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# THE ELIZABETHAN<sup>20</sup><sub>21</sub>HAN



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THE ELIZABETHAN 2021

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Published annually by Westminster School  
Little Dean's Yard London SW1P 3PF UK  
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Now let us warm ourselves by the fires of learning...

Head Master Dr Gary Savage and Head Boy Jasper McBride-Owusu (LL) met to discuss respect, legacy, and Quentin Tarantino. The interview has been edited.

**JMO:** Let's start with an icebreaker. What is your favourite film?

**GS:** I am a cinephile, or cineaste. Well now that is very pretentious. I like films. Probably because of my close ties with Germany, I like quite a lot of German films, films like *Cabaret* – OK that's not a German film but it has a German angle – Werner Herzog's films, and Edgar Reitz's, and *The White Ribbon / Das Weiße Band* by Michael Haneke. It's set in pre-First World War Germany and is, in a sense, an allegory of the kind of attitudes and behaviours in that society which nurtured Nazism. It's an art house classic. Then there is a brilliant dystopian film by Terry Gilliam from the 1980s called *Brazil*, which, like *Das Weiße Band*, is incredibly bleak. I like a lot of Quentin Tarantino films, even though they are problematic in some ways. And then my dad made me watch matinee films and there's a really silly, lovely one from the 1950s called *The Court Jester*, with Danny Kaye. So, there are loads of films I enjoy. That's a terrible and characteristically long-winded answer!

**JMO:** I always freeze up on questions like that as well.

**GS:** Can you name your favourite film?

**JMO:** Well, I've had to put a lot of thought into this recently actually. I think, well, I always offer provisos and say there are others, but I think *Interstellar* is up there.

**GS:** I haven't seen that.

**JMO:** You certainly should.

**GS:** Another brilliant old film *LA Confidential* was on again last night, from the late 90s.

**JMO:** I haven't seen that one.

**GS:** It's a dark, noir thriller. Again, problematic in places, in the way it depicts certain people and certain groups, and how that highlights how some things have changed.

**JMO:** I've had a similar experience. I watched *Gangs of New York* for the first time and towards the end there's an uprising and lynching and obviously racist attitudes flying in every direction, and it didn't really feel addressed. To do a tangential turn on questions, this has been a very interesting year in tackling some of these problems with issues around race, misogyny and sexual assault. What do you think the school needs to do to deal with these problems?

**GS:** It feels like an important turning point for schools and for society. The issues that both Black Lives Matter and Everyone's Invited have cast a light upon are incredibly hard, aren't they, and incredibly important. It is very concerning, and I am very dismayed, upset and sorry about it, Jasper. Quite clearly there have been issues in society and in schools for a very long time. I partly see it as generational challenge, as people are looking at the world, their lives, institutions and the people who run them (people like me), and they are shaking us and saying, "What is going on?". I don't doubt that people have striven to address these issues when they have come to light in the

past, but clearly, we have not done enough, as some plainly unacceptable attitudes and behaviours have become commonplace. I deeply regret anything that has happened at this or any school that has made people feel unhappy, demeaned or abused. We must use this moment to look thoroughly and constructively at how and why it happened, to be able to address it in the future, so we are commissioning independent reviews into racism and sexism, reporting to the Governors to inform better future practice. Schools have an important role to play at the vanguard of social change as we support and educate future generations, and I do not want to run a school, and will not run a school, where people in general are not respected for who they are, or what makes them who they are. It's important to me, so I've got to work with my colleagues to make it a lived reality for everyone. And that will characterise the years I spend here as Head, more than anything else.

**JMO:** I suppose it may be a little early to ask, but what sort of legacy would you like to leave here?

**GS:** The point I just made is absolutely one of them. I am not claiming for a moment that an individual Head can do that – it must be done by and across the community. But what I can do to lead such change, I will. I want to completely review and develop the curriculum, inside and outside the classroom, and enhancing Wellbeing is part of it. I want to build on all the brilliant work that's been done already to grow our bursary fund, to enable more children to attend Westminster who otherwise couldn't. That is important to me. I went to

## Interview with the Head Master

continued

a comprehensive and I don't think education should be a question of affordability. Fees are necessary for independent schools, because we receive no public money; that is the price of independence. Ideally, attendance would be about whether it is the right school for you. So in terms of access, the curriculum, those things we talked about around respect, being a school in which every child can flourish, I would like my legacy to be as transformational as any iteration of a school's history ever can be. And I want our role in society to be as positive as it can be. So being an authentically, compassionately, progressively good school which is a wonderful experience for every child in it and is open to any child that would flourish here and takes all that good and contributes to society, to the community, and to the world. That feels very ambitious, but we should be ambitious because we are a great school.

**JMO:** Do you have any objectives for facilities? Any things you would like to see change?

**GS:** We absolutely need to review our facilities to make sure that there are appropriate facilities for pupils of all genders, and that they are accessible to disabled people. This is not easy because of all the little passageways and steps, but we need to look at it. We also need to make sure that our facilities are fit for purpose, which requires a lot of repair work – it's a very expensive and complex estate to maintain, let alone enhance. In terms of new developments, that's often a question of whether an opportunity comes up and whether the school has the resources to meet it – those two don't always align. The estate is certainly better than it was, though. When I was last here there was no Sports Centre, for instance, no Boulton and Weston's and the MMC had only been open a couple of years. A lot of that improvement, as well as the bursary campaign, has been through the extraordinary generosity of donors and benefactors. I'd like to put on record my thanks to those people, many of whom are alumni, in the

past, present and – hopefully – future, because they are critical to our success and the realisation of our ambitions.

**JMO:** They certainly are! You were Under Master here under Dr Spurr and now returning as Head Master. What changes have you noticed since your return?

**GS:** The atmosphere could be quite febrile then and I think – as in many schools – things are a little calmer now. The extra space certainly helps, and perhaps a greater purposefulness in education more generally. The school now seems at ease, kind and caring. At the same time, it is still intellectually vigorous, an exciting place with pupils who really generally do like learning and are curious. They want to get engaged and involved with discussions and enjoyment of that seems quite natural, which is fantastic. Out and about, pupils smile at me a lot more now but maybe that's the difference between a Head and an Under Master – we'll have to ask Mr Kazi! It feels like a community of people who are working together to tackle difficult things, and I think that's wonderful.

**JMO:** That's lovely to hear. To us, there is this mysticism of Westminster in years past and when we hear occasional stories. Do you have any memories that stick out as particularly enjoyable or shocking?

**GS:** My first experience of the Greaze was quite an eye-opener. It must have been in February 2007. The numbers have been somewhat reduced over the years, for safety reasons, but it was more of an organised riot then, which is of course a memory that lingers. This year was unique – just me up School, with Mr Sharp filming me while I pretended to take the call from the Dean. Another is the unveiling of the statue of Elizabeth I in Yard by the Queen in the summer of 2010. While the Head Master looked after Her Majesty, I was tasked with looking after the Duke of Edinburgh\*. The statue is an extraordinary object which I like a lot, and it has weathered with the years, so looks fabulous

today. It was much shinier then and looked just extraordinary when it was unveiled, gleaming on a very warm, sunny day. I remember having to brief the pupils that they were not to react inappropriately when they saw it, and be aware that the Duke might react in an interesting way. He didn't particularly – he sort of coughed – so I said it had generated a lot of opinions, and he just said, "I bet it has". The royal couple seemed to enjoy being there, meeting the pupils congregated in Yard – it was a huge community occasion – followed by lunch in College Hall. So, my first Greaze and the royal visit, two events right at the beginning and right at the end of my time as Under Master! I also look back very fondly on taking a Lower School Expedition, with Dr Boulton, (who succeeded me as Under Master, but was then the HoM of Dryden's) to walk the coastal path and the Antrim hills in Northern Ireland – a proper expedition. It was fantastic, as was a History department day trip to Aachen to see Charlemagne's throne and tomb. Rather ambitious, in retrospect.

*\*Since this interview was recorded, HRH The Duke of Edinburgh has sadly died. The Headmaster, Governors and whole school community acknowledge this profound loss to the Queen and Nation and convey their sincere condolences to the Royal family. Prince Philip's lifetime of devoted public service is well known, and his participation in the School's 450th anniversary celebrations was just one example of this. Pupils at Westminster are enthusiastic participants in the Duke of Edinburgh Award and in this and other ways, his memory will be honoured, and his legacy built upon, in the years to come.*

**JMO:** I have fantastic memories of school trips as well and they are a really great time in school.

**GS:** When you look back do you think they'll be the things that will stick out most or do you think it will be the much more routine things?

**JMO:** I think both are fantastic – the Greece trip and the Alston trip with my House set the tone for my time here, they were really great fun and I made some close friends. But then Yard football, watching the Removes go by as little Lower Shells, those are really great memories.

**GS:** It's an extraordinary place like that. Even though I have been away for ten years and loved Alleyn's – it is a lovely school and I had a very happy time there – this place gets under your skin. It is deeply evocative and it lingers in the memory.

**JMO:** You were Headmaster at Alleyn's and Head of History and Master of College at Eton – how

have those experiences shaped your approach coming back to Westminster as Head Master?

**GS:** Wherever you work and study, you accrue experience and you can draw on that to make better judgements – one hopes to get more right than wrong, and the more you do the work, the more you hope to learn. I've been very blessed that I've worked in some fantastic places, all of them enriching and exciting and demanding and I suppose that makes me feel as equipped as I could be to return here and manage a very demanding job, which it is. I'm also blessed in that I do it with the support of a brilliant senior team, fantastic teachers and support staff, very smart and supportive Governors, alumni and

of course pupils. You are all so interesting and engaged and willing to share ideas; you clearly care about the school and what's happening in the world and you want to share those thoughts and make a difference. It's a great privilege to be back, and I hope I can do the job justice.

**JMO:** Following on from that, what do you think is most unique about Westminster, compared to those other places?

**GS:** Tough question! Like what is your favourite book?! What makes Westminster distinctive is that combination of people and place. The place inspires and attracts people who think "I will flourish there",



## Interview with the Head Master

continued

who then contribute to a shared ethos and approach to learning which is rooted in history but also progressive and challenging. All of that is extraordinary, quite intense, fizzing, and very busy. If you're the right fit for that environment, then you are likely to have a fantastic time.

**JMO:** I agree, and that fizzing is what inspires lots of us. People talk about Westminster a lot, especially after recent events. How would you want it to be described, both by the people who know it and by the people who write about it and think about it?

**GS:** Well, what I'd like it to be described as first and foremost is a school characterised by kindness, compassion and respect; the fundamental basis for a holistic liberal education which equips young people for their adult lives and for the world in which they will hopefully play a positive part. That's what I'd like it to be. And I passionately believe that in many respects it is, and insofar as there are areas that we know need to be worked upon, I am determined to do so, so the school is a place of absolute and total respect for all. The respect comes first, for one another, for the work, for the place, for the environment, for the community; and out of that respect comes all the satisfaction of intellectual and other kinds of rigour. But respect first – that is what I want people to experience and I shall work hard to build on what we've already done to make it so.

**JMO:** What do you think is the role of a school like Westminster, and how you think that will evolve in the next ten years?

**GS:** It's important that parents have a choice in education, but again, sometimes those choices are dependent on the ability to pay and I would like that not to be a factor here. State education is a wonderful and important thing – I am a product of it – but I think there should be alternatives in a properly pluralist society. This enables schools to have their own approach and in the case of Westminster, that is



a highly selective environment which focuses on stretching, challenging and stimulating extremely bright people. That specialism is nurtured by the atmosphere and it suits some children very well, and our job is to find those pupils and nurture them so they can flourish. How does that contribute to wider society? Because I think we need to make sure we're plugged into wider educational debates and the wider educational system. We have some excellent partnerships already and we want to develop them, both in this country and overseas. We want to play a positive part in thinking about education as part of that landscape of choice and opportunities, and extend those opportunities to others. That is why I think a school like Westminster remains vital and relevant in the 21<sup>st</sup> century.

**JMO:** Great answer! Moving towards your role personally – what does your average day look like and what do you most enjoy about it?

**GS:** What I enjoy least is the amount of time (and all Heads would say this I think) that I have to spend at my desk. What I want to be doing is being in Yard, having a chat, going up Fields, going to the sports centre, being out and about and I wish I could do it more. In normal times there are plays, concerts, things to go and be part of, thank goodness, but of course we haven't got that at the moment. But my typical day – I arrive at about 7.45 and I usually meet with the Under Master, sometimes the Bursar too, then it's a variety of Abbey, Latin Prayers, meetings. There is always a lot of interviewing for jobs, engagement with outside organisations, alumni. I probably spend more time than people realise with Governors, especially the Chair. There has to be a good partnership between the executives and the trustees of any organisation and that's certainly the case here. I see my role as enabling every member of this community to do the best work they can, with the greatest satisfaction and enjoyment possible. So it's about empowerment

and facilitating and that's what a Head should be for – it's not about "the Head", although we're often seen as the sort of figurehead of the organisation, but making sure that everyone can be a happy and successful part of the whole – it's about "animating the organism", as it were.

**JMO:** I remember the other day you were walking around Yard and you came over to the Remove sitting on the bench and had a nice chat and that really sets a lovely positive tone and atmosphere.

**GS:** Well I love doing that, and I just don't get to do it enough at the moment. I hope in time I'll be able to do it more, because it's one of the most enjoyable things.

**JMO:** Well of course you've joined the school during a pandemic, it hasn't been a great time for all of us, for those things like musicals. Are there any lessons and ways you think that Westminster has learned to change and might change in the future because of this?

**GS:** I've been very impressed by how this school, like so many, was able to go almost from 0-60 in terms of fully remote digital teaching and learning last year. I wasn't here then but Alleyn's was the same – we all had to move fast to replicate our model of education online. The second time round, it was equally good, if not better, so we've learned that we can do extraordinary things. We are thinking now about what to retain. I think the Horizons project that I've started, making those links with international schools and universities, that will remain a chiefly digital initiative, and I'm not sure we would've done it like that pre-pandemic. Zoom – who did Zoom? I'd never heard of Zoom! This has opened up opportunities and visitors that we would've been slower to reach. There are some logistical things – some parents quite like doing parents evenings on Zoom so we'll probably have a blend there. It's all about blend isn't it – there will be some things that

we will continue to do digitally whilst a lot of it we will return to the physical school. Ultimately, a school is a place of relationships, which are best in person.

**JMO:** Definitely. We've talked a little bit about the quirks and traditions like the Greaze. Are there any you think need to change? Or are there any new traditions that you'd like to establish?

**GS:** Well... I haven't completed my first year back yet, so I don't know what the summer term looks like but no, nothing has yet particularly caught my eye, I must say; but then we are not yet fully "normal" are we? I suppose you might bristle at this, Jasper, but we need to make sure that Yard is a space for everyone – sometimes there are a lot of games going on and sometimes you think: how am I going to quite navigate my way across Yard? There should be only two really – football at one end and basketball at the other. That way it can be a space for everyone, characterised by mutual respect!

**JMO:** People have tried! Tried and failed!

**GS:** Yes, I remember trying back in the day as well! But then there was the lovely big tree and bench, you remember that?

**JMO:** Yeah, we miss that a lot.

**GS:** It's a pity, it was a great tree, but I understand the reasons. I mention it because that was a leafy space where pupils who didn't want to be playing football or basketball could still congregate. Now you've still got your benches, but we might need to think about how it can be a space for everyone.

**JMO:** The school is obviously in a place of extraordinary history – what do you think about its relationship with the Abbey, its history and its alumni?

**GS:** Well as a historian, of course I love the Abbey and all it represents

and contains: it's a wonderful, extraordinary place and going there twice a week is a great privilege that we are all deeply thankful for. The alumni are critical to any school, as they carry with them what Lincoln called "the mystic chords of memory". They remember what the school was, its values, they can cast a historical perspective on things and it's important that we engage with the Old Westminsters and take on board their views. So OWW are a particularly important constituency, along with current pupils, parents and every member of staff.

**JMO:** Definitely. You have talked quite a lot about your interest in Germany since you arrived here. Where did the interest start out?

**GS:** I first visited Germany, Berlin in fact, in 1990, just after my A levels. What drew me there was history and music, the kind of music I was into then was often made in Berlin – things like Nick Cave, David Bowie, Iggy Pop, Einstuerzende Neubauten. So as a young person I was drawn to that city and kept going back, and my wife and I became naturalised as German citizens and it is undoubtedly where I shall retire when the time comes. I love the city, the country and the language and it's an important part of my life – as was Paris when I lived there doing my PhD. I'm a passionate European and I value the fact that getting to know other cultures, living in them, has given my perspective and understanding and hopefully a richer sense of the world and its possibilities.

**JMO:** Lastly, it was quite funny what you said about how long it would take you to answer the question of what your favourite book was, so I'd like to challenge you to attempt that!

**GS:** OK: there are three books that spring to mind: Bulgakov, *The Master and Margarita*; Tolstoy, *War and Peace*; George Eliot, *Middlemarch*. With maybe a dash of W G Sebald for not light relief – quite the opposite. But those three are the big three. Two Russians and an English woman. There we go.



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## Interview with the Dean

The 39<sup>th</sup> Dean of Westminster Abbey, The Very Reverend Dr David Hoyle, was installed as Dean on 16<sup>th</sup> November 2019. Rosie Cotton (LL) and Alexander Pitlarge (BB) spoke to him about his role, the Abbey, and the Church in today's society.

**Rosie: What we'd like to ask you first is, what's it like being the new Dean of Westminster? How has this role been different to your previous roles in the Church?**

Dean: How long have you got? Previously I was the Dean of Bristol, so I've been in charge of a big historic building, and I've done quite a lot of the things you might expect that go with this job. There's a whole pile of stuff to do with just what's different between being a dean anywhere else and being a dean here, and then there's all the stuff to do with Covid. In the first place, Westminster Abbey is part of the diocese – I don't know how much you know about the Church of England, it can be really dull – but a cathedral in the Church of England, big building, the bishop is the person who's the kind of focus of the building and a cathedral is the bishop's chair. So, in a diocese, a dean works with the bishop, but the bishop is in charge and the dean runs the building. In Westminster Abbey strictly speaking my boss is the Queen, she is my line manager! That's a big change. I have to be more independent. There are some good things about that. It means I can stand slightly aside from some of the conversations in the Church of England and think: where do we stand on all that? Technically, it means my frame of reference is the things that matter to the Queen and to God. It's the whole of the United Kingdom, it's the whole of the Commonwealth. It's not just building up numbers in this church, today. So, that changes things. The kind of services you have in the Abbey change things, the pace of life here. And in Bristol Cathedral I had twelve full-time colleagues, compared to 350 here. There's a lot of difference.

**Alex: That is quite a big difference!**

Dean: And then of course there's the whole business of what happened from March onwards. In the first three months I was here, the change of gear was just spectacular. I came to a church, really unusually, where we have huge numbers coming to services. Mid-week evensong in February in Bristol there's a choir singing, and it

probably outnumbers the congregation! In Westminster Abbey, the same night, before Covid there were probably about 400 people in the Abbey. I came to a place where a huge amount was happening and a huge number of people came, and then the bottom fell out of the world, frankly. We're about £20 million down, and we're still leeching money. 85% of our visitors come from overseas, 90% of our income comes from our visitors. The situation has completely transformed. We've had to make people redundant. We've had to stop doing a lot of things we've done in the past. I came to a place with huge ambitions and a place that was always going to start the next thing. Any project we wanted to do, we would take it on and probably employ someone else to do it with us. Those days have just gone. It's changed in just so many ways. I'm doing a very different job to the one I applied for, and a very different job to the one I did before.

**Alex: You mentioned the Church of England issues with Bristol – how it was quite empty there. Where do you think it stands for the Church to move forward on this? Because participation has been dropping over the years, there are fewer people who would describe themselves as being Anglican. What do you think the Church can do? How do you think it needs to reform moving forward with these dropping numbers?**

Dean: Lots of different people have lots of different answers to that question. It seems to me an awful lot of the way the Church of England has responded to that is to try to reach bits of the community they weren't good at reaching before. There are very good reasons for doing that. The trouble is – I need to be careful what I say here because I can sound slightly critical – the Church can very often turn itself into a whole series of little clubs. You take out the pews, and you turn the church into a skatepark. It's quite interesting, but it caters for a very small group of people. The Church is doing that over and over again. If I were to go to church, now, on a Sunday, I would have no idea what I was about to step

into. Each little community is trying to do something rather fresh and radical. There's a lot of talk about things like fresh expressions. I understand why we do that. Personally, well, I'm not going to turn Westminster Abbey into a skatepark, am I?! So, some of those options aren't really available to me here anyway. I think one of the interesting things about the Church is it's supposed to be cross-generational; it's supposed to bring people together who you wouldn't normally find in the same room. I think we do better if we work hard at community cohesion stuff. The Church of England is one of the few Churches still left that has a presence in nearly every community in the country. How do you become a focus of that little community? How do you celebrate their joys and sorrows? How do you get involved in life? The Church of England has that kind of footprint across the country. That's what we should be doing.

**Rosie: In terms of the Church's role in the community and being a port of call to all generations, I'm sure you've heard about the two reviews that are being launched at Westminster to do with race and sexual wellbeing. What do you think the role of the Abbey and the Church is in this kind of issue?**

Dean: That's a good question. I talked about churches being places where people should gather – the Abbey in particular has a responsibility to do that for the whole nation, for the United Kingdom, for the Commonwealth to some extent. We can't do that – we cannot be a gathering place – if, for example, the imagery on our walls is simply offensive. It celebrates a number of people involved in the slave trade. Similarly, on issues of gender, if we're not alert to the history of abuse and oppression – and the Church of England has a pretty shameful record in some of these areas – then we're failing to do our job in terms of justice, and in terms of being a place of welcome and meeting. The Church has a fundamental responsibility to be alert to and engage with those issues, to be a place that promotes justice and righteousness. There's also a bit in

## Interview with the Dean

continued

there about helping us with reconciliation. The issues you're addressing in school are really serious. That absolutely must be acknowledged. Even so, we have to ask how will you be a community at the end of that debate, if some people feel as though they have just been told off? Some people need to be told off, and some behaviours need to stop, frankly. How do you rebuild the community at the end of that? It's something about justice, and it's something about reconciliation.

**Alex: Continuing on the strand of roles of churches in different positions, what do you think of the current state of religious education in British schools? There's a huge number of Church of England schools in Britain. How should religion be taught – should it even be taught nowadays as we move to a more secular society?**

Dean: I don't think there's much doubt that you need some religious education in schools, for the reasons of the issues we've just been talking about, and because of international issues of peace and justice. Religion is a very big issue in the world at the moment, and different religions matter. There's a relationship between religion and big issues, such as what's happening in Israel and Palestine. We need to understand some of that. There's a lot of hard work that goes on, trying to equip people with an understanding of different faiths. It does seem to me that we still haven't quite managed to get that right. It's a bit like studying nature when you just stay in the classroom, with a lot of dead butterflies on pins. Religion as a series of concepts taught in the classroom just turns to dust in your hands. I don't quite know how you get round that, but I think some engagement with people who can talk well about why they believe without trying to persuade you that you need to, but trying to make it sound as though this is a world someone might want to live in. It might make sense for them to do that.



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**Rosie: On that, why do you believe? Sorry to put you on the spot a bit!**

Dean: I asked for that, didn't I! It seems to me you have to make a simple choice. And it seems to me that in philosophical terms, that choice is value-free. It's a completely rational decision to say that God does not exist. I would argue it's a completely rational decision to say that God does exist. You simply have to look around and make a decision about which way you're facing, if you like. I have a son who's had these conversations with me before – he really radically does not believe in God, and he doesn't believe in God because the world is full of suffering. How can there possibly be a God when the world is the kind of place it is? I would argue that if there is no God, the world being the kind of place it is is an even worse prospect, because there is no hope. I believe it can be redeemed. I believe that there's a reason to have some hope in all this. He doesn't. For me, I've been working at this all my life. It's a work in progress. It is possible tomorrow I will decide that this doesn't really work, but for the time being it seems to me that the only way I can make sense of human existence is to believe in God.

[Rosie, Alex, and the Dean all chuckle]

**Alex: Honestly, we had a plan for this, and I remember I was chatting to Rosie last night as we started to work everything out – I joked about asking you that question, completely lightly, but in the end somehow, we've actually managed**

**to get to it! On a slightly lighter note, is there anything in the past year you've missed out on to do with the school that you feel you would have enjoyed?**

Dean: The bottom line is, I barely know the school at all. When I was appointed, I was the Chair of your Governors. I've had to give that up pretty rapidly. We kind of joked, eighteen months ago, that you could probably be the Dean of Westminster and the Chair of Governors at Westminster School, providing one of the institutions wasn't in crisis. Within months both institutions faced crisis – you just can't do both! We've got a really good Chair of Governors, and I am delighted about that, and I think we've made the right decision. But I've just lost out on a swathe of engagement. I've walked around your school once in eighteen months. I know virtually no members of staff – a few, but not many. I don't frankly know much about the school – I am well supported with papers and things so when I make decisions, I know what I'm talking about, but I don't know the community. I've virtually never spoken to pupils at the school. I used to be a college chaplain in Cambridge, so that kind of world was a world I knew, and I enjoyed. I've missed out on a huge amount.

**Alex: Yes, I can imagine.**

**Rosie: When you're not – well, I suppose you're always being the Dean of Westminster – but in your spare time, what do you enjoy doing?**



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Dean: I'm a fairly keen reader – I read quite a lot of fiction, a certain amount of poetry. When I can, I'm quite a keen walker. And I enjoy company, dinner parties, good wine, and thank God that's coming back. Actually, we're having our first people round for dinner tonight.

**Rosie: Oh, that's exciting!**

**Alex: My dad is out for dinner for the first time tonight in a while, so that kind of resonates with home. Is there anywhere you've particularly enjoyed walking? Is there anywhere you've been which has been particularly striking for you?**

Dean: My parents used to live in the Lake District so I did a lot of walking there – I loved that and would go back occasionally. In Bristol I used to go out, probably the best place – you could go to the Mendips, but they're not great – probably the Black Mountains, which I enjoyed. I had a week off recently and I was in Gloucestershire and walking in the Cotswolds. And that was glorious, really glorious.

**Rosie: That sounds lovely. I have to ask, have you met the Queen? In real life, or virtually perhaps?**

Dean: Oh yes. When I was appointed I had a private audience, so that was wonderful. I was always sort of an admirer. After ten minutes with the Queen, I would have jumped out of a window for her, if she had asked – she didn't ask, it's fine, but – wonderful.

**Rosie: That's nice to know!**

Dean: In the course of the eighteen months I've been here, we've now had all the senior members of the royal family here – most of them twice. The Princess Royal was here ten days ago and is back on Friday!

**Alex: Oh, that's cool! I think I've got one more question, which might be very much putting you on the spot. I think probably as tough a one as I can pull out. Three books – desert island books, basically. What are you taking?**

Dean: Am I allowed the Bible?

**Alex: Alright, I'll give you the Bible. You are the Dean of Westminster – I'll give you the Bible.**

Dean: Right, you'd need books that you can just go back to again and again. So, I would probably go for a couple of collections of poetry because you can go back to those again and again. Neil Astley has some really good collections like *Staying Alive* – might be one of those. It might be, hmm I'd have to think about that, but it might be the *Oxford Book of English Verse*, or it might be Seamus Heaney's *Rattle Bag*. And then, I guess, oh gosh, I'd need...hmm. Three is tough. It would need to be a really good novel that would stand reading and re-reading. [The Dean umms and ahhs for several long moments]. Probably a George Eliot – *Middlemarch*, perhaps?

**Rosie: Sounds good. Okay, I have one final question – also perhaps a slightly difficult one. Do you have a favourite hymn?**

Dean: Probably not! I've got a daughter who's always asking me 'What's your favourite book? What's your favourite film?', and the great thing about being alive is I think you're allowed to have lots of different favourites. There's a hymn that comes up quite a lot – my family loathe it! It's slightly Victorian, it's called *Jerusalem the Golden*. It's based on a medieval hymn. What I like about it, the language is really florid in places because it's a Victorian translation. It tries to name what might be good about being in Heaven. Mainly, when Christians describe Heaven, it sounds incredibly boring, which is a real drawback. Images of Hell are always terribly interesting, and you want to look at them for a very long time. I mean, it's deeply unpleasant but it's intriguing! Visions of Heaven, people standing around, trying to look pious, is pretty grim. *Jerusalem the Golden* has an attempt at saying the point about Heaven is that it's social. That's quite a good hymn.

**Alex: Lots of dinner parties in Heaven, then.**

Dean: Well, Isaiah says that Heaven is a feast!



# 'That, I can't forgive'

by Revd Gavin Williams

*"Cancel culture is what happens when you have a generation of people who are not raised with a Christian ethic of forgiveness."*

So said Malcolm Gladwell in a recent interview<sup>1</sup>. As a journalist, he uses his research to tell a story. Could he be right that there is a causal connection between not learning about Christian forgiveness and cancel culture?

In a way, this is not a controversial claim. Language is at the root of our reality. Or as sociologists and philosophers put it, language is fundamental to the social construction of reality.

As a community called the Church, Christians learn the language of forgiveness and are encouraged to make it a practice. Christians learn to pray the Lord's Prayer – "forgive us our trespasses as we forgive those who trespass against us". Individually and together, Christians make their confession. Christians study Scripture and hear the parable of the unmerciful servant, or Peter's question to Jesus, "So Jesus, how many times do I have to forgive my brother when he sins against me, as many as seven times?" and Jesus's answer, "No, seventy times seven". Christians read stories about Jesus forgiving Peter for denying he ever knew him or Jesus praying, as he is being crucified by Roman soldiers, "Father forgive them. They don't know what they are doing".

If we choose not to be part of a community that speaks the language of forgiveness, then it will be to us

a foreign language, and as with any foreign language, if we do not use it, we will lose it. Indeed, at Westminster, there may already be some who reject the social practice called forgiveness in relation to those they consider guilty of particular offences.

As Gladwell says<sup>2</sup>, if cancel culture is just about public shaming and ostracising people based on blinding moral certainty, if we are not able to admit our mistakes because we are afraid of a disproportionate response, our society will fracture and there will be no means by which to heal division. If we will only associate with people who think exactly like we do, our social circle could soon be very small.

Being able to speak the language of forgiveness matters to all of us. Our relationships depend on learning to be truthful to ourselves and others about our own weaknesses and shortcomings and on learning to be good forgivers.

