

Alfredians



A newsletter for King Alfred School Alumni

2013

"The Tricks of Memory"

The Raphael Samuel Lecture 2012

Given at KAS by Dermot Allen on 28 June 2012

(I'd like to start with a word about the poster. Nora cannot be here this evening unfortunately but the poster is a form of homage to her. Most of the time I can keep my elbow out of the lasagne, but she frequently has to draw attention to food on my chin or a red wine moustache.)

It is one thing to teach students and a different thing to talk to adults who may actually be listening, taking notice and who will also know far more about some of the points I want to touch on.

The title occurred to me in relation to what I taught for years as 'the last cavalry charge in history'. When teaching the outbreak of the Second World War, as I am sure some of you will know, there is documentary film that always turns up showing Polish Cavalry, ie men on horses, charging German tanks in September 1939. I would always airily point out that this was the last cavalry charge in history. I have only recently discovered that no such charge ever took place and that the notion of Polish Cavalry charging German tanks was, of course, German propaganda. It made me think about relying on memory in history.

I want to argue that history, in the sense of engagement with the past and recording the past has to be democratic and egalitarian, inclusive or as Samuel put it 'promiscuous'.

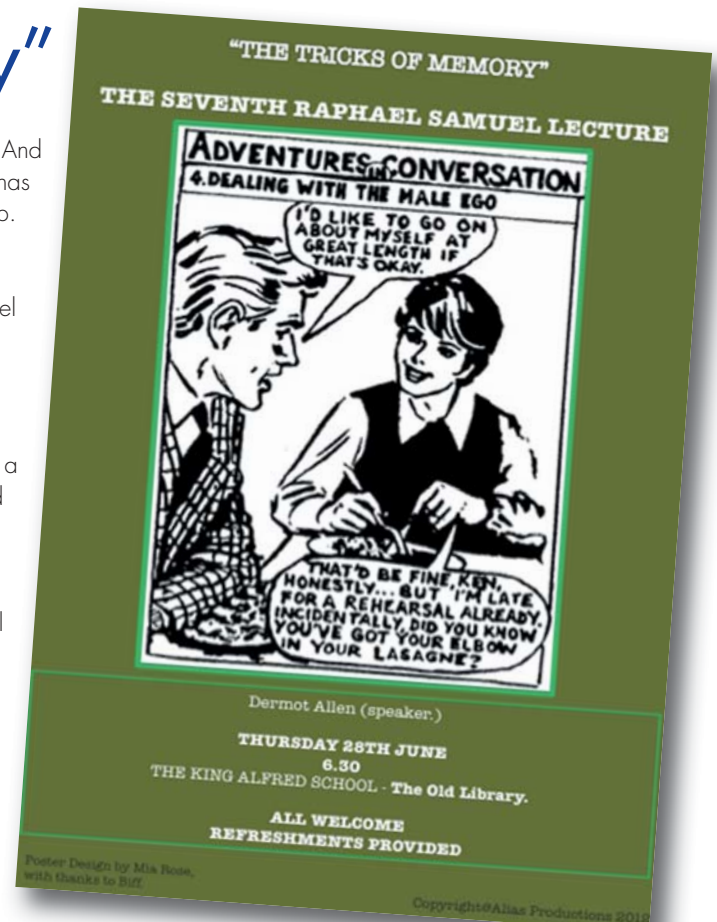
But, first, a little history. We began this annual event in 2005 as a way of keeping alive the link with Raphael Samuel. He attended this school, as some of you will know, in the 1950s. After King Alfred's, he read history at Oxford and taught for many years at Ruskin College. Towards the end of his life he was working on a new resource centre about London, and his papers had become the Raphael Samuel Archive at the Bishopsgate Institute, in conjunction with the

University of East London. And recently, Birbeck College has now joined this partnership.

The principles for all speakers are to start by mentioning Raphael Samuel and to make a link to the school. So, I have here a primary source from the archives. It is a letter from Samuel to Francis Moran, a former headteacher, dated 6th August 1994 and written on Ruskin College notepaper. The letter is an offer from Raphael Samuel to help with the school history; the head Francis Moran, politely declines. In one fell swoop, we lost the opportunity to involve Samuel in the writing of the history of the school, a project that was underway at the time, and instead we got a top-down version of history, worthy in its own way, but mainly drawn from Council minutes and official papers, that focused on the ruminations and discussions of Council throughout the 20th century. One reviewer (Stephen Webster) called it "a real page-turner", but it's not clear whether he was being ironic. However, we are left with the questions,

"What would Raphael Samuel have suggested? How would our history have been different?" Would it have been "A People's History of the King Alfred School"?

We can answer some of that question by looking at some of his ideas about history, drawing inspiration from the opening sentences from one of his last books, *Theatres of Memory*, and, most of all, by looking at the work of our school History Society.



Samuel begins by challenging some existing forms of history writing for being exclusive: "History in the hands of the professional historian is apt to present itself as an esoteric form of knowledge." Samuel went on to write, "Argument is embedded in dense thickets of footnotage and lay readers who attempt to unravel it find themselves enmeshed in a cabbala of acronyms, abbreviations and signs." But the most important quotation for tonight is as follows: "Behind these negativities lies the unspoken assumption that knowledge filters downwards." At the top are the 'heavyweights', the practitioners of what Professor Elton called "real history", the same Professor Elton who once doubted whether history should be taught below degree level.

I want to argue that history, in the sense of engagement with the past and recording the past has to be democratic and egalitarian, inclusive or as Samuel put it, "promiscuous". More importantly, it has to be open. For example, a relative said to me

when Simon Schama produced his trilogy on British history, 'But has he got it right?' The anxiety in that question has been shared, I would argue, by all Conservative Party Ministers of Education since 1976 at least, but not just Conservative ministers. Perhaps we all hanker after certainty. Conservatives were never the real enemy, more sound and fury, well at least so far, and at least they care about the past as opposed to New Labour. Blair, for example, talked about sweeping away the detritus of the past. But back to more adult views of the past and its importance.

Samuel was very active in the debates about the proper content for teaching History in the National Curriculum. He organised and arranged conferences for those who believed in 'history from below' as much as 'history from above' and debated this issue most prominently with Robert Skidelsky, who argued that history deals with large and dramatic events – the acts of governments and great people. Samuel put an emphasis on an alternative telling of the national narrative with more emphasis on the impact of European, imperial and world developments, plus the changes brought about in national culture by the New Commonwealth immigration and other areas, such as Ulster, that were challenging traditional and secure conceptions of national history. Skidelsky saw these developments differently and believed that the more ethnically and religiously diverse Britain became, the more important it was to socialise children into a common national heritage, which only history could teach. That was 30 years ago. It seems like only yesterday and it could also be tomorrow, listening to the comments of politicians and some historians. The debate has never ended, rather like the struggle.

To characterise the issue as a left v. right divide would not be helpful, although the right do tend to make more irritating comments and observations about history. But at least they care, as I said. Other binary approaches are equally unhelpful, eg there is no point in the history of women. And thereby creating ideological cul-de-sacs.

But let's get back to this question, "Has he got it right?" Nowhere is the question "has he got it right?" more controversial than in oral history – an area so dependent on memory.

