

back down to the crèche. I realised you have to be alert at all times, in case one of the children might be in danger, and if one of the children does hurt themselves then you are not to make a big deal out of it as it only makes them feel worse and the matter becomes increased."

Travel Agent – Classic Collection Holidays

"The only thing to identify it as a workplace and not a house was a small plaque to the right of the door with the company name on it. It seemed very cold and uninviting with only a staircase with industrial carpet tiles, leading to the first floor where the office was.

The first people that I was introduced to were the three others who work in the same department as my father. They were very warm and friendly and tried to make me feel at ease. There was a radio playing quietly in the corner which made it feel slightly more informal and made me relax."

YOUNG ENTERPRISE

Abstract

We set up a young enterprise company in September 2001 called Abstract. We started off selling cushions, then after a great success with cushions we started to make and sell beaded products. These included belts, bracelets and key rings.

We also had a good success at the Trade Fair at Churchill Square Shopping Centre and made quite a good profit. Just recently we took part in a presentation and a small group acted out a role play, featuring Ali G, performed by Saphi Ali. However, we unfortunately did not get through to the next round.

When looking over the year I think everyone has gained a valuable experience and now appreciates the task of working in a team in a business environment.

We learnt to work co-operatively under pressure, to tight deadlines and to respond positively to criticism. We also learnt to delegate and to trust the person we delegated to. Overall it was a great experience and we learnt many business and life lessons.

Achievements:

We won the Brighton & Hove Schools Young Enterprise First Prize for Best Report.

Emma Watkins, Year 12



Coral Golding, age 15

The Seagull Programme

At the end of May, six ESL students took part in the 'Seagull Programme'. This is an annual event for new and foundation course foreign students.

On the first day, we visited Brighton. It was a sunny and windy day. We walked along the beach. We talked about the history of Brighton. We saw the world's first electrical railway which is called 'Volk's Railway'. We had our lunch in the Royal Pavilion which is the most extraordinary palace in Europe. We walked through the old streets which are called The North Laines. We saw a lot of cafes and pubs there.

On the second day, we travelled to London. We went to London by train. Then we went to the Natural History Museum by underground. We met a lot of foreigners in the museum. We saw the world's biggest dinosaur fossil. We had a delicious meal in a nice restaurant which is called 'Dragon Island' in China Town. Then we had a fantastic boat trip on the Thames. We saw many scenic spots around us. We saw The London Eye, Parliament, Tower Bridge, London Bridge, HMS Belfast and Big Ben. We enjoyed ourselves very much.

On the third day, we visited Seven Sisters by minibus. Seven Sisters consists of seven big white cliffs near the sea. We met a group of students from another school. Afterwards we visited a small village called Alfriston. We had a traditional English afternoon tea there. We tried some coffee and chocolate cakes.

On the fourth day, we visited a working museum called 'Amberley Working Museum'. We saw lots of old machines and furniture, like the old phones, old bulbs and gramophone records. We even saw one of the most famous Chinese inventions in history. We called it 'Print skill' in China. Then we visited a big castle in Arundel. It was peaceful and holy.

I think the Seagull Programme is a significant activity. It taught us a lot about English culture. Also we visited lots of famous places of interest and followed our teachers. They were able to give us lots of interesting introductions and descriptions. We were able to learn useful knowledge from them.

Christy Zhang, Year 12

May 20th 2002:

First day of the Seagull Programme

Brighton

Today was a brilliant and sunny day to have a trip. We walked by the seaside, talking about the history of the buildings nearby. (Mr Hargreaves always likes to talk about history.)

We saw the oldest electric railway in the world called Volk's Railway. The man who built the railway was called Mr Volk, a German, living in Brighton. Anyway walking by the seaside really could help me let my hair down.

Later we had lunch on the grass at the Royal Pavilion. It was a very special experience for me. After that, Michelle and I were asked to sketch the Royal Pavilion. I was satisfied with that. We also enjoyed the breeze and sunshine.

Then we went through some old streets and lanes where there were many goods. Suddenly we stopped in front of a Japanese restaurant called Moshi Moshi; I felt confused that maybe Mr Hargreaves was hungry again after finishing his lunch. When everyone was talking about this famous restaurant, I became curious and looked through the window. To my horror, I saw a fleshy naked man behind the counter without seeing his head. Oh my goodness! I told Mr Hargreaves but he didn't believe me. So he seemed to have been cursed by the naked man. After that, when he wanted to order ice cream on the Pier, two machines were out of order.