The Church is supposed to be a community where it is safe to admit our weaknesses and mistakes because everyone knows themselves be weak and to have made mistakes and therefore people who get it wrong will not be cast out, but forgiven.

What would need to change for Westminster to become such a community?



SCHOOL LIFE

<sup>1</sup> Katie Gibbons, "Forgetting Christian forgiveness has created cancel culture", author Malcolm Gladwell says, The Times (2021) <https://www.thetimes.co.uk/article/forgetting-christian-forgiveness-has-created-cancel-culture-author-malcolm-gladwell-says-zkh8c7dnc>

<sup>2</sup> Lilah Raptopoulos, Malcolm Gladwell: My writing had better have changed, or I'm a failure, Financial Times (2021) <https://www.ft.com/content/aa0ecd0f0-5be5-4dc8-80ca-150e12c25104>





# Micro Commem

by Han-Sen Choong (QS)

In times of great change, ceremony stands as one of the great testaments to institutional integrity. Commemoration services have always been grand, orderly and reverent, but they have scarcely been so efficient, with Mr Edlin requiring only one rehearsal to get us ready!

On the day of the Service we congregated (wearing masks!) and picked up some unassuming candles. Normally it would be unbefitting of me to be a candle snob, but it was disappointing to miss out on the magnificent blazing infernos of the usual Big Commem torches. Nevertheless, we joined into two columns, and started the service with a brief moment outside School, waiting for the roses to be laid.

The Captain laid the roses on the very convenient bust of Elizabeth I up School. I must confess I was slightly miffed to see that no Fifth Former had to experience the pain (pain well worth it, but pain nevertheless) of carrying deceptively heavy roses around the Abbey for an hour, as I had to when I was the Rose Bearer in the 2018 Big Commem. However, the Captain did an excellent job. We were then serenaded up School by the socially-

distanced crème-de-la-crème of College's elite singers (I stood silently reverent). Finally, the Commemoration service came to an end, with some closing words from Mr Mann and Dr Savage.

It has been a very strange year for pupils at Westminster School. Micro Commem was more modest than Big Commem would have been, but it stood to remind us that slowly, but surely, we will make a return to normality as safely as possible. The denomination "Micro" is much appropriate as it was seamless, efficient and well-organised tradition, and we QSS will know that we have been part of history.

Special thanks to both Mr Edlin for the arrangements, and Mr Mann and Matron for helping us to fit the Service into a busy schedule.

# HOUSE REPORTS

## College

by Rupert Yeung

A new Matron, new Fifth Form and new House rules have created the strongest College spirit in recent history. This was the year where tradition and modern life came together, especially with online school. Whether it was enjoyed in St Faith's, Chapel, or on Zoom, Compline every Wednesday night was a weekly treat. Everyone (especially Mr Mann) was left speechless by the heart and rigour of spoken Compline at 500ms ping.

Sam Callover with the Fifth Form and Lower Shell made it easy for the upper years to learn their names, and the House Pullup Bar made sports the pride of College (well, other than the Remove girls winning House Football). With new shower technology including state-of-the-art lukewarm water, the backlog in College bathrooms became a hub for socialising. Let's not forget our amazing Artemis and her flag-hoisting all year!

Despite the tiring Covid restrictions at school, College always felt alive at night. There was always a range of baked treats from Nadia and Matron, and the day never ended without a music jam by the Sixth Form, a table tennis match against the Upper Shell, or a chat with the Fifth Form (well, until they got too loud). Pizza and movie nights were always a blast, thanks to College's exclusive contract with Mio. During lockdown, College never failed to arrange events to look forward to, with chocolate making and gingerbread decorating (my house won by popular vote, fight me Lib) being definite highlights. Even on Zoom, Wednesday night was left for compline, chats and games!

The year's highlight was, of course, Micro Commem. Despite the lack of an audience and... some may argue... an Abbey, the private commemoration of the benefactors will be a memory that everyone present will hold close to their hearts. As well as everything to do with College.

*Floreat!*



HOUSE REPORTS

HOUSE REPORTS



## Busby's

by Jemima Chen and Alexander Little

Although this year has been an unusual one, Busby's has kept its strong House spirit. From belting out *Don't Stop Believing* in the House concert, to highly competitive pool and ping pong competitions (that we definitely finish), there is always something exciting going on up House. Despite being stuck indoors during lockdown, this didn't change. We hosted virtual Busby's Hall meet-ups and organised successful video game tournaments online. When we got back to school, the experiments of the Busby's kitchen also showed no signs of stopping: new additions include candy-cane warmed milk, caramel cooked on the toastie machine, and the famed calzone. Other traditions include doing not so well in House Football, but this was definitely a case of post-lockdown fatigue... Music also continued to be a key staple of Busby's, whether it be broadcasted from the mezzanine for all to hear, or slightly too loud in the hall after 10pm during the Sixth Form's karaoke sessions. We also kept our tradition of decorating the Christmas tree, showing that through all the lockdowns, Busby's still comes out stronger.

## Grant's

by Alexander Gardiner

Amid the disruption of this virus-hit year, the spirit of Grant's remained a force to be reckoned with, fostered through the drama of intra-house competition, specifically, the Grant's Bake-Off. Entries were strong and varied, with the occasional liberal interpretation of what it means to create a 'baked' good – Poom's sculptural toast being a daring example. Although Dr Wagner's strict carrot cake contributed to a close contest, Sasha's delicate architectural rendering of the House's façade took home the win. On the inter-House circuit, Grant's continued to feature prominently on the Westminster scene. The General Knowledge team, spearheaded by Rafael, finished runner-up, whilst the Sixth Form team were victorious in House Rounders. Unfortunately, the same could not be said for our Football results this year; amongst some success in the Lower School, the upper years were hampered by a string of injuries that weakened our chances. Finally, we wish Roseline a wonderful retirement after 22 years in Grant's and thank her for the warmth and happiness she has brought to us all.

## Rigaud's

by Nevin Chellappah

Our performance in House Football was like a rollercoaster with spectacular ups in the Lower Shell, the Sixth Form and the Remove girls, and unfortunate lows with the rest. The Rigaud's society competition brought out all the artistic flair the House has to offer. We now have another mascot, with Mr Kershen's cat Rigo, but we cannot pick favourites between him and Ada.

I have to commend the heroic actions of St Benedict of Gravell, who saved a pupil's arm from bleeding out. I'll refrain from the gruesome imagery, but I'm sure St Ben would love to go into further detail if you ask him. Rigaud's adapted well to the start of 2021. As one saint left, another came in to brighten the House, and Reverend Williams added a warm sense of charm with his deep angelic voice – perfect for Zoom calls.

Rigaud's may have had only one submission into the talent show – we are just too modest – but we used our talent in keeping Westminster running. In this, Rigaud's has excelled, leading assemblies, speaking in Abbey, talking in Societies, achieving Olympiad glory, winning national essay competitions, all the dignioras and praebendums – and the rare SAP.

As Dr Kov moves on to Shrewsbury, he leaves Rigaud's a better place than he found it. The billiard cloth is finally a distinct and vibrant orange, and our new 4K 72-inch screen TV is perfect for watching *Mad Max* or playing Mario Kart. We appreciate all the amazing work he has done in guiding another generation through Westminster. Dr Kov leaves some very big (running) shoes to fill.

Due to Covid restrictions, Rigaud's has not been able to do justice to our House chant, so I channel the House spirit into the final one of this academic year: *Ipsu Razu!*



## Liddell's

by Rita Cherchian

This year has been tumultuous to say the very least! Yet, despite the shift to eight-hour Zoom days, Liddell's cohesion didn't falter. House Zoom meetings were often kickstarted by Melinda's thought-provoking poetry recitations, followed by an analysis of the Upper Shell's bizarre Zoom backgrounds, and a diverse host of other activities. Highlights included Dr AK's Ultimate Burger Challenge, where Steven's avant-garde creation blew away all competition, with its caviar topping and avocado buns. Alex's diabolo skills and Zain's brilliant singing in the Inter-House talent competition rounded off an impressive display of online commitment to House spirit.

Offline, the new Sixth Form fully embraced the Liddell's way of life from the very outset, often caught collectively dancing to the Bee Gees' *Night Fever* given the chance. Our common room wouldn't be complete without Flora and Claire's piano renditions, or the constant disputes over the washing up rota, made all the more confusing with its suspiciously erased names and mysterious amendments. Covid restrictions on visitors has mitigated the rapidly-disappearing-food problem to some extent, although digestives and Jaffa Cakes remain in high demand and short supply, as Miss Wagstaff would have it put.

Special thanks of course must go to our new matron, whose boundless enthusiasm and incredible care has kept everyone's spirits high through these unusual times, and, of course, to Dr AK, who has guided the House through the ups and downs of life in 2021. All in all, Liddell's stubborn endurance and unyielding spirit are something for which every Liddellite should be proud!

## Purcell's

by Thomas Young

In what has been another eventful year for Purcell's, we have continued to triumph in all areas of school life. Our legendary events could not, unfortunately, go ahead this year; unable to showcase our exceptional plethora of musical talents in the House Concert, or our extensive general knowledge and incredible/frankly worrying levels of pizza consumption in our Quiz Night, we had to come up with a solution, and the result was nothing short of extraordinary. With fervent House spirit, we took the concert to the screens and some of our pupils made recordings, premiered in our House meetings, including Benjamin Harley whose spectacular bagpipes performance really brightened up the whole House on Burns Night. The House's talent was further celebrated with two of our pupils, Annant Khullar and Frederick McGrath, reaching the final of Westminster's Got Talent.

On the sports field, Purcell's have grown into one of the stronger squads, with our numerous accolades including another solid run at Sports Day, a strong 5th place finish in House Football and the Lower Shell laying waste to their opponents in House Tennis. As always, our sportsmanship and House pride were defining features in all our achievements.

Our evident status as the best House at Westminster is down to the incredible efforts of everyone in the House, especially Johan Orly, Maia Pereira and Manal Pandey who helped run and support the House this year. I would especially like to thank Doc, on behalf of the whole House, for her incredible enthusiasm, kindness, wisdom and love over her 12 years as Housemaster. Doc, we will miss you dearly and we wish you all the very best. See you around!

## Ashburnham

by Thomas Coleman

It's been a year of overcoming guidelines and rules for all Houses, but Ashburnham has managed to make the most of its strong house spirit. Everyone was really keen to get involved with the Painting Competition between Sixth Form and Remove. Unsurprisingly, and to the dismay of parents and cleaners, the paint flew, and we produced some beautiful blue paintings. Branded "really bad" by some, such a narrow view would fail to appreciate that these paintings reflect the warmth, creativity and togetherness which is at the heart of Ashburnham. As for further activities in the Upper School, there was an emphasis on bonding activities between the two years, which admittedly was difficult legally, but highlights such as the Ashburnham Night at the Movies made it a pleasure. In the end, we were successful in breaking down the initial awkwardness of sharing

the day room, and I can finally say that the Sixth Form are alright, I guess. Further down the school, the House has been equally active, with coffee and pastry mornings keeping everyone on the right side of sanity first thing, or pizza lunches being a failsafe for getting everyone back in the House when Yard (and civilisation) seemed a more tempting option. Overall, everyone was glad to be back, and it was a pleasure organising events and getting to know everyone in the process. Pastoral support across the years was of great importance, this year especially, with the creation of inter-year groups called House Families, where pupils could support and rely on each other. It was nothing but a pleasure to extend these House Families, and hopefully in the process contribute to creating an altogether stronger, closer House.

## Wren's

by Sam Clarkson

There were no burst bubbles this year in Wren's (at least metaphorically!), with loads of success in inter-House competitions. The crowning glory was winning House Football, led by fierce performances across all year groups, including just two of our Remove girls who kept the dream alive. Led by a few of our select Wrenites, House Badminton was the second sporting triumph of the year. During the doldrums of a long Play term, we also hosted a Tableaux Vivant competition within House; each year group had to stage a famous painting within their dayroom. The Lower Shell took the prize with their atmospheric version of Rembrandt's *The Anatomy Lesson of Dr. Nicolaes Tulp*, though who could forget the Fifth Form's emotional *Creation of Adam*, the Upper Shell's surreal reimagining of Frida Kahlo's self-portrait, the Sixth Form's academic

*School of Athens* and a Remove hanging from the mezzanine to represent the strange egg in the *Brera Madonna*. Whilst we regret the stampede caused in Yard by the Wren's Easter Egg Hunt at the end of the Lent term, and in fact cannot remember who exactly it was that won the egg and spoon race, it was certainly a lovely way to end a term that had begun in Lockdown. Election term was a bit calmer, what with exam year groups off on study leave and, well, two other year groups off isolating, but kudos to our Fifth Form for somehow managing to keep the ship afloat during the entire term! Ms Choraria has been a fantastic Housemaster, and although we are sad she is leaving, it's great to know that she will be nearby in Rigaud's. We want to thank her for making Wren's the warm, caring, fun House that it is!





## Dryden's

by Olivia Saunders

For another year, Dryden's has proven itself the better half of the corridor. Despite the trials of Covid, we did not lose our House spirit. Year bubbles may have divided our common room, but we soon adapted. The first term back at school featured some highlights, especially the House Nativity. The Lower Shell's enactment of The Annunciation deserved critical acclaim, and of course who could forget the Remove's Bethlehem scene, featuring our very own baby Jesus, Tarek Abu-Suud.

But our achievements were not limited to acting and once again we secured many House Football victories. Both the Lower Shell and Remove were victorious, earning Naryan yet another gold star.

But we were also to experience triumph in other areas of competition, with the Sixth Form claiming first place in House MUN, reflecting the incredible range of talent in the House. It is also fair to say that Dryden's was supreme in the House

concert, albeit confined to an online recording: the number and quality of contributions were incredible. We were generous enough to share this event with the less illustrious half of the corridor, and it proved to be a wonderful event. We were even lucky enough to capture some teacher performances, especially Mr Au and Ms French's duo.

The House Bake-Off was another event in which House spirit thrived. Sheri's incredible (and delicious) ping pong table cake claimed the top spot, closely followed by some other excellent contributions. Cake also made itself welcome at other occasions and Mrs Rawlins's birthday cupcakes have proven to be a delicious addition, closely followed in admiration by the very welcome arrival of biscuits in the common room.

Despite all the adversities of the pandemic it has been an excellent year for Dryden's and I wish Magnus the best of luck for the coming year.

## Hakluyt's

by Jonah Poulard

Over what has been an immensely difficult and unorthodox year, Hakluytians have continued to rise to the challenge and excel. Although the usual smorgasbord of House events has had to be curtailed, the few that have remained have been great successes. House Football in particular was a marked achievement. Well over 30 members of the House competed in each year's individual five-a-side tournaments. Highlights included the Fifth Form coming second in their tourney, and the Sixth Form girls beating out some tough competition to secure a massive first place. As such, we finished an intensely respectable fourth overall – one of the best results in recent memory. Greater successes were yet to come. In the singular house event of the Lent Term – General Knowledge, a motley crew consisting of Blake Morris, Ned Wills, Alexandre Guilloteau and I did the unfathomable. After an intense comeback win against CC in the quarters, we cruised by PP to reach the finals where we were pitted against last year's champions, GG. After a dominant 20 minutes of team quizzing over Zoom, we found ourselves as the victors of the competition's sophomore instalment. Hakluyt's, despite its unassuming appearance, has been a bastion of calm and community spirit throughout the madness of the past year, be it physically or virtually. From the innovation of the Fifth Form table tennis scene to the hustle and bustle of the Upper School day room immediately before Registration, to the rigorous discussions of the Shells, Hakluyt's truly is a place for one and all, and continues to nurture a culture emblematic of the very best qualities of Westminster.



## Milne's

by Oliver Li

Milne's has enjoyed another incredible year under the leadership of our revered Housemaster, Mr Smith. In September, he was joined by Mr Morgan, our new Assistant Housemaster, and our new Fifth Form Tutor, Ms Hewes. Combined, our House Tutors successfully steered us through the tumultuous times that COVID-19 produced, managing to keep our spirits high throughout the year.

Whilst the opportunities to show off our sporting prowess were limited to inter year House Football competitions, we succeeded in putting together a strong showing, overall finishing third. The Sixth Form girls excelled, finishing second in their category. I take solace in the knowledge that had the Towpath taken place, Milne's would have blown the other Houses out of the water, led by our talisman Toby Evans. I am certain that it would be a similar story in House Shooting, under the guidance of Inesh Sood and Rebekah

Edwin. On a more academic note, the General Knowledge team progressed to the quarter finals of the competition, putting in a couple of dominant results along the way before bowing out to a formidable Hakluyt's team.

The pupil leadership team, including Liesel Cobb, Inesh Sood and Sarah Itam, left no stone unturned in the pursuit of improvement. We hand over to Brian Kwok, Maia Davies, Ellen Pepper and Sofia Castro, leaving the House in safe hands.

Needless to say, the past year hasn't all been smooth sailing. Through the numerous tests that the pandemic threw at us, Milne's responded with an enduring sense of House spirit and community. We are immensely grateful to the staff and especially to Mr Smith, who have ensured that Milne's will continue to be a nurturing environment, no matter what challenges lie in the way.



# SALVETE



Rowena Hewes



Margaret Anthony



Hannah Vincent



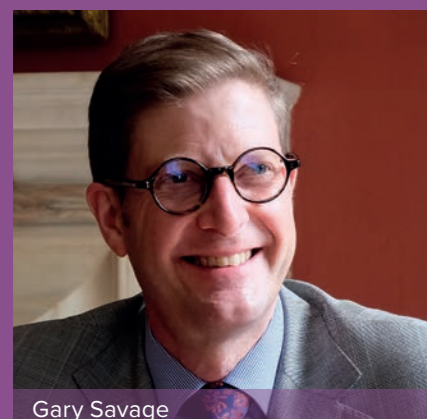
Marwan Mikdadi



Rachel Turner



Simon Bell



Gary Savage



Emma Blakemore



Richard Gowers



Ishai Jacob



Xin Dane



Michael Collier



Miranda Jones



Catalina Angel



Claire Mesmin



Leanne Northcott

## Gary Savage

Gary Savage read History at Sidney Sussex College, Cambridge, where he also completed a PhD on *The political culture and foreign policy of later eighteenth-century France*. Returning from Paris with better French and an emphatically European outlook, he began his teaching career at Eton, where he was Head of History and Master-in-College, Housemaster to the 70 King's Scholars. After 10 years in Berkshire, he came to Westminster as Under Master, a memorable and happy time (for him, at least!), which he hopes will stand him in good stead for his new role as Head Master. In the intervening decade, he was the Headmaster of Alleyn's School in Dulwich. A naturalised German citizen, Dr Savage spends the vacations in Berlin, walking his two terriers, reading, playing board games, and watching football and cricket, often in the very patient company of his wife, Natalie. They are both delighted to be back in SW1.

## Mike Collier

Mike Collier joins Westminster as Head of Electronics. He was Head of Technology at City of London Freeman's School for 16 years until 2015, before taking a year off to undertake an MPhil in Educational Leadership and School Improvement at Queen's College, Cambridge. In the four years it took him to find a suitably challenging teaching position, he filled his time with consultancy work in the engineering construction industry. Mike's interests include rebuilding classic motorbikes, touring the UK in his original VW campervan, surfing, snowboarding, golf, cricket, music and reading. He also holds an international skydiving license for free-fall parachuting (AFF).

## SALVETE

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### Emma Blakemore

Emma read Geography at the University of Birmingham and then studied for a PGCE at New College, Oxford. Her first teaching appointment was at St John's Senior School in Hertfordshire, where she was Head of Geography, before moving to South Hampstead High School and serving as Head of Year 10. She joins Westminster from Chicago, USA, where she taught at an International Baccalaureate school for four years. Something of a third-culture kid, her expatriate upbringing continues to define her and fuels her sense of adventure. Committed to exploring the world around her, Emma has dedicated her life both within the classroom and beyond to travelling to far-flung places, usually resulting in some poorly-edited (but enthusiastically-created) geography educational videos. Slightly obsessed with mountains (who doesn't love a pyramidal peak?), Emma is an avid downhill skier and kite skier, and loves to hike.

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### Miranda Jones

Miranda studied Biological Sciences at Oxford, and Conservation Science at Imperial College London. This led to a job with Kew Gardens in the Caribbean, collecting data, running a programme of conservation outreach, and writing her desert island discs. Hoping to improve her analytical skills, Miranda returned to university to build environmental niche and socio-economic models that would explore the impact of climate change on marine biodiversity during her PhD at the University of East Anglia, scaling models up to a global reach during postdoctoral positions at the University of British Columbia (Vancouver) and Cambridge. Having taken teenagers data collecting in the Honduran jungle, and tutored university students, Miranda decided to move into teaching. She trained at Rugby School, becoming a Deputy House Mistress. She uses her holidays to indulge her other passion, art.

### Rowena Hewes

After an art foundation course in London, Rowena studied Philosophy at King's College London, taking a particular interest in epistemology and political philosophy. She began learning Greek soon afterwards to read the works of Plato in the original, but enjoyed learning the language so much that she decided to become a Classics teacher, so she took up Latin as well. She later studied for an MA in Classics, focusing on ancient philosophy while developing her interests in Greek linguistics and history writing. After a brief veer into the wine trade, Rowena taught Classics and some Philosophy at Wellington College and South Hampstead High School.

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### Marwan Mikdadi

Marwan read Economics and Economic History at Queen's University, Belfast, where he stayed to do his Masters, before returning to complete his PGCE after a brief period in the world of accountancy at KPMG. He started teaching at the Royal Grammar School in Guildford. He then moved to St Paul's where he was Head of Economics and Politics. During this time, he was also principal examiner for A level Economics and coached the Colts B rugby team and the 3rd XI football team. Marwan moved to become Senior Deputy Head at Bancroft's School, before becoming Executive Principal of the Astrum Group, overseeing the merger of two sixth form colleges to form Kensington Park School, an 11-18 school. In his spare time, in addition to reading, travelling and dining in Michelin starred restaurants, Marwan has also written several economics books and worked on the training of Economics teachers.

### Richard Gowers

Richard comes from Cambridge, where his parents are professors of Maths and Classics. Accepting that he would never understand what either of them does, he took refuge in music and became a chorister in the King's College Choir. He spent a blissful gap year in Leipzig, officially studying organ and piano, but more accurately travelling and sampling local brews, before returning to King's to be Organ Scholar and read Music. He has since pursued a mixture of teaching, concerts and church music. With work wiped out by the pandemic, he largely spent the first lockdown feeding a feral cat, and is delighted to be using his time more constructively since joining Westminster.

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Richard joined Westminster School for this academic year (2020-21).

### Catalina Angel Madrid

Catalina joins Westminster as a Spanish language assistant. She studied Linguistics and Literature in her native Medellin, Colombia, and an MA in Linguistics in Malaga, Spain. Her main subject was Spanish teaching as a second language in Virtual Learning Environments. She has also worked in the language field as a private teacher and proofreader. When she is not in the classroom, she loves spending time at the gym and exploring London's wide variety of cuisines and restaurants.

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### Margaret Anthony

Margaret read Mathematics at Queen Mary University of London, and is currently studying there part-time for an MSc in Astrophysics. Before joining Westminster, she worked in schools, colleges, and universities in London, and in recent years as a senior examiner and author. In her spare time, she enjoys gardening and volunteers with her subject association and a river restoration society.

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Margaret joined Westminster School for this academic year (2020-21).

### Rachel Turner

Rachel studied Genetics with French at the University of Manchester, and spent her year abroad at the University of Geneva, researching snakes and skiing. This was followed by a Masters in Evolutionary Genetics at the University of Edinburgh. She returned to the University of Manchester for her PCGE, with two terms at the Manchester Grammar School before joining Westminster Biology department this September. When not in School, Rachel is a keen walker. She likes to spend weekends in the Lake District and Scotland and has hiked in the Alps, Venezuela and Nepal.

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Rachel joined Westminster School for this academic year (2020-21).

### Ishai Jacob

Ishai is currently working both as a teacher and a VR specialist. When not teaching, Ishai works on creating VR apps and experiences in the educational field and is currently working on an interactive social justice project on chocolate production and slavery. To find out more, and to get involved, visit [chocolateslaves.com](http://chocolateslaves.com)

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Ishai joined Westminster School for this academic year (2020-21).

### Claire Mesmin

Claire joins the French department as a language assistant. Born and raised near Paris, she comes from a family of musicians but unfortunately did not inherit the gift. She completed an undergraduate degree in English in France, before moving to Birmingham in 2018 to work as a French assistant in an all-girls' school. She is currently completing her Masters degree in Gender and Sexuality Studies at University College London, alongside her work at Westminster. In her spare time, Claire loves going to concerts (when there is no pandemic), watching Korean dramas, and reading about Feminism.

### Hannah Vincent

Hannah studied French and German at Durham, where she got to live in a real-life castle, which was cool. Her university career involved teaching English in Münster, Germany, and Brive-la-Gaillarde, France, and an extremely niche dissertation on Old French Arthurian texts. She did her PGCE at the University of Manchester, her hometown. In her free time, Hannah is an unenthusiastic runner and an enthusiastic cook (although sadly her cooking LSA was suspended thanks to Covid). In a past life, Hannah used to give tours of London if anyone is interested in a prime tourist experience!

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Hannah joined Westminster School for this academic year (2020-21).

### Simon Bell

Simon is a theatre educator and artist. He studied at the University of Bristol and has trained at École Jacques Lecoq, as well as intensive residencies with companies such as SITI, Gecko, Frantic Assembly, Dell'Arte International and Complicité. Simon has worked in the public and private sectors in the UK, and taught internationally for eight years. For the last two years, he has worked as a freelance consultant developing curriculum and pedagogy and workshop delivery at schools around the world. He has worked as a theatre education artist with hundreds of schools, providing teacher training and student workshops, artist in residence programs, and professional studios and has produced many theatre festivals bringing students from all corners of the globe together in the celebration of theatre.

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Simon joined Westminster School for this academic year (2020-21).

### Xin Dane

Xin was born near the Silk Road in China. After her language and business degree from a Chinese university, she worked with multinational corporations in business and as a language and cultural trainer. Xin decided to come to London to gain a Masters degree in Business, and London subsequently became her home. She qualified as a Chartered Interpreter and Translator and has undertaken high-level interpreting and translations for a variety of commercial, government and artistic organisations. In her little spare time, she has been learning about alternative therapies. Since having a young family of her own, Xin has become increasingly interested in using her skills in education, and has consequently joined Westminster School as a Chinese language assistant.

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### Leanne Northcott

Leanne joins Westminster as Matron in Liddell's and Hakluyt's. In the first phase of her career, she was an international Events Manager. She has always had a vocational calling for Education so left the industry to study Education (non-teaching) at the University of Brighton where she attained a BA (Hons), and has worked as an Education Advisor for families and schools. Since studying art in her sixth form, she has maintained links with the cultural hotbed of Florence, where she has enjoyed exploring her interest in Italian Renaissance art and history.

# VALETE



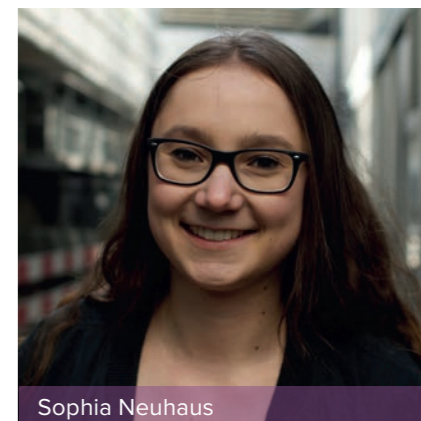
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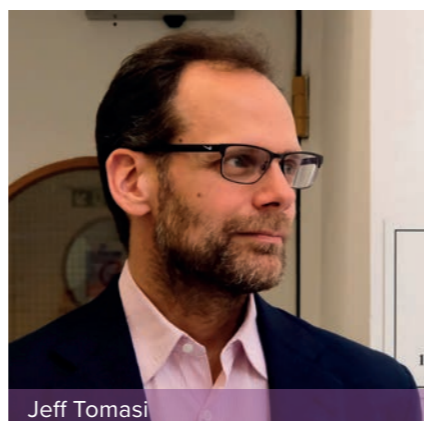
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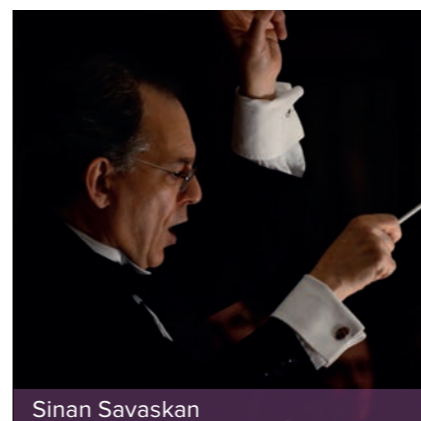
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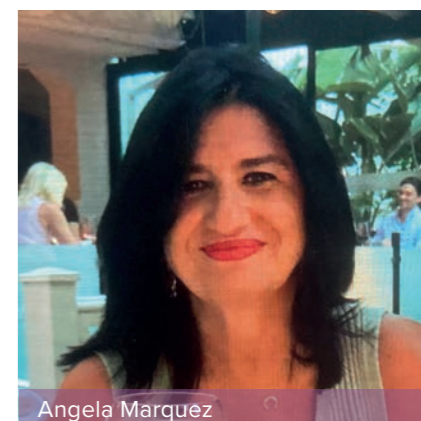
Jeff Tomasi



Sinan Savaskan



James Lillington



Angela Marquez



Nick Page



Hugh Aplin



Luke Lorimer

## VALETE

## Peter Sharp

by Charlie Ullathorne

One of this year's Physics leavers who arrived to us from Highgate – it should be stressed that the department there is not a “feeder” for Hooke – Peter Sharp came to Westminster to join his wife Fiona, a former head of Classics, in 2008. A geologist at university, he had to put up with the running joke in the department of not being a proper physicist. Nothing in fact could be further from the truth – it is a sad loss to the subject that this fine physicist is hanging up his Van de Graaff generator (for the time being I hope). Whilst he of course stepped up to be a valued member of the Senior Management Team, it has always been my contention that he is an outstanding classroom teacher first and foremost, motivating and inspiring the pupils with rigour and clarity. His idea of a “fun Christmas lesson” was to draw holly leaves around an Olympiad paper... the pupils, of course, lapped it up. His lessons weren't always without mishaps – ask him about the time he touched the wrong wire in a demonstration of transformers – but always had humour and a keen desire to delve deeply into the subject.

