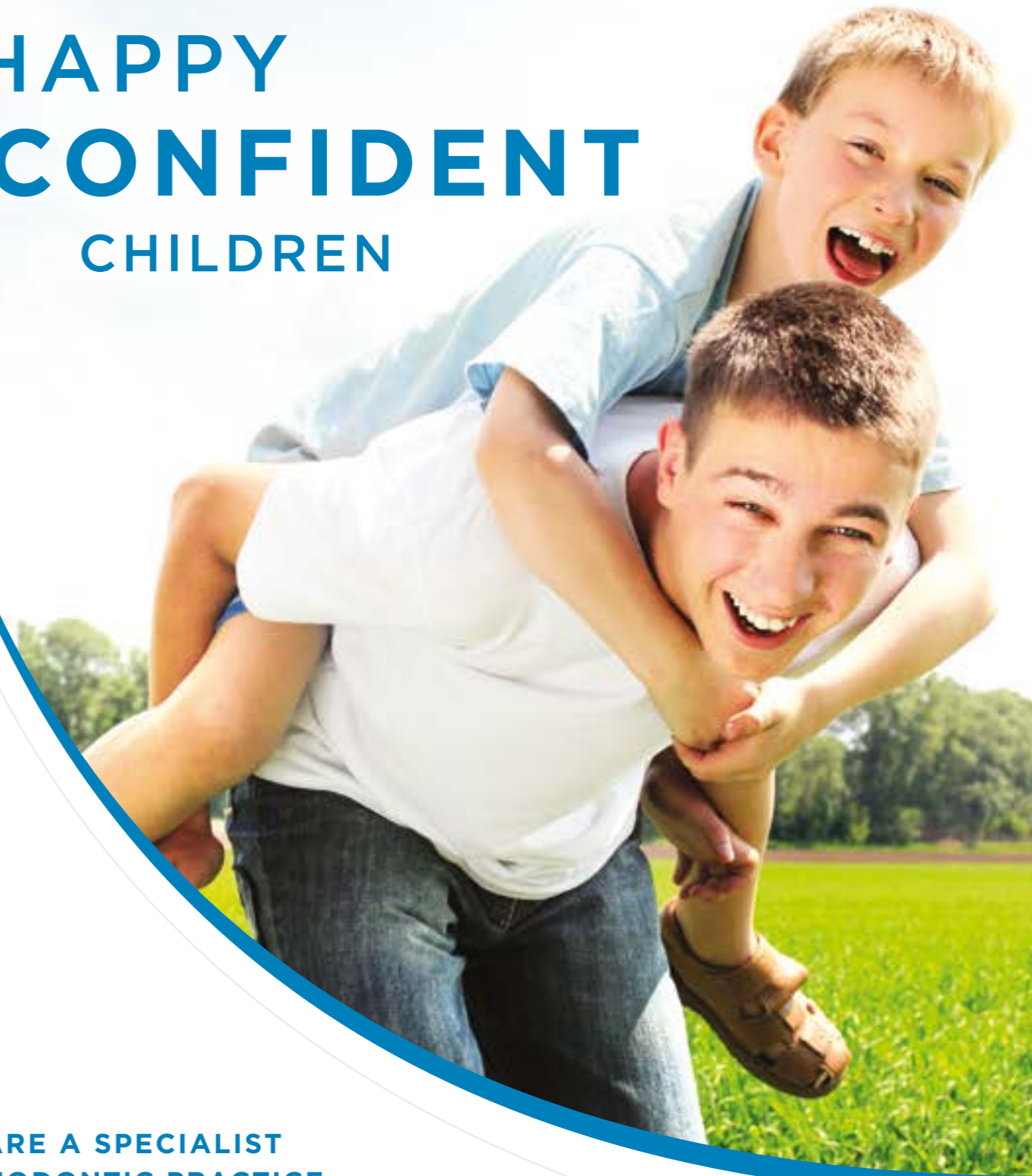
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From the Archives

LETTER FROM THE ARCHIVISTS

The Carpenter room is like a time capsule spanning nearly 130 years; it has seen empires fall, wars rage, and peace and reconciliation take hold once more.

The archives provide an invaluable insight into the history of our school and the lives of those who have crossed No. 11 lawn since 1890.

We first opened the archives in search of the debating society's history. The society has evolved with its membership, from its formation in 1915, to the shared society with Godolphin, to the current arrangement introduced by Mr Endersby.

Looking through the fragile pages of the older editions, it was evident that the school had a wealth much history to share. From the Tuck Shop report to the adventures of the Classics Society and the Beekeeping Club, each article speaks of what it would have been like to study here across the years.

We decided to use the limited space of this double page spread to showcase the work of Bishop's students through poetry and song. Unfortunately, due to a lack of space, there will be no art, society reports or sporting news. This leaves you free to pursue the history you're interested in – just go and take a look.

- Jack Travers & Tom Parrott

THE SCHOOL BELL (1921)

(With apologies to Wordsworth)

The boys leap up when once they hear
The ringing of the bell;
So rang it when the School began
So rings it now, it still doth clang:
So will it ring when I'm not here,
Belov'd School bell!

And when I've grown to be a man
Then I could wish that bell to be
Of my old School a memory.

- R. Churchill (2a)

THE SONG OF THE LOWER SIXTH FORM (1915)

We're a gay little form, in a gay little room,
With a gay little motto too;
And we laugh all day, in a jolly sort of way,
And if you were with us, so would you!
For we've all got to work and we really mustn't shirk,
Since we've got such an awful lot to do.

We've some nice little girls, with some pretty little curls,
We've some nice little laddies too!
And we do our level best, we can only leave the rest,
And if you were with us, so would you!
For we've all got to cram, for the Senior Exam,
And to fail, why that really wouldn't do!

We've some willing hands to write, and we'll work with all our might,
And we'll pass with first-class honours, too!
Though at times we think it's dry, yet we really mean to try,
And if you were with us, so would you!
For there's something at the end, though we can't see round the bend,
But before we reach it there's some work to do!

M.H. Sanger

THE WILD BEE (1929)

Merry little busy bee,
Flitting in the sun,
Bussing though the sunny hours
Till the day is done.
When the fields are gay with flowers,
Then you oft do fly,
Bearing with you honey sweet,
To your home near by.
How we all should miss you, bee,
Miss your cheery hum;
With your dainty, gauzy wings
Flitting in the sun.

- Rose Read (Aged 12, Form 3a girls), R. Churchill (2a)

BISHOP WORDSWORTH'S SCHOOL SONG (1919)

O HAPPY DAY, when thus we meet,
In this familiar place;
The dear old School, once more to greet,
And many a friendly face.

*Chorus. The dear old School, the dear old School
Beloved in work and play!
We'll ne'er forget how vast the debt,
We never can repay.*

The world is great, the world is wide,
And time and change have power,
Ten thousand mile may soon divide
The comrades of this hour.
Yet still they'll love the Bishop's School
E'en when their locks are grey;
Their names we will remember still
In England far away.

