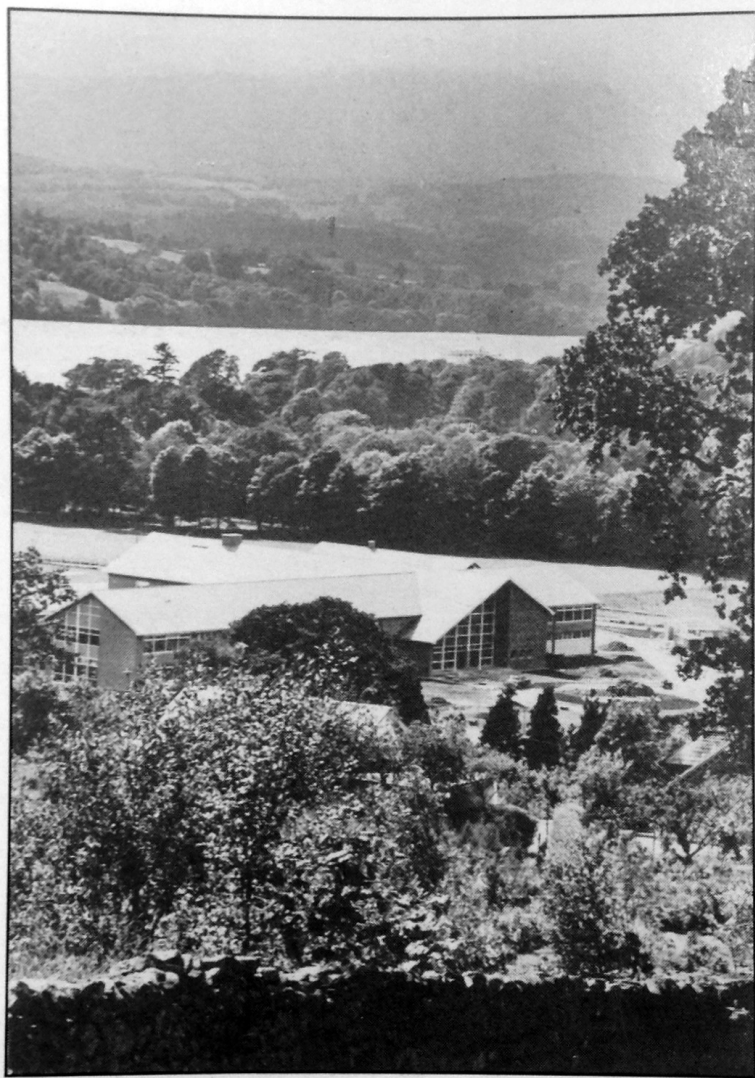


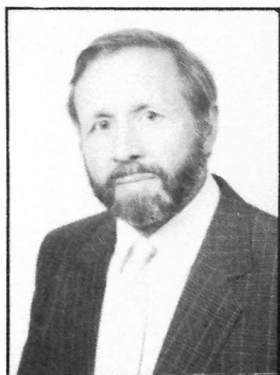
The
LAKES
SCHOOL



celebrates its first 25 years.



Mr. A. Capstick
Headmaster since 1987



Mr. D. W. Tipping
Headmaster, 1977 - 1987
David Tipping left us to serve with V.S.O.
(Voluntary Service Overseas) in Bhutan, where
he worked as an Educational Adviser.



Mr. G. G. Thomas
Headmaster 1965 - 1977



"THE LAKES SCHOOL . . . 25 years old? Never . . . how time flies!" Such has been the response of some of you as our Silver Jubilee Anniversary approaches.

Remarkably, my first link with the schools which were to form the Lakes School was as opposition on the sports field over 25 years ago. I still have happy memories of athletics matches, and of playing soccer and cricket against Kelsick, less regularly playing cricket against Windermere G.S. As Kelsick's matches were played on Borrans Park, I recall being intrigued that we never saw the school buildings. Did they exist? The cakes served up as the after-match snack in Dodd's Cafe certainly did - but not for long! I may even have competed against some of you reading this as parents. An old scorebook would reveal all.

Time brings its changes and education has never been exempt from these - nor should it be. Despite these, it gives me considerable pride that many of the principles and policies which grew up with the Lakes School are still held in high regard today by both the school and its community. A friendly, positive attitude, team spirit, excellence, the education of the whole child, learning beyond the classroom through Drama, Music, Outdoor Work, remain as fundamental values. They find new outlets through our involvement with handicapped pupils, our concern for the individual, recent conservation work, community projects, Activity Week, new developments like Information Technology, the use of computers, the dramatic changes in Craft and Design.

This year as we begin the National Curriculum, fresh challenges face us, but the Lakes School has more than come of age. At 25, our firmly established blend of education is well regarded and successful.

This booklet gives you just a glimpse into the school's history and development. I commend it to you, and hope that you will join us as we celebrate our first 25 years and look forward to the next.

A. Capstick

The Beginning of Comprehensive Education in the Lake District

The publisher has given us permission to reprint this entry in 'The Guinness Book of Records'.

Earliest Comprehensive School

Lakes School, Cumbria, formerly Windermere Grammar School (closed in 1965), Westmorland, became comprehensive in 1945. Calder High School was established after formal rejection of the 11 plus examinations from two West Riding schools in 1950. The earliest purpose-built was Kidbrooke Comprehensive for Girls, London SE opened in 1954.

There was a burning belief in the 1930's that Education would cure the country's - indeed, the world's - ills.

