



NewSouthendian

SHSB 2017

The Snapshot Issue
Old Southendian Edition



Herbert E. Dudley

The new relevance of the old school newspaper



The school today owes a great deal to its ancestors and the legacies they leave. It is a tradition in itself for the school to honour these people, as it does with its remembrance services, its 'Roll of Honour' containing a list of the school's bravest departed, the great boards on all walls of the assembly hall, the facilities with namesakes such as 'Frampton' or 'Hitchcock,' its portraits of old

headmasters, and even in our school song:

*So, one with Future and with Past,
Our work in School shall live and last,
And through the centuries to be
Our School shall grow in memory.*

It is the centenary of the death of Herbert Edward Dudley, the first editor of the original 'Southendian' magazine in 1915, upon which the paper you are reading owes its name. His contributions are an excellent example of 'through the centuries to be', drumming up patriotic courage in his editorials and poems during the First World War, leaving behind a daunting task for his successors in editorship, and performing in various school productions and serving as prefect.

There are opportunities open to all of us at the school, and those who take them are remembered most keenly. He wrote in one editorial from 1915:

'The War has produced much that is repulsive, despicable and devilish, but that the same time it has revealed much that is true, noble and worthy.'

While we are not at war, it highlights the strength of character the



school displays through hardship, the deep roots of the school, and the sense of duty of each to his community. While the hardest task many students will face during their school years will be their examinations or perhaps a public performance, it is important to remember that each contribution you make, however small, improves the lives of those who will come after you, and that many before have made theirs.

It is the school's oldest identity to 'turn boys into men,' to provide much more than academia. Most of those who read this magazine, by virtue of being an SHSB student, already strive to academic achievement; I challenge you to emulate as well the nobility and strength of character displayed by many of the school's ancestors and founders, particularly

of Herbert E. Dudley.

The school's recent initiative '20/20 vision' seeks to make 'men from boys.' We should take maximum advantage of the opportunities afforded by the school, embrace the spirit of not only hard work but of friendly competition through our house system.

Take pride in your colours, and learn from the sting of defeat and the thrill of victory. As Dr. Bevan has articulated in school assemblies, there is much more to life in Southend High School for Boys, and in the larger community than simply 'desk and pen'.

This article is in honour of those 'old-time men,' and of Herbert's old magazine, in which he aspires to bring out the best in his colleagues and to recognize when people have already given their best.

He died during an offensive mostly commonly referred to as 'Passchendaele,' the name of the town where the battle took place, but it also takes the name 'Flanderschlacht - Flander's battle.' The poem always read at the annual remembrance service, is particularly poignant then;-

'To you from failing hands we throw
The torch; be yours to hold it high.'

Hayden Camm

A British Education

How do we stack up against the world?

In recent years, the British education system has been proving itself to be in decline, with overall achievement of UK students dropping in the world rankings. Although there are many organisations who track the academic demographics of teenagers across the world, perhaps the most well-known method of testing young people on their academic performance is the Programme for International Student Assessment (otherwise known as PISA), run by OECD.

The PISA tests are examinations which aim to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students from 72 countries. The aim is to compare the success of different education systems across the world

by testing teenagers in maths, reading and science.

So how well are UK students doing compared to the rest of the world? In 2016, these were the results:

Maths

27th (slipping down a place since the last PISA test conducted in 2013. This is the lowest score that the UK has achieved since it began participating in the PISA tests in 2000).

Reading

22nd (up one place since 2013, but having fallen out of the top 20 in 2006)

Science

15th (the UK's most successful subject, up from 21st place since 2013. Although this is the highest rank the UK has obtained since 2006, the test score has still declined).

Programme for International Student Assessment (2009) ^[2]											
(Top 10; OECD members as of the time of the study in boldface)											
Maths				Sciences				Reading			
1.		Shanghai, China	600	1.		Shanghai, China	575	1.		Shanghai, China	556
2.		Singapore	562	2.		Finland	554	2.		South Korea	539
3.		Hong Kong, China	555	3.		Hong Kong, China	549	3.		Finland	536
4.		South Korea	546	4.		Singapore	542	4.		Hong Kong, China	533
5.		Taiwan	543	5.		Japan	539	5.		Singapore	526
6.		Finland	541	6.		South Korea	538	6.		Canada	524
7.		Liechtenstein	536	7.		New Zealand	532	7.		New Zealand	521
8.		Switzerland	534	8.		Canada	529	8.		Japan	520
9.		Japan	529	9.		Estonia	528	9.		Australia	515
10.		Canada	527	10.		Australia	527	10.		Netherlands	508

Therefore, it would be fair to say that there is room for improvement in our education system, so which countries should we be turning to for advice on how to educate the next generation for the challenges of the modern world? Among the best countries across the three subjects are China (especially Hong Kong), Taiwan, Estonia, Finland, South Korea and Japan. However, with the astonishing result of first place across all three subjects is Singapore.