In *Theatres of Memory*, Samuel argues that memory, so far from being a passive receptacle or storage system, an image bank of the past, is rather an active shaping force. He describes it as a form of conscious recollection, quotation, imitation, borrowing and assimilation – a way of constructing knowledge. He says many things about the relationship between memory and history, rescuing memory-work



from being dismissed as subjective, "a plaything of the emotions". I want to pick out the following: the idea that memory is historically conditioned and, to quote, "that so far from being handed down in the timeless form of tradition it is progressively altered from generation to generation".

History and memory are inherently revisionist, as Samuel writes, and historians have always known this but what are the challenges of teaching such a concept? Or how do you answer the question, "Has he got it right?" if you know it's subject to change. And how old is 'tradition'? When was it invented?

That is what I want to dwell on. That history is inherently unsettling, not just because it is full of questions and arguments – we all know that – but also because it is fluid. In one flight of fancy, I once compared it to a salmon fighting upstream against the onrushing river of the past. History is paradoxical because in order to achieve any certainty, a fixed point, you have to develop negative capability, what Keats describes as being able to handle uncertainty, mysteries and doubts without

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any irritable reaching after fact and reason. It is similar to these lines of poetry from Yeats:

*The best lack all conviction, while the worst
Are full of passionate intensity.*

Possibly we should not lack all convictions, but more an openness to different perspectives and interpretations, but that wouldn't scan as well.

It remains crucial that we challenge any government's claim to prescribe the content of history, any attempt to give history an extrinsic or instrumental purpose such as the

reinforcement of patriotic values and unquestioning pride in an Island Story...

... Or to present history as an uncontested march of progress in which we, through for example the Empire, spread light and joy throughout the world. I think it used to be called the Whig version of history, but it is back in what should perhaps be called the Niall Ferguson version.

And interestingly enough the latter has been engaged as an adviser to Mr Gove. However, I have given up being a conspiracy theorist. The therapy was a great success... And David Starkey, of whom more later, claimed at a recent conference that the British invented progress – which could be seen as a frightening accusation.

I became aware of Raphael Samuel in the late 1980s, when he organised a series of conferences, as I said, called 'History, the Nation and the Schools'. That was more than 30 years ago. I can date it by remembering one speaker abandoning his notes at one conference to give the latest news from Tiananmen Square – the news that the tanks had been sent in. Thirty years ago and this Saturday there is a conference called 'History, the Nation and the Schools'.

The same problems described above have to be confronted, possibly now more than ever because, in the interim, society has shifted to the right, the posh boys are back in control, if they were ever out (you know the world has been turned upside down when you find yourself agreeing with a Tory). A Thatcherite hegemony prevails in society, cemented in place by New Labour. Let me give an example from a recent independent schools conference.

I attended the annual Brighton School conference and listened to the ideas of, among others, Michael Gove, David Starkey, Michael Wilshaw (Ofsted). There was a question to the latter that inquired whether he should be looking for subversives when inspecting schools – the questioner

volunteered to share his experience in military intelligence training. To be fair, Michael Wishaw did look a little shocked.

There was general braying agreement that A Levels must get harder, with no consideration of the quality of learning or the space for independent thought or research. No, the sheep must be sorted from the goats. However, it was David Starkey who excelled in triumphalist, elitist rhetoric. He poured scorn on the idea of school students working with sources. He claimed it took a lifetime to understand any source and to reveal its meaning. Sources should be left to the experts, who are possibly

concentrated in one college, or even one room, in Cambridge.

When I mentioned this to Penny Wild, our new head of history, she said, "So the opposite of everything Raphael Samuel stood for." There is hope for the future...

But... what are they so afraid of?

Grubby fingered sans-culottes drawing their own conclusions or asking their own questions, writing their own interpretations of history even? Thinking

However, back to our History Society. Taking inspiration from Samuel's ideas of history from below and that history is made by many different hands, we launched the History Society at the school a long time ago and have put an emphasis on oral history wherever possible as it allows the most scope and moves the most distance from a transmission model, or the Gradgrind approach to learning. It gives the grubby-fingered sans-culottes a chance.

Samuel unsurprisingly defends oral history from its many critics. And in the light of Orlando Figes's book *The Whisperers*, in which the experiences of ordinary people under Stalin are documented, it would seem oral history is seeing off its detractors. I know there have been some criticisms of Figes's methods, but it has been one of the most moving and poignant books I have read. Figes wrote, "like any discipline that is hostage to the tricks of memory, oral history has its methodological difficulties", and he explains how they can be overcome. He also defends oral history against, for example, literary memoirs, sometimes seen as a more authentic record of the past and quotes the comment that nothing is less spontaneous than a letter as a source in history. Or Alistair Campbell's diaries.

But back to our History Society and how we have tried to apply some of these ideas. It started as the Occasional History Society because it met occasionally, obviously, and not very much happened until the arrival of Nicholas Ttofis. He called our bluff about meeting occasionally and we had to start doing something.

Spurred into action by Nicholas and his friends, Makena, Emma and Mia, the OHS became the History Society. One of its first projects was a very ambitious peripatetic version of the 'Spartan Boy and the Fox'. This story was told using puppets and moved around various locations from the field to the amphitheatre, promenade theatre, cutting edge stuff. The writing of the script was a collective effort. We are fortunate that the script has been recently discovered, and in the best tradition of classical manuscripts during the Renaissance, it was found in a box while changing offices.

It was a hard act to follow but we

pressed on. Ed Webb breathed new life into the Society and organised 'On the Move' and 'Who do you think you are?' We were also involved in an event called 'Bad Kids? The politics of childhood'. (I'll come back to that one.)

All these events were in conjunction with the Bishopsgate Institute, which is the home of the Raphael Samuel Study Centre and they involved our students, students from state schools, teachers, historians and fellow travellers, but no more puppets. It partly grew

A common feature of the Young History Workshop has been ordinary people telling their stories and being recorded by students.

out of an idea called the Bridge Project in which we wanted to bring all these kinds of people together. Out of all this has emerged the 'Young History Workshop'. This has been helped into existence by Ed Webb, Barbara Taylor, Martin Spafford and, most of all, Onni Gust.

A common feature has been ordinary people telling their stories and being recorded by students. And students as active researchers and participants. For example,



we have recorded the experiences of teachers within the school who grew up under different political regimes – Communism in Hungary and former Czechoslovakia, apartheid South Africa, Franco's Spain. We tried to interview someone who had seen Dylan at the Isle of Wight in 1969 but of course, the memories were too blurred...

Another joint project was called 'Bad Kids? The politics of childhood'. This was not our finest hour but, out of the chaos caused by my lack of preparation and Barbara's kind insistence that we wind up the events on the evening, came a memorable definition of Samuel's values from an historian called Anna Davin.

There was another occasion when Anna Davin, at a different event, an official Raphael Samuel lecture (we are the unofficials) being given by a Cambridge academic in 2008, demonstrated how to challenge elitism from the left as much as the right.

