NEW BEGINNINGS
The new Deputy Head Academic embraces the imperative of change...

CLASSICS
A Head of Department taps into fascination with the ancient world...

SPORTS
U14 Rugby teams score another first in Rugby School history...

BLACKADDER
The new Head of Brass on his plans for Rugby Trumpets...
UNIVERSITY OF EDINBURGH

<table>
<thead>
<tr>
<th>IN THIS ISSUE:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Classics: Who is Master of Upper Bench? (Answer, the noble scholar Mr Tim Day.)</td>
</tr>
<tr>
<td>Speakers’ Corner</td>
</tr>
<tr>
<td>Personal Social &amp; Health Education: Although it is not an examined subject and, in many ways, the real understanding that pupils gain cannot always be assessed by their teachers, PSHE education is an increasingly important part of the curriculum.</td>
</tr>
<tr>
<td>Economics: Even the most cursory look at the headlines will reveal that knowledge of Economics and Business is necessary to have any serious understanding of the world around us.</td>
</tr>
<tr>
<td>Sporting Achievements: Early in September, the Close was in the global spotlight when NHF Prince Harry and World Cup-winning fly-half Jonny Wilkinson used the birthplace of rugby football to pose for a photo-call promoting England Rugby 2015.</td>
</tr>
<tr>
<td>Blackadder: New Head of Brass David Blackadder is widely regarded as one of the world’s greatest trumpet players and has enjoyed a glittering career as a soloist and as principal trumpet in orchestras such as The Academy of Ancient Music and The Orchestra of the Age of the Enlightenment.</td>
</tr>
<tr>
<td>Bigside Bags: These are the canvas bags, which were used to carry the ‘scent’ in the hare and hounds runs, or paperchases, from the nineteenth century.</td>
</tr>
<tr>
<td>History: The history department has benefitted from a period of significant renewal this year. A large capital outlay in bricks and mortar means that the department is now accommodated in lighter, airy, state-of-the-art teaching rooms.</td>
</tr>
<tr>
<td>Geography: I strongly believe that pupils cannot push themselves to the next level of ability or academic prowess without passion and the changes that have occurred in Geography over the past few years have all had passion at their very heart.</td>
</tr>
<tr>
<td>Rugby Archive: William Bateson (1861-1926) was an English geneticist and a Fellow of St John’s College, Cambridge.</td>
</tr>
</tbody>
</table>

| WORD FROM THE EDITOR |

WELCOME TO THE SPRING EDITION OF THE BOOMER WHICH CELEBRATES NEWNESS NOT ONLY IN NAME (IT WAS NEWS FROM RUGBY SCHOOL), NOT ONLY IN NEW COLUMNS (PROFILE, SPEAKERS’ CORNER, RUGBY FABLES, RUGBY ARCHIVE), BUT IN ARTICLES BY NEWLY INFLUENTIAL STAFF, THE NEW DEPUTY HEAD ACADEMIC AND FIVE NEW HEADS OF DEPARTMENT, SHARING THEIR VISION FOR THE SCHOOL.

Unsurprisingly, all departments claim contemporary relevance, whether it is the Classists who see a ‘direct line from early European leaders to the aims of civilization today’, the Geographers who teach a ‘modern subject for modern pupils’, the Economists who are ‘after all the CEOs and policy-makers of the future’, or the purveyors of Personal, Social, Health and Economic education (PSHE), whose constantly changing guidelines reflect a world where ‘a week rarely passes without a newspaper commenting on the increasing pressures placed on young people.’

Some departments have seen material change. In History, ‘a large capital outlay in bricks and mortar means that the department is now accommodated in lighter, airy, state-of-the-art teaching rooms’. Material improvements boost intellectual aspiration. A refurbished Geography department ‘has made a huge difference to the pupils’ mentalité as they enter’, a new computer room ‘has aided pupils in becoming increasingly independent in their approach to learning’. And independent learning is surely the key. The priority in Economics is to see pupils ‘develop into actual economists. Fundamentally this means being a critical thinker.’ While the aim of Classics is to ‘keep laying kindling at the feet of our pupils in order to set their minds ablaze’.

No surprise, then, that the new Deputy Head Academic emphasises change too. ‘Ongoing change and reform in education policy is one of the few constants in the world of education… We are in the midst of significant changes and there are likely to be more to come.’ But ‘the main reason (Rugby) has remained a leading school is that it has embraced the imperative of change.’ Embracing change has encouraged innovation throughout Rugby’s history and this magazine highlights two examples: the term ‘genetics’ first used to describe the study of heredity and biological inheritance by Old Rugbeian William Bateson; and the Bigside Bags carried by the ‘hares’ and followed by the ‘hounds’ in the paper chase that became the first-ever school half-marathon (now known as the Crick Run).

