

## **CHAPTER E4**

### **Children and School**

*The children of the school may not have realized it at the time, but they were specially privileged because they were part of something bigger than only themselves yet something of which they formed the warm, living, important nucleus.”*

*Leila Berg, (p115)*

In this chapter we look at the attitudes of the Risinghill children to the Risinghill school, their experiences of it, its teachers and ethos, presenting alongside the results from our questionnaire which explored these issues.

#### **E4.1 School opening**

Here we look at the children’s attitude(s) and experience(s) of the school. Interestingly there seemed to be weak appreciation about the reasons for setting up the school and merging the four contributory schools. Of the 37 (53%) respondents from these four schools 14 had no idea of the reason (Question 34) or had forgotten. Two said yes, but volunteered no reason, and three must have misunderstood (answering “Northampton”). Eight did volunteer reasons, ranging from better buildings, an experiment, providing wider opportunities, and issues with falling numbers of school pupils.

#### **E4.2 Comparison with previous schools**

We were interested in how pupils perceived Risinghill in comparison to their previous schools (whether a junior or secondary school), and asked the questions (questions 40 to 46) “In your opinion how did Risinghill compare with your previous school in terms of the building itself, the facilities, the wider curriculum and the quality of teaching? Was it better, similar or worse?”, inviting general responses and specifically in relation to buildings, facilities, curriculum,

teaching, discipline, and “atmosphere”. There were only three abstentions from this question, and three just answered the overall comparison: a rather ambiguous “Nothing compared to a Cypriot school”, echoing a common theme “Felt it was rather large and confusing at first” and a blanket “All were great”. The results from looking at various aspects of the school showed interesting contrasts, as shown in the Table 1 below where the number of various replies were classed broadly into Better, Similar and Worse (than the previous school):

	<b>Building</b>	<b>Facilities</b>	<b>Curriculum</b>	<b>Teaching</b>	<b>Discipline</b>	<b>Atmosphere</b>
<b>Better</b>	50	54	40	34	25	37
<b>Similar:</b>	2	1	8	14	8	7
<b>Worse</b>	2	3	4	8	17	8

**Table 1 – Comparison of Risinghill with previous school**

Though for all of these they were clearly seen as being better, regarding discipline there was less unanimity. These questions also revealed graduations in responses – from “Brilliant” to “Far, far worse”. We expected them to rate the building highly as the vast majority had come from schools that were very old and/or were earmarked for demolition. Nor were we surprised to find that most of the pupils found the wider curriculum and the quality of teaching better. At their previous schools, the core subjects had often been taught by the same teacher in the same classroom whereas at Risinghill there were specialist teachers for practically every discipline. Regarding Buildings and Facilities a number of pupils noted their modernity and regarding Curriculum a few noted how much wider and varied it was. In respect of the teaching it was less regimented and more liberal, and in respect of Discipline comments included “Good with lots of reasoned arguments”, while others noted it was more relaxed or even lax. Lastly, regarding the general atmosphere of the school from a pupil perspective five described it variously as “overwhelming”, “scary”, “fun”, “dangerous”, “mad”, but on the other hand there were many comments like “friendlier”, “more liberal” and “perfect”.

A further question (question 55) asked what they didn’t like at Risinghill 41 (59%) responded to this, giving a range of points: by far the most frequently cited (20 mentions) was “yobbishness” and unruly behaviour, including three mentions of bullying. Discipline (or lack of it) was mentioned six times, and four noted “confusion”. Two noted poor teaching. Other comments could be elicited from any school: Dislike of mathematics (3), dislike of PE (1), dislike of a particular teacher (1), general dislike of school. Two comments referred indirectly to

the physical aspect of the school: “No place to go when raining“and “Having to carry everything around the school in long hikes to lessons in different blocks”.

### E4.3 The classes, teachers, and curriculum

The children in Risinghill were assigned to one of seven “Houses” (later reduced to six), and for administrative and pastoral purposes within each house were put into Tutor Groups of about 30 children of mixed sex and ages with a Tutor. We asked (question 47) if they could remember which House they belonged to and the name of their Tutor (question 48); 59 (84%) could remember their House and 35 (50%) recalled their Tutors, and these were distributed as shown below in Table 2:

House	Number of respondents	Tutors recalled (number if recalled more than once)
Blake	4	Miss Bride
Defoe	12	Miss M Coates (5), Miss Knowles, Mrs Rosenberg
Fox	6	Mr Lewis (3), Miss Myers
Johnson	14	Mr Butterfield (2), Janet Leamonth, Mark Wilson (3), Miss McKee (2), Mr Rowland, Mrs Martin, Mrs Swan.
Keats	10	Mrs M Clayton (3), Miss Hester
Milton	13	Ann Bowen (2), R Catchpole, Mr Hallowell, Mrs Kilroy, Mrs Mellor, Miss Stegall (2), Mr Willis
Payne	0	-

Table 2 – Memories of school houses and tutors

Twenty two tutors were recalled. One person could not remember their House, but did remember Mr Butterfield and Mark Wilson, and another who did not recall their house remembered Miss McKee, so both of these must have been in Johnson house.

A surprising 49 (70%) of the 70 respondents could remember the form they went into when they joined Risinghill (question 49). Most (35) thought they stayed in the same group as they moved through the school (question 50), seven thought they went down in grade, 14 that they went up (though some could not recall their actual form).

Some teachers leave a large impression on their students and we saw this reflected in answers to the question who they recalled, and by subject taught (questions 51 and 53). Fifty one (73%)

respondents were able to remember at least one teacher – a few could remember up to as many as 13. As many as 83 teachers were named – though this number is not certain because variations in remembered spellings may inflate this figure a little. We list these teachers in Addendum 1, and note in passing this may give some clue as to the number of teachers that passed through the school. While many were remembered just once, some were clearly very memorable, either positively or negatively: Miss (or Mrs) Rosenberg who taught English and French (17 mentions), Dr C Rawson (or Ralston/Rawson) who taught English (14), Mr R Nunn who taught mathematics (8). Of course they taught subjects taken by all students and would meet more pupils – but some of the specialist teachers who had fewer pupils were also well remembered: Mrs Mellor (Art, 7 mentions), Miss (or Mrs) Hill (French, 7), Mrs Anne Burton (Music, 7), Mr H E Woolhead (Metalwork and Woodwork, 9).

