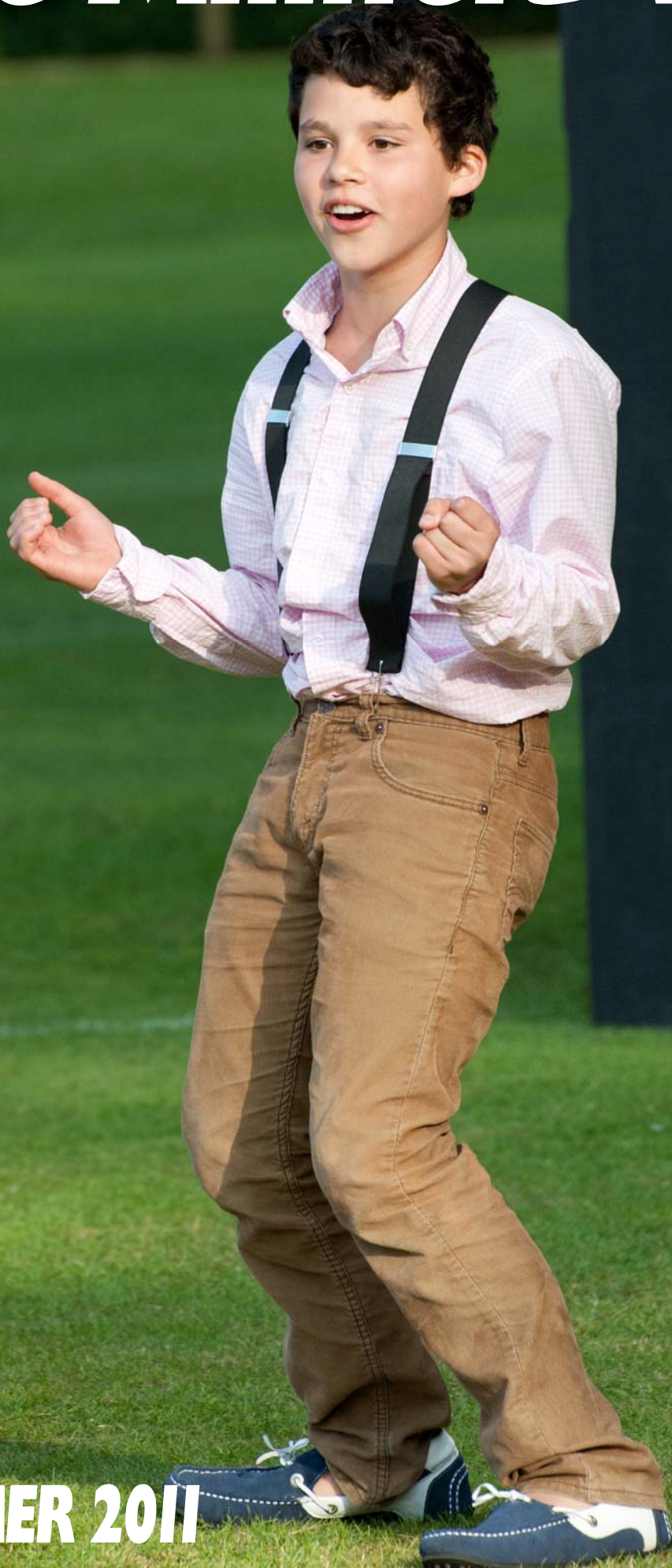


# **The Millfield Voice**



**SUMMER 2011**

**ISSUE 137**

# DRAMA SHOWCASE

By Maddie Vaughan

Towards the end of term, the Speech & Drama students performed a 'Drama Showcase' of some of the pieces they had used for their examinations.

The event started off with India Maxey and Katherine Morley performing a duologue from David Farr's 'Ruckus in the Garden', followed by an improvisation based upon the same characters. Both performances were endearing and amusing, with wonderful detail put into characterization and the portrayal of a rather abusive friendship.

Next on was Lauren Maxey who, to the

self-conscious, straight character in contrast to Maddie's rather neurotic, eccentric rendition of the 'Actor.'

Following on, Alec Poore performed his National Youth Theatre monologue titled 'Spiders' by Ron Hamilton. This was a great piece, with Alec really emphasising the slight hysteria of the character and engaging the audience with a wide use of vocal, dynamic and emotional expression. From here Josh Lawrence, James Everett and Saul Landrock performed their devised piece 'Doctor Death' which was a thought provoking, rather chilling and gory performance about a war criminal. Tense, violent and with a twist, this was an excellent group performance and creation.

Moliere's famous 'Tartuffe'. This challenging piece was met with great zeal and energy, and was masterfully performed, with attention to both the poetry of the dialogue, its rhythm and its comic value, combining with careful attention and expression given to the emotional journey of the two characters. Following this, Lauren Maxey returned to the stage to perform a monologue from Rona Munro's 'Iron'. In contrast to her previous piece, this was a heart-stopping, tense performance, with high emotions and – as we were forewarned – some strong language. This was a particularly exceptional performance, executed with great maturity and sensitivity. Finally the event finished with Maddie



delight of the audience, performed Roald Dahl's 'The Pig'. With the wonderful use of an accent combined with the narration of the poem, Lauren communicated superbly with the audience, accurately portraying the comic value of the piece. James Byfield then began a tremulous narration as the character of Mr Arthur Kipps from 'The Woman in Black' by Stephen Mallatratt, acting with Maddie Vaughan to perform a duologue which was well received, James playing a very

Anna Taylor then performed a monologue from 'Topless' by Miles Tanderick which, contrasting heavily with the previous piece, was light, fast-paced and funny. With direct address to the audience, Anna bravely played a rather dizzy, talkative bus tour guide, requiring a great deal of energy and breathing control, as well as vocal projection. This was then followed by Emily Littman and Emily Symonds-Willmott (pictured) who performed a duologue from

Vaughan returning once more to the stage and reciting a section of her own novel, 'The Sons of Thestian', which starred two lovers Rufus and Mielane, playfully arguing over the value of love. The entire event was a wonderful success. Thanks and congratulations must be given to all who performed, the members of staff who helped put it together, and finally Miss Amy Howell who put a huge effort in preparing and teaching all of the Speech & Drama students for their exam.

# So-Ock Kim

By Chloë Warren

So-Ock Kim was born in Seoul in 1982. At the age of three she moved to London. By the age of fifteen she was the youngest ever winner of the gold medal in the prestigious Shell/LSO Competition, playing the Tchaikovsky concerto with the London Symphony Orchestra in the amazing Barbican Hall. At the age of just nineteen she was selected for the Young Concert Artists' Trust which identifies and promotes outstanding young classical soloists. She has given countless critically acclaimed performances all around the world, touring throughout Asia, Europe and the US playing concerts at various international festivals. So-Ock Kim has made numerous acclaimed performances with the Philharmonia Orchestra and has recently performed with the world-renowned Krzysztof Penderecki and the Polish Radio Orchestra. She has been described as 'strong, expressive, full of energy and flawless'.

On Thursday 23rd June 2011 So-Ock Kim came to Millfield for what was to be a spectacular evening of breathtaking music. She played from memory some of the hardest music for violin there is, with ease and perfection. For the first half of the concert So-Ock



played some J S Bach-inspired solo sonatas of Eugène Ysaÿe in what can only be described as awe-inspiring excellence that can be mastered only with years of time and effort practicing. The second half, though it's hard to believe, was even better than the first. So-Ock was now joined by Semra Kurutac on the piano; they came together to perform some remarkable pieces by the likes of Ernest Chausson and Maurice Ravel. The pieces were astounding to watch and listen to with both artists showing their technical brilliance of their given instruments. So-Ock was a humble and modest woman who showed grace and elegance on the violin that thousands would love to have. This was one of the best concerts that I have seen at my time in Millfield and was extremely enjoyable for all the audience.

*Mr Hughes adds...*

Earlier in the day there was a presentation from J&A, who are acknowledged as the world's foremost authority on violins. They bought with them the "Sainton" Guarneri del Gesu violin which is one of the world's greatest instruments and was played by Jascha Heifetz and also a violin by Antonio Stradivari. After the presentation the students were allowed to play the instruments. So-Ock Kim herself plays on a 1706 Stradivarius.