There are some constants in the world of education, however, and the Boomer is one that will resonate with generations of Rugbeians. A 3½ ton bell raised in the Chapel tower in July 1914 and rung at noon every day during the First World War for all Rugbeians on active service, the Boomer still calls the School to morning Chapel, announces the beginning of break and the end of lessons. Why wouldn’t we name this organ of information trumpeting Rugby’s achievements after that mellow-sounding B Flat bell?

---

Dr Jonathan Smith
Editor

Rugby School

Head Master: Peter Green
Editor: Dr Jonathan Smith - jcs@rugbyschool.net
Creative Director: Tim Mercer - tim@mercerdesign.co.uk
Designer: Lorraine Lawrence - www.mercerdesign.co.uk

Cover image: by Rusty MacLean
Long before the introduction of ISI inspections and newspaper league tables Evelyn Waugh identified four types of school ‘Leading School, First-rate School, Good School, and School. Frankly… School is pretty bad.’ I have known for a long time that Rugby is a leading school, just as it was in Waugh’s day, and the main reason it has remained a leading school is that it has embraced the imperative of change.

Change has been the leitmotif of 2015 for me. A new year, a new house, a new part of the country, new schools for my children, a new job, and new opportunities to learn have made my first ten weeks at Rugby exhilarating ones. I have been intellectually challenged and inspired by pupils and teachers alike, experiencing the type of rigorous, thought-provoking and broad education that we are striving to deliver for all our pupils. I’ve witnessed the academic dynamism and intent of our pupils at a series of thoroughly researched and carefully crafted TED talks delivered by members of our Sixth Form. Amongst other things the speakers made me question my eating habits (the premise being that our current habits of consumption are unsustainable), to view myself as energy (the talk was by a Physicist with a theological interest), and to consider the ethics of three parent families, a talk made all the more impressive by the speaker’s ability to explain with brilliant clarity the complex science behind this most topical of issues.

My new colleagues have been no less inspiring than the pupils. My role puts me in the enviable position of being able to drop in on lessons across the school. I’ve enjoyed discovering that what I thought I knew about Newton’s second law is grossly insufficient, that the skills an F Block were learning in a ceramics lesson were not only inculcating a love and appreciation of art, but also developing the fine motor skills that our pupils need to become surgeons and dentists, while an engaging French lesson provided the vocabulary to fit into the most chic of Parisian establishments.

Ongoing change and reform in education policy is one of the few constants in the world of education. As an historian, I would argue it has always been thus, with the education secretaries of the last hundred years having an average tenure of just two years. We are in the midst of significant changes and there are likely to be more to come. However, my first weeks at Rugby have left me in no doubt, that with the exceptional staff and facilities we have, we are in a position not only to react to curriculum change but also to deliver the rich, varied, transformative education that will deliver exceptional results whatever the curriculum, and produce the highly-skilled, reflective and resilient pupils who will thrive in their lives beyond Rugby.

One of my first initiatives has been to establish a teaching and learning group on the staff. Its remit is broad, but its aims include ensuring that the teaching staff at Rugby are reflecting critically upon the latest educational research, learning from other leading schools in the world, leading and defining educational debate, and most importantly providing a truly outstanding education for our pupils. When I asked colleagues to volunteer to join this group the response was overwhelming. The group we have assembled ranges from Newly Qualified Teachers to a House master with over twenty years’ experience, subjects range from Ceramics to Classics, but the group has coherence in the collective desire to build on formidable foundations, and to make Rugby the very best school that it can be. Given what I have seen in my first term here I am confident that Rugby will continue to be by anyone’s definition a leading school.

Gareth Parker-Jones
Deputy Head Academic
On the department noticeboard is a piece of paper asking ‘Why study Classics?’ The answer is both simple and complex: Western culture, science, politics, language and thought all continue to develop from the foundations established by the Greeks and Romans; thanks to the Romans’ awe of the Greeks and aptitude for empire-building, there is a direct line from these early European leaders that continues to influence the aims of civilisation today. On a more utilitarian front, graduate pupils of Classics go on to achieve careers in a broad range of sectors, including legal, media and broadcasting, film and television, banking, consultancy, marketing, museum and gallery work, teaching and academia.