The logical question, therefore, would be: what is it about the Singaporean education system that made it the peak of modern educational success?

Andreas Schleicher (OECD statistician) said that Asian countries such as Singapore managed to achieve excellence without wide differences between children from wealthy and disadvantaged families.

Prof Sing Kong Lee, vice-president of Nanyang Technological University, which houses Singapore's National Institute of Education, said a key factor had been the standard of teaching, stating that "Singapore invested heavily in a quality teaching force - to raise up the prestige and status of teaching and to attract the best graduates,".

The country places extremely high demands on teacher recruitment; its teachers come from the top 5% of graduates in a system that is highly centralised. This is because a much higher proportion of university graduates intend to go into the teaching profession, as it is one of the best-paid and stable jobs on the market, hence there is much greater competition to become a teacher, consequently raising the overall quality of teaching in Singapore. All teachers are trained at the National Institute of Education,



and Prof Lee said this single route ensured quality control and that all new teachers could "confidently go through to the classroom".

However, Prof Lee stressed that the country's educational success required many years of hard work through a consistent, long-term approach, sustained over decades.

Some basic key features of the country's education system are:

A blend of Eastern and Western teaching approaches.

The philosophy of "teaching is talking and learning is listening"

Large sums of money (£109m between 2003-2017) invested in the education system

Large emphasis on ideas such as: nation-building through meritocracy, ethnic pluralism, collective values and social cohesion.

Of course, there are many other factors that are "not written on paper" that still play a vital role in a country's success, most of these being cultural, such as the country's history, mentality and traditions. Would it truly be possible for a Singaporean-style education system in the UK to produce the same outstanding results?

Annie Zykova

The School Archive

A fascinating new project for students



Our school was founded in 1895 – and has been on this present site since 1939. You can imagine, then, just what a huge historical record the school has amassed over the decades, and it's in the dark, off-limits-for-most corners of the school that this extensive collection is archived. But there's a problem – almost all of it is recorded on paper, and it desperately needs future-proofing. Mrs. Williams has the laborious job of digitising the vast archive, but of course, the archiving of current experiences and events, of the school and its staff, is still happening today.

I interviewed Ethan Green, one of several Year 13s who has the fascinat-

ing task of interviewing staff, ex-staff and ex-students about their experiences, both recently and in long past. Ethan informs that the group has frequently attended reunions and other events, organised through the Old Southendian Association. He also explained to me that the organisation's meetings are the main way of conducting the interviews, and that these were all being digitally archived. Naturally, this meant that he wouldn't be getting away without revealing to me at least a couple of the interesting stories he had to tell...

One of which involves the iconic moose head, proudly displayed, as we probably all know, on the wall in the canteen, just



above the entrance to the pavilion. Ethan tells me that, about two years ago, legal issues were beginning to be raised questioning, perhaps unsurprisingly, the safety standards of having a dead animal's head on open display, looming imperiously over the dining tables of the area where the school eats their hot meals, its antlers brandished.

As a result, the moose's head was removed for inspection. Following this, word of its disappearance had spread, and he then revealed how the school had received several emails from anxious old Southendians, inquiring as to where this head could have possibly got to! Could the canteen lose its magnificent showpiece? Nevertheless, the moose-head crisis was soon resolved - Ethan tells me that, somewhat by happy coincidence, the school was fortunate enough for one of its student's parents to be a taxidermist, and they were soon able to rectify the moose situation both cheaply and quickly; the head was replaced in the space of just two weeks.

Another alarming situation refers to the

sponsored walk, which many of us will have taken part in, perhaps on several occasions. But Ethan tells me how the first ever whole-school sponsored walk very nearly ended in disaster before it even began - the school was informed, only the day before it was due to take place, that the planned route was being used for a shooting competition. Luckily, the school was able to arrange a second location to stage the walk, which was just as well, or maybe some unsuspecting pupils would have got the shock of their lives...

Alongside century-old photographs and endless register logs, it's also stories like these that make their way into the archives; the events that will be infamously remembered by staff and ex-students alike. We don't want to lose these memories, so it is important that we recognise the work that both the staff, and the year 13s on the project, do to preserve them for the future. The point is simple - so that, as the school song's closing lyrics tell us: And through the centuries to be, our school shall grow in memory.

Luke Mitchell

A Long-Awaited Interview

Mr Thomas

What was your first job and did you like it?

I qualified as a PE teacher after having been to university, of course, and I've been at it ever since! It was at a school called Furtherwick in Canvey. So yes, teaching, and that's what it's been for all this time.

Did you always want to go into teaching & if so, why?

Yes, teaching is far better than working in a job that involves tough manual labour in my opinion, I love it!

How long have you been in teaching?