## Sixty seconds with Michael Huerlimann

Interview by Jess Kaimakami

*What inspires you most in life?*

Music (especially Mozart).

*Would you rather be Sadist or Masochist?*

Bit of both... possibly more Masochist.

*What is your favourite alcoholic beverage?*

Whisky.

*If you could break or bend one universal law, which one would you choose?*

TIME! (Because it should be nice and bendy... and I'd love to turn on Slo-Mo sometimes...)

*Assuming you can control it, now what do you do?*

I'd go back in time, and see if I could live in a different period...

*What television show would you like to see*

*rehearsed in the nude?*

True Blood! - because they're just all so sexy!

*Gold, silver or diamonds?*

Definitely diamonds! I mean come on: they're forever (and Shirley Bassey could constantly sing it to me...).

*Finally, what are your plans for after Millfield?*

I don't know... I might just sell myself for some time-travelling diamonds, whilst hiding in the changing rooms of the True Blood cast, sipping some whisky and listening to some Mozart... Or else, I might just go to uni to study Law....

*Thank you for your time.*

# ACADEMIC SOCIETY

By Yadu Bhageria

For the last academic society meeting of the year, Millfield's mathematics department hosted Dr Colin Wright to give a talk on the Maths behind juggling.

Dr Wright graduated from Monash University, Australia with BSc (Hons) in Pure Mathematics and then went on to Cambridge to receive a doctorate in the subject. He did not spend all his time doing Maths, as the widely held stereotype demands, but rather managed to learn various 'circus' skills such as fire-breathing, riding a unicycle, ballroom dancing and finally juggling. On his visit to Millfield, Dr Wright impressed the audience with not only his intelligent humor but also through sheer mad juggling skills. He introduced to us a system for noting down juggling that he and a colleague had invented! It was a bit like musical notation yet quite dissimilar in its own respect. It demonstrated the limitations of juggling and also opened up new doors to wild juggling tricks that had never before been tried.

Dr Wright implements pure mathematics in the real world in his current job. During dinner, he mesmerized the mathematicians of the school (including the teachers!) with his easy talk of working with thousands of dimensions in order to safely harbour cargo ships. I can certainly attest to the fact that it was a splendid evening and I hope others, who were there, agree with me.



## A big thank you from the Rhind-Tutt family and the Duke of Cornwall Spinal Treatment Centre

On Wednesday June 22<sup>nd</sup> the Rhind-Tutt family visited the Duke of Cornwall Spinal Treatment Centre - a heart-warming experience for all concerned. Fund-raising by Mr Lewis's group's charitable project (by organising the Day House Concert), the Music Department (with donations from the Choral Concert and from the Spring Concert) and individuals associated with the Day Houses, staff, ex staff and other parents, as well as a substantial sum from fund-raising efforts at Strode College (where Edmund is now a student and Mrs Rhind-Tutt works), had raised a grand total of around £5,200, which was used to purchase a Balance Trainer, with the remainder being donated to the Southern Spinal Injuries Trust who provide all kinds of individual and group support for the patients at the centre. One of their big projects at the moment is to create an accessible garden around the unit.

The Rhind-Tutts were met at the Spinal Treatment Centre by members of the Southern Spinal Injuries Trust and the Salisbury District Hospital 'STARS' charity and were then able to see the newly delivered equipment, which Edmund kindly volunteered to demonstrate.

The Balance Trainer enables someone who cannot balance (because various of their muscle groups have different levels of function) to stand up and be supported as they move around - a range of movement which includes leaning safely and securely in any direction. Exercises such as playing catch become possible and the opportunity suddenly becomes available to practise many day to day activities (such as getting a cup out of a cupboard) which become so difficult in these circumstances. The benefits are too numerous to mention - the equipment is expensive and a big step up from the routine static supports that are used in these centres, so it makes a big difference for the unit to have its own Balance Trainer.

The family spent some time with the charity representatives and members of the Physiotherapy and Occupational

Therapy team from the hospital and enjoyed some tea and cake as they chatted.

Millfield pupils were very well represented by Oneone Forbat, Elouise Harris and James Fisher, who were all great ambassadors for the school. Brief words of thanks were given by the representatives of the two charities and the Rhind-Tutts handed over the cheque. Mr & Mrs Rhind-Tutt would like to offer their sincerest thanks to all concerned - pupils, parents, friends and colleagues.



# SIXTH FORM EXPERIENCE

Harriet Gilbey interviews Senior Master Mr Hallows....

## What is 'sixth form experience'?

We're aware that students are going into a highly competitive application process or into a job market, where they need to have the best possible equivalent of a CV to present to admissions tutors to show that they have got an understanding of and passion for their subjects. We have got some exciting opportunities of partnership with the Children's Somerset University which will open its doors to primary schools in Bridgwater, for our sixth form to go and do some teaching to their year six pupils. It will run for about an hour and a half in the afternoon but it will be high value on both sides and that project will run over the year involving different pupils on each visit, but leading to their pupils coming to us at the end of the year for a celebratory time together.

## So it's similar to the community service MAP?

The community service MAP is a fantastic opportunity and it gives those that sign up for it time with the elderly residents at the homes over the course of the term, and those that do it enjoy it. The sixth form experiences will be about longer-term relationships, and maybe the placement over at Bridgwater for an afternoon might actually get our pupils looking more at the needs of the local community.

## Will it start from the beginning of next year?

The new lower sixth will experience the greatest level of change; the upper sixth will experience some small changes and an enhanced level of opportunity to extend their experiences within the school. Over the course of next year the key changes will begin to take place, but that is not to suggest that the strong aspects of provision that existed before are going to disappear.

## Are there any further changes due to take place next year?

In the sixth form you've done your GCSEs and you know your direction of travel and so to be imposing too many compulsory activities is not necessarily appropriate because a lot of our students are on a pathway to specialisation rather than being generalists. There are areas in which our students need to be challenged and be involved, in order to further add to their applications to the next stage. Weekly assemblies

will also come into place. The current structure is that you have an assembly every 2-3 weeks. For a group of 250-300 pupils it just is not enough, because you're asking that the head of year, and the other staff who contribute, to look forward three weeks and back two. Covering a five week period in fifteen minutes in the morning is inadequate. Assemblies are about developing a community direction and a set of priorities; having been a Head of Year I know that you just don't have time to say the really important things. Currently, the things that get pushed to the side are those collective goals but also the celebration of success. To have that mentioned in assembly is important to individuals and to what we are doing as a community. We are also looking to give pupils



more of an opportunity to speak in assemblies; standing up in front of a group is not a natural thing to do, but it is one that is a strong asset needed in the future. We will also be looking for pupils to contribute more to the production of the newspaper; again, not everyone wants to stand in front of a group but writing articles makes you look outside of what you are doing in the classroom and more at the school, attending events and reporting back experiences and giving a viewpoint and that is very healthy for a school community. We want to set the agenda of encouraging more participation and contribution so that the editorial team have rich pickings to run through *The Windmill*.

## How did you come up with the idea?

Simple answer: I didn't (laughs). It would be a dangerous situation to sit in isolation and produce a set of ideas that had come from nowhere. I think having experienced the school

from the perspective of Group Tutor, Houseparent, Head of Year and now Senior Master I have seen lots of different aspects of life and, during those years, you have a constant stream of feedback about different aspects of provision and so you can go into the process with a fairly clear idea of where relative strengths and weaknesses lie. You also have to look outside of Millfield, to see what other schools' provisions are like. Having dealt with several hundred absences from enrichment you get a sense of what the issues are around that. Then you come up with some proposals. All of the staff have had the opportunity to put in their perspective on the proposals. Some aspects will flourish; some will not.

## Do you have any specific aims that you hope the sixth form experiences will achieve?

Mainly, to produce the best prepared upper sixth students when they leave for whichever pathway they choose to follow.

## How will they benefit the pupils?

If a pupil crosses their arms and defies everybody trying to produce any benefit for them, there is no benefit. But that is a lesson for life, because we can all sit and sulk in a corner and say 'I'm not taking part'. Any individual who really throws themselves into the range of

opportunities that are coming is going to have first and foremost a phenomenal experience of school life; secondly a very strong application. We would like those of our year 11s that do rightfully decide to go and look at other schools to come back and say 'that doesn't hold a candle to what Millfield is doing'. We have never done this before, we have never said this is what we offer in the sixth form at Millfield and this is what it means to be a part of this community. This is not to say provision wasn't great previously.

