

LANGTON NEWS



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Issue No. 158

Editor: Susan Begg



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FROM THE HEAD

It was a great pleasure to be able to open our new synthetic sports pitch in the week before the half-term break. The pitch is made from the most up-to-date technology and the manufacturers were keen to stress that the Langton now has the best artificial rugby pitch in the UK. Already we are seeing the benefits of the new pitch; games can go ahead in weather which closes turf pitches and we have seen an increase in the number of boys committed to regular training. I am sure that our reputation as one of the most formidable sporting schools will be further enhanced in the coming years.

I would like to make public my gratitude to Mr Watson whose vision, dedication and tenacity made this new pitch possible. The idea of creating an all-weather sports pitch at the school to enable students to play competitive sport all year round, irrespective of the weather, was one Mr Watson shared with me several years ago and since then he has been at the centre of all the planning, bid-writing and fund-raising to realise that vision. This is a wonderful facility to have established for our students, both present and future, and I'm sure that parents and students share my admiration and respect for Mr Watson's work.

Recent years have seen difficult financial times for both schools and families. In its efforts to reduce the budget deficit the government has made less money available to schools and the opportunities for raising additional funds have also reduced. Given the financial climate it is all the more impressive that we have been able to raise the funds for the pitch independently. There have been several organisations, many

parents (both of current and past students) and even students in the school who have contributed to our fundraising. I would like to thank particularly the RFU, the trustees of the Langton's Endowment Fund, The Chaucer Foundation, the Swire Foundation, the JF Trust, EKS Office Equipment and the Canterbury Rugby Club for their contributions to the project. Of the many friends and parents of the school I would also like to thank Madeleine Edwards, David Roblin, Jason Sawle, Doug Wanstall, Daniel Sangiuseppe, Paul Bushell, Murray Simpson, Giles Hilton, Garry Furneaux and Paddy Sullivan, all of whom have provided immense support for the project both financially and through their time.

The new pitch has been named Gilham's Field. At the Langton we have made a point of commemorating the actions of past students who were killed whilst in uniform. Harold Arthur Gilham was the first boy since the foundation of the school to be killed in action whilst serving in the Armed Forces. Gilham was Head Boy in 1898, he was both academically able and an outstanding sportsman; the school's archive points to an impressive school career in which he was noted for his literary skills, the example he set to others and his ability to lead. After leaving school he became a journalist with The Daily Mail before joining the Army at the outbreak of the Boer War. He died of his wounds in June 1901, aged just nineteen. Gilham's obituary was written by one of his closest friends, in it he wrote,

'He was a comrade upon whom we all looked with respect and pride. He did his work well and had a desire for knowledge, which coupled with his

strong character, must have carried him far had he been permitted to live.'

At the time of his death Gilham's friends promised that his name and memory would not be forgotten and a lasting memorial to his name was considered. It is fitting that a student of the school recognised for his bravery, intelligence, sporting endeavour, leadership and courage can be commemorated through the naming of the newest facility at the Langton. I'm sure our students will honour his name and strive to emulate his qualities.

Dr M N F Baxter
Headteacher

You can contact the Head about this article or any other issue regarding the school at headteacher@thelangton.kent.sch.uk

Chess Champion



On 13 July 2014, Michael Green (11S2) won the Ultimo award for the U15 at the Southern Gigafinals Chess Tournament, which is open to the South of England. Earlier in April 2014, he qualified to play at the Gigafinals by winning the Supremo award for U15 at the Megafinals in Kent. At the award ceremony, the schools' names were also read out with the winners' names, and we are very proud to have the Langton's name on the result's list. His sister Emily also won the U12 Ultima award at the Gigafinals.

Michael won the Ultimo award for U15, at the Southern Gigafinals in Reading. Unfortunately he was not able to take his place in the Terafinals because he was already booked to go to Riga, Latvia, for a 4-day chess training camp the following month. The event was organised by the CSC in together with the Latvian Chess Federation. Michael visited the Mikhail Tal statue at a park in Riga and played at the Riga Technical University Blitz tournament

Skating to Victory

a report by Luke Hucksteppe (9B)

My hobby is Roller Hockey and I've been playing for Herne Bay United (HBU) for the past four years

A Roller Hockey team consists of 4 outfield players and 1 goalkeeper and the aim is - as in conventional field hockey - to get the ball in the back of the net! The ball is not dissimilar to a field hockey ball and neither are the sticks except they have 2 flat sides. The main difference is that the team wear quad roller skates!

I played for the winning team at the Bay Arena on 20th July 2014 in the Under 13s National Cup Final which means that HBU are the champions of England in this age group. We played against another local team, Kent Academy and beat them 8-2. I scored 2 of those goals and my teammate George Daly scored 6.

As current champions of England, we have been invited to play in Vilanova (near to Barcelona, Spain) during the October half term to compete against the champions of other European countries. It is go-



ing to be such an honour to compete in this international tournament and the team hope to go far in the 4 day competition. I am proud of the team and very excited about competing in Spain!

For more information about Roller Hockey, including how to get started, go to <http://www.englishrollerhockey.com/>

Here Come The Girls!

report by Mr T Deas

Girls' hockey has taken off in the Sixth Form at The Langton! After a few training sessions, numbers have begun to grow and we now have a full squad of 16 players keen to learn and constantly improving.

On 15th September we had our first away fixture against a strong St Lawrence College side. We travelled down to Ramsgate full of energy and enthusiasm (especially Langton English teacher, Ms Harvey who was returning to her previous school) and, after a shaky start during which we conceded 3 goals, the team woke up to play some very good hockey - scoring their first ever team goals!

The final score of 7-1 did not accurately reflect the improvement made during the game, nor did it dampen the spirit of the team.

Their second opponent was Sir Roger Manwood's School on 1st October and with a squad of 13, the team strode out onto the Polo Farm pitch in high spirits and full of confidence. They were rewarded with a goal from Marina Barwick early in the game but Manwood's came back scoring 3 good goals to take the lead 3-1.

After a quick talk with the midfield and quick shift, the goals came thick and fast leaving us 4-3 up at half time. A mad second half led to us going 7-4 up before another come back by Manwood's took the score to 7-6. One more goal from us then a late goal from them left a nervy 8-7 score line for the last 5 minutes but the team held on to a well-deserved 8-7 victor! Marina Barwick's impressive 5 goals and Hannah Mount's a hat-trick were celebrated by all.



Standing from left to right: Georgina Aldwinkle, Gabi Kehilly, Aoife Bye, Jade Bowden, Lottie Macdonald, Chloe Friend, Marina Barwick, Ayesha Wilson, Fabienne Bigalke, Evie Robertson, Emily Cobb. Front two: Roma Fox, Hannah Mount Goalkeeper: Emily Williams

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My Trampoline Trip Diary

by Jack Austen (8H)

I am a member of of Aire Trampoline Performance Squad and this is the first year our coach Dexter Millen has taken a group of gymnasts to the Algarve Gym Camp in Portugal and I was one of 6 lucky gymnasts to be invited. The Algarve Gym Camp is a gymnasts training camp comprising a mix of clinics for coaches and gymnasts, oriented training, free training, friendly competition, all complemented by a pleasant social program. The camp is open to gymnasts from all over the world and is held in Loulé, Algarve Portugal. There are 5 master coaches: Tobias, Luis, Sue, Hélder and João. I wrote in my diary every day to make sure I kept a record of this great opportunity.



DAY 1

Woke up early nervous but excited about going on an aeroplane for the first time. Kept asking people what to do when plane took off (even though I had already been told about 10 times). Some one said that planes are like roller coasters, I hate them. As it turns out, I love flying! Once in Loulé, the Gym Camp itself is based at an old school. We had a quick tour and found our room (me and Dexter) while the girls (Ellen, Hannah, Livvie, Bridget and Holly) found theirs. The accommodation was ok but the toilets were disgusting! Later we intended to explore but didn't get past the ice cream parlour.

DAY 2

There was nothing on the timetable today other than arrivals and check in, so we went to the swimming pool right next to the school. As we were going to spend the whole day there, we grabbed a spot of lunch from the Portuguese version of co-op. The pool was really deep. Almost everyone was somersaulting off the edge. I hated what I had for lunch because the chocolate inside my pastry melted in the sun!

Later another club called Dharma, joined us. We train with them occasionally at home with top National coach Jack Kelly. There are 140 gymnasts at the camp. We have been split into two groups. We are in group two.

DAY 3

We have a late training session which means we have to leave at 10:15am to be at the training hall for 10:30 am. Each

session started with a 20 minuet warm up. This is usual for us but an added difficulty was we were made to do hand stand walks. Got on bed (trampoline) and did a bed warm up. I wanted to learn Rudi's, which is one and a half twisting single somersault. Master Coach Tobias said that I need to bring my left arm back to start the twist and then right arm down and left arm forward to speed the twist up. The furthest I got was one and three eighths.

12:30pm Training finished and got changed ready for the beach. It was really warm at the beach and we decided to sit near the sea so it wasn't too far to walk. Some of the waves were big enough to body surf on and we all ended up either cashing into someone or washed up on the beach!

DAY 4

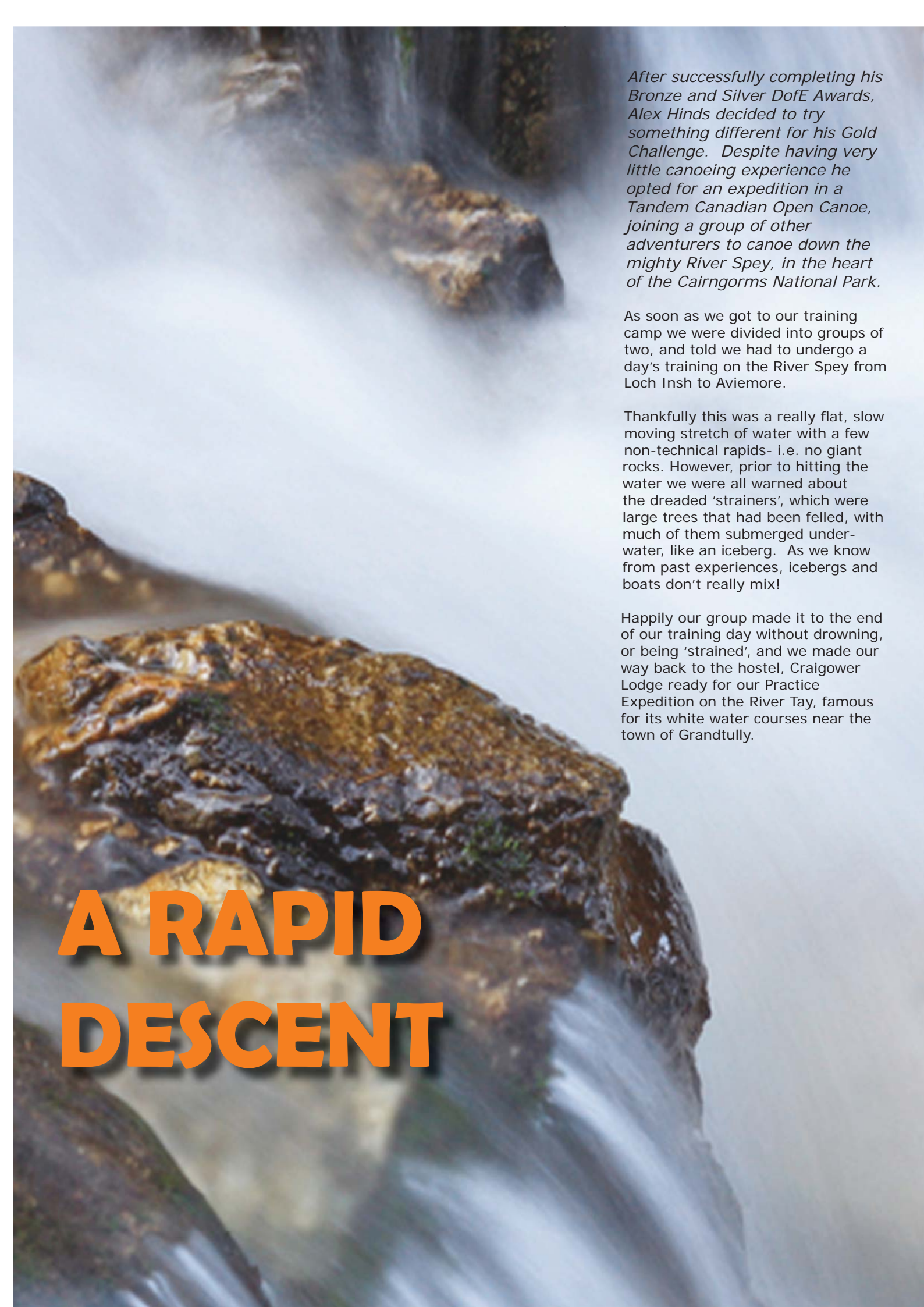
Straight to the pool after breakfast. We were doing front somersaults off the starting blocks and no one would try backwards. So instead we were going under water and seeing how many times we could backward somersault in a row. My best was 6. Got to training slightly late.