We present here a list of the subjects offered at the school and the number of recalls of teachers for each of these subjects, sorted on recall size (Others here would include remedial teachers, perhaps photography from the early days, etc.):

<b>Subject</b>	<b>Recalls</b>	<b>Subject</b>	<b>Recalls</b>
English	31	Woodwork	8
French	31	Typing and Shorthand	7
Art	26	Commerce/Civics	5
Mathematics	23	Other	5
Physical Education	16	Religious Education	4
Music	12	Technical Drawing	3
History	11	Needlework	3
Geography	11	Domestic Science	3
Metalwork	10	Accounts	2
Science	9	Biology	1

Art and music at Risinghill had some very gifted teachers, so it is not surprising that they are near the top of this list; the same can be said of English. Of course not everyone will remember names (as will everyone not be remembered); some comments indicating loss of names include:

*I can remember them but names escape me.*

*Miss Fenerty - A lady. She was brilliant. We had a good football teacher, can't remember his name, very funny man.*

Many of the teachers recalled fond memories. Mrs Corner was one of them:

*But what sticks in my mind was when my sister Joan and her class left 4HM she got them all to sing school days are over to the tune of the party's over and it brought a tear to the eye ...*

*School days are over its time to call it 4 years  
So finish your lessons and lines  
From this we resign today is the day  
It's time to wind up this time must end  
Pack up your school books the time is over its all over  
It's all over my friend*

*(MS)*

MS continues:

*I also remember with fondness Mrs Gilbert my housecraft teacher and form tutor and Miss Hendricks the gym teacher. I also loved the trampolines and can still boast to this day I'm quite good on that even though I am now 56 ... well I could go on and on but I won't be boring as that is what I thought I was through my teenage years, but then they sent me to Starcross and I hated it. I could not wait to leave. (MS)*

There were quite a few pupils like MS who, after Risinghill closed, were sent to other schools and did not settle, but more about this later.

Amongst the many happy memories was one that we could relate to – of bringing records in to school on the last day of term and being allowed (by some teachers) to play them in the class room:

*Another story that features Ray B was the day he was persuaded by a teacher to give a demonstration of a new dance craze. I am not entirely sure but I think it was the 'Hitch-hiker'. The class was near to end of term and the teacher concerned – Ms. Duvall again, had thought it a nice idea to have a*

*small party – we could bring in a few records and the class room was cleared slightly for dancing room. I can't say how the subject arose but suddenly there was Ray and Ms. Duvall out there on the floor as he was showing her how to do this dance – it ended up as a full demonstration as Ray 'strut his stuff' to 'Glad all Over', the Dave Clark Five number one, in front of the whole class – with Ms. Duvall picking up the idea and joining in – what a sight this was." (DY)*

Although we cannot remember any of our teachers getting down to boogey with us on such occasions, we do recall some of them giving us Traditional Jazz (or 'Trad Jazz' as it was called then) dance lessons in the gym at break times. The new Motown, Soul and Pop were dominating the charts then, but Traditional Jazz was still very popular at this time, and at Risinghill the children were dancing to Acker Bilk and Kenny Ball and loving every minute of it.

DY also talks about outings to the cinema and other interesting trips that were organized by his teachers:

*One day upon entering class I was to learn that the teacher had obtained tickets to go and see a film in the West End for the whole class – it was the English teacher Ms. Duvall. The film was 'West Side Story' and it was for an afternoon performance." ...*

*... another time our small group were part of a larger group that had some free tickets that one of the teachers had obtained, to go to the BBC TV center to see a pop show called 'Gadzooks!'. On the bill were the 'Who' and 'Donovan'. (DY)*

Our school trips were not quite so exciting. Isabel remembers going to the Old Vic Theatre to see 'Othello' but because she and her class-mates did not understand Shakespeare did not appreciate the play fully. Nevertheless everyone enjoyed the experience. We did find at the IOE a list of school visits for the summer and autumn terms of 1961 which, in addition to the Old Vic, included the Tower of London, the Planetarium, London Zoo, the Science Museum and many other places of interest. The 'Gadzooks' and 'West Side Story' outings look like they

might have been organized independently, proving that there were some very committed teachers at Rishingill.

#### **E4.4 Michael Duane**

Significantly, for Duane was the core of the school and its story, 65 (93%) of our respondents (question 64) recalled him, only one qualifying by “vaguely”, but two by “very well”. (There were three “No”s, one “no response” and one “can’t remember”.) Remarkably nearly all respondents had some further comment (question 65) to make (50 responses, 71%); it is worth listing them all here; note one comment was repeated:

- *A Kind and understanding man who was used as a scapegoat*
- *A Kind sensitive decent human being*
- *A lot of contact - a good man*
- *Amiable, friendly very supportive*
- *Approachable*
- *Brilliant*
- *Brilliant headmaster*
- *Easy going (two times)*
- *Fabulous man like a Dad*
- *First class chap*
- *Gentleman*
- *Good with the rough boys*
- *Got on well with him*
- *Great*
- *Great. - Firm but fair approachable. Good Listener*
- *He was a gentleman of the old school, though I disagreed with his views on discipline and conduct - at that time. Right man - wrong school*
- *He was a gentleman who gave us all the time he could. He was great for our area.*
- *He was a nice guy*
- *He was always calm. When I asked he made Mr Nunn rub out some of*
- *I liked what I knew of him*
- *[knew him] just in passing, but very nice man Kind. Friendly. Fair.*
- *Lots of fond memories*
- *Much admired and respected gentleman*
- *My recollections of him was a kind soft spoken man*
- *Nice and easy to talk to*
- *Nice; could not believe that you could have a teacher like him*
- *Nice man*
- *No [personal] contact. Always showed real interest in pupils*
- *Not Strict enough. I can remember giving a boy the bus fare to see his probation officer/social worker*
- *Ok*
- *Reasonable man*
- *Soft touch/ Nice man*
- *Striking blue twinkling eyes. Always smiling and always said Hello. Treated everyone kindly. Early days thought he was a bit soft*
- *Terrific Man*
- *Too honest for his own good*
- *Very genuine & kind Person*
- *Very good head teacher*

- his comments in the yearly report home. Namely the word bastard in his summing up of me as 'a nasty little bastard'*
- *He was excellent Head. Very approachable and had a lot of time for his pupils. An Extremely nice, polite and positive man who would try to guide you in the right direction.*
  - *He was very good when I was sent to him over a classroom strike*
  - *I have a great respect for him to this day and have gone on to work in the education industry because of him*
  - *I liked him, I thought he cared deeply about underprivileged children. However he left the others to take care of themselves.*
- *Very kind person*
  - *Very kind man, pupils liked him and respected him*
  - *Very nice*
  - *Very nice person*
  - *Very sincere person, open & honest*
  - *[Knew him] very well - my mother was Chairman of the PTA when the school closed and he (MD) would often visit our flat (which was local). I thought he was a nice man- a great headmaster and amazing educationalist am only sorry that I never managed to tell him so in adult life*
  - *Was impressed by him.*

These, and their near unanimity, speak for themselves.