Throughout his talk, the academic had used a Greek word ('Enceladus') to convey an image of convulsion in society in relation to the French Revolution, quoting Carlyle, as I now know. Throughout, everyone, I suppose, listened politely, pretending to understand the word in question. At the end, after a few

questions, it was Anna Davin who dared to stand up and ask what the Greek word meant. The academic answered with a slightly incredulous eyebrow. Anna Davin persisted and looked around the hall and suggested there should be a vote to see who knew the word. Then, another woman stood up and explained the meaning of the word: Enceladus, a Titan at whom Athene threw the island of Sicily. She then explained she knew the word as she happened to be Greek ... and obviously classically educated.

But back to 'Bad Kids? The politics of childhood'. [<http://www.youtube.com/watch?v=nv4OPJD-P3k&feature=related>]

Two of our students, Paul Moore and Alice Crinnigan, were making a good job of drawing conclusions from the conference, when a woman stood up and attacked them for being from a private school and having the privilege of closing the event. Anna Davin, among others, spoke up in their defence. The full import of what she said is not captured here in this film. You can hear her say "class is a determinant, but we can transcend it". She went on to say that, in her opinion, Samuel would have been delighted by the range of people and presumably classes present in the hall, and the ideas being exchanged and debated.

I think this is a good place to stop. No more stories, no more jokes. Our revels now are ended. The summer's over. I hope Anna Davin was right. I hope Raphael Samuel would have been delighted in that event and in the other ways we have tried to keep some of his ideas alive in the school's History Society. She is certainly in a better position than me to judge. As for the future, the History Society and the department are in the very safe hands of Penny Wild, Anna Scriven and Androulla Nicholas. The Society is full of Year 7 students, which also gives hope for the future.

Obviously, the work of Raphael Samuel has been the major theme tonight but I would also like to pay regards to Brian Rance, who runs the school archive – an archive that would make Samuel jealous – and to Charles Hannam, who taught the History PGCE course at Bristol for many years and whose ideas and passion for history in education has been a constant challenge and touchstone.

Thanks for listening. Keep any questions straightforward. I have deliberately not mentioned postmodernism...

The Village

The village project has already been experienced three times. The first one was in 1990 and, as now, was a brand new idea for King Alfred School initiated by Stephen (de Brett). The aim of the Village Project then was to provide an exciting environment, to work from the perspective of self-sufficiency and to encourage Year 8 students to find ways of organizing life amongst themselves. Even though the project was about surviving and living together in huts for a week, it was also about the design and the building. This would involve bringing across the Design and Technology aspect into the curriculum. Although many activities were to be provided, the students didn't have to do all of them if they didn't want to – however every pupil had to have produced something at the end of the week that would be a result of their learning. They could if they wanted bring a journal and write about their experiences in the week or they could keep a photographic collection of memories that they hopefully would keep forever.

● Elin Johnson

(Here are a few pictures from the magazine produced by three of the Villagers, Ed.).



'What Motivates Children' Conference a Success

The 'What Motivates Children' conference presented by the King Alfred School Society on Saturday 5 October was an overwhelming success. The main gymnasium, where the keynote addresses took place, was packed with an astute crowd representing all branches of education, KAS and beyond.

Speakers included Tanya Byron, Gill Robins, Guy Claxton, Richard Gerver, Bettina Hohnen and Barry Hymer, as well as our very own Stephen de Brett (Head of DT) who presented an illustrated talk about The Village Project.

Neil Roskilly, Chief Executive Officer of the Independent School's Association (ISA) chaired the conference. He has written summary notes capturing each of Saturday's presentations, which you will find on the next page.

The talks and the discussion generated were all of a high calibre.

Highlights of the day will likely be made available in dvd form.

Deputy Head Rod Jackson declared the day a success, noting how important it is to bring people together to discuss critical issues in education, and adding that this will hopefully be one of many similar opportunities offered here at King Alfred School.

'What Motivates Children' Conference Talk Summaries

Tanya Byron argued that referrals for psychological assessments for children are rising, particularly from 'middle-class' families. Rates of self-harm among girls are increasing as they become more withdrawn from the educational process; boys are manifesting as angry. Contributing to this must be the restrictions on 'free-range' children that society seems to impose, so the emotional resilience of children is clearly under threat. Government policy isn't helping, particularly through the move towards standardised testing of (even) four-year-olds. Children feel more 'worthless' as a result and need nurture and challenge; experiencing risks and learning from failure are now in short supply.



Gill Robins

challenged the audience to consider whether we use praise and reward systems to force conformity. Having taken us through the history of thought in this area, Gill argues that perhaps we've lost sight of more-enlightened 17th century views, with social and learning conditioning taking over. This is seen through didactic teacher control, with teachers even building in prescribed moments of praise in lesson plans and applying principles without much thought as to their impact. The danger is that conformity results in passivity among children and the challenge is how teachers can distribute power within the classroom in order to address this.

Guy Claxton contrasted the capabilities for life that we hope children will attain with those they generally experience in our schools. He argued that we need to Build Learning Power (BLP) by equipping children for the emotional and mental challenges for the future. He highlighted the rise in demand for counselling services at Britain's top universities, a result of many students feeling that they are impostors at such institutions. Guy highlighted politicians' love for the measurable rather than the important. But to make children feel that they belong, we need to move away from the assembly line approach to education and become 'mental fitness centres'. Even countries such as Singapore are moving away from industrial education to concentrate more on the needs of the individual. A focus on true learning does not mean that we don't value Shakespeare, of course, but that SATs and other output measures receive their biggest boost when BLP is encouraged to flourish.

Richard Gerver argues that we shouldn't be surprised when teachers reach for a 'magic bullet' – the latest 'do this and that's your answer' approach. He highlighted the danger of labelling children. Rather, we need to ensure that children understand the power that they have to change their own lives; they aren't herds of wild animals waiting to be civilised. We also need to challenge the notion that examinations are motivating. Education is the most important gift that we can bestow, so it should be fun, even for teachers.



A parent's best test of a good school should be when they hear laughter during a visit. Through life, it isn't what you learn that's important, but how you learn; after all, the essence of education is humanity.

Bettina Hohnen gave an overview of the latest understanding of the neuroscience behind learning. The brain is plastic and never stops maturing. At school, the limbic system acts as the 'switch' between parts of the brain and therefore controls learning. If a child does not feel safe and supported at school, the brain switches into its reptilian mode – fight or flight. If a child is comfortable with the teacher, then learning occurs in the cortex. Each child will have a different 'sweet spot' for learning, where the levels of (rewarding) dopamine create a positive cycle of learning. Particularly important for teenagers is the gap between the emotional and regulatory systems in the brain, with the former dominant and helping to explain why so many young people take risks and feel peer pressure so acutely.

Barry Hymer emphasised the notion of Gumption, which includes resourcefulness, audacity, practical wisdom and sheer nous. He illustrated this with Bobby Fischer's parents teaching the young prodigy the importance of attitude, and Jack Andraka's resilience through receiving 200 rejections from sponsors in his fight to come up with a cure for pancreatic cancer. Barry's own daughter had typified the views of many young people about the education they receive when she said, "I know I'm expected to get an A* in Spanish, but that doesn't mean I can or want to speak Spanish". We need to challenge the epithet that learning must always be about getting things right – we need 'Edu-Gumption' and not 'Edu-Data', and there's no substitute for effort in mastering skills.

[Thanks to Neil Roskilly, Chief Executive Officer of the ISA, for these summaries]

The KAS 'Forge'

In an entry for 1933–34, 'Forge' was listed as an afternoon activity, introduced by Mr Birkett, described as 'Birkett's Forge' in the KAS History by Ron Brooks.