## So, is the first term of the year a trial run then?

No, it will go through the course of the year. The EPQ has got a newly appointed coordinator and there will be a stronger and more structured programme of provision to recognise immersion in a real specialism. Mr Trevis is going to be looking after that aspect.

The L6th BTEC Sport group were asked to review Lance Armstrong's book...

# It's Not About the Bike

## Kelston Stark

### What did you enjoy most about the book?

I particularly liked this book because it was a story of his life and the problems he has had. I was gobsmacked by how strong minded and determined Lance was to fight the battle of testicular cancer. This book made me think how challenging yet rewarding it can be for some people to get through something because they want it so much. It showed to me also how the mind is much more powerful than the body.

### What are the best quotes you would take from the book?

"What the mind can complete the body can achieve." I liked this quote because I think it is very true. I think this because if you are mentally strong at anything you will complete it, as Lance has said: "What makes a great endurance athlete is the ability to absorb potential embarrassment, and to suffer without complaint. I was discovering that if it was a matter of gritting my teeth, not caring how it looked, and outlasting everybody else, I won. It didn't seem to matter what sport it was - in a straight-ahead, long-distance race, I could beat anybody. If it was a suffer-fest, I was good at it." I also like this quote because Lance didn't care what he had to do he just was very competitive and had to win what he did.

### Who would you recommend this book to?

I would recommend this book to anybody who wants to achieve something of the best level they can in what they do. Reading this book this will show them how mental strength plays over everything else.

### What parts of the book were relevant to your course?

The relevant section to our course is the bit where Lance talks about nutrition and how much that plays with the body and helps you achieve what you want. Also the training programme Lance did to get fit and what programmes he did leading up to the Tour de France. During this book it mentioned how Lance had trouble in his family and in the end his mother was the only one who stuck by the side of him the whole time.

## Tom Bellak

I found Lance Armstrong's book very interesting and very hard to put down. There were quite boring bits in the book but the majority is excellent. Before reading the book, I knew who Lance Armstrong was but not very well. After reading the book I was shocked by how strong mentally he is and also how much he has been through.

### What did you enjoy most about the book?

I really enjoyed the book when he was talking about his early life and becoming a young professional. I enjoyed it because when I read it, it really motivates me as a young sportsman

to train hard and never compete without giving 110%. I enjoyed reading about him becoming a rookie in the biking world. It just shows you even a sportsman who has dominated his sports has made mistakes, and it shows you that making mistakes won't stop you becoming the best.

### What is the best quote you would take from the book?

My favourite quote from the book is "Pain is temporary. Quitting lasts forever."

### Who would you recommend the book to?

he was diagnosed with cancer he talked about how much it mentally affected him.

## Akarinth Addison

### What did you most enjoy about the book?

I enjoyed the whole book itself, but I especially enjoyed the part about his battle through chemotherapy, where he was speaking about how he battled through it and the thoughts that were going through his head. He was saying about how chemotherapy affected his whole body and his diet especially.

### What is the best quote you would take from the book?

"I want to die at a hundred years old with an American flag on my back and the star of Texas on my helmet". The reason I particularly like this quote is because he mentions in it all the things he loves. He talks about wanting to die with the Texas flag on his helmet, and his helmet and flag of Texas are things that are very important to him. "Anyone who has heard the words 'you have cancer' and thought, 'Oh my God, I'm going to die,' is a member of it. If you've ever belonged, you never leave". This is another quote that I like because he is sending out the message that you should not give up if you are diagnosed with cancer and suddenly presume you're going to die.

### Who would you recommend the book for?

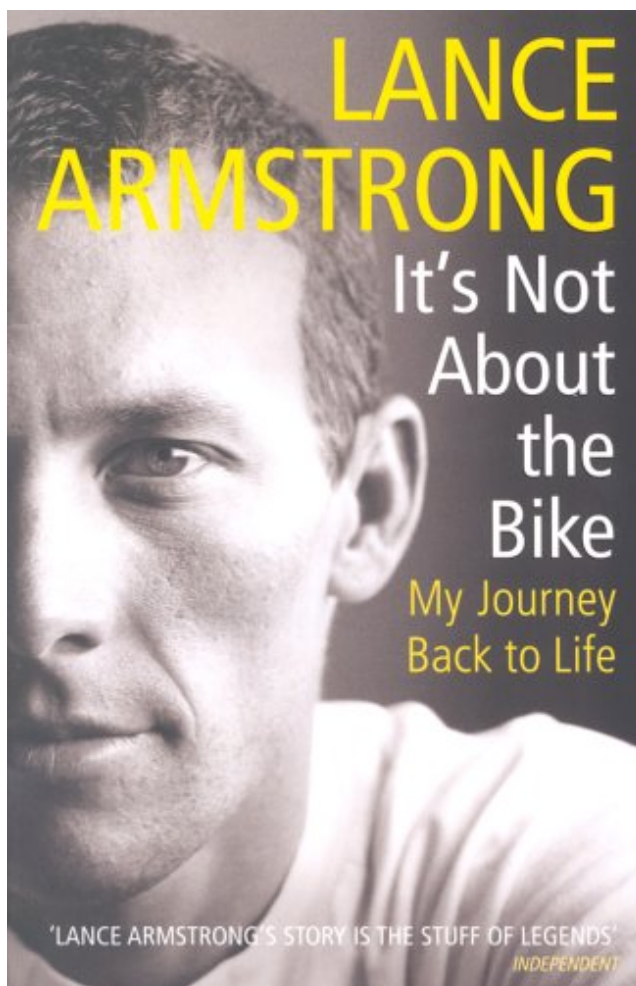
Obviously I would mainly recommend the book for any athlete who is trying to become the best in cycling, because there is no better cyclist out there than Lance Armstrong". But Lance Armstrong is as good a role model as you can be. To come back and cycle again like he did after being diagnosed with cancer showed great character and showed anyone out there with an illness, that it does not always end badly. He was told after his testicular cancer surgery that he had less than 40% chance of living. He was rewarded for this with the 2003 BBC Overseas Sports Personality of the Year.

### What parts of the book were relevant to your course?

I think family life in the book is something similar to what we have

studied on the course. With his new step-dad coming in who Lance did not particularly get on with, his mother had a big role in supporting Lance and giving him the best chance to succeed in his sport. This involved buying him the best equipment, the financing of which required her to work long hours in her job. He also never has and never wants to meet his biological father, who left his mother when Lance was only two. And like I said earlier, we have studied about role models and their different attributes, and Lance Armstrong was a very good role model to all athletes.

*\*The editorial consultant would like to dispute this, but the fact remains that Armstrong has won more Tours de France - seven - than any other rider.*



I would recommend this book to any young junior athlete who wants to become a professional athlete. This is because the book is very good in terms of athlete lifestyle; it teaches the readers how much work he's put in to become one of the world's top athletes. Also the book teaches us that even he has made mistakes which cost him a race, like for example when he didn't bring a jumper to a race and he had to borrow his mother's.

### What parts of the book were relevant to your course?

The chapters describing his career were most relevant because our course is partly about the athlete's lifestyle he talked about the difficulties he's been through in his career and how he learned from the mistakes he made. Also when

# RED

By Jess Kaimakami

Welcome to the weird and wonderful world of Red Toulson-Clarke – A heavy Gaga and all things fabulous and diva-orientated fan, he is the life and soul of all things creative and awe-inspiring at Millfield... It's a one-way ticket..

**Sum up your experience of Millfield in one word.**

Awesome-licious.

**Who/what will you miss most?**

I'll definitely miss the Music Library Mandem most. Some of the best friendships I've ever had were formed in that room of wonders. I'll also miss Mr Speyers' lessons (ultra-entertaining AND we learned stuff!), having pianos everywhere and the easiness of school meals.

**Have you any regrets that you have or haven't done?**

I would have said I regretted not giving the Headmaster a strip-tease...