Following that, we went to the Palace Pier. I found it was so much fun there. First we all sat on the comfortable deck chairs for free, and sunk our teeth into the delicious ice cream while feasting our eyes on the beautiful view from the Pier.

Before returning to school, we took the train which goes on the electric railway. The man who sold us tickets told us that Mr Volk was the first man in Brighton who had electricity in his house and brought the idea to build the first electric railway. How great he was! Furthermore we found the train's top speed was 13 miles per hour. When we got off the train, we spent a short time playing ducks and drakes. It was really fun and an unforgettable experience for me. I really had a fantastic and impressive day in my life. Thank you, Mr Hargreaves.

Sharon Ou, Year 10

The Seagull Programme: page 2

May 21st 2002:

Second day of the Seagull Programme

London

Today was a lovely sunny day. It was very good for a trip. We went sight-seeing in London by train. We left school with Mr Hargreaves at 9.15 with our packed lunch. After arriving at the station we met Miss Welby. Miss Welby bought the tickets. Sharon and Michelle took photos during the time when we were waiting for the train. Maybe this was the first time they had been in the train station so they felt quite interested. Soon we got on the train. Most of us ate our packed lunch on the train. Mr Hargreaves was 'over kind' to his jumper and trousers. He gave them a lot of cheese when he ate his cheese sandwich! I saw the cheese fall onto his clothes. I felt so funny.

When we arrived at London Bridge Station, we went on the underground. We took the Jubilee Line to Westminster and the Circle Line to South Kensington. We went to the Natural History Museum. That museum contains two parts – 'Life' and 'Earth'. In the beginning we looked around by ourselves. Later there was a guide who led us. We took a route which went as follows: Dinosaur Exhibition Hall, Birds' Hall, Mammals' Hall, Butterfly Hall and Whale Hall; we stopped after that. I would have preferred to have looked around on our own because it is more interesting and unfortunately the guide spoke so quickly.

Afterwards we decided to go to Chinatown for lunch. Karen and Sharon ordered the dishes. We had fried rice, dumplings, chicken and shrimp. As Mr Hargreaves adores Sichuan food, we also had fried beef. The flavour was Sichuan, but it was not a pure Sichuan taste, it merely had a little chilli. If it had been pure ethnic food, a lot of chilli would have been put in the dish. Though the food was not fully authentic Chinese flavour, we had a big appetite, so we ate all of the food, nothing was left. The meal was accompanied with very refreshing Chinese tea.

After the meal we walked around Chinatown. The narrow streets of Chinatown were thronged with hordes of people. Crowds can mean danger, we must take care of ourselves when surrounded by such a number of people. Sharon wanted to buy some tins for her friends so we went to the supermarket in Chinatown. I bought some noodles, Karen bought two packets of plum sweets, so everybody could have one. But we were so thirsty, we wanted to find some water.

Next we walked to the River Thames to have a boat trip, on the way we passed St Paul's Cathedral. We all took some photographs outside there. I would have liked to have gone into the Cathedral, but we didn't have time. What a pity! On the river there is a new foot bridge, the Millennium Bridge. It opened in 2000 but closed immediately for 18 months because the bridge shook when people walked on it. The view from the bridge was wonderful and we again took some pictures. We could see many famous buildings, including the Globe Theatre. This is a reproduction of Shakespeare's original theatre. It is on the south bank of the river near the new Tate Modern Art Gallery and Southwark Cathedral. The theatre has a hole in the roof and people can stand and watch the plays just like 400 years ago.

Finally, we caught a boat along the river. We had a commentary and we saw many sights: Tower of London, Tower Bridge, London Eye and the Parliament. By now it was quite cold and we sat outside on the boat! I was surprised at how many bridges there were across the river. Previously I only knew about Tower Bridge. Before returning to London Bridge Station, we all walked up Whitehall. We passed Downing Street where Tony Blair lives and we saw a Guardsman in traditional uniform. We took photos standing next to him, but he never smiled or moved! At the end of the road we reached Trafalgar Square with Nelson's Column in the middle. The whole square was full of tourists and pigeons. We went through the square, walked along the subway to Charing Cross Station and from there we reached the train station, and caught the train to Brighton.