And, 80 years later, in 2013, it was mentioned again (under another name) in the KAS Newsletter:

"On Wednesday Sir John Perkins, the Chief Scientific Advisor to the government, and two senior colleagues from the

Department of Business, Innovation and Skills (BIS) spent the day at KAS.

They requested a visit to observe the way Design and Technology is taught after a recommendation from Sir James Dyson. ... In the workshop, they observed lessons with Y3, Y8 and Y13. Y13 presented their work to BIS and discussed their ideas and individual design process."



Stanley Revell



Birkett's Forge



© Emma Warshaw



© Emma Warshaw



© Sheila Hanlon

The Fives Court Building and the Lower School playground project

A few years ago, the Fives Court Project was featured in 'Alfredians'. Some of you generously donated some money towards its construction. In 2011, the Project became a Building.

For a number of years, ideas were circulating about how to improve and enhance existing Lower School facilities. We had previously developed and created Ivy Wood for our youngest children, but we had also been looking at how to improve the Lower School on the Manor Wood site. Years of talking, planning and eventual construction, went into the creation of the new Fives Court Building, the redesigned playground and the greatly redeveloped



farm. These three additions to the Lower School were completed for September 2011 and provide wonderful facilities for use by the whole school. The new building may be geographically in the Lower School, but pop in at almost any time of day and there will be students from Reception through to Year 11 taking part in classes of various types. It contains a new staff room and when we first entered it, it was a bit overwhelming – we were so 'on view'! However, central to our educational philosophy is the relationship between teachers and the children, whatever their ages. We have always wanted to create a secure, nurturing and supportive environment that helps to increase self confidence and builds on self-esteem. The staffroom keeps us in touch with the children almost all of the time.

The new library is an amazing space and was created with Cathy Brown's experience and understanding of what

would most enhance the children's learning potential. It is simply a beautiful space to be in and it is available to children whenever they want to be there. Not all children enjoy endlessly running around so playtimes can be spent curled up in the library with a book and a few friends. The art room is a fantastic creative space and with the new kiln room means we can offer more to the children in terms of their creative ideas. The Orchard Room can see Year 11 students having a physics class, or Year 10's enjoying a cookery class for Choice or



Lower School children preparing items for farm sales and Christmas Fairs. The Auditorium is something new and has created a fantastic space for presenting lectures and films or for having debates.

Freedom and play and in particular free and unstructured play have always been an essential part of the children's lives here. To borrow from The Framework, Dr Stuart Brown's quote – "Play is hardwired into our brains – it is the mechanism by which we become resilient, smart and adaptable people." Three years ago we asked the children what they wanted in a new playground and for those of you who took a look at the children's plans which were on display in the Fives Court Building, you will see that many of their ideas have been



realized. Although not all them! There wasn't room for the go cart tracks, swimming pools, rivers and streams and lines of Wendy Houses!

The new sand and water area, the climbing frames and the other logs and balancing equipment as well as the additional free spaces, have created a brilliant and inviting playground for the children to develop their social skills, upper body strength, freedom to explore and to learn to make decisions and choices about what they decide to engage with in this exciting space.

The combination of the new building, the playground and the farm have created a space that draws the whole school community together – students, teachers and parents alike. The facilities strongly enhance the children's teaching and learning experience. Their existence confirms our determination and commitment to maintain the richest and most stimulating environment that we can for KAS children and students for many years to come.

● David Weale



1953

Are you in the photo? We'd love to hear from you.
Please drop us a line.





Obituaries...

Edward Greenway

24 September 1933 – 26 May 2013

Tributes from 1988

Suetonius remarked of the Emperor Augustus that he so improved Rome, he boasted he had found it brick and left it marble. I would like to say of Edward Greenway that he found K.A.S. cardboard and left it brick ... Ted Greenway has decided not to stand again for Council... The last five years have been fruitful ones, in many ways fulfilling ones for me and I hope too for him. Neither of us would disguise the fact that they have at times been stressful and certainly exhausting. But one of the chief factors in my surviving with I hope most of my sanity intact has been the partnership with him... it has been a partnership. He and I have met regularly ... the informal and sometimes quite lengthy fortnightly sessions were I think what kept us both going and perhaps more importantly what kept us in balance. The symbol of that balance (and it's a very solid symbol) is the new building. ... But those meetings only partly dealt with the new building. ... The other part of our meetings was, well, talking about the school, our perceptions of it, talking about incidents, problems, worries, reactions, making guesses about the future. There was a certainty between us that what each said to the other was confidential. Ted knows things about the school that no one else does except myself. ... We each had our own territory, our own jobs and were powerful enough people to know that we had a lot to lose by trespassing on the territory or intruding on the job of the other. ... We both recognise what a small world a school can be and we don't give ourselves airs and graces... I am not in the business tonight of merely paying compliments to Ted. I do feel complimentary about him; I will make no secret of the fact that after five years of working with him I feel a curious chill at the thought of starting a new and inevitably different relationship with someone else. ... I have good reason to be grateful for the last five years to a lot of people and the chairman is pre-eminent among them. The Society should be grateful too; to put it absolutely bluntly I wonder how much his own business has lost out by the time he's devoted to the affairs of this school. It means that whoever succeeds him has to live up to high standards, one of which is the perhaps not entirely enjoyable one of getting on with me; but the other is

putting in the sort of time that Ted has put in. And finally of course exercising the careful and diplomatic judgement that he has exercised. 'Diplomatic' – not the adjective that most people apply to the chairman, but I know better. He is an incredibly clever person when it comes to a barney, knowing when to concede and when to push through. He has never been rigid in his opinions or in his ideology but yet always clear and objective. He may at times have bullied Council but he has never bullied me. And dare I say it, some of that bullying may have been for Council's own good.... He has set standards for clarity and efficiency in Council which it would be difficult to better. He has also ensured that what has characterised his relations with me has characterised Council's relations with the school. In other words there has been respect for lines of demarcation. To change the metaphor; the waters have remained remarkably unclouded over the last five years.

● Francis Moran, from his Annual Report at the AGM

Ted Greenway, who has been chairman of the King Alfred School Council for the past five years retired at the AGM in November. He had been a member of the Council for nine years, and before that was a member of the KAS Parent-Staff Committee. "I am not a 'joiner', I never join anything" he says. "But somehow, I have always got caught up with KAS. I have enjoyed it, both being on Council and being chairman."

Ted, an architect who lives and works in Hampstead, sent his eldest son, Alex, into the Lower School at KAS 18 years ago. "When we came to look round we were shown the science lab where a sixth former and a tutor were working – we could not tell which was which, they had such a good relationship, and it is still like that" he said. "It is the sort of place that children want to go to – a very nice friendly, happy place."

"The school has changed since I became chairman," says Ted. "You cannot change the Head without the school changing somewhat. I think it has improved. I believe you have to keep encouraging parents and I wanted to encourage more parents to take a hand –



the more committed the parents, the more committed the children. It is a happy school; even when things have been difficult, that has come through – people loved being there, my own kids loved it."

