



OLD BEDALIAN NEWSLETTER 2022



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Rob and Mary edited this issue of the OB Newsletter. Thank you to the many members of the Bedales community who have contributed content. Where Old Bedalians and former staff are mentioned, we have included dates for their times at the Bedales Schools where known. Please help us update our records if you spot any missing or inaccurate dates! And please submit comments, future articles and letters to the editors via email at alumni@bedales.org.uk 🌟

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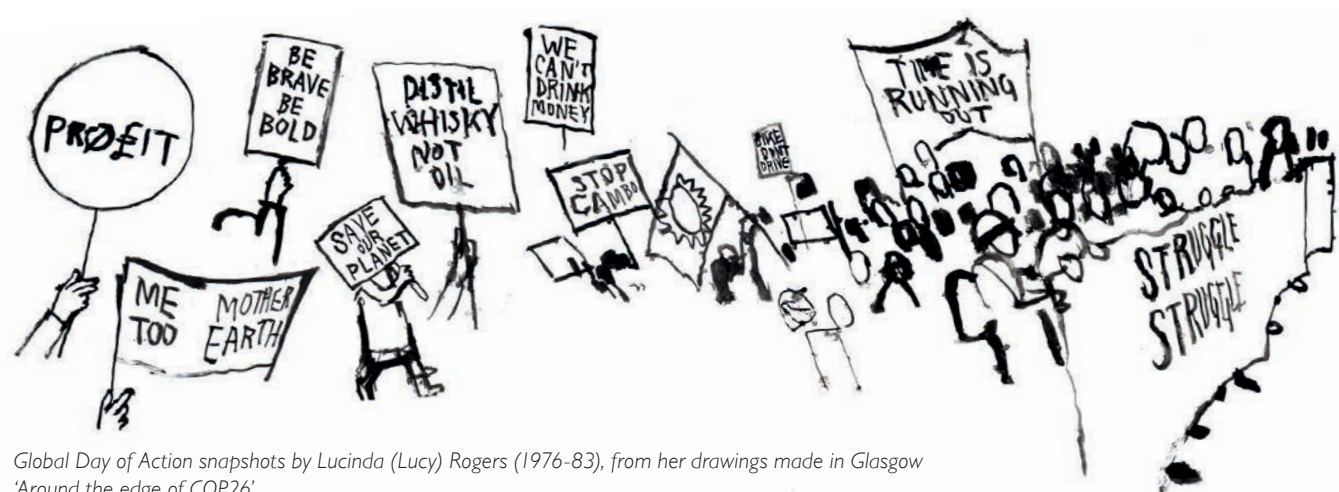
🌟 OB Bulletins

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WELCOME	2
HEAD'S REFLECTIONS ON 2021	3
OB EVENTS – REVIEW OF 2021	5
A YEAR AT BEDALES	10
THEATRE CELEBRATES 25 YEARS	16
ALBERT CAMUS – LA PESTE	19
COP26: THE DUST HAS NOT YET SETTLED	21
COP26: SEE THE BRIGHT FUTURE	24
PREPARING FOR LEARNING BEYOND SCHOOL	26
BUILDINGS OF BEDALES	29
JOHN BADLEY FOUNDATION	32
BEDALES GRANTS TRUST FUND	37
STAFF PROFILE	38
OB PROFILES	41
LETTERS TO THE EDITOR	49
NEWS IN BRIEF	53
OBITUARIES	59
BIRTHS, MARRIAGES, ENGAGEMENTS & DEATHS	69
UNIVERSITY DESTINATIONS 2021	70



Global Day of Action snapshots by Lucinda (Lucy) Rogers (1976-83), from her drawings made in Glasgow 'Around the edge of COP26'

WELCOME

Sylvia Kahn-Freund (1964-70), Chair of the Bedales Association Steering Group

Welcome to this newsletter. Although a second year marked, and marred, by COVID in all its consequences, this newsletter demonstrates that the spirit and resilience of the Bedales community is not easily diminished.

Over the past year inspiring talks were given and new initiatives started which all look beyond the immediate restrictions of our lives, and they are reported below. There are also some fascinating reminiscences from OBs which illustrate an enduring, dare I say Bedalian, positivity in the face of adversity.

Engagement by OBs with the schools has often been virtual. Online Civics talks, remote mentoring and fundraising for the John Badley

Foundation in a summer online auction demonstrated how OBs adapted to make the best of current pressures.

Some 'in person' OB activities happened during the year; Stoner Cricket week, the Stansted Players production and OB football tournament were all completed successfully. A new LGBTQ+ group for OBs met for the first time during the summer lull in pandemic restrictions. Visits to the schools by **Gyles Brandreth (1961-66)**, **Tabitha Goldstaub (1991-2004)** and others were also able to go ahead. However, restrictions meant that, sadly, OB reunions could not happen this year. Plans to catch up with the missing years are being made, tentatively, to include two missed 10 year, 25 and 40 year reunions and

6.2 leavers' events, and the school hopes to be able to continue with normal Parents' Day activities.

OB bulletins now go out twice termly, though the External Relations department is happy to hear news from OBs at any time and articles for the next edition of the Newsletter are very welcome.

The Bedales Association would like to thank all those in the wider Bedales community working and volunteering to manage the consequences of the pandemic.

As ever I would like to thank all those in the External Relations department who provide such an efficient interface between the schools and the Bedales Association membership. 🌟



HEAD'S REFLECTIONS ON 2021

Will Goldsmith, Acting Head of Bedales

Being asked to write a reflection on the events of 2021 and to do so as someone who only became Acting Head three months ago is slightly daunting. However, there's certainly a lot to write about and, in reading through this newsletter, I have plenty of material to draw on and celebrate. Certainly, one thing that I have noticed, particularly since taking on the Acting Head role, is how much more Old Bedalians are involved with their alma mater than in any other school I have ever worked in. For me, this is one of the great strengths of the school and one of the things that makes it so special.

The start of 2021 saw another period of remote learning with all the limitations and frustrations involved in that. However, as with the previous lockdown, the school community rallied together and even managed to organise online mock exams for our Block 5 and 6.2 students. We were also able to run a design collaboration with **Patrick Lewis (1989-97)** where our 6.1 Product Design students worked on imagining possible new teaching spaces on the campus here, tapping into the ongoing enthusiasm for the architecture of this little corner of Hampshire. It was also timely that we were able to run the second of our 'Beyond Bedales' events online with several OBs, focusing aptly on careers in medicine and healthcare. The technological innovation that we have taken on in the past two years will no doubt be useful as we explore how we can make technology work in a way that is true to our traditions at Bedales.

Our return to school for the final three weeks of the spring term was intense as we revelled in reconnecting but also processed the difficult emotions and experiences connected with the 'Everyone's Invited' website and issues around sexual violence.



Just a glance through the stories in this newsletter from OBs like **Jenny Hilton (1948-54)** tell of the historic struggles women in particular have faced in all walks of life and these struggles are by no means over in 2022. However, I am proud of the way the school community has faced up to these difficult conversations, particularly in the way our ongoing 'Dialogue for Change' process is harnessing this energy to make real improvements to how we deal with complex issues of gender and consent. This forms part of broader efforts to improve diversity and equality at Bedales with the continuing success of the school's Pride Society, our celebration of Black History Month in October and with the founding of the OB LGBTQ+ 'Triffids' group in the autumn.

The summer term saw our students and staff working tirelessly to prepare and sit assessments for their 'Teacher Assessed Grades' which resulted in an excellent set of outcomes for our 6.2 and Block 5 cohorts, almost all of whom gained access to their first choice post-Bedales destinations. Setting up and running our own exam system from scratch is something we're very proud of but it does also highlight

the urgent need for reform when it comes to the assessment system in England, a cause we champion actively here at Bedales and on a national level. Aside from the serious business of exams, however, there was the more joyous moment of the (postponed) Rock Show proving how much the arts are at the core of what we do here. This proved to be particularly precious joy as, due to an outbreak of COVID infections, we were unable to host the normal round of leaves-taking or OB reunions. However, we have renewed optimism about this coming summer when we hope to catch up with many of our former students.

Autumn saw a brief moment of normality as we all came together for the first all school, in-person Jaw in the Quad since before the start of the pandemic. Moving around the site maskless and without any COVID restrictions was a joyful experience, reminding us of the vital importance of personal connections, of enjoying the physical spaces on campus and of being able to physically come together as a community. While short-lived (we had a serious spike in cases 10 days into term), it was enough of a spark to keep the flame of hope alive.

Certainly, once we'd got things under control in terms of infections, we were able to run a term which was relatively normal (mixed-age dorms, a busy cultural/sporting calendar and teaching in person) right up to Christmas, culminating in a beautiful carol service in Steep Church and the breathtaking *Tales from Ovid* whole school show.

Another moment of turbulence was the departure of Magnus in September which was sudden and unexpected,

leaving some feeling unsettled. The collegiate nature at Bedales provided a good counterbalance and we were able to carry on the urgent business of education without interruption. We hope to know by February half term who the permanent Head will be. Leadership at a place like Bedales is not always easy to get right (I know from my own experience so far!) but it is inspiring to read accounts of distinguished OBs like **Jean Gooder (1946-52)** whose description of

leadership as "best achieved not through a commanding voice but by treating people as equals and allowing them to find and express themselves" is one I certainly find useful.

We are indebted to all those OBs and former staff who have so generously shared their insights into the school and their experiences of being students here. Their stories and perspectives are fascinating, often highly entertaining and so very inspiring to us all. 🌱



OB EVENTS – REVIEW OF 2021

Mentoring Design projects – spring term 2021

We are grateful to architect **Patrick Lewis (1989-97)** who together with Bedales Head of Product Design Alex McNaughton mentored 6.1 Product Design students. Patrick assisted with the first full project of their A Level studies, which was to design a learning space to be placed somewhere on the school grounds. This project was to be inspired by a notable designer and feature the use of two particular materials; each student was allocated a different designer and combination of materials. They were then asked to come up with conceptual ideas. These would be represented by research and design work in sketchbooks, a scale model and a CAD model. Final presentation boards were presented to Patrick and Alex. Students adapted their projects in lockdown using Adobe InDesign and Photoshop along with SolidWorks.

Beyond Bedales virtual event: Medicine and Healthcare – 1 March 2021

We held our second virtual Beyond Bedales careers event, this time covering Medicine and Healthcare. Thank you to **Claudia Anholt (2009-14)**, **Luke Austen (2010-12)**, **Olo Catton (2001-17)**, **Molly Graham (2008-18)** and **Adam Osborne (1999-2014)** who joined a group of students from Bedales and partner school Bohunt to describe their experiences of applying for, studying and practising medicine. Students were interested to hear how the Old Bedalians had found the application process; three had succeeded first time round, one had to take a gap year and reapply, and one reapplied as a post-graduate having first studied Biomedical Science.

Being Bedalian – May 2021

Three Old Bedalians and a former teacher visited Dunannie to talk to children in Year 1 about the rich history of the school as part of a project, 'Being Bedalian'. Former Head of Dunhurst and Bedales teacher **Alastair Langlands (staff, 1973-2001)**, former head girls **Jane Kirby (1974-79)** and **Seona Ford (1957-62)**, and **Laura Greene (1977-90)**, who attended all three Bedales Schools, talked to the children about Bedales' rich history. Through the talks – and by looking at old photographs, diary entries from a Dunhurst pupil in the 1950s and other artefacts and buildings – the children found out what

life was like at Bedales decades ago, contemplating what makes Bedales so special, and how it may look in the future. A highlight included Alastair Langlands bringing with him the first ever piece of Bedales furniture, which the children enjoyed sitting on and hearing Alastair's story of how John Badley started the school with one bench, three boys and six teachers. Dunannie's Year 1 class teacher Leanne Payne said: "I love teaching this project but Laura, Jane, Seona and Alastair have really enriched the children's learning and

interest. There is a great sense of being part of a family, connecting with different generations whose tales and knowledge have been passed on to some of our youngest learners."



Stoner Cricket Week – 5-9 July 2021

With the Mem pitch in good condition thanks to the care of the grounds team, the Stoner team enjoyed a week of fixtures in the summer under adapted ECB guidelines following cancellation the previous year due to the pandemic. Fixtures included Barnes CC, 40 XI, Steep T20 and East Meon. Most evenings players retired to The Harrow Inn to recount the day's events. Notable OB contributors included **Justin Jones (1987-92)**, **George McMenemy (2014-17)**, **Paul Bradley (2002-07)**, **Ben Seddon (1993-98)**, **Dylan Allenby-Ryan (2012-16)** and **Albie Waterton (2012-14)** (photo pre-pandemic from 2019). Anyone interested in participating in 2022 is encouraged to contact Albie by email watertonalbie@gmail.com.

World première of Edith Wharton’s *The Shadow of a Doubt* by the Stansted Players – 18-21 August 2021

Gwyneth Rushton, Journalist

It was a treat to visit the striking modern building that is Bedales Theatre for the world première of *The Shadow of a Doubt* by Edith Wharton. The theatre enjoys well organised seating respecting all the current COVID guidelines which didn't prevent the anticipatory hum of conversation in the audience as the very professional array of lighting brought the stage to life. As **Alastair Langlands (staff, 1973-2001)** opened proceedings to affectionate and hearty applause, he reminded the audience that COVID restrictions did not mean that the audience were not allowed to laugh. Which they did.

The play about to be performed had never reached the Broadway stage when it was written in 1901 and Alastair had grasped an opportunity to bring a colourful cautionary tale to light enriched with a memorable choice of music to be sung by the cast in perfect rich harmonies and rondels. The opening scene is of a drawing room in Lord Osterleigh's house in Park Lane where young Sylvia Derwent waits by the window for the brougham to arrive.

Edith Wharton's cautionary tale of rumour and misunderstandings was enacted by this group of accomplished actors who could seamlessly transform into a perfect faultless choir. With the cast performing

barefoot on the wooden stage, each regrouping of all the cast members to sing was accomplished seamlessly and silently which gave the music a special extra quality.

The play was rediscovered by two academics, Laura Rattray and Mary Chinery, who published it in 2017, and

Alastair was given permission to bring it to the stage for the first time (though a version has also been broadcast on BBC Radio 3).

The Stansted Players have been using music as an integral part of each performance for 30 years and a very fine performance it was.

Cast

Sylvia.....	Lucy Coates
Lord Osterleigh.....	Jordan Theis
Kate Derwent.....	Christy Callaway Gale
Susan Lady Uske.....	Flo Robson
The Honourable Bobby Mazaret.....	Dominic Ashton
Clodagh Neville.....	Harriet Thompson
John Derwent.....	Julien Allen
Dr Carruthers.....	Stephen Davidson
Alice Lady Tarbet.....	Jessica Price
Mrs Lingard.....	Serena Brett
Lord Tarbet.....	Dan Wheeler
Captain Dulleston.....	Alastair Langlands
Gwendoline Fane.....	Rebecca Langlands

Music arranged by Nicholas Glead

Total Eclipse of the Heart – Jim Steinman arranged by Jordan Theis

Ich Will Meine Seele – Schumann arranged by Nicholas Glead

Fair Daffodils – Hubert Parry

Both Sides Now – Joni Mitchell arranged by Nicholas Glead

Beati Quorum – CV Stanford

Stabat Mater – Dvorak

Remember not, Lord, our offences – Henry Purcell

+

A song to send you home

Lighting arranged by Simon Fothergill

Costumes provided by Joanne Greenwood





Launch of LGBTQ+ group – 9 September 2021

Ned Smith (2003-11), Rupert Muldoon (1996-2001) and Remy Blumenfeld (1977-82) have started an LGBTQ+ group for Old Bedalians and invite anyone interested to get in touch:

“How better to celebrate this and the easing of lockdown than by meeting new friends? Other schools have done similar. Once a year there is a collective party where we are invited to all join forces. Please email triffids.ob@gmail.com if you would like to be kept in touch with our future plans. And do pass on to others who might be interested. PS Choosing



our group's name... simply that **John Wyndham (1918-21)**, author of *The Day of the Triffids* was an OB and we think it has a ring to it.”

The launch event was on 9 September and the combined schools' event

was held in Covent Garden on 15 September. Rupert reports that “a good handful of triffids joined in the ‘all school’ pride event, at which they helped raise £750 for the charity, Just Like Us”.



Class of 1979 party – September 2021

Jonathan Burton (1974-79) informed us of a party for the Class of 1979 to celebrate their 60th birthdays. Jonathan advises that he is a member of a lively WhatsApp group of 52 from their year and 30 of them met in Devon for a weekend birthday party in September.

OB Football Tournament – 25 September 2021

OB footballers gathered on the Steephurst pitches in support of the Rural Refugee Network, raising £400 for the charity. Particular thanks go to **Toby Andruskevicius (2011-17)** and **Tom Reynolds (2010-17)** for organising the tournament and fundraising.



Campaigning war artist – 1 October 2021

Arabella Dorman (1991-93) kindly visited for a day to inspire budding artists at Dunhurst and Bedales with stories of being an embedded war artist with UK forces in Afghanistan and her campaigning to support refugees, particularly women.

Odd Boy Out – 13 October 2021

Gyles Brandreth (1961-66) visited Bedales to hand deliver a copy of his new book, *Odd Boy Out*, to the Memorial Library, the latest of many books he has authored or edited and generously given to Bedales. Gyles inscribed the book – an autobiography which includes many of his memories of Bedales – while sitting in what was his favourite bay as a student. Gyles talked to students about his experience as a Bedalian, sharing memories such as playing Scrabble with Bedales founder John Badley, who was then nearly 100. Gyles explained that Mr Badley used to share his personal memories of Oscar Wilde, one of Gyles' heroes, who had been a Bedales parent and Mr Badley knew quite well. The conversation continued over tea and cake in the Orchard Building, where Gyles spoke of his lifelong support for reforming oppressive laws against LGBTQ+ people. He had first campaigned on the issue when still a Bedales student, and as an MP supported equalisation of the age of consent in Parliament. Gyles' book contains many great stories about how doors opened for him because he was bold enough just to ask. As a student journalist he secured interviews with Heads of State and as a student dramatist he persuaded world-famous actors to appear on his stage. He encouraged students to be ambitious and "just go for it". Bedales Librarian Ian Douglas said: "I had been sure that Gyles' memoir would be terrifically funny, but I didn't know it would be so moving as well. I hope that many, many Bedalians will read it."



Insights into Artificial Intelligence – 9 November 2021

Tabitha Goldstaub (1991-2004), who co-founded CogX, a festival and online platform enabling thousands of thought leaders to host their own public or private live video sessions and build interactive meaningful conversations with their audience, gave a Civics in the Bedales Theatre. Tabitha spoke passionately about promoting female careers in STEM, and has written *How to Talk To Robots, a Girls' Guide to a Future Dominated by AI*. She's also a co-founder of Future Girl Corp and is an advisor to TeensInAI. Alongside CogX, Tabitha is the Chair of the UK government's AI Council and a member of the TechUK board. A serial entrepreneur, Tabitha was the co-founder of video distribution company Rightster (IPO 2011). Thank you Tabitha for an inspiring talk.

Beyond Bedales: Sustainability – 3 December 2021

Old Bedalians have continued to offer inspiration to current students, and we held a further careers workshop event to focus on sustainability with contributions from OBs freshly back from COP26 in Glasgow. Our thanks go to OBs **Emma Cusworth (1992-97)**, Director of Corporate Affairs, Green Finance Institute; **Kemi Williams (1982-84)**, Department of International Development; **Roxy Rocks-Engelman (1999-2003)**, Sustainability Manager, Cafédirect; **Scott Emerson (2012-17)**, Fashion Design BA graduate at Istituto Marangoni; plant dyed, biodegradable fashion; and parent James Bidwell, co-owner of Re_set and owner and Chair of Springwise. We are always immensely grateful to OBs and parents who are able to support current students with professional guidance.



OB Reunions – Sadly we have been unable to host any Old Bedalian reunions at school in 2021 due to COVID restrictions. We very much hope to be able to welcome back OB cohorts in 2022. 🍷

A YEAR AT BEDALES

A selection of stories from the school's weekly bulletin to give a flavour of life at Bedales in 2021.



JANUARY – Exclusive film screening in aid of the Rural Refugee Network

As part of our ongoing relationship with the Rural Refugee Network (RRN), we are pleased to announce an exclusive pre-release screening of the award-winning short film, *Adnan*, which explores the relationship between a refugee boy and his mother, who is suffering from post-traumatic stress disorder (PTSD). This fundraiser for the RRN has been co-organised with Block 3 students, and will include a live Q&A with the directors, as well as an exploration of how we have included refugee education into the Year 9 Bedales curriculum. We're asking for a minimum donation of £10, with an option to add more, to support the RRN in their provision for newly arriving refugee families in securing accommodation, education and employment.

FEBRUARY – Contemporary poet Deanna Rodger inspires

Jamie Thorogood, Block 4

At the start of this lockdown, I was worried we'd be missing out on all of Bedales' brilliant talks and performances... but I stand corrected! This week we were visited by Deanna Rodger, a multi-award-winning slam poet, who joined us online to lead a workshop for Bedales students and give a poetry reading for Bedales Events' annual Poetry Series. For the workshop, there were about 12 of us, so it was easy to ask questions and get our voices heard. We started the workshop with an icebreaker – each had to write small sentences on what 'freedom' meant to us. Then, we compiled them all into one big, spoken poem, and Deanna performed it for us (I'm surprised at how good it sounded, honestly). In the end, I think we all concluded that 'freedom' for us meant not having to set an alarm in the morning! Next, Deanna introduced us to free writing. Essentially, we had to write about something for three minutes without

stopping or taking our pen off the page. It's an exercise that really helps with writer's block. Our first topic title was 'A mother once said', and we had three minutes to write a poem. I did struggle a bit with it at first, but I got the hang of it eventually. After those three minutes we quickly moved on to the second title, 'My face as a map', then after that, the last one: 'Home as a smell'. Once we'd put all our thoughts onto paper, Deanna told us to take our favourite sections from each of them and compile them into one, big poem.

MARCH – Women's safety

Warning: The following two articles contain sensitive information on sexual assault and rape. The death of Sarah Everard has galvanised a nationwide movement, with women calling for social change to ensure their safety from sexual violence and harassment. Here, we share the perspectives of 6.1 students and a letter to students from the Head.

Working together for positive change

Leila Issa and Charlie Kitchen, 6.1

Over the past week in the UK there has been widespread reaction throughout society following the murder of Sarah Everard. Sarah was a 33-year-old marketing executive, who was kidnapped whilst walking home from her friend's house in Clapham, South London. She was last seen on CCTV footage on 3 March, calling her boyfriend. Her body was found a week later in Kent, 60 miles from where she was last seen. She was kidnapped, sexually abused and murdered.

Sarah's tragic story has inspired many victims of sexual assault to come forward with their testimonies. One online platform, *Everyone's Invited*, has allowed victims from schools across the country to come forward anonymously with their experiences of sexual assault, including one testimony from a former Bedales student.

Everyone's Invited was founded in June 2020 by a former Wycombe Abbey student, Soma Sara, after sharing her personal experience of rape culture via Instagram. Within a week she received and shared over 300 anonymous responses, reaching over 10,000 people. The website now has thousands of testimonies, including accounts from girls as young as nine. Her website continues to share anonymous testimonies as well as advice for victims, and calls for reform of the education system to include more detail on consent. On Monday, Bedales students came together as a community to discuss how we can support victims of any sexual assault, and how we can revisit our curriculum to reflect more accurately contemporary issues of widespread sexual violence in society. It was incredible to see so many students turn

up who were willing to have an open conversation on an extremely difficult and stigmatised topic. Given that Bedales is an independent school, we have the ability to influence the way our wellbeing lessons and school curriculum work. We can give much more prominence to education about sexual misconduct and the complex issue of consent.

Letter to students from the Head

Magnus Bashaarat (Head, 2018-21)

Further to my assembly this week, I wanted to re-assure you about the school's absolute commitment to promoting Bedales' values as a progressive, liberal institution, built on mutual respect and compassion – values that we expect all members of our community to enact. Sexism, racism, homophobia, and gender discrimination have no place at Bedales. I raised this on Monday and write to you now in response to the campaign to encourage people to speak out against sexual violence and harassment that has had so much prominence this week.

The public testimonies of young people who have been sexually abused are harrowing, and no-one should have to tolerate such treatment. The perpetrators need to be confronted, challenged, and to face the full consequences of their actions. This week, I have heard from some of you expressing concerns and seeking more support from the school in educating the student body and supporting anyone affected. I understand that some of you feel that you have not been listened to, and I intend to work with you to put that right. I am also conscious that some of you have felt that speaking to a member of staff confidentially about any difficult or traumatic experiences has not always been as open, easy or straightforward to do in the past as we would want it to be for you, and this is something that I will be working on with you to remedy.

Bedales was the first non-denominational co-educational school in Britain, which means that we have always emphasised equality and respect between sexes. I am concerned that due to COVID, we have missed the collective twice-weekly gatherings of the whole school community in the Quad for assembly and Jaw, and for handshaking. These are important opportunities to talk with you all about the school's history, ethos and values, and the boundaries for acceptable student behaviour. The issues raised in this campaign are difficult, and we need more discussion on them, for example, in understanding the complexities of consent, and the legal frameworks that we operate within when investigating and naming individuals involved. The recent campaign provides a valuable opportunity to engage with you all to discuss these issues and to reinforce what's acceptable and what isn't. We have already instigated a Women's Action Group – of students and staff – that will meet, and we will be holding a vigil to show support for

victims of sexual violence, and to remember Sarah Everard who was so tragically murdered earlier this month. Many of you chose to wear red on Tuesday to show your solidarity with victims of sexual violence, and students are planning an art exhibition themed on sexual violence.

I encourage you to use the dedicated support network of houseparents, medical and counselling staff to raise concerns and to help manage any trauma triggered by recent events. No victim of sexual violence, recent or historic, should remain unsupported. We are proud of our strong tradition of student voice at Bedales and staff are eager to work with you to ensure an open channel of communication between us. I will be developing a framework for these discussions to take place with you.