**What subjects did you choose for your A Levels and why?**

I chose Media Studies, Art and Drama because I've always known I wouldn't be happy unless all three were in my future life.

**How did you find them?**

They certainly gave me a lot to do! As full as the work load was I'm really glad I took the subjects as I learned so much, not only about the courses but about myself, too.

*You are very well known around the school for your fabulously eccentric and somewhat risqué style... For most who know you, this is an easily answered question, but for strangers who have somehow been immune to you, who/ what are your main influences and why?*

So many, haha! If I were to narrow it down I think my top muses would be; Lady Gaga for her art, Rihanna for her wild/sex element and Beyoncé for her pure Diva and undeniable vocal talent that I'll always look up to! I've also been greatly inspired by Manga Art/ Comics and Japanese music since around the age of twelve. But, I must say, my longest running (and most guilty) influence would be The Little Mermaid, haha! It's because of good ol' Ariel that I now have red hair and take four-hour long baths.

**How was the Summer Ball, in regards to the traffic cones that were the fake tanned etc?**

The Summer Ball was an amazing laugh and such a good way to end the year! All the girls looked so pretty and the boys so...vivid. It was great fun dancing with people you'd not normally talk to and trying pick out all the fake-tanners when the lights went orange. It was one of those nights you wished would never end.

**If you only had one possession in the world, ANY possession, what would it be?**

Definitely a magic wand.

**Describe Lady Gaga in one sentence.. I was going to say one word, but realised I couldn't put you through that torture..**

Messiah of Freedom.

**Well said. What would be your exact reaction if**



**you ever met her?**

Something like  
ADGJajkwbfSgRGbefljkbewglknSAJBDFUJASB!!!  
1!!!TONE!!!

**And finally, what are your plans for post-Millfield life?**

After Millfield I'm headed up to Bristol UWE to take a BA in Media Practice, whilst working on a singing career (and probably ending up as a part-time transvestite cage dancer).  
Paws up!

They are two people madly in love and the most famous couple in the world at present. Their lives are incomparable; a royal is wed to a commoner: who would have thought it? Kate Middleton was born on January 9 1982 at the Royal Berkshire Hospital in Reading and christened at her local church. William was born a mere five months later on June 21 at St Margaret's Hospital in London and christened by the Archbishop of Canterbury in the music room of Buckingham palace.

Kate Middleton was the bambino of a flight dispatcher and an air hostess, Prince William first-born son to the heir to the throne and his then wife Princess Diana. Two very different backgrounds were nonetheless brought together on Friday 29th April to say, "I do". The guest list for the wedding was extensive, with the likes of Joss Stone, David and Victoria Beckham and Tara Palmer-Tomkinson in attendance.

An abundance of towns and neighbourhoods hosted street parties to celebrate the history-making event, while others celebrated with their families and friends. Kate Middleton is the

country's new sweetheart; she and William censured lavish and expensive gifts, instead asking guests to make a donation to charity. William and

Kate's involvement with various charities has captured the country's heart.

The royal wedding and Kate Middleton will bring new and fresh life into

# ROYAL COUPLE

By Harriet Gilbey



the dreary monarchy the public have become accustomed to. An estimated two billion people sat down at home to watch the wedding and journalists from all over the globe came over to report the wedding to their home country. Royal wedding merchandise was rapidly snapped up, with the USA even making a royal wedding fridge! Property prices in Bucklebury, Anglesey and London have been on the increase since the wedding was announced, which is substantial a leg-up for the British economy.

I am in favour of the royal wedding. It has shown me that Britain is an incredibly patriotic and proud nation. It brought the best out in everyone and we had a chance to escape from life's dramas. It was one of the biggest events of recent decades and everyone around the world was galvanised by it and as a result it

brought a large flock of about one million tourists, with economists estimating that it will have made London wealthier by £200,000,000! I wish Kate and William a very happy, long and healthy life together!

# DOCTORS OF PHILOSOPHY

Yadu Bhageria continues his series of interviews with Millfield's PhD teachers...

Remotely linked to the topic but more importantly extremely remarkable is Ludwig Wittgenstein. He is one of the most interesting people ever to receive a PhD or perhaps simply one of the most interesting people ever to have lived, in my opinion. Born into one of the richest families of Austria, Wittgenstein (1889-1951) first went to Berlin in order to study mechanical engineering and then later to Manchester for research in aeronautical engineering. Here he started indulging more in the mathematics of engineering and consequently also in the philosophy of mathematics. This path eventually led him literally to the door of Bertrand Russell in Trinity College, Cambridge, who at the time was one of the most prominent figures in the field. In a short order of time Wittgenstein impressed Russell with his profound philosophical precision. Within one year, Russell was committed: "I shall certainly encourage him. Perhaps he will do great things ... I love him and feel he will solve the problems I am too old to solve" (quoted by Monk in *The Duty of Genius* p.41). Russell, as often, was correct in this insight. Wittgenstein spent two years in Cambridge, besieging the questions of logic. During this time, he would spend months at a time in isolation in Norway pondering on these philosophical enquiries with close to no human contact. In 1913, due to the passing of his father, he returned to Austria where he inherited a huge fortune. He took close to no time in giving away all of his recently acquired wealth and in 1914 volunteered himself for the Austrian army. Here he won numerous medals for bravery at the front. Wittgenstein never really stopped working on the issues of logic all throughout this time. In 1917 he was taken captive and spent the remaining months of the war in a prisoners' camp. This was where he wrote the only piece of work that was ever published during his lifetime, *Tractatus Logico-Philosophicus*. The book was first published in 1920 (German edition). In the book, Wittgenstein thought he has solved all the problems of philosophy and so divorced himself from the focus of his previous years and instead pursued other careers such as teaching, architecture, gardening, etc. But such a life was not satisfactory to a man like Wittgenstein (if any ever was is a question we can only ponder upon), who was often exposed to questions of philosophy of mathematics and the quickly growing field's science by the Vienna Circle. In 1929, he returned to Cambridge as he came to realize he had yet more to do in the realms of philosophy but faced a difficulty; a difficulty that relates to his doctorate. Wittgenstein wanted to work at Cambridge but was unable initially to do so as he did not possess a degree. He enrolled into the advanced undergraduate programme and owing to the

## Doctorate of Philosophy, literally!

urging to people like Russell, he offered his *Tractatus* as his thesis. Russell and G E Moore examined this work and questioned Wittgenstein during the oral component. Wittgenstein successfully defended his thesis and at the end clapped the two examiners on the shoulder and said "Don't worry, I know you will never understand it." (Ray Monk: *The Duty of Genius*). Russell and Moore could only agree with such a remark. Moore wrote in the examiner's report for the thesis: "I myself consider that this is a work of genius; but, even if I am completely mistaken and it is nothing of



## Dr White

the sort, it is well above the standard required for the Ph.D. degree." (G E Moore: *Essays in Retrospect*). Keynes, a person Wittgenstein worked closely with, once wrote in a letter to his wife "Well, God has arrived. I met him on the 5.15 train."

The fabulous Dr. White has meticulously and fastidiously responded to the following enquiries.

### What Subject is your PhD in?

I have a PhD in normative political theory, though the thesis (argument) crosses over a few

different academic disciplines: politics, economics, philosophy, sociology and education. When I was studying for it, my supervisor often stressed that I should be able to condense the argument into a couple of sentences: it was on the structural transformation of the university. I was trying to claim that universities look (superficially) much more effective and efficient in the late 20th century, but, really, what they do these days is very different from what they did, say, in the 1960s. High-level education changed from something that was good in itself (with handy side-effects, like helping to secure a decent job), to something that is valued for its uses (and the education for itself became a kind of fringe benefit). That was a bad change because the quality of the good diminished. My view is criticised for being 'elitist.' I find it worrying that elitism is viewed negatively when we're dealing with truth, reason and moral rightness. (That was more than a couple of sentences, so I've still not managed to distil it all down).