Water has been another passion of Peter's throughout his time here, and CD describes him as a “rock” and “the Wilson to my House” (?) when explaining how he has been the sensible sounding board to bounce crazy ideas off, down at the boat house. His sage advice has been greatly appreciated, and his unflappable approach to the admin of the Schools' Head of the River Race is “irreplaceable”, so CD insists he continues from a laptop on the Grand Union Canal.

His contribution to Expeditions has been significant. He was in charge of Upper School Expeditions for a time, and he was never happier than leading

a group of pupils on vertigo-inducing mountain hikes. One story has it that on a particularly cold and snowy winter walk up Great Gable in the Lakes, he informed the pupils in no uncertain terms that they shouldn't stop for lunch, that it was too inclement, and they should eat on the move. Turning round, he saw his co-leader (me) setting out the group shelter and unpacking his sandwiches. Some things mustn't be rushed! His Mountain Leadership and love of the fells has been passed onto the pupils, and I am sure there are many who would like to thank him for memorable trips to venues as geographically diverse as the Isle of Skye, the Dolomites and many in between. In particular he has been a stalwart and great supporter of the Lyke Wake Walk, embracing this curious tradition of an overnight 42-mile crossing of the North York Moors.

His two-year tenure as Deputy Head (Academic) coincided with the cancelling of Pre-U and a transition to online school not once, but twice – wretched luck indeed! However, he rode these imposters excellently with that familiar proactive, well-prepared demeanour, working as hard as anyone to get things moving throughout Westminster, for which we owe him a debt of gratitude. He understood the system – particularly the autonomy of departments that characterises Westminster – but added value where necessary. He leaves us to get back to his love of boats – in the words of one colleague, where  $N$  = the number of boats Peter already has, the number of boats he needs is  $N+1$ , so expect a fleet soon! – and he will be greatly missed by us all. We hope that his time away from the classroom is refreshing, but should he ever wish to return, the door will be firmly open, wherever the future may lead him.

## Jeff Tomasi

by Charlie Ullathorne

Jeff Tomasi arrived in December 2016 from Highgate School – another of this year's Physics leavers, along with Peter Sharp, who joined us from there – where, in the words of his HoD, “he really should be teaching at Westminster”. Teach here he did with great aplomb, putting his hugely intelligent mind to work in really stretching the Westminster pupils – so much so that it soon became a running joke in the department that if you needed to borrow some extension work for the Remove, look for one of Jeff's Fifth Form preps! He varied his timetable year on year depending on what we needed – a wonderful flexibility to have, and we are massively grateful. He found his niche with an optional after-school club called “Physics With Attitude” at which a collection of keen Sixth Formers were introduced to higher level subject matter. It was a regular occurrence to see a group of pupils leaving Hooke at 5.30pm on a Monday looking slightly shell-shocked, but nevertheless buzzing with what they had learned. To the pupils he was a “legend” and they loved that he was not afraid to go way beyond the syllabus. He contributed elsewhere in school too – with Water particularly and we all know what a commitment that is... especially when competing with your son's ergo time! His talk to the Environmental Society challenged preconceived narratives, and his photography skills – particularly astrophotography – were second to none, exemplified by some amazing shots he took in the States of the solar eclipse a few years ago. He will be sorely missed by his colleagues (especially if we do another department karaoke night...), not to mention the pupils, and his curious, critical, cerebral approach coupled with his demanding lessons will be a tough act to follow.

## Nick Page

by Clare Leech

It was in the kitchen of College Hall one afternoon in late August four years ago that I met Nick for the first time, as we were cajoled into baking and constructing a croquembouche as part of a “team bonding” exercise on the annual SMC strategy day. Our modest but quietly competitive pairing was nothing compared to the suspiciously dynamic duo of Rodney Harris and then-bursar Chris Silcock. As much as we both enjoy watching Bake-Off, the practice of baking, we soon realised, was not our forte. We did not win, but Nick's ability to get stuck in to whatever is thrown at him with positive energy, care and thought has been consistent in all areas of his work at Westminster since The Croquembouche Incident.

Nick wears many (weighty) hats at School: teacher of French, Russian and Spanish; Deputy Head Co-Curriculum; Director of Communications; ski trip organiser extraordinaire; and the SMC-anointed Master i/c of Accessories! Upon his arrival, Nick immediately began to give Jeremy a run for his money in the Paul Smith fashion stakes but soon met his match when James arrived a year later, and self-care, tailors, accessories and daily moisturisers soon featured as AOB on SMC business.

In all areas of school life, Nick has been a joy to work with: he is conscientious, diligent, thoughtful, creative, patient, reliable, professional and highly competent – the list goes on. In the sometimes-eccentric world of the modern languages department, Nick has provided steady hands, teaching all classes he has been given without complaint. He takes these qualities with him way beyond Dean's Yard – he's an excellent self-taught skier, horse rider and all-round sportsperson. The discipline you encounter in his professional life also runs into his personal life, as he commits to early morning PT sessions and weekly runs, and in the world of languages as he continues to teach himself new languages such as German.

A few of us have been fortunate enough to take trips with Nick and see him share his passion for languages, culture, theatre, travel and sport with the pupils. Never one to shy away from a competition, Nick featured as one of the winning “pupil” members of the 2019 Canada Cup ski slalom during the Canada ski trip. As the SMC lead for all things co-curricular, Nick has been an avid supporter of the programme, attending numerous fixtures, concerts, productions and festivals throughout the last four years. As well as managing and supporting the interests of all areas of the co-curricular school life, Nick has been on the front line in terms of attendance, for which I know his colleagues are hugely appreciative.

And so, with no CCF in the pipeline at Westminster and, despite all of Nick's best efforts, pupil (and staff) uniform standards remaining rosey, Nick has chosen to return to pastures old and get back on the Metropolitan line to Harrow. He will be sorely missed by SMC, the MFL department and all who have worked with him. The most common thread of thought about Nick is that he is a consummate professional with a kind heart and a wicked sense of humour. Nick, we wish you well, and hope you will return to see us in SW1 next year and beyond.

## Gavin Williams

by Tom Edlin, Teehan Page, Gabrielle Ward-Smith and Kevin Walsh

TPJE and GDW-S: What makes for an effective Chaplain in a school where a twice-termly Communion service – celebrated in the most beautiful late English perpendicular chapel in the country – may muster half a dozen pupils, to swell the ranks of a small choir and a smattering of the Common Room? This may seem like a negative note to begin on, but illuminating the challenges of the role Gavin has filled with such distinction for 19 years may offer some insight into his remarkable skill, and huge, often subtly hidden, achievement. As a school, we are not known for religious observance; our uniquely grand ecclesiastical setting and the rich liturgical trappings of school life have never defined us, and we have little time for the navel-gazing ritualism or smugly default superficial Anglicanism of certain public schools. It takes great insight, wisdom and sensitivity for any Westminster Chaplain to practise and interpret the lightness of touch and off-the-shoulder approach to Abbey services and the like – while understanding how much they mean, including to those who would never admit it. Etonian though he may be, from Shrewsbury though he may have arrived, is it at Westminster that Gavin has found his true home? His understanding that Westminster pupils' love of argument and willingness to question everything is not a sign of lack of principle but quite the reverse has made him a perfect fit, while his gentle and kind faith has always been a source of enormous inspiration.

Gavin's brilliant ability to combine sincerity with humour and principled integrity with open-minded compassion, has been at the heart of the affection in which he is held. His cracker jokes at the end of the Play Term, use of cult films to explore profound messages and invitations to the choir to interpret the connection between the two Lessons at Evensong have become an institution; so too have Chaplain's Breakfast, that hive of topical debate leavened with pastries,



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the Chaplain's Challenge at September Saturday (which makes more innovative use of clothes pegs than any novice could imagine), and *Stip. Hon.* (aka Cake Soc). Bringing people together with a natural warmth – and terrific company himself – Gavin has a remarkable ability to help others flourish and let them “do their thing”, which has made him an outstanding teacher of Philosophy, Theology, RS, and a wide range of Options and Cultural Perspectives, ranging across legal and ethical minefields. To his colleagues, Gavin has been a wonderful friend, spiritual guide and travel companion, as many memorable expeditions attest, and has inspired many of us in our wider reading and study.

He has also been our parish priest – conducting and assisting at baptisms, weddings, blessings, funerals and memorial services, preparing pupils and staff for confirmation, and, most of all, sustaining our community through times of trial and joy. Under his watch, the Chapel took on the multifaceted character best suited to a school whose real Chapel is the Abbey. With his enviable combination of freshness and permanence, his steady hand on the tiller and infectious enthusiasm for school life, none of us thought he might one day retire. He and Claire will be hugely missed, more than they will know.

Gavin inspires verse. And so, KAPW writes:

So, Chaplain, my Chaplain, the remaining breakfast pastry's been scoffed

The ultimate Order Sheet's been written, the final chapel chalice held aloft

From the pulpit you've plumbed philosophical depths via arthouse and Hollywood

Told tales of how a prawn found Cod in a way that only you could

The myriad examples of your learning and wisdom seem almost incongruous and bizarre

Alongside that memory of your punchy rendition of Back in the USSR

And so Chaplain, our Chaplain, your last Abbey speaker's been greeted

Now, having stood for so much that is good, it is your time to please be seated.

TDP offers Gavin a farewell Sonnet:

Centuries ago, the Eton Group met

And there, I first set eyes upon our priest,

The Atheneum's luncheon board was set,

And firm of jaw he set about the feast.

Possessed of wit, fine – tuned, he played his part

In banter, but no ill he ever spoke.

His balanced ways I held to be an art,

And knew from thence this clerk was a good bloke.

Thus, when in disarray I came to be,

Enscorced in Westminster to ply my trade, his simple love and care did set me free.

He helped me build a life, so here I've stayed.

At the last Trump when Chaplains gathered are

There'll be no doubt, you were the best – by far.

## Sinan Carter Savaskan

by Jonathan Katz

To put it mildly, there was once some scepticism in the school's Music department as to whether any teenager, other than some rare prodigy of nature like Mendelssohn or Mozart, could be expected to compose music of genuine interest or quality. That was before Sinan Carter Savaskan, who joined as a part-time teacher in September 1984, began to make his remarkable and inspiring impact on Westminster's musical culture as a musician, tutor and wise counsellor. Sinan's presence and influence over nearly four decades has been one of the truly essential continuities in that culture, for alongside a steadily more flourishing performance tradition we have seen and heard an extraordinary succession of young composers and musicology pupils cutting their teeth under his guidance and tuition. Of these, an astonishing number went on to achieve distinction, some while still at school, others in the wider world after school, with prizes in national and even international competitions, and in commissions for leading musical festivals and institutions. It is hard to imagine such a record even remotely matched or approached in any other school. Sinan's own distinction as a composer and lecturer has long been recognised far beyond Westminster; mention his name in the world of contemporary music and you will be likely to sense considerable respect for him and admiration of his depth and originality. Well before Sinan was awarded a doctorate at the University of York in 1994 on the strength of both his creative and his theoretical work, he had received numerous prestigious commissions, won many prizes and sat on competition judging and grant-awarding panels, not to mention his central contributions in developing new syllabuses and teaching priorities for secondary school academic studies in musicology. Of course, Westminster has benefited enormously from Sinan's expertise, dedication and pure energy. But this is only a part of what will be sorely missed now that he retires from the teaching and pastoral staff. He is

probably the longest-serving House tutor in the school's history, and with good reason; successive Masters of the Queen's Scholars have found him utterly dependable and an unfailingly fine example to the pupils. That hint of the mysterious and the cosmopolitan, the simultaneously dapper and discreet presence, the kindly, measured, carefully expressed advice he could impart, all made him a teacher and tutor many pupils would seek out. Somehow “going the extra mile”, an admired quality in any teacher, hardly applies in Sinan's case, because his endless patience never seemed to recognise limits of time or commitment – his hours were open-ended, apparently almost infinite. His legacy will be felt permanently now not only in music studies but also more generally in College and among countless former pupils now turned friends. Retirement also seems the wrong word; Sinan has formidable reserves of energy, and will continue to compose, create, write and advise, and we wish him, with Sarah and their children, many happy and productive decades set against the background music of so many wonderful Westminster years.

by Tim Garrard

Before my interview at Westminster in 2011, I expected a slight stuffiness, perhaps, from the Doctor of Philosophy and Head of Department for Academic Music, in post since 1984. I couldn't have been more wrong. Sinan was a friendly face on that day and has remained so ever since. And, despite all the multifaceted strings to his bow and the pulls on his time and energy, he has never failed to welcome colleagues into his classroom and has always been keenly and genuinely interested in whatever it is we have had to say.

Professionally, for the first eight years of my tenure as Director of Music, Sinan led the academic department and I never once had to worry unduly

about the fate of our examination-year pupils. He masterminded the coursework run-ins and dealt with all queries relating to August results days. And it was always fascinating to sit in departmental-report meetings and witness how expertly he was able to defuse any cross-examination from the then Director of Studies.

One of the most revealing ways of knowing the true impact of a colleague is to listen to what the pupils say about them. That Sinan is a legend in the eyes of so many generations of Westminsters speaks volumes. It is the rare combination of charm, humour and a suave, enigmatic character with matching academic brilliance that has been the cornerstone of Sinan's success. The young man who arrived in the 80s, with a unique and eminently trendy style and dress sense, has captured the imaginations of countless pupils by taking them on a voyage of musical discovery that they still recall to this day, no matter how many years have passed. Even in my relatively short ten years here, to think of the number of occasions on which pupils have come back from Oxbridge interviews to declare that the extract of analysis they were given was the same as had been practised with Sinan is extraordinary.

On a personal level, Sinan has understood what it has been like to bring up four young children, and it was such a lovely coincidence to get to know his wife, Sarah, who was our NCT teacher. When I reach retirement age, I aspire to be as happy in my family relationships as Sinan appears to be in his.

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## Hugh Aplin

by Geran Jones

David Summerscale established a reputation for talent-spotting in his appointments, and Hugh Aplin is amongst the best of these. Lured from university teaching, he established himself as a generous and inspirational guide to Russian language and culture. The rigours of living in the Soviet Union provided an excellent preparation for his first teaching room: its ceiling low and its windows inconveniently located, it was an academic TARDIS, with its broad intellectual vistas. His first GCSE class numbered 25, reflecting the sense of cognitive adventure of those who choose Russian, some spurred on by the Gorby-mania of the time. The mystique of the subject may have been amplified by the demise of the Soviet Union and the upheavals of the end of the Cold War, but Hugh's pupils were bitten by the bug of a challenging and phenomenally rich language. The move to Weston's allowed a more appropriate setting for the serious and the curious to discover and marvel at the brilliance of Russian literary figures and film directors. The fact that many pupils went on to graduate in Russian, take up university appointments or use their Russian in business, is a fitting tribute to the love of the subject which Hugh imbued.

As a published translator, he has established an international reputation for rigour and for privileging the warp and weft of the original over more lyrical, less faithful, interpretations. All good London bookshops will carry some of the "excellent translations" he mentioned to pupils, and he particularly enjoyed the gentle irony of finding that some of his translations had made their way to the central bookshop in St Petersburg.

As befits a top-notch linguist, he has an excellent eye for detail. Many pupils can thank him personally for correcting

errors on visa applications so that they could enjoy the gamut of Russian experience: tailored visits of Moscow and St Petersburg, partnerships with schools in St Petersburg, a two-week programme of language school, ballet, opera and jazz concerts with personal guided tours of many sites with expert commentary. These visits coincided with the army draft, and a number of boys owe Hugh a debt of gratitude for his timely intervention to stop them being whisked away for military service. In the Russian republic, nothing is what it seems; street maps and useful tourist information may be thin on the ground or non-existent, but Hugh keeps up an excellent knowledge of essential information not found in guide books: good restaurants, which shops stock tonic water (something of a challenge after sanctions), and the one bank in St Petersburg which exchanges British pounds.

Such is his excellence at organisation, planning and administration that Hugh was the obvious choice to take on the job of running public examinations, a job he did with aplomb for ten years, without an office or assistance. TJP much appreciated his encyclopaedic knowledge of arcane exam regulations.

As a colleague, he will be remembered as a team player and always supportive of the ML department. He is a competitive cruciverbalist and still wins more competitions than like-for-like entries with this writer. The mighty Reds he would invoke in class are not a reference to the Soviet military, but the successor teams to Shankly's red army, whose successes generations of pupils would be invited to appreciate. He will be sorely missed for his linguistic brilliance, his incisive wit and for being excellent company.

## Richard Kowenicki

by Simon Wurr

Richard arrived in 2008 as the fresh-faced new Head of Chemistry after a degree and PhD at Cambridge and two years teaching at Tonbridge. He instantly set about pushing the Chemistry department into the 21<sup>st</sup> century at a time when Rod Beavon's cherished blackboard was considered cutting edge. Before long, Richard had become (Dr) Kov, and the legend was born.

Kov instantly gained the respect of his colleagues, and his incredible powers of organisation, academic rigour and dedication to the department were matched by his cheeky sense of fun. One colleague recalls teaching a lesson with a cup of tea and a stack of biscuits. Kov came in to ask a question and it was only after he left that the colleague noticed that the biscuits had gone. "The sod has nicked my biscuits!" he said to the class. But he hadn't – he'd put them in his tea (the class knew) and it was only when he'd nearly finished that he discovered the sludgy monstrosity at the bottom. Whilst Head of Chemistry, Kov set up and ran a week-long enrichment course at school for state-educated sixth formers; this huge undertaking sums up Kov, and illustrates his desire to see opportunity extended to pupils from all backgrounds.

Kov was appointed Housemaster of Rigaud's in 2015, juggling the birth of his second son, a house move and a new job within a month, seemingly without breaking sweat. The pupils rapidly realised that Kov was not someone who could be caught out: on one occasion, they built a two-tiered fort out of mattresses in the corridor. It would have been very easy to blow a fuse, but a look was all that was needed for a rapid return to their dorms. One Housemasters' meeting, it was suggested that they all put up a poster covered in cartoon characters in their Houses. One colleague assured Kov that this poster was not going anywhere near their House, then found the poster stuck to his office door at morning break, and another pinned to his own front door that evening. This

irreverent side was always matched by a total command of the job and knowing the pupils inside out. A quote from a senior pupil says it all: "Kov is the *best* housemaster. If you have an issue, he's on it".

When he wasn't roughing it on the notoriously demanding Golf Expedition to Cornwall, he was an avid organiser and companion on numerous mountaineering expeditions to far-flung parts of the UK. His mantra of "take a tough tab" (whilst extending an open, empty palm) was always swiftly followed by a smile and warm words of reassurance. A lifelong supporter of Leicester City, some colleagues joked that he was ideally suited to running the U14B football team, though it was he who had the last laugh with LCFC's Premier League victory in 2015-16, hosting a staff party up Rigaud's while dressed head to toe in LCFC kit.

He revels in physical challenges. Who else could, off little training, compete in and excel at the Marathon des Sables (a 6-day ultramarathon of 150 miles in the Sahara)? Or run 2h 31 in the London Marathon, placing 65th out of 40,000, despite injuring his knee five weeks before? His modesty is such that I doubt many pupils were even aware of these feats. He arrived at Westminster sporting baggy football shorts and football socks but leaves as an elite performer, head-to-toe in performance clothing and lycra shorts. Cross Country Station won't be the same.

Kov leaves Westminster to become Deputy Head Academic at Shrewsbury. I have no doubt he will excel at his new challenge and I hope his exalted position won't restrict his cheeky sense of fun. In short, everyone who has met Kov knows how incredible he is. He is a completely dedicated colleague, respected by staff and pupils in equal measure, although he finds it seemingly impossible to exert this influence over his younger son, Alistair. We shall miss him and his family enormously!

## James Lillington

by Ed Coward

It is with tremendous sadness but huge pride that I write this farewell to Dr Lillington.

I remember James' interview vividly: he explained his DPhil before breaking into conversational Dutch with Patrick Derham. A half-hour tour of the school later and he was offered the job on the spot. This was an early marker of how exceptional James is, as a teacher and as a person. He very quickly became part of the Hooke furniture and an indispensable member of the Chemistry department – to say we'll miss him is to only scratch the surface.

James is an outstanding academic but no one-trick pony. He was a postdoctoral research fellow at the Institute of Structural and Molecular Biology and taught undergraduate Biochemistry, supervised doctoral researchers, and conducted protein crystallography. When we asked him to teach Lower Shell Physics in his first term, he took it on with typical upbeat positivity. Few demonstrate such a can-do attitude, generosity of spirit, and efficiency.

He is the sort of teacher that a pupil remembers long into their future. His kind, empathetic approach is reinforced by thoughtful, reflective pedagogy and hard graft. His filing is a mess and, being left-handed, he routinely wipes material off the board unintentionally, but he is a supremely creative teacher, having his classes grind eggshells to analyse their composition or extracting iodine from seaweed. This makes his lessons an absolute joy to observe, and a nightmare to cover.

What sets James apart is that all of this is done with such humility and good humour. He wears his formidable learning lightly and is always reflecting and adapting. He took on School Direct teacher training here and unsurprisingly was graded as Outstanding. He has run the medicine UCAS programme, helped with Civic Engagement, been College Resident Tutor, and Head of Upper

Shell. He's run the Duke of Edinburgh Award and countless other trips, excursions and expeditions, and attended CPD on everything from boarding standards to beekeeping.

It has been a joy to get to know James and his wife, Nienke. They are such wonderfully wholesome people, living London life to the full and making the most of all the opportunities that school holidays present. Instead of city breaks, James and Nienke go backpacking across Madagascar or wild camping in Sweden with just some military MREs, a tent and a sense of humour. There's no doubt that they will make excellent parents. Introduced to us as Toby-Wan Kenobi in honour of his May 4<sup>th</sup> birthday, Tobias has a life of nerdy adventure ahead of him guided by the fittest, kindest duo I know. James' move to the Cayman Islands smacks of his adventurous mindset, and I know that they will relish the new challenges. Doubtless though, his thoughts will turn to a drizzly Dean's Yard as he sips a piña colada on a Caribbean beach.

I teased James for being a renegade – the first Chemist in my decade here to leave before retirement – but I hope he will return to SW1 before too long. I cannot thank him enough for his support, generosity, friendship and collegiality. It is difficult to state just how much he makes life easier and how much more convivial Hooke is for his presence in it; he would be so very welcome back on its corridors in the future.

For now though, I can only thank him for everything that he's done for us and wish him and his family the very best of luck and bon voyage!

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## Luke Lorimer

by Iain Butler

It is often noted that the Westminster Mathematics department seems to swell with new recruits every year. This was never truer than in September 2013, when Luke Lorimer joined us as one member of a particularly numerous influx, alongside Tom Cousins – since left for Goldman Sachs – Rob Wagner, and me.

Luke was raised in Sherborne, read Maths at Cambridge, and taught at Fortismere before Westminster. He usually succeeds in disguising his Somerset upbringing, but we all enjoy it when the odd word of West Country slips out in a department meeting.

Luke is an excellent mathematician, naturally, and he relishes experimenting with different approaches to teaching the upper reaches of the courses. He loves meticulously preparing worksheets for his pupils on some advanced topic and then typesetting them in Comic Sans, just to rile the rest of us, I think. He also gives a lot of his time to help pupils individually before school or at lunchtime. The aggregate effect is a very significant contribution to the department's academic results. He holds his pupils and himself to high standards: I would often feel pleased with myself for getting in early on a Monday, ready to tackle the week ahead, only to discover Luke already diligently plodding through an impossibly large pile of marking ("Have you done the Lorimer yet? It took me four hours!"). Under Luke's stewardship, the Mathematics Society has grown and flourished from a rather sleepy affair into a veritable mob of keen mathematicians, commanding large audiences for problem-solving sessions and talks by pupils and an illustrious roster of external speakers. The society owes a great deal to his gentle oversight: he is adroit at helping pupils to sequence their ideas and rein in their ambitions to an appropriate level for a half-hour talk.

Luke was a popular and versatile Resident Tutor in Rigaud's, taking original House outings such as storytelling at the British Museum. On the sports pitch, he has coached the U16B Football team and the 3rd XI. He is also a very skilled badminton player himself. Luke famously scored an absolute screamer in the Staff vs Leavers Football match of 2016, which Kov still describes as the "best goal I've seen in my time here".

It is a good thing that the profession will retain Luke: we were very lucky to call him a colleague. We wish him all the best at Kingswood School in Bath.

## Sophia Neuhaus

by Oliver Hopwood

Sophia Neuhaus joined the German department in April 2020 and had the unenviable task of integrating into school life just as school as we knew it had disintegrated into the first national lockdown. But this was no barrier for Sophia – who hails from the north of Bavaria and brought with her not just her beautiful German but a Masters in Translation from Warwick – for her natural warmth and affinity with pupils was quickly appreciated by all of our Germanists. Over this year, she has added tremendous value to our work and learning as a department, and will be fondly missed by teachers and learners alike. She has supported our Removes with their personal research topics, covering themes as diverse as art on the Berlin wall and modern German sociolects. We are delighted that her experience with us was sufficiently positive for us to be successful in convincing her that a rewarding career in teaching can and should await her: Sophia is moving on to Kings College London for her PGCE qualification. She is an asset to the profession and to the study of languages and cultures. We wish her all the very best indeed and bid her a warm farewell.

## Angela Marquez

by Sander Berg and Andy Mylne

Angela joined Westminster in 1992. It was a different era: John Major was Prime Minister, David Summerscale stood at the helm of Westminster School and Spain, which had joined the EU six years previously, was up and coming. That year, Barça won the European Cup, Seville organised Expo '92 and Barcelona hosted the Olympics. The school was a rougher, stuffy and traditional place back then, and quite forbidding. I can just picture a wide-eyed Angela airdropped on Planet Pijo (Spanish for posh); it must have been an utterly alien world.

Angela came to Westminster with her husband Simon (OW), and they lived in Barton Street before moving to a school property in Putney. One of my favourite stories from those early days – one of the few that will make it to print at least – is when she had just given birth and a colleague asked her: "Now Angie darling, how is the nipper?" She thought it was rather odd to be asked about the state of her nipples, but she decided that it was probably some eccentric English thing, so she replied: "A little sore, but thanks for asking". Such linguistic confusion was not limited to English either. The Head of Spanish at the time, Graham, who had learned his Spanish in Venezuela, once complimented her on her outfit, or thought he did, and said, "Me gustan tus bragas", which either means "I dig your dungarees" or "nice knickers"!

For almost three decades, Angela helped our pupils improve their spoken Spanish, although at times she would give in to the demands of her cheeky monkeys and show them some Almodóvar or Bigas Luna film instead. To her amusement, the pupils would sometimes copy her Andalusian accent, dropping their esses, even though she thought she had been speaking the King's Spanish.

When Simon moved to pastures new, Angela decided to stay. She became buddies with the French assistant Virginie, her daughters joined the school, and she finally got to work with some other Hispanics, which cheered her up no end. The arrangement of the lessons changed too, and she saw pupils individually during lunch or after school. This turned her into a hugely popular and much-loved figure. One of her pupils says, "Angela is the funniest, nicest and best teacher at Westminster – *¡y punto!* I adored our one-on-one sessions (which I viciously fought off other pupils to get) where we would discuss *las noticias del mundo hispanohablante* [news from the Spanish-speaking world] as well as *las noticias de nuestra vida personal* [news from our private lives]. Having the privilege of seeing her every week made my experience at Westminster so much better – if you ever needed to feel good, hearing Angela say "*¡Hola guapa!*" would do the job. *Te quiero Angela!*"

The circumstances of her departure were very sad and sudden. We had all hoped she would brighten up our lives with some southern sunshine for a while longer. We will miss her terribly, her infectious laugh, her sparkling eyes, her wicked sense of humour and her huge, huge heart. The department is left with an Angela-shaped hole that will be impossible to fill. *¡Te queremos tanto, cariña!*

## Helen McGoldrick

by Richard Kowenicki

In a school where the focus always appears to be on academic results, Helen's relationship with the pupils was always the perfect counter balance. Long before mental health was rightly at the forefront of our agenda, Rigaud's Matron knew that the young people, and sometimes the old people, in the House needed caring for, and she has done such a magnificent job. Since she joined Rigaud's in 2005, she has cared for well over 200 pupils and it is no coincidence that whenever Old Rigaudites return to the School, the first person they seek out is their beloved Matron.

Matthew Holland (OW) puts it best when he writes: "it was always very obvious that Matron cared very deeply about the happiness and wellbeing of each member of the house, and it was an immensely comforting feeling knowing that she was there as I grew up. I could approach her with dilemmas about girls, boys, pillow cases, periodic tables or pizza and would always receive an attentive reception and a candid response, free from judgement. After the toughest of days, the sound of Matron walking down the stairs singing "if I knew you were coming I'd have baked a cake" never once failed to make me smile, the only disappointment being that we had to wait for birthdays before our fix of said legendary cake – I am certain it will only be a matter of time before we see her crowned on Bake Off. A highlight amongst many memories must be the hours spent with her in the flat dancing energetically to a newly acquired Zumba DVD, interspersed with bouts of hysterical laughter and quizzical looks from the cat. Matron created an atmosphere of happiness and fun in the house, where Fifth Form and Remove, tutors and housekeepers could laugh, learn and smile together, and it remains to this day the happiest place I have ever lived."

The current crop of pupils in Rigaud's describe how she warms every room that she comes into, especially with her stories of former pupils and her own school days. She also leaves a big hole in the Matron community and they are not quite sure what they are going to do without her. One thing that is certain is that Helen has earned a peaceful retirement. She returns now to a cottage near family in her native Ireland, and we wish her the upmost happiness in her retirement. Thank you Helen and, of course, Ipsu Razu!



# One World Week

by Jasper McBride-Owusu (LL) and Liberty Osborne (QS)

Last autumn, with Little Dean's Yard aptly decked out in international bunting, the whole school embarked on the second annual One World Week: a week of exploration and reflection on different customs, traditions and cultural identities across the globe.