APRIL – US university application success

Sarah Oakley, Overseas University Advisor

Congratulations to all those Bedalians who have received offers to US universities. As reported earlier this year, most American colleges dropped their requirement for students to apply with SAT or ACT test results. This resulted in a significant surge in application numbers as applying became easier without test scores. Application numbers to individual US colleges increased between 20 and 100 percent, with UK students applying to the States increasing by 23 percent and the more aspirational choices in the Ivy League experiencing intense competition for spaces. This upsurge was reflected in more Bedalians choosing to apply than ever before. Three students elected for 'early decision' applications, which all paid off, and three students have been accepted at Ivy League institutions. Multiple offers of places were received from a range of sought-after institutions, including Belmont, Berklee College, Boston College, Cornell, Columbia, Dartmouth College, Delaware, Eckerd College, Fordham, George Washington, Hawaii at Hilo, Maine, Massachusetts Amherst, New Hampshire, The New School, Oregon, Rhode Island, Washington and UNC Wilmington. Several of these offers were accompanied with significant merit-based scholarships.



MAY – Sculpting clay heads in pottery enrichment

Andy Cheese, Teacher of Art

6.1 students Annie Lawes and Honey Lindsay are attending my pottery enrichment project. We are working from photos of friends – and in Honey's case, a self-portrait – to sculpt clay heads. For this project we are using two methods of measurement. The first was developed by Jacob Epstein in the 1930s, using photography to create silhouette templates to work from. The second was developed by Eduard Lanteri; he was the sculptor who taught August Rodin in the 1890s and created an excellent book on sculpture techniques that is still in print today. We are using a crank clay which is coarse but tough, and will take the punishment of sculpting and firing. So far, we have had only one piece that has not made it through the firing process, and I hope to have a display of the finished pieces ready for Parents' Day.

JUNE – Block 3 Girls' Football Festival

Mariela Walton, Teacher of PE & Sport

This week Block 3 participated in the annual Girls' Football Festival. Taking place on a hot Tuesday afternoon, the girls were split into six teams, all of which played each other. The result was a fantastic afternoon of girls' sport. Across



the matches we had 15 different goal scorers and it was brilliant to see such a large number of girls taking the opportunity to put the ball in the back of the net. Clara Stannah was awarded top goal scorer with eight, followed closely by Pandora Meredith-Hardy on six and Tilly Wall and Poppy Brough both on four. 'Player of the Tournament' was a difficult decision, as all of the girls worked so hard, demonstrated great teamwork and displayed brilliantly positive attitudes. However, in the end the award went to Angelica Clarke who was exceptional, not just in her playing ability, but her overall approach throughout the tournament. Well done to all who participated.



JULY – Parents' Day Tennis Finals

Graeme Coulter, Head of Tennis

On Saturday the finals of the intra school tennis tournaments were contested, with parents able to come and watch for the first time since the start of the pandemic. Six finals were held over the course of six hours. Harry Hornsby and Nikolas Beecham took on Hari Walton and Tommy Hornsby in the boys' doubles. The youngsters from Dunhurst played to a truly outstanding level to win 6-0, 1-6, 10-5. The mixed doubles was very closely contested by Paddy Arrowsmith, Sasha Arney, Tobias Bonham Carter and Jade Mark. This final was a brilliant match where momentum flowed from one pair to the other. It was eventually won by Paddy and Sasha 6-4, 6-7, 10-5. Grace Vernor-Miles, Lally Arengo-Jones, Sasha Arney and Alisia Leach played the girls' doubles final. This was another close match where either side could have won, but Grace and Lally held their nerve to win for the second year running 6-4, 7-6.

At the tennis finals, there was also a presentation to Graeme Coulter by **Maud Bonham Carter (2013-18)** to mark Graeme's service and commitment to Bedales tennis over many years. Graeme left at the end of the summer term to commence training as a Maths teacher.



Big thank you and congratulations to Wendy Hudson, Joanne Greenwood and Phillip Guy-Bromley who were each presented with a wood engraving of the Memorial Library on the last day of term to mark their 25 years of service to the Bedales Schools.

AUGUST – Farewell letter to parents from outgoing Chair of Governors

Matthew Rice (1975-80)

Valedictory letters aren't much worth reading as... well... the writer is about to disappear in a cloud of dust, but not to say thank you for having me feels rude so here is a thank you letter from your departing Head Governor:

I came to Bedales in 1975, the September before the hot summer when we sloshed water on our shirts before lessons, when the orchard was white as straw and when the pine trees made Steep smell like Provence. **Mr Jacks (1946-62)**, the school's third headmaster came to visit; **Tim Slack (1962-74)**, the fourth was trying for a second time to be Liberal MP for Petersfield (he very nearly won); and plenty of staff had been teaching long enough to have known our founder John Haden Badley. Nearly 50 years on

and plenty is unchanged, the Beechwood-Woolly hangers as backdrop and the mountain of Butser Hill to the south west and the wraparound green country that defines the school. In some ways the place is also unrecognisable as the last 20 years have seen the building of half of the school with the Orchard Building, the Art and Design Studios and now the Studies. But watching the students come out of assembly it is hard not to see how very recognisable the actual body of the school is, and how the real continuum of Bedales remains its true and rightful owners: your children. Staff and governors, heads and chairmen steer and scheme but the heart of the place beats independently. It being Bedales, very independently.

In the 13 years that I've been on the Board, I have seen brilliant staff and children working together; watched staff building the roof of the pavilion, Old Bedalians restoring the Outdoor Work barn and building the loggia around the dining room, students involved in new designs for buildings and planting 40,000 daffodils. I have seen new giants arrive who will utterly inform your children's lives like the great teachers of the past whose memorials have seen the Lupton Hall crammed to the gunwales with grateful students.



Steve Nokes is taking over as Chair. He is an ex-head and clever, wise and funny. You are in good hands I am sure of that. So thank you parents. Both for allowing me the actually huge privilege of doing this job for so long but more importantly for choosing Bedales. Those hundreds of decisions form and sustain and populate my very best loved school and will provide the Bedalians and Old Bedalians and maybe Head Governors that will keep the show on the road.

SEPTEMBER – Magic and potions in Bedales Chemistry labs

Liz Stacy, Acting Head of Sciences

“Exactly how small are they going to be?” asked one of the 6.2 students as I took them through a health and safety briefing before we host the Reception class from Dunannie in the Chemistry labs at Bedales. The brief was ‘magic and potions’ and the session was run by some of our 6.2 chemists. The magic started by turning water into wine and making blueberry juice magically appear from a colourless liquid. Next, a magical smoke serum was created and used to extinguish candle flames – as any good trainee wizard or witch knows this is how you extinguish the flames from a dragon! Even elephants have to clean their teeth, so the class were shown how to make elephants’ toothpaste. Then came the potions – what happens when you add unicorn tears to spider venom? The Reception class (and to be fair, the 6.2s too) were enthralled as things fizzed, changed colour and magically disappeared. And an important lesson was learned – if you come into contact with zombie poison, quickly add eye of newt! A huge



thank you to the trainee wizards and witches who ran the session – Sasha Arney, Paddy Arrowsmith, Bella De Zordo, Bella McGrath, Martha Rye Lees, Nina Jones and Jasper Kennedy – and chief wizard Alex Marrison for making flames turn ‘kind of pink’!

OCTOBER – Adventure @ Bedales

Rob Reynolds, Director of External Relations and DofE Manager



I write this from Dartmoor on a sixth form Gold Duke of Edinburgh (DofE) award expedition. Thirteen students are enjoying good weather and the beautiful surroundings of this national park which is the largest and wildest area of open country in the south of England. Working in teams, students are walking, navigating, carrying their kit, cooking, wild camping, and supporting each other, under the expert eye



of Ridgeline Adventures who provide the specialist training and assessment. Bedales is proud to offer DofE which is delivered through the Activities programme for Blocks 3-5 where students can progress through Bronze and Silver; and the Enrichment programme for sixth formers to pursue Gold. The DofE award was founded by its namesake in 1956, and has become an internationally recognised mark of achievement. For many participants, the DofE can be a life-changing experience and a lot of fun. Students discover new interests and talents, and the tools to develop essential skills for life and work. Participants describe how they have developed character traits like confidence and resilience, which have boosted their mental health and wellbeing and helped them face and overcome personal challenges.

NOVEMBER – Thank you for supporting #BeFabulous for FitzRoy

Today students and staff took part in *Be Fabulous for FitzRoy*, wearing their finest clothes and painting their faces with glitter for the occasion in return for a small donation, which will go to FitzRoy, a national charity based in Petersfield supporting people with autism and learning disabilities. Thank you to everyone who supported this event by dressing up, painting glitter, playing music and of course, donating to this fantastic cause.



DECEMBER – Bedales launches Greenpower team

Alex McNaughton, Head of Product Design

Thanks to the generosity of the Bedales Parents' Association (BPA), this year the Design department has brought the Greenpower Competition – a significant and highly competitive design and engineering competition for secondary schools – to Bedales.



The Greenpower Education Trust is a UK based charity which enthuses young people about science and engineering by challenging them to design, build and race an electric car. Established in 1999, Greenpower works with 300 schools, with around 500 teams participating in the competition's classes: Formula Goblin (9-11 years); Formula 24 (11-16 years); and Formula 24+ (16-25 years). As a number of Bedales students from Blocks 3 to 6.2 have a keen interest, aptitude and sympathy for design, technology and engineering, many of whom have previously expressed a desire to take part in the competition, we saw an opportunity to launch a Greenpower team – initially in the Formula 24 category – for a group of students to work throughout the year to build and improve a vehicle to race at nationally organised events, which are hosted at top race circuits such as Goodwood, Dunsfold, Castle Combe and Rockingham. 🏁



THEATRE CELEBRATES 25 YEARS

The Olivier Theatre has been a very important part in many students' lives over the past 25 years. In this award-winning timber-framed structure, which was completed

in 1996, students discovered their passion for theatre, created pieces and developed a range of skills that for many of them developed into careers. The first performance at

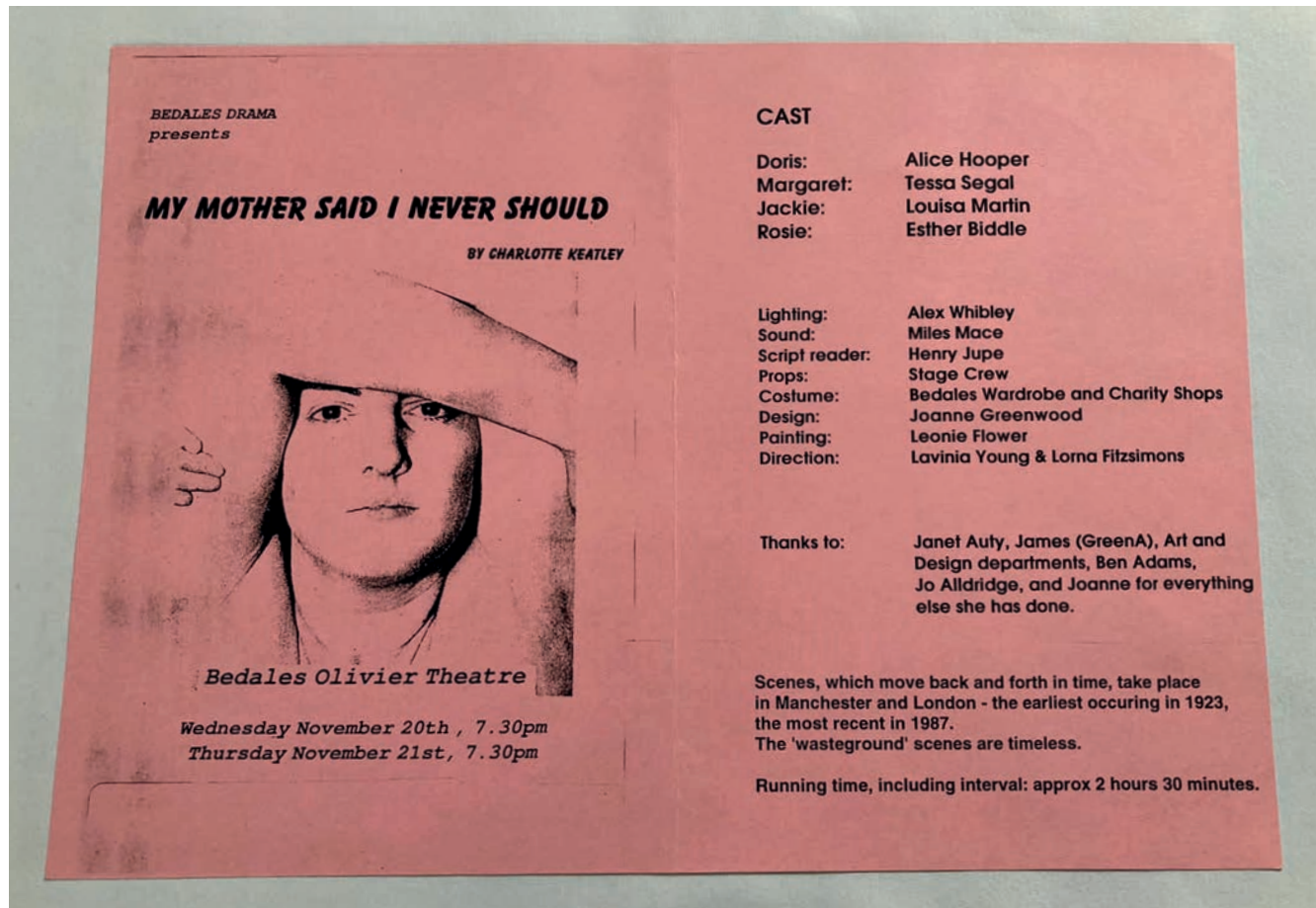
the Olivier Theatre was a student directed production of *My Mother Said I Never Should*. As well as school productions, the theatre hosts a variety of professional performances from visiting theatre companies, musicians and speakers as part of the Bedales Events programme.

To celebrate the theatre's 25 years, the Drama department invited **Evangeline Cullingworth (2011-13)** to return to Bedales as external director for the sixth form show in October 2021 – *Image of an Unknown Young Woman* by Elinor Cook. After leaving Bedales, Evangeline went on to study Theatre at NYU Tisch School of the Arts and completed an MA in residence at the Orange Tree Theatre. She has worked at the Hampstead Theatre, Lyric Hammersmith and Royal Opera House training under theatre director Katie Mitchell.



Building the theatre – a brief history

Ian Newton (Head, 1992-94)



Before I arrived in September 1992, I attended a number of early appeal meetings. The governors' intention was to build a new theatre as a centenary building and to finance it half by appeal and half from school funds. There was a good deal of enthusiasm for the project, though I remember some disagreement between professional actors in the Bedales diaspora, who favoured a less intimidating proscenium arch design, and those more familiar with school drama who largely favoured a more thrust approach, placing less reliance on the power of young voices.

The ambition was for a theatre of 'wigwam' design by Ian Templeton, of award-winning Hampshire County Architects. It was to cost £2m, and

this required the appeal to raise around £1m. This was set against the construction of New Boys' Flat, which started in September 1992, and cost £1.8m from the school's own resources. It was designed by (Sir) Colin Stansfield Smith who led the Hampshire team.

As the appeal progressed, it became clear that it was unlikely to raise the necessary sums, and that the school would be in difficulty if it proceeded with the theatre without that income. Coincidentally, **Alison Willcocks** (staff, from 1983; head, 1994-2001) and I were working with **Matthew Rice** (1975-80) on a new prospectus and, in one of our visits to his studio in Fulham, he sketched a much simpler and cheaper approach, involving a courtyard set against the existing

drama studio completed on the fourth side with a Hampshire barn, to be moved from an existing site. Unlikely as it was that this would gain planning approval (moving barns being less acceptable than when the original barns were moved), it set us thinking and Matthew suggested we talk to Charley Brentnall at Carpenter Oak who had been responsible for moving the original barns. Charley Brentnall put us in touch with Roderick James (timber frame specialist architect) and Peter Clegg (specialist architect in ventilation), who started developing designs. The theatre was to be timber framed and draw, not on artificial ventilation, but on natural ventilation through the tall 'chimney' in the centre. This fitted with the school's environment ambitions.

The change in plan caused difficulty with some who had already contributed to the appeal. It led to a difficult opening meeting addressed by **Sir Hugh Beach (Chair of Governors, 1990-96)** which was expertly chaired by **Kiffer Weisselberg (1954-61)**.

In due course, construction started with framing done on site and pegs made in part by Dunnanie pupils. It was opened in 1996 and named after Lord Olivier. I gathered later from Sir Hugh that in fact it cost about £2m of which the governors contributed £1m from school funds – so no different from the original! This was apparently due in part to the insistence of building control, unfamiliar with this type of construction, on what they were thought by the architects to be unnecessary additional features.

A key contribution to the success of the project was the appointment of **Mike Morrison (staff, 1993-2000)**, who came from Monmouth School in 1993, to be the first head of drama. While the theatre debate raged, in the term before he took up his post, he brought a small play from Monmouth, performed in the Reading Room, which led at least this observer to question why we needed a new theatre at all if he could create such magic in the simplest of rooms!

Opening production

Esther Biddle (1994-99)

I can remember such anticipation at the opening of the Olivier Theatre at Bedales, not least because we had all seen it rise up slowly over the months and years, but also because we could see how the building would change the scope of dramatic performances and drama lessons in school life.

I joined Bedales in Block 3 in 1994 and performing – both as a musician and an actress – was part of the everyday fabric of my time at the school. I was in Block 5 when I was



cast in a production of *My Mother Said I Never Should*, which was directed by two sixth formers and was the first public performance in the newly finished theatre.

Prior to this, all drama lessons had been in the Drama Studio, Lupton Hall and the Quad – long before the big glass doors were installed – so the change for all of us was absolutely ginormous! I can remember the thrill of starting rehearsals inside the theatre and going onto the stage. The auditorium felt so big, and we certainly felt very special and important. Suddenly the work we were producing felt like proper theatre. The beautiful carpentry and framework makes it such a gorgeous building to be in as an audience member, and as young performers we were so excited to have our own proper backstage area with mirrors, lights and a shower!

Everything about that first production was suddenly on such a large scale. Not only the lights and backstage, but the addition of Joanne Greenwood and her amazing sets and costumes took this production – and all those afterwards – to a professional level. In fact, I don't think anyone can talk about the theatre without mentioning Joanne. She revolutionised the standard of all the productions at Bedales, which matched the standard of the amazing

theatre itself. I remember high painted pink banners at the back of the stage going all the way up to the top of the doors and being so impressed with the scope of the stage and the theatre space. It gave us as performers a huge playground, and so many entrances and exits through all of the blue doors.

I don't recall any of us being particularly nervous – most of us were so used to performing at school. Looking back now though, we probably should have been, as it was so well attended because it was the first show in the theatre and many parents, especially those who had bought seats, wanted to see the new addition to the school.

The play itself looked at four different generations of strong women across the 20th century. As an adult and a mother now, I understand the themes and beats of this play so much more. I hope that we managed to capture some of them in our production.

It was a privilege to appear in this first show at the Olivier Theatre, where I performed many more times throughout my remaining years at Bedales and beyond. Having your drama lessons in a 350-seat theatre is an amazing educational environment, and hands down shaped my career as an actress and musician. I feel so lucky to have been at Bedales when it opened. 🌟

André(w) Voilley (1952-58)

In the present context of the COVID pandemic here in France, Albert Camus' *La Peste* (The Plague) has been widely re-read, commented and quoted. I gather that a similar renewal of interest in this book has also occurred in England.

The more fervent Camus readers will know that *La Peste* was largely written during the 17 months starting in August 1942 when Camus was living in Le Panelier, an ancient fortified farm near Le Chambon sur Lignon (though in the commune of Le Mazet Saint Voy) in the Haute Loire.

Camus readers amongst OBs may be interested to know that an OB (namely myself!) was actually born in Le Panelier. There were family reasons for the choice of this haven both for Camus' stay (to treat his tuberculosis) and my birth (Francine Camus and my father were first cousins).

Closely as *La Peste* foreshadows official and public reactions to the present pandemic, it should not be forgotten that the main subject of the book is as an allegory of Nazism. Although partly conceived in Oran (Algeria), the final draft reflects Camus' vision of the reactions to Nazism seen from the vantage point of Le Panelier. To call an isolated house, in what was then a fairly isolated part of France, a vantage point may seem contradictory but as Camus' stay (forced as from 11 November 1942) was prolonged, his contacts and access to information increased.

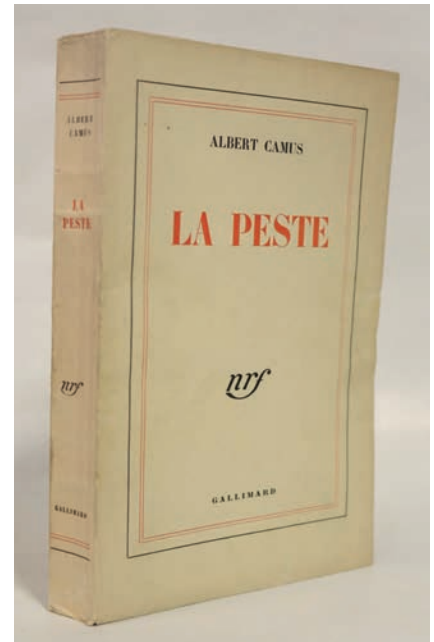
Le Chambon sur Lignon is one of two localities in the world to have had the honour bestowed by Yad Vashem of being named 'Righteous among the Nations'. The Israeli state's Yad Vashem committee usually only confers the title of 'Righteous among the Nations' to individuals who saved Jewish lives (endangering their own) during the Shoah (Holocaust). In Le Chambon and on the surrounding plateau, there

are over 50 individuals who have that honour. But the global achievement of the area (5,000 refugees saved, of which 3,500 Jews, mostly children) led to Le Chambon and the plateau being globally recognised.

Some Camus critics have claimed that he was ignorant of this activity, as of the armed resistance in the area; this is obviously false. Firstly, André Chouraki, a Jewish writer, philosopher and future deputy mayor of Jerusalem, and Camus had been friends since their days in Algeria. After Madeleine Dreyfus' arrest Chouraki conveyed threatened Jewish children from Lyon to be sheltered in the Chambon area, and therefore had contacts with the Protestant leader of the Chambon community, Pastor André Trocmé. And Chouraki met Camus as often as (relative) safety permitted.

And secondly, Camus knew Pierre Fayol, a leader of the armed resistance. His real name was Pierre Lévy, his 'nom de guerre' was taken from a hamlet close by Le Panelier, La Fayolle. Fayol occasionally stayed at Le Panelier, as attested by his wife, who even gives an account of he and Camus fishing in a nearby stream. Fayol also knew André Trocmé, who had persuaded him to refrain from 'the useless murder of German soldiers'.

André Trocmé, an ultra pacifist French Protestant Pastor, was leader of the Chambon community during the Second World War. He had been partly educated in the USA and had contacts with, amongst other protestant groups, The Salvation Army (who helped finance housing of refugees). His mother was German, and he had close contacts with a German Protestant pacifist splinter group which was determinedly anti-Nazi; in this way Trocmé knew exactly what was going on in Germany right from 1933. So, when the Armistice was signed between Pétain and Hitler, he knew



exactly what to expect, and delivered a sermon in the Protestant 'Temple' of Le Chambon sur Lignon, leaving no doubt as to the duty of the population of Le Chambon and the surrounding plateau regarding refugees.

Back to Camus' *La Peste*.

Camus admitted that the character of Rambert was close to his own. The first clue to this is that Rambert was in Oran as a journalist, to make a report on the living conditions of the Arabs. As a young journalist, Camus had made a report on the (terrible) living conditions in the Kabylie area of Algeria. Then there is the fact that Rambert was cut off from his loved one by the Plague. Camus was cut off from his wife Francine (a Maths teacher in Oran) by the German occupation of the hitherto 'free' zone of southern France, and the allied landing in North Africa in November 1942 (the 'separation' theme in *La Peste* is underlined by Gluck's *Orfeo* being the opera staged in Oran). Rambert, initially feeling unconcerned by the happenings in Oran, ended up involved in the struggle against the plague just as Camus, initially a 'stranger' to the Chambon area, came to feel part of the community. Both survive the plague/Nazism.



There is some discussion as to whom the character of the narrator Dr Rieux owes the most; Dr Riou (as the name implies) or Dr Le Forestier, both of Le Chambon. I think it is Riou, as he survived Nazism (the plague) as did Rieux. Unfortunately Dr Le Forestier was arrested and shot by the Nazis. And Dr Riou was a familiar figure in Le Panelier; he brought me into the world there in 1939 (in the very room where Camus was to write *La Peste*).

The fictitious character of Tarrou is largely inspired by the real André Trocmé. Both are almost fanatical pacifists, and put their all into the non-violent struggle against the plague/Nazism. Tarrou's almost obsessional aversion to the death penalty also reflects Camus' own. Tarrou's devotion to his fellow creatures cost him his life in *La Peste*. André Trocmé miraculously survived Nazism, but his cousin Daniel Trocmé's devotion to the refugees sheltered in la Maison des Roches near Le Chambon caused his arrest and death in the Nazi gas chambers; he also contributes to the make-up of Tarrou.

Other characters in *La Peste* have their origin on the plateau around Le Chambon, but it may seem

presumptuous and even far-fetched to pursue in that direction. Let's just see the case of Grand; he represents the humble citizen of Le Chambon, who in all humility just does his duty because it needs doing. In the rather humorous part regarding the book Grand wants to write though it is out of his reach, Camus is not making fun of humble people, but rather taking a poke at himself in reference to the pains he took to simplify the first sentences of *L'Etranger* and the struggle he had to get *La Peste* just about how he wanted it.