Lunch then back to training again at 4:30pm. Dexters turn to do the warm up. Had DMT session (double mini trampoline). Really hurt my knee which meant that I couldn't train for the rest of the day. We went out for ice cream again in the evening. Bed at 11:00pm.

DAY 5

Very Early training session. Knee so much better (yay). The Master Coach (Sue) told me to keep things low when learning a new skill and this really helped my knee. Walk to second training session followed by more swimming! Then it was ice-cream time!





After successfully completing his Bronze and Silver DofE Awards, Alex Hinds decided to try something different for his Gold Challenge. Despite having very little canoeing experience he opted for an expedition in a Tandem Canadian Open Canoe, joining a group of other adventurers to canoe down the mighty River Spey, in the heart of the Cairngorms National Park.

As soon as we got to our training camp we were divided into groups of two, and told we had to undergo a day's training on the River Spey from Loch Insh to Aviemore.

Thankfully this was a really flat, slow moving stretch of water with a few non-technical rapids- i.e. no giant rocks. However, prior to hitting the water we were all warned about the dreaded 'strainers', which were large trees that had been felled, with much of them submerged underwater, like an iceberg. As we know from past experiences, icebergs and boats don't really mix!

Happily our group made it to the end of our training day without drowning, or being 'strained', and we made our way back to the hostel, Craigower Lodge ready for our Practice Expedition on the River Tay, famous for its white water courses near the town of Grandtully.

A RAPID DESCENT

After an overnight rest, we started bright and early paddling down the river course, over rapids named Chinese Falls, The Church Pool and The 4th Rapids. Further down river, we encountered some very technical rapids, and got into real difficulty. The inevitable happened - our canoe capsized as we struggled to right ourselves. It drifted downstream, and we were left boat-less. The only thing we could do was to float downstream on our backs, trying not to get smashed against the rocks. When we were finally reunited with our canoe, I found to my horror that all my equipment was soaked! I spent a very cold night in my survival bag and after that I learnt very quickly how to ensure that my dry bags were properly secured for the rest of the expedition!

I woke up the next morning frozen to the core but ready to continue with the trip. After three days we ended up in the city of Perth, where we finished our practice expedition, after canoeing 85km.

During a well earned rest day at Craigower, we decided to head to the Highland Games in Aviemore, a large highland village. There we saw events like the Caber Toss, Scottish Hammer Throw, Sheaf Toss and The Stone Throw, along with many forms of Scottish music, played by lots of bag-pipes, and demonstrations of the Gaelic Ceilidh Dancing.

The Actual Expedition

After our rest day, we were all hyped and ready to head out on our actual Gold Expedition along the River Spey, from Aviemore all the way to Spey Bay on the North Sea Coast, 120 km away. As we started off we were immediately hit with a challenge, manoeuvring around a rather large strainer. Thankfully all the boats made it through successfully, but one boat flipped as it was battered by two opposing currents. We made our way down river, and we viewed Scotland's second largest mountain, Ben Macdui, at 1,309 metres (4,295 ft). We reached the campsite at The Boat of Garten safely and in good time; we also managed to video part of the expedition for our project, 'The Pirates of The Spey'. The warm sunlight dried us off from the numerous capsize which we endured.

The second day saw the river speed up considerably, with many grade 2 rapids to traverse, and an infamous 'wave train' called the 'Washing Machine' - needless to say we got very wet! We passed several

distilleries on the way to our campsite at Blacksboat, a popular location for White Water Rafting in Scotland. All around us were numerous salmon fishing hotspots; after many fast flowing rapids, the river was mainly straight, which made it difficult to avoid being caught, hook, line and sinker. Once at the campsite, late that evening, we all agreed to have an early night, as we struggled to climb over the infamous 'wall of exhaustion'.

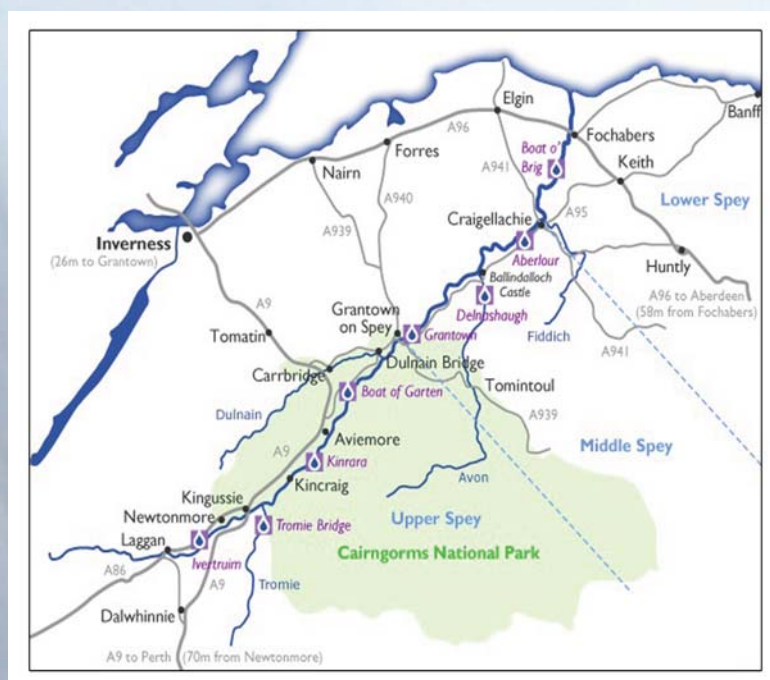
On the third morning, we woke up to the worst rain we had experienced over the whole trip, and we all found it very hard to get out of our warm sleeping bags. Nonetheless, we hit the water bright and early, en route to the village of Craigellachie, where we would be spending the night. We made good progress as we went down many fast, but not too challenging stretches of white water, and by mid-afternoon we had past the town of Aberlour and were not far from our final campsite. After a few more challenging rapids, including one stretch of rapids containing numerous ominous looking rocks, boils and drops, we made it to the campsite, wet and tired from the capsize which had occurred in the final few kilometres. Our boat was unlucky enough to get broadsided by a two metre high wave, and despite a vain attempt to save ourselves, we flipped over. We were not as unlucky as some, though, as one boat smashed straight into a

monster of a rock, flipped the paddlers out, and wrapped itself around the rock. All the equipment in their dry bags got 'waterboarded' for over half an hour as we tried to rescue their boat, and unfortunately for them, their dry bags weren't very dry after that!

On the last day, we woke to glorious sunshine and the strong smell of the sea; this made us all keen to get back onto the water and reach the end of the expedition. We moved downriver, and it wasn't long before we started seeing beady-eyed seagulls flying above us, and the odd otter swimming around us.

With five km to go, the river opened into a large delta as it began to flow out towards the sea, and with that we knew the end was in sight. This positive feeling grew as we passed under the great iron railway bridge that formed part of the East Coast Network from London to Inverness, and sure enough, a kilometre later, we pulled up at our final destination, Spey Bay, with fantastic views of the North Sea.

Having completed the expedition I felt tired, and happy, along with a mix of other emotions I still can't seem to separate. One thing was for sure though; it was to be a very long time before I wanted to see another river again!



The River Spey is Scotland's second longest river, and the United Kingdom's eighth longest at 172 km in length. Its origins lie in Loch Spey in the Scottish Highlands, with its mouth at Spey Bay, between Aberdeen and Inverness on the East Coast of Scotland. It is best known for its salmon fishing and the many whisky distilleries on the banks of the river, hence the name Speyside Malts.

Rt. Hon. Vince Cable MP Visits Langton



On the 23rd September the Rt Hon Dr Vince Cable MP visited the school to hear Langton Star Centre students talk about their research. As usual the students presented brilliantly. Dr Cable had already met a team of students from the Langton in March at the National Science and Engineering Competition where Dimitri Theodorakis, Matt Harrison and Ellis Skinner won the Royal Academy of Engineering Prize for the best application of engineering principles. He therefore was aware of the approach, supporting students to be members of the scientific research community. He heard presentations from the LUCID, RAY and MoEDAL teams and then from Astronomy the MBP Project and GROW.'

He had arrived knowing about our work and wanting to enable BIS to support us. Dr Baxter and I had very useful discussions about how to extend our philosophy more widely and we are hopeful that as Dr Cable suggested, his visit would be more than a one off visit but that some real progress would be made as a result.

Many thanks to all the wonderful students who present their research work so well and to such a variety of visitors. It is such a joy to see them become such competent presenters and such enthused scientists.

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In Loving Memory of Tom O'Sullivan

Staff at the Langton were devastated to learn of the death of one of our former students - Tom O'Sullivan - just days after his 23rd birthday. Tom joined the Langton in September 2003 in Year 7. Following his studies here he went on to study Engineering at the University of Bristol where he was given the Student in a Million Inner Strength award for his incredible resolve to continue his studies while battling a terminal disease. His father described him as a popular young man who remained strong throughout his battle with cancer while friends and family struggled. 'We are all very proud of him' he said 'he touched the hearts of a lot of people.'

A tribute to one of our very brightest and best by members of the Langton Physics Department

Mr T Connolly Dr B Parker and Dr G Poole

Over the years the Physics Department at SLBS has had the privilege of teaching many fine students but of all of these aspiring physicist Tom O'Sullivan stood out as being an exceptional and inspirational student.

Tom was not only a very able Physicist he was the most polite, cheerful and engaging young man, universally liked by both all his peer group and school staff. On the CERN visit in 2008 Tom was the life and soul of the trip, every-one wanted to spend time in his company – he brought constant joy wherever he was and he had a wicked sense of humour.

All who knew Tom could not fail to admire his determination; Tom had a number of health concerns but he never let these get in the way of his studies – he was too busy being positive and forward thinking to get bogged down with any of these things, he simply refused to let them get him down. He was conscientious and hardworking. I remember a time when he was worried that he was late handing in work – because he had been in hospital.