When I got back I felt so tired and hungry, but I had had a joyful day in London. I learned a lot of things from the trip. It was a rare opportunity, so the day really was worth my while.

Haoyu Liu, Year 12

23rd May 2002:

Third day of the Seagull Programme

On the Wednesday, the day after going to London, we went to East Sussex with Miss Inniss. We went there by school bus. Firstly, we went to see the Seven Sisters where there are huge cliffs on seven hills. For some strange reason, this geographical feature is called 'Seven Sisters'. We took lots of photos of Seven Sisters. Later we went to Alfriston, a famous little village. There are a lot of old-fashioned houses. Their doors are small and short. We decided to go shopping in groups. We saw lots of elderly visitors there. In the shops, they almost all sell souvenirs and old-fashioned things, like dolls, plates and pictures. However, I only bought some toy bears.

Finally, we went to Littleington and had afternoon tea. I ate home-made cake and drank iced-coffee. On the way back to the school, there was a big traffic jam. We were really tired and slept on the bus. I will never forget the taste of the home-made cake that I had eaten. It was an absolutely delicious lemon curd. I would like to learn to make this kind of cake!

Boey Lee, Year 12

The Seagull Programme: page 3

22nd May 2002:

Fourth day of the Seagull Programme

Amberley and Arundel

Luckily on Thursday the weather was still fantastic; we met together outside the dining room and then the school bus drove us to Amberley Working Museum, which is in West Sussex between Arundel and Storrington. The museum, covering 36 acres of former chalk pits, has over thirty different buildings, lots of volunteers work there to show the visitors the working crafts and exhibits. There are beautiful walks, a railway station, a bus depot and printing works, lots of picnic areas and many other interesting things.

When we arrived we went to see a short video first, which gave us the historical background. Afterwards, we went to see an amazing variety of electrical appliances, for example, different years' telephones, radios, televisions, radio transmitters and something else. A man showed us how to use an old record player and we listened to some lovely old songs as well. Later, we wanted to take a ride on a narrow gauge railway. The train had just left and we had to wait for 20 minutes. In that time, we decided to go to the broom-maker's shed. I saw a man making a broom. It only costs £1.50. He used two kinds of material - one for indoor sweeping and the other one for outdoor.

Afterwards we took the train around the museum. We got off at the other station and we saw lots of different old buses and trains. It was quite interesting. Later on, we went to a pottery and saw a woman making a big bowl. She was very talented and told us how she painted the designs. On sale there were lots of mugs with a variety of first names painted on them. Following this, we went to the bus stop to catch a tramcar. This is a small electrically powered vehicle, it used to run along Worthing seafront in the 1920's. When we got back to the stop, we spoke with the driver who had been to Hong Kong 50 years ago. He said he was a soldier when he was in Hong Kong. Later we took some photos with him, and then he gave his hat and ticket

machine to Mr Hargreaves for taking photos.

Following this, the school bus drove us to a town called Arundel which had a castle and a large cathedral called Arundel Cathedral. It has got a huge beautiful organ. When we came into the cathedral, we saw an old lady was playing the organ. The music was fantastic. At the back of the cathedral some postcards and magazines were sold.