That Camus was in the know regarding events in France and elsewhere while at Le Panelier is clear from two episodes in *La Peste*. The holding of plague 'suspects' in the football stadium is an obvious reference to the infamous 'Rafle du Vel d'Hiv' when Parisian Jews were gathered and held with utmost cruelty in the 'Vélodrome d'Hiver' prior to an even worse fate. And the modification of Oran's tramcars and tramlines to take the bodies of plague victims to the incineration facilities outside the town is proof that Camus knew about the mass cremations at Auschwitz. This has been disputed, on the grounds that lost

out there in Le Panelier, he couldn't have known; but André Trocmé knew it all through his German contacts and he must have informed Chouraki and Fayol, who both met Camus on several occasions. (There is no evidence that Trocmé and Camus ever met directly.)

That Albert Camus wrote *La Peste* largely as a reflection on official and individual reactions to Nazism from 1940 to 1944 doesn't mean that it is any less pertinent to the present world predicament or rather predicaments. It can be read on several levels; Camus himself grouped it with *Les Justes* (*The Just Assassins*) and *L'Homme Révolté* (mis) translated as '*The Rebel*', in a reflection on '*Man in Revolt*' as '*The Rebel*' is (correctly) subtitled.

Obviously Tarrou/Trocmé is in revolt against all forms of violence; Doctor Rieux in revolt against all human suffering. As for Rambert, he is at first in revolt against what he sees as a personal injustice towards himself, and sets about trying to redress that injustice, by all the means at his disposal. But, when he is on the point of succeeding, he realises that all the inhabitants of the plague-ridden city are subject to various forms of injustice, and joins Tarrou and Rieux in their struggle against the plague. The attitude of le Père Paneloux (Panelier-Paneloux!) evolves; at the time of his first 'plague' sermon, he was fully submitted to his God; but having witnessed the agony and death of a child, he was on the brink of revolt against God. Here we can note a parallel with Pastor Trocmé; devout as he was, after the accidental death of his son Jean Pierre in 1944, he had a period of near revolt against God.

This article doesn't pretend to be exhaustive, or to break new ground; it may come as a surprise to my contemporaries at Bedales, who would probably remember me for my fencing and rugger exploits rather than for any literary connections! 🍷

COP26: THE DUST HAS NOT YET SETTLED

Moses R Quollin, Liberian journalist

Moses Quollin is an environmental investigative journalist from Liberia. He founded and coordinates Liberia Forest Media Watch, a civil society media advocacy organisation that works to promote transparency, accountability, and sustainable management of Liberia's forests.

David Young (1976-81)

I work on rainforest conservation and community rights with two international campaign organisations, Global Witness and Fern. A big part of my role is to enable voices from the Global South to be heard in international arenas, such as the UN climate change Conference of the Parties (COP26) held in Glasgow.

It might be stating the obvious that decisions which affect a group of people should involve those people, but so often this is not the case. In much of our work in Liberia, Moses, and other local activists are relentless in their efforts to have forest communities heard. Likewise, I am proud to have played a part in enabling Moses, whose background is in one such community in a small country many may not even have heard of, to have his voice heard in a global forum. I worked with Moses to make sure he could attend COP26, and here's his story.

My first experience in the UK

This year's COP was a pivotal moment in the fight to combat climate change, giving countries the opportunity to review commitments made in Paris in 2015, and strengthen the global ambition to keep a temperature rise limit of 1.5°C within reach – meaning cutting fossil fuels, phasing out coal and stopping deforestation.

It was also the first time I had travelled further than the neighbouring countries – which I had done as a



child with my parents to escape the 14 year civil conflict in Liberia – and the first time I had travelled on an aeroplane. Glasgow is 5,500 km from my hometown, Monrovia. My return journey generated 1.64 metric tonnes of CO₂ equivalent, the same quantity of greenhouse gases as a UK citizen produces in three and half months. Or for a Liberian in nine years.

Europe is considered as a dream to many Africans – mostly seeking greener pastures. We think of it as a place of privileged livelihoods and developed, with systemic recognition of laws, rules and regulations. My journey involved taxis, flights, trains and buses, a day in Paris airport and a couple of days in London. All, it seems, done by the magic of a credit card or mobile phone scan. It was sometimes a challenge for someone only able to offer cash.

The beautiful city of Glasgow welcomed COP26 participants with a different kind of slogan on every street corner, reminding participants, policy makers, climate negotiators and campaigners, deniers, and everyone about the negative effects of climate change, and the need to think about our future generations. It is also

extremely cold, far different from West African countries like Liberia. Many people, I noticed, could be seen wearing double-warmer clothing to maintain bits of body temperature.

After a couple of days in London, I found everyone in Glasgow is willing to assist a lost person, pointing out the way to streets, districts, shops, restaurants and bars. But for an average Liberian, life in the UK is expensive, on top of which it was challenging for me to identify the food. Whenever colleagues and I went out for lunch or dinner in the restaurants, a colleague or the waiting staff would end up recommending "something good for you" after their explanation of the entire menu was exhausted.

In contrast, my childhood experience during the civil crisis in Liberia was that my parents, siblings and I managed to eat any food, drink any water (clean or unclean) and sleep anywhere. A typical Liberian prefers eating rice daily; something I rarely saw in Glasgow, except once at a Nigerian restaurant. The best food I ate during the whole fortnight was the rice and soup [stew] cooked by the Ghanaian colleague sharing my accommodation.



The Glasgow COP experience

My participation in COP26 was as the result of a nomination by the Press Union of Liberia, which was requested by the national government to provide six journalists to form part of the official Liberian delegation. It was an honour in recognition of my work with Liberia Forest Media Watch, raising the profile of forest-dependent communities in national newspapers and radio.

196 countries have signed up to the UN Framework Convention on Climate Change (UNFCCC), and it meets each year in a different city. Like previous events, the Glasgow conference had two zones – the Blue Zone for national delegations and pre-registered media and non-profit observer groups, and the Green Zone, a general public access area. The Government of Liberia had a set of rules managing delegates' participation at COP26, and being a part of a government's delegation was a challenge. I could not ask some critical questions or interact with different participants from a journalistic perspective.

Keeping global temperature increases below 1.5°C was key among the objectives of the negotiations in Glasgow, but observers and activist groups remain sceptical of the summit's outcome. Experts, scientists and authoritative researchers had earlier warned that under this temperature rise, the worst effects of climate change

may be avoided, but this requires emissions to be cut by 45% by 2030, and to zero overall by mid-century.

The pressure for a meaningful response to the climate crisis was kept up in the Green Zone, where dozens of placard-holding protesters with various slogans assembled daily to demand world leaders take urgent action, and more practical approaches to address the catastrophic effects of climate change. They pointed to extreme weather events already occurring, and put forward solutions to protect the planet and vulnerable people against inequality, pollutions, and environmental harms.

It seems like they were having an impact, as a draft agreement called for faster phasing out of coal and of subsidies for fossil fuels, a first for a UN deal. But there was strong resistance to this from some countries, and as a result the wording on ending all use of coal and phasing out support to fossil fuel industries was less strong than many had hoped.

Many participants from the Global South argued that the conference highlighted distrust between the already rich and emerging economies, saying it did little to acknowledge the need for vulnerable nations to get more help to cope with the effects of global warming. Calls, particularly from African states, were successful in committing developed countries to at least double their collective provision of climate finance to help developing countries adapt to climate change. There was also a recognition of the need to do more to address the inevitable loss and damage to people, livelihoods, land and infrastructure in developing countries that more extreme weather will bring.

As a young Liberian journalist from a poor background it is an historic excitement to have attended this COP, participating in global discussions, networking with different people from across the world, and sharing knowledge. 🌍



Lucinda (Lucy) Rogers (1976-83) went to COP26 to draw on location for two weeks, with some of the drawings published in the *Financial Times*. She has made a book of the work called *Around the edge of COP26*, which is available in her website shop. lucindarogers.co.uk 🌱



Glasgow's Buchanan Street



French activist leading Fridays for the Future march



Extinction Rebellion drummers near the conference entrance (detail)



Turnstiles at the conference entrance on Day 1



Fridays for the Future crowd in George Square

COP26: SEE THE BRIGHT FUTURE

Tess Burrows (1961-66)



We did it!! We cycled 600 miles to COP26 in Glasgow, to feed the positive upwards spiral that is bringing our planet back into balance. Our team, *Pedalling For A Bright Future*, is three impassioned females determined to do something to resolve the climate crisis:

Elsie – 13 year-old (daughter of Old Bedalian **Scott Burrows 1992-97**), activist from north Devon, who believes now is the time for the youth to speak-up for their future. Tess – Old Bedalian, 73 years old, Elsie's granny, author, adventurer and charity fundraiser from north east Hampshire, who works for a peaceful Earth. Rima – IT professional from north Surrey, campaigner for sustainability and zero waste, who pulls tyres in marathons to highlight the burden we place on our planet.

Our journey started near London at the Ankerwycke yew tree in Runnymede where the *Magna Carta* was born giving rights to humans, highlighting today's need for rights for the planet.

We cycled along beautiful Sustrans cycle trails for the next three weeks steadily wiggling northwards, covering

distances of 30 to 40 miles per day. Tess' and Elsie's mountain bikes carried heavy panniers weighed down with camping kit. Rima pulled a trailer stuffed with equipment. Speed was not an option, it was all about endurance.

Accommodation was the 5-star hedge and hay-barn variety, along with many floors and spare beds at the insistence of people we met. We were living in the immediate timeless world of 'now', taking each moment as it came. To this end we trusted that the Universe would provide all our needs. And indeed they were met – the basics of survival, that of food, shelter and human kindness.

We grew in understanding as we went along. For Elsie it was patience. Her young legs, fit from surfing, were happy to race ahead and eat up the hills. Rima was coping with the frustrations of pulling a trailer, sticking in muddy ruts and awkward to carry over trail barriers. For Tess it was the struggle of a slow body with painful knees, feeling the cold. And then there were the punctures – 21 in all! For this was hedge-cutting season with sharp thorns littering the track. Fixing them became a challenge

through cold, rain and tiredness – at first taking an hour but eventually completed in a record 10 minutes!

But always we were a team. What happened to one happened to all. Like when Tess' chain came off at the bottom of a long steep hill and Rima came back down to check on her so had to climb the entire hill again... Food was shared. The safety of each was everyone's priority, and we sensed the others' sadnesses and joys. We were indeed as nations on one planet...

Our common purpose held us together like the ever-useful duck-tape Elsie carried. We were on a mission, bearers of a precious load – 3,000 Climate Action Pledges made by individuals, many by children, each declaring personal action to make a difference for the climate crisis. We had been entrusted with them and would play our part, carrying them to the United Nations gathering in Glasgow to support the crucial COP26 work. The future of our planet was at stake.

So we stopped at schools along the way, raising awareness and speaking with young people who wrote their own Climate Action Pledges. They were inspired by our oft nonchalant 13 year old who showed that young people can make a difference, can get around without using fossil fuels, and can stand up and be a voice...

We were drenched and chilled to the bone when we reached the end point of our 600 mile pedal – the Tree of Hope in Glasgow. This oak planted by the Suffragettes over 100 years ago had been badly storm-damaged and represented collective hope to repair our planet. Here we lit the World Peace Flame and spoke out the Climate Action Pledges joined by passers-by – the vibration of the words taken by the winds...

The pledges were then presented by Elsie to the Bahamas Minister of State for the Environment who

passed the precious sentiments to the Bahamas Prime Minister just before he addressed world leaders. The Minister put his arm around her and said, "Because of your actions the world is a better place". Finally the originals were placed on the Tree of Promises at COP26 for all to see.

"Job done!" agreed Tess and Rima with tears in their eyes as they watched Elsie confidently being interviewed by the frenzy of world media... She was representing the worthy voice of youth. "Please, do your bit... do what is right for the future of the planet."

The work continues... And each and every one of us can make a difference. Not only by our beneficial actions, but by holding good thoughts, prayers and light for a positive outcome – Indeed the bright future... SEE THE BRIGHT FUTURE! 🌱



Tess' five adventure books are available for purchase from her website, contributing to three charities supported by *Pedalling For A Bright Future*.

tessburrows.org/books-donations

tessburrows.org/blog/pedalling-for-a-bright-future



PREPARING FOR LEARNING BEYOND SCHOOL

Looking to higher education for solutions

Lulu McConville (2010-17)



Assessments such as GCSEs and A Levels are frequently seen as a 'passport' to higher education, allowing those who obtained desirable grades to go where they wish to continue studying and specialise in an even narrower field than at A Level. It can be assumed, then, that those setting GCSE and A Level exams are trying to create an assessment that prepares one for continued learning in higher education.

I was lucky enough to go to a university college in the Netherlands that employed a very different assessment model. At my university, exams never comprised more than 40% of my grade. In a way however, A Levels and GCSEs left me grossly unprepared for the assessments I would encounter at university. I was not at all used to being marked and graded on my performance throughout a course rather than on the day of a final exam. Furthermore, my degree was structured around 'global challenges.' This meant that in whichever major a student chose, at the heart of your studies was a desire to identify, explore and address the major global challenges the world faces today, such as global warming, inequality and questions over global health and lack of healthcare.

My degree comprised eight week courses, worth five credits each, which – in addition to a thesis worth 10 credits – must add up to 180 credits overall to graduate. Courses were divided into four levels based on the amount of student-led research they entailed, the highest level being the thesis. Certain courses had pre-requisites. At the end of each of these, you would be given an overall grade for your transcript.

The really interesting part of my degree, however, was how my grades were determined in each course. Within my first block (eight week term), I had to do a graded presentation (the first I had done possibly ever), an in-class debate for extra credit and write essays and reflections based on my readings. All of these contributed to my final grade – the same grade that appears now on my graduating transcript. Within my first year, I had acted in a play to represent the work of pre-eminent social theorists, worked on group projects that involved presentations, poster design and written reports, written lengthy book reviews and participated in stakeholder debates in which I argued against the use of GM crops.

In one of my most valuable and enjoyable courses at university, one requirement was volunteering at a local school in the city, which helped students who had recently arrived in the country learn Dutch and English before they were transferred to a mainstream school. When COVID hit, I was taking this course, and so my volunteering moved online. I helped a student in New York pass their Test Assessing Secondary Completion (TASC) examinations with one-on-one tutoring and mentoring. My professor was passionate about not just learning about education and pondering it

from a classroom but actually seeing the effects and facing the challenges of standing in front of a classroom. This challenged me in a way that essay writing or exam taking never have. I also had the very rare experience of actually widening my studies when I got to university. Having solely studied the humanities since I was 16, I found myself having to take a semester of Math and taking a refresher Math course during Christmas holidays. I studied the history of philosophy, the history of science, as well as 'Peace and Justice' – a global politics course – 'Sustainability' – science with a heavy environmental focus – and 'Prosperity' – a broad economics and governance course.

Each of my courses, across the three and a half years of my studies, always included a participation grade of about 15%. In my first year at university, and occasionally after I chose my major, I did take some exams. The sole purpose of these exams was always to see if we had understood the concepts discussed in the course. Not to remember them, but to understand. We would frequently discuss the exams in class and revise together; our teachers wanted us to take away as much as we could from the courses and for that knowledge to broaden our interdisciplinary learning, not to test our memorisation tactics. This meant that there was no culmination of stress during my studies. In fact, my last semester of university was one of the most relaxed I experienced. I was able to craft my time how I wanted, being told that I must meet certain academic requirements, and then arranging my own course schedules and study plan as I wished.

My university, although rare, was not unique in its mission, approach and assessment methods. Similar universities, mostly liberal arts colleges, have been kicking around for a while in Europe and the rest of the world. There is now the London Interdisciplinary School, which seeks

to educate its students on a range of real-world problems, with academia at the core, but using these problems as the framework for learning. The LIS,

along with universities like mine, identify that the problems we are facing in the 21st century are not confined to a single discipline. As such, we should

not be studying just a single discipline; rather, we should be taught using an interdisciplinary approach which is far closer to the realities of life. 🌱

This is an edited version of an article that was first published on the Rethinking Assessment website on 12 March 2021. The full article can be read at: rethinkingassessment.com/rethinking-blogs/preparing-for-learning-beyond-school/

Calls for education reform can't be ignored

Will Goldsmith, Acting Head of Bedales

Another week brings another powerful plea for reform to the ways in which we teach and assess the young people in English schools. To the exasperation of many, myself included, such efforts so far have been swatted away and proponents of reform dismissed as soft-witted zealots out of touch with real world concerns and what parents want. By way of illustration, in a piece for *ConservativeHome* outgoing Schools Minister Nick Gibb recently defended the DfE's record for the period of his tenure. This he characterises as the first time a Conservative Government systematically challenged "the so-called 'progressive' approach – an ideology which downgraded the importance of knowledge and academic rigour and which argued that children learn better through projects and through self-discovery... than by teacher-led teaching". Such "ideologically-driven bad practice", he tells us, has bedevilled the education system since the 1950s.

Disingenuous as this mantra may be, it has maintained traction in the face of calls for reform. However, I sense that this may be about to change. *The State of Education – Time to Talk*, published in November 2021 by Sarah Fletcher and HMC, argues amongst other things that the system is fixated with examination



results at the expense of encouraging and rewarding curiosity and creativity, and that in so doing we are failing to prepare young people for the 21st century adult world – not only in terms of work skills, but also in navigating an increasingly fractious world. We also risk damaging them, no less importantly.

The majority of the findings will be familiar to those who have followed the debate thus far (although the section on the pedagogical potential of Educational Technology has given me some new ideas). Rather, the recommendations are remarkable for both the scope and depth of the desire for change, and because they draw significantly on responses from educators, parents and students from both maintained and independent schools. It will take

some fast footwork of policy makers to dismiss these people as ideologically-motivated cranks.

The report recommends reform that is as rapid as it is radical, with consultation launched immediately and change led by educators rather than politicians. The prospects of this appear unlikely as things stand. There has been talk of a new education white paper, although if reports are to be believed it is likely to be preoccupied with satisfying a revived appetite for academisation rather than curriculum reform. Meanwhile, others are also looking at this issue, alongside HMC. Awarding body Pearson is looking at whether young people learn, how they learn it and how it is assessed, is fit for the 21st century. Similarly, The Times Education Commission

has been set up to examine the future of education in light of the COVID-19 crisis, declining social mobility, new technology and the changing nature of work. Shortly before publication of the HMC report, Sir Anthony Seldon, a member of the Commission, wrote a piece in which he described our school system as “inhumane and negligent”. Again, it would be difficult to dismiss Sir Anthony, who places himself, as an ideological outlier.

If government does not act soon on the subject of education reform, it risks being overtaken by events. Both *The Times* and Pearson will report in 2022 and HMC’s work continues with more events planned for the future. In so doing, these organisations will add considerable weight from politics, business and beyond to those already being heard. I will be most surprised if they do not overwhelmingly support the call for radical reform being made by Rethinking Assessment and HMC.

If there were any doubt Government has placed itself firmly on the wrong side of this argument, it has surely now gone. Like bankruptcy according to Mike in Hemmingway’s *The Sun Also Rises*, policy orthodoxies can also evaporate twice – gradually, and then suddenly. Publication of the HMC report tells me that we may reach the second of these eventualities sooner rather than later if government persists with its strategic deafness. 🦋

This article was first published by the Headmasters’ and Headmistresses’ Conference on 6 December 2021.
hmc.org.uk/hmc-blog/calls-for-education-reform-cant-be-ignored/



Alastair Langlands (staff, 1973-2001)

I plan to produce an illustrated book of the school's history by examining what buildings have been bought, modified, extended, erected, demolished or projected over the 125 years of its existence. The book will be illustrated with photographs dating from 1893 and will include building ventures which have outlived their usefulness and have been pulled down, as well as those that have curiously vanished. An example of this latter is Wavy Lodge; it was the brain child of **Peter Eckersley (1902-11)** who, with friends, built and equipped the Lodge.

From here these pupils received radio signals and communicated with the world beyond Steep from about 1904.

Eckersley was a pioneer of British broadcasting, the first Chief Engineer of the British Broadcasting Company Limited from 1922-1927 and Chief Engineer of the British Broadcasting Corporation until 1929.

Photographs of the shed are numerous but, even after close study, Ian Douglas (Librarian) and I cannot agree on Wavy Lodge's exact position

on the estate. **Robert Best (1902-10)** whom I met in 1974 could have told me but by the time I had learned that no one else alive knew of its location, Robert could not speak. This disintegrated Lodge will be included because it is a significant moment in the history of the school and the characteristic enterprise of its pupils.

To appreciate the value of these buildings it is worth having as a background even some little acquaintance with architectural history. To this end, 30 years ago, **Ruth Whiting (staff, 1963-2000)** was *given money to spend on books for the Memorial Library and among others she purchased Nikolaus Pevsner's *The Buildings of England: London* in six volumes.



You can find them in the last but one bay on the right. We agreed that these would satisfy the historians as well as those interested in furthering their enthusiasm for architecture.

The title of this introductory article is intended to echo that extraordinary and unique study of all English architecture, published initially by Allen Lane of Penguin Books beginning with *Cornwall* in 1951.**



Apple House

Another remembered building is the Apple House, built from wattle and daub by pupils in 1935 for the storage of the fruit of the orchards about the estate; it was severely damaged in the Great Storm of 1987, used for a short time, at the request of pupils, as a space for contemplation, then declared unsafe, and scattered.

The book will give an account of why buildings are proposed, how and by whom they are designed and when it becomes possible to complete them. There are the Memorial Library and the Memorial Pitch: both are the result of a desire to remember the sacrifice of pupils and staff who fell in the two World Wars which it has been the fate of Bedales to witness and the memorials are gifts from a wide collection of donors which are one major source of enrichment of the school's surroundings.

There is an effect of buildings which enclose a vulnerable and impressionable pupil, the appearance and spirit of the architecture.

Sheena Meier, the wife of the Head (1935-46) who succeeded Mr Badley, writes, "I am always reminded of the



Wavy Lodge and its establishing committee



Diving facility before the later covered pool

opening of Dickens's *Tale of Two Cities* when I think of 1940. For us it was the worst of years and it was the best of years. It was a time of fear and a time of exaltation. We lost at Bedales a third of the pupils and the school recovered the spirit of community of the early years".

Throughout the long six years of war, the Meiers always supposed that after victory in 1945 numbers would rise again (as indeed they did) and a necessary programme of renovation and modernisation would begin. But although applications for entry to Bedales increased and there was increased money from income, restrictions on construction and requirement of licence made any expansion or development difficult to achieve.

It is not until, like the alignment of the planets which occurs only in special predictable circumstances***, three principles are simultaneously satisfied that these enterprises can easily be achieved:

1. the need for expansion because of the increase in the number of pupils or change of arrangements, like the introduction of the 6.2 boarding house
2. the increase in income from fees to finance the construction which

may lead to bank loan which enables the £7.5 million to build the Orchard Block

3. the determination to modernise domestic, sporting and teaching amenities according expectations of pupils and (especially) parents.

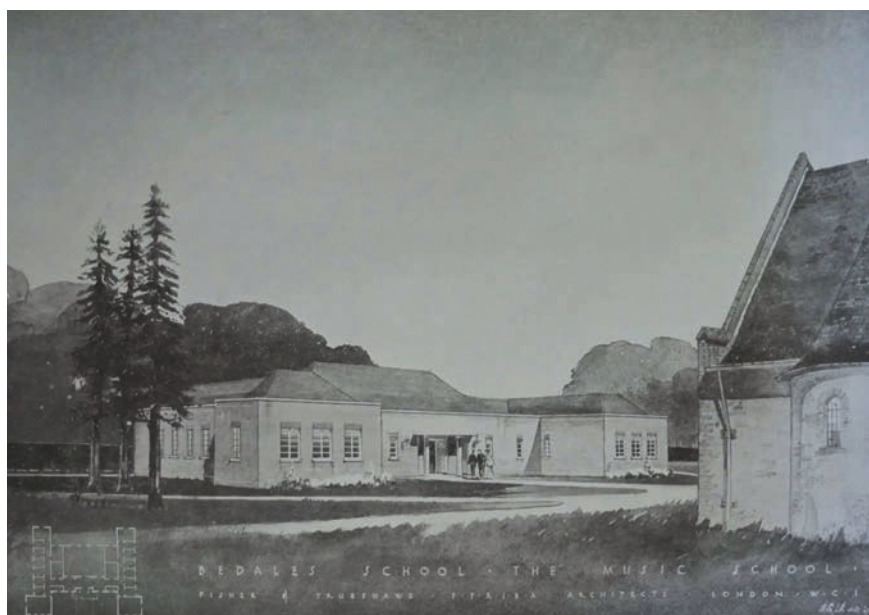
Large scale architectural enlargement had to wait for 50 years. During the 1930s and 1950s the architect **Vyv Trubshawe (1905-12)** was given the task of making the school a more comfortable and therefore more efficient institution:

Hector Jacks (Head, 1946-62)

writes: "There was the plan for large scale reconstruction that had been drawn up during the war years, which some hoped would be put into operation as soon as conditions were favourable, once the war was over. But all thoughts of that were soon abandoned; quite apart from the fact that building licences, the need for which was to be with us for several years to come, would never have been obtained for most of the work that would have been involved, the money was not available and was not likely to be raised by even the most successful of appeals..."

Vyv Trubshawe was a good architect and a devoted OB whose lot it was to serve a Board of Governors who, for obvious reasons, had no alternative but to tell him to watch every penny that he proposed to spend ... so we had some austerity of design, flat roofs and no frills.

Payment for the eventual Music School was completed on the morning of the day it was opened in the summer of 1960; (the gift of) a cheque was received from Nelson Haden, father of four Bedalians and Chairman of Governors 1947-49."



This Music School was unrealised



Entrance to Reception 1970

Later, in the same restrictive atmosphere, **Greville Rhodes (1926-33)** designed the "N" (north) block and **Jon Barnsley (1941-47)** the "S" (south) block.

Jack Walesby, (first Bursar, 1948-72) sees the evolution as: "the autocratic years of the founder and the inhibited years of his successor which gave way to the post-war years of participation: every problem, every new idea, every proposed alteration was debated ... all the staff felt they needed to contribute to the discussions".