# Hispanic Society

by Laetie Hosie (DD)

Last Election term saw the relaunch of Hispanic Society, embraced by pupils from all years despite the challenges posed by online school. It has been great to see so many get involved in the society, which aims to introduce us to aspects of Spanish and Latin American culture – art, history, geography or gastronomy – which are not covered by the curriculum. The first few talks showcased the wide-ranging interests of Remove pupils, from the style and wit of Chilean author Isabel Allende, to the discoveries and theories of Santiago Ramón y Cajal, the “father of neuroscience” and first Spaniard to win a Nobel Prize for medicine. Since then, Sixth Formers Nicolo Rossi (GG) and Ella Pfeffer (WW) kickstarted the Play term with a captivating and engaging account of the Spanish response to COVID-19, whilst Theo Mackenzie (RR) and Arjun Sahota (RR) gave an eye-opening talk on abortion in South America. A highlight would have to be Theo and Sofia Medeiros de Lima Castro (MM)'s presentation on the history of salsa, during which they treated their audience to cake and music. At time of writing, we still have Harry Day (QS) and Elina Pau (DD)'s talk on *What it means to be Spanish* to look forward to. All in all, it has been a very successful year for Hispanic Society, and we hope it will continue to grow and flourish.

From tutorials that encouraged pupils to share their personal experiences and heritages, to international movie nights showing everything from *La Haine* to *Shoplifters*, Covid regulations did not get in the way, with monitors running activities for every year group and each House hosting their own events.

The spirit of One World Week came to life in the plethora of society talks held throughout the week that celebrated cultural diversity. With titles ranging from *A History of Japanese Swords* to *Estranged Brothers: on Judaeo-Islamic Intersections Throughout the Years*, pupils explored culture through a variety of lenses, looking both at different customs and traditions, and the possibilities when they interact.

Another highlight was the inaugural *Voce* magazine, a project which reflected on diversity, pluralism and the meeting of cultures through creative-writing and the written word. The magazine, edited by Joyce Chen (GG) and Joe Bell (QS), collated short stories, poems and translations that had been written by pupils of all ages during One World Week. Inspired by personal experiences of cultural identity, the pieces served to celebrate, defy, and entertain, often all at once.

Whether it was attending a talk on the effects of languages on perspectives, watching *Princess Mononoke*, reading a touching poem, or tucking into a roast Bratwurst, the diversity of events held during One World Week reflects the multifaceted and complex role that culture holds in society and our school.





# Law Society

by Eli Peng (MM) and Rita Cherchian (LL)

Law Soc has had a buzzing year, having hosted a huge range fascinating events, talks and competitions – all thanks to our brilliant budding legal minds at Westminster!

Talks have been diverse and topical, providing a legal insight on issues pertaining to protest rights, US Constitutional Law, the Napoleonic Code, Magna Carta, and the Coronavirus Act and its worrying implications for civil liberties in the UK. Topics have kept up with current socio-political discourse, including the BLM movement, RBG's legacy as a Supreme Court judge, and women's rights, and been grounded in thorough legal scholarship. Both educational and entertaining, our speakers at Law Society have simply been amazing!

Excitingly, Mock Trial has been revived this year for the Sixth Form, allowing pupils to participate in preparation for a mock criminal trial, mirroring the proceedings of a crown court. The team has seen pupils stepping up to challenging roles, requiring levels of sharp legal research often unfamiliar and new to their school experiences. Their hard work will culminate in a competition against Shrewsbury School in the Election term, seeing the Sixth Form demonstrate their skills before a high-profile barrister and battle to defend justice. We wish them all the best for the upcoming trials!



# Politics Society

by Ethan Saw (LL)

Politics Society has continued to thrive as a platform for discourse on the most pressing global topics of the day.

Bringing in new members from across the Sixth Form, we have constructed a community set on challenging their preconceived political views through various talks, lectures, and debate.

We began the academic year with a two-part talk delivered by Nicolas Rackow (PP) on the 2020 US Presidential Election, where he analysed the American political climate both prior to and after the nation-rattling election results were announced. Complementing the theme of American politics was Daniel Ciesla (GG)'s talk on how Trump-era foreign policy has influenced diplomatic relations between the US and Europe. Bringing the discussion across the Atlantic, talks

given by Elias Laurent (WW) reviewing the role of Keir Starmer in Labour's route back into government, and Katie Stamp (HH) examining political upheaval in Poland and Hungary within the context of the European Union, shone light on the pressing political issues of modern Europe.

From Aditya Raj (QS)'s talk on Singapore's economic rise to Anya Saund (LL)'s talk about liberal democracy, comparative politics took the forefront of many of our discussions. Locked onto the internet for much of the Lent term, we heard how the internet often acts as a political tool in Titus Parker (HH)'s talk on Urbit, a platform that seeks to "reinvent" internet servers by creating new structures of self-regulation and authority on the web.

To sum up a year of invigorating talks, we hosted Brian Wong, the Editor-in-Chief of the Oxford Political Review, to give a lecture on the importance of debate as a tool for political reconciliation. We have also recently published a PolSoc magazine which features articles written by pupils from various schools. Some may say that political power comes from "the barrel of a gun", but I believe that real political change comes not from violence, but the discussions we have on a grassroots level. I hope that next year, PolSoc will continue to promote discourse of this kind, on the issues most significant in our time.



ACADEMIC



# Islamic Society

by Sinan Aramaz (LL)

The Islamic Society has proceeded strongly into 2021, providing enriching pastoral and intellectual contributions to life at Westminster. Despite a change of scenery due to Covid restrictions, weekly Friday prayers have continued to provide the school's Muslim community with a place to congregate, catch up and share their faith (albeit while masked and social distancing). Moreover, an outdoor setting has allowed for the co-operation of year group bubbles in prayer: we always welcome any more Muslim pupils who might be interested in joining or even leading these services. On the topic of talks, the Islamic Society delivered the talk *Estranged brothers: on Judaeo-Islamic intersections throughout the years*, in solidarity with the Jewish Society during One World Week: a great success in turnout and engagement with the broader school community despite the small size of the Islamic and Jewish communities at Westminster.

We look forward to organising further society talks and collaborations and encourage Muslim and non-Muslim pupils alike who are interested in engaging with the Islamic religion and culture to get involved.

# Pop Culture Society

by Purav Menon (CC)  
and George Weston (AHH)



One of Westminster's newest societies, Pop Culture Society was founded in January 2020 to bring people together to discuss all elements of pop culture!

Having passionately discussed the latest films, television shows and graphic novels with peers in our breaks, we sought the kind help of Dr McCombie and Mr Walton to set up a society to explore these complicated topics at length. Pop Culture Society gained more and more traction in the later months of 2020, ably adapting to the difficult times of online school, with a diverse range of talks including racism in the *Adventures of Tintin*, and a biography of Frank Miller.

This has been Pop Culture Society's first full academic year as an official society. Hoping to rejuvenate and build on the society's success last academic year, we kicked off in September with a joint talk on Chadwick Boseman's legacy and inspiring nature following his tragic death. Shortly afterwards, Oliver Beeby (GG) gave a critical,

commercial, and creative analysis of Disney's live action remakes, filling up Sutcliffe's Room 54 to the brim! Later in the Play Term, the society was proud to contribute to One World Week, with two talks from Niccolo Bargioni (AHH) and Ethan Kang (QS) on Italian cinema and South Korean cinema respectively. Our most recent talk, given by Mariam Abdelhadi (AHH), focused on the media's mistreatment of Britney Spears and the singer's ongoing conservatorship.

Going forward, Pop Culture Society has even bigger aspirations. Election Term 2021 promises to be action-packed, with upcoming talks on military propaganda in film, an analysis of *Cats* (2019), and queer representation in cinema. In addition, we are aiming to launch a magazine, and we welcome article submissions up to 2000 words!

ACADEMIC

# American Politics Society

by Andrew Alam-Nist (PP)

American Politics Society has had a remarkable year, discussing the tumult and suspense which has characterised the last year in America's political system.

We began the year dramatically with Helen Chau (PP) discussing the Black Lives Matter movement and ideas about defunding the police. The society was often defined by the presidential election, and its broader ramifications for the United States and the world. Nic Rackow (PP) gave two talks, one on Biden's electoral prospects and the other on the aftermath of Trump's loss. Purav Menon (QS) argued that the Lincoln project was a scam which deserves little attention for its role within the election. Maia Davies (MM) spoke about an issue which she cares about deeply: voter turnout and rights in the US political system, and how structural and voter dissatisfaction within the US contribute to considerably lower voter turnout than would be preferable.

Following the election, several talks were given considering Trump's presidency and his political term. Martin Alfonsin Larsen (RR) spoke about how, from impartial data devoid of partisan leanings, Donald Trump's presidency was a failure. Meanwhile, Ilya Misyura (AHH), in a broadly divergent viewpoint, argued the opposite, illustrating a few important ways in which Trump's Covid response may have been somewhat successful. Following these two talks, I gave a talk about the January 6 insurrection, discussing the realities of holding Trump accountable for his role. Discussing longer-term trends, Daniel Ciesla (GG) talked about the trajectory of America's relationship with the EU. Meanwhile, Ned Wills (HH) discussed Biden's stimulus plan, discussing both its details and the political reality of passing it.

American Politics Society has thus had a diverse and thrilling year, continuing to highlight and build upon the global importance of the internal workings of America's political system.



# Philosophy society

by David Robertson (BB)

Perhaps the only society where you walk out knowing less than when you went in, Philosophy Society has had a wonderfully productive year. We owe this largely to a welcome influx of enthusiastic Sixth Form pupils, who have always been willing to deliver original and well-prepared talks. We would like to thank Andrew Alam-Nist (PP), Flora Prideaux (LL) and Elizabeth Heywood (GG) for their contributions and high standard of presentation, which have kept our customers coming back for more. Designing posters for our talks has been a hugely enjoyable process, and I would gesture to any interested designers the unique diversity of subjects offered by the position in this society. Alongside our talks this year, Philosophy Society has hosted an evening screening of Abbas Kiarostami's *The Taste of Cherry* (1999) for One World Week, and recently launched a pupil magazine. Turner Ruggi (GG) and I are thrilled at this last development, for which we are again indebted to the ambition of our pupil community and the willingness of our supervisors Mr Woodrooffe and Mr Bailey. At this point, we pass the torch; it is with the warmest welcome that we invite our next generation of pupils to read, think, listen and embrace the joys of the Philosophy Society.

# Jewish Society

by Toby Levy (AHH)

The Jewish Society has flourished this year with several talks attracting keen and engaged audiences.

This was very pleasing given the small Jewish population at the school and coronavirus restrictions allowing only Sixth Form pupils to attend in person. The Jewish Society aims to create a space for Jews and non-Jews alike to offer their thoughts on Jewish history, culture, and religion. The highlight of the year was a talk from Toby Levy (AHH) and Sinan Aramaz (LL) titled *Estranged brothers: on Judaeo-Islamic intersections throughout the years*. This talk, hosted in partnership with the Islamic Society and part of One World Week, aimed to demonstrate similarities between, and the shared history of, Judaism and Islam and was a great success. Other talks given were *An Introduction to Jewish culture, traditions and food* and *The history of antisemitism in the UK*. We are looking forward to more talks in the coming year and being able to open up to other year groups.



ACADEMIC

# Economics Society

by Jasper McBride-Owusu (LL) and Francesca Shi (PP)



This year's committee hosted its first meeting in June 2020, embracing the word "webinar", and kicking off the year with a panel discussion on *Should lockdown be lifted today?* Almost a year on, the arguments put forward on both sides, ranging from economic to philosophical, remain relevant.

Returning to school, we welcomed talks on topics such as *Animal spirits: how emotions shape the economy* and *Why welfare is undervalued in economics*. The lines of debate between Classical and Keynesian economic theories underpinned many of these discussions: how could rational actors really allow a meltdown on the scale of 2007-8 to unfold before their eyes? A talk giving a historical perspective

on some of the major global economic forces in the late 20<sup>th</sup> and early 21<sup>st</sup> century provided the arena for these diverging opinions. A Sixth Form Economics Committee was set up in the Lent Term, starting off with a talk on Britain's stagnating productivity in recent years, analysing its causes and exploring possible solutions through the lens of previous international case studies and labour market economic theories.

Our speakers also explored current economic issues from around the world. Following the rising prominence of antitrust lawsuits against the US tech giants, another talk provided a cost/benefit analysis of breaking up Facebook's monopoly. Wirecard, the

German payment processor whose scandals astonished the financial world last year, was the subject of an excellent talk which provided an insight into the company's story and failure.

It has been a monumental year for economics: money has rolled off the proverbial printers at breakneck speed, blowing out of the water any new talk of austerity in the short term.

Meanwhile, wealth inequality has reached new astronomical highs. The huge variety of talks given this year show how much economics impacts our daily lives, and the society looks forward to delving further into the exciting world of economics next year!

# Pride Society

by Flora Prideaux (LL)

This year, Pride Soc celebrated LGBTQ+ History Month in full force, with the launch of a new magazine and several talks showcasing queer people and queer history, a great achievement for LGBTQ+ culture and the Society. Since Pride Soc's inauguration in 2015, attendance has rocketed, with nearly 100 pupils and staff attending some of this year's talks. This is an amazing achievement for the society, and we hope to build on it next year. The History Month Magazine focussed on a historical and cultural celebration of LGBTQ+ people's achievements and struggles, with a fascinating collection of articles ranging from *The origins of Drag* (Patra Urairat (RR)), to Ancient Greece (Veronica Corielli (QS) and Claire Zhao (LL)), Alan Turing (Josh Crouzier (PP)) and a poetry collection by Melinda Zhu (LL). Looking towards Pride Month, we hope to showcase representation with multiple talks and external speakers.

**This year has been an amazing exploration of the diverse culture and community at Westminster; we can't wait for next year!**

# Huxley Society

by Anthony Wang (RR) and Rupert Yeung (QS)

## Huxley Society took a Great Leap Forward into the digital age this academic year.

From our first day in office last April, the Huxley committee was tasked with grasping the frustrating difficulties of online talks on Zoom, and finding people brave enough to give presentations to a screen of switched-off cameras, so you can probably imagine our relief when we found out we were returning to physical school for the Play Term.

Using Zoom to protect the integrity of our year group bubbles, and presenting to a room disappointingly devoid of snacks, Ben Weiss (GG) gave the first Huxley talk of the year on *Cuttlefish Camouflage Mechanisms*. As the term progressed, attendance at talks increased, and we gained many followers on Instagram (@westminster\_huxley). We were especially delighted to see so many Sixth Formers both giving and attending talks this year.

Despite our return to school after Christmas being delayed by You-Know-What, Huxley continued to provide

Westminster's budding scientists with presentations on fascinating topics. Perhaps unsurprisingly, this year's talks have been dominated by COVID-19, with highlights including Inesh Sood (MM) on *A Timeline of COVID-19*, Kalista Lam (GG) on *Was the emergency approval of the COVID-19 vaccine worth the risk?*, and Nicole Chiu (MM) and Maia Davies (MM) on COVID-19 in North Korea. We were fortunate enough to be joined by some external speakers this year, albeit virtually. Of particular interest was the Tizard Lecture, given by Dr Anna Ploszajski on *The Science of Swimming the Channel*.

The final act of this year's Huxley committee was the Golden Microscope quiz, with prizes including a golden microscope, and, new for this year, a silver flask kindly donated by Mr Coward. We hope that we have successfully brought interesting science content to everybody at Westminster this year. Thanks, as always, to Mr Ullathorne for making all this possible.

ACADEMIC





# Upper Shell Model United Nations

by Aryan Daga (HH) and Kaden Pradhan (WW)

Over the past year, the world of international diplomacy has experienced momentous upheaval, from the plight of Hong Kong and the flareup in hostilities between Israel and Palestine to the coup d'état in Myanmar and, of course, the pandemic. MUN provides a fascinating glimpse into that complex world, through the emulation of the discourse of the United Nations.

The Upper Shell MUN Society met weekly this year to discuss these issues, and establish consensus on them. The debates were engaging and diverse, with some opting to chair and others taking the floor as delegates representing various countries.

As well as year-round debates, in the Play Term, we held an Inter-House Competition involving almost 30 delegates. The event was both compelling and enjoyable, with delegates furthering their cases through speeches, POIs (Points of Information), and lobbying. We chaired alongside Aditya Gupta (AAH), and, at the end of it all (after a quick pizza break!) Milne's emerged triumphant, with Sandro Levi (MM) as best delegate. A fantastic experience for all involved!

With the Upper Shell looking to unwind after the GCSE assessments, we organised a few sessions via Zoom, inviting existing and incoming pupils of all skill levels to get a taste of MUN at Westminster. They were great fun, and a nice way of getting to know our new classmates.

Thanks to all those who attended, who, in the face of the pandemic, made Upper Shell MUN this year such a success, and special thanks also to Ms Franco, Mr Hardwick, and Ms Timpson for all that they did to make this happen! We look forward to the coming year, and, hopefully, many more in-person conferences. We absolutely encourage you to get involved!



# Art History Society & Gastronomic Art Society

by Mia Beechey (WW)

On 18 June 2021, Ms Goodman and Mr Walton gathered the Art History clan for a grand farewell, and the inauguration of the Gastronomic Art Society. Lured with the promise of pizza, we met for the last time in Yard, bedsheets in hand, to recreate Leonardo da Vinci's *Last Supper*.

The *tableau vivant* had a distinctly 2021 feel to it. Each Art Historian conveyed one of Leonardo's varied emotional expressions behind a facemask. One of my personal favourites is Alexander Gardiner (GG)'s depiction of Jesus, clad in a black Adidas face mask. After much curation, moving one arm an inch to the left and one leg slightly forward, Ms Goodman and Mr Walton gave their seal of approval to our recreation.

In true Walton fashion, we were rewarded with perhaps the best pizza in London, from a sufficiently Neapolitan restaurant. Pizza was devoured, Italy was fantasised about, and funny anecdotes shared. We hope that the Gastronomic Art Society will be revived with full force next year, with far more wonderful artworks to recreate.

Much like Jesus' twelve disciples, our intimate class surrounded our Art History messiahs for the last time, and we shared in bread, but, alas, no wine...



# A year unlike any other in Music

by Tim Garrard

Music making has been hit extraordinarily hard by the pandemic.

There has been much debate and research into the Covid safety of playing wind and brass instruments and singing. Schools have been encouraged to continue to sing and play, within strict guidelines around social distancing, maximum capacities, ventilation, the dynamic of the music, and the duration of the activity, which affected many of our activities this year.

Our 2020 leavers were denied their final term of performances but, despite the ongoing difficulties, many have embraced musical opportunities at university. Benedict Randall Shaw, Jadd Virji, Jonathan Watts and Maryam Zaidi all joined the Choir of Trinity College, Cambridge, and an excerpt of their Duruflé *Requiem* was included in a

Lent Term Abbey, while Louis Negri joined the Choir of The Queen's College, Oxford. Jonathan Watts was invited by the Nightingale Fellowship to compose a grace to commemorate the bicentennial of Florence Nightingale's birth. The postponed service took place in the Abbey on Wednesday 12 May 2021, and the Westminster Abbey Special Choir performed Jonathan's Grace in the presence of the Dean and Chapter of Westminster and the Rt Revd and Rt Hon Sarah Mulally, Bishop of London. Jonathan was also the winner of our choral composition competition, and his *Let all the world in every corner sing* will be performed by the Chamber Choir upon our full return to the Abbey.

Onto this year's leavers, four of our organists, Shawn Li (Peterhouse, Cambridge), Vivian Lui (Magdalene, Cambridge), Himeno Niimi (St John's, Oxford) and Anthony Wang (University, Oxford, though Anthony is studying Medicine in London), were offered university organ awards. Zaki Hutchings received an offer to study Electronic Music at the Guildhall School of Music and Drama, while Alexander Austin (King's, Cambridge), Hugo Brady (St John's, Cambridge, though Hugo accepted a scholarship to RCM London), Joyce Chen (Merton, Oxford, though Joyce chose to study in the USA), Maia Pereira (Merton, Oxford), and Izzie Romeo (Queens', Cambridge) were all successful at their Oxbridge choral award trials, and Emily Fraser is to become the first female choral scholar in New College's 640-year history!

In Play 2020, after five months away, we were beyond excited to return in person. The lack of space in the MMC and the size of the basement rooms made it necessary for lessons to be taught remotely, with pupils logging on at school and visiting music teachers teaching from home. We gradually reintroduced face-to-face lessons, and most visiting music teachers were able to come in and teach in person at various points. We hosted the ABRSM examiners, which helped with the huge backlog of pupils who were due to take exams last year, and the new Performance Grades allowed pupils and their teachers to work towards grades and recordings at their own pace, ably assisted by Rowan Lovell (Music Technician) and Richard Hammond-Hall (School Accompanist).

It was moving and joyful to return to the Abbey for twice-weekly services, and Chamber groups and instrumental soloists (including a bagpiper!) gave performances. Despite singing out of the congregation's sight and with line-of-sight issues, it was wonderful to continue the tradition of singing in Abbey. We were not able to sing accompanied by the Harrison &



THE ARTS

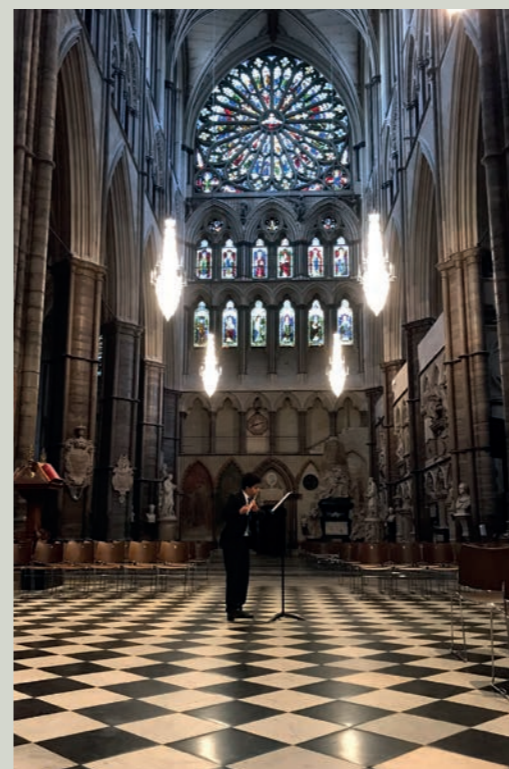
Harrison Organ, though school organist Ben Bloor sometimes wheeled out the chamber organ. He coped admirably, and we are thrilled that he was chosen to compete in the final of the prestigious St Alban's International Organ Competition. In eager anticipation of our orchestral concert at St John's Smith Square in October, we were overjoyed to rehearse the Symphony and Lower School Orchestras. We had to rehearse sections separately, but it was wonderful to play through Dvořák's *Symphony No.9 From the New World* and listen to the Symphony Orchestra for the first time in so long. The Lower School Orchestra managed to rehearse together, albeit with very peculiar seating arrangements, and it was a joy to listen to a full orchestra, performing excerpts from Tchaikovsky's *Swan Lake* and *Nutcracker* suites. After academic assessments, Upper Shell and Remove musicians took part in weekly electives. Remove pupils performed concerto movements at St John's Smith Square with a professional orchestra. Joseph Sun, Rei Yamahara and Johan Orly performed Beethoven's *Triple Concerto in C* for Piano, Violin and Cello, whilst Anthony Wang and Julian Ion performed movements from Mozart's *Flute Concerto in G* and Vivaldi's *Lute Concerto in D* respectively.

In many ways we had to create a larger co-curricular offering than before, to cater for our pupils within smaller groups: approximately 30 ensembles rehearsed each week. Chamber groups, choirs, jazz ensembles and string orchestras rehearsed at lunchtime or after school. These featured in the Play Term Ensembles Concert recording, the Christmas Festival, the Summer Concert and the Vocal Concert. During lockdown three groups (the One Voice Choir, Jazz and Orchestra) were open to all pupils and staff. met weekly, and the orchestra performed Quincy Jones' *Soul Bossa Nova* with a cameo appearance from the Head Master! Lockdown also saw the birth of the Music Appreciation Society, with people talking through their musical

work of choice. We hosted webinars, welcoming Daniel Hyde, Ben Nicholas, Alex Ho (OW), Charlotte Tomlinson, Sian Edwards, John Holmes and James Welburn to speak on topics ranging from gender equality to ABRSM Performance Grades. Piano Forums worked extremely successfully throughout the year in both virtual and physical form, and our conducting teacher, Toby Purser, gave his pupils the opportunity to make their conducting debuts with the Sixth Form string orchestra. We also organised a webinar for the Music Teachers' Association. Michael Heighway, Head of Academic Music, hosted the event at which John Butt (Gardiner Professor of Music, Glasgow University) and Robert Quinney (Organist and Tutorial Fellow in Music,

New College Oxford) unlocked some of the treasure troves to be found within the Edexcel GCSE anthology.

**We have all felt the life-affirming and healing power of the performing arts in this difficult time, coming together online for Abbey, Latin Prayers, and assemblies, with recorded contributions from pupils, as well as concerts and performances throughout the year. We look forward to a time when we can make music together again!**



# Teaching Music online

by Simon Weale

**“Why not just... switch it on?”**

How well I remember Tim Garrard's words, spoken to me a few days into the first lockdown of March 2020. I, like many others, was a reluctant newcomer to online teaching; in fact, I had to be dragged, kicking and screaming into this world... So many of us had seen portfolio careers, built up over decades, vanish overnight, and, the last thing that we wanted was to be teaching our beloved pupils in this way.

The first few weeks of online teaching proved to be most challenging, and, despite the fantastic support given to us by the Westminster IT team, we all felt like novices. I would single out poor internet connections as well as unsuitable (and unstable!) camera positioning as major contributory factors. Singing teachers and teachers of instruments that required piano accompaniment seemed to have the toughest time. This group of teachers relied on the ability to accompany pupils in real time, but, due to the nature of the platforms that we were using, this proved to be impossible: Teams and Zoom were not designed for the interactive world of music making! In addition, poor sound quality meant that it was impossible to touch on important areas such as intonation and subtlety of timbre.

We soon realised that, to survive, we had to think outside of the box. In terms of broadband strength, many of us used the strategy of asking a pupil to switch on a metronome in the lesson. This device, with its regular beat, could detect a poor connection (like a canary sniffing out gas in a coal mine of bygone days). How well we remember the frozen screens... the pitiful dissolution of the beat... and then, seconds later, the reappearance of the metronome, like machine gun fire! Other very useful strategies included asking pupils to make recordings of their playing in advance and then asking them to send these to us before the next lesson. This was so helpful because it ensured a good sound quality as well as encouraging a much

more self-critical attitude within the pupils themselves.

Perhaps the greatest shift came when the pupils had their lessons at school whilst teachers taught online at home. All the major issues of broadband strength and camera positioning vanished almost overnight due to all the careful preparation from the IT team, to whom we are all so grateful. This mode of operation has continued up until the Election term of 2021 together with some return to face-to-face teaching in the bigger rooms.

We have all been in the eye of a storm, but perhaps also in the midst of an exciting revolution. It is my feeling that a hybrid system will come into being and that technology will come to our aid in the creation of teaching platforms specifically designed for musicians.

**Tim was right. “Just switch it on,” he said. I'm so glad that I did.**



# Music Leavers

## Charlotte Higgs

(Alexander Technique Teacher since 2019)

Charlotte joined us in 2019 as our first teacher of Alexander Technique. Sadly, she only managed two terms before the pandemic denied her the opportunity to teach in-house. Despite this, Charlotte has coped admirably, teaching Alexander Technique remotely via Zoom. In fact, the parents of some of her pupils have been so impressed with her remote delivery that they have requested lessons themselves! We wish Charlotte all the very best as she embarks upon a career in the Metropolitan Police as a detective.

## Richard Hammond-Hall

(School Accompanist since 2018)

Back in the summer of 2018, when we advertised for the position of School Accompanist, I couldn't have imagined a better fit than Richard Hammond-Hall.

We needed someone who could play any repertoire, no matter how challenging. Despite my best attempts to derail as a page turner, within a week or so of Richard's arrival, Harvey Parker ensured that Richard passed that test with flying colours, navigating him through the challenging world of twentieth century flute sonatas.

We needed someone who could withstand the annual onslaught of music events, from House and soloist concerts, Music Society recitals and WMOTY masterclasses, to ABRSM exams and examination performance coursework. What became apparent extremely quickly was Richard's level of organisational brilliance, and he has always managed to navigate a path in a most professional and unflappable way, to ensure that each and every performance has been given the full treatment.

We needed someone who could care for our piano fleet and ensure that instruments were regularly tuned and maintained. Richard's administrative prowess has ensured that these matters have always been in hand.

Whilst this might seem an obvious requirement from a school, we needed someone who could put the needs of our pupils first. Richard has been an oasis of calm and serenity in his dealings with pupils, allowing them to perform to the best of their ability on any given occasion.

We needed someone with real compassion and emotional intelligence. The deep respect Richard's colleagues have for him, and the high esteem in which he is held, are in no small way due to the emotional support he has always given us all. Richard's kindness, generosity and selflessness know no bounds; he has always asked how we are and offered to help in any way that he can. This, we will never forget.

Our loss is Surbiton High's gain, and the music staff there are very lucky to be welcoming Richard as Head of Instrumental Studies.

## Richard Halliday

(Teacher of Tuba/Euphonium since 2011 and Head of Brass since 2014)

Dickie Halliday left Westminster at the end of the Play Term 2020. When he first interviewed for the Head of Brass position in 2014, it was abundantly clear from Dickie's passion, enthusiasm and vision that he was the right candidate to succeed the previous post holder, Peter Cameron. He took brass playing here by the scruff of the neck. And he shook it continuously until his departure at Christmas.

Dickie made fine appointments in Paul Sharp (who has since succeeded Dickie

as Head of Brass) and Jon Stokes, and he made all members of staff feel part of the team. He curated an annual Focus On Brass Day, and it has been a real joy to welcome such esteemed professionals to the department, all of whom hold Dickie in the highest regard. Dickie worked professionally and enthusiastically with our friends and colleagues in neighbouring schools and institutions. At the Guards' Chapel, he organised a terrific Brass Recital which was enjoyed by an extremely appreciative audience made up of lots of school children, many of whom I am sure left inspired to pick up a brass instrument.

Dickie established a set of regular brass ensembles and regular opportunities for them to perform. The brass quintet, dectet and ensemble became firmly established groups. In 2019, he recorded *In Sono Tubae*, of which we are immensely proud. The elite standard of the brass quintet is there for all to hear but this is a recording with inclusivity at its heart. As such, the tracks featuring the brass ensemble are equally uplifting, and the fact that the disc also includes a natural trumpet quartet, horn quartet, and trombone quartet is superb.