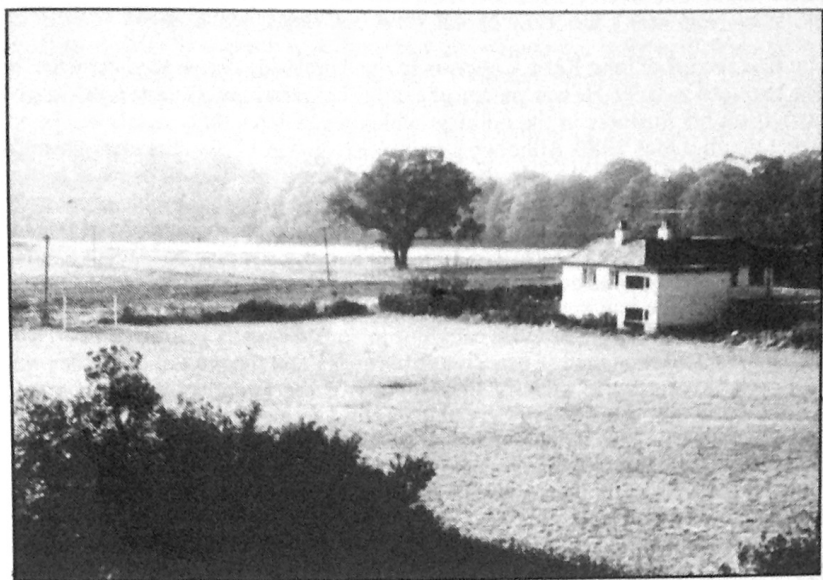
Consultations continued throughout the 1939-45 war. Sir Cyril Norwood recommended in 1943 a tripartite system of education - grammar, technical and modern schools with 'parity of esteem' for each type of school. There was a unique consensus of educational and political opinion for the Butler Act of 1944, which decreed the provision of free secondary education for all. Primary schools were to be separate, 'through' schools, taking children from 5 to 14 years, were to be a thing of the past. The school leaving age was raised to 15.

The 'parity of esteem' envisaged by the Norwood Report never materialised. Technical schools were few, secondary modern schools were in general not generously funded, the selection process at 11+ was thought by many to have a detrimental effect on the primary schools. Comprehensive Education became Government policy, offering flexibility to pupils, and a wider range of subjects. From 1964 to 1970 the number of comprehensive schools rose from 189 to 1335. Out of every ten pupils, just one was in a comprehensive school in 1965, but by 1975 the figure had risen to eight out of ten.

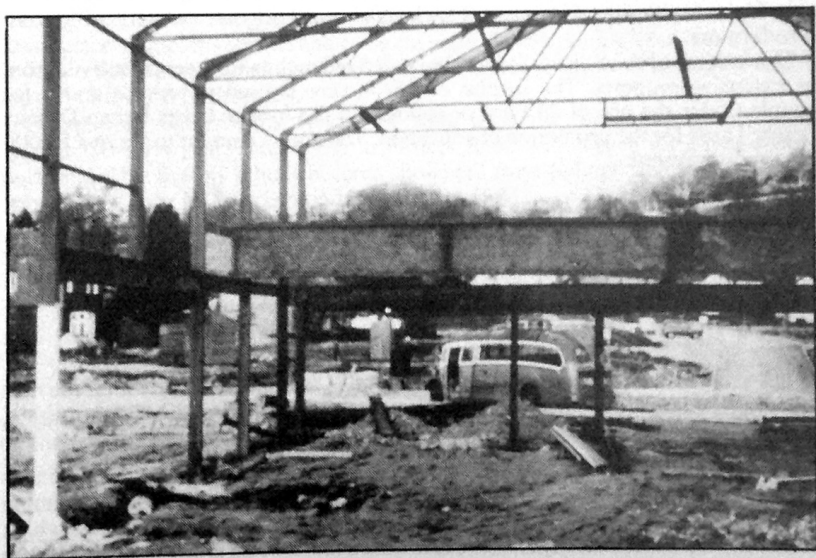
Our own area provides fascinating material for a study of the history of education. S. G. Lewis was appointed in 1944 to be Headmaster of Windermere Grammar School *and also headmaster designate* of a new, bigger, school to cater for the changes envisaged by the Butler Act. In 1945, when Dame Allan's School had returned from wartime evacuation to its Newcastle home, leaving five 'temporary' classrooms erected for it on the school cricket field, the Westmorland County Council, having no accommodation whatever to house pupils kept at school by the raising of the school-leaving age, directed boys aged 11 to Windermere G.S., so making it the *first comprehensive school in the country*.

Mr Thomas succeeded Mr Lewis in 1958, and was later appointed to be the first Head of the Lakes School, which in 1965 took all the pupils of Kelsick G.S., Windermere G.S. and the Old College. More than twenty years after the 1944 Education Act had legislated for the end of 'through' schools, it also took a few boys from Ambleside Senior School who had not passed the 11+ examination, and had chosen not to go to Windermere Grammar School.

D.L.B.H. & H.H.



Before building started, taken from the A591.



The Assembly Hall and Balcony taken from the Stage.

Kelsick Grammar School

The first record of John Kelsick appears in the Ambleside Parish Register when he was baptised in 1699. He was the son of a provision merchant, George Kelsick, who carried on his business in the building which was Glen's the grocer's in Church Street up until May 1989. Although John Kelsick died in 1723 at the early age of 24 and was buried in St. Anne's churchyard, his short life was to leave a lasting impression on the area. In his will he left the bulk of his considerable property to three trustees with the direction that they should build a free school and pay the schoolmaster's salary. The trustees were able to buy a site near St. Anne's Church and the free school was built in 1725.

Old Ambleside had been largely on the hillside above the River Stock but the development of the tourist trade caused it to spread rapidly below the river. The increased population made a new church necessary and the present St. Mary's was built. By this time the value of the property of the Foundation had increased considerably and the trustees were able to build a new free school near the new church, converting the old school building into cottages.

Continued population increase and prosperity at the beginning of this century enabled the Kelsick Grammar School to be built on the slopes of Wansfell at a cost of £400 and it was opened in 1908.