One pupil qualified her response beginning “Not strict enough” with a story that exemplifies Duane’s approach with some of the older, disaffected pupils:

*I can remember the first time I ever met Mr Duane, I had gone to the ‘Office’ on a message of some sort for the teacher and was waiting outside his office with an older lad, probably 15 or 16. Mr Duane came out of the typists’ office and asked the lad what he was doing outside his office again when he had promised him he would not misbehave. The boy said he hadn’t ‘f...ing’ been sent there in trouble, but that he had to go and see his Probation Officer and didn’t have the bus fare! Mr Duane gave him some money out of his pocket and told him not to spend it on fags! For some reason I have never forgotten that event. I couldn’t believe that someone would have the brass neck to say that to a teacher, never mind a Headmaster. (LR)*

At 15 or 16 this was probably one of the 4th Year pupils that joined in May 1960 and was there for just the one term, kicking his heels like so many others who would have preferred to be at work than at school. Another head would probably have given the boy a flea in his ear, if not a caning, and sent him on his way. Whether this would have improved his manners or his behaviour is open to question. We, personally, do not think so.

The most interesting anecdote came from a female pupil who, in describing Duane's qualities, recalled an incident that had a profound effect on her:

*Found Mr Duane so kind and easy to talk to, which was not easy for me as I was usually in awe of most teachers in my early years. I did have to go to his office after a fight with a boy in my class, his name was RS, he was black and he pushed me on the stairs so I hit him and called him a black bastard. He told Mr Duane and I lied and said R called me a white bastard. Mr Duane sat us down together and got us to talk to each other, R then apologized to me for pushing me and made me feel terrible for lying, but I wouldn't admit it. But I have never been racist again, and always loved having many nationalities as friends. (JS)*

We end this section with a quote that was remarkably close to what Michael Foreman (one of Duane's former students at Alderman Woodrow) told us about his old headmaster:

*Mr Duane let you believe you could do anything in life. (SN)*

#### **E4.5 Co-education**

We did ask the pupils about this. Unfortunately we did not get a conclusive answer. Many of the pupils (both male and female) avoided the question, possibly because they did not know if their parents had had strong views either way. They themselves appear to have been non-committal.

We asked what the pupils felt about being in a mixed (co-educational or co-ed) school and what their parents attitudes were too (questions 52 and 53). Thirty two (47%) responded to the former, but only 19 (27%) to the latter. We classified the answers given in terms of being positive towards co-education, neutral and negative (against); we also included categories for no

opinion offered and that Risinghill represented no change. The following Table 3 summarises the results:

	No Change	No opinion	Positive	Neutral	Negative
Pupils' attitude	3	3	11	9	6
Parent's attitude	0	6	7	5	1

**Table 3 - Attitudes to moving to Risinghill as a co-educational school**

From this we can conclude that there were no great feelings opposed to co-education, and particularly among parents. Some typical comments were:

Among pupils on the positive side: "I enjoyed it" (a male pupil), "Brilliant" (a female), "Good" (female pupils); expressing neutrality: "Fine by me" (male), "Can't remember" (female); and on the negative side: "A bit worried" (female – apparently her parents were not concerned), "Disastrous, my view" (male).

For parents on the positive side: "Society is mixed so why shouldn't school be mixed" (reported view of parents of a female pupil), "Good" (for four parents of female pupils); expressing neutrality: "They didn't worry" (male); and the one negative comment "My father considered girls a distraction" (for parent of male pupil).

#### **E4.6 The Conduct of the Pupils**

According to some reports of the time, Risinghill was a 'Blackboard Jungle' with pupils that were out of control. This was not how we saw the school, but did the pupils agree? Insofar as the behaviour and the general atmosphere in the school was concerned, it was found to be better but only marginally, confirming what we had suspected - that in this respect Risinghill was no better or worse than any of the other neighbouring secondary schools.

We asked about truancy ("bunking off") in question 54. Of the 67 answers to this question, 30 respondents said never, 28 said sometimes, five said often. Four gave more detailed answers: "Never- only because I got free school dinners", "All the time", "As often as possible", "in the 1st and 4th years". These figures are illustrated in Figure 1 .

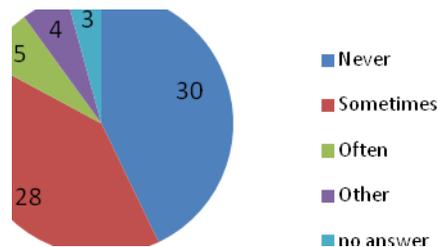


Figure 1 – Reported “Bunking off”

Asked about the overall behaviour of children in the school and during lessons (question 57) 46 (67%) said well behaved (one saying very well behaved), and 16 (23%) said badly behaved, 4 going further and saying totally out of control. Three noted it depended on the teacher; there were four non-responses. This picture confirms that overall the pupils were not out of control and our conviction that behaviour was no worse than schools in similar circumstances.

For some of the pupils, however, the indiscipline in the school was an issue with the odd pupil holding Duane personally responsible for this:

*I need to point out that generally speaking I had a great time at Risinghill. The problem was the total lack of discipline. I was there for the full five years from age 11 to 16. Therefore I had no experience of any other senior school. When I was informed by Mr Duane that I would not be caned no matter what I did I, as an 11 year old boy, thought I had died and gone to heaven. My mates and I along with everybody else ran riot...*

*I am ashamed of the stupid things I did at school and the education I wasted. I know I only have myself to blame but I feel things would have been different if there had been caning and much tougher discipline. I lay the blame for this firmly at Mr Duane’s door. Don’t get me wrong I thoroughly liked Mr Duane. (AL)*

And from another pupil, who also liked Duane, but disagreed with his methods:

*Yes, he was a gentleman of the “Old School” though I disagreed with his views on discipline and conduct – at that time. Right man – wrong school.(IW)*

Isabel and Lynn could remember holding similar views about Duane when they first joined Risinghill. This was when the rumours about the gang fights were spreading like wildfire through the school, and when Duane, reportedly, was giving the trouble-makers cups of tea in his office. At break times, this was a hot topic of conversation amongst the girls who, when they misbehaved, were sent to the deputy head’s office where there were no cosy chats or cups of tea to be had as she, Miss A, was a strict disciplinarian. But for all their grumbling about the boys getting away with murder, the girls hated, with a passion, the teachers who used CP so their criticisms of Duane were always somewhat muted.