Chorus. The dear old School, &c.

May we to others each in turn
Transmit the precious light;
And bid the torch more clearly burn,
To guild the realms of night!
A beacon light of friendly aid
To all who go astray;
A token dear, a guide to cheer
Us on our heavenward way.

Chorus. The dear old School, &c.

Words by Elizabeth Wordsworth, Dec. 6th, 1919.

Music by H.W. Carpenter, School Chaplain

We love the work, tho' sometimes hard,
Of blackboard, book and pen!
We love our teachers, whose reward
Is moulding Englishmen.

We love our schoolmates and our games,
And fair and honest play,
We love the songs and loud acclaims
Of this our happy day.

Chorus. The dear old School, &c.

We love the memory of the past,
Our Founders fostering care;
Long may his faithful labours last
Nor barren be his prayer.
May hope and gratitude entwine
To bless this happy day.
Time flies, and yet we'll ne'er forget,
What we can ne'er repay.

Chorus. The dear old School, &c.



The Labour Party - Where Now?

After the Labour Party suffered a crushing defeat in the 2019 General Election, winning a mere 203 seats, their worst result since 1935, many are questioning the future of the party. The election saw the fall of Labour's so-called "red wall" in the North of England, where many traditional Labour seats were won by the Conservatives for the first time in generations. The historic loss has been blamed on many factors, including Jeremy Corbyn's leadership, the party's position on Brexit and the failure to tackle anti-Semitism. But, as Jeremy Corbyn stands down as the Official Leader of the Opposition after a "period of reflection", where will the party decide to take itself next?

At the time of writing this article, the Labour Leadership contest is well under way, with three main candidates vying for the position of Leader: Sir Keir Starmer, Rebecca Long-Bailey and Lisa Nandy. Each of these three candidates have contrasting views on where best to take the party in the following years and how to give it the best chance of regaining power in the next scheduled election of 2024.

Sir Keir Starmer is the bookies favourite to win the race. Starmer is a specialist in human rights law, led the Crown Prosecution Service until 2013 and was knighted in 2014 for services to law. Serving as shadow Brexit secretary under Corbyn, he certainly has both the credentials and ambition to succeed Mr Corbyn. He has established himself as the front runner in the contest with a strong message of unity. Starmer has proposed what he calls "moral socialism",

in which he aims to combat the inequality in society. The Holborn and St Pancras MP has outlined his "ten pledges", which include increasing income tax on the top 5%, increasing corporation tax and nationalising key services like rail and energy. Starmer has called for an end to the division within the Labour party but has stopped short of being an outspoken critic of Corbyn. He is mainly seen as the moderate, safe candidate among the Labour electorate. He has secured nominations from influential unions, including Unison and Usdaw. Starmer polled at 53% in the most recent Labour leadership polling for the first round, forecasted to win the second round with 66%.

Rebecca Long-Bailey is seen as another major contender for the leadership. Long-Bailey has done a variety of jobs in her lifetime, before becoming a successful solicitor. She is one of the more Eurosceptic Shadow Cabinet members, representing a leave voting constituency, which could help Labour retake the so-called "Red Wall" that fell to the Conservatives in December. The Shadow Business Secretary has represented Labour in Brexit talks with the Government in the past, as well as stepping in for Corbyn in televised election debates and Prime Minister's Questions, making her a strong candidate for leader. The MP for Salford and Eccles has pitched her vision for "aspirational socialism", which stays very close to Corbyn's previous agenda. Long-Bailey has outlined a long list of policies, including the renationalisation of key industries, scrapping Universal Credit and tuition fees and replacing the House of Lords

with an elected upper chamber. She was also the key architect of Labour's proposed Green New Deal. Long-Bailey is seen as the so-called "continuity Corbyn" candidate within the contenders, rating his leadership as "ten out of ten". Long-Bailey polled at 31% among members.

Lisa Nandy is perhaps the most unlikely of the candidates standing. Nandy worked for former Labour MP Neil Gerrard before serving on the Hammersmith and Fulham Borough Council. Now the MP for Wigan, she has been openly critical of Jeremy Corbyn's leadership, resigning in 2016 to run Owen Smith's campaign to oust Mr Corbyn. The Wigan MP has long supported the UK's smaller towns, which have been thrust to the forefront of the Left's political discourse since many such constituencies were won by the Conservatives in December. Unlike her fellow MPs, Nandy has suggested that the building frustration of traditional working-class voters towards Labour over the last twenty years was the cause of their crushing defeat, far more important than the party's Brexit policy or the media coverage of Corbyn. Although she has been an outspoken critic of Corbyn, Nandy's policy commitments include many similar policies, such as a wave of renationalisation, increasing corporation tax and scrapping tuition fees. However, she has proposed the renewal of Trident, contrary to Corbyn's personal views. She has gained the endorsement of the influential GMB Union, as well as 71 constituency parties. Nandy polled at just 16% among members.

One of these three candidates will eventually become the next leader of the Labour party,

with the result due to be announced on the 4th of April. Whoever succeeds Mr Corbyn must be able to heal the party after its crushing defeat in December. Currently, there are clear divisions within Labour, whether it be Brexit, anti-Semitism or the future direction of the party. However, all of the Labour electorate agree that the new leader must unite the party behind one common cause in order to have any chance of winning an election. This leadership election could turn out to be one of the most significant Labour leadership elections to have ever taken place, with some saying the result could make or break the party's hopes of being elected. Only time will tell if the new Labour leader can manage to win the keys to Number 10, making them the first Labour Prime Minister since Gordon Brown.

- Josh Oxley



DofE at BWS: Going for Gold



For those who don't already know, the Duke of Edinburgh award is a scheme that allows participants to build friendships and expand their experience of the outside world by undertaking a range of activities. The award is nationally recognised and demonstrates both achievement and commitment on a CV.

This year, the expedition sections of the awards saw participants navigating different terrains with the support of H5 Adventure. The support group ensured the safety of the boys and set up checkpoints along the planned routes.

With just under a hundred year 10 boys taking part, the Bronze Award was by far the most popular Duke of Edinburgh award offered at BWS this year. The expedition section involved the boys navigating the Marlborough Downs over a two day period. The boys were lucky enough to have pleasant weather and were able to see the picturesque Marlborough White Horse on one of the hilltops.

For the Silver Award, the year 11 boys trekked through the beautiful New Forest countryside, encountering wildlife and scenery along their routes. This expedition consisted of three days walking and two nights camping in the wilderness.

Meanwhile, sixth formers taking part in the Gold Award experienced the dramatic changes

of weather that are characteristic of the Brecon Beacons whilst climbing the Special Forces' 'Fan Dance' route, a route which includes an ascent of Pen y Fan, the tallest peak in South Wales. It is hard to say whether this ascent or swimming in rivers was the highlight of the expedition.