The school was co-educated and free to all those children who could pass the entrance examination. Despite the numbers dwindling to 38 in 1926 the governors vigorously resisted the attempts of the County Council to make it an all-girls school and it continued as a co-educated school until its eventual closure in 1965 to make way for the Lakes School. At the time of its closure it had just under 200 pupils who had been successful in the County 11+ examination, consisting of such boys and girls from Ambleside, Grasmere, Hawkshead and Langdale but girls only from Windermere.

The income of the Kelsick foundation is derived mainly from rents received from its extensive property. The surplus of this income is used to provide grants for people under the age of 25 born or resident in the former Lakes Urban District Council area for the promotion of education. The grants amount to about £15,000 per year at present.

P.A.D.

The Kelsick buildings now form part of Charlotte Mason College.

The Old College

The Old College Secondary Modern School, Windermere, opened in 1950 to educate girls whose talents were practical rather than academic.

It began with a number of advantages not provided for all schools set up as a result of the 1944 Education Act. It was able to make a new beginning educationally whilst inheriting, in beautiful surroundings, some buildings which had once housed The College, an independent boys' school, known locally by 1950 as The Old College. So the name and atmosphere were already there.

The school's greatest advantage was that all the teachers were chosen specifically to suit the needs of the pupils and were free to work out a new curriculum and syllabuses. Much research was done and many meetings were held. Very soon a Parent Teacher Association was formed (unusual then), enabling those most involved with the welfare of the girls to work together in their interests. The highest standard in everything was the aim; the development of skills through practical work the method. Specialist knowledge and experience of outsiders were accepted gratefully.

In 1965 the girls were able with confidence and pride to take their place alongside the other contributory schools in the Lakes Comprehensive School.

E.R.

The Old College buildings house the Phoenix Centre in Windermere.

Windermere Grammar School

Money for the establishment of a school was subscribed in the reign of James I by men from Applethwaite and Undermillbeck (Windermere was not the name of a community till the railway station was built). Seven local men who had gone to London sent money. A master was appointed and the first pupils were taught in 1614. A school was built at the foot of Brantfell and used from 1634 to 1838. The building is still there called Laurel Cottage. In 1836 John Bolton, an Ulverston man who had made a fortune in the slave trade, provided the money for a new building. He now lived in Liverpool and had an estate at Storrs. William Wordsworth laid the foundation stone; his speech had to be cut short (it was raining), but it was printed in full in the *Westmorland Gazette*. The building was ready in 1838 and the school moved to the top of Brantfell.

Population was growing apace; the state was now promoting an education system. So forty years later a site in Princes Road was chosen for a new school building. The Bolton school became 'Bowness Boys School' and the Grammar School took over its Princes Road buildings in 1885.

Before 1939 the number of boys had rarely exceeded 100. In 1940 Dame Allan's School, Newcastle, was evacuated to Windermere and boys and staff of the Tyneside school and Windermere Grammar School were quite simply integrated. Two wooden structures were erected in 1940 to provide five additional classrooms and they were still there when the Newcastle school returned home. John Trevelyan, the director of education for Westmorland, suggested that they made possible implementation in the Windermere area of that part of the Butler Act of 1944 which required secondary education for all, and from 1945 all local boys went to the school when they reached the age of eleven. Thus Windermere Grammar School was one of the first - and smallest - comprehensive schools in the country.

D.L.B.H.

The W.G.S. buildings were nearly all demolished. The Princes Road site is used by Windermere C of E Junior School and St. Mary's Infant and Nursery School.

From the First Headmaster of the Lakes School

In 1962 the Westmorland County Council decided by the Chairman's casting vote to proceed with reorganisation in the Lakes area, and I was appointed Headmaster Designate of the proposed new school, provided I 'did not seek other appointments in the intervening period'. I thus had nearly three years to mull over the kind of school which would arise from the old housing estate at Troutbeck Bridge.

Firstly the name. Would parents really want to sent their children to 'Calgarth Comprehensive'? I thought not, and was able to persuade the Authority to change it to 'The Lakes School'.

Secondly, how could one persuade parents - many unsure about comprehensive education - the staff and pupils, who were rightly devoted to their existing schools, that a merger was, on balance, advantageous? It had therefore to be a happy, caring and efficient school from the start.

Fortunately all three of the existing schools had outstanding teachers prepared to give their expertise to the new school, as did the many fine men and women who were later to join the staff. The school could never have been the same without them. Likewise, we were endowed with an excellent, ready made sixth form, some of whom, to my surprise, were tearful when the first school year ended.

We were lucky too in our site and facilities. We were purpose, if conservatively, built, and we looked after the place. To ensure that our playing fields were allowed to settle, we used the Windermere pitches for the first two terms. Our parents had, before the school opened, contributed to fund a learner pool, which sufficed until the Troutbeck Bridge Pool was built on our land.

The school started in September 1965, with 575 pupils on roll. 'There will be more than 700', I said. Eventually our numbers rose to nearly 1100. Fortunately, our extensions almost kept pace with our growth, although at times it was like working on a building site. The development which gave me most satisfaction, and was the envy of my colleagues, was the First Year Centre which has proved to be such a happy stepping-stone from a small rural primary to a largish comprehensive. Today, 'The Lakes' must surely rank as one of the best equipped schools in the country.

We opened in four phases. First the staff, then the sixth and fifth, followed by the fourth and third, and finally the second and first years - each section having the building to themselves before finally coming together to be moulded, hopefully in a homogeneous unit.

A month later, on 8 October 1965, the school was officially opened by the Minister of Education, Anthony Crossland, who, amongst many memorable things, said 'The mark of an uneducated person is a certainty about every subject'.

Despite this, I am certain that, twenty five years on, The Lakes School has more than justified itself. I shall always remember its pupils and staff with deep affection, and I echo the words of the Californian educationalist who, during my last term, with the sun shining and the children smiling, said 'This must have been an appointment to Paradise'.

G.G.T.