Tom gave so much and contributed so much to the life of the Physics Department and we were delighted to award him the Physics prize at the end of Year 13 for his sheer determination to get the highest mark even though he had missed half the course. Tom not only went on to achieve the highest grades possible but he was able to take up the opportunity to study Engineering at the University of Bristol where he continued to flourish. Tom's self-reliance and resilience was more than any of us have ever seen before or since; he embodied the Langton spirit like no other student.

Tom will always be remembered as a fantastic young man who was genuinely life enhancing, it was a privilege to to teach him and spend time in his company.

Tom's family can be very proud with what he achieved in such a short time and we would like them to know that their son will always be remembered as a very special member of the Langton Community.



MUD! MUD! GLORIOUS MUD!

It's all in a day's work for Mrs Bennett as she endures another 24 hours

Those of you who were part of the Langton community back in 2013 might remember I entered a 24-hour running event to raise money for Burgess Houses' sponsorship of Dr Obote College students. After clocking up 75 miles and raising £600 I vowed I'd never put myself through anything like it again..... and then entered the 2014 event.

In their wisdom the organisers scheduled it for the same weekend as Glastonbury. The weather forecast inevitably predicted rain; a lot of rain. At the last minute I packed a second waterproof jacket and as many pairs of trainer socks as I could find.

I'd persuaded my mother to come along with me as my support crew. We set off on the Friday after school to pitch our tents ready for a noon start on the Saturday. Nerves meant I'd had a restless couple of night's sleep, so after filling up on pasta I crawled into my tent early. Fortunately the camping area for solo runners was right next to the course. Unfortunately that meant it was also next to the trade stands. Generators whirred away through the night, vibrating the ground beneath me.

It took a couple of cups of coffee to liven me up in the morning. After filling up on porridge and banana I pinned my race number to my vest and waited for noon. Predictably a storm rolled in with one hour to go. Thunder rumbled overhead while rain bounced off the course. I hid in my tent until the last possible minute, reassuring myself that the rain wouldn't last.

At noon the starters gun fired and we headed off on the undulating 5-mile loop through Wasing Park Estate. With most of the course off-road if it kept raining it was quickly going to become a mud-fest; it kept raining for the next four hours. By lap three parts of the course were already ankle deep in mud. By lap four the waterproof jacket that had never let me down had given in to the elements and the stream crossing part of the course had become too wide to jump. I was soaked to the skin, squelching in my trainers and definitely not having fun.

Life is simple when all you've got to do for 24 hours is go round in circles. Making decisions about what to eat, when to eat it and whether to change socks after the next loop occupy your mind. With only two pairs of trail shoes, after just four hours I didn't dare change them (some of the serious ultrarunners had rows lined up in the entrance of their tents). A fresh pair of socks and one of mother's banana muffins cheered me up though. As the race went on the course deteriorated. With team relay runners going faster than those of us going solo, we were forced onto the path edges, where we struggled to find grip. The miles slid by slowly.

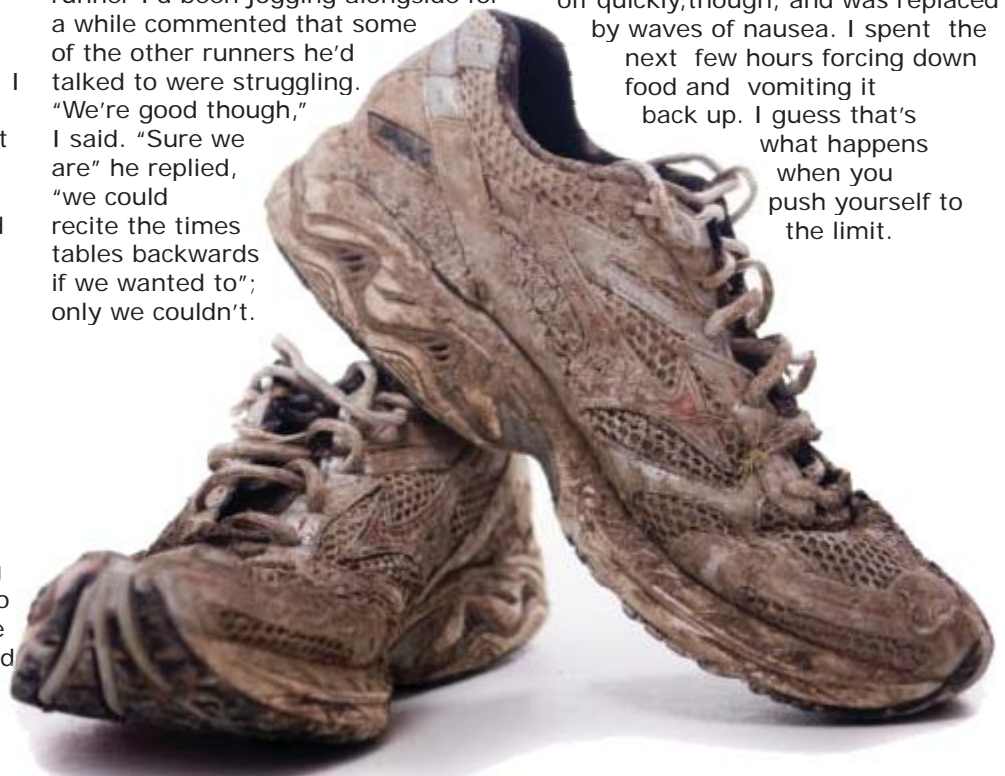
As midnight approached the rain looked as though it was easing. Wet and cold, I stopped to change trainers and put on dry clothes. Obviously the rain started again as soon as I set off. I could have cried. Why was I doing this? I could stop, have a shower and climb into my sleeping bag. But, as Nelson Mandela once said "it always seems impossible until it's done". With that in mind I forced myself back out, chuckling to myself at the ridiculousness of it.

It's strange how exhaustion affects you. By the early hours putting one foot in front of another had become a routine. No matter how tired you're feeling giving up just isn't an option. I thought I was coping pretty well with the fatigue until another solo runner I'd been jogging alongside for a while commented that some of the other runners he'd talked to were struggling. "We're good though," I said. "Sure we are" he replied, "we could recite the times tables backwards if we wanted to"; only we couldn't.

Never mind backwards, we couldn't do them forwards. We started off with $6 \times 1 = 6$, $6 \times 2 = \dots$ erm. $6 \times 2 = \dots$ we counted on our fingers and came to the conclusion that maybe we were more tired than we'd realised. At the end of that lap I stopped to grab some food, scraped the mud off my trainers and lay down for an hour. So far I'd slid my way to 50 miles.

As the sun rose it wasn't exactly a cloud free day that greeted us, but at least it was dry. The course was still thick with mud, though, in places now midcalf deep if you got your line wrong. As noon approached I got a second wind and set my mind on clocking up 75 miles again. An experienced ultrarunner I'd hooked up with said, "seriously, are you really going to be happy with that? Surely you can squeeze in one more lap". And so I did.

I crossed the finish line for the final time full of emotion, proud that I'd achieved something I'd thought was beyond me and utterly exhausted. Then I found out that eighty miles put me in the top 10 for solo women. Those of you who've seen me jogging the streets of Canterbury will know that I'm not a natural runner. I'm slow, slow but stubborn. This was the first time I'd finished in the top half, never mind the top quarter of a race. Filled with adrenaline and beaming I congratulated other runners crossing the finish line. The adrenaline wore off quickly, though, and was replaced by waves of nausea. I spent the next few hours forcing down food and vomiting it back up. I guess that's what happens when you push yourself to the limit.





It's surprising how quickly the brain erases unpleasant details. A couple of days later I'd forgotten the pain and the misery of mud sliding in the rain. Would I enter again? The logical part of my brain screams 'no', but who knows?

Thank you to those of you who sponsored me; we raised enough money to pay the school fees for one of the Dr Obote College students supported by Burgess House.

An Interview with Dr Obote Teachers reminds us how lucky we are

Head Student Victoria Baines met with Mrs Liz Wacha and Mr Eujenio Atim - both teachers at Dr Obote College - who visited the Langton earlier this term and asked them some questions about their visit.

What's the biggest difference between Langton and Dr Obote College?

[Both laugh]

LW: "There are many differences and they are all big!"

EA: "Perhaps that you are Government aided and your students do not pay fees is the biggest. We are Government aided, but our students must still pay fees."

LW: "All your facilities – your classrooms, the technology - are up-to-date. And you have enough infrastructures. Our infrastructure is definitely not enough."

EA: "You also have much smaller class size, as in your student to teacher ratio"

Is there anything at Langton that has really impressed you?

LW: "Let's start with time management. Everybody's time management, the teachers and the pupils, is really impressive here."

EA: "Also your closeness to your teachers. You are very close to your teachers, even from year 7. Your year 7s are very confident!"

LW: "You are able to cater for all of your students, whether they are weak or disabled."

EA: "And the commitment of your teachers – that is really impressive"

I know you taught a few lessons here, what was that like?

EA: "We noticed the students are very involved in the teaching and learning process. In Uganda teachers do most of the work and students put very little in."

LW: "It's also more simple here because of all your technology. The technology also means teachers use lots of different methods, we would normally only use one."

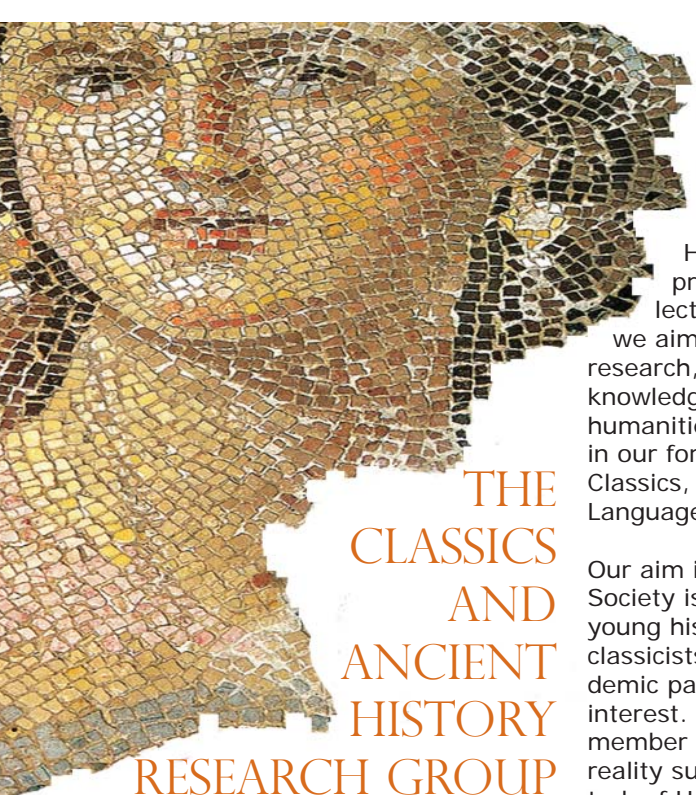
Do you think that we could learn anything from Dr. Obote College?

EA: "Some of your students are not committed because you do not have to pay fees. In Uganda the situation

is worse and so our students have to try harder."

LW: "Yes, the troubles our students face make them work harder. It would be good for some people here to visit to see the extent that our students must persevere. Then you would see you are truly blessed."