Dickie ensured that the level of instrumental music making at each Big Commem or Carol Service was excellent, and never at the expense of the pupils; if a pupil could play a part, he always prioritised them over a professional. Performances at Ensembles and Chamber concerts were always of high quality and extremely professional, a mark of Dickie's high standards, coaching ability, and organisational skills, and I was always impressed with his players' attendance record.

Dickie never shied away from my door. Where he felt there to be injustice, he let me know, and I wouldn't have had it any other way. When describing Dickie to

parents of prospective brass-playing applicants, I would always describe him as a force of nature, always banging the brass department's drum. This is the job of the Head of Brass, and one that he did with great skill and determination.

We wish Dickie and family all the very best in their new life up North.

## Angela Bamping

(Music Administrator since 2011)

In Edwardian London, in 1910, George Banks returns home to 17 Cherry Tree Lane, to learn that Katie Nanna has left her post. Taking it upon himself to hire a new nanny, Mr Banks advertises for a no-nonsense professional. His children, Jane and Michael, present their own advertisement for a kinder nanny, but Mr Banks rips up the letter. He throws the scraps in the fireplace, but a strong wind draws the fragments up through the chimney and into the air. Jane and Michael then witness a nanny descending from the sky using her umbrella. Presenting herself to Mr Banks, Mary Poppins calmly produces the children's restored advertisement and agrees with its requests but promises the astonished banker she will be firm with his children. Mary Poppins hires herself, and she convinces Mr Banks it was originally his idea. She meets the children and helps them magically tidy their nursery by snapping her fingers. One day, the wind changes, meaning Mary Poppins must leave. With her work done, Mary Poppins flies away, umbrella in hand.

One hundred years later, in the Second Elizabethan Age, in 2011, Tim Garrard arrives at 9 Tufton Street to learn that the Music Secretary has left her post. Taking it upon himself to hire a Music Administrator, Mr Garrard advertises for a no-nonsense professional. The HR Department present their own advertisement, but he rips up the letter.

He throws the scraps in the fireplace, but a strong wind draws the fragments up through the chimney and into the air. Presenting herself to Mr Garrard, Angela Bamping calmly produces the restored advertisement and agrees with its requests but promises the astonished Director of Music she will be thorough in meeting the job specification. Angela Bamping hires herself, and she convinces Mr Garrard it was originally his idea. She meets the Music staff and helps them magically transform their lives by snapping her fingers. One day, the wind changes, meaning Angela Bamping must leave. With her work done, Angela Bamping flies away, umbrella in hand.

Many of us don't know what the Manoukian was like in a pre-Bamping era. For me personally, Angela's departure is of particular significance in that she and I began our Westminster journey together. She really did hire herself! We had some very credible applicants, but Angela's was the final interview (I think), and it was the point at which she started interviewing me that I realised there was only one plausible outcome.

How Angela has managed to continue at the same pace for ten years is beyond me. She takes enormous pride in her work and leaves no stone unturned. It has always been a joy to see the camaraderie she has created within the Music admin team, and the unwavering support she has given to her colleagues. This is, in fact, where Angela truly comes into her own, with this extraordinary blend of super efficiency and resilience on the one hand, whilst, on the other, finding the mental and emotional space to support those around her.

The pupils have a deep respect and admiration for everything that she has done for them. Whilst the role is computer-based, Angela has made it her business to know the pupils and

get amongst them. One of the best examples of this has been on tours, where pupils have really been able to get to know her properly. In Poland, when I had to catch a pupil mid-anthem to stop him fainting, it was in hindsight no surprise that Angela dashed to the podium to ensure that the show would go on. Back on home turf, when goal posts have moved due to changes of venue, clashes with other activities, key pupil absences etc, she has always gone the extra mile in seeking solutions for the pupils' sake. These things they don't forget.

House Masters, Matrons, senior managers, prep school colleagues, tour companies, ticket booking companies, ABRSM contacts, prospective music award holders and their parents, concert venues, Westminster Choral Society, and many, many more have been the beneficiaries of Angela's professional brilliance.

Last but not least, though, is the way that she has helped us, transforming our lives here in Music. We are a family of sorts, and families live with love, laughter, loss, and everything in between. Angela has held our collective hand for a decade, and it's the emotional support that she has shown us all that has made the biggest impact. She's been there to congratulate colleagues when they've got married, given birth, and celebrated major milestones. She's picked us up when we've been seriously ill, reached a particularly low ebb, and lost loved ones.

So, we say goodbye to Mary Poppins, our matriarch. Thank you, Angela, for everything.

# The Show Must Go On: Westminster Drama perseveres

by Nicolas Rackow (PP)

With a pandemic spreading and theatres around the world shutting their doors, it would have been easy for Drama at Westminster to take a year off. However, with characteristic resolve (and in the case of one production, a revolve), the doors of the MFH were flung open to any and all pupils who wanted to take part.

It was clear from the start of the year that Covid wasn't going to hold school productions back. A record number of pupils signed up for the Sixth Form Drama Festival and *Night At The Movies 3* was split into two separate productions on alternating nights to accommodate everyone. Rehearsals were intense, with almost the entire year heading down Tufton Street on Friday afternoons to practice the dancing. However, since at that point it was practically the only legal way we could spend time together indoors, we persevered, and the result was two fantastic collections of scenes from films ranging from *Snow White and the Seven Dwarves* to *The Godfather*. The

lack of a physical audience in the theatre with us was no problem, instead using a professional camera crew to record and livestream the whole show. Not only did this mean that even more members of the school community than usual were able to enjoy the festival but also (much to some Sixth Formers' dismay) that our dance routine to *Night Fever* is immortalised on the internet.

Following this resounding success, just a few weeks later the Sixth Form were back rehearsing in the MFH, this time working on *The Identity Project*. Over an hour of drama written and directed entirely by pupils was once again

filmed and uploaded online for the whole school to watch. The process of creating a full-length show from scratch was daunting but, fuelled by Pret's Christmas drinks, we worked together in small groups and helped each other improve. The experience was incredibly rewarding. Not only was the final show both touching and funny, but we also learned a lot about directing and the behind-the-scenes work that goes into every performance.

Keeping up the momentum from the Play Term, the Lent Term saw auditions for *The Government Inspector*. Rehearsing Gogol's hilarious satire of Imperial Russia was a delightful

distraction from increasing Covid cases, even if lines were occasionally muffled by masks at first. With restrictions changing and everything uncertain, we're not yet sure how the play will be performed and to whom. However, not at all disheartened, rehearsals continue apace, and a spectacular set and collection of costumes is coming together, ready for a performance whenever we're allowed to.

The way we rehearse has had to change and the practicalities of performing have had to adapt (often at very short notice) but Drama continued to be, especially for the Sixth Form, a unique

and powerful way of getting to know each other. The pandemic allowed Westminster drama to explore new ideas and share productions in new ways.

As a result, whatever happens next year, there'll be many of us excited to take part in whatever is on offer... provided we won't have to dance to the Bee Gees again...!



# New horizons in Drama

by Rania Jumaily

## ANIMAL FARM

A small but mighty band of five Fifth Form actors took on the classic text *Animal farm* by George Orwell this Play term, as their Lower School Activity. We created our own adaptation of the play, focusing on the four pigs and the narrator, imagining the piece as the stylised dream of a football player who is out with a broken leg. The story came to life replete with crutches and pigs' noses, football tops and lots of chalk! The audience were sat in segregated seating, according to which animal they had written on the front of their facemasks, and a great time was had by all.

A fitting show for the end of our first Covid term in school.



## NEW VIEWS

Five first time playwrights in the Sixth Form have spent this year taking part in New Views, the National Theatre's annual playwriting competition for young people. We met each week and the pupils began the task of writing a 30-minute-long play, that somehow speaks to the time we are living in. The plays dealt with diversity in politics, memory, the art of storytelling, sexual assault and the possible future of livestreaming. They had a workshop with professional playwright Dawn King, who read our first drafts and provided one on one feedback. By the end of the Easter holidays, we had five final drafts, which were sent off to the National to be read and judged. We had fantastic results: three of our plays were chosen for the longlist and two of these were then Highly Commended. It was the first time Westminster has taken part and we look forward to doing it again next year!

## EMILIA

We began the Election term with auditions for *Emilia*, a play by Morgan Lloyd Malcolm, commissioned for the Globe Theatre in 2018. The play is inspired by the life of the 17<sup>th</sup> century poet and feminist Emilia Bassano, as well as her speculated role as William Shakespeare's "Dark Lady." We cast ten Sixth Form girls to be part of the ensemble, which included three Emilias, at each stage of her life, as specified by the writer. This is the first time there has ever been an all-female production at Westminster and rehearsals were fantastic fun, taking place primarily outside in Ashburnham Gardens, where the performance was to take place. Unfortunately, we did not make it to performance, but we hope to remount the show in September when we can finally share this incredible story with an audience.

# Elizabethan festival

by Ardavan Pesendorfer (BB)

This week saw the Fifth Form exploring Shakespeare, taking part in workshops ranging from race and racism in *Othello* to comedy in the *Merry Wives of Windsor*. The main goal of the week was to put the ideas of Shakespeare's iconic plays into a modern context. 2020 has been a big year for the Black Lives Matter movement and other movements so it was important to bring this to Elizabethan Week in the context of Shakespeare. The workshops aimed to see how we could adapt the ideas of his renowned plays. So how we could break the racial stereotypes made in *Othello*, or the toxic masculinity in *Macbeth*? Hugh Quarshie, a British-Ghanaian actor who played Iago in a 2015 version of *Othello*, said that he thought having only a black actor play *Othello* is problematic because it encourages the racial stereotype that Shakespeare creates. The next major issue explored in many of the workshops was gender equality. So how in *The Taming of the Shrew*, Kate is forced into marrying Petruchio. This of course was typical of the Elizabethan era and an issue that is still going on today in some cases. Ultimately, Elizabethan Week has tried to contextualise and confront the issues of Shakespeare's plays.



# NIGHT AT THE MOVIES 3

by Amia Guha (RR)



2020's Sixth Form drama festival was perhaps the most exciting yet, with the background of Covid taking the show virtual, and culminating in a fantastic hybrid of digital elements and the classic stage of the MFH.

Turnout was greater than ever for Night at the Movies, with over two thirds of the Sixth Form participating. This was both an ice breaker and an opportunity meet people from other classes. We put on a huge variety of scenes, ranging from the solemn courtroom of *Twelve Angry Men* to the bubbly and blonde Elle Woods and her pink entourage. There was even *The Hobbit*, very physically dynamic, with Aman Arya (RR) hunched on all fours squealing in perhaps too-convincing a portrayal of Gollum.

The scenes were livestreamed, allowing for close-up camera shots. One scene that worked particularly well with this was *The Joker*, beginning with a sweeping shot of Theo Mackenzie (RR) running down through the audience waving and laughing to sit with his talk show host, Cem Muminoglu (RR). The two audiences – virtual and physical – were used to bring the talk show to life, as our broadcast mirrored Murray's own, all captured brilliantly

on film. We used a revolving stage in *Silence of the Lambs*, where Hannibal Lecter, played by Dill Zhang (BB), can slowly be seen from all angles in his prison cell. The build-up of tension worked in line with Rosie Cotton (LL)'s increasingly intense interviewing to a growingly impatient Lecter. Another iconic scene was *The Godfather*, a shift in tone to a still, blue-lit scene with the classic opening *Love Theme* tinkling in. Nicolo Rossi (GG) came in trembling and stooped, playing the Italian immigrant Bonasera begging for revenge for the assault of his daughter from Favour Oluwanusin (WW) as Don Corleone, sat composed by a desk with a controlling hold. They were both able to use this juxtaposition and play off each other skilfully.

Most fun of all was the ensemble dancing. The stage extended out of the MFH and into flash mobs to *Another Day of Sun* from *La La Land* on Yard and Green, with our natural set of Parliament and the Abbey in the

background. The other dance was *Saturday Night Fever*, with two charismatic John Travoltas to start off the number and welcome us all to the party. It was probably our favourite and is now commonly played on speakers in Yard.

The week of the performances was intensive, with performances to both a real-life audience and doing virtual screenings with camera crew, but the product was worth it. The scenes were all uniquely interesting with talented actors and actresses and the dancing, if not professional, was whole-hearted. Instead of being brought down by Covid, the Sixth Form and Drama department took the opportunity to make a new, exciting production, a reminder that art is needed more than ever in our lockdown situation. Since you can't go out to the movies, we brought them to you. In spirit of Westminster and the theatre – the show must go on!

# The year in Art

by Jim Allchin

Once again, the bedroom studio became home to our artists, although not before a return to a new normal in the Play term. The Art department organised bespoke materials for each of their classes to avoid cross-contamination and each pupil was given their very own apron.

Colin Wagg, our technician for 32 years, took an educated guess that another lockdown might come our way, so ordered essential materials for the Fifth Form through to Remove in early November, and speedily packed them into A4 zippy files for each pupil to take home...we are glad he did! This meant that during the Lent term, pupils could work from home during their Zoom lessons and continue to be creative within the realms of their very own bedroom studios. Exam classes could have been adversely affected had it not been for the quick thinking of our Under Master and Simon Lynch, head of site services, and most importantly the excellent efforts of porters Michael and Wolf who drove round London for two days delivering over 40 sketchbooks to eagerly awaiting pupils. During lockdown, pupils quickly set up their own studio spaces, one of which was Bryony Strickland (BB), whose reflections on the experience are shared later on.

Returning at the end of the Lent term could not have come sooner, our quiet studios quickly became creative hubs once again and although the department's gallery was being used as an extra studio this year, due to displaced year group bubbles, the new work that filled the walls and developed up until the middle of the Election term was tremendous to see. Pupils who were confined to working at A4 were suddenly working on canvases the size of doors!

Although we were unable to hold a formal exhibition this year, work from the Upper Shell and Remove lined the walls during the final four weeks of the year, hanging handsomely alongside our working studios. From Philo Earle (RR)'s beautifully rendered pencil drawings of his dad, which seemed to watch your every move on the stairwell, to the immersive landscape paintings of Bryony Strickland (BB), the diversity found in the work of our pupils never ceases to inspire. Albert Zhou (RR), this year's Funaki Prize winner, whose exploration of sculpture was cut short during the lockdown, epitomises the spirit and intelligence of how to adapt. Instead, Albert learnt how to use Delicod and Blender, and mapped his own body movements and created 3D animations of his computerised geometric self, running through a newly designed world.

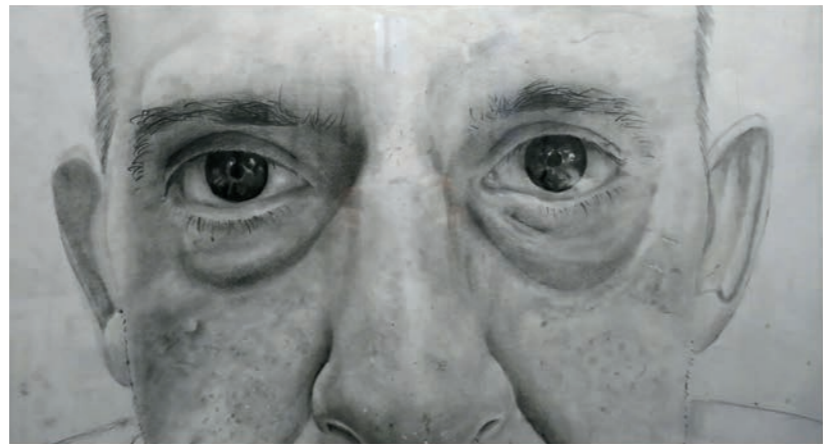
Elisa Alaluusua returned to the department to start her 21st year at Westminster, having spent her year-long sabbatical documenting her parents' reindeer farm in Finland. We look forward to an exhibition of her work next year, alongside pupil-led exhibitions, visiting artists and, of course, our first summer show for three years in June 2022. We look forward to welcoming you all then.







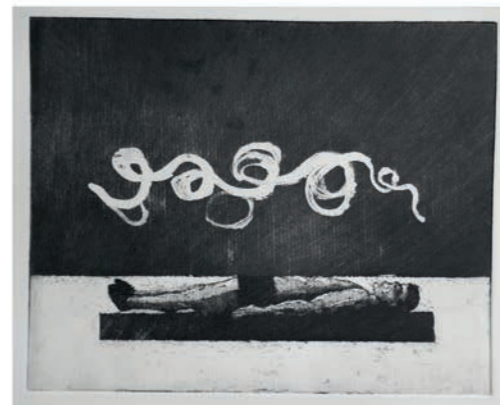
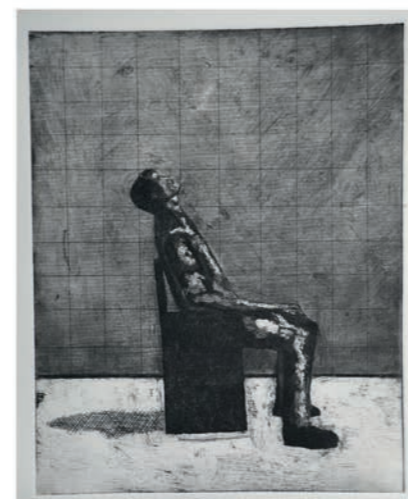
Alex Gardiner



Philo Earle



Aditya Sukumaran



Caspar Griffin



Luca Van der Lubbe



Sam Moorhouse



Hamish Kennedy



Adrien Pajot



Kelvin Wong



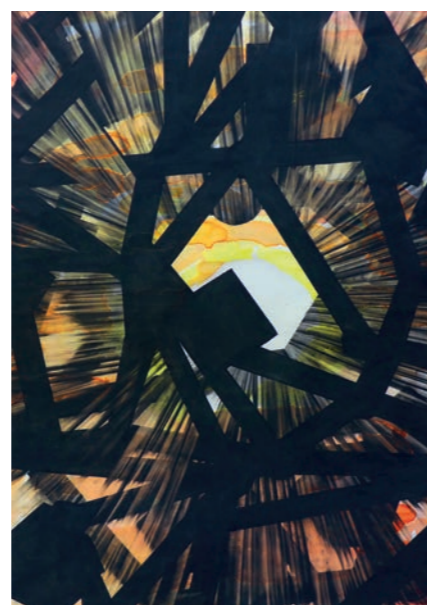
Jemima Chen



Leonardo Iovino



Bryony Strickland



Hamish Kennedy



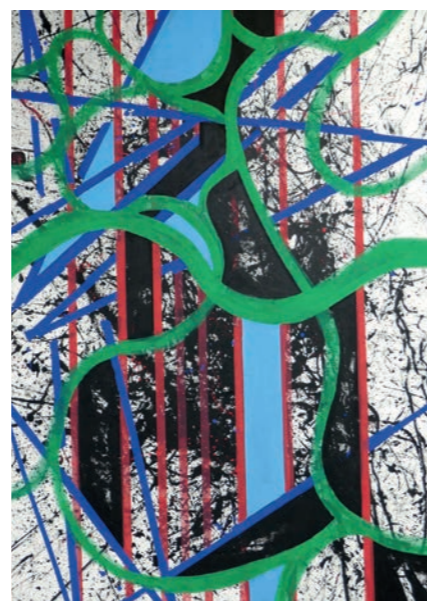
Melanie Esciua Blanco



Tarek Abu-Suud



Albert Zhou



Lucas Papangelou



Louis Pike



Alexander Macklin

# A Change of Scenery

by Elisa Alaluusua, visual artist & teacher of Art

The academic year of 2019-20 was remarkable on many levels and will be remembered as a global turning point due to the pandemic. On a personal level, something very important happened that year before any of us were aware of the difficult times ahead of us: an opportunity for me to return to my native Finland and spend some time in Lapland, where I grew up. This would be the first time I would be able to observe different seasons and the changing landscape around the year since my early 20s. This would be a year to reconnect with the land, the light, and the family up North.

In 1845, American 19<sup>th</sup> century author and transcendentalist Henry David Thoreau (1817–1862) set off to live in the woods. Thoreau was a natural scientist, anti-slavery activist and a spiritual seeker who removed himself from his ordinary life in Concord, Massachusetts and lived over two years in a cabin he built in the woods at Walden Pond. Thoreau famously wrote that he went to the woods because *"I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived."*

When people think about Finland we are often drawn into a conversation about the education system there. Associations of Lapland bring to mind Father Christmas, northern lights and reindeer. All of those are an integral part of my life experience growing up in a small village near the Arctic Circle. On my way to school I would cross that invisible line without much thought. Thinking about that now, having spent half of my life living in a very different environment, makes me consider how



our childhood landscape shapes us and makes us who we are. Undoubtedly, this makes very little sense to a young mind, as it should be – our thoughts, concerns, and the way that we respond to our surroundings naturally change as we grow older.

Thoreau – like his friend and fellow transcendentalist Ralph Waldo Emerson (1803-1882), who owned the land where Thoreau lived his isolated life – believed in the power of the individual and being self-reliant, and encouraged questioning the expectations of the society surrounding us. Transcendentalists promoted a true return to nature and believed that real knowledge is intuitive. You have to think for yourself.

I feel lucky that there is a piece of land where I can stand and feel that that is where I come from. This is undoubtedly yet another arbitrary thought for someone who has moved many times, travelled at a young age, or lived their life in a big city. Throughout my years of living "abroad", I have sustained a close connection to Lapland and visited often – right now must be the longest gap I have ever had not meeting my family there or seeing the view from my childhood bedroom window. In the autumn of 2019 I looked at that view and thought about change – the change that was happening in front of my eyes, the light was changing, the nature was changing colour, the temperature changed, and the seasons kept turning rapidly. There is a saying that in Lapland we have eight seasons instead of the usual four: there is an early spring just before the spring arrives, and early summer is completely different from late summer – even the greens of the trees and grass dramatically change in those few months. The late, late autumn is pitch dark just before the first snow arrives – maybe in mid-November – and lights up the world again. The layer

of snow makes the world beautiful, the air crisp, and the logs in the fireplace burn even brighter. Spending a longer stretch of time in Lapland offered me an opportunity to reflect.

Reconnecting with a childhood memory, a place, or a relative who we have not seen for a long time, is refreshing. To me it gives perspective and grounds me. Much has been said and written about the profound importance of our childhood experiences as well as the value of living in harmony with nature. My year in Lapland was an opportunity to reconnect with my family and a place that is dear to me – but it also felt like an experiment. I was constantly aware of my environment and keen to observe the daily changes in nature around me. I had to relearn how to get dressed sensibly in -20C and below and I took a few falls on my bike before I got used to cycling on icy roads. I found pleasure in familiarity and things that I had forgotten. I have seen the snow and been in the cold every winter, but it is a different experience when the amount of daylight is limited for weeks on end. You leave the house in the dark and return when it is dark again. Just when I finally started to fall into a routine, when the days were getting longer, and the brightness of the sun reflected painfully off the hard top layer of spring snow, everything stopped. Afterwards it is hard to say whether it was lucky or unlucky to face the pandemic in Lapland but for sure it made the experience even more memorable.

There was urgent pressure to transfer a drawing course I was due to teach online – that took endless hours of creative problem solving and planning. Simple things like shopping for food had to be reconsidered and all social events were cancelled. I found solace in drawing. I wrote about silence. As

I was staring out of the window I thought about the years gone by. It was a curious experience to deliver a drawing course online from my childhood bedroom. The anxiety caused by isolation made the drawing course even more intense than I intended but to my delight it turned out to be a great success, and completely exhausting. Being thrown into the unknown had forced us to work differently and engage in unexpected ways.

After two years, two months and two days in Walden Pond, Thoreau ended his experiment. In his book for the modern age, simply titled *Walden*, Thoreau states that *"I learned this, at least, by my experiment; that if one advances confidently in the direction of his dreams, and endeavors to live the life which he has imagined, he will meet with a success unexpected in common hours"*<sup>1</sup>. Thoreau's social activism and his defence of nature sprang from the same roots – he found society in nature and nature he found everywhere.

What did I learn from my own experiment? I was reminded why I do what I do, and of the things that made me follow the path of visual arts. I too believe in freedom of the individual to make choices, and in thinking for yourself. Learning happens through action and experience – that is a good reason to make art. We might not see fields from our London windows, but they are out there, and we must look after the land. A change of scenery is always refreshing – whether it is returning to an old familiar place or experimenting with something completely new. It offers space for reflection, an opportunity to reconnect with ourselves and, hopefully, with nature. That is revitalising and empowering.



<sup>1</sup> Henri David Thoreau's *Walden* was first published in 1854. The full text can be found here: <https://www.gutenberg.org/files/205/205-h/205-h.htm#chap03> Release Date: Jan, 1995.

# Art Gala and Raffle

by Alex Gardiner (GG) and Jemima Chen (BB)

Initially conceived during the first lockdown, we planned an art auction and raffle that would take place in the beginning of 2021 in aid of the charities Phab and Oceana.

With a long-established relationship with Westminster, Phab is a disability organization that provides support and activities to its disabled members and their carers. Founded in 2001, Oceana is a marine environmental charity that seeks to restore and increase our oceans' biodiversity, achieving its aims through policy victories and strategic campaigns. To raise as much money as possible and to involve both Westminster artists and established professionals, we split the catalogue into two parts: six lots would make up an online auction, and 14 works would form a raffle with tickets bought by pupils, parents and friends of the school. Six artists generously donated works to our cause, including a signed print from Gilbert & George and an abstract landscape from Jonathan Hooper. Set-up up School alongside these works were a group of pieces from Westminster's talented stable of A-level artists and art teachers. Canvases looked resplendent in the evening sun and were admired by the inquisitive guests.

The gala itself was also a wonderful evening. Lili Orchard (DD), Kiana Mottahedan (PP), Aryan Kumar (DD) and Zaki Hutchings (DD) were our live performers (who Mr Walton and Ms Goodman would like to book for their future weddings), and guests were treated to canapés and drinks whilst enjoying the art and music. Everyone donned their smartest black-tie attire, which made our announcement of the final total raised – £12,356 – a properly celebratory affair. Not only does this figure attest to the success of the event, we are most delighted that we were able to raise such a healthy amount to support the continued efforts of our two fantastic charities. Our greatest thanks must go to Ms Goodman for helping us plan the gala, raffle and auction for over a year, and to all the artists who donated their beautiful pieces.



## The kitchen is for painting

by Bryony Strickland (BB)

Over lockdown I opted for a low-stress, low-disruption and pro-family studio set up: right in the middle of the kitchen.

Underneath a skylight and with a surface top at a height where I could stand while painting, windows were opened to avoid fumigating food preparation, multiple drawing boards repurposed as oil paint surface protectors, white spirit moved away from hobs. Painting was a saving grace during the first lockdown, and my little studio set up in a decidedly homely space marked the creation of artwork as a quintessential addition to daily life. Painting abstract landscapes, loosely based on where my Granny lives, became a form of nostalgic escapism, both reinforced by and in reaction to staying at home and seeing a variation of the same landscapes again and again. For me (and for my family, although they only recently conceded that they appreciated seeing my art up having complained for so long), being able to masking-tape my paintings to the wall opposite me was an exciting and continual environment change. The actual practise of surrounding yourself with your work is no different to having a studio and having images around you for inspiration, but the combination of lockdown restrictions and the liberation of abstract painting was a complete joy. Working from the kitchen top also meant that I was restricted to a maximum size of A2, so could always see everything I was painting from above and in this way try to balance the image. Moving four big canvases brought a welcome change in pace and direction: a satisfyingly tangible demonstration of an artistic project developing and opening up. The final piece is a mixture of important places, beginning in my head, developed over home and gaining full momentum and freedom in the studio.

# YARD:

the new Creative Writing Journal



by Laetie Hosie (DD)

It was a pleasure to announce the launch of YARD last Play term. This new Creative Writing publication, which showcases work from members of both the Lower and Upper School, has created a shared space for pupils to appreciate each other's literary talents and develop their own. The first issue, published before the Christmas holidays, was testament to the impressive range of its writers' ideas and styles. From short stories about awkward family lunches, to pastoral poems; from light-hearted monologues, to engaging book reviews, there really was something for everyone. It was particularly rewarding to see the contributors' responses to the pandemic, which seemed to fuel creative juices rather than hinder them, lending itself to mini-plays on Love in the Time of Corona and reviews of online theatre productions. We are also especially proud of YARD's Translation section, which saw MFL and Classics pupils share their own literary translations of famous foreign poems. All in all, it has been a fulfilling and enriching experience for all involved, and we couldn't be more excited for the distribution of the second edition, available soon after Easter. We would like to thank the English department for their support, as well as Mr Edlin and the Dryden's House Fund for their contributions. We hope that YARD can continue to thrive at Westminster for years to come.

# Photography Competition

Judged by Sandy Crole, former teacher of English at Westminster

In a year of forced isolation and anxiety, we've spent much more time looking at screens. The power of the photographic image has become more obvious as we've had to stay near at hand, looking at images of elsewhere. But for this year's competition the emphasis of the entries, unsurprisingly, has been on the local and the small scale, celebrating the little things in life.

Judging a competition has its hazards: should one value the carefully posed image over the opportunistic snap, or the technically proficient over the urgently angled shot? What remains essential to the best photographs is the sense that the photographer was using their brain and their eye together, making the subject stand out whatever the circumstances. The best of this year's pictures grab the attention through different means, but they all engage the viewer and give us satisfaction. Well done on taking the time to enter the competition, and keep looking hard at the world.

**Winner – Untitled**  
by Theo Naylor Marlow

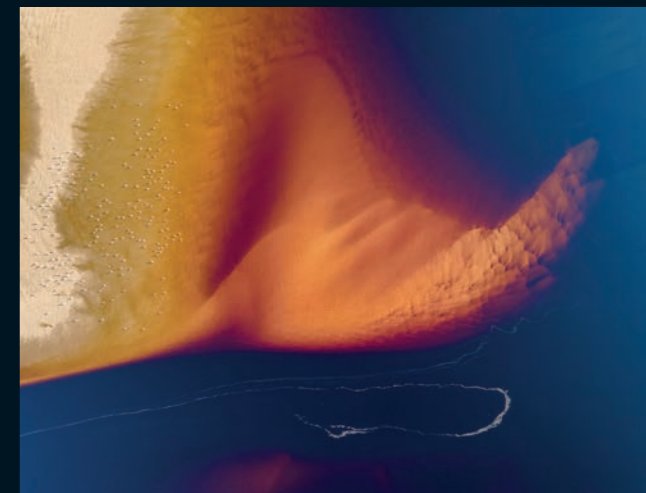
This striking image works well because the composition is strong, the angle unusual and the colour deliberately restricted. The focus is on the girl's face, looking at something we can't see, unselfconscious but striking. The bold decision to leave much of the image blank makes the viewer search for that face, the most engaging of all the sights a human can look at. A candid but considered portrait.