CLASSICS

The Classics department at Rugby contains a heady mix of old and new teachers. Outside the classroom we aim to promote a love of Classics by a wide means of activities. There are talks each term by outside speakers as well as our own staff, given to both the Junior and Senior Arnold Societies. This term alone there is also the F Block Latin poetry reading competition, a D Block symposium and soiree, the F Block play ‘The Frogs’, with no fewer than 45 new pupils leaping over the stage of the Macready Theatre, trips to the British Museum and to Oxford; thereafter, in July, 40 members of the E Block will be taken to Rome and Pompeii, and in the autumn the Upper School will go to Sicily. As a subject Classics is very since the days of Rugby’s most famous head master, Thomas Arnold, Classics has been at the centre of Rugby School’s teaching and learning.
fortunate: we the teachers are able to tap into an already existing fascination with the ancient world (as early as Year 3 primary school pupils study the Greeks) and the worlds of theatre, film, music – and even gaming – still draw considerably on the Classical world for inspiration.

For all that, the Classics department at Rugby is not complacent. In an increasingly pressured learning environment, and with an ever more utilitarian requirement to fill the UCAS personal statement with achievements that admissions tutors may or may not read, the place of a subject offering depth of thinking rather than functional, everyday knowledge (for which Mr Gradgrind would wish) is frequently questioned. In response I offer the famous saying attributed to Plutarch: ‘The mind is not a vessel to be filled, but a fire to be kindled.’ The Classics department at Rugby is fortunate to be part of a long tradition of academic ambition, supported by the School’s leaders; through our work in the classroom and by continuing to run activities that keep the classical world very much alive, we aim to keep laying kindling at the feet of our pupils in order to set their minds ablaze.

Alex Walker
Head of Classics

‘THE MIND IS NOT A VESSEL TO BE FILLED, BUT A FIRE TO BE KINDLED.’
Speakers’ Corner

Anu Ojha, Director of the National Space Academy and Director of Education and Communications at the National Space Centre, spent two days in Rugby working with pupils from a range of year groups.

Anu, an inspirational communicator who was recently awarded the OBE for his work in space education, also delivered an evening lecture entitled ‘Space – So What?’ to an enthralled audience from all years.

Aina Khan
Speaks on Shariah

Shariah marriage and family law specialist, Aina Khan, talked to pupils about ‘Shariah: Aid or Threat to Social Cohesion?’

Examining the origins of Shariah and the nature of some lesser known features of Shariah marriage, Khan drew on both scripture and history to present her case for an interpretation of Shariah radically different from common perceptions.

Rowan Williams
on the Future of Faith

Master of Magdalene College Cambridge and former Archbishop of Canterbury, Dr Rowan Williams addressed Rugby School Scholars on the question ‘Does Faith have a Future in our Society?’

Dr Williams approached the answer from a number of different perspectives, arguing that faith had a future both as a sociological probability and as an element of human nature.

Fantastic
Plastics is Lecture Star

Professor Averil MacDonald, Emeritus Professor at Reading University, delivered what has become the annual showcase Chemistry lecture for the School’s Year 10 pupils.

Addressing the subject ‘Fantastic Plastics’, she hooked the audience with how many entrepreneurs have made their fortunes through science, and plastics, in particular. She also revealed the personality types who tend to make it as entrepreneurs and it would appear Rugby has plenty of pupils in this vein.

Brilliant
Light
Lecture

‘Light Fantastic: The Science of Colour’ was the focus of a brilliant lecture by Professor Peter Vukusic.

Based at the School of Physics at Exeter University, the Professor centres his work on understanding how structural colours are created in nature through interference effects and uses these ideas to develop novel technologies.

Ethics of Animal Experimentation Sparks Lively Debate

The controversial subject of the ethics of animal experimentation was the focus of the Rev Dr Simon Thorn’s talk.

Chaplain at Downe House School, and having narrowly avoided death when his car was blown up by Animal Liberation Front terrorists, Dr Thorn inspired pupils to fire many questions from a biological and philosophical perspective.

AL Kennedy
Inspires Pupils

The Temple Society also welcomed Scottish author and comedian, AL Kennedy, who enlightened her audience with her refreshingly relaxed attitude and approach towards writing.

Dividing the talk between advice and anecdotes, she persistently stressed the idea of writing organically.

Temple Society
Hosts Philosopher

‘Has Physics Killed Philosophy?’

The philosopher, poet, novelist and cultural critic, Professor Raymond Tallis, was invited to speak to The Temple Society.

Listed as one of the top living polymaths in the world in The Economist’s ‘Intelligent Life’ magazine, Prof Tallis generated many exciting discussion points for pupils and staff alike.

‘pharming today’ lecture inspires

Independent pharmaceutical physician, Dr John St Clair Roberts, delivered a thought-provoking lecture to Rugby School’s Bateson Society on the development of new medicines within the pharmaceutical industry.