However, as exciting as the expeditions are, the other sections of the DofE award are equally important. By volunteering, people can experience a range of worthwhile endeavours, from conservation work to helping in a local hospital. This work benefits the volunteer as well as the community; it can enhance confidence and enable people to do something they are



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passionate about. The physical element is also enormously important. You can choose a sport you already enjoy and want to focus on or something completely new. Finally, there is the skills section of the award, encouraging the participant to develop a new skill such as learning a new language or playing a musical instrument. This section provides a broad range of options and allows the boys to focus on a hobby of their choice.

For the Gold award there is an additional residential requirement which involves the participant spending five days away from home with people they have never met doing a whole



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host of activities. For example, some of those currently doing the award have spent a week away pursuing a sport they love and others spent a couple of weeks in Belarus, helping children affected by the Chernobyl incident.

As the DofE prefect, I have spoken to many of the participants and it is clear to me that the award is hugely beneficial, equipping students with useful skills for later life.

- Thomas Brewis-Watters





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The Charity Committee

The past year has been incredibly successful for the school Charity Committee, with many good causes supported and huge amounts of money raised. We have supported causes ranging from Belarussian Victims of Chernobyl to the Teen Cancer Trust, our biggest collection of the year at the annual Christmas Carol service.

One of my proudest moments as chair of the Charity Committee was our Christmas collection for EdUKaid. EdUKaid, a local Downton based charity, helps children in Africa to go to school by providing all the material and support they need to overcome obstacles. One of their many initiatives is Freddie's Fund, a scheme which aims to help especially disadvantaged children receive an education. The good they do ranges from paying the salaries of specialist teachers to supplying specialised sun cream and clothing to children with albinism. At the beginning of our Christmas collection, we had EdUKaid programme director, Teresa Wells, come in to lead an assembly about their efforts, how we could help and what they planned to do with the money we raised. In order to raise money, we had a Christmas jumper day, prompting some truly fabulous yuletide clothing. Each tutor group also had a pot to which they could donate. All in all, we raised £1336.

Another charity we supported with our non-school uniform days was Belarussian Victims of Chernobyl, or BVOC. This organisation helps support the people of Belarus who are still dealing with the horrific Chernobyl disaster over 30 years later. Every year, boys go to Belarus to help at the summer camps that BVOC has set up to get children away from the worst affected regions, an endeavour supported by our wonderful Mr Vaughan. These boys also fundraise and the Charity Committee decided to help them with a non-school uniform day, collecting over £800.

One of the last charities that we supported during my term as the chair of the Charity Committee is the WWF, in particular their disaster relief fund for Australia. Recently, Australia has suffered some of the worst weather conditions we have seen in recent years, enduring both huge wildfires and devastating floods. As a result of this, the wildlife has suffered and the WWF is trying to rescue it. As such, we decided to devote the first non-school uniform day of 2020 to this fund.

Overall, this year has been a huge success for the Charity Committee, with many great causes supported and huge amounts of money raised. I have loved my time as the chair of this committee and have found it immensely rewarding to see how much good we can do as a school community.

- Matt Gray



Volunteering: historia in caritate

Each year, on Wednesday afternoons, Sixth Form students flock to the hospital or nearby charity shops in an effort to escape the threat of physical activity. Last year, I was one of those students. However, I didn't end up volunteering at Oxfam or some other shop. Instead, I found myself walking into the Close every Wednesday with another Bishop's boy to go to the Cathedral Archives. In one of the many terraced buildings around the Close, locked behind four doors, are rows upon rows of carefully kept boxes containing letters, photos and records stretching back to the Cathedral's construction. This was the place where I would be helping with old and secret wonders, some of which potentially hadn't been read for hundreds of years.

Our first task was sorting orders of service from the last thirty years or so. It wasn't glamorous (however glamorous archives can be). In fact, it was somewhat dull and repetitive. First, we sorted each order into separate piles, several hundred high, and then proceeded to re-sort systematically into chronological order, only to discover that the first set of sorting was sadly unsatisfactory and every twentieth piece of paper should belong in a stack in a box behind you or under a second precariously placed stack which had been previously filed but you were now doubting whether it really was sorted or whether there was an elusive misplaced piece of paper hidden within. Eventually, we were finished, and by that point, if they weren't ordered correctly, they never would be. It was here that I discovered one of the issues with mind-numbing work: it's almost certainly not done correctly, but no one really wants to check to see where it went wrong. Anyway, soon we moved on to more interesting work: transcribing.

We were given a laptop, a guide to 17th century handwriting, and a bundle of papers. This was proper archivist work. Half an hour in and we were still on the first piece of paper. We'd learnt it was a receipt, and we'd learnt it was from James Moonringe (a man whose name has several different spellings and interpretations), a local blacksmith. He had been paid for producing some amount of shoulder kayes (or keyes?) and several iron barres. There were many receipts that followed: receipts for nayles and nailles, glassier's nailles and plumber nayles, an endless supply of shoulder keyes and shoulderless keyes, iron barres and window barres, a whirlegog here or a metal ramp there, four quarters and several stone of steel for a pound and some pennies, each and every item listed, dated and priced year on year from about 1682 to 1696. Over time, James Mooringe's signature grew larger and shakier, in contrast to the neat and somewhat legible print of the Cathedral clerk. But as always happens in schools, exams and the summer term chaos arrived and our time in the archives came to end.

That is one of the remarkable delights of volunteering: the possibility of ending up doing a somewhat bizarre task that otherwise you would never have had the chance to do.

- Will Armstrong



Unsung Heroes: The Canteen

Oliver Gale sits down with Terry Harkness, the BWS catering manager, to talk to her about her job, free time and the possibility of a Bishop's cookbook.

The name of the article is Unsung Hero, what do you think of that?

[Laughter] I think there's quite a few of them around.

So how long have you worked at Bishop's?
Since 1998.

Have you had any experience anywhere else and how does it compare to Bishop's?

I moved down from London in '97, and before then, I was a school cook in Richmond, but it was a primary school, so doesn't really compare. But Bishop's now doesn't bear comparison to when I started.

Can you give me some examples?

Well, the amount of food we cook. When I first started, there was no afternoon break. Lunch was at 12:20. For instance, we were doing four hot dogs a day for lunch with four or five baguettes; we're now doing fifty baguettes a day. It's just that the amount of boys in the school and the type of food we produce is very different.

"My thing's always been I wouldn't serve anything here I wouldn't give my own family."

So how does the average school day go for you?

I get in between seven and half past, do breakfast and then get ready for lunch. I try and get most of the lunch prepared before morning break, all the chopping and that sort of thing.

But we are a team. I'm responsible for the main meals; somebody else will be responsible for the vegetables and the pasta; somebody else will do the pizza; somebody else will do the puddings. So there's a team of us all working to the one aim, and we are completely time restricted.