A Testing Match

The school and its playing fields occupy a site which had provided houses and school for the people who produced Sunderland flying boats during the second world war. The architect claimed mistakenly that ALL the hard material from the demolition of the temporary dwellings had been used in the foundation for the new approach to the school.



Bus loads of convicted prisoners had been brought daily from Bela to pick rubble still littering the fields. Sadly, not enough money was available to put the final layer of topsoil on the playing area, so that half bricks, missed by the contractors and prisoners, lay perilously close to the surface, making cricket, hockey and rugby football most hazardous. A common punishment for boys and girls in the early days was for them to be sent out to scavenge for further pieces of masonry which had come to the surface.

The pitches were not used for school games during the first year of the school, but in the summer term of 1967, when the School 1st XI played St. Michael's, Kirkby Lonsdale, we batted first on a pitch of very uneven bounce, the ball flying in all directions, and scored only 23 runs. A disconsolate home team grew increasingly jubilant as its bowlers took quick advantage from the 'spots' abundantly available for shooters and bouncers, dismissing the opposition for a mere 6 runs. Our captain, John Macadam, affectionately known as 'Tarry', took a wicket with each of his first two deliveries, and went on to take seven wickets without conceding a single run! John Hornby, one of the finest schoolboy cricketers I have seen, took the other three wickets for three runs.

Not all games of cricket take five days to complete.

H.H.

A Windermere Tradition

When Mr Griffiths joined the staff of Windermere Grammar School, he revived an old tradition by producing a Savoy opera, 'Trial by Jury', staged in what is now known as the Ladyholme Centre, in the Spring Term of 1949. This was followed by an unbroken annual run of school operas until W.G.S. closed in 1965.

The intention was then to wait a year at the Lakes School before putting on another opera, but minds changed, rehearsals of Smetana's 'Bartered Bride' started in the very first term. No fewer than 78 pupils and staff appeared on stage. With members of the school playing in the orchestra, working as stage crew, lighting crew, ushers and others, more than a quarter of the school was directly involved in a magnificently successful production.

What this corporate effort did to weld the contributory schools into a unit is obvious. Parents who had worked in the costume-making groups at Windermere G.S. now made friends with the Kelsick and Old College parents under the direction of Harold Auty, a most gifted artist and designer.



Not all went smoothly. Early in 1966 the Lakes School came almost to a halt, plagued by the influenza epidemic - Virus B. Between a third and a half of both pupils and teachers suffered, lessons continued with difficulty, other activities ceased, the school was stricken. With the gradual resumption of full school life, rehearsals began again in earnest, and moved to a grand finale which did more than any other single event to shape the new school as an entity.

Mr Griffiths reverted thereafter to his beloved Gilbert and Sullivan, ending in 1976 with 'The Mikado'. Touchingly, after his last performance, he called on to the stage gentlemen nudging middle age - a bank manager, a schoolmaster, a school governor amongst them, who with unbroken voices had sung for him the parts of Pitti Sing, Katisha, Mad Margaret, Phoebe, et al., in the early 1950's.

H.H

This article was based on notes provided by Mr. Griffiths. He saw the piece before it went to the printer, but, sadly, died before its publication.



The Lakes School production of 'The Gondoliers'.

Hot Air

A difficulty for comprehensive schools, formed as ours was from three contributory establishments, is that the curriculum may not initially be ideal for children coming together for the first time.

An enterprising, action packed project, the making and launching of hot air balloons, was initiated by Mrs Evans with her fourth form science class. Balloons of brightly coloured tissue paper were constructed over a frame of balsa wood. A foil dish, filled with meta fuel, was calculated to create enough hot air to make the balloons airborne, and when weather conditions were favourable for the launch, classes were called out to watch the experiment. Successful it was.

More than twenty years later, do these boys (parents now?) remember what they wrote for the school magazine?

ALAN POYNTER: The second one was good; it flew over the hills and got lost. It's not like a boomerang, it never comes back.

JOHN NEWTON: The balloon we made was the prototype. It was the first balloon to be set off. It went up and then came down over the other side of the school. The second balloon went for miles, that was the best one. A load of lads set off to catch it, but they did not find it. The third one was a smart one, it did not fly. The wind blew and the balloon went into flames.

H.H

Life at the Lakes

Learning social skills was an integral part of the Lakes School experience. Today, I am always able to accept defeat gracefully. I just remember the verbal mauling I got when I tried to explain to a Chemistry teacher that the reason why I had not written up an experiment was because I had to compose a poem about Autumn for my English lesson. He wasn't impressed. You can't blow up a classroom with a sonnet. As a result of the Lakes School, I behave perfectly in all bus/cinema/dole queues, although sometimes I have an insatiable desire to grab someone's shoulder and shout, "Oi! Kent are on sixth sitting today!" The school also taught me to make the most of my time - when I was a prefect every afternoon I managed to call in at the Post Office, nip over to Smokers' Wood, whizz round the library and take in the First Year Block - ALL during five minute break.

... I suppose that dealing with people is what school is all about. At the end of the day, I came through. I suffered set runs, cheese whips, 'O Level' Christian Responsibility, the end-of-term carol service, Chaucer, sex education, Concert Band, Leven House assemblies, the pre-fab classrooms. A big bad world exists beyond the foyer - I think the Lakes School prepared me well.

Ian Walker

*Ian is reading English at
Sheffield Polytechnic and intends to
become a teacher of English.*

School Uniform

One hot summer twenty five years ago I was persuaded to write on 'School Uniform' for the first volume of *The Lakes School* magazine . . .

Are the young always iconoclastic and revolutionary? Or were we particularly bolshie twenty five years ago? When 'to be young was very heaven'?

We loathed our school uniform, vowed never, ever, to wear navy again. We hated the tailored look of blazers and pleated skirts. And as for hats - well, who wore hats unless co-erced by threats of detention or the rod or worse!