‘Pharming Today’ gave a fascinating insight into the pharmaceutical industry in general as well as the particular three/four phases involved in the production of essential medicines, some of which are taken by many of us every day.
Although it is not an examined subject and, in many ways, the real understanding that pupils gain cannot always be assessed by their teachers, PSHE education is an increasingly important part of the curriculum. PSHE education helps pupils to thrive personally and succeed academically as it both promotes their personal development and underpins their learning. For pupils who feel safe and confident will learn more effectively. In PSHE they can develop key and transferable skills that will benefit them in both the School and the wider community; PSHE education can help them to apply the skills and ideas that they have gained in their academic subjects.

A week rarely passes without a newspaper commenting on the increasing pressures placed on young people and these pressures are reflected in the rapid changes and additions to PSHE education guidelines. This year, consent, emotional health and well-being, and the application of the government's guidelines on the teaching of British values will all be national priorities. These concerns reflect the society the pupils are growing up in as well as demonstrating the variety of issues covered under the banner of PSHE. The School's continuing close working relationship with the PSHE Association means that we are on the cutting edge of decisions within the subject as well as being in the position to inform policy and teaching.

This variety means that successful PSHE education cannot be effective in isolation and in School it is supported not only within other subject teaching but more widely within the school community. For example, every year Chartwells (the Catering Company which supplies the School) runs sessions on healthy eating. The PSHE department also continues to invite a wide variety of speakers in to talk to pupils across the School; this term there will be presentations on driving, body image, screen time, life choices and self-esteem to add to those on the dangers of binge drinking and relationships from last term. The presentations are both informative and challenging and it is always very interesting to listen to the pupils' perspectives on these talks.

For the Lower School, PSHE sessions are delivered in House groups, with the year groups alternating across the three terms, whilst the LXX are mixed and have one session a fortnight over the year. PSHE sessions are an opportunity for pupils to develop the confidence to ask questions, think about their own experiences and express and challenge their ideas and the information that they are offered. Discussion and reflection are key elements to the sessions and pupils are also encouraged to consider their decision making. It is for the crucial moments in their lives that PSHE education aims to equip them.

PSHE is important in its own right, as well as for the role it plays in safeguarding pupils. Clearly, for pupils to succeed academically they need to be happy and balanced. But whilst exams help pupils to progress to the next stage of their education, PSHE education prepares them for the decisions that they may face when they get there.

Jerry Rayner
Head of PSHE
However, it is hard to match the participation levels of the Business Studies pupils. A theoretical study of the subject is not enough and we look to our pupils to become entrepreneurs themselves. After all, this is where real knowledge of the world of business will come from. All our pupils are expected to construct their own business plans as part of the course. Many of them will also take part in the School Entrepreneurs’ Club. As part of this, they plan their business and then present their idea in search of start-up capital. Last year, in partnership with Beanstalk, the Entrepreneurs raised over £2000. Beanstalk is a charity which promotes the welfare of vulnerable children and young people, and the pupils were rightly proud of their wider contribution to society as well as the skills they had developed themselves.

Our priority with Economics pupils is to see them develop into actual economists. Fundamentally this means being a critical thinker. It is a subject where one is easily misled by seductive statistics or a politician’s artful sophistry. This can make studying Economics a somewhat disorienting experience. How can both unemployment and incomes be going down? Why is Greece in trouble when Japan has significantly more debt? Economics is not a subject that provides easy answers, and as teachers we do not, cannot and should not provide them. We expect the pupils to develop their own answers based on the evidence, not merely on what they have been told.

With many teachers in the department also being Extended Project supervisors, we are able to support pupils in delving deep into the worlds of Economics and Business. In recent years, pupils have tackled issues such as Japan’s Lost Decade, the growth of India and China, monetary policy responses to the Great Recession and the relationship between natural resources and power. Beyond the knowledge gained, the skills developed in this process are significant and extremely attractive to universities. Whether it is the painful but necessary process of editing or the revelatory moment when an answer presents itself, Economics-related Extended Projects mirror the actual processes of real-life academic economists.

For our pupils, lectures are to be delivered rather than listened to. We still welcome and appreciate the expertise of external speakers, such as Alan Giles of the Office of Fair Trading. However, we also expect pupils to deliver their own talks as part of the Godley Society. This is a weekly pupil-led seminar society in which pupils deliver a short talk to their peers that they then discuss as a group. Some of the best Economics I have seen at the School has happened in these sessions. Given the freedom and responsibility to critically address an issue on their own terms, our pupils produce genuinely interesting and thoughtful answers.