Just short of 30 years; I took my first post as a teacher after I finished university 1987.

What is your favourite song and why?

It would probably be 'The Wonder of You' by Elvis Presley; the words are just great, they explain that you have to understand people, especially those you love, and that we should look after them and then they'll look after us.

Who is your inspiration and why?

Mr Jones my PE teacher when I was in school, because he had the right attitude and just made everything enjoyable; even when doing some less enjoyable activities such as cross-country in the freezing cold. He was such a positive role model. Like-minded people also inspire me as we all have the same mind-set to do what is right.

Tell us something about you that no-one else would expect you to do or like?

I'm a gardener as a matter of fact, and I'm actually the South-East Essex Sweet-Pea growing champion! I'm also very much into

flowers as well as just allotment-based plants.

If you could be any biscuit, what would you be?

Probably a flapjack.

Favourite sport and why?

I love Rugby Union, it's a great game. I find that you learn a lot about yourself, and others too. The joint effort and team based nature of the game helps that I suppose.

If you had £1,000,000 given to you right now, what would you do with it?

Oh, I'd probably retire, go on a few holidays to different places around the globe - travelling first class! I'd also give some to my other family members, like my sister, and help them all out. Then I'd save the rest.

Can you speak Welsh? If so, what is your favourite Welsh phrase (with English translation)?

I don't speak Welsh actually, English suits me fine! I've never needed to speak anything differently; so I couldn't tell you what my favourite phrase is!

Finally, what is your favourite thing about being a member of the teaching staff here at SHSB?

Being around motivated and kind people, who want to work hard and do well (staff and pupils alike) and seeing those people do well because of their attitudes to work and their work ethic.

James Green



Dr Bevan

We all wonder what it's like to be in charge of such a large and successful school, this interview with our headmaster hopefully answers some of the questions we've all asked ourselves about his job.

What made you decide to go into teaching in the first place? (Was this always your aim?)

It wasn't always my aim, like many people I went to university to study the subject I most enjoyed and was best at. I didn't have a clear career aim. I did various jobs when I was at university and slowly came to realise that the two things I most enjoyed were working with young people and mathematics. The decision to then train to teach was then obvious.

What sort of jobs does your role as Headmaster involve? (Daily routines etc?)

It's an extraordinary job. I am effectively the chief executive of a medium sized company. I am responsible for a five million pound budget, 150 members of staff, 1,300 pupils and their parents who are the 'customers'. There is no such thing as a typical day, it ranges from teaching year 11, to assemblies and school activities, reviewing building plans, organising the timetable and recruiting students. Of course I have a superb team to help me do all of these things.

How long have you been in teaching?

Nearly thirty years; or 2000 maths lessons!

What is the best thing about being Headmaster at SHSB?

Seeing other people succeed, that's what motivates me, when staff and students can be their best.

Do you have any advice for pupils at SHSB who are aspiring to go into the teaching profession?

Do it! It's well worth spending time either within a school or youth club, before training to teach. It's also worth remembering that even if you start your career in teaching, you can always do other things as well but my experience that involvement in education is addictive.

What was your first (paid) job?

Photocopying and manning a telephone switchboard for a small company in London.

Tell us something about you that we wouldn't expect you to do/like?

I guess not many people know that I brew my own beer, and roast my own coffee beans. I love craft in the kitchen.

How long has cycling been one of your passions?

I've loved to cycle since the first day I learned at seven years of age. My parents give me a lot of freedom and would let me cycle into the countryside as teenager. I raced nationally when I was at school and then returned again to racing and coaching in my thirties. I was able to represent Cambridge University at the National Student Time Trail. Three of my former students have been selected to race for Great Britain.

Who is your inspiration & why?

It's a mistake to have just one inspiration. I read a lot of biographies and find my inspiration in those who found within themselves the capacity to endure suffering and triumph in adversity.

What is your favourite song & why?

It is a song by Teitur called 'All My Mistakes'. The reason is personal, and that's a good enough reason.

What is your favourite genre of music & why?

My favourite all-time band is 'The Grateful Dead'. I love the fusion of Jazz, Blues and Rock with extended improvised sections. I think I have more than 40 live bootleg recordings.

Finally, what 'thing to do' is at the top of your bucket list?

I have always wanted to cycle 'Passo dello Stelvio' (take a look at the images on Google) one of the longest and highest mountain passes in the Alps. I am due to go there next summer which will be one fewer item left on my bucket list.

James Green

Interview

Mr Nagle talks to NewSouthendian

What is it like being a teacher at your old school?

Really good, it's nice to know all of the staff already, and it's rather comforting in the sense that I know how things are run here and I don't get lost in corridors easily either.

What house were you in when you were here, and do you have a favourite house activity?

I was in Tuscany, and I loved football. I wasn't all that good at it though, so I occasionally run the C team for Mr Thomas, who seemed to remember well when I returned.