Bob J, one of our fellow pupils, highlights the predicament that many found themselves in when talking about this issue:

*Duane was right about corporal punishment, but bad behavior is a common element of school life today and nobody seems to have the answer to controlling the natural exuberance of children, without imposing some authoritarian controls. (BJ, 2004)*

Although we agree with J that bad behaviour is common in most schools, we are not convinced that authoritarian controls are the answer. They did not, for example, have any effect on Michael D, who, you might recall, was a child that hated everything about school. Duane brought him back into education without the use of CP and without imposing any draconian sanctions. More important, Michael D came to love school and never truanted again, at least not until the LCC announced its decision to close the school when, like many other pupils, he dropped out completely, not even bothering to turn up for his exams.

The reduction of Risinghill’s probationers (from 98 to just nine within four years of the school opening) is another fine example Duane’s non-authoritarian methods working. (Duane, W. M, 1964c) This was achieved without any support from the LCC who, arguably, was more interested in derailing the school than it was helping it. Duane listened to children and acted,

instinctively, on what they had to say; Michael D being a prime example of this. Listening to children has been talked about a lot in recent years, but whether or not it is happening in schools today is difficult to say.

We received so many stories about this issue that it has been difficult to know which ones to choose. Many pupils found the lack of discipline in the school to be a problem, but what is interesting is that those who complained about this often qualified their answers along the following lines:

*Risinghill was no different to most other secondary schools in the area, Tudor Rose, Shoreditch, Hugh Myd[dleton] were all very rough schools. (CN)*

Those who found the behaviour of their peers in lessons to be more disruptive than in their previous schools tended to find the general atmosphere intimidating also. We have given some illustrations of this in the relevant chapters, but here are some more examples:

*I was bullied by RB and her gang. It came to a head in the gym. We started to fight, all her friends joined in, pulling my hair and hitting me. I just kept my concentration on hitting her and ignored the rest. I was getting hurt but so was she. I was left alone after that ...*

*On reflection we did not have many lessons that were not interrupted by fire alarms or disruptive pupils ...*

*Memories of Risinghill, as you can gather, are not good. As I said on the telephone I saw a fight with FC and his gang who beat a boy unconscious and got excluded because of it. I had experienced violence at home and was very scared to see it out in the open. (JS)''*

The boy that JS mentions (FC) was, indeed, the leader of a gang that, in the early days, was involved with a lot of the fighting. But as far as we know he left school in the summer of 1960 to start work (or soon afterwards) and was not expelled. Michael Duane did not believe in expulsion and we know, from the PTA's appeal to the Secretary of State, that no child was ever excluded from Risinghill. In a letter to The Sunday Telegraph, Duane talks about the gang fights

at or near Risinghill where he refers to a boy called 'Bert' whom we think might have been FC, if not one his gang:

*Gradually the activities of the gang became less destructive if no less boisterous. More and more they were prepared to come to my room to discuss their grievances, real or fancied, against prefects and staff. Within a year of leaving school Bert paid £27 to enable his younger sister to join a school journey to Italy. He paid it out of a weekly wage of £6 from which he gave his mother £2. (Anon, 1965f)*

Ian H, whom we mentioned earlier, was very unhappy to start with. But after getting beaten up quite badly, who wouldn't be? He describes his first term at Risinghill as follows:

*The first term was just a nightmare, I could not come to terms with my new situation. My friends from N T [Northampton] were just the same. The lack of order and discipline was the worst aspect of all and I completely disconnected from school life. I asked my parents if I could change schools, but their view was that another move would be very bad for me! Fools. The new curriculum with its lack of sports afternoons and less technology left me disinterested. We asked our P.E. teacher, EC, one of the few good teachers I came across at RH, about the lack of sports and he got MD to come and talk to us. He told us that unfortunately we were going to miss out not only sports but that as part of the initial intake we would miss out on other things as well. Totally honest but as an exercise in demotivation it was superb. This seemed to confirm suspicions that N T had been included in RH to facilitate its closure. Certainly there has been a move away from specialist schools ever since. (IH)*

Isabel's two younger brothers, Neil and Philip, both attended Risinghill. Neil did not like it very much but he had always had problems with school so this was not surprising. As a child he had stammered badly and was painfully shy, making him an easy target for the bullies at all of his previous schools, including Risinghill. He truanted often but Isabel's parents were unaware of

this as he was never caught. Despite catching a glimpse of Risinghill's darker side, and on his first day at that, Philip was more philosophical:

*I don't remember having really good or bad memories of the school, but I do remember my first day. I was in Johnson House when a lad approached me called Billy. He was a year older than me but much shorter and had been at my primary school, Copenhagen. He said something to me, which I don't remember but it couldn't have been nice because I hit him. During the morning break another lad who was a friend of Billy's put a knife to my throat and said I was to stay away from Billy or he would cut my throat. (PW)*

He, too, spoke about the indiscipline in some of his classes:

*Another episode I remember was when we had a music lesson. A very nice young female teacher who I'm pretty sure was called Miss Moody was taking our lesson. It didn't last very long, everyone it seemed was being very noisy and boisterous. She was unable to control the class and ran out of the class room. I don't remember ever seeing her again so she must have been pretty upset. (PW)*

Philip joined Risinghill in 1963. This was the year in which the school lost of eight of its most experienced teachers (one to retirement, three to deputy headships of other schools and four to headships of large departments outside of Risinghill) which had a devastating effect, not just on the staff but also the pupils. (Duane, W. M., 1964a). Nineteen-sixty-three was, as you will have seen, the beginning of the end for Risinghill. The Houghton Report of 1958 had predicted that the staff numbers would fall in line with the number of pupils, and this was the start of it. Unfortunately the school had never had a full complement of staff so these reductions compounded what was already a serious problem.

In chapter X you will have seen that supply teachers were used to fill the gaps, many of whom were young and inexperienced. The end result was the chaos that Philip describes. We are not condoning the behaviour of the pupils, merely pointing out that the LCC also needs to be taken to task for the part that it played in this debacle.

But for every bad memory there were at least two or three good ones with some teachers featuring more prominently than others – as you will see below.