During his time as chairman, Ted has tried to introduce more 'open' meetings of Council. "We now have an open agenda on which any member can put anything they want," says Ted. "I think the government of the school is now also more open to scrutiny – it is more possible for people to see what is going on. I have also tried to make it that no one feels embarrassed about having their views aired. I hope they will continue with the open forum – the Council must not form into an enclosed group."

"The school has a lot to look forward to and the new building will help considerably. There is still a lot to do. There always will be because we do not have large funds. All schools must change with the needs of society, one must go along with that. But the small number who now attend AGMs show that things are running smoothly – when something is wrong the AGMs are packed!"

Ted, who collects and reconditions old sports cars in his spare time – there is an E-type Jaguar waiting to be put back together in his garage – is planning to devote his time to architecture when he retires from the Council. "I have suddenly got very busy," he says. "It is coincidental, but it has worked out very well."

● Barbara Hayes – KAS Parent at the time (edited for this magazine)

Nicholas Busch

4 November 1939 –
24 July 2013

Nicholas William ('Nick') Busch became a First Horn player at the age of 19 with Sadlers Wells. He later joined the London Philharmonic Orchestra in 1973 as Principal Horn, a position he held until illness led to his retirement in January 2006. In between, he was Principal Horn of the BBC Concert Orchestra, and the Philharmonia Orchestra's Second Principal then Principal – an orchestral career spanning an astonishing 47 years, 33 of them with the LPO. Tonight's audience has enjoyed hearing Nick for years, in the concert hall as well as at Glyndebourne, where he enchanted and excited in operas by Mozart, Strauss, Stravinsky and Britten among others. However, did you know you also probably heard him on TV's 'The Generation Game', 'Van der Valk', 'Blake's 7' and countless other television programmes, commercials, pop songs and in the Bobby Lamb/Ray Premru Big Band?

Born in North Devon, Nick, with his sister Julia and their mother Sheila, moved to London after his father's early death in 1945 (William Busch, composer and concert pianist). His horn teachers included Aubrey Brain, Charles Gregory (the great first horn of the LPO's Beecham era) then Frank Probyn ('The Major'), who persuaded Nick to try for a Royal College of Music scholarship, despite

him having decided to be a farmer. However, when he won it he reckoned it would be easier to be a horn player (he missed farming until he owned his 22 acres), only later realising it wasn't.

Nick's playing was always brave. His heroes were Dennis Brain and Alan Civil, exponents of the 'English style' typified by pure notes with clear beginning and end. 'The Major' taught him breathing, relaxation and awareness of 'Viennese style', principally its portamento slur between notes. Nick combined these two elements wonderfully, and at the start of Bruckner's Fourth Symphony I would suddenly experience a vacuum around me when, in tempo, he took all the air he needed to relax and prepare for the opening and, on the breath, despatched that timeless first phrase. He also took breaths in long solos



Nicholas is pictured in the KAS school photo on pages 8 & 9 (back row, last on right)

without ever breaking the musical line, a mark of his superb musicianship, which was always understated and all the stronger for it. I remember once pulling a solo around and him saying quietly: "Look, rubato is about doing it so that people know something has happened, but can't tell exactly what. Listen to Clifford Curzon." He was right.

Nick was renowned worldwide by his peers. Had he played concertos he would have been a household name, but he preferred playing the best tunes in the best horn sections and the camaraderie of orchestral playing. Conductors like Klemperer, Barbirolli, Boult, Giulini, Jochum, Haitink, Barenboim, Tennstedt, Welser-Möst and Jurowski adored him because he also raised



© Richard Haughton

standards around him. Not everyone, however, felt comfortable. Whilst backing people up beyond the hilt, Nick was straight in his dealings and no-one was above reproach if they fell beneath expected standards. He was a great friend, a worthy adversary and respected by everyone.

Nick, a devoted family man, de-stressed by getting home to Maggie, their four children and his tractors.

He was both ordinary and extraordinary, without pretension or artifice – qualities reflected in his playing: I recall that whenever we played Strauss's Four Last Songs with Lucia Popp she would turn to softly blow him a kiss after 'September', as one great artist to another.

● Patrick Garvey

(London Philharmonic Orchestra 2nd Horn, 1973–1985)

The Sophie Coleman Music Bursary Award

Our daughter Sophie started learning to play the violin at age 8 at King Alfred School and like a lot of children, it began with a lot of screeching.... but being parents, we thought she was wonderful! Thankfully, she persevered and the screeching soon turned into real music. Sophie was taught the violin by the wonderful Richard Wade both during her time at KAS and afterwards. Richard always showed great care, patience, and warmth, providing her with the support that enabled her to progress to being an accomplished violinist.

Sophie loved all types of music and gained her degree at the Institute of Contemporary Music in London. She also enjoyed playing classical violin with the Royal Orchestral Society in their concerts at St. John's Smith Square.

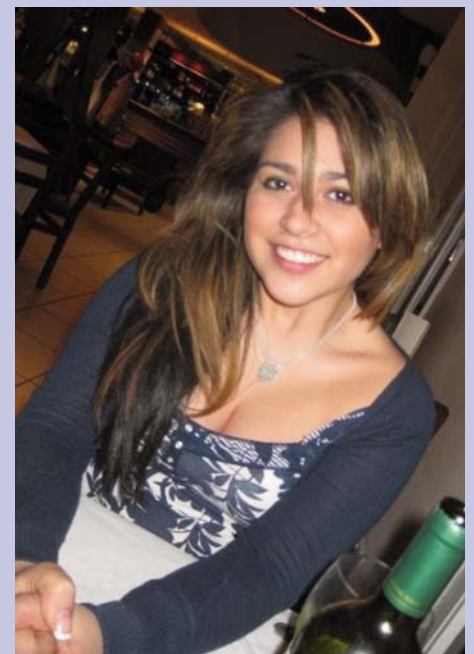
We are hoping to raise funds for an on-going bursary in Sophie's name, to help other young people to develop their musical talent.

The concert held in Sophie's honour on November 14, with great support from Dawn Moore, Head of KAS, Richard, and several old pupils' parents, put together a mixed program of music and was performed by current pupils and friends of Sophie, some of whom are now professional musicians.

Donations can still be made by going to this link <https://mydonate.bt.com/events/sophiecoleman/>. Alternatively a donation can be sent to the school for the Sophie Coleman Memorial Fund.

With love, sincerely

Lizzie, Stephen & Laura Coleman



Retirements

Brian Rance

"He knew now that it was his own will to happiness which must make the next move. But if he was to do so, he realized that he must come to terms with time, that to have time was at once the most magnificent and the most dangerous of experiments. Idleness is fatal only to the mediocre."

Albert Camus, *A Happy Death*

The problem with writing about a colleague who has retired is, just as they are starting life again, you speak about them as though they had just died.

Brian has many interests and I know he will make the best use of his time, in much the same way that he organised and managed his time during his 30 years as Resident Caretaker and School Archivist. Brian worked hard in both roles, always expecting the best from himself and from everyone who works here.

Brian put so much into the school. He took tremendous care of our archive, ensuring media was transferred from old to new technology, and he undertook training to expand on his archiving skills and then set up systems to access information to the archive, ensuring the historical legacy of the school was intact and ready to pass on to the next archivist.