### What motivated you to do a doctorate?

I've always been interested in social science and philosophy. Also, I got lucky and was funded by a government funding council (the ESRC). I thought that my first degree - a BA (Econ) Hons from Manchester - just didn't really dig deep enough into the things I was interested in. Also, by pure chance (I assume), I had a very eccentric tutor in my final year, who was some kind of northern Italian count working as an academic. We had very similar ideas and were both interested in how the public sphere (politics, culture, law etc.) had altered through the 20th century. When I finished my first degree he invited me come along to postgraduate seminars. I remember expressing concern that the fee-paying postgraduates might object to someone free-riding on their classes and he just walked away down the corridor laughing. It turns out that even when you reach the level of doing a doctorate there are an awful lot of people around you who aren't really that interested in what they study. They're doing it because their parents expect them to, or because they want to put off getting a proper job in an office, or they think it'll mean they earn more in future, or they think that being a postgraduate or being able to give yourself the title 'Dr' looks good. In my view, some of those justifications are weak and some are plain wrong. Certainly, those motivations wouldn't be enough for me. I think you should ALWAYS do what you love, what you have a passion for (so long as you don't harm others, of course) and if that leads to some kind of success then you're a free person.

### Can you give a brief insight to what you produced in your PhD?

(Continued on page 9)

## EDINBURGH



## GROUP

By Harriet Gilbey

**Where are you going?**

That's a good one. The Edinburgh Fringe Festival.

**Who is going?**

That IS a good one. Michael Elliot, James Byfield, Jamie Macdonald and Bethan Jones. We are called 'With A Smile'.

**Do you get along with each other?**

We often say "For just one night let's not be Co-workers. Let's be Co-people."

**What are you performing?**

That's a jolly good one. Little Sparrow- Edith Piaf's life

expressed artistically through the medium of mime.

**How long are you going to be in Edinburgh for?**

Good one interviewer. Ten days. There for a good time, not for a long time.

**Who else is performing at Edinburgh fringe (theatre companies, school drama groups etc)?**

John Bowden.

**How long have you been rehearsing for this?**

Our entire whole lives.

**Are you nervous/scared at all??**

This is a house of learned doctors - of course were not scared.

**Do you know how big the audience will be?**

That's a good one. We don't know, but we hope there will be enough room for activities.

**Have any of you performed at such a world famous event?**

"I don't know how to put this but I'm kind of a big deal." Bethan Jones.

Jamie won the biggest cranium award 2009.

"I manage a baseball team.

Fantasy league." James Byfield.

"1001... 1002... 1003..."

"Oh sorry guys I'm just practising for the marines, because we all know you can't just give a Dementor the old one-two!"- Mike Elliot.

**Is there anything else you would like to say?**

Snape killed Dumbledore.

**Thank you for that 'With A Smile'.****Good luck all of you with the festival; we are rooting for you!***(Continued from page 8)*

A 90,000-word book. It gets called a 'thesis.'

The requirements for a doctorate vary differ between disciplines, so a science PhD will be a different experience to an arts PhD. Even within similar disciplines there are differences. Many social scientists, for example, will collect data through surveys or questionnaires or interviews and analyse these data (plural!) in minute detail. Others use large data sets already collected and run them through statistical software. My research was more theoretical and historical, examining policy changes and funding mechanisms. My conclusion was, roughly, that an awful lot of policy changes devalued the institution of the university, while appearing to function to increase its status and effectiveness.

**How was the experience of researching?**

It's a mix. It took me four years. The last 'writing up' year was unfunded and so I did a lot of part-time teaching at different universities to bring in some income. That was annoying because I was having to teach a lot at the very time I should've been writing a lot. However, I've always felt that I need some kind of pressure to produce written work, and when a deadline is pressing I can pull out all the stops and work very quickly. That's a slightly crazy way to do things though. I suppose some people just need stress and anxiety to generate urgency. I'm sure some people would tell me I should go on a training course to improve my time-management skills, but I don't think it's a matter of skills and knowledge but a matter of personality and attitude.

Also, doing a PhD can be a bit lonely. You're meant to be trying to make an original contribution to knowledge. That means you are working on a pretty narrow issue. And that means there aren't many people around to whom you can talk about your work. Finally, I reckon there's a certain type of person who's attracted to working in some fields within academia. This type is highly competitive, very insecure, very career-oriented and envious of others' success. Steer clear of this type of

person unless you're one of them and even more 'goal-oriented' than they are - they're a bit boring and self-absorbed.

In short, doing what you want to do is brilliant. But, to paraphrase Cheryl Cole: 'Too much of anything can make you sick.'

**Did you have any funny moments during this serious task?**

Funny ha ha, or funny peculiar? I suppose it's a bit of both when you realise you've developed an expertise. I'd gone along to a conference paper being given by a senior professor. He'd got some of his facts slightly wrong on a particular issue. When I pointed this out during the q&a session I looked a bit like a freaky genius, but by pure coincidence I'd just been writing a book review for an academic journal which was all about the thing he got mixed up over.

**What was the most exciting moment during the process?**

Starting and finishing. Even when you really enjoy something, the day-to-day task of concentrating, thinking, reading and writing on one very focused topic every day can be tedious. And then there's the self-doubt: your argument is full of holes; actually, you're wrong about it all; you change your mind during the course of research, so material you write in the first year has to go in the bin by the time it comes to writing the final draft.

I believe quite strongly that most academics (especially in the arts/humanities/social sciences) are really high-level teachers rather than scientific researchers working at the cutting-edge of new knowledge. To be a high-level teacher, it's crucial to keep up with topical academic debate in your field and to have conducted research yourself. However, I think that genuine claims to pushing the envelope of new knowledge (in my field) are thin on the ground. Often, if you become a PhD student, you get the chance to teach undergraduates. I enjoyed teaching students and found that exciting. That's primarily the reason I became a schoolteacher, because (on the whole) universities are funded by the research they

churn out rather than according to the quality of teaching they provide. If you find teaching and developing understanding in other people interesting and exciting then there is more opportunity for that in a good school than a good university.

**How rewarding is the feeling of contribution?**

It's going to vary between people and according to what the contribution actually is. My contribution effectively said that academia isn't what it once was and part of the problem is because of all the pressure to publish articles rather than educate people well. Obviously, that doesn't go down too well with academics who are playing the game and publishing as much as they can to secure their promotions. I think that scientists must have more of a feeling of having made a contribution to knowledge. We non-scientists (though economics does love to pretend to be a science) are more often just offering opinions, rather than discovering dark-matter or the double-uncertainty principle.

**Can you sum up all this in one sentence (or one word if you like challenge!)?**

No. (Does that meet the challenge?)

**Finally, since I know that you are leaving us this summer, what are your plans for the future?**

I've been trying to write a novel for the last couple of years and I want to continue with that. It's currently called *The Prisoners of Envy* and was inspired by a book by Ivan Illich and a short story written by the enlightenment philosopher Denis Diderot about his dressing gown. His dressing gown is a bit tatty, so he replaces it with a new, fancy, posh one. However, on upgrading his dressing gown he finds he feels he has to upgrade everything else around him. And before he knows it even his old friends don't come round anymore because most of his visitors only call in to look at his pretty things. Apparently, the average annual income for a novelist in the UK is about five thousand quid, so I don't expect monetary success, just to enjoy what I'm doing. Fortunately, my missus has a proper job so I'm able to pretend to be an artist every now and again.

# STAFF LEAVERS



**Mr Christopher Coplestone**

*How long have you been at Millfield, and in which capacities?*

One year as a teacher of Physics.

*What are your fondest memories of the school?*

I will remember my tutor group's attempt at learning to juggle. Some got there pretty quickly – a couple need to work on it over the summer.

*What has been your funniest moment?*

I was mistaken for a student for much of my first term.

*What has been the highlight of your time here?*

Beating Mr Turner at the high jump.

*If you could change just one single thing about the school, what would it be?*

I would move it closer to the beach.

*What will you miss most?*

Coaching the U14C rugby and football teams. Never again will I see so many wonder goals/tries.

*What's next?*

I am studying medicine at the University of Oxford.



**Mrs Susannah Harlow**

*How long have you been at Millfield, and in which capacities?*

I have been here at Millfield since February half term as part-time RS

teacher.

*What are your fondest memories of the school?*

I have really enjoyed spending time with some wonderful pupils – their energy, enthusiasm and curiosity about our world has been inspiring.

*What has been your funniest moment?*

When a pupil thought I'd introduced a scarf to the class as "Miss Russell" because he didn't see there was a visitor in the room so assumed I must be playing some sort of philosophical trick on them.