There are two important building phases: Edwardian confidence (1893-1922)



Covered Quad with five courts in 1904

and 21st century enthusiasm for devotion to making proper use of neglected Lupton Hall and a further purpose of the 18th century Steephurst Barn as well as launching into new facilities for Art and Design.



Known as the Old Music School

Since the appearance of the Memorial Library, redbrick and timber have been the prevailing building materials.

And, for the future, the adventure of a new assembly hall based on the gymnasium in order to redeem the loss of the Quad (Sheena Meier's "Nerve Centre of the School"). ☘

- * By Celia Brayfield (parent) for Ruth and me to share.
- ** Over the decades Wales, Scotland and Northern Ireland have been included. No other country in the world has this amazing expert study of its architecture, making every journey a potentially fascinating pleasure. Pevsner's aim, in which he, to a large extent, succeeded, was to visit and record every architectural feature throughout the land. His notes will be quoted, and credited, in my book.
- *** May AD 2492

Alastair Langlands would be grateful for any good photographs of buildings at Bedales from the years before 1940 (to add to those from the school archive) and an answer to these questions:

Where were the stables and riding school?

Where was Wavy Lodge?

When was the term 'Block' first used for our buildings? (and class years?) and why?

Alastair's book, *Buildings of Bedales*, will be published in 2022. Cost is £10 with all profits going to the John Badley Foundation. If you would like to reserve a copy, please email alumni@bedales.org.uk.

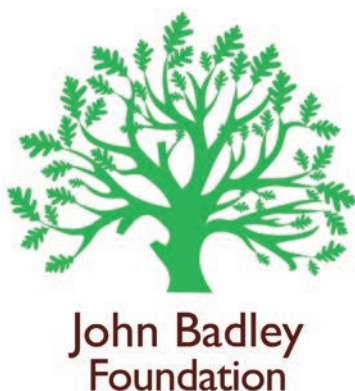
JOHN BADLEY FOUNDATION

Mark Hanson (1977-84), Chair of Trustees, John Badley Foundation

This year the John Badley Foundation (JBF) has funded full bursaries for seven students and is planning to welcome five new scholars to the school in September 2022. That is only possible because of the continued generosity of Bedales parents, OBs and friends of the school. As I reflect on the progress we've made over the last 12 months – including breaking through the £1 million mark for the first time – the overwhelming sense is one of gratitude to those who have recognised the importance of the work of JBF even amid the never-ending turmoil of the global pandemic and the personal challenges that have gone with that.

As Omicron rages like a forest fire across the UK, and we batten down the hatches yet again, we are ever more conscious of the elements of life that matter most; our health, family, community, freedom, fresh air and the outdoors. Most of us have had enough of 'virtual' life. As I wandered around Bedales in the autumn, taking in the beautiful buildings, open natural spaces and vibrant community, it reinforced my own sense of the extraordinary opportunity JBF gives to young people who may be in challenging circumstances and for whom a Bedales education may be genuinely life changing. A place at Dunhurst or Bedales represents so much more than an education; security, space, the encouragement and freedom to speak, the aspiration and support to succeed.

With community at the centre of our thinking, we've brought in four new trustees to bring JBF even closer to everyday life at school. Past and present parents Chris Campbell, Victoria Bonham Carter and Anna Land are already making a big difference and we also welcome **Esme Allman (2013-15)**, an early JBF scholar who sets an inspiring example and is working with the admissions team to make the assessment and onboarding process for



new scholars a brilliant one. We are also hoping to build stronger relationships with schools locally to identify great candidates closer to home.

Despite the restrictions, we've had some wonderful JBF events this year including a talk with **Gyles Brandreth (1961-66)** and there are more planned during 2022. One of those will be at the Special Forces Club and if he is feeling up to it, Old Bedalian and 22 SAS original **Mike Sadler (1933-37)** will be in attendance. Mike speaks so fondly of his time at Bedales in the 1930s and it's fair to say that his life path was never a conventional one! That's one of the great things about Bedales; the encouragement to follow your passion with energy, whatever direction that might take you in.



Although we've made wonderful progress over the last decade, JBF is still in the foothills of the impact we can make. And we really need your support to make that happen. Please do consider setting up a regular gift to the JBF by scanning this QR code or completing and returning the enclosed donation form. If just 50 of us donate £25 a month (+ gift aid), with match-funding from Bedales that will give one young person the opportunity to change their life circumstances. The need in our society has never been greater. 🌱



Esme Allman (2013-15), John Badley Foundation Trustee and beneficiary



Photo credit: Caleb Azumah Nelson

Since May 2021, I've been lucky enough to work with Clean Break Theatre Company in the role of Participation Associate. Clean Break is an extraordinary charity, established in 1979 by founders Jackie Holborough and Jenny Hicks who met two years prior to the high-security wing of HMP Durham. For over 40 years, the company has worked with women with lived experience of the criminal justice system and those on its fringes, to create meaningful and poignant theatre. The women we work with are called Members and are at the heart of the work we do. We believe in theatre as a powerful tool to change people's lives and minds about women's imprisonment in the UK.

My role is responsible for supporting the curation and delivery of our Members Programme – the creative programme with which our Members engage. Our core programme explores the various

components of theatre, such as performance, writing and devising, to encourage creativity and artistic skill-building. Through weekly sessions, taking place both in the building and online, Clean Break continues to work with industry-leading women writers, directors, and theatre-makers to deliver our extensive programme.

As I reach the end of my second season of work there, I am taking the time to reflect on all the wonderful



Photo credit: Helen Murray

work I have been able to be a part of since joining Clean Break.

I sat on the writing panel for *Voices from Prison*, a letter-writing project wherein women in prison submitted creative pieces to feature in a collated booklet, with some pieces performed by current Clean Break Members.

I was also lucky enough to travel to Sheffield to support our production of *Typical Girls*, written by Morgan Lloyd Malcolm. The piece follows a group of women in a specialised prison unit, who discover the music of punk rock band *The Slits*, and subsequently form their own group. The show was electric, funny and heart-warming, and featured Clean Break Members as part of the cast, who, in the true spirit of punk, were rocking out live on stage.

Working at Clean Break during the pandemic has been an incredible experience. With services being cut across the UK, it has been particularly special to experience the camaraderie and support between Members, staff, and facilitators. With the increase of social isolation, the work we do has never been more urgent. When I'm in the space I'm reminded of how Clean Break makes theatre such an expansive and necessary art form.

If you're interested in donating to Clean Break you can find out how to here: cleanbreak.org.uk/support/donate/

As part of my role, I am also completing the Weston Jerwood Creative Bursaries Fellowship.

As a Jerwood Fellow, there is dedicated time to building my artistic practice in collaboration with other fellows at creative organisations throughout the UK. 🌟

Why support the John Badley Foundation?

Jenny Bacon (1958-63), JBF donor

I went to Bedales because other people agreed with my parents' choice, and helped to fund it. I have always been grateful. I enjoyed my time at the school, learnt an immense amount over a wide range of subjects and issues, experienced living in an outward-looking, tolerant, challenging but supportive community, and made friends I still meet up with. There's a lot of Bedales in me, and it shaped enormously the way I see and respond to people and things around me.

I want others to be as lucky. I dislike "dog-in-manger" egalitarianism of the 'if not everyone can have it, no-one should' variety. If Bedales' hallmarks – individualism, tolerance, imagination, creativity, sheer niceness – are worth having, every extra person who can gain from this experience is a plus – for the individuals of course, but also for their wider circle and for society as a whole. The world needs more Bedalians.

So: wealth of each (however little) for weal of all. 🌱



The lives we change with the gifts you leave

I hope that across these pages dedicated to the John Badley Foundation (JBF), our contributors have given you a sense of its life-changing impact, its ambition to fund 14 full bursary places by 2024 and the reasons so many of you choose to donate.

We are immensely grateful that you do. Some of you donate monthly, some get in touch with me to discuss making a transformative gift, and many of you have left a gift to the John Badley Foundation in your Will.

Gifts in Wills are crucial to the success of the JBF. Last financial year,

with matched funding from the school, legacies covered 20% of the cost of full bursary places at Bedales and Dunhurst.

When the time is right for you to remember a charity in your Will, please remember the JBF. The only information you need to leave a gift in your Will to the JBF is its registered address and charity number:

John Badley Foundation,
Bedales School, Church Road,
Steep, Petersfield GU32 2DG
Registered charity number: 1138332

You don't have to tell us how much you have decided to leave but please let us know your intentions so that we can at least say thank you. We promise that we will use your gift wisely and effectively.

To talk to me in confidence about leaving a gift in your Will, please call 01730 711662 or email tdarlow@bedales.org.uk. Thank you. 🌱

Tanya Darlow
Head of Development



The story behind our gift to Bedales

John Spoor (1947-55)

My name is John Spoor. Most of you will not remember me but you will remember the name of **John Hitchens (1947-57)**, the son of the renowned artist **Ivon Hitchens (1903-09)**, and a talented artist himself and future parent of talented artists who all seemed to attend Bedales. Both John and I started at Dunhurst in 1947 and progressed to the main school. During this time we became friends. As a severe asthmatic, I suffered repeated admissions to the San and lost a lot of teaching time. John invited me to stay for a weekend at the Hitchens' rural home, where I disgraced myself by finding out the hard way that I was severely allergic to cats (which abounded on the property). The doctor had to be called and I was returned to Bedales early the next day. My health continued to get worse and my parents (both doctors) took me off to Harley Street to see a specialist who informed them that I was unlikely to survive beyond the age of 25 unless drastic action was taken. After some discussion, I was whisked away from Bedales in mid-term and taken to a village in eastern Switzerland (10 miles east of St Moritz) by my mother where I was accepted for admission to the international school.

The standard school language was German (students were 40% Swiss, 40% German and 20% everything else). They were very used to non-German speaking foreigners and gave individual tuition to those in need. The school was at 7,000 feet altitude where the air was fresh and dry and very soon started to improve my asthma. The teaching was excellent, the food was good and there was a very friendly atmosphere. Sport was good, skiing, skating and ice hockey in winter; cricket and athletics



and mountain walking in summer. My nationality impelled me to the first cricket team where to my surprise I was better than most (thanks to practice at Bedales).

After three years I took and passed all the necessary O Levels (in Montreux), returned to England and went to Millfield for one year where intense teaching enabled me to pass four A Levels and gained me a place at University College Medical School where in due course I qualified as a doctor; did my house jobs in London and passed my specialising exams in anaesthesia. During my time at UCH I met my future wife, a South African who was very interested in art. We decided to marry and, for the wedding suggested cash as presents (not too many saucepans, cutlery etc to take to Australia) which was where we wanted to go. Having gathered sufficient cash, we decided to ask Ivon Hitchens if he was happy for us to buy a painting from him.

He remembered me from the cats' episode and agreed. We went down to their home and chose a painting titled '*Foundations of Ruined Mill near Droxford*' (pictured) which has hung on our wall in Perth, Western Australia, much loved, since 1972. (And in case anyone asks, 49 years in sunny dry Perth has totally cured my asthma!) Since we have no children to leave the painting to, we contacted John Hitchens to ask for advice as to what to do with it. His best suggestion was "donate it to Bedales" so, both having reached the age of 82 this is what we decided to do.

The painting is up for auction at Christie's on 23 March as part of the Modern British Art Day Sale, with proceeds to the John Badley Foundation. So, any of you who have been unable to spend all that money during COVID, can now spend it all on a worthy cause and get a superb investment as well! You can find the sale catalogue at [christies.com](https://www.christies.com) 🌐

Civics talk from Tony Hartney, Headteacher of Gladesmore Community School

In November 2021, Bedales was lucky enough to hear from Tony Hartney CBE, Headteacher of Gladesmore Community School, Tottenham, who gave a Civics talk in the Lupton Hall to students, staff, parents and local people.

Gladesmore serves a community with high levels of economic disadvantage. Families face numerous challenges in their daily lives and the children typically display low self-esteem and start school with reading levels well below their chronological age. The school is a ten-form entry, mixed secondary community school, with a rich diversity of cultures and languages.

Tony explained how his own up-bringing has shaped his career and educational approach. His mother died when he was 10 after he had been caring for her; because of this, he was denied the opportunity to apply for grammar school. Instead, he attended the secondary modern where he was frequently caned and denied any opportunities to better himself. This, he says, made him “cry inside, but I never showed it”.

Tony's education proved to be a defining period for him, deciding that he wanted to offer disadvantaged children better experiences of education than his own. He not only wanted to teach, but he set out to be a headteacher where he thought he would be able to exert sufficient influence to change people's lives.

He threw himself wholeheartedly at his chosen career, volunteering for everything and working his way up through the teaching ranks.

When Tony took over as Head of Gladesmore in 1999, the school struggled to keep staff, only 4% of students passed GCSE English and Maths, and in the first week his deputy was assaulted by students. Tony looked



beyond this and the deprivation of the many sink estates to see wonderful people. He felt they just needed some hope and confidence to be successful. This attitude has informed his approach ever since – relentless positivity and striving to build a community spirit.

Fast forward 22 years and there has been a complete transformation in culture and much positive recognition: an outstanding school, a strong school community, many role models in the student and staff body, excellent relations with the police, and strong external partnerships such as their selection as a football Premier League flagship school.

Tony talked of the benefit of offering his students opportunities to attend boarding schools for sixth form. He now places around 20 students per year in a range of independent schools, including Bedales. He is a strong advocate of this approach which he sees as successfully instilling confidence and belief in young people. He described Bedales as “a total life-changing opportunity”.

Having now established the scheme, Tony invites students back – a virtuous circle of role models, inspiring younger students to believe they can also be part of such a scheme.

Hearing about the challenges facing Gladesmore students, and the transformational impact provided by boarding school bursaries, has given us at Bedales additional impetus to expand Bedales' provision. The John Badley Foundation (JBF) was established by the school 10 years ago to be more ambitious with bursaries, and provide life-enhancing opportunities for young people who would not be able to consider such an education without full support. To date it has funded 20 pupils who have joined Dunhurst or Bedales. With the support of members of the school community, the JBF has ambitions to grow to help more students, so that by 2024 there will be two fully funded pupils in every year group from Block 1 upwards.

We are very grateful to Tony for visiting Bedales and talking so passionately about social mobility and his work to ease education inequality. We are looking forward to strengthening our relationship with Gladesmore so that we can continue to learn from each other as institutions, and assist Tony in his mission to provide life-changing opportunities for the young people of Tottenham. 🌱

What is the Bedales Grants Trust Fund, and what do we do?

Cathy Baxandall (née Dwyer, 1970-76), Chair of Trustees, Bedales Grants Trust Fund

The Bedales Grants Trust Fund (BGTF) was founded almost 100 years ago in 1927 by John Badley and a group of close friends, colleagues and supporters of the Bedales ethos. Under the founding document, its stated purpose is to provide financial support through bursaries for students at Bedales, particularly (but not exclusively) those with Old Bedalian connections.

The BGTF is a registered charity (No 1036179) which is independent from the School and governed by independent trustees. The current trustees, all of whom are volunteers, are myself as Chair (since 2016), **Dennis Archer (staff, 1974-2008)**, **Camilla Church (1989-92)**, **Stephen Davies (1989-94)**, **Josephine Jonathan (2006-08)** and **Lynn Percy (1972-77)**.

BGTF is funded wholly through a combination of generous lifetime giving and some magnificent legacies, plus judicious investment of our capital. We are currently able to support between 20 and 25 students each year who are in need of fee support during their time at Bedales. In 2021 we paid out means-tested bursary awards in aggregate of around £264,000, helping 24 current students to pursue their education at Bedales.

Our bursaries, which are normally set at approximately 1/3 of a year's school fees but can be substantially more, can be combined with bursaries from other sources. Some of those we support may not even know exactly where their bursaries come from! Whether recognised or not, we are very proud to continue the aims of John Badley in supporting the hundreds of students to have benefited from a BGTF grant over the years.

The trustees aim to keep the Trust's funds sustainable through an approach that matches bursary spending with

the income generated by investment of the Trust's capital in a way that generates sufficient returns without compromising on ethics. We want to be able to continue to pay bursaries for many years to come, and to respond flexibly to individual student needs and circumstances as they arise. We have an investment portfolio which includes only ethical share investments through the Rathbone Greenbank fund, with the remainder in cash or cash equivalents. As at December 2021, the capital value of the Bedales Grants Trust Fund was £7.4m. The fund is overseen by a Trustee Investment Committee consisting of trustees with financial and investment skills and experience: the current committee members are Lynn Percy, Josephine Jonathan and Dennis Archer.

Particular thanks and recognition must go to the OBs and other families who have generously donated and/or left legacies to BGTF. As trustees, we appreciate our duty to ensure these precious gifts are properly used and the generous spirit of the donors is carried through to the next generation. In 2021 we received legacies and donations of £55,050 in total. Our deepest thanks go to those who have seen fit to donate in this way. New donations to BGTF, whether lifetime

or by means of a legacy in a will, are always welcomed.

Some legacies take time to materialise: for example, in 2012 **Jennifer Lilley (1937-42)** left a very valuable bequest of land and property to be shared between BGTF and the Edward Barnsley Educational Trust, and both sets of trustees have co-operated to manage the bequest to deliver maximum benefit – which has involved lots of work with surveyors, planners and agents over a much longer period than we had originally hoped! BGTF Trustee Stephen Davies has brought his property development expertise to support the process, and I would like to thank him for his hard work. We are currently waiting for the outcome of a planning application on 'Fourwinds' in Camberley that, if successful, will allow both trusts to generate a material contribution to our respective charities.

Thanks also to Richard Lushington, Bedales Bursar, who acts as BGTF's Secretary, and to the rest of the school's administrative team for their help and support. Parents and prospective parents, particularly with OB connections, can get details of how to apply for BGTF awards from the school. We look forward to enabling many more students in financial need to experience a Bedales education in the future. 🍀



STAFF PROFILE

Al McConville (staff, 2007-21)

Having served Bedales for 14 years as Head of Religious Studies, Deputy Head and Director of Innovation and Learning, Al McConville took his leave at the end of the summer term 2021. As he prepared to move on to King Alfred School, Hampstead, Al talked to us about his slightly unconventional path to the teaching profession, the experience of teaching at a boys' school, a girls' school and a co-educational school and how each has affected his developing view of the purpose and thrust of education.

"On reflection, I think that if the opportunity had presented itself, my first choice after finishing my Theology degree would have been to do some post-grad work," ruminates Al McConville. "I still felt a great commitment to Theology and although I was forced to park it to earn a crust, I had the nagging suspicion that Religious Studies and teaching would at some stage return to play their part in my life."

Al would be proved right, albeit by an occasionally circuitous route: "The first step after Cambridge involved getting a job in Paris as a glorified skivvy for a pharmaceutical company, largely because I wanted to keep polishing my French language skills. When I got back to London, I worked for a while on the New Standard Revised edition of the *Bible*. Again, it was junior level stuff, largely playing with cross-references and certainly with no great pretensions to high scholarship."

The final step in Al's postponement of his teaching career would be enacted at PwC, the global accountancy giant. "I hadn't earned a great deal of money by then and a full salary was now a necessity," Al recalls. "Accountancy wasn't a great idea, as it turned out. I'm not convinced that the recruitment process was particularly satisfactory in the first place and while I was at PwC, I felt uninspired and ultimately just bored. There were a couple of qualifications that I picked up along the way but I probably only took six weeks to realise that I wasn't going to be

there for the duration. About mid-way through an early secondment, I quit with some relief."

Now was the moment for Al to put his pedagogic aspirations into concrete form. "The initial route into teaching came via Tim Hastie-Smith, a friend of the family who also happened to be the Head of Dean Close School," he explains. "I asked his advice and he suggested that I do a bit of RS teaching for some of his A Level students. Meanwhile, I phoned the University of Gloucestershire to see whether this part-time gig could somehow be converted into part of my PGCE teaching qualification. With the addition of some extra history tutoring work and then a training stint at a state school in Worcestershire, that's what happened. It was a bit of a blag in all honesty – it certainly wasn't by the book but I had the good fortune to speak to the right people, who either felt that I had a bit of a cheek or was mildly entertaining or possibly a bit of both!"

Al's training period at state school, although comparatively brief, was a formative part of his teaching career. "It was very enjoyable and forced me a bit out of my comfort zone, bearing in mind that I hadn't experienced the state sector since I was at primary school," he says. "It wasn't what you would call a tough audience but there was more pushback from students than there had been at Dean Close and I really enjoyed it. But to me in those early days, teaching was just a process that followed traditional didactic lines. I teach, you learn. Sometimes they caught it, sometimes



they didn't. My deeper thinking about education came much later."

As a freshly-minted qualified teacher of RS, Al's first assignment was at Latymer Upper School in West London. "That might have been the toughest year of my life as a teacher," he says. "I had a great place to live, in a flat by The Dove pub in Hammersmith with three other newly qualified teachers, but I was teaching RS to a group of clever, curious but street-wise boys who were not disposed to give an easy start to an incoming teacher. It was a steep learning curve for me, not least because there was a wide variety of religious backgrounds among the students, who took the subject extremely seriously and often seemed to know at least as much about it as I did, because they lived it. In practical terms, I tended to find that the right answer was to ensure that that the students always had something constructive to do, rather than me simply talking at them."

During his year at Latymer Upper, Al got engaged. "We really wanted to start married life in our own home and London just wasn't an affordable option for first-time buyers such as us," he remembers. "That's how we came to move down to Gloucestershire, where I became the number two in the RS department at Cheltenham Ladies'

College to **Leo Winkley (staff, 2004-10)**, who would later become Deputy Head at Bedales and is now the Head at Shrewsbury School. The way you teach is invariably shaped by your audience and Cheltenham Ladies was full of girls who were genuinely inquisitive, highly motivated and therefore quite straightforward to teach. No tricks required. Looking back on my six years or so there, I didn't have to be too imaginative to work as a teacher because the students were so well-drilled and their baseline knowledge of the subject was already so high. They would have done well whether I turned up or not."

It was that desire to challenge himself still further that at least partly lay behind Al's next move. "Yes, I was keen to stretch myself a little more but I also wanted to play a greater role in the pastoral life of a school," he says. "By now, I was the father of two boys and a girl and I was keen

to acquire experience of working in a co-educational environment. Bedales seemed to me to offer that emphasis on a mixture of compassion, service and outdoor work that I found particularly appealing. As early as my interview, I could see that the whole of life was contained within Bedales and that one could happily be there the whole time from breakfast, through lessons to cultural trips and the end of the day. It seemed all-encompassing."

Al duly joined Bedales as the school's inaugural Head of Religious Studies and a residential tutor. "That secularity for which Bedales is sometimes known was very much still in evidence when I arrived," he says. "A group of students had recently walked out of Jaw at the appearance of a Buddhist monk! There had been something called Bible at one stage, which had been overseen by **Alastair Langlands (staff, 1973-2001)**, but essentially I was breaking fresh ground

in doing RS as a 'proper' subject. As a teacher and a live-in tutor, I got to know the students pretty quickly and I took to them and to the ethos of the school at once. They were a strikingly diverse bunch, interested and interesting, fun and sparky, and for me, life became seven days a week of total immersion in the Bedales community."

Barely two years after joining Bedales, Al accepted the role of Director of Teaching and Learning. "I think that I got the nod for the job because of the kind of grounding I got at Cheltenham Ladies on the administrative side," he says. "Initially, **Keith Budge (Head, 2001-18)** wanted me to look after the new Bedales Assessed Courses, which were in their first cycle. The idea was to roll them out gradually and check that universities were happy to accept them."

Over the next nine years as Deputy Head, Al would continue to hone his view of what education in its widest



sense should entail. His enthusiasm for throwing himself into the heart of the Bedales community was never better exemplified than when he spent part of one year studying for and ultimately sitting a GCSE in Chemistry in 2017 – just for fun: “That came about as a result of my association with the American professor Barbara Oakley, who came to the school one day to talk about the science of learning. Subsequently I co-authored a book with her for students about learning, and out of that came the idea that I should try sitting an exam myself, and talk to the students about my travails as they unfolded. My immediate thought afterwards was that it was an experience that every teacher should try once! It reminds you what it's like to be a pupil, which can inform your own practice.”

From August 2018, Al has had the opportunity to shape a more relevant, holistic and engaging education system, both at Bedales and beyond, through evidence-informed experimentation, writing, and partnerships. Once again, he was blazing a new trail at Bedales, this time as Director of Learning and Innovation. “I really should stress the fact that our Innovation and Futures initiative has been intended both to

look inwardly and at the educational world beyond Bedales,” Al says. “From our point of view, the basic question to be asked was how engaging the school experience is, in addition to how well our curriculum equips students for the world of work, which was arguably a factor that we had insufficiently emphasised in previous years.”

“What we've tried to do is to imbibe the most interesting trends from here and around the world at the same time as adding our own voice where it could be of most help,” Al continues. “The Government reforms of education, notably instituted under the direction of Michael Gove have, it seems to me, given a hefty shove back to a Gradgrindian experience. Anecdotal evidence appears to support the contention that this old-fashioned emphasis on rote learning of knowledge and in particular the high stakes testing of it has been a principal factor in the recent surge in teenage angst.”

“My passionate belief is that you have to practise good thinking – it doesn't just pop out fully formed merely because you've got facts in there. Too much time imbibing facts doesn't always give you the necessary

space to think about them. Probably the development that I'm proudest of in my time at Bedales has been the co-founding of a movement called ‘Rethinking Assessment’ (rethinkingassessment.com), which includes a number of the great and the good from across the education spectrum and seeks to challenge the old orthodoxies about how we assess the progress of students in this country. The progressive approach, emphasising holistic development, is not just the preserve of the privileged. There is now general acceptance that we need a focus on assessments that reflect a broader range of skills and I hope that Bedales' part in this advisory group will be my most positive legacy to the school and to education as a whole.”

The word ‘legacy’ is used advisedly, for Al was on the cusp of taking up a new post. In September, he became Deputy Head of King Alfred School, Hampstead and is enthusiastic about what lies ahead. “I've served as a governor at King Alfred School and I know that I shall be joining a school that is every bit as ambitious as Bedales for its students,” he says. “In some ways, it may be a ‘double seven year itch’ and I am relishing a new set of challenges but I have simply loved my time at Bedales and I can't tell yet how my departure will actually affect me. My children have had the most wonderful education here and have benefited hugely from their upbringing in the countryside and our youngest will continue their education here as well.”