As Resident Caretaker, Brian took care of the school grounds and carried out what must have felt like a Sisyphean task of unlocking and relocking all the school buildings, day in, day out, whatever the weather. I often joked with the Estates Team that Brian was like a ninja, you didn't always see him around but there was evidence that he had been working wherever you looked. Brian was organised, methodical, and practical in his approach. He was committed to living sustainably and did his best to champion environmental and ecological awareness in the school. Many of the recycling points around the school were set up by Brian and he was keen that the KAS community take action on recycling and reduce waste and energy consumption. It could be an uphill battle at times and when I am faced with similar challenges from apathetic response to initiatives, I hear Brian's oft repeated axiom, "Nobody cares until everybody cares".

Brian is a keen cyclist and in the time I worked with him, I recall him cycling to Germany and Spain. When he cycled to Barcelona, Brian sent a postcard to his colleagues telling us how "cycling uphill is the best part, believe me!" This in some ways sums up Brian's approach. He pushed himself all the time. Not content with the physical exercise the job gave him, Brian could be spotted on Hampstead Heath undertaking military-style fitness training, which he no doubt followed up with a few



rigorous hours down at his allotment, which he has kept on and travels down regularly from the North East to tend to.

I recall how fond Brian is of the opera and often on a Saturday morning I would hear him playing Dido and Aeneas, or Rigoletto so loudly, I am pretty sure Purcell and Verdi could hear it. As well as opera, Brian is an avid reader of history, fiction and poetry. He is a skilled artist and, as part of his retirement gift, Brian was presented with an easel and paints which we hope he will use as a means of reacquainting himself with the city he has gone back to live in (Newcastle).

Brian gave the school excellent service and we all wish him health, and happiness in his retirement. We know he will never be idle, or mediocre.

● Zah Rasul

Jennie Ingram

Jennie first started working at KAS in 1981 and has spent over 28 years in total at the school (apart from a brief return to work in a school in Devon). In all this time she was involved in the well-being and education of thousands of young Alfredians, playing a remarkable range of roles, all with equal professionalism and humanity.

Jennie was a class teacher. She supported Christ Potter when he arrived as deputy head. She was the IT person in the very early days of computers in schools. She took on maths teaching – in those days, this included maths learning support, and this she continued to provide throughout her time at school. Then, in addition to overseeing the maths curriculum for all these years, Jennie took on the mammoth task of an increasingly complex timetable. Getting it to work each year was rather like playing chess against the current world champion and eventually coming out the winner! More recently, she has played a major part in establishing Little Orchard Farm,



our bee hives, living roofs, growing areas and overall rural studies programme.

Jennie is fondly remembered by many parents and students as 'Stepmum to Duck'! She also went on every Year 6 camp to Norfolk, except the one this year due to illness. She has also been on many other camps and weekend expeditions. And just in case she hadn't done enough, for years Jennie also oversaw most of the lighting for school plays and Callover performances.

Jennie has always been passionate about King Alfred School and a continual supporter of child-centred learning, which has kept her

here for so long. We are going to miss her. She is one of a kind and is leaving behind an extraordinary legacy. We estimate that over 2,000 children have been fortunate to benefit from Jennie's teaching and learning in her time here. KAS has been extremely lucky to have had her. We wish her a very happy and well-earned retirement at her home in Devon. (But we know that she'll be back from time to time to help take our farm animals on their holidays to Devon!)

An edited version of the tribute published in the Lower School Newsletter

Nora & Dermot

Two very different, remarkable King Alfred School teachers. And yet, I often think of them together, Dermot and Nora, not just because they are partners in life, but because they were for so long emblematic of the true King Alfred School teacher – caring, yet exacting; gentle, but no pushover; nurturing even as they insisted that you were responsible for your own nurture as well; playful, and very serious. I have known them for a long time and am glad that I have. I remember, when my daughter, Fabia, (whose own tribute is below) was deliberating over continuing with her A levels at KAS or not (I always wondered at, while admiring, the school's ardent conviction that KAS students should be encouraged to 'look around' at other schools), I said to her: "Of course, you must choose. But at such an important time in your school life, why go to another school, when you could have the best teachers for your chosen subjects here: Dermot for History, Nora for English (and Dan for Photography)." I am pleased to say that, in her wisdom, Fabia chose to stay and study with those great teachers. *(Peter Palliser)*

And this is what Fabia Palliser wrote:

As my teacher, I remember most of all Nora's constant (perhaps even insistent, dare I say it) essay training: Write that first draft and then the second, and the third, fourth and fifth until you and she were entirely happy. Happily I can admit that this put me in a very good position for my university career, probably better than most. As more than a teacher, I remember her strength and support. Once under her wing, you could rely on continuous encouragement and advice. Even if you didn't want it. There were many difficult moments throughout school years and they

Nora Evans

Nora was at King Alfred School from 1987 to 2012.

During the course of those 25 years, she imparted her love of English Literature to over 1,500 students, many of them remained passionate about English throughout their school careers and ended up reading English at the top universities. Nora's pastoral skills and her belief in seeking the best for each and every individual child have also been the hallmark of her career here at KAS.



Dermot Allen

Dermot was at King Alfred School from 1990 to 2012, thus a part of the school for 22 years. During his time here, he inspired many

students to continue history studies beyond A level and become historians. He was the Head of History, Director of Studies, Head of Upper School and Deputy Head (Academic).



were made less challenging by Nora, without a doubt. I would like to thank her for the counselling, guidance and tissues that she supplied along the way.

My memories of history lessons are a balance of enduring patience and probing questions on Dermot's part. The former because everyone was not always listening as attentively as they should be, and the latter because these are what made the subject most interesting. Having to answer the questions was not always easy, but it helped you to remember and learn as you questioned everything that happened and took it all in. One particular lesson that I've always carried with me is to keep my sentences short and to the point. Too many adjectives don't add value. I have endeavoured to keep my descriptions concise and structured neatly ever since. Thank you Dermot.

Dominique English (KAS 1995–2006) sent us this:

Occasionally I come across 'ex-Alfredians' who were in King Alfred's at some other time than me, and one of the first questions we always ask each other (as

a way of finding common ground) is "Did you have Nora and Dermot too?" We then turn to reminiscing about how positive both of their influences were and how they were two of the most memorable teachers we had. Other than my own and my friends' great memories, this seems like a good objective example of just how far both of their influences reach and how many people will miss them from the school.

Gabriella English (who left KAS in 2010 and is now in her last year at Bristol University) wrote:

I was taught by Nora and Dermot each for several years between Year 7 and leaving King Alfred's in Year 13 and they were by far some of the most memorable and influential teachers that I have ever had. Now that I am finishing my third year of university I still find myself reverting to things that they taught me which has been of great help in my time here. Both of them took an incredibly personal interest in their students and whenever I am reminiscing about my time at King Alfred's with other ex-students it is clear that everyone has similar fond memories of these two.

One of a kind

Chris Potter, Deputy Head of Lower School, has retired. What a shocking thought! It's quite hard to believe as he still seems the vibrant, energetic teacher we have known and loved since he came to the school in 1988. Thankfully it's more accurate to say he's begun the process of retirement. He is no longer Deputy Head but continues to teach his class to the end of the summer and there is talk of a floating presence next year (phew!). He has been to many of us in the KAS community the very essence of an Alfredian teacher... strong, unconventional, fun-loving and devoted to his pupils.