Our pupils also like to show off their expertise externally. For the Business Studies pupils, this means competitions such as the Subway challenge, where they must engage with the processes and challenges of a hugely successful multinational in order to design a sandwich which will then go on sale in the real world. The Economics pupils enter a variety of essay competitions. We also continue to do well in the Bank of England’s Target 2.0 competition, in which pupils put forward their own proposals for UK monetary policy before being grilled by actual members of the Bank of England.

To restate our guiding principle: the purpose of studying Economics and Business is to better understand the world around us. It is a point of pride for our department that so many of our pupils choose to continue the subjects at university, but however far they take their study of the subject, they should be independent critical thinkers. After all, they are the CEOs and policy-makers of the future.

Paul Bryant
Head of Economics
Early in September, the Close was in the global spotlight when HRH Prince Harry and World Cup-winning fly-half Jonny Wilkinson used the birthplace of rugby football to pose for a photo-call promoting England Rugby 2015. With a year to go until the world cup, Prince Harry had been made honorary president for the tournament.

The School’s rugby football club regularly fielded 16 sides, with more than 100 players on Bigside 1 and 2. The XV had a successful term, with good wins over Teddies and Haileybury and a battling draw against an unbeaten Berkhamstead XV. The guest XV game on the last day of term yielded a 20-12 victory for the School against the Grammar School at Leeds – Rugby World’s Team of the Month. (This match was observed and mentioned by Rick Broadbent in his Times article on 30th January). The standout year group has to be the U14s. They played 35 matches, winning 31. The U14 A & B teams finished their season unbeaten – a first in Rugby School history.

Wasps rugby stars Will Rowlands (SH 063-102) and Elliot Daly took time out from training to visit Rugby School ahead of the Club’s first game at the Ricoh Arena on 21 December. The players met some of the School’s aspiring sports players, enjoyed a tour of the historic grounds and took part in a question and answer session. They also met members of the current XV and exchanged ideas and their experiences of playing at Premiership level.

Towards the end of term, members of the winning 2014 Women’s Rugby World Cup team visited Rugby School and were presented with a ‘School Cap’ in front of the Webb Ellis plaque.

IN A TERM WHEN THE EYES OF THE WORLD BEGAN TO FOCUS ON THE RUGBY FOOTBALL WORLD CUP, THERE WAS GREAT INTEREST IN RUGBY SCHOOL’S UNIQUE PLACE IN SPORTING HISTORY AND THE TERM DID NOT DISAPPOINT.

FOLLOWING VERY ENJOYABLE AND SUCCESSFUL SUMMER TOURS TO SINGAPORE AND AUSTRALIA FOR THE SENIOR GIRLS AND TO CANADA FOR THE SENIOR BOYS, ADVENT TERM SPORT WAS EAGERLY ANTICIPATED.

SPORTING ACHIEVEMENTS
Rugby Football: Jack Gibbs has been selected to play for the Independent Schools Midlands Barbarians. He has also been awarded the title of "Webb Ellis Scholar" in recognition of his contribution to Rugby Football during his time at the School.

Robey Povey is part of the Northampton Saints Academy and trained with the Canadian International side.

Angus Smith, Marcus Richards and Arun Mehta have been selected for the U14 Independent Schools Lambs Squad.

Old Rugbeian Kit Goodfellow played for Oxford University U21s against Cambridge University in the Varsity match at Twickenham.

XV & 2nd XV Caps have been awarded to a number of the Bigside players. Senior Colours for Rugby Football have been awarded to Jack Gibbs, Robey Povey, Cameron Maclean, Harry Sutherland and Nick Colbourne.
The girls’ hockey club had another strong season across all age groups with a 63% unbeaten record. There were some very strong performances and results from all year groups. The XI had a tough season. A good win against Bedford started the season well, but the girls faced some tough opposition and narrowly lost some key games. The younger members of the club, however, proved to be the strongest for many years. The U14s had an unbeaten record of 72% and the U15s of 80%, with the A team winning 9 out of 10 games during the season. Both the U14 and the U16 girls finished the term as county champions.

The Girls’ XI had a tough season. A good win against Tudor Hall and Stowe and the mixed team finished as winners of their group. Bedford started the season well, but the girls performed well and results from all year groups. There were some very strong performances and results from all year groups. The U14s had an unbeaten record of 72% and the U15s of 80%, with the A team winning 9 out of 10 games during the season. Both the U14 and the U16 girls finished the term as county champions.

In the tennis winter leagues, all the senior teams progressed to the regional round of the competition where the U14A played some superb netball to qualify for the Midlands final in January. The U16A failed to qualify in this tightly contested competition but a promising season certainly lies ahead in the Lent term.