“In any event, it's certainly not as though I shall be cutting my ties with Bedales altogether,” Al concludes. “I shall be up in London during the week but we're going to keep living in Petersfield, which should help with the change-up. There will still be lots of connections for me with Bedales, notably my ongoing part in the Gentlemen of Bedales cricket team! Some people may not even notice I've gone for quite a while...” 🍷



In recent years, James Fairweather, husband of Kate Fairweather (née Day, 1980-85), has interviewed OBs to find out about their time at Bedales and where life has taken them since. Here, we feature a selection of extracts from his most recent interviews. To find out more about these OBs, their memories and achievements, you can read their full profiles on the Bedales website at bedales.org.uk/alumniprofiles.

Simon Anholt (1974-79)

Writer, thinker, researcher, policy advisor – you name it and the chances are that Simon Anholt has worn that hat. Here he talks about the international world view that was always with him and the part that Bedales played in nurturing his talents. A lover of the written word, keen amateur musician and general polymath, Simon's democratic philosophy on life is best summarised by his own words: "I try to make difficult and important things as simple and motivating as possible without trivialising them."



The son of multi-lingual, mixed heritage parents with a penchant for the written word, Simon Anholt was always a decent bet for an international future of his own. "You don't look objectively at your parents when you're young but it's thanks to them that I grew up convinced that other countries, and the people who lived in them, were always going to be more interesting than my own," Simon reflects. "It was a shock when I discovered, later on, that not everybody shared this view."

Simon's early years were spent in the Netherlands and it was not until he was five that the family returned to Britain. "My parents were great admirers of Kurt Hahn and they were keen that their children should go to a 'Round Square' school if possible," Simon recalls. "As it happened, I started off the main part of my education as a boarder at a single-sex prep school, Woolpit. It was conventional but at least it was kind, and I think that's why my parents chose it."

Having survived the initial trauma of separation from his family, Simon began to develop a highly individualistic view of the world. "Prep school taught me to question things and by the time I got to Bedales, I was ready to challenge everything," he relates. "My two-day introductory immersion at Bedales

excited me but when I actually got there I didn't fall in love with the place. I was distracted by my first experience of a mixed school but I was also slightly cross about one or two things. It seems strange to admit this now but I took a rather Christian view of life as a 14 year-old and I didn't think that Bedales was either religious or serious enough for my taste! The liberality that surrounded me seemed quite shocking and it took me a while to understand that this was the place for me."

Music and the written word played an important part in helping the process along for Simon.

There was plenty of encouragement to be found for Simon among the ranks of Bedales teachers. "As a house master, **Tim Williams (staff, 1984-88)** was so kind, patient and understanding even when at times I must have seemed unreachable," he says. "Languages were important to me: **George Smith (staff, 1959-81)**, **Catherine Dryer (staff, 1970-81)** and **Jessie Sheeler (staff, 1972-97)** were first-class French and Latin teachers. It was probably **John Batstone (staff, 1968-93)** who had the greatest impact on me, however. John could be intimidating but he liked me and I always felt secure about that. He understood that I had been raised with

a reverence for the written word; I was never distracted during his lessons as I was in other subjects. He spoke so colourfully about such a wide variety of texts – and the lessons we learned from John were at least as much about life as they were about literature."

Simon's original choice of A Levels had been the rather unusual combination of French, Latin and Biology. "I don't think I've ever consciously followed a plan," he explains now. "I never knew exactly where my choices might take me and in this case, I knew that I was a linguist but I also wanted to be a scientist who could read *Virgil* in Latin. In the end, Bedales persuaded me to take French, Latin and English instead – a conventional set of "humanities" – and I rather wish I'd stood my ground."

Simon duly arrived at Oxford full of eagerness about the next stage in his life. "Never in my life have I wanted to remain at a place for longer than I needed to, no matter how much I loved it," he notes. "What I wasn't expecting to find at Oxford was that, thanks to Bedales, we were a year or more ahead of our peers in some subjects. My Oxford dream was to be intellectually stretched and at the beginning, I was disappointed. So I added on other subjects including Linguistics and Anthropology, spent my third year

in Rome so that I could replace Latin with Italian for my finals, and finally had a monastic final year getting my head down because all my contemporaries had already moved on.”

Simon would subsequently strike out on his own, founding World Writers, which offered companies cultural adaptation rather than mere translation for their international advertising campaigns. It was in his early 40s, however, that Simon began to make his name in the field for which he is best known – international relations and

foreign policy. Here, his focus has been on helping governments to develop and implement strategies for enhanced economic, political and cultural engagement with other countries, on which he has advised the Heads of State and Heads of Government of more than 60 countries over the past two decades. Perhaps most renowned for devising the Good Country Index, which seeks to measure the contribution of each nation to the common good of humanity, Simon also founded and publishes two major

global annual research studies: the Anholt-Ipsos Nation Brands Index and Anholt-Ipsos Roper City Brands Index, which use a panel of 30,000 people in 25 countries to monitor global perceptions of 60 countries and 50 cities. He has written six books about countries, their images and place in the world and his TED talk is the most-watched ever on the subject of governance, with more than 12 million views to date. 🌐

goodcountry.org/simon-anholt/

Jean Gooder (1946-52)

Part of the second of four generations of her family to go to Bedales, Jean Gooder is also a part of the school's fabric. A distinguished student and later a Governor and Chair of Governors, Jean looks back on the school's influence on her life and career. Memories of music and Jaw rub shoulders here with her time as an English undergraduate at Cambridge, where she studied under teachers as distinguished as FR Leavis.



Jean had been home-schooled throughout the war years. “My mother had withdrawn me from the only available local school because it was ‘reducing me to hysterics’ in her opinion,” she explains. “Later I refused to have anything to do with the idea of going to Roedean, which seemed bleak and austere; Bedales, by contrast, appeared to be full of human beings. In my first term, I was in a dorm of eight people and although I was terrified at first of being in a shared room with some much older girls, not being layered by year turned out to work so well for me.”

Most of Jean's memories of her school days come across to the listener as almost idyllic. “It was a very happy time,” she agrees. “I loved workshop and weaving at the barn; I discovered music and remember particularly an epiphanic moment listening to **Margaret McNamee (staff, 1948-85)** playing a Beethoven sonata. I've never experienced that pervasive sense of

music being *everywhere* since I left Bedales. Through every open window in the spring and summer months there seemed to come the sound of scales, repeated phrases and full passages of sonatas and more. The school had, after all, no fewer than eight players in the National Youth Orchestra when it re-started after the war and several went on to become professional musicians. I came to appreciate the ‘shared’ moments: Jaw, where you might listen to a Jesuit one week and the Imam of Woking the next; school assemblies; and acquiring the Bedales jargon. Other people seemed so interesting. My contemporaries were from such varied backgrounds and they all appeared to know so much more than I did.”

Typically an academic high achiever throughout her school days, Jean became even more intellectually driven by the time she entered the sixth form. “The humanities were always going to be my area of strength,” she says.

“I was hopeless at science and I disliked the very smell of the lab, but in my subjects I was fortunate to meet with teaching that combined rigour with intense feeling for language. **Denys and Ada John (both staff, 1947-51)** for French spring to mind, and especially **Roy Wake (staff, 1949-59)**, an outstanding medieval historian, who taught us as though we were already university students.”

It was English, however that would provide the leitmotiv for Jean's future life and career. “In Block 6, English teaching was rather fragmented because there was quite a high staff turnover at the time,” Jean recalls. “The school therefore arranged for me to receive extra tuition from **Geoffrey Crump (staff, 1919-45)**. I was also lucky enough to learn a lot from **Jill Balcon (staff)**, and the impossible but wonderful **Rachel**

Carey-Field (staff, 1941-75). They showed me what verse really was, opening up the worlds of John Milton and theatre. These were the mentors who drew me to apply to Newnham College, Cambridge to read English."

Jean went up to Newnham with two of her best friends from Bedales, **Lynne Brown (née Cainsey, 1946-52)** and **Felicity Meshoulam (née Salmon, 1946-52)**. "The unholy trinity, as we were known," Jean laughs. "It was only five years since women had been admitted as full members of the university and I was determined that we were not going to be taken lightly. One of the first

things I did was to ask to be taught by F R Leavis; that was instantly refused, so I wrote to him directly and for three years went to his classes in Downing, entirely unofficially."

Between 1956 and 1959, Jean was a research student before becoming a Fellow and Director of Studies in English, a post that she held with a brief intermission until 1999. Her main work was in 19th and 20th century literary and cultural relations between Britain, France and America. Jean's special interest, however, was in the great transatlantic novelist Henry James.

Throughout her career, Jean made time to cement her association

with Bedales, not only monitoring the school days of her children **Ben (1973-80)**, **Stephen (1974-81)** and **Kate (1977-84)** (her grandson **Rufus (2009-15)**) would later follow in the family tradition as well) but also serving as a Governor from 1972 and Chair between 1976 and 1984. "Those were interesting times, to say the least," she recalls. "My spell as Chair coincided, among other things, with a period in which a head teacher was changed, which necessarily causes plenty of upheaval. By the end of the process, though, we were all fairly confident that the school had reached calmer waters." 🌸

Jenny Hilton (1948-54)

Cressida Dick's 2017 appointment as the first female and first openly gay Commissioner of the Metropolitan Police was the final brick in a wall that had initially been constructed by a select number of people over a number of years. Foremost among them was Jenny Hilton, more properly Baroness Hilton of Eggardon, who spent 34 years as an officer in the Metropolitan Police, beginning in the days when women comprised barely 1% of the service. Jenny talks to us about professional life, being a working peer and her enduring relationship with Bedales, where she spent six years as a student and another eight as a Governor.

Schooling for the war-time generation of children was inevitably an uncertain pursuit and it could be a somewhat haphazard one at times. Such was the case for Jenny Hilton, although her varied upbringing and education was never less than fascinating. A 'Foreign Office kid', in her own words, Jenny spent a good deal of her childhood abroad, surrounded by culture-loving relatives and attending a number of different schools. "Seven others before I went to Bedales," she says.

When the time came for something a little more permanent, Jenny's sole desire was that she should be sent to a mixed school. "Having lived abroad for much of my life, I was already relatively grown up and I'd also read all

the Edwardian stories about boarding school so that didn't worry me at all," she says. "My mother's only stipulation to me was that I must be definite in my final choice – 'I don't mind' wouldn't be satisfactory."

Bedales, when Jenny arrived there, provided the stable and friendly environment that every child needs. "John Badley's original concept was very much in evidence to me," she observes. "Each child was clearly as valued as the next one, and not solely on academic grounds, although the school was never as structured in my day as it later became when society started to demand that rather more attention be paid to exam results. In retrospect, I must say that I wasn't

pushed hard enough – I needed help in learning precisely how to study effectively and nobody particularly took me under their wing in that respect, although I liked the majority of my teachers well enough. I played some mah-jong at social evenings with **Anthony Gillingham (staff, 1946-70)**'s family but learned less of what might have been useful for passing my A Levels. All that might explain why I became such a compulsive auto-didact in later life."

Although not particularly gifted in the games arena, Jenny tried her hand at most things that Bedales offered. "I never could sing in tune and my experience of the great outdoors was rather confined to the more mundane tasks such as sawing up logs but it was in the art room that I thrived most," she says. "My uncle Roger (Hilton) was a noted abstract artist and my mother painted with him when they were studying in Paris. **Betty Tweed (staff, approx 1948)** and later **Christopher Cash (staff, 1950-78)** were my Art teachers at Bedales and I took an Art O Level. During the holidays, I used to count the days before I

could return to school. Family life had become rather more complicated in the post-war days and my parents felt more constricted than they had during the 1930s."

Jenny quickly recognised that what she did need was a framework that would demand discipline: "The first thing I did was to spend six months at the Sorbonne in Paris getting myself a diploma; for the first time I found that I enjoyed applying myself academically. I then swanned off to Istanbul, where I remained for another three months or so before coming back to Britain and joining the Metropolitan Police. I wasn't to know it then but it would be a haven for me for the next 34 years, comparable with Bedales in my younger days in that sense."

A haven it may have been but the Met that Jenny joined in the late 1950s offered an environment that was more noted for its rigour than its diversity or inclusiveness. "There were 300 women in the Met when I joined, as opposed to the many thousands when I retired," she says. "The police were also famously anti-homosexual and conducted vendettas against gay people for many years, which was scarcely designed to make me, a gay woman, especially comfortable."

Jenny herself swiftly established a reputation beyond many of her peers; a series of promotions would follow and along with them the inevitable resentment of some of her male colleagues. "It wasn't a problem when I was rising through the exclusively female ranks," she says. "Rivalry started to rear its ugly head only when I started to be given command over male officers. One heard the snide remarks but one simply ignored them and got on with the job. At no stage did I feel that I was smashing a glass ceiling; it was much more a series of slow progressions that took me where I eventually went."

Her odyssey through the Met is chronicled in Jenny's autobiography



Copper Lady, which was published in 2020. By the time she called time on her career she had reached the rank of Commander and was one of the two most senior female officers in the Met. "Leaders, in my opinion, have to be straightforward, both in their principles and in explaining how they want them applied," Jenny believes. "You must have clarity if you wish to lead people. That's about it. Too many modern leadership courses make the mistake of emphasising dozens of different qualities when only one or two really matter."

At her retirement, Jenny was still maintaining a close relationship with her alma mater, serving for eight years as a Bedales Governor. "One of my fellow Governors was **Tess Rothschild (née Mayor, 1929-34)** and it was she who sounded me out about becoming a member of the House of Lords," Jenny explains. "Tess wondered if I needed a job that paid, or whether my police pension might be sufficient for the House of Lords, which was of course

unsalaried and then only paid £30 for a day's attendance. I assured her that I did not need paid employment. Margaret Thatcher hadn't much believed in creating Opposition peers but she had gone and John Major was offering half a dozen spots in the House of Lords to the Opposition in 1991. I was invited to meet Neil Kinnock, who was keen to establish better relations between the Labour Party and the police, and I started as a peer without a clue about what I was getting myself into."

The scene of her formal education retains a place in Jenny's thoughts, however. "I still think fondly of Bedales," she confirms. "I see one or two old friends and I contribute to the John Badley Foundation because I think that Bedales is a place that is an example of what education can achieve with the right ideas behind it. The ethos at Bedales always was the right one, it is unchanged and that's what makes it so important to preserve it for future generations." 🌱

Mary Hollingsworth (1960-69)

Today, Mary Hollingsworth is one of the great historians of Renaissance Italy. It seems amazing, therefore, that she was once barred from studying History at A Level by Ruth Whiting (staff, 1963-2000), who later confessed to Mary's sister that she had made one of her rare errors in this case. Mary talks about growing up at Bedales at a time when the 1960s was breathing new life throughout the world; her affection for the school shines through in her conversation, as do her determination and persistence in brushing aside obstacles to follow her chosen career path.



Mary's mother **Elizabeth Hollingsworth (née Brooke, 1932-41)** was an Old Bedalian, as were most members of that side of her family, and in due course, she and her sisters would also follow that tradition. "My interview day for Dunhurst is something I remember very well," she says. "It was extraordinarily exciting to see what seemed like the whole school playing outside in the orchard in an entirely unregimented style. Going to Dunhurst was therefore something that appealed greatly to me and sure enough, there were so many nice things about the place."

Barn and woodworking were close to the top of the list of Mary's 'nice things'. "**Mr Messingham (staff, 1923-63)**, who was in charge of woodwork, had the highest standards," Mary recalls. "One of my proudest achievements at Dunhurst was making an oak coffee table under his watchful eye. Mr Messingham's wife (**Mary, staff 1925-64**) taught me Maths and she was another teacher from whom I learned a great deal, which really mattered to me. I wanted to learn; at Dunhurst, though, apart from the Maths and the woodwork, I can't say that academically, I picked up all that much. When I arrived at Bedales proper, I still hadn't done anything significant in the way of History, Latin or Modern Languages."

As Mary progressed through the school, the 1960s were beginning to shape attitudes and tastes at Bedales and far beyond. "When you're a child from a rural North Yorkshire background, it doesn't take too much

to realise when something different is happening around you and out in the wider world," Mary reflects. "It was a hugely exciting time to be alive; dorms were invariably decorated with posters of either The Beatles or The Rolling Stones and it was in one of those dorms that I learned how to do the twist! Somehow or other a record player would be plugged into a light bulb and you would constantly hear *The House of the Rising Sun* or something by Booker T. Music was such a huge deal at Bedales, it was a part of the zeitgeist and rock, jazz and classical music were also a major awakening interest of mine."

It had been Mary's original plan to take a gap year before going on to university but parental dictates decreed otherwise. "My mother and father were adamant that I should go straight away and I was feeling quite nervous about that because all my university choices had rejected me," Mary remembers. "Then I was offered a place to read History – the course that I really wanted to study – at Coleraine, but my parents weren't happy with that either. It was 1969, the troubles had just broken out and it was all too uncertain for them. Finally an offer from The University of Manchester arrived to read Maths and German, which was promptly accepted on my behalf by my mother! As it turned out, I failed my Maths exam in Year 1 and switched to Business Studies but this was all a means to an end. I wanted to study History eventually; the only

problem was that I couldn't quite see how to get there yet."

A trip to Florence would have a seminal effect on the future direction of Mary's career. "I came back absolutely determined that I would study Art History and I began the process by taking a course in London where I did pretty well," Mary says. "Subsequently, I was advised to study for an MA, not in London at The Courtauld Institute or somewhere like that but at the University of East Anglia (UEA), which had a superb Art History department."

Mary went on to do her PhD at UEA with a thesis on the role of the patron in the Development of Renaissance Art and Architecture, a subject she later taught to undergraduates and postgraduates at the university. However, it was her decision to relocate to Italy for a substantial period that was the key to unlock all Mary's potential as a writer and a historian. "Italy made all the difference in the world to me," she confirms. "The time I spent in the archives at Modena reading the papers of Cardinal Ippolito d'Este enabled me to discover a treasure trove of source material that was so vast and so exhaustive that I was able to broaden my learning way beyond Art History and into the stuff of everyday Renaissance life. Living history, if you like."

It seems as though Mary's alma mater is continuing to cast its benign spell over her. "I still remember the joy of walking into the library at Bedales and being surrounded by books," she says. "Libraries mean a lot to me and when

I returned to Bedales for a reunion in 2019, I was still awed by that building. I wish I could imbue that love into everyone else I meet. My sisters and I

have always spoken a lot about Bedales and I live close to my brother, who has three sons; rather interestingly, the two oldest have partners who are Old

Bedalians! I tend to think that you can tell Bedalians apart by their cast of mind alone – Bedalians tend to be enthusiastic, interesting and slightly wacky!” 🌟

Jane Kirby (née Williams, 1974-79)

Student, Head Girl, parent, Librarian, volunteer and now Bedales Honorary Archivist, Jane Kirby has worn more hats at the school than most people. Here she runs the rule over a life that has encompassed interests as varied as science, weaving and literature and explains how, getting on for 50 years after she first saw Bedales, she remains a part of the fabric of the school.

Like many Old Bedalians, Jane Kirby’s mother retained her feelings of fondness for the school well after she had left it. “Before I went to Bedales, I was at school in Cheadle Hulme, up in Cheshire, but I’m sure that my mother always had it in the back of her mind that I would follow in her footsteps eventually,” Jane reflects. “She wanted me to wait until the time was right, though, and wouldn’t send me to Bedales before Block 3.”

By the time she got her first view of the school at her residential entrance test, Jane was excited at the prospect of what lay ahead. “I knew that my mother had enjoyed herself at Bedales and, although I was a bit scared about being the victim of an apple pie bed, I really liked the idea of not having to wear uniform at school,” she says. “As for the entrance tests themselves, all I can remember are a lot of fun and games, music, art and cakes; when I arrived as a boarder, I had the standard couple of tearful days but after that every letter I sent home was apparently about the food!”

Jane was joining Bedales at a time of transition. The legendary **Tim Slack (Head, 1962-74)** had just retired and the start of the **Patrick Nobes (Head, 1974-81)** era coincided precisely with Jane’s arrival. “Tim was still Head when I was doing the entrance exams, and many years later, a member of staff observed that he had got the school

running so smoothly that it seemed to carry on in that vein. As a new student of course I was unable to make any comparisons. It was a great pleasure to meet Tim a few times when I later became Librarian.”

The great outdoors was not high among Jane’s list of Bedales priorities: “Outdoor work as a concept barely existed in those pre-**John Rogers (staff, 1975-86)** days; if you were working outside, you were doing something like picking up litter as a punishment. Team sports weren’t my thing either and it was the library that was my place. I did a lot of reading, a lot of hanging out with my friends and generally pursued a quiet, gentle life that was undoubtedly much less frenetic than the style that Bedalians of today might enjoy. It’s not that I was particularly shy – I had a good bunch of close-knit friends and I certainly felt confident enough on the academic side.”

In her final year, Jane received the accolade of becoming Head Girl at Bedales. “Or Co-Chair of the Committee, as the role was officially described at that time,” she says. “It was all done by a somewhat shadowy selection process; in theory the students voted, the staff voted and a staff veto existed but nobody was all that sure. I tend to think that I got the nod because I was never caught doing anything wrong! The role itself didn’t involve too many duties,



as far as I could tell – there was the ambassadorial role of having dinner with various guest speakers and internally, the idea was to be a conduit between staff and students.”

Meanwhile, Jane was focusing on her A Levels in Maths, Biology and Chemistry and the place at university that would follow. “I can’t say that I looked beyond my further education at that point,” she says. “I did seventh-term exams in an attempt to get into Cambridge, didn’t quite make it and spent six months in Munich before going on to Edinburgh to read Biological Sciences. That was supposed to be a four-year course but because I had already taken A Levels, rather than the Scottish Highers, I went straight into the second year; all set for a bit of a party. My contemporaries were by now starting to get serious about their work, unfortunately, so there wasn’t quite as much partying as I’d hoped.”

Graduating with first-class honours, Jane promptly took herself off to London to do a Master’s at The City University in Information Science. “These were the very early days of dialling up research data bases and essentially curating the information that

you found there," she explains. "Some might think that it wasn't very different from being a librarian of sorts but if you had said such a thing at City, no-one would ever have spoken to you again!"

The working world now loomed for Jane. "Getting a job wasn't all that easy in the early 1980s and I got the odd knock-back along the way, including, rather strangely, from the Medical Research Council," she remembers. "One of the interviewers noted that I had been to Bedales and dismissed it as 'the place with no discipline!' Eventually I started work with PJB Publications, which specialised in producing market research information and reports for the pharmaceutical industry. Later I went on to Smith Kline & French, again as a market researcher, and then became a Project Manager for IMS Health. I can't say that I was ever a super-ambitious person but I certainly enjoyed what I was doing."

In due course, marriage and a family arrived for Jane, whose own working patterns changed as a result. "My husband got a job outside London and I carried on doing some freelance work for IMS but that gradually tailed off and by the time the children were of school age, I wanted to get back into doing something else," Jane relates. "As I had enjoyed my own school days at Bedales so much, I took my own children along to open days to see whether they might fancy it in their turn. It wasn't for my son but my daughter liked what she saw and made us into a third-generation Bedales family."

In 1999, Jane had renewed her acquaintance with Bedales by volunteering to assist **Dennis Archer (staff, 1974-2008)** in cataloguing the school's compendious archives and remains as Honorary Archivist to the present day. "It was very much a

part-time thing, compared with other schools. Winchester, for example has a full-time archivist," she says. "There is so much interesting stuff to keep track of at a place which is so important in the history of education in this country. Not many schools had co-ed boarding places before World War I, for instance. Raising money remains important – there's still a lot of work to be done for us to store the entire archive electronically – but it's an enjoyable challenge and one of the pleasures of the job for me is that it allows me to correct common misapprehensions about Bedales. The myth that students never sang hymns at Bedales would be one and I've always been irritated by the old chestnut about Bedales not being good at the sciences. My father would never have let me come to Bedales if that had been the case." ❖

Matthew Rice (1975-80)

Student, parent, Governor and Chair of Governors, Matthew Rice's involvement with the school now spans more than 45 years. Here, Matthew reminisces about the effect of a completely unexpected spring snowstorm on his view of the school, the importance of friendships at Bedales and how his life here laid the foundations for his extraordinarily successful and varied artistic career.

The sight of a laden hay wagon driving through the covered way and suddenly exploding with children was enough to convince Matthew Rice's parents that one day, the school would make an ideal educational home for a child of theirs. "My mother and father were visiting the school because they shared a flat with David Powell, who was the grandson of Oswald, co-founder of Bedales with John Badley," Matthew explains. "I was at prep school in Richmond before Bedales and the prospect of going to a boarding school was fine by me, as long as it was something like what I had read about in the Jennings books by Anthony Buckeridge."

His three-day admissions sojourn at Bedales easily persuaded Matthew that he had found the right school environment. "I must have sat some sort of test during that period but what I most remember is going for lots of walks and having a nice time in the dorm," he says. "Then the most magical thing happened on the last morning in April; from nowhere there arrived an incredibly heavy snowfall and I had the time of my life. From that moment, I very much wanted to go to Bedales."

As the son of a stage and costume designer father and an artist and textile designer mother, it was scarcely

surprising that Matthew should find some of his principal sources of Bedales inspiration within rooms devoted to the visual arts. "Strangely, **David Butcher (staff, 1963-92)** and **Martin Box's (1970-07)** workshop wasn't one of those places – I was always pretty hopeless at woodwork," Matthew relates. "My main mentor was **Christopher Cash (staff, 1950-78)**, a superb art teacher for me although I recognise that he couldn't have been less interested in students without either talent for, or interest in, his subject. Mr Cash (no first names for him) could also do your History or Latin prep; he was a polymath."