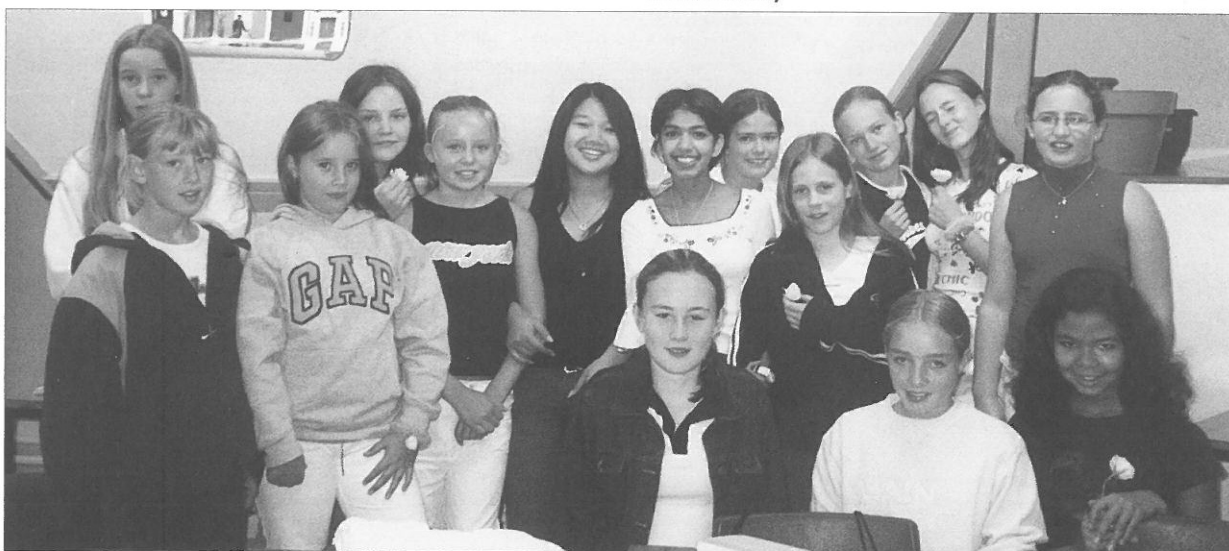
Afterwards, we took a long walk from the cathedral to the middle of town, and then we came to a traditional tea room. We all had nice, warm coffee or tea with some kinds of cake.

After the tea, the minibus drove us back to school. Finally I need to thank the teachers who showed us to visit lots of different places and gave us a fantastic and useful trip.

Karen Yu, Year 12



Peace One Day



Duke of Edinburgh Award Scheme

Although there was no Silver group this year, we had a very cheerful and committed group of girls from Year 10 who completed their Bronze Award successfully.

The Skills, Service and Physical Recreation sections of the Award are organised by the participants themselves – activities varied from working at the Oxfam Bookshop, walking a dog, learning to be a radio operator, helping at Sunday School, babysitting and Maths tutoring, helping at a Day Centre, ball girling, dancing, drama, golf, playing the flute and oboe and many more ...

The expedition section began in earnest just before Christmas and attendance was excellent at the Wednesday evening sessions. By February, routes were being planned and traced, maps organised, kit lists completed and menus made for the two forthcoming expeditions.

The practice expedition took place in April and went very well except for a badly flooded tent at 2am. Sleeping under canvas was an alien experience to some of us who usually had more sophisticated ideas for our Saturday night entertainment, but all went well, except for the outbreak of blisters. We had only two weeks to recover before the 'real thing'. Several Year 10s were to be seen limping around school in flip-flops, but luckily someone discovered a miraculous blister spray – cans of this magical formula were purchased by each group, and everyone felt ready for the Assessed Expedition.

Memories of this include: good weather, a very pleasant campsite in Keymer, complete with free range chickens, dogs and children, high spirits, more blisters, a never-ending rounders match on Saturday night, twisted ankles and terrible singing. Some of us enjoyed the experience so much that we are going for the Silver Award next year.

We were delighted to see that the Duke of Edinburgh himself had made the effort to turn up at Stanmer Park to greet us as we arrived at the end of the expedition (he maintained he was there for horse-driving trials)!

Congratulations to all the participants: Vashikeh Miller, Lydia Colasurdo, Vusa Tebe, Selina Austin, Neallie Howard, Alex Conn, Stephanie Baxter, Nicola Johnson, Charlotte Ridge, Anna Vincent-Gill, Tina Fong, Lauren Byrne, Julia Fortune and Hannah Brooks.

Heartfelt thanks to Jane Abbott and Emma Fellingham for their enormous amount of help and support throughout the year.

It is never too late to start the award, so if you are interested, please see me for more information.

Jayne Dempster

The Duke of Edinburgh arrives to welcome the expeditioners from St Mary's Hall



Soil to Textbook!

Before archaeologists can get down to work there are many obstacles they will encounter and must overcome.

The first of many is ...

Where To Dig?

To decide where to dig is a very difficult decision for archaeologists to make. They don't just fly to Greece for example, stick a shovel in the ground and off they go. It takes planning.