A surprisingly high percentage (11%, 8 responses) of respondents confessed that they had been in trouble with the police during their stay at Risinghill (question 56). No details were given but one noted that they were in trouble after the closure and had been visited in remand by ex-teachers at Risinghill. There were two non-responses to the question, but one of these commented “Never got caught!”

Beat police officers were more common in the 1960s and most children were certainly more wary about their parents being told about what they were doing when not at home. One boy said he was involved in crime after he left school. In addition, other boys who contacted us said this too, one referred to petty crimes and the other, Denis M, said he never made it to Risinghill from Gifford because he was sent to an approved school instead.

Denis came from a good family and was not a delinquent child. In poverty stricken areas like the ‘Cally’ (Caledonian Road, in which Gifford School was situated) boys, in particular, were always getting into trouble with the police. By 11 or 12, they had moved on from playing games with the younger children in the street and they were now turning their attention to activities of a more challenging kind, usually involving a scam of some description or another. As you will have seen, there was a genuine work ethic in those days and boys were very resourceful when it came to finding ways of supplementing their pocket money. They chopped and sold wood for kindling, helped delivery men (who they invariably fiddled), sold conkers and came up with other ingenious ideas for raising funds. Stripping lead and copper from the roofs of buildings that were not always bomb damaged was another ruse, but in doing this they crossed the line into petty crime. The scrap merchants, though, took the material with no questions asked and as such it became to be seen as a legitimate pastime.

Taking and driving away was another common offence, though not too many 12-year-olds were caught driving a double-decker bus in broad daylight. In this respect Denis M was in a class of his own. Oddly, he did not set out to steal the bus or take it for a joy ride. What he was more interested in stealing was the bags of small change stored in a locker at the back end of the bus. Denis had a key that opened the locker and had been taking the odd bag of pennies or sixpences

while the buses were parked up in Kings Cross. As soon as the driver and conductor went off for their break - to a café that was just across the road - Dennis would hop on to the empty bus, take a bag of change from the locker, and then hop off. Because he never took more than one bag of change at a time, it took the bus company some time to work out what was going on and change the lock. This was when Denis panicked:

*So I thought right, I'll drive the bus up the Cally, find somewhere safe to park it up and then worry about the lock when I got there. I don't know what I was thinking; I didn't even have anything with me to jemmy the lock open. Also where was I going to park up the Cally? I could hardly take a number 14 up one of the side streets! But I was twelve years old and wasn't thinking straight. Well, if you'd have seen this copper's face, pure disbelief, and all these people shouting and waving at me. I don't know if it was because they wanted to get on the bus, or whether it was the sight of a twelve year old driving this number 14 up the Cally. I didn't get very far. So that was why I didn't join you at Risinghill. I was charged with driving and taking away and given three years at approved school.*

Denis had learned to drive in the goods yards that were scattered around Kings Cross Station. He and his friends would climb over the gates and get into the heavy goods vehicles which had been parked up for the night. As with the buses, these Lorries had a 'start' switch so were easy to start up and take for a ride. When examining what the Risinghill pupils did on leaving school later in this section (Part E), we will tell you what Denis did with his life. Suffice to say that it had something to do with transport.

#### **E4.7 Bullying**

We asked specifically about bullying (question 60), and found that just under a third of the 65 respondents (93%) to this question experienced some bullying at Risinghill. Most of this appeared to be by fellow pupils, but of the twelve people who specified the type of bullying, three mentioned bullying by teachers. One was to a girl who said "Had trouble with one Science Teachers: she smacked the back of my legs and my parents took it up with Mr Duane - anyway she apologized begrudgingly and left at the end of that term"; the second to a boy: "One teacher

(art). Most of my fights were helping others”; and another unspecified (and all teachers were unnamed). According to the informant the third was coped with by a classroom strike. Eighteen respondents offered comments on how they dealt with bullying – from ignoring it, “walking in a crowd”, absconding (e.g. “I bunked off for months”) and fighting back (e.g. “I learnt Judo and Karate to defend myself”). One respondent who was bullied (unspecified type) confessed “I suppose I was a bully but many of the teachers were physically abusive to me”.

These statistics do not suggest that Risinghill had a major problem with bullying, confirming what we had suspected – that in this respect Risinghill was no better or worse than any other secondary school. One pupil, interestingly, admitted to being a bully but qualified this by saying that many of the teachers had bullied him! We can believe this as we know, from experience, that there were teachers who, despite the ban on CP, still smacked, pinched and pushed the children around, presumably because they believed this was not CP in any sense. We did hear from one pupil who, after receiving a smacking on the back of the legs, complained to her parents and they in turn made an official complaint to Duane. The teacher was forced to apologize, which she did, but begrudgingly. She left the school soon afterwards, one assumes because she felt she had been treated unfairly.

The most harrowing tale of abuse by the staff, however, came from Yvonne F (YF) who still bears the emotional scars:

*In the third year, I must have been fourteen, and I was in a French lesson. This particular teacher did not like me and destroyed any enthusiasm I may have had for learning French. I took things out of my bag and put them on the desk while I tried to find my pen. One of the items was a teenage magazine called ‘The Boyfriend’. This screaming banshee came and tore the magazine up, accusing me of reading it in her lesson. Even now, the injustice of the situation makes me angry – I was looking for my pen! She would not listen to any explanation that I offered. Not that bad you might think, but then, as now, I cannot abide unfairness. I decided, along with a few others in the class, to stage a sit-in at the end of the lesson. This meant that we would not move and the next class could not come in. It didn’t last long as this*

*particular teacher ran to fetch Miss R, who soon shifted us. I was not frightened of Miss R, for some reason I had the greatest respect for her. Still not too bad you may think. Now this vindictive French teacher took me to the deputy head, a woman who also had trouble listening. The teacher told her version of the story and then turned and shouted into my face, 'you are a prostitute'. Getting better? This very quickly led to my being questioned and examined by a doctor to see if I was pregnant. I remember sitting on a couch wearing only my 'navy knickers' and then being asked to remove them. I lay on the couch to be examined; 'When was your last period?' 'Are you sure you haven't missed a period?' 'When did you last have sexual intercourse?' I truthfully swore to them that I was a virgin, and they in turn said they did not believe me. Where was my mother in all of this? I don't remember if I told her, but knowing my total embarrassment, I doubt I did. I don't think I actually told anybody.*