There were plenty of other teachers within the formidable cast of characters assembled during Matthew's Bedales days who also had their effect on his progress: "**Ruth Whiting (staff, 1963-2000)** was a great influence on everyone, although I wasn't allowed

to do a History A Level. **David Sykes (1959-65, staff, 1976-93)**, **George Smith (staff, 1959-81)**, **John Batstone (staff, 1968-93)** and so on...there was some extraordinary talent at Bedales in the 1970s."

Mention of various teachers prompts Matthew to muse about the non-deferential streak that can often be found among Bedales students. "That's a genuine trope at the school and it's one that I regard as terribly important," he says. "The school teaches respect – rudeness was and is always wrong – but not deference, which sometimes astonishes new members of staff."

That Bedalian culture had an effect on Matthew of which he was well aware even as he was enjoying its benefits: "Well, the ethos is in the hands of the students and the staff and as an only child, co-education itself had an enormous impact on me. I developed a confidence that was different from the type that was projected by my parents and their contemporaries, which tended to derive from excellence in their work. For me, Bedales was the place where I learned to feel confident and to enjoy talking."

As he neared the end of his Bedales days, Matthew took part in as many of the cornucopia of opportunities on offer as he possibly could. "So many treats and I managed to get onto a lot of the committees that were an integral part of them but I was far too naughty ever to be in the running for a position of genuine responsibility such as Librarian or Head Boy," he comments. "I took my A Levels in Art, Latin and English and didn't work that hard at them; Art was a bit of a disaster; really and I didn't behave all that well in it, I don't think, partly because my great mentor Mr Cash had been replaced by **George Hatton (staff, 1978-13)**, with whom I always had something of an adversarial relationship. Anyhow, Bedales still allowed me to do the design for the school's various plays and I always knew that I was going to be heading for art school and a career as a designer of sorts."



Much as he had enjoyed his school days, Matthew was eager to embark on his new adventures at Chelsea (and subsequently Central) School of Art. Out in the big wide world, Matthew began his working life by collaborating with one of his old Bedalian friends, **David Linley (1975-80)**, in establishing the soon to be renowned furniture design company David Linley Furniture. "David was and is one of a lifetime's worth of great friendships that I made at Bedales," Matthew observes. "In some ways one of the things that surprised me after school was the comparative lack of social engagement that I sometimes found. Still, we were playing the same tune that we always had at Bedales and that's the attitude that I've always taken with me through my commercial life."

Whether as a designer, a painter or an architectural writer, Matthew's career has now been flourishing for the best part of 35 years; the companies he has founded on his own or working in partnership with wife Emma Bridgewater have featured some of the UK's most recognisable artistic leitmotifs. Meanwhile, in lending his considerable assistance to the project to build Bedales' new theatre in the 1990s, Matthew was re-establishing his connections with the school for the first time in almost 15 years.

That connection for Matthew was reinforced when his daughter **Kitty Rice**

(2005-09) became a Bedalian in her turn in 2005. Two years later, Matthew accepted the opportunity to join the Board of Governors and in 2011 he graduated to the role of 'chief weasel', in his own words, more commonly known as Chair of Governors, a position from which he only stepped down. "It's been quite an eye-opener to see the sheer calibre of the individuals that have comprised the Board," says Matthew. "This is no group of fuddy-duddy OBs. We've had a number of different aims; years ago, when I first arrived at Bedales, I had felt that a few of the buildings here were quite scrappy by comparison with some of the other schools we had been shown around. That scrappiness had got a bit too close to dilapidation for our liking in a few cases and we wanted to improve on the look of the place."

He's absolutely not an uncritical admirer but Matthew is still happy to admit that what he feels for Bedales today falls little short of love. "It's a safe bet, in lots of ways, because the object of it will still be here long after you have disappeared from the planet," he says. "Bedales is where I grew up and I feel an enormous attachment to it. It doesn't work for everyone, I think – you have to be a self-starter, for example – but the school has always been good at working out who will thrive here. I feel universally well-disposed towards Bedalians of this or any other generation!" 🐾

Welcome to this new section of the newsletter, featuring the thoughts and views of current and former Bedales students, staff and parents. Contributions are welcomed – please send them to the editor by email (alumni@bedales.org.uk) or post to The Editor, Old Bedalian Newsletter, Bedales School, Church Road, Steep, Petersfield, Hampshire GU32 2DG.

Most distinguished and interesting OB?



There is a good case to be made that **Helen Elizabeth Archdale (1914-20)**, born in 1907 and died aged 92 in 2000,

was one of the most distinguished and interesting Old Bedalians in the school's history. She and her two brothers were at Dunhurst, and later Bedales, during and after the World War, in which her father, a professional soldier, lost his life.

Their mother was an active member of the suffragette movement (a friend of the Badleys perhaps?) and served a prison sentence for smashing windows in Whitehall; in some reports her daughter, always known as Betty, aided and abetted by providing her with the necessary stones. Betty's Godmother was Emmeline Pankhurst.

After Bedales Betty had a distinguished academic record with

a First Class Honours Degree in Economics and Political Science from Montreal University, and in 1937 she was called to the bar.

During the Second World War she joined the WRENS as a wireless operator in Singapore and was awarded the MBE. After hostilities ceased she moved to Australia where she was appointed as Principal of the Sydney Women's College where she gained a reputation for progressive reforms which included radical and controversial ideas for sex education considered rather ahead of their time.

On retiring as a teacher she became a popular and respected TV and radio personality, known according to one report for her "witty and sensible approach to problems". In 1997 she was nominated as one of Australia's "Living Treasures".

All very impressive you may think but her greatest claim to fame was on

the sports field where she enjoyed considerable success, playing cricket for Kent. She captained the first England women's team to travel to Australia, leading victorious tours in 1934 and 1935. According to Wisden her "warm personality" did much to heal some of the damage inflicted on Anglo/Australian relationships by the Bodyline Series two years earlier.

It is good to think that the flourishing state of women's cricket today (there is even some at Bedales!) owes something to skills learnt in Steep some hundred years ago. When MCC members decreed over 200 years ago that "none but gentlemen were ever to play", or even enter the hallowed pavilion, they belatedly voted to admit lady members. Betty was amongst the select group chosen to break the mould; after all she had brought The Ashes back from Australia, a feat which is normally beyond the 'gentlemen'. What a lady! ♣

Rollo Wicksteed (1948-54)

Conference interpreter for Pope Francis

Thanks as ever for the recent OB Bulletin. It's wonderful to see the school going from strength to strength and having not been able to travel back to the UK for the last 18 months or so, it makes me a bit nostalgic for sunny early summers back in Steep!

A little nugget of professional news from here in Geneva: I have been working as a conference interpreter for the organisations of the UN system since 2005 and last week found myself the English voice

of Pope Francis when he delivered an address in his native Argentinian Spanish to this year's International Labour Conference. It was a really timely call for governments, employers and trade unions to build back from the pandemic without overlooking the most vulnerable in society. Quite a memorable experience to interpret such a high-profile figure, even via Zoom!

I would be very curious to know whether any other OBs have ended up as interpreters or in the language

industry generally. I have often thought how fortunate I was to get such a brilliant grounding in French and Spanish from the Bedales language department in the late 90s (**Ruth Carpenter-Jones (staff, 1990-2018)**, **Odile Allen (staff, 1975-07)**, **Clover Black**, **Thierry Drot-Troha**). Adding Russian as a UN-accredited working language under my own steam was certainly trickier without the weekly fear of failing my vocab tests and being kept in on a Wednesday afternoon! ♣

Alex Williams (1986-2000)

My thanks to Alex Csáky (staff, 1952-55)

I read with sadness in the last Bedales Newsletter that **Norman Bellis (staff, 1956-63)** had died though, some consolation, he must have reached a ripe old age, having been sports-master from 1956 to 1963. His encouragements brought me to be captain of rugby. The thought of how much I owed him has also made me realise how remiss I have been in acknowledging the huge debt I owe to (Count) Alex Csáky who was the Bedales farm manager.

In my time (perhaps this is still the case) pupils were admitted to Bedales after a three day 'trial' period during the holidays. I apparently only just made it in, as, I heard later, the Latin teacher was set against my admission as I was very weak in all school subjects. (And perhaps because my brother Fred, already at Bedales, though a good scholar, was somewhat unruly in behaviour.) But, I suppose, my obvious ease in integrating community life carried the day, and I was admitted.

After perhaps a couple of terms, it was advertised on the notice board that Mr Csáky was creating a fencing club. Not having acquired any particular skills up to then, I thought, well, why not? So, to cut a short story even shorter, I came back from my first competition with a trophy, and went on to be captain of a very strong Bedales fencing team, with **Julian Marshall (1952-56)**, my fencing 'alter ego', the late **Simon Dunham (1951-57)** and **John Salaman (1949-57)**. We not only regularly licked other school teams, but also adult club teams, not to mention Sandhurst Royal Military Academy. Although my preference went to team events,

I did tie for first place in the Southern Counties Open Épée Championship in, I think, 1957.

With a newfound confidence thanks to Alex Csáky and fencing, I went on to be a 'good-average' pupil, and got my 6 GCE O Levels and 3 A Levels.

After a spell at The University of Manchester, where I didn't fence because, like a prig, I found the level of the 'varsity team not up to my standards, I was called-up to do my French National (military) Service. I was summoned to join up on 9 January 1962, the rest of my comrades having joined up on 2 January.

This was because, having lived abroad, I was to be interviewed by the security officer, Lieutenant Poinot, on my first day. Amongst the first few routine questions, there came 'what sports have you practised?'. Having mentioned athletics and rugby, I came to fencing. Lieutenant Poinot pounced on this, and asked if I was good. I hadn't fenced since 1959, but answered 'very!' Well, half an hour later we were in the gymnasium with fencing equipment on, and I beat him hands down at the foil, even easier at the épée, and thought it more politic to be beaten at the sabre. Poinot's reaction; 'after your four months basic military training, you will be the fencing master of the Premier Régiment d'Artillerie de Marine'. I can't pretend those four months were easy, but with Bedalian adaptability, and cold bath regime behind me, I didn't have any real problem. And sure enough, after four months, I found myself giving fencing lessons to NCOs, who could get extra marks on fencing in their exams to become officers. As Alex Csáky had had us 'senior' fencers give lessons to new members, this went very well, and I found myself lance corporal in no time. A promotion

which carried extra duties like giving basic military training to new recruits, and commanding the rank and file on guard duty.

And now came the apex of my fencing career. The next door barracks to mine was a large Gendarmerie base, and there was a fencing club there, the Maître d'Armes being Adjudant Chef Revenu, one of the coaches of the French national team. His son Daniel Revenu was on the French foil team, and came to practise just about every evening, and I became his favourite sparring partner. He thought I could have a future at the foil, but after some weeks' training I chose the épée for the military championship of France, where I had the most fantastic morning's fencing anyone could dream of. The morning organisation consisted of successive rounds of pools until every competitor had fought every other. I won every bout by 5-0 or 5-1! After lunch, during which I overheard the Maître d'Armes being outrageously complimentary about my morning's fencing, which completely unnerved me, I couldn't do anything right, and only finished third.

Back in civilian life, I didn't keep fencing. But on changing jobs in 1976, I took to fencing again for a few years in order to be sure to be up to the mark on my new job. And sure enough, it did the trick again, and started me on a new lease of life.

The one regret I have now, is that I never thought to thank Count Alex Csáky for changing my life, until too late. 🍷

André(w) Voilley (1952-59)

Bedales Camp in Snowdonia, 1949



Martyn Pease (1939-40) and Giles Clayton (1942-49) (left), Anthony Hitchcock (1941-44) (looking up on the right), Brenda Gillingham (née Gimson, 1919-35 and staff, 1943-45) (seated far right on stool, back view)



Freddy Meier (1935-46) and J H Badley (the Chief)



The Chief washing up (left), Jenny Hunnybun (née Robertson, 1943-50) (centre), Joan New (née Meier, 1936-49) (bending forward), Robert Bray (1939-45) (bending down with bowl)

Thank you for the recent issue of the OB newsletter which is, as always, of enormous interest. Full of variety, moving as well as amusing (the Cyril Wilde story in particular) it fills a need to re-engage with the school that had such a powerful influence over

my life and outlook. I shall always be grateful to Bedales for the enduring ethos it engendered, and the idealism of JHB.

Anyway, I'm really writing to ask if the enclosed photographs would be of interest to any living Bedalians.



A banner saying Reform Club: Martin Pease (left), Diana Held née Drawbell (centre), Valerie Owen Hughes (née Bentley, 1942-50) (seated), J H Badley (waving mop)

Perhaps you may want them for the archives. They were taken at a Bedales camp in the summer of 1949 in the Snowdonia area of Wales. It was held

just after the end of the summer term. It comprised a mix of staff and students and was the first occasion after the War that it took place. **Freddy Meier**

(Head, 1935-46) was still in touch with the school although **Hector Jacks** (Head, 1946-62) was Headmaster by then. Freddy and the Chief visited the camp but as far as I remember were not camping.

We were all in awe of JHB but he turned out to be terrific fun, as you can see by the photo of the Reform Club banner where he waves a washing-up mop, having just finished doing the dishes with it. A bowl of cold water from the stream, no detergent, true 'cold comfort farm style'.

It was a good Bedalian style camp, no frills, cold baths (as at school) in the freezing lakes and rivers, but mountain climbing with **Anthony Gillingham** (staff, 1946-70) was the high point.

I hope Bedales will continue to flourish, in spite of COVID, and retain its unique character. ☘

Diana Held (née Drawbell, 1943-49)

Bedales royalty

My memory of my time at Bedales in the early 1960s is at odds with Ann Donnelly's article on Oswald Powell (*My Grandfather – Bedales Co-founder*, OB Newsletter, 2021), in that I think we were all well aware he had co-founded the school with Mr Badley. They were talked about as a team. There they sat in the dining room facing each other – in those days JHB's portrait was on the chimney breast, OBP's on the opposite wall – and watching us every day, breakfast, lunch and dinner.

Osbo's son **Oliver (1909-17)** was closely involved with the school and visited often. His son **Ben (1957-63)** was my classmate; my older sister (**Harriet, 1955-60**) was a few blocks below Ben's older sister **Belinda (1950-56)**. Oliver farmed



in Hawstead, where the Powells had lived and farmed in the 17th century, and from which Little Hawstead took its name.

To me, whose paternal grandfather had escaped the pogroms in Russia

to squeeze a living as a door-to-door salesman on Tyneside, the Powell family were Bedales royalty. ☘

Katherine El-Salahi (née Levine, 1959-63)

Holly Beck (née Wilmot, 1989-94) is now a Mental Health First Aid Instructor, training individuals within organisations to better understand how to help fellow employees when they experience poor mental health. She also facilitates tailor-made sessions to create an inclusive conversation for the whole team to have together. She is passionate about helping to break the stigma that still impacts so many people.



Adelaide Symphony Orchestra has appointed **Nicholas Braithwaite (1951-57)** as Conductor Laureate in recognition of his long, distinguished association and achievements with the orchestra. Over 30+ years, Nicholas, who was the ASO's Principal Conductor from 1987-91, has conducted a vast and wide-ranging repertoire in hundreds of concerts, as well as radio broadcasts and recordings. Amongst his recordings with the ASO are Shostakovich's Symphonies 6, 7, 8, and 9, Elgar's Cello Concerto with Li Wei Qin and Sea Songs with Elizabeth Campbell, and Organ Concertos with Simon Preston.

Nicholas completed his formal musical studies at the Royal Academy of Music, at the Festival Master classes in Bayreuth, and with Hans Swarowsky in Vienna. His repertoire has centred around German and Russian music and he is regarded as an outstanding Wagner conductor, having conducted all of that composer's works from Rienzi onwards, including seven Ring Cycles.

Nicholas says: "There is no doubt that Bedales gave me the leg up I

needed during my school years. First of all **Mr Jackson** (unusually we called him by his surname at a time when all the staff were addressed by their christian names, bar two others) who started me off on the trombone, giving lessons in 'Jackson's Hut' – a wooden shed just up behind the gym – then allowing me from the age of 14 to travel up to London once a month for lessons from Sid Langston at the RAM. Not to mention allowing me to spend four periods out of the eight every day on music during my final two years."

Nicholas' autobiography, *So what does a conductor do?: A life of music* was published in 2017.

Congratulations to **Luca Caruso (2011-17)** who gained a first class honours degree at Royal Academy of Music.

Congratulations also to **Fiona Godlee (1972-77)** who was awarded the Association of British Science Writers Editor of the Year 2021. Qualifying as a doctor in 1985, Fiona trained as a general physician in Cambridge and London, and is a Fellow of the Royal College of Physicians. She became the first female editor in chief of the BMJ (British Medical Journal) in 2005 and stood down recently after 16 years in the post.

In June 2021 **Blossom Gottlieb (2017-19)** was elected a town councillor for



Petersfield, and at the end of September she became Hampshire's first Green District Councillor. Blossom says "my two years at Bedales gave me the confidence and encouragement to use my voice; I would not be here today if it wasn't for this school".

2021 saw not just **Matthew Rice (1975-80)** step down from the Bedales governing body (see page 13), but also two other governors came to the end of their tenure: former parent and first female London Evening Standard sports sub-editor Michèle Johnson and historian **Anna Keay (1987-92)**.



Following studies at Magdalen, Oxford and Queen Mary, London, Anna became a Curator of the Historic Royal Palaces from 1995-2001, and then Curatorial Director of English Heritage from 2001-2012. She now runs the historic buildings charity, The Landmark Trust and is a practising historian, her books including *The Last Royal Rebel: The Life and Death of James, Duke of Monmouth: The Magnificent Monarch: Charles II and the Ceremonies of Power*. Anna was appointed Officer of the Order of the British Empire (OBE) in the 2019 Birthday Honours for services to heritage.

We welcomed **Jess Boyd (1991-96)** to the Bedales governing body in 2021. Her uncle, cousin and sisters were also at Bedales, and her father was briefly Chairman of Governors (**Sir John Boyd, 1996-2001**). She says: "There's a

strong family commitment to the place and the underlying principles and values. In the usual way, my Bedalian friends remain some of my closest friends, and I still see several of my teachers." Jess read Philosophy at Cambridge, then went to Harvard for a year as a Kennedy Scholar, and completed a PhD in Philosophy at Princeton, after which she returned to the UK and took up Law. She has been a practising barrister at Blackstone Chambers since 2007, specialising principally in Public Law and Human Rights, but also working in Competition, Media and Regulatory Law more generally. Jess is a former trustee of Cecily's Fund, the charity supporting the education of Aids orphans in Zambia, founded in memory of her friend **Cecily Eastwood (1991-96)**, who died the year after they left school.

Pippa Lock (2010-16)

was selected for the 2021 GB Hockey Elite Development Programme (EDP). She is studying Drama and Theatre Arts at the University of Birmingham. First formed in 2017, the



GB EDP is funded by UK Sport and designed to provide players who have the potential to become Olympic medalists of the future the best possible opportunity to achieve their international hockey ambitions.

Congratulations to **Maisie McGregor (2013-18)** who has been awarded a scholarship at Trinity College, Dublin. Maisie is studying Joint Honours History and English Literature and hopes to continue at Trinity for her Master's.



Xanthe Mosley (née Oppenheimer, 1966-76) is Chair of a small street-tree planting charity based in southeast London. Xanthe says, "my tree planting activism was so influenced by my time at Bedales and by **John Rogers (staff, 1975-86)** in particular". The project started in 2012 and they now plant approximately 240 street trees a year: streettreesforliving.org

Hubert Murray (1955-64) has lived in the United States for 35 years. He says he "has thus blotted his life's copybook by choosing to live there under Ronald Reagan and failing to leave under Donald Trump". Hubert graduated from a formal work life as an architect. For the last two years he has helped build a kindergarten in Aida Refugee Camp in Bethlehem, Palestine. It is now up and running with 50 thriving children. Hubert has written an article about the building of the school (which references his alma mater). Hubert has also written another article on Battir, *A Village on the Green Line*. He is now engaged in resisting the imposition of wind turbines 180 metres high in a priceless historic landscape in western Spain.

The slogan for the resistance is *Renovables Si! Pero No Así* (= Yes to Renewables but not this way).

placesjournal.org/article/dear-yasmeen-palestinian-kindergarten-west-bank/
placesjournal.org/article/battir-landscape-as-palestinian-resistance-in-the-west-bank/?cn-reloaded=1

Eddy Oliver (2009-14) is working for *Every Woman Biennial*, a world leading female and non-binary art festival to empower female and non-binary artists. They have been crowdfunding to try and raise £15,000 to commission new public artworks, cover exhibition costs and provide emergency funding for artists struggling during the pandemic. crowdfunder.co.uk/p/every-woman-biennial

Julie Sajous (née Smith, 1976-81) started filming lessons and launched the online Wellow Art Academy, now known as SketchUrban. Her son **Phineas Sajous (2014-18)** now runs the website and has commissioned many other artists to teach including former Bedales Art teacher **Simon Sharp (staff, 2013-18)**. Other influencers include **Deborah Harwood (1974-79)** and **Katja Faber (1976-81)** who has provided live footage for sketching from a beautiful farm in Andalucia, and they were delighted to welcome **Emma Smith (née Routh, 1966-79)** as a very talented student. New members to this "really lively interactive and supportive creative community" are welcomed. sketchurban.com

Harriet Selka (2006-11) appeared on Sky Arts Portrait Artist of the Year in episode 4 which was broadcast on 3 November. The show is a TV competition where amateur and professional artists have four hours to paint a portrait of a celebrity.



Andrew Stewart (1996-2001) has a new venture, Challenge Games Club. He spent over three years working on delivering one of London's largest gaming and hospitality offerings. A month from signing a 10-year lease to a large venue, COVID broke. During lockdown he repurposed some farm out-houses and opened his 'micro' games club in June 2021. challengegc.com

Congratulations to **William Wollen (1985-92)** who has been appointed executive dean of LAMDA. Will, previously Director of Education & Undergraduate Student Experience within the division of Arts & Humanities at the University of Kent, took up the post on 12 April 2021.

HAVE YOU HEARD?

Grammy nominated and platinum selling songwriter and producer **Rory "WYNNE" Andrew (2000-05)** has released a new single *Midnight*.

Chilli Chilton (2009-18) released a new single in November 2021 with BRIT award nominee 220 KID. Chilli has also signed a new management deal... so watch this space!

George Eve (2007-12) has released two new songs which will feature in an EP. XSNoise says: "The single *Gates*

earned audio and video premières from Complex and Clash respectively, earning the young singer-songwriter a rush of tastemaker acclaim to add to previous airplay from Jack Saunders at Radio 1." He now looks set to add to the growing attention he's receiving as he shares the follow up *I Don't Mind*. Both songs feature on his debut EP *Burger The Exit*.

Johnny Flynn (1996-2001) released a new album in May, *Lost in The Cedar Wood*, co-written with his friend, award-winning author Robert Macfarlane, on Transgressive Records. They began work on the album in the first weeks of the pandemic and drew inspiration in part from *The Epic of Gilgamesh*, the oldest surviving work of world literature; an epic poem from Ancient Mesopotamia that contains the earliest version of the Flood Myth. 2022 looks like another busy year for Johnny: he's starring in *Operation Mincemeat*, a wartime yarn that sees Lieutenant Commander Ian Fleming amassing Bond plots, as well as appearing in a *Talented Mr Ripley* remake, and singing his own songs in a musical heist thriller.

Andrew King (1976-81) and partner Nana Takahashi have released a new song and video with their band Bonbon, the reflectively titled *Free Life*, available on YouTube.

William Miller (1980-82) produced a documentary for BBC Radio 4, *Jonathan Miller – Lost Memories*, a moving portrait of his father; the broadcaster and director whose extraordinary and unique memory would eventually be stolen by the thing he feared most – Alzheimer's. Tragically, Jonathan died before he got to make the one series he'd always wanted to present on the workings



of human memory. In this programme, William embarks on a journey to uncover the story of his father's life as told through his extensive archive, and pieces together the documentary Jonathan was going to make with his producer, Richard Denton, that would have explored memory – what it is, where it is and how our memories define us.



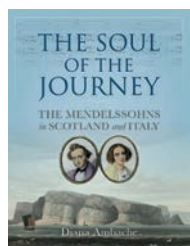
Singer songwriter **Delilah Montagu (2009-16)** released another EP *This is Not a Love Song* in February 2021.

Max Rawlingson Plant (2015-17) has released *Life* which can be heard on Spotify.

HAVE YOU READ?

Diana Ambache (1957-66), *The Soul of the Journey: The Mendelssohns in Scotland and Italy*

"... engagingly written and handsomely illustrated, *The Soul of the Journey*

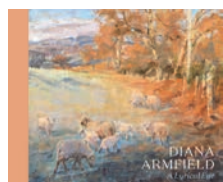


reminds us that two of the seminal German composers of the 1830s and 1840s were "serious" tourists, who brought back from their travels

in Scotland and Italy not only visual reminiscences but inspiration for several of their most significant compositions." Professor R Larry Todd, Duke University

Diana Armfield's (1930-37) book

A Lyrical Eye has been published to mark the 100th birthday of this influential OB artist. The book charts Diana's



personal and artistic journey with over 200 beautiful reproductions of her work, tracing

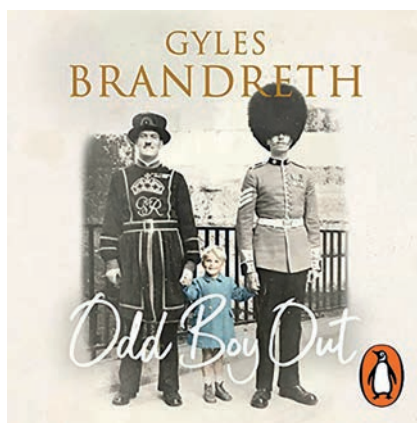
favourite subjects and events. Author Andrew Lambirth explores the unique bond with Diana's husband Bernard Dunstan, who died in 2017, looking at how the two leading artists interwove their personal and creative lives over a marriage of almost 70 years.