When the bell goes, I can't say, "sorry, it's not ready. Can you come back in ten minutes?" It has to be ready for the bell, and that's quite difficult sometimes.

What would you say is the easiest and hardest part of your job?

I think the hardest part is making sure everyone gets fed, because we never know how many people are going to walk through that door.

Ideally, you want the same choice at the end of lunch as at the beginning of lunch, but it can never happen because we don't know what everyone wants to eat. We just have to make sure there is something there; it may not be their first choice, but there will always be something there. We have been known to fry eggs when we've completely run out. Because if parents expect their children to eat hot food, then it's my job to make sure there is hot food available for them to eat.

Easiest part of the job...is there one? I don't

think there is. Chatting to the boys is the nice part.

How do you decide the menu each week?

I just take it home on a Friday and work it out. But I have to make sure that, whatever it is, it's out of the freezer, so in my head, I've got an idea. There was turkey on Monday, so I took that out on Friday to defrost.

How many people do you serve each day?

[Goes off to get a sheet of paper] This will tell you how many people we served yesterday and how many transactions, so some people come back twice. That's the total number of people that we served [around 500], but they could have come back more than once.

We tend to find, if you come into the dining room, you come in twice a day, but we have to make sure we have enough in case more people come in.

Does that involve a lot of wastage?

No, we just serve it at break. We waste very little. What isn't used at breakfast goes to morning break; if there's any pizza left at morning break, it will be served at lunch. Afternoon break is the last option for something to go. So today, there was the lamb- that's all gone; there's practically one portion left. The gammon- there's quite a lot of that left, so that's going to be frozen and that will come out at another time.

Next week?

No, because then you'll say, "oh, that was left over". Probably in a few weeks' time. We put it in a tin and in the freezer; everything is labelled and has a date on it

You now use a cashless system to pay for meals. What was it like before and how was the change?

Personally, I thought the cash system was far better but probably because I'm quite old. I think it helped the boys budget better because they knew how much money they had in their hand. I think that's really important, that they know whether they have £1 or £1.50 left at the end of the day.

I think with the cashless system, they don't get that. It's like, I'll just put my thumb on it and I'll guess what I'm getting. Obviously, the parents like it because they can see what their child's

eating. Before, we used to cash up every day. It took about 20 minutes to cash up every day, but that's what we were used to. I don't think it's any quicker. Do you think it's any quicker?

I think it's probably much quicker. I remember I used to find my wallet, find a 50p. Oh, that was a 20p. Then I had to find another one, and then she would give me my change and I would fumble around with that and put my wallet back in my pocket. It was a bit of a hassle. But I agree that you lose that sense of budgeting. I know how much the main meal was then: it was £1.50. I couldn't tell you what it is now, though it probably hasn't changed much.

It's £1.70 now but that's it: you don't know. I think that's a drawback. People don't have an understanding of how much everything costs, and I think that's a real issue. We do try and tell you how much money you've got left, but to do that every time is actually really difficult for us. You've got a queue of people, and when people are minus £3, you've got to write it down and go on the system to override it.

I think probably more people are now in debt than they used to be, and the onus is now very much on parents to top up online.

How many pizzas and cakes do you make a day?

We will make 120 pieces of pizza a day. We make ten big pizzas and cut them into twelve. We used to say we make a thousand pieces of cake a week, but we probably make more than that now.

My main problem is that the dining hall is too small; do you know how many people we can fit in the dining hall? 168 seats is all we have, and we have 977 on role. That in itself tells you the problem we have.

Looking at the figures, there are 374 people eating lunch with you, but only 168 seats.

Yeah, and that was yesterday. On Friday, when it's chip day, it's even busier.

I know the school is desperately trying to do something about it but where can you build? People are well aware of it because I tell them every few minutes.

It's now got to the stage where I can't do what I want to do. Number one, I haven't got time, and number two, they've got nowhere to sit. I don't want everyone in the dining hall because what am I going to do with them all?

I mean, in an ideal world, I'd love to have

them all come in and have a hot meal but thank goodness they don't!

What were the school lunches for you like?

I don't really have a great memory of them. I think they were all right.

On that topic, where did you grow up and what past experiences have you had?

I grew up in South West London. I went to Westminster College Hotel School, and I did a HND in hotel and catering administration. I worked in hotels and did a brief stint in the Shell Oil Company, and when I had children, I went into school meals. I never once thought I would be doing what I'm doing.

What do you do in your free time at home, do you cook and bake?

I don't bake, I do cook.

Working in a school, you get long holidays so what do you do with them?

Enjoy not being here! It takes me about two weeks to recover from the end of term. Last year, I went on a very big holiday around the world, but normally, we will go away for a few weeks in Europe, not very far.

Some people consider the Christmas lunch the highlight of the year. How does it go for you?

It's about six weeks of planning. How much is it going to be? How much should we buy? The boys buy tickets in advance, which helps us know how many are coming. I actually really enjoy the day. There's a real buzz. I like getting ready beforehand, and actually, we are so well organised, it just flows. About five years ago, we ran out of turkey. We haven't done that since. I always stay on the side of caution and buy far too much, but we use it throughout the year.

So how many people do you get for Christmas lunch?

I think it was over 500 boys this year, plus staff and us. I think it was about 650 in total. How many people work in the kitchen normally? We have eleven in total. We have five who do five days a week and the others job-share. We have eight or nine here a day.

You also teach year 7s and sixth formers to cook, what's that like?

It's good fun, sixth formers especially. With sixth formers, I think we're teaching you something for later on in life. Year 7 is slightly different. There are ten groups now, which makes it quite a struggle for me to find the time; we've got to make sure we have enough staff in the kitchen.

Have you got any horror stories?

We've had a couple of fires; that's with the sixth formers. They put the pan in the heat with the oil, and it just catches fire. That's happened a couple of times, but now I know that's what they're going to do.

My last question is how do you make the sticky toffee pudding? It's probably my favourite thing.

That's not actually me- it's Jenny. I don't do puddings. We did think we might do a Bishop's cookbook but haven't found the time to put it together. I think it would be a really good fundraiser. People leaving the school could buy it as a memory and it would also be very helpful.

BWS STICKY TOFFEE PUDDING RECIPE:

175g lightly salted butter
50g muscovado sugar
50g soft light brown sugar
2 eggs
100ml milk
175g self-raising flour
1tsp bicarbonate of soda
1tsp vanilla extract

For the Sauce:

150ml double cream
100g dark muscovado sugar
75g lightly salted butter



ARKWRIGHT ENGINEERING SCHOLARSHIPS

The Arkwright Scholarship

The Smallpiece Trust's Arkwright Scholarship is an engineering scholarship awarded to students in year 11 to give support during their time in Sixth Form. The scholarship provides, amongst other things, a £600 grant for the student and £400 for the school. This money can be used for any engineering projects, textbooks or trips. Aside from the monetary benefits, sponsors also provide interest days with leaders in the field of engineering. In the first month of being a scholar, I have been offered four trips concerning four distinctly different engineering disciplines.