**Highly Commended – Growth** by Tate Ford

What I like about this picture is that it takes a moment to see how it all works and why it caught the photographer's eye. At first glance an unremarkable street scene becomes more interesting and even weird with an elongated, twisting perspective emphasizing the almost explosive balcony supports. Then you realise the pillar box is older than the tree and they have had to accommodate to each other, jostling in slow motion over the years, like static, awkward commuters on the tube.

**Staff Winner – Noticing The Hidden Beauty From Above**  
by Andrew Mulholland



**Highly Commended – Untitled** by Rupert Yeung

I always enjoy a good photograph of Yard, and here the reflections made possible by heavy rain and the paving of the space a few years back, not to mention that this busy space is for once devoid of people, makes this memorable. Finding the rainbow at the back, also in the placid reflection, gives it extra appeal. Cropping the sky would heighten the impact even more. We've all got used to the square format on Instagram now.

# Jab and Go

by Andrew Manis (MM)

Over the past year, our lives have changed drastically. After a surge in Covid cases in the New Year, we were once again obliged to move to online learning, about which I'm sure none of us were particularly keen. It was clear that the sooner lockdown was lifted and life somewhat returned to normality the better.

So, I volunteered at the local GP practice to help with the vaccination campaign. My role was to lead the patients into the waiting room, and to help them fill out a questionnaire to check whether it was safe for them to have the vaccine. This saved the nurses' time, and later it was used to gather data regarding vaccination rates among ethnic groups.

The patients who turned up seemed very happy and grateful to be given the opportunity to have the vaccine, and there was a sense of enthusiasm and hope. Almost every time I asked a patient whether or not they gave their consent to have the vaccine, they looked at me in amazement and said that of course they gave consent, why else do you think I turned up here?

I came across a patient who confessed to me that he was apprehensive about the vaccine, but his wife had told him to have it, so along he came. I asked him if he really wanted the vaccine, because he should not allow anyone to force him into having it, not me, nor his wife, nor anyone else. He resignedly responded, "All right, put me down as a 'yes' then".

One particular patient had come in, I know not whether he had come in unabated, or whether he had been called in by accident, but he was apparently supposed to have his first dose of the Pfizer vaccine. A manager explained to him that if he had it, it could not be assured that he would be given a second dose, as there had been a slowdown of Pfizer shipments into the UK, and it was unclear how this would be resolved. After a few minutes of conversation and deliberation, he decided to take the chance and have the jab, rather than wait to have the AstraZeneca. And it turns out this patient made the right decision. The supply issues have since been completely resolved and he will have his second dose.

These two cases revealed to me that medicine is not about imposing one's own will upon others, even if you're doing it for the right reasons. Medicine is about giving your patient a choice, to allow them to decide for themselves what they want. And who knows, sometimes they might just prove you wrong.



# Teaching English

by Francesca Shi (PP)

When I heard that a school in my hometown needed English learning opportunities, I came up with the idea of running a program to teach Chinese pupils English through Zoom. Despite many difficulties, such as chasing after children to attend the lessons (virtually) and the time difference, the program turned out to be a success. I am very grateful for Ms French's support throughout the process. Children's parents in China and volunteers sent me positive feedback, saying that it was a fulfilling and meaningful experience, and that it was sad to say goodbye. Some people say that volunteering changes others, but I think volunteering changed me.



by Aryan Daga (HH)

The pandemic has posed unique obstacles to Volunteering at Westminster, restricting the in-person interactions that form the bedrock of engagement in the local community, but those same adversities have driven our volunteering towards a wider, more global community.

This year, I had the opportunity to teach English to XiEr, who lives in urban China. I did so alongside Yixuan Gao (LL), and thanks to an initiative by Francesca Shi (PP) and Ms French. The lessons posed unfamiliar hurdles, intensified by the language barrier, yet they were also incredibly rewarding and gave us fantastic new experiences and perspectives. Preparing for the lessons was an interesting challenge, as we gained an insight into the world of our teachers, scouring the web for resources that were compelling but also informative, from worksheets and listening comprehensions to match-up games and animated fairy tales.

Through months of weekly lessons, Yixuan and I observed significant improvements in the quality of XiEr's English, which was already at a remarkably high level. We particularly helped her to improve her use of grammar and her application of the building blocks of language in forming her own sentences and ideas. This progress was incredibly gratifying and all-in-all, the endeavour was unique, memorable, and exciting.

# A walk on the sandy side

by Rebekah Edwin (MM)

If you are reading this article to hear about a nice romantic stroll on a beach, then I am afraid I am about to disappoint you, but if you are intrigued by the word walk and are searching for a tale of a riveting and humorous adventure, then this is the article for you.

As is typical of October, the weather was rather bleak but it in no way reflected the excited vibes in the minibus, as we were all buzzing to get out of the city and to enjoy some time in the countryside. Two of us were cadets, so we took a leading role in the map reading. It turned out to be quite an easy task as the walk mainly consisted of following the South Downs Way. Shortly after we set off, it began to rain. Originally this was a mild inconvenience, but as we climbed higher the rain became harder to ignore, especially as it began to feel a lot less like rain and a lot more like hail, and even more so with the accompanying winds. Though we kept our spirits up with nothing more than our friendship and the promise of a hot pub lunch, if (and only if) we could get to the lunch checkpoint in good time. Unfortunately, by the time we reached this checkpoint we were too late, and the other team had left some time ago. Regardless, after feasting on our packed lunches we hit the road again. This half of the walk was where we encountered the Seven Sisters, each of them a challenge. The wind, which kept changing direction, helped in no way, going so far as knock me over several times. We did not give up and persevered from checkpoint to checkpoint until we had completed the walk!

I would totally recommend any walking trips to people looking for a break. From the beautiful countryside views to squatting against the winds to save your life, there was never a dull moment.



# Roman Wall Walk

by Artemis fytche (QS)

Amidst increasing tensions over UCAS, a small group of Removes enthusiastically clambered into a minibus chauffeured by Mr Ireland, in the hope of seeing the Roman Walls. On arriving, the ferocious contest began to spot the blue placards which would lead us on our walk through the ancient city of Londinium. The Roman walls were admittedly looking slightly worse for wear, but there was something moving about the sight of once proud fortifications overrun by nature and time. The contrast between the brutalist Barbican and Roman ruins showed how much of a palimpsest London is. This was further crystallised by the sight of several Medieval churches built upon Roman foundations. In fact, even the names of contemporary locations – Moorgate, Aldgate, Bishopsgate, etc – stem from prior purposes (they used to be real gates!). We then relished in a brief unseen translation exercise when we came to the inscription on the Monument, which proved more difficult than any CAT paper. The cultural extravaganza was rounded off with a look at the statue of Emperor Trajan, by the Tower of London. After this thoroughly stimulating walk, we were rather peckish and the trip climaxed with some free leftover smoothies from Leon! Many thanks to Mr Ireland for allowing us to experience the tangible results of an ordinarily invisible subject.



# Notre sortie géographique!

by Nikhil Singh (DD)

*Avant les vacances de mi-trimestre, la classe de géographie de Mme Blakemore a une sortie géographique, afin d'analyser l'effet de la diaspora française dans le "vingt-et-unième arrondissement", le Sud Kensington.*

I would like to now issue a formal apology to the Westminster School French Department, as I think I've exhausted my GCSE French vocab. *Excuse-moi*, I will have to continue *en anglais*.

The trip got off to a slightly rocky start: courtesy of Monsieur Covid rendering the District Line a no-go, we started off with a 50-minute walk (in the rain!!!) to South Kensington. But geographers are always resilient, and we saw it as an opportunity to natter away.

When we arrived at South Ken, it felt like Paris, with Parisian architecture, teens from the Lycée joking with each other in French, and French restaurants as far as the eye can see. A fact soon confirmed when we tried to survey a Frenchman having a fag, on his experiences of the area.

"How long have you been living in Kensington?"

"I just got here. Go away," he said, in a deep French accent.

We had encountered the French diaspora. Scared off by the people, thankfully the buildings were a little more friendly. They didn't protest when we noted down their land use for a Goad map of one block in the area. For those unaware, a Goad map is a colour coded map describing land use in an area. Here, we had a key for French and non-French buildings, further subdivided into categories including Services, Commercial, and Residential. For example, we passed the iconic Ciné Lumière, and the Lycée Français Charles de Gaulle (a 4000 pupil French speaking school), as well as a French library, all of which were noted down as French services.

In the end, we found that the French diaspora has an immense impact on the area. At every corner, we saw its fingerprint, from croissants to embassies. In a way, the fact that our Goad maps ended up looking like Joseph's Amazing Technicolour Dreamcoat serves as a fitting metaphor for the vibrancy, and multiculturalism that London's immigrant population affords us.

Miss Blakemore then took the multiculturalism one step further, and we ended the trip with dinner at a Polish restaurant (who could have guessed that French cuisine in Kensington would be too expensive for a school trip!?!), where we had some excellent pierogi.

*Très bien!*

# Gold Duke of Edinburgh Award

by Martha Carus Bird (AHH) and Theo Mackenzie (RR)

No breakdowns on mountainsides, no negotiating non-existent footpaths in thick fog, no waking up at 5am to cook gluey porridge with powdered milk. It wasn't quite what we had expected, if we're honest. Instead, our Gold Duke of Edinburgh Award took the form of a three-day walk along the Via Francigena (i.e. the Thames Path), staying overnight at our own homes, and walking with rucksacks containing solely our packed lunches. Intricate knowledge of the Countryside Code was, sadly, not required, although once we had made it out to Chertsey, our route did feel rather pastoral.

We covered Charlton to Staines-upon-Thames in three separate legs, and by the third day, when we walked an impressive 20 miles, we were all rather tired. Fortunately, the Thames Path is signposted (although we did manage to get lost around Battersea Power Station), but reaching some far-flung areas of London through the public transport system was a little navigationally challenging at times. It is hard not to wonder how everyone would have fared, and remained friends, under non-Covid conditions.

It was an excellent opportunity to see all that London has to offer – from the most iconic royal palaces, to the locals enjoying the easing-up of restrictions at the local pubs (seriously, people had pints in their hands at 11am). Peppered with bird watching in St. James's Park, and an afternoon of art at Hampstead Heath (the less said about our humble efforts, the better), we did indeed get around. We didn't know that London had so many bridges.

And of course, it would be remiss not to mention the conjunction of our expedition with the Duke of Edinburgh's sad passing. It was an apt tribute to walk on the day of his funeral, even ending up unbelievably close to Windsor. We think he would have been proud of our valiant attempts to tackle a difficult expedition (and avoid stopping at all ice cream vans). I even kept my French plaits in for four days, and managed to get sunburnt in Staines. It all felt rather authentic.





# Hendy Prize

by Ben Andreyev

My aim for this trip was to explore an area of British art I previously knew little about.



In my research, I came across the divide between nature and artifice in the works of British sculptors in the 20<sup>th</sup> century. The works of Barbara Hepworth, Henry Moore and Anthony Caro, among others, particularly caught my attention. My first day was spent exploring the Hepworth gallery in Wakefield, which contains works by Hepworth and her husband Ben Nicholson. The evolution of the artists' work from industrial to natural themes is particularly striking. I developed an acute sense of the interplay that both artists wanted to strike with their range of works, using materials of industry – steel, concrete, sheet metal – in curving forms that demonstrate a mastery of craftsmanship, while positing the viewer with the contrast between nature and the man-made.

Travelling on to the Henry Moore Institute and Leeds Art Gallery, the work of Moore features with greater prominence. His elegant elmwood and stone reclining figures and stark war-time sketches of tube shelters were placed alongside one another in an exhibition that demonstrates Moore's versatility between artistic mediums alongside his great personal conflicts around the horrors of war. This conveyed to me the moral dilemmas that Moore faced in trying to create his works; he wanted to focus on the important historical events happening around him, but also to escape into the natural landscapes and figures of his rural Hertfordshire home. His mentee, Anthony Caro, was featured more prominently within the Yorkshire sculpture park, a sprawling site that hosts a multitude of British sculpture. Caro specifically had his vast steel

sculptures placed along the gentle riverside pastures of the Park, allowing their warped forms to stand out amongst the cow-parsley and tall grasses. To me, knowing that Caro trained under Moore, this was fairly shocking: Caro's work is incredibly conceptual and machine like – a far cry from Moore's work that I saw on this trip. However, alongside Damian Hirst's monumental Virgin Mary, Caro's works seemed almost benign. This 20-metre sculpture shows the Virgin's skin stripped from half her body, unveiling a pulsing mass of organs and muscle. This seemed to be a fairly direct, albeit graphic, commentary on the artificial image that humans wish to present to the world, when in reality, we are all the same when the layers are peeled back.

The Philip Hendy funding has been invaluable in helping to develop my understanding of British sculptural art history, broadening my awareness of the influence and diversity of artists that have shaped the British canon over the last century. It has also demonstrated the power of innovation and divergence, especially between the themes of nature and artifice, in the realm of art history, allowing me to improve my understanding of the functionality and development of the British art world – a truly invaluable insight, as I aspire to continue my History of Art studies to degree level.





## Philip Hendy Travel Award:

# To see or not to see: Catholic chapels in penal times

by Pia Gulliford (Greycoats)

I became interested in exploring hidden places of worship after churches were closed during the lockdown and, as my mother is Catholic, I wanted to explore it from a Catholic perspective.

This led me to research hidden Catholic chapels during the penal times, when it was illegal to practise as a Roman Catholic in England. I wanted to see how they practised their faith in secret, in places that were disguised in varied ingenious ways to avoid being found out.

My trip took place last summer. I travelled to Yorkshire to the Bar Convent but could only see the outside because of Covid restrictions. However, it was interesting to note that from the exterior, the chapel was totally invisible. On my way back to London, I stopped off in Northamptonshire to see the grounds of Lyveden New Bield, a shell of a stately summer home built in 1604. It belonged to Sir Thomas Tresham (a famous recusant) and boasts many Catholic symbols on its friezes. I am now in total admiration of him for how he stood up for his beliefs. I also went to the chapel of Mapledurham House in Oxfordshire. Its position, so close to the banks of the Thames, made it a good place for a Catholic safehouse which harboured missionary priests and Jesuits during the reign of Elizabeth I. There is even a secret sign (reflective shells at the top of a gable above a window of the house) indicating that it was a safehouse, for the priests arriving by boat. In Dorset I visited Lulworth Castle, which has in its grounds a chapel disguised as a mausoleum, which was said to have been given the approval of King George III in 1789. In Warwickshire, I visited St Peter and St Paul's in Brilles, a chapel disguised as a malt barn. I also saw the exteriors of Baddesley Clinton and Coughton Court, which both had hidden chapels inside but were closed. Lastly, I went to Rushton Triangular Lodge in Northamptonshire, also designed by Sir Thomas Tresham with the most amazing Catholic symbolism and unusual architecture.

I am very grateful to the Art History department for giving me this opportunity. Being able to visit these fascinating places enabled me to visualise them and grasp first-hand their tactics for hiding in plain sight.



# Liddell's Great Escape

by Alexander Ross (LL)

In the midst of the greatest pandemic in recent history, a daring trip was forged to the North by Dr A-K, Housemaster of Liddell's. As coronavirus loosened its grip on the country and lockdown was briefly lifted, Dr A-K noticed a short window of opportunity and seized it.

Thus, one wet autumnal morning at the start of October, 12 eager Fifth Formers arrived at Vincent Square, ready for an epic quest to Alston in the red minibus. After a delayed start, wearing face masks and with all windows open, we tore up the M6 playing Among Us to our first destination: High Force. Situated within the North Pennines, water gushes off this waterfall before plummeting 21 metres into a murky plunge pool. A truly spectacular sight.

Later, we arrived at the school house where, having eaten dinner, we went to bed exhausted, dreading the next day's ascent up Helvellyn. The artist Charles Gough is more famous for his dramatic death on the slopes of Helvellyn in 1805 than any art he did in his life: his corpse was found devoured by his own dog and his demise was portrayed by

the romantic artists and poets of his time. Thankfully, we were expertly led in the relentless hail along Striding Edge by Miss Turner and Master of the Mountain Dr A-K, and reached the summit with few complications. Sadly, on reaching the top, the visibility was limited, leaving a less than breathtaking view. The following morning, after a breakfast of bacon and eggs, the weather improved as we walked the path of Hadrian's Wall, historic border separating civilised Romans and barbaric Celts.

Everyone on the trip had the most amazing time but little did we know how lucky we were, as all following trips were postponed due to Covid and subsequent lockdowns until the Election Term. It was indeed Liddell's Great Escape.



# Duke of Edinburgh: Silver

by Cyprien Riboud-Seydoux (DD)



During the Easter holidays, we went on the Silver DofE expedition around London, learning survival skills, cooking in the wild, and other regular camping skills. We carried our equipment with us, including our Trangias (several pots, pans and a gas heating system compacted into one practical set), our tents, and our food. The first day was spent at Vincent Square, where we were taught to set up our tents and use the Trangias, plotted our courses for the three days of walking, and learnt basic cartography. The second training day was spent at Hampstead Heath, learning to navigate using our maps, the environment, and compasses. Finally, we progressed to the latter stage of the expedition, where we were left during the day to follow the courses we had previously plotted around several notable parks and areas, such as Wimbledon Common, Richmond Park and Kingston-upon-Thames. We carried all our food for these three days, to simulate actual camping to the closest degree possible. We were met in the morning by our instructors to whom we gave a brief outline to our day, and then we set out, stopping at various points for breaks and lunch, as well as our projects which were related to nature, wildlife or the places we were visiting. Examples of these could be a study on litter concentration or types of wildlife per place, however our group settled on a photography-oriented project, so at every location we would take some nice photos, and our idea is to eventually make people guess the locations from the photos.

TRIPS

# Up, Up and Away

by Amelia Turner (GG), Sophie Covington (RR), Oliver Ellis (LL) and William Yu (GG)

As lockdown projects go, planning an unprecedented balloon launch from the most restricted airspace in the UK ranks rather high.

To assess whether lockdown had caused a significant change to the air pollution in London, we floated high altitude weather balloons to near space to measure changes in nitrogen dioxide concentration with altitude, which had never been explored before. Our payload contained three flight computers, a 360° camera, a parachute and two antennae, and we programmed seven ground stations using Raspberry Pi computers.

The first launch took place towards the beginning of the Easter holidays, in high winds, so we had to plan the launch to avoid it being blown into the sea. After checking that the flight computers were transmitting, we began filling the balloon, which was no easy task given its two-metre diameter and, watched by some of the Science Department, we let go and watched until it was a speck in the sky. We used antennae to track the balloon, along with many other enthusiasts across the country who used their own antennae. The balloon reached a peak height of 26km before it burst and started its descent, landing in a pig farm in Essex, and we used a drone to find its exact location.

For our second launch, we implemented a particulate filter to cover our NO2 sensor, so that our readings were not so affected by the wind movement at high altitude. This launch went more smoothly, although there was a worrying moment where we could not get GPS data. Once in the air, the balloon drifted south, but another carefully chosen launch time meant that it luckily did not reach the sea, landing in a field near Brighton (a good excuse for fish and chips at the seaside!).

Our data is promising, and we have planned further launches to collect post-lockdown data, in which we will use a more modular design to make the components more accessible. We aim to publish a research paper on our findings. This project would have been impossible if it were not for the constant support, enthusiasm and expertise of Mr Mulholland, Mr Maynard and Ms Page. We are hugely grateful for all they have done for us.



## A Gravelly Climbing Trip!

by Joseph Griffiths (AHH)

By 8.30am, I had thrown an oversized duffel bag onto the minibus and found myself quickly surrounded by the beautiful peaks and troughs of David Fellows (DD) and Manav Dhaliwal (LL), and the serene placidity broken only by the occasional playing of *Call Me Maybe* (Carly Rae Jepsen) and *The Ceiling Can't Hold Us* (Macklemore). This continued for some time, until we finally made our way to The Roaches in the Peak District, where I strapped a mat to my back and made a sweaty, arduous 180 second ascent to lunch! After this, a number of poor souls scrambled their way up a "slab" (a boulder with an incline slope). Though we had little more than pebbles as hand-holds, Dr A-K nevertheless reassured us that the rock was "sticky" (some rather speedy unplanned descents would perhaps suggest otherwise).

We made our way to the campsite, a secluded farm surrounded by fields and an inviting looking pond. A brief trip to the stunning local town of Leek (yes Leek!) brought back a load of fish and chips and chicken, quickly gobbled up by the hungry masses. We then became the food for the hungry mass of midges but chose to *[Live] on A Prayer* (Bon Jovi) rather than be vanquished. A sleepless, quietly not quiet night ensued.

The morning found us rather early, but we soldiered on. By 10.30am, after being defeated by several boulders (inanimate objects) even the hardy climbers Mr Gravel and Dr A-K (wearing his Vauxwall climbing centre top) begun to grovel that indoor climbing walls were only in it "for the money" and that they made it "several grades easier" to please the indoor weaklings. By 7pm, a very warm minibus had returned 20 sets of raw hands alongside 20 tired pupils, who had had a rather lovely time.

TRIPS

# Upper Shell Language Exchanges Go Virtual

by John Witney

Undeterred by the cancellation of foreign trips and exchanges this year, our Upper Shell linguists attended a series of virtual language activities just before the February Exeat, finding a way to maximise the relationships with our partner schools abroad in spite of the pandemic.

The Russianists took part in a virtual language day with the Liden and Denz Intercultural Institute of Languages. In Spanish, pupils built confidence speaking in the language, discussed environmental issues and experimented with lyric learning. The Germanists had their virtual language practice with Deutschakademie in Vienna, discussing all manner of cultural topics including Viennese folk music and the popular German film *Die Welle*. Finally, the Francophones had a language workshop with the grammarian Caroline Tracey, live from Brittany, then recorded short video clips for the pupils at Lycée Janson de Sailly, our partner school in Paris. A workshop on rap, comedy and the banlieue, courtesy of the Institut français, followed and the day concluded with a talk by sports journalist Chris Dennis.

We thank all the partnerships that offered the opportunities to our linguists in such challenging circumstances, and we sincerely hope that next year's exchanges will operate in a more familiar way!



## Russian

by Alexandre Guilloteau (HH)

Our virtual language exchange with the Liden and Denz Intercultural Institute of Languages proved to be as worthy a substitute as Zoom can offer! On the first day we spoke about school in Russia and the UK. On the second, we learnt all about the culture and architecture of St Petersburg; unlike in person, we saw instantly the pictures of what we were talking about. The bascule bridges and cathedrals were surely the highlights. Amidst all this interest, we managed to practise our Russian in a way we never had before: in responding to the questions of a native Russian speaker at all their bewildering speed. For all one understands about the grammar of a language, in practice this is the most important part. After all, only when the tides go down do you see who's been swimming naked.

## Spanish

by Fran Enserro (WW),  
Remy Rushbrooke (PP) and  
Baruch MacGregor(QS)

For the first few minutes of the exchange, we were hesitant to speak, but our teacher, Mariluz, encouraged us by asking us to ask other pupils what their favourite activities were, for example. This meant that not only did we ease into the exchange by using relatively basic Spanish grammar and vocab, but it also meant that we got to know more about our peers, which was thoroughly enjoyable. After this, everyone was far more open and prepared to talk.

Next, we talked about where we want to live and about our lives in the present and past, practising every aspect of our Spanish. Finally, we talked about our families, which led to a lot of discussion about origins and where people could come from, which in turn introduced us to some incredibly strange-sounding and exciting new vocab!

On the second day, we turned our attention to environmental issues. The vocabulary required was more demanding, and as a consequence the number of "um"s, "ers"s and "ah"s increased significantly! Thankfully, Mariluz was very friendly and forgave our translatory transgressions. We then went on to practise imperfect verb conjugations – a relief for most of us, as this has been engrained into our skulls since Lower Shell. Wednesday morning ended with an enjoyable exercise inviting us to develop storylines based on pictures we were shown. In the afternoon we took a more artistic approach, listening to a Spanish song by the Colombian artist Camilo. We also looked into ideas regarding Hispanic culture and watched various short videos about this topic. Overall, this gave us a good insight into the Spanish way of life.

## German

by Han-Sen Choong (QS)  
and Aryan Daga (HH)

When we heard that we would be doing a virtual exchange, we were all curious as to how it would be organised, and what we would be doing. Two days of intensive German lessons may not sound like the easiest thing in the world (and it wasn't), but a seamlessly organised event made for excellent exposure to German language and culture.

We started off with a personal presentation, which led to an interesting and tone-setting round of questioning for each person in our group by Frau Janata, our teacher. We also engaged in another engaging activity based on trivia recall (Mozart died in 1791, for example), and crucially it was never one-way traffic, with Frau Janata allowing us to ask questions of our own.

Our activities would have been doubtlessly interesting in English too. We moved through excellently organised topics, and, though it seemed haphazard at times in that we were kept on our toes, rarely aware of what the next question would be, the teachers demonstrated great dexterity and always kept it interactive. This experience will most definitely improve the German of all the pupils involved, and was very much worth it for us GCSE pupils!

Frau Sieler gave a thought-provoking presentation on Austrian life, culture, and geography. Our study of the German language had previously taken on an understandably Germanocentric focus, and this certainly broadened our awareness and understanding of the diversity of the language. Conversing in German for a substantially longer period of time than usual facilitated our capacity to speak it, but also to think in it, especially when deliberating topics, such as Austria's relationship with the EU, that are from the real world rather than an exam-driven abstract. We listened to song selections from Frau Sieler, including, *I am from Austria* by Rainhard Fendrich, a popular folk song written in almost incomprehensible Viennese German, and (somewhat questionable) choices from us. Following some light-hearted conversation, the subject then changed to a discussion on, *Die Welle* (The Wave) a German film based on an escalating 1967 classroom experiment that demonstrated the ease with which fascism can come to dominance in a society. Our conversation revolved around the visceral power of the storyline and its conclusion, its relevance to history, and our own relationship with the themes of the film. Speaking with a native speaker about such intriguing topics posed various challenges, in the spontaneity of conversation for example and the programme was thoroughly enjoyable.

## French

by Brandon Park (QS)

The French immersion day was packed with talks and workshops, enhancing our knowledge of French language and culture. We recorded presentations to send to pupils of Lycée Janson de Sailly in Paris, as part of our virtual French exchange. We then took part in a workshop, looking at some French articles and speeches to decipher some tougher bits of the language. After lunch, we were taken on a crash course of French rap music, life in the banlieue, cinema and comedy, organised by the Institut français – a real occasion for us to dive into the true depths of French culture and broaden our knowledge on areas of the French arts. We ended with my personal highlight of the day, a talk by sports journalist Chris Dennis on broadcasting in French and the importance of languages in journalism and at work. By learning different languages, you can communicate with clients more effectively, which is crucial as we live in an increasingly globalised world where we meet people from different countries almost every day. It was a hugely enjoyable day and a treat at the end of a tiring half-term, and we thank the department for organising it.



# STATION



## BASKETBALL

A sensational season of Basketball this year.

From standing forlorn to being surrounded by lunchtime jollification, the basketball backboard behind Hakluyt's is surely enjoying its popularity. Just this year, the school is seeing a huge inflow of interest in the game, and a beautiful game it is: where different components of athleticism, strategy, teamwork, mentality and elegance combine to create, arguably, one of the most skilled and exciting sports ever.

Our team, many without any previous training experience, have made quantum leaps simply with their passion for the game and the unbending will to succeed. Every week, under the capable leadership of Mr Jones and Ms Clarkson, we gather at Vincent Square to perfect our skills and deepen our appreciation for the sport. On the one hand, we have certainly seen our fair share of individual heroisms – Favour Oluwanusin (WW) throwing down unassisted monster jams (Superman is in the building!), Kalista Lam (GG) with the Curry-like deep range, Ayad Mohamed (DD) with his literal over-the-top jump shots, and so much more – everyone's improvements in skill, attitude and understanding of the game is truly impressive. Nevertheless, none is as great as the harmonious and team-minded atmosphere everyone contributes to creating. Even with unparalleled individual talents like Mike and LeBron, they needed their Scottie and Kyries to come home with the rings. After all, basketball is a team sport and requires everyone's participation; hence, we have looked at many strategic placements to strengthen the collaborative spirits: offensively, speeding through the man-on-man, zone and full-court press, we looked at the pick and roll, triangle offence, and even more technical styles of Princeton Offence, banana swirl, etc.

In the future, we look forward to expanding the sport's popularity even further and, potentially, assembling a U18 team for local competitions; thanks to the persistence and rigour of our wonderful team members and staff, everything is possible. It's only up from here!

**Edmond Wang (BB)**



## BELLRINGING

For a centuries-old art revolving around the practical, this year's transition to virtual ringing was unexpectedly smooth; the challenges of unreliable Wi-Fi and accidental keypresses were not enough to discourage current and Old Westminster ringers from continuing. Indeed, even though last year's Removes have not yet left the crew, recruitment has continued to be strong, with a respectable two very eager new ringers added to our ranks this year.

Since the challenge of flailing ropes and the risk of irritating the population of Pimlico has for the time being nearly vanished, we have been able to challenge ourselves with increasingly complex and audacious methods, which are sequences of bellringing partially generated on the fly, and using our renewed focus on the theoretical intricacies of the art, we progressed with breakneck speed from simple call-changes to a recent, admittedly very tentative attempt at Kent Treble Bob Minor (which, for those who are yet to be recruited, is a marked improvement). The weekly Monday evening session has been consistently well attended, and punctuality is at an all-time high, perhaps since the walk to the church is not a valid excuse for irregular appearances at a Zoom meeting.

The lifting of lockdown allows us all to look forward to the reopening of bell-towers and our return to the rope-swinging Tarzan-emulation of physical bellringing. Plans for a Westminster-only quarter peal are afoot, and the future of Westminster ringing looks bright indeed.