*I played a lot of truant following that; this compounded their suspicion about my behavior; they were so wrong about me and I still feel hurt when I think back. I gained my education and qualifications after Risinghill, in fact I would say, in spite of Risinghill, and have done very well in the choices I have made. There are many different ways to abuse a child. I was abused. Forty plus years later, this and other incidents are very clear in my mind, some are not so clear and some are too painful or provoke too much resentment within me to want to recollect them. I don't mean any of my memories or feelings towards Risinghill to reflect on Mr Duane, as I said he was ahead of his time. I didn't have much to do with him but on reflection, maybe I should have tried to speak with him. (YF)*

A couple of weeks later, Yvonne sent us another email:

*It would be interesting for me, if contact was made with Miss R, if she remembered me and what she thought about me. This may give me an insight as to why I was bullied and disliked by so many – not just at Risinghill but at*

*primary school. Maybe I had an attitude that I didn't realize or maybe I had a 'victim persona'. My MA is in Medical Law and Ethics. The law in regard of children changed dramatically with Gillick v West Norfolk and Wisbech AHA and the DHSS (1985), (which is relevant as you may recall it was regarding parental consent), this also impacted on The Children Act. As all this is post-1980, one must refer back to 'consent' and the 'best interests of the child'. The 'competent minor' was a Gillick principle. I don't remember being asked for my consent, I certainly never gave written consent. Whether my mother knew or consented, I can't say; I never told her and so it was never spoken about. I doubt very much that she knew. I imagine, as now, if a doctor can justify his actions in court, if he can prove he was acting in beneficence (my best interests), then the action is justified. It may, at that time, have been justifiable to examine a 13/14 year old female if it was thought she needed some form of protection from neglect or promiscuity and to safeguard the sexual health of the males she may contaminate. I was not physically neglected, nor promiscuous, nor a threat – I don't think I'd even got as far as kissing; I was too self-conscious, it just wasn't me. (YF)*

Exploring the relationship between Duane, his deputy and the LCC was an important part of our research, not just because we wanted to establish the part played by her in the demise of the school but because this did have a direct bearing on what happened to Yvonne. When we received her email, one of the first questions we asked was: How could this have happened without Duane knowing anything about it? We also found it very difficult to believe that deputy heads (or even heads) had the authority to sanction an examination of this type which, in turn, raised several other questions about the LCC, questions that Yvonne herself asked. Unfortunately we have not been able to throw any light on this for her. Most of the LCC files on Risinghill have been lost or destroyed - not that we expected to find or have access to records of this type, even they were available. We do not know if the routine examination of young females for sexual activity was common-place in the 1960s as we have not been able to find out anything about this either. The idea fills us with horror; however, the establishment had some very strange ideas about sex and morality in those days so anything was possible.

It is sad that, even after all this time, Yvonne believes that she might have had a “victim persona” when she could not, in any way, have been responsible for what was, in effect, an abuse of power by people who ought to have known better. We hope that, in allowing us to tell her story, this will help in some small way. And who knows, she might, in the fullness of time, get some of the answers that she has been looking for. An apology would be good, but we are not holding our breath.

The story raises the question of the deputy headmistress Miss A and her relationship with Duane. Miss A was not one for discussing matters of policy with Duane, preferring to run what she believed to be her part of the school in her own way, and we doubt that Duane knew anything about this. In fact we are almost certain that he did not. As Yvonne points out, she had very little to do with him and this was true for most of the girls. You will have seen that, when the girls misbehaved, they were sent to Miss A, not Duane, so they had very little contact with him. We assume this is because the rules governing the use of CP prohibited male teachers from caning or using the slipper on young females. In a school where the head and the deputy head shared the same educational values this arrangement undoubtedly worked very well; however this was not the case at Risinghill. Here the head and deputy head were working against each other, and this was not good for the children or for the school. In Yvonne’s case, it proved to be an absolute disaster.

We know - from Margaret Duane and from other sources - that Duane’s working relationship with his deputy was very difficult. Margaret Duane, when we interviewed her, was reluctant to talk about this as she did not want to speak ill of anyone. However, we learned enough to establish that Duane’s relationship with his deputy did not work at any level, largely because he could not rely on her for anything. In one of his letters to the LCC this comes across quite strongly:

*Miss A was appointed as Deputy without an interview and without any opportunity of our meeting or getting to know each other. Briefly she has not the intellectual calibre, the experience or the temperament to function in a school of this kind, and certainly not so as to carry out the policy that I am pursuing. Over the four years I have been compelled to restrict the work she*

*does to those areas which, administratively, have the least impact on the school, because of the mistakes made by her in the past ...*

*Above all Miss A has not the temperament for a school like this. Her tendency to panic and to make rash decisions in the heat of the moment have caused me much embarrassment. She too easily projects her own insecurity and instability on to others. This instability makes her judgement of people quite unreliable. Her valuation of even very senior and experienced members of Staff, and undoubtedly of myself, varies from week to week...*

*My Chairman of Governors has long been aware of my difficulties in this matter, but we agreed that, in view of Miss A's impending retirement, it would be unkind to do very much about it. (Duane, W. M., 1964a)*

The LCC, however, had a different opinion of Miss A altogether:

*His Deputy, the former Head of Ritchie, is a woman of outstanding integrity and character. Nothing which was said of her work at Ritchie in an earlier report needs to be unsaid. Much of Risinghill's relative success is due to her and she has not always been sufficiently consulted or considered. It must be said that she is unfortunately not the professionally happy woman that she was once. (London County Council, 1962a)*

When one considers the complaint made in the PTA's appeal to the Secretary of State (that Risinghill's deputy head, along with other LCC officials, notably the School Inquiry Officer, had been turning parents away from the school on the pretext that it was full) the LCC's support of Miss A is not that surprising. The PTA did not receive a response to this complaint or indeed any of the complaints that it made so for us it was simply a question of did we believe the parents? And we did, without any qualms whatsoever. They had no axe to grind with Miss A, and we could not think of one reason why they would have made up such a story.