Our passion did not last. Adamant for a day, a month, a term, but Vogue and Lady Di got us back into hats, and short hair, and tailored clothes. And Dallasty even brought the squared shoulders of those dreaded blazers back into favour. Who would have guessed twenty five years ago that our vows and prejudices were so insincere and insubstantial?

In some ways, I am amazed that school uniform is still worn. We thought we had broken the mould. Revolution was in the air. Non-conformity was the rage.

But despite the bluster, the young *like* conformity. Feel safer as part of the crowd. In their ways, denims and trainers and earrings are a uniform. A global uniform. Worn by the young anywhere and everywhere.

So perhaps school uniform is necessary to create a feeling of security and belonging.

During the last quarter of a century (dammit!) my career has involved the close study of the development of costume and the history of fashion.

Hemlines rise with the economy: as pessimism returns, hemlines drop. Hence the current yo-yo effect in both fashion and the money markets.

The waistline is also an indicator, (not only of impending middle age), for waistlines rise above the natural level or disappear altogether in permissive societies - or return to the natural place in the post-AIDS world.

Fashions seldom recur within a generation. Which makes the appearance of the mini-skirt in 1988-89 the exception which proves the rule. (And here I make an Aside to any parents reading this who were class-mates of mine: were our legs so awful?!)

I shall be intrigued to see what happens this year for - random thought - the spirit of (democratic) revolution is as rife in 1989 as it was in 1965, witness events in China, in Budapest, in Prague, in the various Soviet/Islamic satellite states.

Is it merely the hot weather?

Or will school uniform disappear forever in 1989?

It will be fascinating to look back in another twenty five years . . .

V.A.J. Slowe

(Vicky Slowe was head girl 1966/67,

and is now Director of the

Abbot Hall Art Gallery and Museum in Kendal).

Purple Paint and King Lear

The odd thing was, it didn't seem all that odd. I couldn't remember it very clearly - it was just rather comfortably familiar. That awful Sixties' purple fascia greeted me like an ageing hippy. There I was, about to be interviewed for a teaching job at the Lakes School which I had left in 1972.

Later, children I taught would ask, 'Miss, what's it like, teaching, after having been a pupil? . . . Has it changed? . . . Are any of the teachers still here who taught you?'

The last question has always been the easiest to answer. There were Bill 'Biff' Macfarlane, Mike 'Peardrop' Davies Shiel, Bill 'Golly' Gowland, 'Paddy' Dover, the women Games staff who had more or less tolerated my feeble excuses and perpetual lack of P.E. kit, Alf Henderson, Alec Redhead, Dave Yardley, 'Ma' Neild, 'Ma' Avery, 'Ma' Pownall and 'Ma' Rees. Many have now retired, but while they were here they represented for me living reminders of my less than committed and conscientious approach to school when I was a pupil. I remember Glenys Pownall commenting on the unlikely trio of past pupils who were teaching at the Lakes School in the mid 1970's. She found it difficult to believe that we would become teachers, never mind return to ply our trade at the scene of our crimes.

The inside cover of English text books can still rocket me back to my days in the Sixth Form. Amongst the names, I have come across my own, my sister's, my best friends', and those of the boys I fancied. A tidal wave of nostalgia can hit me just as I am about to lead a discussion on the contribution of the Fool to 'King Lear', and a silly grin appears on my face as I remember how Janice Airey used to nudge me if I started breathing too deeply in my sleep during English 'A level' lessons, my favourite lessons, when I either participated actively or dozed gently. I especially enjoyed Mrs Cranwell's lessons. She was the only form teacher who said something really positive about me.

Mrs Cranwell was responsible for giving me another odd moment or two when she came back to work part-time, and I was Head of Department. The circle was completed when I had to write her a reference for her next job.

Most of the 'old guard' have now left. As the text books fall to bits there are fewer reminders of my time here as a pupil. I have been a teacher here longer than I was a pupil. I have much preferred my second start. Having some sort of power over one's daily experience seems adequate compensation for the loss of my teenage years. I loved the friends I made, I shall always be grateful to Gill Cranwell, but I hated those grim, cold lunchtimes forcibly spent outside, the interminable assemblies with half-hearted prayers and droning hymns, the formally organized school dinners which permeated the school with odours of liver casserole and extremely fishy fish, the discos with the hall lights blazing and the staff constantly patrolling, the awful waiting at snowbound or rain-drenched bus stops, the navy blue uniform which made me feel anonymous and frumpy. Many of these things are better now, I think. Schools need to belong to staff *and* children - if they did there would be less of a clash between their perspectives. I should like to think that by the time the Lakes School celebrates another anniversary someone in my position would see more similarities in their experience as a pupil and a teacher.

Fiona Atkinson

What Does The Lakes School Mean to You?

Is it a magic moment in time?— Do you remember Mrs Evans and Mr Hiley walking arm-in-arm through the smiling, applauding school while Mr Hytch played the Wedding March; or the Concert Band opening the new railway station at Windermere by playing in the pouring rain?

Is it co-operating with others in unusual situations? — Do you remember providing water for the Gambia, or trees for the Island of Rhum, or working on India, Iceland or Venezuela? Do you remember the 1st-year camps or a visit to Israel, or one of innumerable expeditions in Activity Week; in the Isle of Man or the Ardeche, or bothying or gold-panning in Scotland?

Is it working with pupils and staff on out-of-school activities? — Do you remember Gilbert and Sullivan productions or 'The Marriage of Figaro' or 'Whoseas' or 'Switch the Witch' or the House plays? Or school sports: rugby, hockey, netball, cricket, rounders or basketball?

Is it taking part in one of the school clubs? — Do you remember going out with the Geology Club and coming back laden with haematite; or happy hours painting or potting with the Art Club at dinner time; or excavating Rydal Hall ice house with the History Society?

Is it getting to know a special person? — Do you remember Mr Yardley, who inspired so many with a love of art; or Miss Irlam, who was such a respected lady that when her chair disintegrated under her, she could descend gracefully to the floor of the platform and rise again, to a completely silent, whole school assembly?