The Application Process

The first stage of the application is an online application form. This takes a couple of hours to complete and details your experience in engineering and leadership. It also details your technical project (either your GCSE DT project or one you've completed at home). During this time, one of your science or maths teachers will write a recommendation to be sent in with your application. Each application costs £40.

After the application is submitted in December, you'll be asked to sit a two hour aptitude examination in February, not too dissimilar from the GCSE DT exam, which will require you to design solutions or contraptions for a range of different problems. For example, one of our questions asked us to design three unique machines for making juice from apples. Past exam papers and answers are available for applicants and I recommend you take a look at the components of the more successful answers. If you have been successful in your exam then you'll be invited to an interview at one of the country's best universities, including Oxford and Cambridge. The interview is roughly twenty minutes of questions about your application and your project. The interview day also includes a tour of the university and an unassessed technical activity.

If your interview impresses, you will be informed of your success in the summer holidays. At the start of term in September your sponsor will be confirmed and you will be invited to attend the prestigious scholarship acceptance ceremony in London.

2019-2021 Arkwright Scholarships

This year was our best yet, with seven boys receiving the scholarship, generating £2800 for the school and £600 each for ourselves. I have decided to build a cross-country petrol go-kart which will also be the artefact for my EPQ this year. I'm hoping this will boost my application to Southampton University and their Formula Student team.

Interested in Applying?

If you're a year 10 (going into year 11) then listen out for announcements in assembly from Dr Baker and Mr Bull.

- Harvey Thorpe

About the Cover

As some may already know, Sam James and I collaborated on the cover art of the 2019 edition, and we were delighted to be asked to design it once again. We began by brainstorming ideas of places around school that sparked our creativity. We have tried to start a new concept for the covers of the Wordsworth now and beyond. The background and foreground have been switched from the 2019 edition – now with the tree in the foreground and No. 11 in the background. We hope this may also provide a foundation for editions to come. Our choice to depict the tree front and centre worked hand in hand with the idea talked about on page 4 of this being the ‘Osmund-Green’ edition, which we saw as especially powerful with a dual environmental meaning.

The tree also acts as a symbol of growth, not only for the school but the magazine moving onwards. This theme carries onto the back cover where I drew out a BWS logo from a 1930 edition of the magazine, which is surrounded by leaves, flowers and the ever present, all-important, school motto. This year, we wanted to give the readers a little insight into the process of making the cover and how our ideas adapted to working in isolation.

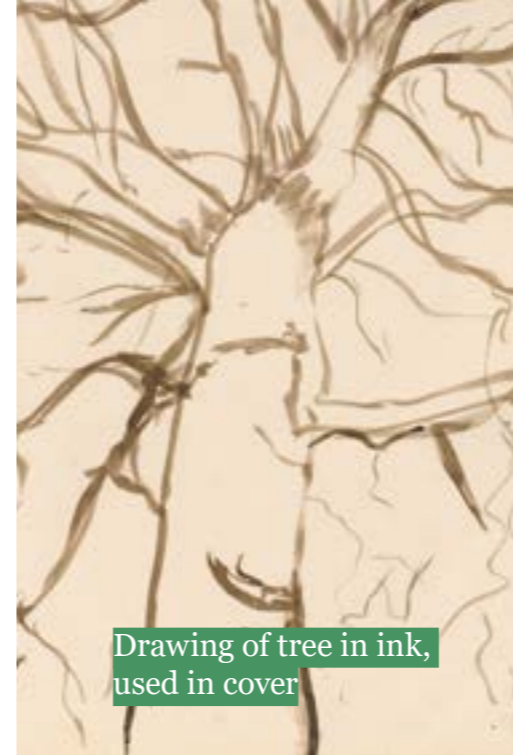
We began our process in the comfort of the school environment by photographing potential compositions and creating initial responses. Next, we took an afternoon to create a horde of pieces in any medium we could get our hands on. Sam and I often find that the best art you

create can be that which comes at a whim, so we designated this time to have fun and see what we came up with. Once finished, we collected, photographed and scanned all the work and discussed how to turn these into a final piece to use as the cover. However, little did we know that we wouldn't get a chance to ever do the final piece we planned...

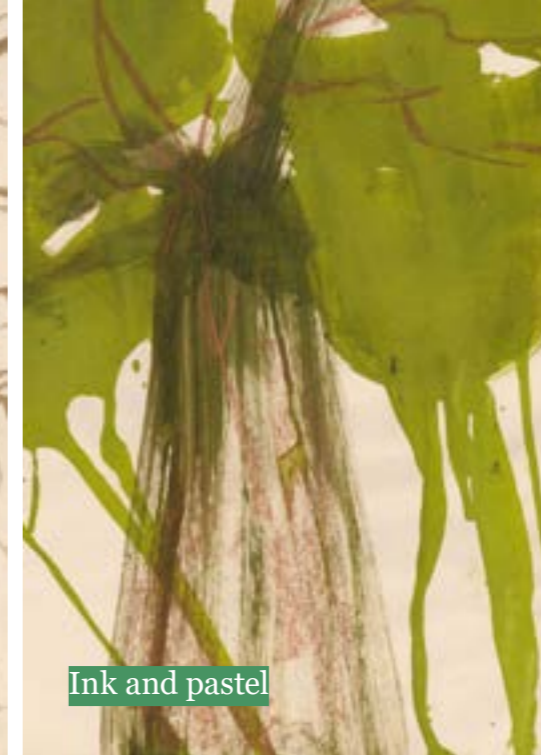
- Dan Parsons

We had even started the final product on a large piece of paper and applied the collage layer, but due to the Coronavirus predicament, this was cut short. So we were left back at square one. Dan, Ben and I have had several calls and sent many messages, discussing the cover and interior design, which has given us something to work towards in our exam-less lives. Due to the wealth of earlier sketches, we were well prepared, and opted for a digital approach. Using photoshop, we mixed various tree paintings and sketches together to form a sort of preliminary mock up. We wanted No.11 to be more detailed and accurate in colour, so I painted a gouache rendition at home and added that in. The process then became about how to balance abstraction and depiction and how to make the separate elements work as one. I think we are pleased with this outcome, even if it is somewhat different to our initial intentions. Such is the magic of art – you never know where a project might lead!