**Joe Bell (QS)**

## CRICKET – REMOVE XI & 1ST XI

### 1st XI Record 2021

Played: 10 –  
Won: 7 / Drawn: 1 / Lost: 2

### LSCA U19 Cup

Latymer Upper 128-3, 1st XI 130-5  
1st XI 153-7, Colfe's 116  
1st XI 147-1, UCS 115-8  
1st XI 108-9, Alleyn's 69-3  
(Trophy shared)

### Other matches:

John Lyon 162-6, 1st XI 147-8  
1st XI 177-5, Alleyn's 139-8  
Emanuel 85, 1st XI 87-4  
Old Westminster's 142-5, 1st XI 143-6  
Charterhouse 221-7, 1st XI 89  
St Benedict's, Ealing 169, 1st XI 172-3

### Remove XI Record 2021

Played: 3 –  
Drawn: 2 / Lost: 1

Lords & Commons 186-7,  
Remove XI 183-9  
Remove XI 136, Butterflies 138-4  
MCC 231-6, Remove XI 176-4



Cricket returned in pretty much full effect this year, but it was a season of two halves. For the first half, barring one cup match, year group bubbles required a Remove XI to be fielded for the first three matches and a Sixth Form XI for the next three. It was only after half-term that we saw the true strength of the combined 1st XI.

First for the Remove XI was a thriller against a strong Lords & Commons team. Disciplined bowling, led by the captain Gaurav Kocher (WW) (3-36), was built upon with a fine partnership between Alexander Gardiner (GG) (53) and Ben Preston (GG) (71). They looked odds-on for victory, but a middle order collapse left them short of their target at the start of the last over then 10 runs from Kocher (23) off the first 3 balls made the win possible only to fall short off the last ball. After that breath-taking start, the defeat against the Butterflies was anti-climactic as the top order failed and only Ibrahim Ahmad (GG) (36) played an innings of any consequence, leaving the total significantly short. It was with some trepidation then that the superstar MCC batting line-up arrived and set a formidable target in the next match. William Whiu (BB) (3-21) was the only bowler to trouble them, and the game fizzled out to a tame but creditable draw, notable for a heart-

warming knock from Vayu Singhal (QS) (52) after his prolonged injury woes. There was great fun also as Kocher (36\*) and Whiu (27\*) battered the Ealing CC opening bowler for 18 runs in the last over.

Thereafter examinations kicked in and the Sixth Form XI took over, before permission was given to mix year groups in time for the London Schools Cup match against Latymer Upper – and what a thriller it was! The game was under control but the chase got a lot more difficult, though the 1st XI were in touch all the way, with Ewan Hincks (PP) (30\*) keeping his cool under extreme pressure to see the side home.

After half term, it was full steam ahead. First was a setback with defeat to a well-drilled, match-hardened John Lyon side. Again, the death bowling was the Achilles heel as the opposition amassed 90 runs in the last 10 overs, which proved decisive. Nevertheless, the “positive and disciplined” mantra began to bear fruit with victory against Alleyn's. Whiu (61) got the innings off to a flier and several additional cameos produced an imposing target. Alleyn's were mounting a serious challenge before Tom Carver (DD) derailed them, allowing Alec Brooke (LL) (3-17) to mop up the lower order. On to the Cup

quarter-final and the visit of the holders, Colfe's. Once again positive batting, led by Kocher (40) helped set a challenging total, but the Westminster bowling radar was awry and Colfe's flew out of the blocks with their talented opener leading the way in scintillating fashion. His dismissal by Whiu (2-23) was crucial and allowed Arjun Kapur (GG) (3-2) and Mikaeel Toosy (LL) (3-17) to mop up the rest. Next up, Emanuel were blown away by Toosy's (5-17) left-arm spin, and Tarun Eapen (GG) (37\*) ensured that there were no slip-ups. Another disciplined performance against the Old Westminster's for the Jim Cogan Cup was backed up with solid batting as Preston (34) set up the win for Sachin Lavender (AHH) (22\*). UCS were the guests for the LSCA Cup semi-final. Eapen (66\*) and Whiu (20) put on 57 for the first wicket in only 7 overs, before Preston (46\*) joined to set a formidable total, and a solid fielding effort saw the 1st XI to the Final. Confidence could not have been higher for the visit to old rivals Charterhouse, but the gulf in class between the sides, and they were brought down to earth with a bump, as only Hincks (32) offered meaningful resistance. It looked like it was going to be another tough assignment next away to St Benedict's as they stood at 121-2 with 8 overs of their innings remaining. Enter U15 Dhruv Gupta (AHH) on debut for the 1st XI, taking a wicket with his first and third balls and a triple wicket maiden in his second over! His brilliant spell of 6-18 stalled the opposition and gave the team momentum going into their innings. Whiu (21) and Eapen (33) and Kocher (68\*) and Hincks (21\*) put on match-winning partnerships, with the skipper closing the game out in a flurry of boundaries.

This left just the LSCA U19 Cup Final against Alleyn's to play, but a Covid outbreak meant that four players had to self-isolate. The side were better than the batting efforts they showed as some chaotic running undermined the innings, with only Lavender (30) displaying any composure. After several rain delays, a heavy downpour left the ground unplayable. A replay was offered but not feasible and so, in a gesture of true sportsmanship, the trophy was shared and Alleyn's and Westminster were declared as joint winners.

This was a most fitting way for the Remove cohort to end their school Cricket careers, giving them victories in the London Schools' U19 & U14 Cups, and runners-up in the U15 Cup. Kocher's captaincy improved throughout as he was named Player of the Year, scoring 258 runs and taking 10 wickets. His all-round skills were backed up by Whiu who defied injury to score 215 runs and take 13 wickets at 16 apiece, whilst Hincks was named as Most Improved Player for the development of both his batting (200 runs) and wicket-keeping. The batting was led by Eapen (334 runs @ 30) and Preston (290 runs), with the promise of much more to come from Lavender (118 runs @ 29.5). Toosy (22 wickets @ 15.45) was the leading bowler, well-supported by Ahmad (10 wickets) and the emerging talents of Gupta and U14 Jamie Feldman (WW). There was much potential shown also for next year by Arjun Kapur (GG), Alec Brooke and Kai Mistry (PP).

I would like to thank all the staff and coaches connected with Cricket Station for their efforts throughout the year, especially Keerthi Ranasinghe for his expertise and enthusiasm as 1st XI coach, and the Groundsman, Franklin Barrett and his assistant, David Wicks for all their unstinting hard work. Thank you too, for their devoted support, to the parents who were most welcome spectators at Vincent Square and beyond.

James Kershen

## CRICKET – SIXTH FORM XI

Played: 3 –  
Won: 0 / Lost: 2 / Drawn: 1

The Covid-enforced year group bubbles left a small but talented pool from which to draw a Sixth Form XI. Their first outing was against the Pink Elephants who stepped in to fill a gap in the fixture list. The Sixth Form XI amassed 179/7 before declaring after half of the allotted 70 overs. There were impressive batting performances from Tarun Eapen (GG) (59), Kai Mistry (PP) (32\*) and Alexander Pitlargo (BB) (31\*), CJRU (3/26) was the pick of the bowlers. The Common Room made a good start in reply but the economical and threatening Mikaeel Toosy (LL) (4/57) forced them to play out for a draw after the loss of JAI (78) began a little collapse, JDK (32\*) restored calm.

A thrilling finish against Aldenham followed with Eapen (44) top scoring again as Westminster fell agonisingly short chasing 151 in 20 overs. Faizan Malik (MM) and Luca Mian (LL) ensured the game went down to the final ball but we finished 4 runs short. Against Chigwell, missed chances proved costly as the opposition accumulated an imposing 203/2 in their 20 overs. Westminster lost early wickets before a partnership between Mistry (38\*) and Jaiyun Iyavoo (LL) (28\*) saw them to a respectable total of 136/4.

Matthew Perrins

## CRICKET – 2ND XI

**Played: 4 – Won: 1 / Lost: 3**

Relaxation of restrictions allowed the formation of a 2nd XI for the second half of term and I am very grateful for the enthusiasm and flexibility of the US and Remove pupils who made themselves available. Against Alleyn's, the game was sensitively managed by captain Faizan Malik (MM) who ensured everyone played a part, Abhay Goel (AHH) (2/32) was the most successful bowler. The target of 172 always felt a long way off but Westminster reached a creditable total of 130/4 with Malik (33) top-scoring. A very enjoyable game despite the margin of defeat. Emanuel School struggled against the fast and accurate bowling of Jayun Iyavoo (LL) and Amir Elbishlawi (LL) (3/26), reaching a total of 113 with leg-spinners Harry Sweeting (RR) and Will Matthews (AHH) both picking up two wickets. The chase was comfortable, Kai Mistry (PP) (40) provided the platform for Malik (19\*) and Sweeting (20\*) to secure the victory. A visit to the picturesque grounds of Charterhouse was notable for the impressive all-round performance of Amol Chauhan (MM) (3/19) and the astonishing number of dot balls in the Westminster innings, 98. The batsmen were resilient but struggled to score, eventually finishing 81/3 chasing 141. The final game of the season against St. Benedict's saw a spirited fielding and bowling performance from a Westminster side with 4 front-line leg-spinners limit the opposition to 112/6 from 20 overs. The reply never really got going and ended in a hurry. The disruption to the season was a great shame, particularly given the enthusiasm for the game shown by the Remove throughout their school careers.

**Matthew Perrins**

## U15 CRICKET

After missing the 2020 Cricket season, this summer was eagerly anticipated. Having not experienced the delights of a sunny day's Cricket at "the Square" in Fifth Form, understandably fewer Lower Shells than usual signed up, but it was a case of quality over quantity as a formidable team emerged. Captained by the inimitable Kabir Manaktala (MM), the team found their feet quickly with a fine win over Aldenham. The top three made light work of their meagre total of 115-9, Rauf Malik (QS) the pick of the bowlers with his pace and movement, announcing himself as an opening bowler of some class. Aryan Bagade (AHH) started off a fine individual season with 66 not out to anchor the side home.

In the LSCA Cup first round, GGSK were humbled by a margin of 56 runs – an excellent innings of 39 not out from Dhruv Gupta (AHH) the highlight. This was followed by a tight match at Alleyn's, in which an unbeaten century from opening bat Bagade was not enough to prevent the opposition narrowly chasing down the target of 136. The quarter-final of the cup brought a thriller against Mayfield – an eight-run victory courtesy of some fine batting by Gupta (54 not out) and Aidan Hincks (PP) who joined the team alongside Jamie Feldman (WW), Aidan Brooke (LL) and Jai Gupta (LL). In no small part by the excellent bowling and fielding of these U14s, Mayfield couldn't get going and the pressure told. Rain and Covid outbreaks spoiled the second half of the season, missing games against Chigwell, John Lyon and Emanuel. The cup semi-final was a somewhat disappointing affair, and despite runs for Gupta the team did not take their catches and were a little off the pace in losing narrowly to City of London. No repeat of the 2019 FJP Ingham Trophy victory this year then!

The final match of the season was a rain-affected 15 over smash against St Benedict's – Bagade once more in the runs, and Tom Jolly (MM) fulfilling his potential with 3-24 – but Westminster fell just short. So overall the team won three and lost three this season, perhaps not quite a fair reflection of the awesome talent in the side, but certainly lessons to build on for the future. The player of the season was Aryan Bagade, with Dhruv Gupta a very close runner up. Johnny Segrave (RR)'s excellent keeping and aggressive opening of the batting, the elegant batting of Fayz Khan (HH) who spent the first half of the season injured, Zain Sathe (LL), Sohan Vohra (RR), Cameron Kersey (BB) and Anshu Nautiyal (BB) all bolstered the team and brought their own flair, and there is the core of a very fine side for the future. Many thanks as always to the venerable Mark Mason, without whom the season would be far poorer.

**Charlie Ullathorne**

## CRICKET: U14A

**Played: 5 – Won: 3 / Lost: 2**

It matters not whether you win or lose, but how you play the game. The Under 14s play with the spirit of cricket in their hearts, and they also like to win.

Led by all-action captain Aidan Hincks (PP), who did everything but cut and prepare the wickets, they formed a cohesive unit despite two narrow defeats to Aldenham and City in April. Hincks then handed the gloves to Aryaman Gupta (PP), whose keeping improved rapidly as did his rollicking batting. Aidan Brooke (LL) was very dependable both as an opening batsman and leg-spinner, and frequently bamboozled his quarry. Rohil Bhattad (AHH) was dangerous with the new ball as was Jamie Feldman (WW), whose all-round talents promoted him to the First XI. Jai Gupta (LL), with his shrewd cricket brain and brilliant fielding, starred throughout, as did all-rounders Aarav Mangla (BB), Luqmaan Markar (WW) and Alex Berridge (MM). Alex's 3-3 against Emanuel were the best bowling figures of the season.

An undefeated partnership of 133 between Hincks (51\*) and Brooke (46\*) crushed John Lyon, after a fine bowling performance beforehand. The victory over Alleyn's was also comprehensive, with Feldman (42\*) and Hincks (3-11) in fine form. Strength in depth was added by the promising batsmanship of Alex Ross (LL) and Alex West (HH). Sebastian Kershner (RR) and Indraneel Bhat (PP) made telling contributions against Aldenham and Emanuel respectively.

Congratulations to the team for their commitment, flair and sportsmanship. It was a pleasure not to deal with any egos, for they enjoyed each other's success, and thoroughly deserved their winning season. Thanks also to Buddy Mason, whose firm and charismatic coaching helped everyone improve as cricketers and enjoy their experience.

**Joe Ireland**

## CRICKET: U14B

The U14Bs were a competitive side throughout their first season. They had a successful season, winning convincingly against Chigwell and John Lyon, competitive against Aldenham and Emanuel but well beaten by St. Benedict's, Ealing.

Each player made good contributions to the team and at the start of the season this was most noticeably Alex Ross (LL), scoring 49\* and 37\*; denied 50 by the number of overs and weather respectively. These stellar performances secured him a place in the U14A for the rest of the season. Other players whose performances won them a place in U14As included Indraneel Bhat (PP) (who was denied one innings courtesy of a dodgy LBW decision by Mr Morgan) and Alex West (HH) both making the step up with apparent ease. Players who should be challenging for a place in As next year included Sebastian Kershner (RR) who became a great team player, showing excellent progress with both bat and ball, especially 38\* against Chigwell and 4-18 against Emanuel. Sathvik Athreya's (AHH) bowling simply got better and better as the season progressed, bowling with accuracy and swing at both ends of the innings; He may not have taken the most wickets, but his consistency and economy rate put pressure on opposition in every match. Freddie Cowling (MM), who we unfortunately had for only half of the season due to injury, had excellent figures of 4-4 versus John Lyon that will go down in U14B folklore. The side was captained by Rohan Dasgupta (GG) for most of the season and it was a pleasure to see his skills develop. His bowling was accurate, and he always bowled with confidence and flair. Hector Shore (HH) batted and Gabriel Douglas-Home (AHH) bowled effectively when called upon and both were assured in the field. Hector was one of the more impressive timers of the ball, hitting confidently over the top on several occasions whilst Gabriel invariably took a wicket when the ball was thrown his way. Alexis Bouverot (HH) was ever-present behind the stumps and took many impressive catches, with the rest of the team arguing that his glove work only improved as he always wore his wicketkeeping gloves during drills. Special mentions must also go to Daniel Pesin (LL), Kazumasa Miura (HH), Leo Scully (PP) and Alexandre Assant (AHH) whose presence on the field, during training and stepping up with bat or ball ensured a successful season for every one of these pleasant and charming young men.

**Rob Morgan**





## CROSS COUNTRY

### The year we actually crossed countries...

(It's a bit of a running joke.) The glorious Station of Cross Country (XCXC GOSSIP GIRL) has witnessed as many changes in tone this year as a standard running outfit for Mr Allchin (BT), as we have been sent home and back and back home and back back again. Running became a saving grace for some, a Strava-fest for others, a distant memory for a lucky few. Endurance, stamina, a desire for it to stop – some say Cross Country, others say lockdown. And yet, unsurprisingly, the spirit of Cross Country stood firm. The Play term marked the introduction of a sporting moment, the likes of which could feature on a school-wide email: the "Round Pond Rumble". Cross Country, obviously, does not tend to dabble in the dark arts of Wellbeing, and yet long runs around Hyde Park and Kensington Gardens in the 3.30pm sunset were a genuine highlight of this year for many of the Remove gang (including Mr Allchin, Dr Kov – who will be much missed – Mr Walton and Mr Wurr). This year's lack of races provided a novel opportunity for genuine training – running for the joy of running, running with people who love running – which was taken up with gratitude, finesse, and Mr Wurr saying "directissimo". Thank you to Toby Evans (MM) for being a legendary captain and sportsman throughout, to Ted Dyer (LL) and Arseny Uskov (MM) for being the dynamic duo we never knew we needed, to Willem De Mol Van Otterloo (GG) for realising rowing is an inferior sport and for never forgetting his gentlemanly ways, to Sara El-Khamlichi (RR) for being the undisputed Most Improved Player, to Herbie Bingham (PP) for showing up when he wasn't swimming or napping because of swimming, to Louis Bilboul (WW) for showing scholarship and sportsmanship have never been adverse pursuits, to Hector Cross (Country) (RR) for his humour and the 2020 introduction of his headband. Cross Country Station this year has been a complete joy.

**Bryony Strickland (BB)**

## DANCE FIT

### Daisy:

Dance Fit is a brilliant Station for anyone who loves to exercise to music. The class atmosphere is absolutely amazing, and the teacher is really supportive. We usually start with a few songs to warm up and gradually move to the more intense ones. Even you have never tried out dancing before you can still follow the teacher's movements. For someone as lazy as me, Dance Fit has been my main exercise during school weeks, so be ready to sweat. My favourite songs have recently been Havana and Hip. The teacher is open to any type of song suggestions. If you are a K-pop fan Dance Fit is definitely the right Station for you!

### Nicole:

Dance Fit has always been my first option for Station, as there is no better therapy than dancing and sweating away your troubles at the end of an exhausting school day! Dance Fit balances exercise and fun perfectly, with an intense workout to ensure the amount of exercise we get weekly, as well as the fun movements we learn, help us enjoy the process of cardio. Our teacher is always very supportive of us; she would help us to break down the moves step by step so even people with no dancing experience would learn the dance quickly. If there are any songs that we liked, we would also recommend to her and, who knows, maybe a few sessions later you might just hear your favourite song being played, with a new routine to dance along with! It has been great fun participating in the Dance Fit sessions, and it is really beneficial both physically and mentally; in a pandemic, some Dance Fit could just be the little boost of energy you need!

**Daisy Xia (BB) and Nicole Zhang (GG)**

## FENCING

I first started Fencing in Fifth Form, alongside a bunch of others, all of us excited at the prospect of getting to stab our friends with swords. While it was the novelty of the sport which first attracted me, I soon found myself starting to really enjoy myself for two main reasons.

Unlike many other school sports, Fencing is not a team sport. The result of a match rests completely on your shoulders, which can be both frustrating at times, as all mistakes are your own, but vindicating at others. There is nothing quite like the feeling of winning a match, and knowing it was as a direct result of your actions. Fencing also combines the classical physical aspects of sports (explosiveness, endurance) with the subtlety of precise technique, as well as tactical thinking. All three skills are required to truly excel, and this makes for varied and interesting matches every time.

I would recommend trying out Fencing to every new or old pupil who is interested. We have two excellent coaches, Tomek and Leo, as well as Mr Butler, our Master in Charge who, in pre-Covid times, would organise many matches every term. With the resources at your disposal, the sky is your limit.

**Bhuvan Belur (BB)**



## FIVES

Mournfully, the Fives season has been anything but eventful. In the time it took to shake off what felt like a year's worth of rust, another lockdown was on the horizon. Nonetheless, the future is promising. A multitude of Fifth Formers signed up to the Station, and under the expert guidance of Oliver Meredith and Hatam Barma – titans of Westminster Fives lore – are sure to have made a more than solid start. There has been noticeable improvement across all years, and I look forward to hearing about their innumerable successes when inter-school matches do finally return. Fives truly is a sport for one and all. Situated in Ashburnham Garden, every Station afternoon the back rooms of the Library are graced with the sounds of cork on concrete and cries of jubilation. Fives affords both the relaxed environment that some want from Station and tough competition for more serious players. It's not hard to pick up and is immensely enjoyable, however well you can play. It really is the finest sport played in a court modelled on an ecclesiastical building, so give it a try.

**Jonah Poulard (HH)**

## GOLF

This season was a strange one, fixtures limited to the Election term, but as Golf is one of the most socially distanced of all sports, the Station was allowed to occur sporadically from September. It was split into bubbles, so only the Upper Shell and Sixth Form could take part, once a week each to avoid any "bubble-mixing". They enjoyed their time with our wonderful coaches Andy and Ben at Dulwich & Sydenham Hill Golf Club, especially now they have a new indoor simulator – very high tech indeed!

The ISGA cup first round match was against Wimbledon High School. It was our first fixture with the Girls' School, played at the beautiful surroundings of Wimbledon Park Golf Club under the shadow of the All-England Lawn Tennis Club. Harry Sweeting (RR), newly promoted to captain and boasting a single figure handicap, was first off and won his game comfortably. Nicolo Rossi (GG) and Jaiyun Iyavoo (LL) went down narrowly in the following two matches, so we exited the cup 2-1 at that point, but a wonderful round was had by all despite intermittent drizzle putting a bit of a dampener on things. In the plate competition, we reached the regional semi-final, but were beaten on a meltingly hot day at Royal Wimbledon GC by KCS – evidently SW19 was our nemesis this year! Sadly, the HMC foursomes was cancelled by the organisers, so our match versus Brentwood will have to wait for another season.

It was a shame to miss some of the regular features of the Golf calendar – we could not face the Old Westminster team, nor attend the West Sussex Schools' Invitational, but these are being lined up for the next academic year in the hope of better fortune. In the meantime, the Westminster golfers will try to keep on the fairways and out of the bunkers, and continue to enjoy the "good walk spoiled". Many thanks must go to Dr Lillington for his help running the Station for the past few years, as he departs for the warmer climes of the Cayman Islands, no doubt enjoying tropical greens flanked by palm trees and cool sea breezes, a far cry from autumnal Dulwich. Fore!

**Charlie Ullathorne**

## HOCKEY

With Ms Joyce away this season (we miss you!), Hockey was taken under the watchful eye of Mr Collier, and with him came new drills, games and stories.

Although we had no matches against other schools, our 1st XI were busy tearing up the pitches of Battersea and Kennington. There was always a showdown between our goalie Nadia "Immovable" Chadirchi (QS) (until she was forced to move to Football) and Nevin Chellappah (RR), who always found a way to break ankles with his speed and agility. Harry Allen (AAH) and Abhay Goel (AAH) never failed to bring a smile to our faces, especially during their nutmeg attempts. Of course, Hockey would not be complete without the Sixth Form. The Grantites were always the best players: Daniel Ciesla (GG), armed with his mask and stick, always gave his 100%, and Katie Wynne-Jones (GG) may be a candidate for next year's captain. Morgan Bjorklund's (DD) unpredictability with his taunting, one handed dribbling and dives was perfectly matched with Magnus Cameron (DD) being so cool and collected in games that he sometimes forgot to collect the balls at the end of practice, while Cem Muminoglu (RR) has skills to rival Nevin.

Hockey Station was not always about matches though; sometimes Paras Shah (AAH) would do pullups on the goalposts, or Emily Zhang (LL) would run laps when she forgot her stick. During times without pitches, we even came up with hockey golf in Battersea Park (I won of course). I miss the matches involving every year group, where the Upper School spent hours fighting off wave after wave of Fifth Formers. This season felt somewhat divided due to Covid restrictions, so I hope the Hockey spirit will be revived as inter-school matches start to happen. Lower School, I'm watching you!

Rupert Yeung (QS)



## JUNIOR HOCKEY

This season has undoubtedly been very different to the norm. At one point, Covid restrictions led to us having to play on grass instead of AstroTurf and throughout the year we haven't had as many matches between years or other schools. However, the squad, which consisted of mostly little to no experience progressed significantly, to form better personal skills but more importantly playing together as a team. A larger number of players have been committed and played a strong role, for instance, Senan Coleman (PP), who has been solid in defence, especially one-on-one, and Tobias Potel (GG), who consistently makes attacking threats, looking for the goal. There have been many new members, including the Fifth Formers, who we have not played with much, but it is clear to see that they have not struggled with settling in and I am sure that they will become an integral part of our team next year. I am looking forward to the matches that will hopefully come soon and I am confident and optimistic that the development of our team as a whole will lead to a promising score sheet with plenty of victories to come with it.

Shaylan Roy (HH)

## NETBALL

This year Mr Perrins took over as head Netball coach along with Ms Hewes and Miss Blakemore. Despite the decimation of our numbers as a result of year group bubbles, enthusiasm did not dwindle as we were able to focus more on technique and ball skills. The Remove organised an internal fixture involving 16 girls, a great turnout as girls came from other Stations, showing the demand and eagerness for competitive girls' sport. This season saw both Sixth Form and Remove reviving the girls vs boys fixture, with the Sixth Form girls obliterating their opponents and once again establishing their dominance on court. The Remove match more closely resembled David vs Goliath due to disparities in height brought about by the proliferation of rowers on the boys' side; nevertheless, the game was fiercely fought and exceptionally close throughout. By the end of the fourth quarter the score stood 21-21, but such was the pride and deep personal investment from both sides that neither was willing to accept a draw. We went to illegal extra time resulting in a 1 goal victory of 25-24 to the boys as sometimes happens with the timing of centres. There is popular demand for a rematch.

Lili Orchard (DD)

## ROUNDERS

Rounders has been fantastically popular during the Election term, with a substantial number of Sixth Form and Remove pupils choosing it as their Station. It has provided the perfect combination of exercise, sun and fun.

The inter-House competition was a great opportunity to rouse House spirit and demonstrate Rounders skills, despite the stray strikes of thunder that threatened to put a stop to the tournament. Undeterred by the challenging weather conditions, the semi-finalists played with true sportsmanship, with Hakluyt's and Dryden's progressing to the final. Congratulations to Dryden's who were crowned the champions, and of course, everyone who took part. Many thanks to Ms Wagstaff for her enthusiasm and organisational prowess, and Ms Hewes for her good humour and life lessons on punctuality.

Melinda Zhu (LL)





## SHOOTING

When I anticipated how I'd be spending my Station afternoons, I imagined freezing on the football pitch or rounders under the sun, not lying prone in deep concentration with muffled gunshots sounding around me. But having never touched a rifle before Sixth Form, I found the idea of Shooting exceptionally cool and I was keen on discovering whether I harboured a secret talent for it.

I went twice a week, progressing from five-bull targets to ten-bulls (target with ten bullseyes) and finishing off with a Skirmisher, where you shoot as many as possible in one minute. While the Punisher doesn't quite compare to what you would expect it to be in most sports (it's an exercise in trying to control your breathing where you walk around between taking shots), Shooting requires more endurance and concentration than I expected. Mr Hendriks provided incredible technical instruction, also leading our team trips to Bisley, where it became obvious that Shooting is not a solitary activity, as we went in high spirits, sharing plates of chips and boisterous car journeys.

Most of all, I enjoyed the spirit of the range – informal and light-hearted, juxtaposed with the intensity of the actual shooting. There was friendly competition, but primarily personal competition. If you scored highly enough, the target went on the Wall of Fame with a pun on your name written across it, the ultimate reward. My room was soon peppered with the targets I was proud of, and every week I look forward to adding to my collection. Whether I spent the session achieving world domination by hitting every continent or shooting some notes after an exam, I always leave the range feeling happy and grounded. That's why, six terms later, I'm walking around with one particularly strong shoulder muscle, and still shooting.

**Emmanuelle Gelain-Sohn (LL)**

## SWIMMING

Covid adaptations, bubbling and limited access to a pool have imposed some creative use of pool space during swimming Station this year.

Nevertheless, what Joe Wicks did for exercise in the living room, we did for Swimming in the diving room. It doesn't all have to be just laps, laps, laps. Here is Veronica Corielli's take on lockdown swimming Station:

Sculling. What is it? Commonly used to refer to the act of propelling one's boat forward with the use of an oar, sculling is a term the members of swimming Station, group two, have recently and with much pleasure discovered can also be applied to swimming. A good lower arm (is that a thing?) workout, we'd recommend it if you're interested in a style of swimming that allows for utter inexperience, yet has some flavour. The name itself is a bit more pretentious than the classic "doggy paddling" and will allow for a few seconds more of respite when people ask you what you do during swimming Station. Another very interesting experience, shared by all of us swimmers, was the "float with a cup" exercise. Place a half full cup of water on your forehead and meditate the meaning of human existence. Is the cup half full, or is it half empty? Be quick though, as plenty of other exercises await you. Last, but certainly not least, we have the "recover the seashells" exercise. Competitors have a few, heart-stopping minutes to collect all the plastic seashells that have been thrown into the water. We have also been informed that this same method could be used for actual seashells but, unable to test this out for the time being, don't wish to report it officially yet.

We will be back!

**Helen Prentice and Veronica Corielli (QS)**



## BOYS' TENNIS

This season has been a tough one for Tennis. When it comes to loyalty, kindness and good times, the Tennis team is the one to call. For skill, we are further down the list. We have lost a few million tennis balls through some... misjudged shots, we've had a few struggles against other schools and we've lost our marvellous and amazing Tennis captain to a broken arm. Yet, we've all had a brilliant time, with Alex supporting us along the way. Every ball we've lost has been a step towards improvement, and by that measure we are the best team in the country. We've all had a brilliant time and can't wait for more next year.

**Leo DiNanno (LL)**



## GIRLS' TENNIS

After missing out on a summer term last year, Girls' Tennis quickly came into full swing for the 2021 season. In our recent match against Charterhouse, the 1st VII team (Lili Orchard (DD), Felicite Baroude (RR), Amia Guha (RR), Natasha Hermer (AHH), Ellen Pepper (MM) and Jemima Chen (BB)) had some impressive games against a competitive team. Though the Remove will not be able to attend most of the forthcoming fixtures, the Sixth Form will hopefully improve our average to win more than just two sets. Tennis Stations have been divided by year group this term owing to Covid restrictions, but a strong sense of camaraderie has still been maintained when we travel to away fixtures. The House Tennis competition promises to be an exciting event, as does the Leavers vs Common Room fixture.