Is it learning something in lessons? — Do you remember how to speak French, or cope with calculus or how to swim or type or make a chocolate cake? Or, perhaps, how to pass an exam?

Is it going out of school in lesson times? — Do you remember sweating away on a set run or exploring Troutbeck in History? Or going on the self-reliant journey you planned yourself in the 1st-year? Or going to help at the Holehird Cheshire Home or in the Toy Library which the 6th-form set up for handicapped children? Or canoeing in Outdoor Pursuits or building drystone walls in Conservation?

Or is it what so many people say when they are asked for their main memory of the Lakes School?

Do you remember such a HAPPY SCHOOL!.

V.J.C.R.

Both Sides of the Fence

I am unique. As an ex-pupil, ex-teacher, ex-governor, and prospective parent, I have seen the *Lakes School* from both sides of a lot of fences and am more than just 'pleased' to celebrate 25 years of the school.

My secondary education did not start at the Lakes, but at what is described as a 'Major British Public School'. My parents forfeited much to pay the fees, but the school was well resourced and could almost guarantee the product it turned out at the end. Doubtless this gave my parents great security and in a sense it gave its pupils security too through a tight, highly predictable, structure, which protected them from freedom, choice, the outside world and therefore the opportunity to learn. We finished fit and confident in our own limited little world, a world of carefully selected children and carefully selected opportunities leading to carefully selected jobs, the Forces and the City, products for a system.

But then I came to the *Lakes School*; teachers called me by my Christian name and I no longer had a number; I also made a major discovery - girls (but less of that). I also had freedom, freedom to enjoy the mountains, freedom to meet the staff socially as friends, freedom to be responsible for myself, freedom to choose. I also thought I had the freedom to smoke and drink, but rather than having it passed off as part of 'becoming a man' I experienced a degree of 'explanation' (!)

What the Lakes does not have of course is the resources - but it does have great staff, great parents and, most important of all, great children.

Schools are going through hard times; too often it is implied that teachers, parents and children are failing. At the *Lakes School* they are not. I believe that children are not like geese to be force fed a bland diet of corn to enlarge their livers for the benefit of the consumers of liver paté; the *Lakes School* does not believe it either. The staff are highly skilled and devoted, but too often overstretched and undervalued; they do care for the education of the Whole Child. Education is a cooperative venture between child, parent and teacher; the *Lakes School* knows this, and that children are individuals with their own potential. I go back to my opening sentence - I am unique - the *Lakes School* realised it and encouraged it, for which I am extremely thankful. The *Lakes School* is unique.

Richard Lemmey came from Wellington College into our sixth form. He returned later to join the staff and is now a lecturer at Charlotte Mason College, Ambleside.

Where Are They Now?

News of some of our former pupils, the girls with the names we knew them by at school, their married names in brackets.

Catherine ALLCOCK (1975-82), shortly to marry a teacher. After taking her degree at Reading, works for Rank-Hovis-McDougall.

James ALLCOCK (1976-83), Is to marry Sarah Brockbank and work as a vet in Herriot country, Bedale, N. Yorkshire.

Robert ALLCOCK (1978-85), has forsaken engineering with Metal Box to read medicine at Edinburgh.

Rachel ALLCOCK (1981-88), after a year off teaching English in Namibia, is to read medicine at St. Mary's College, London.

Julie ARMISTEAD (Halhead) (1972-79), P.A. to the Managing Director of Anglian Water Authority, lives in Buckinghamshire.

Clive ATKINSON (1965-71), married to Jennifer, three children, joined Cumbria Constabulary in 1971 and is stationed at Penrith H.Q.

Sheila BAILEY (1966-72), has worked in many countries, including Greece. In 1988 gained a B.A. Honours Degree at Bedford College of H.E.

Max BIDEN (1965-66), Associate of the Chartered Institute of Management Accountants, now in public practice

Michael BIDEN (1965-66), obtained B.Sc. in Physics at U.M.I.S.T., general manager for Mars Electronics.

Patricia BIDEN (Atkinson) (1968-75), Head Girl 1974/75, S.R.N., Senior Staff Nurse (Outpatients), Westmorland County Hospital.

Shirley BIRKETT (Wilson) (1965-68), now has three children at the Lakes School

Ronald BLACK (1965-68), married, with one child, is Senior Charge Nurse in Intensive and Coronary Care Unit, Southport

Bryan BORRADAILE (1965-70), group leader in advanced materials and processes, Norsk Hydro Karmoy, Professor at Trondhjem University, Norway

Steve CARNIE (1972-79), recently engaged to be married, has a sheep farm near Bath.

Darryl CLEMENT (1965-68), has worked at Tetley Walker Brewery in Kendal since leaving school.

Kathy CONTARIS, who taught in school 1983-85, teacher in charge at Amercombe Walk Child & Family Support Centre, Bristol.

Martin CORNFORTH (1972-79), married, with two daughters, teaches in Seaford, East Sussex.

Paul CORNFORTH (1973-78), self-employed gas engineer and shop-owner in Ambleside.

Anthony CORNFORTH (1975-82), self-employed gardener with his wife Helen (nee Jackson), is also a picture-framer in Ambleside.

Gregory CORNFORTH (1978-85), at the Rock+Run Sports Shop in Ambleside, but leaving to start a four year homeopathy course.

Lisa CORNFORTH (1981-86), having completed the Business Studies course in Kendal, has started work at Elizabeth Smith's, Accountants

Sharon DENNISON (1975-80), a Staff Nurse in Newcastle.

Philippa DOVER (1976-83), having taken her B.Sc., is now a Research Assistant at Aberdeen University Department of Physiology.

Charles ELLIOTT (1966-71), a mature student at York University reading Economics & Social History.

Nicholas ELLIOTT (1966-71), K Shoes Shop Manager, living in Radley.