Having worked in the aid sector in more than 40 developing countries across five continents, **Charles Bevan (1961-66)** has authored *Development*

Aid. Based on documentary evidence, "this book is a warts-and-all exposure of the politics, successes and failures of much international aid."

Gyles Brandreth's (1961-66) latest book, *Odd Boy Out* was published by Penguin Michael Joseph in September (see page 9).



Peter Grimsdale (1968-73) has

written a book, *Racing in the Dark: When the Bentley Boys Conquered Le Mans*. W O Bentley's engineering skills had been

forged on the Great Northern railway and in the skies of the First World War where Bentley-powered Sopwith Camels took the fight to Germany's Red Baron. Determined to build and race his own cars, he assembled a crack team from all strata of 1920s Britain. They dedicated themselves to building the perfect road and racing car. In the hayloft above their workshop, the first Bentley was born and soon it was the car of choice for the fast-living upper classes. They raced at the fashionable Brooklands circuit and then set their sights on the fledgling 24 Hours Le Mans race. An audacious goal for a British car, yet the Bentley Boys rose to the challenge.

Joanna Hardy's (1974-78) latest book *Sapphire* is the third and final instalment in Thames & Hudson's showstopping series on coloured gemstones, created

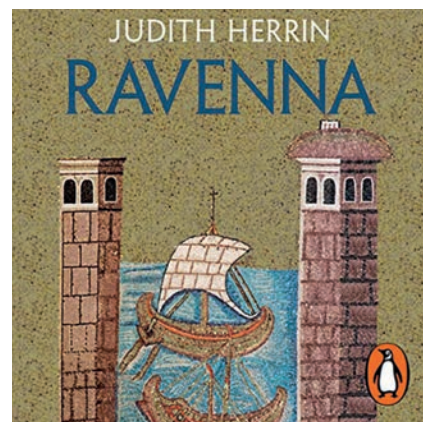
by Violette Editions.

A feast for all the senses, the book features page after page of exquisite sapphire jewels and artefacts from the 4th century BC to the present day, interspersed with text exploring the history of this beautiful gemstone and its enduring popularity with style icons, past and present.



Congratulations to **Judith Herrin (1957-61)**, Constantine Leventis Visiting

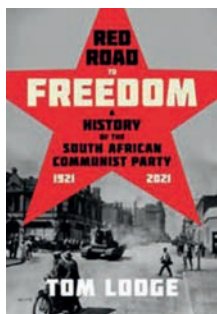
Senior Research Fellow at King's College London, whose book *Ravenna: Capital of Empire, Crucible of Europe* was shortlisted for the Wolfson History Prize 2021. The judges reported: "An illuminating history of Europe from the 5th to 8th centuries as seen through the lens of an Italian city. This book is magisterial and fascinating."



Mary Hollingsworth's (1960-69)

new book, *Princes of the Renaissance* was selected as *Times* Book of the week in February 2021. Its review said: "It was also a world of tangled family relationships, calculating alliances and shifting dynastic fortunes..."

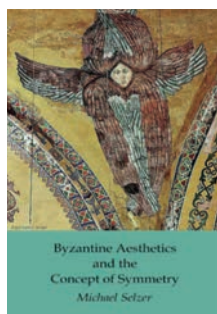




Tom Lodge (1964-70), who is Emeritus Professor of Peace and Conflict Studies in the Department of Politics and Public Administration at the University

of Limerick has written *Red Road to Freedom: A History of the South African Communist Party 1921-2021*, published by Jacana. "Red Road is a fascinating and dispassionate history of "the party" and its role in the South African liberation struggle. Lodge tackles the big questions without flinching, while also capturing the nuances of a complex context. He presents a detailed and integrated narrative of a century of struggle, which does not shy away from the many controversies involved." *Professor Janet Cherry, Nelson Mandela University*

Tom lives in France by the Dordogne river. He is working on a book about the Nigerian Civil War. His background as an African historian owes a lot to Bedales; he was taught by **Ruth Whiting (staff, 1963-2000)** who had recently returned from working as a VSO in Nigeria and ensured that Africa was included in her O Level classes.



Michael Selzer (1953-59) is now 81 years old and lives with his dog Alma in a mountain area in The Rockies overlooking Colorado

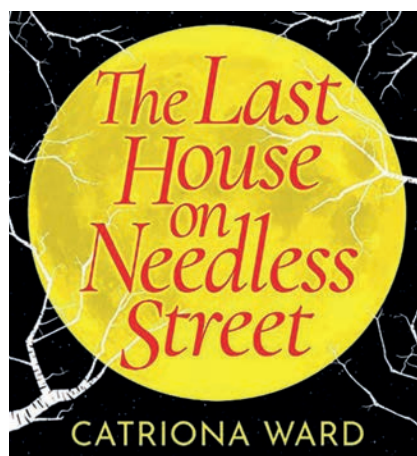
Springs. He continues to write books, his most recent being *Byzantine Aesthetics and the Concept of Symmetry*. He is preparing a new edition of his first book, *Symmetry Fallacies* published in 1967, in which

there is now interest and Michael is also getting ready to write his next book which is a diatribe against simplicity.

Richard Stokes (staff, 1969-75) – *The Complete Songs of Hugo Wolf, Life, Letters, Lieder*

"Richard Stokes's detailed notes, based not only on scholarship but on years of close engagement with the repertoire (he is, among other things, Professor of Lieder at the Royal Academy of Music), are full of musical, biographical and historical detail that will be invaluable not only to those interested in Wolf and Lieder but the milieu in which he wrote and, indeed, the compositional process itself. This book, much more than a collection of texts and translations, abrim with insights both scholarly and intuitive, represents an important addition to the art-song literature." *Mark Glanville*

Catriona (Cat) Ward (1996-98) has written a new book, *The Last House on Needless Street*. In an interview with *The Guardian*, we hear the book "is partly narrated by a cat, has been praised by Stephen King and is set to be her breakout hit". It has been selected as *The Times* and *The Observer* Thriller of the month, and featured as a Book Pick in *The Guardian*.



HAVE YOU SEEN?

Gabi Adams (2007-09) has produced campaigning films for production company Really Good Films, including *We hold Our Breath for COP26*, narrated by Sir David Attenborough. reallygoodfilms.com/Films/We-Hold-Our-Breath-for-COP26

Esme Allman (2013-15) has co-written a short film, *Exile & Lamination*, performed by final year students at Mountview Drama School. It explores grief and loss through the eyes of a group of young people living in South East London. Another OB **Ruan Evans (2007-15)** was Production Co-ordinator.



Alison Berman (née Press, 1958-63) was delighted that many of her sculptures were on show in the beautiful gardens at Avebury Manor, Wiltshire, a 16th century National Trust property adjacent to the ancient stone circle during September and October 2021. alisonberman.com

Sophia Burnell's (2002-12) second solo exhibition *Catching Light* took place in October and comprised 40 new works, landscape paintings from Hampshire, West Sussex and the east coast of Scotland. Sophia paints 'en plein air', out in the elements to capture the beauty of the scene before her. The exhibition was a study of light, colour and the changing seasons in the landscape. sophiaburnell.com/catching-light

Oscar Cooper (2005-13) has assisted in the production of a Red Bull video. Driver David Coulthard discovers the Czech Republic and Slovakia on a road trip like no other. It features castles, culture, nature and a drag race with an inverted plane, piloted by Red Bull Air Race World Champion Martin Sonka. redbull.com/int-en/projects/from-castle-to-castle



An exhibition of **Michael Kidner's (1929-36)** work took place in November at the Rothko Art Centre in Daugavpils, Latvia. This major retrospective exhibition *Love is a Virus From Outer Space* featured paintings spanning Kidner's entire career, from the 1950s to just a few years before his death in 2009.



In May 2021 artist **Sylvain Lefebvre (1978-80)** held an art exhibition, *Sauvage*, at the Rebecca Hossack Gallery inviting people on a journey through the dreamlike oceans and untamed forests of his imagination. Sylvain explained: "Wild animals, hidden in their vast habitats, are an intimation of an unexplored part of ourselves."



Since leaving Bedales, **Jake Morris (2019-21)** has pursued his passion for filmmaking: in Cyprus on a four-week shoot for a conservation film aiming to preserve the last habitats of the Akrotiri Peninsula, in the south of the island. He says: "It was a fantastic experience but had its challenges: film permits being withdrawn, 43 degree heat with no air conditioning, and being stuck on a salt lake. But with challenges come great rewards, witnessing a turtle hatchling emerging for the first time or watching flamingos fly into land at the salt lake at sunrise".

On his return, Jake wrote a plan for a BBC Autumnwatch programme, 'Decomposition'; the idea to create a film about the life on the autumnal forest floor. Jake spent hours filming mini beasts and the story of autumn creating a new habitat of leaf litter. This film was broadcast by the BBC, narrated by Chris Packham and his next project is for BBC Winterwatch. Jake's Autumnwatch film can be seen on iPlayer: bbc.co.uk/iplayer/episode/m00110z2/autumnwatch-2021-episode-1

Jeremy Craven (1945-51)

My dad cited Bedales as “some of the best days of my life... just magical”. This almost cinematic snap of Jeremy (centre) with a cool bunch of 18-something OBs substantiates the old adage that a picture speaks a thousand words. His time at the school revolved around friends, sport, art, posing...and being naughty. Stealing eggs from the kitchens with best pal, **Allan Hepburn (1944-51)**, before sneaking into the woods to cook them over a fire, was as rock & roll as he got.

To his regret, Jerry decided against university choosing instead to work for British Dyestuffs in a laboratory in Manchester. He loved his days rooming at Manchester's YMCA and lucked out when he was sent to Bombay for a year to grow the business. He had always dreamed of travelling, so jumped at the chance of his first foreign adventure...even better that it was an “all expenses paid jaunt” (his words).

Clutching a first-class ticket, he set off on the maiden voyage of the P&O Iberia in March 1954. He was just 21. He hit it off with a bunch of young men on the boat who worked for Kodak...“I liked the cut of their jib”

(he loved a nautical expression). But whilst it was ‘Port Out’... it was definitely not ‘Starboard Home’. Establishing a business in Bombay was harder than it looked. He trundled home on an old bucket ship, destined for unemployment, but serendipitously, Kodak offered him a job because of his experience in India. It appears they liked his jib too.

Jerry met my mum, Gill, on a double date with Allan Hepburn who was dating Gill's elder sister, Sally. He fell for mum's accomplished musicianship and sporting prowess and they were married in December 1960. The birth of his first child Ashley in ‘62 coincided with Kodak's search for an employee to send to Colombo and he jumped at the chance for another sub-continental adventure in (then) Ceylon. Gill and Jeremy successfully joined the competitive sailing elite whilst there and I now proudly display their trophies.

Jeremy and Gill added three more children to the Craven clan, Beverley (who became a successful artist in the 1990s with chart hits including *Promise Me*, *Woman To Woman*, and *Holding On*) and identical twin girls



(Kathy and me). Returning to the UK, Jeremy aspired to a more rural life. ‘Little Meadows’, a sprawling tumbledown bungalow in Cholesbury, was synonymous with ‘making it’ in my dad's eyes, and provided the perfect back drop for a bucolic existence surrounded by wildlife.

His morning shower was a bracing skinny dip in the freezing pool (he was too tight to heat it). There were picnics in Halton Woods; delicious home-cooked curries; home-brewed beer; badger watching at midnight and bird spotting at dawn. We took endless treks to the Yorkshire Dales where my father had holidayed with sisters **Clare (1945-50)** and **Anna (1953-59)** (also OBs) always catch-phrased with “Look at the view folks!”

Unfortunately, the idyll wasn't to last. My parents separated in the early 80s and Jerry married his second wife Mary soon after and switched Kodak for Financial Services with Hill Samuel. According to a colleague, Jeremy would eat his healthy packed lunch en route to work; donuts and coffee around 11am; before nipping off to the local Tandoori for lunch. He was always on a diet... but could never resist a curry.

He moved to Dorset with Mary and his beloved three dogs in the mid 80s and relished long walks and even longer pub lunches. My twin, Kathy, also moved to Dorset in 2007 and they



saw a lot more of each other; strolls along Chesil Beach, fish and chips in Weymouth Harbour and cream teas at Studland Bay were highlights.

Jerry cherished this precious time spent with his youngest; losing Kathy to cancer in 2014, followed three years later by the loss of his stepdaughter Joanne, left him devastated and his

health suffered an accelerated decline. He passed away in a Dorchester care home on 3 March 2021, which was aptly World Wildlife Day.

I treasure the stories and carefully crafted photo albums of his time at Bedales and beyond, chronicling sporting achievements but also capturing the banter and camaraderie of his heady

school days. He leaves his family with a lasting love of adventure, nature and the great outdoors. He taught us to enjoy rather than to endure, to appreciate life and breathe it all in. And when you reach the top, he'd say... "just look at that view folks!" 🌸

Clare Shannon, daughter

Diana Keast (née Harman, 1933-40)

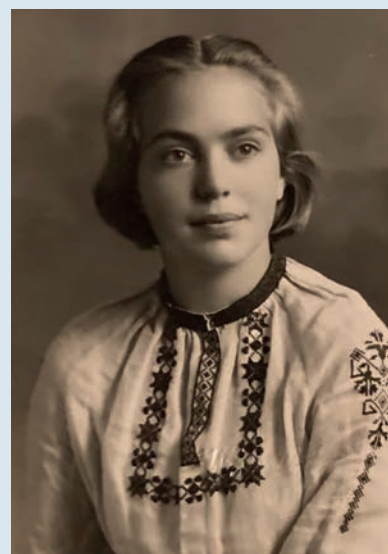
Diana was born to Martin Coles and Amy Ruth Harman at Dean's Place, Chaldon on 19 October 1922, the youngest of four children.

Both Diana and her sister **Ruth (1932-36)** started their education at St Catherine's Bramley, and then followed their brother **John (1925-31)** to Bedales. In July 1931, their mother Amy Ruth tragically died. Diana was only eight years old, and she was sent to Lundy for a year where she was wonderfully looked after. In the autumn term of 1933, she was able to join her siblings at Bedales.

Both girls were immensely happy at Bedales and the school supported

them through difficult times. Diana met her closest friend **Mark Wickham (1949-56)** there and kept up her association with the school. Both she and Ruth would attend reunions.

Diana also met her future husband **Kenneth (Ken) Keast (staff, 1939-49)** at Bedales. She was due to attend St Martin's to study fashion and design but, as with so many other young people, the war intervened. Instead she went to help a former master **Kenneth Barnes (staff, 1930-40)** and his wife set up a school at Wennington Hall in Wetherby, Yorkshire, staying there for eight months. She then went on to study at Leicester College of Design.



In August 1942 she married Ken and they set up home in rooms above 'The Harrow Inn' in Steep. Diana maintained a lifetime friendship with the family who owned it.

Ken became Headmaster of Frensham Heights. He then moved on to Marlborough College where he taught German and where Diana became very involved with the drama and wardrobe departments. Thus began her long association with the town of Marlborough. Diana suffered a great loss when Ken died of cancer in 1971.

Along with Sir John Sykes and Michael Gray, she was a founder member of the Merchant House Trust, working tirelessly to restore and conserve this historic building for the local community. She was also a passionate music lover – for



many years she was a member of Glyndebourne and organised trips from Marlborough to the opera.

One of her many other interests was Roman History and Diana was a member of the Roman History Society, attending lectures and visiting sites of interest.

In 1954 after the death of her father, Diana became joint owner of Lundy Island with her brother and sister. In 1969 Lundy was sold to the National Trust and leased to The Landmark Trust. Diana's older brother John had been killed in Kohima in 1944 where he was awarded the Victoria Cross. Lundy

always held a very special place in her heart, and she was so thrilled to be given the role of President of the Lundy Field Society. She visited the island often, frequently accompanied by family and friends, and spent many happy times there with her niece Marion and family.

Diana loved spending time with her family and treating them to wonderful outings. Christmases and special occasions were always spent with her sister Ruth and her family in London. She was also very close to Ken's family.

Diana was extremely generous and thoughtful, and a very sociable person with many friends of all ages, she

particularly loved being with children. Very creative with a wide range of interests, her cooking and party planning skills were second to none, as was her letter writing. Formidable and glamorous always, she knew how to get everything done.

In her last years she continued to live in Marlborough continuing her role as President of the Lundy Field Society and eventually moved to Highfield Residential Home where she was immensely happy, surrounded and visited by friends and family often. 🌸

Marion Evans, niece

Rosalind 'Ros' Rolfe Marsden (née Gunther, 1939-48)

Ros had a life-long connection and affinity to Bedales, and her school years remained important to her throughout her life. OB meetings were an annual diary event.

Her mother, **Mavis Gunther (née Carr, 1915-21)** and aunts, **Marjorie Grey (née Carr, 1913-18)** and **Audrey Gardham (née Carr, 1923-28)** had been Bedales pupils spanning 1913-1928, and their father **Francis Howard Carr** was **Chair of Governors from 1933-46**.

Ros had made an impression as a first-born when her mother, a junior doctor, couldn't find good infant feeding advice. Mavis became a consultant paediatrician, made original contributions in infant feeding and wrote a pioneering anti-dogma book on the subject.

Ros's father, Rolfe, was absent for long periods, working as a marine scientist in the southern Atlantic and Pacific on The Discovery Investigations.

Ros's start at Dunhurst coincided with the start of WWII but her short time there was cruelly ended in May 1940 by the trauma of the

fatal shooting of her father, a 2nd lieutenant of the 72nd searchlight regiment, Royal Artillery, by a special constable who had detained him in the Norfolk Broads. Ros, her mother and siblings (**Phyllida Margaret Anderson (Dunhurst 1939-40 & 1944, Bedales 1946-51)** and **Hugh Neville Carr Gunther (Dunhurst 1944-6, Bedales 1952-5)**) were promptly evacuated to Canada for four years.

After completing her education, while multi-lingual temping she organised the Chief's (J H Badley) Camps in the Lake District 1952-4. Her albums of collected camp photos are in the school archive.

In 1956 she married Port of London clerk, bibliomaniac and Birkbeck College English student Kenneth Marsden and set up home in Essex where they had three children. One, **Christopher Rolfe Marsden (1966-72)** was at Dunhurst and Bedales. She found Ken had a very restricted diet so she kept trying new dishes. For over 40 years she cooked a new dish every day. Her one flour company recipe book from Canada grew into a collection of thousands,



and a career in cookery and domestic science teaching and lecturing.

In 1970 the family moved from Essex to Yorkshire, for Ken's lectureship at Bretton Hall College, into a house big enough for the books. Ros taught at Earlsheaton High School and then Thomas Danby College until retirement.

As a regional officer Ros travelled with the International Federation of Home Economists to conferences as far as Japan.

Ros joined Kirkburton Civic Society becoming its Chair, campaigning on the future of a former asylum, seeing the

establishment of a park on a former textile mill site, and seeking unsuccessfully to establish a heritage centre in the village's redundant town hall.

In 1971 she enrolled in the Open University – a relationship she kept until 2013. Her third level 1975 extended essay, awarded an A, was *'How does the Bedales School Library reflect the aims and intentions of Ernest Gimson?'* Ros used family and school contacts to a great extent. A reformatted copy of the essay was finally deposited in the Bedales Library in 2022.

The circumstance of her father's death was unresolved – for years Ros researched the mystery of the death covered up in 1940 with the files being secret until 2040. She privately published her research feeling that she had done all she could. That led her to study her father's scientific work – in doing so becoming an oceanographic historian; publishing papers on research history and from 1983 delivering papers at conferences in Scotland, California, China and Argentina, and visiting Chile, the Falkland Islands, South Georgia and Antarctica.

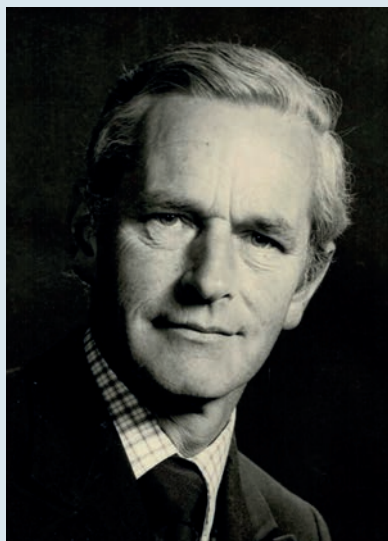
Ros and Ken retired to her father's home village of Heacham in Norfolk. She was widowed in 2012 but her interests in oceanographic, family and village history were undimmed.

Ros was keen on Heacham's history, joining the U3A and Heacham History Group. The story of Pocahontas, who had married Heacham-born John Rolfe in Virginia, both intrigued and infuriated her as she found no evidence that Pocahontas visited Heacham. Amongst her research topics were the history of Bellerby Lowerison and his early C20 Ruskin School of Hunstanton and Heacham, and the composer Patrick Hadley.

Ros was an enthusiastic member of Norfolk Wildlife Trust and was active and campaigned until suffering Alzheimer's disease in her final years. 🌱

Marsden family

Richard Mayall (1938-45)



After the funeral service of my grandfather, Richard Mayall, we returned to his house in the spring sunshine. There, the funeral-goers began to walk through his arboretum, which he planted after he retired from his work as an organic dairy and arable farmer, 25 years ago. The trees are large now; powerfully vital and beautiful, they include a National Collection of betula (birches), Grandad's most beloved tree – and they now form a natural memorial to him and his life's work. Knowing that they will outlast him was one of the reasons he planted them: a belief that one's most important job was to leave the world a better place than when you entered it.

Richard Mayall was born on Valentine's Day in 1929, and went to Bedales in 1940, following his mother, **(Ellen Dora, née Jennison)** who attended from 1907-16. His daughter, my mother **Ginny (or Mini)** later went to Bedales in the 70s, and I attended for two years from 2011. After school, he went to agricultural college in Glasgow in preparation for returning to his

father's farm, Pimhill, in Shropshire. There, he was introduced to the world of organic farming by a fellow student, who lent him a book called *Humus and the Farmer*: under its influence he persuaded his father to go organic in 1949. Pimhill was one of the first organic farms in the country and very much an outlier, as other farms were using more and more pesticides in an effort to feed the country after the Second World War. When he married Anne (or Dolly, my grandmother) aged 28, she was warned off marrying 'loony Mayall' from the organic farm up the road.

But organic farming – which protects insects and therefore the birds and mammals that feed on them, as well as safeguarding the health of the soil, upon which all life in this country depends – has proven to be the wiser path, when it comes to living alongside, not in conflict with, the non-human life around us.

A belief in the dignity and worth of all living things underpinned his way of being in the world. The poet Kathleen Jamie writes that this might be a kind of prayer; 'The care and maintenance of the web of our noticing, the paying heed'. Grandad cared for the living things around him by paying close attention: he measured the amount of rainfall nearly every day of his adult life, as well as other weather patterns; he observed the plants and animals around him and how they responded to the way that he took care of the natural environment, on the farm and at home; and he provided places of refuge for unknowable numbers of insects, birds, wild plants, animals, and soil organisms.

As well as welcoming people from all over the world, coming to hear the importance of organic farming, Grandad's life was full of friends: people who were by his side with love and kindness, in some cases for over 60 years. He was a reliably fun person to be around, always game for joining in, and ready to slyly offer another chocolate biscuit while Mum was otherwise occupied. And he loved my grandmother, Dolly. It was a privilege to witness a relationship that was warm, devoted, and founded on love and light. He had two children with Anne, Ginny (my mother) and Robert, in 1959 and 1962.

Robert's death, aged 20, was a singular grief for the three of them, and the arboretum was planted in his memory; a sculpture under a birch bears his name.

Rachel Carson wrote 'I sincerely believe that for the child... it is not half so important to know as to feel. If facts are the seeds that later produce knowledge and wisdom, then the emotions and the impressions of the senses are the fertile soil in which the seeds must grow [...] Once the emotions have been aroused... then we wish for knowledge about the object of our



emotional response. Once found, it has lasting meaning'.

Grandad seemed to know this instinctively. He used to pile my sisters, Jessie and Coco, and me into a trailer behind a quad bike and drive us around to look at trees. He also taught us from very young how to watch birds; as a child, my sister Jessie would call him when she would see a rarer bird like a goldcrest and remembers his excitement, and his excitement for her: he was unfailingly generous with his time and his knowledge. This might be one of the greatest gifts he gave: the gift of being – or trying to be – in alignment with the natural world; the gift of lasting meaning.

He leaves behind his wife of over 60 years, Anne, or Dolly; his daughter, Ginny, and son-in-law, Ian; and his three granddaughters, Jessie, Nell, and Coco. He also leaves behind an image of himself, on the Pimhill Farm packaging, from a photograph my mum took while she was at Bedales. The photo captures him mid leap, nearly touching his heels together. You'll find him there, as well as in the trees, soil, and plants he helped to nurture; this is where he remains with us, while the rest of him has gone on somewhere unknown. ☘

**Nell Whittaker (2011-13),
granddaughter**



Barbara Richards (née Alcock, 1947-51)

On leaving school after a brief au pair interlude in France, Barbara entered University College London to study for her degree in medicine. While at university she met John Richards, then a medical student and later consultant in haematology at UCH, London. They married in 1959.

When qualified, she worked as a doctor in women's health specialising in family planning and obstetric ultrasound, in Watford where they

lived. They had three children, Christopher and Selwyn, both now medical doctors and Claire who very sadly died young at age 36.

In later years Barbara and John moved to Wimborne, Dorset, where John died in 2014 and Barbara on the 17 September 2021. Away from family and work Barbara enjoyed trips to Italy and painting in watercolours. ☘

David Alcock (1949-53), brother

Stephen Ellacott Ricketts (1954-61)

It is with great sadness that I have to announce the death of my very dear friend Stephen Ricketts. He had suffered from Parkinson's since 2000 but managed to lead a reasonably normal life thanks to the support from his family and friends. One of his greatest pleasures in recent years was our OB lunches in Hampstead with me, **Victor Ramsay (1951-59)**, **Souter Harris (1955-59)** and various friends.