Archaeologists must first research areas to see if they are worth digging in. The best place to start this is a library or somewhere that keeps written records. This would be excellent as it would provide primary evidence on the area and the people who lived there. It would give you some sort of idea about the type of lives they led and their economy.

Once you'd decided on a preferred area you would then do further research which would consist of viewing photos of the site from land and air to see its layout and then you would look at textbooks for secondary evidence and information on the area which would hopefully add to that you'd already found.

Unfortunately you have to be 16 years of age before you can start digging and 18 years of age before you can start digging abroad.

So, hopefully you have now decided where you want to dig, you have researched it and are sure it will provide some pleasing results. Now all you need is ...

Permission!

For archaeologists to get permission for archaeological digs is not easy. They must convince a number of people that the dig is worthwhile and that objects found would be vastly different to those which other archaeologists have found before them. They must convince the governments of both countries, that which they live in and that in which they wish to dig, that they are the key ones for the job. Archaeologists must prove that they are the best and that they are the only possible choice for the job. To do this they must usually explain the objects that they wish to find and the way in which they are going to go about it.

The next people it is vital to get permission from are the owners of the land which you want to excavate and the local authority (council) of that area. You must convince them of the reasons why they should let you use their town/land and the benefits that letting you excavate there would bring to them. In short you must prove your credentials.

Many archaeologists make their sites tourist attractions by repairing the surrounding areas if they are shabby and restoring the site to its original glory. Letting the public see what is happening hour by hour is a great way to make money for your expenses and that of the government, land owner and local authority. Making your ideas and plans for the area clear at the beginning is a fabulous way to get support. It is important to have special support as you will need ...

Money!

It is very important that archaeologists have money and funding for their digs. Generally they obtain this through sponsorship. This is where more convincing is needed. Usually sponsors are banks, museums and building societies. When obtaining sponsors you must prove to them that sponsoring you is the best thing that they could do. You must explain to them what you wish to do and find out how it will benefit them. For example, if you're being sponsored by a museum you could promise them that you would give them/let them display your findings.

If being sponsored by a bank or building society you could offer to wear a T-shirt or sweatshirt with their name on whilst excavating or have their stickers on your luggage. Sponsorship from garden centres would be quite easy to agree conditions with as you could use their tools to dig. People usually go into sponsorship as it means that they get less taxation on their earnings. This is perhaps why so many people give money to charity.

Sponsorship is very important for archaeologists as they need all the funding and support they can get. Money from sponsorship is used for living expenses (food, accommodation etc.) and cost of travel. It is also used to employ ...

Labour!

Archaeologists cannot possibly dig by themselves, it is too big a job for one person, so they need to employ labour. General recruits consist of friends wanting to help, locals wanting to see their heritage or probably just wanting a bit of money, and students. Archaeological digs are great experience for students doing degrees on the Classics or Archaeology.

Right, so now we have decided where to dig, we have permission, we have sponsorship and we have our team so lets get started on the ...

Dig!

Before actually digging archaeologists must make a plan of the area. This is called a 'Grid Plan'. They must then call in Geophysicists who will go over each metre of the site with a large stick which x-rays the ground. When pictures from the geophysicist report have been looked at there will hopefully be shapes on them, indicating that there are some objects under the ground. If this is found, areas called lots or plots will be allocated to separate members of the team. This spreads out the dig. In the middle of the site a trench will be dug to enable the team to find as many items as possible.

Many tools are needed for excavating. Brushes, trowels and even toothbrushes and toothpicks are used to ensure the objects are dealt with thoroughly and safely. To find the smaller objects archaeologists will sieve the soil. This method is used when looking for coins etc. These tools are definitely important but the most important of all the tools an archaeologist has is SPIT! Spit is wonderful, it is used more than any other tool. The second an object is pulled out of the ground an archaeologist will spit on it and that will strip away the dirt and reveal its glory.

After you have found and cleaned your object(s) you must do the following, you must write it down in the records for the dig, you must then photograph it to prove where it was found and what it looked like then you must repair it if needed and paint it so that it can be referred to if other objects found share the same design or shape.