*What has been the highlight of your time here?*

As above, spending time with some wonderful people. My time at Millfield has also provided me with an invaluable opportunity to think about what sort of teacher I would like to be and to develop some ideas and resources that I can draw on in the future.

*If you could change just one single thing about the school, what would it be?*

I would like to see Millfield developing its links with the wider community so that pupils are more aware of the causes of issues such as poverty.

*What will you miss most?*

The small classes!

*What's next?*

I'm moving to Colston's Girls' School in Bristol to teach RS and history.



**Miss Tara Hester**

*How long have you been at Millfield, and in which capacities?*

I am the current Virginian Fellow, and I've been at Millfield since the start of this school year. I've been working in the Economics Department and coaching basketball and volleyball.

*What are your fondest memories of the school?*

Probably some of those last-minute revision sessions when you

are trying to explain a concept to a pupil for the seventh time and it finally clicks for them.

*What has been your funniest moment?*

Joining in on the U14 basketball scrimmage at practice one day. There were only nine kids so I volunteered to join so that we could play five on five. I was at least a head taller than all the year 9s, so I didn't even have to jump to rebound... but unfortunately that didn't mean I scored any baskets!

*What has been the highlight of your time here?*

I'd have to say refereeing house basketball and house volleyball. I found the students' enthusiasm and competitiveness to be highly entertaining and loved seeing everyone's house spirit.

*If you could change just one single thing about the school, what would it be?*

No school on Saturday!

*What will you miss most?*

The students, staff, and Cadbury's chocolate. I don't think Hershey's will cut it when I go back to the States.

*What's next?*

I'm moving back to my hometown of Chicago to work in the city.



**Mr John Hill**

*How long have you been at Millfield, and in which capacities?*

Thirty-one years: English Tutor; Asst Houseparent; Games - enthusiastically rather than expertly (hockey, cricket, croquet); MAP; directed plays; i/c of several school publications - most either ended up banned (satirical) or collapsed through lack of interest (arty & cultural); Darts and the rather raffish Lane's Society (motto: vir sapit qui pauca loquitur). The society was remembered perhaps more for our weekends in country houses rather than our discussion

groups led by some very eminent outside speakers. I have a special fondness for these last two because both were spawned by students.

One I was approached to run, the other I was just an elected member – the president, secretary etc. were students.

*What are your fondest memories of the school?*

The wit and humour that has always pervaded the campus but nowadays has a new label i.e. banter.

*What has been your funniest moment?*

John Cleese at a Parents' Meeting mincing around the room behind the then Headmaster Brian Gaskell doing his silly walk (From Monty Python). The HM spotted it and took it in good spirit.

*What has been the highlight of your time here?*

The opening of the Johnson Music Hall. Ex-student Amy Yuan (Leader the National Youth Orchestra) played Mozart's 3<sup>rd</sup> Violin Concerto. If anyone tells you they witnessed the occasion and claims that they did not have tears of emotion in their eyes by the time Amy was the third or fourth bar into the Adagio Movement, they are either deaf or lying.

*If you could change just one single thing about the school, what would it be?*

Introduce some black teachers. (There are some people who know me well enough to know why this is a passionately relevant and sincere, not light and outrageous, statement.)

*What will you miss most?*

Don't be ridiculous! How do you expect me to answer that if you want room in the paper for other articles? It is teaching with which I have become disillusioned NOT the school. There is so so very much I will miss. This is Millfield after all.

*What's next?*

London's calling. So far the only sure thing is that I've fixed up a place to park my car. As yet I haven't found a job or a place to stay. I am determined and confident something wonderful and surprising will turn up. You'll know if I've been successful if I'm not back to invigilate the exams.

**Mr Paul Kelly**

*How long have you been at Millfield, and in which capacities?*

(Continued on page 11)



Twenty-three years, History Tutor, i/c GCSE and Pre-U History, Assistant HP, House Tutor, Editor of School Diary, Head of Cross Country, Chairman of the Staff Common Room and Head of Higher Education Careers.

*What are your fondest memories of the school?*

House suppers at Millfield House or lunches on a Saturday after our long run with the cross country runners in the old dining room.

*What has been your funniest moment?*

On a battlefield trip we carefully counted all the students back onto the coach after a stop at a French service station and left. An hour later down the motorway we suddenly realised we'd left two members of staff there - this was before mobile phones

*What has been the highlight of your time here?*

There are so many- perhaps the Berlin/Auschwitz 6<sup>th</sup> Form Trip in 2001 and the overnight train journey.

*If you could change just one single thing about the school, what would it be?*

Its location.

*What will you miss most?*

The comradeship of the history department and the discussions in my classes, the superb facilities, but above all the support I have received from all the people I've worked with - to single out one it would have to be Mrs Sue Lerwill.

*What's next?*

Wycombe Abbey School.

#### Miss Sarah McNee

*How long have you been at Millfield, and in which capacities?*

Two years as a teacher of Latin and Classical Greek.

*What are your fondest memories of the school?*

I think they are mainly in the classroom; I have had the pleasure to teach some incredibly interesting and interested pupils.

*What has been your funniest moment?*

There have been a few unfortunate typos in some of my PowerPoints, which made me and my classes

giggle...

*What has been the highlight of your time here?*

It may well sound uber corny, but the highlights have been just little day to day things that have reminded me of what a wonderful environment Millfield is to be in.



*If you could change just one single thing about the school, what would it be?*

I'd bring back the creamy-choc drink which used to be available in the staff room!

*What will you miss most?*

My pupils, my colleagues and the large Brad Pitt poster on my classroom wall (he is Achilles in the film 'Troy', therefore it's educational..)

*What's next?*

I'm off to Cheltenham to teach, and perhaps watch the occasional horse race.



#### Dr Alex Page

*How long have you been at Millfield, and in which capacities?*

One year as Maths teacher, tutor to the Weston lowers, chief Neanderthal and jack of all.

*What are your fondest memories of the school?*

Mornings in group tutor. Students smiling when they've done well.

Rugby on spring afternoons: sun shining, ball in hand, Tor as

backdrop, the boys giving their all.

*What has been your funniest moment?*

We had 5 minutes of whole class laughter when I asked Alex Zacharenko to show the class his

pictorial answer to the question 'What is <math>\pi</math>?'

*What has been the highlight of your time here?*

The Pi Shop where we voted on the greatest mathematician of all time. There was passion, argument and debate and Seb Mineev would not believe it was anyone other than Archimedes.

*If you could change just one single thing about the school, what would it be?*

It's name - predictive text thinks I work at Milkshake.

*What will you miss most?*

Turnings.

*What's next?*

Dauntsey's.

#### Mrs Amanda Philips

*How long have you been at Millfield, and in which capacities?*

I joined the school in 1991 to teach Japanese and French and left in December 2010 as head of Classics. Along the way, I have been a group tutor, a liaison tutor, and acted as mentor to the language assistants in the Languages Department.

*What are your fondest memories of the school?*

Probably the international atmosphere of the school as a whole and of the Languages Department.

*What has been your funniest moment?*

There have been many, but I have had lots of fun over the years putting together various little plays and sketches performed in Latin, including Little Red Riding Hood.

*What has been the highlight of your time here?*

Apart from the pleasure of my pupils going on to study Classics at university, it has been lovely to see teenagers develop into charming, considerate and confident young adults.

*If you could change just one single thing about the school, what would it be?*

I would make it compulsory for all year 9 pupils to learn something about the ancient world through Latin, Greek or Classical Civilisation, as it has so much to offer everyone, whatever their interests.

*What will you miss most?*

My sparkling colleagues and pupils.

*What's next?*

Teaching Latin, Greek and Classical Civilisation at King Edward's School in Bath.

#### Mr John Rix

*How long have you been at Millfield, and in which capacities?*

Twenty-one years. Maths teacher, athletics coach, i/c cross country, i/c orienteering, i/c MAP

*What are your fondest memories of the school?*



The campus - views of the Tor. Mencap day. Sports day.

*What has been your funniest moment?*

Studded running shoes are great for mud but not smooth surfaces. I was setting out orienteering controls down by the 'lake' and skidded straight in from one of the walkways.