The Cross Country Intermediate girls’ team comfortably won the first round of the Cross Country Cup competition to become Warwickshire county champions. They then came second in the regional round and qualified as national finalists. 148 pupils and 13 staff took part in the Monday evening timed-runs, almost all showing improvement over the series.

In the tennis winter leagues, all the senior teams progressed to the regional knockout competitions in the Lent term. The boys’ badminton team won more than half of their matches and narrowly lost three matches by one rubber.

In rackets, the first pair of James Hingley and Jack Rosser won half their matches, including a rare win against Harrow, and the U14A pair of Noah Martle and Will Gardener were unbeaten, including a fine win over Eton.

At Queens, James Hingley was selected for the Foster Cup, which is for the top 16 players in the age-group: Rugby’s first such selection for eight years. Will Hardman was seeded second in the U15 singles: our highest seed for 20 years.

In fives, the girls dominated the inaugural Ladies’ Cup competition held at the University of Cambridge’s new courts. In a mixed doubles format, Milly Richards, partnered by OR Dick Warner, defeated Kate Broad and George Romain in a closely fought final.

The gymnastics group worked hard towards their Advanced Proficiency Awards. With a great deal of perseverance, seven girls achieved awards in Apparatus, Hand-held Apparatus and a Gold award in Fitness.

Finally, boys from Rugby School completed a combined House marathon raising £1800 for charity. The boys from Sheriff House took it in turns to run a lap of the Close in the sponsored event which saw the pupils run 850 each with a finish time of 2hrs 22min 51 sec.

Neil Hampton
Deputy Head
After thirty-five years’ service, Tom Bentham retired in December 2014 and has been succeeded as Head of Brass by David Blackadder. David is widely regarded as one of the world’s greatest trumpet players and has enjoyed a glittering career as a soloist and as principal trumpet in orchestras such as The Academy of Ancient Music and The Orchestra of the Age of the Enlightenment. A sought-after teacher, David is consultant at Birmingham Conservatoire, tutor in Natural Trumpet at the Royal Northern College of Music and formerly professor of Natural Trumpet at the Royal College of Music in London. He has made an immediate impact with his trumpet pupils at Rugby and through his leadership of our Concert Band, as was witnessed at the recent Spring Concert.

Director of Music, Richard Tanner, said

“I am thrilled that David Blackadder is joining our brilliant team of music teachers at Rugby School. Although he is widely regarded as the finest baroque natural trumpet player in the world, David brings to the department a vast range of other playing experience at the highest professional level and is an exceptional teacher who is bursting with ideas to develop superb opportunities for our pupils.”

BLACKADDER

MY PLANS INCLUDE FORMING THE “RUGBY TRUMPETS” WHO WILL PLAY ON AUTHENTIC NATURAL TRUMPETS WITH BANNERS ADORNED WITH THE RUGBY SCHOOL COAT OF ARMS. THERE WILL ALSO BE A NEW FLAGSHIP BRASS ENSEMBLE ALONGSIDE NEW AND EXCITING OPPORTUNITIES FOR ALL BRASS PLAYERS TO GET STUCK IN AND PERFORM A WIDE VARIETY OF MUSIC.
These are the canvas bags, which were used to carry the ‘scent’ in the Hare and Hounds runs, or paperchases, from the nineteenth century. Bigside refers to the Barby Road side of the Close. Before runs became ‘fixed’, the hares would create a course by dropping sawdust (from the school carpenter’s workshops), or strips of paper as they ran. The main group of runners, the hounds, would set off later and the pack would follow this ‘scent’. Although the ‘come in’ (the end of the run) was usually fixed, the route would vary according to the whims of the hares. By 1844, the first ‘times’ were recorded for runs as the courses became fixed, and the bags were no longer generally needed.

In Tom Brown’s Schooldays, Thomas Hughes mentions preparing the ‘scent’, which he would have done himself when at Rugby.

“The only incident worth recording here, however, was his first run at hare-and-hounds. On the last Tuesday but one of the half-year he was passing through the hall after dinner, when he was hailed with shouts from Tadpole and several other fags seated at one of the long tables, the chorus of which was, “Come and help us tear up scent.”

Tom approached the table in obedience to the mysterious summons, always ready to help, and found the party engaged in tearing up old newspapers, copy-books, and magazines, into small pieces, with which they were filling four large canvas bags.

“It’s the turn of our house to find scent for big-side hare-and-hounds,” exclaimed Tadpole. “Tear away; there’s no time to lose before calling-over.”