Returning to the question of staff bullying, Yvonne was not the only pupil to fall foul of the French teacher in question. This time, however, Duane was involved. How he dealt with the situation is indicative of how he handled disputes in the school:

*In the morning we had been to a French class with Mrs H (the drop-dead gorgeous French lady married to a British copper). Due to some trouble, either general unruliness or failure by the whole class to hand in homework, she decided to give us all detention every Thursday for the rest of the term, a period of at least 8 weeks. During the break a few of us discussed the injustice of this, especially as some of us had handed in our homework (OK mine was simply a copy of Barbara Pope's work, but at least I had taken the trouble to copy it out). We made a childish plan to draw up a petition that threatened to strike if the detention wasn't cancelled. At the next lesson after lunch, at the infamous room of M, he noticed a lot of murmuring and passing round of the petition sheet. He demanded I hand the sheet over and insisted on knowing what it was about. After we explained, he got stroppy and told me to go to Mr Duane and justify our actions. Even though I knew MD was not going to give me out a punishment, I was still fairly frightened when I went to the headmaster's office. His secretary told me to wait until the traffic light outside his office turned green. Nervously I went in and explained why M had sent me. MD listened and gave me a speech about respect for teachers etc, and agreed to talk to Mrs H. The end of the story is a bit of an anti-climax, as he got her to agree to make a one-day detention and everybody went away content with the outcome. Mind you I now doubt it encouraged Mrs H to get the class to work, as I seem to remember we all got lazier and lazier as the year in French progressed. My school report for that year in French says 'Robert has refused to do any work'. (BJ)*

Another issue that we did not get to the bottom of was the rumours about 'sexual irregularities' at Risinghill. These began to circulate at around the time of the LCC's proposal to close the school. We did wonder if this was simply the resurrection of another old chestnut (about the number of teenage pregnancies at Risinghill) that had been bandied around since the school first

opened and was completely false. But this was not the case. Something far more sinister was afoot:

*Mr W, a Governor of Starcross School, told me last month that when the Starcross Governors were informed about the proposals to move Starcross into the Risinghill building, certain hints were dropped about a report by HMI that could not be published because it would cause a scandal, and reference was made to 'sexual irregularities' at Risinghill. Mr W told me this in confidence, but you could check with him directly whether he would be prepared to substantiate what he heard. His telephone number is ... (Duane, W. M., 1965)*

We were intrigued by the HMI report that “could not be published” as Risinghill had never been the subject of a formal inspection by the Ministry. The only reports on Risinghill were the reports that had been produced by inspectors Macgowan and Clark who were attached to the LCC. Macgowan does not refer to any ‘sexual irregularities’ in his 1962 report and the same can be said for Clark’s verbal report to Duane after his visit in 1964. Clark, however, was supposed to have produced a report of his visit to the school, but when Duane was hauled over the coals (by Drs Briault and Payling) about said report, Duane was never given a copy of it. Briault and Payling did not, at this meeting, raise the subject of ‘sexual irregularities’ with Duane so one has to assume that, if Clark did produce a report, verbal or written, he did not say anything to his superiors about any sexual activities. The ‘HMI’ report is, therefore, a bit of a mystery.

We are inclined to believe that this was a malicious rumour spread by some of the LCC officials. The grounds upon which these people were planning to close the school were, on the face of it, very shaky and a confidential report that could not be made public seemed, to us, to be a perfect solution to what was becoming a very tricky problem indeed. Duane had a similar, but slightly different, view of things:

*A long-established method for discouraging teachers from putting into effect curricula and methods based on democratic participation of teachers, pupils and parents, has been the creation of simple-minded slogans aimed at poisoning their minds. So Homer Lane is said to have had 'sexual relations'*

*with pupils; AS Neill was said to be a communist at a time when in educational circles, to be a communist was almost the most dreadful thing you could say of anyone. He was also said to permit 'sexual irregularities' – the very phrase used about Risinghill. It seems that administrators, especially the senior ones who are almost universally products of the Public school, are obsessed by sex."*

*(Risinghill, undated, IOE Ref: XX)*

## **E4.8 Punishment**

Corporal punishment was a major theme in the Risinghill story, so we asked about experiences of punishment at Risinghill and at previous schools (questions 35 to 39). Sixty six respondents answered these questions, of which 67% (47) said that they been subject to punishment at their schools. An attempt was made at analysing this by school, sex, method of punishment and by whom administered, but the data did not permit more than an impression of the reported experiences to be inferred:

- 17 schools were mentioned at least once, including Risinghill (8 respondents),
- The following eleven methods of punishment were mentioned at least once. Physical (corporal punishment) comprised<sup>1</sup>:
  - Cane (19)
  - Ruler (14)
  - Slipper/skipperd(?) (8)
  - Smacking (20)
  - Hitting with a chair leg (1)
  - Pulling hair (1)
  - Throwing an object at pupil (1 – a board rubber).
- Non-physical punishments mentioned were:
  - Writing lines (1)

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<sup>1</sup> Numbers in brackets show the numbers of mentions made. N.B. Some people mentioned more than one method.

- Detention (15),
  - Being sent out of class (1)
  - Being put “on Report” (1).
- Of the 32 female respondents, 18 females noted punishments (60%); 11 of these noted one or more administrations of corporal punishment – hitting with a ruler being most often cited, but three noted they had been caned.
  - Of the 38 male respondents, 30 had been punished (69% of males); physical punishment was more frequently mentioned, with 23 mentions, of which about half (10) noted being caned, and one hit by a chair leg (“on the bottom”).
  - Little could be inferred about individual schools due to lack of numbers. For Risinghill 6 mentions were made of physical punishment (two for the cane), and seven for non-physical punishment (six of these for detention).
  - Similarly, little could be inferred about who administered the punishment. Form teachers were mentioned most frequently (20 times) and then Headmasters/Mistresses (15 times).

#### **E4.9 School council**

In the early years of Risinghill a school council was established, so we asked if pupils had any recollection of this and solicited any memories of it (question 58), and also asked (question 59) whether it was useful to engage pupils in the running of the school. Few remembered it (11 of 68 replies), one of these remembering being a member of the council. There were just five substantive comments: The member noted that it gave him/her freedom to speak, others briefly noted “It was a mystery”, “It was interesting”, “No bullying issues”, “Vote on School Uniform”. Despite poor recollection of the council, most felt that it was useful to involve pupils in the running of the school (46 from 52 replies), with just two maybe’s. Interestingly two of the 46 positive replies felt that perhaps it was not appropriate at the time of Risinghill – implying it was introduced too early.

#### **E4.10 Risinghill’s closure**

Eleven of the 29 respondents who left Risinghill when it closed (38% of that group) said they and/or their parents were involved in the campaign to stop the closure, representing 16% of the

total replies (question 66). Nine of these provided further information about their involvement (question 67):

- Appeared on a television programme and went to the Houses of Parliament with a petition
- My Father [was involved]
- Attending meeting(s), petitions, gave interviews, etc.
- Could not do nothing about it when you're young
- I did write to the Evening Standard on one occasion to reprimand them about a cartoon they had published about the school. Whilst I accepted that the school was going to be closed I felt that the paper was not taking a balanced view.
- I distributed petitions to be signed
- My mother appeared in newspaper articles and on TV with regard to the school closure and of course my sister and I, who were both pupils attended as well. I was even interviewed on TV once about the closure. I was not allowed on the March to Downing Street but my family were very political and I understood exactly what was happening at the time and I remember reading Sebag-Montefiore's speech about us being the 'blackboard jungle' and totally resenting all the implications. I have of course read Leila Berg's book and have issues with some of it as well.
- My Mum and I went to the school protesting with banners not to close the school
- We signed petitions and cried.