*What has been the highlight of your time here?*

Taking a year 11 team to the World Schools team athletics competition in Italy (like the English Schools Cup) and coming second.

*If you could change just one single thing about the school, what would it be?*

Greater awareness of green issues.

*What will you miss most?*

Winter Saturday lunches with the cross country staff.

*What's next?*

Long distance walking trips, a return to competitive orienteering, time with my wife and grandchildren.



#### Mr John Shaw

*How long have you been at Millfield, and in which capacities?*

Four years and six months (arrived for a January start).

*What are your fondest memories of the school?*

Working with talented colleagues in so many areas - boarding, sports, academic etc. Millfield Sailing!

*What has been your funniest moment?*

(Continued on page 12)

Driving home from a fixture, forgetting to do a head count, and realising back at school I had left a pupil behind (sorry Richard – it wasn't personal...). Fortunately a very kind colleague from Sherborne brought him back to his boarding house. Cue v. apologetic email to parents, and a certain amount of teasing from the team thereafter.

*What has been the highlight of your time here?*

Jon Wood's English/English Literature GCSE results.

*If you could change just one single thing about the school, what would it be?*

Work/life balance needs rebalancing.

*What will you miss most?*

Good humour and colleagues' resilience in the face of challenges. Close, enjoyable relationships with the talented, diverse pupils.

A 'job' where I can do so many of the things that I would be doing anyway (talking about books, collaborating with people whom I admire, going sailing etc)

*What's next?*

Teaching at an American-curriculum school in Surrey.



**Miss Samantha Warner**

*How long have you been at Millfield, and in which capacities?*

I was here on a placement during the autumn term last year to finish my teacher training in maths and then came back in September to teach maths part-time.

*What are your fondest memories of the school?*

Playing Jeopardy with my classes. The hilarious team names they came up with and their enthusiasm for the game was amazing (and generally quite loud).

*What has been your funniest moment?*

Being asked to pronounce words "the American way" and then listening to students trying to mimic my American accent and never quite succeeding.

*What has been the highlight of your time here?*

Helping with the maths competitions and seeing students working together and getting excited about maths.

*If you could change just one single thing about the school, what would it be?*

I would have no lessons on Saturdays. I have definitely come to appreciate two-day weekends while working here.

*What will you miss most?*

All of the wonderful students and staff I have worked with while at Millfield.

*What's next?*

Next year I will be teaching maths at Downside School.



**Dr Morgan White**

*How long have you been at Millfield, and in which capacities?*

Only since February – just a flying visit – teaching Economics.

*What are your fondest memories of the school?*

Students with a good sense of humour have made teaching at Millfield really enjoyable.

*What has been your funniest moment?*

No one incident springs to mind.

There have been lots of funny moments in classes.

*What has been the highlight of your time here?*

Working with thoughtful, clever, funny, caring, sensible colleagues.

*If you could change just one single thing about the school, what would it be?*

Employ staff here on temporary contracts on a permanent basis.

*What will you miss most?*

The coconut sponge pudding that sometimes appears at lunch.

*What's next?*

I'm trying to do some writing, but it's harder than I anticipated.



**Dr Mark Woodward**

*How long have you been at Millfield, and in which capacities?*

I have been at Millfield for three years as a teacher of Chemistry, with a particular responsibility for Year 9. I was involved in boarding with Orchards for the first two years and then became the Assistant Houseparent for Butleigh last year. I am also the Centre Co-ordinator for the Duke of Edinburgh Award and have just

got back from assessing some of the Bronze groups this last weekend.

*What has been your funniest moment?*

Probably some of the interactions with my tutor groups over the last few years, either in House or when we have gone out on a trip. I have also had a number of classes where we have had long-running jokes or have ended up fairly frequently going off on increasingly bizarre tangents.

*What has been the highlight of your time here?*

I would have to say the birth of my daughter, who will be two in August. It has certainly changed the way I do things and makes you realise that all the work that Millfield has you do through the week is only a preparation for when you get home!

*What will you miss most?*

The many friends my wife and I have made among the staff, many of who over the last two years have become involved in boarding and form quite a close community on site that exists even once all the students have gone home for the holidays.

*What's next?*

We move to Oxford in the summer as I take up a post as second-in-department at St Edward's school. In some ways it's a similar school to Millfield in the mix of boys and girls, but quite a bit smaller – but then Millfield is the second biggest boarding school in the country! The science students study iGCSE and they also do the International Baccalaureate, so those should be a new challenge for me.

Students posing on Parents' Day with the Caterham car they had helped to construct throughout the year in a special MAP run by Mr Lowdnes-Northcott. An in depth interview will appear in the September issue of *The Voice*.



# JUNIOR HOUSE PLAYS

By Bruno Banks

For the second year running, the Drama Department hosted the Junior House Play competition not in the Meyer Theatre, but instead at the bottom of the golf course. This event, which traditionally is a deciding factor in the Churchill Cup, took the form of a festival – Millfield's reply to Glastonbury.

After weeks of rehearsals and a huge amount of effort, time and organisation, the cast gathered on Tuesday, June 28<sup>th</sup> to finally perform their pieces. The theme: Elvis. The rules: a ten minute play, featuring different aspects of theatre including narration and movement, performed by 3<sup>rd</sup> and 4<sup>th</sup> year students and directed by sixth form drama students. The seven house groupings all went about creating a performance in a variety of different ways. Some casts were small, some large; some pieces were funny, some serious.

The festival was opened by the Etonhurst, Acacia and Great House grouping, performing an adaptation of the downbeat song 'In the Ghetto'. With one of the largest casts, the group performed an excellent piece set in 1950s American slums, and the incredible live music performed by Flo Bischoff and Laetitia Bertrand won the Best Female Performer Prize for Flo.

In contrast, the smallest cast, from Keen's Elm, Kingweston and Martin's, performed an upbeat piece based on 'Hound Dog' which gave an hilarious account of an affair which, while being somewhat controversial, kept the audience laughing for the whole ten minutes.

The piece by Orchards, Grange, Overleigh and Abbey was in a similar vein, based on Elvis's song 'Burning Love'. Set initially in an old people's home, the characters went back in time to show a love story between Elvis and a high-school sweetheart in an ever-comic style.



'Blue Suede Shoes', created by Southfield, Shapwick and Butleigh, was another group which successfully included Elvis himself. Played by Jack Dickens, who won the Best Male Performer Prize, the character who inspired the theme also bagged this house grouping the prize for Best Script, written by directors George Murphy, Bethan Jones and Hugo Hayes, as well as gaining them second place overall.

Holmcroft, Walton and Warner also decided to pursue a comic style, basing their piece on 'Always On My Mind'. Telling the story of a group of friends advising one of their own about how to catch his girl, with inevitably tragic outcomes, this well-directed piece was extremely popular with the audience.

Mill, Millfield, The Lakes and Portway decided to tell a traditional love story with a happy ending. As the young boy pursued the popular girl of his dreams he gradually realised that it was his own friend that he wanted to be with all along.

'Jailhouse Rock' provided the base for Kernick, JK and St Anne's actors as they took on a serious play set in a prison. Combining various impressive dramatic techniques with brilliant directing, winning Josie Radford and Issy Marinos the Best Direction Prize, the piece also managed to scoop third place overall.

However, it was the first piece, 'In The Ghetto', that won the overall competition for Great, Acacia and Etonhurst. On a fantastic afternoon filled with some brilliant pieces of drama, a pleasant interval with music from Luke Ward, Bethan Jones and Livi Petter, and Mr Cooper displaying his immense wit through his introductory speech, the Junior House Play Competition is most certainly a date to put in your diary for next year.

(front cover photo shows... Santiago Sifontes in someone else's blue suede shoes.)



# MENCAP DAY



For many the most enjoyable event in Millfield's annual calendar, Saturday 25th June saw more than 700 visitors from MENCAP centres and clubs across the southwest arrive in the school to be greeted by their Lower Sixth guides. Years 9 & 10 hosted more than 40 different activities for the guests to try, including volleyball, arts and crafts, sports, photography amongst many others, with the most popular being cookery, archery, and skittles.