The Running VIII, introduced in the second half of the nineteenth century, kept both written records and the bags, which would be handed down to the next Head, or Holder, of the team. The practice dates back to 1837, when the written records were introduced and the Head of Running was in charge of both records and bags. Captains of Cross Country are still officially known as the ‘Holder of the Bigside Bags’.
A large capital outlay in bricks and mortar means that the department is now accommodated in lighter, airy, state-of-the-art teaching rooms. Under the warming glow of the latest LED lights and armed with the newest in IT, the department can now challenge for being one of the showpieces of the School. Most importantly, integrity has been restored to the original vision of housing the History Schools in the same building as the Temple Reading Room. A newly reopened corridor connects the bulging shelves of the Reading Room with the History classrooms. This should serve as an academic umbilical cord, boosting library footfall and helping teachers to shape learning and curriculum around independent research, ambitious reading and the firing of intellectual curiosity. As a Head of Department new to Rugby School, it has been fantastic to have the full support of the Head Master, Estates and the Librarian during this refurbishment process. Pupils and colleagues have been patient throughout, and they are delighted with the results.

Alongside the freshening of fabric and furnishing, new faces have arrived to take up teaching posts. Four new colleagues with a blend of experience join a highly successful department. Rugby continues to offer a remarkably rich diet of history at both GCSE and A Level. In terms of the range of courses offered, no other independent school (as far as I have been able to find out) can compete. It reflects the strengths of highly specialist subject teachers. The results speak for themselves: in 2014 15 pupils achieved an A* at A Level, representing 30% of the cohort (compared with the national avg. 6.3%). Testament to the talent of the class of 2014 and evidence of the rude health of history teaching at Rugby, it marks the department out among the UK’s leading schools.

A packed programme of academic enrichment continues to provide a foundation for much of this success. It has been inspiring to see the enthusiasm of colleagues and pupils at the newly revived Upper School History Discussion group. Generously hosted at Southfield by the inimitable Dr Beesley, this Monday evening forum has been a lively venue for papers on subjects as diverse as ‘Gendered History’, Biography vs History, Mythmaking and Counter-factualism. A particular highlight was provided by Siena James (XX) with her psycho-analytical study of leaders and leadership in history. Hands-on help with essay writing and other key skills has also been made newly available with the founding of The History Workshop – a weekly drop-in session for all pupils, partly staffed by Upper School Historians.

**HISTORY**

**THE HISTORY DEPARTMENT HAS BENEFITED FROM A PERIOD OF SIGNIFICANT RENEWAL THIS YEAR.**
From outside school, the department has been lucky enough to continue to attract leading speakers from academia. A packed calendar featuring world authorities such as OR Sir Hew Strachan (Oxford University) and Dr Christopher Tyerman (Oxford University), and younger academics engaged in new research such as Dr Matthias Strohn (Royal Military Academy, Sandhurst) and Assistant Professor Gabriel Glickman (University of Warwick), has helped advance understanding and open windows on the workings of professional historians. To have access to some of the most distinguished figures in the discipline is the great privilege of the Rugby Historian.

Lower down the School, a mixed package of activities enabled F Block pupils to build up their expertise on World War One during its centenary year. Released from normal timetable, the whole year group attended a guest lecture on Commemoration and the 1914-1918 war. This was followed up by an evening visit to the Macready Theatre to see a performance of ‘Our Friends, the Enemy’, an acclaimed one-man play set in the British trenches during the 1915 Christmas truce. Next, Rusty MacLean was on hand to guide pupils around his superb exhibition on Old Rugbeians and the Great War in the Lewis Gallery. Finally, a taught unit on the origins and course of the conflict rounded out the learning, with opportunities for independent research and access to materials lifted from the Rugby School Archives. Already very much present in the DNA of the department, this multi-faceted approach to learning provides a model for further development. In this vein, whilst still being new to Rugby, I have been heartened by the willingness of other departments to form collaborative partnerships and share expertise. The study of History should be outward-looking, invoking synthesis. Already plans have been laid to co-host guest speakers with the Science department, to coordinate residential trips with the Politics department, and map out complementary units of work with the English department.

Going forward then, there is much to be excited about as the department continues to evolve and develop its profile within the School. Pupils can look forward to an expanding portfolio of trips, building on the hugely successful D Block Berlin Trip – something of a rite of passage for budding A Level Historians (and for others too). Increased outreach to other successful History departments will also be a priority, with the long-term aim of establishing a regular programme of exam-focused workshops and conferences.