**Jemima Chen (BB)**





## WATER JULY '19 – '21

In the summer of 2019, the portends for a bright future for the Boat club could be seen.



At Henley women's regatta, Emma Kohlmayer continued to show that it is possible to come into the sport in the Westminster Sixth Form and compete with the best only ten months later. After a strong time, trial and a comfortable first round win, Emma went out to the eventual event winner in a very tight race.

After missing out on making the National Schools championship final, the 2019-2020 VIII (Arnav Sawhney, Adam von Bismarck, Oliver Ellis, Nirav Tomasi, Gaspard Baroude, Angus Stevenson, James Stevenson, Wilder Fulford, cox Alex Foster) re-trialled with the J16s now into the mix. The reinvigorated VIII impressed at Marlow, moving well up the school rankings. At Henley Royal Regatta, the crew comfortably beat Winchester in the first round and met the auld foe, Eton College in the next. Westminster's young pups would not let Eton escape and in the fastest time of the day and Eton's closest Royal regatta encounter held them to barely half a length. Eton duly lifted the Princess Elizabeth cup on Sunday.

A few days later Great Britain's under 16 rowing team won its annual match against France with strong winning Westminster representation in the pair (Willem de mol van Otterloo (RR) and Wilder Fulford (WW)) and the four (Nirav Tomasi (DD), Oliver Ellis (LL), Charles Cartisser (AHH), Caspar Griffin (QS), cox Manal Pandey (PP)). Later more of the VIII made international selections with James Stevenson in the Great Britain world championship team, Adam von Bismarck and Arnav Sawhney in the GB Coupe Jeunesse team and Angus Stevenson in the England eight and four.

Play term 2019 did indeed see much activity which began with the Elizabethan Boat Club's Sam Meijer, a recent Harvard graduate, winning the Wingfield Sculls, the amateur championship of the Thames on his way to join the British Olympic rowing squad. Rowing expeditions to Hong Kong and Sarnen to row, Vermont for cross country skiing, and Boston with Emma in a Slovakian double at the Head of the Charles kept motivation high and top results came in the fours head when Angus, James, Arnav and Finn Bannister won the Junior Quads.

Spring of 2020 found many events cancelled due to extreme weather but the new J15 eight just had time to win at Hampton Head before everything came to a grinding halt with Lockdown on 23<sup>rd</sup> March. Instead of the 74th Schools Head of the river on 18<sup>th</sup> March, we quickly distributed rowing machines and indoor bikes to begin the new remote training world. So followed a comprehensive home-based training adventure that saw Boat club numbers soar in every age group. After a few months all squads were reporting their best ever ergo scores and stunning core stability. If only we could get back on the river!

When eventually we did return to Putney, we found a much smaller river world with Hammersmith Bridge closed to all traffic and massive barge movements around the Fulham Football club site and the Thames super sewer sites. The virtual world training numbers maintained through the new year with numbers increasing over the winter for the first time ever. We were allowed a few private local matches in the early spring and both J14 and J15 squads

proved themselves with victories over Dulwich and KCS. The 75th anniversary Schools Head became a virtual event over the Henley full course distance but anywhere in the country. Racing up from Wandsworth Bridge towards Putney in near sinking gale force conditions, the girls' pair and quad took their first Schools Head wins! The 2021 National Schools Regatta was the first event back in the calendar with the VIII 7th, the J16 eight 5th, and the girls' pair of Sophie Covington (RR) and Fenya Tillery (RR). The J15 eight snatched a fine silver medal competing as the second J16 eight and the following day the J15 Octuple were 4th. With exams and Expeditions looming, no more regattas were possible for the younger years, but the girls set off to the west country to collect a good harvest of gold medals in singles, doubles and the quad at Wimbleball regatta.

In May the boys VIII had only recently been able to mix year groups and, with the gradual lifting of these restrictions since, the crew has reformed. By Marlow regatta, the new look VIII had overtaken Abingdon, Shrewsbury, St. Edwards and KCS from National schools' form and the scene is set for the August 2021 Henley Royal regatta, five weeks after the end of Election term. Summer holidays can wait!

CD

## GIRLS' WATER

From sporting the new kit, designed by Emma Kohlmayer (OW), to trying out coastal rowing, to waking up at the crack of dawn for our 6am water sessions, the Girls' Rowing Squad has had a phenomenal season. Despite the pandemic, we have been training harder than ever and, with help from our coaches Head of Water and Commonwealth Games medallist CD Riches and Olympic Silver medalist Mel Wilson, we have produced some impressive racing results.

We kicked off the season with the virtual Head of the Charles, racing three miles on the stretch of river at Putney. Although we were disappointed to miss out on a trip to Boston, it was still a great success. Fenya Tillery (RR) and Sophie Covington (RR) won the Women's Youth Pairs and the quad (Cosima Deetman (HH), Isabella Schaefer (BB), Sophie Tang (PP) and Amelia Turner (GG)) won the Women's Youth Coxless Quad event, beating crews from across the US.

Our lockdown training programme was delivered through an app and, with indoor rowing machines borrowed from school, runs and body weight circuits, we maintained our fitness from home. We had regular Zoom calls to boost squad morale, including a quiz for Rosie's birthday where we were treated to an exclusive Elvis inspired performance by CD.

When we finally returned to training on the water, we soon got back into the swing of things and competed in the virtual Schools Head of the River Race. Sophie C won the J18 Girls Singles; Rosie Cotton (LL) and Sasha Hammond (PP) came 2nd in the J17 girls doubles and the quad (Cosima, Isabella, Sophie T and Amelia) came 5th in the J18 Girls'

event. Most recently, we were delighted to attend the National Schools Regatta, the biggest junior rowing event in the UK, took place at the Eton Dorney Olympic rowing lake. The quad (Rosie, Cosima, Sasha and Amelia) had a very impressive time trial, and placed 22nd overall in Championship Girls Coxless Quads, a particularly competitive category. The following day, Fenya and Sophie C raced in a pair, progressing through to the A final and placing 5th. It felt great to be racing again and we received many compliments on our matching pink racing gear! The following weekend, we participated at the Metropolitan Regatta, an event popular with University crews from across the UK. Our quad (Sophie C, Cosima, Fenya and Amelia) placed 2nd amongst the school crews and 17th overall, beating many senior and university crews.

This summer, we are excited to compete at Henley Women's Regatta, as well as the British Coastal Rowing Championships, a completely different style of racing to what we are used to! We are Westminster's largest girls' squad in recent years and our hard work has yielded some excellent results, which we feel very proud of.

**Sophie Covington (RR)**



STATION



# Remove Brunch



GOODBYE REMOVE



# Leavers Service



GOODBYE REMOVE



# Retain and Explain?

by Elizabeth Wells

One of the enduring images of the UK's Black Lives Matter demonstrations will undoubtedly be the toppling of Edward Colston's statue in Bristol.

Many outside the city would not have known who Colston was until 2020, but the campaign to modify the statue's plaque, so that it acknowledged that his philanthropy was built on trading over 80,000 enslaved people, had been fruitlessly continuing for years. The actions of the crowd last year were not a spontaneous act of vandalism but an expression of long held frustration.

Colston's statue is the only one in the country to have been removed by protestors, and those responsible have been prosecuted. However, other statues across the country are now being scrutinized. At the time of writing, a commission established to assess the legacy of Cecil Rhodes at Oriel College – including whether

to remove his statue – had delayed its final report, in part due to the weight of submissions received. The Corporation of London is engaged in a dispute concerning a depiction of William Beckford OW at the Guildhall. The government-backed approach of "retain and explain", championed by Historic England, is at odds with the Corporation's desire to remove the statue.

I have been giving thought to those who are memorialised around the school. Comparatively little of our portraiture was commissioned or purchased by the school: most were gifts. Names have often developed in an organic fashion; Ashburnham House is named after the building in which it was based, rather than in

honour of the Earls of Ashburnham. The accretions of history we see around us have developed in a haphazard way. Moreover, even where artefacts were intended to be celebratory, they are not always interpreted in that manner: the mixed reactions to the school's 450th anniversary statue of Elizabeth I are a prime example. History is a process of constant revision and disputation, not a single static story. The Westminster spirit is one of loyal dissent and I hope we teach all our pupils to approach their environment with a critical eye, especially when it comes to representations of power and wealth.

The other difficulty is summarised by the historian's adage "absence of evidence is not evidence of absence".

The philosopher Julian Baggini noted in a recent article that "by our current standards, most Britons in history have been misogynist, racist and homophobic", whether or not records of their views have survived. We should not underestimate the cathartic value of removing figures such as Colston, or the impact of our built environment. However, David Olusoga was right to stress that "allowing the statues issue to get in the way of the anti-racism debate would be a mistake, and would empower objects that we mostly ignore".

With these cautionary thoughts in mind, we have begun research into the connections between former pupils and benefactors of the school and the trans-Atlantic slave trade. There are

over 26,000 known alumni and thanks to *The Record of Old Westminsters*, a series of published volumes providing detailed biographical information, we have been able to make some progress in identifying those who owned enslaved people. Our work has depended heavily on UCL's Legacies of British Slave Ownership online database, which is an excellent resource, but not without limitations. It draws on the documents produced at the point of abolition in 1833 when slaveowners applied for and received compensation from the British state for the loss of their "property" in the Caribbean. Although researchers are working to trace both backwards and forwards from this point, it is primarily a snapshot of the early 19<sup>th</sup> century. It



ARCHIVE



also focuses on the trans-Atlantic slave trade and does not consider British activities in other colonial theatres.

At the beginning is Elizabeth I, who refounded the school in 1560 and who is celebrated annually at the Commemoration of Benefactors service and in school songs and prayers. There are numerous depictions of her around school, with the most recent and distinctive being the aforementioned statue in Yard. In addition to authorising and profiting from the trade of enslaved people, her reign was also a period of significant Catholic persecution.

However, many would argue that in commemorating her at Westminster, we are specifically celebrating her support of the school and commitment to education. It is also worth considering that our depictions of Elizabeth I are some of the relatively few images of women we have in an art collection inevitably dominated by dead white men. The same argument could be made for our bust of Gandhi, on display in the Brock Library, a rare person of colour in our collection. Gandhi's championing of non-violent protest made him an inspirational figure around the world, but he espoused racist views about Black Africans.

Richard Hakluyt has also been highlighted as a problematic figure in the school's past. Whilst he never travelled outside of Europe himself, Hakluyt was keen to promote the English colonisation of North America, in response to Spanish and Portuguese activities. There is no evidence that he supported slavery or oppression of indigenous people, although these were the outcomes of the colonial enterprise. Whilst Hakluyt's work was influential, providing inspiration to Shakespeare, he remains a little known and unstudied figure. The suggestion to name the school's new day house after him in 1987 was made by a then-junior English teacher, Richard Pyatt, with a view to shedding more light on this individual.

A letter to the Head Master in the wake of George Floyd's murder mentioned John Locke's involvement in drafting the *Fundamental Constitutions of Carolina*, which stated that freemen in that territory would have "absolute power and authority over [their] negro slaves". Locke wrote prolifically and his attitude towards slavery has been the subject of intense academic debate for the past 50 years. Defenders of Locke note that his involvement in the *Constitutions* was as a secretary, paid to draft the legal document but with limited control over its contents.

Locke's own writing specifically opposes this form of slavery and the oppression of indigenous peoples.

Of the 89 Old Westminsters featured in UCL's Legacies of British Slave Ownership Database, only one slaveowner is represented in the school's visual environment: Stapleton Cotton, whose arms are amongst those displayed up School. The current decorative scheme was designed by Head Master John Carleton in the 1950s, although coats of arms were displayed in the space prior to the Blitz. Cotton was presumably included for his military prowess, but we know that he was also a slaveowner who, in 1833, received compensation for 420 enslaved people on his plantations in St Kitts and Nevis. I have long been uneasy about elements of the traditional heraldic designs which are on display up School and the "blackamoor" – a stylized African head – on this particular coat of arms is a clear example of why these decorations require reconsideration.

Due to the origins of the Black Lives Matter movement in the US, focus has understandably been on proponents of the trans-Atlantic slave trade. However, many controversial episodes in Westminster School's past relate to British activities in India. Hundreds



Above: One of the pupil artworks the school selects each year to add to its collection.  
Left: A portrait of the first eight female scholars at the school, commissioned by the College Society.



Above: Stapleton Cotton's coat of arms up School, with incorrect Latin motto and a 'blackamoor' head in the top right.  
Left: A map from a copy of Hakluyt's work *Divers Voyages* in the school's Greene Collection.

of Westminster pupils served in the East India Company in the 18<sup>th</sup> and 19<sup>th</sup> centuries. I will mention just one: Warren Hastings, an employee of the East India Company who became the first Governor General of the country. He was accused of corruption but acquitted after a long trial. Hastings undoubtedly played his part in British exploitation of India, but he also pursued reforms which genuinely improved the lives of Indian citizens. In Zareer Masani's essay on Hastings, he notes that of all the Governor Generals he was "undoubtedly the most curious and learned of them all about Indian culture and, judging by contemporary accounts, the most popular among his Indian subjects". This period of British history has been glossed over in past decades. In recent years, the school has actively tried to shine a spotlight on Hastings: in the 1990s, a room in Ashburnham House was renamed the Hastings Room, and in 2014 he was selected as one of the Old Westminsters to be profiled in the

Head Master's book *Loyal Dissent*. This is not to place him on a pedestal, but because we felt he was a complex figure, whose study raises important topics deserving of our attention. Since my arrival at Westminster in 2011, I have been working to ensure that the school's existing collections are better understood and displayed. Moreover, through initiatives such as purchasing a piece of pupil artwork each year, we are seeking to make the collection more representative of school life today in its full diversity. I am keen to use our Oral History programme to record the experiences of pupils at Westminster from Black and other minority backgrounds.

Our research is only just beginning. Over the course of 2021 we have been posting monthly articles on our blog which allow more space to investigate stories in detail. Subjects thus far include Robert Dalzell, an 18<sup>th</sup>-century pupil whose grandmother was an

enslaved Black woman; the Beckford family who amassed enormous wealth through ownership of enslaved people and plantations in Jamaica; and William Murray whose legal rulings helped pave the way for abolition and who is now known for the care he showed his niece and ward, the mixed-race Dido Elizabeth Belle. To read more please visit [archiveblog.westminster.org.uk](http://archiveblog.westminster.org.uk).

Afua Hirsch has remarked that what we need at this time is "more history, not less". Some elements of the media are keen to portray the decisions facing us as binary – we either retain all of our statues on their pedestals or erase these figures from history. In this way, our past becomes a proxy for the current culture war and can distract from much needed institutional change. We must reject this attempt to polarize debate and approach these difficult subjects with the care and subtlety they deserve.

# Robert Dalzell

by Bethany Duck

It likely comes as no surprise that the narrative of Westminster School is dominated by white men since, for most of our history, there has been limited diversity amongst our pupils.

It is difficult to single out an individual as the first to break the long line of homogeneity, but Robert Dalzell is perhaps a contender. In *The Record of Old Westminsters*, the school's biographical dictionary of all known alumni, his entry was until recently very sparse. It listed a year he was known to have been at the school, some details of his time at university, and his marriage, but lacked a date of birth or death and came with the caveat "This [...] entry need[s] sorting out".

It was only by accident that Dalzell came to our attention, while searching for Old Westminsters with links to the Slave Trade so these associations could be added to their biographies. He inherited half of a Jamaican estate and its enslaved people on his father's death around 1756 and benefited financially from it until the sale of his interests in the property 44 years later<sup>1</sup>. The UCL Legacies of British Slave-ownership database has been an incredibly valuable resource in tracing more than 80 OWs with links to the Slave Trade. One vital piece of information it provided for Dalzell was his mother's name, which was previously unmentioned in the School's records: Susanna Augier.

Augier was born an enslaved person to an unknown Black mother and a white



planter, John Augier, whose surname she adopted. On John's death in around 1722, Augier and her four sisters were manumitted (freed) in accordance with his will. She went on to have three children, Mary, Peter and Susanna, with white planter Peter Caillard in Kingston, Jamaica, and when he died around 1728, she was left with a vast amount of property across Jamaica. Within a year she was living with Gibson Dalzell, with whom she had two further children, Frances (b. 1729) and Robert (b. 1742). In 1738, before Robert Dalzell's birth but after the untimely deaths of Peter and Susanna Caillard, Augier applied for legal status as whites for herself and her surviving

daughters. This was granted by a Private Act of the Jamaica Assembly on July 19<sup>th</sup> of that year and thus when Robert was born four years later, he shared this status.

Augier was exceptionally successful for an unmarried woman in Jamaica. Her inherited wealth and skill at managing it presented a threat to white Jamaican landowners, who used her case in support of a 1761 Act that limited inheritance available to Black, mixed race and illegitimate Jamaicans to £2,000<sup>2</sup>. From Caillard alone, Augier had acquired lands worth £26,150 8s 1d, entailed for her two eldest then surviving children, Mary and Peter.

By 1752 she owned 950 acres of land and 80 enslaved people and had one white servant<sup>3</sup>, and she inherited a life interest in Dalzell's estate, worth £6,854 1s 3d, upon his death around 1756. It appears that she remained in Jamaica and was buried in Kingston in February 1757.

Frances and Robert Dalzell were raised from an unknown age in London on Clifford Street, Mayfair by their father. Frances married into Scottish aristocracy in 1757 and one year later Robert is known to have been at Westminster School, although he could well have been here earlier. Very little is known about his time here. He was

<sup>1</sup> "Robert Dalzell Of Wokingham. Summary of Individual | Legacies of British Slave-Ownership". 2020. [Ucl.ac.uk. https://www.ucl.ac.uk/lbs/person/view/2146644149](https://www.ucl.ac.uk/lbs/person/view/2146644149)

<sup>2</sup> Powers, Anne. 2012. "Augier Or Hosier – Name Transformations". *A Parcel of Ribbons*. <http://aparcelofribbons.co.uk/2012/04/augier-or-hosier-name-transformations/>

<sup>3</sup> "Susanna Augier Or Hosier. Summary of Individual | Legacies of British Slave-Ownership". 2020. [Ucl.ac.uk. https://www.ucl.ac.uk/lbs/person/view/2146655511](https://www.ucl.ac.uk/lbs/person/view/2146655511).

not a scholar, but records of Town Boys (all other pupils) are incomplete as they were contingent on Head Masters' record keeping. One of the most significant gaps is between February 1753 and May 1764, under Dr William Markham, which is when references to Dalzell would appear. It seems likely, drawing on information from his father and grandfather's wills, that he joined the school shortly after his father's death in 1756 and remained there until at least 1758.

His presence at the school precedes *The Elizabethan Magazine* by over a century, and the Town Boy Ledgers (logs kept by the Head Town Boy of events deemed significant) began long after he had left the school. Whether Dalzell's ancestry was identified by the other boys and masters and, if so, whether he was treated poorly because of it, is unknown. It seems that he considered the school a valuable place of learning, irrespective of his personal experiences, as we know his grandson, another Robert Dalzell, was admitted to the school in 1806 and became a King's Scholar in 1809.

While we can't know what Dalzell's experience at Westminster was like, it is possible to get a sense of the wider cultural attitudes at the time. His cousin Elizabeth Augier had nine children with John Morse, a merchant. The Morse family was at the centre of an extended legal battle in 1781

when John Morse died and his nephew, Edward Morse (who was a Westminster pupil and possibly a contemporary of Robert Dalzell), took his cousins to court over the inheritance. This was racially-motivated and he attempted to use the 1761 Jamaica law of inheritance restriction that had been passed in reaction to Susanna Augier's impressive wealth. However, Jamaican laws did not extend to the British elite and the Morse children had legal status as whites, as Robert Dalzell had. Edward Morse chose to ignore this, likely well aware it would complicate the race trial he was trying to construct, but Edmund Green, the Morse family's lawyer, unravelled the complicated ancestry and revealed the Act to the courts.

Edward Morse also made an unfounded claim that his uncle had been not of sound mind when his will was written. The Morse children were illegitimate, but Morse had explicitly named them in his will. Had Edward Morse been able to successfully argue against his uncle, he stood to inherit a large portion of the fortune. The case was settled in favour of the John Morse's children in January 1799.

Edward Morse's negative attitude towards his Jamaican family is accentuated by the claim that he may have been the author of an anonymous letter to the *Morning Herald* in 1786,

publicly defaming one of Morse's daughters, Sarah Cator, by revealing that her mother was a "Mulatto woman"<sup>4</sup>, intentionally damaging both Elizabeth Augier's reputation and those of her children, who were integrating into elite white British society. There was a growing stigma against Black people in Britain and it was desirable to avoid widespread knowledge of any Black ancestors. It seems likely that Dalzell did not reveal his mother's identity, who was a well-known figure in Jamaica but less so in Britain. Edward Morse would not have been alone in his prejudice and may well have espoused his views in Dalzell's earshot, if they indeed were at Westminster together.

It would perhaps be wrong to name Robert Dalzell as Westminster School's first Black pupil, if he would have rejected the label himself, but it is also a title that may not even belong to him. Daniel Livesay, author of the book *Children of Uncertain Fortunes: Mixed-Race Jamaicans in Britain and the Atlantic Family, 1733-1833*, suggests that "hundreds of children born to white planters and Caribbean women of colour [...] crossed the ocean for educational opportunities"<sup>5</sup>, among other goals. Dalzell is not a unique figure as a mixed-race child raised in England and it is possible that, as the sons of wealthy white men, others could have found themselves crossing Little Dean's Yard.

<sup>4</sup> Anonymous, *Morning Herald*, July 12, 1782, Issue 1782, <http://find.gale.com/dvnw/infomark.do?&source=gale&prodId=DVNW&userGroupName=wschool&tabID=T003&docPage=article&docId=Z2000887328&type=multipage&contentSet=LTO&version=1.0>

<sup>5</sup> Livesay, Daniel. 2018. *Children of Uncertain Fortunes: Mixed-Race Jamaicans In Britain And The Atlantic Family*. 1st ed. United States of America: University of North Carolina Press.

# Online school or being at school?

by Aryan Verma (AHH)

In the early days of 2021, Prime Minister Boris Johnson announced a second national lockdown, including the widespread closure of schools.

What followed was a series of debates and questions regarding children's mental and physical health, as well as the potentially detrimental effects of another lockdown. Lockdown was incredibly hard, and its effects were certainly more harmful to some, and the Fifth Form found ourselves in a peculiar situation. Having only just settled into a new school, we were back at home, having to adapt to learning in a completely different atmosphere and environment. Through an optional survey and set of questions posed to the year group, data has been collected to showcase our feelings and thoughts on lockdown and online learning.

More sleep, unlimited screen time, longer breaks, video games, no commute, TV: these were some of the benefits and excitedly discussed aspects of the lockdown. What could go wrong? What potential disadvantages could there be? Surely any Fifth Former would happily and readily adapt to this new era of online learning. In fact, many pupils did enjoy these certain relaxed changes to their lifestyle for the time that they spent at home. Of course, everyone enjoys their 14 hours of sleep and watching a box set every day. Be that as it may, as W Clement Stone, the businessman, philanthropist and author said, "to every disadvantage there is a corresponding advantage". This remained true for many pupils reflecting on their lockdown and why in most cases, the disadvantages outweighed the advantages.

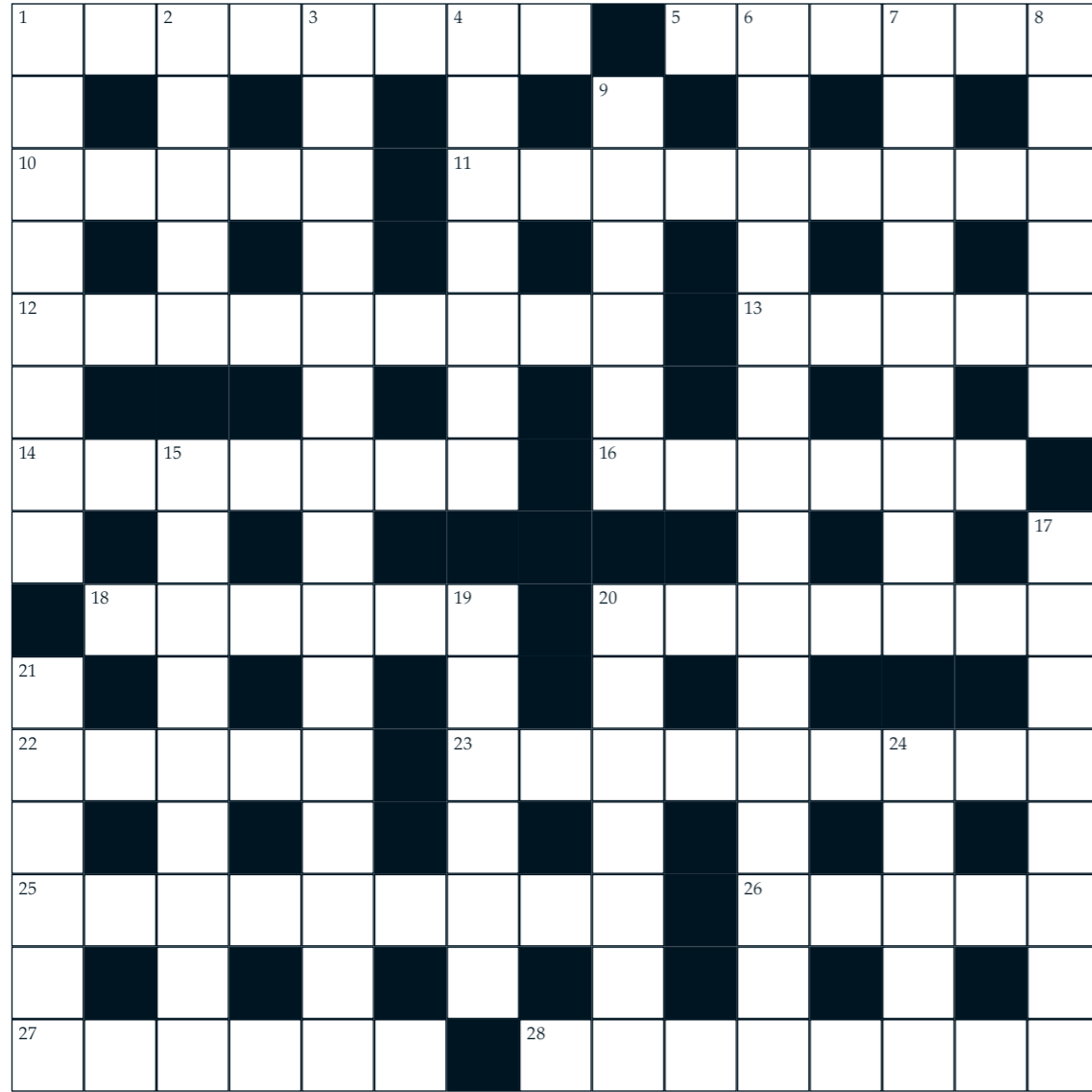
Especially during the pandemic, the phrase "humans are social creatures" was consistently repeated on the news by both leading scientists and politicians, and science shows that humans have a larger prefrontal cortex responsible for social interaction, and that we almost always feel better after talking to someone. Therefore, it is no surprise that over 52% of Fifth Formers mentioned missing their friends over the lockdown. There were opportunities to talk with friends online, but in general pupils preferred talking other face to face. Another aspect of school life that goes hand in hand with socialising and mental wellbeing is sport. Many pupils missed Station, whether it was Water, Fives or Football, and remembered the lack of playing sport with friends as one of the biggest disadvantages to their time at home.

In general, many pupils found that they had a lot of time on their hands, a lot more than they had during their busy in-person lives at the start of this year. While some found this relaxing and seized the opportunity by choosing

a hobby, most found lockdown quite boring and dull. The workload was less than it would have been in physical school, which a surprising number of pupils found frustrating, because of the abundance of free time that they now had on their hands. Although it is likely that many now wish for a similar workload, the fact still that we prefer to keep ourselves busy and active.

Was online school better than being at school? No! 80% of Fifth Formers prefer being at school, and lockdown was generally described as "dull", "unproductive" and "boring". Although lockdown came with many luxuries such as lie-ins, TV or longer breaks, we prefer a busy and active school life. Although we may not realise it, physical school and our friends, activities, teachers and sport help keep us active, happy and healthy. As Covid cases gradually drop and restrictions are eased, we will slowly return to normal life, hopefully having realised the need for our friends and school while reflecting on this remarkable chapter of our lives.





**Across**

- 1 Open up? Quite the opposite since January (8)
- 5 If, and only if, in the sheltered side of Parisian tower (6)
- 10 Interrogate Liddellites after getting rather inebriated at first (5)
- 11 Flexible, fitting and talented (9)
- 12 Heard in College attic if holster is incorrectly used (5-4)
- 13 Not an extra out for a fight (3-2)
- 14 One who inflicts punishment in Bible (English) before hesitation (7)
- 16 Sister takes Common Entrance, but with a subtle difference (6)
- 18 Transfer members from inside Cantandum (6)
- 20 Pupil post-Remove, perhaps, travelling to ancient city is German? (7)
- 22 Big Birdie? Or one better? (5)
- 23 Teaching something positive following journalist at university (9)
- 25 Classics department confuse and amuse with a tiresome expression? (2,7)
- 26 Accurate portrayal of satellite in Vogue – quite the opposite! (5)
- 27 Put male Weston’s teacher in Hooke perhaps? (6)
- 28 In a way, Grantites muse, in a fashion most superior (8)

**Down**

- 1 Mishap on Vincent square? Or just part of cricket Station (3-5)
- 2 Head staff member in College Hall includes one... (5)
- 3 Cocobolo made from a great absurd lie! (9,6)
- 4 Putney Station variously affected by European heatwave, initially overcast perhaps (7)
- 6 Judge inarticulate anyhow, no good interrupting! (15)
- 7 Lie about account of one mathematician (9)
- 8 Lower Shell keeps one single German for prolonged stays (3-3)
- 9 Stick a load on HLB, for example (6)
- 15 Becoming prominent: time for crazy heartless crisis (9)
- 17 Exceptionally good project (5,3)
- 19 Some classroom seating may be in series (6)
- 20 The first couple with Urim half-heartedly includes decoration on breastplate? (7)
- 21 Describe trouble after T E Durno comes back (6)
- 24 Not out on an expedition? Principally foolish. (5)