THE CLASSICS AND ANCIENT HISTORY RESEARCH GROUP

Yr 13 Student Robert Kilm Introduces the latest student-led Group

At the start of this academic year, a group of students set up a research society into various topics in the Classics and Ancient History. By reading, making presentations, attending lectures and occasional visits, we aim to deepen our ability to do research, and to increase our knowledge about this area of the humanities which we may not cover in our formal lessons – namely, Classics, Ancient History, Ancient Languages and Archaeology.

Our aim in the Classics Research Society is to unite up-and-coming young historians and aspiring classicists to produce individual academic papers on Classics topics of interest. For example one member is analysing the myth and reality surrounding the infamous trek of Hannibal and his elephants across their treacherous Alpine path; another project looks at the merging of indigenous British beliefs

with Roman culture and the sociological consequences for Celtic society. Another student will be doing work on the philosophy of Diogenes, and another on the nature and practice of Druid religion before the Roman invasion of 54 BCE.

Our findings will be presented this coming January to fellow classicists and other interested students, and rather like a university seminar we will be asked questions and have our findings tested by our peers.

Although Mr Eagle and Mr Moore will be available for help and some research guidance, these long term projects are all essentially run by us, the students interested in Classics.

If you are interested in joining the group, please speak to either Robert Mr J Eagle or Mr Moore.

“What if Cows Could Draw Gods?”

Yr 12 student Amber Silk reports on a lecture given by Dr Shaul Tor about the Philosophy of Xenophanes.

On the 15th September, the Kings School hosted a lecture by Dr Shaul Tor in the Canterbury Old Synagogue, to which Langton students, amongst others, were invited. This was a brilliant accompaniment to the beginning of Philosophy AS studies. Dr Tor spoke about the Philosopher Xenophanes who, in ancient Greece questioned the traditional portrayal of God in his time.

The evening lecture was about an hour long, followed by a chance to question the speaker.

Xenophanes was a Greek philosopher, renowned for his criticism for the traditional Gods. The lecture title: ‘What if Cows could draw Gods?’ asks whether if cows could visualise an image of God would he resemble their own appearance?

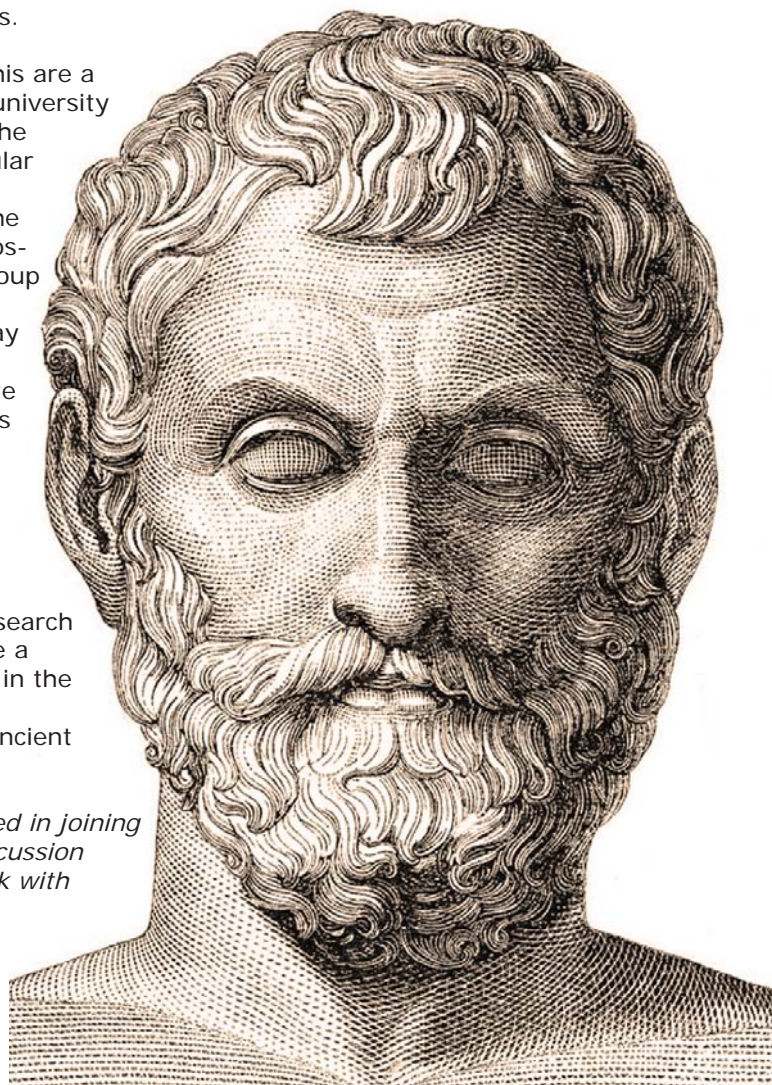
We received a quotations sheet to take notes - the quotations included :- ‘men create the Gods in their own image’,

‘Indeed not from the beginning did the Gods intimate all things to mortals, but as they search in time, they discover better’ and ‘Ethiopians say that their Gods are flat-nosed and black; Thracians say that theirs are blue-eyed and red haired’. This last quotation represents the idea that our image is reflected onto

our God, giving us an impression of power and the desire for God to be as we are ourselves.

Lectures such as this are a brilliant taster for university and contribute to the many extra-curricular activities that are available here at the Langton. The Philosophy discussion group meet once every fortnight on a Friday in Mr Moore’s classroom to debate ideas and questions like free will and determinism and whether or not we should trust our senses, and the Classics and Ancient History Research Society, investigate a spectrum of topics in the history, ideas and civilisation of the ancient world.

If you are interested in joining the Philosophy Discussion Group please speak with Mr Moore.



Politicians Need To Shape Up and Deliver Or Risk Losing The Youth Vote

Participation in a local event gave Yr 13 student Nabhan Malik a lot to think about

The Canterbury Youth Parliament was an incredible opportunity for different schools and age groups across the district to work as a team and simulate the roles of Government Cabinet ministers. The event was held at the Girls' school and the participating schools were St Anselm's, Archbishops, St Edmund's, Spires Academy and Queen Elizabeth's. The brief was simple. Each school was asked to prepare a number of policy proposals on a range of different issues from health to education, justice to defence and so on. We then had to negotiate with other schools on the best manifesto pledges and present these ideas to Parliament.

The suggestions were, simply put, colourful. While there were some notable discussions and debates, such as the prioritisation of mental health in the NHS and the introduction of Education Commissioners to better overhaul failing schools – many of the proposals were very eccentric and did not take account of the main issue which Governments worldwide have to grapple with today – how were we going to fund the investment to implement our plans and where would we make cutbacks? I think this naivety, even for a local politics competition, was rather alarming, even more so considering we are a generation where the terms "fiscal budget responsibility" and "deficit reduction" have become synonymous with culture.

I think there is something more important to consider here.

I am concerned that political parties do not seem to be actively targeting young people with respect to the issues and problems we face, especially at a time when hundreds of thousands of young people, including myself, will be voting next



year in what will be our first General Election. I believe politicians must step up and prioritise comprehensive dialogue with young people; the message must be clearer and much more straightforward.

Many of my friends tell me that they are confused and feel bewildered by the prospect of voting. The fact of the matter is this; young people are cynical about politics and distrustful of political promises. We have seen time and time again, failed pledges and broken promises; the reason why more and more young people are deciding not to engage with politics and tuning out of important debates and discussions. To curb this trend of disillusionment, I think that political parties must make it a guiding rule not to promise what they cannot deliver and to deliver what they promise, as well as interacting with schools and youth organisations to instigate dialogue and conversation about what matters most to young people.

Nonetheless, the turnout at the competition, the enthusiasm of which people spoke, the passion demonstrated in the debates and, maybe most important, the respect, courtesy and willingness to really understand and appreciate different perspectives and ideas, I think, demonstrates that all is not doom and gloom with this generation of young people – there is hope and there is a growing sense of responsibility for the democracy in which we all care so deeply.

And yes, Simon Langton Boys did win.



Contented Artist's Light Show

Last year Hugo Eaton-Baudins - who was then in Year 7 - had an art lesson where the objective was to design and make a small-scale sculpture which would represent an emotion.

I felt very inspired to create something that would convey an emotion, and designed a cube which was lit from within. When I found out that we couldn't make them lifesize or out of the intended materials at school, I took my sketchbook home and showed my mum (who is a contemporary artist). She had a show coming up and she said that she would help make and pay for my cube to be displayed in her show.

The perspex box was made by a Firm in Canterbury and my Grandad (who is a scientist) did all the wiring for the light in the centre.

It represents the feeling of 'contentment' because 'contentment' to me is a very 'filling' emotion and so the cube represents a person and the light inside is the feeling of contentment.'

Will Hugo be showing more of his work in the future? *'I enjoy art very much but I'm not sure whether or not I will pursue it as a career.'*

Given that Hugo's sculpture was viewed very positively by visitors, some of whom thought it was one of his mother's pieces, it looks like he would have a bright future if he did!

I Remember, I Remember

by Ken Moffat, Head of school

Remembrance is a big issue at The Langton and it is worth thinking about now that we have passed the 100th anniversary of the outbreak of fighting in The Great War. Contrary to what some people think, the act of remembrance is not militaristic or nationalistic and it is certainly not about glorifying war. Rather the opposite. We make a clear, strong point at the school that war is obscene, but this does not mean we should not commemorate those who were caught up in it. Put bleakly, we do not have the right to forget.

The opening of the new sports facility at the school rightly commemorates the death in The Transvaal of the first young man of the school ever to give his life in battle for his country, Lance Sergeant Harold Gilham. Incidentally, he is also remembered in a commemorative window at St Paul's Church in Canterbury (pictured opposite). This all sits quite nicely with the naming of the four school houses after boys of the school who gave their lives in The Great War. In all, 156 boys of the school have been killed in wars stretching from the Boer War in 1899 to the Iraq War in 2003. Their stories are, in equal part, inspiring and humbling.

In March of this year, I visited Ypres and found the grave of Captain Cyril Mackenzie in the small collection of graves now known as Canada Farm. It was a typical Flanders afternoon, bright but with the kind of wind that penetrates your clothes, but when we parked up and entered the little cemetery alone, just as the weak sun was tipping over the horizon, it was easy to get a sense of the sadness of loss and sacrifice and the dreadful loneliness of combat on the Western Front felt by so many. No-one else was there and it was simple to meditate on the fate of a young man who excelled at The Langton and had such a promising life before him. I always find it doubly poignant that Mac was killed on Christmas Eve. That just seems so wrong somehow.

Contrast this with the evening service at The Menin Gate, which has the set piece potential for a truly profound experience. As the local towns-men and women played The Last Post in memory of years and people that changed their town forever, all



around me was a mass of iphones and cameras and a sea of humanity determined to get one thing from the Experience; the perfect picture or video of the occasion to take back home with them. What could have been a truly moving experience was transformed into a seething technological melee which had nothing to do with the 57,000 spent lives commemorated on Blomfield's onolith

I found this sad and rather odd.

I was reminded of this again recently when visiting Jonathan Jones' installation of nearly 900,000 ceramic poppies at the Tower of London. Not only is this a good idea, it translates into practice as a simple, yet profound, temporary memorial to the fallen. The trouble is, nobody is looking at it. Everybody seems intent on taking the absolute perfect picture of it to go home and show their friends and family, which seems to me a



somewhat perverse way of behaving at so serious a scene.