On the immediate horizon though, beyond the unpacking of numerous boxes, books and IT equipment into our new teaching and learning environment, lies the challenge of adjusting to significant curriculum reform. History is among the first wave of subjects to be ‘strengthened’ by former Education Secretary Michael Gove. The return to a fully linear A Level is perhaps to be welcomed, offering more scope for the type of unhurried and reflective thinking that characterises outstanding historical writing. The shifting sands of exam board assessment and the current downward pressure on awards of the top grades will doubtless keep the department on its toes. But there is energy and enthusiasm aplenty for this, and other new challenges, as the department and the School continue to forge ahead.

Tim Guard
Head of History

---

THE BERLIN TRIP... SOMETHING OF A RITE OF PASSAGE FOR BUDDING A-LEVEL HISTORIANS.
The refurbished Geography department has made a huge difference to the pupils’ mentality as they enter the department and the focus on initiatives both inside and outside the classroom has seen numbers rise at GCSE, A Level and university entrance. Pupils ask more questions, pupils are more interested and, to underline this, A Level results are at a record high. Pupils are at the heart of everything that is done in Geography: they organize the groups, the speakers, the magazine and they drive everything forward.

Seeing the pupils start to understand and appreciate the geography around them has been the biggest change seen over the last few years. The termly Geographical Photography Competition sees over 50 entrants each time and saw over 100 photos entered for the water topic alone. Pupils are clearly passionate about their photos and if this can help their academic performance then it can only be a good thing.

The photo competition goes hand in hand with the Geography Magazine, re-named ‘Compass’ and now in its seventh edition. Since I started this magazine in my first term at Rugby, it has become increasingly independent in its production and simultaneously improved in quality. Past issues can be seen in the News section of the school website and I cannot commend them more highly. With subjects as diverse as Ebola, gay rights, twitter use in terrorist activities and how mobile phones impact bee numbers, the magazine is testament to the pupils’ enthusiasm and to their ability to work outside the classroom, setting deadlines and editing until the magazine reaches a quality they find acceptable.

Mrs Tooke has continued to run the Geography Association and the quality of speakers has been exceptional, pupils again being central to this as they organize and invite the speakers. The new Geography Computer Room has aided pupils in becoming increasingly independent in their approach to learning and the Geography Advanced Interest Association (GAIA) has seen pupils start their own academic blogs, attend lectures by the GA outside school and help mentor younger pupils in Geography drop-in sessions.

The usual activities of the department continue, the annual Barcelona trip always being a highlight. Over 40 pupils from the LXX are about to depart on this year’s Catalan adventure; we will be thinking of you back in Rugby as we study the beautiful beaches and the regeneration of Barcelona as a sustainable City for the 21st Century.

The newest initiative has been to use our connections with the Geographical Association to offer pupils research opportunities in destinations like Borneo and Barbados. Last year Romilly Harris Stuart leapt at this opportunity and assisted PhD students in Borneo looking at Orangutan conservation and rainforest management. This initiative will continue over the coming years to help pupils develop their passion inside and, just as importantly, outside the classroom.

The new curriculum changes will not hit Geography until 2016 as the GA and RGS push more academic content into the specification and thereby delay its release. This can only highlight how important Geography is as a ‘modern subject for modern pupils’ – and Rugby is at the forefront, pushing the subject and raising its relevance further. We were part of the advisory team on the new CE syllabus and last term hosted the Prep School Geography Conference at the Collingswood Centre, underlining our commitment to ensure that pupils are increasingly prepared for Geography at Rugby from the moment they enter their prep school.

Geography as a subject nationally is in a strong position (most or second-most employable academic subject over the last four years) and this is nowhere more true than at Rugby School. Change is inherent in Geography and passion and enthusiasm will always mean that pupils at Rugby are pushing themselves and pushing their teachers further.

I STRONGLY BELIEVE THAT PUPILS CANNOT PUSH THEMSELVES TO THE NEXT LEVEL OF ABILITY OR ACADEMIC PROWESS WITHOUT PASSION AND THE CHANGES THAT HAVE OCCURRED IN GEOGRAPHY OVER THE PAST FEW YEARS HAVE ALL HAD PASSION AT THEIR VERY HEART.
Bateson was the son of William Henry Bateson, Master of St John’s College, Cambridge. He was educated at Rugby School and at St John’s, where he graduated BA in 1883 with a First in Natural Sciences.

William Bateson (1861–1926) was an English geneticist and a Fellow of St John’s College, Cambridge. He was the first person to use the term ‘genetics’ to describe the study of heredity and biological inheritance; and he was the chief popularizer of the ideas of Gregor Mendel following their rediscovery in 1900 by Hugo de Vries and Carl Correns. Bateson co-discovered genetic linkage with Reginald Punnett, with whom he founded the Journal of Genetics in 1910. He also coined the term ‘epistasis’ to describe the genetic interaction of two independent traits.