Sadly he never taught my child or yet my grandchild but I've worked closely with Chris on many school projects. He persuaded me to

teach at KAS for a term many moons ago and I've spent a day each summer since doing batik with his class. I even volunteered to go on camp with his class one year. That's when I saw his energy firsthand. Chris believes in camp like no other. This is a man who goes camping with other people's children in the summer holidays.

Sue Keverne remembers, "I had no idea what hard work School Camp was and just how much organisation was involved until I went on my first camp to Boscastle with Chris. I learnt a great deal more about Orienteering, Pooh Sticks, Camp Fires, Horse Riding and Rock Pools than I care to share. I was lucky to have such a leader and mentor. I think that Chris and Camps are like Strawberrys and



Cream – you can't have one without the other. It was a privilege to work with such a professional and gifted teacher. It was always a lot of fun."

Ilona Ullman also remembers the fun: "I have a vivid memory of an epic snow ball fight with Chris on the field. He was a far better shot than me. It culminated in him hurling a snowball

through the window of the women's loo (while I was in it) the snowball landing square in my lap. We laughed and laughed and laughed."

He will be sadly missed indeed and I like many others count myself lucky to have experienced KAS through him. His personality was large and wild and wonderful ... a bit like his hair.

Bill Hall

I remember well my interview back in 1980 – I had got the day off from my state school job in Acton – and the contrast could not have been starker. I was immediately struck by how vibrant and refreshing the school felt and how the pupils were so at ease, confident and able to express their individuality. I was so happy when I was offered the job.

I am pleased to say that the needs of the individual child remain at the core of the KAS ethos to this day and that individuality is still embraced both in the curriculum and in extracurricular activities – which is one reason why both my children came to the school from the French system. I am also glad that over the 33 years I have been here the underlying relaxed, caring and informal atmosphere of the school has not changed. We haven't altered our priorities to enforce petty rules on, say, dress code or to introduce after-school detention for casual misdemeanours.

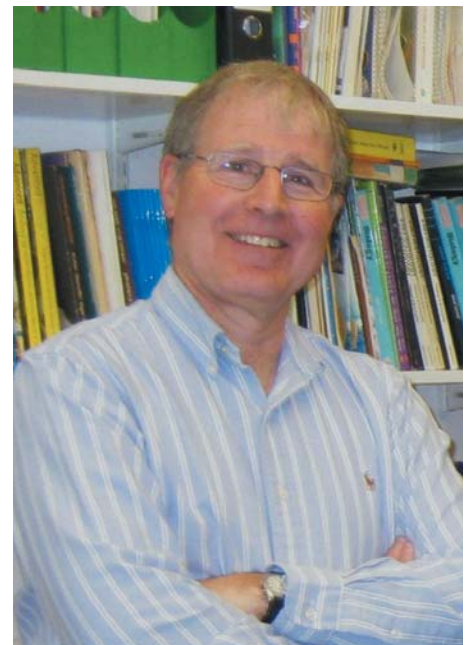
There have inevitably been many changes to the structure of the school during my time here. I remember the tiny rooms in the classroom block before the current

Green Building went up and how it always seemed to be at bursting point during break times. I have seen the construction of the gym, the Blue Building, Fives Court Building, CDT studios and workshop, which have all improved the quality of the KAS environment without losing that open 'campus' feel.

I have many fond memories such as ecology field trips to Flatford Mill and Box Hill and spending energetic days with Year 7 children in Wales. I'm not sure how fondly I will remember the residential corn snake in the biology department and how it regularly and mysteriously went AWOL much to the consternation of the cleaners and many members of Year 9. Steve proved to be the expert on tracking it down on several occasions where he found it skulking behind pipes and cabinets.

My most abiding memories will of course be of the children and colleagues who I have worked with. I must give a big thanks to my current colleagues in the Science Department who are the most conscientious, collaborative and supportive teachers you could hope to work with and it has been a privilege to have been part of the team.

So away I go with Freedom Pass and Senior Rail Card in hand with immediate



thoughts to the open road (or at least as open as roads are these days). As for the longer term – there is no master plan for one major project but plenty of mini activities which I have been longing to pursue. But one thing is for sure, my thoughts will be with KAS for a very long time to come.

● Bill (who taught biology)



OA News & Correspondence



Letter from Jean Pappworth

In desperation, I was sent from a conventional girls' school to KAS in 1933. It was one of the best things that ever happened to me.

I loved being able to work outside, weather permitting; the daily morning meeting in Squirrel Hall and the ability to concentrate on those subjects that interested me most. In the afternoons, when it was possible to have a wide number of tempting subjects to choose from, I spent many happy hours under the guidance of Mr Doubleday, the Art Teacher. He was a wonderful teacher; inspirational, encouraging students closely to 'see' not just to 'look.' I remember him telling me "that tree, its trunk is not just brown, see those colours". Some of the happiest hours of my childhood were spent during afternoons at KAS and Saturday mornings at his home, drawing and painting. He emigrated to Australia; I wonder what happened to him.

My oldest living friend is a friend from my days at KAS and it is a pleasure to know that my granddaughter is now a pupil there.



Jean and her granddaughter, Katie (Dibb)

Dear Tricia,

I was so moved to read your article about the ducks. When I was at KAS (1960–1971), the escorting of the duck and ducklings down from Squirrel Hall was a much anticipated annual event. There was a wonderful teacher in the Lower School called Fred (I can't remember his surname), who used to escort the duck family across the school, out of the gate, up North End Road, across the zebra crossing and into Golders Hill Park, where they settled on to the pond. A large proportion of the school, staying a respectful distance behind, followed the duck family up to the park to see them safely settled in. I'm very glad to hear they no longer need to travel so far to get to water, but have a pond on site. I'd be really interested to know if anyone else remembers the escorting of the ducks to the park. It seems so unlikely, I've sometimes thought I must have imagined it.

It is extraordinary, isn't it, that descendants of this duck continue to return to this most awkward of nesting sites? It must say something about the enduring affection KAS engenders in humans and non-humans alike.

Sarah Deco

Ducks!!

The article in last autumn's edition raised happy memories from way back before the events described. It was probably 1954 or 1955 when I first saw the duck regatta take place. At that time the family appeared from their hiding place in school and marched out of the gates and got ready to cross North End Road. By then several classes had appeared to watch the event and one of the teachers stopped the traffic in both directions so the ducks could cross over and go to their lake? Pond? or whatever mysterious destination had been burned into their genes. I remember this happening at least three years running and I left in 1957 so the time scale must be about right (but time doesn't mean a lot at that age does it?).

Anyway it does at least answer that age-old question: Why did the duck cross the road? To get out of school early of course!!

Very best regards

Michael Faraday

Now living in Switzerland at
18 ch. de l'Ermitage, 1619 Paccots
and with a new email address:
m.faraday@ocial-commodity-trading.com

News of Peter and Ian Lush

Peter Lush (KAS 1958–1972) is the director of Training Link, a community-based basic skills charity in King's Cross. He is also a magistrate, an employment tribunal member and runs a small sports publishing company which concentrates on Rugby League.