Of those 11 (16%) that went on to other schools from Risinghill in 1965, we had comments summarised as follows regarding their new school compared to Risinghill (questions 67-69):

- One simply said “No atmosphere”
- One went on to Highbury Grammar School, which was simply described as better than Risinghill.
- One went on to Hugh Myddleton Secondary Modern and gave the following comment: “No comparison. Victorian building, few facilities, tiered [tired?] teaching staff. In the two terms I attended I never had a class at the stand[ard] I had been taught at Risinghill. I was top of maths whereas I have been bottom of my set at Risinghill. So I often used to

bunk off. Couldn't wait to leave school at Easter.” The comment about mathematics implies that they were with brighter and/or more engaged children at Risinghill.

- One went to Islington Green Secondary Modern, simply described as worse than Risinghill.
- Four went to Sir Philip Magnus Secondary Modern, with comments of “same”, “worse”, “better” and “I found the lessons and the way they were taught very boring, lost my enthusiasm.”
- One went on to Sir William Collins, described as similar to Risinghill.
- One went to South Hackney Comprehensive and noted “Not as much fun”.
- Two implied they stayed on in the successor school Starcross, described by one as better and by the other as worse. Another pupil noted they went to Starcross and found it worse, but they did not give the year they left Risinghill – but we may reasonably assume it was 1965. This, we believe, is where the majority of the girls transferred to; it being the obvious choice for those who lived locally.

One pupil, Keith D, who transferred to Sir Philip Magnus, did not have anything good to say about it:

*When the school closed in 1965 both myself and approximately a dozen other pupils together with the Risinghill Mechanical Engineering department and teachers Mr Woolhead and Sam Lesser were transferred to Sir Philip Magnus, the reception we received there from both staff and pupils was anything but welcoming. (KD)*

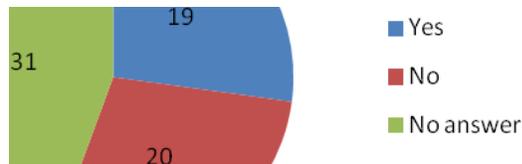
He continues:

*What a surprise it must have been to them when the following May the majority of their Risinghill 4th year Engineering drop outs passed all five GCE's, a higher percentage than any other class in the School. At Xmas on that first year at Magus each 5th year class throughout the School were given a Pensioner to adopt with the task of raising enough money to buy them a Christmas Hamper. I can always remember their faces when our small class*

*of 6 to 8 Risinghill boys turned up with a Hamper bigger than the rest of the Magnus 5th form classes put together. Philip Magnus was a School that prided itself on tradition and discipline and achievement and for them to have captured 2 teachers of Woodhead and Lesser's quality together with an Engineering facility second to none from Risinghill must of seemed for them like winning the Lottery.*

#### **E4.11 Effects of Risinghill**

In bringing this section about the school to a close, we leave you with the answer to an exploratory question that we asked of the pupils: “Do you believe that Risinghill or anyone at the school particularly influenced or contributed to your life in any way?” and asked them to comment is so. (Questions 84, 85.) Thirty nine people answered this (56%), 19 (27%) saying “Yes”, 20 (29%) saying “No” (Figure 2).



**Figure 2: Did the Risinghill experience influence your later life?**

We had 40 comments on this, the overwhelming number (17) mentioning the teachers at the school. (Most noted the teachers in general but one specified Mr Nunn, a mathematics teacher, another Mrs Fenerty, an arts teacher - “She was so special, she had time for all of us.”). Seven people (10%) mentioned Michael Duane. Three people mentioned their school friends, the rest of the comments had one mention only, all from responders who said “Yes” to this question; those interpreted positively were:

- The cultural mix of the school. In general gave me greater confidence.

- [I] realized [I] wasn't thick.
- Made you wanted to succeed.
- Corporal punishment wasn't necessary (a comment).

For those which can be construed negatively:

- Turned [me] into [a] world case cynic.
- [An] example in poor education.

Perhaps one comment is worth picking out especially

*Yes it showed that corporal punishment was not necessary. I was never smacked at home, my father only had to look at me and slightly raise his voice and I knew I was in trouble. (AB)*

Michael Duane was, in many ways, a father figure to some of the Risinghill children, one of whom actually says he was 'like a dad' when describing his qualities in the questionnaire.

## **E4.12 CONCLUSIONS**

One of the main questions that we set out to answer was whether or not Risinghill was the 'Blackboard Jungle' that some educators have claimed. Our research with the pupils does not show this to be the case, but it is a relatively small sample and people will have to make up their own minds about this. From our perspective, Risinghill was a brilliant school and we loved everything about it. In truth we did not understand what all the fuss was about as we did not think it was very different to our previous schools, at least not as far the management of it was concerned. It certainly was not another Summerhill, as some educators have claimed, nor was it an educational experiment that went wrong. This might surprise some people but Risinghill, from our perspective, was run on conventional lines. The removal of CP and the sex education lessons were obviously very progressive for the time, as was the introduction of a school council (albeit that this was short-lived) which might well have set it apart from other schools but not to any great extent. We thought these things were happening in most schools, especially the new comprehensives where there were so many other interesting developments that were going on.

As for Duane being a revolutionary or a maverick, as some of his critics have claimed, we might have thought his approach to discipline and punishment was a bit odd but in every other respect he was an authoritative figure whom we liked and respected enormously. He was quite laid-back but not in a way that invited familiarity. Those pupils who had direct contact with him would have been aware that, educationally, he was very different, but for the majority, who only saw him in passing or at school assemblies, this was not the case. Where he impressed everyone was at our school assemblies. His speeches were incredibly powerful, truly awe-inspiring. The pupils were told, frequently, that they were capable of achieving whatever they wanted to in life and they believed it. Out in the playground he had a smile for everyone and seemed to know most of our names; not easy in a school of about 1,200. There was nothing to dislike about Duane, explaining perhaps why we did not find one pupil who had anything bad to say about him.