Stephen was born in Jerusalem where his father was registrar of cooperatives. The family then moved around the Middle East and Africa for the next few years and as a result, he and his sisters and brother went to Dunhurst and Bedales. His parents then settled at Woolhouse, an 11th century manor house near Midhurst which became open house for Stephen and his siblings' friends throughout the latter 1950s.

It was at Bedales where we first met, and I took an immediate liking to this very cool, laidback character who had a love of jazz and dancing. To suggest that he was not competitive was a big mistake. When it came to croquet on Steephurst Lawn, he and I remained almost unbeaten throughout the late 1950s. After school this competitive element was to re-emerge in pub darts and latterly the pub quiz. At one such event we had no idea what John Lennon's dog was called but he

leant across the table and whispered – 'Sally' or was it 'Elvis'!

Stephen attended University of Exeter studying Physics where he made several life-long friends. He then spent a year at UCL completing a course in Space Physics, his thesis was on Lunar Trajectories. His professional career was firstly with Hawker Siddeley Aerodynamics, then British Gas and finally the Civil Aviation Authority. He took early retirement in 1992 but was kept busy with work from friends including market research, an opera company and was a capable gallery assistant with me for many years.

He had a passion for travelling and flight, his uncle Victor was a record-breaking aviator in the late 1930s but tragically lost his life as a fighter pilot during the war. Stephen learnt to fly at Denham Airport but never completed his licence as he was afflicted with red-green colour blindness. But he loved to quote, 'Once you have tasted flight, you will forever walk the earth with your eyes turned skyward, for there you have been, and there you will always long to return'.

In 1965, Stephen took a long lease on a huge second floor flat in Queens Gardens, Paddington. It was on two levels with a vast sitting/dining room, ideal for dinner parties and entertaining. We all thought he was quite mad, but it proved to be a fantastic investment and was to be my London lodgings off and on for over 55 years. It was some 12 years later that Stephen met Sue at the Island Queen in Islington and I was best man at their wedding two years later.

By the mid 1980s even though Stephen and Sue had a young family with the arrival of Mark and Sara, this never prevented friends from staying short, medium and in some cases long term. He thrived on the buzz of having



people about and all were welcome to join in visits to Ronnie Scotts or the 100 Club and the favoured pub at that time was The Victoria which had a well-positioned dart board.

It was in the 1990s that the family acquired a house in the village of Byworth near Petworth. Again, friends were welcome to stay at weekends as there were many bedrooms. The village also benefitted from The Black Horse Pub and was just a few miles from Goodwood where he and I spent many a day at the Revival Meeting for Classic Racing Cars.

For many years Stephen kept on mentioning his uncle's twin engine, record-breaking Comet which had apparently been restored and was fully airworthy. It was eventually in June 2019 that I traced it at Shuttleworth. With his brother Anthony we had a wonderful time at the Air Show seeing the Comet, decked out in the 'Grosvenor House' corporate red, not only airborne but completing aerobatic stunts. It was one of Stephen's last days out as COVID was soon to restrict most activities.

Stephen fought courageously against his debilitating illness and was fortunate to have Sue, Mark, and Sara who were so devoted and supportive.

We will all miss this kind, generous and charming man. 🌹

Bill Jackson (1955-60)



John Scott (1952-57)

My brother Johnny led such an extraordinary life compared to most people. He was born in 1940 in Portsmouth but the family were very soon bombed out of their home and moved to a rented cottage in Blendworth. When, in 1942 my mother discovered she was pregnant with me, the landlord gave our parents notice to quit. They moved yet again to Rake near Liphook, to an idyllic house in the middle of the woods owned by a dear friend of my father. Then in 1947 we moved to the house our father built in Sheet. It became obvious at a very early age that Johnny liked to exaggerate the truth. We always knew when this was happening because his face would twitch! He had a very sharp mind and progressed well through prep school despite having whooping cough, rheumatic fever and pneumonia all within two years. He was long and lanky and excelled at athletics.

He was so happy when he was accepted into Bedales and soon started showing his entrepreneurial side when he and **Kit Seyd (1956-58)** set up a breakfast kitchen and started selling bacon butties to the students.

Soon after leaving Bedales he joined Southern TV as a reporter with Anna Letts, Chris Chataway and Julian Pettifer but politics got in his way as he became an avid member of The League of Empire Loyalists, being arrested for various stunts at London Airport and Wimbledon and demanding the Ghanaian Premier Dr Nkrumah showed respect for our Queen, thus ending his career as a reporter.

By 1959 he was in Germany selling *Encyclopaedia Britannica* to the forces stationed there.

On his return he studied photography at Berkshire College of Art and proved to be a very talented photographer.

During this time, he also became passionate about pop music and managed groups such as The Fingernail Five and The St Louis Checks who had an enormous checkered bus which could be found parked at our home in Sheet most weekends.

It was becoming more and more difficult to determine the truth when it came to the famous people he knew and things he purported to have done. Perhaps he did know and do some of them, I will never know for sure. He started showing signs of unusual behaviour which the family were not prepared to discuss, because in the late 50s/early 60s you just didn't. Over the years he had various relationships which were short-lived and in 1976 married a New Zealand girl who had been one of Spike Milligan's secretaries and had lived in the Solomon Islands where she learned to fly a plane. It soon became apparent that she suffered with mental health issues which we were beginning to understand Johnny did too. Sadly, they divorced in the early 1980s. He was heartbroken by this and went into a deep depressive state for several months.

Our mother started a very successful silver business and Johnny joined her. Our father then died and Johnny moved in with our mother and started a computer company employing more than 70 people but it became too much for him and he fled to Tenerife. The company then collapsed. His next venture was a very successful cleaning company which he franchised out. It too grew rapidly until it became too much for him and he just walked away.

In 1995 our mother died and it was soon after this that things took an even worse turn. We had inherited her house and let it, but Johnny had nowhere to live so ended up

living in the garage at the end of the garden unbeknown to our tenants or me. One day he called me, he had been up all night on an A road in Portsmouth trying to walk in front of a truck so that he could end his life. I was able to get help for him and he was sectioned and diagnosed with bipolar. It is so sad that it had taken so long for this diagnosis.

His latter years got wilder with fantastic stories about his relationships with the Obamas, Bill and Melissa Gates and so many rock stars who were always popping in to see him in his one-bedroom social housing home. He turned to drugs to try and cope with his illness but of course alongside prescribed medication they made him and it much worse.

During the past five years I have had the most wonderful conversations with him, he had a brilliant mind but sadly couldn't control it. He had carers looking after his needs and having a more balanced and regular routine he became more 'normal'. He had many friends who would visit or call, and he would regale them with stories of stardom and foreign travel always blending the truth with fiction.

He was admitted to Queen Alexandra Hospital on 9 January 2021 with an infection and was getting ready to be sent home when he contracted COVID. I was unable to visit him because I live 300 miles away but managed to have my last very garbled telephone conversation with him before he died on 5 February. He has been cremated and I have his ashes with me at home.

As soon as is possible I will come down to Petersfield where I hope his friends will join me when his ashes will be interred, as he wished, with our parents. 🌹

Jane Greenhalgh (née Scott, 1955-59), sister

John Vincent (1950-55)

Professor John Vincent, scholar of the 19th-century Liberal Party who enjoyed a sideline as a tabloid polemicist



Professor John Vincent, who has died aged 83, was that most unlikely combination of a serious, and greatly respected, academic historian and a maverick popular journalist.

Whilst his scholarly work *The Formation of the British Liberal Party 1857-68* (1966, 2nd edition 1980) was considered a triumph in academic circles (though he himself took a modest view of its merits), the weekly column which he contributed to *The Sun* for many years was read by millions of people and was written very much in the raunchy, polemical style for which that paper is renowned. Indeed, those two spheres of Vincent's activity could hardly have been further apart.

John Russell Vincent was born on December 20 1937 in Manchester, where his father was a lecturer in textile technology; he was educated at Bedales School before reading History at Christ's College, Cambridge, where he was part of Jack Plump's coterie of brilliant young historians.

After completing his PhD at Christ's which went immediately into print as the book on the Liberal

Party which made his name, he became a Research Fellow at Peterhouse. From 1967 he was a university lecturer in Modern British History.

In 1970, while going through an extreme Left-wing phase, he was linked to the infamous Garden House hotel riot when a dinner organised at the hotel by the Greek tourist authorities was disrupted by 300 students protesting at the country's then military government. It got so out of hand that six students were later jailed.

At the subsequent appeal, a judge suggested that a loudspeaker in Vincent's room had been used to attack the police as "fascists" and to incite the crowd. Vincent said he had not taken part in the demonstration but admitted that this had been the "crucial balcony".

Vincent left Cambridge in 1970 aged 33 to take up the Chair in Modern History at Bristol University, largely on the strength of his study of the late-19th century Liberal Party which established his reputation as one of the leading authorities on 19th century British political history. It broke new ground by drawing on detailed surveys of local parties up and down the country, and it has remained the best work on the subject ever since.

Governing Passion: Cabinet Government and Party Politics in Britain, 1855-86 (1974, written with Alistair Cooke, now Lord Lexden) was also highly thought of by some, but was criticised for its narrow preoccupation with high politics and deep scepticism about the place of principle in politics. In addition his fellow historian, Lord Blake, considered Vincent to have written the best short essay on Disraeli in recent times.

Yet for all this acclaim, many in academia felt that Vincent (who became Professor of History at Bristol in 1984) never fulfilled his early potential. Much of the rest of his academic output consisted of scholarly editions of 19th century diaries and papers, and they have greatly enriched understanding of both Liberal and Conservative parties in the period and, particularly, of their leaders. Journals and letters freighted with gossip, rumour and malice were his best sources, and he could track down nuggets of significance in printed sources that were, at first sight, monuments of banality.

Aside from those projects it seemed that he preferred to concentrate his energies on teaching and journalism. Although he wrote articles on current affairs for *The Times*, it was as a regular columnist on *The Sun* that Vincent, one of a handful of senior academics to sympathise with Margaret Thatcher's opposition to progressive orthodoxy, became renowned in the 1980s. Using the paper to extol views once described as "making Genghis Khan look like Lord Longford", his short, pithy items, written in the paper's characteristic sensationalist style, delighted many, but raised the hackles of many more.

Indeed, in 1986 they led to his lecture at Bristol being invaded by angry Left-wing demonstrators, causing Vincent to defend himself with a chair and make a hasty exit through the fire escape, before taking two terms' unpaid leave.

Though this, and subsequent incidents, left him feeling shaken, Vincent was always an unorthodox man who, it seemed to friends,

almost revelled in the displeasure shown by his fellow academics towards his political writings.

Students of a less radical bent flocked to his lectures on 19th century history (there was standing room only for his brilliant annual series on Disraeli), which he enlivened with caustic asides and witty anecdotes, such as the story of how the aristocratic Tory Lord Curzon boarded a London bus in the 1920s and said to the conductor "take me to my club".

His spell as a Sun columnist ended in 1987, but his courting of controversy continued. In 1995, in what he described as a "high-quality knifing", he revealed that Oxford University Press had turned down his *Intelligent Man's Guide to History*, a popular work described by Peter Osborne as "one of the most brilliant works of British historiography since the war", after an independent assessor described it as "a sad and bitter diatribe" which "neglected" the female perspective of history and displayed a "general absence of the appreciation of the project of social history".

It was subsequently published by Duckworth, but the assessor had a point, for Vincent firmly believed that the "new history", especially as taught in schools, with its concentration on understanding, skills, and empathy with the past, had gone too far and argued that there must be greater recognition that history is a "body of knowledge" which children should first learn chronologically.

Following the furore over OUP's decision, he revealed that he had been asked to show a board of inquiry at Bristol University that he was medically fit to continue in office, leading to suggestions that "politically correct rivals" were attempting to hound him out of his job on the

grounds that he was "medically unfit" to work because of the epilepsy from which he had suffered since childhood.

"They want to get rid of me because my face does not fit, and they have chosen this bizarre method of doing it because they could think of nothing else," Vincent claimed.

His friend and former colleague Professor John Guy conceded that Vincent had never been able to resist the chance of "stirring things up" and not everyone was "on his wavelength", but added: "I do not know of anyone who cares more about students. Bristol contains some of the brightest and some of the dullest historians in Britain and John is definitely one of the brightest.

"There is a lot of jealousy. The department has got the Midas touch in reverse. They have taken gold and tried to turn it into lead, and John will not let that happen to him."

In fact he survived the inquisition, becoming an Emeritus Professor at Bristol on his retirement in 2002.

Among Vincent's many private enthusiasms was the turf, especially the Derby, and he would think long and hard about the complicated bets he placed. Mozart was his



John Vincent (in Somerset): a friend and colleague said: 'I do not know of anyone who cares more about students'

favourite composer, and he was a serious reader of poetry in several languages. A Cornishman by descent, he loved the sea, and visiting churches and cathedrals. The last book he was reading, from cover to cover, was the *Bible*.

In 1972 John Vincent married Nicolette Kenworthy, who had been one of his students at Bristol. They had two sons, one of whom died in infancy. ☹

**Professor John Vincent,
born December 20 1937,
died March 18 2021**

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Jennifer Woodham (née Poole, 1959-67)

Jenny was born in Liverpool, the youngest of three girls, and her early life was on her parents' farm in Herefordshire. When she was eight her father retired from farming for health reasons, and the family moved to Ringwood. Jenny was sent to Bedales, and subsequently went to Bournemouth College of Art, where she gained a Diploma in Environmental Design.

After her education Jenny concentrated on pottery and opened her own small workshop in the Forest of Dean. She later moved to a larger house and workshop in Woburn Sands, Bedfordshire, and was married shortly after on 1 April 1978 at St Michael's Church, Aspley Heath, Woburn Sands. A family followed – a son Peter born in June 1979, and daughter Nicki born in April 1981.

Early 1982 we relocated to Indonesia, and living in a house on a beach Jenny became a proficient water-skier, learnt to scuba dive and sail. Returning to the UK, Jenny did some parachuting but made only four jumps.

Early 1985, with memories of her childhood, Jenny was keen to take up

farming and spent three years attending Hampden Hall Agricultural College at Stoke Mandeville. To put her new knowledge into practice we moved to our small farm in October 1987, and Jenny became a full-time sheep farmer. Quite soon she had a flock of 220 ewes, a proportion of which were Frieslands, which she milked twice a day.

The farm also gave Jenny the opportunity to resume riding, and there was always at least one horse on the farm. Occasionally she would ride with the Whaddon Chase hunt, but mostly she enjoyed minor eventing and jumping events, and took particular pleasure in dressage. Jenny taught both children to ride and took them to numerous Pony Club competitions.

Meanwhile, I had become a microlight pilot and Jenny enjoyed being a passenger in the back seat, but eventually she decided to learn to fly a microlight herself, and made her first solo flight after just 12 hours tuition at an international airport in Africa.

In June 2011 Jenny had a riding accident which resulted in a broken right femur. During her convalescence it was the opposite leg that was giving her most trouble. Eventually this was diagnosed as MND. Despite this devastating news, Jenny was determined to remain as active as possible for as long as possible. She started a daily exercise regime, walked whenever she could with a 'rollator', and for a time was still driving her old Discovery. We embarked on holidays to the Canaries, Oman, (where she rode a camel down a beach), and microlight trips to Belle Isle, Versailles and Paris. Not to miss out on a family



ski trip to Austria, Jenny had sit-ski lessons at Hemel Snow Dome. Then she lost her voice and had to resort to an iPad and an Eye Gaze. All of the family did everything they could and arranged weekends away for her to Combermere and the Lake District, where she was taken in her wheelchair on a steep path up a fell. Her last proper holiday was to Brittany to a brilliant specially built disabled apartment.

Sadly, Jenny died in Milton Keynes Hospital eight years and two weeks from MND diagnosis. She was taken in a horse-drawn hearse to her funeral in Granborough Church, followed by a burial in the churchyard. Her passing is mourned by the family and all who knew her, but she is thankfully now released from the suffering she experienced in her final years.

Jenny Woodham: equestrian, potter, water-skier, sailor, scuba diver, farmer, parachutist, snow skier, pilot, and most of all wife and mother. RIP ☹

Jim Woodham, husband



We are very grateful to family and friends for all the contributions for the obituaries of Old Bedalians and former staff in this newsletter.

If you would like to provide an obituary for a future issue, please get in touch with the Bedales Alumni team at alumni@bedales.org.uk.

BIRTHS, MARRIAGES, ENGAGEMENTS & DEATHS

Births

Frea Closs (2002-07) and Sam Haak, two daughters, Sadie on 6 August 2019 and Delilah on 5 February 2021

Alice Dewey (2004-07) and Sam Paget Steavenson, a daughter, Romy Iris Clover on 17 March 2021

David Cover (2006-11) and Jess Cover, a son, August Blue on 14 August 2020

Michelle Ewin (2002-07) and Erik Jernbeck, a son, Otto Archer on 19 January 2021

Alice Hush (2002-07) and Jonathan Chauncy, a son, Arthur Frederick Jonathan on 15 February 2021

Jessica Illsley (2002-07) and Moses van den Bogaerde, a son, Ira Jacqui Roderick on 2 September 2017 and a daughter, Taja Patricia Barbara Bubbles on 8 August 2020

Victoria Kissinger (née Homsy, 2002-05) and Martin Kissinger, two daughters, Isabella Rose Homsy on 7 May 2019 and Violet Elise, on 13 July 2021

Octavia Lowndes (née Lemon 2006-08) and Tom Lowndes, a son, Rupert in March 2021

Dylan Roberts (1989-94) and Emily Boswell, a son, Rouie on 24 July 2021

Guy Wilmot (1993-98) and Antonina Wilmot, a daughter, Alice on 24 February 2021

Marriages

George Alldridge (2001-06) and Rebecca Willis on 31 July 2021

Storm Athill (2003-09) and Richard Hollingsworth on 5 September 2021

Laura Dunsford (2000-05) and Jamie Carter on 18 September 2021

Victoria Homsy (2002-05) and Martin Kissinger on 16 February 2019

Giannina Kline (2003-05) and Felix Jakens on 31 July 2021

Octavia Lemon (2006-08) and Tom Lowndes in August 2019

Josephine Jonathan (2006-08) and Cornelius Halladay-Garrett on 26 June 2021

Arran Marais-Gilchrist (2003-08) and Anysabel Correla on 1 May 2021

Nathalie Mareš (2005-10) and Andrew MacCallum on 14 August 2021

Matthew Naylor (2003-08) and Juliet Davidson on 10 July 2021

Hilary Spencer (1983-90) and Chris Sharp on 26 June 2021

Engagements

Josephine Bentley (2007-11) and Hector Laing on 29 October 2021

Deaths

Gaynor Churchward (née Millington, 1945-53) on 15 March 2021

Anna Craven (1953-59) on 14 June 2021

Jeremy Craven (1945-51) on 3 March 2021

Alexine Crawford (née Strover, 1944-48) on 9 December 2021

Stelios Elia (former staff) on 4 August 2021

Lalage Grouvel (née Erskine Orr, 1947-56) in August 2020

Kitty Gore (née Jacks, 1945-51)

Michael Harris (1937-46) on 19 April 2021

Timothy Johnston (1954-59) on 9 October 2021

Diana Keast (1933-40) on 9 November 2021

William Lofts (1987-92) on 7 June 2021

Rosalind 'Ros' Marsden (née Gunther, 1939-48) on 14 February 2021

Howard Martin (1955-60) on 21 November 2021

Barbara McIlroy (née Johnston-Jones, 1941-45) on 13 December 2017

Hugh Mayall (1939-45) in January 2021

Richard Mayall (1938-45) on 22 May 2021

Marie-Hélène Nicolas (1995-99) on 18 June 2021

William Oram (1939-47) in autumn 2020

Rosalind Phillips (née Barnes, 1939-40) in 2020

Barbara Richards (née Alcock, 1947-51) on 17 September 2021

Stephen Ricketts (1954-61) on 5 September 2021

John Scott (1952-57) on 5 February 2021

Michael Turner (Bedales Governor, 1980-88) in September 2017

John Vincent (1950-55) on 18 March 2021

Jeremy Wands (2002-07) on 8 June 2021

Alistair Wilson (1953-54) on 8 October 2019

Jennifer Woodham (née Poole, 1959-67) on 19 August 2020

100th Birthday

We wished (Shelagh) Mary Henderson (née Elder, 1926-39) a happy 100th birthday on 27 August 2021

UNIVERSITY DESTINATIONS 2021

Class of 2021

Name	Destination	Course
Charles Abbott	University of Bristol	French and Italian (4 years)
Evelyn Adams	University of Bath	Psychology (with placement year)
Ernie Allesch-Taylor	Falmouth University	Photography
Emilia Barnsdale-Ward	University of Edinburgh	Ancient and Medieval History
Jago Bevan	Falmouth University	Film
Brynmor Bidwell-Richards	UCL	Astrophysics
Amelia Bolton	Leeds Conservatoire	Music (Popular Music)
Hugo Burnett-Armstrong	Kingston University	English (with foundation year)
Alexander Campbell	George Washington, USA	Liberal Arts
Maximiliano Caviedes Haig	University of Exeter	Medical Sciences
Esme Chancellor	City & Guilds	Foundation Diploma in Art and Design
Sebastian Cheshire	University of Southampton	Business Entrepreneurship (with placement year)
Orlando Closs	Vrije University Amsterdam	Artificial Intelligence
Eloise Cooper	University of Exeter	History
Caroline Cremona	Architectural Association	Foundation Diploma in Art and Design
Frederick de la Guerra	University of Exeter	Sociology
Laurie Dickinson	University of Glasgow	English Literature
Gulliver Dickinson	Camberwell	Foundation Diploma in Art and Design
Adam Duguid	UCL	History and Politics of the Americas
Daisy Flint	University of Edinburgh	Philosophy
Mimi Fowler	Manchester Metropolitan University	Fashion Marketing
Yaman Gora	SOAS	Business, Management, Economics & Law (with foundation year)
Alexander Grew	University of Washington, USA	Marine Biology
Ruby Hall	Ravensbourne	Foundation Diploma in Art and Design (Fashion)
Minna Hall	Camberwell	Foundation Diploma in Art and Design
Jacob Heneghan	University of Bristol	Politics and International Relations
Abby Hilton	University of Edinburgh	Graphic Design
Alice Hockey	University of Dundee	Art & Design (General Foundation)
August Janklow	East 15, University of Essex	Acting and Contemporary Theatre

Class of 2021

Name	Destination	Course
Chiyo Jeffcock	SOAS	History of Art and Japanese
Charlotte King	City & Guilds	Foundation Diploma in Art and Design
Song Kinsman	Trinity College Dublin	English
Charlotte Land	University of Bristol	Sociology
Imogen Laurence	King's College London	Culture, Media & Creative Industries
Caítlín Layhe Nugent	Dartmouth College, USA	Liberal Arts
Juliette Lemley	King's College London	Liberal Arts
Natasha Lingard	University of Edinburgh	Philosophy
Yueyi Luo	Imperial College London	Chemical Engineering
Liu MacRae	Royal Academy of Music	Music
Holly Marsden	Camberwell	Foundation Diploma in Art and Design
Ewan McConville	University of Manchester	Russian Studies
Molly Montagu	Glasgow School of Art	Architecture
Isabella Montero	Cornell University, USA	Liberal Arts and Sciences
Jacob Morris	University of Bristol	History
Nay Murphy	Royal Central School of Speech & Drama	Acting
Anne Novak	Columbia University, USA	Liberal Arts and Sciences
Isla Paine	Manchester Metropolitan University	Product Design
Theodore Paul	University of York	Politics
Berit Pill	University of Edinburgh	English Literature and History
Arthur Richardson	University of Glasgow	English Literature
Sofia Rombelli	Camberwell	Foundation Diploma in Art and Design
India Saunders	Greater Brighton Metropolitan College	Foundation Diploma in Art and Design
Rohanna Trim	Central St Martins	Foundation Diploma in Art and Design
Madeleine Upton	University of Bristol	Geography
Georgina Voyantzis	University of Bristol	Anthropology
Gemini Wang	UCL	Philosophy
Sam Wheeler	Swansea University	Medical Biochemistry
Chenchen Zhang	Kingston University	Foundation Diploma in Art and Design

Class of 2020

Name	Destination	Course
Aleksandra Adamska	University of Nottingham	Liberal Arts (with foundation year)
Kitty Atherton	University of Bristol	Philosophy
Annabelle Bailey	Harper Adams University	Animal Behaviour and Welfare (Clinical Animal Behaviour) (with placement year)
Yayako Zoe Caird	Imperial College London	Biological Sciences
Carter Clothier	University of Bristol	Biology
Oscar Davy	University of Exeter	Business and Management with Industrial Experience
Isabella Elora Doyle	Royal Welsh Conservatoire	Music
Oscar Goldblatt	Oxford Brookes University	Business Enterprise and Entrepreneurship
Augustus Golding	Falmouth University	Architecture
Eliza Goodfellow	University of Edinburgh	Social Anthropology
Olivia Grout-Smith	UCL	History and Philosophy of Science
Aidan Roger Hall	Berklee College of Music, Boston	Music
Freya Leonard	UCL	Architectural & Interdisciplinary Studies
William Needs	Durham University	Religion, Society and Culture
Ella Pape	University of Reading	Ancient History and Archaeology (with placement year and study abroad)
Phoebe Peppiatt	University of Edinburgh	International Business
Thomasina Rowntree	University of Edinburgh	English Literature
Mia South	University of Edinburgh	English Literature
George Story	University of Exeter	Politics and International Relations
Alberic Teilhard de Chardin	Queen Mary University of London	Russian and Politics
Richard Norphel Wilberforce	University of Cambridge	Philosophy
Finn Wilkins	Loughborough University	Industrial Design (with placement year)

Class of 2019

Name	Destination	Course
Simon Barbour	Falmouth University	Textile Design
Ellie Leonard-Biebuyck	University of the West of England, Bristol	Fine Art
Kate Sampson	University of Chichester	Charity Development



Puffy Clouds at Froxfield by Sophia Burnell (2002-12)