## By Jess Kaimakami

Mencap Day. For some, these two words strike a fear into people you'd expect facing a menopausal tigress. Some face this day with apprehension, an open mind, or like I said earlier, pure unadulterated terror; I have to admit, I felt a little of all three. My memories of last year were hazy, and especially now being older, our group were given a larger responsibility and expected to spend large amounts of time with our guests, having little or no breaks in between. Faced with this prospect, I approached the day with a certain degree of anxiety, but reminded myself – that this is one day out of our year – that we waste so much of our time doing things that bring us no benefits and now here was a chance to use our time productively and for the good of others: be self-LESS instead of selfISH for a while. It's incredible at the end to watch their faces beaming with happiness that they won a game of tennis, or made a bracelet all by themselves; all things we take for granted, but for this one day, the mundane to us becomes magical and extraordinary for them. We have incredible facilities here at Millfield and it feels good to be able to share them out for this short period of time. It's a day that for some may not be necessarily enjoyable, but for them it's quite possibly a once in a lifetime experience – to play golf, tennis, jump around in a bouncy castle even, all in a safe, controlled environment. And it's funny:

Mencap day really can bring out the best in people. You see students you'd never normally expect to, holding the hands of a new friend they came across only minutes earlier, some

instantaneously helping people find their way across the jungle that is Millfield, voluntarily. I hear your intake of breath and sigh of disbelief, Reader. Hormonal teenagers and people with disabilities don't normally go hand in hand, and with no real benefit to the students, you wonder why they

even bother at all. But, my cynical friend, if you sit down and think about it, there is a benefit; one which may not please all types, but a benefit there still is. For I can wholeheartedly say, that Saturday 25<sup>th</sup> June 2011 was

categorically one of the best days of my life. Because I made a person smile. And you know what? I smiled too. Not to appease them and 'go along with it' but my face bore a genuine grin. My friends know I'm not the sanest of beings, but I don't think they've ever seen me so euphoric and utterly hyper! And in that one day, my perceptions of others and priorities in life changed. You may take the day negatively if you wish, for thinking of the situations some were in is a harrowing thought, but for me, none of that crossed my mind once. I was simply having too much fun. For one day I forgot about me, and yes, danced

"I have done MENCAP day every year so far and yet it is still so enjoyable for both the visitors and the pupils. I also feel that it is very good at bringing out the best in people, due to the rewards that the day brings. So my thanks to the organisers for a great day and the new experiences that came with it."

David Shepperd L6

like I was my pre-pubescent eight-year old self again; yes, ran around a tennis court playing ball girl; yes, I made bracelets with smiley faces and hearts for middle-aged men; and, yes, I enjoyed every single minute of it. My face resembled that of one of the ever-grinning beads I tied around someone's wrist.

That someone was a man named Tim. I met Tim last year at my first Mencap Day, and this year he was still wearing the same yellow and blue jacket, same yellow and blue cap; yellow and blue everything. I showed him around the campus last year;

we took some photos and that was about it really. At the end, he hugged me so hard – all we had done was walk and take a few photos and he acted like it was the happiest day of his life. Needless to say, when I saw him this year, being led around by two of my friends, I went

over and said hello. I asked him if he remembered me, not expecting an answer; (we'd been together barely an hour last year). Yet as soon as I spoke to him, he remembered, and gave me the biggest bear-hug; nothing had

ever quite touched me like that before. He managed to even remember that we took photos together, and from then on, we were inseparable. We all went dancing in the live music tent, all five of us holding hands like school children and skipping around – I wasn't embarrassed. The fact that we vaguely resembled the Von Trapps was not even an issue – I was just so glad I make someone happy, if only for a day. He came

back to our bead-making stall several times, asking for me, wanting me to make him bracelets and tie them onto his key-ring – he even remembered to come and watch me when I performed at the music tent, and again, gave me another mammoth hug when I had finished. I don't know how long those bracelets will last; I don't even know if they meant that much to him, I think it was more the fact that someone actually sat down and spent time with him without instantly dismissing him, and what's more actually enjoyed it. Quite fittingly, I watched the Rocky Horror Picture Show the other night (I promise I'm going somewhere with this!) and on paying closer attention to the lyrics of Frank-N-Furter, I picked out 'don't be strung out, by the way I look - don't judge a book by its cover'. Now this is true and should always be kept in mind for anyone that you meet, but it is especially important in regard to last Saturday.

So back to that benefit. In regards to that, I have now discovered that spreading happiness and knowing you've made a positive difference to someone, even if it's for one day, is far more rewarding than any personal gain. The natural high I got from helping and from watching the girls around me sit patiently and transform from giggly teenagers into patient and calm helpers, willing to do anything to find a bead with a 'Y' on it, was so rewarding, and personally, for me, a great end to a somewhat draining last few weeks of the year. So my message to you fellow donkeys, be the prospect a carrot or a stick: even if you don't like it, it's only one day of your life that you can forget about, for them this is one day they'll remember for the rest of their lives, so just smile, keep calm and carry on. To put it quite bluntly, there's no way of getting out of it – you don't think the teachers haven't heard of 'I feel a bit sick' or 'Glastonbury traffic' when they know you live five minutes away? You have to do it, so you might as well make it worthwhile – you might be pleasantly surprised... I know I was.

"As I am new to the school I was also new to MENCAP day! It was an amazing experience for me, even though I missed part of the day due to an exam. I could see all my friends and all the other students so much involved, and everyone smiling and enjoying the day as much as possible, helping the guests without judging them as people sometimes tend to do when not in real contact with them. Another thing I should mention that it was particularly nice was to see how much the visitors were delighted by the welcome they received from us; this enabled us to feel very special for a day.

It has been a wonderful experience for me that I would definitely like to repeat next year.

I also would like to say a big thank you to all the teachers who have organized brilliantly the day."

Angelica Corsini L6



Photo: Mr M Day

In her final back-page interview, Chloë Warren says goodbye to...

# Mr Kelly

*To begin with, what is your role here at Millfield?*

Head of Higher Education & Careers; Teacher of History.

*How long have you been teaching here and has your role changed at all since you first started teaching at the school?*

Twenty-three years incredibly – no computers or phones on my desk when I started, in fact I'd never sent an email and Powerpoint wasn't invented. We used to send students around the school with messages on paper. When I first taught there was still a Berlin Wall and I remember very clearly that day in November... I was close to finishing the topic with a 5<sup>th</sup> Year class; when he saw me arriving a boy came running excitedly down to the gate shouting, "Sir, Sir, did you see the news last night - the Berlin Wall's been taken down!"

*What did you do before coming to teach at Millfield?*

I taught in Zimbabwe, which was then a very different country – the breadbasket of Africa, prosperous and hopeful.

*What are your hobbies and interests outside of the*

*Millfield environment?*

Photography and fine food. Mr Sanchez has taught me much.

*What inspired you or made you decide to become a teacher?*

In some ways my own history tutor, but I had considered a city career. I so enjoyed my time in Africa teaching that I stayed with it.

*Being a history teacher, if you could, what point in time would you like to travel back to that perhaps interests you the most in the vast history of the world?*

Difficult one – probably going back to the time of the Crusades and seeing the magnificence of Byzantium. Constantinople with Santa Sophia covered with gold inside that dome and icons everywhere was a site recorded by visitors at the time as like "heaven itself"; I would like to have glimpsed that before the Crusader sack. On a different level if I could rearrange periods the conversation during a meal with Peel, Bismarck and Churchill would be hard to resist.

*You are a key part of the careers department and, on that note, what are the most unusual careers that you*

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The views expressed in articles published in the Millfield Voice are those of the contributors and do not necessarily reflect those of the school or of the editors.

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*have heard of Millfield pupils ever wanting to pursue?*

Um, someone once seriously asked me how to become ruler of their country, and another one how to become a spy!

*If you could swap roles with any teacher who would you choose and why?*

The Housemaster of Millfield House – there is something very rewarding about a small community in a special building.

*If you weren't teaching what would you like to be doing instead?*

Probably something to do with fine food or photography.

*And finally, what is the best piece of advice that you could give to the leavers this year that they can take with them into the future?*

Just remember most people are wonderful most of the time – this is a great school to have been a member of as tutor or student. Make the very most of the opportunities available.