Have we lost the ability to just experience without attempting to preserve for posterity? I have usually found that if something is powerful enough, my mind is capable of preparing it for revisiting months and even years after the event.

The school's Remembrance Service is a solemn and, I like to think, profound, event that appropriately serves the memory of those who bore too heavily the tragedy of their time. Many of them do not have a grave as such and it is right that they should be remembered within the community that nurtured them.



You are invited to a performance of

Vivaldi's

Gloria!

by Langton Staff and Students

7 pm 21st November 2014
St Mary's Church, Chartham

Open

Up

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For She's A Jolly Good Fellow

The Institute of Physics have announced that three distinguished physicists are to be made honorary fellows of the Institute, including our own Dr Becky Parker.

Dr Parker, Professor Sir Peter Knight and Professor Robin Williams, will join the existing 51 honorary fellows, who are all distinguished individuals who have given exceptional service to physics or a closely related discipline, or have given important service to the IOP, or whose relationship with the Institute has been of tremendous benefit. Individuals on the existing list include Professor Stephen Hawking and Professor Peter Higgs.

The award – the highest honour that the IOP can bestow – will be conferred on the three at the IOP's Awards Dinner in London.

Dr Parker has admitted to Langton News that she is overwhelmed with the news. "The other two are such 'big wigs' in the sciences and I am stunned to be included in the same field as them. I love doing what I do and to get such an honour for doing it is quite marvellous. I am almost speechless!"

Langton News doubts that Dr Parker could ever truly be rendered speechless and offers her our heartiest congratulations

Sheer Poetry

Carol Ann Duffy, CBE, FRSL is a Scottish poet and playwright. She is Professor of Contemporary Poetry at Manchester Metropolitan University, and was appointed Britain's Poet Laureate in May 2009.

Regarded as one of the most significant names in contemporary British poetry, she has achieved that rare feat of both critical and commercial success. Her work is read and enjoyed equally by critics, academics and lay readers, and it features regularly on both university syllabuses and school syllabuses.

Some critics have accused Duffy of being too populist, but on the whole her work is highly acclaimed for being both literary and accessible, and she is regarded as one of Britain's most well-loved and successful contemporary poets.

On September 18th, Ms Duffy visited the Langton and spoke to a large audience comprised of parents, students, staff and other cognoscenti. Head of English Mr Christian Taylor reports:

Her reputation to a degree preceding her, Professor Duffy was always assured of a warm welcome but I was taken aback by the crowd's enthusiastic response to her performance and indeed, by Carol Ann's own very personal, and highly intimate, delivery.

*Ranging from her 1980s collections *Selling Manhattan* and *Standing Female Nude* to more recent work (including the ever-popular and by now surely 'canonical' *The World's Wife*), her recital was by turns poignant, playful, passionate and profound. Her 'Mrs Midas' and 'from Mrs Tiresias'*

are crowd favourites whose ludic edge went down well with several vocal poetry lovers in the front rows, but Duffy also marked the centenary of the First World War with a powerful revisiting of Owen's 'The Send-off' and ended with a moving poem dedicated to her mother.

The recital as a whole showcased her range and her ability to combine literary-critical credibility with what one commentator has called 'her demotic, and conversational, poetics', and, by any measure, the evening was a huge success.

I would like here to thank Carol Ann for agreeing to recite, the English Department for their help in promoting the event, and Mr Ken Moffat for his guidance and support.



Head of Drama Ms Alice Taylor chats with the Poet Laureate



Sheer Brilliance

The Arkwright Scholarships Trust is a registered charity that administers the most prestigious scholarship scheme of its type in the UK. Arkwright aims to identify, inspire and nurture future leaders in Engineering and Technical Design by awarding Arkwright Engineering Scholarships to high calibre students in Year 11, through a rigorous selection process.

These Engineering Scholarships support students through their A Level studies and encourages students to pursue Engineering or Technical Design at university and to take up careers in the field.

The process involves a unique and challenging aptitude test that pushes the limits of candidate's skills in engineering. This is followed by a personal evaluation designed to give an insight as to the aspirations of the candidates. This part of the process removes a large proportion of potential scholars from the process as less than 10% of applicants are invited to an interview.

Langton News is proud to announce that two Langton students, Tom Gillmore and Alex Gent were granted Scholarships after a vigorous interview process which, they agree, will serve as great experience when they come to apply to universities. Tom writes about his interview day.

I went to Imperial College in London to have my interview which gave me a great opportunity to see the design and engineering departments as well as getting a taste of university life.

All interviewees were taken on a tour around the campus and the neighbouring buildings including the accommodation for undergraduates at a cost of £250 a week in their first year of university!

While each individual interview was taking place, the other applicants were involved in team building exercises. The one I was involved in was a challenge to build an inflatable structure out of thin plastic in which the whole team could freely stand inside.

The interview was challenging and the interviewers asked some difficult questions involving my

design products and portfolios. They seemed very impressed when they saw the outcome of my GCSE design project.

The scholarship will help with my career aspirations as I want to follow a career in product design at Loughborough University.

Alex was invited to Brunel in West London for his interview where he explored the facilities such as the automotive racing department which is almost entirely run by students. He takes up the story:

'The competition was remarkably tough with the standard of all of the candidates showing a great level of competence. Amongst the products that were brought in by the applicants were home-made 3D printers, robots and laser cutters. As I was in the first round of interviews, I could see the tension building up in the other applicants as they awaited their turn to be quizzed. I was interviewed by an executive from the National Grid as well as an experienced engineering teacher. They were keen to challenge my thinking and establish my potential in engineering.'

In late August we found out who our sponsors were. I (Alex) will be sponsored by the investment banker Sir Evelyn de Rothschild and Tom by the Mercers' Company, who hold large areas of land and property in East London.

Each student received a £600 award and the Design Technology Department received £400 from the Arkwright Scholarship Trust. In addition to this financial award Tom and Alex will have access to mentoring and advice from past Arkwright Scholars, other professional engineers and Arkwright's Liaison Officers. They will also have access to a wide range of enrichment event and opportunities including industry-based engineering experience days, magazine subscriptions and technical lectures and the opportunity to develop links with their sponsoring organisation.

Both boys are grateful to the DT staff, especially Mr Pledger, for the help and encouragement which led them to apply for the scholarship.





MUSICAL DATES

Wednesday 12th November 7pm School Hall	Langton Live
Friday 21st November 7 pm St Mary's Church, Chartham	Staff and Students perform Vivaldi's <i>Gloria</i>
Friday 28th - 30th November	Annual Chamber Choir Tour of the Isle of Wight
Tuesday 16th December 7.30 pm Canterbury Cathedral	Cathedral Carol Service
Wednesday 28th January 2015 7 pm School Hall	Singers Concert
Friday 13th February 7 pm 6th Form Common Room	Jazz Gig
Tuesday March 10th 7 pm School Hall	School Concert (ft. Steve Waterman Jazz Orchestra)
Monday 23rd March 5 pm School Hall	A Level Mock Recitals
Tuesday 28th April 7 pm School Hall	A Level Recitals
Wednesday 6th May 2.30 pm Canterbury Cathedral	Commemoration Service

MUSICAL NOTES

By Mrs E Temel

We have had a very busy start to the year!

Year 7's had their chance to strut their stuff, along with our three KS3 ensembles, in the Freshly Squeezed Concert and did themselves, and the Langton, proud.

The Year 11's are to be congratulated on completing their first GCSE composition; we all enjoyed performing and recording these in front of an intimate audience of parents and friends. Our A Level students have performed as part of the Canterbury Festival and were joined by Year 11 soloists and a Year 10 vocal ensemble, singing The Beach Boys!

Langton Music was involved in an exciting project in association with The Canterbury Beaney, where the male voices from the department recorded a variety of wartime songs to accompany an exhibition of WW1 memorabilia. This was a very poignant and moving experience for the students and staff, considering that our performers are the same age as many of the young men that would have been listening to and singing these songs first hand, in the throes of war.

We have begun work on Vivaldi Gloria with Orchestra, Chamber Choir and Full Choir in preparation for the performance on November 21st at St. Mary's Chartham, 7pm. The students are rising to the challenge of playing such difficult music; it never ceases to amaze us how our students manage to grasp music with such limited rehearsal time. All are invited to come along to enjoy what should be a very memorable evening.

There are a number of exciting new ventures in extra-curricular music.

Together with our existing ensembles, we have now introduced an improvisation class, every Tuesday after school, and have our very own Jazz Trio, Piano Trio and String Quintet working alongside Dr Bailey. The pianists also benefited from a piano workshop as part of their normal school day.

The music department has a very enthusiastic and talented singing cohort in KS4 and KS5, but we would like to encourage more KS3 students to enjoy the benefits of singing. Mr Pollott and Mrs Gove run KS3 Singers on a Monday at 13:15; please do encourage your son to join this

group as part of their Monday lunchtime activities.

We currently have a theory clinic running on a Wednesday after school, where students can work through the ABRSM theory syllabus, alongside the watchful eye of Mrs Gove. Anyone considering Music GCSE would find this invaluable.

Finally, we have launched a new House Music competition, in which any students are invited to compose their own House anthem or popular song to be used for House assemblies. They have been asked to work with other members of their house, crossing the whole of KS3, during lunchtime on Tuesday of Week B.

We will be having an event later in the year to judge the anthems and award house points and a cup to the winning house.

After half term, we start work on Christmas repertoire for our annual Chamber Choir Tour to the Isle of Wight and our Canterbury Cathedral Carol Service.

Please do add the musical dates to your diaries; come and support us and enjoy the fantastic music that your children are creating.

Oooooohhhh ... Nice Grass ...

It's true that the grass is always greener ... when it's made with MXSi TLT turf technology

The Langton is the first in the UK to use the MXSi TLT system from Lano Sports for our new all weather, Rugby and Football pitch. With this type of technology the school will be able to provide great training and playing facilities, not only for the Langton but for the whole community. The project is supported by Chaucer Foundation and Chaucer Direct.

Stuart Dickinson, Trustee of the Chaucer Foundation said
By supporting this project and working with More Sport Canterbury we believe there will be greater opportunities for children to get involved in sport. The new facilities will improve the sport experience for everyone using the site. We're delighted to be part of such an exciting project

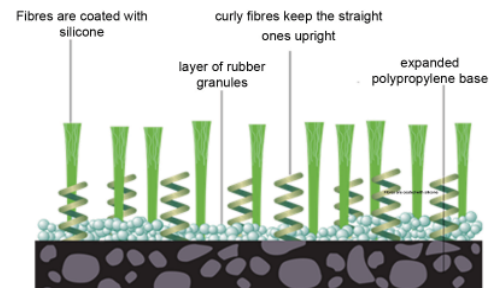
Rick Thorley, UK Manager at Lano Sports said:

The system that Lano Sports are giving the Langton is a new development with the latest technology of yarn. It's a state of the art yarn which makes the playing system a lot better. The ingredients in this carpet are cutting edge. We've given it the strongest durable yarn available.

The MXSi TLT is the strongest yarn that Lano Sports has ever made and with it comes great benefits. As well as its strength and durability, the 100% Polyethylene Monofilament is also soft and comfy to play on. Aesthetically this turf has a lovely green surface which makes it look very lush to play on. The filaments are closer together which makes it look much greener than other artificial turfs. The weight of the carpet in itself is very heavy but the length of the filaments makes it look like real grass.