Faith ELLIOTT (1966-73), having graduated at the Royal Northern College of Music, sings leading roles with Scottish Opera, English National Opera and Northern Ireland Opera Companies.

Hilary ELLIOTT (Weiland) (1969-75), Organ Scholar at Girton College, Cambridge. After teaching as Head of Music at two London Schools, lectures in Adelaide, Australia, and is chorus master for the University Choral Society there.

John ELLIOTT (1976-79), Residential Social Worker, Spastics Society at Colchester.

Sean EMERY (1975-81), after taking first and advanced degrees at Brunel University, a research professor at Oregon State University.

Jeffrey FAULKNER (1965), an electrician employing 10 persons. Married Janet Stobbart in 1974, two daughters.

Kathryn FIFE (1965-70), married Hans Pidan, two daughters, living in Germany.

David FRYER read Chemistry at Cambridge, took D.Phil. at Oxford, but now in his fourth year reading Medicine at Newcastle.

Katherine FRYER (Thompson), helping her husband, a Methodist Minister, in Guernsey.

Fred GARSIDE (1965), trained as a butcher at Swift's but now has his own shop in Ambleside. Married Christine Dawson, two children.

Candia GILLET, who taught here in 1985, is lecturer in charge of teaching English as a foreign language at Bristol Polytechnic.

Stephen GLENWRIGHT, studied architecture at Liverpool Polytechnic, works as an architect for T.A.C.P. Design, Liverpool.

Jennifer GOODHIND (Atkinson) (1968-73), married Clive, another old pupil, three children, now in Penrith.

Bridget GREENWOOD (Langford) (1967-73), living in Sedbergh, where her husband is a primary school teacher. Three daughters and one son.

Pippa GREENWOOD (Lewis) (1968-75), makes models for TV programmes. Lives in Chorlton-cum-Hardy, one adopted baby boy.

Simon GREENWOOD (1972-77), drives dumper trucks at Sandside Quarry. Living in Beetham, he has two small sons.

Ingrid HAYTON (Jopson) (1977-82), two children, works in her Dad's Office.

Deborah HICKS (Himlin) (1975-80), one child, has a B&B House.

Kathleen HICKS (Chrisofos) (1975-80), a Housewife with one child.

Pam HICKS (1973-78), works in the Post Office in Bowness.

Jayne HORNSBY (Hartnett) (1969-74), a Hairdresser, two children.

Martin JONES (1973-79), memorable in school drama productions, works on Lake Windermere boats.

Paula KIRKBY (1974-79), a Manageress in Windermere.

Jo-Anne KNUUTTON (Platt) (1970-77), Cumbria College of Art & Design, worked for Dunlop Slazenger, then Wakefield Council. Married to a Session Musician, has a baby boy.

Martin KNUUTTON (1972-79), Leeds College of Music. After joining a Rock Band for the summer in Holland, will return to cruising in the QEII and other ships.

Samantha LIM (1981-83), hopes to go into the W.R.A.F., having completed the two-year course at Kendal in hairdressing, manicure and make-up.

Fiona MARTIN (1976-83), graduated in French at Sussex, involved with Operation Raleigh, now en-route to work in Australia.

Gavin MARTIN (1978-85), after two years at Carlisle College of Art & Design, studying at Newcastle Polytechnic for Craftsmanship Design.

Kyla MARTIN, married a B.B.C. engineer, living in Ascension Island.

Helen MATTHEWS (1977-84), graduated in European Business Studies at Trent Polytechnic, worked in America, now off to Australia and the East.

Alison MAYS (Wilkins) (1977-84), a Nurse in Nottingham.

Helen McGRAW (1976-83), working in Thailand after qualifying as a staff nurse at Great Ormond Street.

Gavin A. McMANUS (1976-83), Marketing Executive for Rubicon Ltd., London.

Penelope C. McMANUS (1977-85), reading Medicine at Liverpool.

Anne MITCHELL (Dixon) (1965-68), working for the Abbeyfield Society in Keswick. One daughter.

Heather MOSSOP (1976-82), a field support electronics engineer for telex and fax equipment in Buckinghamshire.

Valerie MOSSOP (1974-81), a landscape architect, working in Kendal.

Sarah NETTLETON (1972-79), after taking degrees at Newcastle, and King's College, London, lectures at the University of Surrey.

Robert NETTLETON (1969-76), Health Visitor in Stockport. Married Jan SHEPHERD (1968-75), two sons.

Mike NICHOLSON (1974-81), graduated with degree in Illustration at St. Martin's Art School, London, works freelance in publishing and advertising. (Observer Magazine, Sunday Times, Penguin Books, O.U.P.)

Liz NISBET (Burtenshaw) (1965-69), Dental Nurse, three children, Croydon.

Penny OCOCK (Henderson) (1965-66), taught here for a year, lives in Windermere, but now teaches on Walney Island.

Rachel POTTER (McCormack) (1970-77), married, with two children, lives near Detroit, Michigan.

Elizabeth POTTER (Williams) (1973-80), Head Girl 1979/80, gained B.A. in Languages for Business, worked for four years in Heidelberg, lives near Washington D.C., working freelance.

Amanda REEKIE (Creighton) (1979-84), married, two sons, works in the family business in Grasmere.

Andrea REEKIE (1970-75), director in family business in Grasmere.

Alison REES (Maynard) (1970-77), Head Girl in her last year, B.A. Reading, lectured at Rouen University, two years in Zambia, now teaching in Sussex. Lives on a fruit farm in Sussex, two sons.

Bernard REES (1974-81), toured Australia after leaving school. Helped to set up Medway Cable TV, now at B.B.C. TV Centre.

Kate SANTAMERA (1976-81), an International Traveller, living in Australia.

Jill SLACK (Vaudin) (1972-78), after driving the Hawkshead Stage Coach, went to cook for the Governor of Guernsey; had 4 years as an Air Hostess. Lives in Guernsey, two children.