What subjects did you continue into A Level and what were your favourites?

I took geography at AS level, and carried on with History, Government and Politics, and Religious Studies at A2. Favourite of course was history for obvious reasons, but I really liked Government and Politics as well. If I didn't do history, I probably would have got into government and politics.

If you could have dinner with any historical figure, who would it be and why?

Justinian the Byzantine Emperor. I would like to see what he was really like, as he was the most successful emperor and I would like to see what he is really like and what people had to say about him. I also really like the time period.

If you could do any other university degree, what would it be and why?

Ancient History, I love archaeology, and I would love to have learnt Greek and Latin, they're both fascinating languages. Plus you get to go on loads of "holidays" abroad.

What is the most noticeable change at SHSB from your time as a student to your time now as a teacher?

Noticing how much goes on behind the scenes. The work of all the staff is amazing, and they're such an asset to the school. When I was a pupil I didn't always realise the extent of what they were doing, and now I do I can appreciate it more.

If you could be any biscuit, which biscuit would you be and why?

An oreo, I like milk and you can dunk oreos in it.

Do you have a specific treasured moment from your time at SHSB?

Probably getting my A2 results, it was a really nice atmosphere, and I had my photo in the newspaper! It was a bit awkward seeing that photo, only it was a terrible photo of my friends and I.

What is your stance on Brexit and the subsequent negotiations?

I am pro-Eu, and I am very gutted we have left. We should let those that want to keep their EU passports, as well as having a "soft-Brexit" and stay in the market. In an ideal world we should pay in less than we used to in order to satisfy the "Brexiters", but still work in a collaborative way with our European neighbours. I hate the idea of shutting out our allies, such as Germany and France.

Do you have any advice for current or prospective History students?

Revise as soon as possible, get that done and then you can enjoy your holidays. Revise at the end of each module and consolidate what you have done, making sure you pick up on anything that you've missed or haven't yet done.

James Green

New year, new library?

Arguably, one of the most important areas of the school is the library. It provides a quiet space to study or read and offers a vast range of books to help you with your studies or to find something to read for fun. In fact, there are currently 662 books on loan; of this 56% are fiction whilst the other 44% are non-fiction. It's clear that this library is important to the school for both recreational and academic reasons. Whilst speaking to the librarian, Miss Bainbridge, she told me that for the most part it is year 7 and 8 who mainly borrow fiction (often adventure stories) whilst year 11 and the sixth form lean a little more towards the reference books.

It's all well and good discussing the library as it is at the moment, but what

most people are intrigued about when you talk about the library is when the new one will be complete! If everything goes to plan then the new library should be ready for the start of the new school year. So that means only a couple more terms of having to run around the back of the school if the gate is closed due to the building work! The new library promises many wonderful things for students to use, including 48 computers to be available to use and a dedicated sixth form area. There will be no excuse for getting distracted by younger classes and it means we'll have a study space outside of the sixth form to call our own. However, the impressive glass front of the building may be a cause for distraction all in itself, what with the view of the outside world.





Currently, the library is a little isolated in that small building outside the west end so this new building will be an opportunity for the library to make a bigger impact on the school and become part of the school community. Miss Bainbridge also said that with the new library it would be much more inclusive and seamless with the everyday life of the school day. You'll no longer be concerned about braving the cold weather to go to the library for a hard hour of revision, it'll be much easier to pop in and do some quick research before moving onto your next lesson. Now that the library will be part of the main school area, Miss Bainbridge is excited to build it into something that will match the high standard of the rest of the school – something that's a little difficult at the moment when you're in a shed-like building away from the school.

Another thing that is interesting is that the library is hoping to become a much larger part of the school community. Not only will it be attached to the main school but Miss Bainbridge also has some ideas of how to include some of the younger years with some library work. There will hopefully be a stronger link between different departments so that the library can provide and offer things that should help you out with what you're studying which link directly with what your teacher has been telling you. One of the other ideas was to have year 7 and 8

have lessons in the library to help teach them how to research and use the other facilities in it. This is just another way of how the new library will have a larger impact on the school community and different aspects of the school life. Whilst it's a separate building it can often be easy to forget about the library and how important it is to the school.

The last concept Miss Bainbridge told me about was the idea of a Library Cup. There are plenty of different cups for sports, but if you'd rather pick up a book than run around a field, this might appeal a little more to your tastes! It's important for there to be achievements available for all different skillsets and as we sometimes get a little too invested in sports and forget about other things, it will be important to have this Library Cup to celebrate all the excellent readers in the school.

While we wait for September 2017 and the completion of the new library, let's remember that we have access to volumes of information in the library we already have in the forms of books and the computers. Many of us spend lunchtimes or frees using this wide range of information so, let's not forget the worth of the library – even if it is currently in a temporary shed at the moment!

Amelia Cook