Technically this carpet will stand up to the requirements from the Football Association (FA) and the

International Rugby Board (IRB). On other type of turf the grass filaments will bend down when its used, this is expected, but with the strength of this carpet the yarn itself will automatically spring back to always stay vertical. The surface will control the speed of the ball and after a couple of years it will still hold the same standard due to the filaments springing back up.



Players will be able to enjoy the feeling and aesthetic of natural grass, without concerns of weathered mud patches or puddles. The great benefit is that it copes well with rain, draining moisture without logging.

Benefits for the community

The floodlit pitch is expected to attract players, coaches, and volunteers alike. Equally, the school hopes it will encourage those less inclined to usually participate.

Darren Watson, Director of Sport said "We are so grateful to all those who have supported this project and we are delighted with its success. The STP adds to the

many facilities we already offer to the community of East Kent and we look forward to providing an even greater variety in the future."

As Darren explains, though Langton students will certainly benefit, this is very much a community-spirited facility. Different teams and local schools have already shown great interest in booking out the pitch for training and games.

Director of Rugby, Nicky Little added "It's going to be a great asset to Kent's development and will encourage many to get involved in more sports, maybe those they haven't tried before. I think it will facilitate a wider sporting community, covering a range of different disciplines. I'm excited to see its impact on the younger generations in the region."



GIRLS' SPORT GETS A KICK START

Report by Ms S Burrows,
Head of Girls' Sport

Since the introduction of the year 12 games afternoon the Langton PE department has seen a significant increase in girls participation not only in competitive sport but also in sessions in the gym. We now have a girls hockey team and a rugby development team along with a squad of 20 netball girls in two teams.

On Wednesday 15th October the KCSSA sixth form and colleges league organised a Kick Start event at The Towers School in Ashford. We took both netball and rugby development teams.

The girls rugby development team had the opportunity to get coaching from an ex-England Womens International and, as a

result, the participants have all committed to forming a squad which now trains every Thursday night on the 3G pitch. They are looking forward to their first competitive match in a few weeks time.

The netball teams had the opportunity to play against the 6 other teams in the league in a tournament. The A team walked away with an impressive victory - winning all of their games without conceding a single goal - for which they were awarded netball medals. The B team also did fantastically well coming third overall. All of the girls had a good day despite the rain in the second part and they all played brilliantly and gained good, useful, experience.

Both netball teams are now in a good position this year as we begin the league on Wednesday 22nd October.

If you would like to know more about the opportunities for competitive sport for girls at the Langton, please see Mr Paul Lyttle, Head of PE.



You'd be a DUMMY to PASS
on the chance to TRY THE
the SCRUMptious food
now available to TACKLE
your hunger at Gilham's Field

Simon Langton Grammar School for Boys, Canterbury

The Gilham's Field catering van is now open in the evenings and at weekends whenever the pitch is in use. Hot and cold drinks, burgers, rolls and other snacks are available.



a journey HEART OF D

by Professor Jam

In addition to my presumptuous role as Prometheus of the Humanities (the learning curve races ahead of me at the speed of Dr Parker) I teach one Year 13 coursework class in the English department. I chose three authors to satisfy the Edexcel requirements: Joseph Conrad, TS Eliot and George Orwell. Thus, I am teaching Heart of Darkness, The Waste Land (and other poems) and Nineteen Eighty-four. These are not easy literary texts, to put it lightly, and neither are they replete with the 'sweetness and light' that Matthew Arnold thought characterised all great cultural achievement. They are decidedly depressing works of literature and often hugely challenging for seventeen year-olds. On the other hand, all three works are serious works of art. And therein lies the greatest possible compensation for our emotional and intellectual trauma in reading them. For — as Nietzsche observes — 'We have art so that we may not die of the truth'. Beautifully-sculpted suffering yields aesthetic pleasure. Actually suffering, or the ghastly horrors vended by 24-hour journalism, yields little of interest, far less pleasure. I'd like to explain how I try to generate aesthetic pleasure in the classroom even as we take on board some of darkest, most sordid and sinister works of modern literature.

A quick review of the plot of Heart of Darkness may be in order. Having been a riverboat skipper himself in 1890,



Conrad reprised his journey into the Congo a decade later when he composed his most famous novella, a story told by Conrad's 'persona' (Greek for 'mask'), a man called Marlow. I am reminded of Oscar Wilde's quip: 'Give someone a mask and he will tell you the truth'. Conrad tells the horrible truth about the Belgian conquest of the Congo using the mask of Marlow, who takes us from Gravesend deep into the heart of the morally and psychologically-impenetrable heart of Africa. The story is a full-blown critique of the rapacity of colonialism before it focusses on a European ivory agent called Kurtz, who sets himself up as a kind of pagan deity enjoying 'unspeakable rites' and 'vile desires', the exact content of which Marlow spares us. Marlow begins to lose his moral bearings as he sees how and why Kurtz might have wanted to 'go native' and become the opposite of a company-man, that is, an *Übermensch* in the Congo. But when Marlow finally reaches the inner station where Kurtz has been gathering mountains of ivory and sticking native heads on posts, the great man is vaporously thin and dying of an unspecified disease—probably brought on by [self]hatred and disappointment. As Marlow takes Kurtz away on the steamboat, the great man whispers his infamous last words: 'The horror! The horror!', words that TS Eliot thought were so profound that he put them at the beginning of *The Waste Land* (his friend Ezra Pound cut them out).

But the story's not quite over. Marlow returns to Brussels ('the sepulchral city') and must hand over some personal letters and a portrait of Kurtz's 'Intended', his beautifully gloomy fiancée who seems drawn from Miss Havisham in *Great Expectations*. After fraught and funereal give-and-take about Kurtz, the Intended asks Marlow what the great man said at the moment of death. To spare her the unpleasant truth, Marlow tells her the whitest lie ever concocted. He says to her: 'Your name'. That is of course precisely what the Intended wants to hear and she is predictably ecstatic. Sickened by his lie, Marlow retreats and lives, like the *Ancient Mariner*, to tell his story as a kind of penance for betraying the justice he owes to Kurtz's memory.

I never liked 'H of D' when I first read it at seventeen. It was far beyond me, especially Conrad's notoriously-difficult prose style (FR Leavis complained of Conrad's 'adjectival insistence' and accused Conrad of 'making a virtue out of not knowing what he means'). It took me years and years to learn to love H of D. And then finally one of my professors made the story really sing for me and I now teach one of his superb essays on the novella (Michael Levenson, 'The Value of Facts in Heart of Darkness'). For the last two decades I have waded into Conrad's novella and tried to show students that FR Leavis was churlishly missing the point of Conrad's prose style and that the story, whilst deeply troubling and

Into the DARKNESS

by Joseph Conrad

profoundly depressing, is also a highly-wrought, intricate and stunningly accomplished work of literary art, the kind that repays reading and re-reading many times. I think if you have a good guide, a kind of vigilant Virgil, you can lead your young Dantes into the dark wood of Conrad's cannily-obscure style and help them see and hear the strange eloquence of the story. I have laboured to become that guide, with what success only my students can estimate.

I am pleased and a bit startled at how well most of my Year 13 students have taken to Conrad's novella and often opaque prose style. Several of my twenty students are patient, diligent readers of the story; they ask excellent questions and offer insightful observations about the nature of evil, the ideology of colonialism and the problem of telling a story that one cannot plausibly expect anyone to understand. I have tried to teach them how Conrad—considered the master prose stylist of early Modernism—puts together sentences that vex any simple or univocal meaning in order to disturb the narrative conventions of the Nineteenth-century. Sometimes those sentences become impossibly recondite and abstruse. When Marlow tries to explain the ominous stillness of the inner Congo, he tells us that it was 'an implacable force brooding over an inscrutable intention'. How does a 'force' brood over an 'intention'? What force? What intention? The geographical journey to the heart of the 'dark Continent' (so Africa was called) seems to be paralleled by a linguistic and semantic heart of darkness that congests and confuses Marlow's attempt to make sense of what is happening to him. It is clear that he thinks Africa is taking vengeance on the white man for his 'fantastic invasion' of it, but the nature of that unappeasable vengeance is unknowable and nearly inarticulable. Conrad makes language buckle under the strain of explaining what Marlow thinks is happening to him and happening to the Congo as the 'faithless pilgrims' (Europeans) tear the treasure (ivory) out of it. Reading some of Conrad's sentences is itself a journey into a heart of darkness. But that's the point.

As a final assignment this term I asked the students to identify three particularly trenchant or obscure sentences we had not previously examined and to offer their own commentary on them. I have never tried out this experiment before and thought it might be more interesting than having the students churn out another essay. For whatever reason, roughly one-third of the class did not hand in anything (a great disappointment to me) but those who did the assignment produced some excellent insights into Conrad's work. When I was seventeen years-old I could not have written something as canny as this:

The word 'ivory' has taken on a life of its own

for the men who work for the Company. To them, it is far more than the tusk of an elephant; it represents economic freedom, social advancement, an escape from being an employee. The word has lost all connection to any physical reality and has itself become an object of worship.

Whenever I think that I can no more teach H of D than Marlow can tell the story to his shipmates in Gravesend, I discover that a handful of students — faithful pilgrims, faithful stewards of literature — are in fact pulling the novella into their young hearts and capable minds in a way that would have pleased the Polish-French-British author, who breathed his last in Bishopsbourne, just a few miles from the Langton.

And, as luck would have it, the librarian at the Langton (also my Intended) and I live eight minutes on foot from Conrad's splendid gravesite in Canterbury Cemetery. We often make the pilgrimage to his grave and sometimes a black cat follows us and reposes like a sphinx on the gravestone. We call it 'Nostromo'. The family plot is full of small pieces of gravel. Several times I have used these pieces to spell out 'The horror! The horror!' on one of the slabs in the plot. Someone — alas — keeps sweeping away my stony letters. And Nostromo no longer haunts the spot. But we maintain our vigil and each time I see his name on the angular vertical slab — Józef Teodor Konrad Korzeniowski — I think of how for me he will always be draped in the many folds of Heart of Darkness. I also think of my responsibility to lure as many students as I can into the dark and difficult delights of Conrad's prose style, his 'gift of expression' that produces both the yarn-spinning Marlow and the diabolically-eloquent Mr Kurtz.



Joseph Conrad (born Józef Teodor Konrad Korzeniowski 1857 – 1924) was a Polish author who wrote in English after settling in England. He was granted British nationality in 1886, but always considered himself a Pole. Conrad is regarded as one of the greatest novelists in English, though he did not speak the language fluently until he was in his twenties (and always with a marked accent).

My Classroom in the Rainforest

English teacher Ms Orlagh Geoghegan left the Langton in September to travel in South America. She has kept her promise to be Langton News's Roving Reporter.

This is not intended to be a bleeding heart piece. Nor is it an attempt to portray any grand image of myself as a dedicated change maker or philanthropist. I came to work for an Ecuadorian charity for two reasons: 1) I have always wanted to travel to South America and experience the real side of life for the people who live here, the side apart from the tourist attractions and commercial hubs and 2): to make myself useful and helpful in a way I know I can, and that is to teach English. I had no special desire to seek out Ecuador, but when I stumbled across a website for an educational project that provides English instruction to children who live along a rainforest road, I got excited. It's a rainforest, after all, and like many of you reading this are probably thinking, I felt it would offer a rare possibility to witness what we grew up watching David Attenborough whisper to us passionately about from our TV screens: nature in one of its wildest and most colourfully diverse forms. And so the Ecuadorian Amazon seemed like a sensible starting point.