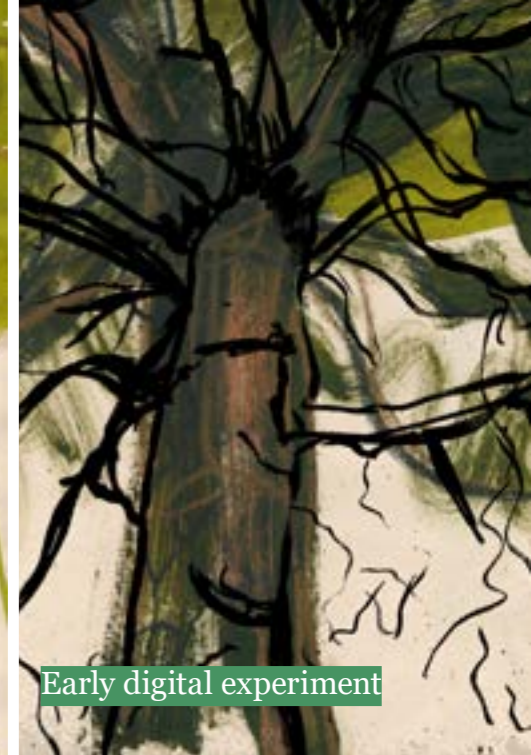
- Sam James



Drawing of tree in ink, used in cover



Ink and pastel



Early digital experiment



No. 11 without tree, in gouache



Textured background using acrylic paint and palette knife



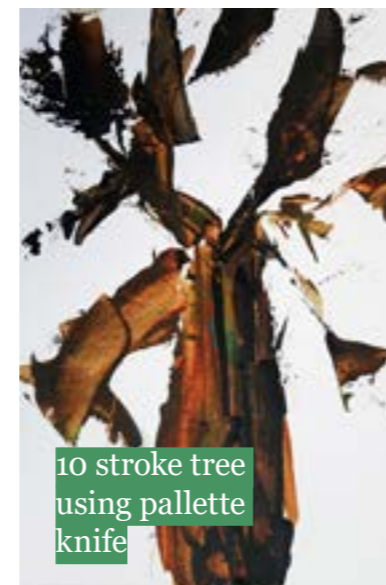
Earliest Composition idea



Chalk pastel response



First mixed media response



10 stroke tree using palette knife



Initial digital mock up



Second mock up

WORDSWORTH 2020



Experimental mock up

WORDSWORTH 2020



BWS MUNSC

In September, a few rash sixth formers

decided they wanted to start a MUN. Weeks of planning culminated in twenty Bishops boys gathering to represent ten UN delegations in the Carpenter Room, with two more chairing the model council. The USA brought their veto powers, the UK brought hopes for a trade embargo, but most importantly, the Polish delegates brought biscuits. Apart from the US delegation branding several others “stupid”, the procedure was followed well, with plenty of impulsive use of the title ‘Honourable’. We put the ‘polite’ in ‘politics’! A special mention is dedicated to Tom Jones, who turned up in a full suit despite not even being a student at the school anymore. Honestly, we question if he ever was in the first place.

The matter at hand this time was tension in the Strait of Hormuz and the subsequent sanctions placed on Iran. As a student representing South Africa, it was interesting to look at current affairs from the viewpoint of other countries and to see what the other delegations thought. Living in the UK, I have only ever really seen the UK’s point of view so approaching the issue as a country that supported Iran was fascinating.

We went through the full procedure, with caucuses, draft resolutions and amendments. The American delegation was clearly aware of their veto and enjoyed voting down almost every amendment, much to the council’s displeasure. Five countries had this power so, naturally, not much got through, prompting many remarks about how similar we were to the actual Security Council.

It was great to see the amount of effort that each delegation put into the MUNSC, with tables covered in flags, accents and even some fancy dress (thanks Poland). There was only one unanimous decision in the meeting, and that was to ensure that we met again as a model council for another event. Plans are underway... but I’m sure that the USA will try its best to veto this decision before then.

- Olly Randall



Lawn Sports

This year, a handful of Sixth formers formed the BWS Lawn Sports Society, the spiritual successor to “The Croquet and Bowls Club” from 1973. This new incarnation of the society arose from the desire to escape the crudeness of rugby and the hooliganism of football, allowing those who took part to spend their Wednesday afternoons with other gentlemen of refinement and class.

“Contrary to popular belief, it is a game of great skill, which, whilst it admittedly demands the minimum of physical expertise, requires the maximum of mental application – games may be easily lost by those too eager to make a particular shot, or those disdainful of their opponents’ uncommonly spectacular abilities.”
- an article from the 1973 Wordsworth magazine.

One tradition continued on from the ‘70s society is the awarding of the fabulous title of “Master Mallet Swinger” to the victor of the summer tournament, a gentleman named Paul Tomlinson in 1972. For the summer tournament of 2019, the Lawn Sports Committee would like to congratulate Archie Young on his victory, following a gripping competition under beautiful azure skies. The Committee would also like to congratulate all those who participated in the competition and commend them on their superb grasp of the sport.

The Committee would also like to thank Mr Endersby for allowing the Lawn Sports Society to use money from the limited Sixth Form budget to buy replacement mallets, as well as for his continued support and encouragement of the society.

During the autumn season of 2019, the Lawn Sports Society ran House Bowls competitions for year 7 and 8. These highlighted the exceptional skill of the teams that entered, showing that the future of the society is safe. The Lawn Sports Committee would like to congratulate the year 7 team from Jewell House and the year 8 team from Martival House on their victories and thank all who took part for taking the time to play on behalf of their houses.

Alas, due to the seasonal nature of our fine sport, the play of which is hindered by long winter grass and the howling No. 11 winds, play

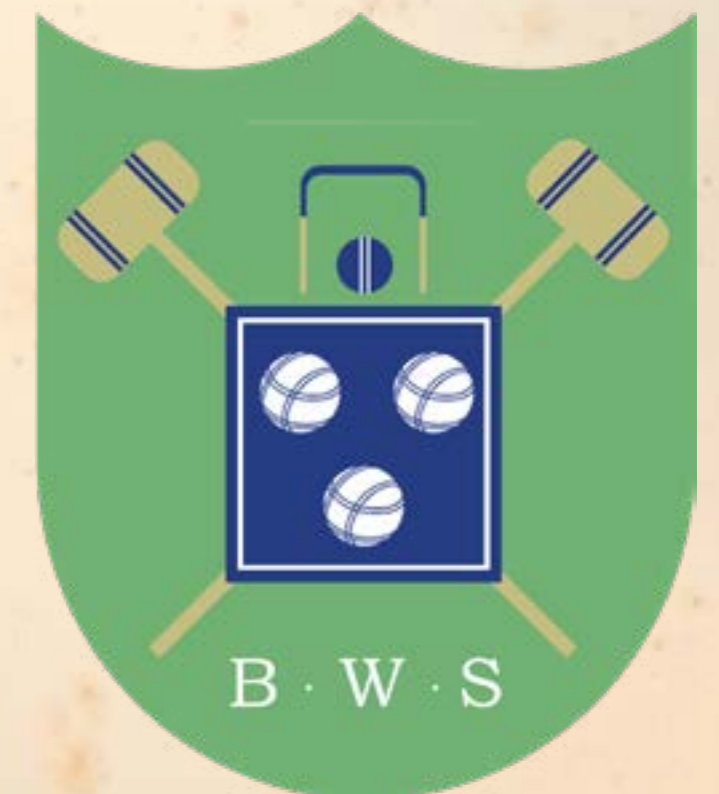


could not continue during the winter months; the lack of year 7s to hold umbrellas for those playing meant the society had to go on hiatus until better weather graces these glorious shores, despite having only received the new mallets days beforehand.