The last thing to do is to analyse your object, find out what it is and what it was used for. When you know this you will then tag it with your name so that people in museums and such will know what it is and who found it. If you are in a museum and you see an object with a tag that says either, 'Ritual Object' or 'Sacred Object' it usually means that the archaeologists haven't got a clue what it is.

Once you have had a successful dig, your name will be spread and you will develop a reputation for being a good archaeologist. You may then get asked to conferences and sites around the world to dig and express your opinion. You may then even be asked to write textbooks for schools studying the Classics or Archaeology.

Right, now you know how to go about starting an archaeological dig I think it's time you knew the basic skills needed to boost your chances of being supported.

Identify Skeletons!

When an archaeologist digs, instead of objects, skeletons may be found. What you would then like to do would be to identify the body. The expert on this is a man from Manchester University called Dr John Prag. He and his friend have found a way to reconstruct and build up the face of this person by hand, muscle by muscle, fibre by fibre, until the area of the face is complete. Hair is then added but obviously the colour cannot be certain. Their method has been tested and proved accurate at a conference they attended at which they had to construct a face of one of the other members without ever seeing them. Their construction was identical.

Dr Prag's method has also been used in the Fred and Rosemary West murders investigation. He was given the body of a young backpacker to see if he could reconstruct the face. Once he had done so the image was shown on crime watch and her face was recognised. Somebody phoned in and the police were able to trace her last movements and solve her murder. Later the reconstruction was put next to her passport photo and all but the hair was identical.

OK! So, presuming you have now decided what type of archaeology you would like

to take up, you would now like to know how to profit from this career or at least benefit from it, so here goes ...

The Last Step!

First you would contact a publisher and try and convince him to publish your book. Hopefully he would be convinced at first but if not you would try and persuade him by writing up your discoveries and an exam guide for schools or maybe even producing a documentary.

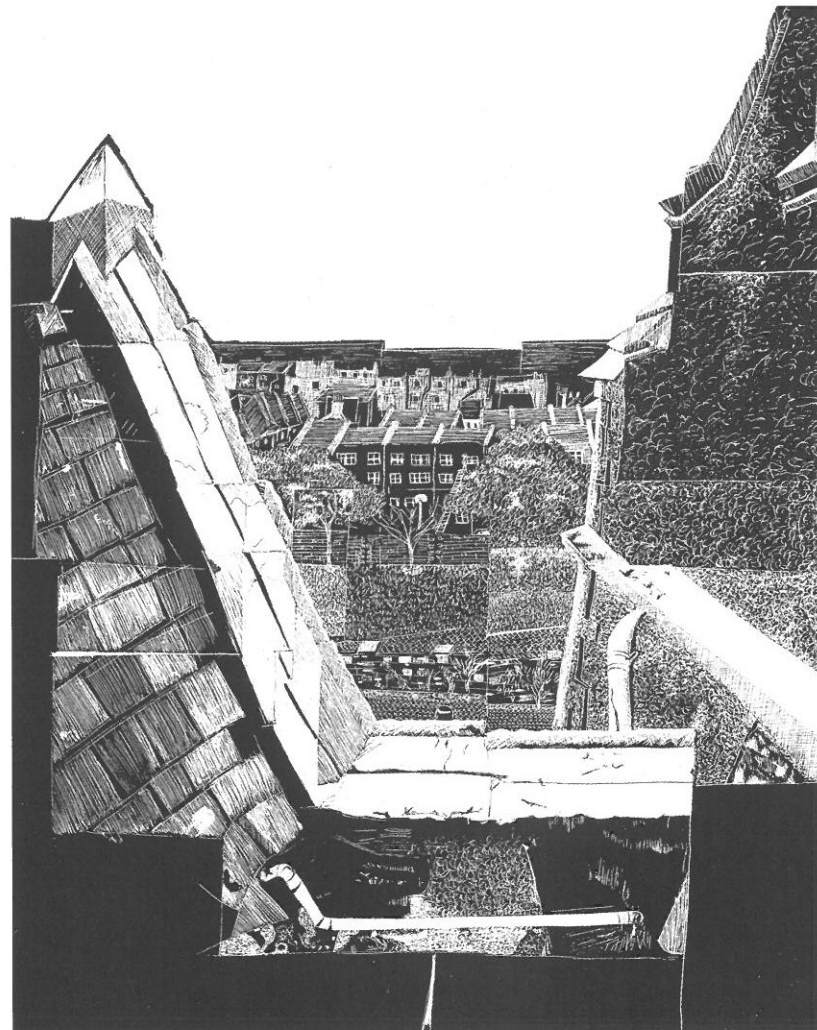
When your book was published you

would then turn it into a novel and contact a film producer to make a film about our amazing life and discoveries.