Philip SMITH (1965-66), with Cumbria Police, a Scenes of Crime Investigator.

Keith SMITH (1967-72), with Cumbria Constabulary C.I.D. at Kendal.

Susan STABLES (Jones) (1965-66), studied Home Economics in London. Back from Wales, has two children and is secretary of the Lakes School P.T.A.

Graham STABLES (1965-67), has a degree in Fine Art after studying at the Lancaster and Newport Colleges of Art; has a forestry business in Burneside.

Katie STEELE (1974-79), a Care Assistant in Windermere.

Alexander SYKES (1973-80), a forester for Lowther Estates, married to Helen, a trainee accountant.

Tobin SYKES (1974-81), with Clarks Shoe Company in Street, Somerset.

Rebecca SYKES (1977-81), an Occupational Therapist in a Treatment Unit for people with alcohol and drug problems in Leeds.

Barry SYKES (1978-85), a Computer Programmer for the Jaguar Car Company. Married, with a baby boy living in Kenilworth.

Claudia VAN LELYVELD (1981-84), studying Law at Leeds after a year in a Kibbutz in Israel. Plans to go on to International Law.

Nuomi VAN LELYVELD (1981-86), has worked as an Au-pair in U.S.A. Diploma at the London College of Fashion, hopes to work for B.B.C. TV or in the theatre.

Clare WHATLING, studying for a further degree at Nottingham after taking her first degree at Warwick University.

Carl WHATLING, studying for a Doctorate at Birmingham after his first degree in Microbiology/Genetics at Leeds.

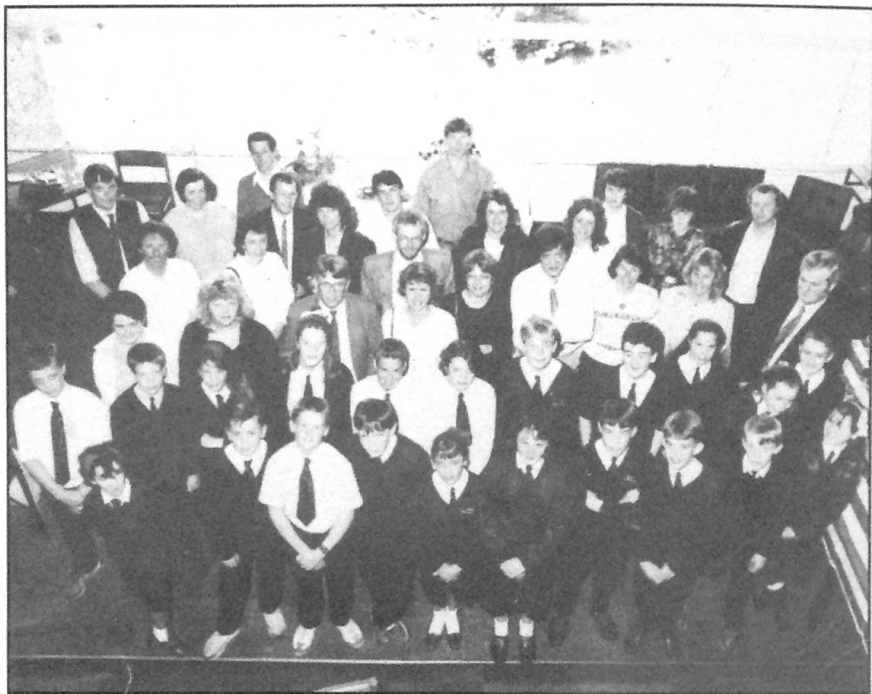
Louise WOOD (Jones) (1973-78), works in Accounts at the Volvo Garage in Kendal. Married Martin Jones, a former pupil.

Joanne WOOD (1981-88), studying Biology/Chemistry at Brighton Polytechnic.

Simon WOOD (1982-87), working in Agriculture.

Denis BLAND (1965-68), **Nick GLEDHILL (1975-81)**, **Ian BARNES (1979-83)**, **Joe HESMONDHALGH (1980-86)**, and **Neil BOWNESS (1981-88)**, all printers, helped to produce this booklet at BADGER PRESS, Bowness-on-Windermere.

It is hoped to form an Old Pupil's Association during Jubilee Year. Please send your name and address to Mrs Susan Jones, Howe Greets, Dove Nest, Windermere LA23 1LR. (Ambleside 33730).



A group of our children with their parents, who were themselves pupils at the Lakes School.
(reproduced by permission of The Westmorland Gazette).

This group of ex-Lakes girls has formed a successful Ladies Hockey Club. School leavers wishing to join may contact Jill Santamera on Windermere 6705.

Fiona ASPINWALL (Wood) (1974-79), a Nursery Assistant in Windermere.

Catherine BIRKETT (1975-82), a P.E. Teacher in Whitehaven.

Janet FAULKNER (1974-80), drives her Dad's coaches in Ambleside.

Susan FAULKNER (Conway) (1974-80), a Shop Assistant in Ambleside.

Kath HODGSON

Lynne LAIDLER (Wilson) (1974-80), works in the Windermere Tourist Office.

Alison LIPPETT (Hayes) (1974-79), a Company Director in Windermere, has two children.

Julie LIPPETT (Elleray) (1970-74),

— ditto —

Karen LIPPETT (Ryan) (1971-76),

— ditto —

Louise LIPPETT (Allcock) (1979-82), has her own Hairdressing Establishment.

Helen MASON (Telford) (1979-81), a Bank Clerk in Windermere.

Georgia PEAT (1976-83), a Primary Teacher in London.

Jane SANDHAM (1977-84), Articled Clerk to a Solicitor in London.

Kay SANDHAM (1977-84), an Art Teacher and Graphic Designer

Jill SANTAMERA (1974-79), owns a Cafe in Bowness.

Sandra VORSTIUS (Metcalf) (1974-79), Housewife, three children.