With the prospect of croquet and bowls becoming an official games option in summer 2020, the Committee are excited to pass the mallet on to the next generation of gentlemen and look forward to their legacy continuing on into the future.

- Tom Parrott

[@BWSLAWNSPORTS ON INSTAGRAM](#)



History Blog

Presented here is an abridged version of a blog post by the BWS History Society. The full version, as well as many other fascinating articles, can be read at: <https://bwshistory.wordpress.com/2020/03/09/the-lives-of-women-in-leninist-and-stalinist-russia/>

The Lives of Women in Leninist and Stalinist Russia

The Communist state that emerged from Russia in 1917 intended to create the Utopian society envisaged by Marx 69 years earlier, recreating the role of Women: Marx had said "Social progress can be measured by the social position of the female sex". Russian women endured the most burdensome position in society throughout both Lenin's and Stalin's premierships, ironically as a result of policies designed to emancipate them.

After consolidation of Bolshevik power in October 1917, the state intended to free women from traditional roles, giving them personal and financial freedom passing legislations such as the 'New Divorce Law' - either partner could terminate a marriage on grounds of incompatibility, guaranteeing paid maternity leave, allowing nursing mothers to work shorter hours, excusing pregnant women from heavy work, giving free contraceptive advice, ensuring educational equality, legalising abortion in 1920 and banning wedding rings in 1928. Kollontai (an influential women's activist) believed motherhood was a duty but not a burden, and once weaned, the child should be raised by the state in mass nurseries, instilled with socialist values from birth. This never came into fruition because it overran the state budget.

The Bolshevik legislation failed to liberate women as it intended. Women were now tied to their family and often left struggling as single-parents. By the mid-1920s, the Communist state had the highest marriage rate but also the highest divorce rate in Europe. With divorce easier, there was an increase in men leaving women once pregnant. A survey conducted in the late 1920s showed 70% of marriages were initiated by men, and men with multiple short marriages were not uncommon. It is important to note that the situation in the cities differed to that of the countryside. Orthodox Christianity was perceived by Lenin as too large to oppress,

so traditional values were prevalent in large swathes of the countryside.

Liberation and equality of women should therefore have been reflected in party practices. However, female participation never took off. Women were 10% of party membership in 1920, but in eight years, this only increased 2.8%. Female delegates at party congress were also low - 5% in 1918. The cause faced two constraints to equality: Marxist dislike of separatist activity (perceived as weakening the cause) and male chauvinism.

Under Stalin's leadership (from 1928), a priority was to address instability caused by laws applying to relationships and women in an attempt to strengthen the proletariat and combat a stagnating population. Stalin wanted to restore the importance of family in society, moving to pro-family, pro-discipline, traditional policies and seen in the Family Code (1936). This outlawed abortion unless the woman's life was at risk, made divorce harder, made child support payments based on wages, provided contraception on medical grounds and gave financial incentives to mothers with six plus children. These alleviated some burdens of parenting. Simultaneously, however, the role of women in the workplace was also heightened, meaning women were now expected to work eight hours at a factory as well as domestic chores at home.

Women were vital to Russian society; the nuclear family was seen as critical to the triumph of the proletariat. Lenin's policies aimed at liberating women put them in greater positions of stress. Under Stalin, the situation improved slightly. However, with the decrease in overall living standards as a result of the Second World War, martial law in factories, housing crises and cultural oppression, these positives were quickly negated. The promise of liberation was quickly abandoned as 'positive' policies created negative impacts, leading to unimaginable amounts of stress for working women.

- Finlay Thompson

Geography Society

Geography Club is run by Mrs Jones every Thursday lunchtime for all students from years 7-11 but is attended mainly by geographers from years 7-9. Each week, Geography activities not related to the curriculum are enjoyed, including Kahoot quizzes, Sporcle and games within the classroom. Also, a trip is organised by Mrs Jones each year for the boys who go to the club. This year, they went to the National Coal Mining Museum in Blaenafon, visiting the Big Pit.

In addition to Geography Club, there is Geography Society, which aims to promote the subject to younger years in a variety of ways, including competitions. Last year, boys from BWS won the Salisbury 'Our City' competition.

The Geography Society also invites speakers into school to talk about how they have used Geography in their jobs and the numerous options that studying Geography opens up to you. A recent speaker from South Wiltshire Economic Recovery spoke about the plans for Salisbury post-novichok, a topic which was directly relevant to the Geography A-Level course.