I wasn't really sure what to expect. I am used to busy school environments with bustling corridors, noisy playgrounds, classes comprised of 32 gleaming uniforms and faces, cheers from cricket pitches, lockers slamming, coffee-smelling staff rooms, humming photocopiers, scheduled meetings, inspections, minutes of meetings and more meetings. And what I found here was quite the contrary.

Most schools consist of two or three main classrooms with tiled or concrete floors and wide windows that look out across a playground of gravel. The windows have no glass and leave gaps for the little tanned faces and hands that often appear through the decorative bars that are instead in place. But it's not the buildings that grab your attention, it's the children. And very much so in the literal sense. On my first day I was welcomed with hugs and handshakes, all of the children eager to be heard

saying: "hello teacher." I soon discovered that many of them had as much English as I had Spanish, which made for an amusing learning experience. But what we lacked in language was certainly made up for in the way of good humour and enthusiasm. It's no exaggeration to say that the children would race each other to English lessons often knocking each other to the floor and crash landing in their seats. So using drama as a teaching method in the classroom was always going to be a winner. Miming actions and role play frequently produced much laughter from both sides, but we got there in the end. Sometimes the smaller ones would shout words at me in Spanish, somewhat baffled as to why I wasn't acknowledging their answers. This became a great way for me to learn new vocabulary and there were times when the confident ones would happily spring to their feet and sprawl on the board for me in Spanish. Handing these small children "el marcador" to write on the board would light up their faces something akin to the winning Olympians who climb up podiums to take their medals.

Adding to the colourful environment were the animals. Chickens and dogs would frequently roam the school sites, the dogs often seeking refuge in the classroom during heavy downpours. Butterflies, swallows, hopping spiders and many a variety of insect, the chincuro (at spiny caterpillars that can sting), being my least favourite, would form part of each day's typical classroom traffic. To the children this was normal; to me this was nuts, and like with the role-play learning, created many a drama in the classroom. Me being the fearful fool, of course; the children the gleeful spectators.

About the rain. I'm not sure what I had expected of the rainforest, but this is something I had truly underestimated. Sometimes it lashed down so hard on the tin rooves covering the classrooms that nothing I said could be heard. This was frustrating especially as it's so easy to lose the attention of



small children of a foreign tongue. Teaching had to stop and then it took double the work to get them all back on track. The sunshine that followed such showers would create new challenges, especially when taking the long road home. The heat simply added a physical element to the mental fatigue of getting through a day by communicating in a language I barely knew.

I'm a believer in judging an establishment by its toilets and the toilets in some of the schools offered interesting experiences. A visit normally involved bringing your own paper, assuming a yoga pose as you did your business (to ensure that the door was held shut) and finishing with a trip to the well to fill a bucket of water for flushing. But these were minor set backs and learning about how frugal some of the children's lives are in these parts put a halt to my grumbling.

It's fair to say that the social welfare of the schools' cohort is greatly mixed, meaning poverty and reasonable prosperity sit side by side in the classrooms. Some children only see their parents once a month because their parents have to travel to the capital, Quito, which is a five hour bus journey

away, to get work. These children are often looked after by their older siblings who may be only twelve or thirteen years old. I found I could tell if their families were struggling by taking a quick glance at their feet. Shoes with missing laces, holes and worn out soles were usually an indicator of economic struggle. This saddened me but it made me understand the importance of the project's goals.

More about how the Arajuno Road Project works. The project is a genuine non-profitable organisation that lends support to children and their families through English instruction in a number of schools situated along the Arajuno Road, a road which runs from the jungle town of Puyo to the rural village of Arajuno. The project directors are a locally based husband and wife who devote time, on a daily basis, to the smooth running of the charity, often engaging in physical work to improve the schools' infrastructures. Another important aspect of the project lies in developing community and environmental conservational programmes in the Ecuadorian Amazon. Reforestation plays an important part and the English syllabus strives to embed a respect for each school's natural environment in lessons. But the hands-on conservation is a side to the project that I wasn't involved in directly, although I learned a lot about the importance of protecting the developing landscape beside each settlement. The project depends on volunteers from Europe, Canada and the United States along with local helpers to dedicate time to teaching English to children in five rainforest schools. The Ministry for Education here leaves a lot to be desired and funding for materials is quite low, making the work of ARP all the more precious.

I haven't written this for a "pat on the back" for my four weeks of volunteer work. Indeed I feel the experiences I have had have been invaluable and I leave with very precious memories, which I am all the richer for. I feel humbled by the warmth and good spirits the children and teachers have paid me. It's a cliched concept but a true one that those with very little material wealth can often give so much in the form of affection, good humour and kindness. And that is more than enough for me.

However, if you like the sound of this project and are interested in supporting the good work that is happening then please go to www.amazonvolunteerecuador.com to make a contribution. Even small donations of three, five or ten dollars, euros or pounds would go a long way to help keep the project going. That would mean a lot to me, to the children and to the teachers along the Arajuno Road. Their work is important; teaching the next generation conservational methods to care for our Amazon isn't extra-curricular, it's core. I say "our Amazon" sincerely because witnessing its beauty first hand, its vital role as the planet's lungs has made me contemplate a lifeless future without it- no Amazon, no more us.



great minds ...

The Langton is renowned for the number of student-led groups, societies and clubs that take place throughout the school year covering a huge number of subjects. Two new groups have recently been formed, one by Year 13 language students and the other by musical Year 10s.

CONNECTING THROUGH LANGUAGES

The Langton Society of Linguists by Rory Coulson-Tabb and Alex Harris (Y13)

Earlier in the term five representatives of Languages Connect came to the Langton to talk about their work in translation.

Language Connect is a large London based Translation and Interpretation company with offices worldwide including New York, Melbourne, Munich and Istanbul. It was founded in 2003 by Iwona Stepien and Ben Taylor with the aim of aiding trans-national organisations to work efficiently and to overcome language barriers between them and their customers. Language Connect works with a worldwide network of more than 5,000 freelance linguists covering more than 150 languages. The presentation gave us an insight into the company and day to day operations.

Later in the session we were given the chance to try our hand at translation and interpretation. We were given several scenarios with key vocabulary to aid us. The scenarios ranged from a customer at a restaurant who was unhappy with his food to a criminal in a court who required translation of the court proceedings.

The tasks were carried out very well by the group, the employees of Language Connect were impressed with our arsenal of rich vocabulary and verbs. In one scenario there was the chance to play one of three parts - an Asylum seeker, a translator and an Immigration Official. The person requesting asylum had very

little English and so the translator had to find out why he was seeking asylum and then to relay it back to the person playing the Immigration Official. This gave the group an insight into a real life situation where translation and interpretation is necessary.

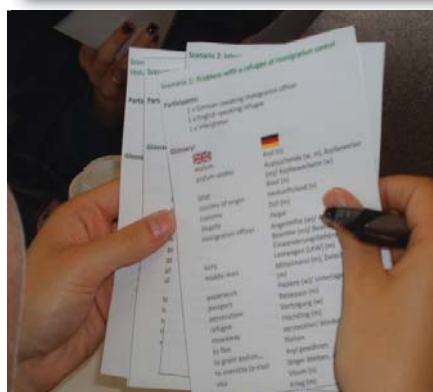
Deficient language skills, language barriers and the assumption that "everyone speaks English" is estimated to cost the UK around £48bn a year according to research by Professor James Foreman-Peck for the Department of Business, Innovation and Skills (BIS). Translation and interpretation companies are helping to bring down this figure by using native speakers to bring together countries and their trade.

The presentation was extremely informative and enjoyed thoroughly by all. We were given the opportunity to put questions to the five employees - the majority related to career possibilities with languages - and the group found

the answers both informative and interesting.

The whole occasion was extremely beneficial to language students and it is hoped that opportunities for internships will result from having established the link between the Langton and Language Connect.

This symposium was the first of many lectures and talks organised by The Society for Langton Linguists. In the future the society hopes to organise more outside speakers, workshops and trips. We are currently working to organise meetings with Professors and Lecturers from universities and institutes from all corners of the country furthering the learning of the members of our newly founded Society.



...thinking alike

ALL TOGETHER NOW!

**The Langton Arts Music Club
By Adeel Jafree 10M2, Augy
Allain-Labon 10M1, Robbie
White 10M2 and Josh Cotter
10S2**

After the latest school musical production of Grease we were astonished at the genuine interest and effort the Year 10 girls and boys put into the production which, despite the occasional stressful moments, was a hilarious and fantastic event.

We realised the potential of the Year 10 students and we immediately decided that some sort of collaboration of musicians had to be set up. After a lot of hard work the Langton Arts Music Club, involving Year 10 students from both the Langton and the girls' school, was formed.

The club runs fortnightly on Wednesdays from 4:00p to 5:30pm and is aimed to enhance the students' performance and composition of music in a social and fun environment, where they can relax and mingle amongst friends old and new. We believe that this friendly atmosphere provides us all with the perfect environment in which we can perform and give feedback to each other without anyone feeling nervous or anxious. Another of the club's aims is to allow the musicians to form unique bands with a mix of instruments allowing them to explore types of music they may not have encountered before. This really demonstrates our commitment to accepting people from any musical backgrounds, from classical to hard rock.

With Christmas just around the corner, we felt it would be good for us to have some sort of goal to work towards. With that in mind, we contacted the head of the Music Department at the Girls' School who informed us of a Christmas concert which was being held there and said that he was more than happy for us to perform in the concert. A great opportunity and a worthwhile goal to work towards. It will also serve as an incentive to keep the musicians involved in both the social and musical aspects of the club. Hopefully, the concert will feature some great covers and maybe even some original compositions by those involved. We hope this will lead us onto performing in other concerts and maybe

eventually lead us onto forming our own independent performances.

High ambitions, we know, but we believe that this is completely possible with the continuous support and work put in from the club members. Mrs Collman (and the Music Department) have played an essential role in helping us to develop the music club, from helping us to plan assemblies and presentations to the Girls' School, through to driving us to and from the Girls' School and also giving us general support and guidance. And for that we would like to give a huge thank you to her and the department. With this continued show of support, we hope to achieve great things.



The Truth is Out There ... Somewhere

Mr Peto takes a trip along the Information Superhighway

If there's one thing that makes me happy about the internet, it is the fact that it has opened up the sum of human thought and understanding to pretty much anyone with something as basic as a web-ready mobile phone. The ease with which one can search for an item of interest would be mind-boggling to somebody from even just 25 years ago.

Let's say, for example, that I want to research Sherlock Holmes. I can type his name into a search engine and find links to, among other things: a Wikipedia entry spanning 26 A4 pages (including numerous references for further research); a series of pictures of various actors who have played the part in film and TV adaptations (Benedict Cumberbatch being the best by a mile, obviously!); news about an exhibition being staged; a link to the Sherlock Holmes Museum and to the Sherlock Holmes Society; YouTube links to videos of past episodes; articles on how to think like the great detective and so on. And that's a tiny selection of the 48,700,000 results returned by the search engine.

The choices which are afforded to me by search engines such as Google (so common that a frequently used synonym for the verb 'to search' is 'to google') are staggering, and of course I can on-ly ever follow leads from the first 100 returns - anything further would be an impractical use of time.