Ian Lush was at KAS from 1964 to 1978, leaving after A levels to read music at York University. He stayed on at York to do an MA and ARCM in 1982, then played the viola professionally for three years, in the Iceland Symphony Orchestra, Opera North and the Royal Liverpool Philharmonic Orchestra. Ian moved into arts administration via the City University's Diploma Course and worked in marketing for the Philharmonia and London Symphony Orchestras and at the Barbican Centre, where he was marketing director. From 1995–2003 Ian was managing director of the UK's longest-established chamber orchestra, the London Mozart Players, and since 2003 he has run the Architectural Heritage Fund, which supports charities restoring historic buildings throughout the UK, through small grants and large low-interest loans. Ian has three children, Anna (16), Rory (nearly 5) and Isla (18 months) and is married to Ceri.



Dear Peter Palliser,

You might be interested in two other images taken at KAS.

The first is of my sister, Shanta Kothari, Bruce Pitt, and Judy Williams, which was my family Christmas card, probably in about 1955.

The second is of Morris Dancers taken



at the back of the school field. I think that Jonathan Gilbert is at the left, I am in the middle, and Nicky Gaze is on the right. This would be about 1964.

I could be wrong.

Best wishes

Raj Kothari

Mary Neville Parsons, née Vick, (KAS, 1934–1939) sends the following:

Career: Boat builder, whalers, for Royal Navy. Farmer.

I had 3 sisters. At one moment all four of us were at KAS. Sarah, myself, Juliet and Jenny. We lived in Harley St. My father was senior surgeon at Barts. When the war broke out, we were on holiday in our house in Sussex. The New Cross Grammar School took all of us in. Rather a challenge after KAS. But we took to it very well.

Hi, a couple of years ago now you sent me the school photos from 1968 for which many thanks as I

was able to identify myself in the photo.

Today I found and scanned the attached photo, which says "King Alfred's

Christmas Party, December 1967" on the back. I believe I was not at that party, I had a lovely cat costume for the fancy dress but then fell ill on the day! However I do have the photo and I am sure people would be interested to see if they can identify themselves.

All the best,

James (Fryer)



Luke Jeans, who is a television producer and director (winner of International Emmy, Prix Jeunesse, UNICEF award for best portrayal of disability) was clearly disappointed in the previous Alfredians.

He writes:

Is KAS turning into a music school as the latest version of Alfredians seems to contain little else. How lazy! I want to know about my old school. What has happened during the year, exam results, how's the pottery/woodwork/languages/maths doing! A bad/boring issue, I'm afraid – shame!

Former School Bursar, **Alastair Alan**, tells us that "I am glad to receive the magazines and especially interested in the photos of the 1988 pupils and staff. I continue to play lots of bridge (duplicate) and travelling worldwide keeps me out of mischief.



Jane Shackman (KAS - 1952/3-1967) writes about herself and her brother Paul (KAS 1950/51-1965):

Paul Shackman – married to Katherine for 30 happy years, has 4 lovely and successful children. Followed a career in teaching, switched to leisure and recreational management and then returned to teaching. Now running a professional basketball club and doing hockey administration.

Jane Shackman – is still enjoying an

Hello,

I think it is a while ago since there was a reunion for my year and a meeting with newer members. I was wondering if there was anything afoot or a Facebook page any of us had organised ???

In my year was Fergus Henderson, Adam Dale, Ruth Kossoff, Lauren, Ben Rogers, Peter Best, etc. Beaney Heron was in the year below me.

I left KAS in 5th form 1979, majoring on woodwork, crap at exams !!!.

Nikki Archer was at the helm. Skateboarding and woodwork were my things!

Regards

Selina (Strowlger)

sstrowlger@btinternet.com

Deaths

Jonathan Sykes – Born 10 September 1964 – Died 14 August 2013. (KAS, 1975–1980)

Francesca Doughty – Born 30 May 1931 – Died 3 April 2012 (KAS, 1936–1947)

Dorothy Isobel Coleman – Born 1 July 1923 – Died 25 April 2012
Dorothy was a catering assistant at KAS for 23 years, from 1965 to 1988, when she retired.

Mary Salter, née Kelemen, died on 6 June 2013. She was at KAS in the 1940s.

Diary



Summer Fair

A Summer Fair again. On Saturday 28 June, 2014. As in 2013, the day will be from 12 noon to 4pm. A reception will be held for Old Alfredians from 4 to 6 pm.

Bonfire Night

Saturday 8 November 2014
4:30–8.00 pm. Reception 6 to 7:30 pm

Register on the King Alfred School Website

Old Alfredians have a new page on the KAS website. To reach it, you go to the school website, www.kingalfred.org.uk, then click on the 'Old Alfredians' button on the top row. A new page comes up and you should then click on the 'web ALUMNUS' image.

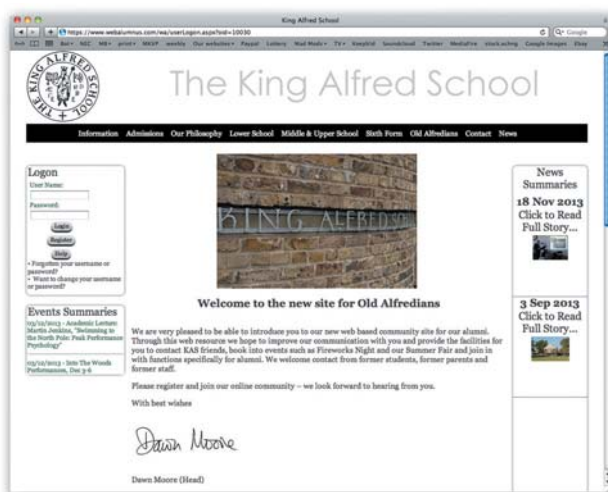
This brings you to the page shown here.

Please register, following the instructions. After you have registered, it would be wonderful if you would provide us with as much information as you are able, and willing, to give us. This will also help us correct anything we've got wrong – assuming your own memory is good...

Include biographical details, news, updates, anything you

think worth sharing. The website will also enable you to connect with other Old Alfredians and keep up-to-date with school news and events. Our own KAS Social Network.

We look forward to hearing from you.



A word from the Editor

Another apology is due, it seems. I have not managed to produce two editions this year. Indeed, I have only just managed to produce one. We have, in fact, decided to bring out just a single edition of *Alfredians* per year from now on. It will come out at about this time and thus report on a year of Old Alfredian and KAS life.

I am stepping back a little bit more from KAS life and will be handing over the oa@kingalfred.org.uk address to Sheila Hanlon, who is already looking after the (new) web Alumnus database. As some of you will have noticed already, she is sending out more frequent communications via email. If you need to get in touch with her, you can reach her on 020 8457 5297.

Meanwhile, I would encourage you to use the website, register on it, use it for news, and find out if there are any events there that interest you.

I wish you all a Happy New Year 2014.

● Peter Palliser

Alfredians Winter 2013. *Alfredians* will now be an annual newsletter distributed in December.

We always welcome news and memories from Old Alfredians for publication. All copy should be sent to:

Alumni Coordinator, King Alfred School, Manor Wood, 149 North End Road, London NW11 7HY

Email: oa@kingalfred.org.uk Tel: +44 (0)20 8457 5282 Fax: +44 (0)20 8457 5249

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