- Dan Poynting



Art Gallery



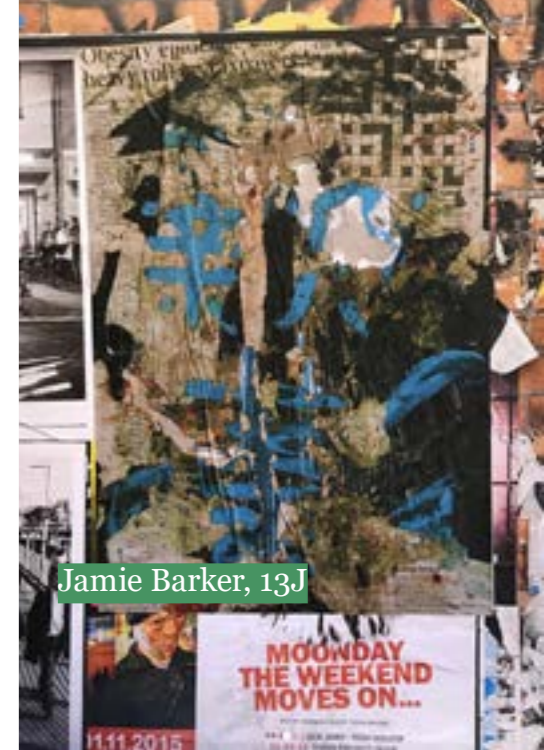
Max Farnon, 9M



Max Harper 12J



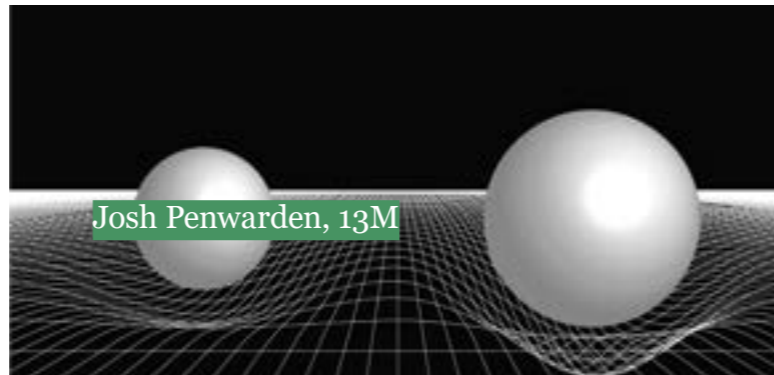
Year 7 Bug Studies



Jamie Barker, 13J



Year 9 this year have started studing graphics



Josh Penwarden, 13M



Ryan Street 12O



Sam James 13P



Dan Parsons 13P



Elliott Simpson 13M

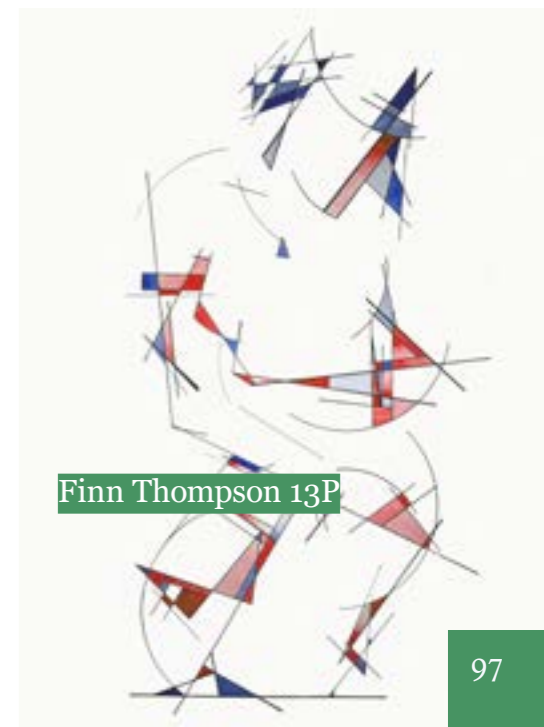


Callum Lesbirel 10P

FOLLOW @BWSART1 ON INSTAGRAM FOR MORE ART WEEKLY



Mike Wharton 13M



Finn Thompson 13P

BWS Parents Association

The Bishop Wordsworth's School Parents Association (BWSPA) purchases much needed equipment to make a real difference to our boys' experience at Bishop's. With school budgets under ever-increasing pressure, there is a real need for us to secure more funding to inspire, educate and entertain our boys.

What have we delivered so far?

Over the last three years the BWSPA has funded four new basketball hoops, over a dozen new ping pong tables (a firm favourite with the boys), a minibus which is shared with local community groups and some great bean bags for the Chapel and comfortable seating for the Library.

BWSPA events not only raise money, but also give boys and parents the opportunity to have fun and socialise. Annual events include the Year 7 Skittles Evening, a Quiz Night, Fathers' & Sons' and Mothers' & Sons Evenings and a summer visit by the Rain or Shine Theatre Company as well as the Christmas Fayre. We also run a private lottery called '1000 Club' as well as Christmas and Summer Raffle Draws.

BWSPA ongoing schemes can help raise vital funds. Since taking over the sale of second hand uniform 12 months ago, we have raised almost £1500, made a fantastic contribution to sustainability as families donate and buy uniform and charity doesn't stop at just Bishop's - we have also sent 15kg of old style rugby kit to the Tag Rugby Trust operating in Uganda to aid their development programme. Anything we can't sell is donated to other charities or sent for recycling. This is a great example of how we can make a big difference to other children's lives.

What's next?

With the School planning to build a new Science block, the BWSPA's next big target is to help kit out those rooms with the most up to date scientific equipment, but we also help fund a host of other things across a wide range of subjects and activities.

While the Coronavirus pandemic has made a dent in our plans this year, the Committee members continue to plan ahead so that we can be ready to restart as soon as the lockdown is lifted.

And, as the saying goes, it is never too early to start planning for Christmas.... add it to your "Positive Post Lockdown Things to Look Forward To" calendar....

2020 Christmas Fayre on Saturday 21 November 2020 10:30 – 13:30 (free entry and parking)

Another great opportunity for you, your family and friends to spend a bit of money to help us make a bit of money. With over 40 stalls in the sports hall - all under cover – you can purchase great, affordable gifts. We have it all - from exquisite jewellery to artisan gin - and even presents for your beloved pets! The usual impressive display of homemade cakes, savoury treats, tea/coffee and mulled wine will be available while listening to live music from our boys!

We need you to make a difference

Want to get involved? The BWSPA Committee meets about 6 times a year and you are all welcome. Agendas and minutes are published on the School website. Alternatively, you can simply volunteer your time at any of the BWSPA activities and events.

No special skills or abilities are needed – just enthusiasm, energy and the desire to do that little bit extra for our boys.

Contact us: bwspa@bws.wilts.sch.uk

Web page: <https://www.bishopwordsworths.org.uk/bwspa/>

Facebook @BWSparentsAssociation

Want to help raise funds for BWS?

A selection of ways to support the BWSPA:

'1000 Club'

You have to be in it to win! Three monthly prizes of £50, £25 and £15 are up for grabs.

Parents, and indeed, friends, relatives and neighbours are invited to join by completing a registration form, which sets up a monthly Direct Debit. Minimum entry is £1 per entry per month and you can have as many entries as you like.

For further details go to: <https://www.bishopwordsworths.org.uk/bwspa/1000-club/>

Fundraising at zero cost to you when online shopping via all of these:

<http://www.easyfundraising.org.uk>

<https://www.thegivingmachine.co.uk>

<https://smile.amazon.co.uk>

Easy, simple online registering (for free) allows you to access thousands of retailers and, for every online purchase, you generate a sales commission which is paid to BWSPA without any additional cost to you. To nominate us as your charity of choice search for us with our Charity number:1081166



Raise free donations for us
every time you shop online
with easyfundraising!



<https://www.easyfundraising.org.uk/causes/bwspa/>

Corporate Matched Giving Schemes

Does your company operate a Charity Fund Matching scheme? If you work for an employer who operates a matched giving scheme, you could help us almost double the amount of money you raise for the BWSPA. We would be delighted to liaise with you, or your employer should you wish to get involved.

Contact: bwspa@bws.wilts.sch.uk for further details



(left) There were smiles all round from the boys testing the new bean bags which were recently purchased by the BWSPA. These bean bags have proved a great success during the Tuesday and Thursday lunchtime activities in Chapel Club and create a comfortable, informal environment for boys of all ages.

(right) BWSPA has funded over a dozen table tennis tables since 2018 in order to keep up with demand during lunch and break times. This is a great opportunity to burn off excess energy, get some fresh air and encourage friendly rivalry.





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