The final step would be to build an interactive learning centre to help people who wanted to follow in your footsteps to research their ambition just like you had to do.

Now you should be a successful archaeologist!

Emily Ward, Year 9



'View from the Library': Katie Deak, age 17

Hello Dolly!

Jerry Herman's joyous musical has been one of the best-loved modern musicals, and its central character Dolly Levi is an engaging mixture of vitality, humour and sentiment. The play on which it is based, Thornton Wilder's 'The Matchmaker' is equally charming, and as we had performed it at St Mary's Hall a few years ago, it seemed an interesting project to stage its musical version.

'Dolly' is a delightful show, but it does make considerable demands on the cast. There is quite a bit of Broadway-style dancing and the chorus has to play a range of roles including small town workers, showgirls in a carnival parade and comic waiters. Even short dance numbers take a very large amount of rehearsal time, and with scene changes, costume changes and some split second timing of comic business, there are considerable pressures to get the show ready in the time available.

A great asset was the enthusiasm of the cast. Some of the principal roles were taken by girls with considerable experience of school plays, and they worked well as a team. I shall miss directing those who are leaving and hope that they carry on 'treading the boards'. Our specialist dancing troupe had to learn numbers quickly, but their skill was very evident. The chorus worked with great verve and enthusiasm. For some the discipline and concentration demanded by a full scale musical came as a shock, but everyone responded to the demands of the piece. Long Sunday rehearsals were demanding but intensely rewarding occasions. The learning curve was steep, but in the end it was clear that everyone was giving their all and working to make sure that the show had impact and energy.

I was lucky to have such strong support from both the cast and the stage crew and the production team. The Bursar and his staff were, as usual, very helpful and the construction of the set was of a very high standard. Mrs Rita Noakes was a tireless and encouraging musical coach. Miss Adrienne Wenstone once again produced accomplished and effective choreography. Sarah Cooper gave wonderful help with the costumes and was a very versatile and enthusiastic production assistant. Mr Antony Jay and

his band provided splendid and vigorous playing. I was lucky to have very distinguished co-directors in Miss Carole Best and Mrs Susan Meek. I should like to thank everyone involved and particularly Mrs Peggy Lock. This was my last collaboration with Peggy who has done a series of striking and original set designs for school productions. She has taken a deep and sympathetic interest in school dramas, spending a great deal of time researching and executing sets of the highest quality. We have been lucky to have her expertise and wish her well in retirement. Finally, may I express my thanks to parents. The Friends of St Mary's Hall offered excellent refreshments and lent their support in

many ways. Parents of the cast put up with the disruption to family life of rehearsals, performances and, of course, nerves.

It was worth it. School drama offers students not only an outlet for creative talent, but also a chance to work together in a team to give pleasure to others. Some will go on to perform in a professional or amateur capacity. However everyone who has taken part will gain some understanding of what is involved in staging a production and will have more insight into what is a vital and life-enhancing part of our culture.

Mike Wells
Director



Dolly meets Dolly! Dora Bryan on stage with Charlotte Bishop



Upper Sixth Drama and Theatre Studies. *left to right:* Sarah Gartside, Katie Mokhtar, Mr Lawrence, Valerie Furnham and Lauren Lansdowne



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Simin Kiani-Lirharani, age 15



Mr Andrew Bailey, a descendant of Henry Venn Elliott, presenting the School with a portrait of Charlotte Elliott (and her sister), sister of the Founder of St Mary's Hall and composer of the hymn 'Just as I am', which was written in the School grounds.



John Commin

We owe a huge debt of gratitude to Mr John Commin who was Chairman of Governors until July 2001. He served on the Board of Governors for 14 years and was a most loyal and committed supporter of St Mary's Hall. He is pictured here at Garden Party with his wife Pat Commin (left) and Mrs Judith Buckland (right), who has taken over as Chairman of Governors.