Go back 500 years or so and access to information was a secretive and life-long pursuit. Only a select few were taught to read, and the transmission of information was a slow and labour-intensive process, involving the hand copying of books (or 'manuscripts' from the Latin for 'hand-written') tak-ing years to complete. Such information was zealously guarded, prohibited and strictly controlled by a Church eager to maintain absolute authority over the interpretation of scripture (literally 'writings', again from Latin, with the added connotation of holy writing). Those who came to a different, unof-ficial and unorthodox view of Church teachings would be branded (literally in some cases) heretics and subjected to torture, including burning. A sobering

thought, considering the ease with which we can now access information on any topic we choose.

Of course, the advent of the printing press changed all that. The proliferation of bibles and prayer-books made Christianity much more democratic and accessible, and the European Reformation was an inevitable consequence. And now we are in the middle of a similar revolutionary period: the Information Age, a time when the whole breadth of human knowledge is a few clicks away and the amount of new data produced and stored every day dwarfs the sum total of 5000 years of human writing.

Does this accessibility and democratisation of knowledge automatically make us smarter, though? Well, frankly, no - and the danger is that it may make us less smart and less critical because we slip into the complacency of thinking that knowledge is just a click or tap away. If you've ever cut-and-pasted some facts from Wikipedia you've fallen prey to this phenomenon. Certainly in the Information Age the potential for



10 internet facts

self-directed learning is huge, but it has to have a measure of depth and understanding, rather than just superficially copied facts. Knowing how to access reliable sources of information, being able to judge how useful a site is with a glance, making precise search queries; these are increasingly important skills in our information-rich society. And in a world in which a lifetime spent reading would not even cover a tenth of a percent of what is out there to be read, using time effectively to find what you are after is, and increasingly will be, a valuable skill to possess, in personal and professional terms.

For those who understand how to make the most of the information that is out there, the potential benefits are huge. Self-guided learning, online learning communities, free online university courses; these are all out there for those who look for them. The paradox of our time is that even though we have all the information of the world at our fingertips, we have to work harder to make use of it and though we have more and more accessible knowledge out there, if we are not careful the sheer volume of data can overwhelm and distract us.

So, the next time you go on the web to research something think about what you're doing: you're accessing the greatest library the world has ever known, yes, but how will you make sure you really learn from it?

1

There are 7 people in the world who hold the "key to the internet." If in the event of a major catastrophe the internet is shut down these key holders will together be able to reboot an integral part of the system.

2



Berners-Lee uploaded the first photo on the Web in 1992, an image of the CERN house band Les Horribles Cernette

3

4

The famous sites Amazon, Twitter and eBay almost had different names. Amazon was supposed to be named 'Cadabra', Twitter was almost 'Jitter', while eBay could have been known as 'echobay'.

With satellite based internet now available there is no country in the world that cannot access the internet although Governments in certain countries still continue to severely restrict its use. In North Korea only Government officials and named officers have access to the net and China is famous for restricting its public's access to certain sites.

5

The majority of Internet traffic is not generated by humans, but bots like Google and Malware

6

People who use social networking sites such as Facebook and Twitter will use 10% of their entire life time on these sites. This is what Facebook looked like in 2004

7

When Montenegro became independent from Yugoslavia, its Internet domain name went from .yu to .me

8

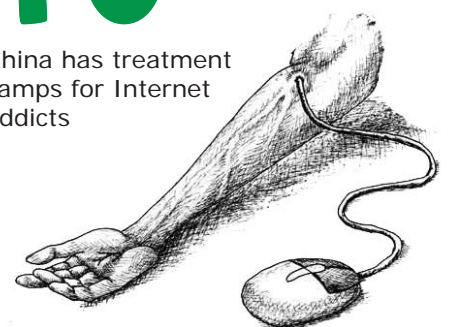
There are more devices connected to the Web than living human beings.

9

Internet and Web are commonly mistaken for the same thing. While the Internet refers to the networking infrastructure that connects millions of computers across the world, the WWW is the collection of text pages, music, files, digital photographs and animation which users can access over the Internet. The Web represents only one part of the Internet

10

China has treatment camps for Internet addicts



LUCID: THE STORY SO FAR

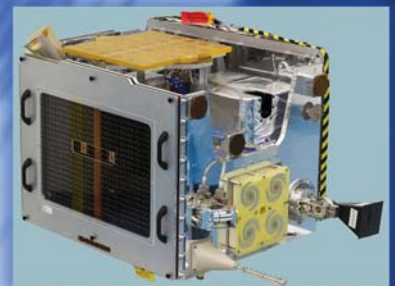
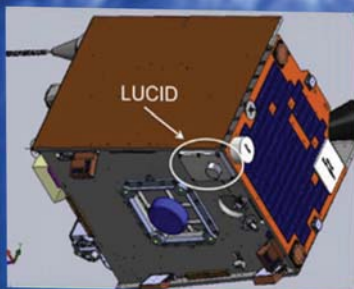
In 2007 the Lucid Story Started



The original team was Rachel O'Leary, Rachel Powell, Cassie Warren, Peter Hatfield, Tom Stevenson, Adam Sandey



Pictured here with Larry Pinsky and Michael Campbell
"It's like playing at being NASA or the European Space Agency, but they're not really playing, they're doing the real thing."



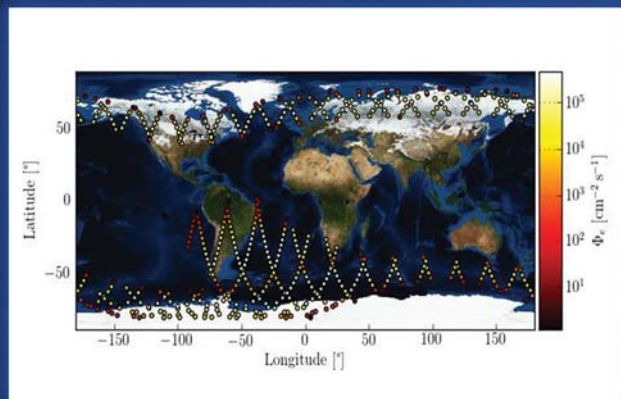
The outer protective aluminium cover on the LUCID detector



Langton students saying cheerio to LUCID on TDS-1 in the clean room at Surrey Satellite Technology Limited



2014 LUCID was launched on TechDemoSat-1 from Baikonur on a Soyuz 2 rocket on 8th July



Orbit of TechDemoSat-1 with estimated flux of electrons



Langton students being presented with attendance certificates for the CERN@school Symposium by Professor John Womersley Chief Executive of STFC

Thanks to everyone who helps us!



The Langton Lion on LUCID now circles the Earth every 90 minutes 635km above the earth. It will be in Space for the next three years

STAR CENTRE DATES FOR YOUR DIARY

Wednesday 26th November
Authentic Biology Symposium – Wellcome Trust, London

Friday 5th December
Public observing from 7.30pm

Wednesday 10th December
MBP2 Day

Friday 9th January 2015
Public observing from 7.30pm

Wednesday 4th February 2015
Laura Thomas – Defying Gravity 1.45 - 2.45pm

Friday 6th February
Public observing from 7.30pm

Wednesday 11th February
MBP2 Day

Wednesday 11th February
The Star Centre presents The Sky at Night presenter Chris Lintott

Drama

Treasure Island

At the very end of the summer term the Year 8 Drama Club presented a performance of Treasure Island. Year 7 were the invited audience to see the first performance and having studied the novel in English, gave lots of comments about the adaptation in the following discussion. In the evening, parents and siblings enjoyed a second performance full of stormy seas and pirate banter! A Level Theatre Studies students, Amy Petts and Alex Jespersen, having run the bubbly and bouncy club through the year, had selected this pantomime inspired adaptation.

They enhanced the comic effect by directing in classic physical comedy sequences and adding properties like an enormous blow-up hammer to open the treasure chest, the latter getting the biggest laugh. The use of both end-on staging for the island and in-the-round for the sea voyage worked effectively to create two very different locations and atmospheres.

The cast all delivered convincing performances with several adding accents to create their characters of pirates, officers, islanders and narrators. Elorm Ahorsu played the hero, Jim Hawkins, managing to save the day by outwitting the dangerous and corrupt Long John Silver, played by Isacc Brennan. Sam Pickford, Harry Butcher and Keir Headly created the high status of their roles contrasting well with the boisterous pirates played by Ethan Hope, Jake Popplewell and Cameron McKenzie. The Islanders, Oscar Rush, Ashlly Ally, Amit Dhillon and Louise DeCloedt, showed their characters' delight as the violent pirates and treasure hunting sailors left their island. The production was well supported by Tim Humphries and Nick Young who designed and operated the lighting and sound.

It was excellent to see so many of the cast had been members of the Year 7 club which produced Charlie

and the Chocolate Factory a year ago.

We are well into the Autumn term and the group have reformed into the year 9 Drama Club, with more members, and are preparing their next production, The Trench by Oliver Landley which explores the experiences of the WW1 tunnel diggers.



Over the last four months students from across the school have been involved in an exceptional variety of projects which have involved performances at two regional theatres, the Marlowe Theatre and the Gulbenkian Theatre as well as productions in our Drama Studio.

Students have been working as actors, lighting/sound designers and operators, costume designers and directors, taking opportunities in staff-led projects and most excitingly, proposing, developing and leading their own.

Students are engaging with the dramatic arts through a variety of routes available in school including the KS3 Drama Clubs, the Arts Award programme and the GCSE and A Level examination courses.

This year Nick Young has joined the department as a student-teacher, having completed his A Levels last year and gained a place to train as an actor at East 17 Drama School next academic year. He is leading the year 8 and year 9 Drama Clubs which meet on Monday and Thursday lunchtime respectively. We now have both Bronze and Silver Arts Award students and year 8 and above can join the project this term as we launch the next group on December 3rd.



A Difficult Art Form

Langton artists in the Sixth Form have been exploring abstract art. 'Abstract art is often considered to be simple but those that think this have no appreciation of the difficulty in creating an artwork using only shape, line, form and colour, with no recognisable subject matter' explains Head of Art, Mr Andy Howe. 'Some of the world's greatest masterpieces are abstract; it takes a great deal of confidence and talent to produce work that exists with a degree of independence from visual references in the world.' The work below is by Grace Greenstreet (top) Luca Guarino (middle) and Christian Leggett (Bottom)



Langton Artists in Prestigious Exhibition

The John Downton Award for Young Artists is an annual exhibition which encourages and celebrates the creativity of Kent's young artists. It is open to students, aged 11 - 18, from schools and colleges across Kent.

This year two Langton students had their work chosen to be exhibited. Alex Jones's submission (pictured top right) is a Lino Cut printed on a copy of the Financial Times depicting American Dollars. Harris Mawardi's piece (bottom right) is a lino cut self-portrait.

Their painting, together with the work submitted by other successful artists will be exhibited at County Hall, Maidstone from 29 October to 26 November 2014.

A selection of works will then be shown at the Turner Contemporary between 2 December 2014 and 4 January 2015. The award is hosted by Kent County Council on behalf of the John Downton Trust. The exhibition commemorates the life and work of John Downton, the celebrated Kent artist, poet and philosopher.



Important Reminders from the Langton Parents' Association

Don't forget the
Christmas Craft Fayre
Saturday 29th November

If you are interested in taking up a stall then please get in touch as soon as you can. Please email us for any further information or offers of help.
langtonparents@thelangton.kent.sch.uk

**one child,
one teacher,
one book,
one Pen
can change
The World**

Malala Yousafzai, 17
The youngest ever
winner of the
Nobel Peace Prize

Who survived an assassination attempt in 2012 . The Taliban tried to kill her for speaking out in support of education for girls.

